

Athena SWAN Bronze Renewal Application

March 31st 2026

Department of Computer Science, University of York

Applicant information

When completing your application, please refer to the [applicant information pack](#), which includes full information on criteria, underpinning expectations and question-by-question guidance.

Name of institution	University of York
Name of department	Computer Science
Date of current application	31/3/2026; revised submission 20/7/2026
Level of previous award	Bronze
Date of previous award	31/5/2020
Contact name	
Contact email	

Section	Words used
An overview of the department and its approach to gender equality	2,452
An evaluation of the department's progress and issues	4,077
Future action plan*	
Appendix 1: Consultation data*	
Appendix 2: Data tables*	
Appendix 3: Glossary*	
Overall word count (Please see information on word limits overleaf)	6,529

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

Word limits

The standard overall word limit is 5,500 words. If any of the additional word allowances below apply to you, please confirm in the relevant box, and these can be added to the overall limit. **All additional words used must be detailed in the word count table on page 1 in the relevant sections they have been applied to.**

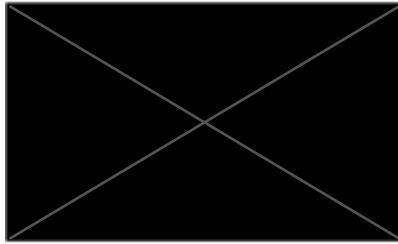
Additional word allowances	Agreement
Covid-19 pandemic (500 words): Available to applications submitted in any award round <u>up to and including July 2026</u> . These words can be used to discuss practical impacts on the self-assessment process, on action plan implementation, or to address gender equality impacts of Covid-19 more broadly.	I confirm this application has used these additional words Yes
Faculty application (1000 words): these words should be used to analyse and reflect on any departmental or discipline-specific differences. Applicants are encouraged to disaggregate their data by sub-unit wherever possible to support this analysis.	I confirm the applying unit is made up of component sub-units, for example departments N/A
Clinical and non-clinical staff (500 words): these words can be used to analyse and reflect on any differences between the two staff groups. Applicants are encouraged to disaggregate their data for clinical and non-clinical staff to support this analysis.	I confirm the applying unit comprises both clinical and non-clinical staff No
Organisational restructure (750 words): these words can be used to reflect on the impact of the restructure to the applicant's gender equality work or application (eg. arising from changes to their staff or student demographic profile, policies, or context).	I confirm an organisational restructure has taken place since our last application or in the last three years for first time applicants Yes
Exceptional Circumstances: If additional words have been approved by AHE due to exceptional circumstances please paste the approval email in below this table	Have additional words been allocated to this application as a result of exceptional circumstances? No

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

1. Letter of endorsement from the head of the department



Athena SWAN Charter Manager,
Advance HE,
Innovation Way,
York Science Park,
YORK YO10 5BT

27th March, 2026

Dear Athena SWAN Manager,

I am delighted to write in support of the Department of Computer Science's application to renew the Athena SWAN Bronze award. The application is the result of thorough and careful work by our self-assessment team. I confirm that the information it presents is a fair and accurate representation of the Department, and that the Action Plan is one to which we are fully committed.

The Department was proud to be re-awarded our Athena SWAN Bronze award in 2020. The award recognised that we had made progress towards advancing gender equality, and anticipated ambitious future work in this area. Since then, we have made good progress towards implementing the previous action plan, and creating an environment that is inclusive and welcoming for all staff and students.

As Head of Department, I am pleased to see that many of the good practices mandated in the previous Action Plan have now become embedded in the Department's core practices: for example, we now embed flexibility in our working practices for all staff, ensuring that caring and other responsibilities are taken into account in timetabling core Departmental meetings and teaching. We ensure that – where possible without detriment to the workload of women academics – woman students are assigned woman pastoral supervisors, and that no single student of any declared gender is assigned to a group for assessed groupwork. EDI updates and issues arising are standing agenda items for all staff and student meetings. EDI is much more than an agenda item for us: it is a guiding principle for our daily work and an essential part of our Departmental identity. One key area in which this is embodied is in the management of our Doctoral Training Programmes: the SAINTS programme has 45% female representation on the CDT team and 40% on the supervisor team, and the 2025-26 student cohort has a 60:49 female:male split and is ethnically diverse.

We have had considerable success in attracting women to work in the Department, particularly in research roles and teaching and scholarship roles. We have also worked to encourage women to apply for academic promotion, and have had the pleasure of celebrating the success of a number of candidates for whom we have provided mentoring and support. One of our key actions for the next award period is to broaden this mentoring support to ensure that all staff are aware of promotion criteria and receive mentorship.

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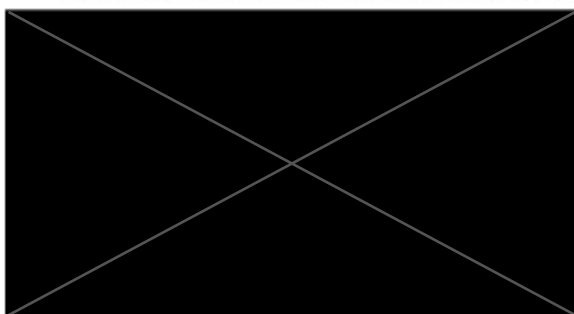
Our online MSc programmes are designed to enable students without Computer Science backgrounds to switch to careers in the technology sector, and particularly to learn core skills in Artificial Intelligence and Cybersecurity. 42% of students who are currently active on those programmes are women, some of whom are also among the 160 students from lower-income households to whom we have been able to award scholarships totalling £1,600,000 between 2023 and 2026.

We are proud to have achieved gender balance among invited speakers for research seminars in the Department, and have all benefitted from the wider range of perspectives.

Despite these successes, there remains a lot more to do. Although our overall gender balance among students is good (27.4% female over all student groups), the proportion of women among our undergraduate body remains at or slightly below the Russell Group average (19.5% for 2023-24, against a Russell Group average of 20.1%, although we have raised this to 21.8% for the current intake, for which we do not have sector comparison information). Despite the successes in promotion for women staff, our gender balance is still lopsided: we have only one woman at reader level or above, and it will take some time for the pipeline to feed through.

In Computer Science as a discipline, women and other marginalised groups have historically been under-represented, and continue to be so, relative to other STEM disciplines and to society more broadly. As a Department, we are committed to engaging with the wider community to promote the image of Computer Science as an inclusive discipline and career path.

We welcome this renewal application as an opportunity to take stock, to see where there is a need for improvement and to engage with students and staff in discussions to find the best way forward. We are excited to have formulated new and continuing actions to make our department more diverse and inclusive, to support and promote all of its members, with a particular emphasis on all under-represented groups which, in our context, still includes women.



2. Description of the department and its context

The Department of Computer Science (DCS) is one of the larger Departments in the Faculty of Sciences at the University of York (UoY). DCS is mainly housed in the Ian Wand Building (IWB) on the Heslington East Campus, with some staff housed in the Institute for Safe Autonomy (ISA) building.

Table 1 shows DCS's staff composition by gender, as at 1st March 2026:

Contract Function	Number of staff by headcount	Number (percentage) female staff
Research and Teaching	52	5 (9.6%)
Research Only	45	15 (33%)
Teaching and Scholarship	42	14 (33%)
Professional and Support Services (PSS)	37	22 (59.5%)
TOTAL	176	56 (31.8%)

Table 1: Computer Science Staff Department numbers by gender

As of March 2026, we have 1,597 active students:

Enrolment Type	Number by headcount	Number (percentage) female students
UG	907	198 (21.8%)
On-campus PGT	190	36 (18.9%)
Online PGT PT (active registrations)	425	179 (42.1%)
PGR FT	52	17 (32.6%)
PGR PT	23	7 (30%)
TOTAL STUDENTS:	1,597	437 (27.4%)

Table 2: Computer Science Student Numbers March 2026

Figure 1 indicates the committees responsible for oversight for teaching and research in the Department, and the position of the EDI Committee in Departmental management.

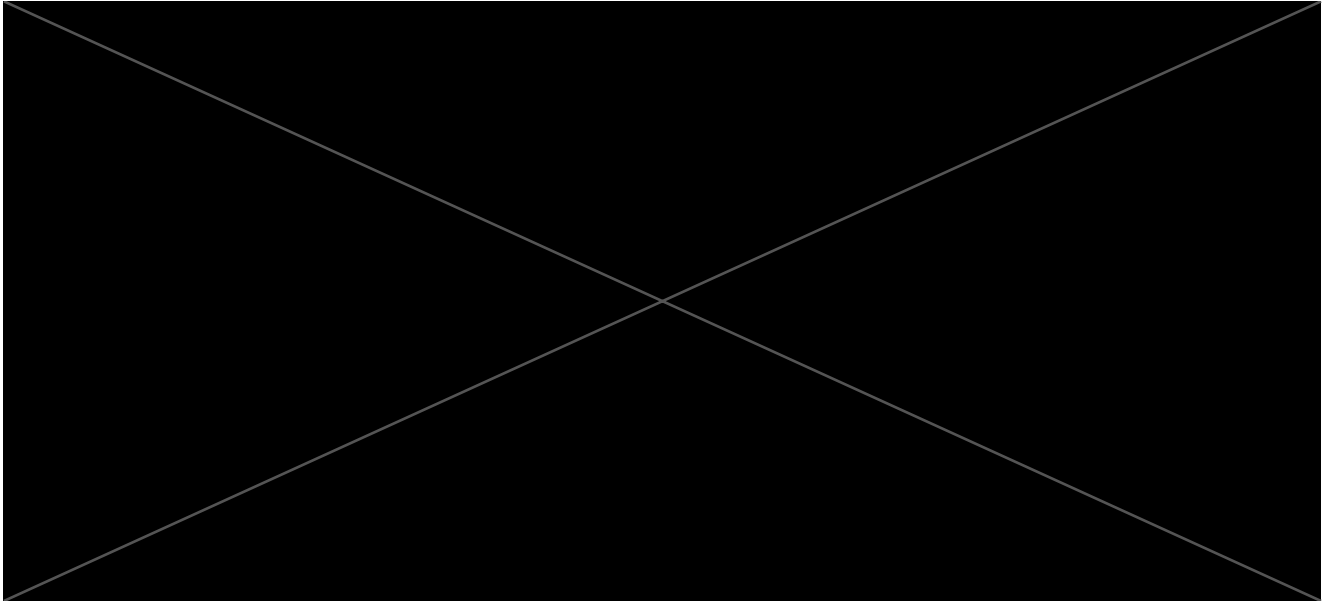


Figure 1: DCS Committee Structure

DCS is led by a Head of Department (HoD), who chairs the bi-monthly Department Management Team (DMT) meetings. Membership of DMT is by role, not by seniority: several members are at Senior Lecturer/Researcher level. The Chair of the Equality, Diversity and Inclusion (EDI) Committee sits DMT. DMT's current gender balance is 6:5 male:female.

Regular staff meetings are held – there are weekly hybrid 'stand-up' meetings and more formal all-staff meetings once a semester. We have annual away days for research and for teaching. In response to our previous Athena SWAN Action Plan, all departmental meetings are timed between 10:00 and 16:00 (Action A7.7¹). EDI matters are a standing item on the agendas of all departmental committees.

Research in the Department

DCS is rooted in high-impact, interdisciplinary research which focuses on the development and engineering of safe, ethical and secure computational systems. In REF 2021, we ranked 9th overall in the subject rankings, joint 8th for environment and joint 13th for impact. There are nine research groups, which organise regular seminars and meetings, where staff and PGR students engage equally. We regularly invite visiting speakers: in the 2023-24 and 2024-25 academic years, we achieved an equal balance of men and women speakers, which is the result of focussed efforts captured in Action 4.3.

We also have two interdisciplinary Doctoral Training Centres (CDTs), the EPSRC-funded Intelligent Games - Games Intelligence (IGGI) and the UKRI AI-funded CDT in Safe Artificial Intelligence (SAINTS). Both have been established on inclusive principles: SAINTS has 45% female representation on the CDT team and 40% on the supervisor team; the 2025-26 SAINTS student cohort has a 60:40 female:male

¹ References to actions in this section of the report refer to the 2021 Action Plan presented in Section 2 below. Development of the Plan during the award period is discussed on page 14.

split and is ethnically diverse. By comparison, the gender split among PGRs in the wider department is 30:70 female:male (see Table 104).

Teaching and the student experience

DCS teaches at UG and PGT level across the range of mainstream Computer Science disciplines. In 2023-24, the gender balance on our UG programmes was 17.2% female and 82.8% male, against a Russell Group sector average (for Computer Science degrees) of 20.1% to 79.4%, while the balance for on-campus PGT students was 28.1% female to 71.9% female against a Russell Group sector average of 32.8% female against 67% male (Tables 98-191). For online PGT students, the gender balance for active students as at 1st March 2026 is 42% non-male (female and other) against 58% male (Table 102). We have been unable to find direct sector comparison data for online MSc programmes in CS.

Where possible without overloading female academic staff, we ensure that women UG and PGT students on on-campus programmes have a woman as their pastoral supervisor. We manage the gender composition of groups in assessed group projects to ensure that no single student of any declared gender is isolated in a group (Action A4.4).

Since 2019, DCS has also taught part-time online PGT programmes in Computer Science. These programmes are run in collaboration with an external partner, who is responsible for admissions and on-course student support. 21 members of DCS's academic staff, 7 of whom are female, are wholly devoted to online programme delivery. The programmes are largely administered by a dedicated University team, with 2 female PSS staff in DCS alongside.

Impact of Covid and Institutional Changes

Since our last Athena SWAN (AS) award, several changes have impacted Departmental culture and practices. These are outlined here, as context to future discussions. The core focus of EDI work in this context has been to ensure that the impact on women – in particular in the PSS team – is not disproportionate.

We moved to fully online and later to hybrid working during the Covid pandemic, and have retained some flexibility around working modality since then. Although on-campus teaching, research and PSS staff are encouraged to be physically present for 3 days each week, on average, most staff meetings and research-related events are hybrid. While there are benefits here in terms of flexibility, particularly for staff with caring responsibilities, challenges remain in terms of maintaining Departmental culture.

Since 2022, the University has gradually been restructuring PSS – as Table 1 shows, DCS's gender balance in PSS is female-heavy, in contrast with the academic functions. Although the new structure has led to opportunities for staff, in terms of opportunities for skills development, career progression and a widening of roles, there have been challenges. Some administrative functions have been reorganised – of particular relevance to Athena SWAN is that staff recruitment activities are mandated and largely managed at University level. Between 2022 and 2024, we experienced a rapid turnover of PSS staff (see Table 109), particularly in the Student

Services and Student Experience teams. This coincided with a period of high student growth and several parental leaves in those teams. We also lost our long-standing PSS representative on EDI Committee: although she has been replaced, much institutional memory has been lost.

Since September 2025, the Mathematics Department has been co-located with DCS in the IWB, and the PSS staff from both Departments have been amalgamated. The co-location with Mathematics has also led to a loss in meeting room and academic office space for DCS, and to the loss of a dedicated PGR space (this last point challenges Action A5.3).

We have also been impacted by measures introduced to improve the University's financial circumstances in 2023-24 and 2024-25. These measures had a disproportionate effect on our PSS staff. We have lost 3 female PSS staff to the voluntary severance schemes which were implemented for two consecutive years, and there was a recruitment freeze in 2023-25. Although we also lost some academic staff to voluntary severance and retirement during this period, we have been able to recruit in response to rapid growth in student numbers in the 2024-25 and 2025-26 academic years and the net result is parity in teaching forces. However, the rise in numbers has resulted in the need for additional teaching and pastoral support. We have also been indirectly affected by staff losses elsewhere in the University: for example, in reduced institutional support for research grant applications and by the loss of a dedicated University-wide Athena SWAN lead.

3. Athena SWAN self-assessment process

Our self-assessment process has been continuous, and multi-stage. Responsibility has rested with the DCS EDI Committee, which has a wider EDI monitoring and policy brief across DCS and reports to DMT (see Figure 1). The Chair of EDI Committee is part of wider EDI networks in the University, including the Science Faculty AS Discussion Group. All management, staff and teaching meetings have updates and discussions of EDI issues as standing agenda items.

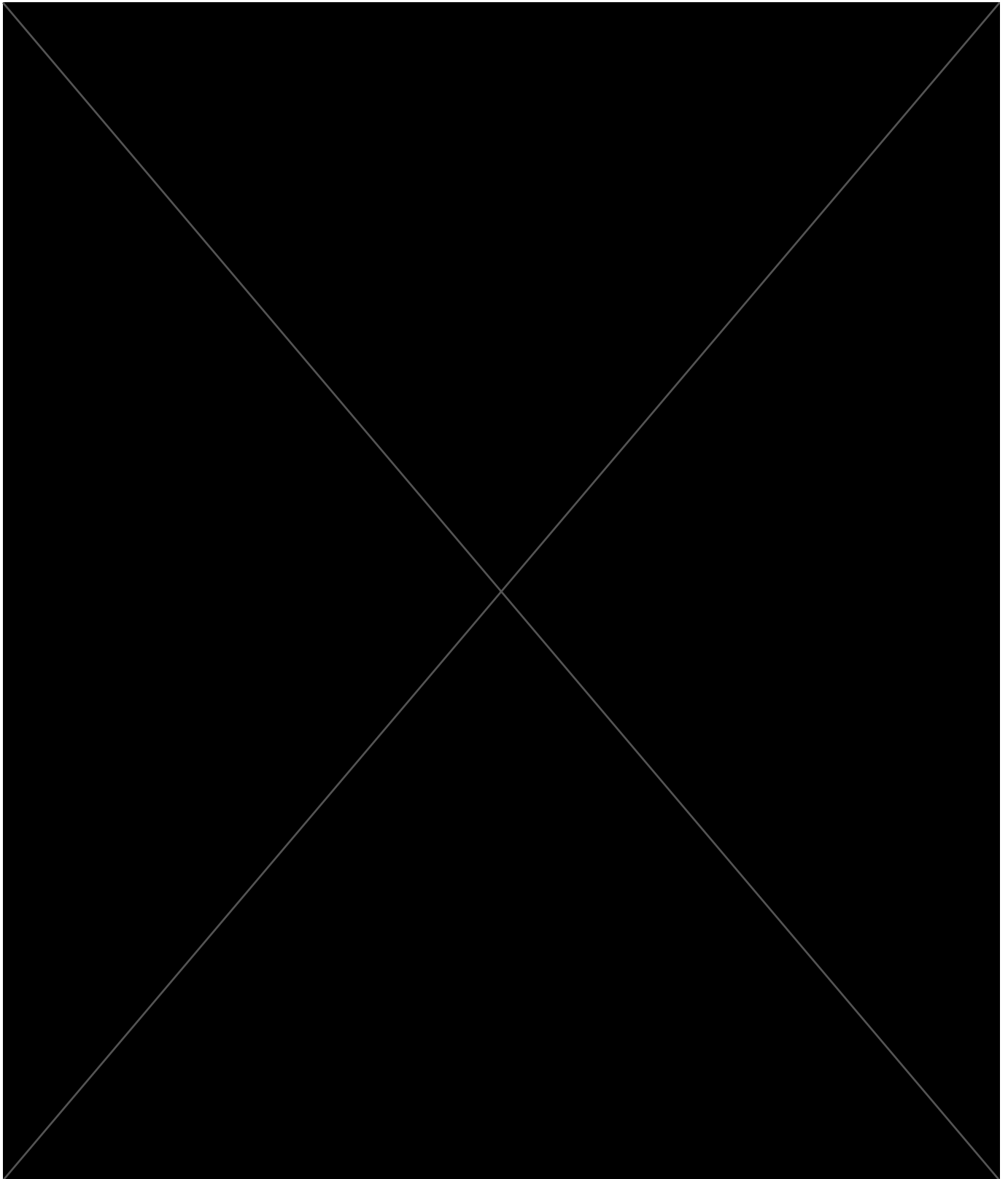
Individual membership of the EDI committee has changed over the award period, but remains representative of the demographics and needs of the Department. All staff groups are represented, and there is a good balance in terms of gender identity, parenthood, race and disability as well as across staff roles and contract types. The Disability Officers (online and on-campus), Student Support Managers and Director for Students (DFS) are members of the Committee. Student representation has been a constant: UG, PGT and PGR groups are represented.

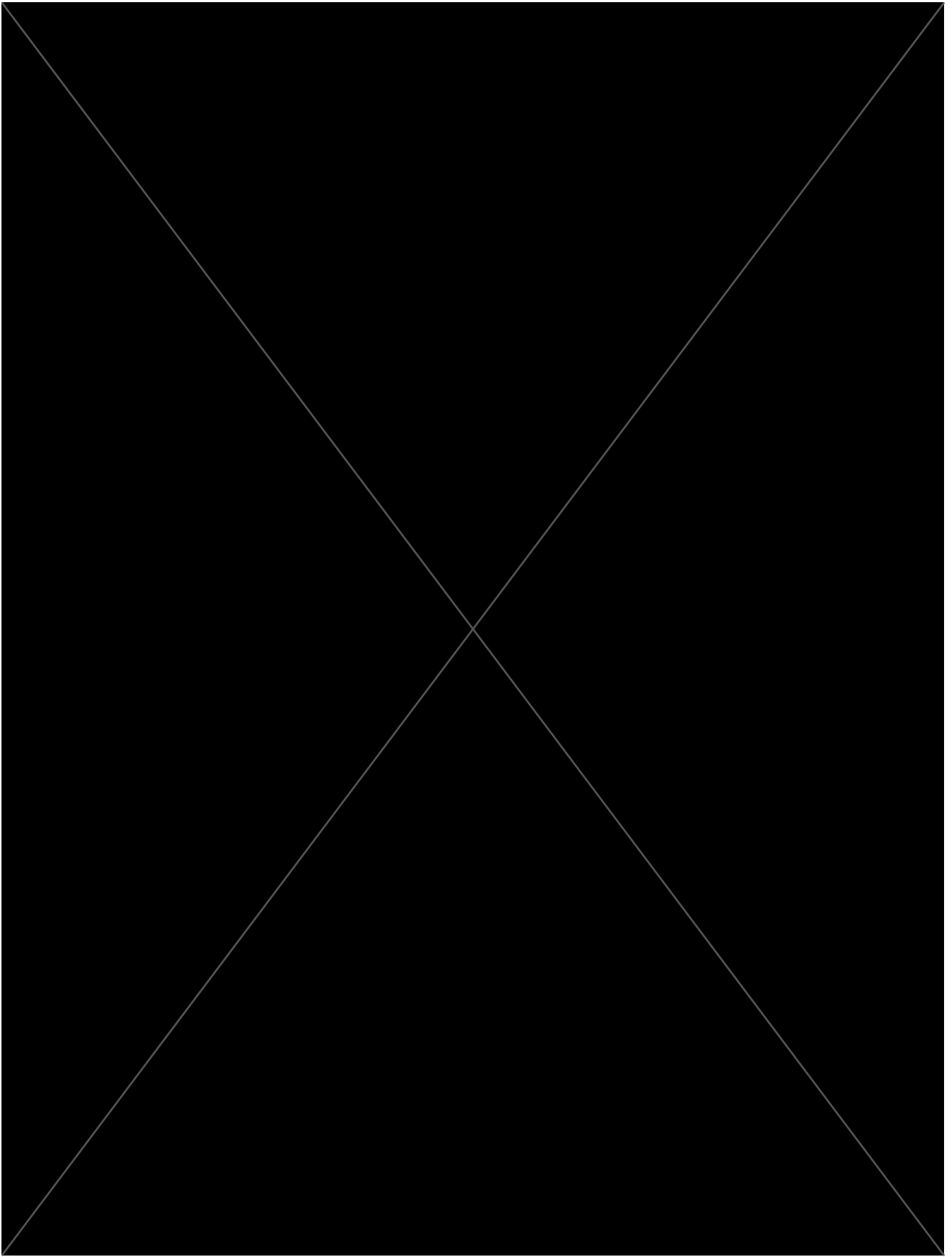
Following the 2020 award, the Action Plan was rearranged into strands, which were allocated to office holders or teams in DCS. Throughout the award period, the Chair of EDI Committee has held regular meetings with strand leaders, to track progress and discuss issues as they arise.

From mid-2025, preparation of the AS Bronze renewal application has been undertaken by a small task and finish group. Membership of this group is drawn from the current EDI Committee and also from volunteers drawn from across DCS, and is broadly representative of the composition of the Department. This group has been

responsible for developing and reviewing future objectives and the future Action Plan, as well as for compiling and preparing data and the final report.

Membership of the SAT and the task and finish group is detailed in Table 3.





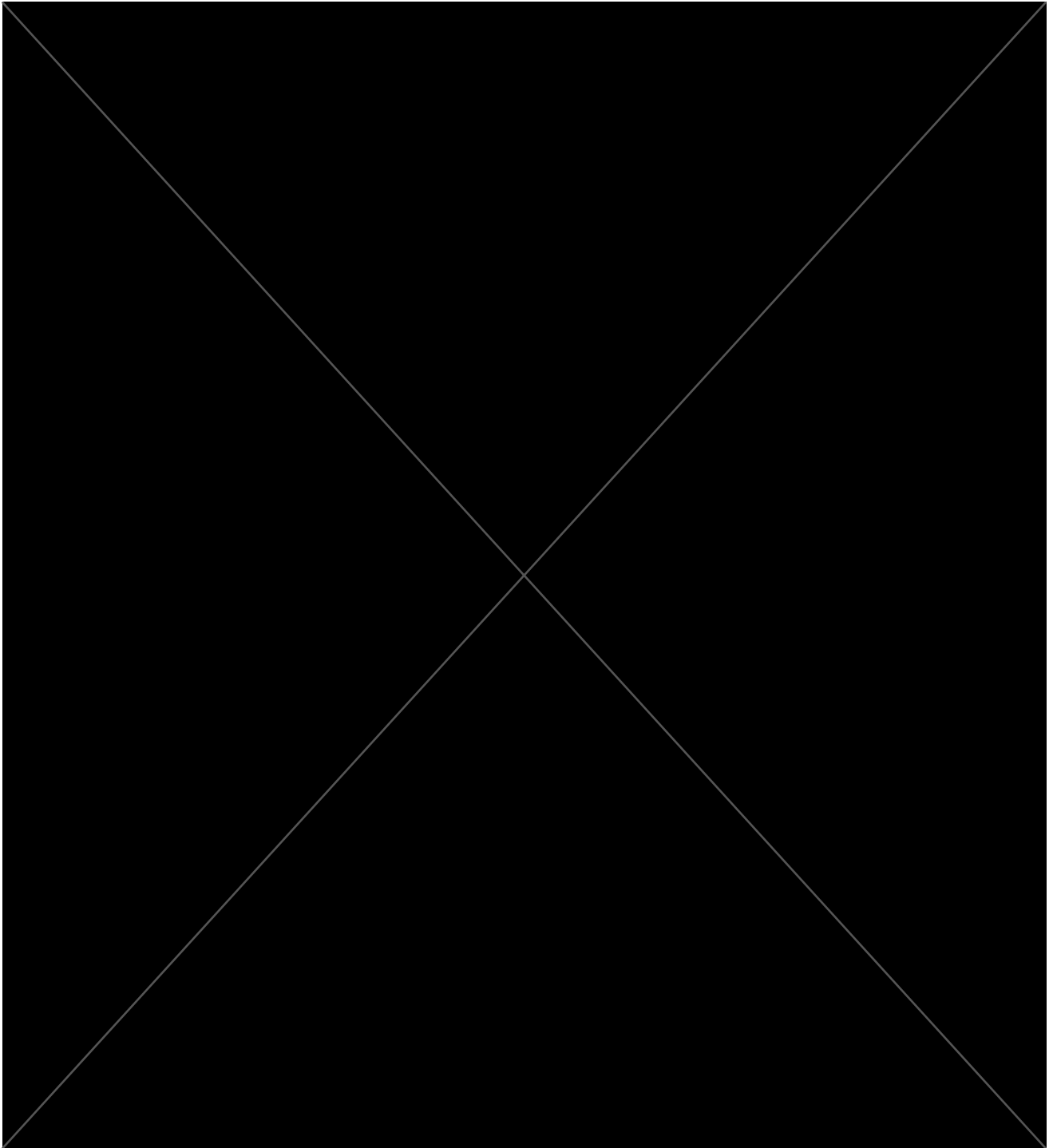


Table 4: Response rates, showing comparison and results

As part of the self-assessment process, we have conducted surveys of staff, on-campus students and online students using the extended Advance HE question set. The staff survey was conducted in November 2024, the online student survey in March 2025 and the on-campus student survey in September 2024. Response rates are summarised in Table 4, and gender-aggregated results of the surveys are presented in Appendix A.

Survey Group	Total Responses	Total Male	Total Female	Total Non-Binary/Prefer Not to Say
Staff	63 (about 28% of eligible staff, including PGRs)	30	25	8
Online Students	56 (about 5% of the overall active online student body)	32	21	3
On-campus students	91 (about 10% of the total on-campus student body)	45	31	15

Table 4: Culture Survey Responses by gender

Following the staff survey, focus groups were held with some staff groups – most notably the online teaching team, to further explore some of the issues which became apparent in the survey. For reasons of confidentiality, minutes of the focus group meetings are not presented here.

Going forward, oversight and management of the AS action plan and activities will remain with the EDI Committee, which will continue to meet monthly. Our action plan lists responsible role holders against actions: the EDI Chair will instigate bi-monthly reports to track progress. Membership of the Committee will be under regular review, to ensure that it remains representative of the composition of the Department, including student cohorts, and to ensure that the Committee's ex officio membership reflects changes in roles in the wider Department. The Chair of EDI Committee will continue to make regular reports to DMT, and one DMT meeting each academic year will be devoted to EDI issues. The Chair of the EDI Committee will also report regularly to the Department, via the SSFs, the staff bulletin and staff meetings. The action plan will be regularly reviewed to ensure that it remains current.

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

Since the last award in May 2020, DCS has made considerable progress on EDI issues, though we are not yet in a position to apply for Athen SWAN Silver. Several Department-level objectives and actions from the 2020 plan are successfully met, and have become embedded. For example:

- Departmental meetings are held within family-friendly hours (10:00 – 16:00).
- No single student of any declared gender is assigned to a group for assessed groupwork – groups are either mixed or are single-gender.
- Teaching materials are regularly reviewed to ensure that they are inclusive with respect to gender (i.e. that the language is inclusive, that illustrations are gender-balanced and do not reinforce stereotypes and that case study examples used in teaching and assessments are of general appeal).
- EDI updates and issues arising are standing agenda items for all staff and student meetings.

There are also ongoing initiatives on academic promotions and inclusive teaching, which are starting to have an effect. These are discussed in more detail below.

1. Evaluating progress against the previous action plan

Our 2020 Action Plan contained 60 high-level actions, many with multiple sub-actions, arranged under 10 objectives. Work in late 2020-21 to establish a process for action-tracking revealed considerable overlaps, and the plan was restructured to contain 63 actions arranged in 8 strands. Of the 63 actions, we have rated 37 as Green, 7 as Amber and 19 as Red. This section evaluates our progress against the 2021 plan, using 'Red, Amber, Green' (RAG) coding. The letters, S ('Stopped'), PC ('Partially Complete' and C ('Complete') are added to the tables, for accessibility reasons.

Strand 1: Regular Announcements and Events: Responsibility Chair Board of Studies², Chair EDI Committee

Table 5 details regular announcements and events, which address cross-cutting concerns relating to the visibility of gender equality in our community and teaching. Although staff and student awareness around EDI has grown, there has been mixed success with respect to these actions.

Actions A1.1 and A10.4 have been successfully embedded in DCS culture. There are standing items on all Departmental Committees to discuss EDI issues – i.e. to address issues arising or to publicise relevant events and information. Teaching staff

² Due to changes in UoY governance structures, we are moving away from a single Chair Board of Studies role overseeing academic progress issues and programme governance. From September 2025, Department Education Committee (DEC, chaired by the Academic Quality Manager) oversees programme governance and quality, with the two DHoDs for Teaching chairing on-campus and online Department Teaching Committees (DTCs) to manage everyday teaching strategy and practice. Academic welfare issues are overseen by the Director for Students (DFS).

involved in materials development are required to undertake annual accessibility training, and regular reviews of materials take place as part of our annual peer review of teaching.

Our staff survey made clear that there was a widespread ignorance as to where issues of sexism or other discrimination should be reported. Only 22/63 staff respondents indicated awareness of Dignity Contacts - a University-wide network of first responders. Student responses suggested that they would initially approach supervisors, which makes the lack of staff awareness concerning. Dignity Contacts and the EDI Chair are regularly signposted in staff meetings, student induction and communications.

			Comments
A1.1	Ensure that teaching materials are non-sexist and non-discriminatory	C	Action A1.1
A1.2	Ensure staff and students are clear that they can raise any issues of sexism/discrimination confidentially with the Chair EDI Committee and that they will be acted on promptly	PC	Action A1.3
A4.1	Hold a welcome party for all UG women students at the beginning of each academic year	S	See discussion above
A4.2 and A4.3	Encourage students to participate in "women in CS" societies and activities	C	Actions A4.1 and A4.2
A4.7	Encourage MSc Programme Leads to organise at least one social event for all women PGTs in each semester	S	See discussion above
A10.4	Regularly discuss matters relating to EDI at meetings within the Department (BoS/DEC, DTC, DRC, SSF)	C	

Table 5: RAG Analysis of Announcements and Events Actions from 2021 Plan

Actions 4.1 and 4.7 specify social events aimed at women students, in the hope of fostering a sense of community. A “Women and Minority Gender” welcome event for UG and PGT students was held in Autumn of 2022, and was very well-attended – some 60 students attended, and many of them went on to engage with the ACM Women’s Chapter which was formed in DCS at the time. The event was repeated in 2023, when less than 20 students attended. Discussions with student representatives suggested that ‘exclusive’ events of this kind were not popular, so we have closed these actions. Post-COVID, we have focussed on providing funds to student societies to facilitate fully-inclusive social events, although we have also provided directed funding to the ACM Women’s Chapter each year (see Action A4.2). We also publicise CS-relevant societies, and encourage women students to take roles in the Society for Women in Engineering at York (SWEY), which is run by students in the School of Physics, Engineering and Technology (PET). We hold monthly drop-in discussion and social sessions in the IWB, as part of the “celebration months” calendar. For example, in October 2025, for Black History Month, we celebrated the contribution of black Computer Scientists.

Strand 2: Documentation, Media and Publicity: Responsibility of the Student Recruitment and Marketing Teams

			Comments
A2.2	Ensure that the EDI aspects of the public website are up-to-date	C	Action A1.4
A2.5 and A2.6	Promote women/minority gender role models in Computer Science	C	Actions A2.1 and A2.3
A2.3 and A2.4	Use our social media channels to communicate the Department’s commitment to women and other under-represented groups	C	Action A2.3
A2.5	Improve the pool of images used in publicity, paying attention to balance of under-represented groups	C	Action A1.4
A3.2 and A3.3	Publicise Departmental activities to support women students	C	Action A4.4

A4.3	Publicise events for women in the University and beyond on social media channels	C	Actions A4.1, A4.2, A4.3
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Table 6: RAG Analysis of Documentation, Media and Publicity Actions from 2021 Plan

Considerable progress has been made on actions in the Documentation, Media and Publicity strand, specified to ensure that our student- and applicant-facing communications promoted an image of DCS as an inclusive community. The actions here are now all embedded in the DCS's operations. For example, a "Heroes of Computer Science" display runs in the IWB foyer daily, and there are alumni poster displays (Actions A2.5, A2.6). These are all regularly updated and monitored for gender balance.

Student-facing communications are regularly reviewed for inclusivity (Actions A2.2, A2.5), and the website and the image bank used in publicity are frequently updated – a major overhaul was completed in 2024. Regular DCS social media posts advertise events and news reports relating to women in CS.

Strand 3: Student Recruitment and Support: Responsibility of the Student Recruitment Team

Table 7 summarises our progress against the "Student Recruitment and Support" actions. Three actions are complete. We are proud of the work we have done since 2021 to strengthen our Employability offering (Action A8.5. DCS has a dedicated student placements team, who manage recruitment and support for students engaging in the Year in Industry scheme and organise regular careers-related events. The team also organises career development and skills sessions for students at all levels. Employability is also embedded in our core on-campus CS curriculum: the University's "York Strengths" employability framework is used as the basis for workshops and reflection in the Stage 1 and Stage 2 groupwork modules and in the final year project. Action A8.5 has been carried over into our future Action Plan (as new Action A1.8), to ensure that this focus remains in the context of restructuring affecting the DCS placement team and UoY careers staff.

Action A6.1 has also been marked as complete. This action has been overtaken by events, in that we no longer interview for UG or PGT programmes. However, we do hold regular post-offer visit days (POVDs), which provide applicants with opportunities to talk with academics, our admissions team and student helpers. Key EDI issues are included as part of the checklist provided to all staff and students working at the POVDS.

The underlying assumption of Action A3.1 is that female applicants are less likely than males to have studied Mathematics at A level. The possibility of offering an alternative programme for students without Maths A-Level was not considered a priority during the curriculum redesign in 2022-23. However, in September 2025, we admitted 35-40 students with slightly lower A-Level grades than our standard offer,

mostly with a 'C' in Mathematics. Action A1.10 in our future Action Plan captures the ongoing work which is being done to monitor this and other sub-cohorts whose academic experience is not a complete match for our programme, and to provide additional support for students who struggle with Computational Theory.

			Comments
A3.1	Review the possibility of removing/lowering our stringent A-Level Mathematics requirement for UG students	C	See discussion below and Action A1.10
A8.5	Provide sessions for students about CVs, career development etc	C	Action A1.8
A4.2	Provide funding to student societies for women's events	C	
A3.5	Initiate discussions with companies who sponsor students on the SCSE/SSE programmes to encourage more women applicants	S	See discussion below.
A4.9	Ensure Online Masters programmes continue to be attractive and engaging to women students	S	See discussion below.
A6.1	Create a checklist of key EDI actions for staff meeting [women] interview candidates	C	We no longer interview for UG or PGT programmes – but we do have a checklist for post-offer visit days

Table 7: RAG Coding of Student Recruitment and Support Actions from 2021 Plan

As discussed above, we provide funding for student societies and student-run events regardless of gender (Action A4.2), as well as targeted funding for the ACM Women's Chapter at York. Although the proportion of women students on our Safety-Critical Systems Engineering MSc and associated programmes remains below 30% on average, it is important to note that these programmes are offered exclusively as required CPD to UK companies in safety-critical industries, where female representation in engineering grades is generally low.

Strand 4: Staff Progression and Development: Responsibility of the Head and Deputy Heads of Department

Table 8 summarises our work against the actions in the “Staff Progression and Development” strand. This area remains a challenge for DCS.

			Comments
A2.1	Recruit a Director of Communications	S	Role was recruited to, and colleague subsequently left. It proved challenging to find a communications specialist well-versed in CS. Therefore, a decision was taken to prioritise funding for PSS resource elsewhere.
A4.3	Increase the number of women speakers at departmental and research group seminars: ask organisers to pay particular attention to recruiting women speakers and encourage staff to nominate interesting women speakers	C	
A7.1	Encourage an informal ECR group for discussions, seminars about research topics, planning for REF, career development	PC	Actions A3.1, A3.2 (scope widened to include all academic staff groups)
A7.2	Assign a senior woman mentor to each new woman ART/T&S/RO staff member where possible	C	Action A3.1a
A7.3	Develop strategies to ensure appropriate progression of women T&S/RO staff	PC	Action A3.3
A7.4	Add a question to the leavers' questionnaire to establish whether people leave the Department due to equality or gender issues.	S	
A7.6	Ensure representation of women on the Department Research Committee	C	Action 3.9 (scope widened to include all Committees)

			Comments
A7.10	Ensure [academic] workload allocations balance for gender in quantity and type of work assigned	C	Action A3.7
A8.1	Monitor promotion process for academic staff (women and under-represented groups in particular); provide guidelines for managers on supporting women through promotion.	PC	Actions A3.1a and A3.1b, A3.2 and A3.3
A8.2	Support academics (women and under-represented groups as well as ECRs in particular) in preparing for REF.	C	
A8.3	Improve uptake of staff training	C	
A8.8	Improve the effectiveness of PDR processes for women staff	S	PDR processes (for everyone) are now ordained by the University
A8.9	Ensure that mentoring and PDR processes provide adequate career progression support for young (women) academics	S	Action A3.1a and A3.1b
A10.3	Include questions about equality and diversity issues in PDRs	S	PDR processes (for everyone) are now ordained by the University
A8.10	Evaluate the effectiveness of research support provided by the Department	C	

Table 8: RAG Coding of Staff Progression and Development actions from the 2021 Plan

Several of the specified actions are no longer in scope for DCS. UoY HR processes have been centralised, meaning that PDR and leaving processes are mandated. Actions A7.4, A8.8, A8.9 and A10.3 have therefore been stopped. However, DCS has preserved the intent of those actions elsewhere (for example, questions about EDI issues (A10.3) are asked in staff culture surveys).

Much has been done since the last award to develop career awareness among ECR and RO staff. Regular briefings and guidance sessions are held to help junior academics understand and plan for REF. An informal Support Network was

established in 2022, to bolster a sense of community and to support career awareness. RO staff hold informal lunch meetings, and training is provided in career planning, with signposting of CPD opportunities. A writing retreat for RO staff took place in 2025.

Staff training and career management are now embedded in PDRs and in regular catch-up discussions between line managers and staff. DCS has an academic staff mentoring scheme and UoY also has a scheme whereby staff can be mentored by members of other departments. Although participants in both schemes are enthusiastic about them, take-up is quite low. Raising awareness and increasing take-up is an action area for us.

DMT's promotions subcommittee identifies staff who are ready for promotion, or who are interested in it, and well-established staff at an appropriate level act as mentors throughout the process and assist with applications. Where possible, women mentors are assigned to women applying for promotion.

We have seen some progress on promotions since our last award. The number and proportion of women T&S and RO staff has grown, and there have been promotions in both groups (see Tables 112 and 113). However, there is still a noticeable gender imbalance at the higher levels of all three academic staff groups (Table 105). Several senior women academics have recently retired, and we now have only one woman at professorial grade. Although recent promotions at lower grades mean that a potential pipeline is emerging, there will be an inevitable delay before the balance is improved.

Strand 5: Policies and Procedures: Responsibility of the Departmental Manager³

Table 9 captures actions to improve DCS's work culture. The RAG analysis reveals that considerable progress has been made: 4 actions have been closed because the behaviours are now embedded in our operations. The remaining three have been stopped because they are no longer within the scope of DCS. Actions A6.1 and A6.2 (inclusive criteria and documentation, briefings to interview panels) are conducted locally. The DCS HR team provides guidance to recruitment panels and line managers, and regularly reviews candidate-facing information and job descriptions.

Flexible working has become increasingly important since the COVID pandemic, and is encouraged. HoD regularly reminds staff, in stand-up meetings and emails, of the importance of taking annual leave, and that there is no expectation to work outside office hours. There is a declared expectation that staff will respond to student emails within 72 hours, and this is reiterated to students when necessary. All DCS meetings are scheduled between 10:00 and 16:00, in order to support staff and students with caring responsibilities. Although timetabling is done centrally, the Department ensures that any constraints on available hours declared by teaching staff with

³ The Departmental Manager role has been removed in recent UoY PSS changes. Everyday management of DCS is overseen by the Head of Faculty Operations, with actions delegated to the local managers of PSS teams.

			Comments
A6.1 and A6.2	Improve recruitment materials and procedures for ART, T&S and RO staff – ensure language and images are inclusive, limit ‘essential’ versus ‘desirable’ characteristics. Provide briefings to panels on gender differences in presentation styles, and on the importance of attracting more women to RO posts in particular	C	
A7.5	Improve staff induction processes, ensuring that information of relevance to women (e.g. maternity leave) is included	C	
A7.7	All key Departmental meetings to be scheduled within core hours	C	
A7.8	Ensure that flexible working policies, and the fact that staff are not expected to work outside agreed hours, are communicated regularly to all staff	C	
A7.9	Ensure that staff returning to work from exceptional leave are appropriately supported	S	This is now handled centrally by the University’s HR team, though the DCS HR team monitors line managers for compliance
A8.6	Provide more support about maternity/paternity leave entitlement for [international women] PhD students	S	This is communicated centrally by the University’s HR team
A8.7	Develop return to work policy for staff returning from maternity/paternity leave	S	This is handled centrally by the University’s HR team. DCS HR team monitors compliance.

Table 9: RAG Coding of Policies and Procedures actions from 2021 Plan

caring responsibilities or disabilities are respected. There are also clear expectations around in-office time for all staff, to promote a Departmental culture.

Allocation principles for academic workload are available to all staff, although details of an individual's workload modelling is available only to them. However, our staff culture survey reveals concerns about the fairness of workload allocation (Table 39). Actions to make the basis for academic workload allocation clear, and to continue to ensure that workload allocation for PSS staff takes account of EDI issues are included in the future Action Plan (new Action 3.4). The latter is particularly important in the light of the DCS-Maths PSS merger.

Strand 6: Research and PGR Issues: Responsibility of Graduate Chair and Graduate School Manager

Table 10 summarises work towards the PGR student experience and achievement actions in the 2021 Plan. Progress on these actions is quite a mixed picture. Three of the actions are coded red. A3.6a has been stopped since, after discussion with the PGR student representatives, the action was not considered appropriate as stated. However, we ensure that all interview candidates have opportunities to meet with current students to ask questions and discuss experience. A3.6b is vaguely stated, and has been stopped because it is unclear what information is required here. Our interview forms include a prompt to ask candidates if they need any further information, and contact details are provided.

We monitored completion data for PGR degrees (Figures 94 and 95), and found that there is no significant difference between male and female students. Action 5.6 is therefore marked as completed, though monitoring will continue.

Two actions in this strand are assessed as being partially complete. Applicant-to-entrant percentages for PGR places are routinely monitored (A3.7), and no trend favouring any declared gender has been noted. However, the admissions team does not approach candidates who choose not to take up a place at York to discuss their reasons. Although DCS recommends that all PGRs should have a second supervisor (A5.4), this is not mandatory, except in cases where the primary supervisor is inexperienced – a second supervisor is required here as a staff mentor and a contact point for the student. Second supervisors, members of the Thesis Advisory Panel and the external examiner are identified in discussion with the candidate. DCS does not generally have visibility of whether gender issues are considered, though in many DCS research groups, staff gender balance might make balanced teams difficult. Since its inception, SAINTS CDT has ensured that all students are supervised in teams of two – since the programme is interdisciplinary, the team is drawn from different departments relevant to the student's interests. The supervisor group for the 2024-25 cohort (the only cohort fully allocated to supervisors at present) is 40% women. All SAINTS recruitment panels for SAINTS comprise 3 academics, with at least 1 woman.

Our 2020 report identified PGR culture as an area of challenge. Following that, remodelling of parts of the IWB were undertaken, to create a common office and social space for all DCS PGR students (Action A5.3). However, both staff and students found this enforced separation uncomfortable, and we took advantage of

the need to accommodate the Maths Department in IWB to review. From summer 2025, PGR students have been accommodated in shared offices, alongside academic staff, in research groups. This has proved a reasonable compromise – while ‘all-PGR’ socialising has reduced, there are increased levels of socialising and co-working within research groups.

			Comments
A3.6a	Give women PGR interviewees contacts for current women PGR students (“buddies”) so that they can ask questions.	S	
A3.6b	Add information to PGR interview forms to remind interviewers to provide women applicants with useful information.	S	
A3.7	Monitor applicant-to-entrant percentages for women PGR students, and investigate why women choose not to take up PGR places	PC	
A5.2 and A8.6	Provide information for [women] PGR students on personal/family issues (including maternity leave)	C	
A5.4	Ensure that gender issues are considered when allocating second PGR supervisors, assessors	PC	
A5.3	Provide opportunities in the Department where all PGR students can meet and get to know each other better	PC	
A5.6	Monitor non-completion of PGR degrees: investigate why more men students fail to complete compared to women. Develop recommendations.	C	

Table 10: RAG Coding of Research and PGR actions from 2021 Plan

Actions A5.2 and A8.6 in the 2021 Plan are functionally identical.⁴ Information on leave of absence and paid parental leave is available on the YGRS website, and in the DCS PGR Handbook and DCS PGR Google Site.

Strand 7: Teaching and Outreach: Responsibility of Chair Board of Studies, DHoD(Teaching)⁵

Table 11 captures progress towards the “Teaching and Outreach”. Changes in the intervening years have led to the closure of some of these actions, and to a temporary pause in DCS outreach work. However, individual staff are involved in running code clubs in local schools and museums. Our admissions team holds several POVDs and open days each year (Action A9.2). Work has been done in recent years to broaden academic staff participation in POVDs, and to promote role models and demonstrate the inclusivity of our community by including representatives of under-represented groups in the teams.

The remaining 5 actions in this strand are marked as complete, since they are now embedded in our operations. We regularly review degree attainment for all student groups – Figures 90 and 91 indicate that the proportion of women UG students achieving good degree outcomes (first- and upper-second class degrees) has surpassed that of men students, on average, in the years since the last award, while the PGT average remains constant at around the sector average. There was, however, a drop in the proportion of women students attaining first-class degrees in 2023-24, and the figure does generally trend below that for men. Action A1.9 in the new plan aims to monitor this and propose actions to address the issue if the trend remains.

We award an annual prize to the highest-achieving woman UG student. We are able to allocate some £5,000 annually to assist students with disabilities: recent grants have supported specialist screen reader software and hearing aids. In the academic years 2023-2025, we were awarded 159 scholarships (totalling £1,590,000) from the Office for Students to enable students from lower-income households to study for an online MSc. Bosch has also provided a £10,000 scholarship for an online student in the 2025-26 year.

Reflection on teaching activities and student experience in DCS does, however, suggest that there are EDI concerns which are not captured in the 2021 Plan. These are discussed under Objectives 1 and 2 in Section 3 below.

⁴ Action A8.6 specified that parental leave information should be provided specifically for overseas PGRs. The two actions have been conflated here.

⁵ Currently the responsibility of DHoDs(Teaching), Teaching Quality Manager, Chair of DEC and DFS

			Comments
A1.1 and A4.6	Ensure that teaching materials are non-sexist and non-discriminatory, and encourage the use of real-world examples of relevance and interest to women students in core module teaching materials	C	Action A1.1
A4.4	Ensure no person of any declared gender is the sole person of that gender in assessment groups	C	
A4.4	Where possible, provide women students with women personal tutors	C	
A4.5	Ensure that at least one woman is leading a module in each of the UG stages	C	
A4.7	Encourage student online fora	S	The world has changed and students are self-organising in this respect. Staff involvement in student fora would not be welcomed.
A4.8	Investigate why fewer women achieve good degrees and develop strategies to address this	C	Action A1.9
A6.1	Create a checklist of key EDI actions for staff meeting women interview candidates	S	We no longer interview on-campus UG or PGT candidates and have never interviewed online PGT candidates.
A9.1	Revamp the internship programme in such a way as to make better use of staff time, particularly considering gender and inclusion issues	S	This refers to the "Headstart" Programme, which ceased in 2019. We no longer have an internship programme.

			Comments
A9.2	Increase participation of women academics in outreach activities (without putting too great a burden on women academics)	C	Action A2.1
A9.3	Continue to monitor participation of women teachers in NCCE activities, and create programmes specifically for women teachers as needed	S	This work stopped in 2021 due to a staff member leaving. We do still provide occasional short courses for NCCE, but do not have influence over their curriculum any more.

Table 11: RAG Coding of Teaching and Outreach actions from 2021 Plan

Strand 8: Monitoring Inclusion Issues: Responsibility of Chair EDI Committee

			Comments
A10.1	Track progress towards Athena SWAN Goals	C	Action A5.1
A10.2	Monitor student awareness and satisfaction with Athena SWAN issues	C	Action A5.2
A10.3	Monitor staff awareness and satisfaction with Athena SWAN issues	C	Action A5.3

Table 12: RAG Coding of Monitoring Inclusion Issues actions from 2021 Plan

2. Key priorities for future action

The SAT team has identified 5 objectives for future action. Key concerns within these objectives are summarised below.

Objective 1: Foster a safe, inclusive and engaging study environment and experience for students

Informal reports from students on both the online and on-campus programmes have indicated a small amount of gendered and disablist microaggressions, particularly in groupwork settings. Teaching staff also report occasional gendered harassment from students, in the form of comments on anonymous media (module feedback forms, Mentimeter polls). Our future plan presents actions to address these issues (Action 1.2), including the provision of a named contact to report gendered microaggressions in groupwork modules, clarifying reporting routes to supervisors.

We have observed a sharp decline in student attendance at in-person teaching in the past 2 years. Similar issues have been seen in other UoY departments and across the sector. We are keen to investigate the reasons for this, and to address any underlying gender-related issues (for example, commuting students, student carers). Action A1.7 provides for an investigation and likely further actions to address this.

Objective 2: Improve the gender balance and wider diversity of our student populations

The gender balance overall in the student body is relatively healthy (Table 1). We have 27% women students in 2025-26, across all UGs, PGTs and PGRs. However, this figure masks the fact that, for UG we trend slightly below the sector average (see Table 99). In the next award period, we aim to achieve 30% women students in the UG body. Actions A2.1 – A2.6 provide means to address this. We remain of the view that Outreach work is key: we intend to recommence targeted outreach work in this area, in the next award period. We will update the Action Plan to address this, in particular identifying activities to target women in early-years education.

Since 2025, DCS has been involved in UoY's "No Gaps" project, which aims to identify and address attainment gaps among different cohorts among home UG students. Review of our attainment data 2020-2024 has revealed slight gaps (<2%) for students declaring a disability and for women students from a Black British background. We have identified issues around academic background, study skills and settling into University. Our Stage 1 'Transition to University' course will be revised to address issues which arise as this project develops. Our UG cohort is broadening in response to recent University initiatives: we are looking forward to welcoming students into Stage 2 and Stage 3 from 2026-27 from overseas Universities on 2+1 or 1+2 arrangements. While we welcome increased diversity, we are concerned to ensure that all students thrive. Our future Action Plan contains actions to monitor engagement and performance across cohorts and address any attainment gaps (Actions A1.7 and A1.10).

Objective 3: Embed an inclusive working culture where women staff can thrive

Table 105 reveals a gender imbalance in academic staff. We have no women staff at reader level, and only one at professorial level in DCS. ART staff are currently at 9.6% women overall, with T&S staff at 33% women. DMT has worked hard to identify women staff for promotion and to provide mentorship through the application process, and this has resulted in a good success rate for women ART and T&S staff applying for promotion in recent years (see Table 116). However, there remains a pipeline issue, in particular in terms of recruitment to ART posts. We have therefore set ourselves a target of recruiting more women to ART roles – we aim to achieve 20% women ART by 2030.

Focus groups with T&S staff – particularly in the online teaching team (which accounts for over half of the women T&S staff in DCS) – suggest that there is uncertainty around the interpretation of promotion criteria, and a tendency for staff to target activities which are not directly supportive of career progression. Similarly, for RO staff, there is often lack of clarity around career progression and how citizenship work can be achieved. We have therefore defined actions to widen participation in

the University's mentorship scheme and to make the DCS mentorship scheme more formal, in terms of the focus on staff progression (Actions 3.1a and 3.1b).

UoY restructuring in recent years, coupled with a rapid increase in student numbers, has impacted our PSS team disproportionately. We are keen to ensure that PSS workload is monitored and managed from an EDI perspective, going forwards (Action A3.4), and that the Department ensures that the potential for disproportionate impact on the team from any future restructuring is considered. Retention is also a key concern. Although UoY does not have a PSS promotion process, colleagues can apply for their posts to be regraded, if their responsibilities have changed. The recent restructurings mean that there are likely to be several PSS staff where regrading should be considered. Action A3.5 mandates a regular process of active review, with a view to increasing staff retention in this team.

UoY has recently introduced the possibility of including Unconscious Bias Observers, independent of Departments, on recruitment panels. Action A3.6 in the future Action Plan mandates inclusion of these on panels for all future academic and PSS jobs.

Objective 4: Engage with the wider community to promote the image of CS as a welcoming discipline and career path for women and other under-represented groups

We have tended to focus our energies on BCS Women and the ACM Women's Chapter. However, we have struggled with engagement. Action A4.1 seeks to address this, and also to embed DCS future funding. Action A4.2 seeks to widen the pool of events which we should encourage students to attend. We are also pleased to include Action A4.5 – an annual EDI lecture to be hosted annually with the Maths Department - to enhance the shared community in IWB and to promote inclusion in CS to a wider audience.

Objective 5: Monitor progress towards our EDI Goals

Monitoring of Athena SWAN goals is an important part of the DCS's broader EDI work. We aim to build robust systems to embed gender equality, to keep current actions under review to ensure effectiveness, and to close them once they have served their purpose, to enable us to prioritise new work to address gender equality issues which arise.

Section 3: Future Action Plan

The following action plan addresses issues identified from our data analysis, staff and student surveys, focus groups and on our reflections on the progress we have made on the actions in our previous Athena SWAN action plan. These areas are not intended to be exhaustive – a key part of our work involves identifying and responding to issues as they arise, or as new issues are identified, particularly in the context of institutional and sector changes. Actions in the plan are arranged under 5 key objectives:

- O1: Foster a safe, inclusive and engaging study environment and experience for students
- O2: Improve the gender balance and wider diversity of our student populations
- O3: Embed an inclusive working culture and environment where women staff can thrive
- O4: Engage with the wider community to promote the image of CS as an inclusive discipline and career path
- O5: Monitor progress towards our EDI goals

	Objective Description					
O1	Foster a safe, inclusive and engaging study environment and experience for students					
Action	Action Description	Rationale	Outputs	Timeframe	Responsible	Success Measures
A1.1	Annual review of teaching materials for gender-inclusive language and gender-balanced images, relevant examples and adherence to accessibility guidelines	To ensure that teaching materials are non-sexist, non-discriminatory and are accessible to all	Module Leaders provided with a checklist for inclusive language “do’s and don’ts” Review annually Email before the start of teaching each semester to remind staff of the expectations. Email to staff vetting project descriptions to ensure that project descriptions are not exclusionary or off-putting to women students.	September 2026 onwards	Teaching Quality Manager Teaching Quality Manager Projects Co-Ordinator	Teaching materials review confirms that they meet best practice guidelines on accessibility and inclusivity. Any problems with materials identified in the review are rectified before teaching. Inclusivity and accessibility of materials not raised as an issue in student feedback on modules or NSS.

			All teaching staff required to engage with best-practice training provided by the University.		Head of Department	Staff engagement in mandatory University training is logged in the Department, and is discussed in PDR.
A1.2	Promote a culture of zero tolerance of sexism/discrimination in the student body	We are aware of microaggressions of a discriminatory nature addressed to staff in anonymous fora and also addressed to other students in groupwork modules.	Talks in induction week to all cohorts to emphasise respect for all. Timely interventions with specific students or cohort groups when issues are reported. Discussions of professional behaviour and groupwork expectations in Transition courses.	Ensure that reports (and actions) are logged in a confidential tracker, within 48 hours of reports, and that where interventions are required, these are also logged Annual report to EDI Committee from Dignity Contacts, named groupwork contacts and	Director for Students, Chair of DEC and EDI Chair	Target is that no incidents are reported (from staff and students). This is measured by regular reviews of the logs and discussions between EDI Chair and Dignity Contacts and named groupwork contacts, as well as with Director for Students Required interventions are logged and discussed as “lessons learned”. Annual EDI questionnaires for staff and students include questions on whether discrimination/harassment has been experienced or witnessed, and whether

			Provision of a named contact in groupwork modules to whom students can report issues in confidence Promotion of a “behaviour contract” between students and staff, which lays out reasonable expectations and boundaries for behaviour, language, responses.	Director for Students		interventions were effective. 100% of student-facing staff and students to have signed “behaviour contract” by December of each academic year (from 2026-27 intake).
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A1.3	Publicise the availability of Dignity Contacts and the EDI Chair to discuss any issues of sexism/discrimination with students and staff in confidence and to provide practical advice relating to support mechanisms inside and beyond the University.	Awareness of Dignity Contacts is not high. Since Dignity Contacts are a University-wide scheme, EDI Chair is added here so that there is always a clear Departmental escalation route for students.	Add information to the student intranet, the CS Community VLE site. Include in Induction talks for all cohorts.	Intranet and VLE site – Spring 2026 Induction Talks annually from September 2026 Discussion of Dignity Contacts at one Departmental staff meeting each year.	EDI Chair	Awareness of the availability of confidential advice and support mechanisms in the University and beyond. Awareness measured through inclusion of a question on the student and staff EDI surveys.
A1.4	Review of language in student-facing websites and other media to ensure that language is gender inclusive. Refresh images periodically, paying attention to gender balance.	This activity is embedded, but an action is required to ensure that it remains important.	Annual review of the websites, with identified issues corrected before the start of Semester 1.	Annually from September 2026	Student Recruitment and Marketing Team	Review confirms that the pages and other media meet best-practice guidelines on inclusivity, as supplied by the University's Inclusive Learning Team. Staff engagement in mandatory University training on inclusivity is logged in the Department, and is discussed in PDR.

A1.5	Hold at least two staff-student social events per academic year, and ensure that they are fully inclusive.	To signal to students, staff, applicants and guests that the Department is an inclusive community in which to study.	One staff-student event to be held each semester.	From 2026-27	Director for Students in collaboration with the Student Reps Team	List of events maintained. At least 2 events held per year. Post-event survey includes questions about inclusivity and relevance of the events.
A1.6	Promote the University's student buddy scheme to incoming Stage 1 and PGT students – in particular, make clear that women students can request a woman buddy	Student Culture surveys indicated a lack of awareness of the University's buddy scheme, and also some interest in participating in such a scheme were it available.	Information to be included in the speaker pack for post-offer visit days and communications with offer holders. Scheme to be advertised in the induction talks.	2026-27 and ongoing	Student Recruitment and Marketing Team	Increased take-up of the University scheme within CS aim to increase participation by 25% of the 2026 intake's rate by 2030. Awareness of the University scheme measured by a question on the annual student EDI survey.
A1.7	Investigate whether there are any underlying gender-related or EDI issues affecting general attendance at in-person teaching.	We have observed a sharp decline in student attendance at in-person teaching in in-campus UG and PGT cohorts over the past 2 years. We are keen to	Explore reasons for decline in attendance with students. Stage 2 and 3 students who have struggled with engagement to be identified	January 2027	Chair of Department Education Committee, Director for Students and Student Rep Team	Report to DMT and EDI Committee in January 2027, identifying any gender-related or EDI issues and proposing actions to address any found. New actions added to plan from January 2027

		investigate the reasons for this, and to address any EDI issues which might be at play (for example, working students, commuting students)	from University engagement data during summer of 2026. Director for Students to discuss with pastoral supervisors to establish if any gender-based issues emerge. Focus groups of both good and poor attenders, across Stages 2 and 3, to be undertaken on non-judgemental basis (with independent facilitation) in Semester 1 2026-27. Poor attenders in Stage 1 are routinely followed up by interview with pastoral			to address issues identified Measurable improved engagement for female students - measured from the University attendance monitoring data, and also from reduced deferrals of assessments, leave of absence levels. Improved student perceptions of any gender issues affecting engagement – measured by anonymous survey conducted by the student reps early in Semester 2 2026-27.
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			supervisors and (for students identified as giving cause for concern) with Director for Students on the basis of attendance and other engagement data in Week 6 of Semester 1. Reasons given for poor engagement in these interviews to be logged and discussed to see if discernable patterns emerge. Student Reps at all levels to be engaged in the discussion, to help ensure understanding of “non-judgemental” approach.			
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			Discussion with Faculty Learning and Teaching Group to compare trends across the University.			
A1.8	Ensure continued provision for employability – alongside the curriculum.	Both provision of cohort employability sessions in the Stage 1 and Stage 2 curriculum and the provision of CV writing and career development sessions for students are embedded, but there is a requirement for a fresh action to ensure that this remains in place in the context of upcoming structural changes at University level.	Continue to provide a programme of employability, CV writing and career development sessions for all CS students	January 2026 and ongoing	Placements Team (CV sessions) Deputy HoD (Teaching) and Deputy HoD (Online Teaching) to consider how employability can be maintained in the curriculum	Confirmed continued signposting of students to the placements team for guidance – by teaching staff and pastoral supervisors. Positive student feedback on and engagement with employability sessions – maintain current satisfaction target, measured in post-session feedback.

A1.9	Monitor first-class degree attainment by gender, and propose actions if disparity observed in 2023-24 continues in subsequent years	Figures 90 and 91 suggest that there is a gender disparity between men and women achieving first-class degrees	Annual review undertaken after final degree results are published each cycle Annual review of Stage 1 and Stage 2 outcomes undertaken after final Examiners' Board (September each year) to establish whether there are patterns emerging earlier in the cycle.	July 2026 Ongoing	Chair Board of Examiners, Director for Students	Annual report on final degree outcomes shows improved figures on those in the appendix (intention is to reach parity between male and female students by 2030). New actions proposed from September 2027 if disparity remains in final degree or earlier stage outcomes.
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A1.10	Monitor engagement and attainment by students in groups of concern. Arrange actions to support, as necessary.	Increasing student numbers, and rise in students with unusual backgrounds (e.g. on articulation agreements) suggest that support may be required	Review engagement (via University attendance data) and attainment in (including completion of) formatives 2x per semester. Review summative attainment. Targeted interventions – such as individual interviews and enhanced teaching support – for any students showing a >5% drop in engagement against the cohort average.	September 2025 and ongoing	Director for Students	DFS monitoring report to each DMT meeting – additional actions proposed to engagement monitoring and teaching plans as necessary.
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Table 13: Future Action Plan: Objective O1

	Objective Description
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O2	Improve the gender balance and wider diversity of our student populations					
Action	Action Description	Rationale	Outputs	Timeframe	Responsible	Success Measure
A2.1	Ensure that open days and post-offer visit days include staff and student ambassadors who are women	To promote women role models within the Department and to demonstrate to applicants and their guests that we have a mixed community.	Open day and post-offer visit day team to include staff and where possible students from under-represented groups.	From 2026-27	Student Recruitment and Marketing Team	Open and visit day staffing plans to have no all-male teams.
A2.2	Publicise events in the Department of particular interest to students from under-represented groups (including women)	To signal to students, staff, applicants and guests that the Department is an inclusive community in which to study.	Information about departmental activities at external admissions events (e.g. UCAS fairs). Talks, posters, video displays at open days and visit days. Post-offer newsletters and communications. Regular displays on Department	From 2026-27	Student Recruitment and Marketing Team	Annual review confirms that information is produced and used. Target is >50% awareness among student body as a whole, measured by a question on the annual EDI student survey.

			information screens. Social media posts.			
A2.3	Use Department's student-facing channels to emphasise our commitment to under-represented groups.	This activity is embedded but an action is requirement to ensure it remains so.	2 social media campaigns each semester relating to under-represented groups in CS.	Ongoing	Student Recruitment and Marketing Team	Increased positive engagement evidenced by follows, likes and comments. Reported to the EDI committee via bi-monthly reports from those responsible for actions (in this case, the Student Recruitment and Marketing team) – see A5.1.
A2.4	Work with the University's Strategic Partnership Universities overseas to support flexible incoming student exchanges, and in particular to maximise recruitment of women students on these routes	UoY is in the process of developing Partnership agreements with overseas Universities, to welcome overseas students on flexible arrangements (for example, to take	Promote CS as a woman-friendly discipline in recruitment materials and visits Provide a Transition to University	Annually from September 2026.	Director for Students	Students informed about academic expectations and how UoY manages assessment, resits, illness etc.. Assessment of awareness of issues with a questionnaire at the end of the

		Stage 3 of UG degree in York). We are keen to be involved in these partnerships, but need to ensure that the students have adequate academic and pastoral support. We are particularly keen to work with external partners to promote inclusivity for women students.	course specifically for students arriving on partnership agreements. Provide a supervision team – including, where possible, women supervisors for women students – with awareness of the linguistic, cultural and educational background of students on these routes. Regular reviews of student engagement and progress – mid-semester.			Transition to Study in the UK programme in Semester 1, and a review of engagement in that course. Confirmation of appropriate gender balance in supervision provision for articulation students. Director for Students to perform and document reviews twice a semester with the Department's academic lead for the partnership programmes, to check on student engagement and progress, and to establish whether additional tutorial support or practical support is required.
A2.5	Ensure that gender and wider EDI issues are considered when	The action is needed to ensure equal distribution of	Policy on EDI issues in PhD	From 2026-27	CS Grad Chair	Policy agreed.

	appointing second PhD supervisors/PhD supervision teams and assessors	workload, and of opportunities since PhD supervision is a promotion criterion for ART, T&S and RO staff groups. There is also an equality issue with respect to the PhD candidates themselves	supervision and assessment. Communication of the policy to supervisors, DTC chairs.		Monitoring by Graduate Schools Board and as part of workload monitoring, by HoD	HoD monitoring of workload confirms that EDI issues are appropriately considered and that staff are not disproportionately loaded
A2.6	Investigate availability of financial and mentoring support for women PhD students and those from other under-represented groups. Promoting this among potential supervisors and applicants	To improve take-up of PhD places by students from under-represented groups.	Monitor for relevant funding and mentorship opportunities. Advertising opportunities to potential supervisors, CDT chairs and applicants.	From 2026-27 ongoing.	CS Grad Chair	List of potential sources of funding and advice maintained and disseminated. Balance of under-represented groups in the PhD cohort (including women) improved on current levels. Target – to exceed the Russell Group average for female PhD students by 2030.

Table 14: Future Action Plan: Objective O2

	Objective Description					
O3	Embed an inclusive working culture and environment where women staff can thrive					
Action	Action Description	Rationale	Outputs	Timeframe	Responsible	Success Measure
A3.1a	Promote and offer Departmental mentoring scheme for new academic staff (RO, ART and T&S)	Embedding people in a welcome research environment, fostering cross-group and inclusive working relationships	Formal mentoring scheme for academic staff, with a focus on long-term career planning, expectation management and timely encouragement to apply for promotion	2024 and ongoing	DHoDs(T), DHoD(R), Members of Department Promotion Committee	Improved take-up rates and feedback from staff.
A3.1b	Increase awareness and take-up of the University's peer mentoring scheme for academic staff	Early awareness of career progression requirements and support in career planning	Cross-departmental links, support for career planning Promotion expectations mentioned at teaching and research away days each year. This to include mention of the			Earlier identification of staff for potential promotion, measured through Department Promotion Committee self-review. Increased awareness of mentoring scheme, promotion criteria and promotable work measured by a question on the annual staff EDI survey and also as a required discussion in PDRs.

			mentoring scheme and the Department's promotions committee and help available from there.			
A3.2	Widen and promote awareness of informal group support for career development and career planning for all academic staff	Active encouragement of career development. Improved knowledge of promotion criteria and processes, funding opportunities and greater awareness of responsibilities of line managers and staff	Online fora for staff groups. Clear communications about the promotion requirements and requirements of the Research Concordat Regular forums for RO staff discussing the Research Concordat and the specific support available in the University for research-only staff.	2026 onwards	Members of Department Promotion Committee, RO representative on DRC	Positive engagement with the groups. Awareness of the groups and of promotion criteria measured on annual staff survey – target: 20% increase year on year in staff saying they “fully understand the promotion criteria and how they apply to me” in staff survey. Improved attendance at RO staff forums, and increased

						promotion rates and retention
A3.3	Monitor academic promotion applications and success rates for women across all grades, ART, T&S and RO	Active encouragement of career development and promotion for women	Identification of staff with potential for promotion Mentoring through the application process log of applications and successes to feed back into subsequent years	2025 and ongoing	Department Promotion Committee	Improved promotion application rates and improved promotion rates for women
A3.4	Continue to ensure that workload allocation for PSS staff takes account of EDI issues, such as family responsibilities	Although this is largely embedded, the recent merger of CS PSS staff with the Maths team suggests that an action to monitor workload allocation is sensible	Training for PSS line managers to identify potential areas of imbalance Balanced work allocation. Clearer assurance of in lieu time for weekend/evening work	Ongoing	Head of Faculty Operations and PSS Line Managers	Report from HR to EDI Committee annually confirming that workload allocation continues to meet EDI criteria.

			Communications among the team regarding work-life balance			
A3.5	Identify PSS staff who may be working beyond their grade and support them in applications for regrading	PSS staff do not have a promotion pathway. Regrading roles is the University's mechanism for ensuring that grading reflects the work undertaken.	Regular reviews of staff roles, actively looking for places where the grading does not match the work commonly undertaken.	Ongoing	Head of Faculty Operations and PSS Line Managers	Formal review of role description against actual duties documented as part of annual PDR. Confirmed regrading recommendation where issues are found.
A3.6	Inclusion of an Unconscious Bias Observer (external to the Department) in recruitment panels for academic and PSS jobs	The University has recently launched a scheme for this, and it makes sense for us to engage with best practice here	Communication of the need for Unconscious Bias Observers and information on how to include them in panels (to recruiting managers).	From Spring 2026	CS Human Resources Team	Positive engagement and taken-up of unconscious bias observers in recruitment panels – log of experiences. Review by HR team in Spring 2027. Target to include an Unconscious

						Bias Observer on every appointment panel by 2030. CS staff acting as part of the University Unconscious Bias Observers team
A3.7	Provide an explanation to all academic staff of the principles for workload allocation	Our staff survey suggests that there are concerns among academic staff about the fairness of workload allocations	Published criteria/principles for workload allocation for ART and T&S staff. Announcement by email and in relevant staff meetings	From academic year 2025-26	HoD and DHoDs	Concerns not raised in staff culture surveys – where concerns are raised, these should be logged and reported to HoD, with a response provided as general feedback to the Department within 2 weeks. Review of workload allocations by HoD/DHoDs does not indicate any issues.
A3.8	Encourage all staff to ensure that they arrange	Our staff survey suggests that academic and PSS	Announcement by email and in	From academic	DHoD (Teaching),	At least 90% of staff to take minimum annual

	to take Annual Leave allocation	staff find it difficult to take annual leave given the structure of the year and workload	relevant staff meetings. Leave reports discussed in PDR. Line managers to monitor and draw attention of staff where they have a lot of leave built up	year 2026-27	PSS and RO line managers	leave allocation (i.e. less than 10% of staff to carry over more than 5 days of leave) by end of 2026-27 academic year.
A3.9	Monitor composition of all Departmental Committees to ensure female representation	Widening of Action A7.6 from previous plan	Review each academic year	From Autumn 2026	Chair EDI Committee	At least one senior female representative (grade 8 or above) on all major Departmental committees (DRC, DEC, DMT, DTC) by end 2026. (Higher representation if possible, without overloading female staff).

Table 15: Future Action Plan: Objective O3

	Objective Description					
O4	Engage with the wider community to promote the image of Computer Science as an inclusive discipline and career path					
Action	Action Description	Rationale	Outputs	Timeframe	Responsible	Success Measure
A4.1	Encourage women students to engage with external events.	External events such as BCSWomen Lovelace Symposium and ACM Women's Chapter events (for UGs and PGTs), UKIEP (for UGs), London Hopper Colloquium provide good opportunities for networking and developing CVs. While we do encourage attendance, our advertising is not always in good time for students to prepare for the events.	Timely advertisement of events (at least 5 weeks ahead of deadlines) on Departmental information screens and through student communication channels. Continued financial support to BCSWomen Lovelace Symposium. Continued financial	Annually from 2025-26	EDI Chair	Increased participation (from 2023-2026 average) measured both through submissions and numbers attending the events. Question on annual EDI survey to monitor student awareness – target is >80% awareness by 2027 survey.

			support for students to attend. Gather data from students as to which events they have attended.			
A4.2	Identify additional relevant events and encourage students to attend.	We have tended to focus our energies on BCSWomen and ACM Women in the past. There is potential for us to increase the pool of events we advertise to students and to broaden this beyond the UG/PGT cohorts. For example, the London Hopper Symposium is a good opportunity for PGR students.	Conduct an annual search for relevant events. Timely advertisement of events. Make a case for funding for students to attend. Gather data from students as to which events they have attended.	Annually from 2026-27	EDI Chair	More events added to the list of activities we advertise. Increased participation in a range of events, measured through logs of attendance (including provision of funding). Question on annual EDI student survey to monitor student awareness – target is >80% awareness by 2028 survey.
A4.3	Publicise EDI-relevant events in the University	This activity is embedded, but an action is required to	Conduct a monthly search for relevant	Monthly from	Director for Students	Increased positive engagement with social media posts

	and beyond of particular interest to all students.	ensure that it remains important.	events (e.g. Open Lectures). Social media posts relating to events outside the Department every month.	Easter 2026		(follows, likes, comments etc) Question on annual EDI student survey to monitor student awareness – target is >80% student awareness by 2027 survey.
A4.4	Publicise EDI-relevant events in the Department of particular interest to all students.	This activity is embedded, but an action is required to ensure that it remains important.	Conduct a monthly search for relevant events. Social media posts and announcements on the Departmental screens in good time for events.	Monthly from May 2026	Director for Students and Student Rep group	Increased awareness and attendance at events. Question on annual EDI student survey to monitor student awareness – target is >80% student awareness by 2027 survey.
A4.5	Organise and promote an annual EDI Lecture jointly with the Maths Department (all staff and students to be welcome)	Fostering CS-Maths relationship in the Ian Wand Building, and also promoting the image of both subjects as inclusive	Annual Lecture	Annually from Summer 2026	CS EDI Chair and Maths EDI Chair	Well-attended annual event Positive feedback from CS staff and students in post-event questionnaire.

Table 16: Future Action Plan: Objective O4

		Objective Description				
O5		Monitor progress towards our EDI goals				
Action	Action Description	Rationale	Outputs	Timeframe	Responsible	Success Measure
A5.1	Conduct critical annual review of progress towards our Athena SWAN actions and goals	To monitor EDI-health of the Department and inform ongoing work to embed actions	Annual review of progress against the EDI plan to DMT. Bi-monthly follow-ups with responsible staff members. Close actions where complete and propose new ones to focus on issues arising Annual review meeting with HoD and Head of Faculty Operations to review progress	Ongoing	EDI Chair	Issues identified brought to the attention of relevant committees and postholders, and reported at EDI Committee meetings. Actions carried out and progress appropriately logged. Annual review and update of AS plan Increased staff and student engagement with the issues, evidenced in annual staff and student surveys HoD and HFO fully engaged and aware of progress,

			and decide future strategic actions and resourcing – this is a minimum and in addition to regular DMT reports and discussions. At least one DMT meeting annually entirely devoted to EDI issues.			challenges and gaps – resources made available; promulgation of successes and challenges through the Department via stand-up meetings, committees and wider staff engagement opportunities.
A5.2	Conduct annual review of student awareness of and satisfaction with handling of EDI issues within the Department	Build and maintain momentum for EDI into daily actions of the Department. Increase a sense of inclusion and belonging in the CS student community.	Annual student EDI/culture survey.	Annually from Summer 2026	EDI Chair	Increased student engagement with EDI issues and awareness of expectations. Measured, in part, by increased response rate – target >50% response rate on both the on-campus and the online student EDI surveys by 2030.

A5.3	Conduct annual review of staff awareness of and satisfaction with handling of EDI issues within the Department	Build and maintain momentum for EDI into daily actions of the Department. Increase a sense of inclusion and belonging in the CS staff community.	Annual staff EDI/ culture survey	Annually from Summer 2026	EDI Chair	Increased staff engagement with EDI issues and engagement with expectations. Target response rate for the annual staff EDI survey >50% by 2030. Culture survey “belonging and inclusion” responses showing an annual improvement.
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Table 17: Future Action Plan: Objective O5

Appendix 1: Consultation data

A1.1 Staff Culture Survey

The survey was conducted in November 2024. 63 responses were received in total, 26 of which were from ART or T&S academics, 12 from RO staff, 13 from PGR students (who are classed as staff members in DCS) and 12 from PSS staff. 30 of the respondents identified as women, 25 as men, 2 as non-binary and 6 respondents preferred not to state their gender.

We used Advance HE's full question set, although we modified the wording of the first question in Advance HE's 'Belonging and Inclusion' theme to say "I feel welcome in my department". We also added questions to explore people's sense of being welcome in their immediate team, as well as the whole department, their awareness of trained Dignity Contacts, the possibility of arranging annual leave and the support and cover they were given around leave.

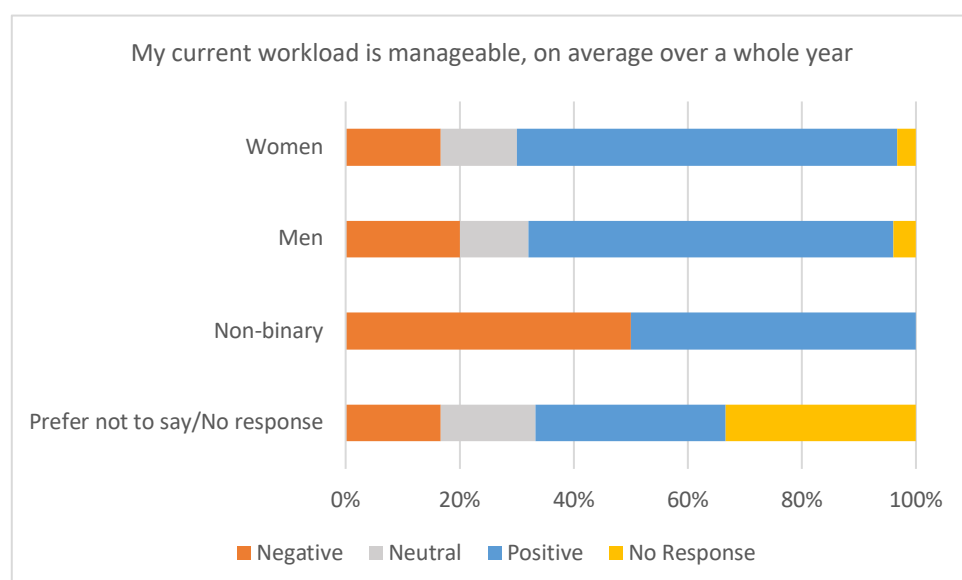


Figure 2: Responses to 'My current workload is manageable' – by gender

	Prefer not to say/No response	Non-binary	Men	Women
Negative	1	1	5	5
Neutral	1	0	3	4
Positive	2	1	16	20
No Response	2	0	1	1

Table 18: Responses to 'My current workload is manageable' – by gender

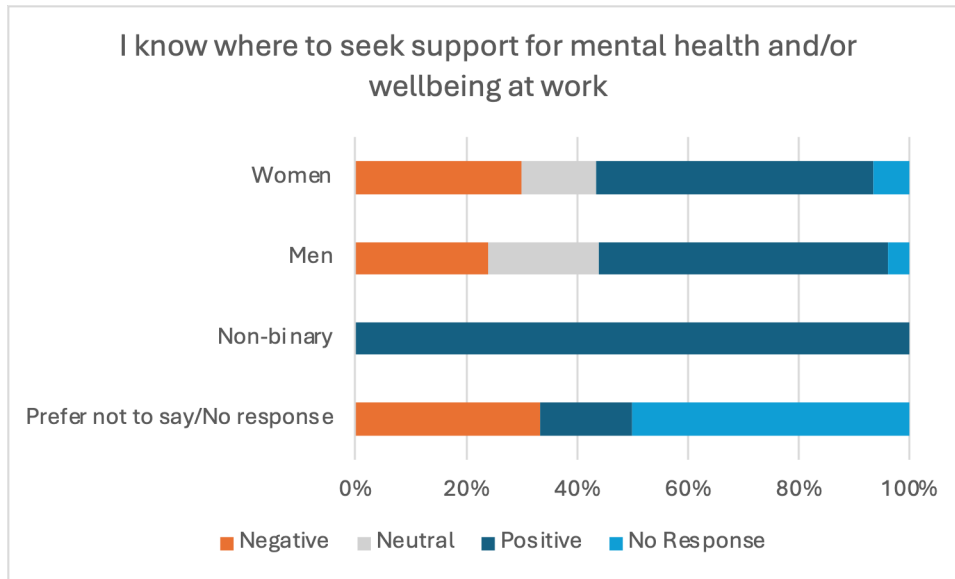


Figure 3: Responses to 'I know where to seek support for mental health and/or wellbeing at work' by gender

	Prefer not to say/No response	Non-binary	Men	Women
Negative	2	0	6	9
Neutral	0	0	5	4
Positive	1	2	13	15
No Response	3	0	1	2

Table 19: Responses to 'I know where to seek support for mental health and/or wellbeing at work' by gender

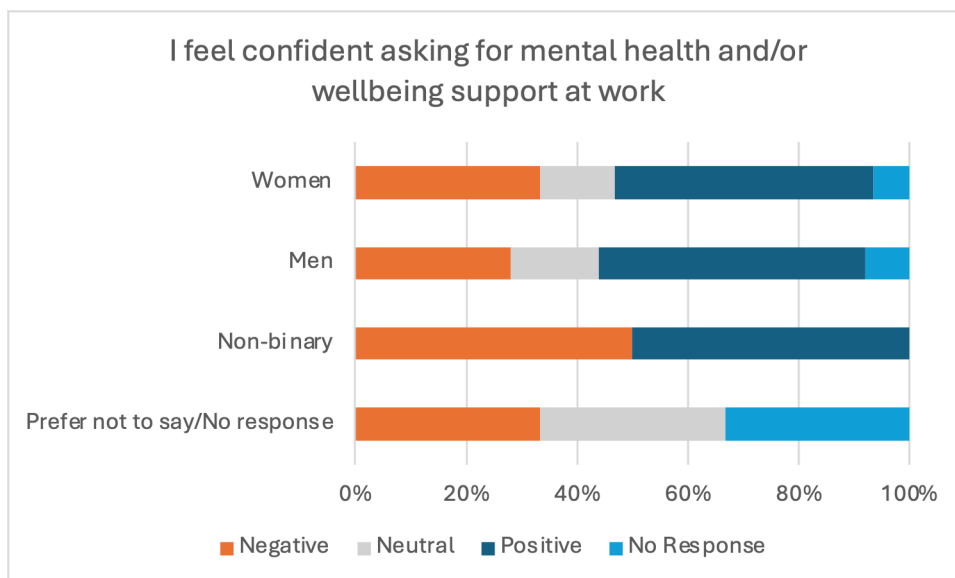


Figure 4: Responses to 'I feel confident asking for mental health/wellbeing support at work' – by gender

	Prefer not to say/No response	Non-binary	Men	Women
Negative	2	1	7	10
Neutral	2	0	4	4
Positive	0	1	12	14
No Response	2	0	2	2

Table 20: Responses to 'I feel confident asking for mental health/wellbeing support at work' – by gender

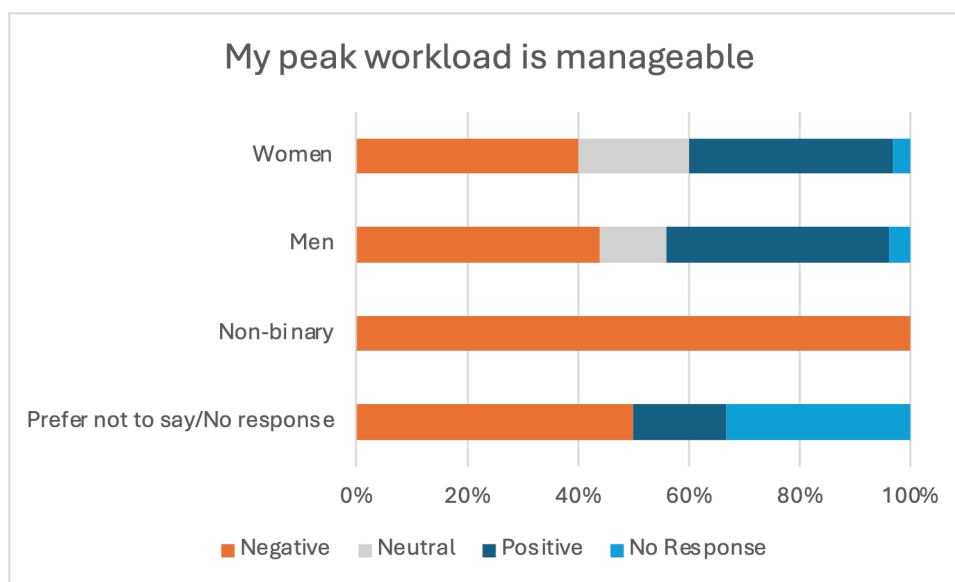


Figure 5: Responses to 'my peak workload is manageable' – by gender

	Prefer not to say/No response	Non-binary	Men	Women
Negative	3	2	11	12
Neutral	0	0	3	6
Positive	1	0	10	11
No Response	2	0	1	1

Table 21: Responses to 'my peak workload is manageable' – by gender

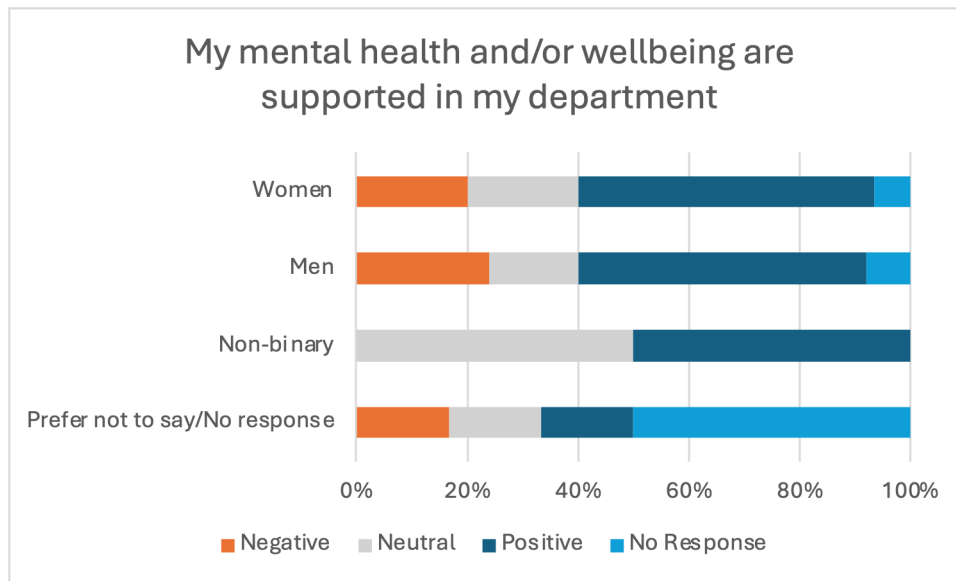


Figure 6: Responses to 'My mental health and wellbeing are supported in my department' – by gender [AS Core Question]

	Prefer not to say/No response	Non-binary	Men	Women
Negative	1	0	6	6
Neutral	1	1	4	6
Positive	1	1	13	16
No Response	3	0	2	2

Table 22: Responses to 'My mental health and wellbeing are supported in my department' – by gender [AS Core Question]

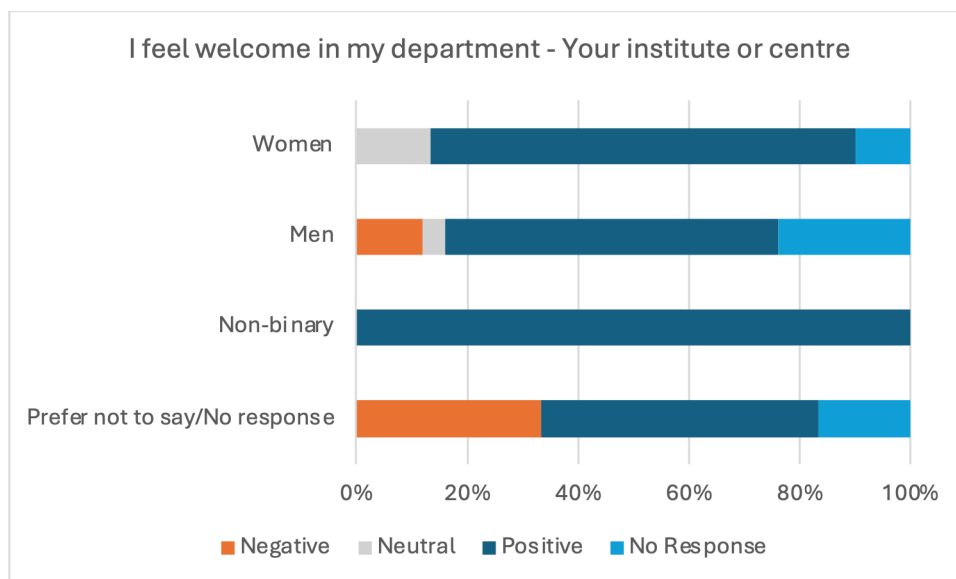


Figure 7: Responses to 'I feel welcome in my institute or centre' – by gender

	Prefer not to say/No response	Non-binary	Men	Women
Negative	2	0	3	0
Neutral	0	0	1	4
Positive	3	2	15	23
No Response	1	0	6	3

Table 23: Responses to 'I feel welcome in my institute or centre' – by gender

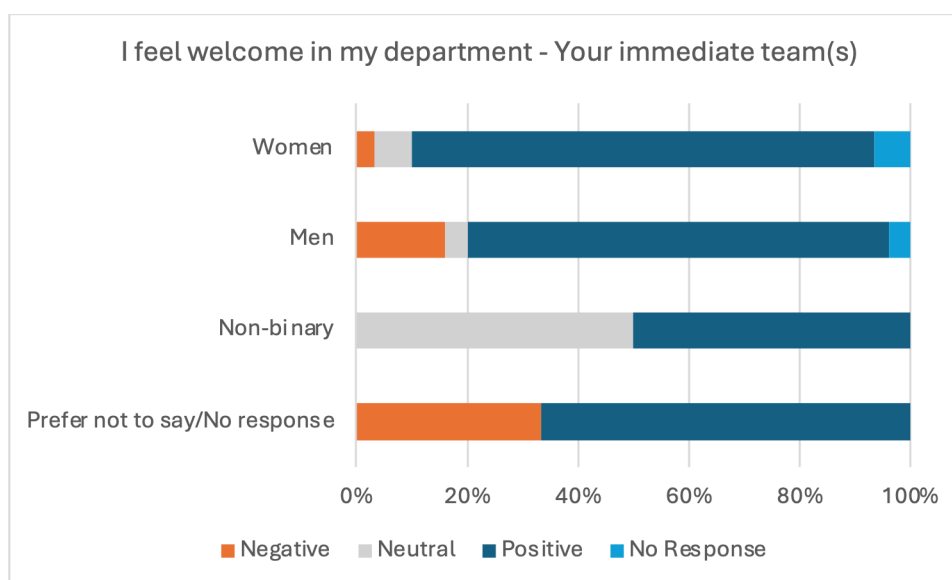


Figure 8: Responses to 'I feel welcome in my immediate team' – by gender

	Prefer not to say/No response	Non-binary	Men	Women
Negative	2	0	4	1
Neutral	0	1	1	2
Positive	4	1	19	25
No Response	0	0	1	2

Table 24: Responses to 'I feel welcome in my immediate team' – by gender

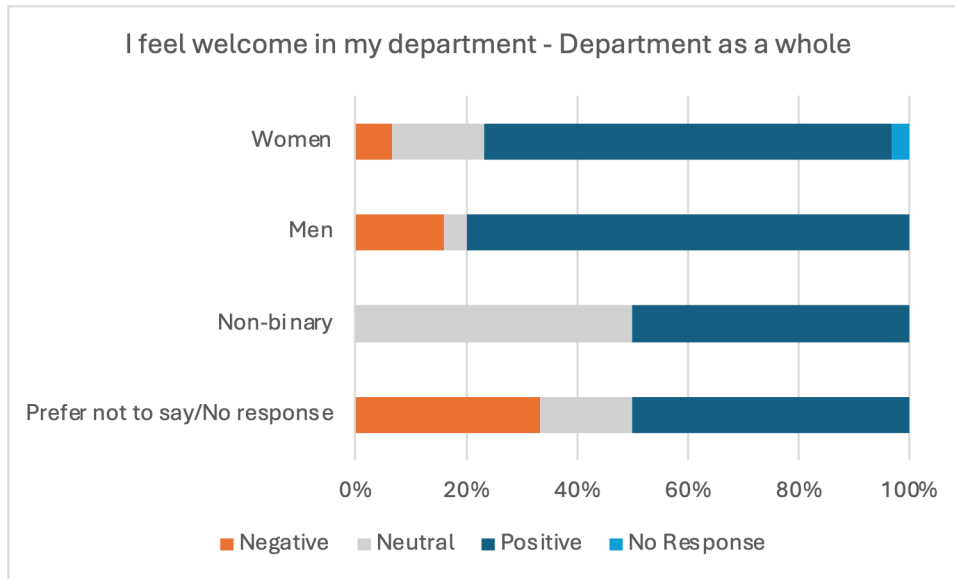


Figure 9: Responses to 'I feel welcome in the Department as a whole' – by gender

	Prefer not to say/No response	Non-binary	Men	Women
Negative	2	0	4	2
Neutral	1	1	1	5
Positive	3	1	20	22
No Response	0	0	0	1

Table 25: Responses to 'I feel welcome in the Department as a whole' – by gender

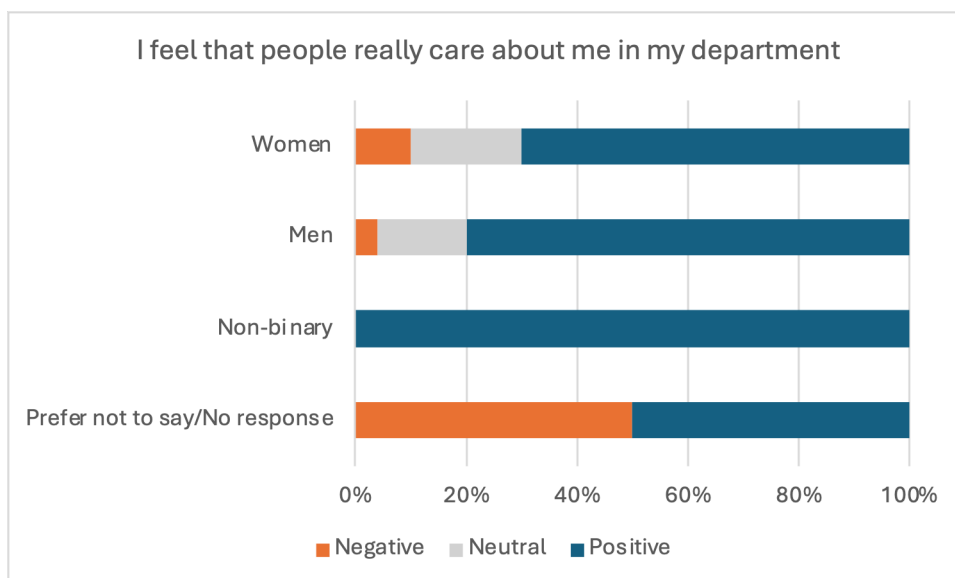


Figure 10: Responses to 'I feel that people really care about me in my department' – by gender

	Prefer not to say/No response	Non-binary	Men	Women
Negative	3	0	1	3
Neutral	0	0	4	6
Positive	3	2	20	21

Table 26: Responses to ‘I feel that people really care about me in my department’ – by gender

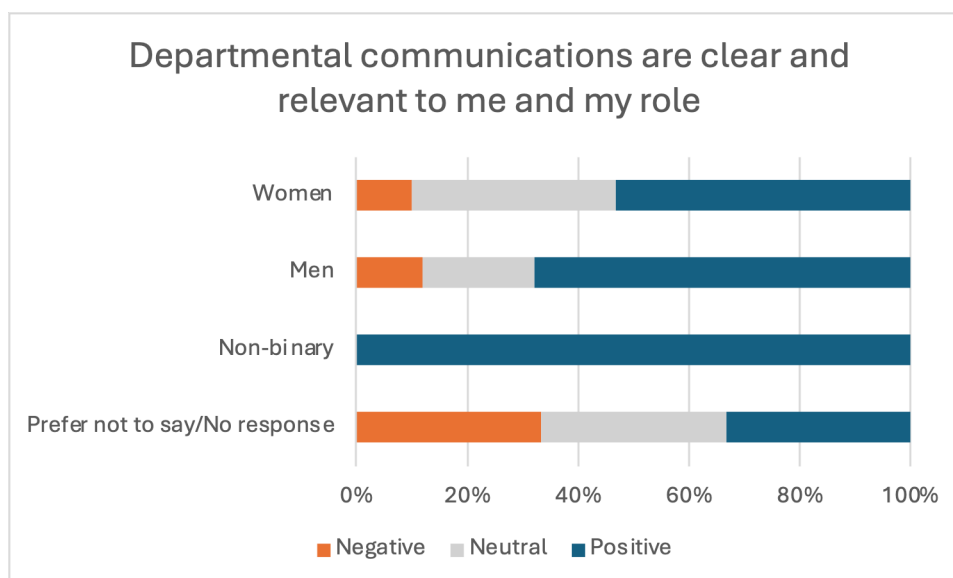


Figure 11: Responses to ‘Departmental communications are clear and relevant’ – by gender

	Prefer not to say/No response	Non-binary	Men	Women
Negative	2	0	3	3
Neutral	2	0	5	11
Positive	2	2	17	16

Table 27: Responses to ‘Departmental communications are clear and relevant’ – by gender

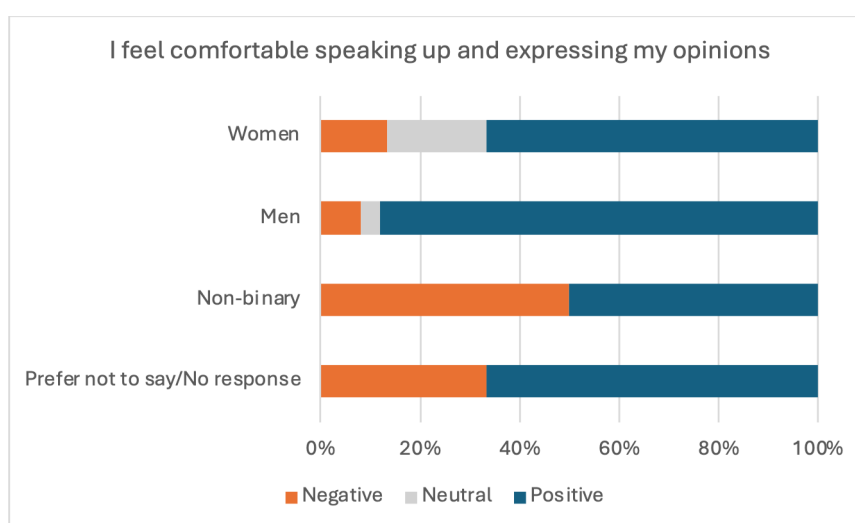


Figure 12: Responses to ‘I feel comfortable speaking up and expressing my opinions’ – by gender

	Prefer not to say/No response	Non-binary	Men	Women
Negative	2	1	2	4
Neutral	0	0	1	6
Positive	4	1	22	20

Table 28: Responses to 'I feel comfortable speaking up and expressing my opinions' – by gender

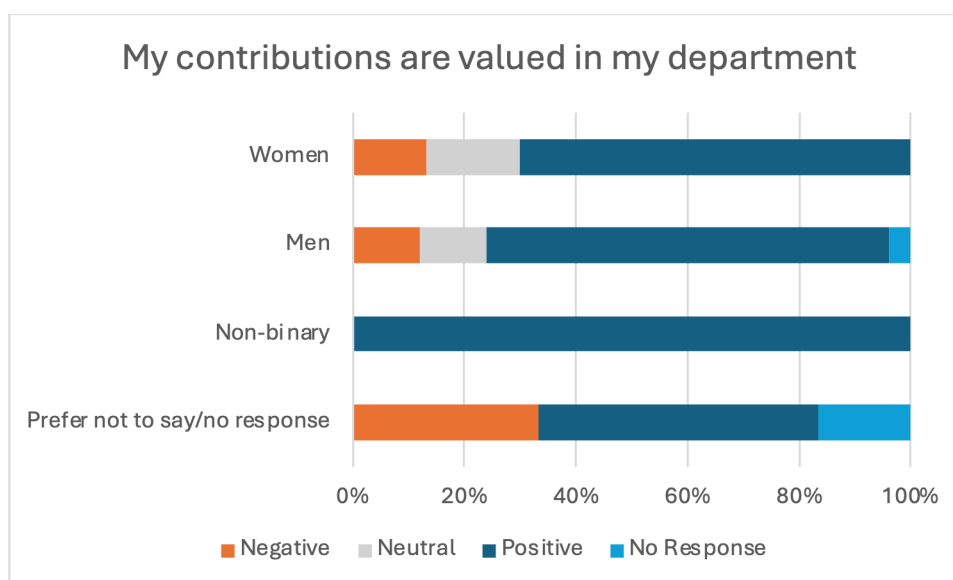


Figure 13: Responses to 'My contributions are valued in my department' – by gender [AS Core Question]

	Prefer not to say/No response	Non-binary	Men	Women
Negative	2	0	3	4
Neutral	0	0	3	5
Positive	3	2	18	21
No Response	1	0	1	0

Table 29: Responses to 'My contributions are valued in my department' – by gender [AS Core Question]

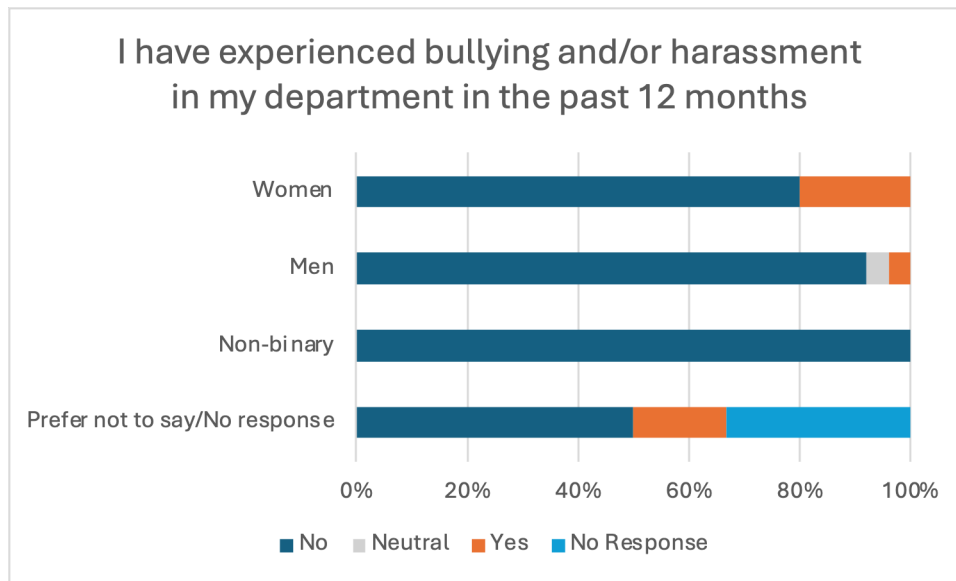


Figure 14: Responses to I have Experienced Bullying and/or Harassment in my Department in the past 12 months – by gender

	Prefer not to say/No response	Non-binary	Men	Women
No	3	2	23	24
Neutral	0	0	1	0
Yes	1	0	1	6
No Response	2	0	0	0

Table 30: Responses to I have Experienced Bullying and/or Harassment in my Department in the past 12 months – by gender

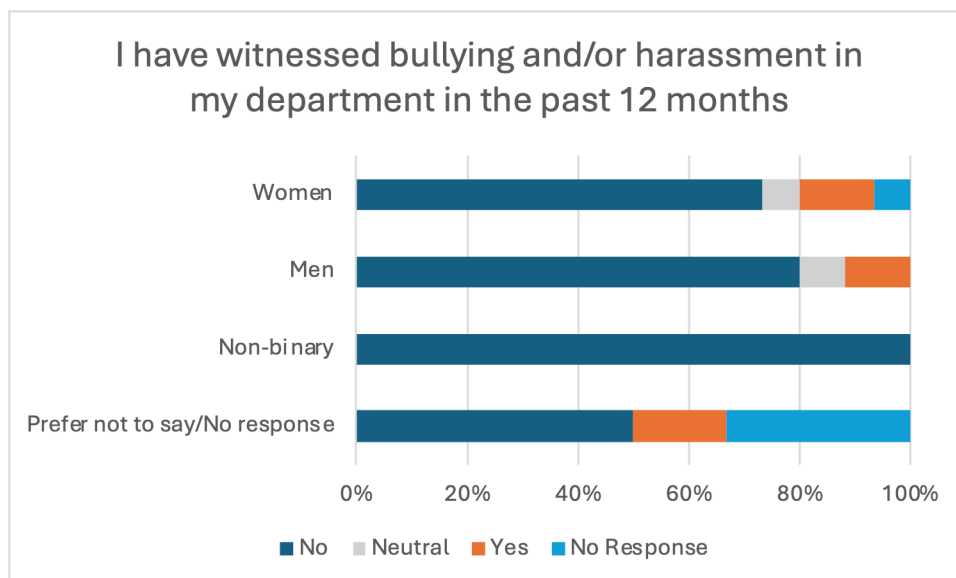


Figure 15: Responses to 'I have witnessed bullying and/or harassment in my department in the past 12 months' – by gender

	Prefer not to say/no response	Non-binary	Men	Women
No	3	2	20	22
Neutral	0	0	2	2
Yes	1	0	3	4
No Response	2	0	0	2

Table 31: Responses to ‘I have witnessed bullying and/or harassment in my department in the past 12 months’ – by gender

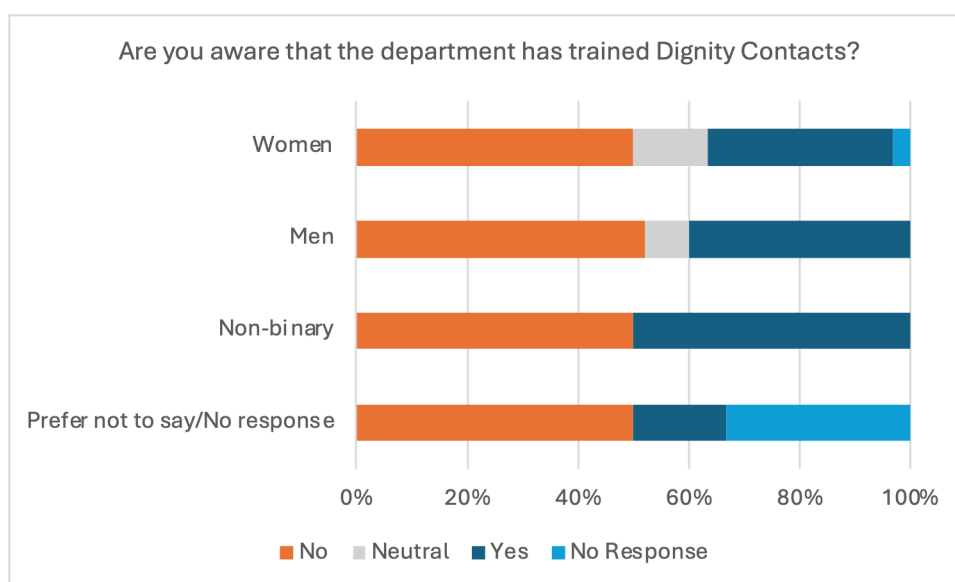


Figure 16: Responses to ‘Are you aware that the Department has trained Dignity Contacts’ – by gender

	Prefer not to say/No response	Non-binary	Men	Women
No	3	1	13	15
Neutral	0	0	2	4
Yes	1	1	10	10
No Response	2	0	0	1

Table 32: Responses to ‘Are you aware that the Department has trained Dignity Contacts’ – by gender

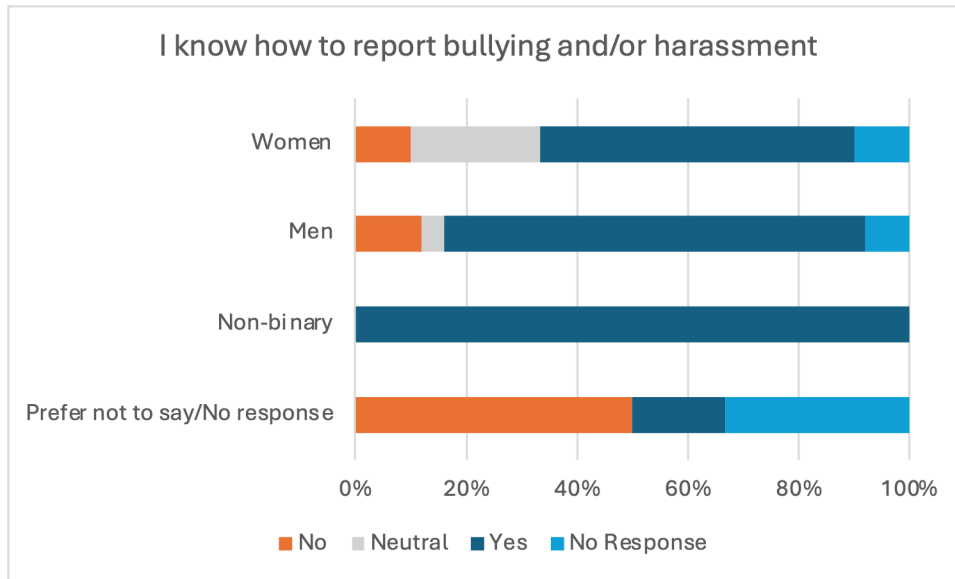


Figure 17: Responses to ‘I know how to report bullying and/or harassment’ – by gender

	Prefer not to say/No response	Non-binary	Men	Women
No	3	0	3	3
Neutral	0	0	1	7
Yes	1	2	19	17
No Response	2	0	2	3

Table 33: Responses to ‘I know how to report bullying and/or harassment’ – by gender

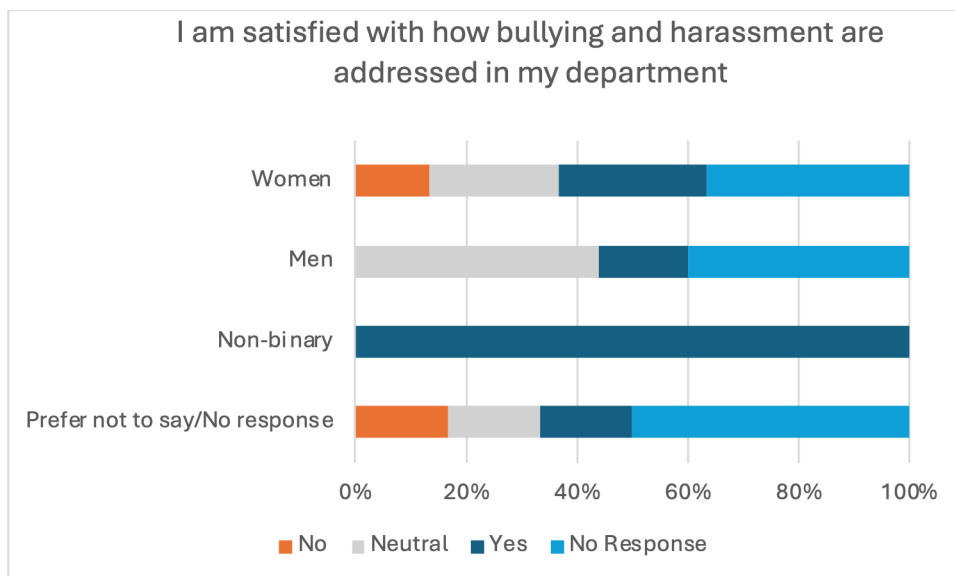


Figure 18: Responses to ‘I am satisfied with how bullying and harassment are addressed in my department’ – by gender [AS Core Question]

	Prefer not to say/No response	Non-binary	Men	Women
No	1	0	0	4
Neutral	1	0	11	7
Yes	1	2	4	8
No Response	3	0	10	11

Table 34: Responses to 'I am satisfied with how bullying and harassment are addressed in my department' – by gender [AS Core Question]

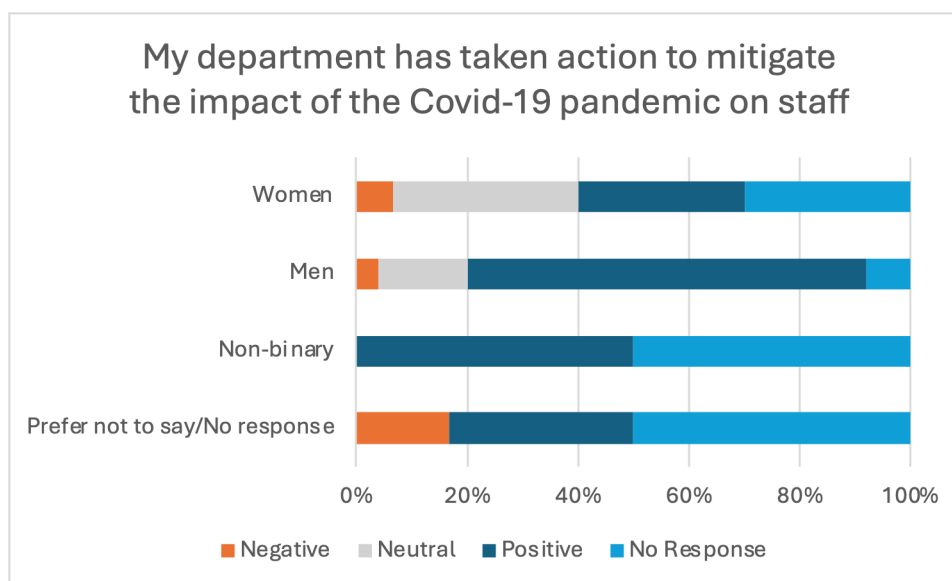


Figure 19: Responses to 'My department has taken action to mitigate the impact of the Covid-19 pandemic on staff' – by gender

	Prefer not to say/No response	Non-binary	Men	Women
Negative	1	0	1	2
Neutral	0	0	4	10
Positive	2	1	18	9
No Response	3	1	2	9

Table 35: Responses to 'My department has taken action to mitigate the impact of the Covid-19 pandemic on staff' – by gender

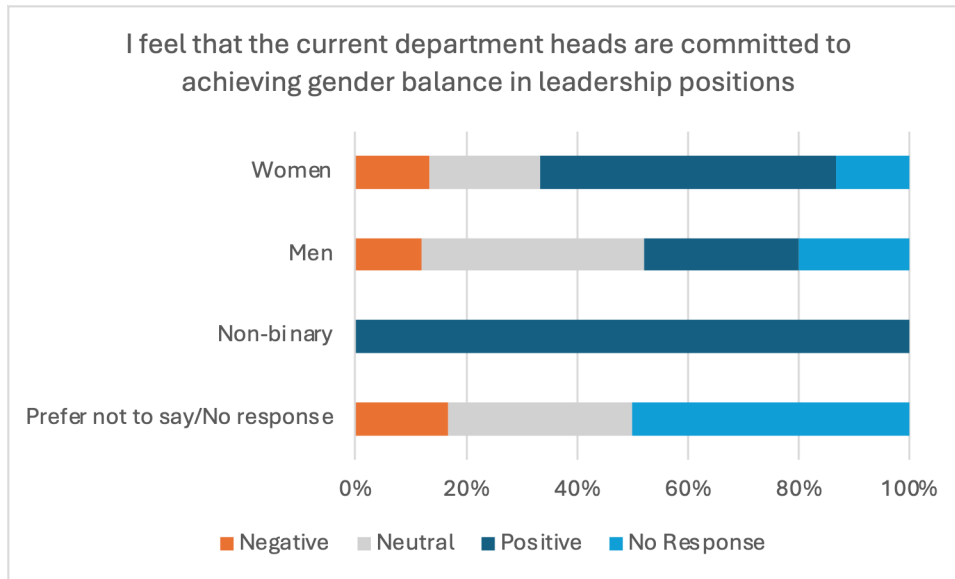


Figure 20: Responses to 'I feel that the current department heads are committed to achieving gender balance in leadership positions' – by gender

	Prefer not to say/No response	Non-binary	Men	Women
Negative	1	0	3	4
Neutral	2	0	10	6
Positive	0	2	7	16
No Response	3	0	5	4

Table 36: Responses to 'I feel that the current department heads are committed to achieving gender balance in leadership positions' – by gender

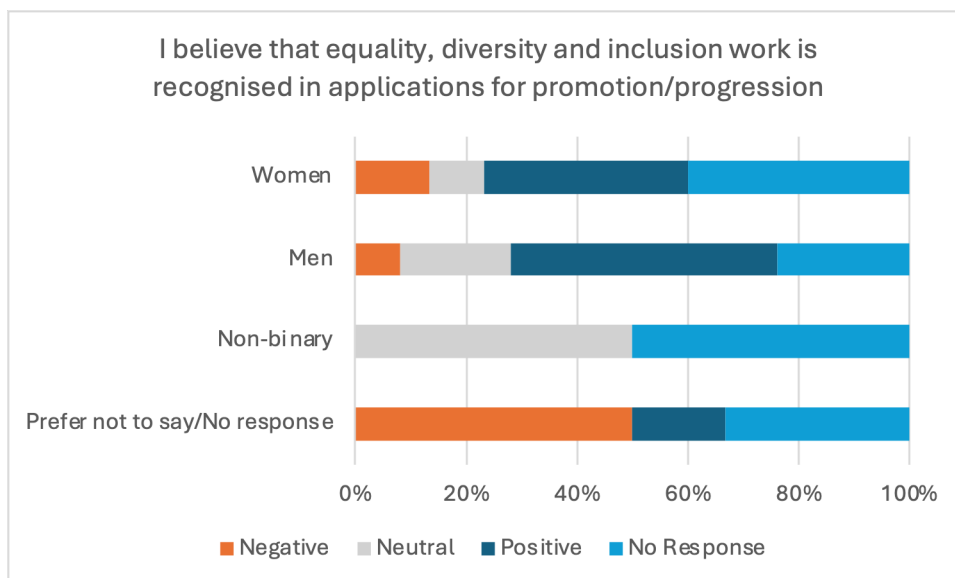


Figure 21: Responses to 'I believe that EDI work is recognised in applications for promotion/progression' – by gender

	Prefer not to say/No response	Non-binary	Men	Women
Negative	3	0	2	4
Neutral	0	1	5	3
Positive	1	0	12	11
No Response	2	1	6	12

Table 37: Responses to 'I believe that EDI work is recognised in applications for promotion/progression' – by gender

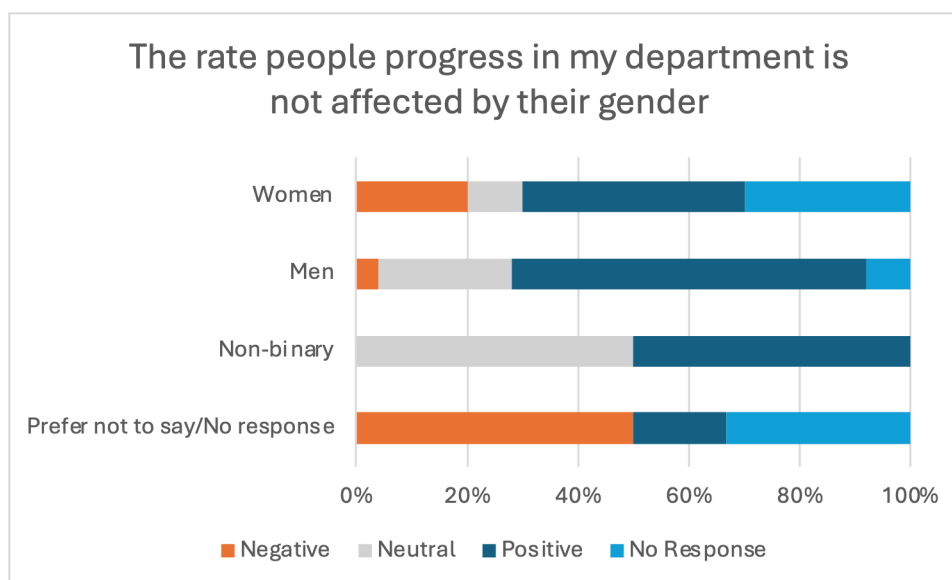


Figure 22: Responses to 'The rate people progress in my department is not affected by their gender' – by gender

	Prefer not to say/No response	Non-binary	Men	Women
Negative	3	0	1	6
Neutral	0	1	6	3
Positive	1	1	16	12
No Response	2	0	2	9

Table 38: Responses to 'The rate people progress in my department is not affected by their gender' – by gender

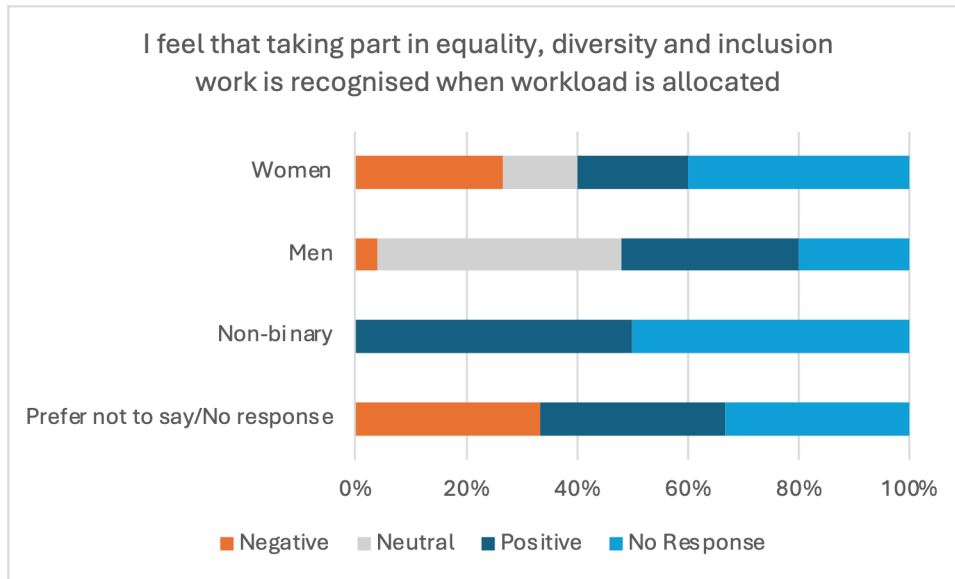


Figure 23: Responses to 'I feel that taking part in EDI work is recognized when workload is allocated' – by gender

	Prefer not to say/No response	Non-binary	Men	Women
Negative	2	0	1	8
Neutral	0	0	11	4
Positive	2	1	8	6
No Response	2	1	5	12

Table 39: Responses to 'I feel that taking part in EDI work is recognized when workload is allocated' – by gender

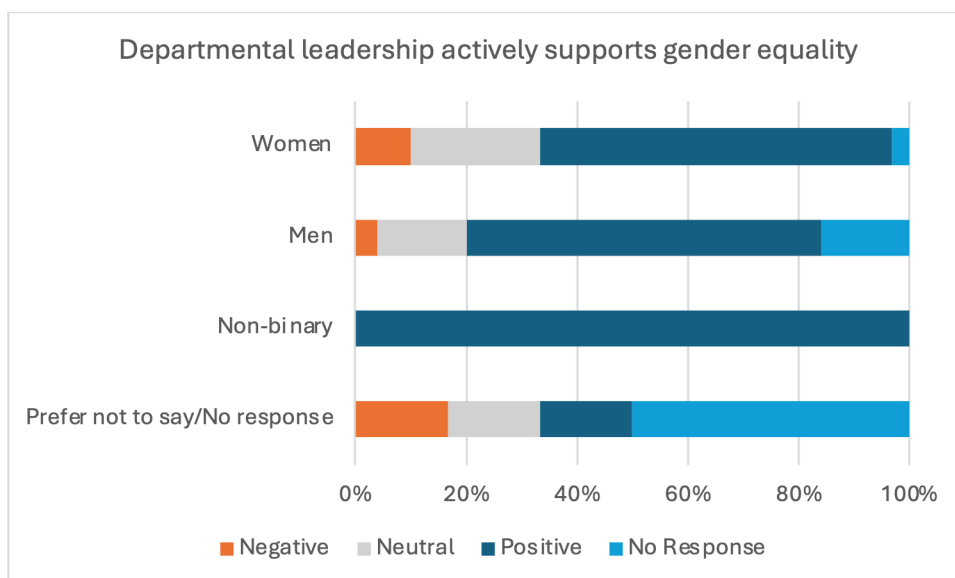


Figure 24: Responses to 'Departmental leadership actively supports gender equality' – by gender [AS Core Question]

	Prefer not to say/No response	Non-binary	Men	Women
Negative	1	0	1	3
Neutral	1	0	4	7
Positive	1	2	16	19
No Response	3	0	4	1

Table 40: Responses to ‘Departmental leadership actively supports gender equality’ – by gender [AS Core Question]

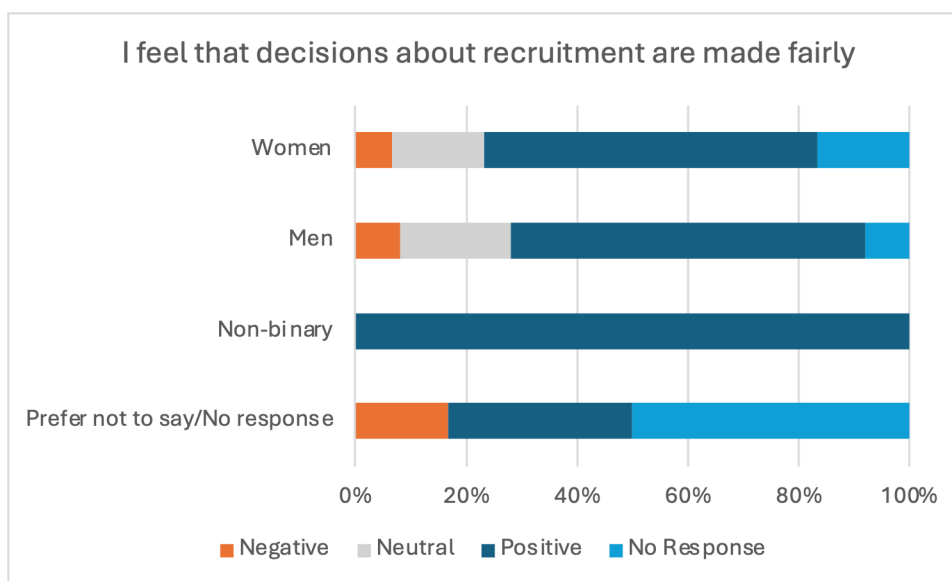


Figure 25: Responses to ‘I feel that decisions about recruitment are made fairly’ – by gender

	Prefer not to say/No response	Non-binary	Men	Women
Negative	1	0	2	2
Neutral	0	0	5	5
Positive	2	2	16	18
No Response	3	0	2	5

Table 41: Responses to ‘I feel that decisions about recruitment are made fairly’ – by gender

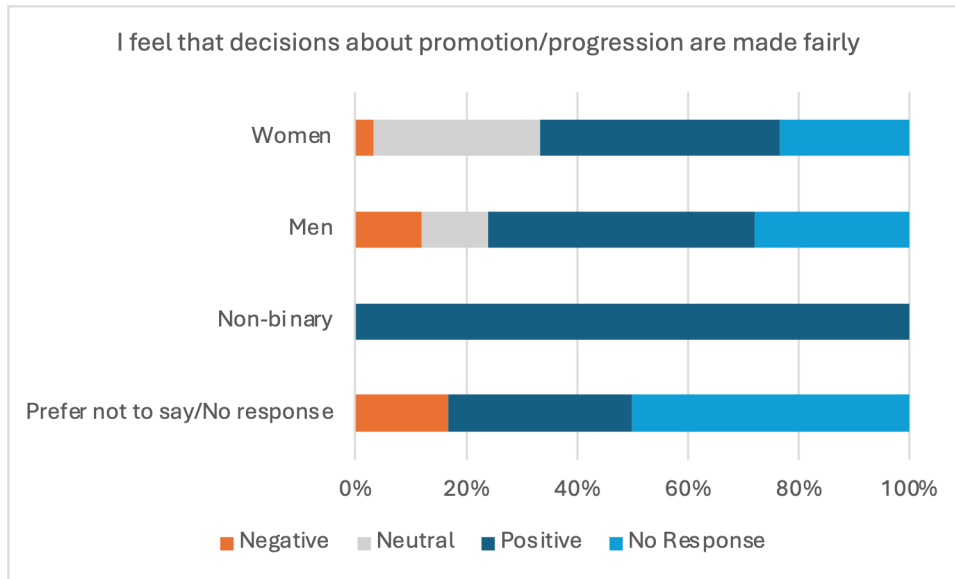


Figure 26: Responses to 'I feel that decisions about promotion/progression are made fairly' – by gender

	Prefer not to say/No response	Non-binary	Men	Women
Negative	1	0	3	1
Neutral	0	0	3	9
Positive	2	2	12	13
No Response	3	0	7	7

Table 42: Responses to 'I feel that decisions about promotion/progression are made fairly' – by gender

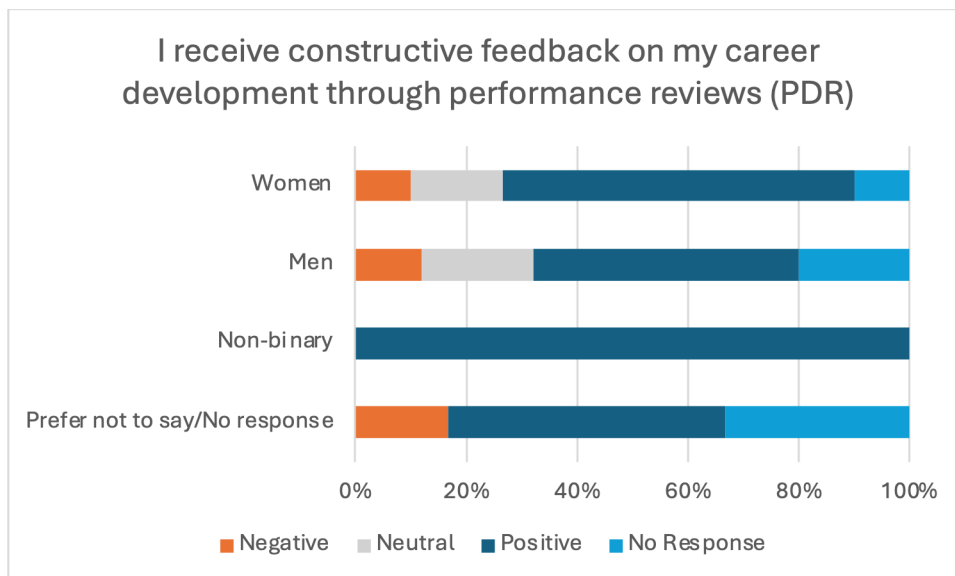


Figure 27: Responses to 'I receive constructive feedback on my career development through performance reviews (PDR)' – by gender

	Prefer not to say/No response	Non-binary	Men	Women
Negative	1	0	3	3
Neutral	0	0	5	5
Positive	3	2	12	19
No Response	2	0	5	3

Table 43: Responses to ‘I receive constructive feedback on my career development through performance reviews (PDR)’ – by gender

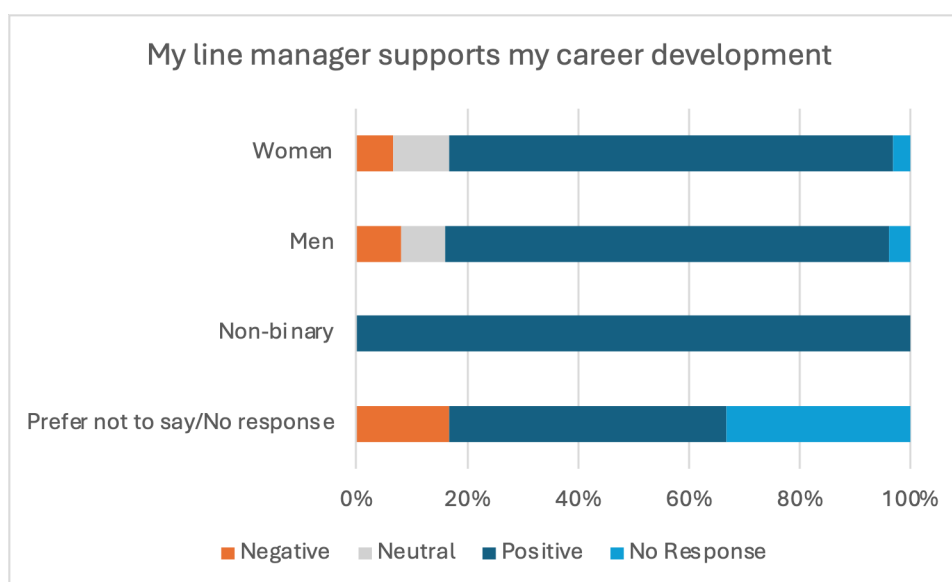


Figure 28: Responses to ‘My line manager supports my career development’ – by gender [AS Core Question]

	Prefer not to say/No response	Non-binary	Men	Women
Negative	1	0	2	2
Neutral	0	0	2	3
Positive	3	2	20	24
No Response	2	0	1	1

Table 44: Responses to ‘My line manager supports my career development’ – by gender [AS Core Question]

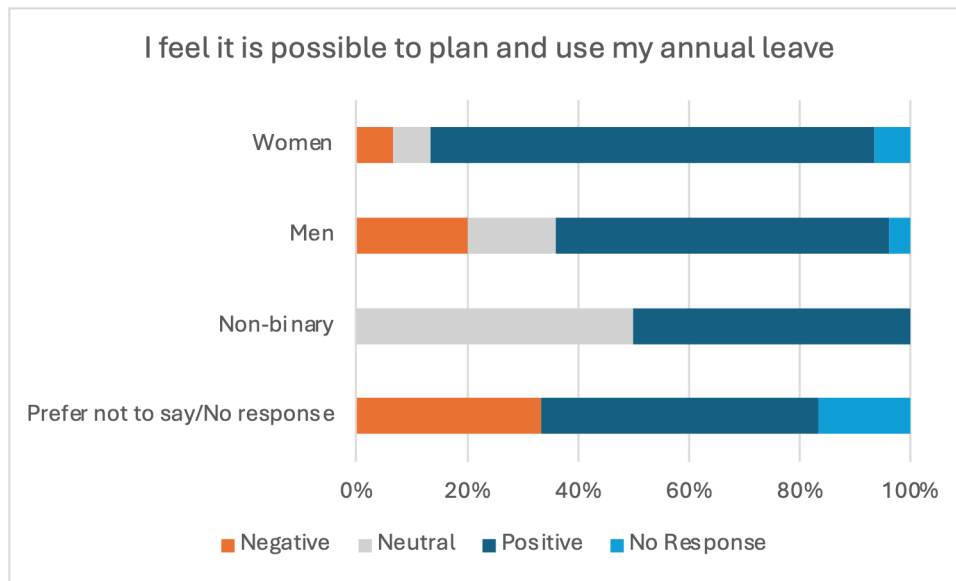


Figure 29: Responses to 'I feel it is possible to plan and use my annual leave' – by gender

	Prefer not to say/No response	Non-binary	Men	Women
Negative	2	0	5	2
Neutral	0	1	4	2
Positive	3	1	15	24
No Response	1	0	1	2

Table 45: Responses to 'I feel it is possible to plan and use my annual leave' – by gender

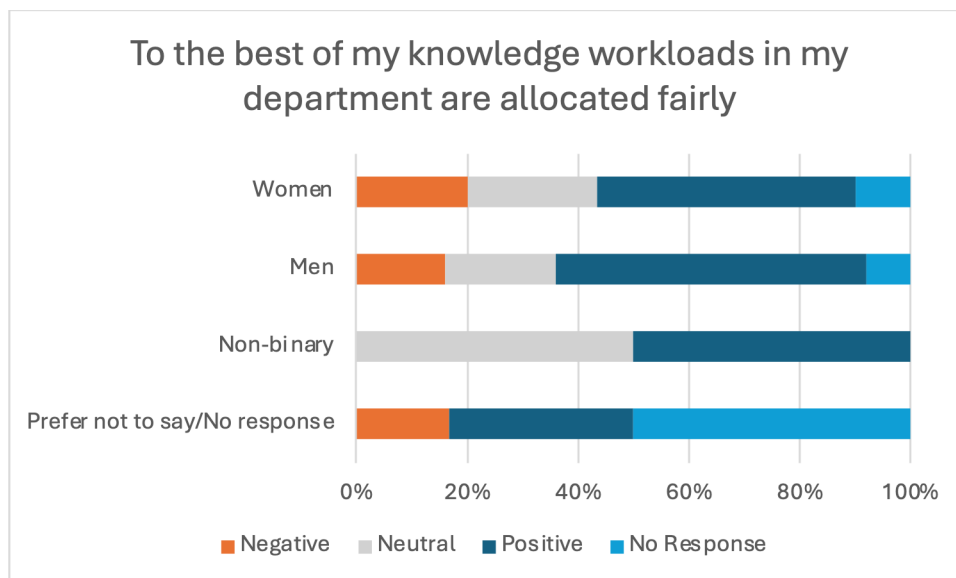


Figure 30: Responses to 'To the best of my knowledge workloads in my department are allocated fairly' – by gender

	Prefer not to say/No response	Non-binary	Men	Women
Negative	1	0	4	6
Neutral	0	1	5	7
Positive	2	1	14	14
No Response	3	0	2	3

Table 46: Responses to ‘To the best of my knowledge workloads in my department are allocated fairly’ – by gender

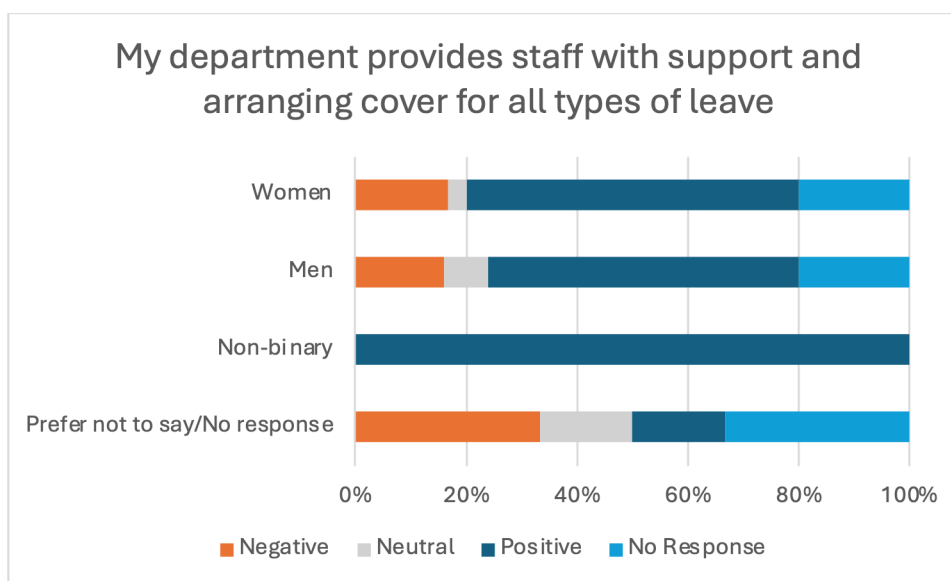


Figure 31: Responses to ‘My department provides staff with support and arranging cover for all types of leave’ – by gender

	Prefer not to say/No response	Non-binary	Men	Women
Negative	2	0	4	5
Neutral	1	0	2	1
Positive	1	2	14	18
No Response	2	0	5	6

Table 47: Responses to ‘My department provides staff with support and arranging cover for all types of leave’ – by gender

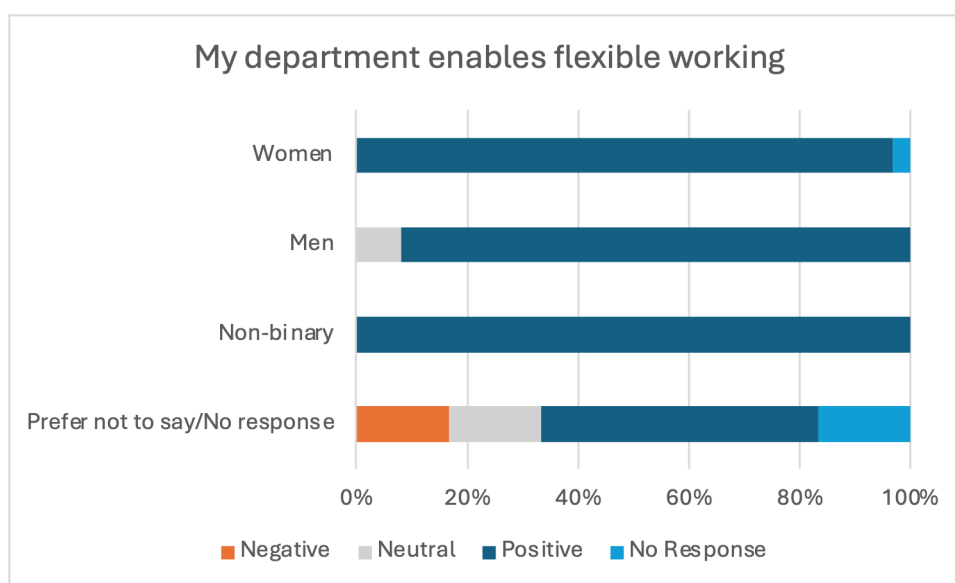


Figure 32: Responses to 'My department enables flexible working' – by gender [AS Core Question]

	Prefer not to say/No response	Non-binary	Men	Women
Negative	1	0	0	0
Neutral	1	0	2	0
Positive	3	2	23	29
No Response	1	0	0	1

Table 48: Responses to 'My department enables flexible working' – by gender [AS Core Question]

Appendix 1.2 On-Campus Taught Student Culture Survey

The survey of on-campus taught students (i.e. UG and PGT students) in DCS was undertaken in September 2024. A total of 26 questions were asked. Most of the questions related directly to student-facing actions in the current Athena SWAN action plan, though we also asked questions about experiences with Student Support Plans (specific support provision for students with declared disabilities), whether any requests relating to gender identity had been treated with respect, and about students' awareness of and participation in University-run buddy schemes.

We received a total of 91 responses, which represents about 10% of the overall student body. Of these, 78 were from the CS UG and Integrated Masters programmes (63:15), 3 from the combined CS-Maths programmes and 10 from the taught PGT programmes. 31 of the respondents identified as women, 45 as men, 15 as non-binary or prefer-not-to-declare.

Please note that PGR students are included in the DCS Staff Survey in Appendix 1.1 above.

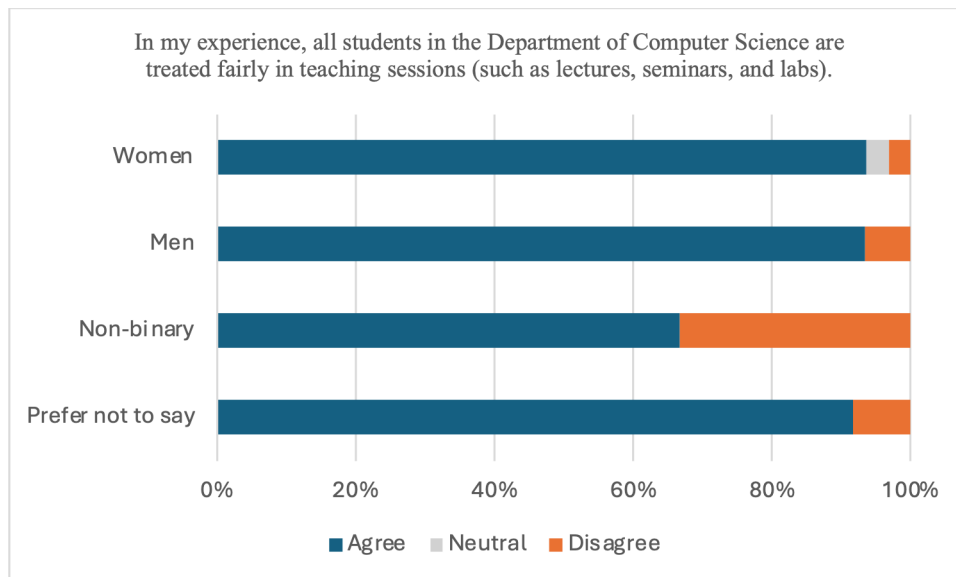


Figure 33: Responses to 'In my experience all students in DCS are treated fairly in teaching sessions' – by gender

	Prefer not to say/No response	Non-binary	Men	Women
Agree	11	2	42	29
Neutral	0	0	0	1
Disagree	1	1	3	1

Table 49: Responses to 'In my experience all students in DCS are treated fairly in teaching sessions' – by gender

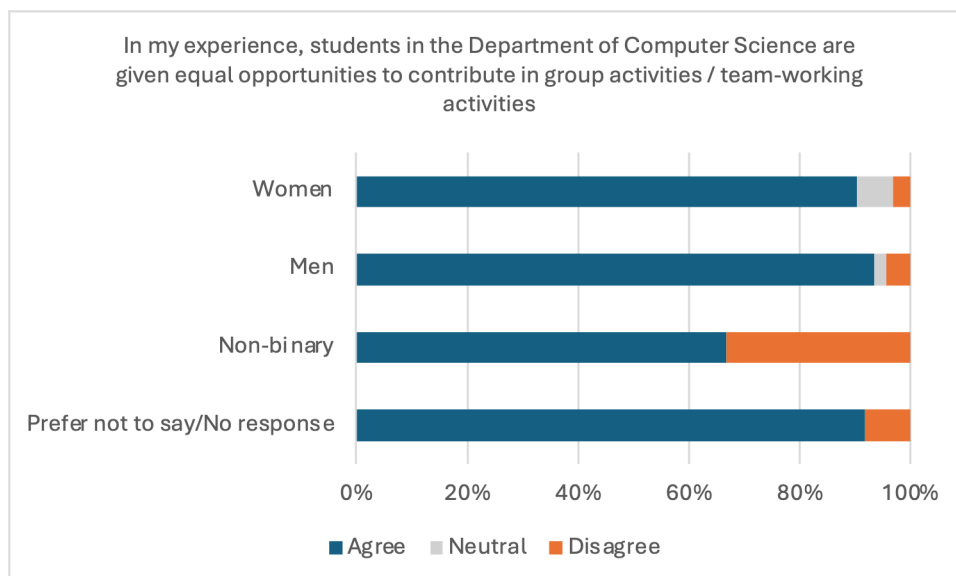


Figure 34: Responses to 'In my experience, students in DCS are given equal opportunities to contribute in group activities/team working activities' – by gender

	Prefer not to say/No response	Non-binary	Men	Women
Agree	11	2	42	28
Neutral	0	0	1	2
Disagree	1	1	2	1

Table 50: Responses to ‘In my experience, students in DCS are given equal opportunities to contribute in group activities/team working activities – by gender

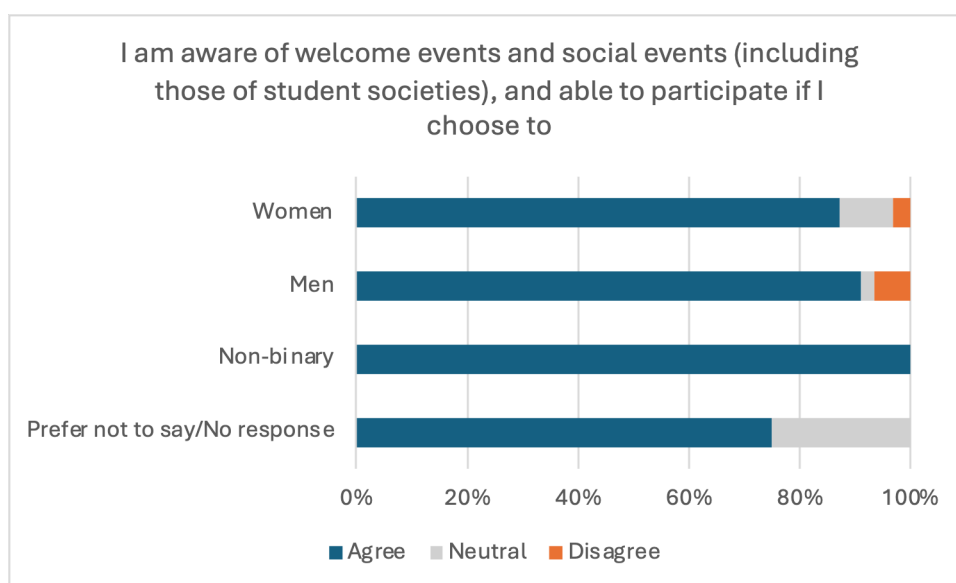


Figure 35: Responses to ‘I am aware of welcome events and social events, and able to participate if I choose to’ – by gender

	Prefer not to say/No response	Non-binary	Men	Women
Agree	9	3	41	27
Neutral	3	0	1	3
Disagree	0	0	3	1

Table 51: Responses to ‘I am aware of welcome events and social events, and able to participate if I choose to’ – by gender

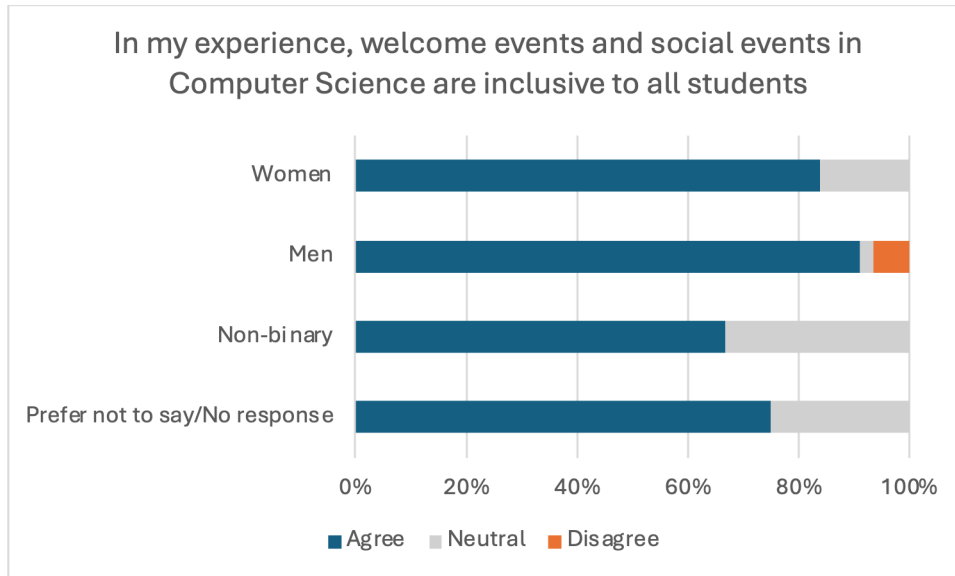


Figure 36: Responses to ‘In my experience, welcome events and social events in DCS are inclusive to all students’ – by gender

	Prefer not to say/No response	Non-binary	Men	Women
Agree	9	2	41	26
Neutral	3	1	1	5
Disagree	0	0	3	0

Table 52: Responses to ‘In my experience, welcome events and social events in DCS are inclusive to all students’ – by gender

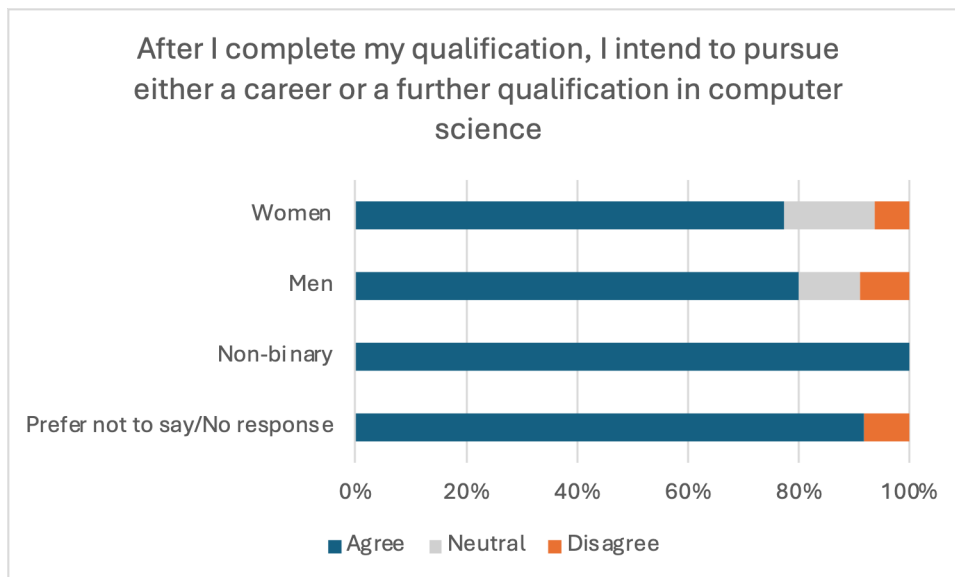


Figure 37: Responses to ‘After I complete my qualification, I intend to pursue either a career or a further qualification in CS’ – by gender

	Prefer not to say/No response	Non-binary	Men	Women
Agree	11	3	36	24
Neutral	0	0	5	5
Disagree	1	0	4	2

Table 53: Responses to ‘After I complete my qualification, I intend to pursue either a career or a further qualification in CS’ – by gender

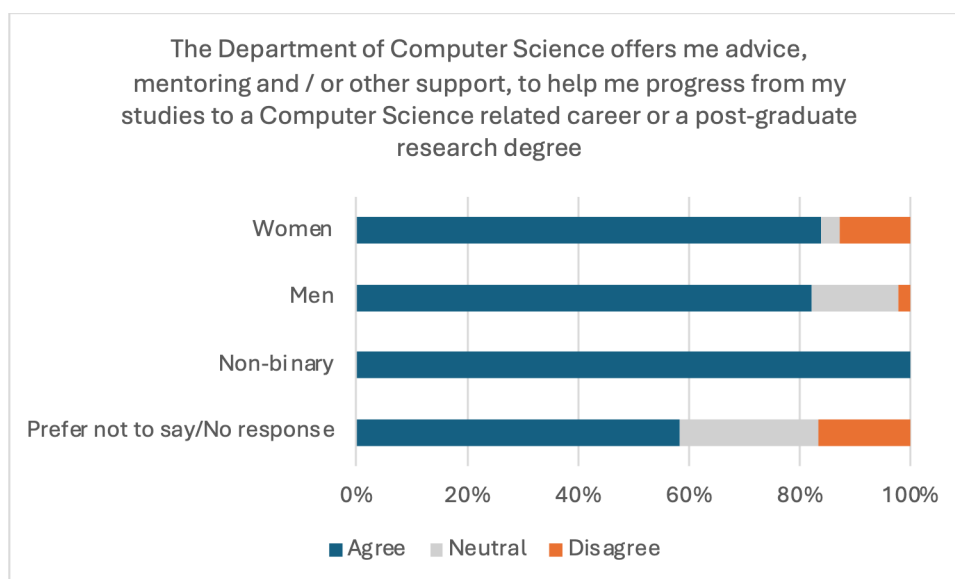


Figure 38: Responses to ‘DCS offers me advice, mentoring and/or other support to help me progress from my studies to a CS-related career or further degree’ – by gender

	Prefer not to say/No response	Non-binary	Men	Women
Agree	7	3	37	26
Neutral	3	0	7	1
Disagree	2	0	1	4

Table 54: Responses to ‘DCS offers me advice, mentoring and/or other support to help me progress from my studies to a CS-related career or further degree’ – by gender

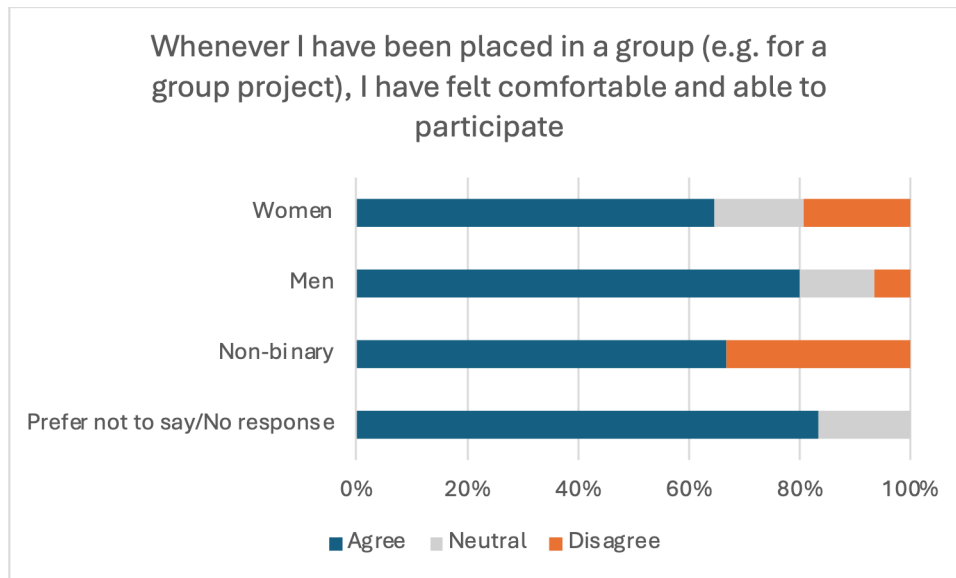


Figure 39: Responses to 'Whenever I have been placed in a group, I have felt comfortable and able to participate' – by gender

	Prefer not to say/No response	Non-binary	Men	Women
Agree	10	2	36	20
Neutral	2	0	6	5
Disagree	0	1	3	6

Table 55: Responses to 'Whenever I have been placed in a group, I have felt comfortable and able to participate' – by gender

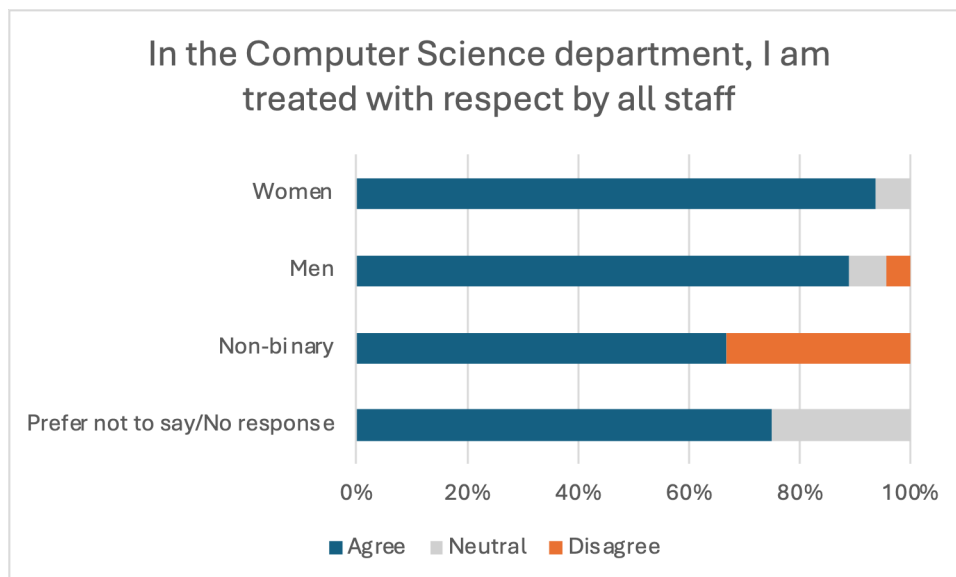


Figure 40: Responses to 'In DCS I am treated with respect by all staff' – by gender

	Prefer not to say/No response	Non-binary	Men	Women
Agree	3	2	40	29
Neutral	1	0	3	2
Disagree	0	1	2	0

Table 56: Responses to 'In DCS I am treated with respect by all staff' – by gender

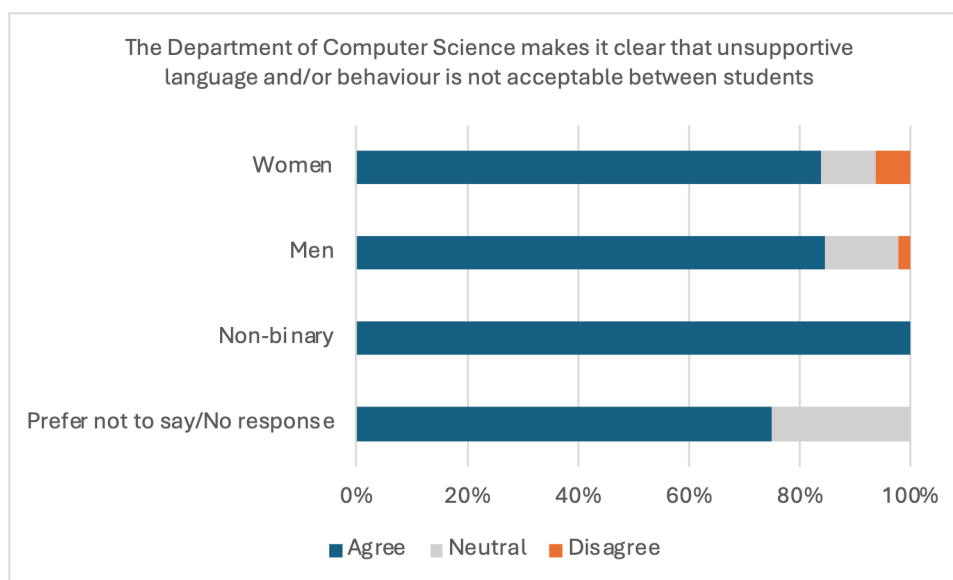


Figure 41: Responses to 'DCS makes it clear that unsupportive language and/or behaviour is not acceptable between students' – by gender

	Prefer not to say/No response	Non-binary	Men	Women
Agree	3	3	38	26
Neutral	1	0	6	3
Disagree	0	0	1	2

Table 57: Responses to 'DCS makes it clear that unsupportive language and/or behaviour is not acceptable between students' – by gender

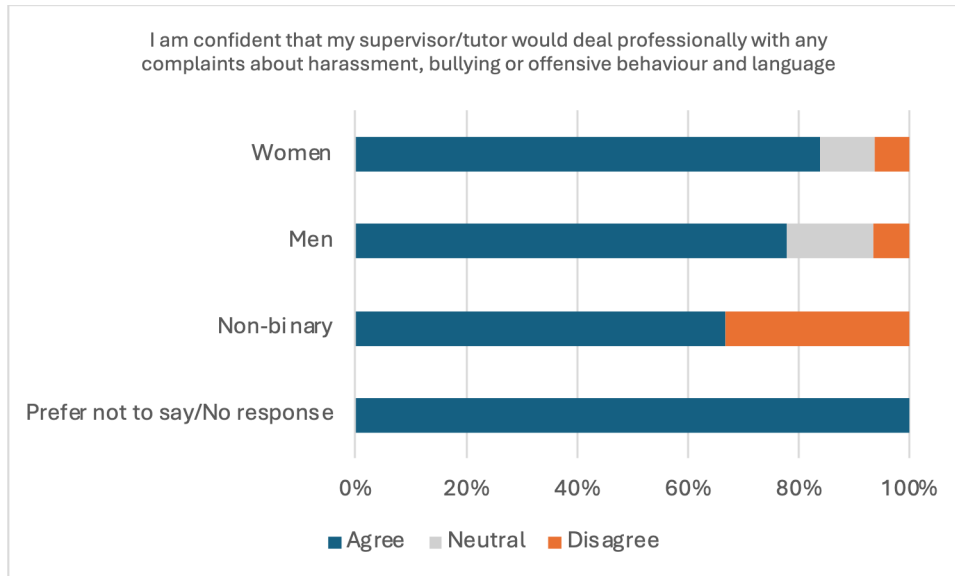


Figure 42: Responses to 'I am confident that my supervisor/tutor would deal professionally with any complaints about harassment, bullying or offensive behaviour and language' – by gender

	Prefer not to say/No response	Non-binary	Men	Women
Agree	4	2	35	26
Neutral	0	0	7	3
Disagree	0	1	3	2

Table 58: Responses to 'I am confident that my supervisor/tutor would deal professionally with any complaints about harassment, bullying or offensive behaviour and language' – by gender

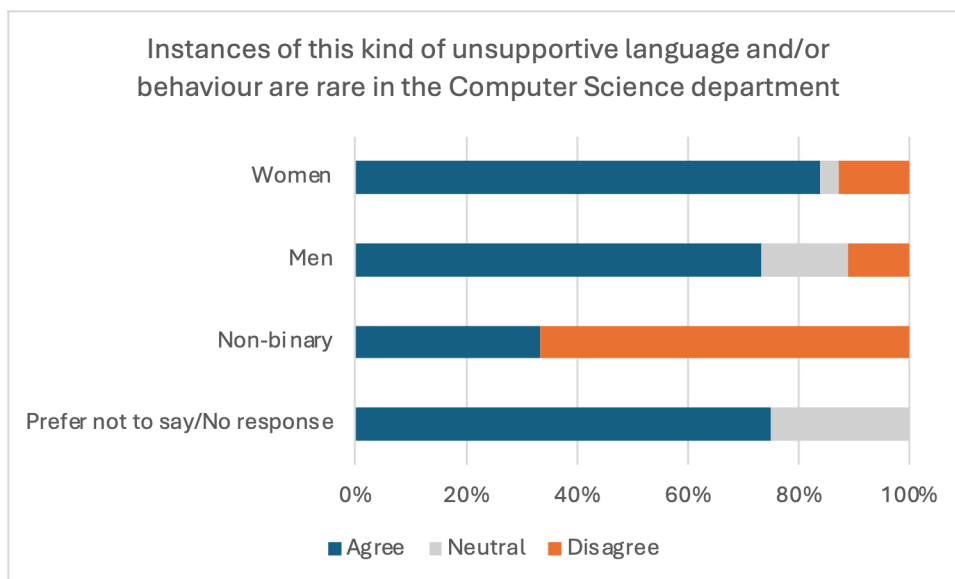


Figure 43: Responses to 'Instances of unsupportive language and/or behaviour are rare in DCS' – by gender

	Prefer not to say/No response	Non-binary	Men	Women
Agree	3	1	33	26
Neutral	1	0	7	1
Disagree	0	2	5	4

Table 59: Responses to ‘Instances of unsupportive language and/or behaviour are rare in DCS’ – by gender

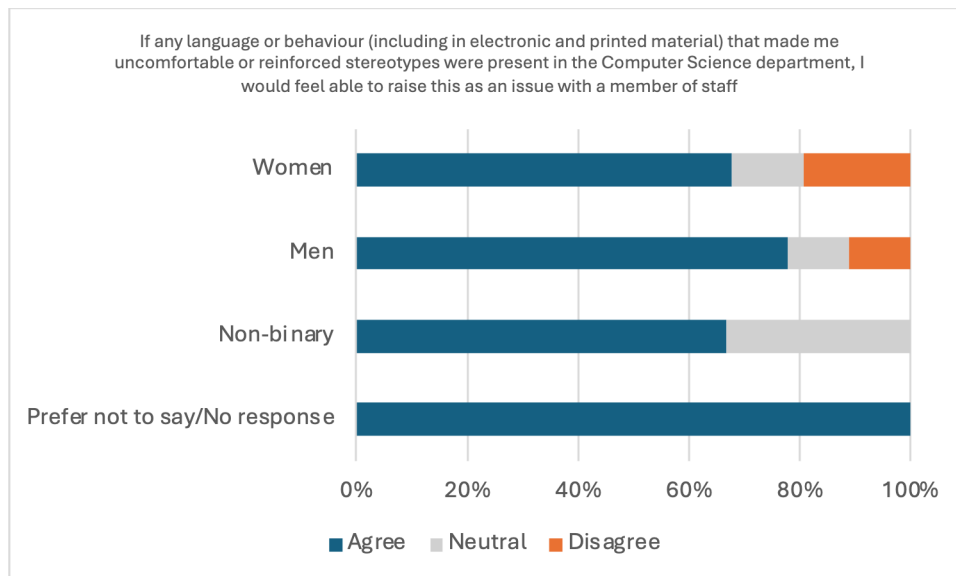


Figure 44: Responses to ‘If any language or behaviour that made me uncomfortable or reinforced stereotypes were present in the DCS, I would feel able to raise this as an issue with a member of staff’ – by gender

	Prefer not to say/No response	Non-binary	Men	Women
Agree	4	2	35	21
Neutral	0	1	5	4
Disagree	0	0	5	6

Table 60: Responses to ‘If any language or behaviour that made me uncomfortable or reinforced stereotypes were present in the DCS, I would feel able to raise this as an issue with a member of staff’ – by gender

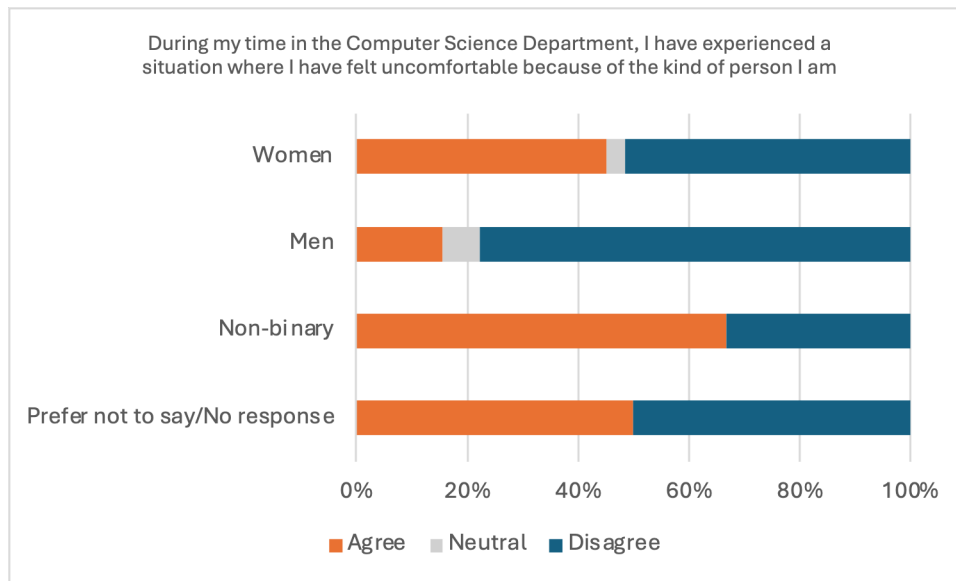


Figure 45: Responses to ‘During my time in DCS, I have experienced a situation where I have felt uncomfortable because of the kind of person I am’ – by gender

	Prefer not to say/No response	Non-binary	Men	Women
Agree	2	2	7	14
Neutral	0	0	3	1
Disagree	2	1	35	16

Table 61: Responses to ‘During my time in DCS, I have experienced a situation where I have felt uncomfortable because of the kind of person I am’ – by gender

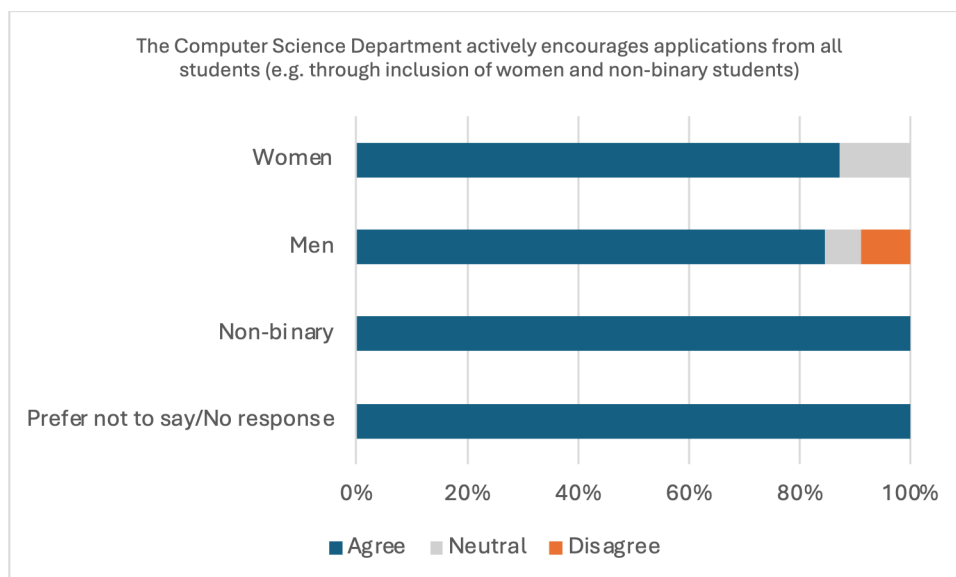


Figure 46: Responses to ‘DCS actively encourages applications from all students’ – by gender

	Prefer not to say/No response	Non-binary	Men	Women
Agree	2	3	38	27
Neutral	0	0	3	4
Disagree	0	0	4	0

Table 62: Responses to ‘DCS actively encourages applications from all students’ – by gender

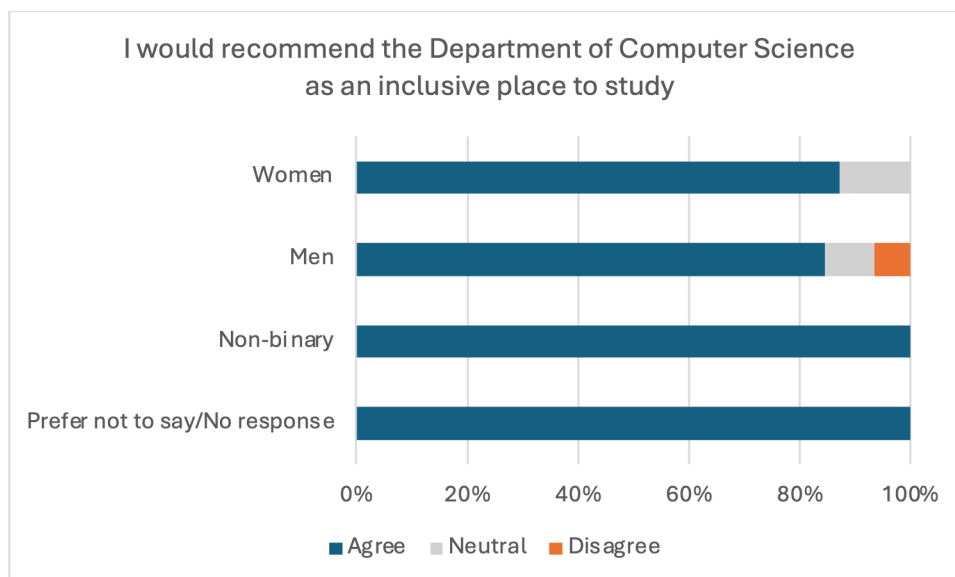


Figure 47: Responses to ‘I would recommend DCS as an inclusive place to study’ – by gender

	Prefer not to say/No response	Non-binary	Men	Women
Agree	2	3	38	27
Neutral	0	0	4	4
Disagree	0	0	3	0

Table 63: Responses to ‘I would recommend DCS as an inclusive place to study’ – by gender

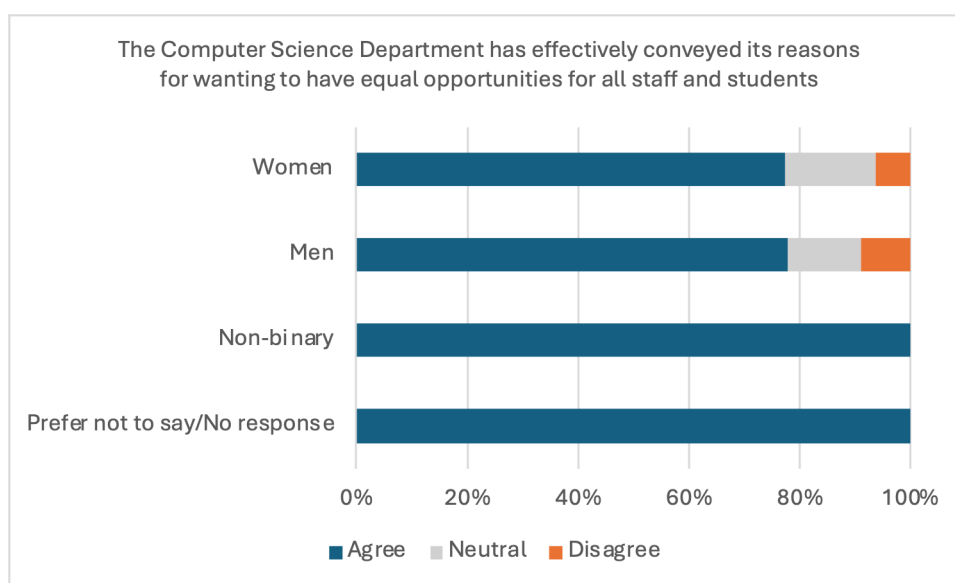


Figure 48: Responses to 'DCS has effectively conveyed its reasons for wanting to have equal opportunities for all staff and students' – by gender

	Prefer not to say/No response	Non-binary	Men	Women
Agree	2	3	35	24
Neutral	0	0	6	5
Disagree	0	0	4	2

Table 64: Responses to 'DCS has effectively conveyed its reasons for wanting to have equal opportunities for all staff and students' – by gender

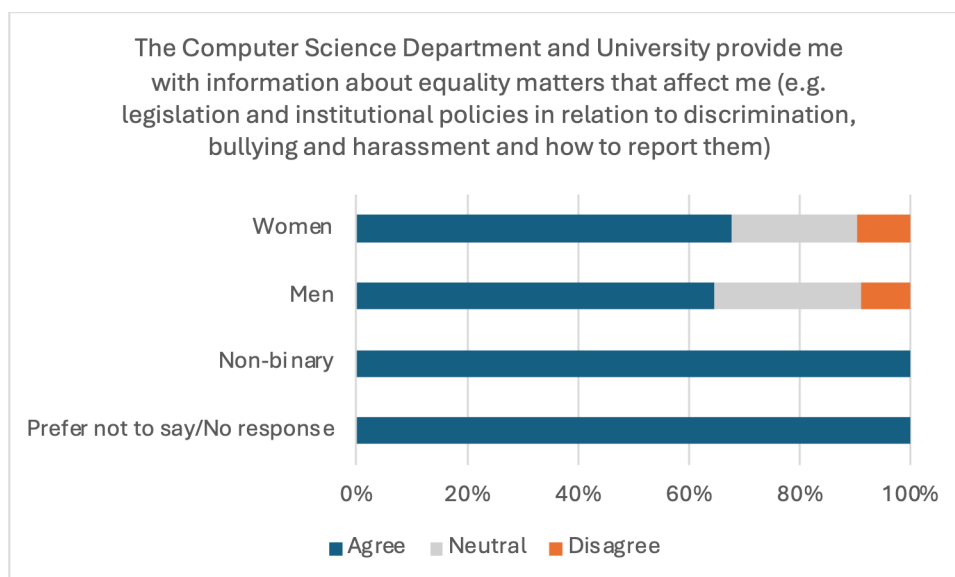


Figure 49: Responses to 'DCS and UoY provide me with information equality matters that affect me' – by gender

	Prefer not to say/No response	Non-binary	Men	Women
Agree	2	3	29	21
Neutral	0	0	12	7
Disagree	0	0	4	3

Table 65: Responses to ‘DCS and UoY provide me with information equality matters that affect me’ – by gender

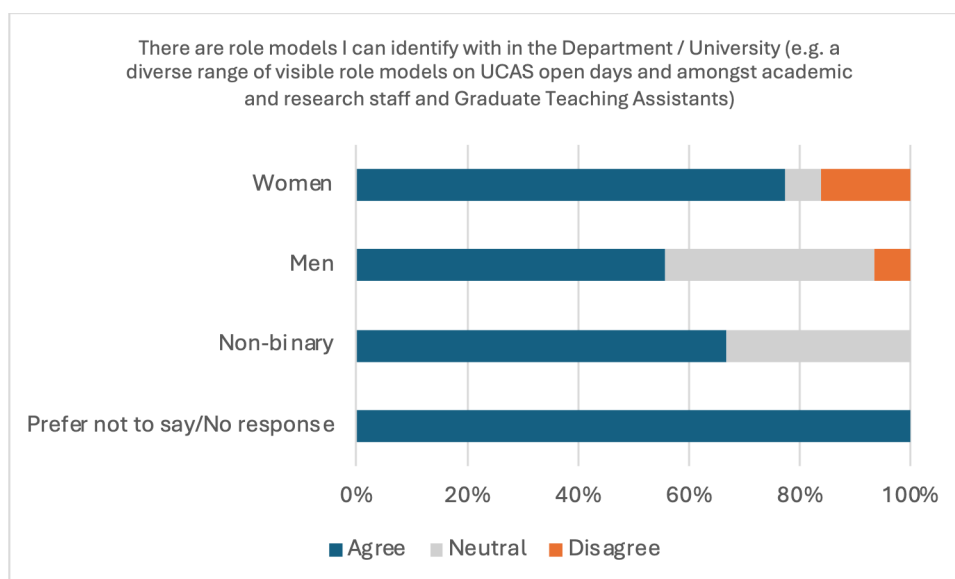


Figure 50: Responses to ‘There are role modules I can identify in DCS/UoY’ – by gender

	Prefer not to say/No response	Non-binary	Men	Women
Agree	2	2	25	24
Neutral	0	1	17	2
Disagree	0	0	3	5

Table 66: Responses to ‘There are role modules I can identify in DCS/UoY’ – by gender

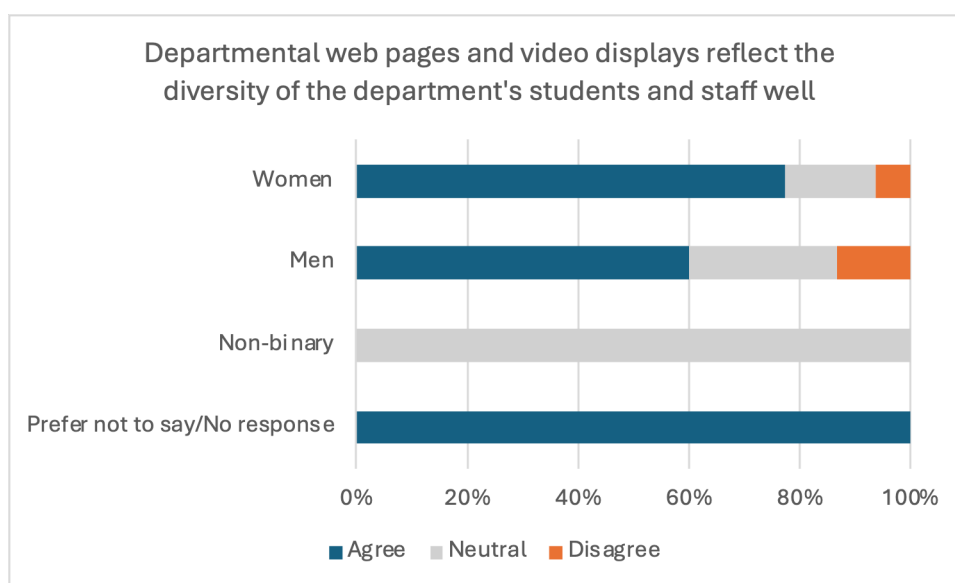


Figure 51: Responses to 'DCS web pages and video displays reflect the diversity of the department's students and staff well' – by gender

	Prefer not to say/No response	Non-binary	Men	Women
Agree	2	0	27	24
Neutral	0	3	12	5
Disagree	0	0	6	2

Table 67: Responses to 'DCS web pages and video displays reflect the diversity of the department's students and staff well' – by gender

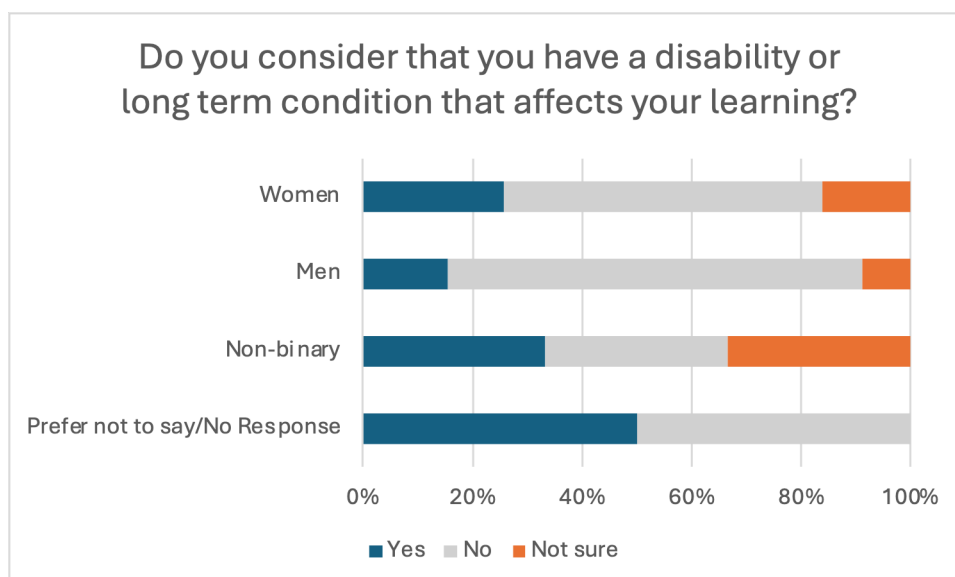


Figure 52: Responses to 'Do you consider yourself to have a disability or long-term condition that affects your learning?' – by gender

	Prefer not to say/No response	Non-binary	Men	Women
Yes	1	1	7	8
No	1	1	34	18
Not sure	0	1	4	5

Table 68: Responses to ‘Do you consider yourself to have a disability or long-term condition that affects your learning?’ – by gender

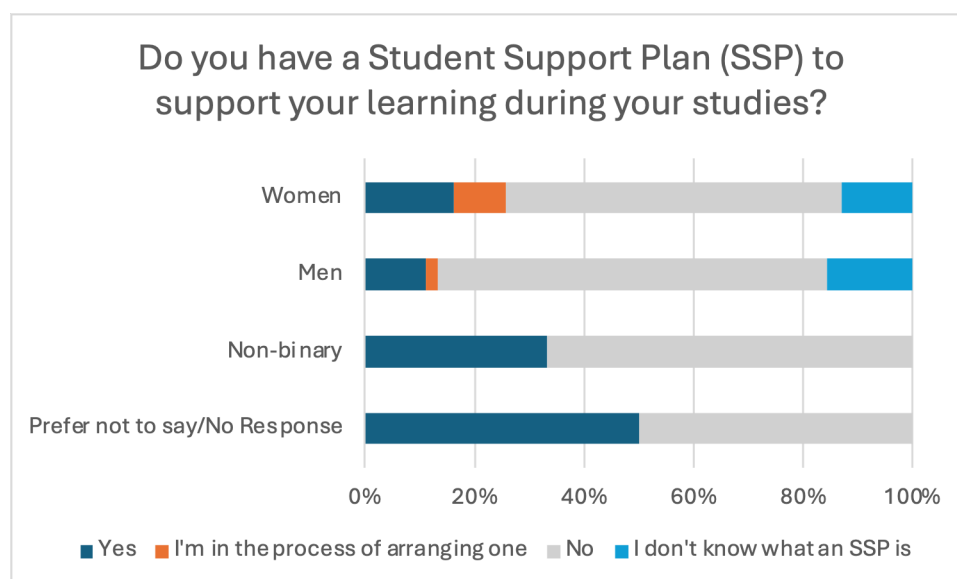


Figure 53: Responses to ‘Do you have a SSP to support your learning?’ – by gender

	Prefer not to say/No response	Non-binary	Men	Women
Yes	1	1	5	5
I'm in the process of arranging one	0	0	1	3
No	1	2	32	19
I don't know what an SSP is	0	0	7	4

Table 69: Responses to ‘Do you have a SSP to support your learning?’ – by gender

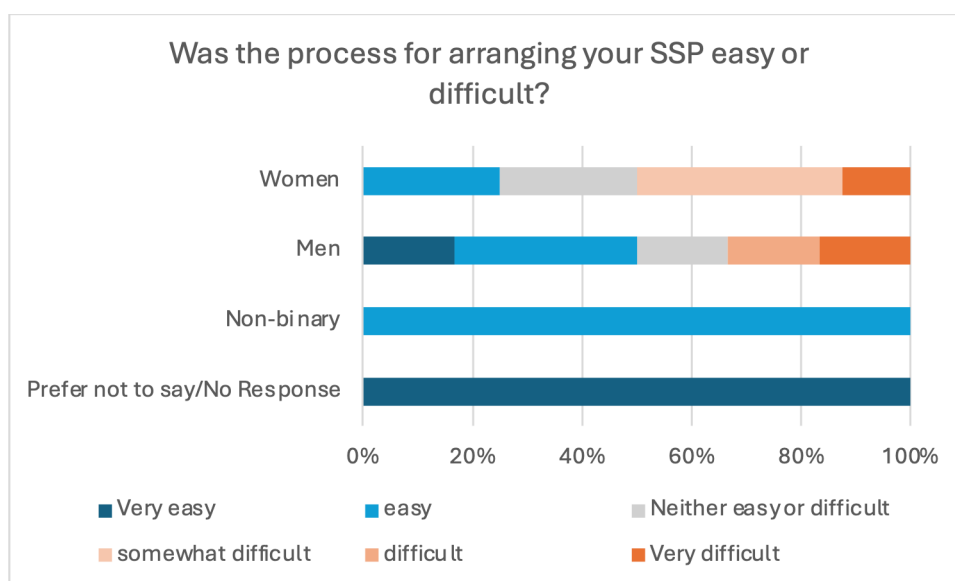


Figure 54: Responses for ‘Was the process for arranging your SSP easy or difficult?’ – by gender

	Prefer not to say/No response	Non-binary	Men	Women
Very easy	1	0	1	0
Easy	0	1	2	2
Somewhat Easy	0	0	1	2
Neither Easy or Difficult	0	0	0	3
Difficult	0	0	1	0
Very Difficult	0	0	1	1

Table 70: Responses for ‘Was the process for arranging your SSP easy or difficult?’ – by gender

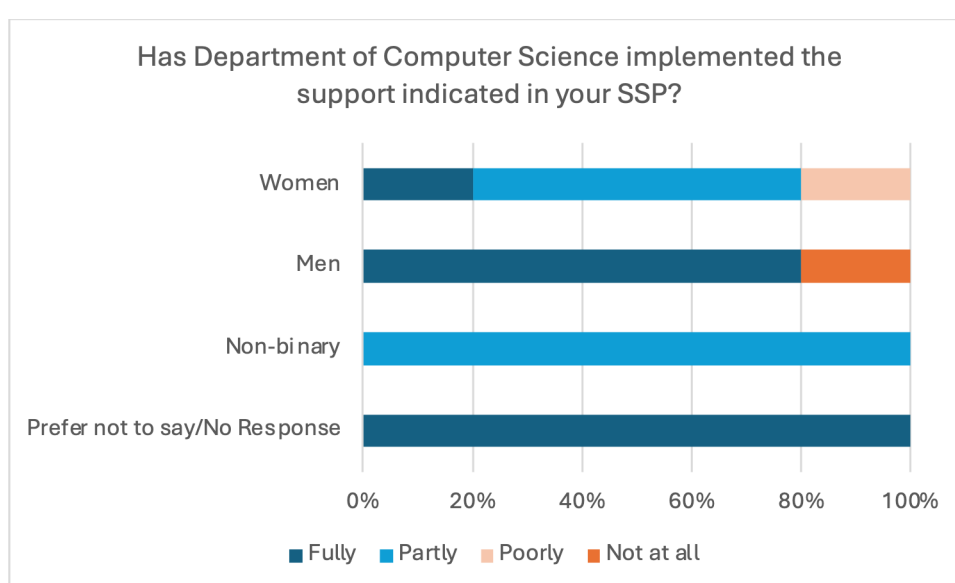


Figure 55: Responses for ‘Has DCS implement the support indicated in your SSP?’ – by gender

	Prefer not to say/No response	Non-binary	Men	Women
Fully	1	0	4	1
Partly	0	1	0	3
Poorly	0	0	0	1
Not at all	0	0	1	0

Table 71: Responses for ‘Has DCS implement the support indicated in your SSP?’ – by gender

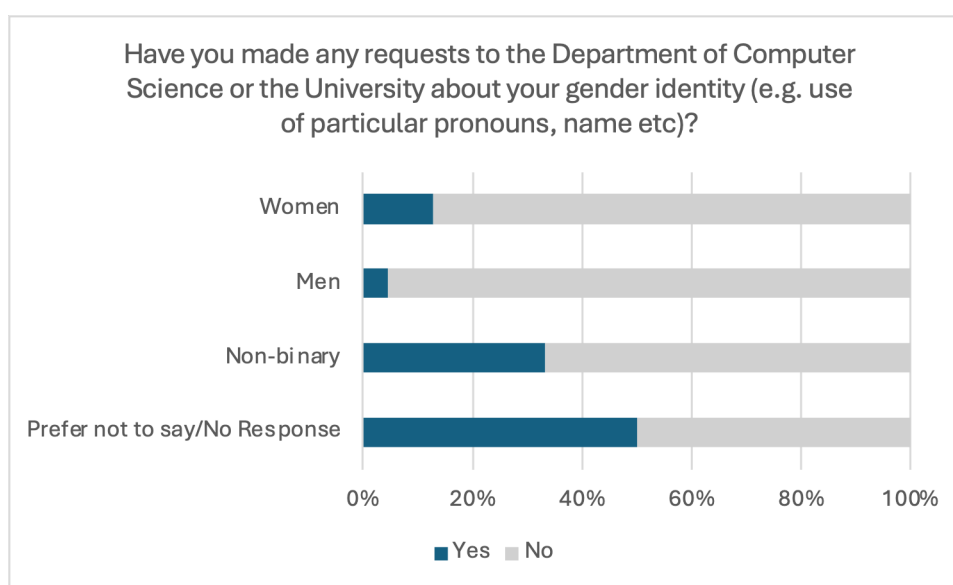


Figure 56: Responses to ‘Have you made any requests to DCS or UoY about your gender?’ – by gender

	Prefer not to say/No response	Non-binary	Men	Women
Yes	1	1	2	4
No	1	2	43	27

Table 72: Responses to ‘Have you made any requests to DCS or UoY about your gender?’ – by gender

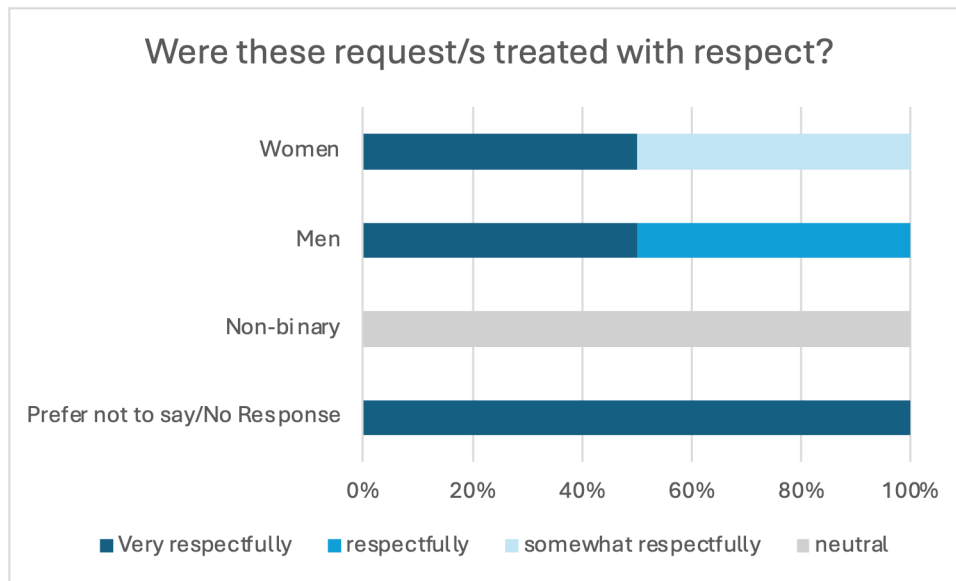


Figure 57: Responses to ‘Were these requests treated with respect?’ – by gender

	Prefer not to say/No response	Non-binary	Men	Women
Very respectfully	1	0	1	2
Respectfully	0	0	1	0
Somewhat Respectfully	0	0	0	2
Neutral	0	1	0	0

Table 73: Responses to ‘Were these requests treated with respect?’ – by gender

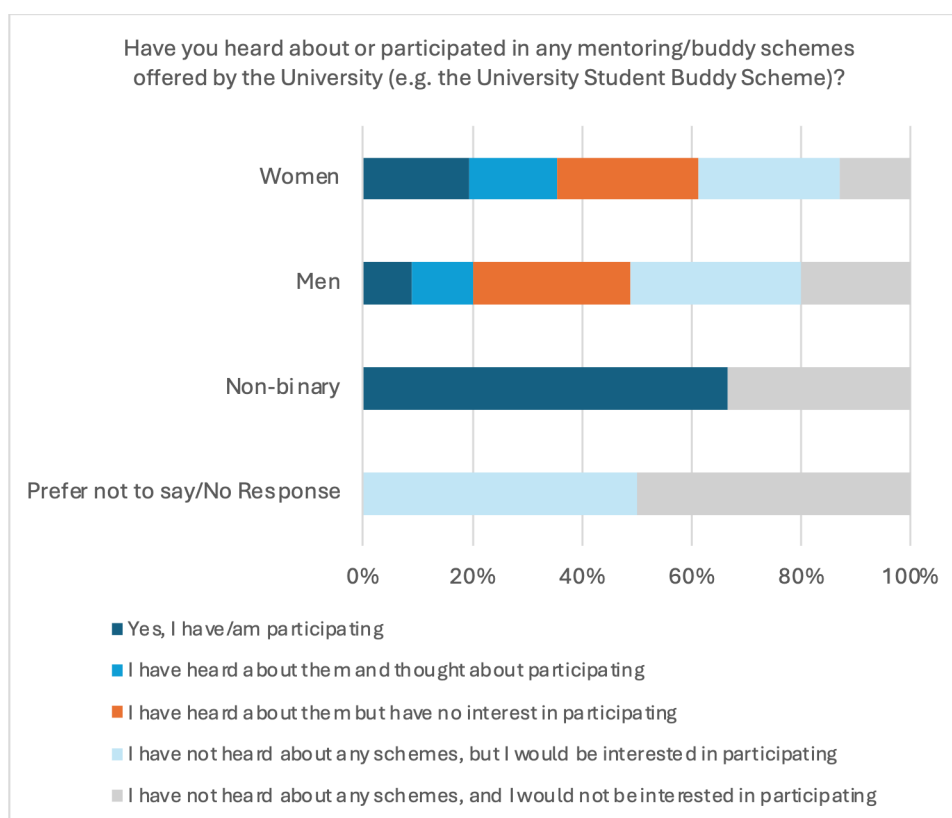


Figure 58: Responses to 'Have you heard about/participated in any mentoring/buddy scheme offered by UoY?' – by gender

	Prefer not to say/No response	Non-binary	Men	Women
Yes, I have/am participating	0	2	4	6
I have heard about them and thought about participating	0	0	5	5
I have heard about them but have no interest in participating	0	0	13	8
I have not heard about any schemes, but I would be interested in participating	1	0	14	8
I have not heard about any schemes, and I would not be interested in participating	1	1	9	4

Table 74: Responses to 'Have you heard about/participated in any mentoring/buddy scheme offered by UoY?' – by gender

Appendix 1.3 Online Taught PGT Student Survey

The survey of online PGT students on DCS programmes was undertaken in March 2025. A total of 23 questions were asked. Most of the questions related directly to student-facing actions in the current Athena SWAN action plan of relevance to students studying exclusively online, though we also asked questions about experiences with Student Support Plans (specific support provision for students with declared disabilities), whether any requests relating to gender identity had been

treated with respect, and about students' awareness of and participation in University-run buddy schemes.

We received a total of 56 responses, which represents about 5% of the overall online student body. Of these, 21 identified as women, 32 as men, and 3 declined to answer the gender identity question. Further demographic characteristics of the participants were not asked for. We note that, due to the small sample size and the fact that not all of the respondents chose to answer all questions, the results from this survey cannot be considered representative of the cohort.

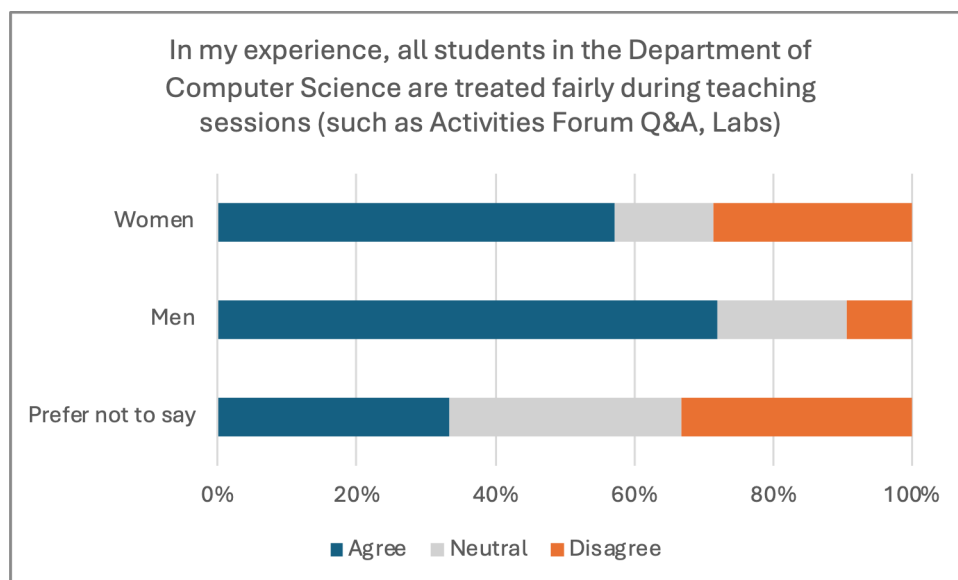


Figure 59: Responses to 'In my experience, all students in DCS are treated fairly during teaching sessions' – by gender

	Prefer not to say	Men	Women
Agree	1	23	12
Neutral	1	6	3
Disagree	1	3	6

Table 75: Responses to 'In my experience, all students in DCS are treated fairly during teaching sessions' – by gender

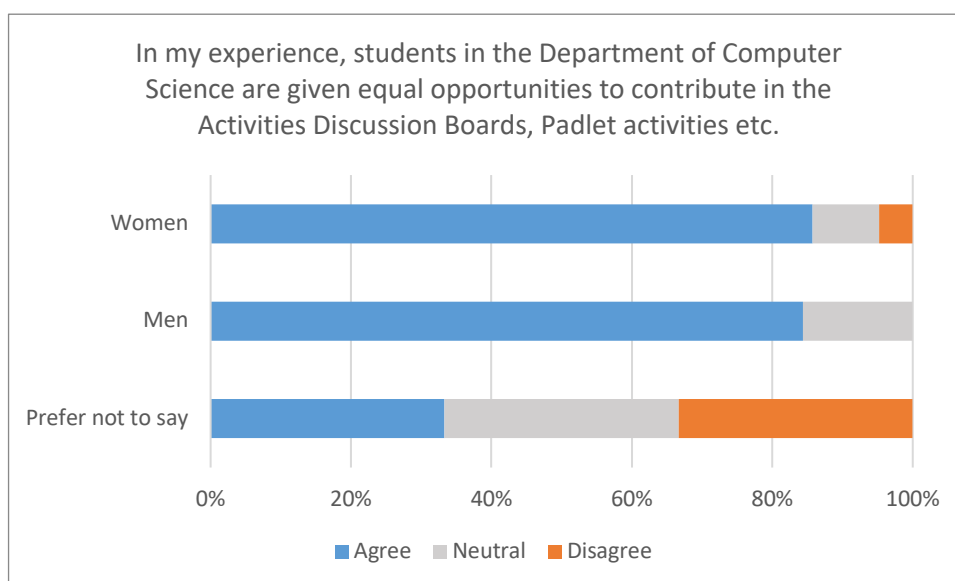


Figure 60: Responses to 'In my experience, students in DCS are given equal opportunities to contribute in online teaching activities' – by gender

	Prefer not to say	Men	Women
Agree	1	27	18
Neutral	1	5	2
Disagree	1	0	1

Table 76: Responses to 'In my experience, students in DCS are given equal opportunities to contribute in online teaching activities' – by gender

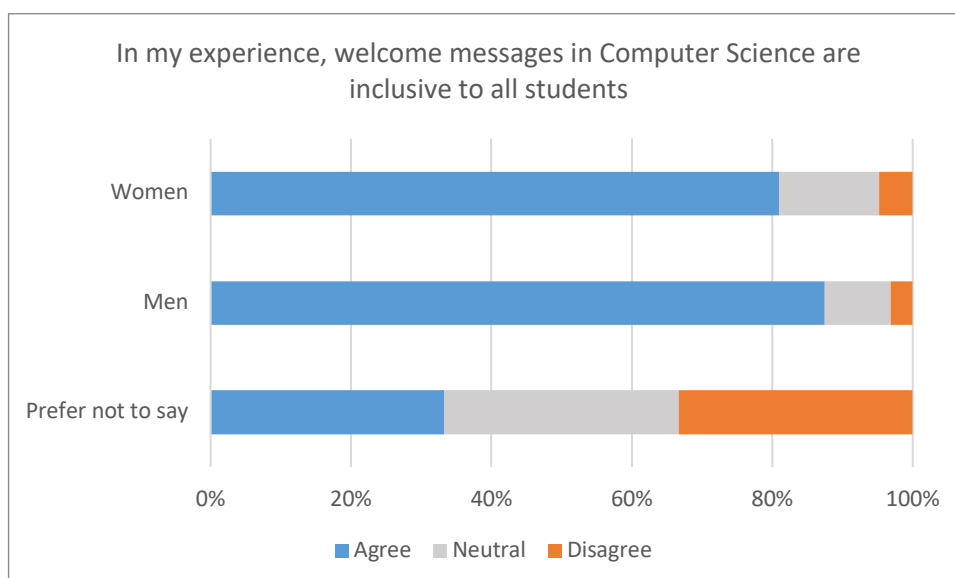


Figure 61: Responses to 'In my experience, welcome messages in DCS are inclusive to all students' – by gender

	Prefer not to say	Men	Women
Agree	1	28	17
Neutral	1	3	3
Disagree	1	1	1

Table 77: Responses to ‘In my experience, welcome messages in DCS are inclusive to all students’ – by gender

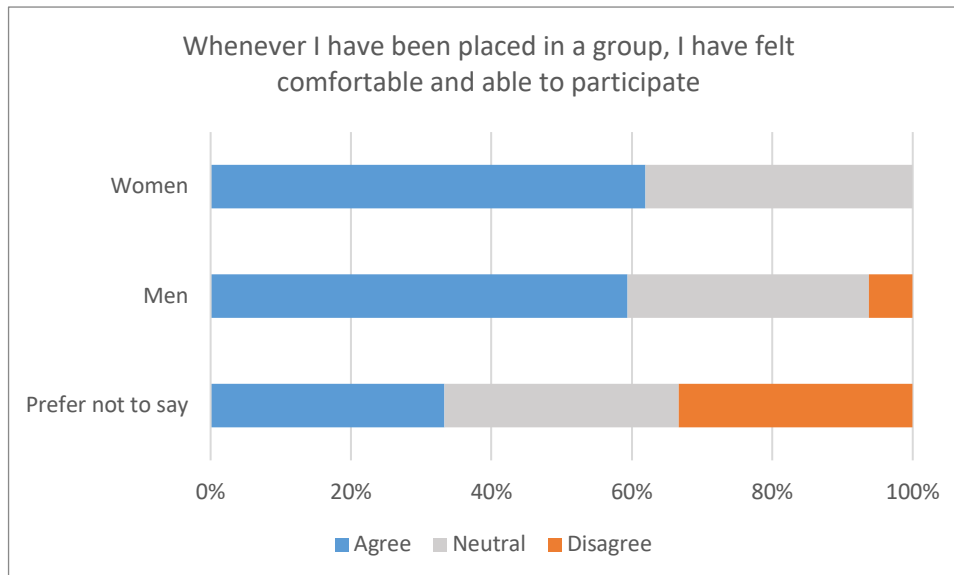


Figure 62: Responses to ‘Whenever I have been placed in a group, I have felt comfortable and able to participate’ – by gender

	Prefer not to say	Men	Women
Agree	1	19	13
Neutral	1	11	8
Disagree	1	2	0

Table 78: Responses to ‘Whenever I have been placed in a group, I have felt comfortable and able to participate’ – by gender

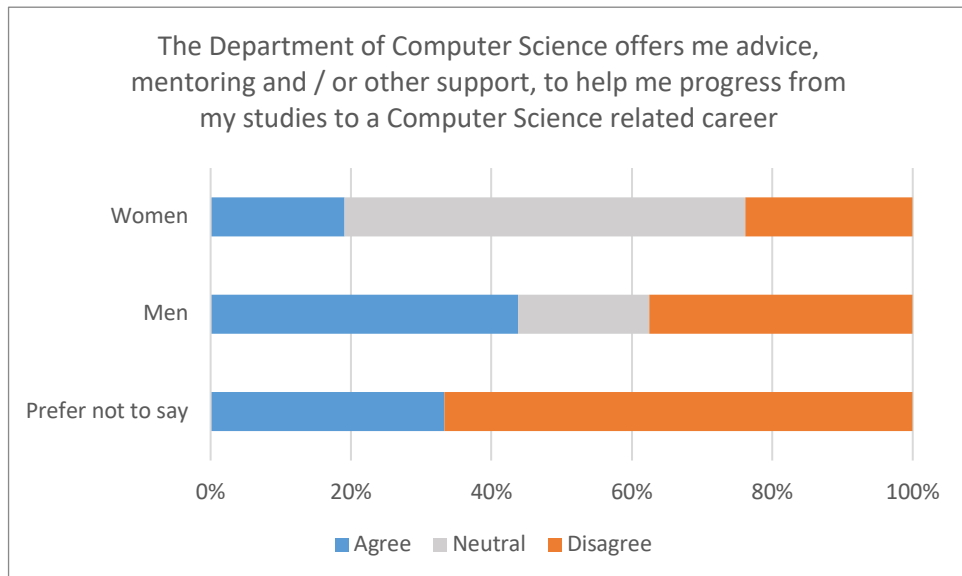


Figure 63: Responses to 'DCS offers me advice, mentoring and/or other support to help me progress from my studies to a CS related career' – by gender

	Prefer not to say	Men	Women
Agree	1	14	4
Neutral	0	6	12
Disagree	2	12	5

Table 79: Responses to 'DCS offers me advice, mentoring and/or other support to help me progress from my studies to a CS related career' – by gender

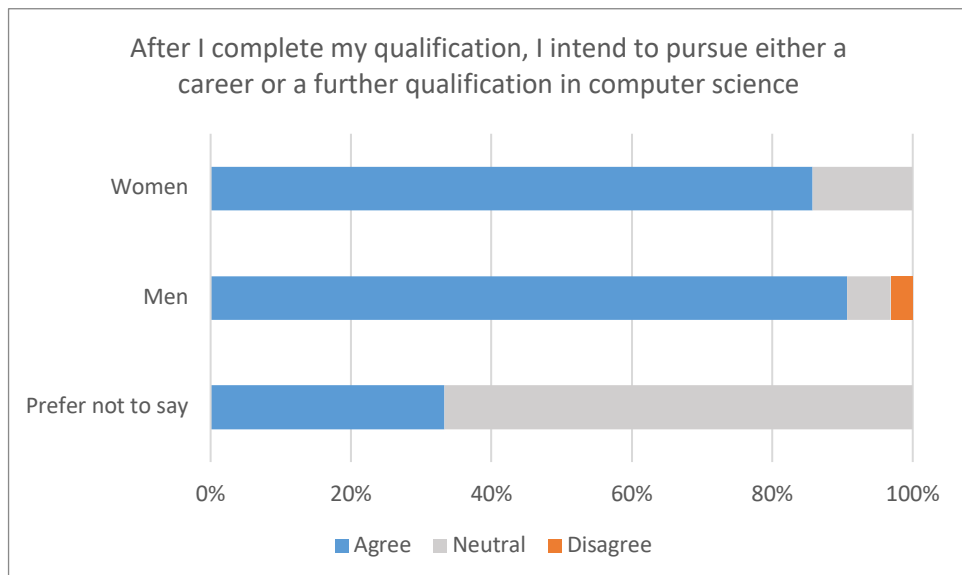


Figure 64: Responses to 'After I complete my qualification, I intend to pursue either a career or a further qualification in CS' – by gender

	Prefer not to say	Men	Women
Agree	1	29	18
Neutral	2	2	3
Disagree	0	1	0

Table 80: Responses to ‘After I complete my qualification, I intend to pursue either a career or a further qualification in CS’ – by gender

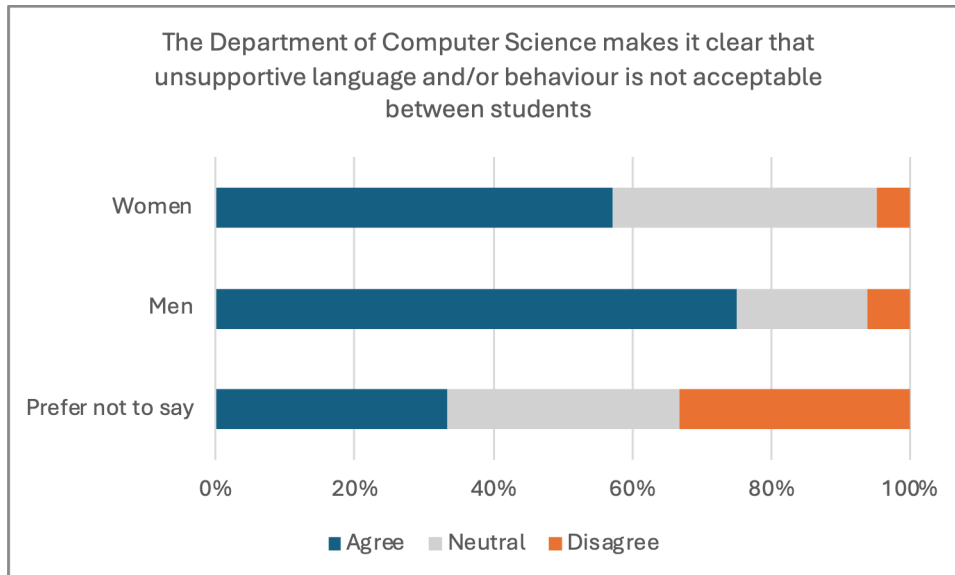


Figure 65: Responses to ‘DCS makes it clear that unsupportive language and/or behaviour is not acceptable between students’ – by gender

	Prefer not to say	Men	Women
Agree	1	24	12
Neutral	1	6	8
Disagree	1	2	1

Table 81: Responses to ‘DCS makes it clear that unsupportive language and/or behaviour is not acceptable between students’ – by gender

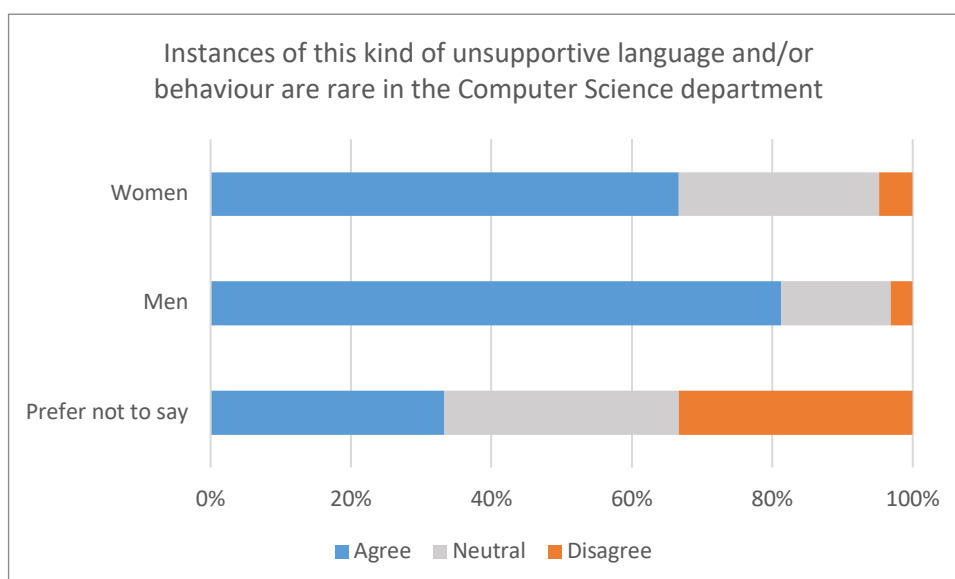


Figure 66: Responses to 'Instances of this kind of unsupportive language and/or behaviour are rare in DCS' – by gender

	Prefer not to say	Men	Women
Agree	1	26	14
Neutral	1	5	6
Disagree	1	1	1

Table 82: Responses to 'Instances of this kind of unsupportive language and/or behaviour are rare in DCS' – by gender

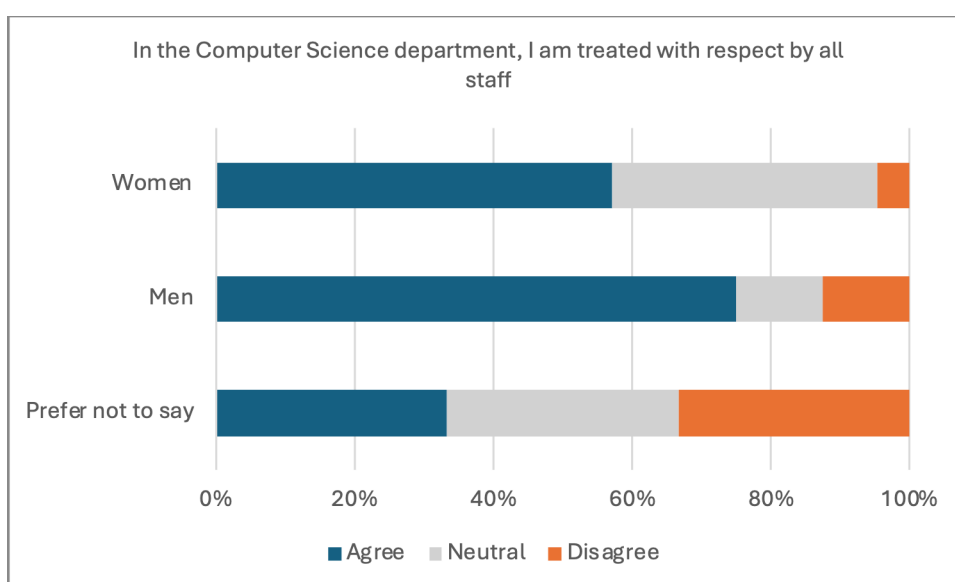


Figure 67: Responses to 'In DCS, I am treated with respect by all staff' – by gender

	Prefer not to say	Men	Women
Agree	1	24	12
Neutral	1	4	8
Disagree	1	4	1

Table 83: Responses to ‘In DCS, I am treated with respect by all staff’ – by gender

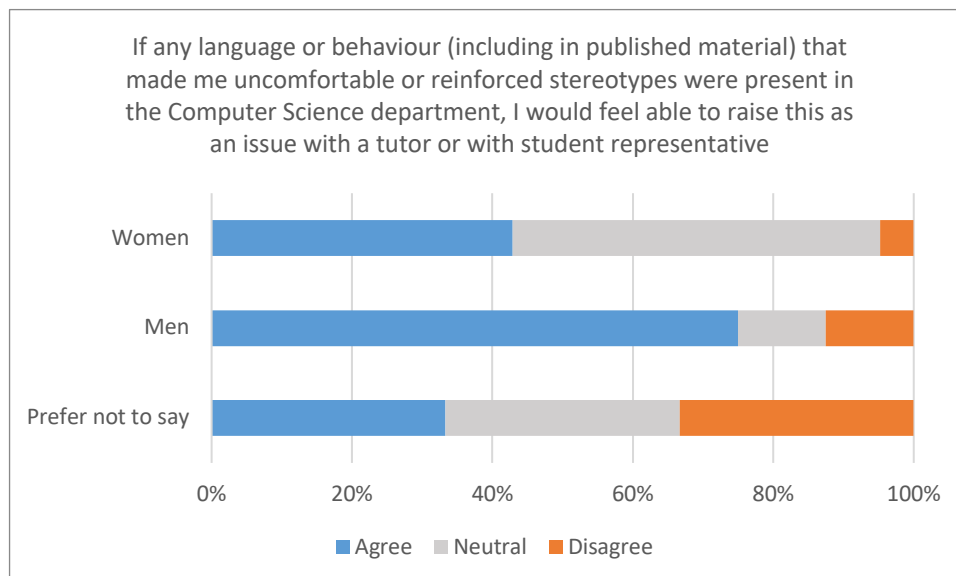


Figure 68: Responses to ‘If any language/behaviour that made me uncomfortable or reinforced stereotypes were present in DCS, I would feel able to raise this as an issue with a tutor or with a student representative’ – by gender

	Prefer not to say	Men	Women
Agree	1	24	9
Neutral	1	4	11
Disagree	1	4	1

Table 84: Responses to ‘If any language/behaviour that made me uncomfortable or reinforced stereotypes were present in DCS, I would feel able to raise this as an issue with a tutor or with a student representative’ – by gender

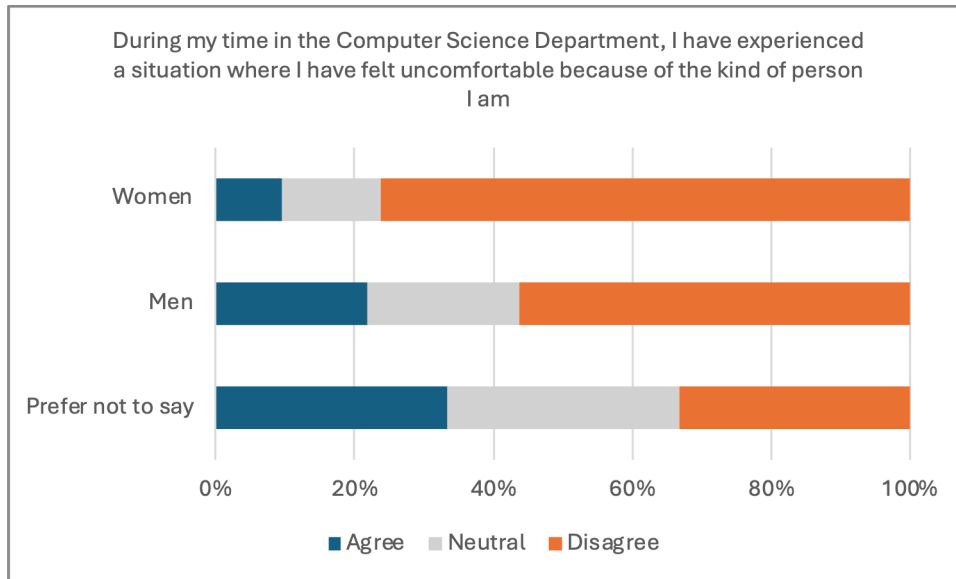


Figure 69: Responses to ‘During my time in DCS, I have experienced a situation where I have felt uncomfortable because of the kind of person I am’ – by gender

	Prefer not to say	Men	Women
Agree	1	7	2
Neutral	1	7	3
Disagree	1	18	16

Table 85: Responses to ‘During my time in DCS, I have experienced a situation where I have felt uncomfortable because of the kind of person I am’ – by gender

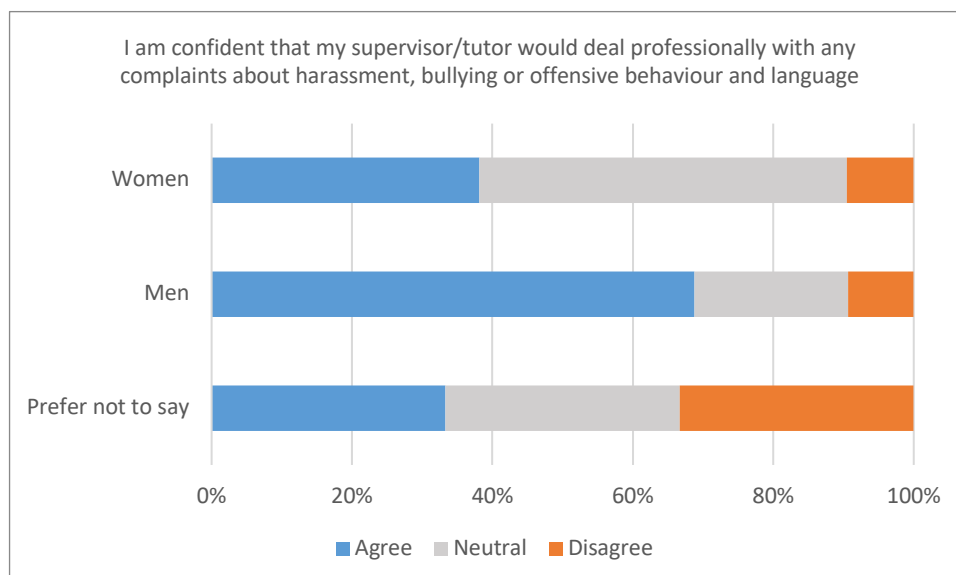


Figure 70: Responses to ‘I am confident that my supervisor/tutor would deal professionally with any complaints about harassment, bullying or offensive behaviour’ – by gender

	Prefer not to say	Men	Women
Agree	1	22	8
Neutral	1	7	11
Disagree	1	3	2

Table 86: Responses to 'I am confident that my supervisor/tutor would deal professionally with any complaints about harassment, bullying or offensive behaviour' – by gender

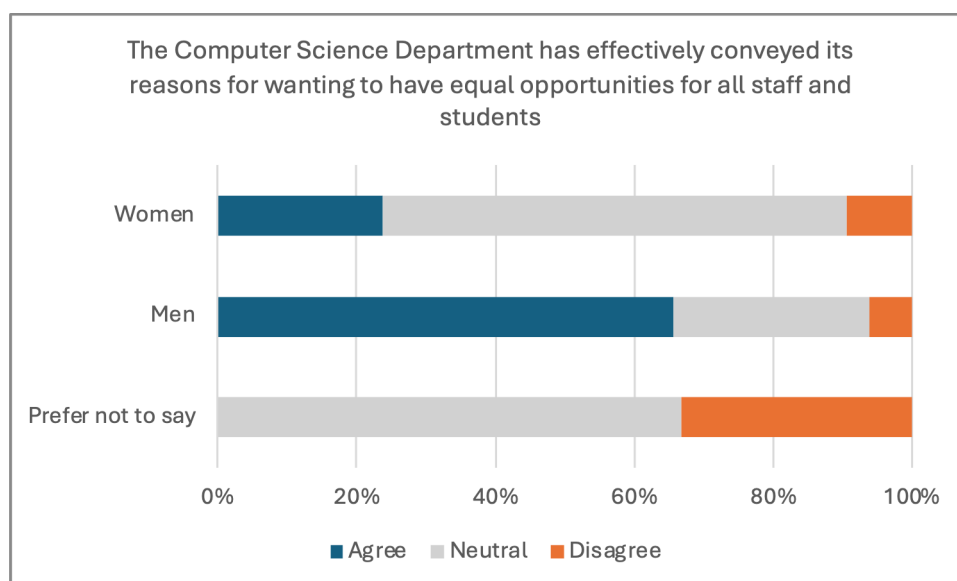


Figure 71: Responses to 'DCS has effectively conveyed its reasons for wanting to have equal opportunities for all staff and students' – by gender

	Prefer not to say	Men	Women
Agree	0	21	5
Neutral	2	9	14
Disagree	1	2	2

Table 87: Responses to 'DCS has effectively conveyed its reasons for wanting to have equal opportunities for all staff and students' – by gender

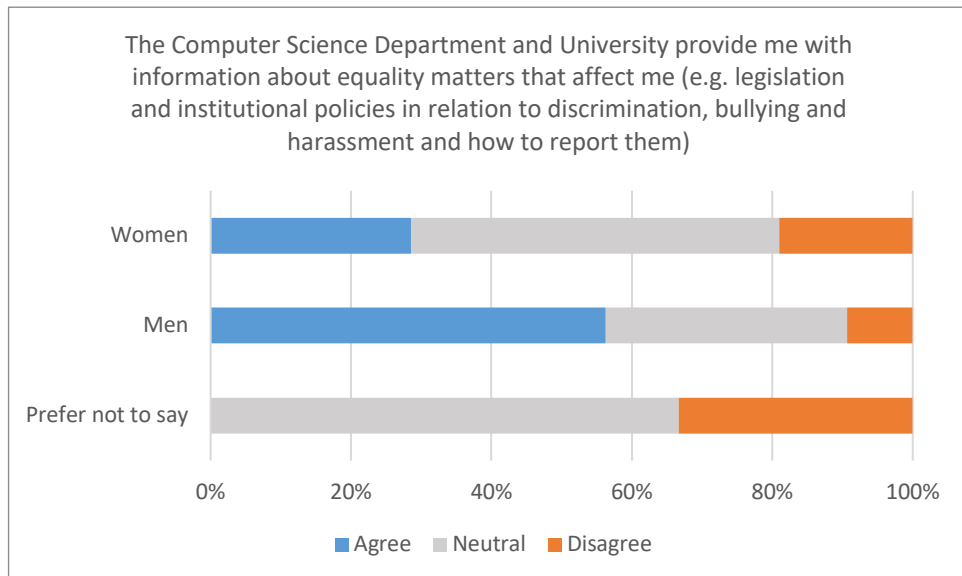


Figure 72: Responses to 'DCS and UoY provide me with information about equality matters that affect me' – by gender

	Prefer not to say	Men	Women
Agree	0	18	6
Neutral	2	11	11
Disagree	1	3	4

Table 88: Responses to 'DCS and UoY provide me with information about equality matters that affect me' – by gender

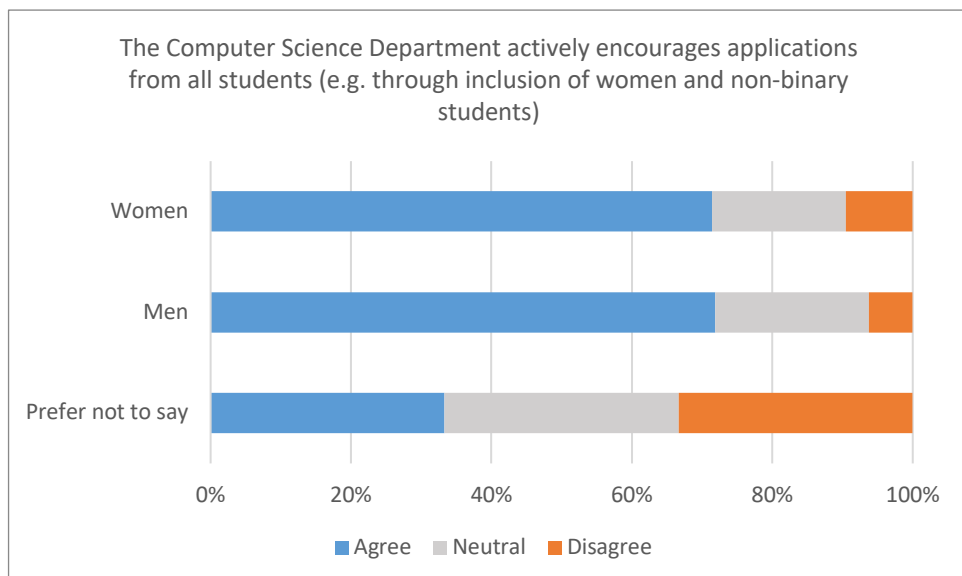


Figure 73: Responses to 'DCS actively encourages applications from all students' – by gender

	Prefer not to say	Men	Women
Agree	1	23	15
Neutral	1	7	4
Disagree	1	2	2

Table 89: Responses to 'DCS actively encourages applications from all students' – by gender

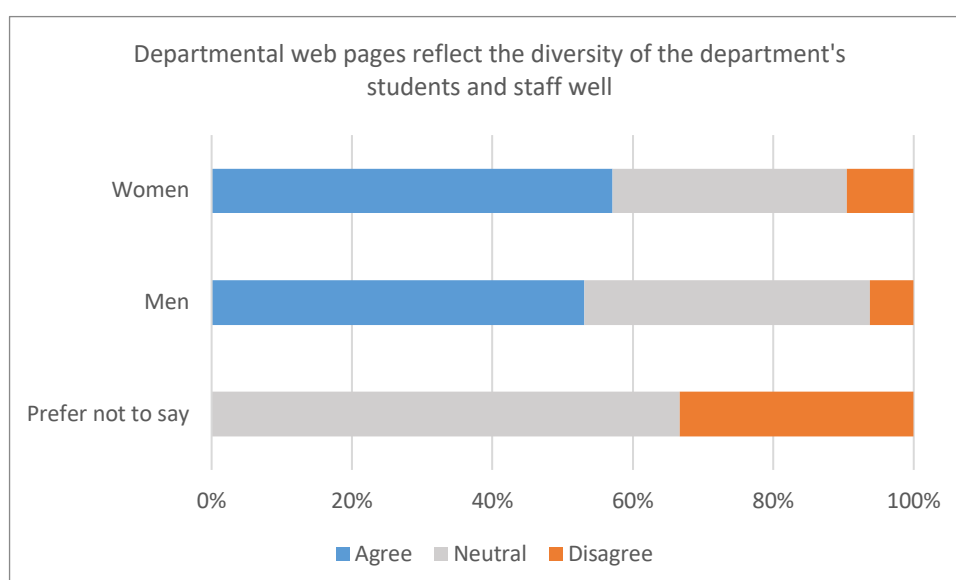


Figure 74: Responses to 'DCS web pages reflect the diversity of students and staff' – by gender

	Prefer not to say	Men	Women
Agree	0	17	12
Neutral	2	13	7
Disagree	1	2	2

Table 90: Responses to 'DCS web pages reflect the diversity of students and staff' – by gender

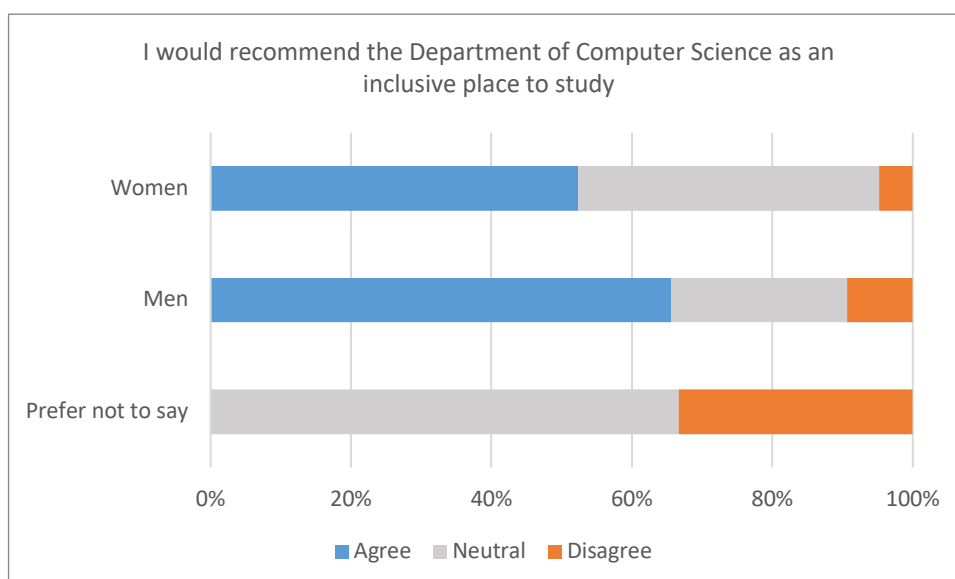


Figure 75: Responses to 'I would recommend DCS as an inclusive place to study' – by gender

	Prefer not to say	Men	Women
Agree	0	21	11
Neutral	2	8	9
Disagree	1	3	1

Table 91: Responses to 'I would recommend DCS as an inclusive place to study' – by gender

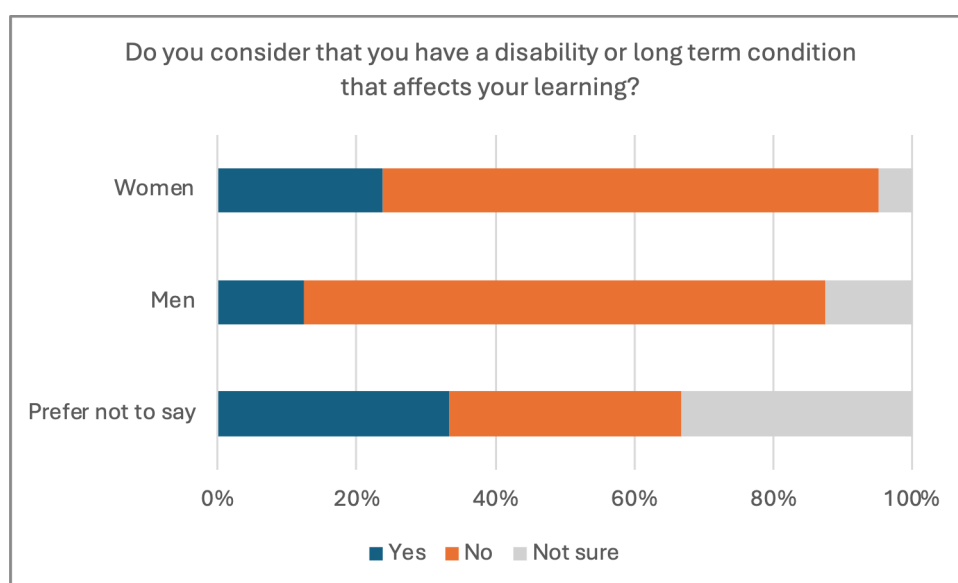


Figure 76: Responses to 'Do you consider yourself to have a disability of long-term condition that affects your learning?' – by gender

	Prefer not to say	Men	Women
Yes	1	4	5
No	1	24	15
Not sure	1	4	1

Table 92: Responses to ‘Do you consider yourself to have a disability of long-term condition that affects your learning?’ – by gender

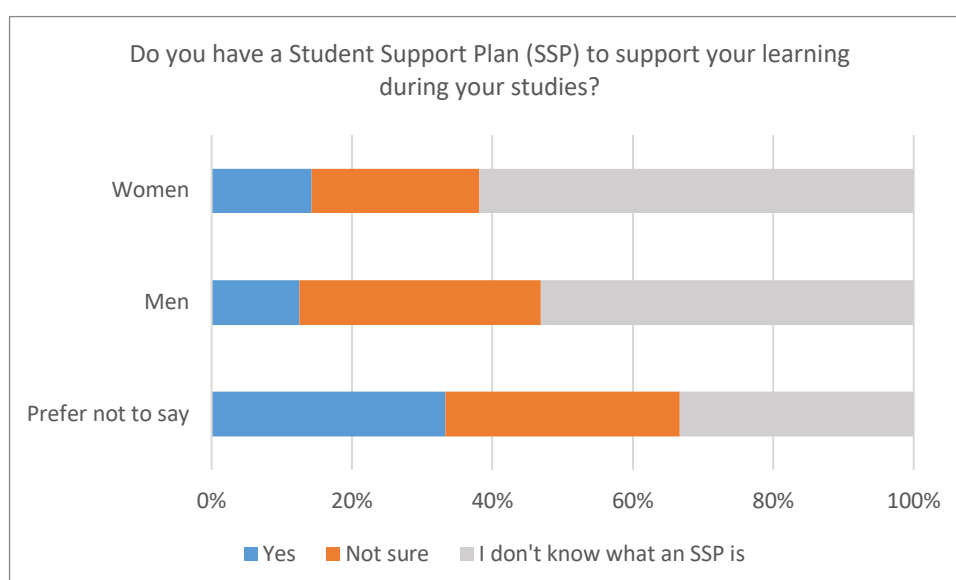


Figure 77: Responses to ‘Do you have a SSP to support your learning?’ – by gender

	Prefer not to say	Men	Women
Yes	1	4	3
Not sure	1	11	5
I don't know what an SSP is	1	17	13

Table 93: Responses to ‘Do you have a SSP to support your learning?’ – by gender

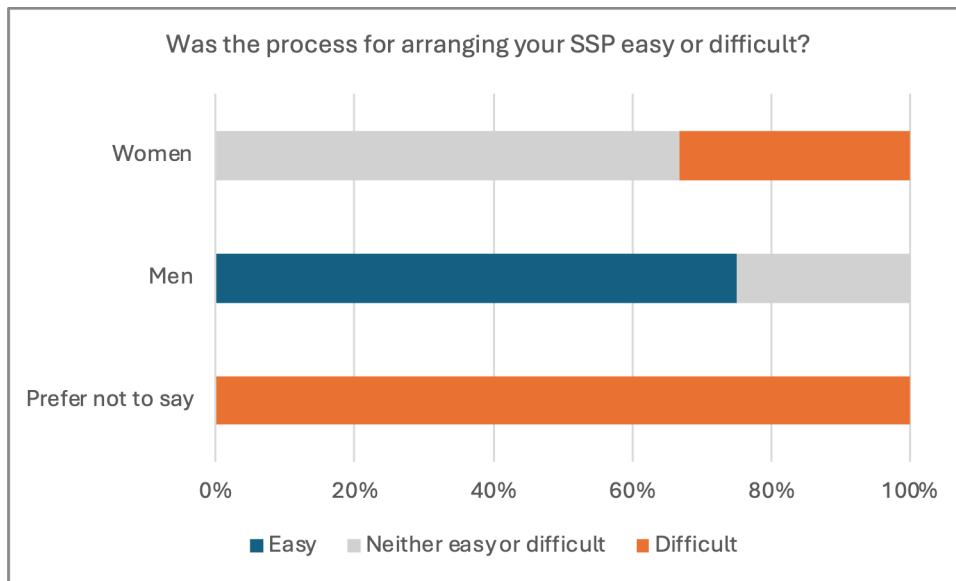


Figure 78: Responses to 'Was the process for arranging your SSP easy or difficult?' – by gender

	Prefer not to say	Men	Women
Easy	0	3	0
Neither easy or difficult	0	1	2
Difficult	1	0	1

Table 94: Responses to 'Was the process for arranging your SSP easy or difficult?' – by gender

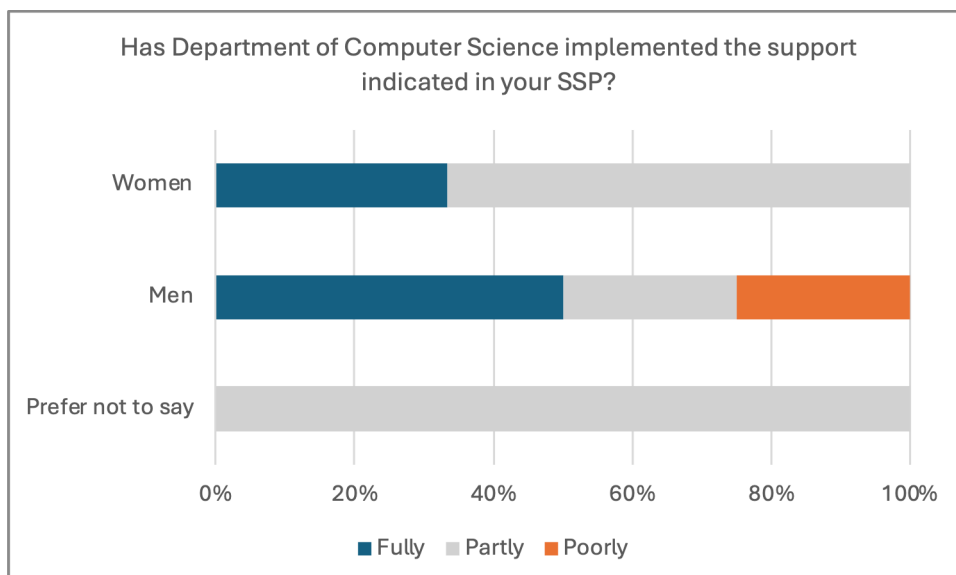


Figure 79: Responses to 'Has DCS implemented the support indicated in your SSP?' – by gender

	Prefer not to say	Men	Women
Fully	0	2	1
Partly	1	1	2
Poorly	0	1	0

Table 95: Responses to ‘Has DCS implemented the support indicated in your SSP?’ – by gender

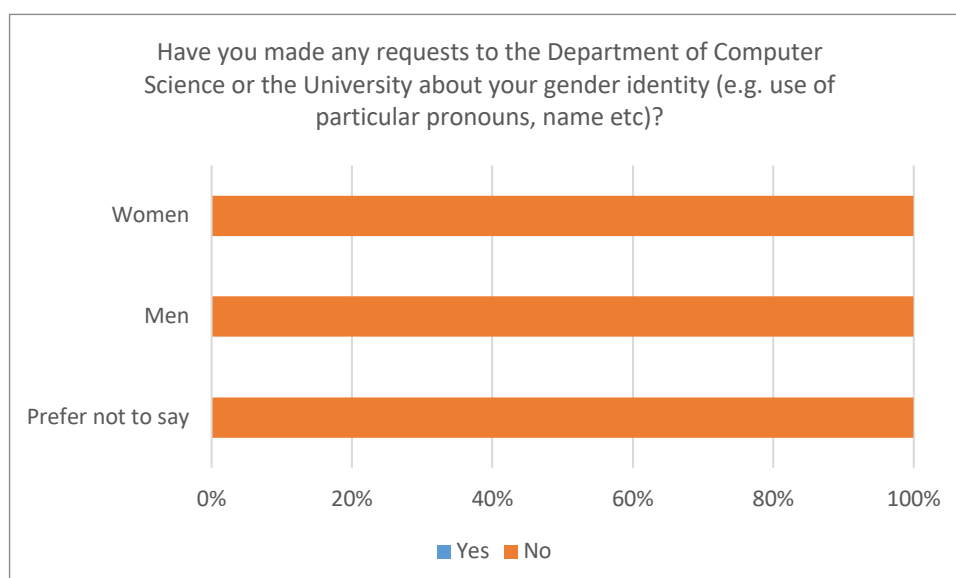


Figure 80: Responses to ‘Have you made any requests to DCS or UoY about your gender identity?’ – by gender

	Prefer not to say	Men	Women
Yes	0	0	0
No	3	32	21

Table 96: Responses to ‘Have you made any requests to DCS or UoY about your gender identity?’ – by gender

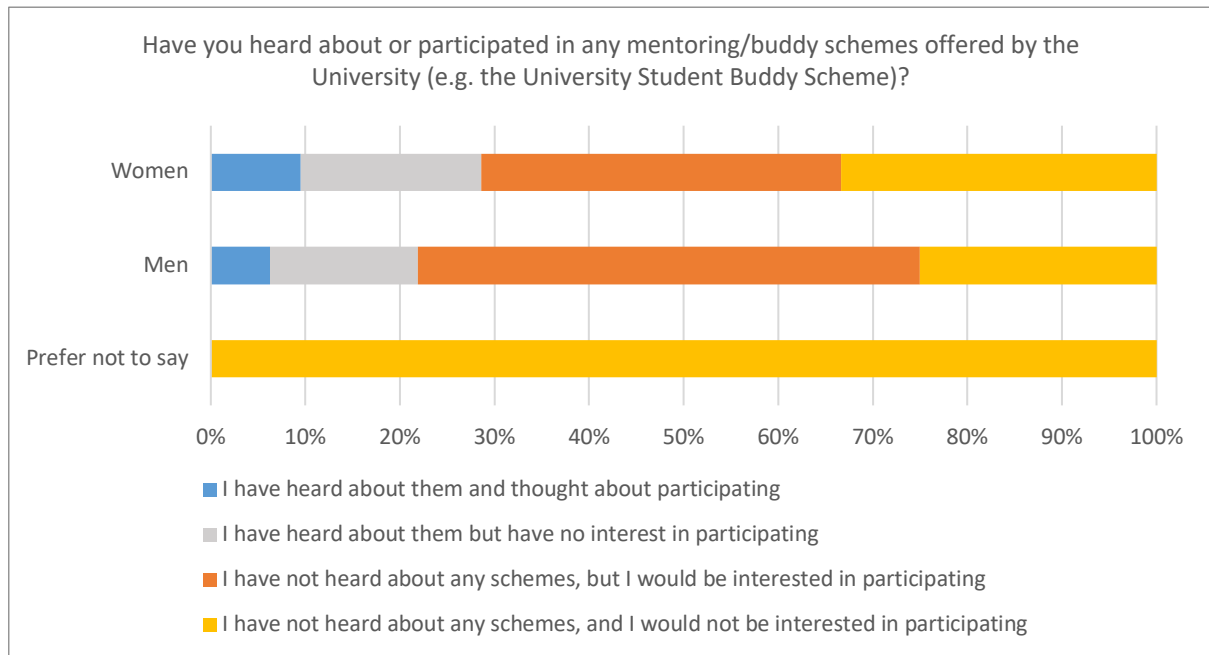


Figure 81: Responses to 'Have you heard about or participated in any mentoring/buddy schemes offered by UoY?' – by gender

	Prefer not to say	Men	Women
I have heard about them and thought about participating	0	2	2
I have heard about them but have no interest in participating	0	5	4
I have not heard about any schemes, but I would be interested in participating	0	17	8
I have not heard about any schemes, and I would not be interested in participating	3	8	7

Table 97: Responses to 'Have you heard about or participated in any mentoring/buddy schemes offered by UoY?' – by gender

Appendix 2: Mandatory Data Tables

Notes to accompany data tables:

- (i) Information on promotion of PSS staff is not available. UoY does not have a formal promotion process for PSS staff.
- (ii) Some of the data presented here does not cover the whole award period. Where this is so, it is because the complete data was not available via the University systems. This may be due to the ongoing restructure of HR, or to staff losses through recent voluntary severance schemes.
- (iii) DCS does not have students at foundation level.

Appendix 2.1 Student Data

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
Female	14	20	32	23	29
Male	105	146	132	131	140
Other	1	1	0	0	0

Table 98: UG students by gender UoY CS (by year of registration)

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
Female	11.7%	12.0%	19.5%	14.9%	17.2%
Sector Female	17.7%	18.6%	19.0%	20.1%	20.1%
Male	87.5%	87.4%	80.5%	85.1%	82.8%
Sector Male	82.1%	81.2%	80.7%	79.5%	79.4%
Other	0.8%	0.6%	0.0%	0.0%	0.0%
Sector Other	0.2%	0.2%	0.3%	0.4%	0.4%

Table 99: % per year UG students by gender UoY CS compared with Russell Group Computer Science (by year of registration)

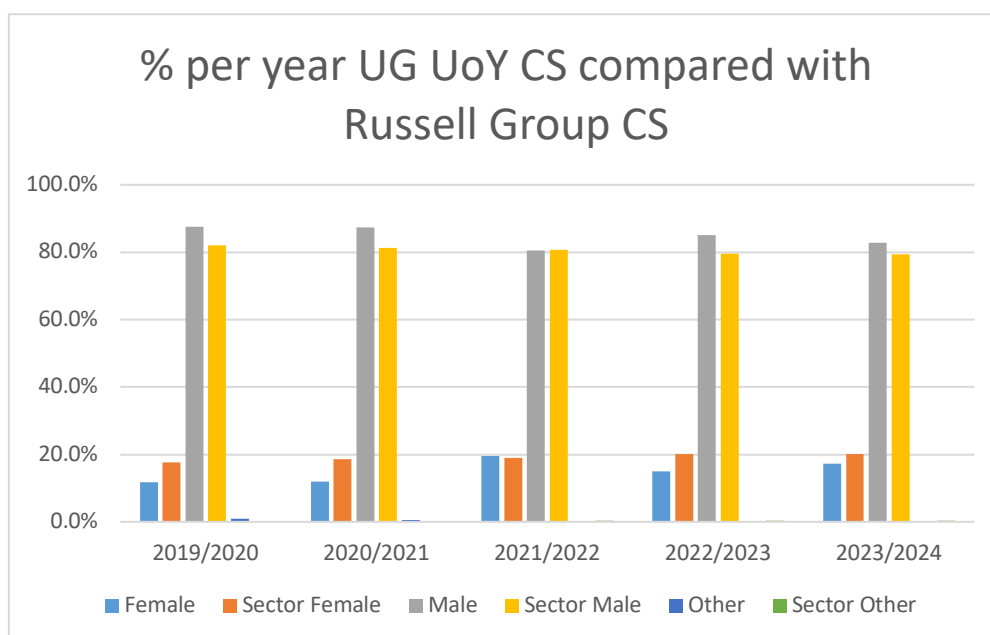


Figure 82: % per year UG students by gender UoY CS compared with Russell Group

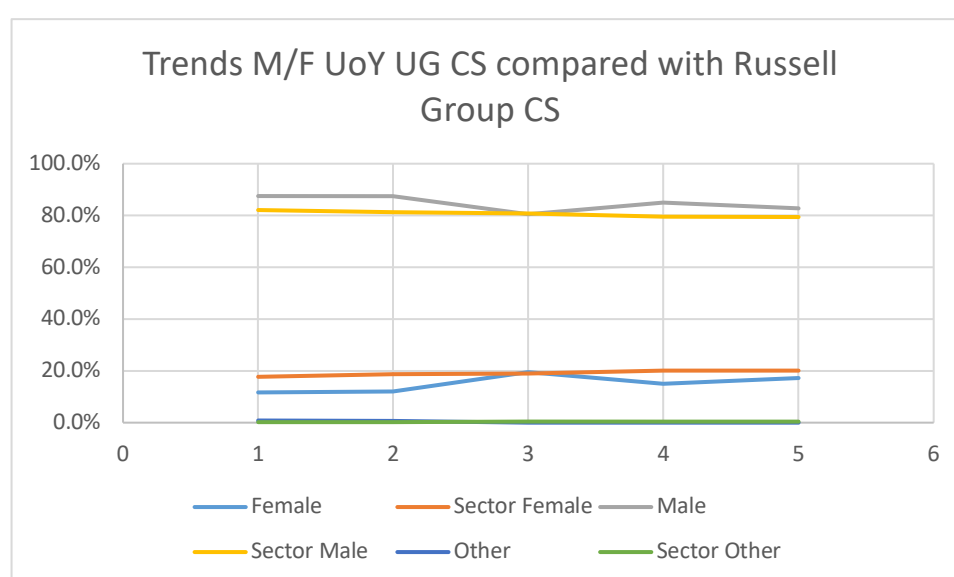


Figure 83: Trends M/F UG compared with Russell Group average

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
Female	29	35	35	34	39
Male	52	92	67	83	100
Other	0	1	0	0	0

Table 100: Total number students by gender on-campus PGT UoY CS

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
Female	35.8%	27.3%	34.3%	29.1%	28.1%
Sector Female	32.0%	31.2%	30.1%	31.1%	32.8%
Male	64.2%	71.9%	65.7%	70.9%	71.9%
Sector Male	67.9%	68.5%	69.7%	68.7%	67.0%
Other	0.0%	0.8%	0.0%	0.0%	0.0%
Sector Other	0.1%	0.3%	0.2%	0.3%	0.2%

Table 101: % per year on-campus PGT students by gender CS UoY compared with Russell Group average (Computer Science degrees)

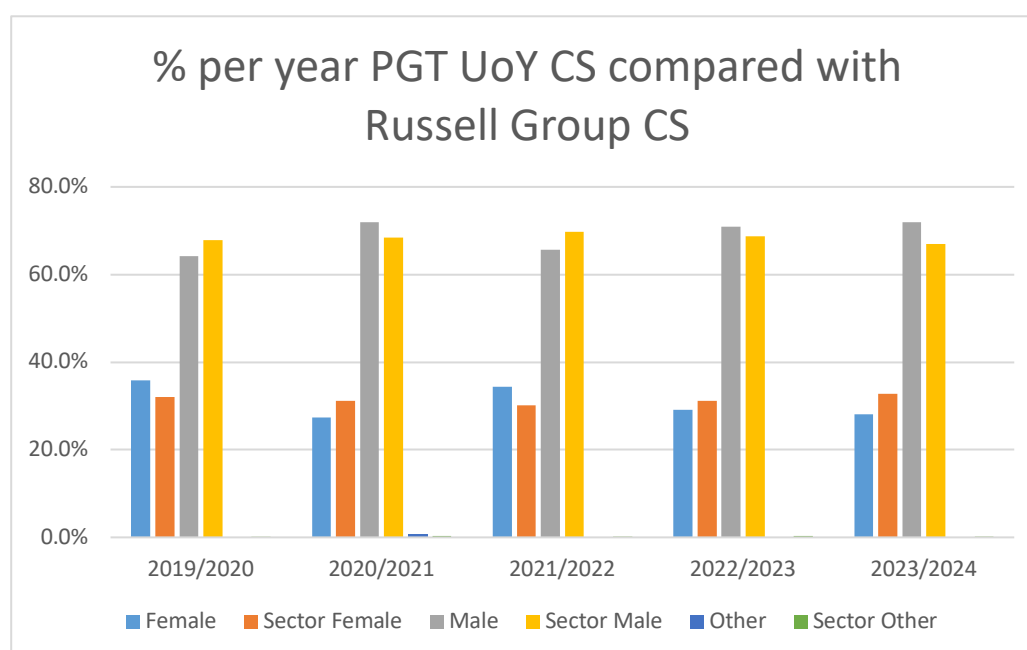


Figure 84: % per year on-campus PGT students by gender compared with Russell Group average

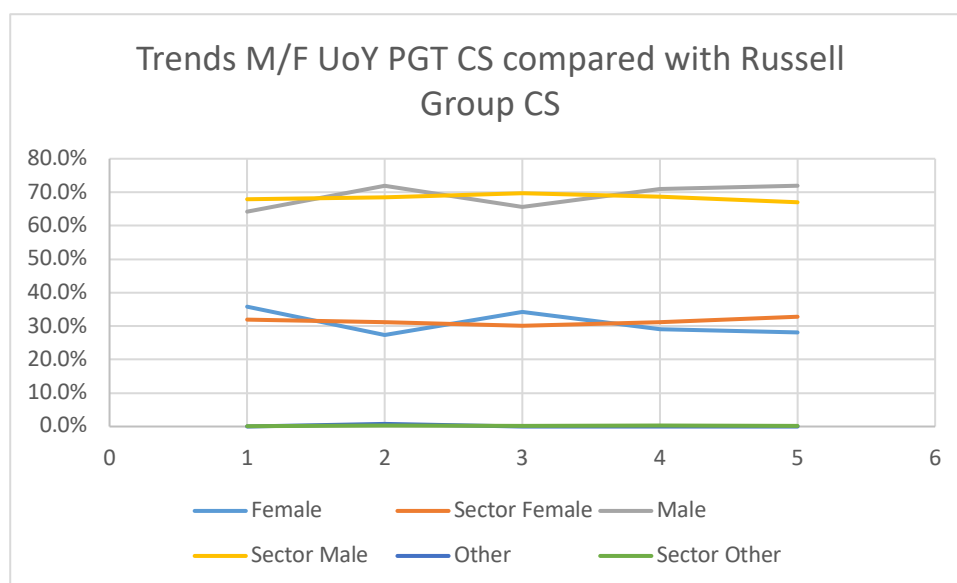


Figure 85: Trends M/F PGT on-campus compared with Russell Group

		2019	2020	2021	2022	2023	2024	2025
Female	CUR	2	13	10	48	99	205	179
	SSC	58	71	65	52	29	0	0
	SSCL	1	1	2	3	1	1	0
	WDN	39	179	217	220	226	137	33
Male	CUR	6	24	26	64	208	304	242
	SSC	107	198	201	136	107	1	0
	SSCL	1	10	7	8	3	0	0
	WDN	115	442	432	344	323	159	54
Other	CUR	0	0	0	1	2	6	4
	SSC	0	0	1	1	0	0	0
	SSCL	0	0	0	2	0	0	0
	WDN	4	3	4	1	8	3	2

Table 102: Online PGT students and attainment by gender, by year

(Key CUR = current students, WDN = withdrawn, SSC = successfully completed (MSc), SSCL = successfully completed (lower exit award))

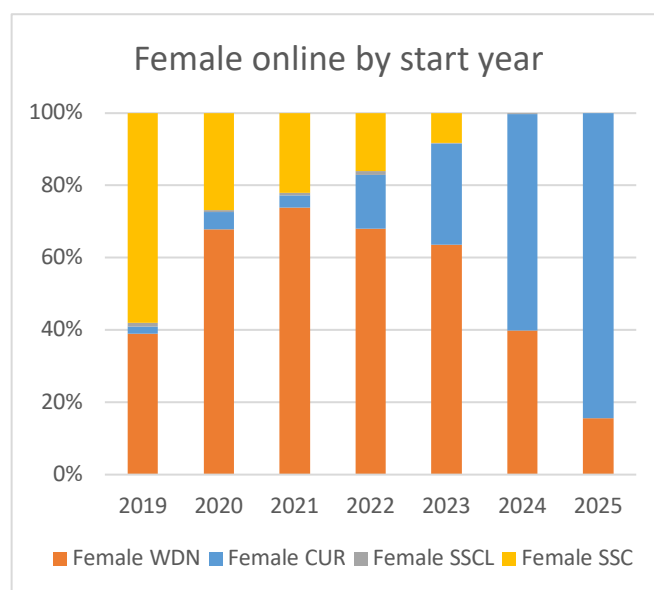


Figure 86: UoY CS online PGT female students by start year

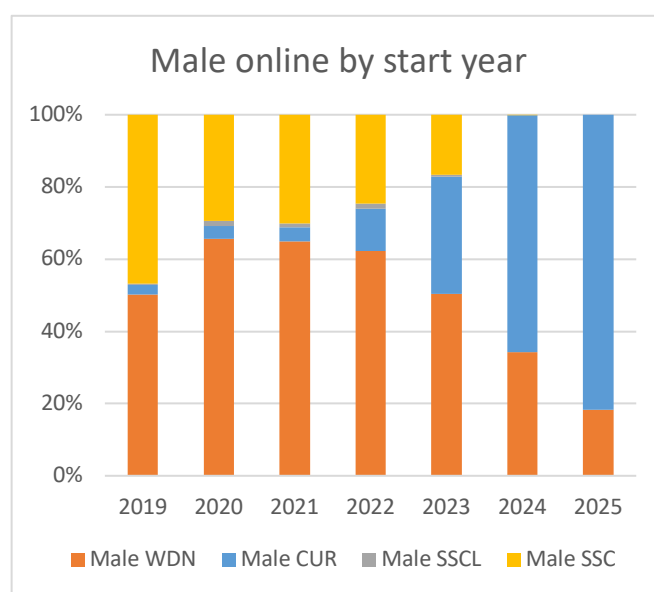


Figure 87: UoY CS online PGT male students by start year

	2019/0	2020/1	2021/2	2022/3	2023/4
Female	4	8	10	6	9
Male	18	14	20	21	24
Other	0	0	0	0	0

Table 103: Total number students by gender on-campus PGR at UoY Computer Science

	2019/0	2020/1	2021/2	2022/3	2023/4
Female	18.2%	36.4%	33.3%	22.2%	27.3%
Sector Female	26.1%	27.5%	29.0%	30.3%	30.1%
Male	81.8%	63.6%	66.7%	74.1%	72.7%
Sector Male	73.4%	71.9%	70.3%	68.9%	69.2%
Other	0.0%	0.0%	0.0%	0.0%	0.0%
Sector Other	0.5%	0.6%	0.6%	0.8%	0.7%

Table 104: % per year PGR CS UoY compared with Russell Group Computer Science

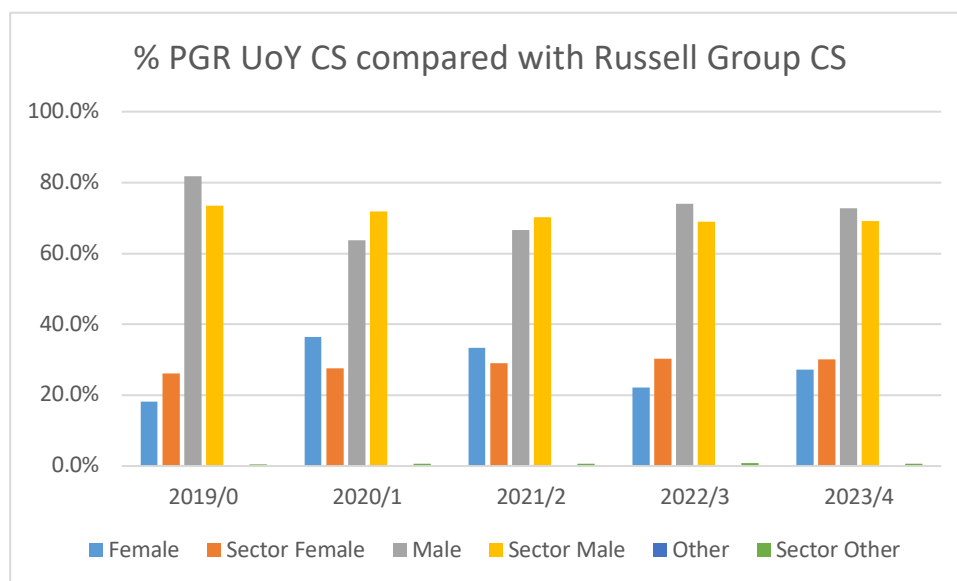


Figure 88: %PGR UoY CS by gender compared with Russell Group average

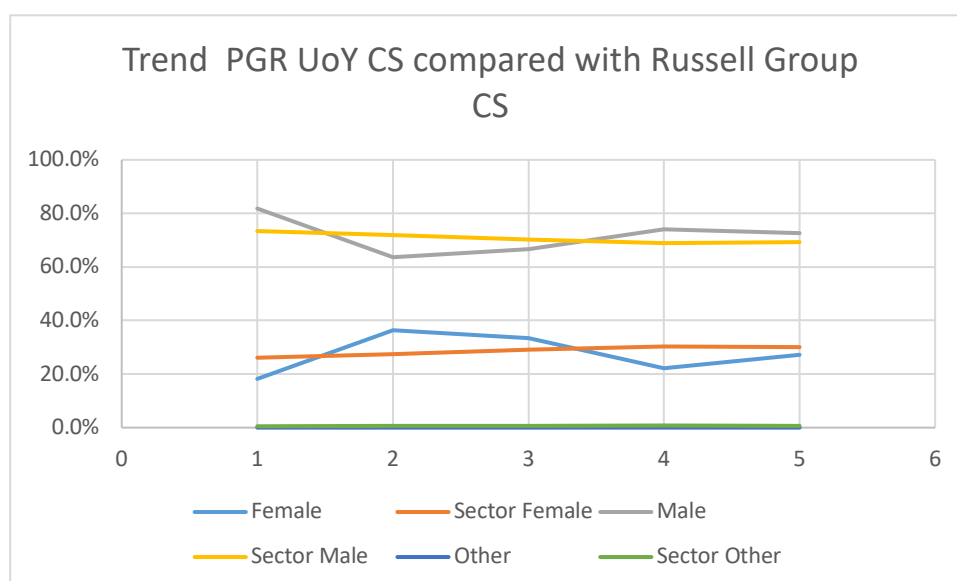


Figure 89: Trend UoY CS PGR by gender compared with Russell Group average

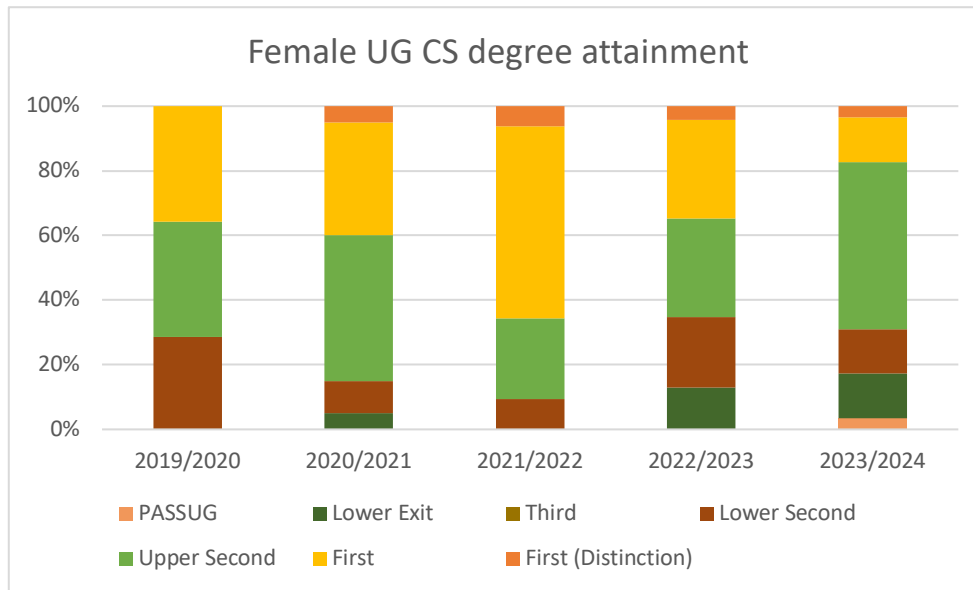


Figure 90: Female UG student degree attainment

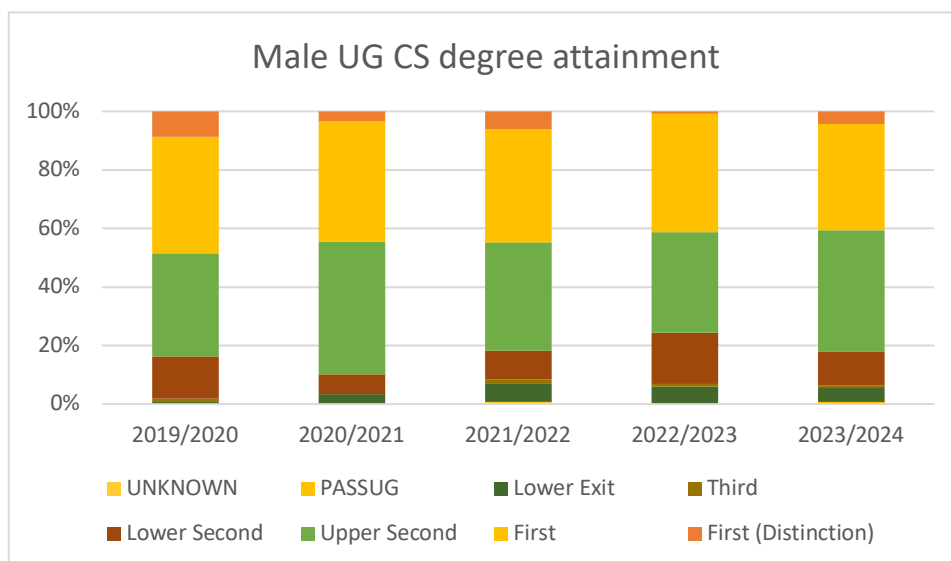


Figure 91: Male UG student Degree Attainment

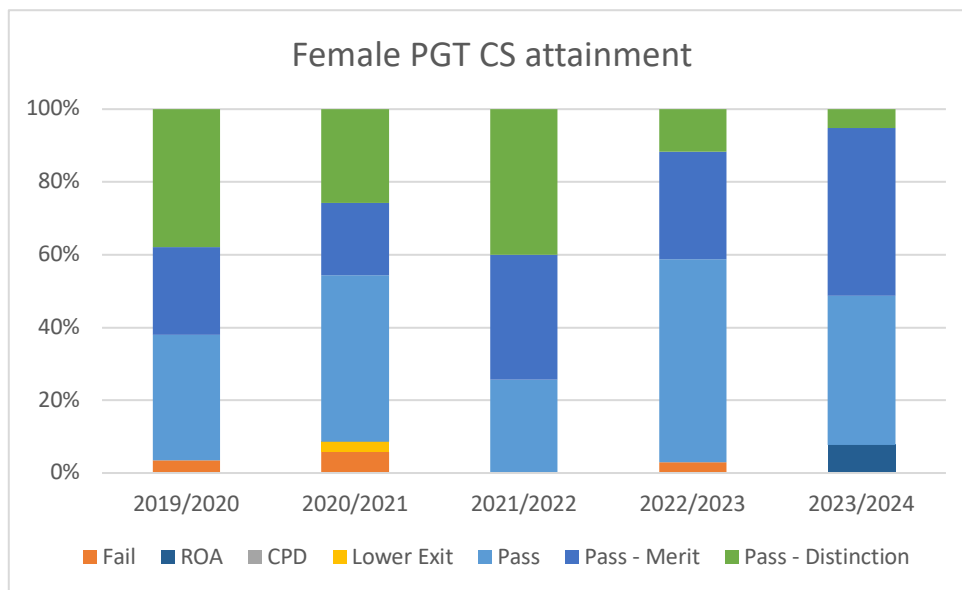


Figure 92: Female on-campus PGT student attainment

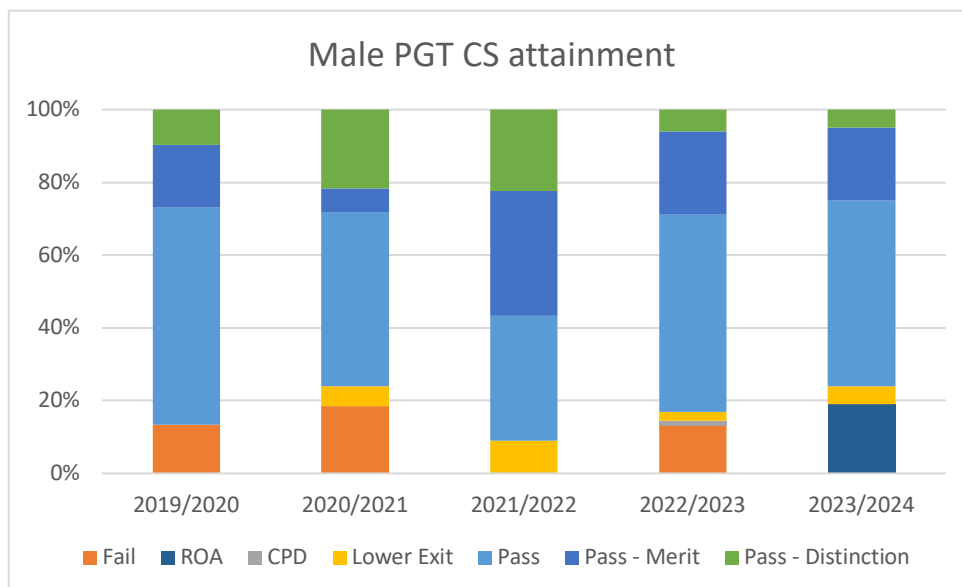


Figure 93: Male on-campus PGT student attainment

For online PGT student attainment, please see Table 102 above

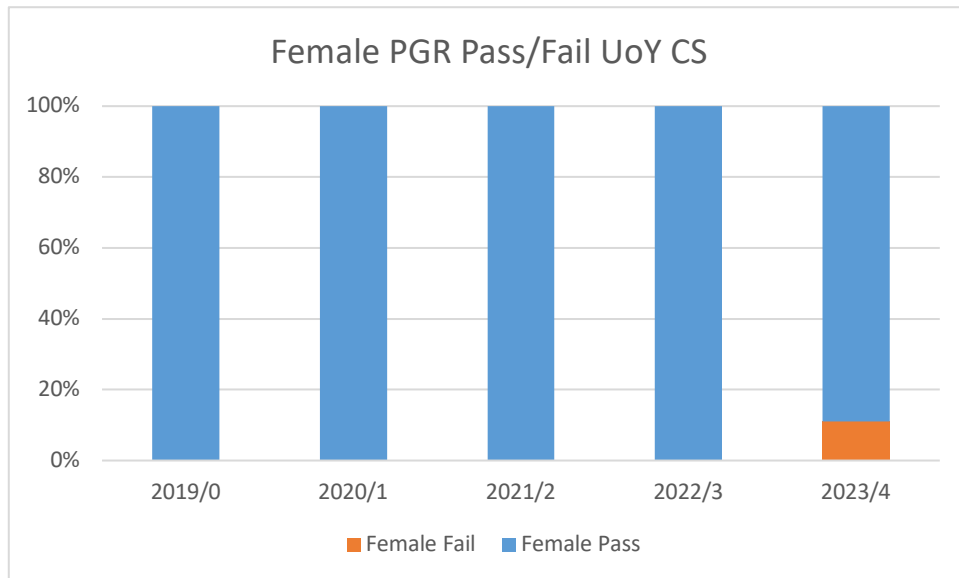


Figure 94: Female PGR Pass/Fail

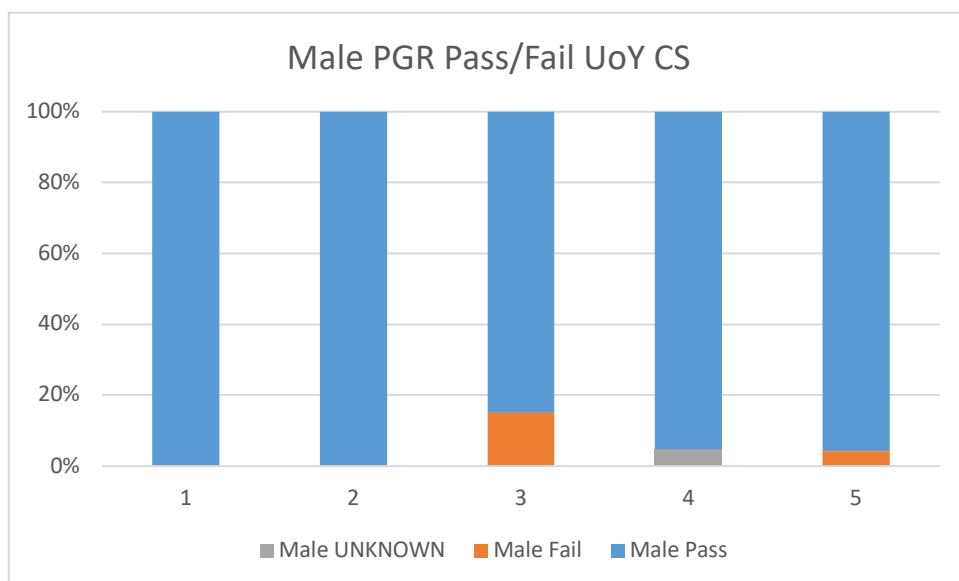


Figure 95: Male PGR Pass/Fail

Appendix 2.2 Academic Staff Data

		M	F
2020	Other	0	0
	Grade 5	0	0
	Grade 6	37	14
	Grade 7	32	5
	Grade 8	9	0
	Reader	8	0
	Prof/HoD/Snr Mgt	12	3
2021	Other	0	0
	Grade 5	0	0
	Grade 6	33	15
	Grade 7	32	6
	Grade 8	11	1
	Reader	7	0
	Prof/HoD/Snr Mgt	10	2
2022	Other	0	0
	Grade 5	19	2
	Grade 6	35	14
	Grade 7	27	10
	Grade 8	16	2
	Reader	5	0
	Prof/HoD/Snr Mgt	14	2
2023	Other	11	6
	Grade 5	1	0
	Grade 6	32	13
	Grade 7	34	13
	Grade 8	18	3
	Reader	5	0
	Prof/HoD/Snr Mgt	14	2
2024	Other	0	0
	Grade 5	1	0
	Grade 6	31	14
	Grade 7	29	10
	Grade 8	23	7
	Reader	4	0
	Prof/HoD/Snr Mgt	11	1
2025	Other	7	1
	Grade 5	2	0
	Grade 6	24	16
	Grade 7	29	9
	Grade 8	25	7
	Reader	4	0
	Prof/HoD/Snr Mgt	14	1

Table 105: Academic staff (ART, Research and T&S) by gender, grade, year

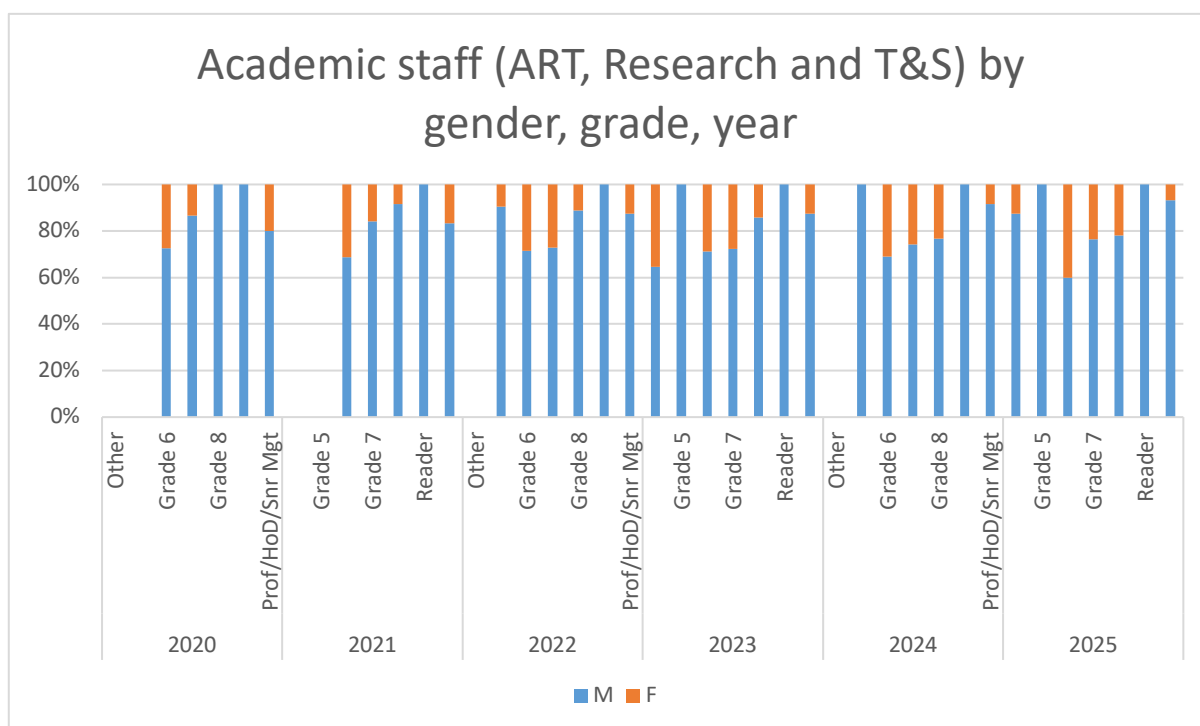


Figure 96: Academic staff by gender and grade

		M	F
2020	Research	35	9
	Teaching	24	8
	ART	39	5
2021	Research	28	8
	Teaching	27	12
	ART	38	4
2022	Research	30	12
	Teaching	44	13
	R&T	42	5
2023	Research	24	12
	Teaching	42	19
	ART	49	6
2024	Research	33	13
	Teaching	25	13
	ART	47	6
2025	Research	30	15
	Teaching	28	14
	ART	47	5

Table 106: Academic staff by gender, year, contract function

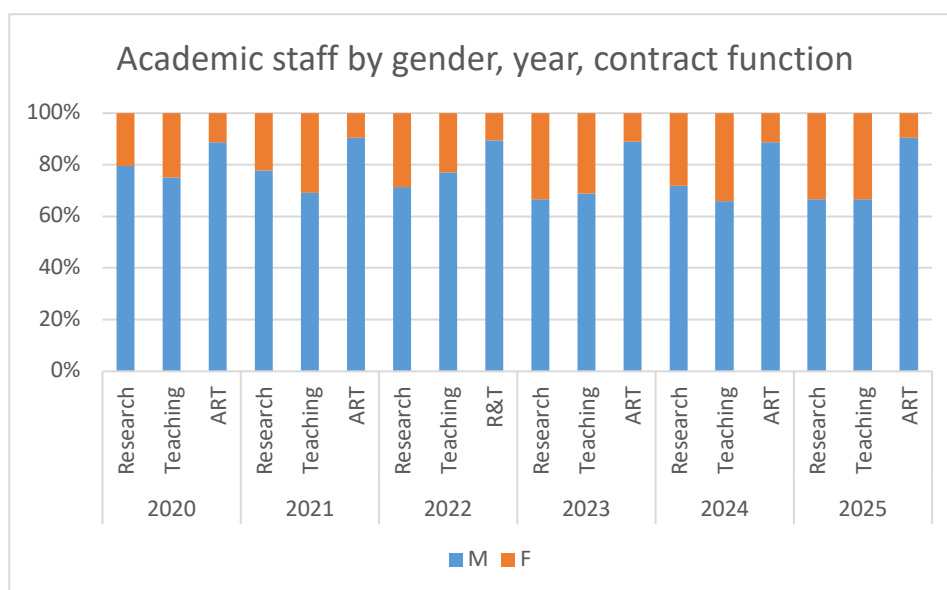


Figure 97: Academic staff by gender and contract function

		M	F
2020	Fixed Term Contract	40	15
	Open Contract	58	7
2021	Fixed Term Contract	30	12
	Open Contract	63	12
2022	Fixed Term Contract	45	15
	Open Contract	71	15
2023	Fixed Term Contract	34	21
	Open Contract	81	16
2024	Fixed Term Contract	26	9
	Open Contract	79	23
2025	Fixed Term Contract	26	12
	Open Contract	79	22

Table 107: Academic by gender and contract type

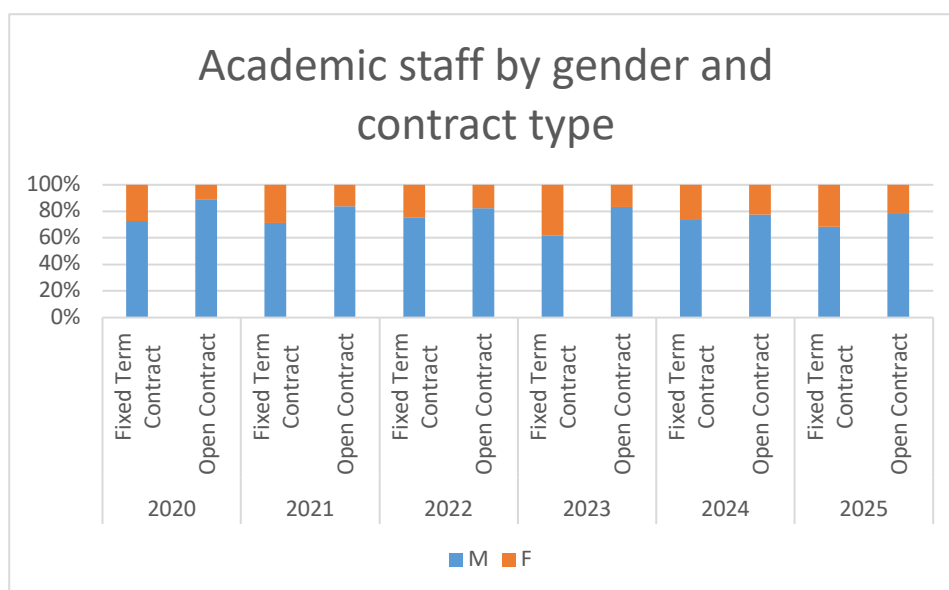


Figure 98: Academic staff by gender and contract type

		M	F
2020	Full Time	84	20
	Part Time	14	2
2021	Full Time	85	23
	Part Time	8	1
2022	Full Time	91	23
	Part Time	25	7
2023	Full Time	96	28
	Part Time	19	9
2024	Full Time	95	29
	Part Time	10	3
2025	Full Time	84	29
	Part Time	21	5

Table 108: Academic staff by gender and FT/PT

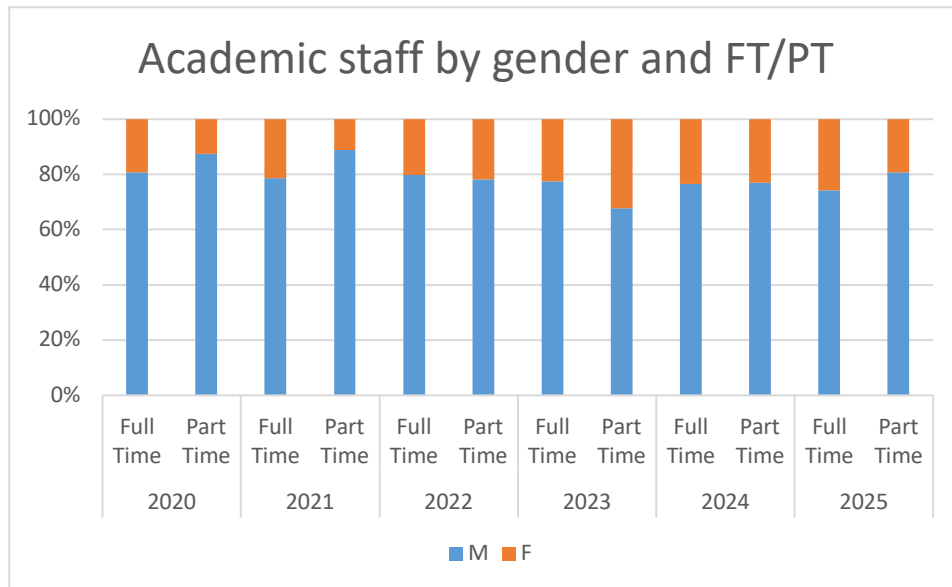


Figure 99: Academic staff by gender and contract type (FT/PT)

Appendix 2.3 PSS Staff Data

		M	F
2020	G1-4/Apprentices/Interns	5	8
	Grade 5	2	9
	Grade 6	6	3
	Grade 7	3	1
	Grade 8	1	3
	Other	5	0
	Prof/HoD/Snr Mgt	0	0
2021	G1-4/Apprentices/Interns	4	9
	Grade 5	2	8
	Grade 6	6	4
	Grade 7	2	1
	Grade 8	0	3
	Other	4	0
	Prof/HoD/Snr Mgt	0	0
2022	G1-4/Apprentices/Interns	6	10
	Grade 5	2	8
	Grade 6	4	4
	Grade 7	2	2
	Grade 8	0	1
	Other	4	1
	Prof/HoD/Snr Mgt	0	0
2023	G1-4/Apprentices/Interns	6	12
	Grade 5	3	8
	Grade 6	2	8
	Grade 7	3	2
	Grade 8	0	1
	Other	6	1
	Prof/HoD/Snr Mgt	0	0
2024	G1-4/Apprentices/Interns	4	10
	Grade 5	2	8
	Grade 6	4	8
	Grade 7	2	1
	Grade 8	0	0
	Other	5	1
	Prof/HoD/Snr Mgt	0	1
2025	G1-4/Apprentices/Interns	3	7
	Grade 5	2	6
	Grade 6	3	8
	Grade 7	2	0
	Grade 8	0	0
	Other	5	0
	Prof/HoD/Snr Mgt	0	1

Table 109: PSS staff by grade

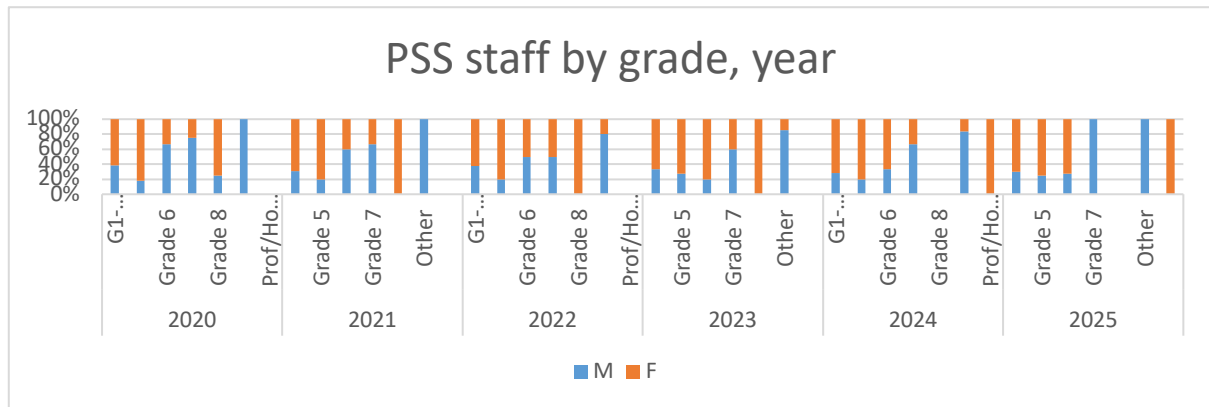


Figure 100: PSS staff by Grade

		M	F
2020	Fixed Term Contract	9	6
	Open Contract	13	18
2021	Fixed Term Contract	5	7
	Open Contract	13	18
2022	Fixed Term Contract	6	2
	Open Contract	12	24
2023	Fixed Term Contract	10	3
	Open Contract	10	29
2024	Fixed Term Contract	7	6
	Open Contract	10	23
2025	Fixed Term Contract	5	1
	Open Contract	10	21

Table 110: PSS by contract type

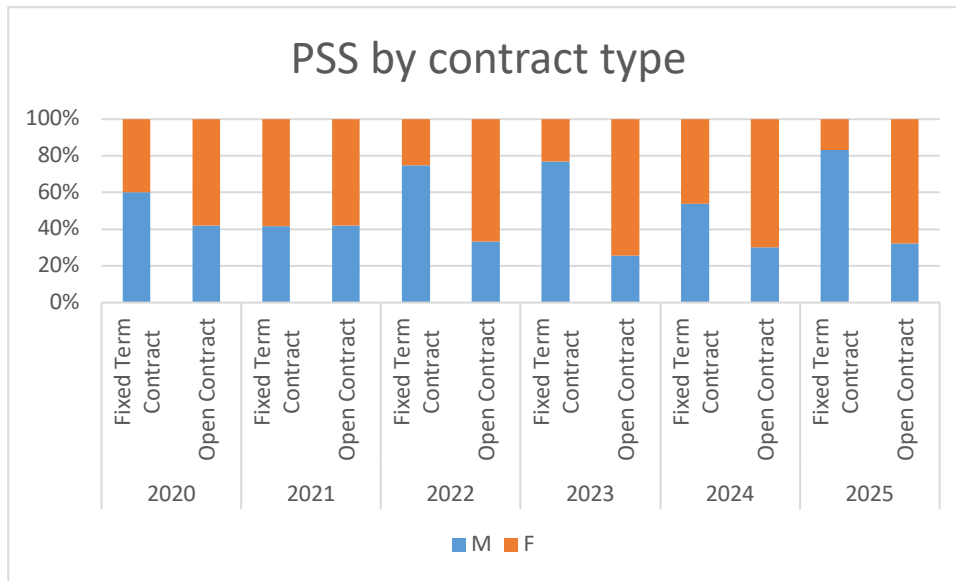


Figure 101: PSS staff by contract type

		M	F
2020	Full Time	17	15
	Part Time	5	9
2021	Full Time	17	14
	Part Time	1	11
2022	Full Time	16	18
	Part Time	2	8
2023	Full Time	17	23
	Part Time	3	9
2024	Full Time	16	20
	Part Time	1	9
2025	Full Time	14	10
	Part Time	1	12

Table 111: PSS by contract type (full time/part time)

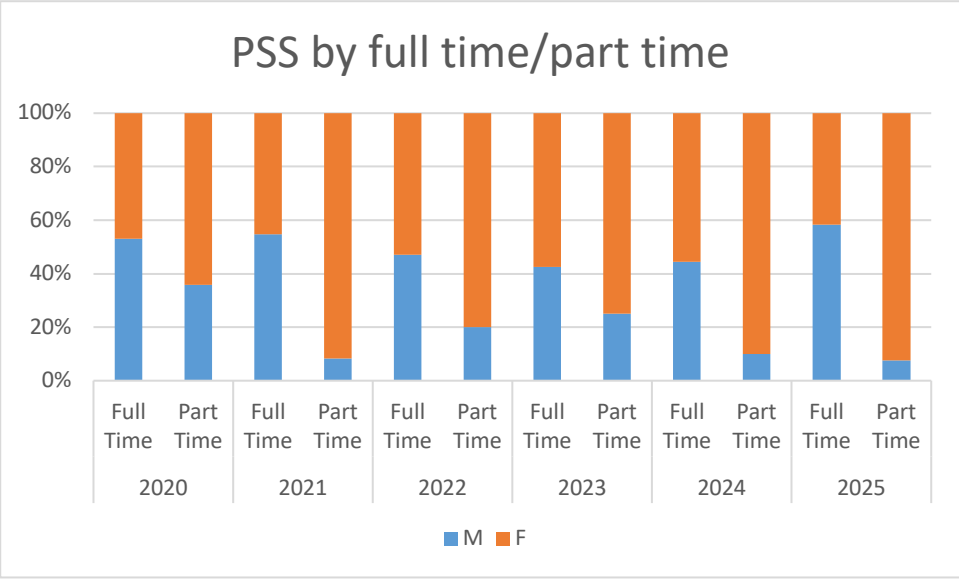


Figure 102: PSS staff by FT against PT

Appendix 2.4 Applications, shortlisting and appointments

		Grade 5			Grade 6			Grade 6/7			Grade 7			Grade 8			KTP Assoc/Marie Curie		
		F	M	O	F	M	O	F	M	O	F	M	O	F	M	O	F	M	O
2020	Applications	No data			10	58	2	13	70	3	0	10	0	No data			No data		
	Interviews				3	14	1	3	17	1	0	0	0						
	Appointments				2	3	0	1	5	0	0	0	0						
2021	Applications	No data			7	38	1	6	28	1	No data			No data			20	49	1
	Interviews				3	13	0	3	6	0							4	9	0
	Appointments				2	2	0	1	3	0							1	2	0
2022	Applications	4	10	0	18	39	2	10	11	2	No data			No data			No data		
	Interviews	0	5	0	7	14	2	5	4	2									
	Appointments	0	5	0	2	6	1	2	1	1									
2023	Applications	No data			29	88	3	10	30	1	5	18	1				No data		
	Interviews				11	28	2	5	12	0	0	7	1						
	Appointments				3	5	2	2	5	0	0	3	1						
2024	Applications	4	10	0	50	120	1	59	95	8	4	20	0	1	5	1	No data		
	Interviews	1	2	0	7	14	0	12	16	1	1	5	0	0	1	1			
	Appointments	0	1	0	2	4	0	4	3	0	0	1	0	0	0	1			

Table 112 Research Only Applications, Interviews and Appointments

		Grade 6			Grade 7		
		F	M	O	F	M	O
2020	Applications	23	95	0	5	21	0
	Interviews	5	19	0	0	7	0
	Appointments	4	5	0	0	0	0
2021	Applications	10	37	1	17	47	1
	Interviews	4	14	0	3	6	0
	Appointments	2	6	0	1	3	0
2022	Applications	15	38	1	8	10	0
	Interviews	2	12	0	0	3	0
	Appointments	0	3	0	0	1	0
2023	Applications	7	30	0	No data		
	Interviews	3	4	0			
	Appointments	2	1	0			

Table 113: Teaching and Scholarship Applications, Interviews and Appointments

		Grade 6			Grade 7			Grade 8			Professorial			KTP Associate		
		F	M	O	F	M	O	F	M	O	F	M	O	F	M	O
2021	Applications	13	29	0	15	82	2	No data			0	4	0	No data		
	Interviews	5	7	0	4	9	1				0	1	0			
	Appointments	3	3	0	3	4	0				0	0	0			
2022	Applications	No data			31	125	1	12	41	3	No data			No data		
	Interviews				7	23	0	2	8	1						
	Appointments				3	10	0	1	2	0						
2023	Applications	12	8	0	28	82	0	No data			4	15	0	6	24	0
	Interviews	3	1	0	2	10	0				0	2	0	0	9	0
	Appointments	1	0	0	0	4	0				0	2	0	0	2	0
2024	Applications	No data			19	75	4	No data			2	13	1	13	37	2
	Interviews				1	4	0				0	0	0	1	3	0
	Appointments				0	2	0				0	0	0	0	0	0

Table 114: Academic: Research and Teaching Applications, Interviews and Appointments

		Grade 4			Grade 5			Grade 6			Grade 7			Grade 8			KTP Associate			Senior Management		
		F	M	O	F	M	O	F	M	O	F	M	O	F	M	O	F	M	O	F	M	O
2020	Applications	4	4	0	13	1	0	1	3	0	No data			No data			No data			No data		
	Interviews	1	2	0	6	0	0	1	2	0												
	Appointments	1	1	0	2	0	0	1	0	0												
2021	Applications	6	0	1	3	2	0	8	15	1	5	3	0	No data			4	16	0	No data		
	Interviews	4	0	1	3	0	0	3	6	1	2	0	0				2	5	0			
	Appointments	1	0	0	1	0	0	1	1	1	1	0	0				0	0	0			
2022	Applications	17	14	2	11	2	1	17	7	2	No data			6	6	0	7	11	0	No data		
	Interviews	11	7	0	5	1	0	5	3	1				2	2	0	2	4	0			
	Appointments	6	3	0	0	0	0	1	1	0				1	0	0	1	1	0			
2023	Applications	6	13	4	17	7	2	18	11	0	5	8	1	No data			No data			No data		
	Interviews	1	3	0	6	1	0	9	1	0	3	1	1									
	Appointments	1	1	0	2	1	0	1	0	0	0	1	1									
2024	Applications	44	26	3	15	5	0	17	3	3	No data			2	4	0	No data			1	1	0
	Interviews	13	2	1	0	0	0	6	0	0				0	1	0				1	0	0
	Appointments	2	1	1	0	0	0	2	0	0				0	1	0				1	0	0

Table 115: Applications, shortlists and appointments made in recruitment to PSS posts by grade

Appendix 2.5 Academic Promotions

	All grades	Grade 7	Grade 8	Reader	Prof	Total Unsuccessful
Total number applications	58	17	26	5	9	
Total success	44	10	22	4	8	14
Male	32	5	16	4	7	11
Female	12	5	6	0	1	3
Percentage male successful	74%	50%	84%	80%	88%	
Percentage female successful	80%	71%	86%	0%	100%	
Percentage successful	76%	59%	85%	80%	89%	

Table 116: Applications and success rates for academic promotion by grade (Table shows grade after promotion)

Appendix 3: Glossary

AI	Artificial Intelligence
ART	Academic: Research and Teaching
AS	Athena SWAN
BoS	Board of Studies
CDT	Centre for Doctoral Training
CS	Computer Science
DCS	Department of Computer Science, University of York
DEC	Department Education Committee
DFS	Director for Students
DHoD	Deputy Head of Department
DRC	Department Research Committee
DTC	Department Teaching Committee
EDI	Equality Diversity and Inclusion
FT	Full-Time
GSB	Graduate Schools Board
HFO	Head of Faculty Operations
HoD	Head of Department
HR	Human Resources
IGGI	Doctoral Training Centre in Intelligent Games – Games Intelligence
ISA	Institute for Safe Autonomy
IWB	Ian Wand Building
PET	Department of Physics, Engineering and Technology, University of York
PGR	Research Postgraduate (Doctorial students)
PGT	Taught Postgraduate
POVD	Post-Offer Visit Day
PSS	Professional Services Staff
PT	Part-Time
RAG	Red, Amber, Green
RO	Research Only
SAINTS	Centre for Doctorial Training in Safe Artificial Intelligence
SAT	Self-Assessment Team
SSF	Student-Staff Forum
SWEY	Society for Women in Engineering at York
T&S	Teaching and Scholarship
UG	Undergraduate
UoY	University of York
YGRS	York Graduate Research School