



Yorkshire Consortium for
Equity in Doctoral Education

Postgraduate Researcher Diversity: The Impact of the Yorkshire Consortium for Equity in Doctoral Education (YCEDE)



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LEAD INSTITUTION: University of York

PARTNER INSTITUTIONS: University of Bradford, University of Leeds,
Sheffield Hallam University, The University of Sheffield

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CORRESPONDING AUTHOR: Professor Kathryn Arnold, YCEDE Project Lead, Kathryn.Arnold@york.ac.uk



Yorkshire Consortium for Equity in Doctoral Education

We are a collaboration between five universities in Yorkshire, 12 UKRI funded Doctoral Training Partnerships and external partners, including the Reach Society.

YCEDE is dedicated to improving access to doctoral study for graduates from Black, Asian and Minority Ethnic backgrounds.

Find out more at ycede.ac.uk



1. ACKNOWLEDGEMENTS

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Figure 1: The YCEDE team after our end of project dissemination event in November 2025 including the Chair of our Management Board Prof Udy Archibong MBE (bottom right).

2. EXECUTIVE SUMMARY

This report highlights the key activities and impact of The Yorkshire Consortium for Equity in Doctoral Education (YCEDE), established in 2022 to widen access to and participation in postgraduate research by UK candidates from ethnically minoritised backgrounds. YCEDE is a [collaboration](#) between University of Bradford, University of Leeds, The University of Sheffield, Sheffield Hallam University and University of York. It was funded by Research England and Office for Students, with substantial match funding from partner universities. YCEDE collaborated with 12 Centres for Doctoral Training and Doctoral Training Programmes, and external partners including Leading Routes, Sikhs in Academia, Aziz Foundation, Reach Society, Bakare Barley, Stuart Hall Foundation and the UKCGE. The project also drew inspiration and received training from collaborators in the USA.

YCEDE focused on four workstreams (WS) to facilitate institutional change:

WS1: Nurturing the pipeline to ensure equity of access to and participation in research.

WS2: Institutional reform for equity and diversity to reduce inequality in offer rates.

WS3: Enhancing the on-course experience so doctoral students feel valued and supported.

WS4: Evaluation and dissemination of interventions, principles and framework to share across the university sector and beyond.

Overall, our evaluations show that YCEDE co-created many positive impacts on individuals and institutions. Despite concerns around the financial and political contexts within HE and the UK more widely, YCEDE staff remained positive about and committed to the project. Some key achievements of YCEDE include:

WS 1: Nurturing the pipeline

- 57 PhD Applicants received bespoke 1-2-1 advocacy support with 56% of those surveyed now studying for a [PhD](#), one is completing a Masters and seven are in desired work.
- 800+ Attendees to outreach webinars & workshops about PhD applications, with 80% of them reporting increased knowledge around PhD applications.
- 112 ethnically minoritised undergraduate students gained paid research experience and received academic mentorship with 50% of interns surveyed now enrolled on a PhD.
- 893 members joined YCEDE's [Inclusive Research Network](#)

WS2: Institutional reform

- 22 PhD scholarships awarded to ethnically minoritised applicants
- 10 academic departments implemented equity-focused doctoral recruitment and admission processes.
- 7 successful YCEDE-informed Doctoral Training Partnership and Centre for Doctoral Training awards.
- On average, a 10% increase in PhD applications from ethnically minoritised candidates, representing an increase of 355 applicants, with some partners closing their offer gap.

WS3: Enhancing the on-course doctoral student experience

- 456 doctoral students gained new insights into research and wellbeing via doctoral student-led events
- 61 ethnically minoritised doctoral students mentored by staff
- Deepened cultural knowledge and responsiveness of more than 30 academics via bespoke YCEDE training to mentor doctoral students from ethnically minoritised backgrounds
- 21 trainers were trained to deliver EDI-focused training for future mentors and mentees

WS4: Evaluation and dissemination

- [YCEDE Toolkit](#) published on our website which includes training materials, blogs, 'how to' guides etc.
- Improved institutional data collection on admissions and progression
- YCEDE promoted new research into best practice via our events including the first Muslim Friendly Universities Conference in collaboration with the Aziz Foundation

Fundamental to our achievements was the **visibility, voice and representation** of students and staff from ethnically minoritised backgrounds in YCEDE governance and management structures inception through to delivery. For instance, YCEDE Scholars Board, 10 current doctoral students, sat on our project Management Board and directly shaped, critiqued, and improved our activities. The project also funded students to create blogs, develop policy briefs and co-deliver our activities.

To conclude, YCEDE delivered a huge programme of activities over four years and opened up opportunities for staff and students to realise more race-equitable postgraduate research environments in UK Higher Education. We have freely shared all of our learnings and materials with the sector via workshops, conferences and our [YCEDE Toolkit](#). YCEDE's co-creative approach to change has ensured that more diverse and talented people are attracted into research careers, enhancing the UK's capacity for creative problem solving.

NB We use the term 'ethnically minoritised' respectfully, although we know there are issues with this term. We recognise the importance of acknowledging and celebrating the cultural and ethnic identity of people within what is defined as ethnically minoritised.



3. BACKGROUND AND CONTEXT

MISSION: YCEDE aims to tackle ethnic inequalities in doctoral access by evidence-based systems-change innovations that re-shape institutional policies and procedures for recruitment, selection and retention of doctoral students at scale and for the long-term.

UK doctoral education has an equity problem. The population of doctoral students in the UK does not represent the general population, nor indeed the population of undergraduates from which it is drawn. As a consequence, important voices are not heard, and as a result, the research ecosystem is deprived of invaluable opportunities for creative problem solving.

Across subject disciplines in the UK, doctoral students are more likely to be White, male, from professional-managerial backgrounds and to have attended an independent school than the comparable population of graduates¹. Notably, postgraduate students are not required to be included in Universities' Access and Participation Plans to improve equality of opportunity for underrepresented groups². When preparing our grant application, analysis of our pipeline data highlighted significant issues in our universities resulting in underrepresentation of UK doctoral students from ethnically minoritised backgrounds:

- Representation of ethnically minoritised people dropped significantly from 30% at undergraduate (range 13.7% at York to 75.9% at Bradford)) to 21% at doctoral level (range 10.6% at York to 53.6% at Bradford) (2019-20)
- 89% of all UK-domiciled doctoral students in YCEDE were in the three Russell Group universities: Leeds, Sheffield and York.
- Across YCEDE, **ethnically minoritised candidates (23%) were less likely to receive an offer than White British applicants (36%)**, but where they received an offer, were just as likely to enrol as White applicants³.

The hugely influential *Leading Routes Broken Pipeline* report highlighted that over a three-year period, only 1.2% of the 19,868 studentships awarded by all UKRI research councils went to Black or Black Mixed students. So, for some racialised minority groups underrepresentation at doctoral level is especially sharp and is reflected in broader representation issues in curricula and among academic staff, above all in the professoriate. These are issues of societal fairness, as well as long-term economic competitiveness.

In 2021, Research England and the Office for Students channelled £8 million into *13 projects*, including Yorkshire Consortium for Equity in Doctoral Education (YCEDE), to improve access and participation for Black, Asian and minority ethnic groups in postgraduate research, and enhance routes into research-based careers.

Ethnically minoritised candidates (23%) were less likely to receive an offer than white British applicants (36%)

4. WHAT IS YCEDE?

YCEDE is a collaboration between five universities in Yorkshire, 12 UKRI funded Doctoral Training partnerships and Centres for Doctoral Training plus a number of external partners dedicated to equity at doctoral level (Figure 2). Central to YCEDE is the question of access to doctoral study for UK-based graduates from ethnically minoritised backgrounds.

Across five Yorkshire Universities, we aimed to:

- Deliver profound structural and cultural change in doctoral practices
- Build on a strong consortium based on our long history of successful collaboration, with substantial joint moral and financial investment to deliver lasting change
- Learn from, adapt and apply research and models from collaborators in the USA where there is established practice and evidence
- Become a beacon of best practice to be shared more widely to enhance opportunities for doctoral students nationwide

YCEDE was delivered via four interconnected workstreams. All activities were offered across all partner institutions and delivered by each workstream (WS). Workstreams were led by different universities working collaboratively across the consortium:

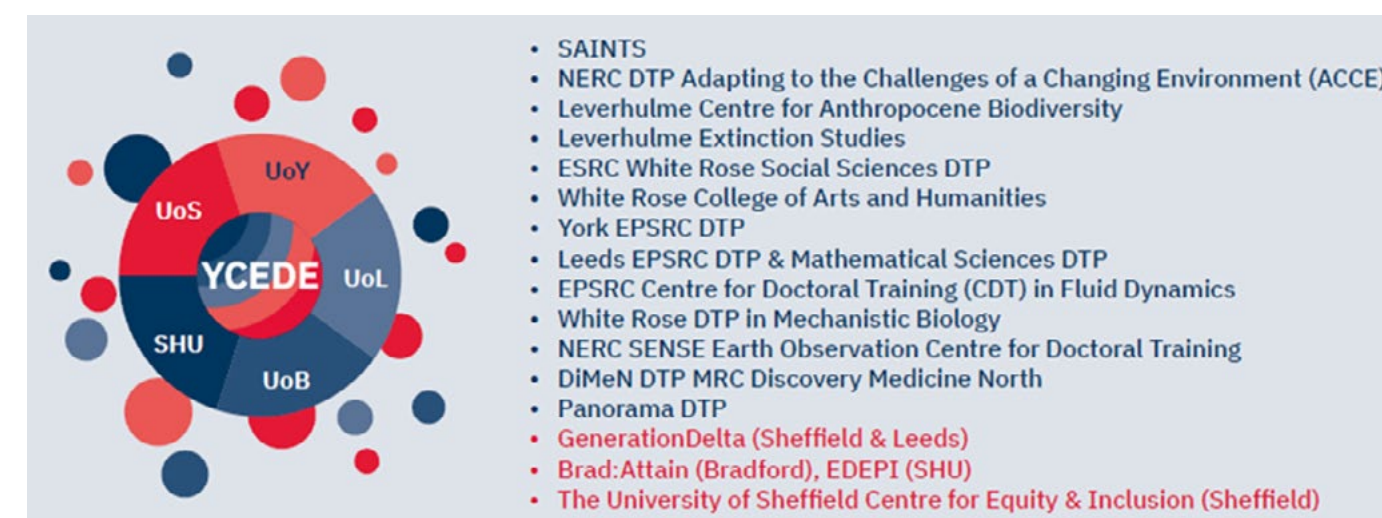


Figure 2: The YCEDE consortium comprising five Yorkshire Universities: University of Bradford, The University of Sheffield, University of Leeds, Sheffield Hallam University and University of York, plus 12 CDTs and DTPs. We also collaborated with three of the RE/OFS funded projects (in red)

¹ <https://www.hesa.ac.uk/data-and-analysis/students/whos-in-he>

² <https://www.officeforstudents.org.uk/for-providers/equality-of-opportunity/access-and-participation-plans/>

³ There are some caveats to these figures as ethnicity data were missing for some applicants and the proportion of missing data varied across universities and years.

WS1 Nurturing the Pipeline (led by University of Leeds)

Aim: Increased applications and enrollment of ethnically minoritised students in postgraduate research programmes, by providing knowledge, valuable research experience and mentorship.

Key activities:

- 800+ people attended outreach webinars & workshops aimed at demystifying PhDs and the application process. Many events were delivered jointly with WS3 and most included input from current doctoral students.
- 57 PhD applicants received bespoke 1-2-1 advocacy support to apply for a PhD – this was a novel and specially designed programme with specialist training for advocates.
- 112 Research interns were funded to complete a summer project which enhanced their CVs and experience of doing research.

Figure 3: Ringfenced PhD scholarship holders welcome event at the University of York in 2023



WS2: Institutional reform (led by University of York)

Aim: To carry out research into and evidence-led action in order to reform institutional policies, processes and culture.

Key activities:

- 22 ring-fenced PhD scholarships awarded to UK talent from ethnically minoritised backgrounds
- 10 academic departments and multiple Doctoral Training Partnership teams were supported to reform their doctoral recruitment and admission processes to be more equity minded.
- To date, a [book chapter](#) and [journal article](#) have been published based on YCEDE research into doctoral student selection.
- Equity-focused community of practice met quarterly to exchange knowledge and practice around doctoral recruitment and selection
- Incremental changes to institutional practices to address the offer gap at postgraduate level e.g. introducing the use of contextual data and equitable competency-based assessment frameworks

WS3: On-course support for current doctoral students (led by University of Bradford and The University of Sheffield)

Aim: Ethnically minoritised doctoral students feel more supported and the number progressing on their research course increases.

Key activities:

- 456 doctoral students attended doctoral student-led events aimed at informing and empowering current doctoral candidates
- 61 doctoral students were supported either 1-2-1 with an academic mentor or in a small group via circle mentoring with a mentor from outside higher education. Our programme incorporated several distinctive design features that emerged as important in mentee evaluations
- 30+ staff were trained to mentor doctoral students from ethnically minoritised backgrounds via a bespoke series of YCEDE workshops. Training covered mentoring practices, cultural responsiveness, and understanding challenges faced by ethnically minoritised doctoral students.
- 21 trainers in our partner organisations were trained to deliver EDI-focused training for these mentors and mentees



Figure 4: YCEDE, University of York and the Aziz Foundation co-hosted the UK's first Muslim Friendly Universities Conference

WS4: Evaluation and dissemination of interventions, principles and framework (led by Sheffield Hallam University)

Aim: provide an evidence base for interventions to share widely across the HE sector and beyond.

Key activities:

- Hosted several large scale events for the whole sector including the first Muslim Friendly Universities Conference in collaboration with the Aziz Foundation.
- Ran three workshops delivered by our US collaborators aimed to equip professionals with practical knowledge, skills, and tools to lead change that can withstand a variety of pressures.
- Our evaluation team ran focus groups, interviews and surveys throughout YCEDE, so we could iteratively improve our offerings and assess our effectiveness.
- Analysed institutional level data and supported data teams to identify gaps in current systems and datasets relating to widening access and participation for doctoral students. below

5. WHAT HAS YCEDE ACHIEVED?

YCEDE successfully implemented an extensive programme of activities and interventions which have had a range of impacts (see Figure 5).

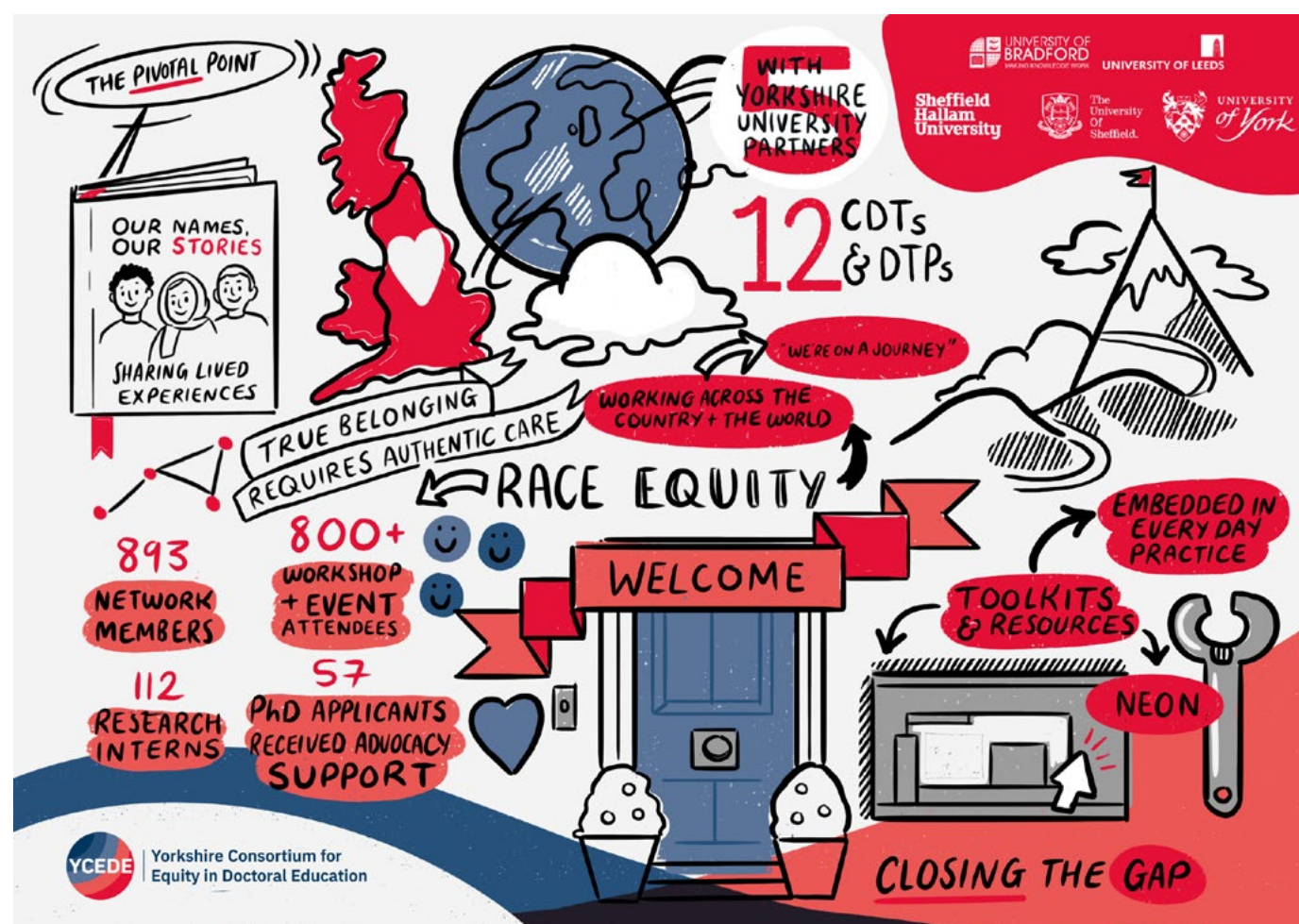


Figure 5: Summary of the YCEDE project activities and structure

“It has not been lost on me that there are very few people who look like me who have successfully navigated the world of graduate research and are able to offer support to others coming behind them. I hope that being part of this scholarship initiative, as a girl with an African background, will inspire others to pursue their wildest dreams without limitations.” (Scholarship holder, York)

WS1 Nurturing the Pipeline

Main impacts:

- 57% of surveyed applicants who received bespoke 1-2-1 advocacy support are now studying for a [PhD](#), one is completing a Masters and seven are in desired work.
- 80% of YCEDE advocacy scheme participants who received 1-2-1 support felt more confident in applying for a PhD as a result.
- 50% of interns surveyed are now doing a PhD, one graduate is running their own company and six are in desired work.
- Our summer interns reported many benefits to completing a research project:

“It feels strange to think that I start my PhD journey in October 2023, just over a year since completing the YCEDE research. I cannot stress enough how invaluable the experience I got from this placement has been. I am one of the few females in my family with a BSc under my belt and now, I will be the first member in my family to pursue a PhD. Thank you YCEDE.”

- Many academic supervisors reported positive benefits of hosting interns:

“The two interns we were able to hire through YCEDE placements were so innovative. They took charge of the project very easily and worked largely independently in progressing on set tasks. Their motivation was almost inspiring and the final project is of very high quality. Thank you for giving me this opportunity.”

“The YCEDE interns on our project brought community insider knowledge and insight to our team, and their hard work brought us closer to meeting our project’s goals.”

WS2: Institutional reform

Main impacts:

- Significant increase in home PhD applications from ethnically minoritised candidates across the five YCEDE institutions from 21% at baseline (2019/20 & 2020/21) to 31.2% in the final year (2024/25), representing an increase of 355 applicants.
- Increase in ethnically minoritised applicants receiving a formal offer from 19% at baseline, to over 24%.
- Offer rates varied year on year and across universities, with at least one partner closing their significant offer gap between white and ethnically minoritised candidates.
- 7 successful Doctoral Training Partnership and Centre for Doctoral Training applications from our universities to UKRI have embedded YCEDE approaches to equity minded recruitment and support approaches.
- New research on UK supervisors’ approaches to selection [published](#) and in development, exploring how holistic review approaches can support both more equitable PhD admissions, and matching of skills and dispositions for postgraduate research.

WS3: On-course support for current doctoral students

Main impacts:

- Interviews with mentees revealed that YCEDE’s bespoke mentoring programme, specifically our mentee-led approach and culturally responsive support, contributed to participants feeling better equipped to complete their doctorates specifically enhancing their confidence, sense of belonging and identity as researchers:

“Because of the mentoring programme, I feel like I’ve become a lot more comfortable in showing up as myself in the research space, so in my lab groups and stuff like that. And I feel like I’ve become a lot more confident in calling myself a researcher if that makes sense?”

“I did feel out of place. Like I’m part of a lab group, but at the same time I’m the only Muslim hijab-wearing person in that lab group... But whenever I have the mentoring sessions, I feel like that disconnect no longer exists. So in that session it’s like ‘Oh, I’m just another person. There’s no difference.’”

- The ‘confirmation of doctorate’ stage, a measure of a doctoral student’s progress, rose from baseline by 2-4 percentage points over the course of the YCEDE project, however, numbers were small and none of our partner universities had complete data sets for their cohorts which limits our interpretation.
- Formal breaks from study for ethnically minoritised doctoral students peaked at 50 at baseline, before decreasing year-on-year to 26 in 2023/24.

WS4: Evaluation and dissemination of interventions, principles and framework

Main impacts:

- Published our [YCEDE Toolkit](#) on the YCEDE and UKCGE websites which includes training materials, videos, blogs, how to guides etc. so that other universities, as well as doctoral applicants and students, can benefit from our work.
- Our 11 evaluation studies show positive impacts of YCEDE, for example increased knowledge and confidence around applying for a PhD, and also uncovered areas where barriers and challenges remain.
- A YCEDE survey showed that the majority (70.8%) of respondents (N = 326) had not supervised a UK candidate of colour through to PhD completion leading to YCEDE offering new culturally responsive training for PhD supervisors.
- Increases in the consistency and quality of doctoral student application, admissions and progression data collected across YCEDE institutions which means universities can now track the success of widening access initiatives aimed at doctoral students.
- YCEDE activities were positively valued by our doctoral students, particularly those moving from multicultural cities to less ethnically diverse universities:

“I think the YCEDE programme was very helpful in creating a sense of belonging at the University of York ... I studied in London and I grew up there. It was very much a culture shock being in York... I don’t think that I would have felt as comfortable at this university without the programme.”



Figure 6: Our YCEDE Scholars Board contributed to many of our events and were vital to the success and relevance of the project.

6. AMPLIFYING THE STUDENT VOICE

PhD candidates are at the heart of academic research, acting as the primary drivers of innovation, knowledge production, and publication within universities; And PhD candidates are also at the heart of the YCEDE project from its initial inception and grant writing through to now. YCEDE did not rely on voluntary contributions from students, but compensated them for their valuable time and insights.

In terms of our project governance and management, the YCEDE Scholars Board, consisting of ten current PhD students (two per partner university), has been a ‘formal’ platform for PhD students to discuss research, training etc and most importantly to challenge the YCEDE project to stay relevant and useful to our doctoral student community. Our YCEDE Scholars Board members also acted as role models for undergraduates and event speakers. They ran [events](#) and wrote [blogs](#) about their lived experience of navigating academia and being a PhD researcher.

At the YCEDE final event, YCEDE scholars delivered a personal and creative session entitled ‘Belonging in Action: Postgraduate voices from YCEDE.’ in which they explored ‘**Belonging**’ specifically the feeling of being seen, heard, and valued, not just being present, but being accepted and included for who you truly are. Their presentation triggered deep conversations about why ‘belonging’ matters (e.g. in academic spaces, it fuels confidence, creativity, and resilience) and how this has been and can better be co-created in universities.



Figure 7: Belonging was a key theme running throughout YCEDE and was creatively explored by our Scholars Board at our final event.

7. YCEDE PARTNERSHIPS

YCEDE is built on a strong partnership with a history of *successful collaboration* among our five universities, with substantial joint moral and financial investment to deliver lasting change. YCEDE took this relationship to a new level with collaboration happening – senior leadership, academic and professional support staff and doctoral students – through delivery of activities, workshops and sharing of best practice. This partnership was underpinned by a robust consortium contract and data sharing agreement, but ultimately was based on the relationships that grew from our shared values and commitment to change.

YCEDE has also worked in partnership across other RE/OfS funded projects. There was co-delivery of activities with *BradATTAIN* in particular with an overlap of staffing on the two projects. We also had synergies with the *Centre for Equity & Inclusion* at University of Sheffield and *Generation Delta* at Leeds. YCEDE's 'extended family' included 12 Centres for Doctoral Training and Doctoral Training Partnerships.

YCEDE partnered internationally because the UK evidence base on effective practice for addressing equity issues at

doctoral level was slim, particularly for matters of race, compared to the USA. Specifically, YCEDE consciously sought to learn from, adapt and apply the model of the *Equity in Graduate Education Consortium*. This has involved direct training (Figure 7) and advice from *associates in the USA*, as well as collaborative research and publication of a joint book *chapter*.

Finally, YCEDE benefited from the insights of our External Advisory Board (EAB) which includes members from educational, research and outreach NGOs, EDI consultancy and industry. *Leading Routes, Sikhs in Academia, Aziz Foundation, Reach Society, Bakare Barley Ltd, Stuart Hall Foundation* and the *UKCGE*.

Figure 8: Summary of keynote talk delivered by our US collaborator Professor Julie Posselt in November 2025.



8. KEY LEARNINGS AND RECOMMENDATIONS

a. Knowledge alone is not enough – all the pieces matter

Potential PhD applicants who engaged with multiple YCEDE activities, i.e. attended webinars demystifying the PhD applications process, completed a research internship to gain experience and engaged with the 1-2-1 application help from an advocate, seemed to have the greatest chance of achieving a funded PhD position. Of course, these applicants were also highly talented and motivated to pursue a research career, so we cannot tease out cause and effect definitively. **Our evidence suggests that without offering support in all three areas, i.e. increasing knowledge around PhDs, increasing research experience and increasing social capital, applicants can struggle to progress.**

b. Positive action can accelerate change

Positive action in the form of ring-fenced internships and PhD scholarships clearly signal to applicants the commitment of the university to race equity. We have *evidence* that these PhD scholarships contributed to increases in the application and offer rates for UK ethnically minoritised applicants beyond those who applied to the YCEDE-linked institutional schemes. They also encourage staff to reflect on their supervision practice especially if they have never supervised a PhD student of colour before. YCEDE colleagues have shared a *guide to positive action* in our Toolkit. **YCEDE strongly recommends that funding for ring-fenced internships and PhD scholarships for ethnically minoritised candidates be protected.**

c. PhD student selection based on holistic criteria

YCEDE research shows that PhD supervisors value a range of non-cognitive characteristics in the 'perfect PhD student' including self-management, working with others and communication and dissemination. This contrasts with the typically narrow criteria emphasised in UK doctoral selection. YCEDE argues that a *wider, more holistic, range of attributes* better represents what supervisors actually value, while offering greater opportunities for equitable selection of diverse doctoral cohorts. Explicitly welcoming applicants with non-traditional career trajectories and enabling them to provide contextual data (e.g. caring responsibilities, barriers etc) provides further equity opportunities. **The YCEDE Toolkit provides evidence and support for departments, doctoral programmes and universities to reform PhD student recruitment and selection.**

d. Momentum for change requires 'enough' enthusiasts across campus

Commitment to change from both senior leaders AND 'enough' enthusiasts across campus is important to gain momentum for change. There is a strong moral case for race equity, but also heavy demands on staff time and financial cutbacks to core activities including support for doctoral students. **YCEDE found that celebrating success stories helped to stimulate other staff and departments to engage with our work** (Figure 8). Other 'hooks' were helpful, for example the need to attract funding for doctoral training from UKRI and organisations like the Martingale Foundation can be external drivers for change in universities and academics.

e. Doctoral students benefit from access to culturally responsive spaces

Being the only person in a research group from a particular ethnic, cultural, or religious background can create isolation and a sense of being 'different'. To help address this, YCEDE launched an [Inclusive research network](#), [workshops](#) delivered by doctoral students for doctoral students from ethnically minoritised backgrounds and a bespoke [mentoring](#) programme. Culturally responsive [support](#) is not about treating students differently or making assumptions based on ethnicity. Instead, participants reported that these interventions provided culturally responsive spaces where they felt understood, affirmed, and able to be fully themselves.

YCEDE research with doctoral students revealed the intersection of ethnicity and a host of other criteria, e.g. techno-literacy, maturity, nationality, disability, etc, thus a culturally responsive approach is meaningful, as it also accounts for the diversity of characteristics of ethnically minoritised candidates.

YCEDE provides [training resources](#) for doctoral mentoring schemes and recommends a focus on the quality of matching between mentors and mentees, particularly considering shared backgrounds and cultural understanding.

f. Diversity of both academic staff and disciplinary interests is key

Appointing academics able and willing to supervise PhD projects in areas relevant or inspiring to racially minoritised doctoral candidates was reported to result in increases the ethnic diversity of people applying to a department. For example, in YCEDE one humanities department engaged an expert in the history of the Caribbean, who then attracted PhD applications from more ethnically diverse backgrounds than typical for the department or discipline. **This highlights the importance of embedding EDI ambitions, specifically the need for more ethnically minoritised academics, into all areas and levels of an institution including staff recruitment, research and teaching strategies.**

Figure 9: The YCEDE Scholars Board are powerful ambassadors for the YCEDE project. Our YCEDE project celebration event was an opportunity to share the key learnings of YCEDE



In conclusion, YCEDE has achieved significant positive impacts on students, staff and institutions through its creative, collaborative and student-centred approach. Our evaluations show increases in the numbers of ethnically minoritised candidates applying to and being offered PhD places at our universities. Commitment from within the project to tackle underrepresentation of ethnically minoritised doctoral researchers is enduring, even in the face of concerns around finances, political polarisation, 'EDI fatigue' and fear of 'getting

it wrong'. But critically, our work highlights that commitment alone is not enough. There remains a need for universities and funders to sustain financial investment, cultural responsiveness and strong leadership if we are not to undo progress towards a diverse, inclusive and innovative researcher workforce in the UK.



Figure 10: Summary of YCEDE's interventions and evaluation process.

9. YCEDE’S HEADLINE FIGURES

NUMBER OF...	HEADLINE FIGURE	FURTHER INFORMATION RELATING TO THE HEADLINE FIGURES
PROJECT PARTNERS	5 University partners 12 Doctoral Training Partnerships and Centres for Doctoral Training partners 7 External partners – Leading Routes, Sikhs in Academia, Aziz Foundation, Reach Society, Bakare Barley, Stuart Hall Foundation and the UKCGE.	
STAFF MEMBERS INVOLVED	9 Staff directly funded by YCEDE 12 Staff on YCEDE Management Board 22 Staff active in YCEDE Delivery Group running events etc 21 Staff trained to deliver mentoring training 30+ Staff trained to mentor ethnically minoritised PhD students 200+ Staff attended other training events 55 Staff attended YCEDE final event	
RESOURCES PRODUCED	1 YCEDE toolkit	
ACADEMIC OUTPUTS	1 Book chapter 1 Journal article 10+ Conference presentations 1 Article under review (applicants study)	
REPORTS	2 Reports	
EVENTS ORGANISED	3 YCEDE project events for RE funded projects 1 Conference co-organised – Muslim Friendly Universities 45+ Webinars & workshops for applicants, taught and PhD students 25+ Workshops / training events for staff 9 Consortium-wide WS2 Community of Practice meetings	

NUMBER OF...	HEADLINE FIGURE	FURTHER INFORMATION RELATING TO THE HEADLINE FIGURES
AWARDS (TO INDIVIDUALS/ TEAM OR PROJECT)	5 University and regional awards (Figure 10) https://ycede.ac.uk/category/news/	
STUDENTS WHO BENEFITTED	57 Applicants received bespoke 1-2-1 advocacy support 800+ Attendees to webinars and seminars 92 Research interns 22 PhD scholarships awarded 61 PhD mentees supported via 1-2-1 or circle mentoring 456 PhD students attended PhD student-led events 893 Members of YCEDE Inclusive Research Network	
STUDENTS WHO WERE INVOLVED IN CO-CREATION OR GOVERNANCE	18 YCEDE Scholars Board members 25 Doctoral students published YCEDE reflective blogs 45+ Doctoral students co-delivered events and workshops	

10. FURTHER READING

YCEDE has published lots of resources and evidence for staff, students, applicants and institutions in our [YCEDE Toolkit](#).

Professor Paul Wakeling and Dr Bukola Oyinloye published a paper titled [British supervisors' conceptions of ideal and successful PhD attributes and their implications for equity in doctoral candidate selection](#) and a book chapter with Professor Julie Posselt entitled [Translating Holistic Review Across Borders: The Case of Doctoral Student Selection](#)

Our staff, students and doctoral students have written a range of accessible blogs around key topics including [job applications](#) and [My First Experience Managing an Intern as a PhD Student](#). Ayo Barley, the chair of our External Advisory Board, has written many blogs for YCEDE including [Black History Month – Why Black Women need recognition all year round \(Saluting Our Sisters\)](#).

The [YCEDE Safety & Allyship Guidance Document](#) was produced as a direct result of feedback from some of our doctoral students feeling excluded at one of our own events, this comprehensive guidance was developed in collaboration with our Scholars Board and the [Anti-Racism Working Group](#) at the University of York, in order to outline our expectations of ourselves and our attendees at events. This is published in our [Toolkit](#) and is now frequently used by our organisations when running EDI events for staff and students.

YCEDE partners are continuing to work together on a NERC funded pilot project ([CAREERS](#): Citizen science for Advancing Racial Equity in Environmental Research) as part of the [NERC Opening Up the Environment \(OUTE 25\)](#) programme.



Figure 11: Some of the awards received by the YCEDE team and our scholars.



Figure 12: Professor Udy Archibong MBE is the Pro Vice-Chancellor of Equality, Diversity and Inclusion at University of Bradford and the Chair of the YCEDE Management Board.



Yorkshire Consortium for
Equity in Doctoral Education

To find out more, visit:
<https://ycede.ac.uk>



For additional resources, visit:
<https://ycede.ac.uk/toolkit>

65465 – york.ac.uk/design-print-solutions