Athena Swan renewal application form for departments

Applicant information

Name of institution	University of York
Name of department	Biology
Date of current application	May 2024
Level of previous award	Gold
Date of previous award	November 2018
Contact name	Elva Robinson
Contact email	XXXXXXXXXXXXXXXXXXXXX
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Section	Words used
An overview of the department and its approach to gender equality	2245
An evaluation of the department's progress and issues	3159
Future action plan*	
Appendix 1: Culture survey data*	
Appendix 2: Data tables*	
Appendix 3: Glossary*	
Overall word count	5404 (including +500-word Covid allowance)

*These sections and appendices should not contain any commentary contributing to the overall word limit

Overall word limit: 5500 words

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Section 1: An overview of the department and its approach to gender equality

1.1. Letter of endorsement from the head of the department

Department of Biology

Professor James W B Moir
Head of Department
T: XXX XXXXX XX XXXX
E: XXXXXXXXXXXXXXXXX

Advance HE
Innovation Way,
York Science Park,
Heslington,
York
YO10 5BR

7 May 2024

Dear Advance HE Equality Charters team,

I am delighted to confirm my personal commitment, and that of the Department of Biology as a whole, towards the overarching aims of Athena Swan and the important part it plays in enabling us to tackle the continuing and deeply-engrained challenges of gender inequality across society at all levels. As a department, we have been, and continue to be, committed to taking a leading role in addressing gender inequality within the University sector. I am personally heavily invested in this aim, and look forward to taking a pro-active role in delivering on the action plan set out in this Gold renewal. For me as HoD, and in my previous role as Equality & Diversity Champion (and chair of our Departmental SAT), it is clear that gender equality is integral to the development of the inclusive and positive working environment that we aim to have. It is reassuring that the culture survey data reflect the success we have had in driving a positive culture, but there is no doubt that there is still work to be done. We have identified a set of key themes in our new action plan, which will allow us to make further improvements, and crucially to monitor and evaluate our progress in continuing to strengthen our positive culture, embedding diversity and inclusion throughout our processes, and tackling the leaky pipeline, and reducing the gender pay gap.

In this renewal bid, we reflect on the progress made on our previous action plan. Despite the challenges of the Covid-19 pandemic, we have made progress in all areas, completing the majority of the objectives, and making progress on all of them. This has been made possible by embedding EDI processes into the mainstream of our activities within Departmental management. Deputy Heads of Department for Staff, and for Research are members of the SAT, and report on EDI issues to the senior Departmental Management Team in such a way that the Management team is actively involved and engaged in EDI matters. Academic staff leading the delivery of our EDI work are recognised for this in our transparent academic workload model and these activities are recognised in promotions criteria. Professional service staff are also

actively involved in the delivery of our EDI agenda. HoD and all deputies have been actively involved in monitoring progress on the previous action plan, and setting the priorities for the new Action Plan presented here.

Within the documentation presented, some of the highlights include our continued success in Beacon activities (despite the challenges of delivering some of these through the Covid-19 pandemic). For example, Biology has piloted new initiatives and taken a leading role in sharing good practice within the institution, and through advising external academic institutions and learned societies on their work. The data demonstrate we have made progress towards gender equality from PDRA to lecturer / senior lecturer grades, where we had previously seen a major drop in female staff across this transition. Our future actions include aiming to improve gender equality at more senior academic grades, where there is clearly work to be done. We have been delighted to see the success of senior women professors from the Department who have gone on to great things elsewhere (Head of School in the most successful Bioscience School in a University in Australia, Head of School of a top University in Scotland, Pro-Vice-Chancellor for Research at a prestigious English University), which continues a tradition of successful and influential women academics from Biology at York moving on to great things (previous colleagues having gone on to be Pro-Vice-Chancellor for Research at York, CEO of UKRI).

Over the next five years, priorities will include new initiatives to: proactively support staff and students of all genders, stem the leaky pipeline, reduce the gender pay gap and continue to share good practice within and beyond the University of York. I am enthusiastic in affirming the Department's full support for this action plan, and to continue the work we do that will continue to drive a culture in which Biology at York is a place where "*we can all be ourselves #equalityatYork".*

Yours sincerely,

Professor James W B Moir

Head of Department, Department of Biology

1.2. Description of the department and its context

The Department of Biology at the University of York leads on impact-oriented, world-class interdisciplinary research to address global challenges in health and disease and a greener future. The Department ranked 9th for research in the most recent Research Excellence Framework (REF2021) and has held an Athena SWAN Gold Award since 2014. Our staff (366 total, 35 nationalities, 67%F) comprise 182 academic and research staff (47%F; increased from 42% in 2018) and 184 professional support staff (67%F) (Table 1.2.1).

Table 1.2.1 Summary of composition of the Department at end 2023. Numbers are headcount. See Appendix 2: Data tables for details and trends over time.

Staff/Student Group	Number of women	Number of men	Percentage women
ART	21	40	34%
Research	47	49	49%
T&S	17	8	68%
PSS	123	61	67%
PG	109	141	44%
UG	845	413	67%

Academic and research staff are members of nine overlapping research foci that intersect with affiliated research centres/institutes, and staff who teach contribute through module and programme teams that intersect in the Department's Teaching & Exams Committees and Board of Studies (Figure 1.2.1). Academic staff (ART & T&S) are line managed by the HoD, with performance reviews delegated to members of the Departmental management team. Research staff are line managed by academic PIs. PSS staff are managed by the Deputy Head of Faculty Operations (DHoFO) and Biology Operations Manager (OpsMan).
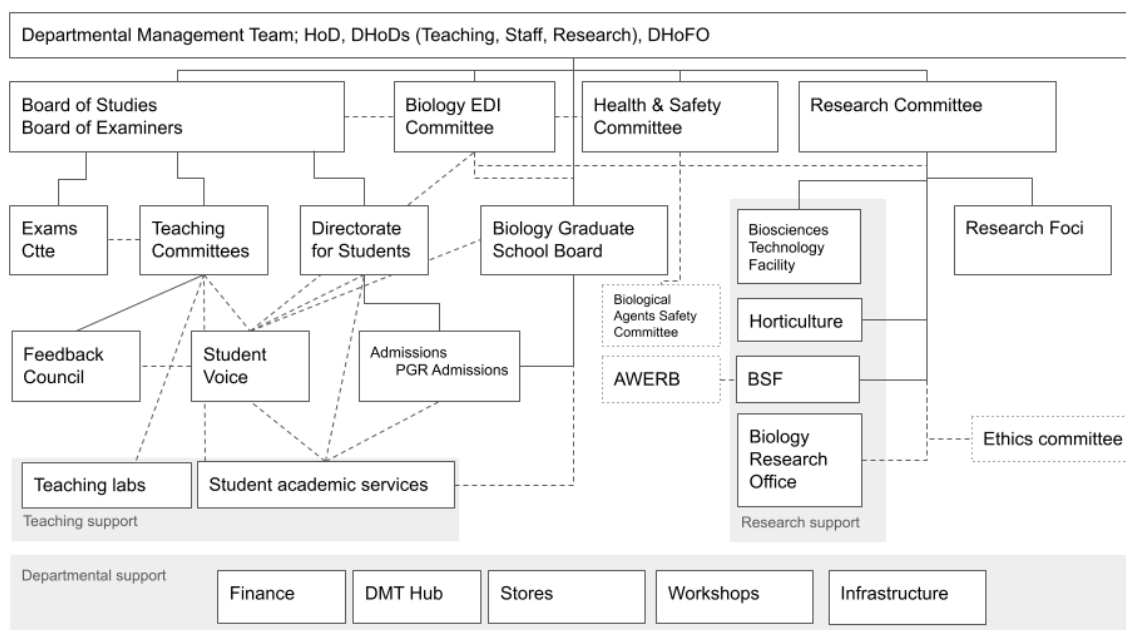
Figure 1.2.1 Departmental organisational structure. Committees with dotted borders report to University level committees.

The Department spans 19,200 square metres of interlinked buildings on the University's Campus West, where most staff are located. Others are housed in research centres/institutes on the same campus. The Department also houses staff from the Department of Chemistry and the Hull-York Medical School, facilitating synergistic collaborations across disciplines and departments in the University.

As an experimental science department, the Department's facilities are pivotal to our success in research. However, the Department recognises that flexible working benefits a diverse community. Since the COVID-19 pandemic, remote working remains supported and common for part of the working week. This is facilitated by large meetings (staff meeting, Board of Studies) running online, while many smaller meetings across the Department's activities offer hybrid options in bespoke 'Zoom rooms' or via desktop solutions.

The Department delivers innovative undergraduate programmes for ~1300 students in Biology and specialist degrees, Biomedical Sciences (with Hull-York Medical School), and Biochemistry (with Chemistry), accredited by the Royal Society for Biology, alongside taught postgraduate provision in Biomedical Sciences, Biotechnology and Bioinformatics. Our world-leading education and student support were recognised in the National Student Survey 2022, with Biology at York coming first in the Russell Group for student voice, learning community and overall satisfaction. Biology at York was ranked 8th in the UK for Biological Sciences in the Complete University Guide 2024. 82.2% of our UK undergraduates come from state schools, 24.8% are from underrepresented socioeconomic groups and 23.0% have declared a disability, highlighting our commitment to inclusion across intersecting axes of diversity compared to Russell Group Universities (RGU) averages of 74%, 17.8% and 19.6% respectively (HESA statistics for 2021/22). We ascribe this to the way our pedagogy makes effective use of contact time and teaching space for staff and

students on campus, while supporting multiple means of engagement in person and from a distance for students with additional commitments. In the academic year 2023-24, the University moved to a semester system, resulting in substantial changes to the teaching calendar and a wholesale review of all taught programmes. This provided opportunities to consolidate good practice across the Department's educational provision, and the initial feedback from students and staff has been positive.

The Department motto is "where everyone can be themselves," and our ethos is to support all staff and students to reach their full potential. Athena Swan is embedded in our management structure and processes, not just through the Biology EDI Committee but in our day-to-day interactions carrying out inclusive research, education and knowledge exchange (Figure 1.2.1).

Most academic staff hold at least one 'citizenship' role contributing to the smooth running of the Department. The work allocation model takes oversight of these roles to balance teaching and research commitments across genders, roles (R/ART/T&S) and grades to ensure that contributions are appropriately and evenly distributed and supported. Professional services staff are integrated in research and teaching decision making and activities via representation in relevant committees and teams. Student representatives act as partners to co-create and continuously improve our educational offering through Student Voice and Feedback Council groups.

Figure 1.2.2 Professor Deborah Smith OBE and Professor Dianna Bowles, both of whom have UoY Biology buildings named after them, at the naming event for the Dianna Bowles building, April 2024.

1.3.   Athena Swan self-assessment process

1.3.1. The SAT

Table 1.3.1 Summary of SAT membership in relation to gender and staff group composition of the Department

	SAT members	**Department staff**
Gender	13 Men (50%) 13 Women (50%)	43% Men; 66% Women
Staff group	13 Academic Staff (50%) 7 PSS Staff (35%)	50% Academic Staff 50% PSS Staff

Table 1.3.2 Current SAT membership. Biology's EDI Committee (BioEDIC) acts as the SAT for AS.

Remit	Name	Role/s on SAT	Start date on SAT	Job title, personal experience & expertise (provided by individual)
Leadership team	1. XXXXX XXXXXXX Incoming appointee: XXX XXXXXXX, Deputy Head of Biology Department (Teaching), member of ASSET, T&S Professor	Chair of BioEDIC; ASSET	Aug 2022	Deputy Head of Biology Department (Staff); Member of the University of York Equality Champions Network, ART Professor

2. XXXXXXXX XXX	Administrative support for BioEDIC	Sept 2018	Biology DMT Hub Administrator
3. XXXXXX XXXXXXXX	AS Lead, ASSET	May 2018	Deputy Head of Faculty Operations, Manager of PSS Admin in Biology Department. Rep on University AS/EDI Committee, prepared previous AS submission
4. XXXX XXXXXX	Uni lead on the Technician Commitment	May 2018	Faculty Technical Manager. Biology OpsMan. Manager of PSS technical in Biology, HYMS and Health Sciences.
5. XXXX XXXXXXXX Incoming appointee: XXXXXX XXXXXX, ART Senior Lecturer	Athena Swan Academic Lead, ASSET	May 2018	ART Professor, current/former member of 4 learned society's EDI committees; Steering Group of INCLUDE; experience of working part time; caring responsibilities, invisible disability
7. XXXXX XXXX	Inclusive research strategy	April 2021	Deputy HoD Research, Departmental Research Chair Sits on institutional Research Culture Working Group and is Co-I on Wellcome-funded Valuing Voices project.

UG	8. XXXXXX XXXXX	UG Rep	Sept 2023	Fourth year MBiol student, ethnic minority background
	9. XXXX XXXXX	UG Rep	Sept 2023	Previous Biology SAG member, second year biology student, ethnic minority background
PGR	10. XXXXX XXXXXXXXX	PGR Rep	March 2023	Postgraduate research student, ethnic Minority background
	11. XXXXX XXXXXXXX XXXXX	Ethnic minority Rep; PGR Rep	March 2023	Postgraduate research student. Ethnic minority background
PDRA	12. XXXXX XXXX	PDRA Rep	Dec 2023	Ethnic Minority background, advocating early career development, Biology Postdoc Committee
ECR / academic	13. XXXX XXXX	ECR rep	Dec 2022	Deputy DRC chair, leading the Department's 'Enhance Research Culture' initiative
	14. XXXXXX XXXXXXXX	LGBTQ+ Rep	August 2021	LGBTQ+ ally
	15. XXXXXXX XXXXXX	PSS Technical Rep	Feb, 2023	Provide technical support for undergraduate practical classes

Technical staff	XXXXXXX XXXXX	Data Science Group Lead; data visualisation for AS report, ASSET	December 2023	AS Team for Leeds Institute of Molecular Medicine
Support staff	16. XXXXXXXXX XXX	PSS Admin Rep	March 2023	Part of SAS team Member of LGBTQ+ community
	17. XXXXX XXX	Deputy Operations Manager	December 2023	Previous PDRA within the Department and at other universities. Member of the LGBTQ+ community.
GenRes team	18. XXXX XXXX	Student placements Coordinator	March 2023	Member of GenerationResearch team, caring responsibilities
	19. XXXXX XXXXXXXXX	Fellowship representative, Generation Research lead	March 2023	Senior Research Fellow Work with BRIC on research culture projects
Teaching team	20. XXXXXX XXXXX	Chair Biology Board of Studies	Jan 2020	ART Professor, previous Chair of Teaching Committee and member of admissions team.
	21. XXXXXX XXXXX	Chair Biology Teaching Committee	Sept 2021	Biology education leadership team member. T&S staff member.
	22. XXXXXX XXXXXX	Disability contact for students	Sept 2021	ART Professor, Previous chair of BioEDG, Deputy HoD and Chair BoS. Invisible disability.

Student support team	23. XXXXXXX XXXXXX	Director for Students	Sept 2012	T&S Professor, Long-term member of BioEDG, Admissions team
SAS representative	24. Job share: XXXXXXX XXXXXX or XXXXXXXXX XXXXX or XXX XXXXX (role share)	Student Engagement Manager	Sept 2017 (Person A)	Manage administrators. Experience of working part time and caring responsibilities (Person A)
			July 2018 (Person B)	Supporting BioEDG reps to deliver events (Person B)
			April 2021 (Person C)	Manager of SAS team. Experience of student wellbeing and student support (UG, PGT & PGR). Work closely with UG, PGT & PGR central support networks, central systems & processes (Person C)
Graduate team	25. XXXXX XXXXXX	Deputy Chair of Biology Graduate School Board	July 2016	Postgraduate research student affairs
	26. XXXXXXX XXXXXXXXXXXX	Chair of Biology Graduate School Board	July 2021	Postgraduate research student affairs

The self-assessment team (SAT) is representative of the Department (Table 1.3.1), and includes a diversity of staff grades and roles (Table 1.3.2). The SAT includes staff from ethnic minorities, the LGBTQ+ community, disabled staff, part-time staff and those with caring responsibilities. The student voice is captured by PGR and UG student reps and our SAS representative, the Director for Students and the Graduate Team SAT members.

Most members of the SAT are ex-officio, providing links to all the Department's core activities; other staff and student reps have volunteered for membership, with the Chair taking oversight to ensure balance is maintained. The Chair is appointed by the HoD from among the DHoDs, ensuring that the SAT has representation in the Department's Senior Leadership Team. For ex-officio roles, SAT membership is an integral part of their role responsibilities and included within the workload allocation for those roles. Additional SAT members are allocated a workload allowance of 44hrs/year. The Leadership Team have a 5.5-year term of office, to allow overlap with incoming appointees.

1.3.2. The Self Assessment

Data

Our AS initiatives are evidence-based and we use a variety of mechanisms to collect and analyze both quantitative and qualitative data, to measure progress towards targets, and to identify areas for improvement. Data to inform our ongoing monitoring and this application are drawn from University and Departmental data monitoring of staff and students (Appendix 2: Data tables). HESA benchmarking is provided from Advance HE Students statistical report 2023 (Biological & sports sciences) and Staff statistical report 2023 (Biosciences).

Consultation

- Our Department-administered 2021 Culture Survey (Appendix 1: Culture survey data) collected responses from 68% of staff, showing very high engagement across genders and staff groups (Table A1.1). This 'mid-point' survey was originally planned for 2020 but delayed to 2021 to better capture the baseline of non-lockdown Departmental culture.
- The 2023 Culture Survey (Appendix 1: Culture survey data) was conducted at University level, with a Biology response rate of 51% (Table A1.2).
- During Covid-19 lockdowns, regular staff 'pulse surveys' monitored staff and student wellbeing and identified areas of concern and potential action.
- Focus groups were convened to engage groups whose voices were underrepresented, such as PDRAs and PSS Technical
- An additional PDRA-only survey was carried out in early 2021 focussing on topics specific to Research staff.
- An anonymous digital suggestion box is available at all times.
- The Student Voice and the Postgraduate Research Experience Survey were used to provide student perspectives.
- Intersectional issues were informed by members of the SAT attending the 'RainBio' forum, and Disability and Ethnic Minorities Meet-Ups for staff and students.

Action Plan Delivery

Delivery of the Action Plan was mainstreamed into the working practices of the post holders, groups and committees named as responsible for the actions. The delivery was overseen by the AS Support and Evidence Team (ASSET) comprising the AS Academic lead, 2 DHoDs, DHoFO and a data visualisation specialist. This team meets every 6 weeks, and its role is to support the owners of the Action Points, ensuring that appropriate data are collected to evidence the effectiveness of actions; updating the action plan to capture new actions generated; and compiling evidence into a consistent format to report to the SAT.

We carried out an initial RAG-rating exercise in 2018 to inform our Action Plan delivery. Our midway review was initially aimed for 2020, but as Covid-19 made this year unrepresentative of normal function of the Department, this review was held in early 2022, informed by the 2021 culture survey. This mid-point RAG rating exercise identified actions which had not progressed, or where Covid-19 had necessitated adjustments to the approach needed to achieve the objectives. This enabled the

ASSET to provide focussed support to the owners of the actions still not rated 'green'. Our final Self-Assessment in 2024 was informed by the 2023 Culture survey and captured through RAG-rating our Action Plan (see Table 2.1.2 and Appendix 0).

Feedback on Previous Application

The feedback in 2018 was very positive, highlighting the breadth of good practice represented across the Department, something we have continued in this reporting period, with actions implemented across all the Department's activities. We have acted on the areas highlighted for improvement (Table 1.3.3).

Table 1.3.3 Feedback on previous application and summary of how we responded.

Feedback	Response
Present culture survey data over time, not just the most recent results	We present culture survey data for 2021 and 2023 and, where appropriate, include 2016 data for longitudinal comparisons.
Increase the representation of men and technical staff on the BioEDG	BioEDIC (formerly BioEDG) which acts as the SAT for Athena Swan, is now gender-balanced (Table 1.3.1), and has 5 PSS (technical) staff members (Table 1.3.2)
Professional and support staff (PSS) work could be more developed	Much of our work directly benefits PSS (Action points 1.0, 2.2, 2.3, 3.1 and 4.2), and they are also supported through all actions aimed at developing more our inclusive culture and a supportive working environment. Our new action plan has actions directly focussed on engaging and supporting PSS staff (4.2) and supporting their career development (2.1)
Further explore avenues for implementing innovative actions	We have developed much innovative work including: PDRA mentorship scheme; proactive flexible working scheme; Beacon Generation Research training activities; appointment of PDRAs to part-time teaching positions resulting in PDRA to ART transition.

1.3.3. The Future

We have identified 4 key priorities for action for the next 5-year reporting period - these overarching priority areas touch on all parts of Department life, covering all staff and student groups, and spanning research, teaching and the functioning of the Department. The priorities were identified based on the evidence we assessed during this reporting period, in consultation with staff and students, and identifying actions rated 'amber' in our previous action plan (Appendix 0).

These priorities have been used to develop our action plan, which will be implemented through the following process:

Assess	Engaging and consulting with staff, collecting and monitoring data for evidence-based action. For most actions, this stage has already been completed as part of the Self-assessment process.
Act	Measurable, evidence-based actions. We have set clear targets and plans for implementation, but will be prepared to be flexible in our approaches, in response to changing circumstances.
Evaluate	Ongoing active evaluation of effectiveness of actions, building on the 'assess' phase, to providing updated evidence for existing actions, and to generate innovative new actions.
Inspire	Sharing best practice as leaders in the field of gender equality, within the Department, the University and externally, to inspire others with our bold initiatives and evidence-based progress.

The SAT will meet in full once per semester; the ASSET will meet with individuals or teams more frequently as required to support the Action Plan. The core datasets will be presented to the SAT annually, to maintain an up to date overview of trends and key issues. To spread the workload, the staff data will be assessed in the semester 1 meeting, and the student data in the semester 2 meeting. Data will be provided to the SAT in advance of the meetings to allow in depth discussion during the meetings. The SAT will use an item, decision and action (IDA) log system to facilitate and record progress between meetings.

To facilitate a smooth leadership transition, the incoming Chair of the SAT (Chair BioEDIC) and the incoming ASAL have already been appointed (see Table 1.3.2). The incoming Chair is a current member of the ASSET and is already attending SAT meetings as an observer to ensure continuity. Both the incoming ASAL and the incoming Chair have participated in the generation of the new Action Plan, which they will oversee. The current ASAL will continue to mentor the incoming ASAL for the first 6 months, ensuring a smooth handover of data and project management.

Section 2: An evaluation of the department's progress and issues

2.1. Evaluating progress against the previous action plan

2.1.1. Overview

Our experience as a Gold Award holding Department means that we are skilled at delivering effective SMART action plans, and overall, despite the challenges of the pandemic, we have made very good progress across our action plan. Our 2018 Action plan had 36 actions across 5 themes: 1) Engage all staff and students to promote Athena Swan and embed gender equality; 2) Remove barriers to progress by listening to all groups; 3) Enhance current equality activities to achieve our full potential; 4) Sustain progress and avoid complacency; 5) Promote and inspire others to adopt best practice for gender equality. We have achieved successful outcomes across all 5 of these themes (Appendix 0).

In our initial RAG-rating, at the start of the reporting period, 2018, most Actions were 'Red' (69%), but some were already in progress 'Amber' (28%) or completed 'Green' (3%). In our midway review, 61% were 'Green', 39% 'Amber' and none 'Red'. We focussed our efforts on the incomplete actions, and by the final assessment, 83% of actions were 'Green', 17% 'Amber' and none 'Red' (Table 2.1.1). All actions remaining 'Amber' have been incorporated into our new Action Plan, informed by new data, and will be addressed in the next reporting period.

Table 2.1.1 Summary of Final RAG-rating review of 2018-2024 Athena Swan Action Plan. See Appendix 0: RAG-rated Action Plan for details.

2018-2024 Themes	Green	Amber	Red	No. of Actions
ENGAGE	3	1	0	4
PROGRESS	6	2	0	8
ENHANCE	6	1	0	7
SUSTAIN	5	1	0	6
INSPIRE	10	1	0	11
TOTAL	30 (83%)	6 (17%)	0 (0%)	36

2.1.2. Methodology of implementation

The wide range of complementary routes we use for consultation and engagement enable everyone to feel comfortable sharing their opinions, aligning with our commitment to fostering a supportive culture "where we can all be ourselves". Monitoring EDI impact is embedded throughout the Department's processes, as shown by the breadth of evidence types in our RAG-rated action plan (Appendix 0)

and EDI is mainstreamed into the management decision-making (see Section 1.3). Grass-roots EDI initiatives are supported by Department's leadership, as showcased by the successful development of the flagship EDI initiative GenerationResearch, led by a female T&S staff member. Dissemination of our actions is important, both to sustain the strong embedding of gender equality within our Departmental culture, and also to demonstrate how we all benefit from AS activities. BioEDIC provides updates at Staff Meetings and annual Staff Away Days and via our weekly Biology Bulletin. Focus groups are used for targeted dissemination, feedback and input for new actions and initiatives. We also use our web page, University communications and the Department's social media channels to publicize Beacon activities.

We take opportunities to learn about good practice elsewhere in the University: Members of the Biology SAT sit on the AS Faculty Group which has AS representatives from all Science Departments and the University's Equality and Diversity Office. A PSS Biology Staff member is on the UoY Athena Swan SAT. In addition, the Departments of Biology and Chemistry at York, as 2 Athena Swan Gold Award holding Departments, reciprocally attend each other's Equality and Diversity Committee meetings (BioEDIC and ChemEDIC). As Gold Award Holders, the AS leadership team provide feedback on other Departmental AS applications, supporting them to implement effective change. Members of the SAT also disseminate best practice to other institutions and learned societies. These interactions are invaluable for sharing good practice and accelerating change.

"Internal reviewers for departmental AS applications play a vital role in the success of AS awards at the University" - Lorna Warnock, UoY Athena Swan Coordinator

2.1.3. Evaluation of actions

Progress of AS Action Plan implementation was measured against the SMART Key Outputs and Milestones and their associated Success Criteria and Outcomes (Appendix 0). In some cases, mainly due to Covid-19, changing circumstances meant that new outcomes were identified that were more appropriate to the new working environment. For example, for Action Point 4.0 ("Reduce career pipeline leak from PDRA to lecturer"): in June 2020 we replaced our usual in-person Research Away Day with an online Post-doc Conference, recognising that ECRs were disproportionately affected by the reduced opportunities to share their work and get presenting experience and feedback. This was evaluated by monitoring participation (11 PDRAs, 8F, 3M presented research; best talk prize went to a female participant). Our adaptations, together with other actions, helped to stem this key career pipeline leak as evidenced by the now flat pipeline from Researcher Grade 6 (51% female) to Lecturer Grades 7-8 (50% female) (Figure 2.1.1).

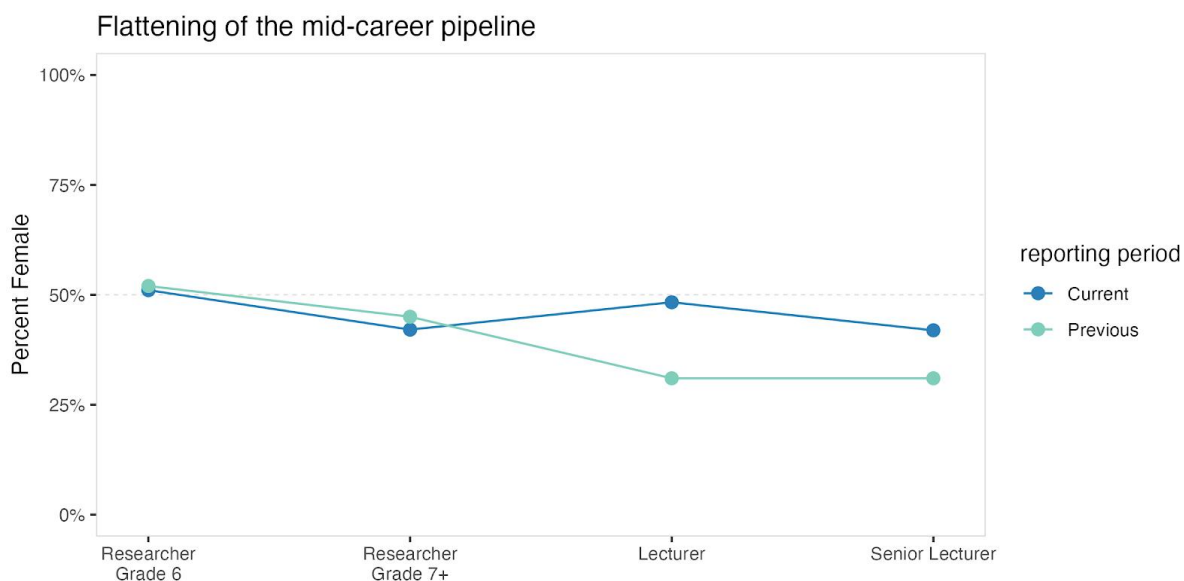Flattening of the mid-career pipeline

Figure 2.1.1 Comparison of the current (2018-2024) and previous (2013-2017) AS reporting periods, illustrating our flattening of the leaky pipeline. Full data available in Section A2.2.7.

Table 2.1.2 Summary of evaluation of our 11 priority Actions in 2018-2024 Athena Swan Action Plan. See Appendix 0: RAG-rated Action Plan for details.

Action No.	Objective	Appraisal	Final RAG	New Actions
1.0	Increase engagement of PSS with AS.	Engagement has increased substantially, but did not reach our ambitious target of 90%.	Amber	**3.4, 4.2**
1.1	Create a more inclusive Departmental culture.	Actions achieved and feedback positive.	Green	**4.3**
2.0	Support career progression of PDRAs; Understand factors affecting gender balance of 'Named Researchers' On research applications.	All actions implemented effectively; no gender bias in named researchers.	Green	**3.2**
2.6	Improve visibility / understanding of career progression pathways for PDRAs to reduce perceived insecurity.	In addition to implementing planned actions, several new initiatives developed.	Green	**1.1**
2.7	Increase BME student, academic staff and PSS	BME student population has increased, but did not	Amber	**3.3, 4.4**

	population in the department.	reach our 15% target; BME staff have also increased but not reached benchmark. Beacon activities developed.		
4.0	Reduce career pipeline leak from PDRA to lecturer.

Raise % of female PDRAs to Benchmark. | Pipeline leak eliminated; female PDRA % at benchmark. Beacon activities developed. | Green | 1.1 |
4.3	Improve gender balance in seminar & Open Lecture speakers.	Seminar series gender balanced. Beacon activity developed.	Green	3.2
5.1	Act as a Beacon and share our Athena SWAN and BioEDG activities externally to the University of York.	Target of 1 Beacon activity per year exceeded, and new Beacon initiatives developed.	Green	3.2, 3.3, 3.4
5.2	Be ambitious and innovative in our work engaging PSS in AS activities.	Focus groups and direct involvement of PSS on the SAT have developed and implemented new actions for PSS.	Green	2.1, 4.2
5.5	Promote our involvement with the Technician Commitment within UoY and externally.	Multiple new Beacon activities developed and implemented to deliver this action.	Green	2.1
5.8	Encouraging healthy working practices.	All our actions delivered, including Beacon activities; however, staff reporting experiencing bullying and harassment has remained constant at c15%.	Amber	3.1, 4.1, 4.3

2.1.4. Barriers to implementation

The greatest barrier to our ability to implement the action plan was the Covid-19 pandemic. The pandemic disrupted our operations and dramatically changed working patterns, both for staff and students working remotely for the first time, and for the staff who stayed onsite to maintain Departmental operations under isolated conditions. The prolonged disruption and reduced capacity for face-to-face meetings and events meant that many planned activities relating to our Action Plan, including mentoring,

networking and Beacon events, had to be cancelled, postponed or moved to virtual platforms which influenced the effectiveness of these activities and their ability to achieve their intended outcomes. Wherever possible, we implemented alternative actions aimed at achieving the same overall goal, for example delivering Beacon talks online.

Some barriers led to positive change. Action Point 2.5: ("Improve gender balance of Biology-Chemistry Planning Group (BCPG) and BioEDG") proved challenging because both these committees are composed almost entirely of ex-officio members; their composition is not therefore directly controlled by the chair appointing members to the committees. As a result of identifying this issue, the Departmental jobs allocation process and succession planning have been reviewed, so that a better process is in place to future-proof role succession. Difficulties implementing this specific action thus resulted in wider positive change to Departmental processes; medium term impact will be monitored under our new action plan (3.1).

2.1.5. Self-reflection
Under our previous action plan, some ambitious success criteria addressed cultural impacts of our Department's activities that were outside of our direct control (e.g. Action 5.7 "Increase in number of female HoDs of science depts"). In setting our success criteria going forward we have better structured our action plan to distinguish between implementation of changes ('Outputs') and evaluation of the outcomes ('Success Measures'), with the intention that if our desired outcomes are not achieved, we will enter another cycle of action and evaluation.

Our Self-assessment collated a wide range of Beacon activities (see Appendix 0), but we noted that the majority of these were led by female members of staff. While our SAT is gender-balanced, it is clear that we need to involve a broader set of these staff in Beacon activities to ensure a gender equitable distribution of workload; we have a new action directly addressing this issue (New Action 3.4)

During the COVID-19 pandemic, many staff were operating below full capacity, and were asked to prioritise supporting students over other tasks within their wider role. The Biology Department was proactive in supporting staff through pandemic-related challenges, in line with our Athena Swan priorities, but some activities, such as collecting and analysing AS data, were paused during the most challenging periods of the pandemic. Reflecting on the impact of this unprecedented level of disruption, we have built more resilience into the management and succession planning of the Action Plan implementation (See Section 1.3)

2.1.6. Facilitators

Sharing good practice

Our proactive links with other departments and institutions ensure bidirectional sharing of knowledge and good practice. For example, one of our outputs for Action 2.3: ("Ensure there are no barriers to male representation in specific PSS grades") was to review language used in PSS adverts to avoid gender bias. We were able to access Chemistry's full report on gender bias decoding software, which demonstrated that these tools had limited value, and instead we added text to the job description

instructing those writing them to take gender into account, with links to advice about how to do this. Inter-departmental connections mean that as well as benefiting from other departments' research and experience, we also share our own best practices, for example one output for Action 5.8: ("Encouraging healthy working practices") was to agree a communications and email strategy. Our Departmental strategy was used as the basis for a new Faculty Agreement on Email and Slack practices which has now been adopted throughout the Faculty.

Embedded EDI expertise in the Department

The goals of our extensive and wide-reaching Action Plan were achieved not through the actions of an individual or small working group, but through the combined and concerted efforts of the whole Department. Our long-term engagement with AS (gaining Silver in 2006; Gold in 2014) mean that AS expertise is widely distributed among staff in the Department. Two former AS Biology leads have been available to support the ASAL in her role, and the current HoD is a former chair of BioEDIC. This embedded knowledge of EDI and AS facilitates the mainstreaming of EDI and gender equality into all of the Department's activities and processes.

Figure 2.1.2 GenerationResearch is an innovative Beacon programme led by staff in the Biology Department, providing inclusive training for technical and research projects

2.1.7. Conclusions

Major achievements since 2018 include: delivery of actions across the breadth of the extensive action plan (Table 2.1.1); stemming the formerly leaky pipeline between Researcher Grade 6 and Lecturer Grades 7 & 8 positions (Figure 2.1.1) and the delivery of an extensive set of Beacon activities (Appendix 0). It is particularly notable that for both Actions 5.1 ("Act as a Beacon and share our Athena Swan and BioEDG activities externally to the University of York") and 5.3 ("Act as a Beacon, sharing good practice with Learned Societies") we greatly exceeded the targets we had set ourselves, despite the limitations of Covid-19. We also generated new Beacon activities, not in our original plan, such as the successful GenerationResearch initiative (Figure 2.1.2), which uses a model of good practice developed within the Biology Department to spread inclusive practice across institutions.

A major learning point is the need to be flexible and creative in the delivery of an action plan, when circumstances change in unforeseen ways. Our new action plan has been written with this need for resilience in mind; while we have identified clear implementable actions for each of our objectives, the achievement of our overall aims does not rely on the specifics of those actions: should circumstances change, we will adapt our actions to continue working towards our objectives.

2.2.   Key priorities for future action

Our Department works under the ethos that 'good policies benefit all, while poor policies disproportionately affect minorities'; this shared attitude brings all staff on board to deliver our EDI agenda. To clarify what we mean by EDI: by equality we mean that everyone has the opportunity to succeed; by diversity we mean that differences are recognised, respected and valued; and by inclusion we mean that our practices and attitudes recognise, respect and value differences. This agenda to scrutinise and improve the experience of women in our Department will be good for everyone.

We are proud to be an inclusive and supportive Department and our survey data show that the great majority of staff, across staff groups and genders, consistently report that they feel they belong, that they are cared about and that their contributions are valued (Appendix 1: Culture survey data) and that both UG and PG students view Biology as a positive environment in which to study. We aim to maintain this positive working environment and enhance our culture further in the areas which our self-assessment has identified as having room for improvement. Our 8 priorities to further our active EDI agenda are outlined here.

2.2.1. Theme 1: Stemming the Leaky Pipeline
Since the previous reporting period, we have dramatically reduced the loss of women in what was formerly the leakiest part of our pipeline. We previously reported a significant leak from Researcher Grade 6 staff (~ 50% female) to at around 50% female staff to 30% at Lecturer Grade 7 staff (~ 30% female) lecturer level. Many of our actions focussed on this leaky point, and we are happy and encouraged by our 2023 data showing Researcher Grade 6 at 51% female staff, and Grade 7 lecturer at 50% (Figure A10.11). We maintain this high proportion of female staff into Grade 8, but the number of professors remains lower, at around 30%, as for the last reporting period. There is also a telling 'dip' in the pipeline at higher grade researchers, where women are underrepresented, indicating that men are more likely to progress through the researcher grades. At the other end of the pipeline, our undergraduate intake is strongly female biased (UG 63-67% female) with a slight drop to PGR at 55-60% female. Careful examination of detailed student and staff data underlying our pipeline (summarised in Figure A1.1, Figure A1.2, Figure A1.3 and Figure A3.1, Figure A3.2, Figure A3.3) identified these key career transitions as priorities:

1. Researcher Grades 6-7 to Grade 8 Researcher/ART

2. Grade 8 to Professor

2.2.2. Theme 2: Reducing the gender pay gap
Over this reporting period, our actions have reduced some aspects of the gender imbalance in pay. The Gender Pay Gap at professorial level has been halved from 8% to 4%. However, our overall gender pay gap remains unacceptably high at 21% (HESA benchmark 14%). This gender pay gap is seen across staff groups (Table A0.4) but is highest among Teaching staff (19%) and ART staff (10%). Careful examination of the Pay Gap data and the staff composition of the Department indicates that only part of the pay gap arises from vertical gendered segregation. The contribution of this effect to the Gender Pay Gap is addressed in actions under

Theme 1. Importantly, we have identified additional Pay Gap issues that are distinct from the leaky pipeline. In the PSS staff group, the overrepresentation of women at lower grades is a contributing factor, but the data also indicate that women are more likely to be at the top of their grade (illustrated by the negative gender pay gap for Grade 5 staff, Table A0.5) suggesting a problem with PSS progression to higher, better paid grades. For professorial staff, the difference between the mean and median gender pay gaps show that the most highly paid Professors are male. Our professorial pay review data show that although pay review success rates are similar across genders, women are much less likely to apply for a pay review than men: only 16% of applications are from women, although they comprise 30% of professors. This analysis generates these priorities:

1. PSS role review and career development

2. ART & T&S professorial pay

2.2.3. Theme 3: Enhancing the effectiveness of our gender inclusive practice

Our Departmental commitment to promoting EDI is evident in our policies and procedures: all teaching, research and administrative committees understand their role in delivering our inclusion and equality goals. This inclusive and self-reflecting culture has allowed us to effectively implement our previous Action Plan and will be critical in delivering the next.

Our new focus will be a finer-scale implementation of actions and processes that ensure Departmental and committee-level activities are gender balanced. This process will require attentive and effective oversight. For example, our self-assessment process shows that although our SAT is now gender balanced, the majority of the Athena Swan Beacon activities are performed by women. We also see that some other committees, particularly those with ex-officio participants, are not gender balanced. Keeping in mind that 12% of all staff feel that their workload is unmanageable (Section A1.6. Theme 6: Wellbeing); we need to ensure that women are not disproportionately burdened with administrative or leadership roles as part of these committees, while continuing to support their career development.

Priorities:

1. Fair and transparent workload allocation

2. Effective Beacon activities delivered by a diverse team

2.2.4. Theme 4: Strengthening our positive and inclusive culture to ensure healthy working for all

Two areas of concern raised by our recent culture survey were about Mental Health and Bullying and Harassment. Although our culture survey demonstrates that staff know how to report bullying and harassment and are confident it will be dealt with effectively, we still have a small number of staff distributed across genders and staff groups reporting that they have experienced recent bullying and harassment. We are also aware that to be fully inclusive, we must take an intersectional approach, taking other protected characteristics into account; in particular, our numbers of ethnic

minority students has increased to 13% but is still below benchmark (27%) ([Figure A10.1](#)).

Priorities:

1. Harassment, bullying and mental health

2. Intersectionality: students and staff

Section 3: Future action plan

indicates Beacon activities.

indicates actions addressing the priorities identified in Section 2.2

3.1. Theme 1: Stemming the Leaky Pipeline

Objective	Rationale	Action(s)	Time-scale	Action Owner	Outputs	Success Measures
Action 1.1. Reduce leaky pipeline from Research Grades 6-7 to Researcher and ART Grade 8. Priority	Pipeline data show a dip from 52% female at Grade 6, to 39% at Grades 7-8 Researcher. (Figure A2.2.7.1) Gender Pay Gap data show that the pay gap in this staff group is	1.1a. Promote new PDRA mentoring scheme to PDRAs, monitor effectiveness and provide feedback to mentors	2026	DHoD Staff, BioEDIC PDRA Rep	At least 12 PDRAs sign up to mentoring per year; feedback from mentees 90% positive, reporting direct impact on career development e.g. promotion uptake. Mentors report changed practices in response to feedback where needed.	Grade 8 research-active (Research + ART) staff 50% female Gender Pay Gap among Research staff reduced by 50%. Researcher Grades 6-7 maintained at least 50% female.

Objective	Rationale	Action(s)	Time-scale	Action Owner	Outputs	Success Measures
Action 1.1 continued	driven by a male bias at higher Researcher Grades. (Section A2.2.5) Currently fellowship application success rates are very similar across genders (18%F; 19%M) but almost twice as many male applicants as female (63M; 34F since 2018). Fellowships are a key route to making this career transition. Reducing the drop-off at this key career	1.1b. Support Grade 6 & 7 PDRAs to apply for promotion. Strongly promoted annual session on promotion/CPD at which newly promoted F colleagues are invited to speak.	2025	DHoD Staff	Annual Session attended by >60% of eligible PDRAs; uptake of promotion opportunities by female PDRAs increases to gender parity.	See above
		1.1c. Increase uptake by PDRAs of career developing teaching experience (TSLHE, project student co-supervision, T&S part time roles) by promoting at annual CPD session; invite colleagues to share experience of developing teaching experience.	2025	DHoD Staff	Attendance at session as for 1.1b; uptake of teaching experience opportunities is gender balanced, and PDRA focus group indicates high (>90%) awareness of opportunities.	

Objective	Rationale	Action(s)	Time-scale	Action Owner	Outputs	Success Measures
Action 1.1 continued	transition will both increase representation of female staff at higher grades and reduce the pay gap.	1.1d. Use Fellowship Information Workshops as focus groups for potential fellowship applicants (both PGR and PDRA) to identify barriers to women applying	2026	DHoD Research	Feedback collected and actions generated to address any barriers identified	See above
		1.1e. Identify and support potential fellowship applicants. Specifically, monitor PDRA publication outputs and the CVs of newly appointed PDRAs to identify PDRAs with a competitive profile and proactively approach them to encourage them to consider fellowship applications.	2025 2027	DHoD Research, BioEDIC ECR Rep	At least 2 potential applicants identified and supported each year. Gender parity in fellowship application rate.	

Objective	Rationale	Action(s)	Time-scale	Action Owner	Outputs	Success Measures
Action 1.1 continued		Support potential fellowship applicants to strengthen their profile, e.g. through supervision of GenerationResearch summer students, sitting on mock interview panels and assignment of a mentor.				See above
Action 1.2. Reduce leaky pipeline from Grade 8 to Professor, both ART and T&S Priority	This is the leakiest point in the pipeline, with the proportion of women dropping from 50% at Senior Lecturer to 30% at Professor. (Figure A2.2.7)	1.2a. Proactively identify those overdue for promotion: support timely ART & T&S promotion Grade 8 to Professor. Involve recently promoted female staff to share experiences with colleagues.	2025	HoD and Departmental Faculty Promotions Committee Member (via Departmental Promotions Panel and PDR process)	Annual review of promotion eligible staff including time in grade; culture survey shows female staff understand and feel supported through the promotions process	Gender parity in time remaining at Grade 8 by 2029. Increase proportion of female professors to 40% by 2029, with a goal of parity by 2032.

Objective	Rationale	Action(s)	Time-scale	Action Owner	Outputs	Success Measures
Action 1.2 continued	For promotion to professor, staff need esteem indicators; women are less likely to access external citizenship roles.[1] Our data show that women are under-represented at professorial level in both ART and T&S staff groups. (Section A2.1.3) Time in grade data show women remain at Grade 8 almost twice as long as men (Table A3.1.1).	1.2b. Review the University's new (2025) promotion criteria in the context of our WAM and PDR process; ensure no gender bias in the distribution of promotable tasks, e.g. external vs internal citizenship roles.	2027	DHoD teaching, dHod Staff	WAM analysis shows gender balance in workload distributions in relation to promotable tasks and esteem indicators.	See above
		1.2c. Provide opportunity for T&S staff to showcase their research and scholarship publications, to enable them to better indicate their suitability for external appointments.	2026	DHoD Research	Public-facing publication lists for all T&S staff who have publications	

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[1] Järvinen, M. and N. Mik-Meyer (2024). "Giving and receiving: Gendered service work in academia." Current Sociology: 00113921231224754

Objective	Rationale	Action(s)	Time-scale	Action Owner	Outputs	Success Measures
Action 1.2 continued		1.2d. Monitor the impact of the Department's new Sabbatical Process through an EDI lens to ensure female Grade 8 staff are benefitting; provide feedback on application and decision process.	2025 2028	DHoD staff	Gender balance of awardees reported to BioEDIC annually. Sabbatical awards match gender make-up of eligible applicants, and include eligible staff from all Grades.	See above
		1.2e. Provide feedback on University's new (2025) promotions process, using our AS Gold expertise to ensure criteria and process are effective and inclusive.	2028	Chair BioEDIC	Evidence-based recommendations for improvements, based on our implementation and assessment of the new process. Recommendations adopted at university-level.	

Objective	Rationale	Action(s)	Time-scale	Action Owner	Outputs	Success Measures
Action 1.3. Recruit and retain female professors	For ART externally advertised professorial posts, applications from women are still low, ranging from 0% to 42% per year during this reporting period. (Figure A2.2.4) No T&S professorial posts have been advertised in the reporting period; T&S professorial staff 100% male at Jan 2023. (Figure A3.2)	1.3a. Senior recruitment to be made accessible to both ART and T&S academics. Advertise professorial positions in pairs or groups when possible; women are more likely to enter a competitive process when the success/applicant ratio increases[2].	2025 2027	DHoD Staff, DHoD teaching HoD, DHoD Staff	Group advertisement and ART/T&S inclusive recruitment at first suitable recruitment opportunities. Monitor application data and use to evaluate impact of these strategies for encouraging female applicants.	Proportion of female professors increased to 40% by 2029, with a goal of parity by 2036.

[2] Hanek, K.J., Garcia, S.M. and Tor, A., 2016. Gender and competitive preferences: The role of competition size. *Journal of Applied Psychology*, *101*(8), p.1122.

Objective	Rationale	Action(s)	Time-scale	Action Owner	Outputs	Success Measures
Action 1.3 continued	Recruiting more female Professors in both ART and T&S staff groups will increase our overall gender balance, decrease the Gender Pay Gap, and provide female leadership role models to all staff and students.	1.3b. Work with HR to create a recruitment policy enabling us to generate a long-term plan to reach gender parity in professorial positions by 2036.	2027	HoD	Revised professorial recruitment strategy in place. Experience and analysis fed back to HR to share effective practice. 	See above

Objective	Rationale	Action(s)	Time-scale	Action Owner	Outputs	Success Measures
Action 1.4 Reduce leaky pipeline from UG to PGR	Our PGR student withdrawal rate is higher for female than male PGR students, both withdrawals during the application process, and withdrawals from the programme after registration. (Figure A2.3; Figure A10.4) Our UG programmes are 67% female, but our PG applications are only 55% female. (Figure A10.11) We therefore need actions that both increase	1.4a. Provide comprehensive pre-application information about what is expected of a PhD student in York Biology.	2025	Chair BGSB	Pre-application guidance published on our website	Withdrawal rate parity between male & female students, and maintained below withdrawal rate benchmark for Russell Group universities by 2029. 20% increase in applications from female students by 2029
			2024	Chair BGSB	Promote Postgraduate Cafes to UGs via Employability emails; >30 students attend, gender balance matching UG cohort gender balance	
			2024	Chair BGSB	First annual information session for final year UGs explaining what a PhD is like; gender diverse set of presenters included.	
			2025	Student Engagement Manager	Produce new social media content around FAQs and Research Stories	

Objective	Rationale	Action(s)	Time-scale	Action Owner	Outputs	Success Measures
Action 1.4 continued	applications from female PGR students, and retain female students during the application process and the PGR programme.				from a gender balanced set of current PGR students.	See above
			2026	Student Engagement Manager; Chair BGSB	Monitor participation in our biannual 'Meet a PhD' events. If gender bias in presenters or attendees detected, develop strategy to address.	
			2028	Chair BGSB	Feedback from PGR focus groups gathered on value of pre-application information.	

Objective	Rationale	Action(s)	Time-scale	Action Owner	Outputs	Success Measures
Action 1.4 continued		1.4b. Standardise process of expressing an interest in PGR studies and meeting a current PGR student for non-DTP applicants.	2025	Chair BGSB	Expression of interest form online; staff report that they are receiving expressions of interest from students who match their research area	See above
			2026	Chair BGSB	Opportunity to meet a current PGR student offered to all applicants; feedback from PGR focus groups reports that it is helpful	
Action 1.4 continued		1.4e. Provide clear information about how to take on a PhD part time, or switch to part time, and how those with caring responsibilities are supported	2025	Chair BGSB	Information available online; feedback from PGR focus groups reports that this has informed their decision making	See above
					Continue to push YGRS to provide easier access to FTE	

Objective	Rationale	Action(s)	Time-scale	Action Owner	Outputs	Success Measures
					fractions other than 0.5 for part-time PGR students.	
Action 1.4 continued		1.4f. Implement transformative approach to studentship recruitment via GenerationResearch and use links with BBSRC and YCEDE to disseminate best practice.	2025	BioEDIC GenRes Team	Recruit 2 funded PhD students per year via Generation-Research's transformative approach to widening participation. Student demographics reflect the WP aims of the programme and supervisory teams are gender equitable.	See above
			2028	BioEDIC GenRes Team	First cohort of GenerationResearch PhD students successfully complete their PhD studies. Data collected about post-PhD destinations.	

Objective	Rationale	Action(s)	Time-scale	Action Owner	Outputs	Success Measures
Action 1.4 continued			2027	BioEDIC GenRes Team	Best practice disseminated via the BBSRC Strategy Group, the YCEDE Strategy Group and the Leeds Biomedical Research Centre Strategy Board; material added to the AS Gold Inclusive Practice Repository (see 3.4e).	
			2029	BioEDIC GenRes Team	Inclusive approach to student recruitment adopted by at least 2 other institutions.	See above

3.2. Theme 2: Reducing the gender pay gap

Objective	Rationale	Action(s)	Time-scale	Action Owner	Outputs	Success Measures
Action 2.1 Reduce pay gap among PSS staff by 50% **Priority**	Underrepresentation of male PSS Admin staff at Grades 3-6 contributes to overall Gender Pay Gap. (Section A2.2.5) Gender Pay Gap data show that female PSS Staff accumulate at the top of Grades 5 & 6 (shown as a negative gender pay gap) rather than progressing. (Section A2.2.5) Lack of promotion routes for PSS raised in consultation and focus groups.	2.1a. Promote PSS Admin career development through production of a Career Pathways Booklet based on the model of existing booklet for PSS Technical staff.	2025	Admin Manager	Career Pathways Booklet for PSS Admin produced. Feedback collected from PSS Admin Forum	Reduction of negative pay gap for PSS staff at Grades 5 and 6 by 50%, by 2029 Representation of male staff in PSS Admin at Grades 3-6 increased to 40% by 2029. Overall pay gap for PSS staff decreased by 50% by 2029.

Objective	Rationale	Action(s)	Time-scale	Action Owner	Outputs	Success Measures
Action 2.1 continued		2.1b. Establish PSS Admin Forum, use to identify barriers at Grade 5 and 6; learn from Technician Commitment	2025 2027	Admin Manager DHoFO	PSS Admin forum established 2024. Two key barriers identified and plans in place to address barriers.	See above
		2.1c. Make PSS technical staff publications public facing to showcase the value of their contributions to Departmental activities.	2028	DHoD Staff	Public-facing publication lists for all PSS staff who have publications	
		2.1d. Work with HR to address the gender imbalance in recruitment of PSS Admin staff	2026	DHoFO	Development of evidence-based strategy results in 50% increase in applications from male applicants to PSS Admin posts.	

Objective	Rationale	Action(s)	Time-scale	Action Owner	Outputs	Success Measures
Action 2.1 continued		2.1e. Work with the other AS Gold Departments at UoY (Psychology and Chemistry) to lobby University to improve progression and promotion pathways for PSS staff	2027	DHoFO, OpsMan	Review promotional pathways for PSS and technical staff at other universities (e.g. Liverpool, Warwick, Nottingham) and feed back to UoY practical solutions to this issue	See above
		2.1f. Monitor implementation and impact of Department's new (2024-2025) "Core Technical Staff' (CTS) initiative, ensuring inclusive implementation; monitor impact on career development	2025

2029 | DHod Research

DHod Research | Outputs:

Gender composition of Core Technical Staff matches that of eligible staff; participants report positive impact on sense of belonging and career development.

Inclusive impact of CTS disseminated through a | |

Objective	Rationale	Action(s)	Time-scale	Action Owner	Outputs	Success Measures
Action 2.1 continued		through a gender lens.			'University Affairs' article and the Wellcome Valuing Voices project.	See above
Action 2.2 Reduce pay gap among professorial staff by 50% **Priority**	Gender Pay Gap data show pay gaps at Professor grade for both ART and T&S staff; difference in mean and median pay gaps indicates a skewed pay distribution, with professors receiving the highest salaries more likely to be male. (Section A2.2.5) Professorial Pay Review data show women less likely to apply for pay review than men (16% of applications from	2.2a. Proactively identify professorial staff overdue for crossing the bar and pay review and encourage applications where appropriate; identify barriers to applying.	2025	HoD and Depart-mental Faculty Promo-tions Committe e Member (via Depart-mental Promo-tions Panel and PDR process)	Annual review of staff eligible for pay review or crossing the bar, including time in grade	Overall pay gap for Professorial staff maintained at <5%; mean and median differ by no more than 10% by 2029. Proportion of female professors applying for pay reviews matches proportion of female professorial staff eligible by 2029.

Objective	Rationale	Action(s)	Time-scale	Action Owner	Outputs	Success Measures
Action 2.2 continued	women, who make up 30% of professors) (Section A2.2.6)		2025	DHoD for staff	Focus group of senior staff to identify barriers to applying for promotion identifies barriers and feeds into 2.2b.	See above
		2.2b. Use our AS Gold expertise to provide feedback on University level professorial pay review process to ensure criteria are inclusive	2025 / 2028	HoD / HoD	Assess pay review criteria and make recommendations for improving inclusivity / Recommendations adopted at university-level.	
		2.2c. Lobby university for transparency about pay at higher professorial bands	2026	Biology Promotions Committee Rep	Transparent information about successful outcomes for professorial pay reviews (e.g. progression of	

Objective	Rationale	Action(s)	Time-scale	Action Owner	Outputs	Success Measures
Action 2.2 continued					individuals to a higher band), and professorial pay "spine points," made available internally to staff, as is the case for promotion and pay spine points at lower grades.	See above

3.3. Theme 3: Enhancing the effectiveness of our gender inclusive practice

Objective	Rationale	Action(s)	Time-scale	Action Owner	Outputs	Success Measures
Action 3.1 Allocate workload fairly and transparently **Priority**	Staff consultation and survey data indicate workload is a concern. Culture survey data shows that women are more likely than men to disagree that workloads are allocated fairly and transparently (9%F vs 5%M). (Section A1.3. Theme 3: Work-Life Balance) Some committees and teams not gender balanced (BCPG, Teaching Leads) Empirical evidence shows that in academia, distribution of	3.1a. Assess medium term impact of recent changes to the Departmental job allocation process and succession planning through a gender equality lens on a fine scale, going beyond total workload to leading vs membership, visible vs behind the scenes, internal vs external.	2025 2027	DHoD staff DHoD teaching & DHoD staff	Annual workload survey to identify problematic components of workload. Workload distributed across jobs and grades equitably with respect to gender, and supporting promotion	Culture Survey shows gender parity in perception of workload allocation as fair and transparent and reporting of workload as manageable by 2028.

Objective	Rationale	Action(s)	Time-scale	Action Owner	Outputs	Success Measures
Action 3.1 continued	citizenship tasks is gender-biased, with women not only doing more of these tasks overall, but also having less access to citizenship roles that are external-facing and linked directly to promotion and career development[3,4]	3.1b. Collaborative leadership in internal citizenship roles - combines job share opportunities and succession planning; provides leadership experience more broadly and inclusively. (See also action 4.3b)	2025 2026 2028	DHoD staff DHoD staff DHoD staff	Citizenship roles assessed to identify good candidates for shared roles or collaborative working. Generate advisory information and examples for leadership roles to support collaborative involvement and transparent appointment processes. Gender balance in leadership roles across citizenship activities	As above

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[3] Babcock, L., M. P. Recalde, L. Vesterlund and L. Weingart (2017). "Gender differences in accepting and receiving requests for tasks with low promotability." American Economic Review 107(3): 714-747.
[4] Järvinen, M. and N. Mik-Meyer (2024). "Giving and receiving: Gendered service work in academia." Current Sociology: 00113921231224754

Objective	Rationale	Action(s)	Time-scale	Action Owner	Outputs	Success Measures
Action 3.1 continued			2028	DHoD staff	Share our collaborative leadership model at Faculty Research Committee and Faculty Learning and Teaching Group and; adoption by at least one other department.	As above

Objective	Rationale	Action(s)	Time-scale	Action Owner	Outputs	Success Measures
Action 3.2 Continue to embed EDI in our Research practices, processes and culture, spreading and sharing best practice for transformative gender-inclusive research delivery.	Time in grade data show that female academic staff remain at Grade 8 almost twice as long as men (Table A0.7); women are also under-represented at Research Grade 8 (11%, compared to 52% at Grade 6; 48% at Grade 7). (Figure A3.1) Building internal and external networks supports career development of current staff and recruitment of new staff; women are less likely to have and use such networks [5].	3.2a. Coordinate with Research Culture Working Group to promote inclusive research working practices.	2025 2028	DHoD Research, BioEDIC ECR Rep ASAL	Lead monthly Cross-faculty Research Culture Workshops that provide insights/training into outreach/publishing/ industry engagement/caring responsibilities that are open and attended by staff, students, technical and support staff. Culture Survey indicates positive impact on Departmental Research culture.	Career development trajectory of female research-active (ART+PDRA) staff matches that of male staff: time in grade gender parity across all Grades by 2028. Culture Survey shows >85% research-active staff (ART+PDRAs) feel that their career development is supported and they receive useful feedback on career development by 2028.

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[5] van der Wal, Jessica EM, Rose Thorogood, and Nicholas PC Horrocks. "Collaboration enhances career progression in academic science, especially for female researchers." *Proceedings of the Royal Society B* 288, no. 1958 (2021): 20210219.

Objective	Rationale	Action(s)	Time-scale	Action Owner	Outputs	Success Measures
Action 3.2 continued	There is empirical evidence that diverse teams are more productive and effective [6]. Women are disproportionately impacted by poor working practices, in particular due to increased likelihood of part time work and caring responsibilities[7]. Developing stronger research networks will support women's career development and continue to enhance and spread our inclusive research culture.		2028	DHoD Research, BioEDIC ECR Rep	Workshop feedback indicates that sharing of best practice in these workshops has resulted in positive changes in policy and practice across the Faculty	At least 3 of our best research practice initiatives have been adopted outside of the Department by 2029.
		3.2b. Trial novel team equity interventions for a collaborative leadership model. Welcome Trust funding (2024-2026) secured to deliver this action.	2024 2025	DHoD Research DHoD Research	Defining shared responsibilities for DMT with collaborative leadership at the core. 360° review assessment of resulting research culture change	

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[6] Yang, Yang, Tanya Y. Tian, Teresa K. Woodruff, Benjamin F. Jones, and Brian Uzzi. "Gender-diverse teams produce more novel and higher-impact scientific ideas." *Proceedings of the National Academy of Sciences* 119, no. 36 (2022): e2200841119.

[7] Morgan, A.C., et al., *The unequal impact of parenthood in academia.* Science Advances, 2021. **7**(9): p. eabd1996

Objective	Rationale	Action(s)	Time-scale	Action Owner	Outputs	Success Measures
Action 3.2 continued			2026	DHoD Research	Report produced sharing learning on team equity interventions with policy/practice recommendations.	As above
			2028	DHoD Research	Wider adoption of collaborative leadership, following our recommendations - at least 2 other departments or institutions have adopted.	

Objective	Rationale	Action(s)	Time-scale	Action Owner	Outputs	Success Measures
Action 3.2 continued		3.2c. Fine-scale analysis of staff networks internally and externally to identify where support in network building and leadership is required; raise awareness of existing staff networks.	2024	DHoD research	'Women In Research' network promoted at Staff meetings and via the Postdoc Society.	As above
			2026	DHoD research	Analysis of gender of collaboration, co-authorship and citation networks	
			2026	DHoD research	Analysis by gender of uptake of esteem-related roles within research, i.e. speaking at conferences, lead authorship positions, PI roles, leadership roles.	
			2028	DHoD research	Identification of areas where female staff need support in network building and leadership, with strategies to implement this	

Objective	Rationale	Action(s)	Time-scale	Action Owner	Outputs	Success Measures
Action 3.2 continued					support, and where staff need support in diversifying their networks.	As above
		3.2d. Promote the use of Lab Handbooks for best practice in research implementation	2026	DHoD Research, BioEDIC ECR Rep	Work with BRIC and Prosper to develop PI Lab Handbook training	
			2026	DHoD Research, BioEDIC ECR Rep	Handbooks contain information on career development and networking opportunities specifically available for female lab members.	
			2028	DHoD Research, BioEDIC ECR Rep	At least 15 labs within Biology have adopted best practice Lab Handbooks	

Objective	Rationale	Action(s)	Time-scale	Action Owner	Outputs	Success Measures
Action 3.2 continued			2028	DHoD Research	At least 2 other Departments in the Science Faculty have adopted this Lab Handbook model	As above
		3.2e. Increase accessibility of research for part-time staff and those with caring responsibilities.	2024	DHoD Research	Enhancing Research Culture workshop on balancing caring responsibilities with research delivered; positive feedback from attendees.	
			2025	DHoD Research	'Core Technical Staff' initiative used to provide support to researchers with caring responsibilities, reducing impact of caring	

Objective	Rationale	Action(s)	Time-scale	Action Owner	Outputs	Success Measures
Action 3.2 continued			2028	DHoD Research	responsibilities on research productivity Grant success for ECRs with caring responsibilities equal to background ECR success level.	As above
Action 3.3 Continue to embed EDI in our teaching practices, processes and culture, spreading and sharing best practice for transformative gender-inclusive	Gender balanced role models for students increase aspirations and confidence in the accessibility of academic careers among students[8]. Providing inclusive education increases opportunities for students to learn, engage and	3.3a. Fine-scale critical analysis of teaching team composition to avoid single gender teams where possible: act to minimise via WAM	2025 2027 2027	DHoD teaching DHoD teaching DHoD teaching	Review of gender diversity of teaching teams incorporated into WAM process. All teaching teams of more than 3 staff are gender diverse. Students experience gender diverse educators	Student survey shows >80% of students report feeling of belonging that is consistent across genders and intersectional groups by 2028 Staff and student feedback via pulse surveys and interviews shows that student

[8] González-Pérez, Susana, Ruth Mateos de Cabo, and Milagros Sáinz. "Girls in STEM: Is it a female role-model thing?" *Frontiers in psychology* 11 (2020): 564148.

Objective	Rationale	Action(s)	Time-scale	Action Owner	Outputs	Success Measures
teaching delivery.	progress, and to feel a sense of belonging[9]. It enriches students' lived experience. Graduates are ambassadors of our positive research culture. In our recent (2023) curriculum review, teaching staff were explicitly asked to address Diversity and Inclusion in their Module Design documents and; we must assess how effectively this has been implemented to embed diversity and inclusion into students' teaching and learning experience.				across their teaching and supervision in each stage, regardless of module choices.	feedback on teaching materials remains positive or improves throughout the diversifying /decolonising initiatives, and staff report that changes from semesterisation and decolonisation and diversifying the curriculum have enriched their working practices by 2029 Scholarly report on staff and student feedback is published in an educational journal for wider dissemination, and shared within the university via the
		3.3b. Equality Impact Assessment of semesterisation on staff and students. For staff, semesterisation provides the opportunity to concentrate teaching into a single semester. For students, changed patterns of travelling, learning and assessment times may affect	2026 2028	DHoD Staff DHoD Staff	Review of working patterns assesses impact of concentrating each staff member's teaching into a single semester on promotion, grant submission publications and scholarship. Develop actions to mitigate negative gendered impacts of semesterisation on staff, should they emerge. Re-assess actions through	

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[9] Thomas, Liz. "Using logic chain and theory of change tools to evaluate widening participation: Learning from the What works? Student Retention & Success programme." *Widening Participation and Lifelong Learning* 22, no. 2 (2020): 67-82.

Objective	Rationale	Action(s)	Time-scale	Action Owner	Outputs	Success Measures
Action 3.3 continued		certain groups more.			flexible and resilient action plan.	Learning and Teaching Forum by 2029
			2026	Director for Students	Intersectional assessment of impact of semesterisation on student minority groups, with particular focus on overseas students, WP students, disabled students and those with caring responsibilities, in terms of degree outcomes and employment.	At least 2 of our best teaching practice initiatives have been adopted outside of the Department by 2029.
			2028	Director for Students	Develop actions if group-specific impacts of semesterisation on students emerge, and re-assess actions through	

Objective	Rationale	Action(s)	Time-scale	Action Owner	Outputs	Success Measures
Action 3.3 Continued					flexible and resilient action plan.	See above
		3.3c. Include gender lens in our diversifying and decolonising the curriculum activities: monitor and redress the gender balance (taking intersectionality into account) of scientists to whom our students are exposed through teaching materials.	2026	DHoD Teaching	Gender balance assessed and reported to BoS; module leads where balance has been achieved share advice at 'Sharing Good Practice' session.	
			2029	DHoD Teaching	Gender and intersectionality balance across the programmes achieved.	
			2029	DHoD Teaching	Sharing best practice with a wider audience by presenting to the University Teaching and Learning Forum and via the AS Gold	

Objective	Rationale	Action(s)	Time-scale	Action Owner	Outputs	Success Measures
Action 3.3 continued					Inclusive Practice Repository (see 3.4e).	See above
Action 3.4 Diversify the delivery of our AS Beacon activities. Priority	Delivering beacon activities provides opportunity for staff involved to develop and consolidate their EDI learning and practice, and provides opportunities for visible leadership roles, as well as practical involvement in the cultural development of the sector. In the last reporting period, although our SAT was gender balanced, almost all	3.4a. Spread the workload of delivering AS presentations and supporting other institutions and departments more widely.	2025	Chair of BioEDIC	Gender equitable provision by SAT of AS support or feedback to other departments or institutions.	At least 3 high profile and effective Beacon activities with quantifiable impact within UoY and beyond, led by a gender diverse team of staff, by 2029.
			2027	Chair of BioEDIC	Gender equitable provision by SAT of AS presentations.	
			2027	Chair of BioEDIC	Involvement of PSS staff in AS Beacon activities.	

Objective	Rationale	Action(s)	Time-scale	Action Owner	Outputs	Success Measures
Action 3.4 continued	Beacon activities were led by female members of staff. Diversifying delivery will spread both the workload and the benefits more equitably.	3.4b Shift ASAL role from a single member of staff to a gender-balanced co-leadership team	2029	Chair BioEDIC	Incoming ASAL gender-balanced co-leadership team appointed	See above
		3.4c. Act as a Beacon to share our route to success in stemming the mid-career pipeline leak. Involve a diverse team in disseminating our process of PDRA with part-time T&S role transitioning to ART/T&S position, within UoY and beyond.	2029	DHoD research & DHoD teaching, ASAL	Present our PDRA->T&S career development process at AS Sciences Faculty Working Group, and in all AS presentations at other institutions At least one other Department adopts our PDRA->T&S career development process.	

Objective	Rationale	Action(s)	Time-scale	Action Owner	Outputs	Success Measures
Action 3.4 continued		3.4d. Support Generation-Research in a series of Beacon activities for enhancing diversity and inclusivity in research training and research culture	2024	BioEDIC Chair, ASAL	Include Generation-Research as a Beacon Case Study in all AS talks and presentations.	See above
			2025	BioEDIC Chair	Showcase Generation-Research's inclusive research training guidelines through our online AS Gold Inclusive Practice Repository	
			2028	BioEDIC GenRes Team	Generation-Research provides documented impact on inclusive research training practice across 3 sectors: research councils, science industry and higher education.	

Objective	Rationale	Action(s)	Time-scale	Action Owner	Outputs	Success Measures
Action 3.4 continued		3.4e Use our AS Gold expertise to share, develop and evaluate best practice for inclusive teaching and research in the Biosciences, within the Department and University, staff and students, and the HE sector in the UK	2025	ASAL	Collate the extensive examples of good practice shared with learned societies by Biology staff (see action 5.3) to produce a repository of expertise.	See above
			2025	ASAL	Launch our online **Athena Swan Gold Inclusive Practice Repository** with live outreach event to share our expertise and best practice	
			2025	ASAL	Event feedback shows 80% of participants found the repository resources valuable	

Objective	Rationale	Action(s)	Time-scale	Action Owner	Outputs	Success Measures
Action 3.4 continued			2028	ASAL	Best practice shared by Biology implemented by at least 4 other institutions	See above

3.4. Theme 4: Strengthening our positive and inclusive culture

Objective	Rationale	Action(s)	Time-scale	Action Owner	Outputs	Success Measures
Action 4.1 Reduce harassment and bullying *Priority*	Only c85% say they weren't bullied or harassed in the last year. Rate consistent across genders and staff groups, but lower for DND staff. (Culture Survey Section A1.4. Theme 4: Bullying and Harassment)	4.1a. Provide bystander intervention training to staff, ensuring that the training includes both gender and intersectional issues. (also relevant to Action 4.4)	2025 2027 2027	Admin Manager, DHoFO, BioEDIC Chair Admin Manager, BioEDIC Chair Admin Manager, DHoFO, BioEDIC Chair	Appropriate training identified and tested by SAT members, 2025. Feedback gathered from participants on the impact of the training after the training and via the Departmental culture survey; feedback is at least 70% positive. At least 8 members of staff trained yearly thereafter, with representation across staff groups.	Culture surveys consistently show >90% of staff saying they were not bullied or harassed; reporting parity across all genders by 2028.

Objective	Rationale	Action(s)	Time-scale	Action Owner	Outputs	Success Measures
Action 4.1 continued		4.1b. Convene focus group of non-binary staff, to identify where areas of bullying and harassment still exist and how we can protect colleagues at risk from this behaviour	2024 2027	BioEDIC LGBTQ+ rep BioEDIC LGBTQ+ rep	Focus group convened; 2 actions generated and implemented. Focus group to meet again after 2027 culture survey to evaluate progress and generate further actions as required.	See above
		4.1c. Publicise our values and expected behaviours and how to report if people's experiences do not meet these expectations.	2025	DHoD Staff	Posters around the Department and on screens stating our values and expectations, with a QR code to facilitate reporting.	

Objective	Rationale	Action(s)	Time-scale	Action Owner	Outputs	Success Measures
Action 4.2 Engage and support PSS staff to recognise the impact of Athena Swan principles and gender equality activities	PSS staff are the group least likely to report recognising personal (33%) or departmental (66%) benefits of the Department's Gold Athena Swan Award. (Culture Survey Section A1.2.1.)	4.2a. Use Technician's forum to provide PSS Technical staff with annual update on AS actions relevant to them.	2025	Faculty Technical Manager	Establishment of annual PSS technical AS update	Culture survey shows PSS reaches same level of recognition of value of AS engagement as other staff groups; overall engagement with AS remains high with >80% of PSS staff recognising the benefit of AS by 2028. Co-identification of specific PSS Technical and PSS Admin actions; actions tracked to completion by 2029.
		4.2b. Use newly established PSS Admin forum (see Action 2.1b), to identify areas where AS activities can support this group	2027	Admin Manager	Two support ideas identified and implemented	

Objective	Rationale	Action(s)	Time-scale	Action Owner	Outputs	Success Measures
Action 4.3 Improve mental health and promote healthy working practices **Priority**	Culture Survey shows that mental health and wellbeing remain a concern (Section A1.6. Theme 6: Wellbeing); staff consultation on priorities for Action Plan identified mental health as a key concern. Stress is reduced by more resilient processes and teams, so several of our actions here focus on increasing collaborative working, to reduce pressure on individuals and to increase flexibility by facilitating cover of sabbaticals, sickness absence,	4.3a. Organise annual calendar of mental health and wellbeing events in the Department, each with a specific focus	2025 2026 2026	Admin Manager	Men's mental health session held in the Department and attended by staff across staff groups Menopause mental health session held in the Department Use staff consultations to evaluate usefulness of these events, and identify topics for future annual calendar of events	Culture Survey shows that >80% of staff report that their mental health and wellbeing are supported in the Department; gender parity in reporting by 2028. Culture Survey shows that >90% of staff know where to seek support for mental health or wellbeing issues by 2028.
		4.3b. Monitor and diversify the 'Good News' section in the Biology Bulletin: This section currently has a, heavy emphasis on high impact papers, does not reflect the	2024 2024	Admin Manager DHoDs	Annual monitoring of 'Good News' section to identify under-featured groups Monthly nomination of a diverse range 'Good News'	

Objective	Rationale	Action(s)	Time-scale	Action Owner	Outputs	Success Measures
Action 4.3 continued	leave, secondments etc. Staff consultation also indicated a desire for post-Covid community-building activities.	Department's inclusive approach to valuing everyone's contributions			stories, such that over the course of each year, the 'Good News' section features items across all staff groups, with gender balanced representation and a mix of item types (research, teaching, personal achievements)	See above
		4.3c. Diversifying wellbeing activities and community building in the Department	2024 2025	Admin Manager, DHoFO. Admin Manager, DHoFO.	Introduce idea of monthly short ecology walks around campus lake at Biology Strategy Day Sept 2024 Walks attended by >10 staff from across Departmental staff groups starting Sept 24 with new academic year	
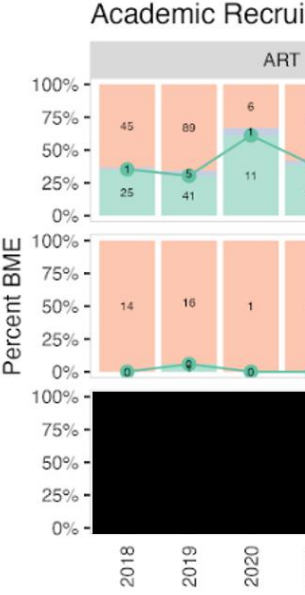
Objective	Rationale	Action(s)	Time-scale	Action Owner	Outputs	Success Measures
Action 4.3 continued			2026	DHoFO, DHoDs, Chair BioEDIC	Develop at least one more well-being / community building idea	See above
		4.3d. Improving resilience of teaching delivery to reduce pressure on individuals, using collaborative 'Team Teaching'.	2025	Chair of BoS	Review of team-teaching delivery to identify current good practice	
			2025	Chair of BoS	'Sharing Good Practice' session run to showcase effective team teaching practice; add material to the AS Gold Inclusive Practice Repository (see 3.4e).	
			2026	Chair of BoS	Generate module design document specifying that MOs should identify 'understudies' from the module team so that all teaching	

Objective	Rationale	Action(s)	Time-scale	Action Owner	Outputs	Success Measures
Action 4.3 continued					activities can be covered if staff are on leave/away, and other lessons learned from the good practice above	See above
		4.3e. Improving resilience of delivery of citizenship roles, to reduce pressure on individuals by promoting collaborative working and clear succession planning.	2025	DHoD staff	Outputs: All citizenship roles without a current deputy identified and succession planning put in place.	
		4.3f. Improving resilience of research delivery to reduce pressure on individuals by collaboration	2025	DHoD Research, RFLs	Department-underwritten long term co-funded technician posts (5 by 2025) shared between research groups in related areas.	

Objective	Rationale	Action(s)	Time-scale	Action Owner	Outputs	Success Measures
Action 4.3 continued		and community building	2026	DHoD research, BioEDIC ECR Rep	Share examples of effective collaborative research practice at Staff Meetings and via the Research Culture Working Group workshop (see 3.2a) and AS Sciences Faculty Working Group	See above
			2027	DHoD Research	Internal funding via DRC used to support new internal collaborations in a gender equitable way.	

Objective	Rationale	Action(s)	Time-scale	Action Owner	Outputs	Success Measures
Action 4.4 Include all protected characteristics in our AS activities, to support those facing the challenges of intersectionality **Priority**	Increasing numbers of BME students - need to ensure these students are supported, and feel that they belong. High proportion of disabled students (23.0%, compared to RG group average of 19.6%). Staff BME numbers low (Table A0.2) and particular drop off in BME staff recruitment between interview (35%) and appointment (21%) exacerbated by visa-related bureaucracy for overseas applicants (	4.4a. Develop a more strategic approach to Awareness/Celebrate days/weeks (e.g. Black History Month, Pride Month etc) to support and complement university events	2024 2024	BioEDIC Chair Student Engagement Manager	Generate a schedule of awareness days to celebrate departmentally, linked into university's EDI calendar Celebrate 1-2 awareness days annually, with at least 3 events acting as Beacons over the next 5 years.	Increase in proportion of BME students to 15% of student intake by 2029. High quality data available on staff ethnicity, and increase in BME staff to 10% of staff by 2029. Culture survey shows >95% of staff and students feel supported and valued within the Department, and that this is consistent across genders and intersectional groups by 2028.
		4.4b. Work with Rainbow Alliance to set up a focus group for LGBTQ+ staff and students, to identify inclusion actions (linking	2024 2026	BioEDIC LGBTQ+ Rep BioEDIC Chair	Focus group convened and at least 2 inclusion activities identified. Inclusion activities implemented and evaluated.	

Objective	Rationale	Action(s)	Time-scale	Action Owner	Outputs	Success Measures
Action 4.4. continued	Figure A10.8) Women are disproportionately impacted by parenting and other caring responsibilities; this is reflected by increased time in grade (Table A0.7) and increased	in with Action 4.1b)				See above
		4.4c. Review newly available undergraduate data to identify student carers (See also 3.2e, 3.3b)	2027	Director for Students	Assessment of the impact of caring responsibilities on student grades and progression; new actions developed if data indicated is required	
Action 4.4. continued		4.4d. Produce a 'Family Support "Leave Guide' to guide line managers and employees through the maternity, parental and/or adoption leave process; appoint parenting champions who have experience of the challenges and	2024	Admin Manager	Family Support Leave Guide produced (and updated annually)	
			2025	DHoD staff	Two parenting champions appointed (not same gender)	See above
			2028	DHoFO	Feedback from staff and students (see 4.4c) about the support received	

Objective	Rationale	Action(s)	Time-scale	Action Owner	Outputs	Success Measures
	likelihood of part-time working[10]. Overall, the inclusion of intersectionality is an essential part of the assessment of gender equality within academia, because women who also share one or more additional protected characteristics are disproportionately impacted by the combination of challenges faced[11].	can advise on aspects of pregnancy, leave, being a working parent etc.			gathered, acted on, and used to share best practice across the University.	
Action 4.4. continued		4.4e. Set up a student group for the Global Majority to support the embedding of race-related equity into teaching and learning.	2025	Student Engagement Managers/ Director for Students	Student group established and meeting at least twice a year. UG course reps ethnic diversity reflects ethnic diversity of current student cohort.	See above
		4.4f. Use newly available undergraduate	2027	Student Engagement Managers	Assess effectiveness of transition support	

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[10] Morgan, A.C., et al., *The unequal impact of parenthood in academia.* Science Advances, 2021. **7**(9): p. eabd1996

[11] Nichols, Sue, and Garth Stahl. "Intersectionality in higher education research: A systematic literature review." *Higher Education Research & Development* 38, no. 6 (2019): 1255-1268.

Objective	Rationale	Action(s)	Time-scale	Action Owner	Outputs	Success Measures
		demographic data to provide targeted transition support to incoming BME students			via focus group feedback from the Global Majority student group	
Action 4.4. continued		4.4g. Annual info session for staff on recruitment processes, visa support etc, to ensure staff better informed and confident in supporting overseas appointees.	2024	Admin Manager	First annual information session delivered, attended by >15 staff; >80% positive feedback from attendees.	See above
		4.4h. Build accessibility into all refurbishment / new building	2026	OpsMan, BioEDIC Disability contact	Equality Impact Assessment of new build/refurb projects to ensure	

Objective	Rationale	Action(s)	Time-scale	Action Owner	Outputs	Success Measures
		projects to make labs/office areas more accessible			accessibility guidelines were followed and to assess impact on inclusion.	
			2028	BioEDIC Disability contact	Sharing our knowledge and experience of increasing the accessibility of teaching, learning and research spaces to INCLUDE and EDO for wider dissemination through UoY.	

Objective	Rationale	Action(s)	Time-scale	Action Owner	Outputs	Success Measures
		4.4i. To support disabled students, standardise use of VLE flagging system to enable the Library to make materials more accessible	2026	Chair BoS	All modules have reading list and flags in the correct format to ensure accessibility to teaching and learning materials.	

Appendix 0: RAG-rated Action Plan

+ Red: No progress was made on this action. For example: The action was never undertaken; the action was started but was permanently discontinued; further work is needed to begin the action or to revise the approach.

+ Amber: Partial progress was made on this action. For example: the action has begun but is incomplete; the action was completed but the outcomes or impacts were not as predicted/desired; further work is needed to complete the action or to obtain the desired outcome or impact.

+ Green: Good progress was made on this action. For example: the action was completed with outcomes or impacts as (or very close to) predicted/desired; no further work is needed on this action.

RAG rating was carried out 3 times in the reporting period:

- Initial 2018
- Mid 2021
- Final 2024

An action marked as **R A G** would thus indicate that an action was red in the initial assessment, amber in the mid-period assessment, and green in the final RAG rating exercise.

indicates Beacon activities.

A0.1. Theme 1: Engage

Action # & RAG Rating Initial/Mid/Final	Objective and Rationale	Key outputs and milestones	Ownership	Measures of Success
1.0 R A A	**Objective:** Increase engagement of PSS with AS **Rationale:** Evidence in staff surveys of less awareness of AS amongst PSS	Focus groups and culture surveys run with PSS to develop ideas & increase engagement	Admin Manager	PSS engagement has increased since 2016. Culture survey shows PSS positive responses to: "*I think the Department as a whole has benefited from the Department holding a Gold Athena Swan award*" have gone up from 48% in 2016 to 66% in 2021 (Figure A1.2.1.), but falling short of our ambitious target of 90%. The 2021 survey indicated that PSS Technical staff were the group of PSS staff that were least engaged in AS: only 59% agreeing to the above statement compared to 82% of PSS Admin staff. We held a PSS Technical focus group in 2022 and identified and implemented key actions around: a. PSS Technical representation on Technician appointment panels b. Feeding back to the university about the promotions process for PSS staff 2023 survey did not include this question; needs following up in future surveys to achieve our new aim

Action # & RAG Rating Initial/Mid/Final	Objective and Rationale	Key outputs and milestones	Ownership	Measures of Success
				of >80% positive responses from both PSS Admin and PSS Technical (see new action 4.2).
		'Career trees' activity extended to include PSS staff	PSS Rep on BioEDIC	13 PSS career trees posted on Staff Wiki, including Admin, Management and Technical roles.
		Utilise anonymised google form for staff to provide feedback/ideas on AS throughout year	Deputy Head of Faculty Operations	We now have a general anonymous suggestions form open all year, with regular reminders in the Departmental Bulletin. This has received 22 suggestions since launched in 2019, including some specific to PSS matters, showing usage by this staff group. 14 of these suggestions have led to concrete actions/change, many of which increase inclusion, e.g. varying the timing of our HoD seminars, sanitary provisions in toilets, more seating areas, more regular cleaning of showers.
1.1 **R G G**	**Objective:** Create a more inclusive Departmental culture	New mechanisms developed to monitor gender balance at events.	Social Committee	A box-and-token system is used at social events, staff meetings and other Departmental events. Participants drop a token into a gender box and participation is monitored anonymously. An anonymous google form QR code is used as an alternative for more desk-based events. Social

Action # & RAG Rating Initial/Mid/Final	Objective and Rationale	Key outputs and milestones	Ownership	Measures of Success
	Rationale: Concern that lack of variation in timing of social events may detrimentally impact specific groups of staff	Guidance produced and publicised on Wiki regarding arrangement of events to ensure inclusivity so that all staff can attend		events are gender balanced and inclusive: on average 50% women, 39% men; 2% non-binary or non-conforming; 3% a gender identity not specified. Engagement in the monitoring is good: average of 94% of participants. Departmental event inclusivity guidance has been developed and adopted. Departmental event booking form requires those booking events to have considered the inclusivity of their event, as per the guidance.

Action # & RAG Rating Initial/Mid/Final	Objective and Rationale	Key outputs and milestones	Ownership	Measures of Success
1.2 **A** **G** **G**	**Objective:** Reduce Unconscious Bias **Rationale:** Widespread recognition that UB has the potential to infiltrate all departmental activity.	Highlight online UB training via Biology Bulletin Targeted emails sent to encourage compliance by staff in post prior to introduction of compulsory training.	Training Officer	Target success was 80% completion of training. Emails were sent out and this training was highlighted in Bulletin, resulting in a 97% completion rate.
1.3 **R** **A** **G**	**Objective:** Produce more comprehensive understanding of PDRA career destinations **Rationale:** Current limited knowledge of	Student Employability Team review LinkedIn data from PDRA leavers and analyse by gender.	Employability Manager	Data has been collected on career destinations of PDRA leavers. These data are not yet available by gender, but a plan is in place to ensure these data are available in future. Culture survey data show that across genders and years, PDRAs feel that their career development is supported by their line managers (positive or neutral, 2021 F:90%; M:88%; 2023 F:95% M:83%), and that they receive helpful feedback on their career development through performance reviews (positive or neutral, 2021 F:83% M:88%; 2023 F:95%; M:85%). (See culture

Action # & RAG Rating Initial/Mid/Final	Objective and Rationale	Key outputs and milestones	Ownership	Measures of Success
	career destinations of PDRAs reduces ability to provide appropriate career advice			survey A1.5. Theme 5: Career Development for details).

Action # & RAG Rating Initial/Mid/Final	Objective and Rationale	Key outputs and milestones	Ownership	Measures of Success
		Careers pages updated with case studies and highlight to Postdoc Society PDRAs encouraged to use new University scheme that provides inter-departmental mentoring.	BioEDIC Postdoc Rep	Career trees are available to PDRAs via the Staff Wiki providing case studies of a variety of career paths, including those who went from post-docs to non-academic positions, and those whose academic career paths were non-linear or unconventional. See actions 2.6 and 4.0 for engagement with the Postdoc Society and extensive support for career development. A new Departmental scheme offering mentoring to PDRAs has been introduced (see Action 2.6). 21 academic staff (9F, 12M) have volunteered to mentor post-docs who are not in their own lab group, and 11 PDRAs (~8F, 3M) have signed up in the first round. Monitoring the effectiveness of this new scheme will be carried forward to the new action plan. See new Action 1.1 for future plans.

A0.2. Theme 2: Progress

Action # & RAG Rating Initial/Mid/Final	Objective and Rationale	Key outputs and milestones	Ownership	Measures of Success
2.0 R G G	**Objective:** Support career progression of PDRAs. Understand factors affecting gender balance of 'Named Researchers' On research applications. **Rationale:** "We wish to stem the leakiest point in our career pipeline for women, which is from PDRA to Lecturer"	Focus group of PDRAs to discuss their input to research applications and better understanding of factors influencing naming of PDRAs on applications. Potential reasons for gender imbalance of named researchers identified. Actions developed.	DHoD for Staff, DRC (postdoc rep)	'Named Researchers' on research application data collected and reported to BioEDIC. Data show gender balance in named researchers: 51% male vs 49% female named researchers (N=89) reflecting the overall c50% female gender balance of PDRAs, over the reporting period (Figure A2.1.3). As this action was implemented during Covid-19 restrictions (2021), rather than a focus group, a PDRA survey was carried out. The survey showed no gender-specific barriers to being named on a research grant, but showed some PDRAs wanted more support with Career Development. To more generally support PDRA career progression, we have established a new role, DHoD for Staff, with Career Development as one of the key responsibilities of this Senior role. The DHoD for Staff meets regularly with PDRAs, both individually as requested, and as a group for Career Development-focussed sessions.

				See new Actions 1.1 and 3.2 for future PDRA career support plans.
2.1 	**Objective:** Maintain gender balance in PGT **Rationale:** Recognition of potential course dependent gender imbalance in PGT.	Promotional material for PGT courses, Open Day and website reviewed with a gender audit.	Student Engagement Manager	Open Day material and website gender audited May 2022. Website images were found to be 4:3 F:M, with no gendered language. Our Athena Swan Gold is highlighted in our Admissions Talks. Open Day images are 17:4 F:M (this includes an Athena Swan image, hence high representation of women), current research case studies are 1:1 F:M, past student case studies 1:1 F:M, no gendered language outside of the case studies. British Council Scholarship for Women in STEM was awarded to Peruvian student Liz Romero (1 of only 6 awarded) to study MSc Biomedical Sciences here, 2021-22.
		Gender balance in PGT applications & intake broken down by individual programme	PGT Admissions Tutor	In this reporting period we ran 2 PGT programmes: • Molecular Medicine / Biomedical Sciences application->intake success rate is 14% for both male and female applicants • Industrial Biotechnology application->intake success rate 5% for female and 9% for male applicants

				Overall PGT programmes, intake has only been male-biased once in the 6 academic years covered by this reporting period, and in the last 2 years has reached 60-75% female (exceeding HESA benchmark of 53% female), matching our UG gender make-up, showing a **stemming of this part of the leaky pipeline** (Figure A1.2, A2.2.7)
2.2 R A G	**Objective:** Reduce gender disparity across PSS grades and support PSS careers **Rationale:** Data for previous reporting period reveals gender imbalance at specific PSS grades	Data analysed by gender for roles within grades.	Admin Manager	PSS grade data shows decreased gender disparity, compared to previous reporting period, with both previously female-biased (grades 2-6) and previously male-biased (grades 7-8) becoming more gender balanced: Grades 2-6 2013-2017 70% female, 2018-2023 67% female; Grades 7-8 2013-2017 39% female, 2018-2023 52% female; for details by grade, see Figure A5.1 and Figure A5.2.
		Hold focus groups for PSS staff to explore any barriers to applying for specific posts. Develop action plans from feedback.	Deputy Head of Faculty Operations / Admin Manager	Well-attended Technician's Forum provided a focus group (see Action 1.0), after culture survey revealed PSS-Technical to be the group feeling least engaged in Athena Swan (A1.2.1.). Resulting action implemented: to ensure PSS technical staff member sits on panel for interviews for technical roles. In addition, University Technician Commitment Action Delivery Team is chaired by Biology OpsMan with 4 other Biology staff sitting on the

			committee. A PSS Biology Staff member is on the UoY Athena Swan SAT. This representation provides opportunities for us to share Biology good practice and feed into PSS Staff Development policies. See new Action 2.1 for future plans.
	Review secondment/temporary responsibility opportunities	PDR Reviewers & HoD Oversight	During Covid-19 Staff were voluntarily seconded to Covid testing facility at York District Hospitals (17F, 14M) and a LAMP testing facility (8F, 2M). Technical staff furloughed during Covid-19 were gender balanced (8F, 5M). Secondments have been reviewed; over the last reporting period 4M, 12F, 1DND.
	Disseminate information and encourage mentoring/coaching/job-shadowing via PDR process	PDR Reviewers & HoD Oversight	There is now a box on the PDR form PSS staff can tick to indicate if they want to become a mentor, and they have been eligible to participate in the Biology mentoring scheme since 2022 (1F & 1M mentee, 5F, 3M 1NB mentor); Coaching is also available to PSS staff. Since 2028 4F, 2 M PSS staff have participated. A webpage dedicated to PSS staff with information about career pathways, skillsets and career development has been provided by the University, and the Yorkshire Technician

				Exchange Partnership between Universities of Leeds and York allows job-shadowing; 27 Biology York participants, 19M, 6F)
			Encourage women to apply for Leadership training through PDR discussions & targeted emails recognising drop-off of women at PSS grade 7	PDR Reviewers & Training Officer	Between 2015 and 2022, 11 PSS Biology staff members have participated in UoY's 'Springboard' four-month personal development programme for women and non-binary staff, supporting career development. In addition, 3 PSS Biology staff members have completed the TC Herschel Women in Technical Leadership course, with another accepted for 2024. A further 15 F, 4M PSS staff have done Leadership training in some form since 2018. The New Line Manager Fundamentals training course has 12 new sign-ups since we promoted it: PSS (5M & 1F); ART (3F & 3M).

The drop-off in female senior PSS staff (grade 7+) has decreased since the last reporting period: 2013-2017 39% female at PSS Grades 7-8; rising to 2018-2023 52% female at PSS Grades 7-8 (See Figure A5.1)

Biology employs more women at senior PSS grades than across the faculty as a whole: Biology 52% female at PSS Grades 7-8; Rest of Faculty 38% female at PSS Grades 7-8. (See Figure A5.2) |

| 2.3 RAG | **Objective:** Ensure there are no barriers to male representation in specific PSS grades. **Rationale:** Data from previous reporting period shows gender imbalance at specific PSS grades. Recognition that certain PSS roles are gender stereotyped | Career trees produced as case studies to demonstrate progression in PSS roles are produced Case studies of men/women currently in PSS roles are produced | Admin Manager/Ops Manager | The underrepresentation of male PSS staff at grades 5-6 has decreased since the last reporting period: in 2013-2017, only 25% of this staff group was male; in 2018-2023, this has risen to 31% (Figure A5.1). Gender balance in applicants to PSS posts (Figure A8.1) has improved over the reporting period from 62%F:38%M in 2017, to 57%F:43%M in 2023. 14 PSS career trees posted on Staff Wiki showcasing career progression. Career Pathways Booklet produced for PSS Technical staff. All PSS staff are awarded 10 days CPD pro rata, and this is flagged on PDR forms. Case studies highlighting key achievements and external recognition of Biology PSS staff have been produced. Examples:
• THE Award for Outstanding Technician of the Year
• Journey to Professional Registration
• Apprentice Mechanical Workshop Technician
 See new Action 2.1 for future plans. |
| | | Language in PSS adverts is viewed through a gender audit (working with UoY HR) | Admin Manager | An assessment of a range of 'Gender decoder' type software was carried out, and concluded that these tools were not effective in improving language inclusivity. To address inclusivity, we |

			provided some advice to those writing job adverts to ensure inclusive language is used, alongside standardised approved briefs. We have worked with HR, volunteering to be a pilot for a trial of including wording in all job adverts to proactively offer family friendly, flexible working arrangements. This policy has now been implemented across the whole University. In addition, Biology OpsMan worked with HR to create generic gender inclusive job descriptions for PSS technical roles, offering transparency and consistency across the grades. These have been adopted across the university and since 2018, these job descriptions have been presented to or shared with 24 other HE institutions also looking to implement generic job descriptions.
		Shortlisting of previous PSS posts reviewed to identify any gender bias	Dept Manager	Shortlisting of PSS posts data reviewed; no evidence of gender bias at the shortlisting stage (Figure A8.1).

		Promote PSS job adverts through the AUA (Association of University Administrators)	DMT Admin Team	PSS job adverts are promoted through Indeed.com, which has a wider reach than AUA. We include text highlighting our emphasis on diversity and inclusion, and offering family friendly, flexible working arrangements.
		Monitor engagement of PSS with IST by gender and promote take up if there is gender inequality.	Operations Manager	IST membership is now funded at University level, promoting take-up and supporting PSS staff career development. 5 Biology PSS staff have used this new university funding to join the IST (1M;4F).
2.4 R G G	**Objective:** Ensure PDR meetings are useful for all staff **Rationale:** In the Staff Survey only 62% said their PDR was useful in providing constructive feedback on areas for development.	Staff surveys to examine if the new form (introduced in 2018) resulted in improvements	HoD/Dept Manager	Staff survey show clear improvements since the introduction of the new PDR form. Responses to the Culture Survey 2021 questions in Theme 5: Career Development all had >80% neutral or positive responses, with the majority positive, in particular in questions directly mentioning performance reviews or line manager support. This improvement is evident across staff groups and is maintained in 2023. See A1.5. Theme 5: Career Development.

| | | | Assess effect of the new PDR process of training/ development and promotion applications | Admin Manager/HoD | The new 'Personal Development' box on the PDR form is well-used across all staff groups to identify training and development needs, with >90% of staff completing this section.

Comparisons of PDR forms between 2020-2021 and 2021-2022 show improved usage of this 'Personal Development' box among the staff groups most in need of career development support, PDRAs (see action 2.0), 17% increase and PSS staff (see Actions 2.2 & 2.3), 40% increase.

Promotion application success rate remains high and gender balanced, indicating appropriate support in assessing promotion readiness (Figure A9.1). |

| 2.5 R A A | **Objective:** Improve gender balance of Biology-Chemistry Planning Group (BCPG) and BioEDG

Rationale: Gender split on BCPG in 2017 was 36% female; 64% male

Gender split on BioEDG in 2017 was ~66% female; 33% male | Biannual "jobs group" led by HoD addresses disparity through encouraging new volunteers | Biology Senior Leadership Team (SLT) | Biology SLT (HoD, 3DHoDs, DHoFO) meets 3-4 times annually in this "jobs group" capacity to review jobs, and actively takes gender balance and diversity of committees into account.

BioEDIC (formerly BioEDG) is now evenly gender balanced (see Section 1.3.1) and includes ethnic minority staff and students, part- and full-time staff, LGBTQ+ representation and disability representation.

BCPG is still imbalanced, with 4F and 12M members. This is because participation in this committee is based on ex-officio roles, rather than being direct appointments to the committee. In response to this ongoing imbalance, the jobs process and succession planning has been changed explicitly to include knock-on impact on ex-officio roles. This specific action has resulted in a wider process change across the board, and monitoring of its medium-term impact on committee composition is ongoing (See new Action 3.1). |

| 2.6 AGG | Objective:
Improve visibility / understanding of career progression pathways for PDRAs to reduce perceived insecurity.

Rationale:
The number of research-only staff on fixed-term contracts is high. | Engage with Concordat and Postdoc society.

Career trees and non-linear career paths highlighted (see 1.3)

Opportunities for:
Bridging funding;
Postdoc summer studentship scheme (~30k annually);
Redeployment Fellowships highlighted | Deputy HoD / Research Facilitator / Admin Manager / Chair DRC / Post-doc Soc | Post-doc Voice Event in conjunction with the Post-doc Society held in 2022, covering PDRA careers, Concordat, CPD, Mentoring; a session on Fellowship applications was also included.

Potential fellowship applicants are supported throughout the process, with early stage workshops explaining to PhD and PDRAs what is involved. Applicants are supported by 1-1 meetings helping them navigate the process, including support from an independent mentor, providing peer review, arranging mock interview panels and assisting with reviewer comments.

30 career trees are available on Staff Wiki, showcasing a diversity of ART, T&S, PSS Technical and PSS Admin career paths

In June 2020 we replaced our usual in-person Research Away Day (RAD) with an online Post-doc Conference. 11 PDRAs (8F:3M), presented their research and received feedback from a panel of senior academics. Once the RAD reverted to in-person, a new abstract scoring system was introduced including a blinding process and optional contextual statement, to eliminate bias and allow COVID-19 impacts on research to be taken into account. This continues a trend of increasing inclusion in the RAD, which has shifted from an ART staff only event, to include T&S, PDRAs, PSS and PGRs. |

				As of 2024, a new training programme providing mentoring to Post Docs has been introduced (see Action 1.3). Any PDRA contributing to teaching is supported to undertake TSLHE to enhance their career development.
				Since launching in 2021, GenerationResearch has provided support and funding for 23 PDRAs, of which 40% were women, to supervise a summer studentship.
				Line managers are contacted to ensure they are aware of the redeployment process 6 months before an employee's fixed term contract or fixed term funding is due to expire, to initiate the redeployment consultation process.
				See new Action 1.1 for future plans.

2.7 R A A	**Objective:** Increase BME student, academic staff and PSS population in the department **Rationale:** Our analysis of intersectionality reveals number of BME students below UK benchmark Our analysis of intersectionality reveals % of BME academic staff and PSS is below UK benchmark	Department will engage with (and help drive) widening participation strategy and Race Equality Charter at University Level	BioEDIC Chair & Ethnic minority Rep	Our student BME population has increased from 10% in 2018 to 13% in our 2024 intake (Figure A10.1). This means we have not quite achieved our target of a 15% BME student population by the end of this reporting period, and are below the national benchmark of 27% overall, although for PGR we are slightly over benchmark and for PGT greatly above (71% vs 24%) (Table A0.1) For UG, we have put a number of measures in place to improve the diversity of our intake. The Department has led on using contextual offers to widen participation in our degree programmes. To support students further once they are here, the Department's Generation Research initiative provides paid technical and research experience to students from widening participation backgrounds. Initially a Departmental programme, this initiative has now extended to place students with many different institutions and across disciplines, and has extended from summer studentships to Masters by Research and PhD studentships. This Beacon initiative shows we are driving Widening Participation beyond our own Department. See new Action 4.4 for future plans.

				The Department has also engaged with YCEDE (Yorkshire Consortium for Equity in Doctoral Education), supporting a female ethnic minority MSc by Research student through this route 2023-2023. XXXXXX XXX XXX XXXXXXX X XXXXXXXXXXX XXX XXXXXXXX. We also appear to be still below UK benchmark for % of BME academic staff and PSS (Figure A10.2) with the exception of Research staff, where we exceed benchmark (33% vs 29%). However, our staff data are hard to interpret due to high levels of withheld ethnicity data: See new Action 4.4 for future plans.

A0.3. Theme 3: Enhance

Action # & RAG Rating Initial/Mid/Final	Objective and Rationale	Key outputs and milestones	Ownership	Measures of Success
3.0 **R**GG	**Objective:** Support career progression of female academics and researchers. **Rationale:** Female academics apply for less funding in their grant applications Recognition of reticence of women in considering promotion. Recognition of the effectiveness of a proactive approach to encouraging	Promotion readiness discussion with line manager and coaching encouraged. HoD mentors specific staff toward promotion. Continue with lunchtime information sessions. Examples of successful promotion CVs (from different grades) are shared with permission.	HoD	Promotion readiness is discussed as part of annual PDR process for academic staff, to ensure evenness of consideration of promotion. The HoD emails PDRAs encouraging them to think about promotion and providing information prior to face-to-face sessions. Information sessions have continued, e.g.: • Information seminar for academic promotions was held in 2022. 18 staff (8F, 10M) attended across a range of career stages and imminence of promotion application; quote from female participant: "*The idea of this session was great, and having the head of department there to encourage was fantastic. This helped me to get a good insight into a complex process.*" • Shaping Research Culture in Biology: The Postdoc Voice, held a flagship catered in event 2023 covering Career Development, Postdoc perspectives on research culture, career avenues for postdocs, promotions for postdocs, networking for postdocs. 44 attendees (25F, 20M).

Action # & RAG Rating Initial/Mid/Final	Objective and Rationale	Key outputs and milestones	Ownership	Measures of Success
	applications for promotion. We have recruited a number of new lecturers and promotion should be timely.	Staff encouraged to take up University mentoring and coaching opportunities	BASC	Examples of successful promotion CVs from each grade have been made available. Promotion success rates are very high (97%) (Figure A9.1). See new Actions 1.2 and 2.2 for future plans. Culture survey results show that staff feel supported by their line manager across staff groups and genders (positive or neutral F:97%; M:87%; PSS:97%; Academic:96%) and that staff agree that the rate people progress is not affected by their gender (positive or neutral F94%; M96%; PSS 95%; Academic 98%). Survey data also show women are receiving valuable input from mentors (Culture Survey A1.5. Theme 5: Career Development) See Action 2.6 for details of current PDRA mentoring scheme and new Action 1.1 for future mentoring plans.

Action # & RAG Rating Initial/Mid/Final	Objective and Rationale	Key outputs and milestones	Ownership	Measures of Success
		Mentor female applicants to submit larger grant applications	RFLs	The gender gap in amounts of funding applied for and awarded has decreased even more than our target of 10%, with female staff now applying for a higher average grant value in some years (Figure A10.3). Our innovative intervention to address the progression from PDRA to ART has been to allocate money available for a single, fixed-term Associate Lectureship post as part-time posts to several PDRAs for 2 years, that they carry out alongside their research. We made 5 appointments in 2020-2022 (2F, 3M) and 5 in 2023-2025 (4F, 1M). This scheme is already proving successful: one of the appointments from 2020-22 has successfully gained employment as a full time ART staff member and one is employed in a full time T&S academic post. See new Action 3.4 for future plans.

Action # & RAG Rating Initial/Mid/Final	Objective and Rationale	Key outputs and milestones	Ownership	Measures of Success
3.1 R G G	**Objective:** Collect role review data for PSS staff by grade **Rationale:** No data currently available on HERA requests for grade review.	Include staff grade information in database of role reviews	Admin Manager	Data now available and reviewed; no gender bias evident in data broken down by grade (Figure A10.2).
3.2 R G G	**Objective:** Review selection of postdoctoral Tutors **Rationale:** Recognition of lack of gender balance in PDRA tutors.	Working group to be set up to review the selection process for Tutors	DHoD (teaching)	The process was reviewed, and a new model has been implemented. A T&S post has been divided into 3 and PDRAs appointed into those partial roles. The roles are held for 2 years and include part-time teaching. Since 2020 10 (6F,4M) Associate Lectureships awarded. This is evidenced to be good for career development: 2 of these PDRAs have secured academic positions so far. See new Action 3.4 for future plans.

Action # & RAG Rating Initial/Mid/Final	Objective and Rationale	Key outputs and milestones	Ownership	Measures of Success
3.3 A G G	**Objective:** Expand Departmental AS activity to include more protected characteristics to better promote under-represented Groups. **Rationale:** Sharing good practice from AS to other protected characteristics is an effective way to promote Equality and Diversity.	Publish links to factsheets about protected characteristics on the Biology E&D web page.	BioEDG /DMT Admin Team	The Biology Equality, Diversity and Inclusion webpage has sections on Gender Equality, Disability, LGBTQ+ and Ethnic Minorities. Each leads to a dedicated page providing information and links relevant to that particular group. Responses to Theme 1 of the Culture Survey on Belonging and Inclusion show that staff feel that they belong and are cared about in the Department. For example, in 2023, 77% of female and 83% of male staff agreed with the statement 'I feel like I belong in the department'. This sense of belonging was also consistently high across staff groups (PSS 79%; Academic 77%). See Section A.1.1. Theme 1: Belonging and Inclusion for details of responses. See new Action 4.4 for future plans.
		Review signage on gender neutral facilities in Department	Operations Manager	The signage was reviewed, and single-unit toilet facilities were labelled as 'all genders welcome'. This has resulted in 43 all-gender facilities now being available in the Biology Department, including 100% of public access single cubicle toilets. Multiple-unit toilet facilities have remained unchanged, so single-gender provision is also available to all staff, students and visitors.

Action # & RAG Rating Initial/Mid/Final	Objective and Rationale	Key outputs and milestones	Ownership	Measures of Success
		Biology LGBTQ+ forum for staff & students to run bi-monthly	BioEDIC LGBTQ+ Rep	Prior to COVID-19 a regular 'RainBio' forum attracted 5-20 attendees. During COVID-19 restrictions this was replaced with virtual meet-ups, attracting 3-13 participants. Since the restrictions lifted, activities have included a documentary night around LGBT History month, a Pride Quiz and inclusive creative sessions.

See new Action 4.4 for future plans. |
| | | Disabilities Network in department (staff & students) | BioEDIC Disability Reps | Prior to COVID-19 a monthly Disability Meet-Up for staff and students attracted 5-12 attendees. During COVID-19 restrictions this was replaced with virtual meet-ups, attracting 3-13 participants. Since the restrictions lifted, activities have included inclusive creative sessions.

In addition, two Biology members of staff play active roles (Co-Chair and Steering Group Member) in the university's disabled staff network INCLUDE, providing opportunity for bidirectional sharing of good practice.

See new Action 4.4 for future plans. |

Action # & RAG Rating Initial/Mid/Final	Objective and Rationale	Key outputs and milestones	Ownership	Measures of Success
3.4 A G G	**Objective:** Increased awareness & uptake of maternity/ paternity/shared parental/adoption leave and flexible working. Increased formal reporting of such leave **Rationale:** Many male staff don't request formal paternity leave. Many academic staff do not request flexible working formally. Women value additional advice in preparing for maternity leave.	Inclusion of information on different types of leave in refined induction process All managers to be briefed on the types of leave / flexible working available and the reporting processes (through updated Wiki)	Admin Manager	Information has been provided through the updated Staff Wiki about flexible working. The university altered their approach to flexible working in response to COVID-19 and many more people are now taking up this opportunity. As of 2023, paternity/partner leave has been extended from 1 to 2 weeks. 22 staff have taken paternity/partner leave during the reporting period 2018-2023. Information about maternity/ paternity/ partner/ shared parental/ adoption leave and flexible working is provided as part of staff induction. The potential for flexible working is included by default on all job advertisements unless there is a job-specific reason why this is not possible; the Department was a pilot for this scheme, which is now implemented across the University. See new Action 4.4 for future plans.

Action # & RAG Rating Initial/Mid/Final	Objective and Rationale	Key outputs and milestones	Ownership	Measures of Success
		Work with the University to improve effectiveness of KIT days	Maternity mentors	Staff report finding KIT days effective in helping them feel connected to their research, and engage with career development opportunities. Quotes from staff recently benefitting from KIT days: "*I found the KIT days extremely helpful, as I could get reassurance that my PhD students and postdocs were being well-supported in my absence. I also used KIT days to continue to develop connections with potential future collaborators and give virtual talks in conferences, so I could maintain my outward research profile. Part of the difficulty in taking maternity leave is that you worry you are letting your team down or isolating yourself from potential future career development opportunities. KIT days let me eliminate these worries so I could focus on my growing family.*" "*The option of having KIT days during maternity leave was great for me; I used the full quota! They helped me feel like I stayed connected with my colleagues and department, gave me the opportunity to hear about how projects I had been working on were progressing, and kept me in the loop on what I would be coming back to.*"

Action # & RAG Rating Initial/Mid/Final	Objective and Rationale	Key outputs and milestones	Ownership	Measures of Success
3.5 A G G	**Objective:** Ensure balanced female and male representation in outreach activities Improved gender balance on BioEDG **Rationale:** Women disproportionately contribute to outreach and Equality and Diversity activities.	Highlight case studies to improve awareness of male PGR students of the contribution of outreach activities to career development. Provide outreach training opportunities. Encourage more male PhD students to take part in outreach activities by promoting development/CV enhancement and encourage academic supervisors to promote these opportunities to all supervisees	Student Engagement Manager, BioEDIC PGR reps	Case students of male PGR students involved in outreach are highlighted, e.g.: • Theo Issit - Three 3 Minute Thesis finalist • Muhammad Asad Kamran - PhD Spotlight finalist. Training opportunities in Public Engagement are provided to staff through the Learning Management System. PGR students have regular reviews of their Personal Development Plan through their 6-monthly Thesis Advisory Panel meetings, during which they are supported to set goals around outreach-related skills and activities.

Action # & RAG Rating Initial/Mid/Final	Objective and Rationale	Key outputs and milestones	Ownership	Measures of Success
		Jobs group (chaired by DHoD) to target gender balance on all committees.	DHoD	Jobs group (chaired by DHoD) actively considers gender balance on all committees. BioEDIC (formerly BioEDG) is now gender balanced (See Section 1.3.1) the newly formed Outreach Team is also gender balanced (3F,3M in 2021, now 1M,1F).
3.6 R A A	**Objective:** Continue to improve the % of female ART applications **Rationale:** Fewer women apply for advertised posts particularly at higher grades.	Work with central HR to trial the use of software to improve the wording of adverts. Only use bank of standardised and approved candidate briefs at all grades that are updated regularly. Target advertising to STEMM networks and women in science groups using social media (Facebook, Twitter, LinkedIn)	Admin Manager	An assessment of a range of 'Gender decoder' type software was carried out, and concluded that these tools were not effective in improving language inclusivity. The social media landscape has also changed substantially in the last couple of years. To address inclusivity, we provided some advice to those writing job adverts to ensure inclusive language is used, alongside standardised approved briefs. We have worked with HR to trial including wording in all job adverts to proactively offer family friendly, flexible working arrangements. This policy has now been implemented across the whole University. Applications to Grade 7-8 ART posts from women are still below 50%, at 29-47% during this reporting period. For professorial posts, applications from women are

Action # & RAG Rating Initial/Mid/Final	Objective and Rationale	Key outputs and milestones	Ownership	Measures of Success
				lower, ranging from 0% to 42% per year during this reporting period (
				Figure A10.7). See new Action 1.3 for future plans.

A0.4. Theme 4: Sustain

Action # & RAG Rating Initial/Mid/Final	Objective and Rationale	Key outputs and milestones	Ownership	Measures of Success
4.0 RAG	**Objective:** Reduce career pipeline leak from PDRA to lecturer Raise % of female PDRAs to Benchmark **Rationale:** Data from previous reporting period show drop-off from UG to PDRA to lecturer	Promote LinkedIn for PGT, PGR and PDRAs to help understand leaver destinations. Promote Coffee and Career and Gradshare events to PGR to raise awareness of academic careers. Promote female role models careers events and on our website.	Employability Manager	The drop off in the Leaky Pipeline from Grades 6-7 Researcher to Grades 7-8 ART/T&S has been eliminated (Figure A2.2.7). HESA benchmark is 51% female research staff in the Biosciences. We achieved this in 2021, and remain close at 46% in 2022, 47% in 2023 (Figure A3.1). Numerous careers events are held for PGT, PGR and PDRAs, including an annual PDRA Q&A with HoD/DHods and Research Chair, and monthly GradShare events for PGR students in which staff share their career journey. LinkedIn has been promoted, e.g. via a 2019 event "Using Social Media to Raise Your Research Profile", and the monthly "Coffee and Careers" sessions invite Departmental alumni to speak about their career path, raising awareness of a range of career destinations.

Action # & RAG Rating Initial/Mid/Final	Objective and Rationale	Key outputs and milestones	Ownership	Measures of Success
				We promote female role models on our website, through our seminar series and through these careers events, e.g. our 2023 Shaping Research Culture in Biology had 69% female speakers (15F:9M). A female member of Biology staff spoke at the UoY STEMMing the leaky pipeline series, 2023: "Coffee and Conversation with…" aimed at ECRs from across the Science Faculty. In 2022 we renamed our new state-of-the-art teaching blocks as the Deborah Smith Building, and in 2024 three cutting-edge laboratory blocks were renamed as the Dianna Bowles Building (see photo in Figure 1.2.2). Highlighting the prominence of these two eminent female former members of the Biology Department increases the visibility of female academic role models.

Action # & RAG Rating Initial/Mid/Final	Objective and Rationale	Key outputs and milestones	Ownership	Measures of Success
4.1 A G G	**Objective:** Ensure transparency of staff teaching, admin and marking workload and improve WAM to capture activity on external committees. **Rationale:** Female staff feedback that WAM does not reflect their full workload.	Annual analysis of WAM by gender and action taken where necessary. Explore best practice of incorporation of influential external committee membership into WAM.	DHoD(Teaching), BioEDIC Chair Biology SLT	The University has developed a new set of "Principles for managing workload" Biology provided input and feedback into the development of these principles, and adjustments were made in response. The final version has a strong emphasis on diversity and inclusivity. An automated summary function has been added to the WAM to analyse the allocation by grade and gender, so that in addition to annual reviewing of these aspects, this information can be taken into account when jobs are allocated. External committee memberships come under a wider category of activities which fall into time not allocated to teaching or citizenship and are managed by the Jobs Group on a case by case basis. Opportunities for influential external roles, e.g. PRC membership are circulated to increase access. The majority of staff agree that 'workloads in my department are allocated fairly and transparently' or are neutral on this question (81% in 2021, 91% in 2023) although women are slightly more likely

Action # & RAG Rating Initial/Mid/Final	Objective and Rationale	Key outputs and milestones	Ownership	Measures of Success
				than men to disagree that workloads are allocated fairly and transparently (9%F vs 5%M). (See Culture Survey Section A1.6. Theme 6: Wellbeing). See new Action 3.1 for future plans.

Action # & RAG Rating Initial/Mid/Final	Objective and Rationale	Key outputs and milestones	Ownership	Measures of Success
4.2 **R****G****G**	**Objective:** Improve uptake of Leadership & Management training and Development and Assessment Centres (DACS) **Rationale:** Lack of gender parity in take-up of training opportunities.	Hold focus groups with previous participants to review effectiveness and utilise previous participants in promotion of schemes.	Dept Manager	Gender balance in take-up of Leadership and Management has improved, exceeding our target of gender parity by 2022. DACS do not now take place, but have been superseded by other courses: Prior to COVID-19 restrictions, this course was called *Leadership in Action*: 2 attendees (1F,1M; 1ART, 1PSS). These courses were paused during COVID-19 restrictions, then restarted as '*Collaborative Leadership*'. 2 Biology attendees (2F,0M; 1T&S,1PSS). Previous participants have promoted these schemes to staff. All ECRs are sent details of *New Line Manager*'s training; since this was promoted 12 staff have taken up this opportunity, ART 3F, 3M, PSS 5F, 1M. See Action 2.2 for additional leadership training take-up by female PSS staff. Biology has raised the importance of widening access to leadership training at the Faculty EDI committee and also emphasised this to the Vice Chancellor during a recent visit (Jan 2024).

Action # & RAG Rating Initial/Mid/Final	Objective and Rationale	Key outputs and milestones	Ownership	Measures of Success
4.3 R G G	**Objective:** Improve gender balance in seminar & Open Lecture speakers **Rationale:** Present our inclusive reputation both internally and externally.	Provide speakers with more notice of invitations, and greater flexibility in timing/day or week. Ask for speakers who decline to identify underlying reasons. BioEDG to provide support for seminar/lecture organisers in achieving gender balance	Seminar Organisers	BioEDIC provides support to seminar organisers to ensure inclusive approach to organisation. Speakers are provided with notice and flexibility, and declines are asked for reasons, to identify any barriers to participation. Female representation among speakers has improved and met or exceeded our target of reaching gender balance: The Open Lectures held before COVID-19 restrictions were in place (2018-2020) were 5F, 1M. The series has not restarted since restrictions were lifted, but a new Biology Flagship seminar series has been launched with speakers 7F, 6M (2023-2024). A new initiative has been to invite seminar speakers to also give additional EDI talks, if they have expertise in this area. As a result of this, we hosted a workshop: *Promoting inclusivity in fieldwork for Biology and Environmental Science*, by Dr Martina Quaggiotto and Dr Joanne Clarke, 2022. This was attended by c20 staff and PGR students from several departments and fed into the redesign of student field trips.

Action # & RAG Rating Initial/Mid/Final	Objective and Rationale	Key outputs and milestones	Ownership	Measures of Success
4.4 R A A	**Objective:** Maintain a career pipeline between UG & PG for female students. **Rationale:** Progress has been made in stemming the loss of women from UG to PG and we wish to sustain this.	Add female case studies to UG and PGR recruitment materials	BioEDIC PGR Rep	The drop from UG to PGT has decreased since the previous reporting period, but there is still a 'leak' in the transition to PGR (See Figure A10.11). Note however, that even after this 'leak', our proportion of female PGR is actually above baseline, at 59% in 2023 (cf HESA 56%). See new Action 1.4 for future plans. A diversity of case studies are shared on social media. For example, the Department's Instagram account, the main social media route for profiles, has profiled 34F, 19M over last 2 years.
		Annually review admissions procedures and applicant data with gender	BGSB & BoS	Applications data indicate that offer rates for male and female students are the same (Figure A10.4) but do show that female students are more likely than male students to withdraw before a decision is made, or to decline an offer (Figure A10.4). PGR admissions are handled by DTPs which are cross-departmental and cross-institutional. Biology at York uses this opportunity to spread and encourage good practice, and both GenRes and all the DTPs in which Biology participates (NERC ACCE2 DTP, MRC DiMen DTP, White

Action # & RAG Rating Initial/Mid/Final	Objective and Rationale	Key outputs and milestones	Ownership	Measures of Success
				Rose BBSRC DTP) have proactive inclusion processes around gender and other protected characteristics (see also Action 2.7). For example: • Emphasising competencies over qualifications, not supplying UG institution information to panels, not penalizing for lack of Masters • Applicants provide guided statements which allow them to contextualise their achievements and qualifications rather than being assessed on their CV and cover letter • Providing applicants with interview questions in advance, to reduce stress • The White Rose BBSRC DTP runs a Diverse Talent Studentship application process. These studentships are provided by the participating universities (Leeds, York, Sheffield) and are actively aimed at applicants with diverse backgrounds, typically underrepresented in postgraduate education. The impact of these policies are assessed at DTP level, and feed into the refinement of admissions processes with DTPs are renewed, e.g. the

Action # & RAG Rating Initial/Mid/Final	Objective and Rationale	Key outputs and milestones	Ownership	Measures of Success
				current ACCE+ application has a strong focus on EDI in application processes and subsequent support, informed by the outcomes of ACCE and ACCE2. In addition, York's flagship inclusion initiative GenerationResearch is launching PhD studentships in May 2024 with a transformational inclusion-focussed admissions processes - see new Action 1.4 for future plans.

Action # & RAG Rating Initial/Mid/Final	Objective and Rationale	Key outputs and milestones	Ownership	Measures of Success
4.5 A A G	**Objective:** Review induction to include opportunity for new starters to meet other new starters in Department **Rationale:** New staff report it can be hard to meet other new staff to share experiences	Induction meetings for groups of new staff to meet each other–including signposting to key E&D policies & AS information. Feedback data will be monitored to assess effectiveness of new briefings; feedback forms will be sent out after each session.	Administration Manager	Induction processes were under review when COVID-19 restrictions were imposed; induction was handled in a different manner during COVID-19 restrictions, but an updated face-to-face process for new staff has now been introduced which includes EDI and AS information. The session is delivered monthly, with all information made available for future reference and feedback has been 100% positive.

A0.5. Theme 5: Inspire

Action # & RAG Rating Initial/Mid/Final	Objective and Rationale	Key outputs and milestones	Ownership	Measures of Success
5.0 A G G	**Objective:** BioEDG committee members are beacons of good practice within the University **Rationale:** We will recognise the benefits of sharing good practice with other Departments.	Act as "critical friends" for other Departments in the Faculty.	BioEDI	We have become a critical friend to Chemistry, with reciprocal presence on each other's EDI committees to maximise opportunities to share good practice. We are supporting each other as both departments prepare their Athena Swan gold renewal applications. We provided feedback on the Athena Swan Bronze applications for both Politics and Maths here at the University of York. We regularly share our good practice with other departments via Faculty AS Committee meetings, for example: • Our UB monitoring guidelines used by the Department of Environment and Geography • Our inclusive PGR admission process was used to support the development

Action # & RAG Rating Initial/Mid/Final	Objective and Rationale	Key outputs and milestones	Ownership	Measures of Success
				of a CDT application in Computer Science
				• Provided our draft AS Culture Survey to Environment and Geography which helped shape their survey
				• We split a DHoD role into two roles, one for Staff and one for Teaching so that we have a dedicated focus on staff career development. Our successful approach has been adopted by the Departments of Chemistry, Physics Engineering and Technology, and Psychology
				• Our Departmental Agreement on Email Practices has been adopted as best practice for the whole **Science Faculty.**
				• Our pilot trial of including text about flexible family friendly working in all job adverts was adopted **across the institution.**

Action # & RAG Rating Initial/Mid/Final	Objective and Rationale	Key outputs and milestones	Ownership	Measures of Success
				We also provided expertise and content for the University's new Unconscious Bias training module: two female professors, former AS lead Jane Hill and current AS lead Elva Robinson from the Biology Department were interviewed, discussing how we embed inclusivity into Departmental culture, and these interviews included as training materials. We also identify and adopt good practice from other Departments, for example: • The format of our successful International Women's Day event highlighting female role models (2020, 2021, 2023) was based on an idea from the Department of Environment and Geography • Our assessment of gender-decoder language tools was informed by input from the Department of Chemistry See new Action 3.4 for future plans.

Action # & RAG Rating Initial/Mid/Final	Objective and Rationale	Key outputs and milestones	Ownership	Measures of Success
5.1 G G G	**Objective:** Act as a Beacon and share our Athena SWAN and BioEDG activities externally to the University of York. **Rationale:** We recognise the benefit of sharing AS activities with other universities to develop new actions both in their Departments and in UoY Biology.	Invite teams from other institutions to visit York Visit other institutions and share best practice	ASAL	Although some interactions had to be carried out remotely due to Covid-19 restrictions, productive inter-institutional engagement continued throughout the reporting period, exceeding our target of one such visit or event per year. Examples include: • Speaking at the York St John University Women's Network about best practice and positive culture, 2018 • Acting as a critical friend to the University of Sheffield Biosciences as they prepared their AS Gold application, 2019 • Providing advice to St Andrews School of Biology about AS initiatives and reporting, 2020 • Two speakers, one ART, one PSS at the STEM for Girls Conference, Future HY Uni Connect, >400 audience members, 2021 • Provided text to York St John for an anti-bias statement in their student

Action # & RAG Rating Initial/Mid/Final	Objective and Rationale	Key outputs and milestones	Ownership	Measures of Success
				feedback surveys, 2021, adopted in 2022 with minor modifications
				• Delivered talk to Solihull School's "Girl Up" club about Gender Equality in STEMM
				• Hosting a workshop attended by members of several Departments on "Promoting inclusivity in fieldwork for Biology and Environmental Science" by 2 researchers from the University of Stirling, 2022; insights incorporated into new fieldwork provision
				• Delivered talk to Cardiff Biosciences on how to convert AS Silver to Gold, 2022
				• Hosted visit and provided advice and feedback on AS Bronze application for the Scottish Association for Marine Science, 2022 (Award achieved, 2023)
				• Hosted a visit from Rothamsted Research, to share best practice in supporting staff and students, 2023
				• Provided advice on best practice in staff recruitment processes to Bristol

Action # & RAG Rating Initial/Mid/Final	Objective and Rationale	Key outputs and milestones	Ownership	Measures of Success
				University School of Biological Sciences, 2024 All these initiatives were very well-received. Example feedback: *"Many thanks for your excellent talk today. We all enjoyed your talk and I have had **so many positive feedback comments**. It was **insightful** and we learned a lot!"* In addition, the Advance HE webinar "Evaluating your action plan and evidencing success" uses examples from our application as best practice. GenerationResearch is embedded into the Department's EDI activities, with 2 representatives on BioEDIC (1M,1F). This

Action # & RAG Rating Initial/Mid/Final	Objective and Rationale	Key outputs and milestones	Ownership	Measures of Success
				inclusive training programme is transforming access to technical and research experience (See Action 2.7). Initially a Departmental programme, this Beacon initiative now extends to place students in York, Leeds, Sheffield, Cambridge, FujiFilm Diosynth, and across disciplines (Medicine, Biology, Chemistry, Engineering, Physics) spreading inclusive practice and making opportunities available to a diverse set of students. See also Action 5.3 on engagement with learned societies. See new Action 3.4 for future plans.

Action # & RAG Rating Initial/Mid/Final	Objective and Rationale	Key outputs and milestones	Ownership	Measures of Success
5.2 R G G	**Objective:** Be ambitious and innovative in our work engaging PSS in AS activities. **Rationale:** Data collection demonstrated weaker understanding of issues amongst PSS	Recruit PSS to BioEDG to act as ambassador for AS activities. Understand where new actions are needed and develop two foci of activities.	BioEDIC Chair BioEDIC PSS staff reps	Our culture survey 2021 revealed that of PSS staff, it is PSS-Technical who feel least engaged in Athena Swan: this staff group is the least likely to report recognising personal (24%) or departmental (59%) benefits of AS. See Figure A1.2.1. for details. We now have 2 PSS staff members (1F, 1M) on BioEDIC specifically in the role of representing and liaising with support staff. PSS representation on BioEDIC is high, with 4 PSS Technical and 4 PSS Admin as members, with gender diversity within both groups. Our well-attended Athena Swan Technician's Forum event provided two foci of activity, which have been taken forward (see Action 1.0). See also Action 2.2 for career development of PSS staff. Questions about benefits of AS were not asked in the 2023 survey, but will be

Action # & RAG Rating Initial/Mid/Final	Objective and Rationale	Key outputs and milestones	Ownership	Measures of Success
				followed up in future culture surveys: See new Actions 2.1 & 4.2 for future plans.

Action # & RAG Rating Initial/Mid/Final	Objective and Rationale	Key outputs and milestones	Ownership	Measures of Success
5.3 A G G	**Objective:** Act as a Beacon, sharing good practice with Learned Societies. **Rationale:** Our work with the BES has demonstrated how we can positively influence the work of learned societies in the area of Equality and Diversity.	Agenda item at next staff meeting to engage staff working with other learned societies Promote good practice with other learned societies through sharing lessons learned	Chair BioEDIC BioEDIC	This Objective originally focussed specifically on the British Ecological Society, but we have broadened its scope to be more ambitious, covering sharing best practice across learned societies more widely. Members of BioEDIC and of the Department have proactively engaged with a wide range of learned societies to share good practice and promote inclusivity, far exceeding our target of 3 members of staff engaging in such activities. Examples include: • Biology ART staff both chairing and members of the BES Equality and Diversity Working Group, providing feedback on inclusive conference organisation during Covid-19 restrictions, overhaul of grant funding the establishment of community groups etc. • Biology ART staff member initiated, co-organised and co-hosted the first

Action # & RAG Rating Initial/Mid/Final	Objective and Rationale	Key outputs and milestones	Ownership	Measures of Success
				Diversity Session at the BSP, and followed this up with a second Diversity Session, hosted in Biology at York, 2022; this hybrid conference had free childcare and the first female-biased delegate body in the BSP's history. • Biology ART staff member involved in the writing the proposal for ASAB to establish its first EDIA Committee (proposal accepted) and providing advice on sensitive and safe demographic data gathering and analysis to the new committee • Biology T&S staff member co-author of a BES Better Science guide to safe and inclusive fieldwork; chaired and ran workshops on the topic at the BES annual meeting. • Biology ART staff member introduced a method of blind scoring of abstracts and including contextual statements developed as part of our Research Away Day to the ISEH; 2 other ART

Action # & RAG Rating Initial/Mid/Final	Objective and Rationale	Key outputs and milestones	Ownership	Measures of Success
				staff members introduced this to the IUSSI and BSP. • Biology PDRA was one of the founders of Animal Behaviour Live, an inclusive online conference series accessible to all • Biology T&S staff member co-founder of ELM (Emerging Leaders and Managers) BES's new community network providing support for mid-career researchers, a career stage where women often lag behind men (Figure A3.1, Figure A3.2, Figure A3.3) • Biology T&S staff member serves on Biochemical Society Training Theme panel, advising on inclusive training. She reviewed their Teaching Excellence Award, changing how award categories were implemented to increase inclusion. • Biology PSS staff member is a trustee of the Royal Society of Biology, and promotes the Technician Commitment (see Action 5.5)

Action # & RAG Rating Initial/Mid/Final	Objective and Rationale	Key outputs and milestones	Ownership	Measures of Success
				• Biology T&S staff member leading role in Cloud-SPAN, training researchers to run specialised analyses on cloud-based high-performance computing (HPC) infrastructure. Cloud-SPAN are proactive in promoting inclusion, including through Diversity and hardship Scholarships • RES Biology ART staff member using experience of Biology EDI processes to institute open calls, term limits and transparency in recruitment of members into Royal Entomological Society roles to improve turnover and allow new opportunities for women and ECR members See new Action 3.4 for future plans.

Action # & RAG Rating Initial/Mid/Final	Objective and Rationale	Key outputs and milestones	Ownership	Measures of Success
5.4 **R G G**	**Objective:** Promote our use of the apprentice levy to other departments within the University and externally to other Institutions who have not yet taken this approach. **Rationale:** We recognise that we can share our positive experience with other Departments and institutions to encourage employment of an apprentice. We recognise that many school leavers are not aware of the varied career paths within Universities.	To promote our activity at Faculty level meetings and via AS Champions in other departments and institutions. When she has gained more experience we will encourage the apprentice to provide comments (potentially short video) on our website about her experience.	ASAL and Operations Manager DMT Hub and apprentice	Promoted the Apprentice Levy scheme at Faculty-level meetings and through contacts; other departments in the University have recruited apprentices via the levy scheme. Biology OpsMan has presented at 2 local secondary schools about technical careers and the apprenticeship route, and to host mock interviews. Case Study of Biology Apprentice Becca Neale on University of York website showcased her career path, including quotes from her about the benefits of the apprenticeship path; Neale also provided a video for the "STEM for Girls Conference", Future HY Uni Connect aimed at secondary school pupils across Yorkshire, audience of >400. XXXXX XXX XXX XXXXXXX X XXXX XXXXXXXXX XXXX XX X XX

Action # & RAG Rating Initial/Mid/Final	Objective and Rationale	Key outputs and milestones	Ownership	Measures of Success
5.5 R G G	**Objective:** Promote our involvement with the Technician Commitment to other science departments at York and externally to institutions and support them in signing up and carrying out their self-assessment. **Rationale:** We recognise that UoY and Biology are at the forefront of this initiative and thus have an opportunity to disseminate best practice more widely.	Promote the Technician Commitment via updates on our website and at staff meetings Promote externally via Beacon Activities during visits from other universities.	Operations Manager	The University Technician Commitment Action Delivery Team is chaired by Biology's Operations Manager (also is a member of BioEDIC) with 4 other Biology staff sitting on the committee, ensuring that best practice from Biology is shared at University-level. The Technician Commitment action plan updates are included in staff meetings. The Technician Commitment is featured on the University webpages, and a YouTube Video about the Technician Commitment featuring Biology PSS Technical staff has >2.2K views. Membership of the IST is now paid for by the University where it is relevant to the job role, and 5 Biology PSS staff have been funded to join through this route (1M;4F). In 2021 we added to the PDR forms links to the Technician Commitment Career Development resources; we also added the

Action # & RAG Rating Initial/Mid/Final	Objective and Rationale	Key outputs and milestones	Ownership	Measures of Success
				Departmental commitment to providing 10 days CPD per year to PSS which was part of the Technician Commitment Action Plan. Biology's Operations Manager is a trustee of the Royal Society of Biology, and uses this opportunity to be a voice for technicians and the Technician Commitment in that forum. A mentorship scheme for technicians to become professionally registered is run by TechYork; one of the 3 UoY mentors is a Biology PSS member of staff. York hosted the IST Conference 2022, allowing them to further promote the Technician Commitment. See new Actions 2.1 & 4.2 for future plans.

Action # & RAG Rating Initial/Mid/Final	Objective and Rationale	Key outputs and milestones	Ownership	Measures of Success
5.6 R G G	**Objective:** Working with the University to improve candidate briefs. **Rationale:** We have done lots of work in this area which has impacted positively on the number of applications from female candidates. We wish to use this experience to support the University	Regularly review the bank of candidate briefs with central HR	Administration Manager	We have worked with University HR, volunteering to be a pilot for a trial initiative proactively including wording in all job adverts to offer family friendly, flexible working arrangements, unless there is a job-specific reason why this is not possible. This procedure has now been implemented across the whole University.

Action # & RAG Rating Initial/Mid/Final	Objective and Rationale	Key outputs and milestones	Ownership	Measures of Success
5.7 R G G	**Objective:** Improve representation of women in HoD of science Depts. **Rationale:** Few female HoDs in science Depts. As we have a current female HoD we can share good practice.	Feed into the University review of HoD application process based on our recent experience.	HoD	Our stated measure of success here was that we would increase in number of female HoDs of science departments. During the reporting period two successful female professors who held DHod or HoD roles in our Department have gone on to hold HoD roles in science departments elsewhere (Professor Jennifer Potts, University of Sydney; Professor Thorunn Helgason University of Edinburgh), and another female professor has taken up a Vice-President for Research role (Sue Hartley, University of Sheffield). In addition, we also currently have 2 female DHoDs, Professor Betsy Pownall and Professor Pen Holland. Biology HoD has fed into the University review of HoD recruitment, which has become more transparent, and now involves open application process from internal and external candidates as the standard process. XX XXXXXXXX XXXX XXXXXX XXX XXXXXXXXXXX XXXXX XXXX XXX XX X XXXXXXXXX XX

Action # & RAG Rating Initial/Mid/Final	Objective and Rationale	Key outputs and milestones	Ownership	Measures of Success
				XXXXXXXX XXX XXXXXXXX XXX XXXXXXXXXX XXXX XX XXXX XXXXXX XXXXXXX. Across the Science faculty, the representation of women as HoDs has improved from 1/10 (10%) in 2020, to 3/9 (33%) in 2024 (number of departments has decreased due to merge).

Action # & RAG Rating Initial/Mid/Final	Objective and Rationale	Key outputs and milestones	Ownership	Measures of Success
5.8 R A A	**Objective:** Encouraging healthy working practices. **Rationale:** We recognise staff report stress and that a long-hours culture is detrimental to health and wellbeing. We want to demonstrate healthy life-long working practices that students will take forward into their careers.	Agree Departmental Communications and media strategy and ensure staff and students understand the benefits of the strategy and appropriate working practices.	HoD, Chair BoS, Director for students and Departmental Manager	A Departmental Agreement on Email and Slack Practices was produced after wide consultation. This agreement was then adopted at Faculty Level. The Agreement has been effective: after it had been in place for a year, 86% of Biology staff reported that they were aware of the email agreement; 60% said they had changed their own emailing practices in response to the agreement; 89% reported that others had changed their emailing practices.

Action # & RAG Rating Initial/Mid/Final	Objective and Rationale	Key outputs and milestones	Ownership	Measures of Success
	We suspect that academic staff, in particular, do not take their full allowance of leave.	Focus group to understand if other institutions have good strategies and discover any barriers to taking leave.	BioEDIC	Measures were identified and implemented to improve uptake of leave, and to gather further information. • Academic staff leave is now self-monitored using FlexiLeave, ensuring staff are aware of how much leave they have left to take • Those delivering PDRs ask about leave, to identify any barriers to uptake • For PGR students, a discussion of leave is now included in TAPs • Clear messaging from HoD about the importance of taking leave, and role modelling good practice. See new Actions 3.1, 3.2 & 3.3 for future plans.

Action # & RAG Rating Initial/Mid/Final	Objective and Rationale	Key outputs and milestones	Ownership	Measures of Success
	In the 2017 Staff Survey only 84% F answered 'No 'when asked if they had been harassed or bullied at work in the last 12 months. (Compared to 91% men)	Ask for a volunteer from a member of staff to be trained as Harassment Advisor. Raise awareness of University expectations around dignity and respect. Highlight mechanisms for raising issues at Staff Meeting.	HoD	We have a trained harassment advisor, and in addition 4 of the University's new 'Dignity Contacts' are from the Biology Department. The new Dignity at Work policy is highlighted by email and at staff meetings, and is available on the biology Staff Wiki and E&D webpages. The effectiveness of this dissemination is seen in our survey responses, that show that only very low numbers of staff lack confidence in that their manager would deal effectively with any complaints about harassment, and this is not gender biased (2021: 7 men, 2 women, 2023: 0 men, 5 women) (see culture survey A1.4. Theme 4: Bullying and Harassment). Harassment data are less gender-biased than in 2017. In our 2021 survey, 88% of women and 82% of men answered 'no'; in 2023, 86% of women and 88% of men

Action # & RAG Rating Initial/Mid/Final	Objective and Rationale	Key outputs and milestones	Ownership	Measures of Success
				answered 'no' when asked if they had experienced bullying and/or harassment in the Department in the last 12 months (see culture survey section A1.4. Theme 4: Bullying and Harassment) Only 67% (2021) and 76% (2023) of those for whom gender data is not defined said 'no' to this question. As numbers are low in this group (12-17), it is not clear whether this represented higher experiences of harassment in those with genders other than man or woman, or alternatively that staff who have experienced harassment were less likely to provide demographic details. See new Action 4.1 for future plans.

Action # & RAG Rating Initial/Mid/Final	Objective and Rationale	Key outputs and milestones	Ownership	Measures of Success
5.9 AGG	**Objective:** Work with University to achieve continuity of research cover during maternity leave. **Rationale:** Female PIs and PDRAs are adversely affected by lack of research cover funding during maternity leave.	Lobby for research cover to be funded at University level as it is for teaching cover	ASAL	All types of cover for maternity leave are now funded from a central fund. Some funders pay SMP costs and the University will top up any difference. Example of impact: '*The University's Parental Leave funding scheme has been crucial for our research centre in allowing us to fund a post to cover a key member of administrative operations staff taking maternity leave. Without this we could not have afforded to cover the full salary of this post from our grant and would have been left perilously understaffed. We are a small research centre with only two people in our admin team - having insufficient cover would have led to unsustainable workloads, and we would not have been able to support our large interdisciplinary research group to the extent required to deliver on the commitments made to our funder*' Research Centre Manager, UoY See new Action 3.2 for future plans.

Action # & RAG Rating Initial/Mid/Final	Objective and Rationale	Key outputs and milestones	Ownership	Measures of Success
5.10 RAG	**Objective:** Work with the University to address the gender pay gap **Rationale:** Wide pay-gap for senior academics	Work with University AS team to better understand reasons for gender pay-gap, and regularly analyse pay-gap data across all staff grades	BioEDIC	Our aim was to reduce current gender pay-gap of ~8% for senior academics in Biology by a half and maintain no pay-gap at lower grades. We achieved these aims. The Gender Pay Gap at professorial grades is now 4%, (Section A2.2.5) and within-grade pay gaps are maintained close to zero at lower grades. Our AS Academic Lead is participating in the Women's Forum to provide gender-focussed input into the University's Joint Pay Gap Working Group, as well as contributing to Faculty-level AS discussions about how to reduce the gender pay gap. At Department level, a new data reporting structure for BioEDIC has been introduced, so that pay gap data are reviewed annually.

Action # & RAG Rating Initial/Mid/Final	Objective and Rationale	Key outputs and milestones	Ownership	Measures of Success
				While we have achieved our stated aims or this objective, we note, however, that the overall Gender Pay Gap in the Department remains high and above benchmark (Section A2.2.5) so we are aware that there is more work to do on the gender pay gap more generally, and this is reflected in our priority areas. See new Actions 1.1, 1.2, 1.3, 2.1 & 2.2 for future plans.

Appendix 1: Culture survey data

In these tables, 'Gender' refers to gender identity. We report data for the categories of woman and man, but the survey also provided additional gender categories and the option of self-description; these responses are captured in the DND category.

A1.0.1. 2021 participant summary

Table A1.1 Breakdown of respondents in the 2021 Culture Survey, administered by the Biology Department. For Staff group, DND (Data Not Defined) comprises those who declined to identify their staff group; for Gender, DND comprises both those who declined to identify

	Woman	Man	DND	Total	As percentage of Department staff in that group
ART	18	35	4	57	95%
T&S	6	6	0	12	57%
Research	30	18	3	51	55%
PSS	51	26	7	28	51%
DND	6	2	0	8	NA
Total	111	87	14	**212**	**68%**
As percentage of Department staff in that group	60%	56%	NA	**68%**	

A1.0.2. 2023 participant summary:

Table A1.2 Breakdown of respondents in the 2023 Culture Survey, administered by the University of York, showing respondents who gave their home department as Biology. For Staff group, DND (Data Not Defined) comprises both those who declined to identify their staff group and those who gave their staff group as 'other'; for gender, DND comprises both those who declined to identify their gender, and those who gave a gender other than woman or man. Reference numbers of staff based on headcount.

	Woman	Man	DND	Total	As percentage of Department staff in that group
ART	19	21	5	45	74%
T&S	7	5	2	14	56%
Research	19	13	1	33	34%
PSS	43	18	6	67	36%

DND	4	2	14	20	NA
Total	92	59	28	**179**	**51%**
As percentage of Department staff in that group	44%	37%	NA	**51%**	

Notes for interpretation of Survey results:

The 2021 Survey was administered in house by the Biology Department and used a 5-point Likert scale for responses. A 'Don't Know' option was also offered; these data are excluded from the below figures. In addition to the recommended AS survey questions, we asked some additional questions directly related to monitoring the effectiveness of our action plan.

The 2023 Survey was administered by the University of York and used a 10-point Likert scale for responses. For comparability with the 2021 survey data, this has been mapped onto the 5-point scale, with 1-2 strong negative, 3-4 negative, 5-6 neutral, 7-8 positive, 9-10 strong positive. Note that the 2023 survey did not offer a 'Don't Know' option, therefore the neutral responses likely encompass people who would have chosen this option in the 2021 survey. The questions are the recommended AS questions.

The 2016 Survey was presented in the previous Gold Renewal application, so is included here only where useful to show trends over time, related directly to specific Action Points.

A.1.1. Theme 1: Belonging and Inclusion
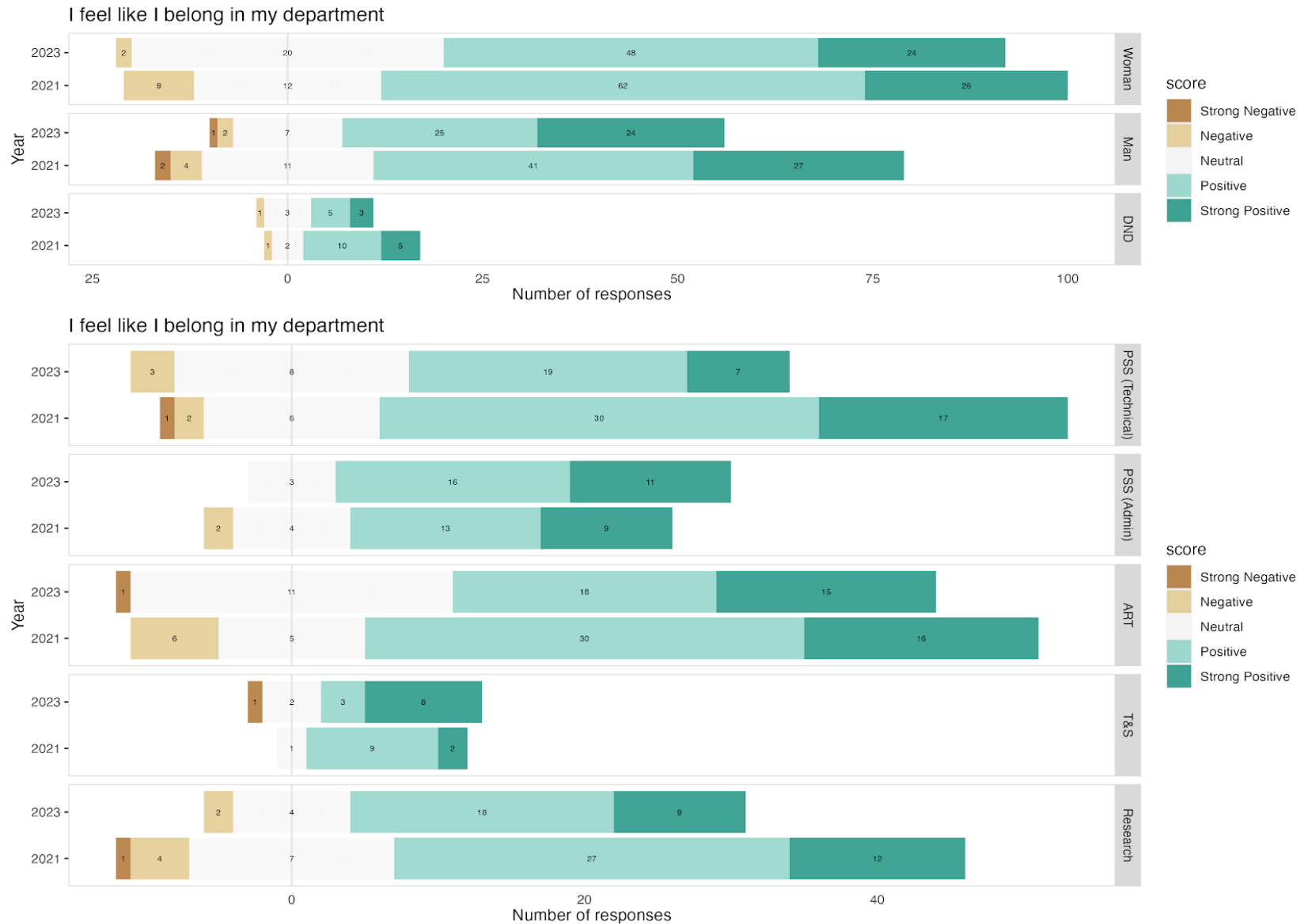
I feel like I belong in my department

I feel like I belong in my department

I feel that people really care about me in my department

I feel that people really care about me in my department

My contributions are valued in my department

Departmental communications are clear and relevant to me and my role
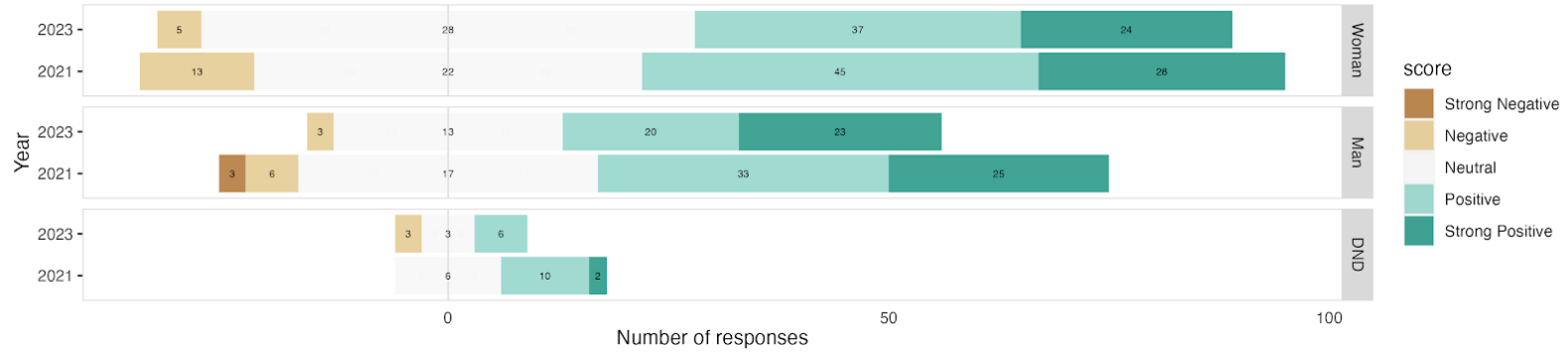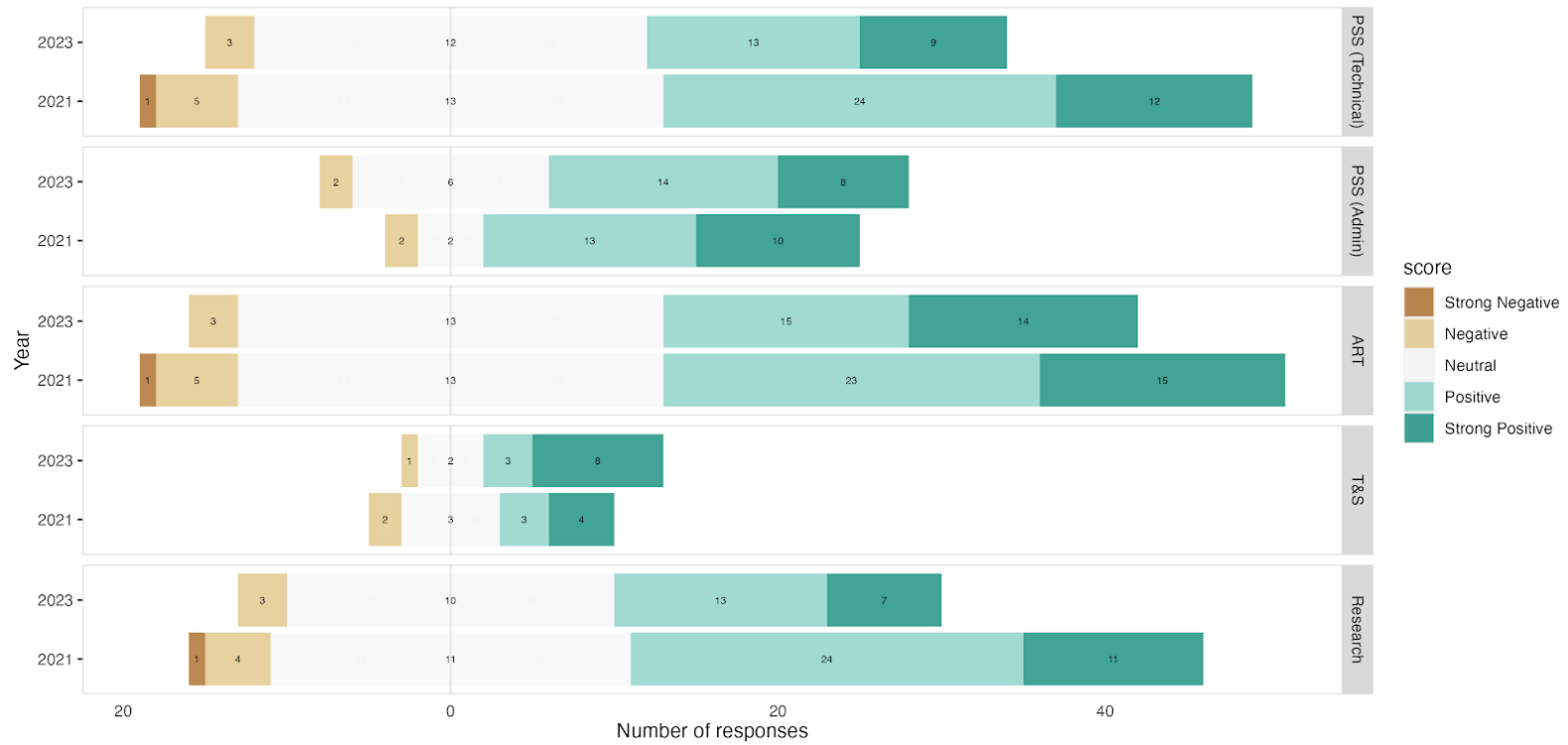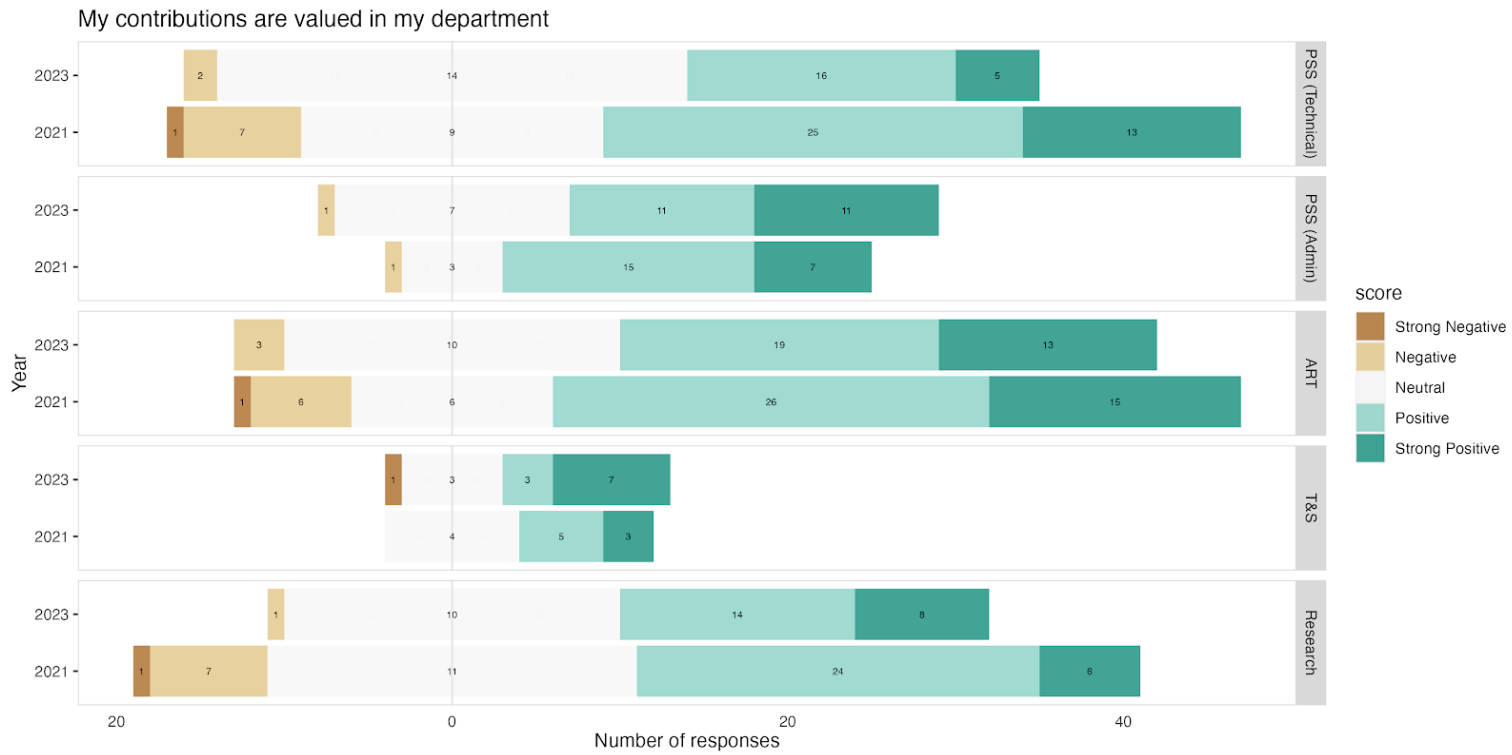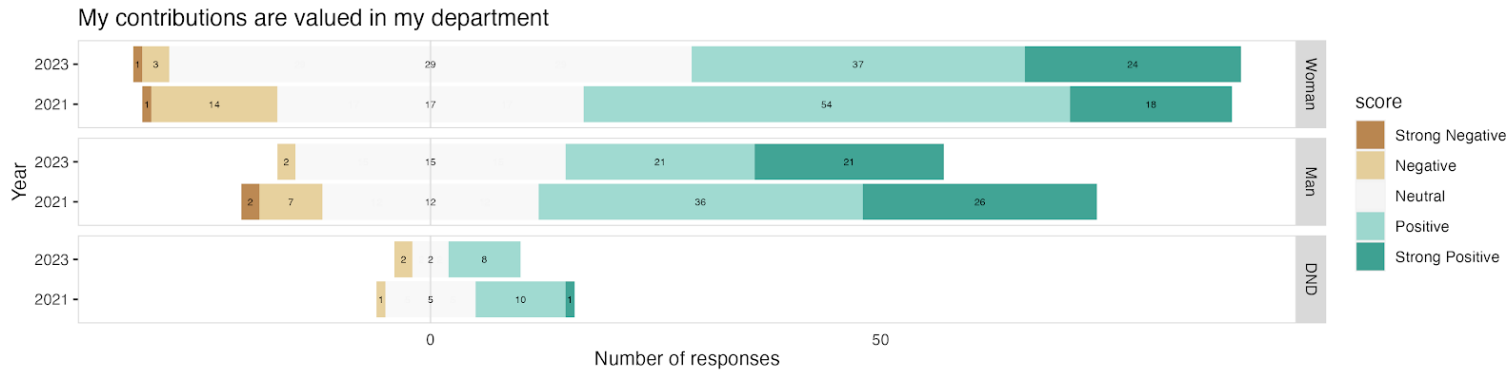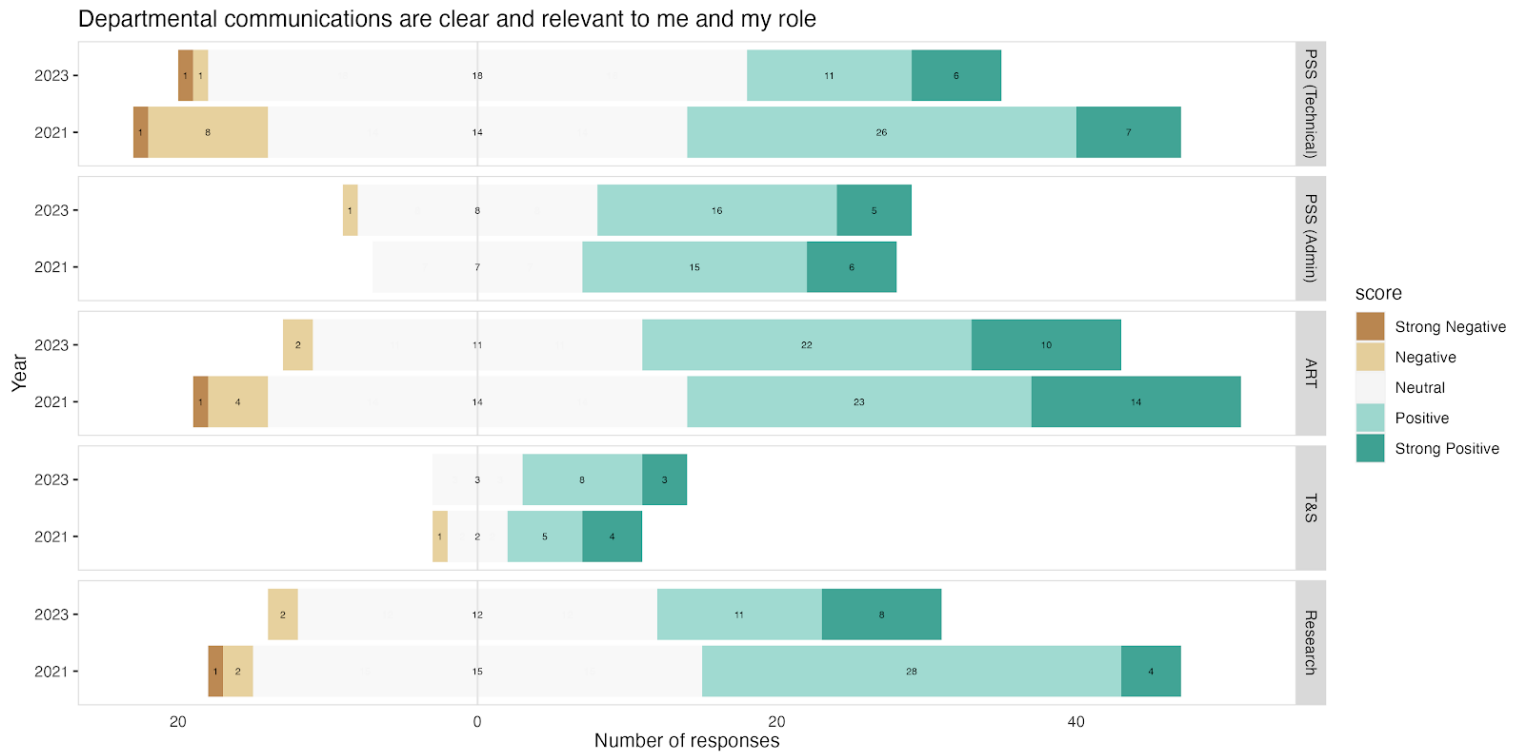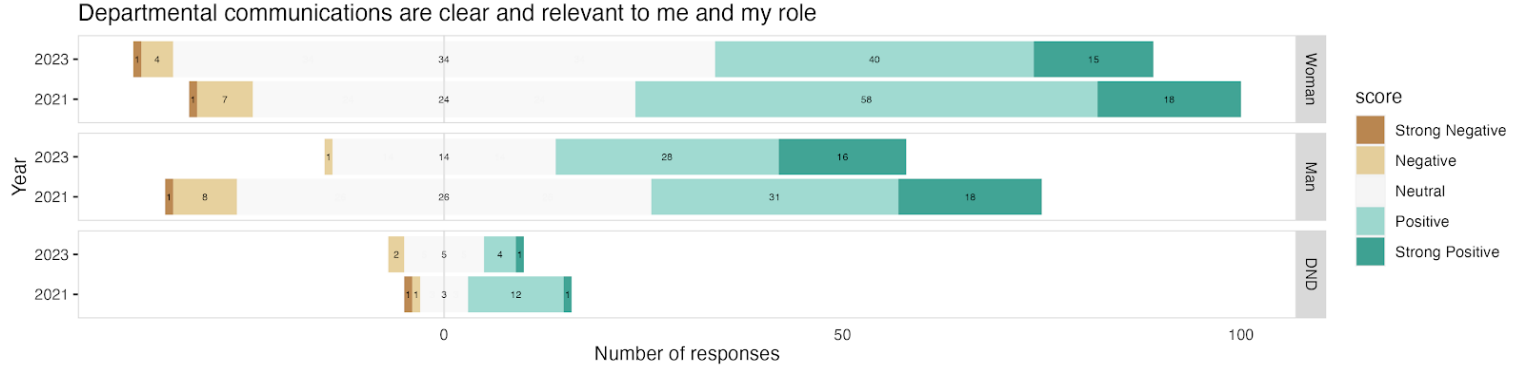
A1.2. Theme 2: Gender Equality

AS Core Question: Departmental leadership actively supports gender equality

Departmental leadership actively supports gender equality

Departmental leadership actively supports gender equality
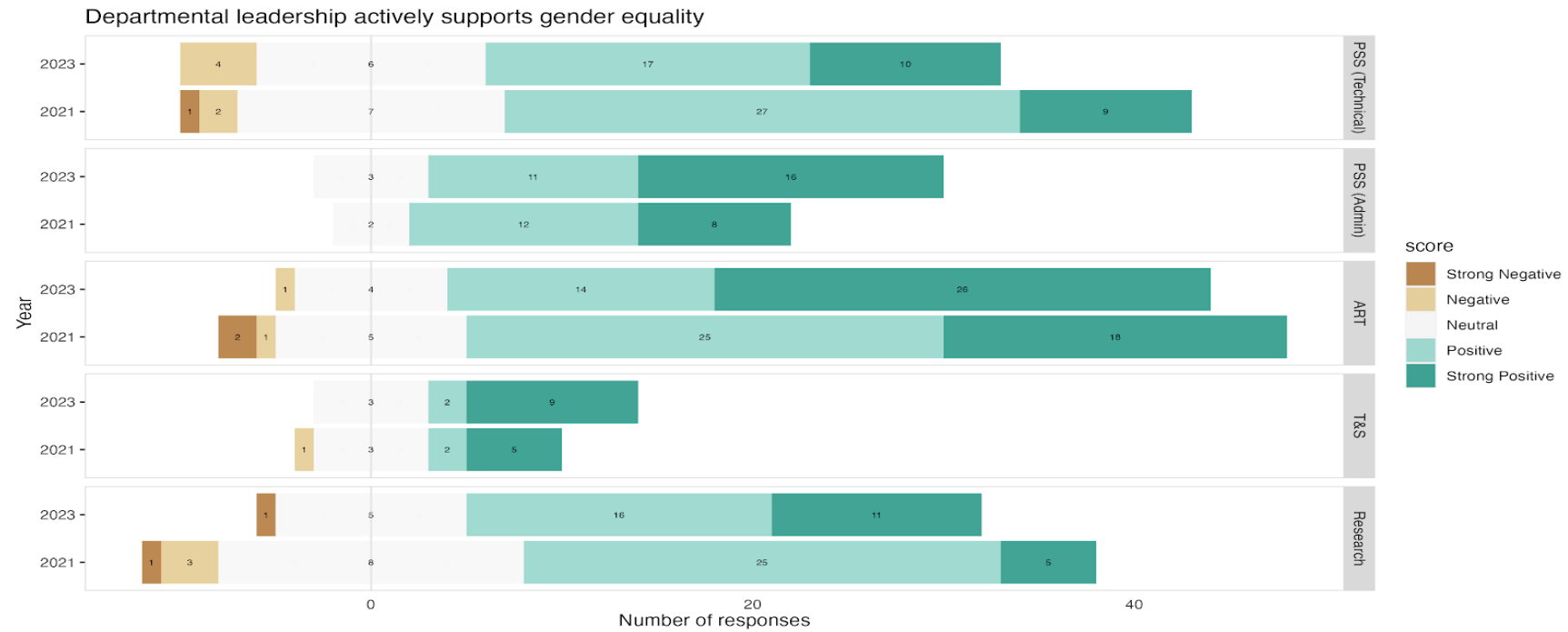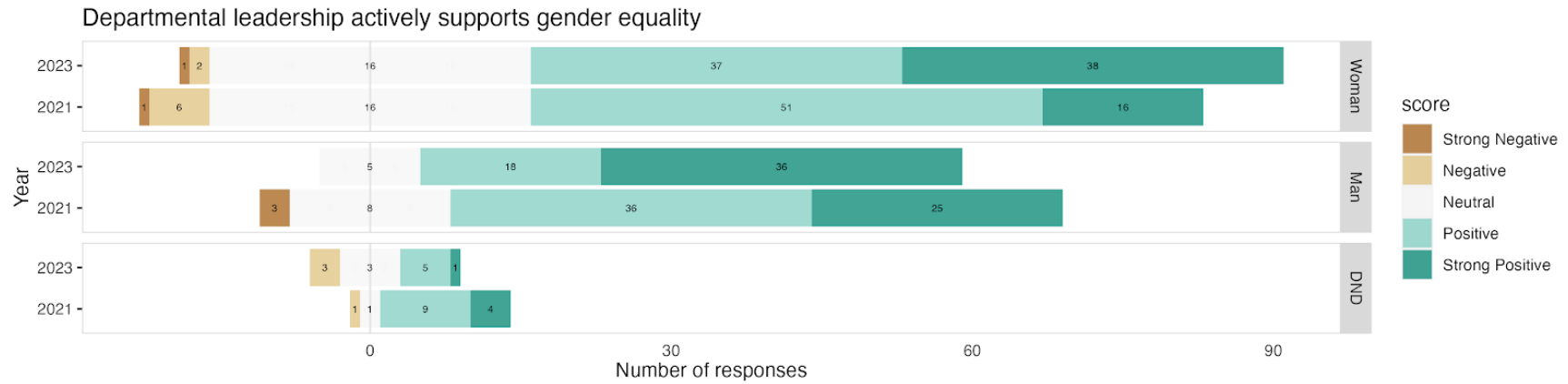
My department is committed to achieving gender balance in leadership positions
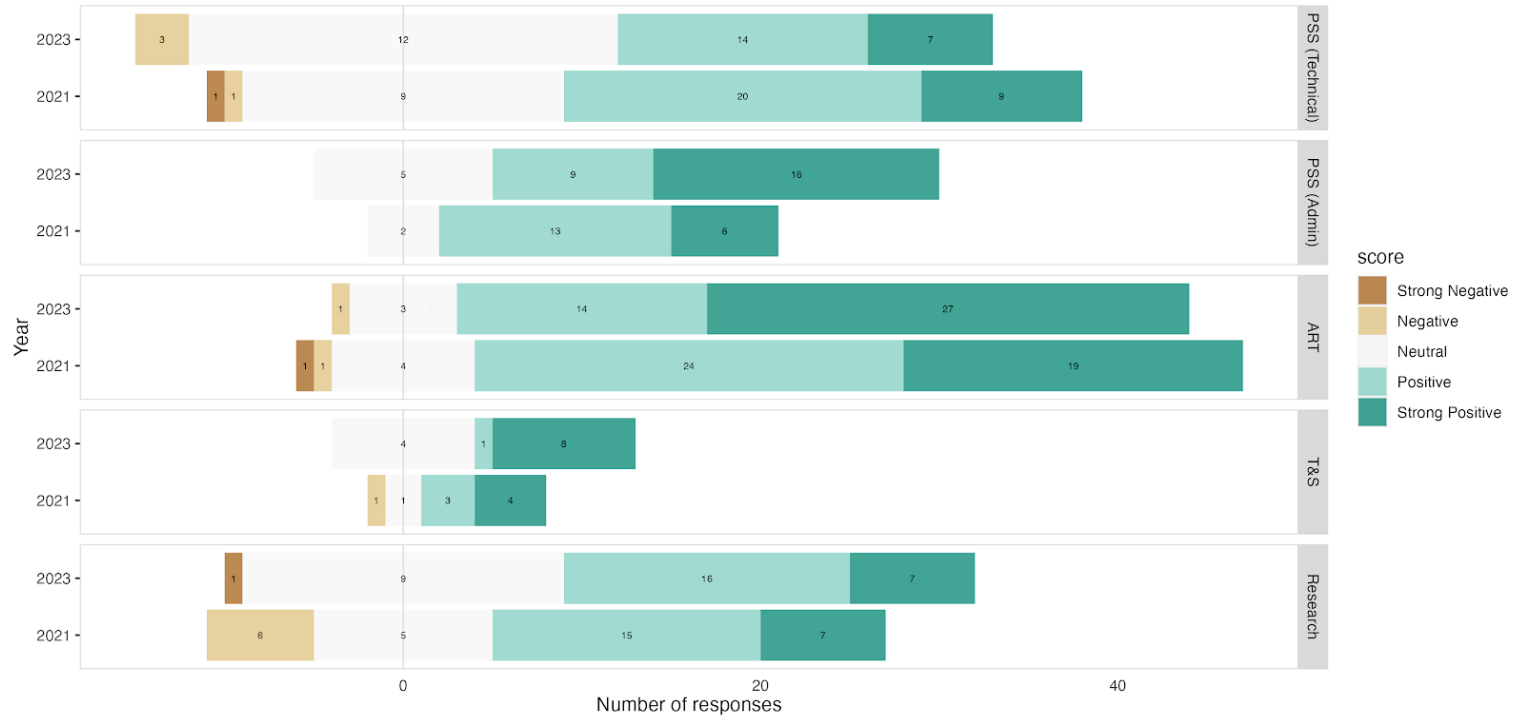
The rate people progress in my department is not affected by their gender
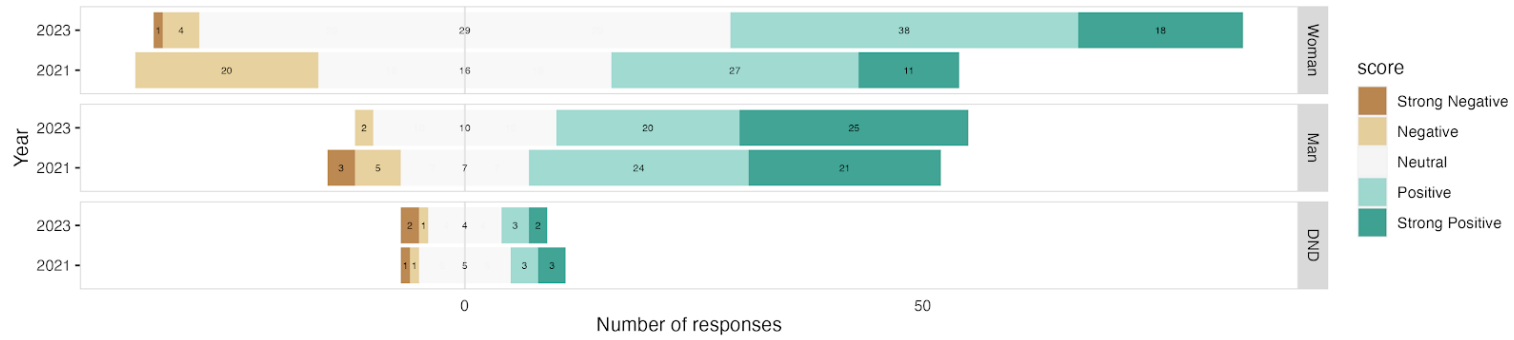
The rate people progress in my department is not affected by their gender
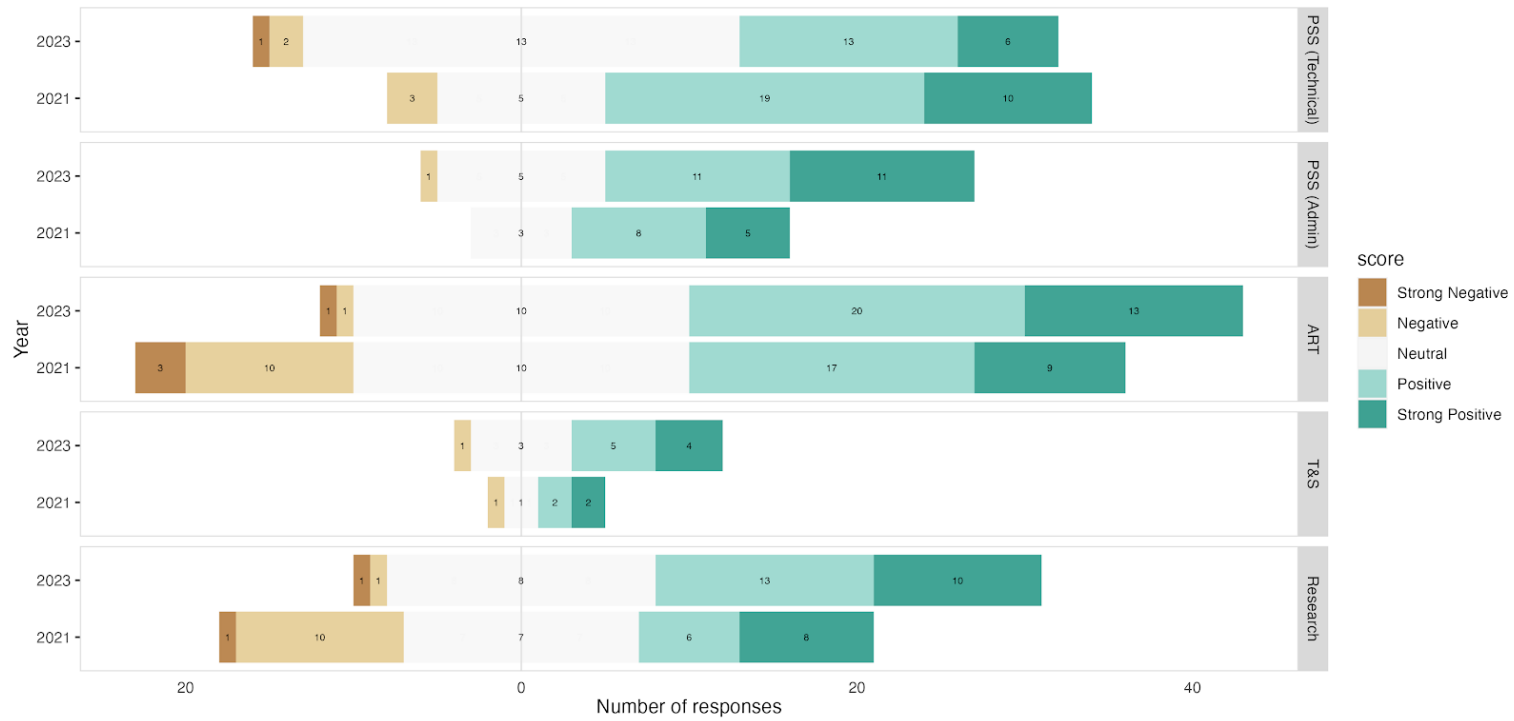
Equality, diversity and inclusion work is recognised when workload is allocated
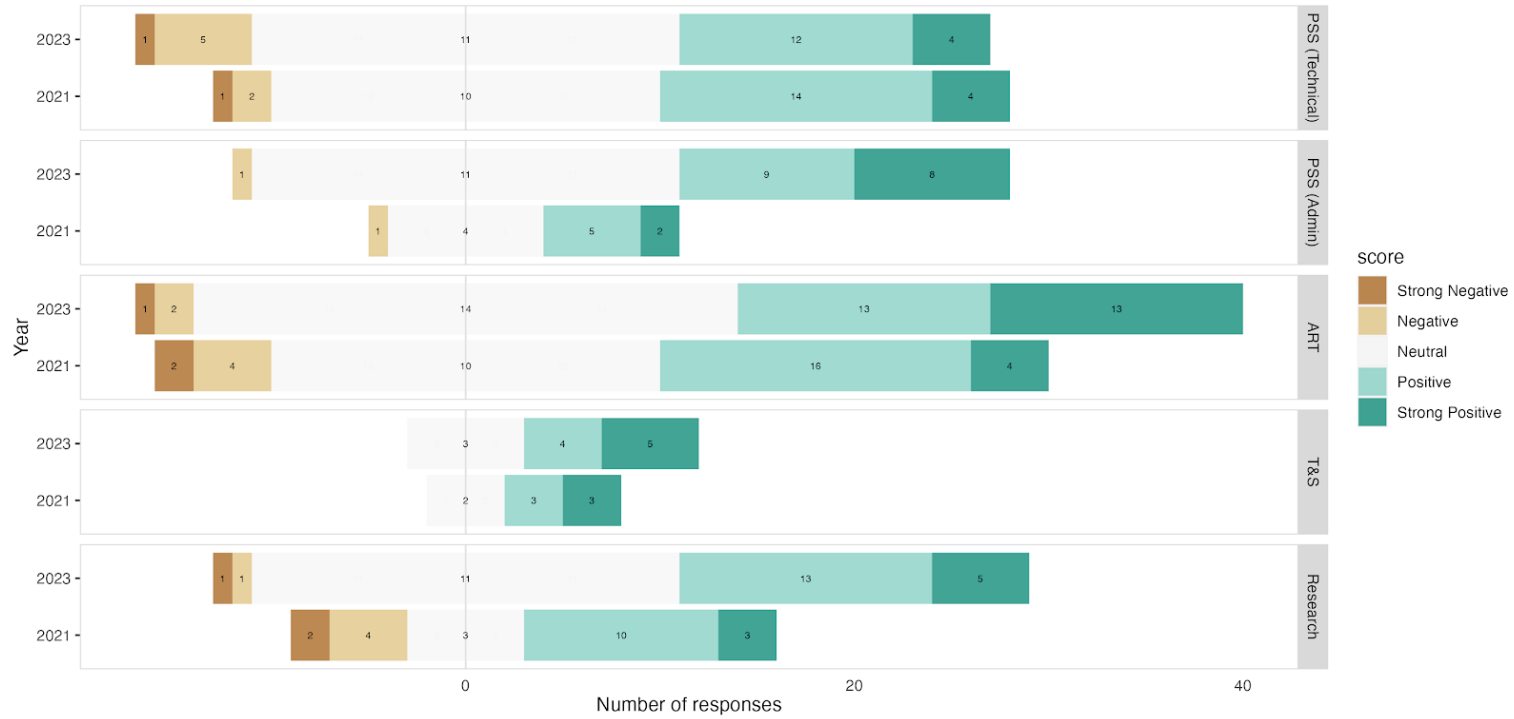
AS Core Question: My department has taken action to mitigate the adverse gendered impact of the Covid-19 pandemic on staff

My department has taken action to mitigate the adverse gendered impact of the Covid-19 pandemic on staff

My department has taken action to mitigate the adverse gendered impact of the Covid-19 pandemic on staff
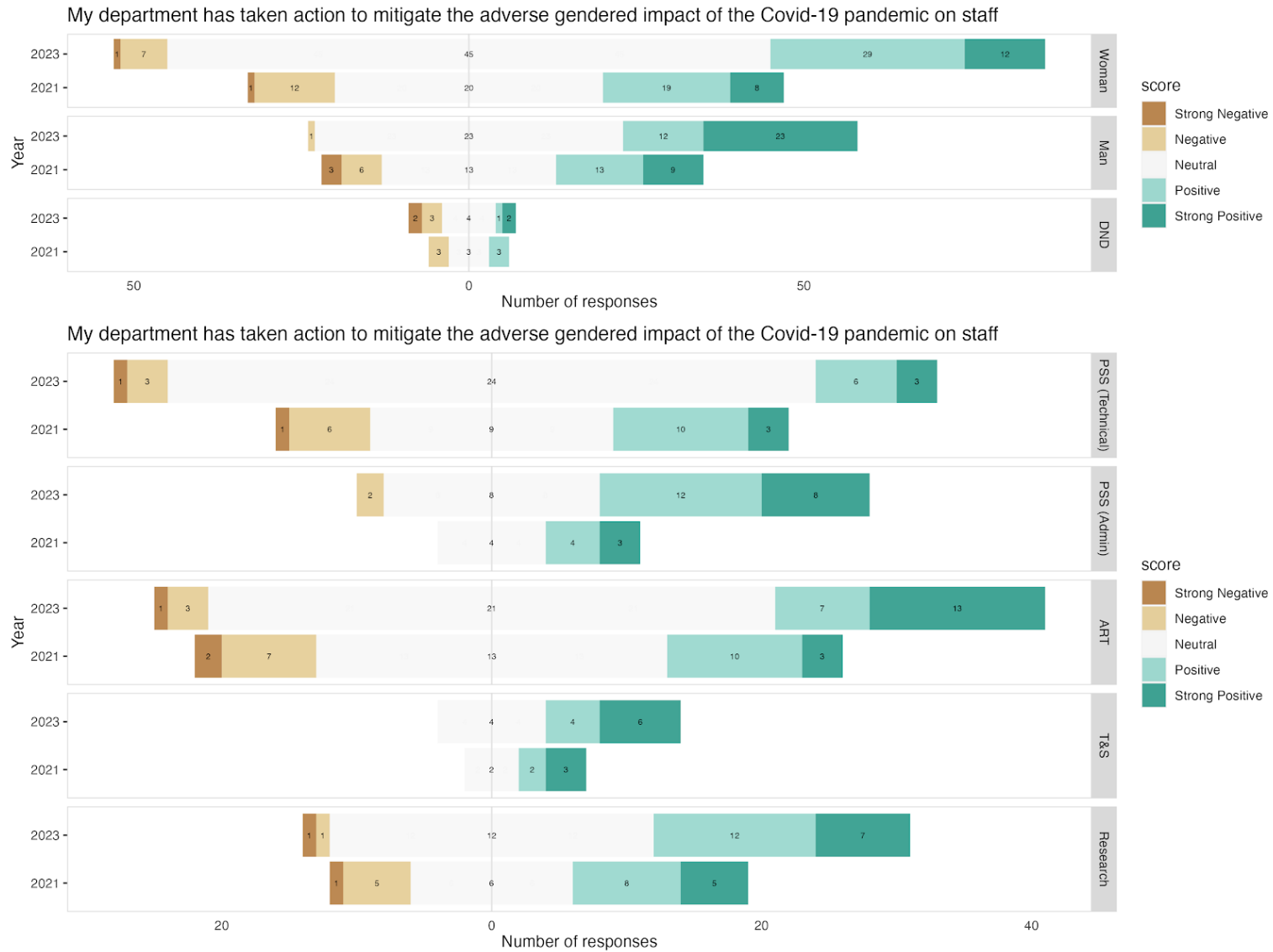
A1.2.1.

Additional Theme 2 questions targeting our action plan (note this question was not asked in the UoY's 2023 survey; 2016 data included for reference)
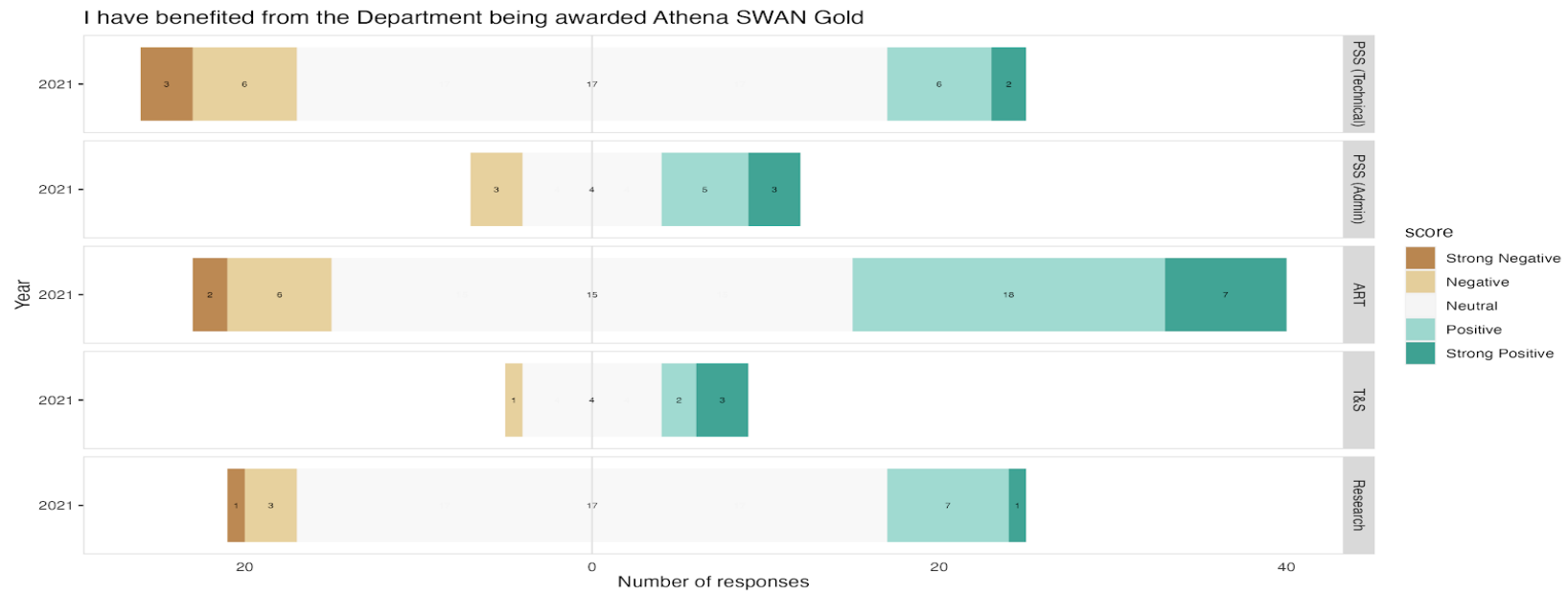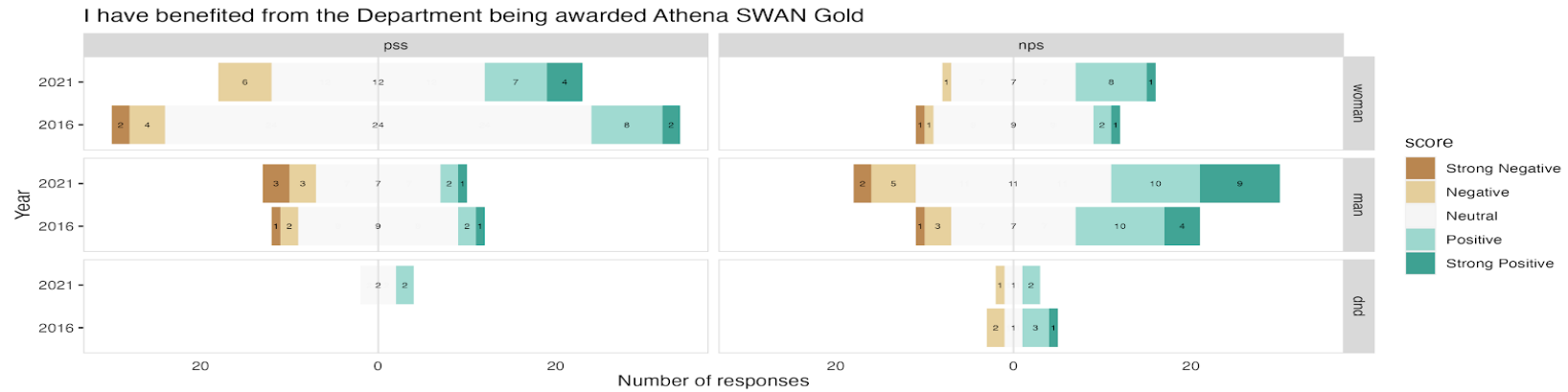
I have benefited from the Department being awarded Athena SWAN Gold

I have benefited from the Department being awarded Athena SWAN Gold

I think the Department as a whole has benefited from the Department holding a Gold Athena SWAN award
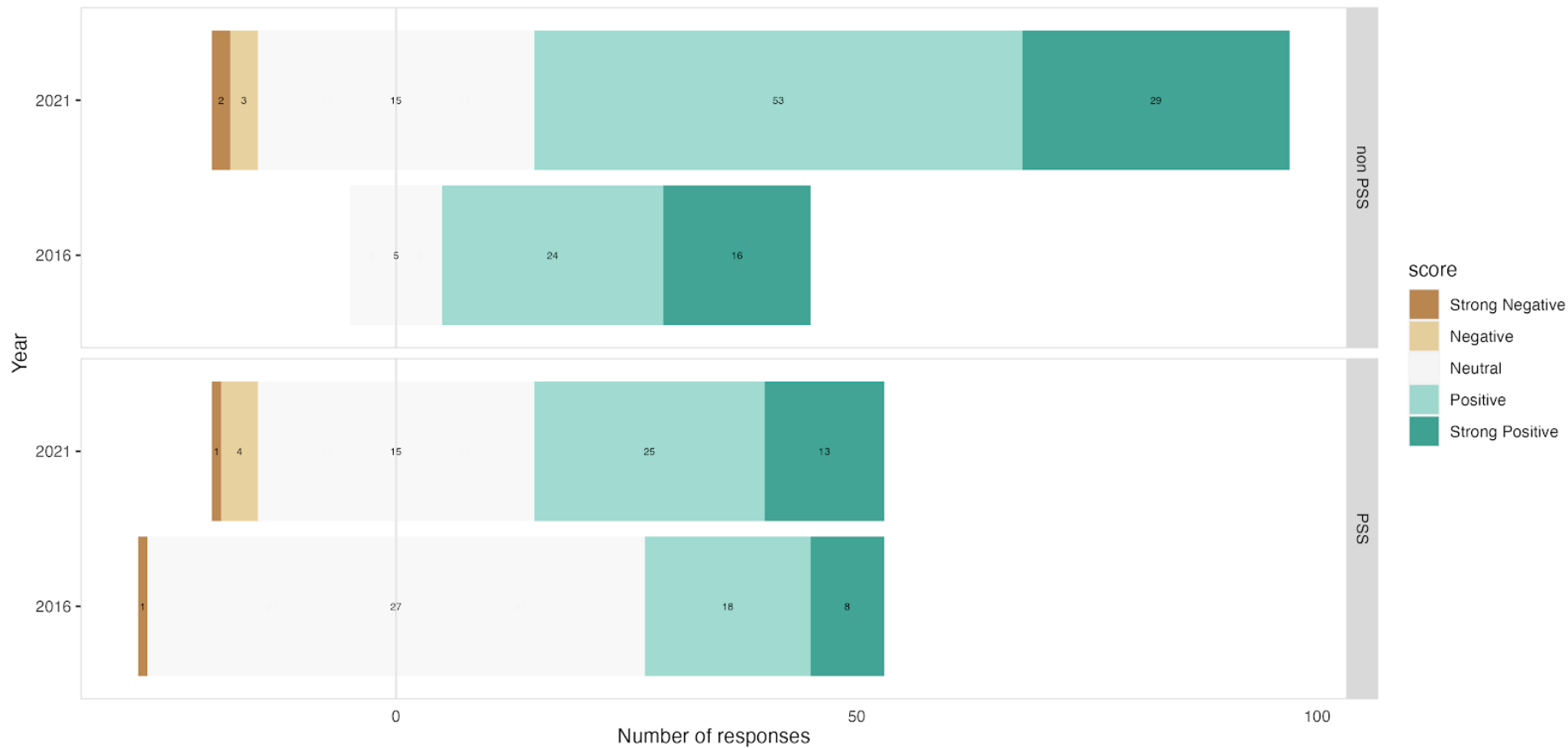
I think the Department as a whole has benefited from the Department holding a Gold Athena SWAN award
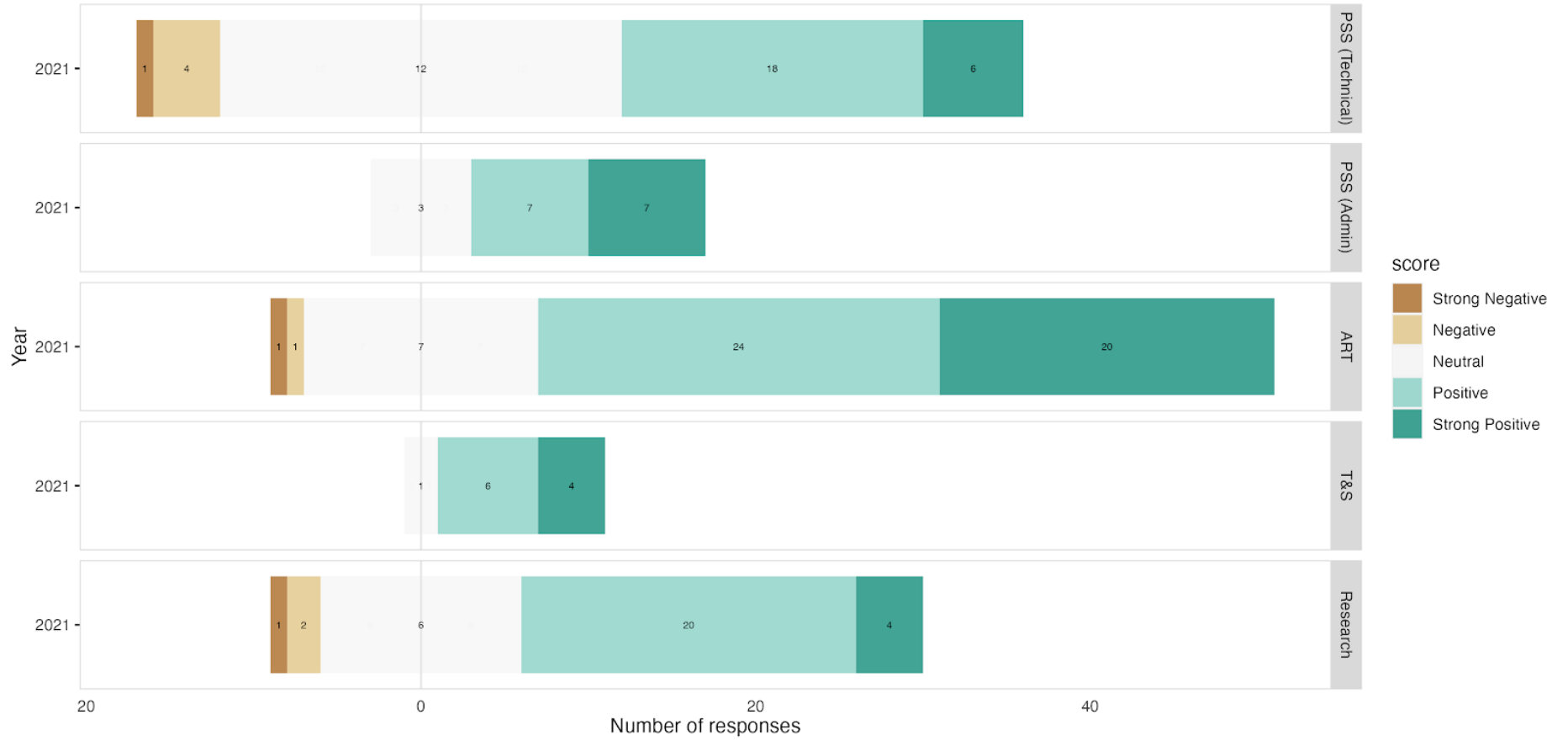
A1.3. Theme 3: Work-Life Balance

AS Core Question: My department enables flexible working
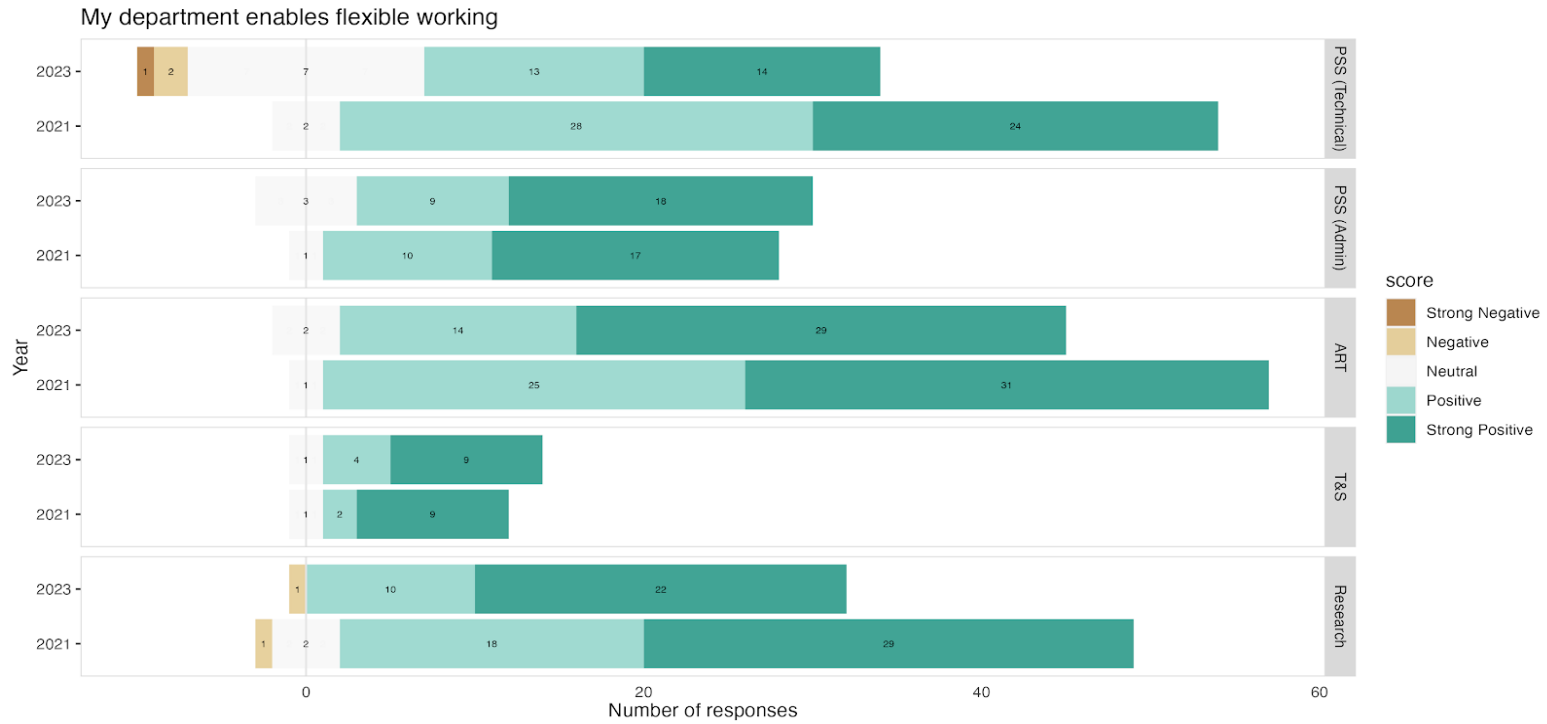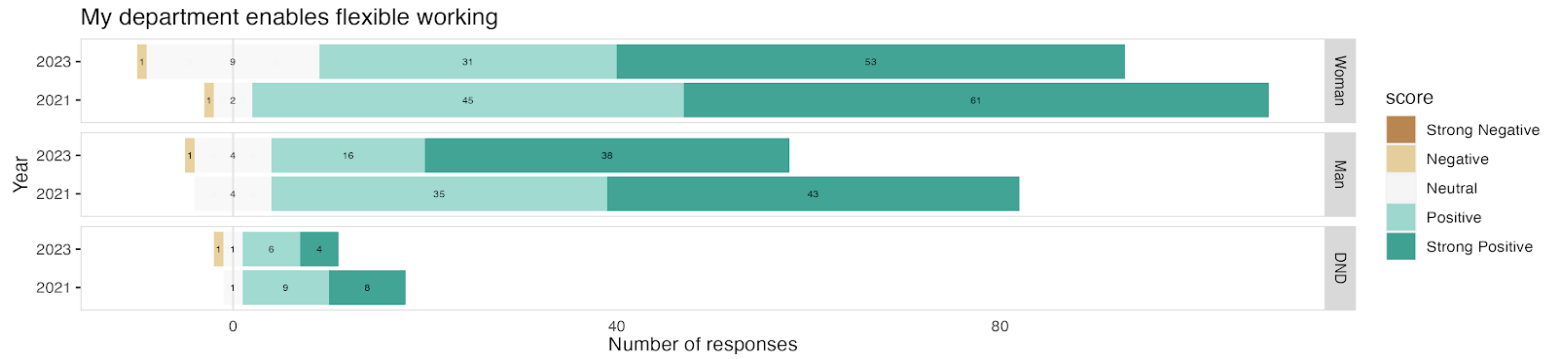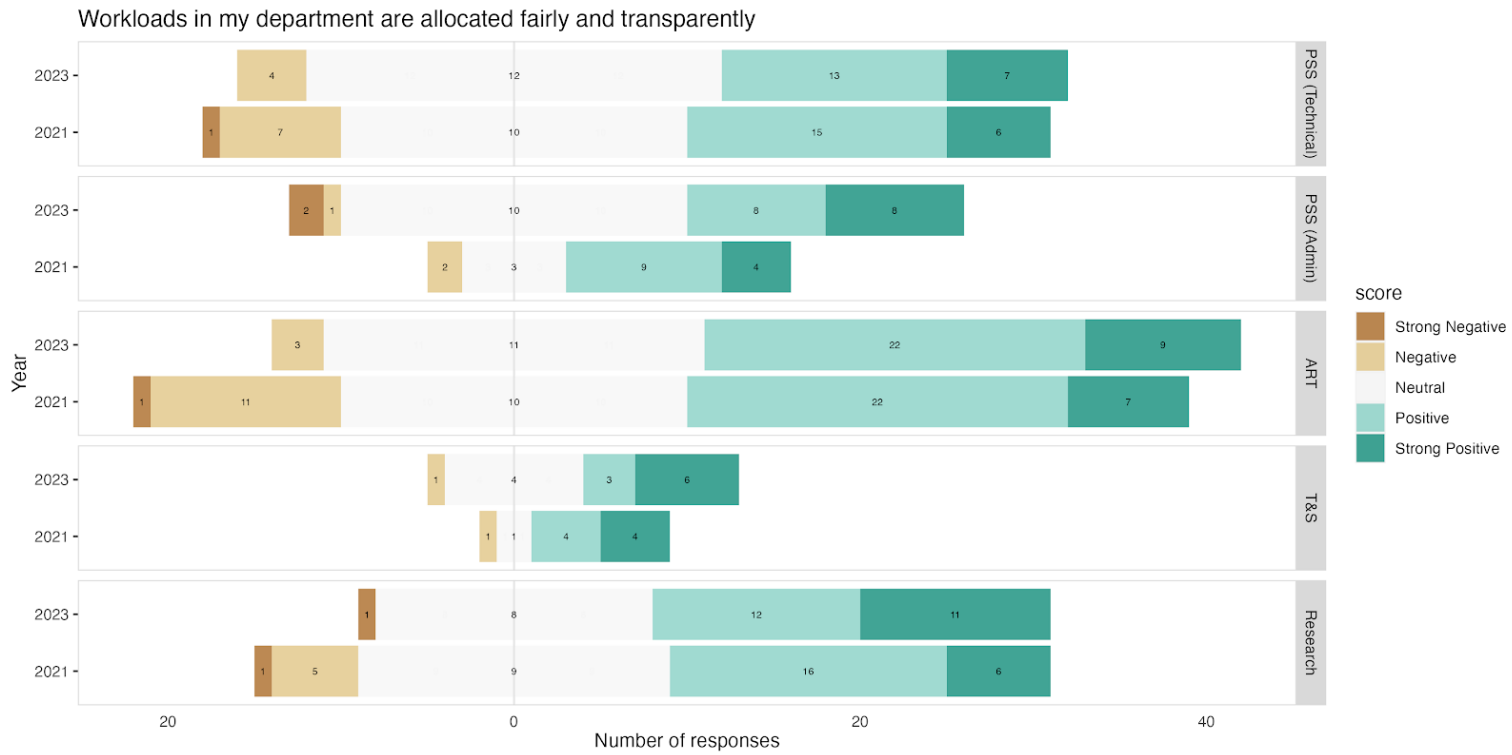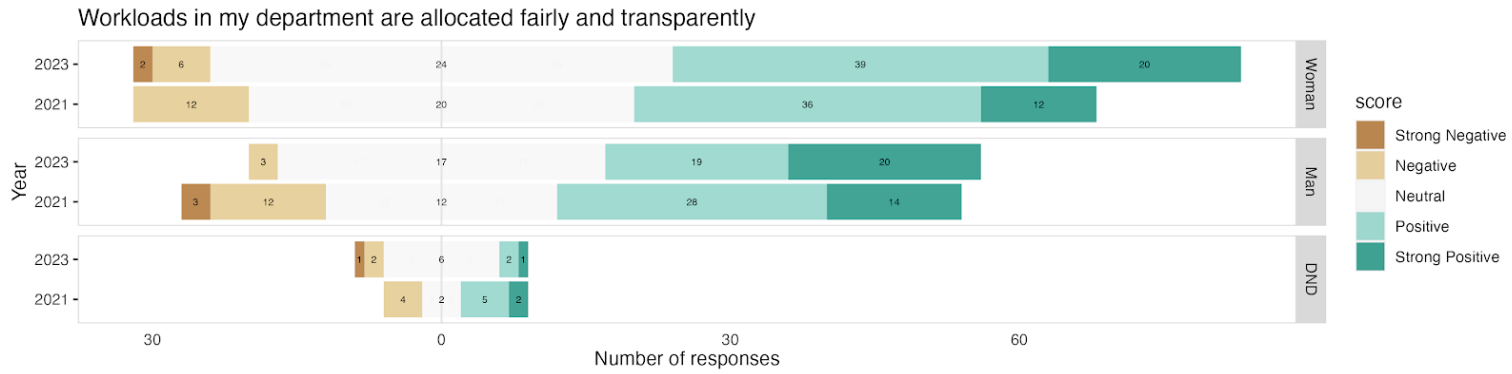
My department enables flexible working

Workloads in my department are allocated fairly and transparently

The timing of the departmental meetings and events takes into consideration those with caring responsibilities
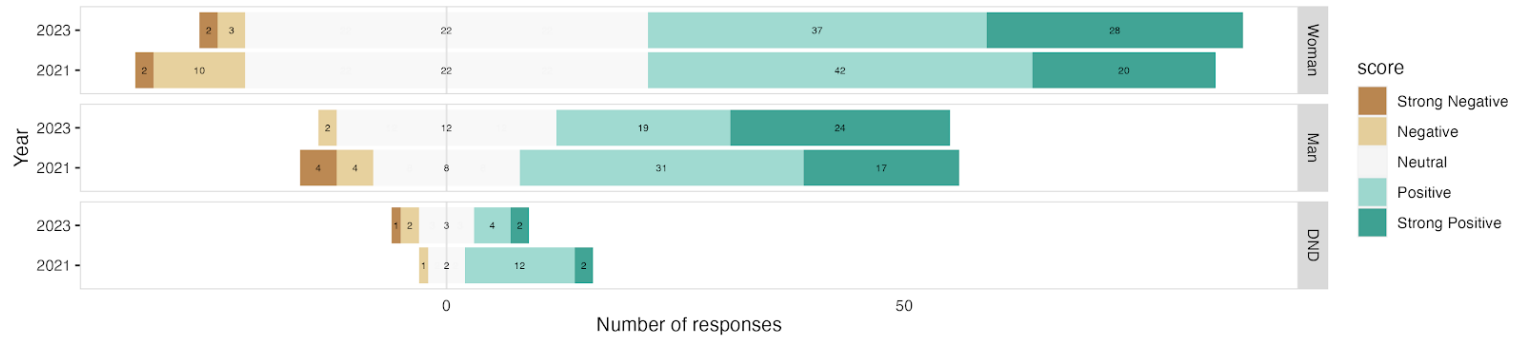
The timing of the departmental meetings and events takes into consideration those with caring responsibilities
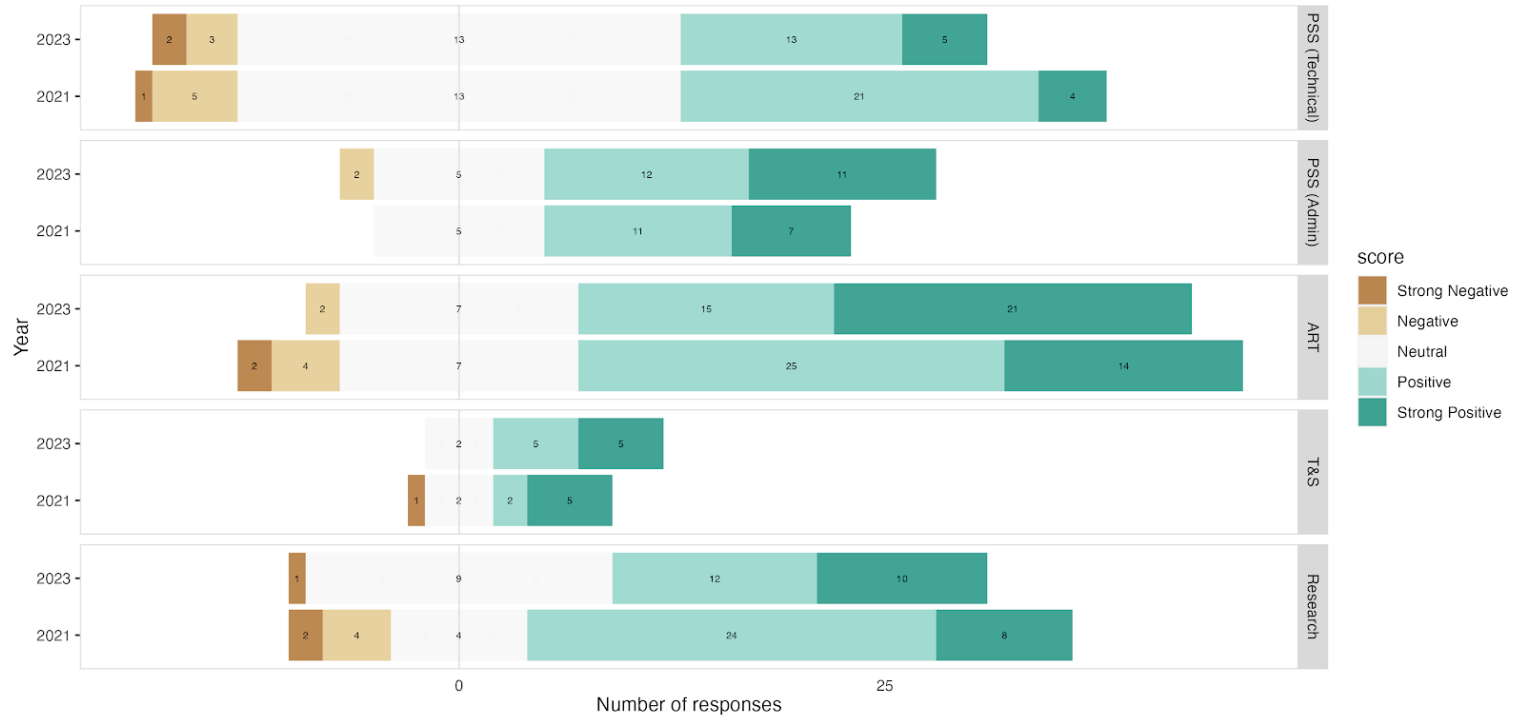
My department provides staff with support around all types of caring leave
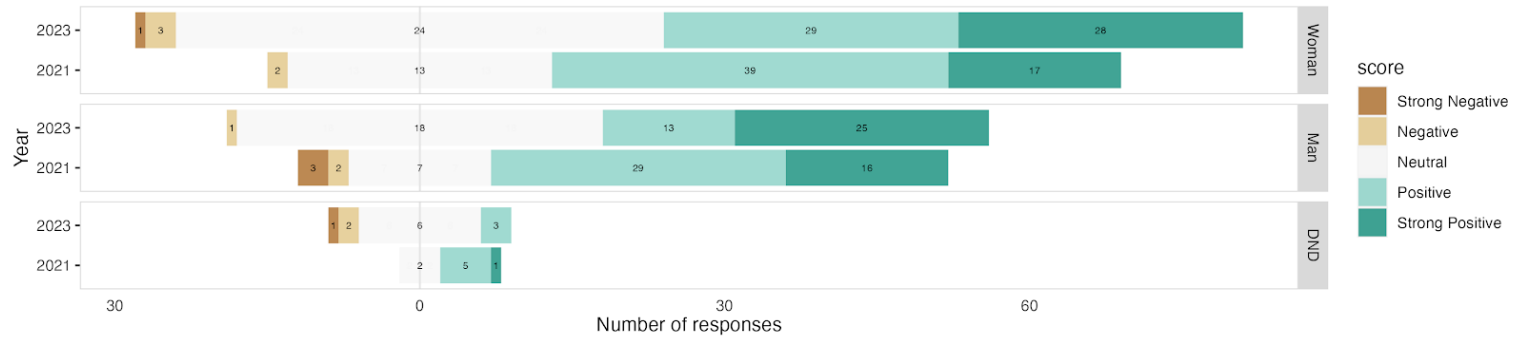
My department provides staff with support around all types of caring leave

A1.4. Theme 4: Bullying and Harassment

I have experienced bullying and/or harrasment in my department in the past 12 months

I have experienced bullying and/or harrasment in my department in the past 12 months
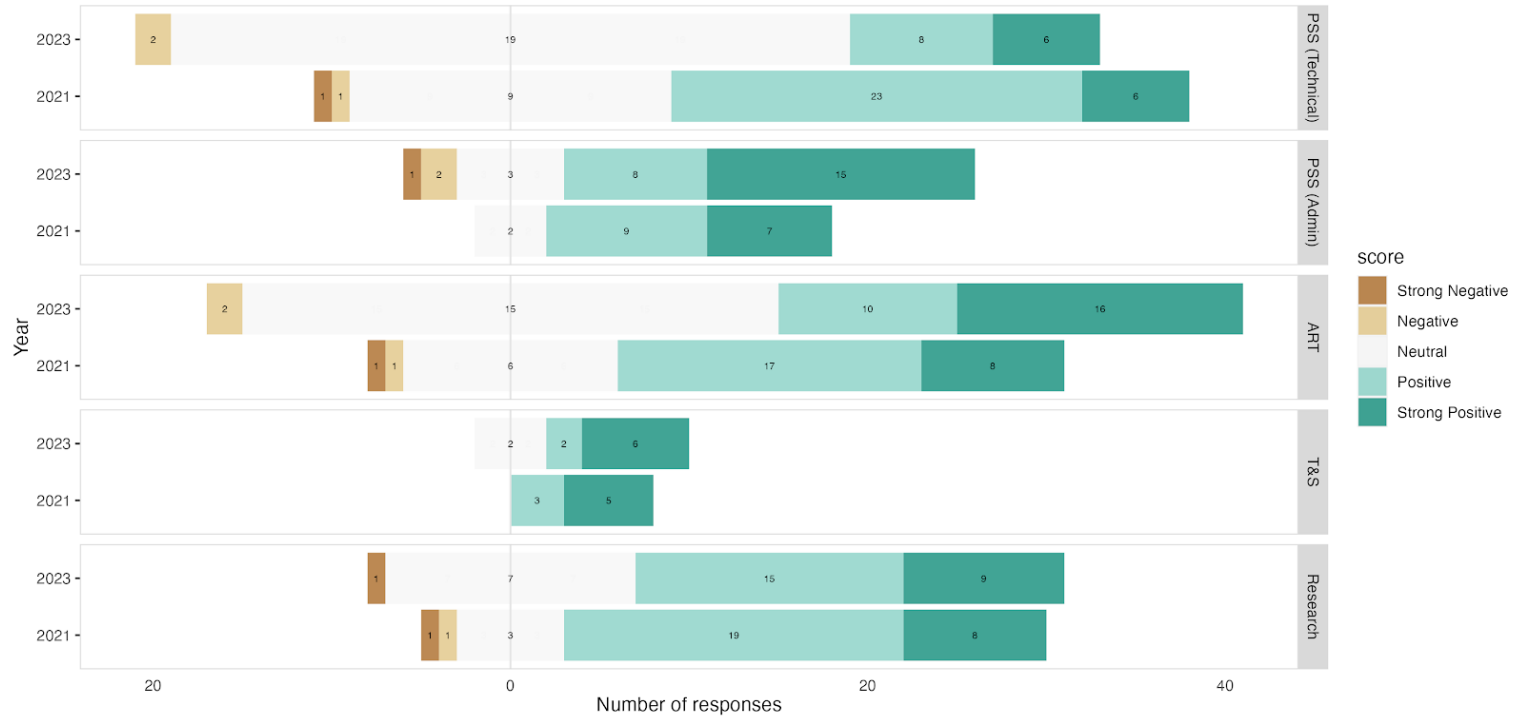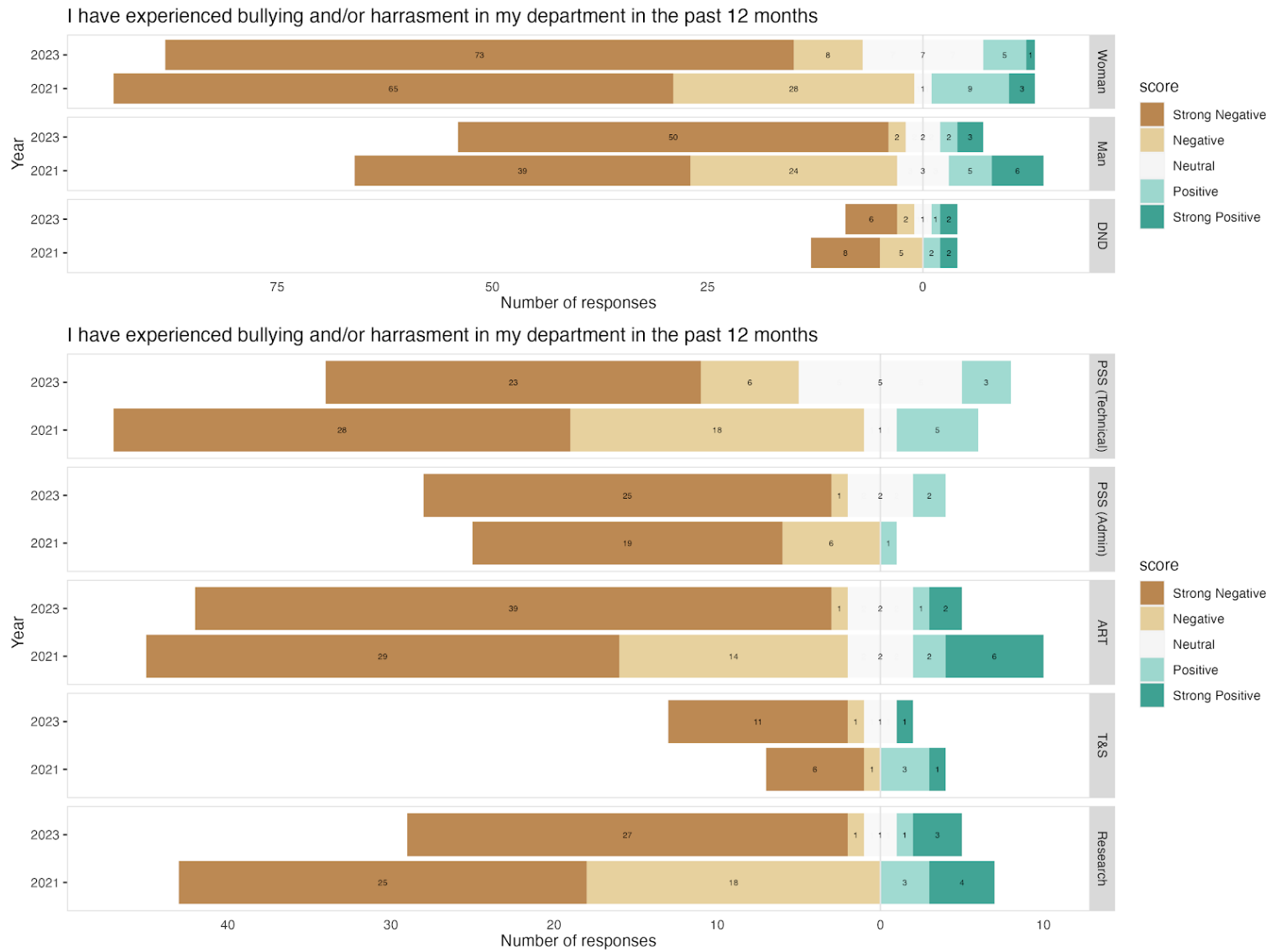
I have witnessed bullying and/or harassment in my department in the past 12 months

I know how to report bullying and/or harassment

Departmental management is active in tackling bullying and harassment

Departmental management is active in tackling bullying and harassment
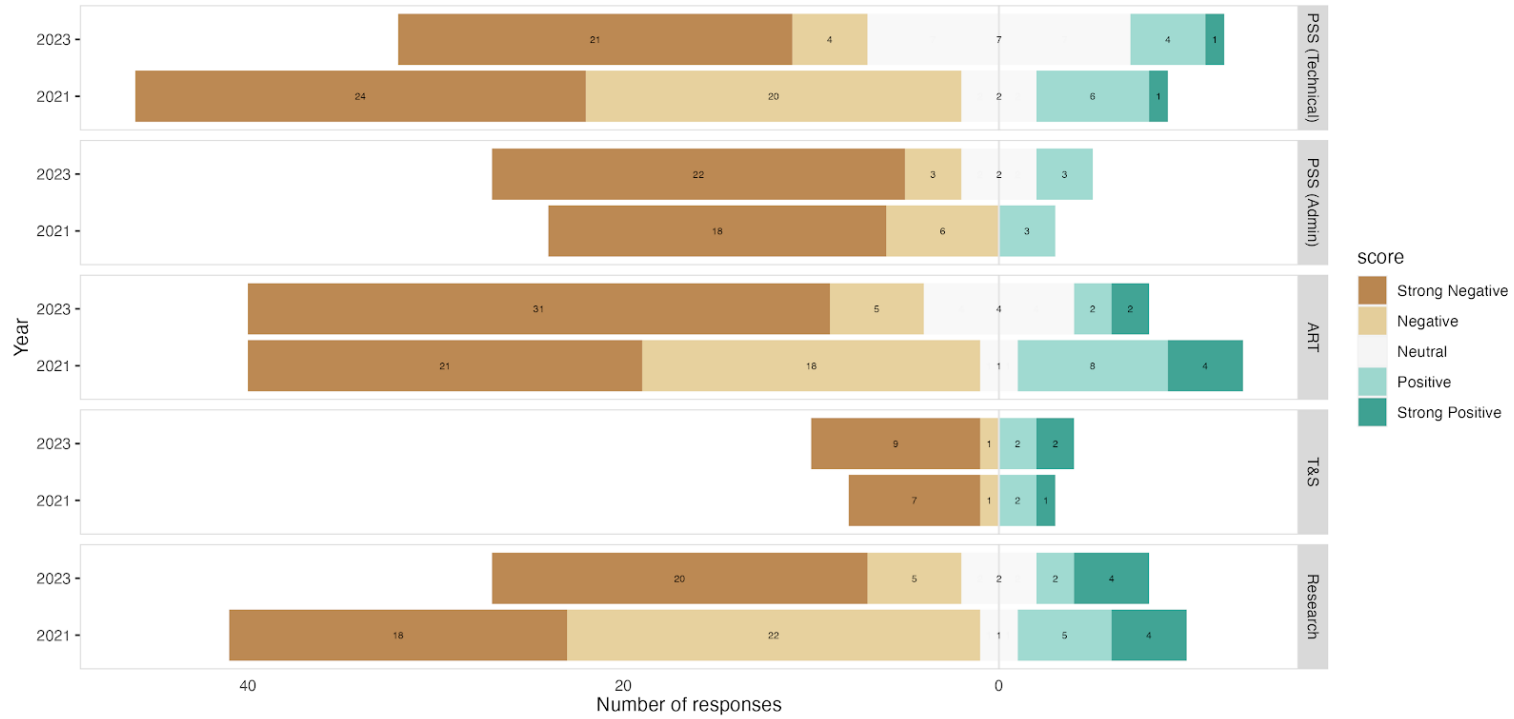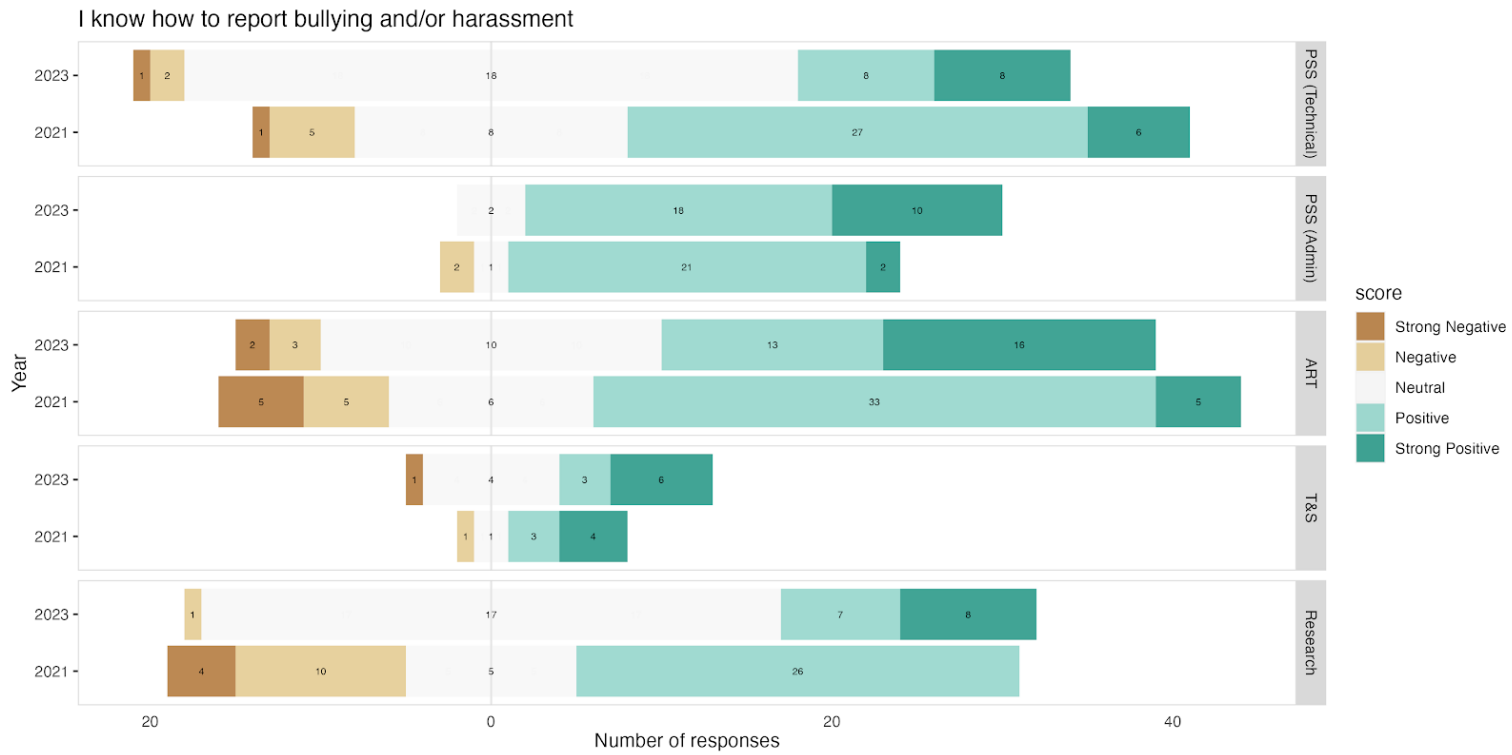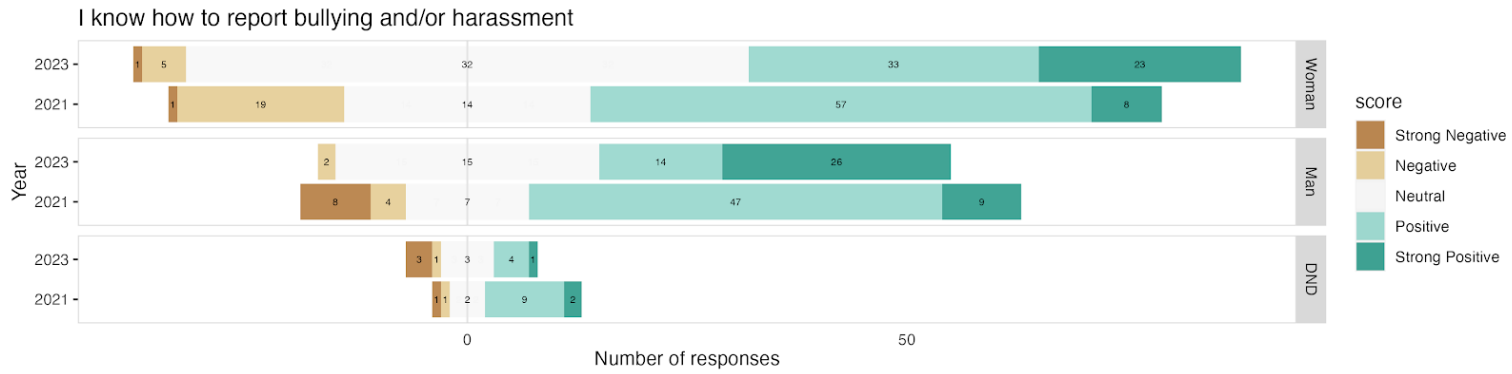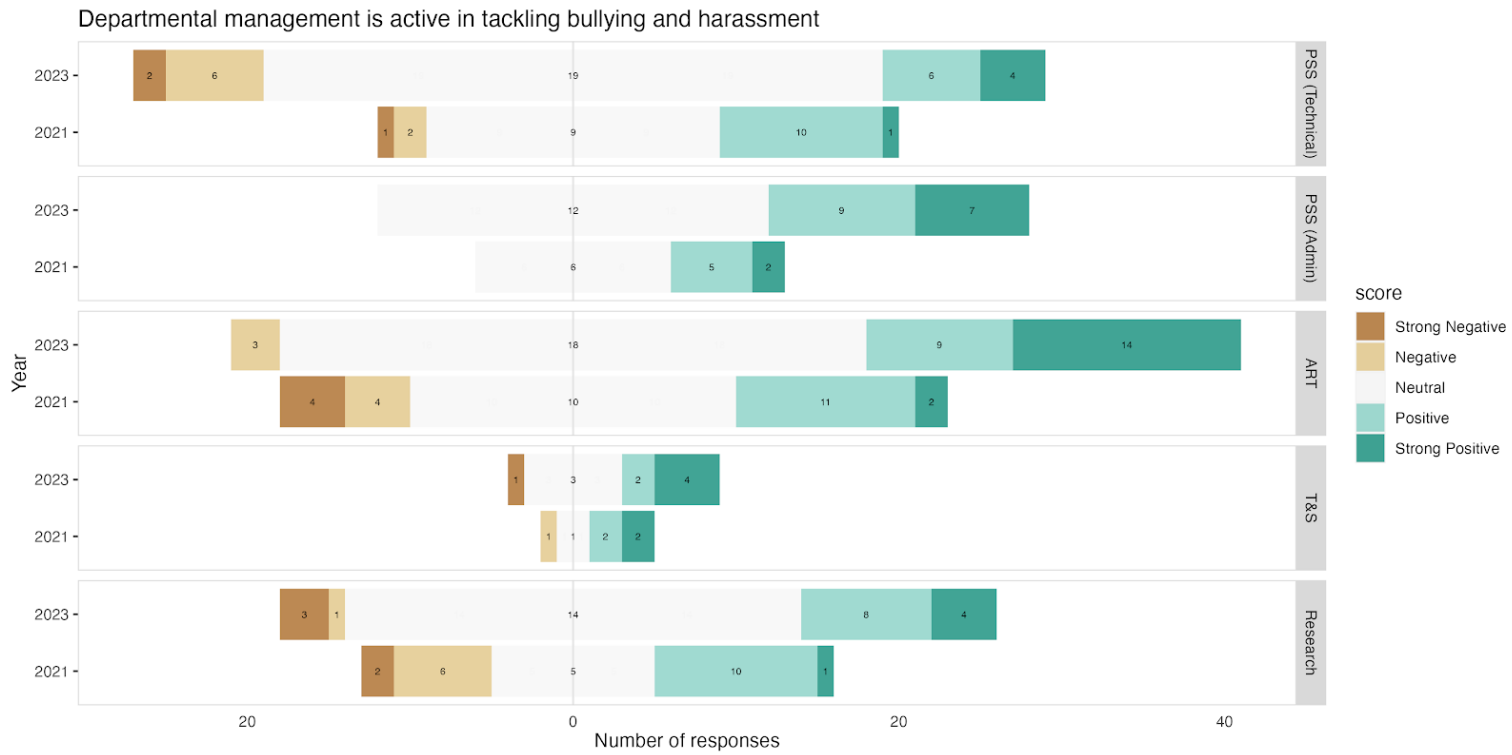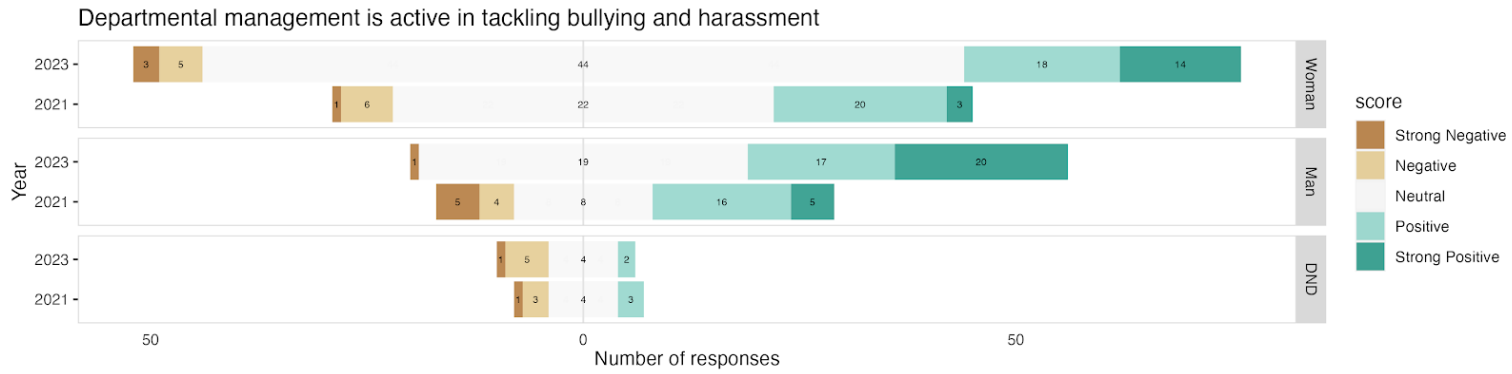
AS Core Question: I am satisfied with how bullying and harassment are addressed in my department

I am satisfied with how bullying and harassment are addressed in my department
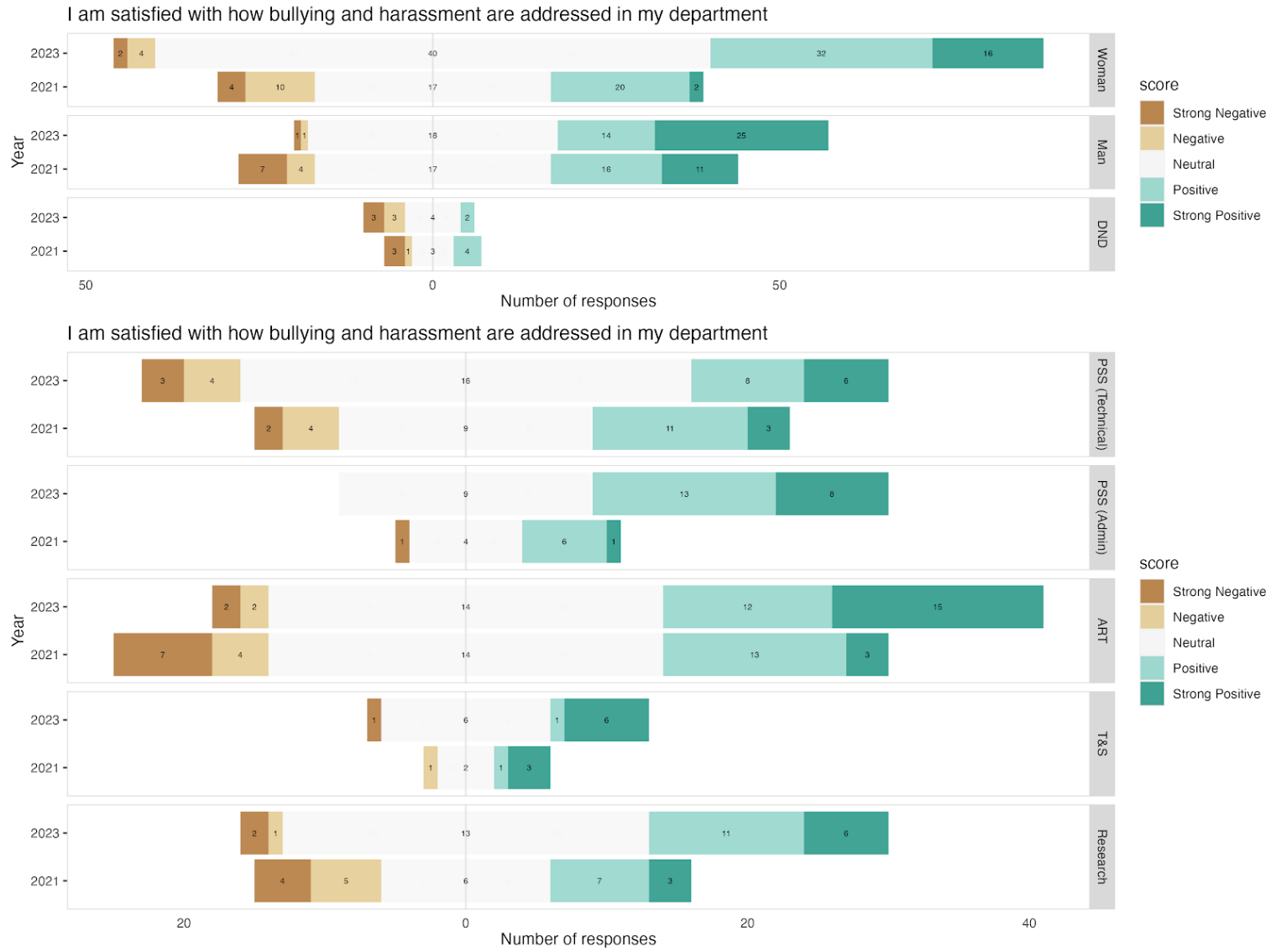
A1.4.1 Additional Theme 4 Survey data, relevant to Action plan, including comparison with 2016 data

I am confident that my line manager would deal effectively with any complaints about harassment, bullying or offensive behaviour
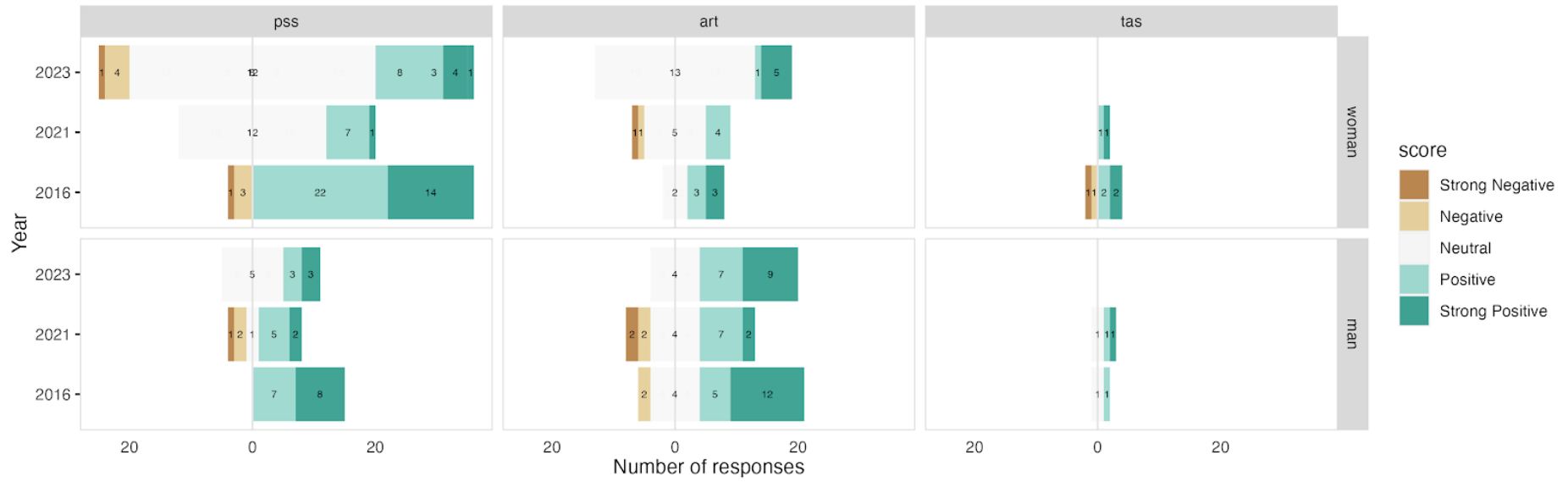
A1.5. Theme 5: Career Development

AS Core Question: My line manager supports my career development

My line manager supports my career development

Decisions about appointments are made fairly

Decisions about promotion/progression are made fairly

I receive useful feedback on my career development through performance reviews
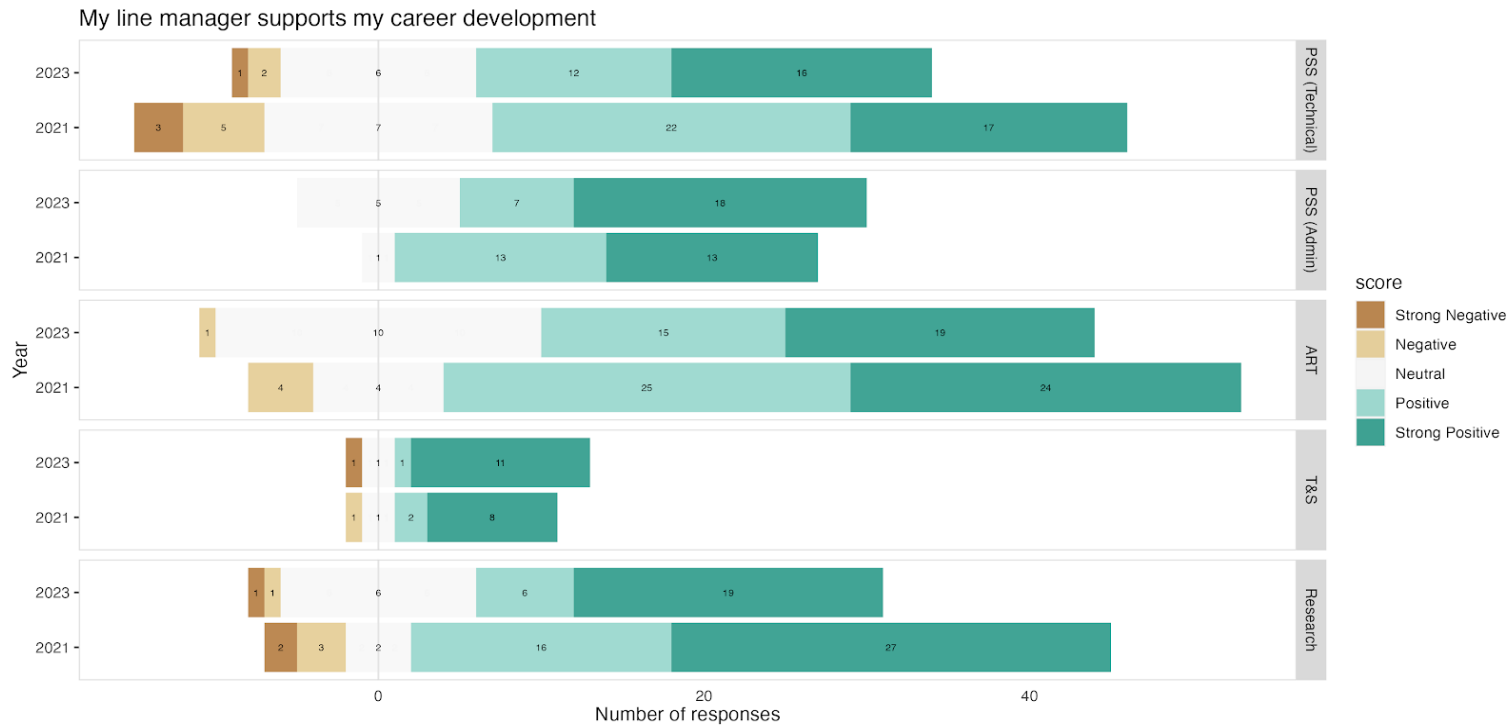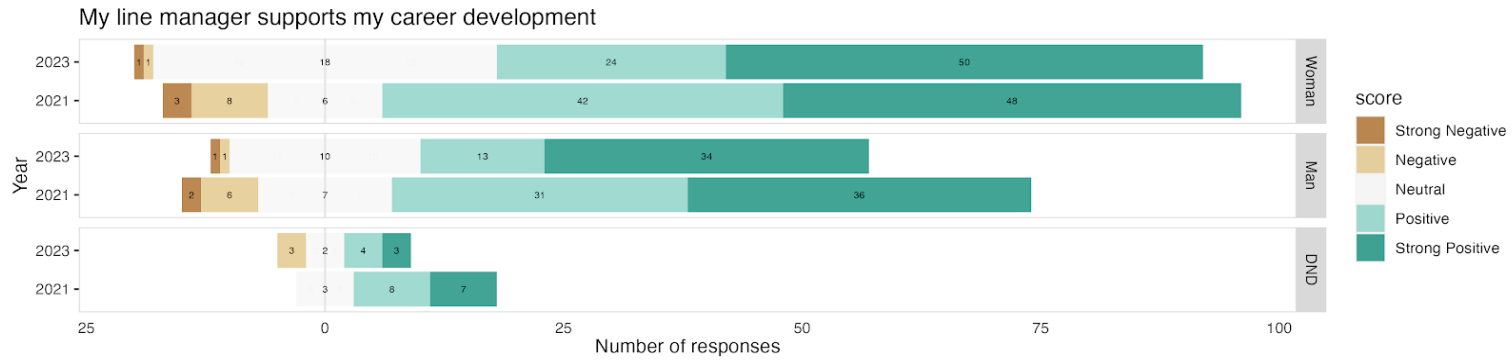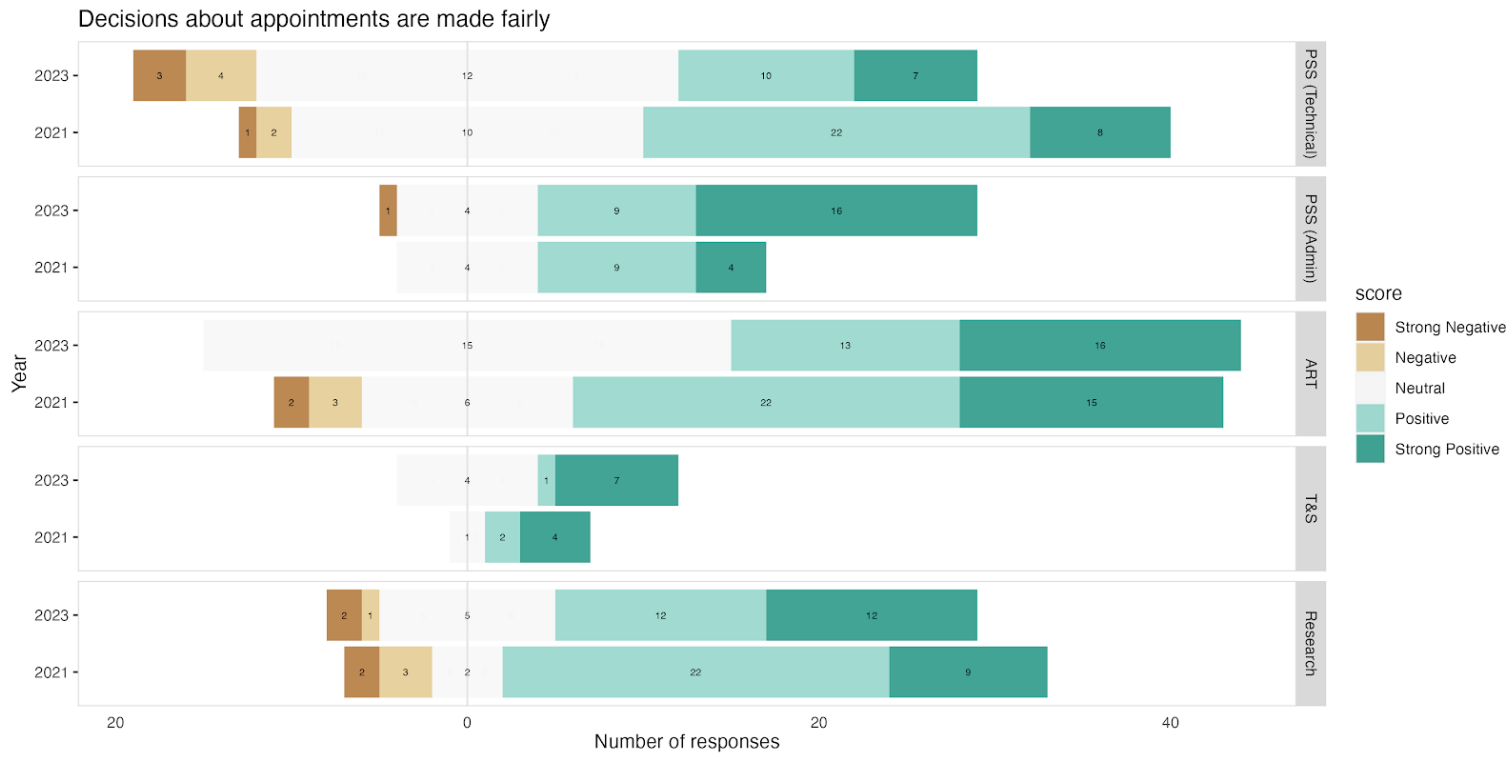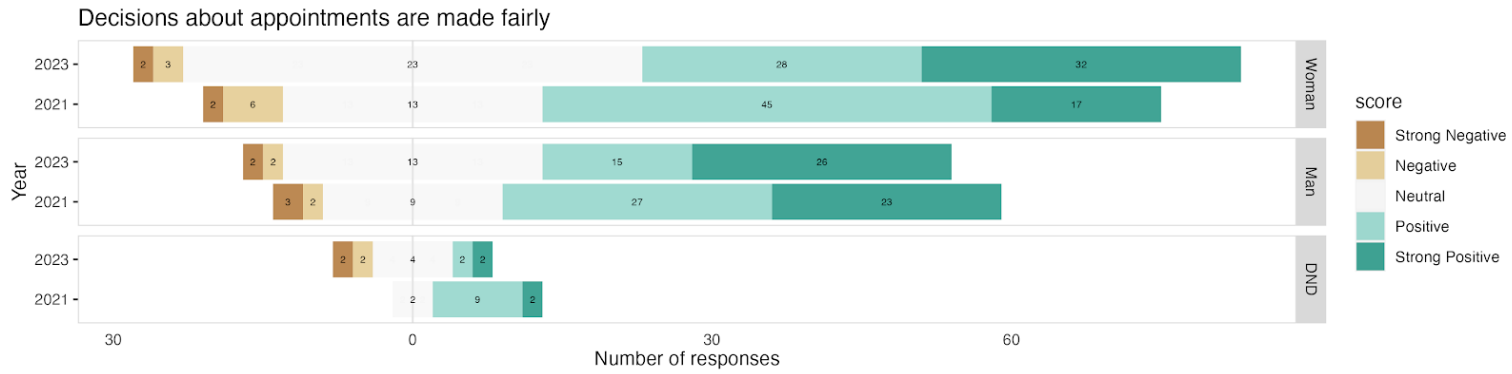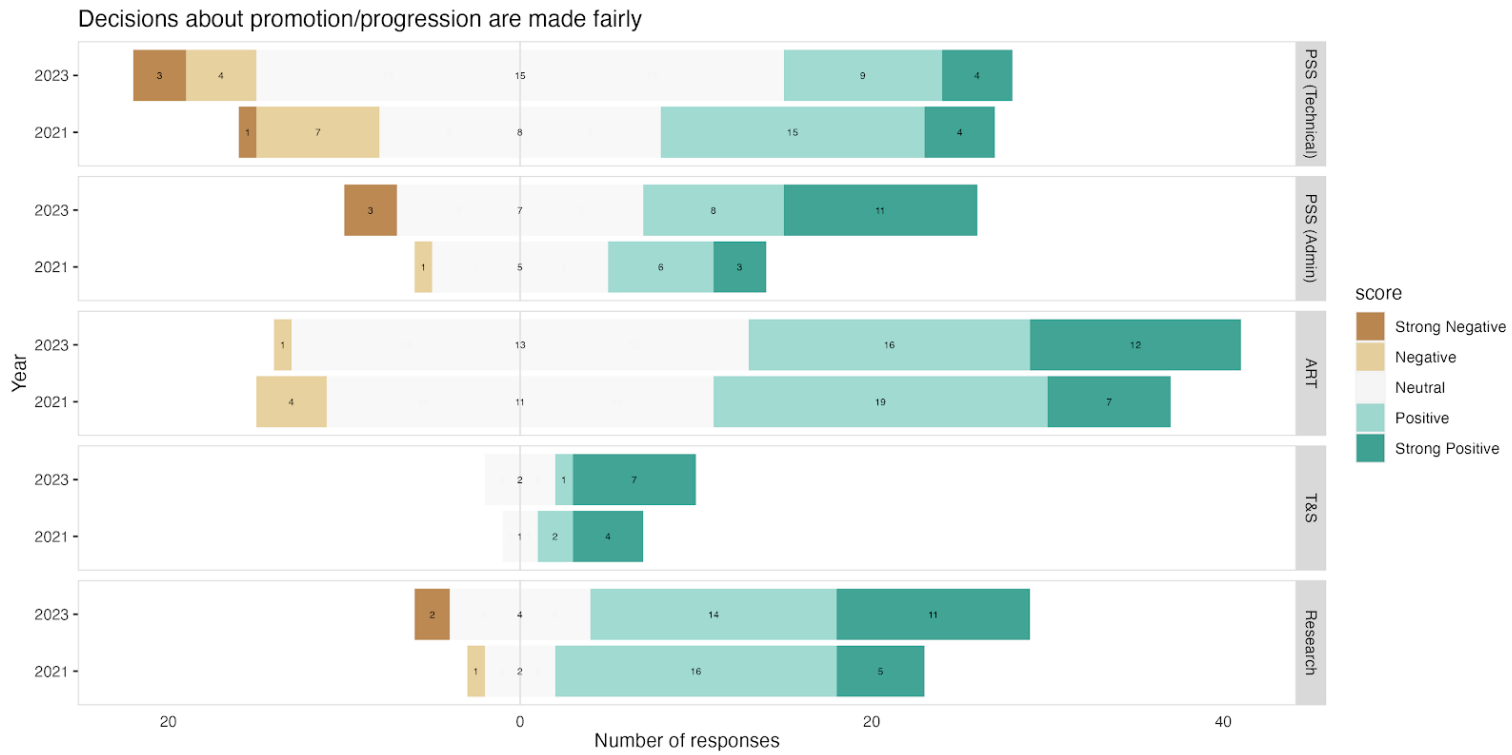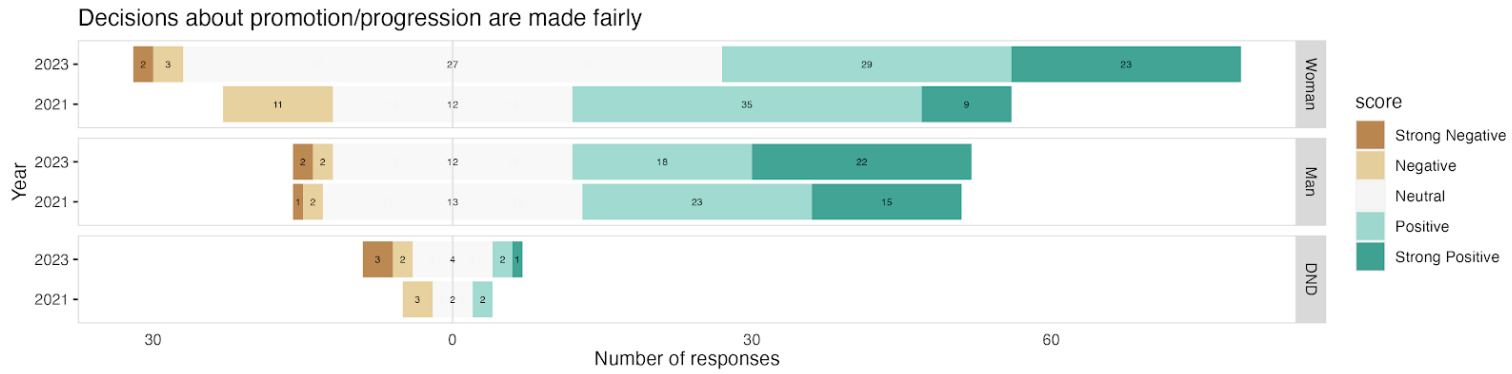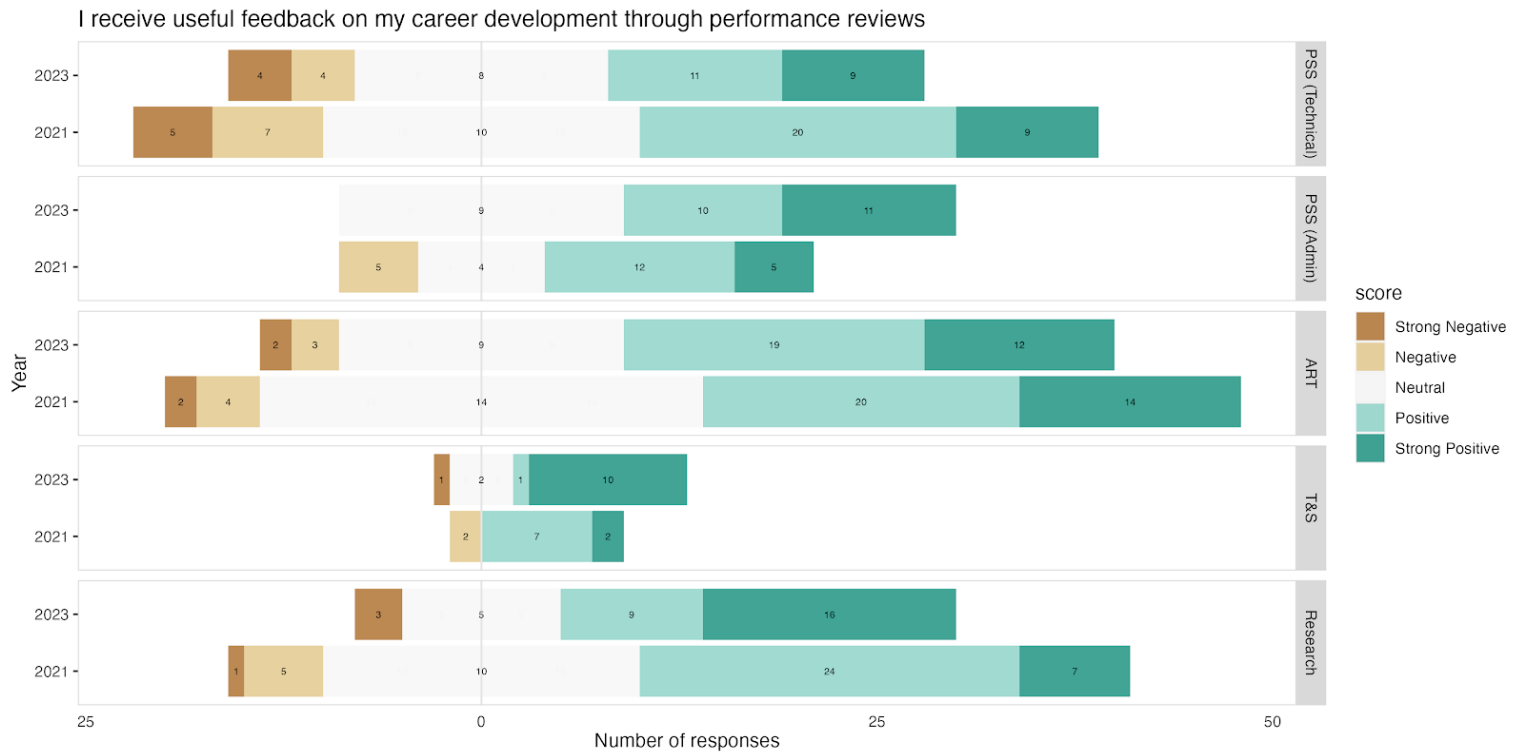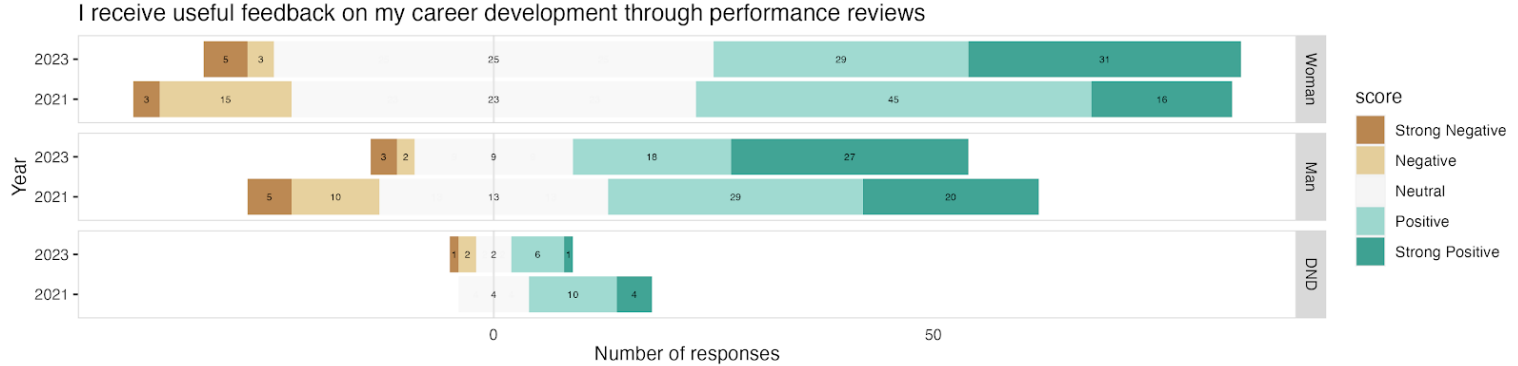
A1.5.1 Additional Theme 5 Survey data

Figures showing additional data, relevant to Action plan: gender breakdown among Research staff only, in responses to the questions "My line manager supports my career development" and "I receive useful feedback on my career development through performance reviews"

Career Development for Research Staff
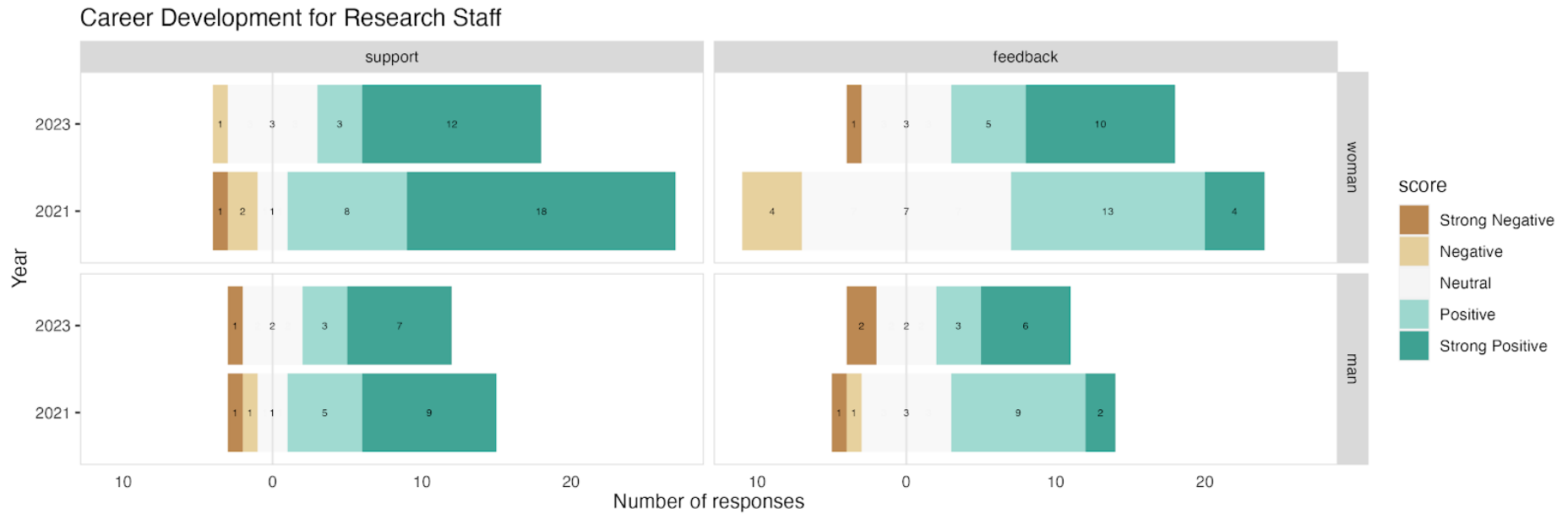
A1.5.2. Additional Theme 5 Survey data, relevant to Action plan points about mentoring.

These questions were not asked in the 2023 survey; 2016 data shown for reference.

Are you currently a mentee in a formal mentoring or coaching relationship?

Are you currently a mentee in a formal mentoring or coaching relationship?

My mentor provides constructive and helpful feedback and suggestions

My mentor provides constructive and helpful feedback and suggestions

My mentor is reliable, attending our calls and meetings on time

My mentor is reliable, attending our calls and meetings on time

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My mentor has relevant expertise and experience

My mentor has relevant expertise and experience

The Biology Department provides me with useful mentoring opportunities (as mentor or mentee)

A1.6. Theme 6: Wellbeing

My current workload is manageable

My current workload is manageable

My mental health and/or wellbeing are supported in my department

I know where to seek support for mental health and/or wellbeing at work

186

I feel confident asking for mental health and/or wellbeing support at work

Appendix 2: Data tables

In these tables, 'Gender' refers to sex: male (M) or female (F). We recognise that the self-identity of individuals may not match these categories and are committed to supporting all members of the Department.

A2.1. Mandatory Data Tables

A2.1.1   Students at Foundation, UG, PGT and PGR level
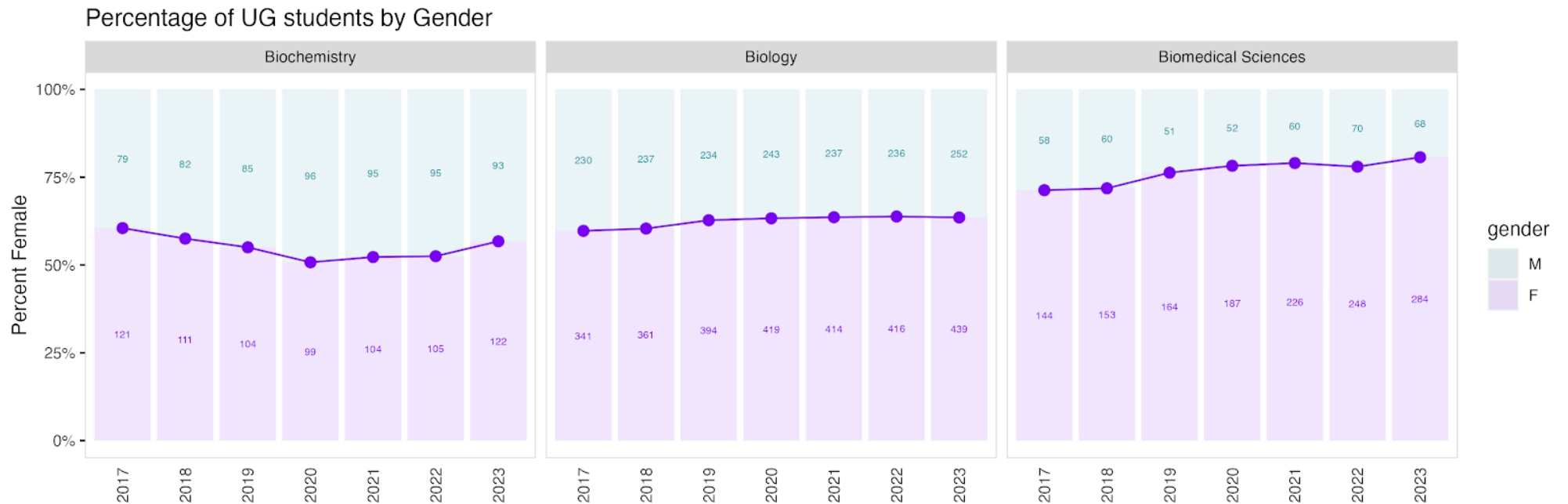
Figure A1.1 Change over time in proportion of female undergraduate students across the Department of Biology's three degree programmes, Biochemistry, Biology and Biomedical Sciences. Actual student numbers (FTE) given within the bars. Note we do not have foundation student numbers (FTE) given within the bars. Note we do not have foundation students. HESA Benchmark: 51% female.
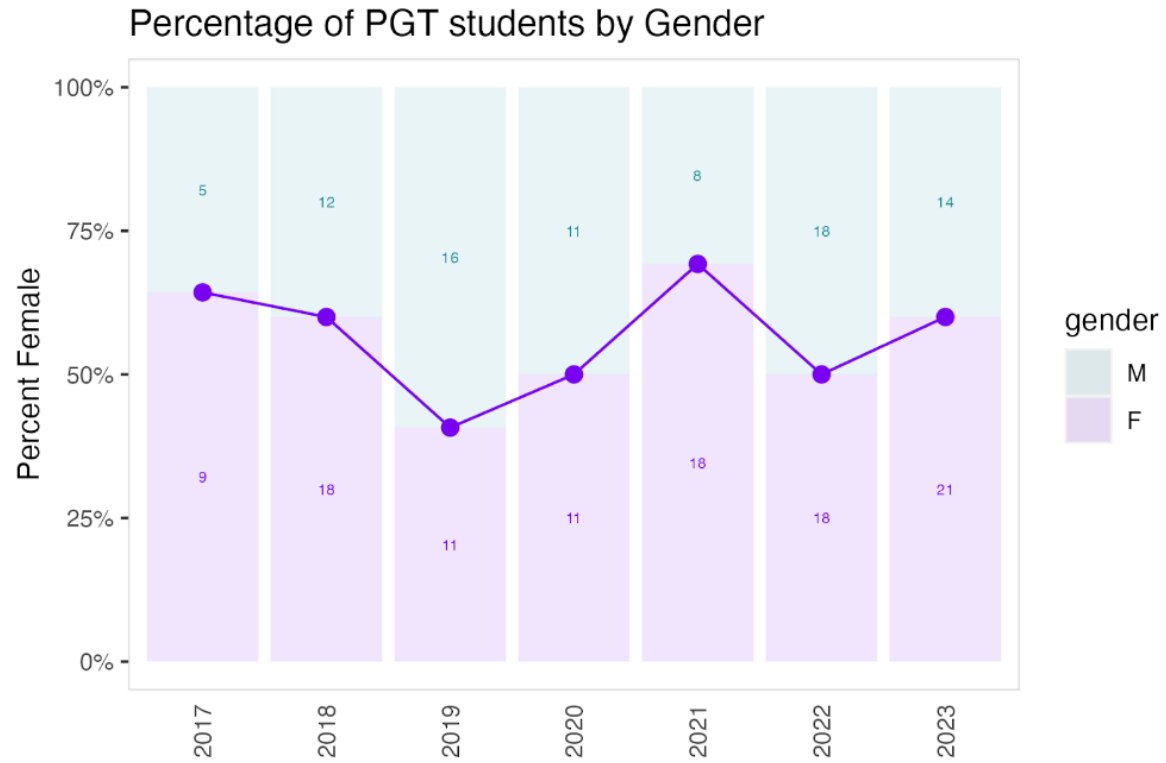
Figure A1.2 Change over time in proportion of female students on postgraduate taught degrees (PGT) in the Department of Biology. Actual student numbers (headcount) given within the bars. HESA Benchmark: 53% female.
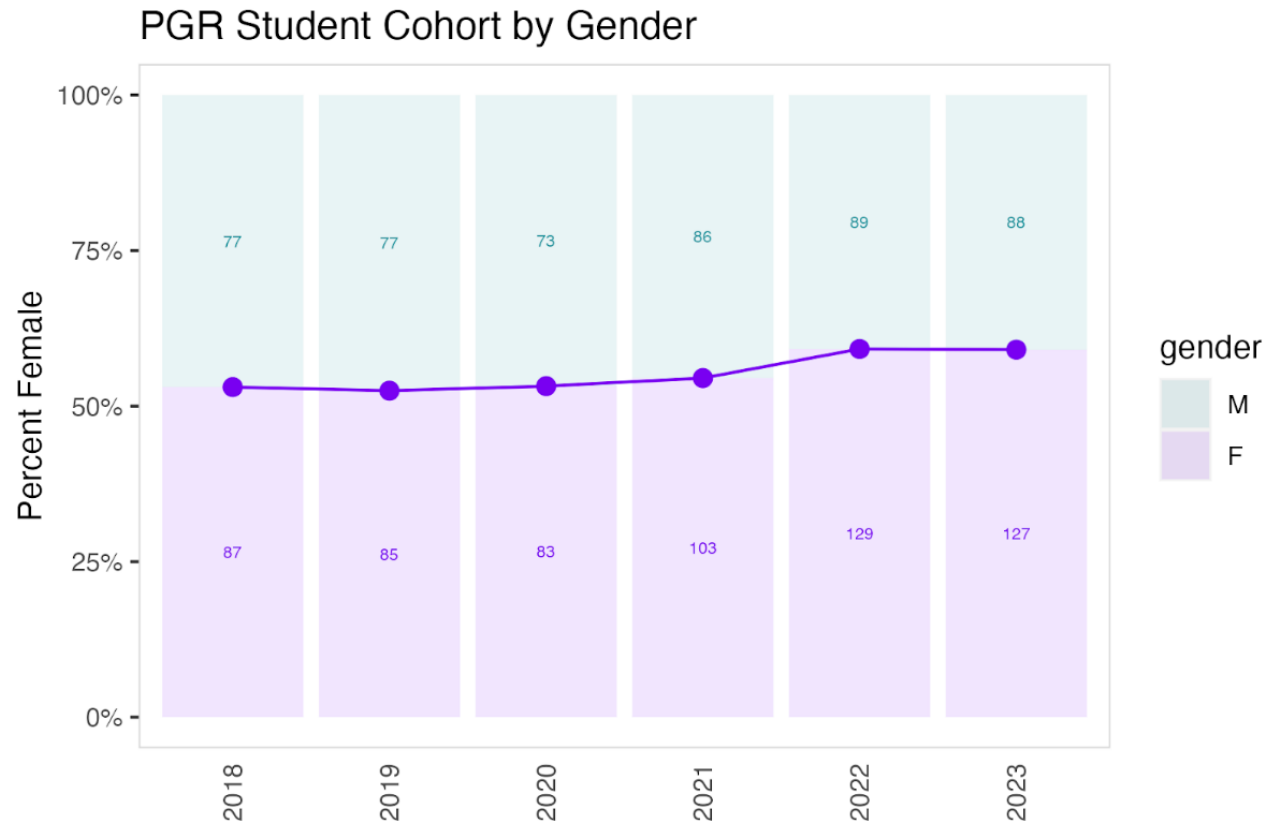
Figure A1.3 Change over time in proportion of female students on postgraduate research degrees (PGR) in the Department of Biology. Actual student numbers (headcount) given within the bars. HESA Benchmark: 56% female.

A2.1.2   Degree attainment and/or completion rates for students at foundation, UG, PGT and PGR level

Percentage of UG study outcomes by Gender

Figure A2.1 Undergraduate degree outcomes across the Department of Biology's 3 degree programmes, Biochemistry (BCH), Biology (BIO) and Biomedical Sciences (BMS). Actual student numbers (headcount) given within the bars. Category '3' includes both Third class degrees and lower exit awards. Year is on academic cycle, i.e. 2022 is the 2022/23 academic year. HESA Benchmark data in Table A0.1

Table A0.1 HESA Benchmark data on degree class for Biological and Sports Sciences UK undergraduate students, disaggregated by sex. Category '3' includes both Third class degrees and pass

	1	2i	2ii	3
Male	62.2%	51.2%	36.8%	28.5%
Female	37.8%	48.8%	63.2%	71.5%

Percentage of PGT Outcomes by Gender

Distinction	Merit	Pass

Distinction panel: 22, 18 (M); 19, 20 (F)
Merit panel: 30, 17 (M); 30, 22 (F)
Pass panel: 21, 12 (M); 12, 17 (F)
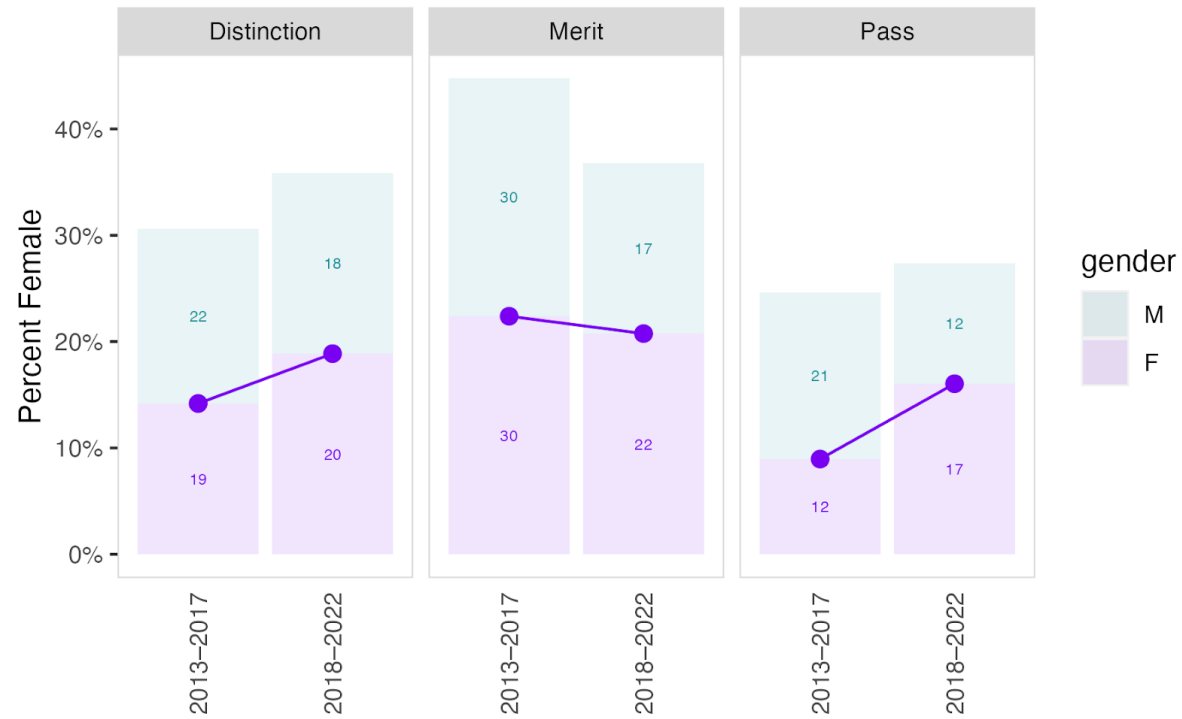
Figure A2.2 PGT degree outcomes in the Department of Biology. Actual student numbers (headcount) given within the bars. As numbers of PGT students each year are low, data are combined into the last AS reporting period (academic years 2012/13-2017/18) and the current reporting period (academic years 2018/19-2022/23).
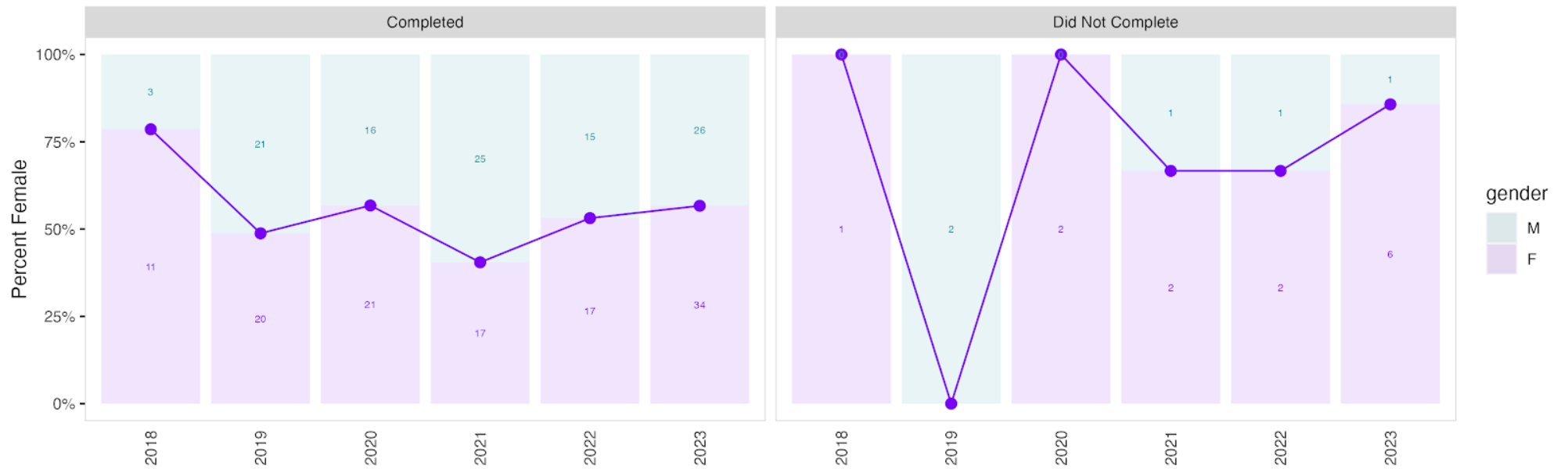
Figure A2.3 PGR degree outcomes in the Department of Biology by sex. Students who did not complete includes those who withdrew and those who did not submit their thesis (failed). The year refers to the year in which they did or would have completed. Numbers broken down in Table 2c. Actual student numbers (headcount) given within the bars.

Table A0.2 PGR degree outcomes in the Department of Biology, broken down by type of non-completion. The year refers to the year in which they did or would have completed. Numbers are headcount, percentages give the percentage of that sex within that year per outcome.

		2018	2019	2020	2021	2022	2023
Female headcount (%)	**Completed**	11 (92%)	20 (100%)	21(91%)	17(89%)	17(89%)	24 (85%)
	Failed	X (XX)	X (XX)	X (XX)	X (XX)	X (XX)	X (XX)
	Withdrew	X (XX)	X (XX)	X (XX)	X (XXX)	X (XXX)	X (XXX)
Male Headcount (%)	**Completed**	3 (100%)	21 (91%)	16 (100%)	25 (96%)	15 (94%)	26 (96%)
	Failed	X (XX)	X (XX)	X (XX)	X (XX)	X (XX)	X (XX)
	Withdrew	X (XX)	X (XX)	X (XX)	X (XX)	X (XX)	X (XX)

A2.1.3   Academic staff by grade and contract function

Research Staff by grade
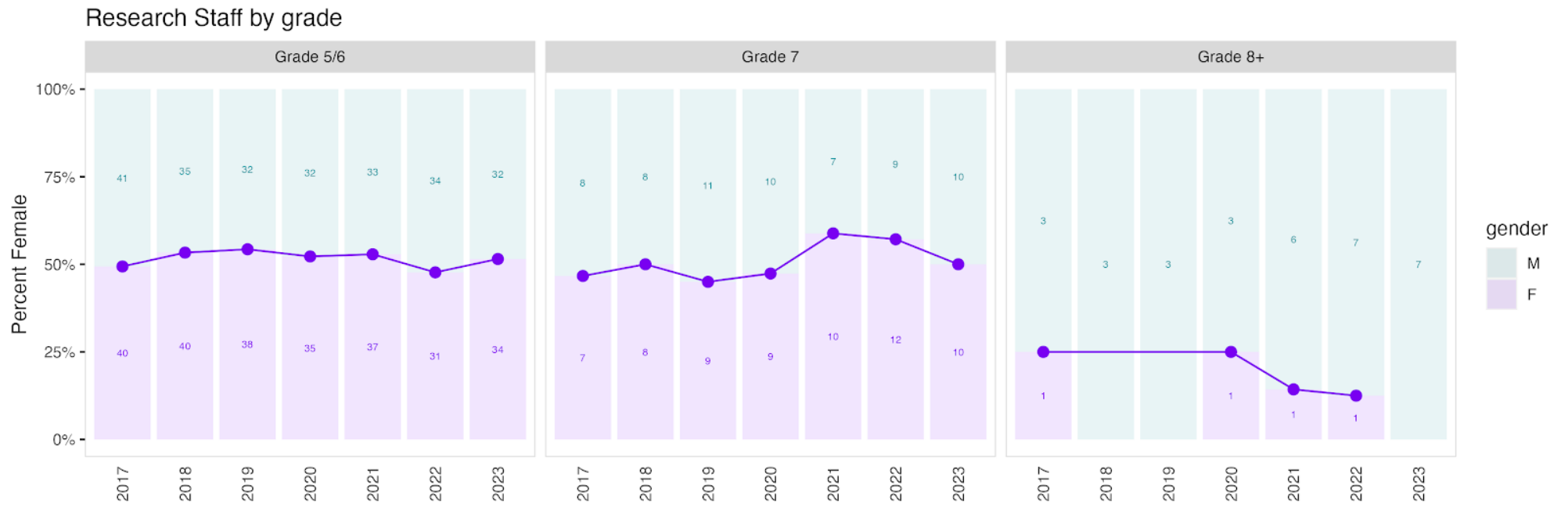
Figure A3.1 Academic Staff on Research contracts (PDRAs) in the Department of Biology, by gender. Actual staff numbers (FTE) are given within the bars. HESA Benchmark: 51% female
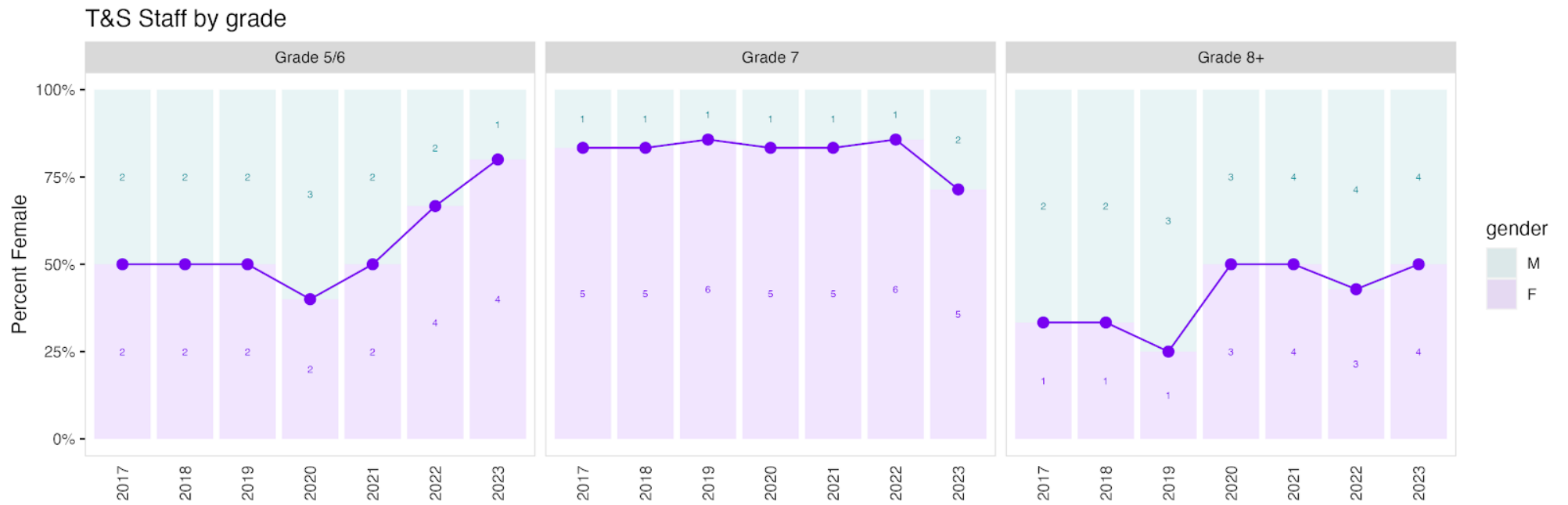
Figure A3.2 Academic Staff on Teaching and Scholarship contracts in the Department of Biology, by gender. Actual staff numbers (FTE) are given within the bars. HESA Benchmark: 60% female
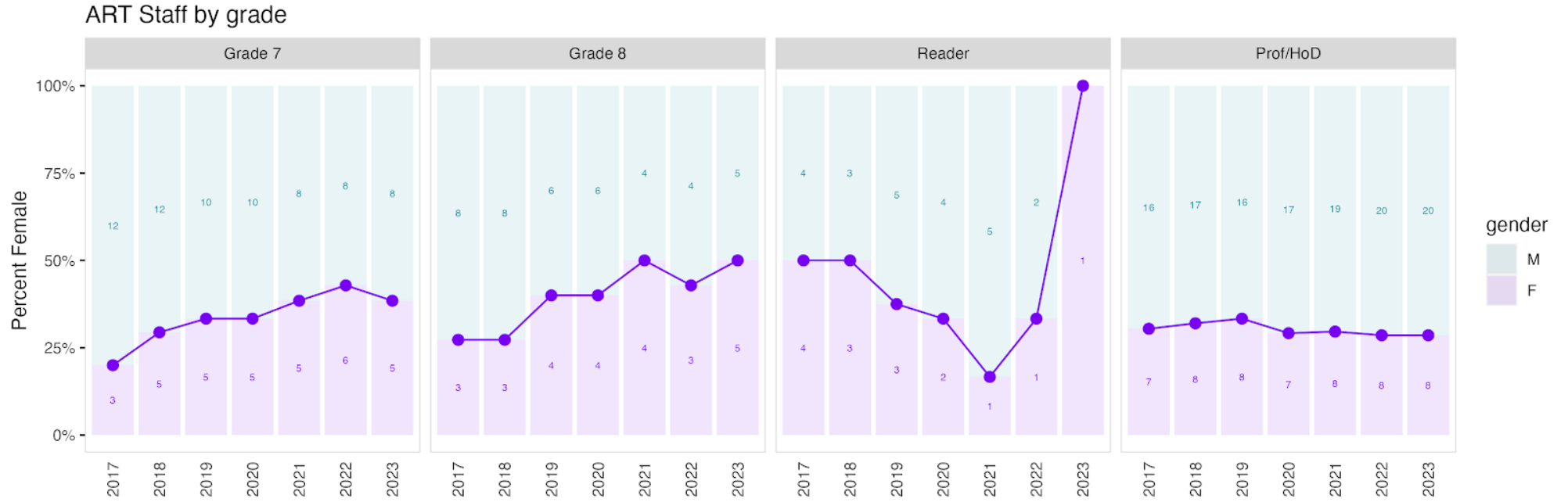
Figure A3.3 Academic Staff on Admin, Research and Teaching contracts in the Department of Biology, by gender. Actual staff numbers (FTE) are given within the bars. HESA Benchmark: 38% female
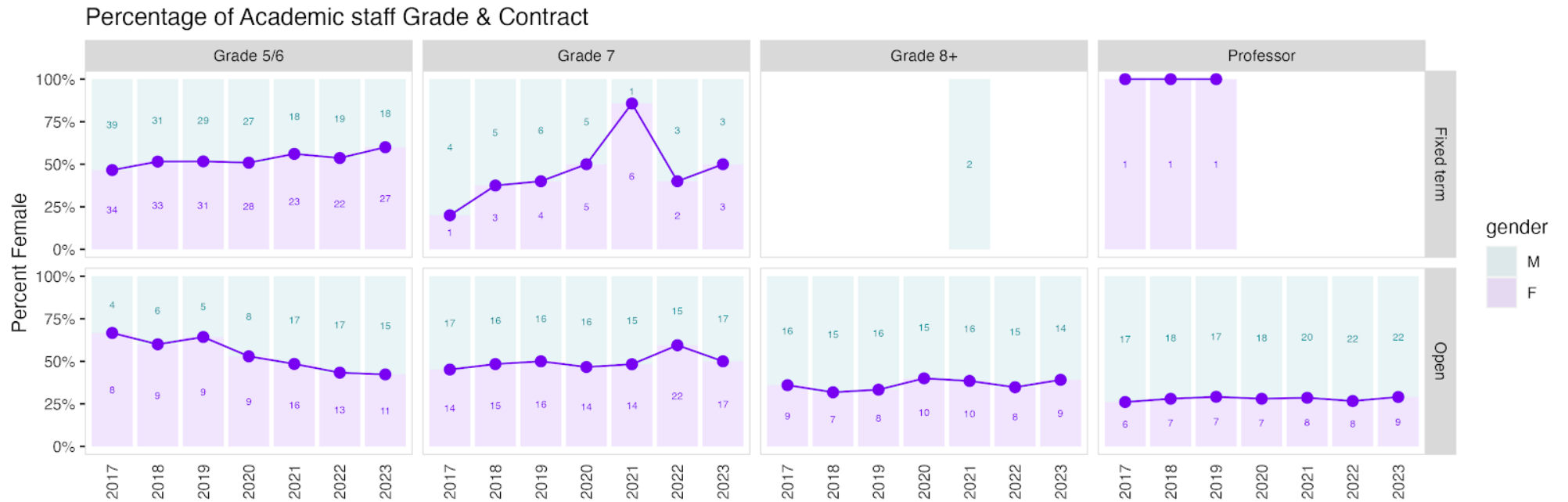
A2.1.4 Academic staff by grade and contract type

Percentage of Academic staff Grade & Contract

Figure A4.1 Gender composition of staff in academic roles (PDRA, T&S and ART) by contract type (fixed term or open) in the Department of Biology, 2017-2023. Actual staff numbers (FTE) are given within the bars. HESA Benchmark: Fixed term 55% female; Open 44% female.

A2.1.5 Professional, technical and operational (PTO) staff by grade and job family
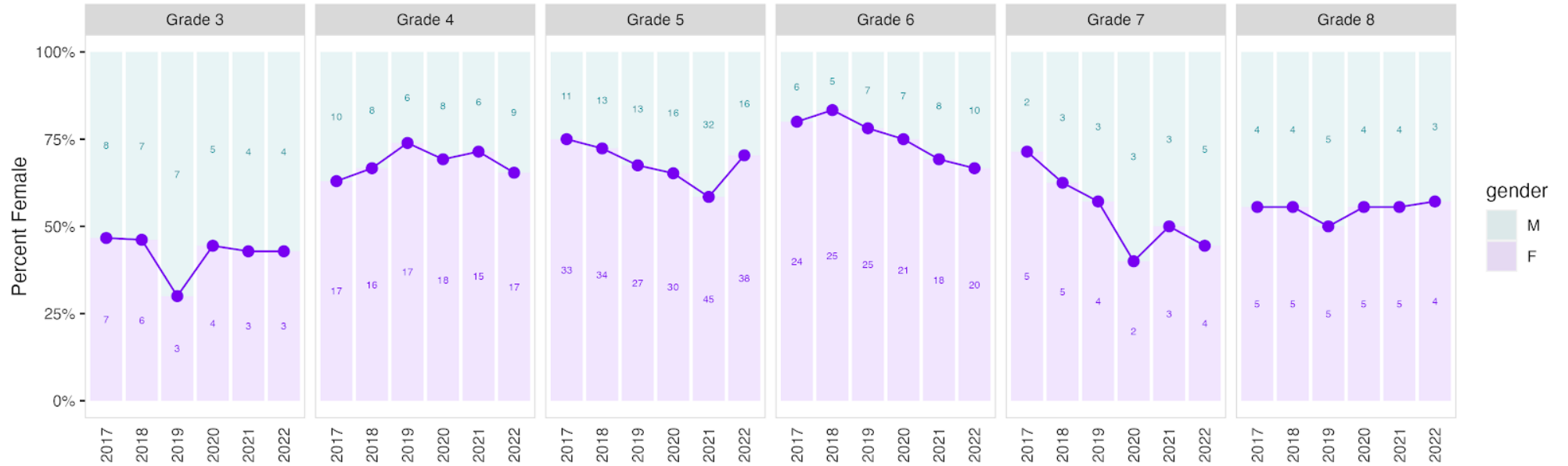
PSS Staff by Grade

Figure A5.1 Professional and Support Staff in the Department of Biology, by gender and grade. Actual staff numbers (FTE) are given within the bars. HESA Benchmark: 64% female.
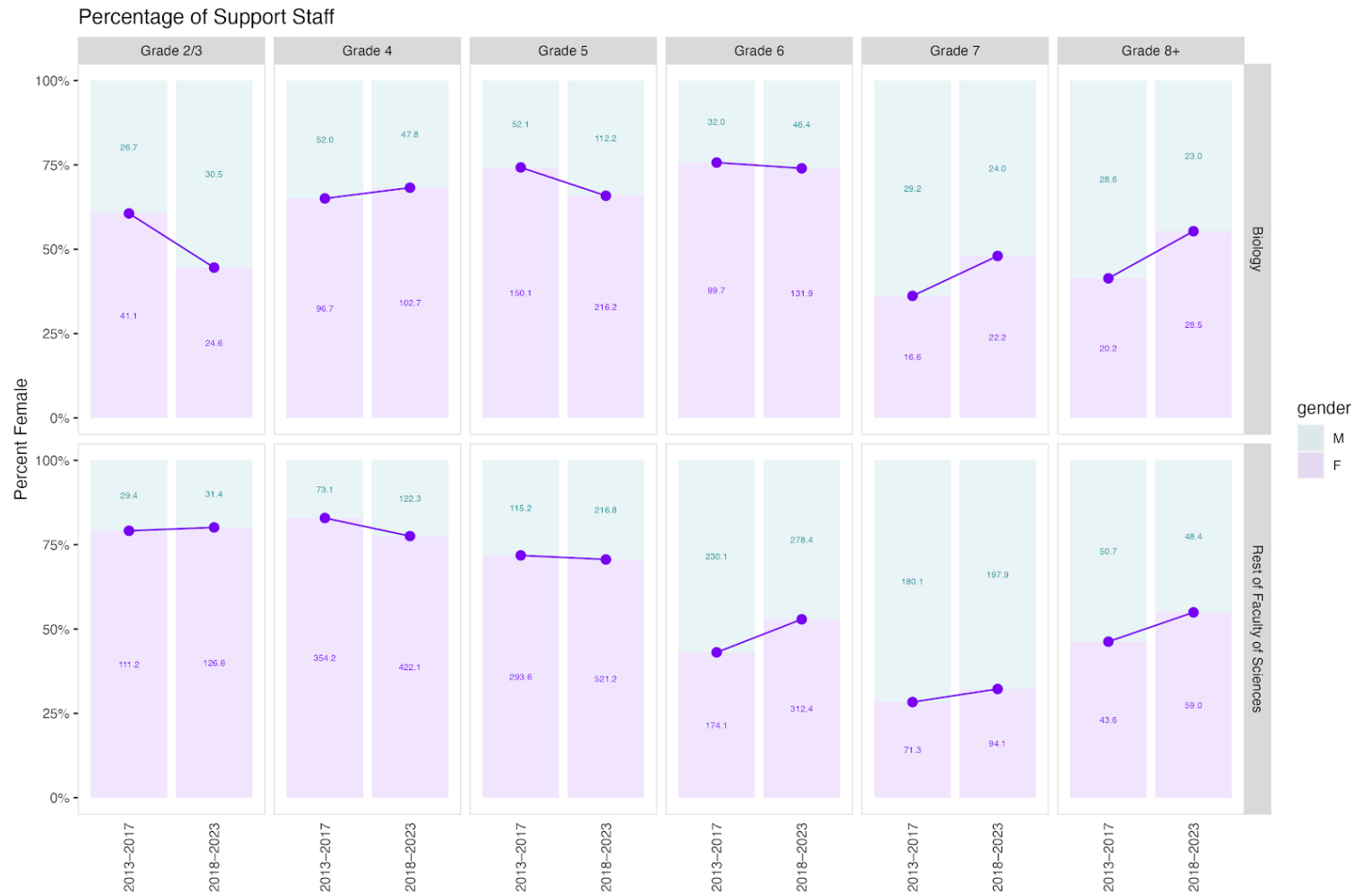
Figure A5.2 Professional and Support Staff in the Department of Biology and the rest of the Faculty of Science, by gender and grade, comparing our previous AS reporting period 2013-2017 with the current period (2018-2023). Actual staff numbers (FTE) are given within the bars.
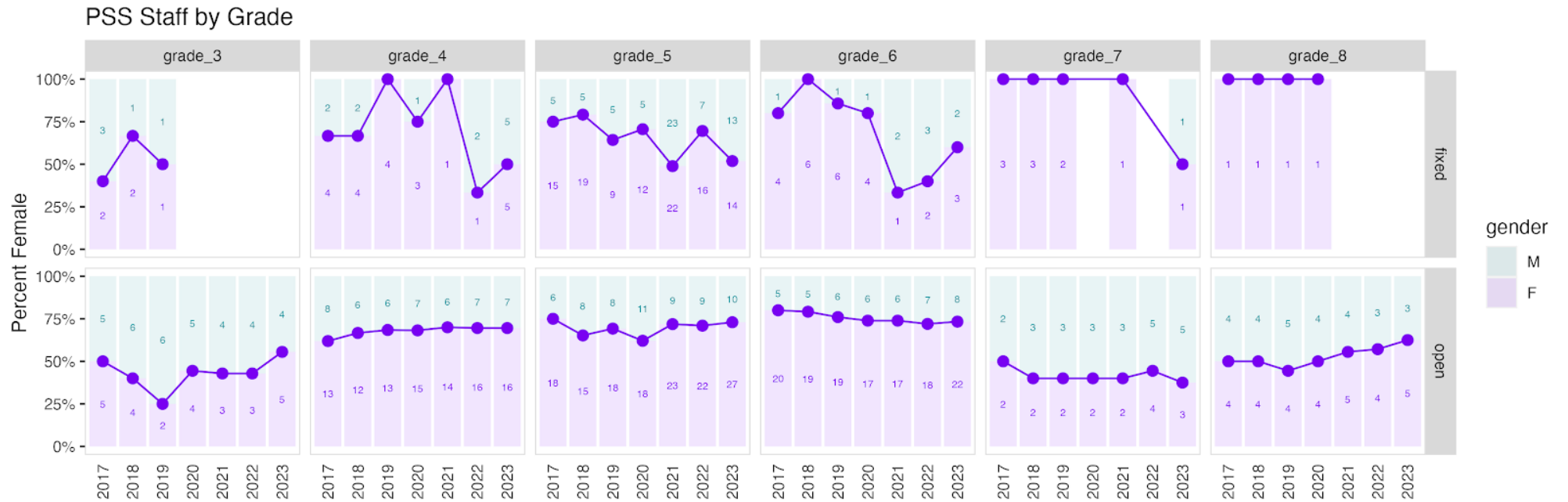
A2.1.6 PTO staff by grade and contract type

PSS Staff by Grade

Figure A6.1 Professional and Support Staff in the Department of Biology, by gender and fixed/open contract. Actual staff numbers (FTE) are given within the bars. HESA Benchmark: Fixed term 64% female; Open 64% female.

A2.1.7   Applications, shortlist and appointments made in recruitment to academic posts by grade
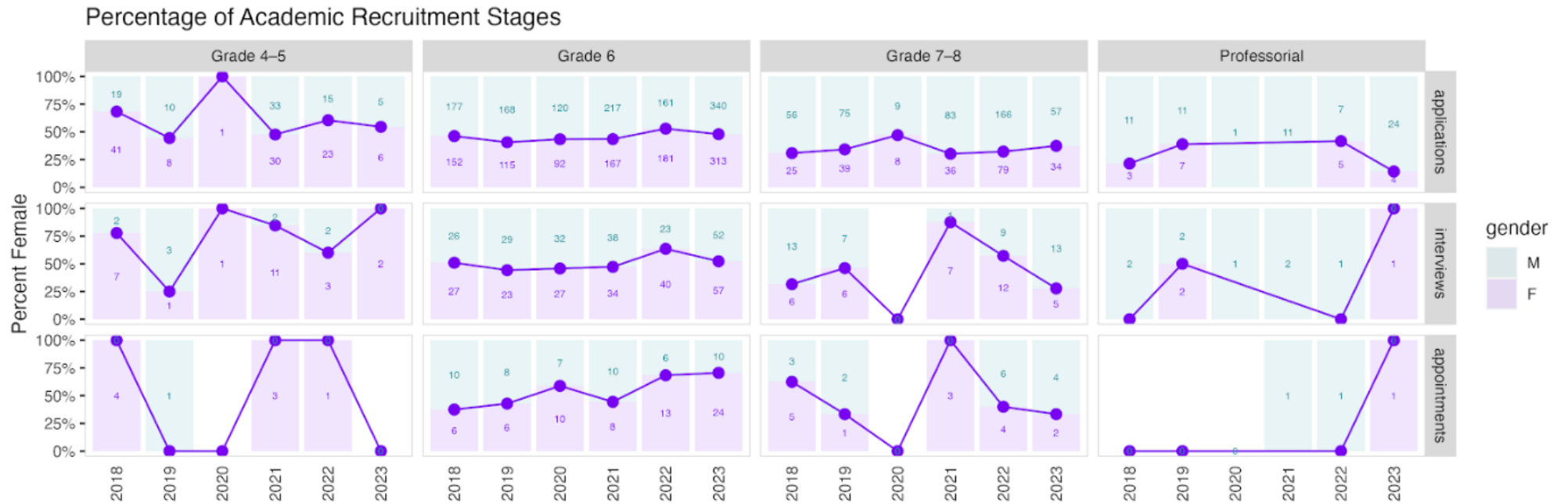

Figure A7.1 Gender composition of applicants, interviewees and appointees to academic roles (PDRA, T&S and ART) in the Department of Biology, 2017-2023. Actual numbers of applicants (headcount) are given within the bars.

A2.1.8   Applications, shortlist and appointments made in recruitment to PTO posts by grade
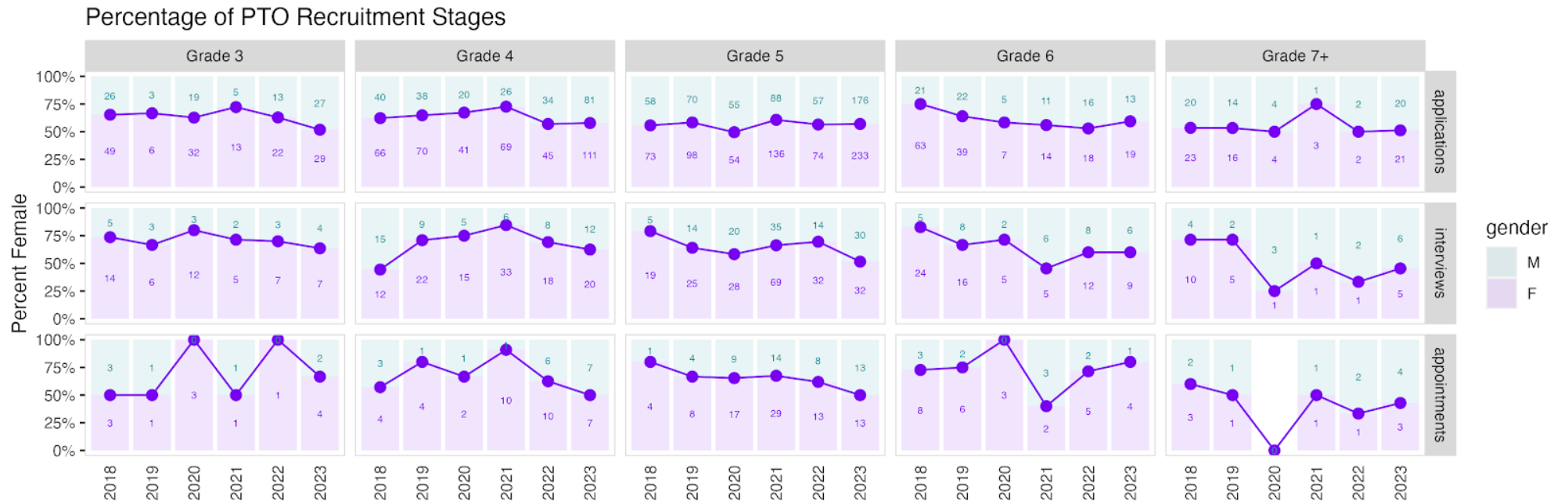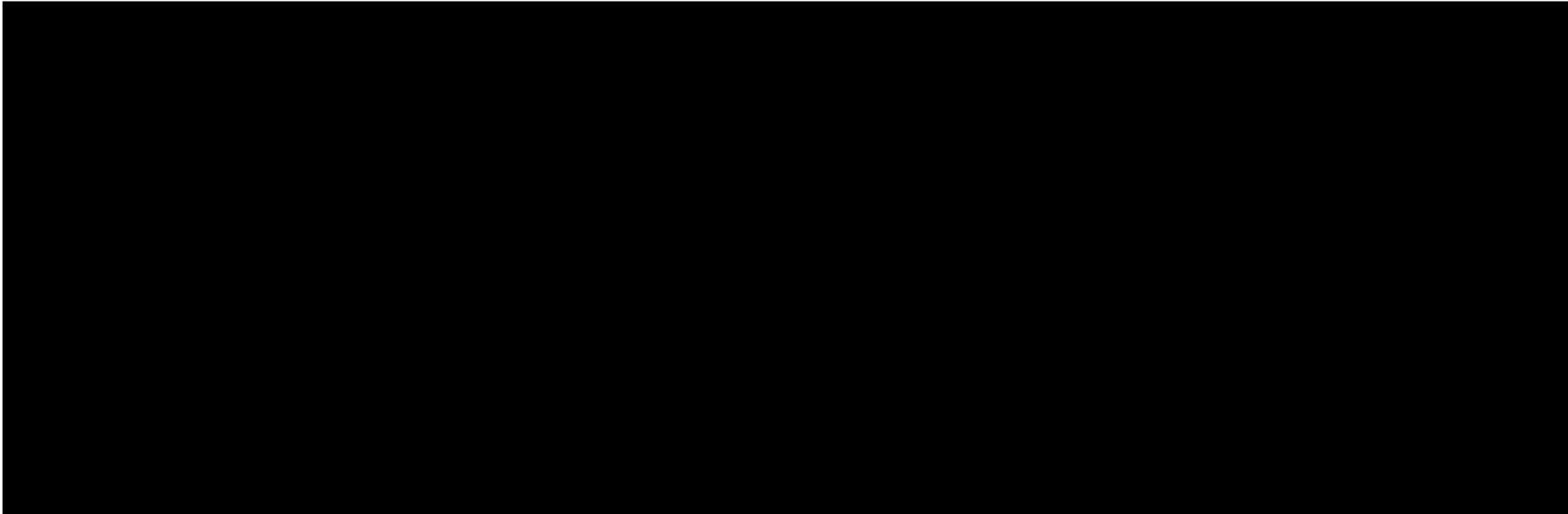

Figure A8.1 Gender composition of applicants, interviewees and appointees to support roles (PSS Technical and PSS Admin) in the Department of Biology, 2017-2023. Actual numbers of applicants (headcount) are given within the bars.

## A2.1.9   Applications and success rates for academic promotion by grade

Figure A9.1 Promotion success rates by grade, gender and year promotion awarded. There was no promotion round in 2020/21 due to COVID-19, so no promotions were awarded in 2021. Actual staff numbers (FTE) are given within the bars.

A2.1.10   Applications and success rates for PTO progression by grade (where there are formal routes for progression)
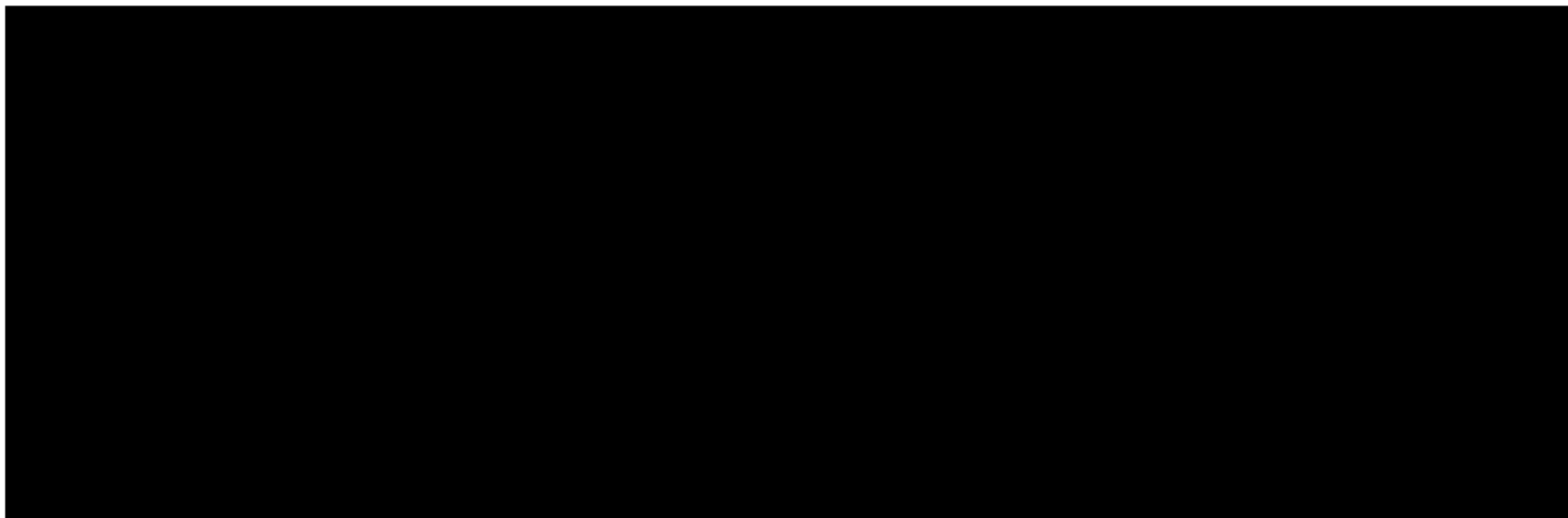
Figure A10.1 Rewarding Excellence success rates among PSS staff, comparing the first half of the current reporting period to the second half (data pooled over years due to low numbers). The Rewarding Excellence scheme did not run in 2020, due to Covid-19. Actual staff numbers (FTE) are given within the bars.
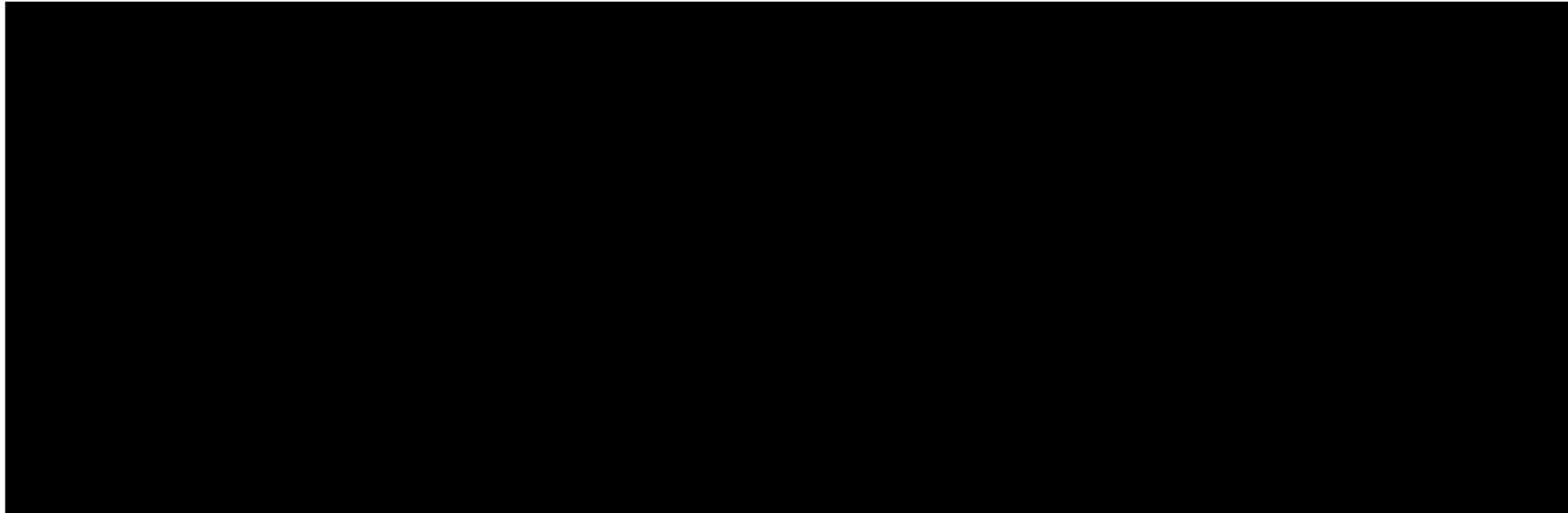
Figure A10.2 Comparison of Successful PSS Role Reviews, disaggregated by gender, comparing the first half of the current reporting period to the second half (data pooled over years due to low numbers). Actual staff numbers (headcount) given in bars. Note there were no unsuccessful role reviews during these time periods, therefore the success rate was 100% for both male and female staff who applied.

A2.2. Additional Data Tables and Figures

A2.2.1   BME staff and student population
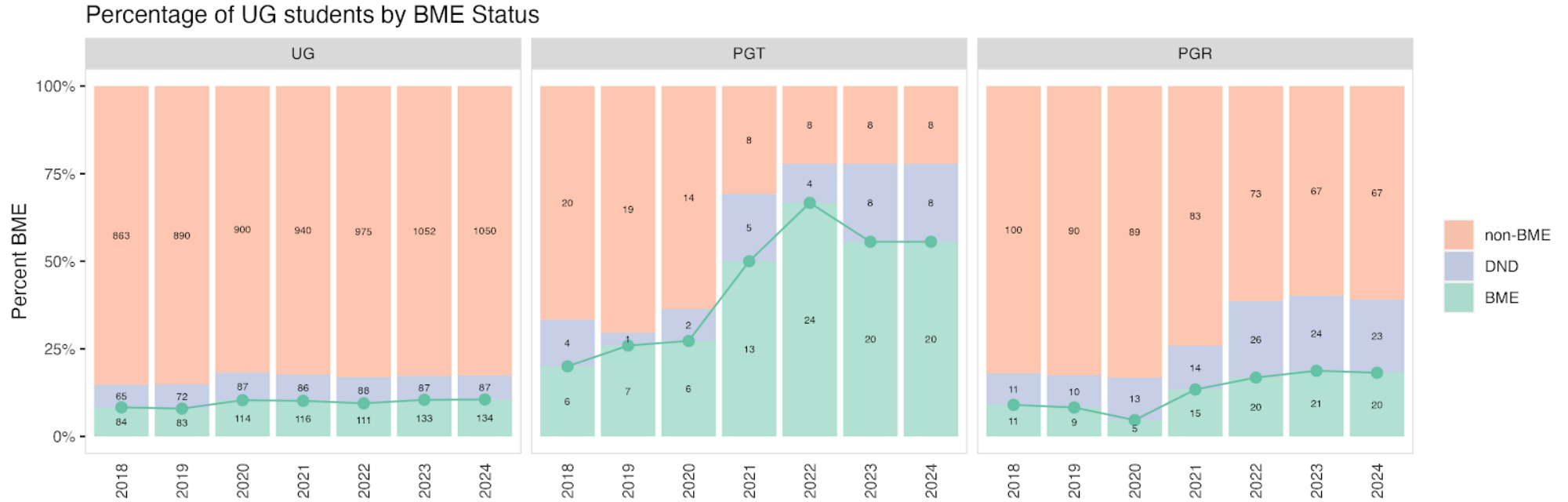
Percentage of UG students by BME Status

Figure A10.1 Change over time in proportion of BME students on undergraduate (UG), postgraduate taught (PGT) and postgraduate research degrees (PGR) in the Department of Biology. Actual student numbers (headcount) given within the bars. DND = Data Not Defined; i.e. no ethnicity data available. See

Table A0.1 for comparison to HESA benchmark.

Table A0.1 Comparison of ethnicity of students in the Biology Department in 2023 and the HESA benchmark. These are the same data presented numerically in Figure A10.1 above, but with the DND group removed to facilitate comparison with the benchmark.

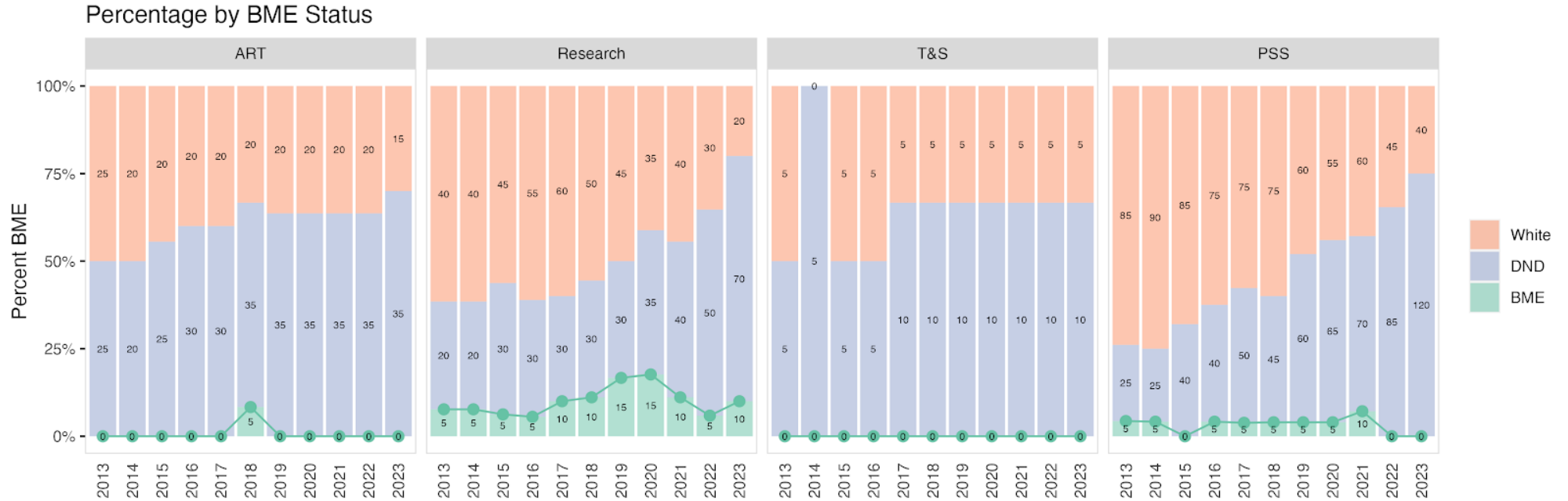|	UG Biology	UG Benchmark	PGT Biology	PGT Benchmark	PGR Biology	PGR Benchmark	Total Biology	Total Benchmark
White	89%	72%	29%	76%	77%	79%	87%	73%
BME	11%	28%	71%	24%	23%	21%	13%	27%

Figure A10.2 Change over time in proportion of BME staff across staff groups in the Department of Biology. Actual staff numbers (FTE) are given within the bars. DND = Data Not Defined; i.e. no ethnicity data available. See

[Table](#) *A0.2 for comparison to HESA benchmark*

Table A0.2 Comparison of ethnicity of staff in the Biology Department in 2023 and the HESA benchmark. These are the same data presented numerically in Figure A2.2.1.2 above, but with the DND group removed to facilitate comparison with the benchmark. Note that the large extent of the DND group and the HESA rounding mean that the 0% for ART, PSS and T&S are underestimates.

	ART Biology	Teaching and Research Benchmark	Research Biology	Research only Benchmark	T&S Biology	Teaching Benchmark	PSS Biology	PSS Benchmark

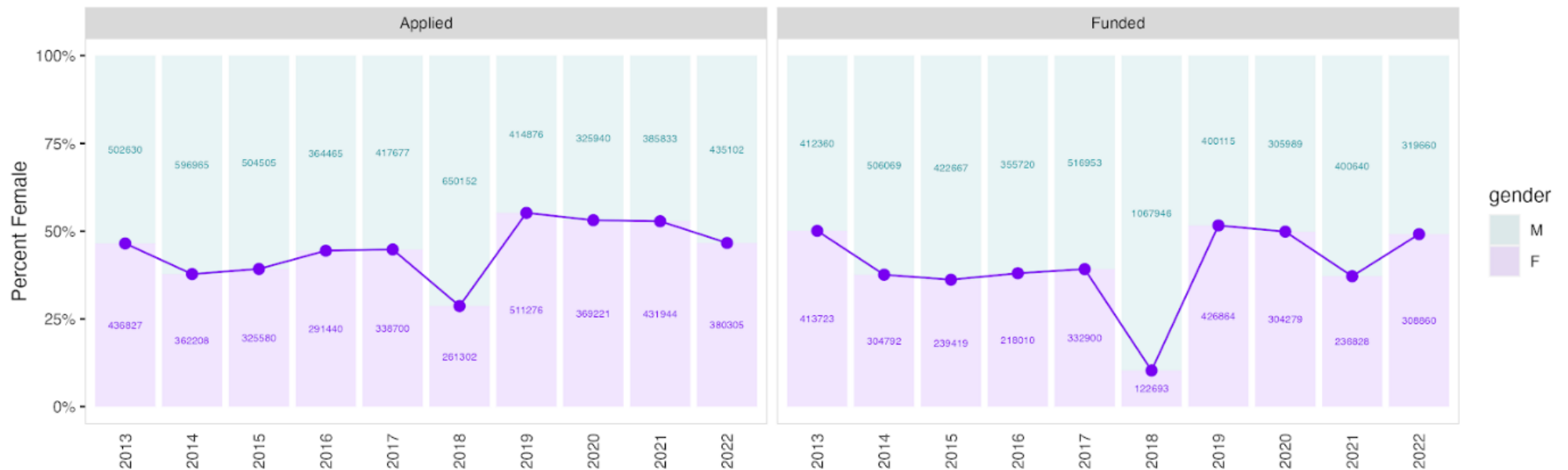| White | 100% | 82% | 67% | 71% | 100% | 81% | 100% | 68% |
| BME | 0% | 18% | 33% | 29% | 0% | 19% | 0% | 32% |

A2.2.2   Grant application value

Figure A10.3 Proportion of value of grant applications applied for and funded by male and female staff in the Biology Department, over time. Numbers in bars represent mean value of grants applied for or funded for that gender. The dip in 2018 represents a single very large successful grant application for a research centre.

A2.2.3   Postgraduate admissions (see actions 2.1, 2.7, Appendix 0)

PGR Application Outcomes by Gender

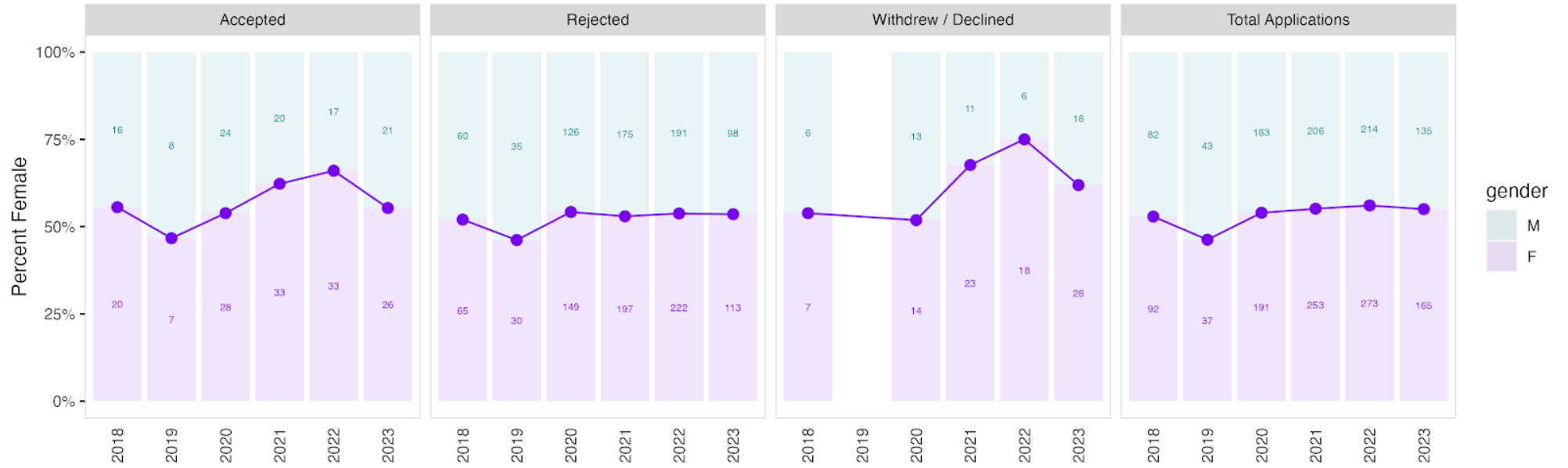
Figure A10.4 Proportion of applications for PGR places within Biology which resulted in an accepted offer of a place ("Accepted"), no offer being made ("Rejected") and either the application was withdrawn by the applicant prior to a decision being made, or the applicant declined the offer ("Withdrew/Declined"). Total Applications per year also show. Numbers in bars are count of applications.

Table A0.3 Application, offer and decline/withdraw rates by gender for BMS PGR programmes - these programmes first ran in 2023, so data over time is not yet available.

Application status	Female applicants (%)	Male applicants (%)	DND (%)	Total
Accepted	80 (60%)	49 (37%)	5 (4%)	134
Withdrew/ Declined	34 (64%)	18 (34%)	1 (2%)	53
Total	114 (61%)	67 (36%)	6 (3%)	187

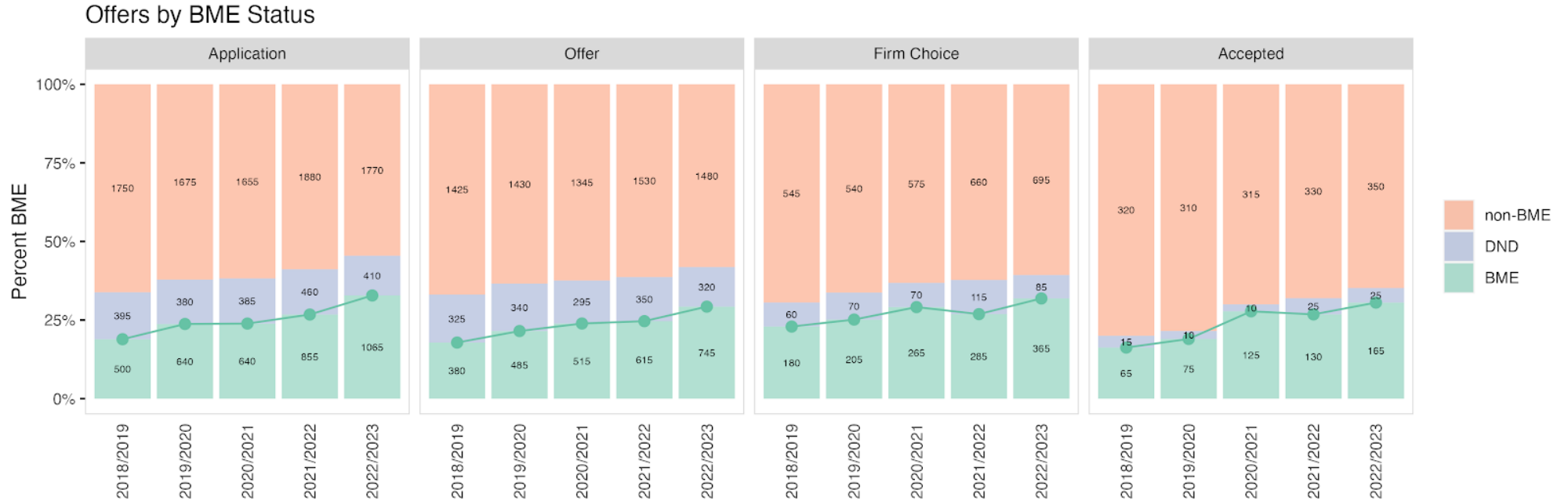*Figure A10.5 Student admissions data by ethnicity and year of academic entry to Biology Department, showing progression through application, offer, students making us their firm choice, and acceptance of the students onto the Biology Department degree programmes. Data include UG and PGT, and both Home and Overseas students. Data in bars represent headcount. DND indicates that ethnicity data were unavailable.*
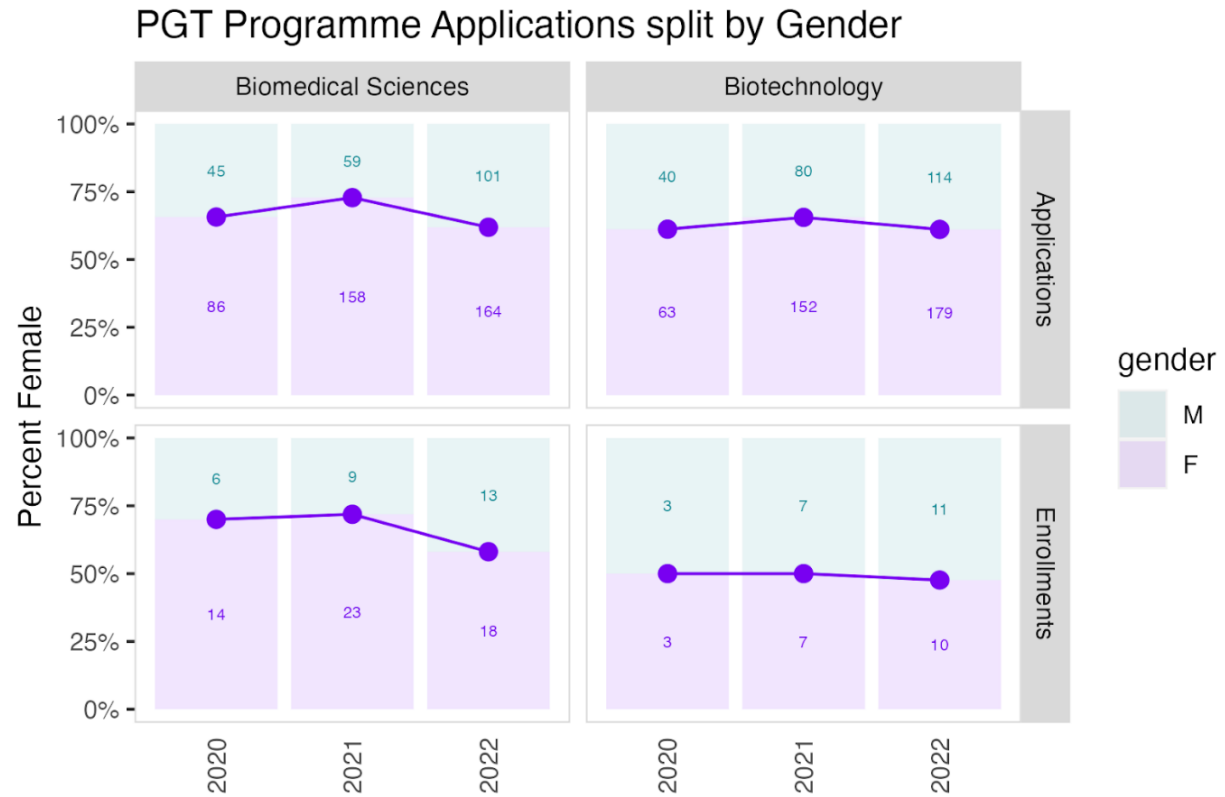
Figure A10.6 Applications and Enrolments to our 2 current PGT programmes "Molecular Medicine / Biomedical Sciences' and 'Industrial Biotechnology', disaggregated by gender. These programmes have only been running since 2020.

A2.2.4   Staff appointment processes

ART Recruitment Stages by Gender

Figure A10.7 Proportion of male and female applicants to ART positions in Biology, proportion shortlisted for interview and proportion appointed, over time. Numbers in bars are headcounts.

Academic Recruitment Stages by Ethnicity

Figure A10.8 Proportion of applicants to staff positions by ethnicity in Biology, proportion shortlisted for interview and proportion appointed, over time. Numbers in bars are headcounts.

A2.2.5 Gender Pay Gap

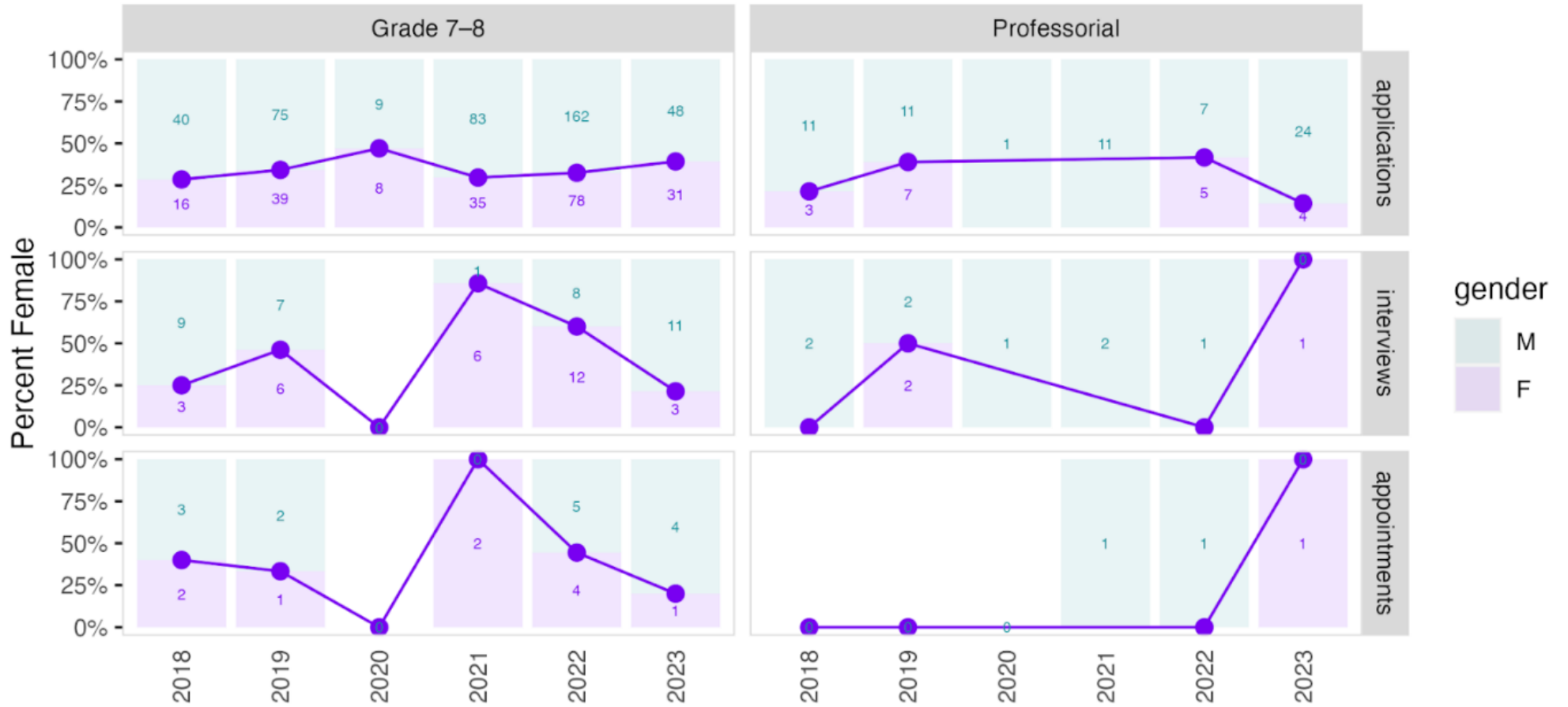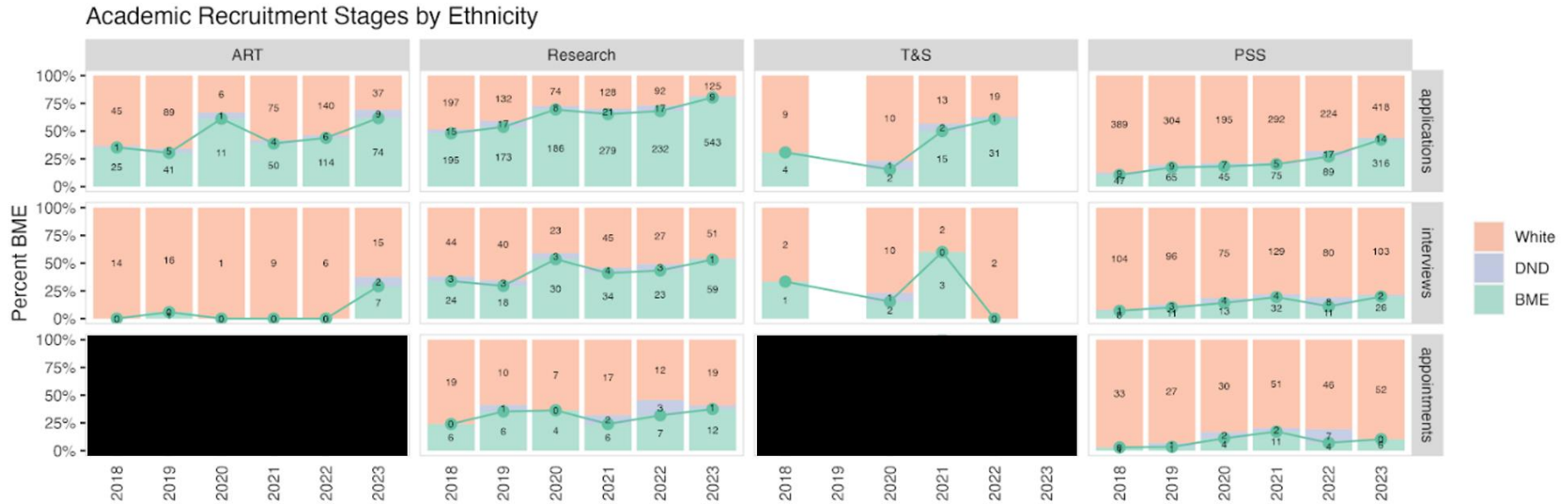Figure A10.9 Mean pay by Staff Group for the Department of Biology. Data are based on FTE salary, and captured 1st January each year. Whole university data are provided for comparison.

Table A0.4 Mean and Median Gender Pay Gap by Staff Group, FTE salary, Jan 1st 2023. HESA benchmark for Overall Pay Gap uses figures for England.

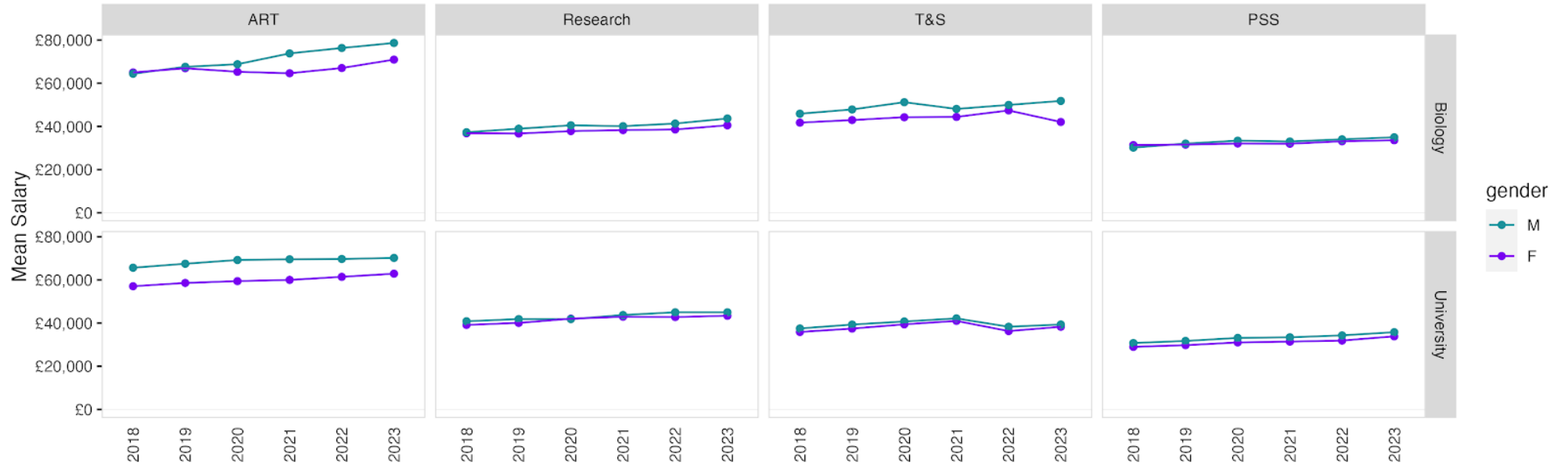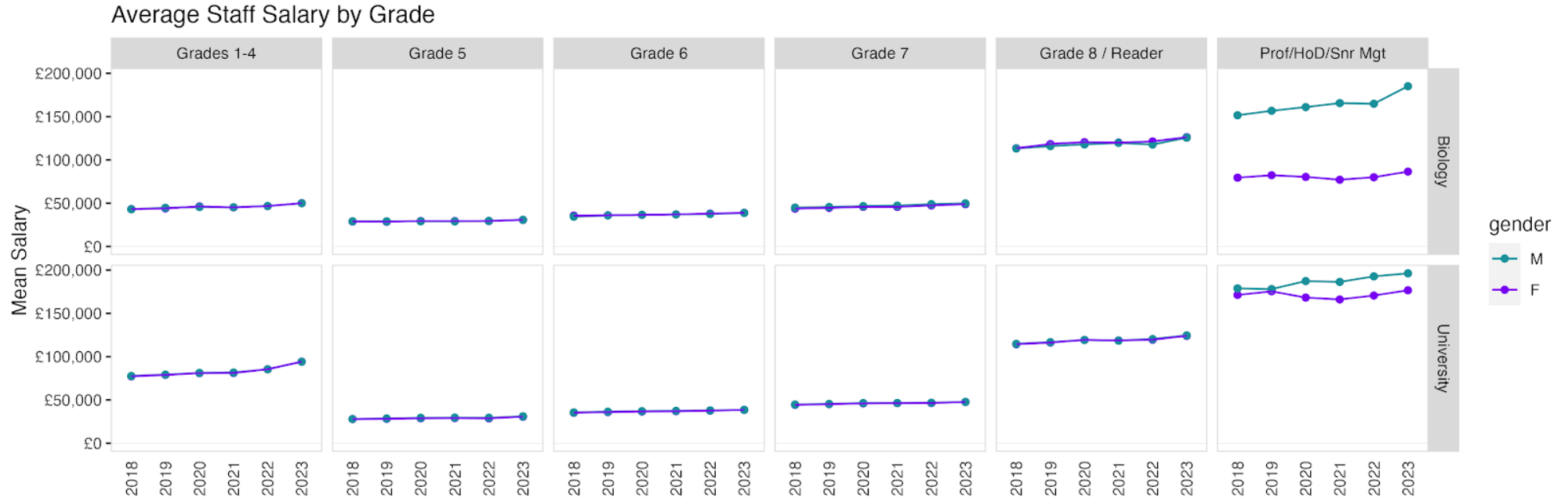| Staff group	Biology Mean	Biology Median	Rest of University Mean	Rest of University Median	HESA Benchmark Mean	HESA Benchmark Mean
ART	9.8	4.7	10.4	5.7	unavailable	unavailable
Research	7.2	5.7	3.5	5.7	unavailable	unavailable
Teaching	18.8	14.3	2.7	5.7	unavailable	unavailable
All academic	17.4	16.2	12.4	16.2	10.3	8.5
PSS	3.9	5.7	5.4	11.1	7.7	7.4
Overall	20.9	16.2	15.3	16.2	14.1	8.5

Figure A10.10 Mean pay by Grade for the Department of Biology. Data are based on FTE salary, and captured 1st January each year. Whole university data are provided for comparison.

Table A0.5 Mean and Median Gender Pay Gap by Staff Grade, FTE salary, Jan 1st 2023. Note that Pay Gap data are not available for Biology staff in categories Apprentice, Intern, Trainee, Marie Curie, Senior Management and Other, due to insufficient data in those categories to calculate it. This totals 12 Biology staff not accounted for in the below table.

Grade (over all staff groups)	Biology Mean	Biology Median	Rest of University Mean	Rest of University Median	HESA Benchmark Mean	HESA Benchmark Median
3	0.0	0.0	0.2	0.0	unavailable	unavailable
4	-0.5	0.0	-0.4	0.0	unavailable	unavailable
5	0.3	-4.5	1.7	5.7	unavailable	unavailable
6	-0.5	0.0	0.1	0.0	unavailable	unavailable
7	2.0	0.0	0.1	1.5	unavailable	unavailable
8	-1.0	2.9	1.2	1.5	unavailable	unavailable
R	0.0	0.0	-0.2	0.0	unavailable	unavailable
Prof/HoD	4.0	-6.5	11.3	-0.2	6.3	6.9
Overall	20.9	16.2	11.5	13.7	14.1	8.5

A2.2.6   Professorial Pay Reviews

Table A0.6 Professorial Pay Review applications and outcomes by gender. Due to Covid-19, there was no pay review round in 2020.

	2018	2019	2020	2021	2022	2023	Total
No. M applications	X	X	XX	X	X	X	XX
Successful M applications	X (XXXX)	X (XXX)	XX	X (XXXX)	X (XXXX)	X (XXXX)	XX (XXX)
No. Female applications	X	X	XX	X	X	X	X
Successful Female applications	X (XXXX)	XX	XX	XX	X (XXXX)	XX	X (XXXX)
Total applications	5	3	NA	5	4	2	18
Total success rate	5 (100%)	2 (66%)	NA	5 (100%)	4 (100%)	2 (100%)	17 (94%)

A2.2.7 Leaky Pipeline
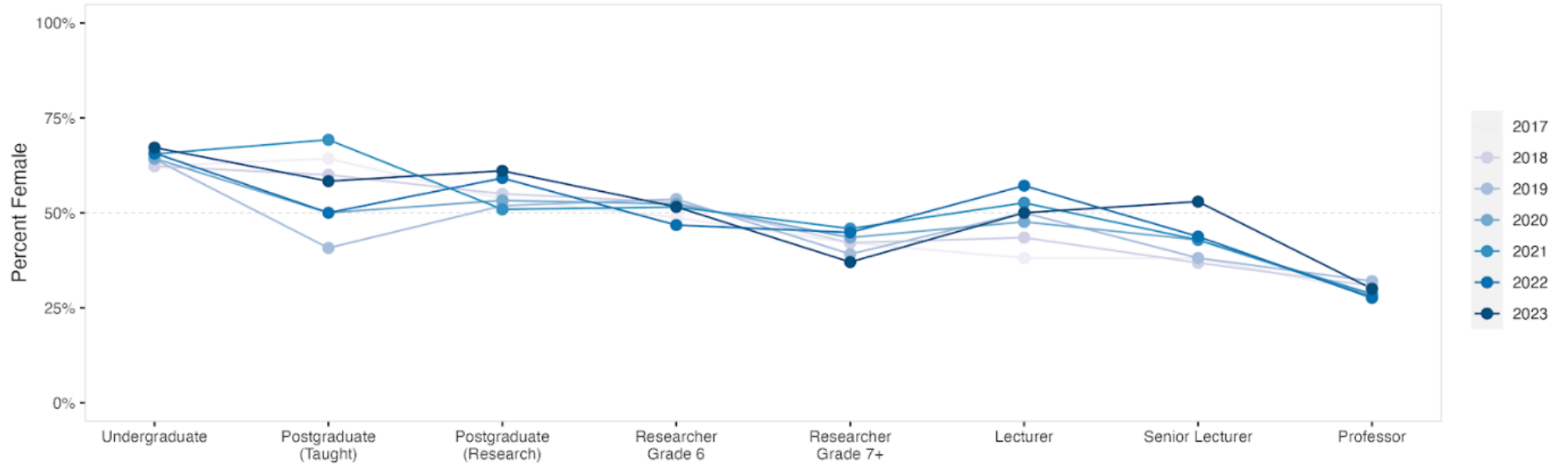
Figure A10.11 Leaky pipeline from students (proportion female as headcount) through academic staff career progression (proportion female as FTE). Undergraduate and Postgraduate Taught includes all programmes taught in the Biology Department. Senior Lecturer includes Readers; both T&S and ART staff are included within Lecturer, Senior Lecturer and Professor.

Table A0.7 Average age and time in grade at promotion by gender for academic staff, 2018-2023. Insufficient Reader and Prof to Band 2 data available to calculate gender disaggregated averages for the time period.

	Average time in grade at promotion		Average age at promotion	
	M	F	M	F
Prof to Band 3	6.8	7.8	48.3	49.3
Grade 8	5.2	9.1	38.1	46.8
Grade 7	4.2	4.3	36.6	36.6
Grade 6	0.8	1.5	28.5	35.9

Appendix 3: Glossary

ACCE2	Adapting to the Challenges of the Changing Environment 2. NERC-funded DTP.
ART	Admin, Research and Teaching (academic role)
AS	Athena Swan
ASAB	Association for the Study of Animal Behaviour (learned society)
ASAL	Athena Swan Academic Lead
ASSET	Athena Swan Support and Evidence Team
AUA	Association of University Administrators
AWERB	Animal and Welfare Ethical Review Body
BBSRC	Biotechnology and Biological Sciences Research Council, UKRI
BioEDG	Biology Department Equality and Diversity Group (now BioEDIC)
BioEDIC	Biology Department Equality, Diversity and Inclusion Committee (formerly BioEDG)
BCPG	Biology-Chemistry Planning Group
BES	British Ecological Society (learned society)
BME	Black and Minority Ethnic
BoS	Board of Studies
BRIC	Building Research and Innovation Capacity Team
BSF	Biological Services Facility

BSP	British Society for Parasitology (learned society)
CDT	Centre for Doctoral Training
ChemEDIC	Chemistry Equality, Diversity and Inclusion Committee
Cloud-SPAN	[UKRI-funded training initiative](#) based at UoY
CPD	Continuing Professional Development
CTS	Core Technical Staff
DAC	Development and Assessment Centre
DHoD	Deputy Head of Department
DHoFO	Deputy Head of Faculty Operations
DiMen	Discovery Medicine North, MRC-funded DTP
DMT	Department Management Team
DND	Data Not Defined. This category pools both data that are unavailable, e.g. due to participants opting out of demographic monitoring, and also data on very small demographic categories, where listing individual categories could deanonymize the data.
DRC	Departmental Research Committee
DTP	Doctoral Training Partnership, UKRI-funded
ECR	Early Career Researcher
EDI	Equality, Diversity and Inclusion
EDIA	Equality, Diversity, Inclusion and Accessibility
EDO	Equality and Diversity Office, University of York

EIA	Equality Impact Assessment
ELM	Emerging Leaders and Managers (learned society)
FTE	Full Time Equivalent
Future HY Uni Connect	York and North Yorkshire (Inspiring Choices) Uni Connect Programme
GenRes, GenerationResearch	[GenerationResearch](#) is an innovative programme providing inclusive training for technical and research projects
HE	Higher Education
HEA	Higher Education Authority
HESA	Higher Education Statistics Agency
HoD	Head of Department
HYMS	Hull-York Medical School
IDA	Idea, Decision, Action: an action-focussed log as an alternative to meeting minutes
Indeed	Indeed.com, a large job posting website
INCLUDE	Disabled Staff Network, University of York
ISEH	International Society of Experimental Haematology (learned society)
IST	Institute of Science and Technology
IUSSI	International Union for the Study of Social Insects (learned society)
KIT	Keeping in Touch

LAMP	LAMP is a laboratory-based testing technology used for COVID-19 testing
LCAB	Leverhulme Centre of Anthropocene Biodiversity, University of York
LiA	Leadership in Action
MRC	Medical Research Council
NERC	Natural Environment Research Council, UKRI
OpsMan	Operations Manager, Biology Department
PDR	Performance and Development Review
PDRA	Postdoctoral Research Assistant/Associate
PGR	Postgraduate students on research courses
PGT	Postgraduate students on taught courses
PI	Principal Investigator
PRC	Peer Review College
Prosper	UKRI-funded project based at University of Liverpool which works to unlock postdoc career potential
PSS	Professional and Support Staff (UoY term for PTO)
PTO	Professional, technical and operational staff
R/ART/T&S	Research / Academic Research & Teaching / Teaching & Scholarship, i.e. together all academic staff
RAD	Research Away Day
Rainbow Alliance	LGBTQ+ Staff Network, University of York

RFL	Research Focus Leads
SAT	Self-Assessment Team
SAG	Student Action Group
SLT	Senior Leadership Team
SMART	Specific, Measurable, Achievable, Relevant, Timebound
SMP	Statutory Maternity Pay
STEM	Science, Technology, Engineering and Mathematics
STEMM	Science, Technology, Engineering, Mathematics and Medicine
T&S	Teaching and Scholarship (academic role)
TAP	Thesis Advisory Panel
TSLHE	Teaching and Supporting Learning in Higher Education: HEA accredited course; provides professional recognition as 'Associate Fellow of the HEA'.
UB	Unconscious Bias
UG	Undergraduate students
UKRI	United Kingdom Research and Innovation
UoY	University of York
WP	Widening Participation
WFH	Working from home
WAM	Workload Allocation Model
YASSAT	York Athena Swan Self-Assessment Team

YERT	York Excellence in Research-led Teaching
YCEDE	Yorkshire Consortium for Equity in Doctoral Education
YGRS	York Graduate Research School