

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

1.1 Letter of endorsement from head of department

Athena Swan Charter
Advance HE
Innovation Way
York Science Park
York
YO10 5B

1st July 2022

Dear Ms. Glazzard,

I am delighted to give my strongest support for this application for our Athena Swan Silver award. I took up the Head of Department role in September 2019 and inherited a fantastic departmental culture where consideration of Equality, Diversity and Inclusion (EDI) and gender equality had become firmly embedded in activities. This culture was recognised by our initial Bronze award in 2014 and its renewal in 2017. Since our 2017 submission, and because of the implementation of our current Athena Swan action plan, we have made some significant achievements that form the basis for our application for the Silver award:

- Increase of female professors from 0% to 43% of professors within department
- Increase of senior female academics (Reader and above) from 1 FTE to 7.1 FTE
- Increase in return rate for culture surveys from 51% to 69%
- Maintaining satisfaction in the workplace at 83% positive
- EDI integrated into all our new strategies
- Collaborative and inclusive leadership

As part of our new strategies, we have created a set of overarching values that underpin recruitment, planning, welfare of staff and students, research and teaching. These values exemplify the department and EDI is a key part of them. Our values are:

- We are inclusive and embrace our diversity
- We make a positive difference
- We strive for environmental sustainability
- We are a friendly and helpful community
- We are curious and always learning

We have a diverse staff and student body (henceforth community) across a number of dimensions, from the leadership team, to our students. We acknowledge we still have work to do to achieve equality; but the data collected as part of the Athena Swan work will inform our future plans. Our vision is for a healthy and flourishing planet that is inclusive, just and regenerative, enabling both human and environmental benefit and restoration of the Earth's ecosystems upon which people depend.

Our vision and values are exemplified in the exciting plan put forward in this application. It was developed following a comprehensive and inclusive data gathering exercise by the EDI Committee and in consultation with the leadership team and all staff. It contains many innovative actions which will increase the diversity of our community and ensure all community members have the opportunity to thrive.

I am strongly committed to the work of our EDI Committee and wider departmental team to implement this action plan, and continue to maintain and further improve an inclusive and friendly community for everyone to work and study in.

I hereby confirm that the information presented in the application is an honest, accurate and true representation of the department.

Yours sincerely,

Professor W.R. Gehrels

A handwritten signature in black ink that reads "Roland Gehrels". The signature is written in a cursive style with a large initial 'R' and 'G'.

Head of Department

1.2 Description of the department and its context

The Department of Environment and Geography (DEG) includes physical, natural and social scientists, working with decision-makers at international, national and local levels, to develop innovative solutions to global environmental challenges. Formed in 1992, the department now has 40 academic (teaching & research, and teaching and scholarship) members, 40 researchers, 45 professional and support staff (including administrative and technical staff), 58 PhD students of over 20 different nationalities, 93 Postgraduate Taught (PGT) students and 486 undergraduate students (UG). The Stockholm Environment Institute at York (SEI-Y) is embedded within the Department, comprising 24 research staff, 22 non-research support staff. In January 2016, the department moved into a £12.5 million purpose-built Environment Building (Fig 1.1) and in 2018, we changed our name from *Environment Department* to the *Department of Environment and Geography* to better encapsulate our teaching and research. As the core DEG and SEI-Y members are situated in one building, our community meets regularly – informally in the open plan social areas and formally at joint meetings and seminars (Fig. 1.1).



Fig 1.1: Exterior of our building, with green wall (left) and the interior open spaces available to all staff and students (right).

Within the University, the department sits within the Faculty of Sciences, along with Biology, Chemistry, Physics and Electronics, Computer Science, Health Sciences, Hull York Medical School, Mathematics, Natural Sciences and Psychology. The faculty has 397 academic staff, 614 support staff, 534 research staff and 172 teaching staff. There are also several relevant research centres within the faculty, including the York Environment Sustainability Institute, the Leverhulme Centre for Anthropocene Biodiversity, Interdisciplinary Global Development Centre (IGDC) and SEI-Y.

The department offers four UG programmes, with a placement year and integrated masters variations. These programmes cover human and physical geography, economics, ecology and environmental science. We also offer six PGT programmes, two of which are joint with the Department of Archaeology and a third is a joint partnership with the University of Maastricht. The University is currently undertaking a project to introduce semesters, rather than our current three terms, by the academic year 2023/24. This restructuring opportunity will permit the reconfiguration of our teaching provision, which will increase optionality for students whilst also reducing staff teaching-related workload by around 25%. We believe this will help with a number of objectives in our new action plan, but it is acknowledged there are workload implications with this change and that has been added into the 2022/23 WAM.

Since our last award in April 2017, the department has continued to grow, doubling the number of staff (now comprising 125 with 56% female and 44% male see Fig A4.1.2). We have re-organised the management and leadership of the department significantly (see below), whilst maintaining the friendly and welcoming ethos that is core to how our department operates.

1.3 Governance and recognition of EDI work

EDI underpins all processes in the department. Our ethos is encapsulated by our core values which are:

- We are inclusive and embrace our diversity
- We make a positive difference
- We strive for environmental sustainability
- We are a friendly and helpful community
- We are curious and always learning

These values were co-developed with staff and adopted in August 2020. They underpin our decision making, recruitment, departmental award scheme, and general communications within the department. They are also embedded in all our strategies including our AS action plan.

Athena Swan actions are firmly embedded in our departmental structure (Fig 1.3). The AS application is compiled by the Equality and Diversity Committee (EDC, previously the Athena Swan Committee), with the Chair of the EDC sitting on all departmental decision-making committees. Since our last application, the department has altered its governance structure to reflect its growing size, with a leadership team composed of five directors, the Head of Department, and the Department Manager. A key part of the move to a leadership team is the introduction of several strategy documents. These encompass all our work and each has EDI as a core part of the overarching vision for the future of the department. These strategies have been developed in consultation with all staff and Postgraduate Research (PGR) students in the department, and for teaching-related strategies with UG and PGT students also.

This structure facilitates a constructive dialogue of EDI and gender equality issues within the leadership team and the wider department, with the EDC acting as both an advisory board and a facilitator of change, using the Athena Swan action plan. The department has a strong view that EDI work is counted and included on academic WAMs (see below) and encouraged via promotion criteria. The University of York's promotion criteria clearly state that equality and diversity plays a key role in the Citizenship criteria at all three levels of promotion, moving from supporting (Level 1), to actively participating (Level 2), to leadership (Level 3). The department encourages staff to engage with the promotion process early (see below) and EDI work forms part of that conversation. The EDC also comprises PS staff, PGR and UG members. Whilst there is no workload allocated to these roles for PS staff, their achievements and efforts are recognised through the role regrading and secondment opportunities. All academic staff on the EDC get 40 hours per year (2.5% FTE) in the WAM. The Chair of the EDC has an allocation of 130 hours per year (7.8% FTE). The UG/PGT EDI Champion also has 78 hours (4.7% FTE) allocated in the WAM. In addition, some non-University roles associated with aspects around furthering EDI also get some time allocation, for example departmental Union representative (25 hours per year).

Finally, the departmental values are also recognised by our "Making the Difference" award, which comprises a £250 payment to recognise one-off or short-term contributions, by any staff, aligned with our values, including "We are inclusive and embrace our diversity". These awards are given twice per year, with nominations published and award winners announced at staff meetings.

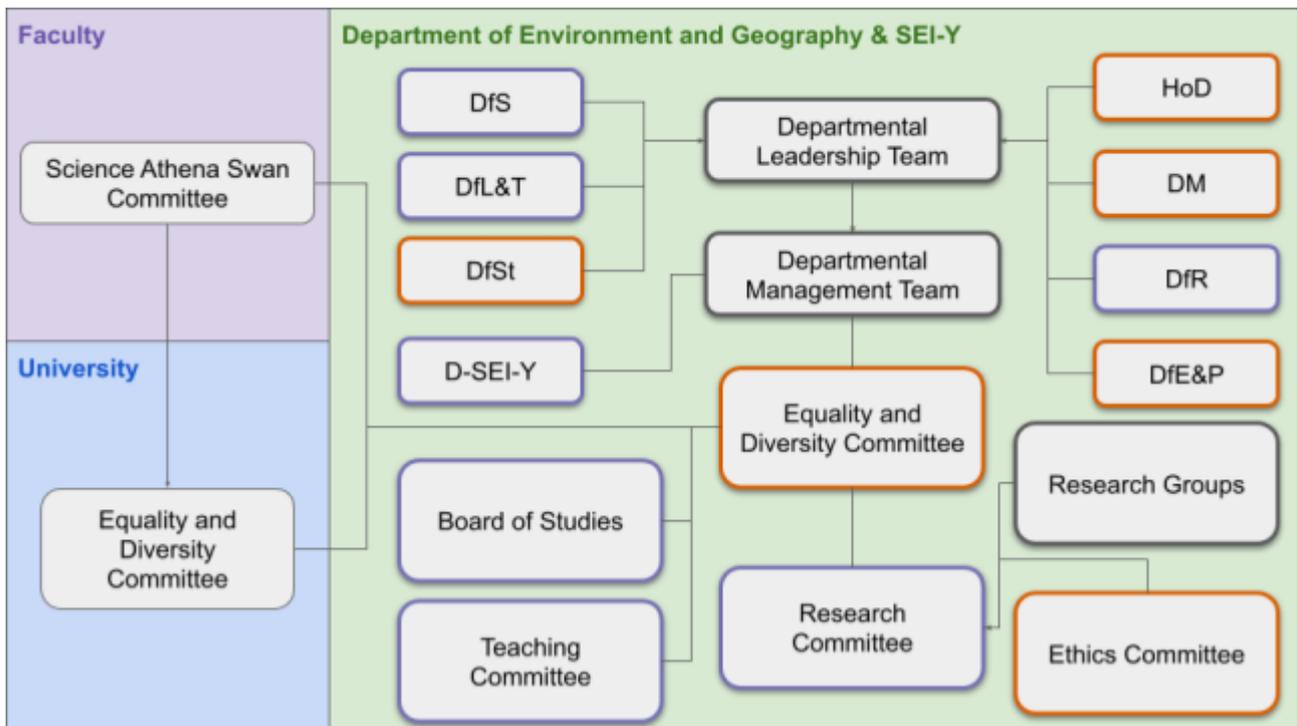


Fig 1.3: Simplified schematic of the DEG management structure and committees. Colour of the box indicates gender of the lead/individual (Purple: F, Orange: M, Grey: Mixed). Lines show flow of EDI-related information to leadership team and EDC members on other committees, with arrows showing information flow direction where relevant. DfS: Director for Students, DfL&T: Director of Learning and Teaching, D-SEI-Y: Director of SEI-Y, DfSt: Director of Strategy, HoD: Head of Department, DM: Department Manager, DfR: Director of Research, DfE&P: Director of Enterprise and Partnerships.

1.4 Development, evaluation and effectiveness of policies

The core department and SEI-Y both implement policies from the University, in terms of staff recruitment, retainment and promotion, but are free to expand and complement those higher-level policies. As both sections of DEG operate slightly differently, we have split this section along those lines.

SEI-Y

Some of the key policies implemented in SEI-Y have included changes to core funding and unfunded time allocation to staff at the top of Grade 6 to be at the level with their counterparts in Grade 7. This change was implemented to address issues around getting “stuck” at the top of Grade 6 and has resulted in at least two or more employees being promoted to Grade 7 in the assessment period. There has also been an update to time allocations following return from maternity leave, and contributing to one employee moving to Grade 7. There is an annual review of official and non-official citizenship roles in SEI-Y, results of which are disaggregated by gender, grade, average hours worked etc. This review process led to a change in policy for implementing more formal terms of reference, as well as setting fixed durations of roles, and is regularly reviewed both by line managers in Professional Development Reviews to ensure equitable distribution of these citizenship roles across the centre.

Other less formal policies have included the creation of informal guidelines such as rules of engagement for staff meetings, which helped to limit dominant voices and ensure everyone's voice is heard. These informal policies were co-developed during research meetings which are open to all staff. Specific actions for the centre's work plan (annually updated) were also developed in this collaborative manner and a vote was held to determine priority areas for the year. Actions arising from this process have included making certain training mandatory for new starters and line managers, changes to the way PDR's are run, further unconscious bias training, guidance around working hours and communication, as well as enforcing a 'gold standard' for representation of SEI at external events (ie ensuring women/ECRs have equal opportunities). This has helped foster the friendly, welcoming ethos and help with gender equality.

Core-DEG

DEG has a number of policies beyond those from the University which are aligned with those of SEI-Y in broad terms. First, we have implemented a number of funding opportunities at departmental level: these include a departmental PhD student for staff currently not supervising any students to help new starters and help equalise PhD supervision, which was largely male dominated; a breastfeeding/maternity room within the department, a more formal framework of pre- and post-maternity leave meetings for staff, the “Making the Difference” awards and more guidance around university policies and procedures. The last of those includes creating a “Code of Conduct”, bringing together multiple sources from a number of University-level documents into one, easy-to-read and short (two pages) document and covers everyone in the department (from students to HoD). All information is contained on the departmental wiki, the staff handbook or the student handbook.

Evaluation and impact

The impact of the above policies is evaluated using a number of possible routes. These include staff meetings, annual review meetings, an anonymous “suggestions” box (electronic and physical) and informal meetings. These are then reviewed by the leadership team or departmental management team as appropriate. A recent concrete example of this, is around the use of shared offices. The department has outgrown its current building in terms of offices, so staff were asked if they wish to share. This was discussed at several staff meetings and EDC created a document to guide the Leadership Team in setting this policy, to ensure that there are no negative impacts across multiple protected characteristics or gender identity. The chair of EDC attended a Leadership Team meeting to go through that document. The structure outlined in Fig. 1.3 therefore

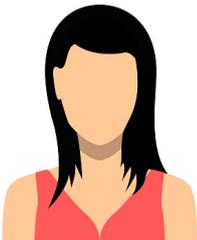
creates clear lines of communication for any such policy change and its impact. The evaluation of policies then lies with the LT, with the EDC being called upon for advice and guidance.

EDC and Athena Swan updates are a standing item on the agendas of most departmental meetings: the monthly staff meeting, Departmental Management Team, Board of Studies, Early Career Researcher group, Support Staff group and Departmental Research Committee. Links to the Sciences Faculty are through the chair of the EDC, who is an elected member of the Sciences Faculty Board, and the HoD. All Departmental EDC chairs belong to the UoY's Athena Swan Science Faculty Working Group, which aims to share best practice and support departmental applications. These fora also act as a conduit to pass university- and faculty-level policy impacts back to high-level committees and teams.

1.5 Athena Swan self-assessment process

DEG's EDC was first established in January 2014. Our size and diversity has increased over the initial Bronze award period (2014-2017) and again, over the Bronze renewal period (2017-2022) to enhance our relevance and influence. New members are found through advertising within the department and a discussion at the Athena Swan Committee (ASC) meetings of the suitability of candidates to represent a particular section of the department. We include staff representatives from both the core-DEG and SEI-Y and from all job roles and stages - ECRs, junior and senior academics, support staff, undergraduate and postgraduate students. Members then disseminate EDC actions and gather opinions back through the DEG community. Meetings are held monthly and an agenda is based around actions, using an actions-based style of project management. Minutes are produced and a summary of each meeting is placed on the departmental wiki for all PGR students and staff to read. The current committee comprises:

 <p>Jon Hill</p>	<p><u>Role</u></p> <p>Senior Lecturer EDC Chair</p>	 <p>Amy Molotoks</p>	<p><u>Role</u></p> <p>Research Associate, SEI-Y</p>
 <p>Deborah Sharpe</p>	<p><u>Role</u></p> <p>Teaching Laboratory Technician</p>	 <p>Emma Holland</p>	<p><u>Role</u></p> <p>SEI-Y Administrative Manager</p>
	<p><u>Role</u></p> <p>Lecturer</p>	 <p>Helen Davies</p>	<p><u>Role</u></p> <p>Research Associate ECR Rep</p>

Gideon Baffoe			
 Jessica Roberts	<u>Role</u> Lecturer Teaching and Scholarship Rep	 James Westfield	<u>Role</u> PGR Student/PGR Rep
 Karen Parkhill	<u>Role</u> Reader EDI Teaching and Learning Champion	 Lauren Rawlins	<u>Role</u> PGR Student/Former PGR Rep
 Maimie Hume	<u>Role</u> Administrative support	 Ying Wang	<u>Role</u> Student/PGR Rep
 Tess Fairbairn	<u>Role</u> Student/UG Rep		
Previous committee members (2017-2022)			
Rob Marchant	Academic member	Mark Hodson	HoD
Alison Dyke	SEI-Y Rep	Emilie Stockld	SEI-Y ECR rep
Lucy McMahon	PhD rep	Mike Cooper	ECR rep

Our previous application received a number of recommendations from the panel which we have incorporated into our previous action plan where appropriate, or added new actions. A summary of the panel feedback was distributed to all staff shortly after being received in 2017. Some of those recommendations have shown impact, for example, on the self-assessment process:

- Consider actions to increase survey response rate.
- Include detail on how more men may be recruited to the (then) ASC.
- Consider including an undergraduate student on the SAT.

These have all been carried out, with a male chair of the EDC (formally ASC) and an increase of male membership to the SAT, an undergraduate member and an increase of response rates to our culture survey (see below).

The self-assessment process was conducted via various methods:

- Online, anonymous Culture Survey for staff and PGR students in September 2020 (79 responses).
- Online, anonymous Culture Survey for staff and PGR students in January 2022 (120 responses).
- Online, anonymous Culture Survey for UG and PGT students in January 2022 (96 responses).
- Online interviews with small groups of staff, across grades, gender and roles conducted September 2021 to December 2021 by an external partner (6 interviews).
- Online consultation with PGR students in September 2021, prior to interviews.
- Use of central HR-held data on the department.
- Engagement with staff meetings and departmental committees in May to June 2022 so all staff were involved in developing the action plan, including a full draft sent to all staff and PGR students.

The action plan developed for this application will be monitored by the EDC, in conjunction with the DM, HoD and DMT. Monthly, action-based, meetings will be continued. Currently, SAT succession and turnover will be managed by the EDC Chair, in conjunction with the HoD and DM. As part of our new action plan, the Chair of EDC will be part of the succession management within the department. EDC Chair is responsible for ensuring a diverse and inclusive committee, whilst liaising with HoD and DM to ensure sufficient capacity on the work allocation model.

Word count: 2681

2. An evaluation of the department's progress and success

2.1 Evaluating progress against previous action plan

All action plan numbers in Section 2 refer to the action plan from 2017 and are highlighted according to the RAG scheme. For all graphs presented in this section, we have used terminology based on responses in the culture survey where we asked for sex as registered at birth (male or female) and gender identity (free-form text). Both were optional. From those we define the following: female - sex was female and/or self-described gender identity was woman/female; male - sex was male and/or self-described gender identity was man/male; SDGI is any Self-Described Gender Identity that did not fit into the binary and NA means the respondent did not complete either question.

2.1.1 Assessment and evaluation of action plan

To assess the impact of progress against the 2017 action plan, we have employed a number of evaluation approaches; primarily culture surveys, semi-structured interviews, and focus groups, but also utilising existing data gathering around the University. The EDC was responsible for tracking progress and measuring the impact of this action plan. Our new action plan commits to adding additional questions to the culture survey to ensure impact of specific actions can be measured. Monthly meetings, using action-based management style, meant that actions were effectively tracked and implemented (e.g. 82% of our actions have been fully implemented). However, more could be done to track data following actions. Our previous action plan did not incorporate specific plans for recording much of the data required and so some was recorded in a non-sustainable way (i.e. via email exchange).

2.1.2 Overview of progress

The provision of basic core staff and student data has been regularly updated and helpfully presented by the University. This has been particularly helpful for AP1.1. We will continue to work with the faculty-level and University-level EDI committees to further improve data availability, training, and university-level processes and policies.

A number of our actions were around policies and processes to ease the administrative burden of parental leave and facilitate return-to-work for those who took parental leave (Theme 1: Leaky Pipeline). To achieve this significant change, we have ensured all of the university's caring and family friendly policies are fully available on our department staff/PGR wiki pages. In addition, we created department level forms and meeting agendas accessible to all line managers to facilitate a constructive and supportive discussion for any staff members going onto, and returning from, parental leave. Due to such changes, our family-friendly policies of flexible working are acknowledged by staff and are supported by their line manager with only a small percentage responding negatively (Fig A4.2.1).

A further focus of Theme 1 was to reduce bias in recruitment and mentor early career academics. We undertook a number of department-level actions to support such changes, including: reviewing the use of fixed-term contracts used with ECRs (finding they are used sparingly and appropriately - (AP1.7)); creating a mentoring scheme for PhD students which ran successfully prior to the pandemic (AP1.6), and after which was integrated into a university-level scheme; systematically re-reviewing CVs if there is a gender imbalance during short-listing (AP1.8); and adopting an unconscious bias observer scheme for all applications (employment and PhD) - although we acknowledge the need for further refinement and training for this (hence its amber status - (AP1.5)).

However, not all of our actions within this theme were successful. AP1.12 attempted to look at recruitment and attainment of our undergraduate students. Although data exist on attainment (Fig. A2.2.2), we could not complete the full pipeline from application to attainment of our students, due to data privacy and prohibition of accessing such data. Such limitations have also inhibited our ability to review and explain gender differences (i.e. men with lower levels of achievement than

women) in UG attainment (AP4.4), but those gender differences have reduced slightly over the past five years. However, we have significantly increased support for all students including, improving for example, feedback mechanism to engage with students (feedback champions and anonymous processes for submitting concerns), exceptional circumstances policies and procedures, support for mental health and wellbeing (including a designated VLE site and embedded wellbeing officer in our department), and, creation of a skills hub that all students can access and staff can link to in the setting up and marking of assessments. Combined, we hope this will improve gendered differences and enhance attainment for all students. In addition, and to ensure sufficient time for the action plan to incorporate undergraduate and postgraduate-taught students, we have created (2021) a role of **EDI Teaching and Learning Champion with an allocation on the workload model** to facilitate the student-facing actions, and integrate EDI and gender equality proactively into all of our teaching, learning and assessment activities.

The EDC has itself undergone an evolution including widening our membership to include representatives from our undergraduates (AP4.2) and those who identify as, for example, queer and/or are disabled (AP5.1). The remit of EDC has been reviewed and expanded to ensure we begin to engage with other protected characteristics and intersectionality. To achieve this we changed our name from the Athena Swan Committee to EDC, and created a mission statement and terms of reference that reflects our ambitions to be more inclusive (AP5.1).

In addition to our intra-departmental focus, the committee has also undertaken meaningful advocacy work across the university. Such work has included campaigning for more breast-feeding facilities (AP5.6) from the Science Faculty leading to the **creation of a bespoke breastfeeding room in the Environment Building**. Best practice and learnings between different EDC/Athena Swan Committees are routinely shared by our Chair, and both the Chair and other committee members sit on EDICs at faculty and university level (AP5.3).

The extensive progress we have made since our Bronze Award makes us confident in saying “**We are inclusive and embrace our diversity**”, whilst not being complacent about the work still to do.

Theme 1: leaky pipeline			Comment
G	1.1	Monitor incoming UG & PG and staff data by gender	Collected routinely; we review periodically.
R	1.2	Gather feedback at Open Days and post-offer visit days to understand gender differences in application and acceptance rates.	Open days, this information is collected centrally. Collected at post offer visit days on a voluntary basis. Could not track applicant from visit to acceptance.
G	1.3	Guarantee to interview Departmental Independent Research Fellows (IRFs) if they apply for a lectureship position in their field	This is policy, but has yet to be used in practice. No IRF have applied, despite encouragement.
G	1.4	Highlighting family-friendly policies and outward facing evidence of support for under-represented groups.	All information is on the staff/PGR wiki
A	1.5	Adopt unconscious bias (UB) monitoring as standard practice for short listing during staff recruitment	Implemented. Process needs refining and training implemented.
G	1.6	Offer mentors for PhD students focusing on career development.	Ran during 2019. 14 mentors and mentees. (7/7), most kept in touch. 2020 and 21 affected by COVID. It's now integrated into a university level scheme.
G	1.7	Review the use of Fixed term Contracts (FTCs) within the ED and their impact on career development for ECRs.	These contracts are not used routinely and only used with funding constraints and not used for probationary employment.
G	1.8	Formally adopt the practice of discussing and re-considering CV pool if a short list only contains applicants of one gender.	This is routine; these questions are asked at each shortlisting panel.
G	1.9	All Line Managers need to follow the University's Equality and Diversity Office best practice for Managers in order to provide consistent and appropriate support for staff going on maternity leave.	Forms on wiki to all staff and these are used in return-to-work meeting.
G	1.10	A more structured series of planning and performance development meetings that are fully minuted before staff go on parental leave.	Agenda is available on the wiki and line managers use this to guide back-to-work conversations
G	1.11	Explore the adoption of a system of assigning staff and research students returning from parental leave with a departmental buddy.	System was discussed, but not implemented.
R	1.12	Analyse and respond to intersectionality (including nationality) in student numbers, application data and attainment.	The university does not collect these data and are not available at departmental level.
Theme 2: Supporting female staff			
G	2.1	Analyse in more detail the application process for PhD students in relation to funding sources and also the type of projects on offer.	Improved ACCE application process. We send all funding opportunities around dept in newsletter. Funding streams for PhD students are available to all staff.

R	2.2	Promote PGR positions better to our UG and PGT students. Determine whether PGR careers are perceived as less attractive to females than males.	Incomplete. Individual staff encourage students, but no routine promotion is carried out. No work done on perception of PR careers.
G	2.3	Develop a mentoring scheme for all staff as required.	Plans were in progress, but University has implemented a staff-wide scheme. New starts in dept get a mentor.
G	2.4	Offer researchers workshops for ED ECRs, funding for external ECRs to visit and mentorship to support ECRs applying for Independent Research fellowships	Development fund available to all staff. Specific calls are advertised. Workshops were run. Information on routes to apply on our website.
A	2.5	Increase the understanding of and application rate for promotions within the ED.	Improved promotion process within department, including earlier drafts. Culture survey for promotion criteria. Appraisal forms - has career development.
G	2.6	Bi-annually review workload model for gender bias in load and tasks.	EDC reviews data every 2 years.
G	2.7	Promote external representation on committees and research highlights / success from male and female staff and students.	Weekly newsletter contains successes of all staff. Funding success is celebrated with staff-wide email. All "good news" is celebrated via social media. Documents kept of success.
G	2.8	Proactively utilise staff networks and HR resources (e.g. 'head hunters') to increase the number and percentage of female applicants for senior roles.	Took advantage of university-level funding to bring in "research superstars" and hired two female professors.
G	2.9	Monitor grant application and success rates by gender and grade to allow the DRC to target support for grant writing.	Success rates analysed and found success was dependent on grade not gender/sex..
G	2.10	Increase tailored support for staff applying for research grants.	One-on-one meetings with Research Support and Director of Research available, along with informal coffee meetings.
A	2.11	Support for grant rejections	Staff can have meetings on rejection and repository of grants. Limited impact.
G	2.12	Regular and transparent system of sabbaticals to facilitate staff to perform research	Implemented. Staff numbers
Theme 3: Departmental Culture			
G	3.1	To run monthly ASC coffee mornings to increase the interactions and social cohesion between staff in all roles and PhD students.	We did 2017-2019. Transformed into staff and weekly coffee.
G	3.2	Widely communicate the UoY system of reporting of inappropriate or offensive behaviour and fostering a respectful and inclusive culture.	Suggestion/comment box (anon) - physical and electronic. Posters on toilet doors and in other places.
G	3.3	Investigate the need for improving the system for reporting and solving PGR-Supervisor challenges.	Expectations form developed and integrated into induction. Reporting made clear.
G	3.4	Setup and support a forum to bring together professional support staff working	Forum ran 2017-2019. COVID-19 stopped this. Looking to

		throughout the Environment Building.	restart.
G	3.5	Compulsory E&D training for all staff involved in recruitment	Yes. All staff involved in recruitment should have carried out the EDI training from the University.
G	3.6	Increase the number and diversity of staff who have completed the 'Successful Performance Review' training and to facilitate further discussion of the PDR process	Any professor can carry out reviews following training and a reviewee can request a different reviewer to that assigned.
Theme 4: Share benefits			
G	4.1	Implement AS communications strategy	Meeting summaries on wiki after monthly EDC meetings. Regular updates at staff-wide meetings.
G	4.2	Include an UG rep on the ASC to identify strategies to help female students and to communicate the work of the ASC to UGs.	UG representative now sits on EDC.
G	4.3	To improve knowledge of the support around paternity, maternity and shared parental leave	Available on wiki
A	4.4	Analyse the reasons for gender differences in UG and PGT student attainment.	The reasons for attainment difference have not been analysed, but we have implemented a number of changes to make systems fairer and more consistent across staff.
Theme 5: Future work			
G	5.1	Review current ASC to explore expansion of ASC to cover other protected characteristics	Changed the name and the remit (terms of reference) including a mission statement. Diversifying out the team, including LGBT+, intersectionality of race, disability, and class.
G	5.2	Improve the return rate for the Staff Equality and Culture survey prior to the next AS application	Response rate increased.
G	5.3	To share learning with other departments at Athena Swan meetings and via Self-Assessment Teams (SAT)s in other departments	Termly faculty-level and university-level meetings attended.
G	5.4	Lobby the UoY HR department to consider whether the UoY can fund short-term childcare to facilitate Keeping in Touch days during parental leave.	Lobbying was done via faculty-level committee.
G	5.5	Advocate for UoY funding to cover maternity leave with the Sciences Faculty Board and Athena Swan working group.	Lobbying was done via faculty-level committee.
G	5.6	Advocate via Sciences Faculty Board and University management committee for extra on-campus nursery places in the baby unit	Breastfeeding room within department.

Extension action plan

Following the extension of our Bronze award from April 2021 to April 2022, the following actions are added to our overall Action Plan:

- Create a Code of Conduct (CoC) document, linking together separate codes from across the University for all community members, with clear links to help and information. The overall expected behaviour of the community should be clearly articulated and should be clear that it's online and in real life.
- Add training and development opportunities for staff to the weekly newsletter to ensure staff are aware of these
- Wider promotion of the University-wide mentoring scheme, but continuing with our U/G-U/G, PGR-PDRA and PGR-PGR mentoring programmes.

Totals: Green: 33, Amber: 5, Red: 4.

2.2 Evaluating success against department's key priorities

Key priorities in the previous Athena Swan application included addressing the “leaky pipeline”: the lack of representation of women at the more senior grades (Theme 2), and improving engagement with EDI and the departmental culture (Theme 3). We have made an impact on both of these themes.

A major target from our last application was the recruitment and promotion of women into senior academic roles. There were a number of action plan items to further that goal, including a more inclusive promotion process within the department, and recruitment of female professors. We have had a great deal of success with these action points. The “leaky pipeline” and lack of representation of women at senior roles was tackled using a number of interrelated actions (AP1.3, AP1.4, AP2.6, AP2.7, AP2.9, AP2.10, AP2.12). Additionally, two outstanding women were hired as professors via external and targeted recruitment.

 **IMPACT:** The percentage of female staff at professorial level has increased from 0% in 2016 to 43% in 2021. Fig A4 2.3.

 **IMPACT:** Recruitment of two leading female professors via external and targeted recruitment.

 **IMPACT:** Increase of senior female academics from 1 FTE to 7.1 FTE

The increase of women in senior roles has had a number of other positive benefits. This includes tackling AP3.6, enabling a more diverse group of individuals to carry out annual performance reviews. This includes allowing staff a voice in who performs their review. We also have a diverse Leadership Team with three of the seven roles (including the two Deputy HoDs) held by women. This change in leadership and role models has been noticed by staff, PGR and UG/PGT students, with a majority of staff/PGR agreeing that there were role models within the department, particularly for female staff (Fig A4.2.4). There was a drop in this for the more recent survey carried out post-COVID and work will be needed to understand if this is temporary or not. Similarly, our students also feel they have visible role models, with the majority agreeing with the question posed (Fig A4.2.5), but there are a significant minority that disagree or are neutral on this. Analysis of comments showed classism may be part of this (see section 3).

Our second key priority was to increase the visibility of the (then) ASC and create a culture where EDI and gender equality was embedded within our structures and processes. This came under the theme of “Departmental Culture”. A key action plan item was AP3.1. We organised (funded by the department) a number of coffee and cake events through 2018 and 2019 for all staff and PGR students. These events developed into a weekly departmental coffee break, which is regularly attended by around 20-45 people. The coffee break is scheduled on different days of the week to enable part-time staff to attend during their working hours. A second aspect to shifting departmental culture was to implement a communications strategy for the Athena Swan Committee (AP4.1). We changed the name of the committee (to EDC) to better reflect the role of the committee within the department. The committee created a “Equality and Diversity” section on the departmental wiki. Here, we provide a summary of each meeting, upload summaries and statistics from surveys and provide links to other EDI-related sites around the department and university. This is in addition to maintaining EDI and gender-equality matters as standing items on all departmental-wide meetings, including staff meetings and Board of Studies. The impact of these actions include:

 **IMPACT:** Increase of culture survey return rate from 53% to 69% of staff and PGRs (120 responses from 174 staff and PGRs in total)

 **IMPACT:** A department where students and staff are happy to work and study, with no clear gendered bias, and this was maintained during COVID 19 (Figs A4.2.6 and A4.2.7)

IMPACT: A department where staff and PGRs feel the leadership team value gender equality (Fig A1.2)

The final key priority was around bullying and harassment (AP3.2). We implemented a suggestions and reporting box (electronic and physical) which is not well used, but has received some comments and reports that were processed. We also added posters to most lavatory doors in the building (Fig 2.8). Finally, a code of conduct document was produced which applies to *all* members of the department. This summarised university and departmental policies onto two sides of A4, and contained links to full policies.

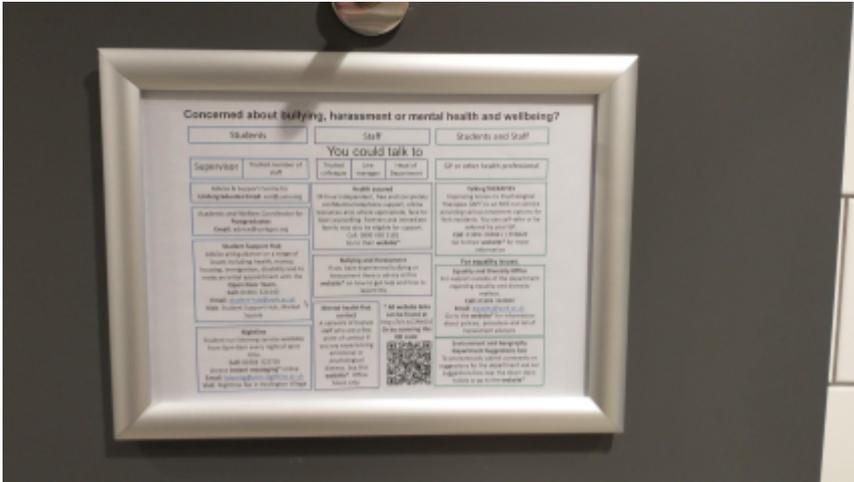


Fig 2.8: Picture on the mental health and wellbeing poster in a building lavatory, with a QR code to scan which takes the person to links. It also contains links to the department suggestions and comments box.

IMPACT: These actions have led to an increased feeling that there are appropriate places to report unwanted behaviour and that this kind of unwanted behaviour does not often occur in the department. Staff (Fig A4.2.9) and students (Fig A4.2.10) also feel any such behaviour would be dealt with appropriately.

Word Count: 1904

3. An assessment of the department's gender equality context

Where action plan items are mentioned they refer to the new action plan developed as part of this application. **Priority actions in bold.**

3.1 Culture, inclusion and belonging

The departmental values, coupled with a strong commitment to equality has created an environment where our community is happy to work and study. We are immensely proud of our departmental culture and believe that all members of our community have the opportunity to thrive.

"I have felt very supported by the Department with my disability, and have not felt judged. The Department is flexible to accommodate needs, and responds to help in a timely manner." 2nd year undergraduate (2022 student survey).

Staff and PGR students like working in the department with 85% of respondents agreeing the department is a great place to work (2020 and 2022 surveys - Fig A4.2.6). Likewise, the majority of our UG and PGT students feel the department is a great place to study with 97% responding positively to the statement "I feel the Department is a great place to be a student" (Fig A4.2.7). We feel that this reflects the hard work of all community members in their interactions with others. We are supportive of colleagues and the comments in, and results of, the culture survey make it clear that unsupportive comments and behaviours are not tolerated (82% agree 2020, 79% agree 2022) and are rarely encountered (78% agree 2020, 74% agree 2022). The majority of staff (79%) and students (84%) agree that people are generally treated equally.

Moreover, the interviews carried out showed a clear theme of belonging and inclusiveness for all interviewees. Depending on the job role of the interviewee, EDI was felt to be fully or largely embedded:

"...but I think it's [Equality and Diversity] just embedded...in the whole culture" Postdoctoral researcher, interview 2021

"...we've made this [Equality and Diversity] a priority, we've embedded this ...[in]... a lot of our strategies" Academic staff member, interview 2021

Staff and PGR student inclusion and culture

It was clear from a number of the interviews that the department is trying to be as inclusive as possible, with a diverse leadership team, and a clear value system that permeates through multiple strategies. However, there was also a sense that a more professional-style of management structure within the department may diminish the friendly ethos we have developed, and hence produce barriers for gender equality within the department as this has been one of the main mechanisms for increasing our gender equality. However, the new structure is much more transparent and clear in terms of accountabilities. We have added action to maintain that friendly ethos which is important to our gender equality aims (**1A**).

The interviews and culture surveys did highlight some areas that require more specific action. Across all job roles of respondents, bullying and harassment does still occur occasionally and is largely experienced by women in the department in the PGR community and in the supervisor/PGR relationship (2020 survey). PGRs also note that their supervisor plays a large role in career development (2022 survey) and, therefore, there is a possible conflict here. We have an action to clarify and improve the supervisor/PGR relationship (**3G**). Where remarks and language used are deemed an issue, they are around disabilities (often in terms of a perceived dismissive attitude) and male dominance in meetings and conversations. However, some comments in the survey note that there has been a clear shift in not tolerating these kinds of remarks in recent years

and that these kinds of remarks are occasional. There was a significant drop in satisfaction in how the department handles bullying and harassment (Fig A1.4); this is alluded to in the comments and may stem from a number of connected incidences within the department where people felt they and the department management team are powerless, for example:

"I think within the department it [bullying and harassment] is clearly not tolerated, but at a given point there is little more the department can do and it depends on wider university HR." T&S staff, 2022 staff survey.

We have added an action point (3F) to update our posters (Fig A4.2.8) and to further highlight resources and reporting mechanisms, and ensure they are readily available via the departmental wiki. There was also an acceptance that most of any remarks made are not with malicious intent, and that tolerance and forgiveness are also important to foster an inclusive environment. A large majority of respondents also agreed that the department looks after their mental health and wellbeing (72%), but there are clear issues to work on here, with a lack of social events noted by several respondents with the acknowledgement that COVID has hampered this (2022 survey) and the department has done its best:

"As a distance student, I have different working hours and cannot participate in some social gatherings due to timezone challenges. The department has hosted gatherings online at friendlier timezones to accommodate colleagues/students in other locations, which was very thoughtful and encouraging!" PGR student, 2022 staff survey.

We have added an action point to increase social events (1.1).

Staff in general felt overworked and there are issues around how individuals are chosen for roles within the department, including teaching (2022 survey). There is also a feeling of opportunities not being made available equally, particularly with a lack of encouragement to pursue these opportunities (Fig A4.3.1). This was particularly the view from female respondents (via comments) and applied to both general opportunities and promotion/regrading. This also came through in interviews with part time staff and a female professor, where both groups felt they had a lack of voice in decision making, and were unable to make the most of opportunities presented. The different roles and experience played a part in how much of a voice individuals felt they had within the department. There was also a clear theme of when to use their voice. Was it appropriate? Did they feel confident enough? We have therefore added an action (1C) to give more staff a voice in meetings. In particular, there are clear issues around part-time workers with respect to workloads and the fact we cannot pro-rata some fixed time commitments (e.g. staff meetings). Part-time staff also felt that working part-time hours over the full week generated specific issues around workload and expectations:

"As a part time staff as well that's challenging too because you're already managing your workload, which is usually more than your hours that you're allocated to do the job done" Part-time staff, interview 2021.

Moreover, the part-time interviewees felt they did not have sufficient time to keep on top of the information flow (both from meetings and emails), relating to the workload issues for part-time staff. We have therefore added an action where there is a mechanism to contribute to meetings, without being physically present (3A). There was a clear view from the interviews that there is a balance between expectations vs opportunities; making time for the opportunities; and how much time available to make your voice heard and to gather information. Excessive workloads were mentioned, but the general theme was one of how to make the most of your time. What is possible vs what should I do? We have added action 1D to review the departmental WAM, which is generally regarded as clear and transparent, with no clear overall gendered or working pattern trends (Figs A4.3.2 and A4.3.3).

"There is too much! Departmentally there is a strategy that in part addresses this - e.g. teaching reorganisation ... It's a sector wide issue." Academic staff, 2022 staff survey

“As a part-time member of staff, I feel as if career development opportunities can be a bit of a double-edged sword...these opportunities would be a great opportunity to develop my CV, but that comes at the expense of squeezing more into an already tight schedule....” T&S staff, 2022 staff survey

Workload issues went beyond academic staff. PS staff also found their workload was not transparent as there is no equivalent of the academic workload allocation model. This is reflected in how work allocation is viewed with 61% of respondents feeling it was fair and transparent, but a large number of respondents giving a neutral or negative response to this. Separating this by job role shows the difference between academic, research and PSS job categories (Fig A4.3.4).

“Workload is too high across the whole department so hard to say [if allocated fairly]!” PSS, 2022 staff survey

Staff Progression and promotion

There are different progression routes for Academic staff and Professional Services staff. The former have a clear promotion route provided by the University with clear guidance on which criteria need to be met to progress to a new grade. The department has implemented a clear set of help points via the promotion committee for staff to navigate this system.

“I feel very supported and encouraged in my role and progression and have done since my interview. This is very different from anywhere else I have worked. I feel like [sic] encouraged to achieve from the start.” T&S staff, 2022 survey.

In contrast PSS need a “role regrade” whereby staff have to create a new job description. This then goes via Human Resources to assess if the job description matches the new grade. The University is currently undergoing a review which includes regrading, but does not include technical PSS. These issues are an area of concern. In particular the secondment opportunities for PSS are still opaque and for technical PSS almost non-existent (Fig A4.3.5). This limits career development for technical staff in particular.

“Since the university signed up to the Technician Commitment it seems like development opportunities such as secondments are being advertised more often. There still aren't many though and a change in department or role is often required for development or progression in a technical career.” Technician, 2020 staff survey.

We have added an action to clarify regarding technicians in the department (2A), including a written document of the process for the LT in the department.

A key part of assessing promotion/regrading readiness (of all staff) is the annual PDR. There is a view across roles that the PDR is a “tick-box” exercise and the usefulness of this is dependent on your line manager or reviewer. However, some staff find the PDR very helpful. This disparity then feeds into finding career development opportunities, with some line managers being proactive in helping staff develop, whilst others are supportive but largely reactive. We have added action 2B and 2C to try and equalise the usefulness of PDRs.

Staff and PGR covid impacts

There are clearly individuals who have been badly affected by COVID in terms of productivity, mental and physical health, and how this might then manifest in terms of career progression (Fig A4.3.6). Equally a number of individuals have thrived with working at home, feeling more productive. A number of comments rightly pointed out that the impacts of COVID, particularly on PGR students, research and academic staff will take many years to manifest. Comments were also mixed with concerns raised about how we continue being a friendly and inclusive workplace when we have hybrid working practices, and how we help new staff integrate into the department (1A).

Many comments were around workload, with the University moving to semesters immediately following the move back from online-only teaching and the impacts of the shift of teaching online last academic year (although noted that some of that shift was positive). This increase in workload impacted research time for academic staff. There were clearly also very individual impacts around workload, supervision and a lack of feeling part of the department. Finally, there was a clear shift from largely positive feeling that the department had accounted for gendered impacts of COVID-19 in 2020, to a more neutral response (Fig A1.7); possibly correlating to impacts being felt with a move back to face-to-face teaching in 2021/22.

Student inclusion

Overall, the data support an overall sense of the department being supportive, regardless of any protected characteristics, with no judgement and a feeling of the department being responsive and accommodating.

“Very happy and think my department (Environment) has been excellent throughout my undergrad and during my masters too. Great during covid and very supportive. Very lucky to have such a good department at York.” PGT student, 2022 student survey.

The department has successful role models for women, and respondents were impressed with how teaching approaches difficult subjects with historical context and a forward-looking outlook, but tackled those challenging issues.

“Sensitive course material relating to a historical context/ history / outdated concepts and language is correctly handled in a sensitive and forward-looking way, for example when talking about colonialism or racism in the past...showing us how it should be correctly viewed and dealt with today without skirting around sensitive topics” 3rd year UG student.

However, a significant minority of respondents felt neutral or negative about the statement “I have access to role models I can identify with in my Department/University” (33% negative or neutral vs 66% agreeing with the statement). Despite an increase in female professors over the past five years, female students clearly feel there remains a lack of role models (Fig A4.3.7) and may be more intersectional (e.g. class or race), than along gender lines. However, it is clear some students recognise the presences of role models in the department:

“I feel the department has many examples of successful women in their field of work, something that is sometimes hard to find in STEM courses.” 2nd year female UG student. 2022 student survey.

There was a clear desire for more EDI training overall. Currently there is a 1 hour session on the Equalities Act 2010 and unconscious biases in the initial induction for UG and PGT, but many respondents would like more. In particular, information on how to deal with sex and gender identity in surveys would be very welcome. Respondents had rarely experienced unsupportive language or behaviour (94%), and it was generally clear this kind of language would not be tolerated (93%), demonstrating the impact of our previous action plan. However, comments did point to some gendered issues around male staff favouring male students, and also classism and sexism within the student cohorts. Accents were mentioned a few times, both in terms of understanding and feeling self-conscious when speaking. We have added **APs4A**, **4B** and **4C** to help with these intersectional issues.

“University as a whole faces a lot of class discrimination” 3rd year UG student. 2022 student survey.

Other issues reported were back-to-back timetabling (impacting students with physical disabilities), and ensuring students had a contact within the department. The latter point was an issue for returning students (from Placement year or Leave of Absence) feeling isolated and wanting more

one-on-one support to feel integrated into the department. Both of these issues are being worked upon outside of the AS framework.

Student covid impacts

In terms of COVID impact and the departmental actions, survey respondents were positive about the communications and response of the department (92% and 88% positive respectively), whilst acknowledging that some impacts were out of our control (e.g. from University or Government level policies). However, the impact and restrictions had a wide-ranging effect, with some respondents reporting the amount of learning increased, but an almost equal number reporting a decrease. Similarly, restrictions (moving online, masks, distancing) were detrimental for a large number of students but clearly this was not universal (Fig A4.3.10). There were clear concerns regarding what was missed, particularly practical and field skills, but also networking between students.

“Moving online made it very difficult to engage as a student beginning last year. There has been such an increase in productivity and enjoyment of the course since moving back to the face-to-face approach [sic]...year.” 2nd year UG student. 2022 student survey.

“Covid has disrupted learning but the department couldn’t have done anything more to prevent this to be honest.” PGT student. 2022 student survey.

Student applications and attainment

UG and PGT student applications are handled centrally, with any applicant with the minimum criteria of the degree programme made an offer automatically. Personal communication is then sent to the offer holder. The programme lead will make decisions in any cases where the criteria are not met. In contrast PGR application processes vary depending on funding source. Our UG and PGT programmes are around 60/40% F/M ratio in terms of applicants, offers and accepts (Fig A4.3.10). We note a trend for more female applicants to accept our offers over the last five years, which was nearly 50/50 in 2016/17 (Fig A4.3.11). Our PGR ratios have also shifted towards more female applicants accepting an offer, with the current offer ratio being nearly exactly 50/50% F/M (Fig A4.3.11). We believe our application process is robust for UG and PGT with the gender split remaining almost constant from application to acceptance. However, for PGR there is a slight increase in male applicants accepting an offer, but the applicant to offer ratio is constant. We have added an action point (1F) to try and address this imbalance.

3.2 Key priorities for future action

Theme 1: Culture in the workplace

Two of the recurring themes from the interviews were ‘inclusiveness’ and ‘voice’, therefore, one of the key priorities for future action is around addressing culture in the workplace. To maintain a collegiate in-person environment, a new social committee will also be set up as we reconnect as a department after the pandemic (1A). Creating an inclusive environment post-Covid means also providing clear expectations for hybrid working, ensuring staff who are working remotely are not excluded. Staff meetings for example will therefore remain online, whilst policies around providing the choice for in-person or online meetings in other contexts will be written and disseminated. Our second key priority is to ensure all voices are heard during meetings. Volunteers will be recruited to act as ‘staff voice champions’, building on the staff rep role that currently exists in SEI-Y (1C). This will be an independent point of contact for staff and PGRs and will provide a voice for those who do not feel comfortable or confident speaking in large meetings. Both of these actions will help with gender imbalance of those on short-term contracts (majority female) in decision making, but are also intersectional with job role and class. Combined, we believe these will give staff agency within the department and allow those that feel marginalised, temporarily or longer-term, avenues to make their voice heard, without any negative perception or attitudes developing of them.

In addition to our two key priorities, we will also set-up an ad-hoc mentoring scheme to help staff deal with one-off or short-term issues (1B). This may also help staff have agency and voice within the department. We will ensure a clear work-life balance (1D), with documents and training on virtual working, efficient use of technology and a regular review of the time allocated to work on the WAM. We will build on the successful implementation of the PGR recruitment delivered by a local DTP to build a similar recruitment system across all PhD funding in the department (1F). Finally, we will create an “EDI Spotlight” series of seminars and workshops which will highlight our successes and also give space, time and opportunity to discuss EDI matters at a departmental-level and above (1E). These will be open to all staff at the University and can also be used to track progress of our action plan.

Theme 2: Empowerment

Building on the theme of workplace culture, the second priority area is empowerment of community members. Here, our main priority is to create a feedback mechanism for collecting ideas, thoughts and reflections following meetings (2A). This builds on the idea of voice and agency, but will enable meeting participants to reflect on discussions. Although primarily aimed at women who feel less inclined to speak, it is also intersectional with neurodiverse people, who may need more time to interpret their thoughts following meetings. Our second priority in this theme is to monitor the impact of EDI changes and initiatives continuously across all decision making in the department. We will create an item on all decision-making committees where any possible EDI implications will be considered and passed to EDC for discussion if required. EDC can then also provide guidance within the department, linking and formalising the processes that exist already (2B). This goes well beyond the reporting and discussion format currently implemented and puts EDI at the centre of decision making in the department.

In addition to our two key priorities, we will also adapt the mentoring scheme in Theme 1 to build more research links and create an open event on self-promotion, largely aimed at our female staff, but will be available to all (2C). We will create a glossary of acronyms used within the department to help all staff and PGR students (2D). To ensure new staff feel welcome and part of the department, we will improve our induction process to include more information (2E), including that of ongoing departmental- or university-wide projects and strategies (e.g. semesterisation). We will increase and update our wellbeing information within the department (2F) and improve the system of reporting and solving PGR student-supervisor challenges (2G).

Theme 3: Promotions, seconding and regrading

Our third theme is equality of promotion and regrading. We are currently undergoing change in the University organisation of PSS. Some of this change has highlighted the disparity in opportunities for technical versus more administrative PSS. Our key priority here is to explore this disparity and create clear guidance on regrading and secondment opportunities for technical staff in the department (3A).

We will also make the annual review for all staff more focussed on career progression and development, and remind both reviewers and reviewees of this (3B and 3C). Finally, we will introduce succession planning and training for departmental leadership roles (3D).

Theme 4: Training

Our fourth theme is “Training”. We have two key priorities in this section. First, our undergraduate and postgraduate students desire more training on EDI and gender equality issues (4A). All undergraduates currently receive an hour session in year 1 on the Equalities Act and an introduction to unconscious bias. We will introduce more training in subsequent years, utilising university-level courses where appropriate. We will also create training on peer-to-peer interactions. This is primarily to address issues raised by female students in the culture survey, but is intersectional with class and ethnicity, both of which were raised as issues. Our second primary action will be the creation of an updated “skills hub”, with much tighter linking to feedback forms

and assessments (4E). Primarily aimed at our male undergraduate students to address the gendered attainment gap (Fig A2.2), this action is intersectional, particularly with neurodiverse students.

In addition to these primary actions we will also integrate EDI into teaching practices to increase our inclusivity in teaching further (4B). We will introduce an unconscious bias monitoring training programme for recruitment and make that available to the University (4C). We will also increase the visibility of EDI-related training to all PhD students, which is currently advertised for those carrying out GTA work only (4D).

Word count: 3888

Total word count: 8473

4. Future action plan

	Key Actions and Priorities	Rationale	Specific actions	Metric or output	Time-frame (academic year)	Person(s) responsible
1	Culture in the workplace					
1A	Creating a hybrid (home/in-person) collegiate environment post COVID-19. Supporting gender equality, colleagues with caring responsibilities and those choosing flexible working arrangements.	Maintaining the collegiate, friendly environment in the department. Maintaining equitable opportunity for all staff and the feeling of belonging and inclusion in the department.	1. Staff-wide meetings remain on line	Staff meetings remaining online	Sep 2022 to 2027	DM
			2. All minutes go on wiki in a single place and are circulated to staff	A "minutes" repository is created on the wiki	2023/24	DM
			3. Social committee formed by Academic Year 23/24	Creation of the committee with terms of reference	2023/24	HoD
			4. Social activities with a ratio of 1 online to 3 in-person	Social committee organise appropriate events, aiming for 2 per year	2023/24	Social Committee
			5. Policy of one-to-one meeting choice of online or in-person	Policy document created on wiki	Sep 2022/23	DM/HoD
			6. Academic teaching teams to meet regularly	Creation of PET meetings (each semester)	2023/24	DFT
			7. Belonging and inclusion question added to culture survey	Increased in % of staff feeling a sense of belonging and inclusion	2023/24	EDC
1B	Provision of an ad-hoc mentoring programme.	To provide an avenue to tackle short, time-specific issues staff and PGR experience, with a gender and intersectional focus	1. Create wiki page detailing scheme, including limits of mentoring	Wiki page created. Recruit volunteer mentors	2024/25	EDC with DM and DoSEI-Y
			2. Appoint a programme coordinator and Mentors	Coordinator and Mentors appointed	2024/25	DM
			3. Track number of meetings and impact of mentoring	Google sheet showing number of meetings conducted and outcomes/impact of mentoring	2024/25 to 2027	Coordinator with EDC
1C	Staff voice champions	To provide a voice for those staff, particularly female staff, and PGRs who do not feel able or confident to speak in large meetings	1. Recruit Staff Voice Champion volunteers (minimum of 2)	Champions recruited	2024/25	EDC/HoD
			2. Document role with terms of reference and add to WAM	Role documented and added to WAM	2024/25	EDC and Champions
			3. Number of queries raised with champions tracked	Google sheet with numbers of interactions	2025/26-27	Champions
			4. Add question on effectiveness of role to culture survey	Question added to culture survey and increase in % of inclusion in decisions	2026/27	EDC
			5. Review effectiveness and impacts	Document outlining impacts and effectiveness	2026/27	Champions and EDC

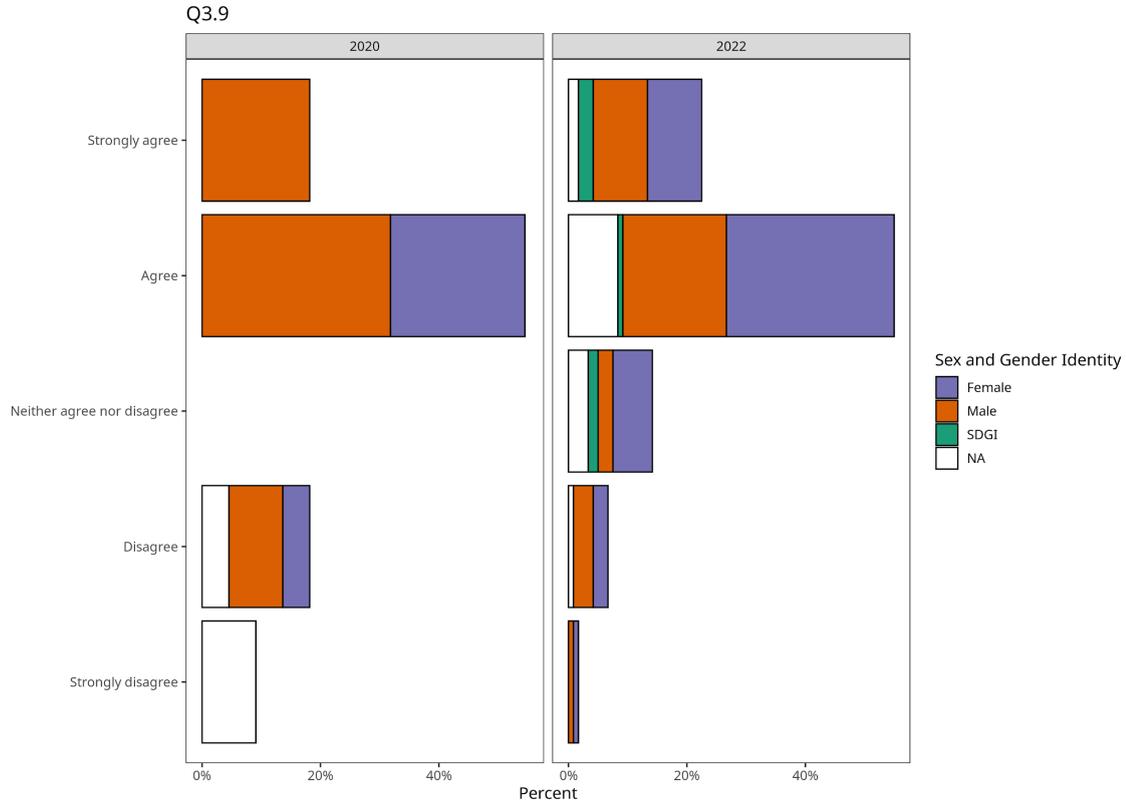
1D	Departmental responsibility and support for colleagues maintaining a healthy work-life balance	To improve work-life balance in the department by i) moving the onus from individuals and ii) giving training on efficient working practices	1. Review of WAM and the time it allocates for specific tasks	WAM time allocations reviewed every 3 years	2023/24	DM/HoD
			2. Document useful Google features that help with efficient working	Wiki pages on best use of Google tools	2023/24	EDC
			3. Guide to emailing (tips and tricks)	Guides on email management on wiki	2022/23	EDC
			4. Virtual team work within the department	Guide on virtual/hybrid team work available	2023/24	EDC
			5. Policy for part-time staff being able to fix working days	Policy available	2024/25	DM/HoD
1E	EDI Spotlight series	To provide beacon events to highlight EDI-related research and impacts of EDI on research	1. Set up seminar series, with one seminar per semester, one outside speaker per year.	Wiki page of events. Monitor attendance at events and obtain feedback from attendees on the effectiveness of speakers. Create a repository for recorded events to enhance inclusivity of events.	2024/25	EDC and Dept. seminar coordinator
1F	Raising awareness of unconscious bias in recruitment processes, including PhD studentships. Supporting gender equality and increasing diversity of community members recruited to the department.	To raise awareness of unconscious bias and increase diversity in all recruitment of staff and PGR students	1. Create shortlisting and interview checklists for PGR upwards	Agenda templates for recruitment meetings	Sep 2022/23	EDC
			2. Create an unconscious bias monitoring training programme	Annual training workshops with a webpage or Google document containing additional training materials. Obtain feedback on the training.	2024/25	EDC
			3. Ensure training is discussed in annual reviews	Email sent annually reminding reviewers and reviewees	2025/26	EDC and HoD
			4. Check annual reviews process and monitor the impact of the unconscious bias training	Add a question on unconscious bias on culture survey. Increased % of staff awareness of unconscious bias and training opportunities.	2026/27	EDC
1G	Collecting staff protected characteristics on central databases	To collect protected characteristic data of staff to better understand the diverse composition and needs	1. Send annual reminders to complete these data	Send email at start of each academic year	Sept. 2022/23	EDC
			2. Monitor number of criteria completed	Increase in number of staff completing optional protected characteristic data	2026/27	EDC
2. Empowerment						
2A	Provision of a mechanism for contributing thoughts and opinions to items raised in meetings, after the meeting has finished	To ensure all staff can give views on meetings and encourage reflection time	1. Create a method of collecting thoughts/ideas/reflection post meeting	Method detailed	2023/24	EDC and DM
			2. Implement the above mechanisms	Implemented for all departmental committees	2024/25	Committee chairs
			3. Assess usefulness	Analysis of culture survey results	2025 onwards	EDC
2B	Adding EDI and gender equality issues raised to leadership committee meetings	Ensure EDI and gender equality is embedded in all decision making in the department	1. Create space for EDI reflection at end of leadership meetings	Added to agenda	Sep 2022/23	LT
			2. Create mechanism of consultation between EDC and LT	Mechanism created	2022/23	EDC and LT
			3. Reflection on effectiveness	Short document made available	2026/27	EDC and LT

2C	Encouraging self-promotion of research activities through the provision of open events	Create additional research links in the department	1. Widen the mentor programme (1B) to forge links between researchers	Mentorship programme include grant writing	2025/26	EDC and coordinator
			2. Create open event on self-promotion (1E)	Event organised	2025/26	EDC and seminar coordinator
2D	A glossary of departmental acronyms and terms	Reduce workload on staff and improve clarity in departmental documentation	1. Add glossary to wiki	Wiki page created	2022/23	EDC and DM
			2. Review annually	Updated each year	2023/24 onwards	DM
2E	Induction process to include current ongoing departmental projects, e.g. strategies, current changes in structure	Improve induction processes and make staff feel welcome and integrated	1. Review of induction processes and information	Documented review. Provide a report of the review with recommendations for change.	2022/23	DM, EDC and Dept. HR
			2. Implementation of the recommendations from the report	Update of processes in line with recommendations. Add question to culture survey. % increase in effectiveness of induction process for new staff.	2023/24	
			3. More resources added to the induction process	Addition of key skills in induction (e.g. VLE, eVision)	2023/24	Dept. HR
			4. Create welcome pack for new staff	A live welcome pack created	2024/25	EDC and Dept. HR
			5. Update current project list every semester	Living document of current department-wide projects/strategies	2025/26	DM
2F	Promote the availability of wellbeing resources	Ensure staff have access to resources	1. Update posters & locations, remind staff about suggestion box	Posters updated and displayed. Monitoring of suggestion box and feedback to responses.	2022/23	EDC
2G	Improving the system for reporting and solving PGR student-supervisor challenges	Creating an open system of supervision and expectations	1. Annual reminders of expectations, responsibilities, and "top tips" for supervision	Email sent and student/staff aware.Expectation form completed and filed.	Sept 2022/23 onwards	Graduate Studies Chair
			2. Establish a social contract between supervisor and student to guide the relationship	Social contracts signed and filed for all students.	203/24	EDC & Graduate Studies Chair
3. Promotion, secondments and regrading						
3A	Clarifying processes of regrading/secondment for technical staff	To understand secondment and regrading opportunities for technical PSS	1. Write document of processes in full	Document of processes written and distributed	2022/23	EDC, DM and Faculty Operations
			2. Take any relevant issues to faculty and university level committees	Item raised at appropriate meetings (faculty and university level)	2024/25	EDC
			3. EDC committee to meet HR	Meeting organised	2025/26	EDC
3B	Linking the annual review and promotion for academic staff. Continue to enhance gender balanced opportunities for career progression across the department.	To ensure career progression and development are discussed in annual reviews. Continue gender-balanced recruitment to senior leadership positions across the department.	1. Develop email to send to reviewers and reviewees annually	Email sent	Sep 2022/23	HoD, DoSEI-Y, and EDC
			2. Check if discussion took place	Question added to culture survey	2023/24 onwards	EDC
			3. Increased feeling of support on career progression	% increase in staff feeling supported by line manager and department in their career development.	2023/24 onwards	EDC

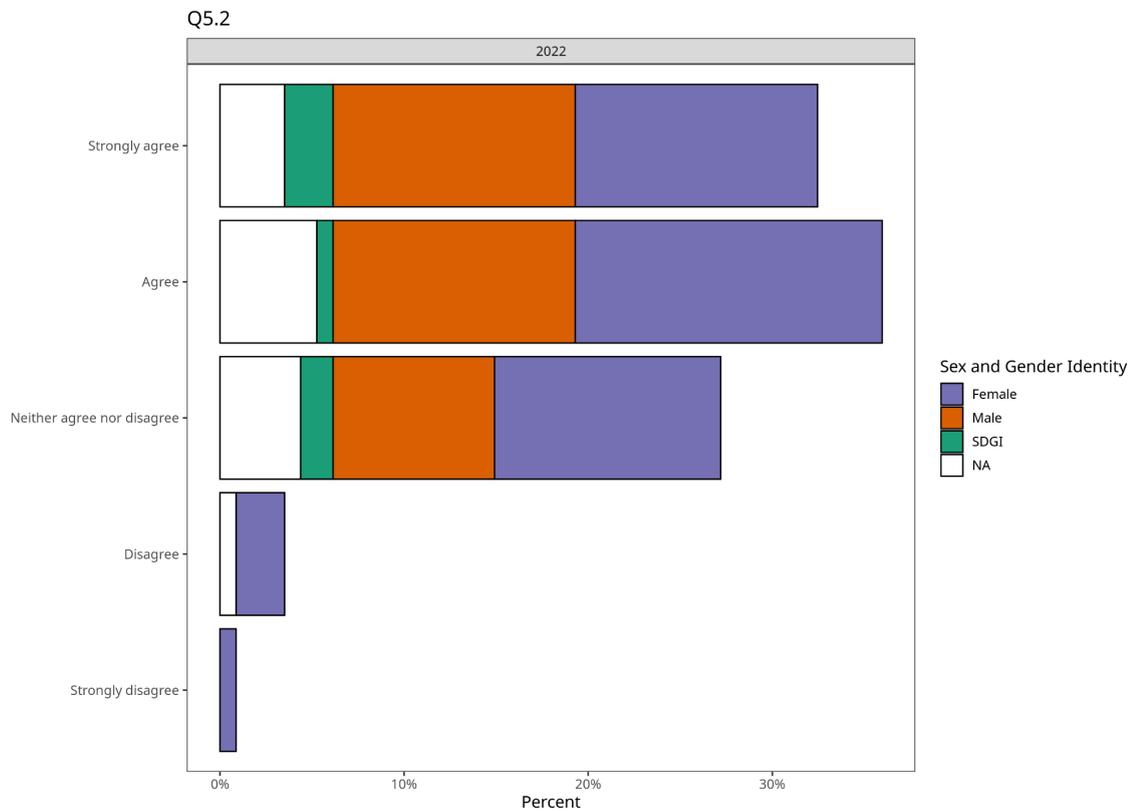
3C	Linking the annual review to secondments and regrading for PSS	To ensure career progression and opportunities are discussed for PSS	1. Develop email to send to reviewers and reviewees annually	Email sent	Sep 2022/23	DM, DoSEI-Y and EDC
			2. Check if discussion took place	Question added to culture survey	2023/24 onwards	EDC
			3. Increased feeling of support on career progression	% increase in staff feeling supported by line manager and department in their career development.	2023/24 onwards	EDC
3D	Succession planning introduced for major roles in the department	To plan for leadership roles in the department and ensure fair access to these and maintain gender-equality	1. Plan process	Planning document written and meetings held	Sep 2022/23	DM
			2. Apply to EGLT roles	Documentation successfully used for a role takeover	Sep 2022/23	DM
			3. Apply to other roles in department	Documentation successfully used for a role takeover	2023/24	DM
			4. Review process	Written record of review available	2023/24 onwards	DM
4. Training						
4A	Increased student-facing training in EDI	Give students space to discuss and training on various EDI issues	1. Create EDI training for all years	Training created and given as part of annual induction. Add a question to culture survey. Increase in % of students aware of EDI policies and training in the department.	2023/24	EDC and University EDI team
			2. Training on peer-to-peer interactions	Training created and delivered	2025/26	EDC and University EDI team
4B	Integration of EDI into teaching practices	Ensure that all teaching is as inclusive as possible	1. Create special interest group (SPIG) on EDI issues in teaching	Academic staff group created	2022/23 - 23/24	Department
			2. Lessons learnt from COVID-19 teaching	Report written and distributed to all academic staff in department. Processes reviewed via teaching committee	2023/24	SPIG and DTC
4C	Unconscious bias monitoring training programme	See action 1F	1. See action 1F	See action 1F	See action 1F	See action 1F
4D	Increase visibility of training for PhD students on EDI-related issues	Ensure training is publicised for all, not just GTAs	1. Send reminder of training available to PhD students	Reminder sent every 6 months of latest training	2023/24	Chair of graduate studies
4E	Tighter linking of UG skills hub to feedback	Ensure skills are available to all undergraduates and decrease attainment gap between male and female students. This is also intersectional with neurodiversity	1. New skillshub website developed	website available	2023/24	DTC
			2. New feedback forms released	New feedback forms released	2023/24	DTC
			3. Question added to student culture survey	Question added to 2024/25 survey	2024/25	EDC
			4. Assessment of student satisfaction	Increase in student satisfaction on feedback on NSS and Culture Survey	2026/27	DTC and EDC

A1. Culture survey data

1 My contributions are valued in my department

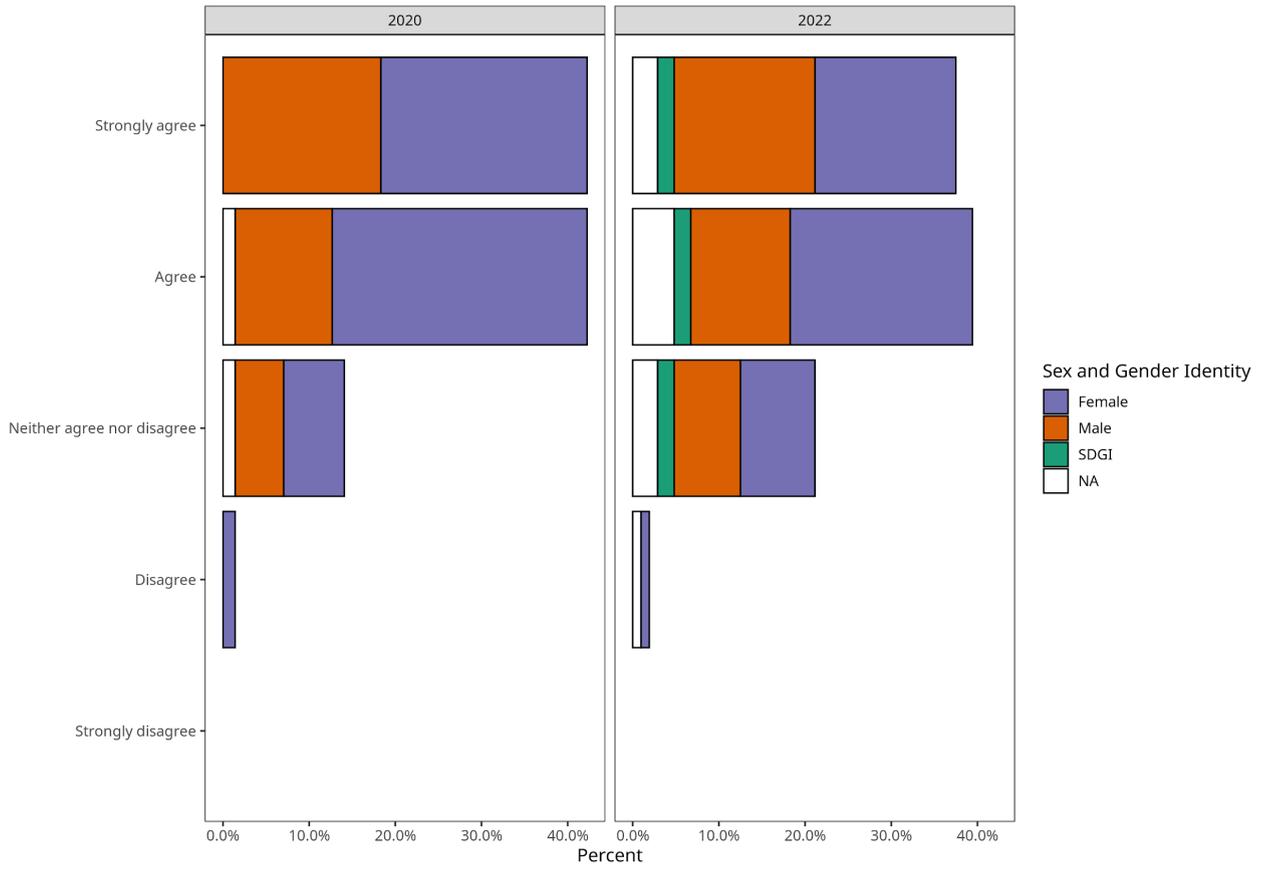


2 Department leadership actively supports gender equality



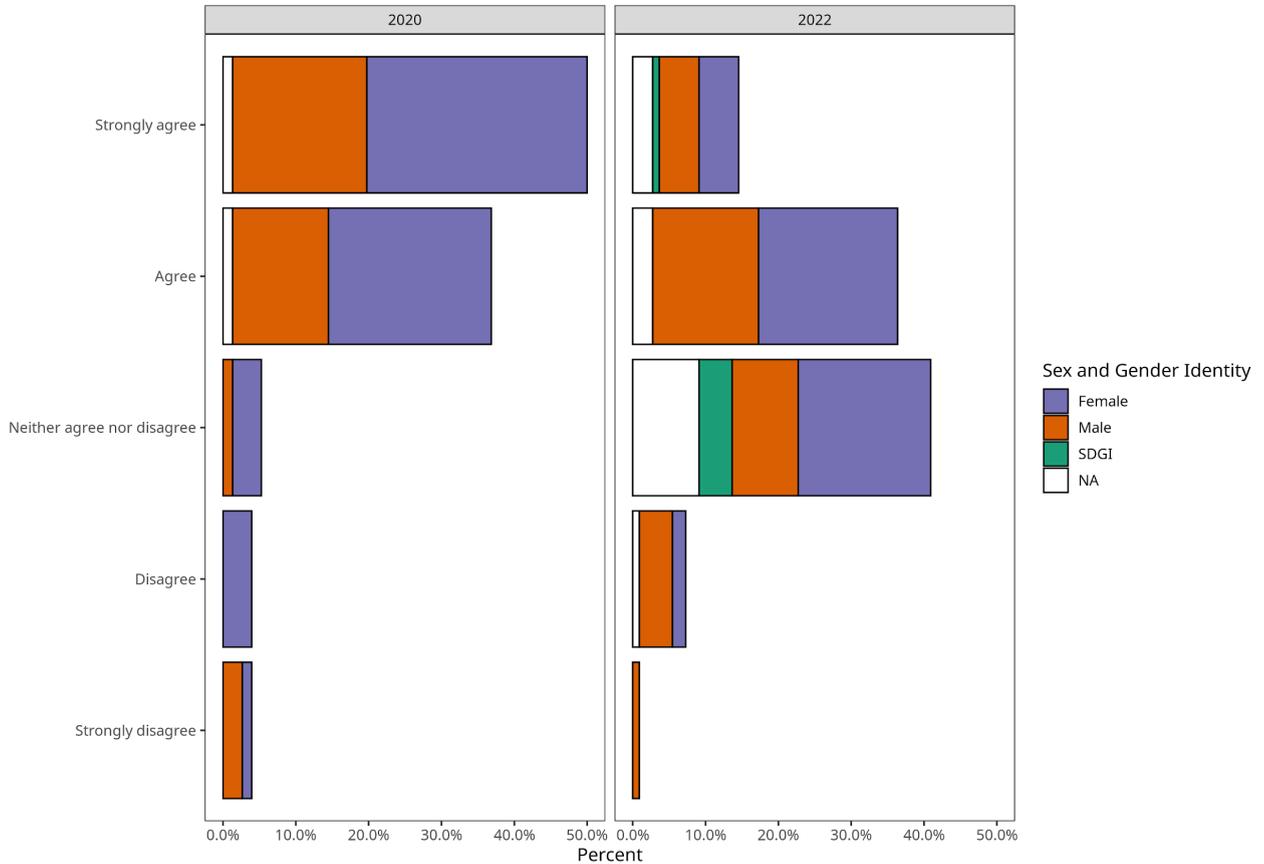
3 The department enables flexible working

Q5.5



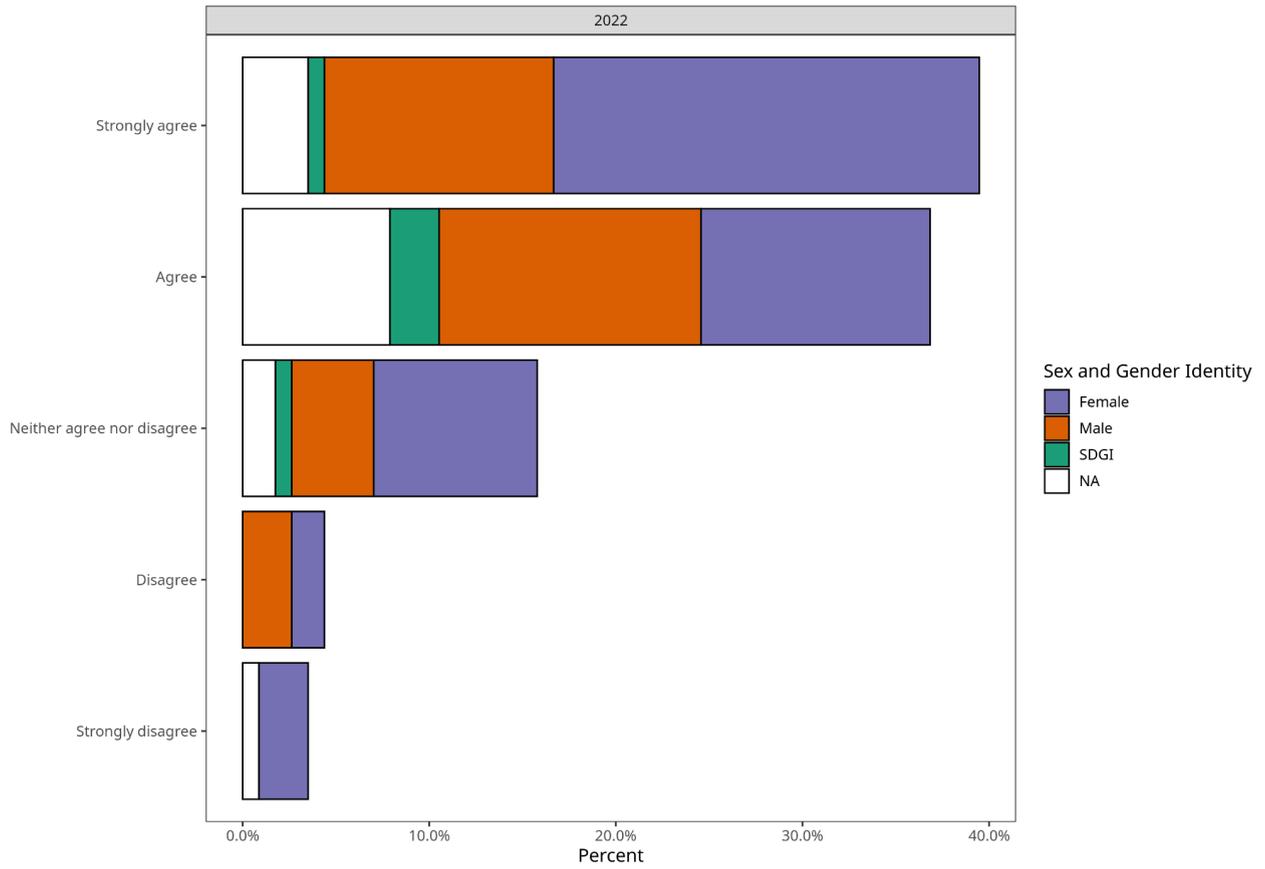
4 I am satisfied with how bullying and harassment are addressed in my department

Q4.8



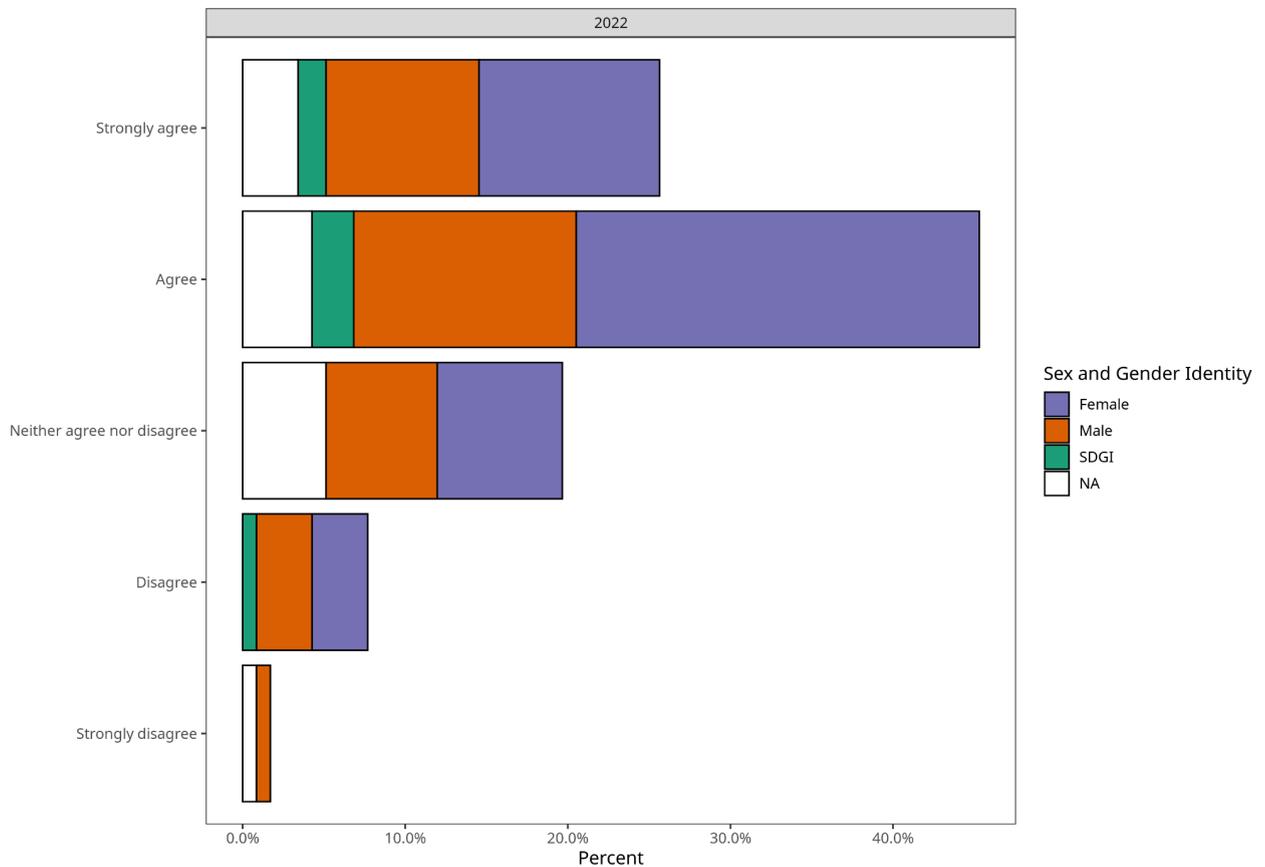
5 My line manager supports my career development

Q3.27



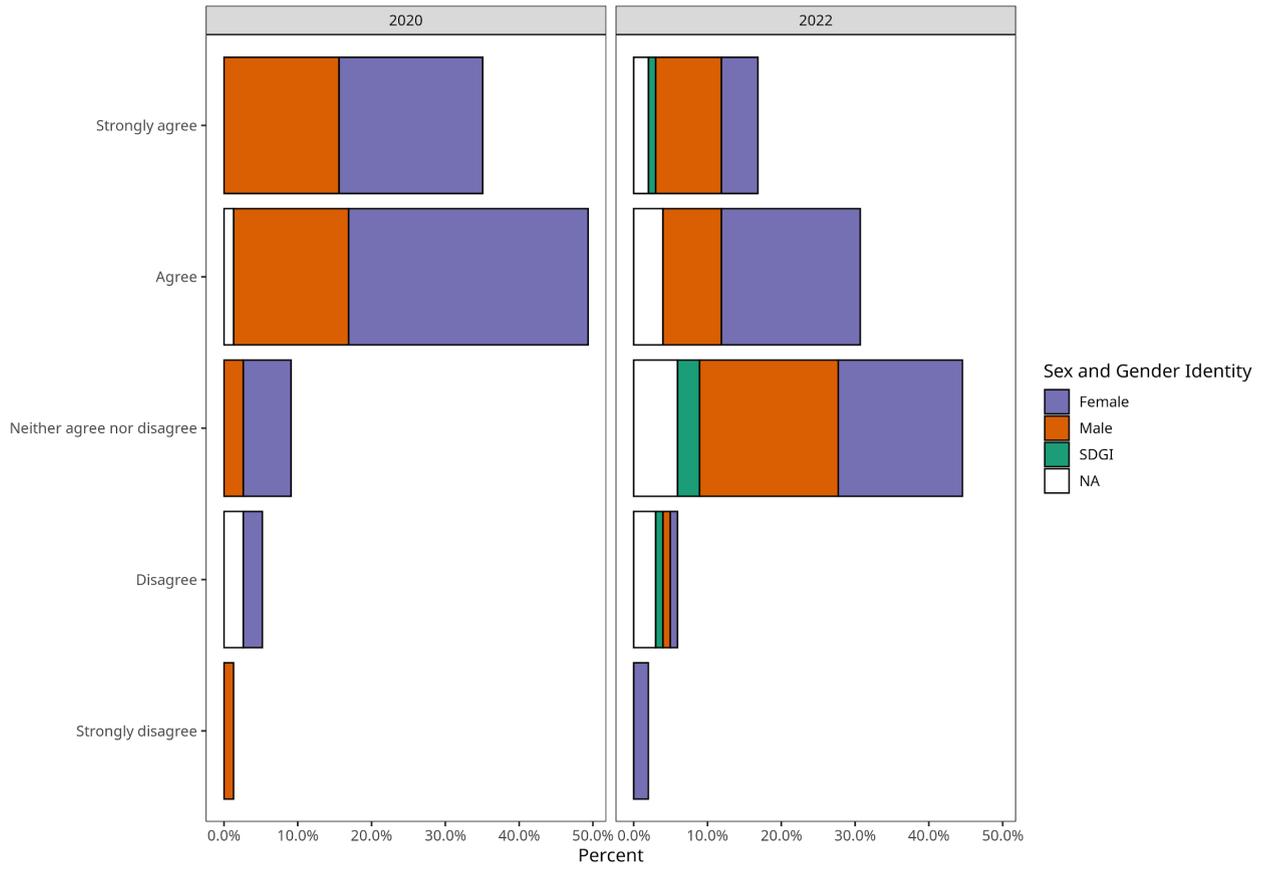
6 My mental health and wellbeing are supported in my department

Q4.10



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

Q6.2

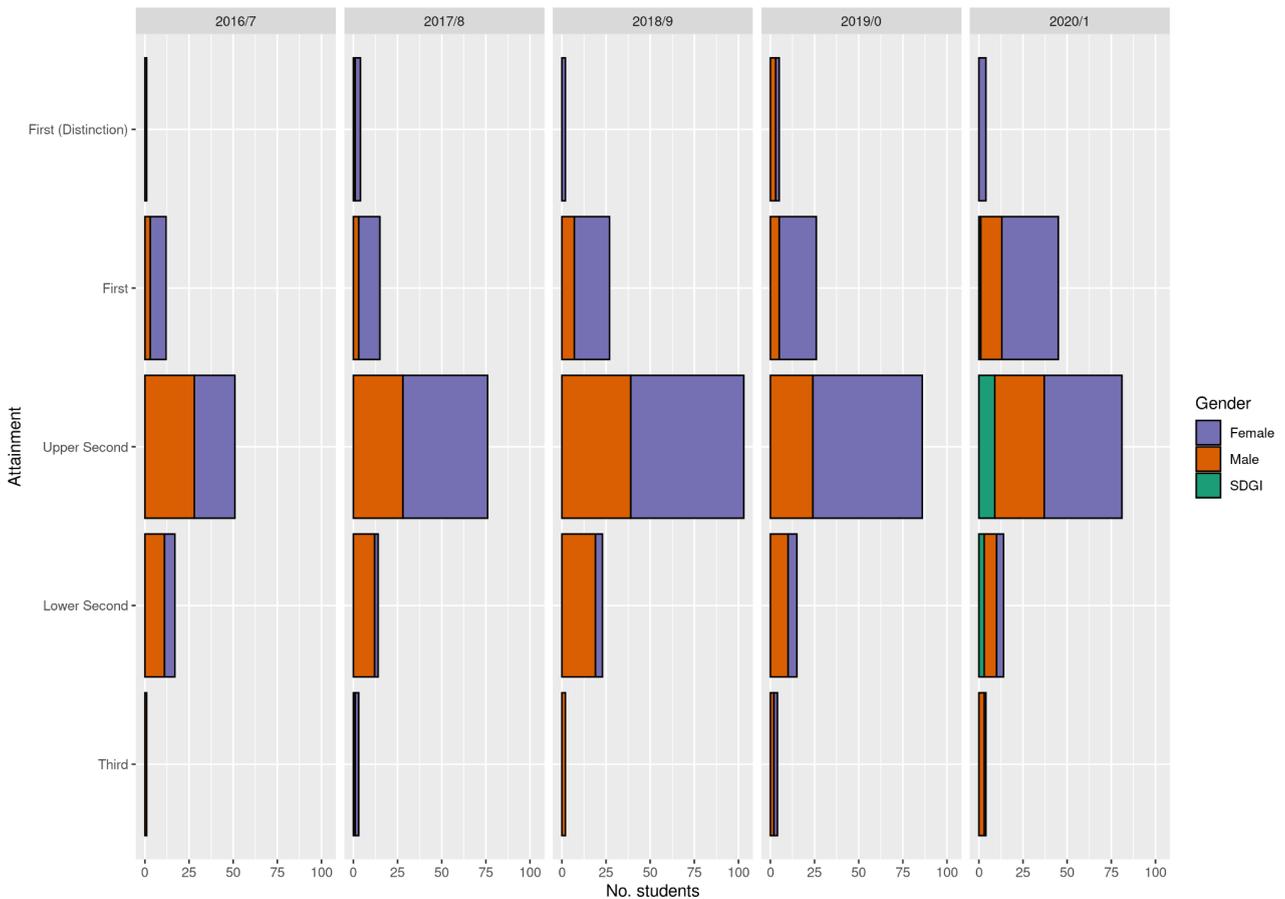


A2. Data tables and graphs

1 Students at foundation, UG, PGT and PGR level

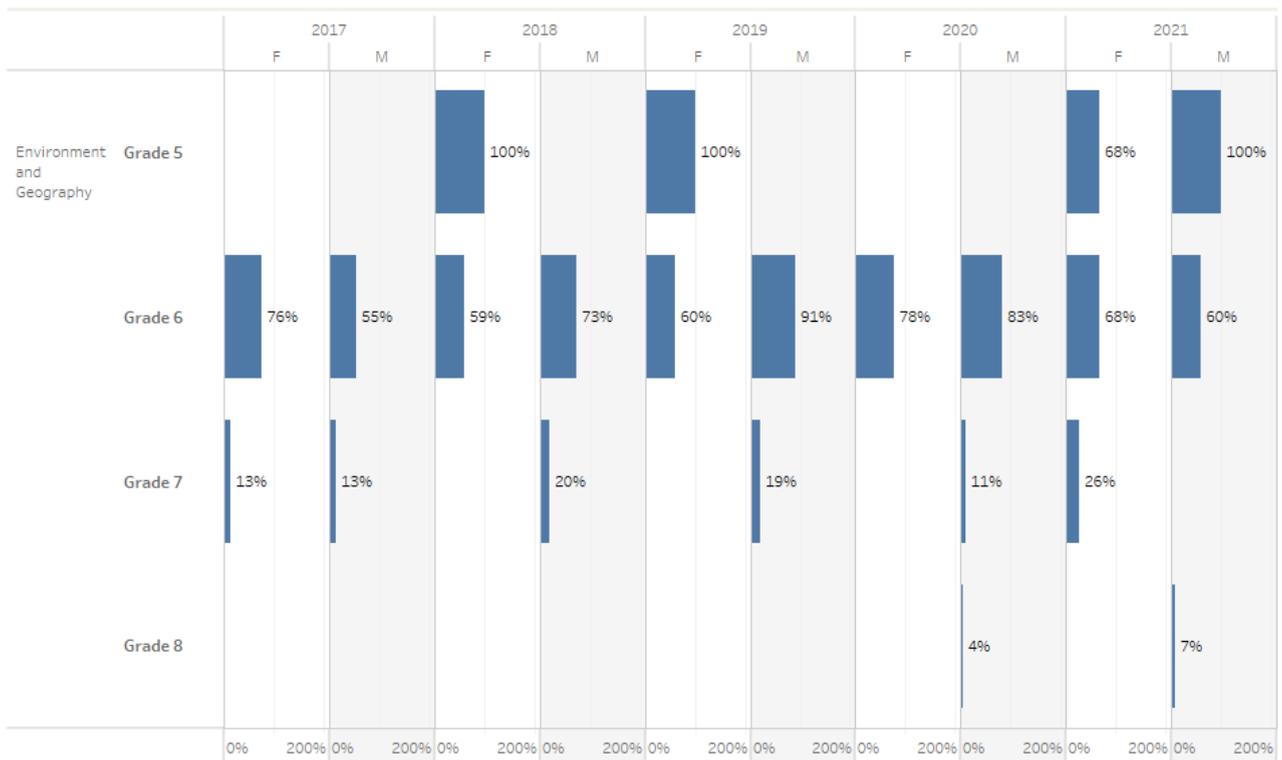
Department: Environment and Geography (Full Time & Part Time)																	
		2017/8				2018/9				2019/0				2021/2			
Stu Level	Mode Of Study Flag	Female		Male													
UG	Full Time	286.0	191.0	309.0	192.0	307.0	164.0	303.0	183.0	286.0	191.0	309.0	192.0	307.0	164.0	303.0	183.0
	Total	286.0	191.0	309.0	192.0	307.0	164.0	303.0	183.0	286.0	191.0	309.0	192.0	307.0	164.0	303.0	183.0
PGT	Full Time	41.0	24.0	48.0	22.0	47.0	38.0	54.0	39.0	41.0	24.0	48.0	22.0	47.0	38.0	54.0	39.0
	Total	41.0	24.0	48.0	22.0	47.0	38.0	54.0	39.0	41.0	24.0	48.0	22.0	47.0	38.0	54.0	39.0
PGR	Full Time	26.0	21.0	21.0	26.0	29.0	23.0	39.0	19.0	26.0	21.0	21.0	26.0	29.0	23.0	39.0	19.0
	Part Time	2.0	3.0	2.0	2.0	1.0	3.0	1.0	1.0	2.0	3.0	2.0	2.0	1.0	3.0	1.0	1.0
	Total	28.0	24.0	23.0	28.0	30.0	26.0	39.0	20.0	28.0	24.0	23.0	28.0	30.0	26.0	39.0	20.0
Grand Total		355.0	239.0	380.0	242.0	384.0	228.0	396.0	242.0	355.0	239.0	380.0	242.0	384.0	228.0	396.0	242.0

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



3 Academic staff by grade and contract function

4 Academic staff by grade and contract type



	2017		2018		2019		2020		2021	
	FTC	Open								
Environment and Geography Grade 5			100%		100%		100%		68%	32%
			1.0		1.0		1.0		2.2	1.0
Grade 6	76%	24%	55%	45%	59%	41%	73%	27%	60%	40%
	11.0	3.6	4.8	4.0	8.1	5.5	8.0	3.0	6.4	4.2
Grade 7	13%	87%	13%	87%	100%		20%	80%	100%	
	0.5	3.0	1.6	11.1	2.5	2.6	10.3		3.5	2.0
Grade 8	100%		100%		100%		100%		100%	
	7.8		9.4		8.0		11.9		7.0	
Reader	100%		100%		100%		100%		100%	
	1.0				1.1				0.1	1.2
Prof/HoD/Snr Mgt	100%		100%		100%		100%		100%	
	1.0		6.5		1.0		6.4		2.0	8.0

If you would like to plot your own data, you can download the full data by clicking on the following link:
https://tableau.york.ac.uk/#/site/HumanResources/views/AthenaSWAN4_2_iiAcademicstaff/Dashboard4_2_iiFullDataSheet

5 Professional, technical and operational (PTO) staff by job family

6 PTO staff by contract type - not on tableau. Need to get

7 Applications, shortlist and appointments made in recruitment to academic posts

Dept / faculty / Uni	Year of employee...	Starting category	Gender	Grading				
				Grade 5	Grade 6	Grade 7	Grade 8	Prof/HoD/Snr Mgt
Environment and Geography	2017	Direct appointment	F		1	1		
			M		1			
	New starter	F		1	1			
		M		1				
	2018	New starter	F		2			
			M		1	2	1	
	2019	New starter	F			1		
			M		2	1	1	
	2020	New starter	F		1			
			M		3		1	
	2021	Direct appointm..	F		1			
			M		1		1	
	New starter	F				4		
		M	2					
2022	New starter	F	1		2			
		M			2			

Dept / faculty / Uni	Grading	Gender	Year of employee_StartFlagDate / Starting category							
			2014	2015		2016		2017		2018
			New starter	Direct appointment	New starter	Direct appointment	New starter	Direct appointment	New starter	New starter
Environment and Geography	Grade 6	F		100%	100%	100%		50%	50%	67%
				1	1	1		1	1	2
	M	100%					50%	50%	33%	
			1				1	1	1	
	Grade 7	F			33%			100%	100%	
					1			1	1	
	M	100%		67%		100%			100%	
			1		2		2		2	
	Grade 8	F	100%							
			1							
M								100%		
								1		
Prof/HoD/ Snr Mgt	M					100%				
						1				

If you would like to plot your own data, you can download the full data by clicking on the following link:
https://tableau.york.ac.uk/#/site/HumanResources/views/AthenaSWAN5_1_iAcademicappointments/5_1_iRecruitmentdatasheet

8 Applications, shortlist and appointments made in recruitment to PTO posts.

Dept / faculty / Uni	Year of emp..	Starting category	Gender	Grading			
				Grade 3	Grade 4	Grade 5	Grade 6
Environment and Geography	2017	New starter	F			2	4
			M			1	
2018	New starter	F	1				
		M		1	2	1	
2019	Direct appointm..	F			1		
		M			2	1	
2020	New starter	F	1		3	3	
		M		1		3	
2021	Direct appointm..	F			1		
		M			2		
2022	New starter	F	1	1	2		
		M		1	2		
	Direct appointm..	F			1		
		M			1		
	New starter	F	1	1	1		
		M			1		

Dept / faculty / Uni	Grading	Gender	Year of employee_StartFlagDate / Starting category						
			2014		2015	2016		2017	2018
			Direct appointment	New starter	New starter	Direct appointment	New starter	New starter	New starter
Environment and Geography	Grade 3	F		100%					100%
				1					1
	Grade 4	F	100%		100%		50%		
			1		2		1		
		M					50%		100%
							1		1
	Grade 5	F	100%	50%			100%	67%	
			1	1			1	2	
		M		50%		100%		33%	100%
				1		1		1	2
	Grade 6	F		100%	100%			100%	
				1	1			4	
	M					100%		100%	
						1		1	

If you would like to plot your own data, you can download the full data by clicking on the following link:
https://tableau.york.ac.uk/#/site/HumanResources/views/AthenaSWAN5_1_iAcademicappointments/5_1_iRecruitmentdatasheet

9 Applications and success rates for academic promotion.

Dept / faculty / Uni	Year of pay Application Date	Grade before promotion	Promotion applied for	Gender	New grade after promotion				
					8	8R	PROF1-1	Unsuccessful	
Environment and Geography	2014	Grade 7	Grade 8	F	67% (n=2)				
				M	33% (n=1)				
	2015	Grade 7	Grade 8	F	67% (n=2)				
				M	33% (n=1)				
	2016	Grade 7	Grade 8	F	100% (n=1)				
		Grade 8	Professor	M					100% (n=1)
	2017	Grade 7	Grade 8	F	25% (n=1)				
		Grade 8	Reader	F	75% (n=3)				
	2018	Grade 7	Grade 8	M		100% (n=1)			
		Reader	Professor	F					100% (n=1)

Dept / faculty / Uni	Year of pay Application Date	Grade before promotion	Promotion applied for	New grade after promotion / Gender										
				7		8		8R	PROF1-1		Unsuccessful			
				F	M	F	M	F	F	M	F	M		
Environment and Geography	2018	Grade 6	Grade 7										1	
		Grade 7	Grade 8										4	
		Grade 8	Professor (Research)											1
		Reader	Professor									1		
2017	Grade 6	Grade 7		1										
	Grade 7	Grade 8			1	3								
	Grade 8	Reader					1							
2016	Grade 6	Grade 7		1									1	
	Grade 7	Grade 8			1	1								
	Grade 8	Professor											1	
	Reader	Professor							1	1				
2015	Grade 6	Grade 7			1									
	Grade 7	Grade 8				2	3							
2014	Grade 6	Grade 7		1										
	Grade 7	Grade 8				2	1							
	Grade 8	Reader											1	

If you would like to plot your own data, you can download the full data by clicking on the following link:
https://tableau.york.ac.uk/#/site/HumanResources/views/AthenaSWAN5_1_iiiPromotion/5_1_iiiPromotionData

10 Applications and success rates for PTO progression.

Dept / faculty / Uni	Year of pay Application _Date	Grade before promotion	Promotion applied for	Gender	New grade after promotion	
					Successful	Unsuccessful
Environment and Geog..	2014	Grade 5	Grade 8	F		100% (n=1)

Dept / faculty / Uni	Year of pay Application _Date	Grade before promotion	Promotion applied for	New grade after promotion / Gender										
				7		8		8R	PROF1-1		Unsuccessful			
				F	M	F	M	F	F	M	F	M		
Environment and Geography	2018	Grade 6	Grade 7										1	
		Grade 7	Grade 8										4	
		Grade 8	Professor (Research)											1
			Reader										1	
	2017	Reader	Professor									1		
		Grade 6	Grade 7		1									
		Grade 7	Grade 8			1	3							
	2016	Grade 8	Reader						1					
		Grade 6	Grade 7			1							1	
		Grade 7	Grade 8			1	1							
Grade 8		Professor										1		
2015	Reader	Professor							1	1				
	Grade 6	Grade 7			1									
2014	Grade 7	Grade 8				2	3							
	Grade 6	Grade 7		1										
	Grade 7	Grade 8				2	1							
	Grade 8	Reader										1		

If you would like to plot your own data, you can download the full data by clicking on the following link:
https://tableau.york.ac.uk/#/site/HumanResources/views/AthenaSWAN5_1_iiiPromotion/5_1_iiiPromotionData

A3. Glossary

AP - Action Point
BoS - Board of studies: main teaching decision making board
DEG - Department of Environment and Geography
DfE&P - Director for Engagement and Partnerships
DfL&T - Director for Learning and Teaching
DfR - Director for Research
DfS - Director for Strategy
DfSt - Director for Students
DM - Departmental Manager
DRC - Departmental Research Committee
DTC - Departmental Teaching Committee
DTP - Doctoral Training Programme
ECR - Early Career Researcher. Here, beyond PhD, but < 10 years post PhD.
EDC - Equality and Diversity Committee, includes the SAT
EDIC - Equality, Diversity and Inclusivity Committees
GTA - Graduate Teaching Assistants
HoD - Head of Department
HR - Human Resources
LT - Leadership Team
PDR - Professional Development Review
PGR - Postgraduate - Research
PGT - Postgraduate - Taught
PSS - Professional Support Staff. Equivalent to PTO
SAT - Self-assessment team for Athena Swan
SDGI - Self-described gender identity
SEI - Stockholm Environment INstitute
SEI-Y - SEI-York
SPIG - Special Interest Group
UG - Undergraduate
UoY - University of York
WAM - Work Allocation Model

A4. Additional data

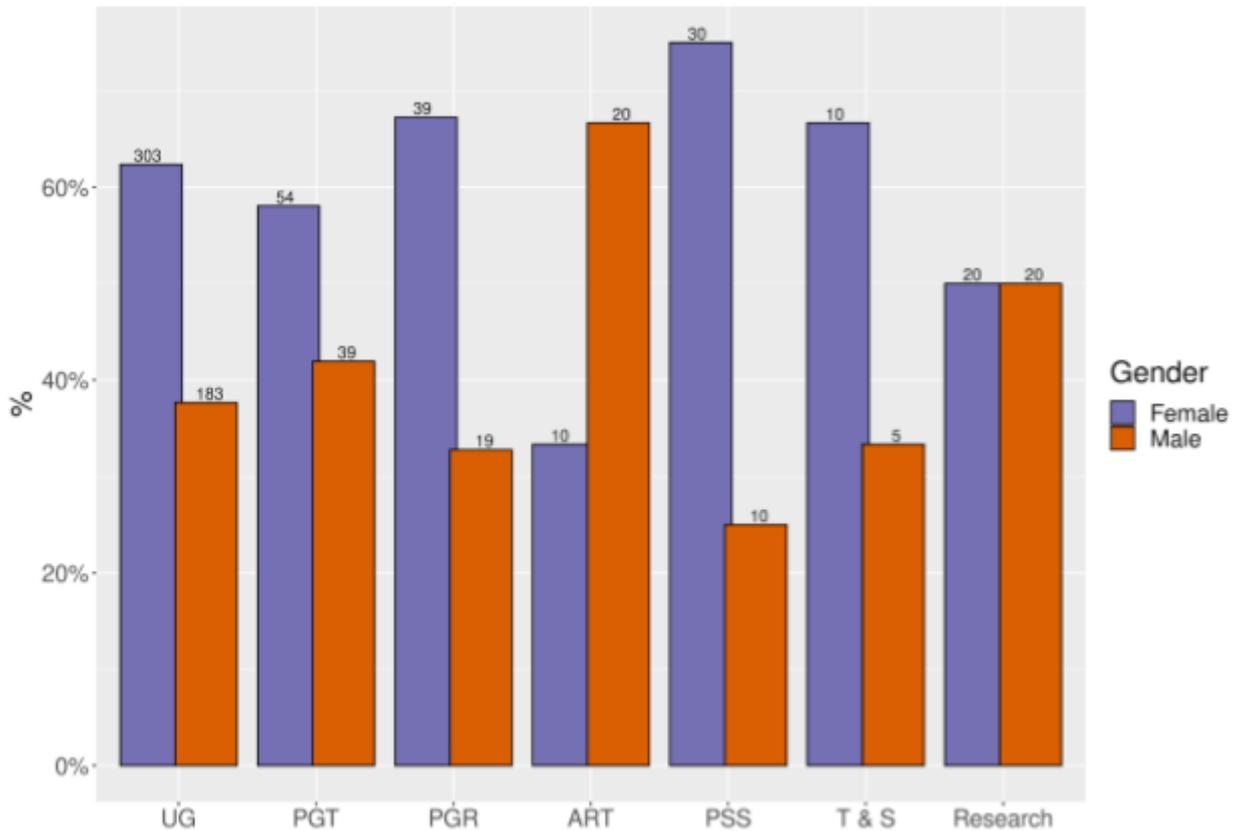


Fig 1.2: Student numbers and staff percentages, split by gender in DEG, with total headcount shown in the label above each bar for academic year 2020/21.

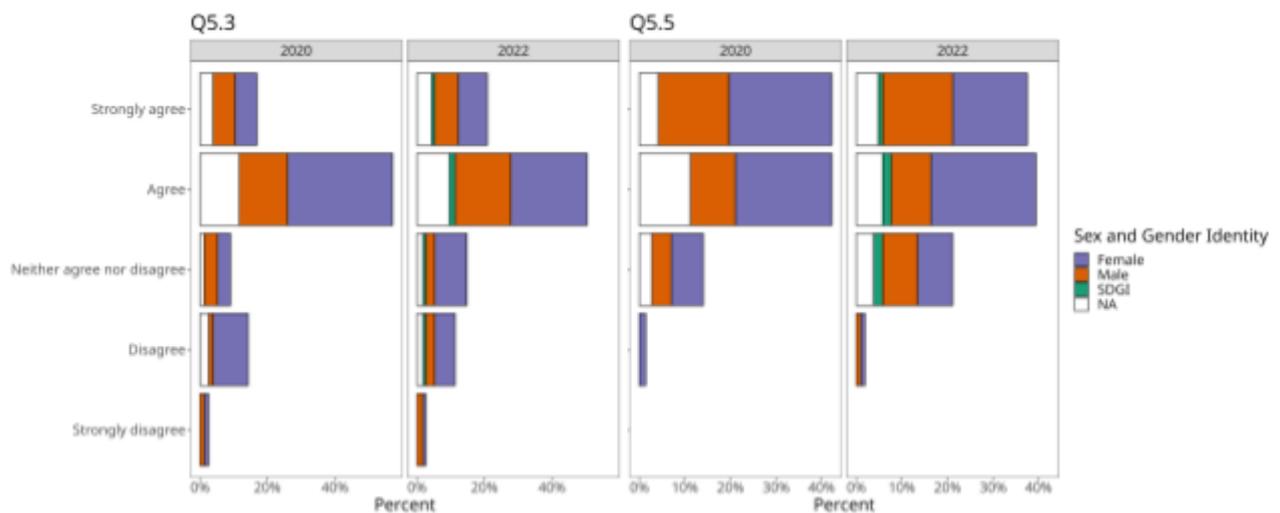


Fig 2.1: Culture survey results from 2020 and 2022, disaggregated by gender showing agreement with the statement "The Department has made it clear to me what its policies are in relation to equality (e.g. on discrimination, parental leave, carer's leave, flexible working)." (left) and "My line manager is supportive of requests for flexible working (e.g. requests for part-time working, job share, compressed hours)." (right)

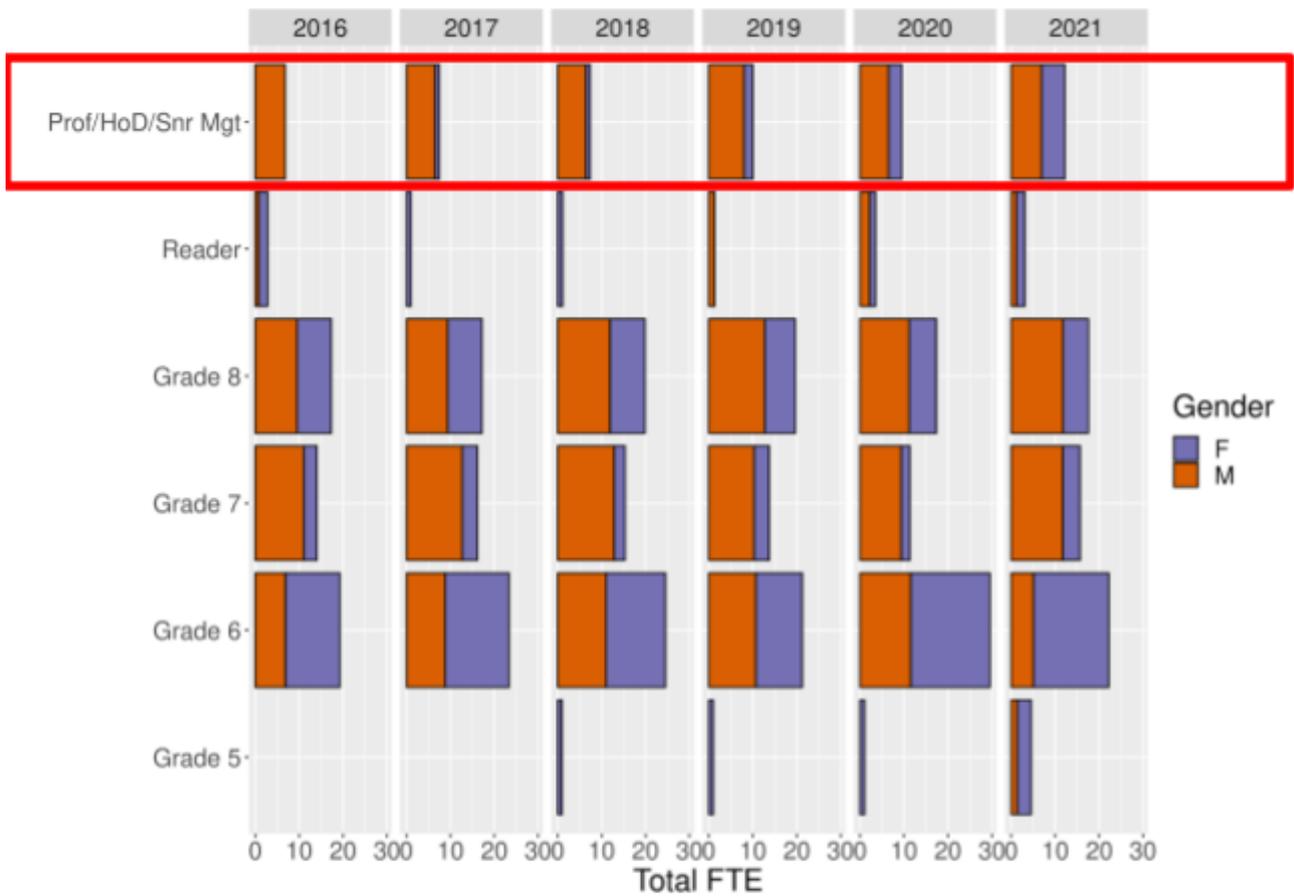


Fig 2.3. Percentage of academic male/female staff on each grade in DEG. In particular the percentage of female staff at professorial grade has increased from 0% at time of our last application to 43%.

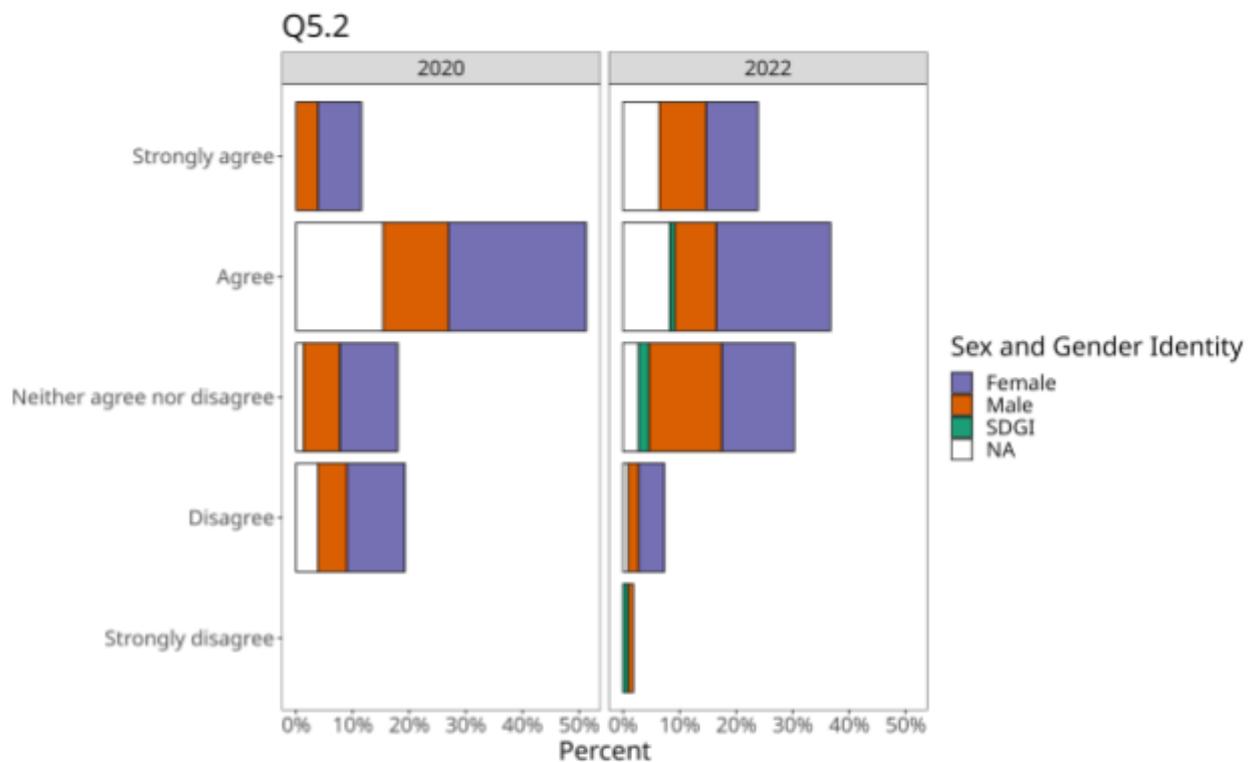


Fig 2.4: Respondents agreement with the statement "The Department uses a diverse range of staff as visible role models (e.g. as external speakers, at recruitment events)". The majority agreed in 2020, but a slight fall in 2022.

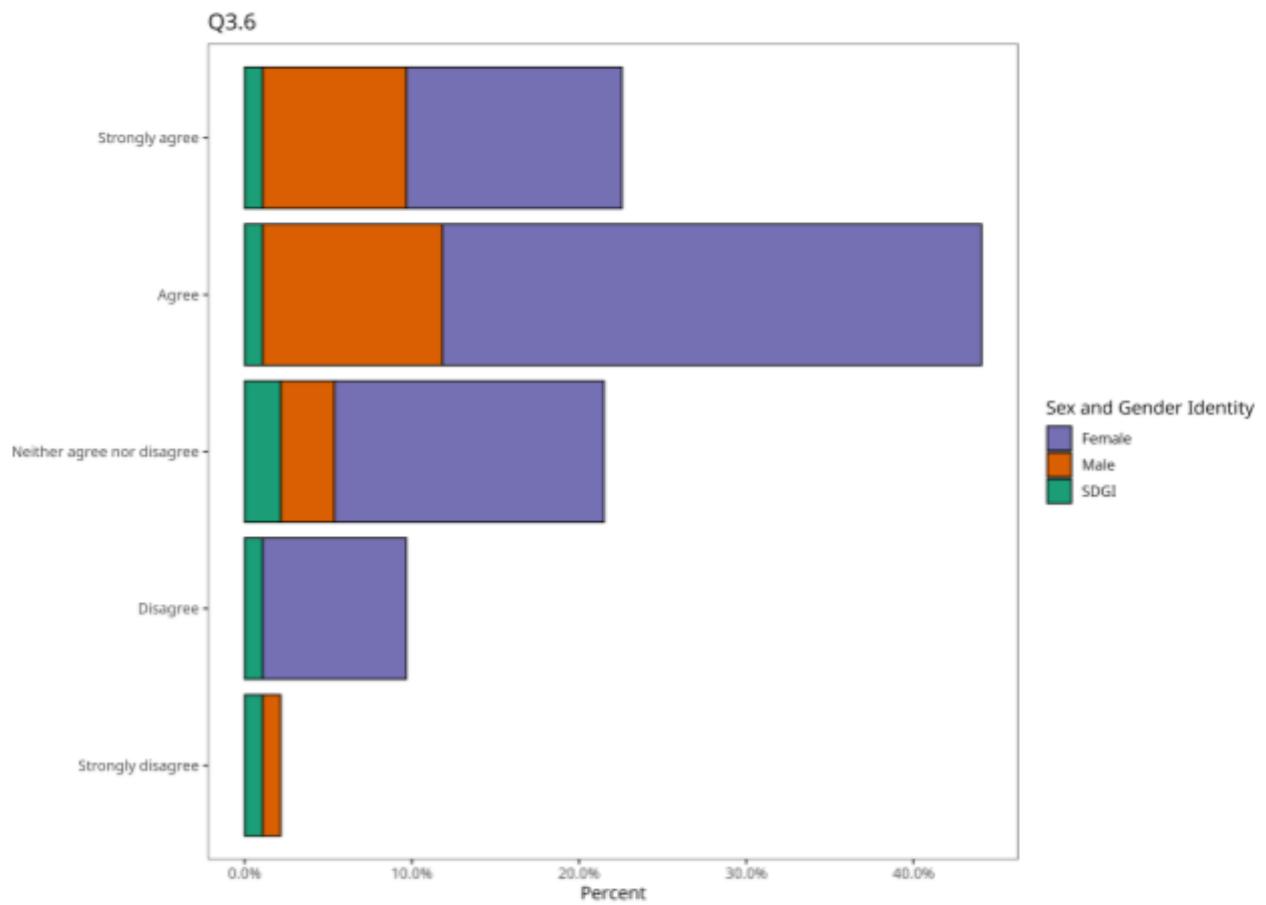


Fig 2.5: Respondents agreement with the statement "I have access to role models I can identify with in my Department/University (e.g.visible role models in Open Days, student inductions and networking events)". The majority agree or strongly agree, but a significant minority are neutral.

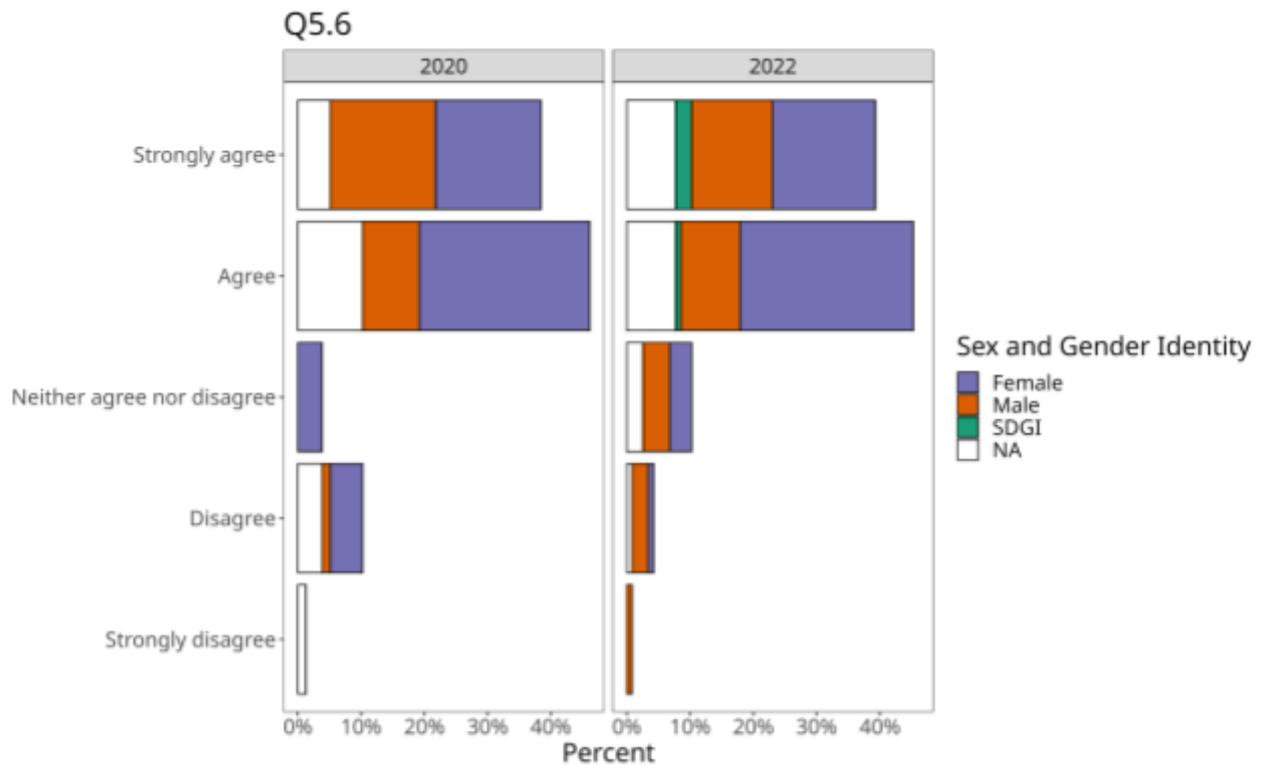


Fig 2.6: Respondents agreement with the statement "I feel that the Department is a great place to work.". There are no clear gendered aspects to this and the opinion is overwhelmingly positive.

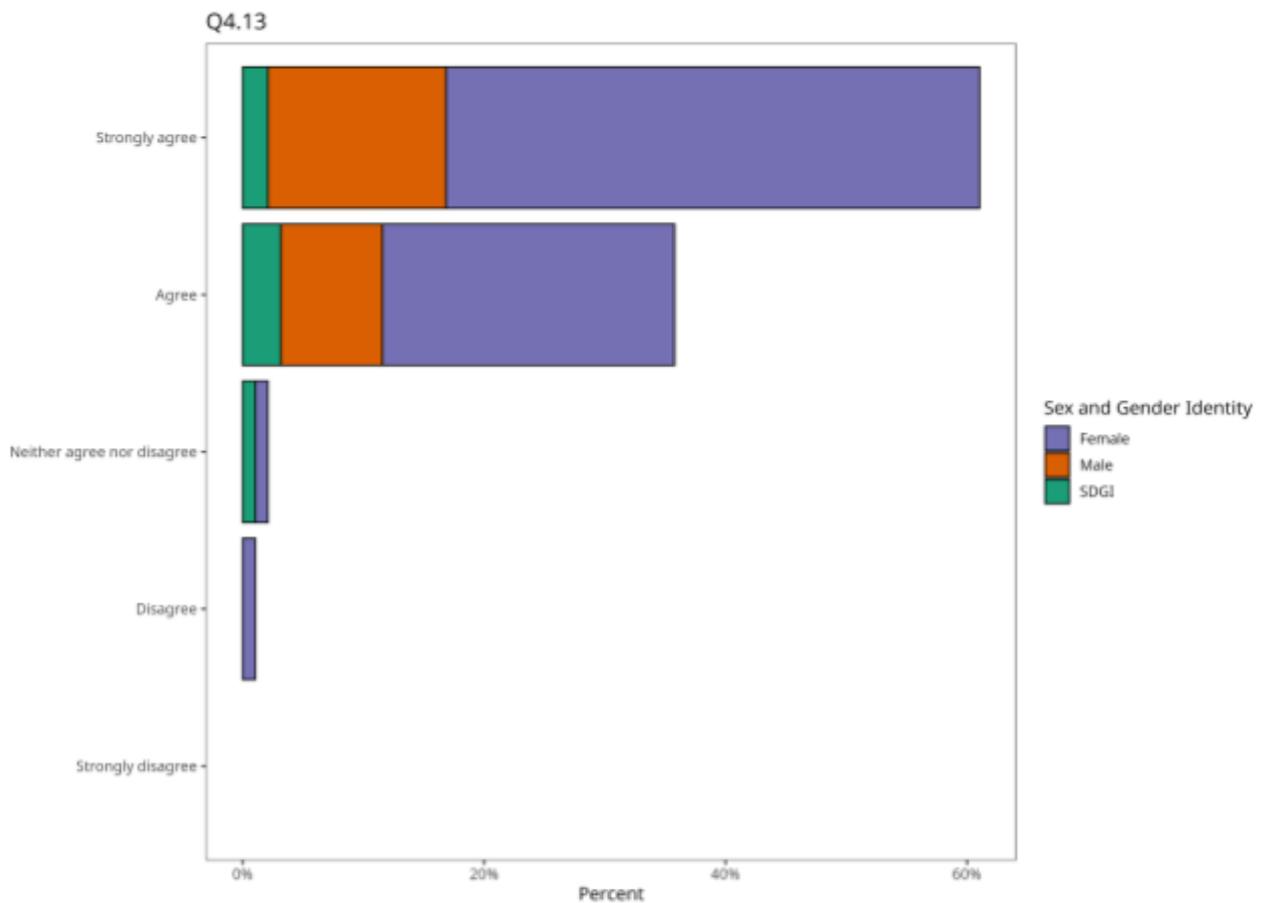


Fig 2.7: Respondents of the student culture survey agreement with the statement "I feel the Department is a great place to be a student.".

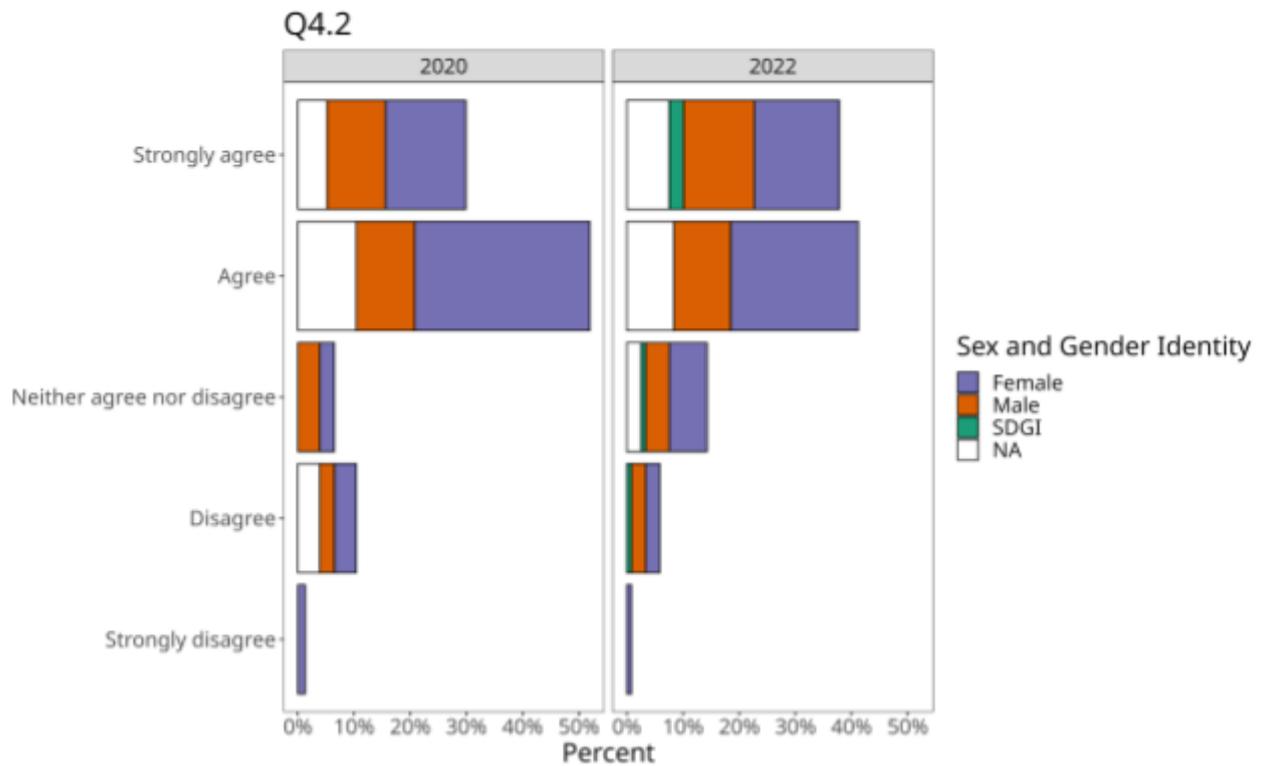


Fig 2.9: Respondent agreement to the question “The Department makes it clear that unsupportive language...and behaviour...are not acceptable. This would include condescending or intimidating language, ridicule, overly familiar behaviour, and jokes/banter that stereotype a particular group or focus on their appearance.”. Data shown for both staff culture surveys.

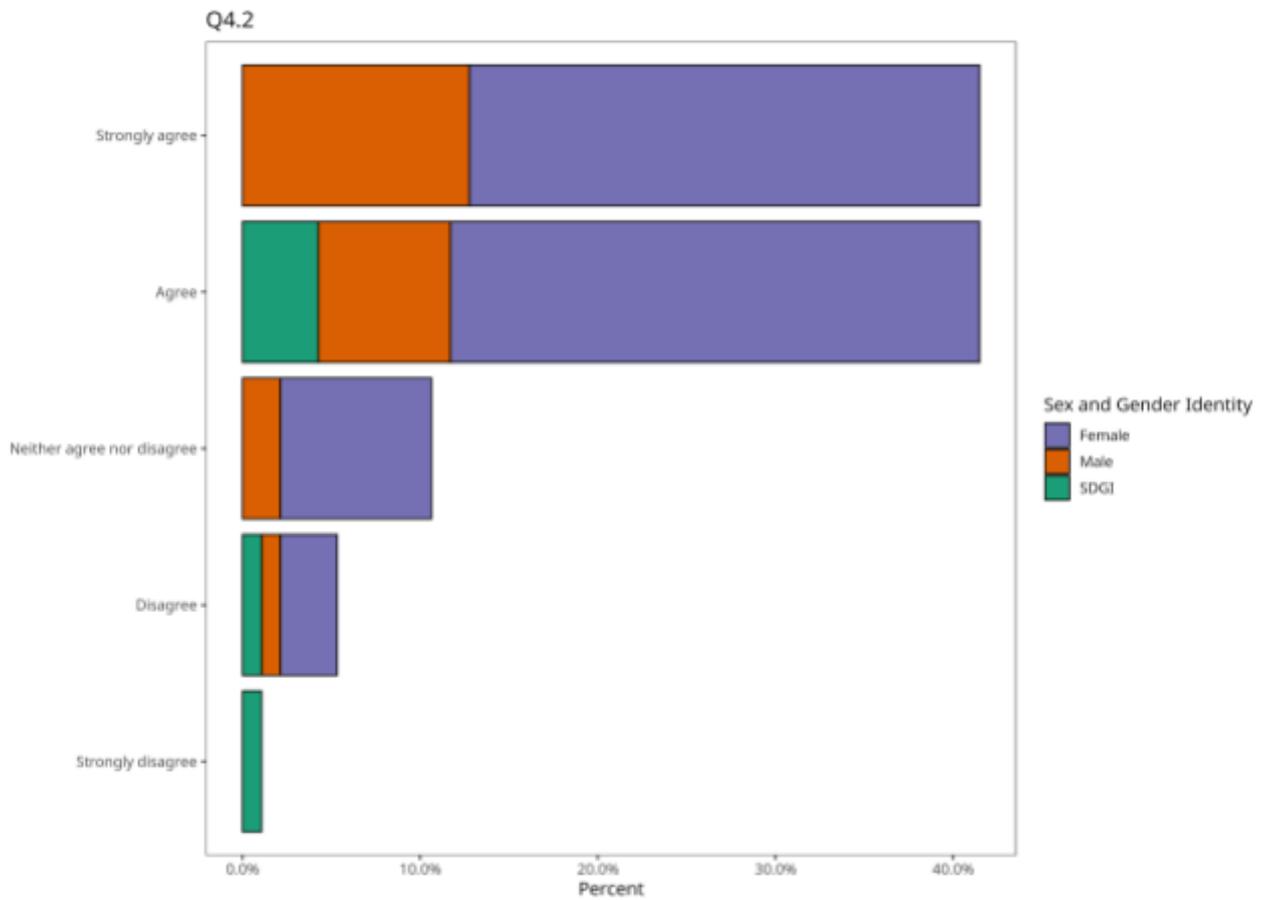


Fig 2.10: Respondent agreement to the question “The Department makes it clear that unsupportive language...and behaviour...are not acceptable. This would include condescending or intimidating language, ridicule, overly familiar behaviour, and jokes/banter that stereotype a particular group or focus on their appearance.”. Data shown for student culture survey.

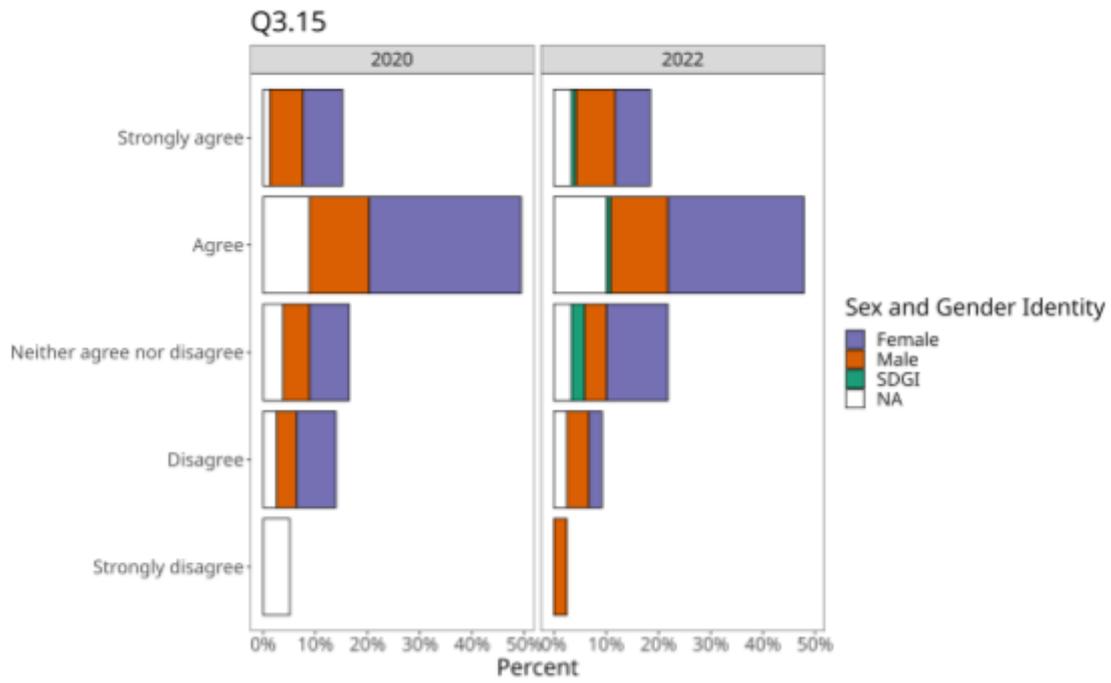


Fig 3.1. Staff/PGR responses to the question “I have been encouraged to take up career development opportunities”.

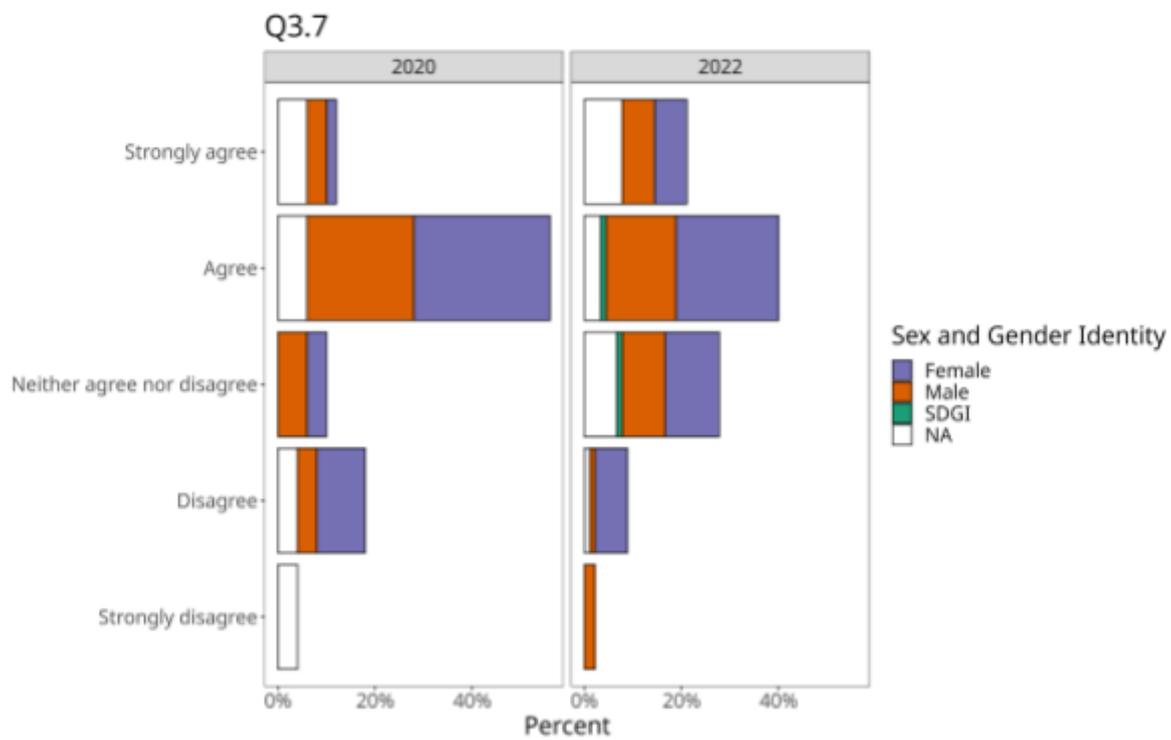


Fig 3.2: Respondents agreement to the question "Work is allocated on a clear and fair basis in the department" for staff surveys in 2020 and 2022. There is a clear gendered difference in the disagree responses to this question.

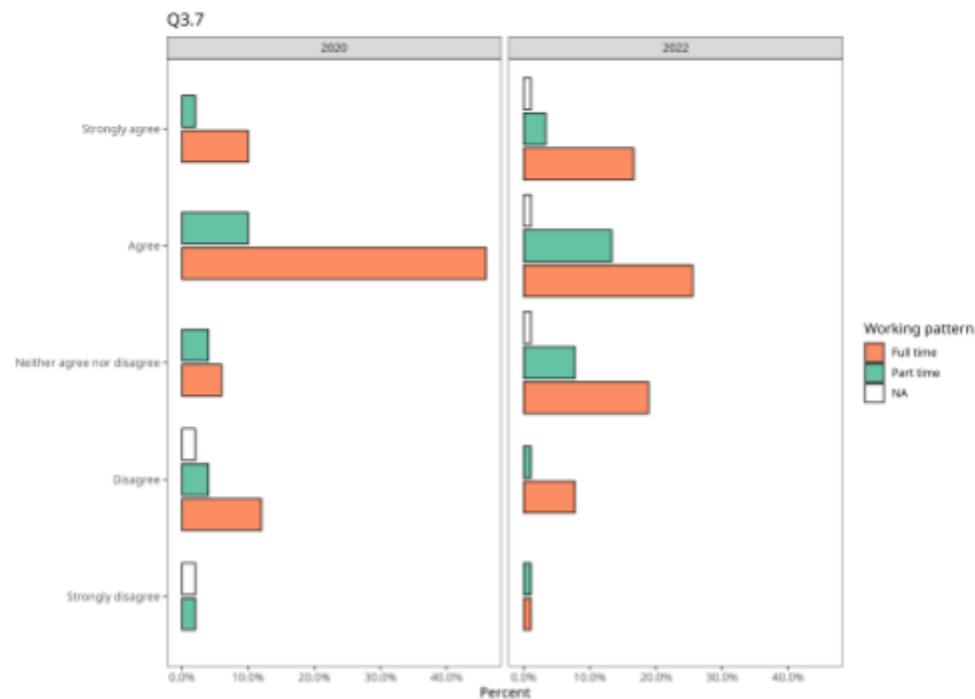


Fig 3.3: Respondents agreement to the question "Work is allocated on a clear and fair basis in the department" split by working pattern from staff surveys in 2020 and 2022. There are no clear differences based on working patterns.

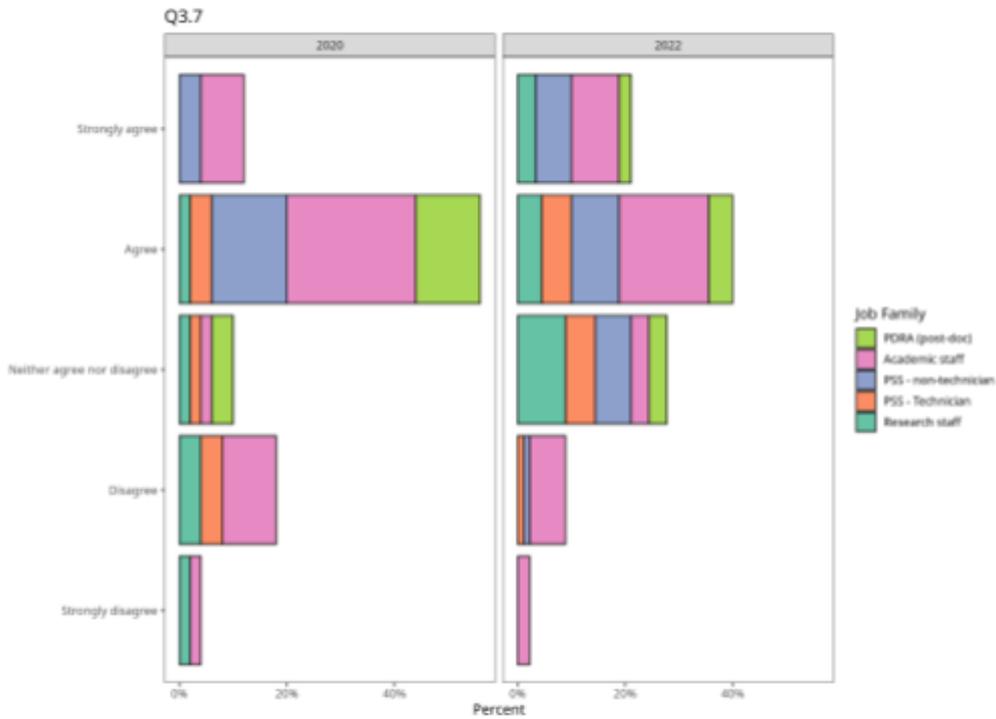


Fig 3.4: Respondents agreement to the question "Work is allocated on a clear and fair basis in the department" split by job role in 2020 and 2022 staff surveys. There is a general improvement overall, with fewer "disagree" and more "strongly agree", but clear differences in agreement between job roles.



Fig 3.5: Respondent agreement to the question "I have been encouraged to take up career development opportunities" split by job role for the 2020 and 2022 staff surveys. There is a weak agreement for technical staff and drop in agreement for PSS in general from 2020 to 22.

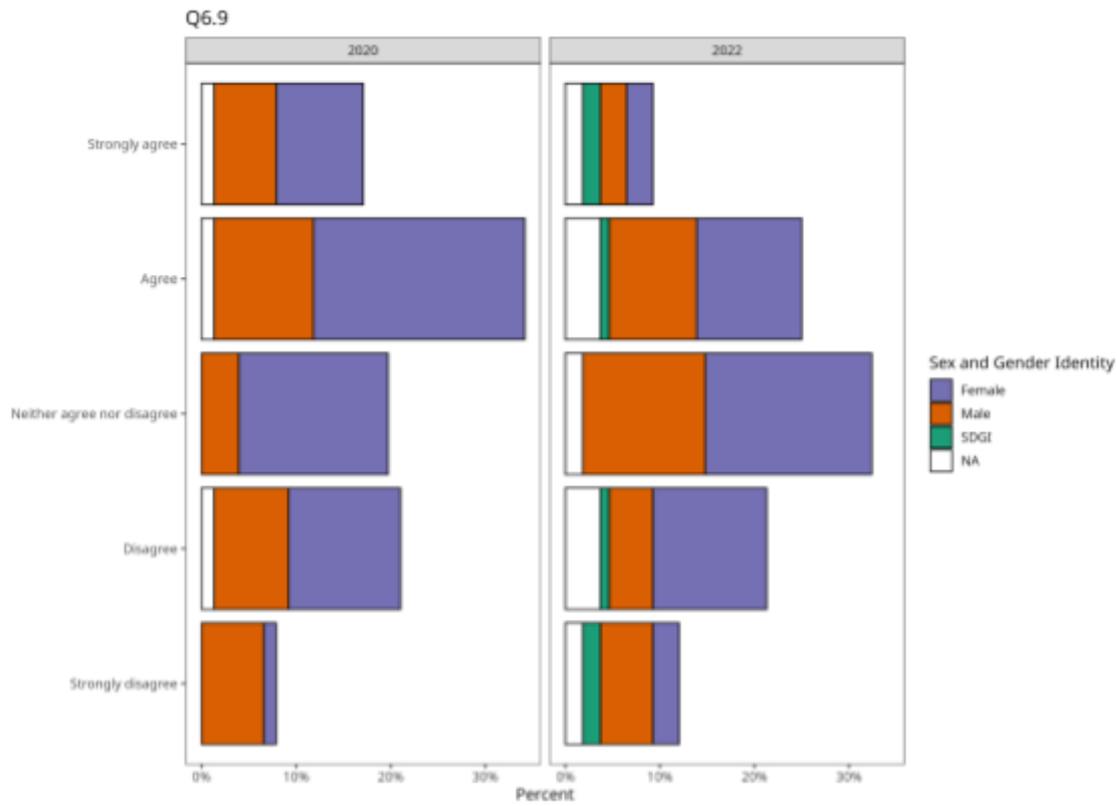


Fig 3.6: Respondents agreement with the question "The impacts of the response to COVID19 will affect your future career and promotion prospects" from 2020 and 2022 staff surveys

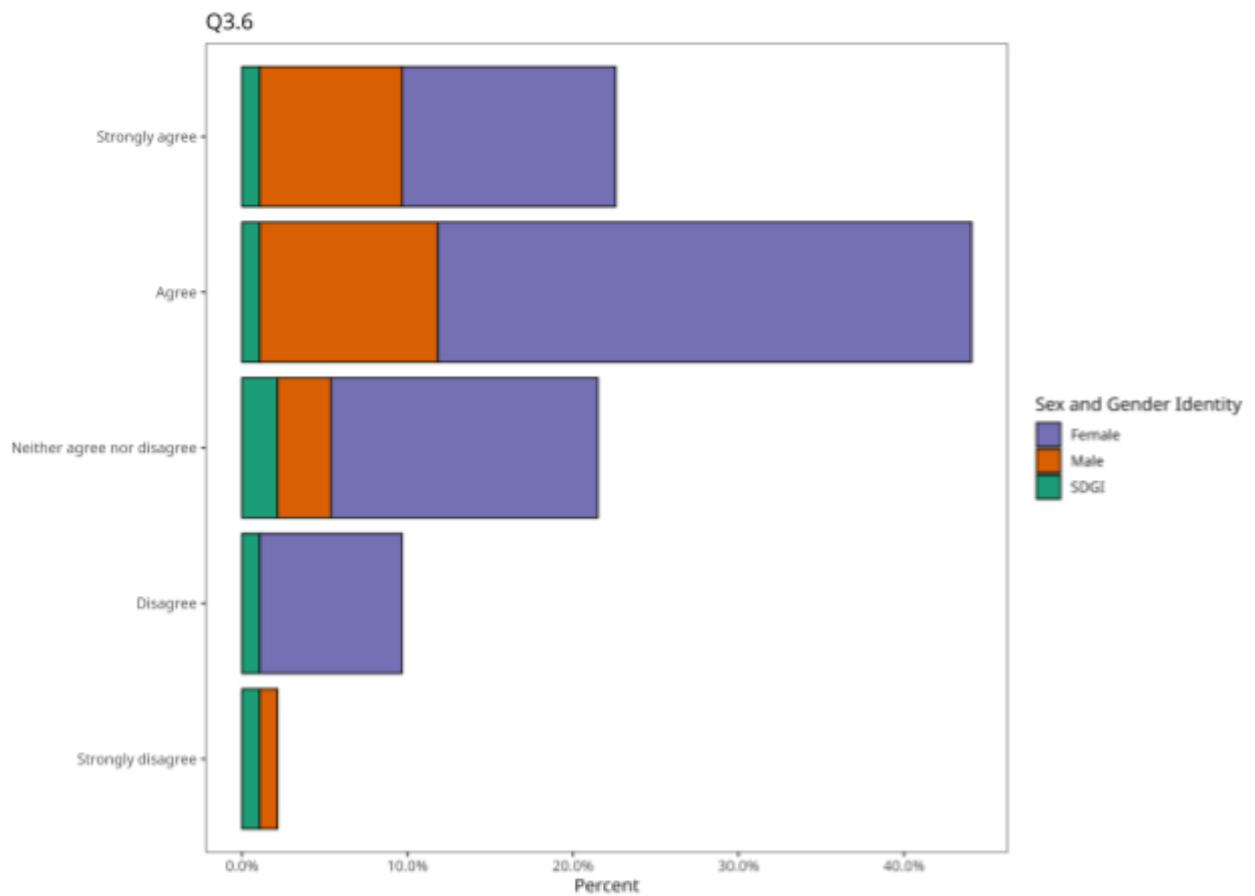


Fig 3.7: Respondents agreement to the question “I have access to role models I can identify with in my Department/University (e.g.visible role models in Open Days, student inductions and networking events)”. Whilst there’s a majority agreement, there is clearly a large percentage of female respondents that disagree.

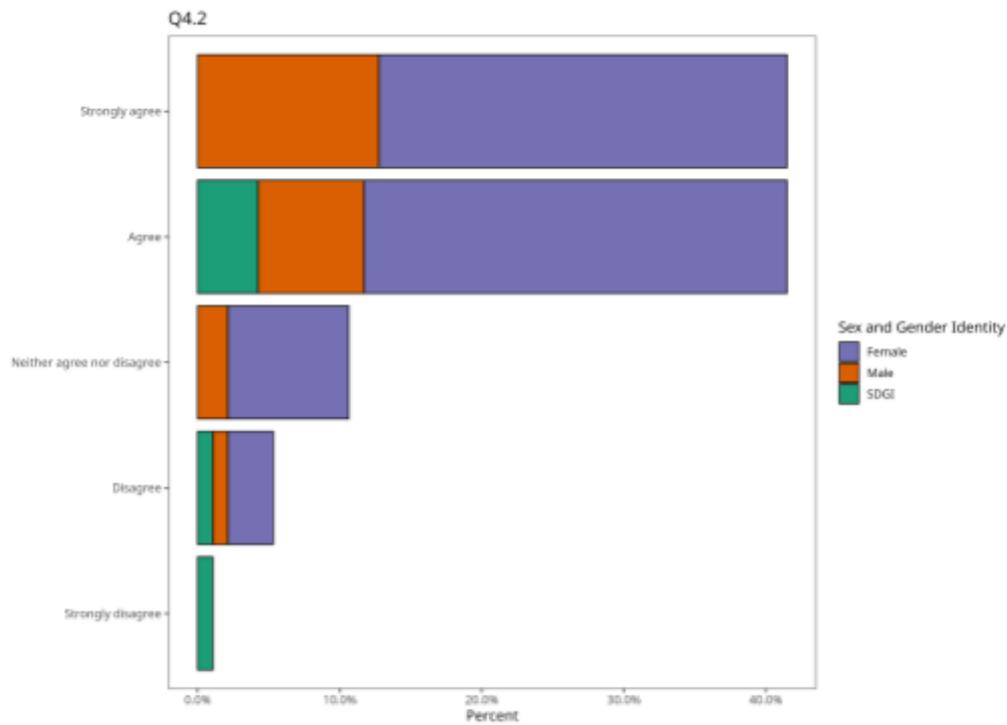


Fig 3.8: Respondents agreement with the question "The Department makes it clear that unsupportive language and behaviour are not acceptable." Student survey 2022.

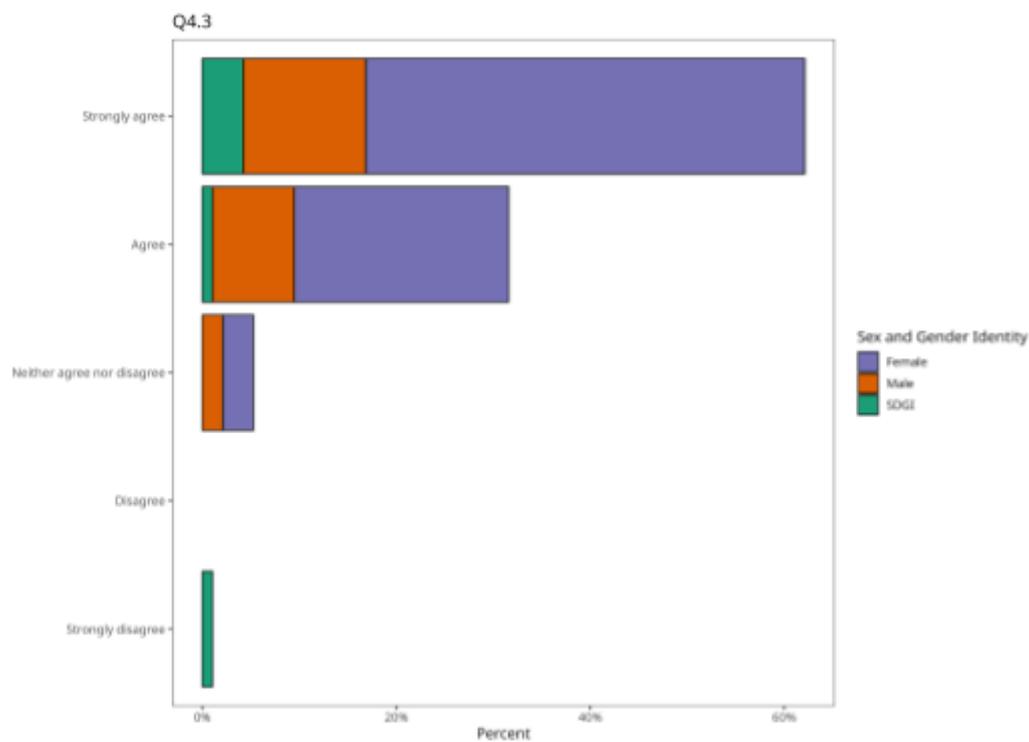


Fig 3.9: Respondents agreement with the question "The kind of unsupportive language and behaviour, as defined in the previous question, rarely occurs in the Department of Environment and Geography." Student survey 2022

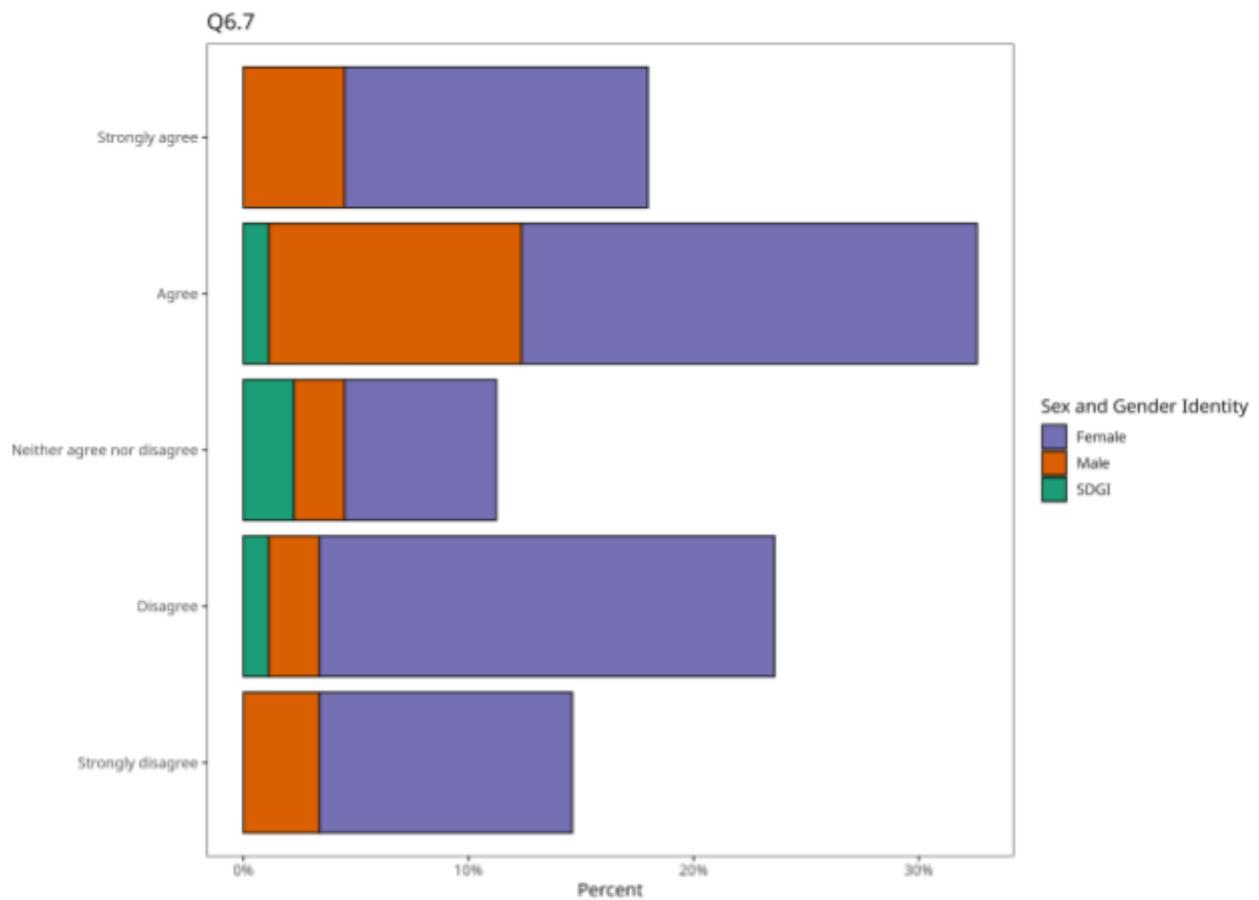


Fig 3.10 Respondents agreement with the question “COVID restrictions (e.g. masks, physical distancing, moving online) have been detrimental in my participation in online and in-person teaching”. Student survey 2022.

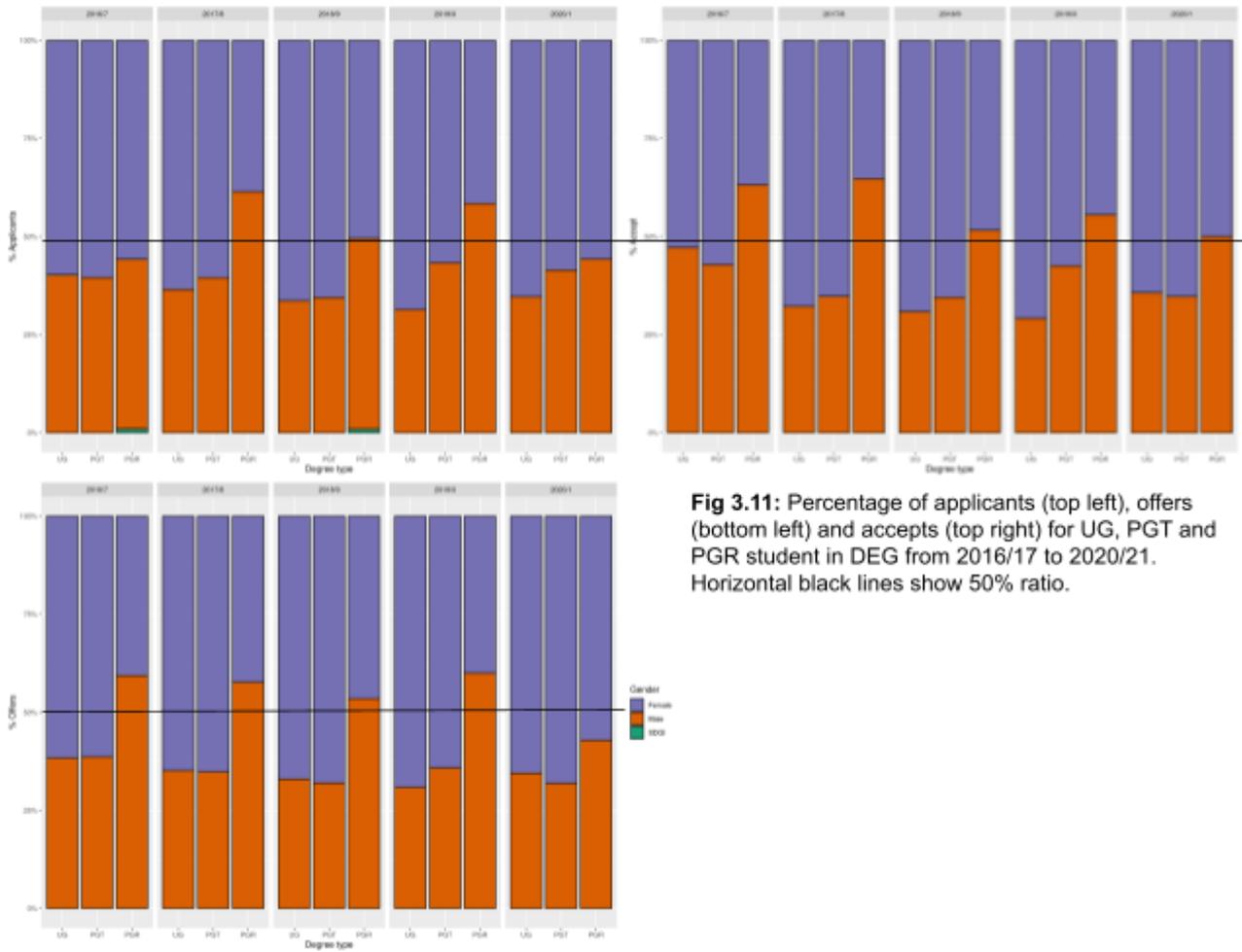


Fig 3.11: Percentage of applicants (top left), offers (bottom left) and accepts (top right) for UG, PGT and PGR student in DEG from 2016/17 to 2020/21. Horizontal black lines show 50% ratio.