



UNIVERSITY
OF HULL

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Office of the Vice-Chancellor

11 May 2018

Athena SWAN Team
Equality Challenge Unit
First Floor
Westminster Tower
3 Albert Embankment
London SE1 7SP

Dear Athena SWAN Team

The University of Hull is committed to equality, diversity and inclusion (EDI) and advancing opportunity for all and, as its relatively new Vice-Chancellor, I am impressed by my colleagues' sterling efforts to advance gender equality and foster an inclusive campus where students and staff can reach their full potential.

I am grateful to the Universities of Newcastle and York for their assistance in being critical friends. Both universities helped my team shape and develop our Athena SWAN submission and their critical evaluation of our submission has been much appreciated by the Chair of our SAT.

It is imperative that students and staff trust that we embrace diversity, champion equality and challenge behaviours which do not conform to our exacting values and standards. I am mindful of the link between a positive and inclusive campus culture and reputation and morale, and am committed to expanding our EDI agenda beyond gender, to incorporate wider intersectionality. This agenda is the golden thread running through our strategic ambitions and focuses on: high performance; being recognised as a great place to work; development of staff; student attainment; and staff and student experience.

Since our last submission (2015), the University has undergone a significant organisational change programme which concluded in early 2017 (Shape and Size Review; detailed in the submission). The impact of the change programme was felt acutely throughout the University and it is vital that we embed and realise the benefits of it in order to progress our EDI programme.

The University's Equality Scheme was published in January 2017; it set unequivocal objectives underpinned by embedding equality, intersectionality and Athena SWAN into our structure. Our strategy drives us to be the employer of choice in the region and is allied with our People Plan - empowering our staff with EDI at its core.

As part of our action plan, the University committed to Disability Confident in 2017 and we are working to surpass our commitment of supporting students and staff with disabilities. Last year we joined ECU's Race Equality Charter and plans are underway to embed these principles. A similar approach has been adopted as a Stonewall Diversity Champion.

Athena SWAN principles and wider equality remain at the core of our thinking and delivery. We have a robust and sustained approach to Athena SWAN and the integration of its principles through our action plan as this aids our understanding of barriers in the workplace which might hinder an individual's advancement. We strive for continuous improvement in every way in which we support our staff and students. Our priorities include widening our intersectionality and inclusivity programme, evaluating the promotions process and ensuring Schools achieve successful Athena SWAN recognition. I am happy that we are moving swiftly in the right direction - each Faculty has an EDI plan, Schools have well-established Athena SWAN SATs, Directorates are engaged fully, the University Leadership Team (ULT) comprises 55% women, and the majority of Faculty Deans are also women – and recognise what still needs to be achieved (gender pay gap; gender representation on influential committees; continuous engagement with University decision makers to build on our success; and embed organisational change to grow staff capability).

Our commitment to Athena SWAN remains a high priority for the ULT. My Leadership Team and I are extremely positive about our plans for improvement and our ambition of achieving a Silver award in 2020/21. I support this submission wholeheartedly and confirm that the information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the institution.

I look forward to receiving the panel's feedback.

Yours faithfully

A handwritten signature in black ink, appearing to read 'S. J. Lea', written in a cursive style.

Professor Susan J Lea
Vice-Chancellor



Athena SWAN Bronze University award application

University of Hull

Name of institution	The University of Hull	
Date of application	April 2018	
Award Level	Bronze	
Date joined Athena SWAN	2009	
Current award	Date: April 2015	Level: Bronze
Contact for application	Patrick John (Chair University SAT)	
Email	P.John@hull.ac.uk	
Telephone	01482 466909	

An Athena SWAN Bronze institution award recognises an institution has a solid foundation for eliminating gender bias and developing an inclusive culture that values all staff. This will include an assessment of gender equality in the institution, including quantitative (staff data) and qualitative (policies, practices, systems and arrangements) evidence. It should identify both the challenges and opportunities faced by the institution in achieving true equality in the workplace. The submission is rooted in a four-year plan that builds on this assessment, information on existing practices and the lessons learned, and the development of an organisational structure, including a self-assessment team, to carry proposed actions forward.

Institution application	Bronze	Used
Word limit	10,500	
<i>Recommended word count</i>		
1. Letter of endorsement	500	650
2. Description of the institution	500	810
3. Self-assessment process	1000	1307
4. Picture of the institution	2000	2245
5. Supporting and advancing women's careers	5000	5220
6. Supporting trans people	500	487
7. Further information		
Total word count	10,719 (extra 750 words agreed by ECU)	

Table of Abbreviations.

	Abbreviations
AHSSBL	Arts, Humanities, Social Sciences, Business and Law
AS	Athena SWAN
ASSG	Athena SWAN Steering Group
CCG	Clinical Commissioning Group
EDI	Equality, Diversity and Inclusion
EDI C	Equality, Diversity and Inclusion Committee
ECR	Early Career Researcher
FACE	Faculty of Arts, Cultures and Education
FBLP	Faculty of Business, Law and Politics
FHS	Faculty of Health Sciences
FoSE	Faculty of Science and Engineering
FT	Full Time
HUU	Hull University Union
HR	Human Resources
HYMS	Hull York Medical School
ICTD	Information, Communication and Technology Department
Marcomms	Marketing and Communications
NSS	National Student Survey
PDRA	Post Doctoral Research Assistant
PGR	Postgraduate Research
PGT	Postgraduate Taught
PoWER	Programme for Women Achieving Excellence in Research
PSS	Professional Support Staff
PT	Part Time
PVC	Pro-Vice-Chancellor
REC	Race Equality Charter
REF	Research Excellence Framework
SAT	Self-Assessment Team
SPDR	Staff Personal Development Review
STEMM	Science, Technology, Engineering, Mathematics and Medicine
T&R	Teaching and research (type of academic contract)
T&S	Teaching and scholarship (type of academic contract)
TEF	Teaching Excellence Framework
UG	Undergraduate
UoH	University of Hull
ULT	University Leadership Team

Sections to be included

1. Letter of Endorsement from the Vice-Chancellor: maximum 500 words (650)

An accompanying letter of endorsement from your vice-chancellor (or equivalent) should explain how the University's SWAN action plan and activities in STEMM and the expanded

AHSSBL AS charter have contributed to the overall University strategy and academic mission. In addition the letter should detail how the University as a whole has benefited from the activities of developing from the University's last award in 2015.

2. Description of the Institute: maximum 500 words (810)

University College Hull was founded in 1927 and independence was achieved in 1954 with the granting of its Royal Charter. The University is a significant and integral part of the City of Hull and the region and remains a key partner in the community. The University of Hull has placed a high priority and value on its equality, diversity and inclusion (EDI) approach and our equality vision is published in our Equality Scheme, which sets our strategic EDI objectives for the next four years.

The University was awarded its Bronze Athena SWAN award in 2015. Since then we have progressed engagement with the Athena SWAN agenda by embedding the principles of gender equality and advancement throughout the institution and making progress against our action plan. However, since 2015 there have been substantial changes in the University's organisational structure resulting in re-organisation under the Shape and Size Review that reconfigured the University from six Faculties and 23 Departments to four Faculties and 11 Schools (Figure 1). The restructuring programme was long and complex delaying the award submissions from academic Schools by two years. The Athena SWAN programme remained a priority throughout this change programme; the University Self-Assessment Team (SAT) continued to meet regularly and now that the organisational changes are complete, we can drive the Athena SWAN agenda forward.

The University is home to 16,063 students and 2,779 staff. The student percentages are female: 56% and male: 44%. The staff breakdown between STEMM, AHSSBL and between academic and Professional Services Staff (PSS) staff is described in Table 1.

Table 1. University Staff Breakdown.

University Staff	Women	Men	Total
STEMM	436	460	896
Academic	266 (42.5%)	359	625
Professional and Support Staff	170 (62.7%)	101	271
AHSSBL	366	299	665
Academic	250 (48%)	270	520
Professional and Support Staff	116 (80.0%)	29	145
Admin/Service Area	762	456	1218
Academic	4 (20.0%)	16	20
Professional and Support Staff	758 (63.2%)	440	1198
Total	1564 (56.2%)	1215	2779

The University's academic activity is organised into four Faculties, each led by a Dean:

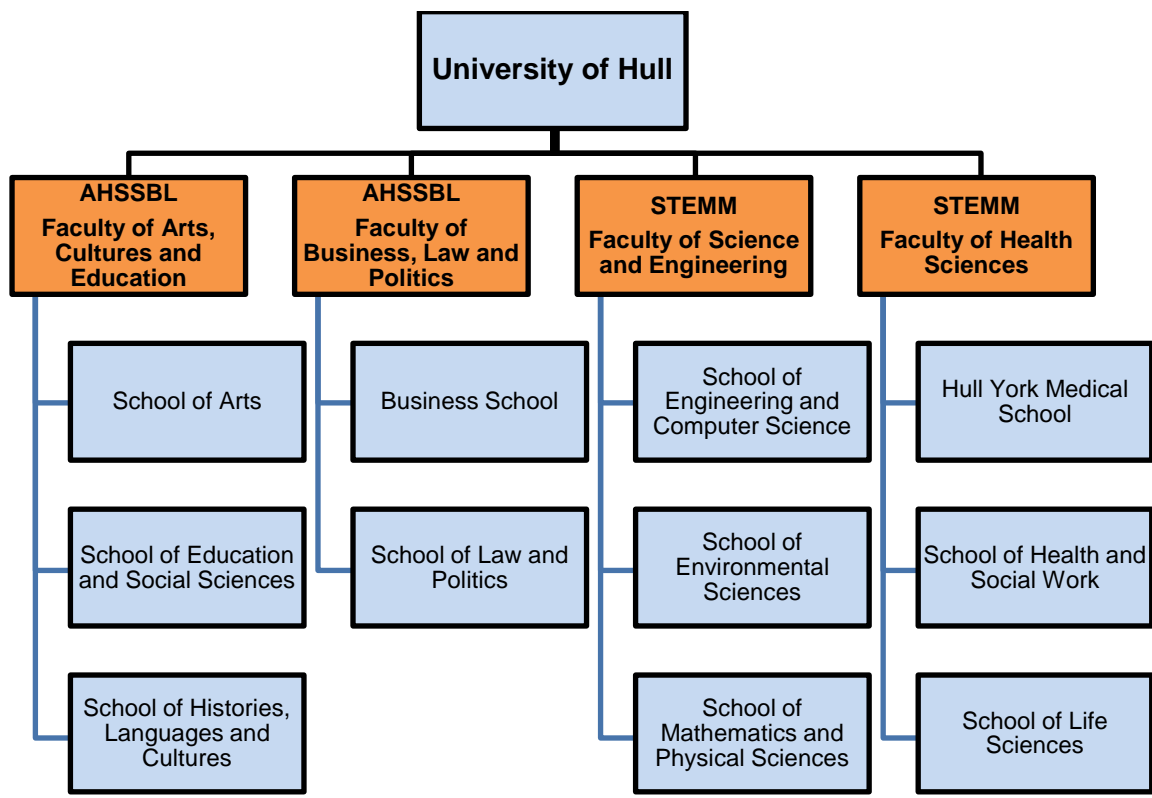
- The Faculty of Science and Engineering (STEMM)
- The Faculty of Health Sciences (STEMM)
- The Faculty of Arts, Cultures and Education (AHSSBL)
- The Faculty of Business, Law and Politics (AHSSBL)

In summary, the STEMM academic areas have 42% female compared with AHSSBL, which is 48% female. This is consistent with HESA/ECU benchmark. University total PSS staff consist of 62% female.

The four Faculties are further divided into 11 Schools, which are the core units for teaching and research (see Figure 1). Faculties and Schools have devolved powers to develop best practice, operating within overarching policies and structures set down at University level. The Shape and Size Review realigned our strategic focus and cost base, whilst strengthening our research and teaching. The University underwent the Shape and Size Review throughout 2015/16 and concluded at the beginning of 2017. The new structure reflects these changes in the strategic organisation of the academic community as outlined in Figure 1.

The University acknowledges the constructive feedback provided from the Bronze Athena SWAN submission in 2015, for example, reorganising the SAT and improving the visibility of successful females at the University through Marketing and Communications (Marcomms). We have worked towards implementing those recommendations. The University will continue to drive a programme of inclusivity and equality in line with the Athena SWAN Charter. We are committed to applying for a Silver award in the next 3 years.

Figure 1. University of Hull Academic Structure – post Shape and Size Review



Change from six Faculties and 23 Departments to four Faculties and 11 Schools.

Executive Edge:

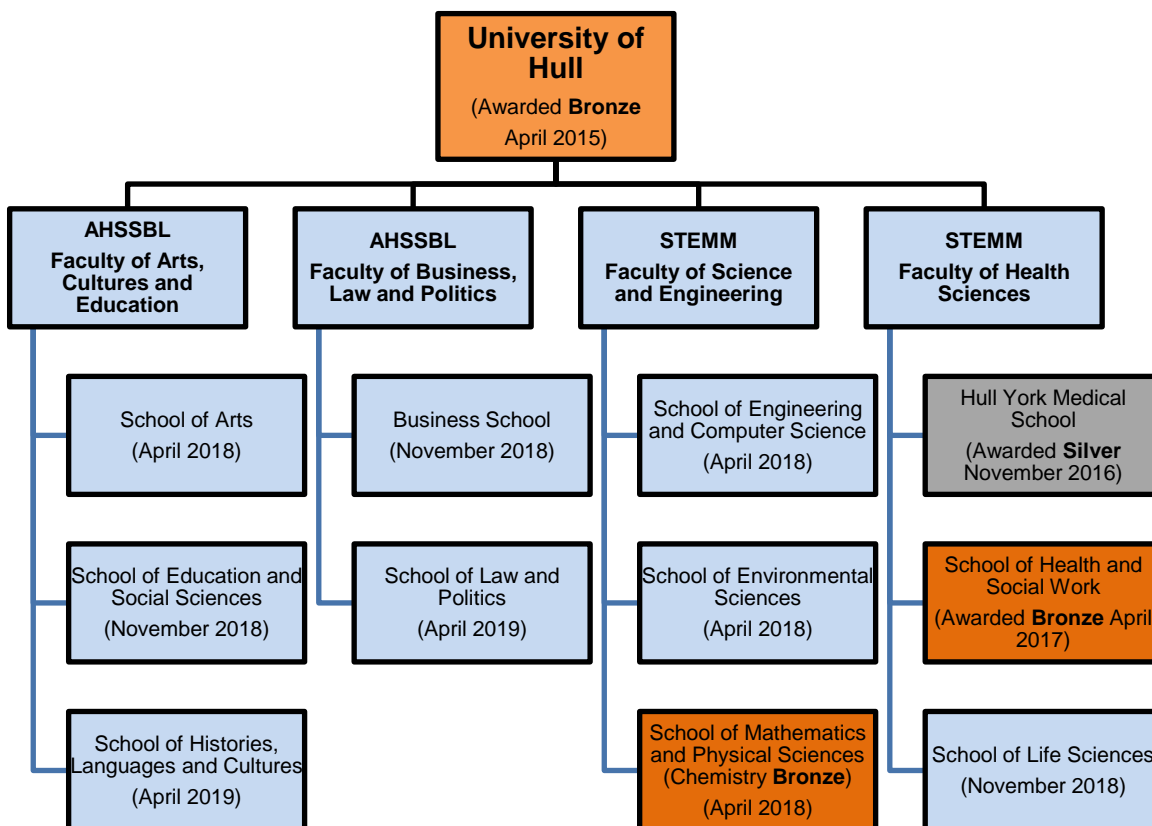
- ✓ Five years' ago, the University Leadership Team (ULT) (ULT is the University's strategic leadership group that sets the University's strategic direction) consisted of 13 executive staff, of which two were female. Today the ULT consists of 11 executives of which six are female including our newly appointed Vice-Chancellor, Professor Susan Lea.

The University became a member of the Athena SWAN charter in 2009 and was awarded an institutional Bronze Athena SWAN award in April 2015. The University currently holds the following School awards:

- Hull York Medical School – Silver November 2016
- School of Health and Social Work – Bronze April 2017
- Chemistry – Bronze April 2015

The timeline for renewals and new submissions is illustrated in Figure 2.

Figure 2. University by School Awards, Future Submissions and AHSSBL Timelines.



The University's mission is focused on excellence in learning, teaching, research and enterprise and being internationally engaged. We value highly equality and diversity – as stated in our Equality Scheme.

University academic, research and professional service support activity is aligned with the University Strategic Plan and this is firmly rooted to the Athena SWAN principles:

- **Empowerment.** Placing students at the heart of what we do and empowering our staff.
- **Excellence.** Investing in our academic portfolio: Focusing on excellent learning, teaching, research and enterprise, and progressing our interdisciplinary themes through crosscutting University institutes.
- **Partnerships.** Working in partnership with our students in our approach to education and student experience.
- **Sustainability.** Building a strong and sustainable future, investing in the development and wellbeing of our people.

Some of the Institutional highlights that have captured our success since 2016 are in Figure 3 and our commitment to equality and diversity has played a significant part in our successes.

Figure 3. Institutional Highlights since 2016 that Recognise Excellence.

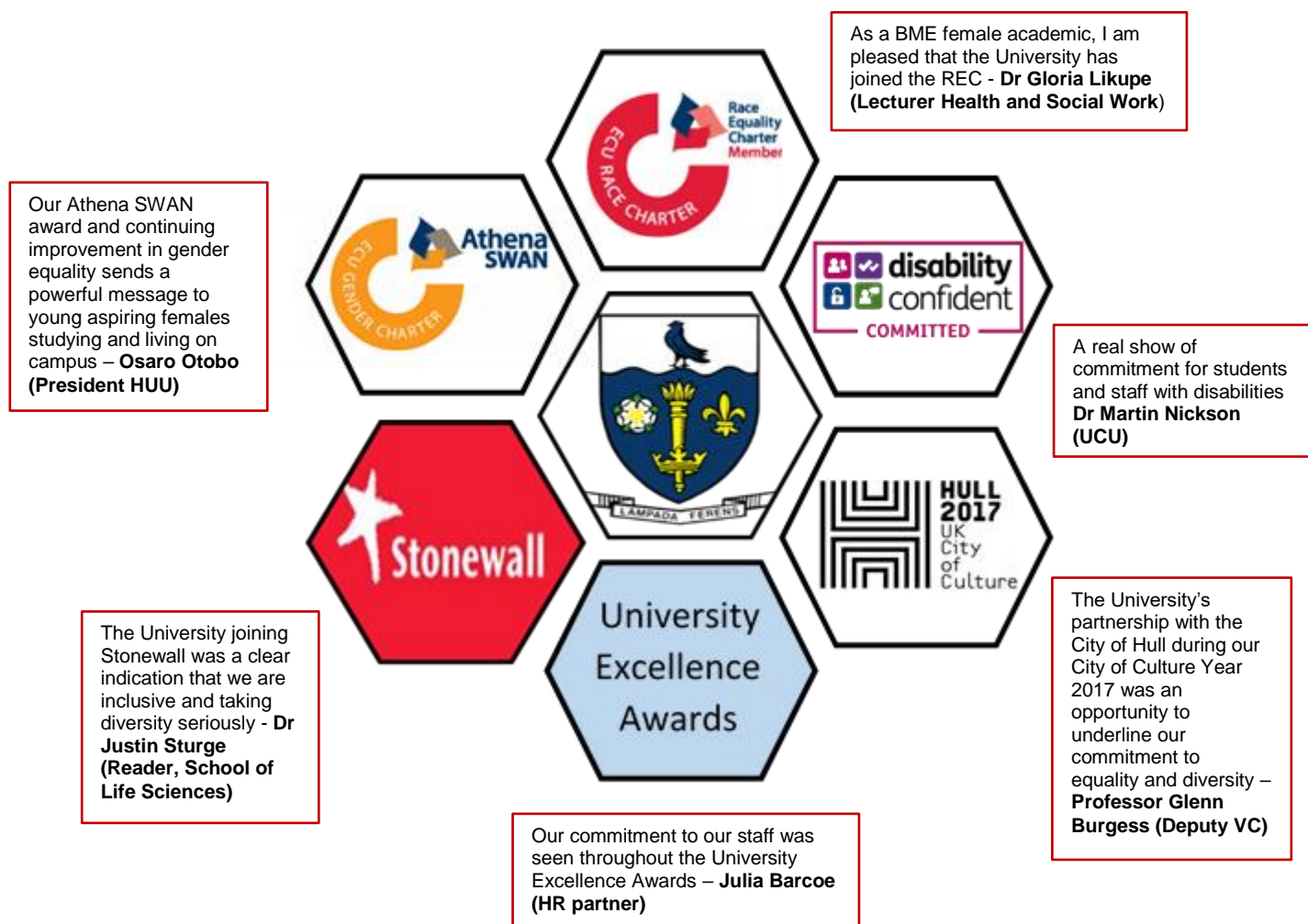
- **Queen's Anniversary Prize for Higher and Further Education: pioneering research into historic and contemporary slavery**
- **Wolfson Foundation award for research into Palliative care research - Yorkshire Cancer Research Partnership - 2016/17**
- **Institutional Silver TEF award - June 2017**
- **The University was ranked in the top 10 in the country for graduate employability (2016)**
- **The University of Hull's Brynmor Jones Library was awarded a RIBA Yorkshire Award in recognition of its architectural excellence (2016)**
- **Times Higher Education Leadership and Management Awards - Outstanding Student Services - 2017**

Aligned with the University's strategic aims our Equality Scheme 2020 underlines our commitment to equality and diversity values. Our Equality Scheme is underpinned by Athena SWAN principles. Figure 4 (below) highlights some of the equality and diversity charters and organisations the University partners and supports. As an institution, we are committed to eliminating inequality and broadening our intersectionality agenda, awareness and action. Our staff temperature check in 2016 reflected positive feedback and areas for improvement, following the Shape and Size Review that created staff uncertainty during the two year change programme. See Table 2.

Table 2. A Snapshot of Views from University Staff taken from the Staff Temperature Check in 2016.

Staff Question	Agree
The University is a good place to work	71%
I feel my manager is interested in my well being	71%
I have a clear understanding about what I am expected to achieve in my job	74%

Figure 4. University Staff and Student Equality and Diversity Commitments.



Achievement:

- ✓ An Equality Scheme that sets the EDI strategic direction to 2020.
- ✓ Committed to Stonewall diversity champion programme.
- ✓ Disability Confident (Committed) June 2107.
- ✓ Established the inaugural employee excellence awards.
- ✓ University Athena SWAN plan realigned following Shape and Size Review.

AP 5.2

- Staff survey 2018.

AP 2.11

- Align aspects of Athena SWAN with HR and staff development policy, practice and procedure.
- Following the post Shape and Size Review, all STEMM Schools to submit for Bronze award by November 2018.

810 words – less figures, charts and tables.

3. The Self-Assessment Process: maximum 1000 words (1307)






Describe the Self-Assessment Process. This should include:







(i) A Description of the Self-Assessment Team.







The membership of the SAT has been amended since our Bronze award in 2015 to reflect both the recommendations in the feedback from the 2015 submission and the Shape and Size Review. It was acknowledged that turnover of the SAT membership should support a continued innovative approach to the Athena SWAN agenda. The SAT membership was recruited from existing members, new members, by open advertisement and inviting people who could deliver the right impact on campus. The SAT expanded its male participation from three to seven, reflecting the feedback received from ECU and also the University's direction, to ensure the SAT is balanced and representative. However, we acknowledge this must be higher than the current 35% male participation. The SAT includes representatives from ULT (who are members of the Athena SWAN Steering Group - ASSG), which demonstrates commitment and support for Athena SWAN at the highest levels.



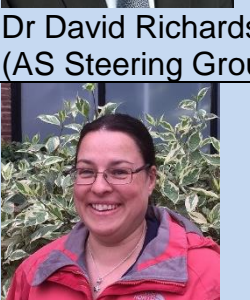


All but two members of the ASSG and SAT have childcare, family or caring responsibilities and therefore have a real understanding of the lived experience and the Athena SWAN principles in application and practice.

Figure 5: Athena SWAN Steering Group and Self-Assessment Team.

Name	Role in the University and Contribution to Athena SWAN
 <p>Mandy Abbey*</p>	<p>Senior Project Administrator to PVC Research and Enterprise.</p> <p>Assistant Secretary to ASSG and principal SAT coordinator.</p> <p>ASSG member.</p>
 <p>Tim Buescher</p>	<p>Lecturer in Mental Health.</p> <p>Member of SAT and School SAT member for Faculty of Health Sciences (FHS).</p> <p>Provides functional advice on areas in terms of mental health support.</p>
 <p>Dr Paul Dearey</p>	<p>Lecturer in Religion and Foundation Year Social Science.</p> <p>Member of SAT and Equality, Diversity and Inclusion Committee (EDI C). Extensive experience in equality and religious affairs. Also a member of the REC SAT.</p>
 <p>Dr Pauline Deutz</p>	<p>Reader in Human Geography and SAT member.</p>
 <p>Alison Dunhill*</p>	<p>Faculty of Arts, Cultures and Education (FACE), Associate Dean for Student Experience.</p> <p>ASSG and SAT member. Principal lead for Athena SWAN in FACE.</p>

	<p>Acting Deputy Head of Department of Psychological Health and Wellbeing, FHS.</p> <p>Coordinated a successful Athena SWAN submission for School of Health and Social Work.</p>
	<p>School Administration Manager and SAT member and SAT coordinator. Lead Athena SWAN representative for the Faculty of Business, Law and Politics (FBLP).</p>
	<p>Professor of Analytical Chemistry. Faculty of Science and Engineering (FoSE).</p> <p>Former chair of the University Gender, Transgender and Sexuality Committee. Led on a successful Chemistry Bronze submission in 2015. SAT member.</p>
	<p>Lecturer in Organisational Behaviour with experience in equality leadership and gender equality through teaching and research as specialist area of knowledge. SAT member</p>
	<p>Head of EDI.</p> <p>Has direct responsibility for University EDI strategy, policy and plans. Supporting staff and students and overseeing the SAT process and supporting the ASSG.</p>
	<p>Dean of FHS and Professor of Midwifery.</p> <p>University role model for Athena SWAN and gender advancement. ASSG and ULT member.</p>

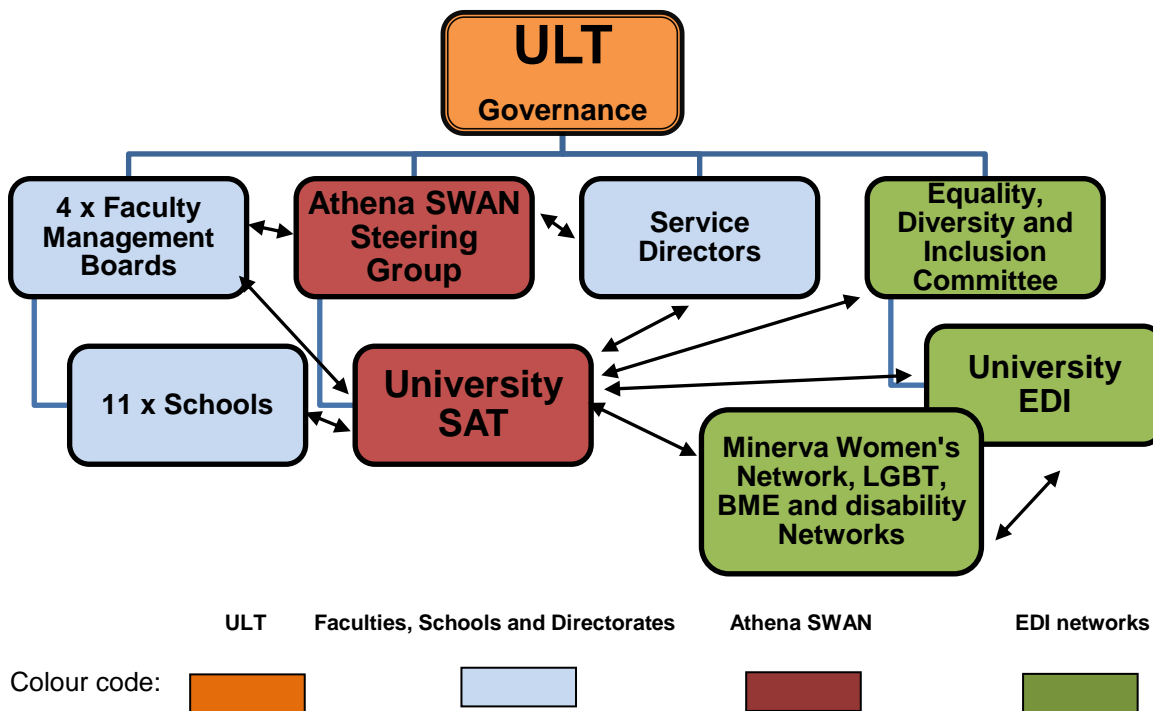
		<p>Lecturer in Management Systems. REC and SAT member.</p>
		<p>Head of Learning and Development. Has responsibility for delivery of staff training and development such as induction, coaching and mentoring. Staff leadership development and focus on gender balance and equality in training and leadership roles. SAT Member.</p>
		<p>Head of HR Services. Responsible for HR policies, practice and procedure. Ensures HR policies and practices are aligned with Athena SWAN principles and the wider equality agenda.</p>
		<p>Dean of FoSE and Professor of Organic and Materials Chemistry. ASSG and ULT member.</p>
		<p>Professor of Primary Care Medicine and Dean of the Hull York Medical School (HYMS); has a part-time partnership in general practice. Coordinated and led HYMS' successful application for a Silver award. ASSG member.</p>
		<p>Director of Human Resources (HR). Direct responsibility for impact of HR policies and direction on all staff regarding gender, race, disability and LGBT equality. ASSG member and ULT.</p>

		<p>Graduate teaching assistant and Co-chair of the University LGBT staff network.</p> <p>SAT member and member of School SAT.</p>
		<p>Pro-Vice-Chancellor (PVC) for Research and Enterprise. Chair of the ASSG and the University lead for gender equality and advancement.</p> <p>ULT member.</p>
		<p>Professor of Aquatic Toxicology, School of Environmental Sciences.</p> <p>University SAT member and a champion for gender related issues on campus. University role model for Athena SWAN.</p>
		<p>Reader in Sociology, HYMS</p> <p>SAT member.</p>
		<p>Research Governance and Policy Manager, Research and Innovation.</p> <p>SAT member and SAT administrator.</p>

* denotes Athena SWAN Steering Group member.

Figure 6 illustrates how the Athena SWAN model operates at the University. The SAT has access to the influential committees and boards and is directly connected to the ULT through the ASSG, which is chaired by David Richards, the PVC for Research and Enterprise. The ASSG provides the governance, support and oversight of the University's Athena SWAN and gender equality activity and this ensures a transparent system of governance and oversight across campus. This enables the SAT to drive the plan, develop initiatives, measure the effect of interventions and assess progress against the action plan.

Figure 6. Governance, Communication and Network Structure for Athena SWAN.



(ii) An Account of the Self-Assessment Process:

The ASSG meets once per semester to direct its strategic objectives, initiatives and receive reports from the SATs. The SAT meets several times per year at approximately six weekly intervals. The SAT terms of reference are to:

- Assist and support the development of initiatives and policies to meet the University's objective to address gender equality and advancement.
- Coordinate the University's approach to the preparation and submission of an institutional award.
- Provide a base for the sharing of best practice from within and outwith the University.
- Evaluate the impact of implemented practices and initiatives in gender equality and develop a plan of priorities for further action.
- Develop effective communication and engagement plans to embed Athena SWAN principles across the University.

- Measure the effect of the University's Athena SWAN activity and where necessary adjust the plans to meet certain criteria and keep the University's submission current and relevant.

Concurrent with the adjustments made to the SAT during 2016, the SAT and ASSG's terms of reference were re-drafted to move the University forward in terms of advancing equality and driving change. The University remains ambitious and aims to work towards Silver Athena SWAN in 2020 by developing initiatives that strengthen our gender equality and deliver a consistency that drives inequality out.

Several SAT members hold membership on other influential University, for example, Research and Enterprise, thereby ensuring clear routes for communication of relevant issues between committees. SAT membership enables the exchange of priorities between committees ensuring timely delivery of actions by the relevant members of the University.

The SAT coordinates a wider range of School SAT meetings once a semester. The aim is to share best practice and initiatives and ensure Schools take proper ownership of their SAT responsibilities, processes and actions. This forum has provided a useful consultation and sharing group with student groups, such as the Students' Union, Minerva Women's Network and the EDI C by reporting on the impacts and effects of Athena SWAN interventions on campus. Feedback and consultation from the School SATs has influenced University led activity, such as the University's approach to writing and shaping HR policies to flexible working and academic promotions.

The SAT is an active participant in the ECU North East Regional Athena SWAN Network (hosting the event in June 2017). SAT members attended the ECU annual conference in Birmingham (2017). We have engaged and collaborated with Newcastle (critical friend) and University of York on sharing best Athena SWAN practice. Newcastle University and the University of York reviewed this submission on 9 and 12 February 2018 respectively.

During 2017/18, the University coordinated and hosted a number of events and keynote speakers who shared their experiences of gender equality and wider diversity issues with staff.

A snap shot of some of those events are highlighted below in Table 3. Feedback from these events was positive and very supportive.

Table 3: List of Some Events, Seminars and Workshops held during 2017, which were aligned with Athena SWAN in Promoting Gender Equality and Advancement:

<p>ECU (James Lush) led event for all University Athena SWAN participants and staff – April 2017. <i>"Well coordinated and informative"</i>. Dr Domino Joyce (Senior Lecturer and SAT lead for School of Environmental Sciences).</p>
<p>The Right Reverend Alison White (Bishop of Hull) – Women Bishops in the Church of England – March 2017. <i>"Useful conversation and discussion on how women have progressed in the Church of England."</i> Chris O'Dowd (visiting Chaplain).</p>
<p>Professor Una Macleod (Dean of HYMS) – Women in Leadership.</p>

Professor James Dayvell (Plymouth University) – Gender, power and materiality. June 2017.
Dr Sophie Killer (Lead Performance Nutritionist at British Athletics) – March 2017
Liz Sproat (Head of Education at Google) – March 2017 “ <i>Excellent event</i> ”. Phil Quinn (Head of Organisational Development).
Humber Business Week (5th to 9th June 2017): <ul style="list-style-type: none"> ○ Voices of Inspiring Women ○ Inspiring Women dinner Women in Business: Improve your wellbeing and culture at work.
Helena Hills (CEO of TrueStart Performance Coffee and NATWEST woman entrepreneur of the year) – September 2017
Professor Katherine Cockin – Celebrating Suffragettes – September 2017
Olivia Lomenech Gill – From Hull to Hogwarts – March 2018 “ <i>Fantastic evening and thought provoking journey.</i> ” David Mahan “ <i>Brilliant talk and inspiring journey.</i> ” Kathrine Holmes
We are Women in Logistics – 8 March 2018. Key Speakers: Cathy Day, former Senior Director, Global Supply Chain, Thermo Fisher. Jennifer Moss, Operations Manager, XPO Logistics. Bethany Fovargue, Operations Manager, CILT UK – March 2018. ‘ <i>An inspirational Women’s in Logistics meeting on International Women’s Day; beautifully hosted by Hull university. I was happy to be a part of it.</i> ’ Rosalind Bluestone - Founder and CEO, Goods for Good (Global).

(iii) Plans for the Future of the Self-Assessment Team.

We have reviewed staffing of the SAT to ensure opportunity is available for new staff to be involved with Athena SWAN activity. This keeps the University connected between strategic objectives and maintains the operational outputs required to embed the Athena SWAN principles across the University. We are embracing the expanded charter and we will ensure the post May 2015 AHSSBL are able to meet the requirements of the expanded charter.

Achievement:

- ✓ We have delivered briefings on the expanded charter and the University ran a successful ECU led Athena SWAN workshop on 16 March 2017.
- ✓ AHSSBL Schools are aligned with the expanded charter.

AP 5.3:

- Work with Marcomms to ensure the most effective communication channels and methods are employed.

AP 1.3:

- Provide opportunities for staff to participate in the AS process and SAT activities - review the structure of SAT and new membership in 2018.

AP 2.7:

- Widen AS equality activity into other protected characteristics such as transgender and BME.

AP 1.9:

- Broaden the AS participation through ECU led workshops and internal events during 2018.

1307 words – less figures, charts and tables.

4. Provide a Picture of the University to set the Context for the Submission covering key aspects of University Activity, Vision and Associated Objectives. (maximum 2000 words – 2245 words less figures, charts and tables)

Although institutional Bronze submissions are not required to submit detailed student data, it was considered useful to add an overview of student numbers to provide context and background to the University's student gender balance. Female numbers have increased marginally year on year from 2013/14 (54.9%) to 2016/17 (55.7%) Table 4.

Table 4. Overall Student Numbers from 2013/14 to 2016/17.

	Academic Year							
	13/14		14/15		15/16		16/17	
	Total	% of Total	Total	% of Total	Total	% of Total	Total	% of Total
Female	9,180	54.9%	8,534	54.8%	8,682	55.6%	8,956	55.7%
Male	7,516	45.0%	7,019	45.1%	6,919	44.3%	7,107	44.2%
Total	16,696	100%	15,553	100%	15,601	100%	16,063	100%

Tables 5 to 6a, b and c (below). Student Numbers broken down by Programmes (overall programmes, UG, PGT and PGR students).

Table 5 – UG Programmes

		Undergraduate (UG) Programmes			
		13/14	14/15	15/16	16/17
AHSSBL	F	55.0%	54.9%	55.7%	56.8%
	M	45.0%	45.1%	43.2%	43.2%
STEMM	F	53.8%	53.4%	53.3%	53.3%
	M	46.2%	46.6%	46.7%	46.7%

Table 6a – PGR Programmes

		Postgraduate Research (PGR) Programmes			
		13/14	14/15	15/16	16/17
AHSSBL	F	45.7%	47.2%	49.5%	51.2%
	M	54.2%	52.7%	50.4%	48.7%
STEMM	F	45.2%	48.3%	51.3%	50.1%
	M	54.7%	51.6%	48.6%	49.8%

Table 6b – PGT Programmes

		Postgraduate Taught (PGT) Programmes			
		13/14	14/15	15/16	16/17
AHSSBL	F	58.1%	57.7%	58.1%	54.5%
	M	41.8%	42.3%	41.8%	45.4%
STEMM	F	68.3%	65.2%	72.3%	66.9%
	M	31.6%	34.7%	27.6%	33.0%

Table 6c – Overall Programmes

		Overall Programmes			
		13/14	14/15	15/16	16/17
AHSSBL	F	55.4%	55.4%	56.6%	57.5%
	M	44.5%	44.5%	43.3%	42.6%
STEMM	F	54.4%	54.2%	54.8%	54.3%
	M	45.5%	45.7%	45.1%	45.6%

The University's UG programmes have attracted higher numbers of female students for all categories. AHSSBL UG female numbers have risen incrementally over the reporting period in Table 5 by 2%.

The difference between PGT STEMM females and male students is 33% for 2016/17 in favour of females. The majority of female students are enrolled on the medical, health and allied health programmes.

The University (Table 6a) has seen a steady increase in student numbers in female PGR students from 2013/14 (45.74%) to 2016/17 (51.29%) for both STEMM and AHSSBL.

The University is satisfied that its student processes and practices have provided gender parity in all its programmes based on comparisons with HESA/ECU data.

4.1 ACADEMIC AND RESEARCH STAFF DATA

The two figures 7a and 7b below illustrate the academic career pipeline profile for STEMM and AHSSBL academic staff at the University. Both figures are representative of the higher education career (leaky) pipeline picture. The figures underline the pattern of career development changes from UG upwards and the differences between male and female research staff. The career pipeline will be discussed further in this submission with the actions and activities highlighted as to how the University intends to act; ensuring the University aligns its actions and activities with the principles of gender equality and advancement.

Figure 7a. Career Pathway Pipeline – STEMM

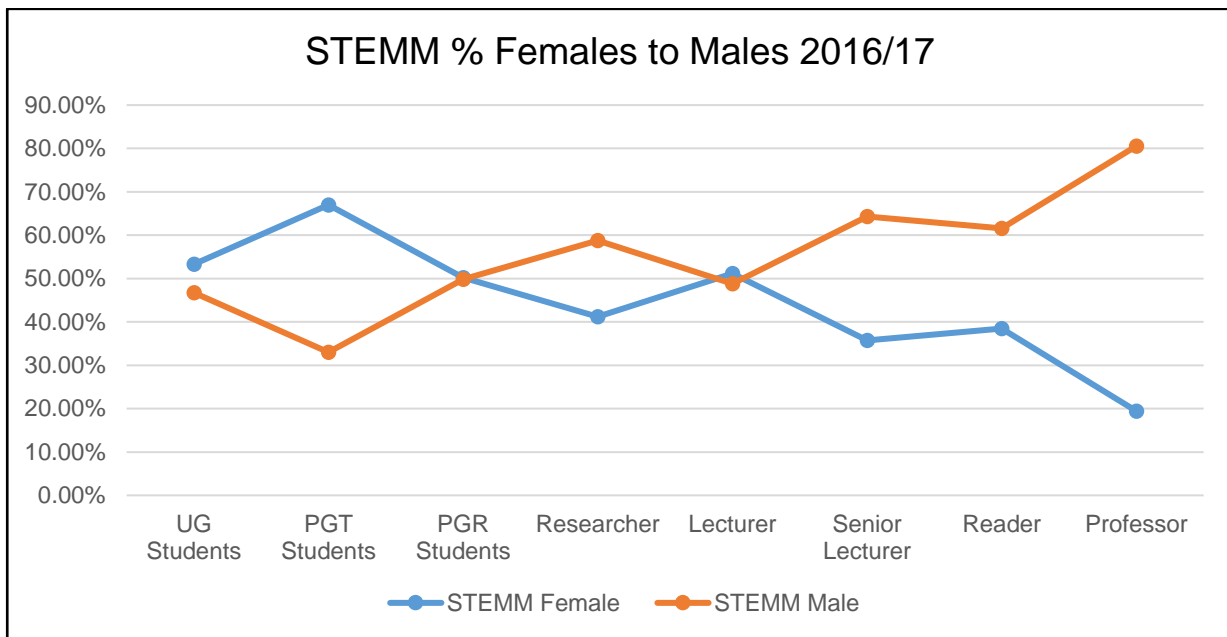
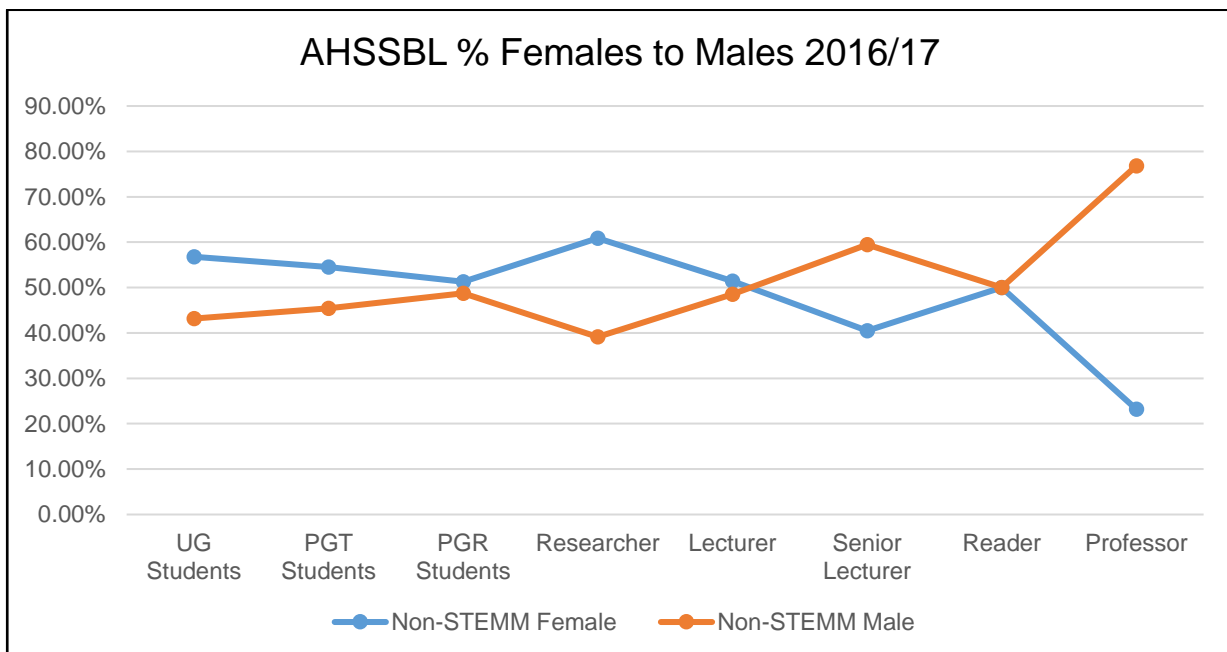


Figure 7b. Career Pathway Pipeline – AHSSBL



The University employs 625 academic staff in STEMM. Of these staff 266 (42.5%) are female (benchmark HESA/ECU 41.4%). There are 520 academic staff in AHSSBL and 250 (48%) are female (benchmark HESA/ECU 50%). Table 7 summarises University staff data as at 2017. Of the University PSS staff, 62% are female. The total percentage of female academic and PSS staff is 56%.

Table 7. Total Academic Staff and PSS by Gender for 2018.

University Staff	Women	Men	Total
STEMM	436	460	896
Academic	266 (42.5%)	359	625
Professional and Support Staff	170 (62.7%)	101	271
AHSSBL	366	299	665
Academic	250 (48%)	270	520
Professional and Support Staff	116 (80.0%)	29	145
Admin/Service Area	762	456	1218
Academic	4 (20.0%)	16	20
Professional and Support Staff	758 (63.2%)	440	1198
Total	1564 (56.2%)	1215	2779

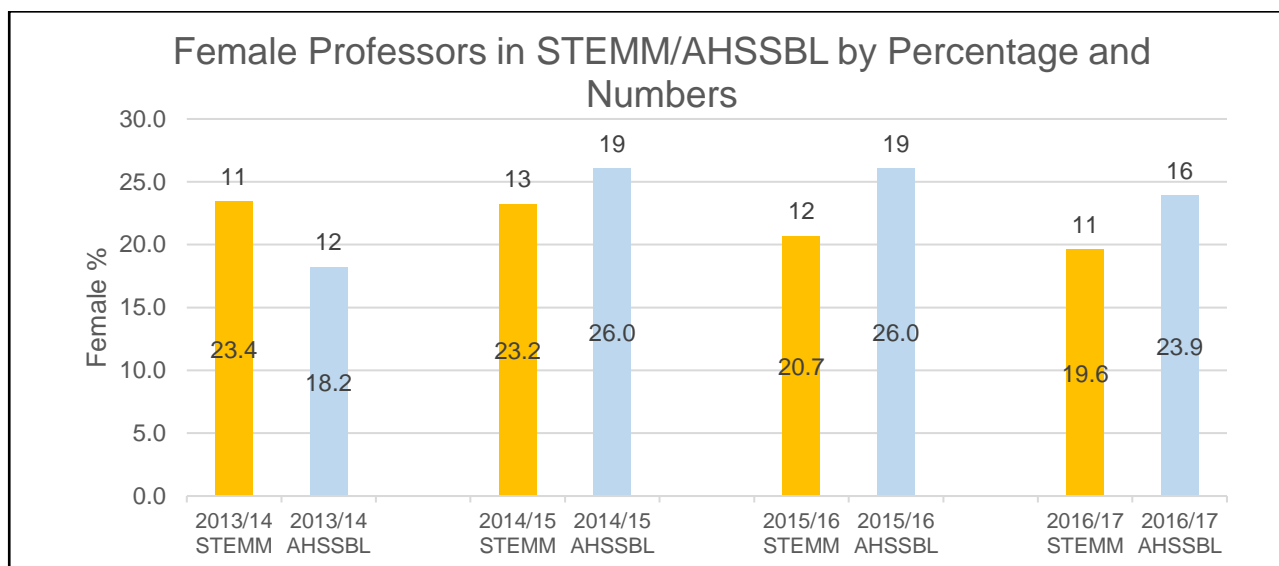
(i) Academic and Research Staff by Grade, Contract Function and Gender: Research-only, Teaching and Research or Teaching-only

Academic staff fall into three career pathways:

- Teaching & Scholarship (bands: 6 - 10/professor) = 130 male, 176 female.
- Teaching & Research (bands: 7 - 10/professor) = 371 male, 234 female.
- Research only (bands: 6 - 10/professor) = 95 male, 75 female.

Figures 8 to 12 (below) show number of academic females by number and percentage for each academic career group.

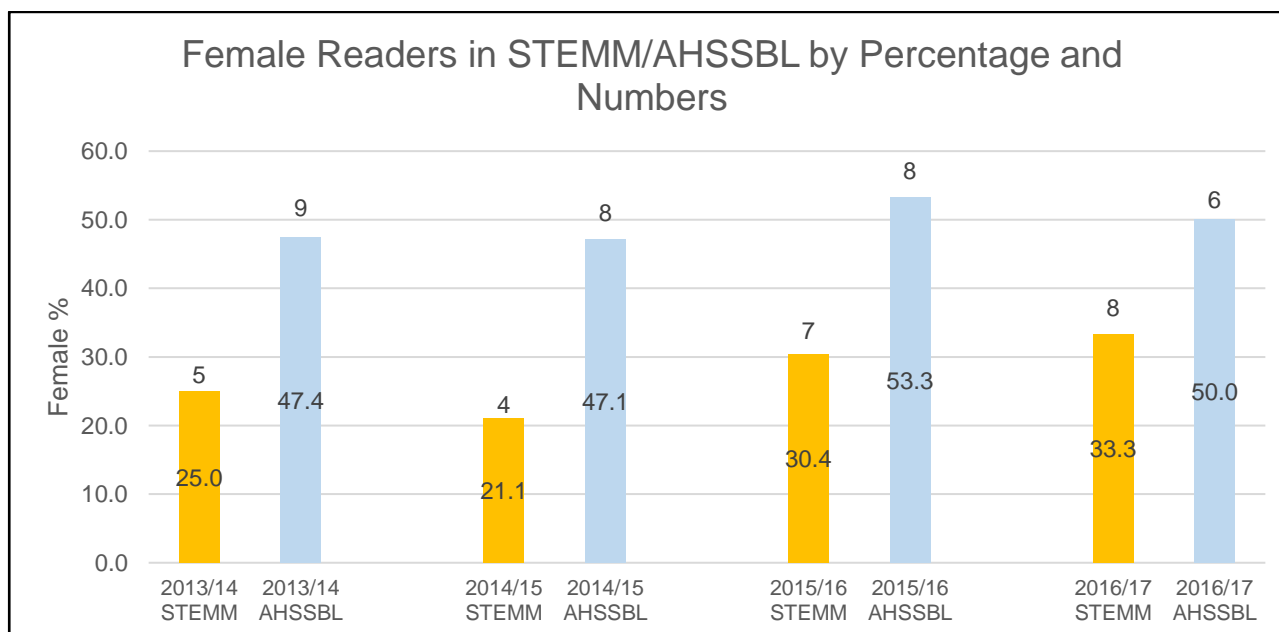
Figure 8. Female Professors in STEMM and AHSSBL as a Percentage against Men.



Overall 21% of the University Professors (band 10) are female. This is marginally below the HESA/ECU (23%) benchmark across STEMM and AHSSBL for female Professors. Employing senior female academic role models, our leadership and mentoring programmes have helped promote awareness and encouraged female academic advancement which we believe will increase the number of female academics applying for senior appointments in the future.

The small reduction in female Professors from 2015/16 to 2016/17 is a result of the Shape and Size restructuring programme; the reduction is commensurate with male reductions over the same period.

Figure 9. Female Readers in STEMM and AHSSBL.



In AHSSBL, 50% of our Readers are female. The number of female Readers in STEMM has increased and is on a par with the HESA benchmark (35%). The University will continue to promote and advance female staff in the STEMM subjects by providing opportunity and development through career management up to and beyond Reader.

Figure 10. Female Senior Lecturers in STEMM and AHSSBL.

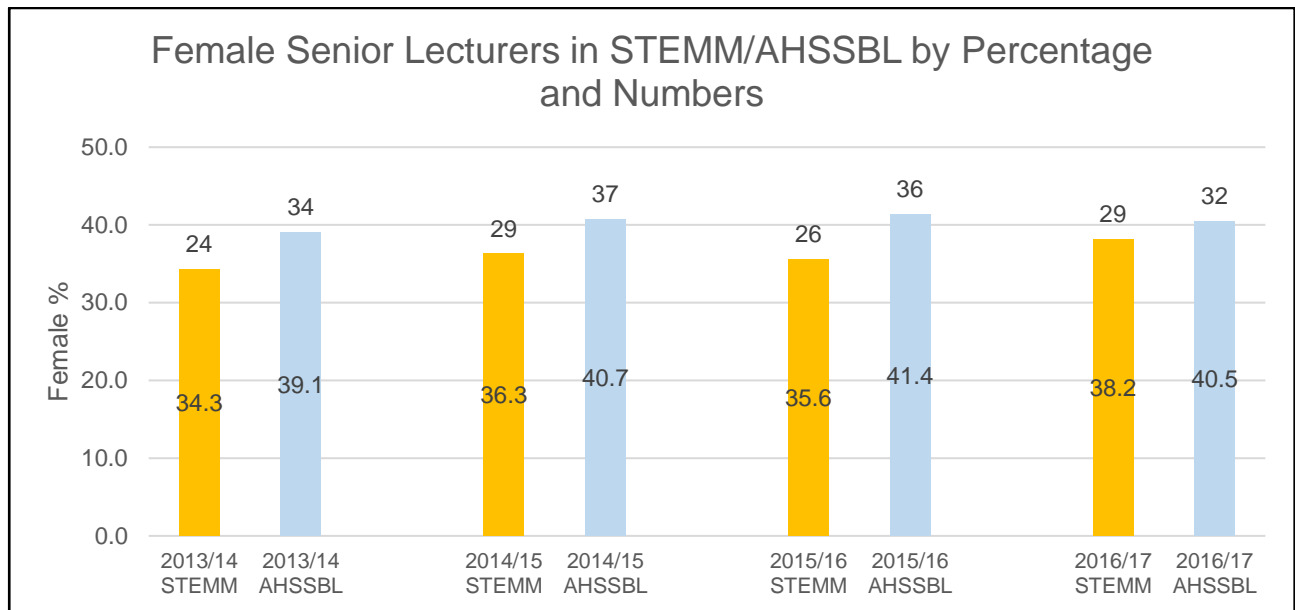


Figure 10 (above) highlights female senior lecturer numbers in both STEMM and AHSSBL. This is recognised as a key point in the academic career pipeline for females and the data shows a steady rise in numbers since 2015. The data compares favourably with national benchmarks (HESA/ECU – STEMM 39% and AHSSBL 40%) for this group but we also acknowledge that the increments must be sustainable and supported with gender specific initiatives that make a difference, such as our Programme for Women Achieving Excellence in Research (PoWER) programme (page 44), coaching and academic leadership development.

Figure 11. Female Lecturers in STEMM and AHSSBL.

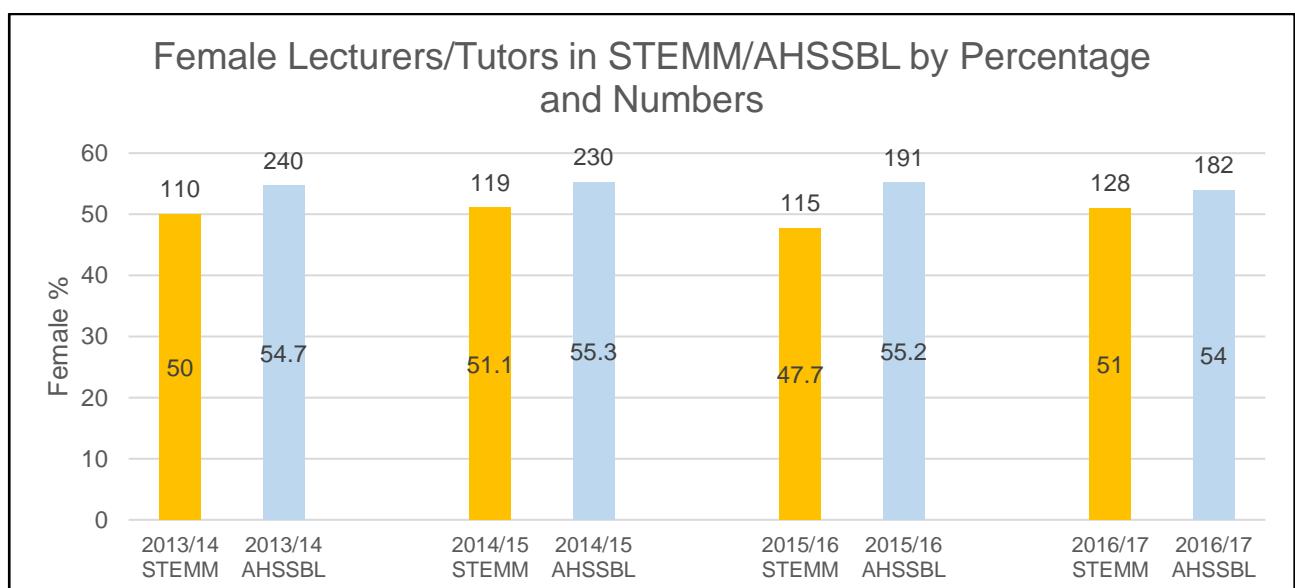
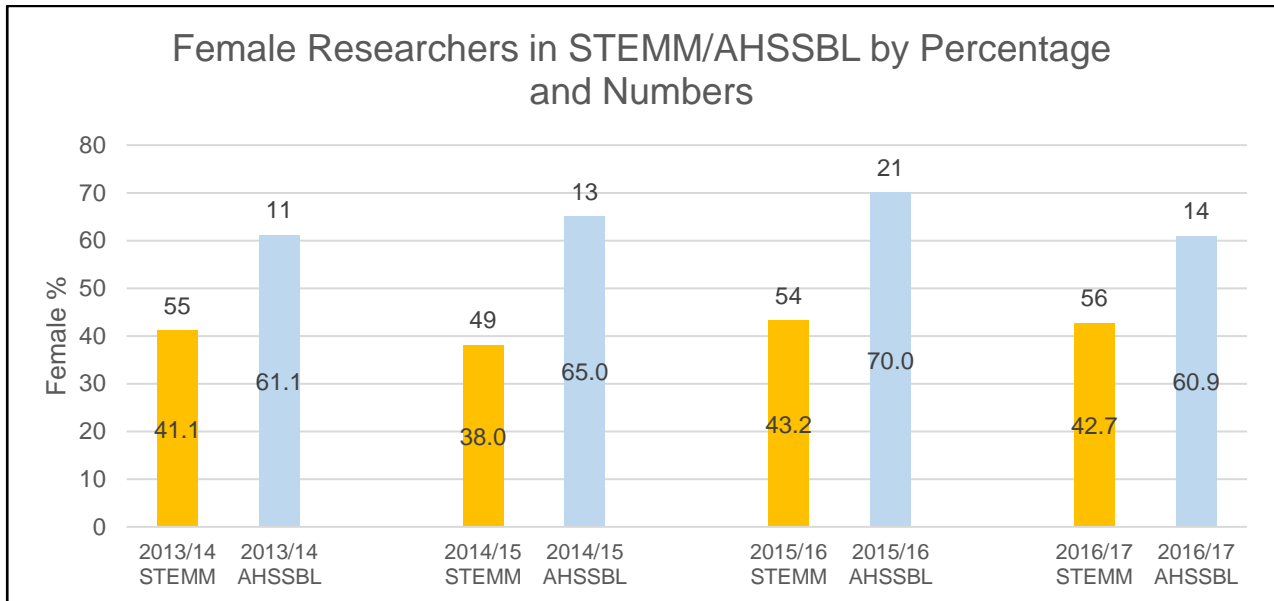


Figure 12. Female Researchers (all grades) in STEMM and AHSSBL.



Our Research only opportunities at Figure 12 above remain positive and there have been year on year increases in numbers of females in research (STEMM since 14/15), except for 2017 in AHSSBL. Overall the figures compare favourably with HESA/ECU benchmarks with a combined STEMM and AHSSBL average of 47% and our combined (STEMM/AHSSBL) data shows 53% female staff are employed in the Research only field. The drop in numbers of female researchers between 2015 and 2017 is an action point for further investigation, however, an initial investigation shows that it is attributable to a specific funded science/energy programme that ended in 2016 and attracted more males.

Table 8. STEMM and AHSSBL Academic and Research staff by Career Group – by Percentage. Complemented by Table 8a below.

	13/14		14/15		15/16		16/17	
	Female	Male	Female	Male	Female	Male	Female	Male
STEMM	41.2%	58.8%	41.1%	58.9%	41.2%	58.8%	42.6%	57.4%
Academic								
Professor	23.4%	76.6%	23.2%	76.8%	20.7%	79.3%	19.6%	80.4%
Professor – T&S							0.0%	100.0%
Reader	25.0%	75.0%	21.1%	78.9%	30.4%	69.6%	33.3%	66.7%
Senior Lecturer	34.3%	65.7%	36.3%	63.8%	35.6%	64.4%	38.2%	61.8%
Lecturer/Tutor	50.0%	50.0%	51.1%	48.9%	47.7%	52.3%	51.0%	49.0%
Researcher	41.0%	59.0%	38.0%	62.0%	43.2%	56.8%	42.7%	57.3%
Clinical Academic	38.4%	61.6%	39.7%	60.3%	41.9%	58.1%	39.5%	60.5%
Clinical Reader	0.0%	100.0%	0.0%	100.0%			100.0%	0.0%
AHSSBL	48.6%	51.4%	49.7%	50.3%	49.9%	50.1%	48.1%	51.9%
Academic								
Professor	18.2%	81.8%	26.0%	74.0%	26.0%	74.0%	23.9%	76.1%
Professor – T&S							0.0%	100.0%
Reader	47.4%	52.6%	47.1%	52.9%	53.3%	46.7%	50.0%	50.0%
Senior Lecturer	39.1%	60.9%	40.7%	59.3%	41.4%	58.6%	40.5%	59.5%
Lecturer/Tutor	54.7%	45.3%	55.3%	44.7%	55.2%	44.8%	54.0%	46.0%
Researcher	61.1%	38.9%	65.0%	35.0%	70.0%	30.0%	60.9%	39.1%
Clinical Academic	0.0%	100.0%	0.0%	100.0%				
Total	45.0%	55.0%	45.5%	54.5%	45.4%	54.6%	45.1%	54.9%

Table 8a. STEM and AHSSBL Academic and Research Staff Numbers by Career Group. Complemented by Table 8 above.

	13/14		14/15		15/16		16/17	
	Female	Male	Female	Male	Female	Male	Female	Male
STEMM	238	340	243	348	245	349	266	359
Academic								
Professor	11	36	13	43	12	46	11	45
Professor – T&S								4
Reader	5	15	4	15	7	16	8	16
Senior Lecturer	24	46	29	51	26	47	29	47
Lecturer/Tutor	110	110	119	114	115	126	128	123
Researcher	55	79	49	80	54	71	56	75
Clinical Academic	33	53	29	44	31	43	32	49
Clinical Reader		1		1			2	
AHSSBL	306	324	307	311	275	276	254	287
Academic								
Professor	12	54	19	54	19	54	16	51
Professor – T&S								2
Reader	9	10	8	9	8	7	6	6
Senior Lecturer	34	53	37	54	36	51	32	47
Lecturer/Tutor	240	199	230	186	191	155	182	155
Researcher	11	7	13	7	21	9	14	9
Clinical Academic		1		1				
Total	544	664	550	659	520	625	516	629

Improving equality and advancement in the career pipeline for females in STEM (FoSE and FHS) is progressing through career development and management. Positive changes are evident because of activity to improve transparency and increase support for promotions alongside institutional activity such as holding sessions to promote the advancement of female academic staff, mentoring and leadership training.

- In the STEM area, female Professors have remained at 19%. We have increased our female Professors from 18% in 2015 to 24% in AHSSBL, however the upward trend needs to be consistent and sustainable. The female Teaching and Research (T&R) pipeline has shown improvement, which will benefit senior academic appointments – Tables 8 and 8a above.
- In Research only, Table 9 below - bands 6 and 8 have increased year on year and although there was a drop in recruitment numbers as at 2016/17 we remain focused to ensure there is good opportunity for females to develop a career in the Research field.
- In Table 9 below, bands 6, 7 and 8 in Teaching and Scholarship (T&S) show higher numbers of females. Overall 58% of our staff on T&S contracts are female. At the higher band 9 on the T&S contract, 39% of our staff are female. This highlights some of the challenges the sector faces in senior academic appointments. We will continue to ensure the University remains committed to supporting its female staff through leadership, mentoring, coaching and staff development.

Our data for both STEM and AHSSBL in Table 9 compare favourably with sector expectations (HESA). We ensure that female STEM academics remain supported to enable career progression and maximise their potential in this challenging career pipeline.

Table 9. All Academic and Research Staff by Gender and Employment Band.

	13/14 Female	Male	14/15 Female	Male	15/16 Female	Male	16/17 Female	Male
Teaching and Research	40.8%	59.2%	40.7%	59.3%	40.4%	59.6%	38.7%	61.3%
T&R Band 7	50.7%	49.3%	48.7%	51.3%	37.3%	62.7%	30.4%	69.6%
T&R Band 8	48.6%	51.4%	48.4%	51.6%	50.4%	49.6%	49.2%	50.8%
T&R Band 9	36.3%	63.7%	36.6%	63.4%	38.2%	61.8%	39.3%	60.7%
Professor Band 10	20.4%	79.6%	24.8%	75.2%	23.7%	76.3%	20.5%	79.5%
Teaching and Scholarship	58.0%	42.0%	59.8%	40.2%	56.1%	43.9%	57.5%	42.5%
T&S Band 6	66.7%	33.3%	57.5%	42.5%	90.0%	10.0%	58.3%	41.7%
T&S Band 7	60.3%	39.7%	67.9%	32.1%	58.6%	41.4%	59.3%	40.7%
T&S Band 8	53.1%	46.9%	52.6%	47.4%	52.1%	47.9%	61.7%	38.3%
T&S Band 9	46.7%	53.3%	50.0%	50.0%	47.4%	52.6%	39.1%	60.9%
Professor Band 10								100.0%
Researcher	43.1%	56.9%	41.3%	58.7%	48.1%	51.9%	44.1%	55.9%
Research Band 6	48.6%	51.4%	55.8%	44.2%	67.2%	32.8%	52.6%	47.4%
Research Band 7	38.6%	61.4%	30.5%	69.5%	32.1%	67.9%	33.8%	66.2%
Research Band 8	44.4%	55.6%	57.1%	42.9%	56.3%	43.8%	57.1%	42.9%
Research Band 9*	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%		
Professor Band 10							33.3%	66.7%
Clinical Academic	37.9%	62.1%	39.2%	60.8%	41.9%	58.1%	41.0%	59.0%
Clinical Lecturer/Researcher**	42.9%	57.1%	37.0%	63.0%	45.2%	54.8%	41.2%	58.8%
Clinical Psychologist NHS07	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%		100.0%
Clinical Psychologist NHS08A	100.0%	0.0%	100.0%	0.0%	66.7%	33.3%	66.7%	33.3%
Clinical Psychologist NHS08B	0.0%	100.0%	66.7%	33.3%	100.0%	0.0%	100.0%	0.0%
Clinical Psychologist NHS08C	50.0%	50.0%	50.0%	50.0%	0.0%	100.0%	33.3%	66.7%
Clinical Psychologist NHS08D	0.0%	100.0%	0.0%	100.0%				
Clinical Senior Lecturer/Research**	100.0%	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%
Clinical Teaching and Scholarship**	0.0%	100.0%	50.0%	50.0%	46.7%	53.3%	52.6%	47.4%
Consultant Clinical Academic***	26.1%	73.9%	26.3%	73.7%	27.8%	72.2%	17.6%	82.4%
Consultant Clinical Academic - Reader***	0.0%	100.0%	0.0%	100.0%			100.0%	0.0%
Total	45.0%	55.0%	45.5%	54.5%	45.4%	54.6%	44.6%	55.4%

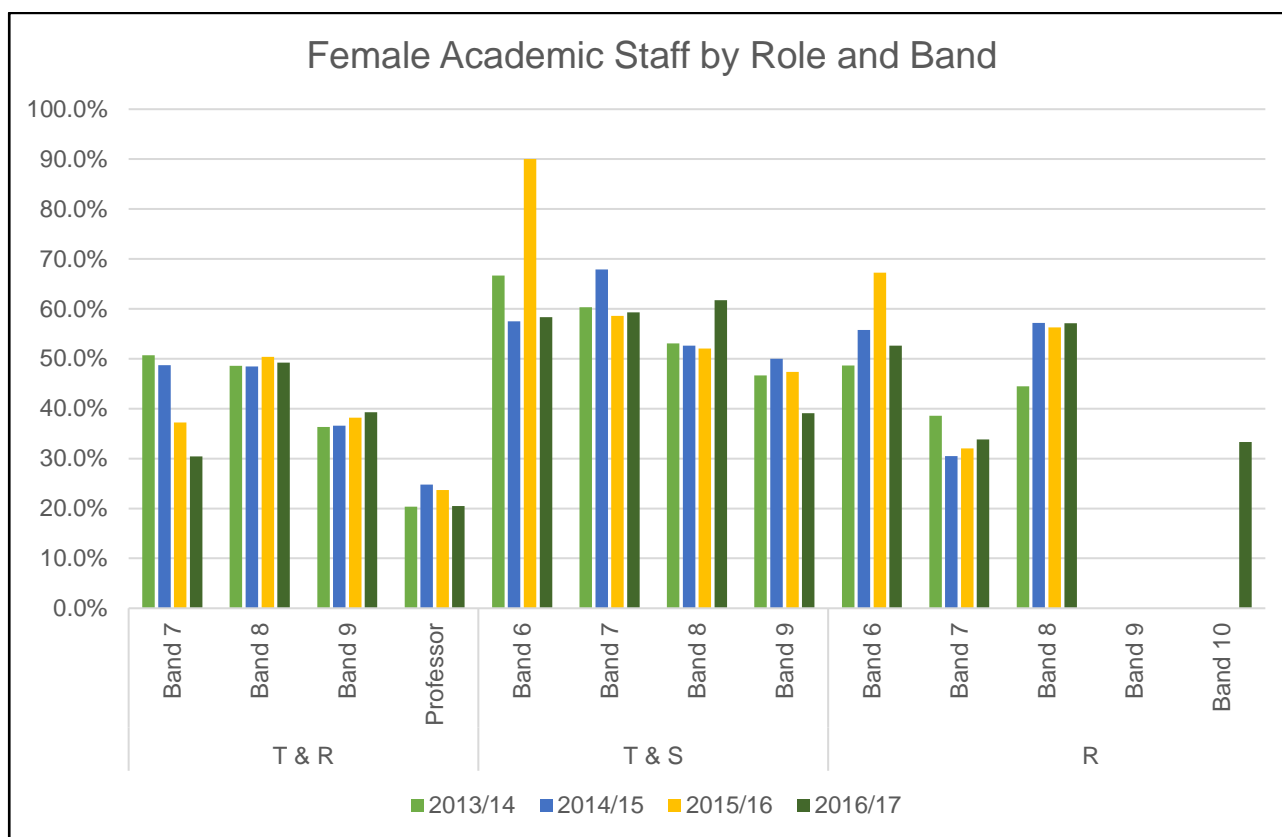
* Research only band 9 statistically shows one male researcher for 2015/16 and 2 for 2014/15.

** Not paid as consultant.

*** New contract.

The clinical academic appointments in Table 9 above are employed between the Universities of Hull and York at HYMS. There are 63 staff in total who are paid jointly between HYMS and the NHS. Of the 63 clinical staff, 29 are female and 34 are male.

Figure 13. Female Academic staff by Role and Band.



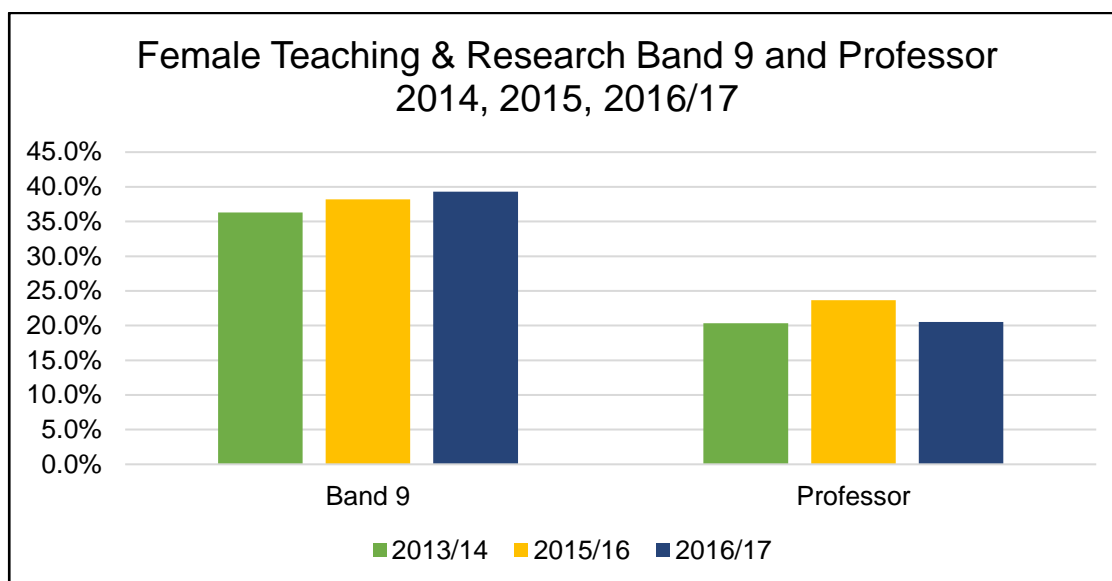
There has been an increase in band 6 female staff on T&S contracts from 66% to 90%; statistically, 90% represents nine females. Band 6 Research only posts are post-doctoral fellows and PDRA. Research only entry numbers at band 6 hold up well across the employment band. Female band 10/Professorial grade T&R has remained at 20% (Figure 13). Of note is the unexplained drop in T&R band 7 female academics, which has been highlighted as a result of Athena SWAN analysis and has been flagged for investigation in the action plan.

In STEMM, 41% of the overall T&R percentage is female, which compares favourably with national benchmarks (HESA/ECU – 40%). For STEMM females in Research, the figure is 48% female and, again, higher than the national benchmark of 43% (HESA). There are more males than females in senior T&R and Research only roles, however Figure 14 below, highlights there is a growing number of senior females in STEMM and AHSSBL who act as role models and mentors.

Both band 9 and 10 (Professor) T&R academic females are on a par with sector (HESA/ECU) averages for this University. The University’s ability to champion academic female success through career development and management is a key factor and every opportunity is made to highlight success and inspire female early career academics to advance in higher education.

There are encouraging figures for T&S females where 56% of roles across pay bands 6 to 9 are females. This is higher than the sector benchmark (48% females in full-time teaching roles, HESA). T&S continues to attract female academics and females make up 47% of senior pay band 9 for T&S.

Figure 14. T&R Percentage of Band 9 and Professors.



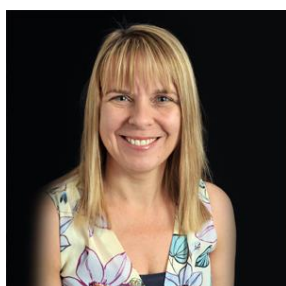
Gender representation has improved in most areas for the T&R pathway, for example, band 8 has reached 50% female (see Figure 13 and Table 9 above). However, we recognise more initiative and intervention is required to increase female representation consistently within the T&R career group. Figure 13 above highlights the incremental rise in females on T&R contracts at band 9. The figures for band 10 Professor (Figure 12) are close to sector averages, however we acknowledge the trend must demonstrate continuous upward improvement.

The University will continue to address issues in the 'leaky pipeline' that affects academic careers at every stage and, in particular, lecturer, senior lecturer and early career researcher. Measures driving gender parity, such as academic promotions, appraisals and career development have been incorporated in the Athena SWAN action plan.

Our senior academic role models help in the promotion of their work and activities to encourage and support female staff to reach their full potential:



Professor Jeanette Rotchell
School of Environmental Sciences



Professor Julie Jomeen
Dean of Faculty of Health Sciences



Professor Nicole Pamme
School of Mathematics and Physical Sciences



Alison Dunhill
Faculty of Arts, Cultures and Education

AP: 1.8:

- Introduce a University programme to increase the visibility of female role models which is audited by Marcomms.

AP 2.2:

- Robust recruitment and selection procedure that eliminates any bias and/or inequalities.
- Ensure recruitment boards are cognisant of gender equality and University ambitions.

AP 2.4:

- Improve staff retention through exit interviews, especially female academic retention, and understand why female staff leave and develop an understanding to mitigate against loss.

AP 2.5:

- Target schools, contracts and pay bands that have lower female representation and introduce measures to combat under-representation. Investigate the drop in band 7 T&R female numbers.

AP 3.3:

- Continue to promote programmes that advance female careers at the University.

AP 3.4:

- Remove identified barriers to progression for female academics through leadership, development and understanding issues that act as barriers.

(ii) Academic and Research Staff on Fixed-term, Open-ended/Permanent and Zero-hour Contracts by Gender.**(iii) Academic Staff by Contract Function and Gender: Research-only, Research and Teaching, and Teaching-only.**

The number of males and females on different pay bands is outlined in Table 10. The Table complements Table 9 (Page 25) and is used to place the numbers of female staff into context. The percentage of females appointed to a continuing (permanent) contract is 44% – Table 11 (below). From the 304 staff employed on fixed term contracts, there are 46% female and 54% male employed on fixed term contracts – Table 11 (below).

The University does not employ staff on a zero hours' contract.

We currently employ 234 female staff in T&R roles, which is 40% of the contract group (Table 10). At the University 176 (57%) female academics are employed on T&S contracts. For Research only contracts 75 (44%) are female. We recognise that parity is key in all contract groups. Our efforts are focused on career development, recruitment, retention and advancement in the T&R, T&S and Research area, where we aim to be as close to parity (50/50) across all contract bands in each group by 2022.

Table 10. Total Academics by Contract Function by Gender and Band.

	13/14		14/15		15/16		16/17	
	Female	Male	Female	Male	Female	Male	Female	Male
Career Group	509	608	520	612	488	582	485	596
	(45%)		(45.9%)		(45.6%)		(44.8%)	
Teaching and Research	276	400	275	401	257	379	234	371
	(40.4%)		(40.6%)		(40.4%)		(39%)	
T&R Band 7	35	34	37	39	19	32	17	39
T&R Band 8	153	162	138	147	139	137	125	129
T&R Band 9	65	114	68	118	68	110	66	102
Professor Band 10	23	90	32	97	31	100	26	101
Teaching and Scholarship	167	121	183	123	156	122	176	130
	(57.9%)		(59.8%)		(56.1%)		(57.5%)	
T&S Band 6	26	13	23	17	9	1	7	5
T&S Band 7	82	54	91	43	75	53	89	61
T&S Band 8	52	46	60	54	63	58	71	44
T&S Band 9	7	8	9	9	9	10	9	14
Professor Band 10								6
Researcher	66	87	62	88	75	81	75	95
	(43.1%)		(41.3%)		(48%)		(44%)	
Research Band 6	35	37	29	23	41	20	40	36
Research Band 7	27	43	25	57	25	53	26	51
Research Band 8	4	5	8	6	9	7	8	6
Research Band 9		2		2		1		
Professor Band 10							1	2
Total	509	608	520	612	488	582	485	596
	(45%)		(45.9%)		(45.6%)		(44.8%)	

There are more females than males employed on T&S contracts, which is consistent with sector norms. The majority of band 6 (67%) Researchers are female. At band 8 Research only, there are more females than males in senior Research only band 8 roles – Table 10 (above). In T&R roles, females now make up 50% of the staff group at band 8, which is positive; however, we are working for improved parity in all pay bands and contract groups in the T&R and Research only area by 2022.

Table 11. Total Female/Male Figures by Contract Type.

Total Female/Male by contract type	13/14	14/15	15/16	16/17
Continuing	910	927	888	861
Female	395 (43%)	412 (44%)	392 (44%)	380 (44%)
Male	515	515	496	481
Fixed Term	298	282	257	304
Female	149 (50%)	138 (49%)	128 (50%)	140 (46%)
Male	149	144	129	164
Total	1208	1209	1145	1165

In Table 11 (above) the majority of staff are employed on a continuing (permanent) contract. Proportionately, the figures have remained relatively unchanged over the years since 2015, our last Athena SWAN submission.

Achievements:

- ✓ Since our bronze award in 2015 we recognised the under-representation of females at a senior level. We have taken positive steps to address the career pipeline for female academic staff in the University. There were several actions in our bronze award, which we have now achieved. This included additional leadership training that was designed and structured to support the advancement of women in academia.
- ✓ We carried out improvements to our processes around promotion and mentoring programmes. Such initiatives like the PoWER programme were introduced to improve career opportunities for female researchers.
- ✓ We have appointed 3 (from 4) female Deans.
- ✓ The number of male and female part-time staff have doubled. This can be attributed to improved awareness of flexible working options and a cultural shift due to awareness of the University's Athena SWAN aims.
- ✓ By the beginning of 2017, following the Shape and Size Review, 5 of our 11 Schools are headed by women.

APs 1.4, 3.3 and 3.4:

- Increase the number of female senior academics in T&R and Research only roles by mentoring, leadership training, networking events and use of role models.

AP 3.3

- Develop leadership and management in the University. Evaluate coaching and mentoring schemes that advance women's careers through 2018.

AP 3.14:

- Work to achieve a 10% improved gender balance T&R and Research only pay bands by 2021.

(iv) Academic Leavers by Grade and Gender

The main reason that staff leave the University is end of contract or resignation. Our data on reasons for staff resignations is incomplete and therefore we do not know how many staff are leaving for positive, as opposed to negative, reasons - Table 12. An accurate record of why staff leave will be available with the roll out of the new iTrent (MyHR) system in summer 2018. Overall, the data shows that females are not leaving proportionately in higher numbers than males. Exit interviews are conducted, however, information capture is an action point to enable the University to link trends back to workplace and culture.

Table 12. Academic Leavers.

	13/14		14/15		15/16		16/17	
	Female	Male	Female	Male	Female	Male	Female	Male
Researcher	3.9%	3.3%	3.3%	7.9%	4.6%	3.3%	5.3%	6.8%
Research Band 6	2.6%	2.0%	0.7%	2.6%	2.6%	0.7%	4.0%	2.8%
Research Band 7	1.3%	1.3%	2.6%	5.3%	1.3%	2.6%	1.3%	3.8%
Research Band 8	0.0%	0.0%	0.0%	0.0%	0.7%	0.0%	0.0%	0.3%
Teaching and Research	8.6%	12.5%	6.6%	10.5%	9.2%	12.5%	6.0%	8.3%
T&R Band 7	2.6%	2.0%	1.3%	0.0%	1.3%	3.3%	0.8%	0.8%
T&R Band 8	4.6%	5.3%	2.0%	5.9%	5.3%	4.6%	2.8%	2.3%
T&R Band 9	1.3%	2.6%	2.0%	3.9%	1.3%	3.3%	1.5%	2.0%
Professor Band 10	0.0%	2.6%	1.3%	0.7%	1.3%	1.3%	1.0%	3.3%
Teaching and Scholarship	0.7%	0.0%	6.6%	0.7%	3.9%	2.0%	10.3%	10.1%
T&S Band 6	0.0%	0.0%	1.3%	0.0%	0.0%	0.0%	1.3%	0.8%
T&S Band 7	0.7%	0.0%	3.9%	0.7%	3.3%	0.7%	6.0%	6.3%
T&S Band 8	0.0%	0.0%	1.3%	0.0%	0.7%	1.3%	2.8%	2.3%
T&S Band 9							0.3%	0.5%
Professor Band 10							0.0%	0.3%

AP 4.2:

- Carry out analysis on exit data to understand why female and male staff leave the University and whether these reasons can be linked to the work environment or the culture of the University.

(v) Equal Pay Audit and Gender Pay Gap Report Findings.

The University carries out annual equal pay audits and produces a gender pay gap report. As at 31 March 2017 government legislation requires universities to complete a gender pay gap report and upload the report onto the government website. The University completed its gender pay gap report for 2017 in line with the government recommendations. The report found the mean gender pay gap for staff was 22%.

The University has established a Pay Parity Group to investigate, monitor and make recommendations regarding gender pay gap anomalies. The team has been directed to investigate the findings from the gender pay gap report and report back to ULT with further

actions and recommendations by October 2018. The equal pay audit found no evidence of discrimination in pay based on equal pay for equal work.

AP 2.6:

- Establish a Pay Parity group that reports to ULT to investigate the gender pay gap and aim to reduce the gap by 10% by 2022.

2245 words less charts, tables and figures.

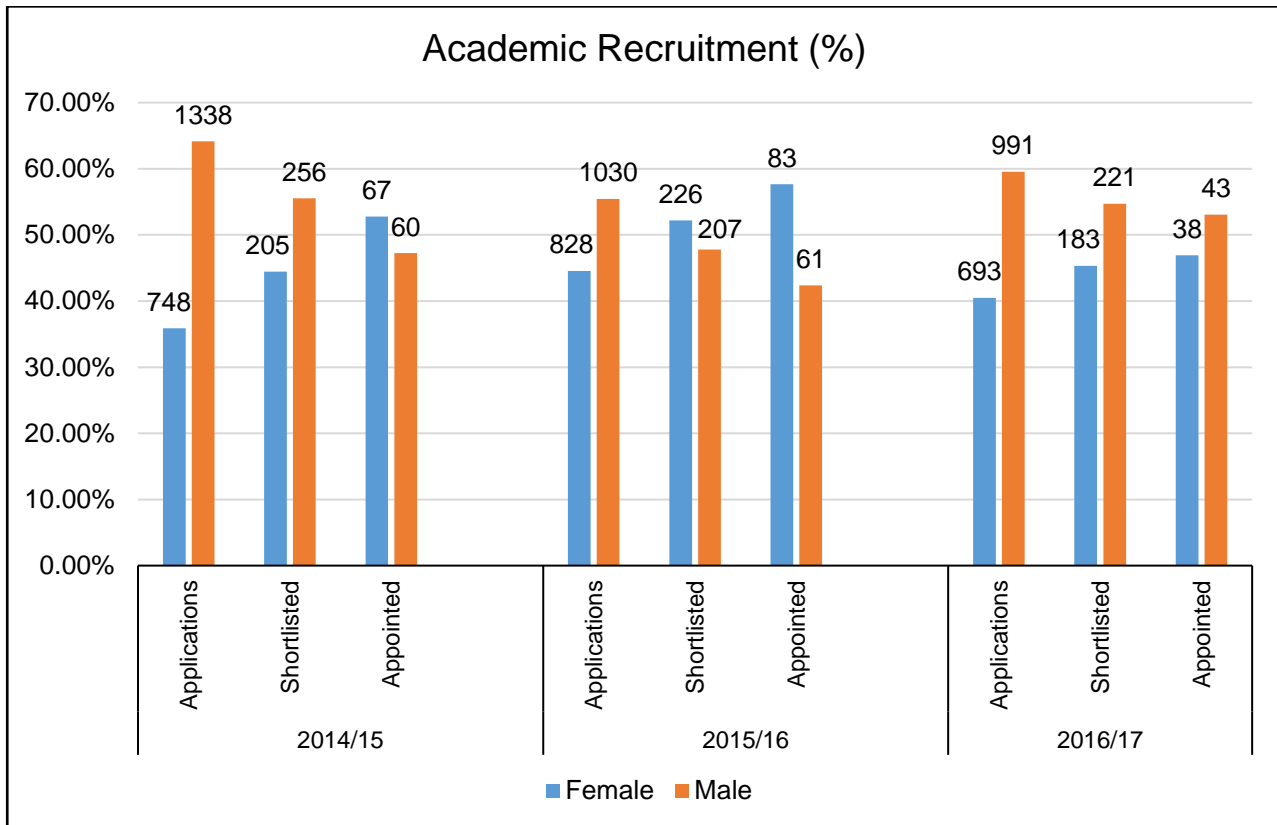
5. Supporting and Advancing Women's Careers – 5000 words (5220)

5.1 KEY CAREER TRANSITION POINTS: ACADEMIC STAFF

(i) Recruitment.

The University has worked to increase the recruitment of female academics across all disciplines and career stages through improved analysis of staffing profiles, acting on areas of under representation and enhanced recruitment technology. Applications from females increased from 35.8% in 2015 to 40.5% in 2017 – Figure 15. Despite this, the number of successful female applicants for academic roles has fallen to 46.9% in 2017 from 57.6% in 2015. However, the number of academic female appointments in 2016/17 remains higher statistically than HESA data, which is 43%. The reason behind the fall is not understood fully and is under investigation by HR, with support from the Faculties. The use of an improved electronic recruitment system (Stonefish) will enable further improvement to our shortlisting process. Staff on recruitment panels must complete recruitment selection training and unconscious bias training. Recruitment panels are gender balanced and representative by including part time staff. Mandatory EDI training is also a requirement for recruitment panel staff who shortlist and interview.

Figure 15. Academic Recruitment from 2014/15 to 2016/17



The omission of two data fields prevents further analysis of the recruitment and selection data (applicants, shortlisted and appointed) as we cannot identify positions by the academic employment function or the actual job role profile. This has been put into the Athena SWAN action plan for resolution.

The fall in academic female appointments may be attributable to the growth of FoSE following the Shape and Size Review and the expansion of computing and engineering programmes, which has attracted more male applicants, therefore decreasing the pool of female applicants. Table 9 shows (page 25) that the University employs a higher number of females in T&S staff (56%) than males, and that females employed on T&R contracts is at 41%. We have not maximised the use of our e-recruitment system (Stonefish and Godzilla) to improve our records and the quality and depth of data. However, we do make full use of web based advertising, directly contacting talented females and developing recruitment strategies. This includes adding flexible working in advertisements and taking positive action steps when necessary.

Figure 16. Research Recruitment from 2014/15 to 2016/17

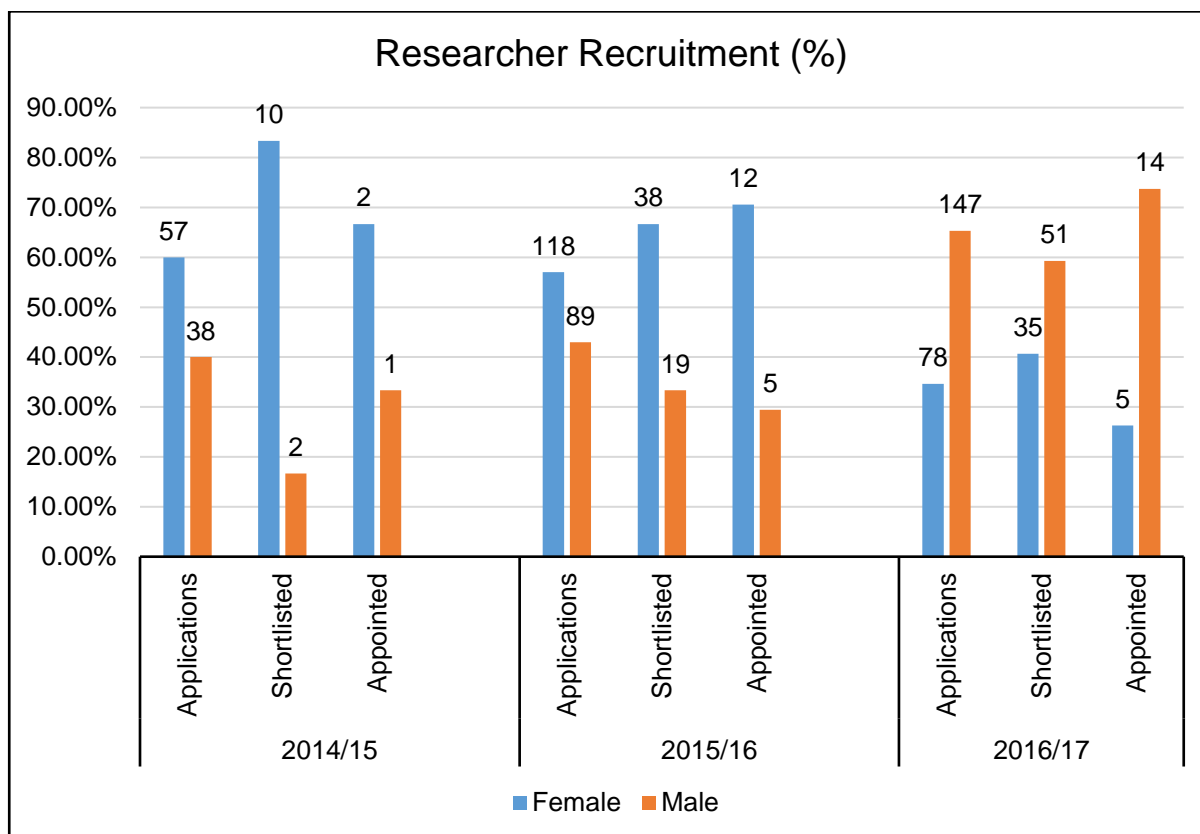


Figure 16 highlights recruitment in the Research only field. Year 2016/17 has seen a sharp rise in male Research only appointments and a decline in female Research only appointments.

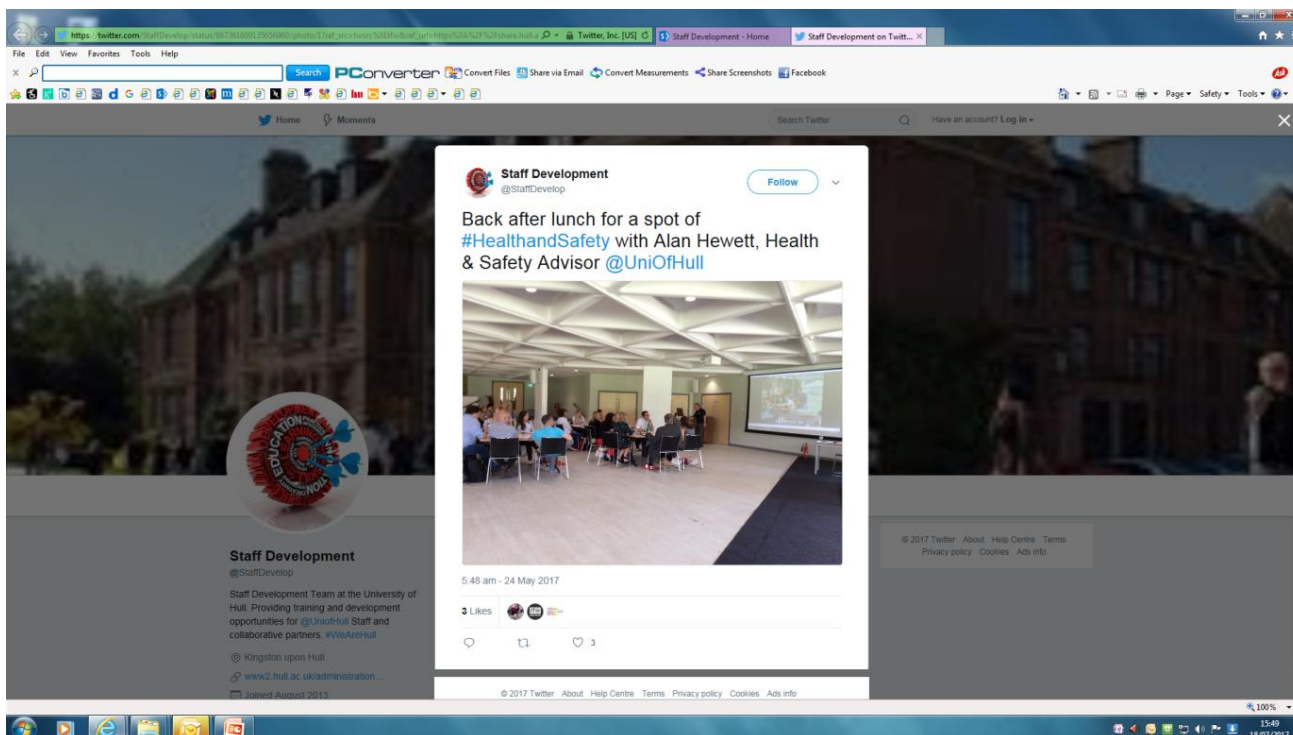
- AP 2.2:**
- Improve the University’s ability to capture and record academic recruitment data by contract.
- AP 2.3:**
- Adopt a balanced approach to recruitment and selection – continuous evaluation of job applicants and understand the reasons for low success rates for female applicants in any career field.

(ii) Induction.

The University believes that providing all new employees with a welcoming and inclusive induction experience is essential to embedding our values, understanding our culture and providing clear guidance about organisational practices. The feedback from induction has been constructive and many people have stated the positive experience induction made to their early start at the University. From a survey of staff that attended central induction during 2017, 91% of staff found induction useful and beneficial.

“The central staff induction programme was great and informative. It gave me confidence in my start at the University” – Miranda Keenan - Lecturer (FACE)

Figure 17a – A Screen Shot of New Staff Members Attending Central Induction.



The Vice-Chancellor leads induction and the academic or service heads for each area speak at the staff induction programme. Since September 2015, 315 staff have attended the central induction; of these 107 were academic staff (44% male and 56% female) with a further 208 from PSS (35% male and 65% female). This is a high take-up rate for new starters. At the University, we facilitate induction for staff in a variety of ways:

- We deliver a central induction programme three times a year during which new staff hear from the ULT about the University and its strategy and governance, and meet with representatives of University departments including Health and Safety, ICTD, EDI, Sports, Staff Development, HR and the campus trade unions. A lunchtime exhibition provides space for new staff to browse the service stalls and network with other colleagues.
- A dedicated SharePoint site that provides guidance and support to managers at School or Departmental level on how to plan for and conduct induction for new staff.
- New staff receive a link to a welcome booklet that includes information about the campus, services and on site facilities including shops, cafes, cash points and the library.
- Induction for PSS does not differ from that given to academics. All staff are provided with the same welcome and top-level information about the University.

We believe our induction programme is consistent with the values of Athena SWAN in supporting women at the start of a new career.

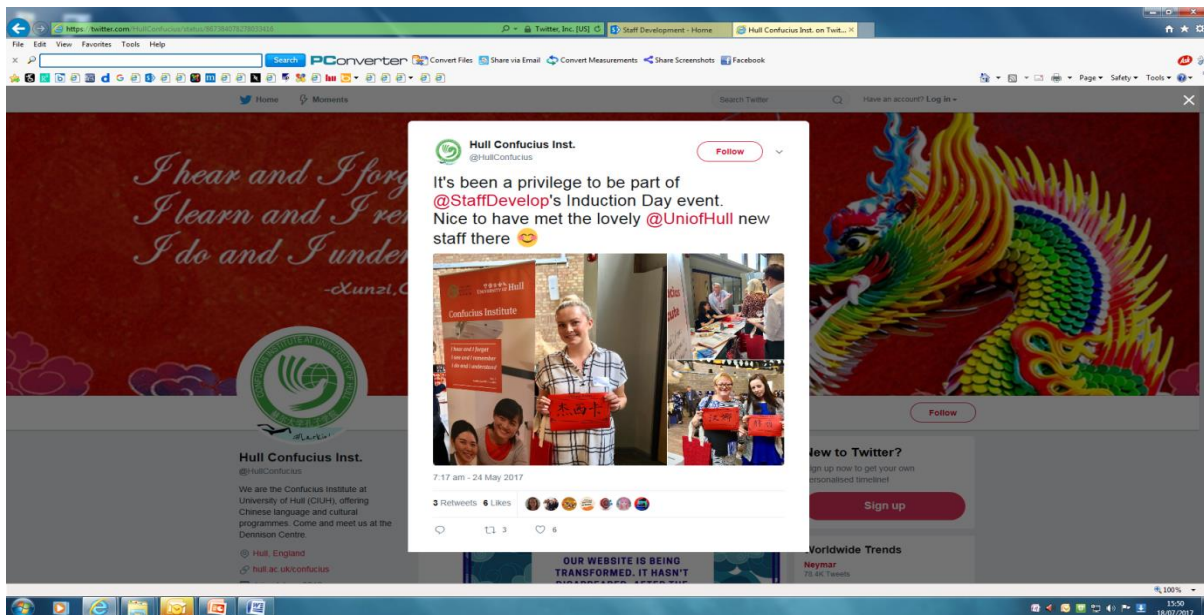
Achievement:

- ✓ The University runs a universal induction programme that is designed for academic and PSS. All staff receive the same University induction. This ensures a common and consistent approach to induction. The VC and academic/service heads lead the induction event.

AP 3.6:

- Continuous evaluation of the staff induction programme.
- Review staff feedback and use data to improve the induction experience.

Figure 17b - A Screen Shot from a New Staff Member's Tweet during Staff Induction.



(iii) Promotion

Figures 18a to 18c summarise female academic applicants and promotions since 2015 and Figure 19 captures and compares promotions for academic years 2015 and 2017. The figures illustrate a mixed picture. Successful Chair promotions have gone up by 17% since 2015, however successful female senior lecturer numbers have gone down by 9%. The University recognises that consistency of promotion opportunity and outcome is essential which is partly why the University is carrying out a review of academic promotions. The following actions have been reinforced across the University:

- Promotion panel members are representative of the University workforce.
- We offer a range of career opportunities such as part time and term time only work that reflect the types of academic roles applicants can apply for.
- Career and CV mentoring.
- Equality and diversity and unconscious bias training for panel members.
- Promotion workshops that provide women with preparation time, insight and opportunity to be successful.
- Clear communications and guidance for applicants and managers.
- Feedback is provided by line managers for unsuccessful applicants.
- On-line resources and support aligned with career paths of successful candidates.

Figure 18a - Highlights Promotions over 3 years from Lecturer to Professor.

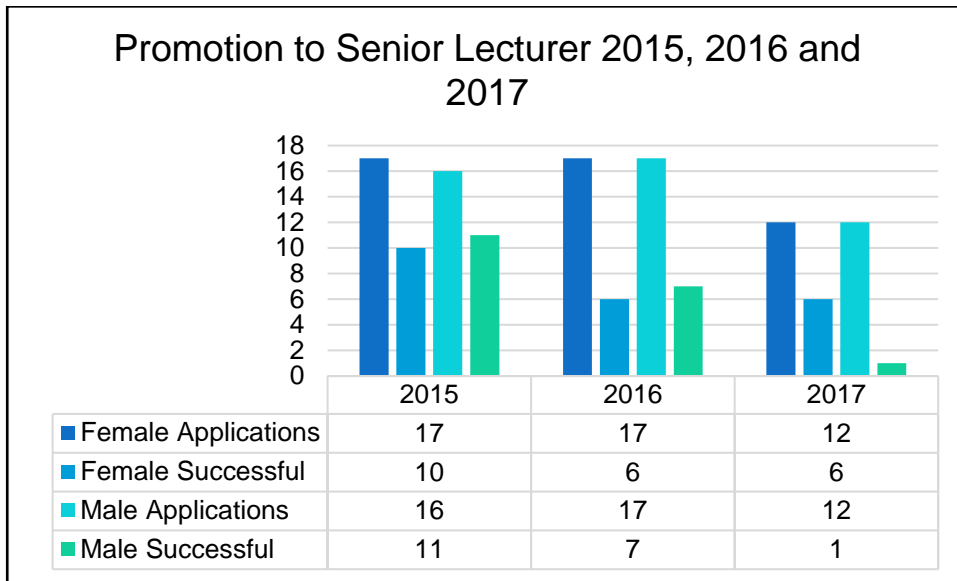


Figure 18b

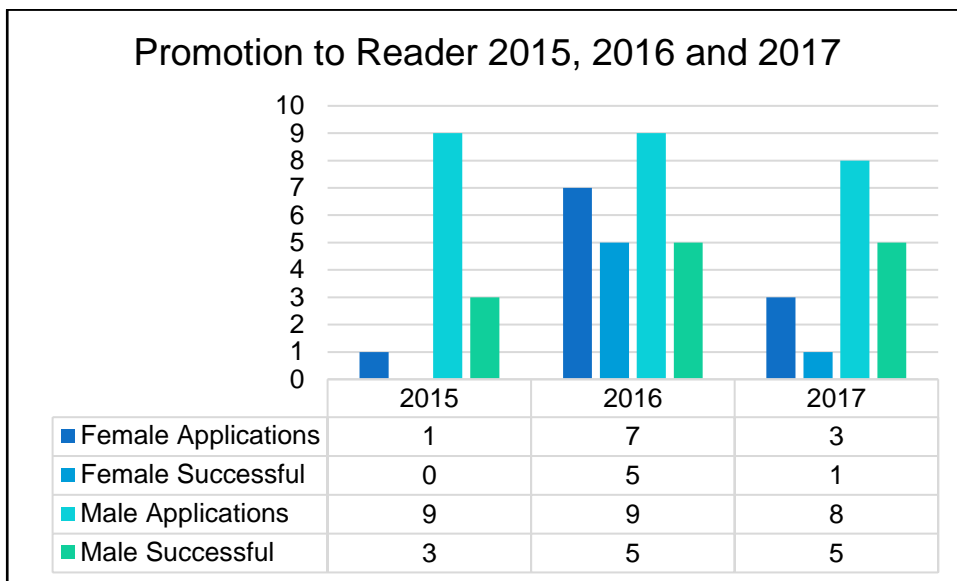


Figure 18c

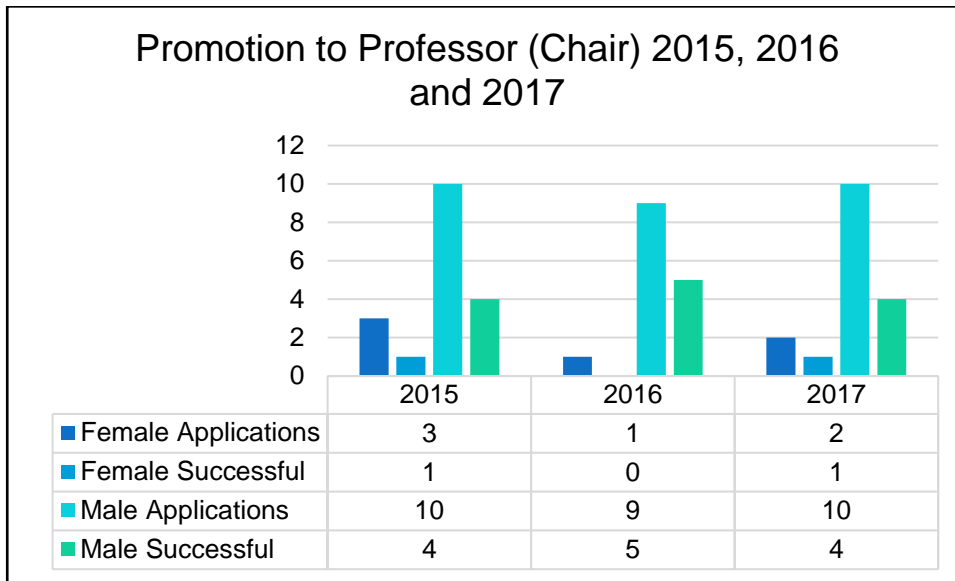
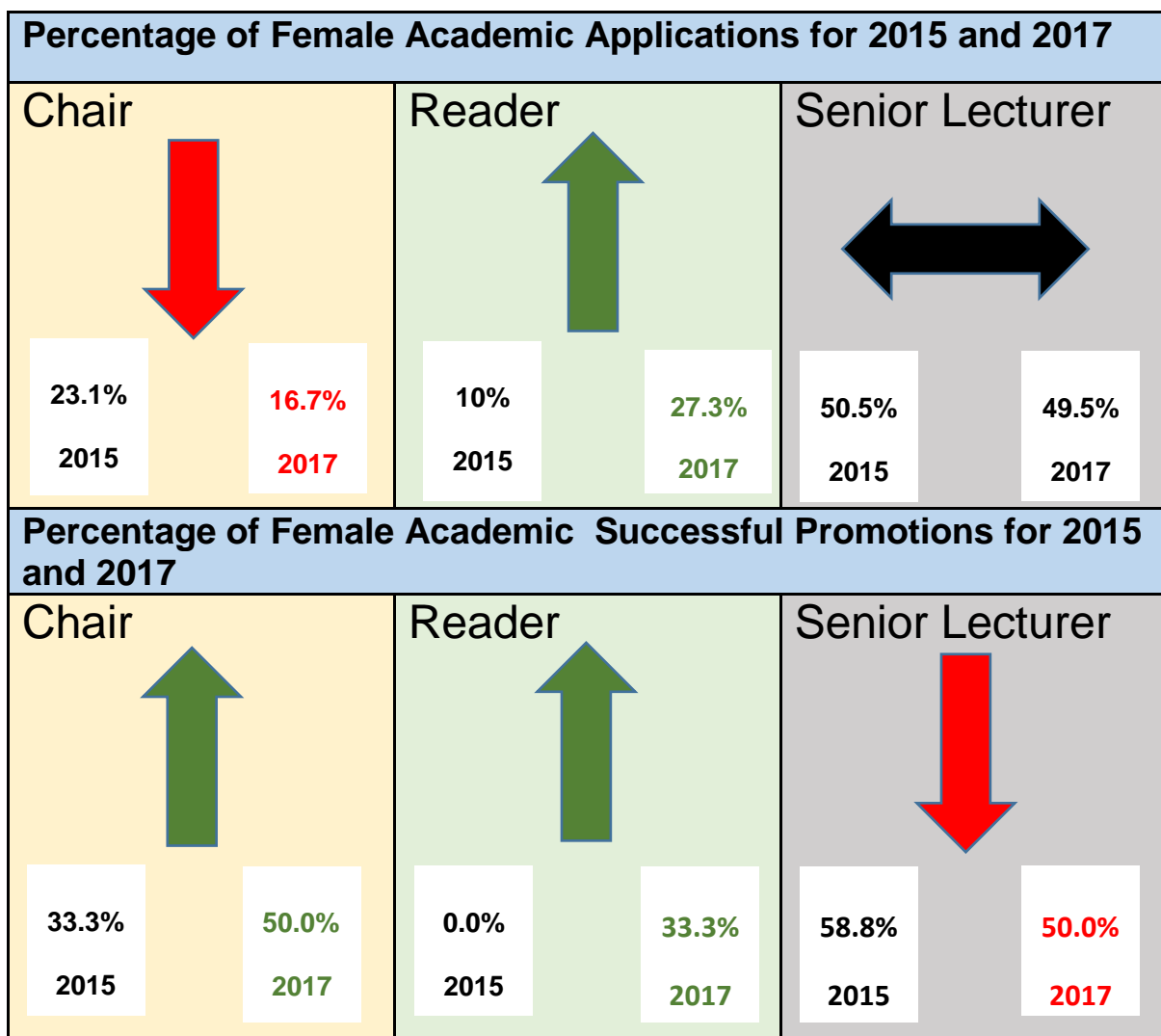


Figure 19 - Summary of Female Applications and Promotions for 2015 and 2017.



The investigation into the figures above highlight that the number of promotion applicants are proportionately representative of the numbers that apply for promotion. As an example, AHSSBL Professorial appointments for women have increased from 18% in 2014 to 26% in 2016; proportionately this represents one promotion as seen in figure 18c above. In the same period, male Professorial appointments have decreased from 81% to 74%. Our application forms and panel training sessions are clear about part time working and career breaks, emphasising the need for quality over quantity of outputs.

Work has started to evaluate the process, outputs and impact of the University promotion system. This work will report to ULT by summer 2018 with tangible recommendations and actions. This is a priority area for the University, recognised by ULT, and reflected in the Athena SWAN action plan.

AP 3.2:

- Use data from 2016/2017 promotion round to identify pinch points at each grade and tailor action based on 'leaky pipeline' analysis.
- Prioritise promotions after lecturer.
- Understand the reasons why it takes females longer than males to apply for promotion.
- What are the intervals between being unsuccessful and reapplying for promotion?
- Focus on how part time staff promotions are managed and encouraged.
- Review T&S promotion equality of opportunity.

(iv) Research Excellence Framework (REF)

Table 13 - REF Submission Data by Faculty and Gender.

Faculty		Eligible	Submitted	% Submitted
FACE (AHSSBL)	Total	236	119	50%
	Female	113	50	44%
	Male	123	69	56%
	% Female	48%	42%	
FBLP (AHSSBL)	Total	156	89	57%
	Female	49	23	47%
	Male	106	66	62%
	% Female	31%	26%	
FHS (STEMM)	Total	177	74	42%
	Female	94	30	32%
	Male	83	44	53%
	% Female	53%	41%	
FoSE (STEMM)	Total	150	90	60%
	Female	34	21	62%
	Male	116	69	59%
	% Female	23%	23%	
University total	Total	719	372	52%
	Female	290	124	43%
	Male	429	248	58%
	% Female	40%	33%	

As a result of a robust equality impact assessment, in REF 2014 we increased female staff submission rates as a percentage of our entire submission from 26% RAE08 to 33% REF 2014 (Table 13). The proportion of women in our eligible population also increased from 36% RAE08 to 40% REF 2014. The proportion of eligible female Researchers who submitted for REF 2014 dropped 3% overall between RAE08 and REF 2014 (46% to 43%), however this drop was more pronounced for male Researchers (72% to 58%).

Achievement and Impact:

- ✓ Our investment in female careers has increased the percentage of females returned in our REF 2014 submission compared to RAE08.
- ✓ Improved communication on the REF led to increased numbers of successful females returned.
- ✓ The PoWER programme is supporting female academic staff in developing their research output.

AP 3.10:

- Consultation on our female academic staffs' experience of REF 2014 to help improve the process for REF 2021.

5.2 CAREER DEVELOPMENT: ACADEMIC STAFF

(i) Training

University staff are invited to complete online modules (Table 14) following their appointment and staff induction. EDI training is renewed every three years and a register is maintained by Staff Development and at School level. Examples of some of our key staff training programmes are shown in Table 14.

Table 14 - List of Key Staff Training Programmes.

University Staff Training – 2017/18
Equality and Diversity (mandatory)
On line Fire Safety Awareness Course
Data protection and IT security
Safeguarding in HE – level 1
Senior leadership training
Health and Safety for Managers and Supervisors
Recruitment and Selection on line course
Unconscious bias training for recruitment and promotions (mandatory)
Staff Performance and Development review
Unconscious bias Equality and Diversity

The University has a target rate of 100% for its staff completing mandatory equality and diversity training. As at October 2017, 82% of our staff had completed the equality and diversity training. Unconscious bias training is mandatory for senior leaders and managers who are responsible or involved in the recruitment and promotions process. Of those required to take unconscious bias training, 96% have participated and the remaining 4% are scheduled to carry out the training.

Other face to face training that may have a positive impact on our Athena SWAN ethos includes an ACAS run equality impact assessment (EIA) training session, which was arranged in June 2017 for managers with EIA responsibilities (14 Females and 8 Males attended). This means the People Related Policy must be cognisant of gender. The University hosted an ECU Athena SWAN event in April 2017 to share best practice and help the AHSSBL Schools develop their Athena SWAN awareness (48 Females and 22 Males attended).

Achievement:

- ✓ Comprehensive staff training package that prepares and supports staff for University life.
- ✓ Staff training equips and supports our managers with the awareness and knowledge to support decision making and ensures fairness and equality throughout.
- ✓ The University ran a successful ACAS led EIA workshop for managers in 2017.

AP 3.6:

- Mandatory staff training, including equality and diversity training, to reach 100% completion, with 85% completed by December 2017.

(ii) Appraisal/Development Review

Effective investment in our people is vital to our success in developing a high performing culture. We ensure that our academic and PSS staff work together to deliver a positive student experience and deliver on academic excellence. University management, Trade Unions and HR have worked together since Autumn 2015 to develop the Staff Performance and Development Review (SPDR). This is part of a broader Performance Management Framework that is responsive to feedback received from staff about how performance and development opportunities are created and managed at the University. The Performance Management Framework provides an improved understanding of the complex and multi-disciplinary nature of performance management and appraisal. It offers staff a shared appreciation of expected levels of performance, behaviours, values and individual and team contributions consistent with the principles of Athena SWAN by supporting women in their career pathways and development.

The University believes this approach will benefit all staff, and women in particular, because it is more engaging between the appraisee and appraiser. This system will, however, require time to embed and be evaluated.

Staff are required to have an appraisal annually with their line manager. Template documents are provided to record the conversation, which covers a staff member's role, achievements, objectives, training needs and future plans. SPDR guidance is available online for reviewees and reviewers. The benefits for women is a more open, transparent and responsive appraisal system that supports promotion opportunity and advancement goals in higher education. The appraisal is being evaluated currently for impact and will report in summer 2018.

Achievement:

- ✓ Our comprehensive SPDR programme has been successful and improved the quality, effectiveness, and consistency of the University appraisal process. Feedback from those that attended SPDR training underlines its benefits and are outlined below:

'Being new here and having not been through the appraisal process, it was useful to understand where the SPDR fits' – Chris Collins (ICTD) (M)

'I feel able to commence appraisals using the new SPDR model' - Eva Gorski (Faculty of Science and Engineering) (F)

'Feel confident in reviewing at Staff Performance and Development Reviews'
Andrew Taylor (Research and Enterprise) (M)

'I will take a different approach to staff reviews encouraging staff to prepare more and bring suggested objectives to me' – Phil Quinn (Head of People Services) (M)

'I will re-assess how I evaluate staff performance and review this and use these methods!' – Head of subject group, Faculty of Science and Engineering (M)

AP 3.1:

- Improve appraisal system through an overhaul of process.
- SPDR implemented by November 2016.
- Maximum participation to complete appraisal encouraged at all levels.
- Each employee to have an annual appraisal.

(iii) Support Given to Academic Staff for Career Progression

The University has a strong commitment to ensuring all staff have access to the development tools necessary to enable them to meet their role expectations and progress their academic, Early Career Research and PSS careers. Activities to support this include:

- Induction.
- On-line training: mandatory and selective.
- Annual appraisal.
- Leadership training.

- Coaching – developed to enhance career opportunities and prepare academic and PSS staff for promotions. The take up of coaching sessions among female academic staff is at 62%. Participation by female academics in our coaching programme is encouraged strongly at Faculty and School level (see Table 16 below).
- Development of research and teaching support to enable women to meet their career objectives at School level supported by Staff Development.
- Promotion and career development workshops.
- Start-up packages for newly appointed research group leaders.
- Research leave programme.

Other activities that support women’s career progression:

Developing Leadership Programme. The purpose of the developing leadership programme is to enable key staff to achieve their potential through the enhancement of leadership capability. The participants for this programme will occupy leadership roles at the University in academic or non-academic areas. Table 15 is a breakdown of STEMM, AHSSBL and PSS staff group participants. Females have participated in higher numbers than males.

Table 15 - Staff Participants on the Developing Leadership Programme.

Developing leadership programme	Male			Female		
	STEMM	AHSSBL	PSS	STEMM	AHSSBL	PSS
2013/14	0	0	6	2	1	9
2014/15	1	4	5	0	0	7
2015/16	4	5	5	1	2	7
2016/17	0	0	7	3	2	8
2017/18	4	1	6	4	1	9

Leadership@hull Programme. Participants in the Leadership@hull programme have between 4 and 6 coaching sessions that are used to work on a wide variety of issues including professional and career development, skills practice and developing strategic plans. Feedback from females on the programme indicate strongly that this programme benefits our female participants (59% female attendance) in terms of confidence building, approach to senior roles and career development.

Minerva Women’s Network. The Minerva Women’s Network is a supportive network that is funded and resourced for women in academic roles. The group aims to increase the visibility of females in the University and is open to all academic roles (including post-docs) to provide a network and safe space to share and collaborate. The group aims to meet 4 to 6 times a year. To facilitate attendance, meetings take place on campus at lunchtime and are relatively short (75 minutes).

Each meeting consists of a light lunch, opportunities for networking and a presentation and/or discussion. Topics have included:

- Soapbox Science - a platform for promoting women scientists.
- Experiencing the Aurora Programme (The Leadership Foundation’s female-only leadership programme).

- The Chemistry Department Gender Equality Study.
- Events for International Women's Day.
- PoWER programme.
- Coaching.

Programme for Women Achieving Excellence in Research (PoWER). The PoWER programme was launched in March 2016 for academic women developing research excellence. Through the programme, group coaching was introduced to identify the barriers to progression and develop tailored interventions to address these at individual and community level. PoWER is a centrally funded programme with a dedicated website for 50 female academics across the University. PoWER offers an inspiring programme of events designed to motivate and support female staff in developing their research careers. Specifically the PoWER community is able to access:

- Interventions to support focused development and research output.
- Sessions to improve knowledge, skills and confidence.
- Inspirational external speakers and high achieving female academics from our own University.
- Group coaching.
- Additional bespoke sessions from the Staff Development Team.

The PoWER programme is being evaluated for its impact on equality, advancement and progression for women.

Aurora Leadership Programme. Aurora is a women only leadership development programme facilitated through the Leadership Foundation in Higher Education. It is a unique partnership initiative bringing together leadership experts and higher education institutions to take positive action to address the under-representation of females in leadership positions in the sector. Since joining Aurora, the University has sponsored 16 women as participants and has five senior females who act as role models for the programme. In 2016/17 nine females participated on the programme and a further 13 females are joining the programme in 2018.

Coaching. Since 2015, the Staff Development team has supported and facilitated 173 coaching relationships for members of staff (see Table 16). Coaching participation has increased each year as coaching practice has become embedded in development programmes for senior leaders. The engagement of senior leaders has led to an increased awareness of the value of coaching and developing a coaching culture.

Coaching is an integral part of both the Developing Leadership Programme and the Leadership@hull programme. Coaching participants have up to six coaching sessions over the life of the programme and use the opportunity to work on a wide variety of issues ranging from professional and career development, skills practice and developing strategic plans.

Table 16 shows the female and male participation in the University coaching programme since 2014/15. Female participation has been 62% higher than males and this is further evidence of the University's investment in female advancement, support and career development on campus.

Table 16 - University Academic Coaching Sessions since 2015.

Academic session per year	Male	Female
2014/15	20	28
2015/16	18	36
2016/17	23	48

Achievement:

- ✓ A comprehensive development programme has been developed to support University staff and, in the main, women to succeed to their full potential.
- ✓ The career development programmes have supported and built confidence in our female staff and enabled many to reach their full potential and achieve successful careers.

“Professional coaching is an extremely valuable element of the Hull University Developing Leadership course. It offers participants the opportunity for personal and professional self-evaluation in a supportive and enabling atmosphere and encourages the setting of challenging and realistic goals for the future”. (Female Subject Group Head, AHSSBL.)

- ✓ Robust and consistent coaching programme that provides academic coaching support to aspiring female staff and those that are advancing upwards in their academic careers.
- ✓ The implementation of the PoWER Programme for academic women developing research excellence. The impact is being evaluated.

AP 3.3:

- Active support offered to academic staff for career progression.
- Process established for every staff member to have an annual appraisal and for managers to participate in the SPDR programme.

AP 3.4:

- Develop employee training programmes that attract female staff.

AP 3.5:

- Support a coaching programme that enables at least 35 female academic staff per academic year to join the coaching programme.

AP 3.8:

- Annual review to identify differences between the numbers of males and females in leadership roles.

AP 3.13:

- Continue to review selection processes for leadership programmes to ensure that programmes are free from gender bias and promote opportunity for women in leadership roles.

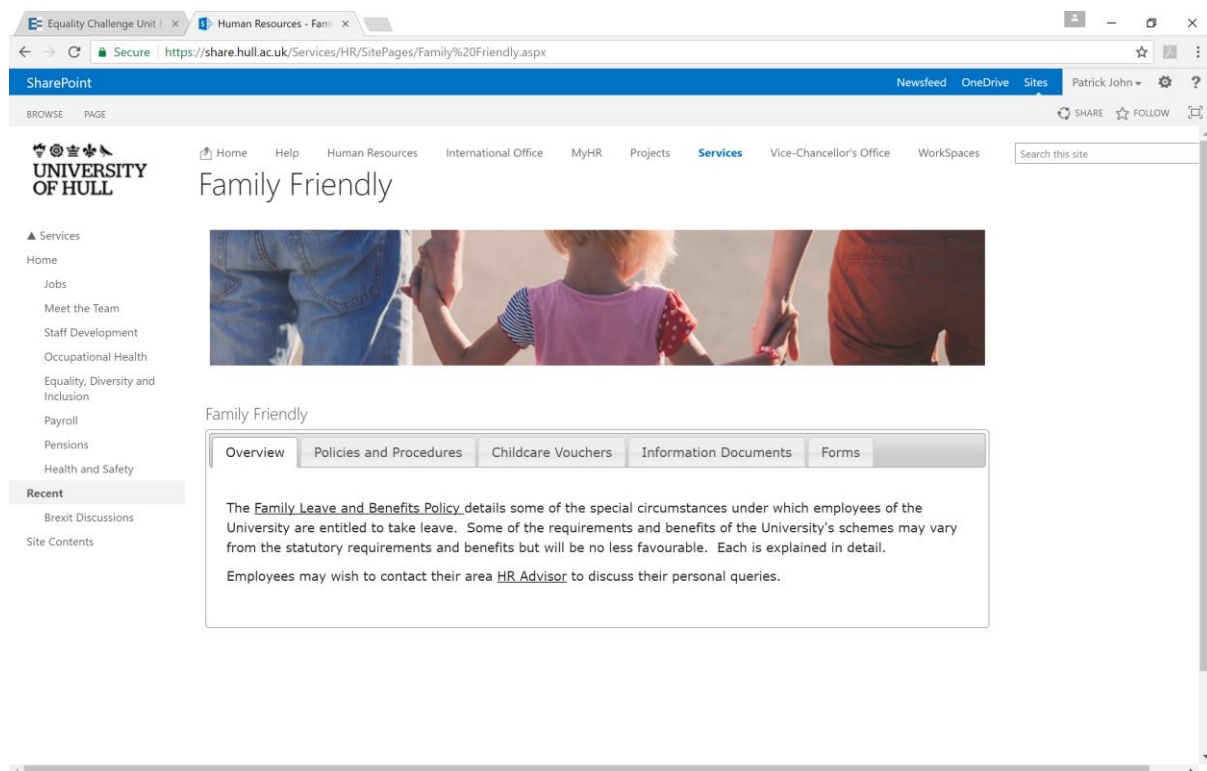
5.3 FLEXIBLE WORKING AND MANAGING CAREER BREAKS

(i), (ii) and (iii) Cover and Support for Maternity, Paternity and Adoption Leave.

Staff can access guidance on maternity and adoption leave through our SharePoint site (Figure 20) and direct from HR. The online guidance is under review continually and has been improved in recent years based on staff feedback. The advice includes the following:

- Information and support on maternity and adoption leave and other family friendly policies, such as pay and entitlements.
- Key dates checklist for staff and managers to follow, such as keeping in touch dates.
- Information regarding antenatal appointments – paid time off for pregnant employees, plus paid time off for two appointments for partners.
- Information on Keeping in Touch days.
- Quick reference/guide to family leave and benefits.

Figure 20 - A Snapshot from the University's (HR) SharePoint Site that Covers Maternity Support.



(iv) Maternity and Adoption Return Rate

Table 17 – Maternity and Adoption Leave 2017.

Leave for 2017	Count of Person No.
Adoption leave	1
Continuing Employment	1
Maternity leave	21
New UoH Job	2
VLS/Leaver	2
Continuing Employment	17
Total	22

University maternity and adoption leave data in previous years before 2016 had not been managed centrally, therefore, accurate and complete management of data has been difficult. The MyHR system will improve line manager's ability to oversee maternity and adoption leave and enable the University to act where appropriate to support women returning to work after maternity or adoption leave. From Table 17 above, 22 women took maternity or adoption leave during 2017, 17 returned to their previous employment, two returned to another appointment on campus and two left the University to care for their family.

(v) Paternity, Shared Parental, Adoption, and Parental Leave Uptake

The University recognises that recording paternity and parental leave accurately is difficult because of how the information is managed currently. Paternity and parental leave arrangements are made locally and then HR is informed of the outcome. This will enable HR to record and manage paternity and parental leave online, which will in turn improve the quality of our data and staff support.

AP 2.12:

- HR iTrent/MyHR system to be ready to record paternity and parental leave accurately by summer 2018.

(vi) Flexible Working

All staff can apply for flexible working under the Flexible Working Policy and all applications are considered on their own merits. Applications are received from employees who wish to apply to change or reduce their hours of work because of family caring responsibilities. Employees can apply for any reason and can suggest other options to their working arrangements that will be considered under the policy. Decisions are made by line managers based on business needs and can be appealed by the employee if they wish to do so. Appeals will be investigated and may be overturned if appropriate. Family leave decisions are made locally and HR keep records of outcomes centrally.

Our policy on Flexible Working practices is being updated and is led by focus group discussion (Beverley Palmer and Yasmine Garmin (HR)) to ensure the University provides an optimal flexible working arrangement for its staff. Our Family Leave Policy was updated in 2016 and, as with all HR policies, is reviewed annually. We are holding feedback focus

groups and forums with employees and managers. These sessions have been designed to help inform whether we should review the policies, update them, and/or provide training by line managers in the use and application of the policies and procedures. The outcomes and activities from the sessions are gender specific and are designed to be supportive to all staff, although the focus is on supporting women.

AP 2.8:

- Implement the findings from the employee and manager's flexible working policy focus groups to ensure the policy is aligned with the practical aspects of flexible working for all staff on campus.

(vii) Transition from Part-time to Full-time Work after Career Breaks

Under the University's Flexible Working Policy there is scope for staff to apply to change their working hours. This may be a request to reduce working hours, revert to original working hours or increase working hours (subject to hours being available and any increase does not exceed the original working hours of the role that staff were employed to do).

The University recognises that the main reason given by female respondents for choosing a part-time role was childcare responsibilities. Caring responsibilities change over time, therefore, capacity or desire to increase working hours can also change. The University acknowledges that academic staff do not always work set hours, and it may be easier for academic staff to work flexibly compared to PSS. Academic staff are managed in accordance with the workload model and academic outputs.

(viii) Childcare

The University offers a childcare voucher scheme that was introduced to staff as a flexible way to meet the costs of childcare. Under the scheme, part of the applicant's salary can be 'spent' in exchange for childcare vouchers, which allows the offset of Income Tax and National Insurance contributions against the cost of childcare. The vouchers are flexible and can be used to pay for a wide range of childcare support. There is a private nursery on campus that provides childcare support based on an individual's financial contribution.

The University recognises that more can be done to support its students and staff and a dedicated car parking scheme is being discussed to provide car parking space for staff with caring responsibilities. However, this initiative has been postponed temporarily until the new University car parks are built and assessed for suitability in spring 2018.

AP 2.8:

- Review childcare support.
- Review car parking arrangements for staff with childcare responsibilities.

AP 2.9:

- Allocate a room in the Allam Medical Building that is designed purposefully for breast-feeding/expressing of breast milk and is open for student and staff use.

(ix) Caring Responsibilities

The University has a Family Leave and Benefits Policy, which was reviewed and updated in November 2016. The policy combines flexible working and leave entitlements such as parental, and shared parental, leave. In addition to formal leave in support of maternity and paternity leave there is provision for emergency leave to be taken by staff to deal with an emergency or a family incident.

The University recognises that it must deliver a consistent approach to the Family Leave and Benefits Policy and this includes emergency leave. Schools and University services apply discretion on whether the emergency leave should be paid or unpaid. In most cases, however, staff are able to secure emergency leave as paid leave.

AP 2.8:

- Align HR guidelines and policies for family and caring responsibilities with staff needs.
- Identify caring responsibility needs through University staff survey 2018.
- Ensure records for flexible working are managed adequately and supported through MyHR.
- Introduce a carer's emergency short-term leave guideline to ensure consistency.

AP 4.3:

- Refreshed policy for staff with caring responsibilities.

5.4 ORGANISATION AND CULTURE

(i) Culture

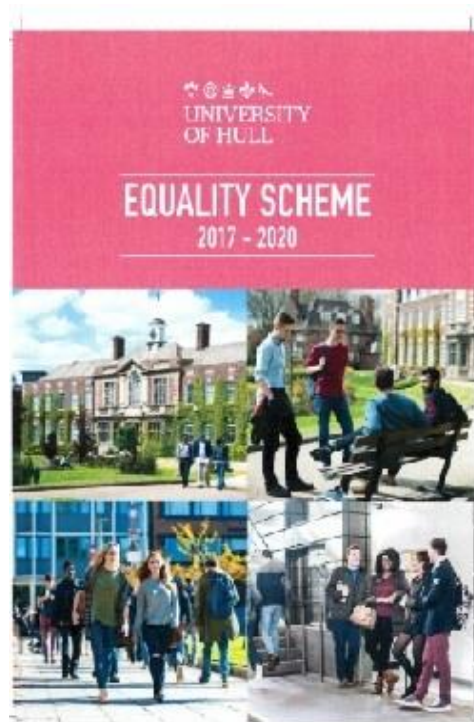
The University has published an Equality Scheme 2020, which is a standalone scheme that covers students and staff and sets four strategic objectives underpinned by an unequivocal commitment to equality and diversity. The Equality Scheme was endorsed by ULT in November 2016 and was published in January 2017. The four strategic objectives are:

- To embed equality and diversity across campus.
- To improve our response to external drivers.
- To promote the values that will underpin a diverse and inclusive organisational culture.
- To enhance the diversity and inclusion experience of staff and students.

Athena SWAN principles and values are written into the Equality Scheme. As stated earlier, the University underwent significant change under the Shape and Size Review programme to realign the University's strategic focus, whilst strengthening its research and teaching. Therefore, in light of recent changes, it was essential that the University's EDI principles remained focused. The organisational change has presented an opportunity to improve transparency and consultation among staff at all levels and embed further the principles of equality and diversity on campus.

Achievement:

- ✓ A standalone Equality Scheme 2020 that sets the University's equality and diversity strategic objectives (and incorporates Athena SWAN principles throughout).



Our equality networks (for students and staff with disabilities, LGBT, Neurodiversity, BME staff and support for women early career researchers and parents) demonstrate our commitment to our people.

The EDI C was reorganised in October 2016 to reflect the changes in the University's structure and deliver the necessary EDI impact across campus. Each academic School and Service Director now maintains an EDI plan, which is tailored to his or her respective area. The EDI plan ensures Schools and Services are engaged with Athena SWAN and EDI on campus. The new EDI C format has delivered the following:

- EDI and wider intersectionality plans for each School and service provider (for example the library and student services).
- EDI mandatory training has increased to 82%, however the University is aiming for 100% participation.
- EDI messaging and communications has improved across campus.
- EDI engagement has increased with every School and service provider holding at least two EDI forums per year.
- EDI engagement with the Students' Union.

We believe that significant progress has been made in embedding the principles of EDI, intersectionality and Athena SWAN, and the activity described above will continue to drive into and beyond our Equality Scheme 2020.

White Ribbon Accreditation. We are one of only three universities in the UK to receive the White Ribbon accreditation award after undergoing robust assessment. White Ribbon accreditation is part of a wider community scheme to address domestic abuse, abusive relationships and sexual assault. The accreditation sends a powerful message to all staff that we are committed to eliminating abusive behaviour and remain supportive of our staff and students. Feedback from our staff has been very positive about the powerful message this sends.



Achievement:

- ✓ Equality (Strategy) Scheme (4-year strategy) published which sets out the University's EDI strategy and embeds Athena SWAN principles in the fabric of the document.
- ✓ White Ribbon Campaign accredited - demonstrating our commitment to wider gender issues.

Impact:

- ✓ Clear 4-year equality strategy that provides the University with a direction of travel and clear equality and diversity objectives.

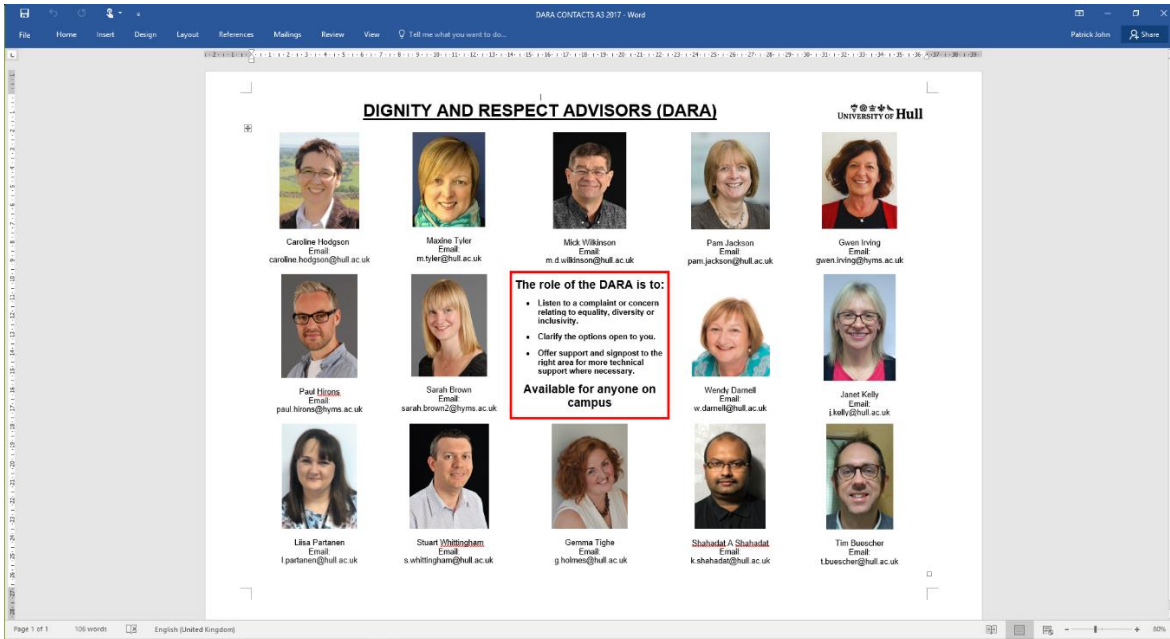
AP 1.3:

- AS updates, presentations and briefs each semester to ULT.

(ii) Human Resources (HR) Policies

The University monitors its HR policies through HR Services. As an example, the University's Bullying and Harassment Policy was re-written following review to ensure it reflected staff needs and was current with sector practices and thinking. All the University EDI policies have been reviewed as at April 2018. HR policies are under review continuously to ensure alignment with Athena SWAN, equality principles and the wider EDI agenda. The University reviewed and re-launched its Dignity and Respect Adviser (DARA) roles in the Autumn of 2016. This has been very popular with both academic and PSS staff. We have 14 DARA volunteers across campus who provide a supporting and sign-posting role for our staff – Figure 21. Our people policies are designed with gender equality, advancement and the wider EDI in mind.

Figure 21 – Our University Dignity And Respect Advisers.



HR is reviewing and updating two key procedural policies as a result of Athena SWAN SAT intervention: the Flexible Working Policy and the Maternity and Paternity Policy. The changes have been driven by the Athena SWAN agenda and this reflects the University’s willingness to listen to its staff and the SAT and make the policy adjustments accordingly. The impact of this action is that both policy changes reflect staff needs and are aligned with the principles set out by the University to ensure HR practices are cognisant of Athena SWAN and the principles of equality.

To ensure that policies work well in practice, HR meets regularly with the Trade Union representatives on a wide range of issues from policy to reducing the timescale of formal complaints. HR partners meet monthly with academic managers to discuss individual cases, policy interpretation, practice and procedure. These are optimal opportunities to align the discussion around the Athena SWAN criteria, so feedback and staff sentiment are often used constructively to influence decision making and policy development.

<p>Achievement:</p> <ul style="list-style-type: none"> ✓ DARA programme launched ✓ University published a new Bullying and Harassment Policy ✓ New Flexible Working Practice Policy launched – Dec 2017 ✓ Maternity and Paternity Policy reviewed and issued – Nov 2017 ✓ All EDI policies updated and reviewed – April 2018 <p>Impact:</p> <ul style="list-style-type: none"> ✓ DARA has improved employee confidence evidenced through feedback, forums and EDI one to one meetings. ✓ Evidence that staff views have been considered and helped shape the DARA programme.
<p>AP 1.1, 2.7 and 4.6:</p> <ul style="list-style-type: none"> • Ensure HR policies aligned with Athena SWAN and wider E&D principles. • Write and publish a University Equality Scheme (4-year strategy). • Review DARA programme annually. • Three year EDI plan reviewed.

(iii) Proportion of Heads of School/Faculty/Department by Gender

The University has increased its number of senior female academic appointments since 2015. Under the new structure, following the Shape and Size Review, three of our four Faculty Deans are female (75%) and five of our eleven Heads of School are led by female academics (45%). Table 18 summarises the appointments and this complements the fact that ULT (see para/section iv below) is 55% female and includes our Vice-Chancellor. Table 18 shows the change since the University Shape and Size Review and the upward trend of increasing numbers of female academic staff in senior roles such as Deans and Heads of School.

Table 18 – Heads of Faculty and School by Gender 2014 and 2017.

Faculty	Dean – Female 2014*	Dean – Male 2014*	Dean – Female 2017	Dean – Male 2017
Faculty of Science and Engineering (STEMM)	0	1	0	1
Faculty Arts, Cultures and Education (AHSSBL)	2	1	1	0
Faculty of Health Sciences (STEMM)	1	0	1	0
Faculty of Business Law, and Politics (AHBSSL)	0	1	1	0
Total	3	3	3	1

Academic Schools	Head of School Female 2014*	Head of School Male 2014*	Head of School Female - 2017	Head of School Male - 2017
Academic School Heads (STEMM)	2	5	2	3
Academic School Heads (AHSSBL)	5	9	3	3
Total	9	14	5	6

*Before the Shape and Size Review in 2015 there were 6 faculties and 23 Schools.

Achievement:

- ✓ Following University restructuring (Shape and Size Review) of academic areas, 3 of our 4 Deans are female (75%) and 5 of our 11 Heads of School are female (45%).

Impact:

- ✓ The increase in senior female academic numbers has generated a positive impact among female staff and students, which has been evident through feedback forums and open discussion.

(iv) Representation of Females and Males on Senior Management Committees

The University has three senior management committees. Other influential committees will be covered in para/section (v) below. The three senior management committees are:

- **University Council** (governing body) – Female 33.3% and Male 66.6%
- **University Leadership Team**– This group comprises of 55% females and 45% males. This is a significant change from 2014/15 when 70% of ULT was male.
- **Senate** – Female 42.2% and Male 57.8%.

The University has a positive gender balance at senior executive level. This shapes decision making in a number of key areas and has a positive impact in terms of role model and communicating intent of gender equality on campus to early career academics, PSS and students.

Achievement and impact:

- ✓ Increase in female representation at senior management level. ULT is the leading example with 55% female representation as a key decision making body for the University. This has led to a positive impact in terms of a role model to students and staff.

AP 1.4:

- Promote visual gender equality by establishing a ULT and Senate that is at least 50% female.

AP 1.5:

- Gender balance on key decision making boards representative of the workforce. The aim is to establish a 50% representation on ULT and Senate by 2018.

AP 5.5:

- Improve the visual representation of female academics on campus.

(v) Representation of Females and Males on Influential Committees

University committee membership has seen a shift towards improved gender balance since 2015 and this was further increased following the University's successful Athena SWAN award in 2015. Further improvement is needed, however, in the HYMS Joint Board and University Research Committee. The University's ambition is to achieve a 50/50 female/male contribution to all senior decision making committees by 2022 as seen in Table 19. This will be achieved through rotation, use of female deputies and succession planning. This also reflects the University's recruitment and promotion of more females to senior administrative and academic roles. Action is being taken through ULT to address representation on influential committees and in particular the University Research Committee, Senate and the Remuneration panel.

Table 19 - Representation of Men and Women on Influential Institutional Committees.

Influential Committee	2014-15		2016-17	
	% Female	% Male	% Female	% Male
Audit	20.0%	80.0%	20.0%	80.0%
Athena SWAN Steering Group	85.0%	15.0%	60.0%	40.0%
Concordat Steering Group	50.0%	50.0%	45.5%	55.5%
Equality, Diversity and Inclusion*	56.5%	43.5%	56.0%	44.0%
Ferens Fine Art*	46.7%	53.3%	50.0%	50.0%
Finance & Estates / Finance and Investment	20.0%	80.0%	37.5%	62.5%
Honorary Awards	17.6%	82.4%	26.7%	73.3%
HYMS Joint Board	22.2%	77.8%	20.0%	80.0%
Nominations	14.2%	85.8%	28.6%	71.4%
Programme Approvals	66.6%	33.3%	50.0%	50.0%
Programme Management			50.0%	50.0%
Regulations, Codes and Processes	73.3%	26.7%	62.5%	37.5%
Remuneration	20.0%	80.0%	20.0%	80.0%
Research Degrees	33.3%	66.6%	42.9%	57.1%
Scarborough Health/Safety*	58.9%	41.1%	60.0%	40.0%
Senate Executive Board	31.2%	68.8%	43.8%	56.2%
Student Progress*	64.3%	35.7%	66.6%	33.3%
University Ethics	30.8%	69.2%	61.5%	38.5%
University Health & Safety*	43.5%	56.5%	52.4%	47.6%
University Learning, Teaching and Assessment	57.2%	42.8%	53.1%	46.9%
University Research Committee	12.5%	87.5%	25.0%	75.0%
University Student Experience, Employability and Engagement*	-	-	64.7%	35.3%
Total University influential committees	40.8%	59.2%	43.2%	56.8%

* denotes female Chair.

<p>AP 1.4:</p> <ul style="list-style-type: none"> • Review gender balance on decision-making boards aiming to achieve 50/50 female/male representation on 50% of influential boards by 2022. • Increase female committee Chair appointments to 40% of by 2022. • Continuous review of committee make up and where appropriate be prepared to take positive action to address under-representation.
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(vi) Committee Workload

Committee membership is in most cases allied with an individual's role. Members can send representatives to deputise for them, allowing these representatives to gain useful experience in addition to removing some of the workload burden from named members. Staff discuss committee workload through appraisal reviews and personal development reviews with line managers. Contribution to committees is often used as an evidence base for development, promotion and demonstration of leadership skills.

(vii) Institutional Policies, Practices and Procedures

University policies are under annual review. A recent example of this is the review of our Bullying and Harassment Policy where we brought together key stakeholders, including Trade Union colleagues and HR Advisors in our HR Business Partner team to help inform and guide the policy development. The policy development model includes the undertaking of an EIA. The staff who own the policy in question undertake EIAs, with support from the EDI office. Consultation on people policies takes place with Trade Unions through the University's Employee Relations mechanisms.

(vii) Workload Model

In autumn 2017 the University introduced a single workload allocation framework for all academic staff. The framework will deliver transparency, accuracy, flexibility and consistency across academic areas. It has been developed in partnership with University Trade Unions and has been subject to a full EIA.

Operational responsibility for academic workload management will lie with School and Faculty Academic Managers who have received training on the framework. This means line management will be able to support and review the development and application of the framework, whilst monitoring and improving the process. A Workload Review Group has been established to provide oversight and ensure that the framework is applied equitably across the University with no disadvantage to women or BME staff. It is too early to assess staff response to the new framework model although the University will be monitoring the framework during 2018.

(viii) Timing of Institutional Meetings and Social Gatherings

The University recognises that staff may need flexibility for family and caring responsibilities and this is taken into account when academic timetables are planned. We also consider research time, leave breaks and other equality related needs for example, religious, belief or disability requirements. Meetings are scheduled inside the University's core hours of business - 9am to 4pm - and, therefore, staff with family or caring responsibilities are not disadvantaged by being unable to attend key meetings. Social engagements are agreed at staff or departmental level to suit staff with family responsibilities or other needs. The University encourages an attitude of tolerance around working hours and social engagements and to be mindful of all staff needs and requirements.

Achievement:

- ✓ Newly published Bullying and Harassment policy that is cognisant of staff needs.
- ✓ A full review of the University's workload model was completed that addressed areas of women's workload against caring responsibilities.

(ix) Visibility of Role Models

The Director of Marcomms is a member of the ASSG and the University Athena SWAN SAT has a representative from Marcomms in the SAT. Both appointments have a direct involvement with Athena SWAN activity to ensure the University is able to message and communicate the role our female staff play in academic and leadership roles on campus. The Marcomms' team has been instrumental in marketing what we do well and promoting key women through specific activities such as International Women's Day (IWD), talks and events. Figure 21 illustrates some of the guest speakers at the 2017 IWD event on campus. There was an IWD event in 2018.

Figure 22 - Guest Speakers from the University IWD 2017 Event.

International Women's Day

EVENTS GUIDE

Here at the University of Hull, we are celebrating International Women's Day with a programme of more than 20 events to reflect the great strides that women have made, and continue to make, in the University and beyond.

"It is a festival of talks, music, film and activism that celebrates women and is also an opportunity to reflect on the work that still needs to be done if we are to achieve gender equality.

"The programme runs from 2-23 March and includes inspirational guest lectures, film screenings and talks from some of the University's pioneering researchers, scientists and alumni.

"International Women's Day is an inclusive place for everyone to inspire, challenge and continue to bring about change."

Dr David Richards
Pro-Vice-Chancellor (Research and Enterprise)

CAN'T MAKE IT TO AN EVENT? You can still take part by joining the conversation, online using the social media hashtags

#IWDinHull

#BeBoldForChange

JOIN THE CONVERSATION

GUEST SPEAKERS MARCH

In celebration of International Women's Day 2017, we are proud to present inspiring women from a wide range of backgrounds and sectors – ranging from business and technology through to elite sport – who will share their expertise and their personal experiences of working in some often extremely challenging environments.

Below is a just a selection of the speakers we are proud to present.

Dr Sophie Killer, Senior Performance Nutritionist with British Athletics

Liz Sproat, Head of Education, Google

The Right Reverend Alison White, Bishop of Hull

Helena Hills, Co-founder and CEO of TrueStart Performance Coffee

INTERNATIONAL WOMEN'S DAY | 1

The University held its inaugural employee excellence awards on 13 July 2017. The ceremony was an excellent way to recognise and reward University staff for their contribution during the academic year. Figure 23 is a picture from the awards ceremony in the Middleton Hall, which was hosted by Professor Glenn Burgess, Acting Vice-Chancellor. The majority of the award recipients were women and championed as

exemplars of achievement and role models. Three of the five individual recipients of excellence awards were women:

- Excellence in Research – Professor Miriam Johnson
- Excellence in Scholarship – Professor Marina Mozzon McPherson
- Excellence in Customer Service – Ms Jules Cornes

Figure 23 - The University Employee Excellence Awards 2017.



AP 3.12:

- Review Marcomms' activity with a view to improving visibility of female role models and creating inspiring campaigns on campus that demonstrate women's achievement and advancement.

AP 5.4:

- Improve visibility of female academics on campus through celebrating achievement and success in academic careers.

AP 5.5:

- Enhance the collection of data to inform Marcomms' intelligence campaign that promotes female images, roles and successes on campus.

(x) Outreach Activities

The Schools and Colleges Liaison Service's team consists of two male and five female staff who deliver widening participation activity, supported by student ambassadors and staff throughout the University. The team works with partner schools and colleges in the

region, including three single sex schools (two female). Activity is aimed at raising awareness and aspirations of young people from Key Stage 2 upwards. The University's main project is 'Aiming for a Higher Education', which targets Year 9 students and engages with approximately 5,000 14 year olds.

Other projects are targeted more at under-represented groups in higher education. These include our Young Carers project that engaged with 10 boys and 27 girls this year. Year 12 residential summer schools have been held in 2016 and 2017, offering 17 year olds a taste of life in higher education. The residential summer school saw 37 girls and 26 boys attend in 2017. Each year student ambassadors are placed in schools as mentors and in the last two years 70% of the ambassadors have been female. We believe that providing positive female role models raises aspirations amongst young girls and increases female participation in higher education.

The Faculties run their own outreach activities that aim to broaden specific subject understanding by visiting regional schools and 6th form colleges to promote interest in higher education subjects. This is wide ranging from science and engineering to business and cultures.

Achievement:

- ✓ A successful outreach programme that is designed to attract schoolchildren to higher education. We use female ambassadors to work in schools and act as role models for young female pupils.

(xi) Leadership

During the Shape and Size Review, the University re-designed and re-organised its Faculties and Schools which led to a delay in our Athena SWAN progress at School level. The University leadership directed that Athena SWAN remain a high priority during the re-organisation, and all Schools now have submission dates, with the new STEMM Schools all submitting in 2018. This is ahead of time given that the newly organised Faculties and Schools were only announced formally in January 2017. Our AHSSBL Schools have established SATs and initial data analysis, and identification of actions are in place.

The University plans to expand the resource support to our equality Charters by increasing funding no later than Easter 2018 in order to improve the coordination and management of the Athena SWAN 'Going for Silver' programme, the University's Race Equality Charter submission and Stonewall's workplace equality index.

The University ASSG provides the leadership and governance and the Head of EDI, who has a proven track record in leading successful teams, is driving the University SAT. Faculty and School management boards have Athena SWAN led events at least once per semester in their respective management programme.

The University has a strategic commitment to being an inclusive place to work, and a study was started in the summer of 2017 to ascertain how inclusivity could be improved across campus.

Achievement:

- ✓ University leadership takes an active and central role in Athena SWAN through the Athena SWAN Steering Group and ULT which sends messages and direction through the Faculties and Service Directorates.
- ✓ STEMM Schools have realigned their submission plans quickly following the strategic Shape and Size Review.
- ✓ Following the Shape and Size Review, AHSSBL Schools have submitted Athena SWAN submission dates, SATs and plans.

AP 1.3:

- Reorganise the leadership and governance of Athena SWAN activity following the Shape and Size Review to reflect senior leadership's commitment to embedding Athena SWAN principles across the University.
- New Athena SWAN terms of reference agreed and ASSG established to provide a University overview and governance structure following the Shape and Size Review.

5220 words less charts, tables and figures.

6. Supporting Trans People – 500 words (487)**6.1. CURRENT PRACTICE**

The University Equality Scheme and Trans policy makes it clear that discrimination will not be tolerated on grounds of gender reassignment and gender identity. The University has a policy and staff guidance tools on supporting Trans students and staff, based on advice from Stonewall. The policy and guidance was drafted in partnership with a Trans post graduate student from the University and Hull Pride team. Trans policy, as directed by the Head of EDI, will be reviewed and issued by May 2018. Stonewall advice (we are Stonewall Diversity Champions) was also sought on language, signage and other functional advice to help the EDI office write an accurate policy that reflects the current sector practice of Trans support in modern higher education.

Trans staff may seek independent support from the University DARA. Student advisory and support services cover a wide range of student issues, complaints or advice. The number of Trans staff that have required support is low – one staff member. This means it is easier for line management and the EDI office to offer personal one to one support for Trans staff when sought.

The central University webpages include further information such as a glossary of terms/appropriate language, links to guidance (including Stonewall), and links to support groups. The University ran an EDI workshop in September 2017 for HR staff about EDI language and support; this covered appropriate use of Trans language in the workplace.

6.2. FUTURE WORK IN SUPPORT OF TRANS EMPLOYEES

The University Estates team works with the EDI office to ensure Trans facilities, such as gender-neutral toilets, are available for Trans staff and students (Library and Student Central). Since our 2015 Athena SWAN submission Estates and the Students' Union have provided a suite of refurbished gender neutral toilets in Student Central (Student Services and Students' Union). In addition the University often provides bespoke gender neutral toilet facilities for specific events or, on request, in buildings and sites where gender neutral toilets are not readily available.

Achievement:

- ✓ The University has clear advice and guidance in support of Trans students and staff that were developed with the help of a Trans postgraduate student of the University.

Action AP 2.7:

- Continue to improve Trans support, awareness and facilities on campus in line with existing best practice in this area.

487 words – less figures, charts and tables.

Action Plan

Provide an action plan as an appendix. Our action plan is set out over four years – 2018 to 2022 and identifies the priorities that the University will address based on the evidence and information presented in this submission. The action plan is set out as a Specific, Measurable, Achievable, Relevant and Timescale (SMART). A specific person or post holder has an identified responsibility and there is a timescale against each action.

Our action plan should demonstrate how the Athena SWAN Charter principles will be sustained and implemented at the University of Hull.

Appendix: University of Hull Athena SWAN Action Plan 2018 - 2022

Our action plan details planned activity under the themes of:

- ✓ Embedding Athena SWAN into University Culture and Behaviours
- ✓ Promoting a culture of Gender Equality and Advancement
- ✓ Women and leadership
- ✓ Policy, practice and procedure
- ✓ Communications and marketing

The Athena SWAN Plan key priorities are highlighted in RED:

Action Point	Description	Action	Progress	Responsibility	Timescale	Measure of Success
1.	Embedding Athena SWAN into University Culture and Behaviours					
	Objective: To lead culture change across the University and set an example for gender equality, equality, diversity and inclusion					
1.1	Embedding gender equality across the University.	Develop and promote clear policies, communication strategies, practices that embed gender equality and advancement and remove gender inequalities.	Action to ensure all staff undertake equality and diversity training. Revision of policies and practices that may indirectly create inequality and ensure a level playing field for all University staff.	Kate O’Connell (HRD), Phil Quinn (Head of People Services) and Deans	E&D training complete and ongoing.	E&D staff training at 100%.
	Develop and issue a University Equality Scheme.	Ensure HR policies, practices and procedures are aligned with equality good practice.	Development work identified to address difference in policy and procedural outcomes for academic staff.	Phil Quinn (Head of People Services)	Key HR policies such as flexible working and maternity policy reviewed by December 2018.	Positive feedback received in Staff Survey 2018 based on complete policy review
		Equality Scheme to be written and launched.	Equality Scheme published and regularly maintained.	ULT and Head EDI		Reviewed February 2019
1.2	Ensure academic Schools are actively engaged in progressing gender equality.	Following the University restructuring under the Shape and Size Review the priority is to ensure University Faculties	All six STEMM Schools submitted for an AS award by November 2018. All ASSBL Schools have a submission date in their respective	Faculty Deans and Heads of School	STEMM November 2018.	All AHSSBL Schools will have published dates to submit for award recognition.

Action Point	Description	Action	Progress	Responsibility	Timescale	Measure of Success
		and Schools are fully engaged in the AS process.	plans for AS submission by November 2018 and April 2019.			
1.3	Leadership and governance continues to be effective.	Athena SWAN ethos understood by senior leaders who play an active role in promoting and ensuring the principles of Athena Swan are embedded in their areas of responsibility.	Athena SWAN to be briefed at ULT once per Semester and or more frequently as required. Athena SWAN to be clearly understood and supported at boardroom level. University leaders are to take an active role in promoting Athena SWAN and developing awareness in respective areas of influence. SAT reconfigured to separate governance from operations/plan and routine management.	David Richards (PVC) and University Leadership Team. Patrick John (SAT Chair)	July 2018 Review of SAT ongoing.	New ASSG terms of reference agreed and issued July 2018. SAT successfully reconfigured by July 2018 to take University forward for Silver Award.
1.4	Promote visual gender equality and identity.	From the University's 2015 submission ECU feedback recommended marketing contribution in support of AS activity. Clear messaging, senior management/leadership	A marketing/communications representative is now a member of the SAT. Marketing taking an active lead in promoting a positive visual effect. A key constituent to embedding AS principles is visual activity built around gender equality on campus.	Laura Marz (Marketing and Communications) Mandy Abbey and Patrick John (SAT Chair)	Promotions throughout calendar year, such as, IWD event held in March 2018 and other events and activities through year. Events programme	Feedback from events and activities. Increase in website activity and

Action Point	Description	Action	Progress	Responsibility	Timescale	Measure of Success
		<p>support and effective school activity.</p> <p>Further, increase the visibility of female role models through a variety of University-wide and public events.</p> <p>Promote the principles of the expanded charter to Professional Support Services through the PSS forum and management boards.</p>	<p>University marketing team have a member of staff on the University SAT who leads and advises accordingly on promoting visible role models and events.</p> <p>Information on AS and the expanded charter is circulated on the staff e-bulletin and directly to academic and PSS departments.</p>	SAT Chair	run throughout 2018 - 2020.	<p>attendance at events.</p> <p>Wider understanding of AS outside of academic areas.</p>
1.5	Gender balance on decision making boards.	Representation on decision-making bodies must be balanced and reflect the diverse staff on campus. The University will aim to achieve a 50/50 female/male split on influential boards by 2022.	Ensure boards are equally represented. Consideration of how committee gender balance is affected by women on various employment contracts. The University is at 43% women representation as at April 2018.	ULT, Deans, Heads of School and Service Directors	50/50 representation across decision-making committees by 2022.	Achieve 50/50 female/male representation by 2022.
1.6	Develop a culture of staff and student engagement with equality and diversity issues through emphasising the value of diversity to the institution.	Arrange student and staff focus groups to develop EDI awareness and listen to staff concerns. At each of the workshops, Athena SWAN is covered to embed awareness among staff groups that are not routinely conscious of AS, for example, commercial staff, estates and student groups.	Staff and student engagement has been operating more efficiently since December 2017. As at March 2018, 131 (M29/F102) staff have attended EDI workshops, focus groups, and approximately 152 (M49/F103) students.	Patrick John (Head of EDI) and University EDI office	Staff and student forums run throughout the academic year.	Positive recorded feedback and improved understanding of Athena SWAN and EDI on campus.

Action Point	Description	Action	Progress	Responsibility	Timescale	Measure of Success
1.7	Engage with Equality Charters and organisations that promote intersectionality and support equality on campus.	University to join ECU Race Equality Charter (REC), Stonewall Diversity Champion programme and Disability Confident.	The University became a member of the ECU REC and became Disability Confident committed (Level one). The University became a Stonewall Diversity Champion. All of these Charters are now actively supported and progress is monitored.	Patrick John (Head of EDI) and EDI Committee	Progress with Charters are being monitored and actioned accordingly.	Improved campus confidence among students and staff measured through staff and student EDI and intersectionality engagement forums. Achieve a Bronze REC award by 2021 and join Stonewall's top 100 workplace equality index by 2021.
1.8	Increase the visibility of women role models.	University to promote women role models through a number of activities, programmes and publicity events throughout academic year.	Women events promoted through the Minerva network, Services and academic School events and University wide events such as international women's day and business week.	Laura Marz (Marcomms) Mandy Abbey and Patrick John (SAT Chair) Deans and Heads of School	Continuous programme of events run throughout academic year.	Positive feedback from staff and students.
1.9	Increase the level of engagement with Athena SWAN.	Each AHSSBL School is to have developed an AS plan and prepared submission dates. AHSSBL Schools are to have participated in University AS activities and sharing best	AHSSBL Schools all have submission dates and AS plans are advanced, SATs are active and constructive progress is being made.	AHSSBL Deans and Heads of School.	All AHSSBL Schools to submit AS submission by November 2020.	All AHSSBL Schools to achieve a bronze award by November 2020.

Action Point	Description	Action	Progress	Responsibility	Timescale	Measure of Success
		practice events during 2018/19. Run an Athena SWAN masterclass in 2017/18 - Use Athena SWAN to increase the knowledge and expertise developed to support new Athena SWAN activity in FACE and BLP (AHSSBL Schools).	Planning a second masterclass	Patrick John (SAT Chair)	Host a second masterclass in Autumn 2018.	Positive feedback from participants and increased knowledge of process and success winning activities.
1.10	EDI Committee influence.	The re-organised EDI Committee led by the Registrar has issued an EDI and intersectionality plan that academic Schools and Service Directors follow and lead with. The aim is to improve awareness and engagement in Athena SWAN and EDI matters more routinely.	Updated EDI plans from each Faculty published by June 2019.	Jeanette Strachan (Registrar), Patrick John (head of EDI), Heads of Schools and service directors	Summer 2019	EDI plans fully engaged at Faculty and Directorate level by the summer 2019.
2.	Promoting a culture of Gender Equality and Advancement					
	Objective: Equality, diversity and inclusivity (EDI) and Athena SWAN Interventions that demonstrate equality and flexibility					
2.1	Faculty Athena SWAN and EDI representation.	Improve Athena SWAN and equality awareness among senior management, Faculties, Schools and Services.	Faculty representatives attend EDIC and Athena SWAN SAT. Faculty and School management boards engage at management level on how the Athena SWAN and wider EDI principles are incorporated into the organisation, Schools and Services.	ULT, Deans and Heads of Schools and Service Directors.	Timetable for engagement complete by May 2018.	University management engaging routinely with AS and EDI at boardroom level.

Action Point	Description	Action	Progress	Responsibility	Timescale	Measure of Success
2.2	Recruitment and selection. Adequately capture and record contract information at recruitment.	Adequate measures are in place to ensure gender fair and balanced staff recruitment that reflect the University's values. Improve the Stonefish (Recruitment software) to enable it to capture contract detail such as T&R.	Manage and promote unconscious bias training and maintain a proactive and robust stance in driving out all forms of indirect inequality during recruitment. Initiatives developed to ensure equality in recruitment and selection through data monitoring, management processes and consistency. The Athena SWAN process identified this gap in University recruitment data and the SAT requested this issue is costed and resolved by September 2018.	Phil Quinn (Head People Services) and Lee Brown (Head Staff Recruitment) Lee Brown (Head of Recruitment)	Continuous review by engagement and consultation between HR and Faculties. September 2018	Success measures based on data analysis of recruitment activity. 100% of staff (that need to be trained) trained in unconscious bias interview techniques. Academic Recruitment data is accurately captured and recorded by academic contract for example T&S and T&R.
2.3	Monitor gender balance of academic and PSS job applicants.	Put measures in place to monitor applications in areas of under representation.	HR recruitment concurrent with academic and service leaders recruiting plans. Monitor applications, especially in University areas of underrepresentation.	Lee Brown (Head Recruitment) With support from Heads of School.	Continuous monitoring of recruitment activity.	A balanced approach to recruitment and balanced gender representation across campus.
2.4	Staff retention initiative.	Develop initiatives to monitor staff retention and trend analysis to alert Faculties, Schools and HR to areas of concern. Mitigate risk of staff	Implement a system that captures staff retention positives that encourages and supports retention of female staff. The retention scheme may need to be more robustly managed in areas of STEMM and or areas of the	Phil Quinn (Head of People Services), Heads of	Implemented by June 2018	Staff Survey 2018, data analysis and liaison with academic areas.

Action Point	Description	Action	Progress	Responsibility	Timescale	Measure of Success
		losses as a result of gender related issues.	University with evidence of under representation.	School and Directors		
2.5	Target schools with low gender (male or female).	Understand why Faculties/Schools may have low male/female staff numbers, develop a balanced gender profile and remove barriers in Schools or Service areas.	Use data to support analysis and act on findings to improve gender balance in areas of underrepresentation on campus.	Deans and Phil Quinn (Head of People Services)	June 2018.	To be on par with national benchmarks by 2022.
2.6	Complete Equal Pay and Gender Pay Gap Review.	Equal Pay and Gender Pay Gap reports to be complete by March 2019. Analysis of data and act on differentials and discrepancies in audit reports by March 2019.	Audit of equal pay audit and gender pay gap based on annual findings reported through the government website.	VC, Kate O'Connell (HRD), Phil Quinn (Head of People Services)	31 March 2019	The University's aim is to reduce gender median/mean pay gap by 10% by 2022.
2.7	Support for transgender students and staff and wider equality issues.	Awareness of trans issues and ensure that trans staff remain an inclusive and integral part of our equality and diversity agenda. Widen the intersectionality programme to include BME staff and students.	Introduce further trans support through revised policy. Improve the availability of gender neutral toilets on campus. Continue to ensure trans support is evident and flexible to meet the needs of trans staff and students. The University has joined the Race Equality Charter (REC).	Patrick John (Head EDI), Bev Palmer (EDI Adviser) and LGBT staff network	Policy review complete by September 2018	Trans staff and students report that they are supported by the University (based on one to one discussion). Joined the REC with an aim to submit for a bronze award in 2021.
2.8	Family, caring and child care	The wellbeing of our staff is central to a fair campus and the University is committed to	Work started to ensure staff with family caring responsibilities are aligned with staff needs and are	Kate O'Connell (HRD and Phil Quinn Head of	October 2018	The next staff survey Spring 2018 will measure staff

Action Point	Description	Action	Progress	Responsibility	Timescale	Measure of Success
	support and flexible working.	<p>facilitating staff support in line with University policy.</p> <p>Ensure the needs of the staff with family support responsibilities are adequately met and supported.</p> <p>Review childcare support through feedback from staff survey 2018.</p> <p>Introduce a carer's emergency short-term leave guideline to ensure consistency.</p> <p>Review car-parking arrangements for staff with family care responsibilities.</p>	<p>cognisant of family support requirements. This includes line managers and their engagement with staff.</p> <p>HR developing ICT records to ensure flexible working data is adequately managed, which include timetabling and keeping in touch with staff on maternity and or adoption leave.</p> <p>Under review</p>	<p>People Services</p> <p>Acting Head of Estates</p>	<p>Summer 2018</p>	<p>sentiment and look to see improvement on staff satisfaction against flexible working practices.</p> <p>Practical car parking arrangement that suits all staff needs.</p>
2.9	Identify breastmilk expressing and breast feeding room.	Locate a suitable breastfeeding and expressing room for students and staff on campus that is accessible, safe and offers privacy.	Room identified in the new Medical Building that is suitable in terms of design and meets the required safety standards. Information has been circulated so students and staff are aware of its location and accessibility.	EDI office to inform students and staff through e-bulletin and oversee use.	Beverley Palmer (EDI Adviser)	Room clearly identified and accessible.
2.10	Eliminate gender bias.	Ensure University policies, practices and procedures are consistently executed in a manner that eliminates gender	EDIC, HR People Plan, SAT and management boards monitor activities to underline the University zero tolerance for any form of	Jeanette Strachan (Registrar), Phil Quinn	Reviewed each Semester at University	Staff focussed feedback on progress and lived

Action Point	Description	Action	Progress	Responsibility	Timescale	Measure of Success
		bias in all aspects of University employment.	indirect discrimination or disadvantage.	(Head of People Services and Deans and Service Directors	SAT and EDIC.	experience at each Semester.
2.11	Support and encourage Athena SWAN participation.	Ensure adequate processes are in place to raise the standards of School Athena SWAN applications following Shape and Size Review.	All Schools to have AS submission dates in their plans. Sharing best practice sessions run every semester to help schools raise their AS profile and seek ideas and advice.	School AS leads and University SAT	All School AS submission dates revised and published.	Successful awards for STEMM Schools by 2019 and AHSSBL by 2020.
2.12	Support for staff maternity and adoption returners.	Provide support to ensure a smooth return to work and a continuation of career progression for the maternity and adoption leave returner. Improve data recording of paternity leave.	University policy and practice aligned with maternity return to work in the workplace, interpretation of practice and management. Ensure supporting practices in place to support staff returning to work after a leave of absence through maternity or adoption leave. iTrent and MyHR to accurately improve paternity leave records by March 2018.	Anne McCaffrey (Head HR Services) Phil Quinn (Head of People Services) and Alison North (HR ICT)	Reviewed each Semester and report back through SAT and HR for actions. June 2018	Aligned maternity and adoption policy, practice and procedure with AS principles. Successful recording and annual reporting of paternity data on iTrent/MyHR
2.13	Join up communications between	Develop a consistent approach to policy and practice implementation to ensure that	The need for a consistent approach across all University areas, in such fields as promotions, academic	Kate O'Connell (HRD and Phil Quinn (Head	Measured Quarterly	A consistent approach for people related issues such

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	Faculties and HR Support Services to deliver a consistent outcome for women.	outcomes are not inadvertently discriminatory and are consistently fair for all.	appraisal and HR policy implementation was identified through the Athena SWAN submission development.	of People Services)	starting in April 2018.	as appraisals and probation that is measurable and evaluated for consistency.
3.	Women and leadership					
	Objective: Increase the number of women in leadership roles through career transition and development					
3.1	Appraisal programme.	Transparent and fair appraisal system that embeds the principles of gender equality, openness and opportunity for all employees. Each staff member is to have an appraisal annually.	Establish and develop a Staff Performance and Development Review (SPDR) programme. The SPDR (includes annual appraisal) programme aiming for 100% participation. All employees are to have an annual appraisal review.	Kate O'Connell (HRD), Phil Quinn, Martha Kember (Staff Development) and Sarah Simpson, Deans, Heads of School and Service heads.	SPDR implemented and monitored through 2018.	100% take up of annual appraisal.
3.2	Academic Staff Promotion.	Academic promotion process that values the contribution of its people and is embedded in the Staff Performance and Development Review (SPDR) framework.	Use data from past academic promotion rounds to identify promotion pinch points. Investigate our understanding of why women take longer to apply for promotion than men.	Kate O'Connell (HRD), Phil Quinn, Martha Kember (Staff Development)	Spring 2018 Review to confirm promotion system remains balanced and transparent.	Further actions to be agreed based on outcomes of the feedback and review of appraisal system.

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	Equality of opportunity for Teaching and Scholarship.	Review the equality of opportunity for academic staff on a T&S contract. 58% of staff on T&S are women; therefore, the University needs to investigate the equality of outcomes for this career group.	<p>What are the intervals between women being unsuccessful and reapplying for promotion.</p> <p>Investigate promotions for P/T staff and how P/T staff promotions are managed and encouraged.</p> <p>The Athena SWAN review highlighted this issue and it will require further investigation in 2018.</p>	<p>Deans and Heads of School</p> <p>HR Services to conduct initial investigation</p>	December 2018	Feedback from the review of the promotion pathway for T&S.
3.3	Support, develop and advance women's careers at the University.	<p>Leadership training in management and higher education to provide staff with the skills to compete equally for higher appointments. Identify future talent.</p> <p>Review of coaching and leadership skills training to ensure transparency of criteria and decision making.</p> <p>Supporting women on the Aurora programme.</p>	<p>A comprehensive development programme has been fashioned to support University staff, and in the main, women to reach to their full potential.</p> <p>The career development programmes support and build confidence in our women and enables many to reach their full potential and achieve successful careers.</p> <p>Nine women were supported and funded to attend the LFHE Aurora programme in 2018.</p>	Deans and Heads of School, Phil Quinn (Head of People Services) and Martha Kember (Staff Development)	Continuous programme of development and advancement led by Staff Development and managed through Faculties and Schools.	<p>The staff survey in 2018 will offer an insight into the success of the Staff Development and advancement programmes.</p> <p>Increase the number of women on the</p>

Action Point	Description	Action	Progress	Responsibility	Timescale	Measure of Success
						Aurora programme to 12 annually.
3.4	Ensure development of opportunity is readily accessible to all.	Develop pathways for advancement and opportunity. Ensure an equal development pathway for female academic staff.	Analysis needed on information such as proportion of women at different grades and their development needs. Understand what the barriers are that may hinder progression.	Deans and Heads of School, Phil Quinn (Head of People Services) and Martha Kember (Staff Development)	Equality of opportunity for all staff during 2018/19 to maximise potential through individual development.	Continuous monitoring of learning and development and using feedback to improve development opportunities for staff.
3.5	Coaching and Mentoring.	Provide a robust mentoring programme that offers opportunity and development for staff that aspire further advancement. Continually improve the communication of our coaching and mentoring programmes across the University.	Supporting academic women's opportunity to develop a career and reach their full academic potential by offering coaching as an integral part of the academic development programme.	Phil Quinn, Martha Kember (Head of Staff Development, Deans and Heads of School)	Continuous	In 2018, 40 academic women registered with the coaching programme.
3.6	Training and Induction Courses.	Staff attendance on induction and equal access to training courses.	All academic and PSS attend the University induction. This is led by the senior leadership and sets the main requirements staff need to be into campus life. Induction is mandatory and take up is high.	Martha Kember (Head of Staff Development) and Judith Challis (Staff Development)	Continuous programme of training once per Semester.	100% new staff attend induction.

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	Mandatory EDI training.	Mandatory EDI training managed through line management to ensure as 100% completion.	Link directly with Athena SWAN and wider inclusivity agenda.	Patrick John (Head EDI)	Continuous	100% staff completion.
	Evaluate staff induction programme.	Evaluate and review staff induction programme in 2018.	Preparation to evaluate induction course to ensure it remains relevant and up to date.	Martha Kember (Head Staff Development)	June 2018	Adjusted programme based on staff input.
3.7	Evaluation of gender specific interventions.	Evaluate impact of Athena SWAN interventions on staff satisfaction, gender equality and achievements where interventions have made a difference.	University SAT, Faculties and Schools evaluating process, outcome and impact of gender specific interventions over academic year. Impact of PoWER programme, academic promotions and flexible working arrangements on campus.	University SAT reporting to ASSG. ASSG directs the change or action required to implement effective change.	This is a continuous process; however, some activities such as academic promotions and flexible working arrangements impact have set timeline cycles.	Measure through SAT and ASSG to report on improvement and impact.
3.8.	Identify if and why there are differences in leadership roles for women on campus.	Explore reasons for disparity of representation across Faculties and service directorates - identify actions to address differences. Review selection processes for leadership programmes to ensure that they are free from	Use of Minerva Women's Network and other focus groups to explore women in leadership and make recommendations that ensure parity.	Patrick John (Head of EDI), SAT members and Martha Kember (head of Staff Development), Lindsey Atkinson	May 2018 and annually thereafter.	Minerva Network feedback.

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		gender bias, and annually monitor numbers of men and women in leadership programmes. Establish a working group to take this work forward.		(Minerva Network)		
3.9	Unconscious bias training for staff across the University.	All staff on promotion or recruitment panels must complete unconscious bias training.	Training provided and workshops developed to complement online unconscious bias training. Head or staff recruitment, EDI and People Services support and advise University recruitment and promotion panels.	Phil Quinn (Head of People Services), Lee Brown (Head Recruitment) and Martha Kember (Staff Development)	Continuous monitoring and reporting on uptake.	100% completion for unconscious bias training for panel and recruitment panels.
3.10	Research Excellence Framework	Support REF panel members. Eliminate discrimination/bias in decision making and understand mitigating circumstances on submissions. Ensure a transparent and balanced approach to submissions.	To prepare for REF 2021 we need to consider how to build on equality and diversity impact in the REF process by reviewing coordinating actions, EIA, panel activity and procedure. Consultation to show that staff found the experience transparent and fair. REF procedure review and recommend guide to ensure an equitable process.	Maggie McGowan (Director of Research) Heads of School.	All REF reviews complete by March 2020.	Confident feedback from female academic staff that the REF process and experience is equitable and where issues are identified that may disadvantage because of gender the university is able to act.
3.11	Inspiring young women on campus.	Work with Students' Union to build a platform to inspire	Women's events that champion success is an integral part of the Marcomms cycle.	University SAT and Laura	Complete by September 2018.	Feedback from staff and student and

Action Point	Description	Action	Progress	Responsibility	Timescale	Measure of Success
		<p>young women studying at the University.</p> <p>Use International Women's Day/week (IWD) and other high impact events to promote and encourage aspiration.</p>	<p>Plans in place for 2018-2020 calendar and other events that celebrate women's achievements on campus.</p> <p>Engagement underway with Student Union to work together to promote gender success and role models to University students.</p>	<p>Marz (Marcomms)</p> <p>Patrick John (Head EDI and President HUU)</p>		HUU forums through University SAT.
3.12	Continue to increase the visibility of women leaders across our publicity materials.	<p>Marcomms review publicity materials, promotions and news.</p> <p>Actively promote University role models.</p>	Marcomms team actively engaged with ASSG, SAT and EDI Cttee. Marcomms developed the international women's day programme and support campus activity that raise women's profile and publish material supporting role models and women's achievement.	Dr David Richards (PVC RE and Chair ASSG), Anja Hazebroek (Director Marcomms), ULT, Patrick John (Head of EDI and SAT Chair).	<p>Continuous cycle of positively marketing and promotion of women on campus.</p> <p>Report to ASSG July 2018.</p>	Increase the number of female role models by four.
3.13	Continue to review selection processes for leadership programmes to ensure that they are free from gender bias. Monitor numbers	Selection processes for leadership and development programmes re-evaluated, gender balance monitored annually and any imbalances addressed.	Staff Development with Faculties and Schools to continuously review leadership programmes that develop careers and prepare academic staff for future leadership roles in HE.	Deans and Heads of School and Martha Kember (Head Staff Development)	Reviewed each semester.	Aim for minimum 50% female participation on leadership programmes by 2021.

Action Point	Description	Action	Progress	Responsibility	Timescale	Measure of Success
	of men and women in our leadership programmes.					
3.14	Annual review of academic promotions procedures to ensure transparency of criteria and decision-making.	Undertake an annual review of the process, procedure, documentation and guidance to ensure that criteria and decision-making is transparent and fair. This will include a review of the operation of the Academic Promotions Panel to ensure that feedback on decisions are clear and transparent and reflected based on the promotions criteria.	Paper to ULT following the Academic Promotions round in 2018 is in developmental stages.	Anne McCaffrey (HR Services)	By the launch of the Promotions Round 2018	Staff survey 2018 and academic staff feedback on promotions through bespoke forums.
4.	Policy, practice and procedure					
	Objective: Develop and create a community of equality and inclusivity through positive procedure, process and practice					
4.1	Remove barriers that hinder female progression.	Barriers that affect parents attending external events and conferences. Establish a focus group to improve our understanding and collect ideas to overcome barriers.	Explore funding options to assist parents/carers to pay for additional childcare costs associated with attending conferences.	Phil Quinn (Head or People Services) and Phil MacDonald (Director Finance)	This issue is acknowledged but still under review in terms of taking the proposal forward to completion.	Formal procedure and or practice to be put in place.
4.2	Examine exit data on women	Develop a system for conducting exit interviews at	HR to initiate a more robust scheme to carry out exit interviews	Phil Quinn (Head or	Under development	Improved ability to collect exit data.

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	leavers and conduct sample exit interviews, including non-returners from maternity leave.	School and Directorate level. This will require Faculties, Schools and HR to take appropriate action where inequality or barriers to progression are cited as the reason for leaving.	that establishes why academic women leave.	People Services) and Anne McCaffrey (Head HR Services)	and to be in place by June 2018 in line with MyHR roll out.	
4.3	Policy for family and caring responsibilities.	Review policies for family, children and caring responsibilities and making policies and guidelines easily accessible.	University Family Leave and Benefits Policy reviewed and updated in line with staff feedback and focus groups. This ensures the updated policy is cognisant of staff considerations.	Phil Quinn (Head People Services) and Anne McCaffrey (Head HR Services)	Under continuous review and report to SAT by June 2018.	Reviewed by June 2018 and tested with focus group.
4.4	HR - Athena SWAN aligned assessments and achievements.	Monitoring reports and assessments that support gender advancement and women's careers.	University related policies, schemes, practices and reports that are aligned through Athena SWAN are reported through the University SAT each Semester.	Phil Quinn and Martha Kember (Head staff development) and Anne McCaffrey (Head of HR Services)	Each Semester.	Alignment of HR process and policy with AS principles that enables consistent approach to application.
4.5	Tackling behaviour and harassment. How to communicate positive behaviours for students and staff.	Programme of training and understanding how we should behave respectfully. Policy implementation achieved and now monitored.	Updated Bullying and Harassment policy issued and HR awareness training on preventing harassment in the workplace continuing during 2018/19.	Phil Quinn (Head Organisational Development)	Continuous review.	Number of cases monitored by HR Partners for up/down trends.

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4.6	Introduce a Dignity and Respect Adviser (DARA) programme.	The University identified the need to re-launch its Dignity and Respect Adviser (DARA) programme.	The DARA programme was launched and now gathers feedback that helps staff to understand issues in the workplace associated with protected characteristics.	Patrick John (Head EDI) and EDI office	DARAs meets every Quarter.	DARA feedback – used to check staff temperament.
5.	Communications and marketing					
	Objective: Championing what we do well in a diverse and inclusive market					
5.1	Reflect diverse staff on campus.	How does the University reflect the diversity of its workforce and how does it develop its messaging and imagery around gender equality. Review student prospectus to ensure it reflects the diversity of campus life.	Aim to reflect the diverse campus and its people through a marketing scheme that promotes our equality values at all career and educational stages. The diverse nature of the campus should be reflected in all strategic communications and imagery. Amend student recruitment prospectus	Phil Quinn (Head of People Services), Anja Hazebroek (Head of Marcomms) and Patrick John (Head EDI) Deborah Green (Director Recruiting) and Marcomms	All complete by July 2018. Aim for 2019 Student Prospectus.	Improved Marketing and communications image based on website hits and ebulletin entries. New and updated prospectus for 2019.
5.2	Staff surveys.	Carry out staff surveys to understand and act on AS interventions and consider findings to improve the staff and student experience,	The full staff survey will be carried complete in 2018.	Kate O'Connell (HRD), Phil Quinn and	Staff survey published in 2018.	Improved staff satisfaction and morale. Measure impact of EDI interventions. Aim

Action Point	Description	Action	Progress	Responsibility	Timescale	Measure of Success
	Student surveys.	gender balance and eliminate inequality. Carry out student surveys through the University Union to ascertain the degree of satisfaction students have with gender related issues and equality/diversity on campus.	This will commence with new Student Union Officer's team in September 2018.	Anne McCaffrey EDI Team and HUU.		for higher staff satisfaction than the last staff survey.
5.3	Market what we do well	Marcomms to lead the positive imaging of women in leadership roles on campus, role models and champion the success areas where women have made a difference.	Market University achievement through SharePoint, University website and e-bulletin highlighting gender balanced images.	Laura Marz (Marcomms), University SAT and Faculty Deans and Heads of Schools.	Reviewed every 6 months.	Ebulletin and website activity showing upward trend in awareness.
5.4	Improve University inclusivity image.	Develop gender specific themes such as International Women's Day/week and other activities that overtly promote gender advancement. Celebrate key achievements and empowerment. Continue to increase the visibility of women leaders across our publicity materials.	University staff video re-shot to capture the more diverse campus staff profile. Review publicity materials/news to highlight women in leadership roles and women's success on campus.	Anja Hazebroek (Director of Marcomms), Laura Marz (Marcomms) and Deborah Green (Director Student Recruitment)	Marketing literature review through 201/19.	Improvement in the views and feedback from students and staff on the inclusive nature of the University's literature.
5.5	Actively manage the University's Athena SWAN	Ensure Athena SWAN webPoWER is current and offering information on how the	The Athena SWAN website is now managed directly by the SAT Chair. Information is issued	Patrick John (SAT Chair)	Athena SWAN Website refreshed in	Increased hits on the website.

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	web pages to provide a central source of information and best practice.	University address gender equality and advancement of women's careers.	through the all informing e-bulletin and the website is used to highlight gender specific measures.	and Marcomms	April and September 2018.	
5.6	Produce and circulate a quarterly Athena SWAN newsletter to inform staff of news, events and funding opportunities, and promote awareness of existing networks, training and good practices.	Athena SWAN information is circulated through the University ebulletin. The ebulletin/newsletter is distributed to all staff as a tool to pass information, create awareness and keep Athena SWAN in the public eye.	Athena SWAN information is circulated each Semester. Separate information may be distributed through Schools and Service areas to highlight a specific area of best practice.	University SAT and Marcomms	Aim is to have ebulletin published in each Semester – starting with Spring 2018.	The number of hits on line and increased Athena SWAN awareness in PSS areas.