

Athena Swan renewal application form for departments

Applicant information

Name of institution	University of York
Name of department	Department of Education
Date of current application	30 September 2025
Level of previous award	Bronze Renewal
Date of previous award	April 2018
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Section	Words used
1 An overview of the department and its approach to gender equality	2309
2 An evaluation of the department's progress and issues	3155
3 Future action plan*	
Appendix 1: Culture survey data*	
Appendix 2: Data tables*	
Appendix 3: Glossary*	
Overall word count	5464

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

Overall word limit: 5500 words

Additional word count for addressing COVID-19: 278/500 words

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Section 1: An overview of the department and its approach to gender equality (2309 words)

1.1. Letter of endorsement from the head of the department (622)



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24/09/25

Commitment to the Athena Swan Charter principles

Dear Head of Athena Swan,

As Co-Heads of Department, we confirm our full and enthusiastic support for the Department's Athena Swan Bronze Renewal Award application. The Department's commitment to gender equality is evident in our structures and in our culture. We are the first department in the University's history to have a co-leadership model, with two women Heads of Department leading the Department. We proposed this model for a number of reasons, including a desire to diversify not only what leaders 'look like' but also to change how we think about leadership itself. We explicitly lead from feminist leadership principles of shared power, shared and collaborative decision-making, transparency and accountability. We have also developed a set of departmental values which are referred to consistently across decision-making fora

in the Department, which inform our practices, and which are clearly communicated to staff and students joining the Department; these are fairness, respect, inclusion and compassion. Beyond this, one of us is a researcher into gender inequalities in education, namely gender violence and sexual harassment in education, and is Faculty Chair for Athena Swan. We therefore have a collective, long-standing commitment to the practice of gender equality and ensuring that we develop and sustain the structures, policies and practices that can support this.

Our priority is to continue to foster a departmental culture that supports gender, and other forms of equality. This includes sustaining processes and practices that enable and support progression of women into senior roles, paying particular attention to barriers for minoritised women; continuing to model work-life balance and diversified leadership through our actions as well as our policies; and ensuring transparency around career development and progression opportunities. Building a community that supports and reflects gender equality has been a challenge over the past 5 years, not only during the height of Covid, during which time the challenges facing us all were more apparent. Redefining the way we work as a department and fostering a sense of community has continued to be a challenge in the context of hybrid working. We know that more flexible forms of working have been advantageous for women in particular, who continue to bear the burden of domestic labour. However, the reduced opportunities for collective in-person activity has also had the potential effect of marginalising some colleagues even further. One of our priorities is therefore to pay close attention to the ways in which we can facilitate full and inclusive participation in departmental activities in order to build a community and culture that is supportive of and, indeed, reflective of gender equality. Some tangible actions to support this include working collaboratively to define the nature of departmental activities, the timing of social opportunities, and ensuring that academic events do not consistently happen on days that exclude people with caring responsibilities or on part-time contracts. It is important to note that the Department has faced very severe financial challenges over the past 18 months which have impacted significantly on morale and departmental community. In our efforts to rebuild community, it will therefore be a priority to pay particular attention to the ways in which these challenges may have differentially impacted colleagues, in particular those who are multiply marginalised.

We confirm that the information presented in the application (including all quantitative and qualitative data) is an honest, accurate and true representation of the Department.

Yours sincerely,

Handwritten signature of Vanita Sundaram in black ink.Handwritten signature of Kathryn Asbury in blue ink.

Vanita Sundaram and Kathryn Asbury

Co-Heads of Department

1.2. Description of the Department of Education, University of York (624)

In 2025, the Department of Education (DoE) celebrated its 62nd anniversary. At the time of its inception, it was one of six founding departments of the University of York (UoY). Today, the DoE is one of nine departments within the Faculty of Social Sciences at the UoY. The Department remains in its original location in Derwent College on the Heslington West campus where it opened in 1965.

The Department stands resilient against sector-wide challenges arising from the Covid-19 pandemic followed by year-on decreases in student recruitment post-Covid ([Appendix 2a.1](#)). This has had a resulting impact of university-wide voluntary severance and redundancy schemes (2023 - 2025) and restructuring of Professional Services Staff (PSS) in 2024 creating a shared services team supporting both the departments of Politics and Education ([Appendix 2b.3](#)).

Changes have been navigated through the lens of gender equality, inclusivity and sustaining positive and supportive cultures for staff and students. For instance, our department adopted a model of co-headship with the appointment of two female Professorial Heads of Department in October 2023. Their leadership is managed through the values of fairness, responsibility, inclusion, and compassion (FRIC values) and supported by an 8 member (7F) Department Management Team (DMT). This model of shared leadership is supported within other leadership roles (e.g., co-Directors of Research; leads and Deputies of teaching programmes) in the department providing a wider range of leadership opportunities that also helps with managing workloads.

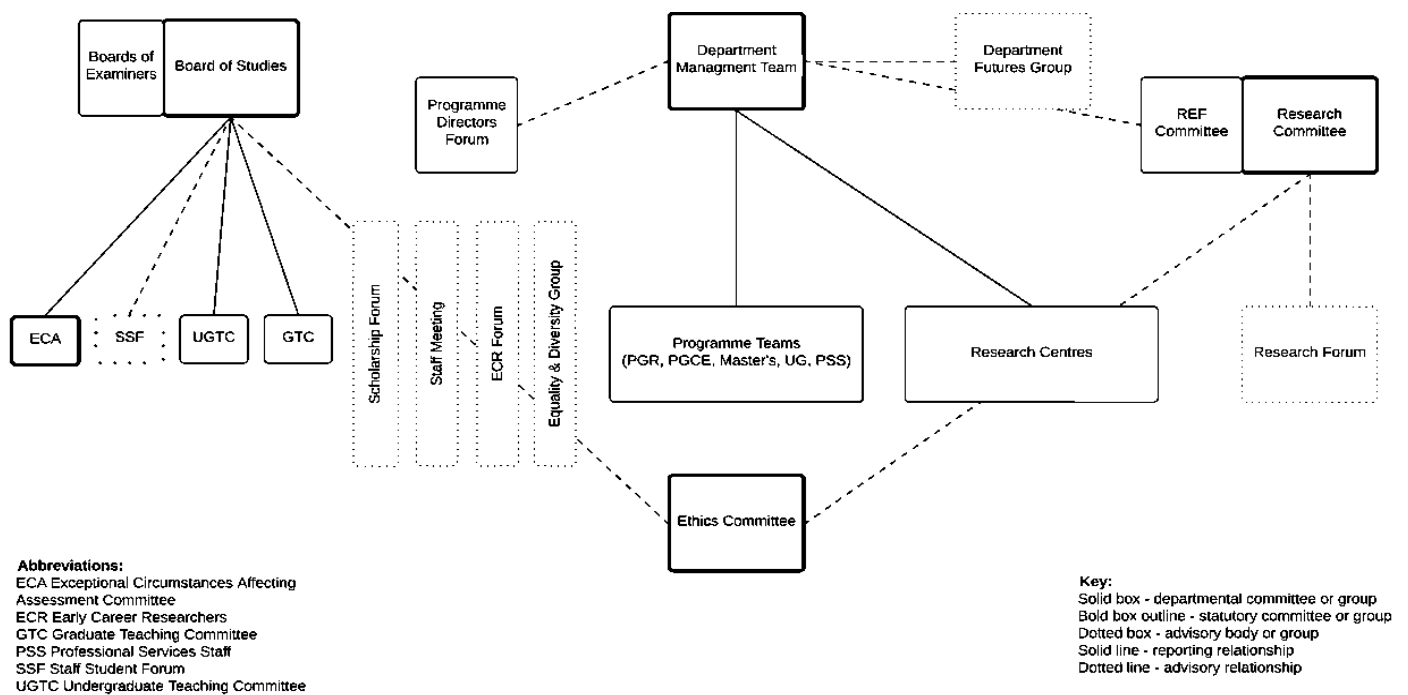


Figure 1. Organisational Structure of the Department

In 2024/2025, the Department employed 61 (79%F) academic staff - 11 (85%F) Research only, 19 (71%F) Teaching and Scholarship (T&S), 31 (81%) Academic, and Research and Teaching (ART) along with 15 (80%F) Professional Services Staff (PSS) ([Appendix 2a.5 and 2a.6](#)). This is a notable decline in staffing which was highest in 2023 when there were 72 (78%F) academic staff and 35 (86%F) PSS. The gender distribution in our department is consistent with Education Departments in the sector having higher proportions of female than male staff (69.6%F) across all contract types; although the proportion of female staff in our department is approximately 9% higher than the sector benchmark ([Appendix 2b.2](#)).

In 2024/2025, there were 480 (87%F) students inclusive of UG (245/89%F), PGT (184/84%F) and PGR (51/84%F) students ([Appendix 2a.1](#)). Similar to staff, we have higher proportions of female students somewhat above trends in the UK Education sector across UG (88%F), PGT (72%F), and PGR (69%F) programmes. We have a vibrant student community and an active student-led Decolonising Collective group which has been thriving since 2020. It meets fortnightly, with a shared imperative to make teaching and learning more inclusive by influencing action to decolonise the curriculum ([Appendix 2b.9](#)).

Our teaching mandate cuts across a range of programmes - 3 UG, 8 PGT, 5 PGR, and 2 PGCE strands offering primary or secondary teacher training ([Appendix 2b.6](#)). We are a multidisciplinary department with staff associated with one of the four research centres and PGCE Primary or Secondary courses. The shared leadership model facilitates opportunities for senior and junior staff alike to lead collaboratively as research centre leaders and deputy leaders ([Appendix 2b.5](#)). We are also renowned for research excellence, evidenced by ranking 5th in the UK in the REF 2021 ([THE - REF 2021 - Education](#)).

The DoE shares the faculty and the University's commitment to gender equality. Our application demonstrates strides taken to adopt and implement institutional policies while adapting them to the unique needs of our staff and students, as well as demonstrating our own department-specific initiatives.



Figure 2. Photo of Education Staff (2024)

1.3. Athena Swan self-assessment process (1063)

1.3a Who was involved in the preparation of the application?

Our self assessment team (SAT) comprised 12 members (1M, 11F) supporting the department's current and future gender equality work. Consistent with the practice in the department of openly advertising academic citizenship roles; we invited staff and students at all designation levels to become members of the SAT, making specific efforts to reach postdocs and students. We increased student participation at the graduate level but commitment at the undergraduate level can be improved (AP3). Membership is also ex-officio for senior roles in the department like Deputy HoD and Director of Research. The Deputy Head of Department is the only male representative on the SAT. We aim to increase male representation in SAT by including an explicit call-out to males in future advertisements to join SAT.




Athena Swan is part of our department's holistic EDI work. As such, SAT members include individuals with a track record in gender and EDI work, alongside individuals with an interest in seeing diversity, equity, and inclusion embedded within our culture and decision-making. Recognising the value of Athena Swan (AS) work, the AS lead has a workload allocation of 10% in a submission year and 5% in a non-submission year, and an allocation of 2.5% for other members of the SAT. SAT members serve a term of three years and membership reflects the profile of the department in relation to staff type, grades and roles.





A new SAT was installed in 2023, following disruptions in the team caused by the impact of the COVID-19 pandemic (2019 - 2021) and the slow transition to normalcy thereafter. As a new team, we familiarised ourselves with the Transformed UK Athena Swan Charter, as well as the ten principles of the Athena Swan Charter to guide us in the delivery and accountability of our actions towards supporting gender equality. In line with Athena Swan expectations, our mandate was to evaluate progress on the current action plan, elicit the views of gender equality, diversity and inclusion in the department to inform a robust future action plan, and put in place transparent and accountable processes for continued gender equality work.




The composition of the SAT team includes Professor Vanita Sundaram, who is one of our co-Heads of Department. She has a history of engaging in gender equality work and is well placed to champion a focus on equality and diversity within the management structure of the Department. Professor Sundaram was also Chair of the Faculty AS group for several years. The head of the Faculty Operations, Marysia Koc, is also on the committee. Marysia is responsible for PSS and has represented PSS staff on SAT across several departments over many years. In addition, the role of 'Chair of the Education Equality, Diversity, and Inclusion Action Group (EEDIAG)' previously known as the Equality Diversity Group (EDG) sits with the Deputy HoD who is a member of SAT and DMT. One key benefit of this, is that the Deputy HoD is a member of the DMT, enabling smooth communication between leadership and the EEDIAG committee. This connection also allows issues raised within EEDIAG to inform the department's operational decisions, processes, and strategic planning. For example, following an awarding gap investigation initiated by EEDIAG to investigate inequalities in student attainment ([Appendix 2b.8](#)), the DMT incorporated the responsibility of addressing awarding and attainment gaps into the newly established roles of Pathway and Deputy Pathway Directors. Thus, since March


2024, these roles have carried strategic oversight of programme delivery and the enhancement of students' academic experience. This integrated approach, first established with our initial Award in 2014, ensures that gender equality remains a central priority—even during disruptive events such as the COVID-19 pandemic.

1.3b SAT Membership and Roles

SAT Member	Professional/Student Role, Membership Role
<p>1. Dr Gill Francis (she)</p> 	<p>Job Role: Lecturer Psychology in Education</p> <p>Work: Full-time</p> <p>Background: Member Education Equality, Diversity, and Inclusion Action Group (EEDIAG)</p> <p>SAT Role: SAT Lead</p> <p>SAT Contribution: Led on the preparation, writing, and collating of the application</p>
<p>2. Prof. Vanita Sundaram (she)</p> 	<p>Job Role: Co-Head of Department</p> <p>Work: Full-time</p> <p>Background: member of DMT, Social Sciences Athena Swan Chair (2020-present) Former Chair of Education Equality, Diversity and Inclusion Action Group (EDG/EDIAG) (2012-2023), former AS lead (2012-2023)</p> <p>SAT Role: DMT Representative</p> <p>SAT Contribution: Endorsement Letter, Writing contributions on previous action points</p>
<p>3. Dr Jeremy Airey (he)</p> 	<p>Job Role: Deputy Head of Department</p> <p>Work: Full-time</p> <p>Background: Chair of the Education Equality, Diversity, and Inclusion Action Group (EEDIAG), Education EDI Champion</p> <p>SAT Role: DMT Representative</p> <p>SAT Contributions: Writing contributions on previous action points</p>

<p>4. Prof. Leah Roberts (she)</p> 	<p>Job Role: Co-Director of Research</p> <p>Work: Full-time</p> <p>Background: member of DMT; previous AS and EDI/EEDIAG group membership</p> <p>SAT Role: DMT Representative</p> <p>SAT Contributions: Writing contributions on previous action points; Editing of application</p>
<p>5. Marysia Koc (she)</p> 	<p>Job Role: Head of Faculty Operations</p> <p>Work: Full-time</p> <p>Background: I have been a member of EDI Committees and SATs representing PSS staff, across several departments over many years.</p> <p>SAT Role: Professional Services Staff Representative</p> <p>SAT Contributions: Sourced mandatory data, additional data and figures, Editing of application</p>
<p>6. Dr Nathalie Noret (she)</p> 	<p>Job Role: Senior Lecturer in Mental Health and Wellbeing in Education</p> <p>Work: Full-time</p> <p>Background: past Athena Swan Lead Oct 2023/July 2024)</p> <p>SAT Role: Staff Representative and UG Pathway Director</p> <p>SAT contributions: Sourced mandatory data and benchmark data</p>
<p>7. Dr Laura Fox (she)</p> 	<p>Job Role: Lecturer Psychology in Education (ART)</p> <p>Work: Full-time</p> <p>Background: member of the EDI research network</p> <p>SAT Role: Staff Representative and Deputy PERC research centre lead</p> <p>SAT Contribution: staff culture survey design and delivery</p>

<p>8. Dr. Jessie Shepherd (she)</p> 	<p>Job Role: Associate Lecturer (T&S)</p> <p>Work: Full-time</p> <p>SAT Role: Staff Representative</p> <p>Background: Jessie Shepherd is a Licensed Marriage and Family Therapist from California, USA, where she worked to further EDI in marginalised communities. She serves as Deputy Pathway Director for the MSc Psychology in Education pathway and along with her role on SAT, she sits on the department's EDI committee.</p> <p>SAT Role: Staff Representative</p> <p>SAT Contribution: Staff culture survey design, delivery, and analyses</p>
<p>9. Dr Abby Gilsenan (she)</p> 	<p>Job Role: Postdoctoral Research</p> <p>Work: Part-time</p> <p>SAT Role: Postdoc Representation</p> <p>Background: Abby Gilsenan is an early-career researcher with expertise in the prevention of gender-based violence in education settings. She currently is working across a number of projects exploring the experiences of marginalised communities in relation to sexual harassment and misogyny.</p> <p>SAT Role: Postdoctoral Researcher Representative</p> <p>SAT Contribution: staff culture survey design, delivery, analyses</p>
<p>10. Sahana Arun Kumar (she)</p> 	<p>Job Role: PhD student, Researcher</p> <p>Work: Full-time Student, Part-time Research employment</p> <p>Background: Research Associate on RE funded project - sexual harassment and bullying experiences of racially minoritised PGRs; member of the Decolonising Education Collective</p> <p>SAT Role: PGR student representative</p> <p>SAT Contribution: staff culture survey design</p>

<p>11. Ceri Holman (she)</p> 	<p>Job Role: PhD Distance Student</p> <p>Work: Part-time</p> <p>Background: Research on social equality and justice alongside environmental education for a just, sustainable transition. Trustee of charity Another Way involving responsibilities supporting Equality, Diversity and Inclusion through management, employment, outreach and engagement practices.</p> <p>SAT Role: PGR student representative</p> <p>SAT Contribution: staff culture survey design and delivery</p>
<p>12. Lara McGuire (she)</p>	<p>Job Role: PG representative (taught courses)</p> <p>Work: MSc Student</p> <p>Background:</p> <p>SAT Role: PGT Student Rep</p> <p>SAT Contribution: staff culture survey design and delivery</p>

1.3c How was the application prepared?

Like all activity in the Department of Education, the work of the SAT is guided by the departments' FRIC values. To make the SAT workload manageable, key responsibilities were distributed among team members (see SAT contributions in the table above). SAT meetings are held twice in the semester. Subgroup meetings committed to addressing specific actions are organised by select members of the SAT, for example, members working on the Staff Culture Survey.

To monitor progress against our targets and pinpoint areas for improvement, we carried out the following activities to gather and analyse relevant data:

- A Staff Culture Survey to gather insights into staff views on gender equality and inclusion within the department, with topics focused on guided by our department's FRIC values ([Appendix 1](#)).
- Informal discussions with staff members to gain feedback on the priorities outlined in the previous action plan.
- Compilation of mandatory datasets ([Appendix 2a](#)).
- Review of a range of documentation, including meeting minutes, historical surveys, and existing data on staff and students ([Appendix 2b](#)).

1.3d What plans are in place to support the department's future gender equality work?

The department is committed to AS and EDI principles and goals. Working in close conjunction with our EEDIAG, the SAT group has specific responsibility for overseeing the implementation of the future AS action plans, with a particular focus on overseeing progress on AS actions and intersectionality work. To support the department's future gender equality work, the SAT will be organised into subgroups, based on key themes. Responsibilities will include:

- 1) Staff awareness and engagement initiatives
- 2) Student awareness and engagement initiatives
- 3) Career and professional development support
- 4) Organisation and culture of gender equality, diversity, and inclusion

To maintain this plan, the SAT group will meet once per semester at the beginning of each semester to review sub-groupings, responsibilities and develop a strategy for how subgroups will work and plan for determining impact of any work undertaken. Subgroups will then organise themselves to deliver at least one task per semester. The summer semester will be used to run surveys, update the internal-facing staff AS website by highlighting activities, accomplishments, and impact from the academic year, and facilitate transitions within the AS group. We will continue to have AS as a standing agenda point in our regular DMT meetings, to ensure strategic priorities and decisions arising from core SAT work are prioritised at the management level. The SAT group is a way of putting in place a sustainable method for overseeing progress on AS actions and intersectionality work in the department as well as for assessing sustainable impact.

Section 2: An evaluation of the department’s progress and issues (3155 words)

2.1 Evaluating progress against the previous action plan (1526)

The previous action plan comprised five themes, as set out in the table below.

Themes	Action Plan Ratings
1	Extending and enhancing our Athena SWAN work in the Department
2	Improving gender balance in student and staff populations
3	Making recruitment and induction more inclusive
4	Supporting women’s progression into senior posts
5	Departmental organisation and culture

Good progress has been made on two of these themes: *Making recruitment and induction more inclusive* and *Supporting women’s progression into senior posts* (green), with strong progress and successful achievement of outcomes across most APs. For the two themes *Extending and enhancing our Athena SWAN work in the Department* and *Departmental organisation and culture* (amber), partial progress was achieved but further future work is needed to obtain the desired impact. For one theme (red), *Improving gender balance in student and staff populations*, the action was not undertaken as framed.

The overview of progress is discussed below in the order of green, amber and red. Each theme and its corresponding action points (APs) are evaluated by drawing on mandatory and additional datasets and staff responses to the culture survey. 44 staff members responded to the culture survey - a 58% response rate.

2.1.1 Green-rated themes

Theme 3 Making recruitment and induction more inclusive

Two action points as part of this theme were both successfully achieved: to make wording of job descriptions more inclusive (AP8) and to implement a formalised mechanism to review the effectiveness of induction processes (AP9). For AP8, the offer of part-time options and flexibility in distribution of part-time hours is implemented for all applicable job postings ([Appendix 2b.8](#)) as part of the

University's equality initiatives. The majority of staff (90%) agreed that flexible working is enabled in the department ([Appendix 1.6c](#)). For AP9, the effectiveness of the induction process is monitored by line managers as part of staff probation meetings. One outcome of this process is that staff mentors have been assigned to support new employees in their transition into the department, offering guidance and answering questions to help them navigate their new environment. 52% of staff agreed that recruitment and induction processes were inclusive. However, 41% neither agreed or disagreed ([Appendix 1.6b](#)), suggesting that a good proportion of staff may possibly not know about the steps which have been taken towards inclusive recruitment and induction. In response, we aim to make this more visible to staff in the department as part of our awareness drive.

Theme 4: Supporting women's progression into senior posts

The three action points for this theme were successfully achieved. A promotions panel was put in place to review and provide feedback on all promotions and mentorship to applicants (AP1) and to support the progress of junior colleagues to senior posts (AP2). The success in promotions applications signals the effectiveness of the promotions panel and processes ([Appendix 2a.19](#)). The impact of this work is reflected in staff perceptions: 62% expressed that progression in the department is not affected by gender, and there is awareness that EDI work (52%) is recognised in applications for promotion/progression ([Appendix 1.4c/1.4d](#)). AP3 was discontinued because exit interviews for academic leavers are offered by HR but not mandatory. Importantly, 81% of staff reported that their line manager supports their career development. In response, we aim to continue inclusive professional development support across all contract types.

Theme 5. Departmental organisation and culture.

There were seven action points (AP13 - AP20) for this theme and good progress was made on all (see [Previous Action plan](#)). At least four actions implemented have been sustained with good impact, including: research writing support (AP13), unconscious bias training (AP14), men taking up flexible working (AP15), EDG budget (AP17), and social activities accessible to a range of staff (AP20). The other three actions were completed but we recognise a need to improve communication and clarity among staff about the processes involved in improving impact. AP16 involved making the allocation of administrative roles transparent. That is, whilst this has been achieved by advertising all roles to staff and involving the department management team in decision-making about role allocation, in the survey 25% of staff disagreed or neither agreed/disagreed that this was the case ([Appendix 1.7e](#)). The reasons for this are currently unclear and require investigation in the future. AP18 involved developing guidance about personal relationships within the University. 43% of staff agreed that they knew where to find information about personal relationships but 50% disagreed, which may relate to the fact that University [policy](#) on personal relationships has only recently come into force (01/08/2025). AP19 involved scheduling department meetings during the core hours of 10am to 4pm, and 64% of staff agreed that the timing of departmental meetings and events takes into consideration those with caring responsibilities. However, qualitative feedback from staff recommended further accommodations for other

protected characteristics e.g. not hosting meetings during lunch hours to accommodate individuals with disabilities and rotating meetings days, to include part time staff. Awareness initiatives will be undertaken to increase staff knowledge about AP16 and AP18 and future work is planned for AP19.

2.1.2 Amber-rated themes

Theme 1: Extending and enhancing our Athena SWAN work in the Department

Partial progress was made on all actions for this theme: to enhance AS awareness (AP1), to address intersectionality in EDI work (AP2), and to engage UG (AP3) and PG (AP4) students in the SAT. Partial progress was made on AP1, with the strategy to raise awareness successfully implemented by incorporating AS/EDI updates into the regular agenda of staff and research forum meetings. The culture survey results ([Appendix 1](#)), showed that 68% of staff were aware of the aims and initiatives relating to the Athena SWAN Charter in the department. One person shared “*I have personally benefitted from the research leave policy, having been granted research leave after two maternity leaves*”. More generally however, staff had mixed reactions to the benefits of holding an AS award, with individuals wanting clarification about how the work of AS differed from other EDI actions. Hence, more needs to be done to enhance awareness and engagement of staff in AS work in the department.

For AP2, the development and implementation of equity policies for ethnicity, sexuality, and disability is ongoing and further work needs to be undertaken to understand impact more comprehensively. Strides in this area were spearheaded by the department’s Equality and Diversity Group (EDG) renamed the Education Equality, Diversity and Inclusion Action Group (EEDIAG) in September 2022. EEDIAG has a 3-year membership and attracts 1% WAM allocation. Each year EEDIAG focuses on a priority area with the intent to review equality and diversity work, including ethnicity, sexuality, and disability, within the department across all areas of provision: teaching and learning, research, administration and supervision. A review¹ of EEDIAG meeting minutes shows a focus on race, ethnicity and faith, MH and disability in 2019-2020, and a focus on teaching (pedagogy & curriculum), assessment, and awarding gaps (learning) in 2023-2024. Two examples of EEDIAG achievements include summary highlights of an awarding gap report and a report mapping EDI contributions in the department ([Appendix 2b.8](#)). AP3 focused on incorporating student representatives (UG and PG) into the SAT. Invitations were extended to students at UG, PGT, and PGR levels, with PGT and PGR representatives agreeing to participate. However, UG representatives declined, highlighting the need for further exploration into factors influencing student engagement and interest.

To enhance awareness of AS, the continued use of internally facing AS/EDI web pages has been identified as a key future action, to provide additional time to assess whether it effectively increases staff understanding of AS/EDI initiatives and their potential benefits.

¹ The time frames were interrupted by challenges from Covid19 and severance and redundancy issues.

2.1.3 Red-rated themes

Theme 2. Improved gender balance in student and staff populations


One of the three APs in this theme was achieved: AP3 was the implementation of a new departmental form to record gender balance in applicants to address men being less likely to be interviewed. The process for recording the balance of gender in applicants, differences in interviewing and quality of applications is managed by HR and adhered to by the department. In terms of gender balance in student and staff populations, our proportions of male students (UG =7%M, PGT=25%M, PGR=13%M) and male staff (academic-13%, PSS=20%M) is only slightly smaller than sector benchmarks in education for students (UG=12%M, PGT=28%M, PGR=31%M) and staff (30%M). In response, we adjust this action point to provide support for disproportionate student and staff groupings in the department.


Two APs were not implemented as originally intended, and thus are discontinued. AP1 and AP2 aimed to address the declining number of male students in undergraduate and PhD programmes. AP1 proposed a targeted strategy to recruit undergraduate males, which was not pursued. Nonetheless, the university has made significant investments in marketing its programmes to a broader student demographic in response to the overall decline in enrolment. AP2 involved reviewing the quality of PhD applications by gender; however, instead of a gender-specific analysis, the recruitment criteria were comprehensively reviewed, resulting in new university-wide guidance introduced in 2023.




Overall, we have made good to partial progress on the majority of our APs against our previous action plan: those that require further impact work are carried forward as priorities for future action.


2.2 [Previous Action Plan](#) - RAG Rating

Table 2.1.1 Evaluating progress against the previous action plan


Action Point	Issue identified	Action/s to address	Lead	Measure of Success	Start date	Time Frame	Evaluation of Success
Theme 1: Extending and enhancing our Athena SWAN (AS) work in the Department (partial progress made)							
1 	Enhance awareness of Athena SWAN initiatives and expectations across the Department.	Athena SWAN updates to be added as a routine item to staff meetings (six per year) and Research Forum (three per year)	HoD Chair - EDG	Increased staff awareness and engagement as measured by: 1. Use of and contributions to new webpages. 2. Articulation of personal and departmental benefits of engaging with Athena SWAN (as measured through annual department culture survey) 3. Suggestions made for gender equality initiatives or events in the department by staff outside the EDG	Athena SWAN to be added to staff meeting agenda from April 2018 (next staff meeting to be held)	Success to be measured through department culture survey in April 2019 Target: Increase % of staff who agree that AS has benefitted them personally and/or the Department generally	Athena Swan updates are shared under the EDI action point which is a standing item on the agenda of staff meetings, Board of Studies meetings, and Research Forum meetings. 68% of staff were aware of the aims and initiatives relating to the Athena SWAN Charter in the department. However, staff reported wanting more awareness around the work of AS, as well as clarification about how the work of AS differed from other EDI actions. The impact of the use of and contributions to new web-pages will need to be assessed in the new award period.

<p>2</p> 	<p>Lack of intersectionality in approach to equalities and diversity work</p>	<p>Develop and implement equity policies for ethnicity, sexuality, disability</p>	<p>Chair of EDG and EDG</p>	<p>Groupings within EDG established for race/ethnicity equality; sexualities equality; and disability equality. Each grouping will produce an annual action plan outlining their objectives and activities.</p>	<p>June 2018</p>	<p>By March 2019 Target: to have active groupings within the EDG who lead on initiatives on ethnicity, sexualities and disability equality which each have a clearly outlined annual action plan</p>	<p>Matters relating to ethnicity, sexuality, and disability were reviewed as part of cross-cutting equality and diversity work within the department by the EEDIAG. Annual action plans, objectives, and activities achieved were in the following areas:</p> <p>2019-2020 - Foci on race, ethnicity and faith, MH and disability:</p> <ul style="list-style-type: none"> ● guest speakers to raise awareness about MH & Disability, Raise awareness of LBGTQ+ issues among staff ● unconscious bias workshop and an observer scheme ● monitor wording in descriptions of jobs and of the department; <p>2023-2024 - Foci on Teaching, Learning & Assessment.</p> <ul style="list-style-type: none"> ● Mapping what is already happening in terms of good practice in teaching learning and assessment ● Making what we do in relation to EDI more visible, including to a wider pool of students across programme levels. ● collate and summarise existing guidance for staff on inclusive assessment and feedback ● Assessing 'Awarding Gaps' in UG Programmes <p>Work on intersectionality will continue as part of EEDIAG and will be assessed in the next assessment cycle for impact, for example, the understanding and challenging of differential student outcomes through a No Gaps project.</p>
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<p>3</p> 	<p>Difficulty engaging undergraduate students on SAT</p>	<p>Recruit one undergraduate student at start of each academic year (EDG rep)</p>	<p>Director of Undergraduate Studies</p>	<p>Recruitment of one undergraduate student onto EDG each academic year</p>	<p>September 2018 this role will be advertised to undergraduate students alongside other student representative roles</p>	<p>Ongoing Target: to have one undergraduate student representative on EDG in each academic year</p>	<p>UG student representatives were invited by email and asked to volunteer on the SAT. No UG student representatives agreed (refer to section 1.3a - Athena Swan self assessment process). Future work will look into ways of engaging undergraduate students about the SAT and Athena Swan work more broadly.</p>
<p>4</p> 	<p>Difficulty engaging postgraduate students on SAT</p>	<p>Recruit two postgraduate students (one taught, one research) at start of each academic year (EDG rep)</p>	<p>Director of Postgraduate Taught Programmes & Director of Postgraduate Research Degrees</p>	<p>Recruitment of two postgraduate students (one taught, one research) onto EDG each academic year</p>	<p>September 2018 this role will be advertised to postgraduate students (on taught and research programmes) alongside other student representative roles</p>	<p>Ongoing Target: to have two postgraduate student representatives on EDG in each academic year</p>	<p>PGT and PGR student representatives were invited by email and asked to volunteer on the SAT. The PGT and PGR student representatives agreed (refer to section 1.3a - Athena Swan self assessment process).</p>
<p>Theme 2. Improved gender balance in student and staff populations</p>							
<p>5</p> 	<p>Declining number of male applicants to undergraduate programmes</p>	<p>Develop and implement outreach and recruitment strategy aimed at increasing applications from males by</p>	<p>Director of Undergraduate Studies, Admissions Tutor, Department Manager and Chair of EDG</p>	<p>Increase in number of male applicants by March 2020</p>	<p>July 2018 Director of Undergraduate Studies, Admissions Tutor Department Manager and</p>	<p>July 2020. Target: 10% increase in absolute number of applications from male</p>	<p>The action to develop and implement outreach and recruitment strategy to increase males is discontinued as marketing is overseen by central university. However, We assessed the trend in male applicants applying to UG programs for the period 2021 to 2025 (see Appendix 1, Table</p>


		10% (increase in absolute number) each year			Chair of EDG to begin process of developing outreach and recruitment strategy aimed at attracting male applicants to undergraduate programmes	students by March 2020	2a.5) and observed a small drop in male applicants 63M (2024) and 58M (2025) after a peak during covid 95M (2023). Whilst offers to male applicants were high (ranging 78% - 95%) acceptance rates were low (ranging 9% - 11%) except in 2021 which peaked at 21%. There are 7 times more female than male applicants but male acceptance rates are half of female acceptance rates (range 18 - 21%)
6. 	Male applicants to PhD programmes less likely to receive an offer	Review quality of applications received against gender. Establish why male applicants receive offers in lower numbers. Develop and implement specific set of criteria to apply to all PhD applicants. Explore whether information on gender can be anonymised on application forms to eliminate unconscious bias.	Director of Postgraduate Research Programmes	A review of applications received against gender and quality over past 3 years is completed. Criteria against which PhD applicants should be reviewed are created and circulated to all PhD supervisors. We have established whether or not gender can be removed from application forms so as to eliminate	October 2018	July 2019	<p>The action to review quality of applications by gender was not undertaken but the criteria of PhD recruitment was reviewed with the development of new guidance (in 2023) to standardise staff decision-making during the process of selection, interviewing, and communicating with applicants. Comments are recorded on the quality of the applications to justify decisions around interviewing. The aim is to make the process of PhD recruitment equitable for all applicants.</p> <p>We investigated offers to male PhD applicants during this award cycle. As a norm there are fewer male applicants than females to PGR programmes and offers range between 5% to 15% of applicants but acceptance rates are high averaging around 60% (see Appendix 1, Table 2a.7). This action is discontinued because it is also not possible to remove gender from the process of reviewing PhD applications because the platform to review applications (E-vision) is</p>

				unconscious bias.			centrally managed by the university and cannot be adapted.
7.	Men appear to be less likely to get shortlisted for interview	Shortlisting process to require completion of new departmental form recording gender balance of applicants and interviewees, and overall comment on quality of applications	Department Manager	Development of departmental form for recording gender balance of interviewees and commenting on quality of applications. Database of systematically recorded data on gender balance of applicants and interviewees for any given post with overall comments about quality of applications.	June 2018	October 2018 Target: By October 2018 a departmental form will have been developed and will be in use to collect data on gender of applicants and interviewees	<p>The action to complete a departmental recording form to monitor gender differences in shortlisting of male applicants and quality of applications was undertaken and no further work is needed on this action. This process for recording gender differences in interviewing and quality of applications is overseen by HR and central university is adhered to by the department to ensure that all applicants are treated fairly.</p> <p>The balance of applicants being interviewed by gender were reviewed across all job types - ART, research, T&S, and PSS to check the impact of monitoring (Appendix 2a.12).The data shows that the number of male and female applicants being interviewed are more evenly matched for academic roles than any other job type. The disparity in applicants by gender is greater for PSS roles.</p>
Theme 3. Making recruitment and induction more inclusive							
8.	Wording of job descriptions could be more inclusive	Offer part-time options when recruiting to posts where possible. Offer flexibility in distribution of part-time hours where possible.	Department Manager	Standardised wording regarding flexible working options and inclusivity in terms of ethnicity, sexuality, gender, disability, age and class	July 2018	October 2018 Target: A standard form of words will be finalised for inclusion in job descriptions.	The action to offer part-time options and flexibility in distribution of part-time hours where possible is achieved. The department guided by university policy has adopted a standardised wording for job descriptions about flexible working and inclusivity for individuals with protected characteristics (Appendix 2b.8).

				will be developed and included in job descriptions.			
9.	 No formalised mechanism for reviewing effectiveness of induction process	Add a question to the probation process for staff to ask about experience of induction (change in guidance given to line managers)	Department Manager	Guidance to line managers will be updated to include question about experience of induction into Department. Departmental data will be available about aspects of induction process that could be improved.	July 2018.	October 2018. Target: Guidance to line managers will be updated to reflect change to process. October 2019. Target: Annual data about aspects of induction process that can be improved will be available.	The action to formally review the effectiveness of the induction process is achieved and line managers ask new staff about their induction experience during probation meetings. 52% agreed that recruitment and induction processes were inclusive although 41% neither agreed or disagreed. To support the induction of new staff, a staff mentor is assigned to support their transition to the department and is available to answer questions or give advice about navigating the department.. New academic staff are also invited to a conversation with the Deputy Head of Department, focused on early orientation, and thereby guided in prioritising their self-directed induction over early days, weeks and months. An induction document supports this, and they are encouraged to book conversations with specific role holders. In addition, a new induction staff training module is in place to formalise inductions at the university

Theme 4. Supporting women's progression into senior posts


10.	 Support and feedback given in preparation for and as	Establish a departmental promotions panel to review	Head of Department and Chair of EDG	Promotions panel will be established.	October 2018.	By June 2019 in time for 2019 promotions	This action was achieved. The establishment of a departmental promotions panel to review and provide feedback on all promotion applications as well as to provide mentoring
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	follow-up to promotions applications should be formalised	and provide feedback on all promotions applications, together with mentoring and follow-up following unsuccessful applications. Establish a bank of successful applications (where staff are willing to make these available)		Mentoring process for colleagues seeking promotion will be outlined. Process for providing support to unsuccessful applicants will be outlined. Bank of successful applications at each grade (from 6 to professorial) will be established.		round (application are made in October)	and follow-up support to unsuccessful applications has been a success. The promotions panel was installed in 2021 by the Chair of the EDG and at the time the panel comprised colleagues on a range of grades and contract types with particular attention to the gender and ethnic mix of the group. Since 2025, the University has mandated that all departments should have a Departmental Promotions Group (DPG) and that the composition of this group should be senior staff and professors which has necessitated a change to the departmental group but we continue to have a balance of contract types. There is now a bank of successful applications that staff applying for promotions can access. There has been an almost 100% success rate in promotions applications since the DPG was established (Appendix 2a.14).
11. 	Need for more targeted initiatives to support women to progress into senior posts	Promotions panel will review ways to support colleagues to progress from junior into senior posts, as part of the annual support to promotions, paying particular attention to colleagues who have been in their current grade for 5 or more years.	Head of Department and Chair of EDG	Process for identifying colleagues who may need bespoke support will be outlined. Specific actions to support colleagues to move from junior into senior posts will be outlined. Process for assigning mentors to staff seeking promotion to	October 2018	July 2019 in time for 2019 promotions round (application are made in October)	This action was successfully achieved as the work of the promotions panel extends to supporting women to progress into senior posts. Cases of providing bespoke support include identifying eligible colleagues and providing mentorship support throughout the application process. There is also a high view (81%) from the staff culture survey that line managers support career development (Appendix 1.4d). However, it seems that more clarity is needed around the process of promotions because whilst 44% of staff agreed that decisions about promotion/progression are made fairly, 41% neither agreed or disagreed (Appendix 1.5c). Additionally, 48% agreed that quality, diversity and inclusion work is




		A mentor will be assigned (from the Department's professoriate) to staff seeking promotion to senior posts.		senior posts will be outlined.			recognised in applications for promotion/progression but 45% neither agreed or disagreed (Appendix 1.5c).
12.	Lacking knowledge about specific reasons why academics (in particular senior women) leave the Department	Exit interviews will be held with all academic leavers to understand their reasons for leaving and culture experience in the Department	Chair of EDG (and Department Manager to formalise process)	Improved understanding of reasons why academics (in particular senior women) leave the Department and where possible, to implement policy or practice to minimise these factors	Ongoing	Ongoing	This action was discontinued because exit interviews are optional for staff. The university does not require it and it is not mandatory that staff participate so there is template or pro-forma for it.



Theme 5. Departmental organisation and culture.

13.	Support to research writing should be formalised at the departmental level.	Six days per year will be timetabled for departmental writing days and an annual research retreat.	Director of Research and Department Manager	Six days in each academic year will be identified and timetabled as departmental writing days for ART staff (with research in their contracts). A suitable 1.5 days will be	December 2018 (to coincide with University timetabling processes)	Ongoing. By September 2019: Six writing days will be timetabled for all staff for 2019/20 academic year. An	This action was achieved and support for research writing has been formalised for staff. The Director of Research established a department writing club which continues to be an inclusive and accessible forum for all academic staff and final-year PGRs in the department. The writing club meets once a week. Research centres hold centre-specific writing days up to three times a year (e.g. CRESJ) and these sometimes take the format of grant-writing support or career
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				identified for an annual research retreat and this will be communicated to all academic staff. Both of these opportunities will also be open to staff without research expectations written into their contracts, subject to availability.		annual research retreat will be timetabled and communicated to all staff.	development sessions as well as writing retreats. Structured writing support is now also being offered to third year undergraduate students, too.
14.	 <p>Department has not engaged with unconscious bias training and other forms of equalities training</p>	Require all staff to undertake unconscious bias training. Require mental health first aid training and sexual violence awareness training for programme directors, supervisors and key administrative staff.	Department Manager and Chair of EDG	All staff in the Department will have undergone training on key E&D issues.	July 2018	Start in July 2018 with a phased training programme which starts with unconscious bias training in 2018/19; sexual violence training in 2019/20; and mental health first aid training in 2020/21. By 20/21 all programme directors,	All DMT members are required to undergo the University's unconscious bias training in order that they can act as unconscious bias observers for interview panels. All members of recruitment panels are also required to undertake this training. From the staff culture survey, 76% said they had undertaken unconscious bias training (Appendix 1.3a). Reports from PSS indicate a 96% completion rate for colleagues who are required to take it (n=45). Covid put pause to all of our plans re sexual violence and MH training but the good news is that the university now offers mandatory SV training and MH training (responding to students in distress) so all colleagues should have completed it. (and in the case of the SV training, colleagues from the department (Vanita and Anna) contributed to the content and design of this training module.

						supervisors and key administrative staff will have undertaken unconscious bias, sexual violence and mental health first aid training.	
15.	Low numbers of men taking up flexible working	Communicate policy on shared parental leave and flexible working at staff meeting under Athena SWAN item. Add policy to website. Department Manager to point staff who announce pregnancy or adoption to this policy and emphasise that men are encouraged to take this up should they want to.	Department Manager and Chair of EDG	Identification of staff meeting in Autumn term to cover flexible working and shared parental leave under Athena SWAN item. Policy added to departmental E&D webpages.	August 2018	November 2018	<p>This action was completed. Paternal leave and flexible working policy is communicated to male staff. From the staff culture survey, two out of the three male who responded to the question 'my department enables flexible working' expressed their agreement (Appendix 1.7d). Currently one male member of staff has agreed teaching constraints (i.e. restrictions on when he can be timetabled) that arise from a flexible working arrangement for child care.</p> <p>This action to add the policy to the departmental website was amended as policy information is held on the HR web-pages of the university. Specifically the option for flexible working was presented to all staff, male and female, during our recent round of voluntary severance and redundancy.</p>

<p>16.</p> 	<p>Allocation of administrative roles to academic and teaching staff is not always transparent and roles are not currently offered on an 'open' basis</p>	<p>Develop and implement an open and transparent process for allocation of administrative roles.</p>	<p>Head of Department and Department Manager</p>	<p>Additional space on Research centre leader annual reports for reporting on gender and ethnic balance of visiting speakers. Annual data will be available on the gender and ethnic balance of external speakers to the Department, for every research centre.</p>	<p>From July 2018</p>	<p>Ongoing</p>	<p>This action was achieved. The HoDs developed a process to advertise all citizenship roles in the Department, including interim roles. We specify transparently any parameters around grade and necessary experience/skills but the application process is open to all colleagues. To this end, approximately, 50% of respondents to the staff culture survey held the view that workloads are allocated fairly and 25% neither agreed or disagreed and 25% disagreed (Appendix 1.7e). Applications for the vast majority of citizenship roles are also reviewed by the DMT.</p> <p>The measure of success for this action is not applicable and is discontinued.</p>
<p>17.</p> 	<p>No departmental budget for EDG activity exists</p>	<p>Allocate a budget of £500 for EDG in the 2018 financial plan</p>	<p>Department Manager</p>	<p>The EDG budget will be incorporated into the department's financial plan from 2018/19. An annual programme of E&D activities will be developed by the EDG and will be supported by the EGD budget.</p>	<p>September 2018</p>	<p>Ongoing</p>	<p>This action is achieved. The department values the work of EEDIAG; hence, EDI initiatives receive financial support barring austerity measures and as long as funds are available.</p>
<p>18.</p> 	<p>No clear guidance about personal relationships</p>	<p>Department web pages will contain a link to the University's</p>	<p>Departmental Computing Officer</p>	<p>Guidance on Personal Relationships will be included</p>	<p>July 2018</p>	<p>April 2019</p>	<p>Good progress is made on developing guidance about personal relationships within the university. There is now clear university policy on personal relationships between</p>

	within the University currently exists on the Department's webpages	new guidance on personal relationships between staff members and between staff and students.		on staff intranet with message to go from Department Manager to note the policy has been added. A staff meeting will be identified to cover the policy under the Athena SWAN item.			staff and between staff and students which came into effect in August 2025. This policy information is held on the HR web-pages of the university instead of the departmental webpages; hence the action to display on the departmental webpage is amended. As 50% of staff disagreed that they are aware of where to find information about the departmental policy on personal relationships among staff members (Appendix 1.9f) further impact work will be done. 43% agreed that they knew how to where to find information about personal relationship (Appendix 1.9f)
19.	 The departmental staff culture survey revealed that 33% of staff feel that not all Departmental meetings are scheduled in core hours of 10am to 4pm.	The Department's commitment to inclusive working hours will be communicated to colleagues in the new 'Athena SWAN' updates item on staff meeting agendas. Timings of departmental meetings and events will be regularly reviewed.	Department Manager and Chair of EDG	No department meetings (board of studies, teaching and research committees, staff meetings, teaching and research away days) should be scheduled outside core hours.	March 2018	Ongoing review and liaison on annual basis. Target: increase % of staff who do feel that Departmental meetings are scheduled in core hours.	This action was completed. 64% of staff agreed that the timing of departmental meetings and events takes into consideration those with caring responsibilities (Appendix 1.7f). To promote gender equality and in keeping with values of fairness, respect, inclusion, and care (FRIC), departmental meetings are scheduled between 10am and 4pm. However, qualitative feedback from staff recommended further accommodations for other protected characteristics e.g. not hosting meetings during lunch hours to accommodate individuals with disabilities and rotating meetings days so part time staff can be included.
20.	 Social activities in the Department are not always	Review social activities and consider ways to make these	Chair of EDG and Department Manager	Consultation with wide range of staff about preferred social	July 2018	By October 2018.	Good progress is made on this action. Social activities are organised at a staff level as well as within sub-groupings in the department, e.g. research centres, programmes, early

	accessible to attend for a full range of staff	more inclusive for professional and support staff and academic staff with a range of differing work and personal circumstances		activities (format, timing, frequency) Process established for communicating details of social activities well in advance to facilitate wide range of staff to attend.			career forum, etc. 60% of staff said that work related social activities in the department (e.g., staff parties, team building or networking events) are welcoming to staff with protected characteristics (Appendix 1.8f). The diversity of activities is encouraged so that as many staff as possible get to enjoy opportunities to socialise with their colleagues.
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2.3 Key priorities for future action (1629 words)

Drawing on the evaluation of progress against the action points from our previous plan ([Section 2.2](#)) and the insights gained through this process, we have identified the department's key issues and priorities for advancing gender equality and EDI. These are structured around three overarching themes and five corresponding future action points (FAPs), each of which is identified and justified below, using the data in the appendices, and with selected target/s for each FAP set out in bold (see Future Action Plan for further measurable outcomes and targets - Section 3).

Priority Theme 1: Enhance awareness of Athena Swan initiatives and expectations across the Department

FAP1. Extending and enhancing our Athena Swan work in the Department

There is a need to continue to extend and enhance awareness of our AS work in the department ([Appendix 1.2](#)). Only 30% of responses to the staff culture survey were from professors and senior lecturers with the majority of respondents being new and junior staff ([Appendix 1.1c](#)). This suggests a majority of new and junior staff who need to be more 'au courant' with previous AS achievements as well as become acquainted with the principles of the Athena Swan Charter. Staff feedback on the department's Bronze Athena Swan award suggests a lack of clarity regarding the role, purpose, and impact of AS initiatives. This is a hugely important issue, given that our aim is to embed our AS and EDI work into the culture of the department, and to foster ownership of and encourage collaboration with our AS and EDI activities. To address this, we will continue with previously established actions aimed at enhancing staff awareness and engagement, including the use of an internally focused website and in-person activities. These efforts will complement the externally facing webpages, which highlight our award status, action plan, and commitment to equality and diversity for students and the wider public. **One way that the effectiveness of these measures will be assessed is through staff responses in the 2026 culture survey, where we have a target of increasing responses of underrepresented and/or junior staff by at least 30%.**

FAP2. Engage staff specifically around actions and other issues from the last award cycle which were completed but from the staff culture survey impact was low.

While progress continues in advancing gender equality, diversity, and inclusion, further evidence of the impact of our AS and EDI work is required. The staff culture survey revealed limited awareness among staff, despite the completion of several actions, including: (a) ongoing intersectionality work across protected characteristics ([Appendix 1.3](#)); (b) promotion processes ([Appendix 1.5](#)); (c) allocation of administrative responsibilities ([Appendix 1.4d](#)); (d) access to guidance on personal relationships ([Appendix 1.9f](#)); and (e) clarification that staff meetings held within core hours (10am to 4pm) support individuals with diverse protected characteristics ([Appendix 1.7](#)). These actions, carried forward from the previous award, will be integrated into a series of AS staff engagement meetings within the department. The

goal is to increase staff knowledge in these key areas in the hope that this will foster greater understanding and ownership, which in turn can lead to more pro/active engagement of our AS and EDI initiatives. Wider communication can also allow for ease of monitoring of the effectiveness of such initiatives: keeping track of progress and identifying areas for future focus. **One target to achieve this goal is that we will facilitate at least three structured staff engagement activities (e.g. focus groups, feedback forums, or thematic workshops) specifically addressing actions completed during the previous Athena Swan award cycle that showed low impact in the staff culture survey, with an aim to increase the current 58% staff response rate to the staff culture survey by a minimum participation rate of 30% across staff and student groups**

Student representation on the SAT was significantly improved, as current membership includes PGR and PGT students. However, UG and PGCE students are underrepresented. As we successfully recruited PGR and PGT student members to join the SAT, we aim to use this strategy to target and recruit UG and potentially PGCE students. For instance, we will ask current student SAT members about their motivation for joining the group and their suggestions for how we can improve recruitment in the future. In anticipation that specifically PGCE students might not be actively involved due to time constraints because of the demands of their programme, we will explore effective avenues to better include the voices of our PGCE students. The goal is for the AS and SAT group to include student representatives across all our programmes. This is important because we wish all our EDI work to be collaborative and participatory, rather than staff-led. Such engagement can promote a more inclusive culture, and lead participating students to challenge exclusionary practices, and to contribute to departmental transformation. **A key target for FAP3 includes the maintenance of a minimum of three active student members per academic year. Furthermore, we aim to have at least one student-led or co-developed EDI initiative annually, with feedback mechanisms demonstrating $\geq 70\%$ satisfaction or perceived impact among student participants. We also aim to increase male representation on SAT to at least two representatives (or more) coming from any staff or student designation levels.**

Priority Theme 2: Embed equality, diversity, and inclusion in student experiences and outcomes

FAP4. Promote and address gender equality and EDI matters among the student body (PGR, PGT, UG, PGCE)

Absent in the data are student voices on how the department supports or addresses issues related to gender and equality, diversity and inclusion, of particular relevance to them. Further opportunities to include student voices will not only benefit our student community in general, but also specifically, in terms of student experiences and outcomes during their time in the department, and we are committed to this in the department. We have some excellent current practice and activities, however. For instance, important initiatives being undertaken by students include the Decolonising Education Collective, which responds to student-related DEI issues in the department (see [Appendix 2b.9](#) for an excerpt about their work). Also, an Awarding Gap investigation aimed at understanding inequalities in student outcomes that identified differences in attainment based on gender, ethnicity, maturity, and nationality of students that has been undertaken ([Appendix 2b.8](#); [Appendix 2a.2](#), [Appendix 2a.3](#), [Appendix 2a.4](#)). This action aims to build on these previous student-focused activities but with the aim to develop a broader knowledge base among the student community about the principles of diversity, equity and inclusion. Particular attention will also be paid to supporting students with protected characteristics. The major goal is to better sensitise the wider student community and to create a pathway for including student voices in the department's AS assessment, and in our EDI work in general via our EEDIAG. This is crucial. Having greater student engagement in our AS and EDI plans and initiatives can foster a sense of trust, community and belonging, particularly for underrepresented and/or those from marginalised backgrounds, improving retention, wellbeing, and academic success. **One target for achieving this involves the delivery of annual EDI-focused student development sessions (including the involvement of our Decolonising Education Collective) with ≥70% positive feedback.**

Priority Theme 3: Career Development and Professional Development Review Support

FAP5. Inclusive professional development support across all contract types and gender

Although there was a very positive sense among staff that their line manager strongly supports their career (81%) ([Appendix 1.4g](#)) and gives them highly useful feedback on career development during PDR sessions (63%) ([Appendix 1.4f](#)), the

qualitative feedback suggested that certain staff members, e.g. men and individuals on T&S contracts, would benefit from targeted career guidance advice ([Appendix 1.4h](#) and [Appendix 1.4i](#)). Essentially, aligning guidance on PDRs more closely with promotion criteria—especially for minoritised groups such as junior staff, new starters, and male staff—should help to improve staff experience. An increase in informative responses regarding promotions and career development in future staff culture surveys will be a measure of this improved experience. Thus, a key aim of our future work in this area is to obtain a clearer picture of staff perceptions regarding the adequacy and quality of support provided for their development, and how these perceptions influence and/or reflect progression within the department. **Targets for this FAP include the gathering of information on participant rates across contract types and gender identities annually; the implementation of a tailored development initiative per year that addresses underrepresented contract types and underrepresented groups; and the assessment of staff satisfaction with relevance and accessibility opportunities across all staff groups, with a target of achieving ≥80% satisfaction.**

Summary

In sum, the evaluation of our progress against the previous action plan has led us to the current set of priorities set out above and in our future action plan. Informing these priorities are our FRIC values and our full recognition that individuals experience inequality in complex, overlapping ways. As such, Athena Swan is a crucial part of our departmental holistic EDI work via our EEDIAG, and we will continue to endeavour to weave AS and EDI principles into our teaching, research, recruitment, and leadership. Through heightened awareness and understanding of these principles, and of the AS and EDI work we do, we aim to encourage staff and students to engage with AS and EDI activities and initiatives proactively and this, we believe, will further enhance the culture of belonging, transparency and trust that we will continue to foster in the department. Our bid for a Bronze renewal will allow us the opportunity to strengthen links between actions, data, as well as staff and student voice so as to build a stronger evidence base around the impact of our actions.

Section 3: [Future action plan](#)

Key priorities for future action

Action plan	Planned action/objective	Rationale	Key outputs & milestones	Timeframe	Lead	Success criteria, targets & outcomes
Theme 1: Extending and enhancing our Athena SWAN work in the Department						
FAP1	Enhance awareness of Athena Swan initiatives and expectations across the Department	According to the culture Survey, some staff commented on not being aware of the aims and initiatives relating to the AS Charter.	<p>a. Use of and contributions to new webpages about AS action plans and results of the annual Staff Culture survey, to be updated annually.</p> <p>b. Articulation of personal and departmental benefits of engaging with Athena SWAN (as measured through the annual Staff Culture survey) and other EDI initiatives.</p> <p>c. A Staff Notice Board dedicated to announce and display AS activities and initiatives to staff and students alike to increase AS visibility.</p> <p>d. Collect suggestions and feedback for gender equality initiatives or events in the department by staff outside SAT and the EEDIAG.</p>	From October 2025 ongoing	Chair of Athena Swan, Athena Swan Self Assessment Team (SAT) lead	<ul style="list-style-type: none"> An improvement of the effectiveness of the methods used to share information in the Staff Culture Survey. Each year, staff will have access to new departmental webpages and updated notices boards managed by the SAT. An increase in positive responses from the staff culture survey around awareness of the work of AS in the department, particularly for responses of marginalised and/or junior staff by at least 20%. The current benchmark is 68% of staff who were aware of the aims and initiatives relating to the Athena SWAN Charter in the department.

FAP2	Engage staff in discussions about completed actions and unresolved issues from the last award cycle, particularly those that showed limited impact in the staff culture survey.	From the culture survey, there are questions related to several action points that had been successfully implemented, but for which less than 50% of staff gave affirmative responses or a good number of staff neither agreed or disagreed. Additionally, in some of the qualitative feedback, staff provided suggestions on how to implement the action point.	<p>a. Continued intersectionality work across protected characteristics with EEDIAG deciding on areas of focus (AP2 from previous action plan).</p> <p>b. Bring awareness to staff about the work of the departmental promotions panel even when they are not currently considering promotions (AP11 from previous action plan). 42% of staff agreed that decisions about promotion/progression are made fairly but 41% neither agreed or disagreed</p> <p>c. Engage staff about how the allocation of administrative roles through advertisement supports a more transparent approach (AP16 from previous action plan). 50% of respondents to the staff culture survey held the view that workloads are allocated fairly and 25% neither agreed or disagreed and 25% disagreed (Appendix 1.7e).</p> <p>d. Sign-post staff on how to access guidance on personal relationships (AP18 from previous action plan). Only 43% of staff agreed that they are aware of where to find information about the departmental policy on personal relationships among staff members, 50% disagreed. This can be extended to include information sharing about how bullying and harassment is addressed in the department because 54% of staff neither agreed or disagreed and 32% agreed 21% disagreed as well as the extent to which the department management is active in tackling bullying and harassment because 54% neither agreed or disagreed and 43% agreed.</p> <p>e. In addition to holding departmental meetings during core working hours of 10 -4pm; consider how individuals</p>	October 2025 to July 2026	Chair of Athena Swan, SAT Lead, Chair of EEDIAG, Pathway Directors, Chair of Department Promotions Group	<ul style="list-style-type: none"> ● EEDIAG to collate and share key achievements in the department as they occur during each year, targeting intersectionality work across protected characteristics. ● We will develop and share a yearly action plan together with supporting activity around intersectionality work in the department (e.g., updates from Pathway Directors and their No Gaps teams). ● To encourage deeper and comprehensive responses to the staff culture survey and to improve overall response rates by 30% from the current 58% staff response rate to the staff culture survey ● On the topics of fairness in promotions, we will facilitate at least three structured staff engagement activities (e.g. focus groups, feedback forums, or thematic workshops) to increase by 20% from the benchmark of 62% from the last culture survey who expressed that progression in the department is not affected by gender ● Specifically addressing actions completed during the previous Athena Swan award cycle (milestone items a through to e) the aims to determine impact on staff either by a 20% increase in response rate to related milestone questions in the staff culture survey and
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			with different protected characteristics might have possible needs (AP19 from previous action plan). For example, two suggestions from staff based on the qualitative feedback recommended for meetings not to be held during lunch time and rotating the days of meetings and social activities so that it is not always held on the same day (Wednesdays) as this is an issue for staff who work part-time; particularly female staff with caring responsibilities (Appendix 1.3b)			testimonials of experiences from staff and student groups from the structured engagement activities.
FAP3	Maintain and increase student engagement and the engagement of males SAT	Whereas PGT and PGR students were recruited on SAT, no UG student volunteered.	<p>a. Recruit two postgraduate students (one PGT, one PGR) at start of each academic year (EDG rep)</p> <p>b. Recruit one undergraduate student at start of each academic year (EDG rep)</p> <p>c. Explore options for how PGCE student voices (Primary & Secondary PGCE) might be represented given their constraints on time and availability</p> <p>d. Include a call-out to male staff or students when advertising and inviting staff or students to become SAT members.</p>	September 2025 this role will be advertised to postgraduate students (on taught and research programmes) as part of their student representative roles. An invitation will also be sent to the wider student body to target other interested volunteers.	SAT Lead, Chair of EEDIAG; Pathway Directors	<ul style="list-style-type: none"> ● Maintain a minimum of three active student members per academic year. ● Run at least one student-led or co-developed EDI initiative annually, with feedback mechanisms demonstrating ≥70% satisfaction or perceived impact among student participants. ● Increase male representation on SAT to at least two or more and this may come from any staff and student designation levels.

Theme 2	Embed gender equality, diversity, and inclusion in student experiences and outcomes					
FAP4	Promote and address gender equality and EDI matters among the student body (PGR, PGT, UG, PGCE)	A gap in the current submission is the absence of student insights into how gender equality and EDI are experienced within the departmental environment.	<p>a. Drawing on the success of the Decolonising Collective student group, develop a plan to sustain activities aimed at building awareness of gender equality and EDI among students e.g. signposting and mentoring students with protected characteristics e.g. BAME, mature students, gender (Appendix 2b.9).</p> <p>b. Extend Awarding Gap work in the department e.g. the work of the No Gaps teams undertaken by Pathway Directors (Appendix 2b.8).</p>	2025 through to 2029	EEDIAG, Pathway Directors	<ul style="list-style-type: none"> ● Collect data from students (via a survey and/or qualitative feedback) about their experiences of gender equality, diversity, and inclusion in the department ● Deliver annual EDI-focused student development sessions (including the involvement of our Decolonising Education Collective) with ≥70% positive feedback. ● Include the topic of gender, equality, diversity and inclusion as a topic at staff student forums and keep a record of students' views.

Theme 3	Career Development and Professional Development Review Support					
FAP5	Inclusive professional development support across all contract types and gender	Almost 50% of staff who responded to the culture survey did not have an opinion on whether promotions or progression are made fairly. To be precise, 44% of staff agreed that decisions about promotion or progression are made fairly, and 41% neither agreed or disagreed (Appendix 1.5c).	<p>a. Run professional development events for staff, particularly junior or new staff members, about the work of the promotions panel and promotions procedures whether or not they are applying for promotions in that year. 48% agreed that quality, diversity and inclusion work is recognised in applications for promotion/progression but 45% neither agreed or disagreed which suggests that they may not feel confident enough in their knowledge to respond.</p> <p>b. Professional development training for line managers on how to use Professional Development Reviews (PDR) to effectively provide career development advice/support for new starters as well as individuals further along in their career.</p>	2025 through to 2028	Department Promotions Group, Early Career Researchers Forum	<ul style="list-style-type: none"> ● Information gathered on participant rates across contract types and gender identities annually with particularly attention to qualitative responses on support for career progression. ● Up-to-date records of professional development workshops/activities regarding promotions undertaken and feedback (survey/qualitative) on whether have found the sessions useful and what ways did they use the information to support their career progressions. ● A tailored development initiative developed per year that addresses underrepresented contract types and minoritised groups. ● Assessment of staff satisfaction with relevance and accessibility opportunities across all staff groups, with a target of achieving ≥80% satisfaction. ● Increase in detailed/informative responses about promotions and career development in the staff culture survey of at least 30%.

Section 4: Additional Word Allocation (278 words)

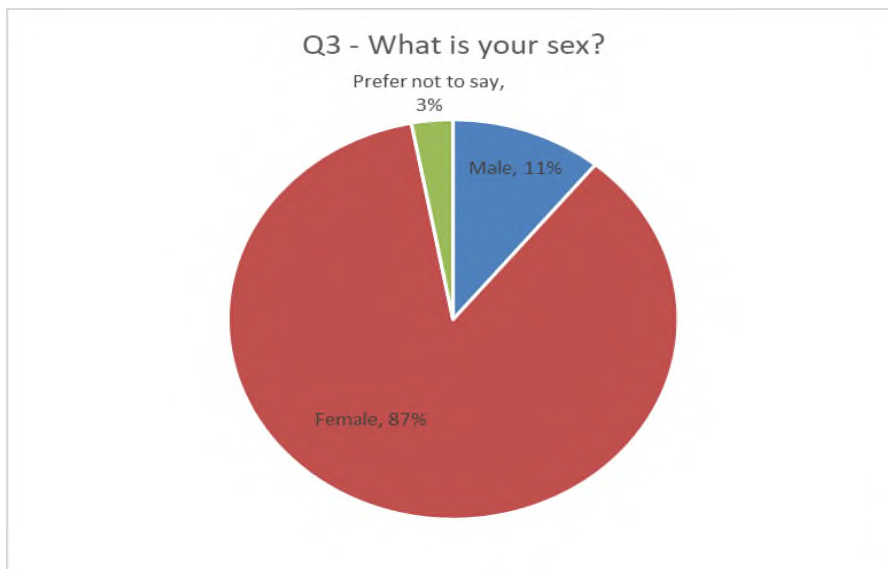
Although we are pleased that a number of important initiatives and actions have been undertaken with effective results as set out in our discussion of future priorities above, we acknowledge that there is room for improvement particularly in presenting robust evidence of impact. We note that barriers to success were primarily linked to the challenges and weight of staff workload during the Covid19 pandemic as well as significant upheavals to staffing from voluntary severance and redundancy threats in the department (2023 to 2025). Also, although as a department we are committed to open, two-way communication and transparent processes, the evaluation of our progress, set out above, has alerted us to the fact that we need to continue to evaluate and strengthen our means of communication and also our data gathering methods. For instance, an active SAT was installed in 2023 at the same time the department was dealing with financial challenges. A key observation that arose from the subsequent analysis of the staff culture survey is that respondents neither agreed nor disagreed with a number of statements, occasionally surpassing affirmative responses in some cases where actions had been implemented in the department. It is possible that staff knowledge of past and current AS and EDI work since our last award may not be up to date because of turnover rates of staff within the last award cycle together with interruptions in ways of working introduced since the pandemic. As well as implementing our future action plan, we aim to work on a more effective and sustainable practice to measure impact. We also acknowledge the lack of data obtained directly from students, which is a key priority going forward.

Appendix 1: Culture survey data

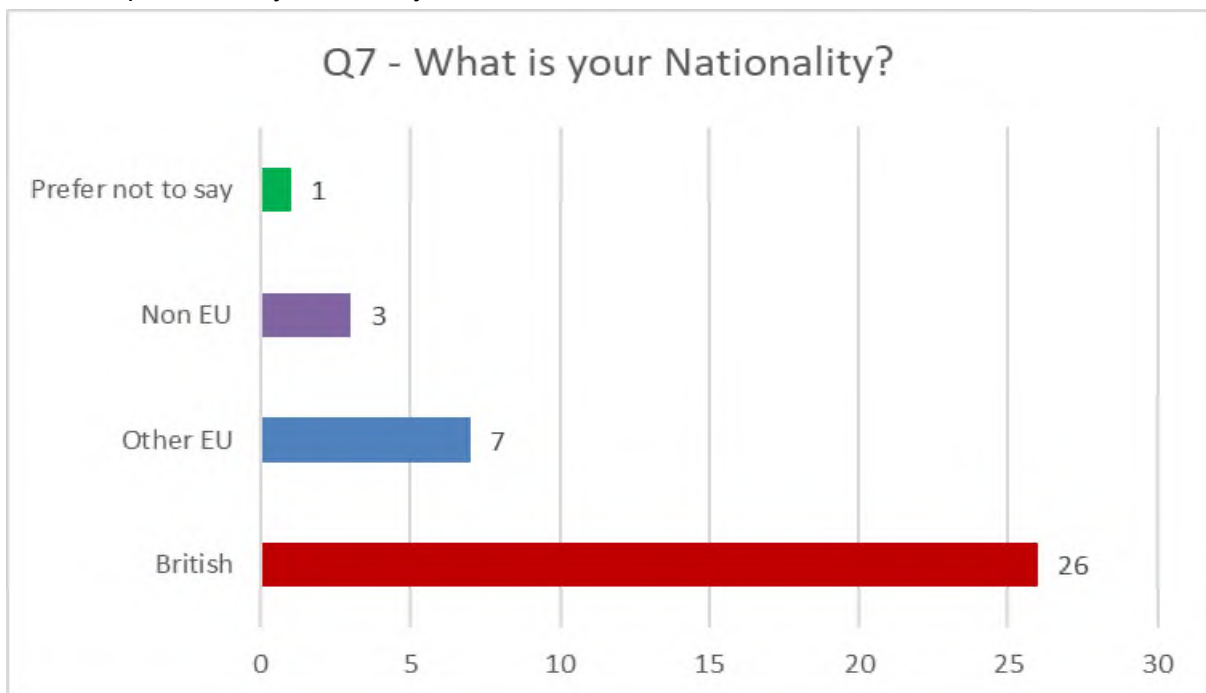
[Back to 1.3b How was the application prepared](#) [Back to 2.1.2 Amber rated themes](#)

Appendix 1.1 Classification of respondents based on background and protected characteristics

1.1a Respondents by sex



1.1b Respondents by nationality

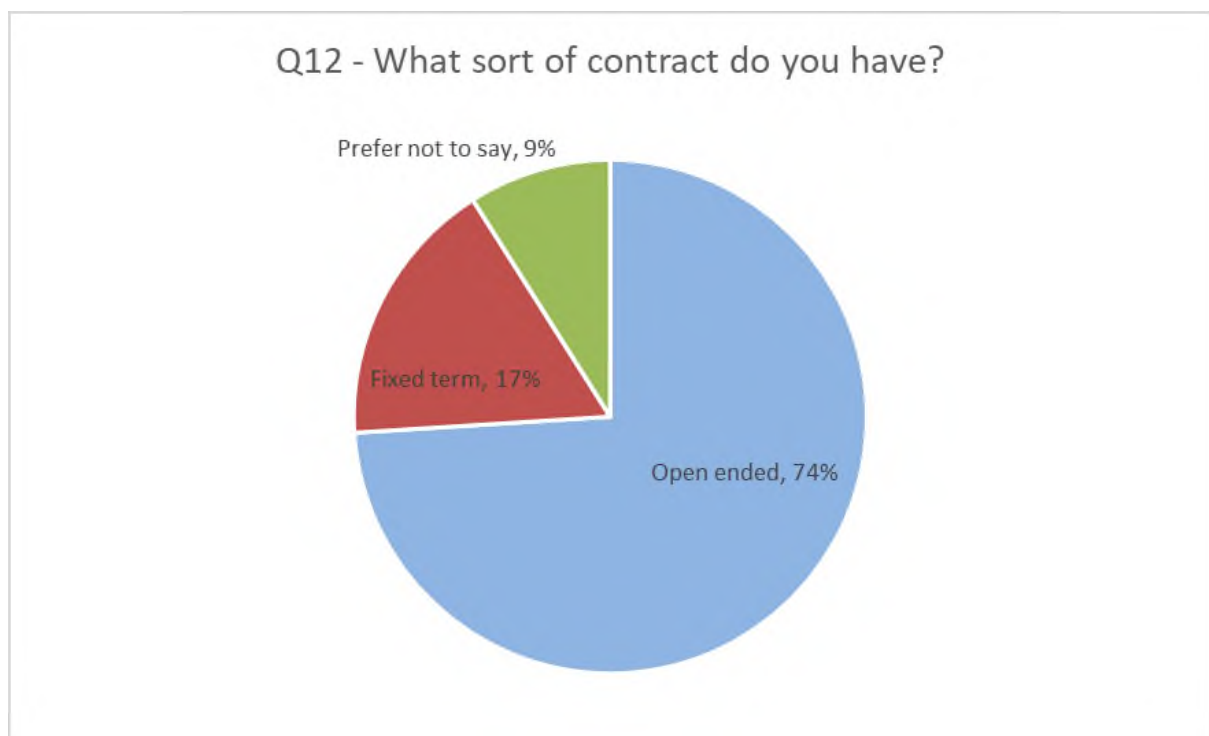


1.1c Respondents by Job Roles

[Back to Section 2.3 Key Priorities for future action \(FAP1\)](#)

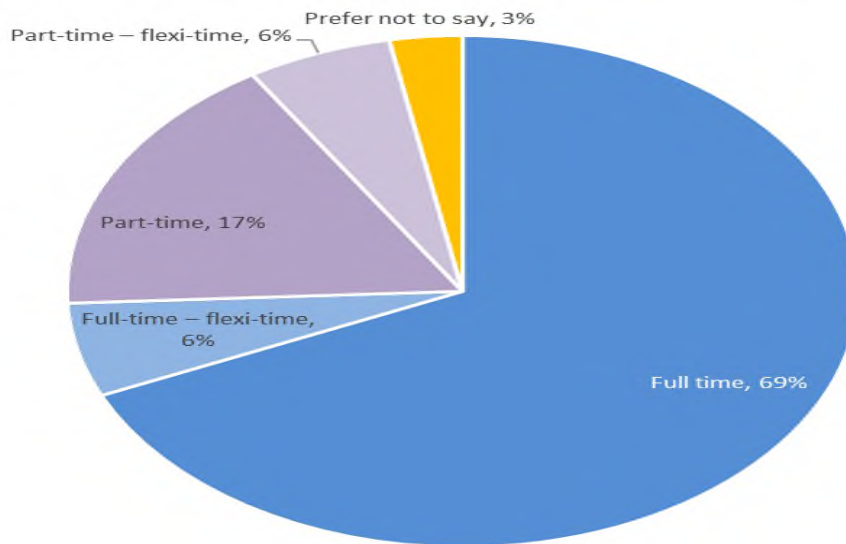
Q9 - What is your current role?	Count N=44
Professor	5
Senior lecturer	8
Lecturer/Associate lecturer	5
Research fellow/Postdoctoral researcher	6
Professional Services Staff	7
Prefer not to say	4

1.1d Respondents by Contract Types



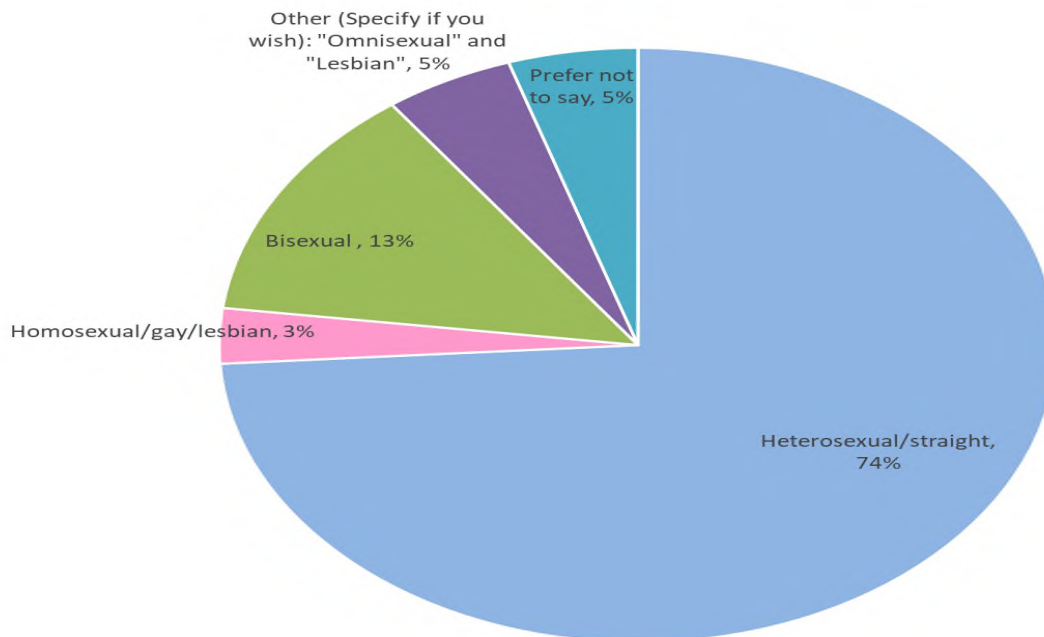
1.1e Respondents by Contract Hours

Q11 - What hours are you contracted to work?

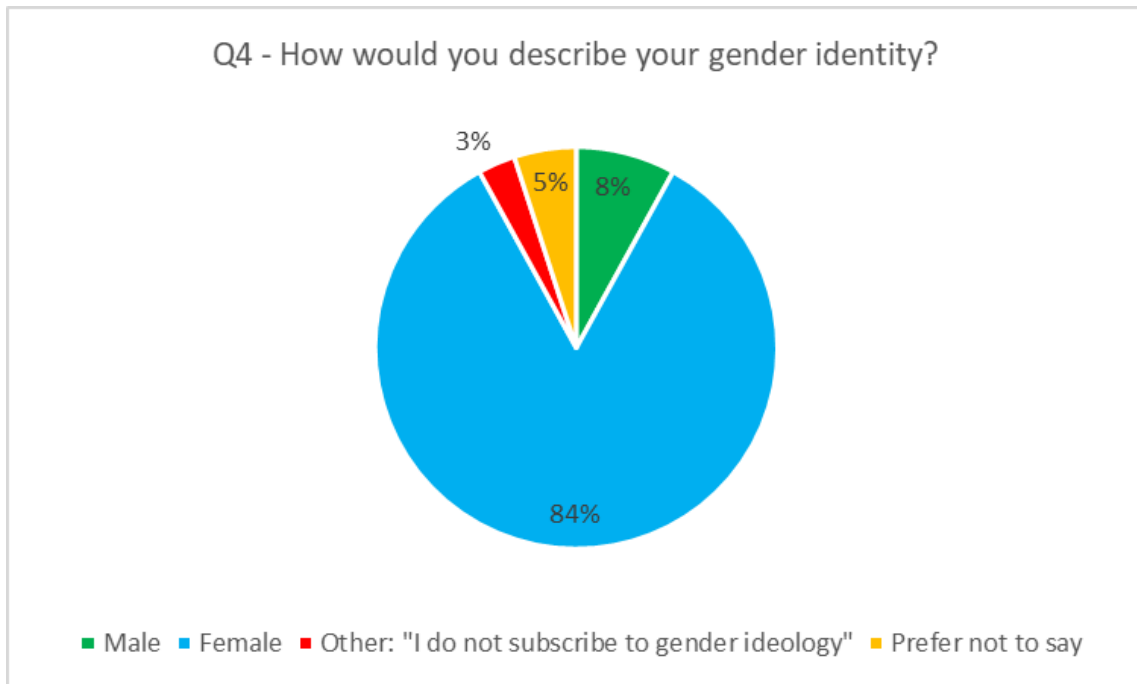


1.1f Respondents by sexual orientation

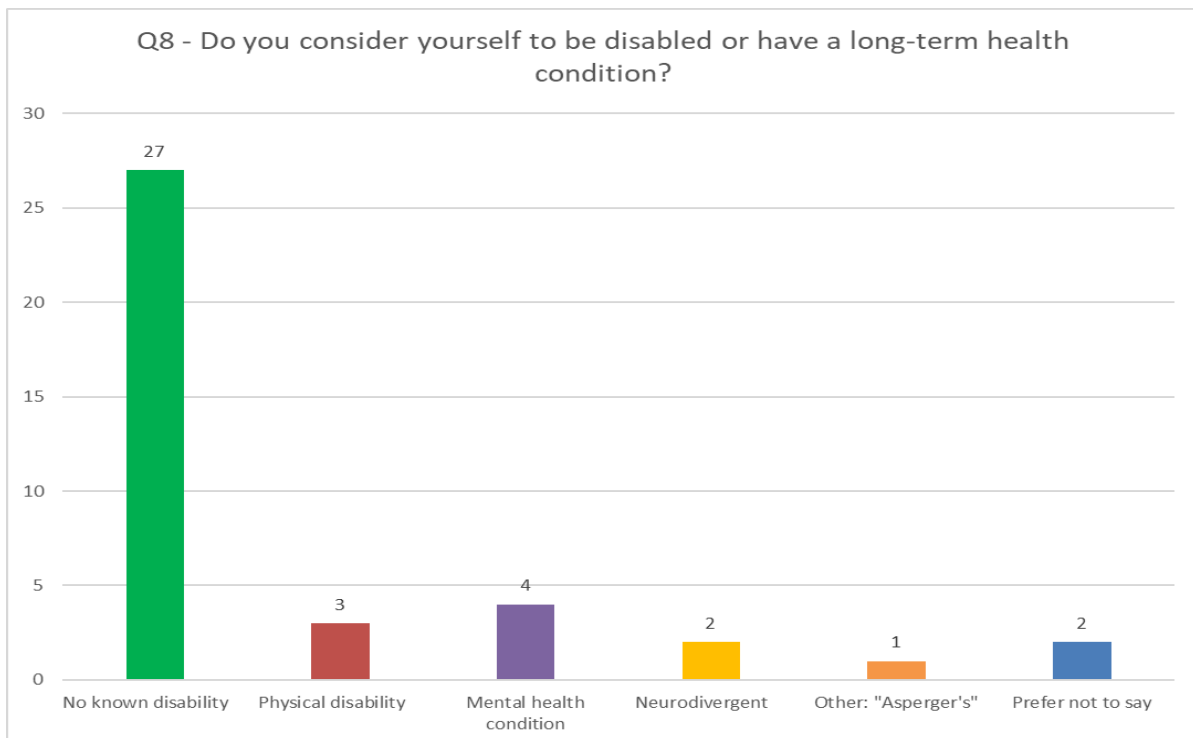
Q5 - How would you describe your sexual orientation?



1.1g Respondents by gender identity

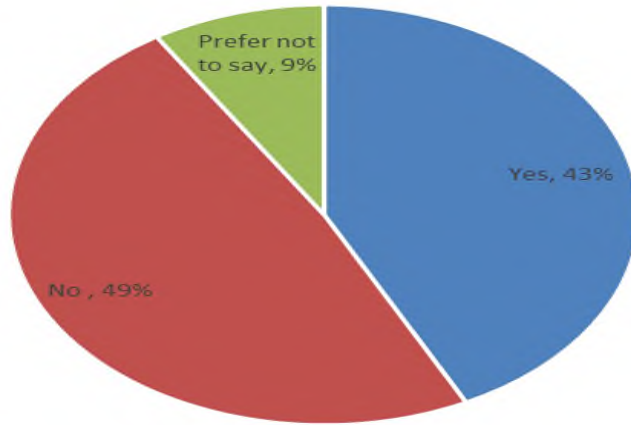


1.1h Respondents by disability

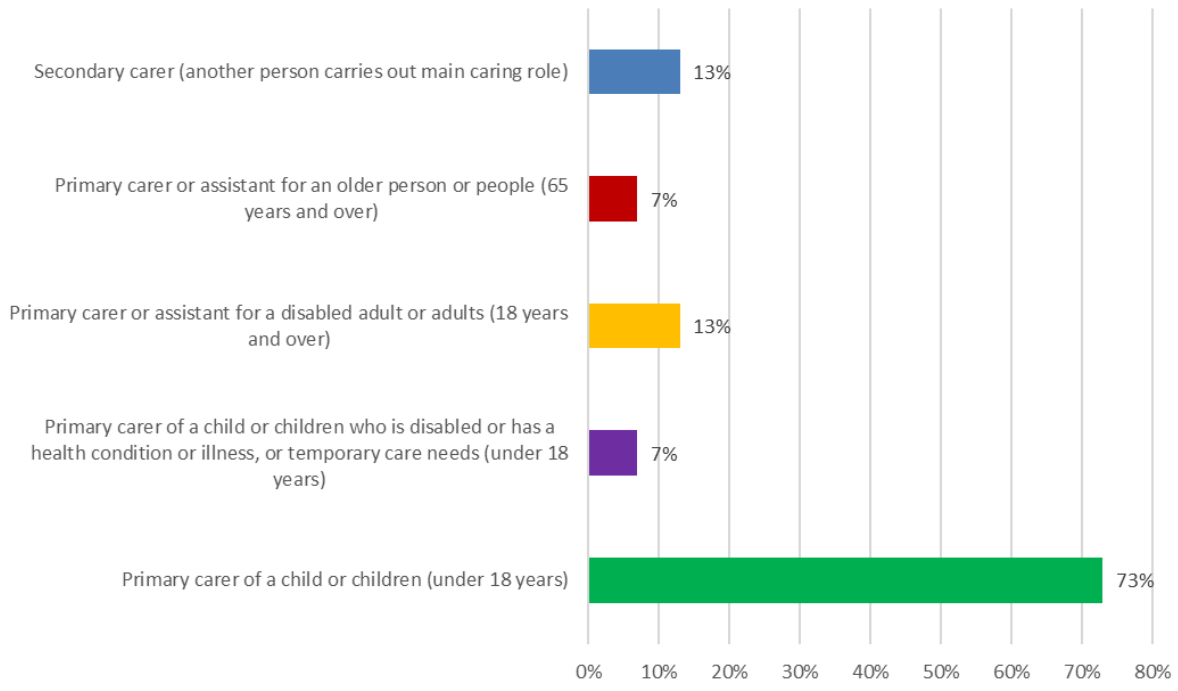


1.1i Respondents by Caring Responsibilities

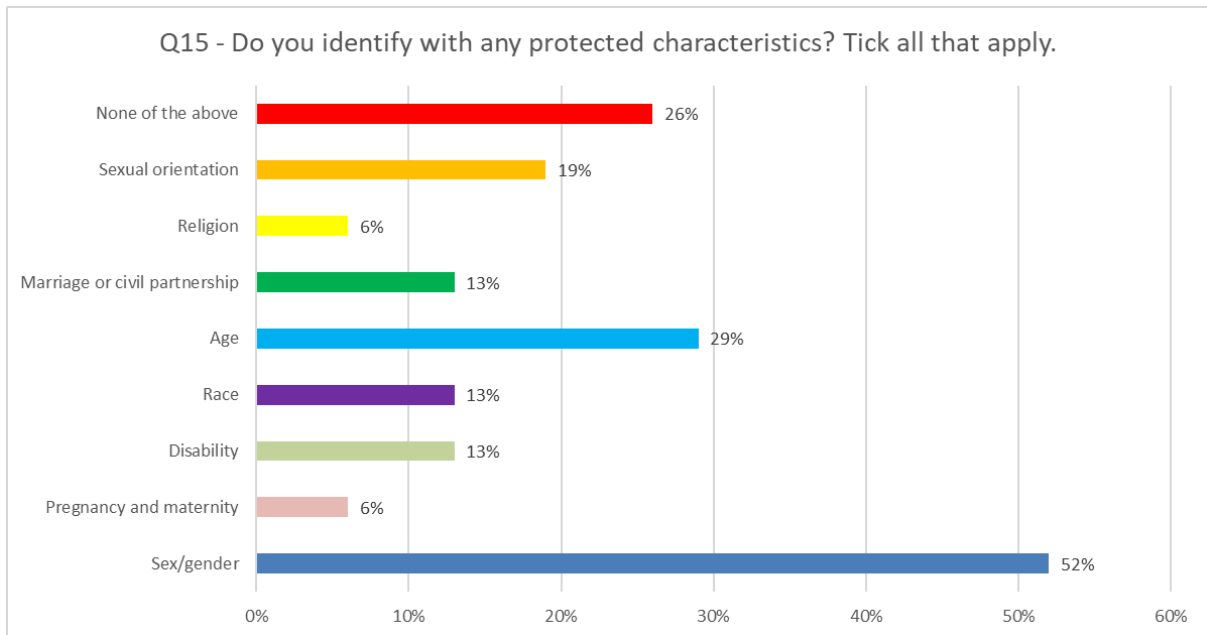
Q13 - Do you have caring responsibilities for dependent children and/or adults?
N = 35



Description: Q14 - If yes, please select all that apply.
If you share care responsibilities equally, then please answer as the primary carer.



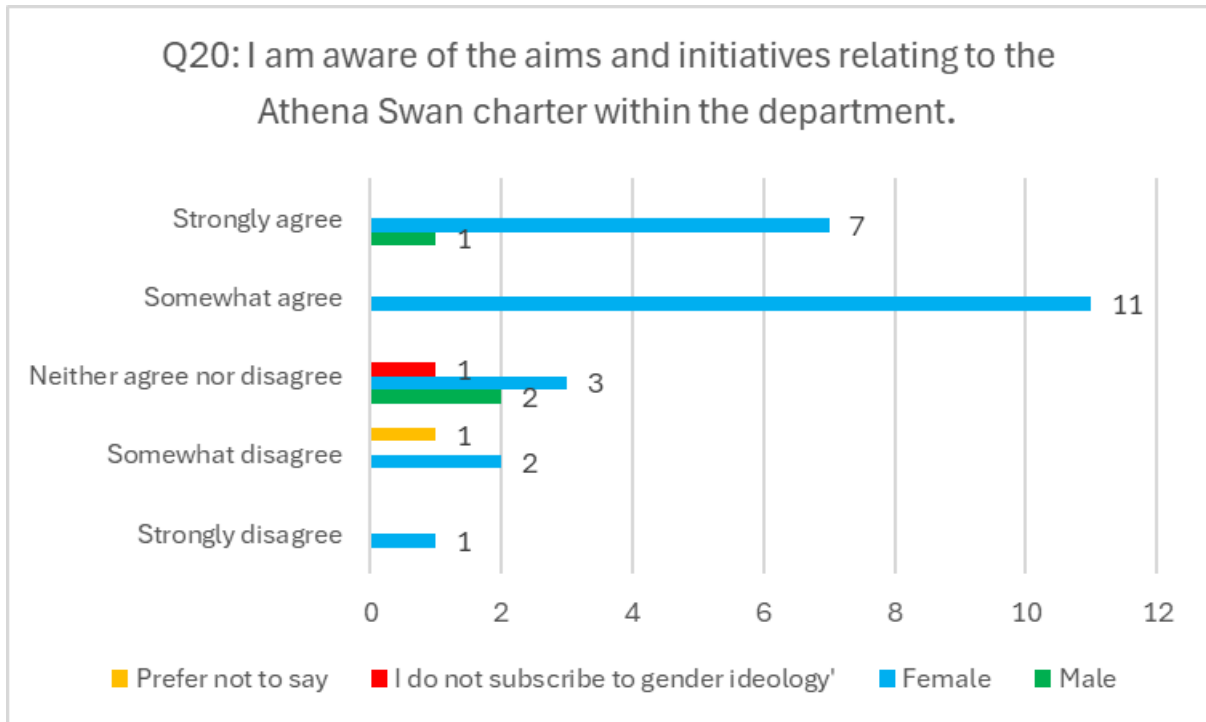
1.1j Respondents by perceived protected characteristics



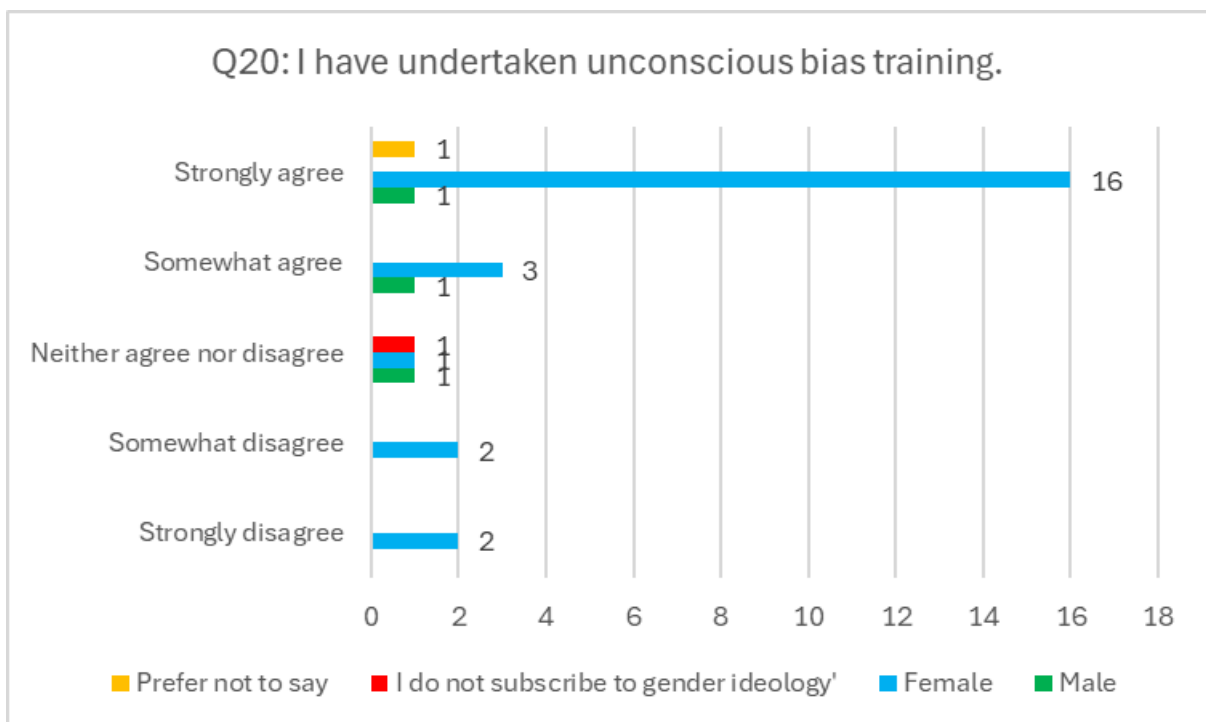
Appendix 1.2 Awareness of Athena Swan in the department

[Back to Section 2.3 Key Priorities for future action](#)

1.2a Staff Awareness of aims and initiatives relating to the Athena Swan Charter



1.2b Staff have undertaken training in equality and diversity



1.2c Staff views of whether they or the department have benefited from participation in Athena Swan

Q22- Do you feel you have personally benefited from the department's Athena Swan engagement? Please provide details below:
"No"
"I don't know."
"This is a very hard question for me to answer. To be honest, I think the department would have tried to do things well without Athena Swan - we are good people. Perhaps AS has helped us to focus and to set some expectations."
"I have personally benefitted from the research leave policy, having been granted research leave after two maternity leaves."

Q36 - Do you feel the department has benefitted from holding a Bronze Athena Swan award? Please provide details below:
"I couldn't say"
"I am unsure, I still think it is unclear how this differs from other areas in EDI and that potentially this is because of the high numbers of women in the department compared to things such as hard sciences, where gender equality is much easier to improve/see changes in."
"No"
"Possibly but I couldn't qualify this assertion with overt examples."
"I think it probably provides some standing and should therefore be pursued. I'm not sure that gender inequality has been a big problem in our department, so I'm also not sure that the award has changed much."
"I was not employed in the department prior to the award so it is difficult to assess"
"Yes in the sense it encourages thinking, reflection and action across the Dept"
"It is not clear to me what the benefits are."
"Yes"
"Unsure how to answer this as I am not clear on the implications of holding such an award, neither am I aware of the objectives or activities the department committed to as a condition of this award."
"Unable to comment as responses sought here should not rely on feelings but on evidence. Feelings tend to be subjective, ambiguous and unreliable indicators."
"A little. I am sceptical about Athena Swan's continued usefulness for two reasons. Firstly, it is mainly an 'improvement' and bureaucratic exercise where the highest awards seem to be about distance travelled rather than absolute position (meaning being terrible and

getting better gets a higher reward than being great to begin with). Second, the focus only on gender can crowd out other characteristics where there is more work to do.”

“I don't know.”

“Honestly, I don't know. I think it's important, and better to have it than not to have it, but perhaps Bronze suggests that we are not as good as I think we actually are. This seems to me to be about how AS is assessed - it seems to focus on change rather than attainment.

I also think there's a deeper discussion to be had about a couple of things

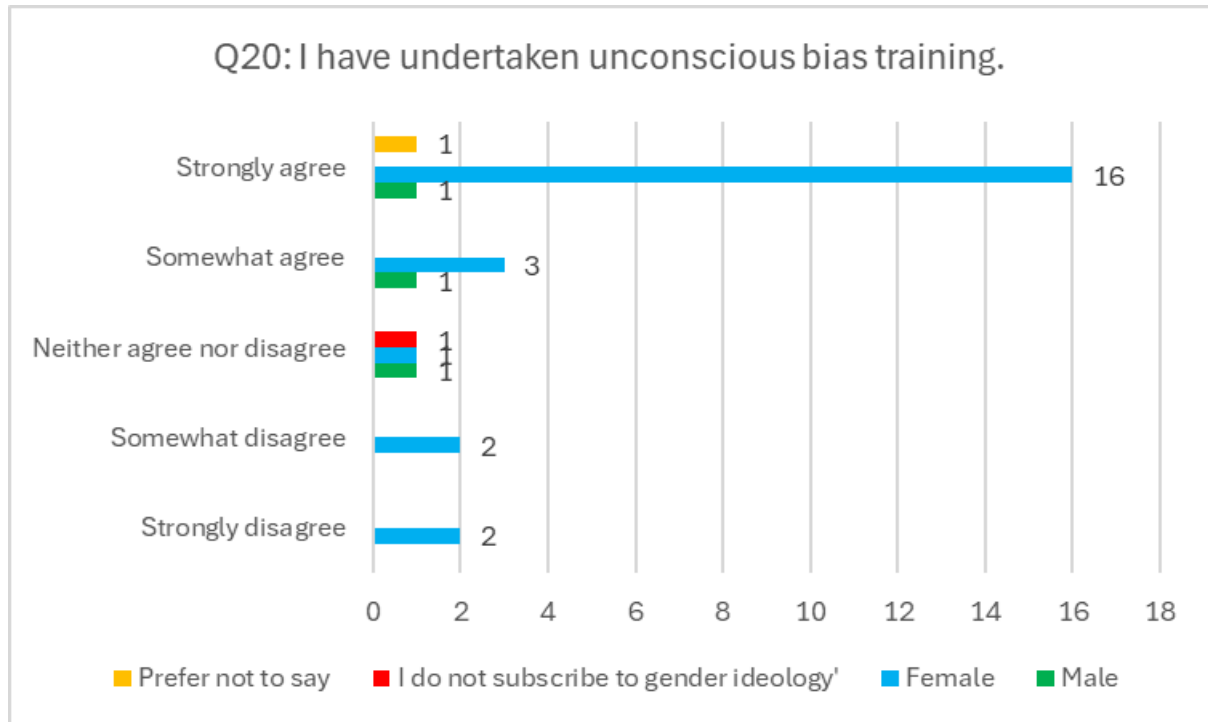
1. what does gender equality mean in a field of study and work in which women are strongly represented - look at our student body for example.
2. do we need to refocus our EDI efforts on other aspects and/or on intersectionality? AS keeps us prioritised on gender, but at what point do we say that we should re-prioritise?”

“The Department has introduced a number of initiatives to promote gender equality as a result of Athena Swan activity. Our action plans have led to us introducing e.g. a transparent WAM; fairer recruitment practices, including unconscious bias training for panel members and unconscious bias observers on panels; research leave policy which takes into account caring responsibilities; core working hours policy that takes into account caring responsibilities (i.e. departmental meetings are scheduled between 10am and 4pm).”

Appendix 1.3 Intersectionality in approaches to equalities and diversity work across protected characteristics

[Back to AP2 Engage Staff around actions](#)

1.3a Staff have undertaken unconscious bias training



1.3b Staff suggestions for improving gender equality and inclusion of protected characteristics

**Q23 - Do you have any suggestions for events or initiatives for improving gender equality and the inclusion of other protected characteristics in the department?
Please provide details below:**

“As above - in my role as CPD lead I'm working with our disability lead to put on training and raise awareness around disability inclusion. So far this has only been for students but there's more we can do around inclusion of disabled staff especially those with hidden disabilities eg ensuring that meetings aren't scheduled in lunch hours to enable people to take breaks; ensuring meetings are hybrid wherever possible; enabling closed captioning; and encouraging a culture where people feel comfortable asking for adjustments.”

“It is difficult to comment given the gender imbalance in the department (i.e., the majority of staff are female. I think disability and inclusion of those with additional needs could be improved by raising awareness and, in turn, reducing stigma, not just amongst staff, but amongst students too.”

“My Department schedules almost ALL meetings and social activities on the same day (Wednesdays). This is a big problem for staff who work part-time (predominantly women, with caring responsibilities) because if they don't work on Wednesdays they are completely left out of information, decisions and socialising within the Department. I have raised this with my HoDs before and nothing has changed, which is really frustrating.”

“I thought it was a bit odd that the very first question in this survey is "what is your sex?". This can be very off-putting for anyone who is not cisgender, including intersex individuals. This question is unnecessary and could easily be skipped as you have questions about gender next. An option would be to ask whether the respondent's sex assigned at birth matches their gender identity.”

“There is a culture of overwork that negatively impacts colleagues who are simply not able to work those hours due to caring commitments.”

“In previous organisations, there were opportunities for "Frauenfrühstück" (women's breakfast) with an internal/external guest speaker who was given 10 mins to present that was followed by discussion over breakfast provided by the organisation.”

“A more general comment: There is obviously a huge skew in the gender balance in the department, partly probably as a consequence of the disciplines represented - so, many of these questions are hard to answer, at least from the (more 'traditional/historically more usual') perspective of 'females' being underrepresented.”

“Majority of professional staff in the dept are primarily female. Professional staff do not have the same career progression opportunities as academic colleagues. I would support initiatives aimed at recognising the specialisms of PSS and somehow reflect this in a more equal promotions scheme.”

Q35 - Please add any further comments about the department culture regarding EDI and gender equality here:

“In general, I think the department espouses EDI values well. Staff feel they work in a culture that makes no decisions based on gender, for instance. However, in actions, there are clear inequalities and a lack of inclusion between teams in terms of workload, contract status and size, and in terms of recognising abilities that could be used beyond the silo unit staff are primarily attached to. If there is one area of development I would like to see most in the department, it is the better integration of staff working across teaching units and programmes, and research centres, so that we have a workforce that can teach beyond one major programme. As pedagogic and research-based educators, all our staff can add value to all our programmes for our students to benefit from: it should not be the case that some staff only work on one programme when they clearly have the ability, qualifications, skills and experience to teach across programmes at UG and PG levels. For me this is the major EDI issue in the department that needs development and vision.”

“Our department has a gender balance that, I think, roughly represents that of the general public across the board at most levels of the operation, or perhaps even skewed towards female these days. I don't know if it is more or less gender balanced than other education departments across the country.

I would not be surprised if there are other aspects of EDI that are less balanced in our department compared to similar environments elsewhere, and I wonder if there are things that can/should be done. I'm thinking disability, race and sexuality mostly here, but I have

never delved into statistics so I could be completely wrong!"

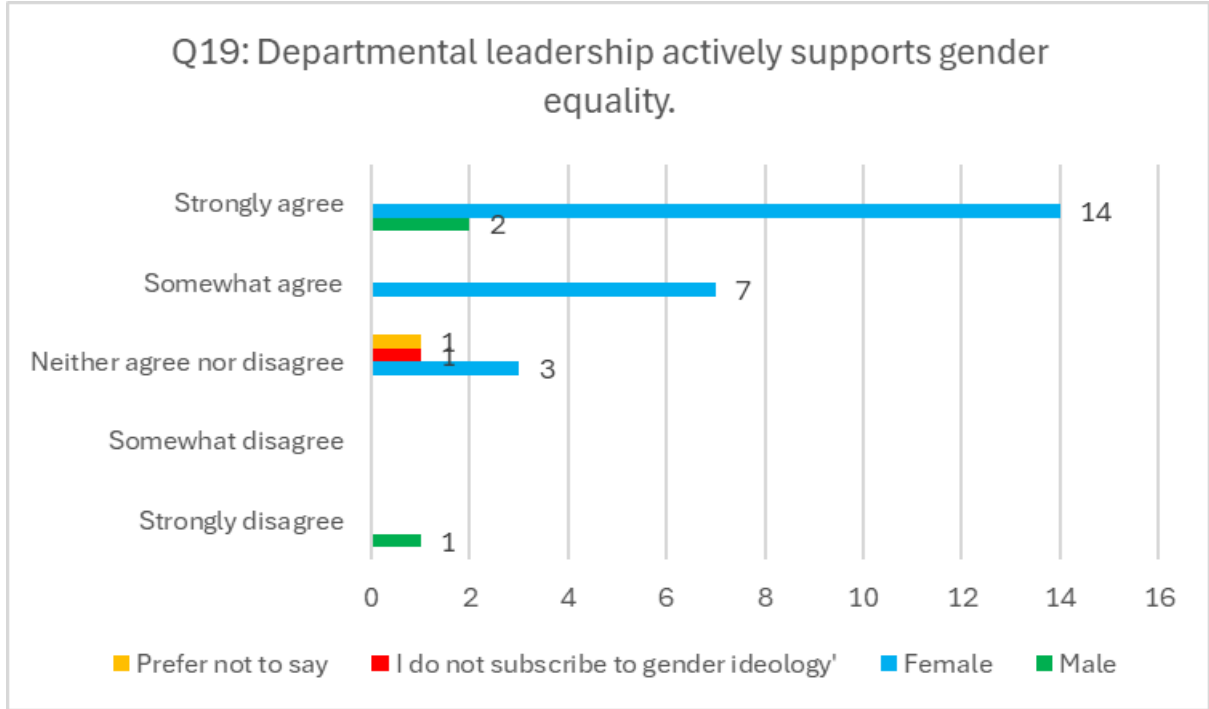
"Very positive place to be a working woman, great role models, good mentoring scheme."

"There have been very little Staff EDI activities in the last year"

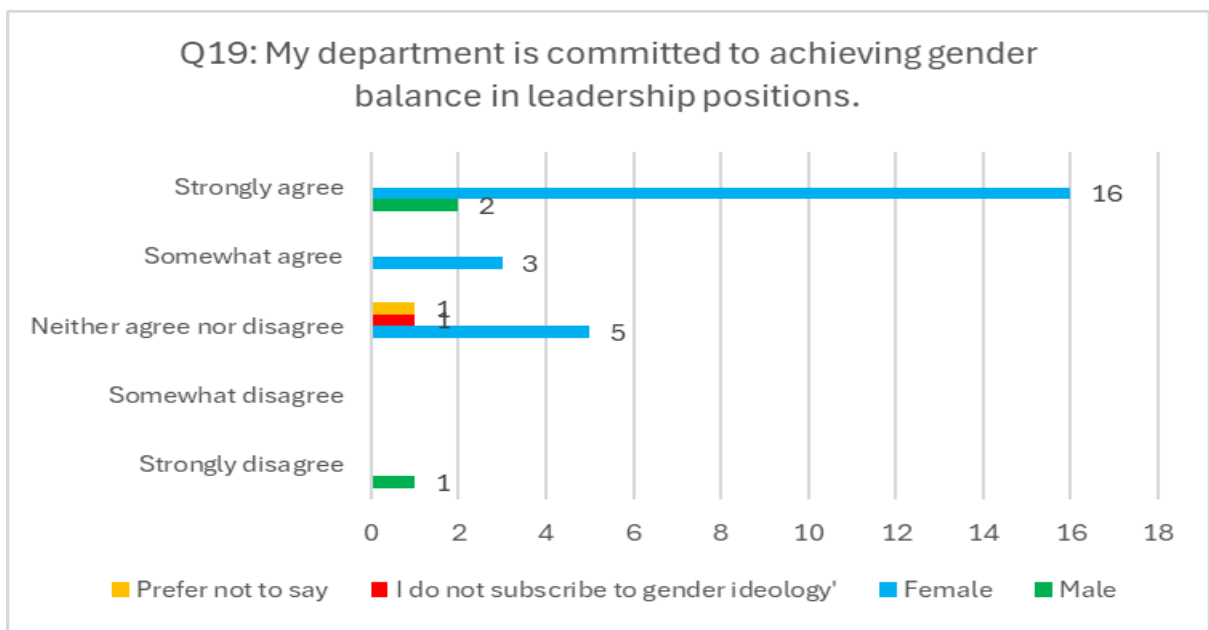
"Re culture and gender equality, anecdotally, the department appears to be very good at promoting women, albeit the vast majority of staff are women so it is not entirely clear if it is good about promoting women specifically or staff more broadly (and women disproportionately benefit). Gender equality thus seems to be one dimension of EDI for which there seems to be positive efforts and outcomes. I have limited/no observations about other dimensions of EDI."

Appendix 1.4 Gender Equality in Progression to Leadership and Career Development

1.4a The department leadership actively supports gender equality

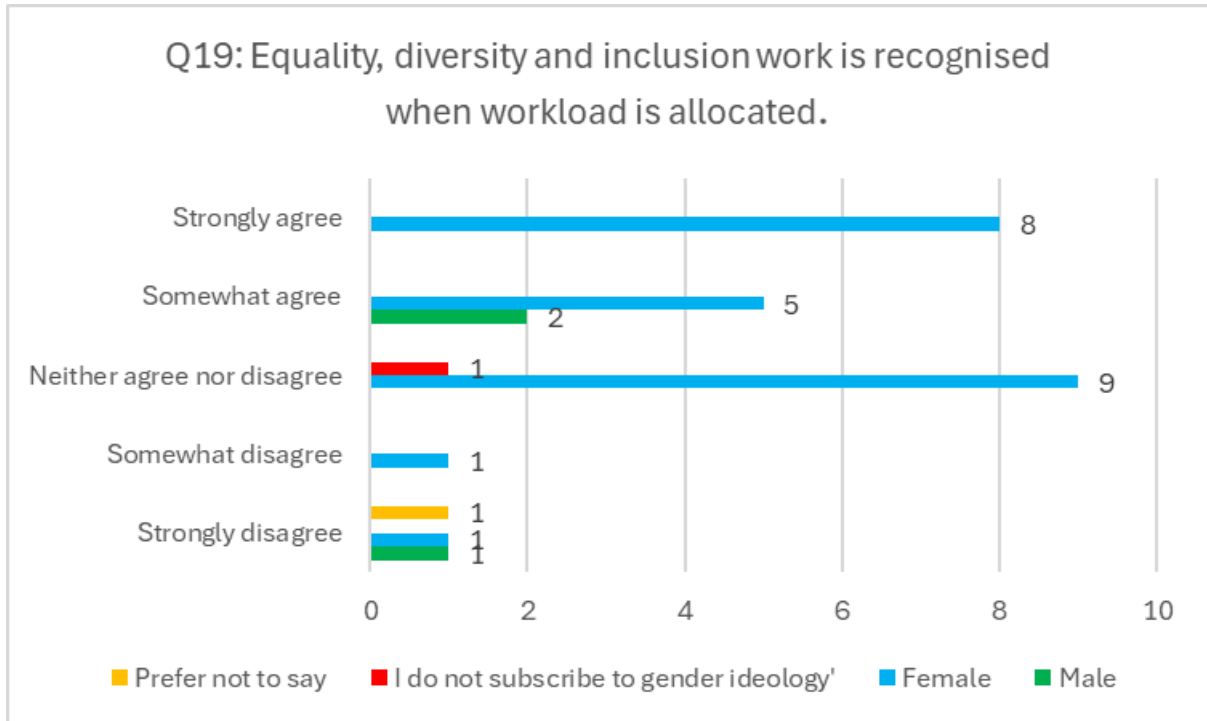


1.4b The department is committed to achieving gender balance in leadership positions



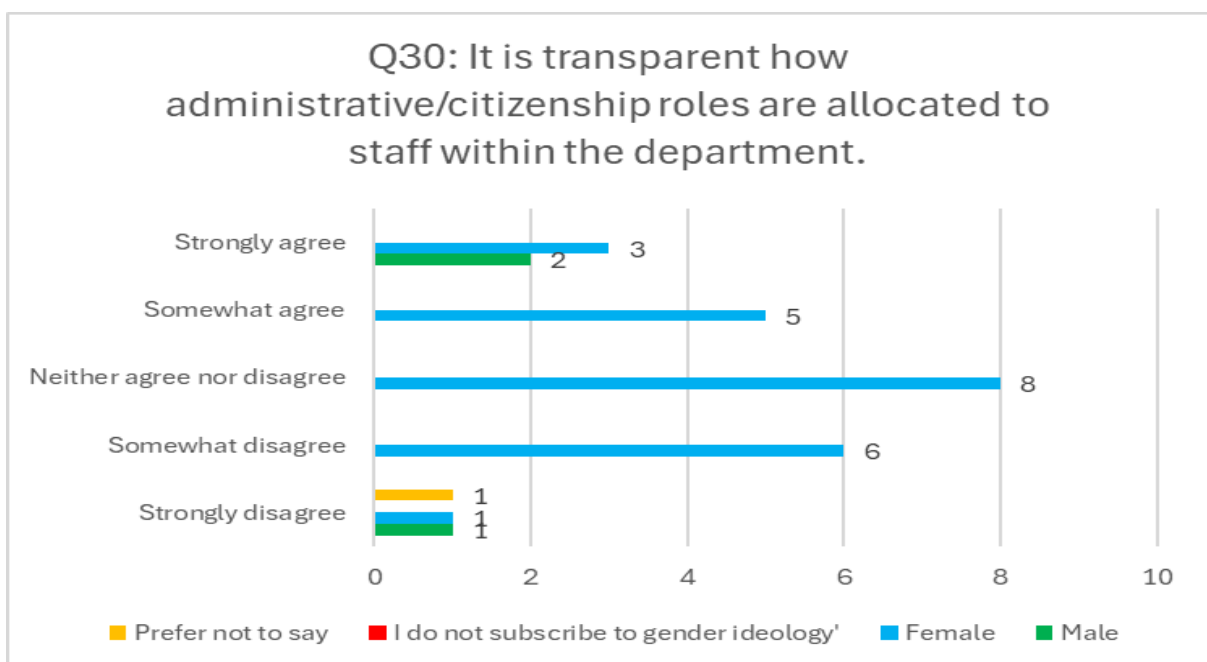
1.4c Equality, diversity and inclusion is recognised when workload is allocated

[Back to Theme 3 Making recruitment and induction more inclusive](#)



1.4d Transparency in how administrative/citizenship roles are allocated to staff within the department

[Back to Theme 3 Making recruitment and induction more inclusive](#)



1.4e Staff views on role allocation

Q31 - (Role Allocation Transparency) If you disagree with the above statement, please provide details below:

“The administrative and citizenship roles that my team undertake are not yet recognised as allocated roles with WAM allocation attached, which is a problem: their significant workloads are being stretched without recognition or allocated time.”

“Sometimes roles are allocated without an application process. This is not really a problem for me, though.

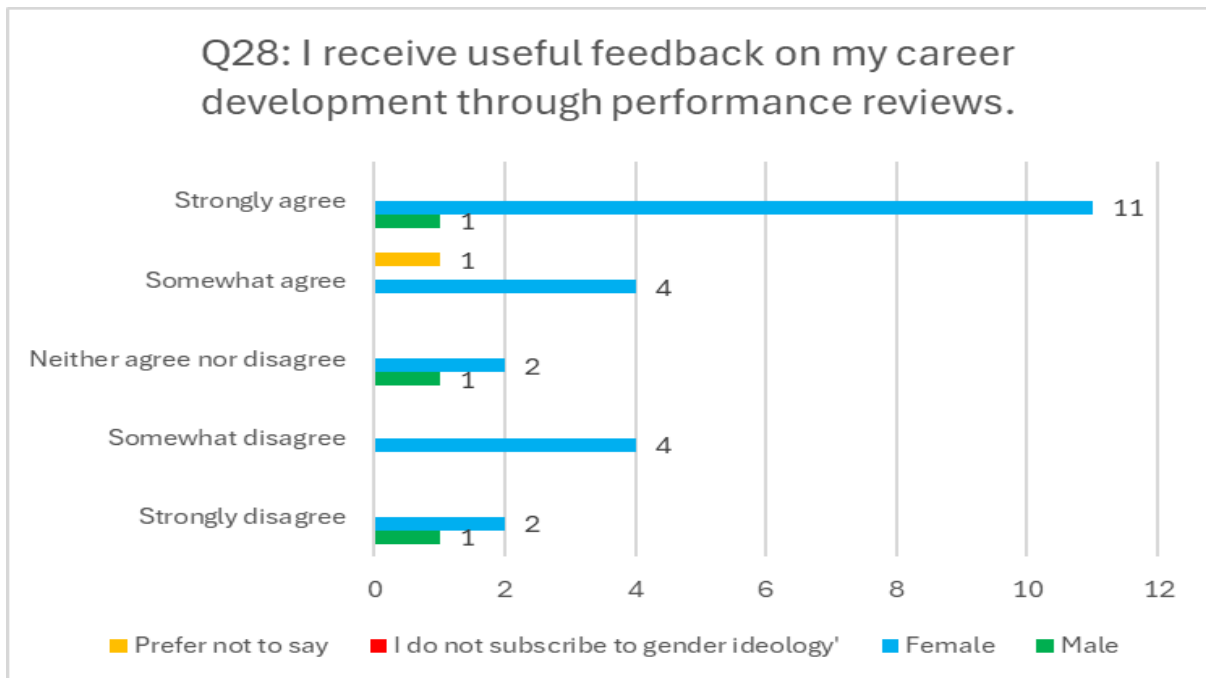
There are times when a person submits an expression of interest and it is not explained to them why they did not get the role or what they could have done better. Occasionally it is difficult to see why particular roles have been allocated to colleagues when others who appear to be more suitable expressed an interest.”

“Just wanting to note that I think this has improved considerably in recent years, with important roles being open to applications and feedback provided.”

“It seems that reasons or criteria have not always been clear and/or have not been adhered to in a transparent way.”

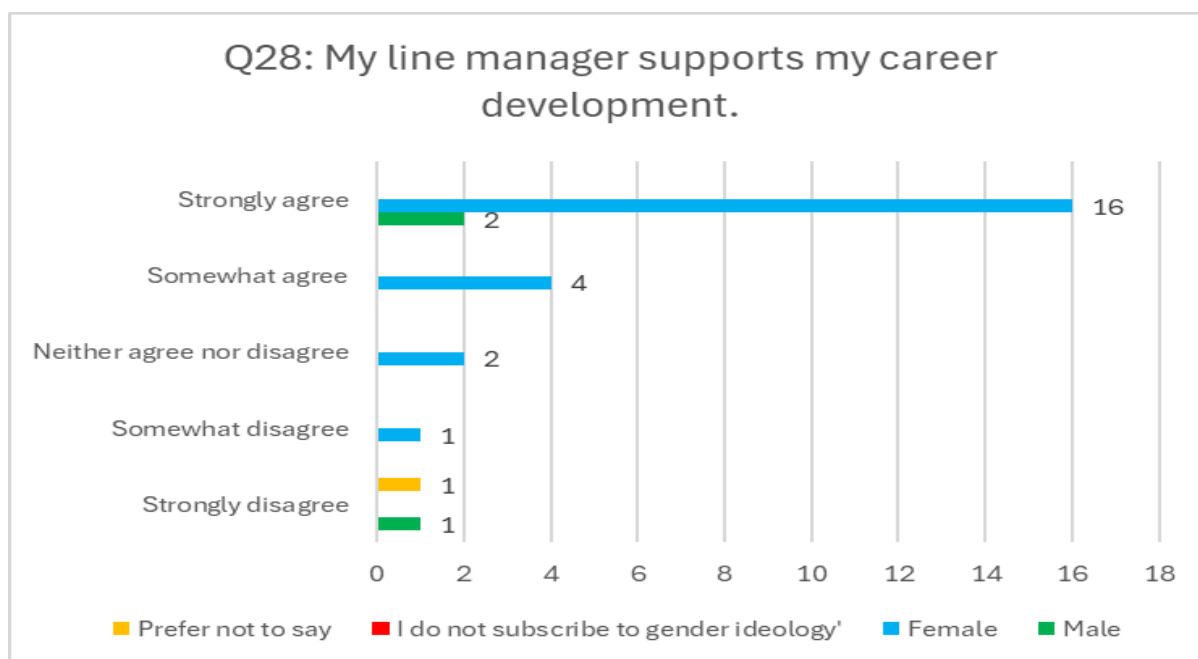
“The administrative and citizenship roles that my team undertake are not yet recognised as allocated roles with WAM allocation attached, which is a problem: their significant workloads are being stretched without recognition or allocated time.”

1.4f Receive useful feedback on career development through performance reviews



[Back to AP5 Inclusive Professional Development Support](#)

1.4g Line manager supports my career development



[Back to AP5 Inclusive Professional Development Support](#)

1.4h Staff views on Career Development

Q29 - (Career Development) If you would like to expand on your answers in this section please use this space:
“I would appreciate more feedback on my career development. I don't know anything about how decisions about promotion are made hence responding 'neutral' on that.”
“The PDR process is proving to be more and more ineffective year on year: will it happen/won't it happen? Is it a one off PDR meeting, or will staff meet more regularly? What actual bite is there in targets set to improve department staff's work and accountability? How do the targets set by staff fit with a clear and wider departmental and university vision and strategy? I find the PDR system at York/in the department mostly ineffective and as a line manager, I find it gives me limited latitude to hold staff to account for their work. In a nutshell, it is too liberal and lacks incision and impact.”
“Again more a lack of experience (and therefore a not knowing) than anything explicitly negative”
“I just do not have the information or experience to rate at strongly agree level. I think they are fair but I am not in the room and I have not recently experienced either.
“I would like clarity on the gaps in my CV that I need to address before applying for promotion. My performance reviewer is reluctant to discuss promotion. The panel has been helpful, but ultimately a clear steer is required from the HoDs.”

“Nobody in my team has a WAM, including my line manager. My career opportunities have been closed down due to re-structuring of our team which happened without the statutory consultation period. I have been expected to take on a role above my pay grade since May 2024 without time or remuneration. My line manager who supports my claim and I have raised this at departmental level without success. There is a lack of transparency, equity and fairness in the way departmental deployment happens.”

[Back to AP5 Inclusive Professional Development Support](#)

1.4i Staff views on the impact of gender equality issues related to career development

Q32 - Do you have any further reflections on the impact of gender equality issues related to career development within the department? Please provide details below:

“I do think there is a need to recognise and bring on the development of staff of both genders - in the PDR a staff member recognises sometimes personal development/learning development, but very rarely is this checked for progression or career steps. Also for T&S staff, there is considerably less focus in the department on career development which suggested their development is less important. There is scope for considerable improvement in this vein in my view.”

“I think the research is quite clear that personality and gender provide specific limitations - not everyone is equally likely to pursue a career and to put themselves forward for promotion. This does not necessarily have to be a problem unless good people are ignored for promotion where they actually deserve it more than people who put themselves forward more forcefully. But we also can't blame the more forceful ones for doing what they do!”

“While policy suggests that you do not need to work 24 / 7, I suspect that this is not a reality - those who have been promoted quite early in their career have not had caring responsibilities.”

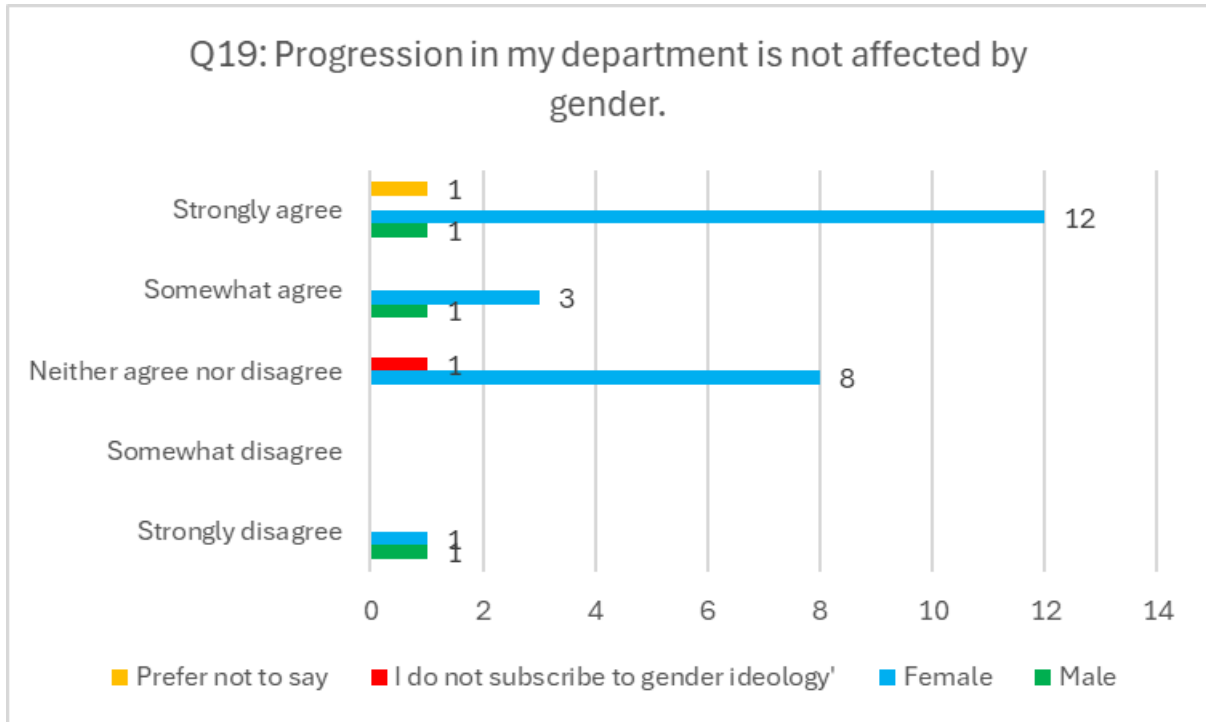
“It's good - I think - that there have been several appointments/promotions of women to professorial level in the department in recent years. We now have a gender balance at senior academic levels that is broadly in line with the staff gender balance in the department as a whole, I think.”

[Back to AP5 Inclusive Professional Development Support](#)

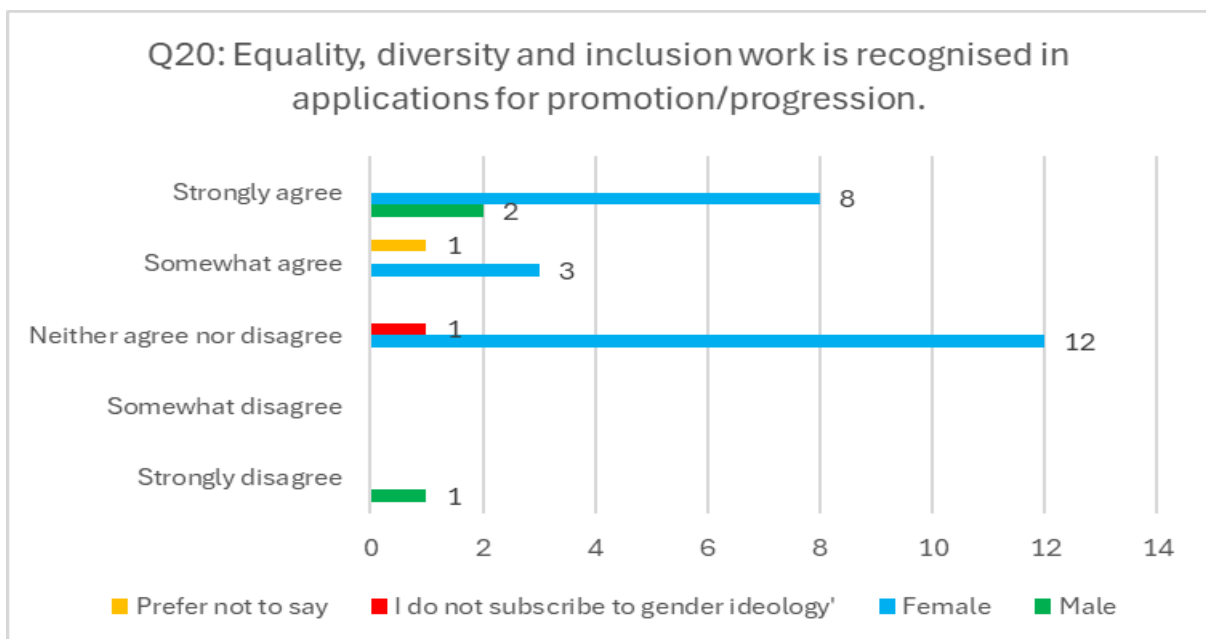
Appendix 1.5 Gender Equity in promotion/progression

[Back to AP2 Engage Staff around actions](#)

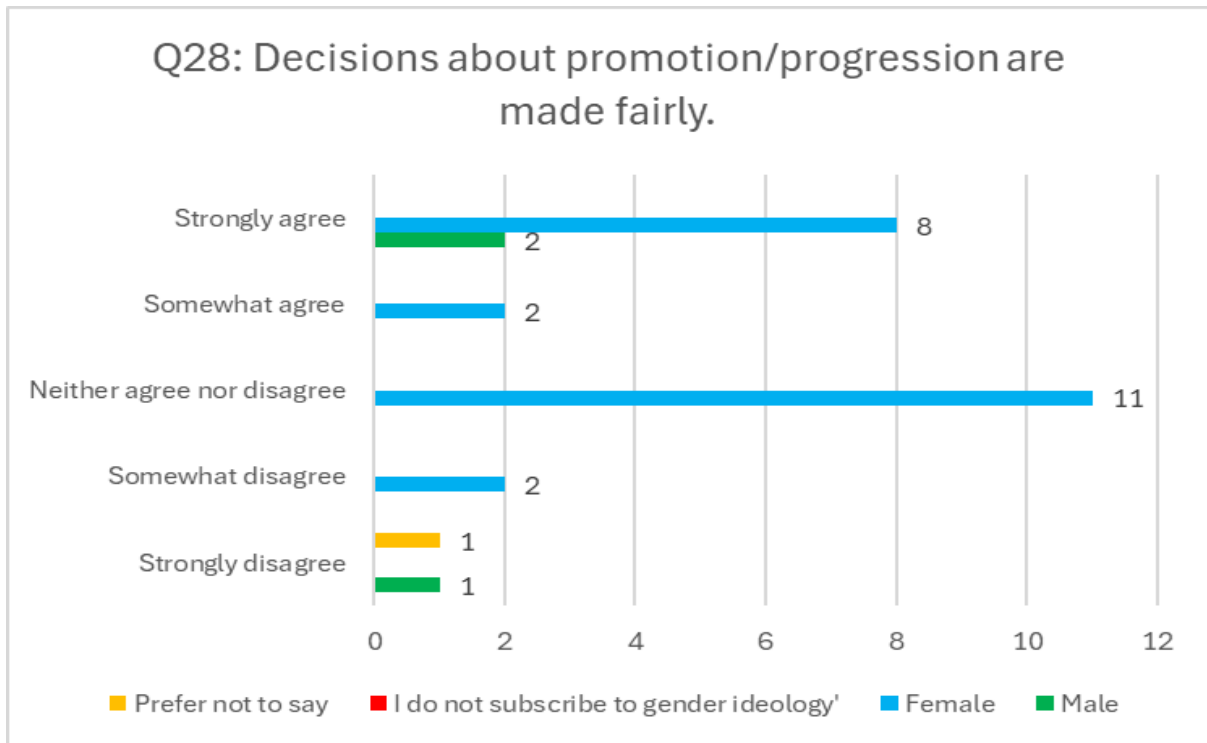
1.5a Progression in the department is not affected by gender



1.5b Equality, diversity and inclusion work is recognised in applications for promotion/progression

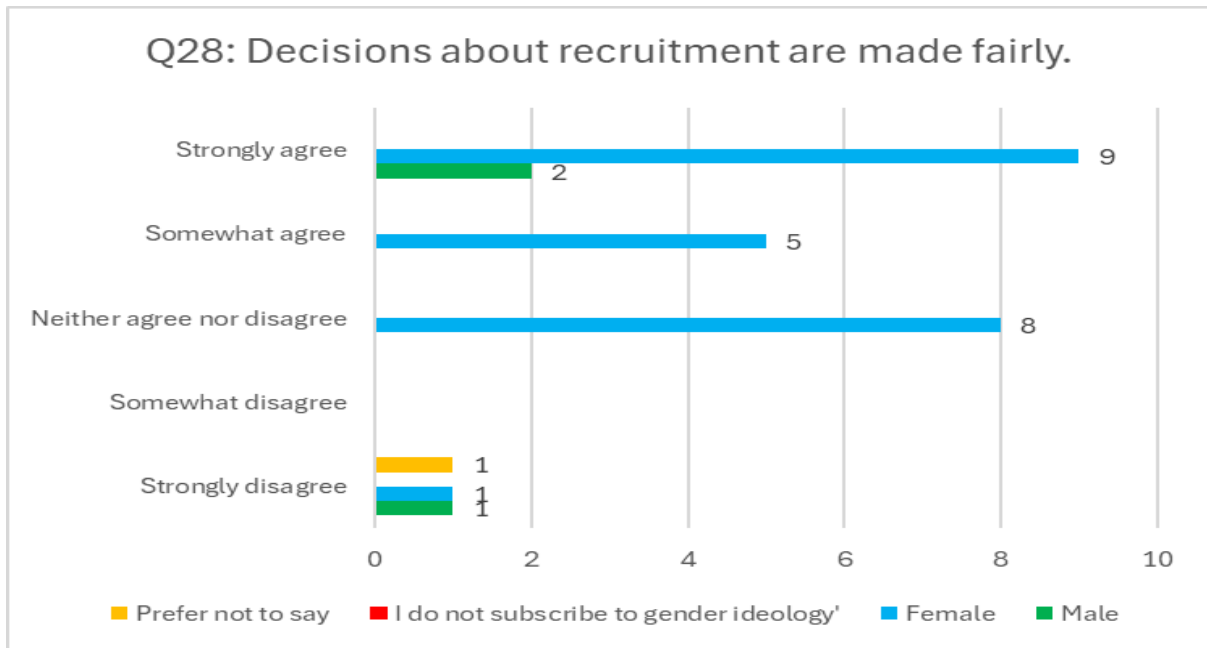


1.5c Decisions about promotions/progressions are made fairly



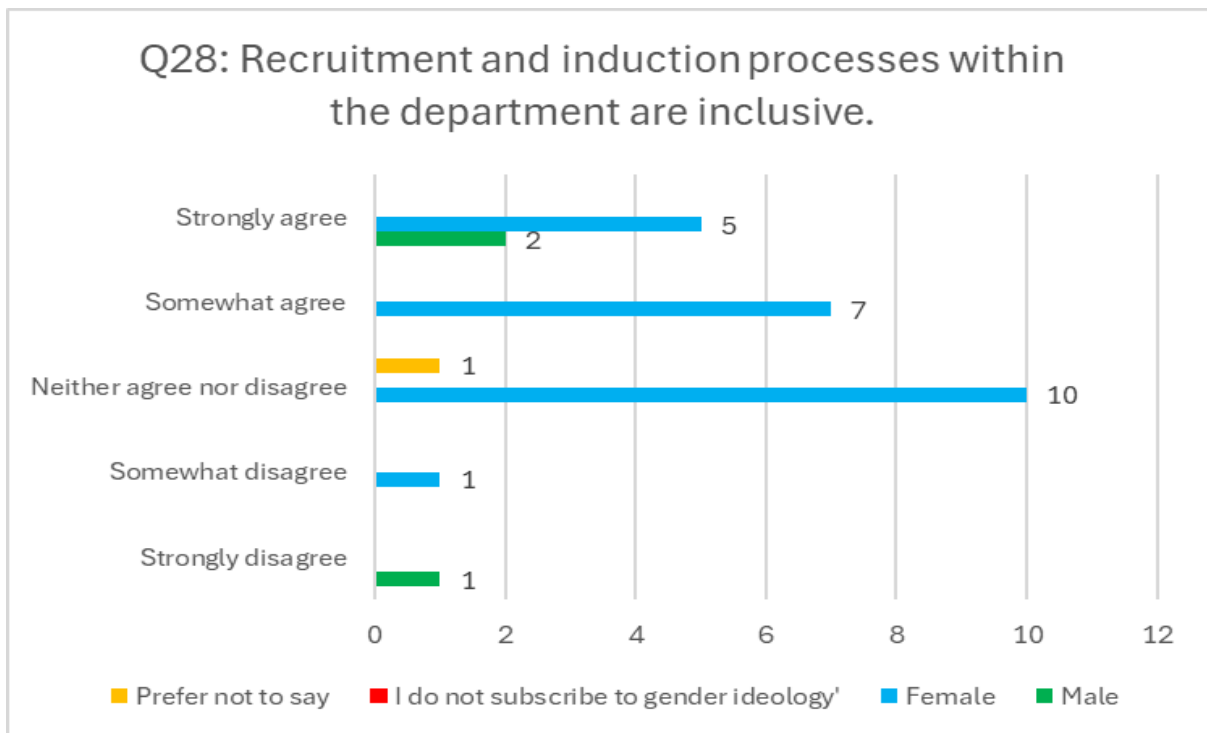
Appendix 1.6 Recruitment, Induction and Flexible Working

1.6a Decisions about recruitment are made fairly



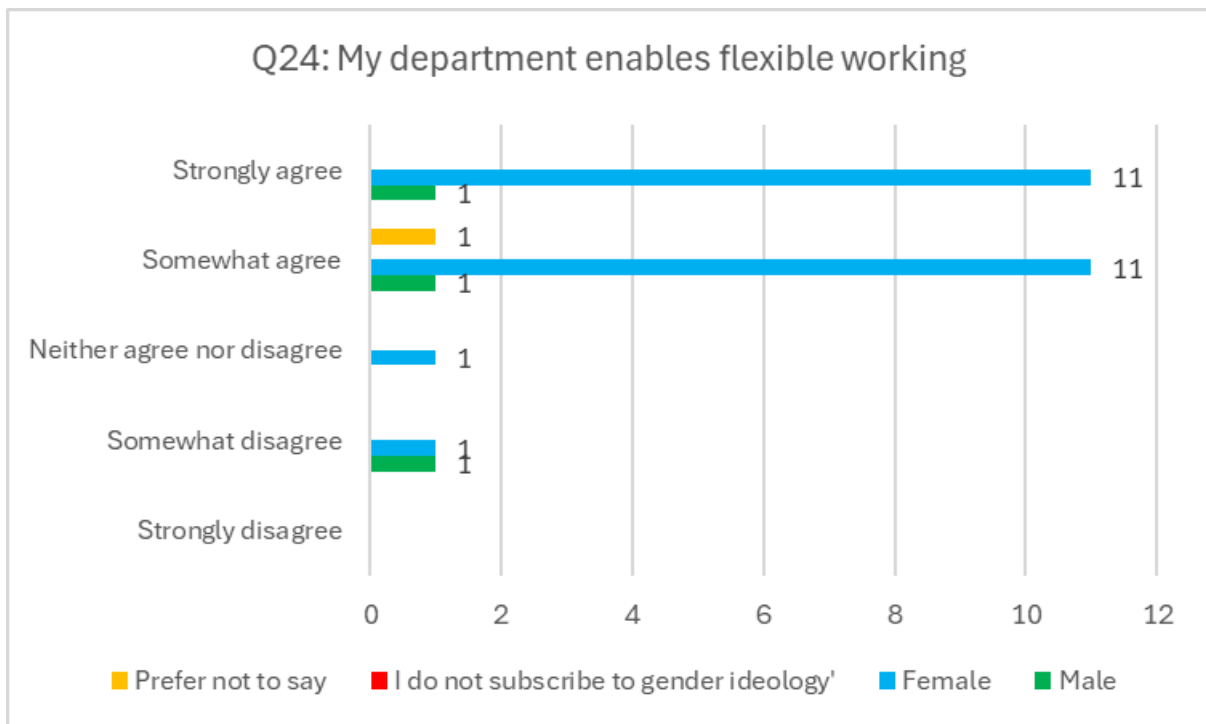
1.6b Recruitment and induction processes within the department are inclusive

[Back to Theme 3 Making recruitment and induction more inclusive](#)



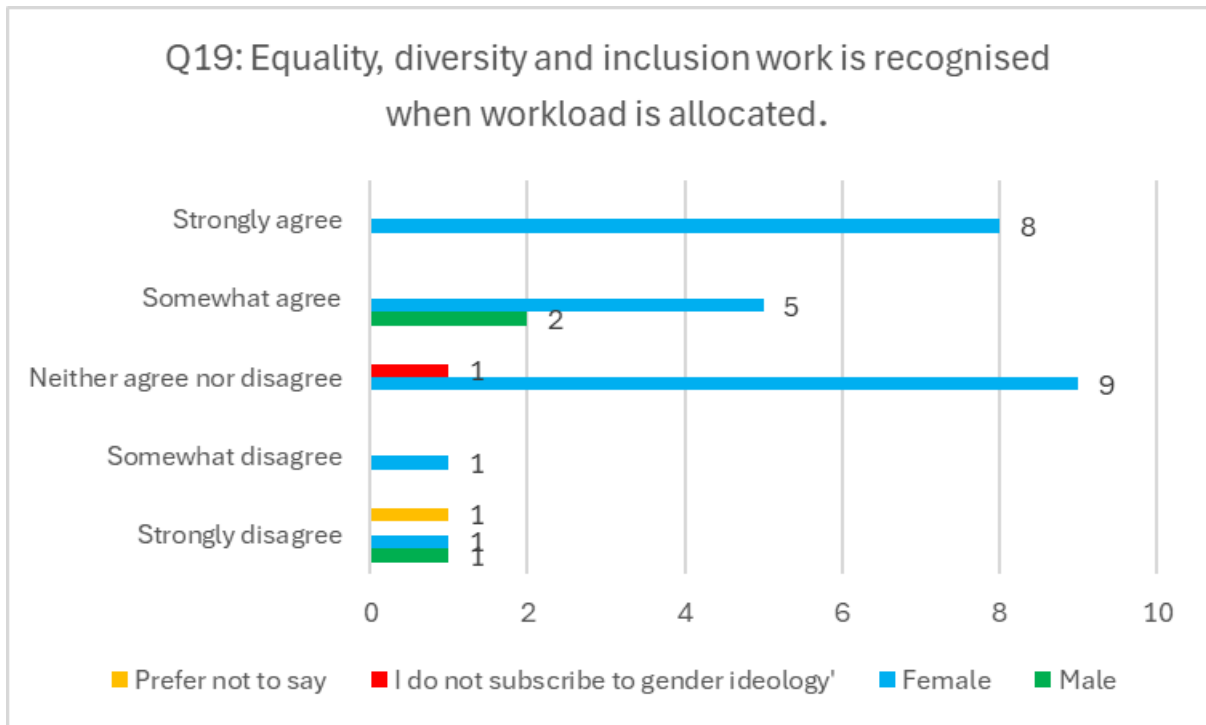
1.6c My department enables flexible working

[Back to Theme 3 Making recruitment and induction more inclusive](#)

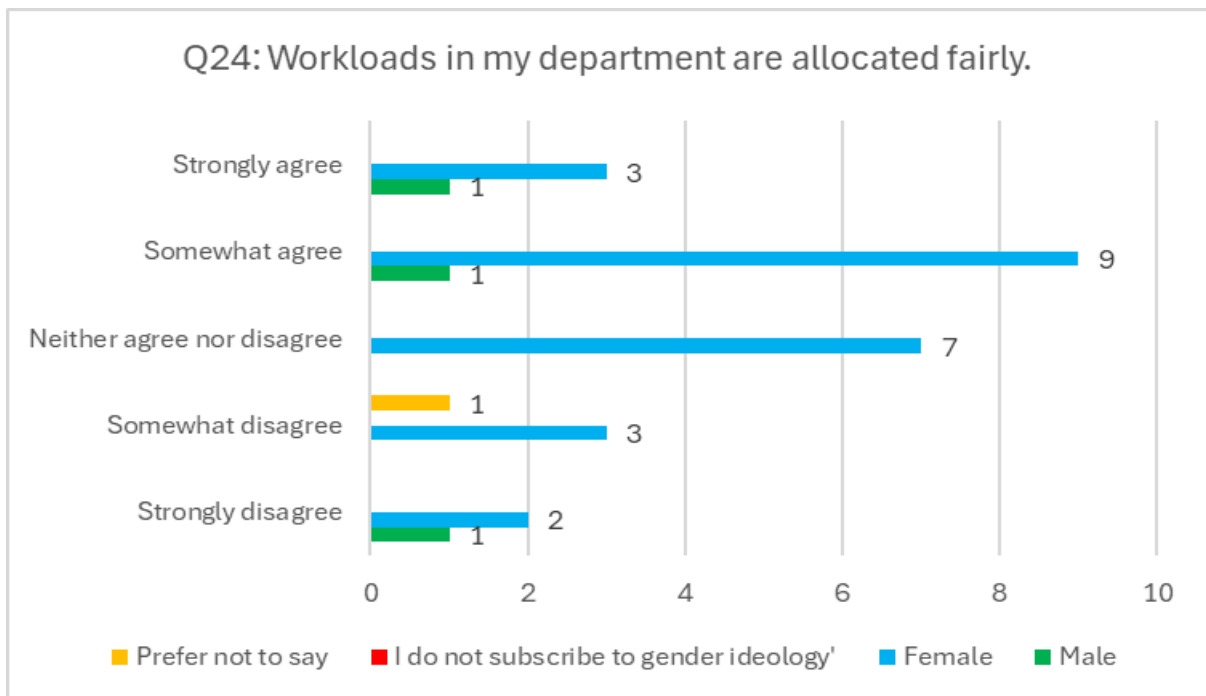


Appendix 1.7 Worklife Balance

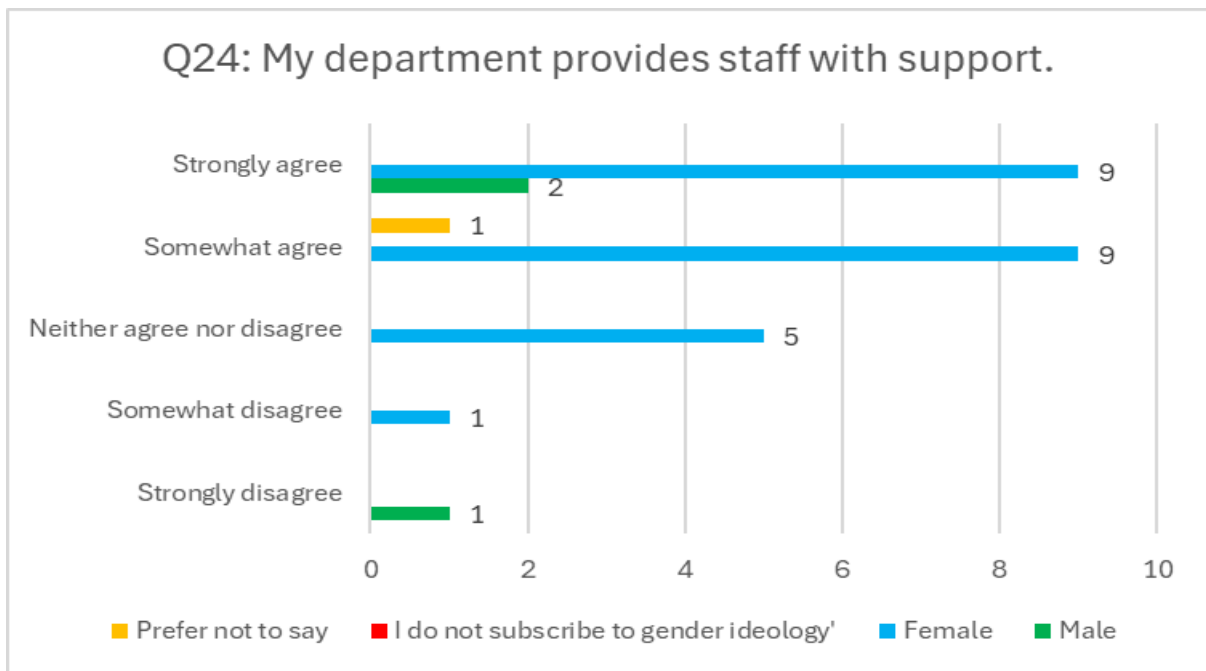
1.7a Equality, diversity and inclusion work is recognised when workload is allocated



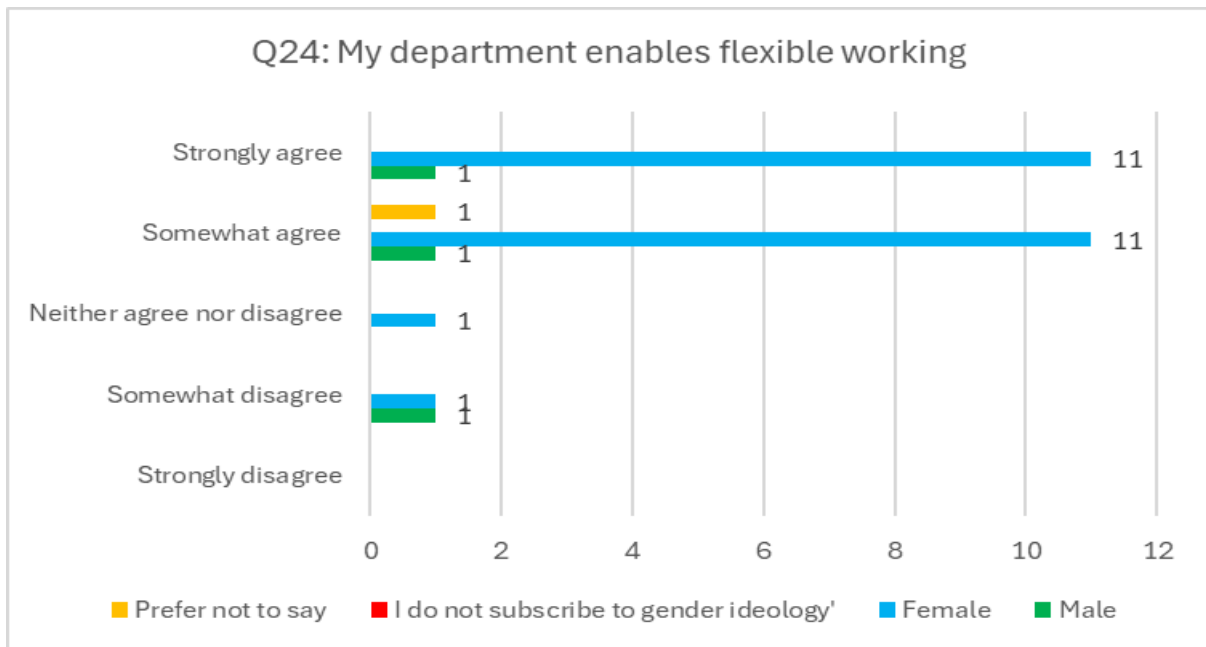
1.7b The department allocates workload fairly



1.7c Department provides staff with support

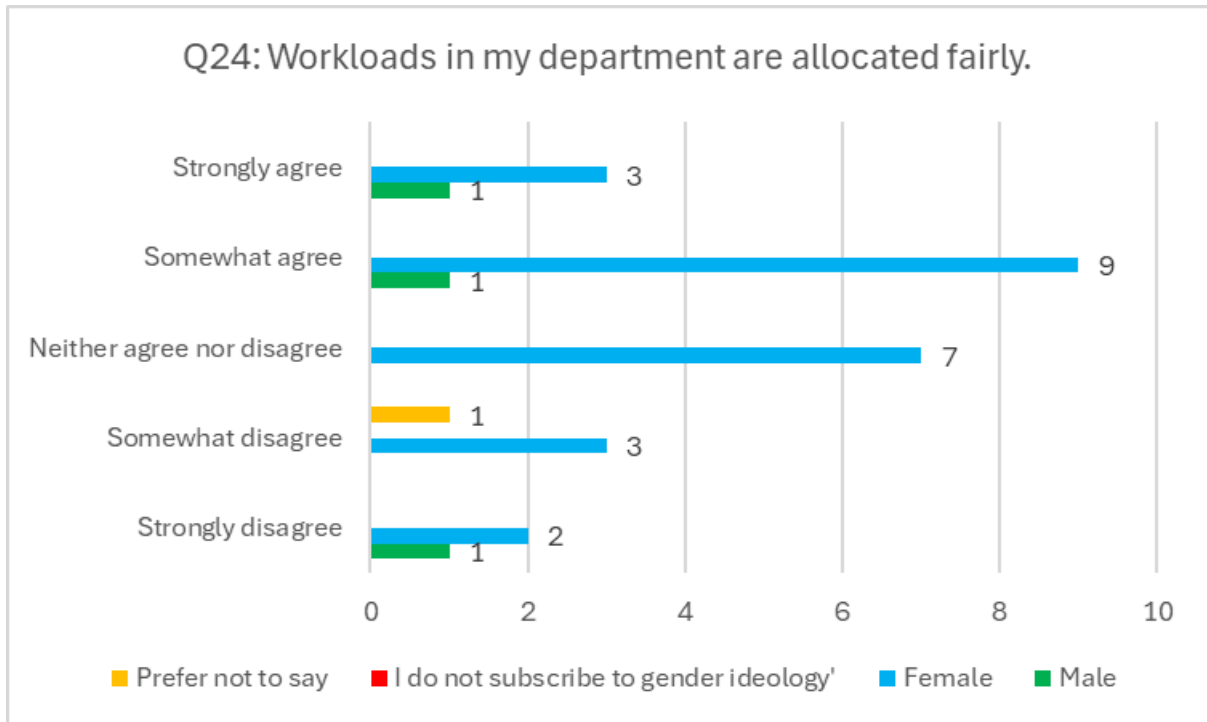


1.7d Department enables flexible working

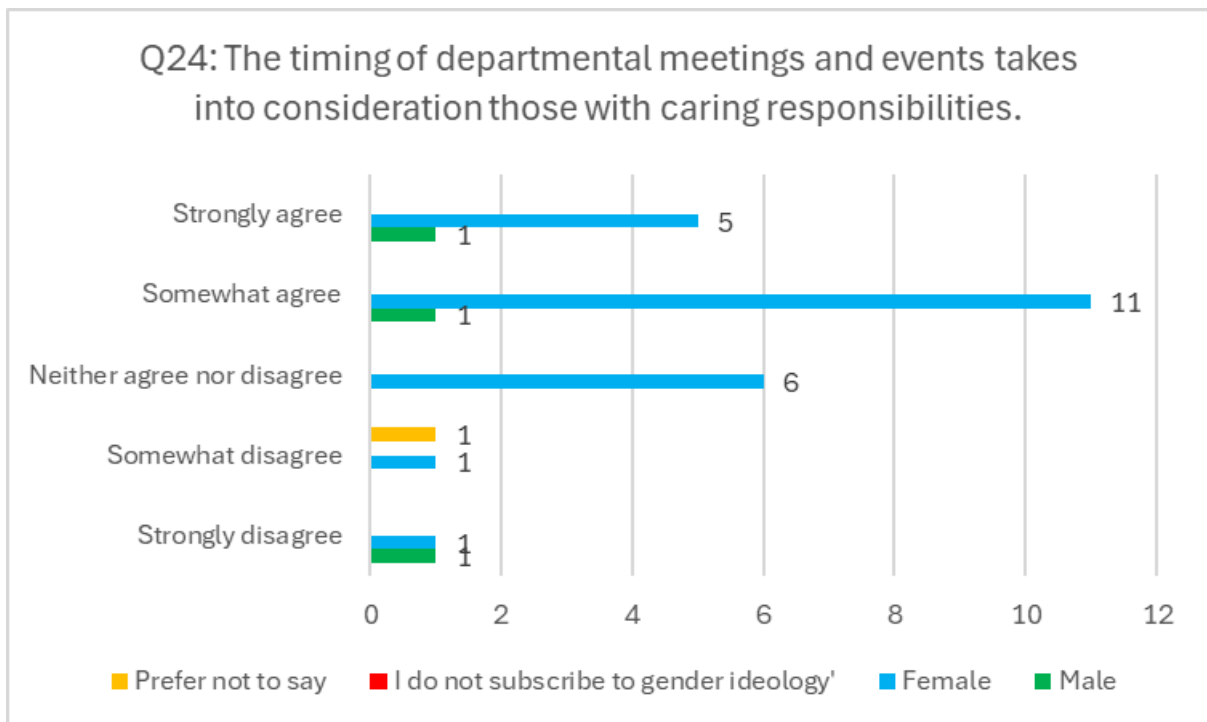


1.7e Workloads are allocated fairly in the department

[Back to AP2 Engage Staff around actions](#)



1.7f The timing of departmental meetings and events take into consideration those with caring responsibilities



1.7I Staff views on Work-life balance

Q25 - (Work-Life Balance) If you would like to expand on your answers in this section please use this space:

“Staff support is a tricky one - there could definitely be more staff support and career development support in the department I think, but it does take time which most people don't have. In CRESJ we're trying to build a supportive community but I'm aware we could do more.”

“Although I believe that workload is allocated fairly, I do think there are some people who end up picking up extra/covering for staff more than others which results in unfair workload.”

“My answers mostly relate to support and workloads within the PSS team, rather than the wider department.”

“WAM development is painfully slow for my team. This doesn't feel equitable compared to all other teams. Equally there is a sense that this is being done to us rather than with us, the team want to help develop the WAM, whilst accepting that no WAM is ever entirely accurate.”

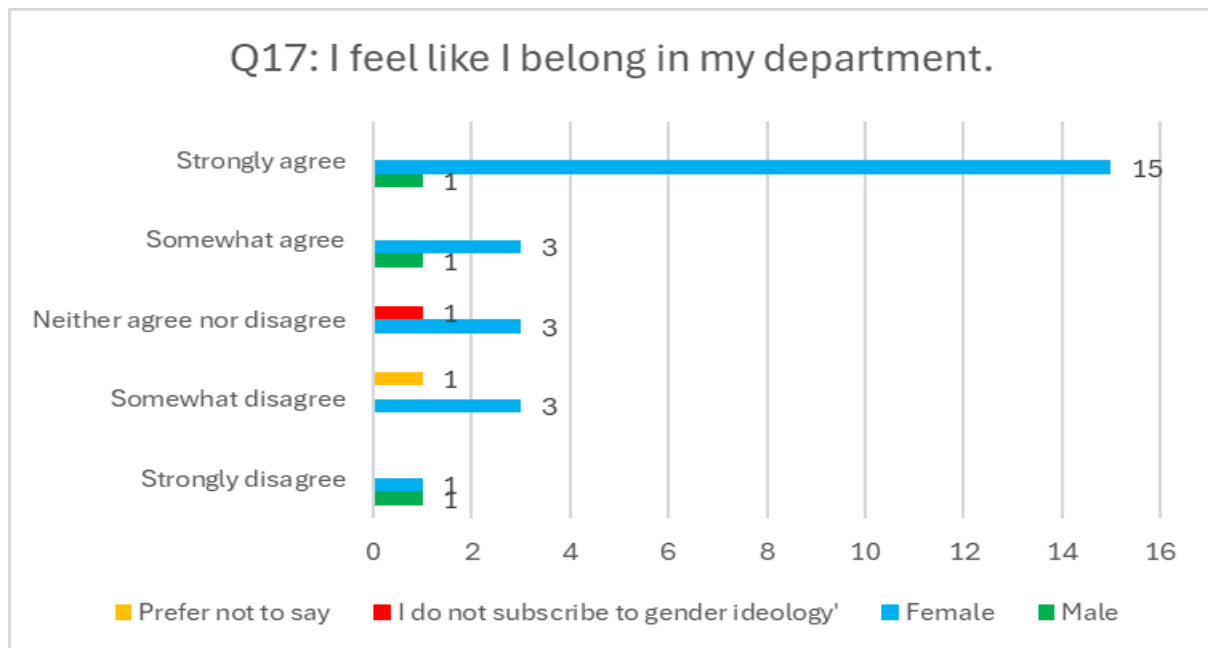
“I know that fair and considerate and caring is at the back of the minds of the people in charge of work load allocation and timetabling, but it is, unfortunately, probably impossible to completely allow for people with specific needs to be completely shielded from having to do things in ways and at times that are sub-optimal, especially in the current financial situation”

“I need to better inform myself with regard to flexible working; my 'somewhat agree' answer is not a criticism of the department as I know the information will be there.”

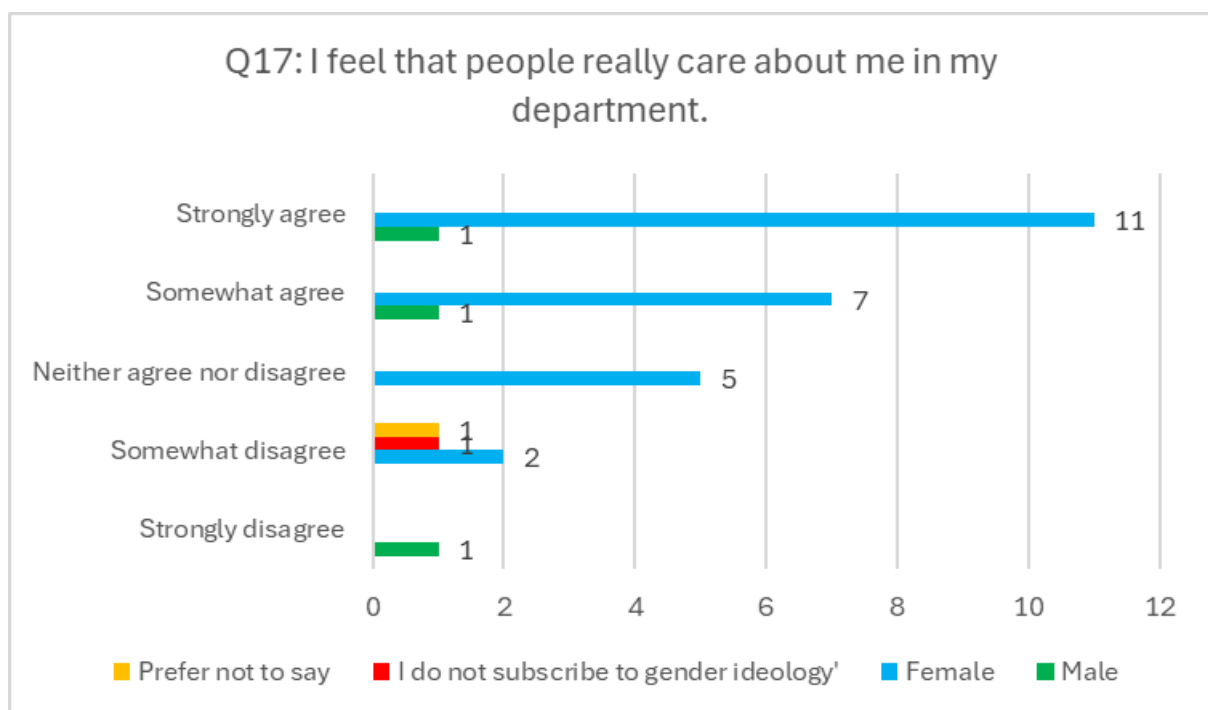
“In my team, nobody has a WAM, not even my line manager. My department offers support but no developmental opportunities. It feels that we are 'pigeon holed' and experience a glass ceiling.”

Appendix 1.8 Belonging and Inclusion

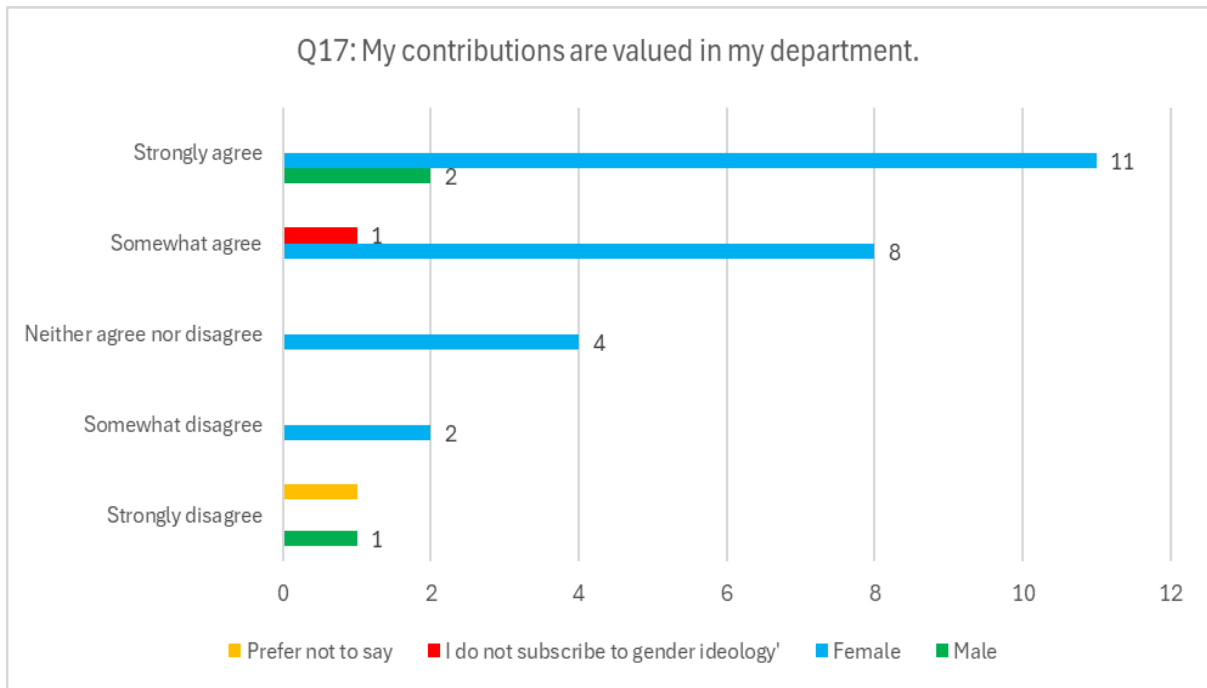
1.8a Feelings of belonging



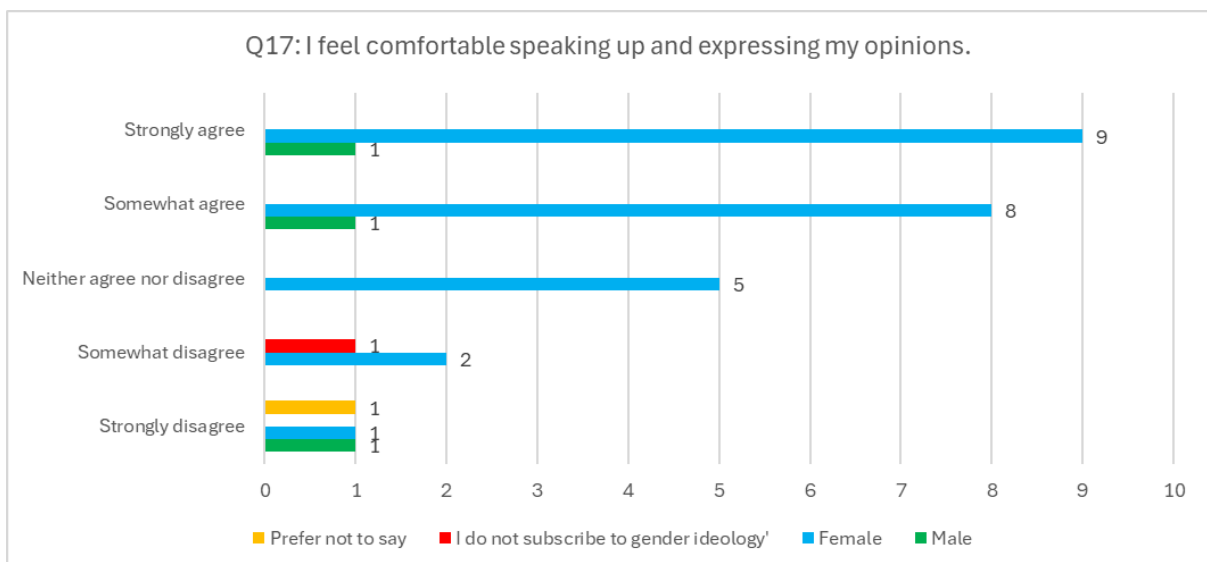
1.8b Feelings of Care



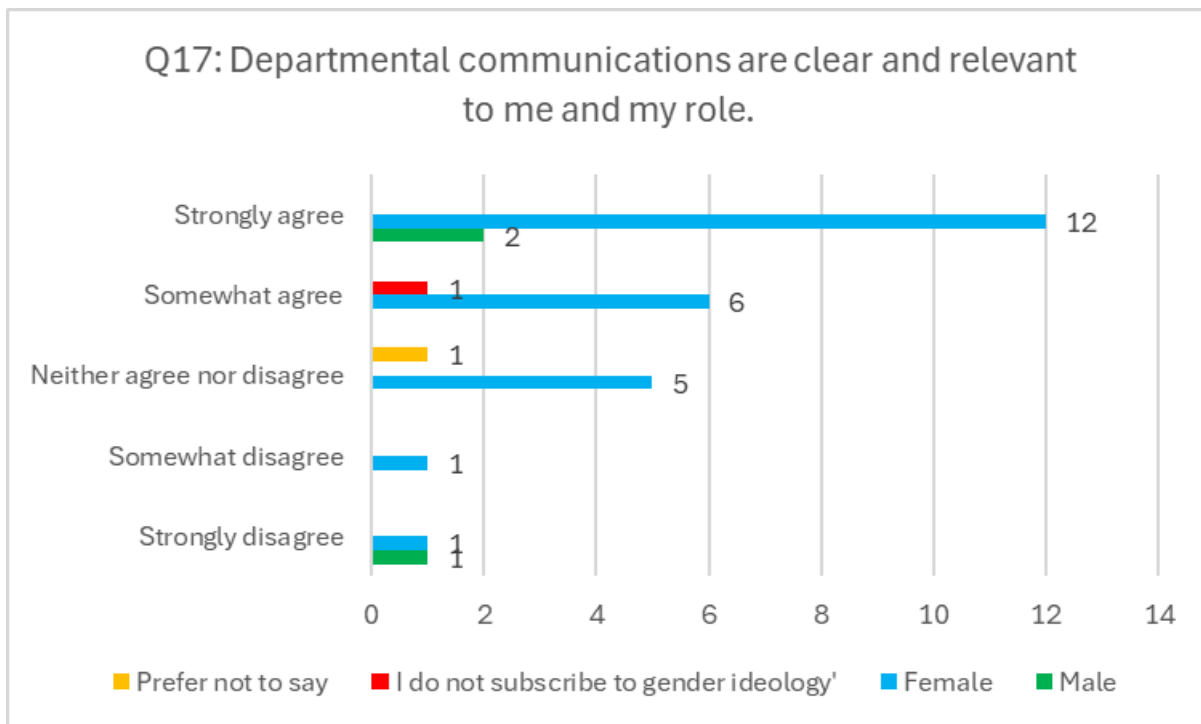
1.8c Feel that contributions are valued



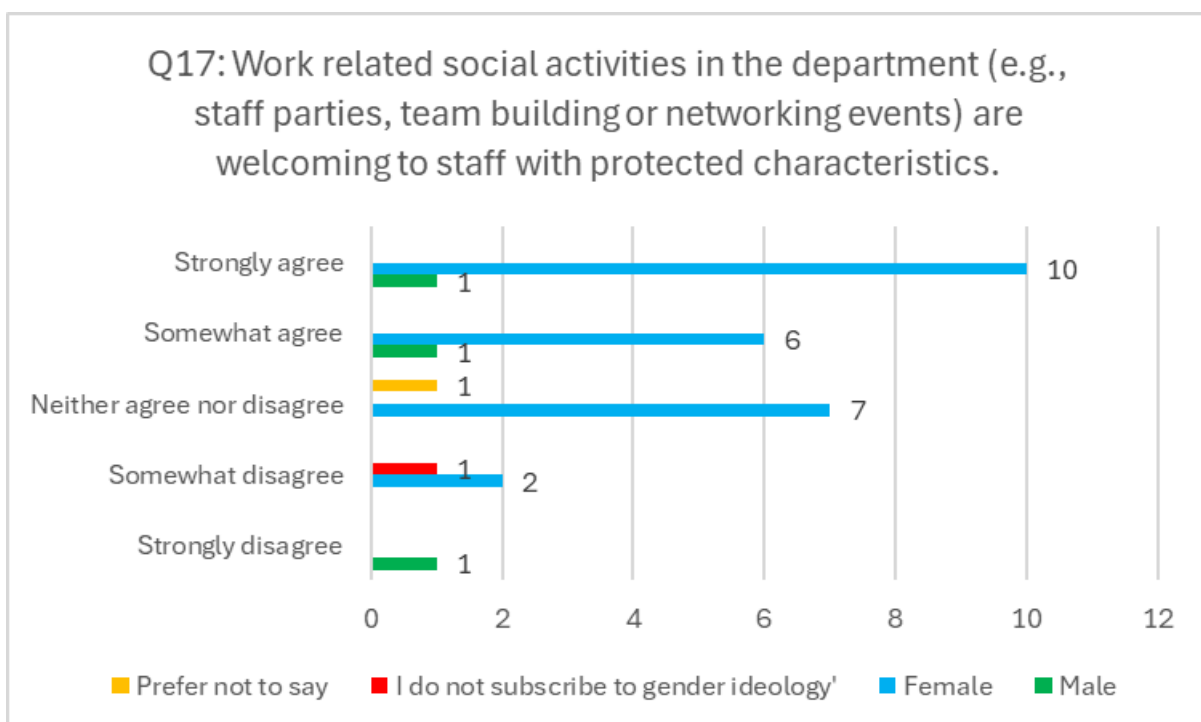
1.8d Feel comfortable speaking and expressing opinions



1.8e Departmental communications are clear and relevant to role



1.8f Work related social activities are welcoming to staff with protected characteristics

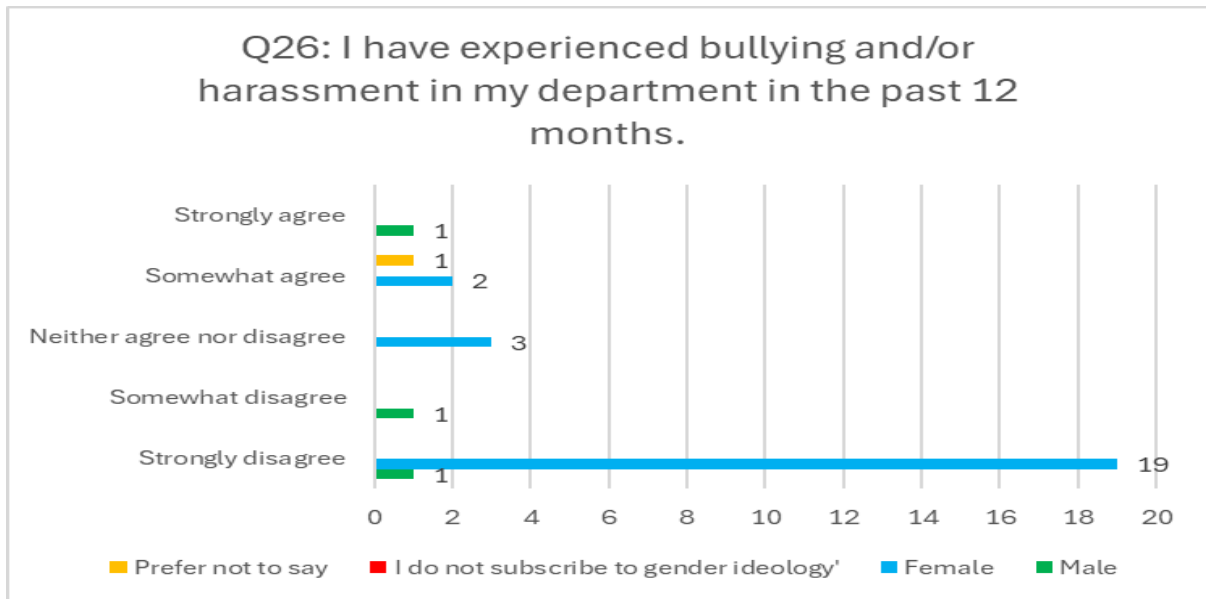


1.8g Staff views on the extent to which FRIC values are embedded in the department

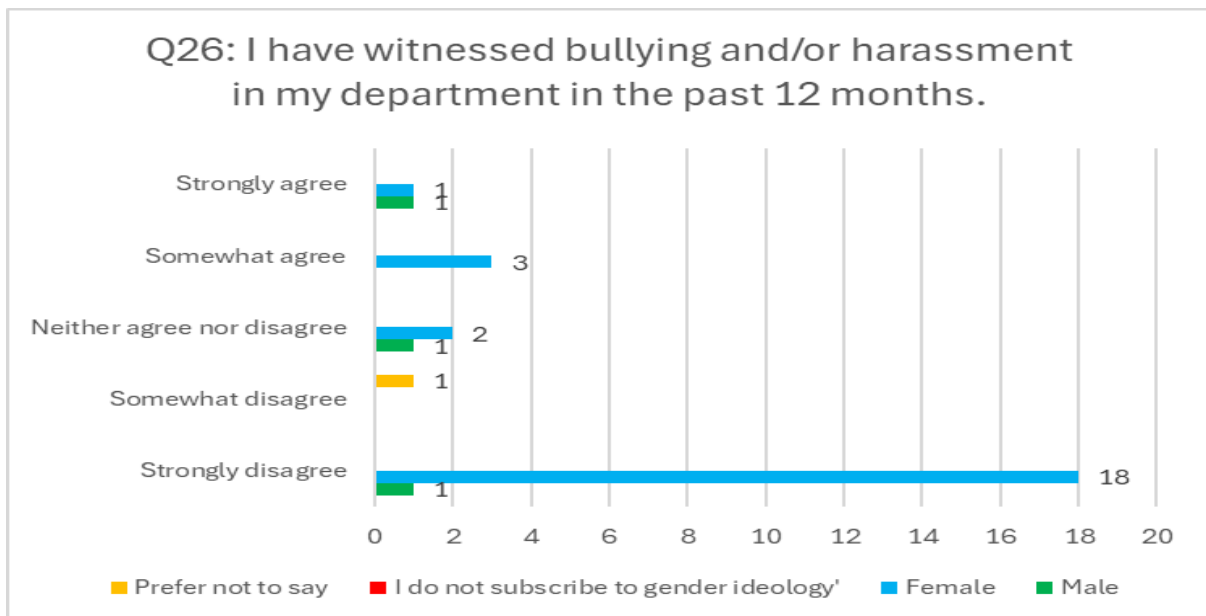
Q18: Do you feel the FRIC values (fairness, respect, inclusion, and compassion) are embedded within the department? Please share any reflections or examples below:
"To some extent, however I still feel that my team do not have the same opportunities to engage in education department activities as others do, which isn't fair or inclusive."
"Yes, but I wonder if it is ever possible to get the right balance between explicit and so embedded as to be unnoticeable - this is also why I ticked 'neither nor' in the last item of the previous question. I so expect these values to be part of all planning and development, that I don't always explicitly take it into account and don't always look out for it. Does that make any sense?"
"They are embodied and modelled by departmental leadership and department wider actions, however I would highlight that these values are difficult to uphold within the broader institution/system of academia which is increasingly exploitative and unfair."
"Yes I do. They exist - they are referred to - leadership live them by example."
"I think so; I think there is a real effort to try and integrate FRIC values into the department and decision-making processes. But these maybe need communicating a bit more explicitly, for example, in staff meetings it may be helpful to share examples of how the FRIC principles have been integrated into decisions/ activities so staff are aware of this a little more."
"Yes. The HoDs have an open door approach which makes it easy to go to them if I am experiencing personal challenges."
"Broadly, yes."
"With regards to the question above, I feel part of and valued in my immediate team but not within the department. FRIC is embedded in my team but in the wider department, fairness is not something that has been experienced but respect and compassion are evident."
"I think it is almost impossible to say, because these values are highly subjective. They can be used to justify almost any decision - because decision-makers can defend decisions by appealing to these values on their own terms. Similarly, for others to offer counter-proposals, people can simply say that the decisions or systems are "not fair, respectful, inclusive and/or compassionate". 'Values' cannot replace clear plans, strategies, and actions. Without defining how these values are being used/operationalised, it is very difficult to say whether the values are embedded or not."
"I think the department is trying really hard to do this, sometimes in challenging circumstances. It is not always a simple or easy path to tread. My own personal view - being an advocate of virtue ethics - is that FRIC is a guide to decisions, and represents a journey not a destination. To be FRIC means trying one's best to make decisions and to act in ways that are FRIC, it does not necessarily mean that everything in the department is perceived to have attained full FRICness from all perspectives."

Appendix 1.9 Bullying and Harassment

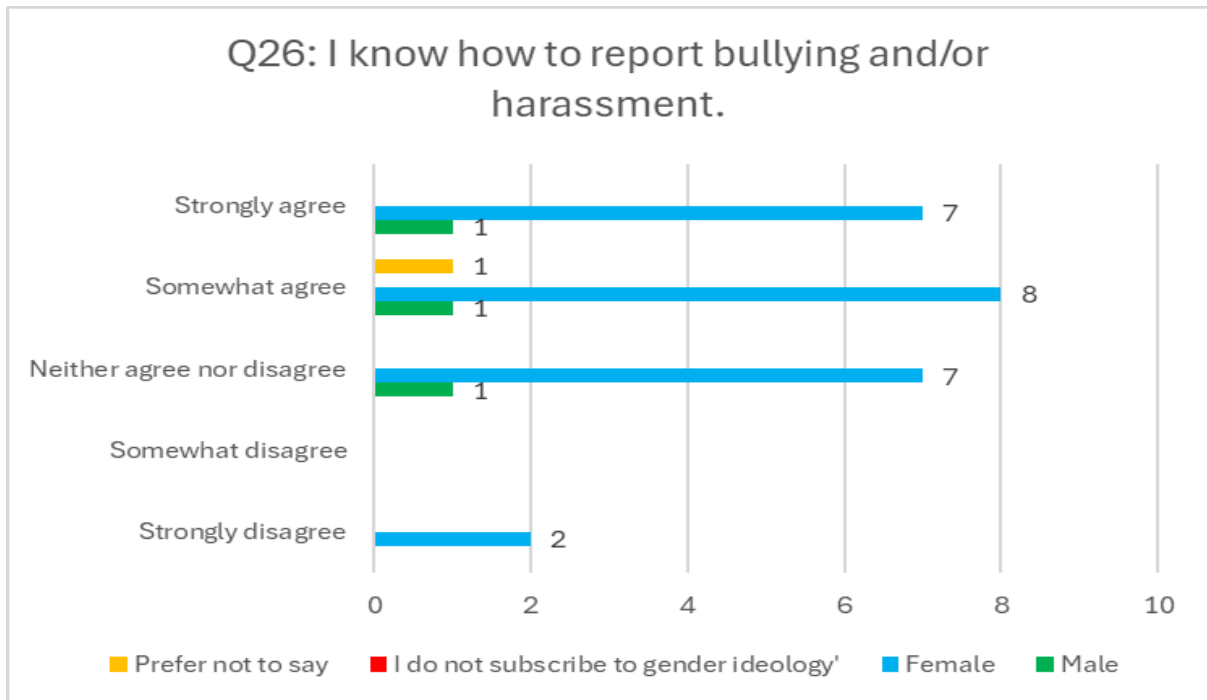
1.9a Experience of bullying and harassment in the department in the past 12 months



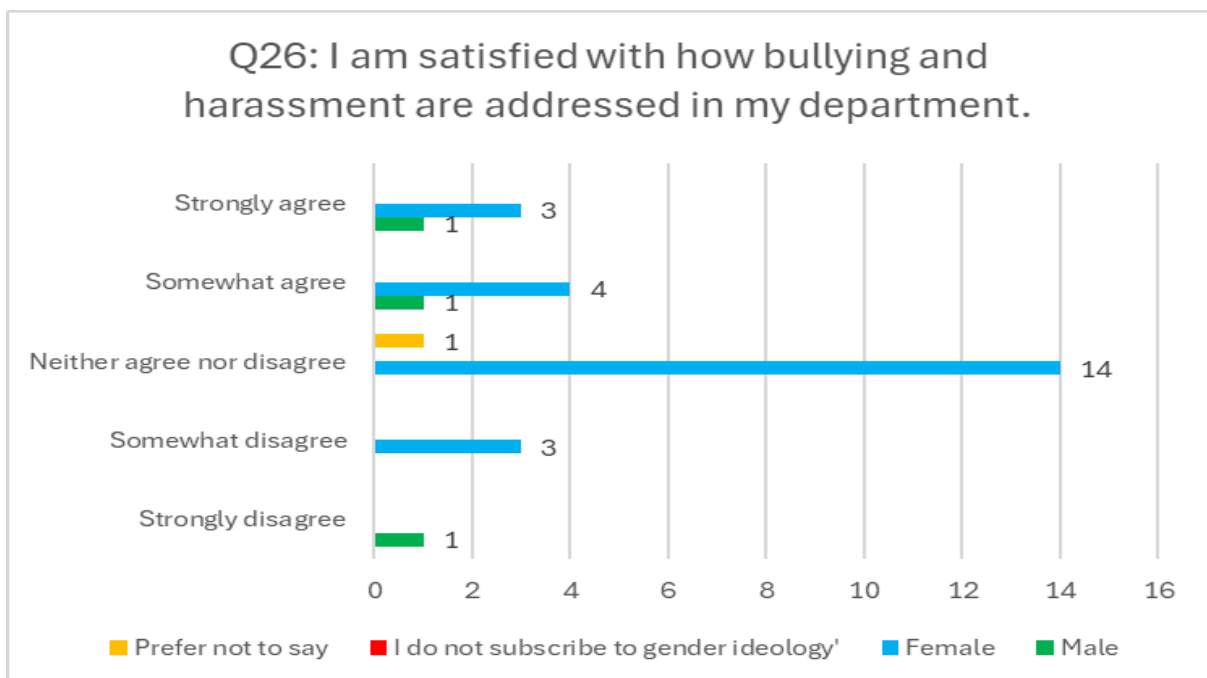
1.9b Witness of bullying and harassment in the department in the past 12 months



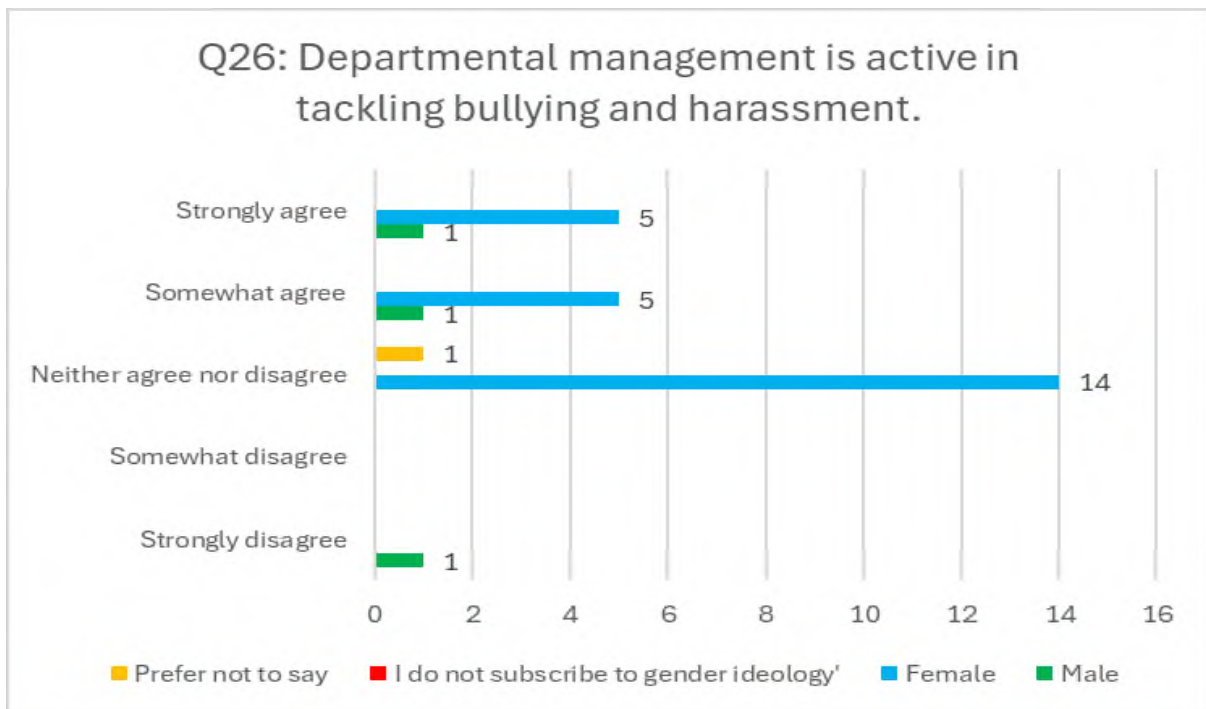
1.9c Knowledge of how to report bullying and harassment



1.9d Satisfied with how bullying and harassment are addressed in the department

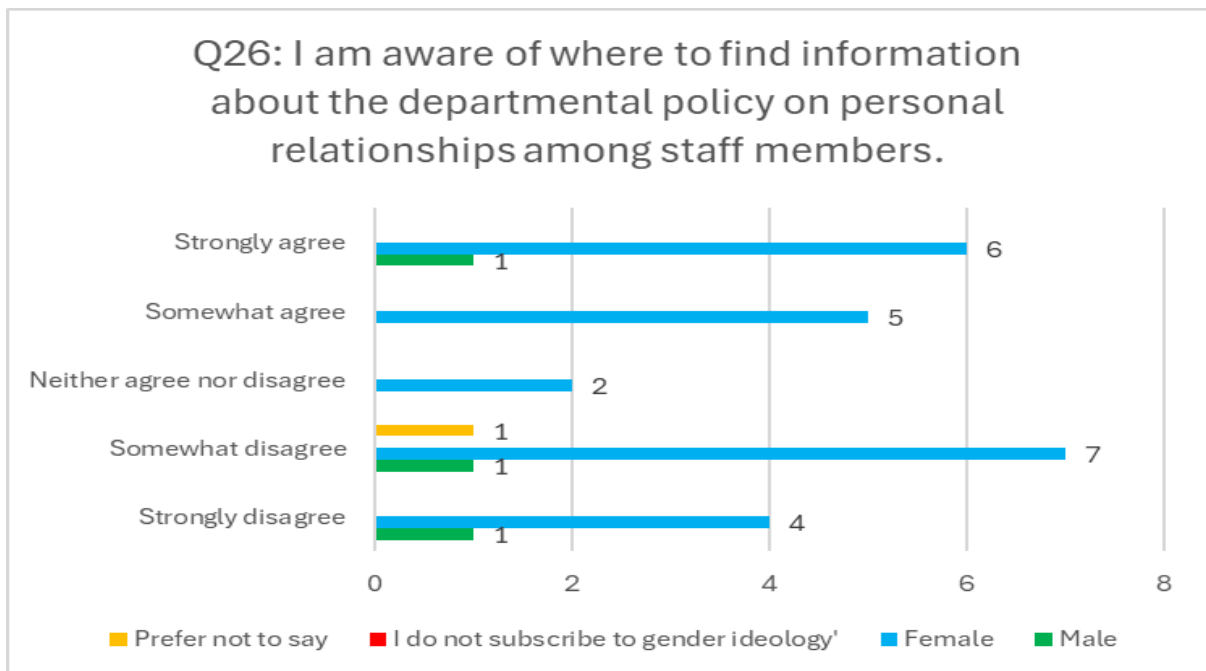


1.9e Department management is active in tackling bullying and harassment



1.9f Aware of where to find information about the departmental policy on personal relationships among staff members

[Back to AP2 Engage Staff around actions](#)

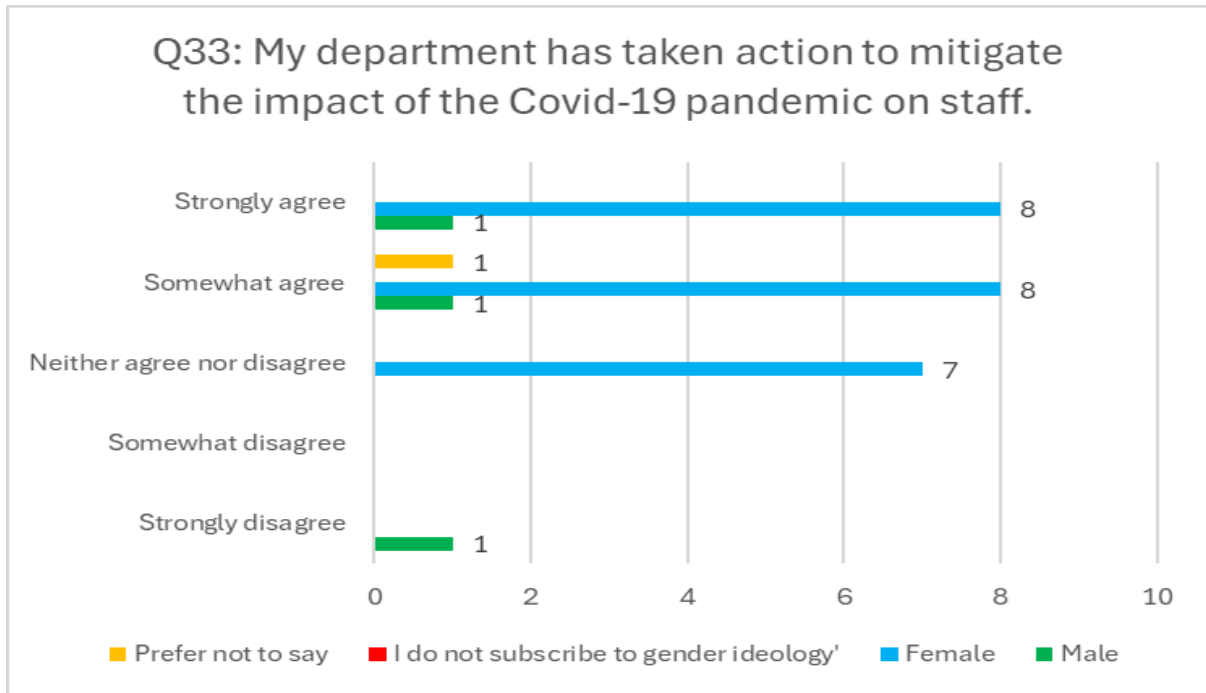


1.9g Staff views on bullying and harassment

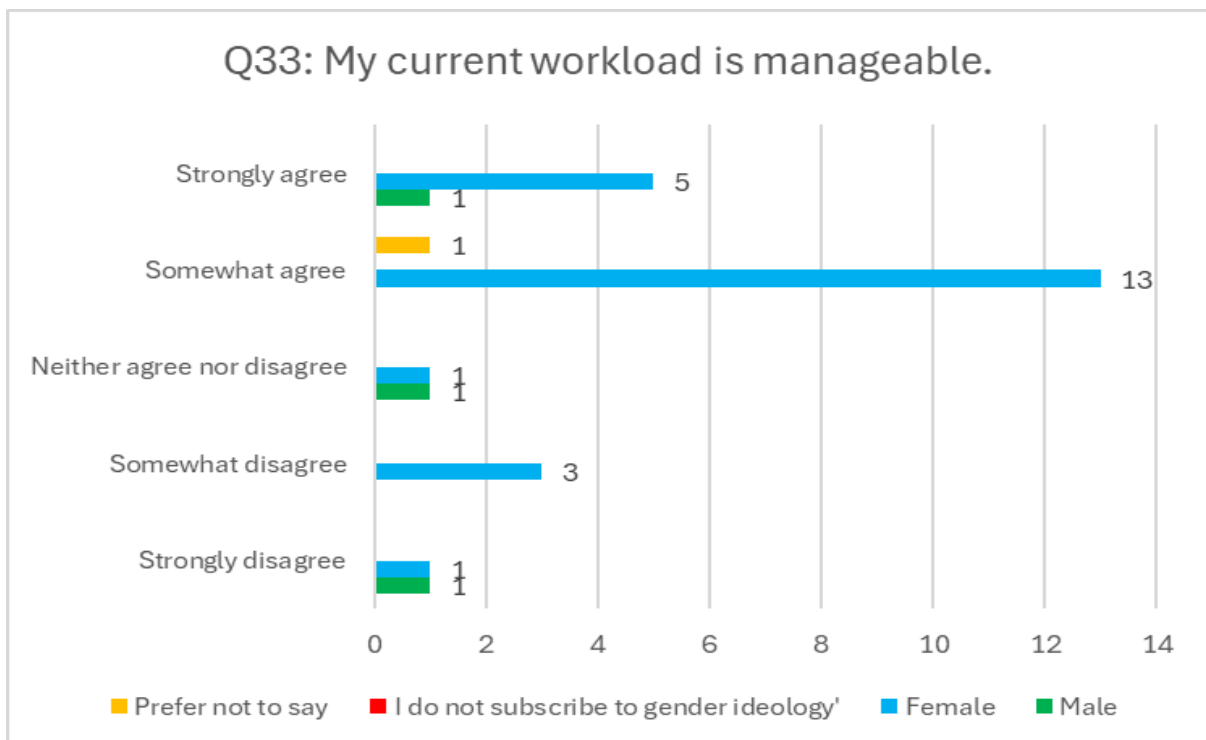
Q27 - (Bullying and Harassment) If you would like to expand on your answers in this section please use this space:
"I don't know anything about how bullying and harassment are addressed in the dept hence a neutral response here (as cases would be kept confidential, as is appropriate)"
"I haven't experienced or witnessed bullying or harassment so not sure how it has been dealt with"
"On rare occasions in the department in the past, I have felt as if I have been blamed for something specific that was totally outside of my control. This left me feeling somewhat undermined, and victimised unfairly. I want to emphasise that this has not happened since changes have been made to PS services of late (in 2024-25) and certainly not under the current HODs (since late 2023)."
"blissful (but inappropriate?) ignorance on my part. But I'd like to think I would know how to start looking for information, and who to approach to get further if I can't find what I'm looking for. Does that mean I should have ticked far more on the right hand side?"
"My 'somewhat agree' answers here reflect the fact that I have not observed any bullying and harassment matters in the department in order to judge reporting and tackling. Therefore I don't feel I can answer 'strongly agree' on the robustness of these aspects."
"While I believe the senior leadership team wants to deal with instances of bullying and harassment, I feel that they are powerless. Dealing with bullying/harrassment relies on victims feeling that they are able to report and will not suffer negative consequences. Unfortunately, the stakes are very high particularly at the moment and senior colleagues can be perceived to have the potential to significantly influence a junior colleagues success."
"It is difficult to comment on the above as I have not directly or indirectly experienced any form of bullying. I know that it would not be tolerated if it happened."
"There are perhaps many forms and interpretations of bullying and harassment - this influenced my responses"
"I would rather not expand on my answers here except to observe that - from my perspective - there has been some deterioration associated with the very difficult circumstances that the department has been in for the last few months, and that I don't perceive this to be gender-related."

Appendix 1.10 Well-being

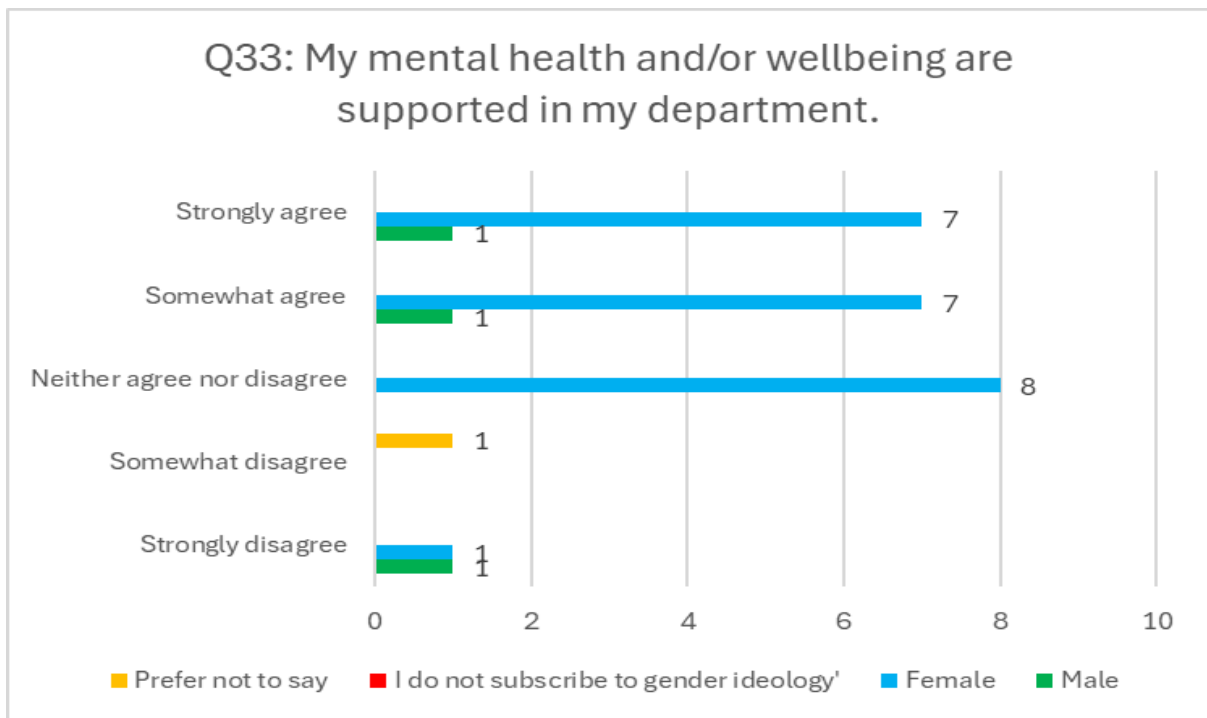
1.10a Department has taken action to mitigate the impact of Covid-19 on staff



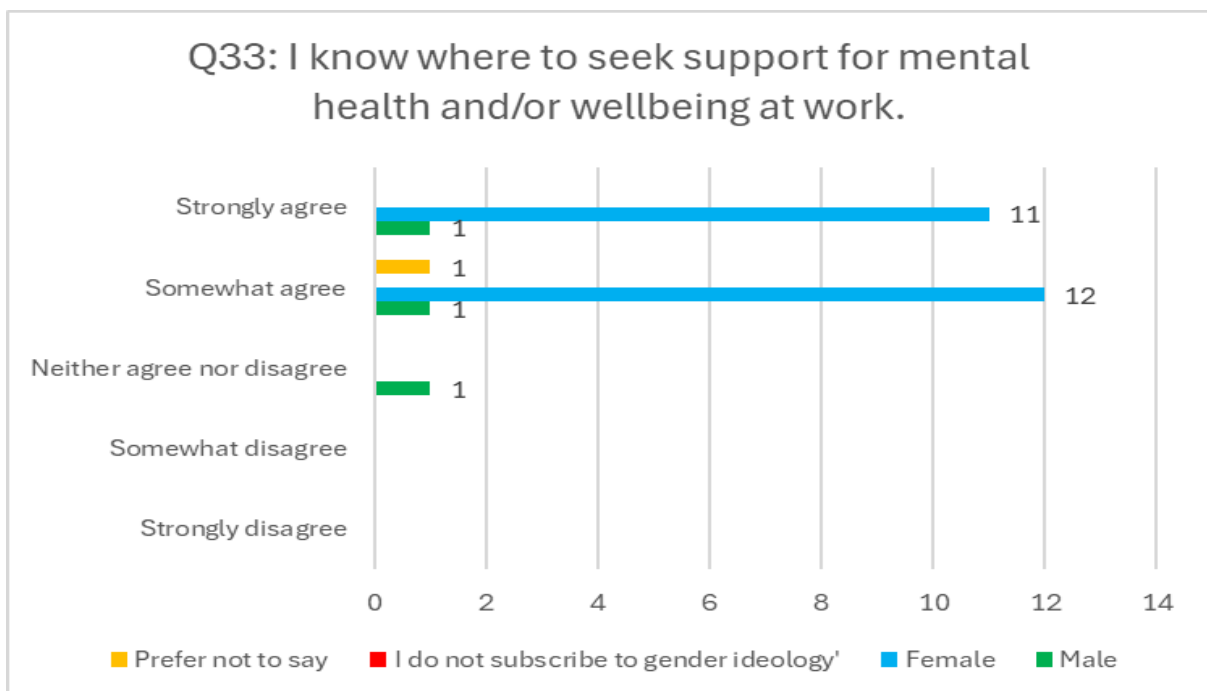
1.10b Current workload is manageable



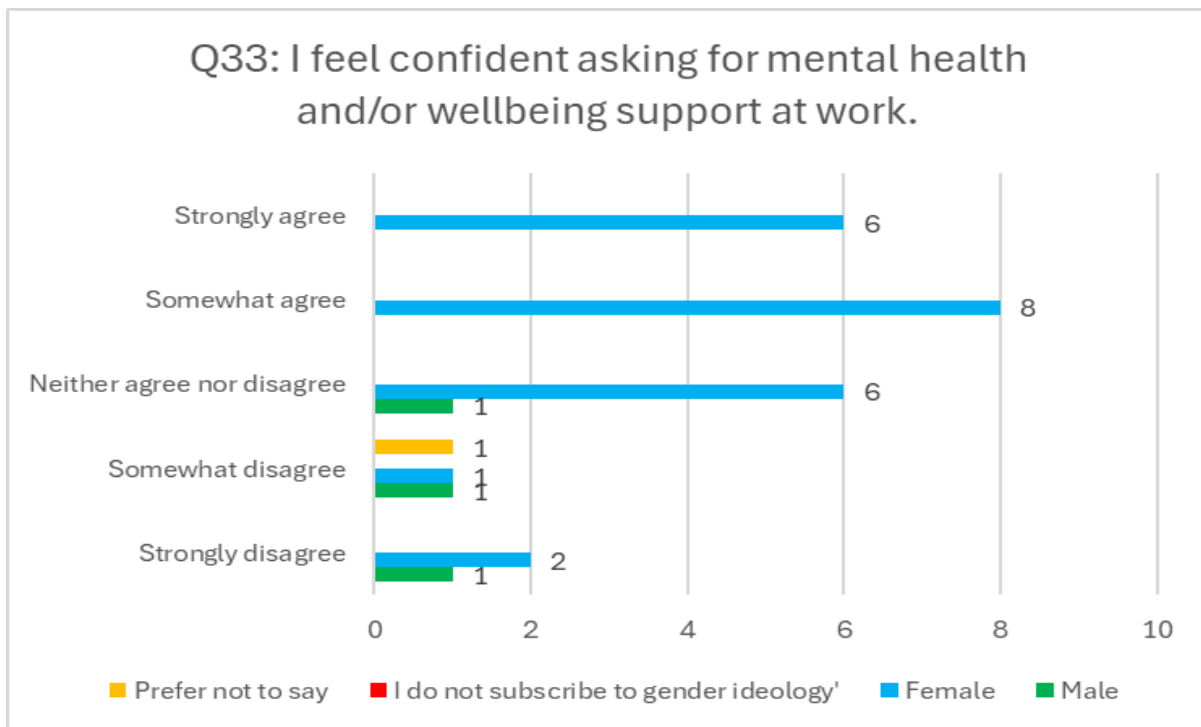
1.10c Mental health and wellbeing is supported in the department



1.10d Knowledge of where to seek support for mental health and wellbeing at work



1.10e Confidence in asking for mental health and wellbeing support at work



1.10f Staff views on wellbeing

Q34 - (Wellbeing) If you would like to expand on your answers in this section please use this space:
- " Unsustainably high workloads impacting well-being. - recognition this cannot be mitigated in current financial climate. - Increased pressure on PSS causing overwhelm and stress. - Routes to support difficult when senior colleagues are under increased pressure themselves."
"Academic staff expect the same level of service from PSS staff even though the team is working with less staff. This is causing PSS staff to be overwhelmed and causing stress."
"Sometimes asking for support can feel difficult when senior colleagues are themselves under so much pressure (last year in particular). But I feel well supported in general."
"To reiterate an earlier point, departmental leadership offers support for mental well-being but not for career ambitions."
"Manageable, but probably not sustainable..."

Appendix 2a: Department Data Requirements (Mandatory Datasets)

Table 2a.1 Number of students enrolled UG, PGT, and PGR by gender

[back to Description of the Dept](#)

[back to 1.3b How was the application prepared](#)

	Student (Total)			UG Students			PGT Students			PGR Students						
	F	M	T	F	M	T	F	M	T	F	M	T				
2019	498 (86.3%)	79 (13.7%)	577	224 (86.2%)	36 (13.8%)	260	218 (86.9%)	33 (13.1%)	251	56 (84.8%)	10 (15.2%)	66				
2020	517 (86.5%)	81 (13.5%)	598	225 (84.0%)	43 (16.0%)	268	246 (89.5%)	29 (10.5%)	275	46 (83.6%)	9 (16.4%)	55				
2021	742 (87.0%)	111 (13.0%)	853	244 (84.1%)	46 (15.9%)	290	455 (90.1%)	50 (9.9%)	505	43 (74.1%)	15 (25.9%)	58				
2022	441 (85.3%)	76 (14.7%)	517	228 (86.7%)	35 (13.3%)	263	173 (84.8%)	31 (15.2%)	204	40 (80.0%)	10 (10.0%)	50				
2023	416 (86.7%)	64 (13.3%)	480	218 (89.0%)	27 (11.0%)	245	155 (84.2%)	29 (15.8%)	184	43 (84.3%)	8 (15.7%)	51				
	F	M	Other	T	F	M	Other	T	F	M	Other	T	F	M	Other	T
2024	396 (83.4%)	73 (15.3%)	6 (1.3%)	475	209 (91.3%)	17 (7.4%)	3 (1.3%)	229	143 (73.3%)	49 (25.1%)	3 (1.5%)	195	44 (86.3%)	7 (13.7%)	0	51

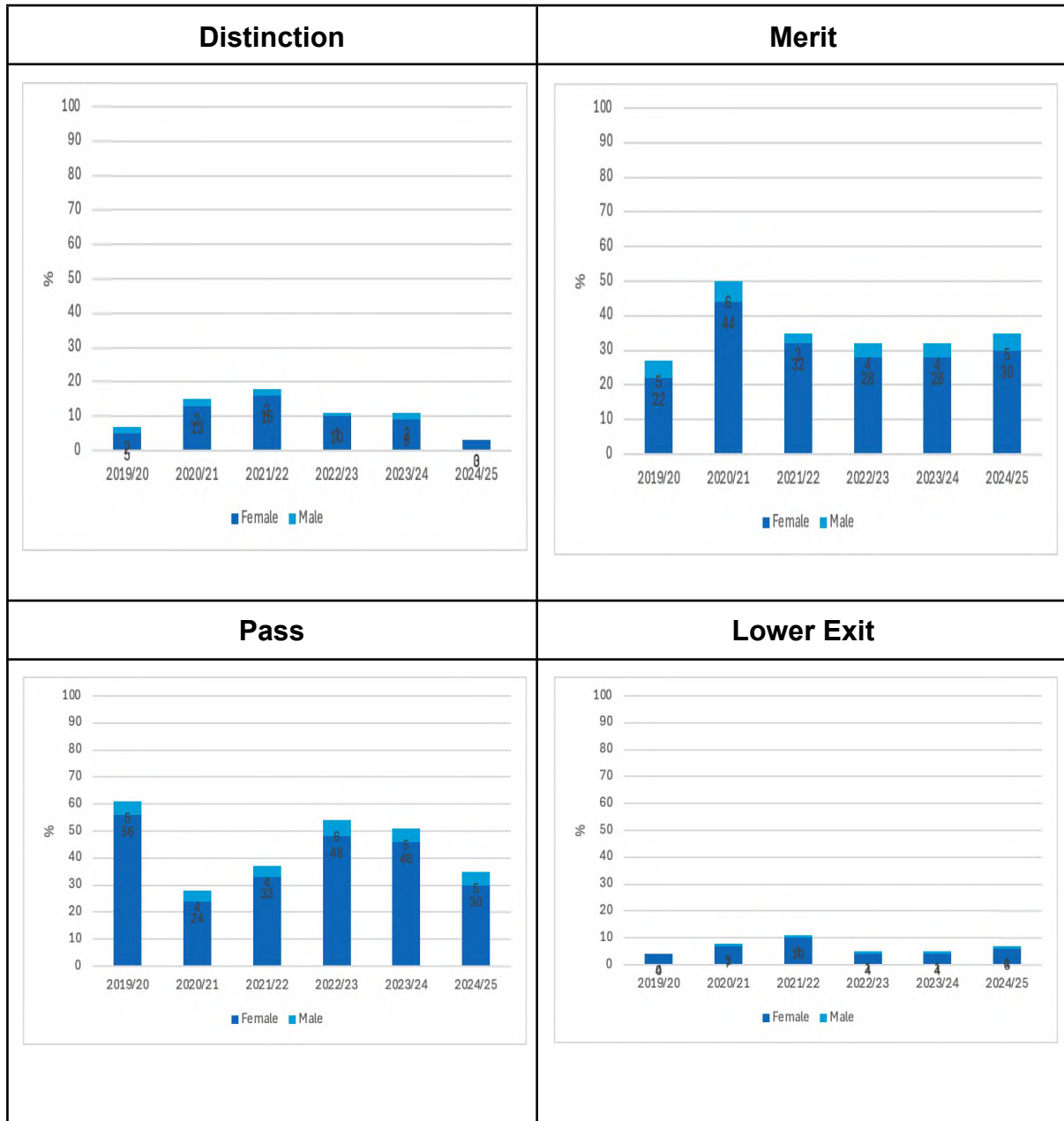
Table 2a.2 Degree attainment rates for students at UG by gender



*UG data available only until 2023/2024

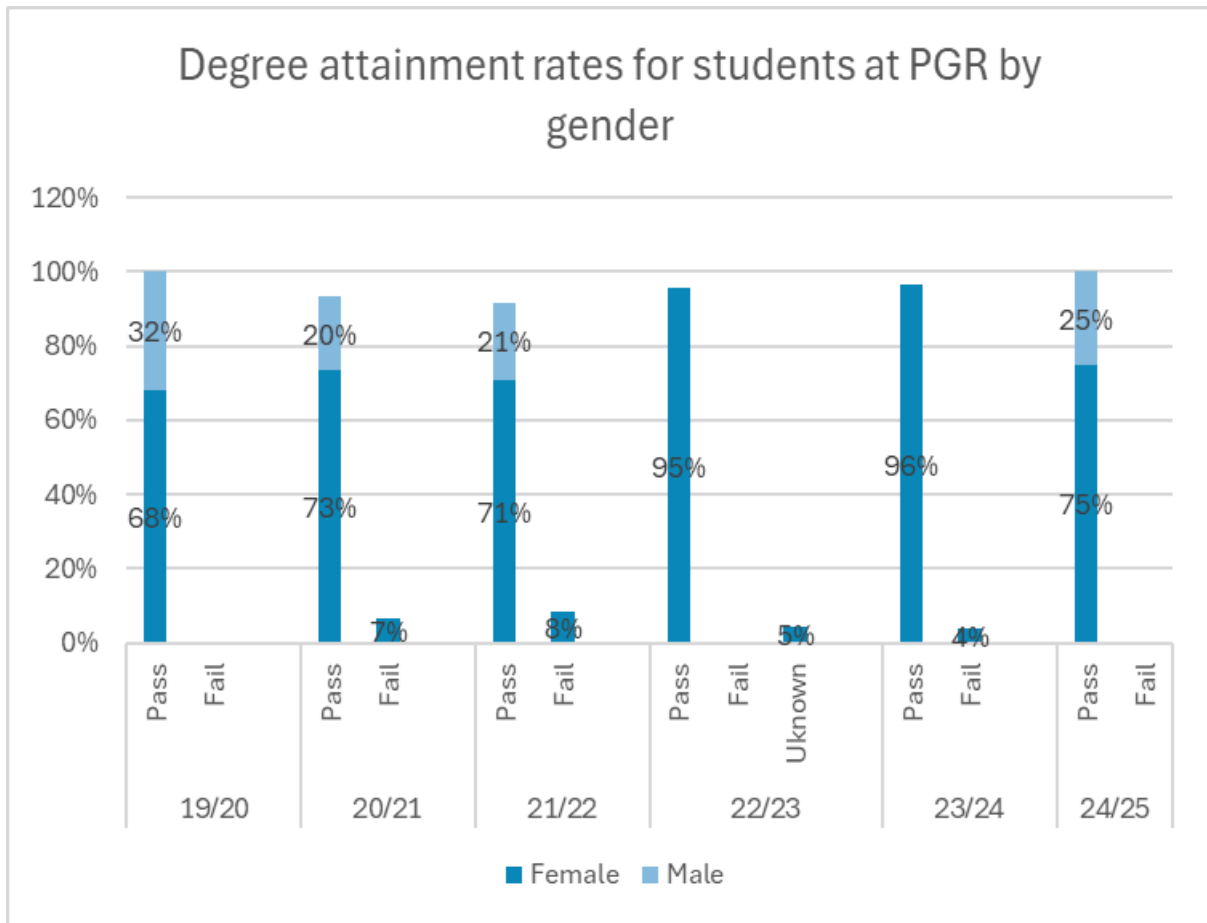
[Back to AP4 Promote and address Gender equality](#)

Table 2a.3 Degree attainment rates for students at PGT by gender



[Back to AP4 Promote and address Gender equality](#)

Table 2a.4 Degree attainment rates for students at PGR by gender



[Back to AP4 Promote and address Gender equality](#)

Table 2a.5 UG Applications/offers/accepts by Gender



Table 2a.6 PGT Applications/offers/accepts by Gender



Table 2a.7 PGR Applications/offers/accepts by Gender

Athena SWAN Departmental Statistics
Applications graph

Department Split: Academic School
 Programme
 Application Source: Multiple values
 Application Cycle Type: Multiple values
 Academic Year Of Entry: Multiple values
 Department/School: Education
 Home Overseas Flag: All
 Mode Of Study: Multiple values
 Level of Study: PGR
 Admission Route: Main Scheme



Table 2a.5 Total Academic Staff on Research, ART, T&S contracts by FTE (%)

	Research/ T & S/ ART (Total)			Research Only			ART			T & S		
	F	M	T	F	M	T	F	M	T	F	M	T
2019	52.8 (78.2%)	14.8 (21.8%)	67.6	7.7 (88.5%)	1 (11.5%)	8.7	29 (80.6%)	7 (19.4%)	36	16.1 (70.5%)	6.8 (29.5%)	22.9
2020	51.0 (79.4%)	13.3 (20.6%)	64.3	7.4 (88.1%)	1 (11.9%)	8.4	27.6 (84.7%)	5 (15.3%)	32.6	16 (68.8%)	7.3 (31.2%)	23.3
2021	55.7 (80.8%)	13.2 (19.2%)	68.9	11.4 (93.4%)	(0.8%)	11.4	26.5 (84.1%)	5 (15.9%)	31.5	17.8 (70.6%)	7.4 (29.4%)	25.2
2022	56.1 (78.1%)	15.8 (21.9%)	71.9	12.6 (96.9%)	0.4 (3.1%)	13	28 (75.7%)	9 (24.3%)	37	15.5 (71%)	6.4 (29%)	21.9
2023	52.8 (77.8%)	15.1 (22.2%)	67.9	13 (89.7%)	1.5 (10.3%)	14.5	25.9 (76.4%)	8 (23.6%)	33.9	13.9 (71.3%)	5.6 (28.7%)	19.5
2024	48.6 (78.5%)	13.3 (21.5%)	61.9	9.4 (84.7%)	1.7 (15.3%)	11.1	25.4 (80.9%)	6 (19.1%)	31.9	13.8 (71.1%)	5.6 (28.9%)	19.4

*F= Female, M=Male, T= total FTE

*NB: Also note, in 2020 there was one female reader, no readers in following years, so I'd note it here but I won't include it in any further analysis.

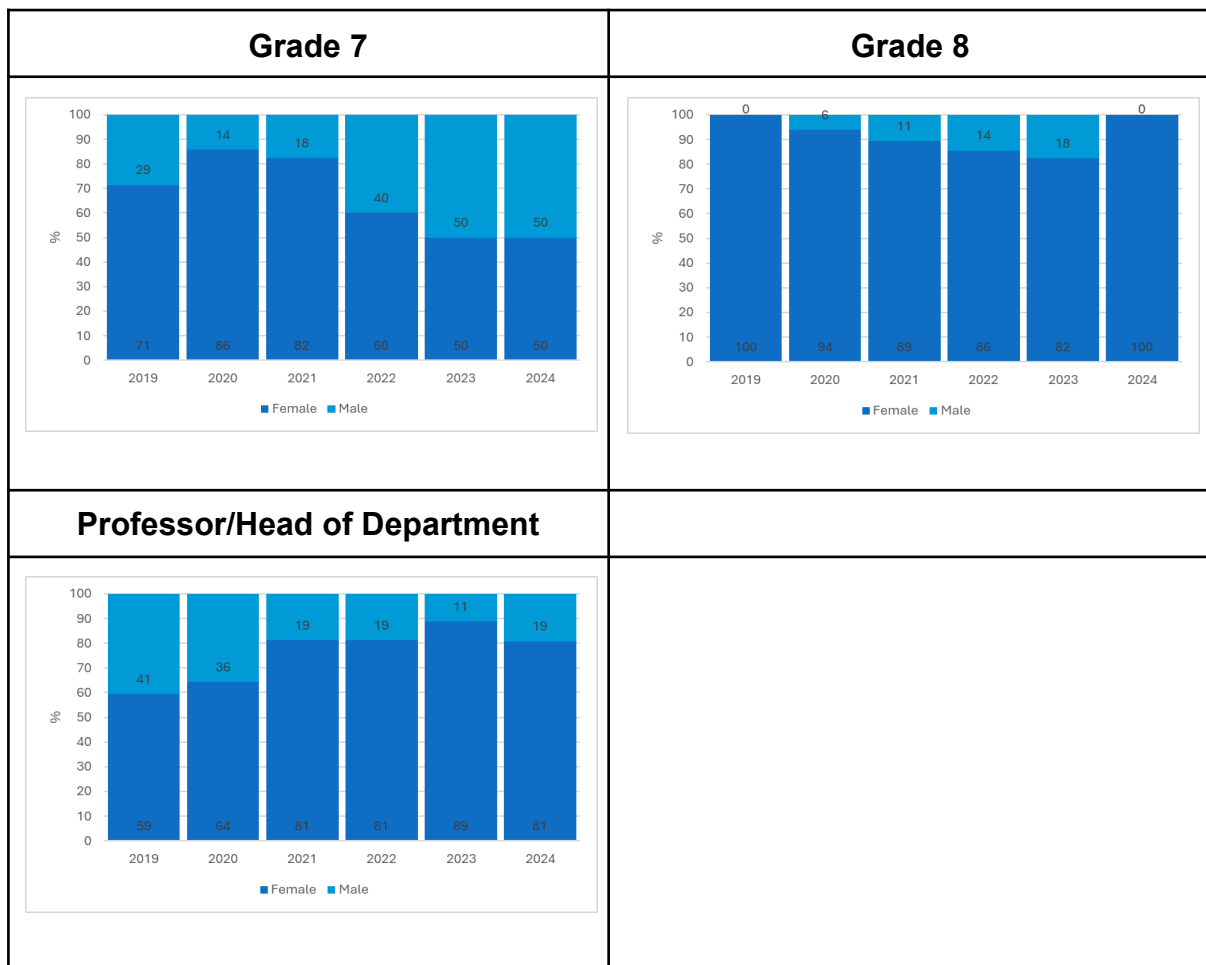
Table 2a.6 Total Professional Services Staff (PSS) on contracts by FTE (%)

	PSS (Total)		
	F	M	T
2019	24.7 (80.5%)	6.0 (19.5%)	30.7
2020	29.1 (81.1%)	6.8 (18.9%)	35.9
2021	26.9 (82.3%)	5.8 (17.7%)	32.7
2022	29.8 (88.2%)	4.0 (11.8%)	33.8
2023	22.1 (74.4%)	7.6 (25.6%)	29.7
2024	11.9 (80.4%)	2.9 (19.6%)	14.8

Table 2a.7 Academic staff by grade and gender and contract type

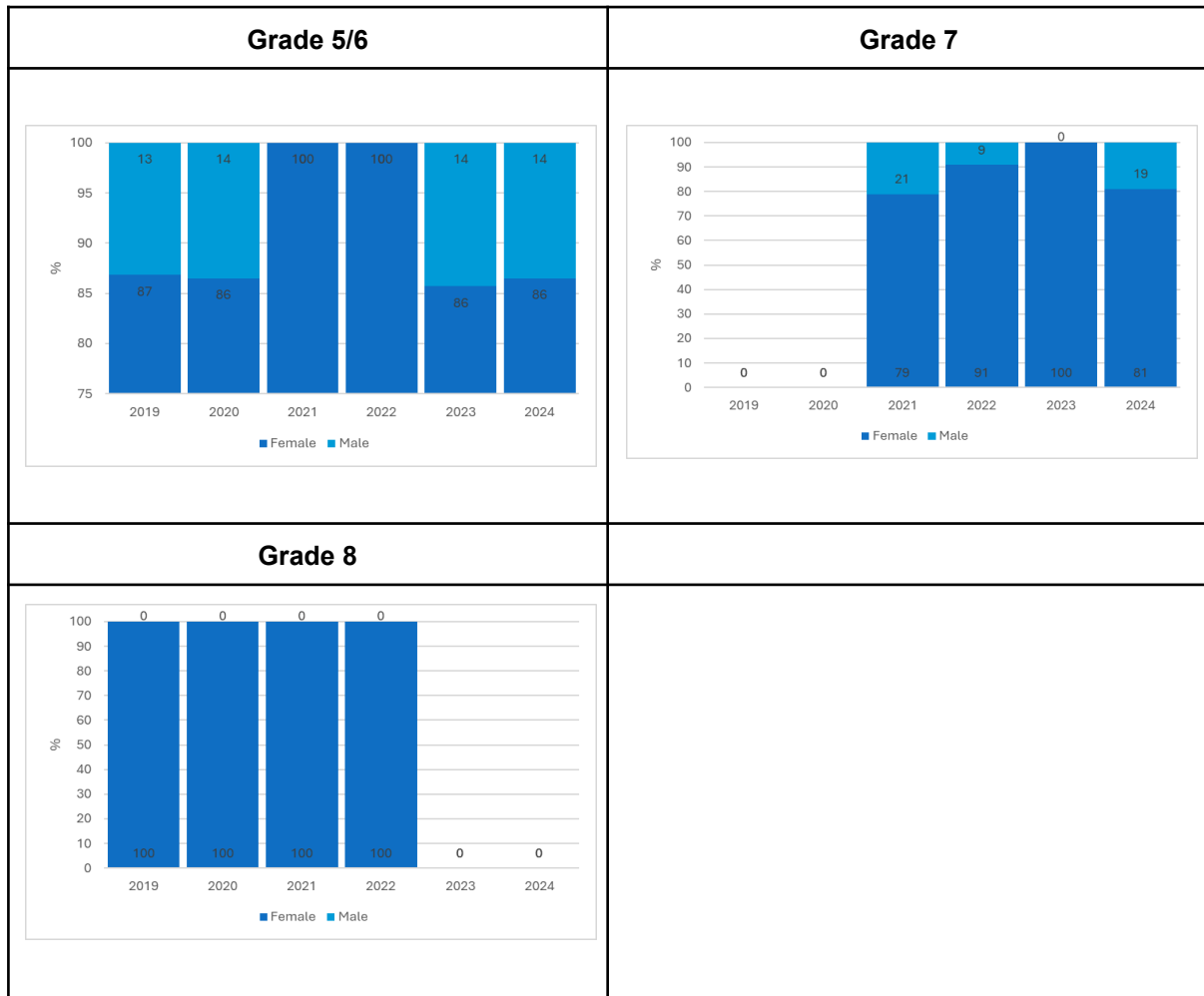
	Grade 5/6	Grade 7																																										
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Year	Female (%)	Male (%)																																										
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Year	Female (%)	Male (%)																																										
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Table 2a.8 ART staff by grade and gender



*Note: There are no ART staff on a Grade 5/6 on ART contracts, there was one female Reader in 2020 only.

Table 2a.9 Research only staff by grade and gender



*Note, there were no Readers or Professors on a research only contract in the Department between 2019 and 2024

Table 2a.10 T & S staff by grade and gender and contract type (open and fixed term)

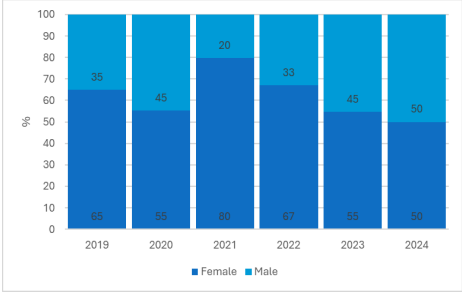
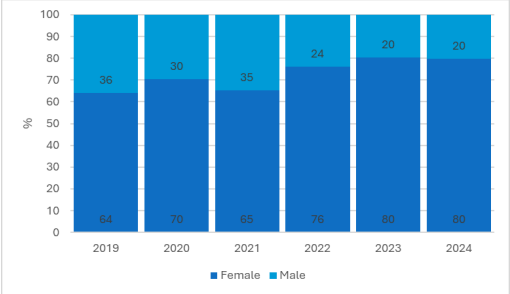
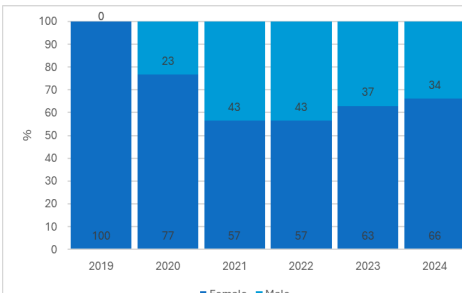
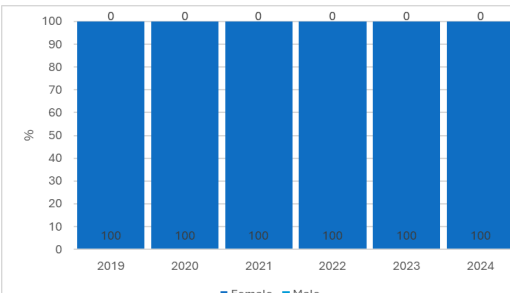
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Year	Female (%)	Male (%)																																										
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2023	100	0																																										
2024	100	0																																										

Table 2a.11 PSS Staff by grade and gender

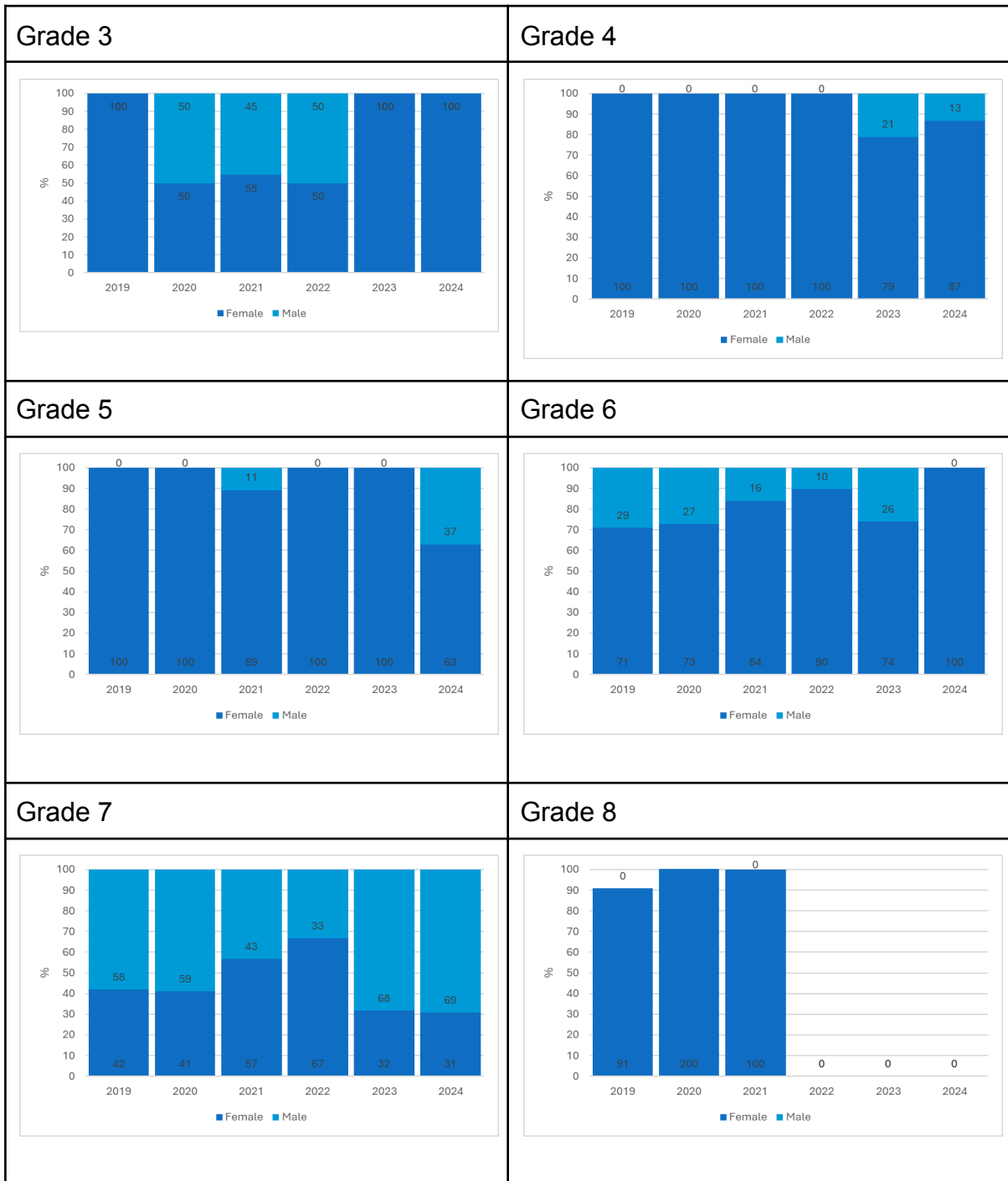


Table 2a.12 PSS staff by grade and gender and contract type

	Grade 3	Grade 4
Fixed Term		
Open		
	Grade 5	Grade 6
Fixed Term		
Open		

	Grade 7	Grade 8																																										
Fixed Term	<table border="1"> <caption>Grade 7 Fixed Term Gender Distribution</caption> <thead> <tr> <th>Year</th> <th>Female (%)</th> <th>Male (%)</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>23</td> <td>77</td> </tr> <tr> <td>2020</td> <td>62</td> <td>38</td> </tr> <tr> <td>2021</td> <td>50</td> <td>50</td> </tr> <tr> <td>2022</td> <td>52</td> <td>48</td> </tr> <tr> <td>2023</td> <td>33</td> <td>67</td> </tr> <tr> <td>2024</td> <td>36</td> <td>64</td> </tr> </tbody> </table>	Year	Female (%)	Male (%)	2019	23	77	2020	62	38	2021	50	50	2022	52	48	2023	33	67	2024	36	64	N/A no one on grade 8 FT contract over this time.																					
Year	Female (%)	Male (%)																																										
2019	23	77																																										
2020	62	38																																										
2021	50	50																																										
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2022	100	0																																										
2023	100	0																																										
2024	100	0																																										

Table 2a.13 Summary of all grades and contract types of applications, shortlist and appointments made in recruitment to posts in Education by staff group and grade

Date advertised	Job type	Job grade	Contract type	Job detail	Job date	GENDE R	Applica tions	Intervie ws	Appoint ments	% of applicat ions	% of intervie ws	% of appoint ments	% of applica nts intervie wed	% of intervie wees appoint ed
2020	Academic	All grades	All contract types	All jobs	All dates	Female	2			40%				
						Male	3			60%				
	Research	All grades	All contract types	All jobs	All dates	Female	18	1	1	72%	33%	100%	6%	100%
						Male	6	1		24%	33%		17%	
							1	1		4%	33%		100%	
	Support	All grades	All contract types	All jobs	All dates	Female	139	36	14	72%	84%	93%	26%	39%
						Male	51	7	1	26%	16%	7%	14%	14%
							1			1%				
						Other	3			2%				
2021	Academic	All grades	All contract types	All jobs	All dates	Female	187	17	7	53%	53%	64%	9%	41%
						Male	160	14	4	46%	44%	36%	9%	29%
							1			0%				
						Other	3	1		1%	3%		33%	
	Research	All grades	All contract types	All jobs	All dates	Female	76	13	5	61%	43%	71%	17%	38%
						Male	44	14		35%	47%		32%	
							3	2	2	2%	7%	29%	67%	100%
						Other	1	1		1%	3%		100%	
	Support	All grades	All contract types	All jobs	All dates	Female	107	39	15	82%	91%	94%	36%	38%
						Male	20	4	1	15%	9%	6%	20%	25%
							2			2%				
						Other	2			2%				
	Teaching	All grades	All contract types	All jobs	All dates	Female	105	21	10	69%	70%	71%	20%	48%
						Male	46	8	3	30%	27%	21%	17%	38%
						Other	1	1	1	1%	3%	7%	100%	100%
2022	Academic	All grades	All contract types	All jobs	All dates	Female	9	3	1	56%	100%	100%	33%	33%
						Male	7			44%				
	Research	All grades	All contract types	All jobs	All dates	Female	105	21	8	66%	70%	89%	20%	38%
						Male	49	8		31%	27%		16%	
							2	1	1	1%	3%	11%	50%	100%
						Other	2			1%				
	Support	All grades	All contract types	All jobs	All dates	Female	117	30	10	71%	81%	91%	26%	33%
						Male	44	6	1	27%	16%	9%	14%	17%
							2	1		1%	3%		50%	
						Other	1			1%				
	Teaching	All grades	All contract types	All jobs	All dates	Female	6	2	1	86%	67%	100%	33%	50%
						Male	1	1		14%	33%		100%	

2023	Academic	All grades	All contract types	All jobs	All dates	Female	17	3	1	55%	75%	100%	18%	33%
						Male	13	1		42%	25%		8%	
							1			3%				
	Research	All grades	All contract types	All jobs	All dates	Female	56	14	6	66%	82%	86%	25%	43%
						Male	28	3	1	33%	18%	14%	11%	33%
							1			1%				
	Support	All grades	All contract types	All jobs	All dates	Female	128	24	6	64%	62%	60%	19%	25%
						Male	67	14	4	33%	36%	40%	21%	29%
							6	1		3%	3%		17%	
	Teaching	All grades	All contract types	All jobs	All dates	Female	56	12	3	58%	75%	75%	21%	25%
						Male	35	3	1	36%	19%	25%	9%	33%
							6	1		6%	6%		17%	
2024	Academic	All grades	All contract types	All jobs	All dates	Female	50	7	2	71%	78%	67%	14%	29%
						Male	17	2	1	24%	22%	33%	12%	50%
							1			1%				
						Non-binary	1			1%				
						Woman	1			1%				
	Research	All grades	All contract types	All jobs	All dates	Female	81	12	5	65%	100%	100%	15%	42%
						Male	38			31%				
						Man	1			1%				
						Prefer to self-describe	2			2%				
						Woman	2			2%				
	Support	All grades	All contract types	All jobs	All dates	Female	18	1	1	33%	25%	50%	6%	100%
						Male	12			22%				
							2			4%				
						Man	6			11%				
						Non-binary	1			2%				
						Woman	15	3	1	28%	75%	50%	20%	33%
Teaching	All grades	All contract types	All jobs	All dates		1			13%					
					Man	1			13%					
					Woman	6			75%					

Table 2a.14 Summary of contract types of applications, shortlist and appointments made in recruitment to posts in Education by staff group at Grade 4/5

Date advertised	Job type	Job grade	Contract type	Job detail	Job date	GENDE R	Applica tions	Intervie ws	Appoin tments	% of applica tions	% of intervie ws	% of appoint ments	% of applica nts intervie wed	% of intervie wees appoint ed
2020	Support	Grade 4	Fixed term	All jobs	All dates	Female	1	1	1	100%	100%	100%	100%	100%
						Female	4	3	1	80%	100%	100%	75%	33%
							Male	1			20%			
		Grade 5	Fixed term	All jobs	All dates	Female	64	13	5	72%	76%	100%	20%	38%
						Male	22	4		25%	24%		18%	
						Other	3			3%				
2021	Support	Grade 4	Fixed term	All jobs	All dates	Female	22	10	5	96%	100%	100%	45%	50%
						Other	1			4%				
						Female	7	2	2	54%	100%	100%	29%	100%
							Male	4			31%			
			1			8%								
		Other	1			8%								
		Grade 5	Fixed term	All jobs	All dates	Female	74	24	6	86%	92%	100%	32%	25%
						Male	12	2		14%	8%		17%	
2022	Research	Grade 5	Fixed term	All jobs	All dates	Female	17	5	2	85%	83%	100%	29%	40%
						Male	3	1		15%	17%		33%	
	Support	Grade 4	Fixed term	All jobs	All dates	Female	3	2	1	75%	100%	100%	67%	50%
						Male	1			25%				
						Female	48	11	3	70%	85%	100%	23%	27%
		Male	21	2			30%	15%		10%				
		Grade 5	Fixed term	All jobs	All dates	Female	28	5	2	82%	83%	100%	18%	40%
						Male	5	1		15%	17%		20%	
Other	1							3%						

			Open	All jobs	All dates	Female	14	5	1	67%	83%	100%	36%	20%
						Male	6			29%				
							1	1		5%	17%		100%	
2023	Research	Grade 5	Fixed term	All jobs	All dates	Female	2			40%				
						Male	3			60%				
	Support	Grade 4	Fixed term	All jobs	All dates	Female	12	3	1	67%	60%	100%	25%	33%
						Male	4	1		22%	20%		25%	
							2	1		11%	20%		50%	
			Open	All jobs	All dates	Female	33			63%				
						Male	17			33%				
							2			4%				
		Grade 5	Fixed term	All jobs	All dates	Female	40	7	2	71%	100%	100%	18%	29%
						Male	14			25%				
							2			4%				
2024	Research	Grade 5	Fixed term	All jobs	All dates	Female	26	2	1	65%	100%	100%	8%	50%
						Male	11			28%				
						Man	1			3%				
						Woman	2			5%				
	Support	Grade 4	Fixed term	All jobs	All dates	Female	17			33%				
						Male	11			21%				
							2			4%				
						Man	6			12%				
						Non-binary	1			2%				
						Woman	15	3	1	29%	100%	100%	20%	33%

Table 2a.15 Summary of contract types of applications, shortlist and appointments made in recruitment to posts in Education by staff group at Grade 6

Date advertised	Job type	Job grade	Contract type	Job detail	Job date	GENDE R	Applica tions	Intervie ws	Appoin tments	% of applica tions	% of intervie ws	% of appoint ments	% of applica nts intervieu wed	% of intervieu wees appoint ed
2020	Researc h	Grade 6	Fixed term	All jobs	All dates	Female	18	1	1	72%	33%	100%	6%	100%
						Male	6	1		24%	33%		17%	
							1	1		4%	33%		100%	
	Support	Grade 6	Fixed term	All jobs	All dates	Female	46	10	5	75%	83%	83%	22%	50%
						Male	14	2	1	23%	17%	17%	14%	50%
							1			2%				
2021	Researc h	Grade 6	Fixed term	All jobs	All dates	Female	59	11	4	61%	41%	67%	19%	36%
						Male	35	14		36%	52%		40%	
							2	2	2	2%	7%	33%	100%	100%
	Support	Grade 6	Fixed term	All jobs	All dates	Female	1	1	1	100%	100%	100%	100%	100%
						Female	92	15	8	68%	65%	67%	16%	53%
						Male	43	7	3	32%	30%	25%	16%	43%
	Teachin g	Grade 6	Fixed term	All jobs	All dates	Other	1	1	1	1%	4%	8%	100%	100%
						Female	63	13	3	63%	62%	75%	21%	23%
						Male	33	7		33%	33%		21%	
2022	Researc h	Grade 6	Fixed term	All jobs	All dates		2	1	1	2%	5%	25%	50%	100%
						Other	2			2%				
						Female	17	5	3	63%	71%	100%	29%	60%
						Male	9	2		33%	29%		22%	
	Support	Grade 6	Fixed term	All jobs	All dates		1			4%				
						Female	6	2	1	86%	67%	100%	33%	50%
						Male	1	1		14%	33%		100%	
	Teachin g	Grade 6	Fixed term	All jobs	All dates	Female	54	14	6	68%	82%	86%	26%	43%
						Male	25	3	1	31%	18%	14%	12%	33%
2023	Researc h	Grade 6	Fixed term	All jobs	All dates	Female	54	14	6	68%	82%	86%	26%	43%
						Male	25	3	1	31%	18%	14%	12%	33%

							1			1%				
	Support	Grade 6	Fixed term	All jobs	All dates	Female	31	10	2	66%	59%	50%	32%	20%
						Male	16	7	2	34%	41%	50%	44%	29%
	Teaching	Grade 6	Fixed term	All jobs	All dates	Female	10	4	1	42%	57%	50%	40%	25%
						Male	12	2	1	50%	29%	50%	17%	50%
							2	1		8%	14%		50%	
			Open	All jobs	All dates	Female	28	4	1	61%	80%	100%	14%	25%
						Male	15	1		33%	20%		7%	
							3			7%				
2024	Research	Grade 6	Fixed term	All jobs	All dates	Female	55	10	4	65%	100%	100%	18%	40%
						Male	27			32%				
						Prefer to self-describe	2			2%				
	Support	Grade 6	Fixed term	All jobs	All dates	Female	1	1	1	100%	100%	100%	100%	100%

Table 2a.16 Summary of contract types of applications, shortlist and appointments made in recruitment to posts in Education by staff group at Grade 7/8

Date advertised	Job type	Job grade	Contract type	Job detail	Job date	GENDE R	Applica tions	Intervie ws	Appoin tments	% of applica tions	% of intervie ws	% of appoint ments	% of applica nts intervie wed	% of intervie wees appoint ed
2020	Support	Grade 7	Fixed term	All jobs	All dates	Female	15	5	1	65%	83%	100%	33%	20%
						Male	8	1		35%	17%		13%	
2021	Academic	Grade 7	Open	All jobs	All dates	Female	96	15	6	57%	63%	86%	16%	40%
						Male	70	8	1	42%	33%	14%	11%	13%
						Other	2	1		1%	4%		50%	
	Research	Grade 7	Fixed term	All jobs	All dates	Female	17	2	1	61%	67%	100%	12%	50%
						Male	9			32%				
							1			4%				
						Other	1	1		4%	33%		100%	
	Support	Grade 7	Fixed term	All jobs	All dates	Female	3	2	1	38%	50%	50%	67%	50%
						Male	4	2	1	50%	50%	50%	50%	50%
							1			13%				
Teaching	Grade 7	Open	All jobs	All dates	Female	13	6	2	81%	86%	100%	46%	33%	
					Male	3	1		19%	14%		33%		
2022	Academic	Grade 7	Open	All jobs	All dates	Female	7	3	1	70%	100%	100%	43%	33%
						Male	3			30%				
	Research	Grade 7	Fixed term	All jobs	All dates	Female	25	3	3	66%	100%	100%	12%	100%
						Male	13			34%				
2023	Academic	Grade 7	Open	All jobs	All dates	Female	17	3	1	55%	75%	100%	18%	33%
						Male	13	1		42%	25%		8%	
							1			3%				
	Support	Grade 7	Fixed term	All jobs	All dates	Female	12	4	1	43%	40%	33%	33%	25%
						Male	16	6	2	57%	60%	67%	38%	33%
2024	Academic	Grade 7	Open	All jobs	All dates	Female	22	4	1	85%	100%	100%	18%	25%

						Male	1			4%				
							1			4%				
						Non-binary	1			4%				
						Woman	1			4%				
	Teaching	Grade 7	Open	All jobs	All dates		1			13%				
						Man	1			13%				
						Woman	6			75%				

Table 2a.17 Summary of contract types of applications, shortlist and appointments made in recruitment to posts in Education by staff group at Grade 8

Date advertised	Job type	Job grade	Contract type	Job detail	Job date	GENDER	Applications	Interviews	Appointments	% of applications	% of interviews	% of appointments	% of applicants interviewed	% of interviewees appointed
2020	Academic	Grade 7/8	Open	All jobs	All dates	Female	36	8		75%	67%		22%	
						Male	11	4		23%	33%		36%	
							1			2%				
	Grade 8	Open	All jobs	All dates	Female	2			40%					
					Male	3			60%					
	Support	Grade 8	Fixed term	All jobs	All dates	Female	9	4	1	60%	100%	100%	44%	25%
Male						6			40%					
2021	Academic	Grade 7/8	Open	All jobs	All dates	Female	91	2	1	50%	25%	25%	2%	50%
						Male	90	6	3	49%	75%	75%	7%	50%
							1			1%				
						Other	1			1%				
2023	Teaching	Grade 8	Open	All jobs	All dates	Female	18	4	1	67%	100%	100%	22%	25%
						Male	8			30%				
							1			4%				
2024	Academic	Grade 7/8	Open	All jobs	All dates	Female	28	3	1	64%	60%	50%	11%	33%
						Male	16	2	1	36%	40%	50%	13%	50%
	Support	Grade 8	Fixed term	All jobs	All dates	Male	1			100%				

Table 2a.18 Summary of contract types of applications, shortlist and appointments made in recruitment to posts in Education by staff group at Professorial level

Date advertised	Job type	Job grade	Contract type	Job detail	Job date	GENDE R	Applica tions	Intervie ws	Appoin tments	% of applica tions	% of intervie ws	% of appoint ments	% of applica nts intervie wed	% of intervie wees appoint ed
2022	Acade mic	Profess orial	Open	All jobs	All dates	Female	2			33%				
						Male	4			67%				

Table 2a.19 DoE Applications and success rates for academic promotion by grade

[Back to Theme 3 Making recruitment and induction more inclusive](#)

Selected structure units	Year of pay Application Date	Grade before promotion	Promotion applied for	Gender	New grade after promotion										
					7	8	8R	PROF1	PROF1-1	PROF1-2	PROF2	PROF3	Unsucces..		
Education	2019	Grade 7	Grade 8	F		75% (n=3)									
				M		25% (n=1)									
	2020	Grade 8	Professor	F			100% (n=1)								
				M	100% (n=2)										
	2021	Grade 6	Grade 7	F		100% (n=1)									
				M		50% (n=2)									
	2021	Grade 7	Grade 8	F		50% (n=2)									
				M		50% (n=2)									
				F			100% (n=2)								
				F			100% (n=4)								
				F				100% (n=1)							
	2022	Grade 8	Professor	F					100% (n=2)						
				M								100% (n=1)			
				F								100% (n=1)			
	2022	Prof/HoD	Cross the ... Promotion to new banc	F					100% (n=1)						
M										67% (n=2)					
2022	Grade 6	Grade 7	F		100% (n=1)										
			F		80% (n=4)										
			M		20% (n=1)										
			F					100% (n=1)							
2023	Grade 7	Grade 8	F												
			F		100% (n=3)										
			F												
2023	Grade 8	Professor	F					50% (n=1)							
			M					50% (n=1)							

Appendix 2b: Department Data Requirements (Additional Datasets)

[back to 1.3b How was the application prepared](#)

Table 2b.1. Sector comparison of proportion of UG, PGT, and PGR students by Gender using Benchmark statistics from Advance HE

		2019	2020	2021	2022	2023
Education	Female UG	87.3%	77.8%	77.3%	77.3%	88%
	Female PGT	70.2%	70.5%	71.2%	87.9%	72.2%
	Female PGR	67.8%	67.2%	67.7%	67.7%	69.1%
Psychology	Female UG	NA	NA	78.8%	81.3%	81.6%
	Female PGT	NA	NA	81.3%	81.5%	81.5%
	Female PGR	NA	NA	76.4%	77.5%	78.7%

*Note: NA = Not Available; From 2021 Psychology listed and Education changed to Education and teaching

*Source: 2019 – 2023 reports from HEA

(<https://www.advance-he.ac.uk/reports-publications-and-resources/equality-higher-education-statistical-reports#edi>)

Table 2b.2 Sector comparison of Staffing by Gender in Education Departments from Benchmark statistics from Advance HE

[back to 1.2 Description of the Department](#)

	2019	2020	2021	2022	2023	2024
Department of Education, UoY (Female)	78.2.6%	79.4%	80.8%	78.1%	77.8%	78.5%
Benchmark Data: Education (Female)	67.7%	68.4%	68.8%	69.3%	69.5%	69.6
Benchmark Data: Psychology (Female)	62%	62.2%	63.2%	63.5%	65%	65.6%

Table 2b.3 Education Staff Leavers since 2023 - Leaver reason: Voluntary Severance

[back to Description of the Department](#)

Year	FT/PT	GENDER	Grade 4	Grade 6	Grade 7	Grade 8	Prof/HoD/Snr Mgt
2024	Full-time	F	1				
			50%				
		M	1			1	
			50%			100%	
	Part-time	F		1		1	
				100%		100%	
2025	Full-time	F			1	1	
					100%	100%	
	Part-time	F					1
							100%

Table 2b.4 Education Staff Leavers since 2021 - Leaver reason: ALL

Year	FT/PT	GENDE R	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Prof/H oD/Sn r Mgt	Other	
2021	Full-time	F			2	2		1			
					100%	50%		100%			
		M				2	1		1		
						50%	100%		100%		
	Part-time	F			2	2		1			
					100%	67%		100%			
		M				1					
						33%					
2022	Full-time	F				4	1				
						67%	100%				
		M				2					
						33%					
	Part-time	F	1	2	26	10	2				
			100%	100%	90%	77%	50%				
		M			3	3	2				
					10%	23%	50%				
2023	Full-time	F		1	3	1	3	2			
				100%	100%	50%	75%	100%			
		M				1	1		1		
						50%	25%		100%		
	Part-time	F		2	7	13	3		1	11	
				100%	100%	93%	60%		100%	79%	
		M				1	2			3	
						7%	40%			21%	
2024	Full-time	F		1	1	4	1	1			

				50%	100%	67%	100%	33%		
		M		1		2		2		
				50%		33%		67%		
	Part-time	F		1		11	2	1	1	14
			100%		79%	50%	100%	100%	88%	
		M				3	2			2
					21%	50%			13%	
2025	Full-time	F				1	2	1		
						50%	100%	100%		
		M				1				1
						50%				100%
	Part-time	F		1	1	2	2		1	
				100%	100%	100%	50%		100%	
		M					2			
							50%			

Table 2b.5 Department's research centres and leaders by gender

Research Centre Leaders	Status & Gender
Centre for Advanced Studies in Language and Education (CASLE)	Professor (F)
Deputy, Centre for Advanced Studies in Language and Education (CASLE)	Assistant Professor (M)

Centre for Research on Education and Social Justice (CRESJ)	Professor (F)
Deputy, Centre for Research on Education and Social Justice (CRESJ)	Associate Professor (F)
Psychology in Education Research Centre (PERC)	Associate Professor (F)
Deputy, Psychology in Education Research Centre (PERC)	Assistant Professor (F)

Table 2b.6 List of UG, PGT, and PGR Programmes

UG	PGT	PGR	PGCE
Education (BA)	MA Social Justice and Education	PhD in Applied Linguistics	PGCE Secondary (11-16 with Post 16 enhancement)
Psychology in Education (BSc)	MA Comparative Education and International Development	PhD in Education	University of York PGCE
Sociology with Education (BA)	MSc Environmental Sustainability Education and Communication	PhD in TESOL	PGCE Primary (5-11) University of York PGCE
	MA Teaching English to Speakers of Other Languages (TESOL)	PhD in Psycholinguistics	
	MSc Psychology in Education (conversion programme)	PhD in Psychology in Education	
	MSc Mental Health and Wellbeing in Education		
	MA AI and Technology-Enhanced Learning		
	MA Social Research		

2b.7 Standard Inclusive Wording Used in Job Descriptions for when Recruiting

The University strives to be diverse and inclusive - a place where we can ALL be ourselves.

We particularly encourage applications from people who identify as Black, Asian or from a Minority Ethnic background, who are underrepresented at the University.

We offer family friendly, flexible working arrangements, with forums and inclusive facilities to support our staff. [#EqualityatYork](#)



2b.8 Example reports produced by EEDIAG with accompanying summary

[Back to AP4 Promote and address Gender equality](#) [Back to 2.1.2 Amber rated themes](#)

Exemplar One

Awarding Gap UG Programmes in Department of Education by Umar Toseeb, Gill Francis, Leah Roberts (2023-2024)

Summary Findings

We looked at students who graduated in the following academic years: 2017/18, 2018/19, 2019/20, 2020/21, and 2021/22. On average, 76% of students achieved a 1st/2.1 during the five year period. A higher percentage of girls (77%) achieved a good degree compared to boys (70%). More young students (76%) achieved a good degree compared to mature students (50%). Note. there were fewer than 20 mature students over the five year period. Good degrees were slightly higher for students with SENDs (75%) compared to those without SENDs (73%). The percentage of BME students (59%) achieving a good degree was much lower than non-BME students (88%). Fewer international students (50%) achieved a good degree compared to home students (82%). The percentage of students from low SES (78%) achieving a good outcome was slightly lower than those from high SES neighbourhoods (85%). There appears to be some awarding gaps based on key characteristics (see lines 23-29); the extent of these gaps varies depending on the characteristic. The ethnicity and domicile gaps are most concerning. There is a huge difference between BME vs Non-BME (awarding gap of 29%) and Home vs Overseas students (awarding gap of 32%). Given that we have few home BME students, we suspect these two categories are tapping into the same population. That is, it is likely to be the BME

international students who are being disadvantaged most. It is not possible to break down the statistics to this level so it's difficult to be sure. The SES based gap is also concerning at 8%.

Exemplar Two

EDI Mapping: Department contributions by Zoe Baker, Claire Ball-Smith, Lynda Dunlop, Anna Bull

Summary

A report mapping of what is already happening in terms of good EDI practice in the department was undertaken. Positive practices were identified in the following areas: the PGCE program; a staff and student group named the 'Decolonising Education Collective'; for students with disabilities; as part of inclusive teaching practices and in PGR admissions. The table of contents of this report is displayed to depict areas addressed.

EDI Mapping: Department contributions

PGCE EDI Activity – a summary	1
Updates on VLE	1
Updating staff expertise	2
Regular Course inputs	2
Sample CA inputs include:	3
Decolonising Education Collective	3
Support for students with disabilities	4
Inclusive learning and teaching practices: Quick tips for inclusive classrooms	5
Teaching materials (content):	5
When delivering content:	5
Useful tools:	6
Current good practice within the department on creating inclusive spaces in the classroom	6
Setting ground rules at the start of a module	6
Further good practice examples from Vanita's gender modules:	6
PGR Admissions	7

Table 2b.9 Example: equality work from the student-run Decolonising Education Collective

[Back to AP4 Promote and address Gender equality](#)

Decolonising Education Collective [website](#) (case studies available)



Origins of our collaborative focus

The Decolonising Education Collective (DEC) is a group of staff and students who came together as a collective stimulated by conversations on (in)action, (in)activity and tokenism in relation to Black History Month in 2020. The group was initially conceived as a reading group, with an invitation to all staff and students to participate online. During the first meeting, students from marginalised backgrounds said that they didn't want to read or talk, they wanted to see change. In response, the members of the group discussed the priority areas for change, identified mechanisms for change, and how we could use our influence to bring about that change. As a result, the group rapidly became an action group with staff and students sharing a commitment to decolonising the curriculum, policies and practices of the Department of Education.

In the early days of the group, it was referred to as 'X's [member of staff's] group' in the wider department, which we felt was inappropriate given the shared commitment amongst members (students and staff) and different experiences of colonialism. As a result, early on we all discussed:

- (i) our purpose - that we are dedicated to examining the legacies of colonialism (e.g. white privilege, epistemic injustice, racism, microaggressions and unconscious bias), shared learning, and action to change the department;
- (ii) our nature as a group - that all staff and students in the Department of Education are welcome to be part of the group and that we all come at these matters from different angles, experiences and interests;
- (iii) that learning from each other and from shared readings is important in developing a shared understanding of decolonising and in negotiating the limits of our work;
- (iv) that, in order to focus effort on change rather than roles, positions or hierarchical relationships, DEC is a collective with no lead.

Structure of DEC

DEC takes the form of an embedded social movement: a loosely organised but sustained campaign which works towards social justice. Although it exists outside formal departmental structures, all members are embedded in the department and therefore have opportunities to influence decisions and increase the likelihood and speed of the movement's success (Böhm, 2015). All members participate voluntarily, often with sub-groups of staff and students working together on action areas, or through their areas of influence (e.g. research group leadership, programme leadership). Whilst we recognise that power dynamics exist, attempts to flatten hierarchies have been important in enabling students and staff to speak up and to hold the department and university to account for its practices.

The key strength in DEC is that it truly embodies and values all voices as equals.

Third year BSc student

Remaining outside formal departmental structures has been important for two reasons: so that the group can determine its own priorities and as a rejection of formal accountability, reflecting the voluntary nature of the group. Whilst members of the group seek radical change which involves everyone, we start where we are, use what we have and do what we can (in the spirit of Arthur Ashe). The approach used is consistent with critical pedagogy and education for critical consciousness (Freire, 2018; 2021) as the group

- identifies systems and patterns of oppression;
- challenges norms for relationships, expectations, and behaviours; and
- empowers members by making visible how power acts in an educational context.

Our focus has been on the areas where we have the greatest opportunity and potential to influence: ourselves and our department.

The collective structure has enabled staff to take risks in being vulnerable about their own practice and culture, and to listen to the lived experiences and concerns of staff and students, and how they play out in higher education. The structure has also empowered individuals to take action and advocate change within their spheres of influence. For example, through programmes of study, as student representatives and as a staff module tutors, and in smaller sub-groups focused on specific actions, for example creating decolonising case studies (inspired by Gorksi and Pothini's (2013) case studies on education for social justice), reverse-mentoring staff, contributing to panel discussions for the Students' Union and university, and facilitating staff training. This means that members of the group are able to develop and work towards more decolonial practices in ways that suit them.

Collaborative approaches

The members of DEC and its associated activities for learning and action have changed over the 5 years of its existence. DEC has gone through phases of intense action, reflection, discussion and experimentation as it has worked over the long term to identify and challenge injustices and then 'reset' following successful or unsuccessful actions. Some members attend regularly, and everyone is welcome to join as (in)frequently as they like. There is no pressure to speak or act - listening is a valuable contribution. However, the commitment to identifying and challenging injustices associated with colonialism has been constant as the group's purpose.

Each meeting begins with a round of introductions and motivations for coming on that day so that new participants are made welcome. There is no chair, no fixed agenda, and all members can suggest reading or actions or challenge readings and actions.

I am proud to see the partnership between students and lecturers in discussing issues related to decolonising the curriculum and also finding ways to engage with it as a collective.

MA student

Advocating for transparency and recognition in decision-making has been an important part of our practice. Staff and student members have been on the Board of Studies and have brought matters to the agenda of committees, working together to advocate for decolonising work from staff and student perspectives. As a students reported:

My first thought was finally there will be an opportunity to be heard and have a seat at the table for the thoughts, feelings and experiences of ethnic minority groups who often go unnoticed.

Third year undergraduate student

In our first year, we identified a need to review taught programmes, and applied for a team of interns to do a curriculum review and report areas of strength, absence and priorities for development. One student involved in this work says about DEC:

It's not just talk though. The group has been able to manifest conversations into tangible actions. As a result of DEC's recommendation, the first year group project for 2021 focused on anti-racism and decolonisation in education. It was great to see freshers then applying their own experiences to the topic and getting creative with their ideas! I like the fact that that DEC is a shared space with undergraduates, postgraduates and staff bringing different specialisms and experiences to the table. Knowing that our work is resulting in actual changes makes me feel excited for the future. I'm pleased Education is making decolonising the university such a big focus. Student (BA)

The work is voluntary, and at times there has been an unsustainable demand on the time of the core group. Staff supported students to make decisions about when to say yes, or no, and how to put conditions on work they commit to (e.g. relating to payment or expenses). This has not always been easy, with conversations around guilt, responsibility, influence, self care and self advocacy needed to avoid burnout.

Action from DEC has not always been successful. For example, a proposal came from the group to add a question to student feedback forms to capture broader students' experiences of non-dominant perspectives on taught programmes. This proposal was met with objections and delays during departmental committees, and involved staff and students from DEC working on wording, preparing arguments, offering options and planning the order of speaking during meetings in order to convince staff of the importance of the feedback question. Whilst the proposal and question was eventually accepted, not long after, the form was replaced with fewer questions (not including the question from DEC) with far less objection from the same committees. The difficult conversations, frustrations and collective actions have resulted in strong relationships between staff and students which have created a tight culture and a brave place to learn together. Through external material and from each other's experiences we continue to learn what we mean by decolonising education, why it is important and what we can do to support decoloniality and epistemic justice.

Collaboration as challenge

Encouraging and negotiating disagreement is key to the group's collaboration. Whether this is in relation to those outside the group (in relation to the feedback forms above) or within the group (in response to reading, ideas or the sort of direction the group should take), we embrace disagreement as a way of learning from each other and understanding our different perspectives and experiences. As one member of staff commented:

I am here to listen to the issues raised. I find myself challenged each meeting as I reflect on how the discussion topics relate to my teaching. I am finding this reflective space so valuable in considering the learning environment I wish to foster and how I can proactively remove the barriers to that being achieved.

Member of staff, PGCE.

Similarly, students from different programmes have valued these spaces:

The DEC group was a great opportunity to learn how we can create inclusive experiences for students in increasingly diverse learning environments. Though practice seems somewhat difficult at the moment given that teachers and students might be unaware of how they can actually approach diversity for inclusivity, together we can drive our education department towards a more inclusive culture!

PhD student and Graduate Teaching Assistant.

The DEC gave me a space where I can always discuss race without discomfort or fear, where I can connect with other students like me and see that I am part of a community within a department that's much wider and more welcoming than I imagined.

First year undergraduate student.

The group has experimented with different ways of sitting in discomfort and difference: from exploring real life case studies, trust walks, art and meditative workshops to reading groups, action groups and games. These have built up mutual trust through the navigation of vulnerable situations. Whilst the format of meetings changes, each starts with an introduction to who each person is and what has drawn them to the group today.

Evaluating success

As a result of how DEC has evolved, our focus as a group is on empowering members to act in their domain(s) of strength, providing responsive support and initiating action to support decolonising. This means our 'agenda' continually shifts in relation to the needs and priorities of the group rather than being pre-mapped or

fixed on predetermined objectives. The result, due to the voluntary nature of the group, the fluid nature of the collaboration, and the different priorities in relation to decolonisation held by members of the group, is that we don't measure or evaluate our work in a structured or quantitative manner - we measure success in terms of whether we have been able to bring about lasting change. For example, integrating reflections on race and coloniality into STEP 1 and core modules, prompting action-oriented reflections at staff meetings, and securing representation in departmental decision-making committees - these are signs of success for the group. It is not possible to attribute effect to the whole group in all these instances, because the group is a collective of individuals committed to this work regardless, but it is possible to see things change as a result of conversations we have and the work that we do. Our impact is described in Section 2 below.

To date, the Decolonising Education Collective has:

- established a Decolonising Education Reading Group;
- researched and reported on current practice and decolonising good practice;
- developed and delivered a core UG induction programme;
- produced and disseminated decolonising case studies;
- advocated for change to the Department of Education Module Feedback Form;
- reverse-mentored and trained staff and students;
- contributed to redesigns of the BA Education and the MSc Environmental Sustainability Education and Communication programmes;
- created an interactive workshop for reflection and action which has been shared with other departments, organisations and educational institutions.

All these actions have had an impact on the Department of Education. While there has been no formal evaluation of this voluntary and collective activity, the impact and reach of DEC's activities has been evident and significant.

Impact on the curriculum

Following DEC's first year, three interns were employed to review our curriculum and make recommendations for change. These internships empowered DEC students to identify counter-narratives and alternative references for taught modules and then, drawing on the report and DEC, student-produced case studies on racism and education, design and co-facilitate a series of staff development meetings in response to the changes in Reading Lists which resulted from this work. One student stated:

Embedding authors from BAME backgrounds into reading lists is such a simple yet effective way for BAME students to feel as though they have someone to relate to in the field who has done the work and got the recognition. It makes us feel more able to ask questions and engage as we can envision ourselves being in that position. The DEC meetings have been a

safe space for me, I've felt heard and have learnt so much about my peers but also hearing from lecturers on their views and what they've already been doing has provided me with a lot of comfort. Although the department and universities across the board have more work to do, this feels like a small step in the right direction and has really helped me to feel more a part of the department.

Second year BSc student

Building on this, members of DEC prioritised supporting staff and students to be able to talk about race and coloniality more sensitively within the curriculum. Working with an external partner, we introduced more direct engagement with race within core provision - first as a compulsory and formatively assessed activity with an external partner (STEP1) and then as core modules.

STEP1 is a seven-week project set for all first year students (c.100) in which students solve an educational challenge set by an external client. For three academic years (2021-23), DEC worked with Michelle Codrington-Rodgers (citizenship teacher and ex-President of a teaching union) on a 'Decolonising resources for teaching in schools' challenge - resulting in projects as varied as 'Challenging the Drama Canon' (Drama), 'Rice Pudding across the World' (Food Technology) and 'The Windrush Generation' (English and History). A key part of this partnership has been embracing a shift from 'safe' to 'brave' spaces for discussion and action, a distinction that has deepened our dialogue within DEC. Whilst STEP1 is valuable and innovative in itself, it also demonstrates the value of DEC in generating and shaping new ideas as a group, and advocating for decolonising conversations in the curriculum.

Core modules on UG and PG programmes have also been introduced by DEC members. The 'Worldviews, Knowledge and Education' undergraduate module encourages students to think more critically about where knowledge comes from, to explore multiple ways of knowing and analyse ways we can begin to decolonise education and consider worldviews that challenge dominant discourses. Student feedback indicates the value they see in such in-depth discussions and group activities:

I have enjoyed expanding and challenging my previous knowledge on different worldviews and I have enjoyed the different teaching activities that we have experienced.

Anonymous student

My absolute favourite module. Having 3 lecturers really made a big difference in the teaching. Our opinions were always heard and acknowledged. The style of teaching was very effective and I found content of the module to be very useful in applying my knowledge gained from it to other modules. 10/10!

Anonymous student

Impact of developed resources

One of our first impacts was through using 'Decolonising Education Case Studies' about higher education, inspired by Gorski and Pothini's (2013) work in the USA and developed by DEC students. The aim of developing the cases was to raise awareness about students' experiences and identify more socially just practices. The case studies include (i) a description of (anonymised) situations, (ii) question prompts and (iii) a narrative response outlining what equitable outcomes of the situation look like. Some of these case studies reflect the painful experiences of students of colour. Staff and students compiled these into a publication and developed a workshop for staff to explore key issues around the case studies. The collection was used in different departments (Education and Sociology), at university events dedicated to understanding what decolonisation means, and to encourage reflection on our individual and collective responsibilities in response to the scenarios shared.

A further impactful resource - created by a DEC member of staff - is a VLE site containing useful resources for decolonising the curriculum, available to all staff. Another member of staff described the impact - not only of the material - but also in relation to what the effort means in terms of higher education and values.

The VLE site ...has been instrumental in guiding me on how to critically evaluate my own approach to 'constructing' and disseminating information: the most valuable form of learning is one that enables learners of all backgrounds to challenge the status quo and embrace the perspectives of others by freeing themselves from the constraints skillfully imposed by Western colonialism and racism. The commitment and drive of students and colleagues who joined forces in DEC restore my faith in the future of Higher Education; one that is truly inclusive for this generation and those to come.
Member of staff

Impact on individual agency and a capacity to act

As well as feeling included and part of a community, DEC has had impacts on student agency, with one member describing how they have felt empowered to make a difference.

As a whole, this group has shown me that if you want to see change, start the process and be consistent and there will be results, even if the task at hand seems extremely challenging. This in turn has awakened my desire to make a difference where I can and not only in issues or topics that pertain to me directly.
Second year, BA student

This opportunity for mutual listening and learning was valued by staff as well. Engaging students as reverse mentors for staff through internship projects created space to discuss ideas on decolonising pedagogies and explore how to overcome perceived barriers (e.g. cost, student expectations, fear of being racist amongst white staff, insecurities amongst staff and students, and the extent to which all staff believe that decolonisation is a priority).

DEC has also allowed staff and students committed to decolonial work to identify priorities prior to advocating for change through departmental structures such as the Board of Studies.

DEC has offered a safe and challenging place to listen to our students and learn about their priorities and concerns. It has provided a platform to prioritise Decolonising the Curriculum issues, ideas, opportunities and collaborations. It is an active group, tackling issues, collaborating to form change in practice, systems, processes and pedagogy.

Member of staff

Impact on departmental culture

DEC has always been about building a particular culture within the Department of Education - a culture in which everyone can act against colonialism and racism. A range of approaches have been used to support the creation of this culture. The greatest impact of the group has, however, intentionally been within the Department of Education.

The DEC group itself, as a space for discussion, has played a role in creating a welcoming culture for new members of staff and students alike.

I have found the opportunity to be part of discussions regarding decolonising the curriculum a valuable experience, in an environment that feels safe and where there is a huge respect for listening to the views of other people, in order to learn. As a relatively new member of staff to the Department of Education, I really welcome the opportunity to further my own understanding of ways in which we can tackle some of the issues that exist.

Member of staff, PGCE

In addition, by holding meetings both in person and online, DEC and its ethos has had an even broader reach, by allowing our wider group of distance learners to participate:

This collective embodies an action-oriented entity with practical, tangible and insightful ideas to address the endeavour that is decolonizing the curriculum

at a department scale. I joined to listen and learn, and I've been humbled by the earnest motivation for change that comes from students and staff alike. Although I'm not in the UK to address these issues directly, I can apply this in my context - so it's exciting that the work DEC is doing is influencing change beyond the UK!

PhD student (Distance Learning)

We have experimented with different approaches to kickstarting culture change, including a social media takeover, production of a website and podcast, and a range of learning experiences that staff and students can engage with including games, art, walks, reverse mentoring and meditations. Recently, we have discussed contemporary issues including race in the UK (David Olusoga's professorial lecture), coloniality and fossil-fueled development (Amitav Ghosh's *The Great Derangement*) and Nikole Hannah-Jones' 'Origins' on the 1619 project and educational history. Students and staff have valued these theoretically informed reading sessions:

DEC has been such an encouraging space to be in bi-weekly. I have been interested in decolonizing curriculum since I started working as a middle school science teacher eight years ago. I specifically chose my program at York to learn how to do that.

MA student

In 2023/24 we experimented with creative approaches to engagement with decolonising. An example of this is CANVAS, a series of five workshops between February and May 2024 on the theme of 'sitting with difference'. Conceptualised and conducted by three DEC students, CANVAS invited participants for an immersive active listening experience - to prompts, to each other, and to themselves. Each session was one hour long with a fluid, prompt-driven format, and one or two arts-based activities. Every session was thematically organised, with space for unplanned, undirected conversations. These began with the story of friendship within the group and a reflection on how living multiple differences bring harmony and tenderness. This opened up the conversation to what it means to belong and to reflection on our individual and collective responsibilities in creating an inclusive community.

DEC achieved a range of structural changes within the Department of Education beyond curriculum change, staff development and student workshops. For example, one student remarked that '*BAME students should feel the course reflects them and their experiences the same way it does their white peers.*' This prompted the creation of Black, Asian and Minority Ethnic (BAME) representative post, supported by the Departmental YUSU Representative. Whilst some concerns were expressed over the term 'BAME', the need to increase representation in departmental processes was prioritised in this instance. The representative in post contributes to teaching committees, Boards of Studies, and also to the Equality and Diversity

Group in the Department of Education. Whilst recognising the limitations of these actions, they ensured representation on departmental decision-making committees and empowered members to pose questions to the wider department about practices.

Impact and reach beyond the department

As the work of the DEC group has become known within and beyond the university, the group has had to navigate the tension between having a broader reach and our commitment to core activity within the department. Staff have supported students to advocate for themselves and to value their expertise through experience, and demonstrated how this can be done in response to email requests.

We have also spoken to colleagues in different departments who are setting up their own groups, including Chemistry, Psychology and Sociology, as well as the Inclusive Education Team and Students' Union. As a result of DEC's activities within the department and across the university, in 2021 the group was awarded a 'Love York Award' by the Students' Union and, in 2022, an 'Inclusive Impact Award' for purposeful change in Equality, Diversity and Inclusion at the University of York. Additionally, members of the team have been awarded individual recognition for 'Supporting student voice and participation' and championing inclusion and diversity.

Beyond the university, in the interests of building solidarity within the broader social movement, members of the group have co-hosted a symposium with colleagues from the University of Cambridge on colonialism and environmental education research, presented work on DEC at conferences and network meetings and held supportive conversations with colleagues at higher education institutions and networks in the UK, South Africa and the USA (University of Michigan).

The group has also supported others in their development of decolonising shared resources, including hosting a playtest of a decolonial game. The game - designed by a recent graduate of the University of the Arts, London - is currently under development and draws attention to the links between justice, colonialism, extractive industries and economics that drive climate change and intensify global inequalities. Based on the history of colonisation in India, the game is inherently unfair with built in power dynamics meaning that choices are limited, resources are removed and profits made elsewhere. Arranging the playtest meant bringing together staff and students from different disciplines, institutions and interests to engage with the game and follow-up discussions in a new, creative way.

Thanks for including me in this conversation and always promoting awareness around socio-political board games!

Decolonial board game designer

Conclusion

In summary, DEC has taken some initial steps towards decolonising departmental practices by bringing staff and students with different experiences but shared values together.

Being a part of the DEC has really opened my eyes and raised so much awareness to the importance of having a diverse and inclusive learning environment. The work it is doing is so important and an essential starting point for creating an education that is reflective of all cultures and theoretical lenses. I'm so happy to be a part of this group and have found the discussions we've had invaluable for my own understanding, as well as for the progression of a decolonised curriculum.

3rd year, BA student

A Collaborative Award for Teaching Excellence would provide recognition for the team and reinforce the value of decolonising work in higher education. It would also allow us to connect with a network of other professionals dedicated to improving the experience for all in higher education. The task ahead is enormous, but the foundations laid by staff and students will continue to support our urgently needed, ongoing work together.

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- Gorski, P. C., & Pothini, S. G. (2013). *Case studies on diversity and social justice education*. London: Routledge.

Additional DEC work

Forum article:

https://e75a8952-889f-4294-96f1-2c46c0d6c094.filesusr.com/ugd/c552bb_70164054537b4470b83e05dff9463e48.pdf

Student blog post:

<https://blogs.york.ac.uk/student-voices/2022/01/06/decolonising-the-university-education-is-taking-action/>

Decolonising Education Collective (DEC) website:

<https://lyndadunlop.wixsite.com/decyork>

Appendix 3: Glossary

Please provide a glossary of abbreviations and acronyms used in the application.

Academic Research and Teaching (ART)

Action Point (AP)

Athena Swan (AS)

Black, Asian, and Minority Ethnic (BAME)

Decolonising Education Collective (DEC)

Department of Education (DoE)

Department Management Team (DMT)

Departmental Promotions Group (DPG)

Deputy Head of Department (D-HoD)

Early Career Researcher (ECR)

Education Equality Diversity and Inclusion Action Group (EEDIAG)

Equality and Diversity Group (EDG)

Future Action Point (FAP)

Department Values of Fairness, Respect, Inclusion and Compassion (FRIC)

Higher Education Institutions (HEIs)

Mental Health (MH)

Professional Development Review (PDR)

Professional Services Staff (PSS)

Self Assessment Team (SAT)

Teaching and Scholarship (T&S)

Times Higher Education (THE)

University of York (UoY)

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