



THE UNIVERSITY *of York*

The Department of Health Sciences

Athena SWAN Bronze department award
application

April 2013



Athena SWAN Bronze department award application

Name of university: University of York

Department: Health Sciences

Date of application: 30th April 2013

Date of Athena SWAN award:

Contact for application: Karen Bloor, Department of Health Sciences

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Athena SWAN **Bronze Department** awards recognise that in addition to university-wide policies the department is working to promote gender equality and to address challenges particular to the discipline.

Sections to be included

At the end of each section state the number of words used. Click [here](#) for additional guidance on completing the template.

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

An accompanying letter of endorsement from the head of department should explain how the SWAN action plan and activities in the department contribute to the overall department strategy and academic mission.

The letter is an opportunity for the head of department to confirm their support for the application and to endorse and commend any women and STEMM activities that have made a significant contribution to the achievement of the departmental mission.



The Department of Health Sciences

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Professor Hilary Graham
Professor of Health Sciences
Head of Department
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30th April 2013

Athena SWAN Co-ordinator
Equality Challenge Unit
7th Floor, Queen's House
55/56 Lincoln's Inn Fields
London
WC2A 3LJ

Dear Athena SWAN Co-ordinator

The Department of Health Sciences at the University of York wishes to apply for an Athena SWAN Bronze Award. The application comes with my wholehearted support.

We are a large department with an inclusive culture built on a commitment to equality and a respect for diversity. The Department combines professional education (nursing, midwifery and CPD) with externally funded applied health research; we also have a graduate programme. Reflecting our core activities, the majority of our students and staff are women; key leadership positions are also held by women. Nonetheless, we recognise the challenge of advancing the aims of the Athena SWAN Charter – and are committed to doing so.

Our Athena SWAN Working Group was established in summer 2012 via an open invitation to all staff at our monthly staff meeting. Since then, the Department has developed and implemented strategies that embody Athena SWAN principles. However, as these were already under discussion prior to the development of our Bronze Action Plan, they are noted in our application but not included in our Plan. Along with the other structures and policies we have in place, they provide a platform from which we hope we can move forward rapidly.

Our Athena SWAN Working Group has provided the Department with a detailed assessment of how well we are doing in advancing the careers of women and where we need to improve. It has also identified barriers to career progression that may be holding back both men (for example in relation to our undergraduate nursing and midwifery programmes where men are a very small minority) and women (for example, the current structure of the Teaching and Scholarship role and progression from grade 8/Senior Lectureship to professorial level positions). It has been an informative and productive process of critical reflection, and forms the basis of our application for the Bronze award.

The findings of the Working Group's review are presented in the main body of our application. The Action Plan details the areas identified for progressing the Athena SWAN principles, with an eye to priorities where some preliminary work has been undertaken and we believe we can make rapid progress. The Plan has been intentionally aligned with the existing structure of the Department, with responsibility for progressing and achieving the Actions sitting with the

Department team and/or senior departmental officer. Both the Athena SWAN group and the Department's Senior Management Team are committed to ensuring the Athena SWAN process is embedded in the culture and working practices of the Department (rather than sitting alongside or outside it as a separate stream of activity).

I am squarely behind the Action Plan and will actively support Departmental teams and senior officers vested with responsibility to achieve the improvements in our working practices that it seeks to achieve.

We are looking forward to the challenge – and to reporting on progress to you over the next 12 months.

Yours sincerely

A handwritten signature in black ink that reads "Hilary Graham". The signature is written in a cursive, slightly slanted style.

Professor Hilary Graham
Head of Department

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 1: The self-assessment team

Karen Bloor (Professor, Athena SWAN co-lead)	Karen Bloor has worked full-time at the University of York, progressing from a research assistant in 1991 through research grades to Professor in 2012. She combines research and teaching activities on the economics of health policy.
Karen Khan (Chair of Board of Studies, Athena SWAN co-lead)	Chair of Board of Studies, Senior Lecturer and professional lead for midwifery education. Karen has worked full time since joining the University as a lecturer in 2005.
Mona Kanaan (Senior Lecturer, Working group member)	Mona is a Senior Lecturer in Health Statistics and post-graduate admissions tutor. She has worked full-time since joining the Department in 2007.
Kate Flemming (Lecturer, Working group member)	Kate is a Lecturer and Chair of the Department's Training and Development committee. She joined the University in 1997, and has worked part-time since 1999, focusing on developing methodology of qualitative research synthesis.
Karl Atkin (Professor, Head of Research, Working group member)	Deputy Head of Department (Research) and a member of University's Equality and Diversity Committee, Karl has worked full time since joining the Department in 2005. Karl's research includes exploration of health and social care for ethnically and culturally diverse groups.
Kerry Bell (PhD student, Working group member)	Kerry has worked and studied at the University of York since 2006, completing a BSc and MSc in Psychology before joining Health Sciences in 2010 to undertake a PhD on maternal and child health.
Su Golder (PhD student, Working group member)	Su has a BSc in Human Ecology and an MSc in Information Management. She worked full-time at the University of York as an Information specialist before registering for a PhD in 2007. Following maternity leave, she returned to study part-time in 2009.

Hilary Graham (Head of Department, Working group member)	Professor of Health Sciences and Head of Department since October 2011, Hilary is responsible for the strategic and operational management of the Department, including the promotion of learning and career development opportunities for students and staff.
Jill Hall (Research Fellow, Working group member)	Jill is a representative on both the Departmental and University Research Concordat Implementation Groups. She joined the University in 2001, working full-time until 2003. Since returning to York in 2006 she has worked part-time on safety in the NHS.
Laura Jefferson (Research Fellow, Working group member)	Laura has studied and worked in the department since 2003, combining BSc, MSc and PhD study with periods as a research fellow in the Trials Unit. Laura's PhD explored gender differences in doctors' working lives.
Denise Shingler (Departmental Manager, Working group member)	Denise has worked at the University of York since 1999. Her role as Departmental Manager includes the management and co-ordination of a wide range of administrative services and human resources functions throughout the Department.

Working Group members were chosen to include research students, early-career, mid-career and senior members of staff; administrative, academic, teaching and research staff; staff on fixed-term and open contracts; and individuals who work and study full and part-time. An Athena SWAN ambassador from our Biology department, Nina Pirozek, supports, advises and mentors the co-leads.

In terms of work-life balance, the group has a range of experiences, including dual career partnerships (academic and other), children of various ages, caring responsibilities for partners, elders and others with long-term health problems, return from maternity leave, return from sick leave, flexible working patterns, home working and substantial volunteering and community responsibilities.

- b) An account of the self-assessment process: meetings, consultation and how these have fed into the submission.

The Athena SWAN initiative was introduced at a Health Sciences monthly Meeting of all staff in June 2011 where the Head of Department invited expressions of interest in the self-assessment process. Four staff (KB, KK, MK, KF) created a working group which has since been supplemented to ensure representation across departmental functions and career stages. Our working group includes the Head of Department, Deputy Head of Department (Research), Departmental Manager (who manages human resources), Chair of Board of Studies and Chair of Training and Staff Development Committee as well as early career researchers and PhD students. The group has met bi-monthly with sub-groups meeting more often as necessary. Co-leads are both part of, and supported by, the University Athena SWAN Working Group, and a member of staff from Biology acts as an Athena SWAN ambassador, supporting our group and mentoring the co-leads.

The application has been led by Karen Bloor (initially on a research contract, grade 8, promoted to Professor in November 2012) and Karen Khan (Chair of Board of Studies, on a teaching and scholarship contract, grade 8). The group has reported on progress to the Department's Senior Management Team and to the Department staff meeting. The draft action plan has been shared with the department, with feedback actively sought and incorporated. The final draft and action plan was approved by the Senior Management Team in April 2013.

Following submission, the Athena SWAN working group will monitor progress towards the action plan, reporting regularly to the senior management team and to the overall Department through staff meetings, open staff forums and the Department intranet. Meetings of the full group will take place quarterly, with agendas and minutes available on the web.

Self-assessment process – action points:

- *Review all Athena SWAN applications and publicly available information on web sites from comparable departments*
- *Analysis of University Survey data by gender and staff group*
- *Review membership annually to ensure appropriate representation from a range of staff groups, grades and work-life experience.*
- *Ensure that Athena SWAN agendas and minutes are available to all staff on Athena SWAN web site and departmental intranet*

3. A picture of the department: maximum 2000 words

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

Health Sciences is one of the largest departments at the University of York, with 270 staff and 1000 students. The department is organised around two main streams of activity:

- Professional education and training in nursing and midwifery (including pre-registration training and continuing professional development). Our undergraduate students all study nursing, midwifery or health and social care, and the vast majority of them pursue a career in practice, primarily in the National Health Service.
- Applied health research, including a large range of externally funded research and our graduate school, which trains students in methods of health services research. Graduate students frequently progress into a career in science in various settings including academia, health services and industry.

Reflecting our broad range of activities, Health Sciences staff includes clinicians from a range of health professions including nursing, midwifery and medicine, alongside academic staff from a range of disciplines including statistics, economics, psychology, sociology and epidemiology. We aim to provide high-quality education and research that improves health and healthcare through the development of rigorous research evidence and its application in policy and practice.

All academic, research and teaching staff are located in a research and/or teaching team. Each team has defined arrangements in place to manage and support staff, including ensuring that they have training and development plans, agreed through annual performance review. This is part of

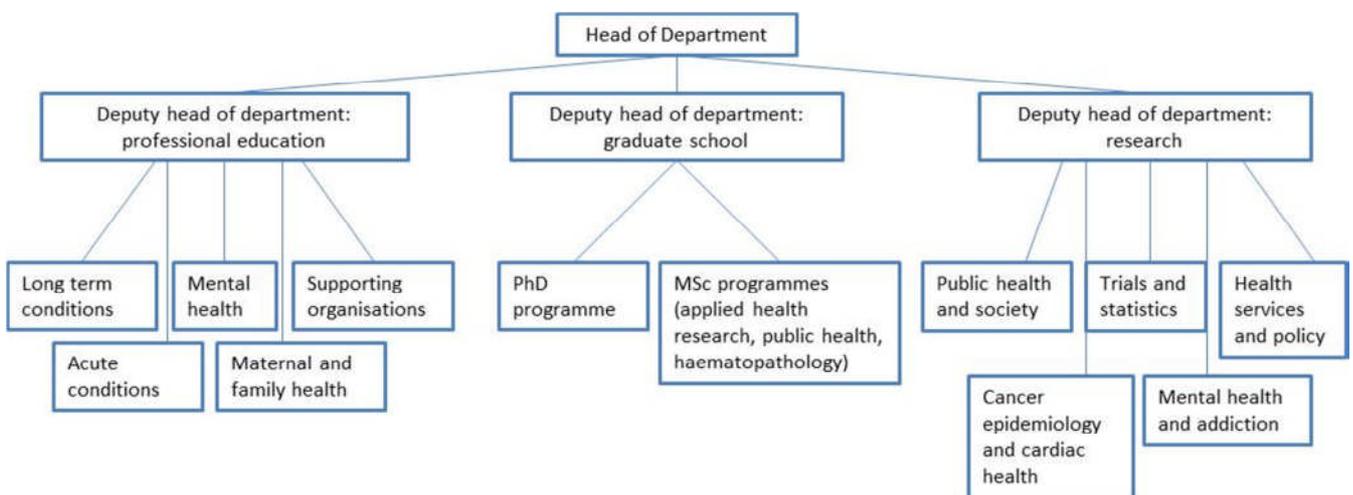
the Department's broader commitment to supporting and developing the careers of all staff and providing an organisational context in which individual personal goals, commitment and enthusiasm can be aligned to Departmental and University objectives.

Our professional education programmes support an undergraduate population of around 550 nursing and midwifery students, together with a continuing professional development (CPD) programme serving around 500 part-time students. Most of the teaching staff providing our pre-registration and CPD programmes are on Teaching and Scholarship (T&S) contracts, and they are based in one of five teaching teams (see figure 1). Team leads report to the Head of Nursing, Midwifery and Professional Education who is also Deputy Head of Department.

Our research activities are externally funded, primarily through project and programme grants from the National Institute for Health Research (NIHR), Research Councils (ESRC and MRC) the European Union and health-related charities. In the 2008 Research Assessment Exercise, together with colleagues from the Centre for Health Economics and the Centre for Reviews and Dissemination, we were rated equal first in the UK for Health Services Research. We have an annual research related income of over £9 million, from external sources, that supports over 130 research and research support staff. Our researchers are attached to one of five research groups (figure 1) and team leads work closely with the Deputy Head of Department for Research.

We have a relatively small number of traditional academic posts (n=27). As well as anchoring our externally-funded research activities, this group of staff plays a major role in post-graduate programmes. Our Graduate School trains students in rigorous scientific methods as applied to research in health and healthcare. The Deputy Head of Department for graduate programmes leads the development of our graduate provision.

Figure 1: Management structure of the Department of Health Sciences



- 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

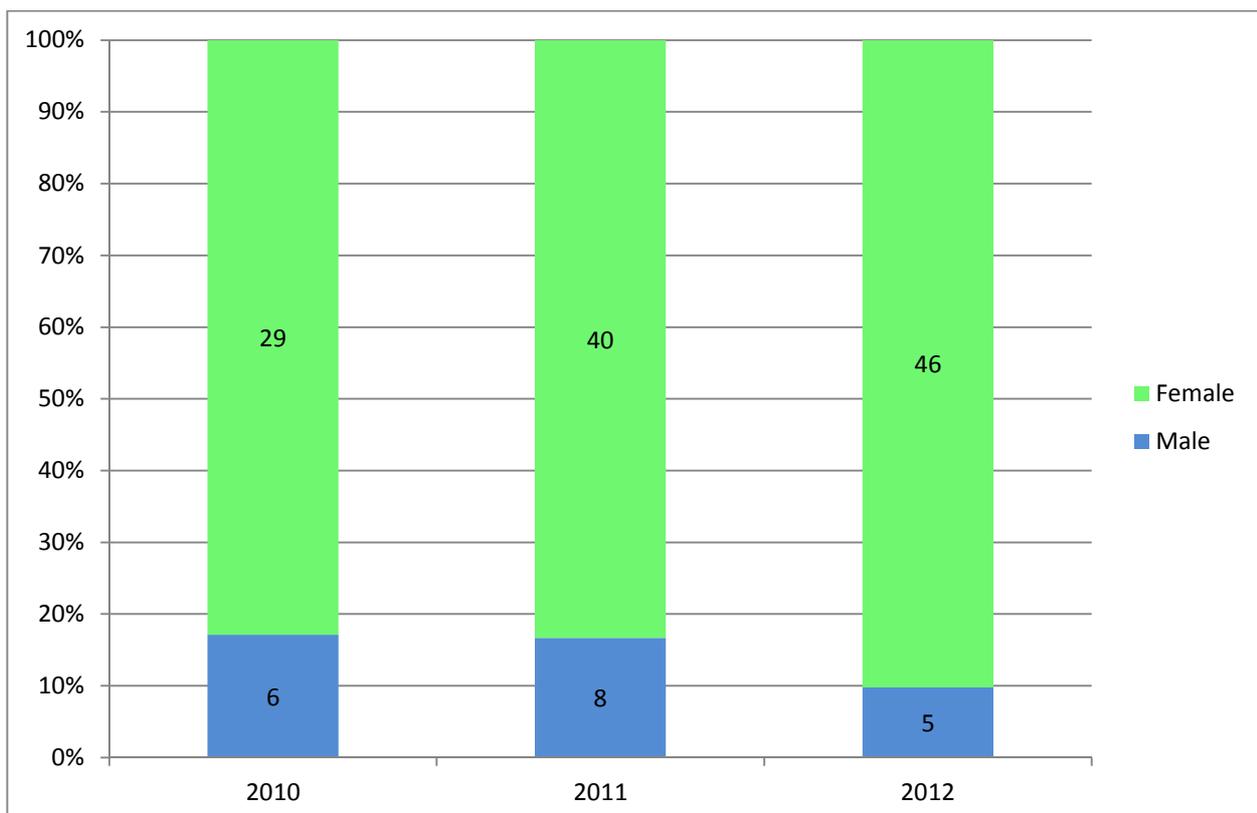
- i) **Numbers of males and females on access or foundation courses** – comment on the data and describe any initiatives taken to attract women to the courses.

The department runs two foundation programmes: the Foundation Degree in Health and Social Care (Associate Practitioner) and the BSc Extended Degree in Nursing. These were both introduced in order to embed the principle of widening participation and increase the number of people entering Higher Education from under-represented groups, such as lower income families, people with disabilities and people from ethnic minorities.

The Foundation Degree is a two-year, work based, part-time programme run in collaboration with a local Further Education provider (York College). Successful completion allows students direct access to the second year of our BSc Nursing programme.

The BSc Extended Degree in Nursing is aimed specifically at learners without the relevant entry qualifications to apply for a degree. The first year takes place at York College, with the subsequent three years taking place at University of York. Chart 1 shows the number of students on both foundation programmes by gender. Both the Foundation Degree and the Extended Degree are taken more frequently by women (85% average across the last three years), which reflects the national gender split for health care assistants (87% women in the recent NHS workforce census). The gender split is not changing over time.

Chart 1: Number of full-time equivalent students on foundation programmes by gender

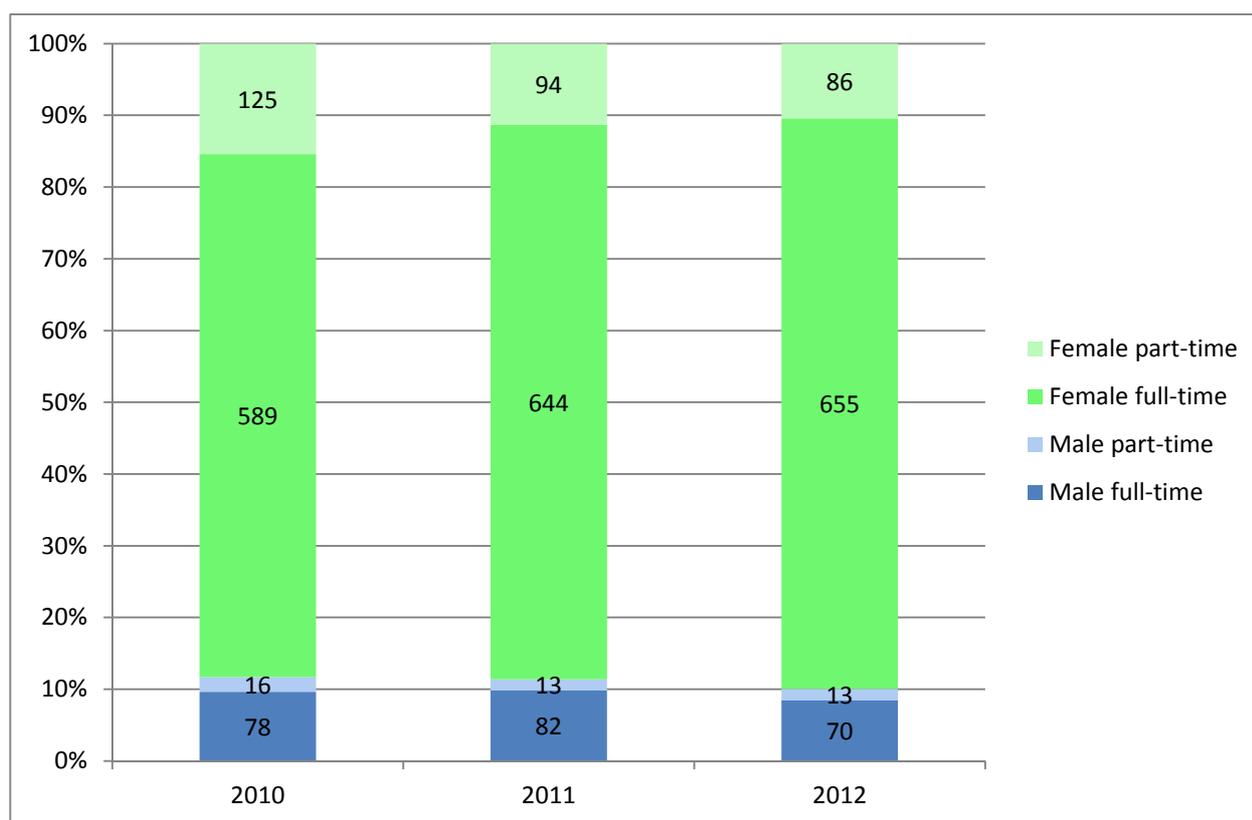


- ii) **Undergraduate male and female numbers** – full and part-time – comment on the female: male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the impact to date. Comment upon any plans for the future.

The gender profile of students on our full and part time undergraduate nursing and midwifery programmes is illustrated in Chart 2. This includes the Diploma in Higher Education (Nursing Studies), BSc Nursing and BA in Midwifery Practice. On successful completion of these full-time three-year programmes, students may register with the Nursing and Midwifery Council as qualified nurses in adult, mental health, learning disability or children’s nursing, or as registered midwives. The chart also includes data for part-time students who have already qualified at Diploma level but who have returned to study as part of their continuing professional development, which can also ultimately lead to the award of a degree.

Most of our undergraduate students (between 88% and 90%) are women, and over 85% are full-time students. The gender split appears constant over time, but there were more part-time students in 2010 than in the two more recent years. This is likely to reflect changes in budgets and training time granted by local NHS employers. The gender profile is consistent with the overall profile of applicants and with the national picture of the professions. In the NHS workforce census in 2012, 90 per cent of qualified nursing, midwifery and health visiting staff were female.

Chart 2: Undergraduate male and female students: full-time and part-time*



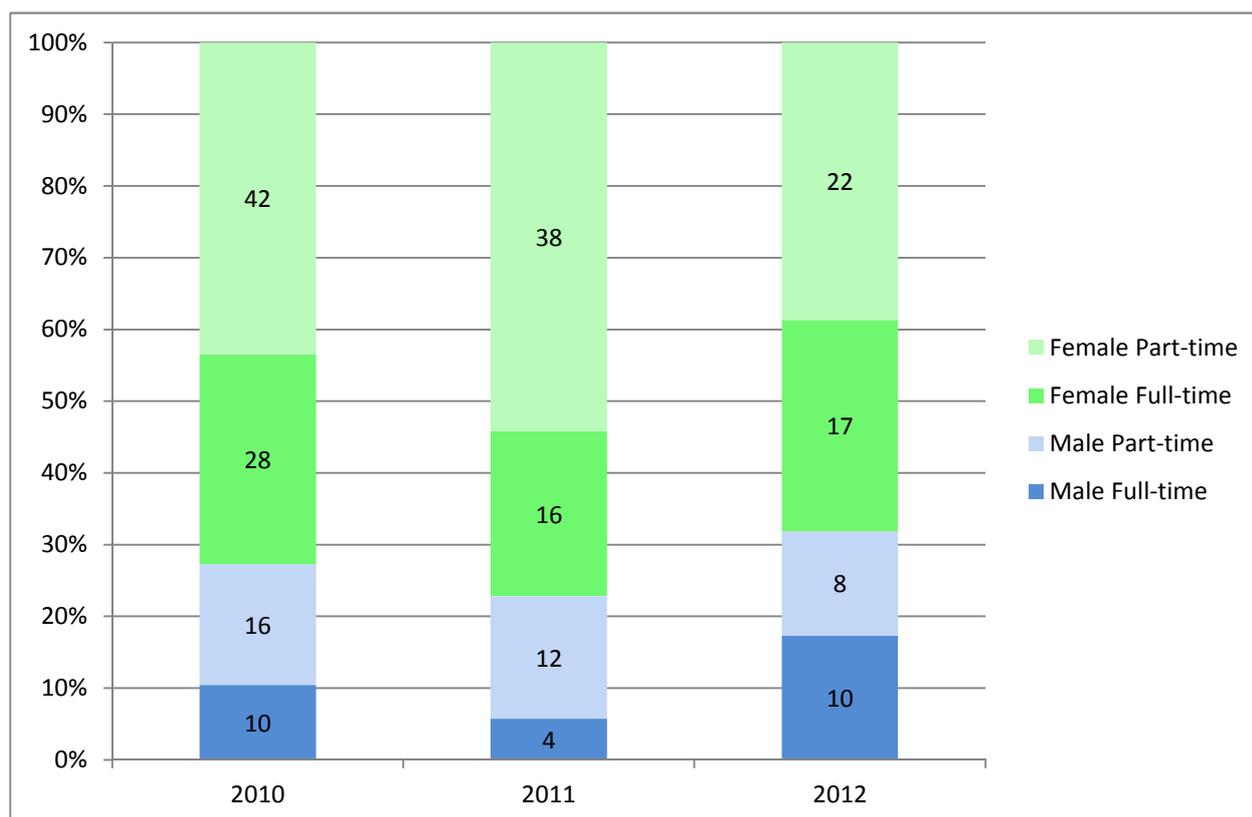
*part-time students are on continuing professional development programmes

- 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.**

The profile of students on our taught postgraduate programmes (Chart 3) shows that approximately three quarters are women (68 to 77 per cent over the past 3 years, with no discernible changes in gender profile over time). Comparison to a national trend is hampered by the absence of “health sciences” as a Higher Education Statistics Authority (HESA) category for degrees. Our proportion of female taught post graduates is similar to other “applied” degrees such as medicine (mean 61% female) and subjects allied to medicine (mean 72%).¹

At present very few students make a transition from our undergraduate nursing and midwifery programmes to our postgraduate programme. Our undergraduates train primarily for a career in practice, not in scientific research, but to increase their awareness of research and research careers we plan to have sessions where postgraduate students present their work to undergraduates.

Chart 3: Postgraduate male and female students on taught degrees: full-time and part-time

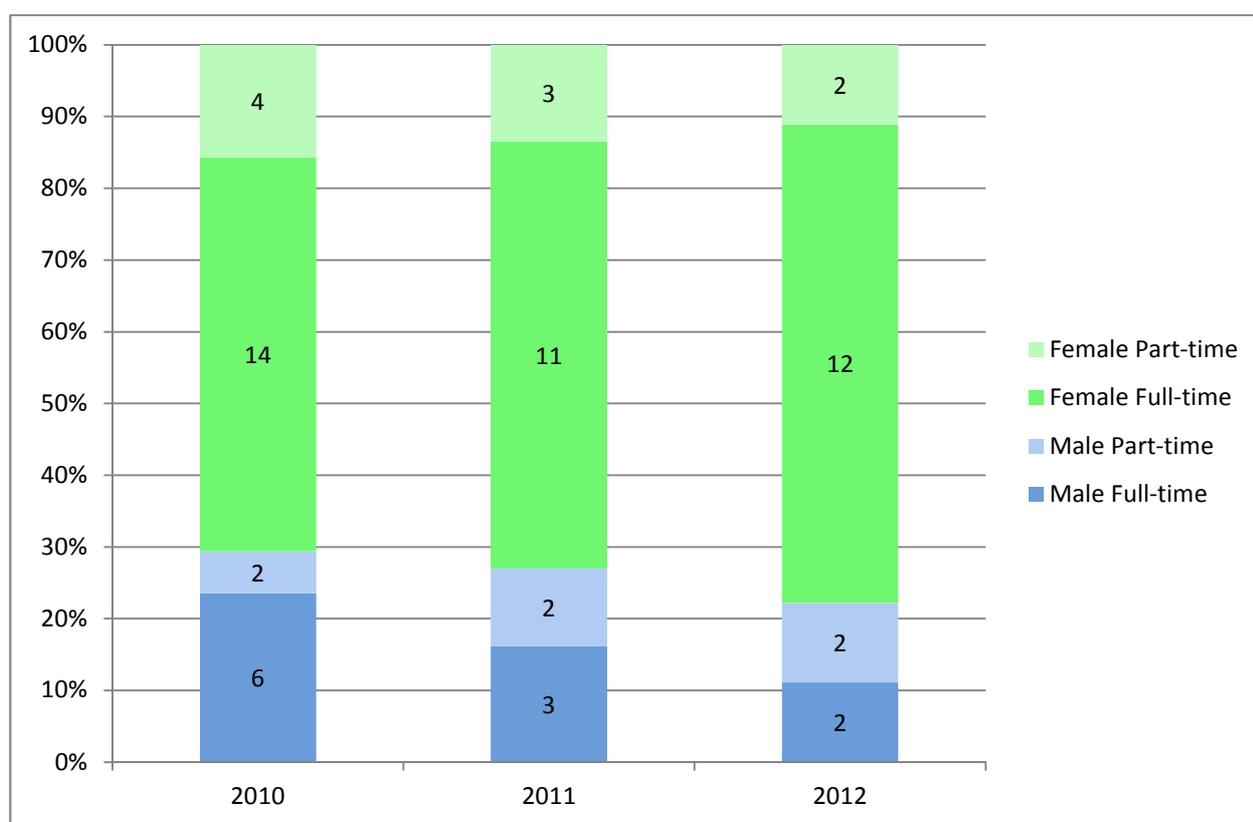


¹http://www.hesa.ac.uk/dox/pressOffice/sfr183/6995_SFR183_Student_2011_12_Table_7.xls

- 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.

Approximately three-quarters of our postgraduate research students (between 71 and 78 per cent over the past 3 years) are women (Chart 4). Again, looking at national data – and mindful of the lack of direct comparators – the numbers of women on research based higher degrees are higher than in other similar subjects, for example medicine (56%) and subjects allied to medicine (69%).¹ We do not currently routinely collect data on the gender balance of graduates in receipt of funded studentships and we will monitor this in future.

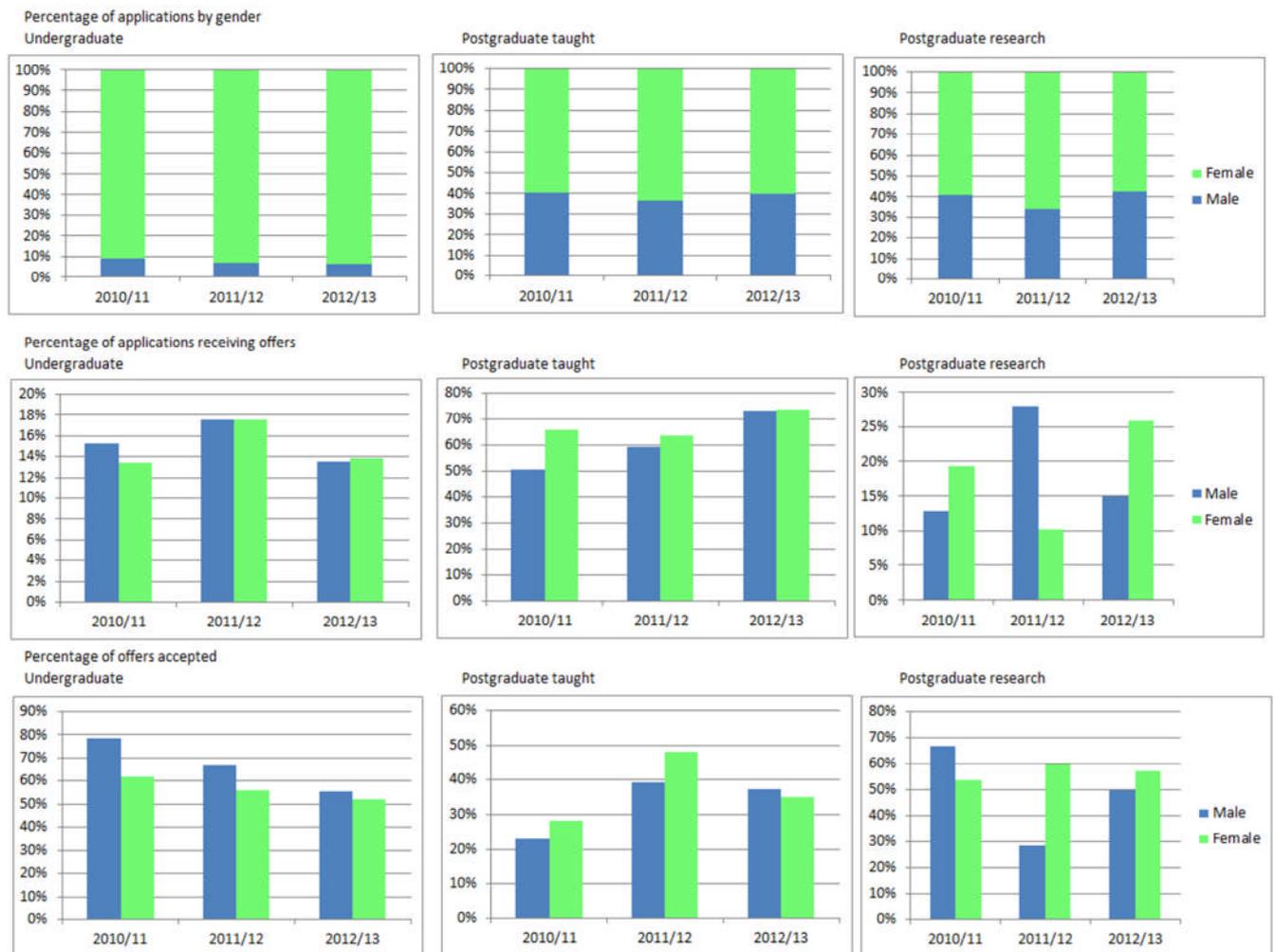
Chart 4: Postgraduate male and female students on research degrees: full-time and part-time



- 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.

Chart 5 illustrates application rates, ratios of offers to applications, and offers accepted, by gender and programme. More women apply for our programmes at all levels, but particularly at undergraduate level. Although this reflects the national profile of the nursing and midwifery professions we will review our processes to ensure that men are not discouraged from applying in any way. There are no apparent differences in offers made by gender, although perhaps slightly more offers are accepted by male undergraduate applicants. The working group did not identify any issues of concern with these data.

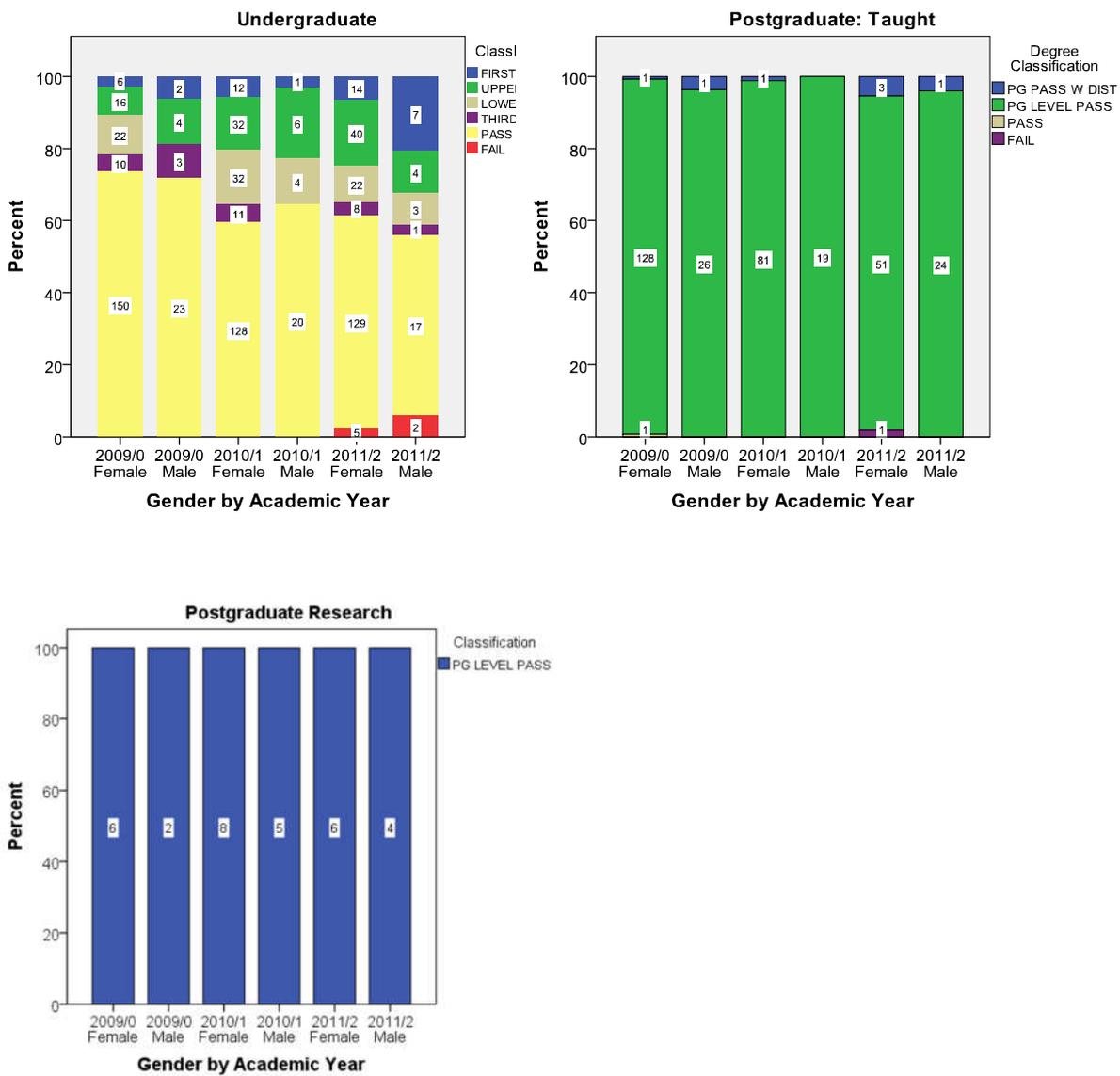
Chart 5: Applications, and percentages of applications offered, and offers accepted, by gender and programme



- i) **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.

Chart 6 illustrates degree classifications by gender at all levels. Differences are slight and no causes for concern were identified by the working group.

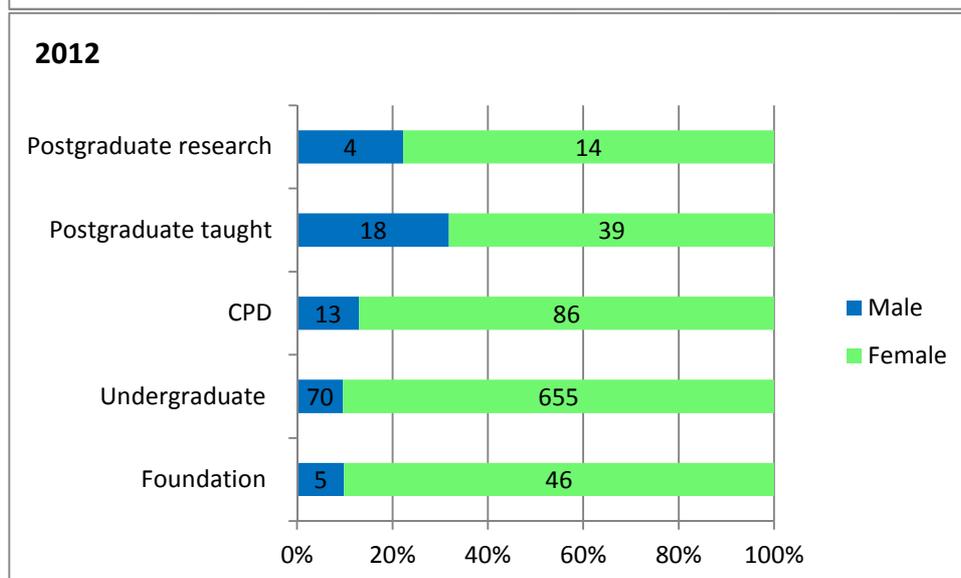
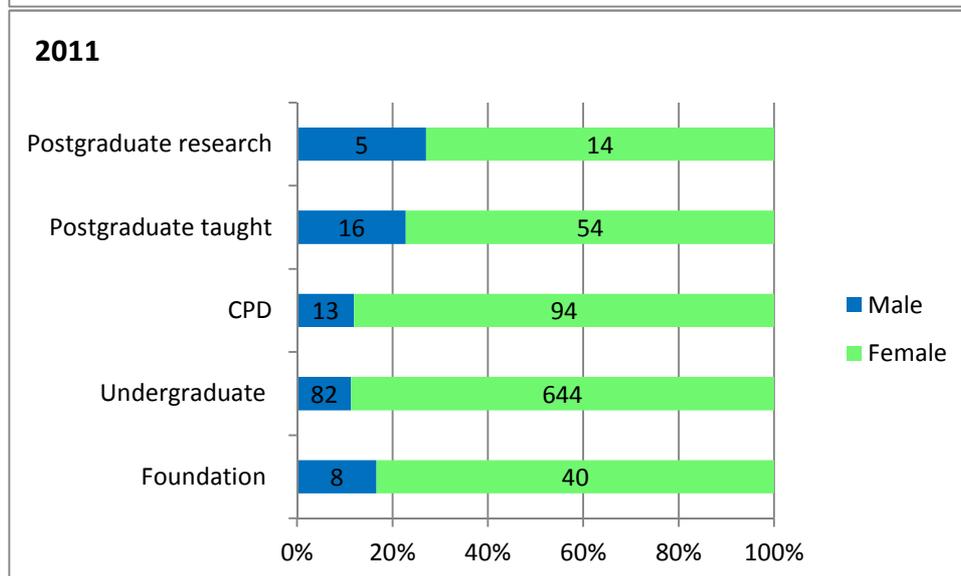
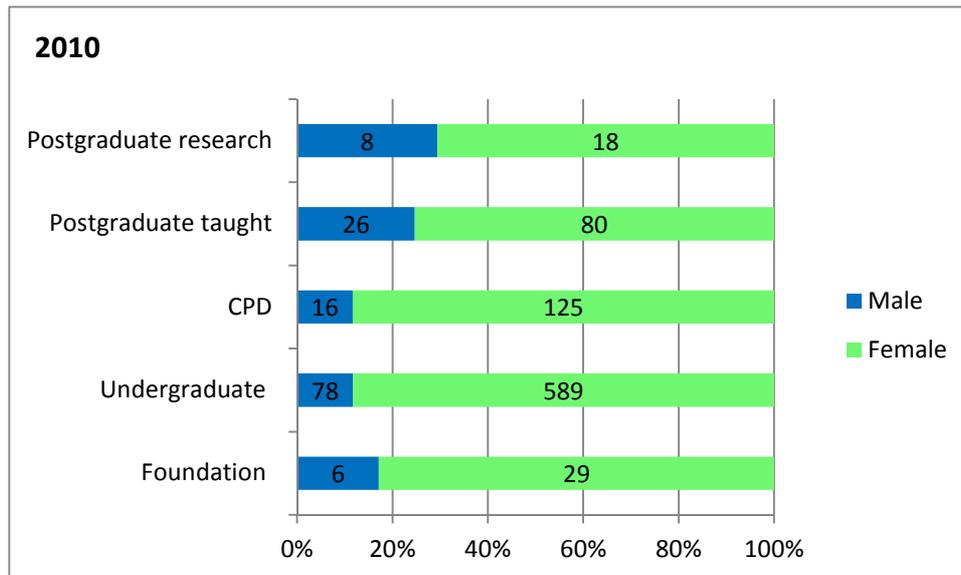
Chart 6: Degree classifications by gender



Student data summary

Chart 7 summarises the gender balance of our students for three years. Students at all levels are more likely to be women, and this is particularly the case for our foundation, undergraduate and CPD programmes.

Chart 7a-c: Summary: students in Health Sciences by gender



Undergraduate and postgraduate students – action points:

- *Collate data on gender balance in studentship applications and awards*
- *Review balance of gender graphics in electronic and printed course materials*
- *Existing MSc and PhD students to present research to undergraduates*

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

Health Sciences has an unusual profile of Academic, Research and Teaching staff. Having no HEFCE income from undergraduate fees, it has relatively few academic staff for its size (n=27). The Department has a much larger group of Teaching and Scholarship staff engaged in professional education (n=50). Research staff, employed on fixed-term and open contracts funded externally, represent our largest staff group (n=83).

Charts 8-10 give the breakdown of staff by grade and gender for the three staff groups.

With respect to academic staff (chart 8), all lecturers and the majority of senior lecturers are women, but men are more strongly represented in professorial posts. It should be noted that despite the apparent stability, there were in fact three professorial retirements/resignations in 2011/12, all women, and, in 2012/13, two women from within the department (one senior lecturer and one senior researcher) were appointed to Chairs. A further two Chairs were appointed in 2012/13, one female and one male. The working group noted apparent attrition in women's progression through academic grades and will monitor these data in future, identifying and removing wherever possible any barriers to academic progress of women.

Chart 9 indicates that the majority of research staff are women (68 of 83 staff; 82%). There is no evidence of gender differences in the grade profile of staff and the proportion of research staff who are women is in line with the proportion of research students in the department, indicating gender balance in access to research posts.

Chart 10 indicates that the majority of teaching and scholarship staff are women (39 of 50 staff; 78%). There is no evidence of gender differences in the grade profile of staff.

Charts 11 and 12 summarise our staff data over the three years (2011-2013). From this summary it is apparent that the proportion of women on research contracts (often tied to external fixed-term funding) is slightly higher than the proportion on teaching and scholarship contracts, and notably higher than the proportion on academic contracts. The working group also noted apparent attrition in women's progression through grades, most notably between grade 8 and professor/senior staff grade.

Chart 8a-c: Percentage of academic staff on each grade by gender, 2011-13

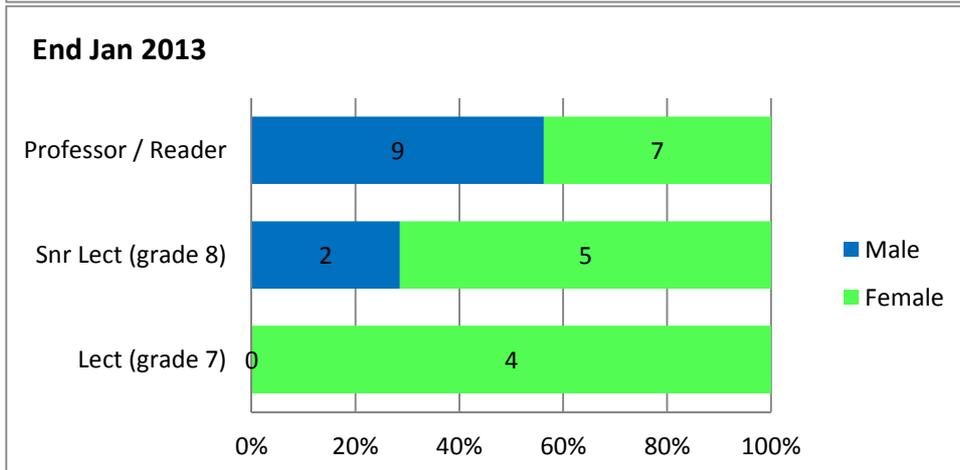
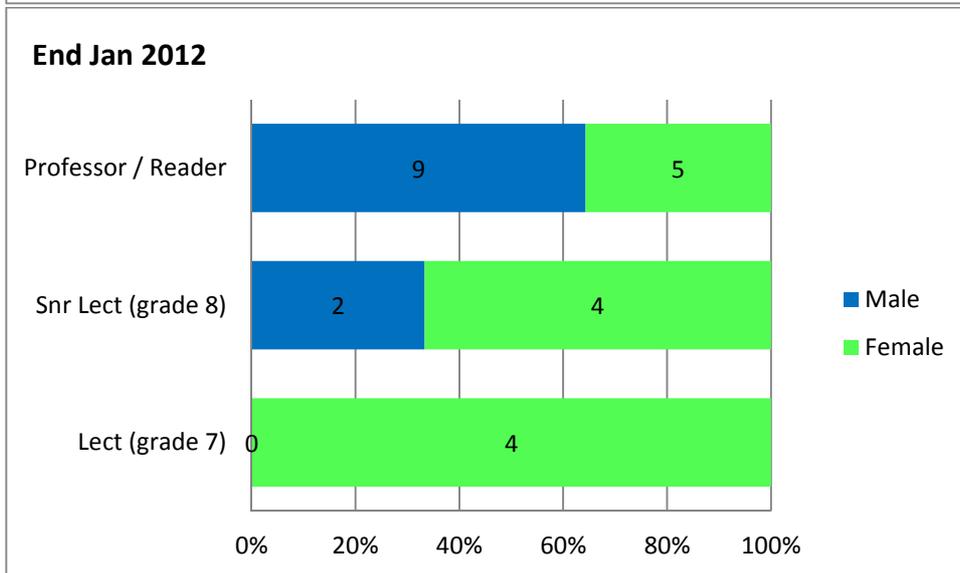
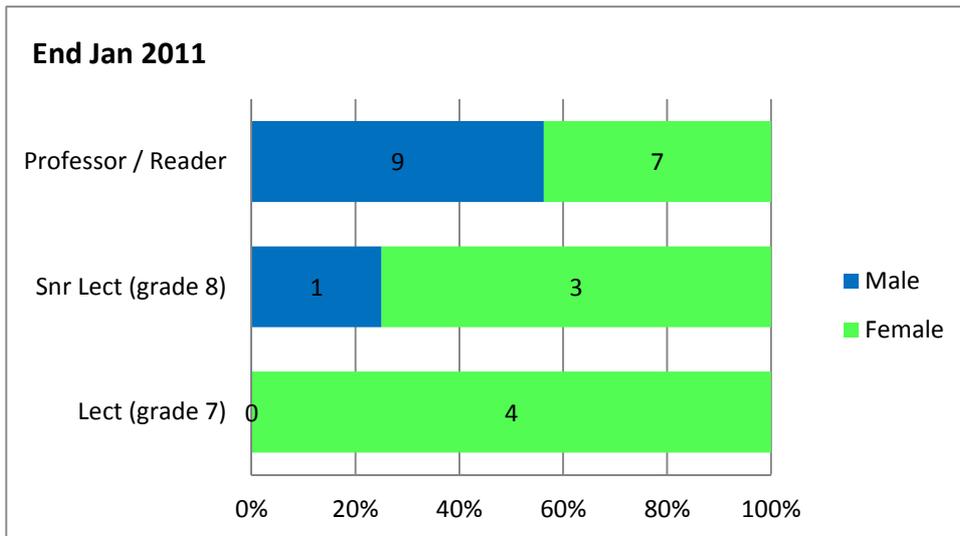


Chart 9a-c: Percentage of research staff on each grade, by gender



Chart 10a-c: Percentage of teaching and scholarship staff on each grade by gender, 2011-13

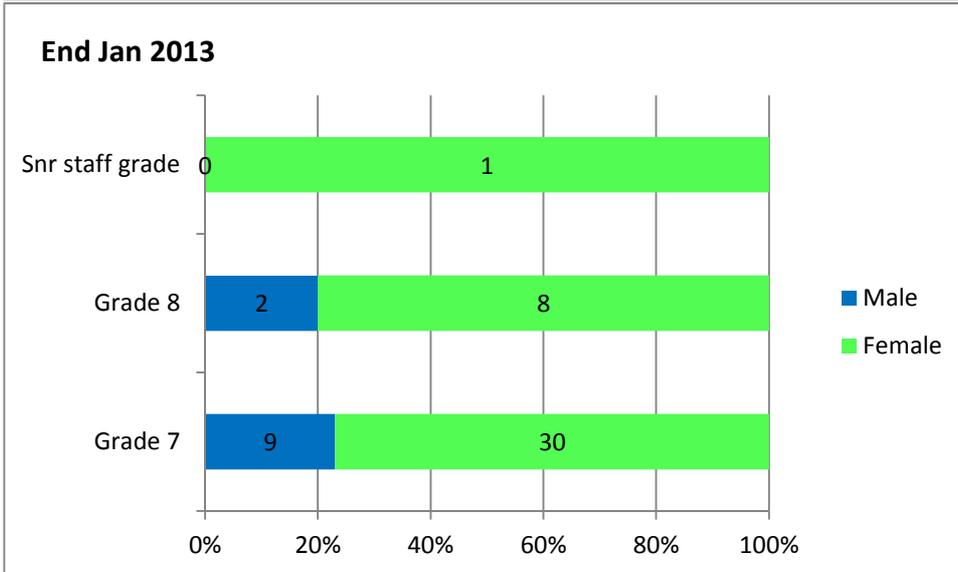
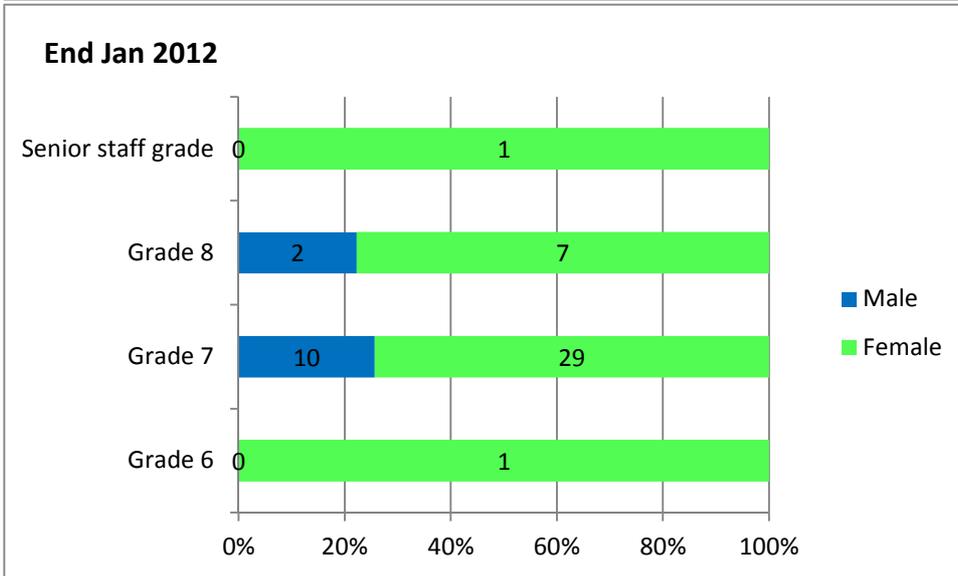
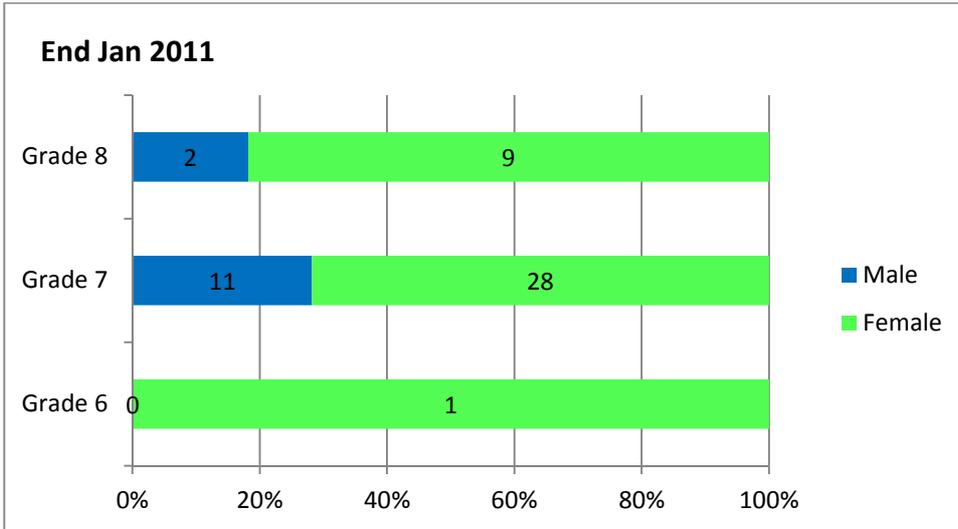


Chart 11a-c: Summary – staff by group and gender

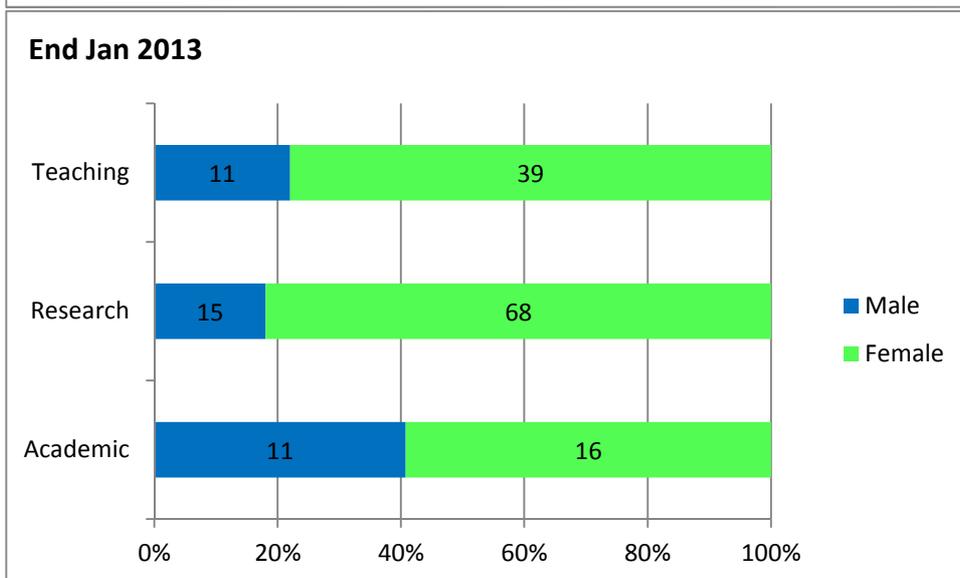
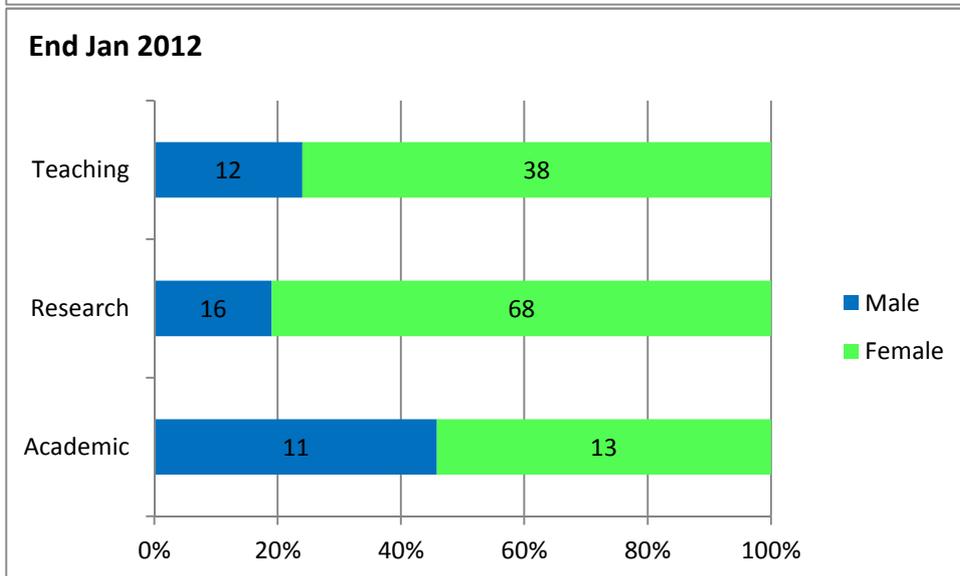
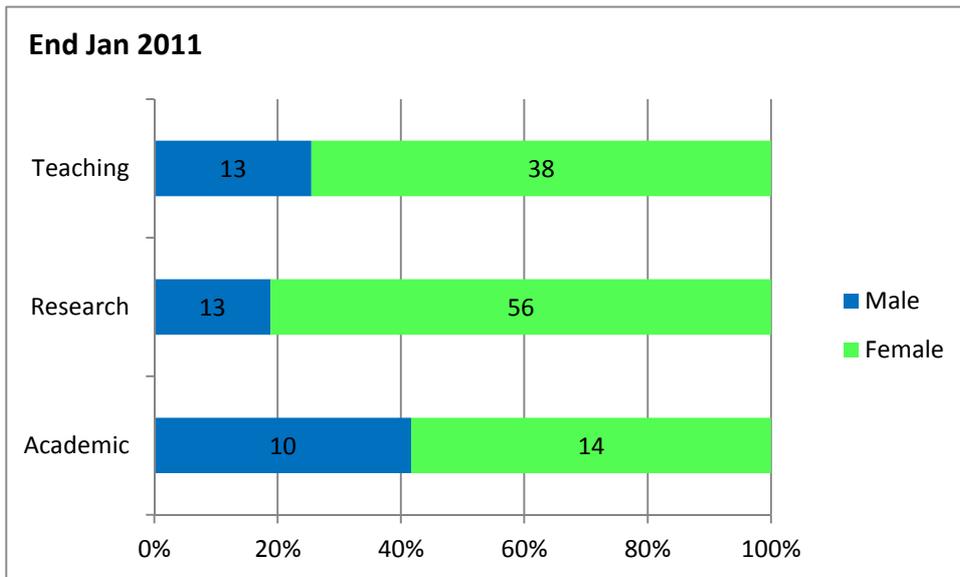
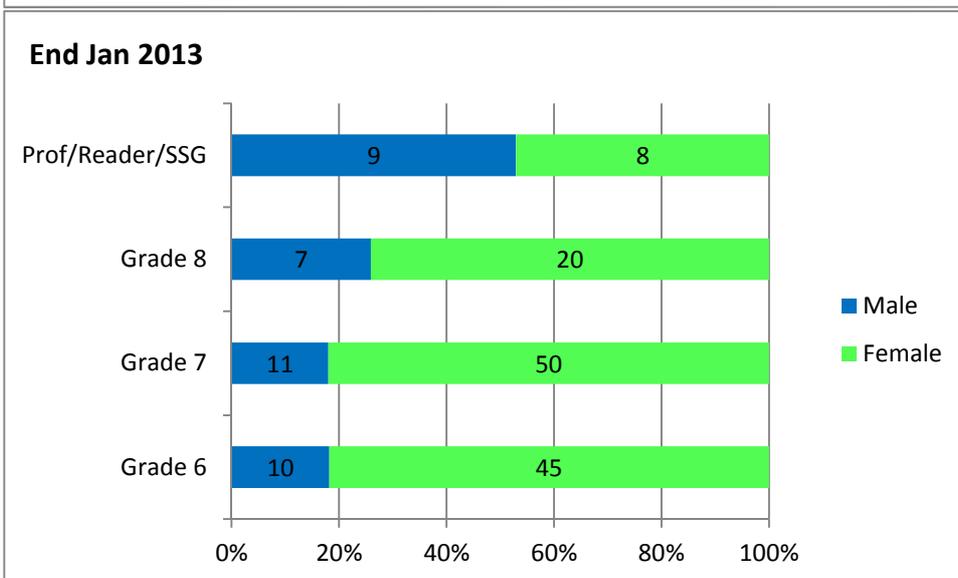
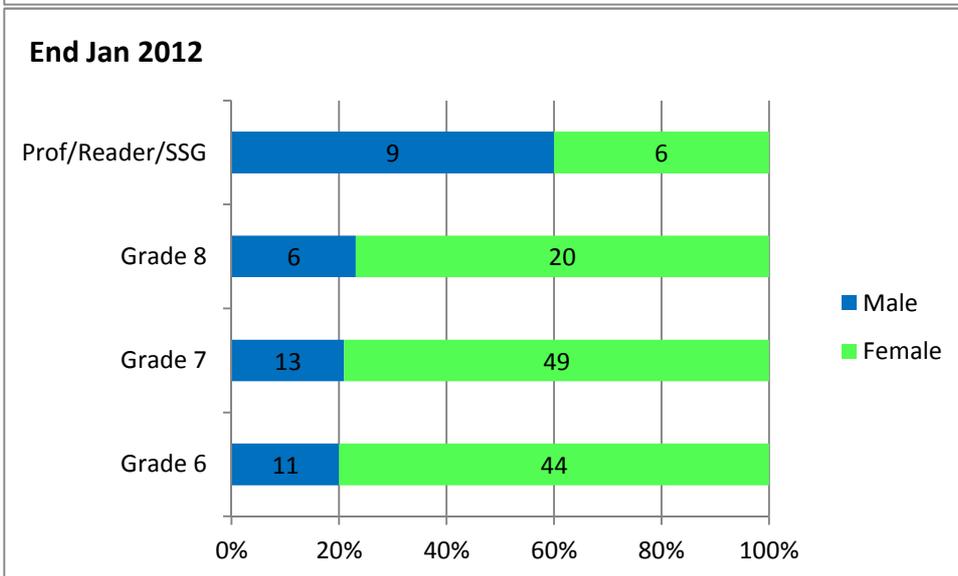
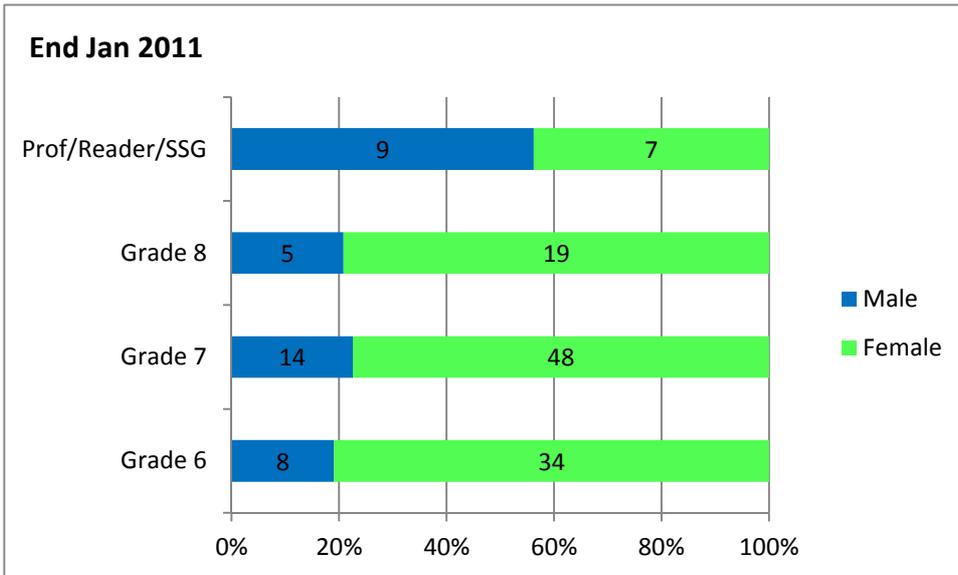


Chart 12a-c: Summary – staff by grade and gender



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.

Table 2 summarises those who left between 2010 and 2012, by gender, staff group and grade. Numbers of staff leaving academic and teaching posts are small, but more staff (men and women) leave research posts, reflecting both their higher numbers in the department and their different contractual status. Across all three staff groups, 86% of leavers were women, which compares with an overall workforce which is 77% women. Exploring leavers as a percentage of staff (by grade and staff group) revealed slightly higher proportions of women leaving than men, but these are small numbers and complex to interpret. The working group will monitor this data with care in future and identify any issues of concern.

Table 2: Turnover by grade, gender and staff group

	Male	Male staff at Dec-12	% leaving	Female	Female staff at Dec-12	% leaving
Academic (lecturer)	0			2		
Academic (senior lecturer)	0			2		
Academic (professor)	0	11	0	2	19	32
Research (grade 6)	4			15		
Research (grade 7)	0			4		
Research (grade 8)	0	15	27	1	66	30
Teaching (lecturer)	2			7		
Teaching (senior lecturer)	1	11	9	4	39	28

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.

Table 3 illustrates job application, shortlisting and success rates by gender and job type over the past three years.

Table 3: Academic, research and teaching staff recruitment, by year and gender

	Staff group	Vacancies	Applications		Interviewed		Appointed	
			Female	Male	Female (% apps)	Male (% apps)	Female (% apps)	Male (% apps)
2010	Academic	7	67	22	12 (18)	2 (9)	7 (10)	0 (0)
	Research	12	227	139	15 (7)	9 (6)	9 (4)	0 (0)
	Teaching	0						
2011	Academic	7	38	31	13 (34)	4 (13)	2 (5)	1 (3)
	Research	14	188	140	48 (26)	8 (6)	9 (5)	2 (1)
	Teaching	0						
2012	Academic	9	33	19	7 (21)	4 (21)	8 (24)	1 (5)
	Research	12	54	43	11 (20)	9 (21)	11 (20)	1 (2)
	Teaching	4	6	5	2 (33)	1 (20)	2 (33)	1 (20)

- (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.

Over the period 2007/8 to 2011/12, eleven applicants (8 women, 3 men) have applied for promotion through the University's promotions committee and 8 were successful (6 women, 2 men). Further members of staff have achieved progression by applying for externally advertised posts (most recently two grade 8 women successfully applied for chairs). Across recent years, the gender profile of applicants has reflected the gender profile of the grades from which they are drawn, for example all applications for promotion by teaching and scholarship were women (and all were successful); five academic and senior research staff have been appointed to chairs, three women and two men. The gender profile of promotions reflects the Department's commitment to supporting the careers of all staff. Mechanisms include annual Performance Review with their line manager and we have achieved 100% participation for eligible staff in the Performance review scheme over the past three years. Career development and promotion aspirations are discussed in these meetings.

The Head of Department invites all academic, research and teaching staff to consider promotion at the start of each academic year and offers all staff the opportunity of individual meetings to discuss this; in addition, line managers and the Head of Department take a proactive approach where there appears to be a case for promotion and candidates have not put themselves forward.

In addition to the University's staff development programme, the Department runs its own programme, focused explicitly on career development needs. For example, in 2012 this

included sessions on publishing for academic and professional journals (carried forward through writing groups and feedback workshops) and on preparing grant and fellowship applications.

From Spring 2012, a professor has been designated to provide individual support for research staff around grant and fellowship applications, in addition to the support already provided by other managers. There has been an increase in applications from grade 7 and 8 research staff from three in 2011 to ten in 2012. We have also encouraged senior staff to consider including research staff on grades 6 and 7 as named researchers on bids, where appropriate. To ensure that opportunities are equal, we will monitor research grant applications and named researchers by gender from now on, and ensure that the availability of advice and support on grant and fellowship opportunities are promoted to all staff.

The Department has also played a major role in opening up promotion opportunities for Teaching and Scholarship staff at York, a group in which women are the majority and where most staff are in grade 7 (lecturer) posts. With encouragement from Health Sciences, the University reviewed the staffing structure and it now includes a senior staff grade for teaching. The Department has successfully appointed one member of staff to this position so far.

Career opportunities for this staff group are recognised to be a major challenge for Health Sciences. In response, the Head of Nursing, Midwifery and Professional Education and the Head of Department will undertake an externally-facilitated review with all relevant staff to develop strategies for enhancing both the teaching and scholarship components of the role to support promotion to grade 8 and beyond. While these practices benefit both genders, the majority of these staff are women.

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.

The University and the Department are committed to equal opportunities employment policies, and the Department has an active Equality and Diversity committee, headed by Karl Atkin, Deputy Head of Department (and member of the Athena SWAN working group), to develop policy and monitor its adherence.

Adherence to University human resources processes and statutory obligations is monitored by the respective Deputy Heads of Department (for research and for professional education) and the Departmental Manager, in consultation with Head of Department. Job descriptions and person specifications follow a department template and all academic, research and teaching posts and job descriptions have to be agreed with the relevant Departmental lead.

All interview panels have to be agreed with the respective Deputy Head of Department who also look over appointment, salary and grading decisions to ensure consistency. All staff members are expected to complete an online module on equality and diversity in the workplace. All staff chairing an interview panel or participating in recruitment complete a University training course

which includes equal opportunities training. The Department discourages single sex interview panels and this will be made mandatory as part of our Action Plan.

The Departmental Manager monitors the make-up and background of interview panels. For research appointments, all appointments have to be approved by the Deputy Head of Department Research who checks the interview process and ensures the proposed grade and pay is consistent with similar roles in the Department and comparable to the salaries/grades of existing staff. In this way we hope to avoid, for example, starting salaries for women that are lower than those for men as a result of greater reluctance to negotiate.

- (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.

The main attrition of female staff in the department appears to occur between grade 8 and professor / senior staff grade, as illustrated in Chart 10 above. The creation of a Senior Staff Grade (Teaching) increases opportunities for promotion for our Teaching and Scholarship Staff and this should affect the gender profile of senior staff over time.

Annual Performance Review forms include a section on training and development needs; this is reviewed by the Head and Deputy Heads of Department in consultation with the Training and Development Committee to identify and address unmet needs. For example, bespoke training has been provided within the Department on preparing papers for professional and peer-reviewed journals. The University has a mentoring scheme, which Health Sciences staff can join, but we do not currently have a departmental mentoring programme.

The Department measures its compliance with objectives set by the Concordat to Support the Career Development of Researchers. There is a working group (presently chaired by KA) which reviews compliance with University objectives, and sets new ones specific to the Department, in consultation with the University. These objectives are part of the Department’s formal planning process.

For staff who are moving or planning to move into leadership roles (for example becoming Programme Leads, Team Leads, or Principal Investigators on research grants), the University runs career development programmes (Research Leadership and Leadership in Action). Mid-career female colleagues have been particularly encouraged and supported to attend these programmes (see Table 4 below). The programmes have been very positively evaluated by Health Sciences staff.

Table 4: Attendance at Research Leaders and Leadership in Action programmes, 2009-13

Grade	Female	Male
Grade 7 (Lecturer / Research Fellow)	6	0
Grade 8 (Senior Lecturer / Senior Research Fellow)	7	3
Professor	1	1
Total	14	4

The Department has a large number of staff employed on contracts with fixed term funding. In any one year, there are over 100 employees (staff on research and research support contracts) at risk of redundancy, around 75% of them women. The Department is proud of the high proportion of those we are able to re-deploy and extend their contracts (nearly 90 per cent). Of the remaining 10%, half are successful in finding employment outside the Department.

The re-deployment process involves identifying all at risk staff six months prior to the end of their funding source. Individuals whose future is uncertain are invited to talk to the relevant member of the Senior Management Team (Research, Teaching and Support). Two formal meetings follow. All at risk individuals are offered career advice, advice on their Curriculum Vitae, and allocated up to £2000 to meet any training and development needs that are identified. They are invited to request a mock interview, if short-listed for any post. Individuals are also offered counselling and encouraged to sign up to the University re-deployment register, which provides opportunities to apply for jobs before they are externally advertised.

Key career transition points, appointments and promotions – action points:

- *Monitor research grant applications and named researchers by gender*
- *Introduce a Departmental requirement for mixed sex shortlisting and interview panels*
- *Performance review forms to be redesigned to include a prompt to discuss promotion options as standard*
- *Collate and analyse data on spine point entry and time spent on grade for academic, research and teaching staff using existing data and collecting further data as necessary*

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?

The appraisal and career development process is supported by annual Performance Review with their line manager which provides all staff with a structured and regular framework for reflecting on their work, their development needs and their career aspirations.

The review provides a focus for discussing promotion ambition and opportunities. The University has promotion criteria for academic, teaching and scholarship and research staff, common across departments. Guidelines have been amended over the last two years and now explicitly note that due regard will be paid ‘to career breaks and relevant personal circumstances such as maternity leave. While career breaks might explain delayed career development, they are not viewed as a weakness in a career profile’. The guidelines also note that the Promotions Committee will take account of the fact that staff on externally funded grants are contractually required to focus on their funded research. These changes are clearly important in promoting equal promotion

opportunities in Health Sciences. The promotion application process enables staff to give evidence of quality of all areas of work, including teaching, research and administrative roles, as well as service to the wider community.

At Department level, we have identified potential barriers to career advancement affecting teaching and scholarship staff that, given their gender profile, may disproportionately disadvantage women. In particular, a barrier to advancement identified was the need to develop a portfolio of teaching and scholarship sufficient to satisfy the University criteria for promotion to grade 8. The pre-registration curricula are prescribed and the continuing professional development contract is employer-led, dynamic and resource intensive. This combination makes it difficult to find opportunities to develop innovative teaching programmes and pedagogic/practitioner research which could form part of the case for promotion. In response, the Department is undertaking a review of barriers as the first stage of a strategy for career advancement for teaching and scholarship staff.

- (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?

We have an active induction process, supported by a schedule of individual briefings by key members of staff. This includes research and teaching opportunities, governance, IT and career support, as well as opportunities for networking and clear provision of information about flexible working, professional and personal development.

New research staff are all made aware at induction of the Concordat to Support the Career Development of Researchers and its principles, which include equality and diversity, as well as development opportunities for research staff. Each new member of academic, research and teaching staff has an individual welcome meeting with the Head of Department. All new staff (60 in 2012) are also invited to new staff events (held twice a year) hosted by the Head of Department and Department Manager.

When an appointment is made every effort is made to co-locate the new member of staff with their specific team members. An induction schedule is identified, introducing them to key members of staff who are able to provide background information about their role and specific departmental systems. New staff receive an individual induction pack including an annual revised Staff Handbook highlighting information about the Department. This includes a 'settling into the job' and 'settling into the Department' document. Individuals are invited to contribute to the 'Who I am' section in the Departmental newsletter, which gives them the opportunity to promote their new post and their work.

For many years the Department has had a Committee which oversees training and development. The remit of the Committee is to work in collaboration with all Health Sciences staff and the University Professional and Organisational Development team to provide the environment, programmes, tools and processes that support and encourage the sustainable and appropriate development of all staff, in line with the delivery of the University and departmental objectives and in accordance with statutory and legal obligations. The committee provides a co-ordinated approach to how the Department identifies, prioritises, plans, delivers and evaluates staff development provision, and has a commitment to ensuring equality of access and outcome.

Due to the flexible nature of our postgraduate provision, the Department is able to offer MSc modules as stand-alone learning opportunities for staff as part of their continuing professional development. As part of recruitment, wherever possible we advertise the opportunity for undertaking the Department's MSc in Applied Health Research and we encourage existing staff to undertake this programme where appropriate for their role. Access to the MSc programme is particularly useful given our focus on applied multidisciplinary research – staff may be trained in single disciplines (e.g. psychology, statistics, epidemiology) but can benefit substantially from extending their knowledge to the multiple disciplines relevant to health sciences.

- (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.

As described in section 3 above, the majority of our students are female (around 90 per cent of undergraduates and 75 per cent of postgraduates). All students, particularly at postgraduate level, are encouraged to attend departmental seminars. The Department provides opportunities for 'Postgraduates Who Teach', a University-supported programme to offer opportunities to research students to build a portfolio of teaching experience. We have a Departmental lead for this programme who proactively identifies and publicises opportunities for research students. Students are eligible to take the 'Preparing Future Academics' programme, an accredited introductory programme for researchers intending to pursue an academic career.

The Department recognises the need to improve networking opportunities for PhD students and early career researchers, in order to promote the transition to an academic career. We plan to introduce a one-day conference, organised by PhD students and early career researchers to enhance communication and networking opportunities and project management skills across research teams.

Health Sciences provides students with a range of female role models in leadership positions. As well as our Head of Department, the Chair of Board of Studies, Head of Nursing and the Chairs of the Undergraduate Programmes Board and the Graduate School Board are women, as are the Programme Leads for the PhD programme, nursing programmes and midwifery programme. We have male Deputy Heads of Department (for research and graduate school strategy) and men in other leadership roles such as programme lead and research team leads. These are all formally recognised roles in the department.

Every undergraduate and postgraduate student has a personal / academic supervisor who is responsible for their academic progress and pastoral support. All students are entitled to ask for a female (or male) supervisor

In addition to the wider University support services for students, the Department offers a Student Information Guidance & Help Team. This has been developed to enable students to access relevant and up-to-date information relating to financial, personal and domestic, welfare and academic issues. The advisers within the team have a wealth of experience in student welfare. The team also support Personal Supervisors in assisting their students with academic and pastoral issues.

Career development and support – action points:

- *Conduct an externally-facilitated review of Teaching and Scholarship careers involving all these staff*
- *Schedule all meetings between 9.30am and 4pm*
- *Encourage PhD students pursuing an academic career to undertake the Preparing Future Academics programme*
- *Extend department-specific training workshops for staff and research students (e.g. writing for publication)*
- *Encourage research staff to complete the Personal and Career Development Template and integrate data into process of research strategy development*
- *Consult staff about possible development of mentoring for all staff*
- *Introduce a one-day conference, organised by PhD students and early career researchers to promote networking and communication across research teams. Record conference and make available to students via internet*
- *Introduce termly seminars co-ordinated and presented by research students, rotating between research teams. Include constructive audience feedback to students*
- *Introduce by regular ‘coffee mornings’, organised by PhD programme lead but including supervisors and senior staff*

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.

Table 4 illustrates representation by gender on our major committees. This demonstrates that 80 per cent (12/15) of these committees are chaired by women. All committees are made up of at least 50 per cent women, with the exception of the senior management team, which is affected by the inclusion of two members from outside the department, both male.

Table 4: Representation on decision making committees, by gender

	Chair	Males	Females
Senior Management Team	F*	6	4
Board of Studies (include student reps	F	33	67
Graduate School Board	F	5	14
Undergraduate Programme Board	F	7	19
CPD Programme committee	F	2	12
Foundation Programmes Committee	M	4	5
Midwifery Programme Committee	F	1	5
Nursing Programme Committee	F	6	14
Dissertation Development Group (PG)	F	4	10
Mitigating Circumstances Committee	F	1	4
Fitness to Practice Committee	F	2	11
Accreditation of Prior Learning Committee	F	5	8
Research Governance Committee	M**	5	4
Research Committee	M	13	13
Training and Staff Development	F	3	10

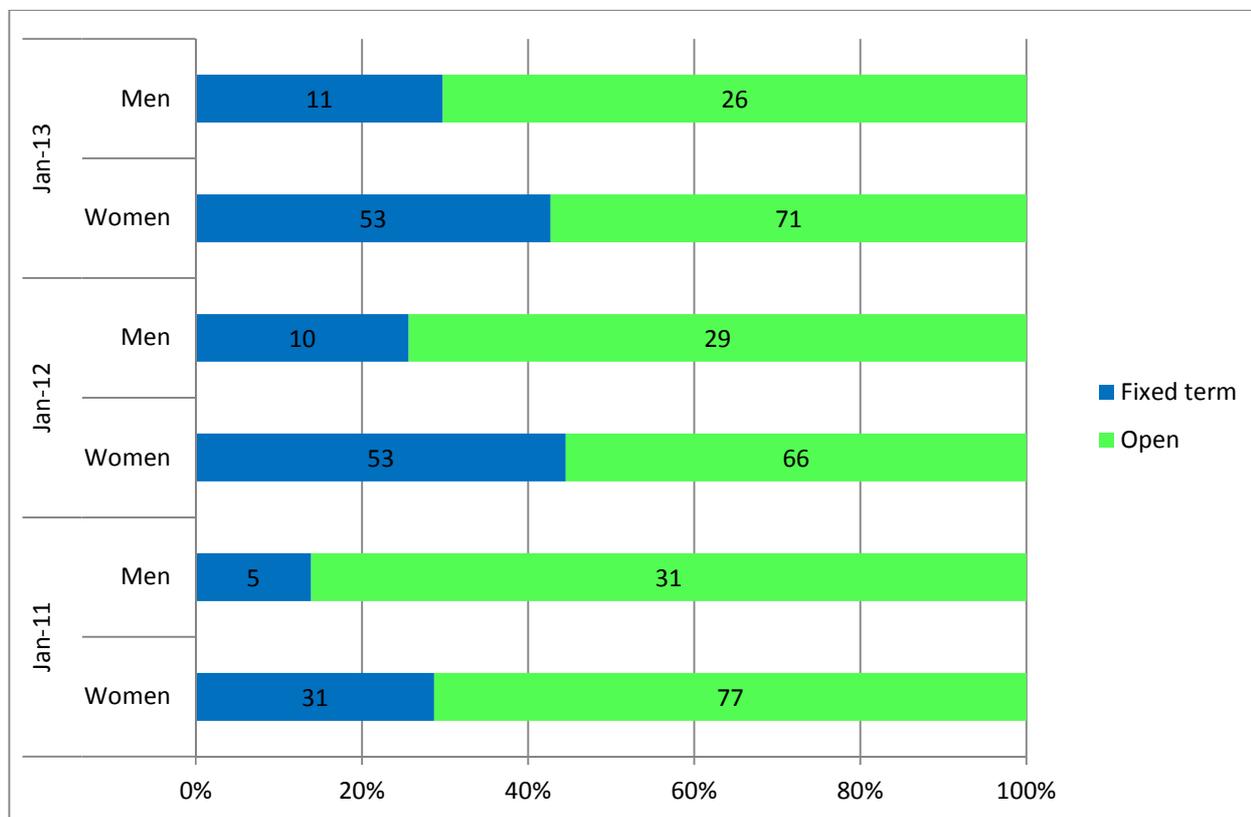
*Chaired by Head of Department; **Chaired by Deputy Head of Department (Research) (University requirement)

- (i) **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.

As Charts 7 to 9 indicate, women make up 59 per cent of academic staff, 78 per cent of teaching and scholarship staff and 82 per cent of research staff. Research staff may be on fixed-term or open contracts, but as all research posts in the Department are funded by external and generally fixed-term sources, they are more vulnerable to redundancy. Men and women on fixed-term and open contracts are illustrated in table 5. More women are on fixed-term contracts, reflecting more women on research contracts and substantial expansion over the last three years. The Department does not differentiate its treatment of staff based on their type of contract and strives to support all staff whose funding source puts them at risk. As noted above, we take a pro-

active approach to managing the at-risk process. The performance review process encourages contract research staff to consider applying for academic posts when these become available, but such posts can only be identified when there is a clear and continuing income stream to support them.

Chart 12: Fixed term and open contracts, by gender



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?

The Department provides guidance on procedures for appointment to committees (membership and Chairs/Deputy Chairs). This is on the Departmental intranet. All staff are alerted to opportunities by the Head of Department and the process for receiving and reviewing expressions of interest is explained.

In a Department with a relatively large number of female staff, “committee overload” is not currently identified as a problem. Where additional committee roles are taken on, the individual

involved is encouraged to review their administrative load and where necessary stand down from existing committee roles following appointment to new ones.

Female staff are also represented on University level committees, including the University Student Experience Committee, Public Lectures Committee and Special Cases Committee.

- (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.

While we do not currently have in place a formal workload model, staff workloads (including those relating to pastoral and administrative work) are reviewed, agreed and managed by individuals with their line managers and team leads. Workload is a major focus of annual Performance Review processes, including opportunities for professional development and job enrichment that may support promotion. Information on administrative roles is available on the staff intranet and emails with details of the application process are sent to all staff at the appropriate time.

Every year, we have instances where heavy responsibilities are identified by staff and line managers which may impair performance in other aspects of individuals' work. Wherever possible this is addressed (for example by sharing or removing responsibilities) to enable focus on areas central to career objectives.

During summer 2013 the Department will be consulted about the introduction of a formal workload management system for academic and teaching and scholarship staff. While not without its challenges, we recognise that workload models can promote transparency and trust that work is fairly shared. At present we see limited scope to extend workload models to research staff as their work and job descriptions are closely aligned to individual project responsibilities, but we will endeavour to monitor the workload of research staff, particularly recognising work that is undertaken outside their normal role (e.g. teaching and student supervision).

- (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.

All departmental meetings are scheduled between the hours of 9am and 5pm, and we aim to change this to 9.30 to 4.00 over the next year. It is recognised that committee members may have family or caring responsibilities that preclude attendance at late afternoon meetings. All social events, with the exception of the annual Department party in mid-December, are also held at lunchtime or in the afternoon. The annual party starts early and ends late to maximise participation by staff with caring commitments.

The Department is responsive to staff suggestions on how it might improve its family friendly practices, for example, it has recently taken the decision to move the Research Seminar time from 16.15 back to 12.15 in response to staff and student feedback that the later time was not family friendly.

- (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.

Our commitment to equality, diversity, inclusivity and collegiality is embedded in our Departmental Plan, Research Strategy and Research Concordat documents. We monitor these policies so that they work to ensure that a diversity of backgrounds and experiences is valued and achieved. The Department holds monthly staff meetings attended by members of staff from all groups. In a Departmental Survey carried out in autumn 2011 to explore methods of internal communication (response rate 53%, n=139), the staff meeting was identified as a useful way of enhancing communication and a sense of inclusivity with the Department. In response to staff feedback from this survey that items should be short and cover the range of activities of the Department as well as key changes in our external environment, the agenda includes regular updates on research and teaching developments, departmental challenges and initiatives from within the Department or wider University. Where appropriate, staff are offered opportunities to get involved in projects of interest. Members of the Athena SWAN working group were recruited by this process.

There are opportunities for socialising as a wider Department. The Department holds an annual barbecue during the early afternoon and encourages all staff to attend where possible. There is also a staff Christmas party and two ‘new staff events’ a year, which are all well attended by staff from all groups and grades, offering valuable opportunities for links to be made across various teaching and research groups. The atmosphere at all events is female friendly and respectful, reflecting the wider Departmental culture.

Currently the Department is engaged in plans to increase office space to accommodate growing staff numbers. As part of this process there have been discussions with staff and student groups to identify specific needs and considerations and ensure a smooth transition to new accommodation. As part of the plan the PhD students will be moving with postgraduate researchers to a new Research Centre for Social Sciences, which will accommodate around 75 PhD students from a number of departments. It is crucial to the success of this move that the student group continues to feel integrated with the Department and that communication is maintained between relevant members of staff and students. As part of the Athena SWAN action plan several actions have been agreed with the PhD programme lead to monitor the move and promote integration and communication.

- (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.

The Department of Health Sciences works with local schools and colleges organising visit days for local children and prospective applicants and also travelling to schools to provide an overview of our courses. We have a very strong female representation in our outreach activities (see Table 5). We have also hosted Science Celebration Events which involve local students visiting the University of York and engaging with the Department through a series of talks and experiments. Much of the Department’s outreach activity supports our widening participation agenda for the undergraduate programmes. Events such as the visits from local colleges are opportunities to promote careers in nursing and midwifery, with particular focus on attracting applications from

under-represented groups. The Department also host stands at local hospital open days and online ‘open days’, with particular focus on graduate school activities.

Table 5: Outreach Activity 2012

Date	Activity	Male Staff	Female Staff	Male Students	Female Students
Mar-12	Foundation Degree open	1	1	0	6
Mar-12	Science Trail	0	2	0	0
Mar-12	Midwifery open day	0	8	0	3
Apr-12	Visit from Pontefract Col	0	4	0	0
Jun-12	York open day	3	6	0	9
Jul-12	University open day	1	19	0	7
Jul-12	Parkinson Primary Schoo	0	2	0	0
Sep-12	York open day	3	5	0	7
Sep-12	University open day	2	9	0	6
Nov-12	York open day	4	5	0	6
Nov-12	Midwifery open day	0	8	0	3

The higher proportion of women representing the Department at the outreach events reflects the higher proportion of both female staff and students. Male staff and students are encouraged to support outreach activity wherever possible.

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.

The maternity return rate in the Department is high. Since 2010 15 academic, research and teaching staff have taken maternity leave (three grade 8, seven grade 7 and five grade 6 staff). Only one member of staff has not returned to her role and this was due to the relocation of her family.

(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.

In line with University policy, members of staff are entitled to take Paternity Leave of up to two weeks, one week is at full pay and a second week at the Statutory Paternity pay rate (if eligible). Three grade 6 members of staff have taken paternity leave since 2010 (two on two occasions). The Departmental Administrator offers advice to staff on paternity leave. The Department would happily facilitate the new policy of fathers sharing parental leave, and has plans to inform staff of this new legal facility.

- (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.

A formal flexible working application recording system has recently been introduced in the Department. Previously, applications were made directly to the line manager for consideration and we cannot therefore comment on applications and success rates by gender. The formal process now allows for a fair and transparent policy for all staff. Examples of responding to flexible working requests include both reductions and increases in hours as personal circumstances change.

- 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 Department recognises the importance of promoting a healthy work-life balance and are aware of the impact a lack of flexible provision can have on the careers of female employees. As a department with a high proportion of female employees, there are numerous examples of flexible working practices, such as job shares, part-time opportunities and flexible hours. The Department is also keen to recognise specialist skills and has recently been able to support a female member of staff by reducing her hours in the Department in order that she may take up a post in another Department which allowed her to use her specialist skills and knowledge. A further example is a female member of staff who was able to take up a secondment post which required a 0.5 full-time equivalent reduction in her work based in the Department and 0.5 full-time equivalent is now shared with a collaborator.

The Department has a Working from Home Policy that supports staff having more flexibility around where they work. This reflects a departmental cultural shift to trusting staff to deliver on outputs and a lesser focus on process.

- (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.

Prior to commencing maternity leave staff are offered a one-to-one meeting with their line manager or relevant Deputy Head of Department (if preferred) to discuss re-distribution of their workload and other commitments during their leave. When staff are on maternity leave, an employed temporary replacement or colleagues cover the work during their absence. In the case of externally funded projects, the Department supports principal investigators and fellowship holders in any formal negotiations with research commissioners.

Staff are encouraged to take up the 'keeping in touch' days prior to returning to work following maternity leave. We particularly value this initiative given the unprecedented growth in the size

of our Department, particularly in research funded staff, hence often quite considerable changes of staff and the working environment during the maternity leave period that makes informed re-induction important. It is quite common practice for members of staff to request a significant change in their work pattern, recent examples would include from full time to two specified half-days per week; part time to fewer hours plus working from home. The Department is committed to supporting the development of a maternity plan that meets individual needs. To support this process and ensure consistency across the Department, a Maternity Leave meeting checklist will be introduced as part of the action plan.

Furthermore, the Department is committed to supporting breastfeeding mothers (staff and students) on their return to work or study. A private room is available for mothers wishing to breastfeed/express with access to a fridge for storing expressed breast milk as required. This has been recognised as a model of good practice across the wider University. Social space in the Department is also child friendly supporting breastfeeding mothers and with high chairs available.

Culture, Communications and Departmental Organisation – action points:

- *Introduce consultation on workload models for academic and teaching staff*
- *Change the weekly Departmental Research seminar to lunchtime (from 4.15 pm)*
- *Agree and implement a maternity leave checklist for line managers*
- *Integrate Athena SWAN review into appropriate Departmental committees/meetings (e.g. Staff Meeting and Senior Management Team meeting)*

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.

The Department of Health Sciences Athena SWAN working group is recognised as a valuable grouping of experienced and representative members of the Department committed to embedding Athena SWAN principles and models of good practice within departmental culture and working practices. We have a good foundation to work on with areas of good practice identified where relevant.

6. Action plan

Provide an action plan as an appendix. An action plan template is available on the Athena SWAN website.

The Action Plan should be a table or a spreadsheet comprising actions to address the priorities identified by the analysis of relevant data presented in this application, success/outcome measures, the post holder responsible for each action and a timeline for completion. The plan should cover current initiatives and your aspirations for the next three years.

The action plan does not need to cover all areas at Bronze; however the expectation is that the department will have the organisational structure to move forward, including collecting the necessary data.

Department of Health Sciences – Athena SWAN Action Plan, 2013-16

Action	Description of action	Action taken already and outcome at April 2013	Further action planned at April 2013	Responsibility	Timescale	Start date	Success measure
A. Baseline Data, supporting evidence and self-assessment process							
A1	Undertake analysis of comparator departments (health sciences and/or nursing) to inform Department's plans and operation	No analysis yet undertaken due to lack of HEFCE category	Review all Athena SWAN applications and publicly available information on web sites from comparable departments	Health Sciences communication team working with Athena SWAN working group	6-9 months	June 2013	Report on comparator departments re Athena SWAN principles

A2	Undertake analysis by gender of University Staff Survey data on performance review, work-life balance and equality	None to date	Analysis of data by gender of staff group	Head of Department/ Departmental manager	6 months	October 2013	Report on gender/staff group data (at level of aggregation to ensure anonymity)
A3	Review composition and processes of self-assessment team	We currently have a range of staff covering various roles, groups and experiences	Review membership annually to ensure appropriate representation from a range of staff groups, grades and work-life experience.	Senior Management Team	Annual	October 2013	Annual report to staff about composition of Athena SWAN group
A4	Ensure transparency of process and communication with wider staff group	Currently draft action plans have been made available on the departmental intranet	Ensure that Athena SWAN agendas and minutes are available to all staff on Athena SWAN web site and departmental intranet	Health Sciences communication team working with Athena SWAN working group	Quarterly	June 2013	Up to date web site

B. Undergraduate and postgraduate students							
B1	Monitor gender balance of postgraduate applications and awards with respect to funded studentships	No information currently available	Collate data on gender balance in applications and awards	Postgraduate admissions tutor	Ongoing	June 2013	Record of gender split in applications and awards
B2	Review balance of gender graphics in electronic and printed course materials	No data currently collected	Undertake this analysis	Communication team	9 months	Nov 2013	Check list of graphics to change and action to achieve this
B3	Promoting research opportunities to undergraduate students	Not currently undertaken	Existing MSc and PhD students to present research experience to undergraduates.	Deputy HoD (graduate programmes) and PhD programme lead	Ongoing	Summer 2013	Undergraduate attendance at research briefings

C. Key career transition points, appointments and promotions							
C1	Ensure equal opportunities as principal investigators and named researchers on grant applications	Grade 7 and 8 researchers are supported to apply for grants as PI, but we do not monitor this by gender, nor do we monitor named co-applicants	Monitor research grant applications and named researchers by gender	Deputy Head of Department (Research)	Within one year	April 2013	Numbers of PIs and named researchers by gender
C2	Introduce a Departmental requirement for mixed sex shortlisting and interview panels	Currently encouraged but not required	Institute this requirement	Head of Dept with Departmental Manager	With immediate effect	April 2013	Requirement communicated to all staff and implemented by Departmental Head of Department and Departmental Manager
C3	Encourage consideration of promotion options in academic, research and teaching staff performance review	Performance review forms currently include a requirement to identify career objectives, and promotion regularly discussed at these points	Performance review forms to be redesigned to include a prompt to discuss promotion options as standard	Head of Department with Deputy Heads of Department for Prof Education and Research	one month	May 2013	Introduction of prompting to performance review form.

C4	Collate and analyse data on spine point entry and time spent on each grade for academic, research and teaching staff using existing data and collecting further data as necessary	Information currently insufficient	Collate and analyse this information	Head of Department and Departmental Manager, working with Health Sciences HR manager	Six months	August 2013	Report on gender profile of grade progression (at level of aggregation to ensure anonymity)
D. Career development and support							
D1	Enhance roles for Teaching and Scholarship staff and promote career development	An externally-facilitated review of T&S careers has been established involving all T&S staff	The review is planned for May/June 2013 (dates agreed)	Head of Nursing, Midwifery and Professional Education	6 months	May 2013	Development of a strategy to enhance T&S careers
D2	Ensure that women can participate fully in departmental decision making committees	Currently all meetings are scheduled between 9am and 5pm	Schedule all meetings between 9.30am and 4pm	Departmental manager	Within 12 months	October 2013	Review minutes of committee meetings to check scheduling

D3	Improve career progression opportunities for research students and staff	Some PhD students take the Preparing Future Academics programme but relatively few	Encourage PhD students pursuing an academic career to undertake the Preparing Future Academics programme	Head of PhD programme	Review annually	April 2013 onwards	Increasing attendance at PFA programme
		Staff are encouraged to attend generic training but few department-specific opportunities	Extend department-specific training workshops for staff and research students (e.g. writing for publication)	Chair of Training and Development Committee	Review annually	April 2013 onwards	More department-led training workshops, and attendance monitoring
		Some research staff complete personal and career templates but relatively few	Encourage research staff to complete the Personal and Career Development Template and integrate data into process of research strategy development	Deputy Head of Department (Research)	Review annually	October 2013 onwards	Increase in completed templates

		Staff can join University mentoring scheme but no current departmental scheme	Consult staff about possible development of department level mentoring for all staff	Chair of training and development committee	6 months	July 2013	Report to SMT and ASWG
D4	Improve networking opportunities for PhD students and early career researchers		Introduce a one-day conference, organised by PhD students and early career researchers to promote networking and communication across research teams. Record conference and make available to students via internet	Deputy Head of Department (Graduate Programmes)	Autumn 2013 and annually	Review annually	Attendance at conference (staff and students)

D5	Improve communication between research students and wider department	Models of good practice exist within research teams which we aim to promote across all teams.	Include seminars coordinated and presented by research students at least termly as part of the weekly departmental seminar programme, rotating between research teams. Include constructive audience feedback to students	Research team leads with Head of PhD programme	Ongoing	January 2014	Attendance at student-led seminars (staff and students)
D6	Monitor research student wellbeing during the current move of research students to new accommodation to ensure that perceived integration is not hampered by no longer being co-located with staff		Introduce by regular 'coffee mornings', organised by PhD programme lead but including supervisors and senior staff	Head of PhD programme / all supervisors	6 months	April 2013	Feedback from students via student staff forum

E Culture, Communications and Departmental Organisation							
E1	Introduce consultation on workload models for academic and teaching staff	Consultation on April Staff Meeting Agenda	Consultation meetings, e-survey and development of possible model(s)	Head of Department with Departmental HR officer	12-18 months	May 2013	Completion of consultation and e-surveys feedback on possible approaches
E2	Change the weekly Departmental Research seminar to lunchtime (from 4.15 pm)	Change agreed and timetabled	Implementation of change with effect from October 2013	Deputy Head of Department (Research)	In progress	Oct 2013	Changed time on Autumn seminar programme
E3	Ensure consistent approach to maternity leave process	Current arrangements are agreed individually by line managers and reviewed by departmental manager	Agree and implement a maternity leave checklist for line managers	All line managers and departmental manager to review	Within one year	October 2013	Completed checklists
E4	Integrate Athena SWAN review into appropriate Departmental committees/ meetings (e.g. Staff Meeting and Senior Management Team meeting)	None	Explore and agree appropriate mechanisms (e.g. standing item)	Committee Chairs and Committee members	6 months	Sept 2013	Institute feedback and review mechanisms