



Institution Application Bronze and Silver Award



ATHENA SWAN BRONZE INSTITUTION AWARDS

Recognise a solid foundation for eliminating gender bias and developing an inclusive culture that values all staff.

This includes:

an assessment of gender equality in the institution, including quantitative (staff data) and qualitative (policies, practices, systems and arrangements) evidence and identifying both challenges and opportunities

a four-year plan that builds on this assessment, information on activities that are already in place and what has been learned from these

the development of an organisational structure, including a self-assessment team, to carry proposed actions forward

ATHENA SWAN SILVER INSTITUTION AWARDS

Recognise a significant record of activity and achievement by the institution in promoting gender equality and in addressing challenges in different disciplines. Applications should focus on what has improved since the Bronze institution award application, how the institution has built on the achievements of award-winning departments, and what the institution is doing to help individual departments apply for Athena SWAN awards.

COMPLETING THE FORM

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

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

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

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

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

WORD COUNT

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

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

We have provided the following recommended word counts as a guide.



Institution application	Silver	Words Used
Word limit	12,500	12,886
<i>Recommended word count</i>		
1. Letter of endorsement	500	661
2. Description of the institution	500	1,170
3. Self-assessment process	1,000	493
4. Picture of the institution	3,000	2,299
5. Supporting and advancing women's careers	6,000	7,239
6. Supporting trans people	500	325
7. Further information	500	699



Name of institution	Queen's University Belfast	
Date of application	30 April 2019	
Award Level	Silver	
Date joined Athena SWAN	2005	
Current award	Date: April 2015	Level: Silver
Contact for application	Professor Karen McCloskey	
Email	k.mccloskey@qub.ac.uk	
Telephone	028 9097 2386	

LETTER OF ENDORSEMENT FROM THE HEAD OF INSTITUTION

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

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

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





**QUEEN'S
UNIVERSITY
BELFAST**

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18 April 2019

Dr Ruth Gilligan
Associate Director,
Equality Charters Advance HE
Equality Challenge Unit
First Floor, Westminster
Tower 3 Albert Embankment
London SE1 7SP

Dear Dr Gilligan

I am delighted to enclose this application from Queen's University Belfast for the renewal of our Institutional Silver Athena SWAN Award. This application builds on our commitment to, and sustained record in, gender equality, and it progresses our 2015 Institutional Silver Award. Since then, we have continued to embed SWAN Charter principles across the University and we have embraced the scope of this work to include Professional and Support staff and Trans people.

When I joined the University in August 2018, I was proud that we held two Gold School Awards (STEMM), eight Silver School Awards (STEMM) and six Bronze School Awards (AHSSBL). This means that, currently, 100% of STEMM and 83% of AHSSBL academics and researchers are in Schools that hold an Athena SWAN award. Our shared ambition is to move forward on these achievements with confidence to advance gender equality.

Recent developments include 43% female representation on Senate, our Governing Body, and a reduction in the Professorial Gender Pay Gap from 14.5% to 8.3% following the implementation of a Senate-approved action plan. Since 2015-16, there has been a five-fold increase in the number of colleagues applying for promotion and in the most recent Academic Promotions Scheme, 44% of successful applicants were women. This included a new cohort of nine female Professors, 11 female Readers and 30 female Senior Lecturers.

Since joining Queen's, I have made gender equality a significant priority both within the University and in my work with the wider community. As a Gender Champion for Women in Business in Northern Ireland, in January this year I hosted a meeting of the Gender Diversity Charter Mark Board, when Queen's received one of the very first Charter Awards. Queen's was one of eight organisations, which worked alongside Women in Business NI on the development and introduction of the Charter Mark Framework. The Charter Award builds on our track record of leading the gender equality agenda with the corporate sector and other stakeholders. In 2018 we partnered with one of our major employers, Allstate NI, the University of Massachusetts at Lowell and Women in Business to deliver an international 'Women in Leadership in a Changing World' conference. The event attracted some of our key business and political leaders as well as academic colleagues, students and leaders of micro-businesses and start-ups.

As well as leading in the business space, I am delighted that universities and research organisations across the UK and Ireland now look to Queen's for leadership and partnership in gender equality initiatives. In 2018 we secured a major EPSRC grant to undertake gender equality research in STEM and we are leading a major Horizon 2020 European project on women in Higher Education.



THE QUEEN'S ANNIVERSARY PRIZES
FOR HIGHER AND FURTHER EDUCATION
2015

**Athena
SWAN**
Silver Award



But we can do more. I have instigated a comprehensive review of our appraisal and career development systems for all staff. I am personally leading what I hope will be significant change in how we recognise and reward our staff, drawing from face-to-face meetings and our triennial Staff Survey. I believe that using a holistic framework for academic staff activity will appropriately recognise contribution across all areas rather than traditional frameworks where research income may have dominated and may have favoured male academics. Our new approach, strongly influenced by our Athena SWAN learning, will be fair and transparent – with the aim of increasing the proportion of women at AC4 by 9% to 45% and at Professorial level by 4% to 27% by 2022-23. As we move forward with this work, I look forward to seeing all our staff progress more confidently through their careers.

I am confident that our Silver Action Plan not only responds to our needs and aspirations, but that it will be a robust and engaging tool that will drive further progress.

Finally, I confirm that the information presented in this application, including qualitative and quantitative data, is an accurate and true representation of the University, and that it has been developed in consultation with colleagues including senior management, SWAN champions and UCU leaders.

Yours sincerely



Professor Ian A Greer
President and Vice-Chancellor

Word count: 661

List of Abbreviations

COO	Chief Operating Officer
DE	Director of Education
DQGI	Director of Queen's Gender Initiative
DQSI	Director of Queen's SWAN Initiative
DIU	Diversity and Inclusion Unit
Ed	Education
FEB	Faculty Executive Board
GPG	Gender Pay Gap
GS	Queen's Graduate School
HC	Head count
HoS	Head of School
HRBP	Human Resources Business Partner
ISAT	Institutional Self-Assessment Team
KPI	Key Performance Indicator
NI	Northern Ireland
NSS	National Student Survey
P&C	People and Culture
PEC	Queen's Physical Education Centre
PGR	Postgraduate Research
PGT	Postgraduate Taught
P&S	Professional and Support Staff
PSR	Professorial Salary Review
PVC	Pro Vice-Chancellor
QGI	Queen's Gender Initiative
SAIL NI	Support Acceptance Information Learning Northern Ireland
SMP	Statutory Maternity Pay
SMT	Senior Management Team
T&R	Teaching and Research
TEQ	Teaching Evaluation Questionnaire
UCU	University and Colleges Union
UEB	University Executive Board
UG	Undergraduate
UOB	University Operating Board
VC	Vice Chancellor
VS/VER	Voluntary Severance / Voluntary Early Retirement
WAM	Workload Allocation Model



Queen's Faculties, Schools and Directorates

STEMM Faculties	
Engineering and Physical Sciences	EPS
Medicine, Health and Life Sciences	MHLS
STEMM Schools	
School of Biological Sciences	SBS
School of Chemistry and Chemical Engineering	SCCE
School of Electronics, Electrical Engineering and Computer Science	SEEECS
School of Mathematics and Physics	SMP
School of Mechanical and Aerospace Engineering	SMAE
School of Medicine, Dentistry and Biomedical Sciences	SMDBS
School of Natural and Built Environment	SNBE
School of Nursing and Midwifery	SNM
School of Pharmacy	SPha
School of Psychology	SPsy
AHSS Faculty	
Arts, Humanities and Social Sciences	AHSS
AHSS Schools	
School of Arts, English and Languages	SAEL
School of History, Anthropology, Philosophy and Politics	SHAPP
School of Law	SLaw
Queen's Management School	QMS
School of Social Sciences, Education and Social Work	SSSESW
Directorates (Non-Academic Departments)	
Academic and Student Affairs	ASA
Development and Alumni Relations Office	DARO
Estates	Est
Finance	Fin
Information Services	IS
Marketing, Recruitment, Communications and Internationalisation	MRCI
People and Culture	P&C
Research and Enterprise	R&E
Student Plus	SP

DESCRIPTION OF THE INSTITUTION

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

Please provide a brief description of the institution, including any relevant contextual information. This should include:

information on where the institution is in the Athena SWAN process

Queen's University Belfast received its Charter in 1845 and is one of two HEIs in Northern Ireland (NI). We have 21,614 students and 4,055 staff (2018) and are located across several sites in Belfast including: the Main Campus; Medicine Health and Life Sciences Campus; Riddel Hall; and the Titanic Quarter (Figure 1).



Figure 1. Queen's Campus Photographs

Seeking to build on our history of commitment to gender equality, in 1999 our Vice Chancellor (VC) engaged a group of senior women to share views about the University, boost participation and grow opportunities. A new Women's Forum and a Gender Equality Strategy - approved by Senate - led to the establishment of the Queen's Gender Initiative (QGI) in 2000. QGI is an independent, female-focused entity that promotes visibility of women and has brought about initiatives, including flexible-working, that benefit women and all staff with caring responsibilities.

QGI's contribution to gender equality in Queen's cannot be understated. It seeks to celebrate and champion women at our university: it promotes prestigious lectures, commissions portraits and hosts International Women's Day events. QGI is also active in developing women's careers through promotions workshops and bespoke mentoring for women which, following a listening-exercise in 2017, was extended to Professional and Support (P&S) staff. QGI is highly valued by women in the University and by our senior management.

Queen's has benefited from engagement with the Athena SWAN project since 2003 when we obtained a Royal Society Athena Award. In 2005 we subscribed to the Athena SWAN Charter and have held Institutional Athena SWAN Awards since 2007 (Figure 2). We are proud of our 16 School Awards, which include 2 Gold, 8 Silver and 16 Bronze Awards. Only one School (Management) is currently without an award, and it will apply in November 2019.

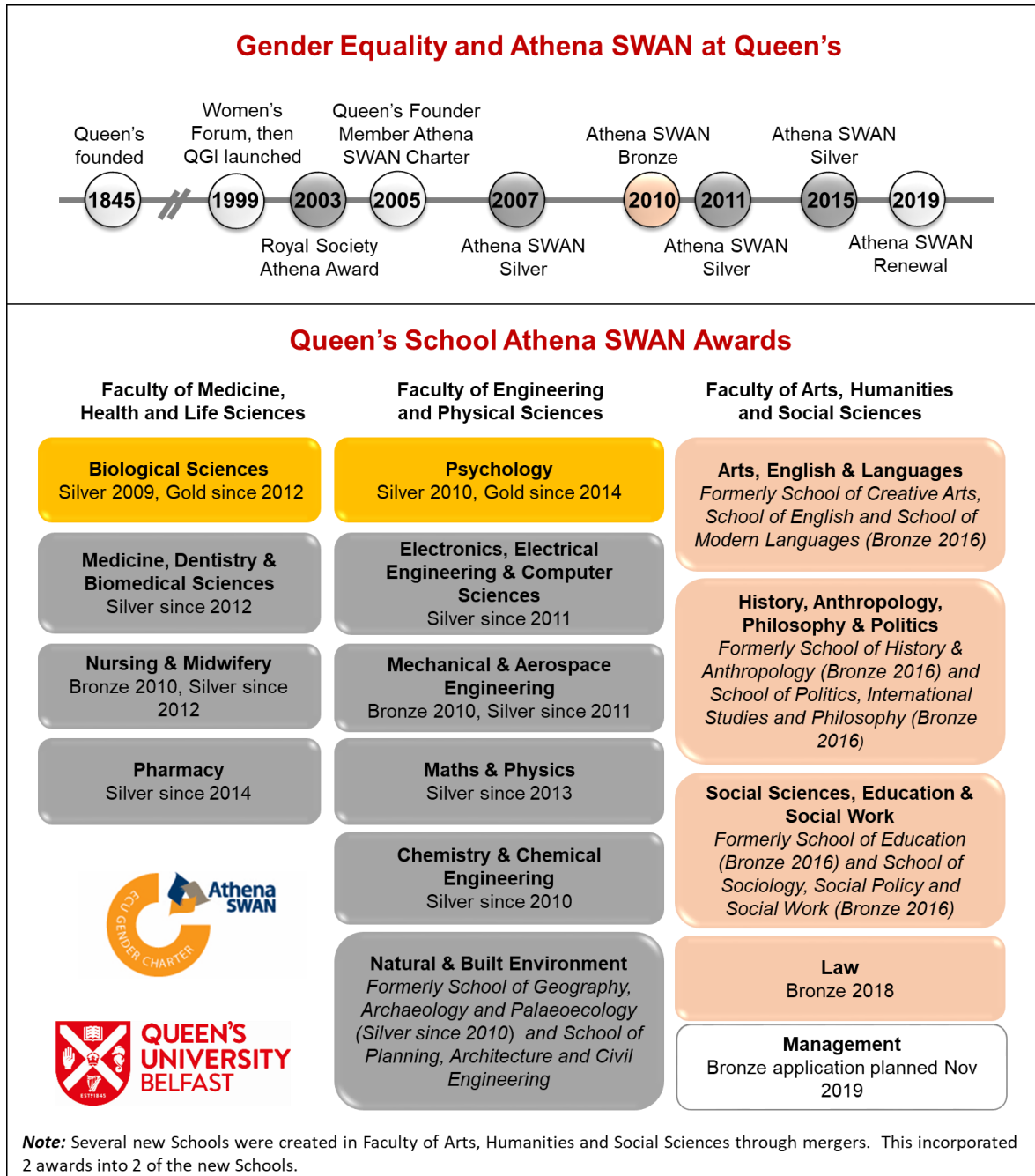


Figure 2. Gender Equality and Athena SWAN in Queen's

Queen's is increasingly known as a leader in gender equality and diversity best practice. Since our last submission, our work has been recognised by awards including: 'Best Large Public Sector Employer for Equality and Diversity', Legal Island Equality and Diversity Awards (2017); the 'Individual Diversity Champion in the Education Sector' for Professor Tom Millar, former SWAN Director; the 'Diversity and Inclusion Award', Business in the Community, (2017); and, the 'Public Sector Category', NI Equality and

Diversity Awards (2017, 2018). We also received a Women in Business ‘Gender Diversity Charter Mark NI Award’ in 2019: Queen’s was one of the Charter’s 8 founding members in 2017 (Figure 3). Most recently Queen’s won the ‘Best LGBT Initiative’ at the 2019 Legal Island Equality and Diversity Awards.

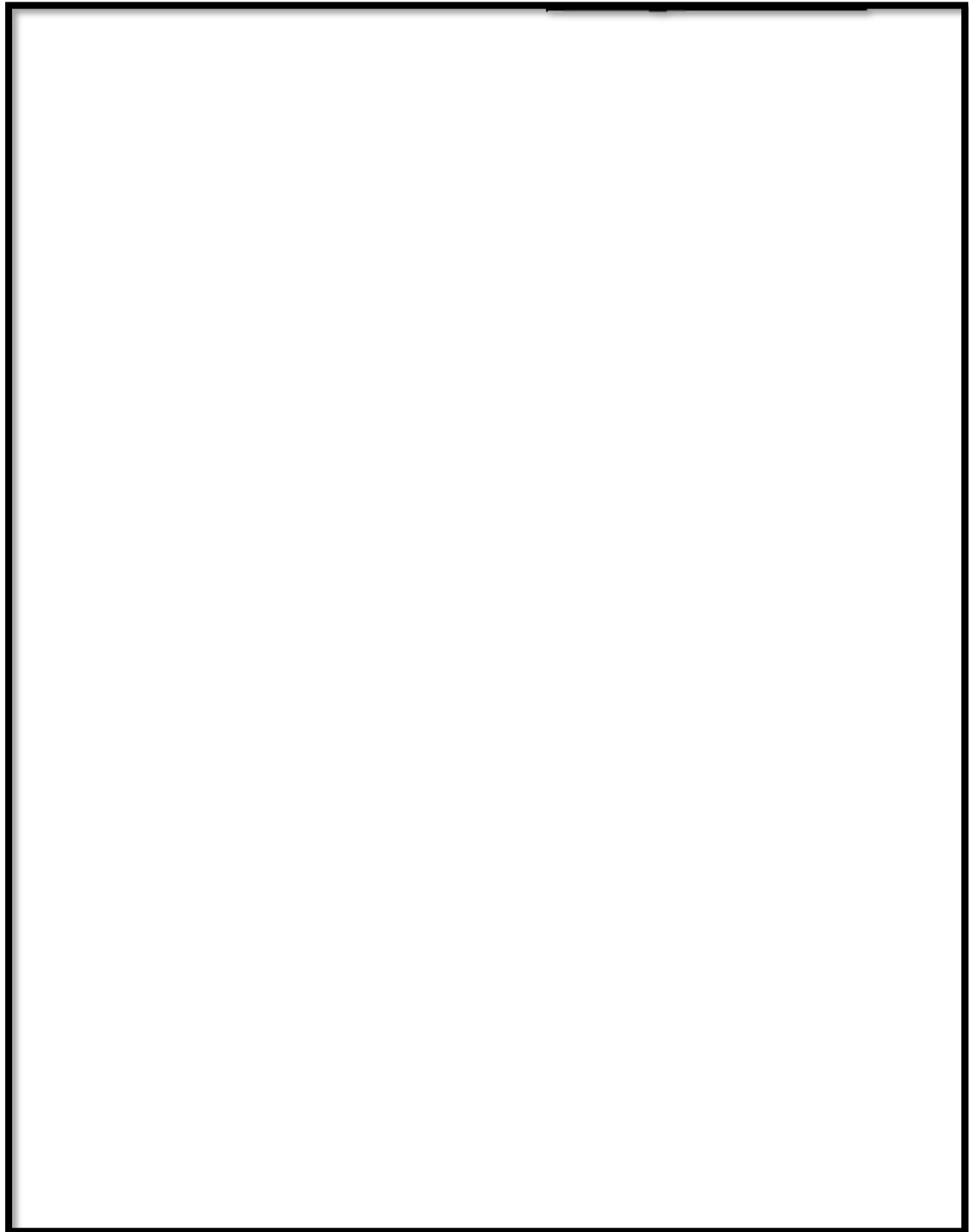


Figure 3. Recent awards. *Top left:* Tom Millar, ‘Individual Diversity Champion in the Education Sector’. *Top right:* Queen’s has received awards from these groups. *Middle:* ‘Best LGBT Initiative’ Legal Island Equality and Diversity Awards. *Bottom:* ‘Women in Business Gender Diversity Charter Mark’.

information on its teaching and its research focus

Teaching and research in Queen's is funded through annual block grant allocations from government and external research funding from research councils, government agencies, foundations, charities, businesses and individuals. In recent years the funding situation has been challenging for NI's HEIs: NI is the only UK region where government has reduced investment in universities. Between 2009 and 2018 the annual block grant to NI's universities fell by £34m, a decrease in funding of 7.4% per student since 2010. In addition, tuition fees in NI are pegged significantly below those that may be charged elsewhere in the UK.

But Queen's remains committed to the delivery of excellent teaching and research (Figure 4). We provide 219 UG, 144 PGT and 56 PGR degree pathways. We rank in the top quartile of UK institutions in learning and resources, with an overall student satisfaction rating of 83% (NSS, 2018). Our focus on equality and diversity impacts our postgraduate students; in 2018 PGT and PGR experience surveys, 89% of respondents stated that Queen's ensures diversity and inclusion.

Research in Queen's is carried out in Schools, Global Research Institutes and in partnership with industry and the health service. Underpinning our commitment to inclusion, and demonstrating our breadth and depth of research excellence, Queen's returned 95% of academic staff to REF2014. The *Times Higher Education* analysis of REF2014 results, placed Queen's 8th in the UK for research intensity, with over 75% of research judged as internationally-excellent or world-leading. Championed at senior management level, Queen's is committed to internationalisation and diversity and across all areas of business.

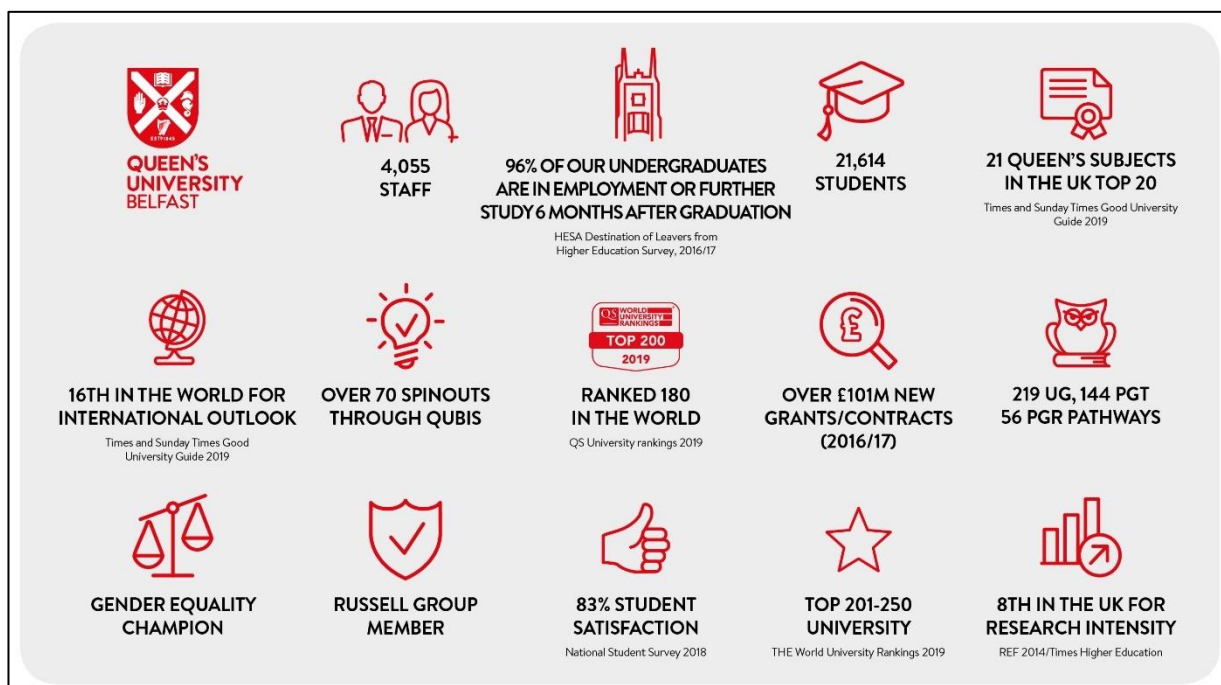


Figure 4. Key Queen's Facts

Queen's is led by our President and VC, supported by the Registrar and Chief Operating Officer. There are 6 Pro Vice-Chancellors, 3 with territorial and 3 with thematic portfolios. Each Faculty has 4 Deans

and the Graduate School (GS) is headed by a Dean. There are 9 Professional Services Directorates, each headed by a Director (Figure 5).

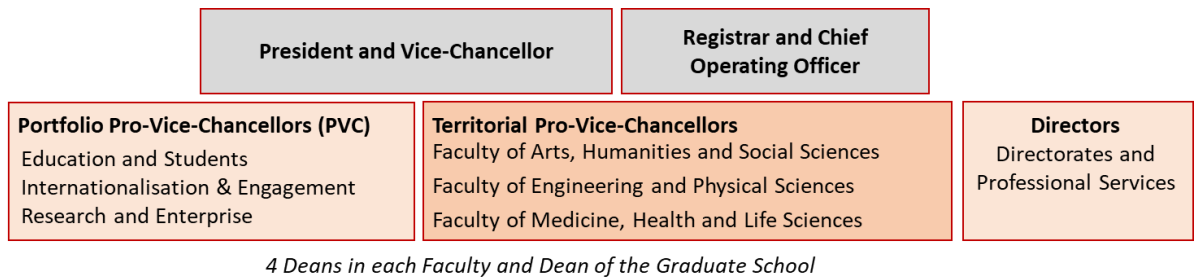


Figure 5. Queen's Senior Management Structures

Three Faculties, AHSS, EPS, MHLS are home to 15 Schools (Figure 6).

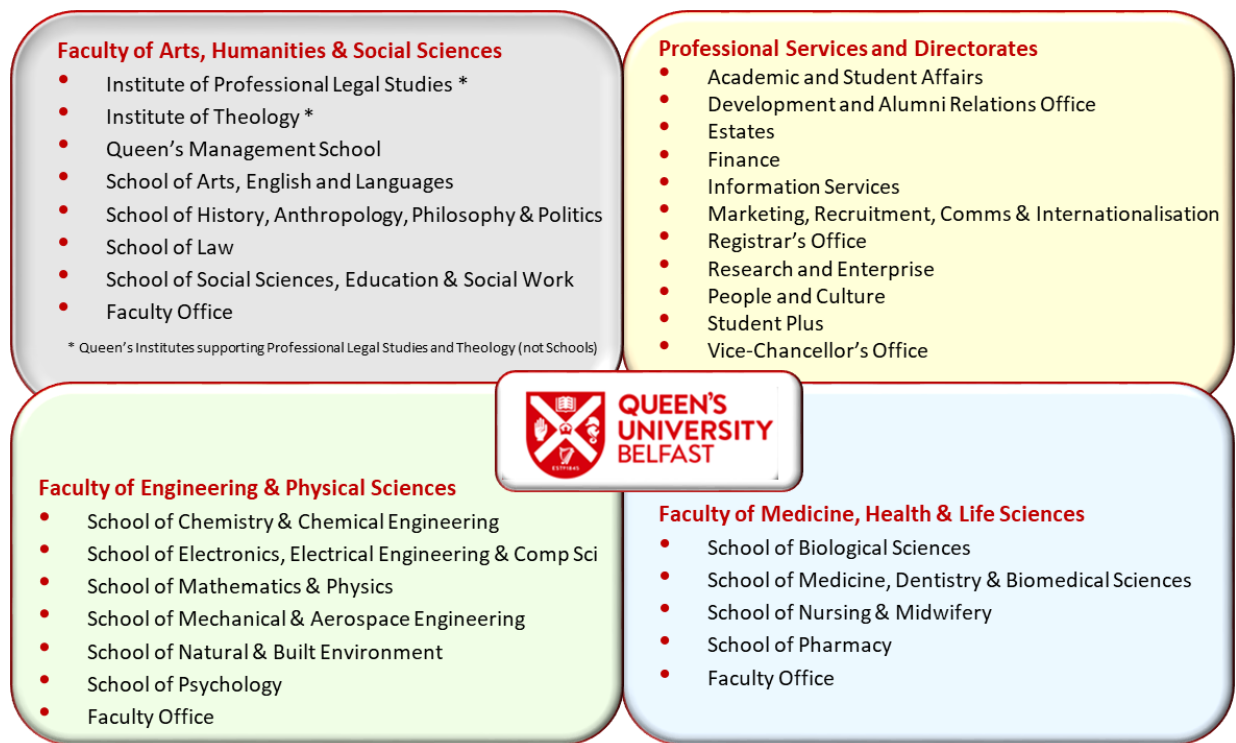


Figure 6. Overall structure of Queen's Faculties, Schools, Professional Services and Directorates

the number of staff. Present data for academic and professional and support staff separately

All data in the application represents headcount and a census date, 31 July 2018. Data conventions: percentages have been rounded to whole numbers. Consequently, percentages less than 0.4% will be reported as 0% after rounding. Rounding may also mean that individual items within a table or graph do not tally to the corresponding total. All years represent the end of the academic year e.g. 2014 represents academic year 2013-2014.

Queen's has 3 categories of Academic staff across several grades (Figure 7). In 2018 Academic staff totalled 1,812 (43% women, slightly behind HESA comparator data of 46%) and 2,243 P&S staff (63% women) (Figure 8).

Academic Staff		Academic (Teaching & Research, T&R)	Academic (Education)	Research
Grades	AC1	N/A	Teaching Assistant	Research Associate
	AC2	Lecturer	Lecturer	Research Fellow
	AC3	Lecturer	Lecturer	Senior Research Fellow
	AC4	Senior Lecturer, Reader	Senior Lecturer	N/A
	Professor	Professor	Professor	N/A
Roles		Teaching, Research, Administration, Societal Impact	Teaching, Scholarship, Administration, Societal Impact	Research, Societal Impact

Figure 7. Categories and Roles of Academic Staff in Queen's

Staff Category	Queen's F	Queen's M	Queen's Total	HESA F (%)	HESA M (%)
Academic & Research	776 43%	1,036 57%	1,812 45%	97,200 46%	114,745 54%
Professional & Support	1,406 63%	837 37%	2,243 55%	136,350 63%	81,175 37%
Total	2,182 54%	1,873 46%	4,055	233,550 54%	195,920 46%

Figure 8. Queen's Staff in 2018

Staff Category	2014	2015	2016	2017	2018
Academic (T&R)	938	937	883	889	932
Academic (Education)	207	209	185	204	230
Research	524	541	544	592	650
Professional & Support	2,018	2,046	2,043	2,114	2,243
Total	3,687	3,733	3,655	3,799	4,055

Figure 9. Queen's Staff Population over the last 5 years by Category

Our total staff population has increased by 368 (c.10%) over the last 5 years. Our research staff growth is predicated on increased external grant income and we have additionally invested in P&S staff (Figure 9). The decrease in Academic (T&R) and Academic (Education) categories in 2016 is partly explained by a VS/VER scheme that launched in 2015 as part of the VC's Vision 2020 strategy¹ and to address budget cuts (£16.1m) imposed by the NI Assembly, that we managed through a 10% reduction in our capped

¹ The University's Vision 2020 strategy is based on world class leadership in the pursuit of excellence, impacting society. The strategy's priorities are to increase research income, postgraduate profile and international students numbers.

NI undergraduate intake. VS/VER concluded in December 2015 with 142 staff, including 58 academics (43% female), leaving employment.

Over the same period, Queen’s student population grew by 1,203 (5.9%) (Figure 10). This growth was largely due to increased postgraduate research (PGR) (11.8%) and postgraduate taught (PGT) (21.6%) students (Figure 11).

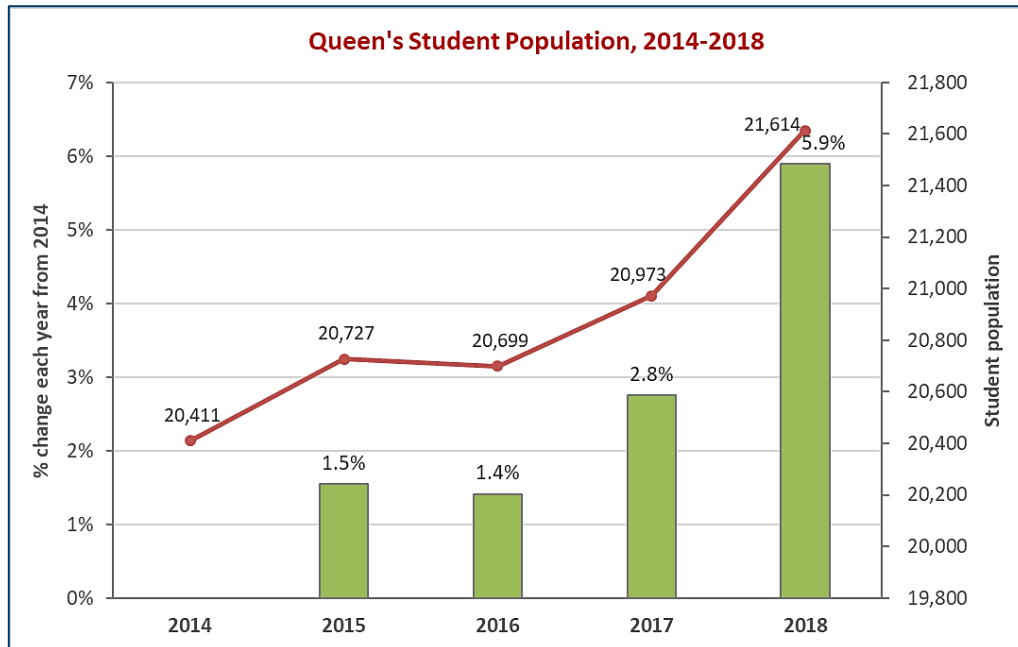


Figure 10. Annual change in Queen’s Student Population relative to 2014

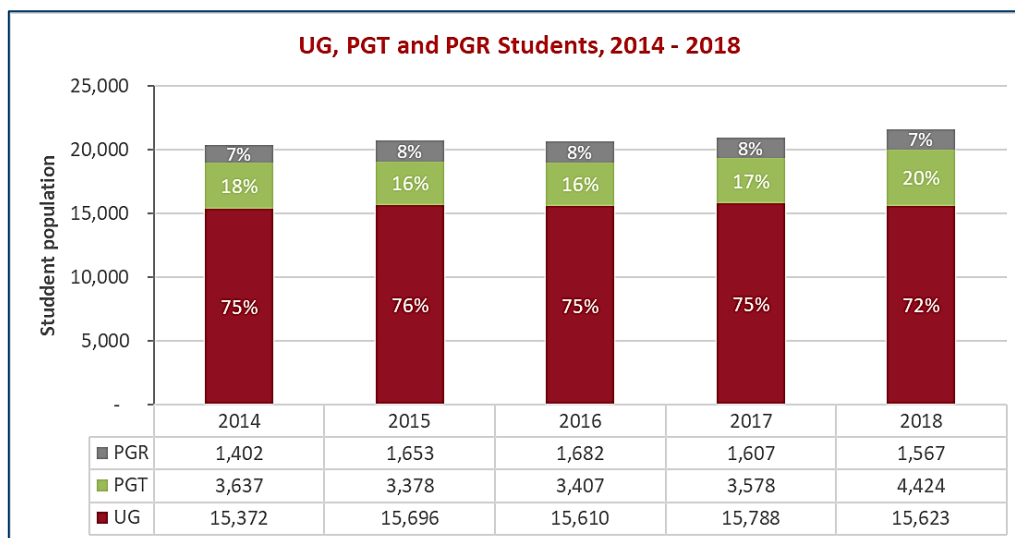


Figure 11. Undergraduate and Postgraduate Student Populations at Queen’s, 2014-2018

the total number of departments and total number of students

Our 21,614 students are taught across 15 Schools and 1 Institute (Figure 12). In 2017-18, 56% of UG, 63% of PGT and 51% of PGR students were women.

School or Institute		UG		PGT		PGR		Total
		F	M	F	M	F	M	
AHSSBL Schools	Institute of Theology	77 56%	60 44%	11 50%	11 50%	3 23%	10 77%	172
	Queen's Management School	711 45%	872 55%	336 57%	252 43%	12 39%	19 61%	2,202
	School of Arts, English and Languages	817 67%	397 33%	142 69%	64 31%	58 55%	47 45%	1,525
	School of History, Anthropology, Philosophy and Politics	513 51%	484 49%	118 52%	111 48%	47 48%	50 52%	1,323
	School of Law	561 64%	313 36%	317 65%	167 35%	43 62%	26 38%	1,427
	School of Social Sciences, Education and Social Work	482 85%	87 15%	618 74%	220 26%	130 69%	59 31%	1,596
	Arts, Humanities and Social Sciences	3,161 59%	2,213 41%	1,542 65%	825 35%	293 58%	211 42%	8,245
STEMM Schools	School of Chemistry and Chemical Engineering	210 38%	348 62%	31 66%	16 34%	36 39%	56 61%	697
	School of Electronics, Electrical Engineering and Computer Science	414 24%	1,289 76%	63 29%	157 71%	16 18%	71 82%	2,010
	School of Mathematics and Physics	250 35%	462 65%	13 35%	24 65%	33 27%	91 73%	873
	School of Mechanical and Aerospace Engineering	126 16%	670 84%	3 23%	10 77%	21 31%	46 69%	876
	School of Natural and Built Environment	444 48%	483 52%	127 37%	216 63%	41 45%	50 55%	1,361
	School of Psychology	382 84%	73 16%	92 87%	14 13%	54 76%	17 24%	632
	Engineering and Physical Sciences	1,826 35%	3,325 65%	329 43%	437 57%	201 38%	331 62%	6,449
	School of Biological Sciences	458 57%	345 43%	156 65%	85 35%	74 52%	68 48%	1,186
	School of Medicine, Dentistry and Biomedical Sciences	1,228 64%	692 36%	207 62%	129 38%	134 60%	91 40%	2,481
	School of Nursing and Midwifery	1,757 93%	137 7%	117 87%	18 13%	21 72%	8 28%	2,058
	School of Pharmacy	342 71%	139 29%	419 72%	160 28%	81 60%	54 40%	1,195
	Medicine, Health and Life Sciences	3,785 74%	1,313 26%	899 70%	392 30%	310 58%	221 42%	6,920
	Total	8,772 56%	6,851 44%	2,770 63%	1,654 37%	804 51%	763 49%	21,614

Figure 12. List of Schools/Institutes and total number of students by gender, 2018

Figures 13-15 show 2018 UG populations. All Schools, with the exception of Management, have Athena SWAN Awards and Action Plans to address gender equality at all levels, and these are aligned with the Institutional Action Plan. Schools with the highest proportion of female students are the Schools of Nursing and Midwifery (93%), Social Sciences, Education and Social Work (85%), and Psychology (84%). Schools with the highest proportion of male students are the Schools of Mechanical and Aerospace

Engineering (84%), Electronics, Electrical Engineering, and Computer Science (76%), and Maths and Physics (65%).

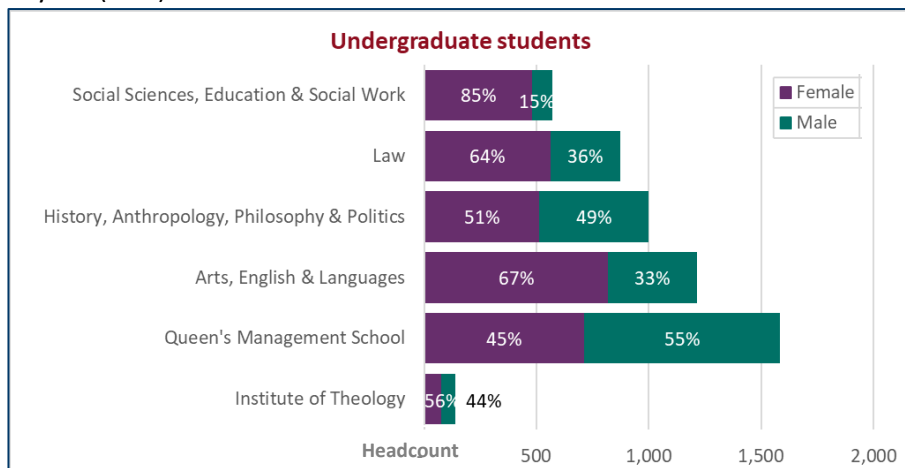


Figure 13. Undergraduate students in the Faculty of Arts, Humanities and Social Sciences

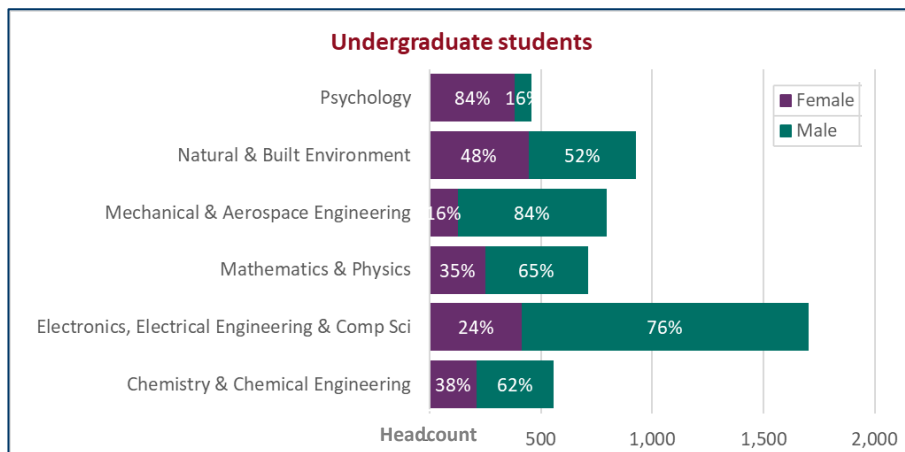


Figure 14. Undergraduate students in the Faculty of Engineering and Physical Sciences

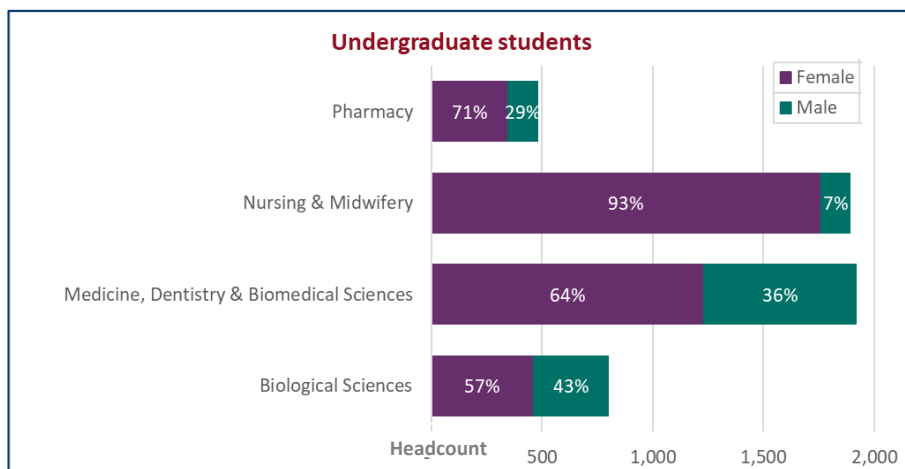


Figure 15. Undergraduate students in the Faculty of Medicine, Health and Life Sciences

list and sizes of science, technology, engineering, maths and medicine (STEMM) and arts, humanities, social science, business and law (AHSSBL) departments. Present data for academic and support staff separately

Our Schools comprise Academic and P&S staff (Figure 16), except for the Institute of Theology with two P&S staff. Medicine, Dentistry and Biomedical Sciences is our largest School, with 386 Academic and 208 P&S staff. The Electronics, Electrical Engineering and Computer Sciences has the lowest percentage of female Academic staff (13%) and Nursing and Midwifery the largest (80%), matching the UG student population.

	Faculty, School or Institute	Academic Staff				P & S Staff			
		F	%	M	%	F	%	M	%
STEMM Schools	School of Biological Sciences	64	44	81	56	33	63	19	37
	School of Chemistry and Chemical Engineering	26	30	61	70	25	56	20	44
	School of Electronics, Electrical Engineering and Computer Science	18	13	117	87	27	47	30	53
	School of Mathematics and Physics	21	18	98	82	13	52	12	48
	School of Mechanical and Aerospace Engineering	13	17	64	83	15	46	18	54
	School of Medicine, Dentistry and Biomedical Sciences	216	56	170	44	157	75	51	25
	School of the Natural and Built Environment	44	32	95	68	30	55	25	45
	School of Nursing and Midwifery	86	80	21	20	30	81	7	19
	School of Pharmacy	52	49	54	51	36	68	17	32
	School of Psychology	22	50	22	50	12	63	7	37
AHSSBL Schools	Institute of Theology	-	-	-	-	2	100	-	-
	Queen's Management School	27	34	52	66	31	74	11	26
	School of Arts, English and Languages	53	45	66	55	30	79	8	21
	School of History, Anthropology, Philosophy and Politics	35	33	72	67	20	80	5	20
	School of Law	27	51	26	49	18	82	4	18
	School of Social Sciences, Education and Social Work	72	67	35	33	41	91	4	9

Figure 16. Number of Staff (Academic and P&S) in STEMM and AHSSBL Schools

Figures 17-18 show the percentage of female Academic and P&S staff in STEMM and AHSSBL Schools and related Faculty Offices. 5 out of 15 Schools have $\geq 50\%$ female Academic staff, and women make up the majority of P&S staff in all 5 AHSS and in 8 out of 10 STEMM Schools.

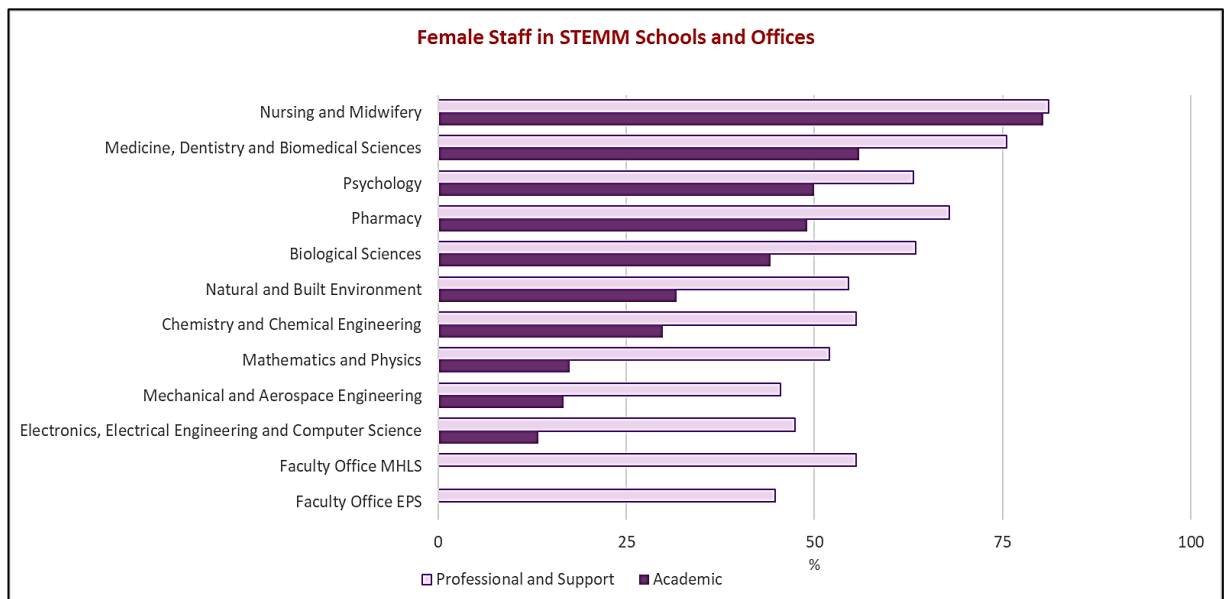


Figure 17. Percentage of female Academic and P&S staff in STEMM Schools

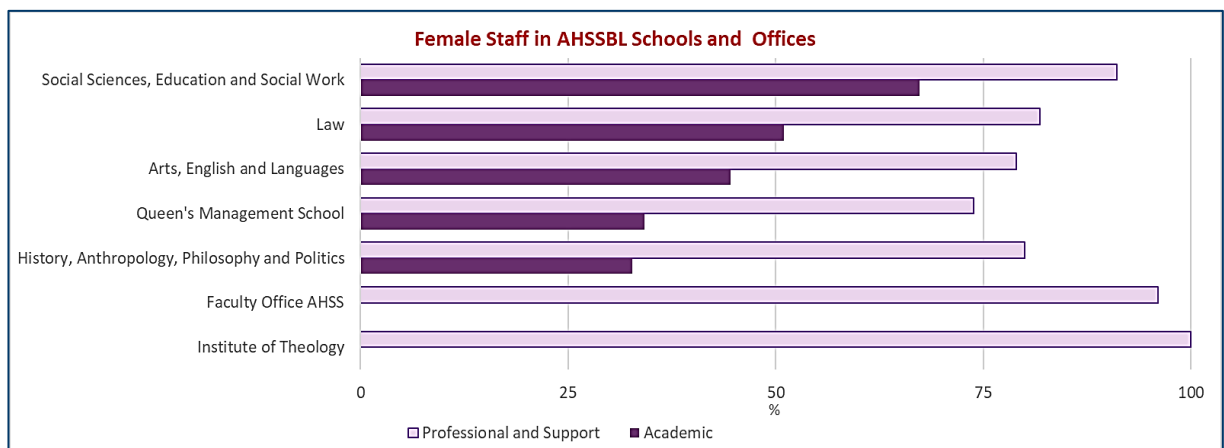


Figure 18. Percentage of female Academic and P&S staff in AHSSBL Schools

Word count: 1170

With the permission of Advance HE, we have used 200 additional words in this section.

THE SELF-ASSESSMENT PROCESS

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

Describe the self-assessment process. This should include:

a description of the self-assessment team

The members of the institutional self-assessment team (ISAT) are staff from a range of grades and from across the whole University, both academics and P&S staff, and students (Figure 19). We have varied experience of work-life balance, family and caring responsibilities (Figure 20) and our shared commitment to gender equality has enabled us to review effectively the impact of our previous action plans and create appropriate new actions.

Name	Role	Name	Role
Joe Butterfield	School of Mechanical & Aerospace Engineering, Senior Lecturer	Teresa McCormack	School of Psychology, Professor and HoS
Cathy Carey	QGI, Coordinator	Victoria Montgomery	Athena SWAN, Project Manager
Susan Clarke	School of Nursing & Midwifery, Lecturer; SWAN Champions, Chair	Brian Parkes	People & Culture, Director
Conor Curran	People & Culture, Head of Diversity and Inclusion Unit	Adrienne Scullion	AHSS, PVC; Queen's SWAN Initiative, Director (ISAT, Chair)
Carolyn Fitzmaurice	MHLS, Data Analyst	Nicola Skelly	Head of VC's Office
Wendy Galbraith	Acting Registrar & COO	Leeann Matchett	People & Culture, Diversity & Inclusion Unit
Helen Hart	AHSS, Director of Operations	Tom Millar	School of Maths & Physics, Professor
Karen McCloskey	School of Medicine, Dentistry & Biomedical Sciences, Professor; QGI Director; Queen's SWAN Initiative Academic Lead	Denise Price	School of Mechanical & Aerospace Engineering, Business Manager
Student Representatives			
Caroline Millar	Queen's Management School, PhD student	Hamsavani Rajeswaren	Students' Union, Equality & Diversity Officer, incl. Campaign leader for student BAME ambassadors.

Figure 19. Membership of ISAT

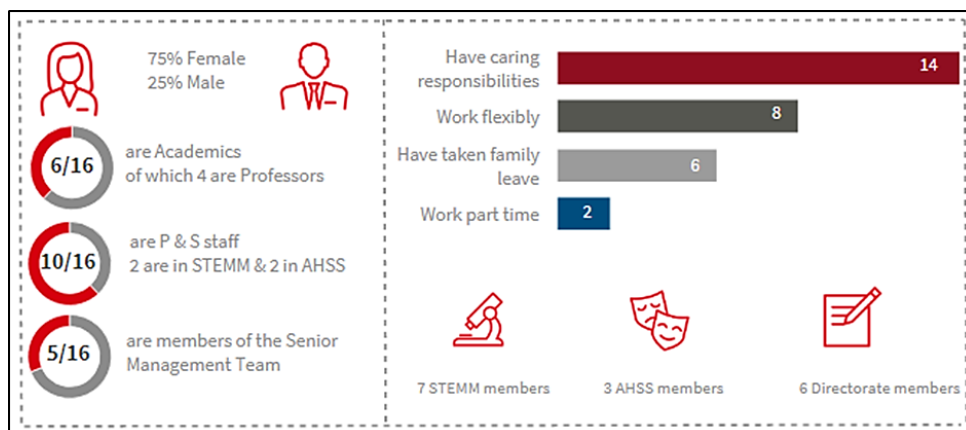


Figure 20. ISAT member roles and experience



Figure 21. Queen's Institutional Self-Assessment Team

an account of the self-assessment process

Queen's has well-established structures for self-assessment teams in Schools and for the Institution. Membership is regularly refreshed as roles change and members rotate. During the reporting period,

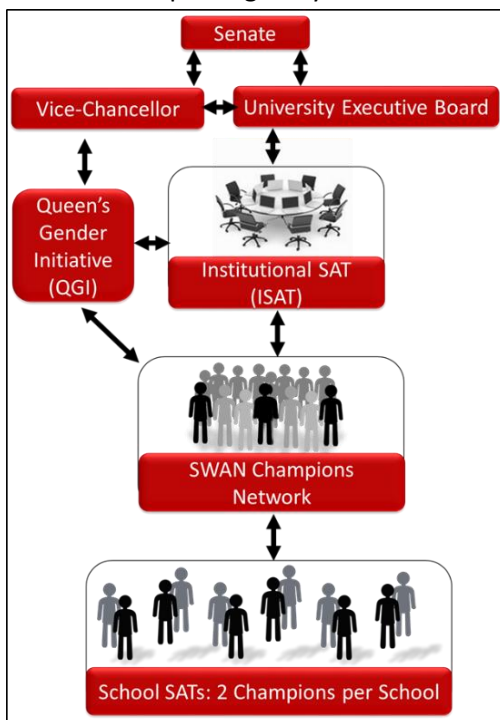


Figure 22. SWAN Structures in Queen's

Queen's underwent restructuring to create 3 PVC-led Faculties and several new Schools. The Athena SWAN Charter also expanded, providing the welcome opportunity to include P&S and Trans staff.

In 2017, to be better at serving our new University structures and the new SWAN requirements, we decided to merge the former SWAN Steering Group with the ISAT and to refresh membership (Figure 21). In 2018 Adrienne Scullion (PVC AHSS) became Director of Queen's SWAN Initiative (DQSI) and chair of the new ISAT. We brought new members on board, while still retaining the experience and expertise of 'long-serving' members. Our work is supported by invited members who provide expertise in specific areas as required, including UCU representatives. ISAT revised the Terms of Reference for all parts of the SWAN structure at Queen's, while retaining a support and critique function for Schools making departmental applications.

ISAT engages directly with Senior Management, ensuring that SWAN is fully embedded and enabled to achieve its objectives. The ISAT Chair and 2 ISAT members are members of the University Executive Board (UEB), including the Registrar who chairs the University Operations Board (UOB). The QGI Director is SWAN Academic Lead and liaises directly with the VC (Figure 22). Two ISAT members sit on our new cross-University Staff Forum. ISAT has met monthly since 2018, rising to weekly meetings as we prepared this submission. That process required engagement with staff in all roles and grades across the University, including our SWAN Champions, whose Chair is an ISAT member. The application was presented to UEB (chaired by the VC) and UOB for input and endorsement of the Action Plan.

The writing team used a Sharepoint resource for the collation of data, qualitative information, editing 'live' drafts, and this is now a repository for ISAT documentation.

'Attending ISAT for feedback on applications before submission is a key part of our SWAN process. Firstly, because it underlines the importance of gender equality to our Institution, showing it cares about how we operate within the Schools, but also, on our previous applications, we have received very valuable, critical feedback that improved our applications before submission.' - Anonymous

plans for the future of the self-assessment team

We plan for the current ISAT to remain in place for at least 18 months post-submission to consolidate delivery of the Action Plan. If members rotate, replacements will be appointed in line with specific roles, e.g. Deputy Director of People & Culture, or through Expressions of Interest from staff. ISAT will continue to meet monthly during term time, with additional focus groups led by ISAT members to address specific action points. Moving forward we want more male senior academic staff representation on ISAT and to have a member of our newly formed staff network for Black, Asian, Minority Ethnic (BAME) staff (iRISE) join.

Action 1.10: Advance staff representation on ISAT; refresh ISAT membership, to include more senior male academic and iRISE (BAME) representation.

Word count: 493

PICTURE OF THE INSTITUTION

Recommended word count: Bronze: 2000 words | Silver: 3000 words

1.1. Academic and research staff data

(i) Academic and research staff by grade and gender

Look at the career pipeline across the whole institution and between STEMM and AHSSBL subjects. Comment on and explain any differences between women and men, and any differences between STEMM and AHSSBL subjects. Identify any issues in the pipeline at particular grades/levels.

The majority of Academic staff are AC2 and AC3 (Lecturers or Research Fellows) (Figure 7), with smaller numbers in AC1 (Teaching Assistants and Research Associates). Over the last 5 years, there was broadly gender balance across AC1-AC2, although with some fluctuation in AC1 due to smaller numbers of staff. AC2 staff numbers increased, representing contract research staff employed on externally-funded grants. AC3 increased in numbers of women and men, encouragingly, reaching parity in 2018. 36% of AC4 and 23% of our Professors are women (Figure 23). A reduction in total numbers of AC4 and Professors in 2016 correlates with the implementation of the VS/VER Scheme.

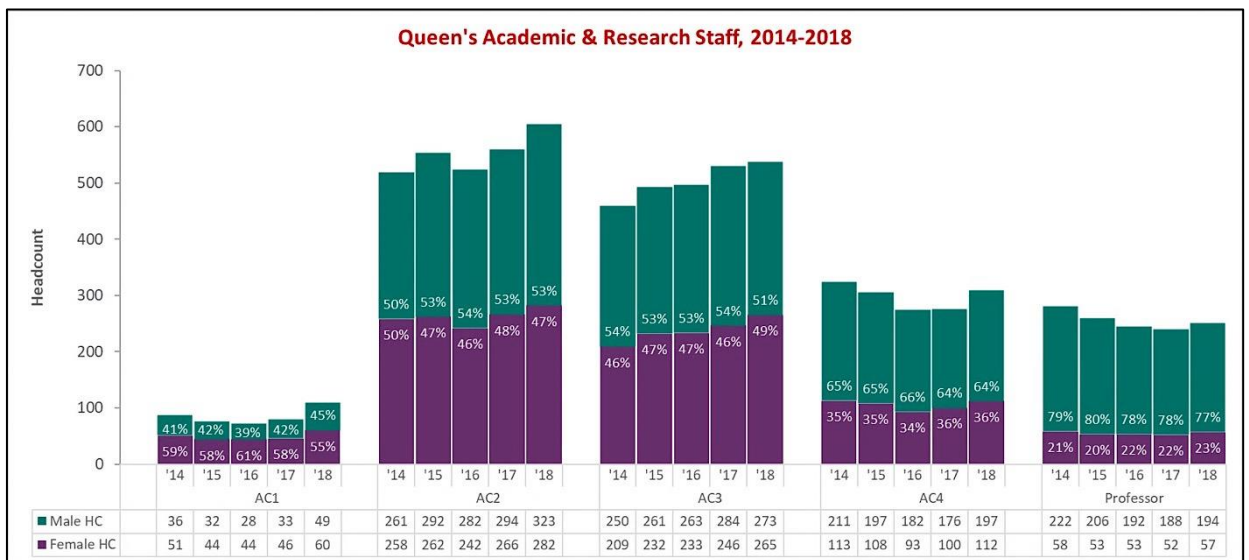


Figure 23. Academic and Research Staff in Queen's Schools by gender, 2018

Note: table shows head count (HC)

Analysis of STEMM showed that a similar pattern occurred in STEMM, with 34% of AC4 and 19% of Professors being women (Figure 24). We note growth in female AC3 staff numbers, reaching 50% representation in 2018.

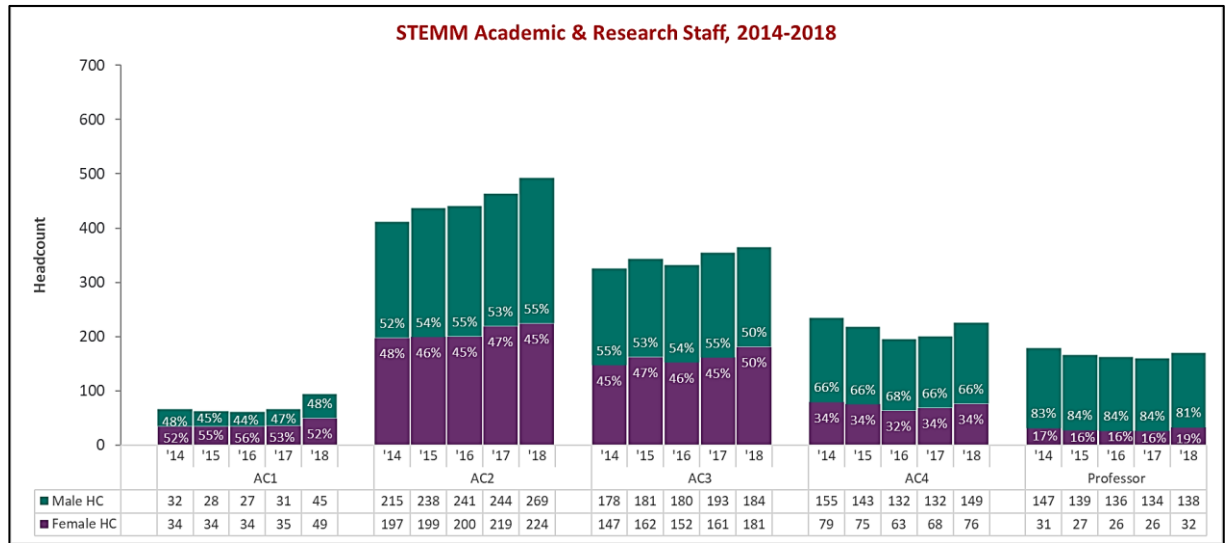


Figure 24. Academic and Research Staff in Queen’s STEMM schools by gender, 2018

Note: table shows head count (HC)

In AHSSBL (Figure 25) there were small numbers of AC1 staff (15 in 2018) with AC2 and AC3 reaching parity in 2018. Similar to STEMM, growth occurred in AC3. Women represented 43% of staff at AC4 and 31% of Professors. This higher percentage of female AC4 and Professors in AHSSBL correlates to a reduction in the number of men in these categories across 2014-2018.

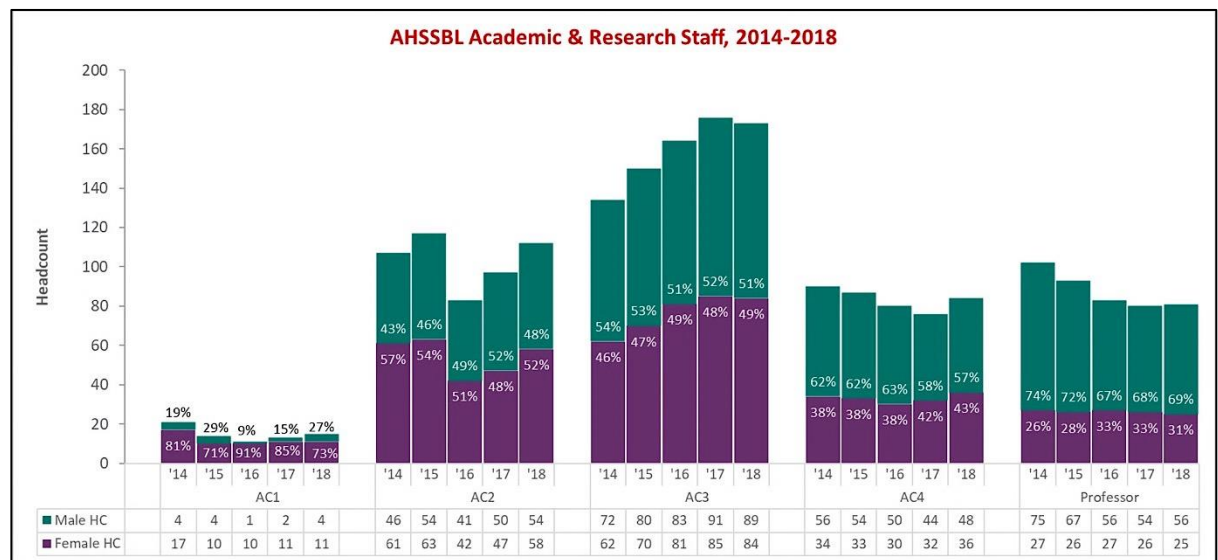


Figure 25. Academic and Research Staff in Queen’s AHSSBL schools by gender, 2018

Note: table shows head count (HC)

Over the last 5 years the number of female Professors has been maintained despite fluctuations and a decrease of 6 in our total female population in 2016-17 (Figure 26). The decrease in the number of male Professors resulted in the rise in the percentage of female Professors, from 21% to 23%, just below HESA comparator data (26%).

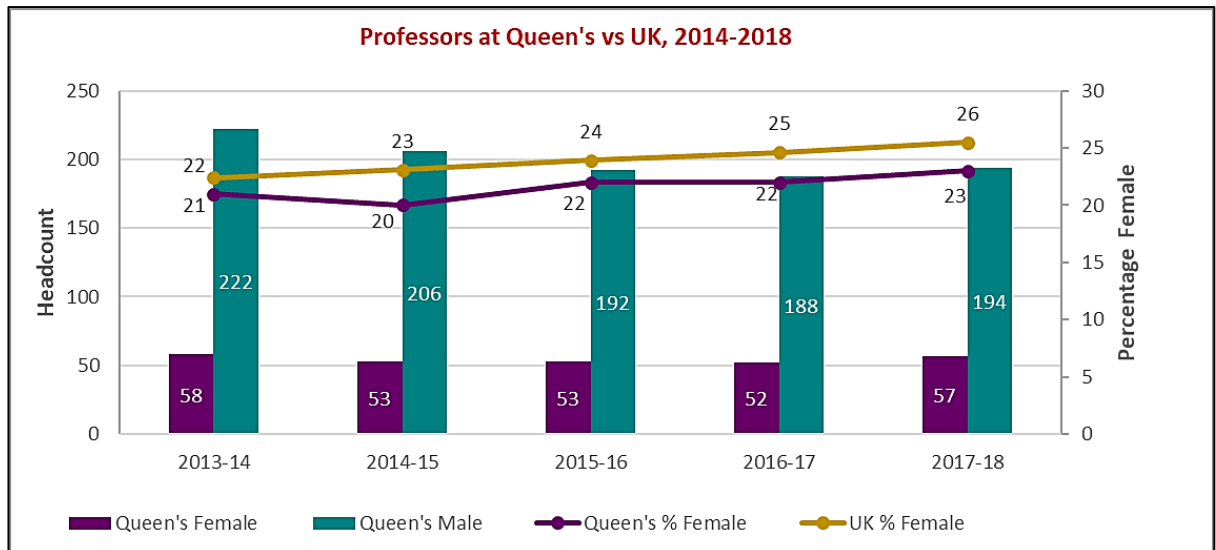


Figure 26. Professorial staff in Queen's by gender (2014-2018) and with HESA comparator data

We further investigated the numbers and percentage of female professors by obtaining archive data (Figure 27). We found that the percentage of female Professors increased from 11% in 2000 (17 women) to 23% in 2018 (57 women) which, we believe, shows the positive impact of earlier SWAN Actions. The percentage of female Professors has been broadly similar since 2011, despite the female headcount increasing by 8 between 2011 and 2018; this percentage outcome was due to the male headcount increasing by 20 during this period.

Our current Professors include 5 women and 21 men on 0.2FTE contracts, facilitating work in other areas or phased retirement. Removal of these colleagues from the 2018 dataset makes no overall change to the gender difference.

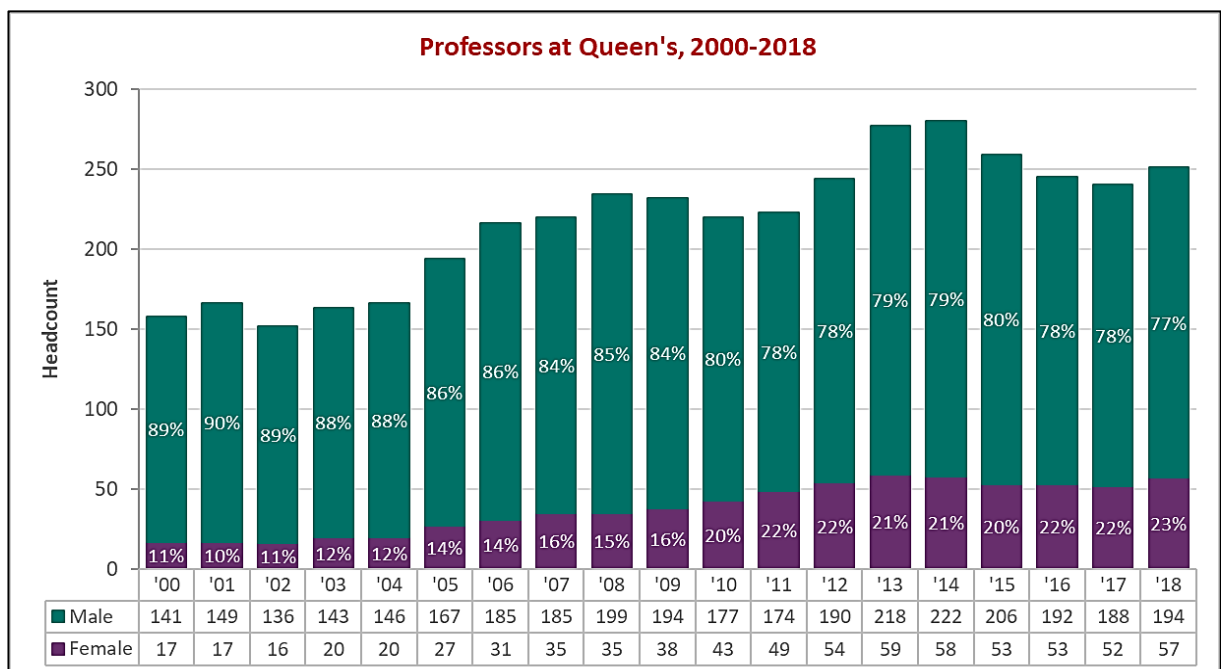


Figure 27. Professorial staff in Queen's by gender, since 2000

Note: table shows head count (HC)

Our Corporate Plan (2016-2021) commits to 30% female Professors. This remains our ambition, but it is a challenging one given: (i) the sector comparator is 26%; (ii) our geographical location can make mid-

career recruitment a challenge and (iii) we still have too few women applying for Professorial positions compared with men (21% applications to individually advertised Chair (T&R) positions are from women, **Figure 55**). **We have agreed a number of new actions to increase the percentage of female professors to 27% by 2023, a growth rate of 1% each year.**

Evaluation of our gender profile across student and academic staff populations shows marked divergence after AC3 (**Figure 28**). The AC4 population has not grown overall over the last 5 years and the gender gap at AC4 (36% female) remains unchanged. We have invested in AC3, early-career academic staff over the last 5 years and this population has gender balance. Our future plan will mentor and support this cohort through to promotion to AC4 and beyond. **We commit to progressing gender representation at AC4 (to 45% women).**

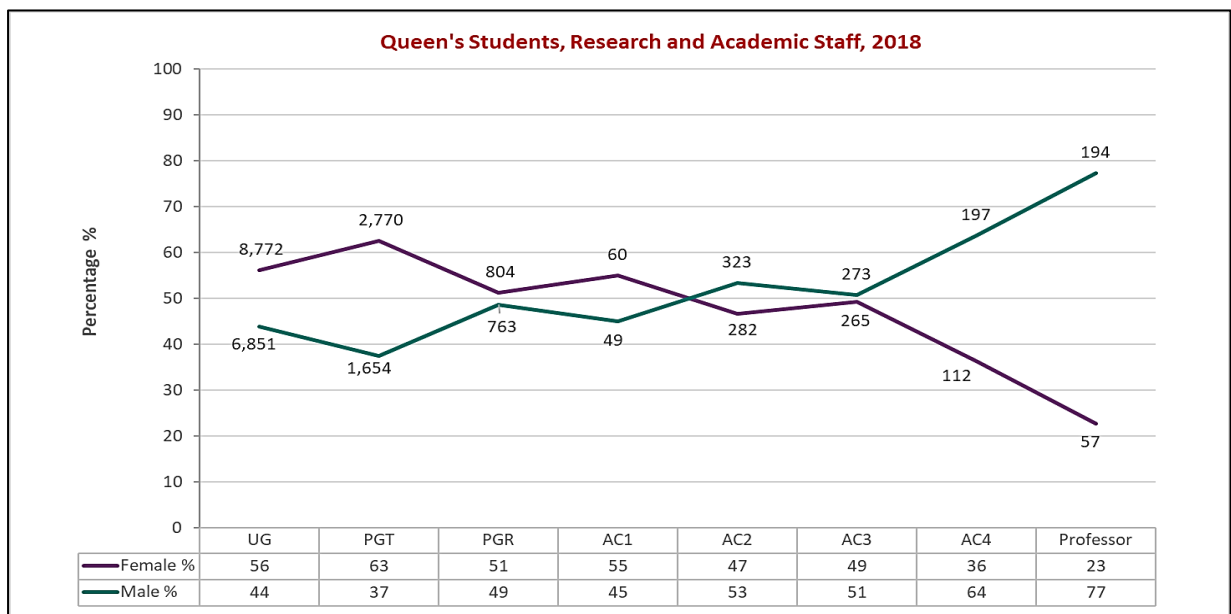


Figure 28: Profile of Students and Staff in Queen’s by Gender, 2018

Our recruitment focus for the new Action Plan will be directed towards AC4 and Professor grades; our target of 45% women in AC4 will also enable growth to 27% of women in the Professoriate by 2023 as we develop our current talented colleagues and work proactively to encourage women to apply to Queen’s.

This work will be led by Faculty PVCs, with Heads of Schools and HRBPs managing search committees, developing new recruitment materials with family-friendly information on life in Belfast and profiling our Athena SWAN principles, flexible-working options, dependant leave and opportunities for career progression. *See section 5.1 (i) for further information.*

Action 2.1	New institutional policies on appraisal, progression and promotion
Action 2.2	Recruit more senior female Professors
Action 2.3	Ensure language in recruitment advertisements is gender neutral (software) Include information on SWAN and family friendly policies in recruitment materials Develop new videos of female academics for recruitment Include testimonials on family life in Belfast/NI
Action 2.4	Research the efficacy of using recruitment agencies and search committees
Action 2.5	Gender balance (minimum 30% women/men) on recruitment panels

Action 2.7	Understand why fewer women than men apply for promotion
Action 2.8	Understand why people leave Queen's
Action 3.1	Increase the numbers of female AC4 academics through promotion, recruitment, QGI Mentoring and Aurora Leadership Training
Action 3.2	Increase the number of female professors through promotions, recruitment and review survey data for leavers.

Our analysis of the intersectionality of gender and ethnicity of Academic and Research staff identified limitations with our data infrastructure that we will address in the Action Plan. BAME Academic and Research Staff comprise 12% of Academic and Research staff (Figure 29) compared with 2% BAME in the general Northern Ireland population (2011 Census). The current BAME population in NI will be larger than the Census data, but Queen's remains significantly more diverse than the local population. Our new BAME staff network, iRISE, and initiatives by People & Culture to support BAME, show the

	Queen's Academic and Research Staff, 2018						Northern Ireland		England & Wales	
	F	F %	M	M %	Total	% of Total	F	M	F	M
White	684	88%	820	78%	1,504	82%	98%	98%	86%	86%
BAME	65	8%	153	15%	218	12%	2%	2%	14%	14%
Not Known	31	4%	72	7%	103	5.6%	-	-	-	-
Total	780	-	1,045	-	1,825	-	-	-	-	-

Note: Comparator data is from Census, 2011.

University's commitment to these staff.

Figure 29: Intersectionality of Gender and Ethnicity in Academic and Research Staff

In 2018, 8% of female academic and research staff are also BAME (8% in 2016, 7% in 2017), compared with 15% of males in this cohort (13% in 2016, 13% in 2017) (Figures 29, 30, 30a-c). BAME staff are represented across all academic grades with the largest numbers as AC1-AC2 researchers. This grade and staff tends to have higher mobility and to be employed on fixed-term research grants. The exchange of ideas and expertise among this diverse research population is a strength of a thriving research community that initiatives such as iRISE seeks to enhance and develop.

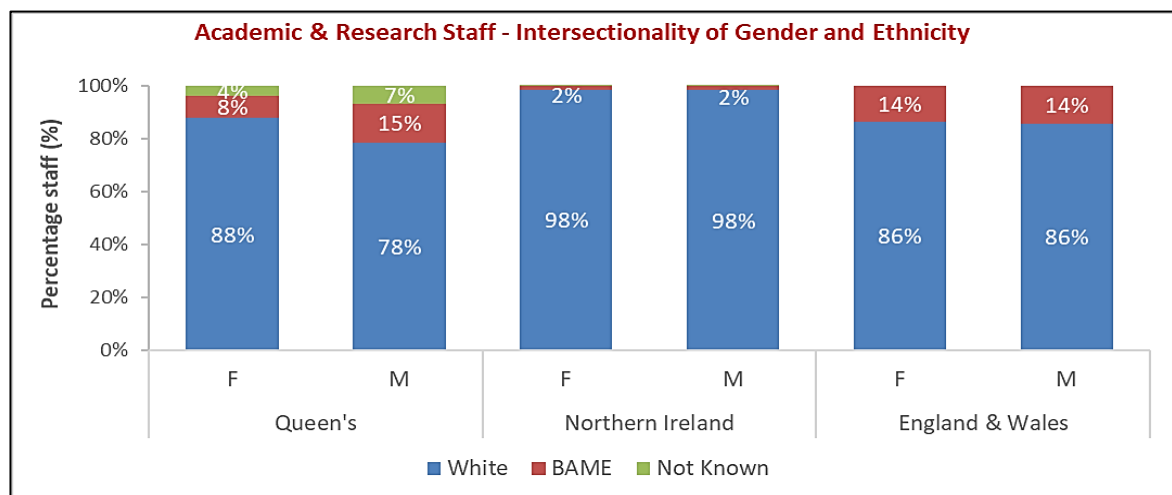


Figure 30: Intersectionality graph of Gender and Ethnicity in Academic and Research Staff

Academic (T&R)	Gender	BAME	% BAME	Unknown	% Unknown	White	% White	Total
AC2	F	3	9%	1	3%	31	89%	35
	M	12	23%	3	6%	37	71%	52
AC3	F	18	11%	7	4%	142	85%	167
	M	20	10%	13	6%	168	84%	201
AC4	F	3	4%	-	0%	77	96%	80
	M	17	11%	8	5%	131	84%	156
Professor	F	3	5%	5	9%	47	85%	55
	M	9	5%	9	5%	168	90%	186
	Total	85	9%	46	5%	801	86%	932

Figure 30a: Intersectionality data of Gender, Ethnicity and Grade in Academic (T&R) Staff, 2018

Academic (Ed)	Gender	BAME	% BAME	Unknown	% Unknown	White	% White	Total
AC1	F	-	0%	-	0%	3	100%	3
AC2	F	1	5%	-	0%	20	95%	21
	M	3	23%	-	0%	10	77%	13
AC3	F	2	3%	1	1%	72	96%	75
	M	2	5%	-	0%	41	95%	43
AC4	F	2	6%	-	0%	29	94%	31
	M	1	3%	2	6%	33	92%	36
Professor	F	-	0%	-	0%	2	100%	2
	M	-	0%	-	0%	7	100%	7
	Total	11	5%	3	1%	217	94%	231

Figure 30b: Intersectionality data of Gender, Ethnicity and Grade in Academic (Ed) Staff, 2018

Research	Gender	BAME	% BAME	Unknown	% Unknown	White	% White	Total
AC1	F	6	11%	6	11%	45	79%	57
	M	9	18%	12	24%	28	57%	49
AC2	F	25	11%	11	5%	191	84%	227
	M	77	29%	21	8%	165	63%	263
AC3	F	1	4%	-	0%	25	96%	26
	M	3	9%	3	9%	28	82%	34
AC4	F	1	100%	-	0%	-	0%	1
	M	-	0%	1	20%	4	80%	5
	Total	122	18%	54	8%	486	73%	662

Figure 30c: Intersectionality data of Gender, Ethnicity and Grade in Research Staff, 2018

- Action 1.10:** Advance staff representation on ISAT; refresh committee; senior male academic; iRISE representative (BAME)
- Action 4.10:** Increase visibility and profile of BAME staff and students
- Action 4.11:** Ensure gender balance and ethnicity on speaker lists for seminar series/conferences

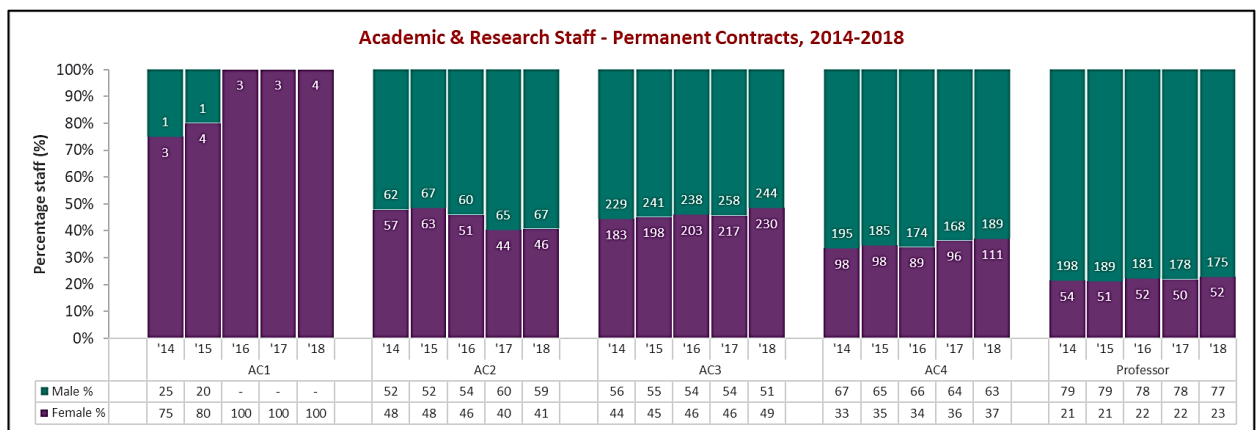
Action 5.4 Develop infrastructure to capture data on intersectionality of gender and ethnicity

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

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

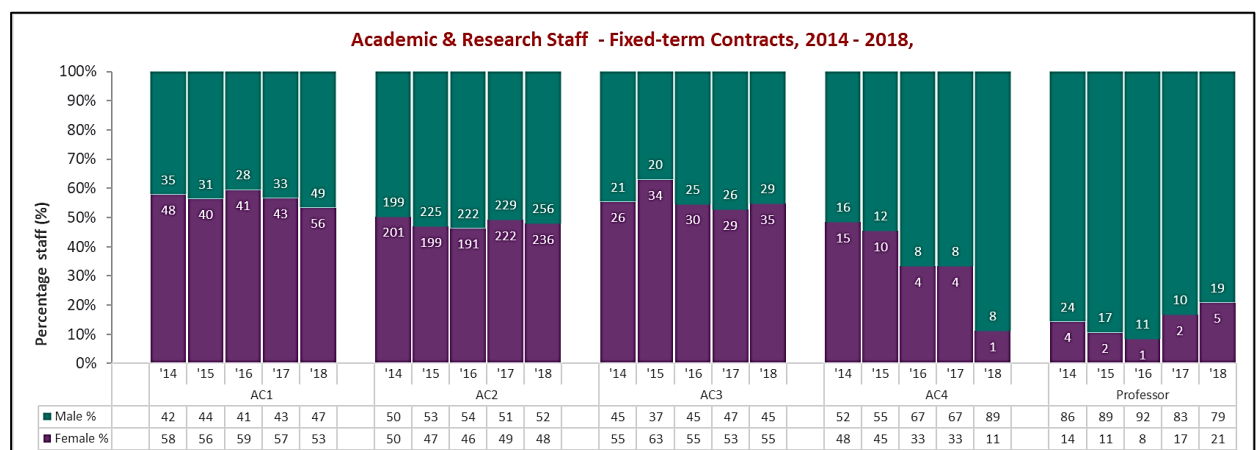
Queen's does not employ staff on zero-hours contracts. Numbers and percentage of staff in permanent contracts are shown in **Figure 31**. The majority of AC1-AC2 on fixed-term contracts (**Figure 32**) are contract research staff employed on grants from a wide range of external funders. This group has increased by 114 people over 5 years due to significant external research income and remains gender balanced.

In 2018, 64% of women are on permanent contracts compared with 57% of men. 3% of female Researchers and 8% of male Researchers are on permanent contracts. Disaggregation of data to show academic staff only (removing Researcher data) reveals that 93% of both women and men are on permanent contracts.



Note: AC1 refers to Teaching Assistants in this bar-chart. Numbers on bars show headcount.

Figure 31. Academic staff on permanent contracts by gender, 2014-2018



Note: Numbers on bars show headcount.

Figure 32. Academic staff on fixed-term contracts by gender, 2014-2018

A redeployment policy is available for staff approaching the end of contract to be considered for positions before they are advertised externally. This has enabled positive internal mobility of Researchers who wish to develop new skills in other laboratories/groups and has proved particularly attractive for staff keen to stay in NI. Some staff, formerly on fixed-term research or teaching contracts, have chosen to progress into academic careers on permanent Academic (T&R) or Academic (Education) positions at Queen's. There are small numbers of Professorial staff on fixed-term contracts, reflecting phased retirements or staff who have recently left Queen's for a position in another institution and are retaining 0.2FTE to supervise/lead specific projects.

(iii) Academic staff by contract function and gender: research-only, research and teaching, and teaching-only

Comment on the proportions of men and women on these contracts and by job grade.

Academic (T&R) staff data is shown in Figure 33 for all grades and by gender. In 2018, Queen's had 932 Academic (T&R) staff with a 36%:64% F:M representation, an improvement since 2014 when it was 33%:67%.

Academic (T&R) Grade	2013-14		2014-15		2015-16		2016-17		2017-18	
	F	M	F	M	F	M	F	M	F	M
AC1	-	-	-	-	-	-	-	-	-	-
AC2	53 49%	56 51%	53 46%	61 54%	40 48%	43 52%	31 42%	43 58%	35 40%	52 60%
AC3	121 39%	187 61%	134 40%	200 60%	146 42%	199 58%	158 43%	211 57%	166 45%	201 55%
AC4	75 30%	173 70%	73 31%	163 69%	65 30%	150 70%	69 33%	142 67%	80 34%	156 66%
Prof	58 21%	215 79%	53 21%	200 79%	53 22%	187 78%	52 22%	183 78%	55 23%	187 77%
Total	307 33%	631 67%	313 33%	624 67%	304 34%	579 66%	310 35%	579 65%	336 36%	596 64%

Figure 33. Academic (T&R) staff, 2013-2018

In 2018, 10% of women were AC2, 49% AC3, 24% AC4 and 16% were Professors. This has been consistent over the last 5 years. Whilst 10% of men were in AC2 roles, AC3, AC4 and Professors are more evenly split, with 31% of men Professors. Proportionally more Academic (T&R) men are at AC4 and Professorial grades than women (Figure 34). We describe our actions to increase numbers of AC4 and Professorial women on p.26.

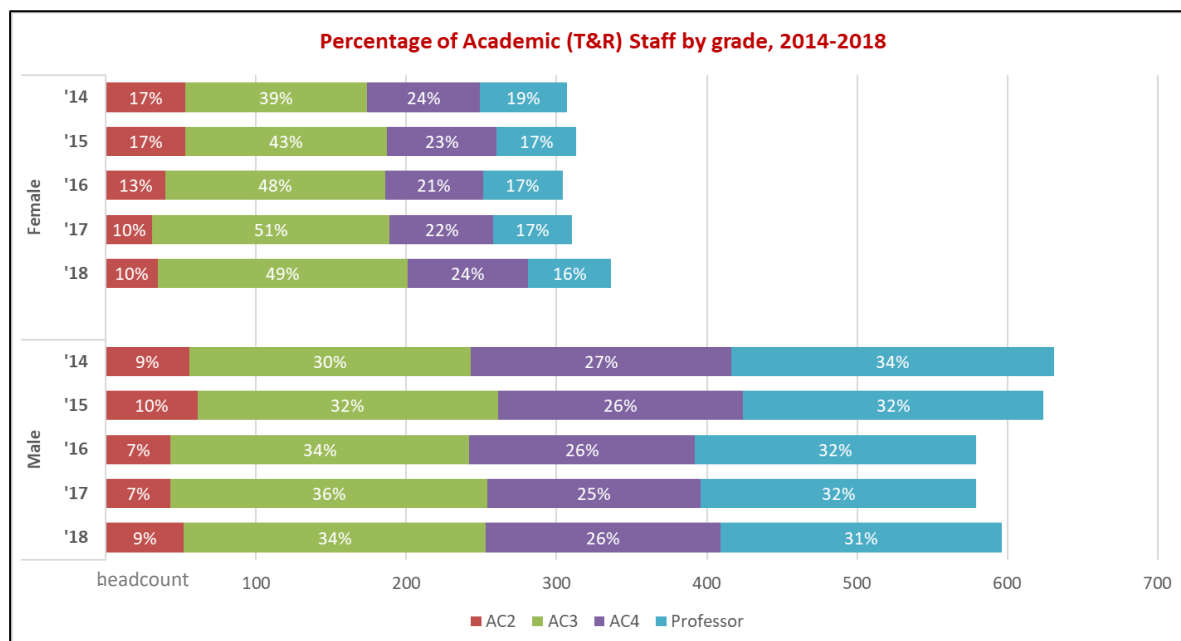


Figure 34. Percentage of female and male Academic (T&R) by grade, 2014-2018

Academic (Ed) staff data are shown in a similar format (Figure 35). In 2018 there were 230 such staff, 57% women. The majority of Academic (Ed) staff are at AC3 (Lecturers), with women holding 62-67% of these positions (2014-18).

At AC4, the overall 5-year trend is close to 50% women and men. Professors (Education) were all male until 2018-18 however in 2017-18, 2 female Professors (Education) are present through promotion (1) and external recruitment (1).

Figure 36 shows that, in 2018, female Academics (Ed) comprise 57% AC3, 23% AC4 and 2% Professors; again, a higher proportion of men are at AC4 (37%) and Professor (7%).

This pathway is now more securely embedded, with managers and staff being more effective in planning for career progression. We anticipate the numbers of Academic (Ed) AC4s and Professors (women and men) will continue to increase.

Academic (Ed)	2013-14		2014-15		2015-16		2016-17		2017-18	
Grade	F	M	F	M	F	M	F	M	F	M
AC1	3 100%	-	3 100%	-	1 100%	-	3 100%	-	3 100%	-
AC2	7 64%	4 36%	10 53%	9 47%	11 55%	9 45%	19 61%	12 39%	21 64%	12 36%
AC3	79 66%	41 34%	81 67%	40 33%	66 63%	39 37%	66 62%	40 38%	75 64%	43 36%
AC4	32 48%	34 52%	32 53%	28 47%	27 50%	27 50%	30 51%	29 49%	31 46%	36 54%
Prof	-	7 100%	-	6 100%	-	5 100%	-	5 100%	2 22%	7 78%
Total	121 58%	86 42%	126 60%	83 40%	105 57%	80 43%	118 58%	86 42%	132 57%	98 43%

Figure 35. Academic (Ed) staff, 2014-2018

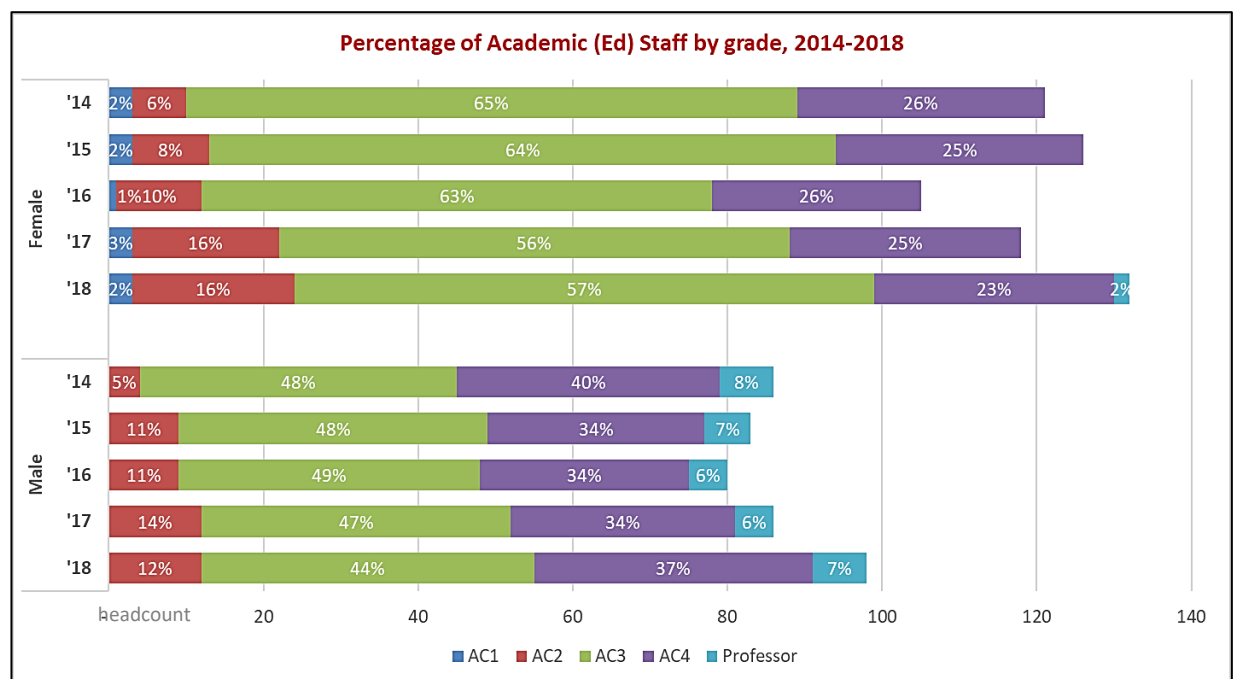


Figure 36. Percentage of female and male Academic (Ed) staff by grade, 2014-2018

Research staff numbers (Figure 37) increased, with the percentages of women and men being similar. Whilst the numbers of researchers at AC3 are relatively small; this category has increased female representation since 2013-14. Further analysis of the grades shows no gender anomalies (Figure 38).

Research	2013-14		2014-15		2015-16		2016-17		2017-18	
Grade	F	M	F	M	F	M	F	M	F	M
AC1	48 57%	36 43%	41 56%	32 44%	43 61%	28 39%	43 57%	33 43%	57 54%	49 46%
AC2	198 50%	201 50%	199 47%	222 53%	191 45%	230 55%	216 47%	239 53%	226 47%	259 53%
AC3	9 29%	22 71%	17 45%	21 55%	21 46%	25 54%	22 40%	33 60%	24 45%	29 55%
AC4	6 60%	4 40%	3 33%	6 67%	1 17%	5 83%	1 17%	5 83%	1 17%	5 83%
Total	261 50%	263 50%	260 48%	281 52%	256 47%	288 53%	282 48%	310 52%	308 47%	342 53%

Figure 37. Research staff by gender and grade, 2014-2018

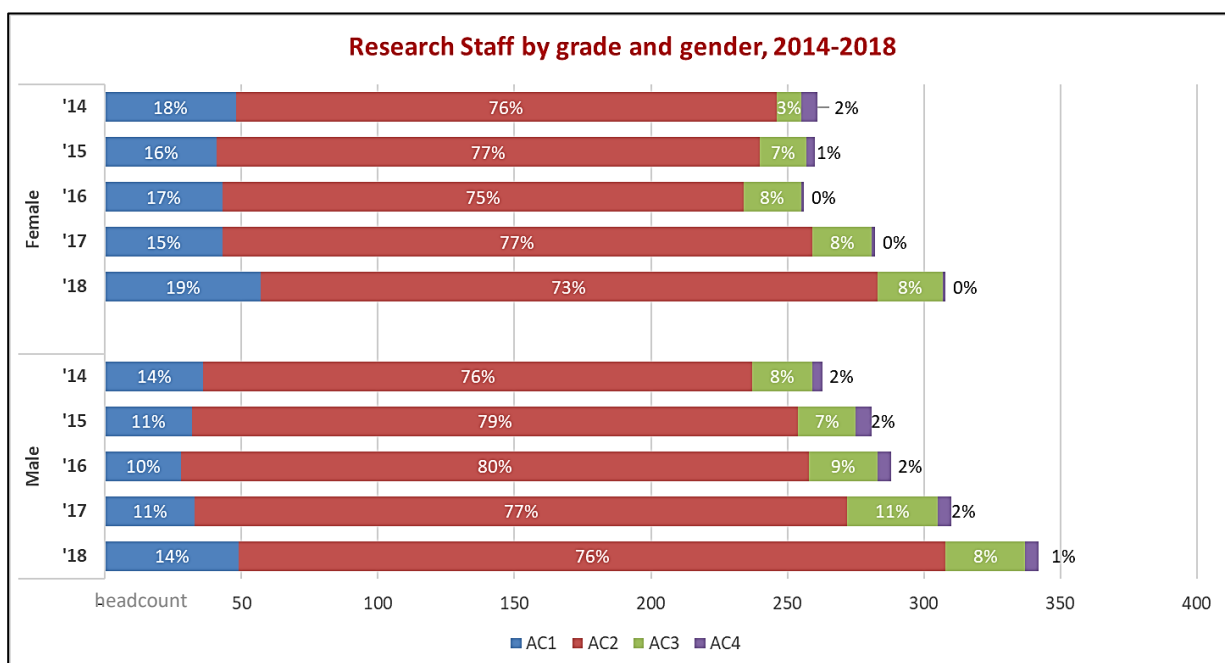


Figure 38. Percentage of female and male Research staff by grade, 2014-2018

- Action 3.1** Increase the numbers and percentage of female AC4 academics through promotion, recruitment, QGI Mentoring and Aurora Leadership Training
- Action 3.2** Increase the numbers and percentage of female Professors through promotions workshops
Focus recruitment strategy towards professorial women
Review survey data on why academic women leave Queen's

(iv) Academic leavers by grade and gender

Comment on the reasons academic staff leave the institution. Comment on and explain any differences between men and women, and any differences in schools or departments.

Over the reporting period, 1,190 Academic and Research staff (490F, 700M) left Queen's: this represents an average turnover of 14.1% overall and of 7.2% for permanent staff. Aggregated data is presented for the 5 year period in Figures 39-41 as many categories had <10 individuals; however annual turnover is shown in the heatmap of Figure 42. The largest cohort of leavers was AC2 Researchers in EPS and MHLS, reflecting the large number of such colleagues employed on externally-funded grants (Figure 39). The majority of AC2 leavers were either at end of contract or resigned to take up employment at another HEI.

Job Category		Faculty AHSS		Faculty EPS		Faculty MHLS		Total	
		F	M	F	M	F	M	F	M
Academic (T&R)	AC2	17	16	3	9	1	-	21	25
	AC3	24	29	12	28	12	17	48	74
	AC4	11	20	8	30	9	20	28	70
	Professor	14	39	2	39	13	21	29	99
Academic (Education)	AC2	7	6	2	-	3	2	12	8
	AC3	4	3	1	4	23	13	28	20
	AC4	2	2	1	2	3	7	6	11
	Professor	-	-	-	-	1	2	1	2
Research	AC1	9	9	32	39	37	19	78	67
	AC2	19	22	74	170	130	108	223	300
	AC3	1	-	3	11	11	9	15	20
	AC4	-	-	1	4	-	-	1	4
Total		108	146	139	336	243	218	490	700

Figure 39. Academic and Research leavers over the reporting period

Over the reporting period, 30 female **Professors** left: 13 retired, 12 resigned (10 joined other Universities, 1 joined the public sector, the destination of 1 is unknown) and 5 were at end of contract. Over the same period, 101 male Professors left. Leavers in 2016, the year of the VS/VER scheme, were higher than any other year: 315, compared with 196 in 2014, 218 in 2015, 235 in 2017, 226 in 2018. During the reporting period, 18 Professors (6F, 33% and 12M, 66%, and so consistent with the gender split in the Professoriate) opted for phased/flexible retirement.

Analysis of **AC4** staff in Academic (T&R) and Academic (Ed) categories, showed 115 leavers (34F, 81M). There were 39 retirements (11F, 28M) and 64 resignations (18F, 46M). The majority of AC4 staff who resigned went to another University (7F, 29M). Of the others, 4 went to the NHS (2F, 2M) and the destination of 17 is unknown. Analysis of **AC3** staff Academic (T&R) and Academic (Ed) staff revealed 170 leavers (76F, 94M). Of these, 28F and 21M retired and 44F and 68M resigned. The majority of AC3 resignations went to another University (24F, 38M). Of the others, 7F and 4M went to the NHS, with the destination of 24 unknown.

Reviewing exit surveys shows that the most common reasons for leaving were 'end of contract' or 'resignation' (Figure 40). Assessment of destination data, derived from exit surveys with 262F and 374M, shows a range of outcomes after leaving (Figure 41). Not all leavers completed an exit survey.

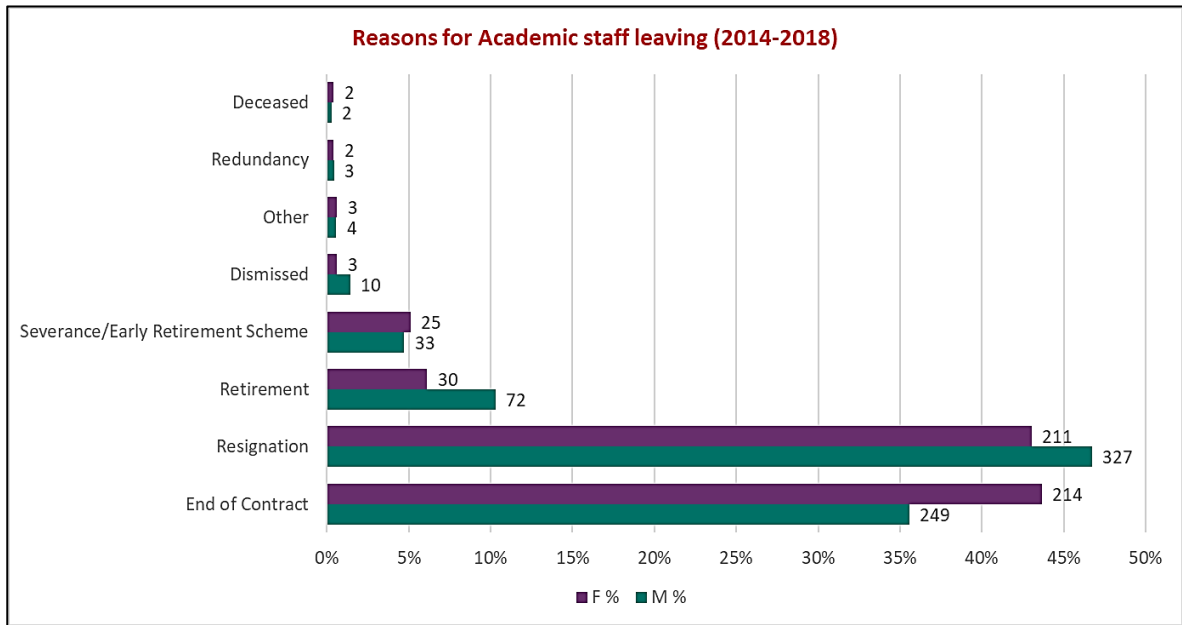


Figure 40. Exit survey information for leavers, 2014-2018

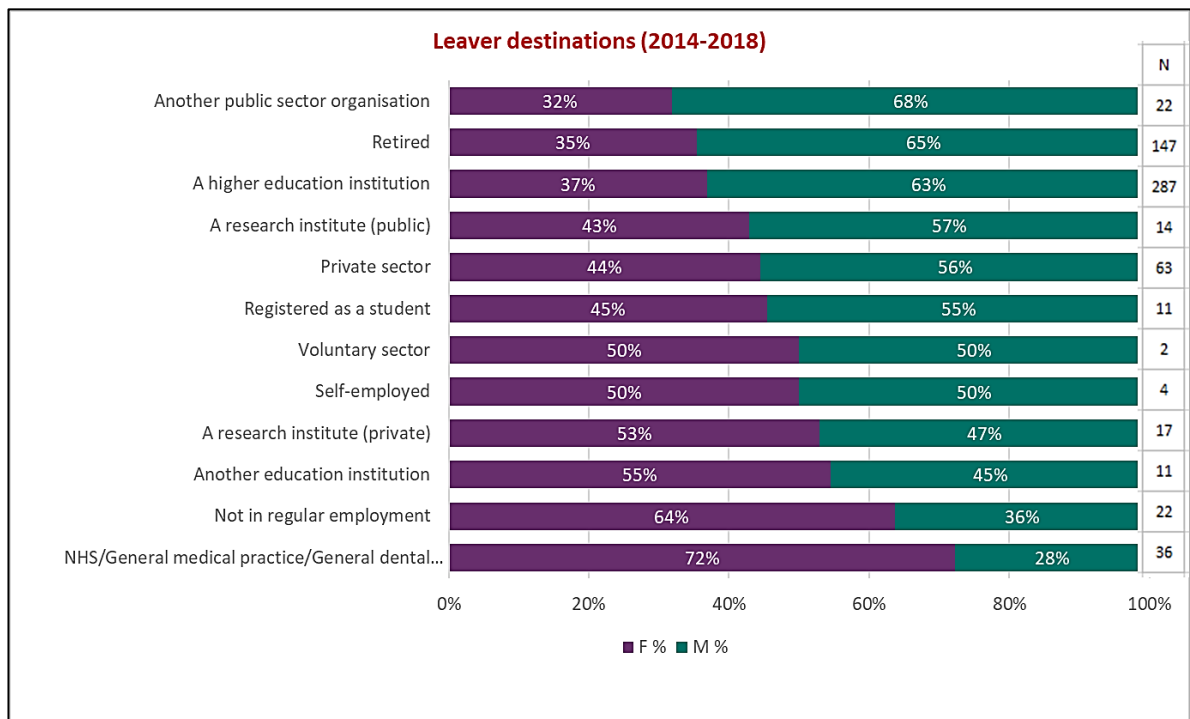


Figure 41. First destination of leavers, 2014-2018

Analysis of the turnover of permanent academic staff leavers by year is presented as a heatmap (Figure 42). Green regions are where no staff turnover occurred, with percentage turnover illustrated in shades of orange to red. Turnover was highest in 2016 (VS/VER). The 60% orange box in 2016 represents 3 out of 5 AC2 women resigning or being made redundant.

We have no concerns arising from these data, but we do want to find out more about our leavers' motivations and have an action to address this.

Category	Grade	2014		2015		2016		2017		2018	
		F	M	F	M	F	M	F	M	F	M
Academic	AC2	2%	6%	-	4%	8%	13%	14%	14%	3%	4%
	AC3	6%	6%	7%	5%	9%	9%	7%	7%	4%	6%
	AC4	12%	6%	7%	8%	10%	15%	3%	7%	3%	5%
	Professor	4%	8%	12%	7%	13%	11%	10%	8%	8%	7%
Academic (Education)	AC1	-	-	-	-	-	-	-	-	-	-
	AC2	-	-	-	-	60%	-	-	-	-	-
	AC3	2%	5%	3%	6%	27%	20%	2%	-	1%	13%
	AC4	7%	7%	3%	-	4%	12%	3%	10%	-	-
	Professor	-	-	-	-	-	20%	-	-	-	-

Figure 42. Heatmap illustration of permanent academic staff turnover, 2014-2018

Over the reporting period, 205 BAME staff left (154 AC2 Researchers on fixed-term contracts and 51 Academic staff). Small numbers mean that we do not represent intersectional data of BAME leavers disaggregated by gender: we have an Action to develop this infrastructure.

- Action 2.8** Understand why people leave Queen's through development of exit survey template. Conduct exit interview with Professors.
- Action 5.4** Intersectionality of gender and ethnicity data.

(v) Equal pay audits/reviews

Comment on the findings from the most recent equal pay audit and identify the institution's top three priorities to address any disparities and enable equality in pay.

Our most recent equal pay audit was published in 2017. The 2017 audit noted some improvements, with the total salary gender pay gap (GPG) down by 1.6% to 20.4%. Significant total salary GPGs were found for P&S staff Grades 2, 3 and 4 (16.2%, 7.1%, 8.3%) and we are undertaking analysis to understand these gaps.

Another significant GPG was found within the Professoriate, where the Professorial GPG (PGPG) was 14.5%. The VC set up a Project Group, co-chaired by the DQGI and DQSI to bring to the UEB legal and defensible short, medium and longer-term plans to address the gap, in consultation with the professoriate and the unions. We identified two key contributory factors: more men than women were appointed above the bottom point of the relevant range; and, a higher percentage of men was awarded a market supplement. In 2017, Senate approved a set of actions to reduce the PGPG to <10% by 2018. We established a PGPG Working Group, chaired by Adrienne Scullion (AHSS PVC, DQSI), which focused on reward, recruitment and development (Figure 43).

We reduced the number of points in the Professorial scale – with the most impact (a 3% reduction) being achieved by reducing the number of points in Range 2 from 6 to 4. We reviewed Promotions and Professorial Salary Review criteria to ensure that the leadership domain encompassed a full range of roles and responsibilities, including leadership in SWAN. The outcome of this was a further 3% reduction, resulting in a 2018 PGPG of 8.36%.

The work we have undertaken to reduce this gap continues. We will monitor and regularly report the PGPG internally. The triennial Professorial Salary Review will be replaced by an annual scheme, Organisational Development is identifying and developing talent, and we are deploying new resources to attract and recruit more women Professors. We want to encourage more applications from women, currently only 21% of total applicants for Professorships are women (Figure 55) and, to date, we have found it particularly difficult to recruit women to Range 3 and 4. Addressing these issues is a significant focus of our Action Plan.

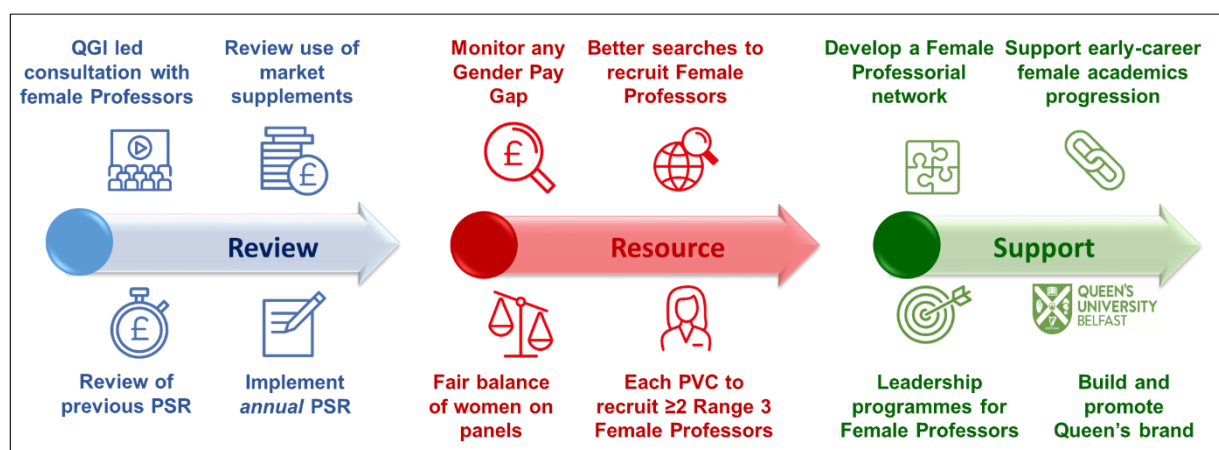


Figure 43. Summary of the Professorial Gender Pay Gap Working Group

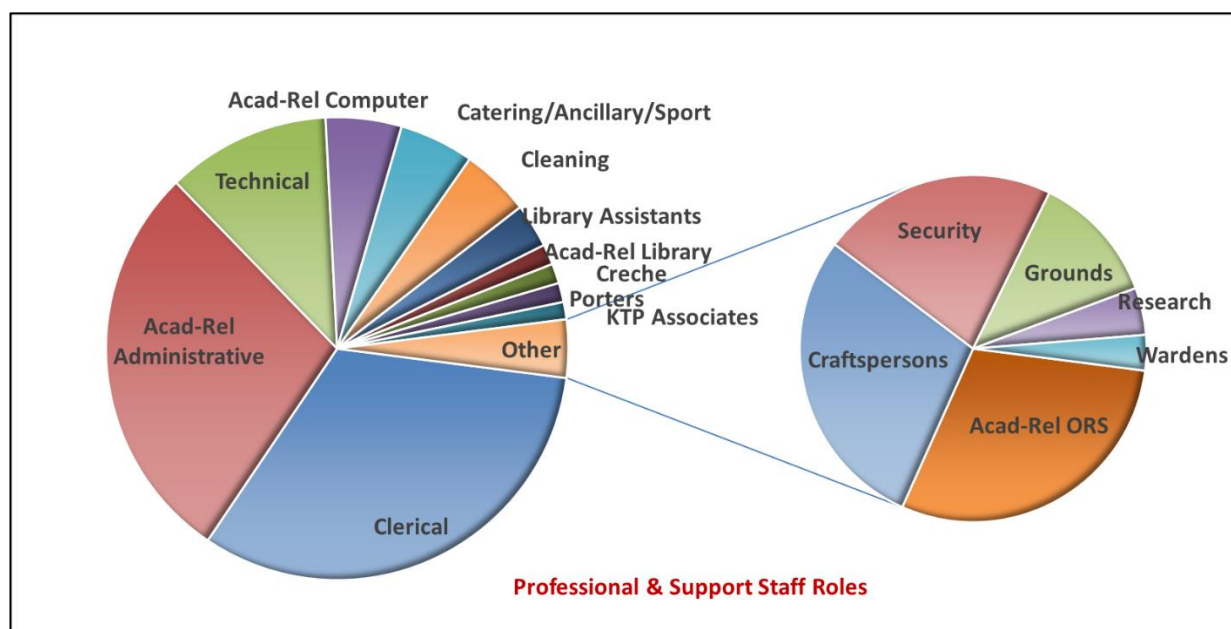
- Action 1.8** Continue to reduce the Professorial Gender Pay Gap
- Action 1.9** Investigate reasons for Gender Pay Gap at Grades 2-4
- Action 2.2** Recruit more senior female Professors, each Faculty PVC to recruit 2 of Range 3 or Range 4 Professors
- Action 3.2** Increase the number of female Professors through promotions workshops
Focus recruitment strategy towards professorial women
Review survey data on why academic women leave Queen's
- Action 3.1** Increase the numbers of female AC4 academics through promotion, recruitment, QGI Mentoring and Aurora Leadership Training

SILVER APPLICATIONS ONLY

1.2. Professional and support staff data

- (i) Professional and support staff by grade and gender
Look at the career pipeline across the whole institution and between STEM and AHSSBL subjects. Comment on and explain any difference between women and men, and any differences between STEM and AHSSBL subjects. Identify any issues at particular grades/levels.
- (ii) Professional and support staff on fixed-term, open-ended/permanent and zero-hour contracts by gender
Comment on the proportions of men and women on these contracts. Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.
- (iii) Professional and support staff leavers by grade and gender
Comment on the reasons staff leave the institution. Comment on and explain any differences between men and women, and any differences in schools or departments.

P&S staff account for 55% of all staff at Queen's, with the largest cohorts being Clerical, Administrative and Technical (Figure 44). The majority of P&S staff are at Grades 3, 4, 5 and 7; with higher percentages of women than men at these grades (Figure 45).



Category	%	Category	%
Clerical	32%	Porters	1.3%
Academic-Related Administrative	28%	KTP Associates	1.2%
Technical	12%	Academic-Related ORS	1.2%
Academic-Related Computer	5%	Craftspersons	1.2%
Catering/Ancillary/Sport	5%	Security	0.9%
Cleaning	5%	Grounds	0.5%
Library Assistants	3%	Research	0.2%
Crèche	1.4%	Wardens	0.1%
Academic-Related Library	1.4%	Teaching Cons/Asst/Assoc	0%

Figure 44. Roles of P&S Staff in Queen's, 2018

The majority of P&S staff work in the Directorates, with around 62% being women (Figure 46). Grades 8 and 9 have 53% and 44% women respectively (Figure 45).

Smaller numbers work in STEMM Schools but similarly 63% are women. P&S staff in STEMM Schools in 2018 comprised 261 Clerical, 221 Technical and 172 Administrative/Academic-related. In AHSSBL Schools, there are smaller numbers of P&S staff with more than 83% being women. These proportions have been consistent over the reporting period.

We have invested in growing the P&S workforce (Figure 9), with F:M percentages being consistent during the period of growth (Figure 46).

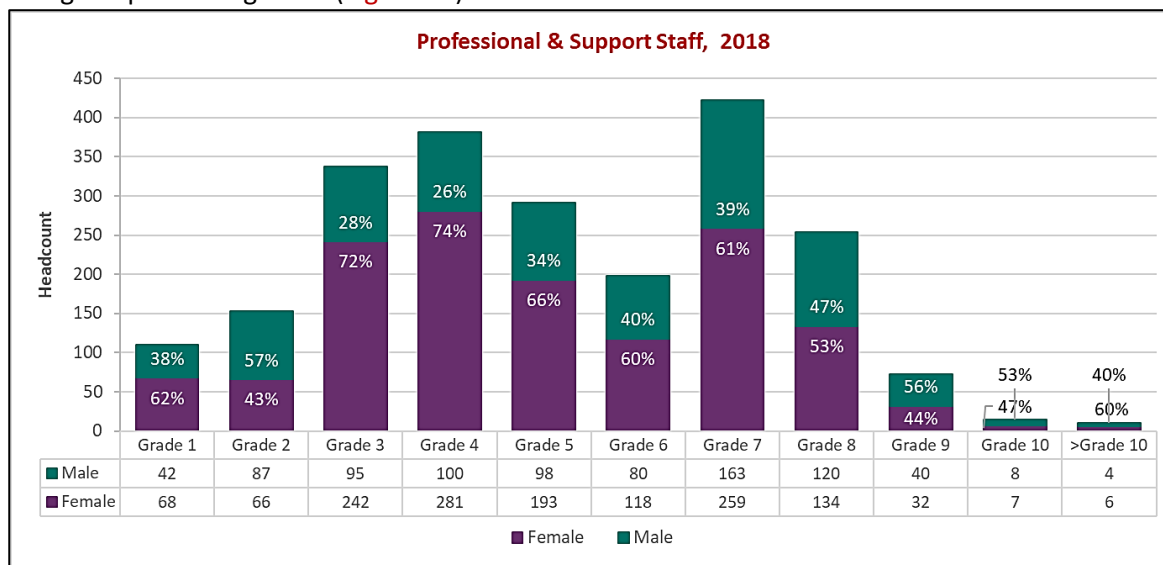


Figure 45. P&S Staff in Queen’s by gender and grade, 2018

Note: Numbers in the table show head count

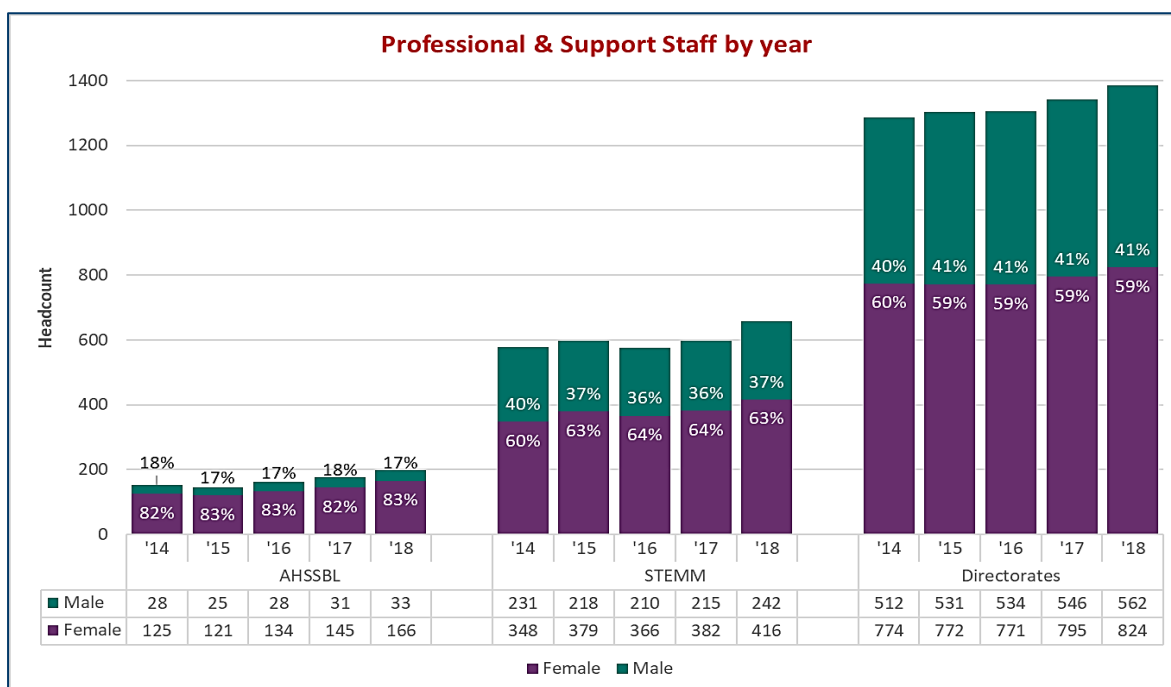


Figure 46. P&S staff in AHSSBL, STEMM schools and the Directorates, 2014-2018

Note: Numbers in the table show head count

Reviewing the intersectionality of gender and ethnicity in P&S staff, showed that in contrast to Academic and Research colleagues, this more closely reflected the wider NI population (Figures 47, 48, 48a). BAME staff (F and M) are represented across Grades 1-8; Grades 9 and above represent less than 100 people and we note that none are currently of BAME background. In 2018, 2% of F and 2% of M P&S staff identified as BAME, broadly correlating with the wider NI community. These percentages are unchanged from 2016 and 2017 (both 2%F, 2%M). While we remain committed to increasing diversity in our workforce we continue to track above the NI average.

	Queen's P&S Staff 2018						Northern Ireland		England & Wales	
	F	F %	M	M %	Total	% of Total	F	M	F	M
White	1,350	96%	784	95%	2,134	82%	98%	98%	86%	86%
BAME	30	2%	18	2%	48	12%	2%	2%	14%	14%
Not Known	22	2%	26	3%	48	5.6%	-	-	-	-
Total	1,402	-	828	-	2,230	-	-	-	-	-

Note: comparator data is from Census 2011.

Figure 47. Intersectionality data for gender and ethnicity in P&S Staff

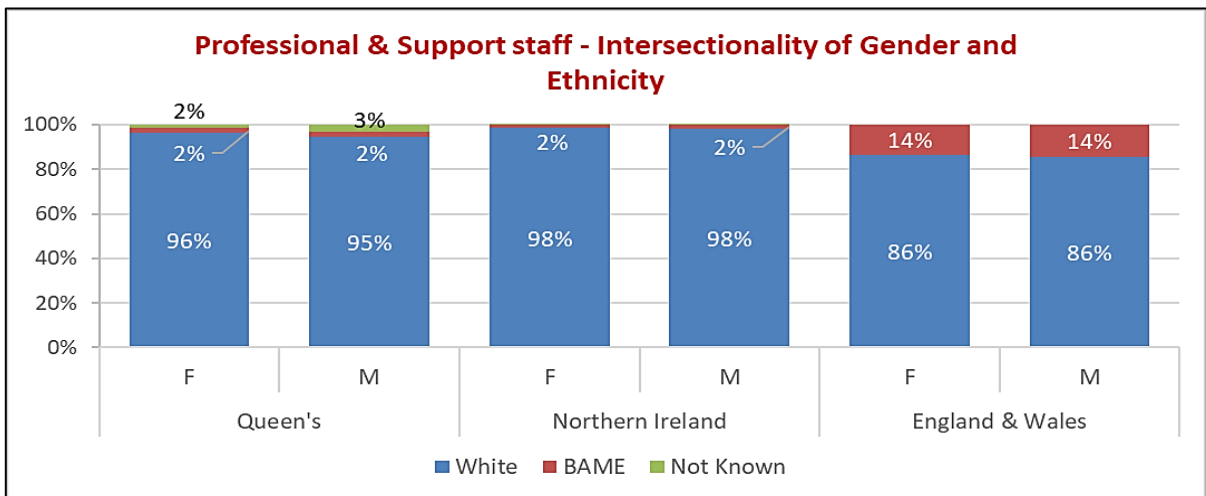


Figure 48. Intersectionality graph of gender and ethnicity in P&S staff

P&S		BAME	% BAME	Not Known	% Not Known	White	% White	Total
Grade 1	F	1	1%	3	4%	64	94%	68
	M	1	2%	4	10%	37	88%	42
Grade 2	F	4	6%	2	3%	60	91%	66
	M	2	2%	1	1%	84	97%	87
Grade 3	F	7	3%	3	1%	232	96%	242
	M	3	3%	1	1%	91	96%	95
Grade 4	F	5	2%	3	1%	273	97%	281
	M	2	2%	4	4%	94	94%	100
Grade 5	F	3	2%	6	3%	184	95%	193
	M	2	2%	3	3%	93	95%	98
Grade 6	F	1	1%	1	1%	116	98%	118
	M	1	1%	7	9%	72	90%	80
Grade 7	F	7	3%	3	1%	247	96%	257
	M	5	3%	4	3%	148	94%	157
Grade 8	F	2	2%	1	1%	129	98%	132
	M	2	2%	2	2%	112	97%	116
Grade 9	F	-	-	-	-	32	100%	32
	M	-	-	-	-	40	100%	40
Grade 10	F	-	-	-	-	7	100%	7
	M	-	-	-	-	8	100%	8
> Grade 10	F	-	-	-	-	6	100%	6
	M	-	-	-	-	5	100%	5

Figure 48a. Intersectionality data for Gender, Ethnicity and Grade for P&S staff, 2018

Queen's does not employ P&S staff on zero-hours contracts, with the majority of this population employed on permanent contracts (Figures 49-50). There appears to be no difference in the percentages of women or men on permanent compared with fixed-term contracts. In 2018, 25 more female P&S (STEMM) staff were employed on fixed-term contracts (generally supported by external grants) compared with 2017. Across the STEMM Schools and Faculty Offices, 7 were academic-related, 5 clerical and 13 technical.

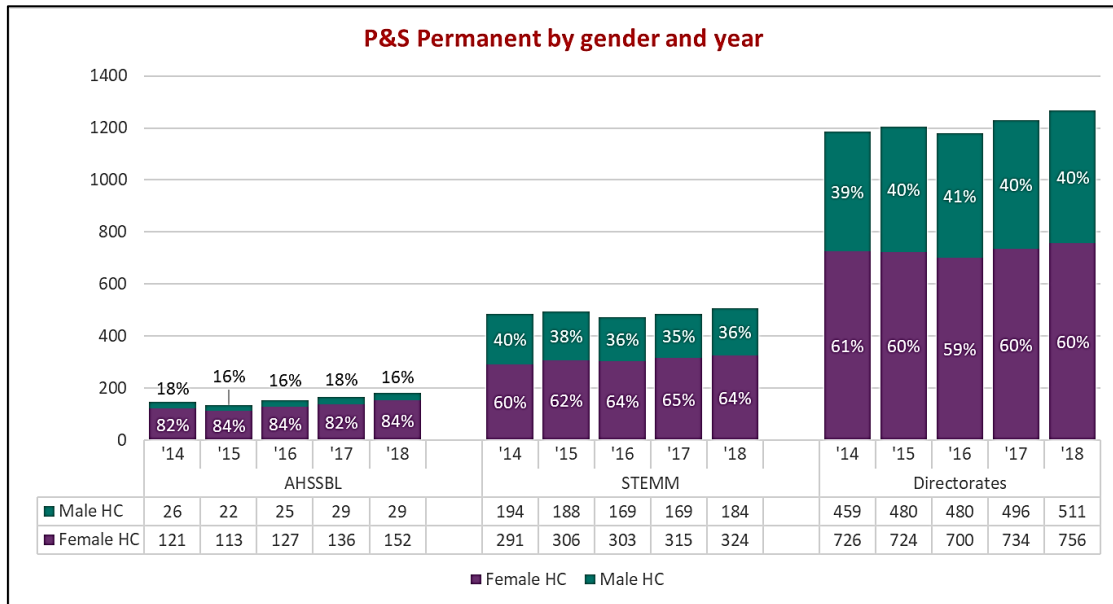


Figure 49. P&S Staff on permanent contracts

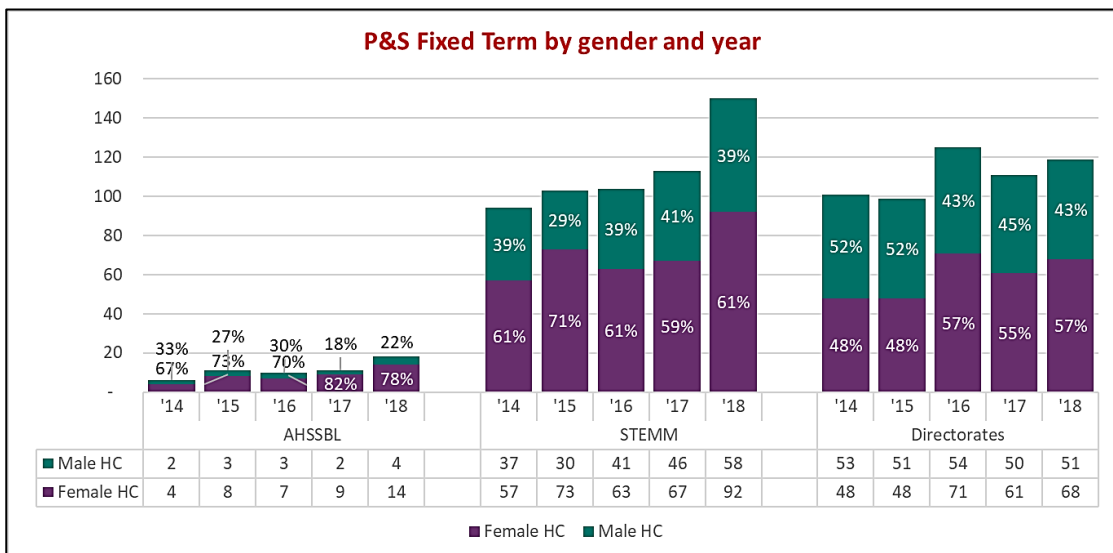


Figure 50. P&S Staff on fixed-term contracts

In 2018 in AHSSBL 92% of female P&S and 88% of male P&S staff were on permanent contracts; in STEMM this was 78% of female P&S and 76% of male P&S staff; and in the Directorates 92% of female and 91% male. The lower percentage of STEMM staff on permanent contracts is indicative of staff supported by fixed-term external funding.

From 2014-18, 946 P&S staff left the University, of which 32 were BAME, representing an average overall turnover of 9.1% and of 6.7% for permanent staff. We do not have intersectional data disaggregated by gender for these leavers due to the small numbers of BAME P&S leavers. The majority of P&S leavers were due to resignation or end of contract (Figure 51-52). Our heatmap (Figure 53) shows higher turnover for the majority of grades for both genders in 2015-16, again due to VS/VER. Turnover in the orange/red regions represent small numbers of staff employed at the higher grades.

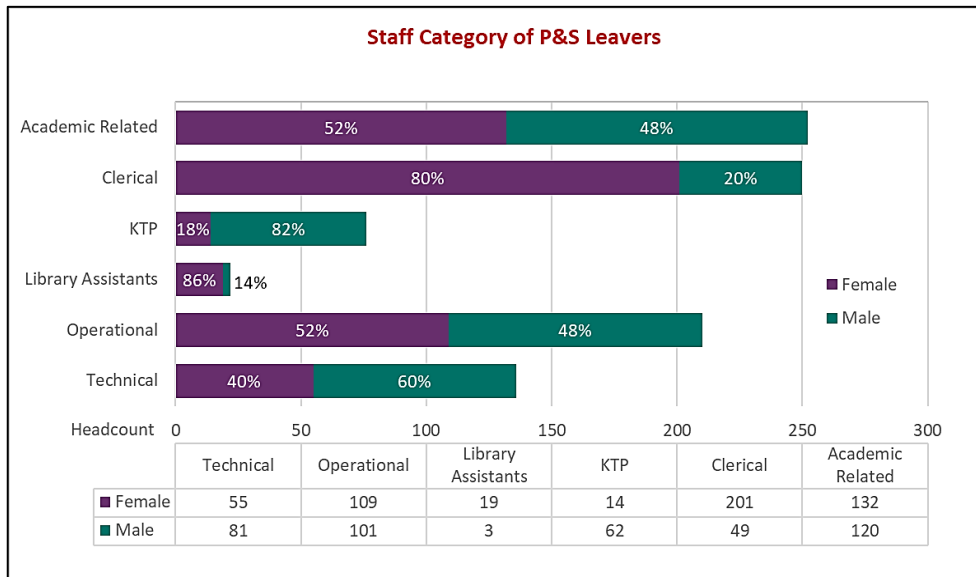


Figure 51. P&S Leavers by Staff Category, 2014-2018

Note: Numbers in the table refer to head count. KTP refers to Knowledge Transfer Partnerships

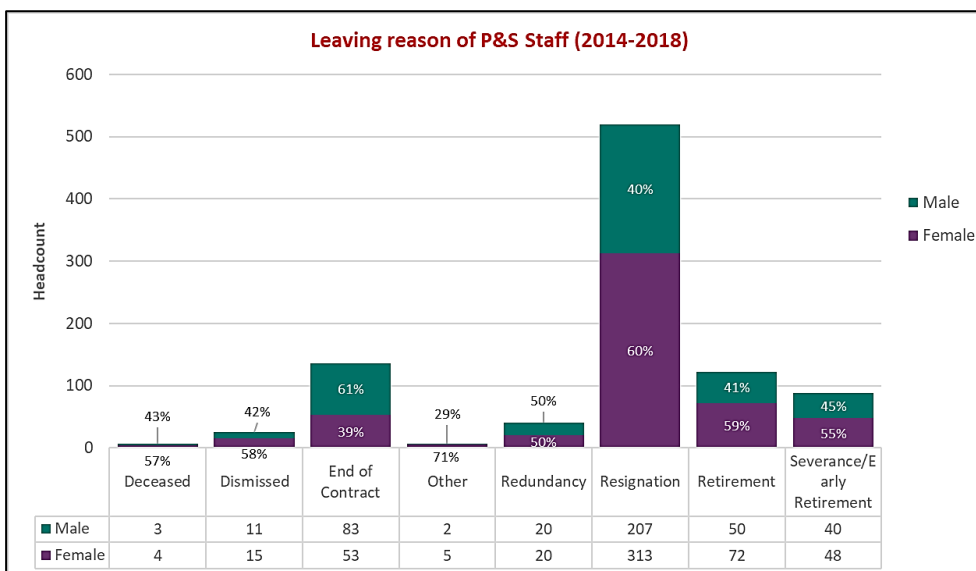


Figure 52. P&S staff leaving reasons

Note: Numbers in the table refer to head count.

- Action 2.8** Understand why people leave Queen’s through development of exit surveys
Offer exit interviews
- Action 5.4** Improve infrastructure for intersectional analysis of gender and ethnicity

	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018	
	F	M	F	M	F	M	F	M	F	M
Grade 1	4%	8%	9%	8%	11%	5%	10%	10%	12%	2%
Grade 2	20%	8%	12%	8%	9%	8%	14%	9%	31%	12%
Grade 3	5%	10%	6%	5%	9%	12%	11%	7%	10%	11%
Grade 4	4%	6%	2%	6%	9%	5%	4%	1%	3%	2%
Grade 5	2%	2%	2%	11%	5%	20%	4%	7%	5%	8%
Grade 6	2%	8%	3%	6%	11%	14%	3%	2%	6%	4%
Grade 7	5%	4%	5%	6%	10%	15%	4%	2%	2%	4%
Grade 8	3%	3%	9%	9%	12%	8%	5%	4%	7%	3%
Grade 9	4%	9%	4%	11%	13%	17%	-	8%	17%	3%
Grade 10	-	13%	-	-	11%	38%	-	13%	29%	-
>Grade 10	-	14%	-	-	-	-	-	50%	-	40%

Figure 53. Heatmap illustration of permanent P&S staff turnover, 2014-2018

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SUPPORTING AND ADVANCING WOMEN'S CAREERS

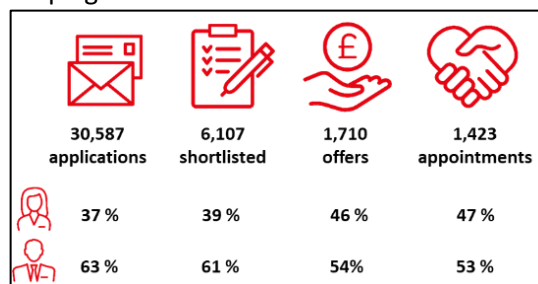
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1.3. Key career transition points: academic staff

(i) Recruitment

Break down data by gender and grade for applications, long- and shortlisted candidates, offer and acceptance rates. Comment on how recruitment processes ensure that women (and men in underrepresented disciplines) are encouraged to apply.

1,423 academic and research staff were recruited 2014-18 (Figure 54), the majority (1,224) through individually advertised positions, with a smaller number (199) via open campaigns. We present data for the 5 year period, as annual data does not show trends due to small numbers at many staff grades. More men than women applied for individual posts or campaigns and candidates were shortlisted in similar proportions to applicants. Success rates have been calculated by offers:applications, and women were consistently more successful than men (overall 6.9% vs. 4.8%). Analysis of offers made in proportion to shortlisted candidates show that women are more successful than men (33% vs 25%, offers:shortlist). Women were more successful at receiving offers through campaign recruitment (7.6%F vs. 5.1%M) than individual advertisements (6.8%F, 4.8%M).



These positive outcomes reflect actions we have taken since our last SWAN award to attract more women to work with us (Figure 59):

- charging search committees and engaging recruitment consultants to identify and encourage applications from suitably-qualified women, including longer-term engagement;
- nominating contacts in Schools for applicants to discuss working at Queen's and life in NI, including identifying colleagues with experience of family-friendly policies;
- incorporating welcome statements in job advertisements and recruitment packs, especially where an under-representation exists;
- enhancing training for colleagues in Recruitment/Selection, Equality, Diversity and Unconscious Bias.

We are also developing a Recruitment Toolkit which includes a section on the importance of non-gendered language.

Although we do not specifically offer spousal hire, we have found that recruitment campaigns, especially where a range of types and levels of opportunities are available, offer the potential for couples to apply to Queen's, and several have been recruited.

Queen's endeavours to make relocation as easy as possible through a generous relocation package, bespoke contacts in childcare, schools and the local property sector, pre-arrival campus and city visits, and detailed information on issues such as banking, travel, driving licenses and information for partners seeking employment. We also have an active international staff network that offers peer support to new colleagues.

	Applicants		Shortlisted		Offered		Appointed		Total appointed
	F	M	F	M	F	M	F	M	
Campaign	1,223 27%	3,381 73%	260 30%	619 70%	93 35%	171 65%	77 39%	122 61%	199
Campaign success					7.6%	5.1%			
Individual	10,094 39%	15,889 61%	2,117 40%	3,111 60%	687 48%	759 52%	595 49%	629 51%	1,224
Individual success					6.8%	4.8%			
Total	11,317 37%	19,270 63%	2,377 39%	3,730 61%	780 46%	930 54%	672 47%	751 53%	1,423
Overall success rate					6.9%	4.8%			

Figure 54. Summary data table of recruitment of academic and research staff, 2014-2018

86% of women compared with 80% of men accepted employment offers. This may indicate strategic career planning by women and the positive impact of our family-friendly information and attractive relocation packages.

'Queen's has been very supportive right from the beginning, even before I joined. I was offered staff accommodation to ease my move to NI such that I could quickly settle in with work.' - Anonymous

Analysis of recruitment to our 3 Academic categories was carried out and the effectiveness of Campaigns vs Individual job recruitment was assessed across the grades (Figure 55-58).

- Through individual recruitment, we hired 44 Professors (11F, 33M), 26 AC4 Senior Lecturers/Readers (10F, 16M), 298 AC2/AC3 Lecturers (158F, 140M) and 856 Researchers (416F, 440M).
- Through recruitment campaigns, we hired 6 Professors (4F, 2M), 38 AC4 Senior Lecturers/Readers (1F, 2M), 111 AC2/AC3 Lecturers (47F, 64M) and 44 Researchers (11F, 33M).

Academic (T and R)	Applied		Shortlisted		Offered		Appointed		Success rate (Apply:Offer)	
	F	M	F	M	F	M	F	M	F	M
AC1	-	-	-	-	-	-	-	-	-	-
AC2	925 36%	1,637 64%	168 37%	285 63%	46 47%	51 53%	40 52%	37 48%	5%	3.1%
AC3	952 35%	1,784 65%	198 39%	311 61%	74 50%	75 50%	64 50%	65 50%	7.8%	4.2%
AC4	113 27%	298 73%	22 29%	55 71%	11 37%	19 63%	10 38%	14 62%	9.7%	6.4%
Prof	114 21%	432 79%	25 18%	117 82%	15 26%	42 74%	11 25%	33 75%	13.2%	9.7%
Total	2,104	4,151	413	768	146	187	125	151	6.9%	4.5%

Academic (Ed)	Applied		Shortlisted		Offered		Appointed		Success rate (Apply:Offer)	
	F	M	F	M	F	M	F	M	F	M
AC1	-	-	-	-	-	-	-	-	-	-
AC2	504 45%	618 55%	121 47%	137 53%	40 58%	29 42%	30 56%	24 44%	7.9%	4.7%
AC3	253 38%	410 62%	58 47%	65 53%	24 59%	17 41%	23 64%	13 36%	9.5%	4.1%
AC4	-	-	-	-	-	-	-	-	-	-
Prof	2 40%	3 60%	-	1 100%	-	1 100%	-	1 100%	0%	33.3%
Total	759	1,031	179	203	64	47	54	38	8.4%	4.6%

Research	Applied		Shortlisted		Offered		Appointed		Success rate (Apply:Offer)	
	F	M	F	M	F	M	F	M	F	M
AC1	1,943 53%	1,738 47%	319 51%	305 49%	90 58%	64 42%	78 57%	58 43%	4.6%	3.7%
AC2	4,992 37%	8,487 63%	1,164 40%	1,759 60%	365 46%	437 54%	318 47%	359 53%	7.3%	5.1%
AC3	295 38%	474 62%	41 37%	71 63%	22 49%	23 51%	20 48%	22 52%	7.5%	4.9%
AC4	1	8	1	5	-	1	-	1	0%	12.5%
Total	7,231	10,707	1,525	2,140	477	525	416	440	6.6%	4.9%

Figure 55. Data table of Individual Recruitment of Academic Staff, 2014-2018

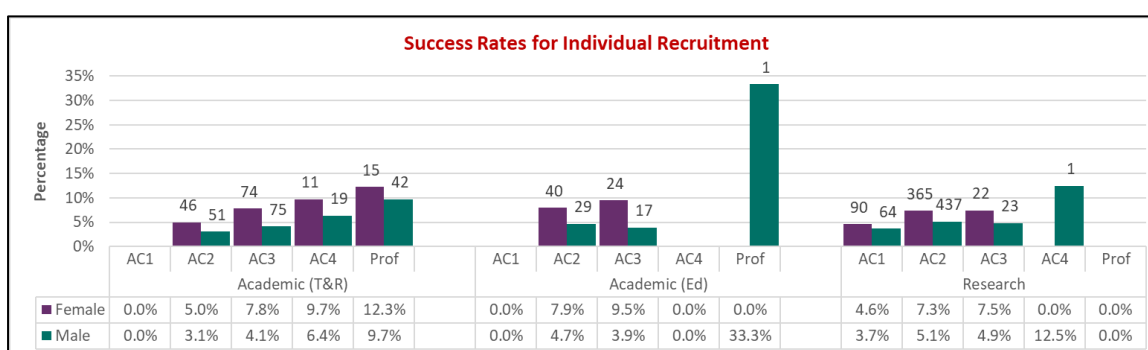


Figure 56. Success Rates of Individual Recruitment of Academic Staff, 2014-2018

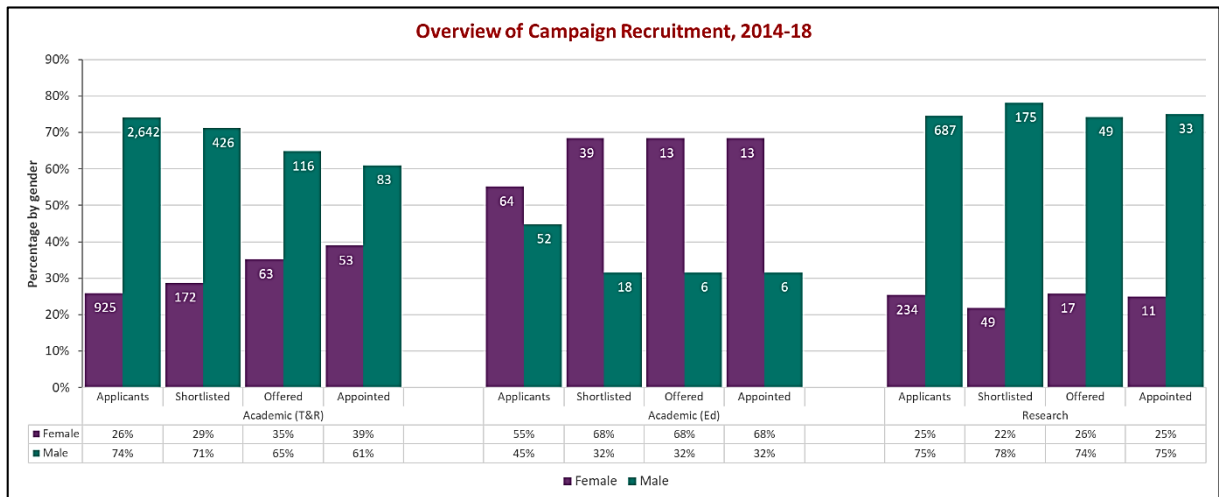


Figure 57. Data table of Campaign Recruitment of Academic Staff, 2014-2018

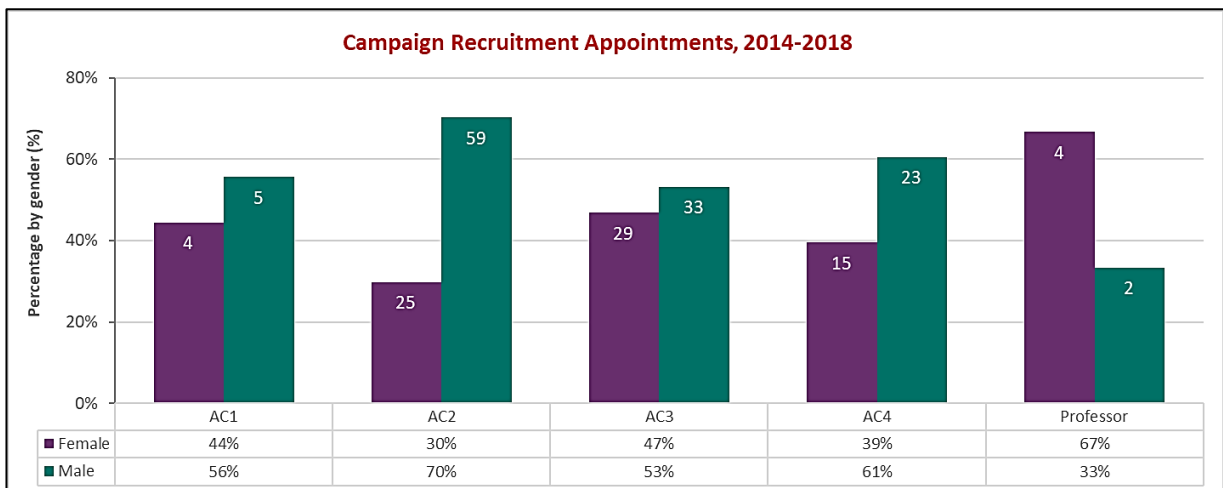


Figure 58. Appointments made in Campaign Recruitment of Academic Staff, 2014-2018

Overall women comprise 37% of applicants, achieving higher success rates than men. While more women apply to individual advertisements than to campaigns, they have greater success rates in campaigns. This is more apparent for AC4 and Professor positions. 21% of applications for Professorial (T&R) positions are from women; the rate is 40% for Professor (Education), albeit based on small numbers.

We aim to build on the success we have had in achieving a balanced workforce at AC3. Our actions now focus on developing that cohort, supporting their career goals and rewarding them in an appropriate and timely manner. In addition to developing our current talent, we want to add diversity to our teams, and so recruitment of women to AC4 and the Professoriate is a significant focus of our Action Plan.

Small numbers of Researchers were recruited through campaigns (11F, 33M) vs. individual advertisements (416F, 440M). In contrast to individual recruitment where 40% of applications, 42% of shortlisted candidates and 47% of offers were made by/to women, campaign recruitment appeared to favour men. The reasons for this are not apparent however, we do not typically hire Researchers through campaigns.

Action 2.2	Recruit more senior female Professors, each Faculty PVC to recruit 2 of Range 3 or Range 4 Professors
Action 2.3	Ensure language in recruitment advertisements is gender neutral (software) Include information on SWAN and family friendly policies in recruitment materials Develop new videos of female academics for recruitment Include testimonials on family life in Belfast/NI
Action 2.4	Research the efficacy of using recruitment agencies and search committees
Action 2.5	Gender balance (minimum 40% women/men) on recruitment panels
Action 3.1	Increase the numbers of female AC4 academics through promotion, recruitment, QGI Mentoring and Aurora Leadership Training
Action 3.2	Increase the numbers of female Professors through promotion and recruitment

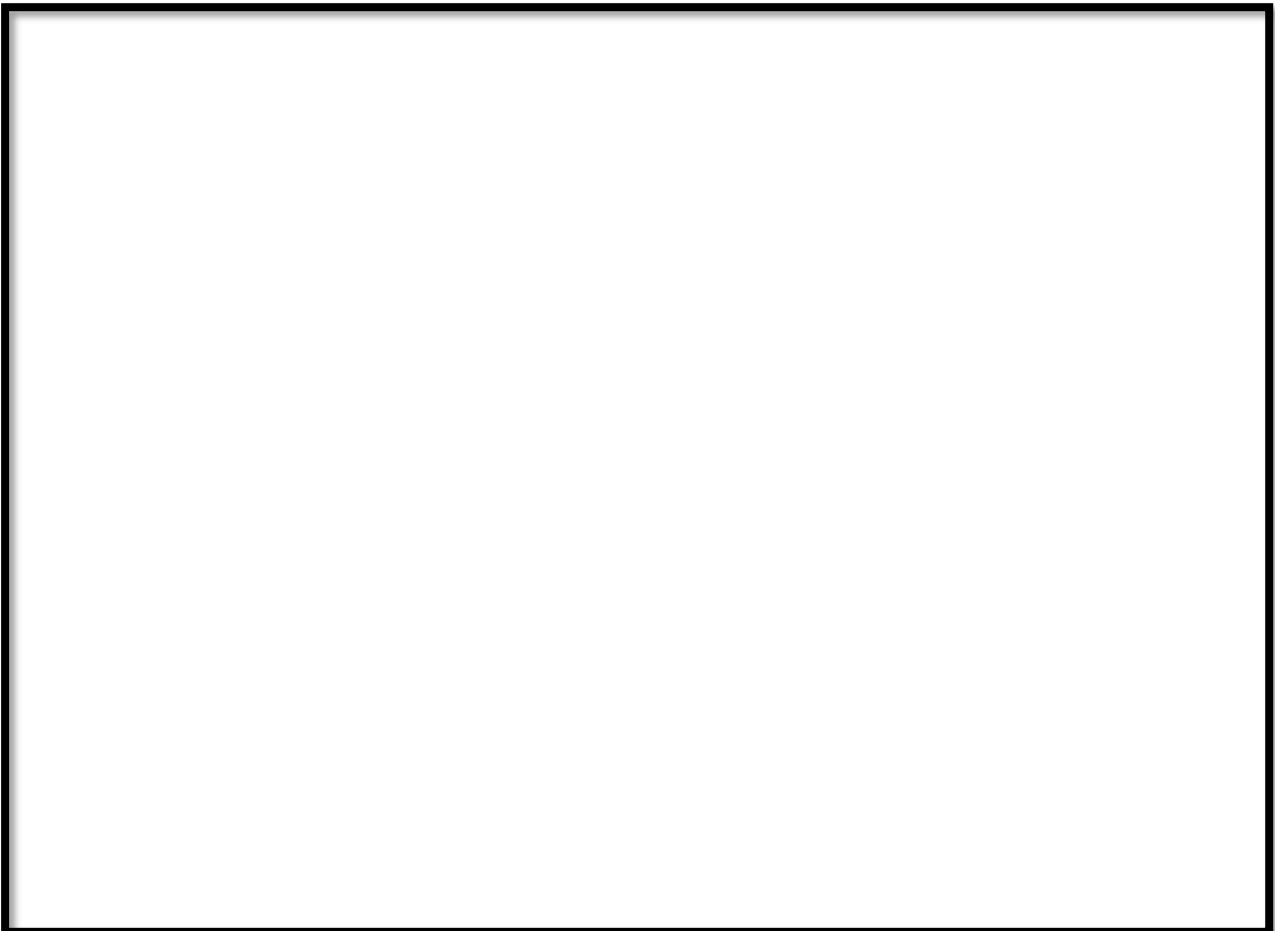


Figure 59. Queen’s online information resource for international staff

Induction

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

Induction works across a range of levels and is mandatory at local (School/Directorate) level. Line Managers ensure that an effective induction is arranged to suit the role. This involves print/online materials and scheduled meetings, delivering support and guidance from colleagues to help staff understand their role and ensure they have the necessary resources, understanding and information to settle in. Staff who have recently moved to Belfast are supported by a colleague ('buddy') on practical matters including banks, public transport and social events. An induction checklist that includes SWAN information is typically used to ensure that all relevant matters are covered. Effectiveness is reviewed at local level through surveys, team briefings and all-staff meetings.

At the Institutional level, welcome and orientation events are arranged several times per year to introduce new staff to colleagues, information and support services relevant to the early stages of working at Queen's. Staff gain an insight into how we work and where their School is positioned within larger structures. We also specifically share information about our Athena SWAN and other Diversity and Inclusion policies, such as family-friendly leave, campus childcare services and mandatory training. Staff sign up for the next available event after appointment, which may be several weeks after the local induction.

Action 1.6 Improve completion of mandatory training modules.

Promotion

Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on any evidence of a gender pay gap in promotions at any grade.

Based on formal appraisals and informal discussions with colleagues and mentors, academic staff (T&R, Ed) may apply to the Annual Promotions Exercise. All are encouraged to seek guidance from their HoS and attend workshops and briefing sessions delivered at School, Faculty and Institutional levels. Such sessions assist career planning, enabling colleagues to decide whether or not to apply in the current or subsequent years. The promotions process recognises that staff may have special/personal circumstances and consideration is given to maternity, adoption or sickness leave and part-time working that may have impacted a colleague's profile.

QGI also runs annual Promotions Workshops for women and its Mentoring Scheme has had significant impact on the career progression of academic women: 99% of the 76 women academics who were promoted over the last 5 years participated in the scheme, including 17/18 promoted to Professor.

Over the reporting period, 348 promotion applications were made with 194 colleagues being successful (56%). More men (61%) than women applied for promotion, reflecting the larger population of male academics (Figure 60, 61). In 2014 and 2015, the percentage of female applications from the eligible cohort was lower than that of men, however, this improved in subsequent years with more female-focused initiatives, e.g. QGI Mentoring Scheme and Faculty and Institutional Promotions Workshops. Success rates were low for both genders in 2015 and, in 2016, the number of applications was significantly lower than in the other four years of the reporting period. Whilst that year the success rates were high for women (92%), we see 2016 as an anomaly. Surveys, and dialogue with SWAN Champions, indicated that many staff were uncertain about the relationship between newly-introduced Academic Standards and promotions criteria. Since then more detailed guidance has been developed, briefing sessions and workshops refreshed/introduced and, as a result, application numbers increased, resulting in more successful outcomes.

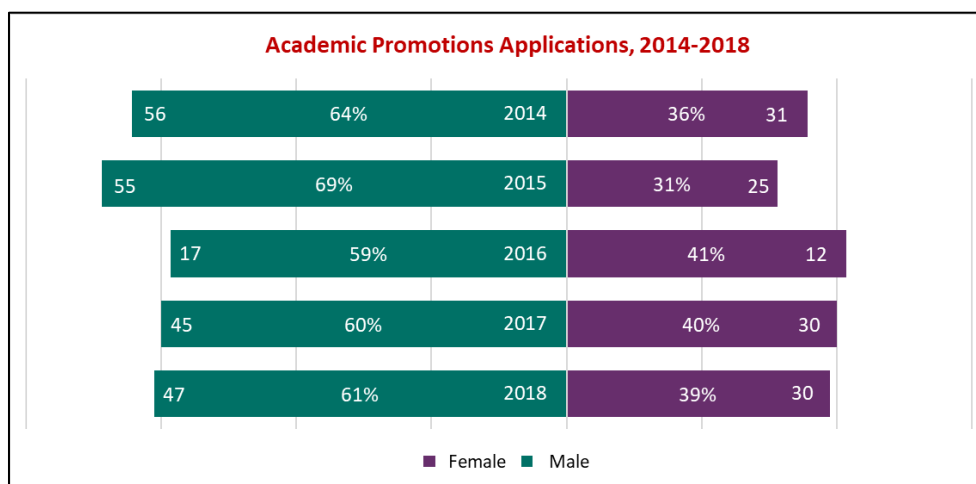


Figure 60. Summary of Applications to Annual Promotions Exercise by gender, 2014-2018

Note: numbers at either end of the horizontal bars represent head count

From 2014-2018 the overall success rates of women and men were similar (59%F vs. 54%M) (Figure 61). Part-time staff have also been successful: of the 194 promotions, 9 were part-time (6F, 3M). 7 academic staff (4F, 3M) from a BAME background were promoted over these 5 years.

'As a mother of two small children, I have benefitted greatly from the inclusive and supportive working environment at Queen's and, as a Senior Lecturer working part-time, successfully applied for promotion to Reader just prior to my second maternity leave in 2012.'

Anonymous

Year	Applications			Applications as % of eligible cohort		Promotions			Success rate	
	Female	Male	Total	Female	Male	Female	Male	Total	Female	Male
2014	31 (36%)	56 (64%)	87	13%	16%	14 (35%)	26 (65%)	40	45%	46%
2015	25 (31%)	55 (69%)	80	10%	16%	9 (33%)	18 (67%)	27	36%	33%
2016	12 (41%)	17 (59%)	29	5%	5%	11 (50%)	11 (50%)	22	92%	65%
2017	30 (40%)	45 (60%)	75	12%	13%	19 (39%)	30 (61%)	49	63%	67%
2018	30 (39%)	47 (61%)	77	12%	13%	23 (41%)	33 (59%)	56	77%	70%
Total	128	220	348	10% overall	13% overall	76	118	194	59% overall	54% overall

Figure 61. Data table of Academic Promotions Exercise, 2014-2018

In addition to the data presented that relates to the Annual Promotions Exercise, 22 staff were offered promotion through retention. Retention is an important management tool, albeit one with perceived gendered risk. Our processes mean that staff who have a letter of offer from another employer present this along with their full academic CV to the HoS and relevant Faculty PVC. Based on business need, an offer involving a salary increase and/or promotion may be issued. Of the 22 staff offered promotion through retention, 18 accepted (6F, 12M).

Applications for promotion were made by Lecturers, Senior Lecturers and Readers (Figure 62), usually for the grade directly above. The category of 'others' refers to a small number of positions e.g. Engineer to Senior Engineer.

Outcome data is presented in Figure 63. The number of women promoted to Professor increased from 1 in 2014 to 7 in 2018, and a total of 18 women (40%) and 27 men were promoted to Professor, advancing one element of our strategy to reach 27% of female Professors in our 2019 Action Plan.

Grade applied from	Application			Promotion			Success rate	
	F	M	Total	F	M	Total	F	M
Lecturer	80 36%	142 64%	222	46 38%	74 62%	120	58%	52%
Senior Lecturer	37 40%	56 60%	93	23 44%	29 56%	52	62%	52%
Reader	11 37%	19 63%	30	7 35%	13 65%	20	64%	68%
Others	-	3	-	-	2	2	-	67%
Total	128	220	348	76	118	194	59%	54%

Figure 62. Promotions Data showing grade applied from and success rate, 2014-2018

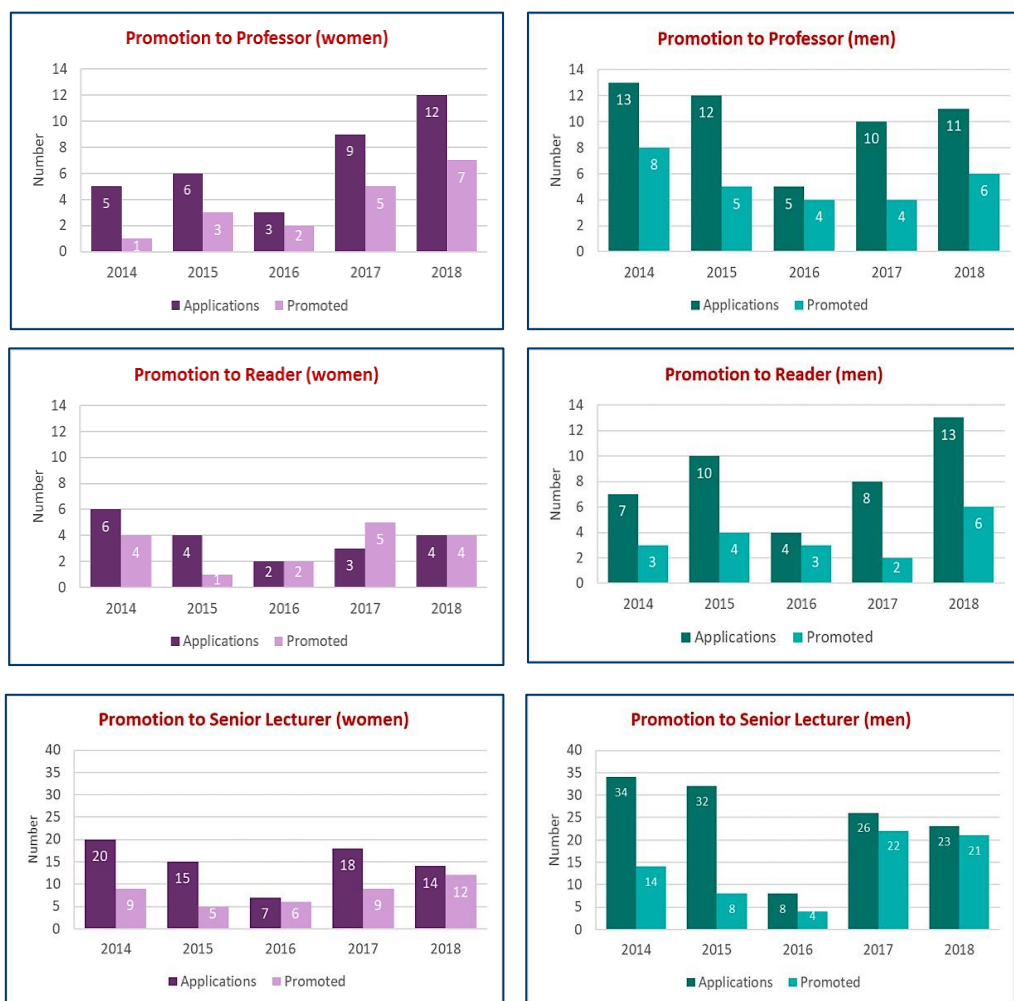


Figure 63. Promotion Outcomes, 2014-2018

We see 2016 as anomalous, and we can report that academic staff continue to apply to the Annual Promotions Exercise benefitting from a new approach towards briefing applicants and HoSs, and delivering more targeted School and Faculty workshops. This work has had significant impact, as evidenced by an increase in applications for promotions over 3 years from 29 in 2016 to 146 in 2019 (April 2019). This represents growth in applications of 403%, or a 5-fold increase. In 2019, the 146 applications (61F, 85M) resulting in 50 women and 64 men being promoted, representing an overall success rate of 78% (82% F, 75% M). The 2019 process is not yet complete, and we therefore cannot present full data, but we can already demonstrate consolidation of the AC4 pipeline and the Academic (Ed) pathway (see VC letter). We are encouraged by this step-change in the confidence our staff have in the Promotions process and the impact of our SWAN-related actions to date and we aim to build on and sustain this progress.

We are currently undertaking a major review of appraisal, progression and promotion processes. A number of working groups are consulting staff and discussing draft proposals with the aim of reporting to the Steering Group in May 2019. We anticipate recommendations, being made to Senate and for implementation in 2020, that will set a new approach to appraisal and promotions processes, revise profiles for academic grades, including clear recognition of contribution across education, research, leadership and societal impact within a holistic framework. We expect this work to be transformative in Queen's, also contributing to our objective of 45% women at AC4 and 27% female Professors by 2027.

Action 2.1	New Institutional policies on appraisal, progression and promotion
Action 2.7	Understand, and develop policies that address why fewer women than men apply for promotion

Staff submitted to the Research Excellence Framework (REF) by gender

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

Queen's returned 95% of staff (93% F, 96% M) in REF2014 (Figure 65), an increase of 138 (12%) from RAE2008 (Figure 64). This improvement was part of Queen's effort to return more staff and was aided by our policy of a teaching-free semester for maternity leave returners (Academic T&R).

We are finalising our REF2021 Code of Practice. It is being developed in consultation with QGI and, at the time of writing, is subject of a live-consultation survey. The institutional REF Equality and Diversity Committee will have QGI membership.

RAE 2008	Eligible	Returned	Strategic Omissions	%(R+SO)/E	% R/E
Female	243 26%	207 26%	17	92%	85%
Male	695 74%	575 74%	60	91%	83%
Total	938	782	77	92%	83%

Figure 64. Staff submitted to REF (RAE) 2008

REF 2014	Eligible	Returned	Strategic Omissions	%(R+SO)/E	% R/E
Female	310 32%	289 31%	11	97%	93%
Male	656 68%	631 69%	4	97%	96%
Total	966	920	15	97%	95%

Figure 65. Staff submitted to REF (RAE) 2014

SILVER APPLICATIONS ONLY

1.4. Key career transition points: professional and support staff

- (i) Induction
Describe the induction and support provided to new all staff at all levels. Comment on the uptake of this and how its effectiveness is reviewed.
- (ii) Promotion
Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on any evidence of a gender pay gap in promotions at any grade.

KEY

CAREER AND TRANSITION POINTS: PROFESSIONAL AND SUPPORT STAFF

(i) Induction

The University induction procedures, support and review mechanisms for P&S staff are identical to and often shared with those for academic staff (see 5(ii)).

Action 1.6 Improve completion of mandatory training modules.

(ii) Promotion

In line with many UK universities, a formal promotion process is not available to P&S staff. Career progression typically occurs through appointment to a higher-graded post elsewhere in Queen's or, infrequently, via re-grading where there has been a substantive change in a post's duties and responsibilities. **Figure 66** shows that 479 P&S staff have changed grade over the past 5 years, mostly the result of internal movement; 15% of PSS progression occurred through job re-grading. Five P&S staff from a BAME background progressed to a higher grade over this period through internal movement (3F, 2M).

	Process	F	M	Total
2014	Re-grade	6	7	13
	Move	33	15	48
2015	Re-grade	7	4	11
	Move	37	29	66
2016	Re-grade	8	9	17
	Move	66	25	91
2017	Re-grade	12	7	19
	Move	87	37	124
2018	Re-grade	9	7	16
	Move	54	20	74
Total		319	160	479

Figure 66. Change of grade/promotion for P&S staff, 2014-2018

P&S staff engage with Athena SWAN: 70 attended the QGI event 'Listening Exercise - Professional & Support 2017'; the P&S Pilot Mentoring Scheme has 12 mentors and 12 mentees, and 40% of attendees at a QGI networking event were P&S. These colleagues are enthusiastic about the support that QGI provides and its potential to amplify their voice. QGI is currently running a pilot P&S staff mentoring scheme, with its recommendations due autumn 2019. Two P&S staff are supported to participate in the Aurora programme annually and new training opportunities are being developed, e.g. the recent pilot provision of LinkedIn Learning accounts.

Action 1.1	Increase staff engagement with Athena SWAN
Action 3.3	Support P&S staff career progression through QGI mentoring, Aurora programme, LinkedIn Learning
Action 3.7	Counter a sense of Imposter Syndrome

1.5. Career development: academic staff

(i) Training

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

Staff training and development is an institutional priority that is encapsulated in our new 'People First' strategy. Centrally-delivered, formal learning is provided by Learning & Development, with additional

Courses & Requirements	QUEEN'S UNIVERSITY BELFAST
Annual Fire Safety	
Anti-fraud Awareness	
Email Essentials	
Essential Phishing Awareness	
Freedom of Information	
GDPR	
Health and Safety Essentials	
Health and Safety for Computer Users	
Register of Interests	
Secure Remote Working	
Think Difference. Act Differently (staff)	
Unconscious Bias	

specialist input from Information Services, Finance Directorate, University Safety Service and the Diversity and Inclusion Unit.

All staff must also complete a range of mandatory online courses (Figure 67). In 2019, 10 courses are mandatory, a rise from the 4 mandatory courses in 2013. Topics include: Diversity and Inclusion; Unconscious Bias; Health and Safety; and, Data and Information Compliance (GDPR). The individual and their line manager must ensure online training is up to date. Currently, the completion rate is 77% across all staff (80%F, 74%M).

Figure 67. Mandatory online training modules

Data shows that all grades of academic and research staff (AC1-Professorial) have accessed training (Figures 68 and 69). Restructuring within People & Culture, and review of the Learning & Development Unit, resulted in a reduction in the amount of centrally-delivered (face-to-face) training options in 2017-18 enabling flexible opportunities to take modules.

Year	F	F %	M	M%	Total
2014	643	47%	738	53%	1381
2015	694	49%	730	51%	1424
2016	570	47%	650	53%	1220
2017	501	52%	466	48%	967
2018	413	51%	391	49%	804

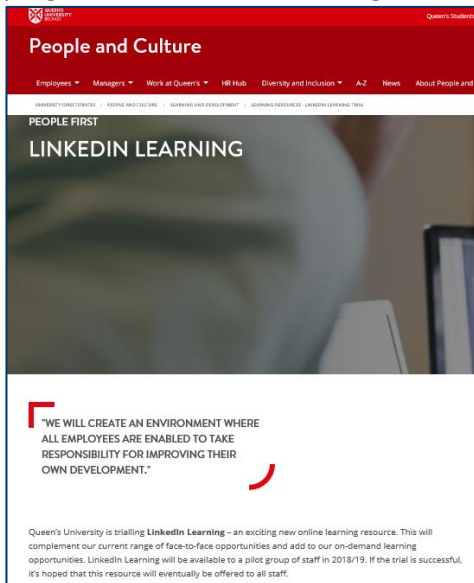
Figure 68. Academic staff uptake of centrally delivered training, 2014-2018

Year	F	F %	M	M %	Total
2014	326	58%	237	42%	563
2015	498	60%	337	40%	835
2016	407	54%	340	46%	747
2017	370	55%	304	45%	674
2018	440	61%	285	39%	725

Figure 69. Research staff uptake of centrally delivered training, 2014-2018

Training needs and solutions evolve over time and our portfolio and approach has been developed in response to programme evaluations, staff surveys and working groups. Almost 70% of staff completed the 2016 Staff Survey and our 2019 Survey is currently live. The 2016 Staff Survey identified an action ‘to improve the visibility and impact of our leaders’. In response, a Leadership and Management Framework was co-created with leaders across the University. This Framework described what leadership excellence looks like by defining the behaviours and responsibilities required to lead and manage successfully at Queen’s. The Framework is a developmental tool that can be used by leaders and managers to assess their own leadership capability and to feed into developmental conversations between employee and manager.

Learning & Development is reviewing and developing a revised leadership programmes: ‘Learning for All’, ‘Manager Essentials’ and ‘Connected Leaders’ aim to build skills and capacity via a tiered programme of blended learning.



This year, we are trialling LinkedIn Learning with 1000 staff. We want this resource to support performance and enable colleagues to take ownership of their career and personal development. Evaluation will take place in summer 2019.

Since 2013, Queen’s has supported 34 women (32 Academic, 2P&S) to attend the Advance HE Aurora leadership programme. QGI has also committed to deliver media training for women, recognising the importance of increasing visibility of female academics. A further ‘QGI Communications Clinic’ training event is scheduled for May 2019.

Learning & Development collates all of the formal training data for recording purposes and for inclusion in the annual People & Culture report to Senate.

Figure 70. New LinkedIn Learning Trial

‘Inspiring talks and interaction with dynamic colleagues from a range of universities and disciplines deepened my understanding of the skills and tools required for leadership. At a pivotal point in my career the lessons I gained from participation in the Aurora programme gave me confidence to lead with impact.’
Academic

- Action 3.1** Increase numbers of AC4 through QGI Mentoring and 6 female academics annually to take Aurora programme.
- Action 3.7** Counter a sense of Imposter Syndrome.
- Action 3.8** Provide media training for women.

Appraisal/development review

Describe current appraisal/development review for academic staff at all levels across the whole institution. Provide details of any appraisal/development review training offered and the uptake of this, as well as staff feedback about the process.

Appraisal is an essential part of the University’s commitment to develop its staff. All staff, except colleagues on probation participate (section 5 (iii)). Training is a requirement for appraisers who are typically, line managers or other senior managers/leaders, and is available as an elective for appraisees wanting to familiarise themselves with the process. The 2016 Staff Survey indicated that 67% of respondents believed that their last appraisal accurately reflected their performance.

In October 2018, the VC chaired the first meeting of the Staff Forum which focused on appraisal. The



Forum, and subsequent feedback, revealed that staff found the appraisal process time-consuming and insufficiently impactful on job performance and/or career development. Responding to this, a review of the appraisal process is currently underway, and appraisal will not occur in its current format again. A working group is developing a new process targeted to supporting and empowering progression and development. New training will support appraisers and appraisees.

Figure 71. Participants at Staff Forum Events

- Action 2.1** New Institutional policies on appraisal, progression and promotion

Support given to academic staff for career progression

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

All new **Academic (T&R; Education)** staff are allocated an academic mentor panel, normally within their research/education area, which meets with the probationer quarterly to provide support, guidance and advice and to review progress against the probationary profile. Mentors provide an annual progress report to the School Probation Committee (SPC). At least 3 peer reviews of teaching are carried out by (different) senior staff during a normal 3-year probationary period. The SPC meets annually with the probationer and considers the peer reviews, mentor reports and the probationer’s report. The probationary period may be extended for staff who have had a break in service, e.g. maternity or other long-term leave. Upon confirmation, any advancement is backdated so no financial disadvantage is incurred. Academic staff also enrol on the Postgraduate Certificate in Higher Education Training to become members of the Higher Education Academy.

Our engagement with academic staff, including SWAN Champions, has indicated that probationers have been unsure of their understanding of the Confirmation in Post process, leading to anxiety about their preparedness. Concerns often focused on quantitative metrics around research income and TEQs (teaching evaluation questionnaires). We have explored differences in TEQs relating to gender and international staff in response to these concerns and found that this does not negatively impact on colleagues being confirmed in post or indeed promoted. Nevertheless, we have asked SPCs to remember to explain this to probationary colleagues.

89% of women and 86% of men were confirmed within 3 years, 9% of women and 11% of men had an extension, and 2/152 women and 5/205 men had a position terminated (Figure 72). We are confident that our recruitment, induction and probation processes prepare early-career academic colleagues well for a sustained career with Queen's. Furthermore, our 2019 promotions data shows that colleagues have increased confidence in our reward and recognition processes.

Year	Outcome	F (%)	M (%)	Total
2014	Confirmed in post	15	17	32
	Extension of probation	2	1	3
	Termination of post	-	-	-
2015	Confirmed in post	41	35	76
	Extension of probation	5	10	15
	Termination of post	1	1	2
2016	Confirmed in post	22	59	81
	Extension of probation	4	7	11
	Termination of post	-	1	1
2017	Confirmed in post	26	33	59
	Extension of probation	2	4	6
	Termination of post	1	3	4
2018	Confirmed in post	32	33	65
	Extension of probation	1	1	2
	Termination of post	-	-	-
Total		152	205	357

Figure 72. Outcomes of Probation for Academic Staff, 2014-2018

Queen's is committed to enabling **Researchers** to develop and plan their careers. We have an extensive set of development tools and resources for both early- and advanced-career Researchers. This includes the Vitae Researcher Development Framework, workshops, online learning and the Postdoctoral Mentoring Programme. The Centre for Educational Development (CED) delivers the PGCHET and our research staff have a route to apply for Higher Education Academy (Associate) accreditation. All Queen's Learning & Development courses are open to Researchers, and they access training in large numbers (Figure 69).

Since 2012, Queen's has held the European Commission's HR Excellence in Research (HREiR) Award, demonstrating our commitment to providing an excellent employee experience for Researchers. All School SWAN Action Plans have key actions to support and advance Researcher careers.

The Graduate School (GS) offers a range of training and developmental opportunities to support **Postgraduates** including masterclasses, personal and professional skills training, research methods and academic career planning skills, and courses in leadership, including a Chartered Management Institute Certificate in Strategic Management and Leadership. The GS also has a PG-Led Initiative Funding Programme that delivered a workshop on Imposter Syndrome for PG and postdoctoral women. The GS

has a 'Lean In Circle', and a Graduate School Women's Network, that was set up in 2017 and is very active, with 164 members. It meets on a monthly basis and runs seminars and events; for International Women's Day 2019 it ran a multidisciplinary event called 'Her Story' (Figure 73).

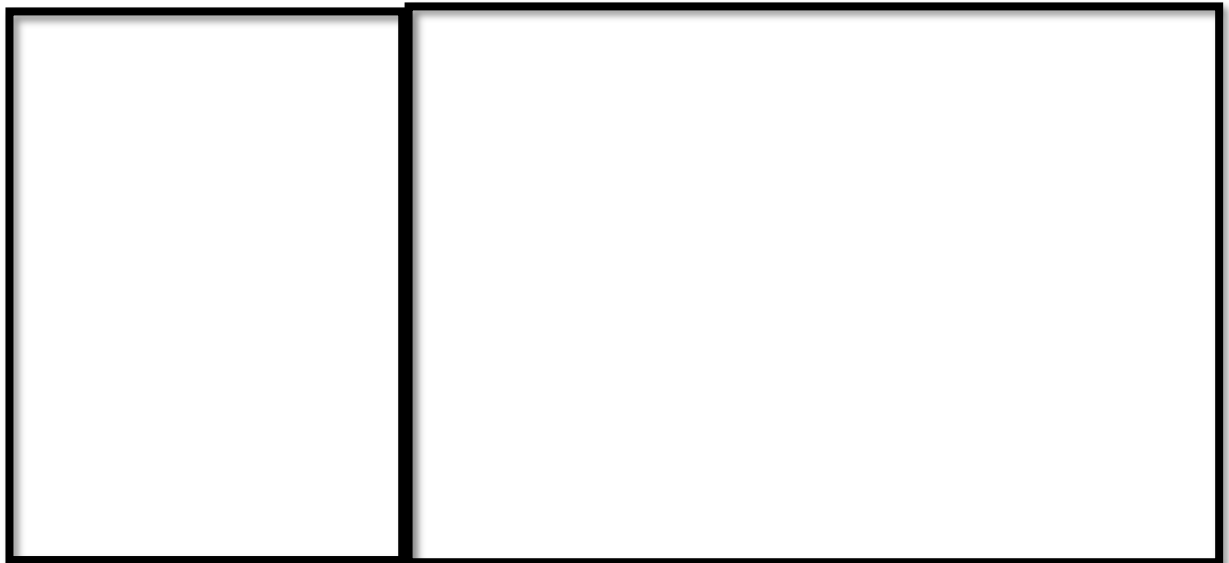


Figure 73. The Graduate School Women's Network Event, IWD 2019 (*left*) and Cultural Celebration of Omani National Day (*right*)

Fixed-term staff, including postdoctoral researchers, are contacted 6 months in advance of end-of-contract and given the opportunity to meet line managers and discuss career options, including redeployment within Queen's. Academic staff with new research posts are directed first to applicants from the redeployment list. Only where a suitable internal candidate does not exist does the post go to external advertisement. Between 2014 -18, 49 female and 22 male researchers were successfully redeployed.

'For personal reasons I needed to remain within NI and this limited my options. Thankfully Queen's operates an internal redeployment system which allowed me to see jobs, at my grade and below, not only within my School but across the University. Through redeployment I applied for the position of Placement Officer (maternity) within the School. I saw this as the perfect opportunity to 'try something different', build up more experience in education and liaise directly with industry.'

Anonymous

Queen's recognises the importance of mentoring in career progression and personal development. Staff can access a range of mentoring schemes, including those within Schools, the Postdoctoral Mentoring Programme that launched in 2017 and the Institution-wide QGI Mentoring Schemes that has had significantly positively impacted the progression of women (page 51).

'I have been supported and mentored by a female professor within the School, who has set an inspiring example, and indeed many other senior academics via formal processes (probationary panels, mentoring schemes, appraisals) and informally, via coffee mornings, poster sessions and other numerous events supported by the University.'

Anonymous

'My mentor was a perfect match for me! I instantly felt at ease with her. For the last number of years there have been particular challenges in my working life and it was difficult to find someone independent to talk to. It was great to speak to someone who had similar experiences and could see there were alternative models and approaches for me to think about. She helped me get perspective on the issues I am facing and helped me formulate a plan of action.'

Anonymous

Action 3.1 Increase the numbers of female AC4 academics through QGI Mentoring, Aurora

Action 3.2 Increase the numbers of female Professors through QGI Mentoring, Aurora

SILVER APPLICATIONS ONLY

1.6. Career development: professional and support staff

(i) Training

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

(vi) Appraisal/development review

Describe current professional development review for professional and support staff at all levels across the whole institution. Provide details of any appraisal/development review training offered and the uptake of this, as well as staff feedback about the process.

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

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

Career development: professional and support staff

(i) Training

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

The approach to P&S training, its monitoring, development and review, is identical to that described for academics (Section 5.3(i)). Uptake of training by P&S staff (Figure 74) includes individuals from all Grades. Women take up training in higher numbers than men, proportional to the general P&S populations (63%F; 37%M).

Year	F	F%	M	M%	Total
2014	1342	75%	441	25%	1783
2015	2231	65%	1215	35%	3446
2016	2539	60%	1720	40%	4259
2017	3348	66%	1745	34%	5093
2018	4052	72%	1556	28%	5608

Figure 74. Uptake of training by Professional & Support Staff, 2014-2018

(ii) Appraisal

Appraisal for P&S staff is similar to that for academic staff (Section 5.3(ii)).

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


In January 2019 we hosted our first **Technician** Commitment Event (Figure 75), celebrating the unique expertise and contribution of our 240 technicians. Joining this national initiative helps us ensure visibility, recognition, career development and sustainability for technicians across all disciplines. By signing the Technician Commitment, we have pledged to take action on the key challenges affecting our technical staff as part of a journey to ensure visibility and recognition for our technicians.

In response to the 2016 Staff Survey where only half of respondents felt there were sufficient opportunities for development at Queen's our new 'People First' strategy has refreshed the provision by Learning & Development to create an environment and resources where people can be supported for development and progression (Figure 76).



Figure 75. Queen's and the Technician Commitment

"WE WILL CREATE AN ENVIRONMENT WHERE ALL EMPLOYEES ARE ENABLED TO TAKE RESPONSIBILITY FOR IMPROVING THEIR OWN DEVELOPMENT"



When our People and Culture Strategy, **People First**, launched in March 2018, we made a commitment to put our people at the centre of everything we do at Queen's. Our last Staff Survey revealed that only half of you felt that there were opportunities for personal development and growth at the University.

To address this, we have refreshed Learning and Development at Queen's to ensure that all of our people have the chance to build their capability through relevant and meaningful learning opportunities. We will empower staff to take responsibility for their own development while ensuring their effectiveness in their current role and readiness for future progression.

Our new offer recognises that development comes in lots of different forms. We've refreshed our face-to-face training, favouring shorter half-day sessions. We have introduced new online resources and tools which meet the demand from staff for greater control over their learning and flexibility around how and when they access it, and are emphasising the benefit of continuous learning.







 LEARNING FOR ALL	 ADMINISTRATIVE SKILLS	 LINKEDIN LEARNING
 LEADERSHIP AND MANAGEMENT DEVELOPMENT	 PEOPLE MANAGER ESSENTIALS	 RESEARCHER DEVELOPMENT

Figure 76. Queen's 'People First' strategy and Learning & Development resources

In addition to staff development activities mentioned above, Queen’s has an ongoing requirement for Clerical staff and maintains Clerical Boarding Lists to fill posts at Grades 2-4. Candidates (internal and external) are ranked in merit order with areas of strength highlighted to allow the best match of person to role. Boarding at a particular grade does not happen every year since the exercise generates a large pool of candidates. In 2016-17 an open-ended Grade 3 boarding file invited new applicants resulting in the much larger numbers reported (Figure 77).

Grade applied to		Applications			Success		
		F	M	Total	F	M	Total
2014	2	167 59%	118 41%	285	15 75%	5 25%	20
	3	218 71%	88 29%	306	20 74%	7 26%	27
	4	-	-	-	-	-	-
2015	2	-	-	-	-	-	-
	3	-	-	-	-	-	-
	4	124 78%	34 22%	158	20 80%	5 20%	25
2016	2	180 58%	129 42%	309	21 62%	13 38%	34
	3	214 73%	81 27%	295	49 80%	12 20%	61
	4	-	-	-	-	-	-
2017	2	102 54%	87 46%	189	34 71%	14 29%	48
	3	991 64%	553 36%	1544	142 79%	38 21%	180
	4	466 72%	182 28%	648	69 82%	15 18%	84
2018	2	58 51%	57 49%	115	18 55%	15 45%	33
	3	461 67%	229 33%	690	77 73%	29 27%	106
	4	214 71%	87 29%	301	63 80%	16 20%	79

Figure 77. Boarding Outcomes for Professional and Support Staff, 2014-2018

Action 2.1	New Institutional policies on appraisal, progression and promotion.
Action 2.6	Increase awareness of structures and opportunities for career progression (P&S staff)

1.7. Flexible working and managing career breaks

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

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

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

Our policies and practices seek to ensure that no colleague will experience disadvantage as a result of disclosing pregnancy. All our relevant maternity, adoption, paternity and parental leave policies and procedures are easily accessible via our P&C website, including a 'Guide for New and Expectant Mothers', a Maternity Toolkit, FAQ section and Guide for Managers (Figure 78).

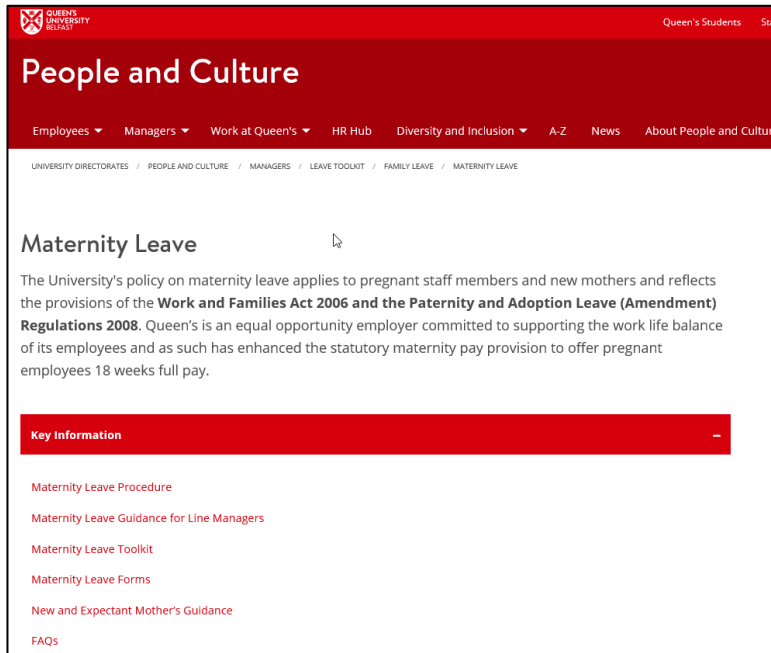


Figure 78. Queen's online information resource for family leave and maternity leave

Staff are entitled to paid absence to attend antenatal or pre-adoptive appointments. Prior to taking maternity leave, a colleague will discuss leave arrangements with her line manager. Managers carry out a pregnancy risk assessment and we emphasise to managers the importance of encouraging colleagues to take lunch and rest breaks.

For maternity and adoptive leave, flexibility is built into the provision, facilitating changes of start and return dates. We are enhancing our support for new and expectant mothers, recognising the importance of support systems and agile working practices.

- Action 4.1** Develop an integrated framework to support new and expectant mothers through pilot focus group, buddy system, training for Managers
- Action 4.2** Identify a Maternity/Family champion
- Action 4.3** Normalise taking family leave for all eligible members of staff

Cover and support for maternity and adoption leave: during leave

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

Following a request from QGI in 2000, and using funds reclaimed through statutory pay credits, Queen's introduced a Maternity Cover Fund that provides cover for Schools/Directorates and ensures that work continues during maternity/adoption leave.

Line managers make reasonable contact with women on Maternity/Adoption leave to plan arrangements for return to work or to discuss practical arrangements, such as childcare provision on campus, salary sacrifice and childcare voucher support.

Women are entitled to work for a period of up to 10 days during Maternity/Adoption Leave, without loss of Maternity Allowance, Statutory Maternity/Adoption Pay or triggering a return to work. For these 'Keeping in Touch Days' (KIT Days) staff are paid at a full day salary (inclusive of any SMP/MA payments). While there is no obligation for colleagues to utilise KIT Days, colleagues have found them useful for attending conferences, training, departmental away days or even for a phased return to work. Leave provisions in Queen's are significantly enhanced compared to statutory provisions (Figure 79).

Current Minimum Statutory Provision	Queen's Enhanced Provision
Maternity/Adoption: Weeks 1-6: Higher rate Statutory Maternity/Adoption Pay (SMP/SAP)	Maternity/Adoption: Weeks 1-18: Full pay
Weeks 7-39: Lower rate SMP/SAP	Weeks 19-39: Lower rate SMP/SAP
Weeks 40-52: Unpaid	Weeks 40-52: Unpaid

Figure 79: Maternity/adoption provision at Queen's and Statutory Provision

Cover and support for maternity and adoption leave: returning to work

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

All women returning from maternity/adoption leave have a 'return to work' interview with their line manager to discuss workload allocation, flexible working arrangements needs or any requests they might have to aid settling back. New mothers returning to work who wish to express milk are accommodated with suitable facilities to express and store breastmilk including within Queen's crèche. Safety Services offer facilities such as personal fridges where applicable and will also support managers in conducting a risk assessment for breastfeeding.

As a result of engagement with SWAN, all our Schools operate a policy which allows academic (T&R, Ed) women returning from maternity/adoption leave a teaching-free semester to focus on research. In order to ensure that there has been no detrimental effect on career progression, probation and promotion panels take periods of leave into consideration when assessing applications.

'I received a teaching-free semester this semester and am almost ready to press 'send' on my book manuscript as a result.'
Anonymous

Maternity return rate

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

For all Queen's staff who take maternity leave, the return rate is higher than 96% over the reporting period (Figure 80). Review of data, disaggregated by Academic and Research and P&S staff, shows that lower rates for Academic & Research staff at 18 months (Figure 81) is consistent with some contract research staff reaching end of contract during 18 months post-return, compared to a higher return rate up to 18 months (88-94%) P&S maternity returners (Figure 82).

Staff employed on fixed-term contracts, funded by external grants are entitled to the same maternity leave as permanent staff. In many cases, the funder will allow extension of the end date of the grant to accommodate a Researcher's maternity leave. This is not always possible, however, Queen's enters dialogue with the funder on behalf of such staff.

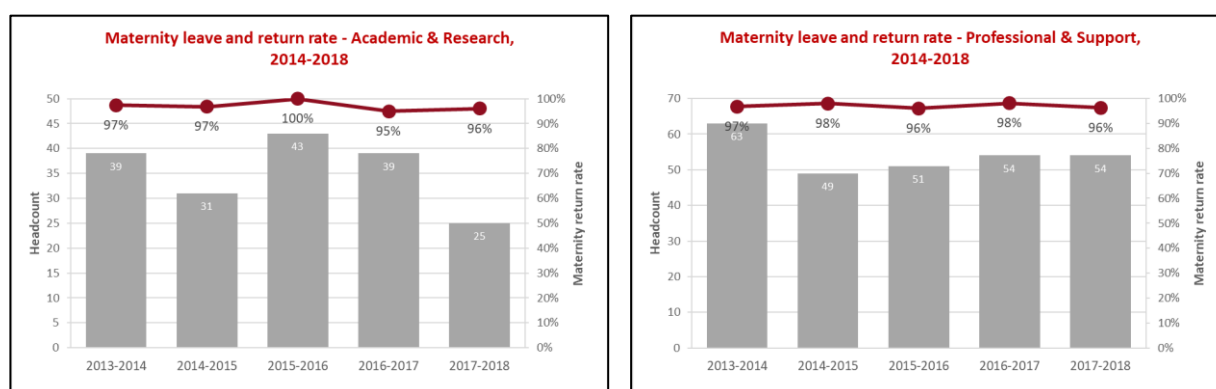


Figure 80. Maternity leave and return rate (left) Academic and Research, (right) P&S, 2014-2018

Academic & Research	Headcount			Returners in work (%)			
	Year	Maternity Starts	Returned	Return Rate %	6 months	12 months	18 months
	2013-2014	39	38	97	87	84	79
	2014-2015	31	30	97	97	90	73
	2015-2016	43	43	100	98	93	91
	2016-2017	39	37	95	100	95	92
	2017-2018*	25	24	96	N/A	N/A	N/A

Figure 81. Maternity leave and return rate, Academic & Research staff, 2014-2018 *Note that for 2018, returner data is not yet complete.

Professional & Support	Headcount			Returners in work (%)			
	Year	Maternity Starts	Returned	Return Rate %	6 months	12 months	18 months
	2013-2014	63	61	97	95	93	88
	2014-2015	49	48	98	100	94	92
	2015-2016	51	49	96	98	90	88
	2016-2017	54	53	98	96	96	94
	2017-2018*	54	52	96	N/A	N/A	N/A

Figure 82. Maternity leave and return rate, P&S staff, 2014-2018 *Note that for 2018, returner data is not yet complete.

SILVER APPLICATIONS ONLY

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

Paternity, shared parental, adoption, and parental leave uptake

Provide data and comment on the uptake of these types of leave by gender and grade for the whole institution. Provide details on the institution's paternity package and arrangements.

Similar to maternity and adoptive leave, Queen's offers enhanced paternity support (**Figure 83**).

Current Minimum Statutory Provision	Queen's Enhanced Provision
2 weeks leave (to be taken in a block within 56 days of the birth of the child)	3 weeks leave (2/3 weeks leave to be taken in a block within 56 days of the birth of the child. The other week can be taken within 4 months of the birth, in a block or as individual days).
Weeks 1-2: Statutory Paternity Pay	Weeks 1-3: Full pay

Figure 83: Paternity leave provision at Queen's and Statutory Provision

Whilst it is mostly women who take parental leave, and the uptake of shared parental leave remains small, we are very supportive of staff who take this option (**Figure 84**).

'My wife and I wanted to share parental leave so that each of us would have a chance to bond with our daughter and so that neither of our careers would be unequally affected. DIU was very helpful in assisting me to navigate the forms and talking me through the process required. Fortunately, there were no issues arranging the transfer of leave between my wife's employer and Queen's and I was paid the statutory parental benefit for the period I was eligible.'

Anonymous

Academic & Research	Paternity		Shared Parental		Adoption		Parental	
	F	M	F	M	F	M	F	M
AC1	-	3 100%	-	-	-	-	-	3 100%
AC2	-	60 100%	1 50%	1 50%	-	-	6 60%	4 40%
AC3	2 5%	42 95%	1 100%	-	2 100%	-	2 40%	3 60%
AC4	-	17 100%	-	-	-	-	-	-
Professor	-	12 100%	-	-	-	-	-	1 100%
P&S	Paternity		Shared Parental		Adoption		Parental	
	F	M	F	M	F	M	F	M
Grade 1	-	5 100%	-	1 100%	-	-	-	-
2	-	25 100%	-	1 100%	1 100%	-	2 40%	3 60%
3	-	22 100%	-	-	2 100%	-	10 56%	8 44%
4	-	13 100%	1 100%	-	1 100%	-	23 100%	-
5	-	14 100%	-	-	1 100%	-	5 100%	-
6	-	12 100%	1 100%	-	1 100%	-	2 40%	3 60%
7	-	26 100%	1 100%	-	-	-	23 85%	4 15%
8	-	14 100%	-	-	2 100%	-	14 88%	2 12%
9	-	4 100%	-	-	-	-	1 50%	1 50%
10	-	-	-	-	-	-	-	-
Total	2 1%	269 99%	5 63%	3 37%	10 100%	-	88 73%	32 27%

Figure 84: Uptake of family-friendly leave at Queen's

Action 4.3 Normalise taking family leave for all eligible members of staff

Flexible working

Provide information on the flexible working arrangements available.

Queen's has a formal flexible working policy which includes part-time and job-share arrangements. The Statutory provision in NI allows all employees who have worked continuously for more than 26 weeks and have specific caring responsibilities, the right to apply to work flexibly. Queen's has Extended Provision, where all employees can apply for flexible working; applications are considered and regularly reviewed against business needs. Between 2014 and 18, there were 330 applications for flexible working: 95% were approved, including 100% applications from Academics and Researchers (Figure 85). 15 P&S staff were refused for business reasons, where the role could not support a reduced working pattern. The work undertaken to promote these family-friendly policies has resulted in an increased trend of male applications.

	2014		2015		2016		2017		2018	
	F	M	F	M	F	M	F	M	F	M
Academic & Research	9 90%	1 10%	10 91%	1 9%	16 84%	3 16%	4 50%	4 50%	7 70%	3 30%
P&S	48 96%	2 4%	64 93%	5 7%	36 84%	7 16%	39 85%	7 15%	37 76%	12 24%

Figure 85: Flexible working requests (approved) by Queen's staff, 2014-2018

'I have been offered a truly flexible working system that has allowed me to commute between the Netherlands, where my family (husband and 2 daughters) lives and NI. This has enabled me to have more control over my time schedule and working environment as well as flexibility to better meet family and personal needs. The Athena Swan programme embraced by Queen's has made a tremendously positive impact towards my work-life balance.'

Anonymous

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

Outline what policy and practice exists to support and enable staff who work part-time to transition back to full-time roles when childcare/dependent or caring responsibilities reduce.

Following any planned career break, a colleague will return to their original job. Staff who wish to change their contract e.g. work part-time, are given the option of permanent or temporary change following discussion with their line manager. If a temporary change is selected, this will be for an agreed period of time and will be reviewed after 1 year. After the agreed period of time, the person will normally return to their original contract but may choose to continue with the new arrangements in agreement with their line manager.

Childcare

Describe the institution's childcare provision and how the support available is communicated to staff. Comment on uptake and how any shortfalls in provision will be addressed.

Queen's is a recognised family-friendly employer: we won Employers for Childcare Family-Friendly Employers Awards in 2015, 2016 and 2017. Childcare Services at Queen's offer a range of affordable childcare support on campus with full-day care provision for children from 6 weeks to 4 years (Figure 86). To aid parents working part-time, a single-day option is available. A 2018 review of services engaged users in ensuring ongoing quality enhancement in the provision. Queen's is currently caring for 106 children (65 with a staff parent, 41 a student parent). An 'After School Club' (4-11 years) picks up children from local primary schools and provides end-of-day care, including homework supervision, games and activities. All of Queen's childcare facilities celebrate various cultural festivals, thereby promoting diversity and inclusion. Many staff members live outside of Belfast and choose to use local childcare providers and after-school services.



Figure 86: Childcare Provision on Queen's Website

Staff and students can use childcare vouchers as well as the HMRC Tax-Free Childcare Initiative and Childcare+, the Queen's salary sacrifice scheme. Students receive a reduced rate when they use Queen's childcare and can access a hardship fund, if required.

Queen’s Physical Education Centre (PEC) runs a successful summer scheme (Figure 87-88). The scheme, which celebrated its 20th anniversary in 2016, is available to Queen’s staff and students at reduced rate due to annual financial assistance from the DIU.

Summer Scheme Figures	2016	2017	2018
Queen’s Staff (parents who enrolled child/ren)	195	189	197
Non Queen’s Staff (parents who enrolled child/ren)	138	155	144
Total number of children	504	499	520

Figure 87: Summer Scheme Data, 2016-2018



Figure 88: Children, staff and parents at the Summer Scheme Celebration, 2016

‘As students without the support of an extended family network, we are deeply indebted to Queen’s Childcare Services for providing such high-quality care. Without the provision of such care, completing our postgraduate study would have been impossible. We have been consistently impressed with the quality of care at Queen’s Crèche. The staff are invariably attentive and warm.’

Student users of Queen’s Childcare

Caring responsibilities

Describe the policies and practice in place to support staff with caring responsibilities and how the support available is proactively communicated to all staff.

Several core policies support the needs of carers, including flexible working, parental, dependant and bereavement leave (Figure 89). Our enhanced **parental leave** goes beyond the statutory minimum, for which there is no service requirement. It allows employees with children under 18 to take up to 6 weeks per annum and 18 weeks in total to look after a child, make arrangements for the child's welfare or spend time with their children and strike a better home/life balance. **Dependant leave** allows staff an immediate and limited period of time off to deal with unforeseen emergencies. The **Career Break** scheme allows for unpaid leave for a variety of reasons including caring responsibilities. We have a Staff Carers' Network and, in January 2018, a workshop on supporting working carers instigated the Carer's Passport initiative in our Action Plan. Staff are positive about this, reporting that it will better facilitate discussions with managers.

A new **Parents Network** was established in January 2019 linking into Queen's monthly health and wellbeing events. Promoted online and via Wellbeing Champions within Schools, these events include parenting workshops, health awareness sessions, stress management training and financial wellbeing sessions. We hold an annual parenting week, a mental health month and a Health and Wellbeing Fair, with associated events, information and awareness sessions, which are typically led or supported by external expert organisations. All staff have access to a free, independent and professional **Counselling Service**, provided by Queen's. There is also a dedicated webpage for students who have dependant or caring responsibilities and specialist support services are available.

'Following my diagnosis of serious illness in 2018, the support I received from Queen's was absolutely exemplary. In addition to being given flexibility in my work I was given access to counselling at a time when I could not get it from the NHS. This in particular had a huge impact on my ability to come to terms with what has been a life changing event for me in particular moving forward.' Anonymous

	F	F (%)	M	M (%)
Career Break	69	86%	11	14%
Dependant Leave	1,716	72%	662	28%
Parental Leave	88	73%	32	27%

Figure 89. Applications approved for Dependant and Parental Leave and Career Break, 2014-2018

Over a 5-year period Queen's approved 2578 applications for dependant leave, parental leave and career breaks. Over the same period, 10 applications were refused in total. 28% of dependant leave and 27% of parental leave has been taken by men.

'I successfully applied for the... role while pregnant, working for 14 weeks before taking maternity leave. I returned 9 months later on a phased return to work which enabled me to use leave and juggle part-time hours with caring responsibilities for my baby. I have always felt supported and valued by my manager, peers and wider Queen's colleagues. This, coupled with core-meeting hours, flexible working practices, parenting classes, and a very reasonable summer scheme for my older kids has meant that I feel my role as a parent is celebrated and not seen as a burden which I have experienced in other Institutions.' - Anonymous

Action 4.3 Normalise taking family leave for all eligible members of staff

Action 4.4 Creation of a Carer's passport for staff

1.8. Organisation and culture

(i) Culture

Demonstrate how the institution actively considers gender equality and inclusivity. Provide details of how the charter principles have been, and will continue to be, embedded into the culture and workings of the institution and how good practice is identified and shared across the institution.

Gender equality and diversity is embedded throughout our University and SWAN has been a driver of positive culture change for over a decade. Our commitment has been recognised via 8 relevant awards since 2014, including 'Best Public Sector Employer for Equality and Diversity' in 2017 (Figure 90).

We have initiated mandatory online training for all staff on 'Unconscious Bias' and a further equality module called 'Think Difference, Act Differently'. Members of Senate also take this training and, following comments made at PGR focus groups, postdoctoral researchers, many of whom have informal supervisory duties, do too. We have included new equality and SWAN focused questions in our 2019 Staff Survey. School Athena SWAN surveys show that SWAN-related actions have impacted structures and culture e.g. step change activities in respect of appraisal, reward and recognition.

We are committed to Athena SWAN and to its principles, and have embedded strong lines of responsibility and accountability. Progress of the SWAN agenda is in the aims and objectives of all senior academic managers. The SWAN Champions Network encourages Schools, shares good practice and mobilises learning. ISAT members have significant responsibility and authority to ensure that 'things happen'. We are working to embed P&S staff initiatives within SWAN at Queen's and will appoint a new Champion to work with QGI.



Figure 90. Winning Best Public Sector Employer for Equality and Diversity Award (*left*); staff at the Awards in 2019 (*right*).

Action 1.3 Increase P&S participation in SWAN through annual celebration event and a new Champion on QGI Executive Committee

HR policies

Describe how the institution monitors the consistency in application of its HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Include a description of the steps taken to ensure staff with management responsibilities are up to date with their HR knowledge.

The University monitors policies and their application to ensure gender equality and consistency. Key policies undergo an equality assessment by the DIU. In relation to equality, dignity at work, bullying, harassment, grievance and disciplinary processes, HR ensures that panels involved in decision-making have gender balance and the HRBPs provide training in policies for managers and staff. All such policies are monitored and outcomes are collated and used to inform new University policies.

The DIU provides specific training sessions on disability, transgender equality, sexual orientation and LGBT+. These sessions are run regularly to maximise staff participation and are often led in conjunction with an external expert organisation. Information on policy development and training is regularly disseminated via newsletters and other online/social media platforms. New Bullying and Harassment training has been delivered to ensure that staff are trained in organisational procedure and, in 2018, we recruited an initial cohort of volunteer Anti-Harassment Advisors from across the University who are trained to advise and support staff; this is a confidential service. In addition, Queen's delivered 'train the trainers' training to all HRBPs in Bullying/Harassment Policy to ensure consistency (Figure 91).

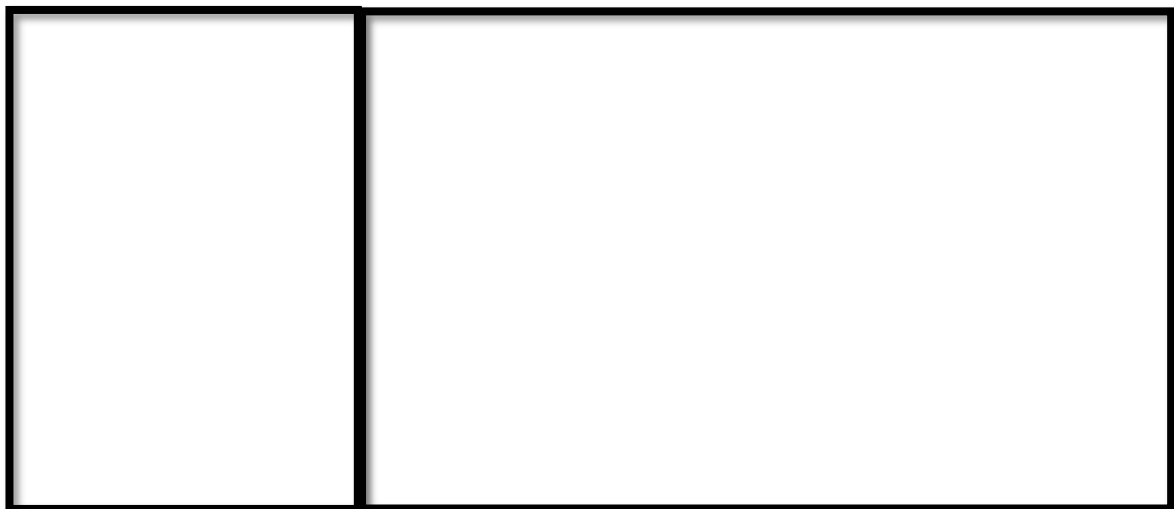


Figure 91: Queen's Anti-Harassment Advisors Network and P&C online resources

'Case law was useful and interesting in training.'; 'Well-paced, informative good signposting.'
Anonymous participants

Action 1.6 Improve completion of mandatory training modules on unconscious bias and equality.
Action 4.6 Develop and deliver bullying and harassment training for staff.
Action 4.11 Ensure balance on speaker lists and conferences with respect to gender and ethnicity.

Proportion of heads of school/faculty/department by gender

Comment on the main concerns and achievements across the whole institution and any differences between STEMM and AHSSBL departments.

In 2015 we created a new School structure that overall, reduced the number of Schools from 20 to 15. In the period, the percentage of female HoSs has increased from 25% to 33% (AHSSBL 20%; STEMM 40%) although numbers are small. With relatively few female Professors in some areas, several new approaches have been initiated to increase the number of female applicants for HoS posts, including opening the position to non-professorial staff. The three Faculties are led by PVCs (2M, 1F). Women currently make up 56% of our Heads of Directorates (Figure 92).

	F	M	Total	F %
Heads of School	5	10	15	33
Pro-Vice Chancellors	1 <i>With 1 new appointment to start 1 May 2019</i>	5	6	17
Directors of Directorates	5	4	9	56
Deans	4	9	13	31
Totals	11	16	27	41

Figure 92. Heads of School, Faculty, Department by Gender, 2018

Representation of men and women on senior management committees

Provide data by committee, gender, staff type and grade and comment on how committee members are identified, whether any consideration is given to gender equality in the selection of representatives and what the institution is doing to address any gender imbalances.

The SMT comprises the VC, PVCs, Deans, HoSs, Directors of Institutes and GRIs, the Registrar and Heads of Directorates. Our current SMT is made of up of 33 men and 19 women (38%F, Figure 93); a steady increase from 26% in 2014 and 33% in 2016. We have surpassed our previous SWAN target of ensuring 30% females in leadership roles by 2020. This has been achieved by encouraging specific women to apply for senior posts, supporting them in undertaking such roles and using training opportunities such as the Aurora and in-house programmes.

Committee	Grade	M	F	Total	% F
Senate	AC3	1	1	2	50
	Professor	2	1	3	33
	6	1	-	1	-
	10	-	1	1	100
	External	9	7	16	44
Senior Management Team	AC3	-	1	1	100
	AC4	-	2	2	100
	Professor	29	7	36	19
	10	1	2	3	67
	10+	3	6	9	67
UEB	Professor	6	1	7	14
	10+	1	3	4	75
UOB	10	1	2	3	67
	10+	4	6	10	60

Figure 93. Senior Management Committees by Gender and Grade, 2018

Representation of men and women on influential institution committees

Provide data by committee, gender, staff type and grade and comment on how committee members are identified, whether any consideration is given to gender equality in the selection of representatives and what the institution is doing to address any gender imbalances.

Committee	Male	Female	Total	% F
FEB - EPS	10	4	14	29
Planning and Finance Committee	11	5	16	31
FEB - AHSS	8	4	12	33
FEB - MHLS	10	4	14	29
University Executive Board	7	4	11	36
Research and Postgraduate Committee	13	8	21	38
Central Promotions Committee	6	3	9	33
Education Committee	13	9	22	41
Senate	13	10	23	43
Academic Council	32	32	64	50
Audit Committee	6	6	12	50
Remuneration Committee	2	2	4	50
University Operating Board	5	8	13	62
Totals	216	166	382	43

Figure 94. Influential Institution Committees by Gender, 2018

82% of our influential committees have increased their membership since 2014 and 46% of such committees now have at least 40% female membership (Figures 94-95).

Membership of governance committees, including Senate, depend on ex-officio roles, elections and nominations, and the VC and Registrar have worked proactively to identify outstanding female candidates. These strategies have positively impacted female representation.

In 2014, we recognised that many of our important academic committees had memberships that were almost wholly dependent on specific roles, most of which were held by men. In order to increase and strengthen the voice of female academics in areas of education and research, new terms of reference were developed to ensure better gender balance and enhance decision making. This arrangement also had the advantages of allowing new members to improve their CV and promotion prospects, and to work alongside very experienced academic and P&S colleagues.

Action 3.4 Achieve gender balanced Faculty Executive Boards

Action 3.5 Increase the number of female chairs of influential committees

Committee	Grade	M	F	Total	% F
Academic Council	AC2	1	1	2	50
	AC3	3	11	14	79
	AC4	6	8	14	57
	Professor	19	6	25	24
	10+	1	3	4	75
	Student Rep	2	2	4	50
	External	-	1	1	100
Audit Committee	Professor	1	-	1	-
	10+	-	2	2	100
	External	5	4	9	44
Central Promotions	Professor	5	1	6	17
	10+	-	1	1	100
	External	1	1	2	50
Education Committee	AC4	2	1	3	33
	Professor	8	3	11	27
	10	-	1	1	100
	10+	-	2	2	100
	Student Rep	1	1	2	50
	External	2	1	3	33
FEB - AHSS	Professor	8	3	11	27
	10	-	1	1	100
FEB - EPS	AC4	-	1	1	100
	Professor	9	2	11	18
	10	-	1	1	100
FEB - MHLS	AC4	-	1	1	100
	Professor	9	2	11	18
	8	-	1	1	100
	10	1	-	1	0
Planning and Finance	Professor	5	1	6	17
	External	6	6	12	50
Remuneration Committee	External	2	2	4	50
Research and Postgraduate Committee	Professor	11	5	16	31
	10+	1	1	2	50
	Student Rep	1	2	3	67
Senate	AC3	1	1	2	50
	Professor	2	1	3	33
	6	1	-	1	0
	10	-	1	1	100
	External	9	7	16	44
UEB	Professor	6	1	7	14
	10+	1	3	4	75
UOB	10	1	2	3	67
	10+	4	6	10	60

Figure 94. Core committees by Gender, 2018

Committee workload

Comment on how the issue of 'committee overload' is addressed where there are small numbers of men or women and how role rotation is considered.

The most senior committee membership is often dependent on position and fixed terms of appointments, but we have sought to diversify where possible. Terms of reference have been amended to review rotation and to allow for deputies to attend, allowing them to gain useful experience as well as removing some of the burdens from named members. School SWAN Action Plans also address the issue of membership rotation and deputising to reduce overload.

Institutional policies, practices and procedures

Describe how gender equality is considered in development, implementation and review. How is positive and/or negative impact of existing and future policies determined and acted upon?

Gender equality is a central consideration in reviewing policies, all of which undergo an equality screening process compliant with Section 75, Northern Ireland Act 1998 (Section 7(ii)).² Most recently, we undertook an equality screening review of our temporary allocation car-parking policy with recommendations to support new and expectant mothers and carers. Recommendations are currently being developed via UOB. P&C helps to coordinate and equality screen all our workplace policies, both staff- and student-facing. Policy authors and leads are encouraged to undertake and complete an equality screening exercise at an early stage of policy development or at review stage.

In 2016, members of the SWAN initiative contributed to reviewing and revising academic standards, promotion and confirmation-in-post criteria. ISAT members advised P&C on the revision of promotion criteria to include quantitative and qualitative adjustments for the special circumstances experienced by staff such as maternity leave and part-time working (Figure 95).



Figure 95. Current consultation on new Equality, Diversity and Inclusion Policy

Workload model

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

The diversity of our subjects and Schools means that we do not operate an institution-wide Workload Allocation Model (WAM). Nevertheless, UEB has directed that WAMs should be in operation in Schools and that they should be clear, consistent and transparent. All WAMs include teaching, research, administration, pastoral and outreach activities. SWAN activities are also recognised in WAMs. Workload allocation is discussed in appraisals. In 2017 AHSS introduced Faculty-wide guidelines and principles. Building on feedback from a task and finish group, these were reviewed and refreshed by the AHSS FEB in March 2019. MHLS has begun a WAM Project with the aim of piloting a Faculty-wide WAM in September 2019. Currently MHLS is liaising with WAM practitioners in other Universities, both those who have their own system as well as those using the 'Simitive' system.

² Section 75 of the NI Act 1998 places public authorities, including Universities and other HEIs, under a duty to have due regard to the need to promote equality of opportunity between: people of different religious beliefs, political opinions, racial groups, ages, marital statuses or sexual orientations, men and women generally, people with and without a disability and people with and without dependants.

Timing of institution meetings and social gatherings

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

All Schools have defined core meeting hours policies, with core meetings scheduled between 10am-4pm in SWAN Action Plans. Major Faculty and University committees operate over longer hours, but aim to finish by 4.30pm. Where it is impossible to hold a particular meeting within core hours, staff are notified as early as possible. While internal celebration events and other academic events are held during standard working hours, certain events, such as public lectures involving non-University personnel and graduations do take place outside of core hours.

Visibility of role models

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

Over many years Queen's has taken action to raise the visibility of women both on and off campus. While recognising the challenges in some disciplines, each School is working to achieve gender balance in terms of invited seminar speakers and external examiners.

Gender equality is considered in all central University events as well as in the design of the website and promotional materials. Since January 2018, there have been 30 public lectures and events, of which 47% involved women speakers. Nonetheless we note that, in our 3 highest profile annual lectures held since January 2018 – the Hari Holkeri, Sir Bernard Crossland and Equality and Diversity lectures – all three speakers were men, although guest lecturers in other years have been women.

QGI also runs a series of high-profile events including the annual Clare MacMahon lecture, delivered in 2018 by Maria Bustelo (Madrid), and the International Women's Day lecture given in 2017 by the American activist, Angela Davis. In 2018, QGI and People & Culture invited Josh Levs (author of *All In: Fathers at Work*) to talk on 'Men Advocating Change'.



Figure 96. Event for Fathers at Work

QGI brought women colleagues together for a networking lunch to celebrate International Women's Day 2019 (Figure 97) and several of our early-career academic women were featured in the press on World Cancer Day (Figure 98).

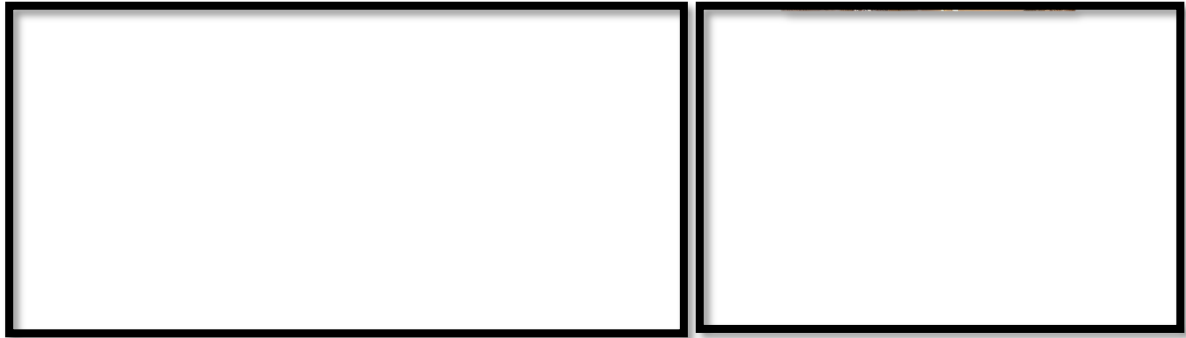


Figure 97. International Women's Day at Queen's, 2019



Figure 98. Queen's Early Career Female Academics featured in Queen's News on World Cancer Day, 2019.

In October 2018, the Students' Union launched a programme of events for Black History Month, including sessions on black women in Queen's and NI. The success of this initiative was recognised with the award of a 'Highly Commended' citation in the 2019 Legal Island Equality and Diversity Awards.



Figure 99: Highly Commended for Best Race Initiative, 2019

The Honorary Degree Committee is pro-active in soliciting female nominations and the award of honorary degrees to women has increased from 27% in 2014 to 47% in 2018 (Figure 100): in 2018, one of our honorary graduates was Hillary Rodham Clinton (Figure 101).

Year	2014	2015	2016	2017	2018
F	3	6	4	8	8
M	8	8	8	7	9
Total	11	14	12	15	17
% F	27%	43%	33%	53%	47%

Figure 100. Queen’s Honorary Graduates by Gender, 2014-2018

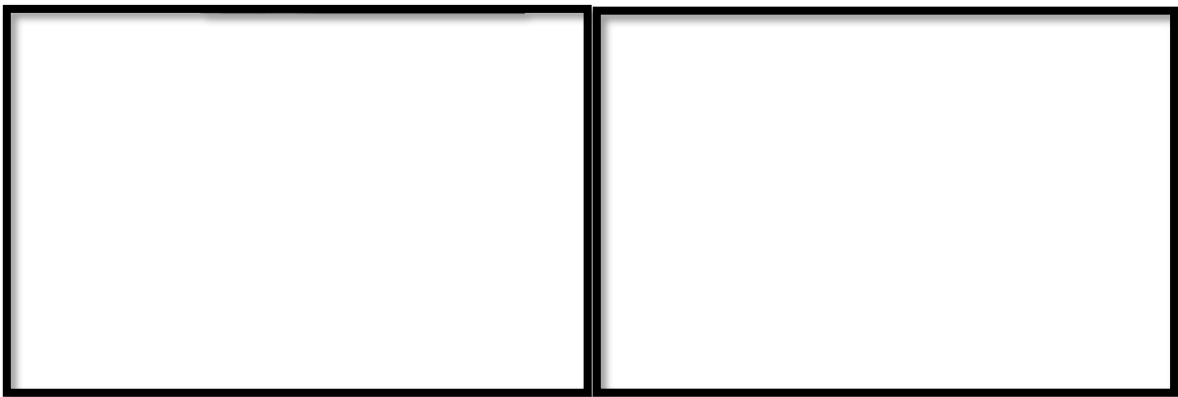


Figure 101. Secretary Hillary Clinton, October 2018

A long-running project has been to place portraits of women of distinction from Queen’s in our main public venue, the Great Hall. We have increased the number by 3 since 2014, with another portrait currently in the planning stages (Figures 102-103).



Figure 102. The Portraits Project is changing the face of Queen's



Figure 103. Unveiling of the Professor Jean Orr Portrait, April 2019, with past and present members of Queen's Gender Initiative

In 2017 Queen's launched its Social Charter, highlighting some 19 'signature projects' that encapsulate the breadth of activity that our students and staff carry out every day, as well as representing the principles and themes contained within the Charter: 3 of these projects seek to promote educational equality locally and internationally via long-term partnership working based on Queen's research.



Figure 104. Queen's Seamus Heaney Fellows

Since 2017-18, the Seamus Heaney Centre for Poetry has appointed 3 Fellows annually from the worlds of poetry, fiction, music, film and television to explore creativity with students, and contributing to the

Centre's activities within Queen's and the wider literary community. The appointments are supported by the Arts Council of Northern Ireland. The Fellows for 2018-19 include Queen's graduate and writer of *Derry Girls*, Lisa McGee (Figure 104).

We have agreed a number of Actions to showcase the work of women at Queen's and to increase their profile through e.g. applications for prestigious fellowships.

- | | |
|-------------------|--|
| Action 3.6 | Increase number of women holding prestigious fellowships |
| Action 4.7 | Increase the proportion of women giving public lectures at Queen's |
| Action 4.8 | Create a digital publication of QGI's work for 20 th anniversary. |
| Action 4.9 | Publish an e-book of past and present women at Queen's |

Outreach activities

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

Queen's is committed to outreach and engagement activities that promote our work in the public sector. Information relating to local initiatives is collated at School level and presented in Departmental SWAN applications. We are careful to include women and men where either is under-represented in all our outreach and engagement activities, while being mindful of the danger that women are over-committed. For example, at the annual Engineering Parents Evening, typically attended by 1,000 people, we ensure that at least 50% of those speaking at the plenary session are women.

Outreach is formally recognised in academic standards and promotion processes. Some Schools account for outreach formally through the WAM, others monitor by gender, however reflecting the range of our activities, there is no uniform approach across the University. Our Communications office record all staff engagement with the media, although currently they do not disaggregate by gender. As part of our Action Plan we will be collating this information in the future.



Figure 105. *Top left: School pupils' engagement with STEMM, Top right: School pupils building models of DNA in Cancer Research Event. Bottom: School pupils in Mechanical and Aerospace Engineering Event*

Our outreach and engagement activities include:

- biomedical researchers delivering the 'From Discovery to Recovery Project' as part of the Schools-University Partnership Initiative;
- the 'Pharmacists in Schools Project', engaging primary and secondary schools;
- 'Project 500', an initiative led by SSESU encouraging pupils to read science books for pleasure.

ISAT members and SWAN Champions play a significant role in dissemination of best practice across the UK and Ireland and, since our last submission, internationally. Since 2014 we have undertaken more than 50 external engagements including supporting or presenting SWAN issues to 9 UK and 6 Irish Universities and to Institutions in the EU, UAE and USA, as well as to various professional bodies, equality and educational initiatives, unions, the corporate sector and devolved government (UCU, SEA Change (USA), Pinsent Mason, European Institute for Gender Equality (EIGE), European Network of Equality Bodies (Equinet) and Victoria Police (Australia)).

Leadership

Describe the steps that will be taken by the institution to encourage departments to apply for the Athena SWAN awards.

Queen's currently holds 16 School Awards including 2 Gold, 8 Silver and 6 Bronze: Management, our only School currently without an award, will apply in November 2019. ISAT provides support to Schools through the provision of 'critical friends' and resources: it has recently allocated £20k to support individual School Gold applications. We support our School SWAN Champions, formally recognise their work e.g. through membership of School Management Teams, provision of appropriate WAM credits and financial resources, and recognition in promotion criteria. As part of our Action Plan we will improve data analysis and archiving capability to support Institutional and School SWAN applications.

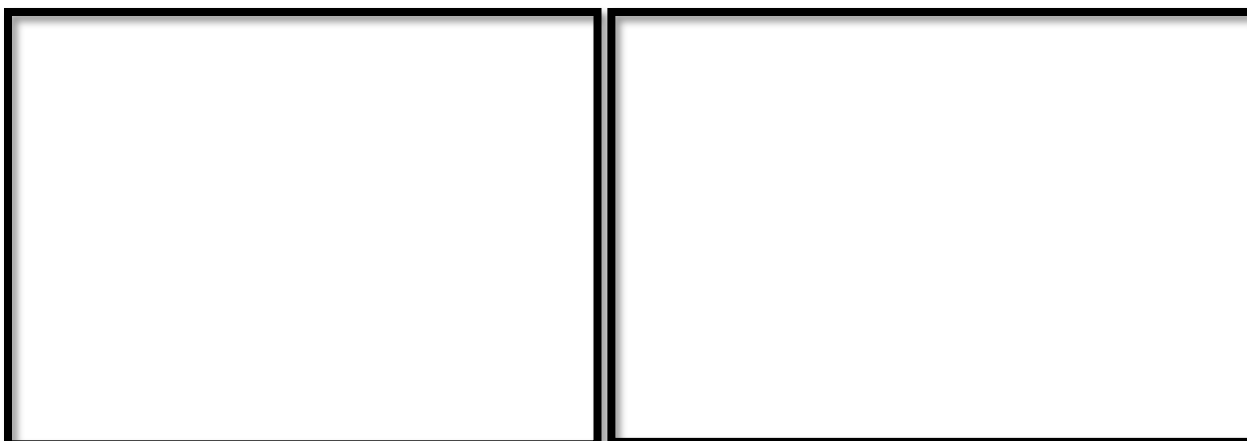


Figure 106. *Top left: Queen's celebrates School SWAN Awards*

- | | |
|-------------------|---|
| Action 1.2 | Support schools to achieve higher Athena SWAN awards through ISAT support |
| Action 1.5 | Development of Athena SWAN webpages |
| Action 5.1 | Appoint a data analyst in each faculty to help Schools with SWAN data as part of their role |
| Action 5.2 | Create an Institutional-wide database to record outreach/engagement activity by gender |
| Action 5.3 | Collect information on staff media engagement by gender. |

Action 5.4 Develop a platform to retrieve data to enable evaluation of the intersection of gender and ethnicity

Word count: 7,239

With the permission of Advance HE, we have used 186 additional words in this section.

SUPPORTING TRANS PEOPLE

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

(i) Current policy and practice

Provide details of the policies and practices in place to ensure that staff are not discriminated against on the basis of being Trans, including tackling inappropriate and/or negative attitudes.

We launched a new Trans Equality Policy in November 2016 following a period of consultation with Unions and a focus group of Trans staff and students. The Policy contains our commitment to ensuring that our campus is a safe, welcoming and inclusive environment for everyone, and to addressing any displays of discriminatory, inappropriate or unacceptable behaviour. The Policy and linked documentation, including 'Frequently Asked Questions', 'A Guide to the Transition Process for Management' and links to appropriate language and terminology, are part of our P&C online resources.

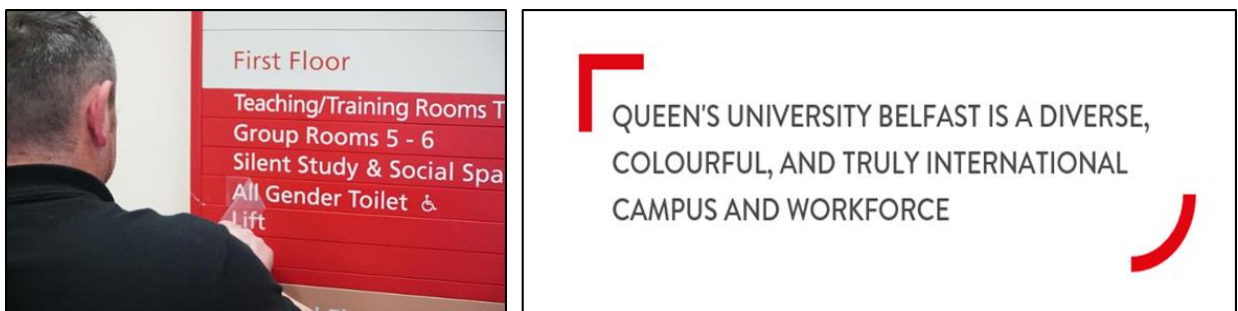


Figure 107. Example of inclusive "All Gender" Signage erected at 4 new sites on campus on Transgender Day of Visibility 2017

In order to provide safe facilities to all genders, we extended the provision of 'All Gender' Toilet and Shower Facilities to 14 facilities, the majority of which are also accessible. We have extensive inclusive gender signage in key areas such as reception areas and near lifts (Figure 107).

(ii) Monitoring

Provide details of how the institution monitors the positive and/or negative impact of these policies and procedures, and acts on any findings.

We will continue to request and review feedback from staff and students who attend Trans Equality Training on campus to monitor the effectiveness of the Trans Equality Policy. We will continue to conduct equality screening of its workplace policies in accordance with Section 75 of the NI Act 1998. DIU has extended its monitoring to review any evidence of transphobic behaviour, ensuring that appropriate action is taken in all instances.

(iii) Further work

Provide details of further initiatives that have been identified as necessary to ensure Trans people do not experience unfair treatment at the institution.

Since 2017, we have delivered 8 Trans Equality Training Sessions, attended by more than 120 students and staff. The sessions were co-delivered by the Students' Union, the DIU and SAIL NI (a local Trans Support Network) (Figure 108).

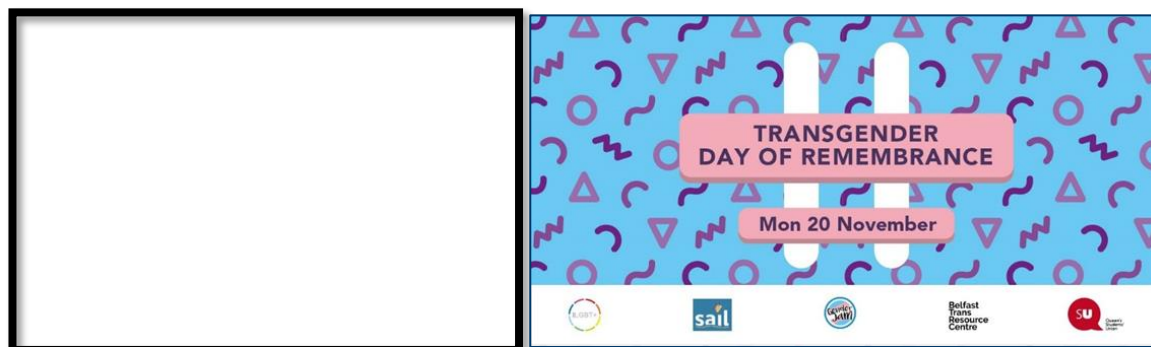


Figure 108. University staff and students with representatives from SAIL NI at the first Trans Equality Training Session, 2017 and Trans Day of Remembrance during Trans Student Week, 2017

‘Thought provoking.’; ‘I found this session extremely informative and very enjoyable; it answered a lot of my questions around the use of pronouns.’ Anonymous

Key stakeholders met to discuss what changes need to be made to various information/administration systems for both Trans staff and students to ensure their equitable treatment. As a result, the title of ‘Mx’ is available as a choice on the student registration ‘wizards’. We delivered events during Trans Student Week in November 2017, which were attended by over 100 students. The programme was designed to educate, dispel misconceptions and stereotypes, and to showcase the positive contribution to campus life by Trans staff and students (Figure 108).

- Action 4.12** Develop guidance on how research should be sensitive to Trans people
- Action 4.13** Increase awareness of Transgender equality in the workplace through staff training

Word count: 325

FURTHER INFORMATION

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

Please comment here on any other elements that are relevant to the application; for example, other gender-specific initiatives that may not have been covered in the previous sections.

Beacon Activities

We have a long-standing formal collaboration with the University of Massachusetts Lowell in the area of diversity and inclusion. Together we organised international conferences on 'Women and Leadership in a Changing World', in Belfast and Boston. The first, held in Queen's in 2016 (Figure 109), was attended by over 180 participants, including high profile speakers from business, academia, industry and politics, and the Irish Deputy Prime Minister, Frances Fitzgerald TD.

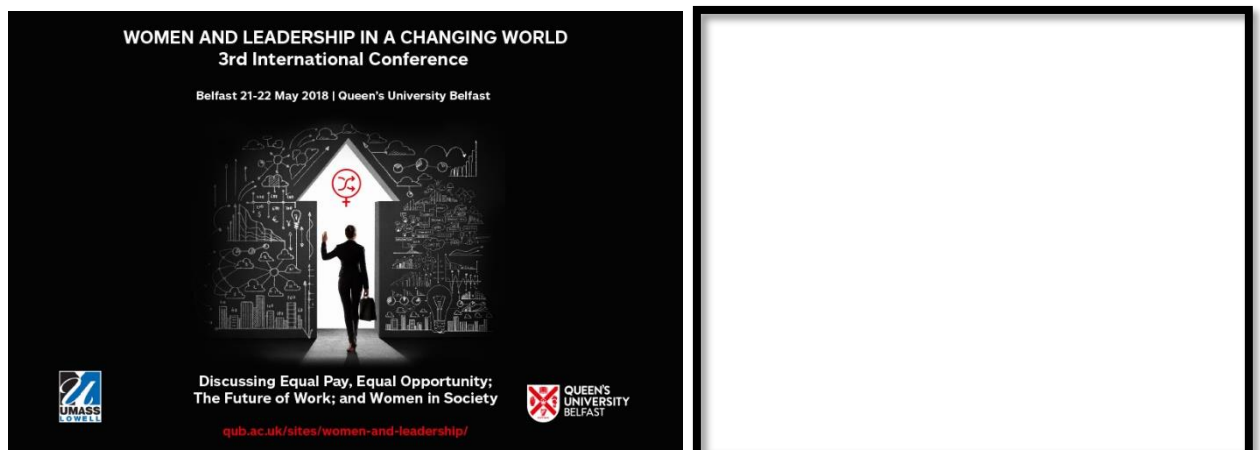


Figure 109: Women and Leadership in a Changing World banner, 2018 (left) and signing of the Queen's-UMass Lowell agreement by Professor Chen and Professor Johnston (right)

We are also involved in two other major international projects, using our experiences to design and assess processes aimed at improving equality and diversity in academia.

- We are 1 of 15 members of the Consultative Group of SEA Change, a project funded by the American Association for the Advancement of Science among US universities, aimed at addressing the lack of females, under-represented minorities and disabled persons in STEM.
- We are 1 of 5 very diverse universities developing gender equality plans via the H2020-funded project, 'Systemic Actions for Gender Equality (SAGE)'.



In 2018, Queen's received a major grant from EPSRC to fund gender equality research in STEM (Figure 110). The project is a collaboration with the Universities of Glasgow and Warwick on the project 'Inclusion Really Does Matter: Improving Reactions to Gender Equality Initiatives Amongst Academics in Engineering and Physical Sciences'. Systematic research will be conducted to understand and improve academics' attitudes towards and reception of equality initiatives such as Athena SWAN.

Figure 110: Irish News coverage of new EPSRC-funded research project

New Agendas

Queen's seeks to respond positively to new agendas such as diversity and inclusion in the curriculum. We initially sent a questionnaire to all Directors of Education and, in consultation with ISAT, the Centre for Educational Development (CED) began to develop a programme to progress, aiming to provide policy and guidelines to staff.

- | | |
|-------------------|--|
| Action 1.4 | Encourage students to engage with Athena SWAN through co-creation of events, Fresher's Fair partnership, SWAN on School Student-Staff Committees |
| Action 1.7 | Develop a framework that provides inclusivity in the curriculum and equality of outcomes for learners, through online resources, workshops and policy guidelines |

The influence of the menopause on working women has been gaining attention recently. In 2018, Queen's offered a GP-led training session providing information and support. The session, aimed at staff and managers, was quickly over-subscribed and positively received, with plans underway for further sessions. The demand for this activity is reflected in our Action to appoint a Menopause Champion.

'Facilitated by well informed and approachable people. It exceeded my expectations.' - Anonymous

'The University was extremely supportive of me during a traumatic and stressful time following a surgical procedure. This procedure brought about sudden onset menopause. I was supported by Human Resources, Management, Occupational Health and work colleagues.' - Anonymous

- | | |
|-------------------|-------------------------------|
| Action 4.5 | Identify a Menopause Champion |
|-------------------|-------------------------------|

In 2016 Queen's launched its first Staff Survey, with the 2019 Survey underway at the time of writing. It showed our strengths and those areas where we needed to improve. As a result, a comprehensive Listening Process, at School/Directorate level, was undertaken in 2016-17 and an extensive range of actions have been undertaken in Schools, Faculties/Directorates and the University to address the issues identified. These include:

- Establishment, of a Staff Forum (June 2018). Representative of all staff, it focusses on areas which affect employee experience. Solutions will be co-created through meaningful consultation.
- Monthly Team Briefings in Faculties and Directorates to enhance communication.
- Annual Staff Excellence Awards, celebrating our core values and recognising role models.
- Revised staff induction policy.
- A tiered recognition and rewards scheme, including real-time recognition through small reward vouchers as well as more substantial rewards for outstanding performance.

We have sought to become a true listening organisation, and to build trust and communication channels between staff and senior leaders.

Key achievements since our last SWAN Award include:

- significant reduction of the Professorial Gender Pay Gap

- implementation across the University of a teaching-free semester for maternity-leave returners
- QGI mentoring for P&S colleagues
- QGI mentees achieving promotion success: 99% of women promoted participated in the scheme
- Queen's a founding member of the NI Gender Diversity Charter Mark
- 95% P&S staff and 100% Academic staff requests for flexible working approved
- new staff Anti-Harassment Advisors Network created to support staff
- Queen's SWAN team delivered more than 50 workshops, consultations and other sharing events nationally and internationally
- Queen's population significantly more diverse than wider NI population (Queen's BAME staff 12%; NI BAME population 2%)
- 65% of our influential committees now have at least 40% female membership
- percentage of female honorary graduates increased from 27% to 47%
- 3 new portraits of women unveiled

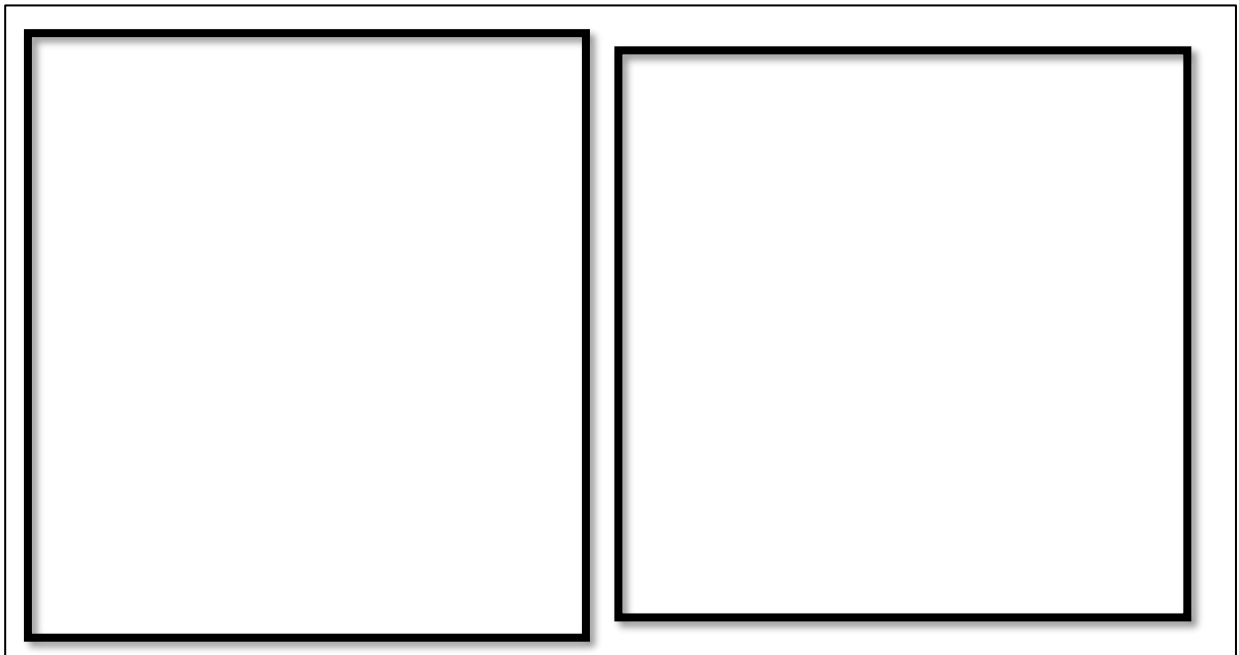


Figure 111: 135 years of Women at Queen's: from 1884 until today

Word count: 699

Overall word count: 12,886

Action plan

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

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

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

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



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ATHENA SWAN Action Plan 2019 – 2023
Queen's University Belfast

1. Embedding Athena SWAN and gender equality in Queen's
2. Advancing recruitment and career progression of female staff
3. Engendering Leadership
4. Enhancing culture and life at work
5. Improving the infrastructure for SWAN data



1. Embedding Athena SWAN and Gender Equality in Queen's

Queen's has undergone significant structural change in the last 3 years with new Faculties, creation of new Schools and new Directorates. With the development of Athena SWAN's remit to include Professional and Support Staff, we have agreed Actions to embed Athena SWAN and Gender Equality across the Institution.

No.	Objective	Action to date/Rationale for Objective	Planned Actions	Person/Group Responsible	Measures of Success	Timeframe
1.1	Increase staff engagement with Athena SWAN.	Athena SWAN principles have been mainstreamed within policies however, further work will ensure effective communication of SWAN related work to all Queen's staff.	<ul style="list-style-type: none"> Twice yearly e-newsletter communicating best practice and highlighting people, successes and challenges across the University 	Director Queen's SWAN Initiative; SWAN Academic Lead	<ul style="list-style-type: none"> Circulation of the newsletter providing up-to-date information 	November and March annually starting Nov 2019
			<ul style="list-style-type: none"> SWAN Champions annual away day 	Chair SWAN Champions Network	<ul style="list-style-type: none"> SWAN Champions to report on progress of work in Schools and submit report to ISAT 	April 2020 and annually
			<ul style="list-style-type: none"> SWAN clinics with HR Business Partners and Recruiters for exchange of SWAN relevant information SWAN-related items on wide-screens in all areas and in University Team Brief 	SWAN Academic Lead SWAN Project Manager; Director of MRCI	<ul style="list-style-type: none"> Feedback to specific questions in 2022 Staff Survey and School SWAN Culture Surveys and report to ISAT 	November and March annually starting Nov 2019 November 2020

1.2	Support Schools to achieve higher Athena SWAN awards	Currently all Schools except Management hold an Athena SWAN award. Our ambition is that all Schools will work towards a silver award, or higher.	<ul style="list-style-type: none"> • ISAT will provide an Athena SWAN advisory service to Schools • SWAN Project Manager to attend each School SAT meeting once per year 	ISAT; SWAN Project Manager	<ul style="list-style-type: none"> • Queen's Management School will apply for Bronze • By 2023, four Schools will apply for a higher Athena SWAN award 	November 2019 From May 2019 until April 2023
1.3	Increase Professional & Support Staff participation in Athena SWAN.	Inclusion of P&S staff within the SWAN agenda is a welcome and recent development. It is important to increase awareness of Athena SWAN within the P&S cohort and promote engagement with initiatives.	<ul style="list-style-type: none"> • Celebrate P&S female staff in Queen's with a networking event every March to coincide with International Women's Day 	QGI Director and Administrator; Organisational Development	<ul style="list-style-type: none"> • Feedback from annual P&S events will be collated, analysed and will inform planning of future events 	March 2020 and annually until 2023
			<ul style="list-style-type: none"> • Appoint Champion for P&S staff on QGI Executive Committee who is also on the Staff Forum 	QGI Director and Administrator	<ul style="list-style-type: none"> • P&S Champion on QGI Executive Committee 	October 2019
1.4	Encourage students to engage with Athena SWAN.	We want to increase engagement with students in areas relating to Athena SWAN.	<ul style="list-style-type: none"> • Include Athena SWAN on Student Union website 	Student Union Equality and Diversity Officer	<ul style="list-style-type: none"> • Feedback from ISAT student representatives 	October 2019
		We will promote awareness at University and School level.	<ul style="list-style-type: none"> • Host a SWAN stand at key student events such as the Fresher's Fair 	SWAN Project Manager; Student Plus	<ul style="list-style-type: none"> • Measure student visits to SWAN stands 	September 2019 and annually until 2023
			<ul style="list-style-type: none"> • Co-create an event for International Women's Day with students 	QGI Director; Student Union Equality and Diversity Officer	<ul style="list-style-type: none"> • Measure participation by students 	March 2020 and annually until 2023
			<ul style="list-style-type: none"> • Set SWAN as a standing item on School Student-Staff Consultative Committees 	Directors of Education	<ul style="list-style-type: none"> • Review Committee Minutes and report to ISAT 	June 2020 and annually until 2023

1.5	Development of Athena SWAN webpages.	To communicate effectively Athena SWAN at Queen's and externally, we will develop a new website with feedback capabilities.	<ul style="list-style-type: none"> • New Athena SWAN and QGI website 	SWAN Academic Lead	<ul style="list-style-type: none"> • New website launched • Record visits to website and report to ISAT • Up-to-date website 	<p>October 2019</p> <p>October 2021 October 2022 October 2023</p> <p>Until April 2023</p>
1.6	Ensure completion of mandatory training modules on unconscious bias and equality are completed by all members of staff.	<p>We have developed two eLearning modules – 'Unconscious Bias's and 'Think Difference; Act Differently' – which are mandatory for all staff.</p> <p>We want to build on our current completion rates of 80% for 'Unconscious Bias' and 64% for 'Think Difference' modules.</p> <p>We have added questions to the 2019 Staff Survey to ascertain staff knowledge of these areas.</p>	<ul style="list-style-type: none"> • Highlight these modules at local and University induction • Quarterly review and reminders sent to staff, copied to Heads of School and Directors • Introduce local competition incentives for highest departmental completion rate; reporting into staff communications 	HR Business Partners; Heads of School; Directors	<ul style="list-style-type: none"> • Improvement in completion data to at least 95% (allowing for new staff) • Queen's staff will be trained to ensure they are aware of equality legislation and understand the effects of unconscious bias • Feedback to specific questions in the 2019 Staff Survey 	<p>From June 2019 and ongoing review</p> <p>Ongoing as new staff join Queen's</p> <p>April 2020</p>
1.7	Complete 'Designing Inclusive Curriculum to improve Equality and Diversity' (DICED) Project	Queen's is currently examining inclusivity and diversity in the curriculum and is using the Canvas platform to enhance delivery of education.	<ul style="list-style-type: none"> • Design templates and self-assessment tools for staff • Develop on-line resources on inclusive content and videos outlining best practice across Queen's 	Centre for Educational Development;	<ul style="list-style-type: none"> • Achievement of DICED Project objectives and launch of framework 	<p>January-April 2019</p> <p>May-July 2019</p>

		We will develop a framework of equitable learning opportunities, through systems and core instructional practices that are delivered by a community that values diversity.	<ul style="list-style-type: none"> • Host workshops on inclusive curriculum design • Develop Queen's guidelines, policy and disseminate across campus 	PVC Education and Students; Faculty Deans of Education; Directors of Education in Schools		August 2019 - February 2020
1.8	Continue to reduce Professorial Gender Pay Gap.	<p>Queen's has reduced the Professorial Gender Pay Gap from 14.5% to 8.36%.</p> <p>We want to reduce this gap and to maintain progress. The most recent Equal Pay Audit (EPA) was carried out in 2017.</p>	<ul style="list-style-type: none"> • Professorial Salary Review to occur annually (not triennially) • Holistic review of academic profiles • New video communicating outcomes of the Working Group • Report on current Professorial Gender Pay Gap biannually on website with longitudinal tracker • Conduct institutional equal pay audit in 2020 in line with Queen's Equality Scheme Action Plan (2018-2023) 	Chair of Working Group; Organisational Development	<ul style="list-style-type: none"> • Reduce Professorial Gender Pay Gap • Revised academic profiles in place • Launch video • Launch website tracker • Analyse pay audit for any gender inequalities, report to UOB, UEB, ISAT and take appropriate actions 	<p>2020, 2021, 2022</p> <p>November 2019</p> <p>June 2019</p> <p>November and June, 2020-2023</p> <p>November 2021</p>
1.9	Investigate reasons for Gender Pay Gap in Grades 2-4	The most recent EPA identified gender pay gaps at Grades 2-4. We want to understand the reasons for this.	<ul style="list-style-type: none"> • Conduct granular analysis of gender pay gap in Grades 2-4 and identify underlying reasons • Address issues identified 	People & Culture	<ul style="list-style-type: none"> • Submit report to UOB and ISAT 	<p>April 2020</p> <p>November 2020</p>

			<ul style="list-style-type: none"> • Conduct Institutional equal pay audit in 2020 in line with Queen's Equality Scheme Action Plan (2018-2023) 		<ul style="list-style-type: none"> • Analyse pay audit for any gender inequalities, report to UOB, UEB, ISAT and take appropriate actions 	November 2021
1.10	Advance staff representation on ISAT	ISAT currently is representative of staff and students at Queen's. We plan to advance this by increasing the numbers of senior academic men and those from a BAME background.	<ul style="list-style-type: none"> • Refresh ISAT every 18 months through rotation of positions and Expressions of Interest • Appoint male Dean or Head of School • Co-opt a staff representative from the BAME group, iRISE 	Chair of ISAT	<ul style="list-style-type: none"> • ISAT membership will include a male Dean or male Head of School and a representative from iRISE 	November 2020

2. Advancing Recruitment and Career Progression of Female Staff

Our data shows that women are represented in similar proportions as men up to AC3 but are significantly under-represented at AC4 (36%) and in the Professoriate (23%). Our ambition is to achieve 45% representation at AC4 and to increase representation to 27% in the Professoriate by 2023 (see also 4.1 and 4.2).

No.	Objective	Action to date/Rationale for Objective	Planned Actions	Person/Group Responsible	Measures of Success	Timeframe
2.1	New Institutional policies on appraisal, progression and promotion.	<p>The 2016 Staff Survey raised concerns around career transition points. Queen's has responded by setting up an Academic Career Pathways Review Steering Group and working sub-groups to propose new policies on appraisal, progression and promotion.</p> <p>Faculty HR Business Partners have been developed towards strategic rather than operational roles.</p>	<ul style="list-style-type: none"> Steering group and working groups established and operational Consultation paper to all staff Implementation of new policies through Faculties and Directorates 	<p>Head of Reward and Performance</p> <p>Organisational Development</p>	<ul style="list-style-type: none"> Recommendations to Senate Staff input to proposals New policies in place 	<p>April - June 2019</p> <p>September 2019</p> <p>November 2019</p>
			<ul style="list-style-type: none"> Business partners will support implementation through bespoke training packages relevant to the unit e.g. planning for leadership roles, career development, objective setting and enhancing career aspirations 	HR Business Partners	<ul style="list-style-type: none"> Reviewed through School SWAN Culture Surveys and the triennial Queen's Staff Survey 	Ongoing School Culture Surveys, April 2022
2.2	Recruit more senior female Professors	The Professorial Gender Pay Gap Working Group recommended that each Faculty PVC should recruit at least 2 female Professors in Range 3/4 (or remuneration equivalent).	<ul style="list-style-type: none"> Professional recruitment agencies and internal search committees to identify potential candidates for Chair positions to with a focus on female candidates 	Faculty PVCs; Recruiters	<ul style="list-style-type: none"> 6 of Range 3/4 (or remuneration equivalent) female Professors 	From June 2019 to April 2023
2.3	Ensure language used in recruitment advertisements with respect to job title, criteria and description is	Overall, women account for 37% of applicants for academic/research positions.	<ul style="list-style-type: none"> Investigate software for creating gender neutral job advertisements 	Head of Resourcing; People &	<ul style="list-style-type: none"> All job advertisements go out with language and material that 	January 2020

	gender neutral and encourages female applications.	<p>Queen's manually checks language in advertisements and includes welcome statements where women (or men) are under-represented.</p> <p>Academic research indicates that language used can encourage or discourage female applicants.¹</p>	<ul style="list-style-type: none"> • Include information on Athena SWAN and family-friendly policies in recruitment materials • Develop new recruitment materials including videos of female academics, testimonials from recently appointed staff and information on family life in Belfast/Northern Ireland 	Culture; Recruiters	<p>serves to encourage female applicants</p> <ul style="list-style-type: none"> • Review applications data annually and report to ISAT • Applications from women will exceed 40% 	By April 2023
2.4	Research the efficacy of using search committees for recruiting women.	Queen's currently use professional recruitment agencies and internal search committees for specific posts. A list of qualified female candidates is requested. However, it is unclear if these recruitment methods are effective in encouraging women to apply.	<ul style="list-style-type: none"> • Develop a research project focusing on Queen's and other Universities on the island of Ireland to investigate this issue 	QGI Director; QGI Research Focus Group	<ul style="list-style-type: none"> • Obtain data on efficacy of search committees 	April 2020
			<ul style="list-style-type: none"> • Obtain funding 	QGI Director; QGI Research Focus Group	<ul style="list-style-type: none"> • Compile paper for University Executive Board 	January 2021
			<ul style="list-style-type: none"> • Execute research and analysis 	QGI Director; QGI Research Focus Group	<ul style="list-style-type: none"> • Write research paper for peer-reviewed publication 	January 2023
2.5	Gender balance or at least 33% of one gender on recruitment and selection panels.	<p>Currently Queen's ensures female representation on panels, however, this may not be a gender-balanced panel which are known to make better decisions.</p> <p>This can be challenging in some Schools due to staff gender representation.</p>	<ul style="list-style-type: none"> • Policy to be agreed for minimum 33% of one gender on recruitment panels where possible • Invite senior external female panel member where relevant e.g. representation from professional bodies 	Faculty PVCs; Head of Resourcing	<ul style="list-style-type: none"> • All recruitment panels will be comprised of at least 33% of one gender 	June 2020

2.6	<p>Increase awareness of structures and opportunities for career progression (P&S staff).</p>	<p>P&S staff can progress their careers through moving to a higher graded post or in 15% of cases, having their current job regraded.</p> <p>Queen's has provided access to LinkedIn Learning in a pilot study.</p> <p>People & Culture have launched a new website and HR hub where information on career progression and training is now more easily accessible.</p>	<ul style="list-style-type: none"> • Increased promotion of Learning & Development opportunities • Improving awareness of toolkits for self-directed learning • Promoting HR Hub • Deliver 'Learning for all' workshops to help people manage their career aspirations • Review usefulness of LinkedIn Learning platform 	<p>Organisational Development</p> <p>HR Business partners</p>	<ul style="list-style-type: none"> • Review uptake of new training provision • Create report from survey and focus groups on the usefulness of the LinkedIn Learning trial • Make decision on whether to continue with LinkedIn Learning 	<p>June 2021</p> <p>September 2019</p> <p>January 2020</p>
2.7	<p>Understand why fewer women than men apply for promotion.</p>	<p>Our data shows that women are less likely to apply for promotion than men (37%, 2014-2018) although their success rates are higher. We wish to understand whether more women can be encouraged to apply.</p>	<ul style="list-style-type: none"> • Design and conduct survey on decision-making around promotions applications with academic women and men • Work collaboratively with partners in the EPSRC funded study 'Inclusion matters' 	<p>Director QGI; SWAN Project Manager</p> <p>Academic lead of 'Inclusion Matters'</p>	<ul style="list-style-type: none"> • Paper to QGI and ISAT. • Disseminate paper to academic staff with recommendations around career planning 	<p>June 2021</p> <p>January 2022</p>

2.8	Understand why people leave Queen's.	Staff turnover is a reality for all organisations. It is important for us to understand why people, particularly academic women, leave as this constitutes a leaky pipeline.	<ul style="list-style-type: none"> • Develop our exit survey template to include questions relating to 'why' people have made the decision to leave • Offer opportunity for exit interviews with HR Business Partners 	HR Business Partners	<ul style="list-style-type: none"> • New exit survey • Interim review • Paper for University Executive Board and ISAT to inform follow up actions 	<p>September 2019</p> <p>March 2020</p> <p>April 2021</p>
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4. Engendering Leadership

Queen's are committed to developing leaders across all areas of business and recognises the need to increase the proportion of senior academic women.

No.	Objective	Action to date/Rationale for Objective	Planned Actions	Person/Group Responsible	Measures of Success	Timeframe
3.1	Increase the numbers of female AC4 academics.	We have invested in recruitment of AC3 staff over the previous Action Plan. Our ambition is to increase female AC4 academics to 45%. This will address our current pipeline issues.	<ul style="list-style-type: none"> • Encourage and support AC3 women to plan for promotion e.g. to AC4 	Faculty PVCs;	<ul style="list-style-type: none"> • Deliver annual promotions workshops 	November 2019 and annually
			<ul style="list-style-type: none"> • Hold promotions workshops in QGI and in Schools 	Heads of School; DQGI	<ul style="list-style-type: none"> • Sustained female AC3 applications for promotion 	By April 2023
			<ul style="list-style-type: none"> • Focus recruitment strategy towards AC4 women and utilise personal and professional networks 	HR Recruiters and Business Partners	<ul style="list-style-type: none"> • Increase the number of female applications for AC4 posts by 10% 	November 2020
			<ul style="list-style-type: none"> • Continue with QGI Mentoring Scheme (Academic) 	QGI Mentoring Champions (Academic)	<ul style="list-style-type: none"> • Annual QGI Mentoring Scheme feedback 	June 2020 and annually

			<ul style="list-style-type: none"> Support 2 female academics per faculty to participate in Aurora programme 	Organisational Development	<ul style="list-style-type: none"> Six female academics in Aurora programme annually (24 by 2023) 	By April 2023
3.2	Increase the numbers of female Professors.	Currently, 23% of Queen's Professors are women. This figure has been maintained since 2011. Our ambition is to increase this to 27% by 2023.	<ul style="list-style-type: none"> Encourage and support AC4 women to plan for promotion Hold promotions workshops in QGI and in Schools 	Faculty PVCs; Heads of School; DQGI	<ul style="list-style-type: none"> Deliver annual promotions workshops Sustained female applications for promotion to Chair 	November 2019 (annually) By April 2023
			<ul style="list-style-type: none"> Focus recruitment strategy towards professorial women and utilise personal and professional networks 	Heads of School; Recruiters	<ul style="list-style-type: none"> Increased female applications from 21% to 30% for Professorial vacancies 	By April 2023
			<ul style="list-style-type: none"> Review survey data on why academic women leave Queen's 	HR Business Partners	<ul style="list-style-type: none"> Report to ISAT, UEB 	November 2022
3.3	Support P&S staff career progression.	<p>QGI is currently running a pilot mentoring scheme for P&S women.</p> <p>People & Culture are building mentoring capability across the University.</p> <p>To date, 2 P&S staff members have participated in the Aurora leadership programme.</p>	<ul style="list-style-type: none"> Formalise and roll out the QGI Mentoring scheme (P&S) 	QGI Director and Mentoring Champions (P&S)	<ul style="list-style-type: none"> Feedback from QGI mentoring scheme to inform roll out of next Scheme 	June 2019, November 2019 and annually
			<ul style="list-style-type: none"> Deliver short skills courses and self-directed learning resources including toolkits/best practice guides for mentoring 	Organisational Development	<ul style="list-style-type: none"> Measure uptake of new resources and review feedback. 	November 2020 November 2022
			<ul style="list-style-type: none"> Increase funding for 2 P&S women annually, to participate in the Aurora programme 	Faculty PVCs	<ul style="list-style-type: none"> Two P&S women in Aurora programme annually; 8 by 2023 	By April 2023

3.4	Achieve gender balanced Faculty Executive Boards (FEB).	Currently the representation of women on our 3 FEBs is low. Queen's recognises the importance of gender balance in these influential decision-making groups. Our ambition is to achieve gender-balanced membership.	<ul style="list-style-type: none"> • Faculty Deans were appointed from 2016 when Faculties were established. Roles will naturally rotate along with Head of Schools roles • PVCs will have key performance indicators to encourage women to apply for these roles • Female succession planning to help emerging talent acquire experience and potential to move into senior leadership roles 	Faculty PVCs	<ul style="list-style-type: none"> • Progress towards gender balance (minimum 40% women) in FEBs through representation of women in Dean and Head of School roles 	By April 2023
3.5	Increase the number of female members of Influential committees.	We wish to achieve gender-balanced membership in our Influential committees. Several of these do not reach minimum 40% female representation.	<ul style="list-style-type: none"> • Committee chairs will rotate membership and encourage women to apply 	Current Chairs of Influential Committees	<ul style="list-style-type: none"> • By 2023, the female representation on these committees will be a minimum of 40% 	April 2023
3.6	Increase number of women holding prestigious fellowships or Royal Academy memberships.	Prestigious fellowships are a public recognition of academic excellence. We wish to increase the public and sectoral visibility of excellent female academics in Queen's.	<ul style="list-style-type: none"> • Identify key women and mentor them towards fellowships/memberships of e.g. Royal Irish Academy 	Faculty PVCs; Heads of School	<ul style="list-style-type: none"> • Faculty PVCs to work with Heads of School to identify women for mentorship and application support; 4 by 2023 	April 2023
3.7	Counter a sense of Imposter Syndrome.	A key obstacle to women's leadership is a sense of Imposter Syndrome. SMDBS previously covered this topic in their Women's Early Career	<ul style="list-style-type: none"> • Plan and deliver an Imposter Syndrome workshop open to all female staff 	QGI Director; Dean of Graduate School	<ul style="list-style-type: none"> • Measure update and review feedback from Imposter Syndrome workshop 	June 2021

		Academic Network and the Graduate School also ran a session.				
3.8	Provide media training for women.	Women are less likely to engage with media than men (external research). We wish to increase confidence of women in this activity which is in line with our Public Engagement Researcher Strategy and Social Charter.	<ul style="list-style-type: none"> • Provide training to SWAN Champions through the 'Communication Clinic' • Run media training workshops for female academic, research and senior P&S staff 	QGI Director; QGI Administrator	<ul style="list-style-type: none"> • Measure effectiveness through feedback and numbers of women engaging with the media 	May 2019 November 2022

4. Enhancing culture and life at work

Queen's is committed to listening to staff and enhancing the culture so that life at work is balanced with wellbeing and caring/family responsibilities.

No.	Objective	Action to date/Rationale for Objective	Planned Actions	Person/Group Responsible	Measures of Success	Timeframe
4.1	Develop an integrated support framework for pregnant staff, those on maternity leave and those coming back from maternity leave.	<p>Queen's has enhanced maternity provision and a range of policies in place for new and expectant Mothers.</p> <p>We would like to augment this provision with a new support framework that ensures support and a consistent experience of new and expectant Mothers from Managers.</p> <p>This will be based on consultation with staff.</p>	<ul style="list-style-type: none"> Establish a pilot focus group to explore how we can best support the post-maternity return to work phase, and other related issues such as childcare, post-natal depression and support for new fathers Set up a buddy system for those about to go on maternity leave Add Maternity support and policies into 'Manager Essentials' training modules to ensure consistency of experience 	<p>QGI</p> <p>People & Culture</p>	<ul style="list-style-type: none"> Analyse the feedback from focus groups and put new measures in place Review after one year Feedback from buddy system Manager Essentials course includes maternity leave 	<p>January 2020</p> <p>January 2021</p> <p>January 2021</p> <p>April 2021</p>
4.2	Identify a Maternity/Family Champion.	Queen's currently provides enhanced maternity/adoption/paternity leave and a portfolio of family friendly policies. Via the SWAN Champions, staff have instigated a plan for a Maternity/Family Champion to support staff around accessing Family-friendly policies and informing development of new initiatives.	<ul style="list-style-type: none"> Identify a Maternity/Family Champion Advise staff of this additional support 	Director, People & Culture	<ul style="list-style-type: none"> Maternity/Family Champion in post Report engagement with Champion annually to ISAT 	<p>April 2021</p> <p>April 2022, 2023</p>

4.3	Normalise taking family leave for all eligible members of staff.	Queen's has excellent family leave policies which are disproportionately taken by women. We believe in supporting men and women in their caring responsibilities.	<ul style="list-style-type: none"> • Share case studies of men and women who have taken family leave and the benefits to them and their family 	SWAN project manager	<ul style="list-style-type: none"> • Run a Focus Group with staff who have availed of family leave to assess impact 	November 2022
4.4	Creation of a Carer's passport for staff.	Staff are encouraged to liaise with line managers in relation to issues of caring responsibilities. The availability of a formal Carer's passport through engagement with the Diversity and Inclusion Unit will facilitate conversations with line managers.	<ul style="list-style-type: none"> • A 'Carer's passport' will be developed and all staff be advised on eligibility and relevant procedures for use 	Diversity & Inclusion Unit	<ul style="list-style-type: none"> • Run Focus Groups with staff who have used a Carer's passport to assess impact 	April 2021, November 2022
4.5	Appoint a Menopause Champion.	Menopause is an increasingly recognised issue affecting women's working experience. We have begun to explore this issue through a GP-led workshop and are keen to further the conversation.	<ul style="list-style-type: none"> • Organise informal meet-up to allow women to talk about this issue and be supported • Signpost women to appropriate support and information internally and externally • Incorporate into HR suite of Management Training to advise on suggestions for reasonable adjustments to improve the working environment for pre and menopausal women 	QGI HR Business Partners	<ul style="list-style-type: none"> • Collect feedback and track the number of women engaging with the Menopause Champion • Review after 2 years • Updated HR training materials 	April 2020 April 2022 April 2022

4.6	Develop and deliver Bullying and Harassment Training for staff.	Queen's is currently running training sessions on Bullying and Harassment awareness for staff. We are committed to ensuring that staff are equipped to effectively respond to allegations and deal with complaints effectively.	<ul style="list-style-type: none"> • To deliver 3 training sessions per year in Schools and Directorates • Train HR business partners to deliver training in Schools and Directorates. 	Diversity & Inclusion Unit	<ul style="list-style-type: none"> • Training will be delivered in Schools and Directorates • Assess effectiveness of training sessions and update in response to feedback surveys from participants 	<p>Until November 2019</p> <p>Biannual sessions from January 2020</p>
4.7	Increase the proportion of women giving Public Lectures at Queen's.	We wish to enhance the visibility of female role models at Queen's for staff, students and the public.	<ul style="list-style-type: none"> • Review current invitations for Public Lectures in 2019 and work with relevant groups to ensure gender balance annually • Nominate women and BAME people for the Annual Equality and Diversity Lecture 	<p>ISAT Chair</p> <p>QGI Director</p> <p>iRISE network</p>	<ul style="list-style-type: none"> • Gender balance across Queen's in Public Lectures • Report to ISAT 	<p>November 2019</p> <p>Review annually</p>
4.8	Create a digital publication of QGI's work on gender equality for QGI's 20 th anniversary.	QGI has been working to advance women's equality in Queen's since 2000. A significant body of work has been completed including sharing good practice and beacon activity. This will be published and celebrated.	<ul style="list-style-type: none"> • A researcher will work on archiving QGI's work over the last 20 years • A book on the women in QGI portraits in the Great Hall will be compiled, in collaboration with the University curator 	<p>QGI director</p> <p>QGI administrator</p> <p>University curator</p>	<ul style="list-style-type: none"> • Creation of a digital publication 	June 2020
4.9	Publish an e-book of past and present women at Queen's.	Women have contributed significantly to the life and success of Queen's. An e-book showing this will celebrate the work of women and promote excellent role models.	<ul style="list-style-type: none"> • A team of summer research students will work in QGI to access material from archives and to engage with current female staff for inclusion 	<p>QGI director</p> <p>QGI administrator</p>	<ul style="list-style-type: none"> • Publication of an e-book by QGI 	<p>November 2022</p> <p>Publish April 2023</p>

4.10	Increase visibility and profile of BAME staff and students.	Our data shows 12% of academic and research staff are BAME. We are keen to explore any intersectional issues from gender and ethnicity.	<ul style="list-style-type: none"> Engage with the new iRISE network (BAME) when planning public lectures and events 	MRCI Directorate Student Plus	<ul style="list-style-type: none"> Report on intersectionality in public engagement to ISAT 	September 2019 (annually)
			<ul style="list-style-type: none"> Profile prominent BAME women in the QGI digital archive 	Director, Academic Student Affairs; DQGI	<ul style="list-style-type: none"> Creation of a digital publication 	June 2020
4.11	Ensure balance on speaker lists for seminar series and conferences with respect to gender and ethnicity.	Schools and research groups hold regular seminar series and conferences. It is important that gender balance and ethnicity is considered when inviting speakers.	<ul style="list-style-type: none"> Schools to submit speakers lists to ISAT annually, disaggregated by gender and ethnicity 	Heads of School; Directors of Research Institutes or Centres	<ul style="list-style-type: none"> Annual review of speaker lists in Schools to be submitted to ISAT 	September 2019 (annually)
4.12	Develop a guidance document on how research involving participants should be sensitive to Trans people.	Queen's has implemented Trans awareness training. The importance of considering Trans people in research is relevant to many disciplinary research areas.	<ul style="list-style-type: none"> Consult with AHRC and/or other research bodies to learn from current practice 	Diversity and Inclusion Unit;	<ul style="list-style-type: none"> Creation of a guidance document 	June 2021
			<ul style="list-style-type: none"> Build on work already undertaken by the University Research Ethics Committee, to compile a comprehensive list of research guidelines 	Research and Enterprise Directorate	<ul style="list-style-type: none"> Ethics committees to review success of policy after one year of implementation 	June 2022
4.13	Increase awareness of Transgender equality in the workplace.	Queen's has implemented a Transgender Equality policy and has worked with an external organisation, Sail NI, to deliver Transgender Awareness training.	<ul style="list-style-type: none"> Continue to work with SAIL NI to deliver Transgender Awareness training for staff 	Diversity and Inclusion Unit	<ul style="list-style-type: none"> Assess effectiveness of training sessions and update in response to feedback surveys from participants 	November 2019 (annually)

5. Improving the Infrastructure for SWAN data

The importance of infrastructure to support engagement with SWAN related data was a key learning point from the preparation of recent SWAN applications, including this one. We will develop our data management systems to enhance capture of data for SWAN and other equality, diversity and inclusion processes.

No.	Objective	Action to date/Rationale for Objective	Planned Actions	Person/Group Responsible	Measures of Success	Timeframe
5.1	Identify a data analyst with responsibility for SWAN data in each Faculty.	The Faculty of MHLS appointed a data analyst in 2016, whose role included support of School SWAN applications. We will now extend this provision to our other Faculties.	<ul style="list-style-type: none"> Appoint a data analyst in AHSS Identify resource for data analysis in EPS 	Faculty PVCs	<ul style="list-style-type: none"> School SWAN Champions will report on the provision to FEBs, SCN and ISAT 	<p>January 2021</p> <p>January 2022</p>
5.2	Create an institutional wide database that records staff activities in relation to outreach, engagement and sharing of best practice.	Queen's is committed to engaging externally with school pupils, community groups, patients, the business sector and policy makers. We currently do not know whether this work is carried out on an equitable basis by women and men.	<ul style="list-style-type: none"> Collect information in a live excel document in a pilot exercise Establish a database to capture this data with capability of disaggregation by gender, grade and ethnicity 	<p>SWAN Project Manager</p> <p>PVC Internationalisation and Engagement</p> <p>Faculty Engagement Personnel</p> <p>MRCI Directorate</p>	<ul style="list-style-type: none"> Completion of pilot Data collection system established Gender-disaggregated report to ISAT and UEB 	<p>September 2019</p> <p>June 2020</p> <p>January 2023</p>
5.3	Collect information on staff media engagement by gender.	MRCI directorate actively encourages staff to engage with media requests. Media engagement activity is recorded but currently is not in a format that can be disaggregated by gender, and grade and ethnicity. It is important to show that the public face of Queen's is both	<ul style="list-style-type: none"> Set up a new data collection system for media engagement. Annual equality reports produced 	<p>Director MRCI</p> <p>SWAN project manager</p>	<ul style="list-style-type: none"> New data collection system in place Annual reports generated and presented to ISAT for review and action 	<p>January 2021</p> <p>January 2022, 2023</p>

		female and male, and to take action if the data indicates otherwise.				
5.4	Intersectionality of gender and ethnicity data.	We are keen to further investigate issues related to the intersection of gender and ethnicity e.g. it is important that women from BAME background are not disadvantaged in recruitment and progression.	<ul style="list-style-type: none"> Develop a platform to retrieve data to enable evaluation of the intersection of gender and ethnicity 	SWAN Project Manager Faculty Engagement Personnel	<ul style="list-style-type: none"> New data collection system in place Annual reports generated and presented to ISAT for review and action 	January 2021 January 2022, 2023