

Athena SWAN: Bronze and Silver institution application



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Athena SWAN Bronze institution awards

Recognise a solid foundation for eliminating gender bias and developing an inclusive culture that values all staff.

This includes:

- an assessment of gender equality in the institution, including quantitative (staff data) and qualitative (policies, practices, systems and arrangements) evidence and identifying both challenges and opportunities;
- a four-year plan that builds on this assessment, information on activities that are already in place and what has been learned from these;
- the development of an organisational structure, including a self-assessment team, to carry proposed actions forward.

Athena SWAN Silver institution awards

Recognise a significant record of activity and achievement by the institution in promoting gender equality and in addressing challenges in different disciplines. Applications should focus on what has improved since the Bronze institution award application, how the institution has built on the achievements of award-winning departments, and what the institution is doing to help individual departments apply for Athena SWAN awards.

Completing the form

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

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

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

Additional areas for Silver applications are highlighted throughout the form.

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

Word Count

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

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

We have provided the following recommended word counts as a guide.

Institution application	Bronze	Actual
Word limit	10,500	10,546*
<i>Recommended word count</i>		
1. Letter of endorsement	500	548
2. Description of the institution	500	513
3. Self-assessment process	1,000	863
4. Picture of the institution	2,000	1,842
5. Supporting and advancing women's careers	5,000	5,988
6. Supporting trans people	500	460
7. Further information	500	332
*Additional word counts granted:		
500 words pandemic		
500 words institutional restructure (Box 1.1)		

Box 1.1 Email confirming 500 additional words granted for institutional restructure

From: Athena Swan <Athena.Swan@advance-he.ac.uk>

Sent: Thursday, April 30, 2020 7:27:55 PM

Subject: RE: Athena SWAN April 2020 round - deadline confirmation
Dear Sarah,

We are happy to grant an additional 500 words to account for discussion of the recent restructure.

Please include this email in your submission and note where the extra words have been used (section by section word counts are advised but may be used across the submission, as appropriate).

With best wishes,

www.advance-he.ac.uk

Advance HE, Napier House,
24 High Holborn, London, WC1V 6AZ

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At Advance HE we work flexibly to support colleagues have a healthy work/life balance. I'm emailing you now as it works for me. I respect your working arrangements may be different so please respond when convenient for you.

My usual working days and hours are Monday to Friday 10.30am to 6.30pm.

AdvanceHE

Name of institution	York St John University
Date of application	January 2022
Award Level	Bronze
Date joined Athena SWAN	July 2018
Current award	n/a
Contact for application	<p>Dr Sarah Mallinson-Howard (Associate Head of School: Sport)</p> <p>Marije Davidson (Equality and Diversity Adviser)</p>
Email	<p>s.mallinson-howard@yorks.ac.uk</p> <p>m.davidson@yorks.ac.uk</p>
Telephone	[REDACTED]

1. Letter of endorsement from the head of institution

Recommended word count: Bronze: 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.

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vc@yorksja.ac.uk
www.yorksja.ac.uk

Dani Glazzard
Head of Athena SWAN
Advance HE
First Floor, Napier House,
24 High Holborn
London WC1V 6AZ

10 November 2021

Dear Dani,

This letter sets out our commitment (first signalled to Advance HE on 6 July 2018) to the Athena SWAN Charter Principles. I appreciate that this submission is not an end point, rather it is a staging post and our stretching targets and actions commit us to continued and unrelenting work in this area. Our commitment to the Athena SWAN Charter Principles has my full support and is core to the success of our strategy.

York St John has a proud history in the fight for gender equality. The university opened teacher training for women in 1846 at a time when the majority of teacher education providers only educated men. Our commitment to gender equality is ongoing and we know that whilst we have made very positive strides in this area (for example the Equality Impact Assessment deployed as an integral part of our promotions scheme) we also know we still have work to do in other areas.

The pandemic surfaced a number of challenges for carers who are often women and I made sure that we strengthened and expanded our family friendly policies and our flexible working practices to ensure that carers received the best support possible and to ensure that the pandemic did not set the dial back for gender equality at York St John University.

Our Athena SWAN action plan is ambitious, necessarily so, and it sets out our next steps as determined by our internal research and self-assessment team. For example, our Promotions Scheme is progressing our gender equality in some areas; we appointed equal numbers of female and male Associate Professors but we also noted the under-representation of women in the research Associate Professor pathway and our action plan sets out our plans to strengthen the pipeline to this promotion pathway.

I recently led the YSJU strategy refresh and associated KPIs and it is a testament to our commitment to gender equality that we have a KPI on achieving a zero gender pay gap as a key part of this strategy refresh.



Vice Chancellor: Professor Karen Bryan OBE



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To conclude, the information presented in the application (including qualitative and quantitative data) is an honest, accurate, and true representation of the institution, and I have committed to ensuring that the resources and workload recognition required to fund the action plan (for example the School Champions) are made available to ensure this work progresses.

York St John University's core values are to promote fairness, challenge prejudice and to inspire and support each other to succeed. We value the Athena SWAN Charter application process because it has offered us a framework for change.

I am proud to be a Vice Chancellor in a university with a female Chancellor Reeta Chakrabarti and female Chair of Governors Dame Julia Unwin. I recognise that this application for Bronze represents a seminal moment for YSJU on our journey towards gender equality. While I recognise the progress we are making, I fully appreciate the importance of my leadership in relation to gender equality over the coming months and years.

Yours sincerely,



Professor Karen Bryan OBE, RegFRCSLT, PhD, BSc.

Vice Chancellor

Objective 1.1: Pledge commitment to the transformed Athena SWAN (AS) Charter Principles.

[Word count 548]



Vice Chancellor: Professor Karen Bryan OBE



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Helpful Information

Table 1.1 Glossary of abbreviations

Abbreviation	Description
AB	Academic Board
AHSSBL	Arts, Humanities, Social Sciences, Business, and Law
ALS	Action Learning Set
AHead	Associate Head of School
AsProf	Associate Professor
AS	Athena SWAN
AWM	Academic Workload Model
BAME	Black, Asian and minority ethnic
COO	Chief Operating Officer
CPD	Continued professional development
EB	Executive Board
EDI	Equality, Diversity, and Inclusion
EIA	Equality impact assessment
ELP	School of Education, Language and Psychology
F	Female
%F	% of the total who are female
FTE	Full-Time Equivalent
GPG	Gender Pay Gap
GTA	Graduate Teaching Assistant
HEA	Higher Education Academy
HESA	Higher Education Statistics Agency

HoS	Head(s) of School
HR	Human Resources
KIT	Keeping in Touch
KPIs	Key Performance Indicators
LGBT/ LGBT+/ LGBTQ+	Lesbian, Gay, Bi, Transgender, Queer or Questioning, plus all gender identities and sexual orientations not specifically covered by the previous five initials or straight/cisgender
LOD	Learning and Organisational Development
M	Male
n/a	Not Applicable
NBT%	The Total National Benchmark Percentage
NB %F	The National Benchmark Percentage for Female Academics
PDR	Performance and Development Review
PGR	Postgraduate Research
PGT	Postgraduate Taught
PVC	Pro Vice Chancellor
PVC:GSL	PVC: Governance and Student Life
PVC:LT	PVC: Learning and Teaching
PVC:RKT	PVC: Research and Knowledge Transfer
RAE	Research Assessment Exercise
REC	Race Equality Charter
REF	Research Excellence Framework
SAT	Self-Assessment Team
SoA	School of the Arts
SoH	School of Humanities

STEMM	Science, Technology, Engineering, Maths, and Medicine
STH	School of Science, Technology, and Health
SL	Senior Lecturer
SRR	Significant Responsibility for Research
SU	Students' Union
T	Total
UCU	University and College Union
UG	Undergraduate
VC	Vice Chancellor
WP	Widening Participation
YBS	York Business School
YSJU	York St John University
%YSJUT	The Percentage of YSJU's Total

Table 1.2 List of tables

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Table 1.3 YSJU academic grades, job titles, and equivalent national coding categories

Academic Grade	Typical Job Title at YSJU	National Coding Categories
Academic 7 (A7)	Lecturer	XpertHR level K0
Academic 8 (A8)	Senior Lecturer (SL) /Associate Professor (AsProf)	XpertHR level J0
Academic 9 (A9)	Associate Head (AHead)	XpertHR level C1 – D3
Academic 10 (A10)	Head of School (HoS)/Professor	XpertHR level C1 – F1
Off-scale (OS)	e.g. Pro Vice Chancellor (PVC)	XpertHR level B0 – C1 Level 1 & 2 UCEA Level 2 & Head of Institution

2. Description of the institution

Recommended word count: Bronze: 500 words

Please provide a brief description of the institution, including any relevant contextual information.

York St John University (YSJU) was established in 1841 as a teacher education college. Since gaining university status in 2006, YSJU has grown into a three-campus institution, primarily offering programmes in AHSSBL, but increasingly in STEMM.

(i) information on where the institution is in the Athena SWAN process;

YSJU became an AS Charter member in July 2018. Our commitment to the AS Charter stemmed from a six-month consultation between Executive Board (EB; led by the VC, this is YSJU’s most senior decision-making group) and staff of all levels. Over the past four years, work has been undertaken to embed AS Charter principles in our strategies (e.g. *People and Culture Strategy*), policies, and culture. Following a 2021 refresh of our *Strategy 2026*, we feel ready to submit our first application for an AS bronze award.

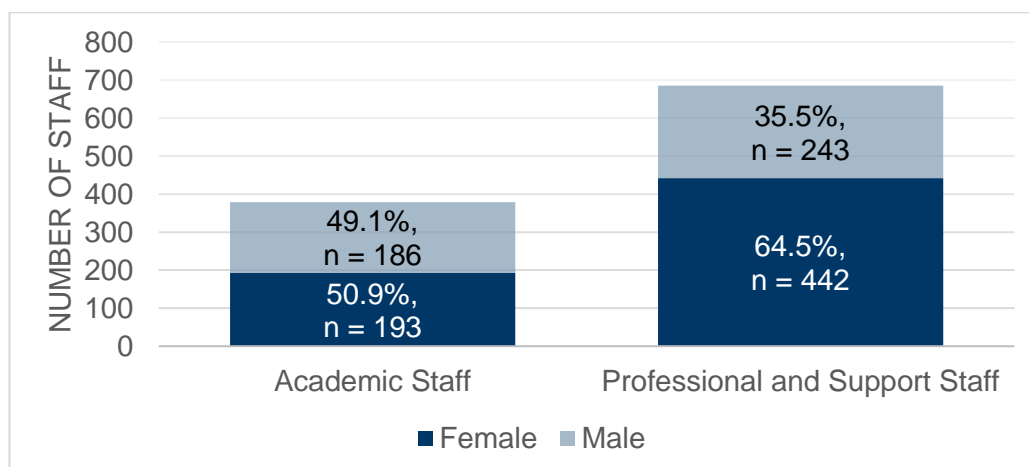
(ii) information on its teaching and its research focus;

Teaching has been at the forefront of YSJU since its foundation. On gaining Research Degree Awarding Powers in 2015, research has emerged as a key strategic priority. *Strategy 2026* affirms our commitment to teaching and research that address social justice and inequalities.

(iii) the number of staff. Present data for academic and professional and support staff separately;

In 2019/20 (Higher Education Statistics Agency; HESA data), YSJU had 379 permanent/fixed-term academic staff and 685 professional and support staff. 50.9% of academic staff and 64.5% of professional and support staff were female (higher than the 2019/20 HESA national average of 46.7% and 62.7%, respectively; Figure 2.1).

Figure 2.1: Gender split of all YSJU academic and professional and support staff



Of academic staff with known ethnicity, 356 were white (94.2%) and 22 were Black, Asian and minority ethnic (BAME; 5.8%). Of professional and support staff, 476 were white (96.2%) and 19 were BAME (3.8%). This representation falls below the 2019/20 HESA national average of 18.0% and 12.6% BAME staff, respectively. In terms of intersectionality, the gender balance is relatively representative of the wider workforce (Table 2.1).

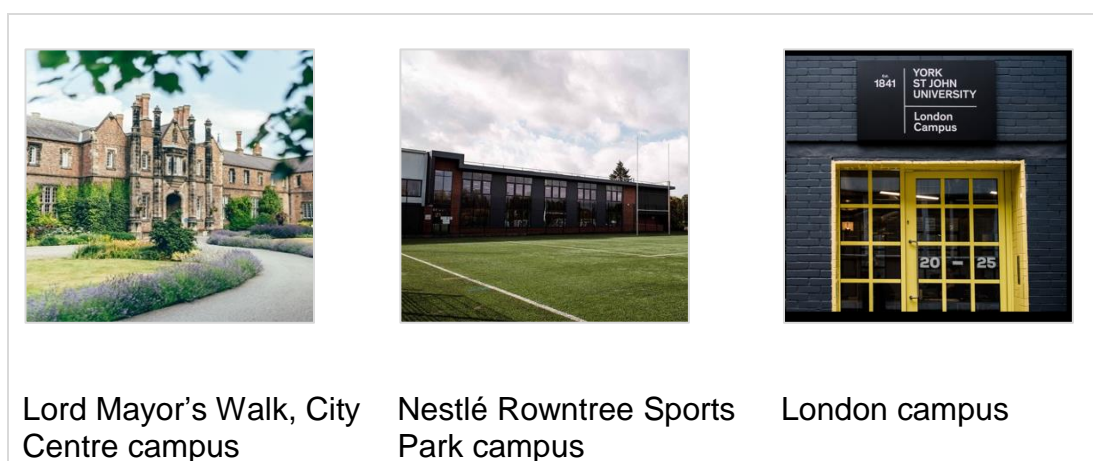
Table 2.1: Intersectionality (gender and ethnicity split) of YSJU staff, 1 November 2020 headcount data

	BAME			
	F	M	T	%F
Academic Staff	12	10	22	54.5%
Professional and Support Staff	11	8	19	57.9%

(iv) the total number of departments and total number of students;

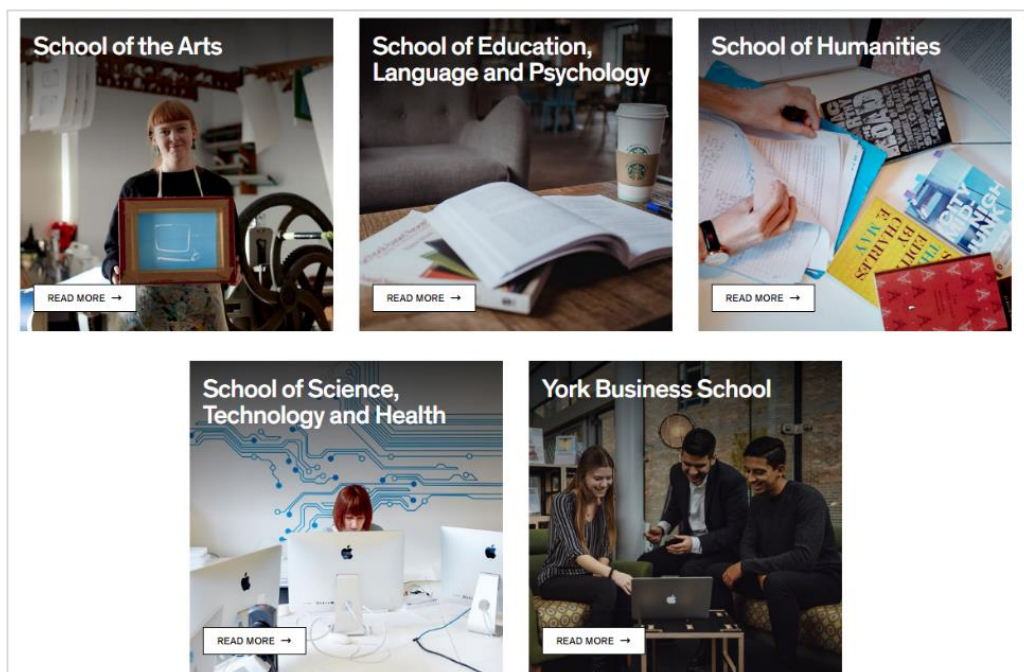
On 1 November 2020, YSJU had 8018 students (71.6% Undergraduate, UG; 2.0% Postgraduate Research, PGR; 26.4% Postgraduate Taught, PGT). Of 7922 students with gender recorded, 4803 were female (60.6%), higher than the 2019/20 HESA national average of 57.0%. Most teaching occurs at our City Centre campus. Sport is based nearby at our Sports Park campus. Our London campus delivers postgraduate business management and data and computer science degrees (Figure 2.2).

Figure 2.2: YSJU campuses



We have five academic schools (Figure 2.3), which emerged in 2020 following a restructure from nine schools. Those schools had previously been five faculties until 2018. This variation in structure is helpful to understand the context of our data.

Figure 2.3: Academic schools at YSJU



(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.

YSJU has 22 subject areas grouped within five schools (Table 2.2). Five subject areas sit in STEMM and 17 in AHSSBL. The largest gender imbalances for academic staff are in sport (STEMM) and design (ASHBBL) with 17.6% and 16.7% female representation, respectively. ELP has the highest female student representation in STEMM (84.7%) and AHSSBL (83.6%).

Table 2.2: Gender distribution of YSJU academic staff and students by academic school or subject areas in STEMM and AHSSBL

	Academic Schools	Subject Areas	Academic staff				Students			
			F	M	T	%F	F	M	T	%F
STEMM	School of Education, Language, and Psychology (ELP)	Psychology	15	8	23	65.2%	381	69	450	84.7%
	School of Science, Technology, and Health (STH)	Biomedical and Biosciences	2	5	7	28.6%	554	583	1137	48.7%
		Data and Computer Science	2	7	9	22.2%				
		Health (Occupational	16	8	24	66.7%				

	Academic Schools	Subject Areas	Academic staff				Students				
			F	M	T	%F	F	M	T	%F	
AHSSBL		Therapy, Physiotherapy, and CPD)									
		Sport	3	14	17	17.6%					
		School of the Arts (SoA)	Design	2	10	12	16.7%	625	441	1066	58.6%
		Fine Arts	10	4	14	71.4%					
		Performance	7	4	11	63.6%					
		Production	5	15	20	25.0%					
		ELP	Children, Youth, Education, and Counselling	24	10	34	70.6%	1265	249	1514	83.6%
		Education	3	1	4	75.0%					
		Language	8	1	9	88.9%					
		Linguistics	8	1	9	88.9%					
		School of Humanities (SoH)	Creative Writing, Media, and Film Studies	5	9	14	35.7%	605	381	986	61.4%
		English Literature	5	5	10	50.0%					
		Geography and Liberal Arts	5	7	12	41.7%					
		History, American Studies, and War Studies	4	8	12	33.3%					
		Religion, Politics, and International Relations	5	7	12	41.7%					
		York Business School (YBS)	HR Management and Marketing	7	7	14	50.0%	1359	1390	2749	49.4%
		Law and Police Studies	6	4	10	60.0%					
		Management, Accounting, and Economics	13	12	25	52.0%					
		Sociology and Criminology	6	12	18	33.3%					

Note. This table shows headcount data on 01/11/20, hence the difference between 379 academic staff in 2019/20 and the 320-total staff. Exchange and external research degree students are not included in this table, hence the difference between 7,922 students in 2019/20 and the 7,902 total students.

618 professional and support staff are housed under two directorates: *professional services* and *governance and student life*. The remaining 67 are based in schools, wherein the gender split is approximately even (Table 2.3).

Table 2.3: Gender distribution of YSJU professional and support staff by academic school in STEMM and AHSSBL

Subject	Academic Schools	Professional and Support Staff			
		F	M	T	%F
STEMM/AHSSBL	ELP	10	6	16	62.5%
STEMM	STH	5	6	11	45.5%
AHSSBL	SoA	15	13	28	53.6%
AHSSBL	SoH	3	2	5	60.0%
AHSSBL	YBS	4	3	7	57.0%

[Word count: 513, including 32 restructure]

3. The self-assessment process

Recommended word count: Bronze: 1000 words

Describe the self-assessment process. This should include:

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

YSJU’s self-assessment team (SAT) is chaired by the PVC: Learning and Teaching (PVC:LT) and includes nine academics and eight professional and support staff. To introduce our SAT, each member wrote about what SAT membership and/or gender equality means to them. Excerpts are provided in Table 3.1.

Table 3.1: Current SAT members

Name and Key SAT Roles	Job Title and School/Directorate	How Recruited to SAT	Excerpt
Academic Staff			
Dr Anne-Marie Evans	AHead: English Literature, SoH	Invited by VC	Proud to lead a programme that focuses on developing a cutting-edge and decolonised curriculum. Co-lead for our city-wide ‘Beyond the Vote’ festival in 2018.
Dr Artemis Alexiou	SL, SoA	Nominated by HoS	SL in Design History: research focus on late-nineteenth-century feminist periodicals. Woman. Immigrant. Social Justice Advocate.
Dr Christine O’Dea	SL, YBS and University and Colleges Union (UCU) representative	Invited by SAT Chair	I am a UCU equality rep. I am passionate about supporting our University to enhance gender equality.

Name and Key SAT Roles	Job Title and School/Directorate	How Recruited to SAT	Excerpt
David Kelsey	SL, YBS and UCU representative	Invited by a SAT Chair	I am a UCU rep for Equality, Diversity, and Inclusion (EDI) supporting progressive initiatives to address inequality within social and professional spaces.
Dr Katy Bloom Milner	Learning and Teaching Lead, ELP	Volunteered	Advocate for women in STEM. We all should challenge the gendered stereotypes and foster curious spirit in our young people.
Dr Robert Wilsmore	HoS, SoA	Invited by VC	In recognition of male privilege and that men must take an active part in making changes to bring about equality.
Dr Sarah Mallinson-Howard <i>(Designated contact)</i>	AHead: Sport and SL, STH	Nominated by HoS	Strides toward gender equality are evident in sport and academia but more is required. Aims to support the next generation.
Dr Sharon Jagger	L, SoH	Volunteered	As a feminist researcher, I am very keen to see how AS can stimulate organisational reflection and change.
Prof Susan Orr <i>(Chair)</i>	PVC:LT	Invited by VC	Proud to be the EB sponsor. Became a feminist at 15 on learning about my Mum's employment restrictions as a young woman.
Professional and Support Staff			
Amy Lansdown Nasson	Head of Communications and Media Relations	Invited by VC	My role is to ensure that equality lives and breathes through the

Name and Key SAT Roles	Job Title and School/Directorate	How Recruited to SAT	Excerpt
			words we use and actions we take.
Hannah Bond	Human Resources (HR) Systems Officer	Nominated by line manager	As the Systems Lead, I prepare data regarding equality. I am passionate about how the positive actions YSJU are taking help to ensure fairness and create a more diverse workforce.
Jack Hagyard	Research Officer Grants and Impact	Volunteered	It is our duty to encourage new ways of thinking, working, and living. These can become reality when we acknowledge the voices of everyone.
Janet Kaul	Customer Services Manager, Library and Learning Services	Volunteered	I have worked to ensure girls and women have equal opportunities in all walks of life, because no talent should be wasted.
Jim Irving	Academic Registrar	Invited by VC	As a cisgender white gay man, I recognise my privilege. It's my duty to fight for gender equality.
Joanne Thompson	Head of HR	Ex-Officio	I'm the HR and organisation development lead for equality. As a part-time working parent, I'm committed to helping create an inclusive working environment for all.
Marije Davidson <i>(Deputy designated contact)</i>	Equality and Diversity Adviser	Ex-Officio	We owe it to our students to disrupt a male-oriented, cis-gendered culture. I enjoy being part of this collaborative effort.
Penelope Jacques	Senior Project and Business Analyst	Invited by SAT Chair	As a feminist I believe passionately that equality for women is better for everyone.

Since forming in 2018, SAT membership has continually evolved, reflecting changes in staffing, structure, and targeted invitations/nominations aimed at attaining an inclusive and representative membership. We have one female undergraduate student representative who is the Students' Union (SU) Chair of STH, but not presented in Table 3.1 as she has just replaced the outgoing Chair. We have had inconsistent postgraduate student representation and seek to remedy this (Objectives 3.1 and 3.2).

Objective 3.1: Recruit and appoint a PGR student representative to the SAT.

Objective 3.2: Recruit and appoint a PGT student representative to the SAT.

SAT members operate across varying job roles/grades and reflect a cross-section of YSJU schools and directorates. Four work part-time, three work flexibly, seven have parenting/caring responsibilities, four have recent experience of YSJU leave policies and five of promotion policies. The designated AS contact was allocated a proportion of their time to steer the application, however, appointing an institutional AS lead and ensuring the role is further resourced will help continue the work of the SAT (Objective 3.3).

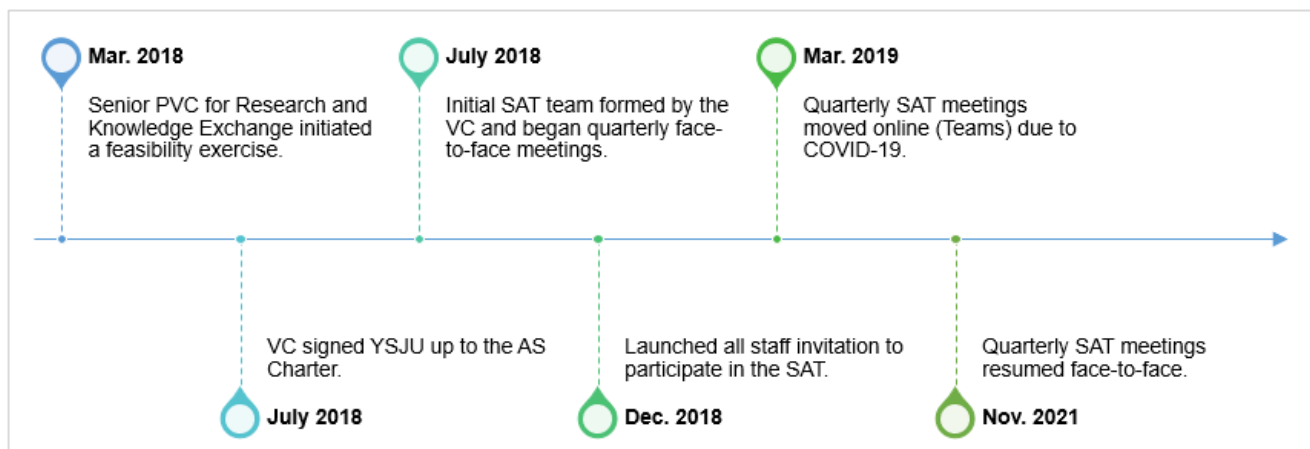
Objective 3.3: Ensure AS institutional lead has an effective role.

Over three quarters of SAT staff members are female (76.5%), which is higher than the proportion of female staff working at YSJU in November 2020 (59.3%). Whilst this imbalance is in part due to Ex-Officio membership (e.g. Equality and Diversity Adviser and Head of HR), we believe that SAT membership should reflect the role that men have to play in advancing gender equality. Addressing gender representation through appointing school AS Champions (Objective 3.4; p.25) will resolve this.

(ii) an account of the self-assessment process;

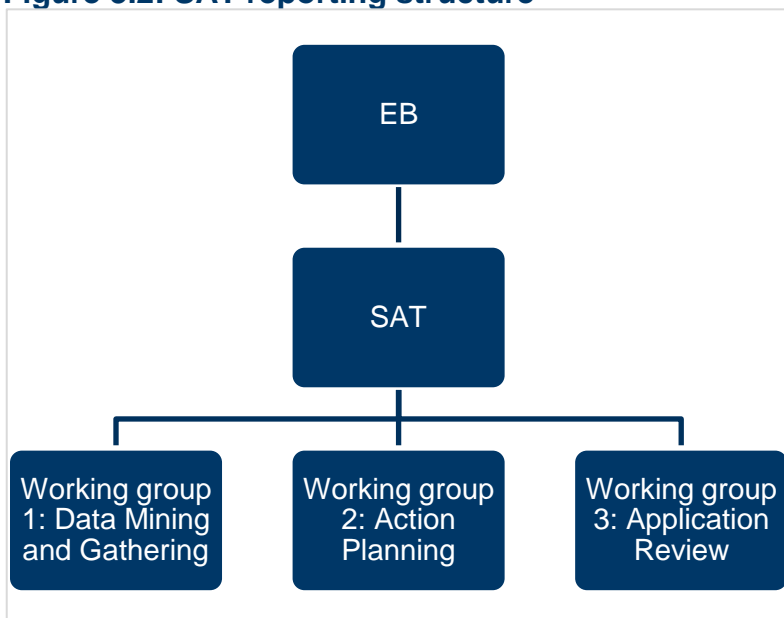
YSJU's AS process commenced in March 2018 with a STEMM inclusion and equity working group. At the time, YSJU was developing STEMM provision and the group assessed the feasibility of an institutional level AS award application (Figure 3.1). The working group consisted of two male and two female academics in STEMM and one female staff member from the strategy and planning directorate. From this group, two colleagues remain on the institutional SAT. To help achieve a more balanced and inclusive SAT, an invitation to participate launched to all YSJU staff in December 2018. SAT membership and workload is reviewed on an annual basis. Time allocation was however variable across academic staff on the SAT. This will be reviewed annually as the process continues (Objective 3.4; p.25).

Figure 3.1: SAT milestones



Since July 2018, the SAT have met at least quarterly in-person or online (Figure 3.1). SAT meetings have focused on: 1) data analysis, 2) survey design, 3) qualitative data collection, 4) action planning, and 5) application review. Working groups have been formed with SAT members and wider staff, regularly communicating via email to support advancement of the application. The SAT reports annually, at a minimum, to EB (Figure 3.2).

Figure 3.2: SAT reporting structure



EB reports to the Governing Body. YSJU Governor, Maggie Pavlou champions AS work. Engaging with all areas of governance, the SAT have presented to other committees, including Foundation Committee (2019) and the Learning and Teaching Committee (2021).

In developing the submission, the SAT has drawn upon the following data, and utilised various modes of consultation to engage with staff across the institution (e.g. town hall meetings, surveys, and focus groups):

- ➔ Capita Staff Survey (2018)
- ➔ HESA staff data up to November 2020
- ➔ Internal AS Staff Survey January 2020
- ➔ YSJU gender pay gap (GPG) reports up to 2021

To enhance our application, SAT members have attended external AS events and sought advice from Cathedrals University members, regional AS network, and the White Rose Psychology AS group. We have hosted internal events to share best practice (e.g. a talk by Professor Jane Hill, University of York, on achieving an AS Gold Award in the Department of Biology, 2019).

(iii) plans for the future of the self-assessment team.

The SAT will continue to be chaired by the PVC:LT, retaining Ex-Officio and invited/nominated/volunteered staff and student members who reflect the YSJU community. We will appoint AS Champions in each School to ensure continuous school-level engagement (Objective 3.4).

Objective 3.4: Ensure sustainable engagement with AS Charter at School level by appointing an AS Champion for each academic school and the London campus.

The SAT will meet a minimum of three times each year, primarily to assess progress with the action plan and institutional survey (Objectives 3.5 and 3.6). Ownership for actions is currently assigned to different EB members (section 8, EB column; pp.78-106). The SAT will produce termly reports for EB as well as include progress in the annual EDI report to Governing Body's People Committee.

Objective 3.5: Ensure effective oversight of institutional action plan.

Objective 3.6: Conduct an institutional AS survey every two years.

The SAT will also run events for all colleagues, in order to raise further engagement with/awareness of themes (e.g. intersectionality, menopause) and provide updates on ongoing AS and EDI work (Objective 3.7).

Objective 3.7: Raise further engagement with and awareness of AS across the institution.

[Word count: 863]

4. A picture of the institution

Recommended word count: Bronze: 2000 words

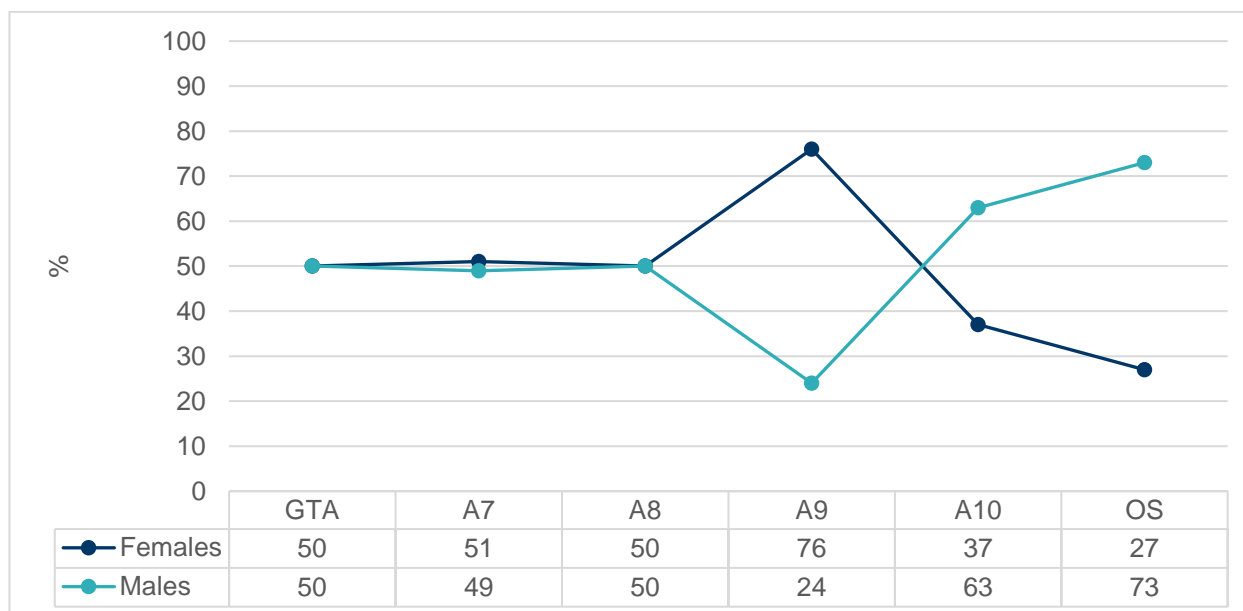
4.1 Academic and research staff data

(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.

Across the institution, YSJU has a higher proportion of female academic staff compared to the HESA 2019/20 national benchmark (50.9% vs. 46.7%). However, the pipeline data suggests a glass ceiling effect (Figure 4.1). Gender distribution is approximately equal at lower grades (Graduate Teaching Assistants; GTA, A7, and A8) but women are under-represented at A10 and off-scale, which are senior academic roles (i.e. HoS, Professor, and PVC). These figures are consistent, however, with national benchmarks as other senior management contracts comprise 34.9% women (HESA 2019/20).

Figure 4.1: Academic pipeline across the whole institution (2019/20)



Gender distribution across the academic pipeline has remained relatively consistent over the past three years (Table 4.1) except for A9 (AHead), which has fluctuated and culminated in a higher proportion of women in 2019/20. The proportion of women off-scale has also decreased. The over-representation of women at A9 and under-representation of women at A10 and off-

scale reflect changes in university structure and roles between November 2018 and September 2020; A10 roles were ringfenced and redundancies were made, particularly at A9.

Likewise, gender distribution across all academic staff in STEMM and AHSSBL at YSJU has been stable and approximately equal over the past three academic years (Table 4.2).

Compared to HESA national benchmarks, YSJU has consistently had a higher proportion of female academic staff overall, especially in STEMM, but also in AHSSBL.

Table 4.1: Headcount YSJU academic staff from 2017/18 to 2019/20 presented by gender and academic grades with highlighted sector benchmark (HESA)

All Academic Staff 2017-18 (N=325)					
Grade	F	M	T	%F	NB %F
Academic 7	43	51	94	45.7%	53.3%
Academic 8	102	82	184	55.4%	50.3%
Academic 9	8	9	17	47.1%	41.1%
Academic 10	9	15	24	37.5%	30.7%
Off-scale	3	3	6	50.0%	33.9%
All Academic Staff 2018-19 (N=376)					
Grade	F	M	T	%F	NB %F
Academic 7	47	50	97	48.5%	53.9%
Academic 8	122	101	223	54.7%	50.8%
Academic 9	19	7	26	73.1%	41.8%
Academic 10	6	13	19	31.6%	32.3%
Off-scale	4	7	11	36.4%	36.1%
All Academic Staff 2019-20 (N=370)					
Grade	F	M	T	%F	NB %F
Academic 7	53	51	104	51.0%	53.9%
Academic 8	106	105	211	50.2%	51.0%
Academic 9	19	6	25	76.0%	42.6%
Academic 10	7	12	19	36.8%	34.8%
Off-scale	3	8	11	27.3%	35.8%

Note: The off-scale totals for all academic staff differ to STEMM and AHSSBL as these values also include senior academic staff who reside at University Level (e.g. PVCs).

Table 4.2: Headcount YSJU academic staff by STEMM and AHSSBL from 2017/18 to 2019/20 presented by gender with highlighted sector benchmark (HESA)

All Academic Staff 2017-18 (N=325)					
	F	M	T	%F	NB %F
Total	165	160	325	50.8%	45.9%
STEMM (SET)	38	39	77	49.4%	42.2%
AHSSBL (Non-SET)	122	112	234	52.1%	50.4%

	All Academic Staff 2018-19 (N=376)				
	F	M	T	%F	NB %F
Total	198	178	376	52.7%	46.3%
STEMM (SET)	50	43	93	53.8%	42.6%
AHSSBL (Non-SET)	145	131	276	52.5%	50.8%
	All Academic Staff 2019-20 (N=370)				
	F	M	T	%F	NB %F
Total	188	182	370	50.8%	47.7%
STEMM (SET)	41	39	80	51.3%	43.2%
AHSSBL (Non-SET)	144	137	281	51.2%	51.2%

The academic pipeline data for STEMM (Figure 4.2) and AHSSBL (Figure 4.3) show that YSJU has a higher proportion of female than male academic staff at A9. There is, however, an under-representation of women at A10, due to the aforementioned ringfencing of these roles. During 2020/21, a Leadership Programme was offered to all staff at A9 to help position them effectively for promotion should roles become available at A10 (leadership development; p.55). We also introduced a new academic promotions policy which set AsProfs at A9 (rather than being title-only roles at A8) and offers a new progression route to A10 and above. We will monitor appointments made under the new promotions policy so to increase the proportion of women at A10 and above (Objective 4.1).

Objective 4.1: Keep current strategies to increase the proportion of female academics at Grade 10 and above under review.

Figure 4.2: Academic pipeline for academic staff in YSJU STEMM subjects presented by gender and academic grades (2019/20)

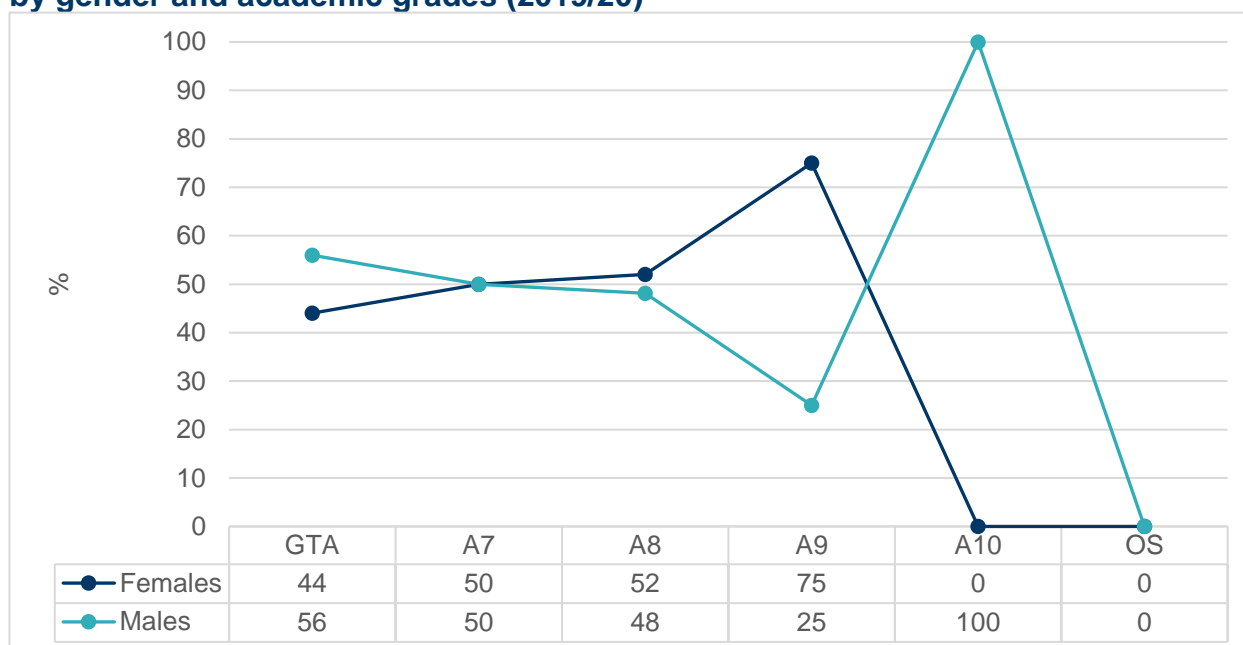
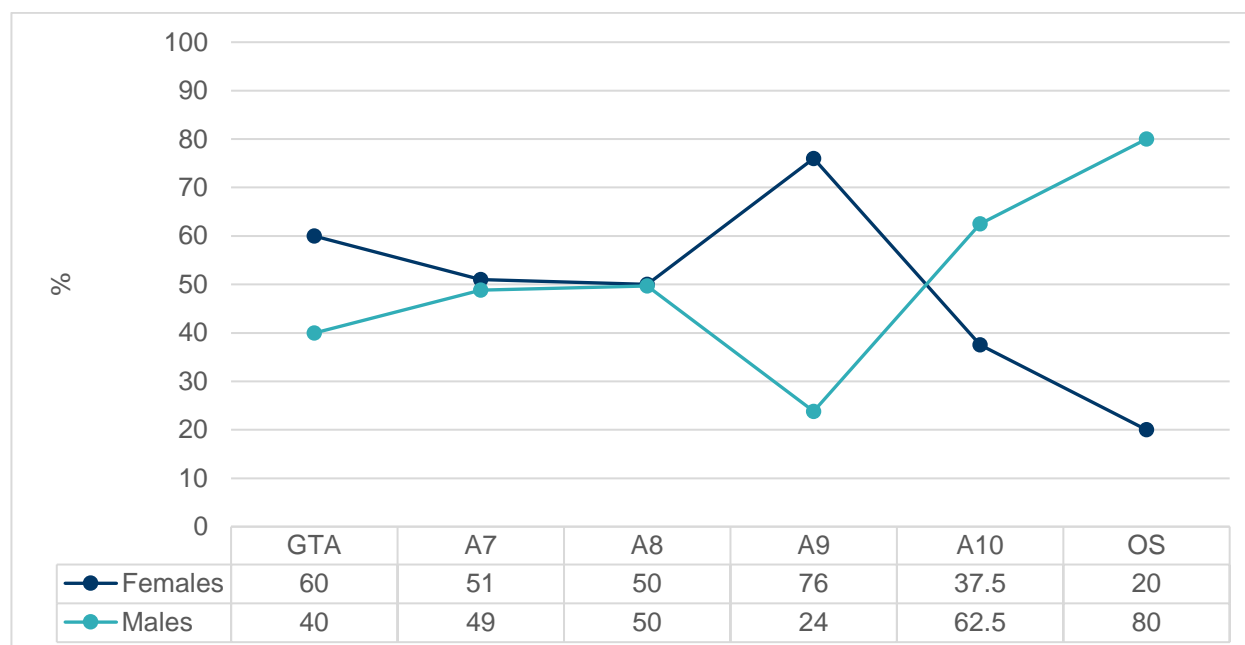


Figure 4.3: YSJU academic pipeline for academic staff in AHSSBL subjects presented by gender and academic grades (2019/20)



Over the past three years, the proportion of female academics in STEMM has increased at A7 and A9 but remained relatively stable at A8 (Table 4.3). The latter can, in part, be attributed to the introduction in 2016/17 of an accelerated performance route from Lecturer to SL (p.45). Historic academic leaver data indicated staff were often leaving to pursue promotion to A8 outside of YSJU. The accelerated route has now created a viable pathway to retain staff in the academic pipeline. The slight drop in 2019/20 is attributed to voluntary severance in allied health professions, which tend to have more female academics.

Table 4.3: Headcount YSJU STEMM academic staff from 2017/18 to 2019/20 presented by gender and academic grades

	STEMM Academic Staff 2017-18 (N=77)			
Grade	F	M	T	%F
Academic 7	8	14	22	36.4%
Academic 8	29	21	50	58.0%
Academic 9	1	3	4	25.0%
Academic 10	0	1	1	0%
Off-scale	0	0	0	n/a
	STEMM Academic Staff 2018-19 (N=93)			
Grade	F	M	T	%F
Academic 7	7	13	20	35.0%
Academic 8	39	26	65	60.0%
Academic 9	4	1	5	80.0%

Academic 10	0	2	2	0%
Off-scale	0	1	1	0%
STEMM Academic Staff 2019-20 (N=80)				
Grade	F	M	T	%F
Academic 7	10	10	20	50.0%
Academic 8	28	26	54	51.9%
Academic 9	3	1	4	75.0%
Academic 10	0	2	2	0%
Off-scale	0	0	0	n/a

Over the same period, the proportion of male and female academics in AHSSBL has been approximately equal and stable at A7 and A8, which again is attributable to the accelerated promotion policy introduced in 2016/17 (Table 4.4).

Table 4.4: Headcount YSJU academic staff in AHSSBL from 2017/18 to 2019/20 presented by gender and academic grades

AHSSBL Academic Staff 2017-18 (N=234)				
Grade	F	M	T	%F
Academic 7	35	37	72	48.6%
Academic 8	73	61	134	54.5%
Academic 9	7	6	13	53.8%
Academic 10	7	8	15	46.7%
Off-scale	0	0	0	n/a
AHSSBL Academic Staff 2018-19 (N=276)				
Grade	F	M	T	%F
Academic 7	40	37	77	51.9%
Academic 8	83	75	158	52.5%
Academic 9	15	6	21	71.0%
Academic 10	6	11	17	35.3%
Off-scale	1	2	3	33.3%
AHSSBL Academic Staff 2019-20 (N=281)				
Grade	F	M	T	%F
Academic 7	43	41	84	51.2%
Academic 8	78	77	155	50.3%
Academic 9	16	5	21	76.2%
Academic 10	6	10	16	37.5%
Off-scale	1	4	5	20.0%

In 2015/16, YSJU introduced the role of AsProf to help retain talent in the academic pipeline and increase the representation of women in senior academic roles. The AsProf role is designed to provide development opportunities to become a Professor and to enhance leadership capacity in schools. Over the past three years the percentage of female AsProfs at YSJU has steadily increased to 61.5% and the percentage of female Professors has remained above HESA national benchmarks (Table 4.5). However, the proportion of female Professors falls short of the representation of female academics at YSJU (50.9%). The new promotions policy and procedure encourages applicants to show their breadth of expertise across teaching and research. This has contributed to a higher proportion of women being successful in promotion to AsProf and Professor, with a higher number of women than men applying for each. We discuss these findings and associated objectives further in section 5 (p.45).

Table 4.5: Headcount YSJU professorial staff 2017/18 to 2019/20 presented by gender and academic job title

YSJU Professorial Staff 2017-18					
Grade	F	M	T	%F	NB %F
AsProf	7	6	13	53.8%	-
Professor	6	13	19	31.6%	25.5%
YSJU Professorial Staff 2018-19					
Grade	F	M	T	%F	NB %F
AsProf	7	5	13	53.8%	-
Professor	7	14	21	33.3%	26.7%
YSJU Professorial Staff 2019-20					
Grade	F	M	T	%F	NB %F
AsProf	8	5	13	61.5%	-
Professor	7	11	18	38.9%	27.9%

Women have been consistently under-represented in professorial roles in STEMM, with only one female AsProf and no Professors over this period (Table 4.6). In the 2020/21 promotions round, however, the female AsProf was promoted to Professor by research and two female AsProfs appointed in STEMM via teaching. These are early indications that mentorship put in place previously and the new criteria for professorial promotion are effectively enabling female academics to progress. We discuss this further in section 5 (p.45).

Table 4.6: Headcount YSJU professorial staff in STEMM 2017/18 to 2019/20 presented by gender and academic job title

YSJU Professorial Staff in STEMM 2017-18					
Grade	F	M	T	%F	NB %F
AsProf	1	4	5	20.0%	-
Professor	0	0	0	n/a	21.3%
YSJU Professorial Staff in STEMM 2018-19					

Grade	F	M	T	%F	NB %F
AsProf	1	2	3	33.3%	-
Professor	0	1	1	0%	22.6%
YSJU Professorial Staff in STEMM 2019-20					
Grade	F	M	T	%F	NB %F
AsProf	1	2	3	33.3%	-
Professor	0	2	2	0%	23.5%

In AHSSBL, there has been increased gender parity at professorial level, compared to STEMM, over the past three years (Table 4.7). The percentage of female Professors remains above HESA national benchmarks. Although there are more women than men at AsProf level, we view this imbalance positively as it reflects our efforts to develop women into the Professor role.

Table 4.7: Headcount YSJU professorial staff in AHSSBL 2017/18 to 2019/20 presented by gender and academic job title

YSJU Professorial Staff in AHSSBL 2017-18					
Grade	F	M	T	%F	NB %F
AsProf	3	2	5	60.0%	-
Professor	5	9	14	35.7%	32.1%
YSJU Professorial Staff in AHSSBL 2018-19					
Grade	F	M	T	%F	NB %F
AsProf	5	3	8	62.5%	-
Professor	6	8	14	42.9%	33.1%
YSJU Professorial Staff in AHSSBL 2019-20					
Grade	F	M	T	%F	NB %F
AsProf	7	3	10	70.0%	-
Professor	7	9	16	43.8%	34.6%

In terms of intersectionality, as mentioned in section 2 (p.16), our academic workforce has a significant ethnicity imbalance, and this has not changed over the past three years (Table 4.8). Slightly more female BAME academics have been appointed over this period than male.

Table 4.8: Headcount YSJU BAME academics 2017/18 to 2019/20 presented by gender with highlighted sector benchmarks (HESA)

	F	M	T	%F	%YSJUT	NBT%
2017/18				52.6%	5.8%	16.0%

2018/19				61.9%	5.6%	17.0%
2019/20				53.8%	5.8%	18.0%

The majority of BAME academic staff at YSJU are at lower grades (A7 and A8), with only [REDACTED] BAME colleagues at higher A10 in 2020 (Table 4.9).

Table 4.9: Headcount YSJU BAME academics 2017 to 2020 presented by gender and academic grades

BAME Academic Staff 2017 (N=15)				
Grade	F	M	T	%F
Academic 7				85.7%
Academic 8				42.9%
Academic 9				n/a
Academic 10				0%
Off-scale				n/a
BAME Academic Staff 2018 (N=19)				
Grade	F	M	T	%F
Academic 7				50.0%
Academic 8				60.0%
Academic 9				n/a
Academic 10				0%
Off-scale				n/a
BAME Academic Staff 2019 (N=21)				
Grade	F	M	T	%F
Academic 7				42.9%
Academic 8				76.9%
Academic 9				n/a
Academic 10				0%
Off-scale				n/a
BAME Academic Staff 2020 (N=26)				
Grade	F	M	T	%F
Academic 7				55.6%
Academic 8				60.0%
Academic 9				n/a
Academic 10				0%
Off-scale				n/a

YSJU recognises the importance of diversity of experience in academic leadership and in 2019 EB accepted a recommendation from the YSJU race equality taskforce to set a target that by 2026, 10% of new and promoted senior level appointments (A9 and above) are BAME individuals. In September 2020, YSJU joined the Race Equality Charter (REC). The REC SAT is co-chaired by a Black female AHead and a white male HoS. In the work to address race

inequalities, YSJU set out to promote gender equality, for example we specifically encouraged BAME, Lesbian, Gay, Bi and Transgender Plus (LGBT+) and disabled women to apply for the Aurora leadership programme (leadership development; p.55) and women of Black and Asian heritage were represented in the Inspiring Women campaign (p.70).

(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.

From 2017 to 2020 there has been an equal proportion of men and women on permanent academic contracts at YSJU (Table 4.10), with the proportion of women consistently higher than national benchmarks (HESA). However, until 2020, a higher proportion of female academic staff were on fixed-term contracts than males, with these figures consistently exceeding national benchmarks (HESA). The temporary reliance on fixed-term contracts, particularly in 2018 and 2019, reflects the institutional restructure and the launch of our London Campus, which was initially staffed using fixed-term contracts. Last year, we also had voluntary severance for revalidation of programmes in ELP. As such, we needed to source cover to complete teaching in a subject area which typically engages a higher proportion of female academics.

Table 4.10: Proportion of academic staff on Fixed-Term and Established/Permanent Contracts from 2017 to 2020 by gender with highlighted sector benchmarks (HESA)

	All Academic Staff 2017 (N=296)				
Contract	F	M	T	%F	NB %F
Fixed-term	7	6	13	53.8%	48.8%
Established/Permanent	145	138	286	50.7%	44.0%
	All Academic Staff 2018 (N=325)				
Contract	F	M	T	%F	NB %F
Fixed-term	9	5	14	64.2%	48.7%
Established/Permanent	156	155	311	50.2%	44.4%
	All Academic Staff 2019 (N=376)				
Contract	F	M	T	%F	NB %F
Fixed-term	14	7	21	66.7%	48.8%
Established/Permanent	184	171	355	51.8%	45.0%
	All Academic Staff 2020 (N=370)				
Contract	F	M	T	%F	NB %F
Fixed-term	9	9	18	50.0%	49.2%
Established/Permanent	179	173	352	50.9%	45.5%

YSJU makes use of zero-hour contracts to supplement core teaching and when there is unexpected absence such as sickness. Such contracts (limited to 120 hours per annum) are not used for long term teaching delivery. Although the percentage of female staff on zero-hour contracts has reduced over the three-year period (Table 4.11), women are still overrepresented on such contracts. A significant proportion are External Mentors/Link Tutors in Education who are usually ex-teachers and mainly women.

The use of fixed-term and zero-hour contracts is reviewed annually by HR as part of the institution’s annual planning round regarding expenditure of university finance and will continue to include a focus on gender parity (Objective 4.2).

Objective 4.2: Keep gender parity under review when annually evaluating the use of fixed-term and zero-hour contracts.

Table 4.11: Proportion of academic staff on zero-hour contracts from 2017/18 to 2019/20

Contract and academic year	F	M	T	%F
Zero-hour 2017-18	122	44	166	73.5%
Zero-hour 2018-19	128	59	187	68.4%
Zero-hour 2019-20	128	92	220	58.2%

(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.

YSJU has a single academic teaching and research contract for all academic staff.

(iv) 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.

Except for 2017/18, a higher proportion of female academics left the institution compared to males, and these percentages were higher than HESA national averages (Table 4.12).

Table 4.12: Total number of academic staff leavers from 2017/18 to 2019/20 by gender with highlighted sector benchmarks (HESA)

	F	M	T	%F	NB %F
Total 2017-18	9	14	23	39.1%	48.4%
Total 2018-19	22	12	34	64.7%	47.8%
Total 2019-20	16	12	28	57.1%	47.9%

The number of A8 leavers has increased (Table 4.13). In 2018/19 and 2019/20, a higher percentage of female academics on this Grade left, compared to 2017/18. A7 has remained

relatively stable and while A9 has seen a decrease in percentage of female staff leavers, A10 has seen an increase. The increase in leavers at A8 again coincides with a university wide voluntary severance that occurred in 2018 and targeted voluntary severance that have since occurred in schools due to restructuring, the pandemic, and the financial and structural needs of YSJU.

Table 4.13: Total number of academic staff leavers from 2017/18 to 2019/20 by gender and academic grades

Grade	2017-18				2018-19				2019-20			
	F	M	T	%F	F	M	T	%F	F	M	T	%F
Academic 7	3	9	9	33.3%	6	6	12	50.0%	3	6	9	33.3%
Academic 8	4	3	7	57.1%	15	4	19	78.9%	11	5	16	68.8%
Academic 9	2	1	3	66.7%	1	1	2	50.0%	0	0	0	n/a
Academic 10	0	1	1	0%	0	1	1	0%	2	1	3	66.7%

Based on destination of leavers' data, most female academic leavers went on to take up a role at another HEI in the same profession, followed by not working, or becoming self-employed (Table 4.14). Two of these most common leaver destinations are higher than national benchmarks. In 2019/20, our contract with Capita Surveys ended and we have since employed an in-house system to record staff leavers' destination data. That said, we were unable to gain disaggregated scores for academic leavers' destinations in 2019/20 but 22% of the respondents were academic staff. The main reasons staff reported for leaving YSJU were to seek promotion or further experience (42%) and three in ten (29%) said they were leaving to work in another HEI within the same profession (23% in 2018/19).

Table 4.14: YSJU female academic staff leavers destination data (2015-16 to 2018-19)

	%F	NB %F
Not working	4 (15%)	39.9%
Self-employed	4 (15%)	4.3%
Education: Other HEI, same profession	13 (50%)	26.9%
Other: Other public sector employer	1 (4%)	2.7%
Other: Moving abroad	1 (4%)	2.7%
Other: Voluntary sector/ Charitable organisation	1 (4%)	0.8%
Other: Other	1 (4%)	-

In terms of perceptions of working at YSJU, overall, female academic leavers rated job satisfaction and relationships with line managers and colleagues positively, alongside team working, pay, and training and development (Table 4.15). Quality of work-life balance and

flexible working were rated less positively, with 61% of female leavers rating quality of work-life balance as satisfactory or poor, and 50% rating flexible working as satisfactory or poor. We discuss our approach to work-life balance and flexible working further on p.58. In 2019/20, we again could not split the data by gender or academic leavers but there were indications that the reasons remained the same. When respondents were asked if they would consider being re-employed by YSJU, the majority (70%) encouragingly said they would.

Table 4.15: Perceptions of working at YSJU in female academic staff leavers (2015-16 to 2018-19)

	Very good	Good	Satisfactory	Poor
Job satisfaction	8 (31%)	10 (38%)	5 (19%)	3 (12%)
Relationship with manager	12 (46%)	6 (23%)	4 (15%)	4 (15%)
Relationship with colleagues	17 (65%)	5 (19%)	4 (15%)	0 (0%)
Team working	13 (50%)	7 (27%)	2 (8%)	4 (15%)
Pay	8 (31%)	14 (54%)	2 (8%)	2 (8%)
Quality of work-life balance	6 (23%)	4 (15%)	6 (23%)	10 (38%)
Flexible working	9 (35%)	4 (15%)	7 (27%)	6 (23%)
Training & development	6 (23%)	11 (42%)	4 (15%)	5 (19%)

(v) 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.

Since the mandatory reporting of the GPG began, YSJU has more than halved its median GPG from 37.4% (March 2017) to 12.1% (March 2021), and mean GPG from 18.4% (March 2017) to 4.9% (March 2021). Closing the GPG is a priority area for YSJU, and our *Strategy 2026* aims to see the median GPG reduced to 5% by 2026 across all staff.

In comparison to the sector (Median 10.8% and Mean 11%; HESA 2018/19), the GPG for YSJU academics is very low. Since 2017, the overall academic pay gap has however slightly shifted in favour of men to 1.26% in 2021 (Table 4.16).

Table 4.16: Overall YSJU academic staff GPG

	F	M	T	Pay Gap
2021				
Basic Salary	178	155	333	-1.26%

Salary including allowances				-1.49%
2017				
Basic Salary	144	136	280	0.07%
Salary including allowances				-0.47%

Our new starter data over the past two years (March 2019 to March 2021) shows that we recruited 53 Lecturers on Grade 7, with more women appointed (34) to men (19). This has the potential to positively impact on academic career pipeline and progression within YSJU. In terms of an equal pay review, YSJU’s Starting Salaries Procedure requires ‘equal pay for equal value’. However, internal data shows that male academics are more likely to start further up the pay band (42.1% of male academics were appointed on the top of the band compared to 35.3% of female academics). It is important that this is addressed to ensure that starting salaries can be objectively justified and are not based on the negotiation skills of the job applicant (Objective 4.3).

Objective 4.3: To develop a briefing pack for recruiting managers on Equal Pay in starting salaries in order to ensure that starting salaries are equal for men and women.

Regarding intersectionality, we review both the ethnicity pay gap and GPG but to date there has been no formal reporting of the intersectionality of ethnicity and gender. We recognise the importance of this information in helping to achieve our 2026 aim of 10% of new and promoted senior level appointments (A9 and above) are BAME individuals (p.33) and so will proceed to include ethnicity in our GPG monitoring (Objective 4.4).

Objective 4.4: To include ethnicity in the GPG monitoring.

[Word count: 1,842, including 160 restructure]

5. Supporting and advancing women’s careers

Recommended word count: Bronze: 5000 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.

Vacancies are managed through our online system, enabling us to monitor equality in recruitment. Table 5.1 presents application, interview, and appointment data from 2017/18 to 2019/20. Application numbers decreased from 1310 to 855 reflecting a period where recruitment was minimised to achieve financial stability. Over this timeframe, fewer women applied to YSJU compared to men (Objective 5.1, p.40). However, the proportion of women being interviewed increased annually from 41.4% in 2017/18 to 45.2% in 2019/20. Despite these disparities in applications and interview rates, an approximately equal proportion of men and women were appointed in 2019/20.

Table 5.1: Applicants, interviews, and appointments presented by gender

	2017-2018			
	F	M	T	%F
Applications	501	800	1310	38.2%
Interviews	127	178	307	41.4%
Appointments	30	38	68	44.1%
	2018-2019			
	F	M	T	%F
Applications	371	634	1011	36.7%
Interviews	120	150	273	44.0%
Appointments	28	23	51	54.9%
	2019-2020			
	F	M	T	%F
Applications	401	454	855	46.9%
Interviews	108	131	239	45.2%
Appointments	43	41	84	51.2%
Note. The data on applications, interviews, and appointments are only available at university, not subject, level.				

At grade level, the proportion of female applicants reduced across A6 (GTAs), A10, and off-scale but remained constant or slightly increased across A7 to A9. The proportion of female applicants across the grades, except for A7 and A9, was below half in 2019/20 (Table 5.2). This finding suggests a difficulty in attracting female applicants (Objective 5.1).

Objective 5.1: To increase the number of female applicants for academic posts to 50%.

During 2019/20, half of the candidates at A7/8 interviewed and appointed were women. Over half the candidates interviewed and appointed at A9 were women, but less than half interviewed at A7 and A8 were. Nevertheless, approximately half the appointments subsequently made at these grades were women. No women were interviewed for A6, A10 or off-scale roles.

The recruitment data mirror the pipeline data presented in section 4, in that approximately equal numbers of male and female academics are appointed at A7 and A8, but the proportion of women appointed at A9 is higher and at A10 and off-scale lower than men (Table/Figure 4.1 and related Objective 4.1 on pp.26-28).

Table 5.2: Applicants, interviews, and appointments presented by grade and gender

		2017-2018				2018-2019				2019-2020			
		F	M	T	%F	F	M	T	%F	F	M	T	%F
A6	Applications	7	11	18	38.9%	-	-	-	-	10	19	29	34.5%
	Interviews	2	4	6	33.3%	-	-	-	-	0	7	7	0%
	Appointments	1	2	3	33.3%	-	-	-	-	0	1	1	0%
A7	Applications	372	540	919	40.5%	257	467	724	35.5%	184	169	353	52.1%
	Interviews	91	120	105	86.7%	84	117	201	41.8%	34	51	85	40.0%
	Appointments	19	23	42	45.2%	20	15	35	57.1%	14	16	30	46.7%
A7/8	Applications	34	45	80	42.5%	6	19	25	24.0%	133	165	298	44.6%
	Interviews	8	12	20	40.0%	3	4	7	42.9%	40	40	80	50.0%
	Appointments	1	6	7	14.3%	1	0	1	100.0%	11	11	22	50.0%
A8	Applications	85	184	270	31.5%	61	90	151	40.4%	34	66	100	34.0%
	Interviews	25	41	66	37.9%	17	24	41	41.5%	7	17	24	29.2%
	Appointments	9	8	17	52.9%	5	8	13	38.5%	3	3	6	50.0%
A9	Applications	0	1	1	0%	14	9	23	60.9%	34	26	60	56.7%
	Interviews	0	1	1	0%	5	1	6	83.3%	27	13	40	67.5%
	Appointments	0	1	1	0%	1	0	1	100.0%	15	6	21	71.4%
A10	Applications	10	30	40	25%	0	0	0	n/a	0	2	2	0%
	Interviews	3	4	7	42.9%	0	0	0	n/a	0	2	2	0%
	Appointments	1	0	1	100%	0	0	0	n/a	0	2	2	0%
Off-Scale	Applications	0	0	0	n/a	33	49	82	40.2%	1	7	8	12.5%
	Interviews	0	0	0	n/a	11	4	15	73.3%	0	1	1	0%
	Appointments	0	0	0	n/a	1	0	1	100.0%	0	1	1	0%

Note: A7/8 is not an academic grade, but reflects those roles advertised as Lecturer (A7) / SL (A8). Interviews represent those who have been shortlisted and appointments represent accepted offer rates. Applications identifying as 'Other' gender were excluded from the 2019/20 data.

Whilst we have identified we need to do more to attract more female applicants for academic posts, it is important to note current work to address this action. For example, ‘Gender Decoder’ identifies gender-coded language. Vacancy pages and advertisements communicate our values and our website portrays diverse female role models. We include a positive action statement, provide information about our work to advance equality, and display the logos of AS, REC, Disability Confident Employer, MINDFUL Employer, Stonewall Top 100 Employer and Top 100 Trans Employer, and Dementia Friendly (Figure 5.1). For senior leadership posts we use executive search agencies who are briefed on our requirement for a diverse shortlist.

Figure 5.1: YSJU’s employer kitemarks

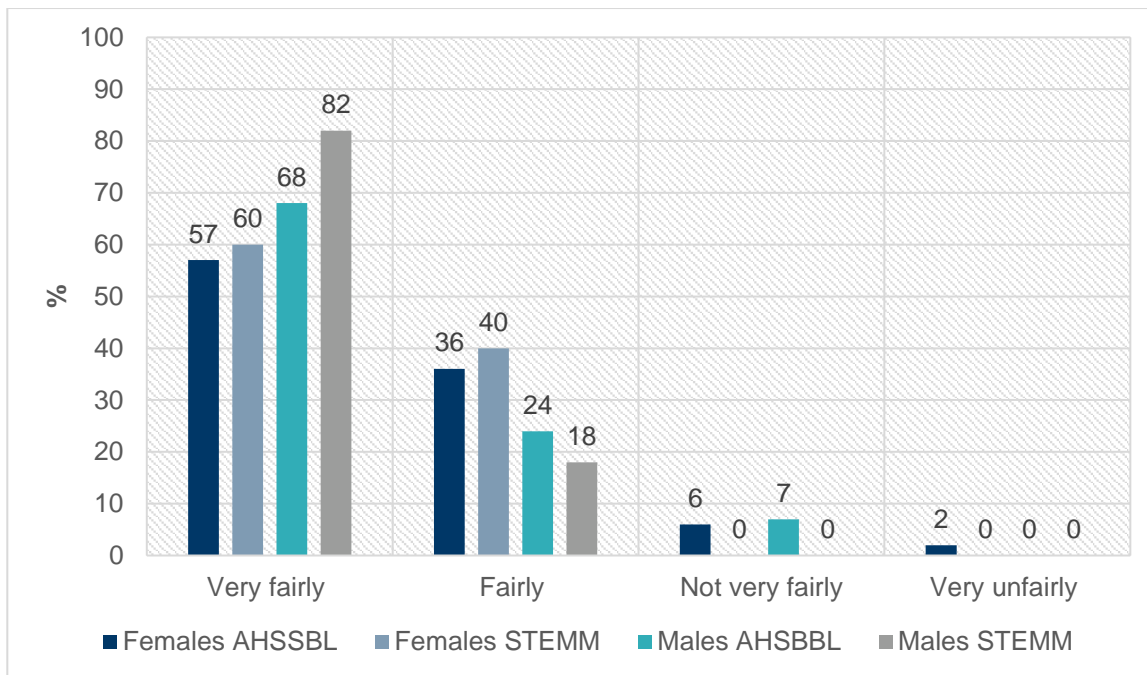


To ensure shortlisting parity, we have a blind shortlisting system. All managers and recruitment panel chairs must attend a mandatory workshop 'unconscious bias for recruiters'. This ensures that an interview panel always has at least one trained person. This remains a key tool in addressing recruitment inequalities. During 2019, 93 staff members attended the workshop (11% of all staff), an increase on 47 participants the previous year. We encourage all panellists to refresh learning with an online unconscious bias module, and for the same period, 186 staff (21%) completed the module. Additionally, all interview panels should involve mixed gender staff and are provided with unconscious bias guidance. However, uptake is not routinely monitored (Objective 5.2).

Objective 5.2: Ensure all panel members are appropriately trained against gender bias.

In our AS survey, on average, respondents assessed the institutional recruitment processes as very fair (67%) with regards to gender equality (Figure 5.2). However, some comments highlighted concerning practices (Box 5.1).

Figure 5.2: Perceptions of gender equality in the application process



Box 5.1: Comments regarding gender equality in the recruitment process

“Since arriving here I have been involved in 2 interview processes for new staff. On each occasion there have been no females shortlisted, the shortlisting was done by men only and I was the only female in the whole interview process.”

“I have witnessed male panel members commenting on female interviewees weight and appearance in post-interview discussions.”

When we ran the AS survey, significant organisational changes occurred that could have made staff feel that concerns were legitimised. We have since drawn upon the strong female leadership in our EB to model changing the culture in line with our strategic aim of ensuring staff and students feel valued, prejudice is challenged, and inequalities are eliminated. Whether this approach has been successful will be captured in our next AS survey (Objective 3.6; p.25).

(ii) 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.

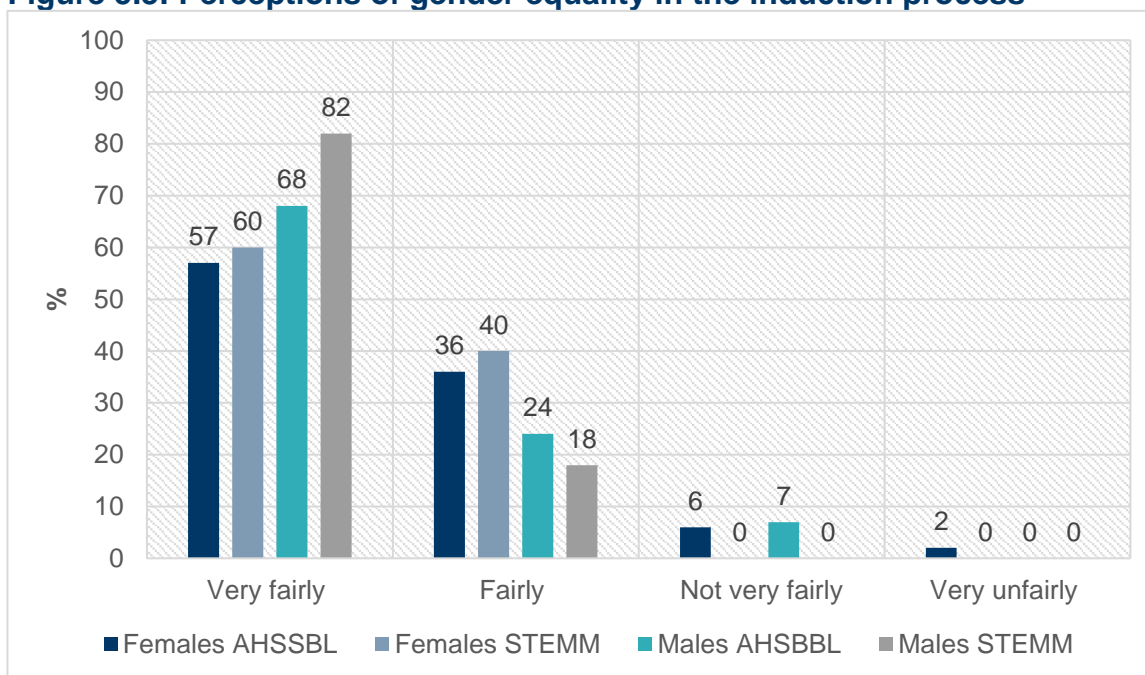
All new academic staff meet their assigned induction mentor on their first day. The mentor introduces them to key contacts and policies. Mentors meet with mentees regularly for 12 months offering support and guidance. The mentoring role is monitored by HR and there are checkpoints to ensure that the new starter is supported throughout their probation year. New starters are issued with an induction handbook and an induction and probation form. All new academics are required to participate in a structured induction process, which includes the

VC's Welcome and online modules on EDI and Unconscious Bias and a half day induction run by a senior academic. During the pandemic this induction programme was delivered online.

Line managers meet with new academics to discuss roles and responsibilities on commencing employment and hold quarterly reviews thereafter. New starters meet with their School Research Lead during the first 12 months to set research objectives. Whilst these objectives are not centrally monitored, our 2021 Research Plan outlines strategies that our PVC: Research and Knowledge Transfer (PVC:RKT) and Head of HR are currently implementing to aid academics' research development. All academic staff are now invited to complete an Individual Research Plan annually in discussion with a mentor. The individual research plan is used alongside their Performance and Development Review (PDR) and promotion criteria to guide their development.

Academic staff are invited to complete an online induction/probation form. In 2018, 49% of 41 new academics completed the form. However currently, YSJU does not routinely evaluate the induction process. In the AS survey, 92.8% of respondents perceived the induction process was fair, with near-full satisfaction rates in STEMM but not AHSSBL (Figure 5.3). However, comments (Box 5.2) underpin a need to ensure parity in local inductions (Objective 5.3).

Figure 5.3: Perceptions of gender equality in the induction process



Box 5.2: Comments regarding gender equality in the induction process

“The university-wide induction was amazing, however there was no local induction. I've seen men since receive good personal local inductions but as a woman I was supposed to find my own way.”

Objective 5.3: Increase parity in perceptions of local induction processes.

(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.

Academic promotions are managed by the Academic Promotions Committee, which reports into Academic Board (AB) and full guidance is provided on the staff intranet. There are three academic promotion points:

- Lecturer to SL
- SL to AsProf
- AsProf to Professor

The AsProf and Prof routes were introduced in 2015/16 (p.39 for detail). The SL promotion route was introduced in 2016/17 and is two-fold. Lecturers at the top of Grade 7 can automatically apply for progression, and there is an accelerated progression route recognising staff contribution to beyond that expected for the fully satisfactory performance of a Lecturer's duties.

Support to apply for promotion is provided by the Senior Academic Leadership Team, and HoS are advised to arrange mentors for staff who are not successful in their applications and discuss reapplications with candidates ahead of any subsequent application.

In the inaugural year of the SL promotions route, more men applied than women (Table 5.3). Consequently, to encourage more women to apply, HR and the Academic Promotions Committee introduced one-to-ones and drop-in sessions with a senior female academic/member of the Academic Promotions Committee. After this intervention, an approximately equal number of men and women applied and were promoted to SL in 2018/19.

Since the inception of AsProf and Professor promotion routes, more women than men have applied, and success rates have been variable each year for both men and women (Table 5.3).

Table 5.3: Application and promotions success rates by role and gender

	2016-17				2017-18				2018-19			
	F	M	T	%F	F	M	T	%F	F	M	T	%F
SL												
Applications	n/a	n/a	n/a	n/a				21.7%				47.8%
Promoted	n/a	n/a	n/a	n/a				22.2%				53.3%
Success Rate	n/a	n/a	n/a	n/a	40.0%	38.9%	-	-	72.7%	58.3%	-	-
AsProf												

Applications					100%					66.7%					75.0%
Promoted					100%					50.0%					75.0%
Success Rate	100%	-	-	-	-	25.0%	50.0%	-	-	-	50.0%	50.0%	-	-	
Professor															
Applications					50.0%					80.0%					66.7%
Promoted					33.3%					100%					0
Success Rate	50.0%	100%	-	-	-	75.0%	0	-	-	-	0	100%	-	-	

In the 2018 staff survey, 19% of female academics disagreed to some extent that YSJU acts fairly on career progression/promotion (Figure 5.4), while our AS survey highlighted that 70.5% of respondents felt that the career progression process treats people fairly with regards to gender equality. Further analysis of these data (Figure 5.5 and Box 5.4) identified that more women than men perceived the system as not very fair, particularly in STEMM.

Figure 5.4: Reports of YSJU acting fairly regarding career progression/promotion

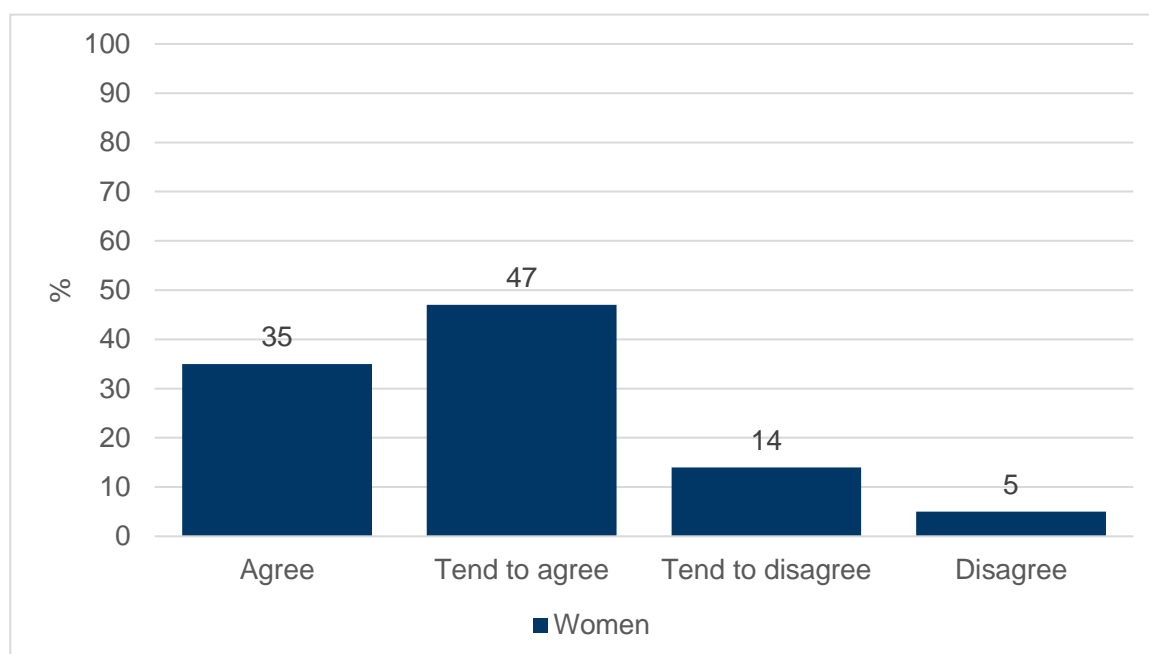
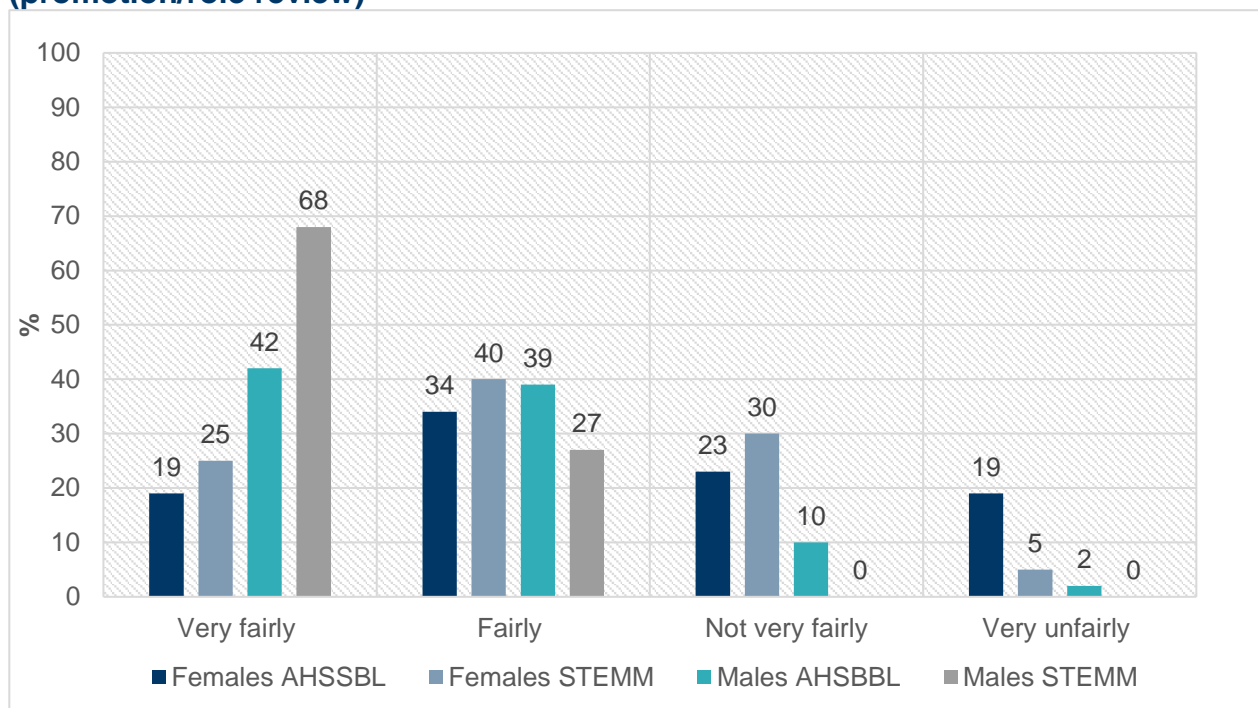


Figure 5.5: Perceptions of gender equality in career progression process (promotion/role review)



Box 5.4: Comments related to career progression

“Male members of staff are regularly given leadership roles, those roles are not advertised out for all to apply. Male members of staff lead on many initiatives that have initially been conceived by women.”

Since the AS survey, YSJU’s restructure involved a disbanding of School Leadership Teams and introduced a new Senior Academic Leadership Team per school. Each new role for these teams was advertised by HoS to all academic staff. We also detail below a new promotion process. Now processes have changed, we will keep them under review (Objective 5.4).

Objective 5.4: To gather staff feedback on their experiences of the new promotions process, and review policy in light of such feedback.

In 2019/20, the promotions process was suspended due to YSJU’s restructure; however, it was relaunched during 2020/21, and was subject to equality analysis at key stages of the process. The new policy responds to perceptions around fairness by increasing the transparency of the process. For example, promotion requirements are aligned to the UK Professional Standards Framework. To support colleagues, a virtual promotions meeting was delivered (Objective 5.5, p.48). This was attended by more women than men (Table 5.4).

Table 5.4: Attendance at the 2020/21 promotions meeting

	F	M	T	%F
2020/21 Promotion meeting 14/04/2021	10	5	15	66.7%

In the most recent promotions round, a higher proportion of women than men applied for promotion to SL, AsProf, and Professor, and more women were successful (Table 5.5).

Table 5.5: Application and promotions success rates by role and gender

	2020-21			
	F	M	T	%F
SL				
Applications				51.7%
Promoted				55.6%
Success Rate	66.7%	57.1%	-	-
AsProf				
Applications				53.8%
Promoted				54.5%
Success Rate	42.9%	41.7%	-	-
Professor				
Applications				62.5%
Promoted				66.7%
Success Rate	80.0%	66.7%	-	-

The AS assessment highlighted that support for colleagues to apply for promotion requires attention. We addressed this in the new promotions process and will continue to monitor eligibility and barriers to application (Objective 5.5).

Objective 5.5: Ensure eligibility to apply for academic posts and barriers to application are understood and monitored.

The new teaching and research pathways to promotion have resulted in unintentional gender disparities (Table 5.6). In STEMM, both SL promotions were men via teaching and research, respectively. The Professor promotion was a female via research. Of the AsProf promotions, one man was promoted via research and two women via teaching. In AHSSBL, an equal proportion of women were promoted to SL via teaching and research (5 vs. 5) but a greater proportion of men were promoted via research than teaching (4 vs. 2). Of the Professor appointments, all women were promoted via research and men via teaching and research. Like STEMM, all AHSSBL male AsProf appointments were via research and females via teaching. To prevent further pipeline blockages, we aim to address the underrepresentation of women in the research pathway (Objective 5.6).

Objective 5.6: Increase the number of women applying for promotions via the research pathway.

Table 5.6: Recent promotions in STEMM and AHSSBL

	2020-21			
	F	M	T	%F
SL				
STEMM	0	2	2	n/a
AHSSBL	10	6	16	62.5%
AsProf				
STEMM	2	1	3	66.6%
AHSSBL	4	4	8	50.0%
Professor				
STEMM	1	0	1	100.0%
AHSSBL	3	2	5	60.0%

(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.

In 2008, YSJU entered 19.3% (49 of 254) academics into the RAE, with near-equal female (18.8%; 25 of 133) and male (19.8%; 24 of 121) academics submitted. Slightly more men were submitted for STEMM, whereas more women were submitted for AHSSBL (Table 5.7). These data are indicative of the gender split by subject of all academic staff at YSJU in 2008.

In 2014, YSJU submitted more academics into REF (25.5%; 73 of 286), with 23.1% (33 of 143) female and 28.0% (40 of 143) male academics submitted. Slightly more women were submitted for STEMM, whereas more men were submitted for AHSSBL (Table 5.7).

Table 5.7: Academic staff entered to REF 2014 and RAE 2008 (headcount data)

Unit of Assessment	Number of Staff			
	F	M	Total	%F
REF 2014: STEMM				
3. Allied Health Professions, Dentistry, Nursing, Pharmacy	4	2	6	66.7%
4. Psychology, Psychiatry, and Neuroscience	4	1	5	80.0%
26. Sport and Exercise Sciences and Leisure and Tourism	2	5	7	28.6%
Total	10	8	18	56.0%
REF 2014: AHSSBL				
19. Business and Management Studies	0	7	7	0
25. Education	5	6	11	45.4%
29. English Language and Literature	7	5	12	58.3%
33. Theology and Religious Studies	4	4	8	50.0%
35. Music, Drama, Dance, and Performing Arts	5	6	11	45.4%
36. Communication, Cultural and Media Studies, Library, and Information Management	2	4	6	33.3%
Total	23	32	55	42.0%

Unit of Assessment	Number of Staff			
	F	M	Total	%F
REF 2014: Institutional total				
Total	33	40	73	45.0%
RAE 2008: STEMM				
12. Allied Health Professions, Dentistry, Nursing, Pharmacy	5	2	7	71.4%
44. Psychology, Psychiatry, and Neuroscience	3	3	6	50.0%
46. Sports Related Studies	1	6	7	14.3%
Total	9	11	20	45.0%
RAE 2008: AHSSBL				
45. Education	3	1	4	75.0%
57. English Language and Literature	4	2	6	66.7%
61. Theology, Divinity and Religious Studies	3	4	7	42.8%
65. Drama, Dance, and Performing Arts	6	6	12	50.0%
Total	16	13	29	55.0%
RAE 2008: Institutional total				
Total	25	24	49	51.0%

Since REF 2014, we have sought to develop our research culture at YSJU with the aim of producing world-leading and internationally excellent research in greater volume and numbers of units of assessment. For REF 2021, we defined significant responsibility for research (SRR), as having supervisor responsibility. Based on our definition, 164.5 full-time equivalent (FTE) with SRR were identified (54.4% of academics). The profile of staff with SRR is very similar to YSJU based on FTE; 47.7% female submitted (vs. 49.6 % eligible), 6.1% declared disability (vs. 8.1% eligible), 7.4% BAME submitted (vs. 6.0% eligible), 7.2% LGB submitted (vs. 6.1% eligible). As such, we feel our definition was fair and equitable. When consulted about the Code of Practice, including the SRR definition, colleagues provided no negative responses. We then delivered Advance HE’s training sessions on equality and mitigating bias to all staff with oversight for REF 2021. Of the nineteen staff eligible to attend the training, 53% did so (Table 5.8).

Table 5.8: Uptake of the REF workshops

	F (N=7)	M (N=12)	T (N=19)	%F
Unconscious bias training (eligible N=19)	3	7	10	30%

Our REF 2021 submission and the final equality impact assessment (EIA) show how our leadership, structures, and environment are increasingly directed towards establishing a vibrant and equitable research culture. Our REF action plan builds on this and supporting equality in research careers is a standing item on the REF sub-committee.

5.2 Key career transition points: professional and support staff

SILVER APPLICATIONS ONLY

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?

Training reflects various aspects of career development, alongside statutory requirements and is coordinated by the Teaching Excellence Team, Learning and Organisational Development (LOD), and the Research Office (Figure 5.6).

Figure 5.6: Directorates responsible for training at YSJU

Teaching Excellence Team	Learning and Organisational Development	Research Office
<ul style="list-style-type: none"> •Academic induction •HEA applications 	<ul style="list-style-type: none"> •General staff training and development •Staff can access online courses relating to management/leadership and career progression 	<ul style="list-style-type: none"> • Research CPD programmes for staff and PGRs, in-person and online

In-person and online training opportunities are advertised through YSJU’s webpages, staff intranet, and regular staff email communications (Figure 5.7).

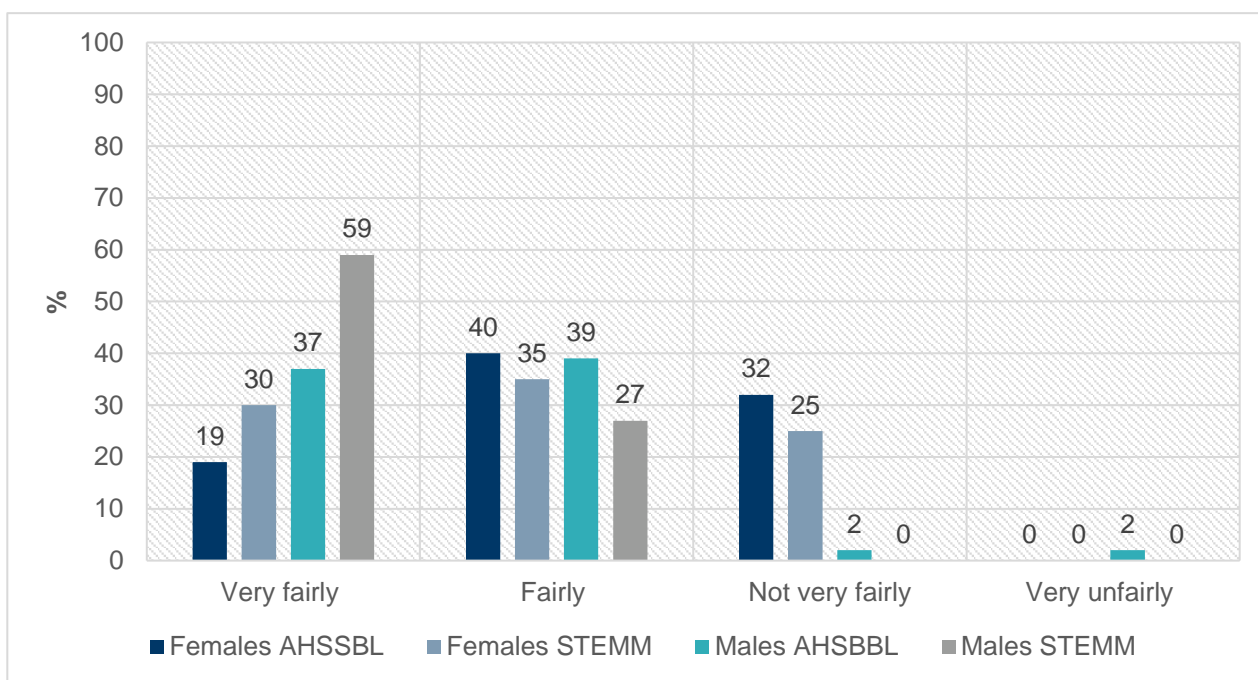
Figure 5.7: Example intranet pages regarding training



We monitor the annual total uptake of LOD training by age, disability, ethnicity, religion, sex and sexual orientation, and report these on our website. However, we do not disaggregate these data by type of training, nor do we monitor impact.

Our AS survey highlighted that 69.8% of respondents felt that the allocation of funding to support staff development was fair or very fair with regards to gender equality (Figure 5.8). However, comments shed some light on perceived inequities in the staff development process (Box 5.5).

Figure 5.8: Perceptions of gender equality in the allocation of funding to support staff development



Box 5.5: Comment regarding gender equality in the staff development process

“Allocation of funding to support staff development activities is variable and I do not think it is done fairly. Perhaps you need to look for those opportunities and follow them up or needs to be included in conversations within team meetings and PDRs. I do not have a mentor but I think it would be beneficial to have one.”

Against this backdrop, we aim to establish a more effective system for recording and evaluating engagement with staff training and development (Objective 5.7) and allocation of mentors (Objective 5.8).

Objective 5.7: Establish an effective system for recording engagement with staff development.

Objective 5.8: To promote gender balance amongst academic staff mentors in each school.

(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.

Mandatory PDRs occur on an annual basis. Academic staff are required to meet with their line manager to:

- reflect on annual achievements and challenges
- provide objectives for the coming year
- discuss their development needs and longer-term career aspirations.

In 2016, 77% of academic staff had a PDR. After the introduction of the online form in 2018, this rose to 91%, suggesting this is a better way of engaging staff. Self-directed resources about the PDR process are provided and PDR reviewers are invited to attend a PDR workshop run by LOD. There is however no monitoring of PDR objectives beyond the line manager. Whilst 96% of female respondents feel PDRs are partially to entirely useful, there is some variability in how these are being operationalised (Table 5.9).

Table 5.9: Staff survey 2018 data: PDR process

		Women
Have you had a PDR in the last 12 months?	Yes	69 (92%)
	No	6 (8%)
Was the PDR useful?	Yes	33 (49%)
	Partially	32 (47%)
	No	3 (4%)
Did you agree clear objectives as part of your PDR?	Yes	55 (81%)
	Partially	11 (16%)
	No	2 (3%)
Did the PDR leave you feeling your work is valued in the university?	Yes	50 (75%)
	No	17 (25%)
Did you agree a personal development plan?	Yes	49 (75%)
	No	16 (25%)
Have you received the training, learning and development identified in the plan?	Yes	15 (31%)
	No	3 (6%)
	Too early to say	31 (63%)
Has your line manager supported you in accessing the training, learning and development identified in the plan?	Yes	26 (53%)
	No	1 (2%)
	Too early to say	22 (45%)

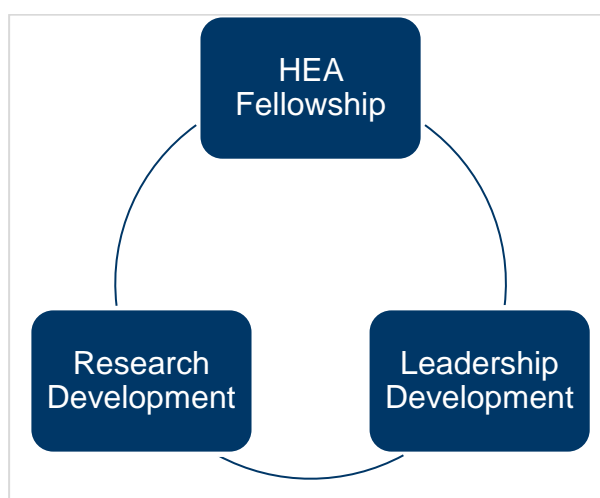
YSJU is migrating PDRs into a new finance and HR online system (OneUni) in 2021/22. As part of this process, we have identified that monitoring of PDR uptake and career development could be accessible at both line manager and institutional level. As such, metrics from the new system will eventually form the baseline measure and mechanism for monitoring any inequalities in the appraisal/development process (Objective 5.7; p.52).

(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.

Alongside toolkits and training provided by LOD (e.g. personal effectiveness, EDI, and team development), YSJU provides additional opportunities to support career progression (Figure 5.9). Staff can have time factored into their workload models to attend such opportunities. This is typically agreed with line managers during PDRs.

Figure 5.9: Opportunities to support career progression



Higher Education Academy (HEA) Fellowship. New academic staff with below three years of teaching experience are required to participate in a full-day teaching, learning, and assessment workshop and engage with a programme to gain Fellowship of the HEA. Staff with more than three years of teaching experience but who are not Fellows are encouraged to engage with YSJU’s recognising academic practice, continued professional development (CPD) scheme and are mentored to apply for HEA Fellowship. The trend of applications for HEA Fellowship is too variable to identify structural gender inequalities (Table 5.10).

Table 5.10: The proportion and headcount of staff applying for HEA fellowship by gender and academic year

	2017-18				2018-19				2019-20			
	F	M	T	%F	F	M	T	%F	F	M	T	%F
Associate Fellow	0	0	0	n/a	1	3	4	25.0%	1	1	2	50.0%
Fellow	9	7	16	56.3%	12	10	22	54.5%	14	8	22	63.6%
Senior Fellow	2	2	4	50.0%	5	0	5	100.0%	1	4	5	20.0%
Principal Fellow	0	0	0	n/a	0	1	1	0%	0	0	0	n/a

Leadership Development. YSJU engages with Aurora and North East Universities Action Learning Sets (ALS), which are women-only leadership and coaching and mentoring programmes. The number of academics enrolled annually onto these programmes varies depending on the applicant pool and budget. Senior Academic Leadership Teams are asked to discuss with potential candidates, make nominations, and then a transparent selection is undertaken by LOD. So far, nine female academics have completed Aurora. In 2018/19 and 2019/20 we offered five Aurora places per cohort, and in 2020/21 just two (one academic) as this was mid pandemic/lockdown. Three women are participating in the 2021/22 cohort (two are academics). Nine female academics have participated in the ALS. This programme paused during the pandemic, but we have five participants in 2021/22 (two academics).

Of those who have engaged with Aurora and ALS through YSJU to date, 30% have achieved promotion within YSJU and 20% have achieved promotion externally. Establishing long-term funding security for these programmes would help support women in their chosen career pathway (Objective 5.1; p.40).

The Yorkshire Accord Coaching and Mentoring Scheme is open for all staff to self-nominate and offers two engagement opportunities every year. This has been completed by six academics (5F/1M) and four male professional and support staff since 2017/18. We have one female academic coach for Yorkshire Accord but had no applications from female academics for the 2020/21 cohorts, despite up to ten places being available. We are currently in the process of reviewing applications for 2021/22 and have one female academic applicant.

During 2020/21, YSJU ran a six-month leadership programme open to all AHeads. Its purpose was to effectively prepare them for leadership and facilitate career progression. Out of 22 participants, 17 were women. Since 2018, we have funded places for BAME staff on the Diversifying Leadership programme. So far, three academics (1F/2M) have participated. Two (1F/1M) subsequently took up temporary roles as Subject Directors/AHeads, while one (F) has been promoted from Lecturer through to AsProf. Currently two female academics are participating in the programme.

Research Development. YSJU is building its research profile through enabling more staff to become research active. To support this, the Research Office offers research CPD programmes for staff and PGRs (Figure 5.10). CPD programmes are aligned to the Vitae Researcher Development Framework and include in-person and online workshops and events tailored to the stage of researcher (e.g. PGR). Research training is advertised through Research Office communication channels. The Research office has not routinely monitored research training uptake but from 2021/22, such activity will be monitored and reported to the PVC:RKT (Objective 5.9).

Objective 5.9: Promote and record attendance at Research CPD events.

Figure 5.10: Brochures of CPD programmes for research



5.4 Career development: professional and support staff

SILVER APPLICATIONS ONLY

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.

YSJU has separate maternity and adoption policies. All pregnant employees are entitled to paid leave for antenatal care related appointments. They are encouraged to inform their line manager as soon as appropriate, so to meet and undertake a risk assessment regarding their health and wellbeing at work during pregnancy. For adoption, once individuals have been matched with a child, the policy entitles primary adopters to take paid leave for five adoption meetings, and the secondary adopter to take unpaid leave for up to two appointments.

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

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

YSJU offers enhanced maternity and adoption leave for those who have completed at least one calendar years' service. Parents are entitled to take up to 52 weeks leave. Parents can work during such leave and are entitled to up to 10 keeping in touch (KIT) days. They are asked to agree such days with their line manager in advance, which are paid at the normal rate. The proportion of professional and support staff using KIT days has remained relatively stable over the three-year period, around 50%, however the proportion of academic staff taking KIT days has halved (Table 5.11).

Table 5.11: Proportion of academic and professional and support staff taking maternity leave and using KIT days

	2017/18	2018/19	2019/20
Academics taking maternity leave	5	7	6
KIT payments to academics	2	2	1
% academic staff taking KIT payments	40%	29%	17%
Professional and support staff taking maternity leave	26	25	21
KIT payments to professional and support staff	13	12	12
% professional and support staff taking KIT payments	50%	48%	57%

A member of the HR team is designated as point of contact for staff taking maternity leave. They provide information about KIT days and how to take them. Email feedback from an academic taking maternity leave in 2019/20 suggests that current practice is effective (Box 5.6). However, the next AS survey will further probe this issue to ascertain whether awareness raising with academics or dialogue with line managers is required regarding the value of KIT days and their effective utilisation (Objective 3.6, p.25).

Box 5.6: Feedback regarding support during maternity leave

“XXX was great at answering my queries, especially about how to receive payment for KIT days, and always kept me up to date on where I was in the process.”

(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.

The maternity and adoption leave policies entitle staff to return to the same job with the same terms and conditions. In line with the flexible working policy, those returning from maternity/adoption leave can apply for flexible working. Further support is being made available (Objective 5.10, p.63).

(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.

All women who have taken maternity leave over the past three years have returned to YSJU (Table 5.12).

Table 5.12: Maternity leave return rate

	2017/18	2018/19	2019/20
Uptake	2	7	6
Return rate	2 (100%)	7 (100%)	6 (100%)

SILVER APPLICATIONS ONLY

Provide data and comment on the proportion of staff remaining in post six, 12 and 18 months after return from maternity leave.

(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.

Other policies to support families include paternity (partner) leave and shared parental leave. The YSJU paternity (partner) leave policy allows employees to take up to two weeks of paid leave. Birth mothers can opt out of maternity leave and convert to shared parental leave should they choose to. We pay the higher rate of occupational shared parental pay rather than just statutory minimum. The data on such leave in our current system is collapsed into one category for both academic and professional and support staff (Table 5.13). Like maternity leave, the return rate has been 100% over the past three years.

Table 5.13: Paternity, shared parental, adoption, and parental leave uptake and return rate

	2017/18	2018/19	2019/20
Paternity/ Shared parental/ Adoption/ Parental leave	3	9	12
Return Rate	100%	100%	100%

(vi) Flexible working.

Provide information on the flexible working arrangements available.

YSJU operates a flexible working policy designed to support a healthy work-life balance, and this is available to all staff. Staff can apply for flexible working for any reason. Data from the past three years suggest more women are applying for flexible working than men (Table 5.14), but requests are low relative to the number of YSJU staff.

Table 5.14: Flexible working requests approved

	2017/18		2018/19		2019/20	
	F	M	F	M	F	M
Academic staff	6	0	1	0	0	0
Professional and support staff	6	0	0	0	2	0

(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.

YSJU does not have a formal policy on transitioning from part-time to full-time work but discussion with a line manager is encouraged. Numbers of staff transitioning to full time work are relatively small, and such data are not routinely monitored. Of the internal data that exists, similar numbers of male and female staff are transitioning each year (Table 5.15).

Table 5.15: Staff transitioning from part-time to full time work

	2017/18				2018/19				2019/20			
	F	M	T	%F	F	M	T	%F	F	M	T	%F
Academic staff	1	2	3	33%	4	4	8	50%	3	2	5	60%
Professional and support staff	1	1	2	50%	2	1	3	33%	4	4	8	50%

(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.

Childcare vouchers are available for existing staff who signed up before 2017. Following the Government's introduction of Tax-Free Childcare in 2017, new starters are directed to this scheme. In 2019/20, following a feasibility exercise by ELP to run a nursery, the conclusion was that this was not viable. However, based on the GPG findings and a small focus group held with women who returned following maternity leave in 2018/19, HR is developing a strand of work around supporting returners from maternity/parental leave. This includes developing a parent-to-parent buddy scheme, a parents' network, and a parents' hub. Due to the Covid-19 pandemic and associated workload increases, much of this work has been put on hold until at least 2022/23. During the pandemic, additional support was provided to help staff with childcare and caring responsibilities (e.g. staff had the option to take up to 10 days dependants leave to deal with urgent problems, purchase additional annual leave, and flexible working policies to support staff with parenting/caring responsibilities were promoted to line managers).

(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.

YSJU’s flexible working policy outlines how such leave can be used to support staff with caring responsibilities. Guidance on requesting dependants’ leave, which outlines how unpaid leave can be taken to deal with urgent problems, is hosted on the staff intranet.

5.6 Organisation and culture

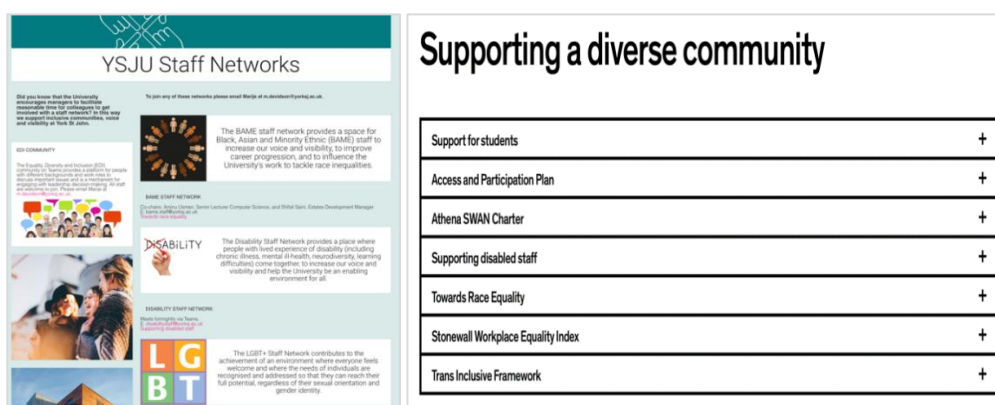
(i) Culture.

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.

Our *Strategy 2026* was the product of extensive staff and student consultation in 2018. At the heart of *Strategy 2026* (and the refreshed 2021 version) are people and our commitment to equality and social justice in all we do, which builds on our 1841 founding mission. Since (and prior to) joining the AS charter, we have run several campaigns to champion women’s impact, rights, and achievements, including for example, installation of a blue plaque in 2018 for the Cruse sisters as pioneers of women’s education at YSJU and a workshop and public lecture delivered by Professor Sara Ahmed for International Women’s Day (2020).

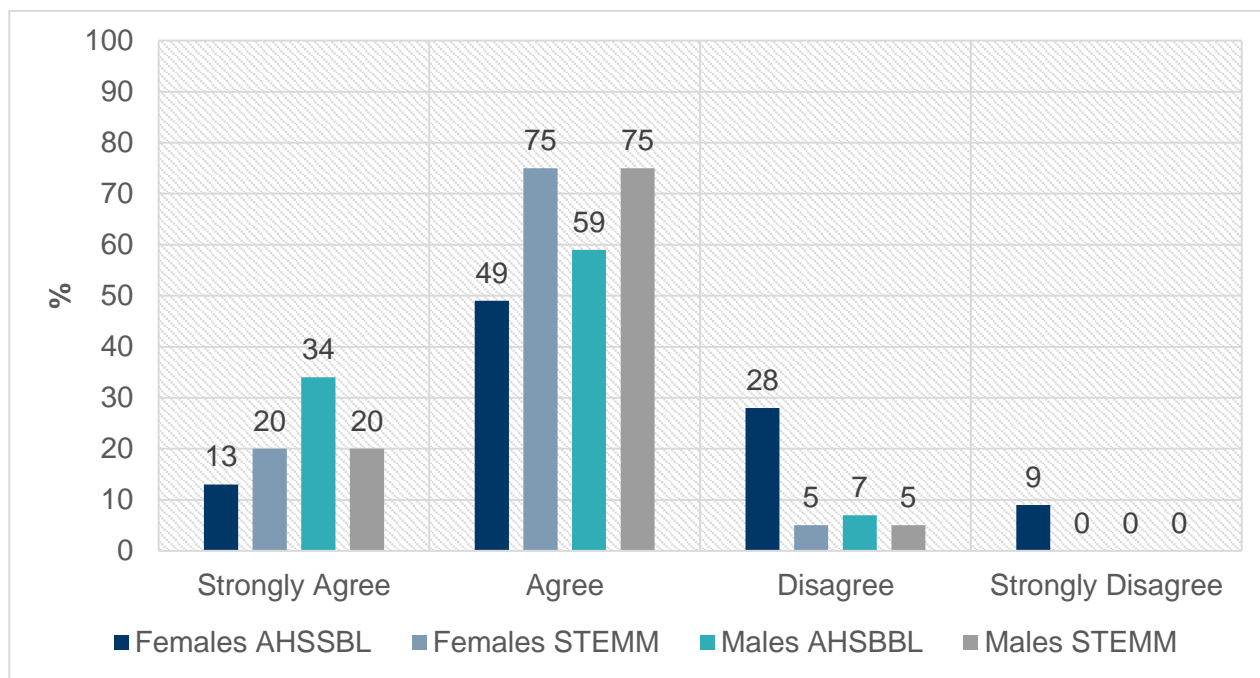
We have ongoing projects that champion women’s issues in a wider cultural context, such as All About Respect and our work with a domestic abuse service, IDAS (p.76). Women and men in senior positions at YSJU actively role model behaviours to promote fairness and challenge prejudice, with members of Governing body and EB regularly communicating the importance of EDI to our staff and students, which was a key focus throughout the pandemic. Staff can also join an LGBT+, disability and/or BAME staff network which support our diverse community and are promoted through multiple channels (Figure 5.11).

Figure 5.11: YSJU Staff networks



In the AS survey, 82.7% of respondents agreed that staff at YSJU are treated fairly and equally (Figure 5.12). Of the 17.3% that disagreed, the majority were women in AHSSBL, subject areas which were undergoing a targeted period of voluntary severance and redundancies due to the closure of non-financially viable programmes at that time.

Figure 5.12: The proportion of academic staff who agreed that staff at YSJU are treated fairly and equally



In response to the first lockdown (March 2020), YSJU staff networks set up a virtual EDI Community on MS Teams. It is open to all staff and features updates from HR and the Return to Campus working group. This helped staff to connect with colleagues from other areas of YSJU and to inform and empower staff to raise any concerns. A small steering group of network representatives and Head of HR and Equality and Diversity Adviser are now establishing this as a twice-a-year virtual gathering.

(ii) HR policies.

Describe how the institution monitors the consistency in application of its HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Include a description of the steps taken to ensure staff with management responsibilities are up to date with their HR knowledge.

YSJU takes multiple steps to ensure consistency in the application of its policies. New policies are subject to EIA and are benchmarked against other universities. Trade unions are consulted prior to policy approval by EB. Policies are reviewed at least every three years, with an EIA where a significant change has been identified. EB and Governing Body's People Committee

review impact of policies on GPG and Equal Pay. Line managers are supported in applying policies by HR Advisors and Business Partners. All casework is monitored against protected characteristics to identify any anomalies and case conference reviews are held amongst the team, which helps to challenge bias.

YSJU has a range of policies, procedures and guidance relating to equality, dignity at work (including bullying and harassment), grievance and disciplinary. YSJU uses its staff survey to monitor the impact of its policies (for example by measuring how many people feel they have been discriminated against and on what grounds). In the 2018 staff survey, four women reported being bullied or harassed in the workplace (Table 5.16) and a short communications campaign was subsequently run to signpost to policies and how to get support. EB and People Committee receive data of this nature as part of an annual report on employee relations.

Table 5.16: Staff Survey 2018 data on experiences of bullying/ harassment

	Women	
Are you currently being harassed or bullied at work?	Yes	4 (5%)
	No	81 (95%)

The AS survey asked academic staff about their awareness of policies and their perception of whether these are applied fairly. Findings of this survey highlighted a lack of awareness of some university policies, for example 28.1% reported that they were not aware that YSJU has a whistleblowing policy (Table 5.17). Comments also highlighted some inequalities in policies and their application (Box 5.7).

Table 5.17: Awareness of YSJU policies and opinion on how fairly these are applied

	Aware of these policies?			How fairly are these policies applied?			
	Aware & read	Aware but not read	Not aware	Very fairly	Quite fairly	Quite unfairly	Very unfairly
Dignity at work policy and procedure	51 (36.7%)	49 (35.3%)	35 (25.2%)	38 (27.3%)	35 (25.2%)	5 (3.6%)	4 (2.9%)
Disciplinary policy and procedure	58 (41.7%)	66 (47.5%)	10 (7.2%)	45 (32.4%)	35 (25.2%)	5 (3.6%)	4 (2.9%)
Grievance policy and procedure	53 (38.1%)	73 (52.5%)	9 (6.5%)	40 (28.8%)	30 (21.6%)	7 (5.0%)	4 (2.9%)
Whistleblowing policy	31 (22.3%)	66 (47.5%)	38 (27.3%)	34 (24.5%)	27 (19.4%)	5 (3.6%)	2 (1.4%)

Box 5.7: Comments regarding gender equality in YSJU’s policies and procedures

“The last line manager I had was proud not to read policies or procedures or take any notice of them. She frequently disregarded them even when they were pointed out to her. My experience of the university is that policies and procedures look good on paper but they aren’t put into practice. Actual practices are very unfair.”

“...Sickness absence is okay but I know of other workplaces which have introduced a related ‘menopause policy’ for women who can, of course, experience many physical symptoms at this time of life...”

Taking the above together with recent work regarding our 2021 GPG report, we recognise that we do not currently provide sufficient gender inclusive policies to support female academics throughout their careers (Objectives 5.10 and 5.11). We are fortunate to have leading researchers in these areas and are working with them to devise policy regarding breastfeeding and menopause. All HR policies are published on the staff intranet not the website, which reduces their visibility and presents a missed opportunity to attract female applicants. We will therefore move HR policies to the website (Objective 5.12).

Objective 5.10: To provide enhanced breastfeeding facilities on campus to help women when returning to work following maternity leave.

Objective 5.11: To introduce a policy which supports academics through the menopause.

Objective 5.12: To raise awareness of the policy provision at the institution.

(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.

HoS and AHeads are appointed through an application and interview process. The data between 2017/18 and 2019/20 show a bias towards men in the HoS role (Table 5.18), which is due to these roles being ringfenced (discussed in section 4, p.27).

Table 5.18: Proportion of HoS and Deputy HoS by gender

	2017/18			2018/19			2019/20**		
	F	M	%F	F	M	%F	F	M	%F
	Total								
HoS	2	7	22.2%	2	7	22.2%	1	4	20.0%
Deputy HoS*	2	0	100.0%	3	2	60.0%	1	0	100.0%
<p>Note. *Not all nine schools existing between 2017/18 and 2018/19 had a Deputy HoS. **Restructure of nine schools to five schools (p.14) and the introduction of AHead roles.</p>									

Since the conclusion of restructuring in 2020, there are a greater percentage of women in the AHead roles across both AHSSBL and STEM, which reflects a concerted effort to develop women into senior leadership roles (Table 5.19). There is also gender parity amongst Learning and Teaching Leads. However, during 2019/20 and 2020/21 no women were appointed to School Research Lead roles, which is consistent with our finding that fewer women at YSJU are promoted to AsProf via the research route and typically School Research Lead roles are undertaken by research Professors or AsProfs (Objective 5.6, p.48).

Table 5.19: Proportion of HoS, AHeads, and Senior Academic Leadership Team roles by gender and subject area

	2019/20				2020/21			
	F	M	T	%F	F	M	T	%F
	Total							
HoS	1	4	5	20.0%	1	4	5	20.0%
AHeads	14	3	17	82.4%	14	3	17	82.4%
Deputy HoS	1	0	1	100.0%	1	0	1	100.0%
School Research Leads	0	5	5	0%	0	5	5	0%
Learning and Teaching Leads	2	3	5	40.0%	2	3	5	40.0%
	STEMM²							
HoS	1	1	2	50.0%	1	1	2	50.0%
AHeads	5	2	7	71.4%	5	2	7	71.4%
School Research Leads	0	2	2	0%	0	2	2	0%
Learning and Teaching Leads	1	1	2	50.0%	1	1	2	50.0%
	AHSBBL²							
HoS	1	3	4	25.0%	1	3	4	25.0%
AHeads	9	1	10	90.0%	9	1	10	90.0%
Deputy HoS ¹	1	0	1	100.0%	1	0	1	100.0%
School Research Leads	0	4	4	0%	0	3	3	0%
Learning and Teaching Leads	2	2	4	50.0%	2	2	4	50.0%
Note: ¹ For subject requirements, ELP still has a Deputy HoS ² ELP includes both AHSBBL and STEM subject areas and so the HoS, Research Lead, and Learning and Teaching Lead has been included in both AHSSBL and STEM headcounts, but AHeads and the Deputy HoS have been counted according to subject area.								

(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.

YSJU currently has three senior level overarching committees: Governing Body, and senior management committees EB and AB.

Governing Body brings together Church, business, education, and voluntary sector representatives and has collective strategic responsibility for YSJU's activities. It has had a

female Chair for the past eleven years and the female Vice Chair is an AS Champion (Table 5.20). Three out of five committee chairs are also women.

Table 5.20: Governing body by gender and role

	2020-21			
	F	M	T	%F
Chair of Governing Body	1	0	1	100.0%
Deputy Chair of Governing Body	1	0	1	100.0%
Sub-committee Chair	3	2	5	60.0%
VC	1	0	1	100.0%
Governor	1	7	8	12.5%
Staff Governor (Vacant)	0	0	0	n/a
Student Governor	0	1	1	0%

EB is YSJU’s senior decision-making group, and 60% are women (Table 5.21). Members of EB are Ex-Officio, by virtue of being VC, PVC, or Chief Operating Officer (COO); therefore, any gender imbalances in these roles will be reflected in its membership. EB receives regular updates and acts on AS work, including final approval of the AS action plan and submission.

Table 5.21: EB and AB members by gender

	2017				2018				2019				2020			
	F	M	T	%F	F	M	T	%F	F	M	T	%F	F	M	T	%F
EB*	-	-	-	-	-	-	-	-	3	4	7	42.9%	3	2	5	60.0%
AB	8	6	14	57.1%	16	14	30	53.3%	9	11	20	45.0%	15	12	27	55.6%

Note: EB came into existence in 2019.

AB is responsible for the standards of awards made in YSJU’s name and quality of learning opportunities provided. Roles are either appointed, elected, or Ex-Officio. There is gender parity, and this has been relatively stable since 2017 (Table 5.21). Typically, the VC will appoint members. Elected roles are initiated by a call for expressions of interest, through general communications and to staff networks. In our communications, we highlight the value of diversity of backgrounds, skills and knowledge to the Board and its committees.

Having elected roles and advertising for members that reflect the diversity of our community likely plays a key role in the gender parity on this committee.

(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.

EB and AB oversee the most influential committees that academic staff are routinely involved in. Higher proportions of women are evident across all EB committees, teams, and panels over the past two years, except Health, Safety, and Wellbeing (Table 5.22).

Table 5.22: EB committees, teams, and panel members by gender

	2019-20				2020-21			
	F	M	T	%F	F	M	T	%F
Senior Leadership Team	11	13	24	45.8%	-	-	-	-
Due Diligence Committee	3	2	7	42.9%	8	3	11	72.7%
Health, Safety & Wellbeing Committee	6	9	15	40.0%	7	9	16	43.8%
Major Incident Team	6	5	11	54.5%	6	5	11	54.5%
School Academic Leadership Team	25	18	43	58.1%	30	20	50	60.0%
School Quality Panels	24	11	35	68.6%	25	15	40	62.5%

Consistent with previous sections, a higher proportion of women sit on teaching and learning-related and a higher proportion of men on research-related AB committees. Overall, the proportion of women that sit on AB committees and panels has risen over the past four years, in line with the number of YSJU female staff (Table 5.23).

Table 5.23: AB committees and panel members by gender

	2017-18				2018-19				2019-20				2020/21			
	F	M	T	%F	F	M	T	%F	F	M	T	%F	F	M	T	%F
Learning and Teaching Committee	12	7	19	63.2%	13	9	22	59.1%	11	11	22	50.0%	14	7	21	66.7%
Research Committee	7	8	15	46.7%	8	7	15	53.3%	6	3	9	66.7%	6	9	15	40.0%
Quality and Standards Committee	12	6	18	66.7%	10	7	17	58.8%	9	9	18	50.0%	13	10	23	56.5%
Research Degrees Committee	7	8	15	46.7%	12	5	17	70.6%	9	3	12	75.0%	11	9	20	55.0%
Research Degree	-	-	-	-	-	-	-	-	1	2	3	33.3%	6	3	9	66.7%

Examination Committee																	
Progress & Award Examination Panel	7	7	14	50.0%	5	8	13	38.5%	4	3	7	57.1%	5	3	8	62.5%	
Special Cases Committee	6	12	18	33.3%	6	12	18	33.3%	-	-	-	-	8	1	9	88.9%	
Academic Promotions Committee ¹	3	2	5	60.0%	2	4	6	33.3%	-	-	-	-	4	1	5	80.0%	
Committee on Honorary Degrees and Fellowships	4	6	10	40.0%	4	6	10	40.0%	1	4	5	20.0%	2	4	6	33.3%	

Note: ¹Academic promotions and special case committee did not meet in 2019/20.

(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.

Committee membership is considered in an academic’s workload as part of PDRs. Committee overload, however, is not routinely monitored. The Academic Registrar analysed multiple committee membership across AB committees for 2020/21. Of the 78 members on the 11 AB committees in 2020/21, eight (5F/3M) sat on more than a third of the committees (ranging from 36.4% to 81.8%). Of these, three (2F/1M) also sat on all EB committees. Consequently, a review of essential committee membership and how roles could be rotated is being undertaken and multiple committee membership will continue to be annually monitored (Objective 5.13).

Objective 5.13: Change to gender representativeness and balance of committee membership.

(vii) 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?

All policies are subject to the EIA process, which includes consultation with staff networks to help identify positive/negative impact on protected groups. As a Diversity Champion, we also receive best practice advice from Stonewall (p.76) and where relevant, we consult trade unions.

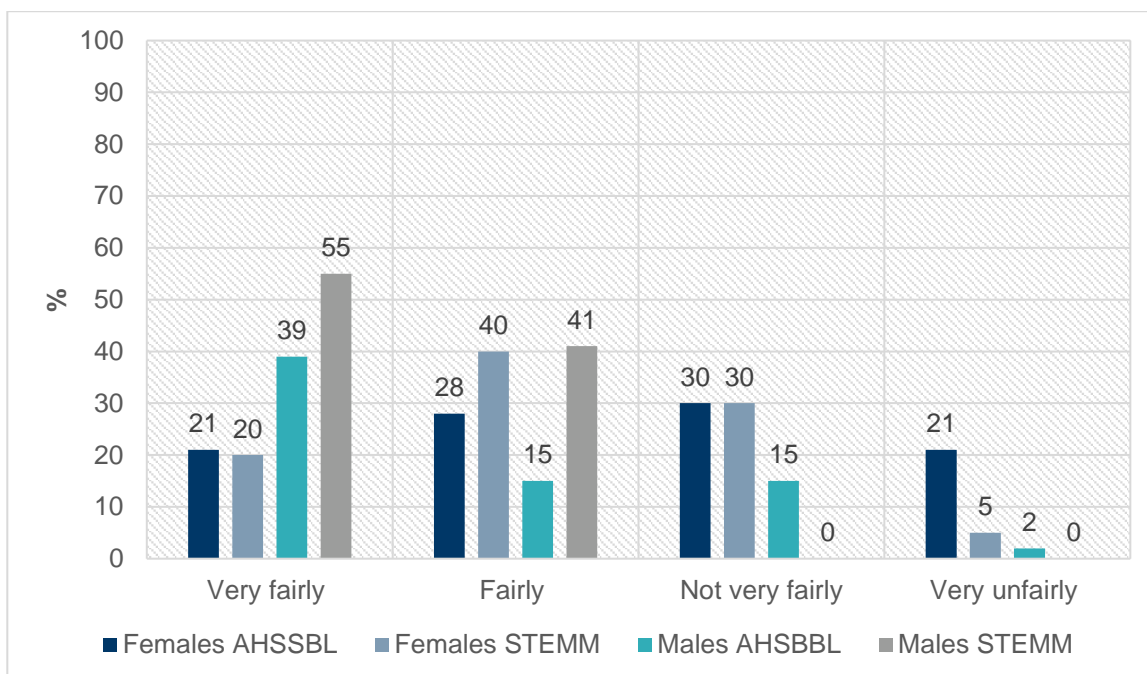
(viii) Workload model.

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.

YSJU has an Academic Workload Model (AWM) which is designed to provide a set of principles to enable the equitable, transparent, and consistent approach to the allocation and management of academic workload. The workload domains are Formal Scheduled Teaching and Teaching Related Delivery Activity (categories one and two), Research and Scholarly Activity, Academic Leadership and Management, and Cross University and External Activities (category three) with an extensive but not exhaustive list of associated activities. In 2021/22, AB specified membership of SAT committees as a category three activity.

The AWM is completed by line managers, however this is not mandated. The AWM is typically reviewed every year, usually as part of PDR. As the record is stored by the line manager, not centrally, no formal monitoring of the AWM exists. In our AS survey, 66.9% reported that the AWM is fair with regards to gender equality. However, a higher proportion of women compared to men reported the workload allocation process as being unfair and this was the case in both AHSBBL and STEMM (Figure 5.13 and Box 5.9).

Figure 5.13: Perceptions of gender equality in workload allocation by gender and subject area



Box 5.9: Comments related to workload allocation

“I think the major problem is, the systems are not transparent enough. While attempts may be being made to make the process fair and equal these are not seen. It appears as if those who shout loudest get what they want.”

“Workload allocation is difficult - on paper, it is fair. But the reality is that many women members of academic staff tend to pick up a lot of the ad hoc pastoral work which cannot be quantified (e.g. students are more likely to approach women members of staff when they experience difficulties). This can actually translate into many hours of additional work.”

In light of these data, talks with trade unions are being held and AWMs are to migrate onto the new OneUni system, followed by working groups in Schools providing feedback to Senior Academic Leadership Teams. Feedback will inform our further work (Objective 5.14).

Objective 5.14: Ensure fairness of AWM system.

(ix) 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.

YSJU has no formal policy on the timing of institutional meetings and social gatherings. Teaching can be scheduled between 9am-8pm on weekdays, except for Wednesday when teaching typically occurs between 9am-1pm. Where possible, meetings are arranged for Wednesday afternoons, however this is not mandated. Social gatherings are typically arranged through subject teams in schools and at institutional level occur most commonly during the daytime. We recognise that a more formal approach to meetings may be needed to ensure due consideration is given to staff with caring responsibilities and part-time staff. A policy that sets expectations for meetings is scheduled for 2022/23 (Objective 5.15).

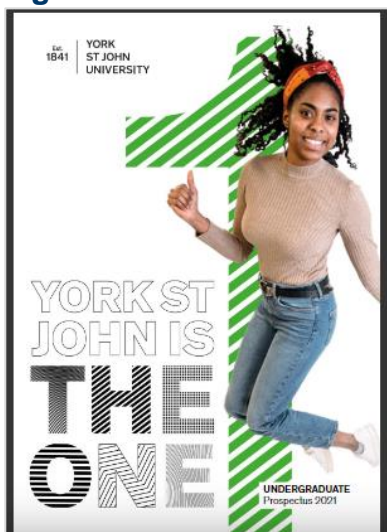
Objective 5.15: Decide on specifics of need for a policy on timings of meetings and social gatherings.

(x) 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.

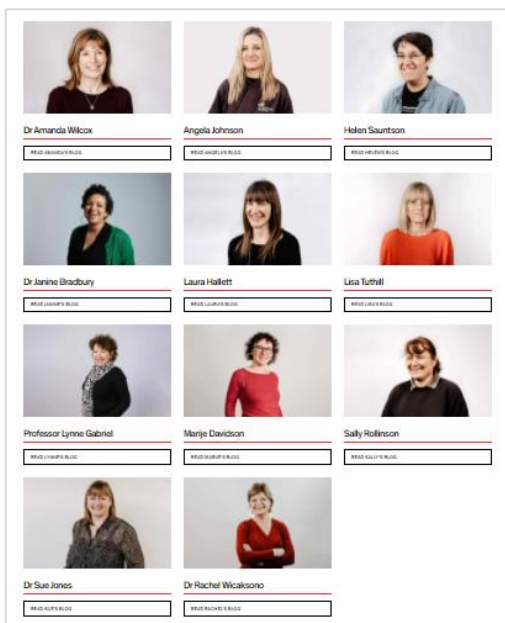
YSJU has a proactive approach to inclusion and equality and promotes gender equality through its communications and academic engagement. YSJU’s brand guidelines stress the need to avoid university or discipline specific stereotypes in images on YSJU’s website, social media, and printed material (e.g. the university’s prospectus; Figure 5.14)

Figure 5.14: YSJU 2021 undergraduate student prospectus



For International Women’s Day 2019, YSJU launched the ‘Inspiring Women’ campaign (Figure 5.15). This involved profiling inspirational women from across the institution. These profiles continue to be promoted on campus and on YSJU’s job pages for potential applicants to consider.

Figure 5.15: Inspiring women campaign 2019



The central events team supports school and institutional events that promote consideration of women’s advancement. At institutional level, the Conversations That Matter public talk series started during 2017/18. In its first year, six of the eight presentations (75%) were delivered by women (Figure 5.16). At school level, for instance, YBS ran events to support women in









business, including a powerful Q&A panel of women from across York and a Women’s HE Network Masterclass.

Figure 5.16: Inaugural Conversations That Matter public lectures

Conversations That Matter

Mental Health and Wellbeing

York St John University hosts an annual series of public talks and events that are free and open to all. This year, our community events feature a range of contemporary subjects that affect our daily lives and we invite you to join in on the conversations that matter. Reflecting on the topical issues of mental health and wellbeing, our speakers are leaders in their field or popular public figures and all have something of special interest to share with you.

 <p style="font-size: x-small; margin: 5px 0;">Emma Woolf The Secret to Happiness 5.30pm, Thurs 19 April 2018</p>	 <p style="font-size: x-small; margin: 5px 0;">Rosie Tressler & Dr Nicola Byrom (Student Minds) A Whole Community Approach to Student Mental Health - 6.00pm, Mon 23 May 2018</p>	 <p style="font-size: x-small; margin: 5px 0;">Natasha Devon MBE A Beginner's Guide to Being Mental - 6.00pm, Mon 4 June 2018</p>	 <p style="font-size: x-small; margin: 5px 0;">Dr Andrew Reeves Mental Health in Higher Education: Tackling Stigma and Promoting Positive Change - 6.00pm, Tues 18 September 2018</p>
 <p style="font-size: x-small; margin: 5px 0;">Prof Dame Til Wykes Psychological Treatments for Thinking Disorders in people with Schizophrenia - 6.00pm, Thurs 11 October 2018</p>	 <p style="font-size: x-small; margin: 5px 0;">Revd Professor Alistair Ross Spirituality and Mental Health - Old Friends or New Partners? 6.00pm, Tues 30 October 2018</p>	 <p style="font-size: x-small; margin: 5px 0;">Professor Lynne Gabriel Inaugural Lecture - 6.00pm, Thurs 15 November 2018</p>	 <p style="font-size: x-small; margin: 5px 0;">Yorkshire Rows Mind, Body and Oars - 6.00pm, Tues 11 Dec 2018</p>

It is unclear whether gender parity extends to other events organised at school level. For instance, the gender balance for school-based research seminar events are not monitored. To ensure an inclusive approach to speakers is maintained, EB has approved a speaker diversity position statement which will be published to staff alongside a ‘how-to guide’. This will ensure that gender parity and culturally diverse representation are considered when inviting speakers and chairs to events at YSJU (Objective 5.16).

Objective 5.16: Encourage gender balance in speakers.

(xi) 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.

YSJU has a proud history of widening access and participation in HE. When founded as a Teacher Training College in 1841, the Church of England saw this “as the most powerful means of remedying the existing defects in the education both of the poor and middle classes of society”. Widening access and participation is a central tenet of our culture, demonstrated through *Strategy 2026* and KPIs. Our holistic approach to improving social mobility by widening access to HE and giving students appropriate support and guidance to enter graduate-level employment was recognised in the 2019 UK Social Mobility Awards.

The Access and Participation Plan from 2020 to 2025 details our commitment to widening access and participation. YSJU use a ‘theory of change’ to align our activities, objectives,

intended outcomes and long-term impacts. Although not required, all data are subject to gender analysis.

A dedicated widening participation (WP) team supports the operationalisation of the Access and Participation Plan. The WP team engages academics and student ambassadors in our five schools to deliver subject-specific sessions with schools and FE colleges targeted under the WP agenda. Academic staff are allocated a percentage of time in their AWM for outreach and engagement activity (Objective 5.14, p.69). YSJU's outreach activities have been recognised by the Levelling Up Goals campaign and feature in a best practice social impact report.

(xii) Leadership.

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

The SAT undertook feasibility exercises to assess the viability of departmental AS applications. As a small institution, the SAT has deemed departmental applications would not be viable. However, with our *Strategy 2026* aim to grow provision, particularly in STEMM, the SAT will reengage with departments about applying for an AS award by the final review of *Strategy 2026*.

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6. Supporting trans people

Recommended word count: Bronze: 500 words

(i) Current policy and practice.

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

We aim to be sector-leading in trans and non-binary inclusivity. We are proud of being in the Stonewall Top 20 Trans Employers 2020, and runners-up in the 2018 Guardian’s Student Experience Award.

We use the term ‘trans people’ to include those who identify as non-binary, genderqueer, and more. In 2017, we introduced the Trans Inclusive Framework, setting out policies and procedures and a guide to staff and students. The framework was largely informed by consultation with the YSJU and local trans community.

To support the Trans Inclusive Framework, we have:

- a) a designated student officer and named contacts in key services and the SU. This enables students and staff to speak confidentially to an understanding person.
- b) a Trans Inclusive Network with LGBTQ+ staff and student representation which has led to actions from tackling systemic errors in naming trans students to raising visibility by flying the trans flag.
- c) gender-neutral toilets on campus and sanitary provision for both women and trans men.
- d) trans awareness training through multiple channels.

Overall uptake of workshops has been good. However, during Covid-19, planned training was suspended explaining low take-up in 19/20 (Table 6.1).

Table 6.1: Uptake of general and targeted trans awareness workshops by Kit Heyam

Training	F	M	Total	%F
2017-18	27	13	41	65.9%
2018-19	43	16	59	72.9%
2019-20	21	1	22	95.5%

(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.

Gender identity questions are included in student enrolment and on job application forms, while staff and students can contact the records teams at any time to update their trans status. As of 1 November 2020, no staff had declared a transgender identity, while 1.1% (79) of students identified as trans.

In the 2018 Capita staff survey, 97% of staff agreed that YSJU respects people equally and treats them with dignity, regardless of gender identity (Table 6.2).

Table 6.2: 2018 staff survey responses to “The university respects people equally and treats people with dignity, regardless of their gender identity”

Survey	All	Female	Male	Non-binary	Prefer not to say
Total respondents	592	299	187	<10	17
Agreed	97%	98%	99%	-	97%

To assess impact of the trans inclusive framework, YSJU runs periodic surveys (Objective 6.1). In 2018, fewer than 20 students responded. In 2021 this increased to 127 students, including 35 trans students while a further 31 identified as non-binary or with a self-described term (Table 6.3).

Objective 6.1: Continue periodic surveys to monitor and evaluate effectiveness of trans and non-binary inclusive framework.

Table 6.3: Demographics of 2021 YSJU trans inclusive university student survey respondents

Respondents	Female	Male	Non-binary	Self-describe	PNS	Total
All	49	43	23	9	3	127
Trans identity or history	10	13	9	3	0	35

We asked students about their experiences of making changes that reflect their gender identity. Regarding the University, 72.2% stated good to very good, 27.8% was neutral (SU: 53% and 47% respectively) but none had bad experiences (Table 6.4). The Trans Inclusive Network is therefore a valuable tool in taking practical steps, and we will strengthen this role by providing CPD (a workshop was run on 7 October 2021), and increasing visibility of the network. (Objective 6.2, p.75).

Table 6.4: Students’ experiences at YSJU of making changes that reflect their gender identity, 2021

Experiences	Great	OK	Neither good nor bad	Not good	Total
Within the university	38.9% (14)	33.3% (12)	27.8% (10)	0% (0)	36
Within the SU	26.5% (9)	26.5% (9)	47.1% (16)	0% (0)	34

(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.

We are confident that we have a strong framework. To ensure we make continuous improvements, we have taken our lead from the 2021 survey responses and the Trans Inclusive Network. While all trans respondents reported positive experiences, particularly with the transition process, and feeling supported by staff, limited information provision was a distinct theme. Objective 6.2 will address this. We identified two further priority themes: i) understanding of trans inclusivity; ii) access to peer support/socials at YSJU. Objectives 6.3 and 6.4 will address these.

Objective 6.2: Ensure effective information and communication so that all students and staff are aware of the Trans Inclusive Framework and what support is available.

Objective 6.3: Increase understanding of trans inclusivity within wider YSJU community.

Objective 6.4: Provide trans students with access to peer support/socials at YSJU.

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7. Further information

Recommended word count: Bronze: 500 words

Please comment here on any other elements that are relevant to the application; for example, other gender-specific initiatives that may not have been covered in the previous sections.

YSJU is committed to tackling prejudice and addressing gender inequalities and supports a range of additional equalities project work. In support of our inclusive, innovative, transformative, and ambitious community, we have gained recognition by Stonewall as a Top 50 LGBT inclusive employer, are a member of Stonewall's Diversity Champions programme, and our LGBT+ Staff Network has been Highly Commended by Stonewall. We are a Disability confident, Dementia friendly, and Mindful employer, earning a Social Enterprise Gold mark in June 2016 (Figure 5.1, p.42). At the time, we were only the second UK university to achieve this award. In October 2018, we achieved University Sanctuary status, working to support refugees and asylum seekers in the local community. Finally, we are signatories to Principles for Responsible Management Education, demonstrating a commitment to corporate responsibility and sustainability.

On campus, YSJU's All About Respect project launched in 2018 and is a collaborative project involving academic and professional and support staff, alongside students, to raise awareness of sexual harassment and abuse on campus and offer support and guidance on how to tackle this behaviour. The project was runner up for a Guardian University award in 2019 and works closely with IDAS, the largest specialist charity in Yorkshire supporting anyone experiencing or affected by domestic abuse or sexual violence. We also host events aligned with national and international awareness days, for example Black History Month and LGBT+ History Month. Such awareness raising activities frequently involve displays on campus alongside social media posts (Figure 7.1).

Figure 7.1: YSJU's gender-related campaigns and awareness raising



In response to Covid-19, YSJU are exploring how to make hybrid working gender inclusive by piloting an agile working programme. The agile pilot involves working from home on a negotiated basis and its impact is currently being evaluated. Any ensuing actions will be considered by the SAT and subsequently incorporated into the AS action plan by the end of the current academic year (2021/22).

[Word count: 332]

8. Action Plan

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

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

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

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

8.i) YSJU Action Plan

Ref	Objective	Rationale	Action(s)	Timeframe	Person Responsible	EB	Success Criteria and Outcome
1. Letter of Endorsement							
Pg. 8	1.1: Pledge commitment to the transformed AS Charter Principles.	YSJU fully endorses the new principles and will apply these moving forward.	Send AS Charter Principles Letter.	April 2022	VC	VC	Charter Principles letter sent to Head of AS.
			Include AS Charter Principles in communications regarding bronze award.	April 2022	Head of Communications and Media Relations		Communicated in press release, on website, and to staff.
3. The Self-Assessment Process							
3.i Description of the SAT							
Pg. 23	3.1: Recruit and appoint a PGR student representative to the SAT.	Postgraduate researchers are part of the academic workforce and provide student voice and	Build AS into the recruitment pack of PGR representatives.	November 2021, then annually, following recruitment cycle (Oct/Nov)	HRO	PVC:RKT	PGR student representative on SAT.

Ref	Objective	Rationale	Action(s)	Timeframe	Person Responsible	EB	Success Criteria and Outcome
		insight into the pipeline to academia; currently there is no PGR representative on the SAT.					
Pg. 23	3.2: Recruit and appoint a PGT student representative to the SAT.	Postgraduate taught students will provide student voice and insight into the pipeline to academia; currently there is no PGT representative on the SAT.	Advertise role as part of student elections each academic year.	Appoint a representative by November 2022; then annually	SU: Student Voice Coordinator	PVC: Governance and Student Life (PVC:GSL)	PGT student representative on SAT.
Pg. 23	3.3: Ensure AS institutional lead has an effective role.	To ensure the sustainability and continuity of AS journey and recognise the importance	Develop role description and advertise for institutional AS lead.	By April 2022	SAT Chair	PVC:LT	Role description published.
			Review role performance	By April 2023	SAT Chair		AS institutional lead recruited

Ref	Objective	Rationale	Action(s)	Timeframe	Person Responsible	EB	Success Criteria and Outcome
.		of the Charter for YSJU.	and adjust description or support if needed.				and reporting to EB.
3.iii Future of the SAT							
Pg. 25	3.4: Ensure sustainable engagement with AS Charter at School level by appointing an AS Champion for each academic school and the London campus.	Localised engagement is required for effective implementation of the AS action plan and progression on the AS Charter journey. This engagement will be facilitated by the appointment of School AS Champions. A	Draft role brief for AS Champions in consultation with Chairs of School Academic Leadership Teams.	By April 2022	AS Institutional Lead	PVC:LT	Confirmed role brief for AS Champions
			Recruitment of AS Champions.	By June 2023	SAT Chair with School Academic Leadership Team Chairs		At least one AS Champion for each School and London campus

Ref	Objective	Rationale	Action(s)	Timeframe	Person Responsible	EB	Success Criteria and Outcome
		balanced representation of men (including self-identifying) is required among the AS Champions as the gender diversity of the SAT does not currently reflect the demographics of the academic workforce.	Promote representation of men in the recruitment process.	By June 2023	AS Institutional Lead with School Academic Leadership Team Chairs		At least two AS champions are men
			Capture SAT membership in workload allocation of AS Champions.	By September 2023	Academic line managers (usually AHeads/Deans)		Annual capture and review of workload for each AS Champion on their AWM.
			Identify barriers to applying for the role and effective operation, and appropriate steps to address these barriers.	By October 2023	SAT Chair with School Academic Leadership Team Chairs		Document for AB June 2023.
			Steps to address barriers to recruitment	By July 2024	SAT Chair with School Academic		Appropriate funding secured for AS Silver

Ref	Objective	Rationale	Action(s)	Timeframe	Person Responsible	EB	Success Criteria and Outcome
			and operation of AS Champions.		Leadership Team Chairs		submission by 2026.
Pg. 25	3.5: Ensure effective oversight of institutional action plan.	Ongoing assessment of the institutional action plan is required to monitor progress and to review where necessary to ensure continuation of AS journey.	SAT to meet three times per year.	Typically, August, November, April annually	SAT Chair with AS Institutional Lead	PVC:LT	Three meetings held with minutes and termly report to EB. Included in annual EDI report to the People Committee in May.
Pg. 25	3.6: Conduct an institutional AS survey every two years.	A survey is required to monitor awareness raising and progress on action plan.	Distribute and evaluate the gender EDI survey, including questions focused on modelling change in culture and the value and	December – February, starting in 2022-23 then every two years.	AS Institutional Lead	PVC:LT	Report to EB and results shared on staff intranet

Ref	Objective	Rationale	Action(s)	Timeframe	Person Responsible	EB	Success Criteria and Outcome
			utilisation of KIT days.				
Pg. 25	3.7: Raise further engagement with and awareness of AS across the institution.	To ensure engagement and support from YSJU staff with AS.	Communication plan.	By June 2022, then annual review.	Head of Communications and Media Relations	COO / PVC:LT	Annually, a minimum of two all staff emails sent regarding AS and/or related activity, and reference in at least one Monday VC briefing.
			Web presence.	By September 2022, then annual refresh.	Head of Marketing		An up-to-date webpage.
			Sway or word press site.	By January 2023, then ongoing.	AS Institutional Lead		Termly updates.
			Host an annual AS presentation outlining progress and next steps that is open to all	By July 2023, then annually.	SAT Chair		Annual event record of attendance, including attendance of

Ref	Objective	Rationale	Action(s)	Timeframe	Person Responsible	EB	Success Criteria and Outcome
			staff and mandatory for school AS Champions.				school AS Champions.
4. A Picture of the Institution							
4.1i Academic and research staff data							
Pg. 28	4.1: Keep current strategies to increase the proportion of female academics at Grade 10 and	The data sets in section four (and five) illustrate that we are making progress with our strategies to reduce the GPG and support	Keep criteria for HoS and Professors under review.	Annual review to coincide with promotions round (starting in April to August 2022).	Head of HR	PVC:RKT / PVC:LT	Year on year increase in the number of applications received for Professor, with 50% female applicants by 2026.

Ref	Objective	Rationale	Action(s)	Timeframe	Person Responsible	EB	Success Criteria and Outcome
.	above under review.	promotions, particularly to Professor; however, we need to improve the gender balance amongst HoS as only one in five is a woman.	When HoS posts become vacant, actively search for women, both internally (Grade 9 academics) and externally (use of head-hunters as appropriate).	As and when vacancies arise.			Applications for HoS vacancies are received from women at Grade 9.
			To undertake a review of YSJU's selection process and consider skills-based assessments to be used for senior academic roles.	By September 2023	Head of HR	COO	Where roles become variable, achieved gender balance at Grade 10 and above, which aligns to the proportion of women within the academic community.
			Use PDR discussions to raise awareness of routes into senior	Annually commencing August 2022	HoS	PVC:LT	

Ref	Objective	Rationale	Action(s)	Timeframe	Person Responsible	EB	Success Criteria and Outcome
			management roles.				
			Encourage participation in staff development opportunities, such as Yorkshire Accord Mentoring Programme and North East women's ALS.				Annual sponsorship and uptake of one woman per school to attend a leadership development programme.
4.1ii Academic and research staff by contract							
Pg. 35	4.2: Keep gender parity under review when annually evaluating the use of fixed-term and zero-hour contracts.	Data indicates that there have been periods in which there have been an over-representation of women on fixed-term and	Monitor any gender inequalities in annual use of fixed-term and zero-hour contracts.	Annual review to coincide with financial planning round.	Head of HR with HoS	PVC:RKT / PVC:LT	Decreased use and representation of women on fixed-term and zero-hour contracts.

Ref	Objective	Rationale	Action(s)	Timeframe	Person Responsible	EB	Success Criteria and Outcome
		zero-hour contracts.					
4.1v Equal pay audits/reviews							
Pg. 38	4.3: To develop a briefing pack for recruiting managers on Equal Pay in starting salaries in order to ensure that starting salaries are equal for men and women.	To ensure starting salaries for academics are transparent and objectively justified at appointment stage. Whilst YSJU's GPG has reduced year on year since 2017 the data shows that a higher percentage of male academics are starting above the bottom of Grade 7.	To develop a briefing pack for recruiting managers on Equal Pay legislation and potential for bias in starting salaries.	By July 2022, then ongoing communications and monitoring	Head of HR	COO	Parity on starting salaries for male and female academics.

Ref	Objective	Rationale	Action(s)	Timeframe	Person Responsible	EB	Success Criteria and Outcome
Pg. 38	4.4: To include ethnicity in the GPG monitoring.	Whilst YSJU undertakes a review of both ethnicity and the GPG, to date there has been no review of the intersectionality of ethnicity and gender within pay.	To undertake a review to identify any intersectionality of ethnicity and gender within pay, so that appropriate action can be undertaken if required.	Start in March 2022, complete by March 2023, then ongoing.	Head of HR	COO	Internal GPG report examines intersectionality with ethnicity, with appropriate action identified, resulting in 0% pay gaps in relation to gender and ethnicity (2026 staging target: 5% mean and median GPG)

5. Supporting and Advancing Women's Careers

5.1i Recruitment

Pg. 40	Objective 5.1: To increase the number of female applicants for academic posts to 50%.	Table 5.2 suggests a lower number of women are applying for academic posts across some grades.	Increase the external visibility of the YSJU 'inspirational women' project and showcase the new leadership profiles of	Start September 2022 with completion by June 2023, then annual review.	Head of Communications and Media Relations	COO	Inspirational women and bank of cases, including promotion of policies free from implicit bias, posted on our website. Action
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Ref	Objective	Rationale	Action(s)	Timeframe	Person Responsible	EB	Success Criteria and Outcome
			women at YSJU, both ASSHBL and STEMM.				to result in an increase in applications to academic posts by women, rising to 50% for all academic posts by 2026.
			To engage an external consultant to review the employer branding activities to ensure account is taken for implicit bias (for both gender and ethnicity); review language and use inclusive imagery as a family friendly employer.	Start January 2022 with completion by January 2023	Head of HR with Head of Communications and Media Relations		

Ref	Objective	Rationale	Action(s)	Timeframe	Person Responsible	EB	Success Criteria and Outcome
			Build a bank of employee case studies to promote family friendly policies such as Shared Parental Leave and flexible working and use as a marketing tool for recruitment purposes.	Start September 2022 with completion by June 2023	Head of HR		
			To identify long term security of funding for the Advance HE Aurora Programme to continue to support female academics in their chosen career pathway	2022-23 financial year onwards	Head of HR with Head of Learning and Organisational Development	COO	Annual funding in place to support the guaranteed investment for Aurora allocations.

Ref	Objective	Rationale	Action(s)	Timeframe	Person Responsible	EB	Success Criteria and Outcome
Pg. 42	5.2: Ensure all panel members are appropriately trained against gender bias.	The institution does not currently record the uptake of all panel member training, including unconscious bias training.	Introduce central monitoring to evaluate the uptake of panel member training.	April 2023	Head of Learning and Organisational Development	COO	An established system for recording engagement with staff development activities (i.e., attendance and evaluation outcomes) from which the statistics will be published in our annual EDI report.
			Act on EB response to EDI staff development training task and finish group.				Internal action plan to integrate bias consciousness in all recruitment training.
5.1ii Induction							
Pg. 44	5.3: Increase parity in	Qualitative data suggests some	Induction process to be	September 2022 onwards	Academic line managers	PVC:LT	Induction discussion

Ref	Objective	Rationale	Action(s)	Timeframe	Person Responsible	EB	Success Criteria and Outcome
.	perceptions of local induction processes.	female academics have felt less supported in local induction processes.	discussed as part of quarterly probation reviews.				documented in probation reviews on OneUni.
5.1iii Promotion							
Pg. 47	5.4: To gather staff feedback on their experiences of the new promotions process, and review policy in light of such feedback.	Results of the AS survey suggested that some academic staff viewed the promotion process as unfair, and the process has now changed. We need to keep this under review.	In-depth consultation with staff about the new promotions process.	By August 2023	Head of HR	PVC:LT / PVC:RKT	Report on staff perceptions of the promotion process to be considered by SAT and HR.
			Keep academic promotions criteria under review.	Annually with review to coincide with promotions round starting in April through to July/August			Equality analysis in academic promotions report.

Ref	Objective	Rationale	Action(s)	Timeframe	Person Responsible	EB	Success Criteria and Outcome
Pg. 48	5.5: Ensure eligibility to apply for academic posts and barriers to application are understood and monitored.	The data presented in section 5.iii suggests that whilst women are applying internally for academic promotion, we need to be clear as to who apply in context of eligibility and barriers that may be preventing applying.	Focus groups with Academic line managers to gain a sense of how they determine eligibility and support and monitor applications.	September 2022 onwards	Head of HR with HoS	COO / PVC:LT	Report of audit of focus groups by December 2022.
Pg. 48	5.6: Increase the number of women applying for promotions via the research pathway.	Data in section 5.iii shows that women are under-represented in the research pathway, particularly at AsProf Level	Design, develop, and pilot an information workshop targeted at female Lecturers and SLs to promote academic career	2022-23 academic year with a start date of September 2022	PVC:RKT / PVC:LT	PVC:RKT / PVC:LT	Year on year increase in number of applications received through Academic Promotions for AsProf (Research

Ref	Objective	Rationale	Action(s)	Timeframe	Person Responsible	EB	Success Criteria and Outcome
		and this is a future pipeline issue.	progression, particularly via research.				pathway) and full Professorship. Target of 50% female applications across both pathways by 2026.
			Conduct audit of application rates by subject area and pathway to identify problematic areas and devise a targeted action plan for increasing female applicants in these areas.	Annually starting July 2022	Head of HR with HoS	COO / PVC:LT	
			To identify a Professorial potential pipeline through strategic use and application of PDR data	September 2024	Head of Learning and Organisational Development	COO	

Ref	Objective	Rationale	Action(s)	Timeframe	Person Responsible	EB	Success Criteria and Outcome
			Develop a pool of research mentors internal to YSJU, as outlined in our current Research Plan.	By end of academic year 2023	Head of Research Office	PVC:RKT	Annual report on gender representation in research mentors and uptake of research mentors.
			Use positive case studies to promote research mentors	Academic year 2023-24	HoS with School Research Lead		
5.3i Training							
Pg. 52	Objective 5.7: Establish an effective system for recording engagement with staff development.	The institution does not currently record or evaluate attendance at staff development training events unless these are centrally managed by the Learning	Devise a system to enable us to effectively capture the uptake and evaluation of internal CPD events.	September 2023 to September 2024	Head of Learning and Organisational Development with Head of Teaching and Learning, and Head of Research Office	COO / PVC:LT / PVC:RKT	An established system (e.g. OneUni) for recording attendance at staff training and development activities and include the data in annual EDI report.

Ref	Objective	Rationale	Action(s)	Timeframe	Person Responsible	EB	Success Criteria and Outcome
		and Organisational Development team. A record would enable us to evaluate our CPD programmes and inform future provision.					
Pg. 52	5.8: To promote gender balance amongst academic staff mentors in each school.	The institution does not currently record the distribution of academic mentors across academic staff and some staff do not feel they have mentorship.	To create a system for monitoring the uptake and distribution of mentors across academic staff. Develop and run a 'men can be mentors too' campaign.	September 2022 to September 2024	Head of Learning and Organisational Development with Head of Teaching and Learning, and Head of Research Office	COO / PVC:LT / PVC:RKT	An established system (e.g. OneUni) for monitoring mentors gender balance amongst academic staff.
5.3iii Support given to academics for career progression							
Pg. 55	5.9: Promote and record	Data in sections four and five	Specifically target women	Delivery from September	Head of Research Office	PVC:RKT	Data included in annual CPD

Ref	Objective	Rationale	Action(s)	Timeframe	Person Responsible	EB	Success Criteria and Outcome
.	attendance at Research CPD events.	indicate that women at professor levels in STEMM are underrepresented and there is a pipeline problem in the research pathway from SL to AsProf.	with Research Office CPD programme as a way to strengthen research pathway and monitor gender balance in CPD attendance.	2021; then annual review			report to Research Committee, showing equal gender representation by 2026.
5.5 Flexible working and managing career breaks							
5.5iii Cover and support for maternity and adoption leave: returning to work							
Pg. 63	5.10: To provide enhanced breastfeeding facilities on campus to help women when returning to work following maternity leave.	Current provision on campus is limited and feedback from academic colleagues, based on academic research,	Introduce a policy supportive of breastfeeding	July 2022	Head of HR	COO / PVC:GSL	Breastfeeding Policy in place and dedicated breastfeeding facilities available across all campus.
			Ensure breastfeeding information is embedded in YSJU's Maternity leave policy	July 2022			

Ref	Objective	Rationale	Action(s)	Timeframe	Person Responsible	EB	Success Criteria and Outcome
		suggests lack of awareness of current provision.	Increase number of dedicated breastfeeding and milk storage rooms available	September 2025	DoE		Increased number of academic colleagues taking Shared Parental Leave as ability to breastfeed/express whilst at work.
			Develop clear signposting of breastfeeding facilities on campus maps and in buildings. Intranet Pg.	September 2025			
5.6 Organisation and Culture							
5.6ii HR Policies							
Pg. 63	5.11: To introduce a policy which supports academics through the menopause.	Lack of current policy framework to support colleagues during the menopause. To ensure there is understanding for managers in	To develop a University Menopause Policy drawing on findings of research by PaTCH in STH and common	May to September 2023	Head of HR	COO	Policy in place to raise awareness and provide support for menopausal colleagues.

Ref	Objective	Rationale	Action(s)	Timeframe	Person Responsible	EB	Success Criteria and Outcome
		supporting colleagues with menopausal symptoms and interventions a policy is needed.	sector wide practices.				
Pg. 63	5.12: To raise awareness of the policy provision at the institution.	Results of the AS survey suggested that some academic staff were not aware of a range of policies in place to support their working lives. Posting policies is also a recruitment tool.	To post policies on YSJU's website as well as the staff intranet.	September 2022	Director of Marketing, Student Recruitment and Admissions	COO	AS survey demonstrates increased awareness of the institutional policies.
			Introduce online Induction handbook	January 2023	Head of HR		All new starters receive a link to the online handbook.
			Awareness raising events, including the use of videos	From September 2022, Ongoing	Head of HR		

Ref	Objective	Rationale	Action(s)	Timeframe	Person Responsible	EB	Success Criteria and Outcome
			and case studies.				
5.6iv Committee workload							
Pg. 67	5.13: Change to gender representativeness and balance of committee membership.	As shown in Table 5.23, some committees have a high proportion of female membership and multiple committee membership is common across academics.	<p>Review routes into committee membership and ensure recruitment is transparent.</p> <p>Examine committee terms of reference, to ensure women are not disproportionately overburdened with administrative duties.</p> <p>Annual equality analysis of committee membership to</p>	September 2020 to September 2023 then annually	Academic Registrar	PVC;GSL	Gender representativeness or gender balance across committees.

Ref	Objective	Rationale	Action(s)	Timeframe	Person Responsible	EB	Success Criteria and Outcome
			monitor balance.				
			Develop an efficient system for monitoring multiple committee membership.				
5.6vii AWM workload activities							
Pg. 69	5.14: Ensure fairness of AWM system.	AS survey data shows that staff perceived the current AWM system to result in unfair allocation of pastoral and teaching duties, particularly amongst women.	Develop a system for institutional monitoring of the AWM system.	September 2022	AS Institutional Lead and HoS with Academic line managers	PVC:LT	All academic schools to have adopted new AWM system
			Use AS survey to monitor AWM and the sense of fairness regarding teaching and administrative load and				AS survey data to show time on time increases in sense of AWM fairness.

Ref	Objective	Rationale	Action(s)	Timeframe	Person Responsible	EB	Success Criteria and Outcome
			outreach and engagement activity within subject areas (also Objective 3.6).				
5.6ix Timings of institution meetings and social gatherings							
Pg. 69	5.15: Decide on specifics of need for a policy on timings of meetings and social gatherings.	We currently have no formal policy or procedure relating to timings of institution meetings and social gatherings.	To scope the need for a formal policy on the timing of meetings and social gatherings. Introduce formal policy or alternative steps as required.	Academic year 2022/23	Head of HR with HoS	COO / PVC:LT	Internal document published with analysis and recommendation . If a policy is required, to be developed and made available to all staff on the intranet and webpages.
5.6x Visibility of role models							
Pg. 71	5.16 Encourage gender balance in speakers	Speakers, including Visiting Professors, can	Publish a position statement and 'how-to guide'	Academic year 2021/22	SAT member leading this project with	VC	Position statement and guide published.

Ref	Objective	Rationale	Action(s)	Timeframe	Person Responsible	EB	Success Criteria and Outcome
.		help promote positive images and disrupt bias but we do not currently promote gender parity of invited speakers.	on speaker diversity.		YSJU Events Project Manager.		Qualitative feedback; we won't monitor diversity data because we feel it is not appropriate to ask speakers for this information.
6. Supporting Trans People							
6.ii Monitoring							
Pg. 74	6.1 Continue periodic surveys to monitor and evaluate effectiveness of trans and non-binary inclusive framework.	Surveys insight into trans and non-binary people's experiences and awareness and attitudes amongst staff in a way that institutional data records cannot. The last	Conduct survey and analyse responses	Summer 2024	Equality and Diversity Adviser (with Student Widening Participation Adviser/designated trans students contact)	PVC:GSL	Survey conducted and report to demonstrate impact and inform action planning

Ref	Objective	Rationale	Action(s)	Timeframe	Person Responsible	EB	Success Criteria and Outcome
.		survey was in 2021.					
6.ii Further work							
Pg. 75	6.2 Ensure effective information and communication so that all students and staff are aware of the Trans Inclusive Framework and what support is available.	Student survey demonstrated limited awareness of available support. Although the website is a major source of information and we have posters and cards, we want to develop other channels further.	Increased use of digital means to communicate the Trans and Non-Binary Inclusive Framework	Start January 2022, then ongoing	Equality and Diversity Adviser and SWPA	PVC:GSL	<p>Inclusion in student and staff induction</p> <p>Inclusion in academic tutoring guidance</p> <p>At least 10 mentions on student app every year</p> <p>At least 3 mentions in YSJU Daily every year</p> <p>2024 survey shows 70% of trans and non-binary respondents</p>

Ref	Objective	Rationale	Action(s)	Timeframe	Person Responsible	EB	Success Criteria and Outcome
							aware of support available
Pg. 75	6.3 Increase understanding of trans inclusivity within wider YSJU community.	Although we get positive feedback from students, staff and external people, trans students have highlighted the need to increase visibility of the trans community and understanding of trans inclusivity (e.g. pronouns).	EDI staff development task and finish group to make recommendation to EB for effective provision and evaluation of trans-related training	September 2021 – June 2022	Chair of EDI staff development task and finish group	PVC:LT	By 2026, 90% of staff have attended trans awareness training in the past 3 years
			Activities to present research by trans scholars during Trans Awareness Week, LGBT+ History Month and Trans Day of Visibility	Start in 2022/23, ongoing	Equality and Diversity Adviser, with Head of Research Office	PVC:RKT	Record of activities in Trans Inclusive Network minutes
Pg. 75	6.4 Provide trans students with	Trans students have asked for	Work with YSJU trans scholars	Start in 2022/23	SWPA	PVC:GSL	Arrangements in place

Ref	Objective	Rationale	Action(s)	Timeframe	Person Responsible	EB	Success Criteria and Outcome
.	access to peer support/socials at YSJU.	opportunities to meet with peers beyond the SU LGBTQ+ society.	who are conducting research in this area to provide facilities for peer support/socials				Trans student survey 2024 will measure sense of belonging thus setting a benchmark