OBJECTIVE 1: ENHANCING AWARENESS OF ATHENA SWAN WITHIN THE DEPARTMENT

Specific Objective One: To generate a deeper understanding of AS principles in the Department to ensure continuity of best practice and gender equality

Priority Rating	Specific Actions	Baseline Data and/or Rationale	Impact Measures	Timescales (start and end times)	Roles responsible (Lead in bold)
MEDIUM	1.1 Presence at staff meetings to promote awareness and knowledge. Staff meetings once a semester to consider topical AS agenda items.	**Baseline Data** ASS survey between 2020-2022 (see Table 3 in report). Three questions report on awareness; importance of AS principles and application of AS to staff. **Rationale** Continued awareness of AS principles in the Department helps to promote an inclusive approach to everything that we do.	At least 70% response rate from staff on the surveys conducted within the staff meetings on topical AS issues. Annual survey ASS results using three baseline questions to capture continued knowledge, awareness and importance of AS principles to staff.	Semester staff meeting agenda item for AS starting 2023, finish 2027.	**Chair ASWG** All ASWG members DHFO / Admin Manager Co Chairs of EDI committee
MEDIUM	1.1 Online newly devised E&D module to be completed by staff and students. Send email reminders as needed	**Baseline Data** No prior baseline data available **Rationale** Knowledge of E&D issues helps to maintain and increase awareness amongst staff members by promoting an environment that supports an inclusive department.	Numbers of staff and students completing the E&D module (50% completion by 2026 and 75% completion by 2027)	E&D module start proposed 2024 then review annually finish 2027	**Co-Chairs of EDI committee** DHFO/Admin Manager PG Teaching lead UG Teaching Lead Departmental Student representatives PG and UG SFF Administrators.
MEDIUM	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	**Baseline Data** ASS 2022 survey. 56% of staff could not name the AS roles. 36% of students reported role models they could associate with (see pg. 22 in the report) **Rationale** Understanding the AS roles brings greater awareness of AS principles to the department. Having role models that people can associate with provides for an inclusive environment.	At least 2 meetings per year attended by at least 10 people. Evidence on our annual ASS survey results that fewer staff (i.e., < 56%) cannot name AS roles. More students (i.e., >36%) report they have roles they can associate with.	June 2023 onwards, meetings held every 6 months until 2027.	**ASWG Chair** Dissemination Champion Ethnicity, Diversity Champion CRF representation Departmental Student Representatives

OBJECTIVE 1: ENHANCING AWARENESS OF ATHENA SWAN WITHIN THE DEPARTMENT

Specific Objective One: To generate a deeper understanding of AS principles in the Department to ensure continuity of best practice and gender equality

Priority Rating	Specific Actions	Baseline Data and/or Rationale	Impact Measures	Timescales (start and end times)	Roles responsible (Lead in bold)
HIGH	1.3 Raise the profile of female BAME external speakers in our seminar series	**Baseline Data** In 2022 we purposefully identified two BAME female speakers to attend the series. This represents 20% (see Table 22 in the report). **Rationale** Purposefully targeting female BAME speakers provides an inclusive role model and represents a diverse group of people.	To increase the number of external BAME speakers at our seminar series in each successive year. From 2023 invite one more successive BAME speaker until we have 40% representation of BAME speakers in our series.	January 2023 regular seminar sessions until 2027	**Ethnicity, Diversity Champion** ASWG Chair PhD Student Ambassador UG teaching lead PG teaching lead Department Student Representatives
MEDIUM	1.4 To attend PG and UG student representative engagement meetings to: (i) raise awareness of AS and (ii) support the dissemination of survey data	**Baseline Data** ASSS survey in 2022; number of student responses (30%) were not representative of the student cohorts (see pg 22 in the report). **Rationale** Increasing awareness of AS amongst the student groups will help improve communication, knowledge of departmental policies and practices to support students.	Attendance at meetings and feedback from data collected in ASSS surveys and an improved response rate (>30%). Qualitative information gathered from the students in the AS PG and UG staff-student forums will support a greater awareness of AS principles and policies through responses to our annual ASSS survey.	Once a semester from 2023 until 2027	**Health Sciences ASWG Deputy Chair** PhD Student Ambassador Departmental Student Representatives UG Teaching lead PG Teaching lead
LOW	1.5 ASWG will strengthen and plan University and national AS initiatives	**Baseline Data** No prior baseline data available. To record data on attendance going forwards. **Rationale** Sharing of best practice across other Universities and at National Conferences will help generate new ideas and networking opportunities to collaborate on new 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	**Health Sciences ASWG Deputy Chair** HYMS Chair of Athena Swan Group, with support from HoD office. Dissemination Champion
MEDIUM	1.6 Collaborate with Sociology to complete their first Bronze award	**Baseline Data** No prior baseline data available. **Rationale** To support other York departments to share best practice in the AS award application process.	Successful Bronze award for the Sociology Department in May 2023.	May 2023	**Health Sciences ASWG Chair** AS Chair Sociology

OBJECTIVE 2: CHALLENGING THE GENDER BALANCE IN OUR UNDGERGRADUATE COHORT

Specific Objective: To ensure that our undergraduate programmes remain attractive to all potential students and increase the diversity of our student population

Priority Rating	Specific Actions	Rationale and/or Baseline Data	Impact Measures	Timescales (start and end times)	Roles responsible (Lead in bold)
MEDIUM	2.1 Understand more about the experiences of our male undergraduate students.	**Baseline Data** Qualitative feedback from our nursing students reported ' You won't get this because you are a man' and 'It was assumed I was a Doctor'. **Rationale** To understand more about male student nurse experience will help us to improve working practice and policies for students whilst on placements.	Students' responses will support an action plan to inform procedures in relation to recruitment, the student experience and practice placements. To evidence changes in our policy documents.	First focus group June 2023. Then an annual review to embed the action plan until 2027.	**Departmental Student Representatives** ASWG Chair Data Champion UG teaching leads PG teaching leads
HIGH	2.2 Extend the invitation for students to attend the staff seminar series, canvass attendance through our student course representatives and our staff-student forums.	**Baseline Data** No prior baseline data **Rationale** To create a more inclusive department with opportunity for learning across all staff and student groups.	Students will attend our seminar staff series. Record the number of students attending by course and gender.	Starting September 2022 until 2027.	**Inclusivity and Diversity representative for our Seminars** Seminar Administrative PG courses Seminar Administrative UG courses
HIGH	2.3 Encourage staff members to think about the intersectionality of our speakers in the wording and targeting of our email invitations.	**Baseline Data** ASSS 2022 36% of students reported they had role models they could associate with in the department. **Rationale** To represent a diverse group of speakers that students can associate with as role models.	Evidence of new text for the email invitation, increased numbers of diverse external speakers (see 1.3 for impact measure) and an increase in the proportion of students reporting roles models they can associate with as measured in our ASSS annual survey in 2023, 2024, 2025 and 2026.	Starting September 2023 until 2027.	**Inclusivity and Diversity representative for our Seminars** Seminar Administrative PG courses Seminar Administrative UG courses

OBJECTIVE 2: CHALLENGING THE GENDER BALANCE IN OUR UND+7:17GERGRADUATE COHORT

Specific Objective: To ensure that our undergraduate programmes remain attractive to all potential students and increase the diversity of our student population

Priority Rating	Specific Actions	Rationale and/or Baseline Data	Impact Measures	Timescales (start and end times)	Roles responsible (Lead in bold)
MEDIUM	2.4 To develop new male role model case studies to promote male nurses and midwifery on our webpages.	**Baseline Data** No prior baseline data **Rationale** To ensure that male nurses are represented from different diverse backgrounds and are encouraged to come to York.	To generate 5 new male role models for the web pages. Focus on BAME students to promote intersectionality. To gather qualitative data from our male nurses to understand the impact of our role models on their choice of University and experience of being a male nurse at York.	One male role model case study/yr starting in Sept 2023 until 2026.	**Employability Champion** UG teaching lead Male nurse students Website dissemination
MEDIUM	2.5 I'm a scientist project engaging with male school children to challenge the stereotypical views of children who may want to consider nursing and midwifery as a career choice.	**Baseline Data** 91% of our UG nurses are female **Rationale** To recognise that stereotyping and gender in job roles happens at a young age. The societal impact of this on our UG nursing courses means that we have an typical balance of male and female nurses on our courses; but we can do more to address this issue.	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 'I'm a scientist' project provider.	An annual event starting in March 2023. Dates of events determined by the provider of the I'm a Scientist project.	**UG teaching lead** Employability Champion male student nurses ASWG Chair

OBJECTIVE 3: SUPPORTING CAREER PROGRESSION FOR UNDERGRADUATE AND POST GRADUATE STUDENTS
Specific Objective : To ensure that our undergraduate and postgraduate programmes remain attractive to all potential students

Priority Rating	Specific Actions	Rationale and/or Baseline Data	Impact Measures	Timescales (start and end times)	Roles responsible (Lead in Bold)
LOW	3.1 We will assess gender differences in our PG students career intentions to understand more about their career progression through a student survey.	**Baseline Data** 2022 ASSS survey (n=30) indicated that a proportion of our PG students want to progress to a PhD. **Rationale** Understanding more about our PG career aspirations will help us to support further academic career progression through the Department.	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). To ensure that students have access to knowledge about how to apply for and understand the funding opportunities for UK PhD registration. Measured by our survey responses.	Surveys: March 2023 and then repeated each year onwards until award submission.	**ASWG Chair** PG programme lead PhD Ambassador
LOW	3.2 We will strengthen our career development support for our PG students in the Department.				
HIGH	3.3 Provide students with information about reporting harassment, dealing with issues of stress and include in our induction programme repeated messages of support.	**Baseline Data** 2022 ASSS survey (53% n=30) student reported not knowing where to get support. **Rationale** Knowledge of where and how to get support is important for the well-being of our students and in promoting an inclusive culture.	Evidence of new statements at the end of on lecture presentations. Agenda items on PG/UG staff meetings and in our induction programme. Increasing knowledge of our students knowing where to go for information and support through our Annual ASSS survey.	Induction September 2022 and monitoring by module leads the start of each semester until 2027.	**PG induction lead** **UG induction lead** UG Teaching lead PG Teaching lead ASWG Chair Deputy ASWG Chair
LOW	3.4 Increase the profile of the PhD Ambassador through attendance at PG and UG forums, student lectures and on our induction programme. Support progression and career choices promotion through social media.	**Baseline Data** 2022 ASSS survey (40%) of students reported that the Department offered advice to those that wanted to pursue a PhD. **Rationale** We want our student to progress in their academic careers and understand what choice of careers are open to them.	Attendance at PG and UG meetings. Agenda items on induction programmes. A 5% 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).	Semester attendance at UG and PG meetings with agenda items about career progression opportunities until 2027.	**Health Sciences Chair of ASWG** Employability Champion PhD Ambassador Administrator PG SSF PG Induction lead UG Induction lead
HIGH	3.5 Lecturers to include information about mental health well-being and harassment policies at the end of lecture (see 3.3 above)	**Baseline Data** 2022 ASSS survey 85% of student had experienced occasional or high levels of stress. **Rationale** We want to make sure our students are fit and well to study and reach their academic potential.	Evidence of new statements on lecture presentations. Agenda item on PG and UG staff student forums (see 3.3 above). Evidence in our annual ASSS survey on the number of students reporting high levels of stress decreasing year on year until next AS report submission.	Semester attendance PG and UG staff student forums from September 2022 until 2027.	**Health Sciences Chair of ASWG** UG team lead PG team lead module leads

OBJECTIVE 4: SUPPORTING STAFF CAREER PROGRESSION : RECRUITMENT AND MONITORING
Specific Objective : Improvements in recruitment and monitoring processes for staff and on exit from the Department

Priority Rating	Specific Actions	Rationale and/or Baseline Data	Impact Measures	Timescales (start and end times)	Roles responsible (Lead in bold)
MEDIUM	4.1 Focus groups with newly appointed staff to assess feedback on the recruitment process (particularly focusing on those males that have joined the Department).	**Baseline Data** Between 2019-2021 approximately 10% fewer males have applied for advertised job roles and more females than males are likely to be appointed. **Rationale** We want males and females to have an equal opportunity for appointment and want to attract more males to apply for positions within our Department.	Numbers of those attending at the focus group for colleagues (joining us in the last 6 months). Qualitative evidence collected to inform recruitment and advertising policies. Responses to an additional survey question(s) to identify change going forwards (see also 4.2).	Starting March 2023 ending in September 2027.	**HoD Office** HR co-ordinator ASWG Chair
LOW	4.2 Undertake an audit on shortlisting decisions.	**Baseline Data** Between 2019-2021 approximately 10% fewer males have applied for roles and more females than males are likely to be appointed. **Rationale** We want to review the decisions made on appointments at the shortlisting stage to identify whether any changes to our process are required.	Decisions based on audit to develop a new action plan to inform change in departmental guidance and policy. Evidence of changes made to policy and practice in our Departmental procedures (where necessary and informed by the outcome of the audit).	Starting October 2023 ending in September 2027	**HR co-ordinator** HoD Office ASWG Chair
LOW	4.3 Monitor gender balance of interviewers on recruitment panels.	**Baseline Data** Table 9 in the report summarises gender balance on recruitment panels. In 2019 (62% female), in 2020 (66% female), in 2021 (75% female). **Rationale** We want to make sure that candidates attending interviews are represented by males and females in our Department.	Achieve near 50:50 gender parity on recruitment panels by 2027. Data will continue to be collected to record the gender balance on each recruitment panel going forwards.	Starting September 2022 ending September 2027.	**HoD Office** HR co-ordinator ASWG Chair
LOW	4.4 Develop an exit survey to track gender, grade, reason for leaving and destination on exit from the Department.	**Baseline Data** The numbers of staff leaving has increased successively since 2017 - see Table 7 in the report. Our highest levels of staff leaving were in 2020 and 2021 during the pandemic. **Rationale** We need to understand more about why staff leave our Department and use this information to inform an action plan that will help maintain staff progression.	The exit survey will record information from those staff leaving the Department. Response rates will increase to 90% by 2027. To evaluate the results of the survey year on year and where necessary develop actions to support staff accordingly (this may for example link back into our PDR process or support for our LMs).	Starting October 2023 and ending in September 2027.	**HR co-ordinator** HoD Office ASWG Chair

OBJECTIVE 5: SUPPORTING CAREER PROGRESSION FOR EARLY CAREER STAFF AND FEMALE PROMOTION
Specific Objective : Support the progression of early career staff and female promotion within the Department

Priority Rating	Specific Actions	Rationale and/or Baseline Data	Impact Measures	Timescales (start and end times)	Roles responsible (Lead in bold)	Athena Swan named roles
MEDIUM	5.1 Increase the number of grant applications submitted by females PIs and CIs and record the grade and gender of all grant applicants.	**Baseline Data** We do not record CI applicants in our database. We do not know the grade and gender of CIs that apply for grants through our Department. **Rationale** We want to recognise the contribution of CIs in the grant application process and in particular, encourage our female colleagues to apply for research grants to support their career progression.	Adapt our existing database to record grant applications by CIs on the basis of grade and gender. To record the relevant information on the new database from 2024 onwards. To measure through the database the number of grant submissions by gender and grade and report on this annually. To evaluate the findings of this data to see if any there are any gaps in grade or differences by gender. To provide training if required to encourage staff to participate in this activity (where applicable).	April 2023 until 2027.	**Web Dissemination** HoD CRF forum representative Grant and Finance Team Chair Research Committee	**Jake Ward** Kate Flemming Emily Peckham Oliver Short/Gavin Macmillan Cath Hewitt
MEDIUM	5.2 Develop a repository of successful research grant applications that can be accessed by all staff.	**Baseline Data** We do not have a repository of successful research grant applications that can be shared by staff. **Rationale** Sharing of successful grant applications may lead to an increase in the number of applications submitted and the number of successful grant applications over time. This could lead into promotions and progression for staff.	Monitor the number of times the repository is accessed and used. Feedback from staff on use of the repository in our annual survey. Updates on successful grant applications in staff meetings to promote use of the repository.	April 2024 until 2027.	**Web Dissemination** **Deputy Chair of ASWG** HoD CRF forum representative PhD staff Grant and Finance Team Chair Research Committee	**Jake Ward** **Rachel Carr** Kate Flemming Emily Peckham Rachel Carr Oliver Short/Gavin Macmillan Cath Hewitt
LOW	5.3 Run focus groups with CRF research staff to explore barriers to promotion and generate an action plan to support career progression.	**Baseline Data** Between 2017-2021 we had 76 applicants for promotion; our success rate had grown to 71% in 2021. **Rationale** We want to continue to support our CRF staff; CRF are most likely to leave the Department; we want to learn more about how we can support them to progress and stay with the Department.	We want to increase the number and/or grade of successful female promotions and maintain the representation of gender balance in the Department.	December 2022 onwards until 2027.	**CRF forum representative and Deputy Chair of ASWG** HoD office Chair Research Committee	**Emily Peckham** **Rachel Carr** Frances Burnell Cath Hewitt
LOW	5.4 Monitor time on grade before promotion, at the transition between Senior Lecturer / Senior Research Fellow to Reader / Professor level.	**Baseline Data** We do not measure time on Grade to promotion; we want to measure this going forward. **Rationale** We are not complacent in our success, continued support is needed to encourage and support staff to apply for promotion; we want to target staff who might have spent more time on Grade than expected to help them to progress. We want to identify average time on grade before promotion for different staff levels in our Department.	To review the appointment information and other forms of data in the department to begin the registration of a new benchmark to identify relationship between time and grade. Data to support information about time on grade and then recorded actions about what the department has implemented to support those who want to progress. Increased knowledge about how long on average staff spend on each grade prior to promotion by grade and gender.	June 2023 with annual review until 2027.	**Promotions team** HR co-ordinator HoD office ASWG Chair	**To further discuss** Sue Dunkerley Jayne Lawrence / Frances Burnell Amanda Perry

OBJECTIVE 5: SUPPORTING CAREER PROGRESSION FOR EARLY CAREER STAFF AND FEMALE PROMOTION

Specific Objective : Support the progression of early career staff and female promotion within the Department

Priority Rating	Specific Actions	Rationale and/or Baseline Data	Impact Measures	Timescales (start and end times)	Roles responsible (Lead in bold)
LOW	5.5 Encourage sharing of draft promotion applications across the Department.	**Baseline Data** We do not share promotion applications within the Department. No prior baseline data.	Create new buddy sharing system.	Sept 2024 and then each year until 2027.	**Research Committee Member** **ASWG Deputy Chair** HoD HR Co-ordinator
MEDIUM	5.6 To link up recently successful promoted staff with those wanted to be promoted. To help support a buddy preparation process to support the submission of promotions prior to the start of the process.	**Rationale** We want to share draft applications to encourage people to see how best practice can be delivered and what is expected at the different levels of promotion.	Increasing numbers of staff promotional uptake each year following 2023. Qualitative and quantitative feedback on the scheme from staff and buddies who have used the scheme via responses in our annual survey to explore how the scheme has been used and what benefits it has brought.		
MEDIUM	5.7 Consult with the CRF membership to increase the understanding of staff perceptions of promotion through a staff survey (see also 5.3 above).	**Baseline Data** CRF staff report barriers to promotion in our AS 2022 report. **Rationale** We need to understand more about these perceptions so we can support our staff to progress).	Focus group / event to gather qualitative information from CRF staff which will help to improve knowledge of process. Monitor impact through survey results (see 5.6 and 5.5 above).	Focus group / event March 2024. Annual survey results from 2024 onwards.	**CRF forum representative** **CRF Co-Chairs** CRF members ASWG Deputy Chair

OBJECTIVE 6: SUPPORTING CAREER PROGRESSION FOR PSS STAFF AND SUPPORTING OUR LINE MANAGERS

Specific Objective : Achieve and improve our inclusive culture among PSS staff and Improve knowledge of our line managers

Priority Rating	Specific Actions	Rationale and/or Baseline Data	Impact Measures	Timescales (start and end times)	Roles responsible (Lead in bold)
LOW	6.1 Hold some PSS focus groups about the PDR process. To identify further development requirements to devise and inform a SMART action plan and incorporate into the progression of our PSS members.	**Baseline Data** In our ASS 2022 survey 55.4% of staff were satisfied or very satisfied with the PDR process; in 2022 ten staff had received progression opportunities. **Rationale** PSS experiences are needed to inform the progression of our PSS staff who are unable to be directly promoted; by doing so we hope to identify more progression opportunities for PSS staff and encourage their personal development needs.	Annual focus group to explore the experiences of staff engaging with the performance review process. Attendance at the focus group by at least 10 PSS staff from July 2023. Qualitative data used to inform the action plan and review our progression opportunities. To demonstrate how we can offer more staff progression opportunities within the Department and wider University.	Starting July 2023 and finishing 2027.	**PSS staff representation** HoD Office support
MEDIUM	6.2 We will provide additional training to our LMs through our new manager tool kit and evaluate the impact of the toolkit.	**Baseline Data** In our 2022 AS report we noted that our LMs have different levels of knowledge and have different levels of experience in supporting junior staff. **Rationale** We have many LMs whose experience in managing others and knowledge of the University policies can differ. By providing additional support to this group of staff we hope that our CRs and other staff will gain more consistent support from their line managers.	We will add additional survey questions to measure the impact and confidence of our LMs in dealing with staff in a supervisory capacity. We hope that 90% of our LMs are aware of the toolkit and are confident in dealing with staff in a supervisory capacity by 2026. Our annual survey results will identify whether CRs and other staff members feel supported by their line manager.	Starting January 2023 and finishing 2027.	**HoDs Office** ASWG chair DHFO Administration team

OBJECTIVE 7: SUPPORTING CAREER PROGRESSION FOR STAFF: INDUCTION AND TRAINING

Specific Objective: Continued improvement of our induction and training procedures

Priority Rating	Specific Actions	Rationale and/or Baseline Data	Impact Measures	Timescales (start and end times)	Roles responsible (Lead in bold)
LOW	7.1 Increase participation in our buddy system for new colleagues joining the Department.	**Baseline Data** Our 2022 HSIS survey showed that 60% had used the new buddy system and found this useful. **Rationale** We want higher numbers of staff to use our buddy system. This helps to promote an inclusive and welcoming department.	We want more than 75% of staff using the buddy system by 2026. Data collected in our annual survey will inform us about use of the scheme, awareness and measures of inclusivity.	Starting June 2022 up until 2027.	**Buddy representative** Chair ASWG HR co-ordinator support HoD Office support Administration Leads from each section of the Department
LOW	7.2 Conduct focus group meetings with the administrative team to further streamline resources for induction process.	**Baseline Data** We have no baseline data **Rationale** We want to be able to review our procedures to ensure that we work in the most efficient and consistent manner so that all new colleagues have a similar welcome to working within the Department.	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. Qualitative data to inform any changes that are made to the scheme; and are documented as evidence for these changes.	Starting October 2022 up until 2027.	**Buddy representative** Chair ASWG HR co-ordinator support HoD Office support Administration Leads from each section of the Department
LOW	7.3 Monitor the use and acceptability of the scheme by asking buddies and new colleagues to join an annual review meeting to ensure processes are being followed (see also 7.2 above). Increase in the numbers of responses from people using the scheme in our annual survey.				