



## Department Action Plan



## 1. 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.

Actions are presented in the order of occurrence in the main document.

The proposed actions fall into three areas listed in decreasing priority:

- (i) Increase proportion of female students in areas of *greatest underrepresentation* and *encourage/support* women's careers (01, 08, 11, 13, 14, 17, 18, 21, 22, 26, 29, 30, 31)
- (ii) Increase proportion of female students in *better-represented areas* and ensure consistency of inclusive departmental practice (02, 03, 05, 09, 12, 16, 19, 23, 24, 25, 27, 28)
- (iii) *address discrepancies* in attainment and other actions (04, 06, 07, 10, 15, 20)

### Actions related to UG students

<b>Observation</b>	36% of UG student body are female
<b>Action01</b>	highlight features of degree possibly attractive to female students by e.g. emphasizing variety of assessment methods in the department (in conjunction with Action02, Action05, Action08)
<b>Responsibility</b>	Departmental Admissions Officer; EGPC: Chair and Portfolio Holder <i>Information</i> ; UoY web design
<b>Timescale</b>	By October 2021
<b>Success</b>	percentage of female UG students increases from 36% to 40%

<b>Observation</b>	Take-up rate of female UG students (22%) tends to be below take-up rate for males (25%)
<b>Action02</b>	Analyse application procedure for gender imbalance (see esp. Action03 and Action05)
<b>Responsibility</b>	Departmental Admissions Officer; Chair EGPC
<b>Timescale</b>	by October 2022
<b>Success</b>	Equal take-up rates of male and female applicants

<b>Observation</b>	40% of UG applications are from females
<b>Action03</b>	<ol style="list-style-type: none"> <li>1. Seek gender-specific feedback from Open Days</li> <li>2. Seek gender-specific feedback from Interview Days</li> <li>3. Review arrangements for Open and Interview Days</li> </ol>
<b>Responsibility</b>	Departmental Admission Officer; Chair EGPC
<b>Timescale</b>	By October 2022
<b>Success</b>	45% of applications from females

<b>Observation</b>	96% of offers go to female students (93% male)
<b>Action04</b>	Check for imbalance in qualifications of males and females submitting applications
<b>Responsibility</b>	Departmental Admission Officer
<b>Timescale</b>	By October 2021
<b>Success</b>	No gap in offers made to males and females

<b>Observation</b>	<b>25% of female UG applicants accept offers vs. 31% of male UG applicants</b>
<b>Action05</b>	<ol style="list-style-type: none"> <li>1. Analyse percentage of UoY York being first choice among male and female applicants, respectively</li> <li>2. send follow-up email to females asking about reason</li> </ol>
<b>Responsibility</b>	Departmental Admissions Officer
<b>Timescale</b>	By October 2021
<b>Success</b>	Identify reason for existing gap in acceptances and take action to reduce it to 3%

<b>Observation</b>	<b>29% of males graduate with first-class degree vs 35% of females</b>
<b>Action06</b>	<ol style="list-style-type: none"> <li>1. Check average marks for the credit-heavy written Final-Year projects for noticeable F/M differences</li> <li>2. provide essay writing support if deemed useful</li> </ol>
<b>Responsibility</b>	EGPC Chair; Module Leader of final-year project
<b>Timescale</b>	By October 2022
<b>Success</b>	Reduction in gap of degree classification by 3%

<b>Observation</b>	<b>Male UG students are more likely to withdraw than female students</b>
<b>Action07</b>	<ol style="list-style-type: none"> <li>1. Identify reasons for male UG students to withdraw via students and/or supervisor</li> <li>2. take action accordingly</li> </ol>

<b>Responsibility</b>	Chair EGPC
<b>Timescale</b>	By October 2021
<b>Success</b>	male and female UG students withdrawal in equal proportions

<b>Observation</b>	Only 20% students on MMath programme female (vs. 40% BSc programme)
<b>Action08</b>	1. Compare application rates, offer rates, acceptances rates and take-up rates for BSc and MMath separately 2. review advertising material for MMath and modify if necessary (cf. Action17)
<b>Responsibility</b>	Chair EGPC
<b>Timescale</b>	By October 2022
<b>Success</b>	30% of students on MMath degree are female

<b>Observation</b>	50% of UG students from overseas are female compared with 33% of Home/EU students
<b>Action09</b>	Continue to ensure presence of female staff at recruitment events such as Open Days and when interviewing candidates
<b>Responsibility</b>	Admissions Tutor; office staff
<b>Timescale</b>	By October 2023
<b>Success</b>	Percentage of Home/EU UG female students increases steadily to around 37%

#### Actions related to PGT students

<b>Observation</b>	Fewer females than males with PGT offers begin the programme
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<b>Action10</b>	Increase post-offer communication and support to enable all students with offers to start degree
<b>Responsibility</b>	PGT Programme Leaders; EGPC Chair
<b>Timescale</b>	By October 2021
<b>Success</b>	Equal proportion of F/M PGT students with offers starting degree at UoY

<b>Observation</b>	<b>Male PGT students outperform females on average</b>
<b>Action11</b>	<ol style="list-style-type: none"> <li>1. Compare language skills of overseas female and male PGT students</li> <li>2. offer support with scientific writing if suitable</li> </ol>
<b>Responsibility</b>	EGPC Chair; PGT Programme Leaders
<b>Timescale</b>	By October 2020
<b>Success</b>	balanced degree attainment from 2021/22

<b>Observation</b>	<b>More than 50% of PGT students withdrawing are male</b>
<b>Action12</b>	<ol style="list-style-type: none"> <li>1. Identify reasons for male PGT students to withdraw via students and/or supervisor</li> <li>2. take action accordingly</li> </ol>
<b>Responsibility</b>	EGPC Chair; PGT Programme Leaders
<b>Timescale</b>	By October 2020
<b>Success</b>	Equal withdrawal proportions from 2021/22

#### **Actions related to PGR students**

<b>Observation</b>	<b>One in three PGR students is female (32%)</b>
<b>Action13</b>	Update departmental PGR presentation of department in print and online accordingly using PGR survey results (and in conjunction with Action14, Action15)
<b>Responsibility</b>	Chair Graduate Research School; Chair EGPC
<b>Timescale</b>	By October 2020
<b>Success</b>	Increase percentage of female PGR students to 38%

<b>Observation</b>	<b>One in four PGR applicants is female (26%)</b>
<b>Action14</b>	<ol style="list-style-type: none"> <li>1. Advise staff to encourage all suitable UG students (i.e. those expected to graduate with 1<sup>st</sup> or 2.1 degrees) to consider further study</li> <li>2. offer specific sample projects on research group web pages</li> </ol>
<b>Responsibility</b>	Chair EGPC
<b>Timescale</b>	By October 2020
<b>Success</b>	Increase proportion of PGR applicants to 30%

<b>Observation</b>	<b>Drop of PGR applicants in 2015/16 and 2017/18</b>
<b>Action15</b>	<ol style="list-style-type: none"> <li>1. Monitor application numbers</li> <li>2. use improving overall proportion of female PGR students in publicity</li> </ol>
<b>Responsibility</b>	Chair EGPC; Portfolio Holders <i>Information</i>
<b>Timescale</b>	By January 2020
<b>Success</b>	Overall upward trend continues to 33% in 2022

<b>Observation</b>	<b>Completion rate of female PGR students is 77% vs. 88% for male PGR students</b>
<b>Action16</b>	1. Monitor effect of new, stricter progression rules for PGR students (in place form 2016/17) 2. introduce exit questionnaire for students and supervisor
<b>Responsibility</b>	GRSC Chair; EGPC Chair
<b>Timescale</b>	By August 2020
<b>Success</b>	Actions in place to reduce unbalanced withdrawal rates

<b>Observation</b>	<b>Only one in five students on MMath programme is female (vs. two in five on BSc programme)</b>
<b>Action17</b>	1. Survey career plans of male and female UG students on BSc and MMath programmes in both first and final years (cf. Action08) 2. increase number of suitable outreach activities aimed at schools
<b>Responsibility</b>	Chair EGPC; Portfolio Holders EGPC-surveys and EGPC-outreach
<b>Timescale</b>	By August 2020
<b>Success</b>	Three in ten students on MMath programme are female by 10/2020

#### **Actions related to Key Career Transition Points**

<b>Observation</b>	<b>Vacancies are not always advertised through specialized channels</b>
<b>Action18</b>	Distribute job vacancies via media specialized in promoting women in STEM areas such as WISE
<b>Responsibility</b>	Departmental Manager



<b>Timescale</b>	Immediate start; ongoing
<b>Success</b>	Broader spread of job adverts results in a larger proportion (25%) of women applying

<b>Observation</b>	<b>New staff are not asked about their recruitment or induction experience</b>
<b>Action19</b>	Organize annual meeting with new staff to feedback about recruitment and induction
<b>Responsibility</b>	EGPC Chair
<b>Timescale</b>	Start in early summer 2019; ongoing
<b>Success</b>	Information about departmental processes from “outside” gathered and implemented accordingly
<b>Observation</b>	Promotion opportunities for PSS are limited
<b>Action20</b>	Line managers and HoD to identify PSS eligible for pay scheme <i>Rewarding Excellence</i> eligible PSS
<b>Responsibility</b>	PSS Line Managers; HoD
<b>Timescale</b>	From October 2019; ongoing
<b>Success</b>	Eligible PSS are submitted to pay scheme

<b>Observation</b>	<b>Only senior PIs supervising PDRAs have received training to conduct their performance reviews</b>
<b>Action21</b>	Ensure that all PIs supervising PDRAs receive training to conduct performance reviews
<b>Responsibility</b>	Departmental Management Team; HoD
<b>Timescale</b>	From October 2019; ongoing
<b>Success</b>	All PIs received training to carry out PRs from 10/2020

<b>Observation</b>	Visibility of career paths has reduced by 8% from 2014 to 2017, after jumping from 43% in 2011 to 81% to 2014
<b>Action22</b>	1. Continue to emphasize promotion in annual PRs 2. Develop documents with promotion guidance and provide easy access on intranet
<b>Responsibility</b>	EGPC Chair and portfolio holder <i>Policies</i> ; Departmental Management Team; HoD
<b>Timescale</b>	From Summer 2019; ongoing
<b>Success</b>	Improve score back to 80% in future UoYES (2020&23)

<b>Observation</b>	No scheme in place to facilitate start of new PGR students
<b>Action23</b>	Trial mentoring scheme pairing new and experienced PGR students
<b>Responsibility</b>	GRSC and EGPC Chairs
<b>Timescale</b>	From October 2019; ongoing
<b>Success</b>	Positive feedback (>50%) from annual PGR surveys

<b>Observation</b>	No documented policies to support staff returning to full-time roles after career break or working part-time
<b>Action24</b>	Develop guidance and distribute via intranet
<b>Responsibility</b>	EGPC Chair and portfolio holder <i>Policies</i> ; Departmental Management Team
<b>Timescale</b>	by October 2019

<b>Success</b>	Documentation available to staff by October 2019; positive feedback from returnees
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### Actions related to organisation and culture

<b>Observation</b>	Early career researchers are not recognized as a group with specific needs and supported accordingly
<b>Action25</b>	Establish activities aimed specifically at ECRs: 1. focus group meetings including the Departmental Research Facilitator 2. Distribute newsletter with ECR-related items
<b>Responsibility</b>	EGPC Chair; Departmental Research Facilitator
<b>Timescale</b>	In place from October 2019; ongoing
<b>Success</b>	Positive feedback (>50%) in annual staff surveys

<b>Observation</b>	Less than half of PGR students agree that they are provided with information about gender equality and discrimination
<b>Action26</b>	1. Provide more information at annual <i>Graduate Symposium</i> 2. improve visibility of related guidance on intranet 3. Consider joint PGR/ERC newsletter (cf. Action24)
<b>Responsibility</b>	GRSC Chair: Symposium; EGPC Chair and Portfolio Holder <i>Policies</i> : documentation on intranet; Departmental Research Facilitator: newsletter
<b>Timescale</b>	From October 2019; ongoing
<b>Success</b>	Positive feedback (>50%) in annual PGR surveys

<b>Observation</b>	<b>Absence of procedures to monitor consistency in application of HR policies within the department</b>
<b>Action27</b>	<ol style="list-style-type: none"> <li>1. Liaise with HR to establish communication channels and distribution of information to relevant staff</li> <li>2. establish EGPC working group to develop monitoring procedures</li> <li>3. add item to annual EGPC meeting cycle</li> </ol>
<b>Responsibility</b>	Departmental Manager: liaising with HR; DMT: distribution of information; Portfolio Holder <i>Policies</i> and EGPC Chair: establish working group to develop procedures
<b>Timescale</b>	June 2020
<b>Success</b>	Monitoring procedures and annual review by EGPC in place from June 2020

<b>Observation</b>	<b>Workloads are not analysed with respect to staff grade</b>
<b>Action28</b>	EGPC to review anonymized workloads by staff grade annually
<b>Responsibility</b>	EGPC Chair
<b>Timescale</b>	From January 2020
<b>Success</b>	If bias detected, workload balanced by grade in place by October 2021

<b>Observation</b>	<b>Percentage of female speakers in research seminars is 17%</b>
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<b>Action29</b>	<ol style="list-style-type: none"> <li>1. continue to encourage seminar organisers to invite more female speakers (cf. Action 29)</li> <li>2. send reminders with data for previous year per research group to seminar organizers</li> <li>3. Annually review percentage of female speakers in research seminars (add as item to EGPC meeting cycle)</li> </ol>
<b>Responsibility</b>	PSS staff: record visitors; EGPC Chair: table annual review and distribute reminders with data for previous year per research group
<b>Timescale</b>	From October 2019 onwards
<b>Success</b>	20% of female speakers in each series of research seminar from 2020/21 onwards

<b>Observation</b>	<b>Percentage of female participants/speakers at conferences organized by DoM is below 20%</b>
<b>Action30</b>	<ol style="list-style-type: none"> <li>1. Add request to aim for gender balance when staff apply for financial support to organize events</li> <li>2. explore options to support speakers with caring commitments</li> </ol>
<b>Responsibility</b>	DRC Chair: add request and explore options for support; Research Administrator: monitor
<b>Timescale</b>	From October 2019
<b>Success</b>	Percentage of female participants/speakers at conferences held in York increases to 25% from 2020

<b>Observation</b>	Most First-Year UG students in 2017/18 did not have a female lecturer
<b>Action31</b>	1. Explore options to have both men and women teach first-year modules without creating negative impact on workloads 2. EGPC to monitor (at time of reviewing workloads)
<b>Responsibility</b>	HoD; EGPC Chair
<b>Timescale</b>	From October 2021
<b>Success</b>	At least one first-year module (or part thereof) is taught by a female from October 2021