

University of York

Department of
Mathematics

Gender and Equality in the
Department of Mathematics

(Data collection Spring 2019)

1. DESCRIPTION OF THE DEPARTMENT [387]

The *Department of Mathematics* (DoM) is one of the ten departments which constitute the *Faculty of Sciences* at the University of York. Home to about 50 academic members of staff, eight of whom are women, it is one of the smaller mathematics departments within the Russell group. Each of its sections—*Statistics, Pure Mathematics, Applied Mathematics*—is overseen by a *Head of Section* (HoS) reporting to the *Head of Department* (HoD) who, in turn, reports to the *Dean* of the Faculty. The department has close links with the *York Centre for Complex Systems Analysis* (YCCSA). Some of the department's members are jointly appointed with the department of Biology which holds an *Athena SWAN (AS) Gold Award*.

The main bodies within the department are the *Board of Studies* (BoS), the *Departmental Teaching Committee* (DTC), and the *Equalities and Good Practice Committee* (EGPC) (cf. Table 2.A), with elected student representatives being present throughout. The *Departmental Research Committee* (DRC) and the *Graduate Research School Committee* (GRSC) oversee the research activities. There are also committees for *Assessment* and for *Exceptional Circumstances*.

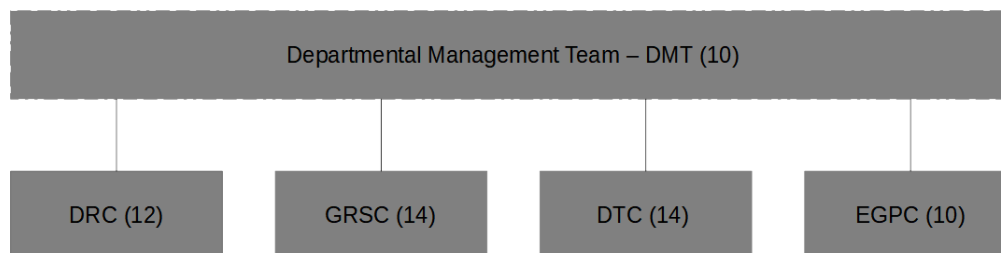
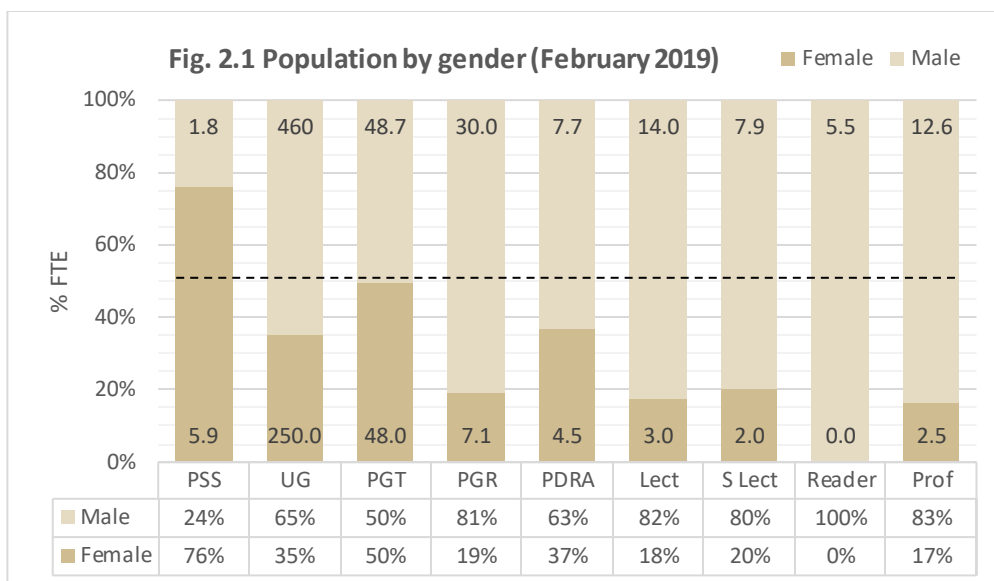


Table 2.A: Departmental committees reporting to DMT (# of members)

Regular *Staff Meetings* are held to disseminate information and provide a forum to discuss issues relevant to all members of staff. The *Staff-Student Liaison Committee* provides an additional route for the interaction between student representatives and the department.

A recent snapshot (Fig. 2.1) shows that the percentage of female *academic staff* varies between 0% on the level of Reader and 37% for PDRAs. The department permanently employs 47.5FTE mathematicians of which 7.5FTE are women, corresponding to 16% (20% if including PDRAs). In 2003, only two out of 25 permanent posts (8%) were held by women. There are ten (7F/3M) support staff (PSS) with 7.7FTE (76%F/24%M) which includes a male computer officer (0.5FTE) as only professional staff.



With 35% of UG students, 50% of PGT and 19% of PGR students being female in January 2019, the 800-strong *student body* is closer to parity but still out of balance (cf. Sec. 4.1). A substantial Masters portfolio attracts approximately 60 MSc/MRes students (PGT) each year, many of whom are from overseas. The number of PGR students has increased in line with the growth of the department, from about 10 new PhD per year in 2008 to recent annual cohorts of 15 to 20.

2. THE SELF-ASSESSMENT PROCESS [1113]

The composition of the *Self-Assessment Team* (SAT) reflects all communities within the department: there are four *academic* representatives including the Chair, one *post-doctoral researcher*, one each for *undergraduate* (UG) and *post-doctoral students* (PGR), and two *support staff* sharing a job (0.5 FTE each). The HoD and the Departmental Manager (DM) are *ex officio* members.

EGPC members as of 12/2018:

SAT Coordinator/Chair EGPC

Dr Stefan Weigert is a mathematical physicist interested in the history of science. He taught modules in which students explored the sociological dimension of mathematics including the origins of the unequal representation of men and women.



Ex officio members



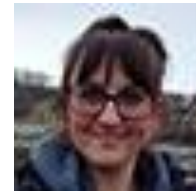
Professor Niall MacKay is HoD and was a founder member of the EGPC. He is the father of three children aged 9 to 13, all of whom attended the York Campus Nursery while his wife commuted weekly to an academic job elsewhere.



Mrs Cheri Mussell joined the department in September 2018 as DM. She works full time now but was able to work part time and flexibly whilst her son was young.

PDRA Representative

Dr Elizabeth Dickinson works flexibly as a part-time Post-Doctoral Researcher. She returned to academia via a *Daphne Jackson Trust Fellowship*, after a seven-year career break to care for her two children.



Academic Representatives



Professor Degui Li joined the department in 2013 after studying in China as a research student and working in Australia as a post-doctoral fellow. He is married to another York academic with a young daughter.



Dr Emilie Dufresne, a recently appointed Lecturer, is married to a mathematician at a nearby institution and has a young son. She is familiar with the challenges of solving a two-body problem and navigating the complicated logistics of family life.



Professor Julie Wilson is involved in AS activities at both University and Departmental level and was previously SAT coordinator. She began her career as a single parent with two young children and understands the need for flexibility to manage childcare commitments.

Student Representatives

Ms Nicola Rendell is a PhD student in Mathematical Physics. She is involved in organising both the departmental *Women in Maths* lunches and PhD network events, which help create a sense of community amongst PhD students.



Mr Reece Gooding joined the committee as an UG student representative in 2016. His main interests are statistics and mathematical finance. He was treasurer of the UoY's *Mathematics Society* and has been helping to collect data from students.



Professional and Support Staff Representatives



Ms Linda Elvin (left) and **Ms Claire Farrar** share the role of PAs to both HoD and DM. They represent 10 PSS and provide administrative support for EGPC meetings.



(i) [an account of the self-assessment process](#)

The *Equalities and Good Practice Committee* (EGPC, SAT) aims to ensure that the department is a fair and welcoming place to work at, monitoring departmental procedures since 2010. It aims to influence attitudes and to flag—and ideally remove—obstacles which may prevent a more balanced representation of men and women, as well as of other underrepresented groups within the department.

The committee meets six times a year during term time, inside the “family friendly” slot of departmental core hours (10am—3pm), respecting constraints due to part-time employment or other commitments of its members. The meetings are timetabled centrally, and well in advance of the start of each academic year.

Anonymous surveys are used to seek opinions from various groups (Table 3.A), to understand their needs and their perception of the department. *Focus groups* are organized for new staff members and PGRs (in the future). Individuals also raise issues with the committee through their representatives.

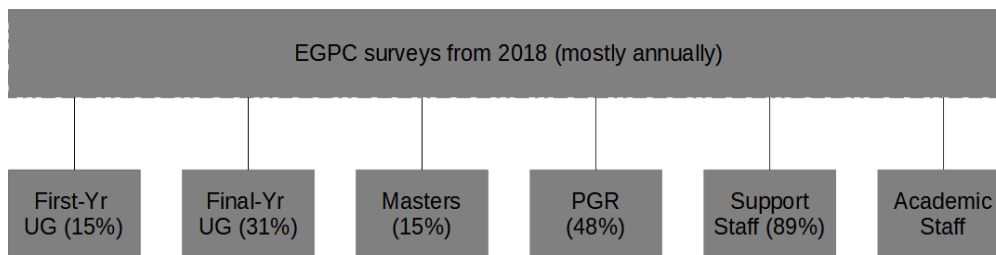


Table 3.A: Overview of EGPC surveys (with response rates from 2018)

Based on the surveys and other data such as cohort structures, balance of workloads and interview statistics, the committee scrutinizes *departmental policies* and *documents* e.g. job adverts or *guidelines* for Maternity/Paternity Leave. Future actions are defined, and achievements monitored.

For transparency, minutes of the meetings are available on the VLE web pages of the EGPC. These pages also describe the remit of the committee and inform staff about matters relating to equality, diversity and good practice.

The committee is an integral part of the department and can influence the decisions it takes. EGPC matters are a standing item of the *DMT* agenda, and the chair attends meetings of the *Graduate Research School Committee* to monitor PGR recruitment. The committee has an annual budget (GBP 1000) to support, for example, specific outreach activities addressing imbalances, or to fund the attendance of staff members or UG students at conferences such as “Women in Mathematics”.

“Equalities and Good Practice” is a standing item on the agenda of the departmental *Staff Meetings* and at the department’s external *Advisory Board*, which convenes at the end of each academic year. Informal links with the *Staff Student Liaison Committee* and the student-run *Mathematics Society* (MathSoc) are also maintained.

The committee interacts with equivalent teams in other departments, both regularly through the faculty-wide *AS Working Group* and informally or *ad-hoc*. It sits under the umbrella of the University’s *Equality, Diversity and Inclusion Committee* and aligns its actions with those adopted through the institutional *AS Award*.

(ii) plans for the future of the self-assessment team

EGPC revised and streamlined its mode of operation in 2018. EGPC members now oversee *portfolios* (Table 3.B) which cover its main activities: *Actions* (implement & follow-up), *Data* (collection & interpretation), *Events* (outreach & focus groups), *Information* (engagement & visibility), *Policies* (documentation & guidance) and *Surveys* (run & evaluate). Related information is stored permanently in documented folders of a cloud drive, to facilitate smooth transitions when portfolio holders change.

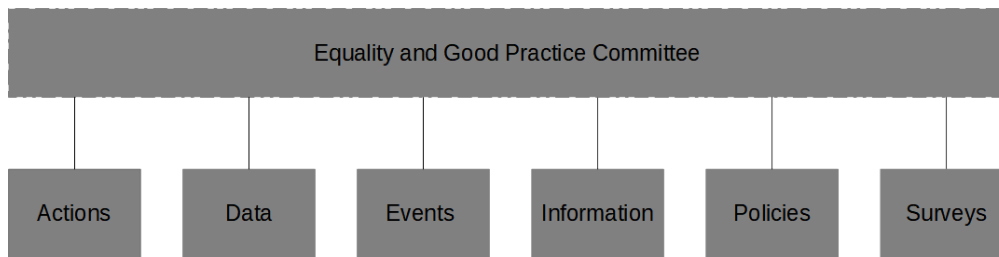


Table 3.B: EGPC portfolios

New members are appointed by the HoD upon consultation within the committee, considering workloads and gender balance. To ensure long-term continuity, one academic member will be *Deputy Chair* for at least one year before taking over as Chair. UG, PGR and PDRA representatives are invited following expressions of interest.

In October 2018, the committee began to implement an *annual schedule* (Table 3.C). For example, student admission data and the settled workload model is analysed in January; surveys sent out in May are discussed at a meeting in June; action-plan progress is monitored twice a year. UoY’s AS Coordinator plans to adopt a similar schedule for the University AS Steering Group based on this cycle.

Meeting 1 September	<ul style="list-style-type: none"> • review results of Final-Year Survey • first review of action plan
Meeting 2 November	<ul style="list-style-type: none"> • discuss settled workload distribution • review web presence of EGPC & Department
Meeting 3 January	<ul style="list-style-type: none"> • discuss student and admissions data • discuss academic and support staff data
Meeting 4 March	<ul style="list-style-type: none"> • review departmental policies
Meeting 5 May	<ul style="list-style-type: none"> • second review of action plan

Meeting 6 June	<ul style="list-style-type: none">• review results of EGPC surveys held in May• review PhD admission data

Table 3.C: Standing items on annual EGPC meeting cycle

3. A PICTURE OF THE DEPARTMENT [2667]

3.1. Student data

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

The department does not run access or foundation courses for UG students.

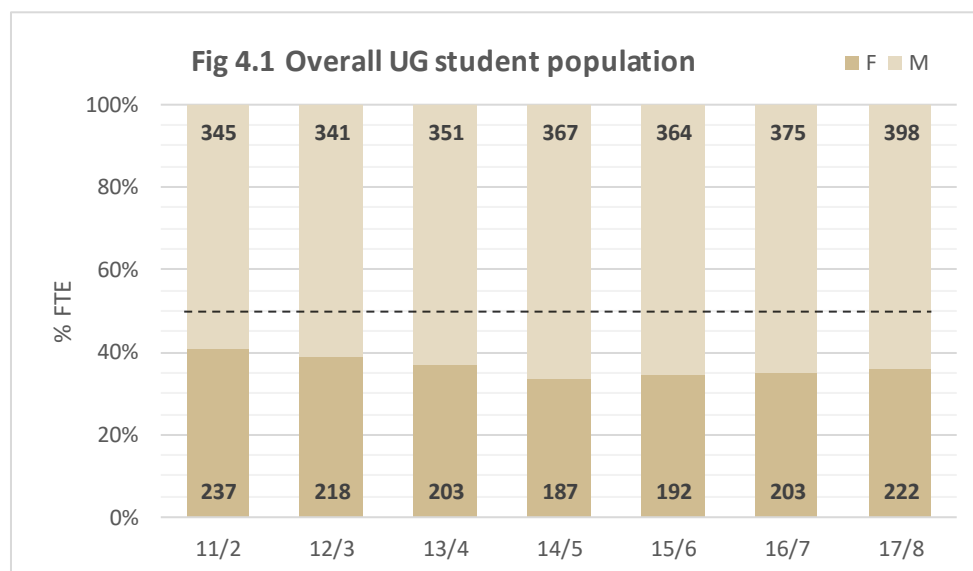
(ii) Numbers of undergraduate students by gender

Full- and part-time by programme. Provide data on course applications, offers, and acceptance rates, and degree attainment by gender.

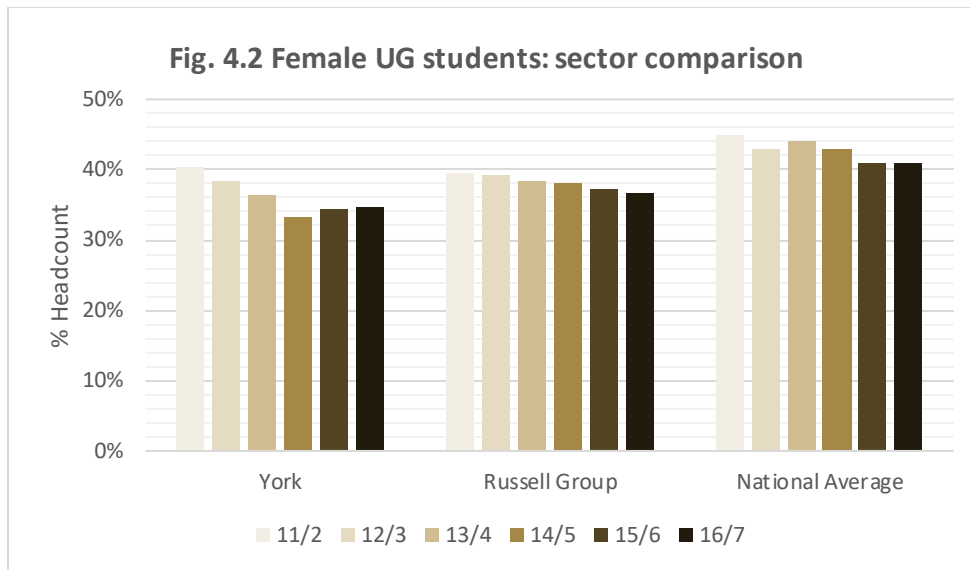
Overall UG population and sector comparison

There are no part-time UG students.

Over the last seven years, nearly two thirds of all UG students (FTE) in Mathematics at York were male (Fig. 4.1).



Having 41% female students in 2011/12 was in line with other Russell group universities but 5% below the national average (Fig. 4.2). The subsequent strong dip was followed by a continuing upward trend (due to restructured *Interview Days*; cf. below) slightly reducing the gap. The percentage of 36% in 2017/18 continues to point in the right direction but remains low overall (**Action01**: Highlight degree features possibly attractive to female students).



To detect bias in the application procedure, let us look at **take-up rates** given by the percentages of male and female *applicants who become students*. On average, 22% of the 2838 female UG applicants (since 11/2) took up their degree at York, compared to 25% of the 4252 male UG students (Table 4.A). Since a difference of 3% is not statistically significant, the application procedure appears to be gender neutral. Still, the slightly lower female rate needs scrutiny (**Action02: Analyse application procedure for gender imbalance**).

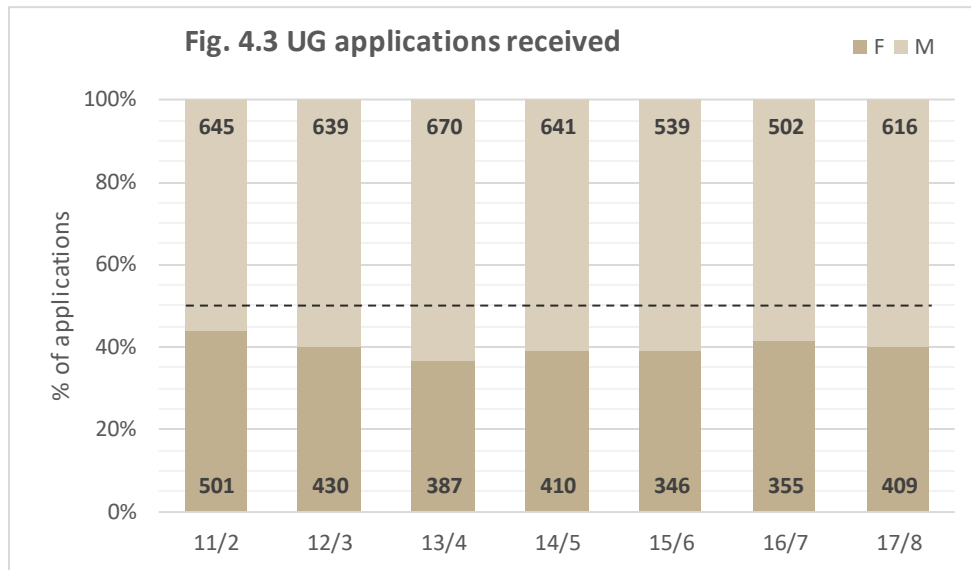
	11/2	12/3	13/4	14/5	15/6	16/7	17/8	average
F	22	16	23	18	25	27	21	22
M	25	18	25	24	29	29	27	25

Table 4.A: UG take-up rates by gender (%)

Overall UG population: applications, offers and acceptances

The low percentage of females in the overall UG population mirrors the imbalance in **UG applications** received from males and females, respectively (**Action03: Review Open and Visit Days**). Aggregating single-subject and combined programmes (with Mathematics as leading department) shows that around 40% of the applications received are from females (Fig. 4.3), broadly in line with the percentage of females studying Mathematics at A level. In a survey, the first-year students of the cohort

arriving for 2017/18 reported no perceived gender bias in the information (brochures, online) provided by department.



Offers made to applicants vary between 95-97% for women (Table 4.B), slightly above the percentages than for men (**Action04:** Check for imbalance in qualifications of male and female applicants).

	11/2	12/3	13/4	14/5	15/6	16/7	17/8	average
F	97	95	96	95	97	96	96	96
M	93	89	94	92	94	93	95	93

Table 4.B: UG applications receiving offers (%)

Interviewing applicants on *Visit Days* from 2015 onwards have led to an increasing overall conversion (Table 4.C). Applicants of both genders are now more likely to accept offers; the remaining systematic gap of about 6% (cf. Table 4.A) appears to be the cause of the different take-up rates (**Action05:** Analyse percentage of UoY York being first choice among F/M applicants).

	11/2	12/3	13/4	14/5	15/6	16/7	17/8	average
F	23	21	25	24	26	28	31	25
M	29	24	31	31	33	34	34	31

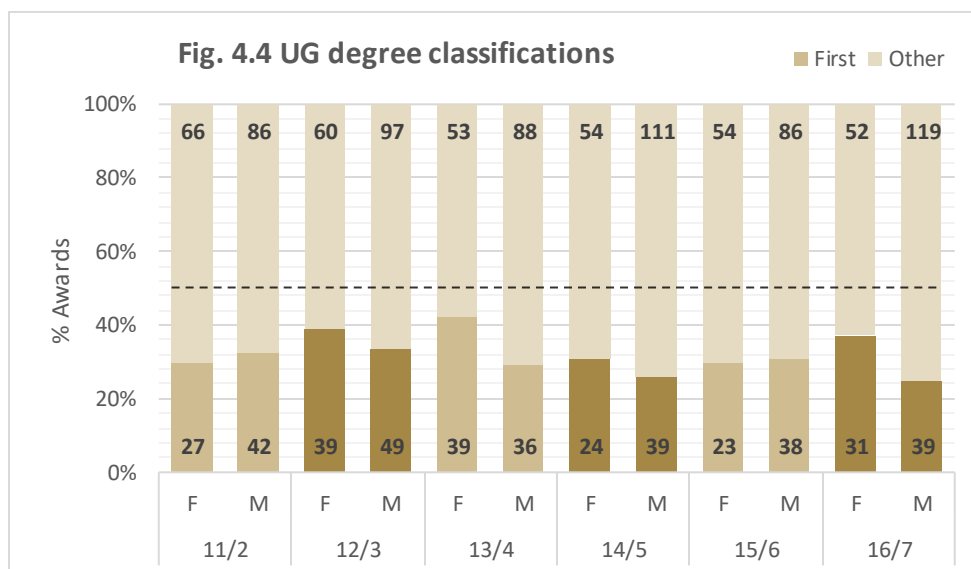
Table 4.C: UG offers accepted (%)

Overall UG population: degree attainment and withdrawal rates

In most years, the proportion of females graduating with **first-class degrees** (Table 4.D) is above that of males (Fig. 4.4).

	11/2	12/3	13/4	14/5	15/6	16/7	average
F	29	39	42	31	30	37	35
M	32	30	30	26	31	25	29

Table 4.D: UG first-class degrees (%)



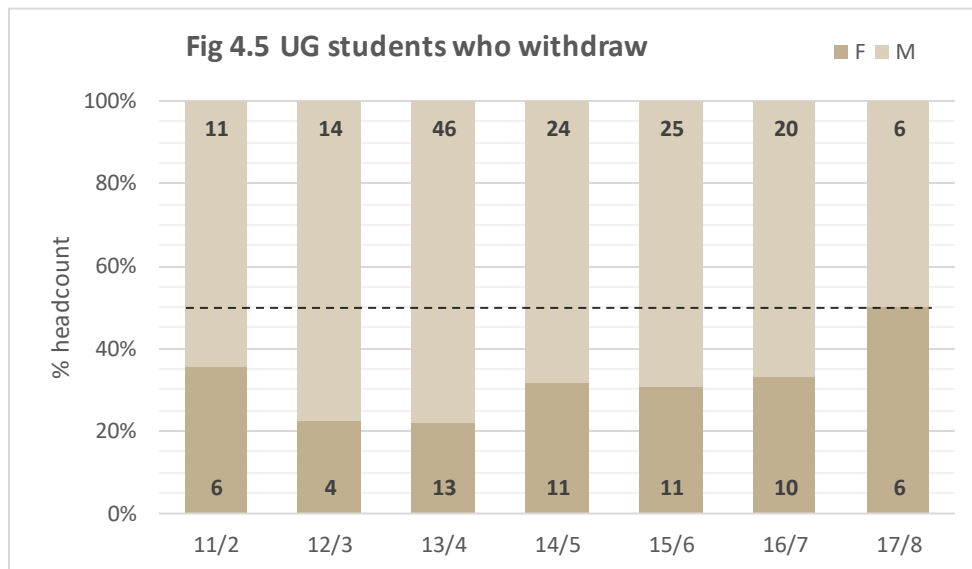
A similar trend was observed in a 2018 study by the *Department of Physics* at York investigating the performance of UG students in different assessment types (exams, essay, multiple choice etc.). Female students slightly outperformed male students in most first-year science modules; the most significant difference in fortnightly Calculus coursework (run by DoM) and in an essay (Department of Psychology (**Action06**: Check whether average marks for the credit-heavy written Final-Year projects differ significantly between F/M).

Each year, 10 to 12 mathematical **prizes** are awarded to UG students, based on their academic achievements. The proportion of men and women sharing the prizes (Table 4.E) is in line with the male-to-female proportion of the cohort.

	13/4	14/5	15/6	16/7	17/8	average
F	6	5	2	5	2	34%
M	3	8	8	9	11	66%

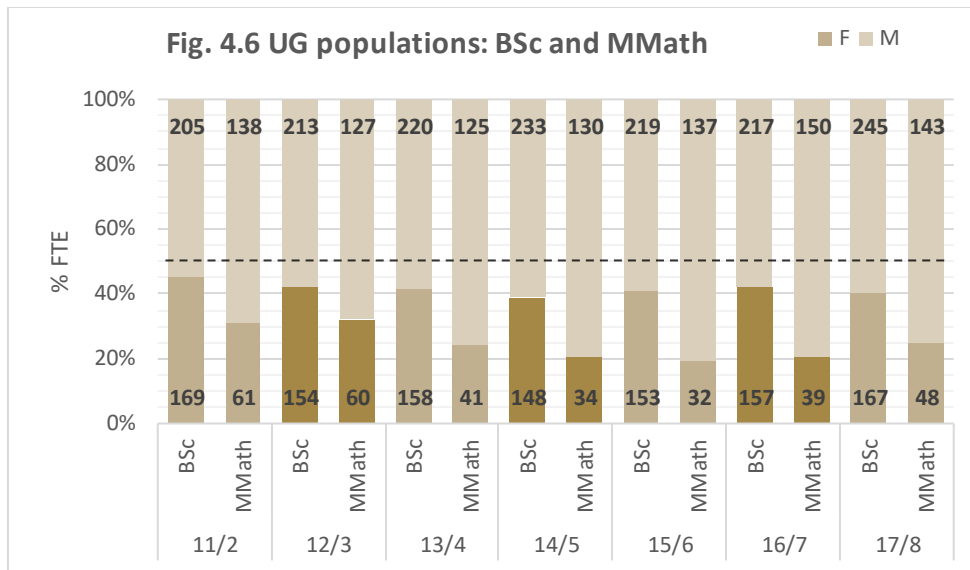
Table 4.E: UG prize winners (headcounts)

In most years, between 3% and 6% of all UG students **withdraw** (Fig 4.5), with males being slightly overrepresented in a cohort with an F/M split of one to two (cf. Fig. 4.1; provisional numbers for 2015/16 onwards) (**Action07**: Identify reasons for male UG students to withdraw via students and/or supervisor).



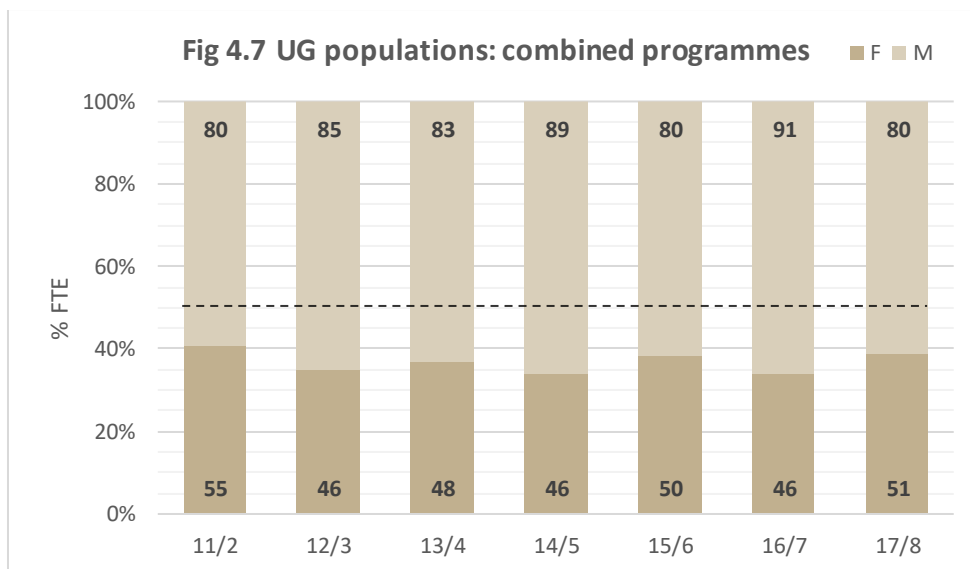
Single-subject UG populations: BSc and MMath students

The percentages of female students on the MMath programme are clearly below those of females on the BSc programme (Fig. 4.6). In 2016/7, for example, four out of ten BSc students were female but among MMath students the proportion drops to two out of ten (**Action08**: Compare application data for BSc and MMath separately and address discrepancies).



UG student population on combined programmes

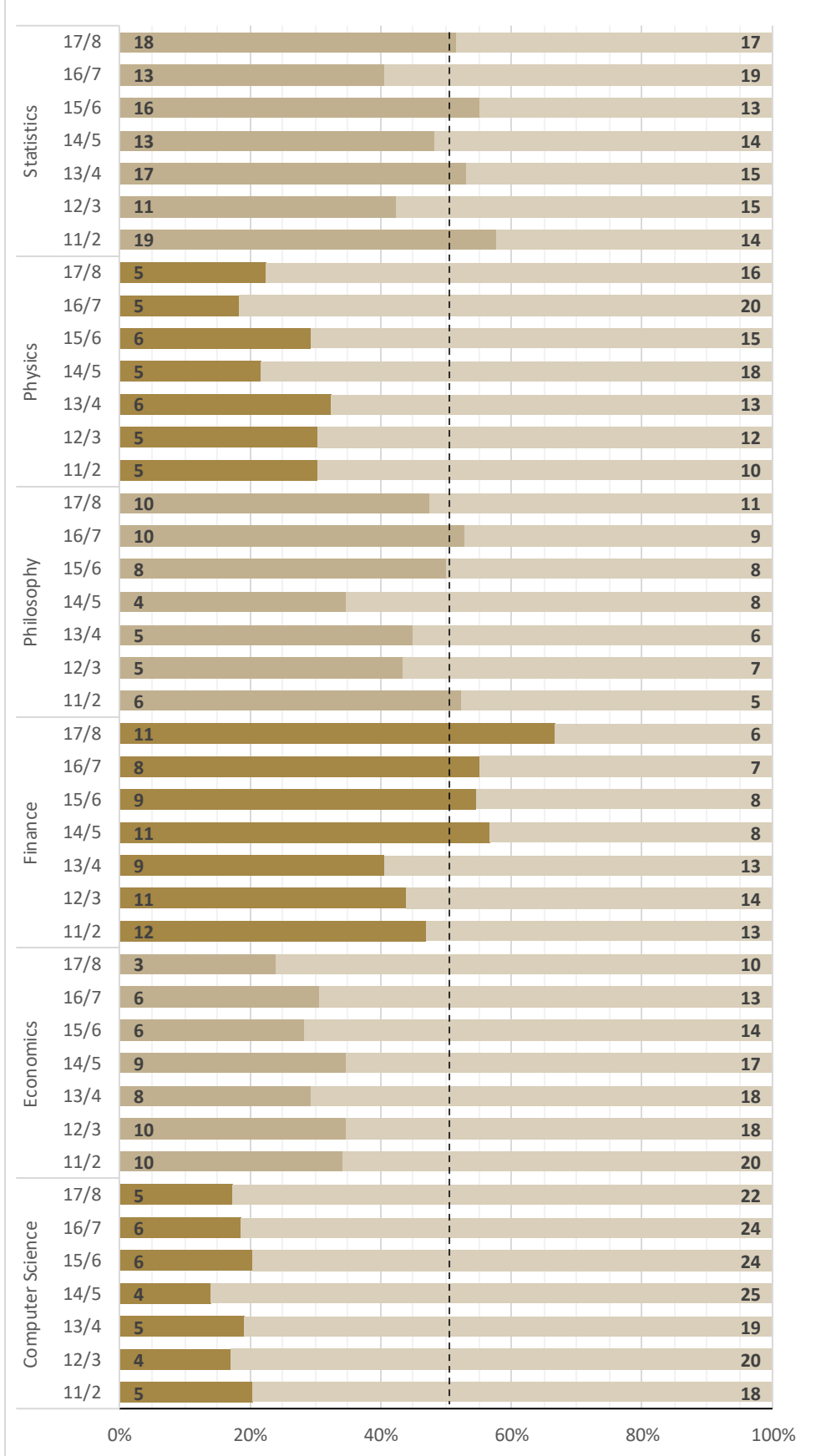
Between 36% and 41% of UG students on the combined programmes are female (Fig. 4.7).



Considerable variations occur for the individual **six combined programmes** (*Mathematics and Computer Science, Economics, Finance, Philosophy, Physics, Statistics*) which are correlated with the percentages seen on the single-subject programme of the other components (Fig. 4.8). In 2017/18, 11% of the UG students reading *Computer Science* at York were female, compared with 22% females enrolled on the combined programme. For *Physics* (24%) and *Philosophy* (48%), the percentages on the single-subject and the combined programmes almost coincide. *Statistics* has 18 female and 17 male students, and the course *Mathematics with Finance* is

particularly popular with female students (11F/6M). The small, hence fluctuating numbers of students on the combined programmes make it difficult to identify specific trends.

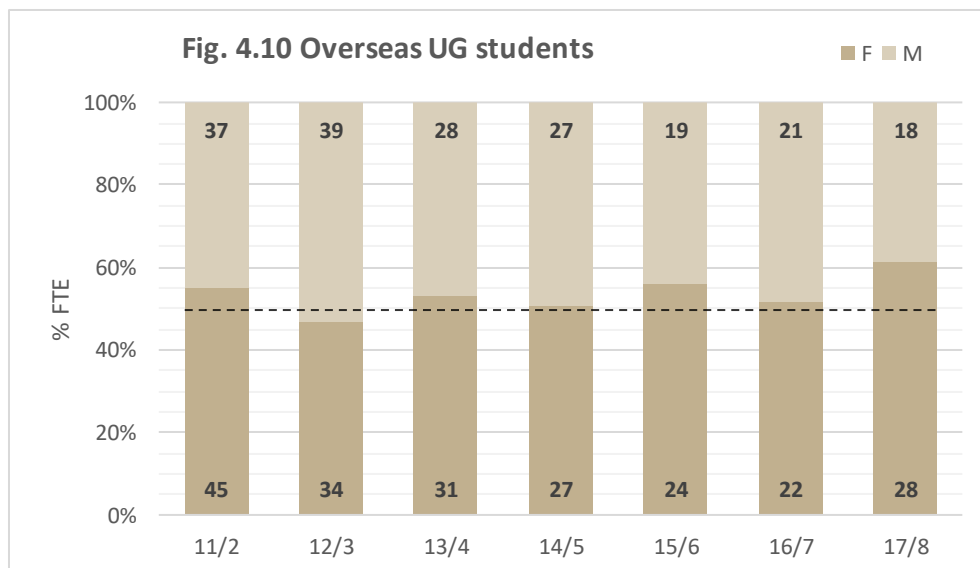
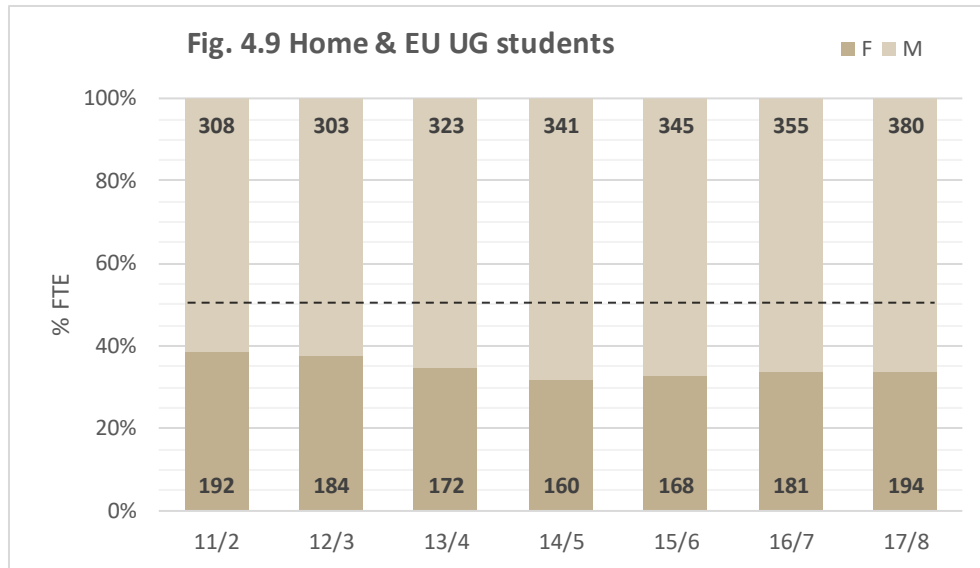
Fig. 4.8 UG students on combined programmes



Home/EU and Overseas UG student populations

The proportion of female UG students (one third,) in the **Home/EU cohort** (Fig. 4.9) is noticeably lower than that of **female UG overseas students** (Fig. 4.10) which has dropped below 50% only once.

Home/EU and Overseas students are being treated equally when applying and have access to the same information in print or through the internet. We suspect cultural differences to be the origin of the disparity (**Action09:** Continue to ensure presence of female staff at recruitment events).

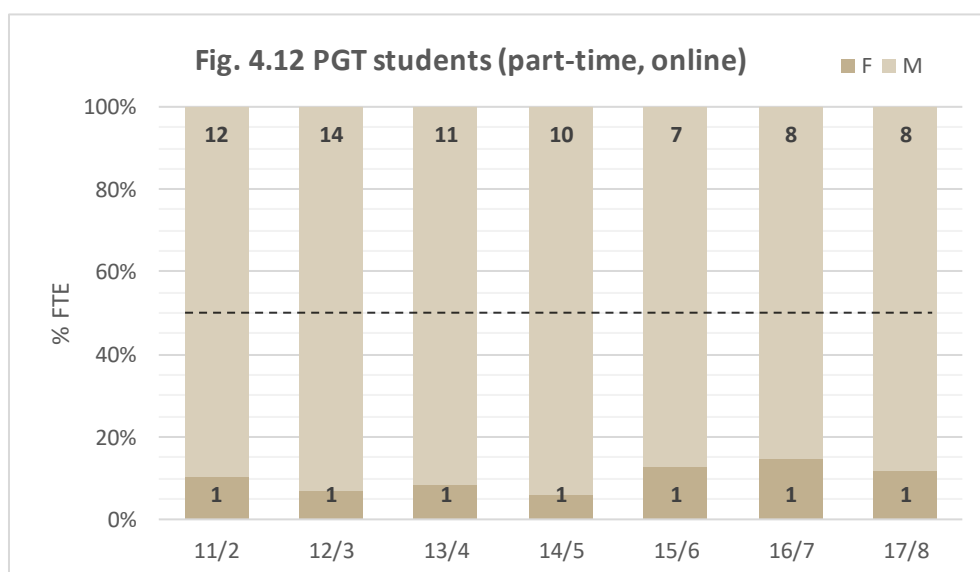
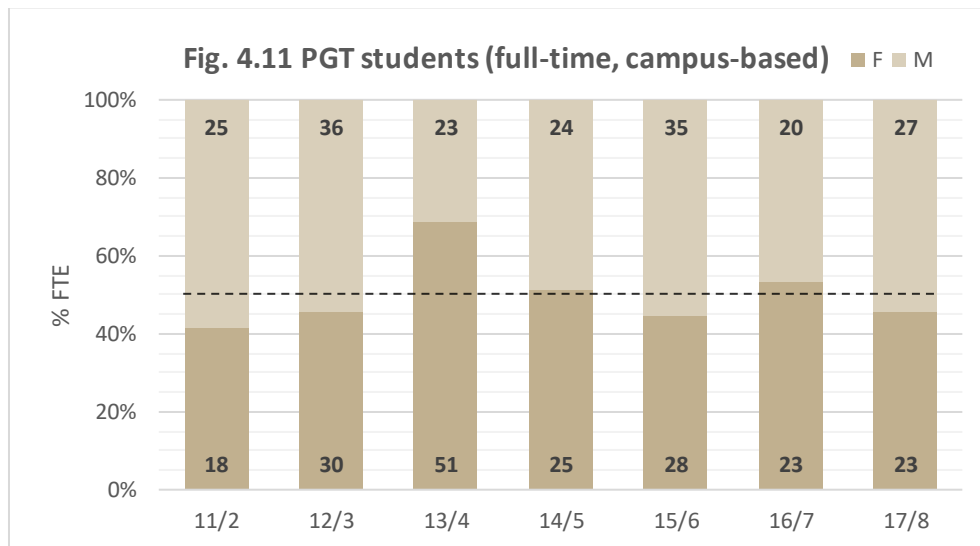


(iii) Numbers of men and women on postgraduate taught degrees

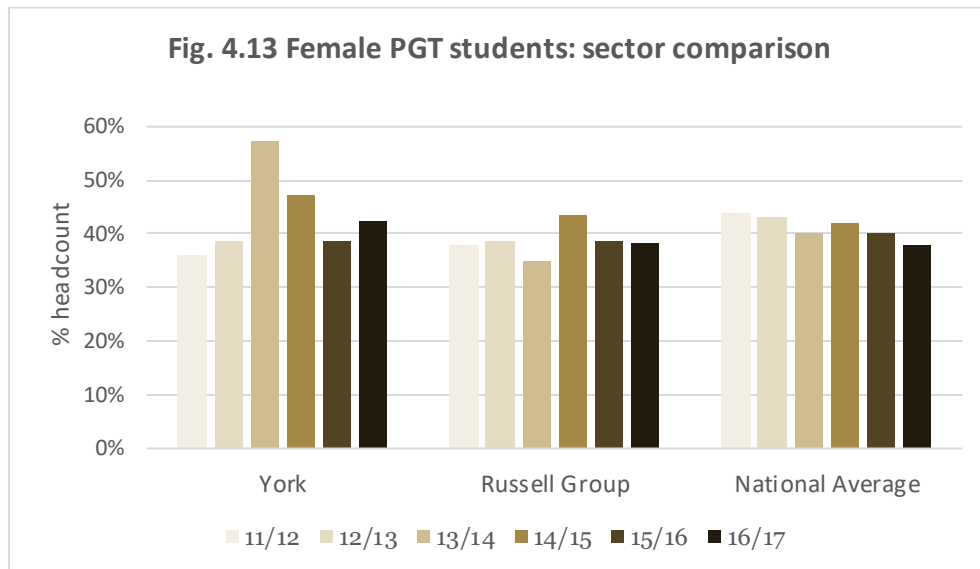
Full- and part-time. Provide data on course application, offers and acceptance rates and degree completion rates by gender.

Overall PGT population (full- and part-time) and sector comparison

On average, equal numbers of male and female students studied *full-time postgraduate taught* courses (Fig. 4.11), with an unexplained low male proportion in 2013/14. Students from the Far East on the *Mathematical Finance* programme dominate the cohort. Women clearly prefer the campus-based programme over its *part-time, distance-learning* version (Fig. 4.12).



Starting from a position of under 40% of females in its PGT cohort, a position comparable to other mathematics departments within the Russell group, the Department has seen an increase in the proportion of females, edging above 40%. Although favourably, compared to the national trend, the total numbers of around 60 students are relatively small which means that the changes may not be statistically significant. In any case, a balance between both genders is still far off.



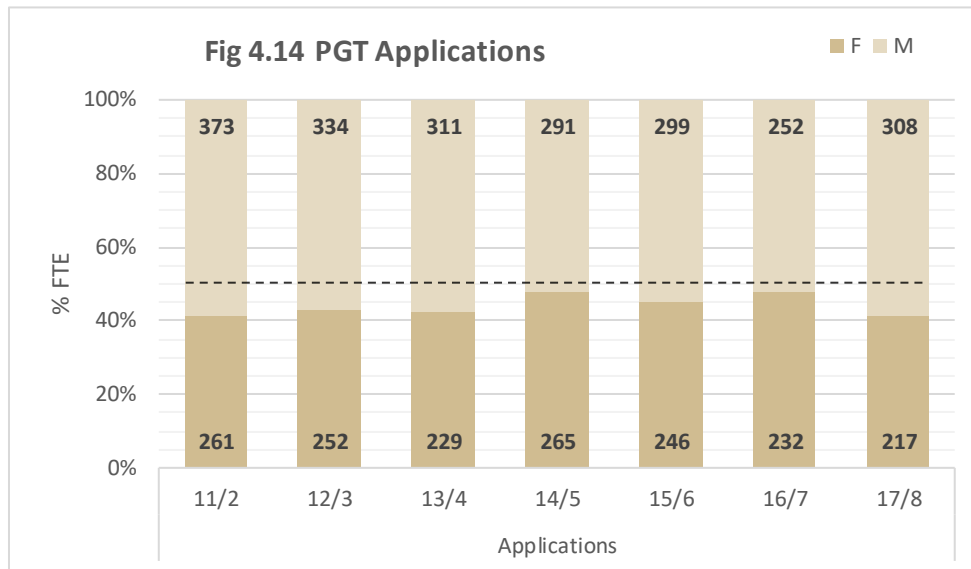
The seven-year average of **take-up rates** for 2168 male and 1702 female PGT students (Table 4.F) are identical: 14% of both male and female applicants arrived on campus. The departmental processing of PGT applications shows no signs of gender bias. Our focus must be on attracting more PGT applications from females.

	11/2	12/3	13/4	14/5	15/6	16/7	17/8	average
F	8	16	23	11	13	13	11	14
M	12	16	12	13	15	13	13	14

Table 4.F: Take-up rates of PGT students (%)

Overall PGT population: applications, offers and acceptances

The balanced take-up rates of PGT students result from *fewer* female application rates (Fig. 4.14) combined with *higher* female offers rates (Table 4.G), followed by *equal* male/female acceptance rates (Table 4.H). Finally, slightly fewer females than males accepting the offer actually enter the programme (Table 4.I) (**Action10:** Increase post-offer communication with and support for PGT students with offers).



	11/2	12/3	13/4	14/5	15/6	16/7	17/8	average
F	66	69	70	71	71	78	76	72
M	58	60	54	57	64	67	70	61

Table 4.G: PGT applications receiving offers (%)

	11/2	12/3	13/4	14/5	15/6	16/7	17/8	average
F	54	64	74	67	62	61	57	63
M	64	61	60	66	66	66	62	64

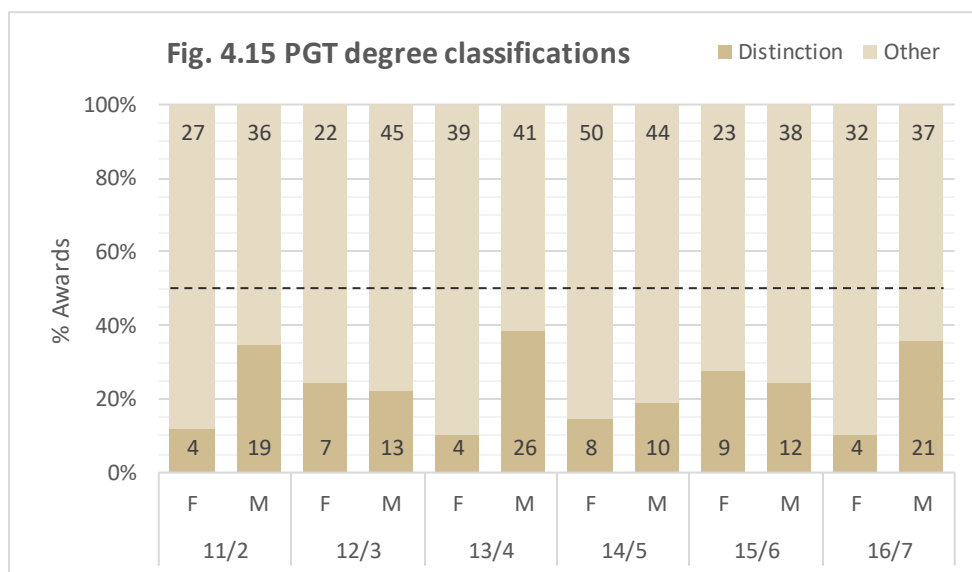
Table 4.H: PGT offers accepted (%)

	11/2	12/3	13/4	14/5	15/6	16/7	17/8	average
F	24	37	45	24	30	27	26	30
M	34	43	35	33	36	29	30	34

Table 4.I: Percentage of PGT arriving in York after accepting offers (%)

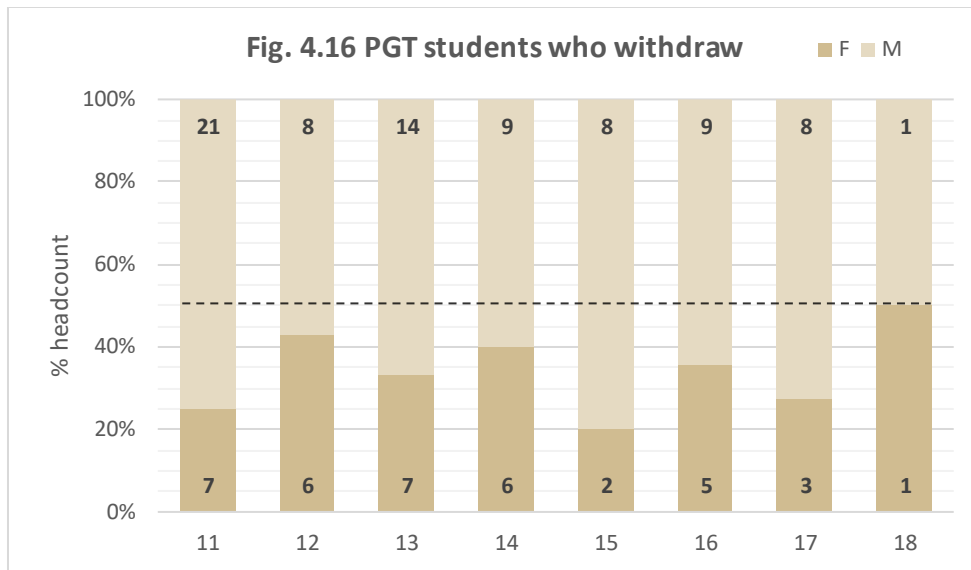
Overall PGT population: degree attainment and withdrawal rates

Award levels for PGT programmes are *Distinction/Merit/Pass* and *lower exit*. More females than males achieved the top level in two years (Fig. 4.15), and males outperformed females by up to 30% in the others. The cohorts consist mainly of overseas students and gender-specific language skills may be an important factor (**Action11**: Compare language skills of overseas female and male PGT students).



The recent *Kathleen Ryan prize* for outstanding MSc dissertations has been awarded twice so far (1F/1M).

While the PGT cohorts nearly balanced between male and female students (cf. Figs. 4.11/12), there are—on average—noticeably more *male* than *female PGT students who withdraw* (Fig. 4.16): two thirds vs. one third which may influence the different degree attainments (**Action12**: Identify reasons for male PGT students to withdraw via students and/or supervisor).

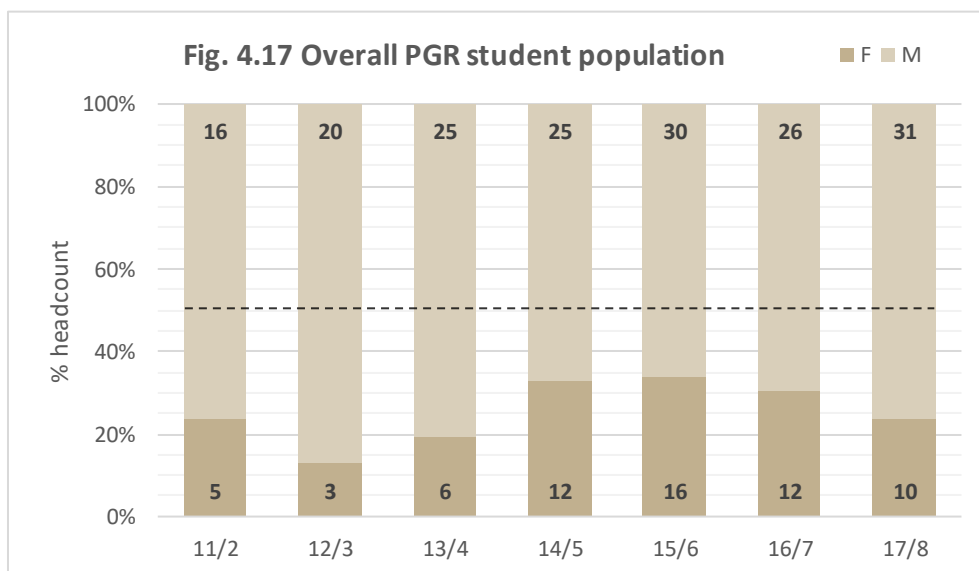


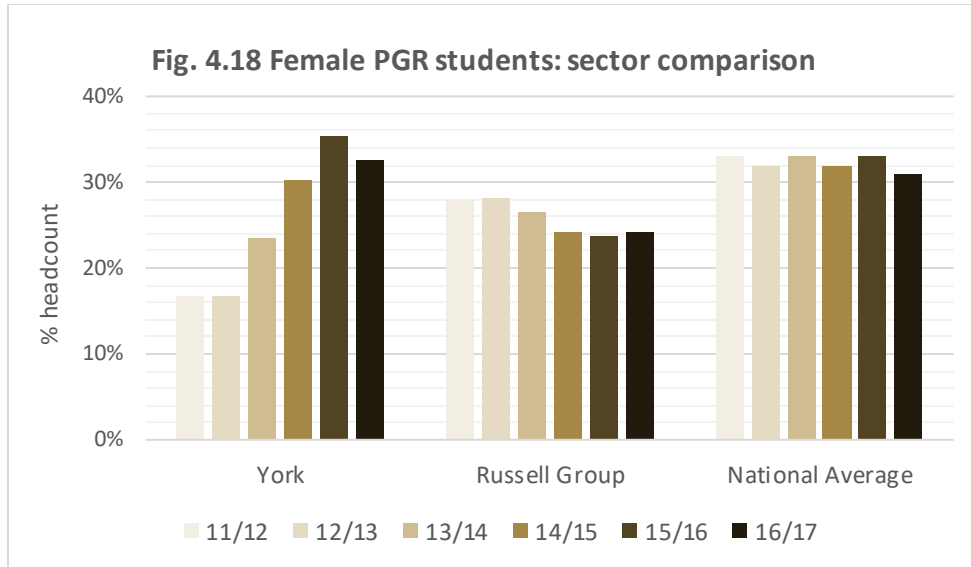
(iv) Numbers of men and women on postgraduate research degrees

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

Overall PGR population and sector comparison

Since 2011/12, both the total PGR student numbers (Fig. 4.17) and the *percentage* of females have doubled (Fig. 4.18). The percentage now exceeds that typical of other Russell-Group Mathematics departments (25%) and is in line with the national average. According to an EGPC survey (2018; 47% return rate), 90% of PGR students “*would recommend the department as a great place to study for female students*”. (**Action13:** Update departmental PGR presentation of department in print and online accordingly).





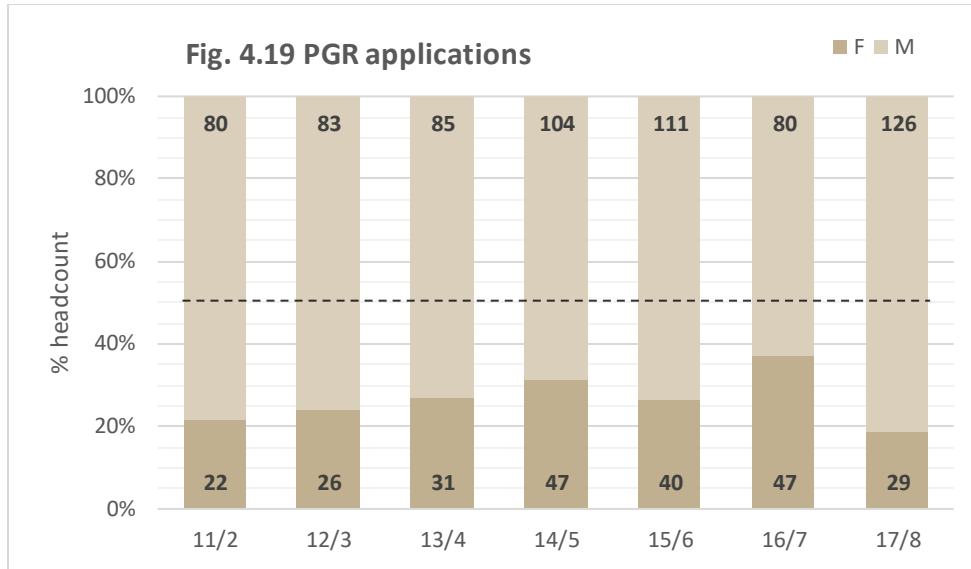
The **take-up rates** of 669 male and 242 female PGR applicants (Table 4.J) are almost equal, at 10% and 11%, respectively. Therefore, procedures in place for PGR applications show no bias, in spite of stronger fluctuations for females than males due to the smaller numbers. Gender parity in *absolute* numbers of PGR students requires more applications from females (see below).

	11/2	12/3	13/4	14/5	15/6	16/7	17/8	average
F	14	0	16	20	10	4	14	11
M	9	12	8	9	12	8	11	10

Table 4.J: Take-up rate of PGR applicants (%)

Overall PGR population: applications, offers and acceptances

Since 2011, three male PGR applications (74%) have been received for each female application (26%) (**Action14:** Advise staff to encourage suitable UG students in supervision meetings). A steady upward trend from 22% (Fig. 4.19) has seen setbacks in 2015/16 and in the most recent year (**Action15:** Monitor PGR application numbers and renew publicity efforts).



Of the 242 female applicants for PhD positions 42% received (funded or unfunded) offers, compared with 44% of 669 male applicants (Table 4.K).

	11/2	12/3	13/4	14/5	15/6	16/7	17/8	averages
F	37	35	55	43	40	40	41	42
M	35	34	49	51	45	52	44	44

Table 4.K: PGR offers made (%)

There is no disparity in the number of *funded* offers between males and females (Table 4.L) since 28% of PGR students starting their degree are female, in line with 26% of applications stemming from females.

	11/2	12/3	13/4	14/5	15/6	16/7	17/8	average
F	30	0	42	50	24	25	22	28%
M	70	100	58	50	76	75	78	72%

Table 4.L: PGR students arriving (%)

In view of the stable percentages of male/female PGR students arriving at the department since 2014/15 (Table 4.L), the findings of a 2014 GRSC review of the PGR admissions procedure for **funded** places, are likely to still

hold: no group of applicants—defined by gender, ethnicity or origin—appears to face obvious procedural disadvantages.

The 2018 EGPC survey revealed that 80% of PGR students agree that “*The department actively encourages applications from students of all genders. For example, applicants visiting for an interview can talk to a range of PhD students*”. Many respondents (45%) think “*that gender does affect the success of someone’s career in STEM fields.*”

Overall PGR population: degree attainment and withdrawal rates

Between 2011 and 2018, 44 male and 12 female PGR students completed their theses. One of each gender failed to submit and nine students (4F/5M) withdrew. Thus, the male completion rate (88%) is higher than the *female* rate (70%) (**Action16:** Monitor effect of new, stricter PGR progression rules and introduce exit questionnaire). However, female PGR students submitted their thesis earlier (41.2 months) on average than male students (44.5 months). Since 2018, the department awards prizes for the best PhD thesis received so far by three men and one woman.

(v) Progression pipeline between undergraduate and postgraduate student levels

Identify and comment on any issues in the pipeline between undergraduate and postgraduate degrees.

The proportions of females on UG and PG programmes, averaged over the last seven years (Table 4.M), are influenced by several factors:

- (i) Fewer females studying for an MMath rather than a BSc degree may reflect the fact that teaching careers, which do *not* require a Masters, is more popular among women (**Action17:** Survey career plans of F/M UG students on BSc and MMath and adapt outreach).
- (ii) The MSc programme in *Mathematical Finance* is popular with female overseas students resulting in a relatively high proportion of female students at PGT level.
- (iii) The PGR programme attracts a larger proportion of female students than one would expect in view of the local female MMath proportion; Masters students in Mathematics tend to change university after graduating.

Students may switch from the BSc programme to the MMath if their results are sufficiently good. However, only few students do so despite encouragement by a senior (female) staff member in their 2nd year.

	BSc	MMath	PGT	PGR
F	42	19	41	30
M	58	81	59	70

Table 4.M: Pipeline of average UG and PG student populations (%)

UG students are informed about academic careers by inviting them to the annual departmental *Graduate Student Symposium*: 2nd-year PGR students give compulsory presentations, and staff members present information about practicalities such as postdoctoral funding opportunities, which are relevant to career planning for PGR students.

In a 2018 EGPC survey of Masters students (return rate: 15%), all respondents said that the Department was either “quite” or “very” female-friendly; 56% of them said that they would like their supervisor to mention studying for a PhD. At a female PGR Student forum encouragement from supervisors to apply was considered crucial. Pastoral and final-year project supervisors are asked to encourage suitable UG/Masters students to continue their academic careers.

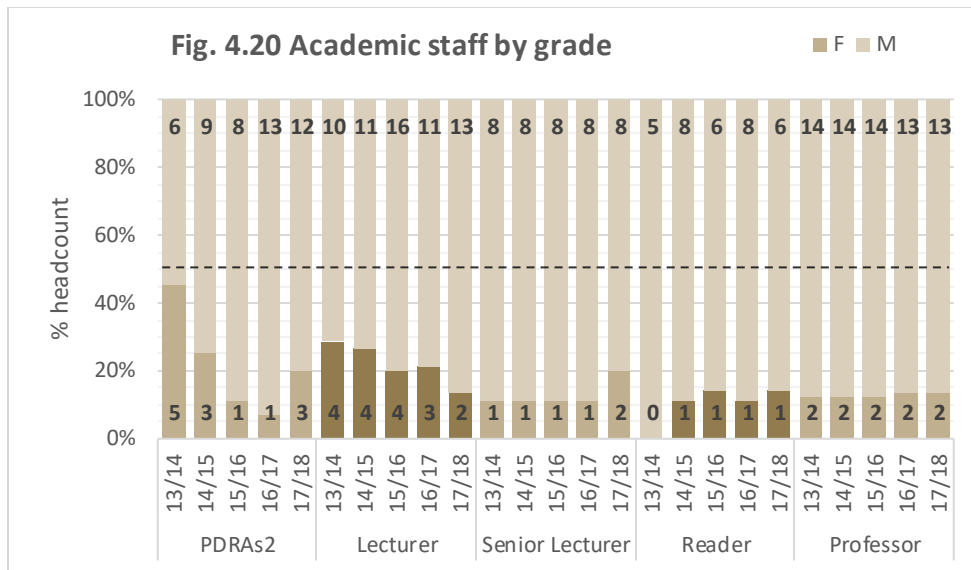
According to a 2018 EGPC survey, 90% of PGR students would recommend the department as a great place to study for a PhD “for female students”, and 79% “for male students”.

3.2. Academic and research staff data

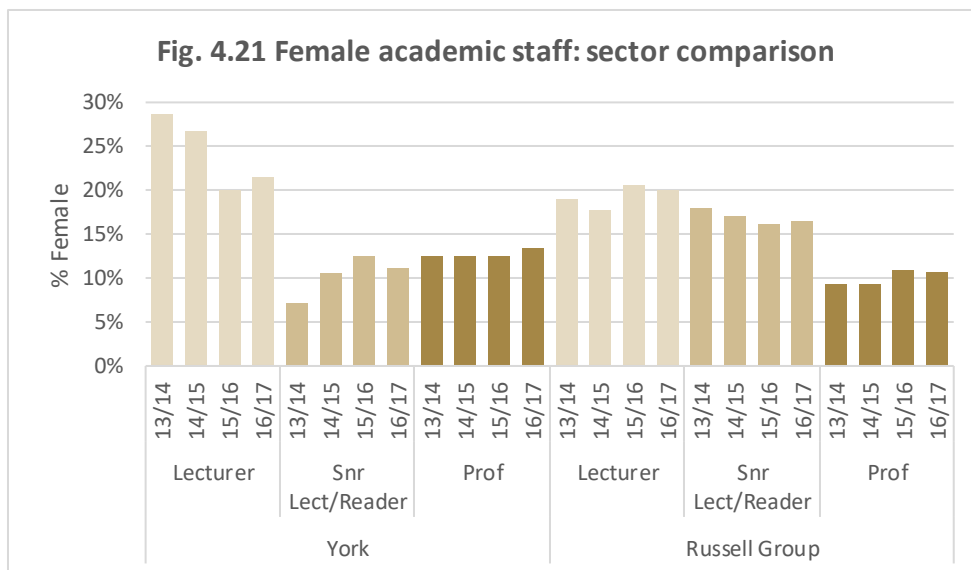
- (i) Academic staff by grade, contract function and gender: research-only, teaching and research or teaching-only

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.

Women continue to be underrepresented at all grades in the department (Fig. 4.20), ranging from 13% (Lecturers, Readers, Professors) to 20% (PDRAs, Senior Lecturers) in 2017/18. Recent promotions and new appointments for 2018/19 have led to higher proportions at some levels (cf. Fig. 2.1).



The proportions of women **across grades** (Fig. 4.21) are similar to other Russell-Group Mathematics departments of the Russell group being slightly higher for Lecturer and Professor grades, but lower in the middle.

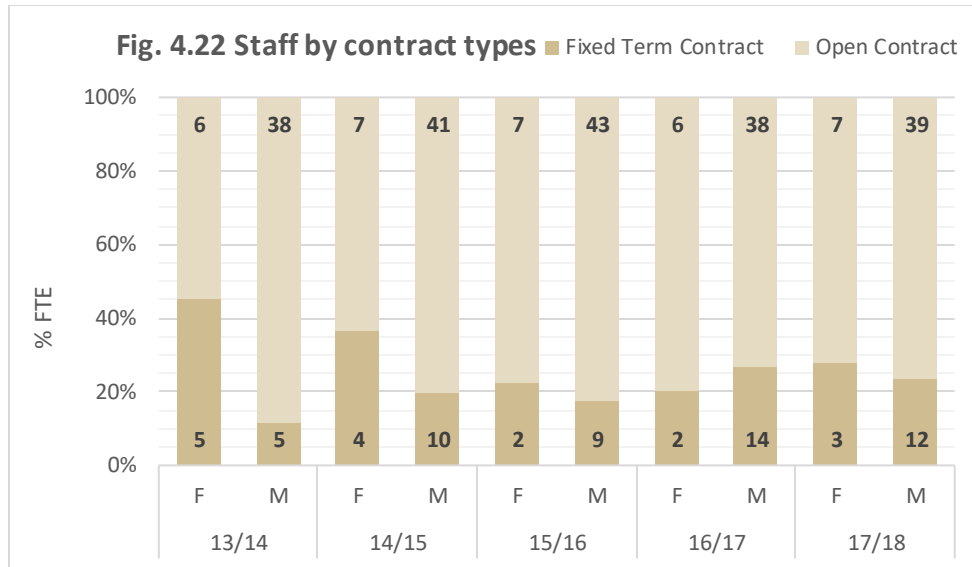


(ii) Academic and research staff by grade on fixed-term, open-ended/permanent and zero-hour contracts by gender

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.

No staff is employed on **zero-hour** contracts.

Staff members on **fixed-term** contracts include PDRAs funded through time-limited research grants and Teaching Fellows (Fig. 4.22). For academics with **open-ended** contracts across grades, see Fig. 4.20.

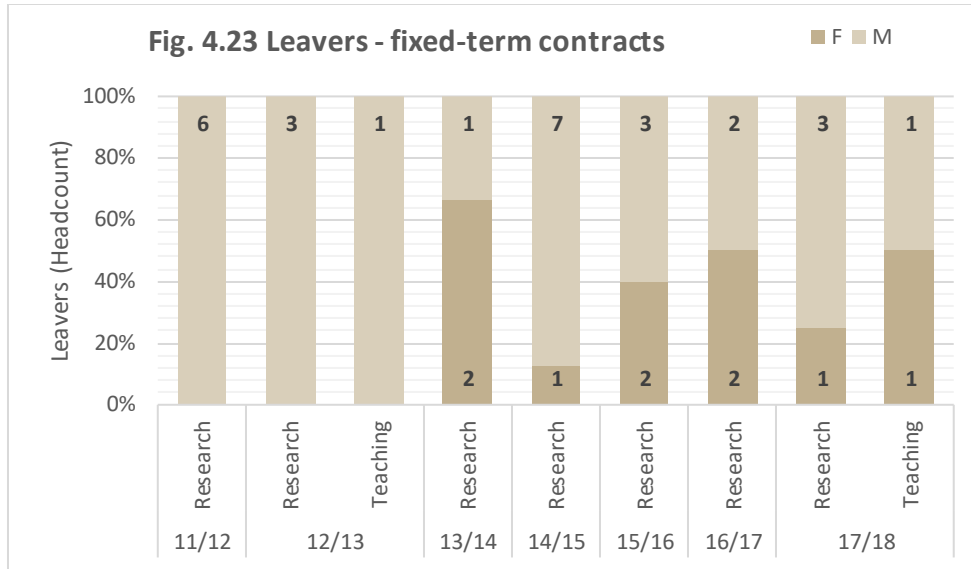


(iii) Academic leavers by grade and gender and full/part-time status

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

Between 2012 and 2018 five staff (2F/2M) on open-ended contracts resigned, mostly leaving for non-academic posts abroad, closer to family. One professor retired early. Normally, informal interviews with the HoD are held, and HR sends out exit questionnaires.

PDRAs and Teaching Fellows leave because their fixed-term contracts end (Fig. 4.23).



4. SUPPORTING AND ADVANCING WOMEN'S CAREERS [6796]

4.1. 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.

46 new members of staff including PDRAs were **appointed** since 2011, eleven of whom were female (Table 5.A). The share of **shortlisted** females (19%) (Table 5.B) matches their proportion of **applications** (18%) (Table 5.C).

	11/2	12/3	13/4	14/5	15/6	16/7	17/8	average
F	0	4	3	0	0	2	2	24%
M	3	4	8	4	5	6	5	76%

Table 5.A: Appointments (headcount)

11/2	12/3	13/4	14/5	15/6	16/7	17/8	average
------	------	------	------	------	------	------	---------

F	27	32	50	12	10	25	7	18%
M	138	137	199	62	55	105	27	82%

Table 5.B: Applications received (headcount)

	11/2	12/3	13/4	14/5	15/6	16/7	17/8	average
F	3	8	15	2	2	7	2	19%
M	19	28	36	12	24	27	19	81%

Table 5.C: Applicants shortlisted

On average, 7% of 163 female applicants (vs. 5% of 713 males) were offered a job (Table 5.D). In view of the balanced **take-up** rates, the main concern remains the low female/male application ratio.

	11/2	12/3	13/4	14/5	15/6	16/7	17/8	average
F	0	13	6	0	0	8	30	7
M	2	3	4	6	9	6	19	5

Table 5.D: Take-up rates for academic staff (%)

Job adverts include the AS logo, express the commitment to equality and diversity, highlights the options to work flexibly and share jobs (whenever feasible). The EGPC chair checks the wording of adverts for inclusivity. We aim to attract more female applicants by advertising on websites such as WISE (**Action18**: Distribute job vacancies via media specialized in promoting women in STEM). A hyperlinked *AS Bronze award* logo features prominently on the welcome web-page of the department.

Interview panels always include at least one woman; panel membership counts towards workloads. Panel chairs must have been trained through the *Recruitment and Selection* training which covers unconscious bias. Interviews may be conducted via Skype to support candidates with commitments preventing them from attending the interview in person.

(ii) Induction

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

New staff members are routinely sent a welcome email with general information and a copy of the *Staff Handbook*, offering help with accommodation, and inquire about occupational health furniture requirements. All staff members are formally welcomed at the first *Staff Meeting* they attend. At an annually held **Welcome Day**, academic staff are introduced to the daily running of the department.

PDRAs are encouraged upon arrival to engage with local, regional and national research communities by leading study groups and giving presentations. Research and career advice are given by the principal investigator (PI) and teaching opportunities offered, with mentoring by the PI (accounted for in the workload model).

Since 2001, five former PDRAs (2F/3M) have returned, now occupying permanent positions: a Marie-Curie fellow (F) came back as research fellow and is now Professor, as is a recipient (F) of a Royal Society URF, which she held at the department.

New **lecturers** are supported by reduced teaching and administration loads and work towards a *PG Certificate in Academic Practice* (a recognized workload). They (as well as PDRAs) are encouraged to attend training courses in career development on e.g. grant-writing or PhD supervision.

New staff are assigned a senior **mentor** for at least two years. The mentor (whose workload is recognized) will provide support regarding teaching practices (exam preparation, project supervision) and research activities.

Lecturer (M): *"The mentor showed me the details of the modules and also observed a couple of my lectures. The detailed comments helped to improve my teaching a lot."*

Randomly formed pairs of teaching staff observe each other lecture at least once a year. Good practice and issues with rooms or equipment are recorded on feedback forms and reviews by DTC. The peer observation gives new lecturers valuable opportunities to see different teaching styles to improve their own; the department will spot excellence in teaching and support lecturers in preparing applications for teaching awards.

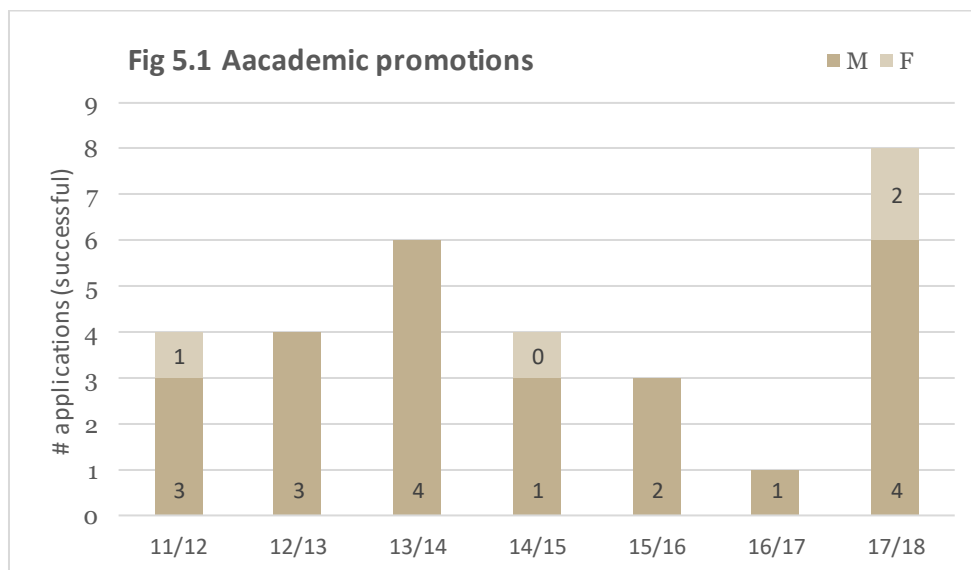
After about a year, new members of staff meet individually with the EGPC chair to discuss their experience in post. A few months into their appointment, they will be invited to attend a focus group with senior staff to feedback on recruitment and induction (**Action19**: Organize focus group for new staff to feed back).

(iii) Promotion

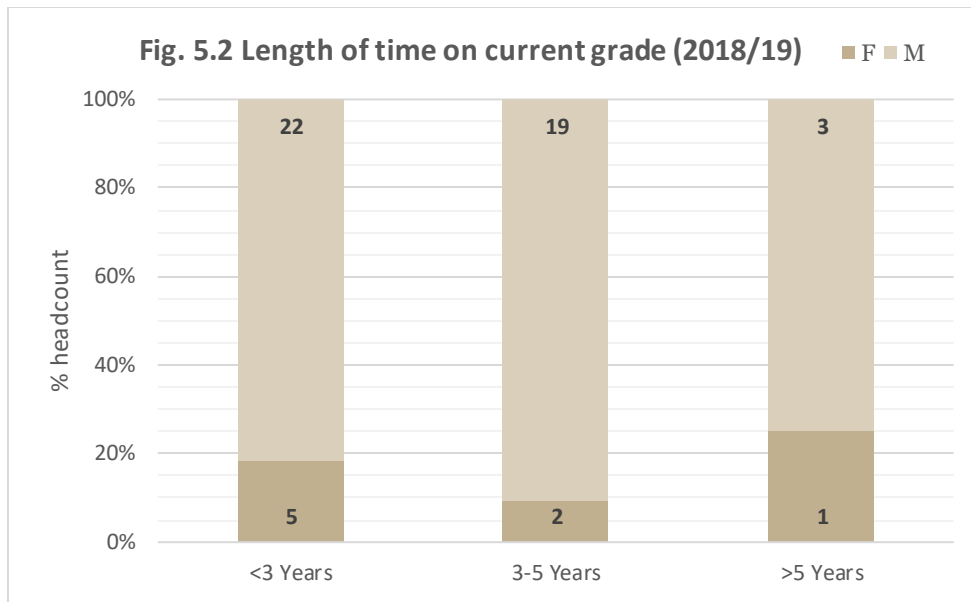
Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.

Promotion criteria are uniform across the University taking into account breaks due to maternity leave, for example. The department actively supports applications for promotion: career development is discussed with regards to promotions in the performance review (PR) in autumn, followed by the annual **promotion seminar** in which the HoD outlines the details of the procedure. Subsequently, HoD or HoS provide advice to individuals in time for the November deadline.

Since 2011, 30 applications for promotion were put forward (Fig 5.1), four of them (13%) from female staff (representing 15% of all staff). Three women (75%) and 18 men 69% were successful (two females promoted to Senior Lecturer and one from Reader to Professor). In addition to the numbers in Fig 5.1, both female professors (1.5 FTE) were promoted in 2014 within the professorial scale.



The percentages of female staff on the **same grade** for specific periods of time (Fig. 5.2) vary from 9% to 25% i.e. in line with the overall proportion of female staff. Hence, men and women achieve promotions at similar rates.



(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.

REF-2014 submission rates of females and males were in line with the rates from STEMM departments across the University of York (Table 5.E).

REF 2014	Mathematics		UoY - STEMM	
	eligible	submitted	eligible	submitted
F	6	66%	113	66%
M	37	73%	315	76%

Table 5.E Staff members eligible/submitted to REF2014

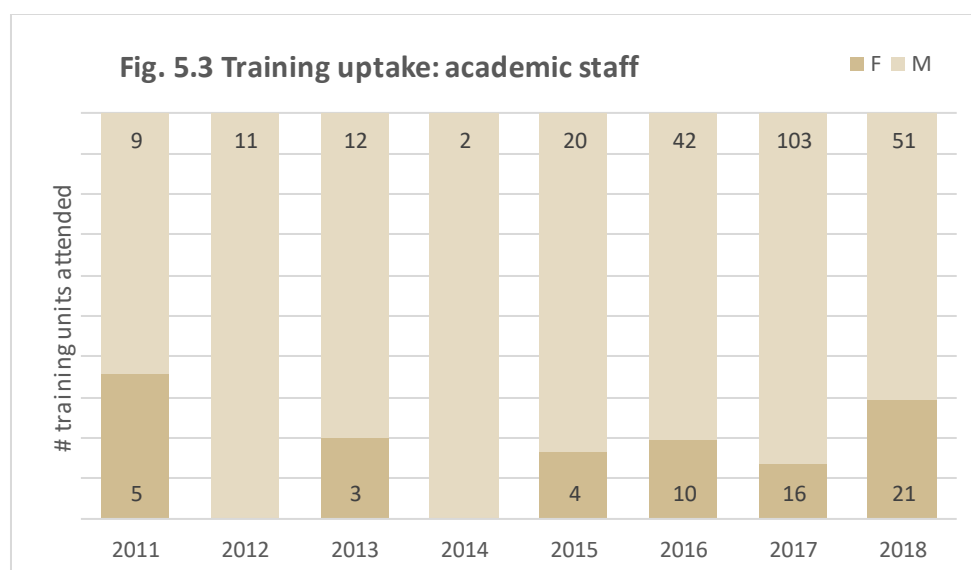
For RAE 2008, the department adopted a blanket policy of submitting every eligible member of staff, resulting in 35 males (of 37) and all three females being submitted. The department formulated research expectations and supports staff to meet them for REF 2020.

4.2. 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?

Mandatory **training** for university staff includes courses on *Equality and Diversity*, *Unconscious Bias*, *IT Security* and *Fire Safety*. Senior staff members may be required to take part in courses on *Management and Leadership*, attend courses on conducting PRs or chairing interview panels. The training courses on offer are advertised by email; uptake is monitored centrally (Fig. 5.3). Paul Walton (UoY Chemistry) gave a seminar on *unconscious bias* at a departmental *Staff Meeting*, attended by almost all staff.



Feedback from the UoYES held every three years allows university and DoM to check the **effectiveness** of the training provided. In the 2017 UoYES, 55% said that “*Learning and development that I have had at the University is helping me to develop my career*” compared to only 39% across the university, and 72% (vs. 65% university-wide) said that they took part “*in continual professional development activity paid for/provided by the University*”; the activities include visits to conferences, an essential part of academic career development (cf. Sec. 5.3 (iii)).

(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.

UoY prescribes the format of the mandatory annual **performance review** (PRs). The DMT ensure equitable treatment across sections by distributing agreed “example objectives” among staff. However, appraisal and development are not limited to PRs: according to the 2017 UoYES, 74% of staff also have useful discussions “*frequently*” or “*sometimes*” outside of them.

HoSs conduct PRs for most academic staff emphasising career support. The HoD conducts PRs for professors and probationary staff, while PDRAs undergo reviews with their PIs who do not necessarily have been trained (**Action21**: Ensure that all PIs supervising PDRAs receive PR training).

In a 2014 EGPC survey, 43% of female and 54% of male academic and research staff found the original UoY format for PRs useful, prompting the department to reinterpret them as an opportunity to encourage and prepare promotion applications (cf. Sec. 5.1 (iii)). Staff members now are positive about the PR: in 2015, only three staff did *not* find it useful. This view was confirmed (2017 UoYES) when 69% of the respondents “*value[d] the opportunity to have a performance review*” and 71% thought it to be “*useful to me in reviewing my strengths and achievements*”.

A female professor recalls that, after securing a permanent position, she “*was not concerned with applying for promotion. I was encouraged to apply in my annual performance review. My reviewer was quite insistent that I should apply for a Readership rather than for promotion to Senior Lecturer. I was very unsure about this, but he was extremely helpful, reading through my application and making suggestions.*”

(iii) 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.

73% of staff “*believe there is a clear career path available to me at the University*” (2017 UoYES) down by 8% (2014 UoYES) but still sits 41% above the UoY average (**Action22**: Continue to emphasize promotion in annual PRs). Academic and PSS staff have come to see their “*immediate manager/supervisors*” in a positive light since they “*provide me with help*”

and support to do my job effectively" (2011: 57%; 2014: 94%; 2017: 84%), likely a consequence of DMT efforts around PRs.

Time for research, collaborations, and grant applications are essential for the career progression of academic staff. The department strongly encourages staff to take **research leave**, normally granted for one term out of nine. Academic staff including PDRAs can use departmental **travel funds** to attend conferences or for research visits; term-time leave is possible if pastoral teaching commitments are covered. Requests may include support for workshop organization or to develop impact and are normally granted. Newly appointed staff have more generous allowances.

The recently introduced initiative *Collaborative Research Exchanges* enables staff to maintain or initiate collaborations. Staff with care commitments who are unable to leave York may find this scheme particularly beneficial.

The department employs a *research facilitator* tasked with professionally supporting the development of research grants (cf. Sec. 5.3 (v)).

PDRAs and other Early-Career Researchers (ECRs) are encouraged to make use of the courses provided by the university, covering *Self-Management, Research Responsibilities, Governance, Professional Conduct* and *Communication Skills*. A PDRA from the department currently represents it on the *EPSRC Mathematical-Sciences Early-Career Forum*, aimed at young mathematicians to develop strategic influence.

(iv) **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).

The revision of **UG degree programmes** in 2017/18 was based on the idea to provide students with skills essential to continue their academic or other careers, including writing CVs and personal statements. Twice-termly supervision meetings are opportunities to reflect upon career paths. Early on, supervisors encourage students to visit the *UoY Careers Office*, to search for internships or summer projects. For students in their final year, the discussions revolve about their plans after graduation.

The departmental *Careers Officer* distributes information about specific internship opportunities and careers fairs on campus, organized by DoM or UoY. Announcement go out by email, via the *Careers Forum* on the VLE. A weekly *Maths Student Digest* sent to all UG students summarizes these announcements and includes e.g. exam information and academic/pastoral support channels.

The DoM's annual *Career Kick* for UG students features a Q&A panel with employers and alumni, a talk from a keynote speaker and networking opportunities. Financial and logistic support is available for students who wish to attend or organise student-run conferences, whetting their appetite for *academic* careers.

The newly created *Dusa McDuff Study-Space* within the department is reserved for MMath and PGT students. 44% of those responding to a 2018 EGPC survey consider it "*important*", some even "*a blessing*". The room was also said to contribute to a "*community feel*" not necessarily encountered in other departments. One third of respondents now know former lecturer McDuff (FRS; Fellow of the *Association of Women in Mathematics*; first female LMS *Hardy* Lecturer; awarded *Sylvester Medal* by the Royal Society).

In 2016, the *LMS Prospects in Mathematics* meeting was held in York aimed at Final-Year UG students who considered to apply for a PhD in Mathematics in September 2017. The 72 participants (29% F) attended talks by speakers from the UK who covered research topics and opportunities.

If things go wrong for mathematics students, they can approach their



supervisor or contact the DoM's *Pastoral Support Group* (PSG) which supports UG, PGT or PGR students consisting male and female colleagues with experience in issues related to gender, harassment, discrimination, mental health, or student families. Female students can be directed to a female

member of the PSG if desired. The PSG is mentioned in the *Student Handbook* and at the start-of-year meetings. It remains highly visible throughout the year on a dedicated noticeboard at the entrance to the department's main office, and complements the services provided by UoY.

The department keeps records of students entitled to **support** on medical or other grounds. Relevant information is shared with lecturers who should to check the *Support Sheet*, at the beginning of each term, for students attending their teaching. The recently introduced *Welfare Form* is a single entry-point for staff to confidentially inform office staff if they are concerned about the well-being of a student.

In Week 1 of each academic year, new **PGR students** get to interact by working on mini research-projects led by academics. They present their findings in short talks open to all staff. A mentoring system between junior and senior PhD students is being considered to integrate students beyond their research group (**Action23**: Trial mentoring scheme pairing new and experienced PGR students).

All PGR students have a *Thesis Advisory Panel* (TAP) consisting of the supervisor(s) and two academics supporting and encouraging them throughout their study. Meeting twice a year, the panels oversees the

student's progress and advises on academic matters, career development, teaching, summer schools and workshop visits, strategies and timings to find post-doctoral positions or other employment. Decisions on progression are taken by the panel, based on written reports by the students. PGR students must attend training courses on *Research Integrity* and on *Being an Effective Researcher*.

At the annual *Graduate Symposium*, the 2nd-year PhD students present their research to peers and staff, with prizes awarded to the best talks. Experienced researchers give presentations about research strategies, application writing and preparation for interviews.

PGR students are encouraged early on to take part in regional, national and international meetings, presenting posters or giving talks. The long-standing student-run *Graduate Seminar*, formally supported by the department, represents a safe space to practice their presentation skills (no staff attending). PGR students can apply for travel support by the department, to complement the means provided by their own funding source. In November 2018, for example, two PGR students (1F/1M) in their writing-up phase received matched funding to attend Q-TURN, a conference in Brazil where the presentations of cutting-edge research in quantum information were interspersed with sessions where gender and employment issues in mathematical sciences were debated.

The DoM is acutely aware of the clash between funding often limited to 36 months and the duration of a PhD in mathematics (42 months). Throughout their course, PhD students are given teaching opportunities as UG seminar leaders, providing them with teaching experience and additional income. The 2018 EGPC survey found that 90% of PGR students believe that they "*have equal opportunities to become involved in teaching undergraduates*".

In the same survey, 80% of PGR students said that they "*intend to pursue a career in a STEM field*", after completion of their PhD (20% undecided). 65% state that the department offers support to help them "*progress from my PhD studies to a career in STEM*", while 5% disagree.

(v) 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 departmental *Research Facilitator* and the *Research Administrator* provide, respectively, academic and administrative support throughout the entire life cycle of a proposal (identifying funding opportunities, costing, reporting). Proposals successful with different funders are available for inspection.

The departmental **peer-review policy** requires two staff members—jointly identified by the HoS and the proposer—to comment on the application, with the aim of strengthening it. Ideally, one of them is a specialist in the research area while the other is not. The research support team comments on sections such as *Impact* and *Justification of Resources*. The team is in close contact with UoY's *Research, Grants and Contracts Team* to tap into central expertise about specific funders. The *Research Development Managers* help develop interdisciplinary opportunities and the *Business Development Team*, to establish links with industry.

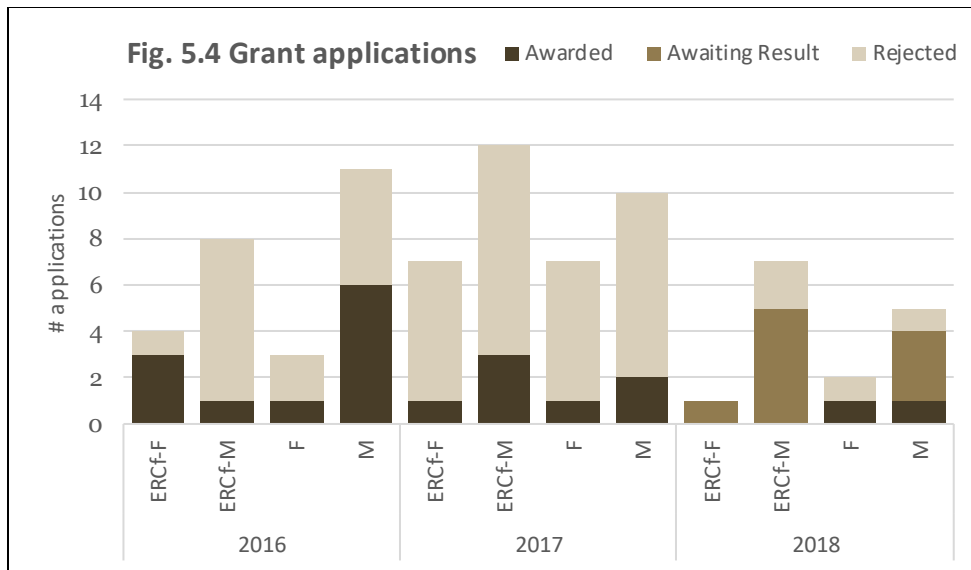
The HoSs and the Chair of DRC help drafting responses to reviewers' comments if necessary. They will also help to analyse why an application may have been declined and to identify alternative funding routes.

Support for ECRs takes many forms. Jointly with her supervisor, the departmental *Research Team* helped an ECR, for example, to successfully apply for an *Impact Accelerator Account Researcher Mobility Grant*. Previous applications to this funder had been unsuccessful. One ECR applied successfully for a Post-doctoral Fellowship that will allow him to do research at a different UK institution. Whenever feasible, ECRs will be named on grants.

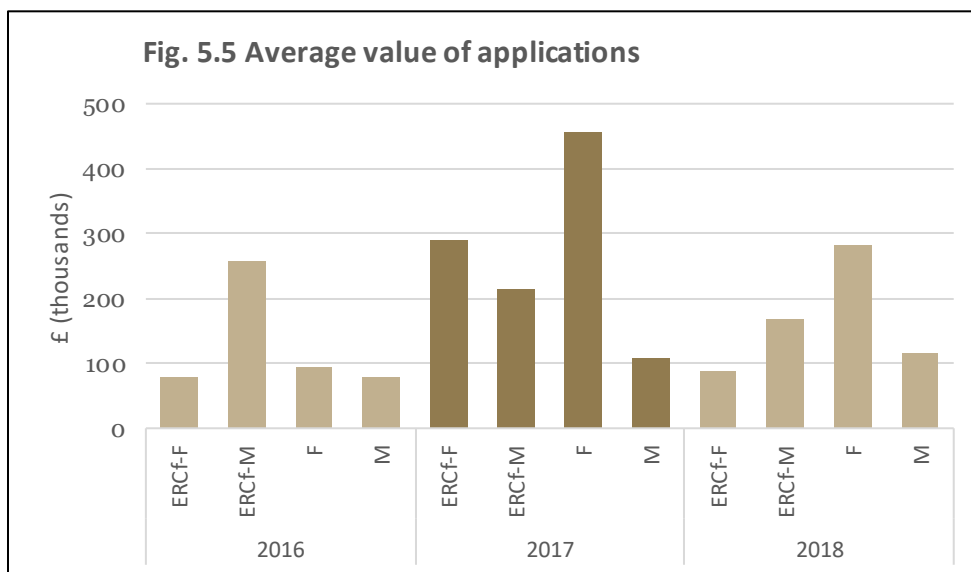
A new departmental initiative to support ECRs is the *York Mathematics Fellowship Development Bursary*, which funds week-long visits from promising researchers to work with staff on fellowship applications. The scheme has led to a considerable increase of ECRs. Since 2016, the department has welcomed three *Marie Skłodowska-Curie Fellows* (2F, 1M), two *Royal Society's University Research Fellows*, a *Newton International Fellow*, and two female fellows of the Schlumberger Foundation's *Faculty for the Future*. The "Faculty" programme support women in STEM disciplines from developing and emerging countries, to "*generate conditions that result in more women pursuing scientific careers by lowering the barriers women face when entering STEM disciplines, thus reducing the gender gap.*"

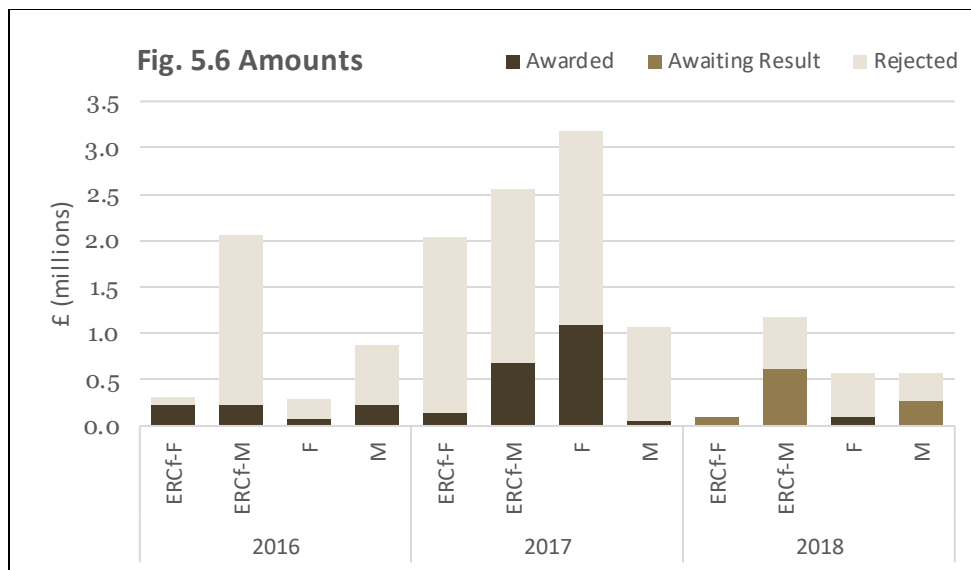
Figs. 5.4-6 show information about grant applications between 1/2016 and 8/2018, made by staff either as PIs or leading the York part of the application, and for male and female ERCs on fixed-term contracts (ECRf-M and ECRf-F, respectively). Smaller UoY grants such as "Pump-Priming" or workshop grants are excluded.

The percentage of applications submitted by female academics (who represent 15% of staff) is seen to vary between 20% and 40%, with success rates slightly below those of male applicants.



The average value of applications (Fig. 5.5) from female lead academics was, in 2017 and 2018, significantly larger than for male leads, translating into a higher total amount of grant funding than for males in 2017 (cf. Fig. 5.6).





Newly appointed members of staff are encouraged to immediately apply for grants: in 2016, five (2F/3M) applications were made to the EPSRC's *Starting Grant Scheme*. One of the three successful applications in 2017, valued at £1.3M, was led by a female staff member, and a female PDRA was named in it. A third of the early-career fellowship applications made by researchers external to the University and PDRA's came from women. There are too few applications overall to identify trends.

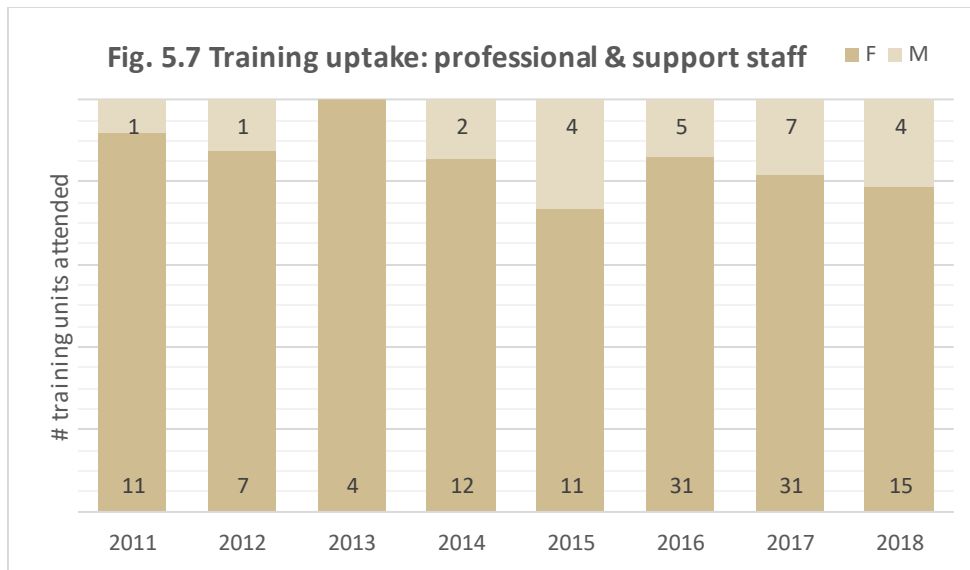
4.3. Career development: professional and support staff

(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?

UoY offers a broad range of training opportunities to PSS sent out as part of the weekly *Staff News* email. More than half of the departmental PSS state that, in 2017 and 2018, they “*have been offered training related to Equality and diversity, Leadership, Management, and Career Opportunities.*” The seven staff responding attended a total of ten training courses during this period. The number of *all* training attended by PSS is larger (Fig. 5.7).

The university develops training courses centrally and monitors uptake.



(ii) Appraisal/development review

Describe current appraisal/development review schemes for professional and support staff at all levels 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.

Support staff undergo the same compulsory performance review as all other staff, normally carried out by their line manager. Six of seven respondents (5F/2M; 2018 EGPC survey) found their appraisal useful, and in almost all cases both training opportunities and career progression were discussed.

(iii) Support given to professional and support staff for career progression

Comment and reflect on support given to professional and support staff to assist in their career progression.

Career progression is discussed with individual support staff in their annual PRs (cf. **Action20**). Office staff wishing to change their role within the university are supported to do so. In 2017, for example, the DM took up a role in another department for six months before permanently moving to a larger department.

4.4. Flexible working and managing career breaks

Note: Present professional and support staff and academic staff data separately.

(i) 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.

The staff member concerned will be directed to the departmental *Staff Guidelines for Maternity, Paternity and Adoption Leave*, updated in 2018. The document provides information about *university* policies in line with regulations and the details of the *departmental* procedures for support before, during and after maternity/adoption leave. It contains an easy-to-navigate flow diagram with timed actions.

Early on, staff members discuss potential health-and-safety issues with their line manager/supervisor, adjust tasks if laboratory work is carried out, order suitable furniture and agree on possible rest phases. Working flexibly or part-time will be explored, highlighting financial implications on maternity pay. **Pre-maternity leave meetings** are scheduled to discuss topics such as hand-over periods, mutual expectations, keeping-in-touch during leave, arrangements for student supervision and research activities related to grants, and administrative duties. Meetings with HoS, HoD, DM or the EGPC Chair may help to clarify other issues.

Expected arrangements upon return (changes in workload, research leave) will also be discussed, keeping in mind that unexpected changes may occur.

The arrangements also apply, *mutatis mutandis*, to staff taking adoption leave.

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

Explain what support the department offers to staff during maternity and adoption leave.

Contact with the individual on leave will be maintained by the maternity cover or office staff, via the preferred communication preferences (email, telephone, none). Staff on leave may use up to ten paid “Keep-in-Touch days” to **maintain contact** with their research groups, attend staff meetings, research away-days or otherwise.

Credit towards research leave is accrued during maternity leave.

(iii) **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.

The department aims to accommodate any **desired return option**: a staged return, part-time work, flexible working or a combination. Academic staff may be given reduced teaching and administrative duties.

At least two **meetings** between line manager and the staff member are planned: soon after the return and after three months. The focus is on re-profiling role dependent duties (teaching, career, training, supervision) respecting personal preferences and departmental constraints. In future PRs the longer-term situation should be discussed.

Funding available through the departmental *Collaborative Research Exchanges* scheme (cf. Sec. 5.3 (iii)) will help to restart research collaborations of staff returning.

(iv) **Maternity return rate**

Provide data and comment on the maternity return rate in the department. Data of staff whose contracts are not renewed while on maternity leave should be included in the section along with commentary.

All staff who took maternity leave over the last seven years returned to work.

(v) **Paternity, shared parental, adoption, and parental leave uptake**

Provide data and comment on the uptake of these types of leave by gender and grade. Comment on what the department does to promote and encourage take-up of paternity leave and shared parental leave.

For **paternal leave** of more than three weeks arrangements similar to maternal leave described in (i) to (iii) apply.

Maternity and paternity leave were taken by all support and academic staff (Tables 5.F-G) entitled to do so, as well as one PGR student in 2015/16. Known fathers-to-be are informed of the parental leave policy of the university and of the departmental guidelines. The document also describes the departmental arrangements for *shared parental or adoption leave* but no cases have occurred.

Maternity leave	2012	2013	2014	2015	2016	2017	2018
Support Staff				1		1	
PGR					1		
Lecturer				1		1	

Table 5.F: Uptake of maternity leave

Paternity leave	2012	2013	2014	2015	2016	2017	2018
Support Staff							1
PDRA					1		1
Lecturer	1		2	1		1	1
Sen. Lecturer			1				

Table 5.G: Uptake of paternity leave

(vi) Flexible working

Provide information on the flexible working arrangements available.

The department will support staff wishing to work flexibly whenever operationally and financially viable. Available options are summarized in a document available on the departmental intranet. Requests for unpaid leave or to move from full-time to part-time working (and *vice-versa*) are given full consideration.

In the 2017 UoYES, 93% of departmental respondents say that they are “*able to work flexibly*” (UoY-wide: 79%), and 89% agree that their “*line manager is considerate of my life outside of work*”, up 5% compared to 2014. 41% (UoY-wide: 61%) of staff say that “*over the last 12 months*” they have “*made use of Flexitime (Homeworking)*”.

For *informal* flexible working arrangements, see Sec. 5.6 (vi).

Before the annual teaching timetable is constructed, staff are invited to submit requests for consideration of personal commitments (caring or other) they may have. Staff may choose when to start/end their working days to accommodate domestic responsibilities, provided they fulfil their scheduled commitments.

Between 2012 and 2018 all applications for formal flexible working were accepted, including a request for a career break by a male senior lecturer. took a career break for family reasons. For the coming academic year, nine instances (2F/7M) of flexible working patterns are in place (two part-time requests; 7 (2F/5M) related to caring or medical/disability circumstances).

Staff members describing the impact of flexible working arrangements granted:

Former PhD student (M): “*The department has been particularly helpful by allowing me to take a leave of absence whilst I did an internship for three months. This allowed me to gain valuable work experience.*”

Lecturer (F): “*With two children and a husband whose job involves extensive travelling abroad, flexibility is key in my daily life. Indeed, I benefit from flexible working arrangements on a daily basis, as the department allows for my teaching and administrative tasks to be scheduled within core hours.*”

Senior Lecturer (M): “*The department has offered superb support since my arrival in York. I have a degenerative neurological condition and my two children were born in 2007 and 2011. The department has enabled me to work flexibly, take extended paternity leave, and to drop my hours first to 80% and later to 60%.*”

Reader (M): “A few years ago my partner took a job in Australia to be nearer to her ageing mother and the department very kindly gave me two tranches of leave of absence. Not only was this personally beneficial to us, but also very much so for my own research.”

(vii) Transition from part-time back to full-time work after career breaks

Outline what policy and practice exists to support and enable staff who work part-time after a career break to transition back to full-time roles.

The department will follow procedures similar to those applying to a return from maternity leave (**Action24:** Develop guidance and distribute via intranet).

4.5. Organisation and culture

(i) Culture

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

The department strives to provide a collaborative working environment for staff irrespective of their gender, nationality, sexuality, race, religion, disability or age. Its senior management team is acutely aware of the fact that women continue to be underrepresented widely in mathematics due to ingrained institutional and wider historical factors as well as current perceptions of society. To reach a balanced workforce, the department needs to be seen as a place open to all talents. It is committed to removing obstacles possibly disadvantaging specific staff, implementing procedural and structural changes if necessary.

The **internet presentation** of the department underlines the importance which it attaches to gender equality: information about the AS initiative, the *LMS Good Practice Scheme* and links to external resources are displayed in a prominent position. In 2014, 3% of 77 PGT students said they were aware of UoY’s AS Bronze status; in 2018, 44% of nine respondents knew about DoM’s AS Bronze status.

Internally, the department aims to treat its staff in a **fair** way (e.g. by allowing the widest possible access to resources such as travel funds), to be **transparent** (e.g. by making minutes from committee meetings available) and to be **inclusive** (e.g. by including *non-binary* as a choice in addition to *male* or *female* in recent EGPC surveys).

A push to create **better social spaces** for its staff is high on the department’s agenda. The *Topos*, a newly designed common room (next to a versatile room used for seminars, meetings, receptions, award ceremonies and activities by the students’ *MathSoc*) has changed attitudes and atmosphere

within the department. PGR students, PDRAs, academic and PSS staff use it regularly for coffee breaks and lunch.

PhD student (F): *“I spend time in the Topos every day.”*

Reader (M): *“The Topos is great. It is both a research centre and a social centre for the department, and I find I know a lot more than I used to about what other people are doing.”*

A space for UG students is currently under construction, similar to the *McDuff Study-Space* available to Masters students.

A variety of inclusive **social events**, taking place at different times of the day, are now fixtures in the annual departmental calendar. At the *Departmental Barbecue* in May final-year UG students relax with staff and PhD students on the day of their last assessment (poster presentations for BSc students, talks for MMath students). Posters and talks are open to peers which creates a sense of inclusiveness. Once final marks have been released, academics and PSS get together at the *End-of-Year Drinks & Nibbles*. Many staff and their families attend the *Summer Garden Party* held annually at the current HoDs home. In December, the department organizes a subsidized *Christmas Dinner* attended by PGR students, academics and support staff.

In 2018 survey, 90% of the PGR students responding said “that departmental social activities are equally welcoming to PhD students of all genders” while 75% of them thought that “*PhD students are given equal opportunities to contribute to departmental activities such as research talks, outreach and social activities.*” However, 5% thought that females were given better opportunities.

The termly *Lewis Fry Richardson Colloquium* brings together members of all research groups, followed by a drinks reception and dinner. The annual *Research Away-Day* (March) unite all researchers in the department for talks and discussion without administrative or teaching-related interruptions. Lunch is heavily subsidized by the department. Currently, there is no regular event bringing together ERCs (**Action25:** Establish activities aimed specifically at ECRs).

Once a term, female PGR students and staff members are invited to *Women’s Lunches* organised by a member of the EGPC and other female staff in the department. At these meetings female students, who may have male supervisors, get to know other female members of the department, both academic and PSS. This may be particularly important for women with different cultural or religious backgrounds.

The department is on excellent terms with *MathSoc*, the UoY’s society of UG mathematics students, supporting its activities logistically (room bookings, catering), financially and in terms of staff attending its events and

giving presentations. *Coffee and Calculus* is a popular weekly term-time event where students of all years meet to help each other, with cakes being supplied by members.

(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.

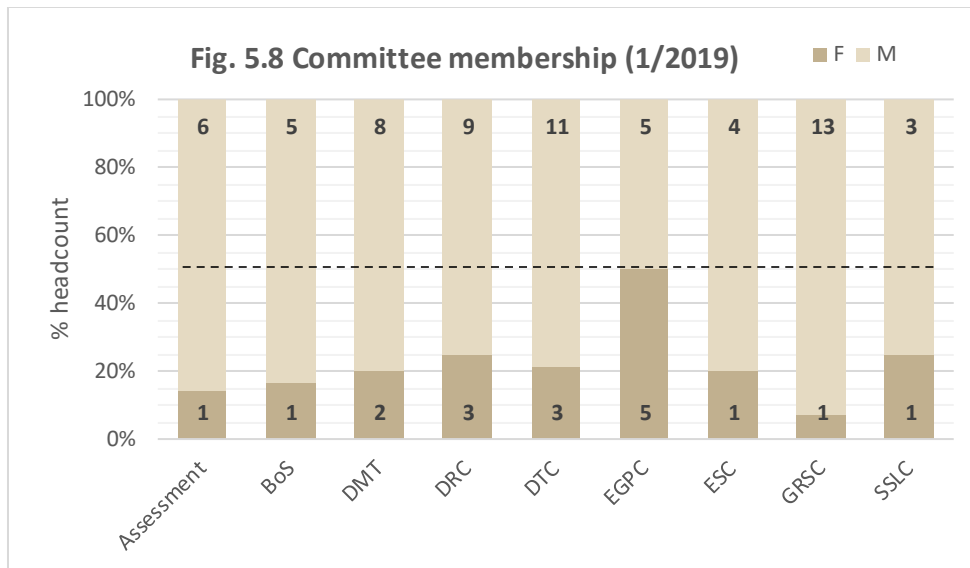
In a 2018 EGPC survey, 40% of responding PGR students agreed that DoM and UoY provide them with “*information about matters of gender equality and policies related to discrimination, bullying and harassment*”; 15% disagree (**Action26:** Increase visibility of relevant information). 80% of respondents agreed that their supervisors would “*deal effectively with complaints*” (harassment/bullying/offensive behaviour), up by 22% compared to 2016.

HR policies relevant to all staff are communicated at *staff meetings* and by email. There are no procedures in place to ensure that HR policies are applied consistently (**Action27:** Liaise with HR to establish communication channels and add item to annual meeting cycle).

(iii) Representation of men and women on committees

Provide data for all department committees broken down by gender and staff type. Identify the most influential committees. Explain how potential committee members are identified and comment on any consideration given to gender equality in the selection of representatives and what the department is doing to address any gender imbalances. Comment on how the issue of ‘committee overload’ is addressed where there are small numbers of women or men.

The department aims to involve a **mix** of staff (gender, seniority) across all committees. Currently, 18 of the 82 places on committees (i.e. 22%) are held by females (Fig. 5.8), slightly exceeding the proportion of female academics; substantially more female than male PSS serve on committees (often in administrative roles).



Women represent 20% or more of the members of the larger and most influential committees (Fig. 5.6) dedicated to *Research* (DRC), *Teaching* (DTC), *Management* (DMT) and *Equality* (EGPC). GRSC currently has only one female member but the EGPC Chair attends meetings with gender-sensitive agenda items (e.g. PGR-offer meetings).

Due to the gender imbalance of staff “committee overload” for females is mathematically inevitable. However, with time spent on committees being a fully recognized contribution, an overall fair allocation of administrative tasks among all staff can still be achieved.

Committee membership typically lasts three years. New members are being found through the HoD approaching staff, considering expressions of interest, current workload allocations and gender balance. This approach builds on the result of a 2015 EGPC survey where most—but not all—academics felt that they were given opportunities to represent the department internally. The ensuing discussion led the department to increase transparency by documenting the terms of all administrative roles on the intranet, including the associate workload contribution.

(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?

In a 2013 EGPC survey, several academics, particularly female, raised concerns that representing the department “*externally on committees of learned societies and funding bodies*” might go unacknowledged. The revised workload model encourages all staff members to accept such opportunities: the time spent, including travel and preparatory reading, is **recognized fully** once recorded on the *Special Contributions Sheet*.

(v) Workload model

Describe any workload allocation model in place and what it includes. Comment on ways in which the model is monitored for gender bias and whether it is taken into account at appraisal/development review and in promotion criteria. Comment on the rotation of responsibilities and if staff consider the model to be transparent and fair.

The workload model measures (in hours) **all contributions** made by staff. A thorough review of teaching and administrative tasks was carried out in 2017 by a committee led by a past EGPC Chair. Time estimates of workloads were based on written evidence from current and past role holders. Teaching and recruitment activities, pastoral care, outreach and public engagement, chairing of and participating in committees etc. are included, as are support for research and management duties. Chairing DTC and EGPC attracts the same number of hours, for example; buy-out from grants or other income increases research time. On the *Special Contributions Sheet* staff submit requests to include spent on non-standard activities be included (e.g. non-recurring outreach events or membership on funder panels).

For transparency, the HoD presents the annual departmental workload distribution at a staff meeting, in anonymized form. Details without anonymization are available on the intranet.

The model is managed by DMT and reviewed annually. EGPC inspected the anonymized 2018/19 workloads, without finding any bias in gender. Imbalanced loads across staff grade will be looked at in the future (**Action28**: EGPC to annually review anonymized workloads by staff grade).

All activities of a staff member are considered in the PR meeting. It is acknowledged that substantial administrative duties may impact on research output, and they are acknowledged by UoY's promotion criteria. The department aims to **balance workloads** over a period of three to five years by rotating administrative roles. Seasonally occurring workloads such as marking large numbers of exam scripts are used to adjust loads. In the 2017 UoYES 41% of staff in mathematics reported that, over the last 12 months, they had "*sometimes*" experienced work-related stress ("*frequently*": 9%; "*rarely*": 43%) which compares well with UoY overall ("*sometimes*": 39%; "*frequently*": 25%; "*rarely*": 20%).

UoY regularly carries out a *Time Allocation Survey* establishing the proportion of time academics spend on research, teaching and administrative tasks. For mathematics staff, the 2018 survey records a worryingly high average 42 hrs/wk, (12% more than the contracted 37.4 hrs/wk).

(vi) Timing of departmental meetings and social gatherings

Describe the consideration given to those with caring responsibilities and part-time staff around the timing of departmental meetings and social gatherings.

UoY reserves the right to schedule teaching activities between 9am and 6pm on weekdays, a total of 45hrs. Full-time staff are contracted to work 37.4 hrs/wk. The department responds to this mismatch by a generous policy of *informal* arrangements for flexible working, in addition to the *formal* arrangements (cf. Sec. 5.5 (vi)).

Normally, committee meetings and departmental meetings involving all staff are held at **core hours** (10am—3pm). Social gatherings (end-of-year celebrations, Christmas Dinner etc) are announced well in advance to allow staff to rearrange other commitments if necessary. In 2014, 73% of 46 staff (8F/38M) agreed/strongly agreed that meetings are completed in core hours.

Staff record on a **spreadsheet** when they work from home or take *time in lieu*, to compensate for workload peaks created by marking exam scripts to tight deadlines, completing AS applications or REF submissions.

(vii) Visibility of role models

Describe how the institution builds gender equality into organisation of events. Comment on the gender balance of speakers and chairpersons in seminars, workshops and other relevant activities. Comment on publicity materials, including the department's website and images used.

Ten series of research seminars are being held during term time; one departmental colloquium takes place each term. Of the 413 external speakers from 2015/16 to 2017/18, 68 were female (17%), compared with 16% for the two preceding years. Four seminar series had between 20% and 29% female speakers, while in others the proportion was as low as 6%; a 2015 target of 20% female speakers in each series has therefore been partly met.

The PGR representative in the EGPC was told by a PhD student that the new organizer "*has made the Algebra seminars feel like less of a boys club, and I think it's great. I only have a year of seminars to compare it to, but it feels like we've had far more female speakers this year*". EGPC will continue to monitor gender balance in research seminars and encourage organisers to invite women speakers (**Action29**: Send annual reminders to organizers with percentages of previous academic year).

The proportion of female participants (including speakers) at conferences organized by staff members and held in recent years at York varied between 12% and 18% (**Action30**: Add request to consider gender balance when organizers apply for financial support through DoM).

When asked about “*bias towards men or women in the material provided to you*” at the time of preparing their application, 27 out of 29 **UG students** (93%) in their first year (2018 EGPC survey) said that they had not noticed any imbalance. Two students thought there was some “leaning towards women”. 89% of these students said that they did not “*have both women and men as lecturers*” while 79% had “*both women and men as seminar leaders*” (**Action31**: Explore options to have both men and women teach first-year modules). When asked whether an “*increased presence of female staff would make a difference*” to them, one third answered with “yes”, 17% said “No”, and the remaining 50% answered “Does not matter not me”.

All 20 **PGR students** responding to a 2018 EGPC survey 2018 agreed that “*Information about the department - such as web pages, images and photographs on walls - shows the contribution of its members regardless of their gender.*” 65% of them agreed that “*There are role models in the mathematical community—such as visiting speakers—who I can identify with*”, and 15% disagreed. Looking back at their interviews in York, 80% agree that the “*department actively encourages applications from students of all genders.*”, the rest neither agreeing nor disagreeing.

(viii) Outreach activities

Provide data on the staff and students from the department involved in outreach and engagement activities by gender and grade. How is staff and student contribution to outreach and engagement activities formally recognised? Comment on the participant uptake of these activities by gender.

Male and female staff take part frequently in outreach activities mainly aimed at **promoting interest in mathematics** and, hence, to increase the number of students studying mathematics at A-level and beyond. Time spent on outreach by staff is recognised in the workload model; PGR students volunteers are paid whenever possible.

The activities include subject *taster days*, *school visits*, *science trails*, *public events* and *popular lectures*, catering for a **broad audience** ranging from school pupils to interested adults. Staff regularly take part in schemes run by the university—*Next Step York*, *Realising Opportunities*, *York Experience Summer Schools*, aimed at groups that are under-represented in higher education. During the last few years five members of staff (2F/3M) ran *taster sessions* providing these students with a flavour of university-level mathematics.

Over the last three years the Department has helped to set up and lead *Royal Institution Mathematics Masterclasses*. Each series comprised six Saturday morning sessions for 25 to 45 Year-9 students from schools across North Yorkshire. The Department provided three of the speakers (1F) in 2016, three (2F) in 2017 and four (2F) in 2018, with support by a significant number of male and female PhD students. A former female PhD student

was the driving force behind the series, and in 2018 she was awarded a *Masterclass Achievement Award* by the Royal Institution.

One of the department's longstanding outreach activities are its fortnightly two-hour twilight sessions, which run as separate Y12 and Y13 courses from November to April for students at a range of schools in the region. The Y13 classes focus on STEP, MAT and the transition to university mathematics, while the Y12 classes offer a broader range of curriculum enhancement. Each is run by a staff member assisted by a PhD student, and the classes are paid for and organized by the network *Advanced Mathematics Support Programme*. Currently, one of the four teachers is a woman, and eight out of 18 Y12 students are female, as are four of the 15 students in Y13.

A female professor of the department was selected by the *Women in Mathematics Committee* of the LMS to give an annual *Mary-Cartwright Lecture* and she also gave *Gresham College Annual Lecture*.

At occasions such *Florence-Nightingale Day* or *Ada Lovelace Day* outreach activities are arranged for girls, or local girls-only schools attend events. In June 2017, the department hosted a poster exhibition rolled out across universities in the UK, as part of a *European Women in Mathematics* initiative. On the back of this exhibition, the department organized a day of outreach events for pupils from regional schools attended by 35 girls and eight boys. A year later, EGPC ran the outreach event *Maths—Unlocking the world around us* again; five male and twenty female pupils from local schools including a "Girls' Academy" attended. Funds from the annual EGPC budget (£1000) were used to pay PGR students of both genders helping at the event. 44% of the pupils said they were now more likely to study mathematics at University having attended the event. The event will now be organized every year.

5. 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

Observation	36% of UG student body are female
Action01	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)
Responsibility	Departmental Admissions Officer; EGPC: Chair and Portfolio Holder <i>Information</i> ; UoY web design
Timescale	By October 2021
Success	percentage of female UG students increases from 36% to 40%

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

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

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

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

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

Observation	Male UG students are more likely to withdraw than female students
Action07	<ol style="list-style-type: none"> 1. Identify reasons for male UG students to withdraw via students and/or supervisor 2. take action accordingly
Responsibility	Chair EGPC
Timescale	By October 2021
Success	male and female UG students withdrawal in equal proportions

Observation	Only 20% students on MMath programme female (vs. 40% BSc programme)
Action08	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)
Responsibility	Chair EGPC
Timescale	By October 2022
Success	30% of students on MMath degree are female

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

Actions related to PGT students

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

Observation	Male PGT students outperform females on average
Action11	1. Compare language skills of overseas female and male PGT students 2. offer support with scientific writing if suitable
Responsibility	EGPC Chair; PGT Programme Leaders
Timescale	By October 2020
Success	balanced degree attainment from 2021/22

Observation	More than 50% of PGT students withdrawing are male
Action12	1. Identify reasons for male PGT students to withdraw via students and/or supervisor 2. take action accordingly
Responsibility	EGPC Chair; PGT Programme Leaders
Timescale	By October 2020
Success	Equal withdrawal proportions from 2021/22

Actions related to PGR students

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

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

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

Observation	Completion rate of female PGR students is 77% vs. 88% for male PGR students
Action16	<ol style="list-style-type: none"> 1. Monitor effect of new, stricter progression rules for PGR students (in place form 2016/17) 2. introduce exit questionnaire for students and supervisor
Responsibility	GRSC Chair; EGPC Chair
Timescale	By August 2020
Success	Actions in place to reduce unbalanced withdrawal rates

Observation	Only one in five students on MMath programme is female (vs. two in five on BSc programme)
Action17	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
Responsibility	Chair EGPC; Portfolio Holders EGPC-surveys and EGPC-outreach
Timescale	By August 2020
Success	Three in ten students on MMath programme are female by 10/2020

Actions related to Key Career Transition Points

Observation	Vacancies are not always advertised through specialized channels
Action18	Distribute job vacancies via media specialized in promoting women in STEM areas such as WISE
Responsibility	Departmental Manager
Timescale	Immediate start; ongoing
Success	Broader spread of job adverts results in a larger proportion (25%) of women applying

Observation	New staff are not asked about their recruitment or induction experience
Action19	Organize annual meeting with new staff to feedback about recruitment and induction
Responsibility	EGPC Chair
Timescale	Start in early summer 2019; ongoing
Success	Information about departmental processes from “outside” gathered and implemented accordingly

Observation	Promotion opportunities for PSS are limited
Action20	Line managers and HoD to identify PSS eligible for pay scheme <i>Rewarding Excellence</i> eligible PSS
Responsibility	PSS Line Managers; HoD
Timescale	From October 2019; ongoing
Success	Eligible PSS are submitted to pay scheme

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

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

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

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

Actions related to organisation and culture

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

Observation	Less than half of PGR students agree that they are provided with information about gender equality and discrimination
Action26	<ol style="list-style-type: none"> 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)
Responsibility	GRSC Chair: Symposium; EGPC Chair and Portfolio Holder <i>Policies</i> : documentation on intranet; Departmental Research Facilitator: newsletter
Timescale	From October 2019; ongoing
Success	Positive feedback (>50%) in annual PGR surveys

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

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

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

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

Observation	Most First-Year UG students in 2017/18 did not have a female lecturer
Action31	<ol style="list-style-type: none"> 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)
Responsibility	HoD; EGPC Chair
Timescale	From October 2021
Success	At least one first-year module (or part thereof) is taught by a female from October 2021

