Institutional Bronze Renewal Application

UNIVERSITY OF HULL

www.hull.ac.uk/work-with-us/more/equality-diversity-and-inclusion/athena-swan

Name of Institution

Name of institution	University of Hull
Date of current application	31st May 2022
Level of previous award	Bronze
Date of previous award	18th October 2018

Contact details for application

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Question	Words used
Letter of endorsement from the Head of Institution	404
Description of the institution	500
The self-assessment process	1223
Previous action plan*	
Progress report	2317
Current self-assessment and future priorities	3006
Future action plan*	
Overall word count *(excluding figures and tables)*	7450

*Previous and future action plans commentary do not contribute to the overall word limit

Contents

List of Figures

List of Tables

Table 1: Glossary of terms

Abbreviation	Full Description
ACF	Academic Careers Framework
ADR	Appraisal and Development Review
AHSSBL	Arts, Humanities, Social Sciences, Business and Law
AS	Athena Swan
ASSG	Athena Swan Steering Group
AUA	Association of University Administrators
BAME	Black, Asian and Minority Ethnic
BITC	Business in the Community
CDT	Centre for Doctoral Training
CEDARS	Culture, Employment and Development in Academic Research Survey
CPD	Continuous Professional Development
CPO	Chief People Officer
CPP	Culture, Place and Policy
CROS	Contract Researchers online Survey
DARA	Dignity and Respect Advisor
ECR	Early Career Researcher
EDI	Equality, Diversity and Inclusion
EDIC	Equality, Diversity and Inclusion Committee
EEI	Energy and Environment Institute
EIA	Equality Impact Assessment
ER	Employee Relations
FACE	Faculty of Arts, Cultures and Education
FBLP	Faculty of Business, Law and Politics
FHS	Faculty of Health Sciences
FoSE	Faculty of Science and Engineering
HEaTED	Higher Education and Technician Educational Development
HEIs	Higher Education Institutions
HESA	Higher Education Statistics Agency
HoSG	Heads of Subject Group
HR	Human Resources
HUMID	Hull University Management Information Database
HUSU	Hull University Students' Union
HYMS	Hull York Medical School
ICC	Inclusion and Campus Community
ICT	Information and Communication Technology
IWD	International Women's Day
KE	Knowledge Exchange
NAP	New Action Plan
OD	Organisational Development
OfS	Office for Students
OWI	Offshore Wind Industry

PAP	Previous Action Plan
PGR	Post Graduate Research
PoWER	Programme for Women Achieving Excellence in Research
PS	Professional Services
PWG	Policy Working Group
RDF	Researcher Development Framework
REC	Race Equality Charter
REF	Research Excellence Framework
SAT	Self-Assessment Team
SJI	Social Justice and Inclusion
SJIB	Social Justice and Inclusion Board
SL	Senior Lecturer
STEMM	Science, Technology, Engineering, Medicine and Mathematics
T&R	Teaching and Research
T&S	Teaching and Scholarship
UB	Unconscious Bias
UKRI	UK Research and Innovation
ULT	University Leadership Team
UNSDG5	United Nations Sustainable Development Goal 5
VC	Vice-Chancellor
VES	Voluntary Exit Scheme
VRH	Voluntary Reduction in Hours
WHEN	Women in Higher Education Network
WISE	Wilberforce Institute for the study of Slavery and Emancipation
Icons	
	Focus groups
	Primary research
	Surveys
	Interviews and direct quotes
	Town Hall meetings
Data	

The staff and student data for sections 1 and 2 of this report are based on the 2021 HESA return at which time the University had 2090 staff and 14,166 students.
Snapshot data for section 3 of the report have been derived from the University HUMID database which produces reports based on the number of staff in post on the day each report is generated.

1. Section 1 – Introduction to the institution and the self-assessment process

1.1 Letter of Endorsement from the Head of the Institution

UNIVERSITY OF HULL

Office of the Vice-Chancellor

Professor Susan Lea
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10 May 2022

Ms Dani Glazzard
Head of Athena Swan (England)
Advance HE
Innovation Way
York Science Park
Heslington
York YO10 5BR

Dear Ms Glazzard,

As Vice-Chancellor of the University of Hull and Chair of our Social Justice and Inclusion Board, I am pleased to write in support of this application for renewal of our Athena Swan (Bronze) award.

Since our bronze submission in 2018, the University has successfully undertaken a major programme of strategic transformation. A period of declining student intakes and uneven academic performance had placed the University in a challenging position. Our transformation programme, which included redevelopment of our programme portfolio and reconfiguration of our academic faculties and central professional services, has delivered significant enhancements to the quality of our research, education and student experience alongside increasing operational efficiency and assuring our financial sustainability.

The pandemic has presented society – and the higher education sector – with numerous new challenges, while exacerbating many of those we already faced. In this context, it is more important than ever that we maintain a focus on gender and ethnicity equality to provide transparency and enable us to address inequalities wherever they exist.

The University reviewed its vision and values during 2018-19. This work was defined by deep engagement with our staff and students, who identified inclusion as a key value and the shaping of a fairer, brighter future as fundamental to our vision. This provided the foundation for the University community to develop our Strategy 2030, with social justice (together with environmental sustainability) forming one of its two central themes. For us, achieving social justice is as much about our own institution as it is about our role in shaping a fairer society, and our Social Justice and Inclusion Strategy is a key pillar in delivering these ambitions. Our Social Justice and Inclusion board, and associated working groups led by senior leaders, now ensure that there is a high level of visibility of our work across all areas of equality, diversity and inclusion.

We have made positive progress in many areas including promotion of women into senior roles; engagement with Aurora and the Women in Higher Education Network, of which I am patron; establishing an Academic Careers Framework and developing our human library. This submission and new action plan 2022-2026 will enable us to build on the work we have commenced and to gather the evidence we need for a successful Silver award in 2026.

I support this submission wholeheartedly as an authentic representation of the institution and offer my thanks to the Athena Swan panel.

Yours sincerely

Professor Susan J Lea
Vice-Chancellor

1.2 Description of the Institution

In reflecting upon equality for people of all genders and ethnicity, and inspired by our motto, *Lampada Ferens,* translated as 'carrying the light of learning', this application shines a light on our people, culture, community and values. We have a proud tradition of addressing inequality in all its forms, through education, outreach, and world leading research. We are advancing the end of slavery and exploitation through our Wilberforce Institute, exploring intersectional equality initiatives with offshore renewable energy partners, and honouring our diverse community with awards presented to prominent equality rights campaigners.

The University Leadership Team (ULT, Figure 1) (3F/9M [2018 6F/5M]), chaired by the Vice-Chancellor, is responsible for strategic planning and development. ULT reports to Senate and Council for matters requiring approval, as defined by Statute. The Hull York Medical School (HYMS), a partnership with York University, holds a Silver Athena Swan award (Table 5) and is included, for quantitative purposes, in this application.
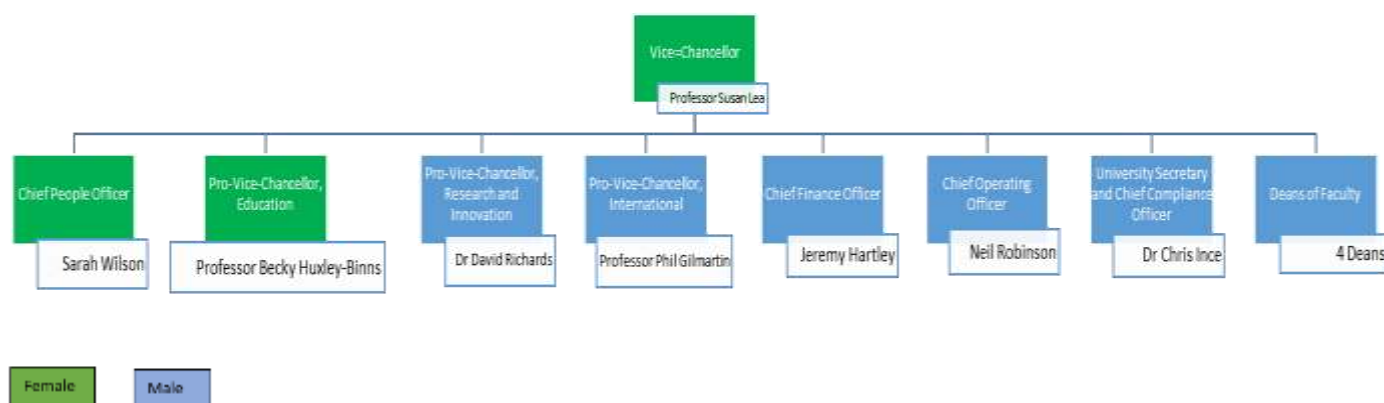
Figure 1: University leadership team

In October 2021 the academic structure (Figure 2) comprised the Energy and Environment Institute, four Faculties (2 AHSSBL/2 STEMM) housing five Schools (4 AHSSBL/1 STEMM), three institutes, and 24 Departments (10 AHSSBL/14 STEMM).

In 2018, the University was home to 15,580 (54.9%F) students (Table 2) and 2,779 (56.2%F) staff. Our strategy at the time, as articulated in our case for change, was for a smaller, higher quality institution. In redefining our UG and PG academic portfolio, and focussing on high quality, research-informed teaching, student numbers declined by 9.1% and staff numbers by 24.8%.

Academic Areas

Faculty of Arts, Cultures and Education
- School of The Arts
- School of Education
- Department of Criminology and Sociology
- Department of English and American Studies
- Department of History
- Department of Modern Languages

Faculty of Business, Law and Politics
- Hull University Business School
  - Accounting and Finance
  - Economics
  - Logistics and Management Systems
  - Marketing and Business Strategy
  - Organisational Behaviour and HRM
- Law School
- School of Politics and International Studies

Faculty of Health Sciences
- Hull York Medical School
- Department of Biomedical Sciences
- Department of Midwifery and Child Health
- Department of Nursing
- Department of Paramedical, Perioperative and Advanced Practice
- Department of Psychological Health, Wellbeing and Social Work
- Department of Psychology
- Department of Sport, Health and Exercise Sciences

Faculty of Science and Engineering
- Department of Biological and Marine Sciences
- Department of Chemical Engineering
- Department of Chemistry and Biochemistry
- Department of Computer Science and Technology
- Department of Engineering
- Department of Geography, Geology and Environment
- Department of Physics and Mathematics

- Energy and Environment Institute
- Logistics Institute
- Wilberforce Institute for the study of Slavery and Emancipation

Professional Service Areas

PVC (Education)
- Teaching Excellence Academy
- Quality and Collaborative Partnerships
- Apprenticeships and Skills

PVC (Research)
- Aura
- Doctoral College
- Knowledge Exchange
- Research and Innovation

PVC (International)
- Global Engagement

University Secretary and Chief Compliance Officer
- Health and Safety

Chief Operating Officer
- Academic Registry
- Development and Alumni
- Estates and Facilities
- Finance
- Human Resources
- Information Services
- Strategic Planning and Business Intelligence
- Student Recruitment and Marketing
- Student Services

Figure 2: University of Hull organisational chart, July 2021

In 2020/21, the University had 14,166 (60.2%F) students. Table 2 reflects an increase in female UG [4.1 percentage points], while PGR and PGT female representation has declined. Ethnic minority student numbers have increased in STEMM and AHSSBL areas, significantly below Higher Education Statistics Agency (HESA) benchmark (43.5%), and the proportion of female ethnic minority students has declined.

Table 2: Student population 2017/18 to 2020/21

		2017/18 [% BAME]	2018/19	2019/20	2020/21 [% BAME]
STEMM Female	UG	4,016 [16.5%]	4,276	3,827	4314 [16%]
	PGR	189 [36%]	211	204	198 [37.9%]
	PGT	408 [18.6%]	573	454	610 [18.5%]
	Total	**4614 [17.4%]**	**5060**	**4485**	**5122 [17.2%]**
STEMM Total	UG	7,572 [20%]	7,564	6,806	7112 [22.3%]
	PGR	351 [36.5%]	430	409	377 [36.9%]
	PGT	586 [23%]	837	668	963 [28%]
	Total	**8509 [20.8%]**	**8831**	**7883**	**8452 [23.6%]**
AHSSBL Female	UG	3,252 [25.1%]	3,184	2,830	2603 [21.4%]
	PGR	136 [46.3%]	131	105	95 [48.4%]
	PGT	555 [30.5%]	756	601	712 [28.2%]
	Total	**3943 [26.6%]**	**4071**	**3536**	**3410 [25%]**
AHSSBL Total	UG	5,816 [26.8%]	5,677	5,126	4728 [27.5%]
	PGR	264 [53%]	258	219	213 [48.3%]
	PGT	991 [33.5%]	1,326	1,027	1223 [36.9%]
	Total	**7071 [28.7%]**	**7261**	**6372**	**5714 [32.4%]**

Table 3 shows the percentage of female academic staff has increased (44.6% in 2018). A sharper increase in STEMM areas, from 42.5% in 2018 to 46.1%, is in line with HESA benchmark (46.6%). In 2018, 6.7% of staff were from ethnic minorities (13.8% sector average). In 2021, our ethnic minority community has increased to 8.2%, remaining below the sector and regional average (14.2% BAME, 2011 census for Yorkshire and Humber).

Table 3: Academic and Professional Services Staff, December 2021

University Staff		Female		Male		Other		Not Stated		Total
		No.	%	No.	%	No.	%	No.	%	
STEMM	Academic	280	46.1	323	53.2	0	0	4	0.7	**607**
	PS	147	64.8	76	33.5	1	0.4	3	1.3	**227**
AHSSBL	Academic	141	47.6	154	52.0	1	0.3	0	0	**296**
	PSS	57	70.4	24	29.6	0	0	0	0	**81**
Admin/Service Area	Academic	11	64.7	6	35.3	0	0	0	0	**17**
	PS	545	63.2	305	35.4	4	0.5	8	0.9	**862**
Total		**1181**	**56.5**	**888**	**42.5**	**6**	**0.3**	**15**	**0.7**	**2090**

The transformation included an extensive review of Professional Services (PS). Voluntary 'exit' (VES) (Table 4) and 'reduction of hours' (VRH) schemes were offered in 2019/20. 66 academic (43.94%F) and 245 PS (66.12%F) left the University through VES; 16 Academic (56.25%F) and 51 PS (58.82%F) negotiated permanent reduction in hours.

Table 4: Voluntary exit scheme, July 2019 to December 2020
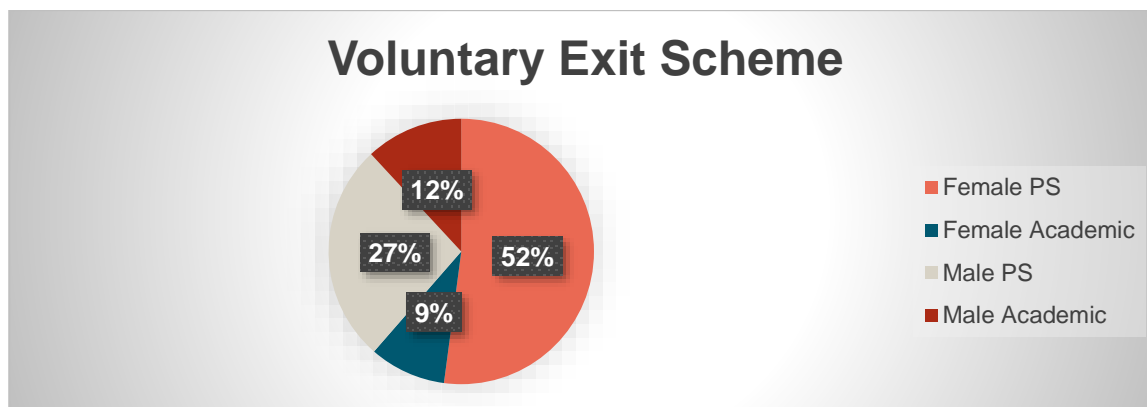
1.2.1   Athena Swan institutional awards

The University achieved the Bronze Athena Swan award in 2015, successfully renewed in 2018, at which time two STEMM Schools achieved Bronze awards. The Faculty of Health and Social Care, and HYMS hold Bronze and Silver respectively. We have not, however, realised our published ambition, that all STEMM Schools achieve a Bronze award by November 2018. The prevailing transformation work significantly altered the academic landscape with each Dean now leading a Faculty application.

Table 5: Institutional Athena Swan awards

Faculty, School, Department	Category	Level	Athena Swan status
Hull York Medical School (HYMS)	STEMM	Silver	Successfully renewed in 2019
School of Environmental Sciences	STEMM	Bronze	Achieved in 2018
School of Mathematics and Physical Sciences	STEMM	Bronze	Achieved in 2018
Faculty of Health and Social Care (Renamed Faculty of Health Sciences)	STEMM	Bronze	Achieved in 2015 Bronze submission in preparation
Faculty of Arts, Cultures and Education	AHSSBL	Bronze	Achieved in 2022
Faculty of Business, Law and Politics	AHSSBL	Pre-Bronze	First submission in preparation
Faculty of Science and Engineering	STEMM	Pre-Bronze	First submission in preparation

1.3 The Self-Assessment process

1.3.1 A description of the Self-Assessment Team

The self-assessment team (SAT), established in September 2020 (Table 6) is a task-focussed steering group, sponsored by the PVC, Education, gender inclusion lead. The SAT reports to the Social Justice and Inclusion Board (SJIB), with membership comprising ex-officio roles, co-opted and voluntary positions, representing career stage, gender (17F/2M/1 non-binary), ethnicity, and lived experience. The SAT (Table 7) includes representatives of the campus trade unions, student union, academic, professional, and technical services areas, providing a forum in which to explore the intersections between gender and other protected characteristics and a developmental opportunity for those new to Athena Swan. Further representation of part-time, male, non-binary and ethnic minority staff would enhance the conversation (NAP 38). Contributing ideas, challenging our proposals, and sharing experiences is a wider group of 'critical friends' with an interest in gender equality.

> 'Inclusivity is a priority. We commit to working in partnership to make meaningful, lasting change where change is needed, and to stand together against all forms of intolerance, discrimination and racism'   *HUSU Student Staff partnership agreement*

The governance and operation of the SAT, in existence at the time of our successful Bronze renewal in 2018, and impacted through the University transformation, has changed. The EDI team comprised two professional advisors who left the University through VES, and the Athena Swan steering group and SAT subsequently disbanded. While it is fair to say that activity in respect of the 2018-2022 action plan continued, there was a lengthy hiatus in terms of leadership and trajectory. The diminution of a non-pay budget in support of the 2018-2022 action plan, further impacting progress. In 2020-2022, the SAT comprises:

Table 6: Self-Assessment Team membership. Ex-Officio (x) indicated.

Member	Role	Biography
Dr Martha Kember	SAT Chair HR Partner (OD+EDI)	HR Partner with responsibility for institutional Athena Swan activity. Doctorate in systemic inequality in HE completed while working full-time. Married to a retired HE professional.
Professor Natalie Vanicek (x)	Professor of Clinical Biomechanics. FHS AS co-lead	Professor in Sport, Health and Exercise Science. FHS Athena Swan co-lead. Researcher in prosthetics therapies and exercise following lower limb amputation. NV has one young child, and both parents work full-time.

	Dr Isabel Monteiro Dos Santos Pires	Lecturer in Biomedical Science. FHS AS co-lead	Full-time Lecturer in Biomedical Sciences and cancer researcher. IP has no children and is the sole full-time worker in her household.
	Professor Simon Green (x)	Professor of Criminology and Victimology, FACE AS Lead	Professor, Associate Dean for Research and Enterprise, FACE Athena Swan application author, non-binary parent raising two daughters. Has oversight of REF, Research and Knowledge Exchange.
	Eva Gorski	Head of Faculty Operations, FoSE	Experienced administrator and Association of University Administrators (AUA) champion.
	Dr Bryony Caswell (x)	Lecturer, Geography, Geology and Environment	Lecturer; an inter-disciplinary marine scientist who lectures geology and marine biology. Her research considers the response of marine ecosystems to climate change and human activities in the present, in human history and in the deep past.
	Professor Niaz Shah (x)	Professor in Law, FBLP AS lead	Full-time Professor in Law specialising in human rights and Islamic law and a practicing barrister. A happily married immigrant with responsibilities for raising four school going children aged 3 -11. Had shared responsibility for elderly parents until June 2021.
	Laura Giles	City of Culture Digital Archivist, University Library and Archives	Professional archivist with experience of working in corporate and university archives with special interest in demystifying digital collections.
	Phoebe Bastiani (x)	HUSU President (2020/21 and 2021/22)	Psychology student and President of HUSU. Member of the dance squad and passionate about the environment, running beach cleans and litter picks in the region.
	Dr Anji Gardiner (x)	Director of Student Services (SAT member to June 2021)	Director of a PS directorate and previous Head of department. Qualified coach practitioner, married with 2 children.
	Dr Sam Nabb	Head of student engagement and communications	Health psychologist and lecturer. 20 years in HE. Mum to a primary school age child, step-mum to a secondary school age child and dog-mum to a rescue staffie.

	Name	Role	Description
	Dr Tracy Marsters	OD Administrator (SAT secretary)	OD administrator on a years' secondment to the HR data team. Providing support and data presentation for the Institution's submission. Brought 2 children up as a single parent for the past 17 years and works full-time.
	Helen El-Sharkawy (x)	Executive Services, FoSE, UNISON representative	Executive Services Team Leader in FoSE. Currently Assistant Branch Secretary of UNISON and a member of the University's SAT Team.
	Caroline Wilson (x)	Library Services, Unite representative	Customer Experience Team Leader and Assistant branch secretary of Unite the Union. Interest in Employment Law and working with the University Menopause Network to look at implementing a Menopause Policy.
	Sarah Rodgers	HR Service Delivery and Shared Services Manager	Married with one daughter, at secondary school and works full-time. Has a Masters in HR Management and has held a variety of roles within Human Resources and OD.
	Dr Danielle Smith	Programme Manager, Aura CDT	Programme Manager and Research scientist, various roles in HE spanning 20 years, migrant, mother of 3 of primary school age, works full-time. Worked heavily on EDI agenda in HE over the last 8 years.
	Professor Dan Parsons (x)	Professor in Sedimentology, Director, EEI. Council member EU Geosciences union	Married with three young children. Wife is a part-time PhD student and research assistant. Doctorate in Geography and PG Cert in HE. Director of a transdisciplinary research institute and Council Member on EDI committee.
	Katie Skilton	Research Governance and Policy Manager	Oversight relating to matters of research integrity, ethics and misconduct. Married to an HE professional with a toddler together. Both parents work full-time over compressed hours. Completed Executive MBA on maternity leave.
	Dr Claire de Oliveira (x)	Reader in Health Economics, HYMS	Claire is Reader in Health Economics at the Centre for Health Economics and the Hull York Medical School at the University of York. Claire leads on the HYMS Athena Swan SAT.
	Ann Mills	Technical Manager, FoSE	Co-parent to her young daughter and both parents work part-time.

Table 7: Self-Assessment Team overview

- Gender • 85% female
- Ethnicity • 80% white
- Contract type • 95% full-time • 50% academic
- Parents / carers • 55% parental / caring
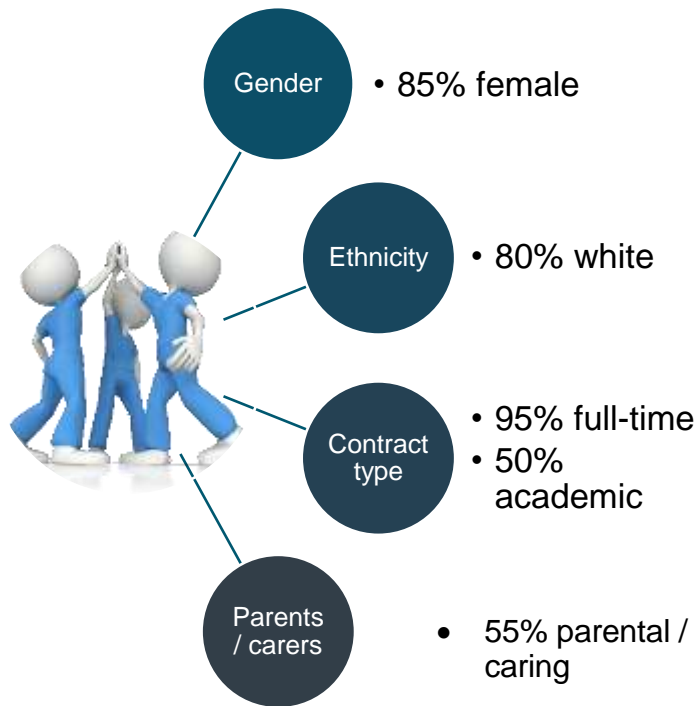
The SAT, convened bi-monthly, has met on 10 occasions since our refresh in September 2020, overseeing the 2021 self-assessment and development of this bronze renewal application. Terms of reference extend to commissioning and analysis of quantitative and qualitative data, establishing gender equality-based priorities, development of a comprehensive action plan, and reporting to the Social Justice and Inclusion Board (SJIB) (Figure 3) on Faculty, Institute, and Professional Services work to embed the charter principles.

SJIB
ULT Inclusion sponsors
Athena Swan Self-Assessment Team
Faculty and Institute Athena Swan self-assessment teams
Working groups (Aura EDI, OWIC, HR+OD, Aurora and WHEN networks)
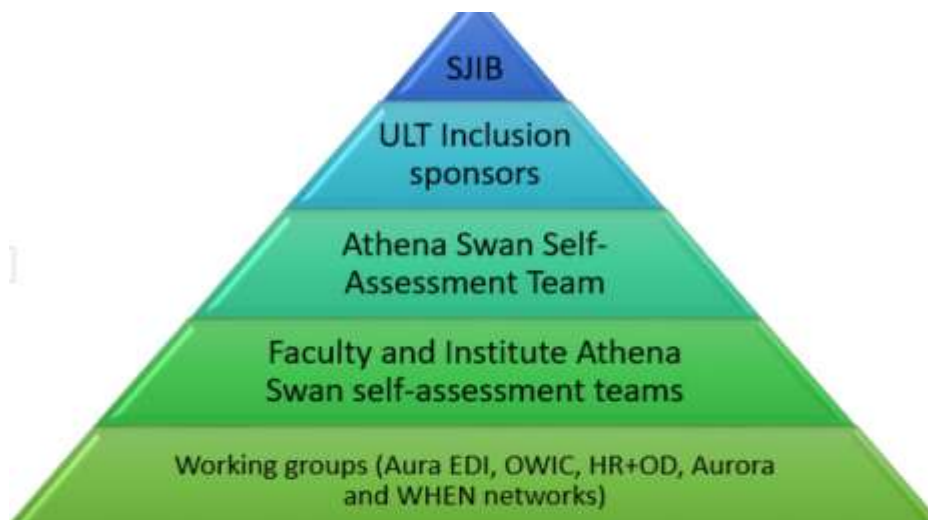
Figure 3: Athena Swan reporting structure

1.3.2 The Self-Assessment process

The re-invigorated SAT first met in September 2020, during the COVID-19 pandemic. This necessarily meant that meetings were facilitated using Microsoft ©Teams. Cloud based storage (Box) was used to share formal papers, and Advance HE updates and data, both quantitative and qualitative, from numerous sources. SAT members responded positively to the online environment, working flexibly and collaboratively towards our shared aims. We developed an IMPACT model (Figure 4) as a planning tool to guide our thinking and as a frame for our communications with staff, students and stakeholders.

Figure 4: Our IMPACT model

1.3.2.1   *Imagine*: our vision for gender and ethnicity equality

We know that to drive systemic and cultural change requires meaningful and ambitious goals, with delivery progressed at pace. Three anchors provide the framework by which we will deliver on our ambitions:

	Collegiate Leadership: to signal their commitment as leaders, ULT members now act as sponsors for our gender and ethnicity inclusion activity
	Empowering Environment: we want to create a safe space to ask questions, to listen and learn, which will allow us to move forward as a SAT
	Bold Action: we will engage in meaningful, continuous dialogue with each other and our communities, and do something about what we know and hear.

1.3.2.2   *Measure*: using data to assess our position

To make informed and evidence-based decisions, the SAT commissioned the collection of data from a variety of sources. Baseline staff and student data, provided by data specialists, were collected, in preparation for analysis. The Business and Systems team provided staff data compiled from the HESA return, and the Business Intelligence unit provided student data by academic year. HESA UK SET[1] data, referenced for benchmarking purposes, and data from comparator institutions, Sheffield Hallam and Lincoln, provided additional contextual information. Quantitative data taken from our equal and gender pay audits was supplied by Human Resources (HR). To hear the views of staff and students, the group identified a broad range of qualitative and quantitative data sources (Table 8). Data, gathered from surveys, focus groups, interviews and town hall meetings, allowed for triangulation.

Table 8: Consultation and engagement mechanisms

Subject	Icon	Approach / method of engagement / timeline	Participation
Flexible working for parents and carers		Focus groups and telephone interviews (May 2021). Open invitation to all staff.	30 members of staff (academic and professional services)
Employee wellbeing, career pathways, flexible working, parental and caring responsibilities		a) Research project: 'Learning from Covid19' (June-July 2020) b) Research project: 'Living with Covid19' (May-Dec 2020)	a) 771 participants (36.6% response rate / 64%F) b) 402 participants (19.08% response rate / 65.67%F)
Applicant experience of Academic Promotions		Telephone interviews and survey of academic staff who had engaged in the Academic Promotions round in (April-June 2021)	Telephone interviews conducted with 5 academic staff (4F/1M). Survey of 19 academic staff
Research culture, development and environment		CROS Survey (May 2019)	46 participants (29% response rate)
		CEDARS Survey 2021	Survey sent to 131 ECR's (19.8% response rate: 46.2%F/3.84% non-binary)
Employee wellbeing, organisational culture and appraisal		Staff 'Pulse' Survey 2020/21 (1 or 2 themed questions a month across a 10-month period)	Response rates: Wellbeing Q (295/14%) Culture Q (134/6.38%) Appraisal Q (298/14.14%)

[1] HESA figures recorded in multiples of five in line with their rounding and suppression strategy.

Strategic plans		Vice-Chancellors' Town Hall meetings (Quarterly)	Average attendance 356 (16.8% of the population) each quarter
Employee lived experience		Equality, Diversity and Inclusion Network (6 meetings a year)	31 members (24F/6M/1 non-binary). Open invitation to all staff
Campus experience		Race at Work Charter survey	National survey results
Student experience		Student survey 'How inclusive is your programme?' (Summer 2021)	24 PG students (50%F) from the Aura Centre for Doctoral Training
Athena Swan data analysis and action plan		HR+OD Monitoring group (bi-monthly meetings)	6 PS colleagues (4F/2M) from HR, OD and ICC
Athena Swan data analysis and action plan		Critical Friends group Equality and Inclusion Network FHS Athena Swan Culture survey	8 members (6F/2M) 31 members (24F/6M/1 non-binary) 111 (40% response rate) [65.8F/ 29.7%M/4.5% identified as other]
Employee wellbeing		Employee Experience Forum Chairs (Quarterly)	5 Chairs (2F/3M)
		'Wave 1' and 'Wave 2' UKRI surveys (conducted by Vitae)	National surveys
Recognising excellence		Focus groups with students (Co-creating the criteria for our 'Inspired in Hull' awards)	Students 4F/4M: HUSU Presidents 1F/1M

1.3.2.3   *Prepare*: utilising resources effectively

To support the institutional SAT, two working groups were set up, each having a specific remit (Table 9). Drawing on expertise from across the University, and reporting through the SAT, each group managed its own schedule of meetings. Technical experts and members of academic and PS staff, with an interest in the agenda, volunteered, or were co-opted, to join each group or to provide information for the SAT to consider. A third activity, consultation and engagement, utilised the expertise of a number of colleagues working independently, but whose contributions came together for the purposes of Athena Swan.

Table 9: Athena Swan working groups and contributors

Working Group	Remit	Membership
Data collection and analysis	To gather staff and student quantitative data sets from which to, (1) review progress towards the 2018-2022 action plan, (2) propose actions for 2022-2027, and (3) triangulate with quantitative data sources	Rosemary Ellis (Business systems) Tim Davies (Strategic Business unit) Tracy Marsters (OD) Martha Kember (OD+EDI) Louise Cook (Governance)
2018-2022 action plan review	To review each of the 48 actions seeking to, (1) gather data/ feedback from which to determine progress, (2) apply a RAG rating, and (3) highlight opportunities for future action	Roddy Gray (HR) Sarah Rodgers (Employee Support team) Kate Crawford (ICC) Eve Kyte (HUSU) Tracy Marsters (OD) Martha Kember (OD+EDI)

Independent	Remit	Facilitators
Consultation and engagement	To facilitate a range of consultation opportunities for staff and students: to specifically consider (1) parents and carers experiences (2) academic promotions pathways (3) experience of trans staff and students (4) cultural change. To develop communication channels to (1) promote gender equality (2) raise awareness of Athena Swan institutional activity (3) gather further quantitative and qualitative feedback	Gary Thompson (ICT) Patrick Lynch (OD) Sarah Rodgers (Employee Support Team) Sally Greaves (OD) Hayley Thorpe (Marketing) Lewis Holloway (Learning from Covid Research group) Eve Kyte (HUSU)

1.3.2.4   *Act*: focussing on delivery

The agenda for each SAT meeting was circulated in advance, containing links to updates, papers, and action notes from previous meetings. Time was set aside for discussion, presentation, and debate, with action notes recorded. In addition to the SAT, the HR+OD Athena Swan monitoring group met every six weeks, their role being to review the previous action plan, provide data and updates, and gather progress reports from across the institution. Athena Swan was an agenda item at strategic planning meetings of the HR+OD Directorate and, following its establishment, a substantive agenda item at SJIB and Faculty committee meetings. SAT members and group of critical friends, representing a vertical cross-section of staff, provided a helpful critique of the renewal application, reading and commenting on numerous iterations before they were formally reviewed, and approved, by members of ULT.

1.3.2.5 *Communication*: our developing narrative

One of our first priorities as a SAT was to build a narrative about our ambitions for gender equality, raising awareness of activity, and opportunities for engagement. In parallel, we identified a need for SAT members to understand the enhanced charter principles and, for those SAT members leading Faculty applications, to have an up-to-date knowledge of the process.

SAT members attended Advance HE webinars and established connections with HEIs, including Heriot-Watt, who had been successful in their Athena Swan applications. The SAT developed an informative slide-set, used as part of developmental sessions with, among others, the HR+OD team, Concordats steering group[2], and faculty forums.

To reach a wider audience we developed a SharePoint[3] site, featuring video content, consultation feedback, and links to Faculty and PS initiatives (Figure 5). Between February and December 2021, 327 staff visited the site, which is hyperlinked to Athena Swan bulletin articles. Our updated University Athena Swan web page provides information to our external audience.

Figure 5: Athena Swan SharePoint site

[2] Steering group monitor progress towards the principles of research concordats: includes research integrity, open access publication and supporting the career development of early career researchers.

[3] SharePoint is the University of Hull intranet, accessible to all members of staff. Student SharePoint pages hyperlink to relevant content.

The SAT utilised the University digital newsletter, a weekly e-bulletin, sent to all staff, with a student version capturing relevant information. A series of Athena Swan articles published as 'special features' between June and November 2021 (Figure 6), promoted Faculty based gender initiatives, later articles focussing on Professional Services and Institutes.

Athena swan - in practice in our University

The Athena Swan Charter is an integral part of our commitment to ensuring equality within our organisation, as a lens through which we can objectively assess our policies, practice and culture in relation to gender equality.

As such we wanted to showcase some of the outstanding work and initiatives taking place across the University, to help demonstrate how the Athena Swan principles come to life, in both our strategic planning and our day-to-day operations.

We are pleased to bring you our first article below, and will be featuring further stories and updates in future issues.

FACEing up to gender equality: Faculty of Arts, Cultures and Education submits Athena Swan application.

The Faculty of Arts, Cultures and Education (FACE) submitted an application for an Athena Swan Bronze award or 28 May 2021, which can be found here.

The Faculty has a proud tradition of researching and teaching gender, diversity, inclusion, inequality and social justice. But as a new Faculty some of our student and staff processes need improvement.

You can read the full story here.

Figure 6: Athena Swan article in the University e-bulletin (17.6.21)

1.3.2.6 *Track*: project management

The SAT applied a project management methodology, scoping the project aims, milestones, and timelines for the institutional renewal. A detailed Gantt[4] chart, updated monthly, provided a visual reference for inclusion in updates to ULT and SJIB. Those facilitating our bespoke consultations received a detailed brief, including timelines for completion, desired levels of participation, and scope of work. In addition, colleagues in our communications team received the project timeline in order that promotional activity, including special features in the e-bulletin, was scheduled.

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[4] Created by Henry Laurence Gantt in the early 1900s, the Gantt chart provides a graphic schedule for planning and controlling work.

1.3.3   Plans for the future of the Self-Assessment Team

In a facilitated discussion, SAT members reflected on the journey from September 2020 to submission. In reviewing our approach, using the IMPACT model, we identified scope to enhance institutional engagement with gender equality initiatives, particularly in PS areas, nurture cross-disciplinary collaborations through EDI champions, and for regular sponsor communications.

The SAT will continue to meet bi-monthly, reporting to SJIB on a six-monthly basis on progress towards the 2022-2026 new action plan (NAP).

To strengthen and enhance ownership of, and engagement with, Athena Swan principles, actions and impact across the University, we will:

➡ Recognise contributions to the SAT through equitable workload allocation, appraisal discussion, and in providing evidence of leadership contributions for promotions applications (NAP 38)
➡ Further develop a SAT which is inclusive and representative of part-time, male, non-binary and minority ethnic communities (NAP 38)
➡ Further develop awareness and understanding of the transformed Athena Swan principles among SAT members, and ULT inclusion sponsors and chairs (NAP 37)
➡ Work with the University gender inclusion sponsor in embedding gender equality, the impact of which will deliver a Silver Athena Swan application in 2026 (NAP 39)

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2. Section 2 – Evaluation of progress against the previous action plan

2.1 Previous Action Plan

The 2018 submission contained 48 actions covering the period to 2022 (Table 10). Of the 48 actions: 23 (47.92%) have been completed with a further 19 (39.58%) where we have made substantial progress. However, we have made little or no progress towards six (12.5%) actions and have put mitigation in place for four of these. Through our self-assessment, we identified the following **barriers**:

i)   Poorly crafted action plan
ii)   Over-optimistic aims
iii)   Limited availability of relevant data
iv)   Lack of project management methodology
v)   Limited oversight, leadership and dedicated resource
vi)   Poor communication with staff, stakeholders and action deliverers

Our reflections, during self-assessment, identified a small, but impactful, number of **facilitators and enablers**, which we have built upon in our 2022-2026 actions and implementation plan:

i)   Authentic consultation
ii)   Strategic leadership
iii)   Promoting equality of opportunity

Exploration of the barriers (2.2.2.2) and facilitators and enablers (2.2.2.3) follows this presentation of our previous action plan (PAP).

Table 10: Summary of progress towards the 2018-2022 action plan

Key	GREEN	Action completed	AMBER	Partially completed	RED	AMBER	2018 action not achieved - mitigation in place	RED	Action not achieved

No	Action/s	Lead and Timescale	Measure of success	Progress	RAG
	Embedding Athena SWAN into University Culture and Behaviours				
1	Develop and promote clear policies, communication strategies, practices that embed gender equality and advancement and remove gender inequalities. Ensure HR policies, practices and procedures align with equality good practice.	HRD *Revised: Nov 2020* *Revised: January 2021* *Further revised March 2021*	Introduction of flexible working and maternity policies. Positive feedback in 2018 staff survey and subsequent staff feedback fora.	• HR Policy review completed. • Flexible working, maternity and adoption leave policies amended, following consultation with campus trade unions. • Feedback from staff (Pulse survey, CROS and CEDARS) 61.5% agree or strongly agree that the University is fair in relation to flexible working requests. • 26.9% agree or strongly agree that the University is fair in relation to maternity, paternity, adoption and parental leave.	AMBER
2	Design, publish and disseminate a University EDI scheme.	Head of ICC Nov 2020	Scheme approved, published and reviewed.	• Single equality scheme consulted and published (2018). • Social Justice and Inclusion Board established Feb 2021. • Social Justice and Inclusion strategy 2025 approved June 2021.	GREEN
3	Develop a range of EDI blended learning opportunities. Promote opportunities to all staff	HR Partner (OD) Nov 2019 and annual review	E&D staff training 100%. *action revised in May 2020,*	• Initial measure of success not met. • Mandatory training maps produced for staff and managers, annual revisions and promotional campaigns. Maps embedded in appraisal guidance. • EDI training available online and in workshop formats.	RED AMBER

	in the mandatory training map.		*target now at 80%.*	• Institutional summary (11.11.20 shows a small increase in training completions (70.38% of employees trained 67.7% in November 2019).	**RED** / **AMBER**
4	Ensure academic schools / departments are actively engaged in progressing equality in terms of gender and ethnicity.	AS SAT / Deans and Heads of school / department STEMM November 2018	All six STEMM Schools submitted for an AS award. All AHSSBL Schools have a submission date.	• Initial measure of success not met. • Timeline and actions revised following transformation programme. • See Table 5 for current and proposed Faculty AS awards. • Energy and Environment Institute (EEI) working towards a Bronze submission in 2023.	**RED** / **AMBER**
5	University leaders to take an active role in promoting Athena Swan.	ULT July 2018 /ongoing	New ASSG terms of reference agreed and issued July 2018 / SAT reconfigured by July 2018 to take University forward for Silver Award. *Revised objective: successful renewal of the Bronze award (Submission in May 2022).*	• University Athena Swan webpages updated Sept 2020. • Internal Athena Swan SharePoint page established. • Regular e-bulletin 'special features' led by ULT. • Social Justice and Inclusion Board established. • ULT members acting as sponsors for gender and ethnicity inclusion.	**GREEN**
6	SAT reconfigured to separate governance from operations / plan and routine management.	ULT/ SAT April 2020		• Athena Swan SAT re-established in September 2020 (Table 6). • Update reports to ULT and SJIB. • SAT terms of reference, reporting and membership updated. • SAT membership expanded to include representation from professional, operational and technical staff. • Revised Athena Swan principles (Nov 2020) shared with SAT members.	**GREEN**
7	Promote visual gender and ethnicity equality,and identity and improve University inclusivity image.	ULT/ AS SAT/ Marketing ongoing	Develop gender specific promotions such as IWD.	• University Athena Swan webpages updated Sept 2020. • Internal Athena Swan SharePoint page established. • University e-bulletin 'Athena Swan special features'. • International womens day / week celebrations 2019/2020.	**GREEN**

			Increase visibility of women leaders. Regular communication	• 100 women slide set (to celebrate the centenary of the Representation of the People Act 2018). • Lecture theatre dedications to prominent females (6 in 2018). • Honorary awards. • Michelle Anderson conference room named in memory of the University Librarian and naming of the Canham-Turner Building to commemorate Barbara Canham-Turner.	**GREEN**
8	Gender and ethnicity balance on decision-making boards and panels.	Governance / ICC July 2020	50/50 F/M representation across decision-making committees by 2022.	• Academic Promotions and Appeals panels balanced in terms of gender and educational background. 2020 panel (4F/5M) / Appeals panel (2F/2M). 2021 panel (5F/6M of which 2 are BAME staff (1F/1M). • EDIC: Chair (M)/ 15 members (8F/7M). SJIB: Chair (F) / 16 members (9F/5M). • HR provide advice to chairs of recruitment panels regarding panel membership. • ULT receive bi-annual reports on committee membership; a 2% improvement in the number of female chairs observed in 2021.	**GREEN**
9	Develop a culture of staff and student engagement with equality and diversity issues.	ULT/HRD ongoing	Staff and student forums run throughout the academic year.	• Scheduled meetings with HUSU President (Inclusivity). • EDI focussed survey questions (Pulse survey, CROS, CEDARS). • Equality and Inclusion Network established. 31 members (24F/6M/1 non-binary). • Employee Experience forums (1 x PS / 4 x Faculty). • Increasing participation in non-mandatory EDI related training: 239 staff completing 'Supporting trans staff and students' in 2020/21 and 59 staff completing 'Let's talk about race in the workplace' between June and October 2021.	**AMBER**

10	Engage with equality charters and organisations that promote intersectionality and support equality on campus.	HRD/ICC Dec 2020	Bronze Race Equality Charter (REC) and Stonewall top 1 equality index by 2021.	• Initial measures of success not met. • Committed to the Business in the Community (BiTC) Race at Work Charter 2021. • Race survey circulated May 2021 with access to the national results. • Stonewall membership renewed in 2021. • Relationship/ Cultural inclusion strands sponsored by ULT. • University of Sanctuary and member of the Cara network (supporting persecuted and at-risk academics, hosted 2 Fellows since 2017).	**AMBER**
11	Increase the visibility of women role models.	SAT / Deans / Marketing Ongoing	Positive feedback from staff and students.	• Lecture theatre dedications. • Honorary awards for prominent women. • Joined the Women in Higher Education Network (WHEN) in March 2021 (70 members). • Naming of conference rooms and University buildings after Hull staff and alumni. • Panel discussions: Picture Scientist and 'Impact of the pandemic'. • 7% increase in female guest speakers for 'Leadership Lessons' developmental events. • Angels of the North dance and performance project (100 women from diverse backgrounds).	**GREEN**
12	Increase the level of HR engagement with Athena Swan.	HRD/ICC Ongoing	Positive feedback from participants and increased knowledge of process.	• HR+OD Athena Swan monitoring group meet quarterly. • Virtual HR+OD Learning forum 6.10.20. • HR+OD colleagues are members of AS working groups. • HR Directorate 97.5% compliance for EDI training completion (July 2021).	**GREEN**
13	Enhance EDI Committee influence.	HRD/ICC Ongoing	Increased awareness measured through survey results.	• Initial measure of success not met. • EDIC survey not initiated.	**RED**

No	Action/s	Lead and Timescale	Measure of success	Progress	RAG
	Promoting a culture of Gender Equality and Advancement				
14	Adequate measures in place to ensure fair and balanced staff recruitment that reflect the University's values.	HRD Timescale not set in 2018 application	Initiatives developed to ensure fair and consistent recruitment and selection.	• 334 staff (15.8% of the population) successfully completing online / workshop unconscious bias (UB) training in the last 3 years (53.6% F). • HR monitor whether recruitment panel chairs have completed UB training. Panels do not go ahead without at least one member having completed this training. • Pilot 'Beyond unconscious bias', online interactive programme (2021 data: 205 completions (15.8% of the population / 51.7%F). • ICC review recruitment data to identify themes for further investigation. • External recruitment agency agreements include gender balance of shortlisted applicants as a performance measure.	GREEN
15	Academic recruitment data is accurately captured and recorded by contract type.	HRD September 2018	Academic recruitment data recorded by contract type.	• Stonefish recruitment system updated to capture Academic Careers Framework (ACF) domains, replacing the T&S/T&R contract types previously issued.	GREEN
16	Monitor gender and ethnicity of academic and PSS job applicants.	HR / ICC Ongoing	Measures in place to monitor applications in areas of under representation.	• Monitoring in place. • Reports to EDIC and SJIB.	GREEN

17	Develop a staff retention scheme.	HRD June 2018	Implement a retention scheme.	• Initial measure of success not met.	RED
18	Improve gender and ethnicity balance in areas of underrepresentation on campus.	HRD / Deans April 2022	To be on par with national benchmarks.	• Staff demographic data tabled at EDIC. • Academic promotions data reviewed annually.	AMBER
19	Conduct equal pay and gender pay gap analyses.	HRD / Finance Equal pay (every 3 years) Gender pay (annual)	Reports published. Reduce gender median/mean pay gap by 10% by 2022.	• Equal pay and gender pay reports published. • Pay monitoring group established to implement and monitor actions stemming from each report. • Median pay gap reduced from 27.82% in 2018 to 17.05% in 2020 (Average in England is 13.7%[5]). • Mean pay gap reduced from 21.82% in 2018 to 18.34% in 2020.	GREEN
20	Provide support for transgender students and staff.	HRD / ICC Timescale not set in 2018 application	Achievement of the Race Equality Charter by 2021.	• Initial measure of success not met. • Celebrations for trans awareness week and day of remembrance. • Trans woman lecture theatre dedication. • Misgendering task and finish group. • Campaign to introduce personal pronouns (e-mail and student systems). • Guest speaker 'Challenging health inequalities for the LGBTQ+ community'. • Gender inclusion work strand sponsored by ULT. • 'Supporting trans staff and students' online training module (non-mandatory) completed by 239 (11.34% of the population) staff in 2020/21 (61 academic / 175 PS).	AMBER
21	Develop family friendly and flexible working policies, providing support for those with caring and child-care responsibilities.	HRD October 2018	2018 staff survey to see improvement in staff satisfaction.	• Family leave and benefits policy updated in 2018. • Flexible working policy updated November 2019. • (addendum due to COVID19 in 2020). • Parents and Carers consultation to hear about lived experiences. • Family room opened in October 2021 (Figure 7).	AMBER

22	Make provision for baby-feeding facilities.	ICC / Estates Timescale not set in 2018 application	Open a baby-feeding and expressing room for students and staff on campus.	• Baby-feeding, expressing and baby changing facility created in the Allam Medical Building (Figure 7). • Baby changing facility in Canham Turner building. **GREEN**
23	Ensure University policies, practices and procedures adopted in a manner that eliminates gender bias in all aspects of employment.	HRD / Deans Reviewed each semester	Staff focussed feedback on progress and lived experience at each Semester.	• HR+OD policies scrutinised at Policy Working Group prior to implementation. • New and amended policies circulated to managers in e-mail briefings. • HR Partners attend Faculty leadership team meetings to assess and monitor implementation. **AMBER**
24	Monitor activities to underline the University zero tolerance for any form of indirect discrimination or disadvantage.	HRD / Deans Reviewed each semester	Staff focussed feedback on progress and lived experience at each Semester.	• Sexual Violence group chaired by the Academic Registrar. • Commitment to Horizon Europe gender equality principle 4: measures against gender-based violence including sexual harassment. • Domestic abuse training developed in-house: attended by 277 staff in 2020/21 (57.04%F). **AMBER**
25	Provide support for staff returning from maternity and adoption leave.	HRD Reviewed each semester	Aligned maternity and adoption policy, practice and procedure.	• Family leave and benefits policy in place: covering adoption, maternity, paternity, shared parental, dependants and fertility treatment leave. • Bi-ennial review at Policy Working Group. • Staff survey and consultation feedback suggests support for those returning is inconsistent. **AMBER**

No	Action/s	Lead and Timescale	Measure of success	Progress	RAG
26	Improve data recording of paternity leave.	Business and Systems team June 2018	Successful recording and annual reporting through iTrent/MyHR.	• I-Trent data system updated to include fields for 'paternity' and 'shared parental' leave. • Reports available to Managers on HUMID.	GREEN
27	Join up communications between Faculties and HR to deliver a consistent outcome for women.	HRD April 2018 / ongoing	A consistent approach for people related issues such as appraisals and probation.	• e-mail briefings to managers. • HR Partners attending Faculty and PS leadership team meetings. • Appraisal participation data and mandatory training reports available to managers on HUMID	AMBER

No	Action/s	Lead and Timescale	Measure of success	Progress	RAG

Increase the number of women in leadership roles through career transition and development

No	Action/s	Lead and Timescale	Measure of success	Progress	RAG
28	Develop a Staff Performance and Development Review (SPDR [rebranded as ADR]) scheme that embeds the principles of gender equality, openness and opportunity for all.	HR Partner (OD) Nov 2018 and ongoing	100% participation. *Revised*: Increase participation in ADR to 85% / satisfaction to 75%.	• Initial criteria not met. • HR system records 37.32% of staff having had an appraisal in the last 12 months (9.8.21). • 63.47% of respondents indicated having received constructive feedback from a line manager at least twice a year (Pulse survey). • Appraisal training developed in-house (workshops and online [Canvas]). 198 staff participated in 2020/21 (17.67% academic).	RED AMBER
29	Review pathways to academic promotion for women.	HR Partner Annual	Further actions to be agreed based on outcomes of the feedback and review of appraisal system.	• Of the 29 academic women who completed the Aurora Programme, 13 (44.8%) awarded academic promotion (9 Senior Lecturer / 2 Reader / 2 Professor). • Of the academic staff (2F/3M) completing the Developing Leadership programme (2019) 40% (1F/2M) have been promoted to Professor. • Equality impact analysis completed after each academic promotion round. • 2021 consultation (telephone interviews and survey) to gain insights.	GREEN

30	Review the ratio of women to men on T+S/T+R contracts.	HRD Timescale not set in 2018 application	Measure not set in 2018 application.	• Adoption of a single academic contract. • Academic staff aligned to one of three domains (Education, Research, Knowledge Exchange). • Transition to the Academic Careers Framework (ACF) was led by a PVC through a task and finish group.	GREEN
31	Support, develop and advance women's careers at the University.	HRD HR Partner (OD) Annual review	Increase the number of women on the Aurora programme to 12 per year.	• Hull joined the Women in Higher Education Network (WHEN) in 2020, providing access to resources, mentoring and networking opportunities for 70 women (41 PS/ 29 academic members). • 2014-2020, 46 women (17 PS / 29 academic) successfully completed the Aurora leadership programme. • Canvas 'Academic Promotions' course developed including video testimonials from previous applicants (127 active users during the 2021 promotions round: a fourfold increase in participation since 2019/20).	GREEN
32	Develop inclusive academic career pathway criteria.	Deans / HRD 2018	Measure not set in 2018 application.	• ACF launched 2019. • Promotional activity, awareness raising and training developed. • Criteria for each domain (Education, Research, Knowledge Exchange) created for career levels (Lecturer, Senior Lecturer, Reader, Professor). • 1:1 meetings led by the Deans with all academic staff. • ACF aligned to academic promotions.	GREEN
33	Supporting academic women's opportunity to develop a career and reach their full academic potential through coaching & mentoring.	Deans / HR Partner (OD) Annual review	40 Academic women registered with the coaching programme.	• Participation in formal coaching among female academic staff has steadily increased (9 in 2018/19, 15 in 2019/20 and 23 in 2020/21). • Aurora participants actively encouraged to take up mentoring opportunities and become role models.	GREEN
34	Provide effective and informative induction into the University for all staff.	HR Partner (OD) December 2018	100% participation in central induction.	• Initial criteria not met. • In 2018/19 71 staff attended central induction (60.1% of new starters). • In 2019/20 central induction was delivered online and completed by 30 staff (62.5% of new starters).	RED AMBER

35	Evaluate impact of Athena Swan interventions on staff satisfaction, equity and achievements.	HRD/ ICC Ongoing	Measure not set in 2018 application.	• HR+OD monitoring group review Athena Swan actions and staff demographic data. • Staff report compiled annually and published on the University website.	AMBER
36	Review selection processes for leadership programmes to ensure that they are free from bias.	Deans Reviewed each semester	Aim for 50% female participation on leadership programmes by 2021.	• Developing Leadership Programme participation (2018/19 26 participants / 50%F, 11.5% BAME / 2019/20 24 participants/ 45.83%F, 8.3%BAME). • Leadership for Hull programme 2019/20 (27 participants / 55.5%F, 7.4% BAME).	GREEN
37	Identify if and why there are differences in leadership roles for women on campus.	HRD May 2019	Staff feedback.	• ULT tabled debate including committee membership, recruitment to leadership roles. • ACF review of indicative criteria pertaining to leadership. • Professorial and Senior Salary Review discussions.	AMBER
38	All staff on promotion or recruitment panels must complete unconscious bias (UB) training.	HR Ongoing	100% completion *Revised: for panel chairs.*	• 334 staff (15.8% of the population) successfully completing online / workshop unconscious bias (UB) training in the last 3 years (53.6% F). • HR monitor recruitment panel chairs completion of UB training but not panel members. • Pilot 'Beyond unconscious bias', online interactive programme (2021 data: 205 completions (15.8% of the population / 51.7%F).	AMBER
39	Eliminate discrimination/bias in REF panel decision making and ensure panellists consider mitigating circumstances.	HRD / PVC Research March 2020	Conduct equality impact assessment (EIA).	• 31 mitigating circumstances declarations for REF2021 (74%F). 54.8% of total applications related to family-related leave. • No output reduction requests in Unit of Assessment (UoA). • EIA shows an 11.3% decrease (124 / 110) in the number of women submitted and an increase of 5.9 percentage points in the number of BAME staff submitted (REF2014 33.3%F/9.9%BAME / REF2021 31.2%F/15.8%BAME).	AMBER

No	Action/s	Lead and Timescale	Measure of success	Progress	RAG
40	Inspire young women on campus.	ICC September 2018	Build a platform to inspire young women.	• Intern opportunities for Hull graduates (89 placements in 2020: 55.06%F/16.85%BAME). • 'Inspired in Hull' awards (partnership between University and HUSU): opportunity for staff and students to make nominations in 16 categories. • Early Career Academic (ECA) lead appointed in FACE to provide support, signposting and development opportunities for newly appointed lecturers. • Supporting and Advancing Women's careers working group. • Aurora programme participation (see action point 31).	AMBER
41	Annual review of academic promotions procedures to ensure transparency, consistency and equality of criteria and decision-making.	HR Partner (OD) Annual	Measure not set in 2018 application.	• Formal review following each round. • Equality impact analysis conducted. • Reflection meeting with panel members. • Telephone interviews and survey of successful and non-successful applicants.	GREEN
No	Action/s	Lead and Timescale	Measure of success	Progress	RAG

Develop and create a community of equality and inclusivity through positive procedure, process and practice

No	Action/s	Lead and Timescale	Measure of success	Progress	RAG
42	Explore funding options to assist parents/carers to pay for additional childcare costs associated with attending conferences.	HRD / Director of Finance Spring 2021	Formal procedure in place.	• Views sought through Deans and Associate Deans in 2018. Limited feedback received and no action taken. • Development funding available through 'Research Connect' to organise and attend conferences and exhibitions (some restrictions apply). Limited knowledge among academics.	AMBER

43	Examine exit data on women leavers and conduct sample exit interviews, including non-returners from maternity leave.	HRD June 2018	Improved ability to collect exit data.	• Exit questionnaires completed by less than 8% of leavers in 2018. Data not routinely analysed by HR and no records of exit interviews, if held, kept on file. • Enhanced exit questionnaire piloted in HR, June 2021; accessible through MyHR. • New reporting protocols in HR, data (grievance, disciplinary, sickness) reviewed at monthly Partners and Advisors meetings.	AMBER
44	Athena Swan principles embedded in all HR + OD policies and procedures.	HRD HR Partner (ER) Every semester	Measure not set in 2018 application.	• HR Partners and Advisors briefing (6.10.20) outlined the Athena Swan principles (existing and new charter). • HR+OD Athena Swan monitoring group review the action plan and make recommendations for policy development. Examples include the development of family leave, flexible working and trans staff policies.	AMBER
45	Publish a Bullying and Harassment policy and provide training as part of the implementation.	HRD 2018/19	Guidance published. Cases monitored.	• Bullying and Harassment policy agreed at policy working group in July 2017. Circulated to managers in an e-mail briefing. Policy overdue for review (due July 2020). • Training module 'Bullying and Harassment' completed by 229 staff (12.66% academic 2020/21) with 108 (15.7% academic 202/21) completing the managers version. • Staff allegations investigated and anonymously reported to EDI until 2017 (23 cases in 2016/17). Post 2017 cases managed through HR, records maintained.	GREEN
46	Introduce a dignity and respect advisor (DARA) programme.	HR Partner (OD) November 2020	Programme introduced.	• Cohort of 16 DARAs (12F) recruited in 2018, reduced to 6 (3F) in 2021 following VES. • Initial training, and refreshers, provided. • Awareness raising campaign, including SharePoint information.	GREEN

No	Action/s	Lead and Timescale	Measure of success	Progress	RAG
	Championing what we do well in a diverse and inclusive market				
47	Values aligned to institutional strategies and embedded in People related policy and process.	HRD Timescale not set in 2018 application	Measure not set in 2018 application.	• Values embedded in the University Strategy 2030 and Social Justice and Inclusion Strategy 2025. • Values referenced in Athena Swan communications.	AMBER
48	Carry out staff surveys to understand and act on AS interventions and consider findings to improve the staff and student experience, gender and ethnicity balance, and eliminate inequality.	OD Advisor/ Business and systems. Timescale not set in 2018 application	Improved staff satisfaction. Measure impact of EDI interventions. Aim for higher satisfaction than the last staff survey.	• Pulse survey introduced October 2020. • Wellbeing question: 554 responses (26.92% of population). • 58.12% agree that they have a good work/life balance, while 59.03% feel that they have effective support to cope with challenges at work. Improvement from 2018 staff survey (46% good work life balance / 59% feeling supported). • FHS Athena Swan culture survey (111 completions /40% response rate / 65.8%F/ 29.7%M/ 4.5% identified as other).	GREEN

[5] Advance HE, 'The importance and challenges of equality, diversity and inclusion in higher education', 2021.

2.2   Progress Report

2.2.1 Responding to panel feedback

Feedback received from the Athena Swan panel in 2018 proved particularly useful as we developed terms of reference and a project plan. We reflected on how we would continue to develop confidence and build on, those areas previously commended: data analysis, transparency of narrative, staff engagement, institutional commitment, single workload model, child-friendly initiatives, and pay parity group. Feedback highlighted the need to consider the intersection between gender and ethnicity, lacking in the 2018 application, and for a SMART action plan with review points and milestones for long-term projects. The panel raised concern about our limited focus on flexible working and career breaks, and the availability of accurate data. We developed actions, and mitigation, to address these areas, outlined below:

2.2.1.1   *Understanding flexible working and the impact of career breaks*

Although commended for our child-friendly parking initiative, feedback from the panel was that our 2018 application was weak in relation to flexible working opportunities and mitigating the impact of career breaks. We have since facilitated 'parents and carers' and 'experience of academic promotions' consultations. We are developing specific actions (NAP 19 + 24) based on feedback (Figure 7), and an analysis of available benchmarking data[6].

'Some managers are doing a really great job in supporting parents and carers, but this feels like a favour ' (Focus group participant, 2021)

'Being able to work from home for part of my week has reduced fatigue' (Pulse survey respondent, 2021)
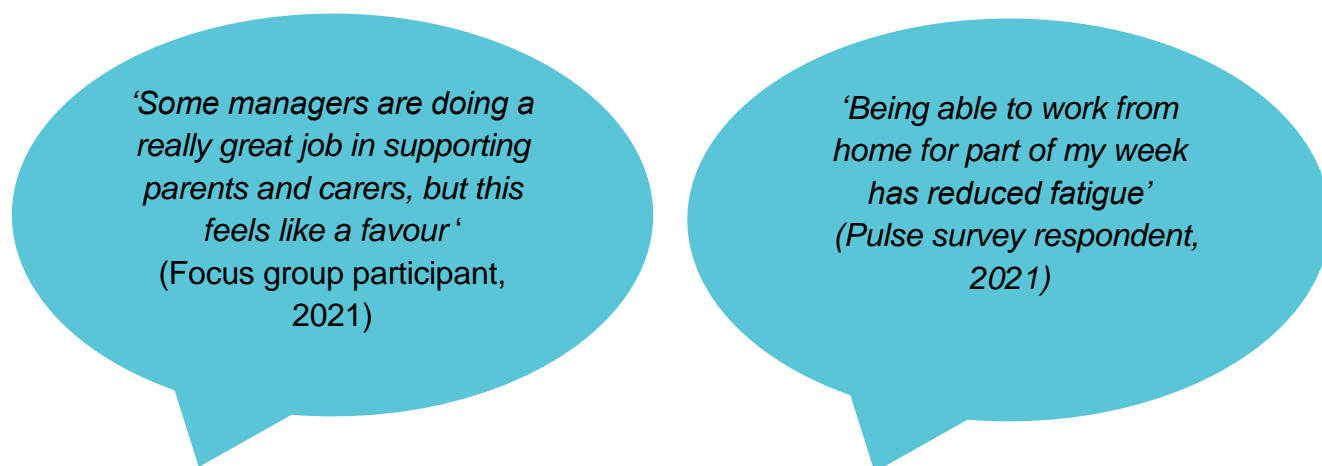
Figure 7: Comments from focus group and Pulse survey participants

[6] https://www.workingfamilies.org.uk/wp-content/uploads/2019/10/Working-Families-Benchmark-Report-2019-Final.pdf

We have opened a baby-feeding and expressing facility (PAP 22), and family room (Figure 8), and consulted widely to develop an 'agile working' policy, toolkit and training for managers.

Figure 8: Baby-feeding facility and family room

We invited promotions panel members to consider individual circumstances (parental and adoption leave, sickness absence, secondment) when awarding promotions and have seen an increase in successful appointments where a special circumstances form has been submitted (2019 [12/16 successful], 2020 [3/5 successful], 2021 [16/18 successful]).

2.2.1.2 *Cultural progression and collaborative leadership*

The panel commended the level of commitment shown by our Vice-Chancellor and the depth of engagement with the Athena Swan principles across the University. Inclusion is one of our core values, embedded in our University Strategy 2030 (Figure 9) and Social Justice and Inclusion Strategy 2025. We are committed to sustainable and long-term cultural change, have enhanced our governance of EDI issues, and supported our senior leaders by:

➡ Engaging with our inclusion sponsors, chairs and SJIB members: In autumn 2021 we delivered 'The Systemic Perspective: Change that Makes a Difference' workshops, designed to explore systemic coherence of evolving initiatives (6F/9M).
➡ Developing and launching our Social Justice and Inclusion Strategy 2025, and establishing our Social Justice and Inclusion Board.
➡ Involving partners: members of the community, EDI allies, stakeholders, and student representatives who act as critical friends to challenge and support our plans, progress and impact.
➡ Demonstrating our commitment to equality, diversity and inclusion: Our 'Inspired in Hull' awards include a category for 'Most outstanding contribution to inclusive practice' and we sponsored the 'Diversity and Inclusion' category at the Hull*live*[7] Business awards in 2021.

[7] Hull*live,* formerly the Hull Daily Mail, host these regional business awards. The 'Diversity and Inclusion' award is given to an organisation for whom inclusion and diversity goes beyond legal compliance.

Figure 9: University of Hull Strategy 2030 infographic

2.2.1.3 *Evidence-based exploration and analysis*

We addressed the lack of data for analysis, from which to make evidence-based decisions through:

- ➡ Developing our Hull University Management Information Database (HUMID) to include reports for paternity and shared parental leave.
- ➡ Agreeing a data sharing protocol: Athena Swan SAT members, Faculty AS Leads and SJI sponsors having access to a dedicated suite of reports with filters for PS and academic areas.
- ➡ Developing technical solutions: introducing automatic uploads of training completion data from multiple platforms to a single-source of management information (MyHR[8]).

We recognise the complexities surrounding the gathering and dissemination of sensitive data, and face structural and cultural barriers in terms of accessing data relating to gender and ethnicity. We will work closely with our EDI and systems colleagues to develop nuanced processes, protecting the identity of individuals while providing accurate and rich data from which to continue our institutional analyses (NAP 40).

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[8] MyHR is the product name for our management information system, integrating HR, payroll and finance.

2.2.1.4 *Further action to improve career opportunities for female researchers*

Our 'Programme for Women Achieving Excellence in Research' (PoWER) initiative was praised by the panel as an example of good practice. We have since enhanced our developmental provision for women (PAP 11, 29, 31, 33) through:

- Acknowledging the value of continuous professional development (CPD): we have refined our Academic Careers Framework (ACF), giving prominence to CPD; aligned our academic promotions criteria to the ACF, and created a 'guide to CPD for researchers' using the Researcher Development Framework (RDF) as a focal point.
- Creating and supporting local and national networks: we have a lively women's network comprising WHEN and Aurora participants (Figure 10); a virtual menopause café; we are actively involved with Vitae, creating video case studies for researchers, and hosted two HEaTED events (2018 and 2021).
- Financial support: a 50% discount scheme for staff to undertake part-time PGR/PGT qualifications (2018-2021: 29 staff / 65.52%F).
- Performance development coaching (PAP 33): we have developed a network of qualified practitioners, and are members of a regional coaching consortium, offering 1:1 coaching to participants experiencing change, lateral and upward career movement and those taking on leadership roles.

Figure 10: Aurora network meeting participants (15.10.21)

2.2.1.5   *Exploring the intersections between ethnicity and gender*

Prior to approval of our 2018 application the panel requested further information on how we considered the intersections between gender and ethnicity. Providing a satisfactory response, our hiatus (1.3.1) delayed the formulation of actions. We are addressing this now through a range of activity:

➡ Recruitment and career pathways: diversity in recruitment (1.42 percentage point increase in BAME recruitment 2019/21); blind sifting in recruitment (Aura centre for doctoral training); promotions equality impact assessments; HR equalities monitoring group focus on intersectionality; publication of intersectional data; exploring participation in the WHEN '100 Black Women Professors NOW' programme.

➡ Collaborative research opportunities: Office for Students (OfS) EQUATOR bid (access, participation, and experience of BAME student's geography, earth and environmental sciences); project group reviewing awarding gaps for black students; de-colonisation of the curriculum; representation of female senior staff and minority ethnic staff in academia[9].

➡ Institutional commitment: collaboration between our gender and ethnicity inclusion sponsors; student scholarships with the Cowrie Foundation; celebrating success through promotion (Figure 11), spotlight and 'Inspired in Hull' awards, international awareness events; racial harassment working group.

Academic Promotions

The University Leadership Team warmly congratulate our academic colleagues who have been promoted to Senior Lecturer, Reader and Professor. Recognising and rewarding academic excellence is an important element of our focus on our people as captured in our Strategy for 2030, and we hope you will join us in congratulating our colleagues.

The full list of appointments can be found on the academic promotions page and we would particularly like to welcome the following to the University Professoriat. Congratulations to Professor Grant Abt, Professor Briony McDonagh, Professor Fiona Earle, Professor Simon Green, Professor Mahrukh Doctor and Professor Andrew King.

Figure 11: Celebrating promotions in the University e-bulletin (20.5.21)

[9] McMasters, M. https://supergen-ore.net/uploads/Equality-Diversity-and-Inclusion-in-Engineering_Full-Report_web.pdf

2.2.1.6 *Clarity of purpose*

While commended for our honest self-reflection and established pay and workload working groups, the panel noted our action plan would benefit from specific detail, measures of success, and timelines for achievement. We have since:

➡ Adopted a SMART approach: project plans clearly articulated, GANTT charts and Kanban[10] cards act as a visual representation of progress; SJIB updates focus on progress and risk mitigation; NAP with specific actions, timelines, milestones and measures of success designed to facilitate engagement, action and timely progress.
➡ Enhanced oversight: continuing to monitor progress towards pay parity; reviewing our academic workload model; externality through SJIB; developing the role of EDI champions (NAP 8).

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[10] Kanban is a visual-first project management method based on agile principles. Project tasks are visualised using Kanban cards (sticky notes) on a board.

2.2.2 Progress against actions

2.2.2.1 *Monitoring and review*

We reviewed progress towards the PAP through an HR+OD Athena Swan Monitoring Group, established in 2020 in the absence of an institutional SAT. Action deliverers were identified, and asked to provide updates and the group gathered feedback from a variety of sources including:

- → Staff surveys data (Table 8).
- → Training participation data.
- → Focus groups and consultations (Table 8).
- → Institutional data.

A RAG rating on our previous action plan (PAP) highlights progress against each of the 48 individual actions. Of the 48 actions: 23 (47.92%) have been fully delivered, 19 (39.58%) have been partially delivered and six (12.5%) remain undelivered. In the four years since our previous submission, the landscape has changed dramatically. Our new action plan (NAP) reflects our current gender inclusion priorities, and previous actions where we want to continue to make progress.

There are two actions (PAP 13,17) where we failed to make any progress, EDIC influence, and introduction of a staff retention scheme. We are committed to developing nuanced measures reflective of our ambitions in terms of staff retention (NAP 7). SJIB terms of reference specifically ensure visibility of AS moving forward.

Table 11: Summary of completions, partial completions, undelivered actions

Status	No. Of actions	%
Completed	23	47.92
Partially Completed	19	39.58
Mitigation in Place	4	8.33
Not Delivered	2	4.17

2.2.2.2 *Barriers*

i) Poorly crafted action plan (PAP 20, 35, 37, 40)

Our action plan was broad in scope, developmental in part, and aimed to address a number of key systemic and cultural issues. Some actions, however, were passive and backward looking, focussed on review; we did not clearly articulate some of our objectives and were remiss in attributing unrelated measures of success. We have been successful in developing support for transgender students and staff, and now have (NAP 30) appropriate measures, the Race Equality Charter previously suggested as an indicator of success. We have made significant progress in terms of female role models, mentoring and developmental programmes, and will continue to do so (NAP 12 + 13). Previous measures of success, for example 'building a platform' were unhelpful.

ii) Over-optimistic aims (PAP 4)

We set out an ambitious plan for six STEMM schools to submit bronze applications in 2018 and for AHSSBL schools to have set a date for submission. This ambition, necessarily tempered by our transformation programme, Faculty restructure, and VES, required that we adopted a new approach. We have a refreshed impetus, senior leadership commitment, and Faculty based AS SATs. Our Bronze award for FACE, and submission dates for our three remaining faculties, are clear indicators of our renewed ambition.

The cessation of the AS SAT in 2018 meant that the breadth of actions became challenging to implement, review and achieve.

Our NAP, developed collaboratively, and with ownership for individual actions, has clearly defined objectives, driving towards a Silver award in 2026.

We will ensure that our action plan provides a strong frame for the delivery of our gender equality ambitions (NAP) through:

- ➡ A plan that clearly articulates our aims, our impact and success indicators, timelines and milestones (NAP)
- ➡ A plan that is responsive, and can adapt to the changing landscape (NAP 37)
- ➡ Defined ownership with SJIB oversight to hold us to account (NAP 37)

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iii)   Limited availability of relevant data (PAP 30, 35, 43)

Our PAP relied, in part, on a programme of systems development, making assumptions about the granularity of existing data sets. The self-assessment highlighted two important issues. Firstly, consultation with system owners ensuring that appropriate quantitative data is recorded and accessible (NAP 40). Secondly, effective deployment, and communication of existing data collection formats, however naïve in form. We have since designed an exit questionnaire to capture qualitative data from leavers; developed an institutional Pulse survey with 'You said we did' feedback infographics (Figure 12) and established data sharing protocols between AS self-assessment teams.
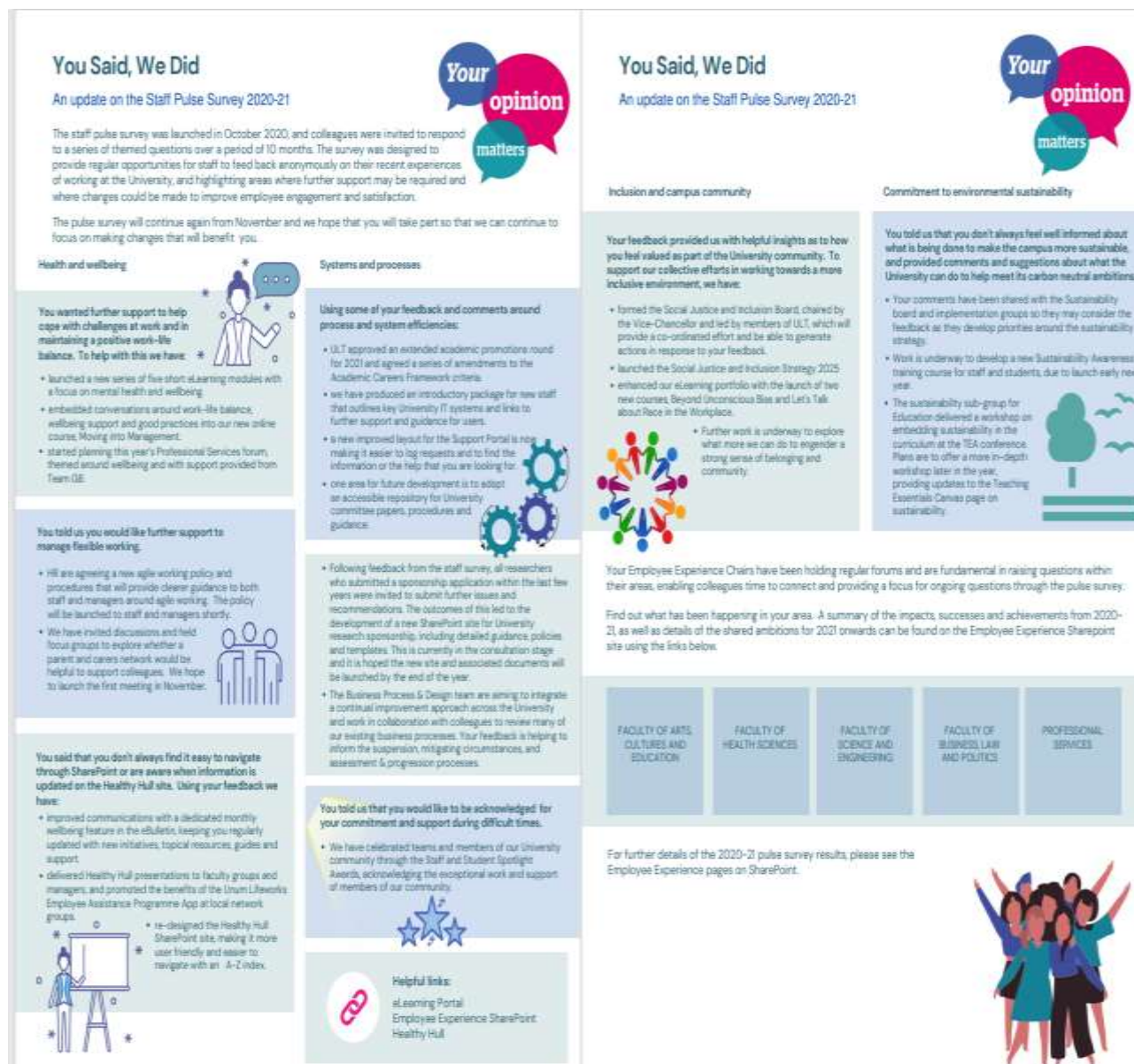
Figure 12: Pulse survey 2020/21 'You said we did' infographic

iv)   Lack of project management methodology
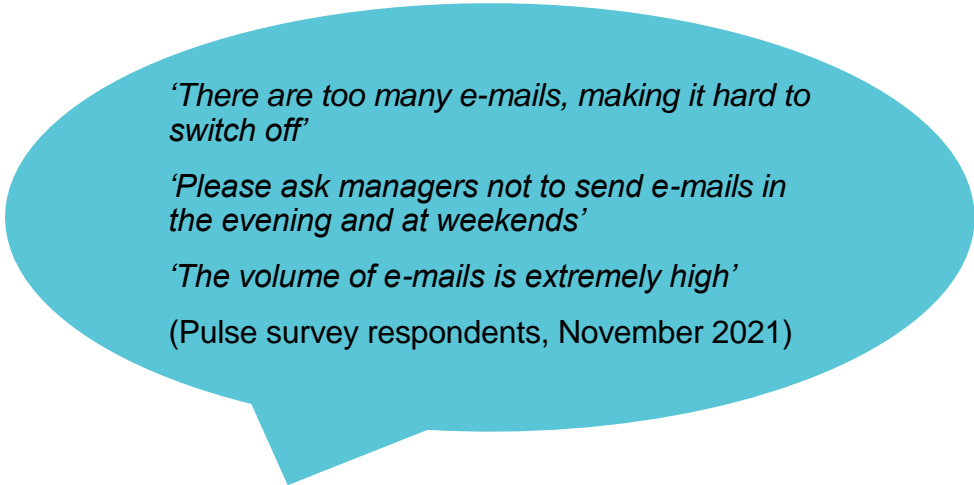
The PAP, while partially SMART in construction, relied on a small number of enthusiastic allies to deliver outcomes. The lack of an agreed project management methodology, or project owner, were significant factors in our red and amber outcomes. We are adopting the principles of a Kanban Board to monitor future progress, creating momentum and agility as we deliver our new action plan.

v)   Limited oversight, leadership and dedicated resource (PAP 13)

Disbanding the AS SAT meant that progress relied on individual action holders, many not consulted in the design of the 2018 plan. Oversight of AS activity, omitted from the EDIC terms of reference, led to a vacuum in which activity, driven by individual allies, rather than those tasked with specific responsibility, ensued. The task of the new SAT made more arduous by a previous lack of central connectivity and data collection. We have addressed this in our NAP (37) and through early engagement with action deliverers in the action planning process.

vi)   Poor communication with staff, stakeholders and action deliverers

We have made good progress in developing flexible working policies, providing menopause support, and introducing family friendly initiatives. However, feedback from our Pulse survey suggests that information is not widely promoted and is hard to locate on SharePoint. Over-reliance on e-mail (Figure 13) as a method of communication, is a contributing factor to some of our amber outcomes. We will review how we share our plans, and provide opportunities for staff to shape our inclusive culture (NAP 8).

'There are too many e-mails, making it hard to switch off'

'Please ask managers not to send e-mails in the evening and at weekends'

'The volume of e-mails is extremely high'

(Pulse survey respondents, November 2021)

Figure 13: Comments from Pulse survey, November 2021

2.2.2.3 *Facilitators and enablers*

Evaluating progress towards our PAP was an opportunity to recognise, and learn lessons from processes, projects and activity that had proved to be effective and impactful, thus enhancing our ability to deliver on our 2022-2026 ambitions. In particular, we identified some key elements of successful project delivery (Table 12), and other enablers through our evaluation, monitoring and reflection.

Table 12: Modelling successful approaches

Model by stages		PAP: 29 Pathways to academic promotion for women
1	Establishing a clearly defined outcome	Our aim was to understand whether, if at all, participation in developmental programmes contributes to successful academic promotion for women.
2	Taking an evidence-based approach	Quantitative and qualitative data was gathered, and analysed to inform our approach.
3	Strong leadership support	Strong leadership from ULT inviting applications for promotion from women.
4	Providing regular feedback	Bi-annual reflection meetings with academic promotions panels informing future improvements.
5	Celebrating and sharing success	E-bulletin announcements, networking events and mentoring.

Impact: 29 women on an academic contract have participated in the Aurora leadership programme, 13 (44.8%) were successfully promoted.

We identified key enablers:

i)   Authentic consultation (PAP 9, 29, 48)

Creating opportunities for staff and students to share their lived experience is both powerful and collaborative. Engaging with others to inform our plans creates buy-in, momentum, and cultural shift with a sense of belonging.

A key area for us to progress is pro-active consultation informing our gender and cultural inclusion work.

ii)   Strategic Leadership (PAP 5, 6, 41)

Realising the ambitions of our Athena Swan action plan and our Social Justice and Inclusion strategy requires dedicated, transformative, and resilient leadership. Examples include the creation of SJIB, our academic promotions panels, and AS SAT.

Key to our success is developing relationships between our inclusion sponsors, chairs, and SAT members, creating a strong narrative recognising and promoting intersectionality. We will review the diversity of our SAT to more accurately reflect the community we serve.

iii)   Promoting equality of opportunity (PAP 7, 11, 29)

We have been reserved in communicating and celebrating our achievements. Developing a strong and compelling narrative for our staff, students and wider community is fundamental if we are to continue our progress towards gender and ethnicity equality. Examples include lecture theatre dedications, communicating outcomes of academic promotions and our sponsorship of the Hull*L*ive awards.

We will build on theses facilitators and enablers in our action plan, providing a strong frame for the delivery of our gender equality ambitions through:

- Developing collaborative spaces for our inclusion sponsors, chairs and SAT members for debate, challenge and developing defined actions (NAP 38)
- Reviewing the diversity of our SAT (NAP 38)
- Defining ownership with SJIB oversight to hold us to account (NAP 37)
- Regular communications utilising multiple channels to inform, engage and inspire (NAP 8)

3. Section 3 – Future priorities and action plan

3.1 Current Self-Assessment and future priorities

3.1.1 Introduction and context

In sections 1 and 2, we articulated how our 2018-2022 action plan was delivered during a period of significant change. Our work to transform the staff establishment coincided with a lengthy period of global instability, Covid-19, the Me Too and Black Lives Matters movements, and the ambitions as articulated in United Nations Sustainable Development Goal five (UNSDG5), helping to frame our social justice and inclusion strategy.

In this section (3), we outline the findings of our self-assessment and present the case for our key priorities 2022-2026, embedding equality across the gender spectrum.

3.1.2 Women's representation

To inform our new action plan, and provide an indicator of our progress towards gender equality, we reviewed how women are represented across the University establishment. Despite our achievements since 2018, we have seen a minor decrease in female representation, down 1.1 percentage points (Table 13), although still ahead of the national benchmark of 54.2%[11]. Demographic changes have been shaped, in part, through VES (Table 2). Between 2019 and 2021 the number of senior lecturer, reader and professor roles contracted by 14.93% (703 to 598). The percentage of women holding senior lecturer positions has increased (9.38% to 11.37%), and decreased in the male population (12.51% to 11.53%). The proportion of female readers increased slightly from 31.42% to 33.33%.

Table 13: Female representation 2017-2021, academic and PS as % of whole population

	2017		2018		2019		2020		2021	
	No.	%	No.	%	No.	%	No.	%	No.	%
STEMM	407	49.1	430	49.1	430	49.9	428	51.4	427	51.2
AHSSBL	303	56.2	291	55.6	252	54	206	52.8	198	52.5
Total Number within the University	1466	57.6	1457	56.4	1298	56.7	1197	56.9	1181	56.5

[11] National benchmark data: Equality and Higher Education staff statistical report 2021.

Since 2018, we have an upward trend (Table 14) in the number of men adopting part-time working at senior levels (band 10 academic from 4.7% to 15.2%) while the number of women working part-time at the same level has decreased significantly (12.6% to 4%). The prevalence of imposter syndrome, shared by female participants in our academic focus group, may be a contributory factor. We need to ensure the trend is reversed and that part-time working is viewed as legitimate, not career limiting (NAP 31).

Table 14: Percentage of part-time staff by gender, academic and PS, band 7-10

		Not known		Female		Male		Other		Total
		Full-time (%)	Part-time (%)	Full-time (%)	Part-time (%)	Full-time (%)	Part-time (%)	Full-time (%)	Part-time (%)	(number)
Band 7	Academic	0.5	0	35.4	13.9	44.8	5.4	0	0	223
	Professional	1	0	47.4	13.5	35.9	1.6	0.5	0	192
Band 8	Academic	0.4	0	38.4	11.9	44.4	4.9	0	0	268
	Professional	0	0	44.1	9.8	40.2	3.9	2	0	102
Band 9	Academic	0	0	34.1	10.8	50.6	4	0.6	0	176
	Professional	0	0	44.7	13.2	39.5	2.6	0	0	38
Band 10	Academic	0	0	15.2	4	65.7	15.2	0	0	99
	Professional	0	0	34.4	12.5	43.8	9.4	0	0	32
TOTAL		0.4	0	37.3	11.6	45.3	5.1	0.4	0	1130

We have made steady progress towards reducing the mean and median pay gap (PAP 19). We have reduced the gender pay gap mean (21.82% [2018], 19.18% [2019], 18.34% [2020]), and reduced our gender pay gap median (27.82% [2018], 23.23 [2019], 17.05% [2020]), although recognise we still have further work to do (National benchmark for median in England, 13.7%[11]).

Figure 14: Women's hourly rate compared to men's hourly rate as at 31.3.20 (2019 figures in brackets)

The proportion of academic women in AHSSBL (Figure 15) in band 7 has reduced, and band 8 has increased, albeit to a lesser degree. In STEMM areas (Figure 16), we observe an increase in female academics in bands 6, 7, 9 and 10. Success at academic promotion in STEMM areas is visible, yet the proportion of women in professorial roles remains unchanged.

There are marked differences in career pathways between AHSSBL and STEMM (Table 17), with those in AHSSBL more likely to pursue a traditional pathway, including reader, while those in STEMM are more likely to seek a double promotion from senior lecturer to professor.

Trends by grade and gender have been influenced by a combination of factors: improved success in female academic promotion and academic advancement, a diminution in the department of modern languages and successful recruitment of post-doctoral researchers in EEI.
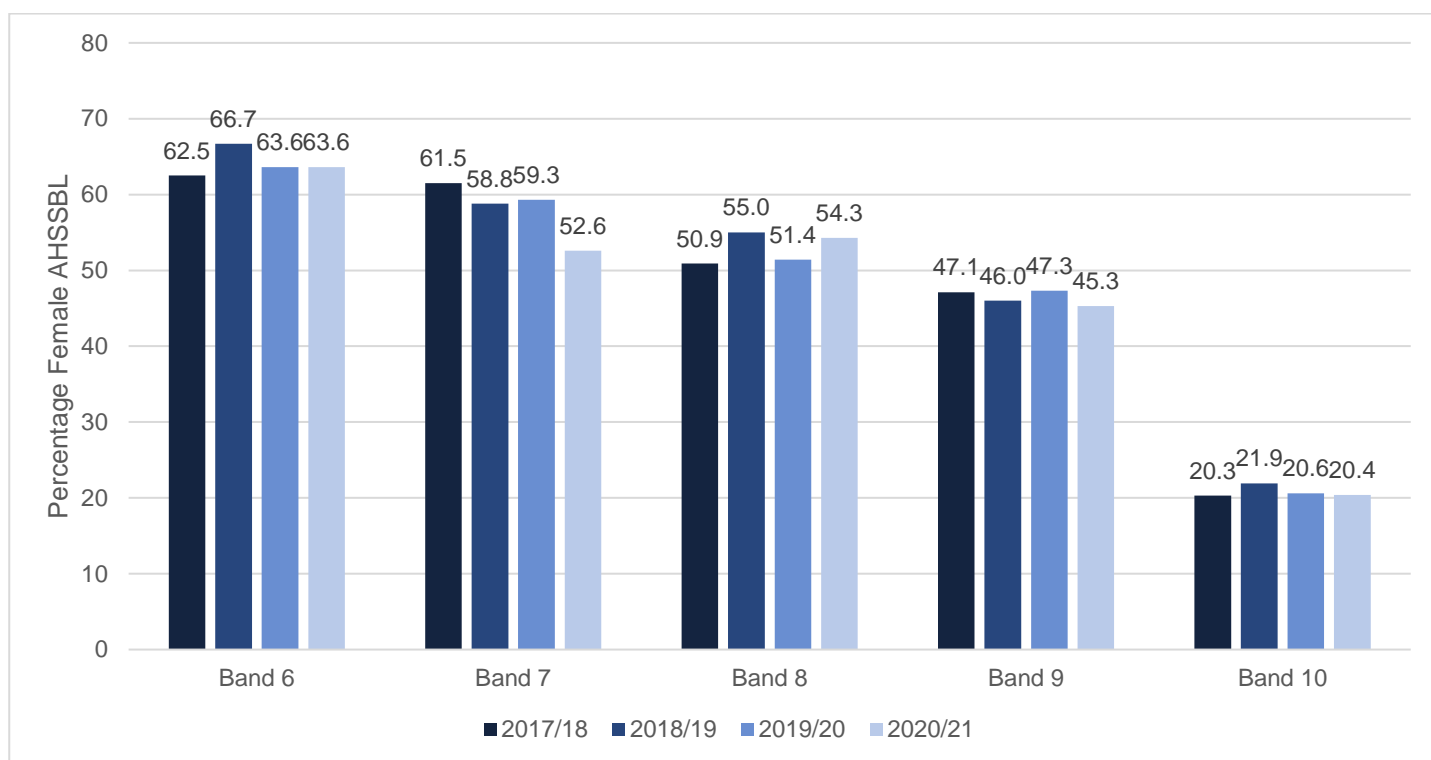

Figure 15: Female academic staff by grade as % of academic AHSSBL, population, 2017-2021
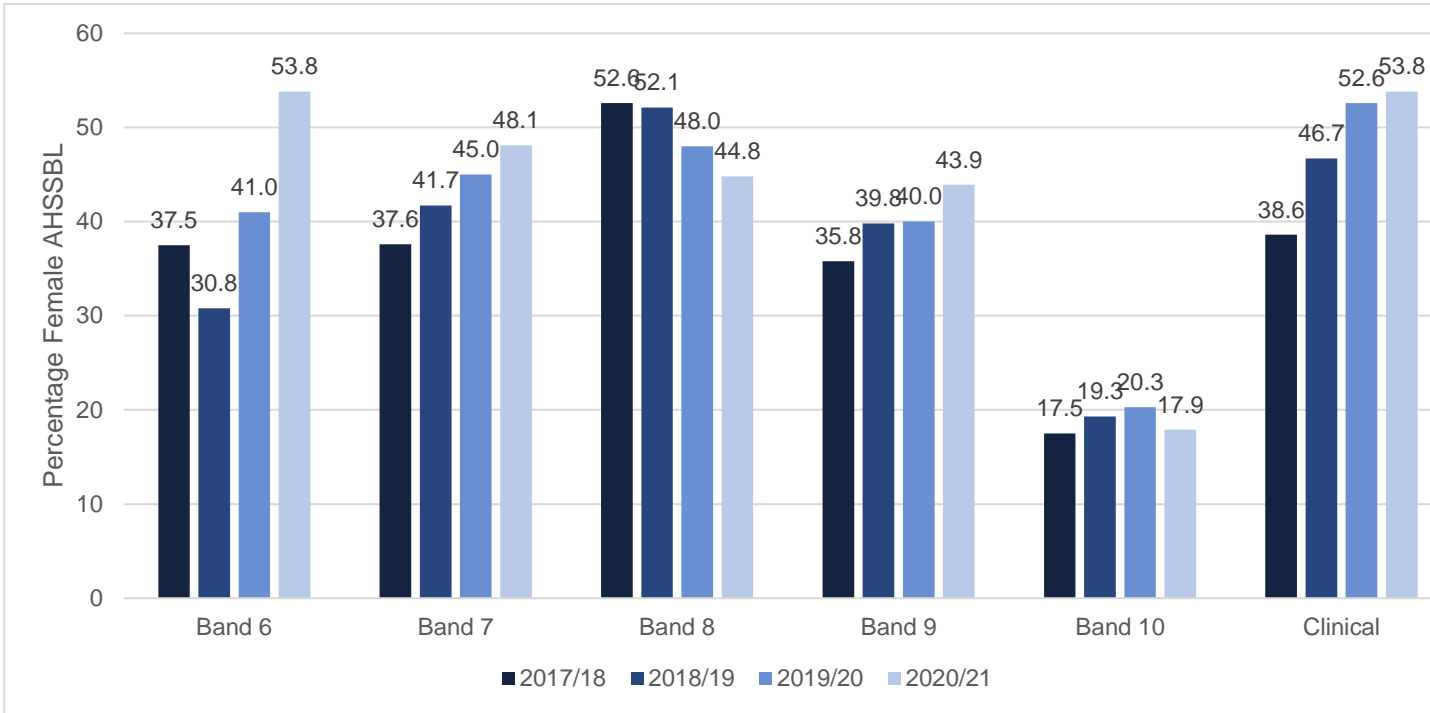
Figure 16: Female academic staff by grade as % of academic STEMM population, 2017-2021
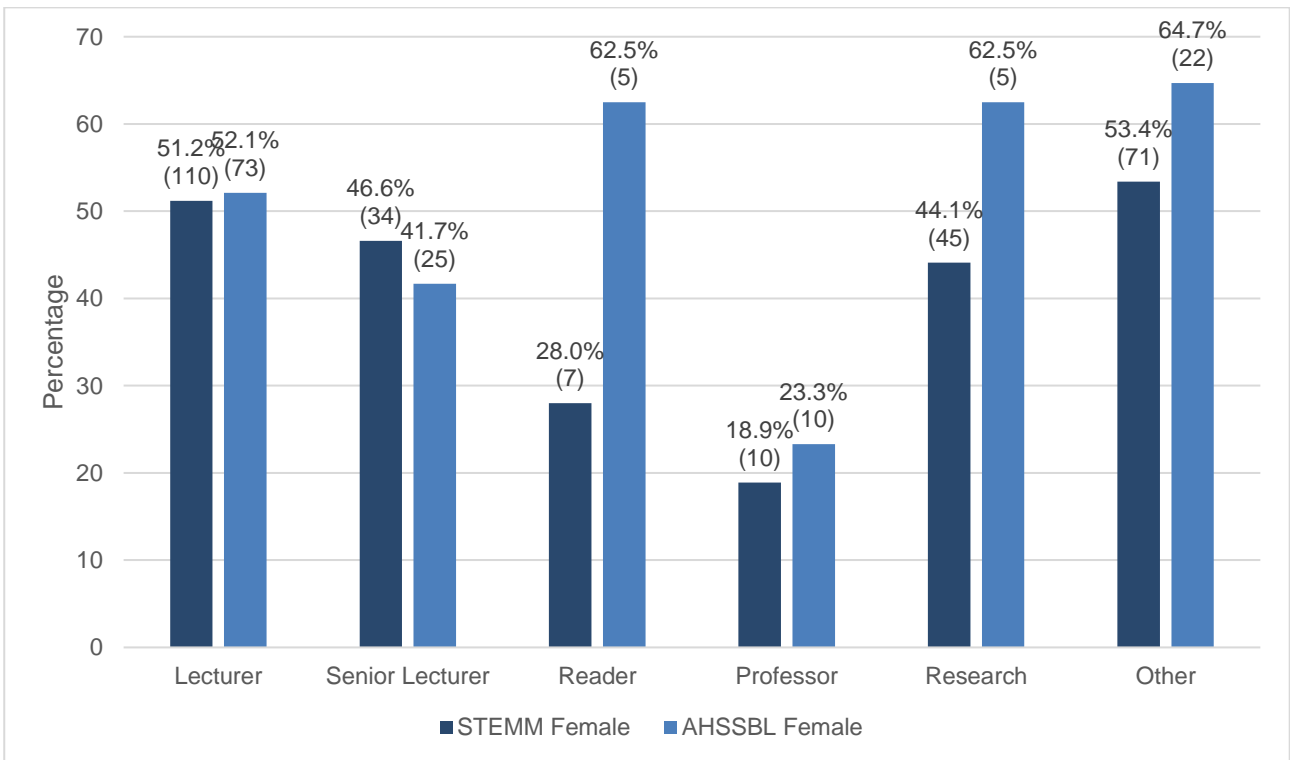
Figure 17: STEMM and AHSSBL academic staff by gender and role, 2021

We have made substantial progress towards developing inclusive career pathway criteria (PAP 32). The Academic Careers Framework (ACF) provides clarity of expectation across and between career levels, and academic domains, ensuring we have an inclusive workforce across the breadth of our academic portfolio.

Women represent 65.6% of those on the education pathway (Table 15), significantly above national benchmark of 39.4% (T+S)[11], while men represent 68.7% of those on a research pathway. Our education, nursing and midwifery programmes are attractive to professional practitioners wishing to move into an education environment and are representative of the high proportion of women in these professions (67.8% of NHS staff are female[12]).

Table 15: Academic domain by gender, snapshot data, 31.12.21 (excludes HYMS)

SNAPSHOT 31 DEC 2021	Women	Men	Total
Education	160	84	244
Knowledge, Innovation and Engagement	10	14	24
Research	83	182	265
Not currently assigned / in transition	18	36	54
Total	**271**	**316**	**587**

Table 16 shows a continued downward trend in the percentage of female professors and a marked difference to the national data (28.87%F[11]). While the number of women awarded a personal chair, or directly recruited, has seen a slight upward trajectory in 2021, a return to stability in the male population means that the ratio continues to decline. Our analysis suggests the decline is exacerbated as female professors, acting as mentors for others, leave. The small pool of experience is, thus reduced.

Table 16: Professors by gender, 2019-2021

	Female Professors	Male Professors	Total	% Female	HESA benchmark
2019	26	90	116	22.41%	25.53%F
2020	20	80	100	20.00%	26.71%F
2021 (January)	17	69	86	19.77%	28.87%F
2021 (August)	23	89	112	20.54%	

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[12] NHS England Gender pay gap report 2021

Our equality impact analysis, post REF 2021, found that the proportion of staff submitted in REF 2021 had increased compared to REF 2014. However, the proportion of female staff in the submission was lower in REF 2021, compared to REF 2014, down from 33.3% to 31.2% (Table 17). The high proportion of women assigned to the Education domain (Table 15) is a significant factor in the decline in female submission to the REF and further limits lateral career movement for women into a research focussed pathway.

Table 17: REF submission data by gender, 2014-2021

	REF 2021	REF 2021 T&R	REF 2021 R Only	REF 2014
Female	31.2%	31.5%	28.1%	33.3%
Male	68.8%	68.5%	71.9%	66.7%

	FACE	FBLP	FHS	FSE	Institutes
Female	41.4%	20.4%	42.4%	22.2%	20.7%
Male	58.6%	79.6%	57.6%	77.8%	79.3%

	Main Panel A	Main Panel B	Main Panel C	Main Panel D
Female	40.5%	11.6%	31.8%	40.4%
Male	59.5%	88.4%	68.2%	59.6%

Women's representation on two influential committees (Figure 18), Senate and ULT, has declined since 2018 (Senate 43.8% to 37.5%, ULT 55% to 38.1%). The voice of women in determining strategy and policy will diminish should the trend continue. Women's full and effective participation in decision-making is a principle of UNSDG5 which we support.
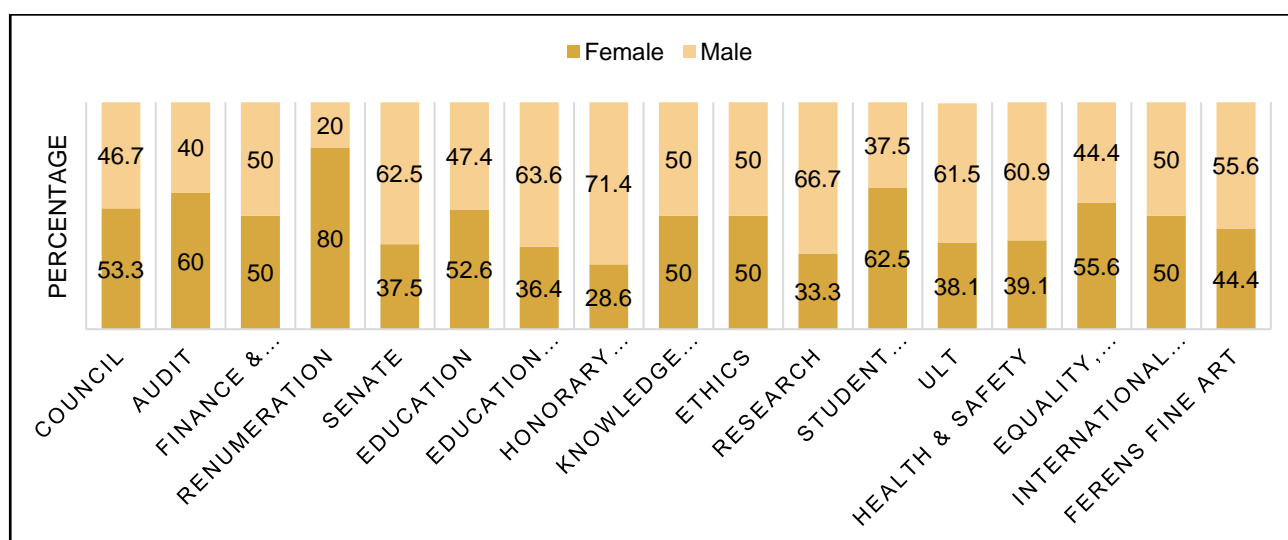
Figure 18: Representation of women on influential University committees

In continuing our journey toward authentic and sustainable gender and ethnicity equality we will:

- Develop our systems to better understand our workforce representation through enhanced data collection, collation and analysis (NAP 40)
- Develop our systems to enable reporting by Institutes, as discrete entities (NAP 40)
- Continue to review gender distribution of men and women in specific roles, including appropriate role design and recruitment practices used to attract and appoint into these roles (NAP 1)
- Consult with female academic staff to understand the barriers to part-time working (NAP 31)
- Ongoing review and analysis of diversity data to understand gender pay gaps, impact of actions taken, and to determine future actions (NAP 41 + 42)
- Embed discipline specific metrics in the ACF for each pathway level and domain (NAP 14)
- Extend coverage of the ACF to include early career academics (NAP 15)
- Establish targets for female, non-binary and ethnic minority membership on key University committees (NAP 39)

3.2   Key career transition stages

3.2.1 Recruitment and induction

Our actions to improve recruitment processes, and monitor gender and ethnicity of new appointments (PAP 14, 16, 18), have had mixed impact. Of particular concern is the decline in ethnic minority shortlisting and offer. Figures 19 and 20 respectively, show the proportions of female and BAME application, shortlisting and offer.

➡ 15.6% percentage point decrease in the proportion of women in the applicant pool
➡ 1.8% percentage point decrease in the number of appointments made to women
➡ 19.6% percentage point increase in applications from BAME individuals
➡ 15.6 percentage point decrease in the number of offers made to BAME individuals
➡ BAME applicants are less likely to be shortlisted / appointed (36.5%/18.9%) than female applicants (41.6%/48.6%)
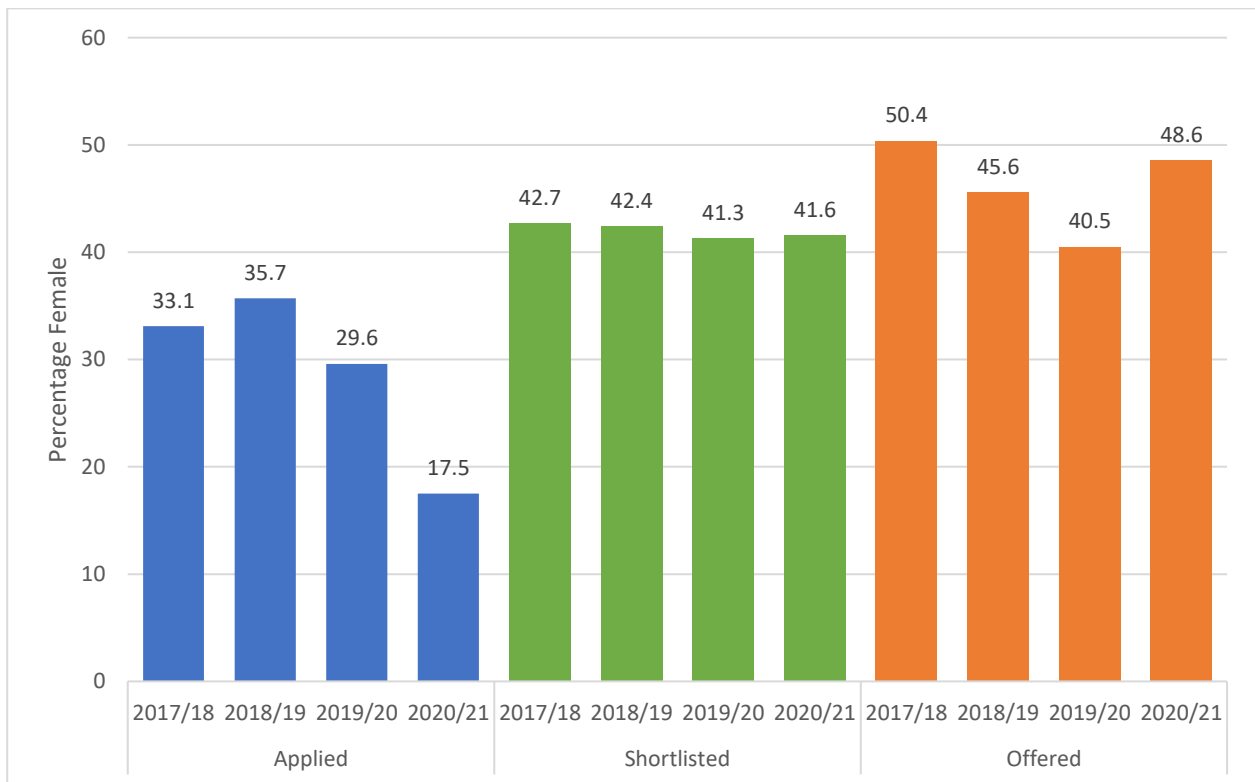
Figure 19: Female recruitment, 2018-2021
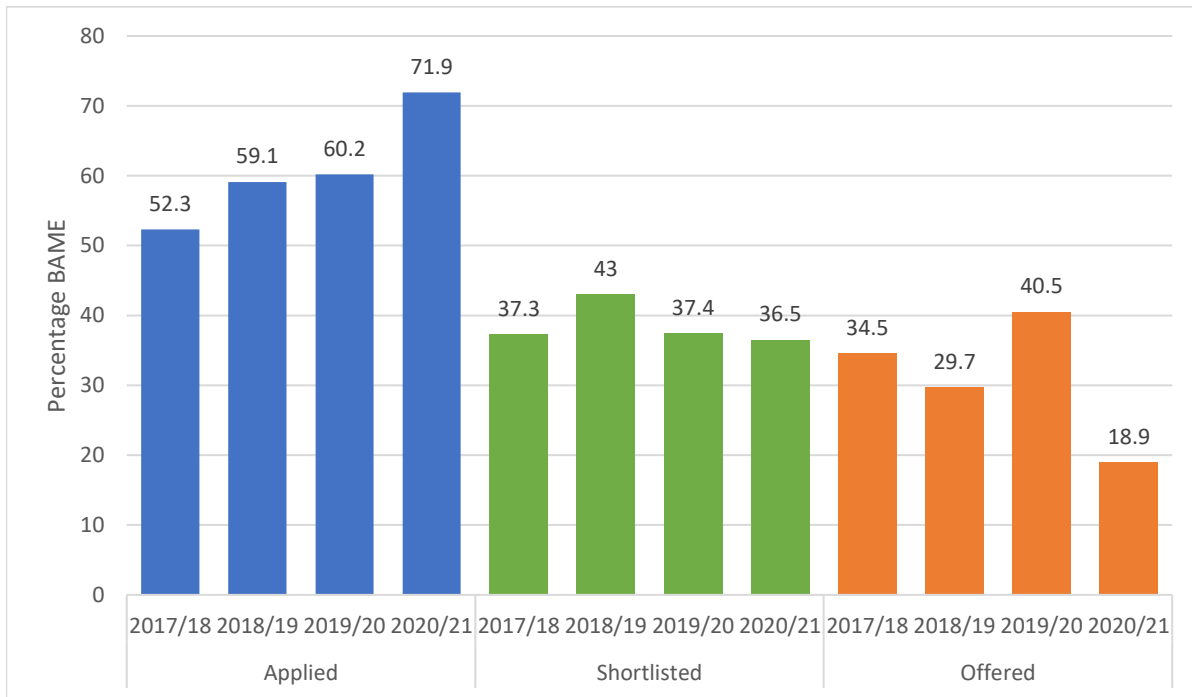
Figure 20: BAME recruitment, 2018-2021

Men are eight times more likely than women to be appointed to a professorial position (Table 18). From 2018 to 2021, we recruited 16 professors (2F/14M), one (M) of Asian heritage. Named requests, where an external agency presents a shortlist for consideration, were utilised four times, with only male applicants presented. Professorial selection panel data for the period shows that women comprised 31.25% of panel members and BAME representation was 5%. An audit of band 10 starting salaries indicates that more men than women proportionately start above the bottom of their pay band.

Table 18: Professorial recruitment, 1.9.18 – 31.8.21

Professorial recruitment	STEMM		AHSSBL	
	Female	Male	Female	Male
Applied	9	73	16	47
Shortlisted	2	41	6	38
Appointed	0	9	2	5
Pay negotiated above bottom of pay band	n/a	9	1	5

We have improved our recruitment web pages and candidate packs (PAP 14), and our adverts include a diversity statement and charter commitments (Figure 21). Our audit of advertised vacancies (Table 19) highlighted significant inconsistencies in the provision of information. 60% of adverts included our EDI leaflet, 44% had a candidate brochure and 20% of vacancies were publicised with the option to work part-time.

Figure 21: Vacancy web page, diversity statement and charter marks

Table 19: Applicant information, vacancy web page snapshot, December 2021

	Band	Vacancies	Brochure included	EDI leaflet included	Part-time option offered	ACF information included
STEMM (Academic)	6	2	0%	100%	50%	0%
	7	5	40%	40%	0%	0%
	8	3	100%	66.6%	66.6%	0%
AHSSBL (Academic)	7	1	100%	0%	0%	0%
	8	2	100%	50%	0%	50%
PS / Technical	2	4	0%	100%	50%	n/a
	3	1	0%	100%	0%	
	4	2	0%	100%	0%	
	5	1	0%	0%	0%	
	6	3	66.6%	33.3%	0%	
	7	1	100%	0%	0%	

We have made steady progress in adopting fair recruitment processes (PAP 14), and provide a range of training modules to assist those responsible for recruiting new staff. However, as Table 19 shows, we have further work to do in ensuring consistency of application. Staff involved in recruitment decisions are required to complete recruitment and selection, and unconscious bias training (Table 20).

Table 20: Particiation, by gender, in recruitment and selection, and unconscious bias training as % of the population, 2018-2021

Training	Academic				Professional Services			
	Female		Male		Female		Male	
	completed	% of F ac pop	completed	% of M ac pop	completed	% of F PS pop	completed	% of M PS pop
Recruitment & Selection	124	28.3%	138	28%	171	22.2%	119	29.6%
Unconscious Bias	62	14.1%	60	12.2%	117	15.2%	95	23.6%
Beyond Unconscious Bias	40	9.1%	51	10.4%	66	8.6%	48	11.9%

Our work to improve access to central induction activity (PAP 34) has led to an increase in the proportion of new starters participating (2018/19 [60.1%], 2019/20 [62.5%], 2020/21 [72.1%]). Table 21 indicates a steep increase in participation following the introduction of our online induction course although we have more to do to engage male academic staff.

Table 21: Participation in University induction courses (staff on continuing contracts), 2018-2021

Academic year	Female Academic			Male Academic			Female PS			Male PS		
	Starts	Att	% of new starts	Starts	Att	% of new starts	Starts	Att	% of new starts	Starts	Att	% of new starts
2018/19 Workshop	24	11	45.8	25	11	44.0	43	34	79.1	25	15	60.0
2019/20 Workshop /e-module	18	15	83.3	16	4	25.0	11	9	81.8	3	2	66.6
2020/21 e-module	15	11	73.3	19	9	47.3	21	17	80.9	13	12	92.3

Our strategy is to be an 'employer of choice' and we recognise the need for investment in the management, consistency and transparency of academic, professional and technical recruitment. Our track record of attracting female and minority ethnic applicants for professorial positions is poor and we recognise this is an area for significant improvement. We will:

- Review our service level agreements with executive search agencies to embed inclusive recruitment principles (NAP 3)
- Ensure candidate packs and EDI literature are published for all vacancies (NAP 1)
- Increase our use of targeted social media to attract a more diverse pool of applicants, focussing initially on STEMM vacancies at bands 6-9 (NAP 4)
- Reverse the decline in successful appointment of ethnic minority staff (NAP 2)
- Provide bespoke development activity for professorial recruitment panels to minimise unconscious bias (NAP 5)
- Review the outcomes of a pilot blind shortlisting project in the library with the aim of extending this to specific areas of under-representation (NAP 5)
- Introduce targets for band 9 and 10 recruitment panel membership, minimum 40% (Female/minority ethnic) (NAP 5)
- Review salaries on appointment for academic band 10 posts (NAP 6)
- Extend 'beyond unconscious bias' training to all recruitment panel members (NAP 5)
- Improve male academic participation in central induction (NAP 9)

3.2.2 Academic Promotion

Our actions to advance women's careers (PAP 18, 31) have had a marked impact. We were responsive to feedback adding additional actions in 2019 (Table 22).

Table 22: Responsive academic promotions actions

Original Actions
Improve gender and ethnicity balance in areas of underrepresentation on campus (PAP 18)
Support, develop and advance women's careers at the University (PAP 31)
Additional actions
Introduce an Academic Careers Framework (ACF) which clearly articulates the criteria for each career level (lecturer, senior lecturer, reader and professor) by domain (Education, Research, Knowledge Exchange), providing indicative evidence requirements and metrics (2018)
Develop a portfolio of support (Table 25) for promotions applicants, workshops, e-module and drop-in sessions (2019)
Deliver tailored awareness raising sessions in Faculty and Institute (2020)
Create a human library (Figure 23) of video case studies featuring staff who have been promoted (2020)
Celebrate success by publishing (Figure 24) the names of staff who have been promoted (2019)

The number of women applying for promotion has steadily increased (18 [2019] 16 [2020] 24 [2021]). Success rates for women and men applying for senior lecturer positions (Table 23) have improved significantly, and women have been proportionately more successful than men in being awarded reader and professorial positions. Analysis shows that female minority ethnic staff are less likely (66.6% compared to 79.3%) than their white British counterparts to be awarded promotion (Table 24), while male minority ethnic staff have an increased level of success (69.2% compared to 60.8%). Our analysis shows that men are less likely than their female counterparts to be awarded promotion at reader and professorial level based on their written applications.

Table 23: Impact of promotions actions on success rates by gender, 2019-2021

Year	Role	Female			Male		
		Applied	Successful	Success rate	Applied	Successful	Success rate
2019	SL	13	9	69.2%	14	9	64.3%
	Reader	4	3	75%	11	5	45.5%
	Professor	1	0	0%	6	3	50%
2020	SL	9	8	88.9%	7	3	42.9%
	Reader	5	2	40%	4	2	50%
	Professor	2	1	50%	6	3	50%
2021	SL	11	10	90.9%	14	12	85.7%
	Reader	9	9	100%	8	6	75%
	Professor	4	4	100%	9	5	55.6%
Total		**58**	**46**	**79.3%**	**79**	**48**	**60.8%**

Table 24: Impact of promotions actions on success rates by ethnicity, 2019-2021

Year	Role	Female minority ethnic			Male minority ethnic		
		Applied	Successful	Success rate	Applied	Successful	Success rate
2019	SL	2	1	50%	5	4	80%
	Reader	0	0	n/a	6	4	66.6%
	Professor	0	0	n/a	1	1	100%
2020	SL	2	1	50%	5	2	40%
	Reader	1	0	0%	1	1	100%
	Professor	1	1	100%	2	1	50%
2021	SL	4	3	75%	3	3	100%
	Reader	1	1	100%	3	2	66.6%
	Professor	1	1	100%	0	0	n/a
Total		**12**	**8**	**66.6%**	**26**	**18**	**69.2%**

We ran a focus group and telephone interviews with academic staff to identify barriers to promotion. Participants described (Figure 22) difficulty in accessing career development opportunities required for promotion relating to workload and line management support. Not all participants were aware of supportive practices, including submission of special circumstances, Canvas[13] academic promotions course, and drop-in sessions for applicants.

[13] Canvas is a University virtual learning environment for staff.

> *'[Academic promotions] is shrouded in secrecy*
>
> *I felt I needed to have everything nailed'* (Academic, female)
>
> *'A big thank you for your helpful session on preparing an application and navigating the process'* (Academic, female)
>
> *'It is lovely to receive such kind words and positive endorsements'* (Academic, female having received an outcome letter from the Vice-Chancellor)

Figure 22: Comments from our academic promotion consultation

Feedback from academic colleagues supported the creation of an online course which could be accessed at times to suit individual circumstances. The course contains links to relevant documents, video case studies from our human library (Figure 23), and questions prompting personal reflection. We have seen a significant upturn in participation (Table 25) with drop-in sessions offering tailored guidance and feedback.

Table 25: Participation in promotions workshops, Canvas course, and drop-in sessions, 2019-2021

Year	Event/s	Female participation	Male participation	Total participation
2019	Workshop/s	22	8	30
	Drop-in session/s	7	12	19
2020	Canvas course	24	43	67 (active users)
	Drop-in session/s	12	19	31
2021	Canvas course	53	74	127 (active users)
	Drop-in session/s	21	17	38

Figure 23: Human library, Dr Amanda Lee and Professor Jay Wadhawan

Figure 24: Academic promotions announcement in the e-bulletin, 6.12.21

Nurturing talent and reframing the professoriate are key priorities for us and we will:

➡ Introduce a mentoring scheme for women from minority ethnic groups to support their progression to senior lecturer, reader and professor (NAP 16)

➡ Commit to the '100 Black Professor' accelerator programme (NAP 18)

➡ Develop our ACF, including discipline norm information and metrics for prospective applicants for academic promotion (NAP 14)

➡ Introduce panel interviews for academic staff applying for promotion to professor (NAP 20)

➡ Actively promote the special circumstances form to prospective applicants (NAP 19)

➡ Specify workload allocation for applicants to work on draft applications in 'writing rooms' with critical friends providing review and comment (NAP 17)

3.3　Career development

3.3.1　Appraisal and development review

Our actions to improve the effectiveness of appraisal and development review (ADR) (PAP 28) have had limited impact. Table 26 shows only 41.8% of staff with an appraisal recorded in My-HR, our analysis suggests this is partly a technical issue. We need to do more to assist managers to upload completed appraisals (NAP 10) and to improve participation in appraisal training (10.6% of the population completed appraisal training in 2020/21). We know that having constructive performance discussions and receiving developmental feedback is important with our Pulse survey indicating that 60.47% of respondents have received constructive feedback at least twice in the last year.

Table 26: Participation in appraisal and development review, snapshot data, 7.1.22

University area	Number of staff (at 7.1.22)	% of staff ADR in last 12 months
ACADEMIC AREAS		
Faculty of Arts, Cultures and Education	182	41.8%
Faculty of Business, Law and Politics	140	38.6%
Faculty of Health Sciences	423	45.6%
Faculty of Science and Engineering	235	36.2%
Institutes	59	20.3%
Total in academic areas	**1039**	**36.5%**
PROFESSIONAL SERVICE AREAS		
Aura	14	78.6%
Doctoral College	7	100%
Education	34	11.8%
Estates	246	58.5%
Finance	38	57.9%
Human Resources and OD	41	61%
Information Services	124	52.4%
International Office	24	4.2%
Recruitment and Marketing	91	59.3%
Research, Innovation and KE	38	23.7%
Student Services	90	32.2%
ULT portfolios (COO, Registrar, Secretary and VC)	72	38.9%
Total in professional service areas	**819**	**48.7%**

3.3.2   Developmental pathways and networks

Our actions to provide career enhancing opportunities for women (PAP 31, 33) have had a positive impact. Our Supergen-erations programme is building pathways for under-represented groups and promotes careers in science and engineering. We are developing a reciprocal and intergenerational mentoring model to enhance our faculty and PS based mentoring schemes.

In 2019 we facilitated a networking event for new readers and professors (5M) to meet with members of ULT and the wider professoriate. Feedback from our focus group suggests learning from peers is valuable and should be included as a developmental objective for new readers and professors.

We are actively engaged in the national Aurora Leadership programme for women with demonstrable impact (Figures 25 and 26). In 2018, we established an Aurora network, participants, mentors and role models meeting quarterly to share experiences (Figure 10).

Our Vice-Chancellor is on the advisory board of the Women in Higher Education Network (WHEN), a social enterprise initiative dedicated to speeding up gender equality in Higher Education. 70 women (25 Academic / 45 PS) have joined WHEN and access networking events.
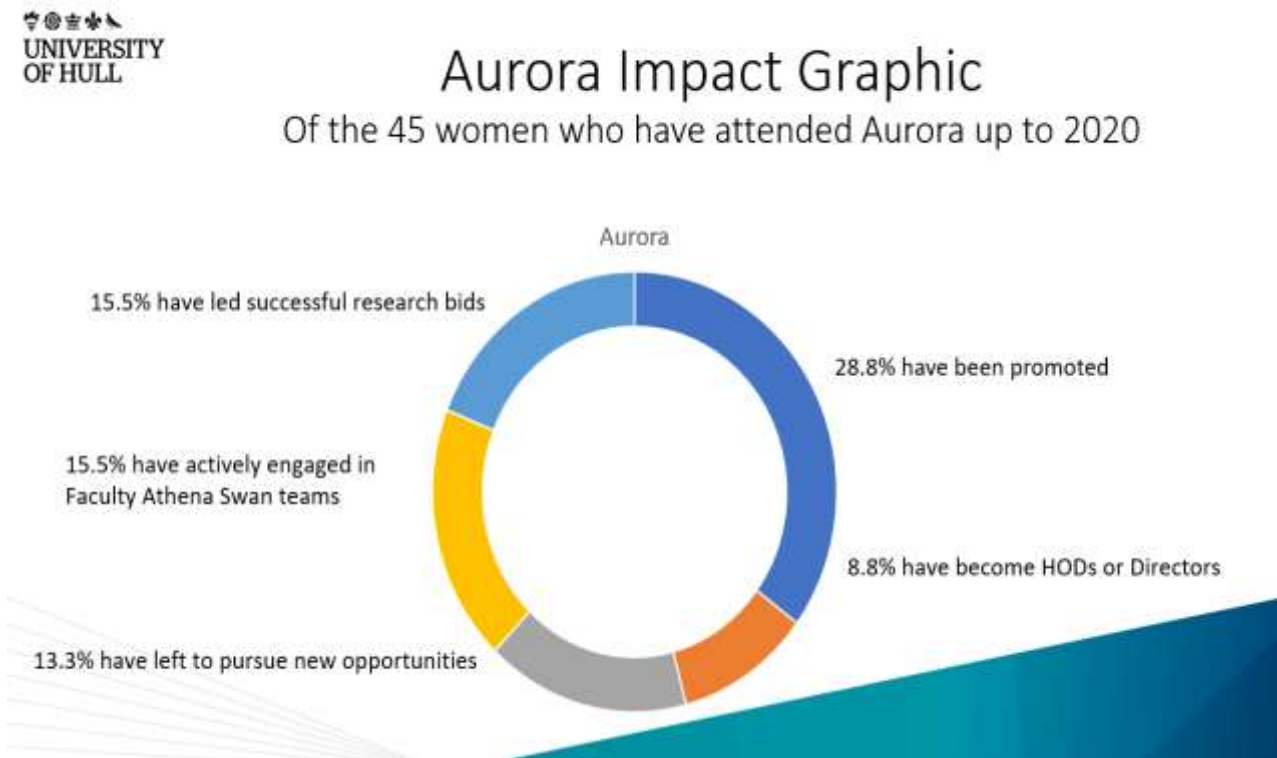

Figure 25: Aurora impact graphic

Joining a new team, commencing a new role and embarking on the Aurora programme during lockdown presented its own unique challenges. My mentors unwavering approachability, mentorship and support has certainly helped me remain motivated throughout. They encourage and inspire me to continue my professional development plans despite the pressures of balancing work, home life and personal commitments.
*(*Aurora participant, female*)*

Figure 26: Feedback from an Aurora mentee

Effective investment in our people is vital to our success if we are to develop and maintain a culture of high performance. We will:

➡ Review our appraisal guidance and toolkit for managers (NAP 10)
➡ Introduce dip sampling for 10% of completed ADRs to monitor effectiveness and identify emerging developmental themes (NAP 10)
➡ Introduce talent conversations using the 9 box model[14] (NAP 11)
➡ Provide training for managers to support them in facilitating effective and timely appraisal conversations with their staff (NAP 10)
➡ Develop our leaders and managers to enable them to coach, support and mentor those from under-represented groups (NAP 12)
➡ Develop an inclusive Talent Management Strategy that will support development and readiness for both lateral and vertical progression, and assist our workforce to achieve their ambitions (NAP 11)
➡ Provide networking opportunities for new readers and professors to engage with, and learn from, their peers (NAP 21)
➡ Set developmental goals for all members of the professoriate to support those at earlier career stages through mentoring and networking (NAP 22)
➡ Develop our engagement with the national Aurora programme and increase the number of women developing as role models for future cohorts (NAP 13)

[14] The 9 box model or Performance vs Potential matrix is a talent management tool used to map developmental pathways.

3.4 Flexible working and career breaks

3.4.1 Flexible and agile working

We have made good progress in terms of family friendly initiatives (PAP 21) opening baby-feeding facilities and a family room (Figure 8). We observe (Table 27) a steady flow of flexible working requests from PS staff with requests from academic staff dipping in 2019, now returning to pre-pandemic levels. We have been responsive to feedback (Figure 27), and our 'learning from Covid' (Table 8) research project highlighted the benefits of hybrid working practices across academic and PS areas. We have observed a cultural shift in attitudes towards flexible working. Our new 'agile working' policy has been designed, and equality impact assessed, to support the continued evolution of working practices for academic, technical and PS staff.

Table 27: Flexible working agreements, 2018-2021

	Female Academic	Male Academic	Female PS	Male PS
2018	17	20	29	3
2019	7	8	21	3
2020	16	13	21	3
2021	14	12	18	4
TOTAL	**54**	**53**	**89**	**13**

> *As a parent of a disabled child, I would be very interested in this [parents and carers network]. I have previously had issues where there have been conflicts between my caring responsibilities and my work.*
>
> (PS, female)
>
> *Better clarity on working at home with children, the tone set is good but is opaque in terms of policy. If you have a supportive manager you will be fine.*
>
> *(*Academic, male*)*
>
> *I had fantastic support when negotiating a reduction to my working hours for childcare. My concerns about the potential impacts on my progression and relationship with my team were listened to. I was given the time and space to reflect on my options and to arrive at a conclusion that meant I could 'trial' a new working arrangement*
>
> (PS, female)

Figure 27: Comments from our parents and carers focus group

3.4.2 Career breaks

In reviewing our support for staff returning from maternity leave (PAP 25), the parents and carers focus group (Figure 27) reported an improving experience. The group identified how the role of the manager in supporting, or otherwise, those returning from lengthy periods of absence (maternity, adoption leave) was vital in establishing future working patterns and maintaining healthy relationships. The data (Table 28) also indicates a steady number of men taking paternity leave, although shared parental leave is rarely requested.

Table 28: Adoption, maternity, paternity, parental, dependent and shared parental leave, 2017-2021

Leave Type	2017/18				2018/19				2019/20				2020/21				Total
	Ac		PS		Ac		PS		Ac		PS		Ac		PS		
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	
Adoption	0	0	3	0	0	0	2	0	0	0	0	0	0	0	0	0	5
Maternity	22		31		16		46		9		43		13		38		218
Paternity		11		14		12		9		17		9		8		10	90
Parental	0	0	4	0	1	0	8	1	0	0	2	0	0	0	3	0	19
Dependent	0	0	12	1	0	0	15	0	0	0	2	0	0	0	4	0	34
Shared	0	2	1	1	0	0	0	0	0	0	0	0	0	0	0	1	5

Mitigating the gendered impact of career breaks and caring responsibilities, and promoting shared responsibility within the household (UNSDG5) is a key priority area for us. We will:

➡ Establish a Parents and Carers network where staff can share experiences and contribute to the further development of our lifestage inclusion activity (NAP 24)
➡ Provide training and support to line managers, developing their confidence to facilitate positive return to work conversations (NAP 25)
➡ Continue to promote the full range of leave options to all staff (NAP 26); extending this provision to carers and neo-natal leave *(subject to publication of the Employment Bill, expected in 2022)*

3.5   Organisation and culture

3.5.1   Community inclusion and partnership

We have developed an impactful relationship with our student sabbatical team (PAP 9), ULT gender and ethnicity inclusion sponsors, and are proud to be partners of Team GB (Figure 28), with role models attending campus to inspire staff and students. Feedback from a student focus group supports our aim to combat negative stereotypes and to support victims of domestic abuse and sexual violence. We will continue to listen to the voices of our community (NAP 27).
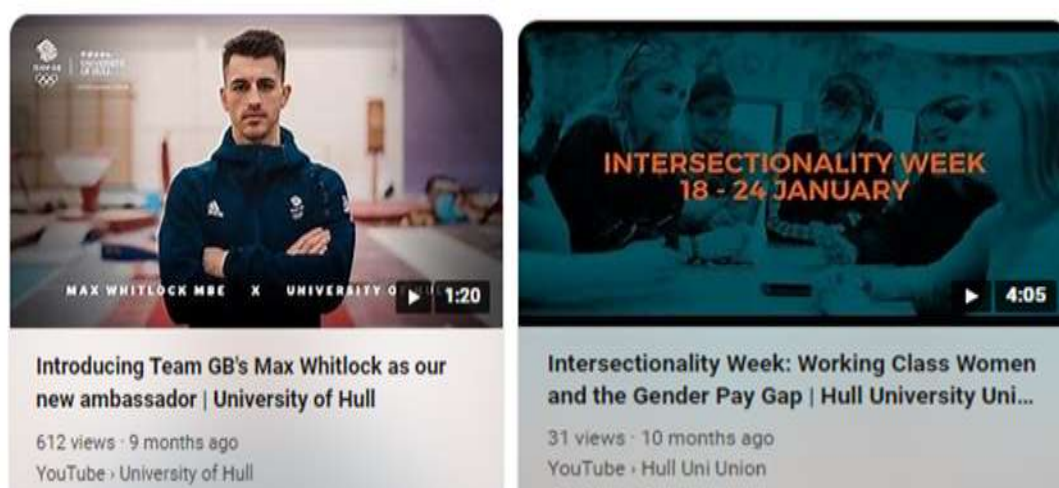

Figure 28: University of Hull YouTube: Team GB and Intersectionality week

3.5.2   Support for trans staff and students

As part of our commitment to being welcoming and respectful, and conscious of the need for greater sensitivity around assuming someone's gender (PAP 20), we have upgraded our IT systems so that a student's preferred first name/forename can be shared across systems.

→ We established the Jeremy Round scholarship to support LGBTQ+ students.
→ We promote trans day of visibility, had a delegation at Hull Pride in 2019, and work closely with our LGBTQ+ student and staff representatives.
→ We hosted an 'evening with Dr Clare Birkenshaw', the first known head teacher in Britain to transition, working with her to review our trans staff and student policies.
→ 239 staff (11.3% of the population) completed our online module 'supporting transgender staff and students'.

We will (NAP 30) continue to advocate the inclusion of pronouns in e-mail signatures and work with systems developers to introduce preferred names for staff.

3.5.3 Celebrating diverse role models

We have made significant progress towards the visibility of women as role models for our community (PAP 11). We unveiled our new campus law court, The Lady Justice King Courtroom (Figure 29) and honoured female alumni with a series of lecture theatre dedications (Figure 30).

Figure 29: Opening The Lady Justice King Courtroom (l-r The Right Honourable Lady Justice Dame Eleanor King, Professor Stephen Hardy, Dean of FBLP, Professor Susan Lea, Vice-Chancellor)

Figure 30: Lecture theatre dedications (top row l-r Indhu Rubasingham, MBE, Ayesha Hazarika, MBE, Marianne Elliot. Bottom row l-r Dame Jenni Murray, DBE, Rosie Millard, OBE, Dr Clare Birkenshaw)

3.5.3.1 Celebrating achievements

We recognise the achievements of our staff and celebrate success in a variety of forms. International Women's Day (Figure 31) profiles our successful women, and between 2017 and 2020, our 'Spotlight' and 'Employee Excellence' (Figures 32 and 33) awards focussed on impact and excellence. We are inclusive in our approach, and analysis of award winners shows that women were equally likely as men to win an award (48%F). However, we have more to do as BAME staff were under-represented (12% of awards to BAME men/ 0 BAME female winners). In 2021, in partnership with HUSU, we launched our 'Inspired in Hull' awards.
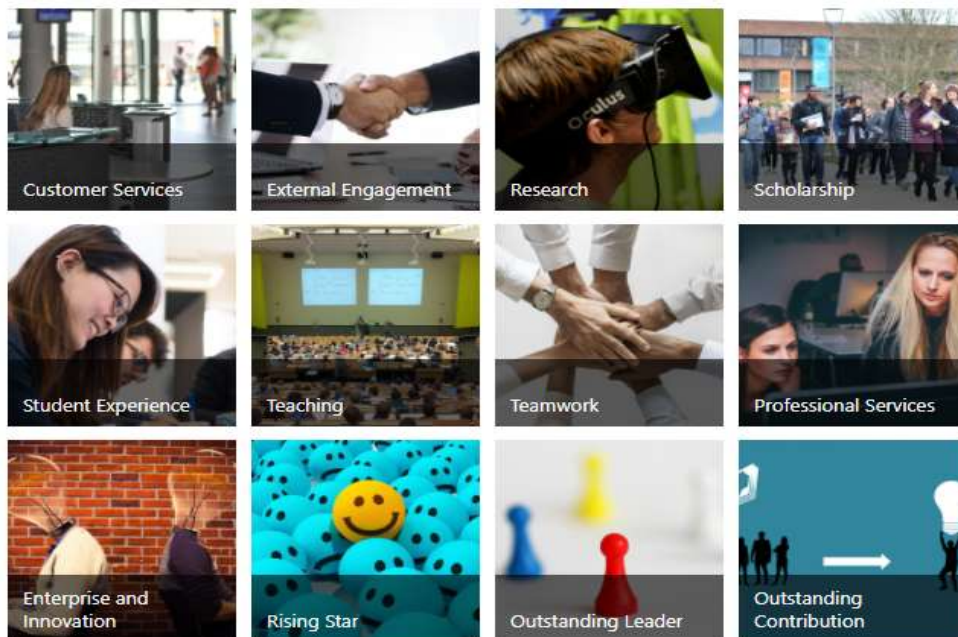

Figure 31: Celebrating International Women's day, 2021

Figure 32: 'Employee Excellence Award' categories, 2019

Figure 33: 'Employee Excellence Award' winners, 2019

3.5.3.2   Honorary awards

Nomination and success rates for women (Tables 29 and 30) have seen significant fluctuation. Men accounting for two thirds of all honorary awards. Our female honorary graduates contribute to University life through debates, Masterclasses[15] and seats on senior committees.

Table 29: Honorary degrees, nomination and success rate by gender, 2018-2021

Year	Nominated		Awarded		Nomination rate		Success rate	
	F	M	F	M	F	M	F	M
2018	2	6	2	6	25%	75%	100%	100%
2019	3	5	1	2	37.5%	62.5%	33.3%	40%
2020	2	4	2	0	33.3%	66.7%	100%	
2021	0	2	0	2		100%		100%

Table 30: Women awarded honorary degrees, 2018-2020 (no awards conferred in 2021)

Year	No. of awards	Honorary Graduate(s)
2018	2	Rosie Millard Denise Pamela Wilson OBE
2019	1	Ayesha Hazarika MBE
2020	2	Dr Rachel Ann Cullen The Rt Honourable Baroness Warwick of Undercliffe

[15] Breaking open the boardroom – 'Bringing gender equality to the top of British Business' Masterclass, March 2021, with Denise Wilson.

3.5.3.3 Inaugural lectures

We found that the practice of newly appointed professors delivering an inaugural lecture ceased in 2018. While the rationale is unclear, inaugural lectures are culturally significant, inspiring others to succeed and celebrating success.

> Celebrating diverse role models is one of our key priority areas. We need to do more to increase women's representation in areas of academic esteem and honour to elevate visibility and inspire others. We will:
>
> → Take action against negative stereotypes through promotion of HeforShe[16] (NAP 28)
> → Encourage a diversity of nominations for honorary awards to include woman and minority ethnic applicants (NAP 34)
> → Develop a programme of inaugural lectures for those awarded Professor in the Education, Research, and Knowledge Exchange domains (NAP 23)
> → Develop the criteria for our 'Inspired in Hull' awards to specifically acknowledge the contributions of women and staff from minority ethnic groups (NAP 35)
> → Develop our human library to showcase the work and impact of our academic and professional services staff (NAP 36)

3.5.4 Wellbeing

We have made good progress in terms of developing wellbeing policies, support and guidance (PAP 48). Our commitment to supporting physical, mental and emotional wellbeing is found in our Mindful Employer[17] status, and as signatory to the University Mental Health Charter[18]. However, we could improve our internal communications and our reach as:

→ Only 50.3% of staff are aware of our Dignity and Respect Advisors.
→ 38.8% of staff do not know we offer a confidential counselling service.
→ Men are 2.5 times less likely to participate in survey questions about wellbeing.
→ PS women are twice as likely as their academic counterparts to share their experiences of health-related issues in staff surveys.

[16] HeforShe is a global effort, initiated by the United Nations, that seeks to involve men and boys in achieving equality by taking action against negative gender stereotypes and behaviours.

[17] Mindful Employer is a national initiative supporting employers to take a positive approach towards mental health at work.

[18] The University Mental Health Charter framework provides a set of evidence-informed principles to support universities to adopt a whole-university approach to mental health and wellbeing.

3.5.4.1   Sickness absence

We analysed sickness absence by age and gender (Figure 34) and found that women were more likely to report sickness with statistically significant difference apparent in all age groups except 24 and under. Our analysis suggests that men are less comfortable to disclose ill health, specifically mental health, potentially exacerbating long term ill-health.
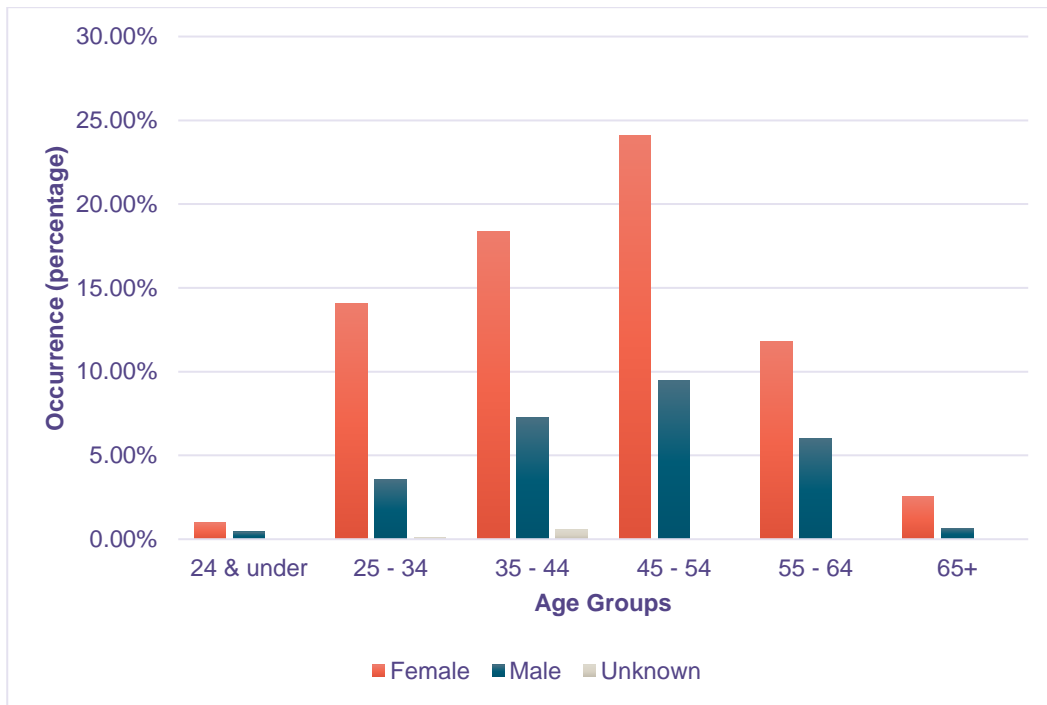

Figure 34: Sickness absence occurrence by gender and age, 2021

3.5.4.2   Menopause support

To support those experiencing the menopause, we established a 'menopause network' in 2019. The network (Figure 35) provides a safe space in which women, men, and trans staff can share experiences. Members have developed a calendar of activity, including guest speakers and social events, and created guidance and a draft Menopause policy.
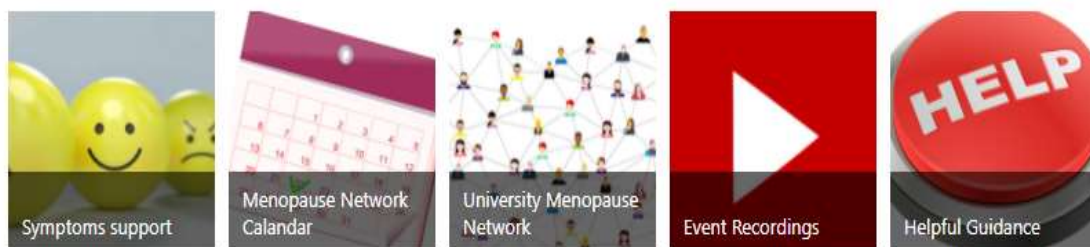

Figure 35: Menopause network SharePoint home page

3.5.4.3   Safe and supportive environments

In response to the question 'I feel I have effective support to cope with the challenges at work', 59.03% (64% F) of staff were positive about the 'Healthy Relationships' (Figure 37) support provided. Survey findings, however, suggest both women and men are uncomfortable about reporting incidents of bullying and harassment with 42.3% feeling that raising concerns could be career limiting (Figure 36).
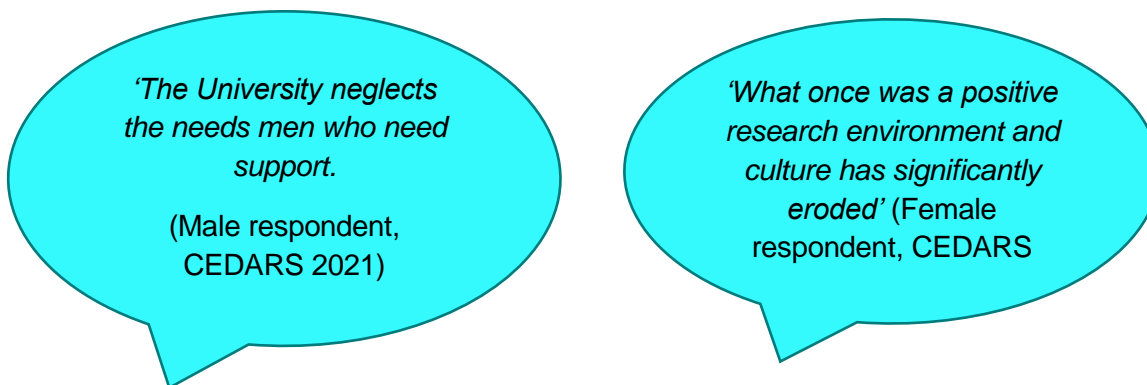
'The University neglects the needs men who need support.

(Male respondent, CEDARS 2021)

'What once was a positive research environment and culture has significantly eroded' (Female respondent, CEDARS

Figure 36: CEDARS 2021 comments

We are proud to be a White Ribbon[19] University, promoting healthy relationships and addressing abuse in all forms. We are signatories to the End Violence against women campaign (Figure 38) and are recruiting, and training, sexual violence liaison officers to support students and staff. Our bystander, domestic abuse, and bullying and harassment training modules, developed collaboratively with trade union and HUSU representatives, provide further guidance and signposting.

Figure 37: Healthy Relationships SharePoint site home page

[19] White Ribbon UK is the leading charity engaging with men and boys to end violence against women.
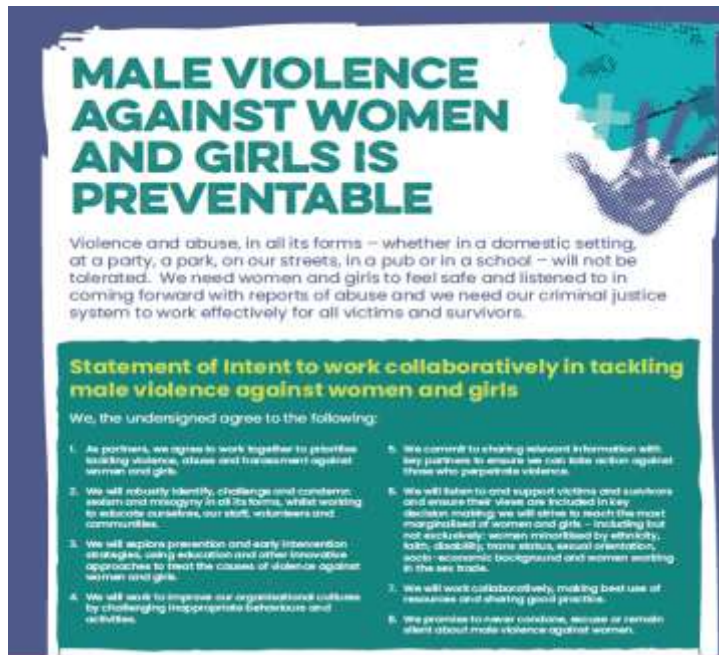
Figure 38: End violence against women and girls, campaign poster

Providing staff with support transitioning through key life stages is a priority for us. We will continue to access and promote physical, mental and emotional support for staff through:

➡ Realising the potential of our commitment to the University Mental Health Charter and Mindful Employer award (NAP 32)
➡ Promoting our employee assistance programme and 'Healthy Hull' (NAP 32)
➡ Actively encouraging staff to attend NHS screening services (mammograms and cervical cancer screening, prostate and bowel screening) (NAP 32)
➡ Developing our partnership with team GB to promote physical and mental health (NAP 32)
➡ Extending our training programme for mental health first aiders (NAP 32)
➡ Reducing the stigma around male mental health through men's mental health charity, Andy's man club (NAP 32)
➡ Consulting, approving and promoting a menopause policy (NAP 33)
➡ Recognising and responding to the 'everyone's invited' movement and UNSDG5, with a strong position on safeguarding which includes a proactive response to sexual violence and sexual harassment, domestic abuse and online abuse (NAP 28)
➡ Providing 'disengage' self-defence (National federation of Personal Safety) and bystander training for staff and students (NAP 29)

3.6   Concluding comments

In this bronze renewal submission we have presented our progress over 2018-2021, our self-assessment, and evidence base for our action plan, 2022-2026. Whilst we have made significant progress in some areas, our gender equality challenges remain largely similar in terms of women's representation, visibility and progress.

Our ambitions have accelerated and matured. Our Social Justice and Inclusion strategy is an enabler, providing the opportunity for a genuine, transformational and intersectional approach to our inclusion work. Maintaining momentum and sharing best practice across the University is vital if we are to achieve our ambitions and secure Silver Athena Swan awards.

Athena Swan will be embedded in Faculty, Institute and PS areas with our central EDI team maintaining oversight of progress. Our trained inclusion champions will take the lead as culture makers, supporting all touchpoints in our staff and student journey.

Our new action plan (NAP), 2022-2026, sets out ambitious targets across our five key priority areas and is presented below:

1. Recruiting, developing and nurturing talent.
2. Accelerating progress for women and ethnic minority staff in academic promotion.
3. Improving support for parents, carers, returners, and those experiencing domestic abuse and sexual violence.
4. Visible and sustained celebration of diverse role models.
5. Supporting staff through key life moments.

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