Department of English and Related Literature

Athena Swan renewal application form for departments

Applicant information

Name of institution	The University of York
Name of department	English and Related Literature
Date of current application	31 January, 2024
Level of previous award	Bronze
Date of previous award	April 2018
Contact name	
Contact email	
Contact telephone	

Section	Words used
An overview of the department and its approach to gender equality	2815
An evaluation of the department's progress and success	2626
An assessment of the department's gender equality context	2548
Future action plan*	
Appendix 1: Culture survey data*	
Appendix 2: Data tables*	
Appendix 3: Glossary*	
Overall word count	

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

Overall word limit: 8000 words

CONTENTS

SECTION 1: AN OVERVIEW OF THE DEPARTMENT AND ITS APPROACH TO GENDER EQUALITY

Word count: 2815 words

1.1 Letter of endorsement from the Head of the Department

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UNIVERSITY
of York

1 January 2024

Athena Swan Charter
Advance HE
Innovation Way
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York , YO10 5B

Dear Dani Glazzard,

I am thrilled to offer my full support for this Athena Swan Silver Award application *Redacted for publication*. I am a member of our Departmental SAT team and I have attended all SAT team meetings since joining the Department, engaged with the quantitative and qualitative feedback provided by the staff survey and a variety of themed focus groups and have commented on drafts of the application and contributed to the Action Plan. This has been an exciting process. Over the past few months, I have been inspired by the unwavering commitment of not just AS SAT team members, but the entire Department, both to realise the ambition of our 2018 Action Plan and to place EDI imperatives at the heart of all our work in a post-pandemic world.

The Department of English and Related Literature is very different in 2023 compared to 2018. In large part, this is because of concrete actions we pursued as part of the Department's 2018 Action Plan. We are proud that we now have a larger and more diverse academic community than five years ago. This is a cause for celebration, but these evolutions, especially in the context of a challenging economic, political and environmental landscape, bring various challenges. Our new Action Plan both accurately reflects where the Department of English and Related Literature is now and speaks to our commitment to meet these challenges head on, particularly through the creation robust, compassionate and inclusive structures in our departmental governance and our induction, staff mentoring, line management, student recruitment and community building practices.

To create the conditions to make such work possible, I am committed to building on the work of Prof. Smith to address workloads and workload inequality for academic staff by, for instance, recalibrating and, where possible, streamlining, the workload and tasks of major citizenship roles, bringing forward the process of workload allocation for the following academic year and publishing workload patterns to achieve greater transparency. This is a project that is being undertaken in tandem with the Department's Deputy Head of Faculty Operations who is similarly working on workload for Professional Support colleagues.

The attached narrative offers a fair and accurate assessment of our work against the 2018 Action Plan. I hereby confirm that the information presented in the application is an honest, accurate and true representation of the department. Our new Action Plan has the buy in of the entire Department in full recognition that the work ahead is both ambitious yet necessary and achievable. We look forward to your feedback.

Yours faithfully

J. Batchelor

Professor Jennie Batchelor

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1.2 Description of the Department

The Department of English and Related Literature is a leading department for the study of English and other literatures in the UK and beyond. The 2021 REF results ranked York English as joint-sixth in the UK and we are the leading department in the UK for 3* and 4* Impact as well as 3* and 4* Environment.

We are one of seven departments/schools in the Arts and Humanities Faculty of the University of York. The Department is located in Derwent College on Heslington West campus and King's Manor in the city centre. The Department encompasses five Research Schools and is affiliated with five different interdisciplinary centres: CECS; CMS; CModS; CREMS and CWS. The Department employs 63 academic staff (43 F/20 M) (Appendix 2a.3) and 12 PTO staff (11F/1M) (Appendix 2a.5). In the current academic year there are 930 UGs (785 F/145 M), 80 PGTs (60 F/20 M) and 70 PGRs (50 F/20 M) (Appendix 2a.1). At undergraduate level, the Department runs a single subject honours programme and five joint honours degrees with History, History of Art, Linguistics, Philosophy and Politics.

In a continuation of efforts outlined in our 2018 Bronze Award, the Department has worked towards an intersectional approach to gender equity, diversifying our academic staff both in terms of race/ethnicity and the LGBTQ+ community (Appendix 1b.13) as well as our curricular offerings (see below). Significantly since our 2018 award, our UGT student numbers have risen by almost 31%. This is particularly notable given the larger national context in which the number of students doing an English A Level (Lit, Lang, or Lit/Lang combined) has declined from 83425 in 2013, to 53021, in 2023. This has been a steady trend over the past decade and shows little sign of significantly reversing.[1] Our high UG numbers are a positive sign for the Department's overall health and reputation, but have resulted in an increase in workload pressures, which we commit to addressing in our new action plan (see Section 3.2a) [Future Action Plan (FAP) table reference 1.2].

Our teaching and research approaches English literature from the perspective of global and diverse historical contexts. As part of our undergraduate degree, every single-subject English student (and some combined course students) study a literary tradition outside of English; since 2018, those traditions now include several non-European literary cultures to include Medieval Arabic and Persian, Modern Latin American Literature and Global Queer Histories as well as offerings on Greek and Latin, Dante and French cinema. On a curricular level, our teaching provisions have diversified significantly to include new undergraduate modules devoted to LGBTQ+ and Queer literature and film as well as a more holistic commitment to increasing LGBTQ+ representation, as well as the representation of women and underrepresented ethnicities, on all undergraduate modules in the Department. New modules introduced since 2018 include:

- AIDS in the 80s and 90s
- Black Writers in the Global Nineteenth Century
- Decoronial Writing: Pandemics, Public Health, Prose
- Contemporary African American and Black British Writing
- Modernism's Queer Spaces

Two colleagues developed a Decolonising Network in Summer 2020 that continues to run departmental and university-wide initiatives around diversity in pedagogy. In Spring 2018/19, the Department joined forces with the YUSU Student Voice Team to pilot a 'Students as Consultants' project. This initiative brought together students and staff to explore a common commitment to racially inclusive and diverse teaching practices.

These initiatives have also been important for our postgraduate community, which is divided over 14 taught MA programmes, some of which are interdisciplinary in nature and are run in conjunction with other university centres and programs. We launched a new MA in the Creative and Cultural Industries in 2020 combining our increased staff expertise in creative writing with our innovative letterpress print lab, the Thin Ice Press. The Department will add a new MA in Queer Studies in Autumn 2024. We also offer a Masters in Research and PhD degrees. All postgraduate students are affiliated with the Humanities Research Centre, which provides training and individual work spaces and a venue for academic events, networking and sociability.

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1 See 'A level subject entry and grade: Comparison by subject' on the Department for Education dashboard, *https://department-for-education.shinyapps.io/ks5-timeseries-attainment-and-single-year-entries/*

1.3 Governance and recognition of equality, diversity and inclusion work

The Department is run by the Head of Department (HoD), supported by a Departmental Management Team (DMT) constituting office holders from across the Department, with input and advice from the Deputy Head of Faculty Operations (DHFO). Decisions made by the HoD and DMT are brought to the Department's Board of Studies (BoS), which includes all teaching members of the Department, plus representatives from every undergraduate year level, plus postgraduate taught and postgraduate research students.

The HoD is a standing member of the Athena Swan team and reports to the DMT regarding Athena Swan concerns. EDI matters are a required standing item in all departmental committee meetings.

University of York Department of English and Related Literature Department Leadership Structure January 2024

Academic

- Departmental Management Team
  - Board of Studies
    - Teaching Committee
    - Recruitment and Admissions Committee
    - Research Committee
    - Workloads Committee (HoD)
    - Athena Swan Committee
    - PGT Committee
    - Library Committee
    - ECR Forum
    - PGR Committee
  - Board of Examiners

KEY — Female Chair — Male Chair

Since our 2018 award, the Department has implemented new committees to better address EDI issues, some in direct response to feedback on our previous award:

- In 2021, the EDI forum was established, chaired by the newly created role of EDI Officer. This ensures all EDI issues receive the same attention and investment as those of gender equity [PAP 6.5]. The EDI forum is a staff-student departmental group that meets once a semester to discuss matters relating to equality, diversity and inclusion. The EDI Officer position replaced the previous 'Equality Champion'. The EDI officer reports to the Faculty Equality Champion Committee.

- In 2019, the Early Career Researchers Forum was created to improve departmental support for both new permanent staff and staff on fixed term contracts, especially those on Teaching and Scholarship (T and S) contracts [See Previous Action Plan (PAP) action 2.5].

- In 2023, our DHFO, with input from the AS Chair, developed a new faculty-level EDI Data Officer position to support EDI and Athena Swan work across the faculty. This has improved EDI data monitoring and collection, whilst respecting anonymity, which has become increasingly important as our Department has diversified.

- In 2023, we also instituted a new avenue of student representation – EDI Student Reps. These students gather and share feedback around anything relating to diversity, inclusive teaching and learning, accessibility, etc. at BoS, UG Teaching Committee and EDI Forum and they are important points of contact for their respective UG cohorts.

The Self Assessment Team

In addition to these new changes, the Athena Swan Self-Assessment Team (SAT) continues to be a hub for monitoring and improving gender equity in the Department. The SAT is composed of professional support and academic staff, as well as students. All academic staff on the Team receive 30 hours per year (2.7% FTE) of workload allocation while the Athena Swan Chair receives 50 hours in a 'normal' year (4.5% FTE) and 150 (13.43% FTE) in an award year. While Professional Support Staff do not receive workload allocation for serving on the SAT, their participation can be reflected in secondment opportunities. Student representatives are paid for their participation.

Current Membership

Name	Current departmental role/ job title	Current SAT role
Jane Raisch	Lecturer	Chair
Jennie Batchelor	Head of Department	Academic Staff Team Member; Liaison for AS to DMT
Adam Hewitt	Deputy Head of Faculty Operations	Professional Support Staff Member
Redacted for publication	Faculty EDI Data Officer	Faculty EDI Data Officer
Redacted for publication	Leverhulme ECR Fellow	Academic Staff Team Member
Redacted for publication	PGR Student	PGR Representative
Matthew Townend	Professor	Academic Staff Team Member
Melissa Oliver-Powell	Lecturer	EDI Officer and Academic Staff Team Member
Redacted for publication	PGR Student	PGR Representative
Alicia Maddalena	Associate Lecturer	Academic Staff Team Member
Anna Wall	Associate Lecturer	Academic Staff Team Member
Jonathan Brockbank	Lecturer	Academic Staff Team Member
Fiona Meadows	Student Services Manager	Professional Support Staff Team Member
Redacted for publication	UG Student	UG Student Representative

Name	Current departmental role/ job title	Current SAT role
Kenneth Clarke	Senior Lecturer	Academic Staff Team Member
Redacted for publication	PGR Student	PGR Representative
Redacted for publication	UG Student	UG Student Representative

Summary of SAT Membership in Award Year

Gender identity	12 out of 17 female 5 out of 17 male
Staff/Position Type	*Redacted for publication*
Contract Type	*Redacted for publication*

The Athena Swan Chair sits on the university's Athena Swan Arts and Humanities Faculty-level Working Group, which shares best practices and offers support for departmental applications.

1.4 Development, evaluation and effectiveness of policies

All major departmental-level decisions are brought before BoS, which comprises all teaching-active members of the Department (which, in our Department, is all academic staff). PSS participate as non-members. The unreserved portion of our meetings also includes student representatives from every UG year group, all combined courses and representatives from both taught and research PG communities. BoS ensures that all members of the department have a voice in departmental change. Our 'EDI standing items for reflection' on both the reserved and unreserved portions of the meeting are for the express and encouraged consideration of EDI issues at this meeting. Moreover, every departmental meeting is required to include an EDI standing item for reflection on the agenda, a crucial vehicle for self-examination and soliciting EDI feedback across departmental decision-making bodies. The introduction of a rota to allocate staff service on open days, for instance, to ensure both diversity in representation and workload fairness, was brought before BoS, the rota system was discussed at length and the new system was then implemented in line with our previous action plan [PAP 5.1]. Similarly, our commitment to better support our international students in accessing materials before joining the department (see below Section 3.2c) [FAP 3.3] was in part informed by student representatives bringing this issue forward to BoS where it was discussed by all staff and then delegated for implementation to both the AS and UGT chairs.

Furthermore, all major university-level decisions are brought for report to the BoS, where all stakeholders can contribute to departmental discussions around the implementation of university-level policies. BoS was, for instance, a crucial forum in which the implementation of the recent switch to semesters was discussed. The department agreed on a core commitment to not increase staff workload while continuing UGT and PGT curricular excellence.

1.5 Athena Swan self-assessment process

The department Athena Swan Team was first established in 2016 to support a successful application for a Bronze Award submitted in 2018. The team continues as an integral departmental committee, meeting three times per semester. It recruits new staff (PSS and academic) and student membership through advertising within the department. Student representatives submit short statements outlining their interest in EDI issues and experience with handling sensitive information. They are then selected on the basis of their statements by the Chair. Student representatives are also asked to sign a non-disclosure agreement as part of the team's strong commitment to the privacy and protection of staff and student data. Both the HoD and the EDI Officer are standing members of the team and team membership draws from different grades of academic and PS staff, both permanent and fixed-term (see 'Current Membership' above).

This standing departmental committee has been complemented by a specific Self Assessment Team (SAT) focused on this Athena Swan application. Recruitment for SAT staff membership is by interest, although male staff members and those at higher academic ranks were particularly encouraged to apply when it became clear that they may be underrepresented on the Team, so as to support a positive balance of representation from across the department. The recently appointed Faculty Data Officer also sits on the team. Workload recognition of team participation is outlined above (Section 1.3).

The entire SAT was involved in the preparation of this award. The team reviewed, informed and where appropriate, signed off on, for example focus group topics, survey questions, progress assessments against the previous action plan priorities and new action plan initiatives. The self-assessment process was principally conducted using the following data and evidence:

Numeric and survey data

1. We undertook an anonymous online departmental staff culture survey in April/May 2023. This utilised the framework provided in the Athena Swan application guidance. 53% (41 people) of departmental staff responded (14 M, 23 F, 4 None give/Self-Described) The full results are in appendix 1.

2. We conducted a thorough analysis of the data held centrally by the University's HR Team related to each of the ten 'core' data-sets required for Athena Swan (see appendix 2).

3. A small group of self-selecting students, also undertook a departmental Student Culture Survey. 84 students participated in total (10 M/58 F/12 N-B/4 None given/Self-Described) and whilst this was a small proportion of the total student population, we used the findings alongside other forms of student feedback, to inform areas for further investigation.

Focus groups and targeted consultation

1. We conducted three targeted staff focus groups between March 2023 and October 2023 to discuss key EDI issues in the department and to engage particular communities and stakeholders: Professional Support Staff, Staff with Parental Responsibilities, ECR Staff Members.

2. We carried out two targeted focus groups to illuminate key elements of our student body and student experience: Male Students,and International Students.

3. We also had one joint Staff and Student Focus Group on Widening Participation.

4. All of these groups were facilitated and anonymously minuted by university staff from outside the department. Those minutes were shared with the SAT either with the express permission from all participants or via an outline/summary.

5. One to one or small group consultations with departmental committee chairs, including the new Head of Department, following their appointment and once in post from September 2023.

6. Two targeted case studies to capture the experiences of PGT and PGR students.

7. Consultation discussions with student representatives.

Department wide discussions

1. We held two 'town hall' discussions to which all staff were invited to focus and later feedback on our Athena Swan application. The first formed part of a staff Away Day in 2019. The second took place as we worked towards concluding the drafting of this submission, in November 2023.

Respecting confidentiality and anonymity

As our department has grown more diverse, the importance of staff privacy and anonymity during our Athena Swan data collection has been highlighted as an increasingly pertinent concern for colleagues. At the same time, the SAT felt strongly that collecting a certain amount of demographic data about staff and students would allow for a more meaningful self-assessment process. In order to respect both of these principles, we undertook the following steps in regards to our survey data:

*   Survey data was not simply collected anonymously but each submission was assigned an anonymous code allowing for staff or students to request that their data be deleted within two weeks of its submission in case they changed their mind or felt subsequently uncomfortable with their submission

*   All demographic questions could be answered by 'Prefer not to say' and staff particularly were encouraged to choose this option if they felt in anyway exposed by the question

*   Raw data was not analysed by the Athena Swan Chair, the HoD, or the SAT. A non-departmental Faculty Data Officer was responsible for the initial processing of raw data to further protect staff and student identities.

The new action plan that was developed for this application will form the basis for the SAT's work moving forward and will continue to be a central part of the department's governance procedures. It will form a core component of the department's strategic plan and will be reviewed by the HoD, DMT and DHoFO.

SECTION 2: AN EVALUATION OF THE DEPARTMENT'S PROGRESS AND SUCCESS

Word count: 2626 words

In the following section, we identify the progress we have made and key successes achieved since our 2018 Action Plan. That action plan had six priority themes and we have determined that there has been partial progress (work undertaken, but more still to be done) across three of these themes and good progress (work undertaken and completed) across the other three. Below, we have separated these two sets of three themes out, providing some brief commentary on those areas with partial progress first, then highlighting the areas with good progress. At the end of this evaluative commentary, we provide a full, summarised overview table of progress against our 2018 action plan.

2.1 Evaluating progress against the previous Action Plan

Themes from our 2018 Action Plan where partial progress has been made

The three themes from our 2018 action plan where we evaluate that partial progress has been made are:

- Equitable Staff Recruitment, Retention and Development (PAP Theme 1)

- Achieving Equality in Departmental Processes, Practices and Governance (PAP Theme 4)

- Holding Ourselves to Account (PAP Theme 6)

As we consider our progress to be only partial in these areas, we have identified where we can build on the work still to do, or outcomes identified to inform key priorities for our future action plan (see Sections 3.2 and 4). Theme 6 in particular, given its importance for the fundamental goals of Athena Swan, has been reconstituted in our new action plan [FAP 5.1, 5.2].

Across these three partially progressed themes, we have identified four overarching and interconnected areas for improvement.

- First, our *lack of formal and consistently offered induction procedures* [PAP 4.1], which has not been ameliorated by even partial progress in the mentoring program [PAP 2.6]. We believe that this lack of induction procedures can have significant 'knock-on' effects throughout the department, relating to staff understanding of promotion procedures [PAP 1.2] (Appendix 1b.1) and their understanding of how and why to engage in various EDI, HR and university-wide training initiatives [PAP 1.5], [PAP 1.8], [PAP 4.3].

- Second, *internal departmental communication* has also emerged as an area we can improve, again, with the potential to significantly impact other aspects of departmental culture. Given the disparity between our overall success in the numbers of women being promoted across all grades [PAP 1.1] (Appendix 2a.9) and staff survey results indicating a low proportion of academic staff, particularly women, who understand the promotions process [PAP 1.2] (Appendix 1b.1), part of the issue has been identified as communication and the formalisation of our departmental processes [PAP 1.3]. Thus, while we do not believe that the data shows women resigning at a significantly disproportionate rate compared to men (Appendix 2b.1), informal and inconsistent practices around exit interviews has made this hard to ascertain for certain [PAP 1.7] (Appendix 2b.1).

- Third, *staff workload* also remains an ongoing issue in the department [PAP 4.6]. Though the introduction of an hours-based workload allocation model has constituted an improvement and over 50% of all staff do not view workload allocation as inflected by gender (Appendix 1b.5), a higher percentage of women than men are over their workload 'cap' this year (Appendix 2b.3) and women are disproportionately represented on workload-heavy departmental governing committees [PAP 4.5] (Appendix 2b.4). While we celebrate the strong presence of women in departmental governance, it is crucial we maintain a balance across

not only between genders but also across career stages and race, so as not to overburden certain groups disproportionately and to ensure all perspectives and views have a voice.

- Fourth, many of these issues could be more proactively addressed with *better and more consistent data management* within the department [PAP 1.6], [PAP 1.7], [PAP 1.8], [PAP 3.3], [PAP 6.2], [PAP 6.3].

These themes of: induction, communication, workload allocation and data management have therefore been used to underpin several of the areas we subsequently identify in our new Action Plan.

2.2 Evaluating success against the Department's key priorities

Themes from our 2018 Action Plan where good progress has been made

Since our previous action plan, the department has achieved the desired outcome or achieved significant improvement in relation to three priority themes:

- Fostering equitable research (PAP Theme 2).

- Supporting our postgraduate students (PAP Theme 3).

- Practising inclusive and intersection teaching and recruitment (PAP Theme 5).

Across these themes and indeed as an overarching reflection, we are particularly proud of our success in improving the diversity of our department and teaching provisions, which has had clear positive impacts on our undergraduates. Female academic staff in the department now account for a majority of research funding, are at parity in REF and impact case studies with their male colleagues and lead in promotions numbers. And our departmental resources to support PGR and PGT students has meaningfully increased and has been recognized by the university at large.

2.2a Fostering an equitable research environment (Theme 2)

In our previous action plan, we identified concerns surrounding the research support available to women in the department [PAP 2.1, PAP 2.4] and the overall equity of research time for staff members who are on less-research intensive contracts known as Teaching and Scholarship contracts [PAP 2.3, PAP 2.5]. We have made strong progress in both of these areas, increasing the number of women in our Impact case studies and robustly supporting the research and grant capture support for women in the department.

IMPACT: In the most recent REF (2021), 50% of all impact case studies put forward by the department were from women up from 25% from the previous REF (2014) (Appendix 2b.7).

Moreover, our Director of Research and our Impact and Engagement Officer, meet individually with members of the department to begin the process of facilitating REF research outputs and Impact Case Studies from a wide range of staff, creating a far more 'hands-on' culture of REF and research success in the department. The Departmental Research Committee actively tracks the gender breakdown of research support funding, to include international conference funding, seed-funding for grant development and workload credit for major grant submission.

IMPACT: Since 2021, every year, a majority of women have been awarded international conference funding, pump-priming funding and workload credit for grant submission (see Appendix 2b.5).

IMPACT: The Departmental Research Committee now monitors the gender breakdown of all internal departmental research funding and the presentation of this data is now a required standing item on every DRC meeting agenda.

The department has also successfully improved its support for PGR women on academic career paths [PAP 2.2] Since this topic naturally connects with our second successful key priority below, Creating a Positive Postgraduate Culture of Support and Success, we will address this specific point below in Section 2.2b.

Substantial progress has also been made in supporting our colleagues on T and S contracts, to include making International Conference Funding available to T and S staff every funding cycle. At the time of producing the last action plan the department had been through a period with a relatively high number of teaching and scholarship contracts (6 in 2016, 5 in 2017). Over the lifetime of the AS action plan (i.e. 2018-2023), this has been reduced. Currently, this figure stands at 4, with only 1 full-time and 2 on very fractional contracts engaged in highly specialised teaching.

One area where we have identified the need for further improvement is the department's mentoring scheme [PAP 2.6]. Here, results have been mixed. On the positive side, the mentorship program now formally includes support for research outputs.

> IMPACT: In Autumn 2018, all departmental mentors received workload credit for research outputs from their mentees.

However, according to our staff survey data, although some staff feel well supported by the mentoring scheme, only approx. 50% M and F staff report satisfaction with it (Appendix 1b.3) and in the comments express concern that the program subjectively depends on which mentor is assigned. One staff member described the mentorship scheme as 'a bit of a lottery' and pointed out that while staff can and should request a new mentor if the relationship is not working, many more recent and ECR staff will not know they can do so or may not feel comfortable doing so. Participants in our 2023 ECR focus group also expressed shortcomings with the mentorship program, observing that the lack of formal structures for mentorship can make mentors' exact role opaque (Appendix 1a.5). The need to continue to improve and develop our mentoring program is reflected in Themes 2 and 4 of our new Action Plan.

2.2b Creating a positive postgraduate culture of support and success (Theme 3).

In our previous action plan, we identified support and departmental integration for our PG students, particularly our PG women, as an area that required greater attention [PAP 3.4]. Concern was expressed that there may be a 'leaky pipeline' between MA and PhD-level academic work amongst our female students specifically [PAP 3.1, PAP 3.2, PAP 3.3]. It is very difficult to accurately capture whether or not women disproportionately choose not to pursue PhD-level work after their MA. Women still outnumber men significantly at both PGT and PGR levels in the department (Appendix 2a.1) and neither the department nor the university has found a practical way of specifically tracking what MA graduates do once they leave the university (many students who do end up pursuing a PhD may not do so directly after the MA, for instance). Moreover, given the overarching problem the department and field of English literature continues to face regarding the low numbers of men at UGT levels [PAP 5.2], maintaining healthy numbers of male PGT and PGR students is essential for encouraging and modelling male accomplishment in the discipline. Finally, it is also important that not all our PGT students feel that entering academia is the only measure of success for an MA. Due to the well-known challenges of the academic job market in English literature in the UK, it is important to also support female MA students who may choose to pursue other career opportunities. The majority of our MA graduates continue on to positive outcomes (see Appendix 2b.6), so this suggests that a more effective metric of the success of our female MA students would be career preparedness broadly conceived rather than simply acceptance to a PhD.

Quote from a former PGT student *redacted for publication*

> '*I really appreciated having an advisor whom I could work closely with throughout the program. Especially as an international student coming into an unfamiliar system, it was useful to have one person that I knew could always be a point of contact for me, whether about coursework, dissertation planning, academic life more generally, or even just life in the UK.*

> *The "Postgraduate Life in Practice" module helped me understand what, concretely, I was expected to do as an MA student and the things that "everyone knows" about graduate school. This helped me articulate and clarify my goals and skills in my PhD applications.*

The department has achieved measurable success in the introduction of robust support structures for our PGT and PGR students with regard to encouraging female PGT students to pursue PhDs [PAP 3.1, PAP 3.2], to supporting our female PGR students in acquiring academic positions [PAP 2.2] and to generally welcoming PGR students into the department's academic culture [PAP 3.4] While the logistics of implementing exit interviews for our PGT leavers have proved challenging PAP [3.3], the robust pastoral and supervisory support provisions we have introduced for PGT students routinely emphasise PGR career pathways. We are proud that a University Research Capacity Officer for BRIC has said in regards to our postgraduate support provisions: 'English and Related Literature has been identified as having the most comprehensive training plan in the Arts and Humanities faculty [at York].'

IMPACT: In the 2022-2023 academic year, the department ran 21 PGR-specific training sessions to include: a roundtable on precarity, Decolonizing and the Classroom, Diverse Ways to be an Academic led by two female former departmental PhD students and which centred on developing feminist networks during the PhD that will sustain researchers into the future and foster feminist collaborations that challenge existing structures in HE.

Quote from a former PhD student *redacted for publication*

> '*The supervision I received through the department was of the highest quality. Supervision was regular and rigorous and further enriched by the Thesis Advisory Panel meetings, which gave me the opportunity to have my work read by another brilliant advisor...*

> *I think my experience of teaching in the department aided me most in attaining my current academic placement. The "shadowing" structure is excellent and provided me with direct, personalised guidance on pedagogical practice from an experienced academic, which was a great privilege...*

> *There were several brilliant female role-models in the department, some of whom I worked with closely during my teaching training and practice and during the Student Internship Bureau placement. This may be an obvious point, but I don't think it should be underestimated*'.

2.2c Practising inclusive recruitment, representation and teaching (Theme 5)

An important goal for the department from our last action plan was an overarching commitment to making our staff, students and teaching more inclusive. There were several facets of this commitment: academic and curricular [PAP 5.4, PAP 5.5]; promotional [PAP 5.1]; demographic [PAP 5.2] and cultural [PAP 5.3].

Our curricular diversification has been in part outlined above (Section 1.2) as a number of new modules have increased the racial, LGBTQ+ and gender diversity of what we teach in the degree.

IMPACT: All module proposal forms now ask the tutor to explicitly consider gender and other forms of diversity when proposing and designing new modules and reading lists.

The possibility of gender bias toward men in marking was also raised in our previous action plan, despite the continued use of anonymous marking procedures. Tracking data since 2018, no consistent pattern of higher achievement in male students has been observed (Appendix 2b.2, 2a.2) While a higher percentage of men have

received firsts since 2020, a higher percentage of women receive a degree of distinction (2.1 or higher). Male students tend to have a wider spread of marks than female students with a higher percentage of male students also receiving degrees below distinction (Appendix 2a.2). Given the lack of a consistent pattern of greater success, we do not feel that our anonymous marking is obviously subject to gender bias, but we will continue to monitor the awarding of first class degrees to ensure this is not the case.

While the number of male students in English at York (see Appendix 2a.1) remains low, the department has demonstrated an ongoing investment in supporting and attracting male students. As students in our Male Student Focus Group noted, the challenge of recruiting men to study English is systemic and not York-specific (one called it 'an impossible task.'). Several members of the focus group noted that curricular offerings are not the issue and approved of the diversity the modules offered.

> **QUOTE:** '*I do not believe that any student could go through the entire course [at York] without finding something that they like, there is something for everyone*.' **(Male UG Student, 2023 Male Student Focus Group)**

One student in our male focus group specifically noted that marketing and branding for the course is strong. This supports our success in ensuring a gender balance in the staff and student members representing the department at Open Days.

> IMPACT: In 2021, the department implemented an every-other year rota for staff participation in open days to ensure equitable participation across all genders, grades, areas of academic specialisation and ethnicities. The admissions team actively monitors the diversity of both staff and student participants on each day and makes sure that the student representatives are drawn from both home and international student groups.

Finally, the department overall achieved success in fostering confidence amongst our undergraduate students (see Appendix 1b.4).

> IMPACT: 91% of female students and 69% of non-binary/other/prefer not to say students said that their degree helps them present themselves with greater confidence.

However, only 50% of students who identify as male said yes to this same question while the other 50% said either 'no' (12.5%) or 'neutral' (37.5%). This suggests that while we have succeeded in developing confidence for women in the department (and possibly those who identify as non-binary), we need to improve the support we offer our male students. This suggests that a more productive path to addressing male student recruitment is via improved mentorship provisions (see below, Section 3.2c).

2.3 2018 Previous Action Plan (PAP) progress summary

Theme One – equitable staff recruitment, retention and development:

No.	Proposed action	RAG rating	Summary of key outcomes/ reason for rag score
1.1	Monitor progression of women at different grades.	G	18 F/4 M/1 N-B have achieved promotion since 2018 across all grades (Appendix 2a.9). Progression of women has been monitored and data is available in the department.
1.2	Performance reviewers prepare female reviewees to apply for promotion.	A	While promotions data is strong (Appendix 2a.9), only 57% F/64% M report that they understand the promotions criteria and process, which did not meet the target from our previous action plan of 75% F.
1.3	Annual promotions activities that encourage female staff to apply for promotion.	A	While promotion lunches were organised before and during the pandemic (and women no longer lag behind men in promotion), they have not been implemented annually.
1.4	Adopt gender inclusive recruitment policies and practices.	G	All job advertisements include a specific statement encouraging women and other under-represented groups to apply.
1.5	Recruitment committee members and reviewers to complete unconscious bias training.	R	Uptake of UB training has not been consistently implemented or monitored.
1.6	Monitor gender balance of staff on fixed term contracts.	A	While a greater number of F staff than M staff remain on fixed term contracts, this has decreased proportionally in relation to the overall number of new F and M staff who have been hired since 2018 (Appendixes 2a.3,4).
1.7	Analyse feedback/motivations from staff who leave, identifying areas to improve.	A	Exit interviews have been offered to staff leavers, but there has been low/little uptake. Thorough and consistent assessment of staff resignations has not taken place.
1.8	Monitor staff take-up of training.	A	Inconsistent monitoring and take up of staff training; training does not feature consistently in PDRs.

Theme Two – fostering an equitable research environment

No.	Proposed action	RAG rating	Summary of key outcomes/reason for rag score
2.1	Monitor equal representation of women for REF impact case studies.	G	Gender balance of REF impact case studies has been monitored. REF 2021 was 50% F/50% M up from 25% F/75% M in 2014.
2.2	Support career progression for female PGRs.	G	Support provision for PGRs has been substantially increased and improved (see above, section 2.2a).
2.3	Increase the time allocated for research for Staff members on T and S contracts.	G	T and S staff have 20% allotted workload for research, up from 10%.
2.4	Review equity of support given to staff for research.	G	DRC regularly reviews departmental research funding; a majority of F staff have received research funding since 2021 (see above, section 2.2a).

Theme Two – fostering an equitable research environment

No.	Proposed action	RAG rating	Summary of key outcomes/reason for rag score
2.5	Support staff on T and S contracts.	G	T and S staff can apply for all forms of departmental research funding; creation of ECR forum and ECR focus group has effectively made T and S concerns visible.
2.6	Extend mentoring scheme to support staff research.	A	While mentors are now given workload credit to read research, implementation of mentorship scheme remains inconsistent (see above, sections 2.2a).

Theme Three – creating a positive postgraduate culture of support and success

No.	Proposed action and rationale	RAG rating	Summary of key outcomes/ reason for rag score
3.1	Increase the numbers of female PGTs who continue to PGR level.	G	While it is challenging to monitor the number of PGTs who go on to PGR study, the majority of our PGTs go on to positive outcomes (Appendix 2b.6) and the number of PGT and PGR females remains high (Appendix 2a.1).
3.2	Facilitate preparation for the PhD application process.	G	Support provision for PGTs, particularly in encouraging and supporting PhD applications, has been substantially increased and improved (see above, section 2.2b).
3.3	Gather information about the cause of leaky career pipeline through exit interviews.	R	No exit interviews for PGT students have been conducted.
3.4	Integrate PGRs more into departmental research and social culture.	G	Coffee mornings, the PhD festival and a number of other activities have all been introduced and PGR reps report these are popular and appreciated (see above, section 2.2b).

Theme Four – achieving equality in departmental processes, practices and governance

No.	Proposed action	RAG rating	Summary of key outcomes/reason for rag score
4.1	Improve the departmental induction procedures.	A	While some induction procedures have been introduced, they have not been consistently offered to new staff or new tutors.
4.2	Improve work life balance through changing email practices.	G	Departmental email practices have substantially changed; work emails are almost never sent outside of working hours or on weekends.
4.3	Give EDI more prominence in teaching and pedagogical practice of both PGRs and Staff.	A	While the department has made significant strides in improving our curricular engagement with EDI, more support and training for EDI pedagogies is needed.
4.4	Improve and formalise mentoring of female staff members.	A	While all staff, include F staff on grades 6 and 7, are now formally assigned a mentor, mentorship practices remain inconsistent.

Theme Four – achieving equality in departmental processes, practices and governance			
No.	Proposed action	RAG rating	Summary of key outcomes/reason for rag score
4.5	Aim for equitable gender balance across departmental committees.	R	Equitable gender balance on departmental committees remains an area that needs improvement.
4.6	Improve workload allocation.	A	Positive changes in workload allocation processes have been made in the adoption of an hours-based model but improvements to transparency and implementation are still required.
4.7	Implement a culture that is responsive to the needs of those with parenting and other care obligations.	G	Clear departmental guidance on research event-timing has been offered; almost all departmental meetings are hybrid; staff with parental responsibilities overall report substantial improvements in support since 2018.
4.8	Ensure gender balance in promotional materials and marketing.	G	Promotional materials and marketing display gender balance.
4.9	Ensure gender balance in external speakers, assessors and examiners.	G	In the 2022-2023 academic year, 56% of all external speaking engagements were given by women; since 2021, 72% of external examiners have been women.
4.10	Ensure that the department considers the individual needs of staff returning to work following parental leave.	G	HoD meets with and supports all staff members returning to work after parental leave.

Theme Five – inclusive recruitment, representation and teaching			
No.	Proposed action	RAG rating	Summary of key outcomes/reason for rag score
5.1	Ensure equitable presence of staff and student ambassadors at Open Days and outreach events.	G	The introduction of a staff rota system for open day staff ensures equitable presence of staff; student ambassadors are similarly allocated to ensure equity in representation; 68% of students agree that they have access to potential role models they can identify with in the department and university (Appendix 1b.14).
5.2	Identify which aspects of the English degree are attractive to male UG students.	G	Male student focus group addressed steps the department can take to attract more male students.
5.3	Improve confidence of UG students.	G	50% M/91% F/69% N-B or other or prefer not to say UG students agree that their degree helps them presents themselves with greater confidence (Appendix 1b.4).
5.4	Discuss the potential for gender bias in marking.	G	This potential has been discussed and data analysis does not demonstrates a clear or consistent pattern of male higher achievement or the possibility of gender bias in marking.

Theme Five – inclusive recruitment, representation and teaching

No.	Proposed action	RAG rating	Summary of key outcomes/reason for rag score
5.5	Improve the diversity and inclusivity of departmental curriculum.	G	Curricular diversity and inclusion has substantially improved (see above, Section 1.2); all module proposal forms require the convenor to take diversity and inclusion into account.

Theme Six – holding ourselves to account

No.	Proposed action	RAG rating	Summary of key outcomes/reason for rag score
6.1	Continue to monitor the implementation of the AS agenda.	G	AS agenda has been monitored and implemented; AS SAT meets regularly.
6.2	Monitor developments and trends in staff and student data maintained by HR.	R	While the AS agenda has been implemented, staff and student data from HR has not been systematically monitored.
6.3	Review changing perceptions within the department.	A	While survey data has been gathered this past year, previous attempts post-2018 to survey staff and students were not successful.
6.4	Keep the department fully informed about the implementation of the AS action plan.	G	AS updates are a standing item on all BoS meetings; AS Chair/SAT regularly updates department.
6.5	Separate the role of SAT chair and Equality and Diversity Champion.	G	Roles have been separated.
6.6	Embedding gender equality in the department's social culture.	A	While departmental social events incorporate and celebrate International Women's Day, Trans Awareness Week, Black History Month, etc., more could be done to embed religious diversity in our social calendar.
6.7	Provide clear communication of departmental EDI policies, events and relevant information.	A	While some aspects of departmental EDI policies are clear (i.e. curricular diversity), lines of communication across committees and various EDI and AS initiatives could be more streamlined.
6.8	Formalising EDI requirements in governance, committees and the role of EDI forum.	A	While the creation of the EDI forum has been an important first step, greater formalisation of EDI positions and the integration of EDI concerns into departmental governance and citizenship positions is needed.

SECTION 3: AN ASSESSMENT OF THE DEPARTMENT'S GENDER EQUALITY CONTEXT

Word count: 2548 words

3.1 Culture, inclusion and belonging

3.1a. Belonging and inclusion

Quantitative data from the staff survey illustrates the department as one where the majority of staff – and in both cases, a large majority of women – feel that they belong (Appendix 1b.6) and feel that their contributions are heard and valued (Appendix 1a.1). Similarly, our student survey data also suggests that our undergraduate and postgraduate communities overall feel that the department is a good place to study, with 92.2% of our UGT students agreeing (96.6% F/70% M/83.3% N-B), 83.4% of our PGT students agreeing and 85.7% of our PGT students agreeing. Moreover, 89.3% of our students who identify as having an impairment or disability agree, 95.3% of our students who identify as a first generation university student agree and 80% of our students who identify as trans agree (Appendix 1b.10). However, qualitative data from both surveys as well as from various focus groups has shown that while we should be proud our overarching culture of inclusive belonging, there are further steps we need to take to ensure staff feel the department's inclusive practices are transparent (see below, Section 3.2a,b) [FAP 1.1, 1.2, 2.1] and that we continue to consider ways of making the department more socio-economically, culturally and religiously inclusive for our students (see below, Section 3.2c) [FAP 3.1, 3.2, 3.3, 3.4].

3.1b. Gender equality, work life balance and career development

Gender equality, fostering work life balance and career development are also areas where the quantitative survey data suggests the department is largely doing well. 91% F/100% M staff report that department leadership supports gender equality (Appendix 1a.2) and a majority of staff (66% M/61% F) report feeling encouraged to take their work-life balance into consideration (Appendix 1b.12). That said, we would like to see higher numbers of staff report that they feel supported in taking their work-life balance into consideration. Qualitative survey results indicate that workload pressures (see below, Section 2.2a) and inconsistent departmental mentorship structures (see below, Sections 2.2a, d) are primary contributors and we directly address those issues in our new action plan [FAP 1.2, 2.2, 4.1]. In terms of career development, while the overall results are positive (65% of staff report that their line manager or supervisor supports their career development), far more women (74%) than men (43%) agree (Appendix 1a.5). These results align with qualitative evidence from the survey that suggests that gender imbalances in departmental governance may contribute to some members of the department feeling 'left out' with others feeling overburdened (see below, Section 3.2a). This makes our commitment to maintaining equitable representation of governing committees in the department and making those processes transparent and standardised, particularly important (Section 3.2a) [FAP 1.1, 1.2]. We also continue to monitor the adverse impacts of COVID-19 on staff wellbeing and gender equity in the department. 50% M/48% F report that the Department has taken action to mitigate the adverse impact of the Covid-19 pandemic on gender, with only 7% M/9% F disagreeing (Appendix 1a.7). 29% M/39% F chose not to answer the question, which may indicate that a meaningful proportion of staff taking the survey joined the department post-COVID (or do not feel able to offer an answer). The department's overall strength in fostering female academic staff research (see above Section 2.2a) and the positive data in regards to female promotion (Appendix 2a.9) suggests that both during and after the pandemic, women in the department remain research active despite the challenging context of COVID.

3.1c. Bullying, harassment and well-being

Overall, reports of bullying and harassment in the department are low. 86% M/88% F state that they have not experienced bullying/harassment in the past 12 months while 79% M/79% F report that they have not witnessed bullying/harassment within the same time frame (Appendix 1b.11). A majority of staff (72% M/65% F) also report that they know how to report bullying (Appendix 1b.11). That said, there is room for improvement. Only

a minority of the department (43% M/31% F) agrees that departmental management actively tackles bullying and harassment (Appendix 1a.4), which may link to overarching problems in governance and line management that we address in our new plan and that form two of our key priorities (see below, Section 2.2a,b) [FAP 1.1, 2.3]. Since staff report that incidents of bullying and harassment are low, we feel that our commitment to improve the transparency of governance and efficacy of mentorship (see below, Sections 2.2b,d) [FAP 1.1, 2.2, 4.1] will help in this regard, alongside the continued implementation and advertisement of the university's Dignity at Work and Study Policy and Report and Support processes.

Results for staff mental health and wellbeing also point toward the need for improvement. Only 50% M/57% F report that their mental health/wellbeing are supported in the department, with 43% M/30% F answering neutral (7% M/13% F answered no) (Appendix 1a.6). Qualitative data from the staff survey and focus groups suggests that this is largely a by-product of problems around workload, which is a central issue addressed in our new action plan (see below, Section 2.2a) [FAP 1.2]. To this end, we believe that our commitments to making workload allocation balanced, equitable and transparent will go a long way in addressing staff mental health and wellbeing and explicitly include this commitment in our new action plan (Section 2.2a) [FAP 1.2]. A transparent model for how work is allocated will allow staff to feel able to raise issues around overwork more concretely and effectively with their line manager.

3.2 Key priorities for future action

3.2a. THEME 1: Representation and responsibilities in the Department

One of the recurrent themes from our qualitative survey data and focus group data – supported by quantitative data – is the need for greater clarity, transparency and consistency in the appointment of departmental governance positions [FAP 1.1], in how work is allocated [FAP 1.2] and in the inclusion of professional support staff (PSS) [FAP 1.3] (Appendices 1b.5, 1b.15, 2b.3, 2b.9). Thus, **fostering equitable representation in the department and transparency around the allocation of responsibilities is a key priority**. As discussed above in Section 2.1, while we are proud to be a department where women have a strong voice in departmental governance, it is clear that both ECR and mid-career women are often overburdened with departmental administration and that male and professorial voices need to be included within governance committees. Furthermore, we need to continue to ensure that departmental governance is reflective of all forms of diversity within the department, to include BAME and LGBTQ+ staff and students. The question of governance and equitable citizenship allocation is closely tied to the problem of workload allocation and transparency. As one staff survey comment aptly put it: 'I don't see how any conversations regarding inclusivity, accessibility, or equality in the department can proceed without a clear workload planning model that can be shared and discussed between individuals and line-managers.' While no workload allocation model will perfectly capture the actual work of academic staff, a workload allocation model that is 'fit for purpose' will be a vital tool for monitoring workload equity – and for making that monitoring itself visible. Finally, it is impossible for the department to engage in transparent and equitable governance practices without input from our PS team, who do not always feel able to participate in departmental committees such as BoS.

We aim to create more transparency around workloads, citizenship and the participation of PSS by clarifying and formalising our processes and procedures. Creating clear descriptions for every citizenship role in the department and formally outlining their responsibilities [FAP 1.1.2b] will allow staff to undertake these roles with sufficient information and to accurately assess their workload implications. Creating clear guidelines for committee memberships that include PSS [FAP 1.1.1a, 2a; FAP 1.3.2] will similarly formalise the vital role PSS play not only in departmental administration but also in the governance and vision of the department itself. These steps, alongside the publication of anonymized workload data within the department [FAP 1.2.1], will help ensure that the work of departmental governance is transparent and will help avoid situations where some members of staff feel overburdened while others feel left out.

3.2b. THEME 2: Induction, belonging and professional development

Another key priority for the department, one with clear connections to Section 2.2a, is **standardising and formalising the processes around which staff are inducted** [FAP 2.1]**, can access professional development**

[FAP 2.2] **and are effectively line managed** [FAP 2.3]. As demonstrated above (Section 3.1a), quantitative data around belonging and inclusion in the department is largely very positive, which suggests that our departmental culture, an important part of which is constituted through informal interpersonal interaction and informal networks of support, is fundamentally strong, supportive and welcoming (Appendices 1b.6, 1a.1, 1a.5). But qualitative data from the staff survey and focus groups indicates that the lack of formalised, standardised and consistent procedures around induction, professional development and line management has exacerbated issues like workload allocation for both academic and PS staff (Appendix 1b.5, 1a.5, 1b.1). It also suggests that fixed-term and ECR colleagues, a large majority of whom are women (Appendix 2a.3, 4), are particularly ill-served by this lack of formalisation, as they cannot rely on preexisting professional support networks within the department and/or may only be in the department for a short period.

Furthermore, when induction and professional development happens inconsistently or on an *ad hoc* basis largely reliant on the goodwill of specific members of staff (who are often women), inequities in workload are only worsened. It means the labour of induction and mentorship often goes unrecognised and is not always made available to everyone in the department equally. For this reason, we feel that efforts to publicise our practices around these procedures, to codify them in the staff handbook and to introduce metrics for tracking their implementation, will significantly improve the professional support we offer our colleagues and have knock-on positive impacts for the other key priorities in this award [FAP 2.2.1].

3.2c. THEME 3: Access and widening participation

While the department has made strides in improving the racial and LGBTQ+ diversity of the department – in terms of staffing, our student population and in terms of our course offerings (see Section 1.2) – staff and student survey data indicates that the department still has room for improvement, specifically in **increasing the socio-economic and gender diversity of our student body** [FAP 3.1, FAP 3.2]**, in better supporting our international students** [FAP 3.3] **and in creating a more welcoming departmental culture for a variety of religious beliefs and backgrounds** [FAP 3.4]. Thus a key priority for the department is fostering a welcoming and inclusive culture in order to facilitate greater socio-economic, gender, intercultural and religious diversity. One overarching area where we can do better is taking the diversity of our staff and student body into account across our pastoral, curricular and extracurricular provisions. Survey and focus group data, as well as reports from our student representatives, indicate that various departmental activities, initiatives and communications may inadvertently take for granted that staff and students have a certain educational background, have easy access to specific editions of texts, or celebrate Christian holidays (Appendices 1b.6, 1b.7). By integrating more inclusive practices into our supervision, academic support, approach to departmental communication and use of public spaces, we hope to create a more welcoming departmental culture. Alongside our commitment to changing departmental practice, we also aim to meaningfully increase the number of students who study English at York who come from disadvantaged socio-economic backgrounds. By embedding our commitment to this issue through the creation of a Widening Participation officer [FAP 3.1.1], we aim to work with the university to develop our admissions strategies.

3.2d. THEME 4: Research, mentorship and academic development

Picking up on priorities raised in themes 1 and 2 (Sections 2.2a and 2.2b above), **a further key priority of the department is to improve formal mentorship provisions around supporting research**. As with inconsistencies in offering performance/probation reviews and inductions, inconsistent practices and implementation of departmental mentorship particularly impacts fixed-term and ECR staff [FAP 4.1], a majority of whom are women and can thus directly affect their ability to produce research [FAP 4.2] and feel comfortable pursuing promotion (Appendices 1b.3, 1b.6, 1a.5, 1b.1). Here too we want to focus on formalising and standardising our processes and procedures around mentorship to ensure that our fixed-term colleagues receive robust, tailored and timely mentoring in the department and that all members of the department have access to mentorship. While the nature of mentorship is necessarily interpersonal and thus will always vary according to the particular members of staff involved, the department can take steps to better outline what is expected in mentorship meetings, to dictate the frequency of those meetings and to clarify procedures around requesting a new mentor. These steps will help make mentoring happen on a consistent basis and make the mentorship experience itself more consistently productive. In concert with our departmental efforts, we also aim to more

actively encourage staff to take advantage of the University Mentoring Scheme and Coaching programs by including information about these programs within induction and mentorship structures [FAP 4.1.1c].

Along with more directed grant-capture provisions in ECR forum and in our PGR training, our improved mentorship provisions are in part intended to better equip and support ECR colleagues in applying for grants. While there are many good reasons why ECR colleagues will never make up the largest percentage of grant applicants in the department (a focus on monograph writing, the need to develop research networks, etc.), the extremely low number of grant applicants in the department who are ECR (1 F) and the total lack of ECRs who are PIs or CIs on grant projects currently suggest that the department could better encourage and support grant application from ECRs (Appendix 2b.8). Since the majority of our ECRs are women, a commitment to increasing the number of ECRs who apply for grants will also have a positive impact on our overall grant application numbers for women.

3.2e. THEME 5: Embedding Equality, Diversity and Inclusion across our governance

The final key priority for the department is in many ways the foundation for all the other key priorities and efforts we have discussed above: **better embedding our EDI commitments within our governance so as to better hold ourselves to account in meeting those commitments**. As with other key priorities discussed above, evidence suggests that the fundamental culture of the department is one in which equity and inclusion is seen to be valued and supported: a large majority of staff report that departmental leadership actively supports gender equality (Appendix 1b.8) and a large majority of students agree or strongly agree that the department is a place where all issues relating to gender equality and diversity can be discussed (Appendix 1b.9). But discussions in departmental committees such as BoS, EDI Forum, Workloads Committee and DMT indicate that formal processes and procedures to ensure that AS and EDI issues are efficiently and effectively raised within departmental governance structures [FAP 5.1] and thus can be effectively and efficiently acted upon, could be improved. With a more empowered AS chair position, one that directly sits on DMT, direct lines of communication between governance committees and AS will better allow for AS actions to be addressed in a timely and streamlined fashion. It will also allow for AS issues that might emerge from, for example, changes in governance practices or workload allocation, to be raised during early conversations about these changes rather than later in the process via direct report. Our commitments to track mentorship data, improve the diversity of departmental committees, increase PSS participation in governance, etc. will all be better served and better measured by the direct participation of the AS chair in department governance. With these lines of communication more concretely established, the department aims to improve our data gathering process and practices to ensure that PSS are not unduly burdened by AS work [FAP 5.2]. By improving the level of access to departmental governance structures for the AS chair, data gathering and requests for data tracking can be more directly handled by the chair and SAT avoiding an over-reliance on our PS team and thus adding to their workload (see above, Section 2.2a).

Archaeology at York

SECTION 4: FUTURE ACTION PLAN

Theme One – representation and responsibilities in the department					
No	**Objective**	**Rationale**	**Planned actions and timeframe**	**Person responsible**	**Success criteria and outcome**
1.1	**Achieve and maintain equitable representation in departmental governance.**	Female Senior Lecturers serve disproportionately in departmental governance. At the start of the 2023-24 academic year, departmental officer holders had the following demographics: 35% Lecturers (20% F/10% M/5% NB); 50% Senior Lectures (100% F); 15% Professors (5% F/10% M) [See Appendix 2b.9].	1a. Review/revise committee memberships for wider representation across career level, gender, other areas of diversity. 1b. Make ECR and Professorial membership on Workloads Committee a requirement (Dec '23 – Dec '24).	Responsibility: HoD, DMT, BoS Implementation: HoD, DMT, BoS	• All key committees and office holders are staffed by a representative demographic of the department.
		At the start of the 2023-24 academic year, Workloads committee had the following demographics: 80% F/20% M; 50% Senior Lecturers (of which 100% F), 10% Professors (100% F), 20% Lecturers (50% F/50% M), 20% PSS (50% M/50% F). ECRs often feel overburdened with large citizenship roles (Source: ECR Focus Group).	2a. Develop transparent and formalised processes to appoint staff members to citizenship roles, particularly those that serve on governance committees. 2b. Update Staff Handbook and Workload Policy documents to clearly outline the duties of citizenship roles, how they are allocated and how they are transferred (Sept '24 – Sept '25).	Responsibility: HoD and BoS Implementation: HoD	• Staff Handbook accurately describes the responsibilities of citizenship roles in the department and is reviewed regularly to reflect changes in those roles (annually).

Theme One – representation and responsibilities in the department

No	Objective	Rationale	Planned actions and timeframe	Person responsible	Success criteria and outcome
1.2	**Workload allocation is transparent, gender balanced and fit for purpose.**	At the beginning of the 2023-24 academic year, 19% of academic staff were over their target workload, of which 82% were female (Appendix 2b.3).	1. Increase transparency of workload allocations within the department to review workload inequities (Dec '23 – June '24).	Responsibility: HoD Implementation: HoD and Workloads Committee	• Reduce the number of academic staff over their workload target to 5%. • Anonymous workload data is published and shared within the department consistently and openly.
		Only 65% of female staff feel that gender does not play a role in their work allocation (Source: Staff Survey).	2. Workload allocation procedures are standardised and brought forward in the academic calendar (Sept '24 – Sept '25).	Responsibility: HoD and DHoFO Implementation: HoD and DHoFO	• Workload allocations will be annually reviewed with office holders.
		Only 49% of all staff (43% M/35% F) feel that their current workload is manageable. Unmanageable workloads and a lack of transparency around workload allocation has led to staff feeling the department does not support their mental health. Only 50% M/57% F report that the department supports their mental health/ wellbeing (Source: Staff Survey).	3. Clear processes are in place for staff to propose amendments to workload hours for specific citizenship roles (Dec '23 – Sept '24).	Responsibility: HoD Implementation: HoD and Workloads Committee	• Teaching is assigned to all staff at least three months before the beginning of the academic year and workload adjustments are made if necessary. • >70% of staff report that their mental health and wellbeing are supported in the department.
		PSS report being over-stretched in their workloads, particularly taking on extra duties from academic staff during periods of industrial action (Souce: PSS Focus Group).	4. Better planning for anticipated pressured periods allows for more mobility for PSS staff across the faculty (Sept '24 – Sept '25).	Responsibility: DHoFO Implementation: DHoFO	• Faculty wide planning of PSS resource enables capacity to be redeployed during periods of highest workload.

Theme One – representation and responsibilities in the department

No	Objective	Rationale	Planned actions and timeframe	Person responsible	Success criteria and outcome
1.3	**PSS are active members of departmental committees and feel able to contribute to departmental governance.**	PSS feel that departmental meetings are not always spaces where they can contribute. Data suggests PSS would welcome a clearer sense that departmental meetings are places where PS, not just academic, concerns can be raised (Source: PSS Focus Group).	1. BoS meetings will include a standing item for 'day-to-day' PSS updates (Jan '24 –).	Responsibility: Chair of AS and BoS Implementation: Chair of BoS	• PSS management team will have representation in 100% of departmental committee meetings.
		PSS do not have a clear sense of which departmental committees they are welcome to attend and whether being formal non-members of BoS precludes their active involvement (Source: PSS Focus Group).	2. Department will standardise policies around committee membership and participation (Sept '24 – Sept '25).	Responsibility: Chair of AS and BoS, BoS Implementation: Chair of BoS, HoD	• PSS membership in specific departmental committees is clearly defined in committee terms of reference.

Theme Two – induction, belonging and professional development					
No	**Objective**	**Rationale**	**Planned actions and timeframe**	**Person responsible**	**Success criteria and outcome**
2.1	**Creation of effective induction procedures for all new staff and new tutors in the department.**	No current, standardised and consistently implemented induction for new staff exists. A lack of formalised induction procedures has a negative impact on workload, departmental integration and accessing support for all staff (Source: Staff Survey; ECR Focus Group).	1. All new staff are inducted when they join the department (Sept '24 –).	Responsibility: HoD, DHoFO Implementation: HoD, DHoFO, DRC, PGT, PGR and UGT Chairs	• All new staff will be formally inducted within their first month of employment in the department. • Induction procedures will be formally outlined in the staff handbook. • Probation reviews reflect the effective implementation of induction procedures for new staff.
			2. The start-of-term GTA induction will expand to include a half-day training event that covers things like "What to do if something goes wrong" and "Combining Teaching with PhD research" (Sept '24 –).	Responsibility:GTA Coordinator Implementation: GTA Coordinator	• All new GTAs receive robust induction training before teaching in the department.
2.2	**Professional development for academic and professional support staff is consistently and formally offered.**	Post-COVID, PDR and probationary reviews have not been consistently offered to academic staff. There is a strong desire for better professional development schemes in the department and for PDR/probation review to directly and clearly aid in career advancement (Source: Staff Survey; ECR Focus Group).	1a. Formalise the role of professional development in the department's mentorship scheme via updating the staff handbook and developing an online tracking system. 1b. Devise a detailed and standardised timetable for annual PDRs/Probation Review (Sept '24 – Sept '25).	Responsibility: HoD, Chair of Research Implementation: HoD	• Academic staff receive annual PDR and/or probationary reviews that consistently address career advancement and are captured via online tracking system.
		PSS need greater opportunities for promotion and development of skill sets/expertise (Source: Staff Survey; PSS Focus Group).	2. Implement more flexibility in PSS roles to allow for greater skill development and professional advancement within the departmental team (Sept '24 – Sept '25).	Responsibility: HoD, DHoFO Implementation: DHoFO	• PSS are able to gain experience working in different departmental roles. • PSS receive annual PDR and/or probationary reviews.

Theme Two – induction, belonging and professional development					
No	Objective	Rationale	Planned actions and timeframe	Person responsible	Success criteria and outcome
2.3	**Line management is effective and staff are able to routinely communicate with their line supervisor.**	Academic staff report that existing structures of line management in the departmental do not work well and that their line manager is not always reachable. The data suggests that this disproportionately impacts ECR and fixed-term colleagues (Source: Staff Survey, ECR Focus Group, Parent Focus Group). PSS report that changes to line management positions have made line managers less present and available, further hindering PSS professional development (Source: PSS Focus Group).	1. Restructure departmental governance to create two, empowered DHoD positions. This will in turn allow for greater workload capacity for HoD to better line manage (Sept '25 – Sept '26).	Responsibility: HoD, BoS Implementation: HoD	• All staff receive one 1-to-1 meeting with their line manager at least once per academic year. • >75% of all staff report that their line manager supports their career development.
			2. Establish a PSS management team that will discuss collectively how PSS management and development can be better supported (Sept '24 – Sept '25).	Responsibility: DHoFO Implementation: DHoFO	• All PSS to participate in regular, 1-to-1 meetings with line manager weekly.

Theme Three – access and widening participation

No	Objective	Rationale	Planned actions and timeframe	Person responsible	Success criteria and outcome
3.1	**Foster a socio-economically diverse academic community for UGs and PGs.**	Widening access is a key priority for the department that also supports our work to promote EDI. The number of students from low participation neighbourhoods has remained stagnant for the past four years whilst overall student numbers have grown. Although the university does not systematically track demographic data for PG students, staff report the need for greater racial diversity in our PG cohorts (which are majority female) (Source: Staff Survey, PGR Chair).	1. Establish a Widening Participation Officer citizenship role in the department (Jan '24 – May '24).	Responsibility: HoD Implementation: HoD Responsibility: HoD, Widening Participation Officer, SSM	• Improve conversion rates by 10% for students who come from disadvantaged socio-economic backgrounds. • Minimum of 3 departmental visits annually to schools that are underrepresented in HE.
			2a) Explore more active departmental collaborations with university-level Widening Participation initiatives programs such as YESS and Next Step (Sept '24 – June '26). 2b) Increase departmental engagement and scholarship opportunities for BAME students through YCEDE and the Black Access Scheme (Sept '24 – June '26).	Responsibility: PGR Chair, Widening Participation Officer Implementation: Widening Participation Officer, PGR Chair	• >10% of our students engage with programs through YESS and Next Step. • PG information sessions and PGT doctoral mentorship include information on YCEDE and YGRS scholarship opportunities for BAME students.
3.2	**Ensure that our pastoral supervision meets the needs of students from a wide variety of backgrounds – particularly male students and those from disadvantaged socio-economic backgrounds.**	Students from non-elite schools can struggle to feel that they belong socially and intellectually in the department (Source: Staff Survey; Student Survey; Widening Participation Focus Group Data). Only 50% of students who identify as male said that their degree helps them present themselves with greater confidence (Source: Student Survey).	1. Integrate student support resources such as the Success at York Toolkit and SLLC into departmental pastoral supervision (Sept '24 – Sept '25).	Responsibility: HoD, Widening Participation Officer, SSM Implementation: HoD, Widening Participation Officer, SSM	• >20% of our students engage with the Success at York Toolkit. • >65% of male students report that their degree helps them present themselves with greater confidence.

Theme Three – access and widening participation

No	Objective	Rationale	Planned actions and timeframe	Person responsible	Success criteria and outcome
3.3	**Better facilitate international students in transitioning to the department and UK HE.**	International students would welcome further awareness of their challenges in accessing materials and readings, as well guidance in navigating the norms of UK HE (Source: International Student Focus Group Data).	1. Reading lists take into account varying levels of access for international students (Sept '24 –).	Responsibility: Chair of UGT, BoS Implementation: Chair of UGT, BoS	• First-year reading lists include links to online texts to allow international students to prepare for the course even if required translations/editions are not available in their home country.
			2. Department communications welcoming international students better explain social and academic support systems available to students (Sept 24' –).	Responsibility: Admissions Tutor and Student Services Manager Implementation: Outreach, Events and Funding Manager	• All international students receive information from the department about student groups and university networks (YUSU or GSA) they can join or contact before arriving.
3.4	**Create a welcoming departmental environment for staff and students from a variety of religious backgrounds.**	Departmental events/discussions often assume observance of Christian holidays and do not acknowledge the fuller range of religious faiths, such as Islam, Judaism, Hinduism, Sikhism and their observances. Staff report that the department could better recognize and make visible the religious diversity of its staff and student body (Source: Staff Survey).	1. Where possible, use religiously-neutral language for departmental events (Jan '24 –).	Responsibility: HoD, DHoFO, EDI Forum, PSS, AS Chair Implementation: HoD, DHoFO, EDI Forum, PSS, AS Chair	• Departmental newsletter and bulletin boards acknowledge a variety of religious holidays that occur during the academic year.
			2. Acknowledge non-Christian holidays in comms and spaces and publicise the university EDI calendar (Jan 24' –).	Responsibility: HoD, DHoFO, EDI Forum, PSS, AS Chair Implementation: HoD, DHoFO, EDI Forum, PSS, AS Chair	• University EDI Google Calendar is integrated into departmental event calendar and disseminated across the department.
			3. Establish designated prayer spaces within the department (Sept 24' – Sept '25).	Responsibility: HoD, DHoFO, EDI Forum Implementation: DHoFO, PSS	• Staff, students and visitors have access to a private, designated prayer space.

Theme Four – research, mentorship and academic development

No	Objective	Rationale	Planned actions and timeframe	Person responsible	Success criteria and outcome
4.1	**Academic mentorship is consistently offered to all staff and effectively supports their research and PGR supervision.**	Only 58% M/52% F agree that the department's mentoring scheme for academic staff effectively supports career development (Source: Staff Survey). Staff report a strong desire for consistent and consistently effective mentorship provision in the department to support research and academic development (Source: Staff Survey). Fixed-term contract staff feel particularly disadvantaged by the lack of clear and formal mentorship procedures (Source: Staff Survey, ECR Focus Group).	1a. Ensure the timely assignment of mentors to new staff, especially those on fixed-term contracts and clarify expectations around semesterly mentorship meetings. 1b. Clarify departmental policies on assigning mentors and requesting a change of mentor. 1c. Provide specific guidance on the mentorship needs for fixed term academic colleagues and direct all staff toward university mentorship programs (Sept '24 – Sept '25). 1d. Offer workshops on PGR supervision and opportunities for staff to share best practice (Jan '24 – Sept '24).	Responsibility: HoD Implementation: HoD Responsibility: PGR Chair Implementation: PGR Chair	• >70% of academic staff report that the department's mentoring scheme effectively supports career development. • All staff are assigned a mentor and have been informed of how to request a new mentor. • Staff formally meet with their academic mentor at least twice an academic year. • PGR Supervision Workshops are offered at least twice during the academic year.
4.2	**Increased grant applications from ECRs (of whom a majority are female).**	Only 5% of staff members (100% F) intending to submit an external grant application in the 2023-24 academic year are lecturers; 55% are senior lecturers (73% F/27% M); 35% are professors (50% F/50% M); and 5% are postdocs (100% F) (Source: DRC Grant Register). No lecturers in the department are currently a CI or PI on awarded grant projects (Source: DRC Grant Register).	1. Include grant application workshops within the regular meeting cycle of the ECR forum (Jan '24 –).	Responsibility: HoD, Chair of Research, ECR Forum Chairs, Chair of PGR Implementation: HoD, Chair of Research, ECR Forum Chairs, Chair of PGR	• 15% of staff intending to submit an academic grant are ECRs. • At least one ECR Forum meeting per academic year is dedicated to grant application support.
			2. Incorporate grant application advice and guidance formally within the department's mentorship scheme (Sept '24 – Sept '25).	Responsibility: HoD, Chair of Research, ECR Forum Chairs, Chair of PGR Implementation: HoD, Chair of Research, ECR Forum Chairs, Chair of PGR	• Information regarding university grant-application boot-camps are disseminated at the ECR Forum and to PGR students.

Theme Five – embedding equality, diversity and inclusion across our governance

No	Objective	Rationale	Planned actions and timeframe	Person responsible	Success criteria and outcome
5.1	**Review and revise roles, responsibilities and reporting structures so EDI and AS priorities are consistently understood and owned across the department.**	Department is ambitious to build on its AS review work by putting relevant issues at the forefront of more discussions and decisions (Source: SAT, DMT, Workloads Committee). AS Chair's reach and remit currently limited by only sitting on one governance committee (Source: SAT, DMT).	1a. AS Chair sits on DMT (Jan '24 –). 1b. Embed a 'roaming brief' for the AS Chair to attend different committees periodically to review relevant activity against the AS Action Plan (Sept '24 –). 1c. Review the JD/role of the EDI Forum Chair alongside the AS Chair to introduce best practice from other departments (Jan '24 – Jan '25).	Responsibility: HoD, AS Chair, EDI Forum Implementation: HoD, AS Chair	• The department will have established clear lines of direct report for AS issues to DMT. • AS Action Plan themes clearly evidenced in wider departmental planning activity, project and spending priorities and workloads. • Progress and feedback linked to AS Action Plan is routinely reported to the Departmental Management Team and Board of Studies.
5.2	**Build on the evidence underpinning this action plan by enhancing the use of AS data to understand and respond to departmental developments, performance and direction.**	AS data is often gathered inconsistently and in a manner that unduly burdens PSS (Source: SAT, BoS, Workloads Committee).	1a. Develop clear structures to facilitate departmental office holders reporting to/ attending SAT meetings where appropriate to disseminate data and information. 1b. Improve processes for SAT routine data gathering that is more effectively tied to dynamic Action Plan priorities (Sept '24 – Sept '25).	Responsibility: HoD, DHoFO, AS Chair Implementation: HoD/DHoFO	• AS data informs all relevant areas of departmental planning and is part of the data set used in the annual planning process. • AS priorities are written into departmental education and research strategy.

APPENDIX 1: CULTURE SURVEY DATA

NB: 'N/A Gender' indicates respondents who either self-described their gender or indicated that they preferred not to answer the question

1a. Results of core survey questions and equivalent consultation findings

1a.1 My contributions are valued in my Department

My contributions are valued in the Department
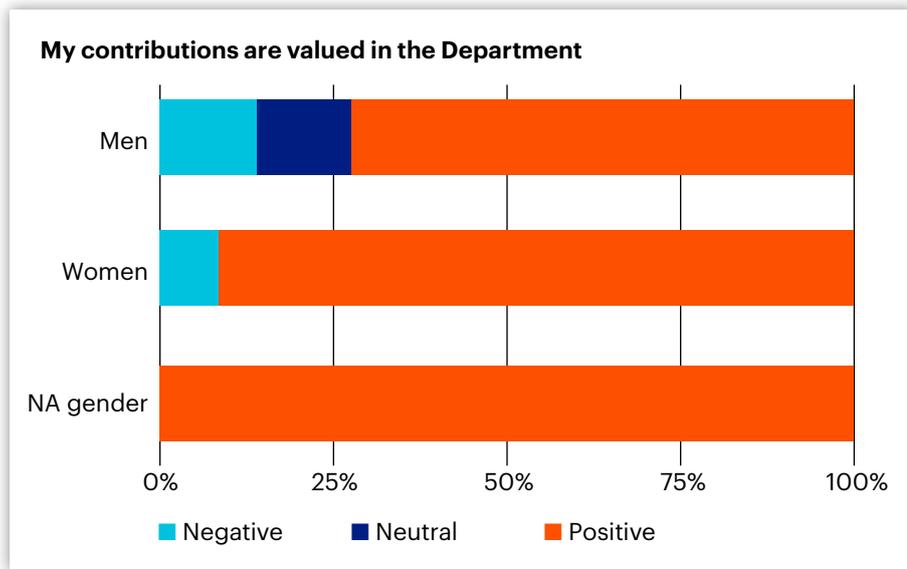
My contributions are valued in the Department				
	Negative	**Neutral**	**Positive**	**no response**
Men	2	2	10	0
Women	0	2	21	0
N/A gender	0	0	4	

1a.2 Department leadership actively supports gender equality

Departmental leadership actively supports gender equality

Departmental leadership actively supports gender equality				
	Negative	Neutral	Positive	no response/prefer not to say
Men	0	0	14	0
Women	2	0	21	0
N/A gender	0	0	4	0

1a.3 The Department enables flexible working

The Department enables flexible working
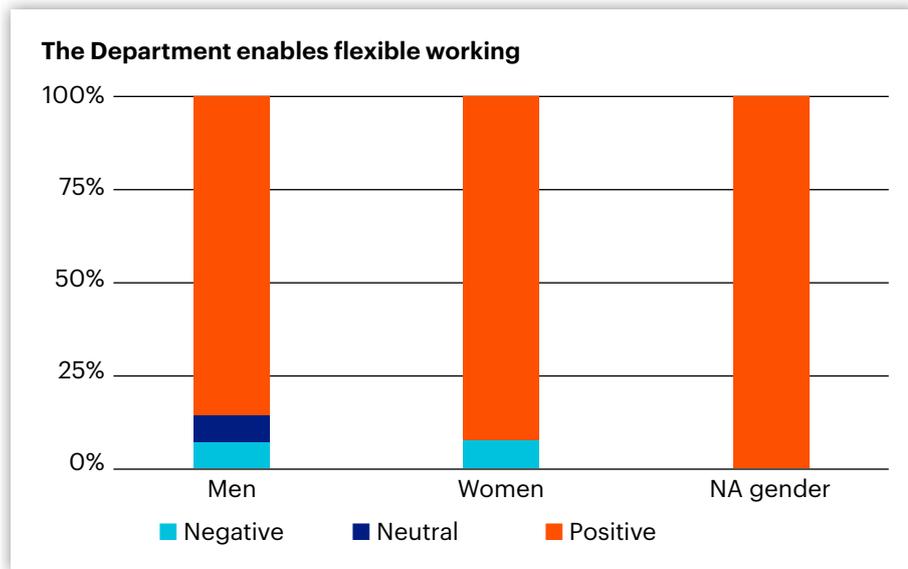
The Department enables flexible working				
	Negative	Neutral	Positive	I don't know/ no response/prefer not to say
Men	1	1	12	0
Women	2	0	21	0
N/A gender	0	0	4	0

1a.4 Departmental management is active in tackling bullying and harassment

Departmental management is active in tackling bullying and harassment
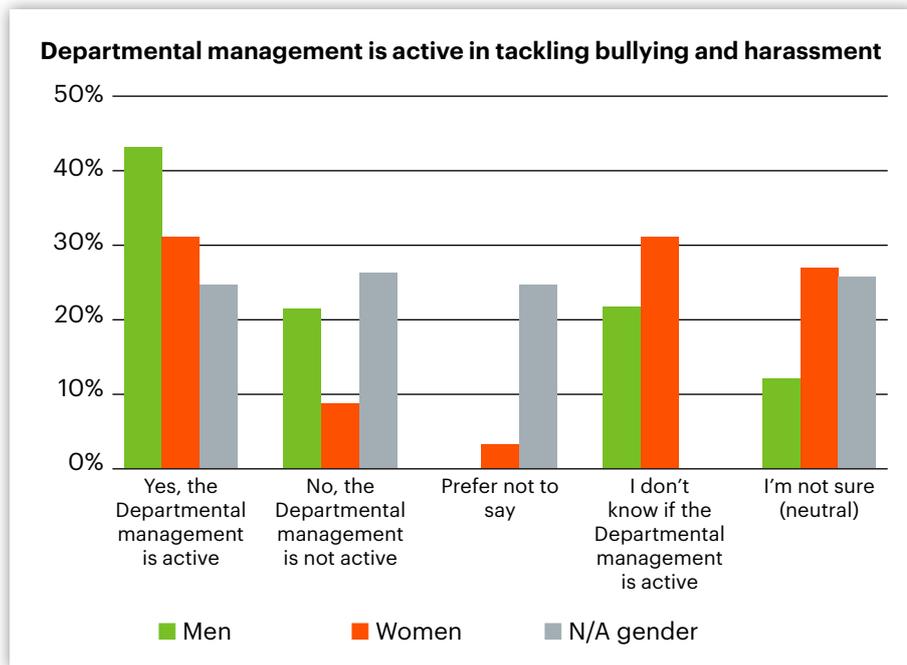
Departmental management is active in tackling bullying and harassment			
	Men	**Women**	**N/A gender**
Yes, the Departmental management is active	6	7	1
No, the Departmental management is not active	3	2	1
Prefer not to say		1	1
I don't know if the the Departmental management is active	3	7	
I'm not sure (neutral)	2	6	1

Qualitative survey feedback on bullying and harassment

Q: 'Is there anything the Department can do to improve how we tackle bullying and harassment?'
Redacted for publication

1a.5 My line manager supports my career development

My line manager/my PhD supervisor supports my career development
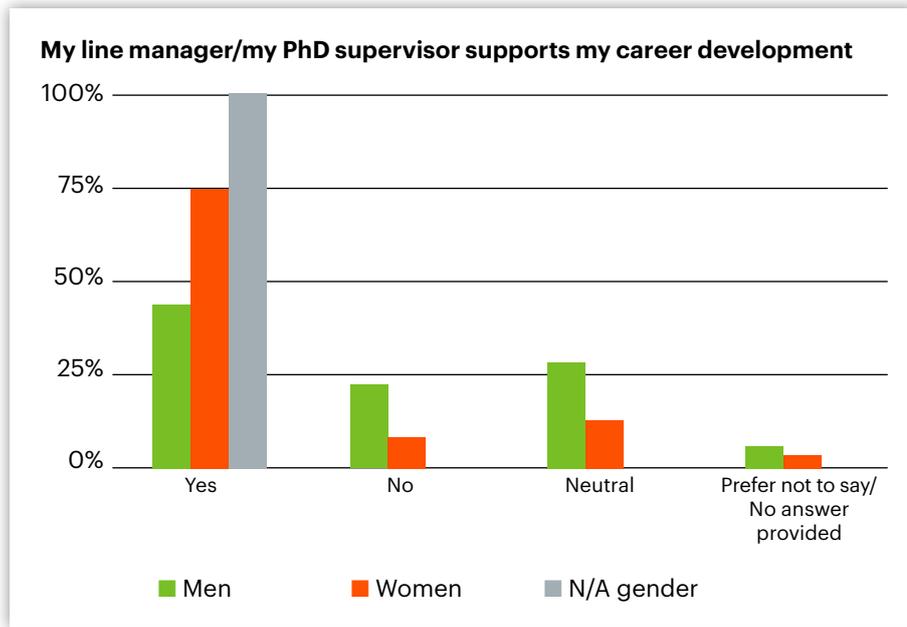
My line manager/my PhD supervisor supports my career development	Men	Women	N/A gender
Yes	6	16	4
No	3	1	
Neutral	4	5	
Prefer not to say/No answer provided	1	1	

Qualitative focus group feedback on line management and career development/support

ECR focus group [6F] notes data

Redacted for publication

PSS focus group [5F] notes data

Redacted for publication

1a.6 My mental health and wellbeing are supported in my Department

My mental health and/or wellbeing are supported in the Department
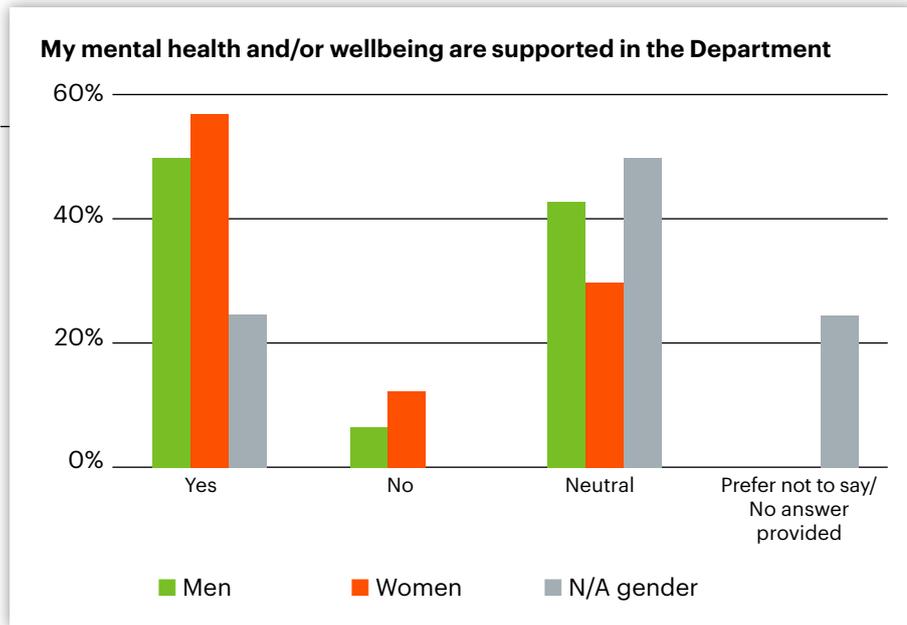
My mental health and/or wellbeing are supported in the Department	Men	Women	N/A gender
Yes	7	13	1
No	1	3	
Neutral	6	7	2
Prefer not to say/No answer provided			1

1a.7 My department has taken action to mitigate the adverse gendered impact of the Covid-19 pandemic on staff
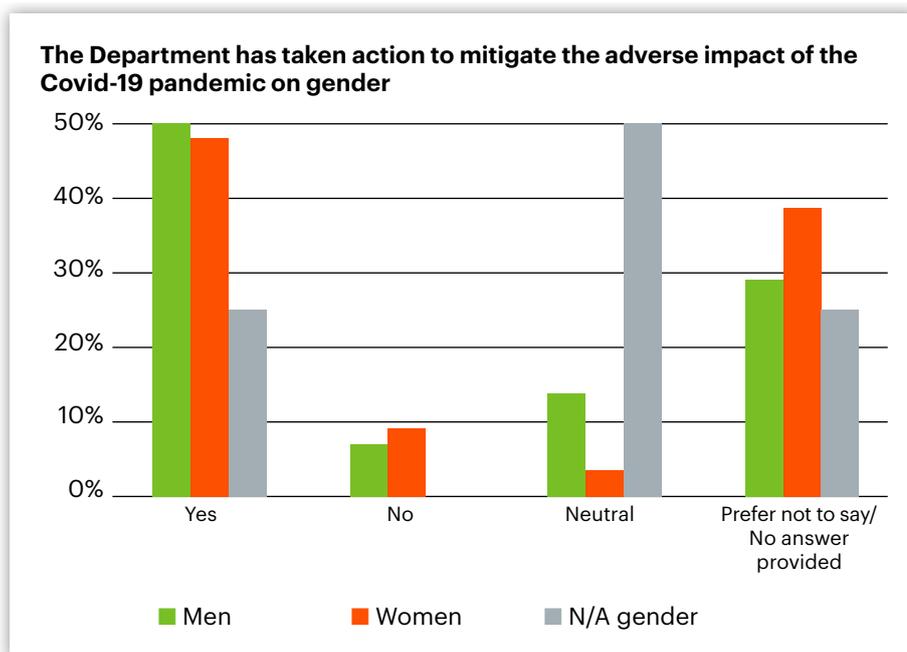
The Department has taken action to mitigate the adverse impact of the Covid-19 pandemic on gender

The Department has taken action to mitigate the adverse impact of the Covid-19 pandemic on gender	Men	Women	N/A gender
Yes	7	11	1
No	1	2	
Neutral	2	1	2
Prefer not to say/No answer provided	4	9	1

1b. Results of other survey questions and equivalent consultation findings

1b.1 Promotions criteria understanding
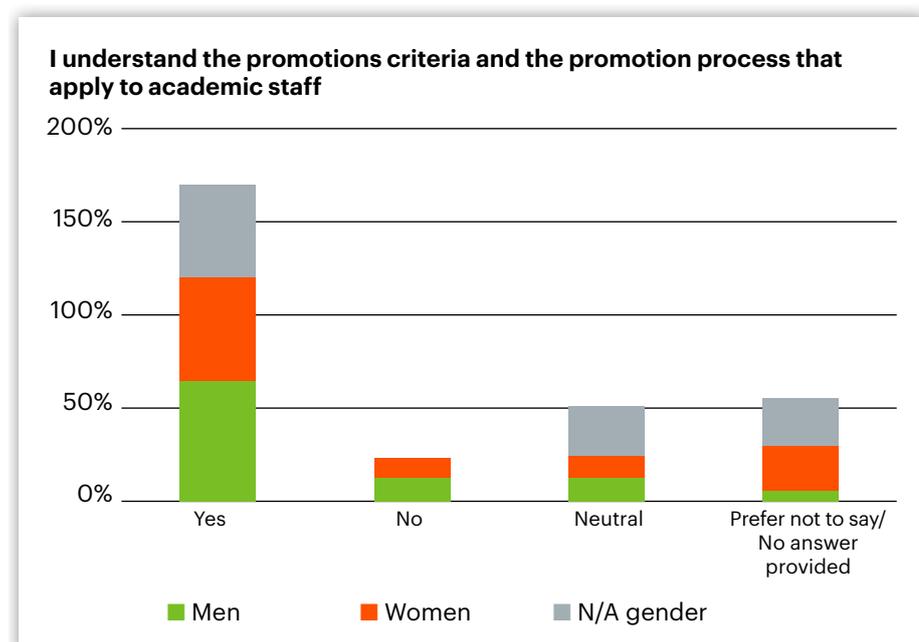
I understand the promotions criteria and the promotion process that apply to academic staff	Men	Women	N/A gender
Yes	9	13	2
No	2	2	
Neutral	2	3	1
Prefer not to say/No answer provided	1	5	1
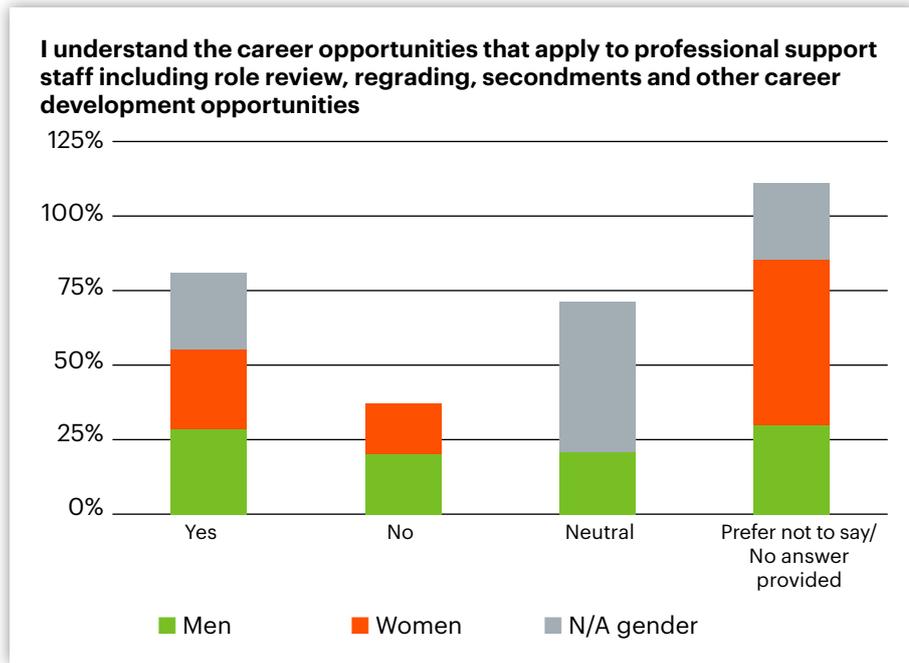
I understand the career opportunities that apply to professional support staff including role review, regrading, secondments and other career development opportunities

I understand the career opportunities that apply to professional support staff including role review, regrading, secondments and other career development opportunities	Men	Women	N/A gender
Yes	4	6	1
No	3	4	
Neutral	3		2
Prefer not to say/No answer provided	4	13	1

Qualitative survey feedback on promotions

Q: 'If you wish, add additional comments on academic promotions, or on professional support role review, regrading and secondments'
Redacted for publication

> **Q: 'If you wish, add additional comments on academic promotions, or on professional support role review, regrading and secondments'**
>
> *Redacted for publication*

Qualitative focus group feedback on promotions and career progression

PSS Focus Group [5F] Notes Data
Redacted for publication

1b.2 PGR support and training
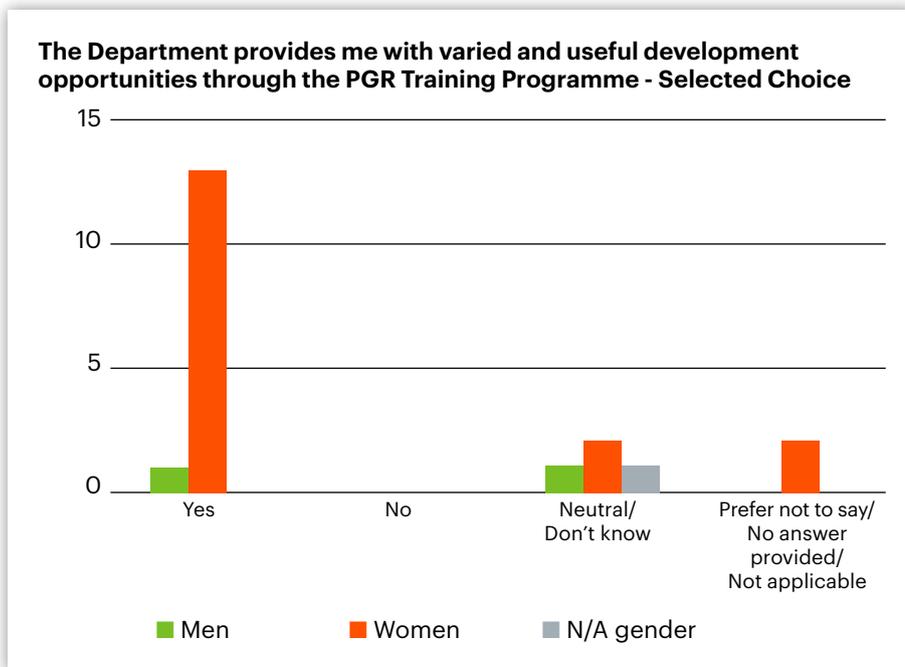
The Department provides me with varied and useful development opportunities through the PGR Training Programme - Selected Choice

The Department provides me with varied and useful development opportunities through the PGR training programme – selected choice			
	Men	**Women**	**N/A gender**
Yes	1	13	
No			
Neutral/Don't know	1	2	1
Prefer not to say/No answer provided/Not applicable		2	

1b.3 Staff mentorship scheme efficacy
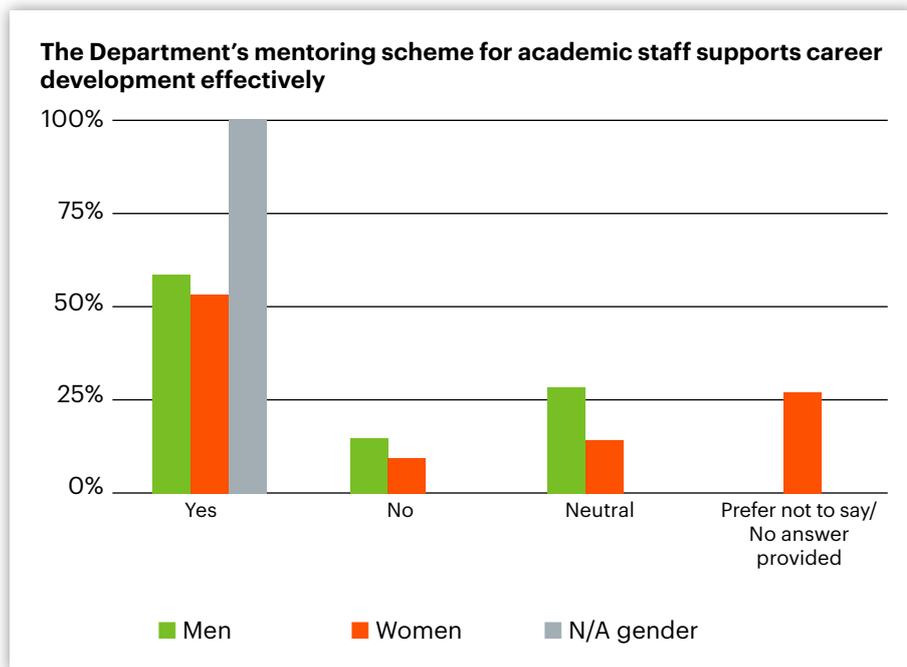
The Department's mentoring scheme for academic staff supports career development effectively

The Department's mentoring scheme for academic staff supports career development effectively			
	Men	**Women**	**N/A gender**
Yes	8	12	4
No	2	2	
Neutral	4	3	
Prefer not to say/No answer provided		6	

Qualitative survey feedback on mentorship

Q: 'If you wish, comment on the support structures that the Department offers to your job family (professional support staff, academic staff, Graduate Teaching Assistants) – e.g. the ECR Forum, the Department's research leave scheme for ART staff, the shadowing and training support offered to GTAs, opportunities for secondments for professional support staff'
Redacted for publication

Q: 'If you wish, comment on the support structures that the Department offers to your job family (professional support staff, academic staff, Graduate Teaching Assistants) – e.g. the ECR Forum, the Department's research leave scheme for ART staff, the shadowing and training support offered to GTAs, opportunities for secondments for professional support staff'

Redacted for publication

Q: 'If you wish, comment on your own experience of supporting other colleagues in the Department, e.g. as line manager, performance reviewer, mentor, or in the exercise of your day-to-day duties'

Redacted for publication

Qualitative focus group data on mentorship

ECR focus group [6F] notes data

Redacted for publication

1b.4 UG student confidence

My degree helps me present myself with greater confidence
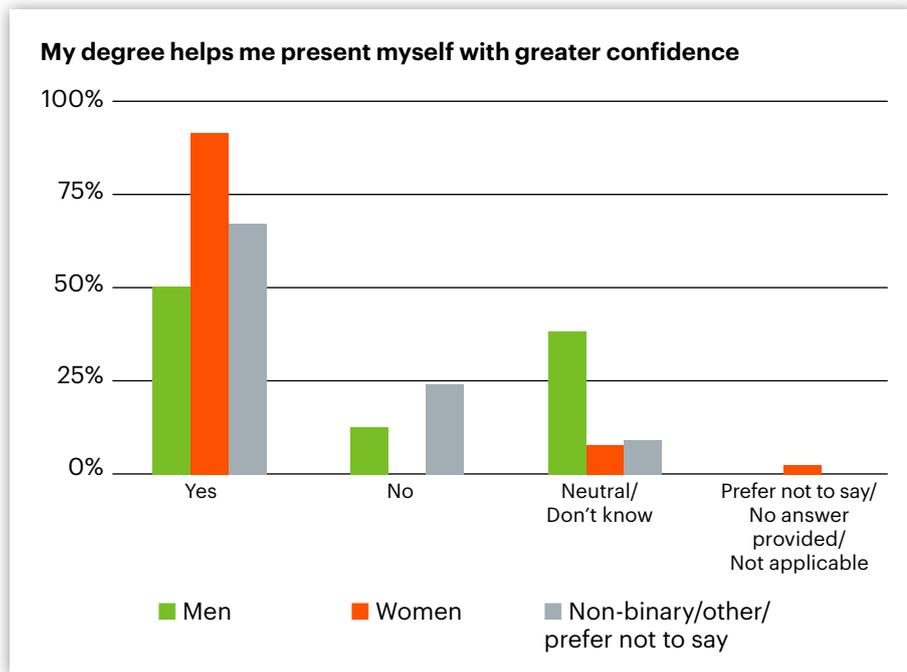
My degree helps me present myself with greater confidence	Men (8)	Women (43)	non-binary/ other/prefer not to say (13)
Yes	4	39	9
No	1		3
Prefer not to say/No answer provided		1	
Neutral	3	3	1

1b.5 Staff views of workload allocation
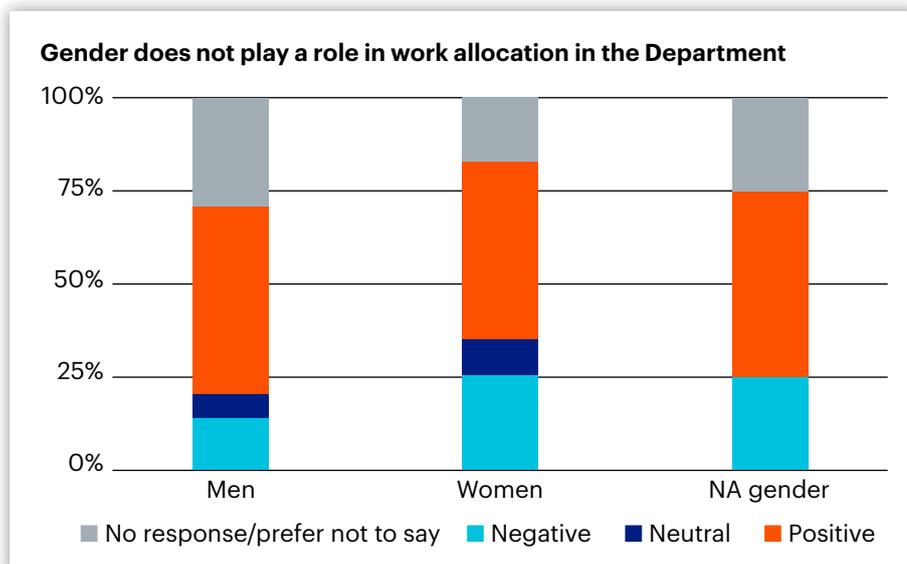
Gender does not play a role in work allocation in the Department

Gender does not play a role in work allocation in the Department				
	Negative	Neutral	Positive	I don't know/ no response/ prefer not to say
Men	2	1	7	4
Women	6	2	11	4
N/A gender	1	0	2	1

Qualitative survey feedback on workloads

Q: 'If you wish, comment on areas that the Department should prioritise in the future in its equality, diversity and inclusion policies and practices'

Redacted for publication

Q: 'Do you have suggestions on policies that the Department could adopt to become more inclusive (e.g. to people of different ages, with different religions or religious beliefs, ethnic backgrounds, sexual orientations and disabilities, to people of different social classes)?'

Redacted for publication

Qualitative focus group feedback on workloads

Staff with Parental Responsibilities focus group [5F/ 2M]:

Redacted for publication

PSS focus group [5F]:

Redacted for publication

1b.6 Belonging in the Department

I feel like I belong in the Department of English and Related Literature
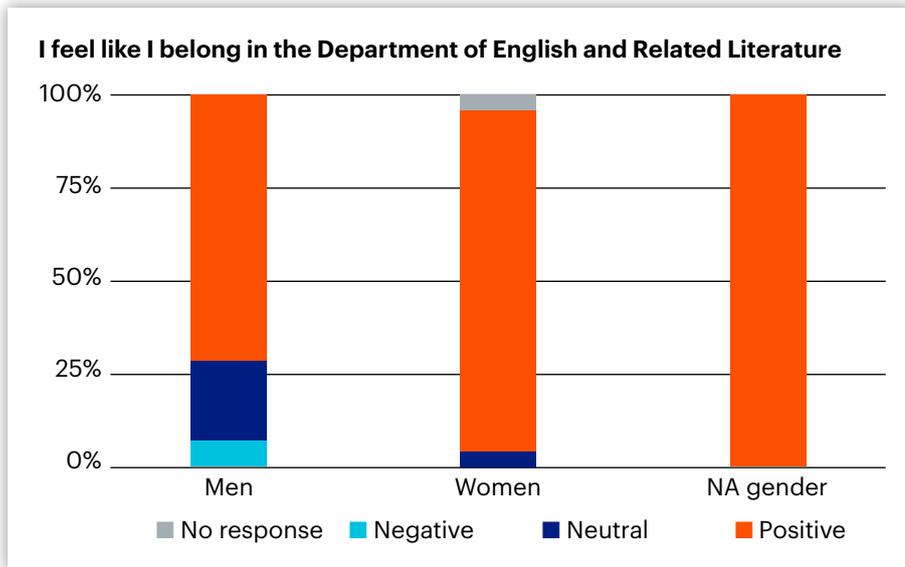
I feel like I belong in the Department of English and Related Literature	Negative	Neutral	Positive	no response
Men	1	3	10	0
Women	0	1	21	1
N/A gender	0	0	4	0

Qualitative survey feedback on belonging and inclusivity

Q: 'Do you have suggestions on policies that the Department could adopt to become more inclusive (e.g. to people of different ages, with different religions or religious beliefs, ethnic backgrounds, sexual orientations and disabilities, to people of different social classes)?'

> **Q: 'Do you have suggestions on policies that the Department could adopt to become more inclusive (e.g. to people of different ages, with different religions or religious beliefs, ethnic backgrounds, sexual orientations and disabilities, to people of different social classes)?'**
>
> *Redacted for publication*

1b.7 Experience of international students

> **International Student [4F/ 1M] focus group**
>
> *Redacted for publication*

1b.8 Staff perception of gender equity in the Department
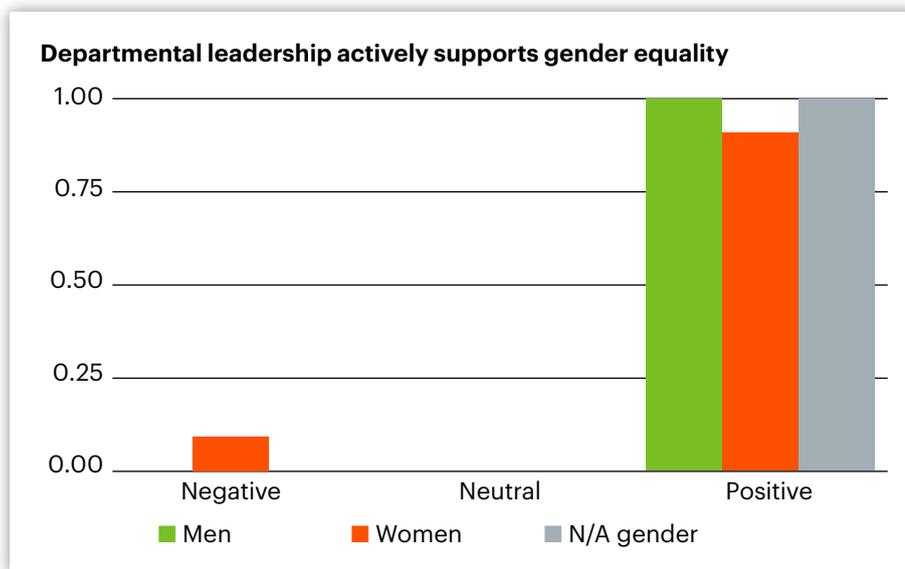
Departmental leadership actively supports gender equality

Departmental leadership actively supports gender equality	Negative	Neutral	Positive	no response/ prefer not to say
Men	0	0	14	0
Women	2	0	21	0
N/A gender	0	0	4	0

1b.9 Student perceptions of gender equity in the Department
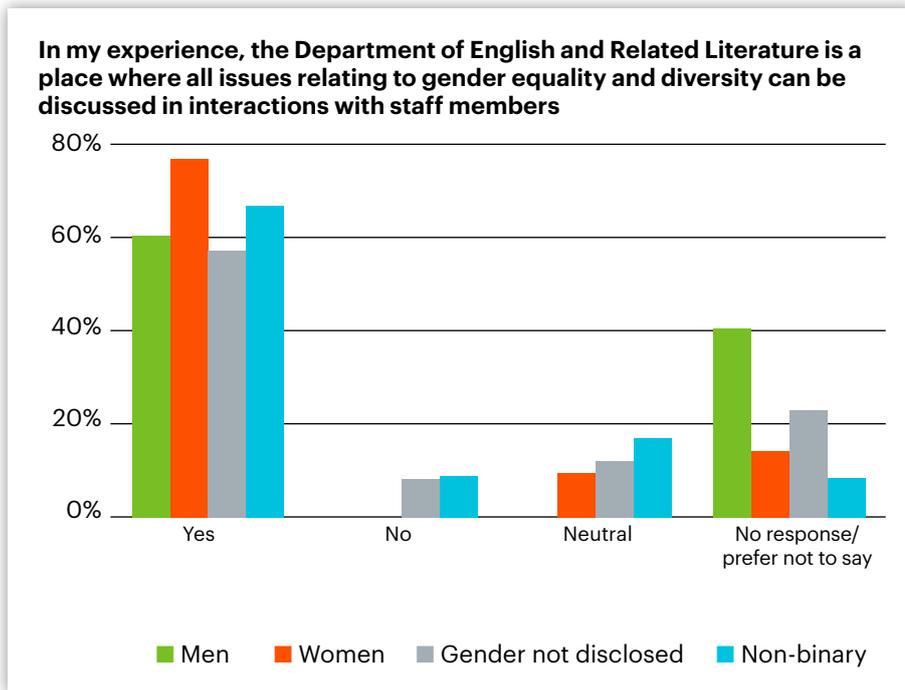
In my experience, the Department of English and Related Literature is a place where all issues relating to gender equality and diversity can be discussed in interactions with staff members

In my experience, the Department of English and Related Literature is a place where all issues relating to gender equality and diversity can be discussed in interactions with staff members				
	Yes	**No**	**Neutral**	**no response/ prefer not to say**
Men	6			4
Women	45		5	8
Gender not disclosed/other	2		1	1
Non-binary	8	1	2	1

1b.10 Student satisfaction with studying in the Department

I feel that the department is a good place to study (by gender)
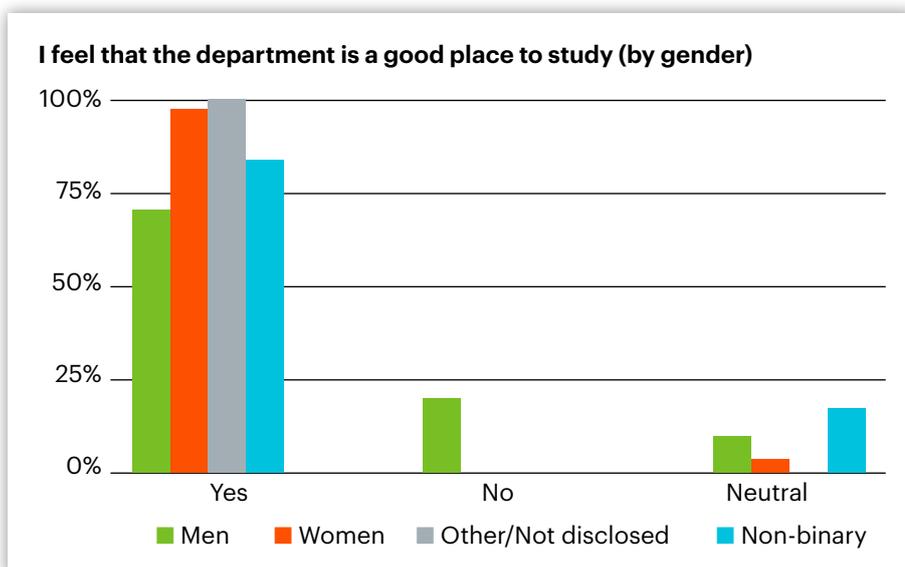
I feel that the Department is a good place to study (by gender)

	Yes	No	Neutral
Women	56		2
Men	7	1	2
Non-binary	10		2
Other/Not disclosed	4		

I feel that the Department is a good place to study (by degree level and self-identified characteristics)

	Yes			No			Neutral		
Students who identify as having disabilities or learning Impairments (all levels)	89.30%			3.60%			7.10%		
Students who identify as being first generation university students (all levels)	95.30%						4.70%		
Student who identify as being trans (all level)	80%						20%		
By degree level	BA	MA/ MRes/ MPhil	PhD	BA	MA/ MRes/ MPhil	PhD	BA	MA/ MRes/ MPhil	PhD
	92.2%	83.4%	85.7%	3.2%			4.7%	16.7%	14.3%

I feel that the Department is a good place to study (by degree level and self-identified characteristics)

	Yes			No			Neutral		
Students who identify as having disabilities or learning Impairments (all levels)	15			4			2		
Students who identify as being first generation university students (all levels)	20						1		
Student who identify as being trans (all level)	8						2		
By degree level	BA	MA/ MRes/ MPhil	PhD	BA	MA/ MRes/ MPhil	PhD	BA	MA/ MRes/ MPhil	PhD
	59	5	12	2			3	1	2

1b.11 Staff experiences and reporting of bullying and harassment in the Department

I have not personally experienced bullying and/or harassment in the Department in the past 12 months

	Men		Women		N/A gender	
	Percentage	Headcount	Percentage	Headcount	Percentage	Headcount
I have not experienced bullying or harassment	86%	12	88%	20	50%	2
I have experienced bullying or harassment	14%	2	4%	1	25%	1
Prefer not to say			4%	1	25%	1
Neutral			4%	1		

I have not personally witnessed bullying and/or harassment in the Department in the past 12 months

	Men		Women		N/A gender	
	Percentage	Headcount	Percentage	Headcount	Percentage	Headcount
I have not witnessed bullying or harassment	79%	12	79%	18	50%	2
I have witnessed bullying or harassment	7%	1	4%	1	25%	1
Prefer not to say			13%	3	25%	1
Neutral	14%	2	4%	1		

I know how to report bullying and/or harassment

	Men		Women		N/A gender	
	Percentage	Headcount	Percentage	Headcount	Percentage	Headcount
I know how to report bullying or harassment	72%	11	65%	15	25%	1
I don't know how to report bullying or harassment	21%	3	26%	6	25%	1
Prefer not to say					25%	1
Neutral	7%	1	9%	2	25%	1

1b.12 Work-life balance is encouraged

I am encouraged to take my work-life balance into consideration

Legend: Men, Women, N/A gender
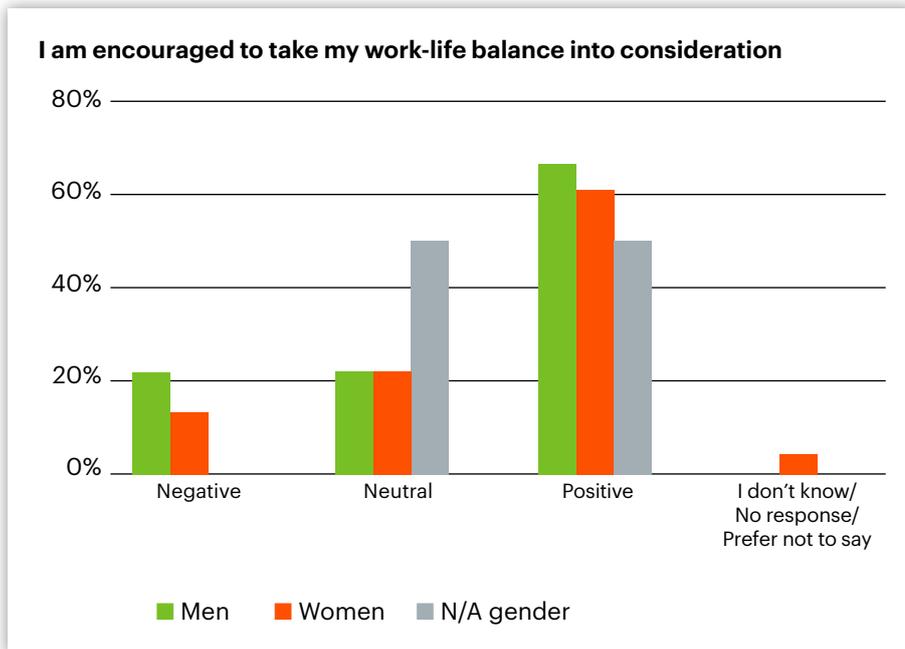
I am encouraged to take my work-life balance into consideration				
	Negative	Neutral	Positive	I don't know/ no response/ prefer not to say
Men	3	3	7	
Women	3	5	14	1
N/A Gender		12	2	

1b.13 Self-reported staff diversity collected in the staff survey

What is your ethnic group?

- **77.5%:** White (English/Welsh/Scottish/Northern Irish/ British, Irish, Gypsy or Irish Traveller, Roma, Any other White background)
- **10%:** Mixed/Multiple ethnic groups (White and Black, White and Asian, Any other Mixed or Multiple ethnic background)
- **7.5%:** Prefer not to say
- **2.5%:** Any other ethnic background
- **2.5%:** Asian/Asian British (Indian or Indian British, Pakistani or Pakistani British, Bangladeshi or Bangladeshi British, Chinese or Chinese British, Any other Asian backround

Pleease indicate from the list which best describes your sexual orientation

- **2.5%:** Asexual
- **10%:** Queer
- **55%:** Heterosexual/ Straight
- **10%:** Gay/lesbian
- **7.5%:** Bisexual
- **12.5%:** Prefer not to say
- **2.5%:** Self-describe

1b.14 Student access to potential role models

I have access to potential role models I can identify with in the Department/at the University (e.g. visible role models at Open Days, student inductions and departmental student events)

- **33.3%:** Agree
- **3.6%:** Strongly disagree
- **10.7%:** Neither agree nor disagree
- **34.5%:** Strongly agree
- **10.7%:** No answer
- **7.1%:** Disagree

I have access to potential role models I can identify with in the Department/at the University (e.g. visible role models at Open Days, student inductions and departmental student events)				
54	Negative	Neutral	Positive	I don't know/ no response/ prefer not to say
Women	3	4	45	6
Men	2	2	5	1
Non-binary	2	2	6	2
Other/Not disclosed	2	1	1	

1b.15 Experience of PSS in departmental governance

PSS [5F] focus group
Redacted for publication
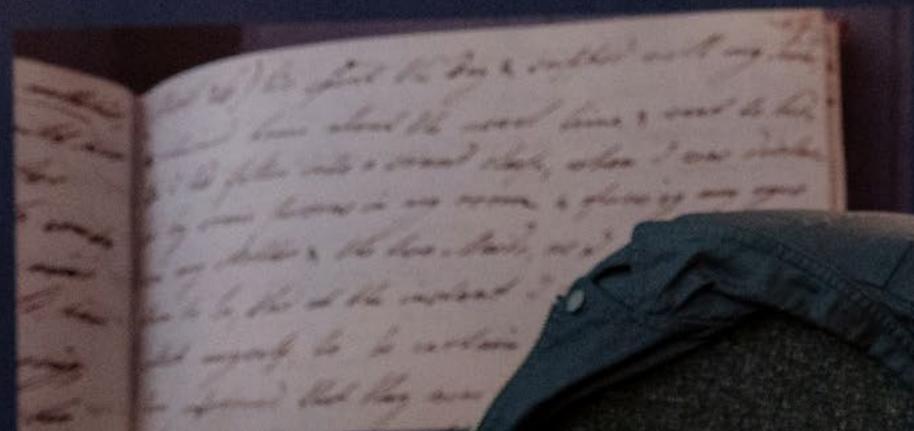
APPENDIX 2: DATA TABLES

2a. Mandatory data tables

2a.1 Students at foundation, UG, PGT and PGR level

Students at foundation, UG, PGT and PGR levels		UG	PGT	PGR
2018		**UG**	**PGT**	**PGR**
	Female	596	61	30
	Male	154	17	12
	Total	750	78	42
2019		**UG**	**PGT**	**PGR**
	Female	584	75	40
	Male	129	16	10
	Total	713	91	50
2020		**UG**	**PGT**	**PGR**
	Female	611	82	43
	Male	148	19	5
	Total	759	101	48
2021		**UG**	**PGT**	**PGR**
	Female	660	75	44
	Male	159	11	10
	Total	819	86	54
2022		**UG**	**PGT**	**PGR**
	Female	736	74	43
	Male	159	11	10
	Total	895	85	53
2023		**UG**	**PGT**	**PGR**
	Female	785	60	50
	Male	145	20	20
	Total	930	80	70

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

Distribution of Degree Classification within Gender Demographic						
			2018/9	2019/20	2020/1	2021/2
First	F		60 (34%)	65 (36%)	45 (26%)	50 (27%)
	M		10 (20%)	10 (31%)	15 (38%)	15 (39%)
Upper Second	F		110 (62%)	115 (63%)	120 (72%)	125 (66%)
	M		40 (70%)	25 (59%)	20 (54%)	20 (50%)
Lower Second/Third/Pass	F		5 (4%)		5 (2%)	10 (5%)
	M		5 (9%)	5 (10%)	5 (8%)	
Fail/Other/Unknown	F					
	M					
Grand total			235	220	210	220

2a.3 Academic staff by gender and grad

Academic staff by gender and grade								
		Grade 6	Grade 7	Grade 8	Reader	Prof/HoD/ Snr Mgt	All staff	
		Associate Lecturer/ Researcher or Grade 6 support	Lecturer/ Researcher or Grade 7 support	Senior Lecturer/ Researcher or Grade 8 support	Reader	Professor/ Head of Department		
		FTE or Hheadcount	FTE or headcount	FTE or headcount	FTE or headcount	FTE or headcount	FTE or headcount	% of Total FTE or headcount along gender
2018	F	8	6	12	1	3	30	56.60%
	M		6	6	2	9	23	43.40%
2019	F	5	11	11	1	4	32	60.40%
	M		4	7		10	21	39.60%
2020	F	6	14	11		5	36	64.30%
	M	1	4	6		9	20	35.70%
2021	F	5	17	12		8	42	70.00%
	M		5	5		8	18	30.00%
2022	F	5	17	14		7	43	68.30%
	M	1	6	5		8	20	31.70%
2023	F	5	15	17		10	47	67.1%
	M	1	8	5		9	23	32.9%

2a.4 Academic staff by grade and contract type

FTE/ Headcount	2018 F FTC	2018 F Open	2018 M FTC	2018 M Open	2018 Total	2019 F FTC	2019 F Open	2019 M FTC	2019 M Open	2019 Total	2020 F FTC	2020 F Open	2020 M FTC	2020 M Open	2020 Total	2021 F FTC	2021 F Open	2021 M FTC	2021 M Open	2021 Total	2022 F FTC	2022 F Open	2022 M FTC	2022 M Open	2022 Total	2023 F FTC	2023 F Open	2023 M FTC	2023 M Open	2023 Total
Grade 6	5	3			8	4	1			5	5	1	1		7	2	3			5	2	3	1		6	3	2	1		6
Grade 7	2	4		6	12	2	9		4	15	4	10		4	18	5	12	1	4	22	5	12	2	4	23	5	10	4	4	23
Grade 8		12		6	18		11		7	18	1	10		6	17		12		5	17		14		5	19		17		5	22
Reader		1		2	3		1			1																				
Prof/HoD/Snr Mgt		3		9	12		4		10	14		5		9	14	1	7		8	16		7		8	15		10		9	19

2a.5 Professional, technical and operational (PTO) staff by grade and job family

English and Related Literature PTO staff by job family							
	Grade	2018	2019	2020	2021	2022	2023
Professional	G8				1		
	G7	1	1	1	1	1	4
	G6	2	2	2	1	1	
Technical	G7				1	1	1
Operational	G5	2	3	2	2	5	1
	G4	5	5	4	4	6	6
	G3	2		1	1		
TOTAL		**12**	**11**	**10**	**11**	**14**	**12**

2a.6 PTO staff by grade and contract type

PTO staff		01/12/2018				01/12/2019				01/12/2020				01/12/2021				01/12/2022			
		FT		PT		FT		PT		FT		PT		FT		PT		FT		PT	
G3	M																				
G3	F	1		1										1		1					
G4	M											1										
G4	F	1		2		2	1	2		2		2		1	1	1		2	1	3	2
G5	M																					
G5	F	1		1		1		1		1		1		1		2		2		2	1
G6	M																					
G6	F			1				1				1				1		1		1	1
G7	M															1					1
G7	F			1				1				1									
G8	M																					
G8	F																	1				

2a.7 Applications, shortlist and appointments made in recruitment to academic posts by grade

Grade	Role	Contract	Gender	Number of applications	Number of interviews	Number of appointments	% of total applications	% of Interviews	% of appointments	% of applicants interviewed	% of interviewees appointed
Grade 6	Academic	Fixed term	Female	2	1	1	33%	100%	100%	50%	100%
			Male	4			67%				
			Other								
	Research	Fixed term	Female	36	8	1	52%	89%	50%	22%	13%
			Male	30			43%				
			Null	3	1	1	4%	11%	50%	33%	100%
Grade 7	Academic	Fixed term	Female	119	14	4	47%	64%	57%	12%	29%
			Male	112	7	2	44%	32%	29%	6%	29%
			Null	19	1	1	8%	5%	14%	5%	100%
			Other	3			1%				
		Open	Female	571	37	7	54%	71%	88%	6%	19%
			Male	438	13	1	41%	25%	13%	3%	8%
			Null	44	2		4%	4%		5%	
			Other	12			1%				
Grade 7/8	Academic	Open	Female	23	3	2	49%	50%	67%	13%	67%
			Male	21	2	1	45%	33%	33%	10%	50%
			Null	1			2%				
			Other	2	1		4%	17%		50%	

Grade	Role	Contract	Gender	Number of applications	Number of interviews	Number of appointments	% of total applications	% of Interviews	% of appointments	% of applicants interviewed	% of interviewees appointed
Grade 8	Academic	Open	Female	31	5	1	56%	83%	100%	16%	20%
			Male	22	1		40%	17%		5%	
			Null	2			4%				
Professorial	Academic	Open or fixed	Female	2			40%				
			Male	3			60%				

2a.8 Applications, shortlist and appointments made in recruitment to PTO posts by grade

Due to recent university-level changes in the management of PSS staff and a significant redistribution of PSS data at faculty level, we have been unable to provide the required data for this table at this time. We believe that this is only a temporary problem that has occurred during this period of transition, but it has impacted our ability to access this data for this award submission. We appreciate Athena Swan's understanding.

2a.9 Applications and success rates for academic promotion by grade

Year	Grade from	Applied for	Outcome (grade to)							
			Successful				Unsuccessful			
			7	8	8R	PROF	7	8	8R	PROF
2018	6	7	100% (2)							
	7	8		100% (2)						
	7	8				100% (1)				
	7	8						100% (1)		
	8	8R			100% (1)					
	8	Professor				100% (1)				
2019	7	8		100% (1)						
	8	Professor				100% (1)				
						100% (1)				
2020	7	8		100% (3)						
	8	Professor				100% (2)				
	8	Professor				100% (1)				
2021	7	8		100% (2)						
2022	7	8		100% (5)						
	8	Professor				100% (1)				
	8R	Professor				100% (1)				
	8	Professor								100% (1)
	8	8R							100% (1)	

KEY ■ Male   ■ Female   ■ Non binary

2a.10 Applications and success rates for PTO progression by grade

PTO staff promotions and regrades					
Year	Grade from	Grade to:			
		5	6	7	8
2018	4	100% (regrade)			
2019	3	100%			
2020	4	100% (regrade)			
2021	5		100% (regrade)		
	4	100% (recruitment)			
	7				100% (regrade)
2022	4	100% (regrade)			

Key: ■ Regrade ■ Recruitment ■ Promotion

2b. Additional datasets

2b.1 Staff resignations by gender since 2018

		Gender	Grade					
			Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2018	Full-time	M					1	
2019	Full-time	F	1					
		M					1	1
2020	Full-time	F				2		
	Part-time	F		1				
2021	Full-time	F		1			1	
		M					1	
	Part-time	F	1					
		M		1				
2022	Full-time	F		1			1	
2023	Full-time	F			1	2		
	Part-time	F		1				

2b.2 UG degree outcomes from 2018-2021 by gender

Percentage of students who receive a First

■ Males: **40%**　　■ Females: **28.1%**

Percentage of students who receive a 2:1

■ Males: **88.6%**　　■ Females: **93.8%**
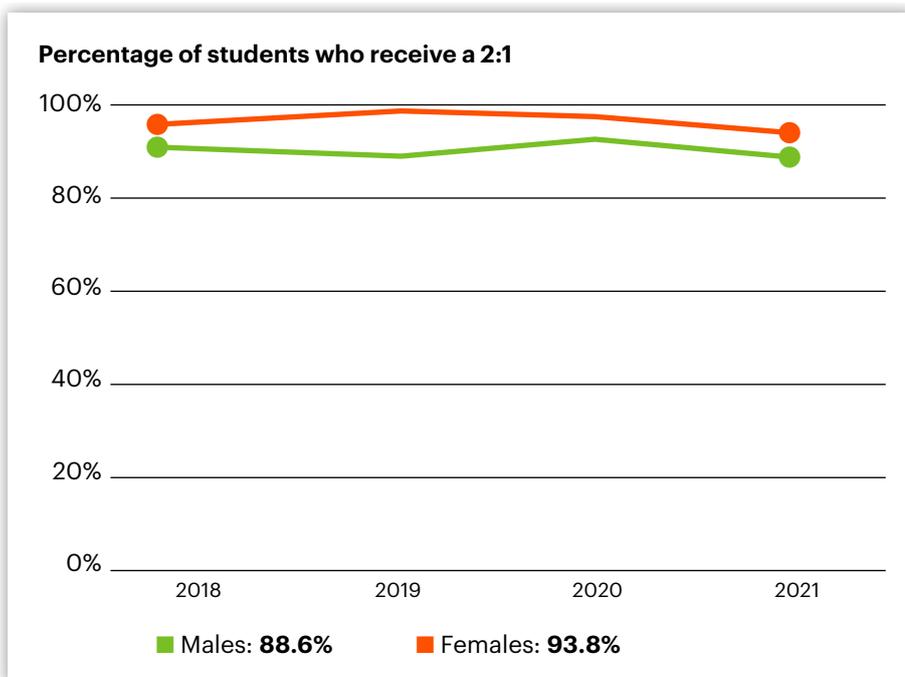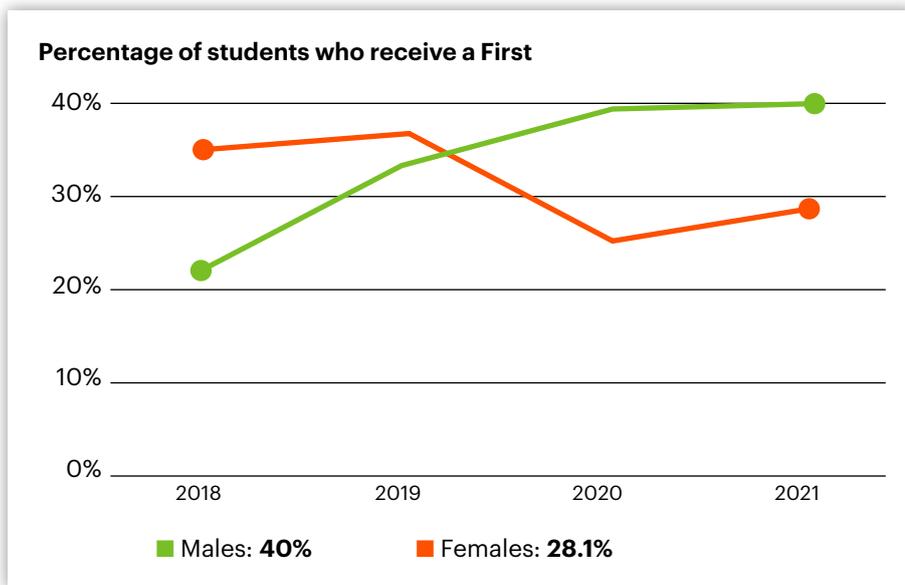
2b.3 Staff over workload target hours by gender

Total Hours	Calculated hours	Available hours/+ or – against target (%)		Gender
328.6	466.255	-137.655	-41.9%	F
1117.1	1500.3	-383.2	-34.3%	M
1117.1	1445.9	-328.8	-29.4%	F
722.8	882.3	-159.5	-22.1%	F
1117.1	1256.15	-139.05	-12.4%	F
1117.1	1237.7	-120.6	-10.8%	F
1117.1	1222.61	-105.51	-9.4%	F
1117.1	1203.6	-86.5	-7.7%	F
1117.1	1180.4	-63.3	-5.7%	F
744	784.96	-40.96	-5.5%	M
1107.3	1125.2	-17.9	-1.6%	F

2b.4 Core departmental committee membership by gender, 2018 vs. 2023

Departmental committee meetings 2018 vs. 2023						
	Female		Male		Non-binary	
	2018	2023	2018	2023	2018	2023
Board of Studies	52%	69%	48%	29%		2%
DMT	50%	84%	50%	16%		
DRC	63%	78%	37%	22%		
UG Teaching	64%	73%	36%	27%		
PG Teaching	56%	83%	44%	17%		
PGR	43%	78%	47%	22%		
Workloads	unknown	82%	unknown	18%		

Departmental committee meetings 2018				
	Female		Male	
	Headcount	Percentage	Headcount	Percentage
Board of Studies	18	52%	17	48%
DMT	5	50%	5	50%
DRC	5	63%	3	37%
UG Teaching	7	64%	4	36%
PG Teaching	5	56%	4	44%
PGR	3	43%	4	47%

Departmental committee meetings 2023	Female		Male		Non binary	
	Headcount	Percentage	Headcount	Percentage	Headcount	Percentage
Board of Studies	48	69%	22	29%	1	2%
DMT	10	84%	2	16%		
DRC	7	78%	2	22%		
UG Teaching	8	73%	3	27%		
PG Teaching	14	83%	3	17%		
PGR	7	78%	2	22%		
Workloads	9	82%	2	18%		

2b.5 Departmental research support (funding and workload credit) by gender since 2021

Academic Year	Departmental research funding type		
	Research priming awards	International conference funding	Workload credit for grant applications
2021/22	None (COVID)	10 F (67%) 4 M (27%) 1 NB (7%)	3 F (75%) 1 M (25%)
2022/23	3 F (50%) 3 M (50%)	11 F (73%) 4 M (27%)	2 F (67%) 1 M (33%)
2023/24 (so far)	2 F (100%)	11 F (69%) 5 M (31%)	3 F (100%)

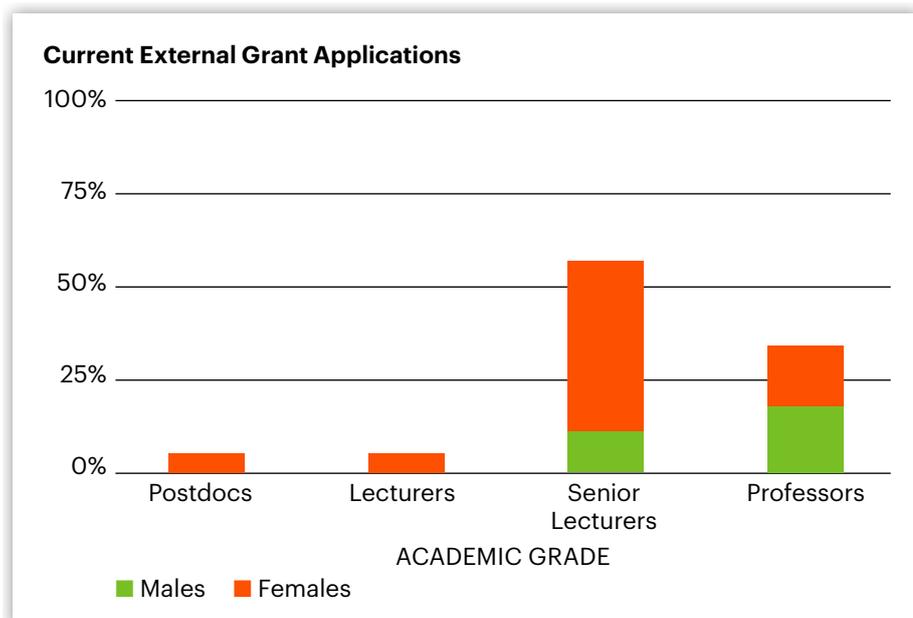## 2b.6 PGT leavers data for English
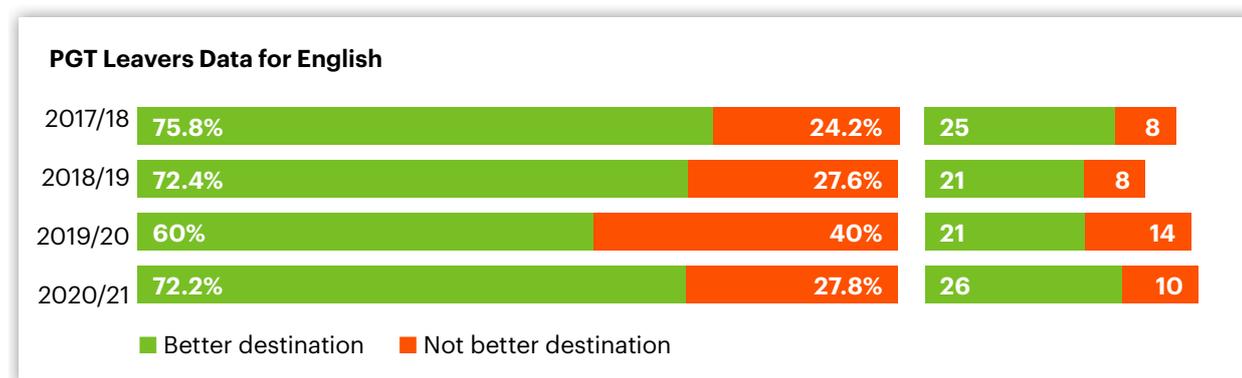
NB: This data is collected centrally by the university and is not disaggregated by gender

2b.7 REF Impact case studies in the Department (2014 vs. 2021)

Gender of staff	REF year	
	2018	**2021**
Female	1 (25%)	2 (50%)
Male	3 (75%)	2 (50%)

2b.8 Grant application data

Current external grant applications

Rank of applicant	Gender of applicant
Postdoc	**F**
7 (Lecturer)	**F**
8 (Senior Lecturer)	**F**
8 (SL)	**M**
8 (SL)	**F**
8 (SL)	**F**
8 (SL)	**F**
8 (SL)	**F**
8 (SL)	**F**
8 (SL)	**F**
8 (SL)	**F**
8 (SI)	**M**
8 (SL)	**M**
9 (Professor)	**M**
9 (P)	**M**

Rank of applicant	Gender of applicant
9 (P)	F
9 (P)	M
9 (P)	F
9 (P)	F
9 (P)	F

Staff running successful grant projects

Role (PI or CI)	Gender of PI or CI	Grade of PI or CI
PI	M	Postdoc
PI	F	8
PI	F	8
PI	F	8
CI	F	8
CI	F	9
PI	F	9
CI	F	9
PI	F	9
PI	M	9
PI	M	9
External Collaborator	M	9
CI	M	9
PI	F	9 (Emeritus)

2b.9 Departmental office holders for 2023-2024 academic year

Office holders by gender and grade (2023-24)			
	Lecturer	Senior Lecturer	Professor
Female	4 (20%)	10 (50%)	1 (5%)
Male	2 (10%)		2 (10%)
Non-Binary	1 (5%)		

APPENDIX 3: GLOSSARY

ART – Academic, Research and Teaching (Contract)

BoS – Board of Studies

BRIC – Building Research and Innovation Capacity (Team)

CECS – Centre for Eighteenth-Century Studies

CMS – Centre for Medieval Studies

CModS – Centre for Modern Studies

CREMS – Centre for Renaissance and Early Modern Studies

CWS – Centre for Women's Studies

DHoD – Deputy Head of Department

DHoFO – Deputy Head of Faculty Operations

DMT – Department Management Team

DRC – Departmental Research Committee

ECR – Early Career Researchers

FAP – Future Action Plan

FTE – Full Time Equivalent

GSA – Graduate Student Association

GTA – Graduate Teaching Assistants

HE – Higher Education

HoD – Head of Department

NSS – National Student Survey

PAP – Previous Action Plan

PG – Postgraduate (General)

PGT – Postgraduate Taught (Students)

PGR – Postgraduate Research (Students)

PSS – Professional Support Staff

PTO – Professional, Technical and Operational (Staff)

REF – Research Excellence Framework

SSM – Student Support Manager

T and S – Teaching and Scholarship (Contract)

UG/UGT – Undergraduate Taught (Students)

YCEDE – Yorkshire Consortium for Equality in Doctoral Education

YGRS – York Graduate Research School

YUSU – York University Student Union

UNIVERSITY
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**Department of
English and
Related Literature**