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Gender Attrition in Philosophy:

Strategies and Case Studies

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1: Overview

1.1 Introduction

This report was commissioned by the School of the Arts (SoTA) at the University of Liverpool. This is a review to assess the interventions being taken by Philosophy departments in UK higher education providers (HEPs) to address the gender attrition rate in Philosophy.

These results are intended to inform policy development in SoTA's Philosophy department to reduce gender attrition during progression at University of Liverpool. By reviewing evidence-based strategies, I hope the interventions taken as a result are effective and systemic.

1.2 Context

In 2011, the British Philosophical Association (BPA) published a report in collaboration with Society for Women in Philosophy (SWIP) evaluating gender parity in UK Philosophy.[1] They found a significant decline in the proportion of women, from over 46% at undergraduate level, to 19% at professorial level. The largest drops occurred between undergraduate and Masters level (-9%: 46% to 37%), and between Masters to PhD (-6%: 37% to 31%). This creates an overall drop of 15% between undergraduate and PhD level.

Between 2011 and 2021, there were several initiatives and organisations started to combat sexism in Philosophy. The BPA/SWIP Good Practice Scheme was created in 2014, informing accessible working practices for women. It has been adopted by 31

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[1] British Philosophical Association and the Society for Women in Philosophy UK, Helen Beebee, and Jenny Saul, "Women in Philosophy in the UK," *British Philosophical Association*, 2011, https://bpa.ac.uk/diversity/reports/.

Philosophy departments and faculties.[2] An impact report of the BPA/SWIP Good Practice Scheme found the two biggest impacts to be culture change (less hostile, more constructive, in teaching and staff environments) and a higher proportion of female speakers at research events.[3] Participants also noted an overall improvement in working practises. In 2015, Athena SWAN, a framework designed by AdvanceHE to "support and transform gender equality in higher education" was expanded to humanities subjects.[4] SWIP also established a mentoring scheme for women.

BPA/SWIP conducted a 10-year review of the 2011 survey in 2021[5]. Overall, the 2021 data showed improvement at all levels, with significant improvement in the proportion of women in permanent staff roles (+6%: 24% to 30%), and female professors (+6%: 19% to 25%). Interestingly, the proportion of women on research Philosophy Masters programmes increased significantly, from 38% to 50%. However, while women are now mostly equally represented at undergraduate level, the drop between undergraduate and masters (-8%: 48% to 40%) and Masters to PhD (-7%: 40% to 33%) shows the rate of attrition between undergraduate and PhD is unchanged at -15%.

The review also collated empirical studies researching the reasons women leave Philosophy at various stages. They suggested several hypotheses, including:

- Course content
- Teaching methods and accessibility
- Implicit bias
- Hostile atmosphere (discrimination and sexual harassment)
- Intersectional oppression

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[2] British Philosopher's Association, "Good Practice Scheme Subscribers," British Philosophical Association, 2024, https://bpa.ac.uk/diversity/good-practice-scheme/good-practice-scheme-subscribers/.

[3] BPA, SWIP, and Sarah Murphy, "BPA/SWIP GOOD PRACTICE SCHEME IMPACT REPORT 2018," *British Philosophical Association*, 2018, https://bpa.ac.uk/diversity/reports/.

[4] AdvanceHE, "Athena Swan Charter | Advance HE," www.advance-he.ac.uk, 2020, https://www.advance-he.ac.uk/equality-charters/athena-swan-charter.

[5] British Philosophical Association and the Society for Women in Philosophy UK, Helen Beebee, and Jenny Saul, "Women in Philosophy in the UK," *British Philosophical Association*, 2021, https://bpa.ac.uk/diversity/reports/.

The research reviewed indicated a need for both personal change (unconscious bias), and institutional/systemic change (good working practises).

The gender parity in Philosophy is among the worst of humanities subjects; at the current rate of progress, it would take at least 50 years to achieve equal participation at PhD level. It is therefore crucial to continue to evaluate the efficacy of such initiatives regularly to improve the prospects of the discipline.

1.3 Methodology

I formed a list of all universities that offer Philosophy at an undergraduate level, based on the Complete University Guide's 2024 League Table.[6] I included universities that only offer Philosophy as a joint honours discipline, replicating the BPA/SWIP report. I also included the following universities, which are omitted from the league table due to insufficient data:

- Anglia Ruskin University
- Bath Spa University
- Goldsmiths, University of London
- Leeds Trinity University
- Loughborough University
- Swansea University
- University of Brighton
- University of Central Lancashire
- University of Chichester
- University of Strathclyde
- University of Wales Trinity Saint David
- University of the Highlands and Islands (UHI)

This gave me a group of 59 HEPs.

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[6] Complete University Guide, "Philosophy Subject League Table 2024," www.thecompleteuniversityguide.co.uk, May 2024, https://www.thecompleteuniversityguide.co.uk/league-tables/rankings/philosophy.

I then repeated the process for universities that offer Masters courses in Philosophy. I included both research and taught programmes, and interdisciplinary courses with Philosophy as a significant input. This group totalled 76 universities.

My final group was 84 UK universities[7], including 22 Russel Group members, with the following offering breakdown:
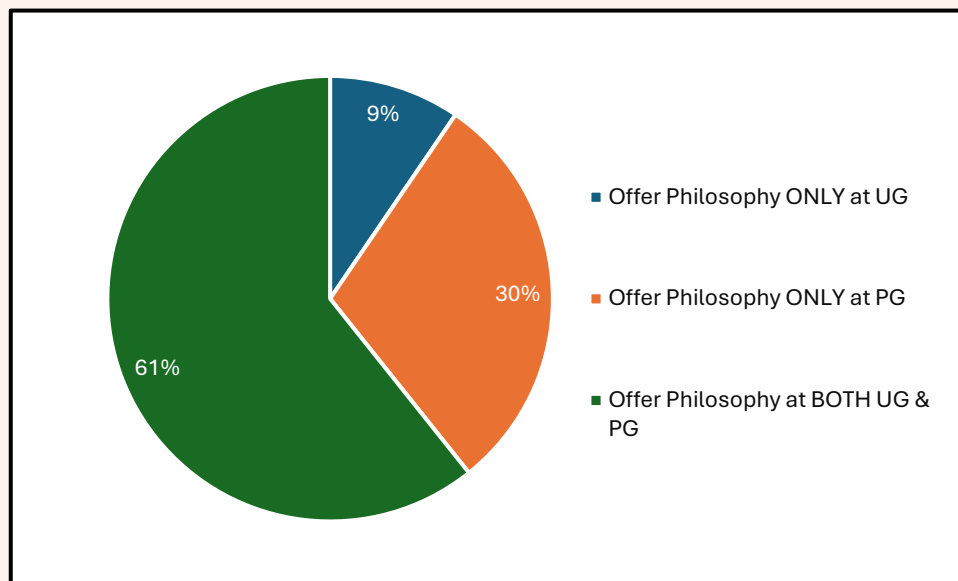

Figure 1. UK HEP Philosophy Course Breakdown

I then reviewed the membership of each HEP to the following schemes/organisations:

- BPA/SWIP Good Practice Scheme
- Minorities in Philosophy (active chapter)
- Athena Swan – Award Levels: 1) Philosophy department, 2) Relevant faculty, 3) HEP

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[7] Appendix 1

Scheme/Organisation	Number of RG Members	% RG Members	# Non-RG Members	% Non-RG Members
BPA/SWIP Good Practice Scheme	21	95	26	42
Minorities and Philosophy Chapter	13	59	5	8
Department Athena Swan Award	4	18	0	0
School/Faculty Athena Swan Award	10	45	21	34
HEP Athena Swan Award	21	95	43	69

Table 1. Number/percentage of membership to EDI schemes by RG and Non-RG HEPs

To narrow the scope of my research, I focused my review on Russel Group HEPs, due to their higher relevance to the University of Liverpool. I evaluated each HEP at a departmental level, reviewing their Philosophy department website, research portals, and linked policies, to form a list of interventions taken regarding gender discrimination in Philosophy.

An intervention was defined as any statement acknowledging gendered experience, sexism within the discipline, or any reference to action taken to combat gender attrition. I formed a table showing the frequency of each intervention, as well as the total interventions taken by each university.

I then detailed the most developed interventions as case studies.

I repeated this process for the relevant faculty or school for each Russel Group HEP, again including developed interventions as case studies

I made initial observations about the frequency and level of interventions taken at both departmental and faculty level. Using the data and case studies collated, I then present action recommendations for SotA.

2: Findings

2.1 Russel Group Philosophy Department Findings

There are 22 Russel Group universities that offer Philosophy as a single or joint honours discipline. Of these, 19 reference a policy regarding gender on their website or research portal.
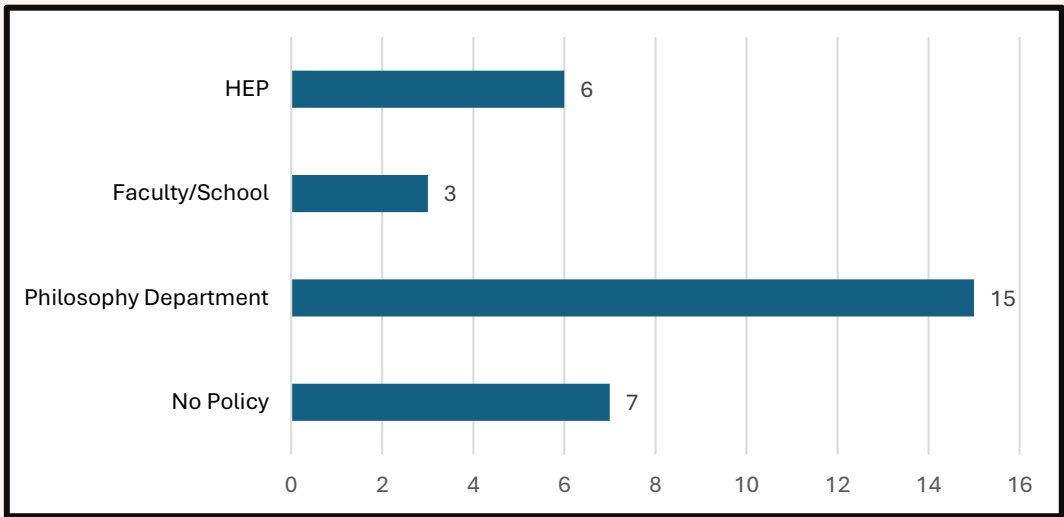

Figure 2. Frequency of level of gender policy
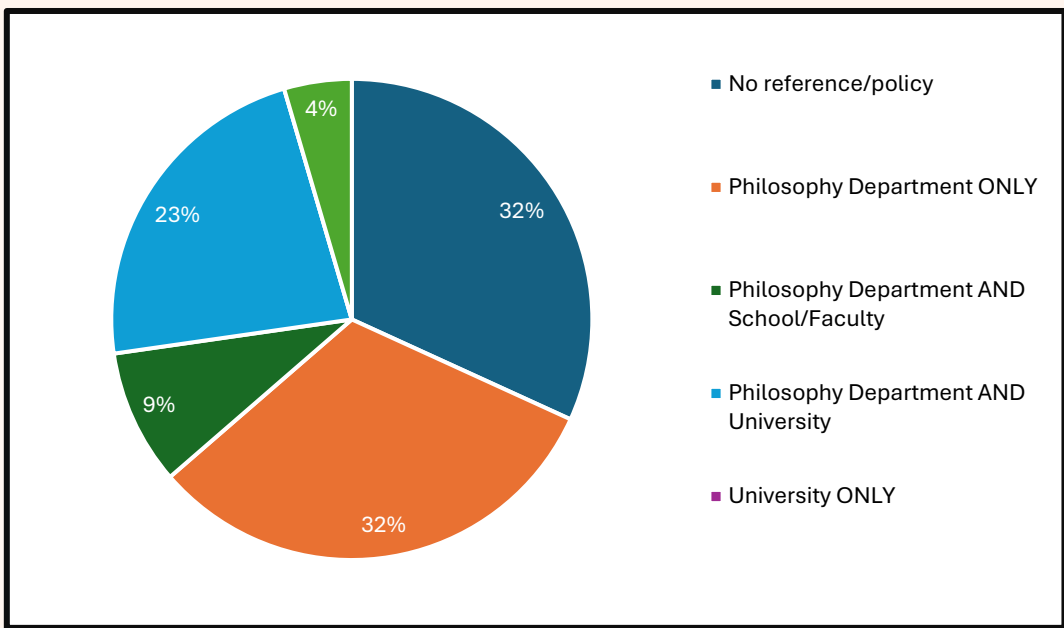
Figure 2. Gender policy level breakdown

While 68% of this group have some reference to gender policy on their websites, only a third of the group has completely independent policies. Therefore, there is a significant lack of Philosophy specific interventions to evaluate.

The following is a list of all the interventions taken in Russel Group Philosophy departments, regardless of whether they are targeted, faculty/school level, or institutional:

Interventions are in four groups:

Group A: General EDI Policy or Statement	Group B: External Organisations*	Group C: Student/Staff Activities	Group D: Data
A1: Philosophy Department Policy A2: Faculty/School Policy A3: University Policy	B1: BPA/SWIP B2: Athena Swan B3: Minorities and Philosophy	C1: Staff Events C2. Student Events C3: Staff Committee C4: Student Committee C5: Staff Training C6: Student Training C7: EDI Contact	D1: Research project/publication D2: BPA Action Plan D3: External Audit

Table 2. Philosophy department interventions by group

*Group B includes having the symbol of the organisation on the website as an intervention/policy

The breakdown of intervention frequency is as follows:

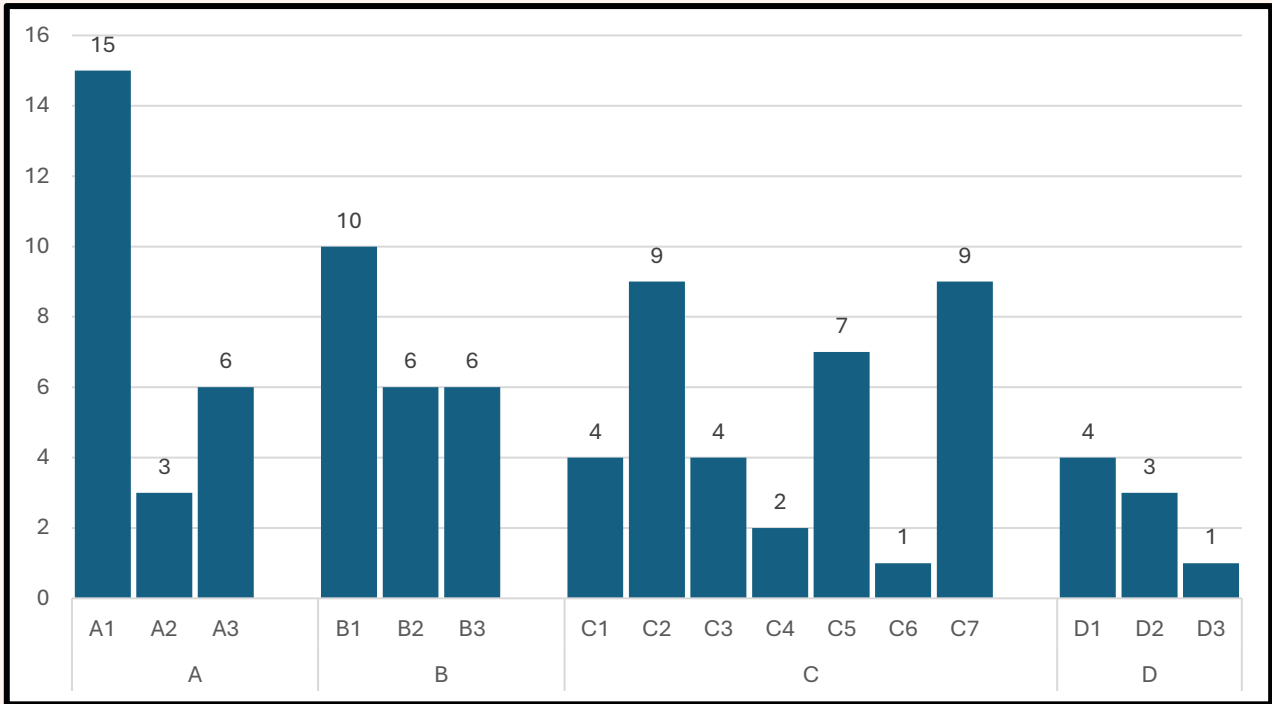Figure 4. Frequency of Philosophy dept. interventions

#	Institution/Intervention	A			B			C							D			Total
		A1	A2	A3	B1	B2	B3	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	Total
1	Birmingham, University of	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	0
2	Bristol, University of	y	n	y	y	n	y	y	y	y	n	y	y	y	n	n	y	11
3	Cambridge, University of	y	n	n	n	y	n	n	n	n	n	y	n	n	n	n	n	3
4	Cardiff University	n	n	n	n	y	n	n	n	n	n	n	n	n	n	n	n	1
5	Durham University	y	n	n	n	y	n	n	n	n	n	n	n	y	n	n	n	3
6	Edinburgh, University of	y	y	y	n	y	y	n	y	n	n	y	n	y	y	n	n	9
7	Exeter, University of	y	n	n	n	n	n	n	y	n	n	n	n	n	n	n	n	2
8	Glasgow, University of	y	n	y	y	n	n	n	y	n	n	n	n	y	y	n	n	6
9	King's College London, University of London	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	0
10	Leeds, University of	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	0
11	Liverpool, University of	y	y	n	y	n	n	n	n	n	n	n	n	n	n	n	n	3
12	London School of Economics and Political Science	y	n	y	y	n	y	y	n	y	n	y	n	y	y	y	n	10
13	Manchester, University of	y	n	n	y	n	n	n	y	n	n	n	n	y	y	y	n	6
14	Newcastle University	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	0
15	Nottingham, University of	y	y	n	n	n	n	n	n	n	n	n	n	n	n	n	n	2
16	Oxford, University of	y	n	y	y	n	n	n	y	n	n	y	n	y	n	n	n	6
17	Queen's University Belfast	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	0
18	Sheffield, University of	y	n	n	y	n	y	y	y	y	y	y	n	y	n	y	n	10
19	Southampton, University of	y	n	n	y	n	n	n	n	n	n	n	n	n	n	n	n	2
20	University College London	y	n	n	n	n	y	n	y	y	y	n	n	n	n	n	n	5
21	Warwick, University of	y	n	y	y	y	y	y	y	n	n	y	n	y	n	n	n	9
22	York, University of	n	n	n	y	y	n	n	n	n	n	n	n	n	n	n	n	2
	Total:	15	3	6	10	6	6	4	9	4	2	7	1	9	4	3	1	

Figure 5. Intervention type frequency by Philosophy department. Interventions are referenced via their number label from the list above

2.1.1 Evaluation

Unlike policy on race, Philosophy departments are far more likely to have their own policies on gender parity. This may be because of the prevalence of schemes like the BPA/SWIP Good Practice Scheme, and the Athena Swan Award.

Although 21 of 22 departments in this group are actively registered to the BPA/SWIP Good Practice Scheme, only 10 referenced their commitment to this framework (including just displaying the logo on their website). Of these 10 references, just three departments developed their actions from the guidelines. This prevents me from explicitly linking the scheme to more developed interventions.

Most interventions found involved a variety of staff and student events designed at raising awareness of historical female philosophers. These involved speakers, presentations, promotions of reading lists, and International Women's Day celebrations. Although these initiatives are valuable to increase awareness of female philosophers, I feel it does not combat the issues identified by the BPA/SWIP report that inhibit women's progression to further study.

Furthermore, only six departments had an intervention in Group D, which included any research, or transparency of student body data. This prevented me from recommending evidence-based interventions and shows that despite an increase in empirical study into gender parity in Philosophy, this research has covered post-PhD publication, rather than progression.

Departments who had a developed discussion of their Athena Swan applications, or Good Practice strategies were much more likely to have clear and useful links for students to access, which would make accessing support much easier. As one of the issues identified by BPA/SWIP was hostile atmosphere, this is important for both offering support in case of incident, and pre-emptively discouraging an unpleasant working environment.

Without being able to access data showing the gender breakdown of students in each HEPs Philosophy department over time (I thoroughly searched the HESA database for this data), it is not possible to link any type of intervention to a tangible

improvement in gender attrition. Investigating this as a potential link would be an interesting extension of this research.

However, these interventions do align with the general improvements in retention and satisfaction described by female academics in the review of the BPA/SWIP Good Practice Scheme. Despite a lack of data, there is an overall improvement occurring, corresponding with the report's findings for general culture and bias shifts.

2.1.2 Case Studies

This section contains interventions that were notably detailed on department websites or research portals, that I felt could be replicated at SoTA. The list is organised in alphabetical order of institution, rather than intervention development level.

1. University of Bristol[8]

Notable Memberships/Initiatives:

- Active MAP Chapter

Bristol hosts an annual MAP conference, as well as various events.

Interventions:

Group C[9]:

- C1/2: All Levels Reading Group; focusing on female philosophers – no further information

There are references to this reading group on department newsletters, until 2021, but the group does not appear to have been active recently. The current contact

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[8] University of Bristol, "Equality, Diversity and Inclusion," www.bristol.ac.uk, 2024, https://www.bristol.ac.uk/philosophy/about/equality-diversity-and-inclusion/.

[9] University of Bristol, "Events in 2020-21," www.bristol.ac.uk, 2021, https://www.bristol.ac.uk/philosophy/events/past-events/2020-21/.

listed is Catrin Campbell-Moore (catrin.campbell-moore@bristol.ac.uk). The group is organised by staff and PhD students and is open to staff and students at all levels. This group could facilitate community and friendship for female students in Philosophy, combatting isolation at university.

- C1/2: Women in Philosophy Open Sessions

These sessions are open to both UG and PG students, and staff. The session is an informal seminar, and involves a visiting female philosopher presenting their work, followed by a discussion. This session was regular, with high attendance, but has been reduced since Covid.

In 2019-20, featured philosophers included Catrin Campbell-Moore (University of Bristol), Katie Robertson (University of Birmingham), Lena Zuchowski (University of Bristol), Rachel Cooper (Lancaster University)

- C2: International Women's Day Philosophy Conference (2019)

This event was organised by PG students; there is no further information available.

- C5/6

The department organises free training sessions for all students and staff on issues such as microaggressions, implicit bias, hostile climate, and stereotype threat.

Group D:

- D3: Department Audit

In 2013, the Philosophy department invited an academic from another department to discuss climate issues with female staff and students. They provided a report on the meeting and identified issues, which has formed the basis of subsequent initiatives in Philosophy.

The report is not published online, and the department has not listed specific consequent actions. To gain a more specific insight into the issues that Philosophy departments have, it may be valuable to obtain a copy of this audit

2. University of Cambridge

Notable Memberships/Initiatives:

- Athena Swan Awards: Bronze (Philosophy Department); Silver (HEP)

The department put several initiatives into place following feedback of their Athena Swan application in May 2024, overviewed in the departmental newsletter[10]. This included promoting care leavers access, parental leave for staff, diversifying reading lists, and additional mentoring. I did not find more information about these initiatives on their website. The department's application form and record are not available.

In the university's 2018 Silver application[11], there are details of the staff and student breakdown in the Philosophy department. If there was a current edition of this data, it may be possible to compare and evaluate whether their initiatives have had a tangible impact on gender attrition.

3. University of Edinburgh

Interventions:

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[10] Rae Langton, "Newsletter of the Faculty of Philosophy," May 2024, chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.phil.cam.ac.uk/files/philosophy_at_cambridge_newsletter_no_18_2024.pdf

[11] University of Cambridge, "Institution Application Silver Award," 2018, https://www.equality.admin.cam.ac.uk/athena-swan-cambridge.

- D1: Research cluster on race and gender[12]

Edinburgh's Philosophy department is home to a research cluster focusing on key questions of race and gender, aiming to make such research accessible and normalised.

4. London School of Economics and Political Science

Notable Memberships/Initiatives:

- BPA/SWIP Good Practice Scheme Member[13]

LSE's Philosophy department has been a member of the scheme since the 2014-15 academic year. It specifically subscribes to the following elements:

- Gender Bias
- Caregivers
- Harassment
- Conferences and seminar series
- Student-staff relationship policy

Since 2015, they have taken the following actions based on the scheme:

Group C:

- C1/2: Sexual Harassment Reading Group

[12] School of Philosophy, Psychology and Language Sciences, "Philosophy of Race and Gender," The University of Edinburgh, August 20, 2023, https://www.ed.ac.uk/ppls/philosophy/research/areas/philosophy-of-race-and-gender.

[13] Bryan Roberts, "Good Practice Scheme," Philosophy, Logic and Scientific Method, February 18, 2015, https://www.lse.ac.uk/philosophy/good-practice-scheme/.

The department organised a discussion group for the article "Stop thinking so much about 'Sexual Harassment'" by Jennifer Saul, to raise awareness and start a dialogue on the topic internally. It is not clear whether this was a single event or if it has continued.

- C5: Unconscious Bias Training

"Training sessions on unconscious bias have been attended by all members of the department, including faculty, administrative staff, and LSE teaching fellows." There are now also sessions being organised for graduate students.

Group D:

- D1: Research: Seminar Survey

The department is currently organising an anonymous survey to evaluate whether members of the department would like to change the structure of seminars.

- D1: Gender Productivity Gap Research[14]

This research evaluates the perception of the gender publishing gap, the reasons for it, and potential actions to take. I could not find a full published report, just a record of a presentation of findings to the LSE Philosophy department. As published work is a key factor when progressing from Masters to PhD level, reviewing this work may give some insight into gender attrition at this level.

Misc:

- Anonymous recruiting:

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[14] Philosophy, Logic and Scientific Method, "Choice Group Seminar by Remco Heesen (LSE Philosophy): Peer Review Errors and the Gender Productivity Gap," Philosophy, Logic and Scientific Method, September 11, 2023, https://www.lse.ac.uk/philosophy/events/remco-heesen-choice-group-2023/.

When recruiting, the department requests anonymous writing samples from candidates.

- Course reading lists

When compiling a module reading list, the creator is required to discuss it with others in the department and draw on resources such as the UP Directory[15] or the APA Diversity Resources[16] for suggestions on how women and other underrepresented philosophers might be "naturally included."

It is important to note the natural aspect to including these philosophers – as I identified in my previous report, a key issue with reducing parity in HE is othering. Integrating a variety of authors as a standard avoids reinforcing the perception of female philosophers being the "alternative."

- Awareness leaflet

New members of staff are provided with a leaflet that includes who can be contacted in the event sexual harassment occurs.

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5. University of Manchester

Notable Memberships/Initiatives:

- BPA/SWIP Good Practice Scheme Member

Interventions:

Group C:

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[15] The Up Directory, "The up Directory," www.theupdirectory.com, accessed July 8, 2024, http://www.theupdirectory.com/.

[16] APA Committee on the Status of Women, "Diversity in Philosophy Courses - APA Committee on the Status of Women," www.apaonlinecsw.org, accessed July 8, 2024, https://www.apaonlinecsw.org/resources/.

- C2: "PhilChat" Group & Conference

PhilChat monthly seminars are given by current University of Manchester PhD candidates and are open to both UG and PG students. The sessions consist of a presentation from the speaker, then an open Q&A and discussion with the speaker and group. The topics covered have included gender, decolonisation, the future of analytic philosophy, and the nuances of identity.

There is also an annual conference, which includes talks on socially relevant topics, and a philosophy post-graduate studies workshop aimed at current undergraduate students.

The purpose of having PhD candidates showcase their research to undergraduates, and to have peer-to-peer discussion of post-graduate study at the conference, is to give students a tangible example of someone "like them" progressing in HE Philosophy. Establishing communication like this is crucial. It is also important to broaden the academic interests of female students – the BPA/SWIP report found the women are far more likely to focus on women's issues in Philosophy. This is not an issue in of itself, but it is also important to show that every discipline of Philosophy is open.

Group D:

- D1: Research[17]

Manchester's Philosophy department hosts the co-authors of the BPA/SWIP reports, Helen Beebee and Jenny Saul. They have also produced a variety of work about women in philosophy, both in academic work and challenges faced.

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[17] Philosophy, University of Manchester, "Engaged Philosophy - School of Social Sciences - the University of Manchester," www.socialsciences.manchester.ac.uk, accessed July 8, 2024, https://www.socialsciences.manchester.ac.uk/philosophy/research/research-areas/engaged-philosophy/.

There is also a planned research project aiming to change the perception that analytic philosophy is a solely male discipline.[18]

- D3: BPA/SWIP Plan[19]

The department has stringent guidelines designed to improve overall access of their events, including for parents, carers, and contacts for sexual harassment cases.

6. University of Sheffield

Notable Memberships/Initiatives:

- BPA/SWIP Good Practice Scheme Member[20]

University of Sheffield's Philosophy department subscribes to all principles of the BPA/SWIP Good Practice Scheme. They have taken the following actions based on the scheme:

Group C:

- C5: Implicit bias training

All teacher training carried out by the department includes a session on implicit bias.

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[18] Frederique Janssen-Lauret, Sophia Connell, and Rachel Wiseman, "Women in the History of Analytic Philosophy Network," Research Explorer The University of Manchester, accessed July 8, 2024, https://research.manchester.ac.uk/en/projects/women-in-the-history-of-analytic-philosophy-network.

[19] Philosophy, University of Manchester, "Events - School of Social Sciences - the University of Manchester," www.socialsciences.manchester.ac.uk, accessed July 8, 2024, https://www.socialsciences.manchester.ac.uk/philosophy/connect/events/.

[20] Philosophy, University of Sheffield, "BPA/SWIP Good Practice Guidelines," www.sheffield.ac.uk, June 4, 2020, https://www.sheffield.ac.uk/philosophy/about/equality-diversity-and-inclusion/bpa-swip-good-practice-guidelines.

Misc:

- Anonymous recruitment
- Diversifying syllabi seminar series, and conferences/workshops
- Seminar discussion changes:

"The department seminar uses the One-Question-Per-Question Rule." This gives priority to students, reduces pressure, and gives priority to those who speak less frequently

- Caregiving

To improve accessibility for students and staff who are parents or carers, teaching and departmental events are (as far as possible) scheduled between 9 and 5. The department has been able to accommodate all requests for part-time working arrangements and unpaid leave.

Interventions (external to BPA/SWIP guidelines):

Group C[21]:

- C1/C2: Events

The department runs two annual "Women in Philosophy" events. One is an evening social event for female post-graduate students and staff, and the other is a public lecture on "Women in the History of Philosophy" to highlight the seminal works of women in the discipline.[22]

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[21] Department of Philosophy, "Equality, Diversity and Inclusion in the Department of Philosophy," www.sheffield.ac.uk, September 8, 2022, https://www.sheffield.ac.uk/philosophy/about/equality-diversity-and-inclusion.

[22] Philosophy, University of Sheffield, "Annual 'Women in the History of Philosophy' Lecture," www.sheffield.ac.uk, February 28, 2023, https://www.sheffield.ac.uk/philosophy/research/women-history-philosophy.

- C3/4: Equality, Diversity, and Inclusion Committee

This committee is formed of volunteer UG and PG students, and staff. The meetings are once per semester, and are open for all students and staff to attend

- C5: Implicit bias training

- C7: EDI Committee Issues Report Form

Almost half of the Philosophy departments reviewed had an EDI contact for students. However, I wanted to highlight Sheffield's report form as it provided an easy and confidential route to raise climate and culture issues. Where report forms can feel restricted to "serious incidents," this form allows students to raise more general issues or microaggressions, which often go unchallenged.

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7. University of Warwick

Notable Memberships/Initiatives:

- Athena Swan Awards: Bronze (Philosophy Department); Silver (HEP)

As one of the 4 Philosophy departments in this group to hold an Athena Swan award, Warwick's Philosophy department have taken a variety of initiatives to achieve and sustain the award. These include the following:[23]

Group C:

- C2

The department holds "Gender balance at PG information sessions" with female PG students sharing experiences with UG students.

- C3/4: Committees

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[23] Philosophy, University of Warwick, "Philosophy Athena Swan," warwick.ac.uk, accessed July 8, 2024, https://warwick.ac.uk/fac/soc/philosophy/people/eqandwelfare/athena/.

UG and PG students attend the departments Equality and Welfare Committee to consult on Athena Swan activities. There is also a range of feedback mechanisms, including a Staff-Student Liaison Committee.

"Reverse-mentoring" focus groups for UG and PG students involve discussions for gender equality and broader culture

To promote gender balance in PG study, the department holds focus groups to explore the specific reasons students do and do not pursue PGT and PGT study in Philosophy. At undergraduate year 2 and 3 return events, PG course convenors hold sessions on available opportunities, and have detailed follow-up sessions

- C5: Staff Training

Induction process includes briefing on policies and structures for inclusiveness and bystander training.

Philosophy Teaching Exchange meetings held for teaching staff to share best practice and experiences.

Misc:

- Warwick Returners Fellowship

Scheme to provide teaching relief and supporting research for staff returning from parental leave

- Funding for Assistant Professors to support early career development

2.2 Russel Group Faculty/School Findings

I repeated my evaluation of the 22 HEPs for the relevant school or faculty for Philosophy. Although Philosophy is often the department suffering with the worst gender attrition rates, there are similar issues in most humanities disciplines. I found a higher frequency and development of intervention at this level, providing a further range of potential recommendations.

Of the 22 faculties, 18 had a reference or policy on gender on their website.
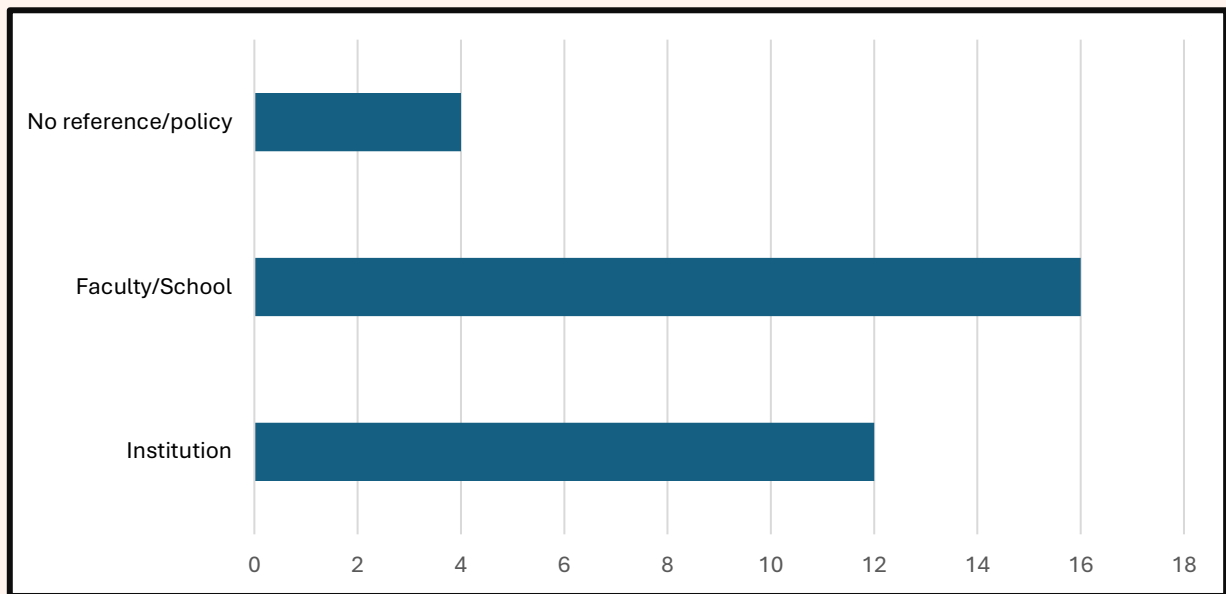
Figure 6. Frequency of gender policy level
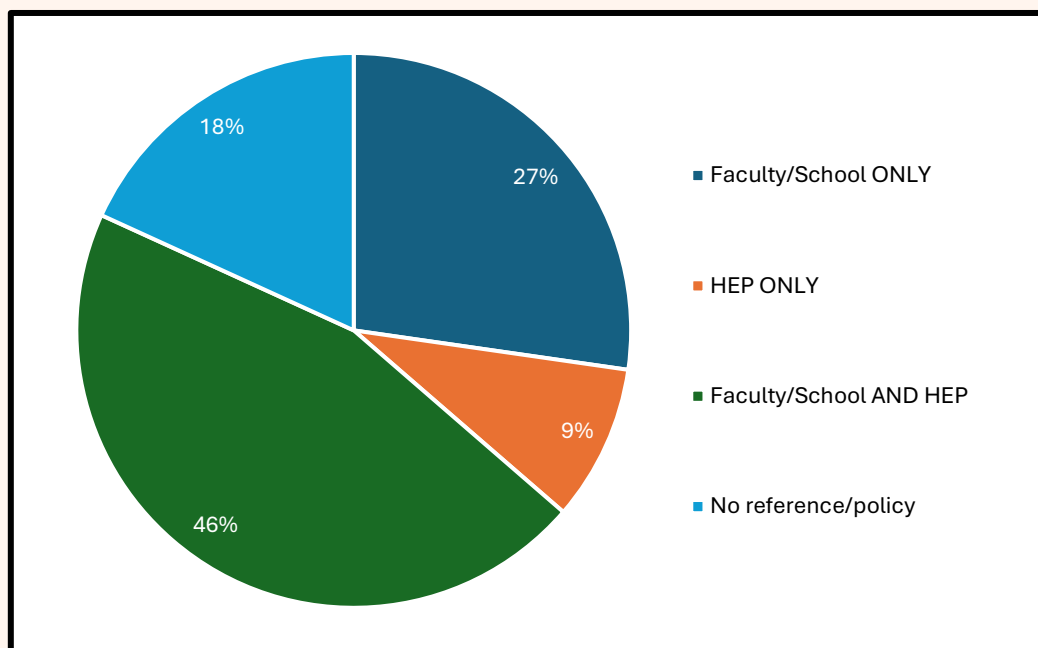
Figure 7. Gender policy level breakdown

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The following interventions or policies were found at the faculty/school level:

Group A: General EDI Policy or Statement	Group B: Athena Swan	Group C: Student/Staff Activities	Group D: Data
A1: Faculty/School Policy A2: University Policy	B1: Acknowledgment B2: Action Plan	C1: Events C2: Staff Committee C3: Student Committee C4: Staff Training C5: Student Training C6: Mentoring C7: EDI Funding/Grant	D1: Good Practice Report D2: Transparent Student Data D3: Published Research

Table 3. Faculty/School interventions by group

The breakdown of intervention frequency is as follows:

Figure 8. Frequency of faculty/school interventions

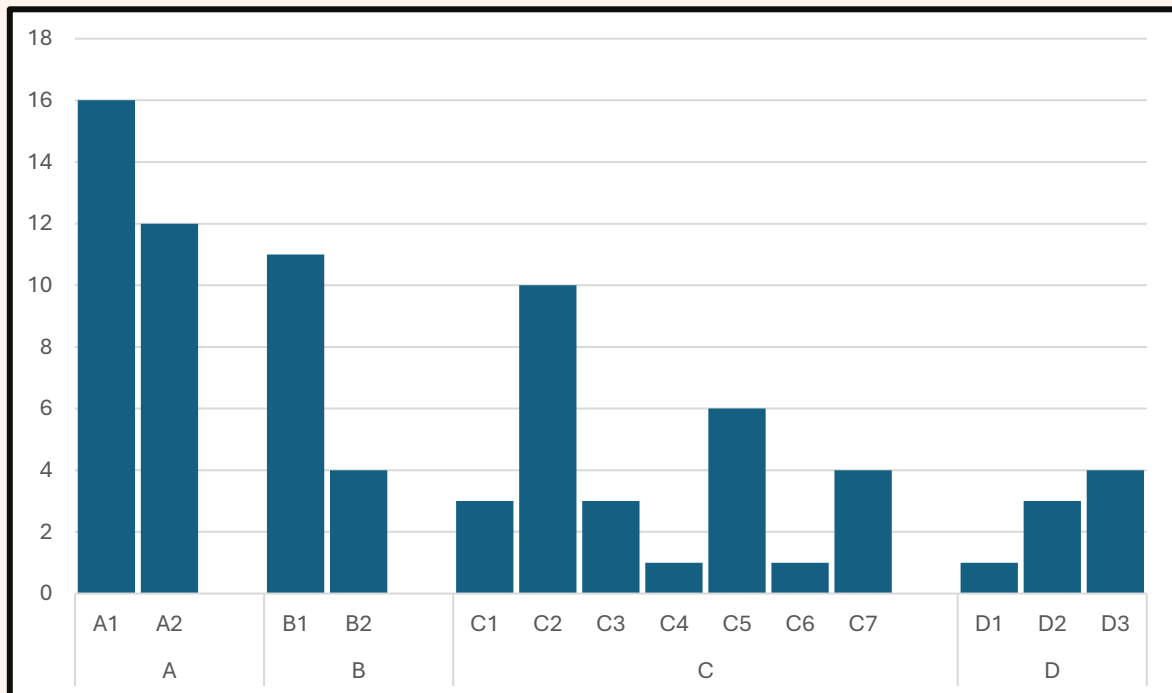| #	Institution/Intervention	A		B		C							D			Total
		A1	A2	B1	B2	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	Total
1	Birmingham, University of	y	n	n	n	n	n	n	n	n	n	n	n	n	y	2
2	Bristol, University of	n	n	n	n	n	n	n	n	n	n	n	n	n	n	0
3	Cambridge, University of	n	y	n	n	n	n	n	n	n	n	n	n	y	n	2
4	Cardiff University	y	n	n	n	n	n	n	n	n	n	n	n	n	n	1
5	Durham University	y	n	n	n	n	n	n	n	n	n	n	n	n	n	1
6	Edinburgh, University of	y	y	y	n	n	y	n	n	n	n	n	n	n	n	4
7	Exeter, University of	y	y	y	n	n	y	n	n	n	n	n	n	n	n	4
8	Glasgow, University of	y	y	y	y	n	y	n	y	y	y	n	y	n	y	10
9	King's College London, University of London	n	n	n	n	n	n	n	n	n	n	n	n	n	n	0
10	Leeds, University of	y	n	y	y	y	y	y	n	y	n	y	n	y	n	9
11	Liverpool, University of	y	n	y	y	n	y	n	n	n	n	n	n	n	n	4
12	London School of Economics and Political Science	n	n	n	n	n	n	n	n	n	n	n	n	n	n	0
13	Manchester, University of	y	n	y	y	n	y	n	n	y	n	y	n	n	n	6
14	Newcastle University	y	y	y	n	n	n	n	n	n	n	n	n	n	y	4
15	Nottingham, University of	y	y	y	n	n	y	y	n	n	n	n	n	y	n	6
16	Oxford, University of	y	y	y	n	n	y	n	n	y	n	y	n	n	n	6
17	Queen's University Belfast	y	y	y	n	y	y	y	n	y	n	y	n	n	n	8
18	Sheffield, University of	y	y	n	n	n	y	n	n	y	n	n	n	n	y	5
19	Southampton, University of	y	y	n	n	n	n	n	n	n	n	n	n	n	n	2
20	University College London	y	y	y	n	n	n	n	n	n	n	n	n	n	n	3
21	Warwick, University of	n	n	n	n	y	n	n	n	n	n	n	n	n	n	1
22	York, University of	n	y	n	n	n	n	n	n	n	n	n	n	n	n	1
	Total	16	12	11	4	3	10	3	1	6	1	4	1	3	4	

Figure 9. Intervention type frequency by faculty/school. Interventions are referenced via their number label from the list above

2.2.1 Evaluation

At the faculty level, there was a higher rate of research or transparency of student data. There was also a high frequency of interdisciplinary staff committees across the humanities.

Overall, there are less staff or student events at this level, and far fewer training sessions. The interventions listed tended to reference a humanities faculty branch of institution wide schemes, like the application of an APP, or institutional EDI policy.

In Group B, it is clear to see that despite 11 faculties acknowledging their Athena Swan awards (including just displaying the logo), only 4 have published their action

plans and subsequent progress with the framework. Despite a significant increase in awarding from the Philosophy departments, this has not necessarily translated to an increase in effective interventions (at least, from the availability of evidence).

However, the faculties that have published their applications and Action Plans have a wide range of goals and interventions. It would be useful to further this research by identifying areas of concern at University of Liverpool, matching these with other institutions Action Plans, and noting their proposed solutions.

2.2.2 Case Studies

The case studies from this group are limited in detail and would require further investigation or contact with the faculties. However, the data available in them would be useful to form a more concrete evidence base for planning interventions.

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1. University of Edinburgh

The University of Edinburgh has made their Philosophy, Psychology, and Language Science Department's Athena Swan Award publicly available, which details a vast range of internal actions taken.[24]

Due to time constraints, I am not able to individually list and evaluate these initiatives, but I believe reviewing this document would be useful.

Additionally, the Action and Participation plan for the PPL department is also available. The APP sets out actions for 2022-25, making it more up to date than the Athena Swan application. It could be potentially used to determine which

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[24] School of Philosophy, Psychology & Language Sciences, University of Edinburgh, "Athena SWAN Bronze Award (April 2017)," 2017, chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.ed.ac.uk/files/atoms/files/athena_swan_bronze_action_plan_2017_-_ppls.pdf.

initiatives have been dropped, and which have made progress.[25]

2. University of Glasgow

The School of Humanities has an established "Women in Humanities" mentoring programme, designed to support progression of women through academia in humanities.[26] It is currently a pilot programme in the school, but was first introduced in Philosophy. Unfortunately, there is very little published information about it, despite it having an established history in Philosophy specifically.

I would recommend contacting University of Glasgow to gain further information on this, as mentoring is proven to be highly effective at improving underrepresented student attainment and progression.

The Athena Swan Application and Action Plans for this school are also available online, for the 2017-21 awarding period.[27] As with University of Edinburgh, these documents detail a vast range of initiatives, largely targeted at staff. The school has its own Good Practice Scheme for overall EDI accessibility, again largely aimed at staff bias, training, and good working practice.[28] It contains a large amount of information about the structure of staff support such as childcare and parental leave that is valuable in retaining female staff from PhD to a professional level.

[25] Philosophy, Psychology and Language Sciences, University of Edinburgh, "PPLS Equality, Diversity and Inclusion Action Plan 2022-2025," 2022, chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.ed.ac.uk/sites/default/files/atoms/files/ppls_edi_action_plan.pdf.

[26] School of Humanities, University of Glasgow, "University of Glasgow - Schools - School of Humanities | Sgoil Nan Daonnachdan - Gender - Mentoring Scheme," www.gla.ac.uk, accessed July 8, 2024, https://www.gla.ac.uk/schools/humanities/gender/mentoring/#d.en.659484.

[27] School of Humanities, University of Glasgow, "University of Glasgow - Schools - School of Humanities | Sgoil Nan Daonnachdan - Gender - Humanities' Athena SWAN Action Plan," www.gla.ac.uk, 2017, https://www.gla.ac.uk/schools/humanities/gender/humanitiesathenaswanactionplan/.

[28] School of Humanities, University of Glasgow, "University of Glasgow - Schools - School of Humanities | Sgoil Nan Daonnachdan - Gender - Good Practice Scheme," www.gla.ac.uk, accessed July 8, 2024, https://www.gla.ac.uk/schools/humanities/gender/gps/#.

3. University of Leeds

The Athena Swan Application and self-assessment plan for the Faculty of Arts, Humanities and Cultures is available to review.[29] In this faculty there was a specific disparity in progression from Assistant Professor to Professor, which has prompted the faculty to begin a programme of targeted promotion and professional development of female staff members.

4. University of Manchester

The School of Social Sciences also has a public Athena Swan Action Plan, initiatives designed to alleviate financial strain from student parents, and support for staff progression.[30] They are also extremely transparent with their student population breakdown, which in combination with their Action Plan, could give an insight into the efficacy of their initiatives.

5. University of Nottingham

Faculty of Arts at University of Nottingham has published data on their student population, with comparison to other institutions.[31]

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[29] AHC, "Athena Swan," ahc.leeds.ac.uk, accessed July 8, 2024, https://ahc.leeds.ac.uk/equality-inclusion/doc/athena-swan.

[30] School of Social Sciences, University of Manchester, "Key Information - School of Social Sciences - the University of Manchester," www.socialsciences.manchester.ac.uk, accessed July 8, 2024, https://www.socialsciences.manchester.ac.uk/connect/making-a-difference/equality-and-diversity-inclusion/key-information/.

[31] Faculty of Arts, University of Nottingham, "Measuring Progress - the University of Nottingham," www.nottingham.ac.uk, accessed July 8, 2024, https://www.nottingham.ac.uk/arts/equality-diversity-and-inclusion/measuring-progress.aspx.

3: Conclusion

3.1 Additional Research

Further to the case studies detailed in the previous two sections, I wanted to highlight two additional pieces of research with interesting insight into gender disparity in higher education.

1. Professor Kalwant Bhopal, 2018-19; University of Birmingham: Advancing Equality in Higher Education: an exploratory study of the Athena SWAN and Race Equality Charters[32]

This research explores the impact of the Athena Swan and Race Equality Charters on working practices and their efficacy. It also identifies key issues for future research and policy, making it useful to consider when developing policy for University of Liverpool.

The research consists of qualitative data from 8 HEPs, from interviews with EDI staff. It includes a summary of findings, a brief literature review, and a workshop with a framework for good practice on these charters.

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[32] Kalwant Bhopal, "Advancing Equality in Higher Education: An Exploratory Study of the Athena SWAN and Race Equality Charters," University of Birmingham, 2019, https://www.birmingham.ac.uk/research/crre/research/advancing-equality-in-higher-education.

2. April-Louise Pennant and Mike Handford, 2024; Cardiff University: The discursive construction of Black British women graduates' in-groups and out-groups: A corpus-informed intersectional analysis[33]

This article dissects the intersection of race and gender in higher education participation, evaluating the reasons for rejection and systemic disadvantages Black female students face. As the BPA/SWIP review identified intersectional identity as a key aspect of gender attrition, it is crucial to consider this experience as part of policy development, and take the issues identified into account.

3.2 Conclusion and Recommendations

Due to the prevalence of schemes targeting gender disparity, I was able to identify some key interventions that Philosophy departments take. However, very few interventions or research I found specifically referenced retention of female students progressing to PG level, so it is difficult to say any are the most effective.

There appears to have been a very high interest in women's participation in Philosophy pre-Covid, that has since declined. I found several women's groups that appeared to have been abandoned, and seminar or speaker series that had either reduced frequency or stopped. This could be due to female staff leaving academic positions during Covid, or because of financial pressures limiting department activities in the years since.

General good working practices like good parental leave, flexible working arrangements, support for staff going through menopause, and clear reporting routes for sexual harassment appear to correlate with higher rates of student-aimed interventions. As EDI initiatives are usually spearheaded by staff of that minority

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[33] April-Louise Pennant and Mike Handford, "'The Discursive Construction of Black British Women Graduates' In-Groups and Out-Groups: A Corpus-Informed Intersectional Analysis," *Corpora*, February 14, 2024, https://orca.cardiff.ac.uk/id/eprint/166736/.

identity, this suggests that more engaged female staff, with a good work life balance, are able to initiate more improvements for student progression. These practices also translate to a generally good working culture, which will trickle down to teaching culture in lectures and seminars.

An issue when conducting this work was the lack of transparency from most faculties and Philosophy departments. Most departments and faculties I reviewed had the BPA/SWIP and Athena Swan Award (if applicable) logos on their websites, which then linked me to the AdvanceHE website, rather than to the action plan of that department or faculty.

As most of the interventions I did identify related back to those two initiatives, this lack of transparency prevented me from finding the true scope of interventions taken. If further interventions were taken in the Philosophy department at University of Liverpool were taken, I feel there would be a duty to alleviate this issue by making interventions and progress publicly available. I would also recommend introducing the described staff good working practises before large student-facing projects to avoid staff fatigue with the additional workload.

Several of the Philosophy department case studies were promising, particularly University of Manchester's PhilChat meetings. I feel that having peer-to-peer interaction is important for taking away some of the mystery around post-graduate studies, lowering the pressure, and making expectations clearer. Seeing themselves represented at a higher academic level immediately allows students to begin just conceptualising themselves doing post-graduate study – which is the first step.

Overall, there is an overabundance of unconnected strategies that Philosophy and Humanities departments are taking to reduce gender parity and attrition, but very little data to evidence what works. As the BPA/SWIP report concluded, most aim at either specific bias reduction, or overall culture shifts. Both are needed to reduce gender attrition, and I hope that some of these interventions will potentially improve progression rates at University of Liverpool in the future.

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Appendix 1

Table 4: UK Philosophy HEPs; UG and PG

#	Institution	RG	UG	PG	#	Institution	RG	UG	PG
1	Aberdeen, University of	n	y	y	43	Liverpool, University of	y	y	y
2	Abertay University	n	n	y	44	London Metropolitan University	n	n	y
3	Anglia Ruskin University	n	y	y	45	London School of Economics and Political Science	y	y	y
4	Architectural Association School of Architecture	n	n	y	46	Loughborough	n	y	n
5	Bangor University	n	y	y	47	Manchester Metropolitan University	n	y	y
6	Bath Spa University	n	y	n	48	Manchester, University of	y	y	y
7	Birkbeck, University of London	n	n	y	49	Newcastle University	y	y	y
8	Birmingham, University of	y	y	y	50	Northeastern University London	n	n	y
9	Brighton and Sussex Medical School	n	n	y	51	Northumbria University	n	n	y
10	Brighton, University of	n	y	y	52	Nottingham Trent University	n	y	y
11	Bristol, University of	y	y	y	53	Nottingham, University of	y	y	y
12	Bristol, University of the West of England	n	y	y	54	Open University	n	n	y
13	Buckingham, University of	n	n	y	55	Oxford Brookes University	n	y	y
14	Cambridge, University of	y	y	y	56	Oxford, University of	y	y	y
15	Canterbury Christ Church University	n	n	y	57	Portsmouth, University of	n	n	y
16	Cardiff Metropolitan University	n	n	y	58	Queen Margaret University	n	n	y
17	Cardiff University	y	y	y	59	Queen's University Belfast	y	y	y
18	Central Lancashire, University of	n	y	y	60	Reading, University of	n	y	y
19	Chichester, University of	n	y	n	61	Regent's University London	n	n	y
20	Dundee, University of	n	y	n	62	Roehampton, University of	n	y	n
21	Durham University	y	y	y	63	Royal Holloway, University of London	n	y	y
22	East Anglia UEA, University of	n	y	y	64	Sheffield Hallam University	n	n	y
23	Edinburgh, University of	y	y	y	65	Sheffield, University of	y	y	y
24	Essex, University of	n	y	y	66	SOAS, University of London	n	y	y
25	Exeter, University of	y	y	y	67	Southampton, University of	y	y	y
26	Glasgow School of Art	n	n	y	68	SRUC	n	n	y
27	Glasgow, University of	y	y	y	69	St Andrews, University of	n	y	y
28	Gloucestershire, University of	n	y	y	70	St George's, University of London	n	n	y
29	Goldsmiths, University of London	n	y	y	71	Staffordshire University	n	n	y
30	Greenwich, University of	n	n	y	72	Stirling, University of	n	y	y
31	Hertfordshire, University of	n	y	y	73	Strathclyde, University of	n	y	n
32	Hull, University of	n	y	y	74	Sussex, University of	n	y	y
33	Keele University	n	y	y	75	Swansea University	n	y	y
34	Kent, University of	n	y	y	76	University College London	y	y	y
35	King's College London, University of London	y	y	y	77	University of the Arts London	n	n	y
36	Kingston University	n	n	y	78	University of the Highlands and Islands (UHI)	n	y	n
37	Lancaster University	n	y	n	79	Wales Trinity Saint David, University of	n	y	y
38	Leeds Trinity University	n	y	n	80	Warwick, University of	y	y	y
39	Leeds, University of	y	y	y	81	Winchester, University of	n	y	y
40	Leicester University	n	n	y	82	Wolverhampton, University of	n	n	y
41	Lincoln, University of	n	y	y	83	York St John University	n	n	y
42	Liverpool Hope University	n	y	y	84	York, University of	y	y	y

Table 5: Russel Group Philosophy Department Memberships

RUSSEL GROUP PHILOSOPHY DEPARTMENTS		BPA/SWIP	MAP	Athena Swan			Ranking	
#	Institution	BPA/SWIP	MAP	Phil. Dept	Instit	Code	Total	
1	Birmingham, University of	2	1	0	0	1	1	4
2	Bristol, University of	2	2	0	1	2	12	16
3	Cambridge, University of	2	2	1	0	2	102	106
4	Cardiff University	2	1	0	1	1	11	14
5	Durham University	2	2	1	0	1	101	105
6	Edinburgh, University of	2	2	1	1	2	12	16
7	Exeter, University of	2	1	0	0	2	2	5
8	Glasgow, University of	2	2	0	1	1	11	15
9	King's College London, University of London	2	1	0	0	2	2	5
10	Leeds, University of	2	2	0	1	1	11	15
11	Liverpool, University of	2	1	0	1	2	12	15
12	London School of Economics and Political Science	2	2	0	0	1	1	5
13	Manchester, University of	2	2	0	1	2	12	16
14	Newcastle University	2	1	0	0	2	2	5
15	Nottingham, University of	2	1	0	1	3	13	16
16	Oxford, University of	2	2	0	0	2	2	6
17	Queen's University Belfast	1	1	0	1	3	13	15
18	Sheffield, University of	2	2	0	0	2	2	6
19	Southampton, University of	2	2	0	1	2	12	16
20	University College London	2	1	0	0	0	0	3
21	Warwick, University of	2	2	1	0	2	102	106
22	York, University of	2	2	1	0	1	101	105

Appendix 3

Table 6: Non-Russel Group Philosophy Department Memberships

#	NON RUSSEL GROUP PHILOSOPHY DEPARTMENTS	Gen Info.		BPA/SWIP, MAP		Athena Swan				Ranking
	Institution	UG	PG	BPA/SWIP	MAP	Phil.	Dept	Instit	Code	Total
1	Aberdeen, University of	2	2	2	2	0	1	1	11	17
2	Abertay University	1	2	2	1	0	0	0	0	5
3	Anglia Ruskin University	2	2	2	1	0	0	2	2	8
4	Architectural Association School of Architecture	1	2	1	1	0	0	0	0	4
5	Bangor University	2	2	1	1	0	0	2	2	7
6	Bath Spa University	2	1	2	1	0	0	0	0	5
7	Birbeck, University of London	1	2	2	1	0	1	1	11	16
8	Brighton and Sussex Medical School	1	2	1	1	0	3	0	30	34
9	Brighton, University of	2	2	2	1	0	1	2	12	18
10	Bristol, University of the West of England	2	2	1	1	0	0	2	2	7
11	Buckingham, University of	1	2	1	1	0	0	0	0	4
12	Canterbury Christ Church University	1	2	1	1	0	1	1	11	15
13	Cardiff Metropolitan University	1	2	1	1	0	0	1	1	5
14	Central Lancashire, University of	2	2	1	1	0	0	1	1	6
15	Chichester, University of	2	1	2	1	0	0	0	0	5
16	Dundee, University of	2	1	2	1	0	1	1	11	16
17	East Anglia UEA, University of	2	2	2	1	0	2	2	22	28
18	Essex, University of	2	2	2	1	0	0	1	1	7
19	Glasgow School of Art	1	2	1	1	0	0	0	0	4
20	Gloucestershire, University of	2	2	1	1	0	0	0	0	5
21	Goldsmiths, University of London	2	2	1	1	0	0	1	1	6
22	Greenwich, University of	1	2	1	1	0	0	0	0	4
23	Hertfordshire, University of	2	2	2	1	0	0	1	1	7
24	Hull, University of	2	2	2	1	0	1	1	11	17
25	Keele University	2	2	2	1	0	1	1	11	17
26	Kent, University of	2	2	2	2	0	1	2	12	18
27	Kingston University	1	2	2	1	0	1	1	11	16
28	Lancaster University	2	2	1	1	0	1	1	11	16
29	Leeds Trinity University	2	1	1	1	0	0	0	0	4
30	Leicester University	1	2	1	1	0	0	2	2	6
31	Lincoln, University of	2	2	1	1	0	0	2	2	7
32	Liverpool Hope University	2	2	2	1	0	0	0	0	6
33	London Metropolitan University	1	2	1	1	0	0	1	1	5
34	Loughborough	2	1	1	1	0	0	1	1	5
35	Manchester Metropolitan University	2	2	2	1	0	0	1	1	7
36	Northeastern University London	1	2	1	1	0	0	0	0	4
37	Northumbria University	1	2	1	1	0	1	1	11	15
38	Nottingham Trent University	2	2	1	1	0	2	1	21	26
39	Open University	1	2	2	1	0	0	1	1	6
40	Oxford Brookes University	2	2	1	1	0	1	1	11	16
41	Portsmouth, University of	1	2	1	1	0	1	2	12	16
42	Queen Margaret University	1	2	1	1	0	0	1	1	5
43	Reading, University of	2	2	2	1	0	1	2	12	18
44	Regent's University London	1	2	1	1	0	0	0	0	4
45	Roehampton, University of	2	1	2	1	0	0	1	1	6
46	Royal Holloway, University of London	2	2	2	1	0	0	2	2	8
47	Sheffield Hallam University	1	2	1	1	0	0	1	1	5
48	SOAS, University of London	2	2	1	1	0	0	1	1	6
49	SRUC	1	2	1	1	0	0	0	0	4
50	St Andrews, University of	2	2	2	2	0	1	2	12	18
51	St George's, University of London	1	2	1	1	0	0	2	2	6
52	Staffordshire University	1	2	1	1	0	0	0	0	4
53	Stirling, University of	2	2	2	2	0	0	1	1	7
54	Strathclyde, University of	2	1	1	1	0	1	2	12	16
55	Sussex, University of	2	2	2	2	0	1	1	11	17
56	Swansea University	2	2	1	1	0	1	2	12	17
57	University of the Arts London	1	2	1	1	0	0	0	0	4
58	University of the Highlands and Islands (UHI)	2	1	1	1	0	0	0	0	4
59	Wales Trinity Saint David, University of	2	2	1	1	0	0	0	0	5
60	Winchester, University of	2	2	2	1	0	0	0	0	6
61	Wolverhampton, University of	1	2	2	1	0	0	1	1	6
62	York St John University	1	2	1	1	0	0	1	1	5

Appendix 4

Table 7: Russel Group Philosophy Department Websites

1   Birmingham, University of
        https://www.birmingham.ac.uk/schools/ptr/departments/philosophy/about

2   Bristol, University of   https://www.bristol.ac.uk/philosophy/

3   Cambridge, University of   https://www.phil.cam.ac.uk/aboutus

4   Cardiff University   https://www.cardiff.ac.uk/english-communication-philosophy/research/themes/philosophy

5   Durham University
        https://www.durham.ac.uk/departments/academic/philosophy/

6   Edinburgh, University of   https://www.ed.ac.uk/ppls/philosophy

7   Exeter, University of
        https://www.exeter.ac.uk/study/undergraduate/courses/philosophy/

8   Glasgow, University of   https://www.gla.ac.uk/subjects/philosophy/

9   King's College London, University of London
        https://www.kcl.ac.uk/philosophy

10   Leeds, University of https://ahc.leeds.ac.uk/philosophy

11   Liverpool, University of   https://www.liverpool.ac.uk/philosophy/

12   London School of Economics and Political Science
        https://www.lse.ac.uk/philosophy/

13   Manchester, University of
        https://www.socialsciences.manchester.ac.uk/philosophy/

14   Newcastle University   https://www.ncl.ac.uk/school-x/study/philosophy/?_gl=1*kt8kef*_up*MQ..*_ga*NDMxNjkwNjczLjE3MjAwMTEwOTE

.*_ga_VH2F6S16XP*MTcyMDAxMTA5MS4xLjEuMTcyMDAxMTExNC4wLjAuMjA5Mzk5Njk2OQ..

15   Nottingham, University of
https://www.nottingham.ac.uk/humanities/departments/philosophy/index.aspx

16   Oxford, University of   https://www.philosophy.ox.ac.uk/home

17   Queen's University Belfast https://www.qub.ac.uk/schools/happ/subject-area/philosophy/

18   Sheffield, University of
https://www.sheffield.ac.uk/philosophy/undergraduate/courses?gad_source=1&gclid=Cj0KCQjw7ZO0BhDYARIsAFttkCjylT4MSfWvIdRvWCuEi3qPR-J6Cfw00PRQKrZ_ptTcYm7leD0dKuYaAiLvEALw_wcB

19   Southampton, University of
https://www.southampton.ac.uk/about/faculties-schools-departments/school-of-humanities/department-of-philosophy

20   University College London https://www.ucl.ac.uk/philosophy/

21   Warwick, University of   https://warwick.ac.uk/fac/soc/philosophy/

22   York, University of   https://www.york.ac.uk/philosophy/

Appendix 5

Table 8: Russel Group Faculty/School Websites

1   Birmingham, University of https://www.birmingham.ac.uk/schools/ptr

2   Bristol, University of   https://www.bristol.ac.uk/arts/

3   Cambridge, University of   https://www.csah.cam.ac.uk/

4   Cardiff University   https://www.cardiff.ac.uk/english-communication-philosophy

5   Durham University
        https://www.durham.ac.uk/departments/academic/arts-humanities/

6   Edinburgh, University of   https://www.ed.ac.uk/ppls

7   Exeter, University of
        https://www.exeter.ac.uk/faculties/hass/aboutus/

8   Glasgow, University of   https://www.gla.ac.uk/schools/humanities/

9   King's College London, University of London
        https://www.kcl.ac.uk/artshums

10   Leeds, University of https://ahc.leeds.ac.uk/philosophy

11   Liverpool, University of   https://www.liverpool.ac.uk/arts/

12   London School of Economics and Political Science   -

13   Manchester, University of   https://www.socialsciences.manchester.ac.uk/

14   Newcastle University
        https://www.ncl.ac.uk/hass/?_gl=1*1o1sst*_up*MQ..*_ga*NDMxNjkwNjczLjE3
MjAwMTEwOTE.*_ga_VH2F6S16XP*MTcyMDAxMTA5MS4xLjEuMTcyMDAxMTE3Ni4wLjAu
MjA5Mzk5Njk2OQ...

15   Nottingham, University of
        https://www.nottingham.ac.uk/humanities/school-of-humanities.aspx

16   Oxford, University of   https://www.humanities.ox.ac.uk/

17   Queen's University Belfast https://www.qub.ac.uk/schools/happ/

18   Sheffield, University of   https://www.sheffield.ac.uk/arts-humanities

19   Southampton, University of

https://www.southampton.ac.uk/about/faculties-schools-departments/school-of-humanities

20   University College London https://www.ucl.ac.uk/arts-humanities/

21   Warwick, University of   https://warwick.ac.uk/fac/soc

22   York, University of   https://www.york.ac.uk/about/departments/arts-humanities/