Department Application

Bronze and Silver Award

ATHENA SWAN BRONZE DEPARTMENT AWARDS

Recognise that in addition to institution-wide policies, the department is working to promote gender equality and to identify and address challenges particular to the department and discipline.

ATHENA SWAN SILVER DEPARTMENT AWARDS

In addition to the future planning required for Bronze department recognition, Silver department awards recognise that the department has taken action in response to previously identified challenges and can demonstrate the impact of the actions implemented.

Note: Not all institutions use the term 'department'. There are many equivalent academic groupings with different names, sizes and compositions. The definition of a 'department' can be found in the Athena SWAN awards handbook.

COMPLETING THE FORM

DO NOT ATTEMPT TO COMPLETE THIS APPLICATION FORM WITHOUT READING THE ATHENA SWAN AWARDS HANDBOOK.

This form should be used for applications for Bronze and Silver department awards.

You should complete each section of the application applicable to the award level you are applying for.

> Additional areas for Silver applications are highlighted throughout the form: 5.2, 5.4, 5.5(iv)

If you need to insert a landscape page in your application, please copy and paste the template page at the end of the document, as per the instructions on that page. Please do not insert any section breaks as to do so will disrupt the page numbers.

WORD COUNT

The overall word limit for applications are shown in the following table.

There are no specific word limits for the individual sections and you may distribute words over each of the sections as appropriate. At the end of every section, please state how many words you have used in that section.

We have provided the following recommendations as a guide.

Department application	Bronze	Silver
Word limit	**10,500**	**12,000**
Recommended word count		
1.Letter of endorsement	500	500
2.Description of the department	500	500
3. Self-assessment process	1,000	1,000
4. Picture of the department	2,000	2,000
5. Supporting and advancing women's careers	6,000	6,500
6. Case studies	n/a	1,000
7. Further information	500	500

Name of institution	University of Hull	
Department	School of Mathematics and Physical Sciences	
Focus of department	**STEMM**	**AHSSBL**
Date of application	18th May 2018	
Award Level	**Bronze**	
Institution Athena SWAN award	**Date: April 2015**	**Level: Bronze**
Contact for application Must be based in the department	Prof. Bernard P. Binks	
Email	b.p.binks@hull.ac.uk	
Telephone	01482 465450	
Departmental website	http://www.hull.ac.uk/faculties/fse/mp.aspx	

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

Recommended word count: Bronze: 500 words | Silver: 500 words

An accompanying letter of endorsement from the head of department should be included. If the head of department is soon to be succeeded, or has recently taken up the post, applicants should include an additional short statement from the incoming head.

Note: Please insert the endorsement letter **immediately after** this cover page.

UNIVERSITY OF HULL

University of Hull
Hull, HU6 7RX
United Kingdom
www.hull.acuk

Equality Charter Manager
Equality Challenge Unit
7th Floor, Queens House
55/56 Lincoln's Inn Field
London WC2A 3LJ

17th May 2018

Dear Ms Dickinson Hyams,

It is with the greatest pleasure I write to endorse my School application for an Athena SWAN Bronze Award. I am committed to gender equality and promoting equality for all, and have spent a considerable amount of time and effort in enabling the implementation of the Charter principles across the University. This is the fourth Athena SWAN Application I have been involved with; I was the lead academic in the University of Hull's first Bronze Application and, after the University achieved the Bronze Award, led the successful submission of a Bronze application for the Department of Chemistry. I have also been contributing to the University's current resubmission for a Bronze Award, and have been the lead in the preparation of this submission.

The University has seen many changes over the last two years and I am very excited to be working with our new female Vice Chancellor who has already clearly stated her support for the advancement of equality and diversity in Hull. Our School which includes Chemistry, Mathematics, and Physics was formed in the summer of 2016 after the University underwent a huge change programme in terms of organization, teaching, IT systems and support services. I have been working to build a School identity and collegiate atmosphere for staff and students. The School Athena SWAN application is based on sharing the actions that were already in place for the Department of Chemistry and incorporating initiatives that were in place for the Department of Physics & Mathematics. We have been collecting information about staff and student attitudes to Athena SWAN since 2015 and progress has been seen in several areas including awareness of the Charter and its principles.

My commitment to Athena SWAN is based on the past experiences of myself and female colleagues. In the past, as a younger researcher, I had to fight to be taken seriously as a research student, and later found it hard to balance work and family life with two children. I am pleased to say that support has increased but I want to ensure that staff and students at all levels do not experience the same difficulties. I have a strong personal interest in support for female postgraduate students, both in terms of ensuring the research environment is supportive and building up the confidence of students in their abilities.

Within our School we have clearly have many challenges to address. Despite a strong outreach programme, the percentage of female students across all subject areas is lower than the HESA benchmarks. I am however excited about the new Physics marketing campaign "The Changing Face of Physics." After implementing changes to the recruitment processes we have made progress in appointing female academic staff but the percentage is still low. A recent strength has been development of female academic careers, but this has proved a double-edged sword as we have recently lost female academic staff to more research-intensive Universities. Their decision to leave Hull has perhaps been influenced by the changes at the University, and, as Head of School, I am continually working to foster a positive and supportive culture as described in our Action Plan.

I am enthusiastic about implementing our Athena SWAN Action Plan in parallel with the new University Athena SWAN Action Plan as working together we can embed equality and wider inclusivity in everything that we do.

The information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the School.

Yours sincerely

Professor Gillian Greenway

Head of School of Mathematics and Physical Sciences

WORD COUNT 620

Glossary

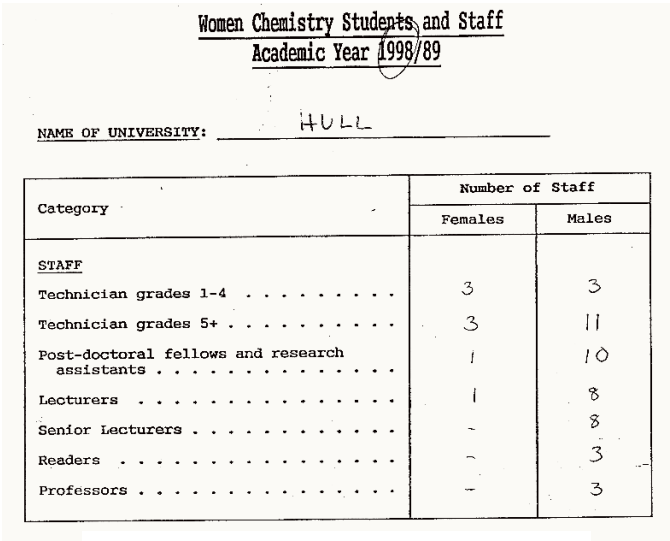
AS	Athena SWAN
AST	Academic Support Tutor
C2016+	Curriculum 2016+ (University-Wide Curriculum Review 2016)
E&D	Equality and Diversity
ECR	Early Career Research(er)
ECU	Equality Challenge Unit
FoSE	Faculty of Science and Engineering
FT	Full time
HE	Higher Education
HEA	Higher Education Academy
H&S	Health and Safety
HoD	Head of Department
HoS	Head of School
HR	Human Resources
NSS	National Student Survey
ORD	Ordinary degree
PCAP	Postgraduate Certificate in Academic Practise
PDRA	Postdoctoral Research Assistant
PGR	Postgraduate Research
PGT	Postgraduate Taught
PGTS	Postgraduate Training Scheme
PT	Part-time
PRES	Postgraduate Research Experience Survey
RFO	Research Funding Office
SAT	Self Assessment Team
Sharepoint	A web-based platform for management and sharing of documents
T&R	Teaching and Research (type of academic contract)
T&S	Teaching and Scholarship (type of academic contract)
UG	Undergraduate
UoH	University of Hull
VLE	Virtual Learning Environment

2. DESCRIPTION OF THE DEPARTMENT

Recommended word count: Bronze: 500 words | Silver: 500 words

Please provide a brief description of the department including any relevant contextual information. Present data on the total number of academic staff, professional and support staff and students by gender.

The University of Hull was founded in 1927 and is the fourteenth oldest University in England. In April 2018 the Higher Education Policy Institute found that the University of Hull is the most successful UK University for widening participation and ensuring access to people from all backgrounds.[1] It has recently undergone a Shape and Size Review to provide a streamlined organisational structure fit for the current HE environment. In August 2016 the University was reorganised into four approximately equally-sized Faculties incorporating 11 Schools from 6 Faculties and 23 Departments. As result of this reorganisation the School of Mathematics and Physical Sciences was formed on 1st August 2016 in the Faculty of Science and Engineering. The School comprises the previous Department of Chemistry (which was awarded an Athena SWAN Bronze in June 2016) and the Department of Physics & Mathematics. Shortly after this the line management of the administrative staff was moved to a Faculty level hub, leaving one School Administrator (F) and one administrative assistant (M) in the School. The academic staff are supported in teaching and research by a core of 18 technical staff of which 5 are female but the line management of these has recently been transferred to Faculty level. At present the School has 51 FT academic staff of which 8 are female, which is low but fairly consistent with sector norms, but is considerably better than the data from 1988/89 (shown right). At present the undergraduate numbers are these: Chemistry 445 students (137 F: 308 M); Mathematics 104 students (36 F:68 M); Physics 279 students (51 F: 228 M). The number of female students is low compared to the sector and this is a major issue we have addressed in our Action Plan.



Women Chemistry Students and Staff
Academic Year 1988/89

NAME OF UNIVERSITY: HULL

Category	Number of Staff	
	Females	Males
STAFF		
Technician grades 1-4	3	3
Technician grades 5+	3	11
Post-doctoral fellows and research assistants	1	10
Lecturers	1	8
Senior Lecturers	-	8
Readers	-	3
Professors	-	3

Gender breakdown of staff in the Department of Chemistry from 1988/89 (*sic*).

Figure 1 is an organogram showing the organisation of the School. The Head of School chairs the School Executive which comprises the three Subject Heads with line management responsibility for staff in their subject area and the Directors of Learning & Teaching, Student Experience, and Research. The Executive also includes the School Academic Manager and Administrator.

[1] http://www.hepi.ac.uk/2018/04/05/5576/

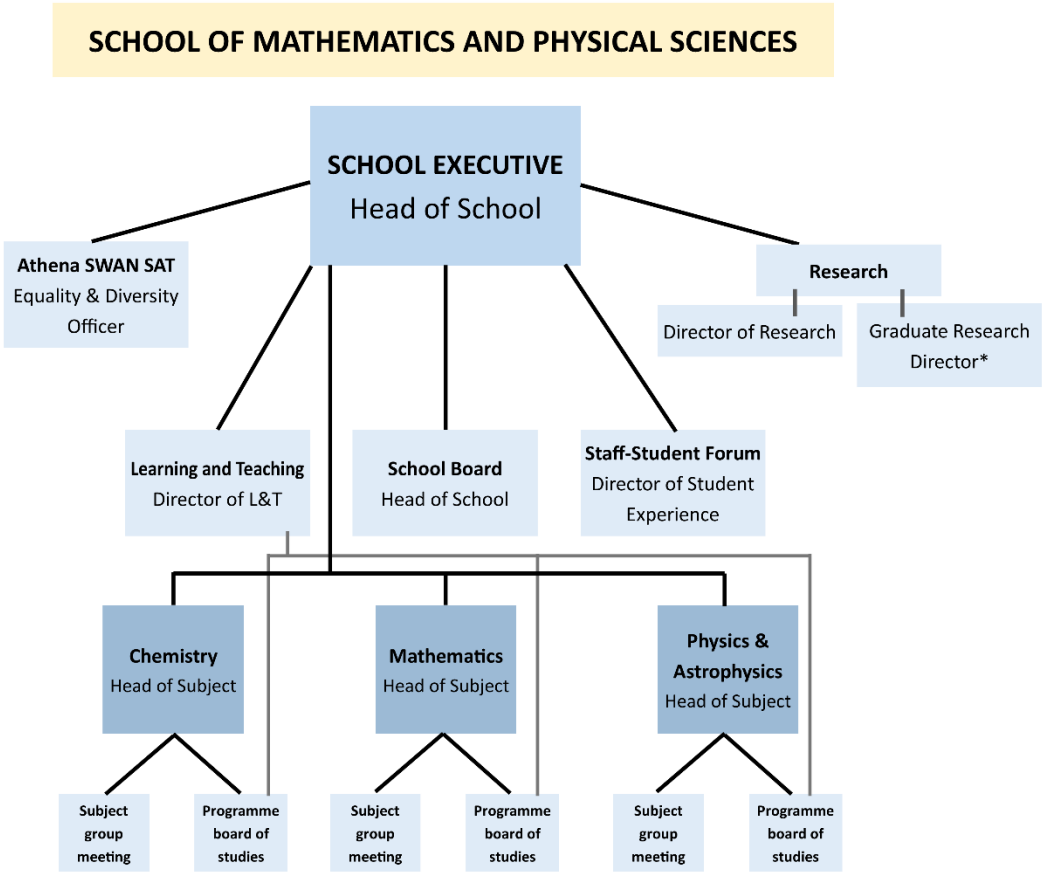


*Figure 1. Each subject has its own Head of Subject and they represent the staff on the School Executive. * The position of Graduate Research Director has been recently introduced to provide tailored support to postgraduate students.*

At present the Chemistry academic staff are located in the Chemistry Building (shared with Chemical Engineering) and the Physics staff are mainly based in the Robert Blackburn Building, with other Mathematics and Physics staff located in two other connected science buildings. There is a current investment plan to improve the Science and Engineering estate and ensure co-location of staff in specific subject areas to enhance the learning communities.

The Chemistry and Physics subject areas have worked closely together in the past and there was a joint submission of relevant staff to REF 2014 in which 86% of staff research outputs were deemed to be either world leading or internationally excellent in terms of originality, significance and rigour. In 2015 the Physics section expanded with the formation of the E.A. Milne Centre for Astrophysics and the appointment of five new staff. Mathematics was reintroduced at the University in 2014 and is a growing section of the School both in terms of teaching and research. The School provides different access routes to studying, including apprenticeships, a blended-learning chemistry degree (part-time) and foundation years for all subjects for students without traditional qualifications. As part of the University change programme the curriculum of all our degrees was re-designed in the Curriculum 2016+ project. This was a huge undertaking which along

with refreshing the learning experience and incorporating accreditation requirements of professional bodies, ensured employability skills were embedded in the courses.

Recently the School has experienced a reduction in student numbers. This is especially the case in Chemistry where we compete against several newly-opened Chemistry Departments. In 2013 degrees in Biochemistry were introduced. These programmes are managed within the Chemistry subject group. We hope that new degrees such as Biochemistry and Physics with Theoretical Physics will broaden the range of applicants.

The current female HoS Professor Gillian Greenway took over from Professor David Evans in February 2017. David had previously been HoD for Chemistry. The previous HoD of Physics & Mathematics was Professor Mary O'Neill. In the last year several staff have left the University including both senior and early-career female researchers. Although these moves have been excellent for those staff in terms of career development, the turnover of staff may have been accelerated by the many changes occurring at the University. Against this background we are working to build a School identity where we share good practise and develop a good working environment for all staff in which staff are fully aware of and take advantage of family-friendly policies.

WORD COUNT 807

3. THE SELF-ASSESSMENT PROCESS

Recommended word count: Bronze: 1000 words | Silver: 1000 words

Describe the self-assessment process. This should include:

(i) a description of the self-assessment team

The SAT was refreshed from the team that had applied for the Chemistry Bronze Award in 2016 to ensure we had a blend of experience and representation from all subject areas, technical and administrative staff and students. There is 50% female representation from the School, plus three invited members from Faculty who support the application and actions. The make-up of the SAT is detailed in Table 1 and the members are shown in the photograph below (Figure 2).

Figure 2. Self-Assessment Team for School of Mathematics and Physical Sciences.

Name	Role in the School	Experience brought to the SAT
Prof Bernie Binks	Professor of Physical Chemistry	Chairs committee, Senior academic, married with a school-aged child.
Prof Gillian Greenway	Head of School, Professor of Analytical Chemistry	Past deputy chair of both the University and Department of Chemistry Athena SWAN SAT. Worked full time whilst raising two children, latterly as a single parent.
Dr Ali Adawi	Senior Lecturer in Physics, Ethics Officer	Male academic married with three school-aged children.
Dr Emanuele Verrelli	Lecturer in Physics, Seminar organizer	Male academic married with one school-aged child.
Dr Kevin Pimbblet	Senior Lecturer in Physics	Dual-National academic with extensive overseas and home experience in teaching and research. Married with three school-aged children.
Dr Tim Prior	Lecturer in Inorganic Chemistry	Male academic married with young family. Contributes towards data analysis.
Dr Joscha Prochno	Lecturer in Mathematics	Male academic married with two young children. Organizes “Women in Science/Mathematics” event.
Ms Laura Broddle	Teaching fellow in Mathematics	Female single parent with school-aged child. Initiative with female sports activities.
Dr Jael Williams	Teaching fellow in Mathematics	Female, completed a PhD whilst being a single parent of two children. Now married with 4 children.
Mr Jordan Sandland	PhD student (Chemistry)	Male single, no children. Involved with School surveys.
Ms Charlotte Eling	PhD Student (Physics)	Female, single no children. Involved with School surveys.
Ms Aimie Rendle	PhD Student (Chemistry)	Female, single, no children. Involved with School surveys.
Ms Julia Malle	Glass blower and Faculty Deputy Chief Technical Officer.	Female technician, one young child. Provides input on technical staff experiences.
Ms Sarah Grindell	School Administration Manager	Female administrator, school aged child. Equality, Diversity and Inclusivity Lead for the School.
Ms Tracey I’Anson	Faculty Student Engagement Officer with responsibility for the School.	Female. Co-ordinates and supports initiatives to enhance student experience such as Peer Mentoring.
Mr David Roper	School Support Administrator based in the Faculty Dean’s Executive office.	Male administrator, single no children. Committee secretary
Ms Ellie Reynolds	Invited, Faculty Data Officer based in the Dean’s Executive Office.	Female, helped to compile University staff and student data. Lives with partner and has two grown-up stepchildren.
Ms Tracy Turner	Invited, Dean’s Executive Office Manager.	Female, lives with partner, no children. Provides Faculty level support to Athena SWAN panels.

Table 1. Self-Assessment Team Membership.

(ii) an account of the self-assessment process

In April 2016 the Department of Chemistry obtained the Athena SWAN Bronze Award. Professor Binks, in his role as chair of the SAT, had consulted with Professor Paul Walton from the Department of Chemistry at the University of York which has an Athena SWAN Gold Award and Professor Evans consulted Professor Emma Raven from the Department of Chemistry at Leicester which has an Athena SWAN Silver Award. Professors Binks and Greenway attended a NE regional Athena SWAN event at Hull. Professor Greenway was a member of the University of Hull self-assessment team which obtained direct feedback from the ECU. She has been an AS panel member and consulted with colleagues from the Hull York Medical School (HYMS), which had been awarded a Departmental Bronze based on the University of York's Institutional Bronze.

We have been working towards the AS principles since the formation of a SAT in 2014. The Chemistry Department SAT began meeting on 10/10/14 and had bimonthly meetings until the autumn of 2016 when the new School SAT was formed. Minutes of the meetings were made available to all staff through a shared folder. For the Chemistry award there had been consultation through various mechanisms. At an early stage in the process a female PDRA held a focus group with other female PDRAs following on from her experiences on the University SAT. The PDRA then collaborated with a male PG student to devise a questionnaire (with input from the SAT) to probe the attitudes of all students, researchers and staff in the department to gender equality issues. A 62% return was obtained for the first questionnaire. A Women's Chemistry Network was set up, open to all academic staff and researcher to enable mutual support and identify areas of good practice and areas of concern. The feedback from the network and other consultations was shared with the SAT and an Action Plan was drawn up.

In the summer of 2016, when the re-organisation plans were announced, staff from Physics & Mathematics were invited on to the Chemistry SAT prior to the formation of the new School SAT with the first meeting on 13/12/2016. The aim was to continue to implement the parts of the Chemistry Action Plan that were relevant, to share what had been found previously and to identify similarities and differences between the subject areas so that the Action Plan could be updated.

Prior to 2016, senior academic staff in Physics had already been working on the Athena SWAN principles and had signed up for the Institute of Physics Juno Supporter status in 2012 and appointed a Juno Champion. Ali Adawi from the SAT consulted with Sue Burrows from Physics at Warwick which holds a Silver Award.

Mathematics is a relatively new and small section and staff were just beginning to consider Athena SWAN. Joscha Prochno consulted with Eugenie Hunsicker from Mathematics at Loughborough University (Silver AS award holder). We have now signed up for the Good Practise Scheme of the London Mathematical Society and a colleague will attend the next workshop.

Female academic members from across the School were invited to participate in a focus group in September 2016 to identify issues relevant to their subject groups and this was the basis for the revision of the School AS questionnaire. The Director of Student Experience liaised with the Faculty student experience advisor who is on the SAT to make sure that all students were given the opportunity to complete the AS questionnaire. A small group of postgraduate students from the School then evaluated the responses.

The School SAT is chaired by Professor Binks and meets bimonthly. Professor Greenway has been leading the preparation of the AS application. Dr Prior has been responsible for obtaining (numerical) data and analysing it with help from Ellie Reynolds. The annual questionnaire has been coordinated by PhD students (Charlotte Eling, Aimie Rendell, and Jordan Sandland). The committee is supported by the School E&D lead and a dedicated minute-taker. Members are expected to attend all meetings if possible. During meetings the focus has been upon analysis of data and implementation of actions.

(iii) plans for the future of the self-assessment team

To ensure we continue to make progress and that the Action Plan is implemented, the SAT will continue to meet bimonthly. The SAT, led by the chair, will be responsible for monitoring the implementation and ensuring actions are being carried by the person identified as having responsibility for the action. The activities of the group will be widely publicized by HoS or Chair of the SAT and best practice will be shared through the School weekly news bulletin, Athena SWAN noticeboards, and at staff meetings.

Key objectives of School SAT:

1. **To increase the number of female staff and students in the School**
2. **To instil a vibrant, supportive and family-friendly culture within the School**
3. **To support all students to achieve their potential within the School**

Athena SWAN is on the agenda of the biweekly School Executive meeting and minutes are shared with staff. All Athena SWAN related information is available on a shared BOX drive.

Action 1: Embed gender equality in the School by implementing Action Plan and monitoring its success

Action 2: **Put in place a system to ensure all data of AS progress is annually collated**

Action 3: Communicate implementation of plan to staff and students

WORD COUNT 924

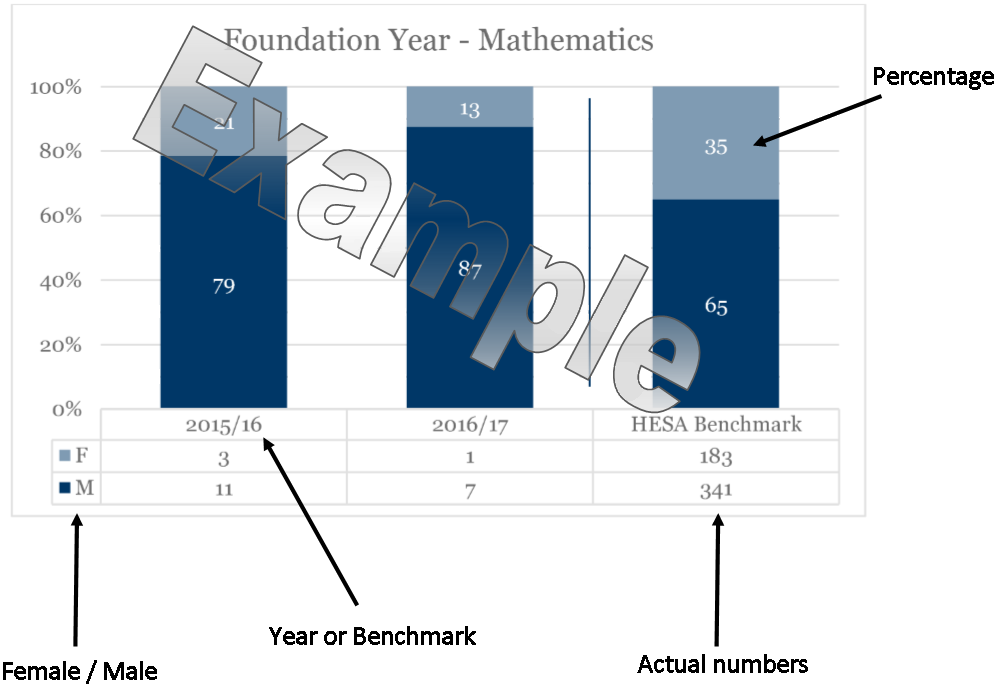
4. A PICTURE OF THE DEPARTMENT

Recommended word count: Bronze: 2000 words | Silver: 2000 words

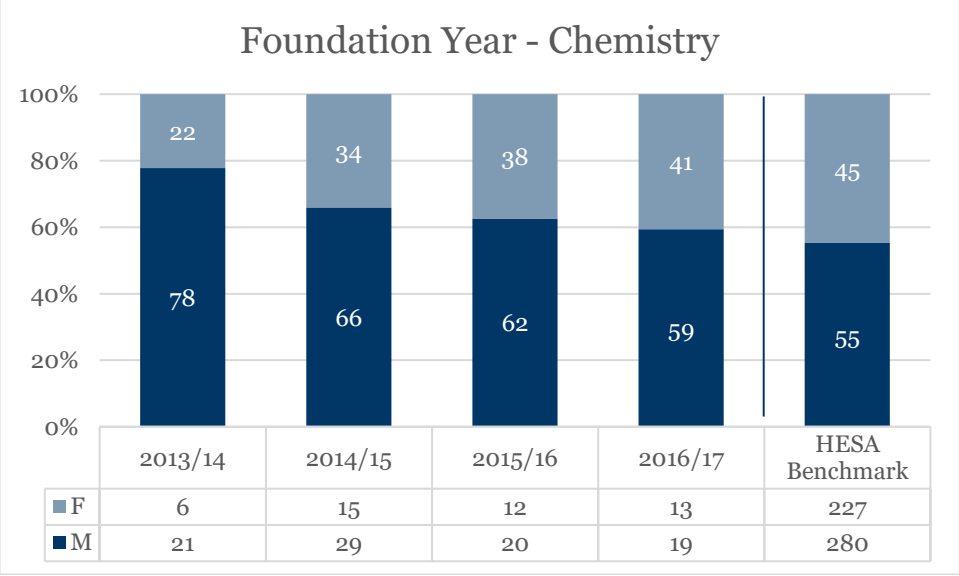
4.1. Student data

If courses in the categories below do not exist, please enter n/a.

In each of the data sets that follow, the HESA Benchmark data are for the most recent available session, 2015/16. Data are presented in line with the annotated example directly below.

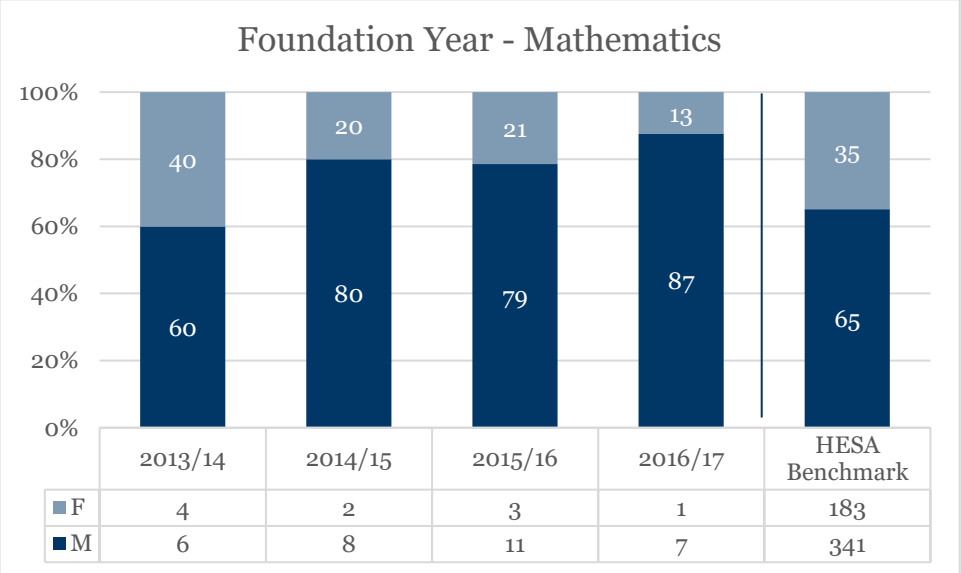


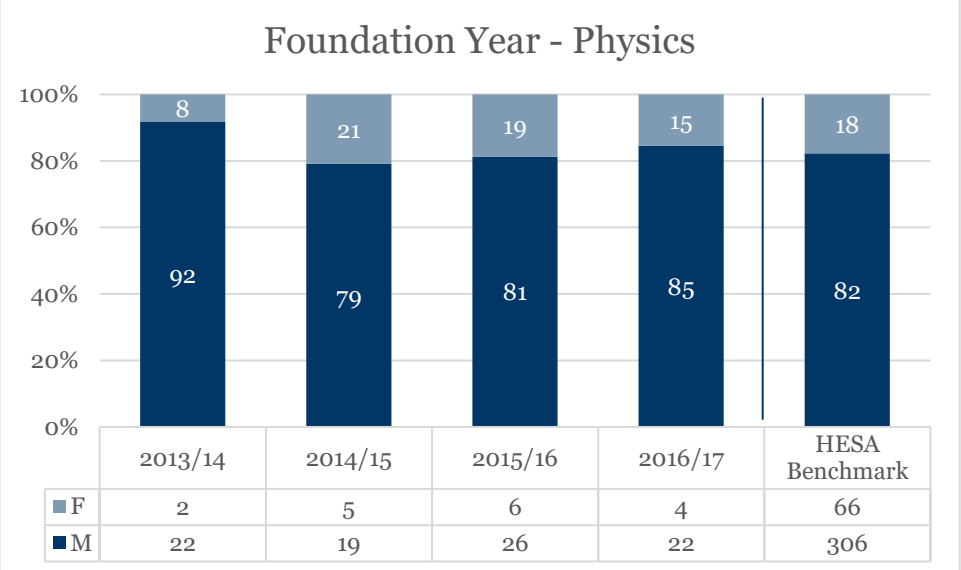
(i) Numbers of men and women on access or foundation courses



The School has well-established routes for entry to degree programmes *via* a foundation year. This provides an important route for females to access HE from non-traditional academic backgrounds. In the past four years the total number of students in the Chemistry foundation year has remained relatively stable but there has been a growth in the percentage of females undertaking this route into HE. The proportion of females is now close to the latest HESA benchmark.

There have been several examples of women returners who have re-trained using this entry route and performed extremely well. For example, a recent female student who had previously worked as an air hostess achieved the highest 1st class honours degree upon graduation.





The number of students entering degree programmes in Mathematics *via* this route has been small, but the intake has been predominantly male. In the past three sessions the proportion of females in Physics has been close to the benchmark.

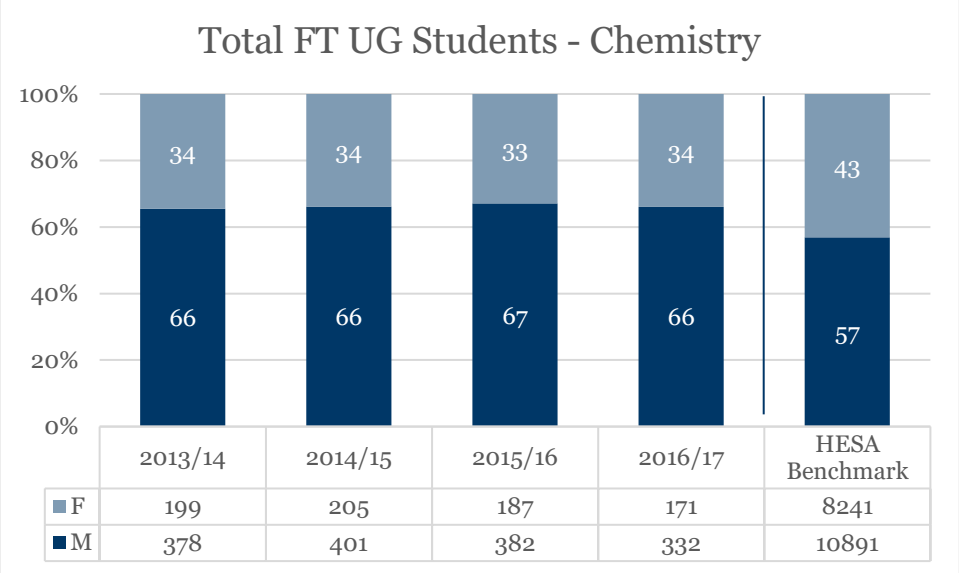
The number of students entering Biochemistry by this route has been negligible and these data are not presented here.

We will continue to advertise and promote the Foundation year as a route into HE in the community, for example through the Faculty Science Festival, which is free and open to all.

(ii) Numbers of undergraduate students by gender

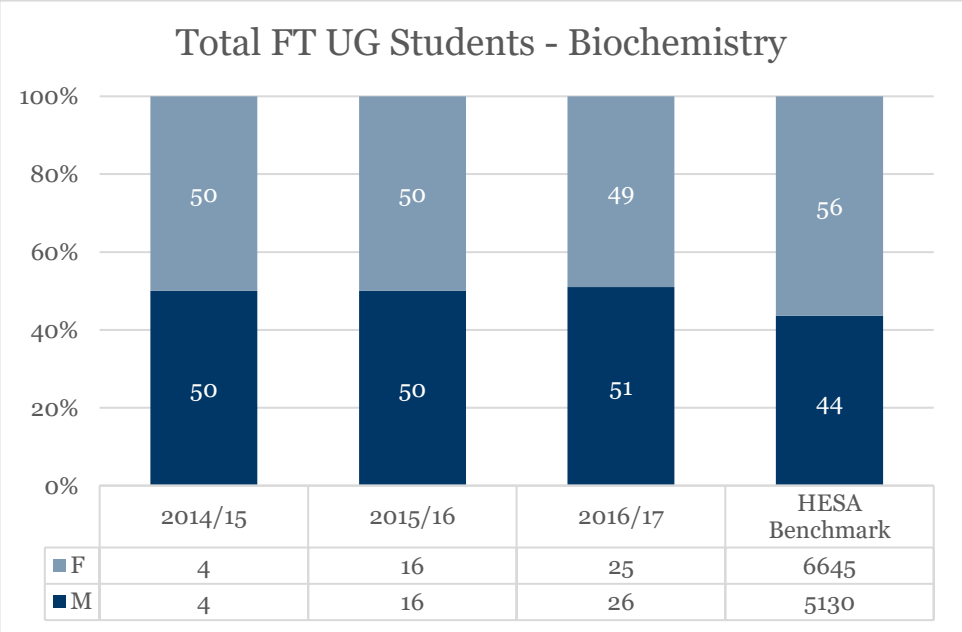
Full- and part-time by programme. Provide data on course applications, offers, and acceptance rates, and degree attainment by gender.

TOTAL NUMBER OF FULL TIME ENROLLED STUDENT NUMBERS BY SUBJECT AREA



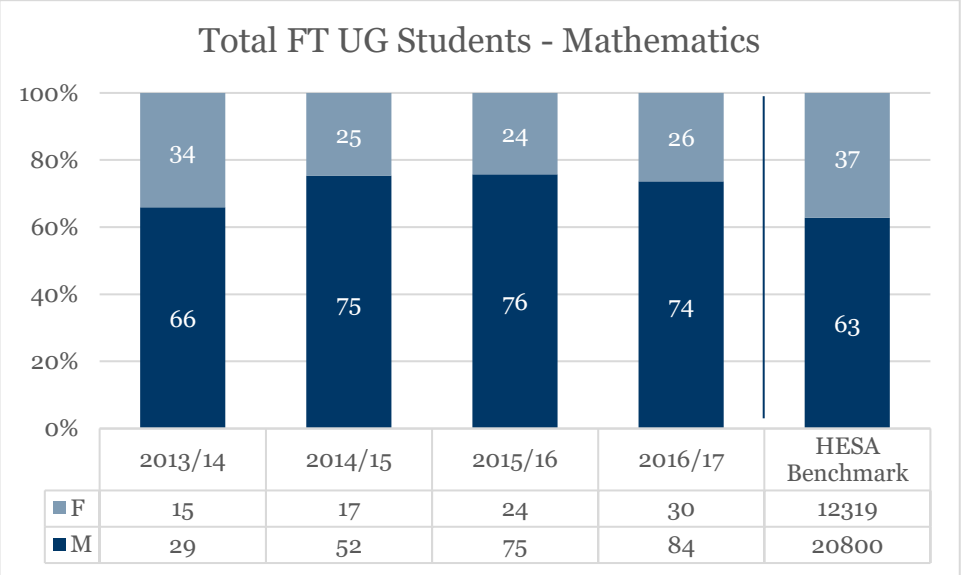
	2013/14	2014/15	2015/16	2016/17	HESA Benchmark
F	199	205	187	171	8241
M	378	401	382	332	10891

The proportion of female students in Chemistry has been very stable. The representation of females is around 10% lower than the HESA benchmark. We will continue and expand the actions already taken with regards outreach and publicity to increase female visibility and role models. The School has in place a series of planned actions in terms of outreach and marketing to address this problem (**Action 4b**).

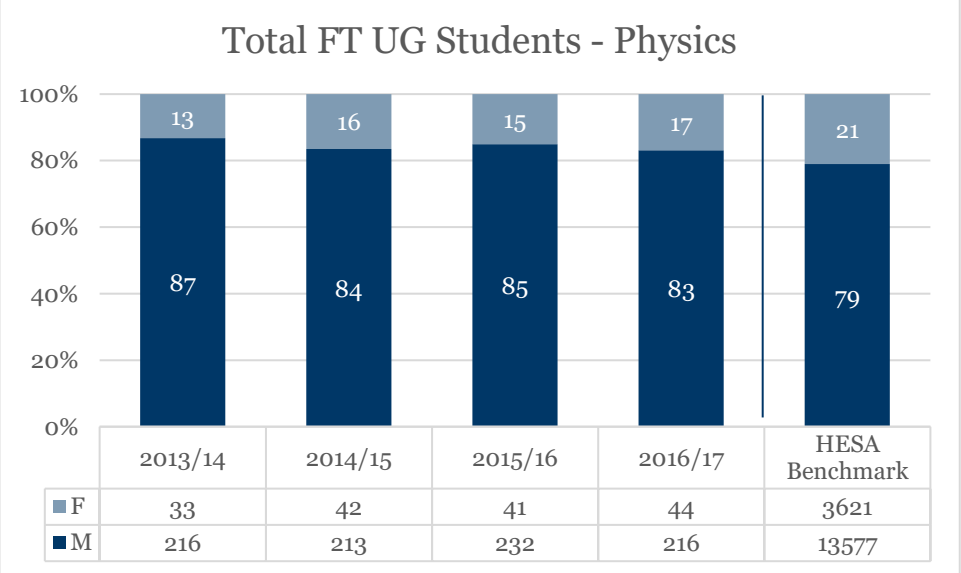


	2014/15	2015/16	2016/17	HESA Benchmark
F	4	16	25	6645
M	4	16	26	5130

Since the introduction of Biochemistry in 2014, numbers have been growing. Female representation has consistently been close to 50%. This is a little below the HESA benchmark for Molecular Biology, Biophysics & Biochemistry but our course has a strong chemistry element which does differentiate it from many other courses.

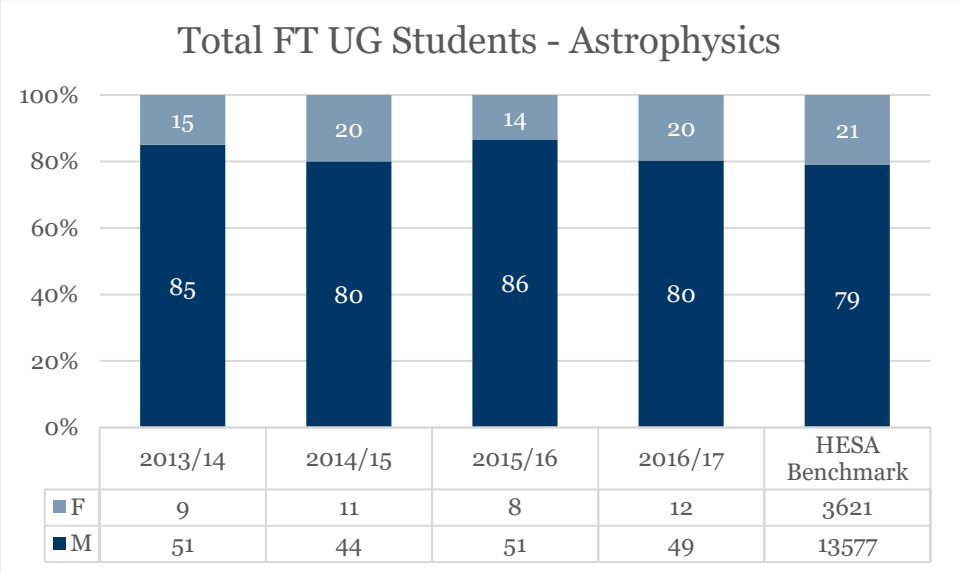


Since the introduction of Mathematics in 2013, the number of students has been growing. In recent years female representation has been consistently around 25%, considerably below the HESA benchmark. It is clear that more needs to be done to tackle this problem and this will be addressed by outreach activities and a marketing campaign (**Action 4b**).



For undergraduate programmes in Physics, the ratio of female to male students has been relatively low over the entire period and is lower than the benchmark at around 16%.

There appears to be a disparity between the percentage of female applicants and those accepting offers which is discussed below (**Actions 16 & 17**).



	2013/14	2014/15	2015/16	2016/17	HESA Benchmark
F	9	11	8	12	3621
M	51	44	51	49	13577

For undergraduate programmes in Astrophysics, the ratio of female to male students has been relatively low over the entire period (around 18%) but is close to the benchmark. (For the start of the 2017-18 session, there has been an increase in the female intake in Physics, which could be related to a sustained outreach campaign and a summer intern scheme in the Astrophysics Group.) The subject group head has worked with marketing to devise a new recruitment campaign ("The Changing Face of Physics") which will be closely evaluated and adapted for Chemistry and Mathematics.

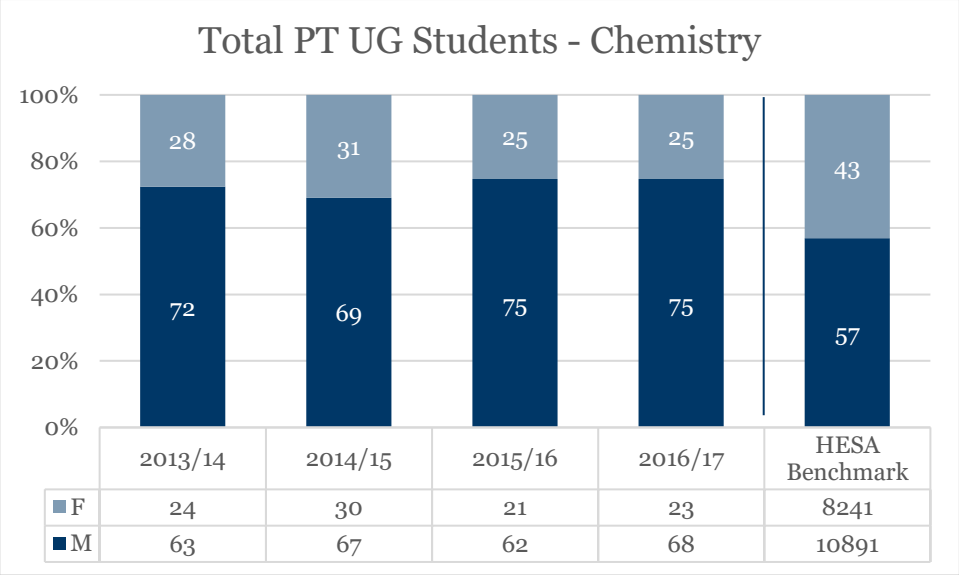
Action 4: Increase the percentage of female students in the School

Action 5: Increase percentage of male undergraduate students achieving good degrees

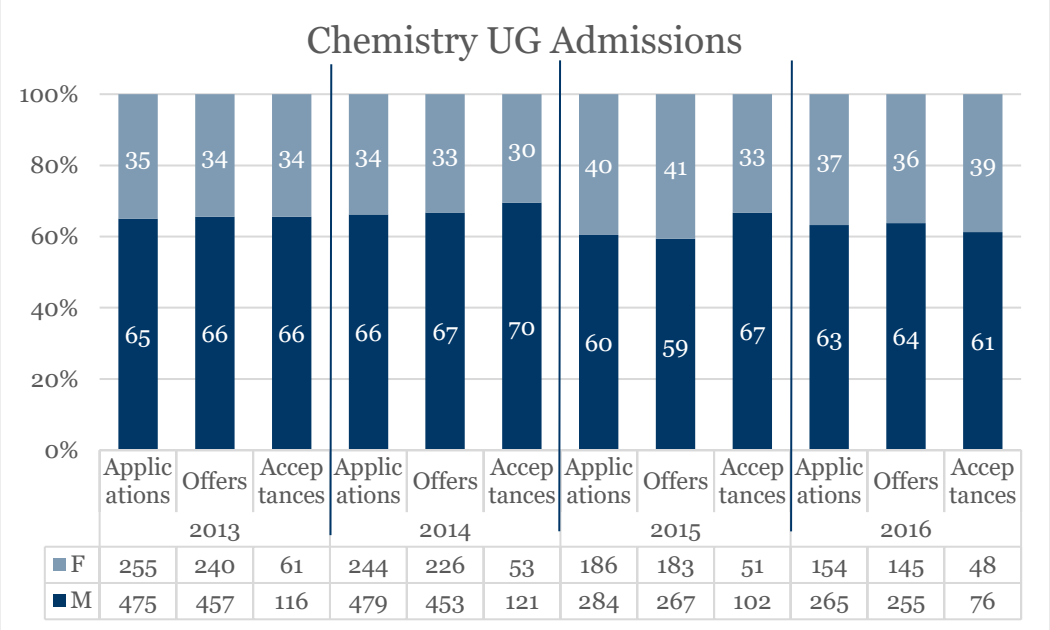
TOTAL NUMBER OF PART TIME ENROLLED STUDENT NUMBERS BY SUBJECT AREA

There are no PT students in Mathematics and the number of PT students in Physics is extremely small and this prohibits any meaningful analysis.

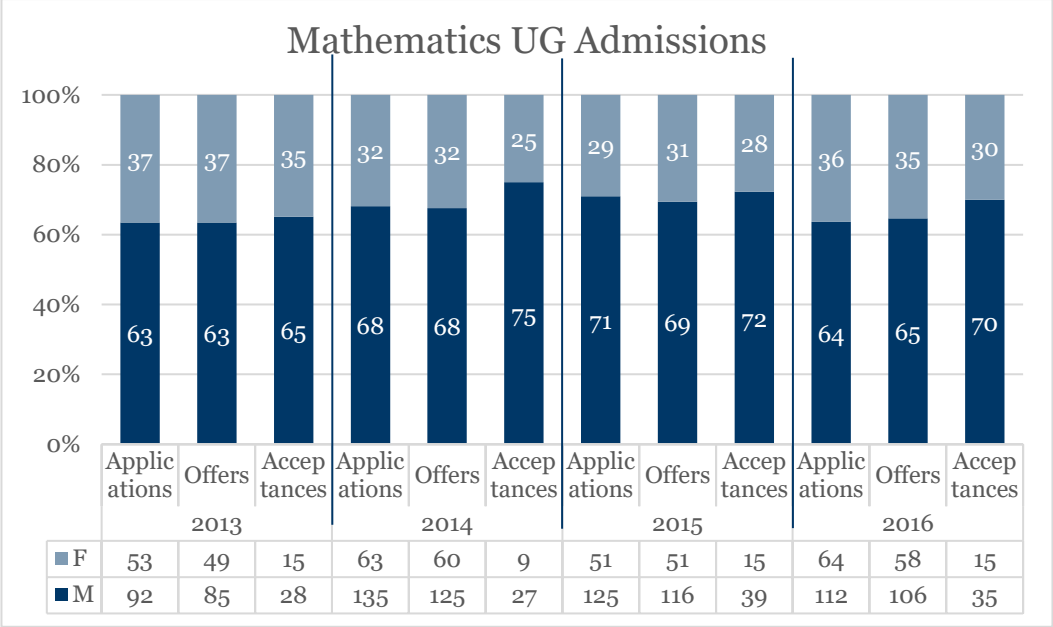
For Chemistry, the proportion of female students has consistently been below the benchmark. Recruitment for these students is through employers. We will make clear our commitment to AS in publicity material (**Action 4e**).



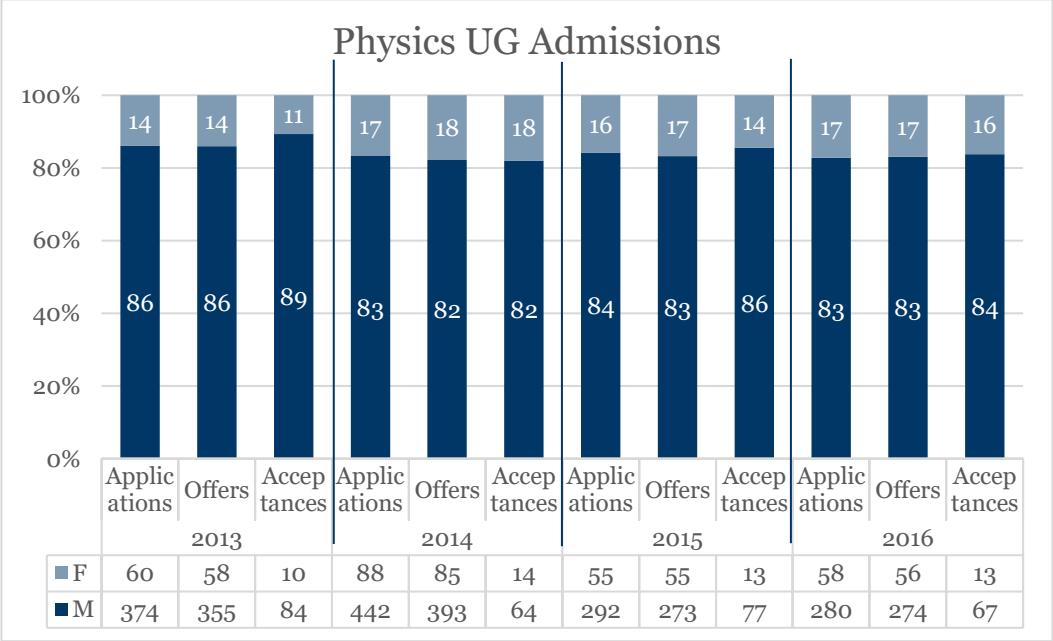
APPLICATIONS, OFFERS, AND ACCEPTANCES BY SUBJECT AREA



For Chemistry (Biochemistry is included here), the ratio of female to male applications fluctuates around 36% which is in line with the percentage of those that undertake study. There have been variations in the proportion of females who accept an offer. In 2014 and 2015 the percentage of female acceptances was lower than that of offers, but this trend was reversed in 2016.



For Mathematics, the ratio of female to male applicants has fluctuated between 29 and 37%, which is in line with the value for offers, but the number of acceptances by females has been consistently lower than this value. This suggests we need to scrutinise web pages and Open days to make them more attractive to prospective female students (**Action 4a**).

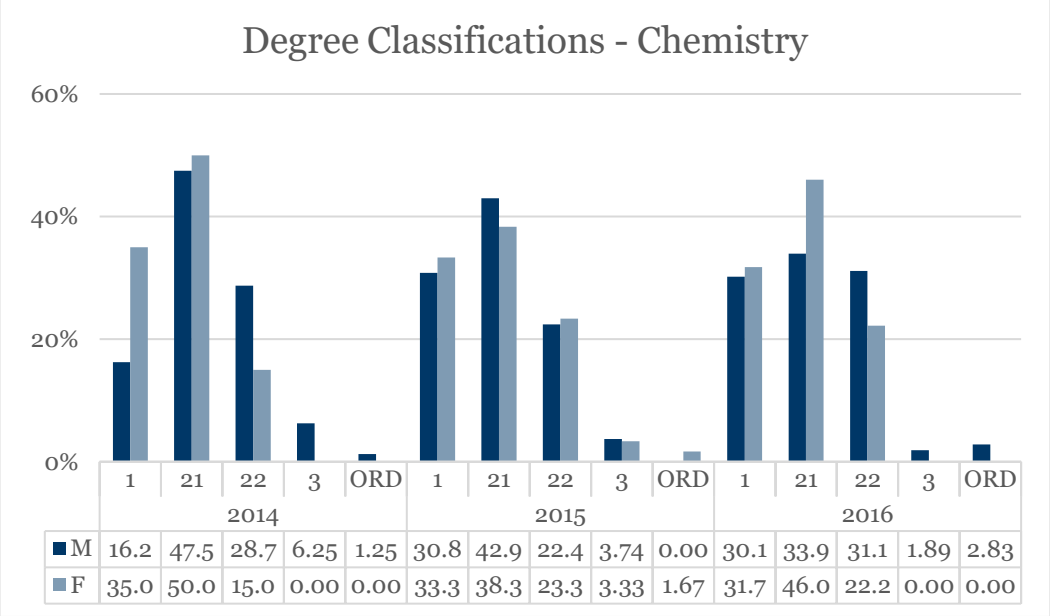


For Physics (Astrophysics is included here), there is a much closer match between the ratio of female applicants and those who undertake study; each of these has been steady at around 16%.

Action 4: Increase the percentage of female students in the School

DEGREE ATTAINMENT

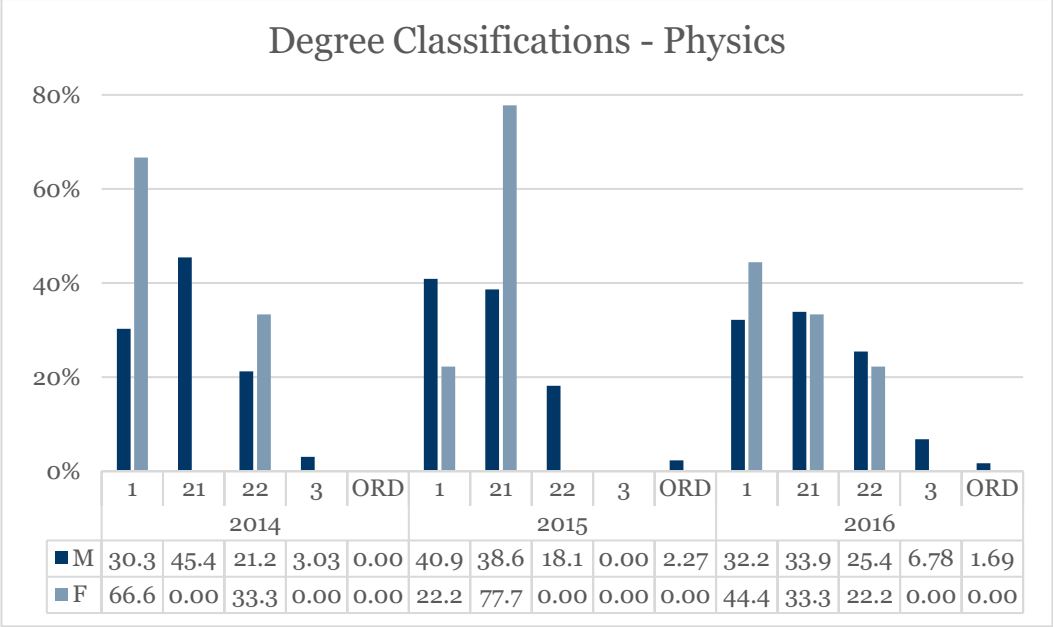
The data below show the distributions of degree class as a percentage for the male and female graduate populations. (Note raw data values are not shown.)



	2014					2015					2016				
	1	21	22	3	ORD	1	21	22	3	ORD	1	21	22	3	ORD
M	16.2	47.5	28.7	6.25	1.25	30.8	42.9	22.4	3.74	0.00	30.1	33.9	31.1	1.89	2.83
F	35.0	50.0	15.0	0.00	0.00	33.3	38.3	23.3	3.33	1.67	31.7	46.0	22.2	0.00	0.00

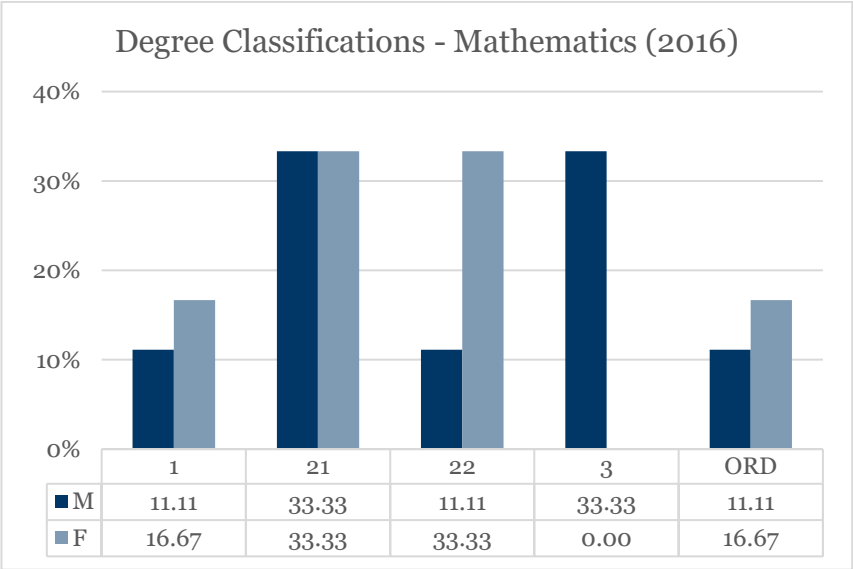
Chemistry: graduation year	**2014**	**2015**	**2016**
Number of graduates	120	167	169
Percentage of males achieving 1 or 2:1 degrees	64%	74%	64%
Percentage of females achieving 1 or 2:1 degrees	85%	72%	78%

The percentage of female students achieving good degrees (1 or 2:1) in Chemistry in Hull has generally been high. In some years female students have performed substantially better than the male cohort. We believe this demonstrates the quality of our learning environment that allows females to flourish.



Physics: graduation year	2014	2015	2016
Number of graduates	33	53	68
Percentage of males achieving 1 or 2:1 degrees	76	80	66
Percentage of females achieving 1 or 2:1 degrees	67	100	78

Similarly, in Physics recent female graduates have performed very well. In the last two years, there is evidence that female students perform better in Hull than the male cohort.



Mathematics: graduation year	2016 (15 graduates)
Percentage of males achieving 1 or 2:1 degrees	44
Percentage of females achieving 1 or 2:1 degrees	50

The first cohort of 15 students graduated from Mathematics in 2016. It is impossible to draw meaningful conclusions from the data for Mathematics.

It can be seen that women are performing well in Chemistry and Physics compared to their male counterparts. It has been reported by the ECU that a lack of male achievement is related to male students not engaging with student support services.

Action 5: Increase percentage of male undergraduate students achieving good degrees

(iii) Numbers of men and women on postgraduate taught degrees

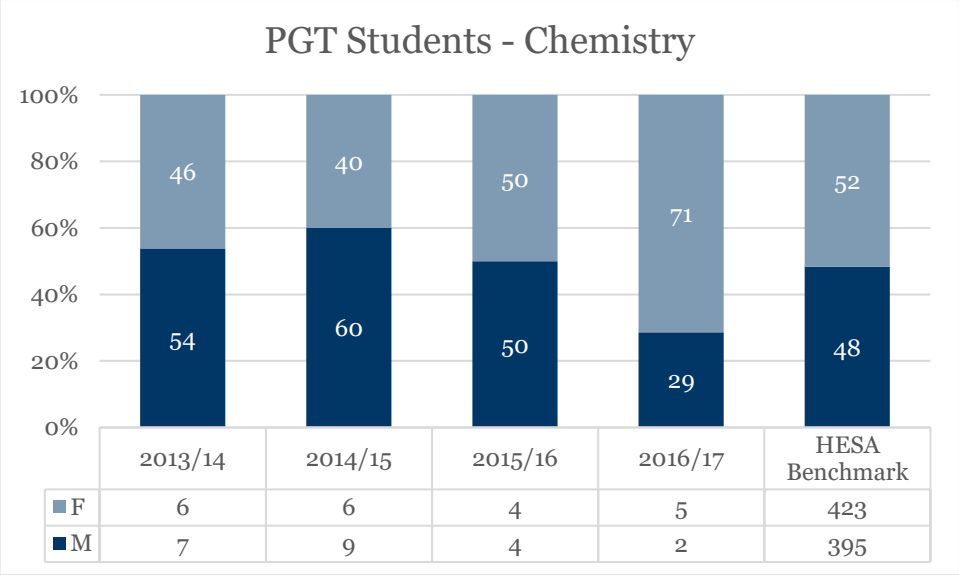
Full- and part-time. Provide data on course application, offers and acceptance rates and degree completion rates by gender.

Part time postgraduate students

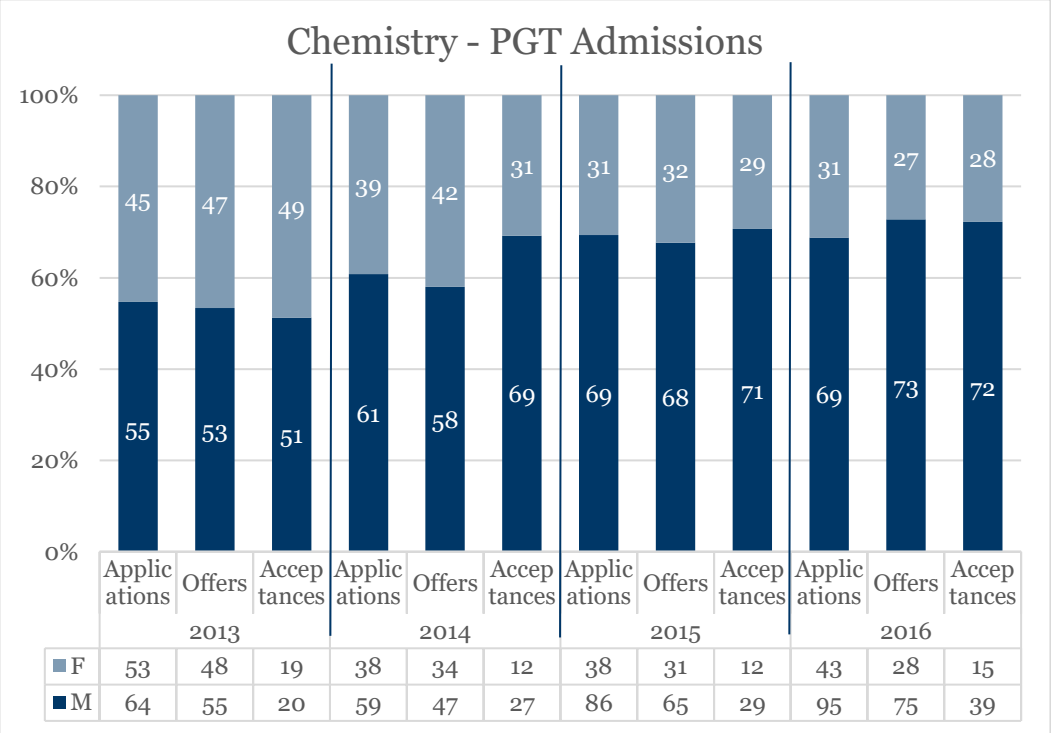
The number of students on taught postgraduate courses in the School is extremely small. There are none within Mathematics. Part time courses can only be offered where there is sufficient demand. There is however the option for students to study for a Masters degree by research.

Full time postgraduate students

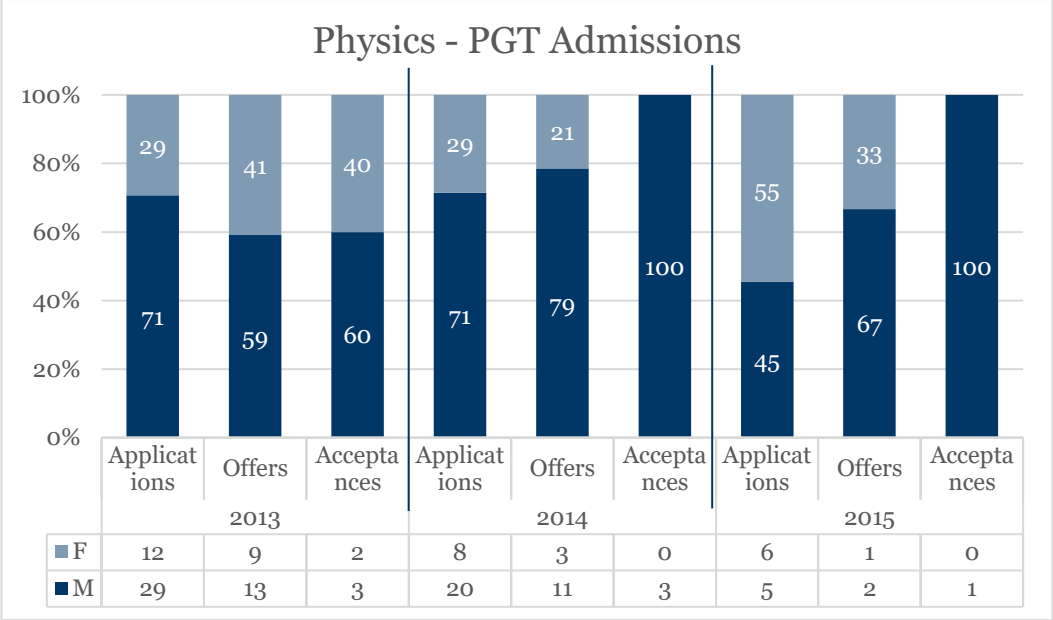
Across the School our flagship degrees have been the integrated 4 year Masters: MChem, MPhys and MMath. Upon the introduction of the new curriculum in 2016 the number of one year taught postgraduate courses was reduced. The recent introduction of funding for PGT courses is an opportunity to expand our provision in this area. New courses in Chemistry and Mathematics will be introduced in 2018 and 2019. We hope to recruit talented students to these courses irrespective of their background or protected characteristics. We will employ female-friendly images in the marketing of these courses (**Action 4a**).



For Chemistry, the number of students taking PGT courses is small, but the representation of females has been close to the benchmark. It is not clear whether the increasing proportion of females from 2014 to 2017 is a meaningful trend, but there is a rise across this period.



The number of acceptances is much higher than the actual number of students starting courses. Many are international students. Potential PG students may 'accept' all offers before finally deciding where to study. For example, students may apply for several courses or not succeed in passing English language requirements or winning scholarships, and thus not commence study.



There were no PGT students in Physics in 2016 with Physics offering either a four year integrated MPhys degree or research Masters degree. No PGT programme was available in Mathematics.

The information on degree completion by gender is not readily available because it is not uncommon for students to take more than 12 months to complete their course. Completion rates in general are high as shown below.

Chemistry PGT completion by year	**2014**	**2015**	**2016**
Number of students	12	15	17
Number of graduates	11	15	16

Physics PGT completion by year	**2014**	**2015**	**2016**
Number of students	1	1	0
Number of graduates	1	1	0

(iv) Numbers of men and women on postgraduate research degrees

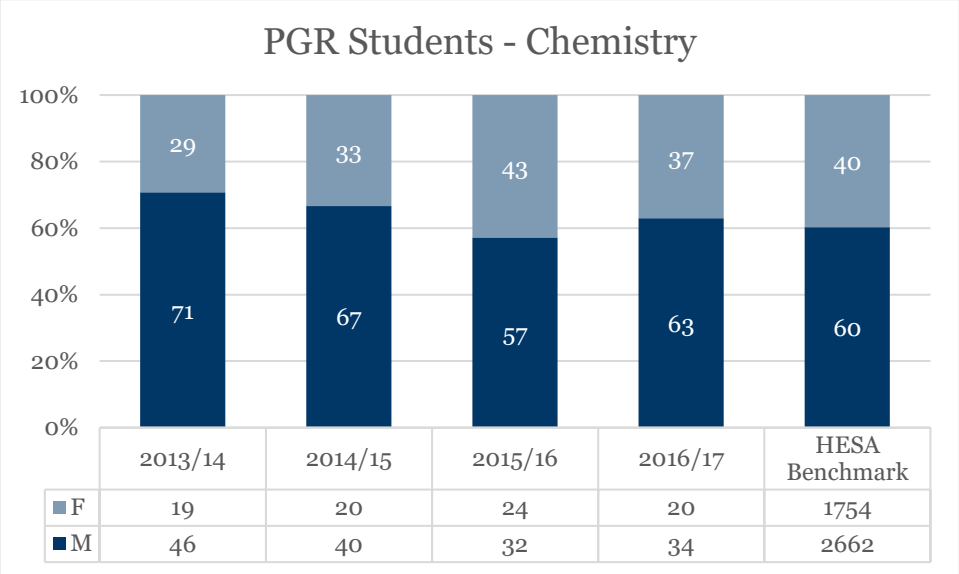
Full- and part-time. Provide data on course application, offers, acceptance and degree completion rates by gender.

Part time postgraduate research students

The number of students enrolled for part-time postgraduate research has been negligible in recent years; this is an atypical route because of the challenges involved with laboratory-based science.

Full time postgraduate research students

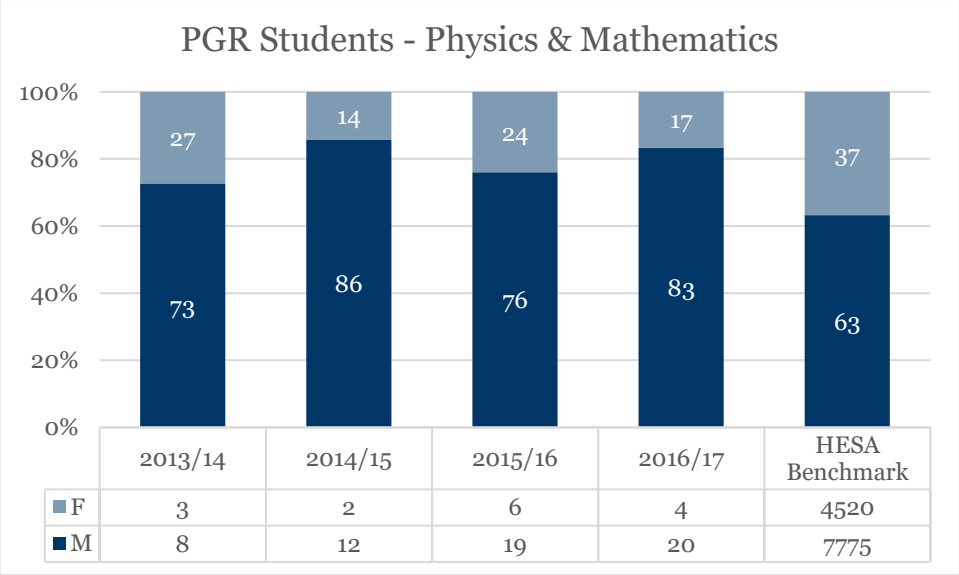
The total number of postgraduate students within Chemistry has been relatively stable over the past four years but there have been changes in the population. **The most interesting change is a growth in the population of full-time female postgraduate research students as shown below.**



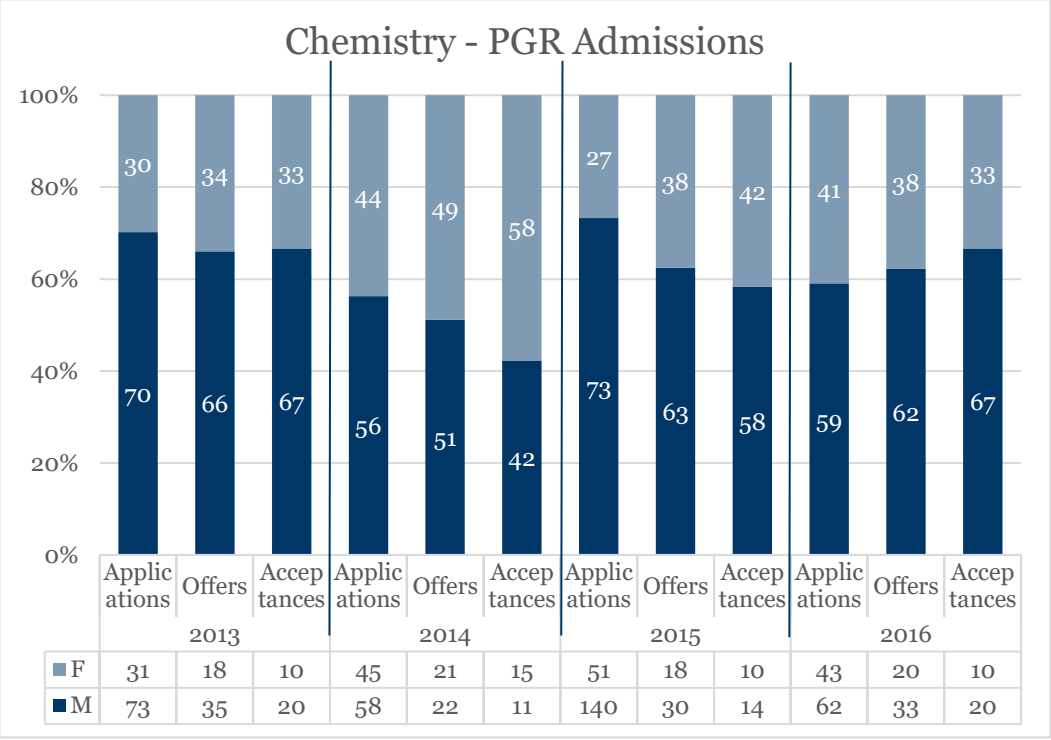
	2013/14	2014/15	2015/16	2016/17	HESA Benchmark
F	19	20	24	20	1754
M	46	40	32	34	2662

It is very encouraging that there is no drop-off between the percentage of female undergraduate students and the percentage of female postgraduates; in the last two years the latter been higher (2015/6 UG 33% PG 43%; 2016/7 UG 34% PG 37%). This may in part relate to the better female undergraduate performance in the School. There were a number of actions in the Chemistry Bronze AS Action Plan that may have positively affected these numbers, such as ensuring that there was a good representation of women in publicity material. Video clips of women researchers talking about their experiences were included on our webpage and our UG students were invited to a meeting with female PGR research students (see progression).

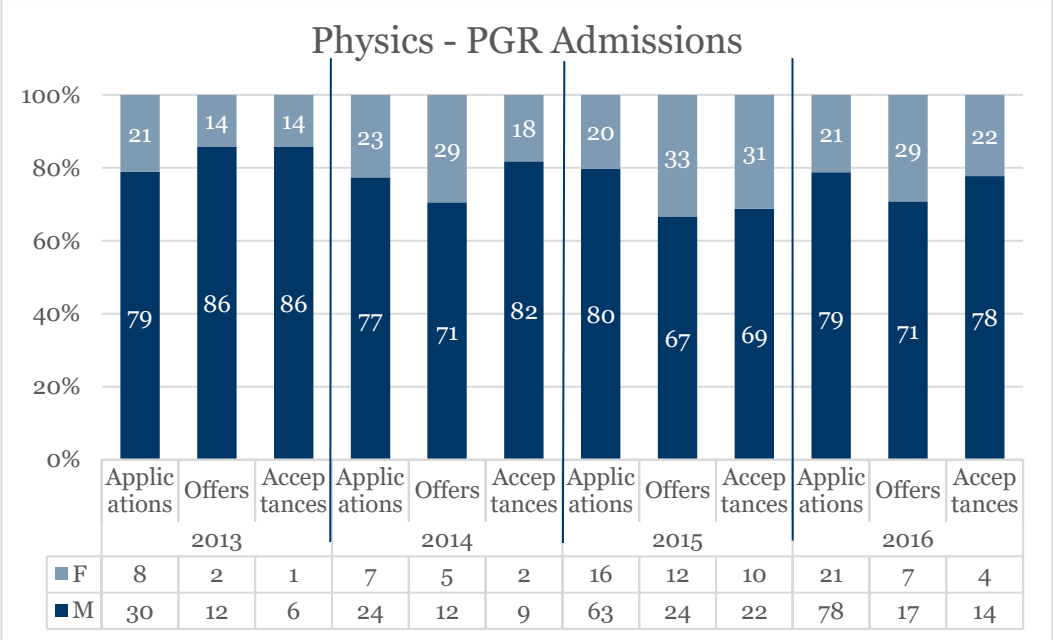
Before the formation of the School in August 2016, postgraduate numbers were recorded for the combined Department of Physics & Mathematics.



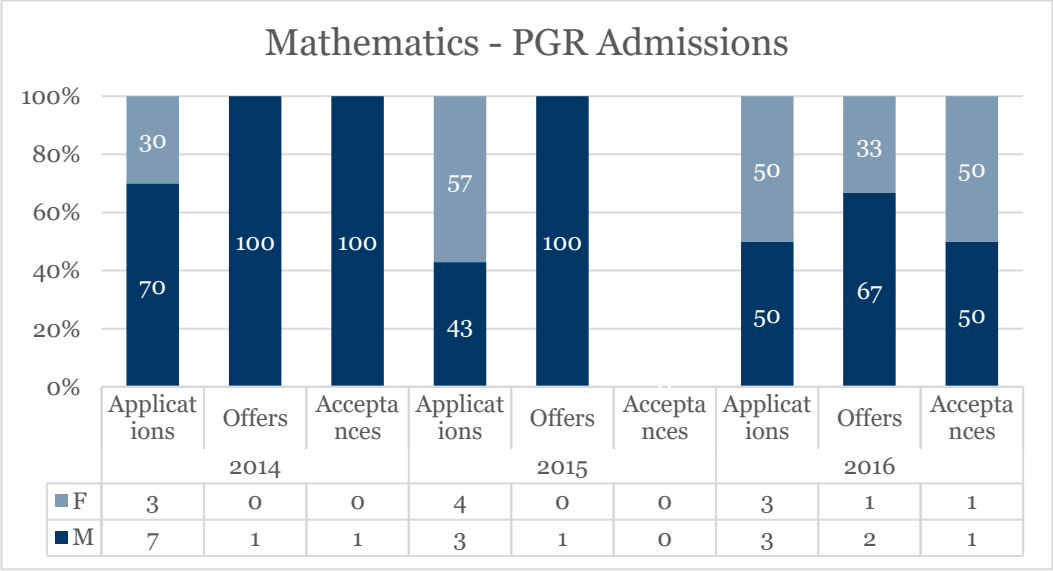
The number of postgraduate students is growing but the relative number of females, while fluctuating, appears to be declining. The PGR students on the SAT have already organised a School level meeting for undergraduate students to meet with current postgraduates to encourage applications. We hope the new marketing campaign in Physics will improve the situation.



For Chemistry the proportion of female PGR applicants has fluctuated. However, in the years 2013 to 2015 the proportion of offers and acceptances always exceeded that for applications. However, this was reversed in 2016.

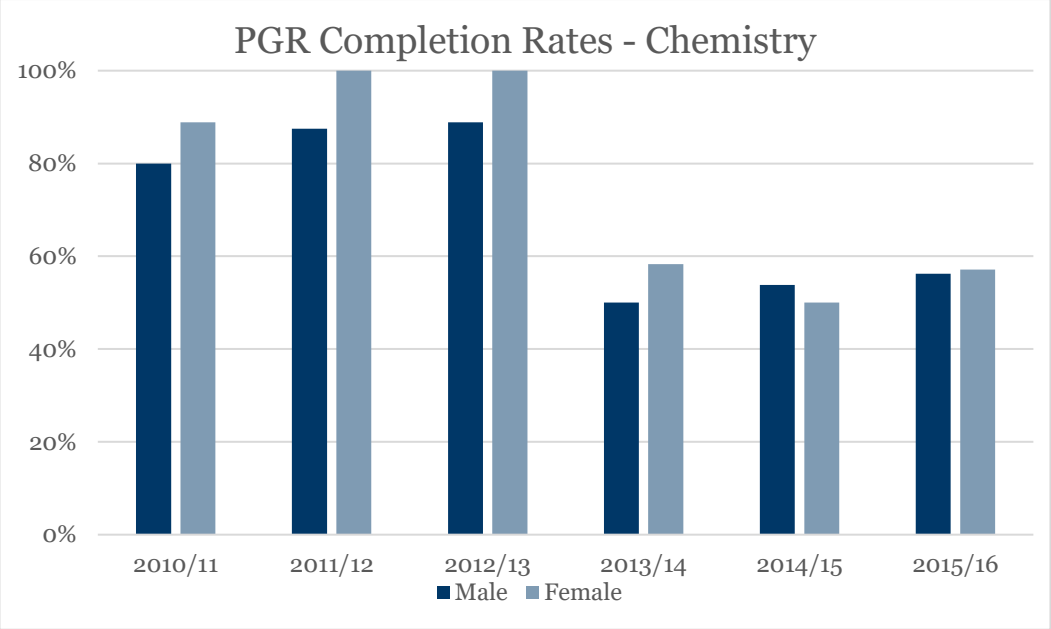


Similarly for Physics, the proportion of female applicants has remained stable (around 22%). The numbers are small meaning that one or two students can have a substantial impact on the percentages. It is difficult to draw meaningful conclusions here. The proportion of female students is low when compared with the benchmark.

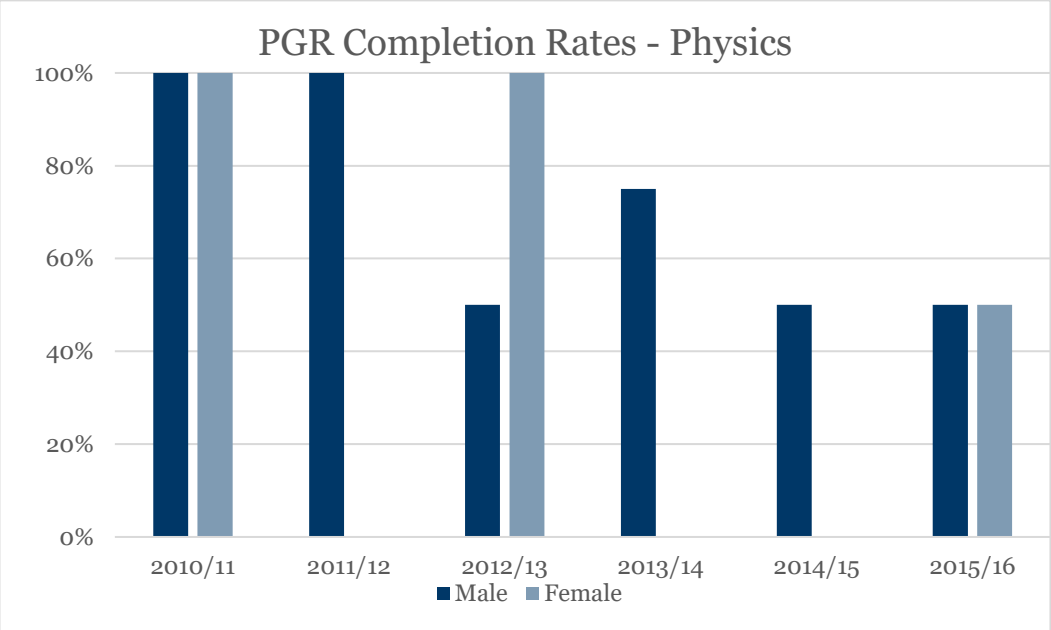


The very small numbers in Mathematics prohibit meaningful analysis.

It is difficult with the current monitoring systems in place to retrieve the outcome for individual students and hence quote completion rates for PGR by gender. Below are PGR completion rates for PhD degrees and MRes degrees for students by year of entry broken down by gender. For the years 2010-13, female completion rates are higher. Subsequent to this a large proportion of the students recorded are still studying (*eg* PhD degrees), but here female completion appears to be greater too.



For Physics there have been fewer PGR students (see above) hence it is harder to make meaningful comment.



(v) Progression pipeline between undergraduate and postgraduate student levels

Identify and comment on any issues in the pipeline between undergraduate and postgraduate degrees.

The proportion of females undertaking PGR is not markedly different from those on undergraduate courses and it has been greater in some years. The proportion is however lower than the benchmark and has been reducing in Physics & Mathematics so we need to work harder to attract students and share the approaches used in Chemistry. As well

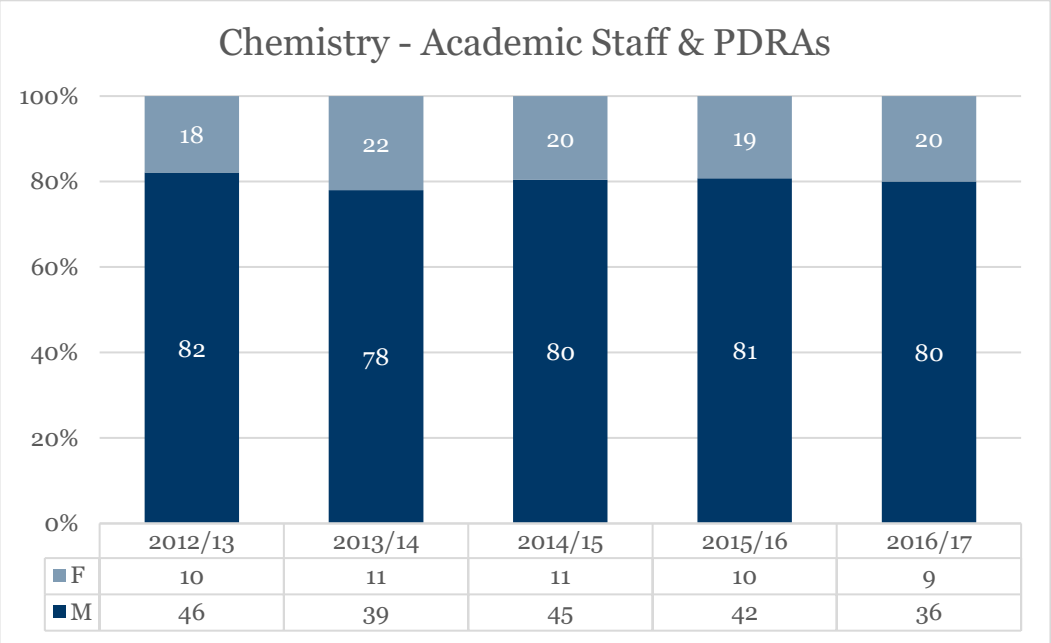
as the actions already identified for improving female student numbers in general, we will improve support for PGR students (**Action 4f**).

4.2. Academic and research staff data

(i) Academic staff by grade, contract function and gender: research-only, teaching and research or teaching-only

Look at the career pipeline and comment on and explain any differences between men and women. Identify any gender issues in the pipeline at particular grades/job type/academic contract type.

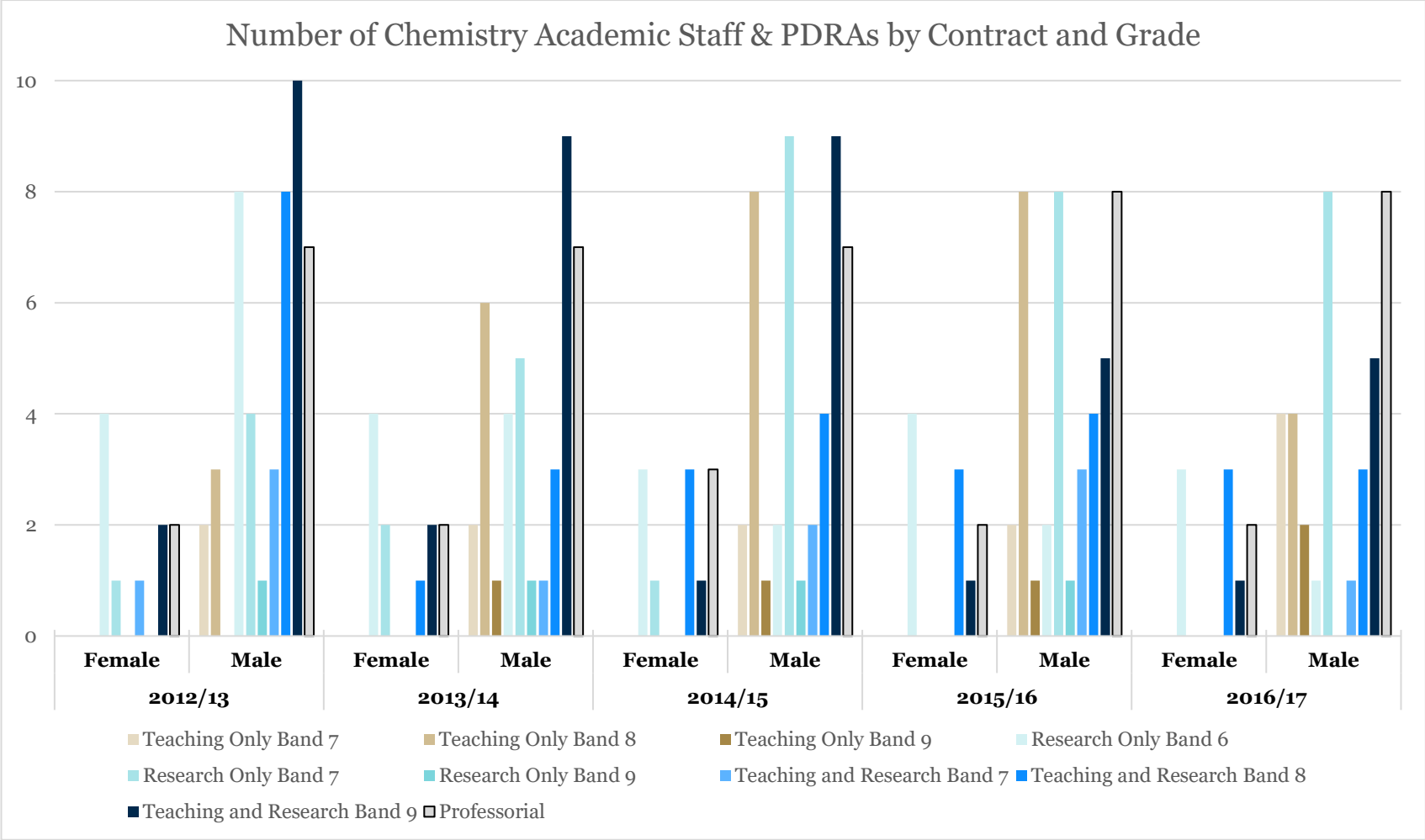
Chemistry staff by grade and function



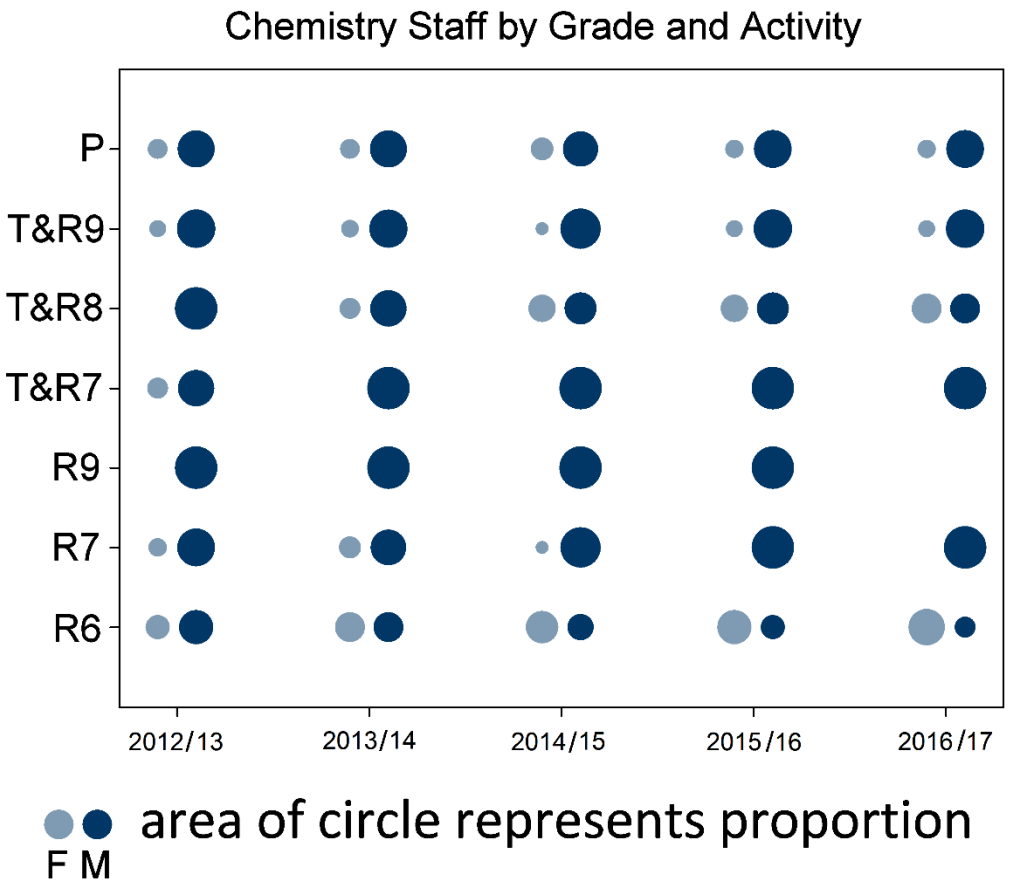
	2012/13	2013/14	2014/15	2015/16	2016/17
F	10	11	11	10	9
M	46	39	45	42	36

The HESA benchmark for the proportion of female staff in Chemistry is 33%. Representation of women within Chemistry has remained constantly low in recent years and is 13 % below the benchmark. However, the proportion of women is not uniform across different grades as shown on the next page.

There are no female staff on teaching and scholarship contracts, which is perhaps unusual. The more senior women in Chemistry have been promoted through the grades; we have 2 female professors out of 10 (20%) which exceeds the national average (in 2014 it was 8.9%). This reflects the overall percentage of females on the staff and could reflect our success in developing women's careers. In recent years we have had some success at recruiting early career women on teaching and research contracts which again could be due to the AS actions put in place for the recruitment process such that we had the same number of men and women on T&R Band 8 contracts in 2016/7.


Number of Chemistry Academic Staff & PDRAs by Contract and Grade
10
8
6
4
2
0
Female
Male
2012/13
2013/14
2014/15
2015/16
2016/17
Teaching Only Band 7
Teaching Only Band 8
Teaching Only Band 9
Research Only Band 6
Research Only Band 7
Research Only Band 9
Teaching and Research Band 7
Teaching and Research Band 8
Teaching and Research Band 9
Professorial

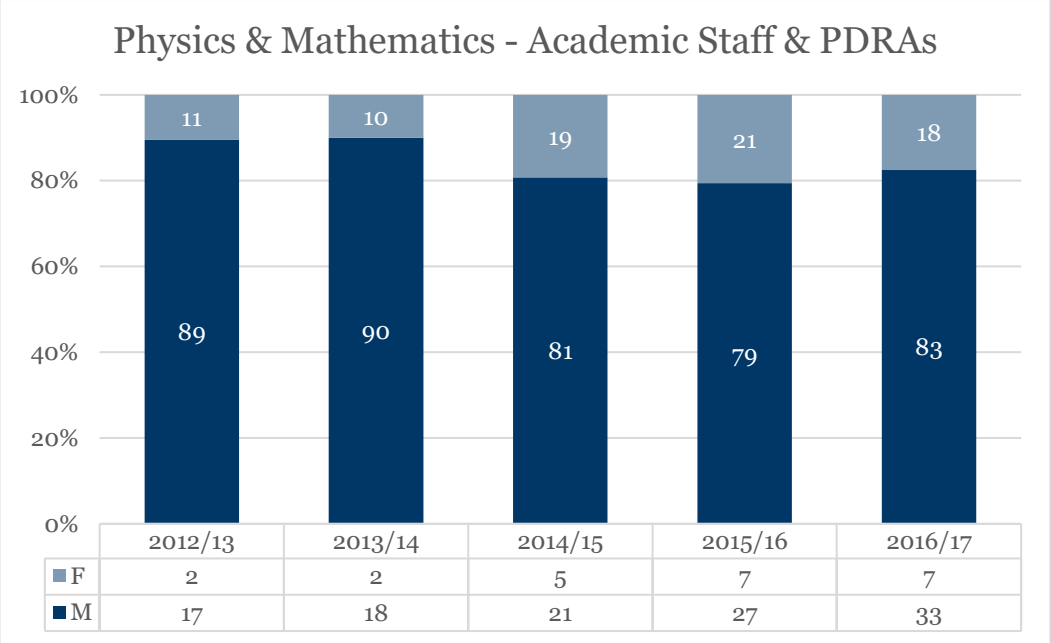
The relative proportion of male and female staff in Chemistry by grade is represented by the area of the circles in the bubble plot below.



For Chemistry, the high proportion of female staff employed in Band 6 research posts has increased recently. The representation of females at band 7 research is lower. The number of females on T&R contracts at band 7 and 8 has fluctuated but there is a better balance and this relates to the opportunity we had to recruit new academic T&R staff where three of the six appointments were female. Those on band 9 or at professor have been steady although low.

Physics staff by grade and function

Prior to August 2016, staff data for Mathematics and Physics were recorded together as the Department of Physics & Mathematics.

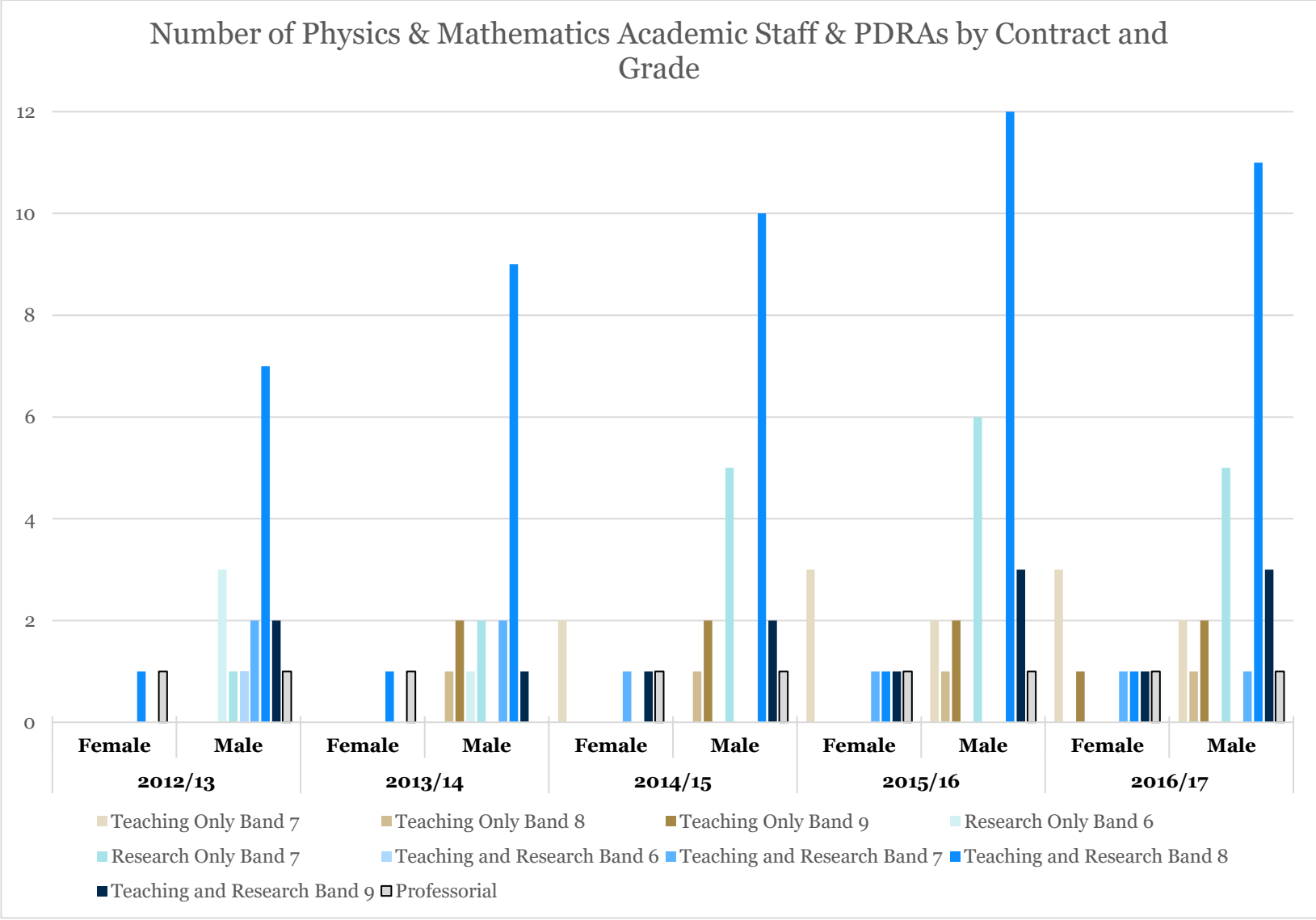


The percentage of female staff in Physics & Mathematics is below the HESA benchmarks for the two subjects (%F Physics 23 %; Maths 28 %). During 2017, a female Professor left to take up the role of Dean in the School of Science and Technology elsewhere; a senior lecturer moved back to her home city to an equivalent post there; an early career member of staff (T&R) left for a position which allowed much more time to concentrate on teaching. It is clear that we need a proactive set of actions to address this gender imbalance.

Action 6: Increase the percentage of female academic staff

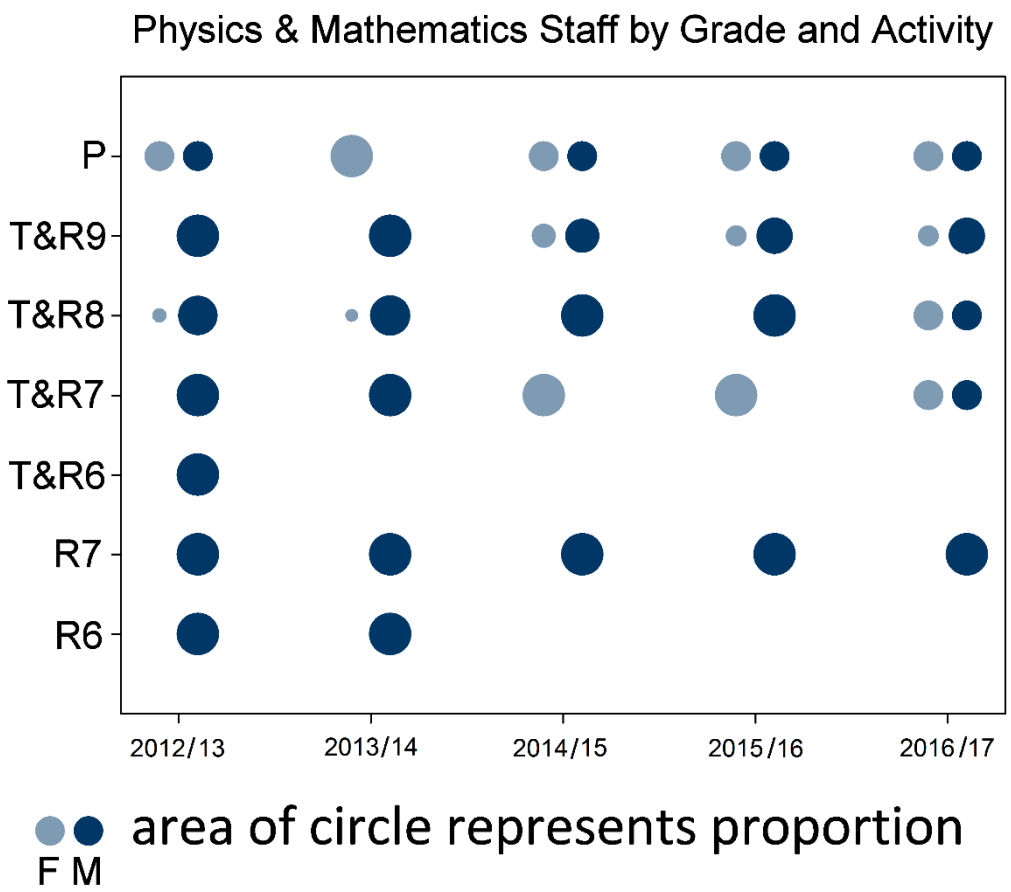
Action 7: Collect systematic data to identify reasons for staff leaving the School

Action 8: Ensure both men and women are promoted when ready


Number of Physics & Mathematics Academic Staff & PDRAs by Contract and Grade
12
10
8
6
4
2
0
Female
Male
Female
Male
Female
Male
Female
Male
Female
Male
2012/13
2013/14
2014/15
2015/16
2016/17
Teaching Only Band 7
Teaching Only Band 8
Teaching Only Band 9
Research Only Band 6
Research Only Band 7
Teaching and Research Band 6
Teaching and Research Band 7
Teaching and Research Band 8
Teaching and Research Band 9
Professorial

Gender breakdown by grade and activity for Academic and Research Staff in Physics & Mathematics.

The relative proportion of male and female staff in Physics & Mathematics by grade is represented by the area of the circles in the bubble plot below.



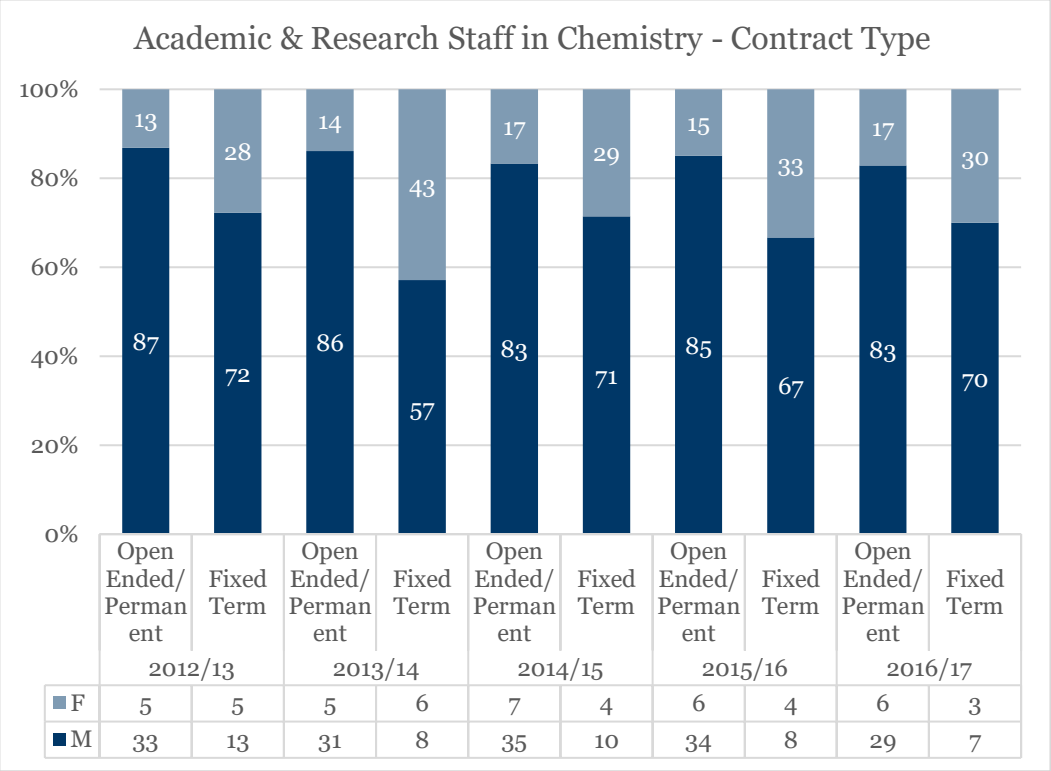
For Physics & Mathematics the small numbers make meaningful comparison difficult, but it appears that there was an increase in the female representation with increasing band up until 2016-17.

Action 6: Increase the percentage of female academic staff

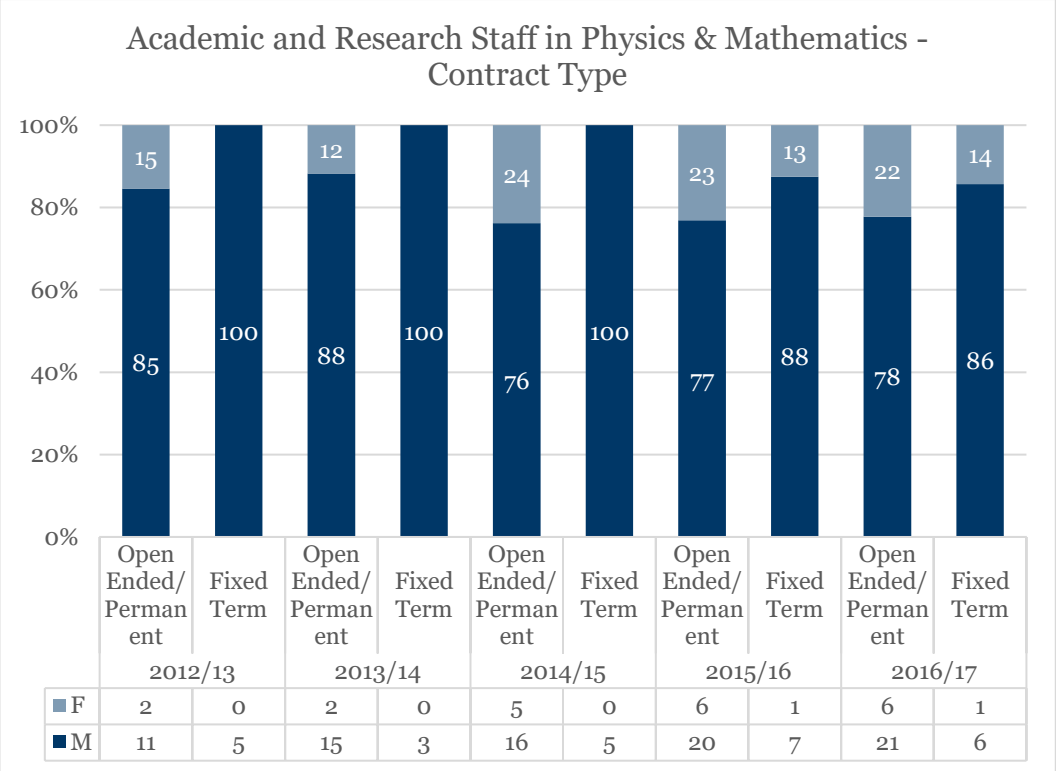
SILVER APPLICATIONS ONLY
Where relevant, comment on the transition of technical staff to academic roles.

(ii) Academic and research staff by grade on fixed-term, open-ended/permanent and zero-hour contracts by gender

Comment on the proportions of men and women on these contracts. Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.



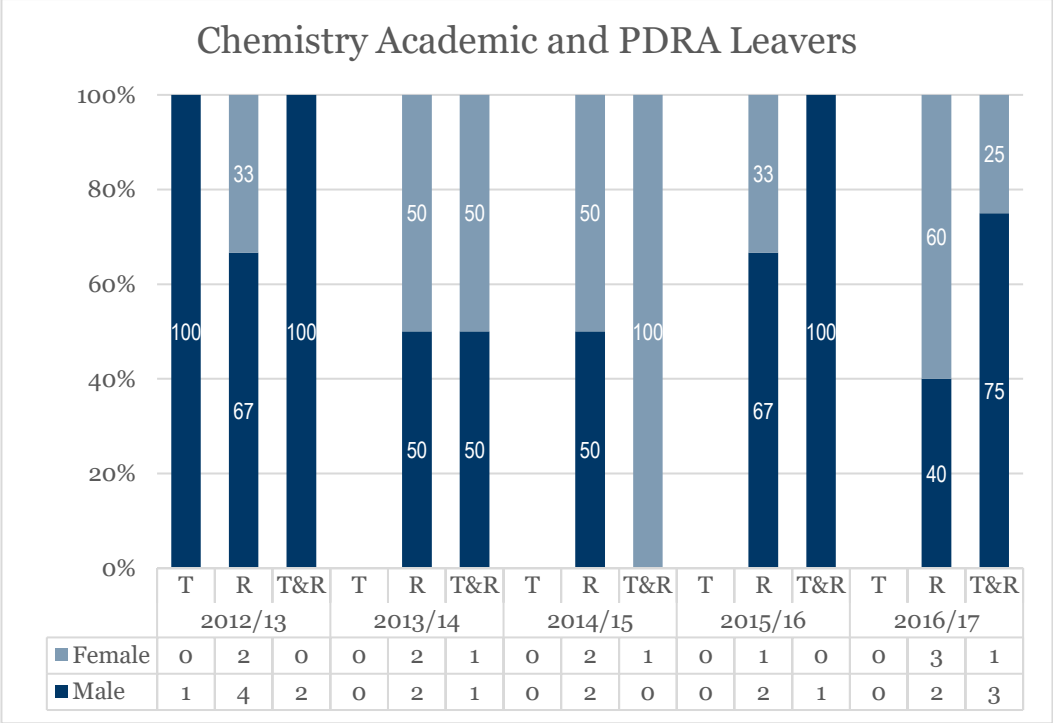
	Open Ended/ Permanent	Fixed Term	Open Ended/ Permanent	Fixed Term	Open Ended/ Permanent	Fixed Term	Open Ended/ Permanent	Fixed Term	Open Ended/ Permanent	Fixed Term
	2012/13		2013/14		2014/15		2015/16		2016/17	
F	5	5	5	6	7	4	6	4	6	3
M	33	13	31	8	35	10	34	8	29	7



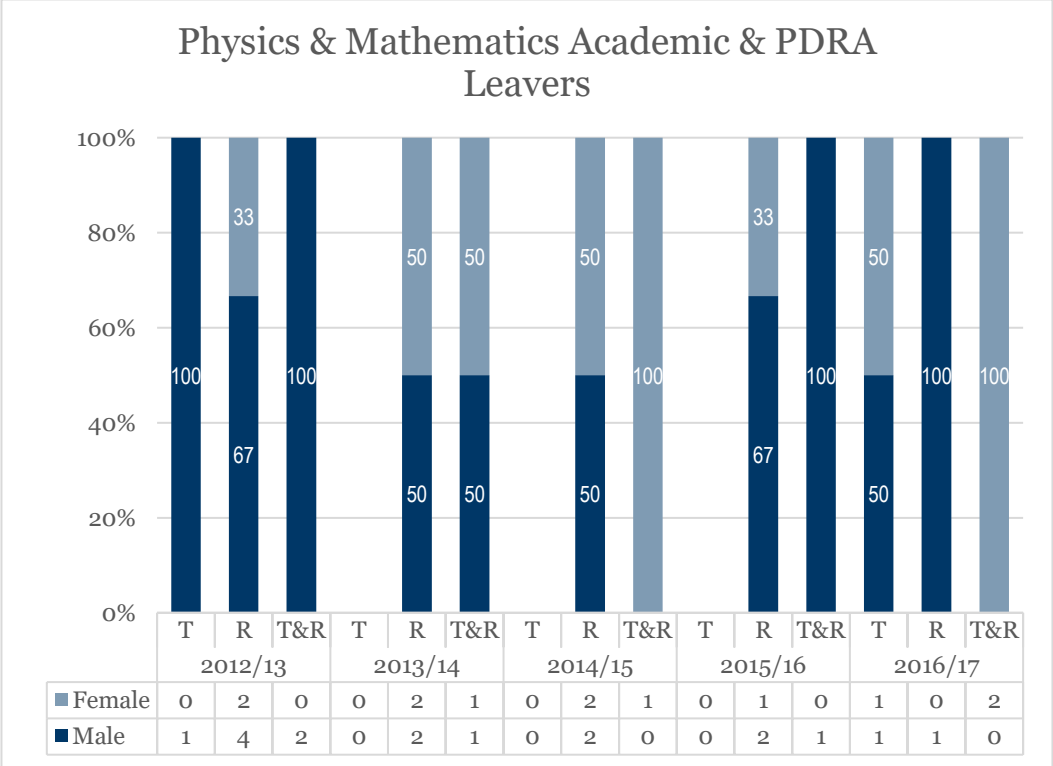
The majority of staff are on permanent contracts. The University does not employ staff on zero-hour contracts. The small number of staff on fixed term contracts are mainly appointed to research projects where specialised skills are required. If new research grants are obtained in the same specialised area the staff will be moved to a continuing contract. Those researchers on fixed term contracts meet with the HoS six months before the end of their contract to explore their options. They can choose to be put on to the redeployment register and will be able to apply for any suitable positions that become available and will be appointed if they meet the essential criteria for the job without it being advertised more widely. Occasionally there may be a fixed term appointment to cover maternity leave or teaching buy-out for a researcher (as is the case for an early career academic member funded by the University to work in a priority research area).

(iii) Academic leavers by grade and gender and full/part-time status

Comment on the reasons academic staff leave the department, any differences by gender and the mechanisms for collecting this data.



Data for staff leaving are collected by HR and staff are asked to complete an anonymous exit survey. In Chemistry some senior male staff retired. We have lost early career teaching and research staff who have moved to further their careers.



This loss of staff in Physics & Mathematics may have been accelerated by recent changes in the University, but, as described above, staff have left to further their careers (promotion to Dean in one case).

Action 7: Collect systematic data to identify reasons for staff leaving the School

WORD COUNT 2660

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

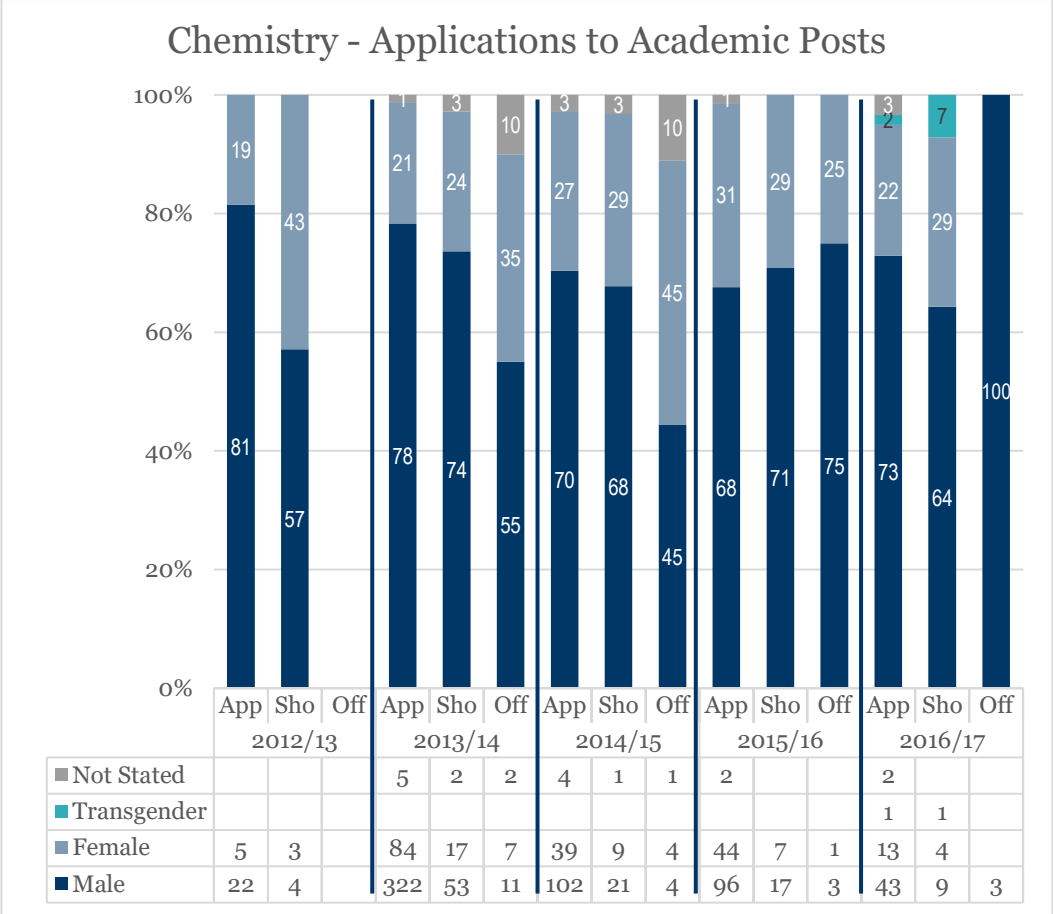
Recommended word count: Bronze: 6000 words | Silver: 6500 words

5.1. Key career transition points: academic staff

(i) Recruitment

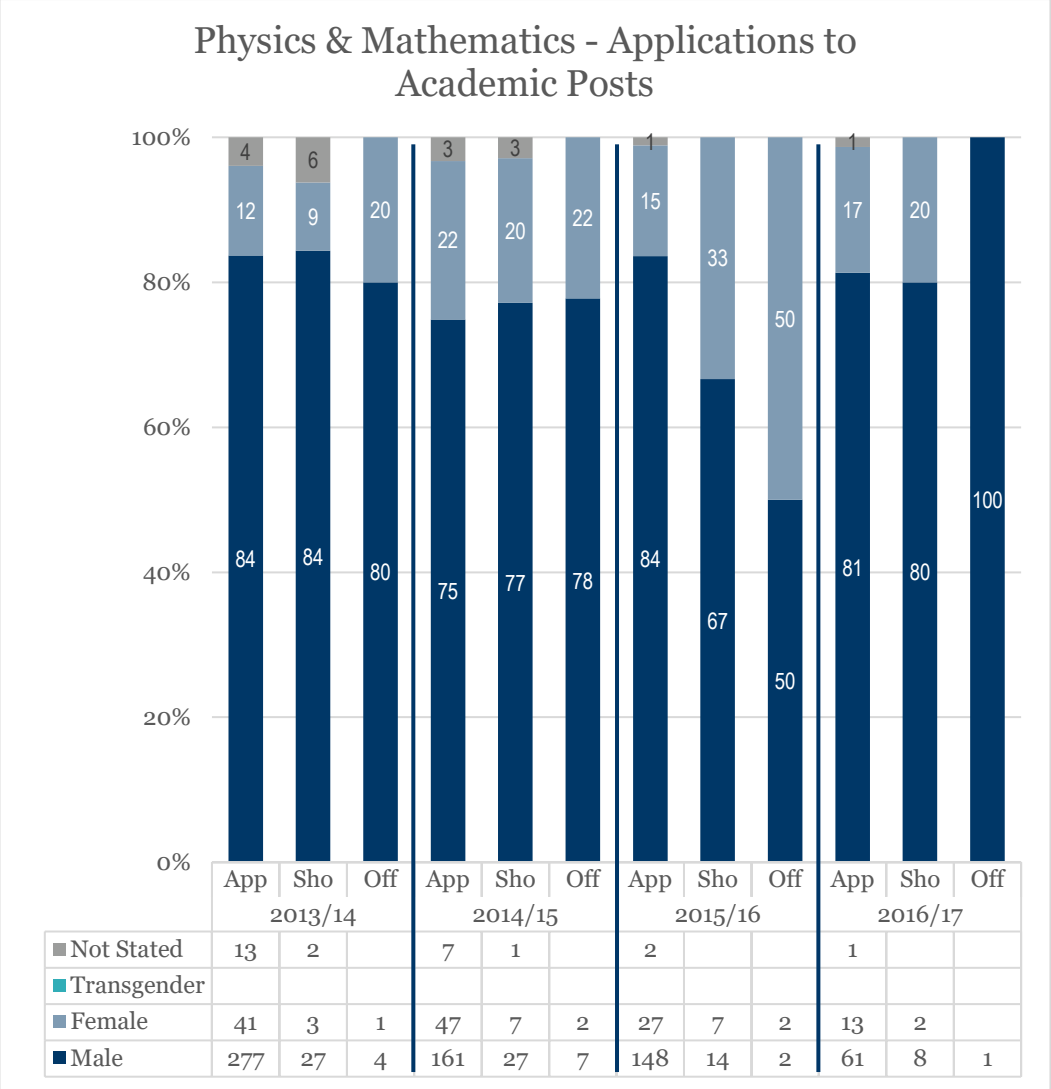
Break down data by gender and grade for applications to academic posts including shortlisted candidates, offer and acceptance rates. Comment on how the department's recruitment processes ensure that women (and men where there is an underrepresentation in numbers) are encouraged to apply.

The percentage of female applicants in Chemistry has been low, but it has increased slightly, which may be due to the changes made to adverts advertising family-friendly policies. There is now a clear statement in each job advertisement that flexible working options can be explored with successful candidates. We have made sure we have circulated the jobs widely through research and teaching networks to obtain the best possible selection of applicants.



(App = number of applicants; Sho = number of candidates shortlisted; Off = number of candidates made offers)

The percentage of women shortlisted is comparable with the percentage of female applicants. This may be a result of careful scrutiny of our recruitment processes as an action within the Chemistry AS Action Plan. The chair of the panel is usually the HoS, who has completed the unconscious bias training. Each panel must have both male and female academic staff, including someone from another Faculty. HR checks all panel members have completed the recruitment training. Shortlisting is against the specified requirements in the job description. Account is taken of career breaks such as maternity leave in this assessment to ensure that the best candidates, regardless of past career breaks, are shortlisted. The number of positions available is low and therefore it is difficult to identify trends in offers, but the percentage of women offered a position has been higher or matched the percentage of female applicants.



(App = number of applicants; Sho = number of candidates shortlisted; Off = number of candidates made offers)

The percentage of female applicants for Physics & Mathematics is lower than for Chemistry but this does reflect lower percentages of women in the pipeline. The percentage shortlisted is lower until 2015/16 when there was an increase which could reflect the sharing of good practice across the Faculty. The proportion of offers to women also increased in 2015/16 although the numbers are small.

The actions mentioned previously to increase female academic staff should help improve recruitment further (**Action 6**).

(ii) Induction

Describe the induction and support provided to all new academic staff at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

The induction process for academic staff has recently changed from a two year process to a one year probation process that is the same for all staff at the University. The School and University aim to provide a welcoming and inclusive experience, embedding our values and an understanding of our culture, and providing clear guidance about organisational practises. All new staff in the School meet with their line manager on the first day. There is a dedicated SharePoint site which provides guidance to support the line managers in the process. New staff are guided to the University of Hull 'New Starters' Welcome Guide' that provides basic information that they need to know during their first few days and signposts further information, resources and activities on campus. Further, they are guided by their line manager to undertake the University on-line mandatory induction process including training in health & safety and diversity awareness. Participation in these courses is followed up and for new staff 100% uptake is achieved.

One of the ways in which new staff are guided through the process is through access to key information on a SharePoint site. Here there is information about HR policies, flexible working, continuing professional and personal development, and networking opportunities. All new staff are encouraged to attend University central induction which includes a workshop on equality and diversity which meets the mandatory requirement to have undertaken diversity training. Feedback from focus groups with our PDRAs suggests this can be an overwhelming experience which is why the School has introduced a one page induction factsheet.

There is a review at six months to ascertain progress, to identify any problems and to allow the opportunity for extra support if required. When the induction/probation period is completed satisfactorily employment will be confirmed. If this is not the case, the probation period can be extended and extra support provided to the member of staff to help them fulfil their role independently.

The School is working hard to support and retain early career staff. The HoS has ensured all the induction and probation meetings are up to date and that staff are fully aware of the support available. New T&R staff are provided with a teaching mentor and a research mentor. T&S staff have a teaching & scholarship mentor and are supported by a Faculty Scholarship Group. All staff are eligible to apply for funding from the Faculty Research Support Fund, which provides funding for international conferences, travel or collaborations for both research and scholarship. As senior female staff are not spread evenly through the School, in the first instance mentors are allocated based on the subject area, but it is made very clear that these arrangements are flexible and they have been easily changed to ensure the relationship works. Furthermore, senior members of staff are encouraged to share PhD supervision with new members of staff to give them opportunities to further develop their research and make new collaborations. Regular research and teaching forums are held at School level to encourage collaborations between academic staff in the School and share best practise.

(iii) Promotion

Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.

	2014		2015		2016		2017	
	F	**M**	**F**	**M**	**F**	**M**	**F**	**M**
Applications	0	3	0	4	1	3	0	2
Promotions	0	2	0	2	1	1	0	0

Table 2: Applications for promotion by academic staff within the School

There are currently no part time staff within the School and there have been no applications in recent years from full time staff to become part time. The number of applications for promotion from full time academic staff (Table 2) is relatively small so it is difficult to draw meaningful conclusions. The one female whom applied for promotion between 2014 and 2017 was promoted. The majority of female staff are currently early career, in addition to one female senior lecturer and two professors. We have very strong career development support for women as discussed in section 5.5 to ensure that women are ready for promotion and leadership.

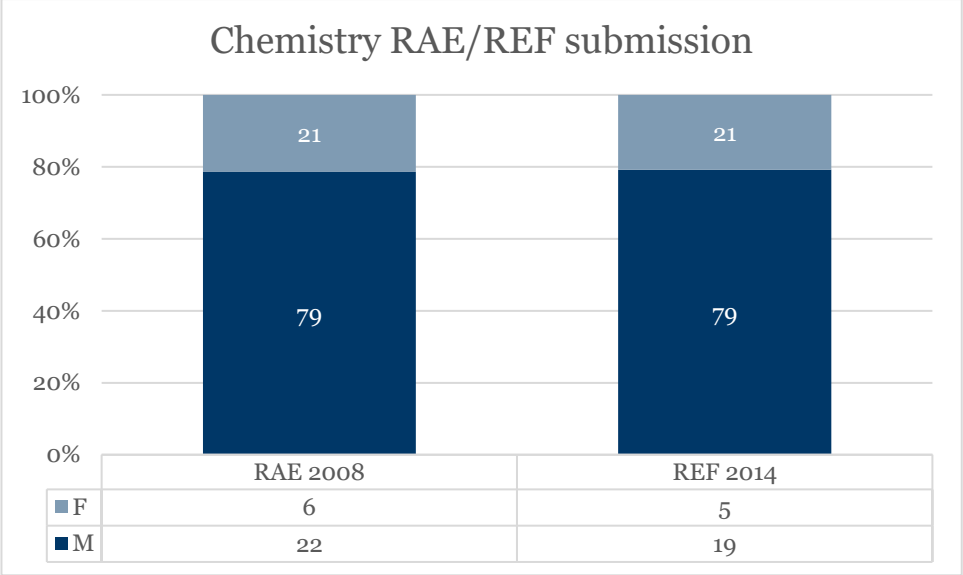
During the appraisal discussion, achievements since last appraisal are reviewed and agreed objectives are set. Staff are encouraged to consider promotion and put in place plans to reach their goals. Job descriptions are available on the University HR website. These are available up to professorial level for both T&R and T&S so staff can see the essential requirements for the roles. The T&S job descriptions have recently been expanded to include achievement in enterprise to give opportunities for promotion for staff that have applied research with industry. Each year there is a call for applications for promotion and the University provides workshops to give advice to staff and these advertised are in the School Bulletin. Staff are asked to discuss their application with the HoS and women considered eligible are directly encouraged to apply by the HoS.

The HoS has just held performance reviews in preparation for the next REF exercise. Follow up meetings have been held to support staff in reaching the objectives they have set in their appraisal (see REF section below) and these are clearly related to the requirement for promotion. All staff have been allocated mentors who can provide informal support and advice; external mentors can be requested. These can also be important at professorial level where there is an opportunity each year to apply for pay increments based on performance.

Action 8: Ensure both men and women are promoted when ready

(iv) Department submissions to the Research Excellence Framework (REF)

Provide data on the staff, by gender, submitted to REF versus those that were eligible. Compare this to the data for the Research Assessment Exercise 2008. Comment on any gender imbalances identified.



In both the REF 2014 and the RAE 2008 the majority of the academic staff in Chemistry and Physics were submitted to the Chemistry unit of assessment. A small number of staff were submitted to General Engineering, Subjects Allied to Health, and Education. In REF 2014, 27 of the 37 academic staff in the old Department of Physical Sciences were submitted to a unit of assessment. **For both research evaluation exercises all the female academic staff were submitted to a unit of assessment.**

In preparation for the next REF a review of academic performance was introduced looking back at achievements over three years, along with clear guidance as to the required level of outputs and grant income for those on T&R contracts. The aim of this exercise is to boost the School's research performance by encouraging individuals to develop their research. Those staff not meeting the targets are being supported by regular meetings with the HoS and Academic Manager to identify tailored support, such as mentoring, time management, feedback and specialised courses in areas such as creativity, grant writing *etc*. (Data cannot be provided as numbers are small and the information confidential.)

SILVER APPLICATIONS ONLY

5.2. Key career transition points: professional and support staff

(i) Induction

Describe the induction and support provided to all new professional and support staff, at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

(ii) Promotion

Provide data on staff applying for promotion, and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.

5.3. Career development: academic staff

(i) Training

Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

At University Level there is a wide range of staff development courses available. The University has signed up for the Concordat to Support Career Development and there are targeted courses for ECRs including training for research supervisors, guidance on applying for research funding and writing grant applications. Currently, due to changes in the University IT systems, it is not possible to collect all the data on attendance at staff development courses.

All new staff with limited teaching experience are required to complete the Postgraduate Certificate in Academic Practice. There are workshops for more experienced staff to help prepare applications for Fellowship of the Higher Education Academy; 72% of staff have FHEA/SFHEA or PFHEA. We regard this as valuable in the development of academic careers.

All women academics in the School have been given the opportunity to attend either a University Programme for Women achieving Excellence in Research (PoWER) or the Leadership Foundation Aurora programme (see section 5.3(v)).

> '*Through Aurora, I have learnt new skills and am more confident in my leadership abilities.*'
>
> **Dr Grazia Francesconi Chemistry**

Staff in leadership roles have attended the University Leadership Training (2 female Professors) and Leadership Foundation external Programme (HoS, female). The recently appointed Heads of Subject areas are being offered this training (3 males) and all staff in leadership roles attend additional University training (**Action 8b**).

(ii) Appraisal/development review

Describe current appraisal/development review schemes for staff at all levels, including postdoctoral researchers and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.

In 2017 the University reviewed its appraisal system to ensure that staff had more appropriate SMART objectives. All academic staff and PDRAs who have completed probation have annual appraisals with their line managers where they can discuss their successes and identify areas for development. Importantly it is a chance to plan objectives for teaching, scholarship, research and career aspirations, and identify any training requirements for the following year. In response to a recent request, PDRAs may choose to have their appraisal with someone other than their line manager. We feel that this can help them reflect more on their career progression as opposed to the research project outcomes. Each appraiser has received training in this role and undertakes a small number of appraisals so the workload is not too onerous. The process is monitored by the Academic Manager. At present, 100% of academic staff have had an appraisal under the new system and half-year follow up meetings have been planned to ensure the staff are on track to meet their targets and help with more support if required.

We consider this benefits women's careers by helping them to identify realistic goals and training needs to enhance their career development.

(iii) Support given to academic staff for career progression

Comment and reflect on support given to academic staff, especially postdoctoral researchers, to assist in their career progression.

Postdoctoral staff are supported in a similar way to academic staff as described above. Once their probationary period is over they have appraisals. Many of the courses developed by the University for the Concordat to Support Career Development are designed for PDRAs. We recognise the value in career development that PDRAs obtain teaching experience. The Faculty is currently developing a policy in this area which we hope to implement as soon as it is ready. PDRAs are able to attend the level 7 module 05064 "Professional Practice in Teaching and Learning in HE" and carry out a limited amount of teaching which will allow them to apply for associate membership of the HEA. It should be noted that the opportunity for PDRAs to cover teaching for maternity leave can be great for career development; two recently appointed Biochemistry lecturers (both male) gained teaching experience through this route.

The University has put considerable investment in strategic research themes through research centres. This is carried through into practice on the ground. **For example, Dr Jia Min Chin, one early-career female academic, has had her teaching bought out by The Energy and Environment Institute for 5 years to allow her to concentrate on developing her research. A teaching fellow has been appointed to cover her teaching.**

Action 9: Support career development of PDRAs

(iv) Support given to students (at any level) for academic career progression

Comment and reflect on support given to students at any level to enable them to make informed decisions about their career (including the transition to a sustainable academic career).

All undergraduate students have academic support tutors (ASTs) to advise on careers and to signpost them to the University careers service. In 2016 we refreshed the curricula for all taught courses; employability skills are now integrated throughout all our programmes. Careers event are held for each individual subject area and on returning for their final year the students in Chemistry have a special AST meeting organised to discuss their plans after graduation. The Yr. 4 extended research project provides an opportunity to identify and encourage suitable candidates to pursue research careers.

The Physics section has funding from the White Rose Industrial Physics Academy to organise career visits. In focus groups held for female chemistry students, a lack of confidence was identified as a reason for female students not applying for PhD studies. The PGR representatives on the AS SAT therefore organised an informal School-level event for all subject areas with refreshments for final year undergraduates to meet current PhD students (50% female) to help them understand more about the postgraduate experience. **In Physics we have financially supported students to attend the IoP undergraduate Women in Physics conference and Charlotte Eling, who was one of the first students to attend, is now a PGR on the AS SAT.**

PhD students are required to obtain a postgraduate certificate in research skills as part of their wider development. PhD demonstrators are required to undertake the level 7 module 05064 “Professional Practice in Teaching and Learning in HE”. When this is complete they are eligible to apply for associate fellowship of the HEA. There are also opportunities for supervision of undergraduate students during their extended projects. PhD students can apply to the Faculty research support fund and Graduate School for funding for conferences and collaboration visits. There are School and University PG conferences that give students opportunities to present work and develop their ability to communicate their science. We feel that this helps to debunk the myth that academic conferences are scary and helps students to develop confidence and networking skills for their future careers. Students are encouraged to get involved with outreach and conference organisation such as the National Astrophysics Conference held at Hull in 2017 and the British Science Festival to be held in Hull in September 2018.

(v) Support offered to those applying for research grant applications

Comment and reflect on support given to staff who apply for funding and what support is offered to those who are unsuccessful.

A key university objective is to increase research funding. Realistic target research income has been identified for each subject group based on national benchmarks. As stated in ii) individual plans are put in place with the HoS to support staff to reach these targets and the workload model is used to make sure staff have sufficient time to prepare research

applications. Across the University, the timetable is centrally managed with the aim of providing each research-active staff member with teaching-free days so that they can have sustained periods of time for research. As well as the courses available from the Research Support Office, research mentors can provide individual advice about targeting funders. The Faculty has provided one day courses by external providers on (i) writing better proposals (ThinkWrite) and (ii) writing targeted journal articles. These are open to all researchers. All research proposals have to be internally peer-reviewed as a supportive developmental process to improve the quality of submissions. Recently an external reviewer was utilised to support a mathematician submitting his first EPSRC grant as specialised internal expertise was not available. Mock panels are held to support staff who have to pitch for funding which has been very useful. For example, **Ruchi Gupta who was an ECR in Chemistry (and had attended the Aurora programme) won an EPSRC Healthcare Technologies Award (£1M) in 2016 which aims to develop research leaders for the future.** This approach is clearly working and will continue to benefit women in the School.

SILVER APPLICATIONS ONLY

5.4. Career development: professional and support staff

(i) Training

Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

(vi) Appraisal/development review

Describe current appraisal/development review schemes for professional and support staff at all levels and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.

(ii) Support given to professional and support staff for career progression

Comment and reflect on support given to professional and support staff to assist in their career progression.

5.5. Flexible working and managing career breaks

Note: Present professional and support staff and academic staff data separately

(i) Cover and support for maternity and adoption leave: before leave

Explain what support the department offers to staff before they go on maternity and adoption leave.

For staff and students working in laboratories, it is vital that they disclose their pregnancy as soon as possible to the H&S Officer to ensure safe working. This information is given in the PDRA fact sheet and all the H&S induction courses. At a later stage the member of

staff will meet with the HoS to put in place an individual plan to support their teaching and research as discussed below.

(ii) Cover and support for maternity and adoption leave: during leave

Explain what support the department offers to staff during maternity and adoption leave.

While on maternity leave, staff can keep up-to-date *via* the University portal or by having information forwarded to them. Additionally up to 10 paid 'keeping in touch days' can be taken by mutual agreement to ease return to work.

As an outcome from the University AS Bronze application, the Dean of FoSE implemented a pilot scheme for women returners in which tailored support was provided. The individual profile of the staff member is considered and a package of support designed to provide effective cover and then to facilitate an effective return to work is put in place. Arrangements are overseen by the Faculty to ensure fairness. We believe the provision of an individual package of support is the best way to support women who have maternity leave.

Recently, Nicole Pamme, a female academic who took 24 weeks maternity leave in 2014 requested the extension of a PDRA contract for six months, which covered her maternity leave and the time after her return. The PDRA was able to deliver her specialised lectures and support her research students as well as completing his own research. During her maternity leave Nicole successfully applied for an externally-advertised professorial appointment within the University.

> '*The University worked with me to build a package of support. This enabled me to keep my research going and provided a seamless return to full time work.*'
>
> **Prof. Nicole Pamme**
> **Chemistry**

(iii) Cover and support for maternity and adoption leave: returning to work

Explain what support the department offers to staff on return from maternity or adoption leave. Comment on any funding provided to support returning staff.

As explained in (ii) the individual support package can extend after the return to work. Recently our female glassblower was on maternity leave and in that case we arranged for a fixed term external appointment to cover the work. This appointment continued after her return to work.

Staff will meet their line manager on return to work to ensure the required support is in place, including any request for flexible working. Under the University's Flexible Working Policy staff may apply to change their working hours. In the past a female post-doctoral researcher applied for reduced hours after returning from maternity leave and this was agreed.

Within the Allam building in the centre of campus there is a dedicated baby-feeding room for breast-feeding/expression of milk. This is open for staff and student use. The

University currently supports the Computershare Childcare Voucher Scheme which allows staff to buy childcare before tax. These vouchers are flexible and can be used for a wide range of childcare support. There is a private nursey on campus that provides childcare from 07:30am to 17:45pm.

(iv) Maternity return rate

Provide data and comment on the maternity return rate in the department. Data of staff whose contracts are not renewed while on maternity leave should be included in the section along with commentary.

There has been no female academic staff member on maternity leave since 2014 but in the past there has been a 100% return rate. See also section (v).

Action 12: Enhance awareness by staff of maternity/paternity/adoption leave and flexible working

SILVER APPLICATIONS ONLY
Provide data and comment on the proportion of staff remaining in post six, 12 and 18 months after return from maternity leave.

(v) Paternity, shared parental, adoption, and parental leave uptake

Provide data and comment on the uptake of these types of leave by gender and grade. Comment on what the department does to promote and encourage take-up of paternity leave and shared parental leave.

The University does not have a management system to record paternity leave and with the changes within the University structures data is not available, although it is known that several staff have had paternity leave. In the future, the School will collect the information and this should be made simpler when the University implement a new IT system (iTrent/MyHR) in summer 2018 which will allow staff to record and manage maternity, paternity, shared parental and adoption leave on line.

In September 2017, Marco Cattaneo, Head of the Mathematics subject area, took 12 weeks of shared parental leave. During that time he was able to have paid "Shared Parental Leave In Touch" days to keep in touch. To ensure there was teaching cover for his leave, the planned appointment of a teaching fellow in Mathematics was brought forward by several months and the managerial role was split between senior academics in the School. On returning to work he met with the HoS to identify any support needed. As with maternity leave the opportunity for other types of leave will be more widely advertised and take up monitored using the new HR system (**Action 12c**).

(vi) Flexible working

Provide information on the flexible working arrangements available.

There is a University Flexible Working Policy that covers all staff who wish to change their working arrangements. Each application is given due consideration by the HoS and where no contractual amendments are required local arrangements can be made to fit in with business need and the member of staff's requirement. For adjustments that involve contractual change, e.g. reduction of hours after maternity leave, HR will issue a new contract.

Academics and researchers (all Band 6 and above) work indeterminate hours, nominally 36.5 h/per week. This means staff are afforded a great deal of flexibility and in the past, on the proviso that targets agreed with line managers are met, arrangements have not been formalised. More recently this has changed to ensure transparency and equality across subject areas and we currently have two academic staff members who have officially requested and been granted flexible working to help with child care arrangements (male and female). As with parental leave the opportunity for flexible working will be more widely advertised and take up monitored using the new HR system (**Action 12**).

(vii) Transition from part-time back to full-time work after career breaks

Outline what policy and practice exists to support and enable staff who work part-time after a career break to transition back to full-time roles.

Currently this situation has not arisen and would be dealt with on an individual professional basis strongly taking into account the need to retain female academic staff within the School. Staff with families do make use of the flexible working policy for child care arrangements.

Action 12: Enhance awareness by staff of maternity/ paternity/adoption leave and flexible working

5.6. Organisation and culture

(i) Culture

Demonstrate how the department actively considers gender equality and inclusivity. Provide details of how the Athena SWAN Charter principles have been, and will continue to be, embedded into the culture and workings of the department.

Female staff have played a crucial role in the success of the Departments and School in recent years. Despite the small number of academic female staff, the Heads of Department for both Chemistry and Physics & Mathematics, Deputy Head, Director of Learning & Teaching, Director of Research and REF lead have been female. We value the talents of women at every level.

All staff are expected to complete E&D training which is offered at University level as online training and as workshops covering, for example, admissions and recruitment. 100% of staff have completed E&D training, but this needs to be renewed every three

years and has been hard to monitor. It is checked at staff appraisals but we need to be able to monitor completion. All staff who serve on a selection panel must also undertake recruitment and selection training, renewable every three years and HR checks this before arranging the recruitment process. In 2014 the then HoD and Chemistry staff on the University AS steering group attended face-to-face unconscious bias training; on line training is now available and this has been introduced for all academic staff.

Action 13: Ensure unconscious bias awareness training is undertaken by staff

Since 2014 we have being surveying all the staff and students in the Chemistry section with regards to attitudes to women in science and awareness of Athena SWAN. It has been great to see really strong support for gender equality from male as well as female PGR AS SAT members. The surveys have been designed and organised by postgraduate students (both male and female) and in 2016-2017 the questionnaire was adapted for the whole School and there were 492 participants. The survey has been widened to allow us to start looking at other aspects of E&D.

Since the last Chemistry survey, awareness of Athena SWAN has increased from 64% to 74%. Similarly, there was an increase in respondents from 74% to 78% who thought that gender had no impact on their future career.

34% of respondents considered that having children might be the main reason for women not continuing to pursue a career in academia (higher than any other reason) and therefore we will develop some case studies to show it is possible **(see Action 3)**.

Bringing together the three sections of the School has proved challenging. At the request of staff we have improved communications with the introduction of a weekly School eBulletin. Staff are brought together in teaching and research forums where we share information, ideas and good practice. The postgraduate symposium encourages communications between staff and research students.

The School Director of Student Experience and Faculty Student Experience Officer work closely with our taught students to enhance their experience in the School.

We instigated E&D for all postgraduate demonstrators after feedback on our AS survey informed us that both male and female undergraduate students felt they were being treated differently by some demonstrators. In our latest survey this was no longer considered a problem and therefore this has been rolled out for all postgraduate demonstrators (who also have to complete a short teaching course).

We have developed a number of new initiatives including identifying a gender neutral toilet in the Chemistry building and instigating a Faculty level sporting programme (with a female Mathematics teaching fellow) to encourage participation by female staff and students. Furthermore we developed a peer support schemes (3F:3M) within in the School for foundation students which has proved successful and will therefore be rolled out for all years.

Action 10: Provide enhanced support for UG female students

We have made progress to improve the post graduate research student experience in several areas. Many of the female overseas students have young families and have to

deal with strictly time-limited Scholarships from their Governments (Figure 3). We have worked hard to provide flexible support for these student to ensure they can complete their degrees.

Figure 3. Postgraduate students (and family) after a PhD viva in Chemistry.

Recently the role of Research Director has been split so that a Graduate Research Director could be appointed to concentrate on supporting research students. The challenge of research in practical science is to be the first to discover new things; despite this pressure, bullying has no place in the process. Clear procedures and practices developed in consultation with staff and students are in place to prevent this in the School. We aim to provide a supportive research environment for all students with clear guidance about expectations for students and supervisors. These guidelines make it clear that students can obtain external support from University Dignity and Respect advisors, the Graduate School and student support services.

Action 11: Provide enhanced support for PGR female students and ensure good quality PhD supervision across school

(ii) HR policies

Describe how the department monitors the consistency in application of HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Comment on how the department ensures staff with management responsibilities are kept informed and updated on HR polices.

A key aim of the new School is to ensure that HR policies are equally applied across all three subject areas. Policies are available for all staff on the University HR Sharepoint site. Only the HoS and Heads of Subject have line management responsibility for academic staff. They are required to apply University policy from the HR site. The HoS and School Administrator have monthly meetings with Faculty HR to monitor the application of policy and highlight any need for additional training in its application.

The School Administrator who attends the School Executive and has the role of Equality and Diversity advisor is responsible for ensuring the School E&D action plan is being implemented. Transparency is vital for treating staff fairly both in terms of workload and objectives. The University has Dignity and Respect advisors and one of the technical staff working within the School is an advisor who can be easily contacted by staff and students to resolve problems informally before they become more serious. The induction fact sheets for PDRAs aim to ensure they know what to do if they have problems (**Actions 9c** and **12c**).

(iii) Representation of men and women on committees

Provide data for all department committees broken down by gender and staff type. Identify the most influential committees. Explain how potential committee members are identified and comment on any consideration given to gender equality in the selection of representatives and what the department is doing to address any gender imbalances. Comment on how the issue of 'committee overload' is addressed where there are small numbers of women or men.

The formation of the new School has resulted in a large reduction in the numbers of committees and therefore it is hard to compare with past years for the different previous Departments. Much work of former departmental committees is now carried out at Faculty level. With the small number of academic women in the School it is important not to overload them with committee work, but we aim to balance gender by the positive approach of including wider representation including technical staff, PDRAs and students. Data are given in Table 3 below. Recently, the Health and Safety Committee was all male; we began to address this by co-opting a female technician to the committee. This remit and composition of this committee is being revisited currently as part of a Faculty reorganisation of H&S. **We have decided not to have a School Research Committee and instead to have a Research Forum where all staff are involved; this overcomes the need for selection of representatives.**

Action 14: Ensure female:male balance on committees is appropriate

Committee	Year	Chair	F:M ratio
Executive	Sept 2016-Jan 2017 Feb 2017 to date	M F	3:6 3:5
Health & Safety	2016-17	M	1:9
Learning & Teaching	2016-17	M	5:8

Table 3. Composition of School committees.

(iv) Participation on influential external committees

How are staff encouraged to participate in other influential external committees and what procedures are in place to encourage women (or men if they are underrepresented) to participate in these committees?

Female staff have been encouraged by the University to sit on committees at University level and outside the University. We see this as very valuable to women and strongly encourage it as part of their career development. This is one of the things which is covered by the mentoring scheme.

For example, Professor Greenway was President of the Analytical Division of the RSC and was on the steering committee of the Heads of Chemistry UK group 2012-2015 and Professor Overton was President of the Education Division of the RSC and was on the committee for developing the QAA Chemistry benchmarks published in 2014. Early in her career Professor Pamme was appointed to the University Research Committee as an ECR and she is currently Vice President of the Chemical and Biological Microsystems Society. In the Physics subject area Dr Angela Dyson was on the Yorkshire and Humber IOP Committee. Dr Grazia Francesconi, a Senior Lecturer, is an active member of the EPSRC peer review college.

(v) Workload model

Describe any workload allocation model in place and what it includes. Comment on ways in which the model is monitored for gender bias and whether it is taken into account at appraisal/development review and in promotion criteria. Comment on the rotation of responsibilities and if staff consider the model to be transparent and fair.

The School has a workload model that follows the University workload model, which has recently been updated. This model is transparent and the aim is to share workloads with all academic staff once we have accurate data. The HoS and Academic Manager work with the Heads of Subject areas to review teaching, research and administrative duties for staff and reassign responsibilities taking into consideration the requirements of the School. Staff can raise concerns about their workload balance at appraisals.

The implementation of the model reflects the need to advance the careers of early-career staff and provide dedicated time for all T&R staff to undertake research. When

appropriate, either due to heavy workload or for career progression opportunities, major roles are reallocated. There has been a concerted effort by the University and HoS to remove non-academic administrative duties from academic members of staff and this will continue. All academic staff are expected to participate in pastoral support for students and each year are assigned a number of AST supervisees. This is accounted for in the workload model. The promotion criteria are defined at University level and encompass academic, pastoral and administrative duties (including contributions to the AS application).

The same criteria are applied to all staff when using the model, but the model is not explicitly monitored for gender bias.

Action 15: University workload model to be applied uniformly for all staff in line with their job descriptions

(vi) Timing of departmental meetings and social gatherings

Describe the consideration given to those with caring responsibilities and part-time staff around the timing of departmental meetings and social gatherings.

School committee meetings and research and teaching forums start and end during core hours (between 9:00 and 4:00 pm). School activities such as the research and teaching forums, held to encourage staff to share good practise and ideas and develop collaborations, are held on the campus during core hours so everyone can attend. The University teaching timetable is between 9:00 and 18:00 because of the limited number of large teaching spaces, but staff can apply for formal flexible working, if for example they have child care responsibilities. Annually there is a School barbecue in early summer held on campus to which all staff are invited. This takes place within core hours. As a new School we are still working on integrating good practice. Recently we have agreed to hold research seminars at 2 pm for the Physics and Chemistry subject groups, moving away from the 4 pm slot utilised by Chemistry until recently.

(vii) Visibility of role models

Describe how the institution builds gender equality into organisation of events. Comment on the gender balance of speakers and chairpersons in seminars, workshops and other relevant activities. Comment on publicity materials, including the department's website and images used.

Both Physics and Chemistry have worked hard in this area and this is reflected in the data from our AS survey. For example in the Chemistry section the number of people who could name three women scientists and mathematicians had jumped from 9% to 21%. It may be that this is a result of actions from Chemistry AS action plan to (i) display prominently images of female scientists around the Chemistry Building (School AS surveys show that respondents believed the number images of women in our School media had increased in the last year), (ii) hold an all-day careers event on International Women's Day in 2016 with all female keynote speakers. Physics however also did well

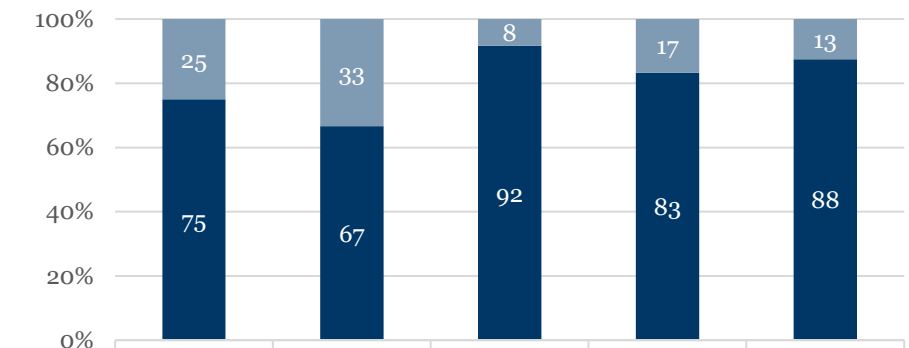
with 29% of respondents naming three women scientists; this could be related to Professor Brad Gibson's activities promoting female role models with two recent female Honorary degree recipients (Helen Sharman and Jocelyn Bell Burnell) and a high profile invited speaker events on International Women's Day 2017. In Mathematics only 5% of participants could name three women as there has been less activity.

Positive images of students working in laboratories have been used in publicity material and on the cover of laboratory manuals for undergraduates. The students used were volunteers. A panel of example cover pictures is shown below. These positive images reinforce that science is open to everyone.

Figure 4. Front covers of student laboratory manuals within Chemistry.

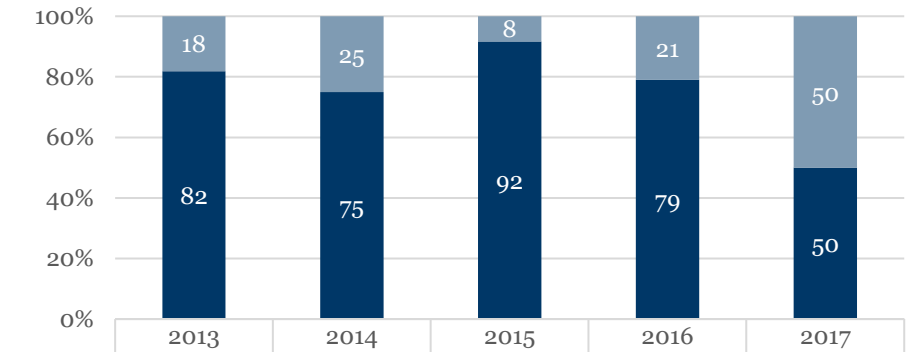
Within the School the seminar series is organised by a female academic. The breakdown of speakers by gender in the subject areas is shown below.

Chemistry Research Seminar Speakers

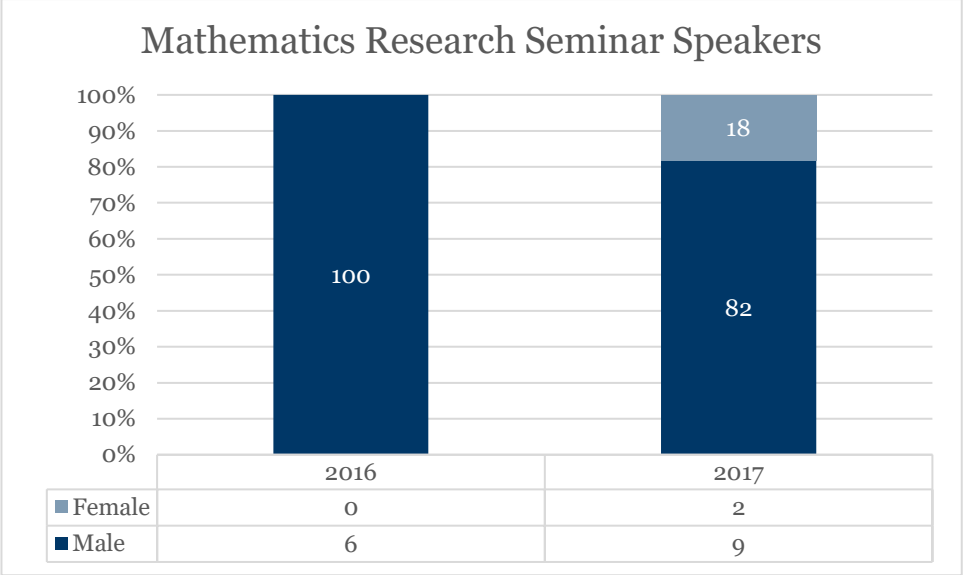


	2013	2014	2015	2016	2017
Female	2	2	1	1	1
Male	6	4	11	5	7

Physics Research Seminar Speakers



	2013	2014	2015	2016	2017
Female	2	1	1	4	2
Male	9	3	11	15	2



The speakers in Chemistry and Maths have been predominantly male. In Physics the percentage of female speakers has increased to 50% in 2017. This is an excellent opportunity to invite a broader range of people and hear about new science from the broadest possible range of people. We will monitor the ratio of male to female speakers in seminar programmes and encourage staff to nominate female speakers.

Action 16: Promote female role models

(viii) Outreach activities

Provide data on the staff and students from the department involved in outreach and engagement activities by gender and grade. How is staff and student contribution to outreach and engagement activities formally recognised? Comment on the participant uptake of these activities by gender.

Academic staff, post-doctoral staff, postgraduate students and undergraduates are all involved in outreach activities and at the moment this activity is not accounted for properly in our workload model for academics. The limited number of female staff in the School means they cannot be involved with all the activities, and as these are important for recruitment of UG students it is vital to ensure that all the material used has positive images of women. We will make sure we have female student ambassadors for Open and Applicant days as well as outreach activities. The development of the prominent AS noticeboards for all subjects and the webpage will emphasise female contributions to science. Professor Brad Gibson (Head of Physics) has initiated a new campaign with marketing called "The Changing Face of Physics" which will be used across different platforms (see **actions 3** and **4** and Figure 5 below). The primary students involved engage with local schools and colleges through their own initiative. For example, they have visited colleges to talk with sixth-formers about life as a 1st year student and an active woman in STEM. Two (Leah Cox and Kate Womack) were invited to address 200 students in Hull at a Women in STEM forum.

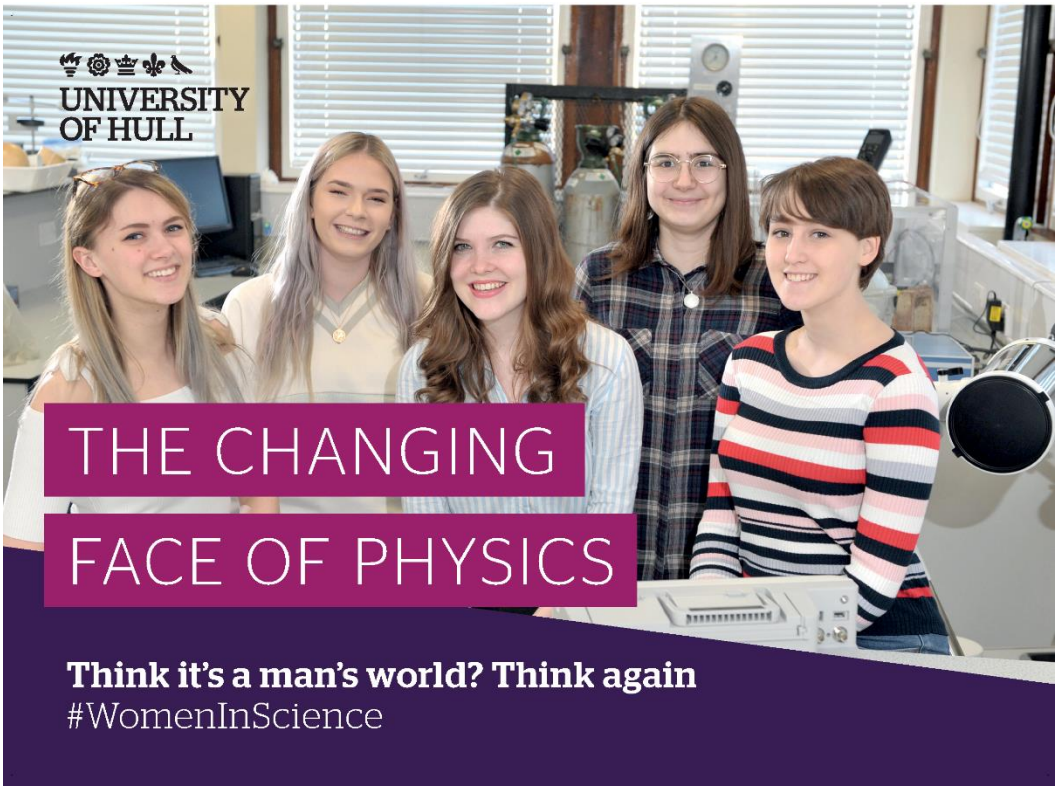


Figure 5. Advertisement for Hull Physics used across a variety of platforms.

Professor Mark Lorch (Chemistry) is the Associate Dean for International Development and Engagement and organises many events. These have included Science Buskers and events with Hulls Magicians Circle with a Mathematics Fellow and AS SAT member, Laura Broddle. The main outreach activity is the University of Hull Science Festival held in April each year. The event is held over three days and includes an event for industry and activities for schools and a Saturday event targeted at both undergraduate applicants and the general public. We have contributed to Hull City of Culture 2017 and the Freedom Festival. The female academic staff have been heavily involved in this, especially Professor Nicole Pamme. Third year undergraduates (mixed groups of male and female) have been involved developing activities as part of their group project with the specific aim of encouraging females into science. This year Professor Mark Lorch is running the British Science Festival at Hull and in 2016 and 2017 female staff and research students have participated in Soapbox Science. The Mathematics section holds Royal Society Master Classes with 15-20% of presenters being female along with local Schools Masterclasses (see Figure 5).

The University is co-ordinating a 3-year Erasmus+ Key Action 2 project called 'Girls into Global STEM' (GIGS) that aims to engage more school students and especially girls in STEM. (http://www.gigsproject.eu/) One of the project objectives is to increase youth employment potential by improving their interest and engagement in STEM subjects. We will use the resources and findings from the GIGS project in our outreach with schools (**Action 4c**).

Figure 6. Examples of outreach activities from the School across different subject areas.

The Physics section have a very active outreach programme especially in Astrophysics (over 200 events since 2015) and they hold funding to run a workshop to evaluate the impact of this type of programme in which gender will be considered. The School also supports work experience placements; Physics has an intern Programme in Astrophysics in which 60-70% have been female (see Figure 7).

Figure 7. Professor Brad Gibson with Astrophysics interns.

Action 17: Monitor female visibility in outreach activities

WORD COUNT 6158

SILVER APPLICATIONS ONLY

6. CASE STUDIES: IMPACT ON INDIVIDUALS
Recommended word count: Silver 1000 words

Two individuals working in the department should describe how the department's activities have benefitted them.

The subject of one of these case studies should be a member of the self-assessment team.

The second case study should be related to someone else in the department. More information on case studies is available in the awards handbook.

7. FURTHER INFORMATION

Recommended word count: Bronze: 500 words | Silver: 500 words

Please comment here on any other elements that are relevant to the application.

The last University Staff Survey was a Staff Temperature Check in 2016. This was only broken down as far as Faculty level due to the numbers replying and therefore it is difficult to come to conclusions specific for the School. The University has recently undergone a huge change programme which has been challenging for staff and this is reflected in the feedback. Within the University there was a fall in the number of staff who responded positively about E&D. However, our School AS survey showed a decrease from the previous year in the proportion of respondents who felt there was gender bias

within the School (in Chemistry the figure is less than 1%). Since this staff temperature check survey a new Vice Chancellor has been appointed who has provided a very clear positive message about supporting equality and diversity.

To allow us to describe the transition from two Departments to a School we were allowed an additional 1000 words for this application. These have been utilised to describe the merger of the two Departments and growth of a School culture. In many places historic data are quoted for separate Departments which has necessitated extra words to describe the situations.

The emails confirming receipt of extra words are appended at the end of this document after the action plan.

Total word count is 11417 and the breakdown of words is shown below.

Section	Allowance	Words
1	500	620
2	500	807
3	1000	924
4	2000	2660
5	6000	6158
6	None	None
7	500	220
Total	**10500**	**11417**

WORD COUNT 220

8. ACTION PLAN

The action plan should present prioritised actions to address the issues identified in this application.

Please present the action plan in the form of a table. For each action define an appropriate success/outcome measure, identify the person/position(s) responsible for the action, and timescales for completion.

The plan should cover current initiatives and your aspirations for the next four years. Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART).

See the awards handbook for an example template for an action plan.

UNIVERSITY OF HULL SCHOOL OF MATHEMATICS AND PHYSICAL SCIENCES ACTION PLAN MAY 2018

IMPLEMENTATION OF ACTION PLAN

Action number	Goals to address issues	Relevant section of report	Actions	Success Measure	Lead Responsibility	Timescale
1	Embed gender equality in the School by implementing Action Plan and monitoring its success	3(ii)	a) SAT to meet bimonthly and monitor implementation of plan b) Use money allocated by Faculty to ensure implementation of plan c) SAT will oversee and evaluate an annual Athena SWAN survey of staff and students	a) Implemented action plan in line with specified timescales b) All reasonable Athena SWAN activities are funded and allocation is spent c) Increase in positive qualitative responses and increase in knowledge of Athena SWAN	a) Chair of SAT b) HoS with Associate Dean for Research c) Chair of SAT	a) Bimonthly meetings b) End of July annually c) End of March annually
2	Put in place a system to ensure all data of AS progress is annually collated	3(ii)	The School Administration Manager will work with the Faculty support to develop a system to collect data for annual review	Availability of reliable data to allow SAT to monitor implementation of action plan	School Administration Manager with support from Faculty data manager	August 2018
3	Communicate implementation of plan to staff and students	3(ii) 5.6(i) 5.6(viii)	Publicise the Athena SWAN activities through School weekly news bulletin, Athena SWAN noticeboards, and at staff meetings	Increased awareness of Athena SWAN throughout School as measured by AS survey	HoS/Chair of SAT	October annually (survey)

STUDENTS						
Action number	**Goals to address issues**	**Relevant section of report**	**Actions**	**Success Measure**	**Lead Responsibility**	**Timescale**
4	Increase the percentage of female students in the School	4.1(ii) 5.6(viii)	a) Increase % of females in images for all publicity to at least 50% and check that advertising portrays women positively b) Work with marketing to develop targeted campaign to increase female recruitment c) Use resources and findings from GIGS project in our outreach with schools d) Monitor percentage of women involved in open and applicant days e) Promote Athena SWAN activities with employers of part-time/blended learning courses. f) PGR students to meet with undergraduates to discuss PhD experience.	a) At least 50% of images in all sources of publicity are of women b) Increase percentage of female students by 5% to approach benchmarks c) Increase percentage of female students by 5% to approach benchmarks d) System in place to record % of women involved in admissions e) Approach benchmarks for % part time female students in School f) Increase percentage of female PGR students by 5% to approach the subject benchmarks	a) Head of subject areas working with Faculty marketing support b) HoS working with Faculty Marketing support c) HoS and heads of subject areas d) School Academic and Administration Managers with support from Faculty e) Programme Leaders for part-time degrees f) Graduate Research Director	a) Physics March 2018; Chemistry Sept. 2018; Maths Dec. 2018 b) Physics ongoing; Chemistry Sept 2018; Maths Dec 2019 c) September 2018 d) January 2019 e) September 2018 f) February annually
5	Increase percentage of male undergraduate students achieving good degrees	4.1(ii)	a) Analyse student entry qualifications in relation to final degrees. b) Targeted communication plan to ensure male students are accessing student support.	a) Understand if entry qualifications affect data b) More male students accessing student support services	a) Director of student experience and Faculty data manager b) Director of student experience and student experience officer.	a) July 2018 b) October and February annually

ACADEMIC STAFF						
Action number	**Goals to address issues**	**Relevant section of report**	**Actions**	**Success Measure**	**Lead Responsibility**	**Timescale**
6	Increase the percentage of female academic staff	4.2(i) 5.1(i)	a) HoS to oversee recruitment process for new academics and PDRAs. b) To monitor the proportion of female applications for academic posts, the percentages of women shortlisted, and percentages of women appointed c) Ensure the wording of job adverts includes information encouraging applications from a range of backgrounds, and include info about family-friendly policies	a) University procedures for recruitment transparently followed. b) Data evaluated by SAT and action taken if required c) An increase in percentage of female applicants	a) HoS b) SAT and Faculty HR c) HoS	a) Ongoing b) October annually c) July annually (review of School description and policies for adverts)
7	Collect systematic data to identify reasons for staff leaving the School	4.2(i) 4.2(iii)	a) Prepare annual School report based on University's new on-line survey b) SAT to analyse data and identify whether further action is required c) Improve School and University culture to help retain staff by utilising the workload model, improving communications, and promoting flexible working	a) Baseline data on leaving staff destinations. b) Data available and analysed c) Improvement in staff well-being as reported by staff survey	a) HoS with School Administrator b) Chair of SAT c) HoS	a) Ongoing b) October annually c) Biennially (staff survey)
8	Ensure both men and women are promoted when ready	4.2(i) 5.1(iii)	a) Line managers to raise the requirements for promotion at appraisals and to help staff identify what is required for the next promotion b) Analyse attendance and encourage female attendance at relevant staff development courses	a) Women are encouraged to apply for promotion when they meet the requirements given in the job description b) Increased uptake of training by female staff	a) Line managers in conjunction with HoS b) HoS/Staff Development	a) Annually at appraisal b) September annually

SUPPORT TO FEMALE STUDENTS & POST-DOCTORAL RESEARCH WORKERS						
Action number	**Goals to address issues**	**Relevant section of report**	**Actions**	**Success Measure**	**Lead Responsibility**	**Timescale**
9	Support career development of PDRAs	5.3(iii)	a) Ensure appraisals are carried out for PDRAs b) Promote training opportunities for PDRAs c) Analyse attendance and encourage female attendance at training courses d) Make PDRAs more aware of family-friendly policies	a) All PDRAs have appraisals b) Female PDRAs attending *Vitae* courses c) Increased uptake of training by female PDRAs d) Every PDRA to receive an induction sheet	a) School Academic Manager b) School Academic Manager c) HoS/Staff Development d) School Academic Manager	a) January annually b) March annually c) September annually d) On appointment
10	Provide enhanced support for UG female students (see also actions 4 and 5)	5.6(i)	a) Publicise University student policy for maternity, pregnancy and adoption. b) All laboratory demonstrators to receive Equality & Diversity and unconscious bias training and detailed instructions about their professional role. c) Use Athena SWAN questionnaire to check how well supported UG students feel	a) Policy displayed on AS notice board and website. b) Over 90% of Equality & Diversity training achieved for demonstrators. c) At least 90% UG students report a good student experience.	a) SAT b) Laboratory co-ordinators c) SAT	a) April 2018 b) Annually before relevant lab classes c) October annually (survey)
11	Provide enhanced support for PGR female students and ensure good quality PhD supervision across school	5.6(i)	a) Establish effective School postgraduate support system b) Develop and implement a School policy to encourage a vibrant positive research environment c) Hold annual workshop to promote a vibrant positive research environment and to set expectations of students	a) Improved feedback from postgraduate survey and the Athena SWAN survey b) Better research culture across the School as reflected in PRES and Athena SWAN survey. c) Annual workshop for students. Collect and analyses feedback.	a) Graduate Research Director b) HoS and Graduate Research Director c) HoS with SAT	a) April 2018 b) April 2018 and ongoing c) April 2018 and ongoing

PROMOTION OF POLICY AND TRAINING						
Action number	**Goals to address issues**	**Relevant section of report**	**Actions**	**Success Measure**	**Lead Responsibility**	**Timescale**
12	Enhance awareness by staff of maternity/ paternity/adoption leave and flexible working	5.5(iv) 5.5(vi) 5.6(ii)	a) Use the University's new HR data system to collect data for School b) Obtain feedback from staff on return from leave c) Publicise HR policies through induction, AS Notice Boards induction fact sheets, and staff meetings	a) Analyse data from HR b) Improved implementation of policy and additional support c) Increased understanding of leave and flexible working	a) School Administrator with HR support b) HoS and subject heads c) HoS and Chair of SAT	a) September annually b) As necessary c) Ongoing
13	Ensure unconscious bias awareness training is undertaken by staff	5.6(i)	a) Ensure all staff on selection committees have undergone unconscious bias training as well as Equality & Diversity training b) Ensure at least 90% of academic staff have undergone unconscious bias training and equality & diversity training	a) 100% of staff on selection committees have undergone unconscious bias training as well as Equality & Diversity training b) At least 90% of academic staff have undergone unconscious bias training as well as equality and diversity training with last 3 years	a) School Academic Manager and Administrator b) School Academic Manager and Administrator	a) Annually in August b) Annually in August
14	Ensure female:male balance on committees is appropriate	5.6(iii)	Monitor balance of female staff and students on committees, ensuring that female staff engage with higher level committees	On-going monitoring of gender balance on committees	SAT	March annually
15	University workload model to be applied uniformly for all staff in line with their job descriptions	5.6(v)	Enhance transparency about the way in which the model is used and the expectation upon individual staff members.	Improved feedback from women on workload section of staff survey.	HoS and SAT	Biennially starting 2018

FEMALE ROLE MODELS						
Action number	**Goals to address issues**	**Relevant section of report**	**Actions**	**Success Measure**	**Lead Responsibility**	**Timescale**
16	Promote female role models	4.1(ii) 5.6(vii)	a) SAT to develop School policy to promote female scientists and mathematicians as honorary graduates /seminar/ workshop speakers. b) Provide an annual report to SAT on ratio of female/male speakers.	a) Development and adoption of a policy b) Analysis of gender of speakers is consistent with policy.	a) Chair of SAT b) Seminar organisers	a) August 2018 b) Annually
17	Monitor female visibility in outreach activities	4.1(ii) 5.6(viii)	a) Include an allocation for outreach in the academic workload b) Start monitoring outreach activities, including percentages of female staff and students c) Hold workshop to develop methods for evaluating impact of outreach	a) Workload model captures all outreach activities b) Record of percentages of female staff and students involved in outreach activities. c) Plan to evaluate gender impact of outreach.	a) School Academic Manager b) School Academic and Administration Managers with admissions tutors c) Kevin Pimbblet	a) June annually b) June annually c) July 2018

Confirmation of additional words for submission

-----Original Message-----
From: Athena Swan [mailto:AthenaSwan@ecu.ac.uk]
Sent: 24 November 2017 12:24
To: Bernard P Binks <B.P.Binks@hull.ac.uk>
Cc: Gillian M Greenway <G.M.Greenway@hull.ac.uk>; Athena Swan <AthenaSwan@ecu.ac.uk>
Subject: RE: Request

Dear Bernard

Thank you for your call. I can confirm that you may have an additional 1000 words for the reasons as noted below, for the April 2018 submission.

Please include mine and Eleanor's emails in your application.

Kind regards

Holly

Holly Howe
Equality Charters Operations Manager

Equality Challenge Unit
First Floor, Westminster Tower
3 Albert Embankment
London, SE1 7SP
T: 020 7438 1010
F: 020 7438 1011
W: www.ecu.ac.uk

Follow us on Twitter: @EqualityinHE

-----Original Message-----
From: Athena Swan
Sent: 02 June 2017 12:14
To: Bernard P Binks <B.P.Binks@hull.ac.uk>; Athena Swan <AthenaSwan@ecu.ac.uk>
Cc: Gillian M Greenway <G.M.Greenway@hull.ac.uk>
Subject: RE: Request

Dear Bernard,

Apologies for the delayed response and thank you for your call.

I can confirm that School of Mathematics and Physical Sciences at the University of Hull may have a 1000 additional words for their application in November 2017. The additional word allowance is granted to allow the school to analyse and reflect on any departmental or discipline-specific differences. The school may use the words any in the application but it must be made clear when these additional words have been used via the word count totals.

Please include this email in your submission email to confirm the additional word allowance.

Best regards,
Eleanor

Eleanor McDavis
Equality Charters Officer
T: +44 (0)20 3870 6014
E: Eleanor.McDavis@ecu.ac.uk

-----Original Message-----
From: Bernard P Binks [mailto:B.P.Binks@hull.ac.uk]
Sent: 11 May 2017 14:45
To: Athena Swan <AthenaSwan@ecu.ac.uk>
Cc: Gillian M Greenway <G.M.Greenway@hull.ac.uk>
Subject: Request

Hi,

Please could I request a word extension for our application for a Bronze award to be submitted by this November.

This is because existing Departments were reorganised into a School recently and the submission will include statistics from 3 'Departments' (Chemistry, Physics and Mathematics).

I am the Chair of the SAT.

Thank you,

Bernie Binks

Professor B.P. Binks
B.Sc., Ph.D., C. Chem. FRSC, FHEA

School of Mathematics and Physical Sciences University of Hull Hull. HU6 7RX. U.K.

LANDSCAPE PAGE

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