



Institution Application Bronze and Silver Award



Name of institution	University of York	
Date of application	30 November 2018	
Award Level	Silver	
Date joined Athena SWAN	2006	
Current award	Date: 2015	Level: Bronze
Contact for application	Prof. Deborah Smith, Pro-Vice-Chancellor for Research	Anna Reader, Athena SWAN Coordinator
Email	deborah.smith@york.ac.uk	anna.reader@york.ac.uk
Telephone	01904 323492	01904 324681

1. LETTER OF ENDORSEMENT FROM THE HEAD OF INSTITUTION

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

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

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

Data/Presentation notes:

- Staff numbers are FTE (Full-Time Equivalent) unless stated otherwise
- Most graphs plot %F FTE compared to overall FTE
- HESA benchmarking data is used where available. HESA data is not available by grade other than Professor.
- Russell Group (RG) and UK benchmarks have been calculated using an average of all other universities excluding York, and using only the discipline codes used at York.
- Small variations in some numbers presented throughout the application are the result of database updates during the period of data analysis.
- Tables and charts are presented in an accessible colour palette.
- Academic departmental data is separated into STEMM (Sciences Faculty) and AHSSBL (Arts & Humanities Faculty and Social Sciences Faculty combined)

Table 1.1: Abbreviations used in the application

Abbreviation	Definition
AHSSBL	Arts, Humanities, Social Sciences, Business & Law
ALR	Associate Lecturer/Researcher
ART	Academic, Research & Teaching staff
AS	Athena SWAN
ASC	Athena SWAN Coordinator
ASAP	Athena SWAN Action Plan
ASF	Athena SWAN Forum
ASSG	Athena SWAN Steering Group
BME/BAME	Black & Minority Ethnic / Black, Asian & Minority Ethnic

CHE	Centre for Health Economics
DACs	Development and Assessment Centres
DRC	Departmental Research Committee
E&D	Equality and Diversity
EES	Employee Engagement Survey
ECU	Equality Challenge Unit
EDI	Equality, Diversity and Inclusion
EDIC	University Equality, Diversity & Inclusion Committee
EDIAP	Equality, Diversity & Inclusions Action Plan
EIA	Equality Impact Assessment
EDO	Equality and Diversity Office
EPA	Equal Pay Audit
FT	Full-Time
FTC	Fixed term contract
FTE	Full-time Equivalent
FPE	Full Person Equivalent
FWG	Athena SWAN Faculty Working Group
GEM	Gender Equality Mark
GSA	Graduate Students' Association
HESA	Higher Education Statistics Agency
HoD	Head of Department
HR/HRD	Human Resources/HR Director
HYMS	Hull York Medical School
IoP	Institute of Physics
IPC	International Pathways College
JNCC	Joint Negotiating & Consultative Committee
L&D	Learning & Development
LGBTI/LGBT+	Lesbian, gay, bisexual, transgender and intersex
L&T	Learning and teaching
LR	Lecturer/Researcher
PDR	Performance and development review
PG	Postgraduate
PGR	Postgraduate Researcher
PSD	Professional Services Department
PSS	Professional and Support Staff
PT	Part-time
PVC	Pro Vice-Chancellor
R&T	Research and teaching
SAT	Self-Assessment Team
SLR	Senior Lecturer/Researcher
SREF	Staff Race Equality Forum
STEMM	Science, Technology, Engineering, Mathematics and Medicine
SWG	(Athena SWAN) Submission Working Group
T&S	Teaching and Scholarship
UB	Unconscious Bias
UEB	University Executive Board
YUSU	York University Students' Union

Table 1.2: Staff terms used throughout this document

Staff group	Academic, Research and Teaching staff (ART)			Professional and Support staff (PSS)
Contract types	Academic (Research & Teaching contract)	Research contract (Research)	Teaching & Scholarship contract (Teaching)	All staff on administrative, technical and professional contracts
Terms used in data presentation	Associate Lecturer/Researcher (Grade 6) Lecturer / Researcher (Grade 7) Senior Lecture /Researcher (Grade 8) Reader (Grade 8 Reader) Professor/Senior Staff Researcher (SSR)/Head of Department (HoD)/Senior Management, academic (Snr Mgt)			Support Support staff Grades 1-8 Snr Mgt

The AS Action Plan 2018-2022 (ASAP18-22) has a thematic structure inspired by our Electronic Engineering department (Table 1.3). It identifies where staff feedback has been considered, and to enable clear planning and accountability, budget details and both oversight and implementation responsibilities are included.

Table 1.3: Thematic structure of AS Action Plan 2018-2020

ENGAGE	Embedding AS Principles throughout the University and engaging all staff with the diversity agenda and the need for change
THRIVE	Remove real and perceived barriers to allow all staff to thrive
INSPIRE	Be a sector leader in gender equality by improving our own practices and sharing our experiences and knowledge with others

Fig 1. 1 University Executive Board (UEB) wearing Suffragette coloured button-holes marking 100 years of some women being granted the vote, 6 February 2018.



Section 1 wordcount (inc VC letters): 944

2. DESCRIPTION OF THE INSTITUTION RECOMMENDED WORD COUNT: BRONZE: 500 WORDS | SILVER: 500 WORDS

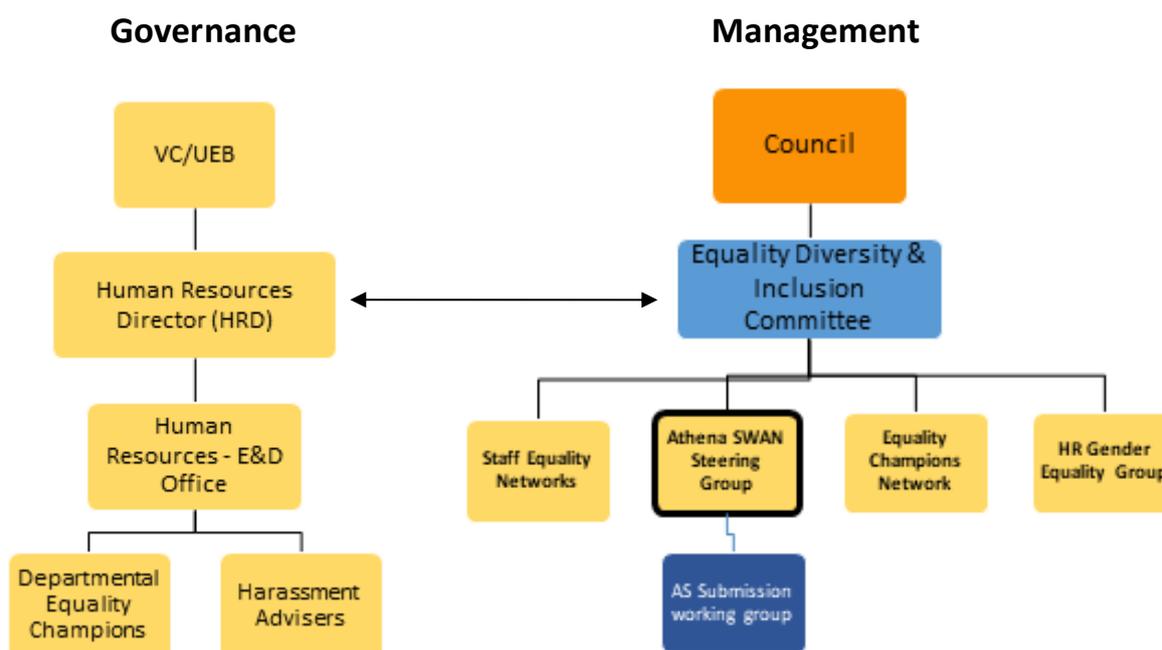
Please provide a brief description of the institution, including any relevant contextual information. This should include:

- (i) information on where the institution is in the Athena SWAN process
- (ii) information on its teaching and its research focus
- (iii) the number of staff. Present data for academic and professional and support staff separately
- (iv) the total number of departments and total number of students
- (v) list and sizes of science, technology, engineering, maths and medicine (STEMM) and arts, humanities, social science, business and law (AHSSBL) departments. Present data for academic and support staff separately

(i) Athena SWAN at the University of York

Founded in 1963 on the principles of excellence, equality and opportunity for all, The University of York joined the Athena SWAN (AS) Charter in 2006, holding an institutional Bronze award ever since. Equality and diversity (E&D) are embedded in the University's governance and management structures (Fig 2.1). Explicit commitments to AS are in our University Strategy, Research Strategy and Equality, Diversity and Inclusion (EDI) Strategy, with commitment to E&D in our Learning and Teaching (L&T) strategy.

Fig 2.1 University of York Equality structure

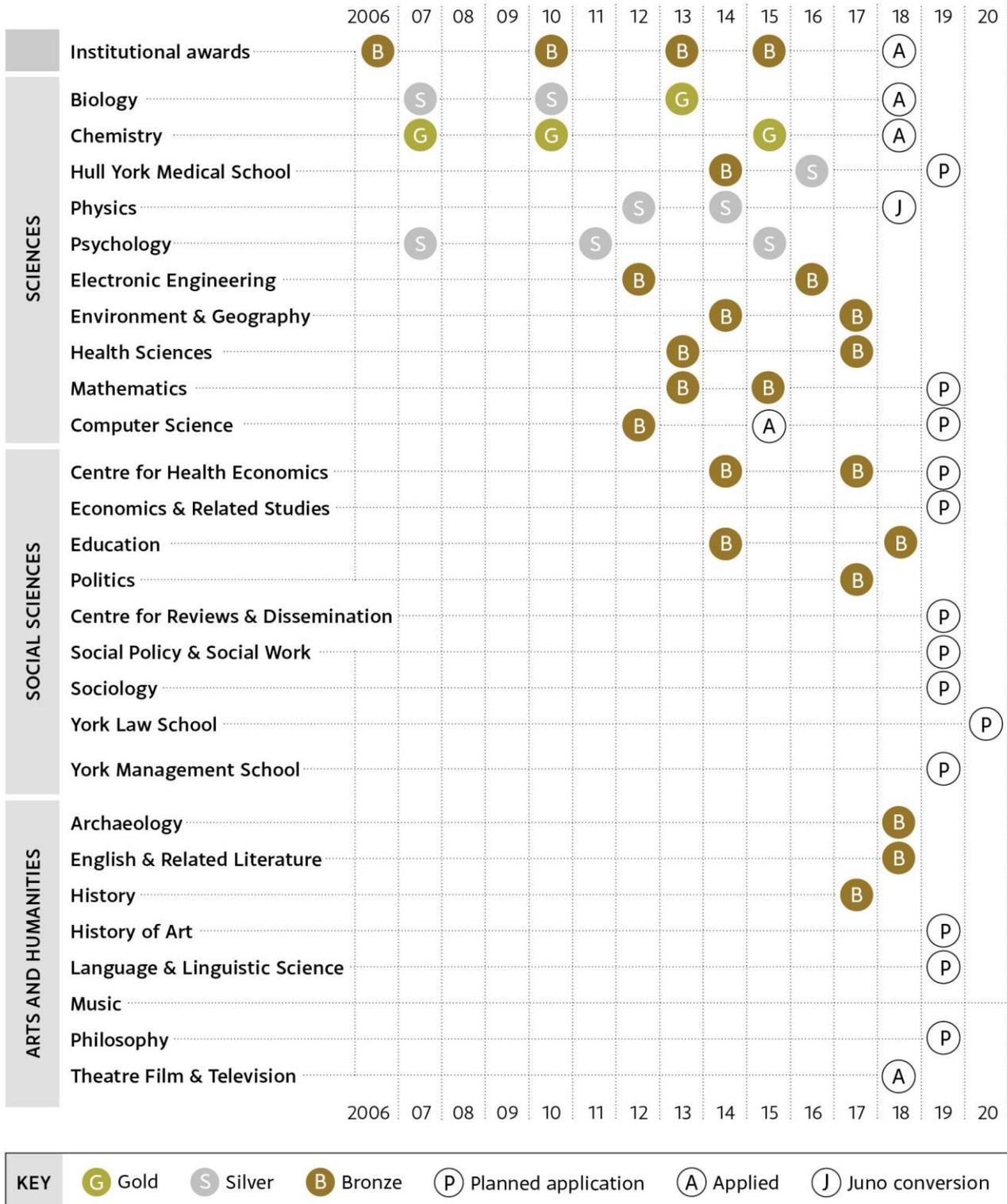


Our gender equality work was originally championed by our Chemistry and Biology departments. Chemistry was the first UK department to achieve Gold (held since 2007) and Biology was the first UK biology department to achieve Gold. Other STEMM departments followed, and since the expansion to AHSSBL we have continued to embed AS principles across the University, now with 15 departmental awards (Fig 2.2).

Supporting our AS and E&D work, we appointed a permanent Head of E&D and an AS Coordinator (ASC) in 2016, and dedicated resources to improve data and information sharing for E&D activities. All but one small department (20 ART staff) is planning to apply for an award by 2020; with ongoing support, our aim is for all departments to apply for an award by 2022.

ENGAGE E1: Commit to ensuring gender equality across all academic departments and provide accessible and tailored information and advice for all departments for AS work

Fig 2.2 Departmental Athena SWAN award status by faculty¹².



¹ Hull York Medical School is our joint medical school with the University of Hull

² Table based on submission year of successful application

Many gender equality champions have long advocated the benefits of our work, sharing experiences with the University and other organisations, nationally and internationally.

One example of our shared experience is in our discussions on campus in 2016 with Mark Daley, Associate Vice-President (Research), Western University, which contributed to the lobbying of the Canadian government to introduce a similar initiative to AS. In 2018, the Canadian Government announced it would implement a 'made-in-Canada' AS initiative. Mark Daley wrote to thank our PVC Research (Chair ASSG) and ASC:



"Your encouragement, enthusiasm, and assistance was the catalyst for a group of Canadians ... to lobby what turned out to be a very receptive Minister and her political staff. I write to share with you manifest evidence of the impact of your kindness"



IMPACT: The University's work for more than a decade on Athena SWAN has inspired other organisations, nationally and internationally, to engage with the charter and implement gender equality good practice.

(ii) Teaching and research focus

York is a research-intensive Russell Group (RG) university. We were ranked 10th in the UK for research impact in REF 2014 with one of the highest rankings for 4* world-leading research. Our seven interdisciplinary research themes address complex challenges of global significance. Our 'Justice and Equality' theme tackles some of the world's toughest challenges around financial, health, education, and social inequalities.

Our approach to L&T promotes specific principles for programme design based on extensive evidence for effective L&T in higher education. This is augmented by our Inclusive Learning, Teaching and Assessment Policy framework, designed to enable all students to succeed.

Our research-rich environment combined with dedication to students' personal and academic development is reflected in our Teaching Excellence Framework (TEF) Gold rating. The TEF panel praised our strong research environment as providing "consistently outstanding outcomes for students from all backgrounds."

(iii-v) Departments, staff & students

The University has 17,000+ students more than 3500 staff (Fig 2.3) across 9 professional services departments (PSDs) and three academic faculties, established in 2013 (Table 2.2).

50.6% of our staff are women (Table 2.1) Gender representation in our 'Research' and 'Teaching & Scholarship' cohorts is fairly balanced but we have an under-representation (35%) of women in Academic (Research & Teaching) roles (compared to 41% UK HEI average³), and an over-representation (59%) among Professional and Support staff (compared to 62.6% UK).

THRIVE T6: Ensure all recruitment material and processes directly address gender and other inequalities to encourage a diversity of applicants.

³ HESA: Yearly Overview 2016/17

Fig 2.3 Total staff numbers by Contract Function (December 2017)

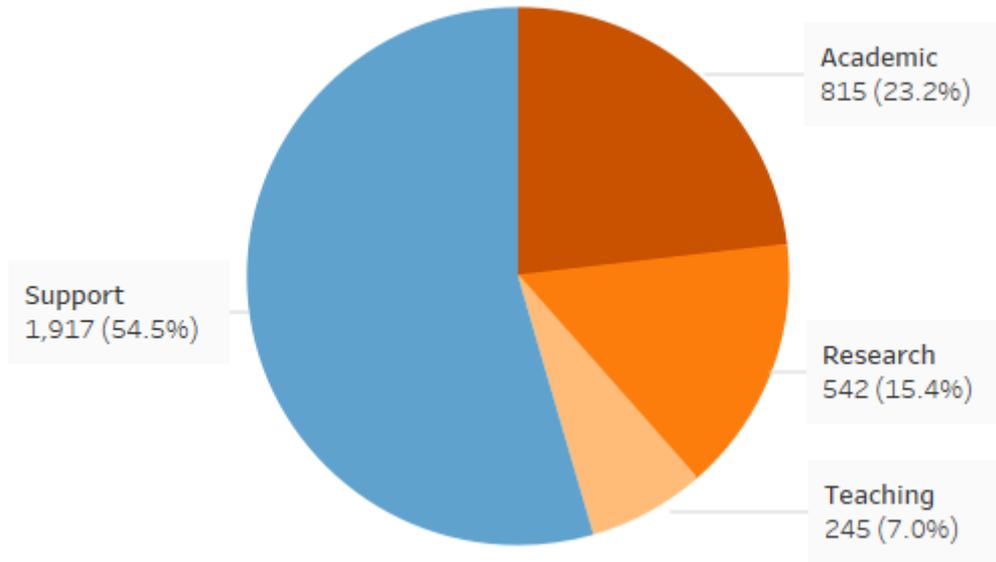


Table 2.1 Breakdown of University staff by contract function and gender (2017)

Contract Function	F		M		Grand Total	
	Count	%	Count	%	Count	%
Academic	287	35.3%	527	64.7%	815	100.0%
Research	254	46.8%	288	53.2%	542	100.0%
Teaching	116	47.5%	129	52.5%	245	100.0%
Support	1,122	58.6%	794	41.4%	1,917	100.0%
Grand Total	1,780	50.6%	1,738	49.4%	3,519	100.0%

Fig. 2.4 Proportion of students benchmarked against UK and RG Universities (2016-17)

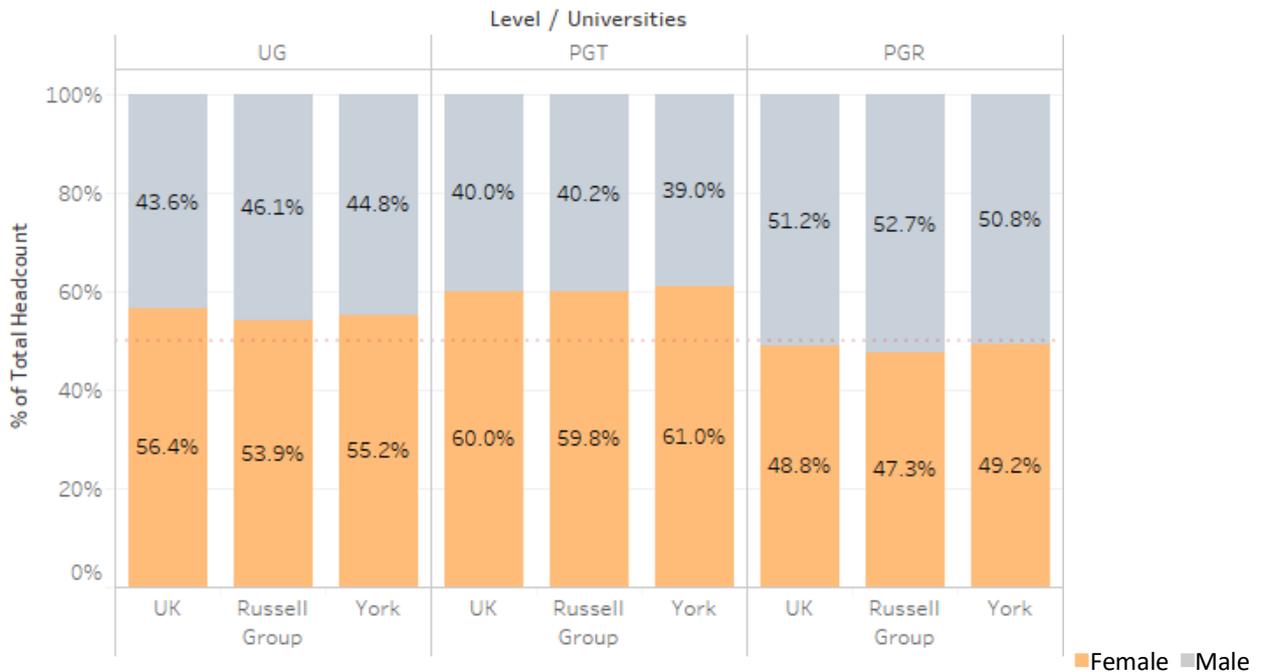


Table 2.2 Staff and students by department⁴

	Academic	Research	Teaching	Support	STAFF Total	UG	PGT	PGR	Student Total	
Faculty of Arts and Humanities	Archaeology	20	9	5	26	60	257	158	60	474
	English and Related Literature	39	3	8	8	57	681	112	80	872
	History	50	8	1	10	68	782	94	59	935
	History of Art	17		1	7	24	169	52	62	283
	Language and Linguistic Science	21	9	15	8	53	420	38	33	491
	Music	17		2	5	24	181	106	46	333
	Philosophy	17		9	7	33	408	26	25	459
	Theatre, Film and Television	24	4	7	19	54	450	45	28	523
	Other Faculty Staff	1			1	2				
	Total	205	32	48	91	376	3,347	631	392	4,370
Faculty of Sciences	Biology	56	98	14	130	297	781	7	114	901
	Chemistry	43	77	8	79	206	739	17	139	894
	Computer Science	36	26	11	35	109	482	161	95	738
	Electronic Engineering	24	19	13	24	79	448	84	68	600
	Environment and Geography	28	35	2	23	88	411	65	61	537
	Health Sciences	25	73	46	84	227	930	214	45	1,189
	Hull York Medical School	18	1	1	20	41	412	52	14	478
	Mathematics	44	14	1	7	66	586	66	39	691
	Physics	48	40	3	39	130	450	26	105	581
	Psychology	34	20	7	23	85	672	126	41	839
	Other Faculty Staff	2			3	5				
	Total	358	403	106	467	1,333	5,910	818	720	7,448
Faculty of Social Sciences	Centre for Health Economics	10	42		11	63				
	Centre for Reviews and Dissemi..	2	21		7	30				
	Economics	42	2	6	16	66	659	273	42	974
	Education	26	6	13	16	61	286	281	87	654
	Politics	37	5	16	17	76	681	157	56	894
	Social Policy and Social Work	29	20	13	18	81	343	403	27	773
	Sociology	27	7	4	8	46	415	52	44	510
	The York Law School	20	0	11	6	36	511	52	15	578
	The York Management School	47	3	17	17	84	749	277	35	1,061
	Other Faculty Staff	1			3	4				
Total	240	108	79	120	547	3,643	1,494	305	5,443	
University Support Services	Estates and Campus Services				428	428				
	External Relations			6	155	162				
	Finance				67	67				
	Human Resources				62	62				
	Information Services				213	213				
	Registrar's and Planning				63	63				
	Research and Enterprise				75	75				
	Student and Academic Services			6	166	171				
	Total	11		13	1,238	1,262				
	Vice Chancellor's Department	11		1	10	22				
Total	22		25	2,477	2,524					
Grand Total	826	542	258	3,155	4,781	12,900	2,943	1,417	17,260	

⁴ 24 FTE ART employed outside the faculties are excluded later where the focus is STEM/AHSSBL disciplines.

Table 2.3 International Pathway College: Staff (FTE) by Contract Function and Gender (2017)

Contract Function	F		M		Grand Total	
	FTE	%	FTE	%	FTE	%
Teaching	15.93	42.9%	21.20	57.1%	37.13	100.0%
Support	2.65	57.0%	2.00	43.0%	4.65	100.0%
Grand Total	18.58	44.5%	23.20	55.5%	41.78	100.0%

Our International Pathway College (IPC) opened in 2016 providing foundation and English language courses for International students (Table 2.3). IPC staff contributed to the focus groups and the College is working to apply for an AS award.

ENGAGE E1: Commit to ensuring gender equality across all academic departments, including International Pathways College (IPC), providing accessible, tailored information and advice for all departmental AS work.

ENGAGE E2: Ensure ongoing effectiveness of the AS governance structure and self-assessment process.

- Ensure AS governance supports Professional Support Departments (PSDs) and IPC.

Table 2.4 Staff by ethnicity and gender (2017)
benchmarked against RG and UK universities (HESA 2016/17) (FPE)

Group	Ethnicity (basic)	Benchmark / Gender								
		YORK			RG			UK		
		F	M	Total	F	M	Total	F	M	Total
ART	Black and Minority Ethnic	12.0%	10.7%	11.3%	14.4%	14.7%	14.6%	12.5%	14.0%	13.3%
	White	83.0%	83.4%	83.2%	76.9%	74.6%	75.6%	79.8%	76.7%	78.2%
	Unknown/not applicable	4.9%	5.9%	5.5%	8.7%	10.6%	9.8%	7.7%	9.2%	8.5%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Support	Black and Minority Ethnic	5.6%	4.8%	5.3%	11.9%	10.6%	11.5%	10.7%	10.3%	10.6%
	White	92.6%	91.1%	92.0%	82.9%	81.6%	82.5%	84.6%	82.8%	84.1%
	Unknown/not applicable	1.8%	4.2%	2.8%	5.2%	7.7%	6.0%	4.7%	6.9%	5.4%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

The proportion of University staff identifying as BME (Table 2.4) is relatively low when compared to the RG and UK HE sector, particularly PSS staff; however, figures are more in line with the local York BME community at 9.8% (2011)⁵. Ethnicity is unknown for around 3.8% of our staff and we aim to increase disclosure rates.

ENGAGE E8: Review and extend the categories of protected characteristics used in our data collection and monitoring processes.

Section 2 word count 746

⁵ Roberts, E. (2017) *A history of York Racial Equality Network*.

3. THE SELF-ASSESSMENT PROCESS

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

Describe the self-assessment process. This should include:

(i) a description of the self-assessment team

The self-assessment team (SAT) comprises the Athena SWAN Steering Group (ASSG) and a task-focused submission working group (SWG) (see 3.ii). Membership comprises mainly ex-officio roles with some co-opted and voluntary positions to include representation across career stage and a breadth of equality and personal experience.

SWG includes members of the ASSG plus staff with specific relevant experience (Table 3.1). The gender and other characteristics of the voluntary members are considered regularly in order to achieve a stronger balance of representation overall, however, this balance fluctuates depending on post-holders.

For 2017-2018, the SAT comprised:

- 69% (11/16) women
- 13% (2/16) from a BME background
- 38% (5F/1M) work part time
- 38% (5F/1M) with school-aged children
- 13% (2F) with elder-care responsibilities
- 31% (4F/2M) international staff/students.

ENGAGE E2: Ensure ongoing effectiveness of the AS governance structure and self-assessment process.

- Annually review AS governance structure, resourcing and AS Steering Group membership.
- Improve diversity, and ensure gender balance of the ASSG reflects UoY gender balance, by selecting a diversity of members and co-opting staff where necessary.

Table 3.1 Membership of the Self Assessment Team (SAT)

Name	Position	SAT role & experience
Henrice Altink	Professor in Modern History (ART) Co-Director, Interdisciplinary Global Development Centre Chair, Dept. Research Committee (DRC), History	Ex officio - Chair, Arts & Humanities AS FWG ASSG & SWG member Former AS lead, History (Bronze A&H dept) Deputy-editor, Women's History Review
Maria Ayaz	Head: Equality & Diversity (PSS)	Co-opted - ASSG & SWG member EDIC member Part of AS SAT at previous University
[PG student representative]	PG Student Vice President, Graduate Student Association (GSA)	Ex-officio - PG Student representative ASSG member

Russell Grant	Planning Officer, Faculty of Sciences (PSS)	Co-opted - Planning Office representative ASSG & SWG member Member, Sciences AS FWG AdvanceHE panellist
Nino Grillo	Lecturer, Languages & Linguistic Science (ART)	Co-opted - ASSG member AS Lead for Dept.
Jane Hill	Professor of Ecology (ART) Biology Deputy HoD (Research) Chair, Biology Research Committee	Ex officio - Chair, Sciences AS FWG ASSG & SWG member Former AS lead, Biology (Gold dept) Member, Biology E&D committee (BioEDG) AdvanceHE panellist & chair
Corrine Howie	Human Resources Partner, Faculty of Sciences (PSS)	Co-opted - SWG member Member, Sciences AS FWG, several science dept SATs, University's Concordat Implementation Group Previously coordinated University/STEMM AS work AdvanceHE panel observer
Rowena Jacobs	Professor, Centre for Health Economics (ART)	Ex officio - ASSG & SWG member Chair, Social Sciences AS FWG Chair, CHE E&D Action Team AdvanceHE panellist
Emily Peckham	Research Fellow, Health Sciences (ART)	Volunteer - PGR representative ASSG member
[UG representative]	UG Student YUSU Academic Officer	Ex-officio - UG representative (2017/2018) ASSG member
Anna Reader	University Athena SWAN Coordinator (PSS)	Coordinates university and dept AS work Ex-officio - ASSG member, SWG Chair AdvanceHE panellist Member, University's Concordat Implementation Group
[Data Officer]	Athena SWAN Data Officer (PSS)	Data analysis and presentation

		Ex-officio - SWG member PhD student (Computer Science) and dept. PGR rep
Helen Selvidge	Assistant Director of Human Resources (Specialist Services) (PSS)	Ex-officio - Human Resources lead for AS activity ASSG & SWG member EDIC member
Alison Sherratt	Internal Communications Manager (PSS)	Co-opted - External Relations representative EDIC member ASSG member
Deborah Smith	Professor, Biology (ART) Pro-Vice-Chancellor, Research	Ex officio - Chair, ASSG Previous HoD Biology (Gold dept)
Paul Walton	Professor, Chemistry (ART)	Ex officio - Chair, AS Forum ASSG member Previous HoD and AS lead in Chemistry (Gold dept) Member, AdvanceHE Athena SWAN Review Steering Group

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

Replacing the former STEMM Athena SWAN Working Group, the **Athena SWAN Steering Group (ASSG)** was established in January 2016. Chaired by the PVC Research, ASSG meets bi-monthly and reports termly to University Executive Board (UEB) and Equality, Diversity & Inclusion Committee (EDIC) ensuring strategic leadership for our gender equality work across all disciplines (Fig 3.1). ASSG's main responsibilities are to: provide direction and overall coordination of University gender equality activities; oversee the progress of institutional/departmental applications; progress the institutional action plan; receive reports from FWGs and ASF. The group has a shared online folder for meeting papers and related material, and a dedicated group email to aid communication between meetings.

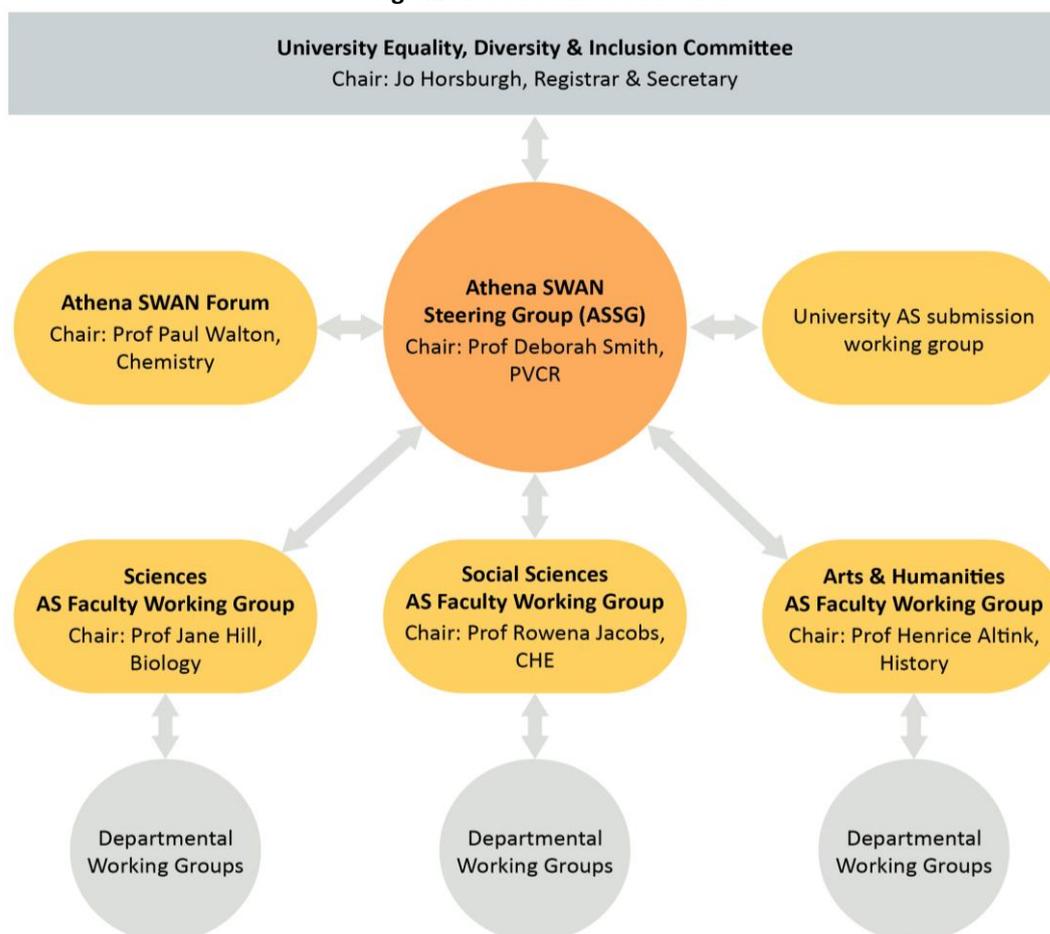
Faculty Working Groups (FWGs) were established (2016) comprising representatives from each department and a Chair who sits on ASSG. The FWGs meet termly to share good practice and discuss common issues which are conveyed to ASSG.

Launched in 2016, the **Athena SWAN Forum (ASF)** runs termly, is open to all staff and provides a forum for sharing good practice and innovative ideas about all aspects of gender equality. Regular updates and Forum participant feedback is conveyed to ASSG. Invited external speakers have included:

- Head of Equality Charters, ECU/AdvanceHE
- Athena SWAN lead for Faculty of Engineering & Physical Sciences, University of Leeds
- Professor of Sociology and Social Policy, University of Limerick
- Executive Dean, Natural and Mathematical Science, King's College London

The **AS Submission Working Group (SWG)**, established March 2017, was tasked with preparing this application and has met monthly to review data and provide commentary. Observations, identified issues and proposed actions were summarised for discussion at ASSG meetings. Draft actions were discussed with key stakeholders to ensure appropriate scope of proposed activities and support to deliver. Following consultation, the ASAP18-22 was approved by UEB in November.

Fig 3.1 AS Governance structure.



Augmenting feedback acquired via the above groups, the self-assessment process included consultation sessions seeking feedback about women’s career progression (CS2018) to help inform our Gender Pay Action Plan (section 4.1.v) and feedback for this application. 140 staff, mainly women, provided feedback via sessions or online questionnaires. (Table 3.2).

Table 3.2 staff providing feedback via consultations sessions and online questionnaire

Staff Group	Session attendees	Questionnaire responses
Professors and Readers	13	1
Head of Departments	5	0
Academic Grades 7-8	16	6
Early-mid Career Researchers and Teaching Staff	12	6

Professional Support Staff Grades 1-6	33	18
Professional Support Staff Grade 7-8	19	11
Total Responses	98 (93F/5M)	42 (35F/1M/6 unknown)

Data from our two most recent employee engagement surveys (EES) in 2014 (EES2014: 72% response rate) and 2017 (EES2017: 73% response rate) were analysed to gauge staff opinion. We identified the need to review and revise our EES to include more comprehensive question set to: help us understand E&D issues in greater detail; inform development of new actions; measure impact of current actions; and provide us with an enhanced set of trackable E&D data.

The application was reviewed as part of our robust internal review process (section 5.6.xi) by UoY staff who are experienced AdvanceHE AS panelists. External advice on the application was also provided by an external colleague (University of Leeds).

ENGAGE E7: Review effectiveness and gaps in current staff survey and exit questionnaire to improve data collection about staff experiences & perceptions of equality-related issues.

(iii) [plans for the future of the self-assessment team](#)

The new AS governance structure has proved a highly effective mechanism for sharing good practice, encouraging and supporting departments to apply for awards, and for highlighting issues requiring university-level discussion and intervention. The impact has been a dramatic increase in the number of departments applying for and working towards applying for an award.



IMPACT: Improved AS governance and support since our last institutional submission (2015) has increased the number of departments with an established AS SAT from 12 to 24 with a 25% increase in our departmental awards count, from 12 to 15, including 6 AHSSBL departments.

ASSG will continue to meet every two months to implement the ASAP18-22, review data and to provide leadership and strategic direction for the University's gender equality agenda both at institutional and departmental level.

To ensure its continued effectiveness, we will review the AS governance structure annually (including ASSG membership and structure) in the context of the University's overall EDI Strategy and action plan, launched in 2018. We will build in succession planning for the various group Chairs and other members and, as mentioned earlier, we will ensure greater diversity of the group.

Termly reports to UEB on AS progress will continue and progress on key activities within the ASAP will be communicated to all staff via our website, social media and all-staff notices.

ENGAGE E2: Ensure ongoing effectiveness of the AS governance structure and self-assessment process.
ENGAGE E3: Athena SWAN initiatives and progress reported across all levels of the university.
ENGAGE E5: ASSG annually review gender equality data (by rota) and communicate progress on actions.

Section 3 word count: 796.

4. A PICTURE OF THE INSTITUTION

Recommended word count: Bronze: 2000 words | Silver: 3000 words

4.1. Academic and research staff data

(i) Academic and research staff by grade and gender

Look at the career pipeline across the whole institution and between STEMM and AHSSBL subjects. Comment on and explain any differences between women and men, and any differences between STEMM and AHSSBL subjects. Identify any issues in the pipeline at particular grades/levels.

Analysis of our ART staff pipeline (Fig 4.1) shows:

- a decline in the proportion of women at Associate Lecturer/Researcher (ALR) and Lecturer/Researcher (LR) levels
- a 44% increase (38 FTE) in women Senior Lecturer/Researchers (SLR) from 2013, compared to a 20% increase in men
- a doubling of women Readers over the same time
- compared to RG universities our %F has declined slightly, though numbers have increased
- %F Professor has remained fairly static unlike the slight upward trend in the sector (Table 4.3)
- %F in AHSSBL aligns to the RG average (Fig 4.2)
- %F in STEMM consistently lower than the RG and UK average

The substantial rise in %F Readers we attribute our work to improve promotions guidance for staff and Heads of Department (HoDs), including:

- Sessions in STEMM to demystify the promotions process, and to encourage staff to apply and HoDs to identify staff to support/encourage.
- Tailored departmental promotion information sessions.
- Mandatory promotion session introduced in HoD training programme, outlining best practice and how to encourage staff to apply.

We are building on these successful sessions to make them standard in the promotions cycle. We have ambitious actions in the THRIVE theme which build on our successes at SL and Reader, to improve %F in ALR, Professorial and senior roles (see section 5.1.iii) and to gain a deeper understanding of the underlying causes for less positive data.



IMPACT: We have increased the %female Readers from 16.7% to 28.8% over the past 5 years by demystifying the promotions process and increasing awareness of the importance of supporting women to apply for promotion.

Figure 4.1 %Female ART by grade

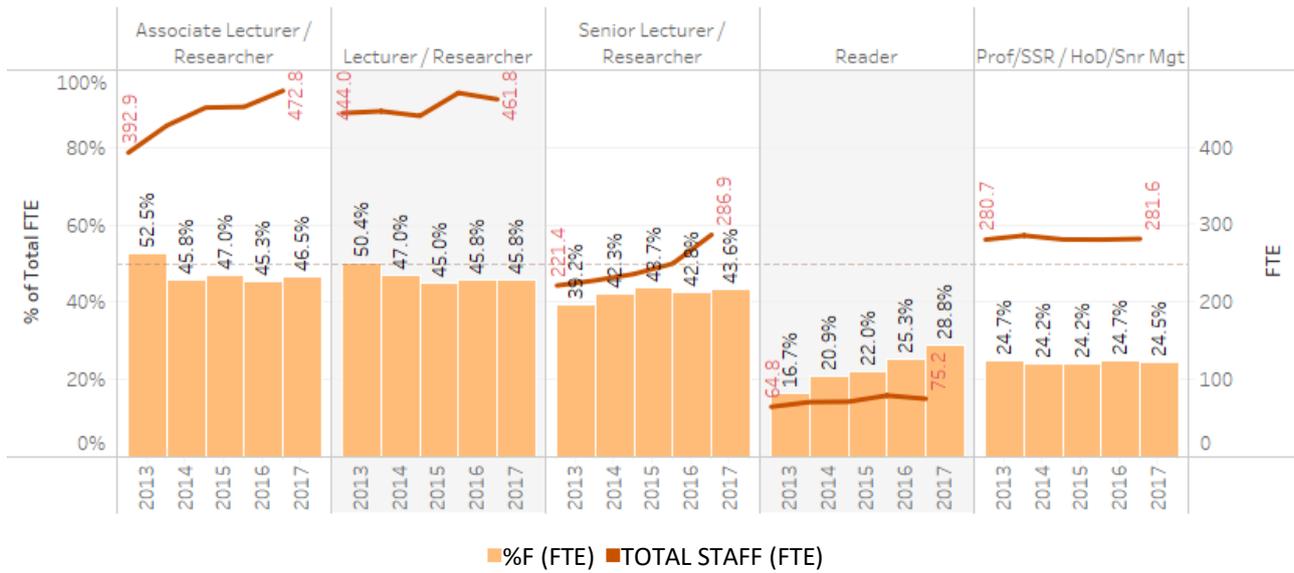


Table 4.1 All ART by grade and gender (FTE)

Year	Gender	Associate Lecturer / Researcher		Lecturer / Researcher		Senior Lecturer / Researcher		Reader		Prof/SSR / HoD/Snr Mgt		Grand Total	
		FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%
2013	F	206	52.5%	224	50.4%	87	39.2%	11	16.7%	69	24.7%	597	42.5%
	M	187	47.5%	220	49.6%	135	60.8%	54	83.3%	211	75.3%	807	57.5%
	Total	393	100.0%	444	100.0%	221	100.0%	65	100.0%	281	100.0%	1,404	100.0%
2014	F	196	45.8%	210	47.0%	96	42.3%	15	20.9%	69	24.2%	586	40.2%
	M	232	54.2%	236	53.0%	132	57.7%	56	79.1%	217	75.8%	873	59.8%
	Total	428	100.0%	446	100.0%	228	100.0%	71	100.0%	286	100.0%	1,459	100.0%
2015	F	212	47.0%	198	45.0%	103	43.7%	16	22.0%	68	24.2%	597	40.4%
	M	239	53.0%	242	55.0%	133	56.3%	56	78.0%	213	75.8%	883	59.6%
	Total	451	100.0%	440	100.0%	236	100.0%	71	100.0%	281	100.0%	1,480	100.0%
2016	F	205	45.3%	215	45.8%	107	42.8%	20	25.3%	69	24.7%	617	40.2%
	M	247	54.7%	255	54.2%	143	57.2%	59	74.7%	211	75.3%	915	59.8%
	Total	452	100.0%	470	100.0%	250	100.0%	79	100.0%	281	100.0%	1,532	100.0%
2017	F	220	46.5%	211	45.8%	125	43.6%	22	28.8%	69	24.5%	647	41.0%
	M	253	53.5%	250	54.2%	162	56.4%	54	71.2%	213	75.5%	932	59.0%
	Total	473	100.0%	462	100.0%	287	100.0%	75	100.0%	282	100.0%	1,578	100.0%

Fig 4.2 %Female by discipline compared to UK and RG universities

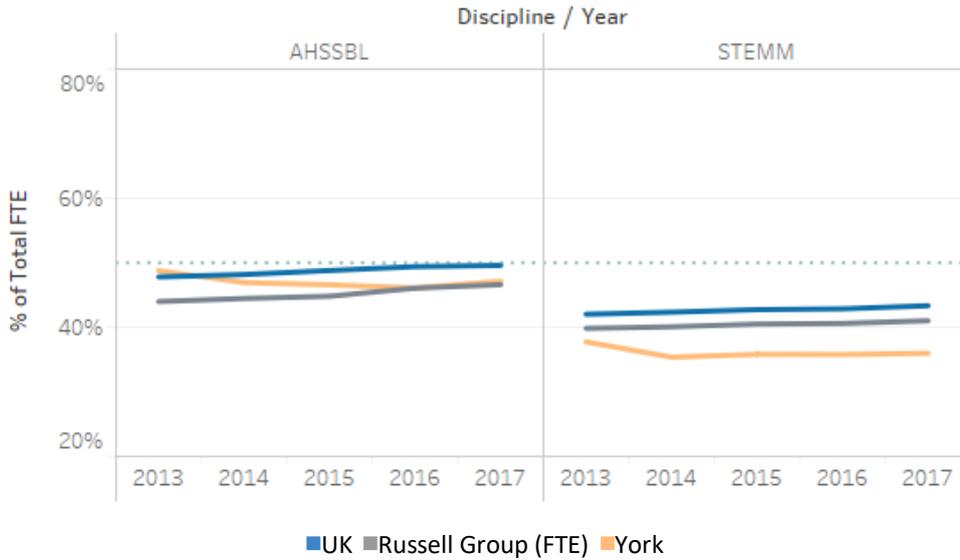


Table 4.2 %Female ART by discipline compared to UK and RG universities

Year	AHSSBL			STEMM		
	UK	RG	York	UK	RG	York
2013	47.8%	44.0%	48.8%	42.0%	39.8%	37.7%
2014	48.2%	44.5%	46.9%	42.3%	40.1%	35.4%
2015	48.8%	44.8%	46.6%	42.7%	40.5%	35.8%
2016	49.4%	46.1%	46.1%	42.9%	40.6%	35.8%
2017	49.6%	46.6%	47.1%	43.3%	41.0%	36.0%

Fig 4.3 %Female Professors by discipline compared to UK and RG universities

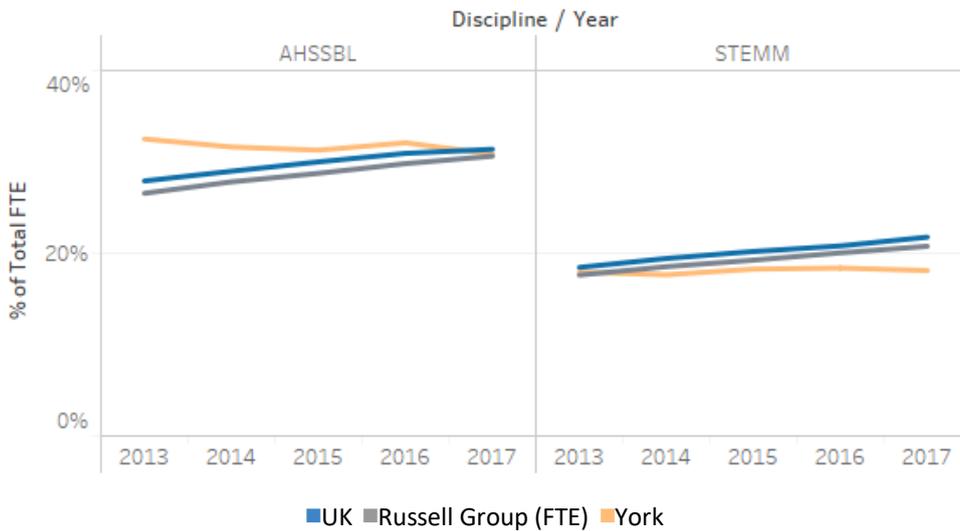


Table 4.3 %Female Professors by discipline compared to UK and RG universities

Year	Discipline / Benchmark					
	AHSSBL			STEMM		
	UK	RG	York	UK	RG	York
2013	27.9%	26.6%	32.5%	18.4%	17.6%	17.9%
2014	29.0%	27.8%	31.6%	19.4%	18.5%	17.6%
2015	30.0%	28.7%	31.3%	20.2%	19.2%	18.3%
2016	30.9%	29.8%	32.1%	20.8%	20.0%	18.4%
2017	31.4%	30.6%	30.8%	21.8%	20.8%	18.1%

STEMM

Changes in ART %F in STEMM over time reflect overall ART trends with %F remaining constant (~35% overall) and a substantial increase in %F Readers with %F at other grades has remained static (Fig 4.4).

Fig 4.4 %Female ART in STEMM by grade (FTE)

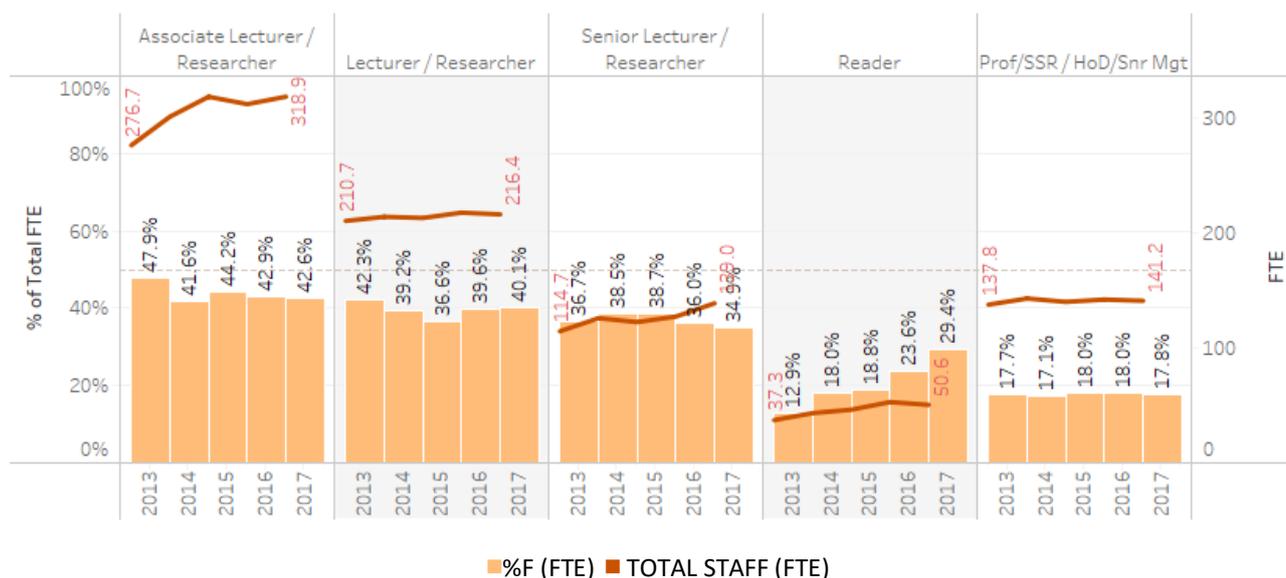


Table 4.4 ART in STEMM (FTE) by gender, and grade

Year	Gender	Associate Lecturer / Researcher		Lecturer / Researcher		Senior Lecturer / Researcher		Reader		Prof/SSR / HoD/Snr Mgt		Grand Total	
2013	F	132.6	47.9%	89.1	42.3%	42.1	36.7%	4.8	12.9%	24.4	17.7%	292.9	37.7%
	M	144.1	52.1%	121.6	57.7%	72.6	63.3%	32.5	87.1%	113.5	82.3%	484.3	62.3%
	Total	276.7	100.0%	210.7	100.0%	114.7	100.0%	37.3	100.0%	137.8	100.0%	777.2	100.0%
2014	F	125.6	41.6%	84.0	39.2%	48.6	38.5%	7.8	18.0%	24.6	17.1%	290.5	35.1%
	M	176.0	58.4%	130.3	60.8%	77.5	61.5%	35.6	82.0%	118.6	82.9%	538.0	64.9%
	Total	301.5	100.0%	214.3	100.0%	126.1	100.0%	43.4	100.0%	143.2	100.0%	828.5	100.0%
2015	F	141.0	44.2%	78.2	36.6%	47.5	38.7%	8.7	18.8%	25.3	18.0%	300.6	35.7%
	M	177.9	55.8%	135.2	63.4%	75.2	61.3%	37.7	81.3%	115.0	82.0%	540.9	64.3%
	Total	318.9	100.0%	213.3	100.0%	122.7	100.0%	46.4	100.0%	140.3	100.0%	841.5	100.0%
2016	F	134.2	42.9%	86.3	39.6%	45.9	36.0%	12.5	23.6%	25.6	18.0%	304.4	35.7%
	M	178.3	57.1%	131.7	60.4%	81.5	64.0%	40.5	76.4%	116.7	82.0%	548.6	64.3%
	Total	312.4	100.0%	217.9	100.0%	127.4	100.0%	53.0	100.0%	142.3	100.0%	853.0	100.0%
2017	F	135.9	42.6%	86.7	40.1%	48.5	34.9%	14.9	29.4%	25.2	17.8%	311.2	35.9%
	M	183.0	57.4%	129.7	59.9%	90.5	65.1%	35.7	70.6%	116.0	82.2%	554.9	64.1%
	Total	318.9	100.0%	216.4	100.0%	139.0	100.0%	50.6	100.0%	141.2	100.0%	866.1	100.0%

AHSSBL

%F is higher in AHSSBL (~47% overall) than in STEMM and, similarly, the %F declines with increasing senior grades (although less steeply than in STEMM). %F of AHSSBL Professors (31.1%) is in line with other RG universities, and the drop in %women after SLR is slightly less pronounced than in STEMM disciplines (Fig 4.5).

Fig 4.5 %Female ART in AHSSBL by grade

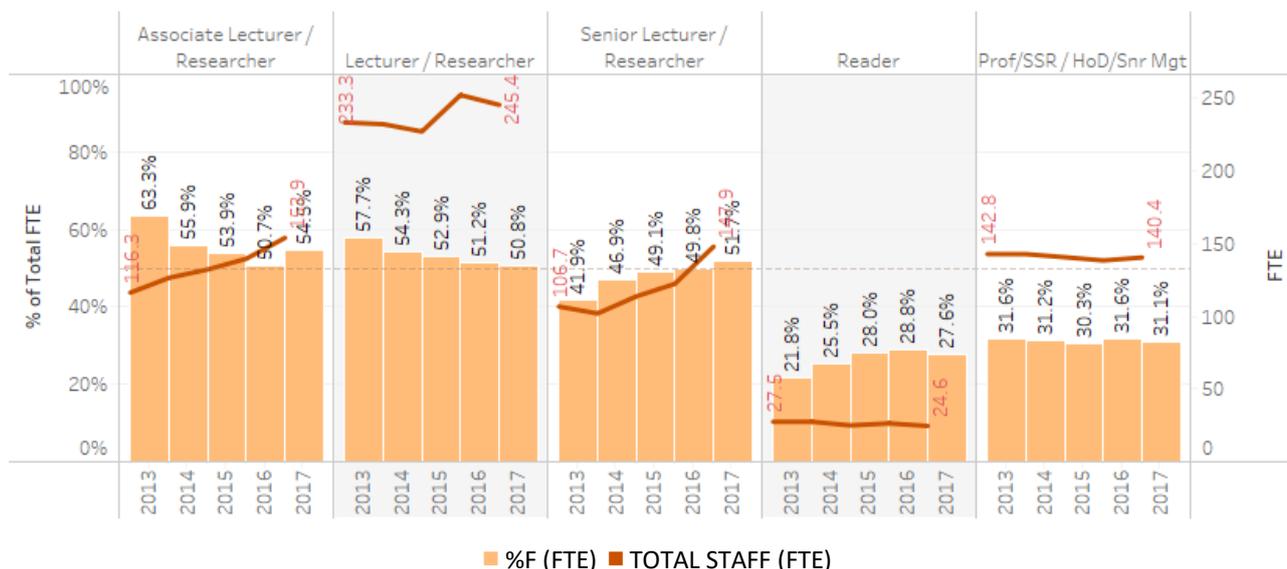


Table 4.5 ART in AHSSBL (FTE) by grade and gender

Year	Gender	Associate Lecturer / Researcher		Lecturer / Researcher		Senior Lecturer / Researcher		Reader		Prof/SSR / HoD/Snr Mgt		Grand Total	
2013	F	73.7	63.3%	134.6	57.7%	44.8	41.9%	6.0	21.8%	45.1	31.6%	304.0	48.5%
	M	42.6	36.7%	98.7	42.3%	62.0	58.1%	21.5	78.2%	97.7	68.4%	322.5	51.5%
	Total	116.3	100.0%	233.3	100.0%	106.7	100.0%	27.5	100.0%	142.8	100.0%	626.5	100.0%
2014	F	70.6	55.9%	126.0	54.3%	47.9	46.9%	7.0	25.5%	44.5	31.2%	296.0	46.9%
	M	55.8	44.1%	106.2	45.7%	54.1	53.1%	20.5	74.5%	98.2	68.8%	334.8	53.1%
	Total	126.4	100.0%	232.1	100.0%	101.9	100.0%	27.5	100.0%	142.7	100.0%	630.7	100.0%
2015	F	71.2	53.9%	120.2	52.9%	55.8	49.1%	7.0	28.0%	42.7	30.3%	296.9	46.5%
	M	60.9	46.1%	106.9	47.1%	57.9	50.9%	18.0	72.0%	98.0	69.7%	341.6	53.5%
	Total	132.2	100.0%	227.0	100.0%	113.7	100.0%	25.0	100.0%	140.6	100.0%	638.5	100.0%
2016	F	70.7	50.7%	129.2	51.2%	60.9	49.8%	7.6	28.8%	43.8	31.6%	312.1	46.0%
	M	68.8	49.3%	123.0	48.8%	61.4	50.2%	18.8	71.2%	94.6	68.4%	366.7	54.0%
	Total	139.6	100.0%	252.1	100.0%	122.3	100.0%	26.4	100.0%	138.4	100.0%	678.8	100.0%
2017	F	83.9	54.5%	124.6	50.8%	76.5	51.7%	6.8	27.6%	43.7	31.1%	335.5	47.1%
	M	70.0	45.5%	120.7	49.2%	71.4	48.3%	17.8	72.4%	96.7	68.9%	376.7	52.9%
	Total	153.9	100.0%	245.4	100.0%	147.9	100.0%	24.6	100.0%	140.4	100.0%	712.2	100.0%

Intersection of ART - gender and ethnicity

There has been an increase in and BME ART staff across over time (Table 4.6), both in absolute numbers and as a proportion of our staff. A slightly higher proportion of ART women working in STEMM are BME, compared to ART men and AHSSBL (Table 4.7).

BME representation decreases at more senior grades suggesting that negative effects on career progression for women are compounded for BME women. We have no women Readers from a BME background and fewer than 5 of our women professors are BME, compared to 14.3 (6.8%) of male professors. There are only 0.5% black female professors in the UK⁶ reflecting a sector-wide issue.

We will work with our Staff Race Equality Forum (SREF) to increase recruitment and progression for BME ART, and increase non-disclosure ('not known') rates to better understand the composition and experiences of our BME staff.

Table 4.6 All ART by gender and ethnicity

Gender	Staff Ethnicity	2013		2014		2015		2016		2017	
F	BME	55	9.2%	58	9.8%	64	10.7%	70	11.4%	78	12.0%
	White	499	83.6%	493	84.1%	501	83.8%	513	83.2%	538	83.1%
	Not known	43	7.2%	36	6.1%	33	5.5%	33	5.4%	32	4.9%
M	BME	71	8.8%	77	8.8%	87	9.9%	100	11.0%	100	10.7%
	White	679	84.1%	744	85.2%	746	84.5%	760	83.0%	777	83.4%
	Not known	57	7.1%	53	6.0%	50	5.6%	55	6.0%	55	5.9%
Grand Total		1,404	100.0%	1,459	100.0%	1,480	100.0%	1,532	100.0%	1,578	100.0%

Table 4.7 ART by discipline, gender and ethnicity

Discipline	Gender	Staff Ethnicity	2013		2014		2015		2016		2017	
AHSSBL	F	BME	23	7.5%	21	7.0%	27	9.1%	29	9.2%	34	10.2%
		White	262	86.2%	259	87.5%	254	85.4%	268	85.9%	286	85.2%
		Not known	19	6.3%	17	5.6%	16	5.4%	15	5.0%	15	4.6%
	M	BME	25	7.8%	23	6.9%	28	8.1%	32	8.6%	38	10.1%
		White	272	84.2%	288	86.1%	292	85.6%	311	84.8%	313	83.2%
		Not known	26	8.0%	23	6.9%	22	6.4%	24	6.6%	25	6.7%
STEMM	F	BME	32	11.1%	37	12.7%	37	12.2%	42	13.6%	43	13.9%
		White	237	80.9%	234	80.7%	247	82.2%	245	80.5%	252	80.9%
		Not known	24	8.0%	19	6.6%	17	5.5%	18	5.9%	16	5.2%
	M	BME	46	9.5%	53	9.9%	60	11.0%	69	12.5%	61	11.1%
		White	407	84.1%	455	84.6%	453	83.8%	449	81.9%	463	83.5%
		Not known	31	6.5%	29	5.5%	28	5.2%	31	5.6%	30	5.4%
Grand Total			1,404	100.0%	1,459	100.0%	1,480	100.0%	1,532	100.0%	1,578	100.0%

Table 4.8 ART by grade, gender and ethnicity

[Table 4.8 has been removed because some numbers are very small]

⁶AdvanceHE Equality in higher education: statistical report 2017

THRIVE T1: Renewed commitment to ensure senior management appointment and promotions processes are clear, transparent and encourage a diversity of applications.

THRIVE T2: As part of the new Talent Management agenda, create greater transparency and improve succession planning to increase the diversity of Heads of Department, Deans & PVCs.

THRIVE T3: Support and encourage more women to apply for promotion to professor and senior academic roles.

THRIVE T6: Ensure all recruitment material and processes directly address gender and other inequalities and encourage a diversity of staff.

THRIVE T7: Establish Development & Assessment Centres (DACs) for ART.

THRIVE T10: Deeper exploration of the underlying issues contributing to the gender representation across ART staff

ENGAGE E8: Review and extend the categories of protected characteristics used within our data collection and monitoring processes.

ENGAGE E9: Advance race equality.

(ii) Academic and research staff 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.

We do not use zero-hours contracts. Fixed-term contracts and casual working are limited to specific circumstances and extensive advice on use is provided by HR. Casual working is regularly discussed with Trade Unions and monitored. All FTC staff at the end of their contracts are offered the opportunity to join the redeployment register and offered access to a variety of support, e.g. training, development, CV advice. Over the past 12 months, 29 research/T&S (12F/16M) staff have been redeployed to other University roles following the end of their Fixed Term Contract.

Analysis of ART on fixed term and open contracts shows:

- Most ART staff work full-time (FT) on open contracts with %F on open contracts constant over time (Figs 4.6, Table 4.9).
- %F on FT open contracts is lower in STEMM than AHSSBL and is below the UK and RG benchmarks (Fig 4.7, Table 4.10).
- %F working FT in STEMM is also below the UK and RG benchmark for both FTC and open contracts (Figure 4.10).
- Academic (R&T) employment mirrors the overall ART picture (Fig 4.6).
- Most Research staff are on FTCs, particularly in STEMM (Figure 4.9), reflecting the nature of research funding

- A smaller %F of Researchers work FT in STEMM compared with AHSSBL, but in both disciplines there has been a trend towards gender parity in FT staff on Open contracts (Fig. 4.9).
- Most Teaching & Scholarship (T&S) staff are on FT Open contracts, and there is better gender balance than for Research and Academic (R&T) staff, particularly in STEMM (Fig 4.10)
- A greater %F work part-time (PT), particularly on open contracts, and the difference between %F working PT versus FT is particularly marked in STEMM (Fig 4.6).
- For FT staff, the %F on FTC is higher than %F on open contracts, highlighting the greater propensity of women to have less job security (Figure 4.6).
- %F working PT is decreasing with a relative increase in men working PT, which we believe is a result of older staff, many of whom are men, moving to PT pre-retirement contracts, though this differs from UK and RG trends (Figure 4.7).

In STEMM, the %F Researchers on Open contracts has increased during a period when numbers have also risen. While we attribute this to positive AS work in our STEMM departments, the reasons why this is not seen for other contract functions (T&S, R&T) are unclear. We will further explore the underlying reasons for the increase and seek to replicate good practice.

Fig 4.6 All ART %F by contract type and Full-Time/Part-Time (FT/PT)

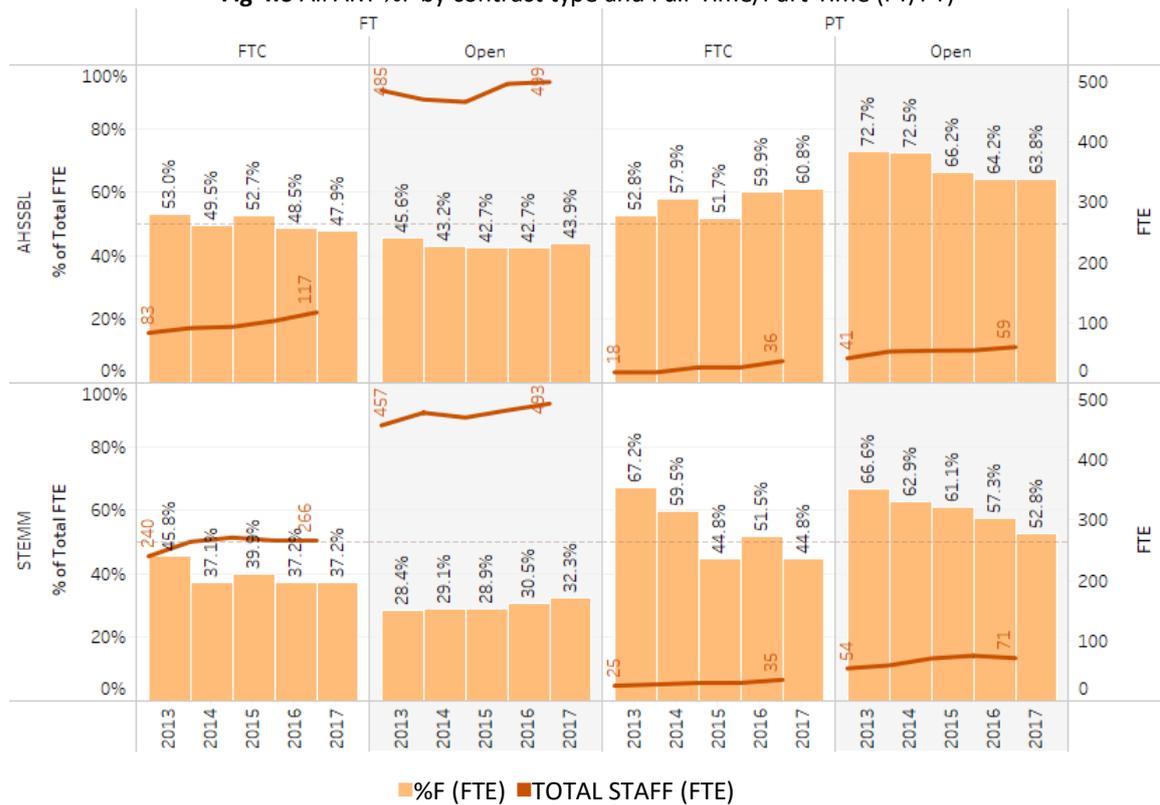
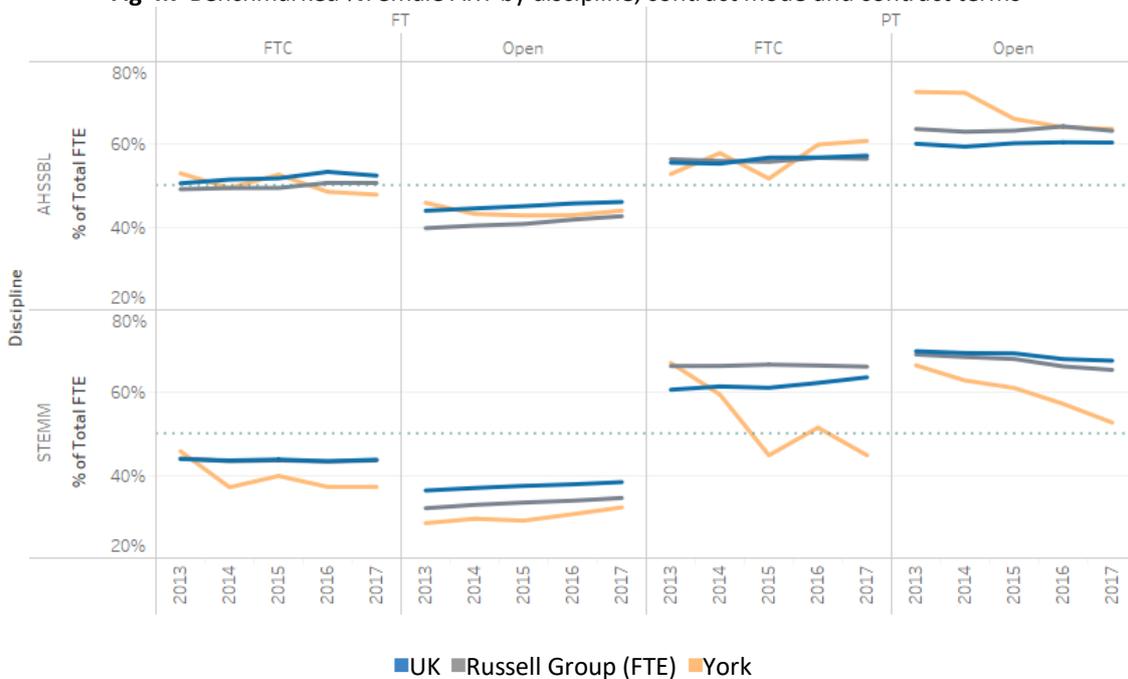


Table 4.9 All ART on fixed-term (FTC) and open-ended (Open) contracts by contract type (FT/PT) and gender

Discipline	Year	Gender	FT				PT				Grand Total		
			FTC		Open		FTC		Open				
AHSSBL	2013	F	44	53.0%	221	45.6%	9	52.8%	30	72.7%	304	48.5%	
		M	39	47.0%	264	54.4%	8	47.2%	11	27.3%	322	51.5%	
		Total	83	100.0%	485	100.0%	18	100.0%	41	100.0%	627	100.0%	
	2014	F	45	49.5%	203	43.2%	10	57.9%	38	72.5%	296	46.9%	
		M	46	50.5%	267	56.8%	7	42.1%	14	27.5%	335	53.1%	
		Total	91	100.0%	470	100.0%	18	100.0%	52	100.0%	631	100.0%	
	2015	F	49	52.7%	199	42.7%	13	51.7%	35	66.2%	297	46.5%	
		M	44	47.3%	267	57.3%	12	48.3%	18	33.8%	342	53.5%	
		Total	93	100.0%	466	100.0%	26	100.0%	54	100.0%	638	100.0%	
	2016	F	50	48.5%	212	42.7%	15	59.9%	35	64.2%	312	46.0%	
		M	53	51.5%	284	57.3%	10	40.1%	19	35.8%	367	54.0%	
		Total	103	100.0%	496	100.0%	26	100.0%	54	100.0%	679	100.0%	
	2017	F	56	47.9%	219	43.9%	22	60.8%	38	63.8%	335	47.1%	
		M	61	52.1%	280	56.1%	14	39.2%	22	36.2%	377	52.9%	
		Total	117	100.0%	499	100.0%	36	100.0%	59	100.0%	712	100.0%	
	STEMM	2013	F	110	45.8%	130	28.4%	17	67.2%	36	66.6%	293	37.7%
			M	130	54.2%	327	71.6%	8	32.8%	18	33.4%	483	62.3%
			Total	240	100.0%	457	100.0%	25	100.0%	54	100.0%	776	100.0%
2014		F	98	37.1%	139	29.1%	16	59.5%	37	62.9%	290	35.1%	
		M	166	62.9%	339	70.9%	11	40.5%	22	37.1%	538	64.9%	
		Total	264	100.0%	478	100.0%	27	100.0%	59	100.0%	828	100.0%	
2015		F	108	39.9%	136	28.9%	13	44.8%	43	61.1%	301	35.7%	
		M	163	60.1%	334	71.1%	17	55.2%	27	38.9%	541	64.3%	
		Total	271	100.0%	470	100.0%	30	100.0%	71	100.0%	842	100.0%	
2016		F	99	37.2%	147	30.5%	15	51.5%	43	57.3%	304	35.7%	
		M	167	62.8%	335	69.5%	15	48.5%	32	42.7%	549	64.3%	
		Total	266	100.0%	482	100.0%	30	100.0%	75	100.0%	853	100.0%	
2017		F	99	37.2%	159	32.3%	16	44.8%	37	52.8%	311	36.0%	
		M	167	62.8%	334	67.7%	19	55.2%	34	47.2%	554	64.0%	
		Total	266	100.0%	493	100.0%	35	100.0%	71	100.0%	865	100.0%	

Fig 4.7 Benchmarked %Female ART by discipline, contract mode and contract terms⁷



⁷ RG and UK benchmarks for FT FTC in STEMM are overlaid

Table 4.10 Benchmarked %Female ART, by discipline, contract mode and contract terms

Year	Benchmark	AHSSBL				STEMM			
		FT		PT		FT		PT	
		FTC	Open	FTC	Open	FTC	Open	FTC	Open
2013	UK	50.6%	44.0%	55.6%	60.1%	43.9%	36.3%	60.7%	70.0%
	RG	49.2%	39.8%	56.4%	63.7%	44.1%	32.1%	66.4%	69.2%
	York	53.0%	45.9%	52.8%	72.7%	45.8%	28.4%	67.2%	66.6%
2014	UK	51.5%	44.5%	55.3%	59.5%	43.6%	36.9%	61.5%	69.6%
	RG	49.5%	40.4%	56.0%	63.1%	43.4%	32.9%	66.5%	68.6%
	York	49.5%	43.2%	57.9%	72.5%	37.1%	29.5%	59.5%	62.9%
2015	UK	51.8%	45.1%	56.8%	60.3%	43.8%	37.5%	61.2%	69.5%
	RG	49.5%	40.8%	55.8%	63.3%	43.6%	33.4%	66.8%	68.1%
	York	52.7%	42.8%	51.7%	66.2%	39.9%	29.1%	44.8%	61.1%
2016	UK	53.4%	45.7%	56.8%	60.5%	43.4%	37.8%	62.3%	68.1%
	RG	50.7%	41.8%	56.7%	64.3%	43.3%	33.9%	66.6%	66.3%
	York	48.5%	42.9%	59.9%	64.2%	37.2%	30.6%	51.5%	57.3%
2017	UK	52.4%	46.1%	57.3%	60.4%	43.8%	38.4%	63.7%	67.7%
	RG	50.7%	42.6%	56.5%	63.3%	43.6%	34.5%	66.3%	65.5%
	York	47.9%	44.0%	60.9%	63.7%	37.2%	32.3%	44.8%	52.8%

Fig 4.8: %F Academic Staff by contract type and FT/PT

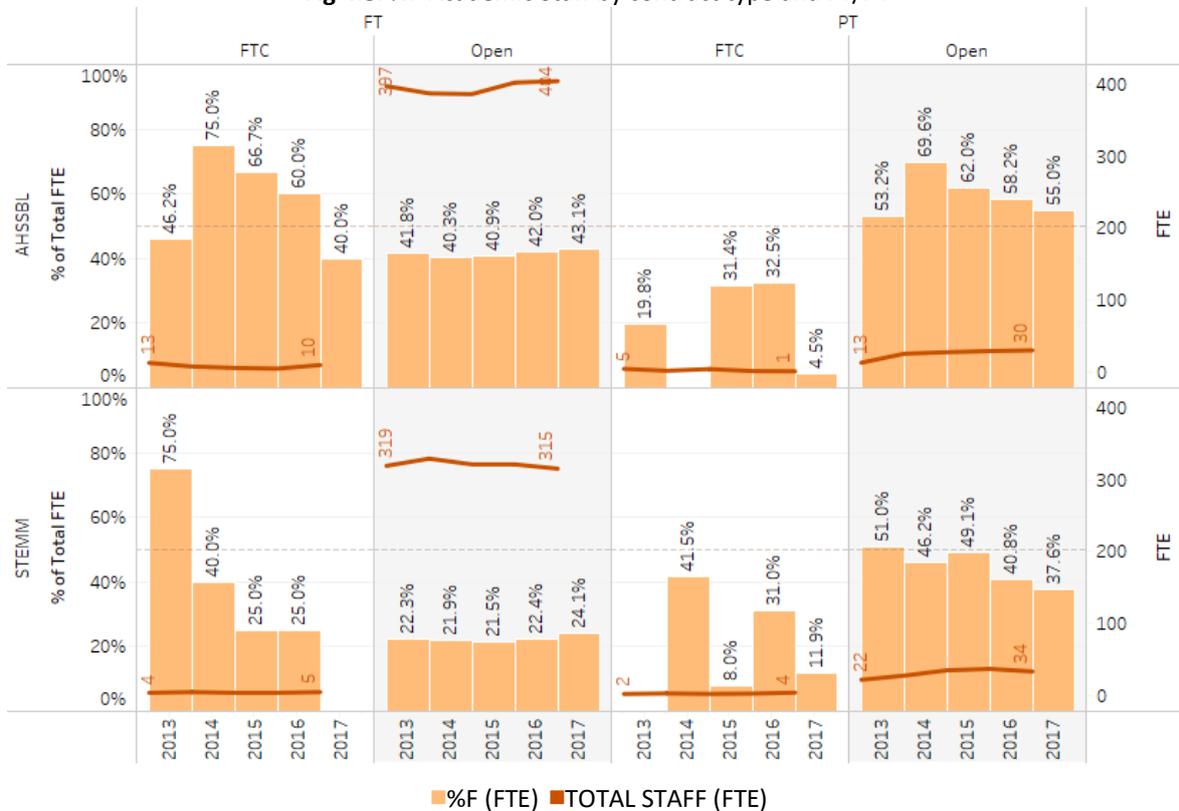


Table 4.11 Academic Staff by contract type and FT/PT

Discipline	Year	Gender	FT				PT				Grand Total		
			FTC		Open		FTC		Open				
AHSSBL	2013	F	6	46.2%	166	41.8%	1	19.8%	7	53.2%	180	42.1%	
		M	7	53.8%	231	58.2%	4	80.2%	6	46.8%	248	57.9%	
		Total	13	100.0%	397	100.0%	5	100.0%	13	100.0%	428	100.0%	
	2014	F	6	75.0%	156	40.3%			18	69.6%	180	42.5%	
		M	2	25.0%	231	59.7%	2	100.0%	8	30.4%	243	57.5%	
		Total	8	100.0%	387	100.0%	2	100.0%	26	100.0%	423	100.0%	
	2015	F	4	66.7%	158	40.9%	1	31.4%	17	62.0%	181	42.6%	
		M	2	33.3%	228	59.1%	3	68.6%	11	38.0%	244	57.4%	
		Total	6	100.0%	386	100.0%	4	100.0%	28	100.0%	424	100.0%	
	2016	F	3	60.0%	169	42.0%	1	32.5%	17	58.2%	190	43.3%	
		M	2	40.0%	233	58.0%	1	67.5%	12	41.8%	248	56.7%	
		Total	5	100.0%	402	100.0%	2	100.0%	29	100.0%	438	100.0%	
	2017	F	4	40.0%	174	43.1%	0	4.5%	17	55.0%	195	43.7%	
		M	6	60.0%	230	56.9%	1	95.5%	14	45.0%	251	56.3%	
		Total	10	100.0%	404	100.0%	1	100.0%	30	100.0%	446	100.0%	
	STEMM	2013	F	3	75.0%	71	22.3%			11	51.0%	85	24.5%
			M	1	25.0%	248	77.7%	2	100.0%	11	49.0%	262	75.5%
			Total	4	100.0%	319	100.0%	2	100.0%	22	100.0%	347	100.0%
2014		F	2	40.0%	72	21.9%	1	41.5%	13	46.2%	88	24.2%	
		M	3	60.0%	257	78.1%	2	58.5%	15	53.8%	277	75.8%	
		Total	5	100.0%	329	100.0%	3	100.0%	28	100.0%	365	100.0%	
2015		F	1	25.0%	69	21.5%	0	8.0%	17	49.1%	88	24.1%	
		M	3	75.0%	252	78.5%	2	92.0%	18	50.9%	275	75.9%	
		Total	4	100.0%	321	100.0%	3	100.0%	35	100.0%	363	100.0%	
2016		F	1	25.0%	72	22.4%	1	31.0%	15	40.8%	89	24.4%	
		M	3	75.0%	249	77.6%	2	69.0%	22	59.2%	276	75.6%	
		Total	4	100.0%	321	100.0%	3	100.0%	37	100.0%	365	100.0%	
2017		F			76	24.1%	1	11.9%	13	37.6%	89	24.9%	
		M	5	100.0%	239	75.9%	4	88.1%	21	62.4%	269	75.1%	
		Total	5	100.0%	315	100.0%	4	100.0%	34	100.0%	358	100.0%	

Fig 4.9 %F Research staff by contract type and FT/PT

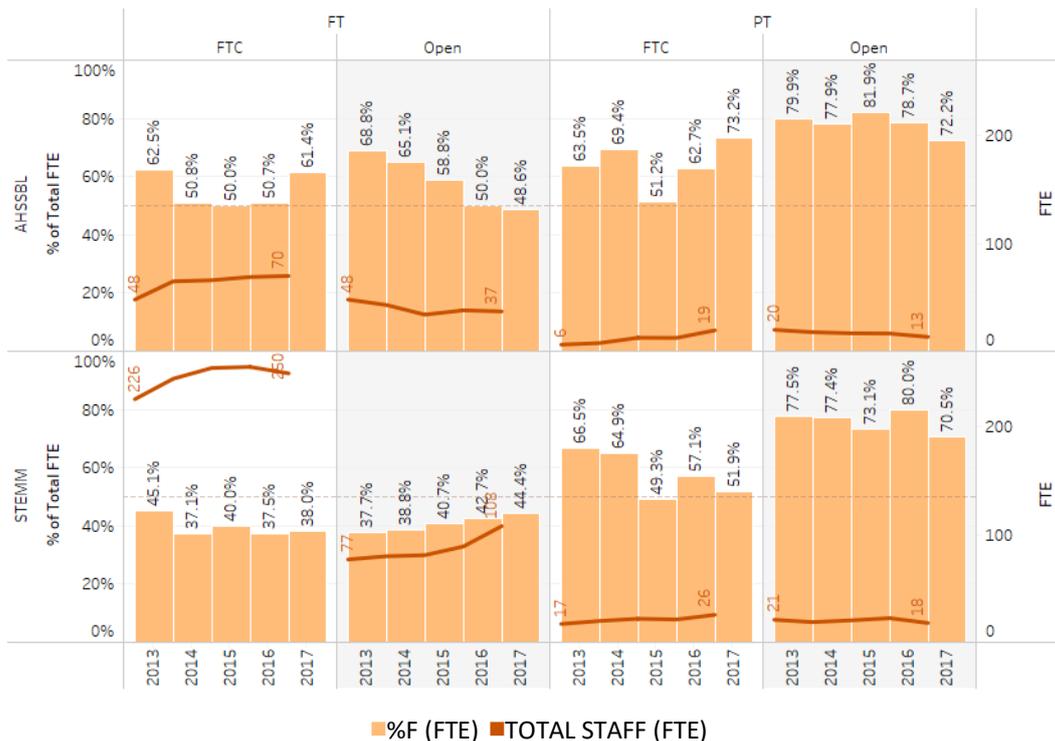


Table 4.12 Research staff on fixed-term and open-ended contracts by discipline, gender and contract type (PT/FT) (2013-2017)

Discipline	Year	Gender	FT				PT				Grand Total	
			FTC		Open		FTC		Open			
AHSSBL	2013	F	30	62.5%	33	68.8%	4	63.5%	16	79.9%	83	67.8%
		M	18	37.5%	15	31.3%	2	36.5%	4	20.1%	39	32.2%
		Total	48	100.0%	48	100.0%	6	100.0%	20	100.0%	122	100.0%
	2014	F	33	50.8%	28	65.1%	5	69.4%	14	77.9%	80	60.1%
		M	32	49.2%	15	34.9%	2	30.6%	4	22.1%	53	39.9%
		Total	65	100.0%	43	100.0%	8	100.0%	18	100.0%	133	100.0%
	2015	F	33	50.0%	20	58.8%	6	51.2%	14	81.9%	73	56.6%
		M	33	50.0%	14	41.2%	6	48.8%	3	18.1%	56	43.4%
		Total	66	100.0%	34	100.0%	13	100.0%	17	100.0%	129	100.0%
	2016	F	35	50.7%	19	50.0%	8	62.7%	13	78.7%	75	55.0%
		M	34	49.3%	19	50.0%	5	37.3%	4	21.3%	61	45.0%
		Total	69	100.0%	38	100.0%	12	100.0%	16	100.0%	136	100.0%
	2017	F	43	61.4%	18	48.6%	14	73.2%	10	72.2%	85	60.7%
		M	27	38.6%	19	51.4%	5	26.8%	4	27.8%	55	39.3%
		Total	70	100.0%	37	100.0%	19	100.0%	13	100.0%	140	100.0%
STEMM	2013	F	102	45.1%	29	37.7%	11	66.5%	16	77.5%	159	46.5%
		M	124	54.9%	48	62.3%	6	33.5%	5	22.5%	182	53.5%
		Total	226	100.0%	77	100.0%	17	100.0%	21	100.0%	341	100.0%
	2014	F	91	37.1%	31	38.8%	13	64.9%	15	77.4%	149	41.1%
		M	154	62.9%	49	61.3%	7	35.1%	4	22.6%	214	58.9%
		Total	245	100.0%	80	100.0%	20	100.0%	19	100.0%	364	100.0%
	2015	F	102	40.0%	33	40.7%	11	49.3%	15	73.1%	161	42.5%
		M	153	60.0%	48	59.3%	11	50.7%	6	26.9%	218	57.5%
		Total	255	100.0%	81	100.0%	22	100.0%	20	100.0%	378	100.0%
	2016	F	96	37.5%	38	42.7%	12	57.1%	18	80.0%	164	42.2%
		M	160	62.5%	51	57.3%	9	42.9%	4	20.0%	225	57.8%
		Total	256	100.0%	89	100.0%	21	100.0%	22	100.0%	389	100.0%
	2017	F	95	38.0%	48	44.4%	13	51.9%	13	70.5%	169	42.1%
		M	155	62.0%	60	55.6%	12	48.1%	5	29.5%	233	57.9%
		Total	250	100.0%	108	100.0%	26	100.0%	18	100.0%	402	100.0%

Fig 4.10 %F T&S staff on fixed-term and open-ended contracts by discipline and contract type (FT/PT)

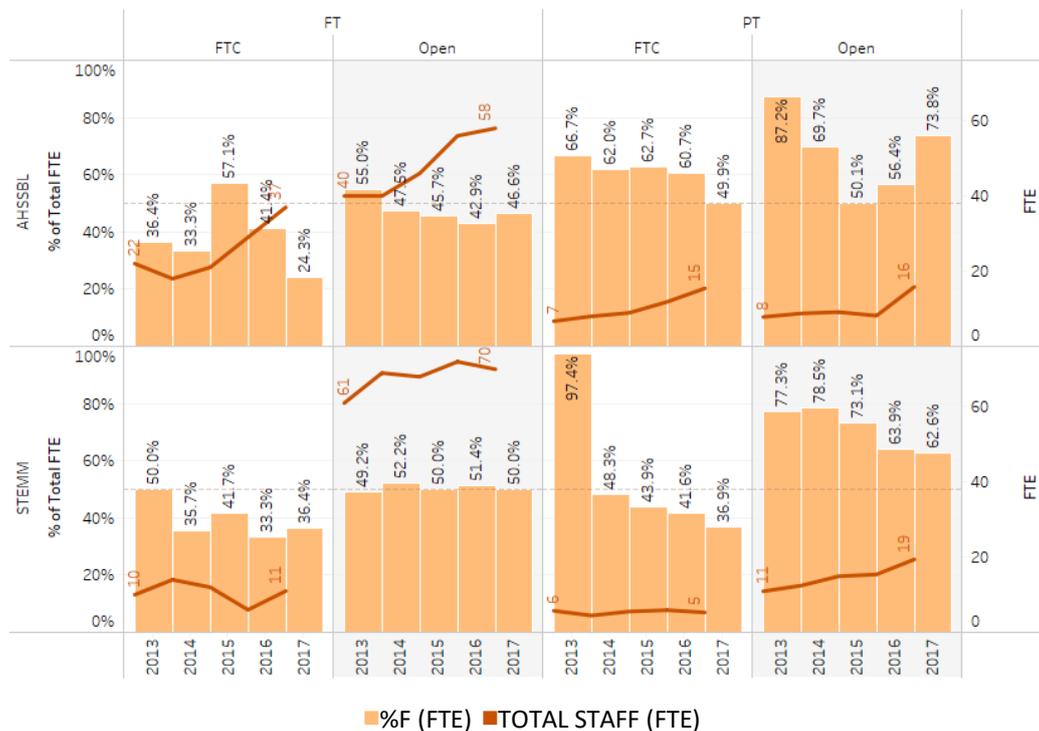


Table 4.13 Teaching staff on fixed-term and open-ended contracts by discipline, gender and contract type (PT/FT)

Discipline	Year	Gender	FT				PT				Grand Total	
			FTC		Open		FTC		Open			
AHSSBL	2013	F	8	36.4%	22	55.0%	4	66.7%	7	87.2%	41	53.9%
		M	14	63.6%	18	45.0%	2	33.3%	1	12.8%	35	46.1%
		Total	22	100.0%	40	100.0%	7	100.0%	8	100.0%	76	100.0%
	2014	F	6	33.3%	19	47.5%	5	62.0%	6	69.7%	36	48.2%
		M	12	66.7%	21	52.5%	3	38.0%	3	30.3%	39	51.8%
		Total	18	100.0%	40	100.0%	8	100.0%	9	100.0%	75	100.0%
	2015	F	12	57.1%	21	45.7%	6	62.7%	5	50.1%	43	50.8%
		M	9	42.9%	25	54.3%	3	37.3%	5	49.9%	42	49.2%
		Total	21	100.0%	46	100.0%	9	100.0%	9	100.0%	85	100.0%
	2016	F	12	41.4%	24	42.9%	7	60.7%	5	56.4%	48	45.5%
		M	17	58.6%	32	57.1%	5	39.3%	4	43.6%	57	54.5%
		Total	29	100.0%	56	100.0%	12	100.0%	8	100.0%	105	100.0%
	2017	F	9	24.3%	27	46.6%	8	49.9%	12	73.8%	55	43.9%
		M	28	75.7%	31	53.4%	8	50.1%	4	26.2%	71	56.1%
		Total	37	100.0%	58	100.0%	15	100.0%	16	100.0%	126	100.0%
STEMM	2013	F	5	50.0%	30	49.2%	6	97.4%	8	77.3%	49	55.9%
		M	5	50.0%	31	50.8%	0	2.6%	2	22.7%	39	44.1%
		Total	10	100.0%	61	100.0%	6	100.0%	11	100.0%	88	100.0%
	2014	F	5	35.7%	36	52.2%	2	48.3%	10	78.5%	53	53.0%
		M	9	64.3%	33	47.8%	2	51.7%	3	21.5%	47	47.0%
		Total	14	100.0%	69	100.0%	4	100.0%	12	100.0%	100	100.0%
	2015	F	5	41.7%	34	50.0%	2	43.9%	11	73.1%	52	52.1%
		M	7	58.3%	34	50.0%	3	56.1%	4	26.9%	48	47.9%
		Total	12	100.0%	68	100.0%	6	100.0%	15	100.0%	100	100.0%
	2016	F	2	33.3%	37	51.4%	2	41.6%	10	63.9%	51	51.7%
		M	4	66.7%	35	48.6%	3	58.4%	6	36.1%	48	48.3%
		Total	6	100.0%	72	100.0%	6	100.0%	15	100.0%	99	100.0%
	2017	F	4	36.4%	35	50.0%	2	36.9%	12	62.6%	53	50.2%
		M	7	63.6%	35	50.0%	3	63.1%	7	37.4%	53	49.8%
		Total	11	100.0%	70	100.0%	5	100.0%	19	100.0%	106	100.0%

THRIVE T5 Improve inclusion and transparency in the promotions process:

- Develop supporting guidance and appoint HR Partners to Faculty Promotions Panels to ensure E&D principles are adhered to.
- Review the promotion process including: - requirements to provide CV information in alternative formats, reliance on referees' reports; how individual considerations are considered;
- relationship/difference between Reader and Professor criteria clarified
- ensure parity between contract functions (Academic, T&S, Research)
- Continuation of mandatory UB training for all promotions panels

THRIVE T6: Ensure all recruitment material and processes directly address gender and other inequalities to encourage a diversity of applicants

THRIVE T10: Deeper exploration of the underlying issues contributing to the gender representation across ART staff.

(iii) Academic staff by contract function and gender: research-only, research and teaching, and teaching-only

Comment on the proportions of men and women on these contracts and by job grade.

Our staff profile by contract function (Academic (R&T), Research, and T&S) is comparable to RG and UK universities (Fig 4.11), however the % T&S in AHSSBL has dropped below the RG and UK benchmarks.

Fig 4.11 %Female ART by discipline and contract function compared to RG and UK

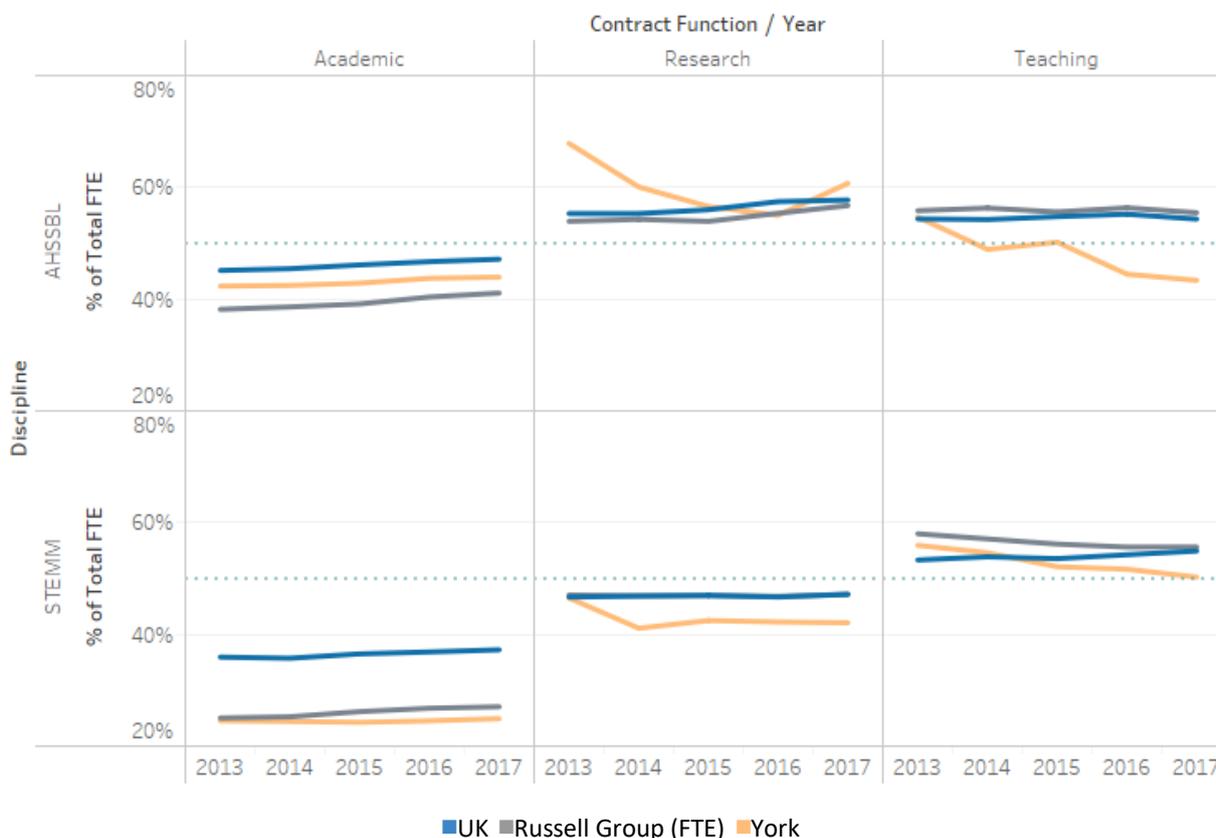


Table 4.14 %Female ART by discipline and contract function compared to RG and UK

Year	Benchmark	Discipline / Contract Function					
		AHSSBL			STEMM		
		Academ..	Research	Teaching	Academ..	Research	Teaching
2013	UK	45.1%	55.3%	54.3%	35.9%	46.7%	53.3%
	RG	38.2%	53.9%	55.8%	25.0%	47.0%	58.0%
	York	42.3%	67.8%	54.7%	24.5%	46.5%	55.9%
2014	UK	45.4%	55.3%	54.2%	35.7%	46.9%	53.9%
	RG	38.6%	54.3%	56.3%	25.3%	46.9%	57.1%
	York	42.4%	60.1%	48.9%	24.4%	41.1%	54.6%
2015	UK	46.1%	56.0%	54.8%	36.5%	47.0%	53.6%
	RG	39.1%	53.9%	55.6%	26.2%	47.0%	56.2%
	York	42.8%	56.6%	50.2%	24.3%	42.5%	52.1%
2016	UK	46.7%	57.4%	55.2%	36.9%	46.7%	54.3%
	RG	40.4%	55.4%	56.3%	26.8%	46.8%	55.6%
	York	43.7%	55.0%	44.5%	24.5%	42.2%	51.7%
2017	UK	47.1%	57.7%	54.3%	37.2%	47.2%	54.9%
	RG	41.1%	56.7%	55.5%	27.0%	47.2%	55.6%
	York	43.9%	60.7%	43.4%	24.9%	42.1%	50.2%

The overall ART pattern (section 4.1.i) is echoed in our Academic (R&T) profile (Fig 4.12) with improvements to promotions processes resulting in increases at SL and Reader. The gender ratio of R&T staff is consistent at approx. 35F:65M (Table 4.15). The gender ratio of Research staff across the pipeline (Fig 4.13) is close to parity (Table 4.16). There has been a worrying drop in %F Research professors, though numbers are very small. An upward trend in T&S staff numbers (Table 4.17) reflects:

- Increasing student numbers
- A focus on delivering the ‘York pedagogy’
- Improved career paths and promotion for T&S staff, including titles mirroring R&T roles (e.g. ‘Lecturer’ not ‘Teaching Fellow’), expansion of T&S promotion to Reader and Professor);
- Clarification of research and teaching expectations for all staff aligned with enhanced performance review processes.

While the T&S gender balance is also close to parity (Fig 4.14), with increasing staff numbers the ratio has shifted in favour of men particularly among Associate Lecturers and Senior Lecturers (Table 4.17). This suggests that the changes to T&S career pathways have had a more positive impact on men’s career progression, and we need to examine this in greater detail.

THRIVE T3: Support and encourage more women to apply for promotion to professor and senior academic roles.

THRIVE T4: Establish a mentoring scheme for ART and develop a specific programme for senior academic women.

THRIVE T5: More inclusion and transparency in the promotions process.

THRIVE T6: Ensure all recruitment material and processes directly address gender and other inequalities to encourage a diversity of applicants.

THRIVE T7: Establish Development & Assessment Centres (DACs) for ART.

THRIVE T11: Enhance and promote our flexible working options to attract, retain and enable staff.

THRIVE T21: Deeper exploration of the underlying issues contributing to the gender representation across ART

ACADEMIC (R&T) STAFF

Figure 4.12 %Female Academic (R&T) Staff by grade

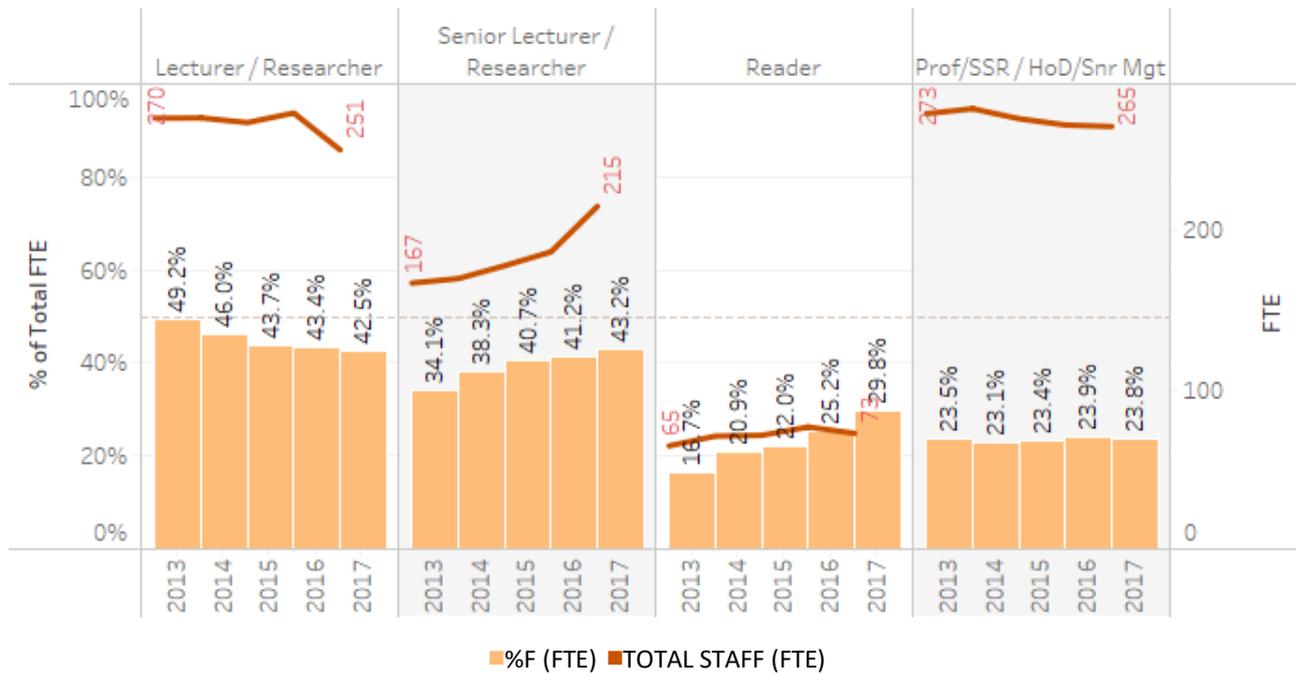


Table 4.15 Academic (R&T) staff by grade and gender (2013-2017)

Year	Gender	Lecturer / Researcher		Senior Lecturer / Researcher		Reader		Prof/SSR / HoD/Snr Mgt		Grand Total	
		FTE	%	FTE	%	FTE	%	FTE	%	FTE	%
2013	F	133	49.2%	57	34.1%	11	16.7%	64	23.5%	265	34.2%
	M	137	50.8%	110	65.9%	54	83.3%	209	76.5%	510	65.8%
	Total	270	100.0%	167	100.0%	65	100.0%	273	100.0%	775	100.0%
2014	F	124	46.0%	65	38.3%	15	20.9%	64	23.1%	268	34.0%
	M	146	54.0%	105	61.7%	56	79.1%	213	76.9%	520	66.0%
	Total	271	100.0%	170	100.0%	71	100.0%	276	100.0%	788	100.0%
2015	F	117	43.7%	72	40.7%	16	22.0%	63	23.4%	268	34.1%
	M	151	56.3%	105	59.3%	56	78.0%	207	76.6%	519	65.9%
	Total	268	100.0%	178	100.0%	71	100.0%	270	100.0%	787	100.0%
2016	F	119	43.4%	77	41.2%	19	25.2%	64	23.9%	279	34.7%
	M	155	56.6%	110	58.8%	57	74.8%	203	76.1%	524	65.3%
	Total	274	100.0%	187	100.0%	77	100.0%	266	100.0%	803	100.0%
2017	F	106	42.5%	93	43.2%	22	29.8%	63	23.8%	284	35.3%
	M	144	57.5%	122	56.8%	51	70.2%	202	76.2%	520	64.7%
	Total	251	100.0%	215	100.0%	73	100.0%	265	100.0%	804	100.0%

RESEARCH STAFF

Fig 4.13 Female proportion of Research staff by grade (2013-2017)⁸

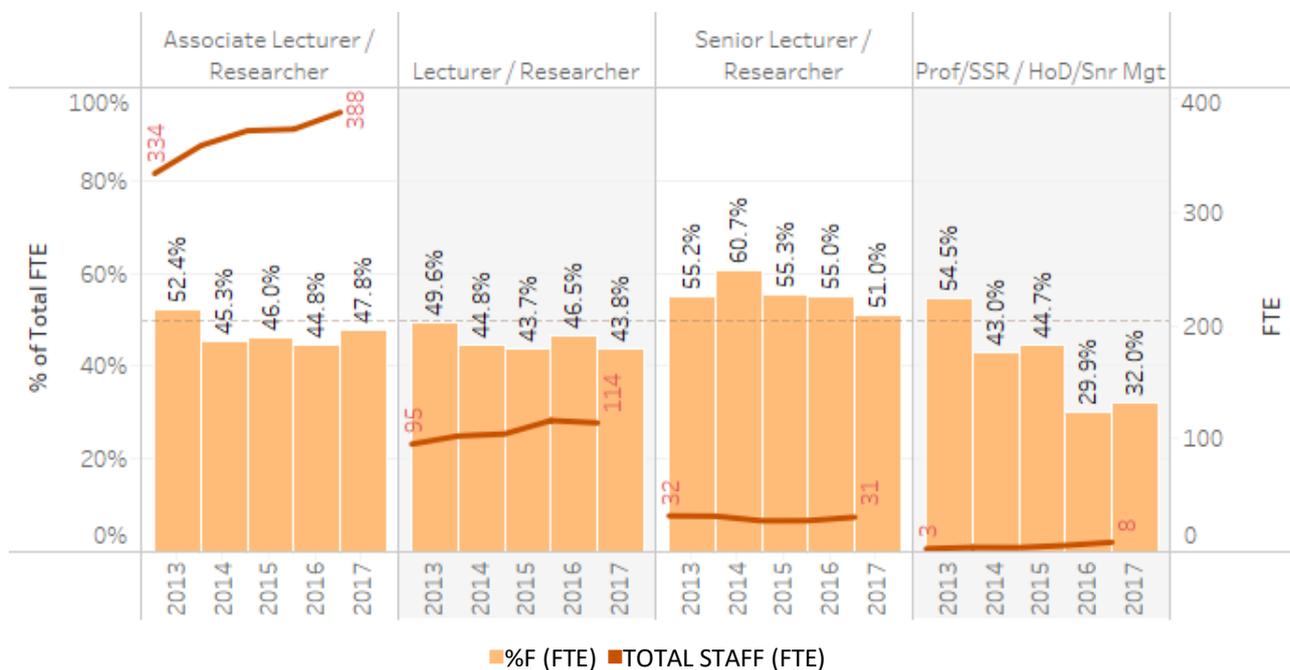


Table 4.16 Research staff by grade and gender (2013-2017)⁹

Year	Gender	Associate Lecturer / Researcher		Lecturer / Researcher		Senior Lecturer / Researcher		Prof/SSR / HoD/Snr Mgt		Grand Total	
2013	F	175	52.4%	47	49.6%	18	55.2%	2	54.5%	241	52.0%
	M	159	47.6%	48	50.4%	14	44.8%	1	45.5%	223	48.0%
	Total	334	100.0%	95	100.0%	32	100.0%	3	100.0%	464	100.0%
2014	F	163	45.3%	46	44.8%	19	60.7%	2	43.0%	230	46.2%
	M	196	54.7%	57	55.2%	12	39.3%	2	57.0%	267	53.8%
	Total	359	100.0%	102	100.0%	32	100.0%	4	100.0%	497	100.0%
2015	F	171	46.0%	46	43.7%	15	55.3%	2	44.7%	234	46.1%
	M	201	54.0%	59	56.3%	12	44.7%	2	55.3%	274	53.9%
	Total	372	100.0%	104	100.0%	27	100.0%	4	100.0%	508	100.0%
2016	F	167	44.8%	54	46.5%	15	55.0%	2	29.9%	238	45.5%
	M	206	55.2%	62	53.5%	12	45.0%	4	70.1%	285	54.5%
	Total	373	100.0%	116	100.0%	28	100.0%	6	100.0%	523	100.0%
2017	F	186	47.8%	50	43.8%	16	51.0%	3	32.0%	254	46.9%
	M	203	52.2%	64	56.2%	15	49.0%	6	68.0%	287	53.1%
	Total	388	100.0%	114	100.0%	31	100.0%	8	100.0%	541	100.0%

⁸Our database's ART grade titles cover all ART staff, even when only one group of staff (e.g. Research staff) is presented.

⁹Reader data not reported because role did not exist for Research and T&S staff until 2016; numbers are very small

TEACHING & SCHOLARSHIP STAFF

Fig 4.14 Female proportion of Teaching Staff by grade (2013-2017)¹⁰

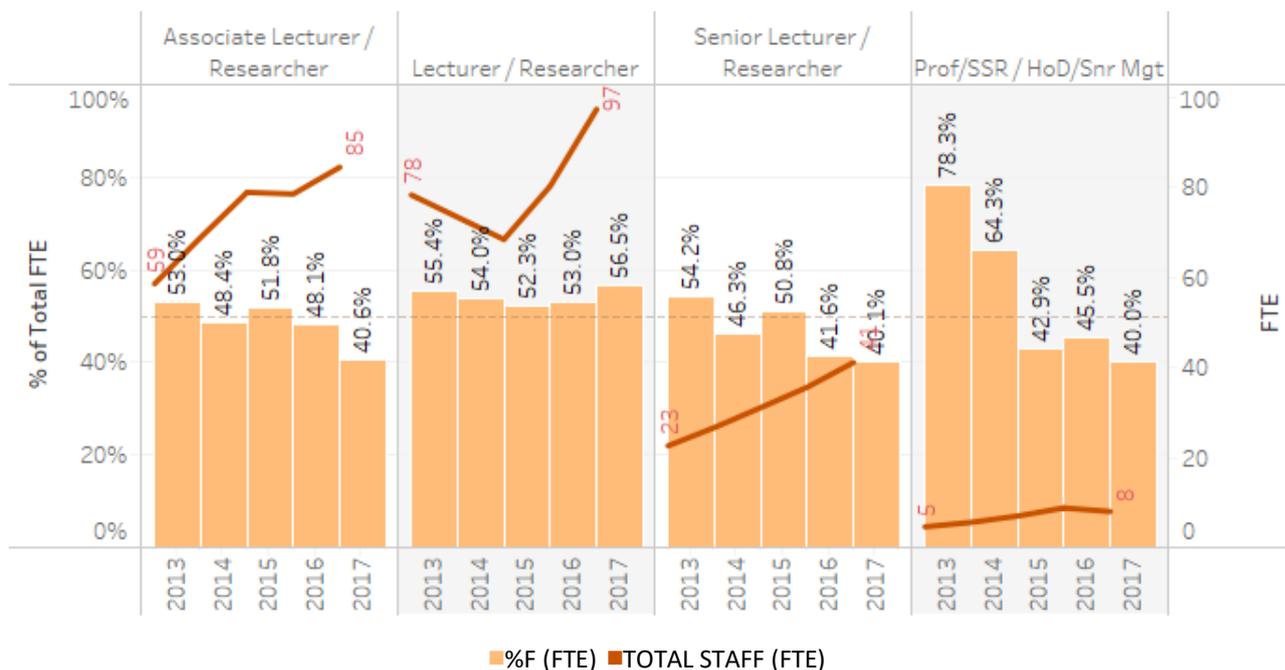


Table 4.17 Teaching & Scholarship Staff by grade and gender¹¹

Year	Gender	Associate Lecturer / Researcher		Lecturer / Researcher		Senior Lecturer / Researcher		Prof/SSR / HoD/Snr Mgt		Grand Total	
2013	F	31	53.0%	43	55.4%	12	54.2%	4	78.3%	90	55.0%
	M	28	47.0%	35	44.6%	10	45.8%	1	21.7%	74	45.0%
	Total	59	100.0%	78	100.0%	23	100.0%	5	100.0%	164	100.0%
2014	F	33	48.4%	40	54.0%	12	46.3%	4	64.3%	89	50.9%
	M	36	51.6%	34	46.0%	14	53.7%	2	35.7%	86	49.1%
	Total	69	100.0%	73	100.0%	27	100.0%	6	100.0%	175	100.0%
2015	F	41	51.8%	36	52.3%	16	50.8%	3	42.9%	95	51.5%
	M	38	48.2%	33	47.7%	15	49.2%	4	57.1%	90	48.5%
	Total	79	100.0%	68	100.0%	31	100.0%	7	100.0%	185	100.0%
2016	F	38	48.1%	43	53.0%	15	41.6%	4	45.5%	99	48.7%
	M	41	51.9%	38	47.0%	21	58.4%	5	54.5%	104	51.3%
	Total	79	100.0%	80	100.0%	36	100.0%	9	100.0%	203	100.0%
2017	F	34	40.6%	55	56.5%	17	40.1%	3	40.0%	109	47.2%
	M	50	59.4%	42	43.5%	25	59.9%	5	60.0%	122	52.8%
	Total	85	100.0%	97	100.0%	41	100.0%	8	100.0%	231	100.0%

¹⁰ Data for Readers excluded as <2FTE. Reader role only introduced recently for T&S contracts

¹¹ As above re: Readers

(iii) Academic leavers by grade and gender

Comment on the reasons academic staff leave the institution. Comment on and explain any differences between men and women, and any differences in schools or departments.

ART staff turnover (<4% pa) is much lower than other UK universities. As well as York being an attractive place to live (named best place to live in the UK, Sunday Times 2018) our commitments to being a family-friendly workplace, ensuring a healthy work-life balance and career development opportunities, and our good employee benefits mean our retention rates for both women and men are high (Fig. 4.15, Table 4.18).

Fig 4.15 Turnover rate of all ART compared to UK universities' average by gender

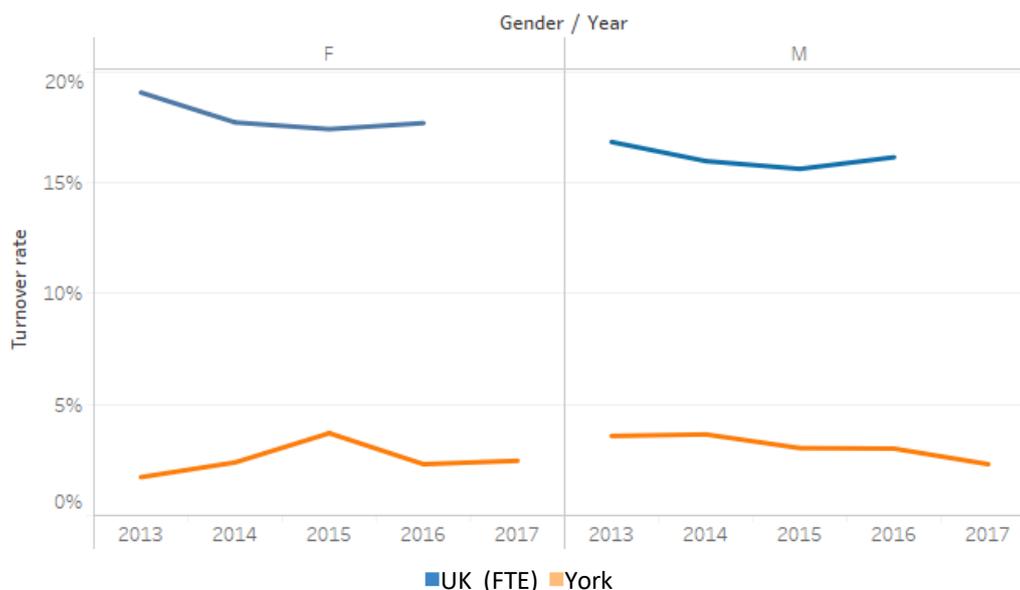


Table 4.18: All ART leavers and turnover rates compared to UK HEI average¹² by gender

Year	Benchmark	All Staff		Leavers		Turnover Rate	
		F	M	F	M	F	M
2013	UK	80,775	100,610	15,400	16,940	19.1%	16.8%
	York	637	837	11	30	1.7%	3.6%
2014	UK	80,455	100,370	14,255	16,035	17.7%	16.0%
	York	627	903	15	33	2.4%	3.7%
2015	UK	84,175	104,835	14,660	16,380	17.4%	15.6%
	York	647	922	24	28	3.7%	3.0%
2016	UK	87,345	106,850	15,450	17,255	17.7%	16.1%
	York	692	962	16	29	2.3%	3.0%
2017	York	730	995	18	23	2.5%	2.3%

¹² UK averages from ECU datasets 2013-2017

Table 4.19 ART leavers by grade and gender - gender split within grade

Year	Gender	Associate Lecturer/Resea..		Lecturer/Researcher		Senior Lecturer/Researcher		Reader	Prof/SSR/HoD/Snr Mgt		Grand Total		
2013	F	40	33.9%	21	50.0%	2	18.2%		4	25.0%	67	35.3%	
	M	78	66.1%	21	50.0%	9	81.8%	3	100.0%	12	75.0%	123	64.7%
	Total	118	100.0%	42	100.0%	11	100.0%	3	100.0%	16	100.0%	190	100.0%
2014	F	69	53.9%	29	55.8%	7	58.3%	1	25.0%	6	25.0%	112	50.9%
	M	59	46.1%	23	44.2%	5	41.7%	3	75.0%	18	75.0%	108	49.1%
	Total	128	100.0%	52	100.0%	12	100.0%	4	100.0%	24	100.0%	220	100.0%
2015	F	58	41.1%	30	58.8%	12	63.2%		5	26.3%	105	45.1%	
	M	83	58.9%	21	41.2%	7	36.8%	3	100.0%	14	73.7%	128	54.9%
	Total	141	100.0%	51	100.0%	19	100.0%	3	100.0%	19	100.0%	233	100.0%
2016	F	62	40.8%	20	57.1%	10	55.6%		4	18.2%	96	42.1%	
	M	90	59.2%	15	42.9%	8	44.4%	1	100.0%	18	81.8%	132	57.9%
	Total	152	100.0%	35	100.0%	18	100.0%	1	100.0%	22	100.0%	228	100.0%
2017	F	68	43.3%	21	63.6%	7	53.8%	1	100.0%	6	24.0%	103	45.0%
	M	89	56.7%	12	36.4%	6	46.2%		19	76.0%	126	55.0%	
	Total	157	100.0%	33	100.0%	13	100.0%	1	100.0%	25	100.0%	229	100.0%

Table 4.20 All ART leavers by gender, grade and discipline (headcount)

Discipline	Year	Gender	Associate Lectur..		Lecturer/Resea..		Senior Lecturer ..		Reader	Prof/SSR/HoD/..		Grand Total			
AHSSBL	2013	F	17	40.5%	8	44.4%	1	20.0%		3	27.3%	29	37.2%		
		M	25	59.5%	10	55.6%	4	80.0%	2	100.0%	8	72.7%	49	62.8%	
		Total	42	100.0%	18	100.0%	5	100.0%	2	100.0%	11	100.0%	78	100.0%	
	2014	F	30	63.8%	18	64.3%	3	50.0%	1	33.3%	6	42.9%	58	59.2%	
		M	17	36.2%	10	35.7%	3	50.0%	2	66.7%	8	57.1%	40	40.8%	
		Total	47	100.0%	28	100.0%	6	100.0%	3	100.0%	14	100.0%	98	100.0%	
	2015	F	28	71.8%	19	67.9%	5	55.6%		3	21.4%	55	59.8%		
		M	11	28.2%	9	32.1%	4	44.4%	2	100.0%	11	78.6%	37	40.2%	
		Total	39	100.0%	28	100.0%	9	100.0%	2	100.0%	14	100.0%	92	100.0%	
	2016	F	29	50.9%	10	58.8%	5	45.5%		2	16.7%	46	47.4%		
		M	28	49.1%	7	41.2%	6	54.5%		10	83.3%	51	52.6%		
		Total	57	100.0%	17	100.0%	11	100.0%		12	100.0%	97	100.0%		
	2017	F	26	44.1%	10	76.9%	2	50.0%	1	100.0%	5	41.7%	44	49.4%	
		M	33	55.9%	3	23.1%	2	50.0%		7	58.3%	45	50.6%		
		Total	59	100.0%	13	100.0%	4	100.0%	1	100.0%	12	100.0%	89	100.0%	
	STEMM	2013	F	23	30.3%	13	54.2%	1	16.7%		1	20.0%	38	33.9%	
			M	53	69.7%	11	45.8%	5	83.3%	1	100.0%	4	80.0%	74	66.1%
			Total	76	100.0%	24	100.0%	6	100.0%	1	100.0%	5	100.0%	112	100.0%
2014		F	39	48.1%	11	45.8%	4	66.7%				54	44.3%		
		M	42	51.9%	13	54.2%	2	33.3%	1	100.0%	10	100.0%	68	55.7%	
		Total	81	100.0%	24	100.0%	6	100.0%	1	100.0%	10	100.0%	122	100.0%	
2015		F	30	29.4%	11	47.8%	7	70.0%		2	40.0%	50	35.5%		
		M	72	70.6%	12	52.2%	3	30.0%	1	100.0%	3	60.0%	91	64.5%	
		Total	102	100.0%	23	100.0%	10	100.0%	1	100.0%	5	100.0%	141	100.0%	
2016		F	33	34.7%	10	55.6%	5	71.4%		2	20.0%	50	38.2%		
		M	62	65.3%	8	44.4%	2	28.6%	1	100.0%	8	80.0%	81	61.8%	
		Total	95	100.0%	18	100.0%	7	100.0%	1	100.0%	10	100.0%	131	100.0%	
2017		F	42	42.9%	11	55.0%	5	55.6%		1	7.7%	59	42.1%		
		M	56	57.1%	9	45.0%	4	44.4%		12	92.3%	81	57.9%		
		Total	98	100.0%	20	100.0%	9	100.0%		13	100.0%	140	100.0%		

Most leavers are at ALR grade, and there has been an increase over time which is linked to increased grant funding supporting ALR staff on FTCs. There is no gender difference at this grade (Table 4.19). There is an increase in %F leavers at LR grade, particularly in AHSSBL, and we will investigate why men seem more likely to be retained. The %F leavers generally reflects the %F at different grades, although %F SLR leavers is high in STEMM (numbers are small), though our exit data shows no clear explanation. All leavers complete an anonymised questionnaire and the opportunity of a confidential exit interview with HR. Recent data highlights 66%F and 68%M ART leavers would recommend UoY as a good place to work.

ENGAGE E7: Review effectiveness and gaps in current staff survey and exit questionnaire to improve data collection about staff experiences and perceptions of equality-related issues.

Fig 4.16 %female ART leavers and reason for leaving (headcount)

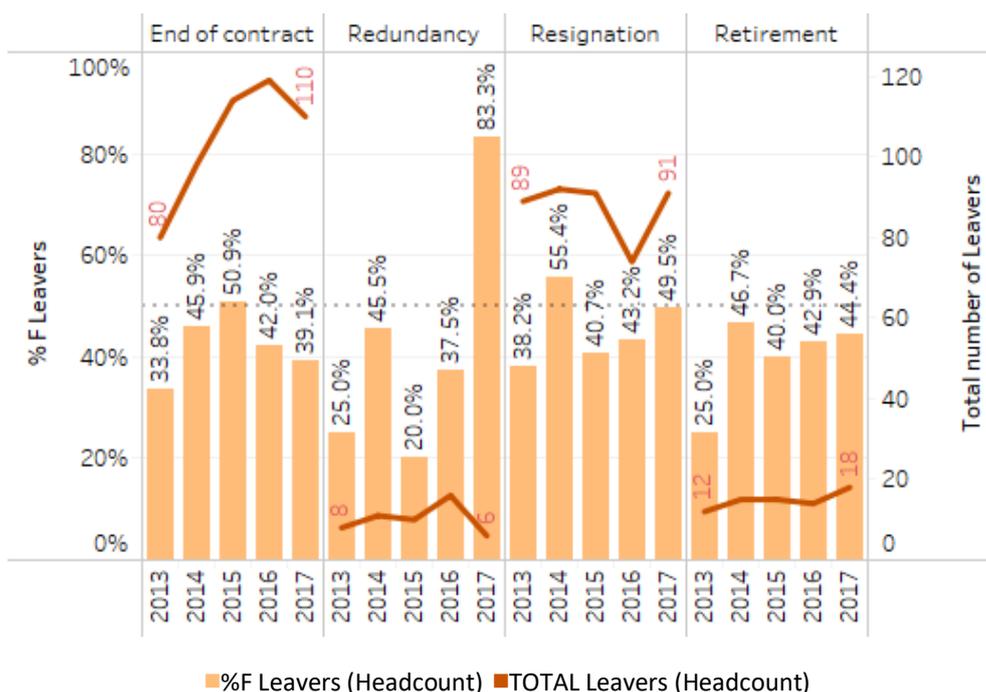


Table 4.21 Reasons for leaving for all ART by gender (headcount)¹³

Year	Gender	Dismissed	End of contract	Redundancy	Resignation	Retirement	Other
2013	F		27 33.8%	2 25.0%	34 38.2%	3 25.0%	1 100.0%
	M		53 66.3%	6 75.0%	55 61.8%	9 75.0%	
	Total		80 100.0%	8 100.0%	89 100.0%	12 100.0%	1 100.0%
2014	F	2 100.0%	45 45.9%	5 45.5%	51 55.4%	7 46.7%	2 100.0%
	M		53 54.1%	6 54.5%	41 44.6%	8 53.3%	
	Total	2 100.0%	98 100.0%	11 100.0%	92 100.0%	15 100.0%	2 100.0%
2015	F		58 50.9%	2 20.0%	37 40.7%	6 40.0%	2 100.0%
	M	1 100.0%	56 49.1%	8 80.0%	54 59.3%	9 60.0%	
	Total	1 100.0%	114 100.0%	10 100.0%	91 100.0%	15 100.0%	2 100.0%
2016	F		50 42.0%	6 37.5%	32 43.2%	6 42.9%	2 50.0%
	M	1 100.0%	69 58.0%	10 62.5%	42 56.8%	8 57.1%	2 50.0%
	Total	1 100.0%	119 100.0%	16 100.0%	74 100.0%	14 100.0%	4 100.0%
2017	F		43 39.1%	5 83.3%	45 49.5%	8 44.4%	2 50.0%
	M		67 60.9%	1 16.7%	46 50.5%	10 55.6%	2 50.0%
	Total		110 100.0%	6 100.0%	91 100.0%	18 100.0%	4 100.0%

¹³ 'Other' includes death, termination settlement and TUPE. 'Other' and 'Dismissed' numbers too small to plot.

(iv) **Equal pay audits/reviews**

Comment on the findings from the most recent equal pay audit and identify the institution's top three priorities to address any disparities and enable equality in pay.

We have conducted biennial Equal Pay audits (EPAs) since 2006 which include analysis of the gender pay gap (average difference between men's and women's aggregate hourly pay) and the equal pay gap (equal pay for work of equal value).

The most recent EPA (2016) included analysis by age, ethnicity and PT/FT, and by grade and statistics for promotion and pay progression. Key findings were:

- An overall gender pay gap of 19.7% in favour of men.
- An equal pay gap of 6.06% in favour of women at Grade 6 (= PSS Grade 6 + ART Associate Lecturer/Researcher) and 6.09% in favour of men within higher Professorial grades. Further analysis at Grade 6 revealed a 0% equal pay gap for ART and 5.72% gap in favour of women for PSS, highlighting both occupational segregation and representation of staff at different incremental pay-scale points.
- No overall equal pay gap for BME employees, but in grades 1-8 (= PSS grade 1-8 + ART up to Reader) there is a gap of 10% for BME women compared to all non-BME staff. In senior management roles (above grade 8 for PSS and Prof/Snr Mgt for ART) there was a gap of 5% for BME men, whereas there was a 6% gap in favour of BME women, however sample sizes are very small (14 senior management employees).

Statutory Gender Pay Gap reporting in 2018

In 2018, our gender pay gap had reduced to 19.3% which is broadly in line with the national average and slightly lower than the 21.5%¹⁴ RG average but above the UK HEI benchmark (15.9%). It has decreased slightly (3%) since 2008, while the number of staff has steadily increased and the proportion of women and men has remained constant. The main causes of the pay gap are under-representation of senior women at Grades 7 (Grade 7 PSS and ART Lecture/Researcher) and above, and under-representation of men at PSS Grades 5 and below.

As well as conducting consultation session (CS2018) to understand barriers to progression for women, and to inform actions to improve female career progression, our top priorities to address our gender pay gap focus on removing barriers to women progressing to senior roles.

ENGAGE E6: Enhance UB training and make online training compulsory.

ENGAGE 7: Review effectiveness and gaps in current staff survey to improve data collection about staff experiences & perceptions of equality-related issues.

THRIVE T6: Ensure all recruitment material and processes directly address gender and other inequalities to encourage a diversity of applicants.

¹⁴ average of 22 published RG university pay gaps in 2018, published by THE

4.2 (i) Professional and support staff by grade and gender

Look at the career pipeline across the whole institution and between STEMM and AHSSBL subjects. Comment on and explain any difference between women and men, and any differences between STEMM and AHSSBL subjects. Identify any issues at particular grades/levels

The majority of PSS are employed across a grade framework (1-8) with a smaller group in senior management roles (Fig 4.17, Table 4.22).

The %F senior management has increased from 36% to 45% since 2013, an absolute increase from 13 to 18. We attribute the appointment of more women into key senior roles to actions improving gender equality during recruitment and promotion processes, including:

- unconscious bias (UB) training for recruitment panel chairs;
- requiring search firms to present diverse shortlists;
- use of positive action statements in job adverts.

The upward trend in %F in more senior roles over time also reflects our targeted development of grade 5-8 staff providing staff with opportunities to explore their strengths and career development aspirations. Along with Development and Assessment Centres (DACs), Springboard and Professionals@York are a key part of our staff development and retention work (section 5.4.iii).



“Since DACs I have been better at being able to look through the language used in job adverts and not be put off applying, letting the recruiter decide if I have the skills rather than me worrying that I don't.” Female PSS member, July 2018



IMPACT: Raised awareness of the importance of gender equality, actions to improve recruitment and promotions processes and the targeted Development and Assessment Centres have seen an increase in the proportion of women in senior PSS roles.

Our STEMM departments have a higher %F in grades 4 and 5 while at grade 7 there is a far smaller proportion of women (Fig 4.18, Table 4.24) than the University overall as these tend to be IT or technical roles, many filled by men. AHSSBL departments have a preponderance of PSS women in all grades (~80% overall) (Fig 4.19) and PSS roles across all grades tend to be administrative.

We recognise that there is gendered occupational segregation across the university, in particular the %M at grade 2, roles largely concentrated in the Directorates of Estates and Campus Services (Fig 4.20). We will examine ways in which we can break down some of these barriers to achieve greater balance in administrative and technical roles, including our work under our Technician Commitment (section 5.4.iii)

ENGAGE E4: Develop a guide for and support PSDs to apply AS principles in their work.

THRIVE T6: Ensure all recruitment material and processes directly address gender and other inequalities to encourage a diversity of applicants

Fig 4.17 %Female of all PSS by grade

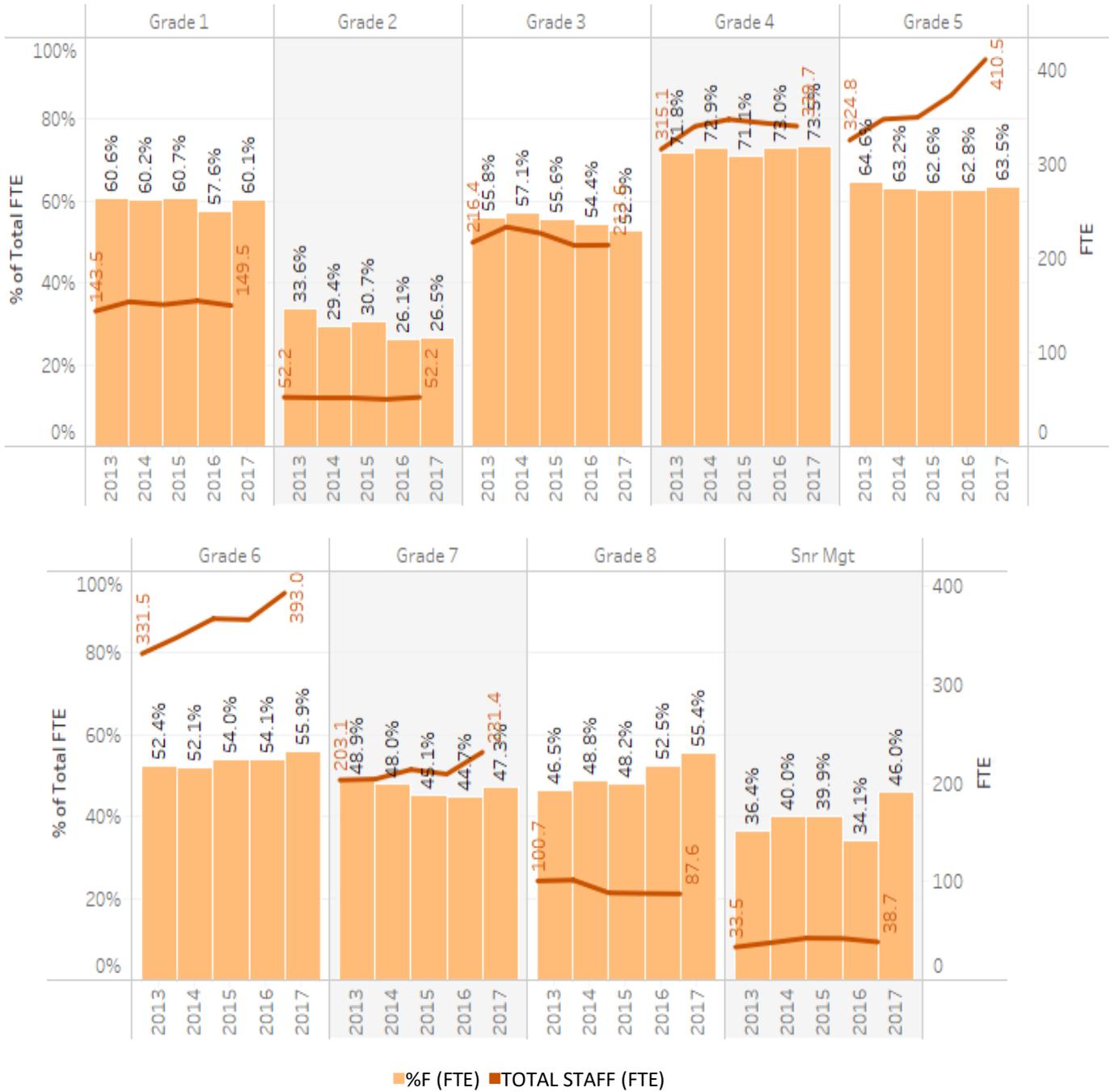


Table 4.22 All PSS by grade and gender

		2013		2014		2015		2016		2017	
Grade 1	F	87	60.6%	92	60.2%	91	60.7%	89	57.6%	90	60.1%
	M	57	39.4%	61	39.8%	59	39.3%	66	42.4%	60	39.9%
	Total	144	100.0%	154	100.0%	150	100.0%	154	100.0%	149	100.0%
Grade 2	F	18	33.6%	15	29.4%	16	30.7%	13	26.1%	14	26.5%
	M	35	66.4%	36	70.6%	36	69.3%	37	73.9%	38	73.5%
	Total	52	100.0%	52	100.0%	52	100.0%	50	100.0%	52	100.0%
Grade 3	F	121	55.8%	133	57.1%	126	55.6%	116	54.4%	113	52.9%
	M	96	44.2%	100	42.9%	101	44.4%	97	45.6%	101	47.1%
	Total	216	100.0%	233	100.0%	226	100.0%	213	100.0%	214	100.0%
Grade 4	F	226	71.8%	248	72.9%	247	71.1%	250	73.0%	250	73.5%
	M	89	28.2%	92	27.1%	100	28.9%	93	27.0%	90	26.5%
	Total	315	100.0%	340	100.0%	347	100.0%	343	100.0%	340	100.0%
Grade 5	F	210	64.6%	219	63.2%	219	62.6%	234	62.8%	261	63.5%
	M	115	35.4%	128	36.8%	131	37.4%	139	37.2%	150	36.5%
	Total	325	100.0%	347	100.0%	349	100.0%	373	100.0%	411	100.0%
Grade 6	F	174	52.4%	182	52.1%	198	54.0%	198	54.1%	219	55.9%
	M	158	47.6%	167	47.9%	169	46.0%	168	45.9%	174	44.1%
	Total	331	100.0%	348	100.0%	367	100.0%	366	100.0%	393	100.0%
Grade 7	F	99	48.9%	98	48.0%	96	45.1%	93	44.7%	110	47.3%
	M	104	51.1%	106	52.0%	117	54.9%	116	55.3%	122	52.7%
	Total	203	100.0%	204	100.0%	214	100.0%	209	100.0%	231	100.0%
Grade 8	F	47	46.5%	50	48.8%	43	48.2%	46	52.5%	49	55.4%
	M	54	53.5%	52	51.2%	46	51.8%	42	47.5%	39	44.6%
	Total	101	100.0%	102	100.0%	89	100.0%	88	100.0%	88	100.0%
Snr Mgt	F	12	36.4%	15	40.0%	17	39.9%	14	34.1%	18	46.0%
	M	21	63.6%	23	60.0%	26	60.1%	28	65.9%	21	54.0%
	Total	34	100.0%	38	100.0%	43	100.0%	42	100.0%	39	100.0%
Grand Total		1,721	100.0%	1,816	100.0%	1,836	100.0%	1,839	100.0%	1,916	100.0%

Table 4.23 All PSS by Contract function, discipline and gender

		Administration		IT and electronics		Management and professional		Operational and facilities		Technicians		Grand Total			
AHSSBL	2013	F	111.7	88.5%	3.5	30.4%	48.9	83.2%			4.8	29.6%	168.8	79.4%	
		M	14.5	11.5%	8.0	69.6%	9.9	16.8%			11.4	70.4%	43.8	20.6%	
	2014	F	119.1	86.9%	2.5	22.7%	48.7	81.8%			3.8	22.7%	174.1	77.6%	
		M	18.0	13.1%	8.5	77.3%	10.8	18.2%			12.9	77.3%	50.2	22.4%	
	2015	F	111.7	86.7%	1.5	18.8%	48.2	85.9%			5.3	30.8%	166.7	79.3%	
		M	17.2	13.3%	6.5	81.3%	7.9	14.1%			11.9	69.2%	43.5	20.7%	
	2016	F	104.7	86.5%	0.5	10.0%	48.5	85.9%			4.6	24.8%	158.4	78.7%	
		M	16.4	13.5%	4.5	90.0%	8.0	14.1%			14.0	75.2%	42.9	21.3%	
	2017	F	109.0	83.5%	0.5	10.0%	45.8	83.6%			6.6	32.1%	161.9	76.7%	
		M	21.6	16.5%	4.5	90.0%	9.0	16.4%			14.0	67.9%	49.1	23.3%	
	STEMM	2013	F	158.3	88.7%	6.0	12.0%	42.6	64.0%	4.0	46.9%	73.4	43.3%	284.2	60.1%
			M	20.2	11.3%	44.1	88.0%	23.9	36.0%	4.5	53.1%	96.2	56.7%	188.9	39.9%
2014		F	162.8	89.9%	4.0	10.4%	51.0	68.0%	4.0	68.4%	81.0	42.1%	302.8	61.4%	
		M	18.4	10.1%	34.6	89.6%	24.0	32.0%	1.9	31.6%	111.4	57.9%	190.3	38.6%	
2015		F	155.7	90.0%	2.5	7.4%	59.1	69.3%	2.7	48.7%	85.6	45.0%	305.7	62.5%	
		M	17.3	10.0%	32.0	92.6%	26.2	30.7%	2.9	51.3%	104.8	55.0%	183.2	37.5%	
2016		F	146.0	87.8%	3.0	9.7%	57.6	66.2%	1.0	23.5%	79.4	44.7%	287.1	61.6%	
		M	20.2	12.2%	27.9	90.3%	29.4	33.8%	3.3	76.5%	98.5	55.3%	179.2	38.4%	
2017	F	141.4	89.3%	3.0	12.5%	61.6	68.8%			89.9	46.4%	296.0	63.4%		
	M	17.0	10.7%	21.0	87.5%	28.0	31.2%	1.0	100.0%	104.0	53.6%	171.0	36.6%		
Central Support	2013	F	237.6	81.4%	20.9	18.6%	161.5	61.2%	120.3	32.9%			540.3	52.2%	
		M	54.5	18.6%	91.9	81.4%	102.5	38.8%	245.8	67.1%			494.7	47.8%	
	2014	F	247.9	81.0%	27.1	21.2%	172.9	60.7%	126.6	33.3%			574.5	52.3%	
		M	58.0	19.0%	100.3	78.8%	112.0	39.3%	254.0	66.7%			524.4	47.7%	
	2015	F	253.0	80.1%	26.9	19.8%	176.1	58.1%	123.7	32.4%			579.7	51.0%	
		M	62.9	19.9%	109.0	80.2%	126.9	41.9%	258.6	67.6%			557.3	49.0%	
	2016	F	273.4	82.1%	28.4	20.9%	183.8	58.9%	123.7	31.8%			609.3	52.0%	
		M	59.7	17.9%	107.3	79.1%	128.3	41.1%	266.0	68.2%	1.0	100.0%	562.3	48.0%	
	2017	F	285.1	79.7%	23.4	18.2%	228.0	62.7%	128.1	33.2%			664.5	53.7%	
		M	72.8	20.3%	105.0	81.8%	135.5	37.3%	257.6	66.8%	3.0	100.0%	573.9	46.3%	

Fig 4.18 %Female PSS in STEMM departments by grade¹⁵

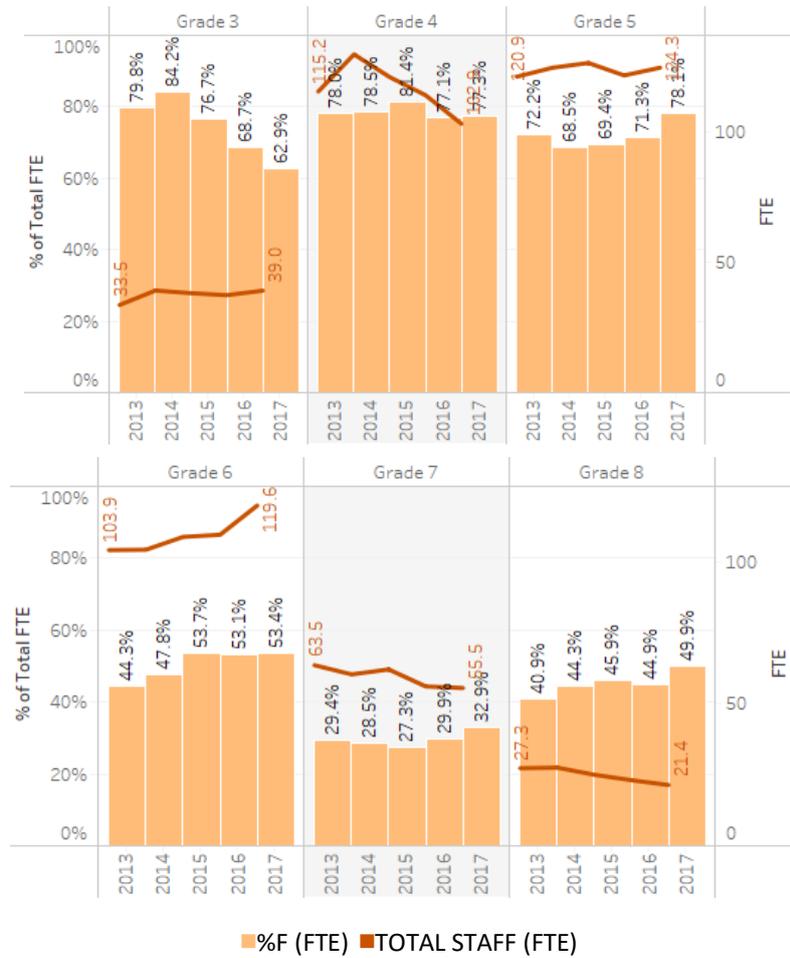


Table 4.24 PSS in STEMM departments by grade and gender

		2013		2014		2015		2016		2017	
Grade 2	F	4.5	64.9%	3.1	68.7%	3.1	68.7%	1.0	41.5%	1.0	41.5%
	M	2.4	35.1%	1.4	31.3%	1.4	31.3%	1.4	58.5%	1.4	58.5%
	Total	6.9	100.0%	4.5	100.0%	4.5	100.0%	2.4	100.0%	2.4	100.0%
Grade 3	F	26.8	79.8%	32.9	84.2%	29.2	76.7%	25.6	68.7%	24.5	62.9%
	M	6.8	20.2%	6.2	15.8%	8.9	23.3%	11.7	31.3%	14.5	37.1%
	Total	33.5	100.0%	39.1	100.0%	38.0	100.0%	37.3	100.0%	39.0	100.0%
Grade 4	F	89.9	78.0%	101.6	78.5%	98.2	81.4%	87.7	77.1%	79.5	77.3%
	M	25.3	22.0%	27.8	21.5%	22.5	18.6%	26.1	22.9%	23.3	22.7%
	Total	115.2	100.0%	129.4	100.0%	120.7	100.0%	113.8	100.0%	102.9	100.0%
Grade 5	F	87.3	72.2%	85.2	68.5%	87.5	69.4%	86.6	71.3%	97.1	78.1%
	M	33.6	27.8%	39.1	31.5%	38.6	30.6%	34.8	28.7%	27.2	21.9%
	Total	120.9	100.0%	124.3	100.0%	126.1	100.0%	121.4	100.0%	124.3	100.0%
Grade 6	F	46.0	44.3%	49.7	47.8%	58.3	53.7%	58.0	53.1%	63.9	53.4%
	M	57.9	55.7%	54.3	52.2%	50.3	46.3%	51.3	46.9%	55.7	46.6%
	Total	103.9	100.0%	104.1	100.0%	108.6	100.0%	109.3	100.0%	119.6	100.0%
Grade 7	F	18.7	29.4%	17.2	28.5%	16.9	27.3%	16.8	29.9%	18.3	32.9%
	M	44.8	70.6%	43.1	71.5%	45.1	72.7%	39.3	70.1%	37.2	67.1%
	Total	63.5	100.0%	60.2	100.0%	62.0	100.0%	56.0	100.0%	55.5	100.0%
Grade 8	F	11.2	40.9%	12.2	44.3%	11.5	45.9%	10.4	44.9%	10.7	49.9%
	M	16.1	59.1%	15.3	55.7%	13.5	54.1%	12.7	55.1%	10.7	50.1%
	Total	27.3	100.0%	27.5	100.0%	25.0	100.0%	23.1	100.0%	21.4	100.0%
Snr Mgt	F			1.0	25.0%	1.0	25.0%	1.0	33.3%	1.0	50.0%
	M	2.0	100.0%	3.0	75.0%	3.0	75.0%	2.0	66.7%	1.0	50.0%
	Total	2.0	100.0%	4.0	100.0%	4.0	100.0%	3.0	100.0%	2.0	100.0%
Grand Total		473.2	100.0%	493.1	100.0%	488.9	100.0%	466.3	100.0%	467.0	100.0%

¹⁵ PSS grade 1 and senior management in STEMM are too small to plot

Fig 4.19 %female PSS in AHSSBL departments by grade¹⁶

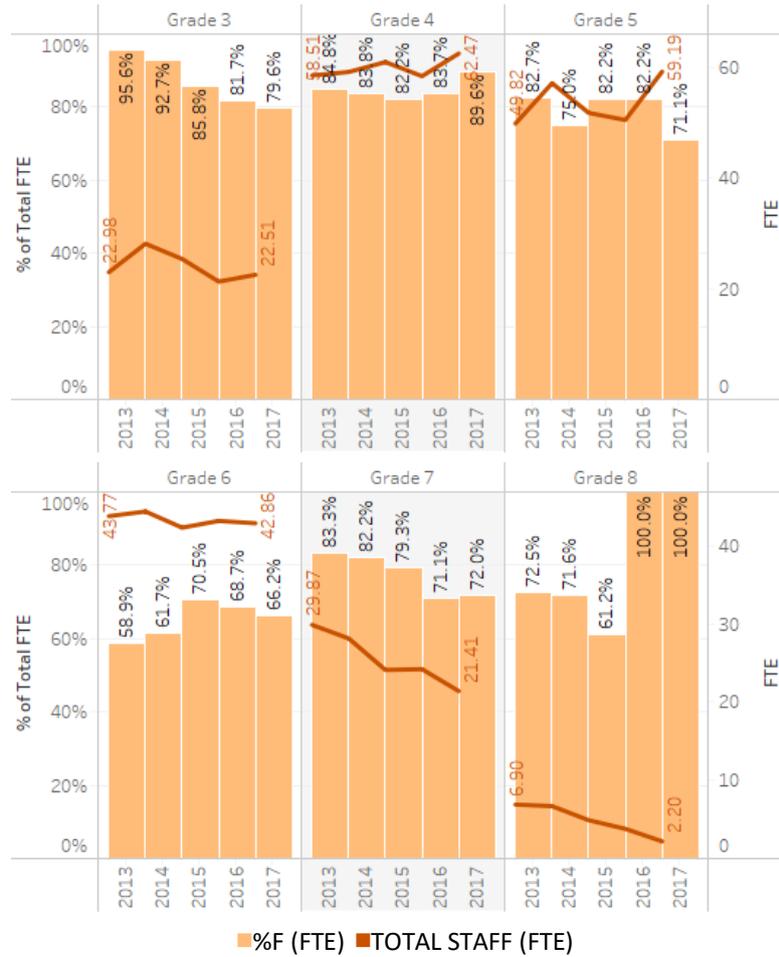


Table 4.25 PSS in AHSSBL departments by grade and gender

		2013		2014		2015		2016		2017	
Grade 2	M	0.4	100.0%	0.4	100.0%	0.4	100.0%			0.4	100.0%
	Total	0.4	100.0%	0.4	100.0%	0.4	100.0%			0.4	100.0%
Grade 3	F	22.0	95.6%	26.1	92.7%	21.8	85.8%	17.4	81.7%	17.9	79.6%
	M	1.0	4.4%	2.0	7.3%	3.6	14.2%	3.9	18.3%	4.6	20.4%
	Total	23.0	100.0%	28.1	100.0%	25.4	100.0%	21.3	100.0%	22.5	100.0%
Grade 4	F	49.6	84.8%	49.5	83.8%	50.1	82.2%	48.9	83.7%	56.0	89.6%
	M	8.9	15.2%	9.6	16.2%	10.8	17.8%	9.5	16.3%	6.5	10.4%
	Total	58.5	100.0%	59.1	100.0%	60.9	100.0%	58.4	100.0%	62.5	100.0%
Grade 5	F	41.2	82.7%	42.8	75.0%	42.5	82.2%	41.5	82.2%	42.1	71.1%
	M	8.6	17.3%	14.3	25.0%	9.2	17.8%	9.0	17.8%	17.1	28.9%
	Total	49.8	100.0%	57.1	100.0%	51.8	100.0%	50.5	100.0%	59.2	100.0%
Grade 6	F	25.8	58.9%	27.4	61.7%	29.8	70.5%	29.7	68.7%	28.4	66.2%
	M	18.0	41.1%	17.0	38.3%	12.5	29.5%	13.5	31.3%	14.5	33.8%
	Total	43.8	100.0%	44.4	100.0%	42.3	100.0%	43.2	100.0%	42.9	100.0%
Grade 7	F	24.9	83.3%	23.1	82.2%	19.1	79.3%	17.2	71.1%	15.4	72.0%
	M	5.0	16.7%	5.0	17.8%	5.0	20.7%	7.0	28.9%	6.0	28.0%
	Total	29.9	100.0%	28.1	100.0%	24.1	100.0%	24.2	100.0%	21.4	100.0%
Grade 8	F	5.0	72.5%	4.8	71.6%	3.0	61.2%	3.8	100.0%	2.2	100.0%
	M	1.9	27.5%	1.9	28.4%	1.9	38.8%				
	Total	6.9	100.0%	6.7	100.0%	4.9	100.0%	3.8	100.0%	2.2	100.0%
Snr Mgt	F	0.4	100.0%	0.4	100.0%	0.4	100.0%				
	Total	0.4	100.0%	0.4	100.0%	0.4	100.0%				
Grand Total		212.6	100.0%	224.4	100.0%	210.2	100.0%	201.3	100.0%	211.0	100.0%

¹⁶ PSS grade 1, 2 and senior management in AHSSBL are too small to plot

Professional Services Departments (PSDs)

Fig 4.20 Proportion of female PSS in Central support departments by grade (2013-2017)

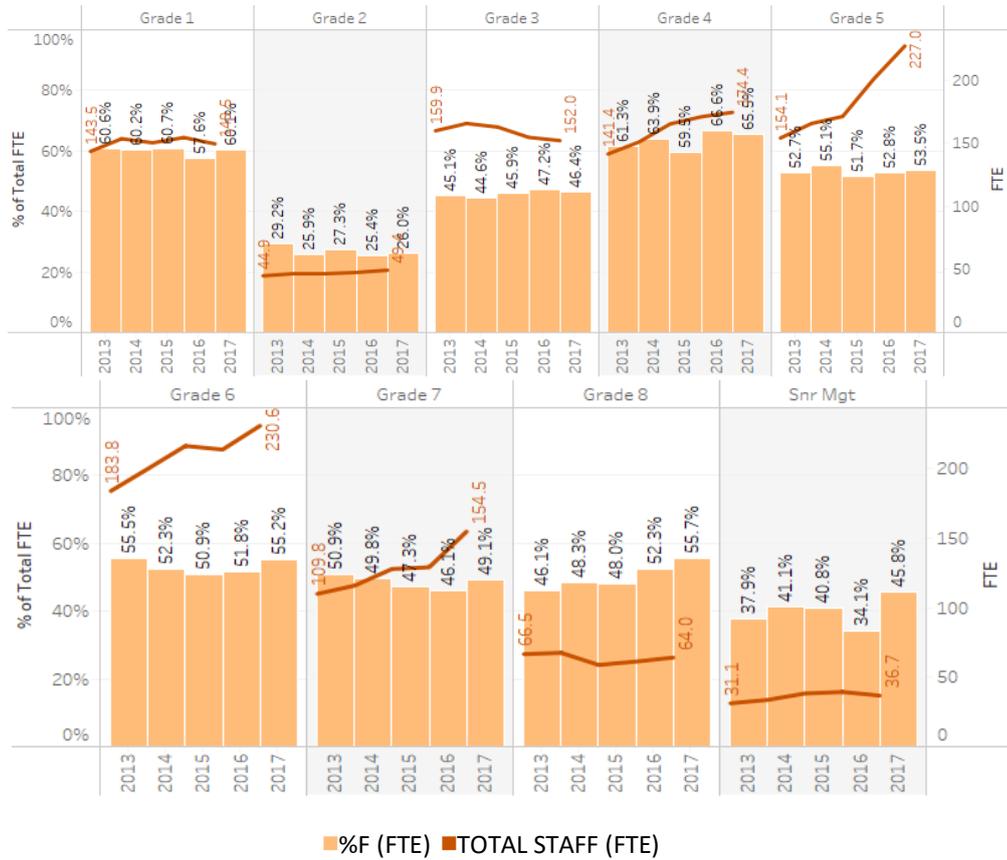


Table 4.26 PSS in Central Support departments by grade and gender (2013-2017)

		2013		2014		2015		2016		2017	
Grade 1	F	87	60.6%	92	60.2%	91	60.7%	89	57.6%	90	60.1%
	M	57	39.4%	61	39.8%	59	39.3%	66	42.4%	60	39.9%
	Total	144	100.0%	154	100.0%	150	100.0%	154	100.0%	149	100.0%
Grade 2	F	13	29.2%	12	25.9%	13	27.3%	12	25.4%	13	26.0%
	M	32	70.8%	35	74.1%	34	72.7%	36	74.6%	37	74.0%
	Total	45	100.0%	47	100.0%	47	100.0%	48	100.0%	49	100.0%
Grade 3	F	72	45.1%	74	44.6%	75	45.9%	73	47.2%	71	46.4%
	M	88	54.9%	92	55.4%	88	54.1%	82	52.8%	81	53.6%
	Total	160	100.0%	166	100.0%	163	100.0%	155	100.0%	152	100.0%
Grade 4	F	87	61.3%	96	63.9%	98	59.5%	114	66.6%	114	65.5%
	M	55	38.7%	55	36.1%	67	40.5%	57	33.4%	60	34.5%
	Total	141	100.0%	151	100.0%	165	100.0%	171	100.0%	174	100.0%
Grade 5	F	81	52.7%	91	55.1%	88	51.7%	106	52.8%	122	53.5%
	M	73	47.3%	74	44.9%	83	48.3%	95	47.2%	106	46.5%
	Total	154	100.0%	166	100.0%	171	100.0%	201	100.0%	227	100.0%
Grade 6	F	102	55.5%	105	52.3%	110	50.9%	110	51.8%	127	55.2%
	M	82	44.5%	95	47.7%	106	49.1%	103	48.2%	103	44.8%
	Total	184	100.0%	200	100.0%	216	100.0%	214	100.0%	231	100.0%
Grade 7	F	56	50.9%	58	49.8%	60	47.3%	59	46.1%	76	49.1%
	M	54	49.1%	58	50.2%	67	52.7%	69	53.9%	79	50.9%
	Total	110	100.0%	116	100.0%	128	100.0%	129	100.0%	155	100.0%
Grade 8	F	31	46.1%	33	48.3%	28	48.0%	32	52.3%	36	55.7%
	M	36	53.9%	35	51.7%	31	52.0%	29	47.7%	28	44.3%
	Total	66	100.0%	67	100.0%	59	100.0%	61	100.0%	64	100.0%
Snr Mgt	F	12	37.9%	14	41.1%	16	40.8%	13	34.1%	17	45.8%
	M	19	62.1%	20	58.9%	23	59.2%	26	65.9%	20	54.2%
	Total	31	100.0%	34	100.0%	38	100.0%	39	100.0%	37	100.0%
Grand Total		1,035	100.0%	1,099	100.0%	1,137	100.0%	1,171	100.0%	1,238	100.0%

Intersection of race and gender – PSS

There is a slight increase over the past five years in the %F identifying as BME (Table 4.27). Overall BME representation in our PSS is roughly half that of ART (11%).

There is a higher proportion of women who are BME working in grade 1 (Fig 4.30).

ENGAGE E9: Advance race equality
<ul style="list-style-type: none"> • Build on the current commitment and engage with the principles of the Race Equality Charter Mark and develop a plan to resource and deliver this work. • Review data and hold discussions with our BME staff about their experiences to develop targeted actions
THRIVE T6: Ensure all recruitment material and processes directly address gender and other inequalities to encourage a diversity of applicants.

Table 4.27: PSS by gender and ethnicity (2013-2017)

Gender	Staff Ethnicity	2013		2014		2015		2016		2017	
		Count	%								
F	BME	40	4.0%	46	4.4%	59	5.5%	59	5.5%	64	5.6%
	White	938	94.1%	996	93.7%	990	92.6%	992	92.6%	1,057	92.7%
	Not known	19	1.9%	21	2.0%	20	1.8%	21	1.9%	20	1.7%
M	BME	24	3.3%	30	3.8%	33	4.1%	34	4.2%	40	4.9%
	White	680	91.7%	712	91.7%	735	91.5%	737	91.4%	754	91.1%
	Not known	37	5.0%	35	4.5%	36	4.4%	36	4.4%	34	4.1%
Grand Total		1,739	100.0%	1,840	100.0%	1,872	100.0%	1,877	100.0%	1,968	100.0%

Table 4.28: PSS by gender, ethnicity and discipline (2013-2017)

[Table 4.28 removed as some numbers are very small]

Table 4.29 BME PSS by grade and gender (2013-2017)

[Table 4.29 removed as some numbers are very small]

4.2 (ii) Professional and support staff 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.

Most PSS staff working FT or PT are on open (permanent) contracts (Table 4.30). There are %F on open contracts in AHSSBL and STEMM than in Central Support. Figure 4.21 shows the increasing use of FTC as staff numbers increase and the consistent use of open contracts. PSS in AHSSBL tend to be administrative, whereas those in STEMM include technical and operational roles and are more likely to be subject to research grant funding.

As with ART (section 4.1.iv), guidance for managers is clear about when FTCs can be used for PSS to ensure they are only used in appropriate circumstances e.g. cover for maternity leave, longer term absence. When staff near the end of a FTC, HoDs are encouraged to identify suitable alternative roles within department and staff may join the University redeployment register, undertake further internal training and

development, and access the internal vacancies bulletin and online professional and personal guidance about nearing the end of their contract.

Fig 4.21 %F PSS on fixed-term, open-ended contracts by discipline and contract type (FT & PT)

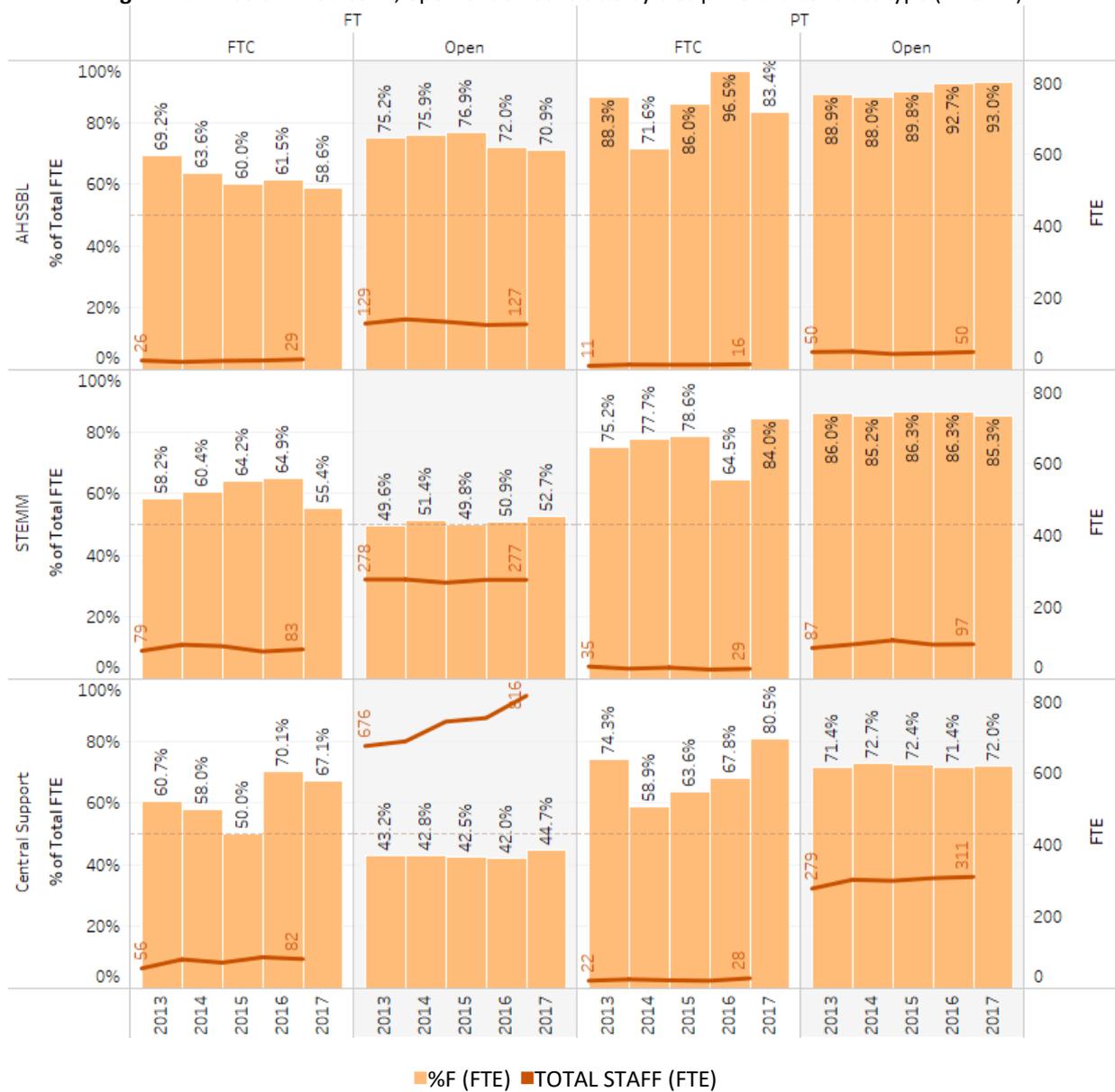


Table 4.30 PSS on fixed-term, open-ended contracts by discipline and contract type (FT & PT)

Discipline	Year	Gender	FT				PT				Grand Total	
			FTC		Open		FTC		Open			
AHSSBL	2013	F	18	69.2%	97	75.2%	10	88.3%	44	88.9%	169	78.3%
		M	8	30.8%	32	24.8%	1	11.7%	6	11.1%	47	21.7%
		Total	26	100.0%	129	100.0%	11	100.0%	50	100.0%	216	100.0%
	2014	F	14	63.6%	107	75.9%	10	71.6%	45	88.0%	176	77.2%
		M	8	36.4%	34	24.1%	4	28.4%	6	12.0%	52	22.8%
		Total	22	100.0%	141	100.0%	14	100.0%	51	100.0%	229	100.0%
	2015	F	15	60.0%	103	76.9%	12	86.0%	40	89.8%	170	78.1%
		M	10	40.0%	31	23.1%	2	14.0%	5	10.2%	47	21.9%
		Total	25	100.0%	134	100.0%	14	100.0%	44	100.0%	217	100.0%
	2016	F	16	61.5%	90	72.0%	14	96.5%	43	92.7%	163	76.9%
		M	10	38.5%	35	28.0%	1	3.5%	3	7.3%	49	23.1%
		Total	26	100.0%	125	100.0%	14	100.0%	46	100.0%	212	100.0%
	2017	F	17	58.6%	90	70.9%	13	83.4%	46	93.0%	166	75.1%
		M	12	41.4%	37	29.1%	3	16.6%	4	7.0%	55	24.9%
		Total	29	100.0%	127	100.0%	16	100.0%	50	100.0%	221	100.0%
STEMM	2013	F	46	58.2%	138	49.6%	27	75.2%	75	86.0%	285	59.5%
		M	33	41.8%	140	50.4%	9	24.8%	12	14.0%	194	40.5%
		Total	79	100.0%	278	100.0%	35	100.0%	87	100.0%	479	100.0%
	2014	F	58	60.4%	143	51.4%	23	77.7%	82	85.2%	306	61.2%
		M	38	39.6%	135	48.6%	6	22.3%	14	14.8%	194	38.8%
		Total	96	100.0%	278	100.0%	29	100.0%	97	100.0%	500	100.0%
	2015	F	59	64.2%	134	49.8%	25	78.6%	94	86.3%	312	62.2%
		M	33	35.8%	135	50.2%	7	21.4%	15	13.7%	190	37.8%
		Total	92	100.0%	269	100.0%	32	100.0%	108	100.0%	502	100.0%
	2016	F	50	64.9%	141	50.9%	17	64.5%	83	86.3%	291	61.1%
		M	27	35.1%	136	49.1%	9	35.5%	13	13.7%	186	38.9%
		Total	77	100.0%	277	100.0%	27	100.0%	96	100.0%	477	100.0%
	2017	F	46	55.4%	146	52.7%	24	84.0%	83	85.3%	299	61.5%
		M	37	44.6%	131	47.3%	5	16.0%	14	14.7%	187	38.5%
		Total	83	100.0%	277	100.0%	29	100.0%	97	100.0%	486	100.0%
Central Support	2013	F	34	60.7%	292	43.2%	16	74.3%	199	71.4%	541	52.4%
		M	22	39.3%	384	56.8%	6	25.7%	80	28.6%	491	47.6%
		Total	56	100.0%	676	100.0%	22	100.0%	279	100.0%	1,032	100.0%
	2014	F	47	58.0%	295	42.8%	15	58.9%	221	72.7%	577	52.6%
		M	34	42.0%	394	57.2%	10	41.1%	83	27.3%	521	47.4%
		Total	81	100.0%	689	100.0%	25	100.0%	303	100.0%	1,098	100.0%
	2015	F	36	50.0%	316	42.5%	14	63.6%	217	72.4%	584	51.3%
		M	36	50.0%	428	57.5%	8	36.4%	83	27.6%	555	48.7%
		Total	72	100.0%	744	100.0%	23	100.0%	300	100.0%	1,139	100.0%
	2016	F	61	70.1%	317	42.0%	15	67.8%	220	71.4%	612	52.3%
		M	26	29.9%	437	58.0%	7	32.2%	88	28.6%	558	47.7%
		Total	87	100.0%	754	100.0%	21	100.0%	308	100.0%	1,170	100.0%
	2017	F	55	67.1%	365	44.7%	23	80.5%	224	72.0%	667	53.9%
		M	27	32.9%	451	55.3%	6	19.5%	87	28.0%	571	46.1%
		Total	82	100.0%	816	100.0%	28	100.0%	311	100.0%	1,238	100.0%

4.2 (iii) Professional and support staff leavers by grade and gender

Comment on the reasons staff leave the institution. Comment on and explain any differences between men and women, and any differences in schools or departments.

Fig 4.22 Female proportion of PSS leaving the university by grade

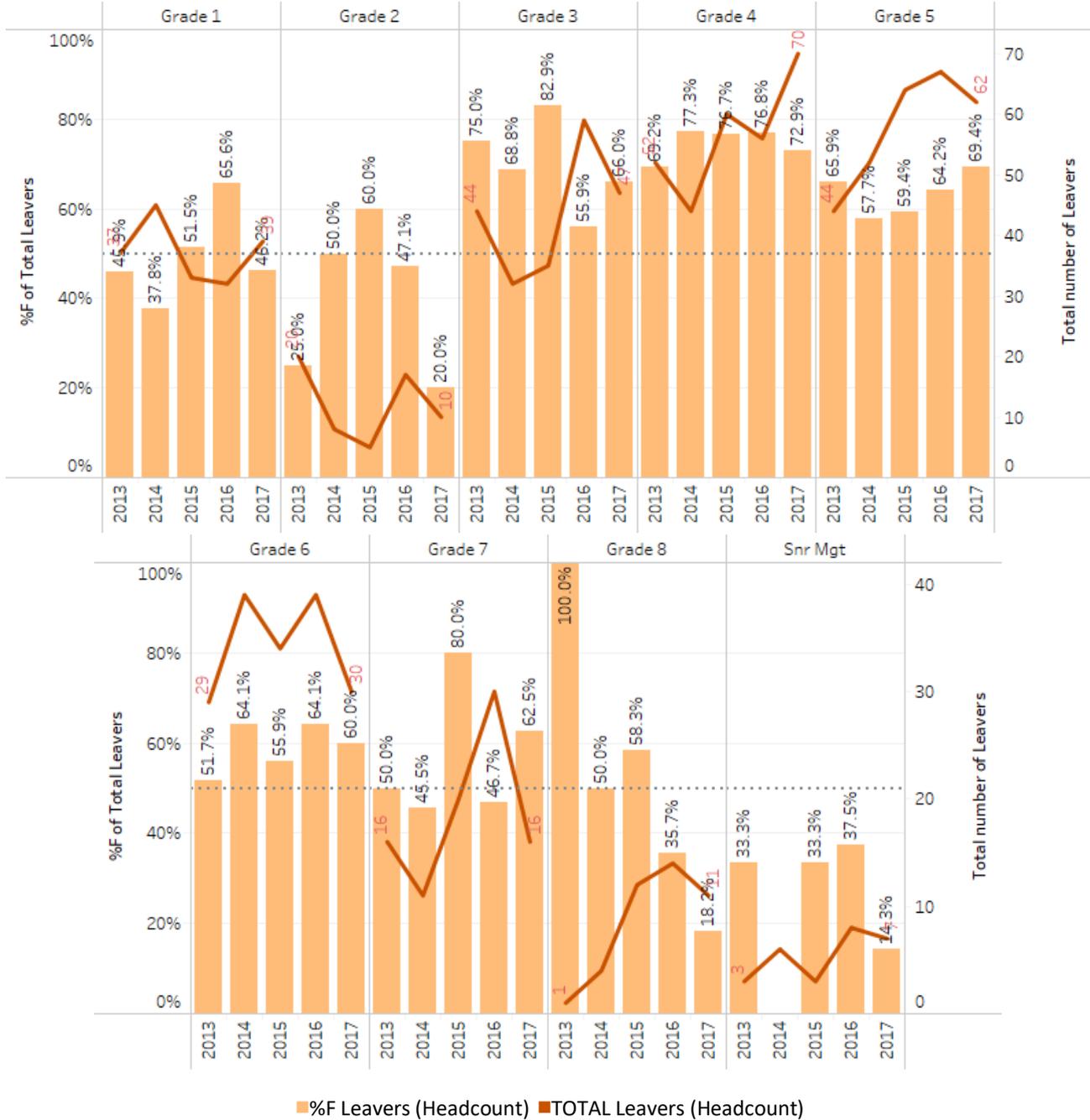


Table 4.31 PSS leaving the university by grade

Grades	Gender	2013		2014		2015		2016		2017		Grand Total	
Grade 1	F	17	45.9%	17	37.8%	17	51.5%	21	65.6%	18	46.2%	90	48.4%
	M	20	54.1%	28	62.2%	16	48.5%	11	34.4%	21	53.8%	96	51.6%
	Total	37	100.0%	45	100.0%	33	100.0%	32	100.0%	39	100.0%	186	100.0%
Grade 2	F	5	25.0%	4	50.0%	3	60.0%	8	47.1%	2	20.0%	22	36.7%
	M	15	75.0%	4	50.0%	2	40.0%	9	52.9%	8	80.0%	38	63.3%
	Total	20	100.0%	8	100.0%	5	100.0%	17	100.0%	10	100.0%	60	100.0%
Grade 3	F	33	75.0%	22	68.8%	29	82.9%	33	55.9%	31	66.0%	148	68.2%
	M	11	25.0%	10	31.3%	6	17.1%	26	44.1%	16	34.0%	69	31.8%
	Total	44	100.0%	32	100.0%	35	100.0%	59	100.0%	47	100.0%	217	100.0%
Grade 4	F	36	69.2%	34	77.3%	46	76.7%	43	76.8%	51	72.9%	210	74.5%
	M	16	30.8%	10	22.7%	14	23.3%	13	23.2%	19	27.1%	72	25.5%
	Total	52	100.0%	44	100.0%	60	100.0%	56	100.0%	70	100.0%	282	100.0%
Grade 5	F	29	65.9%	30	57.7%	38	59.4%	43	64.2%	43	69.4%	183	63.3%
	M	15	34.1%	22	42.3%	26	40.6%	24	35.8%	19	30.6%	106	36.7%
	Total	44	100.0%	52	100.0%	64	100.0%	67	100.0%	62	100.0%	289	100.0%
Grade 6	F	15	51.7%	25	64.1%	19	55.9%	25	64.1%	18	60.0%	102	59.6%
	M	14	48.3%	14	35.9%	15	44.1%	14	35.9%	12	40.0%	69	40.4%
	Total	29	100.0%	39	100.0%	34	100.0%	39	100.0%	30	100.0%	171	100.0%
Grade 7	F	8	50.0%	5	45.5%	16	80.0%	14	46.7%	10	62.5%	53	57.0%
	M	8	50.0%	6	54.5%	4	20.0%	16	53.3%	6	37.5%	40	43.0%
	Total	16	100.0%	11	100.0%	20	100.0%	30	100.0%	16	100.0%	93	100.0%
Grade 8	F	1	100.0%	2	50.0%	7	58.3%	5	35.7%	2	18.2%	17	40.5%
	M			2	50.0%	5	41.7%	9	64.3%	9	81.8%	25	59.5%
	Total	1	100.0%	4	100.0%	12	100.0%	14	100.0%	11	100.0%	42	100.0%
Snr Mgt	F	1	33.3%			1	33.3%	3	37.5%	1	14.3%	6	22.2%
	M	2	66.7%	6	100.0%	2	66.7%	5	62.5%	6	85.7%	21	77.8%
	Total	3	100.0%	6	100.0%	3	100.0%	8	100.0%	7	100.0%	27	100.0%

In most grades the %F leavers increases from 2013-2016 (Table 4.31) reflecting the predominance of women and increasing overall numbers in these staff groups. However in 2017, there is a % decrease. Retention of women is highest in higher grades while more men leave at the higher (8 and Snr Mgt) and lower (1 and 2) grades.

There was a % increase in F leavers at G7 in 2015 as a result of a higher turnover of staff within the central support departments (Table 4.33). This is not attributed to any service restructure and we need to better understand the reasons for leaving and ensure there no equality related issues. Consistent turnover of staff across all grades within Central Support shows no clear pattern across grades, except for G5, which shows an increase for F leavers overtime.

The primary stated reason for PSS leavers is either resignation or end of contract, at ~50% (Table 4.32). Overall, the %F leavers due to resignations decreases from 2013-2016, however in 2017 the number of F and M resignations was highest overall.

The total number of leavers within STEMM is higher than AHSSBL (Table 4.22), reflecting the greater proportion of staff in STEMM on FTCs. However, the %F leavers from STEMM disciplines is slightly lower than in AHSBBL across higher grades. Within AHSSBL fewer Grade 4 women leave over time and same is case for grade 5 in STEMM but for most other grades there is no clear trend.

ENGAGE E7: Review effectiveness and gaps in current staff survey and exit questionnaire to improve data collection about staff experiences & perceptions of equality-related issues.

Fig 4.23 Reasons for leaving for all PSS by gender

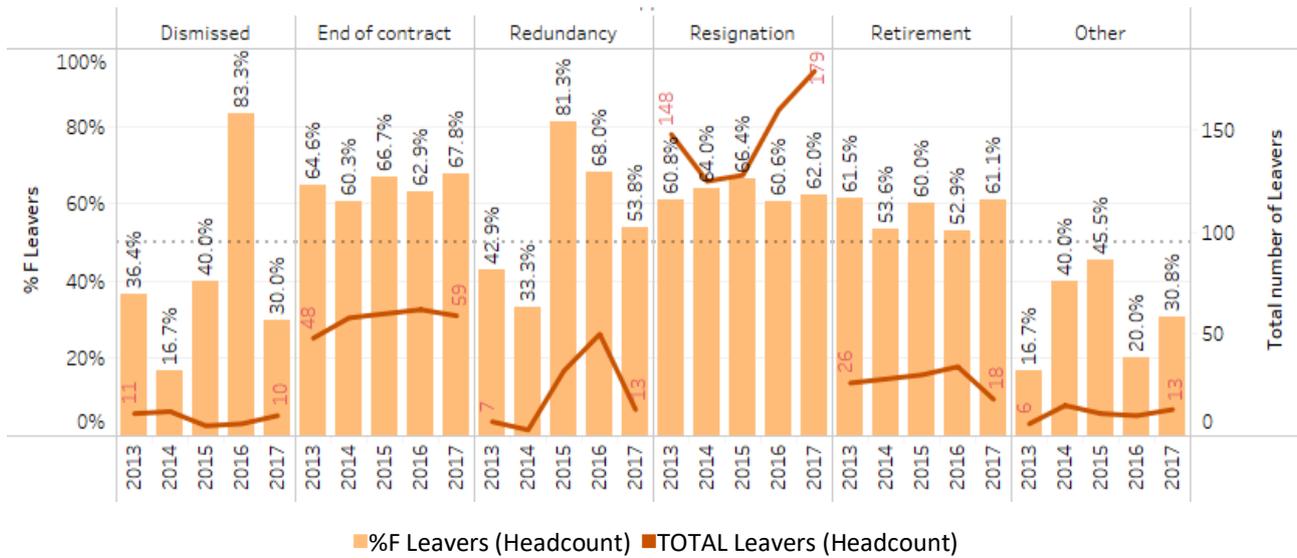


Table 4.32 Distribution of PSS (headcount) reasons for leaving by gender

Year	Gender	Dismissed		End of contract		Redundancy		Resignation		Retirement		Other		Grand Total	
		Headcount	%	Headcount	%	Headcount	%	Headcount	%	Headcount	%	Headcount	%	Headcount	%
2013	F	4	2.8%	31	21.4%	3	2.1%	90	62.1%	16	11.0%	1	0.7%	145	100.0%
	M	7	6.9%	17	16.8%	4	4.0%	58	57.4%	10	9.9%	5	5.0%	101	100.0%
	Total	11	4.5%	48	19.5%	7	2.8%	148	60.2%	26	10.6%	6	2.4%	246	100.0%
2014	F	2	1.4%	35	25.2%	1	0.7%	80	57.6%	15	10.8%	6	4.3%	139	100.0%
	M	10	9.8%	23	22.5%	2	2.0%	45	44.1%	13	12.7%	9	8.8%	102	100.0%
	Total	12	5.0%	58	24.1%	3	1.2%	125	51.9%	28	11.6%	15	6.2%	241	100.0%
2015	F	2	1.1%	40	22.7%	26	14.8%	85	48.3%	18	10.2%	5	2.8%	176	100.0%
	M	3	3.3%	20	22.2%	6	6.7%	43	47.8%	12	13.3%	6	6.7%	90	100.0%
	Total	5	1.9%	60	22.6%	32	12.0%	128	48.1%	30	11.3%	11	4.1%	266	100.0%
2016	F	5	2.6%	39	20.0%	34	17.4%	97	49.7%	18	9.2%	2	1.0%	195	100.0%
	M	1	0.8%	23	18.1%	16	12.6%	63	49.6%	16	12.6%	8	6.3%	127	100.0%
	Total	6	1.9%	62	19.3%	50	15.5%	160	49.7%	34	10.6%	10	3.1%	322	100.0%
2017	F	3	1.7%	40	22.7%	7	4.0%	111	63.1%	11	6.3%	4	2.3%	176	100.0%
	M	7	6.0%	19	16.4%	6	5.2%	68	58.6%	7	6.0%	9	7.8%	116	100.0%
	Total	10	3.4%	59	20.2%	13	4.5%	179	61.3%	18	6.2%	13	4.5%	292	100.0%

Note: To understand the trends, the data has been split by discipline area, rather than by department.

Table 4.33 Female PSS leaving the university by grade and discipline

	AHSSBL		STEMM		Central Support		Grand Total								
	F	M	F	M	F	M									
Grade 1	2013				17	45.9%	20	54.1%	37	100.0%					
	2014				17	37.8%	28	62.2%	45	100.0%					
	2015				17	51.5%	16	48.5%	33	100.0%					
	2016				21	65.6%	11	34.4%	32	100.0%					
	2017				18	46.2%	21	53.8%	39	100.0%					
Grade 2	2013		2	40.0%	3	60.0%	3	20.0%	12	80.0%	20	100.0%			
	2014						4	50.0%	4	50.0%	8	100.0%			
	2015						3	60.0%	2	40.0%	5	100.0%			
	2016		1	100.0%		1	100.0%	8	53.3%	7	46.7%	17	100.0%		
	2017						2	20.0%	8	80.0%	10	100.0%			
Grade 3	2013	5	100.0%	10	83.3%	2	16.7%	18	66.7%	9	33.3%	44	100.0%		
	2014	4	100.0%	4	66.7%	2	33.3%	14	63.6%	8	36.4%	32	100.0%		
	2015	3	75.0%	1	25.0%	7	100.0%	19	79.2%	5	20.8%	35	100.0%		
	2016	7	77.8%	2	22.2%	9	64.3%	5	35.7%	17	47.2%	19	52.8%	59	100.0%
	2017	4	100.0%			8	100.0%			19	54.3%	16	45.7%	47	100.0%
Grade 4	2013	5	71.4%	2	28.6%	15	78.9%	4	21.1%	16	61.5%	10	38.5%	52	100.0%
	2014	8	80.0%	2	20.0%	13	68.4%	6	31.6%	13	86.7%	2	13.3%	44	100.0%
	2015	9	81.8%	2	18.2%	19	86.4%	3	13.6%	18	66.7%	9	33.3%	60	100.0%
	2016	5	62.5%	3	37.5%	20	95.2%	1	4.8%	18	66.7%	9	33.3%	56	100.0%
	2017	8	61.5%	5	38.5%	17	73.9%	6	26.1%	26	76.5%	8	23.5%	70	100.0%
Grade 5	2013	3	50.0%	3	50.0%	20	80.0%	5	20.0%	6	46.2%	7	53.8%	44	100.0%
	2014	5	62.5%	3	37.5%	15	55.6%	12	44.4%	10	58.8%	7	41.2%	52	100.0%
	2015	9	60.0%	6	40.0%	16	57.1%	12	42.9%	13	61.9%	8	38.1%	64	100.0%
	2016	10	83.3%	2	16.7%	21	60.0%	14	40.0%	12	60.0%	8	40.0%	67	100.0%
	2017	9	81.8%	2	18.2%	13	61.9%	8	38.1%	21	70.0%	9	30.0%	62	100.0%
Grade 6	2013	4	57.1%	3	42.9%	3	50.0%	3	50.0%	8	50.0%	8	50.0%	29	100.0%
	2014	1	50.0%	1	50.0%	7	46.7%	8	53.3%	17	77.3%	5	22.7%	39	100.0%
	2015	4	66.7%	2	33.3%	4	30.8%	9	69.2%	11	73.3%	4	26.7%	34	100.0%
	2016	3	75.0%	1	25.0%	7	50.0%	7	50.0%	15	71.4%	6	28.6%	39	100.0%
	2017	3	100.0%			4	44.4%	5	55.6%	11	61.1%	7	38.9%	30	100.0%
Grade 7	2013	1	100.0%			3	60.0%	2	40.0%	4	40.0%	6	60.0%	16	100.0%
	2014					2	66.7%	1	33.3%	3	37.5%	5	62.5%	11	100.0%
	2015	6	100.0%			3	100.0%			7	63.6%	4	36.4%	20	100.0%
	2016					5	35.7%	9	64.3%	9	56.3%	7	43.8%	30	100.0%
	2017	2	100.0%			1	33.3%	2	66.7%	7	63.6%	4	36.4%	16	100.0%
Grade 8	2013							1	100.0%					1	100.0%
	2014							2	50.0%	2	50.0%			4	100.0%
	2015	3	100.0%			2	33.3%	4	66.7%	2	66.7%	1	33.3%	12	100.0%
	2016			2	100.0%	3	75.0%	1	25.0%	2	25.0%	6	75.0%	14	100.0%
	2017	1	100.0%					3	100.0%	1	14.3%	6	85.7%	11	100.0%
Snr Mgt	2013							1	33.3%	2	66.7%			3	100.0%
	2014									6	100.0%			6	100.0%
	2015	1	100.0%							2	100.0%			3	100.0%
	2016					1	100.0%			3	42.9%	4	57.1%	8	100.0%
	2017					1	100.0%			1	16.7%	5	83.3%	7	100.0%

Section 4 word count: 2687

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: Bronze: 5000 words | Silver: 6000 words

5.1. Key career transition points: academic staff

(i) Recruitment

Break down data by gender and grade for applications, long- and shortlisted candidates, offer and acceptance rates. Comment on how recruitment processes ensure that women (and men in underrepresented disciplines) are encouraged to apply.

Since our last application, our processes have been enhanced and include:

- All staff involved in recruitment and selection must complete our online E&D module.
- Panel chairs must attend a 1 day training course which includes an E&D component.
- Recruitment guidelines contain information about how to consider E&D during the process.
- The statement 'A place where we can ALL be ourselves #EqualityatYork' appears in all adverts, with supporting text in all candidate information
- Our recruitment website details our EDI commitments and includes staff profiles (3F/1M).
- Departments encouraged to use positive action statements to attract applications from underrepresented groups. Guidance is provided and an automated trigger within the on-line tool is used. The use of positive action is monitored by the EDI Committee.

Although more men apply women are, in general, more successful in recruitment (Fig 5.1, Fig 5.2). On average, 42% of STEMM and 51% of AHSSBL appointments have been women (Tables 5.1, Table 5.2).



IMPACT: The introduction in 2015 of an E&D component to recruitment training for panel chairs has had a positive effect on the proportion of successful female applicants across both STEMM and AHSSBL.

Fig 5.1 ART recruitment in STEMM

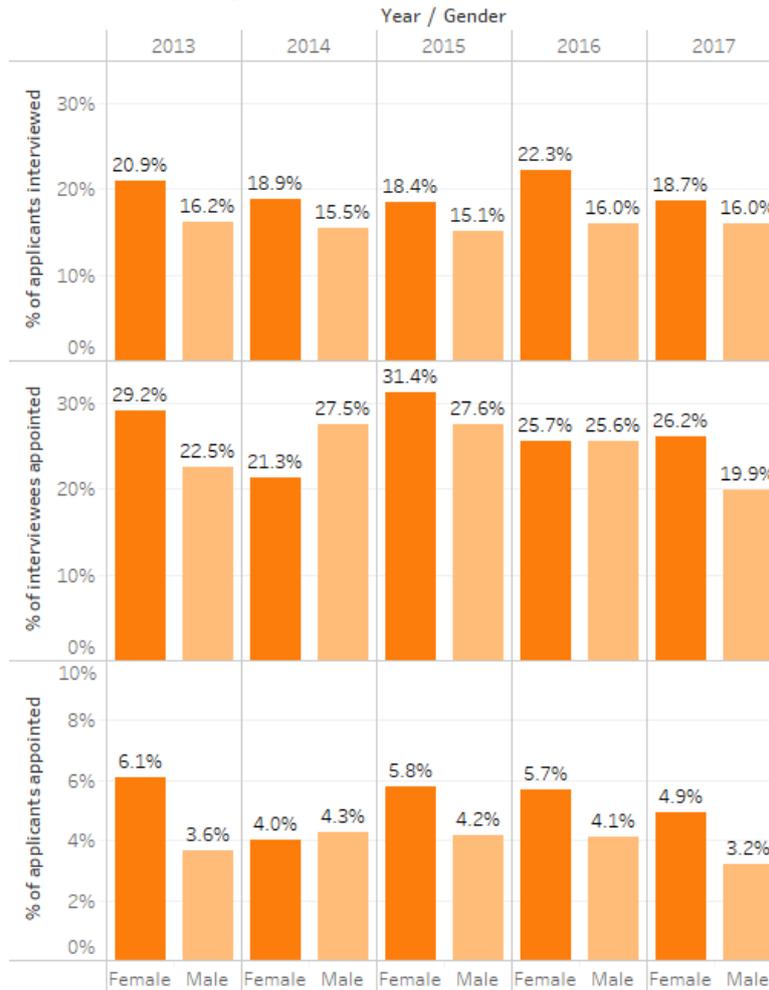


Table 5.1 ART recruitment in STEMM

Year	Gender	Applications	Interviews	Appointments	Appointments by Gender		% Of Interviewees Appointed	% Of Applicants Interviewed	% Of Applicants Appointed
					%	%			
2013	Female	919	192	56	44.8%	29.2%	20.9%	6.1%	
	Male	1,894	307	69	55.2%	22.5%	16.2%	3.6%	
	Total	2,813	499	125	100.0%	51.6%	37.1%	9.7%	
2014	Female	868	164	35	31.8%	21.3%	18.9%	4.0%	
	Male	1,763	273	75	68.2%	27.5%	15.5%	4.3%	
	Total	2,631	437	110	100.0%	48.8%	34.4%	8.3%	
2015	Female	1,005	185	58	43.6%	31.4%	18.4%	5.8%	
	Male	1,804	272	75	56.4%	27.6%	15.1%	4.2%	
	Total	2,809	457	133	100.0%	58.9%	33.5%	9.9%	
2016	Female	683	152	39	40.2%	25.7%	22.3%	5.7%	
	Male	1,418	227	58	59.8%	25.6%	16.0%	4.1%	
	Total	2,101	379	97	100.0%	51.2%	38.3%	9.8%	
2017	Female	898	168	44	47.3%	26.2%	18.7%	4.9%	
	Male	1,537	246	49	52.7%	19.9%	16.0%	3.2%	
	Total	2,435	414	93	100.0%	46.1%	34.7%	8.1%	

Fig 5.2 ART recruitment in AHSSBL

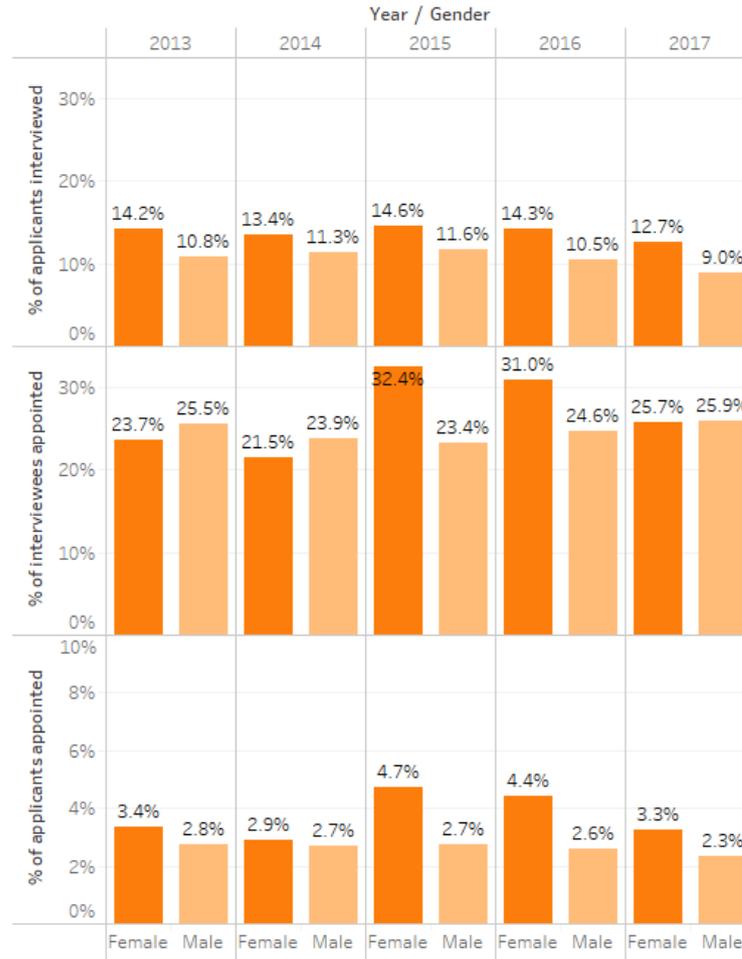


Table 5.2 Applications, interviewees and appointments to AHSSBL by gender

Year	Gender	Applications	Interviews	Appointments	Appointments by Gender			
					% Appointments by Gender	% Of Interviewees Appointed	% Of Applicants Interviewed	% Of Applicants Appointed
2013	Female	921	131	31	46.3%	23.7%	14.2%	3.4%
	Male	1,305	141	36	53.7%	25.5%	10.8%	2.8%
	Total	2,226	272	67	100.0%	49.2%	25.0%	6.1%
2014	Female	1,214	163	35	42.7%	21.5%	13.4%	2.9%
	Male	1,743	197	47	57.3%	23.9%	11.3%	2.7%
	Total	2,957	360	82	100.0%	45.3%	24.7%	5.6%
2015	Female	1,288	188	61	57.0%	32.4%	14.6%	4.7%
	Male	1,692	197	46	43.0%	23.4%	11.6%	2.7%
	Total	2,980	385	107	100.0%	55.8%	26.2%	7.5%
2016	Female	993	142	44	57.1%	31.0%	14.3%	4.4%
	Male	1,271	134	33	42.9%	24.6%	10.5%	2.6%
	Total	2,264	276	77	100.0%	55.6%	24.8%	7.0%
2017	Female	1,411	179	46	51.1%	25.7%	12.7%	3.3%
	Male	1,897	170	44	48.9%	25.9%	9.0%	2.3%
	Total	3,308	349	90	100.0%	51.6%	21.6%	5.6%

In 2011, the University recruited 20 Anniversary Chairs (Professors) and Readers. Our ASAP15-18 commitments led to changes to the 2017 process to recruit and appoint prestigious world-class research leaders (Fig 5.3). We attribute the improved 2017 gender profile to:

- senior leadership engagement with gender equality and shortlisting
- E&D and UB training for panel members
- HoDs asked to identify diverse candidate pool
- greater understanding of gender inequality within departments via AS process



IMPACT: Increase in the proportion of women applying for prestigious senior posts from 25% in 2011 to 33% in 2017 and increased appointment of women from 20% in 2011 to 50% in 2017.

The Vice-Chancellor appointment process has E&D at its core, and includes:

- Non-negotiable E&D criteria for executive search consultants including that applications are encouraged from a diverse range of candidates
- Gender balanced appointment committee (50%F/50%M) including ASSG Chair
- UB and E&D training undertaken by 100% of committee
- Search firm consulted staff networks and staff in the AS governance structure

ENGAGE E6: Enhance current provision of UB training and make online training compulsory.

ENGAGE E8: Review and extend the categories of protected characteristics used within our data collection and monitoring processes.

THRIVE T6: Ensure all recruitment material and processes directly address gender and other inequalities to encourage a diversity of applicants.

- Highlight and communicate areas in which all recruitment must include positive action statements attracting a diverse candidate pool (CF ENGAGE E1)
- University briefing for all external recruitment consultants contains specific guidance about attracting a diverse pool of candidates.
- E&D/UB training for all Chairs and Panel Members (cf ENGAGE E6).
- Implement minimum gender balance requirement for all appointment panels.
- Run workshops for recruiting managers to attract diverse candidates by writing better job titles, ads and job descriptions - language, flexible work options, case studies, social media.

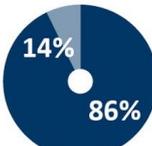
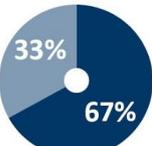
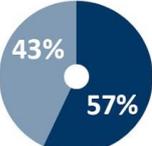
THRIVE T11: Enhance and promote our flexible working options to attract, retain and enable staff.

THRIVE T12: Increase awareness of all types of parental leave and increase uptake, particularly of paternity leave and shared parental leave.

THRIVE T14: Explore feasibility of increasing paid maternity leave provision and reducing or removing length of service eligibility requirement for certain posts.

THRIVE T15: Build a new nursery with tripled capacity and extended opening hours.

Fig 5.3: Comparison of recruitment of prestigious Chairs and Readers in 2011 and 2017

		2011 Anniversary Chairs and Readers	2017 Inspirational Research Leaders
Recruitment material	Hours of work	No mention	Full-time (flexibility available)
	Athena SWAN	No logo or mention	Logo prominent in advert and candidate brief Candidate brief included information about our departmental and institutional Athena SWAN Awards
	Equality & Diversity	No mention	Candidate brief included explicit commitment to ensuring equal career opportunities for all
Selection	E&D training	No requirement	Mandatory E&D and UB training for all recruitment panel members
	Panel composition	 	 
Applications		 	 
SL/Interview		 	 
Appointments		 	 

(ii) Induction

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

Line managers are provided with guidelines for planning and managing staff induction (including specific coverage of AS and E&D), and decide on the length and content of induction depending on roles and employees' previous experience. New staff are given access to online induction information and a checklist to complete within their first few months. Research staff induction web-pages contain tailored information for research staff and their careers, including information about research planning and training.

All staff are encouraged to attend a university induction session (run monthly), which includes:

- An E&D and AS talk (included for more than a decade).
- A marketplace event, including a stall promoting EDI information, facilities, staff networks.
- Encouragement to complete online E&D training.

In 2017-2018, 92% of university induction attendees stated they would recommend the course and 85% described the sessions as useful/very useful.

Tailored departmental induction processes complement University induction, hence the ART uptake of University induction is relatively low (Table 5.4); however we will establish measures to ensure new ART staff complete online E&D and UB training.

ENGAGE E6: Enhance UB training and make online training compulsory.

- Review of online UB training module by diverse group
- Engage external supplier to create new context-appropriate UB module with stronger end-of-module assessment to embed learning.
- Launch new module and communicate mandatory completion to all staff in a variety of accessible formats
- Include UB training in new staff induction checklist
- Deliver follow-up/ reflective training to augment online module, prioritising specific roles e.g. recruitment & promotions panels

Table 5.4 ART uptake of University induction by gender

		Academic		Research		Teaching		Grand Total
		F	M	F	M	F	M	
2013	Eligible for induction	26	41	39	46	12	7	171
	Completed induction within first year	7	10	5	2	1	2	27
	Induction uptake	26.9%	24.4%	12.8%	4.3%	8.3%	28.6%	16.6%
2014	Eligible for induction	19	42	40	53	12	20	186
	Completed induction within first year	4	7	7	8	5	7	38
	Induction uptake	21.1%	16.7%	17.5%	15.1%	41.7%	35.0%	22.4%
2015	Eligible for induction	20	26	61	75	24	17	223
	Completed induction within first year	3	8	18	9	7	3	48
	Induction uptake	15.0%	30.8%	29.5%	12.0%	29.2%	17.6%	22.1%
2016	Eligible for induction	30	31	65	70	33	34	263
	Completed induction within first year	5	6	19	10	8	10	58
	Induction uptake	16.7%	19.4%	29.2%	14.3%	24.2%	29.4%	22.8%
2017	Eligible for induction	16	19	77	87	29	35	263
	Completed induction within first year	2	3	10	10	6	3	34
	Induction uptake	12.5%	15.8%	13.0%	11.5%	20.7%	8.6%	13.2%

(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 any evidence of a gender pay gap in promotions at any grade.

As well as data on applications and success rates by gender and grade being applied for as proportion of eligible cohorts, this section needs to include (see handbook p48): details of promotions process, criteria, training/mentoring, staff perceptions.

Our Leadership and Management training supports the career development and promotion of ART staff (Section 5.3). ART staff are invited to apply for promotion annually, via all-staff bulletin. There are clear promotions criteria for research, teaching & scholarship, and academic citizenship. Applicants may submit an individual circumstances form relevant to their application for the panel to consider.

Applications are reviewed by a Faculty Promotions Panel (FPP) before the University's Academic Promotions Committee (APC). HR Partners attend both in an advisory role on EDI matters. UB training is mandatory for all panel members, and FPP and APC membership is monitored to ensure gender balance.

Success rates are high and there are no PT/FT differences (Table 5.5). Staff can apply for promotion to Reader, Professor or both. Fewer women apply for these levels and women are more likely to be appointed to Reader (7/15 = 47%) than Professor (15/50 = 30%) (Table 5.6).

Table 5.5 Applications, promotions, and success rate by contract mode, expected grade and gender¹⁷

[Table 5.5 removed as some numbers are very small]

Table 5.6 Grades after promotion for professorial applications by gender

[Table 5.6 removed as some numbers are very small]

Feedback from AS FWGs indicates panel members need clearer guidance on how to fully take individual circumstances into account, and we will improve this guidance in future.

During 2018, the Faculty of Arts & Humanities (A&H) introduced faculty changes, including:

- appointing a female Chair of the FPP and improving the gender balance of the panel
- an annual promotions information session, with gender balanced representation from the FPP (additional session for women to run in 2019)

A&H HoDs have agreed new protocols to:

- actively consider colleagues for promotion who do not put themselves forward
- review the quality of each application, and support applicants ahead of submission

A 2-day academic development centre will help to develop senior leaders from 2019, as part of a wider Talent Management agenda. Under-represented groups will be targeted for participation.



IMPACT: Discussion of promotions and gender pay data at UEB led the Dean of Arts and Humanities to implement changes to the 2018 faculty promotions approach. The other Deans intend to replicate this model from 2019.

THRIVE T3: Support and encourage more women to apply for promotion to professor and senior academic roles

- Build on existing departmental good practice to:
- run promotion information sessions for both all staff and women only, including session with women Professors sharing the diversity of their experience.
- annually review all CVs and support women / other staff to apply for promotion
- publish anonymised successful applications on UoY intranet to help staff understand what's required.
- Deans identify where depts. are recommending a low (%) of women for promotion
- Identify and target departments with low female participation in the University's Leadership Programmes
- LMS monitoring information used to target departments with low participation from diverse groups.
- Retention and progression: Targeted development and support for women Readers to encourage them to apply for Professor, inc mentoring (cf Action T4)

THRIVE T5: Improve inclusion and transparency in the promotions process

- Develop supporting guidance and appoint HR Partners to Faculty Promotions Panels to ensure E&D principles are adhered to.

¹⁷ Data collection method changed in 2013/2014 and we only have records dating back to 2014.

- Review the promotion process including: - requirements to provide CV information in alternative formats, reliance on referees' reports; how individual considerations are considered;
- relationship/difference between Reader and Professor criteria clarified
- ensure parity between contract functions (Academic, T&S, Research)
- Continuation of mandatory UB training for all promotions panels

THRIVE T7: Establish Development & Assessment Centres (DACs) for ART staff

(iv) Staff submitted to the Research Excellence Framework (REF) by gender

Provide data on 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.

Equal proportions of eligible women and men were submitted to REF 2014 (Fig 5.4) and in STEMM a lower proportion of eligible women was submitted than men. Compared to RAE (Fig 5.5), fewer women in STEMM were submitted to REF 2014, whereas in AHSSBL the number increased. In both disciplines the number of men submitted in both RAE and REF was roughly equal.

Fig 5.4: Percentage of staff returned in REF 2014 by discipline and gender

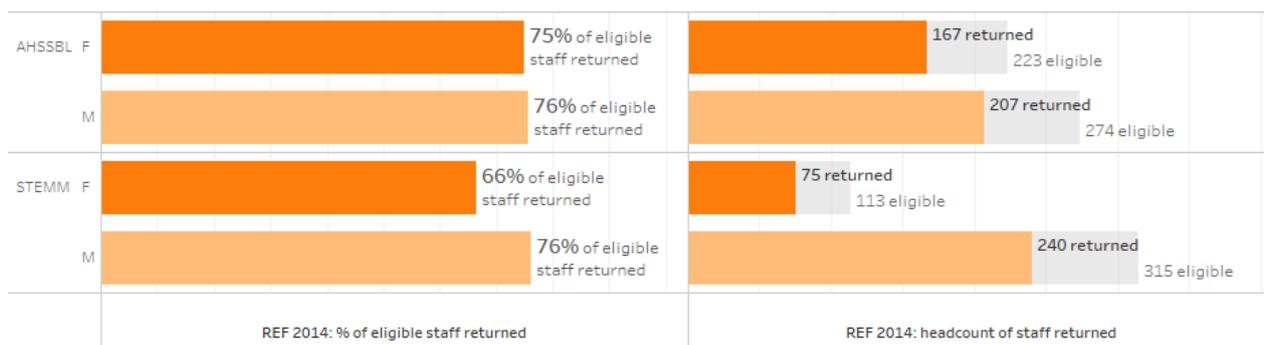


Table 5.7 Percentage of staff returned in REF 2014 by discipline and gender

		REF 2014: eligible (count)	REF 2014: returned (count)	REF 2014: % returned (eligible staff)	% of Total REF 2014: returned (count) (p) along Gender
AHSSBL	F	223.0	167.0	75%	44.65%
	M	274.0	207.0	76%	55.35%
STEMM	F	113.0	75.0	66%	23.81%
	M	315.0	240.0	76%	76.19%

Fig 5.5: Percentage of staff returned in RAE 2008 by discipline and gender¹⁸

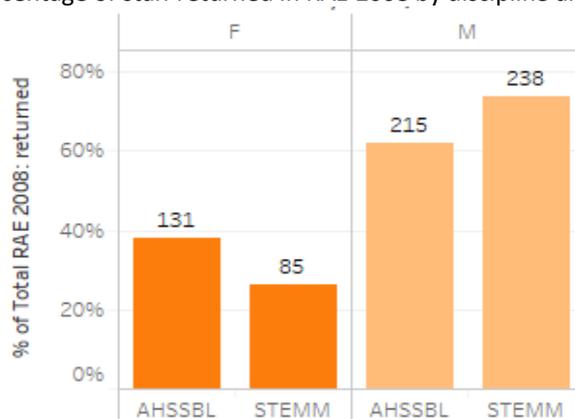


Table 5.8 Percentage of staff returned in RAE 2008 by discipline and gender

	Gender			
	F		M	
AHSSBL	131.0	37.86%	215.0	62.14%
STEMM	85.0	26.32%	238.0	73.68%

An Equality Impact Assessment was undertaken on the Code of Practice for the Selection of Staff for REF 2014. Consequently, 100% of staff involved in REF decision-making were trained by the EDO using ECU/AdvanceHE best practice materials.

In preparation for REF 2021 a REF check exercise was undertaken, requiring all departments to evidence their preparedness for the next submission round, including support to EDI. This work will progress further into future activities to ensure strong E&D practice for REF 2021.

THRIVE T20: Ensure EDI good practice incorporated into development of the Institutional REF Code of Practice

5.2. Key career transition points: professional and support staff

(i) Induction

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

PSS induction is similar to that for ART (section 5.1.ii). University Induction uptake rates are higher for PSS than ART, and there are no discernible trends by gender (Table 5.9).

¹⁸ eligibility data for RAE is not reliable enough for use in this analysis

Table 5.9 PSS uptake of induction within first year of employment by gender (2013-2017)

	2013		2014		2015		2016		2017	
	F	M	F	M	F	M	F	M	F	M
Eligible for induction	128	83	152	105	145	90	196	108	245	119
Completed induction within first year	50	39	90	51	68	39	98	48	111	49
Induction uptake	39.1%	47.0%	59.2%	48.6%	46.9%	43.3%	50.0%	44.4%	45.3%	41.2%

Including AS in central induction and the induction checklist has prompted PSS to learn about AS and to explore how to apply the charter principles in their own departments. PSS regularly attend the AS Forum and have requested tailored information about how they can get more involved.

In 2018, two of our largest PSDs, Student and Academic Services and Information Services held EDI/AS staff briefings. Both are working to adopt the AS principles and have begun to identify issues and actions to address these. We will support these departments and share good practice to expand to other PSDs.



IMPACT Raising awareness of AS across the university (via induction, EDI briefings, AS Forum) has led to 2 professional services departments establishing local working groups.

ENGAGE E4: Develop a guide for and support PSDs to apply AS principles in their work.

- Run pre-work survey in depts to gather baseline data.
- Run a dedicated AS Forum session for PSS.
- Develop guidelines based on existing good practice and aspiration.
- Establish a mechanism for rewarding good practice and ambition in PS departments.
- Share good practice internally and with the sector via web-based resources and workshop/s.

ENGAGE E6: Enhance our provision of UB training and make online training compulsory.

(ii) 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 any evidence of a gender pay gap in promotions at any grade.

There is no formal promotion system for PSS, rather we provide resources and support to help staff reflect on and plan their career development. Resources include:

- Detailed information about career development, opportunities for secondments, skills requirements and responsibilities for different career types.
- Video case studies of a range of different roles.
- Dedicated 'Internal Candidate' and 'Professional and Career Development Plan' workshops.
- A suite of personal and professional development courses.
- Coaching and mentoring.

'Professionals@York' (P@York) was introduced in 2015 in response to PSS feedback (EES2014) about the perceived lack of career development opportunities (Table 5.10). There has been no improvement in EES feedback so we have expanded the P@York (see section 5.4.iii) and will improve the range of opportunities for staff to gain experience of other roles.

Table 5.10: EES feedback about career paths (all staff)

	EES2017	EES2014
I believe there is a clear career path available to me at the University	32%	32%

In tandem, our new talent management agenda will create clearer career development opportunities for PSS staff, encouraging movement across departments/disciplines.

THRIVE T11: Enhance and promote our flexible working options to attract, retain and enable staff
Enhance existing policy to enable staff to request flexible working from day 1 and be clear that we welcome flexible working and job-share applications.

- Trial job title/ad wording software targeting grades with a gender imbalance and learn from others' experiences of using such tools.
- Make it clear in recruitment material and on our jobs website that we welcome applications for job share arrangements.
- Create a job share register for staff to indicate their desire to job share and to identify potential job share partners
- Calculate how many jobs are applied for and appointed by internal candidates.
- Review internal opportunities for secondments and generate more opportunities where possible.
- Improve communications to staff about our careers support for staff via P@York, PDR, etc

5.3. CAREER DEVELOPMENT: ACADEMIC STAFF

(i) Training

Describe the training available to staff at all levels. 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?

As well as statutory and technical courses we have a suite of in-house professional and career development programmes for staff at all levels. This suite (Table 5.11) includes our award-winning¹⁹ leadership and management programmes and courses aimed at supporting staff with their professional/personal effectiveness and E&D awareness.

¹⁹ Princess Royal Training Award Nov 2016 for outstanding training and skills development programmes resulting in exceptional benefit for the organisation.

Table 5.11 Summary of the University’s professional and career development programmes (all staff)

Appraisal/review	Career Development	Management & Leadership	Equality & Diversity
Performance review & development	Development & Assessment Centres	Leadership in Action	Equality & Diversity online module
Career development conversations	Recruitment and selection training	Leading without a team	UB awareness online module
Constructive feedback	Facilitation, delegation, time management, project management, personal/team resilience, presentation	Collaborative Leadership	
		So you want to be a manager?	
		Management in Action	
		Strategic management	
		Research Leaders	

Training effectiveness is appraised via uptake rates and different levels of evaluation from immediate post-session staff feedback to longer term impact evaluation at 3 months and 6 months for leadership and management development programmes. Programme feedback is analysed and trends addressed by adjusting programme content and reviewing objectives.

Training opportunities are advertised by weekly all-staff email and reminders sent to managers. In some cases, staff are personally invited or encouraged to attend programmes, e.g. the Acting VC recently wrote to 70 staff (40F/30M) nominated by their departments to attend the new ART Development & Assessment Centres (DACs) (section 5.4.i).

Fig 5.6 ART uptake of training by training type and gender (within first 5 years of employment)

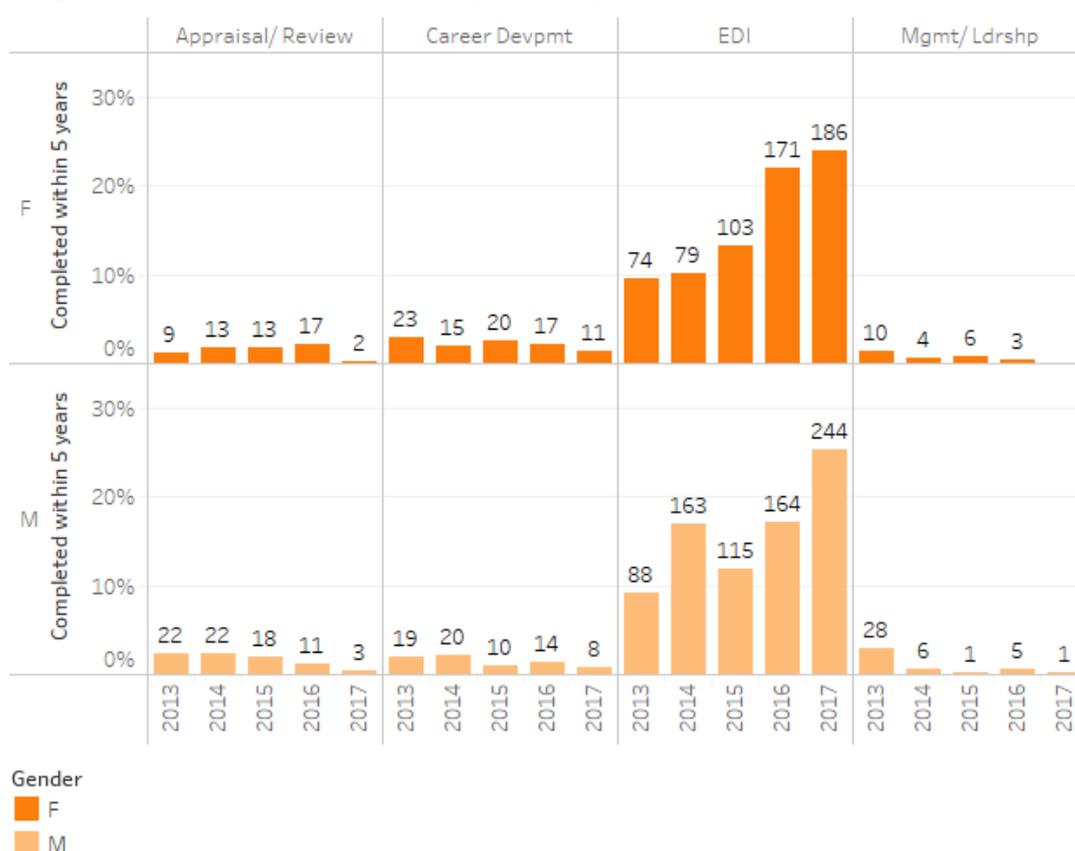


Table 5.12 ART training uptake by training type, grade and gender (within first 5 years of employment)

		2013		2014		2015		2016		2017		
		F	M	F	M	F	M	F	M	F	M	
Appraisal/ Review	Associate Lecturer/Researcher	2	4	9	4	10	4	9	2		2	
	Senior Lecturer/Researcher	2	2			1	1		3			
	Lecturer/Researcher	4	5	2	13	2	9	2	4		1	
	Reader							1	1			
	Prof/SSR/HoD/Snr Mgt	1	11	2	5		4	5	1	1	1	
Career Devpmt	Associate Lecturer/Researcher	11	4	10	11	19	5	8	5	9	2	
	Senior Lecturer/Researcher	1	0			1						
	Lecturer/Researcher	11	10	5	8		5	6	6	2	5	
	Reader							1	1			
	Prof/SSR/HoD/Snr Mgt		5		1			2	2		1	
EDI	Associate Lecturer/Researcher	33	28	32	68	70	56	99	105	123	180	
	Senior Lecturer/Researcher	6	4	2	10	5	6	4	6	6	2	
	Lecturer/Researcher	34	27	37	71	28	37	58	45	54	51	
	Reader			3	2		2	2	2		2	
	Prof/SSR/HoD/Snr Mgt	1	29	5	12		14	8	6	3	9	
Mgmt/ Ldrshp	Associate Lecturer/Researcher				2	2		2	1			
	Senior Lecturer/Researcher	2				2						
	Lecturer/Researcher	6	14	2	4	2		1	3			
	Prof/SSR/HoD/Snr Mgt	2	14	2			1	0	1		1	
Grand Total			116	157	111	211	142	144	208	194	199	256

Part of our Research Strategy is to support and mentor researchers. We have been committed to the Concordat to Support the Career Development of Researchers (Concordat) since its launch in 2008 and are proud holders of the HR Excellence in Research Award. Our Research Excellence Training Team (RETT) offers training and career support for Research staff including postdoctoral researchers and graduate teaching assistants, ranging from technical/skills-based training and research management, to personal and professional development. RETT also offers career development support for researchers (see 5.3.iii) but

staff feedback (CS2018) indicates further support is required. All Graduate Teaching Assistants (GTAs) can attend skills development workshops and must complete Introduction to Teaching & Learning training. In 2015, we developed bespoke E&D and UB online training modules. The E&D module became a compulsory part of induction in 2016 and ART uptake increased in 2016 and 2017 (Fig 5.6).

Table 5.13 ART completion of online E&D training module (within first 5 years of employment)

	2013		2014		2015		2016		2017	
	F	M	F	M	F	M	F	M	F	M
Associate Lecturer/Researcher	24	21	23	57	64	39	80	99	111	167
Senior Lecturer/Researcher	6	4	2	9	4	6	4	6	6	2
Lecturer/Researcher	31	23	33	61	25	33	52	40	49	48
Reader			2	2		2	2	1		2
Prof/SSR/HoD/Snr Mgt	1	24	4	9		11	6	6	2	8
Grand Total	62	72	64	138	93	91	144	152	168	227



IMPACT Mandating E&D training in 2016 resulted in an increase in uptake of this training. Implementation of the E&D module, particularly for recruitment panel Chairs, has led to an increase in the proportion of successful female applicants across both STEM and AHSSBL.

THRIVE T7: Establish Development & Assessment Centres (DACs) for ART staff

THRIVE T9: Two faculty facing careers sessions for research staff to raise awareness careers and options.

(ii) Appraisal/development review

Describe current appraisal/development review for academic staff at all levels across the whole institution. Provide details of any appraisal/development review training offered and the uptake of this, as well as staff feedback about the process.

HoDs are responsible for ensuring all staff participate in Performance Development and Review (PDR) with line managers, comprising regular, informal performance discussions and a formal annual performance review (APR). Aggregate PDR rating data is reported to UEB, including by gender, and in 2018 94% of women and 90% of men were rated 'Excellent' or 'Good'²⁰.

Online PDR guidance and templates for staff and managers are provided. All APR reviewers are expected to complete a one-day training course: 'Successful Performance Reviews' but ART uptake is low (Table 5.14)

Table 5.14 ART participation in Appraisal and Review training by gender

		employee StartDate / Gender										
		2013		2014		2015		2016		2017		
		F	M	F	M	F	M	F	M	F	M	
Appraisal/ Review	Associate Lecturer/Researcher	2	4	9	4	10	4	9	2		2	
	Senior Lecturer/Researcher	2	2			1	1		3			
	Lecturer/Researcher	4	5	2	13	2	9	2	4	1		
	Reader							1	1			
	Prof/SSR/HoD/Snr Mgt	1	11	2	5		4	5	1	1	1	
Grand Total			9	22	13	22	13	18	17	11	2	3

²⁰ comparative data not available because of changed rating scale

Table 5.15: %Positive ART responses about the usefulness of APR (breakdown of EES2014 data not available)

	ART	Academic	Research	Teaching	2014 EES (all staff)
My annual performance review was useful to me in:					
reviewing my strengths and achievements	76%	71%	77%	81%	71%
providing constructive feedback on areas for development	64%	58%	72%	62%	60%
identifying training needs and development opportunities	52%	40%	64%	53%	57%

A 2018 review of PDR, factoring in mixed feedback (Table 5.15) and action (ASAP15-18) to include career progression/promotion in APR, resulted in development of clearer guidance about each stage, and on research and teaching performance expectations. All PDR forms now include a prompt to consider staff members' contributions to AS and EDI work. Changes have been communicated to HoDs and staff via targeted emails, all-staff emails and HR website. Work on developing a performance culture, including improving support/training for managers, is part of the University strategy. We expect this work to result in an increase in positive staff feedback and we will assess it via Equality Impact Assessment.

ENGAGE E7: Review effectiveness and gaps in current staff survey and exit questionnaire to improve data collection about staff experiences & perceptions of equality-related issues

ENGAGE E11 Reintroduce equality impact assessments (EIAs) to evaluate impact of new and existing policy on staff & students

(iii) Support given to academic staff for career progression

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

Questions about career development and training needs are included in the PDR form. A supporting 'performance conversations' prompt sheet contains career development themes, including workload, learning and development, and wellbeing.

Our internal coaching programme supports staff with personal and career development. The majority (18/23) of coaches are women, and women comprise two thirds of ART coachees over the past 5 years (Table 5.16). Evaluation shows 96% of coachees were satisfied or very satisfied with their coach and 100% of coachees would recommend the coaching scheme to others. While surveying of leadership programme participants in 2016 by our learning and development team indicated strong support for our current overall programme structure with little appetite for women-only leadership programmes, women are self-selecting for coaching 2:1 among both ART and PSS.

Table 5.16: ART participating in the coaching programme by gender with the gender of their coach (either ART/P&S)

Role	Gender	2013	2014	2015	2016	2017	Grand Total
coachees	F	2	6	6	6	3	23
	M	1	0	2	4	4	11
	Total	3	6	8	10	7	34
coaches	F	2	4	7	4	4	21
	M	1	2	0	2	2	7
	Total	3	6	7	6	6	28

We piloted career development mentoring (2017) for 30 researchers in 4 STEM departments: 100% of mentees and 97% mentors said they would recommended the scheme to others. Mentors/mentee training included UB awareness and discussion. Based on a successful mentoring pilot (2017) for 30 STEM researchers, a programme for all ART (including postdocs) being implemented within our Talent Management project with gender equality representing one of the programme’s strategic drivers.

Table 5.17 ART participation in career development training by gender (2013-2018)

Career Devpmt		employee StartDate / Gender									
		2013		2014		2015		2016		2017	
		F	M	F	M	F	M	F	M	F	M
Career Devpmt	Associate Lecturer/Researcher	11	4	10	11	19	5	8	5	9	2
	Senior Lecturer/Researcher	1	0			1					
	Lecturer/Researcher	11	10	5	8		5	6	6	2	5
	Reader							1	1		
	Prof/SSR/HoD/Snr Mgt		5		1			2	2		1
Grand Total		23	19	15	20	20	10	17	14	11	8

The Concordat Action plan 2018-2020 was developed in consultation with all departments and staff during the Research Staff Conference. As part of the N8 Research Partnership, we are working on a project to support the development and careers of research staff. As well as training outlined earlier, RETT delivers a suite of personal, professional and career development.

The Scholarship of Teaching & Learning network (SOTL) supports staff to gain experience/skills in pedagogical research/scholarship via online resources, and regular colloquia and symposia. As well as T&L training, GTAs are encouraged to access a range of development opportunities including SOTL, and the York Learning & Teaching Award (a part-time Masters programme).

Continuing work from our ASAP15-18 we are extending our online E&D training to students and funding two Daphne Jackson Fellowships.

ENGAGE E15: Extend online E&D training to student community (continuing from ASAP15-18)

THRIVE T4: Establish a mentoring scheme for ART and develop a specific programme for senior academic women

INSPIRE In3: Create fellowships to support diversity in science

- Establish 2 co-funded Daphne Jackson (DJ) Fellowships for career returners to Science
- Fellow feedback incorporated into future planning for UoY support for science careers

5.4. CAREER DEVELOPMENT: PROFESSIONAL AND SUPPORT STAFF

(i) Training

Describe the training available to staff at all levels. Provide details of uptake 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?

All PSS can access the University’s range of training and professional development courses (see section 5.3.i) which are publicised via all-staff email and managers. PSS training uptake reflects the gender composition of PSS grades (Fig 5.7, Table 5.18). Increased PSS uptake of E&D training echoes that of ART above.

Recent work to improve support and career development of technical staff includes a skills survey and planning for a sustainable skills development programme. TechYork provide a supportive network technicians to learn about each other’s work and includes training (e.g. teaching and learning for technical staff), professional registration support, an annual conference, Women in Tech network. Activities attract a turnout of around 40% of technicians across all departments and connects into our Technician Commitment (see 5.4.iii).

Fig 5.7 PSS uptake of training by training type and gender

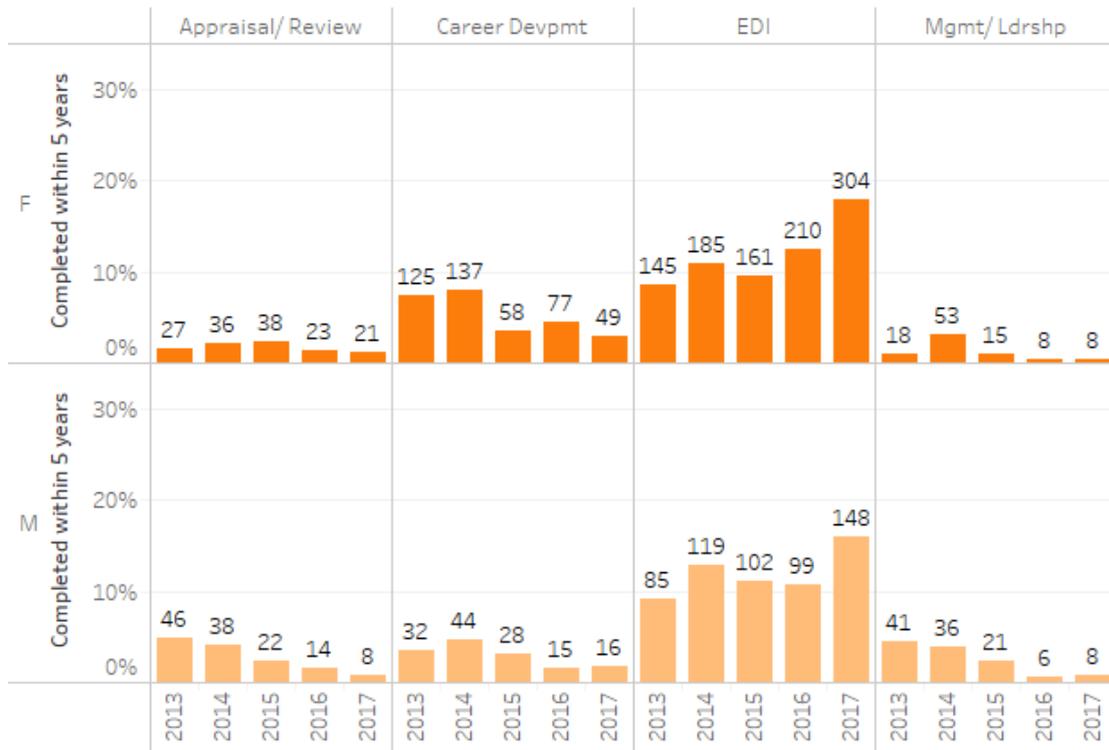


Table 5.18 PSS uptake of training by training type, grade and gender

		employee StartDate / Gender									
		2013		2014		2015		2016		2017	
		F	M	F	M	F	M	F	M	F	M
Appraisal/ Review	Snr Mgt		1		1				2		
	Grade 1-2		3	1		2		1	1		
	Grade 3-5	16	35	20	9	23	6	12		14	4
	Grade 6-8	11	7	15	28	13	16	10	11	7	4
Career Devpmt	Snr Mgt		4						2	1	
	Grade 1-2		1		1	2	1				
	Grade 3-5	101	18	104	21	40	9	59	6	34	10
	Grade 6-8	24	9	33	22	16	18	18	7	14	6
EDI	Snr Mgt		1		2				5	10	
	Grade 1-2	1	9	6	10	3	4	2	10	7	9
	Grade 3-5	100	44	122	51	114	55	169	51	225	99
	Grade 6-8	44	31	57	56	44	43	43	34	63	40
Mgmt/ Ldrshp	Snr Mgt	1	9		1				2		
	Grade 3-5	5	8	23	9	7	6	3	1	6	5
	Grade 6-8	12	24	30	26	8	15	5	3	2	3
Grand Total		315	204	411	237	272	173	322	135	383	180

(ii) Appraisal/development review

Describe current professional development review for professional and support staff at all levels across the whole institution. Provide details of any appraisal/development review training offered and the uptake of this, as well as staff feedback about the process.

The PDR process for PSS is the same as for ART. PSS reviewers are expected to undertake performance review training and PSS uptake is higher than ART (Table 5.19).

Table 5.19: % Positive PSS feedback about the usefulness of APR by grade (EES2017)

My annual performance review was useful to me in:	All PSS	EES 2014 (all staff)
reviewing my strengths and achievements	70%	71%
providing constructive feedback on areas for development	62%	60%
identifying training needs and development opportunities	60%	57%

We expect that the positive changes (see 5. 3.ii) made to PDR will result in improved experience for all staff and we will examine the outcome of these through improved staff surveying.

ENGAGE E7: Review effectiveness and gaps in current staff survey and exit questionnaire to improve data collection about staff experiences & perceptions of equality-related issues

(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.

In response to PSS feedback (EES2014) requesting better career development support, we launched Professional@York (P@York) in 2015 providing career development and networking opportunities for PSS based around an annual conference. EES17 data showed no feedback improvement so we are reintroducing the internationally-acclaimed Springboard programme designed for women and have this year expanded P@Y to include:

- Themed forums on strategic objectives (3 pa)
- 'In a Nutshell' - monthly specialist subject sessions
- Tech@York annual one day conference for technical staff
- Admin Forums - email group and networking meetings for admin staff and research administrators
- Annual P@York awards celebrating the work of nominated PSS and teams
- Online careers information including role-specific core skills/abilities, career development/planning guidance, video case studies.

Since 2016 we have run specialist Development and Assessment Centres (DACs) for PSS staff (Table 5.20) DACs assess how staff perform against the requirements for senior roles and provide a structured process for developing a clear career plan. Participants can access support and development opportunities including coaching, constructive feedback and action learning. 86% of Grade 5&6 and 83% of Grade 7&8 participants rated their experience of attending DACs as useful or very useful.

PSS can access coaching and two thirds of PSS coachees over the past 5 years have been women (Table 5.21).

Table 5.20 PSS staff attendance at DACs and career progression by gender (2016-2018)

	Grades 5&6 (9 centres)		Grades 7&8 (12 centres)	
	F	M	F	M
Participants	43 (80%)	11 (20%)	44 (64%)	25 (36%)
Progressed into higher role since attending	8 (18%)	2 (18%)	9 (20%)	8 (32%)

Table 5.21: PSS participating in the coaching programme by gender with the gender of their coach (either ART/P&S) (2013-2017)

Role	Gender	2013	2014	2015	2016	2017	Grand Total
coachees	F	3	10	5	4	10	32
	M	3	1	9	0	3	16
	Total	6	11	14	4	13	48
coaches	F	5	8	7	3	7	30
	M	0	2	3	1	2	8
	Total	5	10	10	4	9	38

York is a founding signatory to the Science Council’s Technician Commitment and was presented with an Award of Submission in 2018 (Fig 5.8). Our commended action plan includes development of a clear Technician career pathway and a skills audit of our Technicians and will be a key priority within our Talent Management Agenda.



“The comprehensive action plan provides a fantastic springboard to advance and increase opportunities for technical colleagues at York. Highlights of the submission include the TechYork network, the clear voice and visibility to senior leadership, strong support from senior leaders, the comprehensive skills survey that is underway and the plans for the week-long showcase of the technical community.”
Feedback on our Technician Commitment self-assessment and action plan, Sept. 2018



Fig. 5.8 York staff receiving award with Lord Sainsbury of Turville and Professor Sir John Holman
Tower of London, November 2018

THRIVE T8: Promote existing schemes e.g. Making a Difference Awards, Rewarding Excellence, ART Promotion.

THRIVE T9 (a): Re-introduce Springboard training for women.

5.5. 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 institution offers to staff before they go on maternity and adoption leave.

Dedicated web pages provide guidance and information about our parental leave schemes, supplemented by one-to-one guidance from HR via email or telephone. Staff also have access to fact sheets through an external Employee Assistance Care Service funded by the University (Fig 5.9). Staff are given paid time off to attend antenatal appointments.

Fig 5.9: Examples of maternity leave and parenting fact sheets available to staff.



Building on work from our Gold Chemistry Department, we are producing online guidance for managers that provides a framework for supporting expectant parents before, during and after their period of maternity, adoption or shared parental leave.

THRIVE T13: Produce guidance for Departments about options for consideration/ discussion for staff returning from career breaks, including on accumulated research leave during period of extended leave.

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

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

We have a centrally-funded Occupational Maternity Scheme (OMS), and an equivalent adoption leave scheme, which enhances the statutory paid schemes and are available to all staff with a year's service. We provide Occupational Shared Parental Pay if both parents work at the University which offers the same enhancements as the OMS. "Keep in Touch" days allow staff to work up to 10 days during parental leave without affecting leave or pay. We are also in the process of introducing paid parental leave for University-funded postgraduate research students to be implemented in 2019.



"I have had two children and have had the opportunity to have maternity leave with both. I would like to say the University is a very good employer having a good package available to allow staff to do this and I am very appreciative of this opportunity. (Staff feedback EES2017)

While some feedback is positive, other comments indicate staff would like to see more generous parental leave and pay provisions and that some staff on fixed-term and research contracts may be unclear about their entitlement.

THRIVE T12: Increase awareness of all types of parental leave and increase uptake, particularly of paternity leave and shared parental leave.

THRIVE T14: Explore feasibility of increasing paid maternity leave provision, and reducing or removing length of service eligibility requirement for certain posts.

(iii) Cover and support for maternity and adoption leave: returning to work

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

Support includes:

- Five dedicated spaces for breastfeeding/expressing
- Baby-changing facilities in 10 locations.
- Online information about registered nurseries and childcare within and beyond York.
- Development of guidance (see 5.5.i) including support for staff returning from parental leave to help managers implement consistent and supportive arrangements.
- Development in response to staff feedback (CS2018, FWGs) of a scheme whereby staff can apply for funding to cover caring costs for periods of travel/work outside normal hours.
- Development of ART promotion guidance includes a section on EDI considerations, including periods of extended leave.

THRIVE T5: More inclusion and transparency in the promotions process - develop supporting guidance and appoint HR Partners to Faculty Promotions Panels to ensure E&D principles are adhered to.

THRIVE T13: Produce guidance for Departments about options for consideration/ discussion for staff returning from career breaks, including on accumulated research leave during period of extended leave.

THRIVE T16: Explore and introduce carers fund to which staff can apply for funding to cover additional costs

(iv) Maternity return rate

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

We have very high maternity return rates and strong retention rates over the subsequent 18 months among both ART and PSS (Figs 5.10, 5.11. On average, PSS take 10 months leave (Table 5.23) and ART 8 months (Table 5.22) demonstrating that our maternity leave provisions and culture are supportive of staff taking leave. However, our maternity leave provision is lower than some other institutions and we recognise that maternity leave is important for attracting and retaining women²¹.

²¹ Epifanio, M & Troeger, V. E. (under review). "Maternity leaves in Academia: Why are some UK universities more generous than others?"

Overall retention rates are generally higher in AHSSBL than in STEMM, however numbers are smaller in AHSSBL. ART retention rates in the STEMM departments have steadily increased in recent years with an increase in instances of leave taken (Fig 5.10). Greater variation in retention is seen for PSS in Central Support than the academic disciplines which may reflect greater variety of work-life decisions in this larger cohort (Fig 5.11, Table 5.23). We will seek to better understand the variation in retention data and women’s experiences by enhancing our exit data gathering.

ENGAGE E7: Review effectiveness and gaps in current staff survey and exit questionnaire to improve data collection about staff experiences & perceptions of equality-related issues.

THRIVE T12: Increase awareness of all types of parental leave and increase uptake, particularly of paternity leave and shared parental leave.

THRIVE T14: Explore feasibility of increasing paid maternity leave provision and reducing or removing length of service eligibility requirement for certain posts.

Fig 5.10: ART maternity return rates by discipline (2013-2017)

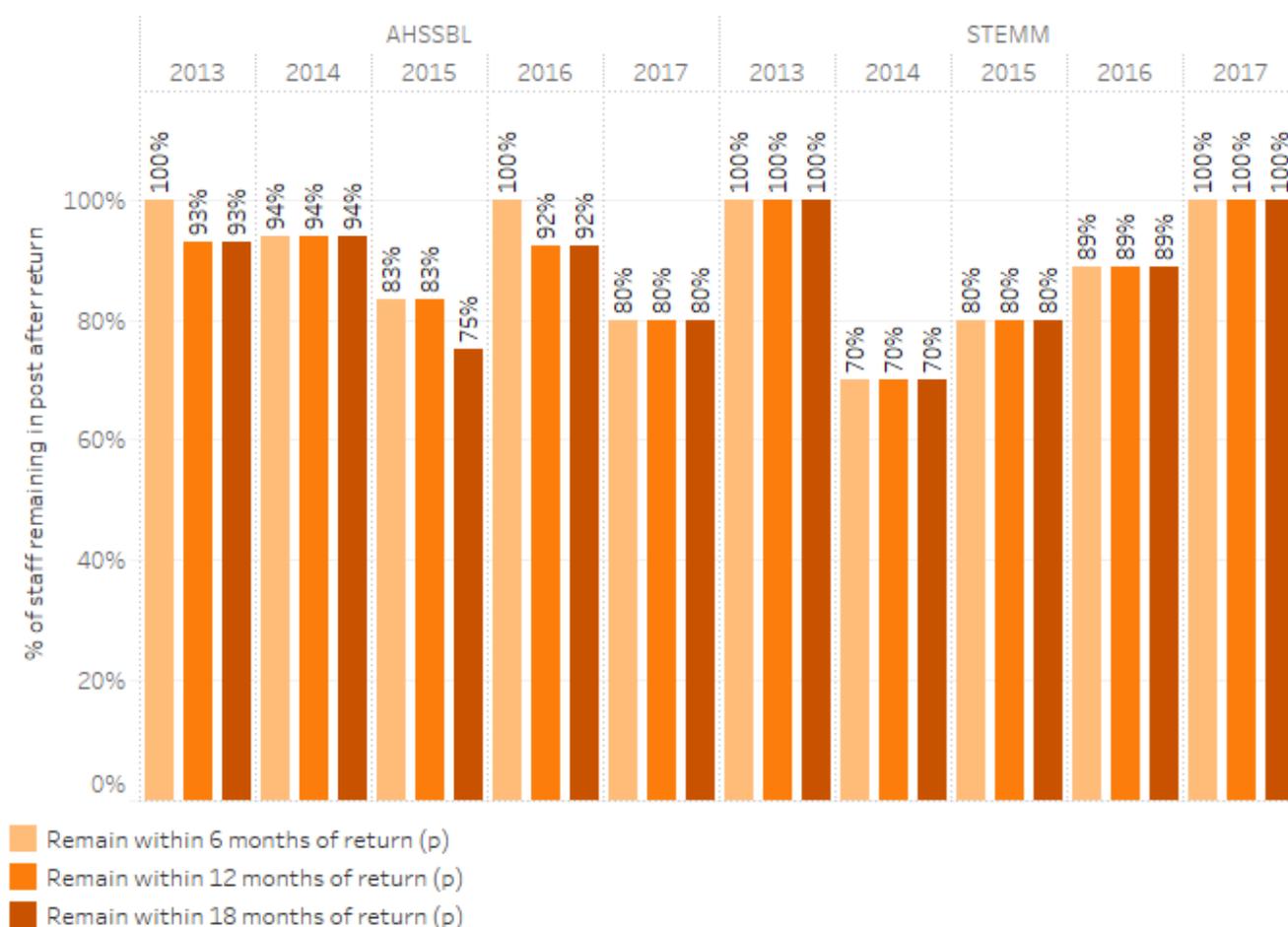


Table 5.22: ART (headcount) remaining in post 6, 12 and 18 months after maternity leave, by discipline

		Maternity cases	Contract ended during maternity	Avg. Average length of leave	Remain within 6 months of return	Remain within 6 months of return (p)	Remain within 12 months of return	Remain within 12 months of return (p)	Remain within 18 months of return	Remain within 18 months of return (p)
AHSSBL	2013	14	0	238	14.0	100.0%	13.0	92.9%	13.0	92.9%
	2014	16	0	218	15.0	93.8%	15.0	93.8%	15.0	93.8%
	2015	12	0	220	10.0	83.3%	10.0	83.3%	9.0	75.0%
	2016	13	0	240	13.0	100.0%	12.0	92.3%	12.0	92.3%
	2017	5	0	323	4.0	80.0%	4.0	80.0%	4.0	80.0%
	Total	60	0	237	56.0	93.3%	54.0	90.0%	53.0	88.3%
STEMM	2013	9	0	278	9.0	100.0%	9.0	100.0%	9.0	100.0%
	2014	10	0	248	7.0	70.0%	7.0	70.0%	7.0	70.0%
	2015	15	2	262	12.0	80.0%	12.0	80.0%	12.0	80.0%
	2016	18	0	242	16.0	88.9%	16.0	88.9%	16.0	88.9%
	2017	11	0	288	11.0	100.0%	11.0	100.0%	11.0	100.0%
	Total	63	2	261	55.0	87.3%	55.0	87.3%	55.0	87.3%
Grand Total		123	2	249	111.0	90.2%	109.0	88.6%	108.0	87.8%

Fig 5.11: PSS maternity return rates by discipline (2013-2017)

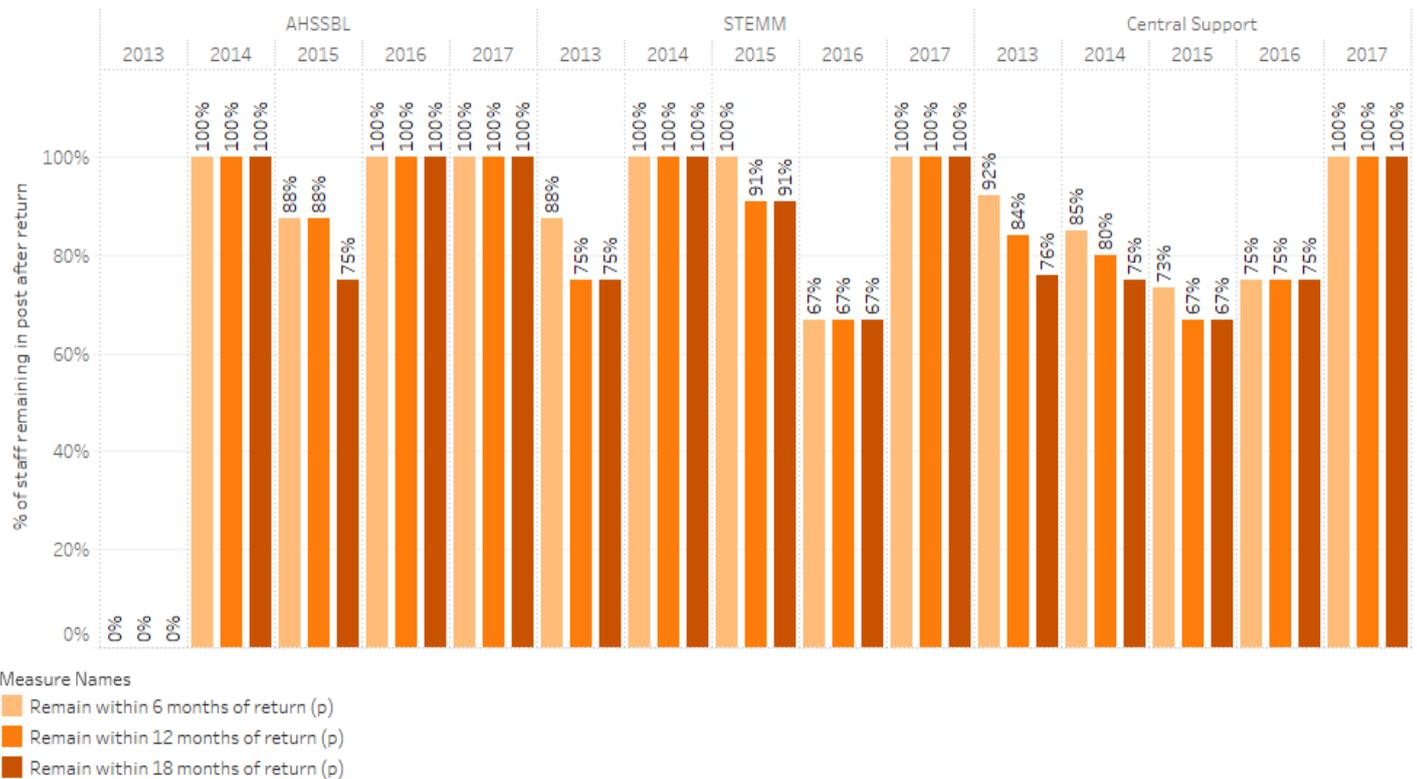


Table 5.23: Numbers of PSS taking maternity leave and remaining in post over time, by discipline

		Maternity cases	Contract ended during maternity	Avg. Average length of leave	Remain within 6 months of return	Remain within 6 months of return (p)	Remain within 12 months of return	Remain within 12 months of return (p)	Remain within 18 months of return	Remain within 18 months of return (p)
AHSSBL	2013	1	0	173	0.0	0.0%	0.0	0.0%	0.0	0.0%
	2014	3	0	280	3.0	100.0%	3.0	100.0%	3.0	100.0%
	2015	8	0	279	7.0	87.5%	7.0	87.5%	6.0	75.0%
	2016	4	0	282	4.0	100.0%	4.0	100.0%	4.0	100.0%
	2017	4	0	291	4.0	100.0%	4.0	100.0%	4.0	100.0%
	Total	20	0	277	18.0	90.0%	18.0	90.0%	17.0	85.0%
STEMM	2013	8	0	283	7.0	87.5%	6.0	75.0%	6.0	75.0%
	2014	8	0	328	8.0	100.0%	8.0	100.0%	8.0	100.0%
	2015	11	0	306	11.0	100.0%	10.0	90.9%	10.0	90.9%
	2016	9	0	304	6.0	66.7%	6.0	66.7%	6.0	66.7%
	2017	3	0	365	3.0	100.0%	3.0	100.0%	3.0	100.0%
	Total	39	0	310	35.0	89.7%	33.0	84.6%	33.0	84.6%
Central Support	2013	25	0	296	23.0	92.0%	21.0	84.0%	19.0	76.0%
	2014	20	0	313	17.0	85.0%	16.0	80.0%	15.0	75.0%
	2015	15	0	279	11.0	73.3%	10.0	66.7%	10.0	66.7%
	2016	24	0	306	18.0	75.0%	18.0	75.0%	18.0	75.0%
	2017	16	0	320	16.0	100.0%	16.0	100.0%	16.0	100.0%
	Total	100	0	303	85.0	85.0%	81.0	81.0%	78.0	78.0%
Grand Total		159	0	301	138.0	86.8%	132.0	83.0%	128.0	80.5%

(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 for the whole institution. Provide details on the institution’s paternity package and arrangements.

We pay paternity leave (PL) at full pay for week one and statutory paternity pay rate for week two (subject to 26 weeks service). Shared parental leave (SPL) is paid at statutory rates, however, if both parents work at the University, they may be eligible for our Occupational Shared Parental Pay. This offers the same enhancements as our Occupational Maternity Pay, with the first 18 weeks paid at the mother's salary rate. Adoption leave mirrors the maternity leave policy, offering an enhanced package subject to length of service.

Table 5.24: ART taking paternity leave²² by grade and gender (2013-2017)

[Table 5.24 removed as some numbers are very small]

Table 5.25: PSS taking Paternity leave by grade and gender (2013-2017)

[Table 5.25 removed as some numbers are very small]

Junior staff have higher instances of PL reflecting a simultaneity of life and career stages, and the larger numbers in those cohorts. Uptake has increased since 2013 reflecting a culture that encourages partners to take parental leave (Table 5.24, Table 5.25).

However, building a culture where parents can take joint responsibility for parenting remains a focus. Staff feedback (Ideas groups, FWGs) suggests fathers are more likely to take annual leave or adjust work patterns

²² paternity leave may be accessed by the father or the mother’s partner (of any gender)

(e.g. legitimate research leave, teaching cover) than take paternity leave because of the relatively low pay rate and length of service requirement for the second week.

There have been:

- 4 cases of adoption leave during the past 5 years
- Nine ART and seven PSS have taken SPL since 2015.

The numbers are too small to detect any trends.

THRIVE T12: Increase awareness of all types of parental leave and increase uptake, particularly of paternity leave and shared parental leave.

- Deliver communication campaign to highlight leave and encourage staff to take paternity leave and SPL (part of health and wellbeing strategy).
- Increase paternity leave provision to two weeks full pay and introduce entitlement from day 1 of employment.
- Implement system to ensure taking SPL is possible, encouraged and equitable across all departments.
- Local case study examples developed as part of communication campaign on staff at different grades who have benefitted from paternity leave and SPL.

THRIVE T13: Produce guidance for Departments about options for consideration/ discussion for staff returning from career breaks, including on accumulated research leave during period of extended leave.

(vi) Flexible working

Provide information on the flexible working arrangements available.

Staff with at least 26 weeks' service can request various flexible working arrangements including:

- Flexitime scheme
- Part-time working (see 5.5 (vii))
- Teaching schedule adjustment to accommodate other commitments
- Term-time working (annualised salary)
- Unpaid leave and career breaks
- Flexible retirement to adjust working hours/employment level before formal retirement
- Jobshare

Flexible working requests are handled at departmental level and our staff survey data show:

- 79% of staff (EES2017) are able to work flexibly (10% unsure) compared to 82% (EES2014)
- 61% of staff (EES2017) believe the University has policies and practices in place to help achieve the right balance between work and home life, an increase from 58% (EES2014)
- 77% (EES2014 & 2017) of staff believe their line manager is considerate of their life outside of work

Flexible working is limited in some roles due to the demands of particular job roles e.g. receptionists; shift workers in the 24hr library. Staff feedback (FG 2018) highlighted the need to make our flexible working policies clearer and more accessible to facilitate improved work-life balance and opportunities to support career progression, e.g. jobshare, secondments. Our Health & Wellbeing plan 2019-2021 includes work-life balance initiatives and aims to create a culture in which we can talk openly about health and wellbeing and commit to developing and maintaining healthy lifestyles.

THRIVE T11 Enhance and promote our flexible working options to attract, retain and enable staff.

- Enhance existing policy to enable staff to request flexible working from day 1.
- Trial job title/ad wording software targeting grades with a gender imbalance and learn from others' experiences of using such tools.
- Make it clear in recruitment material and on our jobs website that we welcome applications for job share arrangements.
- Create a job share register for staff to indicate their desire to job share and to identify potential job share partners.
- Calculate how many jobs are applied for and appointed by internal candidates.
- Review internal opportunities for secondments and generate more opportunities where possible.
- Improve communications to staff about our careers support for staff via P@York, PDR, etc.

(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 to transition back to full-time roles when childcare/dependent or caring responsibilities reduce.

Our flexible working policy (5.5 .vi) covers all staff, including those returning from a career break. Staff may request a reduction in working hours (e.g. part-time/term-time only/job share) with the right to request increased hours once circumstances change.

Ambitious work, championed by our Chemistry departments (AS Gold) and emulated elsewhere, to make assurances to staff requesting changes to their working hours without threat of losing a future full-time contract, has been very well-received by staff and managers. However, staff feedback from several departments, fed up through the FWGs, has also highlighted inconsistencies and inequalities across the University where some departments feel unable to make such assurances to staff because of different operational and budgetary constraints. In recognition of both good practice and varying local operational needs, we are developing specific guidance for departments about different options to support staff, including good practice examples.

THRIVE T13 Produce guidance for Departments about options for consideration/ discussion for staff returning from career breaks, including on accumulated research leave during period of extended leave.

(viii) Childcare

Describe the institution's childcare provision and how the support available is communicated to staff. Comment on uptake and how any shortfalls in provision will be addressed.

Our on-campus nursery for staff and students accommodates 39 children (aged 3 months - five years 11 months) and is open 8:30am to 5pm. Where available, the Nursery offers places to school children within this age-range during school holidays.

Information about the nursery for staff and students living in or planning to move to York is available on our website and is promoted on our jobs pages. Nursery vacancies are advertised on staff payslips. There is also website information about how to connect with other families including a Family Network coordinated by GSA, which we promote via graduate student induction.

Demand for childcare is high, particularly for places for children under the age of two. Feedback via the staff survey (EES 2014 & 2017) and via departments highlights that lack of places presents a barrier and the current closing time presents difficulties e.g. staff teaching until 6pm. To address these issues, we have

included the building of a new, purpose-built centre in Phase 1 of our campus development master plan which will expand nursery capacity to 95 places and extend opening hours.

To allow parents with childcare responsibilities arriving after peak-hour to park on campus, we have 27 parking spaces across three main sites reserved for arrival after 9:30 am.

We have properties on and off campus to house students with families, prioritising international students, and we work with York Housing Association to provide even more family accommodation as required.

THRIVE T15: Build a new nursery with tripled capacity and extended opening hours.

THRIVE T16: Explore and introduce carers fund to which staff can apply for funding to cover additional costs.

(ix) Caring responsibilities

Describe the policies and practice in place to support staff with caring responsibilities and how the support available is proactively communicated to all staff.

We offer a range of policies to all staff with caring responsibilities (whether child or adult) including:

- a range of working options: flexi time, job-share, P/T working or change in working hours, term time only working, flexible retirement, unpaid leave and career breaks
- policy on special types of leave including: bereavement, compassionate grounds and for domestic emergencies
- practical guidance for managers to support staff with care responsibilities, which includes an insight into the issues carers are facing and ways in which managers can support staff
- Employee Assistance programme offering 24 hour helpline for legal/practical advice e.g. care home options
- Opportunities to take career breaks of 3 months to 1 year (subject to length of service).



IMPACT: As a result of the increase in the awareness of the impact of career breaks on staff, the University is appointing 2 Daphne Jackson Fellows (1F and 1M) to take up post 2019.

All information is published on the HR website and circulated via online recruitment information, candidate briefs, staff induction and through a range of campus health and wellbeing initiatives.

Feedback from FWGs highlight the barrier staff face is the additional care costs when working outside of normal hours e.g. open days, conferences. We have identified this as an action to explore.

THRIVE T16 Explore and introduce carers fund to which staff can apply for funding to cover additional costs.

5.6. ORGANISATION AND CULTURE

(i) Culture

Demonstrate how the institution actively considers gender equality and inclusivity. Provide details of how the charter principles have been, and will continue to be, embedded into the culture and workings of the institution and how good practice is identified and shared across the institution.

At the highest level of governance, the University Strategy 2014-20 outlines our commitment to embed E&D principles in everything we do and our EDI Strategy, developed with strong staff and student input, articulates our ambitions, including progressing gender equality.

The AS governance structure (Section 3.ii) enables the embedding of AS principles and good practice across departments and up through management committees. Our EDI networks and fora further facilitate sharing good practice and identification of common issues (Table 5.26).

Table 5.26: Staff EDI networks

Network/forum	Membership
AS Forum	100+
LGBTI+ Matters	35
Staff Race Equality Forum	50
INCLUDE disability network	70
Departmental Equality Champions network	36



IMPACT: ASAP15-18 actions to improve AS governance and support increased:

- AHSSBL awards from 2 to 6
- Active departmental work towards an AS award with the number of departments with an AS lead and SAT increasing from 44% (12/27) to 89% (24/27)
- Faculty leadership leading to all 9 Social Sciences departments committing to apply for an award by 2020.

While feedback about E&D is positive (Table 5.27), the recent decline is concerning. We believe this is partly a result of raised awareness of EDI issues, and we will be vigilant in our assessment of the impact of policy and practice on staff.

Table 5.27: EES2014 and EES2017 positive responses to E&D questions

Survey question:	EES 2014	EES 2017
Q71: I believe the University is committed to equality of opportunity for all its staff	80%	78%
Q72: I feel the University acts fairly and promotes inclusion regardless of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity with regard to:		

a) recruitment	82%	79%
b) training & development	83%	78%
c) career progression/promotion	69%	61%

ENGAGE E7: Review effectiveness and gaps in current staff survey and exit questionnaire to improve data collection about staff experiences & perceptions of equality-related issues.

ENGAGE E10: Encourage and support AS leads and other staff to attend equality-related seminars, training etc. and to bring knowledge into the University.

ENGAGE E13: Implement mechanism to ensure clearer drive and accountability for departmental gender equality/AS work

INSPIRE In1: Establish an annual Women in Research conference and seek international expertise to help improve our own and others' practice

(ii) HR policies

Describe actions taken to address any identified differences between policy and practice. Include a description of the steps taken to ensure staff with management responsibilities are up to date with their HR knowledge.

Our HR policy manager ensures all HR policies are consistent and inclusive. All are subject to review by the HR Policies Special Interest Group, which includes Trades Union and EDO representatives and is currently reviewing Codes of Practice on Harassment and Bullying.

Our Harassment Advisers network (4F/2M) and departmental Equality Champions network (24F/12M) provide guidance and signpost to services, including support for reporting harassment or bullying.

Table 5.28 EES2014 and EES2017 positive responses

Survey question:	EES2014	EES2017
My immediate manager/supervisor treats me with respect	87%	88%

Staff with management responsibilities are updated on HR policies via regular emails, training for managers and faculty/departmental management groups. Updates via ‘Staff Digest’ emails this academic year have included:

- guidance for Managers on planning an induction programme
- our new mentoring scheme
- revised annual PDR process
- consultation on contract renewal of the University’s Employment Assistance Scheme

ENGAGE E16: Review and implement a revised Code of Practice on Harassment and Bullying

(iii) Proportion of heads of school/faculty/department by gender

Comment on the main concerns and achievements across the whole institution and any differences between STEMM and AHSSBL departments.

The faculty structure was introduced in 2012 and for the first four years, all three Deans were men. In 2017, we appointed a female Dean of Arts & Humanities (though a male interim Dean is in post while the Dean is on extended research leave Aug 2018- Apr 2019).

Despite our strong AS track record in STEMM, the proportion of STEMM departments with a female HoD has decreased significantly and in AHSSBL there has also been a decline since 2015 (Fig 5.12). Staff feedback (CS2018) indicates some women are reluctant to consider themselves for these roles, perceiving a lack of flexibility, lack of compatibility with juggling family and other responsibilities, and concerns about the impact of these roles on research.

Fig 5.12: Female proportion of heads of academic departments by discipline

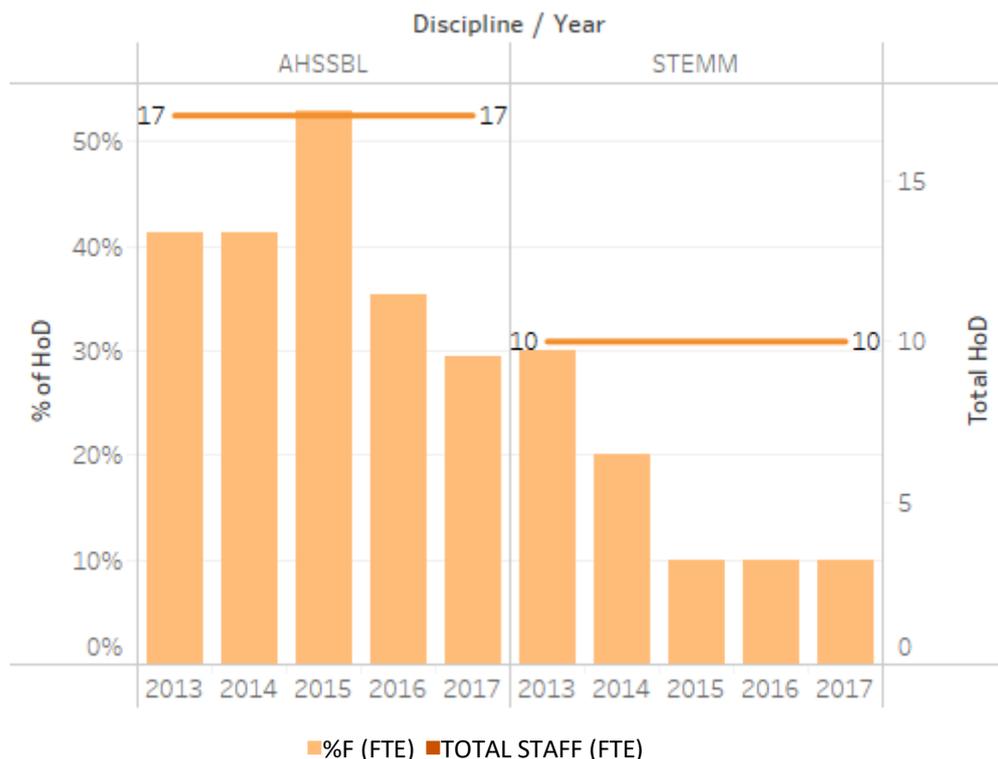


Table 5.29: HoDs by discipline and gender

Discipline	Year	Gender				Grand Total	
		F		M			
AHSSBL	2013	7	41.2%	10	58.8%	17	100.0%
	2014	7	41.2%	10	58.8%	17	100.0%
	2015	9	52.9%	8	47.1%	17	100.0%
	2016	6	35.3%	11	64.7%	17	100.0%
	2017	5	29.4%	12	70.6%	17	100.0%
STEMM	2013	3	30.0%	7	70.0%	10	100.0%
	2014	2	20.0%	8	80.0%	10	100.0%
	2015	1	10.0%	9	90.0%	10	100.0%
	2016	1	10.0%	9	90.0%	10	100.0%
	2017	1	10.0%	9	90.0%	10	100.0%

HoDs are usually appointed for a four year term via internal advertisement and applications submitted to the Faculty Dean. The Dean consults with departmental staff about suitable candidates and a selection panel (VC, Dean and HRD) considers this information when deciding which candidate/s to interview. The panel recommends the successful candidate to University Senate²³ for ratification prior to appointment. Occasionally the panel may seek an external appointment, e.g. if the department is in start-up mode or if internal recruitment is unsuccessful.

The identification, recruitment, development and succession management of HoDs is a priority focus in our new talent management project which will focus on recruitment and selection processes, coaching and mentoring programmes and leadership culture. This will build on the structured two-day HoD induction

²³Senate is chaired by the VC and acts in an advisory capacity to the Council. It is responsible for regulating and directing the academic work of the University.

programme which contains input from UEB members and confidential space to discuss particular topics (e.g difficult conversations), including sharing best practice and problem-solving.

THRIVE T3: Support and encourage more women to apply for promotion to professor and senior academic roles.

THRIVE T4: Establish a mentoring scheme for ART staff and develop a specific programme for senior academic women.

THRIVE T7: Establish Development & Assessment Centres (DACs) for ART staff.

(iv) Representation of men and women on senior management committees

Provide data by gender, staff type and grade and comment on what the institution is doing to address any gender imbalance

Our two senior management committees are:

- University Executive Board (UEB) chaired by the VC (M)
- Operations Group, chaired by the Registrar & Secretary (F), a sub-group of UEB comprising senior managers from the support, administrative and operations departments (Fig 5.13).



Fig. 5.13 Members of Operations Group, October 2018

UEB composition is entirely ex-officio. Work to address gender imbalance on key University committees (ASAP15-18) included expansion of UEB to ensure representation from areas traditionally dominated by women (e.g. HR, External Relations) resulting in an increase at UEB from 35%F to 47%F since 2015. The appointment of more women into key senior roles (section 4.2.i) has also increased to 47% the female representation on Operations Group (Fig 5.14).



IMPACT: Work to address gender imbalance on key committees has increased representation of women on UEB from 35% to 47%.

Fig 5.14 Female representation on UEB and Operations Group (2013-2017)

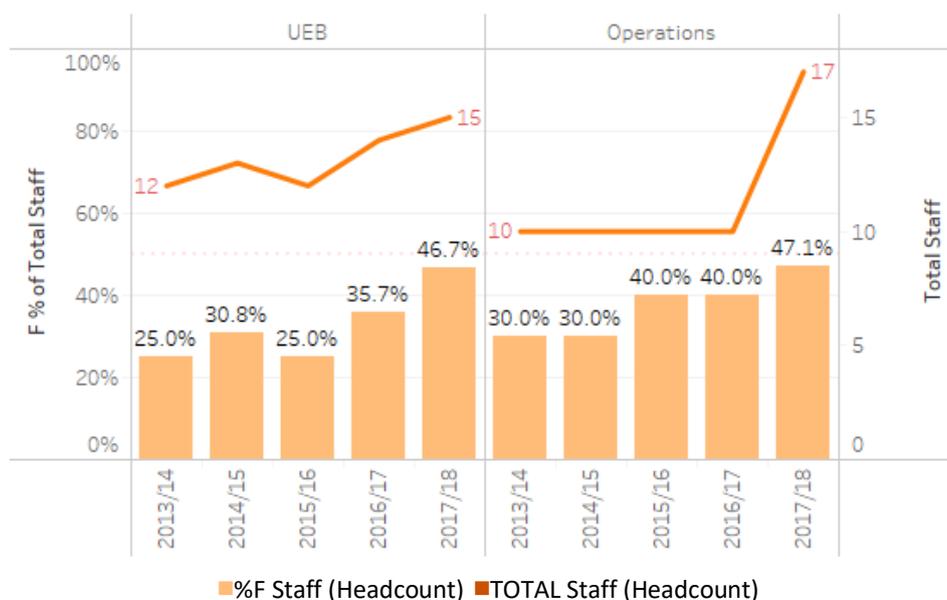


Table 5.30 Composition of UEB and Operations Group by gender (2013-2017)

Unit	Year	F		M		Grand Total	
UEB	2013/14	3	25.0%	9	75.0%	12	100.0%
	2014/15	4	30.8%	9	69.2%	13	100.0%
	2015/16	3	25.0%	9	75.0%	12	100.0%
	2016/17	5	35.7%	9	64.3%	14	100.0%
	2017/18	7	46.7%	8	53.3%	15	100.0%
Operations	2013/14	3	30.0%	7	70.0%	10	100.0%
	2014/15	3	30.0%	7	70.0%	10	100.0%
	2015/16	4	40.0%	6	60.0%	10	100.0%
	2016/17	4	40.0%	6	60.0%	10	100.0%
	2017/18	8	47.1%	9	52.9%	17	100.0%

Despite these positives, concern about our HoDs data (5.6.iii), reinforced by staff feedback (CS2018) about the gender makeup of senior roles keeps us focussed on continuing to improve women’s representation.

ENGAGE E11: Implement mechanism to track, review and take action to ensure balanced composition of key University boards and committees.

THRIVE T1: Ensure senior management appointment and promotions processes are clear, transparent and encourage a diversity of applicants.

THRIVE T2: As part of the new Talent Management agenda, ensure greater transparency and improve succession planning to increase the diversity of Heads of Department, Deans and PVCs.

THRIVE T3: Support and encourage more women to apply for promotion to professor and senior academic roles.

(v) Representation of men and women on influential institution committees

Provide data by committee, gender, staff type and grade and comment on how committee members are identified, whether any consideration is given to gender equality in the selection of representatives and what the institution is doing to address any gender imbalances.

Addressing gender under-representation on key committees has been a priority since 2015 and we have seen great improvements (Fig. 5.31). We will continue this work with an ambitious new target of min 40% representation (F/M) on all committees of >10 members.



IMPACT: Our ASAP15-18 target of minimum 33% representation by women on key University Committees has resulted in the percentage of committees with at least 33% women increasing from 79% (2=19/24) to 92% (23/25).

Table 5.31: Percentage representation of women on key university committees

	2013/14	2014/15	2015/16	2016/17	2017/18
Academic Promotions Committee	50	50	43	43	70
Appointments Committee	na	na	na	na	40
Audit and Risk Committee	33	33	33	33	33
Coordinating Group for Supplementary Programmes	60	60	60	73	60
Council	38	40	43	43	38
Equality, Diversity and Inclusion Committee	53	59	44	56	82
Ethics Committee	57	57	57	71	67
Faculty Board - Arts and Humanities	na	26	39	35	38
Faculty Board - Sciences	na	34	38	33	36
Faculty Board - Social Sciences	na	40	61	58	50
Finance Committee	33	42	33	33	27
Health, Safety and Welfare Committee	28	37	19	45	42
International Committee	na	na	44	50	41
Nominations Committee	45	45	45	42	36
Operations Group	30	30	40	40	47

Planning Committee	23	21	15	31	29
Remuneration Committee	40	25	33	33	67
Research Committee	33	28	30	40	43
Senate	19	22	23	34	34
Special Cases Committee	47	50	53	67	68
Standing Committee on Assessment	30	30	36	45	50
Student Life Committee	na	44	48	52	52
Teaching Committee	36	40	42	46	41
University Executive Board	25	31	25	36	47
York Graduate Research School Board	na	na	46	56	50

Women’s representation on two of the most influential committees, Finance and Planning, remains below this target, and women are significantly over-represented on EDIC. Committee gender composition can fluctuate because of the large proportion of ex-officio positions and the gender balance of the HoDs (section 5.6 (iii)) is a contributing factor. As well as our ambitious 40% representation target, we believe our actions to improve the proportion of women in senior positions will support our work to sustain and further improve committee gender balance.

ENGAGE E11: Implement mechanism to track, review and take action to ensure balanced composition of key University boards and committees.

THRIVE T1: Ensure senior management appointment and promotions processes are clear, transparent and encourage a diversity of applicants.

THRIVE T2: As part of the new Talent Management agenda, create greater transparency and improve succession planning to increase the diversity of Heads of Department, Deans and PVCs.

THRIVE T3: Support and encourage more women to apply for promotion to professor and senior academic roles.

(vi) Committee workload

Comment on how the issue of ‘committee overload’ is addressed where there are small numbers of men or women and how role rotation is considered.

The introduction of Workload model principles, including EDI (See 5.6.vii) and annual reporting on departmental workload allocation models, is intended to increase transparency to ensure greater equality and help address overload, as is work to ensure greater balance on boards and committees. Roles are generally rotated and length of term depends on the type of role and committee.

By continuing efforts to increase the proportion of women and BME staff in the pool of senior staff we also hope to reduce the likelihood of overload for under-represented staff. As cited earlier (4.1.i & 4.2.i) we have seen increases in the %F representation in more senior roles since 2013:

- ART: %F increases in Senior Lecturers from 39.2% to 43.6%, and in Readers from 16.1% to 28.8%
- PSS: %F increases in grade 8 from 46.5%F to 55.4%F, and in senior managers from 36.4% to 46.0%

THRIVE T1: Ensure that appointment and promotions processes are clear, transparent and encourage a diversity of applications for senior management roles.

THRIVE T2: As part of the new Talent Management agenda, create greater transparency and improve succession planning to increase the diversity of Heads of Department.

ENGAGE E11: Implement mechanism to track, review and take action to ensure balanced composition of key University boards and committees.

ENGAGE E14: Implement mechanism to ensure workload allocation models recognise AS/E&D work and mitigate for gender discrepancies.

(vi) Institutional policies, practices and procedures

Describe how gender equality is considered in development, implementation and review. How is positive and/or negative impact of existing and future policies determined and acted upon?

To inform decision making, UEB includes the requirement to consider equality implications within the cover sheet of all papers presented. On occasions, the Board has challenged proposals that have not fully considered equality issues. This year, UEB has specifically encouraged the use of:

- diverse, gender balanced imagery within key university and annual reports
- gender pronouns within the modular student records management system (SITS)
- key accessibility and inclusive practices within the Estates Strategy

This mechanism could be strengthened to ensure positive/negative impact has been robustly reviewed and mitigated. The EDO have developed Equality Impact Assessment (EIA) forms and guidance and EDIC have supported EIAs to be reintroduced.

In addition, through regular contact with staff equality networks, student liberation groups and other University staff/student forums, the EDO feeds back to key committees (UTC, EDIC, UEB, Student Life) issues affecting staff and students. Examples include regular hearing-loop testing of existing and new facilities, increasing the capacity of the campus nursery, all-gender toilets in all new buildings (Section 6).

ENGAGE E7: Review effectiveness and gaps within the current staff survey to improve data collection about staff experiences & perceptions of equality-related issues.

ENGAGE E12: Re-introduce equality impact assessments (EIA) to evaluate how new and existing policy and practice affects our staff and students.

THRIVE T15: Build a new nursery with tripled capacity and extended opening hours.

(vii) Workload model

Describe any workload allocation model in place and what it includes. Comment on whether 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.

Academic Workload Principles and Framework were introduced in 2017 following consultation and trialling of a university-wide model which was not adopted. Departments were required to implement and publish a transparent workload allocation model (WAM) for all ART in consultation with those staff. WAMs need to contain research, teaching, scholarship and citizenship, and guidelines indicate the importance of including AS and EDI responsibilities. Implementation and content data is collated by the Planning team and reported back annually by the Deans to Planning Committee and EDIC.

- **85%** (23/27) of departments include AS and EDI work in their workload allocation model (WAM)
- **59%** (16/27) record gender distribution of administrative responsibilities allocated to academic staff in their WAM

In September 2018, Dean of Science, Brian Fulton spoke at the Athena Forum Workload Allocation Models Workshop on 'The quest to make WAMs acceptable to colleagues and consistent across STEMM disciplines' as a case study example, outlining York's approach to managing introducing a fair and transparent WAM system.

However, we know from staff feedback (FG 2018) that there are mixed views about the efficacy of some departmental WAMS and the accuracy of published workload allocations compared to actual hours worked. Evaluation of the first full year since the new Principles and Framework were implemented will be reported to Planning Committee early in January 2019 and will include feedback from senior management.

ENGAGE E14: Implement mechanism to ensure workload allocation/models recognise AS/E&D work and mitigate for gender discrepancies.

(viii) Timing of institution meetings and social gatherings

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

Institutional core hours of 10-12 and 2-4pm are embedded in our flexitime system and more than a third (10/27) of our departments have implemented core hours policies. Where possible, all-staff events are scheduled within these hours and a series of dates provides staff with options e.g. termly VC talks arranged on three different days and times. Events are typically advertised 4-6 weeks in advance to allow time for staff to make alternative caring arrangements in order to attend.

Staff feedback has led to changes to the timing of the majority of our in-house learning and development programmes from 9am-5pm to 9:30am-4.30pm to make attendance easier for staff with caring responsibilities. We will continue to build good practice across the University.

THRIVE T17: Establish set of working practice standards led by UEB that they will communicate and commit to role model.

- Introduce working hours guide e.g. core committee meetings to be held between 9:30 and 4pm
- Annual statement to all staff with reminders embedded around major holidays
- Provide example text for staff to use in out-of-office emails about response times
- Statement to staff about the timing of terms and school holidays.

(ix) 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 institution’s website and images used.

The University’s award-winning²⁴ Festival of Ideas (Fol) attracts a huge audience annually (40,000+ in 2018) and is a highlight of our events calendar. Fol 2018 included the theme ‘Of Women’ marking the 100th anniversary of some women being granted the vote, with several events (Fig 5.15) funded as part of our ASAP15-18:

- Inaugural ‘Athena SWAN lecture’ by Joan C Williams, Centre for Worklife Law, University of California Hastings College of the Law: “What works for women at work” (attendance >100).
- Commissioned play exploring gender in science by our Theatre, Film & Television department ‘Space. Planets. Stars’ (attendance 248).
- Hosting of a city centre ‘SoapBox Science’ event showcasing the research of 12 women scientists (foot traffic 16,700+ people in 3 hours, 96% of audience rated talks as enjoyable).

Fig 5.15 Athena SWAN-funded events in the 2018 Festival of Ideas



Increased university-wide awareness of the importance of gender equality via AS initiatives/events and the raising of AS governance to a strategic level (ASAP15-18) has resulted in positive changes including:

- %F of Fol speakers and panel chairs has increased since data collection began in 2017 (Table 5.32)
- %F of our honorary graduates has increased considerably (Table 5.33)
- the University postponed a ‘Brexit & History’ conference because it had an all-male panel (Oct 2018).



IMPACT: Increased university-wide awareness of the importance of gender equality via AS initiatives and the raising of AS governance to a strategic level has increased the %F of prominent role models.

²⁴ York Culture Award winner 2017 & 2018

Table 5.32 Fol speakers and panel chairs by gender

	2017		2018	
	F	M	F	M
Speakers	66 (42%)	91 (58%)	130 (47%)	145 (53%)
Panel chairs	23 (44%)	29 (56%)	10 (40%)	15 (60%)

Table 5.33: Honorary graduates by gender

	F	M
2015	4 (24%)	13 (76%)
2016	2 (13%)	13 (87%)
2017	7 (50%)	7 (50%)

We have built a more diverse image bank for use on webpages, prospectuses, recruitment material and have added case studies to our recruitment website to promote diversity and work-life balance. Work continues:

ENGAGE E3: Athena SWAN initiatives and progress reported across all levels of the university

- Relocate AS web pages to new E&D portal to increase prominence.
- Produce a video showcasing AS/E&D initiatives at UoY.

INSPIRE In4:

- Hold a high profile “Women at York” event and exhibit/ permanent display, celebrating the achievements of women from diverse backgrounds.
- Recognise the contribution of women from diverse backgrounds, by re/naming some of our buildings and spaces, and installing plaques.

INSPIRE In5:

- Continue to build the diversity of speakers to university events and honorary degrees.
- Ensure the University’s annual Festival of Ideas and York Talks includes equality-centred events for the community.
- Host annual Athena SWAN building on the success of the 2018 inaugural lecture.
- Guidelines developed to ensure UoY and UoY-hosted events are inclusive and accessible.

(x) Outreach activities

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

Much of the outreach and engagement with schools is coordinated at departmental level and we do not manage these activities centrally. Activity is recorded in departmental WAMs and collated annually as part of our reporting to HESA. These data are not currently analysed by gender at university level so we will examine this as part of our work to mitigate for gender discrepancies in workload.

Our widening participation team works with a range of targeted schools, often in areas of disadvantage, to inspire students (and their teachers) to consider a university education and create accessible pathways into the University via summer schools, mentoring, application support and Teachers' conferences. Gender and other characteristics are considered in the selection of students relative to their representation in different subjects.

ENGAGE E14: Implement mechanism to ensure workload allocation/models recognise AS/E&D work and mitigate for gender discrepancies.

(xi) Leadership

Describe the steps that will be taken by the institution to encourage departments to apply for the Athena SWAN awards.



“It is clear that UoY is taking AS very seriously and providing lots of support and resources for departmental teams...there is a lot of useful sharing of best practice and wisdom from those who have been involved in previous awards....there is no sense that there is a split between those involved in higher level awards and those just starting the process for a Bronze award. The Faculty level forums are a good example of this approach.” (Male ART staff member, ASF workshop feedback, June 2018)

Since 2015 we have significantly increased the strategic leadership and practical support for departmental AS activity, including:

- oversight by ASSG with clear expectations communicated to HoDs
- work with Deans to position AS at faculty level
- establishment of faculty AS champions (FWG Chairs)
- clear channels for raising/elevating issues and sharing good practice via AS FWGs and AS Forum
- appointment of an AS Coordinator to advise and support departments (open contract)
- dedicated AS data officer producing institution-level data adaptable for departmental use
- tailored departmental AS data workbooks and support, including presentation templates for AHSSBL departments less familiar with data manipulation
- internal review of all applications by experienced AdvanceHE AS panellists
- AS/gender equality talks in 7 AHSSBL depts by Professor Paul Walton (ASF Chair/ex HoD, Chemistry)

ENGAGE E1: Commit to ensuring gender equality across all academic departments and provide accessible and tailored information and advice for all departments for this work.

ENGAGE E3: Athena SWAN initiatives and progress reported across all levels of the university.

ENGAGE E4: Support PSDs to apply the AS principles in their work.

ENGAGE E10: Encourage and support AS leads and other staff to attend equality-related seminars, training etc and to bring further knowledge into the University.

ENGAGE 13: Implement mechanisms to ensure clearer drive and accountability for departments' commitments to gender equality and striving for recognition via AS awards.

Section 5 word count: 6508

6. SUPPORTING TRANS PEOPLE

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

(i) Current policy and practice

Provide details of the policies and practices in place to ensure that staff are not discriminated against on the basis of being trans, including tackling inappropriate and/or negative attitudes.

Our E&D in employment policy explicitly mentions support for trans staff. Our Code of Practice also states that transphobia and associated forms of harassment and bullying will not be tolerated.

Our staff LGBTI Matters Forum has run for more than a decade and has approximately 70 members. It meets termly and is consulted during the development of policies and procedures. The Forum collaborates with other LGBT+ groups, and is forming a Steering Group responsible for engagement with LGBT+ work at a strategic level via EDIC.

We have contributed to the annual 'York Pride' celebrations since 2014, collaborating with academic departments to host city-centre events and march in the parade under a joint staff-student banner. We sponsor 'York LGBT History Month', with an annual contribution. Since 2015, the VC has championed our LGBT+ community during our annual rainbow flag raising ceremony (Fig 6.1). Departments and student associations host film screenings, lectures, panel discussions, exhibitions and other activities. Events are advertised widely and open to all, forming part of a city-wide programme of around 50 events each year.

Fig 6.1 VC Professor Koen Lamberts raising the rainbow flag during the University's annual LGBT+ Pride, 2018.



UoY-branded rainbow lanyards are much sought-after and since 2015 the EDO has distributed over 1000 to staff and students to wear in recognition of personal and organisational support for our LGBT+ community.

Specific support for Trans staff includes:

- Commitment in 2014 to include all-gender toilets in all new buildings, the first of these in the Spring Lane Teaching & Learning Building (opened Oct 2016) and Piazza building (opened Jan 2018).

- Commitment in 2017 to making all-gender toilets available in all key locations, now on all floors of seven high-traffic facilities, including Library and Sports Village (Fig 6.3).
- Location of 11 all-gender toilets included in our interactive campus map.
- Sanitary disposal facilities in male toilets in key locations.
- Two workshops helping staff understand trans identities and experiences delivered in 2016 by an external consultant (Attendance: Session 1 - 16F/7M; session 2- 26F/6M).
- Links to relevant AdvanceHE best practice on our E&D website.
- 'Mx' is included in our online recruitment system and staff self-service portal.



“the introduction of gender neutral facilities has been great - trans people often don't feel safe or comfortable using gendered facilities, particularly if they're non-binary, so gender-neutral toilets make us feel safer and more welcome on campus.”
Student feedback, 2018



IMPACT: Commitment to support trans people has resulted in all-gender toilets being included in all new buildings, with introduction of all-gender toilets in high-traffic areas and positive feedback from our Trans community.

(ii) Monitoring

Provide details of how the institution monitors the positive and/or negative impact of these policies and procedures, and acts on any findings.

EDIC acts as the main monitoring function on campus-wide equality policy initiatives. As a standing item the Committee receives updates from the main staff and student engagement networks to inform policy and procedural development. For example, an EDIC sub-committee was tasked to implement all-gender toilet facilities across key University buildings. As part of the EDI Strategy action plan, there is a commitment to undertake Equality Impact Assessments to understand the barriers to and inclusion of our Policies and procedures.

(iii) Further work

Provide details of further initiatives that have been identified as necessary to ensure trans people do not experience unfair treatment at the institution.

Key actions within our ED&I Strategy, which are aligned to our AS actions (below) will help us better understand the representation and experiences of trans people, and continue to build create a working, learning, social and living environment that will enable all our staff and students to achieve their potential.

ENGAGE E2: Ensure ongoing effectiveness of the AS governance structure and self-assessment process

- Improve diversity, and ensure gender balance of the ASSG reflects UoY gender balance, by selecting a diversity of members and co-opting staff where necessary.

ENGAGE E7: Review effectiveness and gaps in current staff survey and exit questionnaire to improve data collection about staff experiences & perceptions of equality-related issues.

ENGAGE E8: Review and extend the categories of protected characteristics used within our data collection and monitoring processes.

ENGAGE E12: Reintroduce equality impact assessments (EIAs) to evaluate impact of new and existing policy on staff & students.

ENGAGE E16: Review and implement a revised code of Practice on Harassment and Bullying (extend definitions of transphobia and support to trans staff and students).

THRIVE T18: Develop and implement comprehensive policy and guidance documents for supporting trans people.

THRIVE T19: Ensure all main university buildings have all-gender toilet facilities by 2020.

Section 6 word count: 575

7. FURTHER INFORMATION

Women in IT



In 2017 our Director of Information Services, Heidi Fraser-Krauss (now Deputy Registrar and Director of Corporate and Information Services) was awarded Computing's Women in IT Excellence Awards 'CIO (Chief Information Officer) of the Year'. Heidi has worked to create an environment in which all can thrive. The department has a women in IT network and job description language focuses on identifying potential rather than ability, in order to attract more women in to traditionally male-dominated fields. This year, three of Heidi's team were shortlisted for awards in the categories: Future CIO, Innovator of the year, Rising star. As part of our work to embed AS across the whole university we will facilitate sharing of good practice across our PSDs.

Gender Equality fellow

Continuing our ASAP15-18 actions, we recruited a Gender Equality Research Fellow, Dr Evangeline Tsao (pictured right) in 2018. Her research interests and expertise include theories of gender and sexuality, participatory methodologies and feminist pedagogy. Based in our Centre for Women's Studies (CWS), a world-leading Centre of feminist and gender-oriented scholarship, Evangeline's current research focuses on how qualitative methodologies with an intersectional approach may critically appraise AS in enhancing gender equality and affecting changes at York. Her project will inform the University's E&D strategies, with an aim to widen our impact by establishing cross-institutional collaborations and critical discussions to share good practices. Evangeline joined the ASSG in late 2018.



ENGAGE E4: Develop a guide for and support PSDs to apply AS principles in their work.

INSPIRE In2: Establish a Gender Equality Fellow to lead on evidence-based practice

- Evidence based best-practice and tools developed and disseminated to challenge and dismantle gender inequalities at York and in the sector.
- Launch and share best practice initiatives at sector-based conference (cf Action In1).

Section 7 word count: 233

TOTAL WORD COUNT: 12,489

University of York Athena SWAN Action Plan 2018-2022

Priority	
	Critical
	Important
	Longer-term

Objectives / themes	
ENGAGE	Embedding AS Principles throughout the University and engaging all staff with the diversity agenda and the need for change
THRIVE	Remove real and perceived barriers to allow all staff to thrive
INSPIRE	Be a sector leader in gender equality by improving our own practices and sharing our experiences and knowledge with others

Key to terms	
<p>AS = Athena SWAN ASC = Athena SWAN Coordinator ASSG = Athena SWAN Steering Group BIU = Business Intelligence Unit (Planning) CWS = Centre for Women’s Studies DVC = Deputy Vice-Chancellor EDIC = Equality, Diversity & Inclusion Committee FWG = (Athena SWAN) Faculty Working Group HoD = Head of Department HRD = Human Resources Director L&D = Learning and Development</p>	<p>EDI = Equality, Diversity and Inclusion EDO = Equality and Diversity Office PDR = Performance and Development Review PSD = Professional Services Departments P@York – Professionals@York PVC-R = Pro Vice Chancellor Research RETT = Research Excellence Training Team SAT = Athena SWAN Self-Assessment Team STEMM = Science Technology Engineering Mathematics Medicine VC = Vice Chancellor</p>

Prio rity	Acti on #	Rationale	Planned action/objective	Key outputs and milestones	Timeframe (start/end)	Responsibility (person - job title)	Success criteria/ outcome	Budget
ENGAGE: Embedding AS Principles throughout the University by engaging all staff with the diversity agenda and the need for change								
	E1	Continue to support academic departments to address gender equality issues and apply for AS awards to recognise this work	Commit to ensuring gender equality across all academic departments, including International Pathways College (IPC), providing accessible, tailored information and advice for all departmental AS work	<p>Departments appoint and allocate appropriate workload to AS leads and SAT members to facilitate AS work.</p> <p>Continue to improve current AS data available to departments via further dedicated resourcing to support AS data access, analysis and presentation. Enhance robust internal review of AS applications by increasing diversity of expertise, encouraging more staff to train as AS panellists and to sit on internal review panels</p> <p>Expand online resources and workshops to support departments with gender equality initiatives and AS applications.</p>	<p>AS Lead allocation by end 2018, allocation for SAT by end 2019</p> <p>Began 2015 - ongoing</p> <p>Began 2016 - ongoing</p> <p>Began 2017 - updates and additions ongoing</p>	<p>Oversight: Chair Athena SWAN Steering Group (ASSG)</p> <p>Implementation: Deans, HoDs</p> <p>Implementation: HR, Planning.</p>	<p>24 departments with 25+ academic staff to hold an award by 2020.</p> <p>All three remaining small departments to hold an award by 2022</p> <p>All 27 departments accessing data via new format by 2020.</p> <p>Positive feedback from 75% of departments about about improvements to data.</p> <p>Increase number of trained and registered panellists from 15 to 20 by end 2019</p>	<p>ASC open contract salary</p> <p>Fixed-term data support funding ends Nov/Dec 2018</p> <p>£13k pa to fund additional data officer support from existing AS significant initiatives funding</p>
	E2	To embed Athena SWAN principles across all layers of the University	Ensure ongoing effectiveness of the Athena SWAN governance structure and self-assessment process	<p>Annually review AS governance structure, resourcing and AS Steering Group membership</p> <p>Improve diversity, and ensure gender balance of the ASSG reflects UoY gender balance, by selecting a diversity of members and co-opting staff where necessary</p>	<p>Began Sept 2017 - annually</p> <p>2018-2019</p>	<p>Oversight: Chair ASSG</p> <p>Implementation: Head E&DO, AS Coordinator</p>	<p>Increase male representation from 27% to 40% by end 2019</p> <p>SAT includes at least one woman and one man from a BME background from 2019.</p>	No additional funding required

				Ensure AS governance supports Professional Support Departments (PSDs) and IPC	2019-2020		Staff report greater awareness of issues affecting the staff (and student) communities as measured by new staff survey data (cf Action E7) by 2020	
	E3	To increase the awareness of Athena SWAN activity and its impact across the University	Athena SWAN initiatives and progress reported across all levels of the university	<p>Termly reports from ASSG to UEB and EDIC</p> <p>Updates on key AS activities communicated to all staff via AV media/web/email</p> <p>Relocate AS web pages to new E&D portal to increase prominence.</p> <p>Communicate E&D/AS initiatives to student community via YUSU/GSA</p> <p>Produce a video showcasing AS/E&D initiatives at UoY</p>	<p>Began 2017 - ongoing</p> <p>Began 2018 - ongoing</p> <p>By end 2018</p> <p>Began 2016 - ongoing</p> <p>2019</p>	<p>Oversight: Chair ASSG</p> <p>Implementation: ASC, E&D and internal comms</p>	25% increase between 2019 and 2022 in staff reporting an awareness of AS initiatives (measured by new staff survey data - Action E7) 20% increase web-traffic to AS pages by 2020	No additional funding required
	E4	Professional Services Departments (PSDs) keen to embed AS/E&D principles into their work and operations	Develop a guide for and support PSDs to apply AS principles in their work.	<p>Establish interest group with reps from 3 key PSDs</p> <p>Run a specific AS Forum session for PSS</p> <p>Run pre-work survey in depts to gather baseline data.</p> <p>Develop guidelines based on existing good practice and aspiration</p> <p>Establish a mechanism for rewarding good practice and ambition in PS departments (e.g. via P@York)</p>	<p>2018-2019</p> <p>Spring 2019</p> <p>2019-2020</p> <p>2019-2020</p> <p>2020 then annually</p>	<p>Oversight: Head, E&D</p> <p>Implementation: EDO, HR advisors, PSD equality champions and HoDs</p>	<p>30% of our PSDs implement guidelines by 2020</p> <p>Noticeable improvements reported when compared to pre-work survey outcomes (cf Action E7)</p> <p>Positive feedback from 75% of workshop</p>	<p>£500 pa for training, workshops and reward mechanism.</p> <p>From existing AS significant initiatives funding</p>

				Share good practice internally and with the sector via web-based resources and workshop/s	2020-2021		attendees and flow-on case-study examples of good practice implementation from 3 sector colleagues by 2022	
	E5	Ensure ongoing scrutiny and review of data	ASSG annually review gender equality data (by rota) and communicate progress on actions	<p>Routine reporting and review of key data, inc. Professorial, promotions, gender/equal pay gap data.</p> <p>Publish summary data across University, inc via Faculties - include regular progress on initiatives with annual update of data online</p> <p>Actions to address identified issues added/amended in the ASAP & EDI strategy AP</p>	<p>Summer 2019 and annually thereafter</p> <p>From 2019/2020 and annually thereafter</p>	<p>Oversight: Chair ASSG</p> <p>Implementation: ASC, HR & Planning</p>	<p>Data and progress reporting generates at least 2 new initiatives pa to improve policy/practice</p> <p>EES questions and responses indicate increased staff awareness of AS issues and initiatives</p>	<p>£13k pa to fund data officer support</p> <p>From existing AS significant initiatives funding</p>
	E6	<p>Raise awareness of and address unconscious bias (UB)</p> <p>✓ Equal Pay Audit Action Plan</p>	Enhance UB training and make online training compulsory	<p>Review of online UB training module by diverse group</p> <p>Create new context-appropriate UB module with stronger end-of-module assessment to embed learning.</p> <p>Launch new module and communicate mandatory completion to all staff in a variety of accessible formats</p> <p>Include UB training in new staff induction checklist</p> <p>Deliver follow-up/ reflective training to augment online module, prioritising specific roles e.g. recruitment & promotions panels</p>	<p>completed May 2018</p> <p>Began June 2018</p> <p>November 2019</p> <p>November 2019</p> <p>April 2020</p>	<p>Oversight: Assistant Human Resources Director</p> <p>Implementation: Head E&D, GE Fellow</p>	<p>Module based on current best practice research</p> <p>Evaluate impact on working/decision-making via focus groups or feedback forms</p> <p>Increase uptake of UB training year on year by 25% (2022)</p>	<p>£10000 in 2019 £5000 pa 2020-2022</p> <p>From existing AS significant initiatives funding</p>

	E7	<p>More detailed and trackable information needed about staff perceptions and experiences of equality and diversity issues and university initiatives</p> <p>✓ Equal Pay Audit Action Plan</p>	<p>Review effectiveness and gaps in current staff survey and exit questionnaire to improve data collection about staff experiences & perceptions of equality-related issues</p>	<p>Gap analysis of available data on staff and student experiences</p> <p>Determine new questions for periodic all-staff survey and/or establish separate survey.</p> <p>Improve data collection to measure impact of AS/other strategic actions, including improved use of exit data</p>	<p>2018/2019</p> <p>2019/2020 and two/three-yearly thereafter</p>	<p>Oversight: HR Director</p> <p>Implementation: HR, Planning</p>	<p>Comprehensive questions to support AS actions and other equality issues included in EES from 2019.</p> <p>Baseline data gathered for future actions and added to this action plan by end 2019.</p>	<p>No additional funding required</p>
	E8	<p>Aim to better understand the diverse composition and needs of staff and students</p> <p>✓ Equal Pay Audit Action Plan</p>	<p>Review and extend the categories of protected characteristics used within our data collection and monitoring processes. [EDI Action Plan Objective 4]</p>	<p>Review data collection mechanisms and ways for staff to disclose and update records</p> <p>Inclusion of sexual orientation, trans and gender identity, religion/belief and broader ethnicity and disability categories in monitoring.</p> <p>Communication campaign in to raise awareness encourage disclosure.</p>	<p>2018-2019</p> <p>In time for beginning of academic year 2019-2020</p> <p>2019-2020</p>	<p>Oversight: Registrar & Secretary</p> <p>Implementation: HRD, Director Student Services</p>	<p>Reduce by 1% our unknown data each year currently (currently 5.5%for BME, 4% disability,)</p> <p>Individuals feel confident to disclose diversity information, reflected by increase in data in our staff and student profiles</p>	<p>No additional funding required</p>

	E9	BME staff under-represented across the University	Advance race equality	<p>Build on the current commitment and engage with the principles of the Race Equality Charter Mark and develop a plan to resource and deliver this work</p> <p>Review data and hold discussions with our BME staff about their experiences to develop targeted actions</p>	<p>2019-2020</p> <p>By 2020</p>	<p>Oversight: VC</p> <p>Implementation: HRD</p>	<p>Agreement of 3 priority initiatives to progress race equality and representation by spring 2019</p> <p>Endorsement by staff via SREF at EDIC of the understanding of our BME staff experience and plans to address issues</p> <p>Resourcing agreed (1 FTE) to support this work by 2019-20</p>	Additional resourcing required to support this work
	E10	To embed Athena SWAN principles across the university by growing collective and shared knowledge and responsibility	Encourage and support AS leads and other staff to attend equality-related seminars, training etc and to bring knowledge into the University.	<p>Introduce funding scheme for departmental Equality Champions, AS leads and SAT members</p> <p>Staff attending equality-related events report back via the AS Forum, blog posts, workshops</p>	<p>2019-2020 then annually</p> <p>Within 3 months of event attendance</p>	<p>Oversight: Chair ASSG</p> <p>Implementation: ASC/E&DO</p>	<p>6 staff attend events each year and report back.</p> <p>Positive feedback from 80% of funded staff and ASF forum members about the impact of the experience and shared information.</p>	£5000 pa from existing AS significant initiatives funding
	E11	Continue improvements towards and maintain gender equality on key university boards and committees	Implement mechanism to track, review and take action to ensure balanced composition of key University boards and committees	<p>Data collection and tracking mechanism introduced</p> <p>Actions developed to achieve target of 40% representation for those committees of 10+ members at >33% F/M</p> <p>Strive for gender balanced shortlists for all electable positions</p>	<p>2018</p> <p>2019-2020</p>	<p>Oversight: Director of Planning</p> <p>Implementation: Planning Officers, HR</p>	No less than 40% of either F/M on committees of >10 by 2020-2021	No additional funding required

				Committee composition data reported annually to ASSG	Annual reporting from 2018/2019			
	E12	Need to better understand the E&D impact of our policies and practices	Reintroduce equality impact assessments (EIAs) to evaluate impact of new and existing policy on staff & students	<p>Simplified EIA process in place to ensure direct consideration of good equality practice when developing University policies / strategies.</p> <p>Introduce EIA mechanism via Policies special interest group (SIG), and as part of items submitted to UEB.</p> <p>Completed assessments and action plans published on E&D website.</p>	From 2018 and ongoing	<p>Oversight: Head of E&D</p> <p>Implementation: HR Policy Adviser, VC Exec office & EDO</p>	<p>10 new policies /papers submitted to UEB assessed in year 1</p> <p>EAI Action plans demonstrate positive equality changes e.g gender inclusive language, removal of bias or barriers to key groups identified by EIA.</p> <p>Termly reports to EDIC on the number of EIAs completed.</p>	Financial resource implications considered during each impact assessment
	E13	Using faculty structures to embed AS principles into departments	Implement mechanism to ensure clearer drive and accountability for departmental gender equality/AS work	<p>Ensure each faculty has a representative on EDIC.</p> <p>EDI expectations in Deans & HoDs PDR plans</p> <p>Deans to report at least annually on E&D practice to UEB with specific reference to gender.</p> <p>E&D incorporated into the terms of reference of Faculty Boards; each board to receive an annual report on the faculty's staff (by grade) and student (by study level) equality profile.</p>	<p>By 2019-2020</p> <p>By 2019-2020</p> <p>From 2019-2020 then annually</p>	<p>Oversight: VC, Chair of EDIC</p> <p>Implementation: Deans</p>	<p>Feedback from department staff surveys highlights positive / inclusive practice.</p> <p>24 large and medium-sized departments hold an award by 2020</p> <p>Remaining 3 small departments hold an award by 2022</p>	No additional funding required

	E14	<p>Increasing the value of citizenship work, including pastoral and student welfare work</p> <p>✓ Focus group feedback</p>	<p>Implement mechanism to ensure workload allocation/models recognise AS/E&D work and mitigate for gender discrepancies</p>	<p>Specific expectations re: AS / ED&I in departmental workload models.</p> <p>Transparent department data on workload models collated, with specific reference to AS/EDI and outreach; reported annually to EDIC.</p> <p>Recognition of AS/EDI work as part of the citizenship work within the academic promotions criteria.</p>	<p>Commenced 2018</p> <p>Began 2018 - annually</p> <p>2017</p>	<p>Oversight: Director of Planning</p> <p>Implementation: HoDs, Planning Officers, HR</p>	<p>Increase from 85% to 100% departments reporting AS/EDI workload data, by gender.</p> <p>>10 departments report examples of positive changes implemented.</p> <p>Positive feedback from min 60% staff (cf Action E7) about recognition of AS/EDI work including in promotions</p>	<p>No additional financial resourcing required</p>
	E15	<p>Continue to build awareness of equality and diversity across both staff and student communities</p>	<p>Extend online E&D training to student community (continuing from 2015-18 plan)</p>	<p>Online training extended to PG students</p> <p>Make mandatory for PG students</p> <p>Online training extended to all UG students - mandatory</p>	<p>2018-2019</p> <p>2019-2020</p> <p>2019-2020</p>	<p>Oversight: Director Student Life & Wellbeing</p> <p>Implementation: Assistant Registrar (Student conduct and cohesion)</p>	<p>100% of new students complete training by 2020</p> <p>Student surveys highlight awareness of and confidence in seeking advice and support for equality issues.</p> <p>YUSU E&D awards shortlist increase from 8 to 12 by 2020</p>	<p>No additional financial resourcing required</p>
	E16	<p>Ensure staff and students understand mechanisms for and are</p>	<p>Review and implement a revised code of Practice on Harassment and</p>	<p>Revised Codes of practice on Harassment and Bullying, aligned with University EDI and sector best practice.</p> <p>Clear procedures for staff & students to</p>	<p>2018-2019</p>	<p>Oversight: Head E&D, HR Policy Manager and Assistant Registrar</p>	<p>Annual increase of 10% in number of staff / students and line managers seeking advice/guidance on</p>	<p>No additional financial resourcing required</p>

		confident in reporting incidents of bullying and harassment	Bullying [EDI Action Plan Objective 3 + 4]	disclose, report and seek guidance/support. Clear staff & student investigation, resolution/ outcome procedure in place. Review and amend role of Harassment Advisers to align with new procedures.	2019-2020	(Student conduct and cohesion) Implementation: Conduct and cohesion working group (students); HR Policies Special Interest Group (staff)	raising and supporting staff/student disclosures. Student and staff engagement surveys highlight awareness of and confidence in the reporting and investigation procedure.	
THRIVE: Remove real and perceived barriers to allow all staff and students to thrive, irrespective of gender								
	T1	To improve the diversity of the senior management	Renewed commitment to ensure senior management appointment processes are clear, transparent and encourage a diversity of applications.	Ensure gender balanced recruitment panel All appointment panel members undertake UB awareness training and reflective session to ensure equality principles embedded throughout recruitment process. Continue clear E&D expectations in briefing and (tender) selection criteria for external recruitment consultants. Good practice from VC recruitment embedded into future processes, inc: clear and transparent procedures for recruiting and requirement to have diverse recruitment panel.	2018-2019	Oversight: VC Implementation: UEB	Recruitment consultants actively address diversity in shortlisting specific section on ED&I at York within 100% of SM recruitment material, including equality expectations, positive action statements. Values based principles included in essential criteria, and as part of selection process. 30% F candidates shortlisted and interviewed for SM roles. Panel returning shortlist pool if diversity is low.	No additional financial resourcing required

	T2	<p>Low representation of women HoDs Inconsistency across depts re: deputy HoD roles</p>	<p>As part of the new Talent Management agenda, ensure greater transparency and improve succession planning to increase the diversity of Heads of Department, Deans & PVCs</p>	<p>Review identification and recruitment process for HoDs and deputy HODs with an emphasis on encouraging more women to apply leadership roles</p> <p>Launch of Academic Development and Assessment Centre to identify and nurture talent for future leadership roles(cf T7)</p> <p>Create succession plans for HoD roles by introducing deputy HoD roles with appropriate workload allocations in all departments (seeking opportunities to increase part time/job share, sharing admin responsibilities) to help develop future HoDs and share responsibilities.</p> <p>Info sessions run about what it's really like to be a HoD / senior manager, with challenges faced by women in such role and link with mentoring programme</p> <p>Review of HOD remuneration to improve transparency and consistency</p>	2019-2022	<p>Oversight: HRD</p> <p>Implementation: L&D, HR, Deans</p>	<p>Clear HoD succession plans in place for a third of departments by 2021</p> <p>Run three DACS for ART staff(one centre per year)</p> <p>Example of HOD role description created to suit job/share opportunities.</p> <p>Positive feedback from 80% of staff attending.</p> <p>Annual increase by 25% in applications of females to HoD and Senior Management roles.</p>	Part of existing L&D/Talent portfolio
	T3	<p>To increase the diversity of the professoriate</p> <p>✓ Equal Pay Audit Action Plan</p> <p>✓ Focus group feedback</p>	<p>Support and encourage more women to apply for promotion to professor and senior academic roles</p>	<p>Build on existing departmental good practice to:</p> <ul style="list-style-type: none"> - run promotion information sessions for both all staff and women only, including session with women Professors sharing the diversity of their experience. - annually review all CVs and support women / other staff to apply for promotion. 	2018/2019 in preparation for 2019/2020 promotions round	<p>Oversight: DVC</p> <p>Implementation: HR, Deans, HoDs, University Promotions committee, Faculty Promotions Panels</p>	<p>30% increase in applications for Professor from Readers and SLs</p> <p>Increase the proportion of women eligible and successful to the role of professors from 24.5% to 35% by 2022</p>	No additional financial resourcing required

				<p>- publish anonymised successful applications on UoY intranet to help staff understand what's required.</p> <p>Deans identify where depts are recommending a low (%) of women for promotion</p> <p>Identify and target departments with low female participation in the University's Leadership Programmes</p> <p>LMS monitoring information used to target departments with low participation from diverse groups.</p> <p>Retention and progression: Targeted development and support for women Readers to encourage them to apply for Professor, inc mentoring (cf Action T4)</p>			<p>Positive impact to remove the professorial gender pay gap.</p> <p>A range of sample (successful) promotions applications published, monitoring information shows regular use of web pages</p> <p>Annual reporting demonstrates 20 % increase in female participation.</p> <p>Feedback from sessions report 80% of Female participants found the programmes helpful in their career development.</p> <p>20% increase in female applicants applying for promotion to senior roles.</p>	
	T4	Maintain the level of readers, and support the pipeline increase from Reader to Prof (and increase applications for	Establish a mentoring scheme for ART staff and develop a specific programme for senior academic women	<p>Publicise mentoring for ART staff and run information sessions to recruit mentors and mentees</p> <p>Desktop research on sector leading mentorship scheme for senior women, using good practice examples to develop a York based scheme.</p>	<p>Autumn 2018</p> <p>Spring 2019</p>	<p>Oversight: HRD</p> <p>Implementation: L&D</p>	<p>Positive feedback from at least 80% of mentees and mentors about the impact of mentoring.</p> <p>Schemes identified from within and</p>	No additional financial resourcing required

		Prof from SL). ✓ Focus group feedback		Launch targeted scheme for women Professors	Part of Talent Management agenda - beginning 2019.		outside the sector to develop a York best practice approach. 50% of those mentored take on more significant leadership activities within 12 months.	
	T5	General Equality and diversity principles to allow staff to thrive ✓ Focus group feedback	Improve inclusion and transparency in the promotions process	Develop supporting guidance and appoint HR Partners to Faculty Promotions Panels to ensure E&D principles are adhered to. Review the promotion process including: - requirements to provide CV information in alternative formats, reliance on referees' reports; how individual considerations are considered; - relationship/difference between Reader and Professor criteria clarified -ensure parity between contract functions (Academic, T&S, Research) Continuation of mandatory UB training for all promotions panels	2018-2019 2019-2020	Oversight: DVC Implementation: HR, Promotions committee , HoDs	Revised process implemented, 20% increase in the number of F applications . HoDs and departmental promotions committees using guidance Data on promotions panels highlights 100% of panel members have undertaken UB awareness training.	No additional financial resourcing required
	T6	To attract a broad diversity of staff to the University Gendered 'occupational segregation' in certain grades ✓ Equal Pay	Ensure all recruitment material and processes directly address gender and other inequalities to encourage a diversity of applicants	Highlight and communicate areas to which all recruitment <u>must</u> include positive action statements attracting a diverse candidate pool. University briefing for all external recruitment consultants contains specific guidance about attracting a diverse pool of candidates (cf Action T1)	From end 2018-2019 2018-2019 and ongoing	Oversight: HRD Implementation: HR Ops, Recruitment	Increase use of positive action statements in recruitment from 2% to 25% by 2020 Review 100% of candidate briefs to ensure inclusive language cf flexible working	Training resources could be covered from AS significant initiatives funding

		<p>Audit Action Plan</p> <p>✓ Focus group feedback</p> <p>(cf Action T11)</p>		<p>E&D/UB training for all Chairs and Panel Members (cf Action E6)</p> <p>Implement minimum gender balance requirement for all appointment panels.</p> <p>Run workshops for recruiting managers to attract diverse candidates by writing better job titles, ads and job descriptions - language, flexible work options, case studies, social media. (inc. more women into male-dominated areas and v-v)</p>	<p>2019-2020 (once new module introduced)</p>		<p>action</p> <p>10% increase in successful F applications to Academic (Research and Teaching) roles to meet national average, and 10% increase in M application to PSS roles annually</p>	
	T7	<p>Build on the success of our DACS for P&S by extending it to ART staff</p> <p>✓ Focus group feedback</p>	<p>Establish Development & Assessment Centres (DACs) for ART staff</p>	<p>Run three DACS for ART staff(one centre per year)</p>	<p>2019</p>	<p>Oversight: HRD</p> <p>Implementation: L&D Manager</p>	<p>Positive feedback from at least 80% of attendees on the impact of the DAC</p> <p>At least 30% of attendees take on more senior role or responsibilities within 12 months of attending DAC</p>	<p>Covered by existing L&D budget. £ 7,200 per centre (assumes 6 delegates) plus £7,000 (one off cost to accredit additional assessors).</p>
	T8	<p>Some staff unaware of our existing reward and recognition initiatives</p> <p>✓ Focus group feedback</p>	<p>Promote existing schemes e.g. Making a Difference Awards, Rewarding Excellence, ART Promotion</p>	<p>Termly publication of schemes via 'Staff Digest' email.</p>	<p>2019-2020</p>	<p>Oversight: HRD</p> <p>Implementation: HR, Internal Comms</p>	<p>20% increase in M/F and BME nominated for awards / recognition, from all disciplines and central service areas. .</p>	<p>No additional budget required.</p>
	T9	<p>Improve career development,</p>	<p>a) Re-introduce Springboard</p>	<p>Run two training sessions in Spring term 2019 for 60 women</p>	<p>January 2019</p>	<p>Oversight: HRD, PVC Research</p>	<p>Feedback about career development and</p>	<p>Covered by existing L&D</p>

		<p>training and support for professional and support staff and research staff</p> <p>✓ Focus group feedback</p>	<p>training for women</p> <p>b) Two faculty facing careers sessions for research staff to raise awareness careers and options. (aligned to UoY Concordat Action Plan)</p>	<p>Evaluate success of these sessions and schedule annual programme</p> <p>Dedicated career development advice and guidance for Research staff</p>	<p>Summer 2019 - annual programme</p> <p>June 2019</p>	<p>Implementation: Head L&D, RETT team</p>	<p>support for career progression improves in future EES from 32% to 50%.</p> <p>Positive feedback from 80% of participants about impact of training on their career progression/goals</p> <p>10% of participants move to new or higher roles within 12 months</p> <p>% Increase of researchers who agree with the statement 'there is a clear career path available to me' in EES</p>	<p>budget</p> <p>Covered by existing RETT budget</p>
	T10	<p>Uneven gender representation across ART staff.</p>	<p>Exploration of the underlying issues contributing to gender representation across ART staff.</p>	<p>Further quantitative analysis of M/F staff distributed across ART roles / disciplines.</p> <p>listening exercises to understand and address causes of lower proportion of women in STEMM / T&S roles.</p> <p>internal engagement activity and learning from sector colleagues to understand and address issues contributing to lower</p>	<p>2019</p>	<p>Oversight: Chair ASSG</p> <p>Implementation: HR, FWGs</p>	<p>At least 1 positive measure identified and implemented to directly impact:</p> <p>%Increase in F STEMM (researchers on open contracts) %F increase in T&S roles</p>	<p>Additional funding not required</p>

				proportion of F, particularly in early career (compared to the RG and UK average)			staff representation better or on par when compared to the RG and UK data	
	T11	<p>Improve communication to existing and prospective staff, and managers, about work flexibility options</p> <p>✓ Focus group feedback</p> <p>(cf Action T6)</p>	Enhance and promote our flexible working options to attract, retain and enable staff	<p>Enhance existing policy to enable staff to request flexible working from day 1 and be clear that we welcome flexible working and job-share applications.</p> <p>Trial job title/ad wording software targeting grades with a gender imbalance and learn from others' experiences of using such tools.</p> <p>Make it clear in recruitment material and on our jobs website that we welcome applications for job share arrangements.</p> <p>Create a job share register for staff to indicate their desire to job share and to identify potential job share partners</p> <p>Calculate how many jobs are applied for and appointed by internal candidates.</p> <p>Review internal opportunities for secondments and generate more opportunities where possible.</p> <p>Improve communications to staff about our careers support for staff via P@York, PDR, etc.</p>	<p>From 2019</p> <p>2019-2020</p> <p>2019-2020</p> <p>(more time-frames needed)</p>	<p>Oversight: HRD</p> <p>Implementation HR</p>	<p>Jobs webpage enhanced and promoted (200 hits per quarter.)</p> <p>Job share register in place, promoted and updated regularly, with at least 1 successful job share or enquiry per reporting period.</p> <p>upto 3 Case studies of successful flexible working examples in roles included in careers/jobs pages</p> <p>questions included about flexible working and career progression in new staff survey, establish 2019 baseline data and increase positive feedback by 30% by 2020.</p>	Additional funding not required
	T12	Low uptake of paternity, adoption and leave and	Increase awareness of all types of parental leave and	Deliver communication campaign to highlight leave and encourage staff to take paternity leave and SPL (part of health and wellbeing strategy)	2019-2020	<p>Oversight: HRD</p> <p>Implementation: HR, HoDs</p>	Increase in uptake of paternity leave by 25% at every reporting period.	Funding would need to be explored

		Shared Parental Leave (SPL) Low awareness of same maternity & adoption leave provisions being available to all employees, including those on Fixed-term contracts	increase uptake, particularly of paternity leave and shared parental leave	Increase paternity leave provision to two weeks full pay and introduce entitlement from day 1 of employment Implement system to ensure taking SPL is possible, encouraged and equitable across all departments Local case study examples developed as part of communication campaign on staff at different grades who have benefitted from paternity leave and SPL	2020-2021		Increased awareness of paternity leave entitlement as measured by (updated) staff survey data enquiries and uptake of Shared Parental Leave double from baseline (currently 9 staff)	from central budget (not from current AS funding)
	T13	Inconsistency across departments about arrangements for staff taking and returning from parental leave	Produce guidance for Departments about options for consideration/discussion for staff returning from career breaks, including on accumulated research leave during period of extended leave.	Write guidelines Improve guidance about the use of KIT and SPLIT days Communicate guidelines to dept mgrs and staff	2018-2019 2019 2019	Oversight: HRD Implementation: HR Partners and HoDs	Positive feedback from staff after experience of returning (compared to baseline data cf E7) Increase in awareness of options available - staff and manager feedback via FWGs, departmental culture surveys.	Additional funding not required to produce guidelines, but may be needed to support return arrangements
	T14	UoY paid maternity leave provision is less generous than some comparable universities which may be	Explore feasibility of increasing paid maternity leave provision and reducing or removing length of service eligibility	Examine variation in paid maternity provisions across the sector to determine best practice target for UoY. Promote and communicate new provisions to all staff.	2019-2020	oversight: HR Director	Revised parental leave and pay provision agreed and launched. Used as a good practice example in the sector. All staff (including fixed-term and	Funding would need to be explored from central budget (not from current AS funding)

		contributing to UoY being a less desirable destination for women	requirement for certain posts				research staff) are clear on entitlement, via future ESS data.	
	T15	Nursery facilities need modernising and capacity expanding to meet demand	Build a new nursery with tripled capacity and extended opening hours	Funding signed-off and design complete, building commences New nursery opens	2019 2022	Oversight: Director of Commercial Services Implementation: Director of Estates Development	New nursery opens and subscribed at 90% of capacity by 2022	Campus redevelopment budget
	T16	Staff incur additional care costs when working outside of normal pattern / hours e.g. open days, conferences etc	Explore and introduce carers fund to which staff can apply for funding to cover additional costs	University policy reviewed and revised to allow such costs to be covered Scheme introduced to cover additional costs	2019 2019-2020	Oversight: HRD Implementation: HoDs/HR	Scheme introduced and allocation of funds to individuals available by 2020	Funds could come from AS significant initiatives budget (2018-2022)
	T17	To build a healthy and inclusive working environment ✓ Focus group feedback	Establish set of working practice standards led by UEB that they will communicate and commit to role model. (Aligned to UoY Wellbeing strategy)	Introduce working hours guide e.g. core committee meetings to be held between 9:30 and 4pm Annual statement to all staff with reminders embedded around major holidays Provide example text for staff to use in out-of-office emails about response times Statement to staff about the timing of terms and school holidays.	2019-2020 From summer 2019 2019-2020	Oversight: VC Implementation HRD, Internal Comms	Positive staff feedback through EES about the role of senior managers in leading by example and increased transparency about management responsibilities and operations	Additional funding not required

					By end 2018			
	T18	Build on our support for Trans staff and students	Develop and implement comprehensive policy and guidance documents for supporting trans people.	Develop policy & guidance - using ECU best practice document Launch and communicate Review and evaluate impact of policy & guidance	2018/2019 Summer 2019 2021-2022	Oversight: HR Director Implementation: HR, Student and Academic Services, E&D Office	Positive case study examples of departments supporting staff / students when transitioning. Increased visibility and membership of staff / student LGBTI Forum,	Additional funding not required
	T19	Build on our support for Trans staff and students	Ensure all main university buildings have all-gender toilet facilities.	Install appropriate toilets in all new buildings Retrofit/re-assign existing toilets for use by everyone Ensure location of toilets updated on interactive campus map Communicate introduction of toilets to staff and students	In line with campus master plan (2008-2028). Added 2017 - updates as facilities added Began 2017 - updates as facilities added	Oversight: Director of Estates and Campus Services Implementation: Director Estates Development	100% of new buildings have all-gender toilets Agreed timeframes for retrofitting 5 buildings by 2020	Within campus development budget
	T20	Equality and inclusive practice for the 2021 REF activity	Ensure EDI good practice incorporated into development of Institutional REF Code of Practice (CoP).	ASSG are part of the consultation process. E&D training for all involved in REF 2021 Development of code of practice including strong principles and commitment to EDI, including support for women in STEM.	2018-2021	Oversight: PVC Research Implementation: REF operations group	REF preparation including EIA and equality training activity presented to ASSG 100% of staff involved in REF undertake EDI training. Equality Impact Assessment	Costs for E&D training would need to be explored by REF ops group

							undertaken and good EDI practice incorporated in CoP.	
							All departments demonstrate commitment and progress to gender / equality within environment statements.	
INSPIRE: Be a sector leader in gender equality by improving our own practices and sharing our experiences and knowledge with others								
	In1	Learning from and sharing knowledge with others to positively influence our own and others' gender equality practice	Establish an annual Women in Research conference and seek international expertise to help improve our own and others' practice	<p>Establish working group to drive these and other key gender equality activities</p> <p>Conference run</p> <p>Annual advocacy/advisory visit from an international expert</p> <p>Post-visit workshop/session to identify initiatives to take forward</p> <p>Recording or blog of each visit</p>	<p>By end 2018</p> <p>Summer 2019 then annually</p> <p>2018 then annually</p>	<p>Oversight: Chair ASSG</p> <p>Implementation: E&DO, Events, CWS</p>	<p>Conference held by 2021, attracting 200 UoY and sector delegates</p> <p>Positive feedback from 80% of attendees reporting about the impact of events on their knowledge and practice.</p> <p>At least two new initiatives developed by ASSG as a result of each expert visit</p> <p>>100 hits on web recording or blog posts</p>	<p>£5k annual conference funding assigned</p> <p>Annual visit up to £10k pa assigned</p> <p>Additional funding could be drawn from current 'significant initiatives' budget</p>
	In2	Contribute to the evidence base upon which new	Establish a Gender Equality Fellow to lead on evidence-based	<p>Fellow appointed</p> <p>Evidence based best-practice and tools developed and disseminated to challenge</p>	<p>Oct 2018-22</p> <p>2018-2020</p>	<p>Chair ASSG</p> <p>Implementation: Director CWS,</p>	<p>Two tools pa disseminated internally with impact measures introduced.</p>	<p>£100k salary assigned (3 year term)</p>

		gender equality practice can be founded, to benefit the University, the sector and society.	practice	and dismantle gender inequalities at York and in the sector. Launch and share best practice initiatives at sector-based conference (cf Action In 1)	2021	E&D Office	Early positive results from 75% of depts using tools Positive feedback from 80% of delegates about conference and practical impact on their gender equality work. Fellow contributes to 1 national and 1 international conference on gender equality best practice by 2021.	
	In3	To enable the continuation of science research careers	Create fellowships to support diversity in science	Establish 2 co-funded Daphne Jackson (DJ) Fellowships for career returners to Science Fellow feedback incorporated into future planning for UoY support for science careers	Recruit 2018 for 2019 start	Oversight: Chair ASSG/PVC-R Implementation: ASC & Research Admin team	Successfully recruit two fellows by summer 2019. Fellows complete 100% of DJ training and feedback positively on their experience Both fellows secure further employment in science at the end of their terms in 2021	£120k assigned over 2018-2020 (2 years)
	In4	To profile and celebrate women's contribution to the university	Hold a high profile "Women at York" event and exhibit/permanent display,	Establish working group to scope and plan Run launch event	2018 2018-2019	Oversight: Chair ASSG Implementation Marketing &	Double the number of buildings re/named after women and 50 plaques installed by 2022	£15,000 assigned for 2018-2019

		and community 90%+ of our buildings are named after white British men	celebrating the achievements of women from diverse backgrounds. Recognise the contribution of women from diverse backgrounds, by re/naming some of our buildings and spaces, and installing plaques	Related exhibit/display developed and finalised Building naming protocols updated to include clear guidelines about diversity in naming new buildings and spaces - list of prominent women provided by ASSG Run a staff and student competition for names of women to be recognised. Tie in with graduation, 50 women event and community initiatives (e.g. York <i>Herstory</i> project)	2019-2020 2020 2020-2021 2021-2022	Events, E&DO, CWS, Director of Estates	80% of staff and students report awareness of UoY actively promoting contributions of women via plaques/building changes Competition engages more than 300 staff and students and top 10 agreed. One press release per change securing local and national press coverage about York renaming its buildings in honour of diverse women.	
	In5	To ensure York's public and outreach activities represent gender balance and societal diversity, and include challenging equality-centred content	Continue to build the diversity of speakers to university events and honorary degrees Ensure the University's annual Festival of Ideas and York Talks includes equality-centred events for the community.	Annual reporting and publicising by External Relations to ASSG of diversity of speakers, roles, honorary degrees Run Soapbox Science events in the city of York as part of Festival of Ideas Expand Festival of Ideas and Open Lectures feedback and evaluation mechanism to capture gender and other diversity data to better understand the reach of our events	Annually from 2018-2019 Began 2018 - annual events in at least 2019 & 2020	Oversight: Director of External Relations Implementation: E&DO, Marketing & Events, FWGs, ASSG	Increase balance of speakers - use 2017/2018 benchmark to 50:50 Events team collect diversity data for 100% of major events and report annually to ASSG.	£500 AS annual lecture assigned £1k soapbox science annually (from significant initiatives funding)

			<p>Host annual Athena SWAN building on the success of the 2018 inaugural lecture</p>	<p>AS lecture hosted</p> <p>Guidelines developed to ensure UoY and UoY-hosted events are inclusive and accessible</p>	<p>Inaugural lecture held 2018 -annually</p> <p>Publish and communicate Jan 2019</p>			
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