Athena Swan Bronze application form for departments

Applicant information

When completing your application, please refer to the applicant information pack, which includes full information on criteria, underpinning expectations and question-by-question guidance.

Name of institution	Nottingham Trent University
Name of department	Department of Physics and Mathematics
Date of current application	31 July 2025
Level of previous award	None
Date of previous award	None
Contact name	Carl Brown
Contact email	carl.brown@ntu.ac.uk

Section	**Words used**
An overview of the department and its approach to gender equality	2,769 [2,500 recommended]
An assessment of the department's gender equality context	Original submission 3,207 words [3,500 recommended] Amended re-submission 4,231 words [Overall total is within 7,000 words, i.e. the 6,000 words allowed in the original submission, plus the 1,000 extra words allowed for re-submission]
Future action plan*	
Appendix 1: Consultation data*	
Appendix 2: Data tables*	
Appendix 3: Glossary*	
Overall word count (Please see information on word limits overleaf)	5,976 [6,000 limit]

*These sections and appendices should not contain any commentary contributing to the overall word limit

Word limits

The standard overall word limit is 6,000 words. If any of the additional word allowances below apply to you, please confirm in the relevant box, and these can be added to the overall limit. **All additional words used must be detailed in the word count table on page 1 in the relevant sections they have been applied to.**

Additional word allowances	Agreement
Covid-19 pandemic (500 words): these words can be used to discuss practical impacts on the self-assessment process, on action plan implementation, or to address gender equality impacts of Covid-19 more broadly.	I confirm this is our first application since March 2020 **N/A**
Faculty application (1000 words): these words should be used to analyse and reflect on any departmental or discipline-specific differences. Applicants are encouraged to disaggregate their data by sub-unit wherever possible to support this analysis.	I confirm the applying unit is made up of component sub-units, for example departments **No**
Clinical and non-clinical staff (500 words): these words can be used to analyse and reflect on any differences between the two staff groups. Applicants are encouraged to disaggregate their data for clinical and non-clinical staff to support this analysis.	I confirm the applying unit comprises both clinical and non-clinical staff **No**
Organisational restructure (750 words): these words can be used to reflect on the impact of the restructure to the applicant's gender equality work or application (eg. arising from changes to their staff or student demographic profile, policies, or context).	I confirm an organisational restructure has taken place since our last application or in the last three years for first time applicants **N/A**
Exceptional Circumstances: If additional words have been approved by AHE due to exceptional circumstances please paste the approval email in below this table	Have additional words been allocated to this application as a result of exceptional circumstances? **No**

Table of Contents

Section 1: An overview of the department and its approach to gender equality

1.1. Letter of endorsement from the Head of the Department

Nottingham Trent University
School of Science and Technology

Athena Swan Charter
Advance HE
Innovation Way, York Science Park
York YO10 5BR, United Kingdom
30 May 2025

Head of Department Letter of Endorsement

Dear Head of Athena Swan

I confirm my strong commitment to gender equality in the Department of Physics and Mathematics at Nottingham Trent University.

Departmental priorities and challenges

1. Staff personal development and inclusive career progression

Recruiting high quality applicants from underrepresented groups, providing inclusive support and mentoring, addressing the gender gap in the department's senior and management levels.

2. The student journey, recruitment, development, and employability

Inclusive recruitment, supporting all identities (including intersectional) and backgrounds, underpinned by inclusive outreach activities, Success for All students, of all backgrounds and identities including addressing gender gaps.

3. Inclusive and supportive working environment

Enabling, valuing and celebrating everybody's contributions, addressing the continuing legacy of pandemic-related gendered impacts, supporting and prioritising welfare, health, and wellbeing, further strengthening anti-bullying and harassment measures, ensuring EDI activities and policies benefit all staff.

4. Inclusive, supportive, and accessible learning environment

Celebrating diverse and representative gender roles models in teaching and learning, career advice and transferable skills training which considers gender, identities, and diverse backgrounds, further strengthening anti-bullying and harassment measures.

Departmental strategy

Our over-arching departmental strategy consists of five key themes:

• Clean Energy and Industry (Lead: Rob Morris)
• Digital Health and Analytics (Lead: Golnaz Shahtahmassebi)

• Heritage Science (Lead: Haida Liang)
• Mathematical Modelling, Simulation and Technology (Lead: David Chappell)
• Net Zero Food (Lead: Martin Bencsik)

These themes aim to support the local and wider economy with a pipeline of graduates and talent from diverse backgrounds and experiences, including from underrepresented communities, and the professional development of all our staff.

Approach to achieving gender equality

Our Athena Swan Departmental Self-Assessment Team (DSAT) was formed by open invitations to academic, technical, and administration staff, researchers, and students. Our Action Plan is aligned with our Department's People (staff) and Success for All (students) Action Plans.

Senior management leadership/support

The Department's gender equality work is actively led and enthusiastically supported by the senior management of the department. The DSAT is co-led by myself as Head of Department, our Postgraduate Courses Manager Matt Tranter, and our Departmental EDI Coordinator Ayse Ulgen.

Yours sincerely

Carl Brown, Professor and Head of Department of Physics and Mathematics
Email: carl.brown@ntu.ac.uk; Tel: +44(0)115 8483184

School of Science and Technology
Clifton Lane, Nottingham NG11 8NS
+44 (0)115 941 8418
www.ntu.ac.uk/sat

1.2. Description of the Department of Physics and Mathematics

1.2.1. Department Location

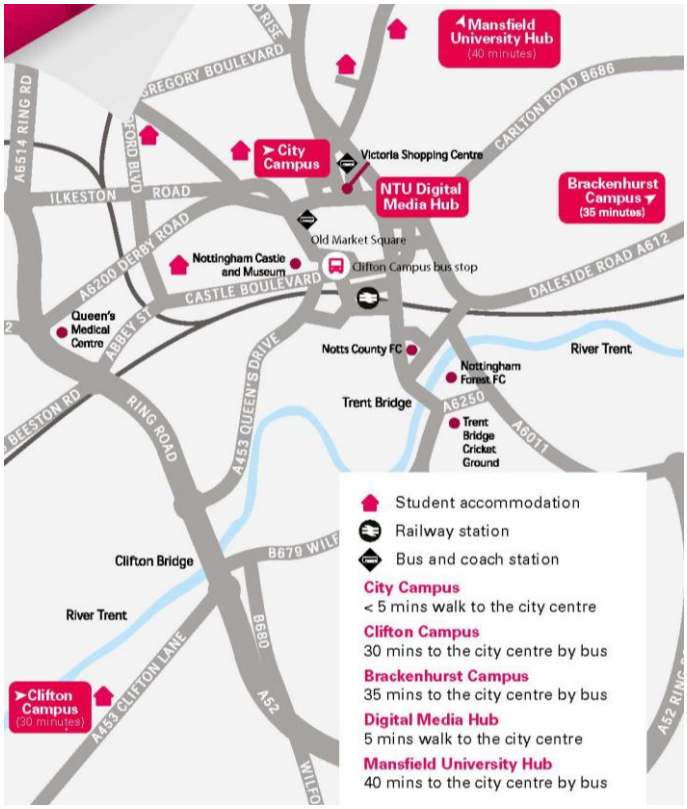

Figure 1.1: Nottingham Trent University's Campuses.

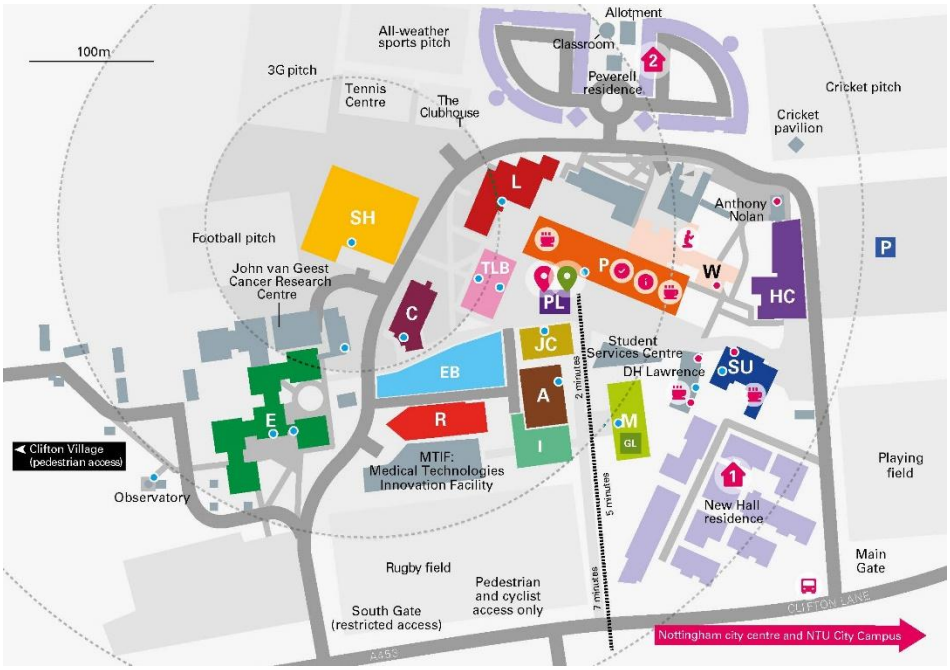

Figure 1.2: Nottingham Trent University's Clifton Campus.

The **Department of Physics and Mathematics** is on Nottingham Trent University's (NTU) Clifton Campus (Figs. 1.1/1.2) which houses student accommodation, sports facilities, laboratories, classrooms, and lecture theatres. Our staff offices are in the Erasmus Darwin and Mary Ann Evans buildings (E/M, Fig. 1.2). Physics teaching facilities include practical laboratories, a teaching astronomical observatory (Fig 1.2), and a staff/student workshop facility. Mathematics facilities include a MathsHub for student/staff meetings and specialist lecture facilities. We have 37 Academic Staff (28 Male / 9 Female) 6 Professional, Technical and Operational Staff (4 Male / 2 Female), 480 Physics and Mathematics UG/PG students (345 Male / 132 Female / 3 Not Known), and our department is responsible for 123 Foundation Year Computing students (102 Male / 21 Female). For new parents we have dedicated spaces for nursing, expressing and rest.

1.2.2. University, School and Department Organisation and EDI Governance

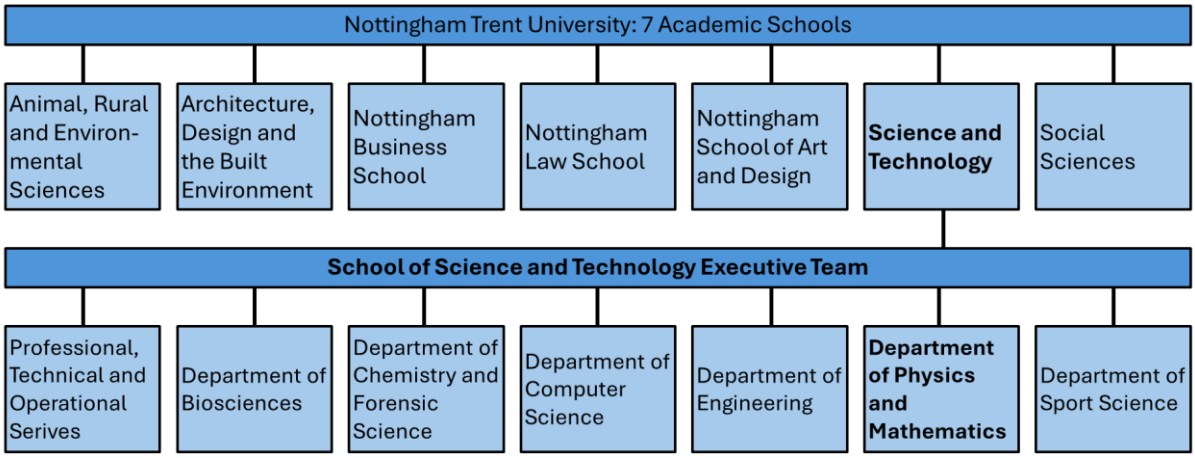

Figure 1.3: *Nottingham Trent University Organisational Structures*.

A. **School of Science and Technology Executive Team, SET**
Core Members attending all meetings: • Executive Dean (Kirsty Smallbone), Deputy Dean (Mary McAlinden), Assoc. Dean for Research (Gyan Tripathi), Head of Operations (Susie Reis). • Heads and Deputy Heads of the 6 Departments • H.R., NTU Global, Finance, Organisational Development Business Partners. Members attending for themed meetings: • **Athena Swan** (Valeria Puddu) and **EDI** (Nelson Chong) **Champions**. • Quality, Learning and Teaching, and Safety Managers. • Outreach and Practice Coordinators and Research Centre Directors.
B. **School of Science and Technology Committees**
• **Academic Standards and Quality Committee**, covering Learning and Teaching, Courses Managers/Leaders, Apprenticeships. • **EDI Working Group** (includes our Departmental Representatives). • Research and Enterprise, Practice, and Safety Management Committees.

Table 1.4: *School of Science and Technology Organisational Structures*.

Department of Physics and Mathematics
A. **Leadership Team** • Head of Department and Principal Lecturers and Technical Leader Groups. • **EDI & Athena Swan Group** (links to Departmental Self- Assessment Team) • Line Managers Forum. • Associate Members: Admissions Tutors Forum. Special Interest Groups and Leads for 5 Strategic Themes, Research/Practice/Scholarship Coordinators.
B. **Special Interest Groups** • **People and Culture** (Table 1.6). • Scholarship and Academic Practice. • Research and Enterprise. • Teaching and Learning.
C. **Course Committees**: Chaired by Principal Lecturers (the Courses Managers) • Undergraduate Mathematics • Undergraduate Physics • Postgraduate Physics and Mathematics

Table 1.5: *Department of Physics and Mathematics Organisational Structures*.

1.2.3. Subject discipline coverage

Undergraduate Courses. **Mathematics**: MMath Mathematics; BSc (Hons) Mathematics; BSc (Hons) Financial Mathematics; BSc (Hons) Mathematics with [Statistics, Data Science, Physics, or Secondary Education]; BSc (Hons) [Computer Science or Sports Science] and Mathematics. **Physics**: MSci Physics; BSc (Hons) Physics; BSc (Hons) Physics with [Astrophysics, Nuclear Technology, Medical Physics, or Secondary Education]. Sandwich Year and with Foundation Year versions for all above courses.

Postgraduate Courses. **Mathematics**: MRes Mathematical Sciences. **Physics**: MSc/MRes Physics; MRes Medical Imaging.

1.2.4. Department of Physics and Mathematics EDI relationships with partners

Work with Professional Bodies on gender equality includes our Undergraduate Physics Courses Manager chairing the Institute of Physics East Midlands Branch and the National Support Committee for the "I am a physicist Girlguiding badge" (50,000 badges earned, by girls aged 4-18), works on campaigns with UK charity Female Leaders in STEM Subjects. The Head of Department is on the IoP Physics Inclusion Award Assessment Panel, and our Postgraduate Course Manager is on The Academy for the Mathematical Sciences EDI workstream.

1.3. Governance and recognition of Equality, Diversity and Inclusion work

1.3.1. Key Departmental Management and Committee Structures

The key governance structure for EDI matters and activities is the School of Science and Technology Executive Team (Table 1.4). The **Department of Physics and Mathematics Leadership Team** is shown in Table 1.5A. The Head of Department holds weekly operational and management meetings with the **3 Principal Lecturers**,

who are line managers, hold roles as Courses Managers, and co-convene three of the Departmental Special Interest Groups, "**People and Culture**" (Table 1.6), "Scholarship and Academic Practice", and "Teaching and Learning" (Table 1.5B). The Head of Department holds termly meetings with the **3 Research and Practice Coordinators** who co-convene our "Research and Enterprise Group" and are members of the School Research Committee, or co-convene the "Scholarship and Academic Practice Group" (Table 1.5B) and are members of the School Practice Group (Table 1.4B), respectively.

People and Culture
• EDI, Athena Swan, Dignity and Respect, and Student Success for All. • Appraisals and Workload Allocation processes. • Staff Development, Training, and Colleague Voice/Experience. • Staffing Strategy and Planning, Inclusive Recruitment. • Support, Wellbeing and Welfare. Health and Safety. Ethics.

Table 1.6: *Department of Physics and Mathematics People and Culture Group*.

1.3.2. Formal Structures and Governance to carry out EDI activities

The formal structure that supports Equality, Diversity and Inclusion (EDI) activities is the School of Science and Technology's **EDI Working Group** (Table 1.4B). The Department's "**EDI & Athena Swan Group**" is embedded within our governance structure as part of the **Department of Physics and Mathematics Leadership Team** (Table 1.5A), comprising the Head of Department Carl Brown, our Postgraduate Courses Manager Matt Tranter, our Departmental EDI Coordinator Ayse Ulgen, and Golnaz Shahtahmessabi, the Departmental Representative on the School **EDI Working Group,** (Table 1.4B) linking the Department to the School-level EDI structures, along with the Head of Department who is a core member of the School Executive Team (Table 1.4A).

The "EDI & Athena Swan Group" meets at least termly, with Valeria Puddu (School Athena Swan Champion), and Nelson Chong (School EDI Champion). These colleagues **link the Department** further to the **School-level** EDI structures (Table 1.4) and the **University-level EDI structures**, via the University Athena Swan Committee (Valeria Puddu), and the University EDI Committee (Nelson Chong). Our **Departmental Special Interest Groups** (Table 1.5B) run interactive workshops and best practice sharing events that are attended by academic, technical, and administrative staff and researchers. Our **Departmental "People and Culture" Special Interest Group** (Table 1.6) supports the department's EDI activities, including inculcating an inclusive, supportive and developmental culture.

1.3.3. Processes for distribution, recognition and reward of EDI activities

EDI Distribution: EDI work (including Athena Swan work) is distributed to colleagues via Head of Department discussions with Line Managers, and their consultations with staff, at the start of year Objective Setting meeting. This is followed by mid-year Progress Review, and end of year Final Appraisal meetings, plus intermediate catch-ups on support, wellbeing, development and training. EDI work is explicitly recognised in the University role descriptors and performance criteria for senior

academic staff, Table 1.7. Lecturers and Senior Lecturers are expected to deliver "high quality evidence-based and inclusive teaching" and actively engage with (Lecturer) or lead (Senior Lecturer) Success for All activities.

Teaching and Practice and **Teaching and Research**
Advocacy for inclusivity and diversity …, demonstrating a commitment to promoting equitable practices and creating inclusive environments that cater to diverse stakeholders and communities.
Teaching and Practice
Demonstrate promotion of (AProf), or sustained commitment to (Prof), equity, diversity and inclusion within both academic, practice and sector staff, and student bodies.
Teaching and Scholarship
Must demonstrate (AProf) or evidence (Prof) their commitment to promoting and developing equality, diversity and inclusion within both staff and student bodies.

Table 1.7: *EDI-related Associate Professor and Professor performance criteria*.

EDI Reward and Recognition: EDI work is recognised and rewarded by colleagues demonstrating outcomes from their EDI-related and other objectives at annual Final Appraisal. "Strong" or "Exceptional" performance ratings for mainly or significantly exceeding objectives, respectively, are rewarded by a bonus payment. Academic work planning and allocation is aligned with the University-level and School-level policies, supported by an online MyAcademicPortfolio system which captures teaching contact hours, roles, and responsibilities including EDI Coordination, DSAT co-leadership/membership.

1.4. Development, evaluation and effectiveness of policies

EDI policies are developed and set at University level through a combination of committees, focus groups and direct consultation with stakeholders, including with students and trade unions. Policies are available and accessible for staff and students on their intranets and subjected to scheduled review. University policy is implemented and monitored locally by the School of Science and Technology Executive Team (SET, Table 1.4), with the Head of School Operations feeding recommendations back to University Executive Team (UET). The University Centre of Academic Development and Quality and H.R. monitor and revise policy.

Feedback, including on EDI matters, is escalated through the following routes:

- Biannual University Colleague Engagement Surveys: results followed up by SET.
- The University Shadow Executive Team provides direct advice and guidance to the Vice-Chancellor, and recruits colleagues reflective of disability, ethnic and racial diversity, gender identities, LGBT+ voices and intersectional representation.
- Feedback is returned to the University from SET (Table 1.4A). SET devises, implements, monitors and delivers over-arching School of Science and Technology EDI and People Action Plans, including Departmental actions.
- Department staff and student feedback is returned to SET by the Head of Department via 1-2-1 scheduled monthly meetings with the Executive Dean and H.R. Business Partners, and by SET's EDI Working Group (Table 1.4B).

- Department student feedback is returned to SET by the Department's Principal Lecturers via the School Academic Standards & Quality Committee (Table 1.4B).

University and School EDI policies are implemented via the Departmental Leadership and Management Groups and Forums (Table 1.5), through regular Line Manager meetings with staff members and through regular scheduled Tutorial and Supervisory meetings with students and Ph.D. researchers, respectively. The Department monitors the local effectiveness and impact of policies through PowerBI Dashboards, aggregating EDI information for current staff, recruitment activities, and the Student Admissions, Outcomes, and Attainment. Staff feedback on EDI activities and policies is collected through these structures, and through inclusive, twice-yearly, reflective, data-informed, interactive Departmental Meetings. Student feedback on EDI activities is collected by Principal Lecturers via Termly Course Committees and Student Forums including Student Representatives.

A recent example of how the University, School, and Department implements and influences University policies includes the Timetabling policy. SET implements a process on Local Teaching Restrictions that feeds into the development of the teaching timetable. The process was improved after feedback to the University, and the School and Department implemented an additional, complementary, local process to record staff preferences for their teaching timetables.

1.5. Athena Swan self-assessment process

Name	Role	Role or Level of Study
Christian Beardah	Staff, Academic	Senior Lecturer
Ed Breeds		Principal Lecturer, UG Courses Manager Physics
Carl Brown		Professor, Head of Department
Tim Hetherington		Principal Lecturer, UG Courses Manager Mathematics
Haida Liang		Distinguished Professor
Fouzia Ouali		Senior Lecturer
Valeria Puddu		Senior Lecturer, SST Athena Swan Champion
Jonathan Rawlinson		Lecturer
Matt Tranter		Principal Lecturer, PG Courses Manager
Ayse Ulgen		Senior Lecturer
Jim Hall		Research Fellow
Dianne Levey	Staff, Professional	School Management Administrator
Mike Perkins		Technical Team Leader
Students		Ph.D. Researcher
		Level 4, BSc Financial Mathematics
		Level 4, BSc Sports Science and Mathematics
		Level 6, BSc Physics with Astrophysics
		Level 5, BSc Physics with Nuclear Technology

Table 1.8: *Physics and Mathematics Departmental Self-Assessment Team*.

Our Departmental Self-Assessment Team (DSAT), reflects and represents the profile of the department, and encompasses a range of staff types (permanent and fixed term, full time and part time), academic grades (Research Fellow, Lecturer, Senior/Principal Lecturer, Professor), and roles (academic, technician, administrator, Ph.D. and BSc students) (Table 1.8). DSAT membership has a roughly equal

balance of M/F genders, includes 3 members who are on part-time fractional contracts, and a member who is on a fixed term contract. It includes our Departmental Athena Swan co-leads, Carl Brown, Ayse Ulgen, and Matt Tranter. Valeria Puddu (SST Athena Swan Champion) is an *ex. officio* DSAT member who links through the School EDI Working Group (Table 1.4) to the University's umbrella Athena Swan Institutional Self-Assessment Team (ISAT).

DSAT members provided the following optional information about themselves:

- Parent of young children.
- I am a Mum to 2 boys.
- I'm keen to help represent the views, values and experience of LGBTQIA+ staff.
- I'm a fractional member of staff, I'm keen to represent the views, values and lived experience of this group of staff.
- I am heavily involved with teaching and looking after our Foundation Year students - a very diverse cohort - which motivates me to ensure our department is as inclusive and supportive as it can be.
- First generation graduate and first generation Ph.D.
- As a women in STEMM I want to contribute to design actions to defeat the gender-related "invisible" barrier that hinder[s] career progression.

This Athena Swan Bronze application has used staffing and EDI data from Human Resources. Staff opinion data is from the staff culture survey (closed 18 October 2024) which had 35 respondents (20% F, 80% M). Student data comes from the university's central student database system. Student opinion data is from the National Student Survey (NSS, closed 30 Apr 2024) and the Postgraduate Taught Experience Survey (PTES, closed 13 Jun 2024). We ran the culture survey for Ph.D. students (18 Nov to 13 Dec 2024) with 3 responses, and for undergraduate students on our courses (closed 13 Dec 2024), with 34 responses (59% F, 35% M, 6% O/U).

Our DSAT undertook the self-assessment of our data and policies, led our evaluation of the inclusivity of our culture for staff and students (via surveys) of different gender identities and intersectional inequalities, and developed our action plan. The DSAT was formed after open e-mail invitations to all academic, administration and technical colleagues associated with the department, to all research assistants, post-doctoral and Ph.D. researchers, and to students on our courses. DSAT staff member's work is recognised through work planning discussions with line managers and setting appraisal objectives. Our DSAT launch workshop on 27 November 2024 developed and approved the departmental approach and timelines for writing the application. DSAT meetings and communications include signposting Health and Wellbeing tools and resources for staff (e.g. MyWellbeing intranet, Employee Assistance Programme, Staff Networks) and students (e.g. HealthyNTU, Wellbeing Support Services). We support diverse invited speakers, including to share good practices with our neighbouring Mathematics Department at University of Nottingham (Athena Swan Silver award holders), celebrate Black History month, and support travel, subsistence and registration for staff to attend EDI events (e.g. Women in STEM).

The Department of Physics and Mathematics has clear and specific plans to deliver and maintain gender equality activity over the coming 5-year period. The implementation, evaluation and updating of the Departmental Athena Swan Action Plan will continue to be managed by our EDI & Athena Swan Group (Table 1.5),

working closely with the DSAT, including via termly meetings. The School of Science and Technology EDI Working Group (Table 1.4) provides oversight and monitoring of the delivery of our Action Plan, sharing best practice with the 5 other departments in the School. An annual call for and review of DSAT membership will take place every March to manage DSAT succession and turnover.

Section 2: An assessment of the department's gender equality context

2.1. Culture, inclusion and belonging

The University and the Department of Physics and Mathematics are committed to fostering a welcoming workplace for all employees. There are dedicated institutional staff groups including the Women's Network, the Parent and Carer Network, the LGBTQ+ Network and the Race, Ethnicity, and Cultural Heritage (REACH) Network. University and Departmental events and training sessions include Equality, Diversity, and Inclusivity, Success for All workshops such as the Neurodiversity Café, and through our online Thrive platform (e.g. EDI Webinar Series on Inclusion). Line managers actively encourage staff engagement in these events to develop greater awareness and understanding of equality, diversity and inclusion. Actions related to each subsection are cross-referenced in the Action Plan.

2.1.1. Staff Culture Survey: Profile

Table A1.1a shows the disclosed gender distribution across academic, management and technical roles. 35 staff completed the survey (>70% response rate), including 7 female staff and 28 male staff, with 27 academics, 2 management staff, 3 technical staff and 3 staff who had a different job role or preferred not to disclose their position. Male staff are the majority in most roles, particularly as Senior Lecturers (14 males, 2 females), Principal Lecturers (1 male, 0 females), or Associate Professor/Professor (5 males, 0 females).

2.1.2. Staff Culture Survey: Belonging and Inclusion

The department demonstrates a strong commitment to fostering a sense of belonging and inclusion among staff and students, emphasizing a culture of respect, mutual understanding, and collective wellbeing through staff/student forums and surveys. We locally implement additional leave allowances (e.g. emergency, compassionate, carers leave) and provide flexibility in working location and hours.

The departmental staff Athena Swan Culture Survey (ASCS, Appendix 1.1) reveals that only 53% of staff overall reported positive perceptions on their sense of belonging and inclusion, with female respondents feeling greater belonging and inclusion. Overall, just under half (49.0%) feel the department has a positive work environment, and 60.4% feel like they belong (Figures A1.3a-c). Women report more positive experiences than men across nearly all categories (positive work environment 13% higher, sense of belonging 6% higher). Communication clarity, feeling valued, and perceptions of care are rated higher by females. Both groups feel comfortable expressing their opinions (over 55% for both), but fewer feel the work environment improved over time, especially males (27.6% vs. 44.9% for females).

2.1.3. Staff Culture Survey: Gender Equality

The department has taken some steps to close gender gaps across senior academic positions by using Gender Decoder tools in recruitment, supporting flexible working, having transparent promotion criteria, the Head of Department and relevant School Leader providing mentoring for applications, actively supporting colleague's

development (three members of the department completing a university-wide women's leadership programme, a School-wide Women in STEM workshop and celebration event on 26 June 2024), and regular monitoring of gender-based data.

In the staff ASCS, only 53% of staff overall reported positive perceptions on gender equality (Figures A1.4a - A1.4c). Most participants agreed that the department leadership actively supports gender equality (64%, males 3% higher). Both groups showed the lowest agreement that actions were taken to mitigate the adverse gendered impact of the Covid-19 pandemic (41%, females 6% higher).

2.1.4. Staff Culture Survey: Work-Life Balance

Our hybrid working arrangements and flexible schedules aim to support a healthy work-life balance. A two-week university closure over the Christmas break for rest and recuperation (without using annual leave) in 2024 remains in place for 2025.

Staff were positive overall about work-life balance in our staff ASCS (Figures A1.5a – A1.5c), but there are significant gender disparities. The highest agreement was for enabling flexible working (85%, males 6% higher) and providing support for all types of caring leave (83%, females 21% higher). Lower agreement was found for social and networking events being arranged at accessible times (63%, males 15% higher), and workloads were allocated fairly (66%, females 3% higher).

2.1.5. Staff Culture Survey: Bullying and Harassment

The University and the Department takes dignity and respect seriously, with a clear commitment to sustaining an inspirational and supportive learning and working environment. The staff behavioural framework and student code of behaviour emphasise dignity, fairness, respect and courtesy, in an environment free from unlawful discrimination, harassment and bullying. The University MyHub intranet highlights policies and guidance on dignity and respect, conduct and behaviour, bullying, harassment and victimisation, and equality, diversity and inclusion.

In the staff ASCS (Figures A1.6a – A1.6c), 62% (males 3% higher) of respondents reported satisfaction with how bullying and harassment are addressed, and 71% (males 14% higher) knew how to report incidents. Less respondents felt departmental management is active in tackling these issues (59%, females 4% higher). Concerningly, respondents reported that they had witnessed (37%, females 4% higher) or experienced (34%, equal) bullying and harassment.

2.1.6. Staff Culture Survey: Career Development

On Career Development, the staff ASCS (Figures A1.7a – A1.7c) 62% (females 6% higher) of respondents expressed positive views. Gender gaps exist in three key areas: useful feedback through performance reviews (59%, females 22% higher), access to opportunities is fair and equal (57%, females 15% higher) and feeling supported by their line manager with career development (74%, males 14% higher).

2.1.7. Staff Culture Survey: Wellbeing

Wellbeing is deeply embedded in departmental strategy, with initiatives such as regular signposting of our provision of significant wellbeing resources to staff and

students (including on log-on pages), departmentally mandated catch-up meetings between colleagues and line managers, and additional leave. Staff and student wellbeing metrics are regularly monitored, through the School Safety Committee (staff) and Dashboard completed by tutors (students). Targeted support is provided, for students through tutors and student support services, and for staff through line managers via colleague individual stress risk assessments and Occupational Health support. The department's commitment to a whole-organization approach aims to ensure that prevention, resilience, and support underpin wellbeing.

The staff ASCS (Figures A1.8a – A1.8c) shows 83% of respondents expressed positive views on their wellbeing, with women 11% higher overall and higher on every questions. Staff feel confident seeking mental health and wellbeing support (87%, females 13% higher), know where to seek support (94%, females 8% higher). Support drops on feeling their wellbeing is supported (78%, females 14% higher) and finding their workload manageable (72%, females 8% higher).

2.1.8. Staff Culture Survey: Athena Swan Departmental Impact

Only 49% of staff overall (females 1% higher) reported positive perceptions on the impact of Athena Swan activities to date (Figures A1.9a – A1.9c). Specific areas of influence include shaping views on gender equality issues (52%, males 4% higher), encouraging broader thinking about gender (51%, females 2% higher), and improving departmental work practices (50%, females 5% higher). Half of respondents felt that Athena Swan contributed positively to the work environment (50%, females 5% higher), with less reporting beneficial effects on their work experience (46%, equal) and career development (43%, males 3% higher).

2.1.9. Staff profile

Appendix 2 provides gender-disaggregated data (further disaggregated by permanent or fixed-term contract type where available) relating to current staffing in the Department of Physics and Mathematics. This includes the current staffing profile in Tables A2.9 and A2.10, and the current professional, technical, and operational staffing profile in Tables A2.11 and A2.12. In these tables, the Academic/Support Groups refer to different job families, Academic Groups 1, 2, and 3, alongside Professional, Technical, and Operational Support Groups 1, 2, and 3, are structured such that lower group numbers correspond to higher grades within each grouping. These staff Groups are used because of the small numbers within each individual job grade and role. Academic Group 1 includes Professors, Head of Department, Deputy Head of Department (in recruitment figures only), Associate Professors, and Principal Lecturers, Academic Group 2 includes Lecturers (Grade H) and Senior Lecturers Band (1/2/3), and Academic Group 3 includes Researchers (Grade G/H). The Professional, Technical, and Operational (PTO) Support Group 1 includes higher grades OSE/H/J, Support Group 2 includes grades F/G, and Support Group 3 includes lower grades Miscellaneous/C/E. This data shows that the department has a significant lack of female representation at the senior levels of the department. We see a consistently higher proportion of female staff (in all three years, including 38% vs. 17% in 2023-24) on fixed-term contracts, suggesting that there are intersectional inequalities that need addressing.

Table A2.9 shows that permanent contracts are consistently more common than fixed-term for both genders, with males holding roughly 3-6 times as many permanent posts as fixed-term and females about 1.3–2.5 times as many. Male headcount declines slightly over time (from 37 to 29) while female headcount increases slightly (from 7 to 8). Proportionately more Fixed-term contracts are found in Academic Group 3, which includes Research Assistants/Fellows who are not assigned to a specific Academic Career Pathway. Table A2.10 shows that the Teaching and Practice staff numbers are especially low in the Department. Male PTO staff are more represented as a proportion of Support Group 2, Table A2.11, whilst there is less disparity between male and female staff on fixed-term contracts in this group of staff compared to academic staff.

Tables A2.13a and A2.14a show applications, shortlist, and appointments made in recruitment to academic posts, by year and by job family, respectively. We find a significant lack of female applicants with 90 female, 271 male, and 3 other (non-binary or not known) applications in total. Overall, there are no significant gaps in progression with 24% of females and 18% of males, and 5.5% of females, and 4.8% of males, progressing to shortlisting and offer, respectively. Given the lack of female representation at senior levels in the department, 30% of female and 22% of male applicants were shortlisted in Academic Group 1, whilst 0% of female and 4% of male applicants were made an offer. Only 2 male applicants were made an offer in Academic Group 1, although this may reflect the fact that there were 5 times more male applicants than female applicants.

Tables A2.13b and A2.14b show applications, shortlist, and appointments made in recruitment to Professional, Technical, and Operational PTO posts, by year and by job family, respectively. We find a significant lack of female applicants with 20 female, 49 male, and 2 other (non-binary or not known) applications in total. Overall, there are no significant gaps in progression with 45% of females and 43% of males, and 30% of females, and 31% of males, progressing to shortlisting and offer, respectively. There was only 1 male applicant in Support Group 1, which may have been a transfer that has subsequently been balanced by a role split, and in Support Group 2, 75% of female and 57% of male applicants were shortlisted, whilst 75% of female and 57% of male applicants were also made an offer.

Table A2.15 shows promotions to a higher grade for Academic and PTO staff. In aggregate, twice as many male academic staff members were promoted compared to female academic staff members, whilst for professional services staff the opposite trend was found.

2.1.10. Student Culture Survey

We ran an Athena Swan Culture Survey amongst our student cohort. The results are given in Appendix 1.2, Tables A1.10 to A1.24. Where possible, data was formatted using a Likert scale, with 4 and 5 indicating positive responses, 1 and 2 negative responses, and 3 is neutral.

There were a total of 34 respondents (20 female, 12 male, 2 other, low response rate at 7%). The students were distributed across all years of study and courses, giving a wide sample. Most respondents (31) were undergraduate students on BSc courses.

For questions on culture in the department, the average score was positive in all cases (>3) and the median score was 4 or 5, with the only lower score (3.06) around encouragement for participation in career or personal development training. Female respondents were less comfortable asking questions in taught sessions and being supported by lecturers in their studies.

A positive result was that 70% of students indicated they have never felt treated unfairly due to gender, or witnessed others treated unfairly. No students indicated that they were “frequently” treated unfairly. However, only 35% indicated they would feel comfortable self-reporting (20% female), and 30% (40% female) either unsure how to report or uncomfortable reporting.

Students indicated that all genders are promoted as visible role models (68%), with negative responses when prompted that only men or women are promoted as visible role models (53% for male role models only, 76% female). There was significant female support for more female role models (20% net positive over male). There was broad support, across both genders, for unconscious bias workshops (50%), visible celebrations of the achievements of women (56%), and more emphasis on contributions from women who are current leaders in their fields (70%).

Specific verbatim student comments from the survey included:

- *NTU SST has no young women visible working in the department. Often the amount of hassle and stress required to report incidents does not feel worth it.*
- *More frequent mentions of successful women in the field would be the most helpful if it is without the emphasis on their gender, the same way successful men are spoken about.*

Sentiment was mixed about making exam results by gender publicly visible (6% net positive for all respondents, 30% net positive amongst women), and that direct action can perpetuate the issue (3% net negative, 5% net negative amongst women). There was also significant support for gender specific career development advice and support (26% net positive, 60% net positive amongst women). The student verbatim comments were carefully considered, and it was reported that the language used by other students in general areas of the university was not always appropriately respectful to LGBTQIA+ students.

2.1.11. Student profile

The Department aims to foster an inclusive environment for students of all genders and from diverse cultures. As outlined in Section 1, we have a suite of courses at undergraduate level across both Physics and Mathematics, which are supported by appropriate pathways through a foundation degree. We also have postgraduate courses in both Physics and Mathematics. Throughout this section, we will refer to the data tables in Appendix 2.

Table A2.1 shows student numbers in the Level 3 Foundation Year and the %progression rate into Level 4 study. The ratio M:F has been approximately 3:1, although with the drop in applications for 2024/25 we see this ratio has decreased to 2:1, more in line with sector norms for UG degrees (Table A2.6). The data on ethnicity has varied across years, with more students from ethnic minorities than

white for 2021/22-2022/23. Across five years, progression rates sit mostly in the 60–70% range, with females and EM (*E*thnic *M*inority) students showing greater variation across years, whilst their group sizes are often small. The progression rates averages across all 5 years are broadly similar, 69% for female and 64% for male students, 63% for EM and 67% for white students. The intersecting identities of Male and EM students have the lowest average progression across 5 years, at 60%, whilst female and EM students have the highest at 70%.

In our undergraduate degree profile (Tables A2.2, A2.4.1, A2.4.2), we have seen a decline in UG numbers across the period 2020/21-2024/25, with a sharper drop for the 2024/25 intake. In the same reporting period, the percentage of female students has declined (28% to 24%), recovering slightly to 27% in 2024/25. These lie below the sector average of 32% – 33% in the same period. The postgraduate taught (PGT, MSc/MRes) student population is relatively small compared to the undergraduate. We observed growth (14 to 31) from 2020/21 to 2023/24, with a decrease in 2024/25 (22) (Table A2.2). The proportion of female students has varied greatly in this period (31% to 61%) whilst remaining above the sector average. The numbers of fully enrolled Postgraduate Research Ph.D. PGR students in the Department are given in Table A2.3.1. Averaged over the 5 years of data, there are 74% Full-time and 26% Part-time students, and 43% male and 57% female.

We do not have Departmental PGR completion rate data, so we provide data on PGR withdrawals from or their cessation of, Ph.D. study without the awarding of their qualification (%), across all 6 Departments in the whole of the School of Science and Technology (c.f. structure shown in Figure 1.3) in Tables A2.3.2- A2.3.5. Total in Tables A2.3.3 and A2.3.5 may not add to 100%, in Table A2.3.3 due to where the gender is not known or neither M or F, and Table A2.3.5 where the Distance Learning option is omitted due to very small numbers. The key difference is the larger proportion of Male PGRs, compared to Female PGRs, who leave their Ph.D. courses without a qualification. There is also a gap between the number of Male (higher) and Female (lower) enrolled students.

Tables A2.4.1 and A2.4.2, show undergraduate students numbers (FT) by course. Across all courses and years combined, male students substantially outnumber female students. White students outnumber Ethnic Minority EM students in every course, whilst EM students generally account for between one-quarter and one-half of enrolments, with courses such as BSc Financial Mathematics, BSc Data Science and BSc Physics sustaining relatively high and stable or increasing ethnic minority representation, while smaller programmes (for example, MMath Mathematics and BSc Applied Physics) show low and more volatile EM participation year-on-year. Male & white enrolments generally decline over time (for example, BSc Mathematics from 84 to 54 and BSc Physics from 56 to 37 between 2020–2021 and 2024–2025).

Table A2.4.3 presents the number and percentage of undergraduate students achieving a “good degree” (defined as a first class or 2:1). Across 2020–2025, students **without a foundation year** consistently show high rates of good degrees, especially females and white students, with most percentages between about 70% and 90%. Female students generally outperform male students. In contrast, foundation-year cohorts are small and rates vary, but where numbers increase (e.g. white and male students from 2022–2025), good degree rates reach 83–100%, while EM students on foundation years show more variable outcomes (0–50%). EM

students historically underperformed but have performed better over time. This trend is particularly striking for Male & EM students. Foundation year students who've reached the final year typically achieve good degrees (better than non-foundation-year counterparts). The proportion of good degrees (2:1 or 1st) is strong for female students, above 80% in all years except 2024/25, with a slightly lower rate in some years for Female and EM students (Table A2.4.3). For male students, we observe a much lower rate in 2022/23 (60%) but this has steadily increased.

From A2.8, at Postgraduate Taught PGT level (data is more varying) the proportion of good degrees, “Distinction” or “Commendation”, is above 80% for female students in all years, although declining for males in 2023/24. Averaged across all three years, 82% on male and 89% of female students achieve a good degree, so there is a 7% attainment gap.

Comparing numbers of male and female students with sector averages, Tables A2.6 and A2.7, averages across 4 years our proportion of female UG students at 26% are significantly below the sector average of 41%, and our proportions of female Postgraduate Taught PG students at 49% are slightly above sector average of 45%.

2.2. Key priorities for future action

Now that we have evaluated our current practice, we outline priority areas for focus over the next five years. Wherever possible, universal design principles have been adopted in formulating actions to address these priorities, which aim to be inclusive of intersectional identities. Grouping by individual characteristic can be limited because it does not reflect the complexities of our staff and students’ lived experiences. Instead, intersectionality takes into consideration the unique compounding consequences, for example for students on lower rates of continuation and completion due to being a member of two or more disadvantaged groups.

Priority 1: Staff personal development and inclusive career progression

Aim: Support the career development goals and progression of our staff so that they feel they have a fulfilling and rewarding career, can embrace opportunities for personal growth and realise their full professional potential.

In recruitment we see significant lack of female applicants and, whilst female progression through shortlisting and offers is broadly in proportion to the application numbers, the number of final offers for female applicants is low especially for Academic Groups 1 and 3. For PTO the numbers are smaller but broadly consistent with this pattern. The department has a lack of female representation at senior department levels, with men holding most senior roles in Management, Associate Professor, or Professor (Section 2.1.1). We will pursue inclusive recruitment, staff development and promotion activities, to address the lower female representation in the talent pipeline (Section 2.1.9).

We aim to ensure balance and inclusivity in terms of the support that is provided to all staff with their career development, including guidance and staff manager training to provide useful feedback and signpost training and development opportunities (Section 2.1.6). Through an inclusive approach, we will ensure that there are

demonstrable beneficial effects of our Athena Swan actions and associated activities on staff career development (Section 2.1.8).

Priority 2: The student journey, recruitment, development, and employability

Aim: Support the personal development, learning and future career goals of our students, equip them with the scientific and transferable skills, knowledge, opportunities and experience necessary to succeed in the job market.

Our student profile has a significant lack of female students, across both the recruitment process and enrolled students (Section 2.1.11). We are significantly below the sector average for female representation (Table A2.6) but also see a reduction in female students' proportions from applications to enrolments. School-wide PGR enrolments are generally higher for females (Tables A2.3.1 – A2.3.5). We will involve students in consultations and interviews on why they applied, what potential barriers they identify and how these can be addressed.

We will aim to ensure that all students benefit from inclusive career and personal development, career advice which appropriately takes account of their gender identities (Section 2.1.10), ensure more visibility for role models (whilst avoiding tokenism) in our recruitment and promotional activities, and in our courses spanning pedagogy and research. We will aim to equip our graduates with the scientific and transferable skills, knowledge, opportunities and experience necessary to succeed in the modern job market. This includes integrity, collaboration, agility, a commitment to sustainability (c.f. Rolls Royce, Our Values and Behaviours), providing flexibility, work-life balance, and a focus on employee wellbeing, alongside traditional considerations like pay and benefits.

Priority 3: Inclusive and supportive working environment

Aim: Ensure that the Department enhances and sustains an inspirational and supportive working environment, that builds a sense of shared purpose, promotes wellbeing, characterised by dignity, fairness, respect and courtesy, in which our staff thrive.

Staff generally reported feeling a part of the department, with female staff and female students reporting high levels of satisfaction. We will further enhance our sense of community, complemented by improved departmental two-way communications (Section 2.1.2) to ensure that staff feel the department is a positive work environment, and there is a visible sense of improvement over time. Through an inclusive approach, we will ensure that there are demonstrable beneficial effects of our Athena Swan actions on the lived working experience of staff (Section 2.1.8).

There is a significant issue with the perception of bullying within the department, and this needs to be a key focus of our work over the next five years (Section 2.1.5). We will improve policies on bullying and harassment, introducing an informal concern reporting and logging tool in which individual and aggregate responses are monitored annually and acted on to ensure improvements. This will link with activities to ensure a strong feeling of inclusivity (Section 2.1.3), where staff welfare and work-life balance is important (Section 2.1.4) and these values are promoted by

everybody, at all levels in the department. Wellbeing initiatives will be introduced to complement and enhance our existing resources (Section 2.1.7).

Priority 4: Inclusive, supportive, and accessible learning environment

Aim: Ensure that the Department enhances and sustains an inspirational learning environment that supports the success of all students, that builds a sense of belonging and community, promotes wellbeing, is characterised by dignity, fairness, respect and courtesy, and in which our students flourish.

Students generally reported feeling a part of the department, however further work can be done to improve the sense of belonging amongst the student cohort. This is a particular issue at PG level, where PTES results highlight students don't feel part of the wider student community.

We will improve policies that avoid unfair treatment by adopting and co-developing best-practice resources with students on inclusive approaches (Section 2.1.10), providing staff members for students to approach when they have gender or equality and inclusion-related concerns, and introduce a student version of the informal concern reporting and logging tool (Section 2.1.10).

We have identified particular gaps in good degrees for female students and those from EM backgrounds, as well as intersectionality in this group, and a gap in Level 3 to Level 4 progression for Foundation Year Students (Male & EM at 60%, Female & EM students 70%). We will further build on our Success for All initiatives to ensure inclusive and accessible support and learning, which enables every student of all identities and backgrounds to succeed (Section 2.1.11). This will include a review of our scheduling of assessments and the resources we provide for our students to further improve accessibility.

Section 3: Future action plan

SMART action plan that addresses our priority areas and provides actions which will enable us to address these areas of focus including with evaluation of intersectional inequalities.

Area to be addressed	Rationale	Action	Key milestones	Timeframe	Person responsible	Success criteria and outcome
Priority 1: Staff personal development and inclusive career progression.						
P1-1: Improve guidance offer for all staff, tailored for staff roles and academic pathways.	Staff consultative activities, including the ASCS, have identified a desire for support and mentoring in career development (score of 3.09/5). This mentoring needs to be tailored to each role and pathway and driven by line management, to ensure accountability across the department (Section 2.1.6).	Managers trained to provide useful feedback, signpost training and development opportunities.	Career development and training is core to appraisal process.	Start September 2026. End August 2027. Annual review.	**Head of Department.** Line managers.	All appraisals include signposting of training opportunity. Improvement of >5% in ASCS Career Development scores.
		Increase participation in EDI training for managers, via Organisational Development sessions on NTU's inclusion conversation framework.	All line managers confident in conversations around inclusion and reasonable adjustments.	Start September 2027. End August 2029.	**Head of Department.** Line managers.	All line managers have completed specialised Organisational Development training.
		Work with leaders in each academic pathway to provide guidance on opportunities for career development.	Creation of guidance documents to be shared with members of each academic pathway.	Start September 2026. End July 2027. Annual review.	**Head of Department.** Most senior members of each pathway.	Documents available on Department SharePoint. Improvement of >5% in ASCS Career Development scores.

Area to be addressed	Rationale	Action	Key milestones	Timeframe	Person responsible	Success criteria and outcome
		Introduce mentoring for fixed-term staff, related to CPD activities and upskilling to improve suitability and competitiveness for permanent posts. When specific opportunities arise for relevant permanent positions, provide targeted mentoring to support application and progression to open-ended employment.	Mentoring scheme introduced and documentation shared to all relevant line managers.	Start September 2026. End July 2027. Annual review.	**Head of Department.** Line managers.	Documents available on Department SharePoint. Improvement of >5% in ASCS Career Development scores for fixed-term staff.
P1-2: Recruit high quality applicants from underrepresented groups, in particular women and minoritised ethnicities.	Given the focus in the Transformed Charter on Intersectionality, we will aim to improve our recruitment materials to highlight e.g. flexible working, and actions to reduce the gender and ethnicity gaps in our recruitment (Section 2.1.9).	Improve the Department website to better reflect the diversity of our staff, including intersectional identities and our EDI commitments. Ensure flexible working, family-friendly policies/environment (including part-time arrangements) are visible/made explicit in recruitment material.	Website reviewed and updated.	Start September 2026. End August 2027. Annual review by Marketing team and PL (People and Culture).	Head of Department. **PL – People and Culture.** SST Marketing.	Website materials are updated to reflect appropriate changes. Improvement by >5% per year in applications and shortlisting from female and minoritised ethnicities.
		Continue to review, update, and expand job advertisements and related information to ensure	All documentation related to recruitment	Start September 2027.	Head of Department.	EDI prominent in recruitment adverts.

Area to be addressed	Rationale	Action	Key milestones	Timeframe	Person responsible	Success criteria and outcome
		visibility of EDI information, highlight in adverts that the Department seeks to recruit from underrepresented groups, and is encouraging of flexible working.	highlights EDI information.	End August 2028. Biennial thereafter.	HR Department representative. **Department EDI Champion.**	Improvement by >5% per year in applications and shortlisting from female and minoritised ethnicities.
		Actively disseminate job advertisements to underrepresented candidates, including current PGRs/ECRs, and via appropriate EDI and EM staff networks. Offer tailored mentoring on application development and submission for current PGRs and ECRs.	All appropriate job applications are disseminated from 2026/27.	Start January 2027. End June 2028.	**Head of Department.** HR Department representative. Department EDI Champion. Line managers.	Absolute increase in number of internal applicants from underrepresented backgrounds (numbers are small so percentage increase is less meaningful).
P1-3: Address imbalances in representation at management and Professoriate.	The data has highlighted a gender imbalance in the academic positions at the higher level, with men holding most senior roles in	Integrate career development and training into the appraisal process. Offer senior management shadowing to staff, particularly at PL/Prof level.	Career development and potential future training becomes a core part of annual appraisal cycle.	Start November 2026. End July 2030.	Head of Department. **Line managers.**	Increase of 5% in representation balance in applications to senior roles, or progression to senior roles.

Area to be addressed	Rationale	Action	Key milestones	Timeframe	Person responsible	Success criteria and outcome
	Management, and as Principal Lecturer, Associate Professor, or Professor. Only 3 female members of staff have undertaken University-wide mentoring and support sessions (Section 2.1.1).	Identify and promote opportunities which specifically target inclusive career development. For example, signposting to non-Departmental / University-wide mentoring and support, including SMART, Aurora and Women in Higher Education Network career accelerator.	Evaluation of uptake of career development opportunities, both historic and going forward.	Start September 2026. End June 2027.	**PL – People and Culture.** Departmental EDI Champion.	Monitoring of staff uptake of career development schemes, with target of at least 50% of staff undertaking a scheme in a rolling three-year period (previously 38%).
P1-4: Athena Swan activities fairly reflected in appraisals.	To encourage staff involvement in Athena Swan activities and ensure staff buy-in to the process, through appraisal recognition, with the aim of staff feeling demonstrable beneficial effects (Section 2.1.8).	New Departmental objective in appraisals related to Athena Swan activities.	All staff to include appraisal objective and have their Athena Swan activities recognised formally.	Start September 2026. End August 2027. Monitor annually.	**Head of Department.** Line managers.	Staff have recognition of Athena Swan activities as part of appraisal. Improvement of >5% in Athena Swan Departmental Impact scores in ASCS.
Priority 2: The student journey, recruitment, development, and employability						
P2-1: Targeted evaluation of Foundation, UG and PGT student recruitment, with a focus on female and EM candidates,	Benchmark data shows the Department is 8% below the national average in recruiting female students. More needs to be done to better	Coordinate with Marketing to undertake a review of Open Day recruitment materials and update where appropriate. Embed the practice that at least a third of student ambassadors and staff representatives at each	Open Day materials such as photographs, case studies, and staff/student profiles are representative, including of intersectional identities.	Start September 2026. End September 2028.	**Admissions Tutors.** PL – UG and PG Courses Managers	At least a third of staff representatives and student ambassadors at each recruitment event are female. Analysis of Open Day data to evaluate changes in marketing materials lead to

Area to be addressed	Rationale	Action	Key milestones	Timeframe	Person responsible	Success criteria and outcome
including intersectionality.	understand what motivates or discourages both female applicants, and female students from underrepresented groups (Section 2.1.11).	recruitment event (such as Open Days) are female.	Student and staff representatives at Open Days are more appropriately balanced.	Review annually.	SST Marketing.	increased applications (target >1% per annum) by women to Foundation, UG and PGT courses where there is, at present, underrepresentation.
		Review Open Day presentation and schedule (e.g. tours) for accessibility. Virtual Open Day tours are offered for those who cannot attend or have physical barriers.	Presentations are appropriately diverse. Virtual tours are available for all potential students and accompanying people.	Start September 2026. End September 2027. Annual review.	**Admissions Tutors.** PL - UG/PG Courses Manager Departmental EDI Champion.	In-person course presentations meet all accessibility requirements. Survey of virtual tours users to evaluate impact, reviewing on an annual basis. Increase (>1% per annum) in applications.
		Utilise female leaders and people with intersectional identities within the Department and alumni in industry to help showcase careers and advantages from undertaking such a degree.	Higher representation of female and minoritised ethnicities in recruitment materials, for all courses.	Start January 2027. End December 2028.	Admission Tutor. **Course Leaders.** SST Marketing.	Gender balance in recruitment materials that proactively market Mathematics and Physics to potential female applicants.
		Monitor gender balance of students coming in through clearing.	Annual monitoring of clearing data and improvement via other actions.	Start August 2026.	**Admissions Tutor.**	Clearing data collated and examined on an annual basis to inform approaches to proactively recruit female students during clearing

Area to be addressed	Rationale	Action	Key milestones	Timeframe	Person responsible	Success criteria and outcome
				End December 2027. Monitor annually.		
P2-2: Support the maintenance of high female achievement and address the decline in the achievement of male and EM students.	Analysis of student attainment and achievement data shows females have high attainment (small reduction in 2024/25), while male achievement was historically low until 2024/25. This shows a need to investigate why male achievement improved and female attainment dipped (Section 2.1.11).	Run focus groups with male, female, LGBTQIA+ and non-binary students to identify barriers to attainment.	Analysis of focus group data to identify potential barriers.	Start September 2026. End August 2027.	**PL – UG/PG Courses Manager.**	At least two focus groups to run, with a mix of student profiles. Identification of potential barriers to male and female achievement, to feed into departmental action plans.
		Annual monitoring of attainment data at module and assessment level, with respect to gender, ethnicity and intersectional identities.	Identify potential areas of concern in either specific modules/topics, or in assessment types.	Start September 2026. End August 2028. Review annually.	**PL – UG/PG Courses Manager.** Module Leaders.	Potential areas of weakness identified with respect to characteristics. Explore changes that can be made to improve outcomes for targeted groups.
		Introduce student peer-to-peer mentoring scheme, with mentors recruited from groups with intersectional inequalities.	Mentoring scheme is established and peer mentoring is available to students from target groups.	Start September 2027. End July 2030.	**Course leaders.**	At least 5% of student cohort have access to mentoring scheme, with 10% female representation.

Area to be addressed	Rationale	Action	Key milestones	Timeframe	Person responsible	Success criteria and outcome
		Work with Dr. Juliet Ojiako (Public relations officer in Black Excellence, a non-profit organisation built to support BME groups in the UK, STEM Engagement Specialist, Loughborough University) to advertise the Black Excellence UK program across our degree programs, starting with Foundation Year, aligned with the University Black Leadership programme.	Promotional videos used in Foundation Year sessions, rolling out to wider UG programs later.	Start September 2026. In Year 1 programs September 2027. End July 2028. Review annually.	**Foundation Year Tutor.** Departmental EDI Coordinator.	Enrolment of 5% of appropriate student cohort to the mentorship program, in proportion to the number of students in the academic year.
P2-3: Targeted analysis of UG student progression and attainment from an intersectional perspective.	Data from the NSS, highlighted issues identified by students as barriers to attainment. This needs to be reviewed with a view to intersectional identities, as well as a wider review of the curriculum to identify potential gender and ethnicity biases.	Review deadlines and assessment scheduling to ensure spacing for students, particularly those with extracurricular responsibilities.	Annual review of assessment deadlines shows appropriate spacing.	Start September 2026. End June 2027. Annual review.	**Course leaders.**	Improvement in NSS Assessment and Feedback scores (>1%), reduction in student complaints at Course Committees around deadlines.
		Ensure all module resources are accessible and inclusive.	Annual review of modules shows high accessibility scores.	Start September 2026. End June 2027.	**PL – UG Courses Manager.** Module Leaders.	All modules across UG portfolios have accessibility scores of >80%.

Area to be addressed	Rationale	Action	Key milestones	Timeframe	Person responsible	Success criteria and outcome
				Annual review.		
		Run Equality Impact Assessments (EIAs) for policies affecting UG students, to determine barriers to their attainment and progression.	Work with NTU EDI team to train senior staff on use of EIAs.	Start September 2026. End July 2029.	**Head of Department.** Departmental EDI Lead.	At least two senior staff are trained in using EIAs (July 2026) and EIAs are created for policies that impact on UG students such as timetabling (July 2027). Appropriate changes, informed by EIAs, made to processes where applicable.
		Consistently review available data related to student non-continuation, degree progression, and outcomes, ensuring that gender and ethnicity data is incorporated into analysis wherever possible.	Data reviewed pre- and post-exam boards to identify areas of concern. Focus groups held with students around intersectional inequalities and barriers.	Start September 2027. End June 2028.	PL – UG Courses Manager **Departmental EDI Lead.**	Disparities in degree classification and progression with respect to ethnicity and gender reduced by >1% annually until tolerance level reached. Identified strategies to reduce attainment gaps related to intersectional personal characteristics identified in data.
		Explore the use of authentic assessments that empower and enable students to represent their own diversity, including gender-based identities if appropriate.	Review of existing assessment diet and exemplars of good practice in the use of authentic assessments developed.	Start September 2028. End July 2029.	**PL – UG Courses Manager.** Departmental EDI Champion.	Review of existing assessments completed, with pilots developed in the use of authentic assessments

Area to be addressed	Rationale	Action	Key milestones	Timeframe	Person responsible	Success criteria and outcome
		Design and implement an academic support package for Foundation Year students, delivered through an interactive and engaging tutorial programme, inclusive of targeted elements for EM and female students.	Support package created and implemented to support Foundation Year students in completing the foundation year.	Start September 2026. End July 2027. Review materials and impact annually.	**Foundation Year Tutor.**	Improvement of 10% in Foundation Year progression from Level 3 to Level 4.
		Develop a structured transition package for students who have progressed from the Foundation Year into Level 4, delivered through welcome week activities and the tutorial programme, reflecting any differences in experiences compared to direct entry BSc students, and inclusive of targeted elements for EM and female students.	Transition activities created and rolled out via induction and tutorial system, to support Foundation Year students in their transition into Level 4.	Start September 2026. End July 2027. Review materials and impact annually.	**Foundation Year Tutor.**	Improvement of 10% in Foundation Year progression from Level 4 to Level 5.
P2-4: Develop monitoring systems to record and report on Departmental outreach activities.	Sector data indicates Mathematics and Physics are less popular amongst female students. Data on student participation in outreach activities is needed to identify	Consult with SST Outreach Coordinator to further develop current outreach activities, with a focus on female students. Pilot activities, collecting attendance data and participant feedback to assess effects on the attitudes of females towards Mathematics and Physics.	Data on participants is collected at all outreach events, including gender and ethnicity, where possible. Pilots developed for targeted engagement with female students.	Start January 2027. End July 2029. Annual review.	**Outreach lead.** School Outreach Coordinator.	Development of attractive outreach activities at KS1-4. Pilots developed, engagement data showing that at least 1 in 10 of the female participants are actively considering undertaking Mathematics or Physics at university.

Area to be addressed	Rationale	Action	Key milestones	Timeframe	Person responsible	Success criteria and outcome
	effective activities to inspire applicants.					
P2-5: Investigate the causes of PGR cessation of studies and whether there is a gendered difference.	Our PGR data, which is School wide, suggests that males are less likely to complete their PGR studies than females. Interviews and working groups are needed to identify reasons for cessation of studies.	Run a **departmental** working group with current PGRs and attempt to involve alumni or those who have halted their studies. Design a questionnaire on barriers to completion of PGR study. Based on outcomes from the working group, develop interventions to improve PGR student experience.	Working group completed and data analysed. Difference in experience between PGRs in the department and PGRs across the School identified. Interventions developed and piloted for current PGR students.	Start September 2026. End July 2028. Monitor annually.	**Departmental Research Coordinator.** SST Director of Doctoral Programmes. PL – People and Culture.	PGR responses to the ASCS questions around wellbeing see increase by >5%. Reduction in absolute numbers of PGRs not completing their studies.
Priority 3: Inclusive and supportive working environment.						
P3-1: Foster an inclusive and supportive work environment, where everyone's contributions are valued and celebrated.	Staff have expressed concerns about how positive their departmental work environment feels for them and how their contributions are valued. Accompanied by a gap in perceptions where men are less positive (48% overall)	Departmental meetings and communications to highlight achievements by staff, across all roles and pathways and identities, with careful attention to gender balance.	Staff achievements are highlighted in all Departmental events, with regular section as part of all meetings.	Start September 2026. End; August 2027. Ongoing.	**Head of Department.**	Score in ASCS question "My school/department has a positive work environment" increase to 60% (currently 49%). Reduction in gender disparity in this area (male 13% lower than female).
		Raise awareness of Staff Networks and encourage colleagues to join, with time provided for involvement.	Staff Networks (Disabled Employees, LGBTQ+, Women's, REACH, Parent and	Start September 2026.	**Head of Department.**	At least 20% of staff involved in the "5 minutes with…" initiative, ensuring the

Area to be addressed	Rationale	Action	Key milestones	Timeframe	Person responsible	Success criteria and outcome
	than women (56%) (Section 2.1.2).		Carer) are shared by department management and staff encouraged to join.	End July 2028.	PL – People and Culture. Line managers.	representation across divers identities.
		Staff encouraged by line managers to celebrate their accomplishments via the Departmental SharePoint News.	Increase in staff posts on Departmental SharePoint from all backgrounds and seniority.	Start September 2026. End August 2028.	**Line managers.** Departmental administrator.	
		Mimic “5 minutes with…” NTU initiative to include staff profiles on Departmental SharePoint.	Profiles developed for staff from all backgrounds and seniority.	Start September 2026. End August 2028.	**Line managers.** Departmental administrator.	
P3-2: Address pandemic-related gendered impacts on staff.	Whilst there is recognition of gender equality efforts, significant room for improvement remains, especially in addressing pandemic impacts (Section 2.1.3).	Investigate lingering pandemic impacts, particularly in relation to health (mental and physical), workload and wellbeing, particularly for female staff.	Impacts are identified and measures put in place to provide mitigation, where appropriate.	Start September 2026. End June 2027. Review annually.	Head of Department. **Departmental EDI Champion.**	Improvement to 60% (currently 41%) in ASCS score on question “My School/department has taken action to mitigate the adverse gendered impact of the Covid-19 pandemic on staff”.
P3-3: Maintain and further extend supportive and	ASCS identified that men feel less supported with caring	Form a focus group to determine the support required for male staff who take paternity/carers leave,	New policy introduced at departmental level for staff support upon	Start September 2026.	Head of Department.	New policy and induction guide introduced, guidance shared with line managers.

Area to be addressed	Rationale	Action	Key milestones	Timeframe	Person responsible	Success criteria and outcome
inclusive practices for all staff, including technical staff.	leave. Women felt that social and networking events are at convenient times and all felt workloads could be allocated more fairly (Section 2.1.4).	particularly on workload and support after returning from leave.	return from caring leave. Creation and deployment of department induction guide for new employees, to enhance their onboarding.	End March 2027. Policy reviewed biennially.	**PL – People and Culture.** Line Managers.	EIA performed for any new policies or initiatives to ensure all groups are considered. Improvement in ASCS score for “My school/department provides staff with support around all types of caring leave” (83% to 90%).
		Schedule social events during working day where possible, with attention to school hours.	All social events are organised with input from stakeholders across the department, from all backgrounds.	Start September 2026. End August 2027. Annual review.	**Head of Department.** PL – People and Culture. Departmental EDI Champion.	All social events, such as winter gathering and end-of-year celebration, are organised at accessible times. Improvement in ASCS score for questions on social events (63% and 73%, up to 80%).
		Ensure social events are inclusive and promote a positive environment.	Social events (both during and outside work hours) are held in appropriate locations with inclusive practices.	Start September 2026. End August 2027. Annual review.	**Head of Department.** Departmental EDI Champion.	All social events are inclusive to all. Improvement in ASCS score for questions on social events (63% and 73%, up to 80%).

Area to be addressed	Rationale	Action	Key milestones	Timeframe	Person responsible	Success criteria and outcome
		Review workload allocation to ensure equity and fairness, with clear rationale for decisions communicated to staff.	Workload decisions are made clear to staff by Departmental Management, with clear rationale for allocations.	Start September 2027. End August 2028. Annual review.	**Head of Department.** PL (all). Line managers.	Departmental Management communicate on workloads, with line managers explaining individual cases. Improvement in ASCS score for "Workloads in my school/department are allocated fairly" (66% to 80%).
P3-4: Increase engagement and awareness of EDI policies, including improved signposting of existing anti-bullying and harassment policies and reporting mechanisms.	Addressing bullying and harassment has been, and will continue to be a departmental priority, and there is a need to ensure that clear policies and an appropriate range of reporting mechanisms are in place (Section 2.1.5).	Implement consistent approaches to processes and events promoting awareness of zero tolerance to bullying.	All processes and events highlight zero tolerance to bullying.	Start September 2026. End September 2027. Annual review	Head of Department. **PL – People and Culture.** Departmental EDI Champion.	Increase by at least 10% (to 70%) in ASCS question "Departmental management is active in tackling bullying and harassment". Actively promote Anti Bullying Week within the department to cement zero tolerance to bullying.
		Ensure that all colleagues are aware of the University policy and the procedures relating to bullying and harassment.	All staff directed to policies and training related to bullying and harassment. Reinforcement of bystander training and responsibilities of all staff to report incidents.	Start September 2027. End September 2028.	**Head of Department.** PL – People and Culture.	At least 80% of staff reporting that they know how to report bullying and/or harassment, as measured by ASCS.

Area to be addressed	Rationale	Action	Key milestones	Timeframe	Person responsible	Success criteria and outcome
		Training provided for all line managers around bullying and harassment.	In addition to university-level training, departmental training event is run on how to handle bullying and harassment as a line manager.	Start September 2027. End September 2028.	Head of Department. **PL – People and Culture.** Departmental EDI Champion.	Majority (>75%) of line managers understand how to report instances of bullying and harassment and are able to explain the processes to their direct reports.
		Provide staff with mechanisms to raise concerns about fairness, bullying/harassment and discrimination on a scale from subtle or low level to serious, with advice and sign-posting tailored to different severity level. Foster a positive culture within the department, where staff feel supported in reporting bullying and harassment.	Staff report that they feel confident reporting bullying and/or harassment, supported by line managers. Line managers support colleagues when reporting, including second level managers supporting first line managers.	Start September 2027. End September 2028.	**Head of Department.** Line Managers.	Increase in ASCS Bullying and Harassment scores, particularly how it is addressed in the department (62% to 70%), management is active in tackling bullying and harassment (59% to 70%), and staff know how to report bullying and harassment (71% to 90%).
		Create a SharePoint area, linked on the Departmental Webpage, that contains all EDI policies and materials, to raise awareness of EDI and Athena Swan activities. A similar resource portal will also be created for students, hosted on	Resource portals created for both staff and students, updated in real-time with new resources and policies.	Start September 2026. End January 2027.	**Head of Department.** Departmental EDI Champion.	Increase in ASCS Athena Swan scores by 10% (58% to 68%) overall, with an increase in the question “Athena Swan had a positive impact on the work environment in the department” (59% to 69%).

Area to be addressed	Rationale	Action	Key milestones	Timeframe	Person responsible	Success criteria and outcome
		the course pages on NOW (our virtual learning environment).		Updated in real-time.		
P3-5: Increase the proportion of staff, particularly male staff, feeling confident in seeking support for mental health at work.	Staff reported in the ASCS that they generally felt confident seeking mental health support, but male staff are behind female staff in all areas (Section 2.1.7).	Develop a summary document for staff colleagues in relation to mental health and wellbeing at work.	Document is available on the Departmental SharePoint and shared with colleagues via line management.	Start September 2026. End September 2027.	**Head of Department.** Departmental EDI Champion.	All ASCS Wellbeing responses (except workload) above 90%.
		Utilise departmental communications and meetings to help promote and signpost existing University resources which encourage staff to look after themselves and their colleagues.	All departmental meetings and communications signpost appropriate wellbeing resources, with particular attention to stressful times of the year e.g. exam season.	Start September 2027. End September 2028.	**Head of Department.**	All ASCS Wellbeing responses (except workload) above 90%.
		Increase engagement in mental health awareness initiatives, including a particular focus on male initiatives such as Movember and International Men's Day.	University activities related to mental health promoted in the department, as well as developing in-department activities.	Start September 2026. End August 2030.	Head of Department. **PL – People and Culture.**	All ASCS Wellbeing responses (except workload) above 90%. Male responses to the ASCS questions around wellbeing see increase by >5%.
		Investigate stigmatising impacts on male mental health support, with aim to destigmatise within the department.	Production of action plan for destigmatisation based upon investigation, including charities	Start September 2027. End July 2028.	Head of Department. **PL – People and Culture.**	Male responses to the ASCS questions around wellbeing see increase by >5%.

Area to be addressed	Rationale	Action	Key milestones	Timeframe	Person responsible	Success criteria and outcome
			such as CALM and Movember.			
Priority 4: Inclusive, supportive, and accessible learning environment						
P4-1: Foster an inclusive and supportive learning environment, where every student's participation is facilitated, valued and celebrated.	There was a slight increase in negative responses regarding being comfortable asking questions in taught sessions and being supported by lecturers in their studies (Section 2.1.10).	New UG / PG / Ph.D. and Research Fellow representatives to join the department's" EDI & Athena Swan Group" (Table 1.5A).	Open and inclusive invitation for new representatives to apply to join the Group. The expanded Group meets termly, and its oversight of data informs and drives developments.	Start Sep 2026. End Jul 2027. Start Sep 2026. End Jul 2027.	**Head of Department.**	Department's EDI work and initiatives are developed inclusively, based on a diverse range of input, improving their deployment success & beneficial impact.
		Staff are trained and confident in teaching and tutoring using inclusive and supportive language that supports student participation from all identities / backgrounds, using NTU terminology documentation. Staff undertake cultural competencies workshop to further develop their skills in inclusivity.	Departmental inclusive teaching workshop run in conjunction with student support services. Associated training materials provided on departmental internet. Annual updates in "What works for us" sessions. Introduce workshops and seek library	Start Sep 2026. End Jul 2027. Start Sep 2027. End Jul 2031. Start Sep 2026.	**Departmental EDI Champion.**	All students feel safe, supported, included, and valued, evidenced by positive feedback and improved scores (>3%) in surveys (NSS, PTES, student ASCS).

Area to be addressed	Rationale	Action	Key milestones	Timeframe	Person responsible	Success criteria and outcome
			support to decolonise the curriculum.	End Jul 2028.		
		Run student ASCS and focus groups annually to ensure our improvements provide measurable and clear benefits to students' lived experience and monitor their outcomes.	ASCS and focus groups run and feedback and data analysed. Data and feedback from the ASCS used in EDI and support enhancements in subsequent years.	Start Sep 2027. End Jul 2028. Start Sep 2028. End Jul 2031.	**PL – People and Culture.**	Department's EDI work and initiatives are informed by an inclusive and diverse range of voices, improving their deployment success & beneficial impact. 10% improvement in scores on inclusion in student ASCS.
P4-2: Increase our students' awareness of, engagement with, and access to benefits from departmental EDI policies. Improved signposting of anti-bullying and harassment policies and reporting mechanisms for a range of concerns from minor to major.	Only 35% of students indicated that they would feel comfortable self-reporting unfair treatment due to gender, and these percentages drop significantly for female students (Section 2.1.10). All students need to feel safe and supported to contribute to events and meetings and feel that their	Provide regular tailored communications to students on the department's EDI work, including sharing key EDI outcomes and discussion points of committee meetings and events.	EDI consultations and outcomes covered in course committees and communicated via visible displays and online course learning rooms.	Start Sep 2026. End Jul 2031.	Head of Department.	Students actively participate in and contribute to EDI activities, and they acknowledge the benefits of EDI activities in surveys e.g. student ASCS.
		Ensure that all EDI-related consultations, workshops, discussions, meetings etc. are inclusive "safe spaces" for all participants and provide psychological safety, so that everyone feels they are able to constructively and meaningfully contribute.	Consultatively develop clear codes of engagement, participation, conduct and etiquette, with training resources. Codes and rules are proactively applied to all events that include any EDI aspects.	Start Sep 2026. End Jul 2027. Start Sep 2028.	**PL – People and Culture.** Departmental EDI Champion.	Increased active participation of students in, and contribution to, EDI activities. Students acknowledge the benefits of EDI activities in surveys (increase in EDI scores by >5%).

Area to be addressed	Rationale	Action	Key milestones	Timeframe	Person responsible	Success criteria and outcome
	contribution is valued.			End Jul 2031.		
		Collect feedback after events (workshops, showcases) and meetings, questions encompass the activity's accessibility, inclusivity, and equitable treatment of participants.	Feedback collected, aggregated and analysed. Feedback data used to make enhancements to future events in subsequent years.	Start Sep 2026. End Jul 2027. Start Sep 2028. End Jul 2031.	**PL – People and Culture.** Departmental EDI Champion.	Improvements made to subsequent events and activities because of feedback, reflected in higher feedback scores at future events.
		Staff attend training session on supporting students' mental health and are confident in ensuring fair, equitable, gender-inclusive treatment in staff-student and student-student interactions, and in tackling serious or low-level bullying/harassment.	Workshop run in conjunction with student support services. Associated training materials provided on departmental internet. Annual updates in "What works for us" sessions.	Start Sep 2026. End Jul 2027. Start Sep 2027. End Jul 2031.	**Departmental EDI Champion.**	All students feel safe, supported, and valued, evidenced by positive feedback and improved scores (>3%) in surveys (NSS, PTES, student ASCS).

Area to be addressed	Rationale	Action	Key milestones	Timeframe	Person responsible	Success criteria and outcome
		Provide students with mechanisms to raise concerns about fairness, bullying/harassment and discrimination on a scale from subtle or low level to serious, with advice and sign-posting tailored to different severity level.	Staff members designated as student wellbeing and welfare support officers, to help co-ordinate the department response and provide a single point of contact for students. MS Forms reporting tool developed, piloted, improved, and deployed. Data from reporting tool and feedback from officers used in enhancements.	Start Sep 2026. End Jul 2027. Start Sep 2027. End Jul 2031. Start Sep 2026. End Jul 2031.	Head of Department. **PL – People and Culture.** Departmental EDI Champion.	All students feel safe, supported, and valued, evidenced by positive feedback and improved scores (>3%) in surveys (NSS, PTES, student ASCS).
P4-3: Ensure that inclusive and widely representative role models are visible, their achievements and contributions to the subject disciplines are celebrated, and students have the opportunity to engage with them.	There was higher support amongst female students for more female role models, students would like more opportunities to engage with role models, to see their achievements visibly	Visibly celebrate and include diverse gender role models including with intersectional identities in teaching, resources, and (via online or in person attendance) in interactive EDI events, whose actions, behaviours, and achievements inspire others to challenge or redefine traditional gender expectations.	Competitions, votes, and staff/student focus groups run that identify a group of diverse and representative gender role models, including people of a particular sex, or trans or non-binary status, as well as having	Start Sep 2026. End Jul 2027.	PL – People and Culture. **Departmental EDI Champion.**	Improved graduate outcomes (5% increase in GOS scores), positive feedback and improved scores (>3%) in surveys (NSS, PTES, student ASCS).

Area to be addressed	Rationale	Action	Key milestones	Timeframe	Person responsible	Success criteria and outcome
	celebrated (Section 2.1.10).		intersectional identities from underrepresented or underprivileged backgrounds. Teaching resources are enhanced to include the role models (whilst avoiding tokenism), events and guest lectures include role models who may be alumni. Monitor and maintain gender balance and ethnic diversity amongst guest speakers. Annual refresh of the group of diverse and representative role models.	Start Sep 2027. End Jul 2031. Start Sep 2027. End Jul 2031.		
P4-4: Increase the level of student participation in inclusive personal and	Low score in the student ASCS for department encouragement for	Work with employability, our Employer Advisory Board, and Physics and Mathematics professional bodies to provide	Developed structured, inclusive UG career advice and transferable skills	Start Sep 2026.	**Departmental EDI Champion.**	Wide student uptake of structured, inclusive UG and PG career advice and transferable skills training

Area to be addressed	Rationale	Action	Key milestones	Timeframe	Person responsible	Success criteria and outcome
career development activities and training.	taking part in career or personal development training. Particularly female students would like to receive gender specific career development advice and support (Section 2.1.10). Our Physics/Maths Graduate Outcomes Survey shows male graduates in high skilled role earn £2,000 per annum less than female graduates, and this is a growing and systematic reversal of previous trends.	expanded career advice and transferable skills training so it appropriately takes account of, and is inclusive of, gender and intersectional identities.	training, which takes into account gender, identities, and diverse backgrounds specific to Physics and Mathematics disciplines. Complements and expands on generic and wider science provision. 1-year pilot provision, further UG improvement and PG development based on consultation and feedback, accompanying resources developed. Structured, inclusive UG and PG career advice and transferable skills training provided for students, complementing the University's Live, Learn, Work participation initiatives.	End Jul 2027. Start Sep 2027. End Jul 2028. Start Sep 2028. End Jul 2031.		(monitored on annual basis), which benefits their job prospects. Enrichment week with external employers trialled with level 6 students and rolling to lower/upper years in 2027. Improvement in graduate outcomes (>5%) and closes gender salary gaps.

Area to be addressed	Rationale	Action	Key milestones	Timeframe	Person responsible	Success criteria and outcome

Appendix 1: Consultation data

Appendix 1.1: Athena SWAN Staff Culture Survey

Between 25 April 2024 and 18 October 2024 a departmental Athena SWAN Staff Culture Survey was conducted, open to all academic, technician and support staff within the Department. The survey elicited 35 responses, which represents >70% response rate. This is the first time submission by the Math and Physics Department, so therefore, the attendance is considered high.

In this survey, we used a 1 to 5 rating scale (with 1 meaning 'strongly disagree' and 5 'strongly agree') as a simple and effective way to rate staff satisfaction with specific dimensions of the department's EDI action. Additionally, respondents could indicate 'prefer not to say' or 'N/A'. The responses were disaggregated and analysed according to gender, staff role, academic contract type, and child/caring responsibilities.

The questions asked in our Athena SWAN Culture Survey were as follows:

	Belonging and Inclusion
1	I feel like I belong in my school/department
2	I feel that people really care about me in my school/department
3	My contributions are valued in my school/department
4	I feel comfortable speaking up and expressing my opinions
5	Departmental communications are clear and relevant to me and my role
6	My school/department has a positive work environment
7	My school/department has a more positive work environment than a few years ago
	Gender Equality
8	School/departmental leadership actively supports gender equality
9	My school/department is committed to achieving gender balance in leadership positions
10	The rate people progress in my school/department is not affected by their gender
11	Equality, diversity and inclusion work is recognised when workload is allocated
13	My school/department has taken action to mitigate the adverse gendered impact of the Covid-19 pandemic on staff
	Work-Life Balance
14	My school/department enables flexible working
15	Workloads in my school/department are allocated fairly
16	The timing of school/departmental meetings and events takes into consideration those with caring responsibilities
17	Social and networking events in my school/department are arranged at times when I can attend
18	My school/department provides staff with support around all types of caring leave
	Bullying and Harassment
19	I have experienced bullying and/or harassment in my school/department in the past 12 months
20	I have witnessed bullying and/or harassment in my school/department in the past 12 months
21	I know how to report bullying and/or harassment
22	Departmental management is active in tackling bullying and harassment

23	I am satisfied with how bullying and harassment are addressed in my school/department
	Career Development
24	My line manager supports my career development
25	Decisions about appointments are made fairly
26	Decisions about promotion/progression are made fairly
27	"Access to career development opportunities is fair and equal"
28	I receive useful feedback on my career development through performance reviews
	Wellbeing
29	My current workload is manageable
30	My mental health and/or well-being are supported in my school/department
31	I know where to seek support for mental health and/or well-being at work
32	I feel confident asking for mental health and/or wellbeing support at work
	Athena Swan Departmental Impact
33	Athena Swan had a positive impact on the work environment in the department
34	Athena Swan had a positive impact on the work practice of the department
35	Athena Swan helped me to think more broadly about gender issues
36	Athena Swan had a positive impact on my career development
37	Athena Swan had a positive impact on my experience at work
38	Athena Swan had a positive impact on my views of gender equality issues

Role	**Female**	**Male**	**Other**	**Total**
Prefer Not to Say	0	1	0	1
Other	1	1	0	2
Technician	1	2	0	3
Academic Management	1	1	0	2
Lecturer	1	2	0	3
Senior Lecturer	2	14	0	16
Principal Lecturer	0	1	0	1
Associate Professor	0	3	0	3
Professor	0	2	0	2
Post Doctorate	1	0	0	1
Research Assistant	0	1	0	1
Totals	7	28	0	35

Table A1.1a: Athena SWAN Staff Culture Survey Respondent Characteristics by Gender and Role

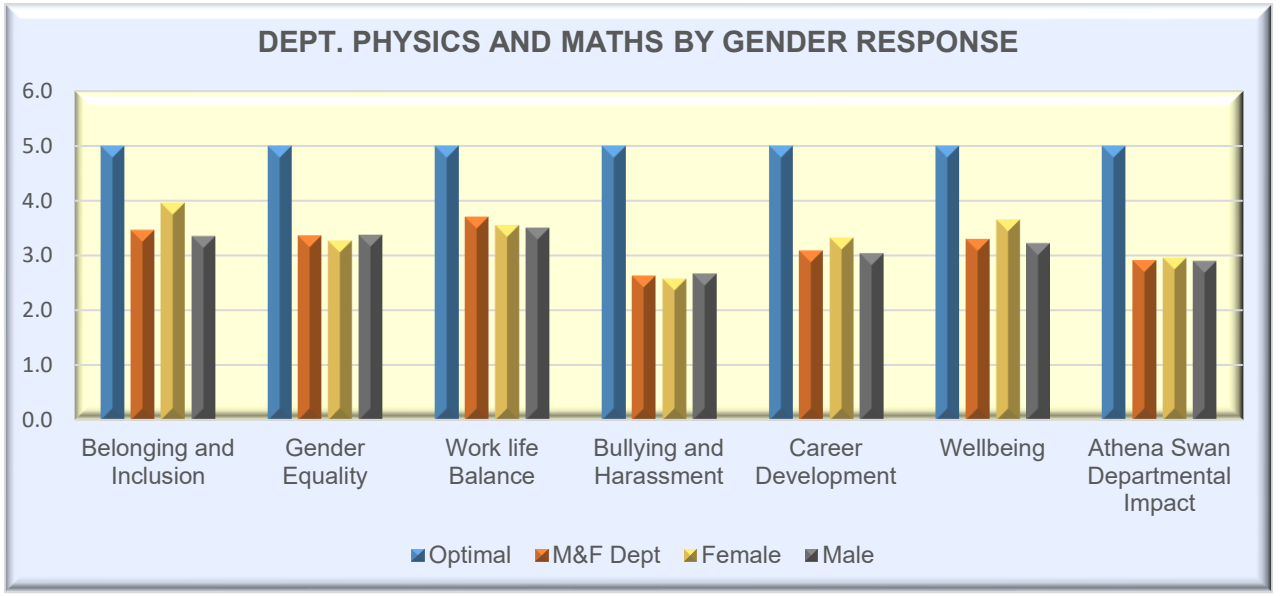

Figure A1.1b: Athena SWAN Staff Culture Survey responses categorized by respondent characteristics by Gender and Role

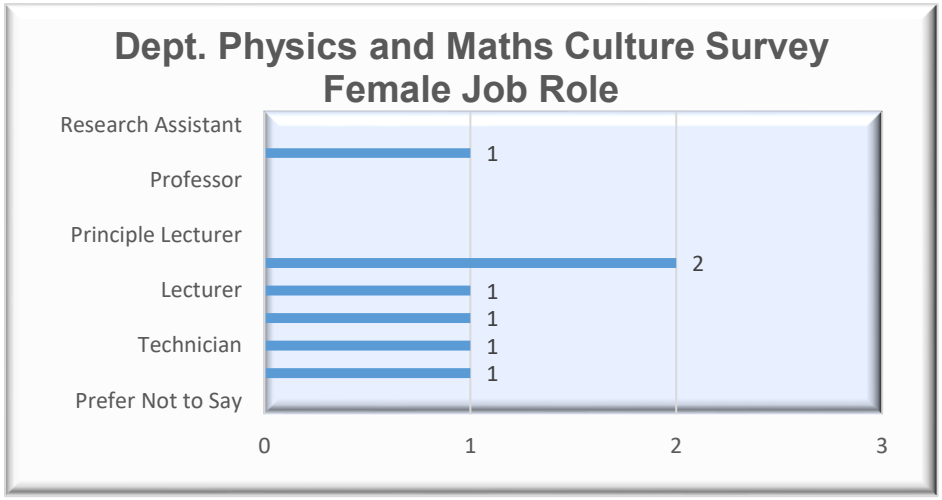

Figure A1.1c: Athena SWAN Staff Culture Survey Female responses per job role

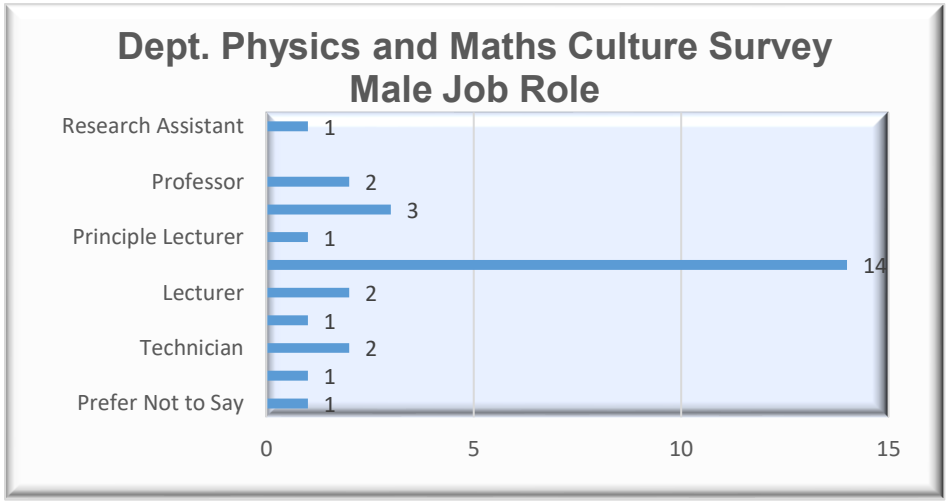

Figure A1.1d: Athena SWAN Staff Culture Survey Male responses per job role

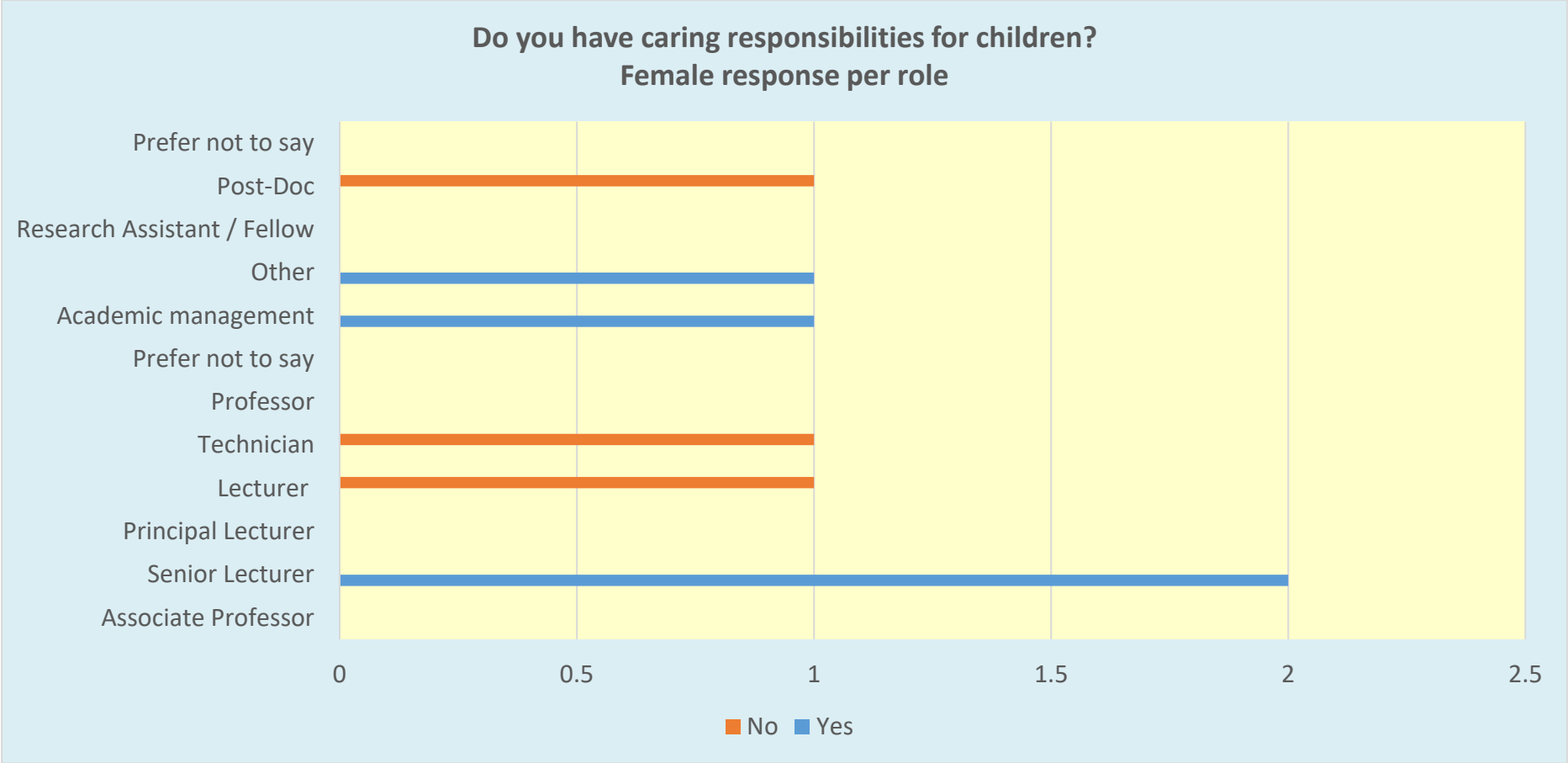

Figure A1.1e: Athena SWAN Staff Culture Survey responses on caring responsibilities regarding children for Females per Role

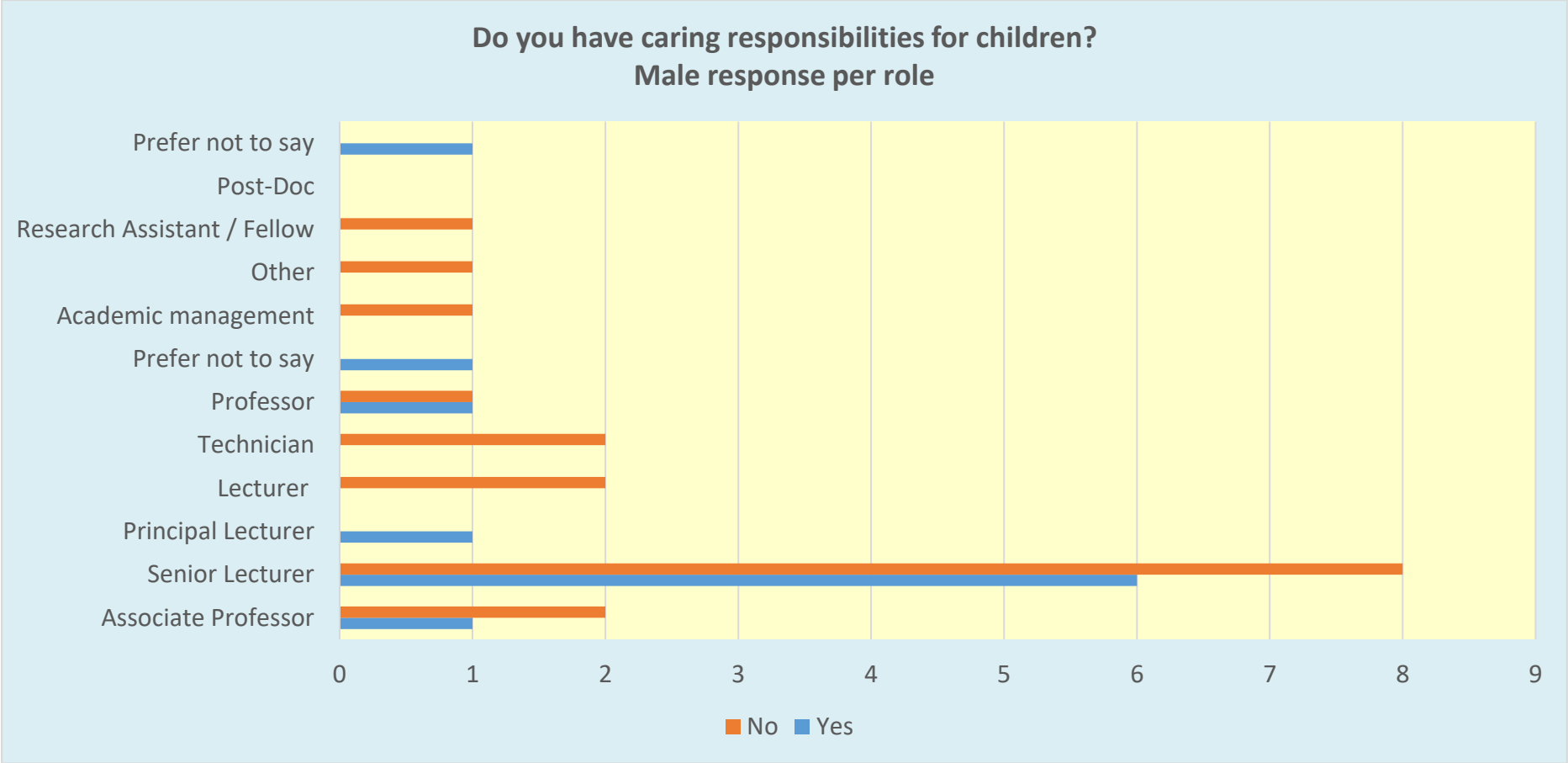

Figure A1.1f: Athena SWAN Staff Culture Survey responses on caring responsibilities regarding children for Males per Role

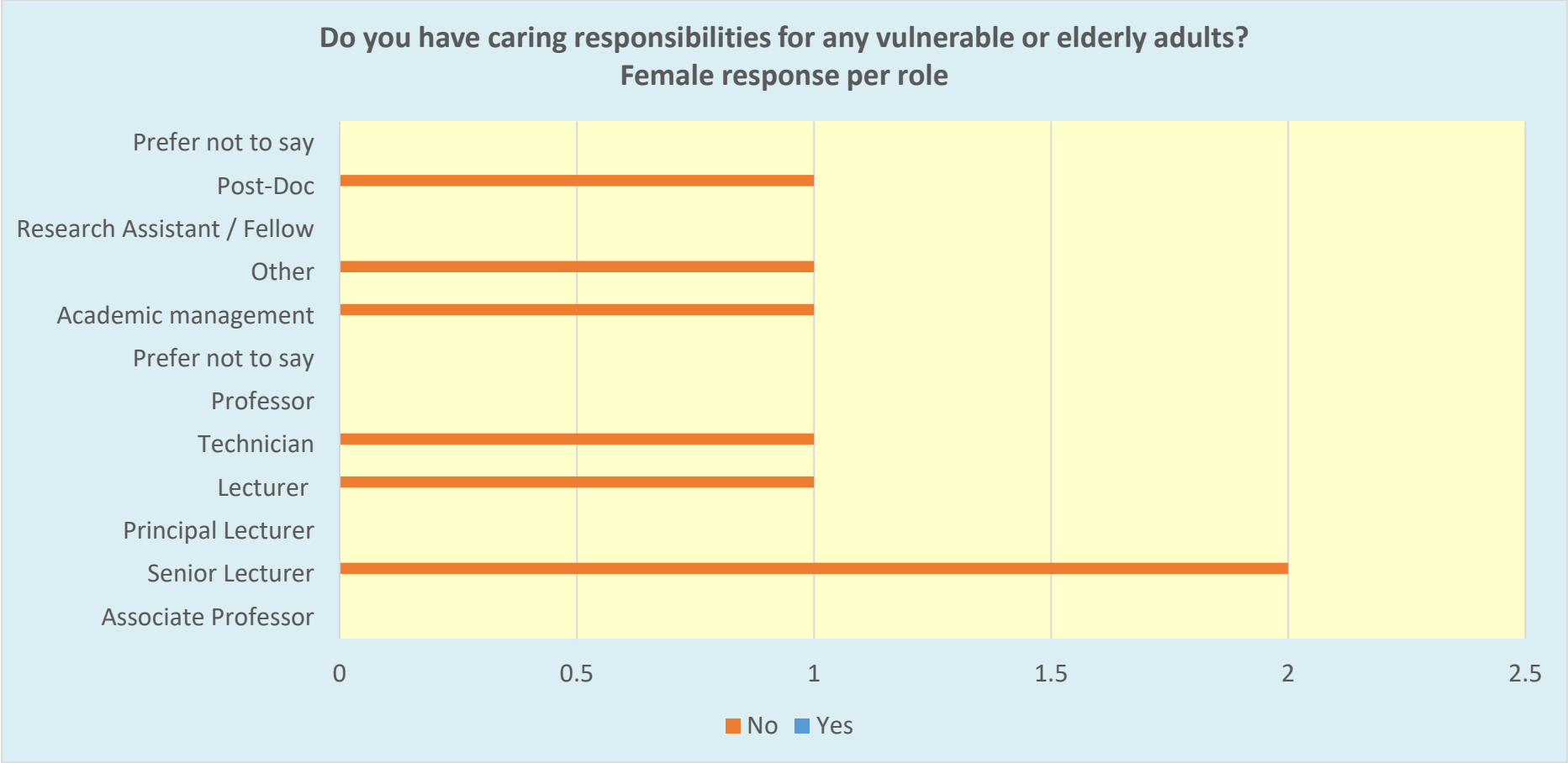

Figure A1.1g: Athena SWAN Staff Culture Survey responses on caring responsibilities regarding elderly or vulnerable individuals for Females per Role

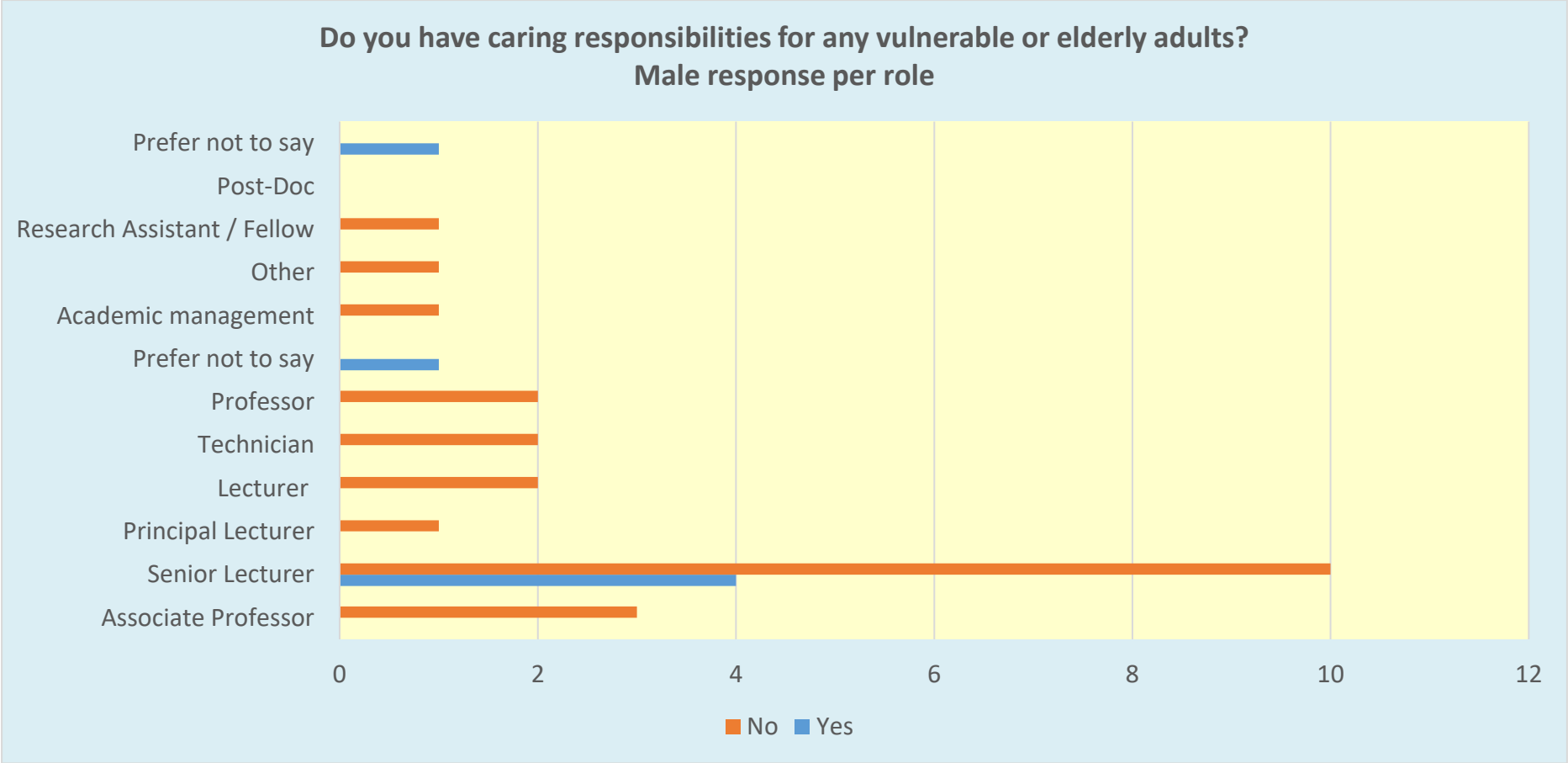

Figure A1.1h: Athena SWAN Staff Culture Survey responses on caring responsibilities regarding elderly or vulnerable individuals for Males per Role

Department of Math & Physics Staff Culture (All)		
	Belonging and Inclusion	Score
1	I feel like I belong in my school/department	4.23
2	I feel that people really care about me in my school/department	3.63
3	My contributions are valued in my school/department	3.51
4	I feel comfortable speaking up and expressing my opinions	3.97
5	Departmental communications are clear and relevant to me and my role	3.29
6	My school/department has a positive work environment	3.43
7	My school/department has a more positive work environment than a few years ago	2.17
		3.46
	Gender Equality	
1	School/departmental leadership actively supports gender equality	3.86
2	My school/department is committed to achieving gender balance in leadership positions	3.71
3	The rate people progress in my school/department is not affected by their gender	3.77
4	Equality, diversity and inclusion work is recognised when workload is allocated	3.20
5	Equality, diversity and inclusion work is recognised in applications for promotion/progression	3.17
6	My school/department has taken action to mitigate the adverse gendered impact of the Covid-19 pandemic	2.46
		3.36
	Work-Life Balance	
1	My school/department enables flexible working	4.26
2	Workloads in my school/department are allocated fairly	3.31
3	The timing of school/departmental meetings and events takes into consideration those with caring responsibilities	3.63
4	Social and networking events in my school/department are arranged at times when I can attend	3.17
5	My school/department provides staff with support around all types of caring leave	4.14
		3.70
	Bullying and Harassment	
1	I have experienced bullying and/or harassment in my school/department in the past 12 months	1.69
2	I have witnessed bullying and/or harassment in my school/department in the past 12 months	1.83
3	I know how to report bullying and /or harassment	3.57

4	Departmental management is active in tackling bullying and harassment	2.97
5	I am satisfied with how bullying and harassment are addressed in my school/department	3.11
		2.63
	Career Development	
1	My line manager supports my career development	3.71
2	Decisions about appointments are made fairly	3.03
3	Decisions about promotion/progression are made fairly	2.89
4	Access to career development opportunities is fair and equal	2.83
5	I receive useful feedback on my career development through performance reviews.	2.97
		2.49
	Wellbeing	
1	My current workload is manageable	2.89
2	My mental health and/or well-being are supported in my school/department	3.11
3	I know where to seek support for mental health and/or well-being at work	3.74
4	I feel confident asking for mental health and/or wellbeing support at work	3.46
		3.30
	Athena Swan Departmental Impact	
1	Athena Swan had a positive impact on the work environment in the department.	2.97
2	Athena Swan had a positive impact on the work practice of the department	3.00
3	Athena Swan helped me to think more broadly about gender issues	3.06
4	Athena Swan had a positive impact on my career development	2.57
5	Athena Swan had a positive impact on my experience at work	2.77
6	Athena Swan had a positive impact on my views of gender equality issues	3.09
		2.91

1: Strongly Disagree; 2: Disagree; 3: N; neither agree nor disagree; 4: Agree; 5: Strongly Agree

Table A1.2a: Athena SWAN Staff Culture Survey responses (data shown is the average of responses)

Department of Math & Physics Staff Culture (Female)		
	Belonging and Inclusion	Score
1	I feel like I belong in my school/department	4.57
2	I feel that people really care about me in my school/department	4.14
3	My contributions are valued in my school/department	3.86
4	I feel comfortable speaking up and expressing my opinions	3.86
5	Departmental communications are clear and relevant to me and my role	3.86
6	My school/department has a positive work environment	4.14
7	My school/department has a more positive work environment than a few years ago	3.14
		3.94
	Gender Equality	
1	School/departmental leadership actively supports gender equality	3.71
2	My school/department is committed to achieving gender balance in leadership positions	3.29
3	The rate people progress in my school/department is not affected by their gender	3.57
4	Equality, diversity and inclusion work is recognised when workload is allocated	3.43
5	Equality, diversity and inclusion work is recognised in applications for promotion/progression	2.86
6	My school/department has taken action to mitigate the adverse gendered impact of the Covid-19 pandemic	2.71
		3.26
	Work-Life Balance	
1	My school/department enables flexible working	4.00
2	Workloads in my school/department are allocated fairly	3.43
3	The timing of school/departmental meetings and events takes into consideration those with caring responsibilities	3.71
4	Social and networking events in my school/department are arranged at times when I can attend	2.57
5	My school/department provides staff with support around all types of caring leave	4.00
		3.54
	Bullying and Harassment	
1	I have experienced bullying and/or harassment in my school/department in the past 12 months	1.71
2	I have witnessed bullying and/or harassment in my school/department in the past 12 months	2.00
3	I know how to report bullying and /or harassment	3.00

4	Departmental management is active in tackling bullying and harassment	3.14
5	I am satisfied with how bullying and harassment are addressed in my school/department	3.00
		2.57
	Career Develolpment	
1	My line manager supports my career development	3.14
2	Decisions about appointments are made fairly	3.00
3	Decisions about promotion/progression are made fairly	3.14
4	Access to career development opportunities is fair and equal	3.43
5	I receive useful feedback on my career development through performance reviews.	3.86
		2.54
	Wellbeing	
1	My current workload is manageable	3.14
2	My mental health and/or well-being are supported in my school/department	3.57
3	I know where to seek support for mental health and/or well-being at work	4.00
4	I feel confident asking for mental health and/or well-bing support at work	3.86
		3.64
	Athena Swan Departmental Impact	
1	Athena Swan had a positive impact on the work environment in the department.	3.29
2	Athena Swan had a positive impact on the work practice of the department	3.29
3	Athena Swan helped me to think more broadly about gender issues	3.14
4	Athena Swan had a positive impact on my career development	2.43
5	Athena Swan had a positive impact on my experience at work	2.71
6	Athena Swan had a positive impact on my views of gender equality issues	2.86
		2.95

1: Strongly Disagree; 2: Disagree; 3: N; neither agree nor disagree; 4: Agree; 5: Strongly Agree

Table A1.2b: Athena SWAN Staff Culture Survey Female responses (data shown is the average of responses)

	Department of Math & Physics Staff Culture (Male)	
	Belonging and Inclusion	Score
1	I feel like I belong in my school/department	4.14
2	I feel that people really care about me in my school/department	3.50
3	My contributions are valued in my school/department	3.43
4	I feel comfortable speaking up and expressing my opinions	4.00
5	Departmental communications are clear and relevant to me and my role	3.14
6	My school/department has a positive work environment	3.25
7	My school/department has a more positive work environment than a few years ago	1.93
		3.34
	Gender Equality	
1	School/departmental leadership actively supports gender equality	3.89
2	My school/department is committed to achieving gender balance in leadership positions	3.81
3	The rate people progress in my school/department is not affected by their gender	3.78
4	Equality, dicersity and inclusion work is recognised when workload is allocated	3.07
5	Equality, diversity and inclusion work is recognised in applications for promotion/progression	3.22
6	My school/department hastaken action to mitigate the adverse gendered impact of the Covid-19 pandemic	2.37
		3.36
	Work-Life Balance	
1	My school/department enables flexible working	4.32
2	Workloads in my school/department are allocated fairly	3.29
3	The timing of school/departmental meetings and events takes into consideration those with caring responsibilities	3.61
4	Social and networking events in my school/department are arranged at times when I can attend	3.32
5	My school/department provides staff with support around all types of caring leave	2.93
		3.49
	Bullying and Harassment	
1	I have experienced bullying and/or harassment in my school/department in the past 12 months	1.70
2	I have witnessed bullying and/or harassment in my school/department in the past 12 months	1.81

3	I know how to report bullying and /or harassment	3.70
4	Departmental management is active in tackling bullying and harassment	2.93
5	I am satisfied with how bullying and harassment are addressed in my school/department	3.15
		2.66
	Career Development	
1	My line manager supports my career development	3.86
2	Decisions about appointments are made fairly	3.04
3	Decisions about promotion/progression are made fairly	2.82
4	Access to career development opportunities is fair and equal	2.68
5	I receive useful feedback on my career development through performance reviews.	2.75
		3.03
	Wellbeing	
1	My current workload is manageable	2.82
2	My mental health and/or well-being are supported in my school/department	3.00
3	I know where to seek support for mental health and/or well-being at work	3.68
4	I feel confident asking for mental health and/or wellbeing support at work	3.36
		3.21
	Athena Swan Departmental Impact	
1	Athena Swan had a positive impact on the work environment in the department.	2.97
2	Athena Swan had a positive impact on the work practice of the department	2.97
3	Athena Swan helped me to think more broadly about gender issues	3.00
4	Athena Swan had a positive impact on my career development	2.59
5	Athena Swan had a positive impact on my experience at work	2.72
6	Athena Swan had a positive impact on my views of gender equality issues	3.10
		2.89

1: Strongly Disagree; 2: Disagree; 3: N; neither agree nor disagree; 4: Agree; 5: Strongly Agree

Table A1.2c: Athena SWAN Staff Culture Survey Male responses (data shown is the average of responses)

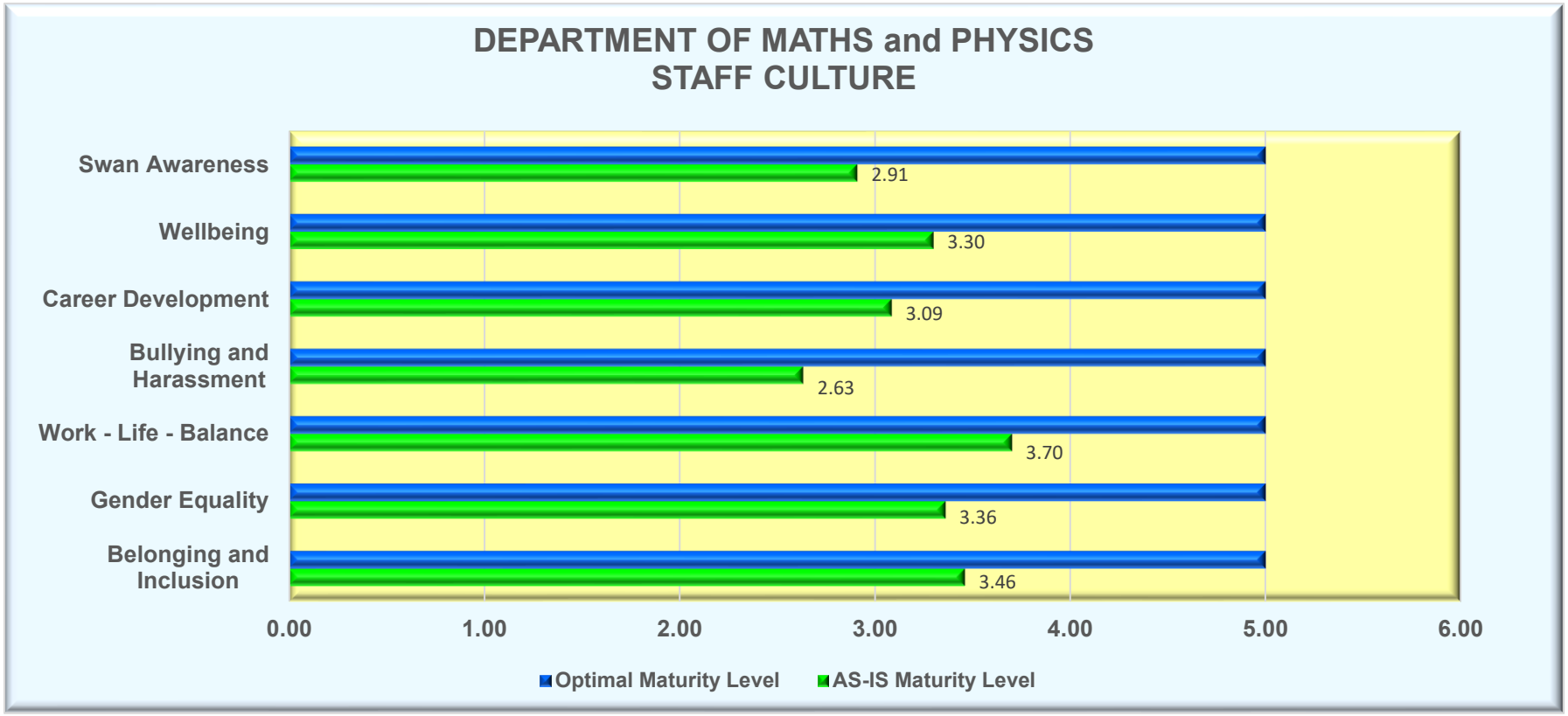

Figure A1.2d: Athena SWAN Staff Culture Survey All responses

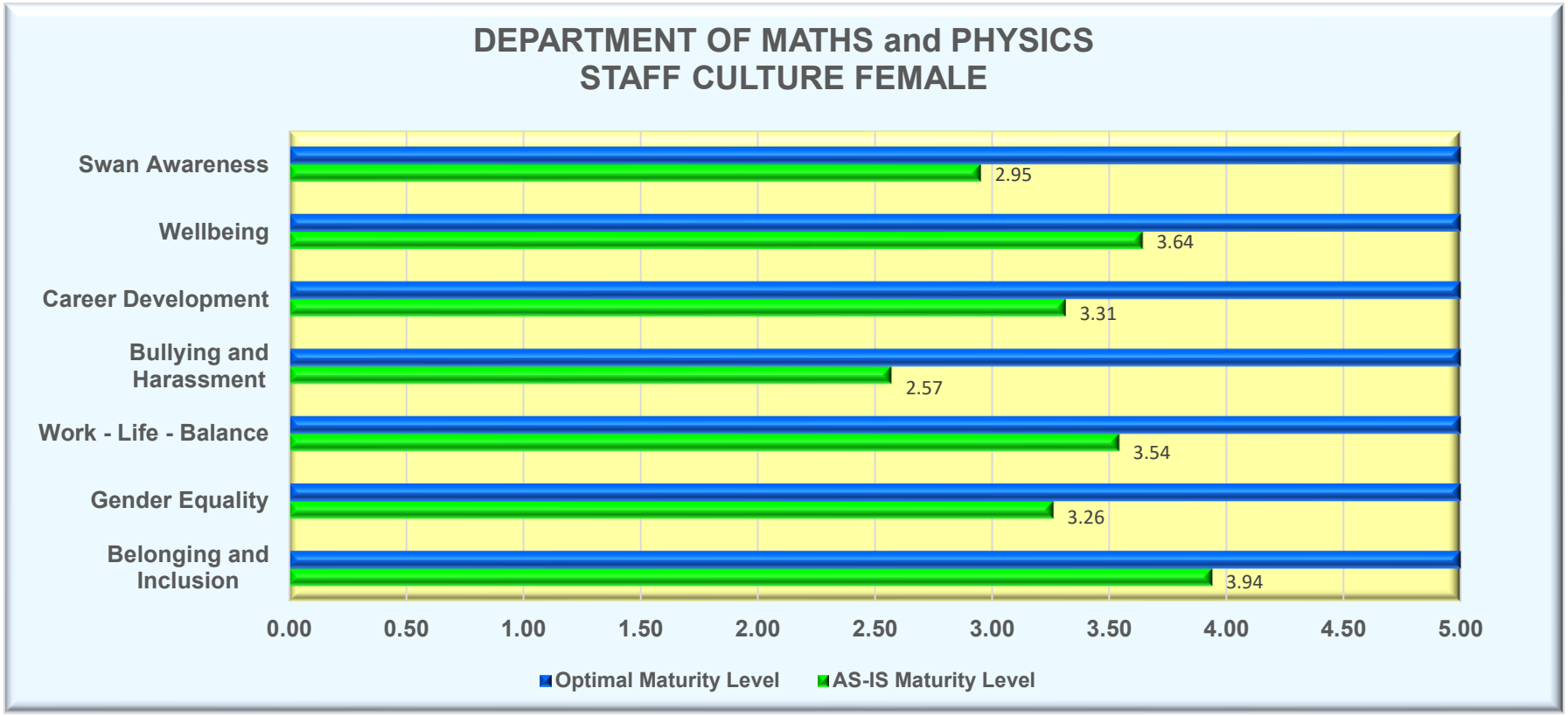

Figure A1.2e: Athena SWAN Staff Culture Survey Female responses

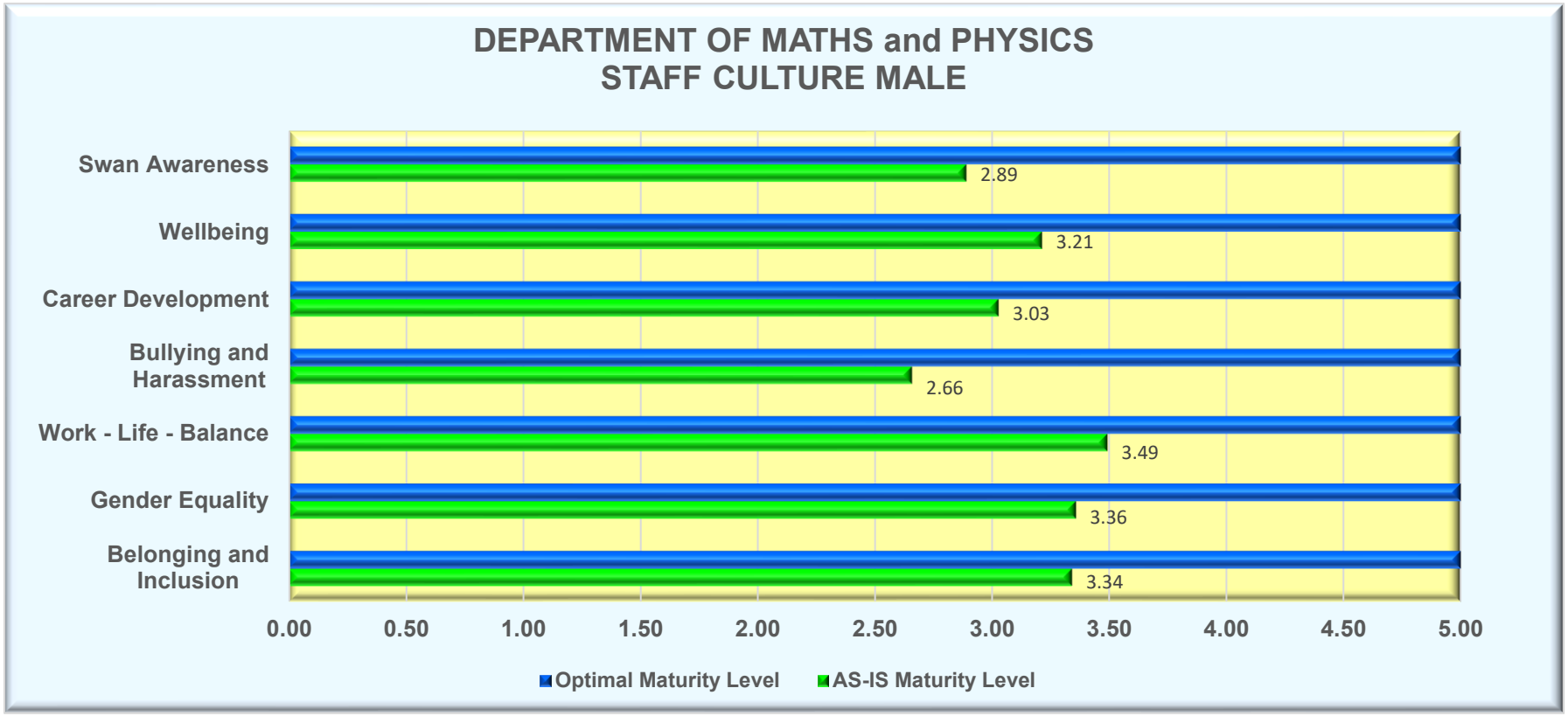

Figure A1.2f: Athena SWAN Staff Culture Survey Male responses

The following data represents the percentage in responses of the collective staff and then divided into responses between males and females for each category. For the raw values and percentages please see above Tables and Figures within this appendix.

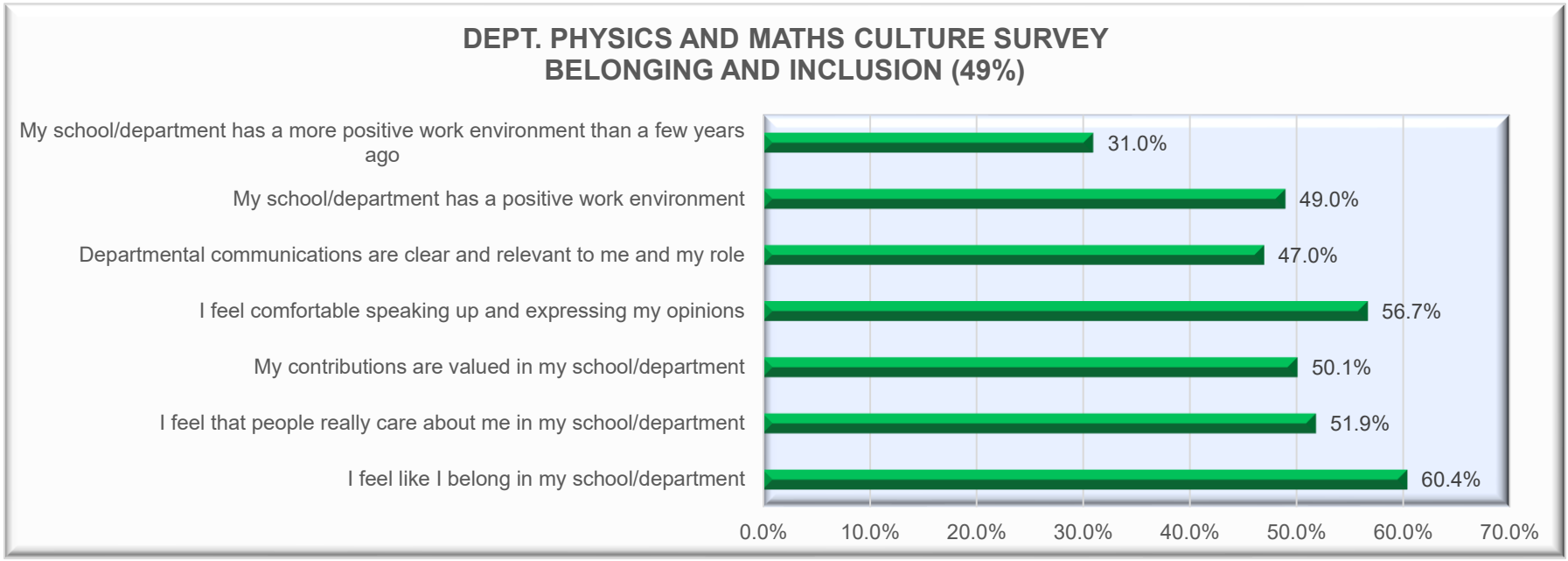

Figure A1.3a: Athena SWAN Staff Culture Survey responses on Belonging and Inclusion (All)

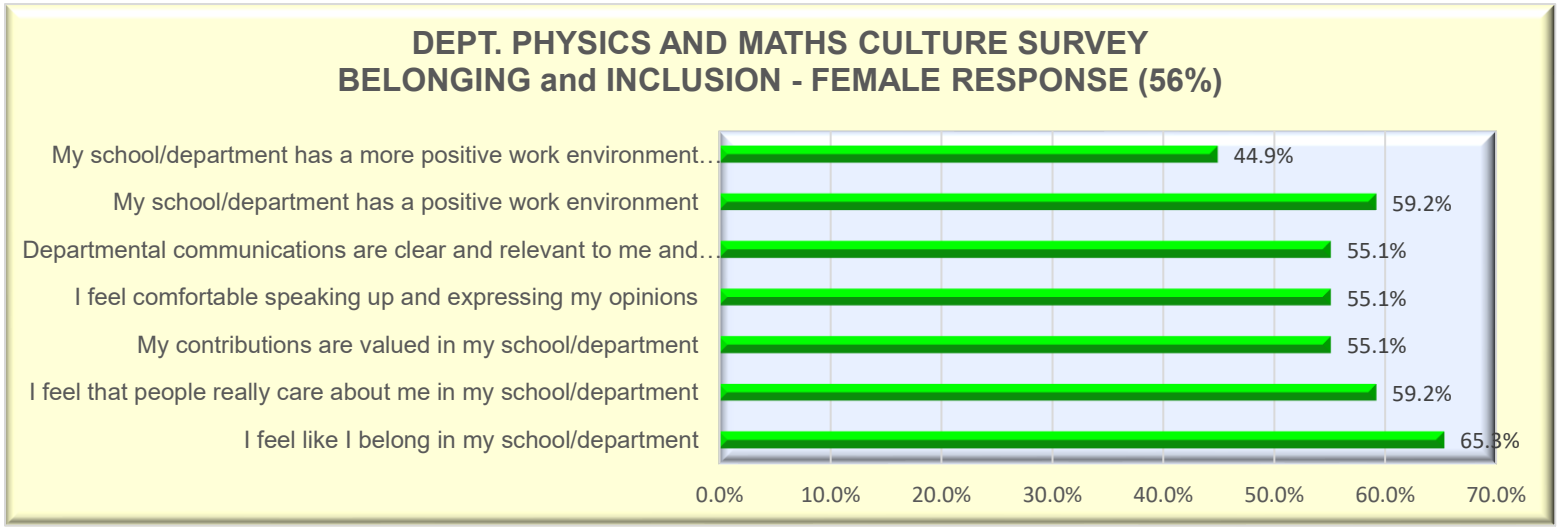

Figure A1.3b: Athena SWAN Staff Culture Survey responses on Belonging and Inclusion (Female)

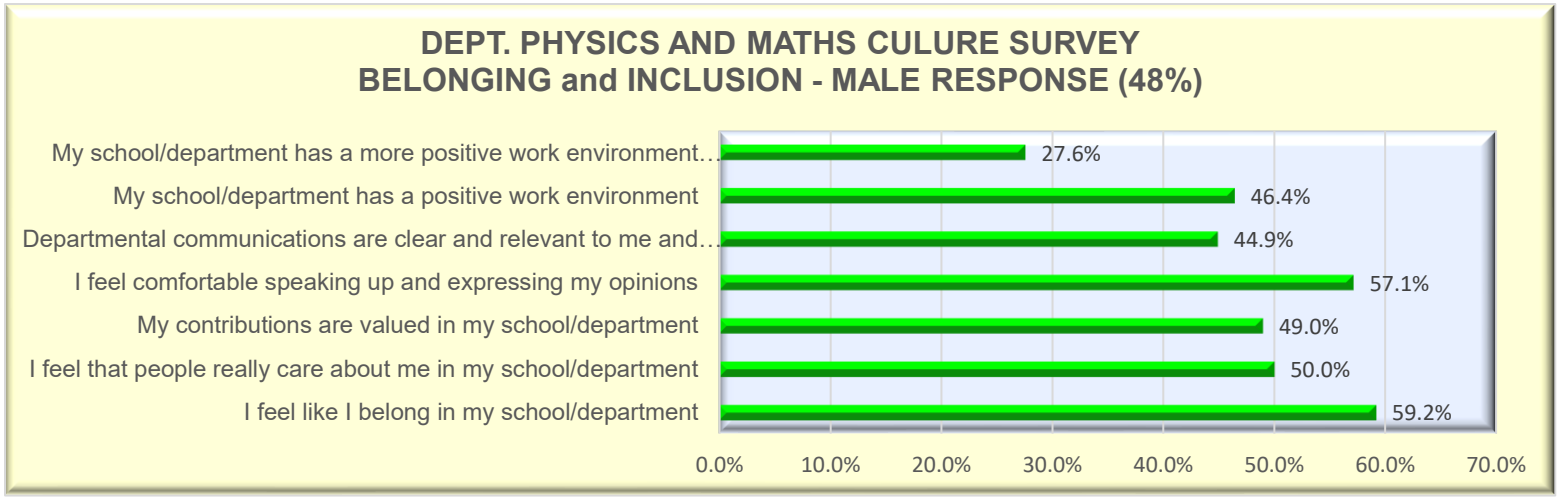

Figure A1.3c: Athena SWAN Staff Culture Survey responses on Belonging and Inclusion (Male)

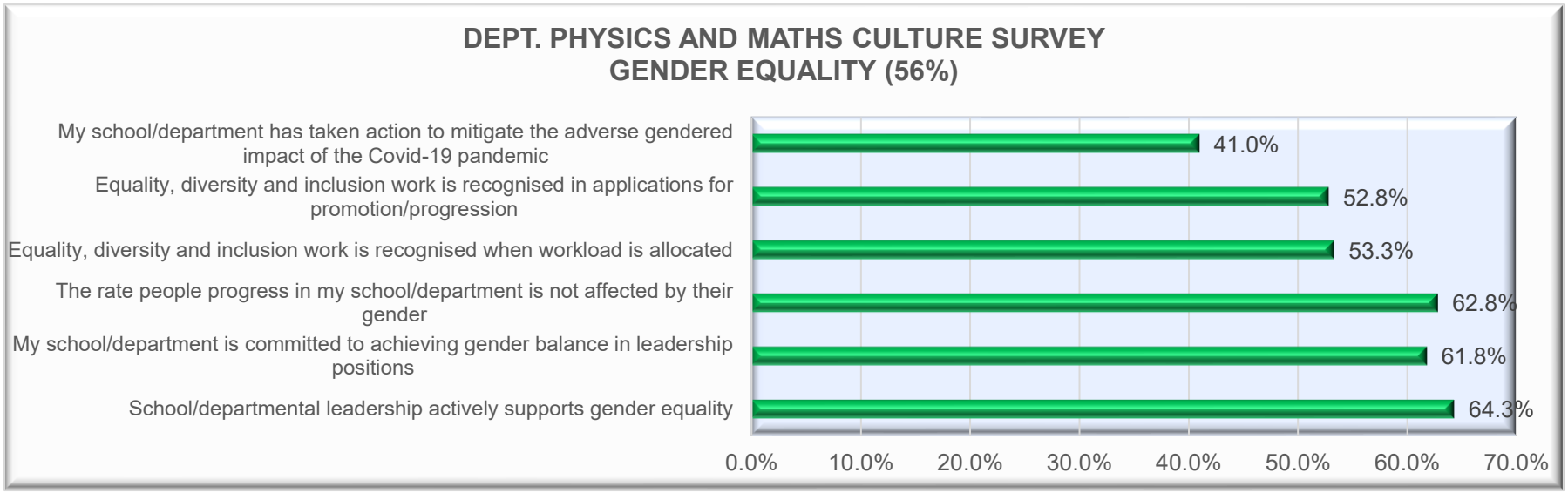

Figure A1.4a: Athena SWAN Staff Culture Survey responses on Gender Equality (All)

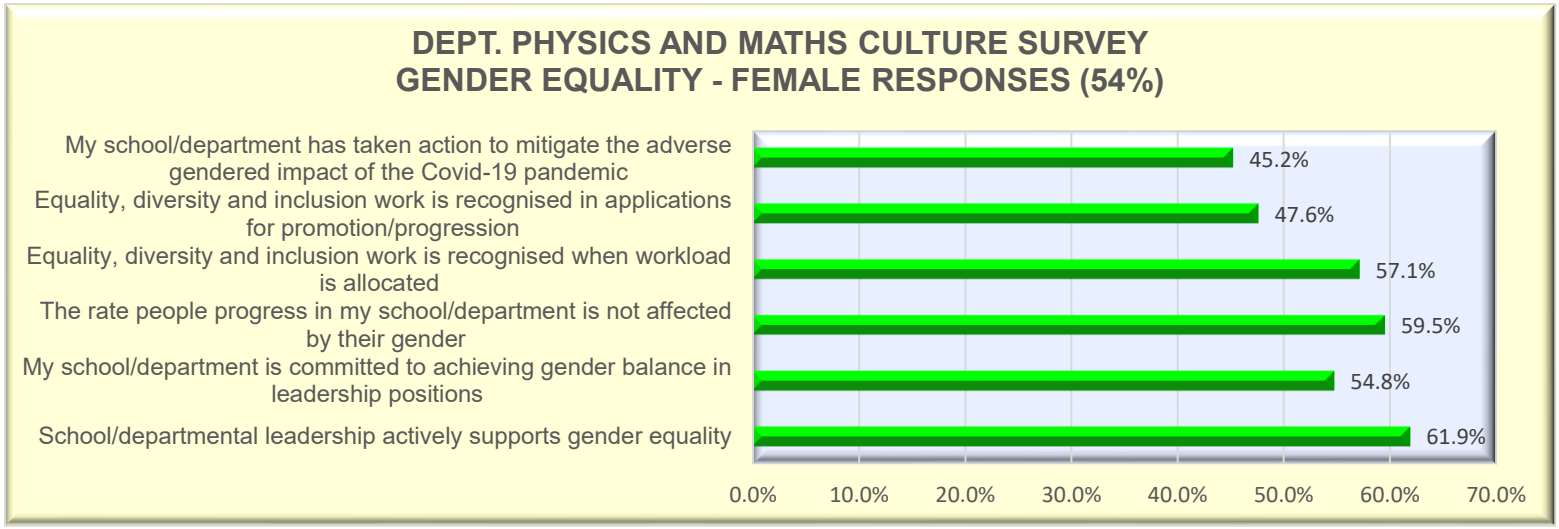

Figure A1.4b: Athena SWAN Staff Culture Survey responses on Gender Equality (Female)

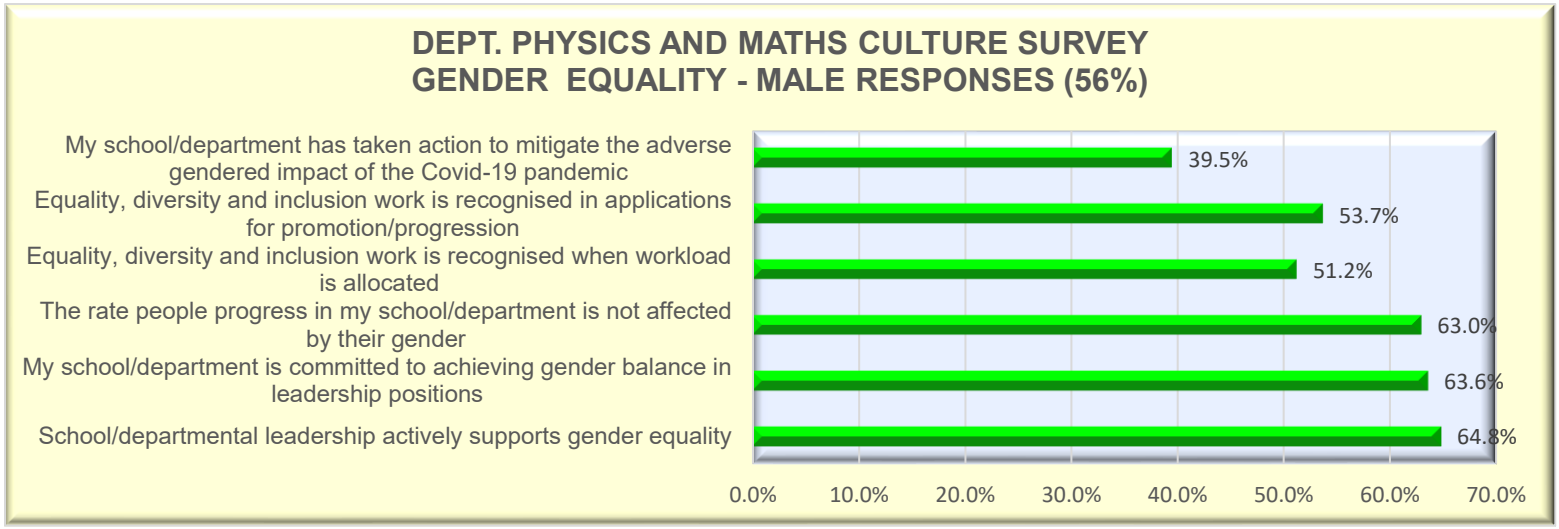

Figure A1.4c: Athena SWAN Staff Culture Survey responses on Gender Equality (Male)

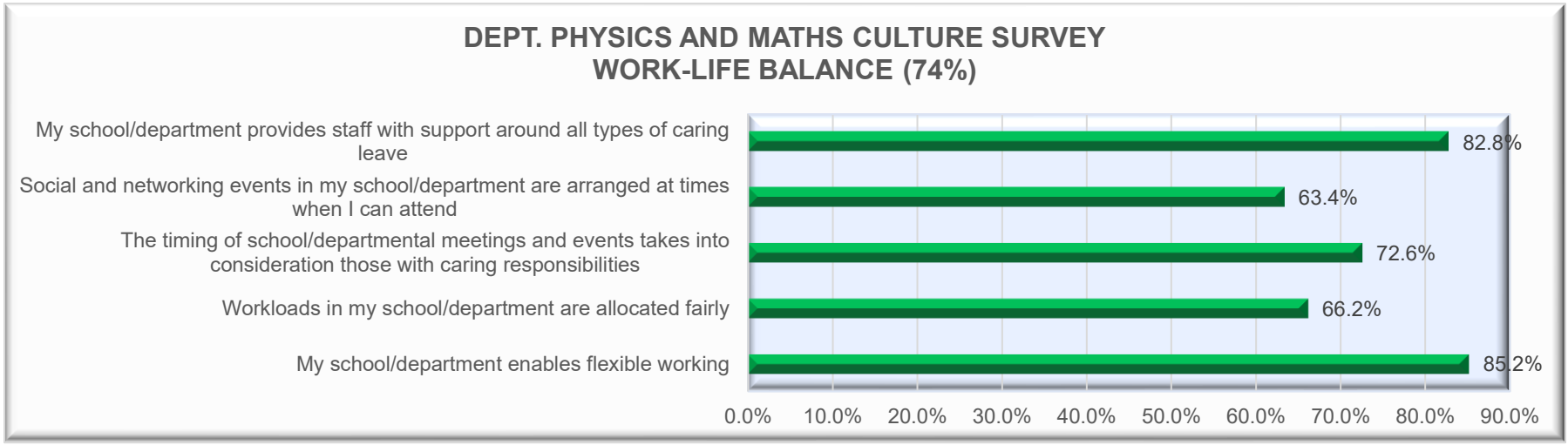

Figure A1.5a: Athena SWAN Staff Culture Survey responses on Work-Life Balance (All)

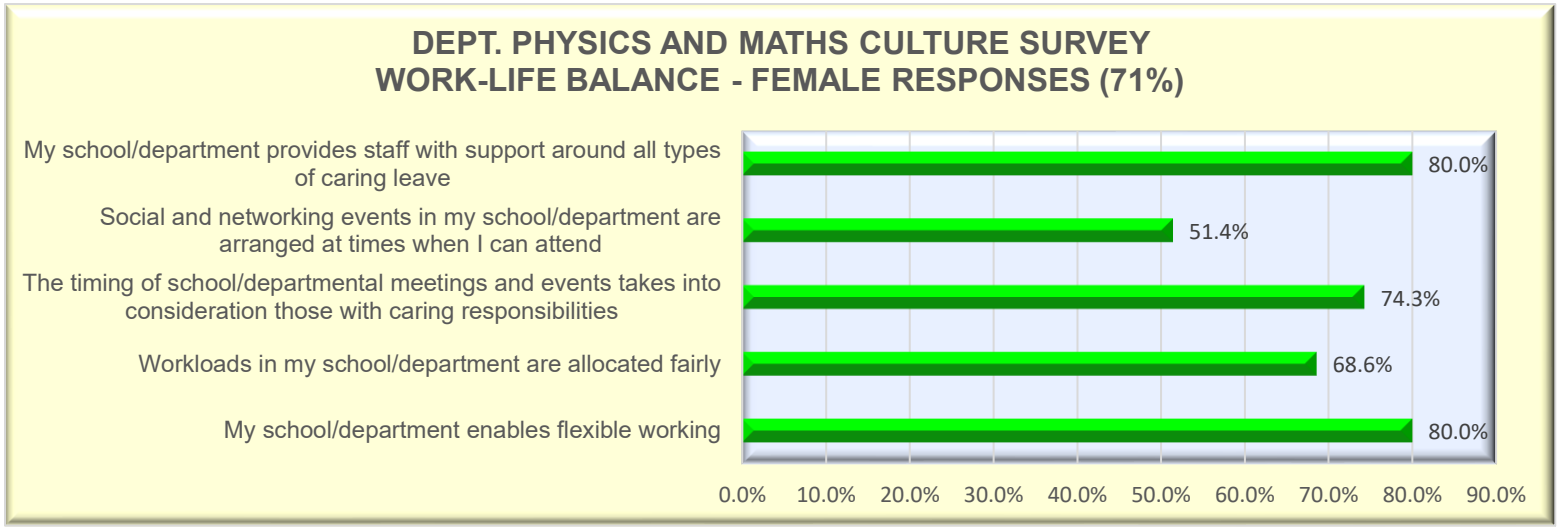

Figure A1.5b: Athena SWAN Staff Culture Survey responses on Work-Life Balance (Female)

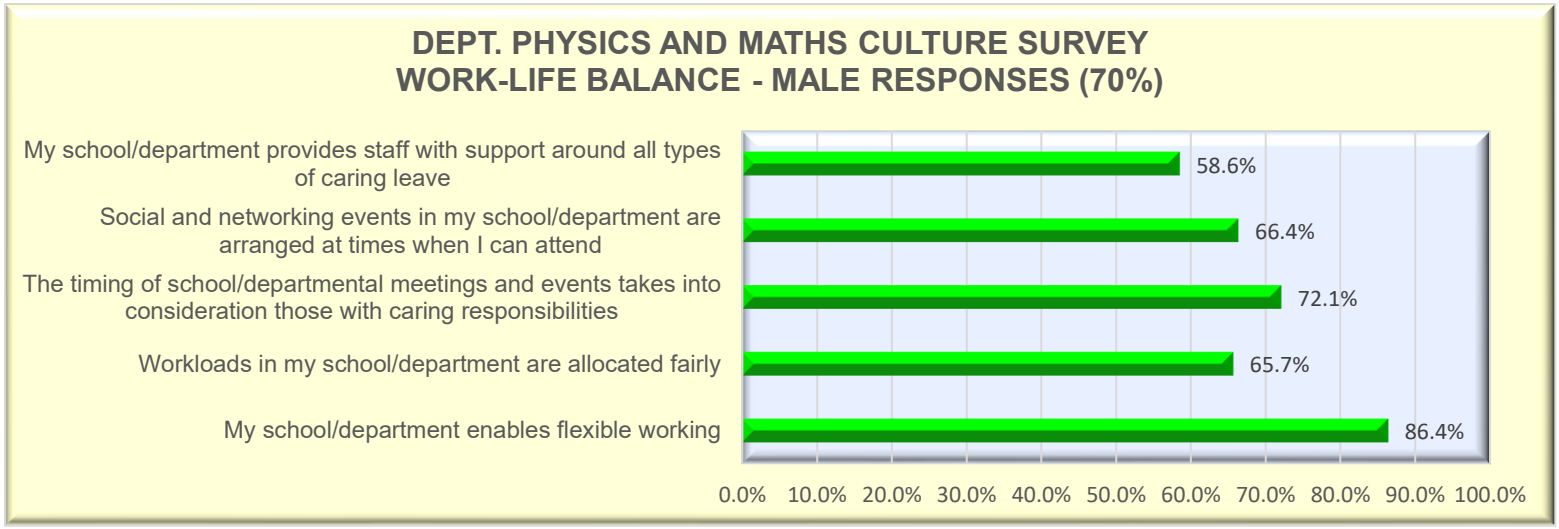

Figure A1.5c: Athena SWAN Staff Culture Survey responses on Work-Life Balance (Male)

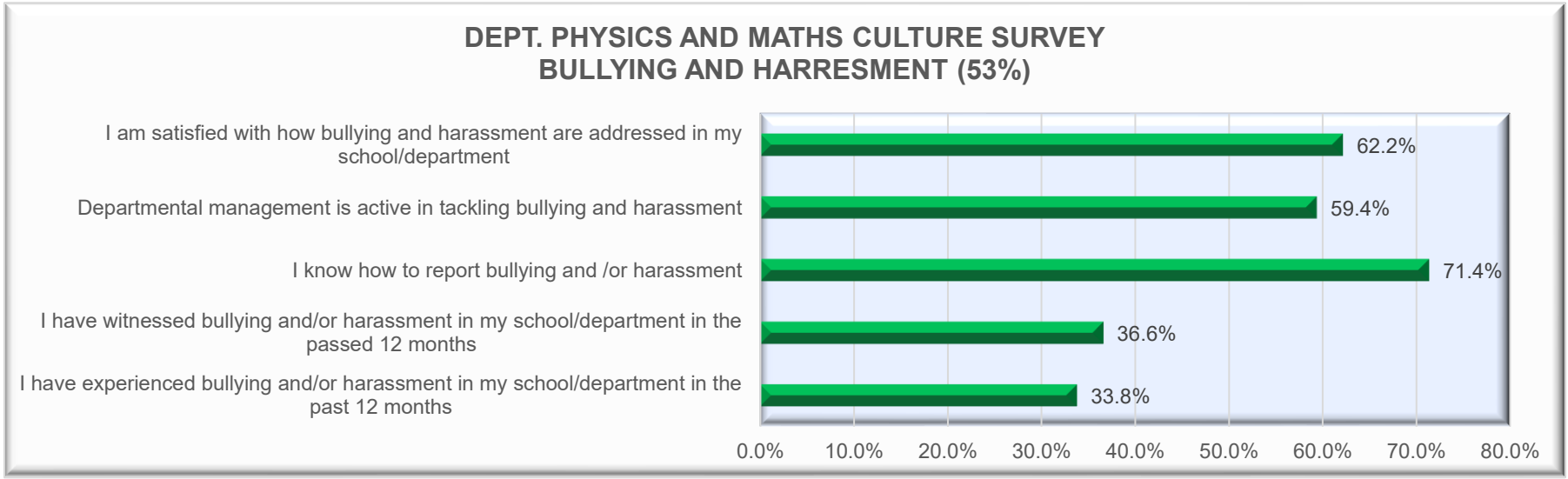

Figure A1.6a: Athena SWAN Staff Culture Survey responses on Bullying and Harassment (All)

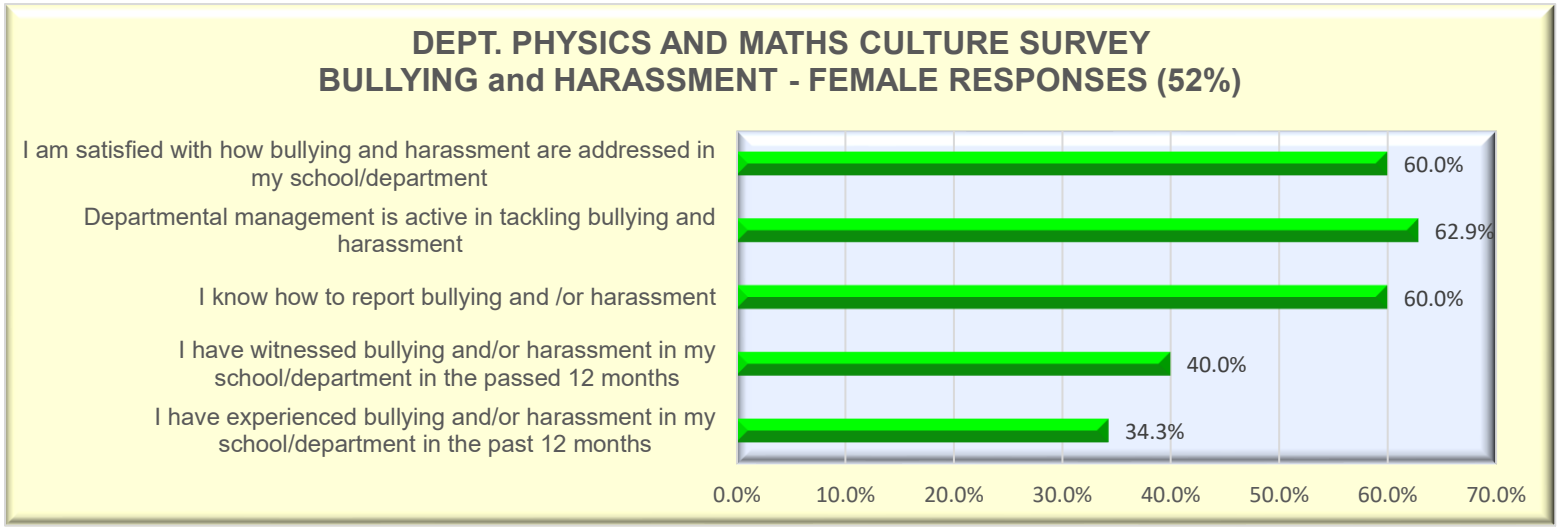

Figure A1.6b: Athena SWAN Staff Culture Survey responses on Bullying and Harassment (Female)

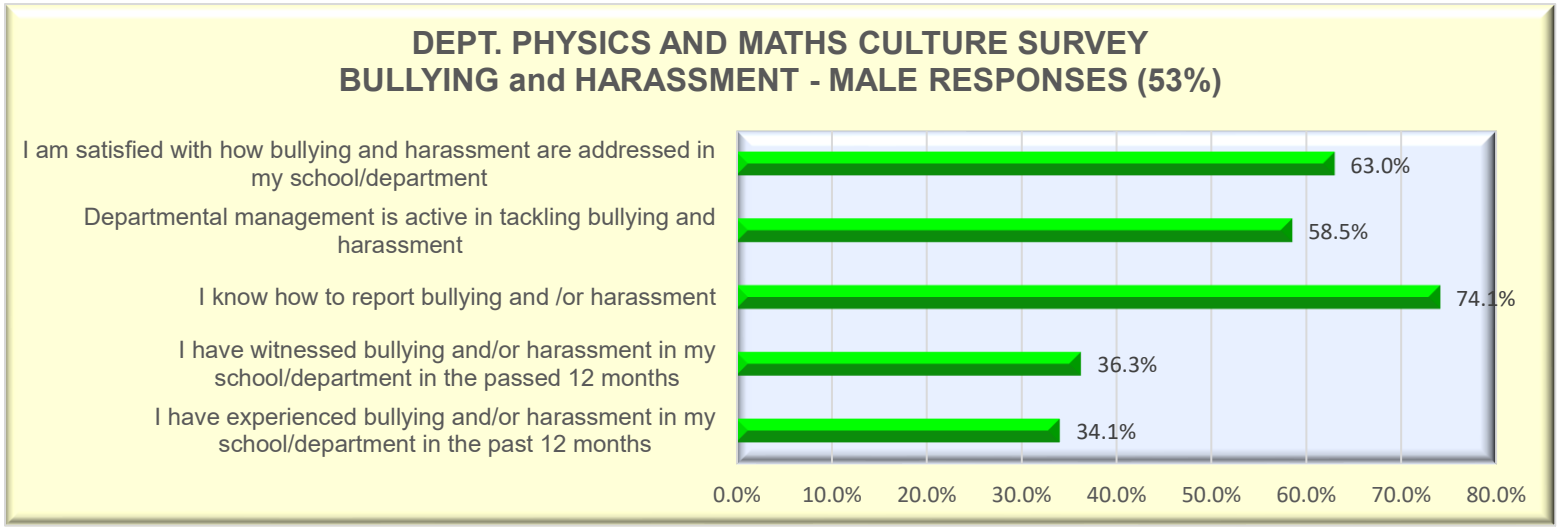

Figure A1.6c: Athena SWAN Staff Culture Survey responses on Bullying and Harassment (Male)

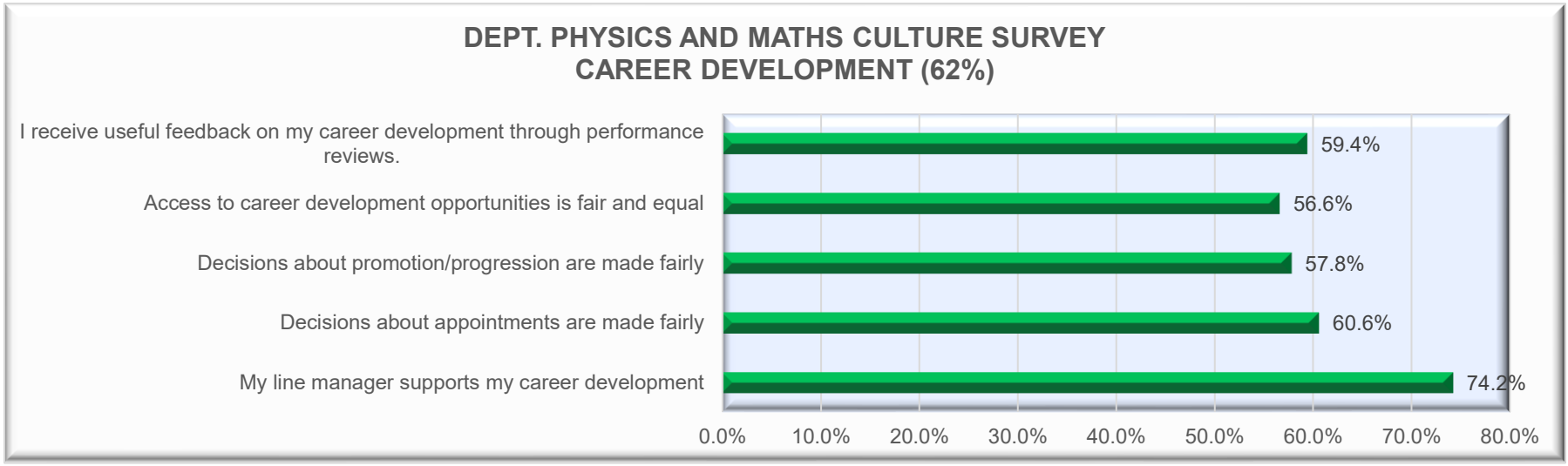

Figure A1.7a: Athena SWAN Staff Culture Survey responses on Career Development (All)

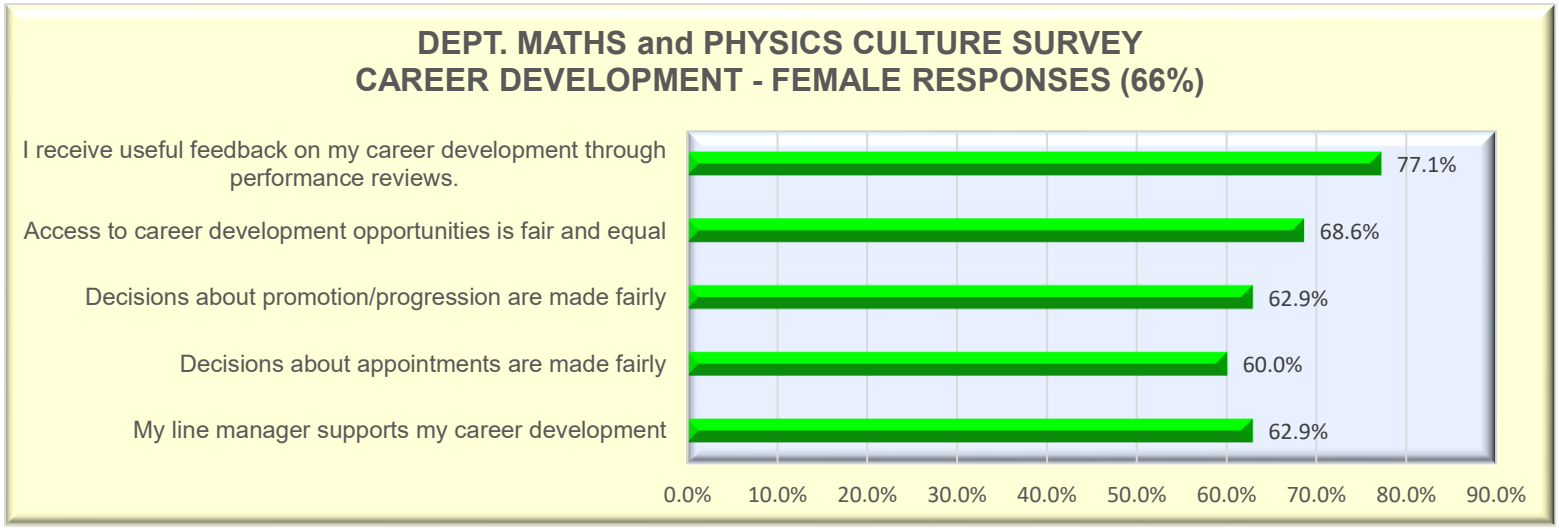

Figure A1.7b: Athena SWAN Staff Culture Survey responses on Career Development (Female)

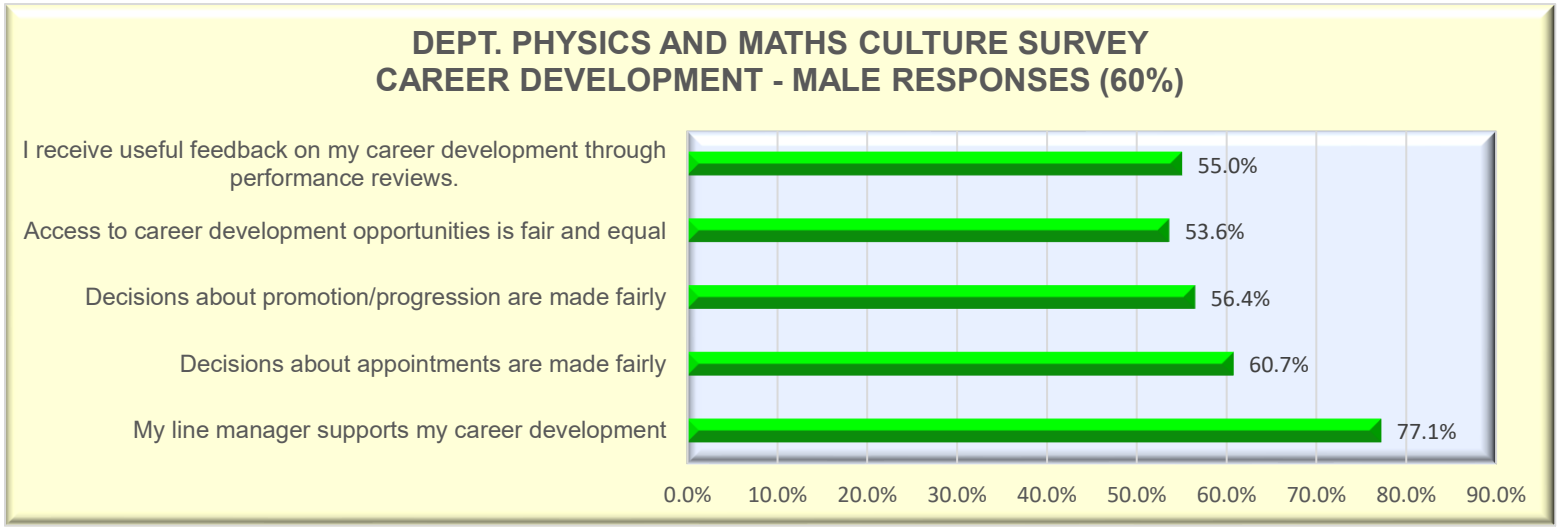

Figure 1.7c: Athena SWAN Staff Culture Survey responses on Career Development (Male)

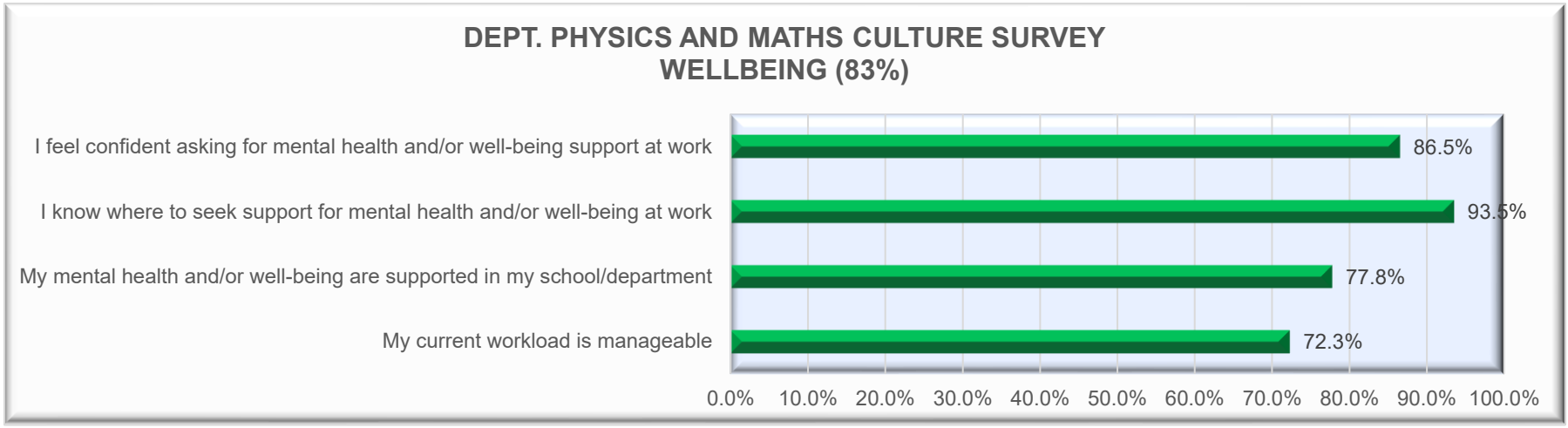

Figure A1.8a: Athena SWAN Staff Culture Survey responses on Wellbeing (All)

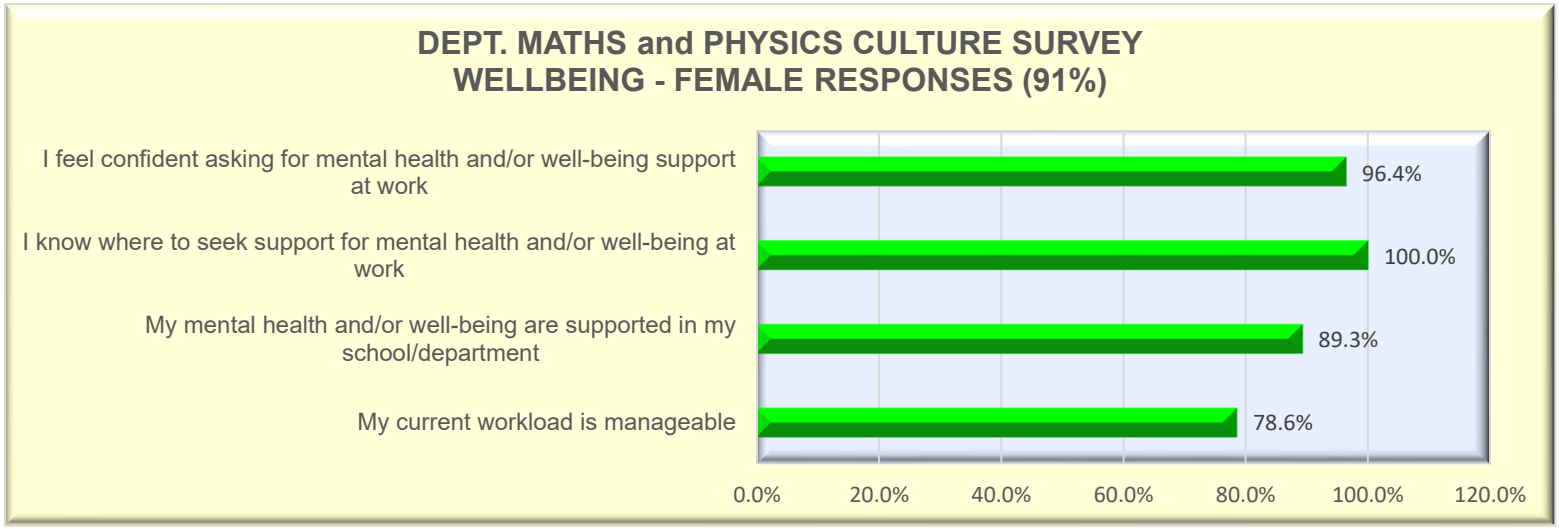

Figure A1.8b: Athena SWAN Staff Culture Survey responses on Wellbeing (Female)

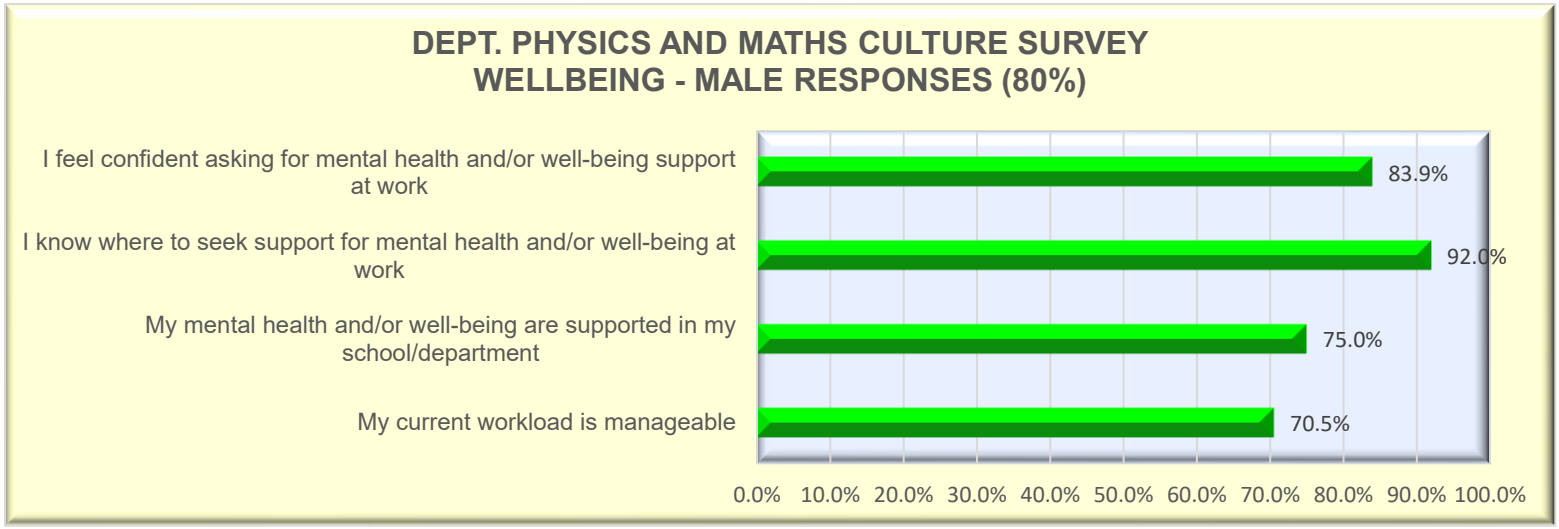

Figure A1.8c: Athena SWAN Staff Culture Survey responses on Wellbeing (Male)

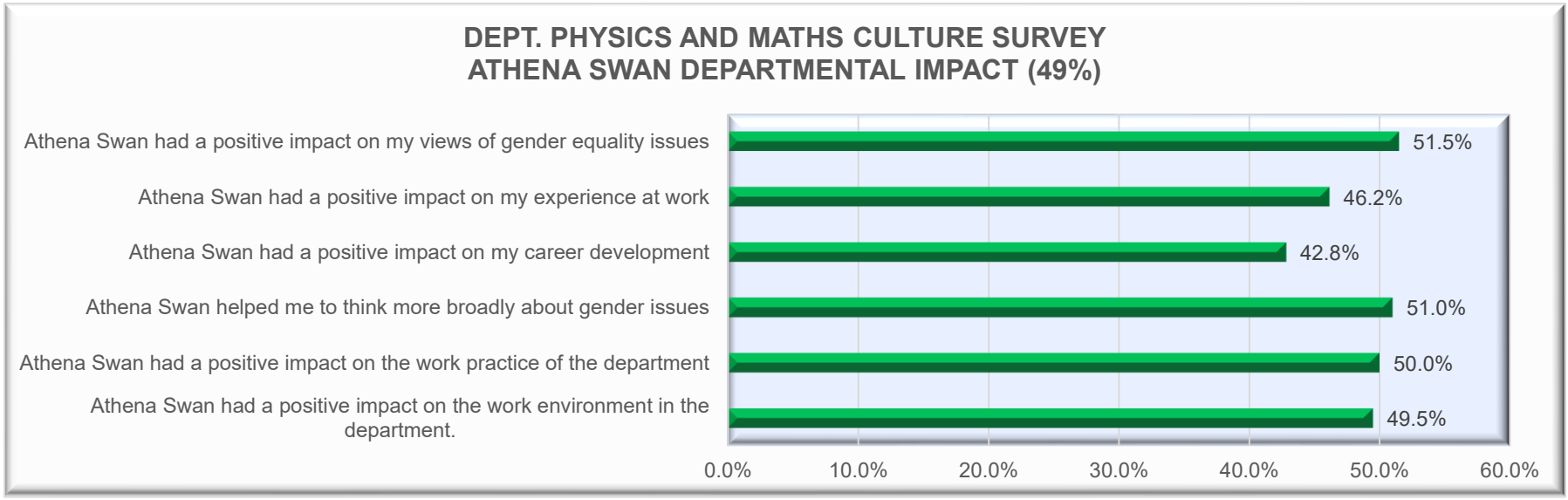

Figure A1.9a: Athena SWAN Staff Culture Survey responses on Athena Swan Departmental Impact (All)

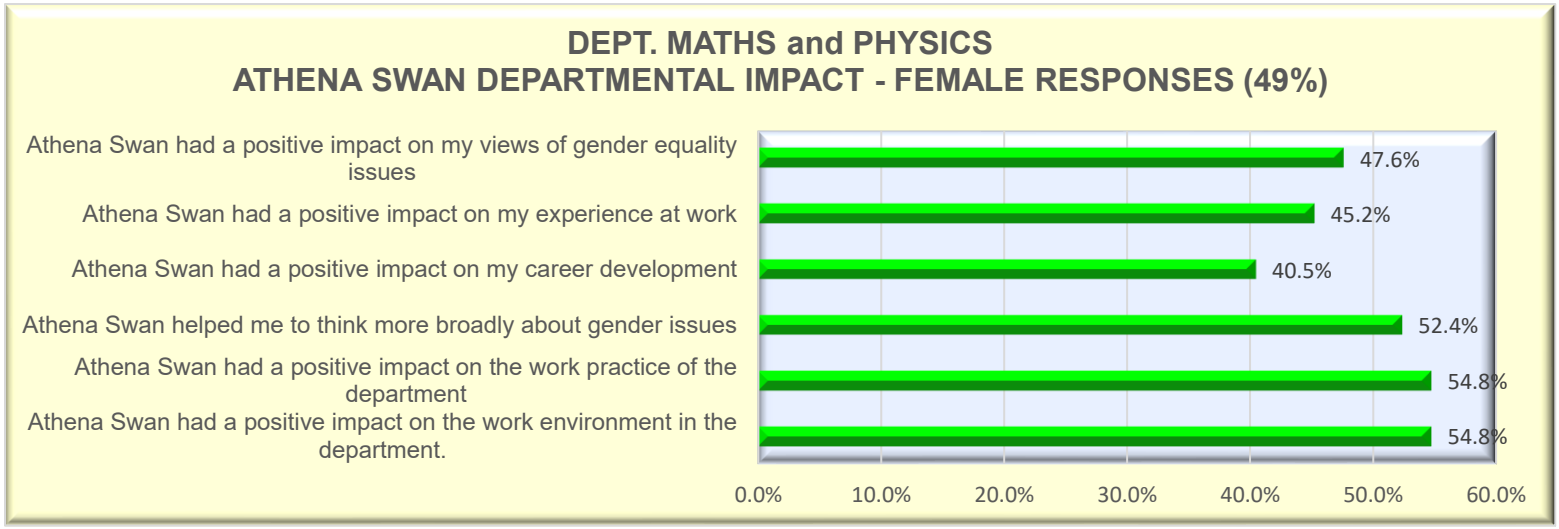

Figure A1.9b: Athena SWAN Staff Culture Survey responses on Athena Swan Departmental Impact (Female)

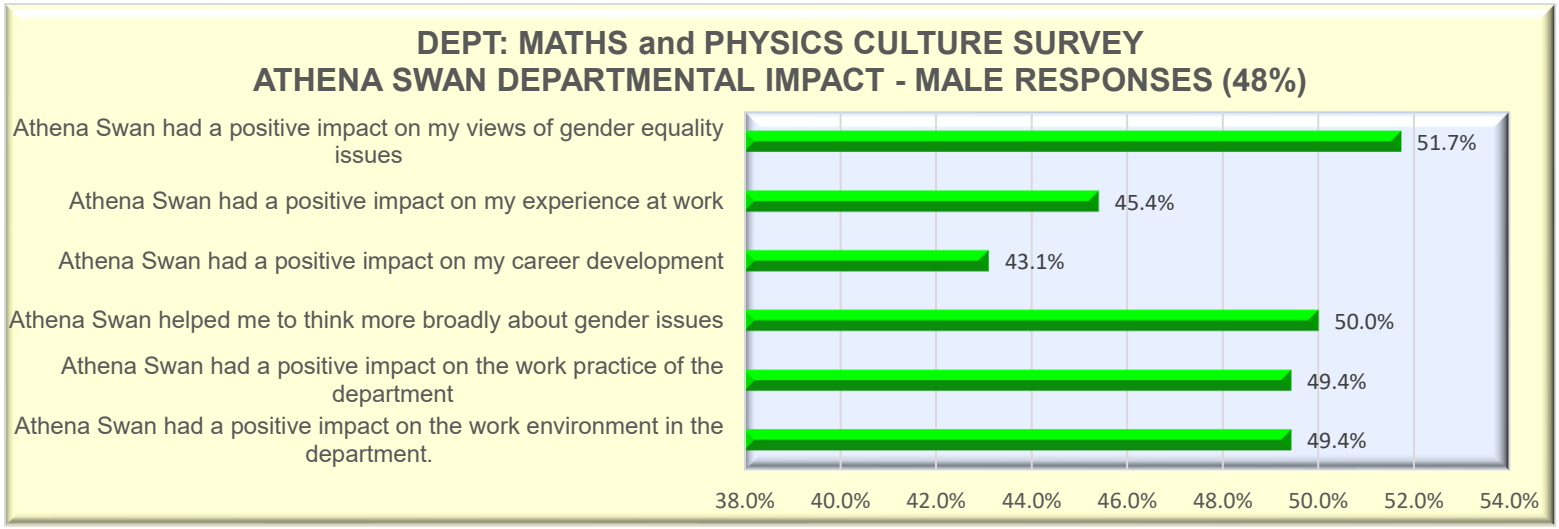

Figure A1.9c: Athena SWAN Staff Culture Survey responses on Athena Swan Departmental Impact (Male)

Appendix 1.2: Athena SWAN Student Culture Survey

Responses to student culture survey are summarised in the following data tables. Where possible, data was summarised on a Likert scale, with 4 and 5 indicating positive responses, 3 neutral, while 1 and 2 are negative responses. In some areas, the responses are broken down as a percentage of all respondents, and by female respondents.

	What is your gender?
Male	12
Female	20
Other	2

Table A1.10: Respondents to the student culture survey.

	What best describes your level of study?
Undergraduate	31
Postgraduate (MSc, MRes)	3

Table A1.11: Breakdown of student culture survey respondents by course.

	What best describes your mode of study?
Full-time	32
Part-time	1
Prefer not to say	1

Table A1.12: Mode of study of the student culture survey respondents.

	Do you have any caring responsibilities?
None	33
Secondary carer	1

Table A1.13: Caring responsibility of student culture survey respondents.

	I am happy with my work/life balance	Percentage of respondents
Mean	3.47	
Median	4	
Mode	4	
Positive	23	68%
Negative	8	24%
Positive (F)	15	75%
Negative (F)	5	25%
Positive (M)	7	58%
Negative (M)	2	17%

Table A1.14: Work-life balance of students.

	I feel that I can make my voice heard within the department	Percentage of respondents
Mean	3.74	
Median	4	
Mode	4	
Positive	24	71%
Negative	8	24%
Positive (F)	14	70%
Negative (F)	5	25%
Positive (M)	10	83%
Negative (M)	2	17%

Table A1.15: Support for voice being heard in the department.

	There is a support network within the department for students	Percentage of respondents
Mean	3.97	
Median	4	
Mode	5	
Positive	25	74%
Negative	3	9%
Positive (F)	14	70%
Negative (F)	2	10%
Positive (M)	10	83%
Negative (M)	1	8%

Table A1.16: Presence of a support network for students.

	I am comfortable asking questions in taught sessions	Percentage of respondents
Mean	3.71	
Median	4	
Mode	4	
Positive	24	71%
Negative	7	21%
Positive (F)	13	65%
Negative (F)	5	25%
Positive (M)	9	75%
Negative (M)	2	17%

Table A1.17: Comfortable asking questions in taught questions.

	(Final year students only) I am comfortable asking questions in project supervision sessions	Percentage of respondents
Mean	4.36	
Median	5	
Mode	5	
Positive	11	79%
Negative	1	7%
Positive (F)	6	86%
Negative (F)	0	0%
Positive (M)	4	80%
Negative (M)	1	20%

Table A1.18: Comfortable asking questions in project supervision meetings.

	I am comfortable sharing opinions with my peers	Percentage of respondents
Mean	3.97	
Median	4	
Mode	4	
Positive	28	82%
Negative	5	15%
Positive (F)	17	85%
Negative (F)	2	10%
Positive (M)	9	75%
Negative (M)	3	25%

Table A1.19: Comfortable sharing opinions with my peers.

	I feel supported by lecturers in my studies	Percentage of respondents
Mean	3.97	
Median	4	
Mode	4	
Positive	26	76%
Negative	4	12%
Positive (F)	15	75%
Negative (F)	4	20%
Positive (M)	9	75%
Negative (M)	0	0%

Table A1.20: Supported by lecturers in student studies.

	I feel I am treated fairly in the department....In lectures	Percentage of respondents
Mean	4.71	
Median	5	
Mode	5	
Positive	33	97%
Negative	0	0%
Positive (F)	19	95%
Negative (F)	0	0%
Positive (M)	12	100%
Negative (M)	0	0%

Table A1.21: Treated fairly during lectures.

	How much do you feel encouraged by the department to take part in career or personal development training?	Percentage of respondents
Mean	3.06	
Median	3	
Mode	3	
Positive	10	32%
Negative	9	29%
Positive (F)	6	33%
Negative (F)	5	28%
Positive (M)	3	27%
Negative (M)	4	36%

Table A1.22: Encouraged to take part in career or personal development training.

	I feel like the department promotes the RESPECT agenda	Percentage of respondents
Mean	4.08	
Median	4.5	
Mode	5	
Positive	8	67%
Negative	1	8%
Positive (F)	3	60%
Negative (F)	0	0%
Positive (M)	5	83%
Negative (M)	0	0%

Table A1.23: Departmental promotion of the RESPECT agenda.

	I feel like staff in the department demonstrate behaviours consistent with the RESPECT agenda	Percentage of respondents
Mean	4.67	
Median	5	
Mode	5	
Positive	11	92%
Negative	0	0%
Positive (F)	4	80%
Negative (F)	0	0%
Positive (M)	6	100%
Negative (M)	0	0%

Table A1.24: Staff demonstrate behaviours consistent with the RESPECT agenda.

	I feel like students in the department demonstrate behaviours consistent with the RESPECT agenda	Percentage of respondents
Mean	4.33	
Median	5	
Mode	5	
Positive	10	83%
Negative	1	8%
Positive (F)	4	80%
Negative (F)	0	0%
Positive (M)	5	83%
Negative (M)	1	17%

Table A1.25: Students demonstrate behaviours consistent with the RESPECT agenda.

	I feel I am treated unfavourably because of my gender	Percentage of respondents
Mean	4.76	
Median	5	
Mode	5	
Happens frequently	0	
Happened only once	6	
Never happened	27	
Positive (F)	20	100%
Negative (F)	0	0%
Never (F)	14	70%
Positive (M)	12	100%
Negative (M)	0	0%
Never (M)	12	100%

Table A1.26: Frequency of unfair treatment due to gender.

	I believe that others in the department are treated unfavourably because of their gender	Percentage of respondents
Mean	4.47	
Median	5	
Mode	5	
Happens frequently	1	
Happened only once	3	
Never heppened	24	
Positive (F)	16	80%
Negative (F)	0	0%
Never (F)	14	70%
Positive (M)	10	83%
Negative (M)	1	8%
Never (M)	10	83%

Table A1.27: Frequency of unfair treatment of others due to gender.

	I feel I am treated unfavourably because of other protected characteristics	Percentage of respondents
Mean	4.59	
Median	5	
Mode	5	
Happens frequently	2	
Happened only once	6	
Never happened	25	
Positive (F)	18	90%
Negative (F)	2	10%
Never (F)	14	70%
Positive (M)	12	100%
Negative (M)	0	0%
Never (M)	11	92%

Table A1.28: Frequency of unfair treatment due to protected characteristics.

	Would you feel comfortable in reporting instances where you feel you have been treated unfavourably?	Percentage of respondents
Yes	12	35%
No	5	15%
Maybe	12	35%
Unsure how to report	5	15%
Yes (F)	4	20%
No (F)	4	20%
Maybe (F)	8	40%
Unsure how to report (F)	4	20%
Yes (M)	7	58%
No (M)	1	8%
Maybe (M)	3	25%
Unsure how to report (M)	1	8%

Table A1.29: Feeling comfortable reporting unfavourable treatment.

	Would you feel comfortable in reporting instances where you have witnessed others treated unfavourably?	Percentage of respondents
Yes	19	56%
No	3	9%
Maybe	9	26%
Unsure how to report	3	9%
Yes (F)	11	55%
No (F)	2	10%
Maybe (F)	5	25%
Unsure how to report (F)	2	10%
Yes (M)	8	67%
No (M)	1	8%
Maybe (M)	2	17%
Unsure how to report (M)	1	8%

Table A1.30: Feeling comfortable reporting unfavourable treatment of others.

	Successes and achievements are celebrated in the department	Percentage of respondents
Yes	11	32%
No	7	21%
Sometimes, but not every time	15	44%
Sometimes, but only for certain people	1	3%
Yes (F)	7	35%
No (F)	5	25%
Sometimes, but not every time (F)	7	35%
Sometimes, but only for certain people (F)	1	5%
Yes (M)	4	33%
No (M)	2	17%
Sometimes, but not every time (M)	6	50%
Sometimes, but only for certain people (M)	0	0%

Table A1.31: Celebration of successes in the department.

	I believe the department promotes: All genders as visible role models	Percentage of respondents
Mean	3.94	
Median	4	
Mode	5	
Positive	23	68%
Negative	5	15%
Positive (F)	14	70%
Negative (F)	3	15%
Positive (M)	8	67%
Negative (M)	1	8%

Table A1.32: Promotion of visible role models (all genders).

	I believe the department promotes: Only men as visible role models	Percentage of respondents
Mean	2.5	
Median	2	
Mode	1	
Positive	10	29%
Negative	18	53%
Positive (F)	6	30%
Negative (F)	10	50%
Positive (M)	3	25%
Negative (M)	7	58%

Table A1.33: Promotion of visible role models (male).

	I believe the department promotes: Only women as visible role models	Percentage of respondents
Mean	1.76	
Median	1	
Mode	1	
Positive	2	6%
Negative	26	76%
Positive (F)	1	5%
Negative (F)	16	80%
Positive (M)	1	8%
Negative (M)	8	67%

Table A1.34: Promotion of visible role models (female).

	I believe the department promotes: Too few men as visible role models	Percentage of respondents
Mean	1.68	
Median	1	
Mode	1	
Positive	1	3%
Negative	28	82%
Positive (F)	0	0%
Negative (F)	18	90%
Positive (M)	1	8%
Negative (M)	8	67%

Table A1.35: Promotion of visible role models (too many male).

	I believe the department promotes: Too few women as visible role models	Percentage of respondents
Mean	3	
Median	3	
Mode	3	
Positive	13	38%
Negative	12	35%
Positive (F)	10	50%
Negative (F)	6	30%
Positive (M)	2	17%
Negative (M)	5	42%

Table A1.36: Promotion of visible role models (too many female).

	I believe the department promotes: Too few visible role models – all genders	Percentage of respondents
Mean	2.85	
Median	3	
Mode	3	
Positive	9	26%
Negative	11	32%
Positive (F)	6	30%
Negative (F)	7	35%
Positive (M)	2	17%
Negative (M)	4	33%

Table A1.37: Promotion of visible role models (too few).

	I have sufficient opportunities to engage with role models from the department that I can identify with	Percentage of respondents
Mean	3.06	
Median	3	
Mode	4	
Positive	16	47%
Negative	13	38%
Positive (F)	8	40%
Negative (F)	10	50%
Positive (M)	8	67%
Negative (M)	2	17%

Table A1.38: Opportunities to engage with role models.

	Please indicate how helpful you would find the following for redressing unconscious bias: Unconscious bias workshop	Percentage of respondents
Mean	3.21	
Median	3.5	
Mode	4	
Positive	17	50%
Negative	9	26%
Positive (F)	10	50%
Negative (F)	5	25%
Positive (M)	5	42%
Negative (M)	4	33%

Table A1.39: Unconscious bias workshops.

	Please indicate how helpful you would find the following for redressing unconscious bias: Visible celebrations of the achievements of women	Percentage of respondents
Mean	3.38	
Median	4	
Mode	4	
Positive	19	56%
Negative	8	24%
Positive (F)	12	60%
Negative (F)	4	20%
Positive (M)	5	42%
Negative (M)	4	33%

Table A1.40: Visible celebration of achievements of women.

	Please indicate how helpful you would find the following for redressing unconscious bias: Make statistics about exam results and achievements by gender publicly visible	Percentage of respondents
Mean	3.15	
Median	3	
Mode	2	
Positive	15	44%
Negative	13	38%
Positive (F)	11	55%
Negative (F)	5	25%
Positive (M)	4	33%
Negative (M)	6	50%

Table A1.41: Public data on exam results by gender.

	Please indicate how helpful you would find the following for redressing unconscious bias: More emphasis in lectures on women who have made significant contributions and who are currently leading in key roles	Percentage of respondents
Mean	3.85	
Median	4	
Mode	4	
Positive	23	70%
Negative	2	6%
Positive (F)	16	80%
Negative (F)	0	0%
Positive (M)	5	45%
Negative (M)	2	18%

Table A1.42: Promotion of female role models in lectures.

	Please indicate how helpful you would find the following for redressing unconscious bias: Gender specific career development advice and support	Percentage of respondents
Mean	3.35	
Median	3	
Mode	3	
Positive	16	47%
Negative	7	21%
Positive (F)	13	65%
Negative (F)	1	5%
Positive (M)	2	17%
Negative (M)	5	42%

Table A1.43: Promotion of female role models in lectures.

	Please indicate how helpful you would find the following for redressing unconscious bias: Nothing, because the work of women speaks for itself and any direct action only perpetuates the issue	Percentage of respondents
Mean	2.88	
Median	3	
Mode	3	
Positive	10	29%
Negative	11	32%
Positive (F)	5	25%
Negative (F)	6	30%
Positive (M)	5	42%
Negative (M)	3	25%

Table A1.44: Lack of action due to issue with direct action.

Appendix 2: Data Tables

The following tables are presented in this appendix:

Data Type	Location	Notes
Undergraduate UG Students at Foundation Year (Level 3) of study	A2.1	Split by gender and ethnicity, separately and showing intersectional identities
Students at Undergraduate UG and Postgraduate Taught PGT level	A2.2	Split by gender
PGR Postgraduate Research Ph.D. students in the Department	A2.3.1	Split by gender and Full-time or Part-time study route
School of Science and Technology PGR withdrawals from, or cessation of, Ph.D. study without the awarding of their qualification	A2.3.2	Split by Gender
School of Science and Technology PGR total Numbers	A2.3.3	Split by Gender
School of Science and Technology PGR withdrawals from, or cessation of, Ph.D. study without the awarding of their qualification.	A2.3.4	Split by Full-time or Part-time study route
School of Science and Technology PGR total Numbers	A2.3.5	Split by Full-time or Part-time study route
Number of Undergraduate UG students (full-time) by course	A2.4.1	Split by course, gender and ethnicity, grouped to show intersectional identities
Number of Undergraduate UG students (full-time) by course	A2.4.2	Split by course, gender and ethnicity, given separately for each of the four identities
Number and percentage of Undergraduate UG and Foundation Year students achieving a “good degree”, defined as first class or 2:1	A2.4.3	Split by gender and ethnicity, separately and showing intersectional identities
Undergraduate UG applications, offers, accepts, opening headcount and good degrees	A2.5	Split by gender
Number of Undergraduate UG students (FT) compared to sector	A2.6	Split by gender
Number of Postgraduate Taught PGT students compared to sector	A2.7	Split by gender
Postgraduate Taught PGT applications, offers, accepts, opening headcount, good degrees	A2.8	Split by gender
Academic staff numbers	A2.9	Split by gender, contract type, and by Job Family
Academic staff numbers	A2.10	Split by gender, Academic Career Pathway, Job Family
Professional, technical, and operational staff numbers	A2.11	Split by gender, contract type, and by Job Family

Professional, technical, and operational staff numbers	A2.12	Split by gender and contract type.
Applications, shortlist, offers made for academic posts	A2.13a	Split by gender, summed for all Job Families
Applications, shortlist, offers made, Professional, Technical, Operational	A2.13b	Split by gender, summed for all Job Families
Applications, shortlist, offers made for academic posts	A2.14a	Split by gender, summed for three academic years
Applications, shortlist, offers made, Professional, Technical, Operational	A2.14b	Split by gender, summed for three academic years
Promotions to a higher grade for Academic and Professional staff	A2.15	Split by gender

How these tables satisfy the Athena Swan Departmental data requirements (page 60, “Transformed UK Athena Swan Charter: Information Pack for Departments”):

Department data requirements	**Table(s)**	**Contents of tables (as above)**
1. Students at foundation, UG, PGT and PGR level	A2.1	Undergraduate UG Students at **Foundation** Year (Level 3) of study
	A2.2	Students at Undergraduate **UG** and Postgraduate Taught **PGT** level
	A2.6	Number of Undergraduate **UG** students (FT) compared to sector
	A2.7	Number of Postgraduate Taught **PGT** students compared to sector
	A2.3.1	**PGR** Postgraduate Research Ph.D. students in the Department
	A2.4.1, A2.4.2	Number of Undergraduate UG students (full-time) by course
2. Degree attainment and/or completion rates for students at foundation, UG, PGT and PGR level	A2.4.3	Number and percentage of Undergraduate **UG** and **Foundation** Year students achieving a “good degree”, defined as first class or 2:1
	A2.5	Undergraduate **UG** applications, offers, accepts, opening headcount and good degrees
	A2.8	Postgraduate Taught **PGT** applications, offers, accepts, opening headcount, good degrees
	A2.3.2, A2.3.3, A2.3.4, A2.3.5	School of Science and Technology **PGR** numbers and non-**completions**, i.e. withdrawals/ cessation without the awarding of their qualification
3. Academic staff by grade and contract function	A2.9	**Academic** staff numbers
4. Academic staff by grade and contract type	A2.10	**Academic** staff numbers

5. Professional, technical and operational (PTO) staff by grade and job family	A2.11	Professional, Technical, and Operational (**PTO**) staff numbers
6. PTO staff by grade and contract type	A2.12	Professional, Technical, and Operational (**PTO**) staff numbers
7. Applications, shortlist and appointments made in recruitment to academic posts by grade	A2.13a A2.14a	Applications, shortlist, offers made for **academic** posts Applications, shortlist, offers made for **academic** posts
8. Applications, shortlist and appointments made in recruitment to PTO posts by grade	A2.13b A2.14b	Applications, shortlist, offers made for **PTO** posts Applications, shortlist, offers made for **PTO** posts
9. Applications and success rates for academic promotion by grade	A2.15	Promotions to a higher grade for **Academic** and Professional (PTO) staff
10. Applications and success rates for PTO progression by grade (where there are formal routes for progression)	A2.15	Promotions to a higher grade for Academic and **Professiona**l (**PTO**) staff

	2020-2021		2021-2022		2022-2023		2023-2024		2024-2025	
Gender & Ethnicity	No.	Progression	No.	Progression	No.	Progression	No.	Progression	No.	Progression
Male & EM	16	69%	24	54%	41	63%	34	50%	14	79%
Male & White	28	64%	20	60%	20	65%	27	74%	19	68%
Female & EM	2	100%	12	83%	12	50%	12	58%	5	100%
Female & White	6	50%	4	50%	10	70%	4	75%	11	82%
Female	8	63%	16	75%	22	59%	16	63%	16	88%
Male	44	66%	44	57%	61	64%	61	61%	33	73%
EM	18	72%	36	64%	53	60%	46	52%	19	84%
White	34	62%	24	58%	30	67%	31	74%	30	73%

Table A2.1: The Number (No.) of students in the Foundation Year (Level 3) of study and the percentage of successful continuation of each group from Level 3 into Level 4 of study. The data is disaggregated by gender (Male, or Female) and by ethnicity (Ethnic Minorities, or White), and is given separately for each of the four identities, as well as grouped to show intersecting identities (e.g. Male and White, etc).

Year	2020 – 2021		2021 – 2022		2022 – 2023		2023 – 2024		2024 – 2025	
Gender	M	F	M	F	M	F	M	F	M	F
UG Opening Head Count	472	184	443	155	434	139	404	129	331	124
PGT Opening Head Count	10	4	14	15	15	10	12	19	14	8
Total	482	188	457	170	449	149	416	148	345	132
UG Proportion (%)	98		95		96		95		95	
PGT Proportion (%)	2		5		4		5		5	

Table A2.2: Number and percentage of Undergraduate (UG) and Postgraduate Taught (PGT, MSc and MRes) students disaggregated by gender and year.

Year	Full-time	Part-time	Male	Female	Total
2020 – 2021	7	2	4	5	9
2021 – 2022	10	2	4	8	12
2022 – 2023	7	3	6	4	10
2023 – 2024	18	6	9	15	24
2024 – 2025	8	5	6	7	13

Table A2.3.1: Number of fully enrolled Postgraduate Research Ph.D. PGR students disaggregated by gender, year, and Full-time or Part-time study route.

Year	Male (%)	Female (%)
2020 – 2021	2	1
2021 – 2022	3	0
2022 – 2023	3	2
2023 – 2024	0	1
2024 – 2025	1	1
5 year average	2	1

Table A2.3.2: School of Science and Technology PGR withdrawals from, or cessation of, Ph.D. study without the awarding of their qualification (%). Disaggregated by Gender. Percentages are calculated within each category, e.g. the male percentages are from the number of (self-declared) male students who withdrew from or ceased study that academic year divided by the total number of male students enrolled in that academic year.

Year	Male (%)	Female (%)
2020 – 2021	56	44
2021 – 2022	54	45
2022 – 2023	54	45
2023 – 2024	55	44
2024 – 2025	53	47
5 year average	55	45

Table A2.3.3: School of Science and Technology PGR total Numbers (%), disaggregated by Gender. Percentages are calculated within each category.

Year	Full-time (%)	Part-time (%)
2020 – 2021	1	2
2021 – 2022	1	2
2022 – 2023	3	3
2023 – 2024	1	0
2024 – 2025	1	0
5 year average	1	1

Table A2.3.4: School of Science and Technology PGR withdrawals, or cessation of, Ph.D. study without the awarding of their qualification (%). Disaggregated by Full-time or Part-time study route. Percentages are calculated within each category.

Year	Full-time (%)	Part-time (%)
2020 – 2021	70	29
2021 – 2022	70	29
2022 – 2023	71	29
2023 – 2024	72	29
2024 – 2025	72	28
5 year average	71	29

Table A2.3.5: School of Science and Technology PGR total Numbers (%), disaggregated by Full-time or Part-time study route. Percentages are calculated within each category.

Course	Gender & Ethnicity	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
MATH003/004/028/029 (BSc Mathematics)	Female & EM	11	14	9	10	7
	Female & White	47	26	26	24	22
	Male & EM	18	16	14	19	16
	Male & White	84	61	55	52	54
MATH007/008/026/027 (BSc Computer Science & Mathematics)	Female & EM	2	4	7	5	2
	Female & White	8	5	8	5	5
	Male & EM	16	24	44	37	19
	Male & White	20	26	24	28	22
MATH015/016/030/031 (BSc Financial Mathematics)	Female & EM	11	17	21	19	16
	Female & White	19	12	6	4	8
	Male & EM	30	37	32	35	25
	Male & White	33	32	31	30	25
MATH017/018 (MMath Mathematics)	Female & EM	0	0	1	1	1
	Female & White	4	5	2	0	0
	Male & EM	1	0	0	0	0
	Male & White	11	11	8	5	5
MATH020/021/034/035/044/045/046/047 (BSc Physics & Maths, BSc Maths and Physics)	Female & EM	2	4	2	2	1
	Female & White	2	5	5	5	3
	Male & EM	4	7	7	5	2
	Male & White	11	7	6	5	7
MATH024/025/032/033 (BSc Data Science)	Female & EM	2	2	6	9	6
	Female & White	2	1	2	2	1
	Male & EM	3	3	14	13	7
	Male & White	14	12	8	8	3
MATH036/037/038/039 (BSc Maths with Stats)	Female & EM	0	0	0	0	1
	Female & White	0	0	2	1	2
	Male & EM	0	1	4	1	1
	Male & White	1	4	2	6	3
IDSS005/006/028/029 (BSc	Female & EM	2	3	2	2	1
	Female & White	12	7	5	5	7

Sport Science & Maths)	Male & EM	2	5	7	7	4
	Male & White	32	32	32	23	27
PHYS003/004/039/040 (BSc Physics)	Female & EM	3	3	1	2	3
	Female & White	18	15	10	11	12
	Male & EM	7	10	10	14	20
	Male & White	56	51	45	39	37
PHYS011/038 (MSci Physics)	Female & EM	0	0	1	1	0
	Female & White	6	6	3	3	5
	Male & EM	2	2	2	1	0
	Male & White	18	24	19	8	5
PHYS024/027/043/044 (BSc Physics with Nuclear Technology)	Female & EM	0	1	1	1	0
	Female & White	9	7	3	6	4
	Male & EM	0	1	0	0	0
	Male & White	29	20	22	22	13
PHYS025/026/041/042 (BSc Physics with Astrophysics)	Female & EM	1	2	4	3	3
	Female & White	18	14	9	7	11
	Male & EM	1	1	2	5	5
	Male & White	38	34	27	27	24
PHYS032/033 (BSc Applied Physics) (Teach out)	Female & EM	1	1	0	0	0
	Female & White	0	0	0	0	0
	Male & EM	2	3	1	1	0
	Male & White	20	5	8	5	2

Table A2.4.1: Number of Undergraduate UG students (full-time) by course. The data is disaggregated by gender (Male, or Female) and by ethnicity (Ethnic Minorities, or White) and is grouped to show intersecting identities (e.g. Male and White, etc).

Course	Gender & Ethnicity	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
MATH003/004/028/029 (BSc Mathematics)	Female	58	40	35	34	29
	Male	102	77	69	71	70
	EM	29	30	23	29	23
	White	131	87	81	76	76
MATH007/008/026/027 (BSc Computer Science & Mathematics)	Female	10	9	15	10	7
	Male	36	50	68	65	41
	EM	18	28	51	42	21
	White	28	31	32	33	27
MATH015/016/030/031	Female	30	29	27	23	24
	Male	63	69	63	65	50

(BSc Financial Mathematics)	EM	41	54	53	54	41
	White	52	44	37	34	33
MATH017/018 (MMath Mathematics)	Female	4	5	3	1	1
	Male	12	11	8	5	5
	EM	1	0	1	1	1
	White	15	16	10	5	5
MATH020/021/034/035/044/045/046/047 (BSc Physics & Maths, BSc Maths and Physics)	Female	4	9	7	7	4
	Male	15	14	13	10	9
	EM	6	11	9	7	3
	White	13	12	11	10	10
MATH024/025/032/033 (BSc Data Science)	Female	4	3	8	11	7
	Male	17	15	22	21	10
	EM	5	5	20	22	13
	White	16	13	10	10	4
MATH036/037/038/039 (BSc Maths with Stats)	Female	0	0	2	1	3
	Male	1	5	6	7	4
	EM	0	1	4	1	2
	White	1	4	4	7	5
IDSS005/006/028/029 (BSc Sport Science & Maths)	Female	14	10	7	7	8
	Male	34	37	39	30	31
	EM	4	8	9	9	5
	White	44	39	37	28	34
PHYS003/004/039/040 (BSc Physics)	Female	21	18	11	13	15
	Male	63	61	55	53	57
	EM	10	13	11	16	23
	White	74	66	55	50	49
PHYS011/038 (MSci Physics)	Female	6	6	4	4	5
	Male	20	26	21	9	5
	EM	2	2	3	2	0
	White	24	30	22	11	10
PHYS024/027/043/044 (BSc Physics with Nuclear Technology)	Female	9	8	4	7	4
	Male	29	21	22	22	13
	EM	0	2	1	1	0
	White	38	27	25	28	17
PHYS025/026/041/042 (BSc Physics with Astrophysics)	Female	19	16	13	10	14
	Male	39	35	29	32	29
	EM	2	3	6	8	8
	White	56	48	36	34	35
PHYS032/033 (BSc Applied	Female	1	1	0	0	0
	Male	22	8	9	6	2

Physics) (Teach out)	EM	3	4	1	1	0
	White	20	5	8	5	2

Table A2.4.2: Number of undergraduate students (full-time) by course. The data is disaggregated by gender (Male, or Female) and by ethnicity (Ethnic Minorities, or White), and is given separately for each of the four identities.

		2020-2021		2021-2022		2022-2023		2023-2024		2024-2025	
Course type	Gender & Ethnicity	No.	Good degree	No.	Good degree	No.	Good degree	No.	Good degree	No.	Good degree
without Foundation Year	Male & EM	9	44%	8	50%	12	58%	16	56%	16	75%
	Male & White	96	80%	83	77%	70	61%	55	78%	48	69%
	Female & EM	8	63%	5	100%	8	75%	11	100%	8	75%
	Female & White	46	91%	40	78%	23	87%	16	81%	19	79%
with Foundation Year	Male & EM	0		0		0		1	0%	1	100%
	Male & White	0		0		1	0%	5	100%	8	100%
	Female & EM	0		0		0		0		1	0%
	Female & White	0		0		1	100%	0		0	
without Foundation Year	Female	54	87%	45	80%	31	84%	27	89%	27	78%
	Male	105	77%	91	75%	82	61%	71	73%	64	70%
	EM	17	53%	13	69%	20	65%	27	74%	24	75%
	White	142	84%	123	77%	93	68%	71	79%	67	72%
with Foundation Year	Female	0		0		1	100%	0		1	0%
	Male	0		0		1	0%	6	83%	9	100%
	EM	0		0		0		1	0%	2	50%
	White	0		0		2	50%	5	100%	8	100%

Table A2.4.3: Number (No.) and percentage of Undergraduate UG students achieving a “good degree”, defined as a first class or 2:1. A comparison is given between those students on courses which have a foundation year, and on those courses which do not. The data is disaggregated by gender (Male, or Female) and by ethnicity (Ethnic Minorities, or White), and is given separately for each of the four identities, as well as grouped to show intersections between these identities (e.g. Male and White, etc).

Year	2022 – 2023		2023 – 2024		2024 – 2025	
Gender	M	F	M	F	M	F
UG Applications	841	239 (22%)	866	256 (23%)	585	250 (30%)
UG Offers	691	195 (22%)	635	186 (23%)	475	190 (29%)
UG Accepts	189	57 (23%)	228	55 (19%)	105	49 (32%)
Opening Head Count	434	138 (24%)	404	128 (24%)	331	124 (27%)
Good Degree (%)	60	84	73	89	89	81

Table A2.5: Undergraduate UG applications, offers and acceptances by gender; number of undergraduate students by gender; percentage of undergraduate students achieving a “good degree”, defined as first or 2:1 classification, by gender.

Academic Year	NTU			Sector		
	Male	Female	% Female	Male	Female	% Female
2020 – 2021	472	184	28	45,710	30,785	40
2021 – 2022	443	155	26	43,655	29,950	41
2022 – 2023	434	139	24	41,395	28,750	41
2023 – 2024	404	129	24	40,640	28,315	41

Table A2.6: Number and percentage of Undergraduate UG students (Full-time) compared to national average (HESA, https://www.hesa.ac.uk/news/20-03-2025/sb271-higher-education-student-statistics/subjects, England, All undergraduate courses 07 Physical sciences plus 09 Mathematical Sciences) by gender.

Academic Year	NTU			Sector		
	Male	Female	% Female	Male	Female	% Female
2020 – 2021	10	4	29	4,705	3,785	44
2021 – 2022	14	15	52	4,960	4,145	45
2022 – 2023	15	10	40	5,745	4,985	46
2023 – 2024	12	19	61	5,690	4,650	45

Table A2.7: Number and percentage of Postgraduate Taught PGT students (Full-time and Part-time combined) compared to national average (HESA, https://www.hesa.ac.uk/news/20-03-2025/sb271-higher-education-student-statistics/subjects, England, Postgraduate taught courses 07 Physical sciences plus 09 Mathematical Sciences) by gender.

Year	2022 – 2023		2023 – 2024		2024 – 2025	
Gender	M	F	M	F	M	F
PG Applications	202	134 (40%)	275	212 (44%)	243	159 (40%)
PG Offers	62	46 (43%)	107	85 (44%)	135	79 (37%)
PG Accepts	50	37 (43%)	72	57 (44%)	84	56 (40%)
Opening Head Count	15	10 (40%)	12	19 (61%)	14	8 (36%)
Distinction or Commendation (%)	85	80	73	90	86	100

Table A2.8: Postgraduate Taught PGT applications, offers and acceptances by gender; number of postgraduate taught students by gender; percentage of postgraduate taught students achieving “Distinction” or “Commendation” by gender.

Academic year	Sex	Contract type	% of Sex	Head count	Academic Group1	Academic Group 2	Academic Group 3
2021-22	Female	Fixed-term	29%	2	0	1	1
	Female	Permanent	71%	5	1	4	0
	Male	Fixed-term	19%	7	0	2	5
	Male	Permanent	81%	30	14	16	0
2022-23	Female	Fixed-term	44%	4	0	2	2
	Female	Permanent	56%	5	2	3	0
	Male	Fixed-term	24%	8	0	1	7
	Male	Permanent	76%	26	11	15	0
2023-24	Female	Fixed-term	38%	3	0	1	2
	Female	Permanent	63%	5	2	3	0
	Male	Fixed-term	17%	5	1	1	3
	Male	Permanent	83%	24	10	14	0

Table A2.9: Physics and Mathematics staff numbers by gender, by year, by contract type and by Job Family (Academic Group 1, Academic Group 2, Academic Group 3, as defined in Section 2.1.9).

			Female		Male	
Career pathway	Job Family	Academic year	%	No.	%	No.
Teaching and Practice	Academic Group 1	2021-22	0%	0	100%	1
		2022-23	0%	0	100%	1
		2023-24	0%	0	100%	1
	Academic Group 2	2021-22	0%	0	100%	2
		2022-23	0%	0	100%	2
		2023-24	0%	0	100%	2
	Academic Group 3	2021-22	0%	0	0%	0
		2022-23	0%	0	0%	0
		2023-24	0%	0	0%	0
Teaching and Research	Academic Group 1	2021-22	13%	1	88%	7
		2022-23	22%	2	78%	7
		2023-24	22%	2	78%	7
	Academic Group 2	2021-22	31%	4	69%	9
		2022-23	25%	3	75%	9
		2023-24	25%	3	75%	9
	Academic Group 3	2021-22	0%	0	0%	0
		2022-23	0%	0	0%	0
		2023-24	0%	0	0%	0
Teaching and Scholarship	Academic Group 1	2021-22	0%	0	100%	3
		2022-23	0%	0	100%	2
		2023-24	0%	0	100%	3
	Academic Group 2	2021-22	20%	1	80%	4
		2022-23	17%	1	83%	5
		2023-24	20%	1	80%	4
	Academic Group 3	2021-22	0%	0	0%	0
		2022-23	0%	0	0%	0
		2023-24	0%	0	0%	0
Not known or not assigned	Academic Group 1	2021-22	0%	0	100%	3
		2022-23	0%	0	100%	1
		2023-24	0%	0	0%	0
	Academic Group 2	2021-22	0%	0	100%	3
		2022-23	100%	1	0%	0
		2023-24	0%	0	0%	0
	Academic Group 3	2021-22	17%	1	83%	5
		2022-23	22%	2	78%	7
		2023-24	40%	2	60%	3

Table A2.10: Physics and Mathematics staff numbers disaggregated by gender, by year, by Job Family (Academic Group1, Academic Group2, Academic Group3, defined in Section 2.1.9), and by Academic Career Pathway. Note that Academic Group 3 includes Research Assistants and Fellows, who are not assigned to a specific Academic Career Pathway, which accounts for the relatively high proportion of this group in the “Not known or not assigned” row.

		Female		Male	
Job Family	Academic year	%	No.	%	No.
Support Group 1	2021-22	0%	0	0%	0
	2022-23	100%	1	0%	0
	2023-24	50%	1	50%	1
Support Group 2	2021-22	20%	1	80%	4
	2022-23	20%	1	80%	4
	2023-24	20%	1	80%	4
Support Group 3	2021-22	67%	2	33%	1
	2022-23	25%	1	75%	3
	2023-24	33%	1	67%	2

Table A2.11: Professional, Technical, and Operational PTO disaggregated by gender, by year, and by Job Family (Support Group 1, Support Group 2, Support Group 3, defined in Section 2.1.9).

Academic year	Sex	Contract type	% of Sex	Headcount
2021-22	Female	Fixed-term	33%	1
	Female	Permanent	67%	2
	Male	Fixed-term	40%	2
	Male	Permanent	60%	3
2022-23	Female	Fixed-term	33%	1
	Female	Permanent	67%	2
	Male	Fixed-term	57%	4
	Male	Permanent	43%	3
2023-24	Female	Fixed-term	33%	1
	Female	Permanent	67%	2
	Male	Fixed-term	43%	3
	Male	Permanent	57%	4

Table A2.12: Professional, Technical, and Operational PTO staff by contract type.

Academic Year	Recruitment stage	Female		Male		Other	
		Number	%	Number	%	Number	%
2021 – 2022	Application submitted	12	22	43	78	0	0
	Shortlisted	3	20	12	80	0	0
	Offered	3	43	4	57	0	0
2022 – 2023	Application submitted	34	32	73	68	0	0
	Shortlisted	9	39	14	61	0	0
	Offered	1	17	5	83	0	0
2023 – 2024	Application submitted	44	22	155	77	3	1
	Shortlisted	10	30	23	70	0	0
	Offered	1	20	4	80	0	0

Table A2.13a: Applications, shortlist, and appointments made in recruitment to academic posts, disaggregated by gender and year, summed for all Job Families.

Academic Year	Recruitment stage	Female		Male		Other	
		Number	%	Number	%	Number	%
2021 – 2022	Application submitted	1	9	10	91	0	0
	Shortlisted	1	14	6	86	0	0
	Offered	1	14	6	86	0	0
2022 – 2023	Application submitted	12	35	22	65	0	0
	Shortlisted	6	33	12	67	0	0
	Offered	3	33	6	67	0	0
2023 – 2024	Application submitted	7	27	17	65	2	8
	Shortlisted	2	40	3	60	0	0
	Offered	2	40	3	60	0	0

Table A2.13b: Applications, shortlist, and appointments made in recruitment to Professional, Technical, and Operational PTO posts, disaggregated by gender and year, summed for all Job Families.

Job Family	Recruitment Stage	Female		Male		Other	
		Number	%	Number	%	Number	%
Academic Group 1	Application submitted	10	15	51	80	3	5
	Shortlisted	3	21	11	79	0	0
	Offered	0	0	2	100	0	0
Academic Group 2	Application submitted	40	21	149	79	0	0
	Shortlisted	7	37	12	63	0	0
	Offered	1	33	2	67	0	0
Academic Group 3	Application submitted	40	36	71	64	0	0
	Shortlisted	12	32	26	68	0	0
	Offered	4	31	9	69	0	0

Table A2.14a: Applications, shortlist, and appointments made in recruitment to academic posts disaggregated by gender and by Job Family (Academic Group 1, Academic Group 2, Academic Group 3, defined in Section 2.1.9), and summed for the academic years 2021-2022, 2022-2023, and 2023-2024.

Job Family	Recruitment Stage	Female		Male		Other	
		Number	%	Number	%	Number	%
Support Group 1	Application submitted	0	0	1	100	0	0
	Shortlisted	0	0	1	100	0	0
	Offered	0	0	1	100	0	0
Support Group 2	Application submitted	4	36	7	64	0	0
	Shortlisted	3	43	4	57	0	0
	Offered	3	43	4	57	0	0
Support Group 3	Application submitted	16	28	41	69	2	3
	Shortlisted	6	27	16	73	0	0
	Offered	3	23	10	77	0	0

Table A2.14b: Applications, shortlist, and appointments made in recruitment to Professional, Technical, and Operational PTO posts disaggregated by gender and by Job Family (Support Group 1, Support Group 2, Support Group 3, defined in Section 2.1.9), and summed for the academic years 2021-2022, 2022-2023, and 2023-2024.

	Academic		Professional Services	
Academic Year	Female	Male	Female	Male
2019/20	0%	7%	0%	0%
2020/21	25%	7%	0%	33%
2021/22	0%	10%	67%	20%
2022/23	0%	15%	67%	14%
2023/24	13%	19%	0%	17%
2024/25	0%	14%	50%	33%
Average	**6%**	**12%**	**36%**	**19%**

Table A2.15: Promotions to a higher grade for Academic and Professional (Professional, Technical, and Operational) staff.

Appendix 3: Glossary

The following abbreviations, acronyms, and terminology are used in this application:

Usage	Meaning
AA	Academic Associate
ACL	Active Collaborative Learning
ASCS	Athena Swan Culture Survey
AMA	Academic Management and Administration
AProf	Associate Professor academic staff grade
BAME	Black, Asian, and Minority Ethnic
BSc (Hons)	Bachelor of Science with Honours qualification, 3 years, 120 credit points per year (Level 4/5/6 360 cp)
BSc (Hons) with FY	Bachelor of Science with Honours qualification, 4 years, 120 credit points per year (Level 3/4/5/6 480 cp)
BTEC	Business and Technology Education Council
CL	Course Leader, leads a single course
CM	Courses Manager, leads a portfolio of courses
DELHE	Destination of Leavers in Higher Education
DSAT	Department of Physics and Mathematics Athena Swan Departmental Self-Assessment Team
ECR	Early Career Researcher
EDI	Equality, Diversity, and Inclusion
EM	Ethnic Minority (all non-White categories)
ERD	Erasmus Darwin Building, Nottingham Trent University
F	Female
FAP	Future Action Plan
FdSc	Foundation Degree Science
FE	Further Education
FTE	Full Time Equivalent
HE	Higher Education
HEI	Higher Education Institution
HESA	Higher Education Statistics Agency
HoD	Head of Department
HPL	Hourly Paid Lecturer
H.R.	Human Resources
IoP	Institute of Physics professional body
IMA	Institute of Mathematics and its Applications professional body
ISAT	Nottingham Trent University's Athena Institutional Swan Departmental Self-Assessment Team
KEF	Knowledge Exchange Framework
KIT	Keep in Touch days
L/SL	Lecturer and Senior Lecturer academic staff grades
LGBT+	LGBT+ is defined broadly to include individuals who self-identify as Lesbian, Gay, Bisexual, Transgender, Non-Binary, Undecided, Questioning, Queer, Intersex or those who self-define as any other marginalised non-normative romantic/sexual orientation or

	gender identity.
M	Male
MAE	Marie Ann Evans Building, Nottingham Trent University
MAP	Nottingham Trent University's MyAcademicPortfolio system for academic staff work planning and allocation recording
MARS	Mutually Agreed Resignation Scheme
MMath	Level 6/7 Integrated Masters/BSc qualification in Maths, 4 years, 120 credit points per year (Level 4/5/6 360 cp, Level 7 120 cp)
MSci	Level 6/7 Integrated Masters/BSc qualification in Physics, 4 years, 120 credit points per year (Level 4/5/6 360 cp, Level 7 120 cp)
MSc	Level 7 Master of Science qualification, 1 year, 180 credit points
MRes	Level 7 Master of Research qualification, 1 year, 180 credit points
MyHub	Nottingham Trent University's staff intranet
NOW	Nottingham Trent University's Online teaching Workspace
NSS	National Student Survey
NTU	Nottingham Trent University
PDRA/PDRF	Post-Doctoral Research Assistant/Post-Doctoral Research Fellow
PG	Post-Graduate Student (on MSc or MRes course)
PGR	Post-Graduate Research Student (on Ph.D. course)
PGT	Post-Graduate Taught
Ph.D.	Level 8 Doctor of Philosophy qualification
PL	Principal Lecturer academic staff grade
Prof	Professor academic staff grade
PRES	Postgraduate Research (Ph.D.) student Experience Survey
PTES	Postgraduate Taught (MSc, MRes) student Experience Survey
RAISE	Researching, Advancing and Inspiring Student Engagement
REACH	Race, Ethnicity, and Cultural Heritage Staff Network
REF	Research Excellence Framework
SCALE-UP	Student-Centred Active Learning Environment with Upside Down Pedagogies, a flipped active collaborative learning environment
SET	Nottingham Trent University's School of Science and Technology Executive leadership Team
SST	Nottingham Trent University's School of Science and Technology
STEM	Science, Technology, Engineering, Maths
StudentHub	Nottingham Trent University's student intranet
SW	Sandwich Course
TEF	Teaching Excellence Framework
TILT	Trent Institute for Teaching and Learning
T&P	Teaching and Practice academic career pathway
T&R	Teaching and Research academic career pathway
T&S	Teaching and Scholarship academic career pathway
UoA	Unit of Assessment in the Teaching Excellence Framework
UCAS	The Universities and Colleges Admissions Service
UET	Nottingham Trent University Executive leadership Team
UG	Undergraduate student (MMath, MSci, BSc or Foundation Year)
VC	Vice Chancellor
WFH	Working From Home