## Athena Swan Bronze Department Awards

Recognise that in addition to institution-wide policies, the Department is working to promote gender equality and to identify and address challenges particular to the Department and discipline.

## Athena Swan Silver Department Awards

In addition to the future planning required for Bronze Department recognition, Silver Department awards recognise that the Department has taken action in response to previously identified challenges and can demonstrate the impact of the actions implemented.

Note: Not all institutions use the term 'Department'. There are many equivalent academic groupings with different names, sizes and compositions. The definition of a 'Department' can be found in the Athena Swan awards handbook.

## Completing the form

DO NOT ATTEMPT TO COMPLETE THIS APPLICATION FORM WITHOUT READING THE ATHENA SWAN AWARDS HANDBOOK.

This form should be used for applications for Bronze and Silver Department awards.

You should complete each section of the application applicable to the award level you are applying for.

**Additional areas for Silver applications are highlighted throughout the form.**

If you need to insert a landscape page in your application, please copy and paste the template page at the end of the document, as per the instructions on that page. Please do not insert any section breaks as to do so will disrupt the page numbers.

## Word Count

The overall word limit for applications are shown in the following table.

There are no specific word limits for the individual sections and you may distribute words over each of the sections as appropriate. At the end of every section, please state how many words you have used in that section.

We have provided the following recommendations as a guide.

| Department application | Bronze | Silver |
|---|---|---|
| **Word limit** | **10,500** | **12,500** |
| *Recommended word count* | | |
| 1.Letter of endorsement | 500 | 500 |
| 2.Description of the Department | 500 | 500 |
| 3. Self-assessment process | 1,000 | 1,000 |
| 4. Picture of the Department | 2,000 | 2,000 |
| 5. Supporting and advancing women's careers | 6,000 | 6,500 |
| 6. Case studies | n/a | 1,000 |
| 7. Further information | 500 | 500 |

An additional 500-words are allowed throughout the report to refer to the pandemic. Total word count is 12,500.

| | | |
|---|---|---|
| **Name of institution** | University of York | |
| **Department** | Health Sciences | |
| **Focus of Department** | **STEMM** | |
| **Date of application** | July 2022 | |
| **Award Level** | | **Silver** |
| **Institution Athena Swan award** | **Date:Nov 2018** | **Level: Bronze** |
| **Contact for application** Must be based in the Department | Dr Amanda E Perry | |
| **Email** | amanda.perry@york.ac.uk | |
| **Telephone** | 01904 4341924 | |
| **Departmental website** | https://www.york.ac.uk/healthsciences/ | |

**LIST OF TABLES**

## LIST OF FIGURES

# GLOSSARY

The following abbreviations are used in this report:

| Acronym | Full text |
|---------|-----------|
| ASCRF | AS and the Contract Researchers Forum |
| ASS | AS Awareness Survey |
| ASSS | AS Student Survey |
| ASWG | Athena Swan working group |
| BSc | Bachelor of Science |
| CI | Co-Investigator |
| CR | Contract Researcher |
| CRF | Contract Researcher Forum |
| DMT | Departmental Management Team |
| E&D | Equality and Diversity |
| F | Female |
| FOS | Faculty of Sciences |
| FTE | Full time equivalent |
| FWS | Flexible Working Survey |
| HoD | Head of Department |
| HR | Human Resources |

| | |
|---|---|
| HSIS | Health Sciences Induction Survey |
| | |

| Acronym | Full text |
|---|---|
| HYMS | Hull York Medical School |
| IC-19 | Impact of Covid-19 Survey |
| LM | Line Manager |
| M | Male |
| MFS | Men's Feedback Survey |
| NMC | Nursing and Midwifery Council UK |
| PDR | Performance Development Review |
| PG | Post-Graduate |
| PGCAP | Post-Graduate CAP |
| PGR | Post Graduate Research |
| PI | Principle Investigator |
| PSGS | Post Graduate Support Group Survey |

| Acronym | Full text |
|---------|-----------|
| PSS | Professional Support Services |
| REF | Research Excellence Framework |
| SMT | Senior Management Team |
| SSF | Staff-Student Forum |
| T&R | Teaching and Research |
| T&S | Teaching and Scholarship |
| TAP | Thesis Advisory Panel |
| TDCP | Training Development Career Progression |
| **Acronym** | **Full text** |
| UG | Undergraduate |
| UoY | University of York |
| UoAs | Units of Assessment |
| VLE | Virtual Learning Environment |

The gender categories used in this report is a consequence of university level data that, over the submission period, has tended to report as female and are binary (male and female). We recognise that this does not reflect the self-identity and experience of all individuals. Despite the above we believe our submission will show that our Equality and Diversity Committee and working culture is proactively committed to supporting transgender and non-binary staff and students in our Department.

**EXPLANATION OF STAFF**

Staff in the Health Sciences Department include academic staff and professional support services (PSS) staff.  As of July 2022, our staff profile includes: 51 scholarly teachers (T&S), 43 teaching and research (T&R) staff, 151 Research only (RO), staff made up of contract researchers (CR) and 8 staff on research fellowships.  Academic staff Grades range from 6-8, followed by Reader and then Chair/Professor. Most of our RO staff are CRs employed to make a specific contribution to a time limited research project, often of 1-3 years and are employed to make a specific contribution to a time limited research project.  Through judicious planning, the average period of employment for RO staff is over eight years in the Department, enabling career development and promotion over this time period.  We make no distinction between postdoctoral and other research staff.

PSS staff Grades range from 2 to 8.  Staff in this group are employed to conduct administration, technical, IT support, management and leadership roles within the Department.

## DATA SOURCES

Over the past few years, we have regularly surveyed staff members to support gaps in knowledge and generate data to support our action plan. Our surveys have addressed specific topics to inform change. We have aggregated data with very small numbers in some categories to maintain anonymity. We use headcount figures unless otherwise indicated.

We have analysed data drawn from:

1. Improving the awareness of AS Survey (ASS) conducted in:

   a. March 2020: (n=50, 29 females (58%), 3 prefer not to say)
   b. June 2021: (n=119, 102 females (85%), 4 prefer not to say)
   c. April 2022: (n=115, females (83%), 2 prefer not to say)

2. Health Sciences Induction Survey (HSIS) conducted in:

   a. April and September 2020: (n= 37, 25 females (68%), 0 prefer not to say)
   b. June 2021: (n=20, 13 females (66%), 0 prefer not to say)
   c. March 2022: (n=20, 17 females (85%), 0 prefer not to say)

3. April 2021: Men's Feedback Survey (MFS) on working at home during the pandemic (n=24 men (100%, 0 prefer not to say).
4. June 2020: PhD by Publication Support Group Survey (PSGS) (n=9, gender not reported).
5. AS Student Survey (ASSS) in:
   a. June 2020: UG survey (n= 27, female (77%), 2, other preference)
   b. March 2021: UG survey (n=21, female (57%), 0, other preference)
   c. March 2022: PG survey (n=30, female (73%), 0, other preference)
6. June 2020: Impact of Covid-19 and Working at Home Survey (IC-19) (n=184 female (79%), 2 prefer not to say)).
7. November 2020: Flexible Working and Return to Work Survey (FWS) (n=158, female (76%), 9 prefer not to say)).
8. July 2021: AS and the Contract Research Forum (ASCRF) (n=197, female (78%), 4 prefer not to say)).

## BENCHMARKING DATA

The Department of Health Sciences provides UG programmes providing pre-registration education for Nurses and Midwives. Our PG programmes attract mature students, working as existing healthcare professionals and students wishing to pursue a research career or who seek a career change. We do not train Doctors and our staff and students are very therefore different from that of most medical schools (including HYMS). Comparable benchmarking against other Medical Schools is therefore not appropriate. We therefore benchmark against the rest of the FoS, and the rest of the UoY for staff gender comparisons. For our UG students we compare to national Nursing and Midwifery Council (NMC) data; and for our PG students we have used the category 'subjects allied to medicine' in comparable Russell Group Universities.

# SPECIAL ICONS USED

Our symbols throughout the report:

| | |
|---|---|
| | **IMPACT:** Measurable improvements in gender equality resulting from our earlier actions within AS. |
| | **WHAT DID WE DO/ ARE WE DOING?:** Actions taken to enhance and develop good practice. |
| | **AREAS FOR FURTHER ACTION:** Points where action is needed, motivated by the analysis in this report. These link to specific actions in our Action Plan. |

In our Action plan we use a RAG rating system to identify actions that are urgent (red); actions that have not yet started (amber) and actions that are underway (green). We will review progress on our actions on an annual basis.

# LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

**Recommended word count:  Bronze: 500 words |  Silver: 500 words**

An accompanying letter of endorsement from the head of Department should be included. If the head of Department is soon to be succeeded, or has recently taken up the post, applicants should include an additional short statement from the incoming head.

Note: Please insert the endorsement letter **immediately after** this cover page.

University of York

Heslington

York

North Yorkshire

YO10 5DD

22/07/2022

Dear Equalities Charters Manager,

It is with great pleasure that I support this application for an Athena Swan (AS) Silver award from the Department of Health Sciences. As Head of Department (HoD), I oversee a staff group that are committed to ensuring the principles and practices of AS are reflected in the way our Department is run, personally supporting from the outset our first application for a Bronze award (received in 2014).

Whilst having made good progress, our AS Silver application in 2017 was premature as it fell short of the required level for Silver, but on the plus side it did reaffirm our awarded Bronze status. AS feedback highlighted that largely we had not demonstrated impact at a sufficient scale in respect of the stated linked to actions. Although this was a disappointment to the staff group, it sharpened our focus, making us more critical of our self-assessment.

We have made significant progress, going beyond initial planned actions to tackle emerging challenges particularly relating to the recent pandemic. For example, during this time we reviewed working practices, policies and support for staff who were working from home to ensure that any gender imbalances were identified and addressed. We have also improved our induction procedures as our usual practices during this time frame were unobtainable; but with new colleagues joining we identified a need to improve our induction checklist, we changed the frequency,

timing and format of our induction meeting and reinvigorated a buddy system to provide a welcoming environment for all.

We have a very successful promotion process and since 2014 we have increased our promotion of women to senior Grades to improving our gender balance. Strategies we included were encouragement of women to come forward for promotion, individual meetings with the HoD, support provided from other members of the Senior Management Team to improve gaps in CVs through other citizenship opportunities with the Department and the wider University. These actions have strengthened the pipeline: promotion to Reader (increasing from 0% in 2014 to 66% in 2021). For the last three years we have maintained near parity 50:50 gender balance at the Professorial level.

The Department of Health Sciences is placed 1st out of the Russell Group universities; for the subject of mental health nursing in the 2022 National Student Survey (NSS). Although this is encouraging there is more to do, particularly around supporting our students who have experienced extreme difficulties adjusting to new NHS working practices relating to the pandemic and redeployment of staff to tackle waiting lists. Our teaching and professional support staff have been working hard with clinical staff to offer timely support for students on clinical practice in what can appear as a constantly changing environment, many have felt under significant pressure and report not knowing where to get support from. We need to work hard to maintain support for our students and awareness of AS. But I am heartened by the inclusive working culture and passion I see in our Department which is reflected in these changes and many others reported in the application. Staff and student engagement is reflected in our increasing positive responses to successive surveys, demonstrating that we are making a real difference to the working lives of staff and students.

The equality culture is embedded within the Department of Health Sciences strategic plans and engagement of senior staff remains strong, illustrated by membership of our Athena Swan Working Group which includes four SMT members (including myself); AS awareness of issues is regularly featured in presentations at staff meetings and our student forums.

I confirm the information in the application is an honest, accurate and true representation of the Department.

Yours sincerely

Professor Patrick Doherty
HoD for Health Sciences

As the incoming HoD and previous Athena Swan Working Group Chair, I fully endorse and support the work of our Athena Swan Working Group. Having led the application for Silver in 2017 I appreciate the progression we have made over the last five years. As a Department, we will strive to deliver on our Action Plan; as we recognise the need to reflect, change and amend our work-based practices determined by the needs of our students and staff members. Our ability to respond in a flexible and proactive manner to the needs of our student and staff groups will put us in good stead going forward. I am particularly keen to address and support the concerns highlighted through our student groups and see this as a priority within our Action Plan. I look forward to supporting, maintaining and improving our gender equality culture and fully endorse the Department's application and Action Plan.

Prof Kate Flemming

Incoming HoD for Health Sciences, September 2022

# 1. DESCRIPTION OF THE DEPARTMENT

**Recommended word count:  Bronze: 500 words | Silver: 500 words**

Please provide a brief description of the Department including any relevant contextual information. Present data on the total number of academic staff, professional and support staff and students by gender.

- The Department of Health Sciences has 362 staff, 574 UG, and 265 PG students.  Our main activities are to provide healthcare professional education and conduct applied health research.  Our proportion of male to female staff has remained relatively consistent over the last five years with a female (75%) to male (25%) ratio.

- In comparison with the rest of the FoS and the wider UoY we employ an above average number of females.  This is reflective of our nursing, midwifery and mental health specialists, which attract predominantly females (Table 1).

**Table 1 Benchmark comparison by gender of benchmarking data from across University of York (UoY) Faculty of Sciences (FoS), UoY department of Health Sciences (HS): percentage female**

| Year | Cohort | Grd 6 | Grd 7 | Grd 8 | Reader | Professor |
|------|--------|-------|-------|-------|--------|-----------|
| 2019 | UoY | 53 | 55 | 54 | 38 | 32 |
|      | FoS | 40 | 30 | 29 | 20 | 19 |
|      | HS | 75 | 87 | 67 | 75 | 47 |
| 2020 | UoY | 53 | 58 | 50 | 44 | 35 |
|      | FoS | 40 | 28 | 32 | 18 | 21 |
|      | HS | 74 | 87 | 73 | 75 | 53 |
| 2021 | UoY | 61 | 53 | 54 | 37 | 39 |
|      | FoS | 39 | 31 | 34 | 16 | 20 |
|      | HS | 81 | 85 | 74 | 67 | 64 |

- **SUMMARY OF STUDENT COURSES**

  - We provide:
    - 3-year UG nursing and midwifery programmes,
    - 4-year integrated Master's in Nursing programme.
    - An UG foundation nursing course and a 2-year apprenticeship programme for trainee nursing associates.

  - Until 2019 we were unable to accept international students on our UG nursing courses. Since then, we have had one international UG student. Our UG students are predominantly female (n= 91% F) (Figure 2).

  - We have 8 PG courses including: taught Master's in Public Health, Health Research and International Humanitarian Aid (online), PGDip and MSc in Advanced Clinical Practice and a PG cert in Health and Statistics.

  - In 2021 we devised two new courses: an MSc in Adult Nursing and an MSc in Adult Mental Health Nursing.

  - In 2021/22 there were 115 international students enrolled on PG taught and research degrees in the Department.

  - Our Deputy HoD (Teaching) is Professor Galdas (M) and our Chairs of Board of Studies and Chair of Exam Board (Anita Savage-Grange and Mona Kannan) (F).

  - Academic staff lead highly productive research programs; our community of PhD students join our active CRF.

  - The incoming Deputy Head of Department (Research) is Professor Hewitt (F).

  - In 2021 research contributed to around £12.4m of our overall budget.

- **(V)SUMMARY OF PROFESSIONAL AND SUPPORT STAFF MEMBERS**

Departmental operations are supported by the Department Manager (F), one HR (F), two Finance (1F, 1M) and 3 Administrative staff (F). We have 4 IT staff (M). 89 support staff are involved in research (67F, 22 M) and 31 are involved in our teaching activities (25F, 6M). As our AS group is not a committee but a working group (ASWG) each member of the group has a role. Our ASWG sits within our Departmental Governance structure and has links to the FoS and the wider AS University Steering Group (Figure 1).
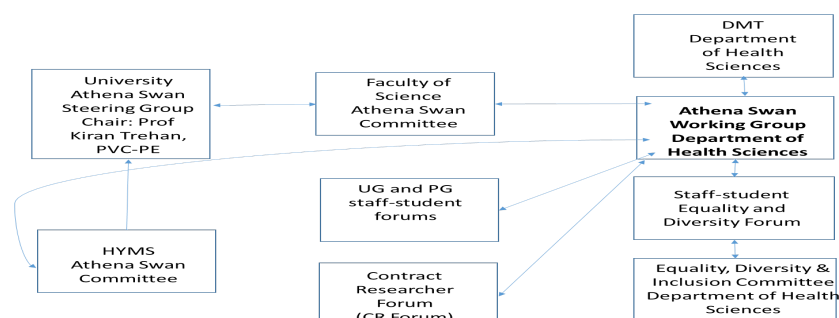


- **Figure 1 Departmental governance structure and links for AS within the Department**

# 2. THE SELF-ASSESSMENT PROCESS

**Recommended word count: Bronze: 1000 words | Silver: 1000 words**

Describe the self-assessment process. This should include:

## (i) a description of the self-assessment team;

We expanded the remit of our ASWG in 2019 to consider all protected characteristics.

The ASWG group functions to examine data, scrutinise policies and ensure processes are fair and transparent. The current working group comprises of:

- 76% (16/21) female
- 14% (3/21) PhD students
- 9% (2/21) Part-time
- 90% (19/21) FT contract
- 28% (6/21) Childcare responsibilities
- 5% (1/21) Elder-care responsibilities
- 19% (4/21) BME background
- 14% (3/21) International staff

### Links to our student UG population

In feedback from our 2017 submission the panel members wanted to ensure that we had student representation within the self-assessment team. All of our UG students work on placements in the NHS as part of their degree. This makes attendance at our ASWG meetings difficult. We have addressed this by devising a joint Staff-Student Forum (SSF) to talk about equality, diversity and inclusion. Membership is open to UG students in the Department.

The SSF group is chaired either by the ASWG or the EDI committee Chairs and attended by members of the management team. The actions from the SSF link into our ASWG meetings offering a two-way exchange between the groups ensuring that the voice of our UG students are heard. To help with the liaison of the role we have a new SSF staff representative (CD).

Chair AS Group
Deputy Chair AS / Research Fellow MHARG
Head of Department
Department Manager
HR Coordinator
Student Support and Academic Services Manager
Co Chair EDI Committee
Careers and Employability Champion
Dissemination Champion
Student Staff EDI Forum Representative
Paternity and Maternity Champion
Web Dissemination
Contract Researchers Forum Representative
Representative for Grade 6 and 7 staff meetings / PhD by Publication Lead
Representative of the University AS Steering Group
Representative of inclusivity and diversity of our external seminar speakers
Representative of inclusivity and diversity for our contract researchers and PhD students
Representative of PSS staff members
PhD Student, PhD Campion
HYMS Liaison / Representative of collegiate Faculty of Science
Secretary

## (ii)  An account of the self-assessment process.

We have held a Bronze award since 2014.  We applied for Silver in 2017 but despite good practice recommendations, the panel felt that we had not sufficiently demonstrated impact. We have collected data to evidence this (10 surveys since 2017).  The ASWG meets monthly.  The AS Chair attends the AS Science Faculty Working Group meetings to share best practice. The Science Faculty Working Group reports to the University decision making executive board (Figure 1).  We scrutinise data annually, developing actions based on evidence and feedback from staff.  Staff are updated on equality matters at our monthly meetings, staff meetings and student forums.

Meetings are included in the Departmental calendar and occur on different days, allowing part-time staff to participate. An administrator takes minutes, making them accessible to all staff.  The AS Chair reports to the DMT 3 times per year and the ASWG provides updates in our staff and open forum meetings.  Data are presented on current initiatives to support gender equality within the Department.  The AS Chair introduces the importance of AS in staff induction events and through attendance at our staff-student forums.

We analysed 10 sets of anonymous survey results on fourteen different occasions (ASS, HSIS, MFS, PSGS, ASSS, IC-19, ASCRF and FWS) for the submission (Table 2).

**Table 2 Response rates for the Department of Health Sciences surveys for 2019-2022.[1]**

| Survey | Number of respondents | Eligible* | Response rate % | Number of females | Proportion of female % |
|---|---|---|---|---|---|
| ASCRF 2021 | 197 | 362 | 54 | 155 | 78 |
| FWS 2020 | 158 | 362 | 43 | 121 | 76 |
| IC-19 2020 | 184 | 362 | 51 | 146 | 79 |
| ASS 2020 | 50 | 50 | 100 | 29 | 58 |
| ASS 2021 | 119 | 362 | 32 | 102 | 86 |
| ASS 2022 | 134 | 362 | 37 | 108 | 80 |
| PSGS 2020 | 9 | 43 | 21 | NR | NR |
| ASSS 2020 | 27 | 27 | 100 | 21 | 77 |
| ASSS 2021 | 21 | 21 | 100 | 12 | 57 |
| ASSS 2022 | 30 | 30 | 100 | 22 | 73 |
| MFS 2021 | 24 | 90 | 26 | NA | NA |
| HSIS 2020 | 37 | 65 | 57 | 25 | 67 |
| HSIS 2021 | 20 | 38 | 53 | 13 | 65 |
| HSIS 2022 | 20 | 36 | 55 | 18 | 90 |

*Departmental headcount varies each year.  A fixed headcount from March 2022 has been used to generate the response rate (headcount of 362).

NA: not appropriate AND NR not reported

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[1] Table 2: ASCRF: AS and the Contract Researcher Forum, FWS: Flexible Working Survey; IC-19: Impact of Covid-19 Survey; ASS: AS Awareness Survey; PSGS: Post Graduate Support Group Survey; ASSS: AS Student Survey; MFS: Men's Feedback Survey; HSIS: Health Sciences Induction Survey.

We were mindful that awareness of AS within the Department had not been as prominent as we might have wished.  With growing numbers of staff we wanted to increase awareness of AS.  In 2019 we revised our action plan to develop a strategy to increase awareness.  This included a series of staff meetings, collection of data, promotion of AS between staff and student groups.  We measured the impact of this over time (Table 3).

**Table 3 Comparison of the ASS for 2020, 2021 and 2022.**

| Question | 2020 | 2021 | 2022 | 2020 vs 2022 |
|---|---|---|---|---|
| AS Awareness: What Award do we currently hold? (% correct response; Bronze) | 20 (40%) | 86 (74%) | 93 (84%) | ⬆ |
| How important are AS Principles to you? (% ranked as important) | 27 (54%) | 88 (75%) | 86 (76%) | ⬆ |
| Does AS apply to you personally? (% responded yes) | 29 (58%) | 88 (74%). | 86 (76%) | ⬆ |

**ASWG actions are being recognised as having an impact:**



**IMPACT**

Our AS awareness raising strategy has increased engagement by staff with AS

In 2020 AS was considered important to 54% of our colleagues.

In 2022 this rose to 76% of staff agreeing that AS is important to them.

We have engaged with other UoY Departments and have invited speakers to share good practice from the Departments of: Psychology, HYMS and Sociology.

We have invited external speakers to attend our meetings to discuss issues including the Dean of Equality and Diversity at the University of Leeds on 'Black Lives Matter' and colleagues from the University of Bath who presented a project on non-promotable tasks.

We act as a Beacon of good practice for our Department of Sociology at the UoY; the Chair of the AS group in Sociology attends our ASWG meetings to promote discussion, ideas and

support for how the Sociology Department could progress with their application. Sociology intend to apply for their first Bronze award in 2023.

**WHAT DO OUR COLLEAGUES IN SOCIOLOGY SAY ABOUT THE COLLABORATION?**

*"Attending the Health Sciences Athena Swan Working Group has provided me with examples of how an ASWG can function which have informed decisions made as my own department works towards applying for a Bronze award."*

Lecturer (F)

Findings from our 2022 ASS show that more work is required to maintain and improve awareness of AS within our Department.  We intend to continue this collaboration through our Action plan (Objective 1).

**Findings from our 2022 ASS:**

56% (57 F, 16 M) of staff were not able to name the AS roles within the working group.

Student surveys contain small samples (30% response rate) and are **not** representative of the wider student group.

36% (22 F 5 M) of students reported they had role models within the Department that they could associate with.

**(iii)   Plans for the future of the self-assessment team**

Actions from our 2019 plan have continued to increase the awareness of AS activities within the Department.  More work is required to improve understanding amongst staff and students.

**AREAS FOR FURTHER ACTION**

Develop the role of ASWG members through our focused events involving students and staff [Actions 1.1, 1.2 & A 1.4]

Build webpages to improve intersectionality and association with BAME role models with students [Actions 1.3]

Strengthen links nationally and plan for an annual AS event [Actions 1.5]

Collaborate with and support the Department of Sociology in the development of their Bronze application [Action 1.6].

# ● A PICTURE OF THE DEPARTMENT

**Recommended word count: Bronze: 2000 words | Silver: 2000 words**

## A. STUDENT DATA

If courses in the categories below do not exist, please enter n/a.

**(i)      Numbers of men and women on access or foundation courses;**

NA

**(ii)      Numbers of undergraduate students by gender.  Full- and part-time by programme. Provide data on course applications, offers, and acceptance rates, and degree attainment by gender.**

Between 2020 and 2021, 91% of UG students were female (Figure 2).  Nationally NMC female registered nurses and midwives represent 89.3% of all nurses in the UK.  Our UG student representation is therefore typical of this sector.
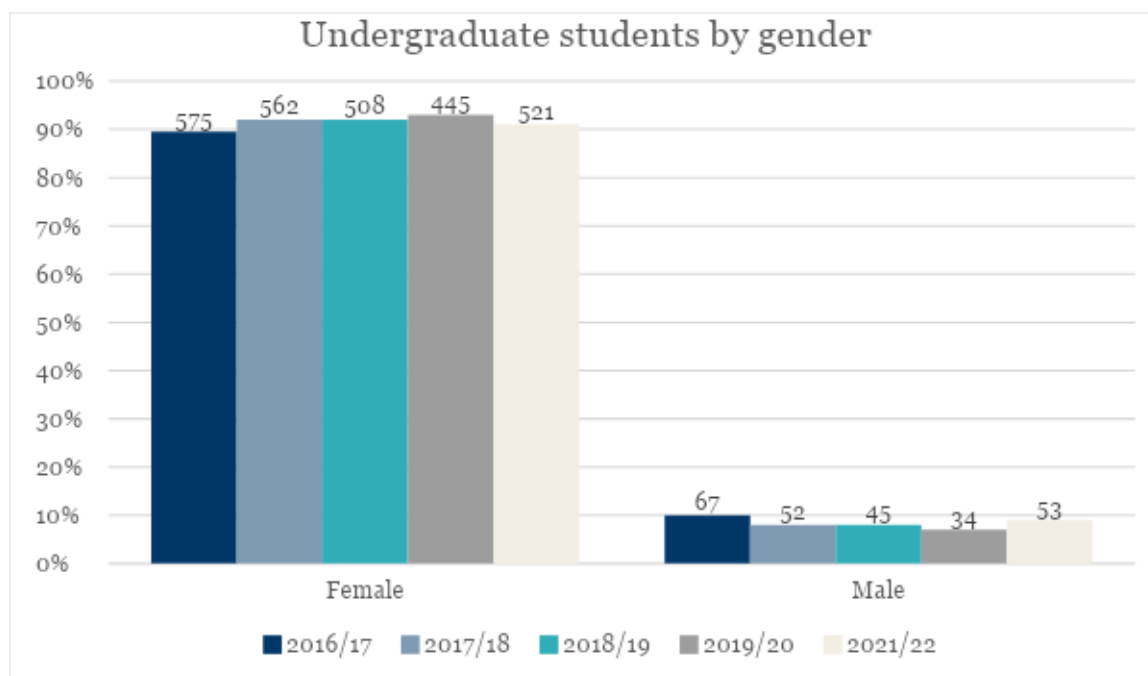


● **Figure 2 UG students by gender**

Undergraduate offers and acceptance by gender

Legend: 2016/17, 2017/18, 2018/19, 2019/20, 2020/21
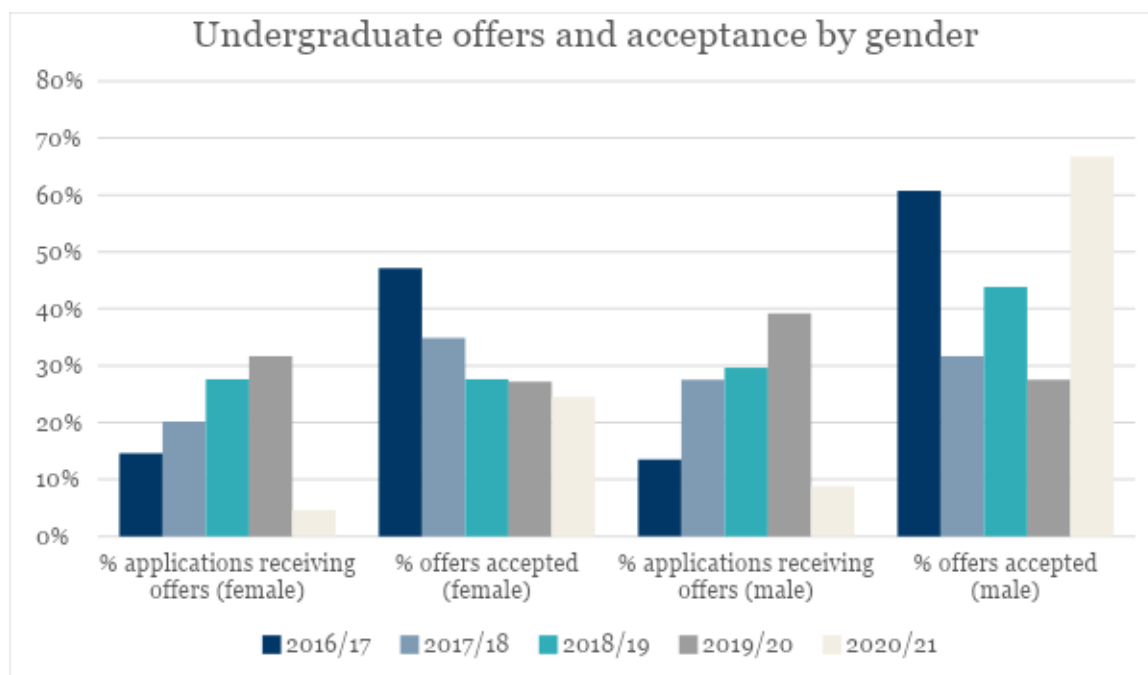
- **Figure 3 UG offers and acceptances by gender**

- For our undergraduate Nursing and Midwifery courses combining data from the last five years (2016/17 to 2020/21), 19.74% of female applicants and 23.72% of male applicants received an offer (Figure 3).

- For the last five years, combining data, 32.26% of female offers were accepted versus 46.08% of male applicants. (Figure 3). More male applicants are accepting places. This is a positive step forward in ensuring that we continually improve opportunities for males to join our nursing courses at York.

Figure: Female undergraduate student attainment
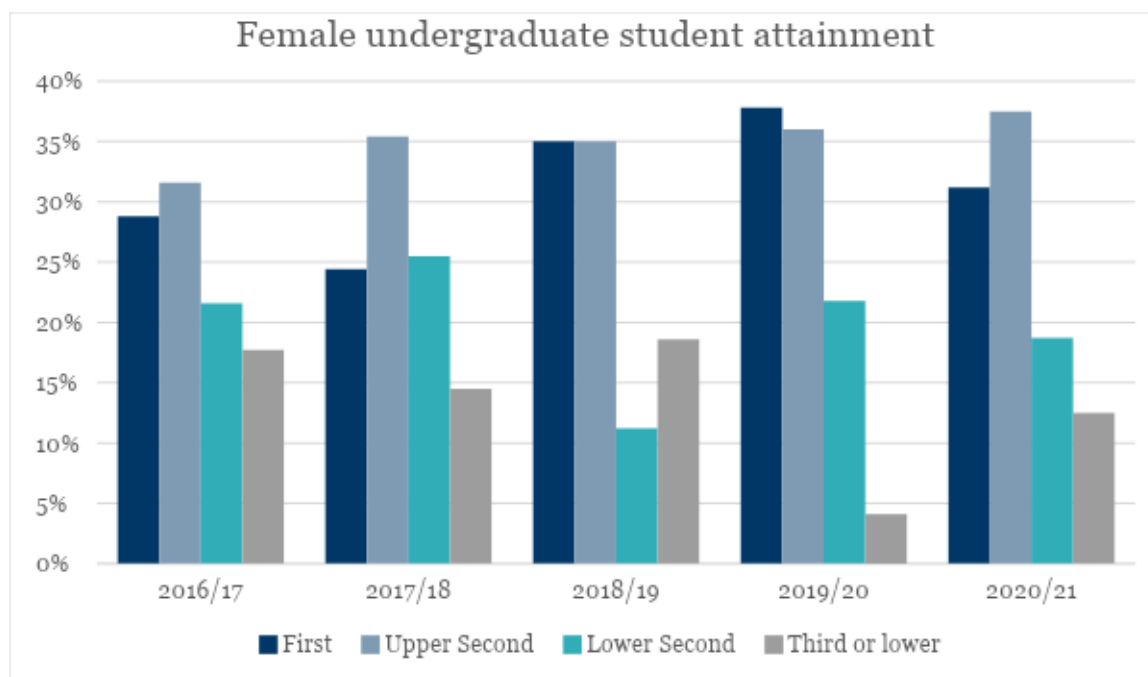
- **Figure 4 female UG student attainment**

Attainment of female students is consistent across years (Figure 4). If we compare 2016-17 to 2020-21, we find no significant difference.



Figure: Male undergraduate student attainment
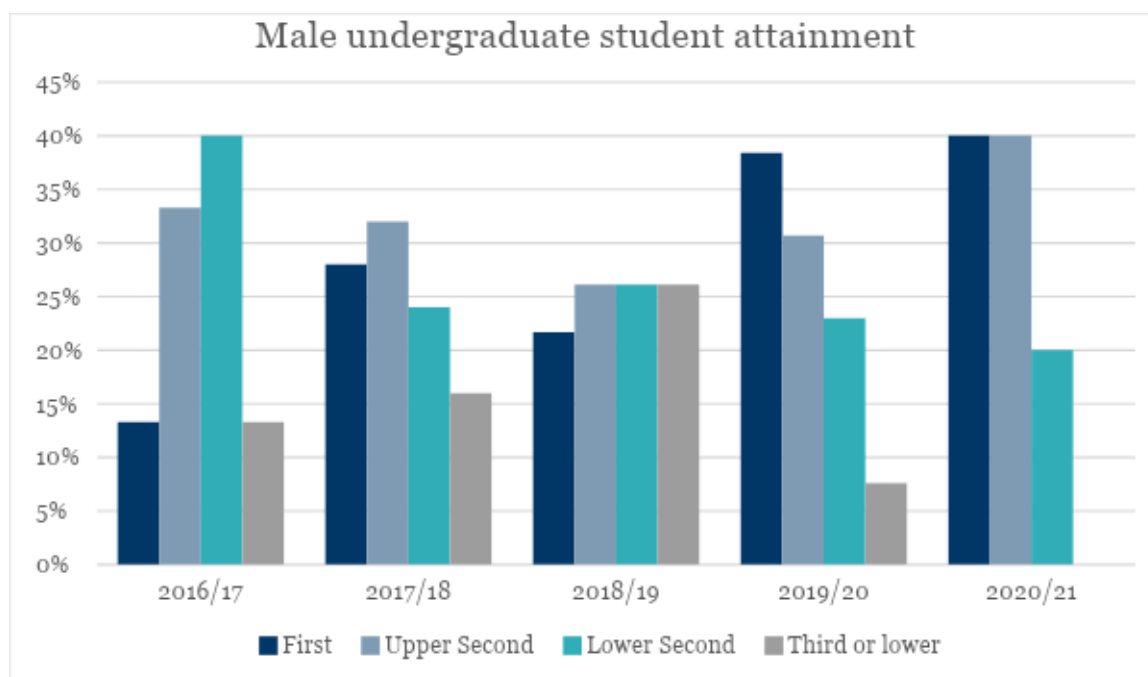
- **Figure 5 male UG student attainment.**

- Attainment of male students is variable across years, reflecting their low numbers (Figure 5). If we compare 2016-17 to our last year 2020/2021, males are found to be more likely to obtain a First in 2021.

- The analysis shows that the attainment of men reflects the national picture of male nurses and midwives across the UK. We have maintained standards in the level of first-class degrees obtained in the past five years.

- Increasing the number of males attending our courses is likely to be challenging due to the historical gendered nature of this profession and societal stereotypes relating to the appropriateness of nursing and midwifery for men. We need to continue to challenge these stereotypes to maximise the future strength of the discipline.

## WHAT ARE WE DOING?

- All prospective students visiting the Department are met by male as well as female representatives.
- In 2018 we reviewed our photographs on our student-facing Departmental website. We are now purposefully building up a portfolio of photographs of male UG nursing students to promote the role of nursing for men.
- In 2020 we devised a specific event for 'Men in Nursing'. All facilitators were male representatives of the Department.

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### IMPACT

**Our Male 'Men In Nursing' events encourage male students to choose York**

*'At York I met male senior nursing colleagues; as a male this made me want to choose York over another University - they presented with great professionalism they seemed to get on well as a team'*

**UG 3RD Year Male Nursing student**

We talked to our male nurse about their experiences of working in practice.

**They told us they faced a number of challenges:**

*'You won't get this because you are a man'*

*'It was assumed that I was a Doctor or I was going to be a Doctor'*
3rd year Male Student Nurses

**AREAS FOR FURTHER ACTION:**

- Achieve a better understanding of the experiences of our male nurses and develop an action plan to improve working in practice policies (Action 2.1)
- To develop new male role models to promote male nurses and midwifery (Action 2.4)
- Engage with a new project 'I'm a Scientist' to address pre-conceptions of ideas for male schoolchildren about gender (Action 2.5).
-

**(iii)   Numbers of men and women on postgraduate taught degrees.**

*Full- and part-time. Provide data on course application, offers and acceptance rates and degree completion rates by gender.*

- We offer a range of taught Masters programmes in Public Health, Health Research and International Humanitarian Aid (online), PGDip and MSc in Advanced Clinical Practice and a PG cert in Health and Statistics.  In 2021 we launched two new courses: an MSc in Adult Nursing and our MSc in Adult Mental Health Nursing (not included in the figures below).

- The percentage of PGT students who are female varies across courses.
- This is higher than the national benchmark of 24.2% for comparable students in subjects allied to medicine.
- Most of our PG students are mature students, many with jobs and families who work part time alongside their study.
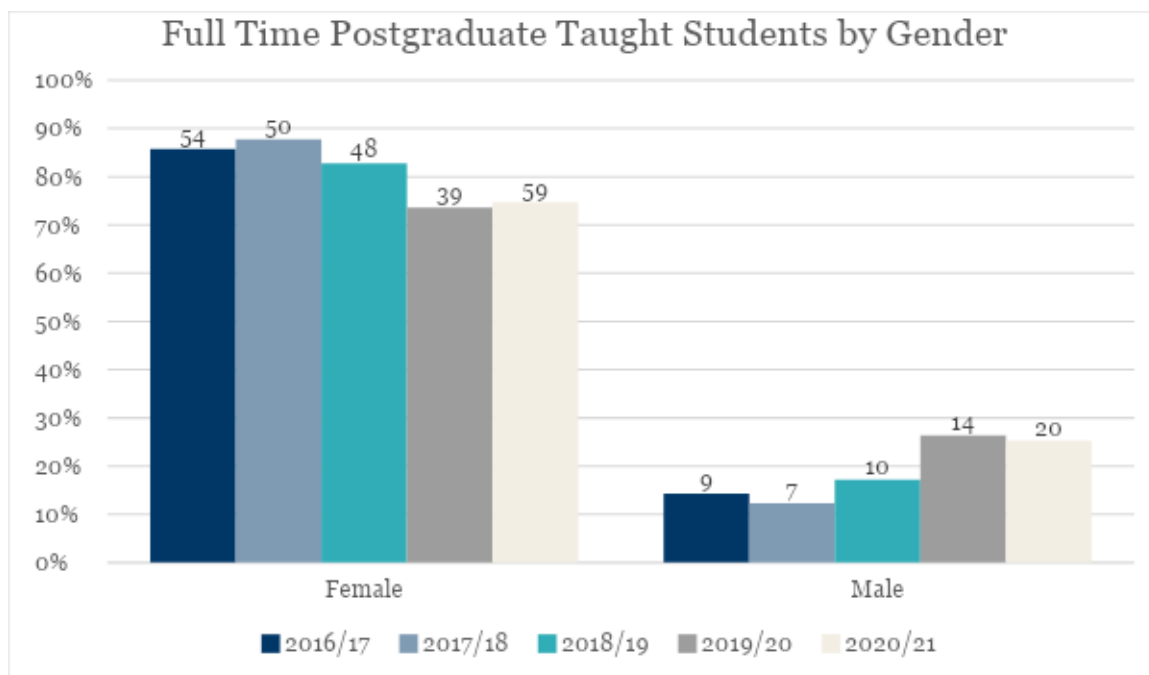


- **Figure 6 Full time PG taught students by gender**

- Females are more likely to register on our courses full time (Figure 6).  Between 2016-2021, 14.6% of males were full time versus 31.4% of females.

- Between 2016 and 2021, 33.9% of our PG students were males (Figure 6).  This is higher than the national benchmark of 24.2% for comparable students in subjects allied to medicine.

Part Time Postgraduate Taught Students by Gender
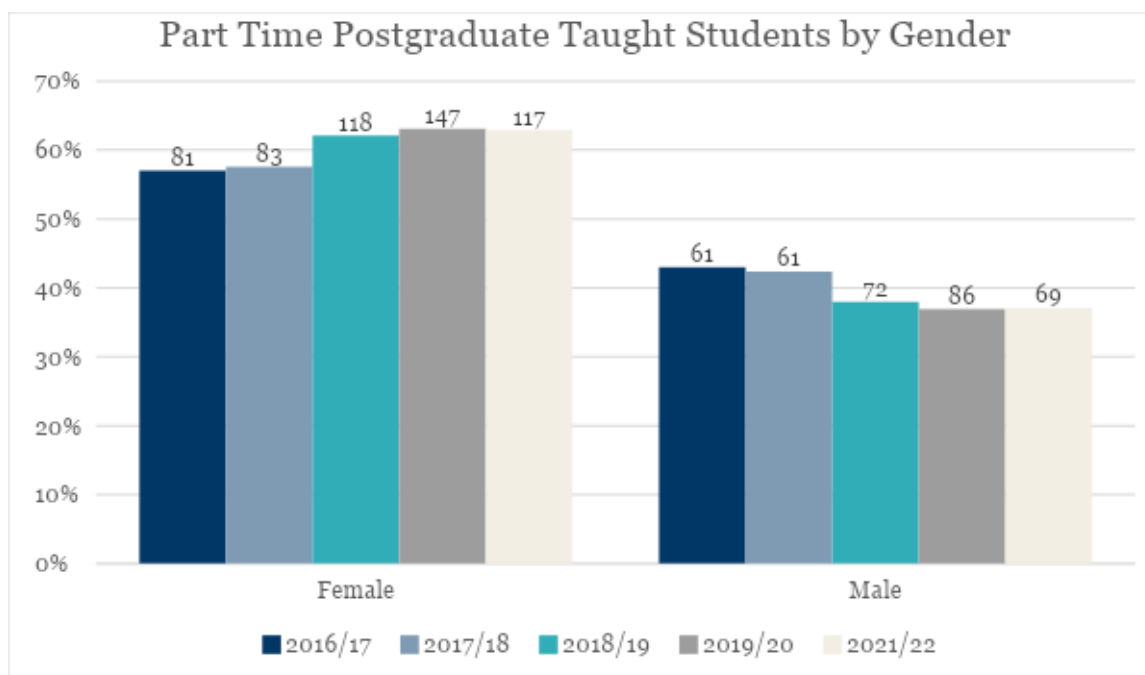
- **Figure 7 Part time PG taught students by gender**

The numbers of part time applicants (Figure 7) to PG courses show an increasing trend particularly for females (81 in 2016 vs 117 in 2021). Numbers of male part time applicants have remained relatively stable over the past five years.

**(iv) Numbers of PGT applications, offers and acceptance by gender**



Postgraduate taught offers and acceptance by gender
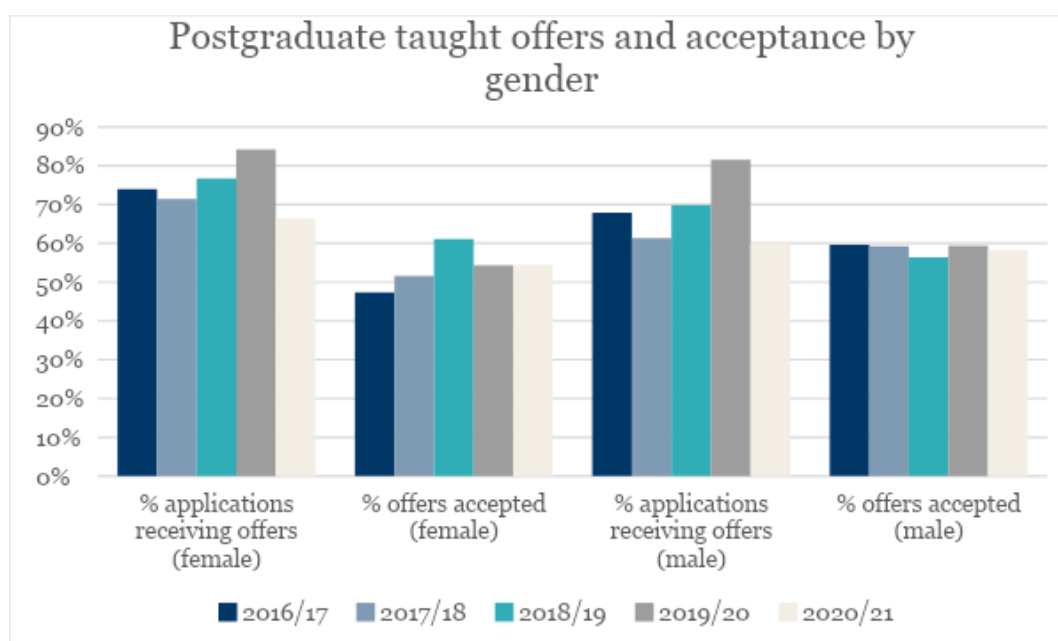
- **Figure 8 PGT applications, offers and acceptance by gender**

**Receiving an offer:**

- For our PG taught students combining data (Figure 8) from the last five years, females (74.5%) and males (68.1%) are equally likely to get an offer.

**Accepting an offer:**

- For our PG taught students combining data (Figure 8) from the last five years, females (53.8%) and males (58.6%) are equally likely to accept an offer.

(iv) PGT attainment



Female postgraduate taught attainment
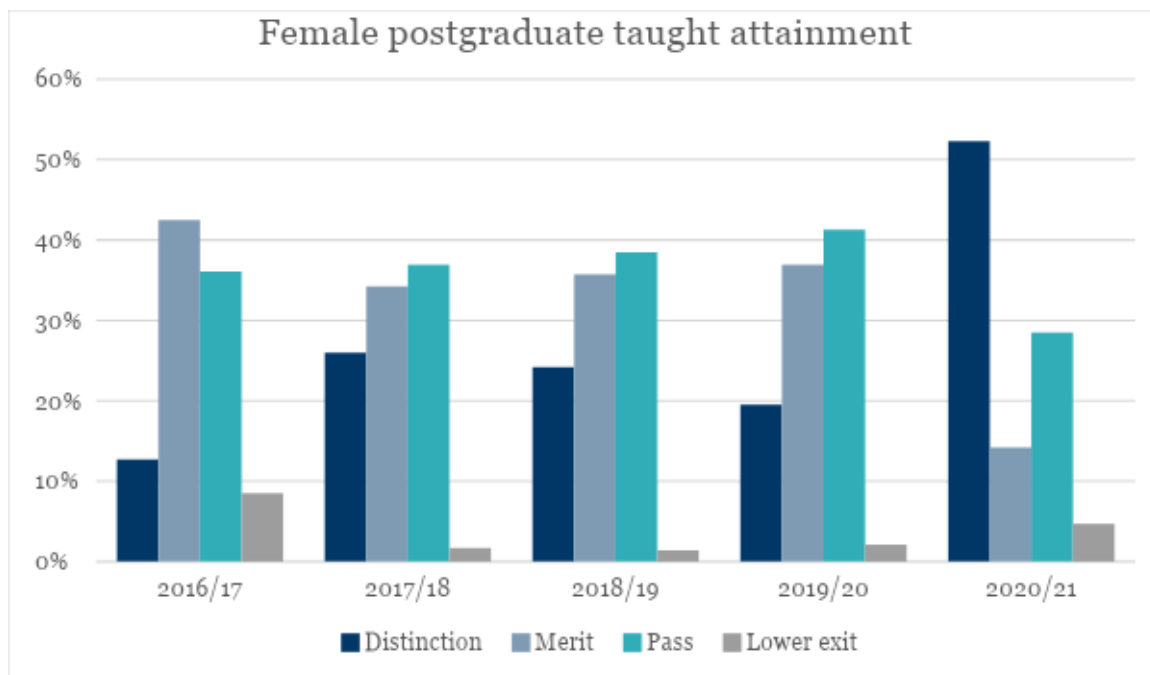
- **Figure 9 PG taught female student attainment**

The attainment of distinction has increased over the years (13% in 2016-17, to 52% in 2020-21). The other categories of attainment of female PG taught students is relatively consistent (Figure 9).

Figure 10 PG taught male student attainment
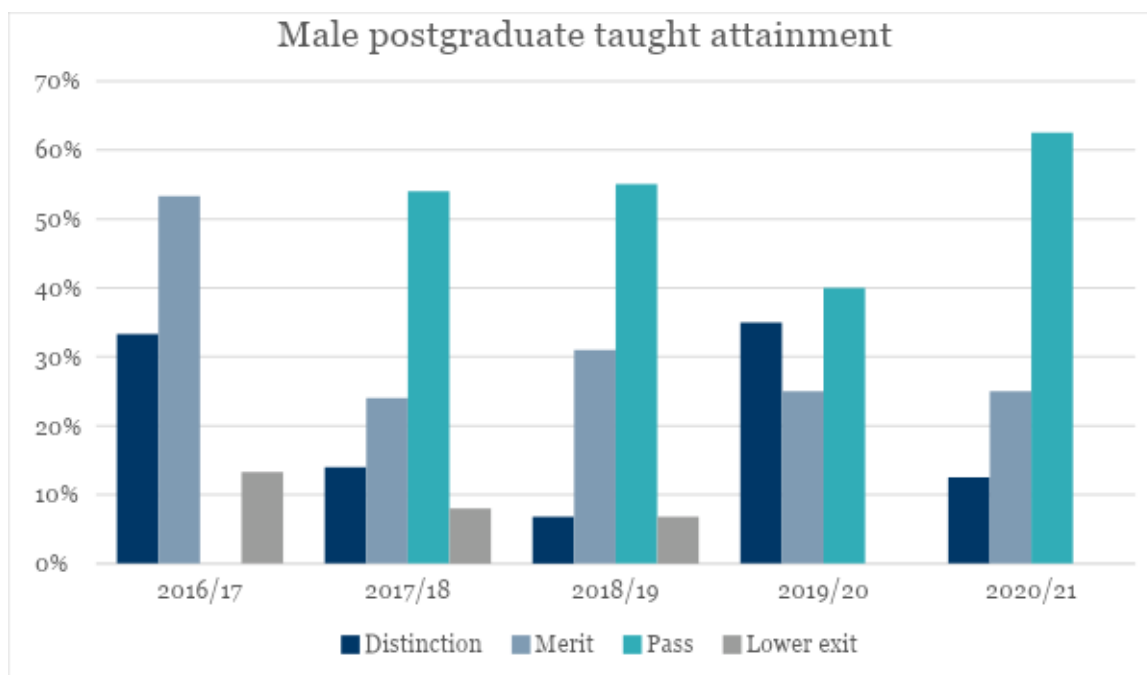
- **Figure 10 PG taught male student attainment**

Attainment of male PG taught students across different groups is consistent (with the exception of the pandemic years) (Figure 10).

(v) **Numbers of men and women on postgraduate research degrees. Full- and part-time. Provide data on course application, offers, acceptance and degree completion rates by gender.**
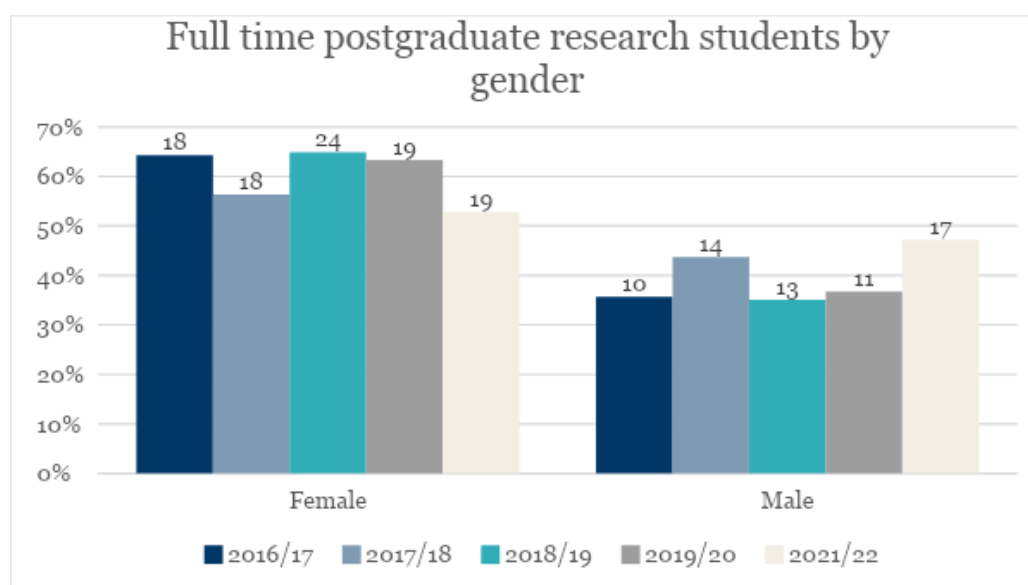


- **Figure 11 Full time PG research students by gender**

The number of full-time post graduate research female and male students was remained relatively stable over the past five years (Figure 11).



Part time postgraduate research students by gender
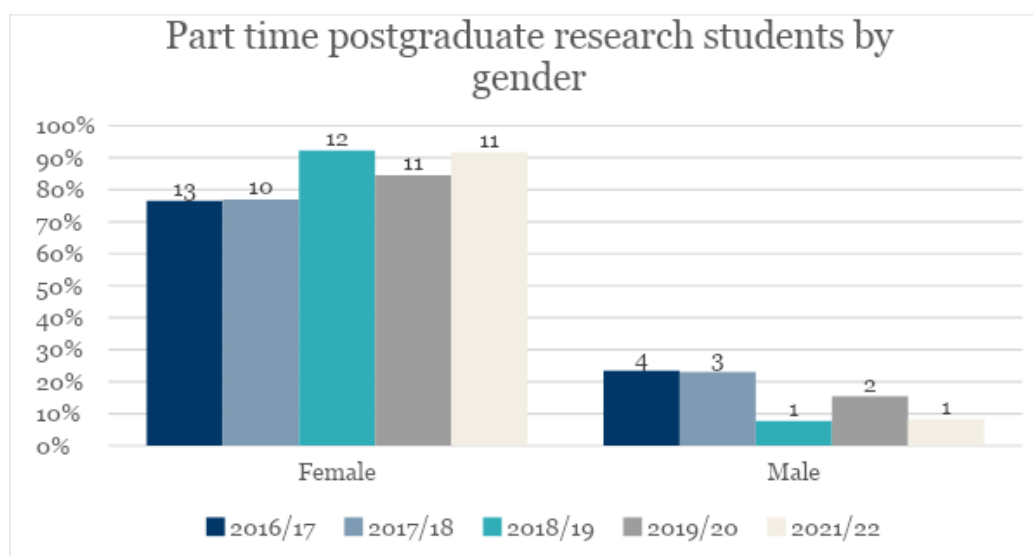
● **Figure 12 Part time PG research students by gender**

The numbers of female part time PG research students have remained relatively stable over the past five years. The numbers of female part time PG research students were higher than the male PG research students. The combining data from the last five years shows 84% of female and 15% of male part time PG research students (Figure 12).
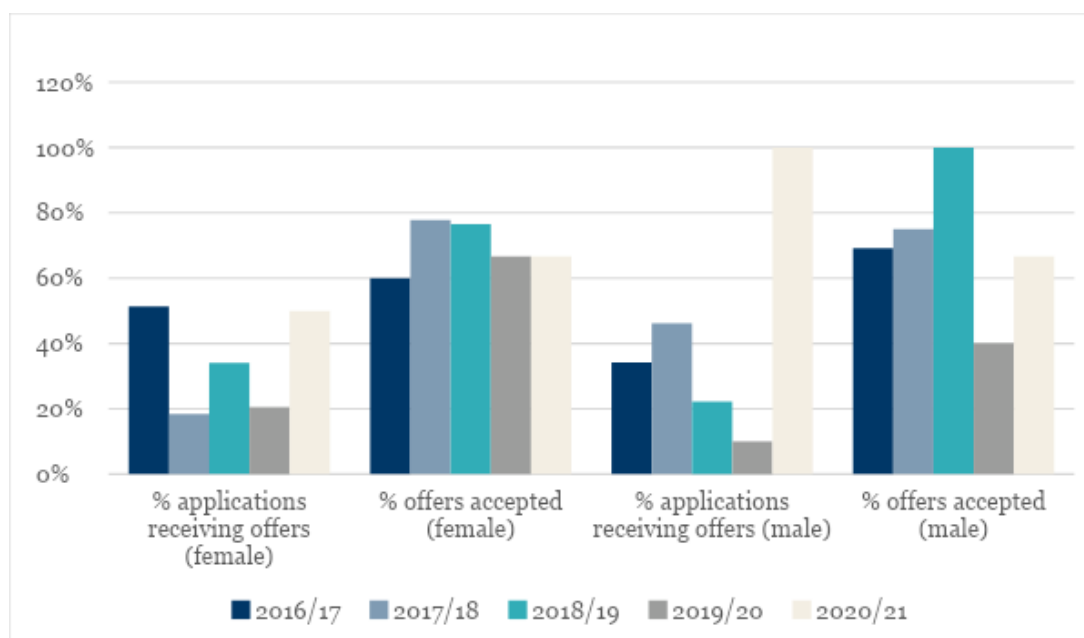


● **Figure 13 PG research offers and acceptances by gender**

**Provision of an offer:**
● For our PG research combining data from the last five years, 34.8% of female applicants and 42.5% of male applicants received an offer (Figure 13).

**Accepting an offer:**

- For the last five years, combining data, 69.5% of female offers were accepted and 70.2% of male applicant offers were accepted (Figure 13).

Postgraduate research student pass rate by gender
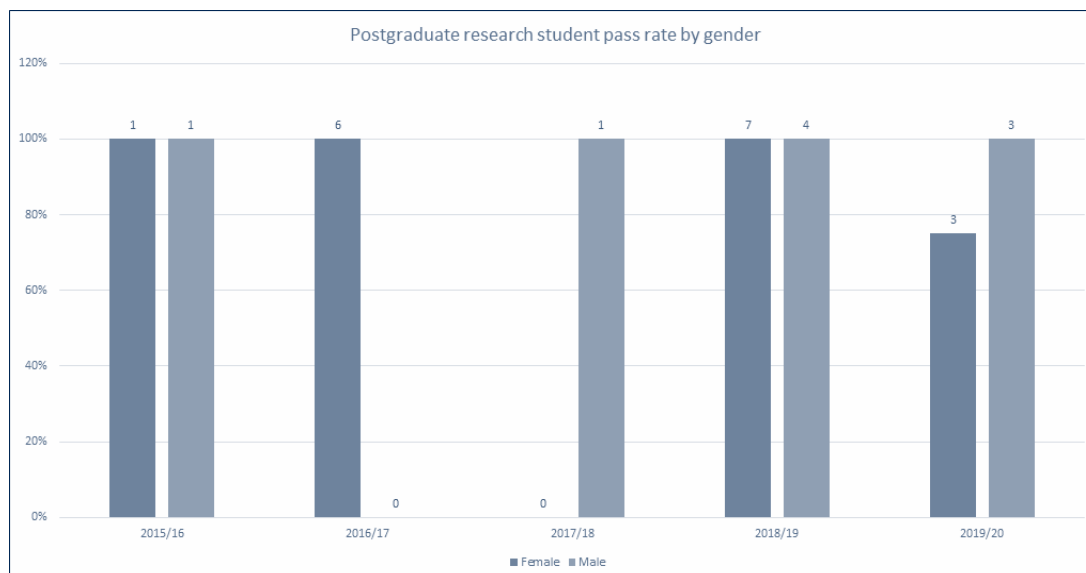
- **Figure 14 PG research by student pass rate and gender**

**(vi)    Progression pipeline between undergraduate and postgraduate student levels. Identify and comment on any issues in the pipeline between undergraduate and postgraduate degrees.**

The vocational nature of our UG courses puts our nurses and midwives at the forefront of the NHS: few of them immediately choose to go on and study further.  For this reason, the pipeline between our undergraduate and postgraduate degree pathway is limited.  UG students can choose a bespoke placement as research nurses and researchers.

- We do however, have several examples of where our students have become staff members.  Since 2020 we have 1 F graduate who has joined us as a lecturer and 2F have been seconded from the NHS.  We also have 1M graduate who is now a Senior Welfare officer.

- To help support those nurses and midwives that decide to pursue a career in research we have encouraged apprenticeship opportunities by offering a joint PhD postgraduate provision with one of our local trusts: Tees Esk and Wear Valley NHS Foundation Trust.

- Our recent survey of PG taught Master's students does indicate that a proportion of those students do want to pursue a PhD.  We do have a student PhD ambassador who joined the ASWG to promote this opportunity (Figure 19).

**Our PG survey in 2022 identified:**

12/30 (40%: 22 F) reported that the Department offered advice and support for those that wanted to progress to a higher degree.

15/30 (50%: 22 F) wanted to pursue a higher degree.

We recognise that more work is required to support our PG students in reaching their career aspirations.

**AREAS FOR FURTHER ACTION**

We will assess gender effects in student's career intentions to understand more about progression needs through a new student survey [Action 3.1]

Increase students' awareness of our PhD ambassador [Action 3.4]

(i)   Academic staff by grade, contract function and gender:
      research-only, teaching and research or teaching-only. Look at
      the career pipeline and comment on and explain any differences between men
      and women. Identify any gender issues in the pipeline at particular grades/job
      type/academic contract type.

Staff numbers have increased from 262 in 2016 to 362 (March 2022).  Over this time frame,
we have maintained a similar representation of females to males.

Our actions around recruitment and promotion show the gender split by Grade (Table 4).
The Grade 8 and Reader category has more proportionate representation of females in the
Department over time.  This reflects the number of successful female promotions from Grade
6 to 7 and from Grade 8 to Reader/ Professor (Figure 17).

**Table 4 Number (FTE) of women and men at each grade over time**

| Grade | Gender | 2017 | 2018 | 2019 | 2020 | 2021 |
|---|---|---|---|---|---|---|
| Grade 6 | Female | 32.1 | 38.7 | 44.4 | 47.4 | 61.8 |
|  | Male | 11.5 | 1.6 | 15.8 | 15.8 | 13.7 |
|  | % Female | 73.6% | 70.7% | 73.8% | 75% | 81.9% |
| Grade 7 | Female | 18.7 | 20.7 | 28.7 | 54.9 | 31.6 |
|  | Male | 3.6 | 1.6 | 2.6 | 8.1 | 6.5 |
|  | % Female | 83.9% | 92.8% | 91.7% | 87.2 | 82.9% |
| Grade 8 | Female | 4.8 | 8.4 | 7.0 | 21.6 | 11.0 |
|  | Male | 2.5 | 2.5 | 1 | 10.6 | 2 |
|  | % Female | 65.8% | 77.1% | 77.8% | 67.1% | 84.6% |
| Reader | Female | 1.0 | 1.0 | 3.0 | 3.0 | 2.0 |
|  | Male | 3.5 | 1.5 | 1.0 | 1.0 | 1.0 |
|  | % Female | 22% | 40% | 75% | 75% | 66% |
| Professor | Female | 6.7 | 5.7 | 6.1 | 7.0 | 9.7 |
|  | Male | 6.8 | 7.0 | 6.9 | 6.3 | 5.5 |
|  | % Female | 49.6% | 44.9% | 46.9% | 52.6% | 63.8% |

Figures 15 (proportion of women in the Department) and Figure 16 (proportion of women in the rest of UoY) compare Grades.  In 2021 the Department almost doubled the number of women at the Professorial Grade in comparison to the rest of the UoY (39% vs 64 %) and at Grade 8 (54% vs 74%).  We have managed to improve the representation of women in senior grades which is more closely aligned to the overall representation of women in the Department.

● **Figure 15 Proportion of women at each grade over time in the Department**
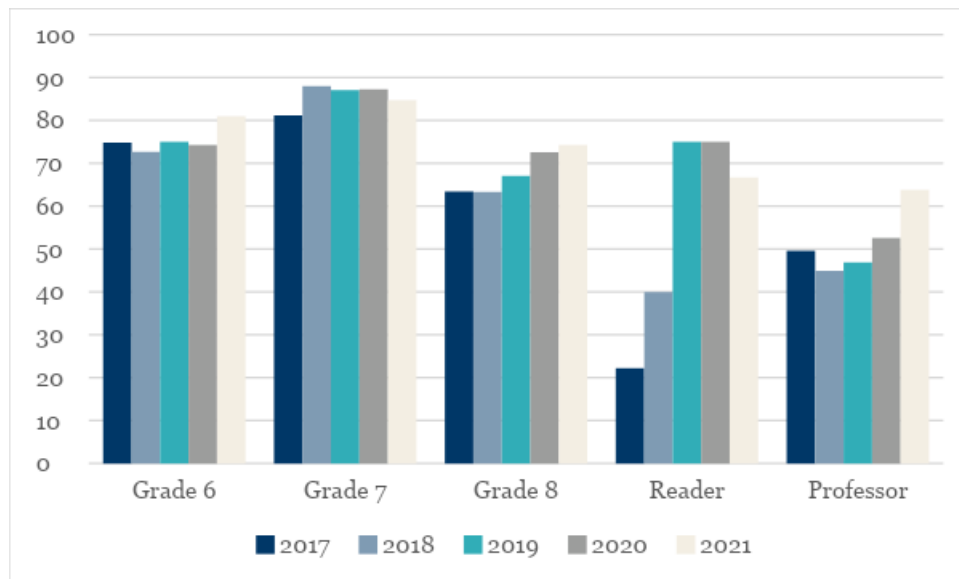


● **Figure 16 Proportion of women at each grade over time for rest of the UoY**
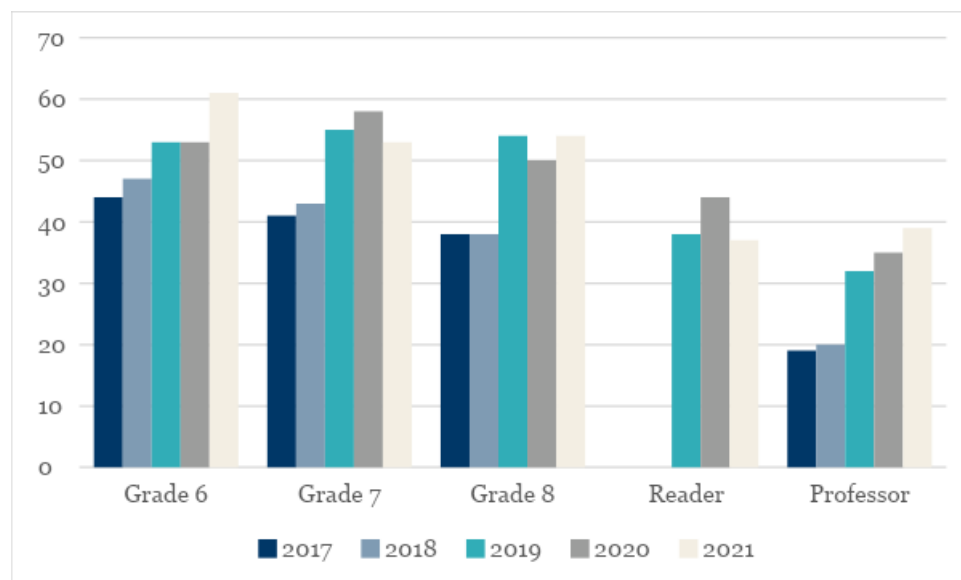


The improvement in female representation particularly at Grade8 shows our focused efforts on improving the career pipeline for women promoted to Grade 7 and 8; Grade 8 to Reader and Reader to Professor (Figure 17 and Table 22).  Our actions include:
● encouraging and supporting female staff to lead and supervise staff,
● providing academic citizenship opportunities
● progression from Deputy to Co-Chairs and Chairs

- active promotional activities (see section 4A(xi)) and has substantially improved our career pipeline since 2014 (Figure 17).

- **Figure 17 Pipeline figure of proportion of female staff in each grade, 2014, 2017 and 2021**
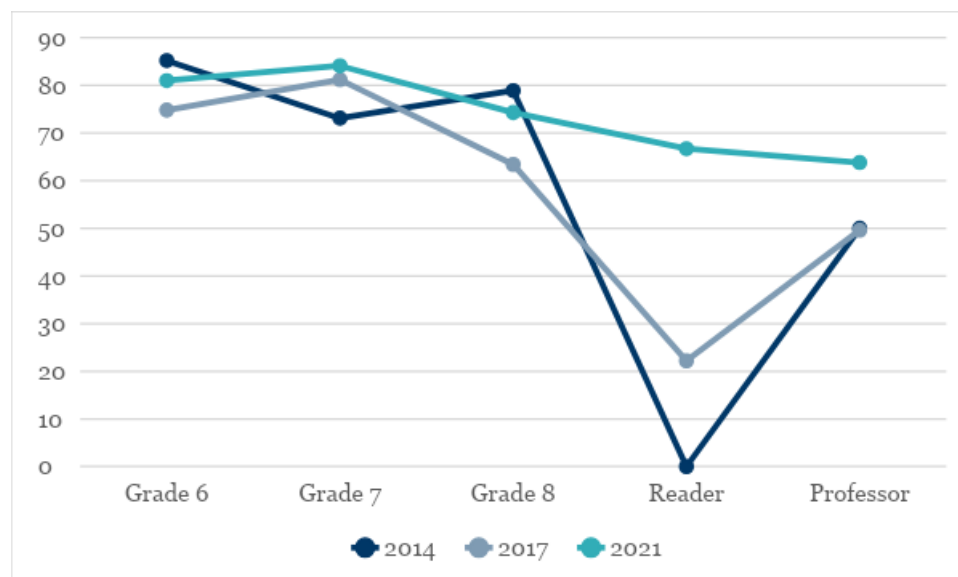


**IMPACT**:

As a result of our efforts to support careers and promote staff from within, the proportion of female staff (Reader) has increased from 0 % in 2014 to 66% in 2021. For the Professorial Grade this has increased from 49 % in 2014 to 64% in 2021.

**Table 5 Numbers of full-time and part-time staff and the proportion part-time by gender**

| Gender | | 2017 | 2018 | 2019 | 2020 | 2021 |
|---|---|---|---|---|---|---|
| Female | Full-time (FTE) | 79 | 93 | 103 | 112 | 123 |
| | Part-time (FTE) | 23.9 | 26.4 | 29 | 27 | 31.1 |
| | Proportion Part time | 24% | 22% | 22% | 19% | 20% |
| Male | Full-time (FTE) | 37 | 39 | 37 | 38 | 35 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | Part-time (FTE) | 5 | 3.1 | 4.4 | 4.6 | 5.1 |
| | Proportion Part time | 12% | 7% | 11% | 11% | 13% |

Our pattern of part-time working by gender is consistent. Around 20% of female staff and 11% of male research staff have been part-time since 2017 (Table 5).

**(ii) Academic and research staff by grade on fixed-term, open-ended/permanent and zero-hour contracts by gender.**

Comment on the proportions of men and women on these contracts. Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.

Table 6 shows the numbers of Grade 6 staff on open ended contracts and fixed term contracts and the proportion who are on fixed term contracts by gender over time. The University does not permit the use of zero hours contracts. Most of our CRs work on fixed term contracts and are employed through grants that are limited by project end dates. Casual workers are staff who are employed PT, PhD students and occasional specialists. Since 2020, 11 PhD students have been engaged as casual staff (5F, 6M).

**Table 6 Percentage of total FTE: Grade 6 staff on open ended and fixed term contracts and the proportion who are on fixed term contracts by gender over time**

| Gender | Contract type | 2017 | 2018 | 2019 | 2020 | 2021 |
|---|---|---|---|---|---|---|
| Female | Open ended FTE | 14.4 | 11.9 | 10.4 | 24.9 | 33.5 |
| | Fixed term FTE | 19.7 | 30.8 | 37 | 30.5 | 27.9 |
| | Proportion of those on FT | 58% | 72% | 78% | 55% | 45% |
| Male | Open ended FTE | 5 | 5 | 5 | 7.4 | 10.4 |
| | Fixed term FTE | 6.5 | 11 | 10.8 | 11.8 | 9 |
| | Proportion of those on FT | 57% | 69% | 68% | 61% | 46% |

All UoY Grade 6 staff are offered an open-ended contract after six years, unless promoted sooner. Grade 6 staff Researchers are supported to apply for promotion through our CRF activities (see section 4(xv)). The Department has an excellent track record of offering

renewals to all researchers (Table 7).  The Department makes it a priority to retain staff through funding applications and provides bridge funding to support staff between contracts.  Staff are invited to attend a series of meetings with a deputy HoD and HR to discuss the viability of contract extensions, redeployment, and training.  Staff vulnerable to redundancy are considered for redeployment ahead of external applicants.

During the pandemic we were particularly mindful to support our CR staff who may be coming to the end of a contract.

**In 2021 our ASCRF survey asked whether:**

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*'Are concerns about your job security impacting on your general wellbeing'? (yes/no):*

23.7% (46 F) staff felt that their uncertainty about their job security was having an impact on their general well-being.

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**WHAT ARE WE DOING?**

- We actively developed a grant writing session to support CR through our CRF to improve job security (see section 4 (xv)).

## (iii)   Academic leavers by grade and gender and full/part-time status.

- **Comment on the reasons academic staff leave the Department, any differences by gender and the mechanisms for collecting this data.**

Overall, the leaving rate has increased since 2017.  Most staff who leave are Grade 6 or 7.  Typically these Grades offer opportunities to develop and enhance career progression.  Fewer men tend to leave the Department in comparison to women.  During the pandemic we experienced our highest levels of staff leaving (men in 2020: 19% and in 2021: 15%) and (women in 2020:11% and in 2021: 17%).  We need to understand more about why staff leave our Department and use this information to develop an action plan.

**Table 7 Academic leavers by grade and gender full and part time status**

| Grade | Gender | | 2017 | 2018 | 2019 | 2020 | |
|---|---|---|---|---|---|---|---|
| Grade 6 | Male | Staff (FTE) | 11.5 | 16.0 | 15.8 | 19.2 | 14.7 |
| | | Leavers | 0 | 1 | 4 | 4 | 3 |
| | | Leaving rate % | 0 | 6 | 25 | 21 | 20 |
| | Female | Staff (FTE) | 34.1 | 42.7 | 47.4 | 55.4 | 62.8 |
| | | Leavers | 6 | 6 | 8 | 11 | 12 |
| | | Leaving rate% | 17 | 14 | 17 | 20 | 19 |
| Grade 7 | Male | Staff (FTE) | 10.1 | 7.1 | 8.1 | 7.1 | 9.0 |
| | | Leavers | 2 | 1 | 0 | 1 | 3 |
| | | Leaving rate% | 20 | 14 | 0 | 14 | 33 |
| | Female | Staff (FTE) | 43.5 | 51.9 | 54.9 | 48.7 | 50.0 |
| | | Leavers | 6 | 4 | 3 | 3 | 12 |
| | | Leaving rate% | 14 | 8 | 5 | 6 | 24 |
| Grade 8 and Reader | Male | Staff (FTE) | 10.1 | 18.1 | 19.6 | 9.0 | 9.9 |
| | | Leavers | 0 | 1 | 1 | 2 | 0 |
| | | Leaving rate % | 0 | 5 | 5 | 22 | 0 |
| | Female | Staff (FTE) | 17.5 | 10.5 | 9.6 | 23.8 | 28.6 |
| | | Leavers | 1 | 3 | 0 | 2 | 1 |
| | | Leaving rate % | 6 | 28 | 0 | 8 | 3 |

**Table 7 Academic leavers by grade and gender full and part time status**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Prof | Male | Staff (FTE) | 6.8 | 7.0 | 6.9 | 6.3 | |
| | | Leavers | 1 | 1 | 1 | 1 | - |
| | | Leaving rate% | 15 | 14 | 14 | 16 | 0 |
| | Female | Staff (FTE) | 6.7 | 5.7 | 6.1 | 7.0 | 9.7 |
| | | Leavers | 0 | 2 | 0 | 0 | 1 |
| | | Leaving rate% | 0 | 35 | 0 | 0 | 10 |
| Overall | Male | Staff (FTE) | 42 | 42 | 41.4 | 42.6 | 40.1 |
| | | Leavers | 3 | 4 | 6 | 8 | 6 |
| | | Leaving rate% | 7 | 9 | 14 | 19 | 15 |
| | Female | Staff (FTE) | 102.9 | 119.4 | 132 | 139 | 154 |
| | | Leavers | 13 | 15 | 11 | 16 | 26 |
| | | Leaving rate % | 13 | 13 | 8 | 11 | 17 |

**Areas for further ACTION**:

Learn more about why people leave the Department.  Develop a specific exit interview or survey to track Grade and gender, FT/PT status, reasons for leaving, destination [Action 4.4].

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# 3. SUPPORTING AND ADVANCING WOMEN'S CAREERS

**Recommended word count: Bronze: 6000 words | Silver: 6500 words**

## A.     KEY CAREER TRANSITION POINTS: ACADEMIC STAFF

### (i)     Recruitment.

Break down data by gender and grade for applications to academic posts including shortlisted candidates, offer and acceptance rates. Comment on how the Department's recruitment processes ensure that women (and men where there is an underrepresentation in numbers) are encouraged to apply.

We have a strong track record of female recruitment.  Between 2013 and 2016 46/63 (73%) females were appointed; and this has continued over the last five years (Table 8).

**Table 8 Overall numbers of applicants, interviews and appointments by gender 2017-2021.**

| Year | Gender | Applicants | Interviewed | Appointed |
|------|--------|-----------|-------------|-----------|
| 2017 | Female | 212 | 70 (33%) | 24 (34%) |
|      | Male | 168 | 33 (19%) | 5 (15%) |
|      | % Female | 55 | 68 | 82 |
| 2018 | Female | 197 | 78 (39%) | 31 (29%) |
|      | Male | 165 | 29 (17%) | 7 (24%) |
|      | % Female | 54 | 72 | 81 |
| 2019 | Female | 206 | 76 (36%) | 28 (36%) |

| Year | | | | |
|------|------|-----|----------|----------|
| | Male | 116 | 23 (19%) | |
| | % Female | 63 | 76 | |
| 2020 | Female | 236 | 71(30%) | 21 (29%) |
| | Male | 133 | 29 (21%) | 8 (27%) |
| | % Female | 63 | 71 | 72 |
| 2021 | Female | 266 | 89 (33%) | 31 (34%) |
| | Male | 132 | 30 (22%) | 6 (20%) |
| | % Female | 66 | 74 | 83 |

In 2017 and 2018 males and females were equally represented in our applicants for jobs. In the later years (2019-2021), approximately 10% fewer males have applied for these roles. Across this time period females are more likely than males to be appointed. More work is needed to encourage males to apply for these positions.



**WHAT ARE WE DOING?**

- We have enhanced inclusivity statements on recruitment materials.
- We have actively monitored gender balance in our recruitment panels since 2019.
- We recognize that unconscious bias can play an important role in the recruitment process.

Prior to 2019 we did not monitor the gender balance of our recruitment panels. In 2019 we addressed this to monitor gender balance and provide appropriate role models (Table 9). We will continue to analyse panel composition to measure future impact.

Between 2014 and 2016, 51 people (17%) were trained specifically in unconscious bias awareness. Between 2018 and 2021 we trained more than six times the number of staff (total 199 staff (174 F 24M)) than in previous years.

**IMPACT**:

More than six times the number of staff attended unconscious bias training courses between 2014-2017 (22 F8 M) vs 2018-2021(199; 174 F 24 M).

Further work is required to address how this training has impacted on the recruitment process (see Action 4.1; 4.2; 4.3).

**Table 9 Overall total numbers of staff by gender on recruitment panels**

| Year | Male | Females |
|------|------|---------|
| 2019 | 29 | 48 (62%) |
| 2020 | 55 | 111 (66%) |
| 2021 | 35 | 107 (75%) |

**AREAS FOR FURTHER ACTION**:

Conduct focus groups of recently appointed candidates to obtain their views on the recruitment process [Action 4.1]

Undertake an audit of shortlisting decisions [Action 4.2]

Continued monitoring of gender balance in the panel membership for each interview

[Action 4.3]

**(ii)    Induction.**

Our own induction process is tailored to the needs of individuals.  AS was introduced into our induction pack in 2016.  Up until the pandemic new colleagues were invited to attend a face-to-face Departmental meeting that was held twice a year with the HoD and SMT members.  During 2019 and 2020 we reviewed our induction procedures to gather feedback:

**Feedback from the HSIS 2019-2020 survey showed:**

*'They made me feel welcome. The overview of the Department was particularly useful.'*

**Anonymous survey respondent**
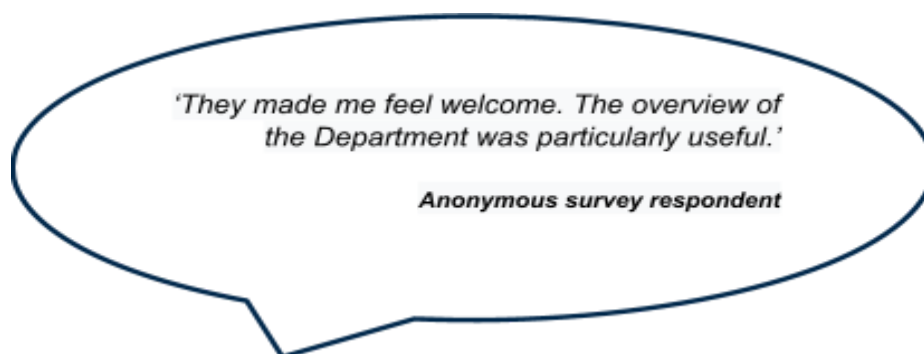
**Challenges:**

20% (gender not reported) of people said they did not find the electronic resource information useful.

60% (gender not reported) of people **did not** use the Departmental buddy system.

Some people commented that the event was not conducted in a timely fashion in relation to their start date.

## WHAT DID WE DO?

- We increased the number of Departmental meetings to once every other month.
- We linked the Departmental meeting to occur immediately before our staff meeting to encourage individuals to attend.
- We re-invigorated the buddy scheme with a new profile.
- We invited colleagues from the Psychology Department to talk to us about their induction procedures and share with us their induction checklist.
- We revised our induction checklist by adding a timeframe and links to electronic resources.
- We consulted with PSS staff members and re-evaluated the impact of our actions in 2022.

**Feedback from the HSIS in 2022 survey showed:**

### IMPACT

**Following improvements to our induction processes, staff feedback improved significantly.**

100% (17 F) said the resources were either very useful or useful

60% (15 F) **used** the new buddy scheme and found this useful

100% (17F) reported the new event prior to the staff meeting useful

### AREAS FOR FURTHER ACTION

Further strengthen use of the buddy scheme [Action 7.1]

Conduct focus group meetings with PSS to further streamline resources for induction process [Action 7.2]

Monitor by asking buddies and new colleagues to join in annual review meetings to ensure processes are being followed. [Action 7.3]

## (iii)    Promotion

Between 2012-2016 we had 21/37 (56%) successful applications for promotion. During this time frame the Department did not routinely collect information on applicant and promotion success by grade and gender of women in senior academic roles did not reflect the proportion of women in the Department which was concerning. Since 2017 we have made considerable efforts to change this to ensure that senior academic roles are represented by women through encouragement of career development, promotion (Table 10); and improved the career pipeline.

### WHAT DID WE DO?

- Promotion and career development are discussed each year in performance reviews.
- The HoD, Deputy Research Lead and LMs discuss promotions.
- Female staff are sent an email each year encouraging them to apply, and applicants are given help in drafting their applications.
- T&R and T&S staff are encouraged to take on deputy leadership positions to enhance their promotion prospects. These now exist for the Board of Studies, Board of Examiners, Research Committee, Graduate School Board and our Equality and Diversity Committee (Table 19).

**Table 10 Promotion success of research staff by gender and job role**

| Year | Academic (T&S) | | Research | | Academic (T&R) | | Total | |
|------|------------|---------|------------|---------|------------|---------|------------|----------------------|
|      | Applicants | Success | Applicants | Success | Applicants | Success | Applicants | Success (Gender) |
| **2017** | 2 | 2 | 8 | 6 | 2 | 0 | 12 | 8 (1M,7 F) (87%F) |
| **2018** | 5 | 4 | 9 | 3 | 4 | 4 | 18 | 11 (4M, 7F) (63%F) |
| **2019** | 5 | 4 | 5 | 2 | 3 | 2 | 13 | 8 (1M,7F) (87%F) |
| **2020** | 5 | 4 | 5 | 2 | 3 | 2 | 13 | 8 (1M, 7F) (87% F) |
| **2021** | 7 | 7 | 9 | 9 | 4 | 3 | 20 | 19 (4M, 15F) (78%F) |

| Total | |
| --- | --- |

**What do our colleagues say about the promotion process?**

"The flexible working environment, culture of collegiality, opportunities to showcase our work, and being able to draw on the depth and breadth of available research expertise and the good reputation of colleagues and teams within the Department and the University, made it possible to turn ideas and ambition into major projects, grants and outputs."

**Promotion from Reader to Professor (F)**

'Colleagues and members of the senior leadership team offered encouragement, advice and feedback on promotion.'

**Promotion to Grade 8 (F)**

**IMPACT**

This process has increased the numbers of people applying for promotion (2012-2016: 37 applicants vs 76 applicants: 2017-2021).

The process has increased our success rate from 56% between 2012-2016 to 71 % between 2017-2021.

We showed improved career progression for women from Senior Lecturer to Reader (increasing from 0% in 2014 to 20% in 2017).

By 2021, promotions for women from Senior Lecturer to Reader increased to above 66%, surpassing the numbers of men at this level and therefore better reflecting overall female representation in the Department's academic staff.

Although this represents great progress, we are mindful to continue our development through our action plan:

**AREAS FOR FURTHER ACTION:**

Monitor time on Grade before promotion, especially at the transition between Senior Lecturer or Senior Research Fellow to Reader/Professor Level [Action 5.4]

Encourage sharing of draft promotion applications across the Department [Action 5.5]

Link up recent successful candidates to help support in those in the preparation of their submissions in the 2 months prior to promotion application deadline [Action 5.6]

## (iv)    Department submissions to the Research Excellence Framework (REF)

*Provide data on the staff, by gender, submitted to REF versus those that were eligible. Compare this to the data for the Research Assessment Exercise 2008. Comment on any gender imbalances identified.*

In REF 2014, females accounted for 63% of our return (23.5 FTE), compared to 61% in (16 FTE) in 2008.  In 2014, 61% of eligible women were submitted compared to 57% of men.  Our six impact case studies in 2014 were equally shared between men and women.  Those leading the REF had mandatory equality training to eliminate possible bias (Table 11).

**Table 11 Eligible and submitted staff in Department of Health Sciences in 2014 and 2021**

| Year | Gender | Eligible | Submitted | % staff submitted as proportion of eligible staff |
|------|--------|----------|-----------|---------------------------------------------------|
|      |        | Headcount | Headcount | Headcount |
| 2014 | Female | 28 | 17 (61%) | 38% |
|      | Male | 16 | 9 (57%) | 20% |

- For the 2021 REF 55 staff are eligible with a gender profile of 40 females and 15 males.  Further equality analysis (considering age, disability, ethnicity and gender) of 'predicted quality rating of outputs' showed no significant differences in relation to protected characteristics. Our audit data is shared with the EDI committee and continues to inform strategy.

  The Department of Health Sciences submitted to Health Services and Public Health research placing us 6th in the UK with over 92% of our research rated as

world-leading (4*).  We submitted the largest number of staff as part of this submission almost doubling the number compared to REF 2014.

**SILVER APPLICATIONS ONLY**

● **K**EY CAREER TRANSITION POINTS: PROFESSIONAL AND SUPPORT STAFF

(i)       Induction.

Describe the induction and support provided to all new professional and support staff, at all levels Comment on the uptake of this and how its effectiveness is reviewed.

Induction for PSS follows the same procedures as for the research staff (see section 4A (ii)).  Key features include our Departmental meeting, comprehensive induction, and the buddy system.  Uptake of induction for our PSS is 100%.

Induction involves the opportunity to tour the Department and meet key staff.

PSS staff receive an electronic link to the induction pack summarising the organisation of the Department and providing information about meetings and events.  Effectiveness of induction is monitored through our action plan and survey results to inform future development.

**What did our colleagues say:**

*" Clear instructions about IT set up and printers."*

*"I found the online courses very useful."*
*"I found the 'On your first day' online material useful as a new starter at the University". "The overall online material was very good."*

*Anonymous survey results.*

ii) Promotion.

The UoY have a role review policy in place for PSS staff rather than promotion. Achievement relies on the current role changing significantly, such that increased knowledge and skill is required. Typically, this can occur by individuals also applying for more senior roles in other positions across the University and/or via secondment to another team.

This role review procedure and commitment to provide opportunities for PSS staff have resulted in some being supported through this process.

**WHAT DO OUR PSS say about the process?**

*"I like that you go over career plans and aspirations, as it is a good way to discuss/learn about what things you could do to help with that.'*

*PSS Grade 5 (F)*
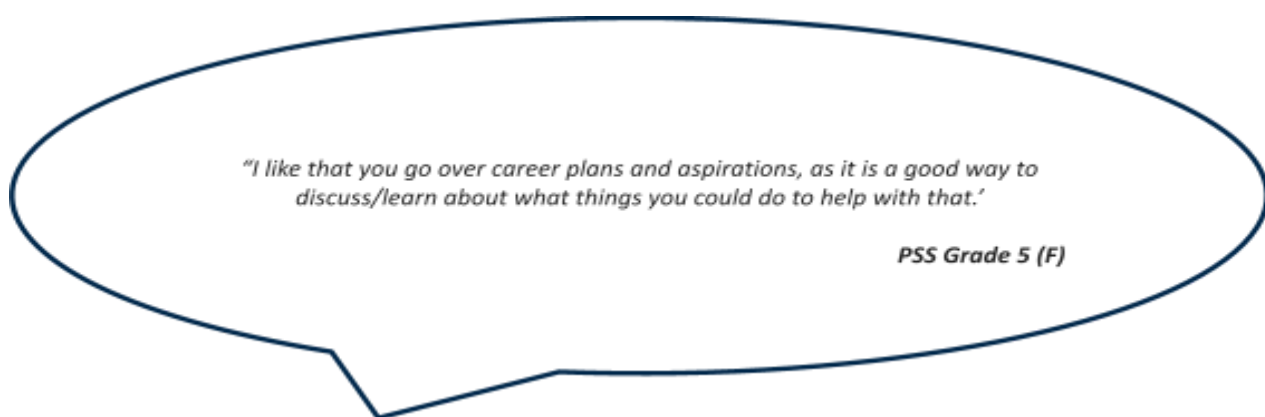
**IMPACT**

Between 2019 and 2020 a female administrator moved from a Grade 5 to a Grade 6 [FT].

One administrator was promoted to the role of Coordinator [FT]

In 2020 two members (1M and 1F) were promoted [FT].

One staff member through secondment to another team was appointed to a higher Grade [FT].

To support staff recognition, our PSS staff have an opportunity to be nominated for our 'Making the Difference Award'.

- Between 2012-2016 36 (23%) of PSS received our Making the Difference award (Table 12).

- We wanted to increase the numbers of PSS rewarded for this achievement.

**WHAT DID WE DO?**

- Actively promote the scheme within the Department via email.
- Specifically target LMs to encourage nominations.
- Increase awareness of the scheme within our staff meetings.

**Table 12 Professional and support staff receiving the 'Making the Difference Award'.**

| Year | Total number awarded | M | F |
|------|---------------------|---|---|
| 2021 | 17 | 4 | 13 (76%) |
| 2020 | 14 | 7 | 7 (50%) |
| 2019 | 18 | 2 | 16 (88%) |
| 2018 | 6 | 0 | 6 (100%) |
| 2017 | 11 | 2 | 9 (81%) |
| Totals (%) | 66 | 15 | 51 (77%) |

**IMPACT:**

Our efforts have increased the numbers of females being recognized for this award:

Between 2012 and 2016 36 females were recognized for the award. Over the same comparable time period (2017 and 2021) 51 females were recognized.

**WHAT DO OUR STAFF SAY ABOUT THE PROCESS?**

' The PDR process is great for those wanting promotion or who need support in their role / new starters but I don't think it is useful for those established in roles'.

'I think it might be more useful if there was an interim PDR to review objectives set for that year to help keep focus and on track to meet PDR objectives'.

Anonymous PSS survey responses

The findings suggested that more discussion is needed with PSS staff to identify how best to support them in their future career development. The survey suggested that we identify relevant support and development opportunities of PSS staff.

**AREAS FOR FURTHER ACTION**

Hold some PSS focus groups to identify need and further development requirements to devise and inform a SMART action plan [Action 6.1]

- **CAREER DEVELOPMENT: ACADEMIC STAFF**

## (i)     Training.

Describe the training available to staff at all levels in the Department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

Training needs are identified with individual staff members.  New lecturers undertake a PGCAP in their first two years or their appointment and staff are encouraged to present at meetings and conferences.  Compulsory training courses are provided to all staff as part of UoY and Departmental policy.  We have a good track record of staff attending and completing these sessions (Table 13).  During 2019 and 2020 training uptake was significantly hindered by the pandemic.  Going forward we will encourage staff to complete this training.

**Table 13 Academic University led course attendance by gender, year and grade**

| .Year | Course type | Grade 6 | | Grade 7 | | Grade 8 | | Prof/Reader | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| Gender | | F | M | F | M | F | M | F | M | |
| 2017 | Equality and Diversity | 3 | 0 | 6 | 2 | 2 | 1 | 1 | 0 | 15 |
| | Health and Safety | 51 | 18 | 48 | 21 | 17 | 8 | 6 | 7 | 176 |
| | Induction | 3 | 0 | 3 | 0 | 0 | 0 | 0 | 1 | 7 |
| | IT | 33 | 8 | 23 | 6 | 10 | 3 | 6 | 4 | 93 |
| | Management and leadership | 0 | 0 | 3 | 1 | 2 | 0 | 0 | 0 | 6 |
| | Research | 3 | 5 | 7 | 0 | 0 | 0 | 0 | 0 | 15 |
| | Staff developments | 13 | 3 | 7 | 6 | 3 | 4 | 1 | 0 | 37 |
| | **subtotals** | **106** | **34** | **97** | **36** | **34** | **16** | **14** | **12** | **349 (72 % F)** |
| 2018 | Equality and Diversity | 6 | 0 | 4 | 0 | 0 | 1 | 0 | 0 | 11 |
| | Health and Safety | 30 | 11 | 27 | 5 | 7 | 3 | 5 | 2 | 90 |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Induction | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | IT | 10 | 5 | 5 | 1 | 2 | 1 | 0 | 0 | |
| | Management and leadership | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| | Research | 3 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 6 |
| | Staff developments | 53 | 22 | 47 | 13 | 14 | 9 | 6 | 7 | 171 |
| | **subtotals** | **104** | **41** | **84** | **19** | **23** | **14** | **11** | **9** | **305 (73% F)** |
| 2019 | Equality and Diversity | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| | Health and Safety | 11 | 6 | 1 | 1 | 1 | 1 | 0 | 0 | 21 |
| | Induction | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | IT | 1 | 2 | 0 | 0 | 0 | 1 | 0 | 0 | 4 |
| | Management and leadership | 3 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 5 |
| | Research | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Staff developments | 15 | 12 | 1 | 5 | 8 | 2 | 0 | 0 | 43 |
| | **subtotals** | **32** | **22** | **3** | **6** | **9** | **4** | **0** | **0** | **76 (57%)** |
| 2020 | Equality and Diversity | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 2 |
| | Health and Safety | 10 | 4 | 2 | 1 | 1 | 0 | 0 | 0 | 18 |
| | Induction | 2 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 4 |
| | IT | 6 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 10 |
| | Management and leadership | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Research | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Staff developments | 17 | 17 | 9 | 4 | 3 | 0 | 0 | 0 | |
| | **subtotals** | **35** | **27** | **15** | **5** | **4** | **0** | **0** | **0** | **86 (63% F)** |
| 2021 | Equality and Diversity | 3 | 1 | 0 | 1 | 2 | 0 | 0 | 0 | 7 |
| | Health and Safety | 11 | 7 | 3 | 2 | 0 | 0 | 0 | 0 | 23 |
| | Induction | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 2 |
| | IT | 16 | 10 | 2 | 3 | 1 | 0 | 0 | 0 | 32 |
| | Management and leadership | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| | Research | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Staff developments | 51 | 29 | 14 | 15 | 12 | 0 | 0 | 0 | 121 |
| | **subtotals** | **81** | **48** | **20** | **22** | **15** | **0** | **0** | **0** | **186 (63% F)** |

We encourage staff to apply for conference and training experiences.  This is an important opportunity for staff to gain training in a specific area of expertise or deliver research findings to a wider audience.  Such initiatives are reviewed by our DMT to ensure equality (Table 14).

Since 2016 19 staff are Mental Health First Aid Trained: 1 Male (PSS), and 18 Female (5 research, 10 Support, 3 Teaching.

We actively participated in the Black Lives Matter Debate:



**WHAT DID WE DO?**

- We held a Black Lives Matter debate for staff and students.
- Discussions, led to the development of a new EDI module that will be accredited for students and staff complete in 2024 (Table 22).

**WHAT DO STAFF SAY ABOUT THE DEVELOPMENT OF THE EDI MODULE?**

*The new EDI Module developed by the Department of Health Sciences continues to keep all the debates against colonial discriminatory practices alive. This Module challenges our own attitudes and values for a hopeful positive change"*

*Male Senior Lecturer*

Despite the pandemic, we have managed to maintain continued access for staff to attend national and international conferences and external training courses. Although our numbers are smaller than previous years, we have still managed to maintain gender representation across the Department (see Table 14).

**Table 14 Attendance at conferences and external training courses for academic staff by year and gender**

| Year | Teaching | | Research | | Total | % female |
|------|----------|------|----------|------|-------|----------|
| | female | male | female | Male | | |
| 2013/14 | 32 | 10 | 29 | 15 | 86 | 71 |
| 2014/15 | 45 | 8 | 91 | 34 | 178 | 76 |
| 2015/16 | 40 | 11 | 102 | 46 | 199 | 71 |
| 2016/17 | 22 | 9 | 99 | 35 | 165 | 73 |
| 2017/18 | 23 | 9 | 97 | 33 | 162 | 81 |
| 2018/19 | 28 | 5 | 112 | 37 | 182 | 77 |
| 2019/20 | 7 | 2 | 35 | 10 | 54 | 77 |
| 2020/21 | 8 | 0 | 55 | 16 | 79 | 79 |
| Total | 205 | 54 | 620 | 226 | 1105 | 56 |

Staff are encouraged to progress to take on leadership roles within the Department. The UoY provide specific leadership courses, which are often oversubscribed and were not attended during the pandemic. Our course attendance dropped from 45 to 25 in the same comparable period. The numbers of females remained comparable (77% vs 80%: Table 15).

**Table 15 Academic leadership courses by year and gender for academic staff**

| Course | Gender | Total |
|--------|--------|-------|

|  | Female | Male |  |
|---|---|---|---|
| 2014-2017 | 35 | 10 | 45 (77% F) |
| 2018-2021 | 20 | 5 | 25 (80% F) |
| Totals | 55 | 15 | 70 (78% F) |

- We are mindful that many of our staff with different experiences can have LM responsibilities.
- A training toolkit was developed for our LM; as it became apparent that our LM have different levels of knowledge.
- Prior to the pandemic, this meant that some research groups employed different ways of working from home.
- We hope that the LM toolkit will help to standardise some of our practices and policies.

## WHAT DO OUR COLLEAGUES SAY ABOUT USE OF THE LM TOOLKIT?

*The Health Sciences Management Toolkit has been invaluable to me in my first year as a manager when it was hard to get in touch with colleagues across the wider campus for an immediate response.*
'

Grade 5, Female, PSS

**AREAS FOR FURTHER ACTION**

We will provide additional training to our LMs through the tool kit and evaluate the impact [Action 6.2].

Conduct a focus group to identify how the PDR process can be improved and develop an action plan [Action 6.1]

Role out of the E&D training module in 2024 [Action1.1].

## (ii)    Appraisal/development review.

Describe current appraisal/development review schemes for staff at all
levels, including postdoctoral researchers and provide data on uptake by gender.
Provide details of any appraisal/review training offered and the uptake of this, as well as
staff feedback about the process.

Uptake for those eligible for the last five years was 100 %.  The review covers career
aspirations, development needs, and longer-term goals.  Staff and reviewers rate the
performance on a five-point scale from excellent to needs improvement.

UoY provide training for all reviewers; 49 LM staff are trained as reviewers (33F,
16M).

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**Our ASS survey data from April 2022 shows that:**

55.4% of staff (61 F, 16 M) were satisfied or satisfied with the PDR process
65% (65 F, 18 M) find it useful in identifying strengths and achievements
56% (60 F, 18 M) find it useful in providing constructive feedback for areas of
development

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We recognize that more work is required to examine the needs and views of our
staff about their experiences of the PDR process.

**What do our colleagues say about this process?**

*'I've found the PDR process to be a unique opportunity to have dedicated time with your LM to
discuss you, your role and future career paths. For me, a key part of the PDR has been the
1-to-1 time to receive feedback on my performance and discuss goals to help achieve future
career ambitions..'***Researcher Grade 6 (F)**

- **Support given to academic staff for career progression.**

Comment and reflect on support given to academic staff, especially postdoctoral researchers to assist in their career progression.

CRs are supported to take up career development opportunities. Staff are provided with opportunities that might lead to promotion (e.g., research grants) or in gaining jobs in relation to teaching and or citizenship.

Impact on career progression was a particular concern to us during the pandemic when all staff were working from home. We were concerned that by working from home our CRs may have been less able to engage and secure grant funding.

**In 2020 we assessed how working from home was affecting job security of our CRs.**

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The survey revealed concerns about:

**A lack of relevant information:**

*"I feel more information/support could have been provided in relation to security of contracts, particularly where this is based on external funding".* Contract Researcher Female

**Financial concerns:**

*"I have concerns as to whether or when or for how long my contract will be extended in relation to finances and being able to support my family"* PSS Female

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Opportunities to take on duties form a key part of career progression since promotion criteria at UoY include aspects of citizenship, which includes AS. Allocation of citizenship roles are regularly reviewed and are provided to everyone within the Department, via expressions of interest.

More junior members of the Department are paired with senior members to help support the supervision of students and provide relevant supervisory experience and dissertation marking. In 2020, a new PhD by publication support group was developed to enhance the opportunity of our junior members who wish to progress their career via trajectory to a PhD.

**WHAT HAS A RECIPIENT OF THE GROUP SAID?**

> *"The PhD by publication group is providing invaluable information and support to individuals at all stages of their PhD journey. Many thanks to all of those involved in setting the group up."*
>
> *Researcher Grade 6 (F)*

Support given to students (at any level) for academic career progression.

● Comment and reflect on support given to students at any level to enable them to make informed decisions about their career (including the transition to a sustainable academic career).

- All of our UG students find work either as part of their NHS placements or via our job fairs. UGs complete an exit form to identify students' future employment.
- Between 2020 and 2021 96/ 268 (36%) of students rated the careers experiences as excellent.
- The supervisor and TAP members provide support and guidance for PhD students. At the progression stage, an independent Chair is identified to oversee and ensure fair practice.

**What do our students say about their TAP meetings?**

> *"I found the TAP as a safe space to receive constructive feedback regarding my project; it was particularly informative to help me consider areas of my research which needed further development and ways that I might think about doing this."*
>
> *Part-time PhD student, third year (F)*

- PG careers are supported through a website, which shows case study examples of existing students and their career progression (5 F, 3 M).
- We have a dedicated PG representative as part of the ASWG whose role is to support and provide advice to other PG students who may be interested in progressing from a Master's course to a PhD.
- The GRS at UoY has a career service and a Research Excellence Training Team that offers workshops and training.  The Department encourages students to take part in development opportunities (e.g., 3-minute thesis challenge).
- Since 2020, 4 students (3F and 1M) have become members of staff and one staff member has become a student (F).  Existing members of staff are supported to do PhDs alongside their research careers.  This is facilitated by a PhD by publication group.
- To help encourage and support communication we:

**WHAT DID WE DO?**

- Put AS issues on the PG and UG staff-student forum meetings – held once a term by representatives of each course.
- We developed a PhD ambassador to support students who want to learn more about doing a PhD in the Department

- **Figure 18 PhD Ambassador for our UG and PG students**

- Our SSF group has an appointed staff AS member that feeds back into the AS meetings and action plan (see section 2(i)).
- The AS Chair attended student lectures to create awareness of AS and conducted a survey to find out more what our students think about our culture.

**Our PG March 2022 ASSS identified representing 22F and 5 M:**

96% said the lecturers were equally helpful to males and females

95% felt comfortable to contribute to tutorials

100% of students said the Department was welcoming

**Challenges (responses from 22F and 5M students):**

- 15/25 (60%) said the student community could be improved.
- 11/27 (41%) said it was not very easy to communicate with other students.
- 24/28 (85%) had experienced either occasional or high levels of stress.
- 16/30 (53%) did not know who to speak to about issues of harassment or stress.
- 12/30 (40%) reported that the Department offered advice and support for those that wanted to progress to a higher degree.
- 15/30 (50%) wanted to pursue a higher degree.

**This is particularly concerning and these findings will be addressed as a high priority in our Action plan (Action 3.3 ; 3.5).**

**Personal support for students**

- We promote the pastoral care of our students as an equal importance to their academic development, student meet with a supervisor at least once per term.
- Academic supervisors are trained in how to signpost relevant services (e.g., University open door team).
- Since 2017, we have hosted a conference in support of World Mental Health Day (Table 22).
- In February 2018, we developed a Mental Health Awareness and Well-being Group (MHWAG). The group was established to work with the wider University and consists of mental health first aiders, UG and PG student representation.
- In 2020, we devised a protocol for students to follow if dealing with harassment or discrimination in practice (Table 22). More work needs to be done to address the profile of this support.

**We were the first MHWG and were nominated and shortlisted for a Professional @ York Award 2018 (See Table 22).**



- **Figure 19 Nominated Award for Mental Health and Well Being**

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**AREAS FOR FURTHER ACTION**

Strengthen career development support for students in the Department of Health Sciences [Action 3.2].

Include an invite to all students to attend our Departmental staff seminar series [Action2.2].

Provide students with information about reporting harassment and issues of stress [Action 3.3].

Increase the profile of the PhD representative through attendance at PG and UG forums, student lectures and on our induction program [Action 3.4].

Lecturers to include services of support for mental health well-being and harassment policies at the end of lecture materials [Action 3.5].

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**(iii)**     Support offered to those applying for research grant applications.

- **Comment and reflect on support given to staff who apply for funding and what support is offered to those who are unsuccessful.**

- The UoY provides training on grant writing.  In response to our concerns about our CR staff during the pandemic and our survey findings (see section 4A (viii)) we devised our own bespoke training course involving staff from the Department.  Senior staff contributed to this event, which is a testament to our supportive culture.

- The CRF plays an important part of Departmental life (7F, 1M).
- The CRF elects its own Chair(s) and organising committee.  In 2019, we introduced the CRF champion to link between the two groups.
- The CRF gives contract and ECRs a strong voice in the Department. Researchers are represented at staff meetings and on key committees.
- The CRF activities are supported financially by the Department.

**WHAT DID OUR RESEARCHERS SAY ABOUT THE EVENT?**

*My experience of attending the CRF webinars on grant opportunities has been very positive.*

**Researcher Grade 6 (M)**
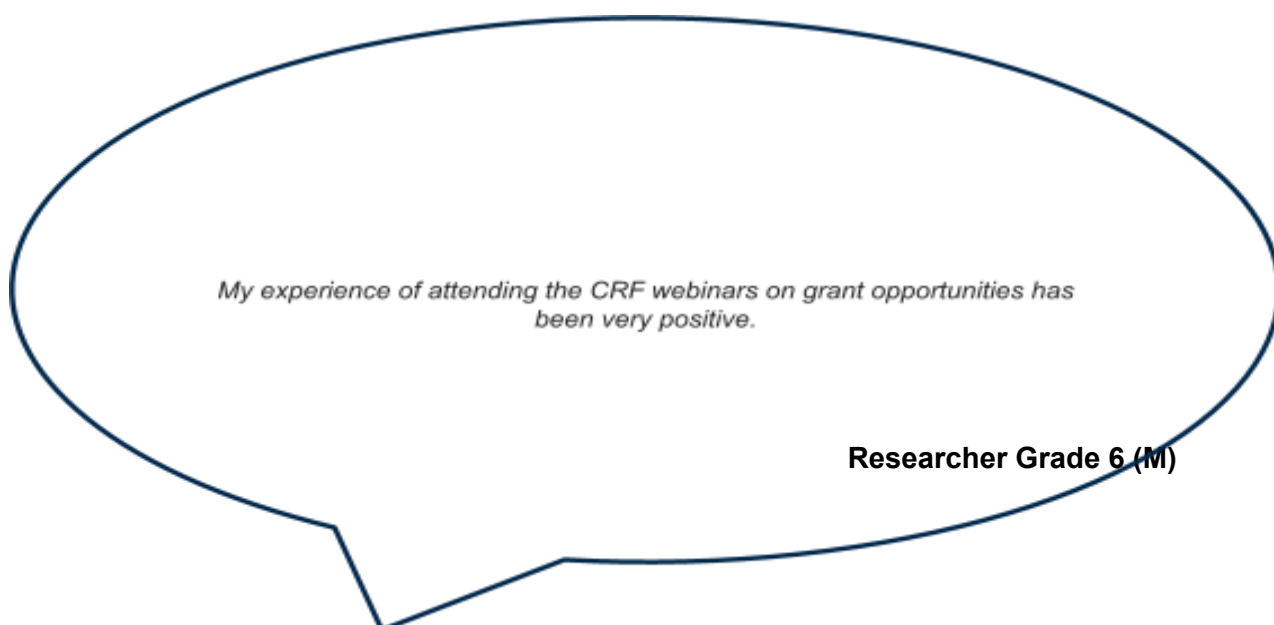
**WHAT ARE WE DOING?**

**We have various actions to support grants for PIs:**

- Presentation and mock interviews for shortlisted candidates of fellowships, drawing on the experience of more senior staff members.
- More senior staff members review grant applications and provide feedback.
- Successful grant applications are shared amongst research teams to improve knowledge.
- Mechanisms and funding streams exist to support junior staff to be collaborative PIs with more senior members of staff.

- All UoY application-funding opportunities are circulated to all staff and researchers are encouraged to apply for small pots of pump priming funding.

**Table 16 Grant applications submitted and successful by gender of PI**

| YEAR | APPLICATIONS | | SUCCESS RATES | |
|------|------|------|------|------|
| (Financial year) | Female PI | Male PI | Female PI | Male PI |
| 2017-2018 | 73 (55%) | 59 | 35 (65%) | 19 |
| 2018-2019 | 92 (61%) | 59 | 43 (75%) | 14 |
| 2019-2020 | 103 (64%) | 57 | 37 (68%) | 17 |
| 2020-2021 | 109 (67%) | 53 | 42 (72%) | 16 |
| TOTALS | 377 (62%) | 228 | 157 (71%) | 66 |

**IMPACT**

Our actions are having an impact; whilst males are still more frequently named as PI, more females are being recognised as PIs (Table 16).

Looking back to 2012 and 2013 we had 12 applicants; 10 succeeded and we did not record gender.

- The Department has a policy of naming staff working on the project as CIs wherever possible.
- The UoY has a system whereby 'academic effort' can be recorded, reflecting the fact that sometimes CIs may have a much larger role than the PI, even where they are less senior. We want to make sure that females are recognised for this role.

**AREAS FOR FURTHER ACTION**:

Increase the number of grant applications submitted by females [Action 5.1]

Develop a repository of successful research grant applications for access by all staff

[Action 5.2]

Run focus groups to understand more about the barriers to progression [Action 5.3]

Consult with the CRF membership to increase the understanding of staff perceptions of promotion through a staff survey [Action 5.7]

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**B.** **CAREER DEVELOPMENT: PROFESSIONAL AND SUPPORT STAFF**

(i) Training.  Describe the training available to staff at all levels in the Department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

---

- University leadership courses are provided centrally and are advertised by the DM. Mandatory staff training courses are expected to be completed by all staff members (Table 17).

  PSS staff are encouraged to attend external courses and conferences.

**Table 17 Number of conferences and training attended by professional and support staff**

| Year | Professional support | | Total |
|------|--------|--------|-------|
|      | female | male   |       |
| 2017/18 | 11 | 8 | 19 |
| 2018/19 | 8 | 4 | 12 |
| 2019/2020 | 6 | 1 | 7 |
| 2020/2021 | 3 | 1 | 4 |
| Total | 27 (66% F) | 14 | 42 |

- Our PSS staff are actively encouraged to attend University courses and seek opportunities for external training and in joining recruitment panels, take on UoY roles, participate in process reviews and contribute to our support processes.

- Our picture of mandatory training is consistent across years (Table 18) significantly smaller numbers of staff engaged with during the pandemic years of 2019 and 2020. However, the numbers of staff engaging still reflects the wider gender balance across the Department.

**Table 18 University offered courses for professional and support staff**

| Year | Course type | Grade 2 | | Grade 3 | | Grade 4 | | Grade 5 | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| Gender | | F | M | F | M | F | M | F | M | |
| 2017 | Equality and Diversity | 0 | 0 | 1 | 0 | 5 | 0 | 2 | 1 | 9 |
| | Health and Safety | 1 | 1 | 7 | 1 | 30 | 4 | 38 | 8 | 90 |
| | Induction | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 5 |
| | IT | 0 | 0 | 3 | 1 | 11 | 2 | 18 | 4 | 39 |
| | Management & leadership | 0 | 0 | 0 | 0 | 2 | 0 | 2 | 0 | 4 |
| | Research | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 2 |
| | Staff developments | 1 | 0 | 3 | 0 | 12 | 2 | 16 | 3 | 37 |
| | **subtotals** | **2** | **1** | **14** | **2** | **61** | **8** | **77** | **21** | **186 (83% F)** |
| 2018 | Equality and Diversity | 0 | 0 | 5 | 0 | 11 | 1 | 18 | 7 | 42 |
| | Health and Safety | 1 | 1 | 7 | 1 | 30 | 4 | 39 | 9 | 92 |
| | Induction | 0 | 0 | 2 | 0 | 2 | 0 | 6 | 1 | 11 |
| | IT | 1 | 0 | 4 | 2 | 7 | 1 | 21 | 2 | 38 |
| | Management & leadership | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 3 |
| | Research | 0 | 0 | 0 | 0 | 1 | 0 | 4 | 0 | 5 |
| | Staff developments | 0 | 1 | 7 | 1 | 49 | 4 | 55 | 9 | 126 |
| | **subtotals** | **2** | **2** | **25** | **4** | **100** | **10** | **146** | **28** | **317 (86%F)** |

| Year | Category | | | | | | | | | Total |
|------|----------|---|---|---|---|---|---|---|---|-------|
| 2019 | Equality and Diversity | 1 | 0 | 2 | 1 | 2 | 1 | 7 | | |
| | Health and Safety | 4 | 1 | 13 | 1 | 22 | 5 | | | |
| | Induction | 1 | 0 | 3 | 0 | 2 | 0 | 8 | 2 | 16 |
| | IT | 1 | 1 | 4 | 1 | 5 | 3 | 16 | 4 | 33 |
| | Management & leadership | 0 | 0 | 1 | 0 | 1 | 0 | 2 | 0 | 4 |
| | Research | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 2 | 6 |
| | Staff developments | 4 | 1 | 17 | 3 | 50 | 10 | 104 | 26 | 215 |
| | **subtotals** | **11** | **3** | **40** | **6** | **82** | **19** | **182** | **46** | **387 (82% F)** |
| 2020 | Equality and diversity | 0 | 0 | 0 | 1 | 0 | 0 | 9 | 0 | 10 |
| | Health and Safety | 2 | 0 | 7 | 1 | 22 | 3 | 29 | 6 | 70 |
| | Induction | 0 | 0 | 0 | 2 | 1 | 0 | 4 | 1 | 8 |
| | IT | 0 | 0 | 2 | 2 | 8 | 0 | 11 | 7 | 30 |
| | Management & leadership | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Research | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 2 |
| | Staff developments | 3 | 0 | 13 | 9 | 59 | 7 | 68 | 8 | 167 |
| | **subtotals** | **5** | **0** | **22** | **15** | **90** | **10** | **123** | **22** | **287 (84% F)** |
| 2021 | Equality and Diversity | 2 | 0 | 0 | 2 | 6 | 0 | 9 | 1 | 20 |
| | Health and Safety | 2 | 1 | 6 | 2 | 24 | 3 | 34 | 10 | 82 |
| | Induction | 0 | 0 | 0 | 1 | 4 | 0 | 7 | 4 | 16 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| IT | 3 | 1 | 13 | 3 | 38 | 4 | 5 | | |
| Management & leadership | 0 | 0 | 0 | 0 | 2 | 0 | 0 | | |
| Research | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 2 |
| Staff developments | 8 | 2 | 23 | 10 | 179 | 11 | 178 | 48 | 459 |
| **subtotals** | **15** | **4** | **42** | **18** | **253** | **18** | **282** | **78** | **710 (83% F)** |

**(iv) Appraisal/development review.**

- PSS staff have a performance review once a year with their LM. 100% of PSS take part in this process. Meetings include discussion of achievements, training and career development and work-life balance.

**2022 ASS survey showed:**

'I think that there needs to be more guidance about completing the review documentation'

'I think it might be more useful if there was an interim PDR to review objectives set for that year to help keep focus.'

Female PSS staff members

**(ii) Support given to professional and support staff for career progression.**

The DM provides support for staff wishing to pursue opportunities for advancement which include:

- Policies on role review
- Resources on how to manage your career (personal career development plan)
- Links to career resources on HR web pages
- Opportunities for development and networking

PSS are encouraged and supported in applying for roles on higher Grades within the Department and the UoY.  The Department has a secondment policy that is discussed at team meetings to provide help with career plans. Discussion of career development takes place at PDR. PSS are actively encouraged to take up opportunities for development.

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**Role review and career progression for our PSS staff since 2020:**

1 female PSS staff seconded from SAS to Assessments team 2019-21then appointed to Grade 5 roles in the PEST team
1 female Grade 5 PSS staff appointed to Grade 6 role 2020
1 female PSS staff currently on secondment in Physics 2021-22
1 Female PSS has been seconded to ASO to support Apprenticeship work 2021
1 female PSS acted up to cover Maternity leave in 2020
1 female PSS regraded 5-6 2020
1 male PSS TRA from Grade 7 to Grade 8 2021

---

PSS staff are nominated for our 'Making the Difference Award' providing recognition and financial reward to staff with exceptional contributions (Table 12).

## C.  FLEXIBLE WORKING AND MANAGING CAREER BREAKS

Note: Present professional and support staff and academic staff data separately. Cover and support for maternity and adoption leave: before leave. Explain what support the Department offers to staff before they go on maternity and adoption leave.

### (v)  Cover and support for maternity and adoption leave: before leave.

We have a comprehensive Maternity, Paternity and Adoption leave document.  This brings together all HR policies alongside Departmental specific guidance.  The policies apply to all staff regardless of contract type and academic professional support staff.

Staff are required to inform their LM and DM of their pregnancy and intention to take maternity leave.  The DM sends the link to the maternity guidance explains which forms need to be completed by when and answers any queries.

The LM meets the staff member to discuss options and possible arrangements for during and after leave and starts to plan how work will be covered.

We have had no adoption leave requests, but this is covered in the same way as maternity leave.

**(vi)   Cover and support for maternity and adoption leave: during leave.**

- We celebrate the arrival of babies in our monthly staff meetings.  We encourage staff if they wish to bring their baby into the Department to meet everyone.
- Staff members are encouraged to take up Keeping in Touch days.  Prior to returning, support measures are discussed and any request to reduce hours or make a staged return to work is agreed in discussion with the LM.

**(vii)   Cover and support for maternity and adoption leave: returning to work.**

Explain what support the Department offers to staff on return from maternity or adoption leave. Comment on any funding provided to support returning staff.

- Staff are warmly welcomed back and meetings with the LM and others to help bring them up to speed and after a few weeks of transition they are invited to an informal chat with our representative.  100% of all returning staff members have used our representative meetings as an opportunity to be supported.
- Prior to 2019, we did not have a system in place to support returning staff members through an independent person.  We felt it important that staff could feedback and encourage staff to do so using our new representative (JR).
- We were accredited in 2011 by the Baby Friendly Initiative, this includes breast feeding friendly places for women who want to come on campus to express.  We are applying for our Gold award in September 2022.

**WHAT DO OUR STAFF MEMBERS SAY?**

*"I returned to work in February after being on maternity leave for a year. The Department were very supportive of me returning on a part time basis initially, which really helped me, and my baby, transition into our new routine.*

**PSS staff member (F, Grade 5)**

We recognize that the transition back to work can be particularly challenging.  The Department is supportive of staff attending events such as parent/teacher meetings and endeavour to meet requests for ad hoc flexible working.

- **Maternity return rate.**

- We have an excellent return to work rate following maternity leave. Once individuals return to work, they remain in post for 18 months or more.
- Between 2013 and 2016, 11/13 people and between 2017 and 2020 11/12 (92%) people returned to work following maternity leave. All 22 people remained in post for 18 months.
- Our consistent high return rate has increased over this period from 84% (between 2013 and 2016) to 91% (between 2017 and 2019). This compares with an 18-month return rate of 63% for the rest of the UoY.

**WHAT ARE WE DOING?**

- In 2020 we developed a new AS role to provide returning staff from maternity, paternity or adoptive leave the opportunity to speak to an independent colleague about their experiences of return to work and to ensure everything is done to support them (JR).

**WHAT DO OUR PATERNITY COLLEAGUES SAY ABOUT USING THE SCHEME?**

*Both line managers were very supportive.*

*Male – returning from Paternity leave*

- In 2021 3 females returning from maternity leave and 2 males returning from paternity leave were supported through this process.

**IMPACT**

Because of the support the Department has put in place, we have a high maternity return rate over the past five years. All have remained in post compared to a 63% for the rest of the UoY.

## (viii) Paternity, shared parental, adoption, and parental leave uptake.

- UoY policies on paternity leave, shared parental leave and adoption are promoted on our intranet.  We reviewed our policies in 2020 with staff collaboration to improve opportunities (see case study below):

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**CASE STUDY**

**"Our AS champions introduced in 2019 make a valuable contribution to changing policy within the Department" (Table 22)**

**Researcher Grade 6 (M)**

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- Paternity leave requests remain relatively constant.  Between 2018 and 2021, 7 men made a request for paternity leave with the average length of paternity leave 11 days (range 7-14 days).

## Flexible working.

The UoY has a formal flexible working policy: it applies to staff with more than 26 weeks service and helps staff to achieve a better work-life balance.  The policy covers part time work, change of hours, job shares, term-time work, flexitime, shift/rota work, unpaid leave, career breaks and flexible retirement.

We promote these policies by including them in our materials to establish a consistent approach in circulating information during the year.

100% of formal flexible working requests have been approved.  Examples of flexible working arrangements approved include creation of job share posts, working from home for people with health problems or caring responsibilities.

All formal requests to transition from FT to PT have been approved.  We have accommodated temporary changes for staff members to allow for childcare duties

**In our 2020 survey (n=158) of flexible working during the pandemic we found that:**

More females (80.2%) than males (65.4%) report working in a flexible manner.

Staff wanted to have a flexible mix of days in the office: females (64.5%) vs males (61.5%)

**WHAT DID WE DO?**

- Revised our working at home policy to reflect the hybrid nature of work and adjustment back into the office.

- Conducted a male survey to identify why flexibility was perceived differently to females.

- Listened and consulted with our staff

**Our ASS survey in 2021 we reviewed our changes:**

**IMPACT:**

*Has flexible working become more acceptable in the Department over the past 12 months?*

107 (91%) of staff members reported that the Department had become more flexible than the previous 12 months.

**Our ASS survey in 2022 resulted in 93% of people were satisfied with working in a flexible manner.**

## (i)     Culture.

Demonstrate how the Department actively considers gender equality and inclusivity. Provide details of how the Athena Swan Charter principles have been, and will continue to be, embedded into the culture and workings of the Department.

- The ASWG is embedded within the management structure of the Department (Figure 3). We work closely with and have shared members of our EDI committee to ensure best practice and good communication.
- We are proud of our AS awards and have a prominent display with the logo on our website and encourage members of the ASWG to use the logo on their email footers.
- The CRF organises a range of events to support members of the Department and encourage inclusivity.

**Challenges for our student nurses during the pandemic**

- We listened to our student concerns during the pandemic.  The regulation requirements for our nurses in practice meant that some were disadvantaged due to caring responsibilities.

**WHAT DID WE DO?**

- We consulted with our student groups on several occasions
- This process encouraged the programme team to revise the course plan paying attention to changes, which risk disadvantage to student groups.

**What did our students say about this?**

> *"I personally have been really pleased that Health sciences took on board our concerns and comments when adapting the nursing course amid this pandemic when many of us have not been able to go out into practice. I feel that we have been listened to and the outcome, for me, is more than I expected.."*
>
> *Student Nurse (F)*

The Department has several social gatherings such as a monthly book club, and prior to the pandemic; summer barbecues and Christmas events. We arrange course specific social activities for students to attend. Staff and students as they return to office work are having coffee and lunch breaks.

## (ii) HR policies.

Describe how the Department monitors the consistency in application of HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Comment on how the Department ensures staff with management responsibilities are kept informed and updated on HR policies.

- The HR advisor for the FoS has monthly meetings with the HoD and DM to ensure Departmental practices are in line with the University policies.
- The DM informs the Department of any new HR policies via email, the VLE and at staff meetings (Table 22).
- When issues arise, the HR advisor provides specific support around conflict resolution, mediation, and support for bullying/harassment.
- The HR partner for the Science Faculty assists with strategic HR issues.

**(iii)     Representation of men and women on committees.**

In 2020, 67% of staff on our committees are female, broadly in line with the gender balance of academic staff, suggesting women are well-represented but are not overburdened (Table 19).
All roles are advertised to everyone within the Department. Staff are invited to produce an expression of interest as this is a real strength in enabling equality of opportunity.

The final decision on membership is made by the Chair with recommendations sent for approval first to the HoD. The gender mix in the SMT reflects the staff profile at senior Grades, although seniority is not the sole criteria for membership.

We ensure Deputy Chair roles have good female representation to develop opportunities of career development.  We have maintained this representation since 2016.

**Table19 Committee membership by gender a comparison of 2016 and 2021**

| Committee name | Chair | Deputy Chair(S) | Year | women | men | % female academic | % female (support) |
|---|---|---|---|---|---|---|---|
| DMT | M | F | 2016 | 8 | 6 | 6 | 2 |
| | M | M F | 2021 | 8 | 6 | 6 | 1 |
| Board of Studies | F | F | 2016 | 54 | 28 | 51 | 3 |
| | F | F | 2021 | 62 | 28 | 55 | 5 |
| UG Teaching | M | F | 2016 | 18 | 9 | 16 | 2 |
| | M | M | 2021 | 22 | 11 | 17 | 4 |
| Research Committee | M | F | 2016 | 11 | 16 | 9 | 2 |
| | M | M | 2021 | 15 | 18 | 14 | 1 |
| Research Governance | M | NA | 2016 | 7 | 2 | 7 | 0 |
| | M | NA | 2021 | 10 | 3 | 6 | 0 |
| UG Student/Staff Forum | ROTATING | F | 2016 | 1 | 2 | 1 | 0 |
| | | | 2021 | 19 | 4 | 2 | 0 |
| PG Student/Staff Forum | ROTATING | | 2016 | 7 | 3 | 5 | 2 |
| | | | 2021 | 13 | 4 | 6 | 2 |
| Totals 2016 | | | | 106(61%) | 66 | 95 | 11 |
| Totals 2020 | | | | 149(67%) | 74 | 106 | 13 |

**(iv)** **Participation on influential external committees.**

● How are staff encouraged to participate in other influential external committees and what procedures are in place to encourage women (or men if they are underrepresented) to participate in these committees?

- All academic staff are encouraged to take up membership of external committees by the HoD.
- Both F and M staff participate in society/conference organising committees.
- One staff member is on the assessment panel for REF 2021 (1M).
- Members sit on Departmental funding panels (e.g., MRC, NIHR, ESRC).
- Major Departmental roles are included in the workload model.
- One staff member sat on the Chief Nursing Office of England's Strategic Advisory Group for Nursing Research during 2020 and 2021.

**In our 2022 survey**

21% of respondents (20F) reported that they represented influential external committees (Table 20).

**Table 20 External committee membership by gender**

| Contract | Female (n=16) | Male (n=8) |
|---|---|---|
| Professorial | 1 (6%) | 0(0%) |
| Teaching and Scholarship | 3 (18%) | 4 (50%) |
| Teaching and Research | 7 (43%) | 2 (25%) |
| Contract Researchers | 4 (25%) | 2 (25%) |
| Professional Support Staff | 1 (6%) | 0 (0%) |

**(v)     Workload model.**

The workload model includes teaching, preparation and marking, administrative duties, committee membership, outreach activities and research.  We have no formal workload model for our research staff.  However, the Department does explicitly recognise that citizenship roles and significant Chair or Co-Chair models for committees do impact on the time required to meet the demands of these roles.

- We aim for a uniform distribution of work across staff, modulated to offset teaching duties against administrative roles, and to provide lighter loads for recently appointed staff and people returning from long-term absence.

- There is no link in our Department between the workload model and promotion.

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**In our 2020 survey**

83.8% of men agreed and 85.8% of females agreed that workload is fairly distributed.

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- **Timing of Departmental meetings and social gatherings.**

- Office hours are flexible around the core hours (10am-4pm) which benefits staff with caring commitments.
- Departmental meetings are scheduled across the week to accommodate part- and full-time members of the Department to attend within the core hours.
- Seminar meetings are held over lunchtime.
- School holidays are considered when meetings are planned.  Meeting dates are circulated in advance to allow people to plan.

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**Survey data to support the timing of our meetings**

In our 2020 survey similar numbers of males (89.2%) and females (85.2%) agree that meetings are held at a time when they can attend.

In our 2022 survey 91% (21 M) agree that meetings are at a time when they can attend.

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**(vi)    Outreach activities.**

(i)    Engagement with school children to address underrepresentation of male students on our Nursing and Midwifery courses (see section A).

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**WHAT ARE WE DOING?:**

**Raising the profile of nursing and midwifery for school children.**

We work with local schools and provide school children with a better understanding of nursing and midwifery.

We take part in the University school events where appropriate.

We attend senior schools careers fairs in York and North-Yorkshire to promote nursing and midwifery at York.

We work with the Humber Coast and Vale group.  This is made up of other organisations in York such as York St John, City of York Council, NYBEP as well as York College. The aim of the group is to promote careers in Health and Social Care within the region

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Women occupy important leadership positions in the Department (Chair of Board of Studies, Chair of Graduate School Board).  Our incoming Head and Deputy HoD (Research) are both female.  The academic and personal successes of female and male staff are celebrated in our bi-monthly electronic newsletter 'Megaphone'.  Departmental open days for prospective students involve men and women.  We ensure that the Department's main webpage always includes diverse images of staff and students.

We hold a monthly seminar series; each research group has a regular slot for visitor invitations.  Staff are asked for suggestions for speakers.  Our seminars before the pandemic were face-to-face sessions that could be poorly attended and did not reflect gender representation within the Department.  During the pandemic year of 2020 we did not have a seminar series decided to change what we were doing.

**WHAT DID WE DO IN 2020**

- Changed the format of the seminar session from a 1-hr face to face to a 45-minute virtual seminar starting October 2021.
- Invited all staff members by proactively putting the information into staff calendars.
- Identified two purposeful slots for speakers from a diverse ethnic background.
- Data from previous years is encouraging though.  Between 2016 and 2019 we managed to increase the numbers of female speakers from 41% to 58%.

More work is needed to address both intersectionality and speakers from ethnic diverse backgrounds (Table 21).

**Table 21 External Seminar Series**

| Year | 2016/17 | | 2017/18 | | 2018/19 | | 2021* | |
|---|---|---|---|---|---|---|---|---|
| Speakers | F | M | F | M | F | M | F | M |
| | 13 (41%) | 18 | 17 (41%) | 24 | 17 (58%) | 12 | 6 (85%) | 1 |

* Our data is not representative in 2021 as our seminar speaker series only started again in October 2021.

**Within the Department**

- We have a strong collaborative ethos of supporting E&D at UG/PG with our student ambassadors and representatives, and increasingly with support staff.
- We have a dedicated VLE site which provides a range of resources in response to the recent Black Lives Matter campaign.
- Going forward, our AS lecture will provide a chance to discuss issues faced by women and students in academia.

**External activity**

- E&D members represent the Department at meetings on a national network and collaboration.
- We have shared questionnaire findings with other science faculty Departments at York.

- We are developing an external partnership working with Leeds. We hope that sharing information will inform and improve our action plan.

**AREAS FOR FURTHER ACTION**:

Increase intersectionality, we aim to increase numbers of BAME speakers at our seminar series [Action 1.3]

Extend the invitation for students to attend the seminar sessions [Action 2.2]

Encourage staff members to think about invitations to increase the intersectionality of our speakers in changing the wording of our emails [Action 2.3]

We will continue to develop our partnership working with a series of shared ASWG meetings across the Universities of York and Leeds and include an AS annual lecture [Action 1.5]

**Silver Applications Only**

Case Studies: Impact on individuals.

Recommended word count: **1,000 words.**

Two individuals working in the Department should describe how the Department's activities have benefitted them.

The subject of one of these case studies should be a member of the self-assessment team.

**CASE STUDY ONE:** PROMOTION AND CONTINUITY OF WORK FOR OUR EARLY CONTRACT RESEARCHERS


**CAST STUDY TWO:** SUPPORTING PARENTS TO WORK IN A FLEXIBLE MANNER

**Table 22    Actions and impacts summarised across year**

| Date | Initiative | Purpose | Impact |
|------|-----------|---------|--------|
| 2016 | ASWG present in induction pack | Raise awareness of ASWG in new staff | Staff are more aware of ASWG |
| 017 | First annual conference to celebrate Mental World Health Day | To support staff and students to acknowledge and talk about mental health | Dissemination of our conference findings and attendance at our conference has increased over time. |
| 2017 | Proactive approach taken to promoting women | To reduce the gender pay gap and reflect the staff profile | The number of females promoted now reflects our staff profile.  Our gender pay gap has decreased. |
| 2018 | Introduction of MHWG | To promote collaboration and support staff and students in mental health and well-being | Student and staff communication has improved around mental health concerns. External collaborations have helped to promote mental health in our Department |
| 2019 | New VLE staff development site | To support staff training opportunities. | 29 online staff training sessions have been conducted since this initiative started. |
| 2019 | Introduction of new champions | To raise the awareness of ASWG and work collaboratively across the Department | Joint initiatives with ASWG have taken place.  AS now has increased awareness in our Department |

| 2020 | Introduction of harassment and discrimination policy for students | To support students experiencing harassment and discrimination. | To increase the a support provided experiencing hara discrimination wh placement. |
| --- | --- | --- | --- |
| 2021 | Introduction of new E&D learning module | To improve knowledge of E&D in our Departments | Increased numbers of staff members completing this module of learning. |

# 4. ACTION PLAN

The action plan should present prioritised actions to address the issues identified in this application.

Please present the action plan in the form of a table. For each action define an appropriate success/outcome measure, identify the person/position(s) responsible for the action, and timescales for completion.

The plan should cover current initiatives and your aspirations for the next four years. Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART).

See the awards handbook for an example template for an action plan.

The action plan was approved by the Departmental Management Team on the 24 May 2022.

| SPECIFIC OBJECTIVE | SPECIFIC ACTION(S) | RAG 2022 RATING | IMPACT MEASURE(S) | TIME SCALE (START AND END TIME) | RAG 2027 RATING | STAFF MEMBER(S) |
|---|---|---|---|---|---|---|
| 1: To generate a deeper understanding of AS principles in the Department to ensure continuity of best practice and gender equality | 1.1 Presence at staff meetings to promote awareness & knowledge:<br><br>Staff meetings once a term to consider topical AS agenda items.<br><br>Online newly devised E&D module to be completed by all staff and students.<br><br>Send out email reminders as needed. | 🟧 | At least 70% response rate from staff on the surveys conducted within the staff meetings on topical AS issues. An increased awareness of AS principles as indicated on the survey results.<br><br>Increase in numbers of staff and students completing the E&D module (50% completion by 2026) and 75% completion by 2027. | Semester staff meeting agenda item for AS starting 2022 finish 2027.<br><br>E&D module 2024 then review every Sept finish 2027 | | ALL MEMBERS/ Senior membership from HoD and DMT |
| | 1.2 To raise the profile of our AS roles to support and promote AS principles. To hold interlinked meetings with E&D, CRF, staff, PG/UG meetings and open forums. | 🟩 | At least 2 meetings per year attended by at least 10 people. | June 2021 onwards, every six months until 2027. | | All Champions |
| | 1.3 Raise the profile of female BAME external speakers in our seminar series. | 🟩 | 25% increase in the number of external BAME speakers at our seminar series. | January 2022 every month until 2027. | | Dissemination Champion/ Ethnicity,Diversity Champion |
| | 1.4 To attend PG and UG representative student engagement meetings to: (i) raise awareness of AS and (ii) support the dissemination of survey data | 🟩 | Attendance at meetings and feedback from data collected in study surveys and qualitative information in what students tell us about the importance of AS in these forum groups. | Once a semester from 2021 until 2027. | | ASWG Chair/ PhD Student Ambassador. UG/PG leads |
| | 1.5 ASWG will strengthen and plan university and national AS initiatives. | 🟧 | Agenda for HYMS, and University representation, attendance at 1 local and 1 national AS meeting, plan annual event/ year | January 2023 onwards until 2027. | | HYMS, Uni Reps, ASWG MEMBERS |
| | 1.6 Collaboration with Sociology | 🟧 | Successful Bronze award | May 2023 | | ASWG & AS Chair Sociology |

**At OBJECTIVE 1. ENHANCING AWARENESS OF ATHENA SWAN WITHIN THE DEPARTMENT**

| OBJECTIVE 2: CHALLENGING THE GENDER BALANCE IN OUR UNDERGRADUATE COHORT | | | | | | |
|---|---|---|---|---|---|---|
| SPECIFIC OBJECTIVE | SPECIFIC ACTION(S) | RAG 2022 RATING | IMPACT MEASUREMENTS | TIMESCALE (START AND FINISH TIME) | RAG 2027 RATING | RESPONSIBLE STAFF MEMBER(S) |
| 2 Specific objective: To ensure that our undergraduate programmes remain attractive to all potential students and increase the diversity of our student population. | 2.1 Understand more about the experiences of our male undergraduate students | 🟧 | Student's responses to support generating an action plan to inform procedures in relation to recruitment, the student experience and practice placements. | First focus group June 2023. Then an annual review to embed the action plan until 2027 | | Monitoring (MJ)/ ASWG chair (AP)/ (Data champion MM) UG/PG leads |
| | 2.2 Extend the invitation for students to attend the seminar sessions. | 🟩 | Increase in the number of student attendance at the seminar sessions | Starting September 2022 until 2027 | | Monitoring /ASWG Chair/Seminar team/CU |
| | 2.3 Encourage staff members to think about the intersectionality of our speakers in changing the wording of our email invitations. | 🟧 | Evidence of new text for the email invitation and then increased diversity of external speakers.  Monitoring of ethnicity and gender. | Starting September 2023 until 2027 | | Seminar team/ ASWG Chair/Ethnic and diversity champion |
| | 2 4 To develop a new male role model case study to promote male nurses and midwifery on our webpages. | 🟧 | To generate 5 new male role models for the web pages.  Focus on BAME students to promote intersectionality | One male role model case study/yr starting in Sept 2023 until 2027 | | UG leads/Male nurse Employability/Dissemination champions |
| | 2.5 I'm a scientist project' engaging with male school children to challenge stereotypical views of children considering nursing and midwifery as a career choice. | 🟧 | Increase in the number of school children spoken to at an annual event each year.  Reporting of data from the online experience to be agreed with the provider. | An annual event Starting March 2023.  Dates of events determined by the provider. | | Employability Champion/Staff male nurses |

| OBJECTIVE 3: SUPPORTING CAREER PROGRESSION FOR UNDERGRADUATE AND POST GRADUATE STUDENTS | | | | | | |
|---|---|---|---|---|---|---|
| SPECIFIC OBJECTIVE | SPECIFIC ACTION(S) | RAG 2022 RATING | IMPACT MEASUREMENTS | TIMESCALE (START AND END DATE) | RAG 2027 RATING | RESPONSIBLE STAFF MEMBER(S) |
| 3: Specific Objective:<br><br>To ensure that our undergraduate and postgraduate programmes remain attractive to all potential students | 3.1 We will assess gender differences in student's career intentions to understand more about progression through a student survey<br><br>3.2 Strengthen career development support for students in the Department. | (amber) | Series of survey responses on career aspirations to support a new action plan. Aim to achieve a 50% response rate by 2025 and increasing to 60% in 2027 (see also C3.2). | March 2023 and then repeated each year onwards. | | UG teaching team leads. /PG teaching team leads /ASWG Chair/PhD Ambassador |
| | 3.3 Provide students with information about reporting harassment; dealing with issues of stress and include in our induction programme repeated messages of support. | (red) | Evidence of new statements on lecture presentations. Agenda items on PG/UG staff meetings and in our induction programme. Increase in students knowing where to go for information and support. | Induction September 2022 and monitoring by module leads each the start of each Semester until 2027 | | Monitoring checks made by UG/PG team leads. Induction/ Module leads |
| | 3.4 Increase the profile of the PhD ambassador through attendance at PG and UG forums, student lectures and on our induction program. Support progression and career choices promotion through social media. | (amber) | Attendance at PG and UG meetings. Agenda items on induction programmes. A 10% increase in the progression of female students from UG or PG to Masters/PhD studies by 2027. Use of social media to promote career progression and development opportunities. (1 tweet per month targeting career choices). | September 2022/Termly UG and PG meetings with agenda items about career progression opportunities until 2027. | | PhD ambassador/UG/PG administrators of forum meetings. Induction team lead/Careers advisors/ |
| | 3.5 Lecturers to include information about mental health well-being and harassment policies at the end of lecture materials | (red) | Evidence of new statements on lecture presentations. Agenda item on PG and UG staff-student forums. | Semester PG and UG staff-student forums. Sept 2022 until 2027. | | UG and PG team leads; module leads. |

| | OBJECTIVE 4: SUPPORTING STAFF CAREER PROGRESSION: RECRUITMENT AND MONITORING | | | | | |
|---|---|---|---|---|---|---|
| SPECIFIC OBJECTIVE | SPECIFIC ACTION(S) | RAG 2022 RATING | IMPACT MEASUREMENTS | TIMESCALE (START TIME AND END TIME) | RAG 2027 RATING | RESPONSIBLE STAFF MEMBER(S) |
| 4: Improvements in recruitment and monitoring processes for staff and on exit from the Department | 4.1 Focus groups with newly appointed candidates to assess feedback on the recruitment process. | | Annual attendance at the focus group for colleagues (joining in the last 6 months). | Starting March 2023 ending in September 2027. | | HoD office HR ASWG Chair |
| | 4.2 Undertake an audit on shortlisting decisions. | | Decisions based on audit to develop new action plan to inform change in departmental guidance and policy. | Starting October 2023 ending in September 2027. | | HoD office HR ASWG Chair |
| | 4.3 Monitor gender balance of interviewers on recruitment panels. | | Achieve near 50:50 gender parity on recruitment panels by 2027 | Starting September 2022 ending in September 2027. | | HoD office HR |
| | 4.4 Develop exit survey to track gender, grade, reason for leaving and destination on exit from the Department. | | Number of people in the survey 50% by 2024 and 90 % by 2027. | Starting October 2023 ending in September 2027. | | HoD office HR |

| OBJECTIVE 5: SUPPORTING CAREER PROGRESSION FOR EARLY CAREER STAFF AND FEMALE PROMOTION | | | | | | |
|---|---|---|---|---|---|---|
| SPECIFIC OBJECTIVE | SPECIFIC ACTION(S) | RAG 2022 RATING | IMPACT MEASUREMENTS | TIMESCALE (START AND END TIME) | RAG 2027 RATING | RESPONSIBLE STAFF MEMBER(S) |
| 5: Support the progression of early career staff and female promotion within the department.<br><br>Support to develop grant applications for career progression in Early Careers.<br><br>Promotion of female staff Increase the number of female staff opportunities for promotion across all sectors of our group | 5.1 Increase the number of grant applications submitted by females PIs and CIs: gender parity | | Create a new database to record grant applications by CIs on the basis of grade and gender | Annual workshops April 2023 until 2027 | | HoD /CRF forum /PhD staff /Grant and Finance Team/Research Committee |
| | 5.2 Develop a repository of successful research grant applications for access by all staff. | | Monitor the increase in the number of times the repository is accessed and used. Feedback from staff on use: surveys. | April 2024 onwards until 2027 | | |
| | 5.3 Run focus groups with research staff to explore barriers to progression and generate an action plan. | | Increase the number/ grade of successful female promotions to represent the gender balance in the department. | December 2022 onwards until 2027 | | CRF forum/HoD |
| | 5.4 Monitor time on grade before promotion, at the transition between Senior Lecturer/ Senior Research Fellow to Reader/Professor Level. | | Review information and create new benchmark to identify relationship between time and grade. | Jan 2023 with annual review until 2027. | | Promotions team/HR / ASWG Chair |
| | 5.5 Encourage sharing of draft promotion applications across the Department. | | Create new buddy sharing system. Increasing numbers of staff uptake each year following 2023. Feedback on the scheme from staff and buddies who have been involved with the scheme. | Sept 2023 and then each year until 2027. | | HoD/ HR / ASWG Chair/ Identify new role to support the activity. |
| | 5.6 Link up recently successful candidates to help support in the buddies preparation of promotion application submissions prior to the start of the process. | | | | | |
| | 5.7 Consult with the CRF membership to increase the understanding of staff perceptions of promotion through a staff survey | | Focus group/event CRF staff to improve knowledge of process. Monitor impact through surveys, staff - student forums. | Focus group/event March 2023. Survey in June 2023 | | CRF members/ ASWG group |

| | OBJECTIVE 6: SUPPORTING CAREER PROGRESSION FOR PSS STAFF AND SUPPORTING OUR LINE MANAGERS | | | | | |
|---|---|---|---|---|---|---|
| SPECIFIC OBJECTIVE | SPECIFIC ACTION(S) | RAG 2022 RATING | IMPACT MEASUREMENTS | TIMESCALE (START TIME AND END TIME) | RAG 2027 RATING | RESPONSIBLE STAFF MEMBER(S) |
| 6. Achieve and improve our inclusive culture among PSS staff | 6.1 Hold some PSS focus groups to identify need and further development requirements to devise and inform a SMART action plan and incorporate into current review of PSS staff. | | Annual focus group to explore the experiences of staff engaging with the performance review process.  Attendance by at least 10 PSS staff from July 2022. | Starting July 2022 and finishing 2027. | | PSS Champion HoD Office Support |
| Improve the knowledge of our LM | 6.2 We will provide additional training to our LMs through our new manager tool kit and evaluate the impact . | | Survey to measure the impact and confidence of our LM in dealing with staff in a supervisory capacity.  90% LMs are aware of the toolkit and are confident in dealing with staff in a supervisory capacity. | Starting January 2023 and finishing 2027 | | Administration team/ASWG Chair/ HoDs office/ EDI Members |

| OBJECTIVE 7: SUPPORTING CAREER PROGRESSION FOR STAFF: INDUCTION AND TRAINING | | | | | | |
|---|---|---|---|---|---|---|
| SPECIFIC OBJECTIVE | SPECIFIC ACTION(S) | RAG 2022 RATING | IMPACT MEASUREMENTS | TIMESCALE (START AND FINISH TIME) | RAG 2027 RATING | RESPONSIBLE STAFF MEMBER(S) |
| 7 Continued improvement of our induction and training procedures. | 7.1 Increase participation in our buddy system. | | Increased uptake of staff by 25% in the buddy system. | Starting June 2022 up until 2027. | | Chair and Co-Chairs of ASWG

/Administrative support

HoD/support |
| | 7.2 Conduct focus group meetings with administrative team members to further streamline resources for induction process.

7.3 Monitor the use and acceptability of the scheme by asking buddies and new colleagues to join in annual review meeting to ensure processes are being followed | | Focus group attendance – once a year to review the use of the scheme.  Feedback on the scheme will be used to review, change and develop our induction process. | Starting October 2022 up until 2027. | | |