



Athena SWAN Bronze department award application

Name of university: University of York

Department: Centre for Health Economics (CHE)

Date of application: 30 April 2014

Date of university Bronze and/or Silver SWAN award:
Bronze award, 2006 and 2010

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Table 1: List of abbreviations used in submission

Abbreviation	Description
BoS	Board of Studies
CHE	Centre for Health Economics
DERS	Department of Economics and Related Studies
ECU	Equality Challenge Unit
FTC	Fixed term contract
HESG	Health Economics Study Group
HR	Human Resources
HYMS	Hull York Medical School
MRC	Medical Research Council
NICE	National Institute of Health and Care Excellence
NIHR	National Institute of Health Research
RAE	Research Assessment Exercise
REF	Research Excellence Framework
RES	Royal Economic Society
SAT	Self-assessment team for Athena SWAN submission
SMT	Senior Management Team, CHE Executive
STEMM	Science, technology, engineering, medicine and maths
TAP	Thesis Advisory Panel for PhD students
UoA	Unit of Assessment

1. Letter of endorsement from the head of department: maximum 500 words

THE UNIVERSITY *of York*



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Dear Athena SWAN Manager

I am delighted to submit the application of the Centre for Health Economics (CHE) at the University of York, for an Athena SWAN Bronze Award.

CHE is a research department undertaking a broad portfolio of applied and methodological research in health economics, running continuing professional development courses, and supervising PhD students.

CHE has a long-standing commitment to the promotion of equality and strives to provide a supportive atmosphere in which staff can progress and achieve their best. I believe that people are at the heart of our success and I have a personal commitment to equality and diversity issues, as reflected in my activities within and outside the University. Despite the steps we have taken to create an inclusive culture, I am aware that we are still on that journey and have not yet arrived at our destination. Addressing the challenges of the Athena SWAN Charter is a vital stage in this journey, providing us with an impetus for action.

Preparing for the application has been an enlightening experience: creating space to reflect on our organisation and processes; allowing us to interrogate data and seek new information; and identifying the gaps in our knowledge about how (or indeed whether), we achieve our equality and diversity aims. It has led me to question some of the assumptions I held about the degree to which we were already accomplishing our aims and I have been enthused and motivated to make more progress. The action plan provides an important mechanism to do this.

Our submission outlines how some of our current processes are geared towards the promotion of equality and are helping us to achieve our goals, for example, 100% promotion success rates for women and 100% return to work (on flexible arrangements), following maternity leave. However, our action plan focuses on the need to drill down in order to investigate why this does not translate into a more balanced outcome at the most senior staff levels in the Centre. For example,

we will explore the time that women spend at their grade before applications for promotion are made and the mechanisms through which career-enhancing opportunities are made available to women. We will consider our methods of recruitment in order to ensure we have the best chance of attracting women to work at CHE. We will identify barriers to career progression and improve our processes in order to eventually achieve a greater balance amongst senior staff. This may take time, but the Athena SWAN process provides us with the focus, motivation and determination to achieve our goals.

The Senior Management Team (SMT) is engaged with, and supportive of, this application – 4 of the 9 members of our SMT are also members of the SAT; and we are absolutely clear that the principles and practices underlying the Athena SWAN Charter are the responsibility of us all and they should be embedded in our normal practice and culture. This is our challenge and we look forward to working towards meeting it.

Yours sincerely



Professor Maria Goddard
Director of CHE



(500 words)

2. The self-assessment process: maximum 1000 words

Describe the self-assessment process. This should include:

- a) A description of the self assessment team: members' roles (both within the department and as part of the team) and their experiences of work-life balance.

Table 2: The self-assessment team (SAT)

Laura Bojke (Senior Research Fellow)	Laura joined CHE in 1999 as a Research Fellow. She has had three career breaks for maternity leave in 2007, 2012 and 2013 and has worked part-time since returning from her first leave.
Martin Chalkley (Professor of Health Economics)	Martin joined CHE in August 2011. He has a son and a daughter and in spite of their ages (24 and 22) still finds the need to 'balance' work and family commitments.
Maria Goddard (Director of CHE and Professor of Health Economics)	Maria chaired the University's Dignity at Work and Study committee for 5 years; and has been a member of various University committees that deal with equality and working conditions e.g. HR Policy Committee, Joint Negotiating committee, Values in Action steering group, and Equality and Diversity committee for 8 years. She is an elected member of RES's Women's Committee. She has a long-standing interest in promoting equality at work and a personal interest in ensuring that CHE provides a supportive and fair environment for all.
Katja Grasic (Research Fellow)	Katja joined CHE in 2012, focusing on productivity of the health care sector and payment to providers. Her background is pure mathematics and prior to joining CHE she always worked in a male dominated environment which made her interested in the topics of women rights, equality and popularization of science among women.
Rowena Jacobs (Senior Research Fellow, Chair of SAT)	Rowena joined CHE in 1999 as a Research Fellow and PhD student. She has had two career breaks for maternity leave in 2008 and 2010 and has worked part-time since returning from her first leave. She is a member of the University Athena SAT. Her partner also works in STEMM.
Valerie Moran (PhD Student)	Valerie joined CHE as a full-time PhD student in January 2013. She previously completed an MSc in Health Economics at the University of York and undertook a three-month placement at CHE as part of the programme. Valerie offers the perspective of CHE's postgraduate students to the SAT.
Janina Pirozek (HR Manager,	Nina acts as the equal opportunities adviser and champion within the department. She sits on the University Concordat Implementation Committee and Athena SAT. Married with no children, she works part-time to enable her to look after an elderly

Chair of Biology Staff Committee)	parent.
Rita Santos (Research Fellow)	Rita has a BSc and MSc in Economics and has recently returned, through a staged return, to work full-time after her maternity leave. She tutors on a course regarding the use of administrative data in Health Economics and in the postgraduate diploma in health economics for health care professionals.
Trish Smith (Centre Manager)	Trish's role includes the management of Departmental administrative and HR services. Appointed on a full-time basis Trish was able to reduce her hours for a few years to help work/life balance commitments and then return to full-time hours.
Eldon Spackman (Research Fellow)	Eldon joined CHE in 2010 as a Research Fellow with the team for economic evaluation and health technology assessment. He has 3 children ranging from 2-9 years old, the youngest born since joining CHE.

SAT Working group members were chosen to include representation from both genders, research students, early career, mid-career and senior members of staff, Director of CHE, administrative and research staff, fixed-term and open contracts, full and part-time staff, and recent experience of the recruitment and promotion process.

b) an account of the self assessment process: details of the self assessment team meetings, including any consultation with staff or individuals outside of the university, and how these have fed into the submission.

In early 2013 the CHE director MG and RJ (Chair of SAT) discussed the possibility of CHE applying for an Athena award after talking with University colleagues. The case was discussed at the monthly SMT meeting in April 2013 and full support was given. MG wrote to ECU and made a successful case for CHE to be considered as a STEMM department and be eligible to apply for an AS award.

The Athena scheme was introduced at a monthly staff meeting including a question and answer session and staff are updated on SAT activities regularly.

To further improve awareness, Paul Walton (former Head of Department, Chemistry, a Gold AS Award holder) delivered a talk to staff on the importance of women in STEMM, unconscious bias, and the positive impact Athena has had in Chemistry. Paul's talk helped launch the initiative to CHE and generate interest in our activities and consultations.

Staff completed the HE STEMM culture survey with a response rate of 78% (see Section 5) and were asked to provide feedback. This has fed into the current submission. The SAT has met monthly initially and then bi-monthly with sub-groups meeting more often as necessary. All meeting minutes have been put on the staff intranet. The group has also reported on progress to the SMT which includes four members of the SAT (MG, MC, TS and RJ). The draft submission and action plan have been shared with the department and feedback sought and incorporated (see Section 5). The final submission and action plan have been approved by the SMT.

RJ is a member of the University Athena SAT which re-applied for a bronze award in 2013 and shares examples of best practice and she received support from the group in acquiring eligibility for Athena SWAN. JP acts as an Athena SWAN ambassador from the Biology department and provided invaluable support and advice to the group. RJ is a member of the DERS SAT who are planning to apply for an ECU Charter Mark.

- c) Plans for the future of the self assessment team, such as how often the team will continue to meet, any reporting mechanisms and in particular how the self assessment team intends to monitor implementation of the action plan.*

Small working groups will work through the actions and the SAT will monitor progress towards the action plan, meeting quarterly as a full group, with minutes available on the intranet, and reporting regularly to the department through staff meetings and newsletters. The group will report to SMT at regular intervals. Equality and diversity is an annual standing item on its agenda. A new website will be further developed with information on Athena, the SAT group and our activities.

Actions: 5.1; 5.2

(973 words)

3. A picture of the department: maximum 2500 words (CHE has been granted an additional 500 words to provide a description of the department)

a) Provide a pen-picture of the department to set the context for the application, outlining in particular any significant and relevant features.

We are a research centre with 38 members of research staff whose posts are purely research and 12 support staff. We are externally funded with an annual research income of over £3 million and produce applied health research which is our predominant activity. However we teach a number of short courses for external delegates and have 15 PhD students.

CHE has an international reputation as one of the world's leading centres of excellence in health economics. Our research focuses on supporting decision-makers in approaches to improve the health and clinical care of individuals and to assist with health policy development. Our research is designed to support decisions around, for instance, the choice of treatments to be provided with public funds, or the way the health and social care system should be organised, paid for and monitored. We produce scientific research with a particular emphasis on methodological and statistical rigour and high policy impact. We were awarded the Queen's Anniversary Prize in 2007 in recognition of the impact of our research on health and health care. In the 2008 RAE we, together with the Department of Health Sciences and Centre for Reviews and Dissemination, were ranked equal first in the UK for health services research.

While our primary discipline is health economics, the range of work we produce is multi-disciplinary and we operate alongside other disciplines through research collaborations with other departments and disciplines including medicine, public health, health services research, epidemiology, statistics, biology, and maths. The University's HYMS has many staff embedded in existing departments, promoting multi-disciplinary working. We have staff with an honorary post in HYMS and have strong collaborations.

The nature of our work is reflected in the fact that, of the 20 staff submitted into the REF, 19 were submitted under the Health Services Research UoA (the A2 panel for REF 2014 - Public Health, Health Services and Primary Care). One staff member who holds a shared post with the Department of Economics was entered into the Economics UoA (C18).

Whilst our main activity is research, we have 15 PhD students located in our Centre. PhD students are typically registered with DERS or Health Sciences since these departments have a Board of Studies which CHE does not. However students with a main supervisor in CHE are physically located within CHE and form an integral part in contributing to, and participating in, department life.

As a research centre CHE does not engage in significant teaching activities at undergraduate or postgraduate level. However, CHE is a partner in the Distance Learning programme in Health Economics for Health Care Professionals, run from DERS which provides certificate, diploma and masters level courses, providing skills in pharmaco-economics and outcomes research. CHE staff regularly contribute to teaching on the MSc in Health Economics run by DERS, as well as providing summer placements for a number of MSc students each year. We also run a number of short courses, many of which focus on health technology assessment. These cover methods employed to assess the value of new pharmaceuticals for health systems as part of the reimbursement process for medicines. We also offer courses on applied quantitative methods and analysis of

patient data. The courses are intended mainly for people within the pharmaceutical and medical device industries, consultancy, academia or the health service.

The majority of the research funding raised comes from health funders which is an important marker of the type of work we do. For example, almost 70% of our research funding comes from the NIHR.

All research staff are located within a research team. Each team has defined arrangements for the management and supervision of staff, including staff development, training, and performance review. The SMT consists of the Director (MG) and the Centre Manager (TS), as well as team leaders and other senior staff. There is a monthly “CHE day” where the SMT meets for two hours, followed by a full departmental staff meeting where key discussions are fed back to staff and students and there is an opportunity for clarification and discussion. The meeting is followed by a lunch for all staff, students and visitors, and finally a CHE seminar presentation by an external speaker.

CHE provides a supportive working environment with an open and inclusive culture. This can be observed in the results of the staff survey, conducted in 2011 across all University departments. CHE performed above average, scoring 100% positive feedback on ‘feeling safe and secure in the CHE working environment’ and 95% positive feedback on the ‘strong sense of belonging to the department’. Results on the HE STEMM culture survey, found an average score of 6.4 and 6.5 out of 7 respectively for ‘I feel that CHE is a great place to work for men’ and ‘I feel that CHE is a great place to work for women’. CHE circulates an internal newsletter to all staff which celebrates individuals and team achievements and provides news updates such as marriages, new babies, awards and other activities.

MG, as director, encourages staff to meet her to discuss any issue that may be affecting their working life and has set the tone through positive leadership for a nurturing atmosphere. The department has traditionally had low turnover, linked with staff reporting high levels of satisfaction working in the department and CHE has placed the main emphasis on ‘growing our own’ rather than recruiting staff at senior levels.



Images from our annual report and newsletters celebrating achievements of international awards for research presentations and appointments to national committees

- b) *Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.*

Student data

- (i) ***Numbers of males and females on access or foundation courses*** – comment on the data and describe any initiatives taken to attract women to the courses.

We do not offer foundation courses.

- (ii) ***Undergraduate male and female numbers*** – full and part-time – comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the impact to date. Comment upon any plans for the future.

We do not have undergraduate students.

- (iii) ***Postgraduate male and female numbers completing taught courses*** – full and part-time – comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the future.

While CHE does not run a postgraduate taught course, it does have links with the MSc Health Economics course run by DERS. A number of staff give lectures on the MSc relating to their main area of research and CHE offers a selection of summer placements to MSc students annually. The MSc course also serves as a potential recruitment pool for CHE staff and PhD students. In 2011, females accounted for the majority (almost 70%) of postgraduate students completing the MSc. In 2012 and 2013, the balance veered towards males who constituted almost 60% of postgraduate students on the MSc. It is not possible to draw conclusions from this but we will monitor this over time to see if patterns emerge.

Whilst CHE does not have involvement in the recruitment and selection of MSc students, we do play an important role in York's reputation in health services research and ability to attract students. Whilst there does not appear to be a consistent trend of gender imbalance in the pool of MSc students, we plan to assure ourselves that gender considerations are taken on board in the student recruitment processes and will do so through RJ contributing as a SAT member of DERS who are planning to apply for an ECU Charter Mark.

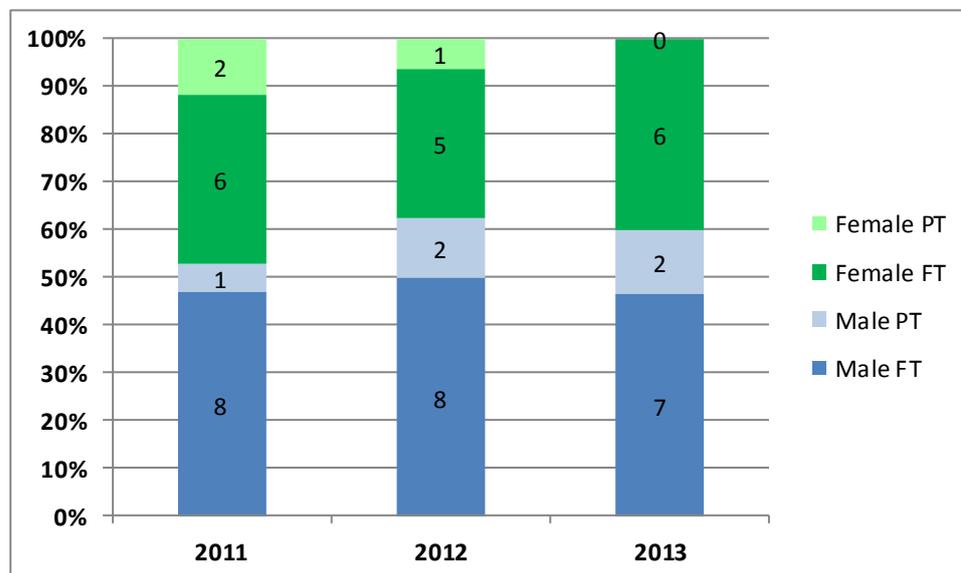
Actions: 2.3; 2.4

- (iv) ***Postgraduate male and female numbers on research degrees*** – full and part-time – comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the future.

CHE does not have a Board of Studies and therefore students are recruited to DERS or Health Sciences with whom the decision on admission rests. CHE's involvement is via: supervision by CHE staff (acting as main supervisors and members of thesis advisory panels), location (CHE supervised students are located in our offices and have links with the

relevant research team), and, for one or two students each year, the provision of financial support through CHE studentships.

Figure 1: Postgraduate male and female numbers on research degrees (PhDs) who are located in CHE and supervised by CHE staff



Note: Numbers in bars represent actual student numbers.

The number of male postgraduate PhD students tends to outweigh females (Figure 1). The numbers of full-time male students dropped slightly in 2013 compared to previous years. The numbers of full-time female students fell slightly in 2012 but increased again in 2013. Numbers are small for both males and females on part-time research degrees, numbers have dropped for females with currently no female part-time students, while the number of part-time male PhD students increased in 2012 and remained stable.

CHE performs less well than the national average in female representation for full-time postgraduate research students in “Subjects Allied to Medicine” but is on par with the national average for part-time students. Nationally, in 2011, 59% of full-time postgraduate research students were female compared to just over 40% for CHE. The equivalent numbers for part-time postgraduate research students were 65% nationally and 67% for CHE in 2011. The HESA category “Subjects allied to medicine” may not necessarily be the best comparator to CHE since staff in this category will tend to be female-dominated e.g. physiotherapists, occupational therapists, dieticians. For now it is judged to be the closest comparator to CHE amongst the SET subjects but one of our actions is to explore alternative benchmarks which may be more relevant in order to assess whether there is an issue warranting further investigation.

Regarding funded PhD students, males accounted for around 70% in 2011 and 2012 but males and females were equally represented in 2013. In 2011, females accounted for 60% of self-funded students but this reduced to around 40% in 2012 and 20% in 2013.

A number of funded postgraduate research students hold studentships awarded by CHE. Figure 2 displays the numbers of applicants and awardees for these by gender. Whilst the final admission decision still rests with the teaching departments in which the students are

registered, CHE has a greater degree of control over the students to whom it awards a grant and thus although numbers are very small, our efforts can be directed towards ensuring an appropriate mix.

Figure 2: CHE funded studentship applicants and awardees, male and female numbers

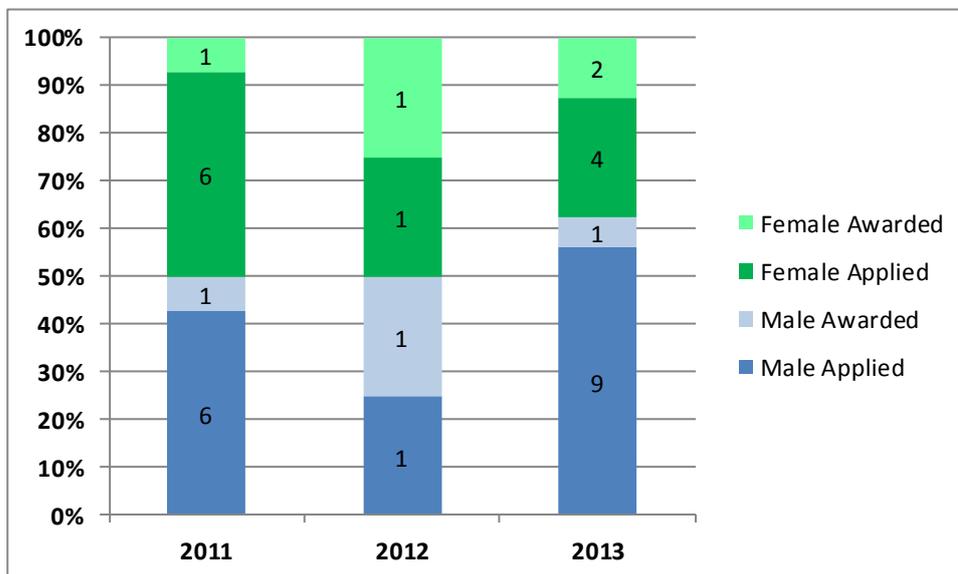


Figure 2 displays studentship applicants and awardees for the past 3 years. In 2011 and 2012, applicants to CHE studentships were balanced by gender. In 2013, males were more heavily represented.

The gender of awardees was equal in 2011 and 2012 and favoured females in 2013, despite a lower number of female applications.

In future, the advertisements for the studentships will include information on the potential for funding to be delivered on a pro-rata basis, in order to facilitate part-time study. This may encourage greater female representation amongst part-time PhD students.

Actions: 1.3; 2.1; 2.2



Images from our website and annual report of recent Phd students supported by the CHE Studentship Awards

- (v) **Ratio of course applications to offers and acceptances by gender for undergraduate, postgraduate taught and postgraduate research degrees – comment on the differences between male and female application and success rates and describe any initiatives taken to address any imbalance and their effect to date. Comment upon any plans for the future.**

Undergraduate and postgraduate taught degrees are not applicable. Whilst we do supervise postgraduate research degrees in the form of 1) PhD and 2) MSc students doing a summer placement to conduct dissertation projects, we do not have direct control over the application process, selection and acceptances of these students.

In the case of 1) potential PhD supervisors may be approached by prospective students with an interest in their research area and if students and topics are deemed a suitable match, students are asked to apply through a department with a Board of Studies (BoS). Alternatively, departments with a BoS (such as DERS or Health Sciences) may circulate project proposals by prospective students who have applied to them for a PhD place, to potential supervisors in CHE with an interest in the topic. Since CHE is a relatively small department and the pool of PhD supervisors relatively small, the process is informal. CHE has little control over the final selection process. However, we plan to assure ourselves that gender considerations are taken on board in the student recruitment processes and will do so through RJ contributing as a member of the DERS SAT.

In the case of 2) MSc students doing a summer placement, CHE staff with an interest in supervising students and with a suitable project, are asked to put forward a brief proposal. Both male and female staff with little supervision experience are encouraged to take the opportunity to supervise an MSc student in order to enhance their CV and career progression. The MSc course director in DERS allocates students to projects according to the student's preferences. CHE has no direct control over this process but does host an annual drinks reception to introduce all MSc students to CHE staff, the department, and the summer placement topics on offer. At this event, we ensure that opportunities are given to both genders to present about their experience of studying and working at CHE.

Figure 3: Placement students and supervisors, male and female numbers

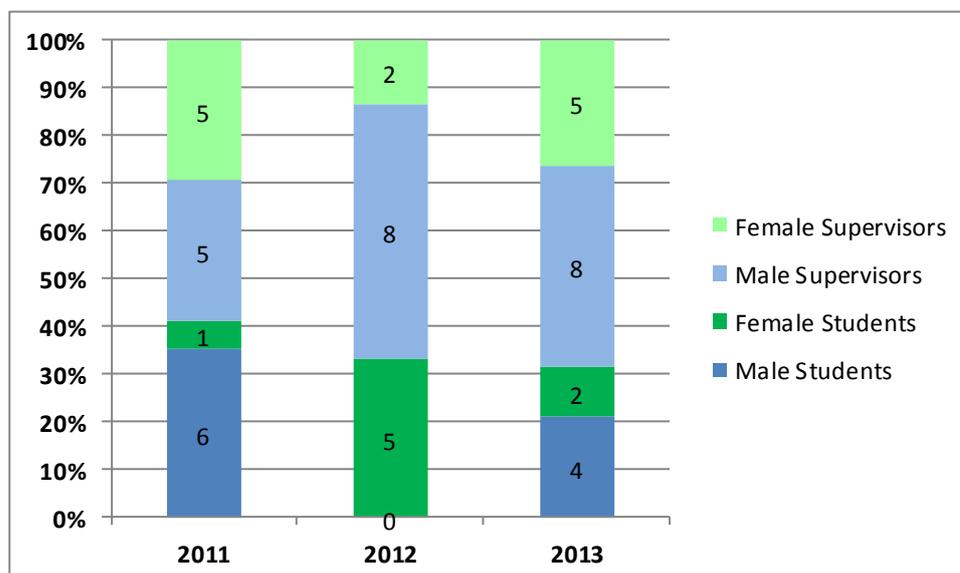


Figure 3 displays the gender breakdown of placement students and supervisors in CHE for the past three years. Students often have more than one supervisor which explains the discrepancy between student and supervisor numbers. Males tend to be overrepresented among placement students and supervisors with the exception of 2011 when the gender balance of supervisors was equal and in 2012 when there were no male students. We will continue to monitor the gender mix of placement students and supervisors.

Actions: 2.5

(vi) ***Degree classification by gender*** – comment on any differences in degree attainment between males and females and describe what actions are being taken to address any imbalance.

Not applicable.

Staff data

(vii) ***Female:male ratio of academic staff and research staff*** – researcher, lecturer, senior lecturer, reader, professor (or equivalent). comment on any differences in numbers between males and females and say what action is being taken to address any underrepresentation at particular grades/levels

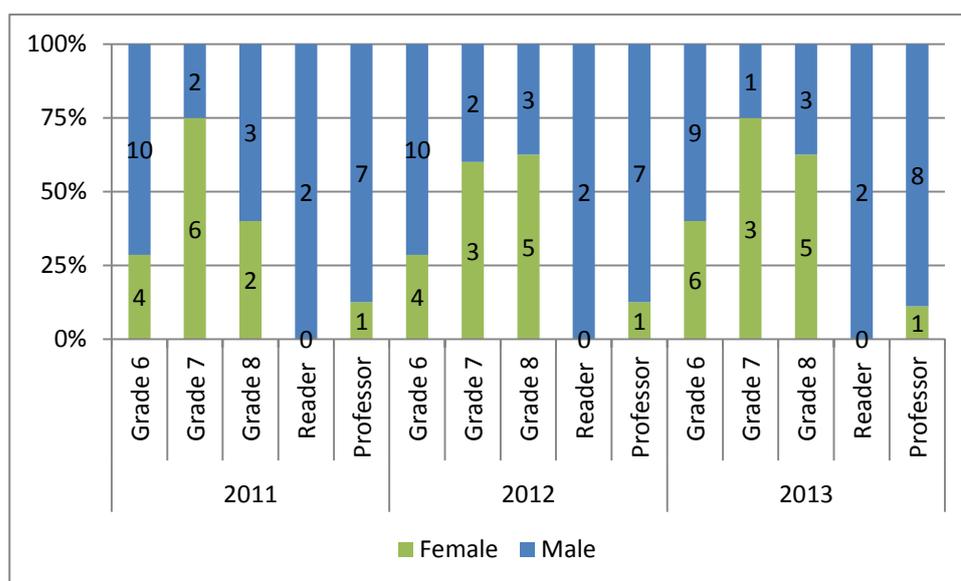
Staff at all grades are research staff and there are no academic staff. Figure 4 shows the number and gender mix of research staff has remained relatively constant from 2011 to 2013, with 13 female and 24 male staff in 2011 and 2012 and 15 female and 23 male staff in 2013. In 2011, 3 of the 5 (60%) staff at G8 were male. With the promotion of 4 females to G8 in the last 3 years, the majority of staff at G8 – 5/8 (62.5%) are now female. Across all three years more G7 staff are female and more G6 staff are male. CHE has one female professor and 8 male professors (two of whom are part-time) and 2 male readers.

The current imbalance between genders at the professorial and reader level has a number of causes. In part it is a historical position and we have been tackling this issue in a number of ways, but there will necessarily be a lead time before these have an impact on the staffing profile. We have focused our efforts on promoting women from within, as recruitment at senior level is infrequent. Our efforts to increase the proportion of senior staff who are female has involved active encouragement and support for females at middle grades to be PIs, lead and supervise staff, achieve promotion and work towards G8 and personal chair level. In 2011-2012, we doubled the number of female G8 staff via the promotion process and hope to increase that further in the current round of promotions. As the G8 staff progress and develop their CVs over time, there should be scope for advancement of a larger number of females to chair.

The primary strategy of “growing our own” reflects both the fact that there is a relatively small pool of senior female health economists on which we can draw via recruitment (see section 4 (a)(i)) and our commitment to development and progression of research staff (male and female) through the grades.

In the last 3 years all 4 females who have taken 7 maternity leave breaks have returned to work (all under flexible conditions) and this is another route by which we hope to retain female staff and allow them to progress. Our action plan involves investigation of the duration at each grade of females and males in order to establish whether the promotion process takes longer for females, and revising our recruitment material specifically to attract females.

Figure 4: Research staff headcount, by grade and gender



Actions: 1.1, 3.4

(viii) **Turnover by grade and gender** – comment on any differences between men and women in turnover and say what is being done to address this. Where the number of staff leaving is small, comment on the reasons why particular individuals left.

Our staff turnover is low compared to University research staff (Table 3). Reasons for leaving include returning to home country for personal reasons, moving to teaching posts at other institutions, taking up a PhD studentship at CHE and retirement. The number of leavers and reasons for leaving show no particular differences by gender or raise any issues to be addressed. We will monitor leavers’ destinations more formally in future to ensure this remains the case.

Table 3: Staff turnover compared to University research staff

Year	Leavers		Turnover CHE	Turnover University research staff
	Female	Male	%	%
2011	1	1	5.4	30.5
2012	3	5	21.6	29.4
2013	1	0	2.6	26.5

Actions: 1.4

(2497 words)

4. Supporting and advancing women's careers: maximum 5000 words

Key career transition points

a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.

(i) **Job application and success rates by gender and grade** – comment on any differences in recruitment between men and women at any level and say what action is being taken to address this.

From Oct 2010 to Sept 2013, 7 out of 16 appointments were female.

Table 4: Recruitment patterns in CHE, by gender

Date	Posts advertised	Applicants		Interviewed		Hired	
		Female	Male	Female	Male	Female	Male
Oct 2010 to Sept 2011	Chair/ Reader	1	5	0	3	0	2
	G6	70*		4	8	2	3
	G7	8*		1	0	0	0
	G8	4*		0	0	0	0
Oct 2011 to Sept 2012	G6	161*		9	5	2	2
Oct 2012 to Sept 2013	G6	74*		8	9	3	2

Note: Numbers too small to include %

In 2012 a male PhD student was appointed to a 3 month research position without a formal interview process to fill a subject specialty need at short notice, though this is a rare event and is not included in Table 4.

* no data on the proportion of female applicants

At G6 we do not see any gender mix issue either in relation to applicants or appointees. From Oct 2011 to Sept 2013, 49% of interviewed applicants were female and 50% of G6 appointments were female. We will continue to monitor this through our action plan.

Our strategy is focused on promoting staff from within CHE to senior levels rather than recruiting. There are low numbers of female professors in health economics who we can attract via recruitment. In the last 10 years we have had only three recruitment rounds at reader and chair levels (two of these falls outside the time frame in Table 4) with only one female applicant who withdrew before the interview stage to take up a job overseas for family reasons. According to HESG figures, there are 18 female and 41 male professors in health economics in the UK registered for membership of HESG. It is a sub-sample of the total number of professors as some do not register for membership, and thus an

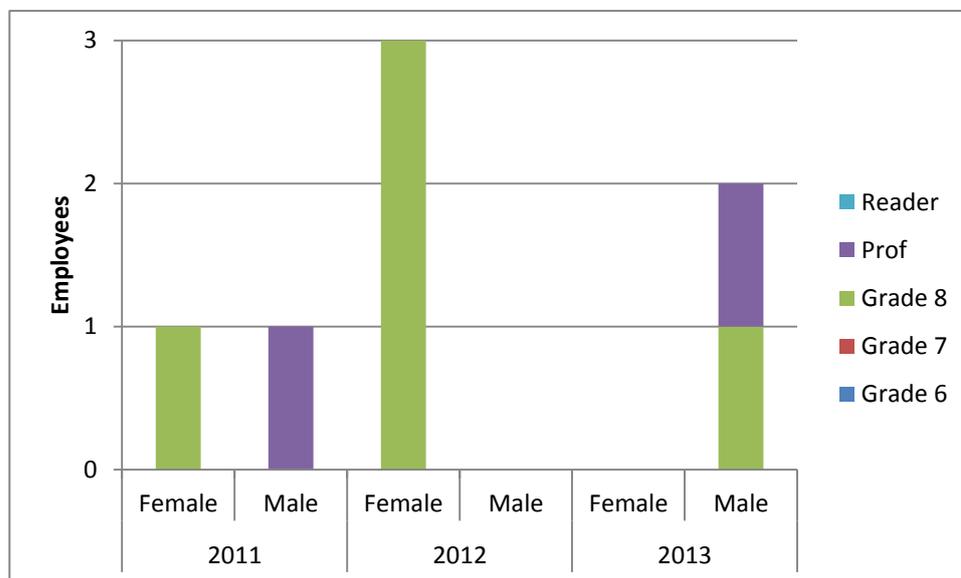
underestimate of the total health economics professors. However it is indicative of the relatively small pool on which we can draw. As part of the two senior recruitment rounds we asked staff – male and female – for suggestions of those we could target for recruitment, proactively considering potential female candidates, as well as undertaking internet searches. One male and one female (MG) senior staff contacted each prospective candidate personally, encouraging them to apply. During discussions with prospective candidates, it was clear that family concerns including children’s education, influenced location decisions for both males and females. We will review recruitment materials to ensure we are maximising the possibility of attracting females. Our strategy to promote from within should have increasing impact as females with families will already be located and settled in York as they move through the grades.

Actions: 1.2; 3.2; 3.4; 6.1

(ii) Applications for promotion and success rates by gender and grade – comment on whether these differ for men and women and if they do explain what action may be taken. Where the number of women is small applicants may comment on specific examples of where women have been through the promotion process. Explain how potential candidates are identified.

Across 2011 to 2013 seven researchers applied for and received promotions (100% success rate). Three males out of a total of 23 male researchers (13%) were promoted to a higher grade, one to G8 and two to professors. Four females out of a total of 13 female researchers (31%) were promoted to a higher grade, all to G8.

Figure 5: Promotions within CHE, by gender and grade



The Director encourages Performance Reviewers and team leaders to actively consider all those eligible for promotion, not just those who put themselves forward. Team leaders are asked to discuss potential timescales for promotion with their team members.

The University documents on promotion are circulated to staff by the Director annually. Staff are encouraged to talk to their team leaders and to the Director at an early stage and

team leaders are asked to discuss with all their staff and report back on potential candidates.

Support is given internally to research staff applying for promotion, which is reflected in the high success rate. Research team leaders and the Director facilitate sharing of CVs from previous successful applicants with prospective applicants, seeking the permission of individuals. Draft documents are reviewed iteratively by senior members of staff including the Director, prior to submission. In the small number of cases where a member of staff is interested in promotion but the views of the team leader and Director is that the application does not stand a good chance of success, the supervisor (and the Director if appropriate) identifies the gaps that need to be addressed in order to meet the criteria in future and advice is given on how to address the gaps. The Director provides feedback to unsuccessful candidates.

There does not appear to be a gender imbalance in terms of numbers applying for promotion or the success rates. However, we lack information on the duration at each grade before promotion, which may reflect a gender imbalance which is hidden by looking only at application and success rates. Acquiring and analysing these data is a key part of our action plan. Our plan also includes formalising the approach taken to identification of potential candidates. We will also celebrate promotions successes.

Actions: 3.3; 3.5; 3.6; 3.7

b) *For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.*

(i) **Recruitment of staff** – *comment on how the department’s recruitment processes ensure that female candidates are attracted to apply, and how the department ensures its short listing, selection processes and criteria comply with the university’s equal opportunities policies*

At a minimum, CHE follows the University’s policies on recruitment with regard to shortlisting and selection and equal opportunities policies. The chair of all recruitment panels has attended the recruitment and selection training and most panel members have also attended training. The chair ensures the shortlisting is conducted in an appropriate way and the questions are planned in advance.

CHE policy to recruitment is to set out essential and desirable criteria (using gender neutral terminology) and candidates are shortlisted explicitly against the criteria. All interviews are based around set questions from panel members to ensure a fair process. The composition of the panels in terms of membership from different grades and departments is formed on the basis of guidance from HR and in CHE all of our recruitment panels over the past 3 years have had a gender mix. Nevertheless, we plan to formalise this requirement as a policy within CHE and facilitate training of members.

We have identified an item for our action plan to review our recruitment materials to ensure that both the wording and the visual images present a flexible and family friendly working environment.

Actions: 3.2; 3.4

- (ii) **Support for staff at key career transition points** – having identified key areas of attrition of female staff in the department, comment on any interventions, programmes and activities that support women at the crucial stages, such as personal development training, opportunities for networking, mentoring programmes and leadership training. Identify which have been found to work best at the different career stages.

CHE successfully retains female staff once recruited, with low levels of staff turnover and no significant gender differential in leavers. Our data suggests that we are attracting more women over time. The key challenge is career transition for females to senior levels (i.e. between G8 and above). We have had success in increasing the number of G8 female researchers over time through promoting from within, including following maternity leave, with the number of G8 staff who are female increasing from 2 to 5 in the last three years. Our actions focus on ensuring that this positive promotion trend is maintained, that these female staff are retained, and that support is in place to help women transition from G8 to more senior levels.

Staff at key transition points are encouraged to take up opportunities to present their work, join decision making committees and panels within the University and nationally, apply for grant income and supervise MSc or PhD students. Researchers are encouraged to attend key networking events such as the HESG and other conferences. Team leaders are tasked with helping staff members to access these opportunities (e.g. delegating when they are asked to give a presentation or join a committee).

The Director and line managers actively encourage all staff to take up development training including leadership training by circulating information, presentations at staff meetings, and in one-to-one meetings. The process is proactive and line managers are asked to consider who would benefit from development opportunities rather than merely responding to requests. Seven researchers in CHE have taken part in the University leadership programmes since 2011. Training records show that 5 females took part and 3 were promoted in subsequent years suggesting that the training may have contributed to their advancement. These courses also provide networking opportunities with those in other departments at a similar stage in their career.

There are no formal mentoring programmes in CHE. However some informal mentoring does take place. All staff have line managers who are expected to provide career advice. Staff can access confidential one-to-one coaching through the University Workplace Coaching and Mentoring scheme with one of 32 trained individuals. Development of coaching skills is also an integral part of the Leadership in Action programme which 4 members of CHE have attended (2 female and 2 male).

Our action plan includes providing more information to staff about coaching opportunities and supporting particularly G8 and more senior researchers to consider presenting at conferences via video links if appropriate, to support the development of CVs for those with childcare responsibilities.

Actions: 3.8; 4.1; 4.2

Career development

a) *For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.*

(i) **Promotion and career development** – *comment on the appraisal and career development process, and promotion criteria and whether these take into consideration responsibilities for teaching, research, administration, pastoral work and outreach work; is quality of work emphasised over quantity of work?*

Informal discussions with line managers around career development opportunities occur throughout the year. Staff also have an annual appraisal (Performance Review) which includes a discussion on career development. CHE goes beyond University policies by also offering a 6-monthly interim Review if staff want one. Performance review data for researchers in the past 3 years (2010-2013) shows 100% completion. Reviews usually take place with line managers or senior members of the research team.

In the University Staff Survey 2011, 86% of staff agreed the annual appraisal was useful in reviewing strengths and achievements, 91% agreed the review provided constructive feedback and 84% agreed the review was useful in identifying training needs and development opportunities. In the HE STEM culture survey, staff said the annual review was helpful, with an average score of 5.2 (out of 7) for females and 4.9 for males. We will arrange a meeting of all performance appraisers to review the process and share best practise.

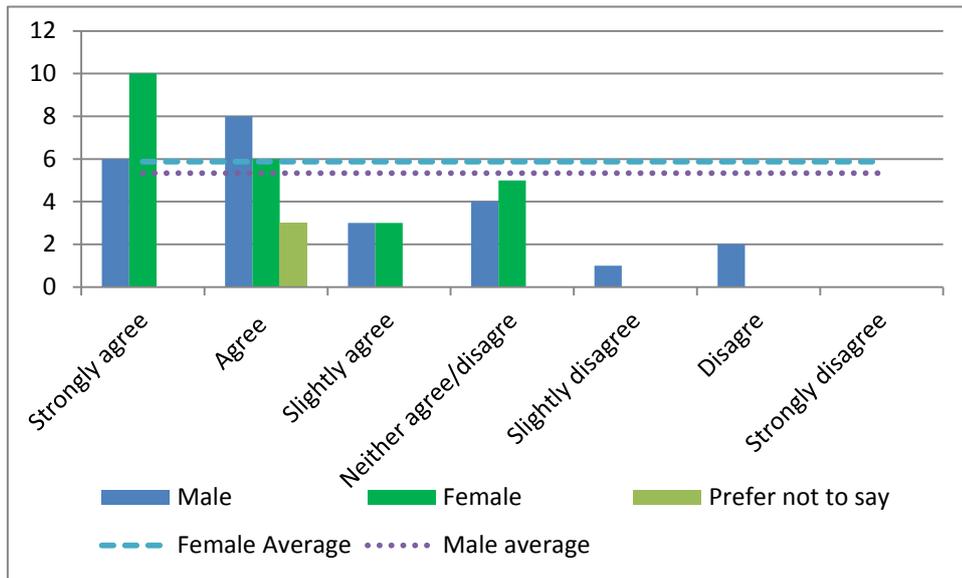
The standard Performance Review template has sections on research, management, and teaching/supervision. Line managers and reviewers advise researchers on which journals to target for publication and quality of work is emphasised over quantity. CHE's reputation rests on the high quality of our research and this is the working culture. In the HE STEM culture survey, participants - with an average score of 6.0 out of 7.0 (6.1 for women and 5.9 for men) - agreed with the statement 'CHE values the full range of an individual's skills and experience when carrying out performance appraisals'.

Encouragement is given to apply for prestigious research funding to enhance opportunities for promotion and support and training is given to build confidence in these activities. We undertake internal peer review of grants over £20k, and a bespoke CHE training course offered on grant writing was attended by 18 researchers (9 female and 9 male).

The University has promotion criteria, common across all departments, which have been amended over the last 3 years to explicitly take account of career breaks and personal circumstances such as maternity leave. CHE staff with childcare responsibilities report finding it more difficult to engage in networking and conferencing opportunities and the promotion application process now takes account of this, enabling staff to provide evidence of the quality of their work across all areas.

Discussion about promotion is part of the Performance Review process and all research and other activities are taken equally into account. Part-time staff are offered the same opportunities as full-time staff including enhancing their CV through teaching experience, committee membership and supervision of postgraduate students.

Figure 6: Results from the HE Culture survey for the question: I understand the promotion process and criteria in CHE



The HE STEM culture survey shows that staff are aware of the promotion process (average score 5.6 out of 7), however men are less likely to be aware (5.3 out of 7). Actions include providing staff with examples of CVs of those successfully promoted, formalising the process for identifying potential candidates for promotion, and ensuring best practice in performance review is followed and shared.

Actions: 3.3; 3.5; 3.6; 3.7

(ii) **Induction and training** – describe the support provided to new staff at all levels, as well as details of any gender equality training. To what extent are good employment practices in the institution, such as opportunities for networking, the flexible working policy, and professional and personal development opportunities promoted to staff from the outset?

New staff meet with the Centre Manager on their first day for induction and are able to consult regularly with her subsequently in order to clarify or elaborate on issues as they arise. They receive a comprehensive induction document which has been recommended to other departments as an example of good practice by the University HR Department. The document covers staff development and support, training needs, performance review, accessing training and development, statutory and compliance training, details of the Self Development Resource Centre, policy on conference attendance, equality and diversity policies, code of practise on harassment, harassment advisor network, and Diversity in the Workplace online learning module. An action includes adding to the induction material setting out CHE’s commitment to Athena and links to relevant HR policies on the intranet.

Staff are directed towards intranet resources which include details and guidance on equality and diversity issues, arrangements for annual performance review and links to relevant University documentation.

New staff are informed of the requirement to complete the Diversity in the Workplace on-line training module. New staff also attend the University induction event which includes information on training and equality.

New staff are allocated a 'buddy' of the same grade, for the first six months of their appointment. Buddy matching is shared out across male and female junior research staff. The purpose is to provide support and a friendly point of contact especially for questions and issues that people prefer to discuss with a peer. We have received excellent feedback from new starters on the buddy system.

Training opportunities are an intrinsic element of the annual review process for which CHE ensures high compliance. For probationary research staff the annual review is augmented by 3, 6 and 9 month reviews. In all of these meetings with their line manager, training and development plans are discussed and documented. The nature of team-working within CHE also requires and facilitates regular meetings with line managers, and training issues are discussed at these as appropriate.

CHE has a process for recording and reporting feedback on training courses and events. Staff are encouraged to give web-based feedback and to comment on the usefulness and appropriateness of courses to their goals, career development and training. Comments are available for all staff to consult to help them make informed choices. The provision of funding for training is a key part of the support that CHE offers staff at all stages of their career.

Opportunities for networking, and professional and personal development are promoted from the outset through induction and probationary review meetings and facilitating new staff to attend University training courses where they will meet staff from other departments.

The flexible working policy is currently promoted when staff let us know of pregnancy, we have an action to promote the policy as part of induction, as well as obtain feedback on the induction process.

Actions: 3.1; 3.4; 3.9; 5.1

(iii) **Support for female students** – describe the support (formal and informal) provided for female students to enable them to make the transition to a sustainable academic career, particularly from postgraduate to researcher, such as mentoring, seminars and pastoral support and the right to request a female personal tutor. Comment on whether these activities are run by female staff and how this work is formally recognised by the department.

There is no formal mentoring service for female students but supervisors take an informal mentoring role. As well as having a supervisor(s), PhD students receive support and mentoring from the Thesis Advisory Panel (TAP) which also includes two other senior research or academic members of staff with expertise in the student's area of study. These staff are usually based in CHE, DERS or Health Sciences, but can also be based in other universities. The student meets with the TAP at least six monthly to receive feedback on the progress of research and future research plans. The discussion considers the training and personal development needs identified by the student. The student's career

development is of central concern to the TAP which advises on dissemination of research, facilitation of professional contacts, and journal publications, bearing in mind the future career plans of the student. Approximately 18 months into the PhD programme the student gives a research seminar to an audience including TAP members and other departmental staff and students. This forms part of the “upgrade” process whereby the student progresses from MPhil registration to PhD degree. After every TAP meeting there is an opportunity for the student to share in confidence issues or concerns regarding the student/supervisor relationship with the two non-supervisor TAP members.

Actions: 2.5

Organisation and culture

a) *Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.*

(i) **Male and female representation on committees** – *provide a breakdown by committee and explain any differences between male and female representation. Explain how potential members are identified.*

As a non-teaching department, the number of internal committees in CHE is fairly low. We do not have a BoS or a separate Research Committee as this function is undertaken by the SMT. CHE has five committees, all of which are small, and the membership by gender is detailed below:

Table 5: List of CHE’s committees: chairs and membership by gender

Committee	Chair	Females	Males
Senior Management Team (CHE Executive)	F	3	6
Data Governance Group	M	4	7
Alan Williams Fellowships Committee	F	2	2
Website Group	M	3	3
Athena Swan SAT	F	8	2

The gender mix of the SMT reflects in part the staff profile at senior grades, although seniority is not the sole criteria for membership. As females progress through the grades in CHE, this mix is likely to change in time.

CHE also has representation on a number of University committees and details by gender are given in the table below:

Table 6: List of CHE’s representatives on University committees by gender

Committee	Female/Male
Planning Committee	F
Senate	F
Promotions Advisory Committee	M
Equality and Diversity Committee	F
Head of Departments Forum	F
Alcuin Research and Resource Steering Group	F
Charter Mark Group in Economics Department	F

The second and fifth in this list are in an ex officio capacity. Members of University Committee are sometimes nominated via Senate and mainly there are criteria relating to grades and subject area (and a vote takes place if there is more than one candidate).

Members of CHE committees are either selected by functional area of responsibility (e.g. team leaders, those who use specific data sources) or are selected due to their interests and skills (e.g. website group) and efforts are made to ensure both genders are included.

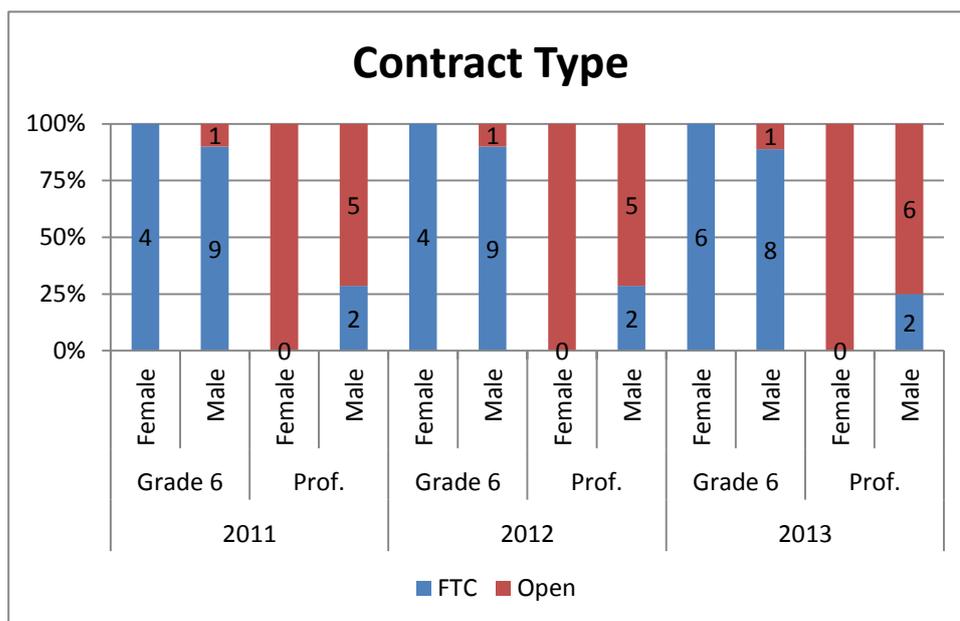
Actions: 4.2

- (ii) **Female:male ratio of academic and research staff on fixed-term contracts and open-ended (permanent) contracts** – comment on any differences between male and female staff representation on fixed-term contracts and say what is being done to address them.

Only G6 researchers and some professors have FTCs, the latter because they have chosen to return part-time after retiring. G6 staff are offered an open-ended contract after 6 years of FTCs, although since 2011 all staff that have come to the end of the 6-year roll-over period of FTCs have already been promoted to G7. CHE has a track record of always renewing FTCs and will provide bridge funding to support staff between contracts. Once staff are promoted to G7, they are automatically offered an open contract. This is a CHE policy which goes beyond the University or EU policies and is one of the factors which has contributed to greater feelings of job security for staff. In the University staff survey in 2011, CHE scored 93% positive feedback, well above average, on ‘I feel secure in my job’ despite CHE being funded almost entirely from external “soft” funding.

Of those staff that have FTCs 31% were female in 2011 and 2012 and 41% in 2013. As the number of G6 researchers are more similar in 2013 (6 female and 8 male) the number of FTCs also becomes more similar. There do not appear to be any trends of concern.

Figure 7: Contract type by gender for G6 and professorial staff



b) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.

(i) **Representation on decision-making committees** – comment on evidence of gender equality in the mechanism for selecting representatives. What evidence is there that women are encouraged to sit on a range of influential committees inside and outside the department? How is the issue of ‘committee overload’ addressed where there are small numbers of female staff?

Internally, there are few committees within CHE and membership is mainly related to functional responsibility, interests and skills. Since there are not a large number of committees, there is no major concern around ‘committee overload’ for female staff. However since it is more likely that staff at senior or professorial level will sit on committees, there is some imbalance given the gender profile of CHE at senior level but this should change over time as more females are promoted to G8 and professorial level.

Between 2011 and 2013 CHE staff participated in 67 external committees, including government decision bodies such as NICE, funding bodies such as NIHR or MRC and academic bodies such as Women’s Committee of the RES. These 67 committees are attended by 20 different members of CHE staff of which 45% are female. The average number of committees each female participates in is 1.9 while the average number each male participates in is 4.6. Of the 67 committees in which staff participate, 25% of the participating staff are female.

As part of the process of performance review, team leaders are encouraged by the Director to think about which members of their team may need experience on external decision-making committees to help build their CV and contribute to their personal development. Staff considering promotion are encouraged to think about putting themselves forward for

external committees to support their development, and this tends to happen on an informal basis currently.

As part of the action plan, we will collect and monitor data on gender mix on committees and think about ways to ensure equal opportunities more proactively.



Images from our annual reports highlighting appointments to external committees

Actions: 4.2

- (ii) **Workload model** – describe the systems in place to ensure that workload allocations, including pastoral and administrative responsibilities (including the responsibility for work on women and science) are taken into account at appraisal and in promotion criteria. Comment on the rotation of responsibilities e.g. responsibilities with a heavy workload and those that are seen as good for an individual's career.

As a non-teaching department, CHE does not operate a traditional workload model in order to balance teaching and other responsibilities. However, research staff have some administrative, managerial and pastoral responsibilities in line with their grade. Rather than being viewed as a burden, opportunities to take on such duties form a key part of the career progression of research staff for both men and women. Promotion criteria at York include aspects of management and administration and thus CHE actively encourages team leaders to create and allocate appropriate tasks and roles to those whose CV will be enhanced as a result. Such tasks are rotated so that workloads are equal e.g. chairing of staff meetings, data co-ordinator and governance tasks, web-site duties. Administrative support for research in CHE is high quality and research staff are well-supported with no need for individuals to carry excessive burdens.

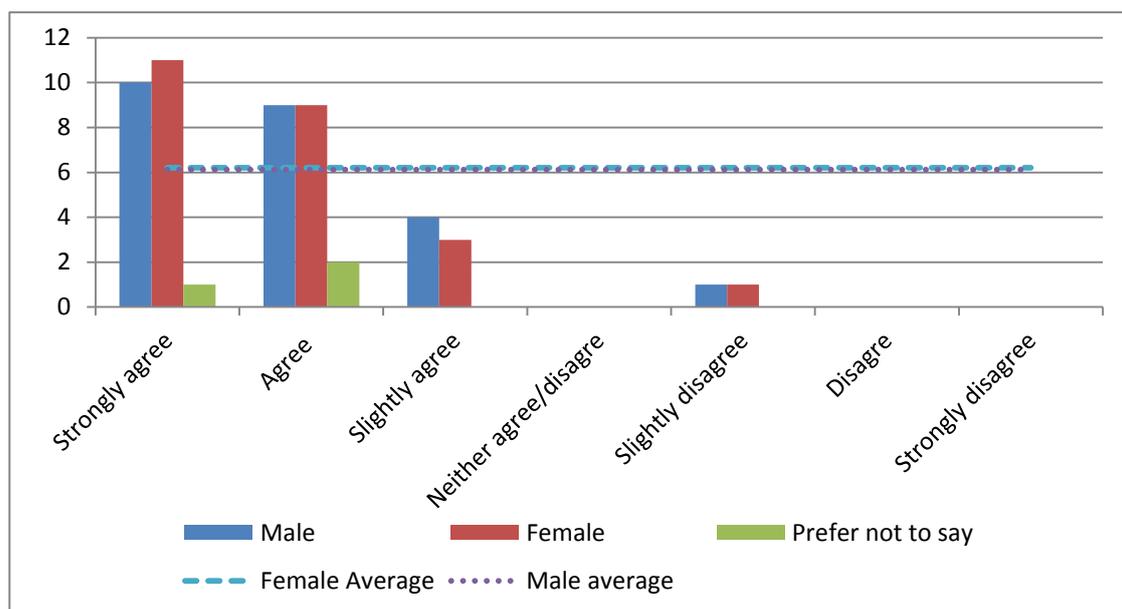
- (iii) **Timing of departmental meetings and social gatherings** – provide evidence of consideration for those with family responsibilities, for example what the department considers to be core hours and whether there is a more flexible system in place.

CHE holds a monthly departmental meeting (except August, to avoid clashing with holidays). The meeting was regularly held at 3.30pm but in 2004 was moved to an earlier time of 12.30pm. One reason was to allow staff who needed to collect children from school to attend. Staff and team meetings are held between 10 and 4.

The CHE Christmas dinner is held at lunchtime to include as many staff and students as possible. The summer social is usually held early evening. Team Christmas and summer social events are held both during the day and evenings and children can attend. The SMT Christmas dinner is held in the evening. A consultation took place recently to ask if members preferred a daytime event and they chose the evening slot.

In the HE STEM culture survey, the majority of staff strongly agreed (score 6.2 out of 7) that ‘Work related social activities in CHE (staff parties, team building), are likely to be welcoming to both women and men’.

Figure 8: Survey results for the question: Work related social activities in CHE are likely to be welcoming to both women and men

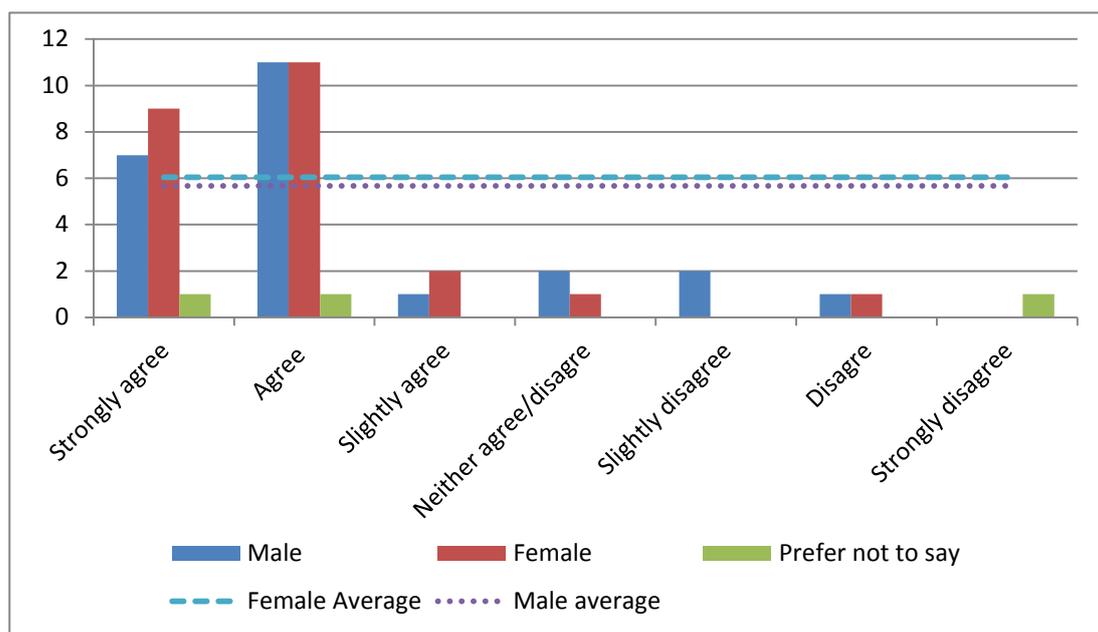


(iv) **Culture** –demonstrate how the department is female-friendly and inclusive. ‘Culture’ refers to the language, behaviours and other informal interactions that characterise the atmosphere of the department, and includes all staff and students.

The Director is female, has a strong interest in equality issues and has set the tone for the culture. Staff meetings and other communications are conducted using appropriate language. The atmosphere of the department is family friendly, staff can work flexibly and discuss family matters. The departmental newsletter includes photographs and news when staff get married or have babies and staff feel welcome to bring their families in to visit. Our social events are varied and include research and support staff and students.

The HE STEM culture survey results show that staff acknowledge the positive culture. The majority of staff (average score 5.7 out of 7) agree that CHE makes it clear that unsupportive language and behaviour is not acceptable. Also, most agree (average score 6.4 out of 7) that inappropriate images that stereotype women or men are not acceptable.

Figure 9: Survey results for the question: CHE makes it clear that unsupportive language and behaviour is not acceptable



Staff are told about HR policies on bullying and harassment at staff meetings and in the HE culture survey the average score was 6.5 out of 7 agreeing with the statement ‘I am confident that my line manager/supervisor would deal effectively with any complaints about harassment, bullying or offensive behaviour’.

- (v) **Outreach activities** – comment on the level of participation by female and male staff in outreach activities with schools and colleges and other centres. Describe who the programmes are aimed at, and how this activity is formally recognised as part of the workload model and in appraisal and promotion processes.

We have reflected on the concept of outreach as it applies to CHE and define it as “those activities that represent health economics and health economists to potential researchers, at all levels of their career development and planning”. We consider that these kinds of activity are important for us in attracting a better balance of applicants and play a role in affecting perceptions of health economics generally.

CHE engages in outreach activities as a natural consequence of its portfolio of research. We publish an external newsletter, an annual report, we participate in public engagement and host a Twitter and Facebook account, all of which highlight current research activity and indicate the nature and diversity of the work we undertake across both genders. In addition, our staff make numerous presentations at conferences and meetings which potential as well as established researchers in health economics attend. Given that CHE is not a teaching department we do not make presentations to potential students of health economics. However, we host an annual reception event for MSc students about the summer placements and career opportunities we offer. MSc students have often subsequently joined CHE as PhD students or Research Fellows.

Conference presentations and public engagement are encouraged as part of staff career development opportunities and are seen as a key element of dissemination and impact for research.

CHE hosts two external seminar series. Gender mix of the invited speakers fluctuates from year to year, and in 2013, 3 out of 14 speakers were women. Our action plan includes ensuring a better gender mix in our monthly Seminar Series and Economic Evaluation seminar series. All staff are asked for suggestions for speakers and these are followed up with invitations. We will review the suggestions made and the invitations offered and be more pro-active in requesting suggestions for female speakers.

As part of our external engagement, CHE funds and hosts Alan Williams fellowships for early to mid-career researchers from anywhere in the world to spend time in CHE. The Fellowships were first launched in 2006 to enable health economists to work with staff on a project. Actions include monitoring fellowship applications and success rates by gender in order to identify any gender imbalances and to take action to rectify this if needed.

Actions: 1.6; 5.3



Image from our annual report highlighting a research travel award and collaboration with researchers in Colombia

Flexibility and managing career breaks

a) *Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.*

(i) **Maternity return rate** – *comment on whether maternity return rate in the department has improved or deteriorated and any plans for further improvement. If the department is unable to provide a maternity return rate, please explain why.*

Four researchers (G6, 7 and 8) have taken 7 periods of maternity leave with a 100% return rate over the past 9 years. Two more researchers are currently on maternity leave and plans are in place to return. CHE provides a supportive environment for return to work with requests for flexible working and part-time hours being approved.

The HE STEMM culture survey average score for the statement ‘My line manager / supervisor is supportive of requests for flexible working’ was 6.4 out of 7 (6.5 for women and 6.3 for men).

Our action is to formalise a maternity and additional paternity leave policy.

Actions: 3.4; 6.1; 6.2



Example of staged return to work arranged through the flexible working policy

(ii) ***Paternity, adoption and parental leave uptake*** – comment on the uptake of paternity leave by grade and parental and adoption leave by gender and grade. Has this improved or deteriorated and what plans are there to improve further.

Six researchers (across G6, 7, and 8) have taken eight periods of paternity leave since 2001. All applications for paternity leave requests have been granted. In addition in 2014 we will have two researchers taking paternity leave and one taking additional paternity leave (three months).

There have been no requests to take adoption or parental leave.

The policies for maternity, paternity and parental leave are all available on the CHE staff intranet and have recently been added to the staff induction document.

Actions: 3.1



Image from the newsletter where we celebrate new arrivals

(iii) ***Numbers of applications and success rates for flexible working by gender and grade*** – comment on any disparities. Where the number of women in the department is small applicants may wish to comment on specific examples.

CHE currently has four female research staff (at G6, 7 and 8) working flexibly on part-time hours. CHE takes a positive approach to all applications for flexible working and all have

been approved. In the past this was done informally between the line manager and researcher. Now there is a formal system which is promoted at the point researchers inform the department manager of pregnancy and also when they are due to return to work after maternity leave.

CHE has also provided flexible working arrangements for people with carer responsibilities or health problems, for example through the creation of job share arrangements or working from home.

Our action point is to promote the flexible working policy more widely.

Actions: 3.1; 3.4; 6.1

b) *For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.*

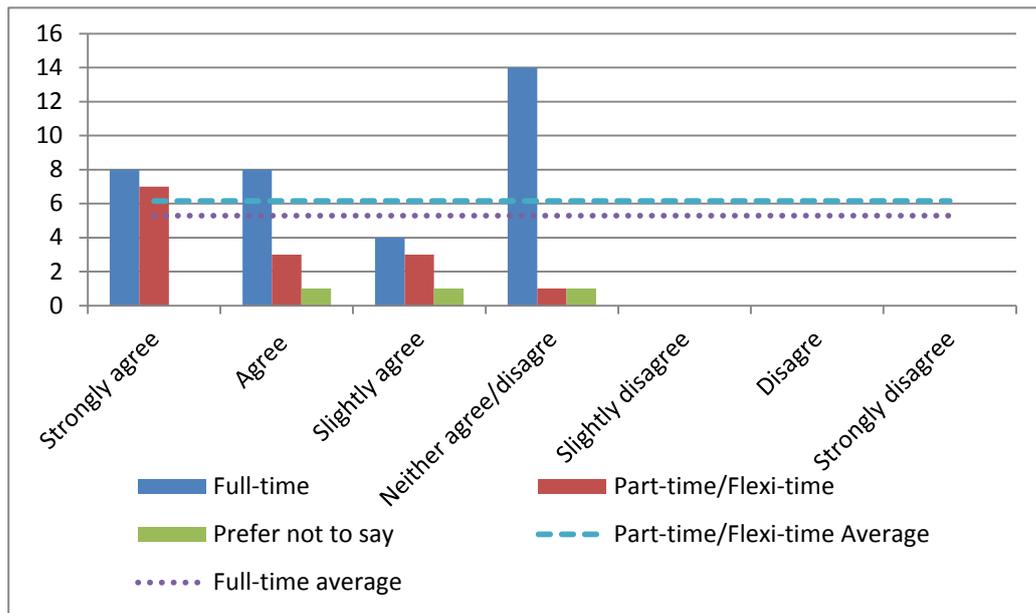
(i) **Flexible working** – *comment on the numbers of staff working flexibly and their grades and gender, whether there is a formal or informal system, the support and training provided for managers in promoting and managing flexible working arrangements, and how the department raises awareness of the options available.*

The Centre Manager sends the flexible working policy to individuals to make them aware of the options available when a member of staff first announces she is pregnant. When those on maternity leave are getting ready to return to work they complete a 'return to work' and 'application for flexible working' form if needed. This gives the opportunity to make arrangements for part-time hours or a staged return to work. CHE follows the University flexible working policy and has had 100% approval of all requests for flexible working after maternity leave.

The HE STEMM culture survey shows that staff believe that part-time or flexi-time work arrangements do not affect their career opportunities (average score 5.7 out of 7). Staff members currently working part-time agree to an even higher degree (6.4 out of 7). Most full-time employees neither agreed nor disagreed with this, suggesting they may not feel able to comment.

Part-time staff are not treated any differently to full-time staff in terms of contractual status nor in relation to opportunities for advancement. One of the four females promoted to G8 was working part-time when promoted.

Figure 10: Answer to the question: Staff who work part-time or flexibly in my Department are offered the same career development



One action point is to promote the flexible working policy from the outset during induction for new staff.

Actions: 3.1; 6.1

(ii) **Cover for maternity and adoption leave and support on return** – explain what the department does, beyond the university maternity policy package, to support female staff before they go on maternity leave, arrangements for covering work during absence, and to help them achieve a suitable work-life balance on their return.

The support to female staff starts with planning to ensure that their contribution on project work is respected during their absence. Since research is intrinsically intellectual property and the pregnant researchers may need to pass on their work to colleagues, discussions take place to ensure there is the opportunity to be an author of published work. Sometimes the pregnant researcher passes her work to new staff recruited to cover the maternity leave and acts as their supervisor before and after her leave.

Where practical, CHE recruits to cover the work of individuals going on maternity leave. However, this depends on the nature of the individual's funding. For example, individuals on a personal fellowship will not require maternity cover as the work can effectively pause while she is on leave. In some cases, project work can be redistributed amongst other team members, ensuring that other individuals are not overloaded. More recently, CHE has recruited 2 paid interns for a period of a year in order to fill some of the temporary gaps arising from maternity leave. These positions provide career development for the individuals whilst contributing to the research work that has to be delivered whilst staff are on maternity leave. The intention is to evaluate the success of the scheme at the end of the year with a view to repeating it in future if it proves useful from both the perspectives of CHE, the interns, and those taking maternity leave.

Staff on maternity leave are able to take up to 10 “Keeping in Touch” days and these have been used to attend key meetings e.g. to meet with a potential PhD student, or key research collaborators.

Towards the end of the maternity leave, the Centre Manager sends the researcher a ‘return to work’ and ‘application for flexible working’ form. At this point the researcher can discuss their working preferences with their line manager. Research staff returning from maternity leave have always been able to return part-time, full-time or have a phased return with part-time hours initially building up to full-time and workload adjustments are discussed.

Our action is to formalise a maternity leave policy by learning from best practise in other departments in the University who already have an Athena Swan award.

Actions: 6.2

(4879 words)

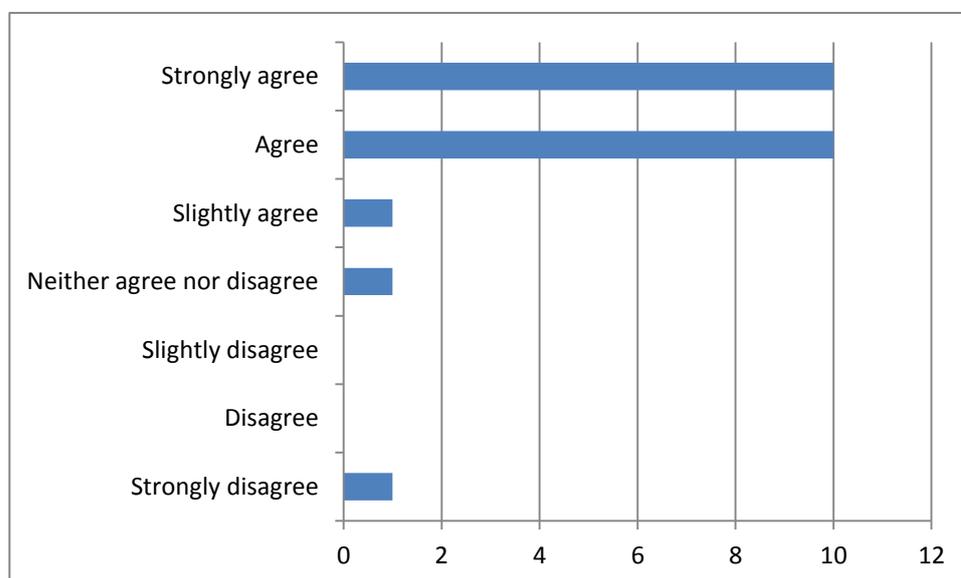
5. Any other comments: maximum 500 words

Please comment here on any other elements which are relevant to the application, e.g. other SET-specific initiatives of special interest that have not been covered in the previous sections. Include any other relevant data (e.g. results from staff surveys), provide a commentary on it and indicate how it is planned to address any gender disparities identified.

As part of the self-assessment process, staff completed the HE STEMM culture survey in October 2013 which we adapted to CHE. Staff were asked to provide feedback and suggestions online on any aspects relating to the survey. The overall response rate for staff and students was 78% with gender balance in participants (24 females, 24 males, and 3 prefer not to say). This data fed into the current submission and resultant action plan.

As part of the consultation process with staff and students on the submission and action plan, we developed an online survey for CHE staff to anonymously provide feedback on the submission and action plan. This took place in February 2014. The document and action plan were discussed with 9 members of the SMT first in order to get feedback and the 9 SAT group members did not complete the survey. 23 staff members submitted responses with an average score of 6.09 (out of 7). Staff agreed with the proposed action points, with all the scores higher than 5.2 (out of 7). Staff also provided direct feedback on the submission in other ways – written, verbal, and by email. Engagement with the process was high.

Figure 11: Number of respondents to the question: Do you think this submission document reflects the work practice and environment in CHE?



We have a future action plan to analyse the University staff survey results by gender. This will be done in conjunction with a CHE working group which will analyse the staff survey more broadly for departmental and other equality and diversity issues.

Actions: 1.5

(Words 238)

6. Action plan

Action	Description of action	Action taken already and outcome at April 2014	Further action planned at April 2014	Progress Log	Responsibility	Timescale	Start date	Success Measure
1	Baseline Data and Supporting Evidence							
1.1	Collect and analyse data on promotion rates by gender and time spent on each grade	Currently done centrally by HR in terms of promotion rates, but not time spent on each grade	Create departmental monitoring of promotion rates and time spent on grade by gender	Database held within CHE	Centre Manager; SAT sub-group	Annual data collection and analysis	May 2014	Data collected and analysed in order to identify any gender imbalances; if they exist, analysis of causes and identification of actions to address
1.2	Monitor job offers and acceptances and spine point entry by grade by gender	Currently done centrally by HR, but not spine point entry	Create departmental monitoring	Database held within CHE	Centre Manager; SAT sub-group	Annual data collection and analysis	May 2014	Data collected and analysed, if there are gender issues identified, analysis of possible causes and suitable actions devised
1.3	Analysis of comparator departments using benchmarking data	No analysis yet undertaken	Review HESA and RES data and publicly available data on websites	Minutes of SAT	SAT sub-group	24 months	Sept 2014	Report on comparator departments re. Athena SWAN principles

1.4	Monitor data on staff and PhD student leavers reasons and destinations	Done informally through supervisors	Formalise departmental collection of data on destinations	Database held within CHE	Centre Manager; SAT sub-group	Annual data collection and analysis	Oct 2014	Staff data collected and analysed, issues identified for further discussion; Student information used to improve careers advice
1.5	Analyse University Staff Survey data	Not available yet	Analysis of data by gender	Minutes of SAT	SAT sub-group; SMT; CHE Staff Survey working group	6 months	Sept 2014	Data analysed from Staff Survey, issues identified for further discussion and plan of action
1.6	Monitor Alan Williams Fellowship applications and success rates by gender	Not currently done	Formalise departmental collection of data	Database held within CHE	Alan Williams Fellowships committee; SAT sub-group	Annual data collection and analysis	Jun 2014	Data collected and analysed, issues identified and appropriate action taken to achieve gender mix e.g. proactively inviting applications from females in our networks

2	Postgraduate Students							
2.1	Monitor CHE PhD students by part-time status and funding arrangements	Not currently done	Formalise departmental collection of data	Database held within CHE	SAT sub-group	Annual data collection and analysis	Oct 2014	Data collected and analysed, issues identified and liaison with the Departments in which students are registered in order to identify specific barriers to part-time study
2.2	Monitor CHE funded PhD studentship applications and success rates by gender and amend advertisements to specify funding availability on part-time basis, subject to rules of registering Department	Not currently done	Formalise departmental collection of data	Database held within CHE	SAT sub-group	Annual data collection and analysis	Oct 2014	Data collected and analysed: issues related to registration identified for further discussion with registering departments; issues related to awards acted upon in CHE
2.3	Seek assurance that gender equality considered in MSc health economics student recruitment	Not currently done	RJ member on Economics department SAT	Minutes of Economics department SAT	SAT Chair	36 months	May 2014	Gender balance discussed with registering Department and any issues identified progressed with the Department

2.4	Monitor gender balance in MSc Health Economics placement students	Not currently done	Obtain MSc student data by gender from Economics department	Database held within CHE	SAT sub-group	Annual data collection and analysis	May 2014	Gender mix evident in MSc health economics student intake, feedback through 2.3
2.5	Monitor gender balance of supervisors of MSc placement and PhD students	Not currently done	Gather data on gender breakdown of MSc and PhD student supervisors	Database held within CHE	SAT sub-group	Annual data collection and analysis	May 2014	Ensure gender mix in supervisory responsibilities that contribute to opportunities for career progression

3	Key Career Transition Points, Appointments and Promotions							
3.1	Review induction materials for text on gender equality, part-time working, flexible working, maternity and paternity leave; add links to HR policies on the intranet	Brief section on gender equality already included	Include section on Athena SWAN principles	Minutes of SAT	Centre Manager; Assistant to Director; SAT sub-group	Review bi-annually	Aug 2014	New section in induction booklet, high satisfaction with induction procedures, greater satisfaction with transparency of policies
3.2	Requirement for gender mix on shortlisting and interview panels and for training of panel members	Informal current policy	Seek gender mix on any panel unless strong reason not to and monitor adherence to policy	Circular sent to all staff	SMT; Director	12 months	May 2014	Policy change implemented and monitored, all staff aware of requirement and panel members undergone Recruitment and Selection training
3.3	Encourage consideration of promotion opportunities in Performance Review	Currently done informally	Amend PR document to formally remind reviewers	Performance Review document	Director, SAT Chair and Performance Reviewers	Annual	May 2014	Amended PR document, high satisfaction with PR system

3.4	Ensure recruitment material and job advertisements have equality statements, promote flexible policies and family friendly culture	HR does this now, we highlight CHE is a family friendly department on website	Ensure CHE materials match University materials, advertise opportunities for flexible working to staff, scrutinise material for further improvement to good practice	Recruitment materials, policies placed on website	Centre Manager; Director; SAT	Annual	May 2014	Amended recruitment materials, success in attracting women, greater promotion and awareness of maternity, paternity flexible working policies
3.5	Arrange meeting of performance reviewers to ensure best practice	Not done yet	Arrange meeting to discuss review process. Look at checklist for reviewers	Minutes of meeting	SAT Chair; Centre Manager; Director; Performance Reviewers	6 months	May 2014	Meeting / training done, high satisfaction with PR system
3.6	Improve process for identification of candidates for promotion. Provide additional support in terms of illustrating how CHE staff meet promotion criteria	Currently done through line managers and Director. Currently done informally through exchange of CVs	Candidates for promotion identified via PR and via more formal process between team leaders and Director. Bank of CVs from successful candidates who are willing to share documents, created to support new applicants	Minutes of SAT	Director; Performance Reviewers; Line managers	Annual	May 2014	Greater awareness and satisfaction with promotion preparations including PR; more formalised system introduced.

3.7	Announce promotions successes	Done by Director informally	Formalise process in staff newsletter and at end of year round-up of CHE news by Director	Staff newsletter	Director	Annual	Aug 2014	Successes announced
3.8	Promote opportunities for video conferencing and Skype for laptops to participate in overseas conferences without travelling or communicate with family members whilst travelling	Currently done on ad hoc basis	Ensure technology can support staff to do conference presentations via video link if appropriate and offer Skype if they are away presenting and wish to keep in touch with family	Minutes of SAT	CHE Computing officer; SAT sub-group	Annual	Oct 2014	These opportunities are advertised on CHE intranet and staff take up opportunities for video conferencing and Skype
3.9	Obtain feedback from new members of staff on induction process and suggestions for improvement	Not currently done	Ask new staff members for (1) feedback on induction and (2) suggestions for improvement; explore option of a feedback form	Feedback collected in CHE	Centre Manager; SAT sub-group	Annual	Dec 2014	High levels of satisfaction with induction materials

4	Career Development and Support							
4.1	Promote coaching scheme for staff	Currently done on ad hoc basis	Advertise University coaching scheme and invite Coach to give presentation to staff meeting		Centre Manager	Annual	Jun 2014	Greater awareness of coaching opportunities
4.2	Monitor data on internal and external committee memberships and examine ways to promote gender mix, particularly on external committees	Data collected	Formalise regular departmental collection of data, and discuss at SMT, consider opportunities for staff to participate in committees to enhance CV	Database held within CHE; SMT minutes	SAT Chair and sub-group; Performance Reviewers; SMT	Annual data collection and analysis	May 2014	Progress towards a more balanced representation on important committees

5	Culture, Communications and Departmental Organization							
5.1	Ensure transparency and communication of working group with wider staff and increased web presence of gender equality practices	Currently have Athena SWAN section on website, minutes made available on intranet	Ensure Athena SWAN website up to date	Minutes of SAT	SAT Chair and sub-group; CHE website working group	Quarterly	Jun 2014	Up to date website and staff demonstrate improved awareness at meetings etc.
5.2	Ensure Athena SWAN is regular item on SMT agenda and staff agenda	Equality is annual standing item on SMT agenda; done on ad hoc basis at staff meetings	Formalise as annual item on staff agenda; Include Athena SWAN update	Minutes of SMT and staff meeting	Director; SAT Chair; Centre Manager	Annual	May 2014	Annual agenda item
5.3	Ensure good gender mix in monthly CHE seminar series and CHE Economic Evaluation seminar series	Speakers monitored by gender for seminar series.	Continue to monitor gender mix, analyse previous suggestions, invitations made and responses from females. Highlight issue to seminar organisers, encourage staff to propose female speakers	Minutes of SAT	Organiser of seminars; SAT; SMT	Annual	May 2014	Greater gender mix in seminar speakers

6	Career breaks/flexible working							
6.1	Advertise career success stories of women with families in the Department widely and on the web	Currently have Athena SWAN section on website	Add case studies to the website of career paths of successful women in CHE and how these were combined with children	Minutes of SAT	SAT; CHE website working group	12 months	Nov 2014	Up to date website with 2-3 narratives
6.2	Policy for maternity leave and additional paternity leave	Informal arrangements	Formalise policy to include meeting with line manager, Centre Manager, Director to cover practical issues around workload, staying in touch, reintegration, breastfeeding	Policy placed on website	Centre Manager; Director; Assistant to Director; SAT; SMT	24 months	May 2014	New policy, high satisfaction with maternity / additional paternity leave returners

Notes and Key to Action Plan:

CHE – Centre for Health Economics

SAT – Self-assessment team

SMT – Senior Management Team (CHE Executive)