



Athena SWAN Silver university award renewal application

Name of institution: Queen's University Belfast

Date of application: 2 December 2014

Contact for application: Professor Yvonne Galligan

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Date of previous award: November 2011

List of SET departments (highlighting those that currently hold Bronze, Silver or Gold department awards):

School	Award Held
Biological Sciences (BS)	Gold
Chemistry & Chemical Engineering (CCE)	Silver Renewed
Electronics, Electrical Engineering & Computer Science (EECS)	Silver
Geography, Archaeology & Paleoecology (GAP)	Silver (extension)
Maths & Physics (MP)	Silver
Mechanical & Aerospace Engineering (MAE)	Silver
Medicine, Dentistry & Biomedical Sciences (MDBS)	Silver
Pharmacy (PHY)	Silver
Planning, Architecture & Civil Engineering (PACE)	Silver (extension)
Psychology (PSY)	Gold
Nursing & Midwifery (N&M)	Silver

Total number of university departments: 20

Percentage of SET departments as a proportion of all university departments: 55%



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2 December 2014

Athena SWAN Charter

Equality Challenge Unit
7th Floor Queen's House
55-56 Lincoln's Inn Fields
London WC2A 3LJ

Dear Sir/Madam

I am delighted to endorse this institutional silver renewal application, and I want to take this opportunity to reiterate my firm commitment to advancing gender equality throughout Queen's University. Since becoming Vice Chancellor, I have anchored gender equality firmly in my vision for how I want this institution to progress in the coming years. I see the Athena SWAN Charter and awards as an essential element in sustaining the progress we have made since 2006, and in coming closer to a gender-equal environment.

My support for this application, and SWAN more generally, originates from my time as Dean of the School of Medicine, Dentistry and Biomedical Sciences. There, I saw the value of a process that brought out the best in people by focusing on providing opportunities for women to excel in their careers. I gave this process direction at the time, breaking new ground in senior academic appraisals by having accountability for SWAN initiatives as a KPI for the male-dominated senior executive team. The culture change this brought about in the School was real and lasting.

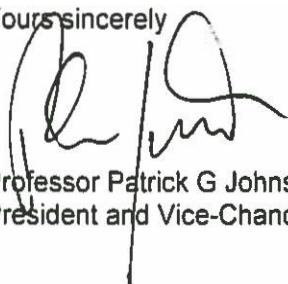
I want to bring this change to a new level across the University. I have seen SWAN develop throughout Queen's with the hard work of the SWAN Steering Group and the School Self-Assessment Teams. It is a real pleasure to watch this become part of the fabric and ethos of our institution, where being a part of Queen's is to be part of this great change that we are hoping to see in academia and wider society.

I want female scientists to play their equal part in bringing about this change. I want many more Queen's University women make their mark on the international scene to join women like Professor Su Taylor who has just been named the UK Academic Ambassador for Knowledge Transfer Partnerships, Professor Maire O'Neill who is a Royal Academy of Engineering Silver Medallist, and Dr Beatrice Smyth who is winning awards for her research into sustainable energy.

That is why, in endorsing this application, I am personally committed to identifying and meeting targets for the number of women holding senior academic positions. The vehicle for the setting of these targets is the SWAN Institutional Plan, and ownership of that will extend from my office right through to the SWAN Self-Assessment Teams in the Schools. These targets will impact on the quality and excellence of leadership we afford to science and society.

In my view, if we fail to engage with women's needs in the University, we commit a moral wrong as well as lose out on significant institutional investment and individual creativity. With the encouragement of Athena SWAN, and a lot of hard work, I believe it is possible to make the STEM gender gap a thing of the past. I, and my senior team, will do everything in our power to make this happen.

Yours sincerely

A handwritten signature in black ink, appearing to read 'P. Johnston', written over a vertical line that extends downwards from the signature.

Professor Patrick G Johnston
President and Vice-Chancellor

Word Count: 478

Abbreviations

AHSS	Faculty of Arts, Humanities and Social Sciences
BMA	British Medical Association
CAWP	Centre for Advancement of Women in Politics
EO	Equal Opportunities
EOU	Equal Opportunities Unit
EPS	Faculty of Engineering and Physical Sciences
GEO	Gender Equality Office, School of Medicine, Dentistry & Biomedical Sciences
GEM	Gender Equality Mark
HEI	Higher Education Institution
HR	Human Resources
PGR	Postgraduate Research
PGT	Postgraduate Taught
PVC	Pro-Vice Chancellor
QGI	Queen's Gender Initiative
SAT	Self-Assessment Team
SL/R	Senior Lecturers/Readers
SSG	SWAN Steering Group
STDU	Staff Training and Development Unit
UG	Undergraduate
QUB	Queen's University, Belfast
TCD	Trinity College Dublin
UHR	Universities Human Resources
VC	Vice Chancellor

School Acronyms

BS	School of Biological Sciences
CCE	School of Chemistry and Chemical Engineering
EECS	School of Electronics, Electrical Engineering and Computing
GAP	School of Geography, Archaeology and Paleoecology
MP	School of Maths and Physics
MAE	School of Mechanical and Aerospace Engineering
MDBS	School of Medicine, Dentistry and Biomedical Sciences
PHY	School of Pharmacy
PACE	School of Planning, Architecture and Civil Engineering
PSY	School of Psychology
N&M	School of Nursing and Midwifery

2. The Self Assessment Process

2a. A description of the self-assessment team (SAT): members' roles (both within the university and as part of the team) and their experiences of work-life balance, how and why the self-assessment team has changed.

In Queen's (QUB), the SWAN Steering Group (SSG) operates as the institution's SAT in addition to having oversight of the University's and individual School's SWAN-related activities. The SSG is composed of senior academics and university administrators and is chaired by the Dean of the Faculty of Engineering and Physical Sciences (EPS); it also includes three representative Heads of School. Its members are selected to ensure that the SSG has access both to information about what is happening on the ground in individual Schools and to high-level management boards responsible for institutional policy-making. While the core composition of the SSG (Chair, Director Queen's Gender Initiative (QGI), Director of Human Resources (HR), Personnel Manager, Equal Opportunities Unit (EOU) Staff and one SET Head of School) has remained largely unchanged since our successful 2011 submission, ensuring valuable continuity in our engagement with SWAN, they have been complemented by new members. These are a new Head of School from SET, the new Director of Gender Equality from the School of Medicine, Dentistry and Biomedical Sciences (MDBS) and a Head of School from the Arts, Humanities and Social Sciences (AHSS) faculty (**Table 1**). The inclusion of a Head of School from AHSS reflects the enthusiastic preparations ongoing in that Faculty for the new Gender Equality Mark (GEM) scheme to be launched by the Equality Challenge Unit (ECU) in 2015. Furthermore, the Head of Vice Chancellor's Office will join the SSG in December 2014, further underlining the University leadership commitment to progressing gender equality through SWAN.

Table 1: SWAN Steering Group members

Member	M/F	FT/ PT	University Role	SWAN Related Interests /Experience	Work-Life Balance Experience
Ms Lynn Boyd	F	PT	QGI Administrator	Closely involved with SWAN activities since the University joined the SWAN Charter in 2005.	Married with a 16-year-old daughter. Reduced her hours to a 4-day week through the University's flexible working scheme to help with family responsibilities.
Mr Paul Browne	M	FT	Equal Opportunities Manager	Responsible for equality and diversity issues across the University.	Married with 4 children
Professor Yvonne Galligan	F	FT	Director of QGI, Professor in the School of Politics, International Studies & Philosophy	As Director of QGI, Yvonne has championed gender equality in QUB. Her academic interests include women's leadership and democracy and gender equality.	Yvonne has combined an academic career with raising a family. She is an enthusiastic supporter of her family's sporting activities.
Ms Jane Garvey	F	FT	Equal Opportunities Officer	Member of QGI Executive and has been actively involved in all SWAN activities since the University joined the SWAN Charter in 2005. Member of the University's Research Excellence Framework (REF) Equality and Diversity Panel.	Married with elder care responsibilities.
Mrs Margaret Leonard	F	FT	Personnel Manager	Member of the group who led the development of the University's Gender Initiative in 2000. Member of the University's Promotions Group which reviews annually the implementation of the Academic Promotion Scheme and its impact on women.	Married with many outside interests including being a member of Business in the Community workplace 20:20 Campaign.
Professor Christine Maggs	F	FT	Head of School of Biological Sciences (BS)	Acted as SWAN champion for BS, which obtained a Silver award in 2009 and previous Chair of the SWAN Champions Group. In 2010 she became Head of School and contributed to the School's Gold award submission in 2012.	Married with one daughter.
Professor Tom Millar	M	FT	Dean, Faculty of Engineering &	Chair of SSG.	Married with 3 children

			Physical Science, Member of University Management Board and University Operating Board		
Dr Karen McCloskey	F	FT	Reader in the School of Medicine, Dentistry and Biological Sciences (MDBS)	Director of Gender Equality Office (GEO) for MDBS, she led the School's SAT that successfully applied for a silver SWAN award in 2013. Member of QGI, GEO and the SAT since 2009 and is Acting Chair of the SWAN Champions network	She is married to a hospital consultant and has two children (11 and 8). Outside of work, she is a youth leader in external voluntary organisations and enjoys playing piano and fitness activities
Professor Teresa McCormack	F	FT	Professor in the School of Psychology (PSY)	Chair of the SWAN Champions Network and Acting Director of QGI in 2014. She led her School's SAT that successfully applied for a gold SWAN award in 2013. She has a strong interest in equal opportunities issues, and acts as a university Harassment Advisor.	Married with one young child.
Mr Sean McGuickin	M	FT	Director of HR, Member of the University Operating Board	Has made a significant contribution to the delivery of critical equality and diversity matters in QUB. He has been fulsome in support of the QGI and the funding of SWAN related activities.	Married with children.
Dr Victoria Montgomery	F	PT	Research Fellow Centre for Advancement of Women in Politics (CAWP)	Has organised the CAWP annual women's leadership programme, 'The Next Generation' since 2006. She has presented at PG events on the topic of being a female Post-Doctoral Researcher, and is a member of the QGI Executive.	Married with elder care responsibilities.
Professor Mark Price	M	FT	Head of School of Mechanical and Aerospace Engineering (MAE)	A strong advocate of SWAN he has almost doubled the number of female academics in Mechanical and Aerospace since becoming Head of School, and has implemented a number of initiatives to make the	He is married to a female engineer and they have one daughter studying science & mathematics at A-level.

				school a welcoming place for females to work.	
Professor David Phinnemore	M	FT	Head of School of Politics, International Studies & Philosophy	As Head of the School of Politics, International Studies and Philosophy he is responsible for staff well-being and the promotion of equal opportunities. He is an enthusiastic supporter of the new GEM initiative.	He is married with a daughter aged 10.

2b. An account of the self assessment process, with reference to year-on-year activities since the original Silver award application, details of the SAT team meetings, including any consultation with staff or individuals outside of the university and how these have fed into the submission and been reported within the institution, and how the team has engaged with SET departments to support them in applying for Athena SWAN awards.

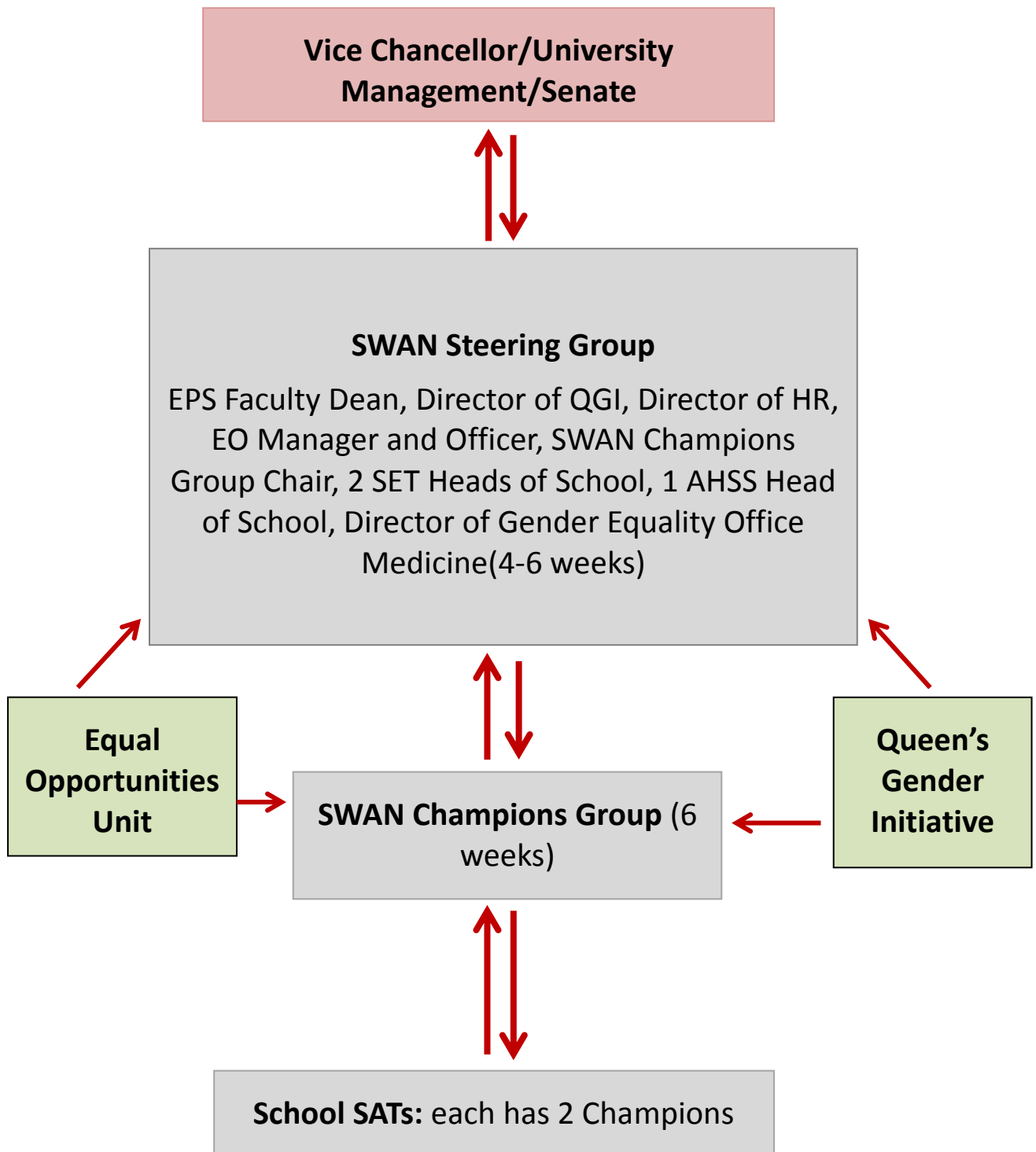
Figure 1 illustrates the structure of SWAN processes at QUB, which have established mechanisms for change that are now firmly embedded across the institution. The work of the SSG is supported both by the University's EOU and by QGI. The SSG meets every 4-6 weeks during term-time, with meetings minuted by the QGI administrator and EOU Manager in turn. To ensure that the work of the SSG is informed by what is happening in SET Schools and by the views of women from across the University, reports from the Chair of the SWAN Champions Group and the Director of QGI are standing items. This reporting structure ensures that the SSG's work is richly informed by views from across the University.

To ensure communication from the SSG back down to Schools, the Chair of the SWAN Champions Group reports back from the SSG at every Champions Group meeting. To ensure upward communication to University Management, the Chair of the SSG (the EPS Dean), the Director of HR, and the Director of QGI all report directly to the Vice Chancellor (VC) on SWAN issues. In addition, the SSG is careful to ensure that its work is informed by developments concerning gender equality in the university sector and beyond. Over the assessment period, members of the SSG have discussed best practice around SWAN with representatives from a large number of other institutions/organisations both from the UK and Europe. This has not only allowed us to disseminate practices that have worked for us but has ensured that QUB has continuously kept abreast of any developments that could inform and assist our own activities.

The SSG's two key roles are to assist with and monitor School SWAN activities/applications and to implement the Institutional Action Plan. Sample year-on-year activities include:

- 2012 Publication of “Good Practice Guide” for dissemination at QUB and beyond, available in hard copy and on QGI website.
Target set of all SET Schools obtaining Silver or Gold awards.
- 2013 An additional Champion appointed for each SET School.
Provided evidence to the House of Commons Select Committee inquiry on “Women in STEM”.
Template for presenting application data developed for use by all Schools.
- 2014 AHSS Champions recruited for all Schools.
Buddying system introduced pairing SET and non-SET Schools.
Focus group and survey of women lecturers around promotion from Lecturer to SL/Reader.

Figure 1. Structure of SWAN processes at Queen's University Belfast.



2c. Plans for the future of the SAT team, such as how often the team will continue to meet, any reporting mechanisms and proposed consultation processes, and how the team will continue to engage with the remaining SET departments to encourage them to apply for awards.

QUB appointed a new Vice Chancellor (VC) in 2014, and SWAN was an important aspect during the recruitment process. The recruitment literature contained a statement welcoming applications from women for the post and the interview panel actively engaged candidates in relation to SWAN principles. In his introductory presentations to all staff members, the new VC emphasised the ongoing importance of the SWAN initiative and his personal commitment to ensuring that all SET Schools will continue to aspire to holding awards at silver level or above. University leadership commitment to progressing gender equality through SWAN is underlined with the participation of the Head of Vice Chancellor's Office on the SSG from December 2014. This leadership from the highest level within the University will greatly assist the SSG in its future efforts. On the horizon is a new major challenge: preparation of applications for the GEM Awards when the scheme is launched in 2015, which will contribute to the overall institutional gender equality strategy and commitment to progressing and valuing women within the University. We have been working closely with the Dean of AHSS Schools, the Heads of Schools and AHSS Swan Champions to prepare for this process.

While we recognize that there are AHSS-specific issues to be addressed, we believe there are major benefits in having a single highly-experienced institutional committee that has oversight of both SWAN and GEM work. Our SSG will continue to meet every 4-6 weeks during term-time and current reporting mechanisms will remain. We are setting up a new system for monitoring progress on our institutional Action Plan that we have already trialled, whereby all SSG members can continuously update progress on a copy of the plan made available in a shared online folder. The SSG will also continue to provide regular expert guidance and support to Schools. To this end the SSG initiated a 'buddy scheme' where they attend School SAT and Champions meetings throughout the year.

The University is currently undergoing a period of structural change, where more power will be devolved to faculty level. As such, it is envisaged that faculties will set, oversee and implement school and faculty SWAN target and plans (**Action 22**). The PVC of each faculty will sit on the University SSG. The SSG will now have a more strategic role in holding faculties to account, implementing institutional actions and meeting institutional targets, as set out in the 2014-2017 Action Plan Targets.

3. Pen picture of the university

3a (i)

QUB has established itself as the leading university for promoting good employment practice for its female staff. We have been involved with the Athena SWAN initiative from its inception: QUB was one of the first of two universities to gain an institutional Silver award in 2007, and all of our 11 SET Schools currently hold SWAN awards at silver level or above. Two Schools have gained Gold awards since 2010-11 and a further 4 have gained Silver awards for the first time (**Table 2**).

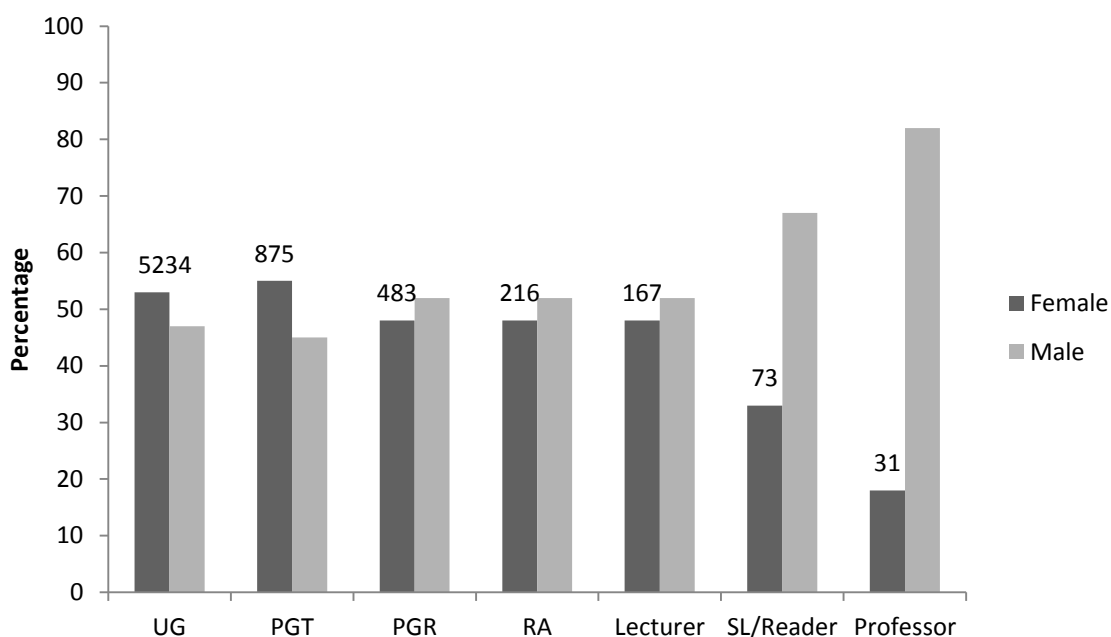
The connection through the SSG between the various parts of the University structure promoting gender equality (**Figure 1**) provides additional broad academic leadership so that there are horizontal and vertical linkages for SWAN across the institution. One of the distinctive aspects of Queen's is our QGI established in 2000 to support QUB women's careers. QGI is a repository of expertise on gender equality for faculties and administrative directorates. Its role as 'critical friend' to the institution has meant that it has provided an effective voice for women that genuinely engage with their concerns and ambitions to which the University has responded.

The EOU is also significant in furthering gender equality in QUB and providing expert input in terms of policy development and advice. Indeed, equality has been a major issue for the University since 1990, and the University has been a pioneer in equality and diversity issues including establishing mechanisms for collecting relevant data. For this reason, the University has been a magnet for other universities in the UK and, more recently, Ireland, that are interested in learning from QUB expertise.

QUB is organised into three Faculties, two of which are home to its SET Schools. It has a student population of over 15,000 undergraduate (UG), 3,700 postgraduate taught (PGT), and 1,500 postgraduate research (PGR) students. Two-thirds of UG and PGR students are based in SET. QUB currently employs around 1146 academic staff, 65% (754) of which are in SET Schools. The absolute numbers of SET academic staff and SET women academics have increased from 661 and 232 respectively in 2011-2012 to 754 and 271 respectively in 2014. As a proportion, women academic staff in SET schools increased from 35% in 2011-2012 to 36% in 2014.

Figure 2 shows that up until Senior Lecturer/Reader (SL/R) grade, females are well represented, and indeed the female percentages of each type of student are marginally higher than national averages.¹ Gender imbalances persist at the more senior grades, particularly at Professorial level, and these are a key focus of our new Action Plan (see **Action Plan Targets**).²

Figure 2. Percentage of females and males at each level across SET Schools. Absolute numbers for females are given on the top of the bars.



¹ Higher Education Statistics Agency (HESA), 2012-2013

² **A note on figures:** Note that all figures give the percentage of females (dark bars) and percentage of males (light bars), with the exception of Figure 9. Absolute numbers (i.e. headcount) of females are also given on the top of the dark bars; male numbers can be inferred from these. For example, Figure 2 shows that there are 5,234 female UGs in SET Schools, which is 53% of the total number of SET students. Where absolute numbers are used, they denote a headcount.

3a (ii) School Athena SWAN awards

Table 2. Current SWAN awards across all SET Schools with date of award, application, and renewal.

School	Date of most recent application	Award Applied for	Award Held
Biological Sciences (BS)	April 2012	Gold	Gold
Chemistry & Chemical Engineering (CCE)	November 2013	Silver Renewal	Silver Renewed
Electronics, Electrical Engineering & Computer Science (EECS)	November 2014	Silver Renewal	Silver
Geography, Archaeology & Paleoecology (GAP)	November 2013	Gold	Silver (extension)
Maths & Physics (MP)	April 2013	Silver	Silver
Mechanical & Aerospace Engineering (MAE)	November 2014	Gold	Silver
Medicine, Dentistry & Biomedical Sciences (MDBS)	November 2012	Silver	Silver
Pharmacy (PHY)	April 2014	Silver	Silver
Planning, Architecture & Civil Engineering (PACE)	April 2014	Silver Renewal	Silver (extension)
Psychology (PSY)	November 2013	Gold	Gold
Nursing & Midwifery (N&M)	April 2012	Silver	Silver

3b (i) Undergraduate (UG) data

Figure 3a. Percentage of female and male full-time UG students in SET Schools and in all QUB Schools. Absolute numbers for females are given on the top of the bars.

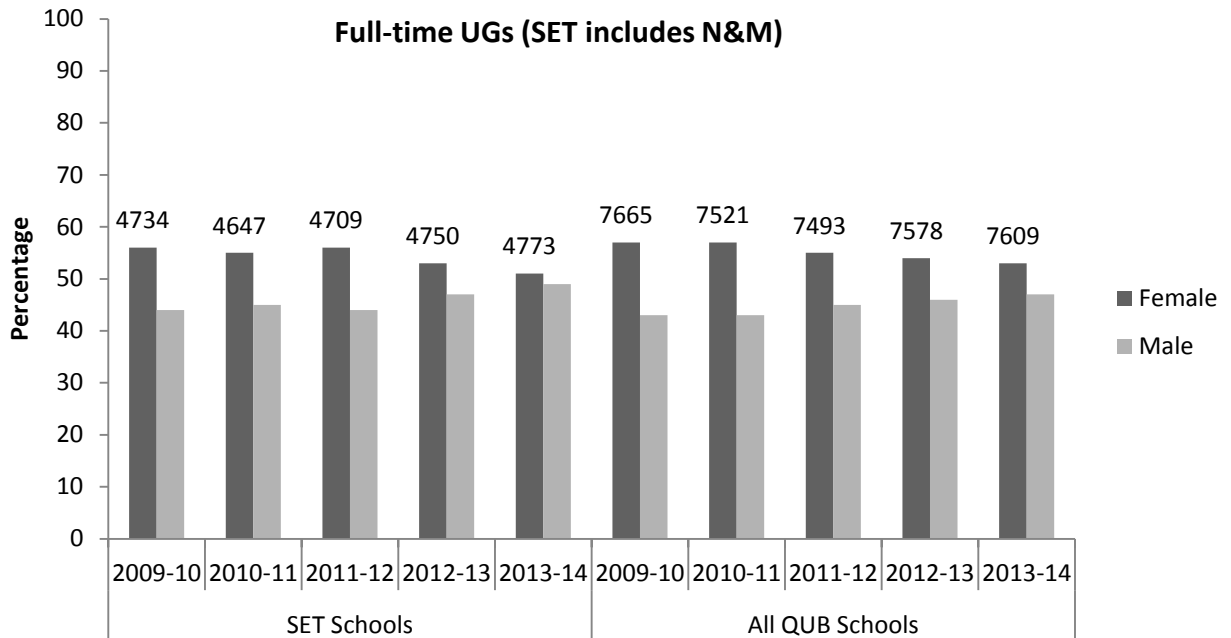
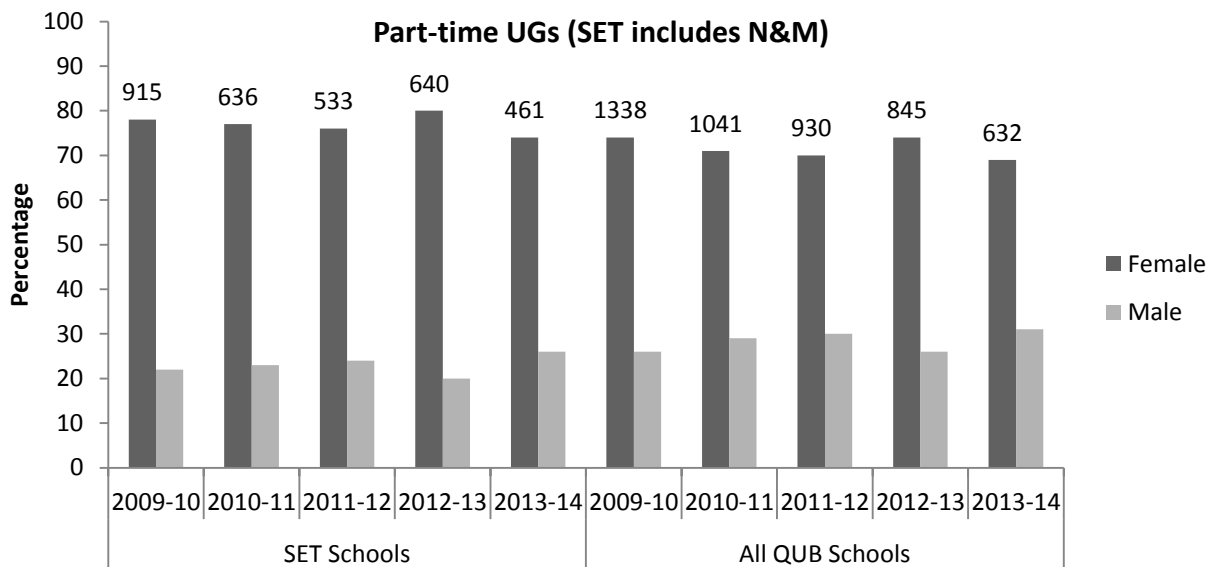


Figure 3b. Percentage of female and male part-time UG students in SET Schools and in all QUB Schools. Absolute numbers for females are given on the top of the bars.

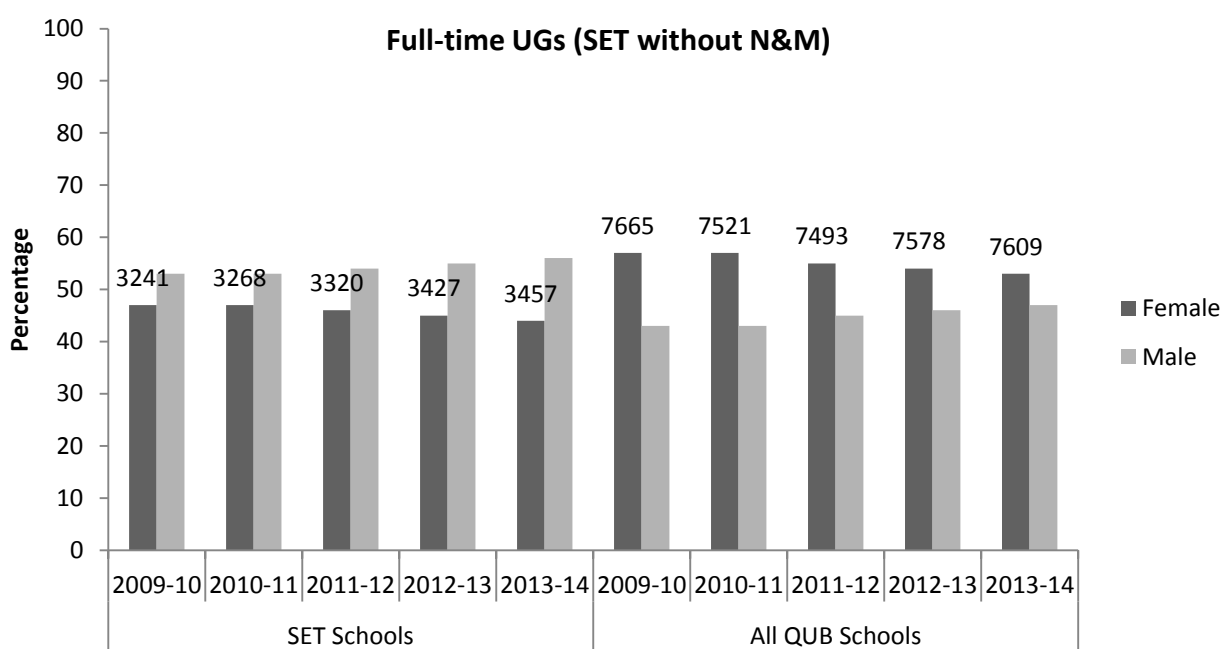


The percentage of full-time female UG students within SET has consistently been above 50% in the 5 years 2009-2014. Full part-time, the percentage of female UG students has consistently been above 70% in the 5 years 2009-2014, in fact rising to 80.1% in 2012-2013.

With its particularly large intake of females, the School of Nursing and Midwifery (N&M) distorts the SET picture somewhat. This requires an examination of the SET Schools data excluding N&M students; see Figures 4a and b. While the absolute numbers of female full-time UG students has increased (216 more females now take full-time degrees than in 2009-2010), the percentage of female full-time UGs has decreased slightly by 3.5%. The percentage of part-time female UG students has also decreased by 3.8%.³ 71.1% of part-time UG students (when N&M is excluded) are men with computer science, medicine, pharmacy and civil engineering having much larger proportions of male than female students.

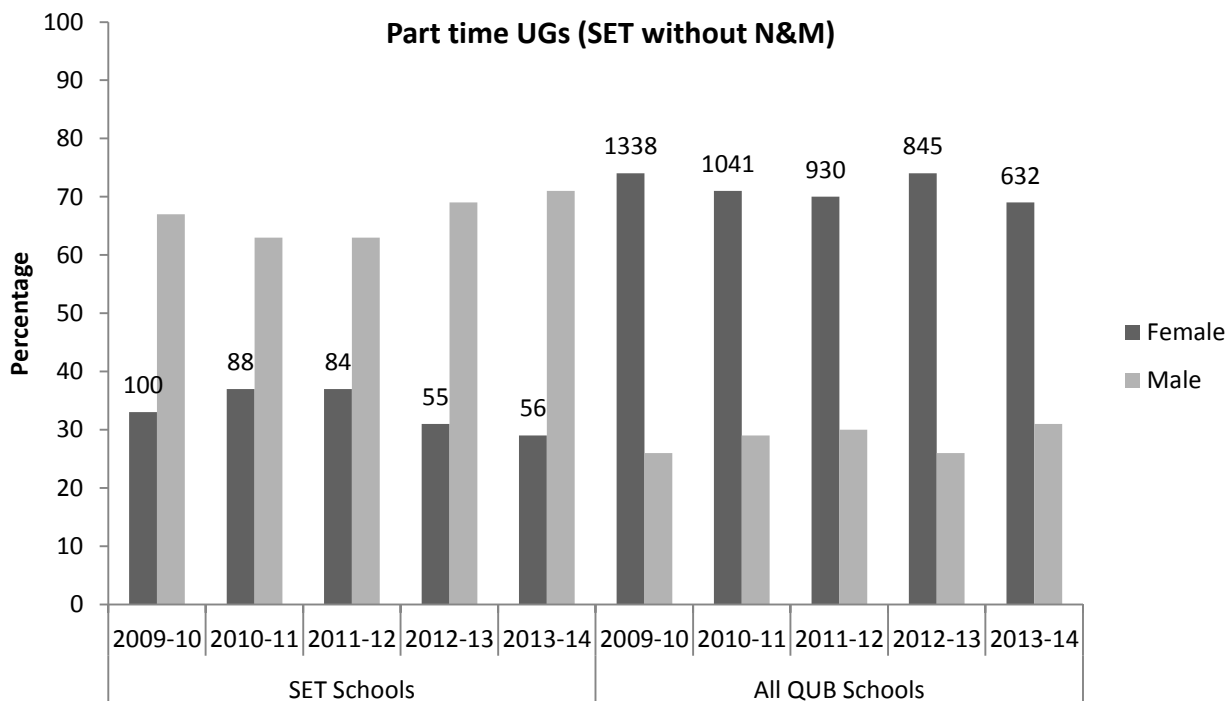
An examination of SET A-levels by gender in Northern Ireland, (around 90% of our students come from the region), showed that the QUB UG data mirrors the regional A-level data closely. As such, the University has been proactive in engaging with the education sector to promote SET uptake in females, both at School and institutional levels.

Figure 4a. Percentage of female and male full-time UG students in SET Schools without including Nursing and Midwifery Students, and in all QUB Schools. Absolute numbers for females are given on the top of the bars.



³ 2009-2010: the percentage of female UG FT students in SET (excluding N&M) was 47.3% and for PT female UG students the percentage was 32.7%. 2013-2014: the percentage of female UG FT students in SET (excluding N&M) was 43.8% and for PT female UG students the percentage was 28.9%.

Figure 4b. Percentage of female and male part-time UG students in SET Schools without including N&M Students, and in all QUB Schools. Absolute numbers for females are given on the top of the bars.



3b (ii) Postgraduate Taught (PGT) Student Data

Figures 5a and 5b show the full-time and part-time PGT students by gender; Figure 6 shows the numbers of PGT students completing each year.⁴ While absolute numbers of full-time SET PGT females have declined slightly, there has been an increase in the numbers of part-time females since 2009-10. The percentage of females has remained largely unchanged. There are slightly more male than female full-time students and the clear majority of part-time students remains female; inspection of the data show that this reflects the large numbers of female students (> 250) doing a part-time, distance-learning professional development course in the School of Pharmacy. This course has a global reach and is thus enabling career progression for women all over the world. The percentage of female PGT student completing is consistently above 50% over the 5 years.

⁴ We do not exclude N&M students from the data relating to PGT student because there are not particularly large numbers of postgraduate students

Figure 5a. Percentage of female and male full-time PGT students in SET Schools and in all QUB Schools. Absolute numbers for females are given on the top of the bars.

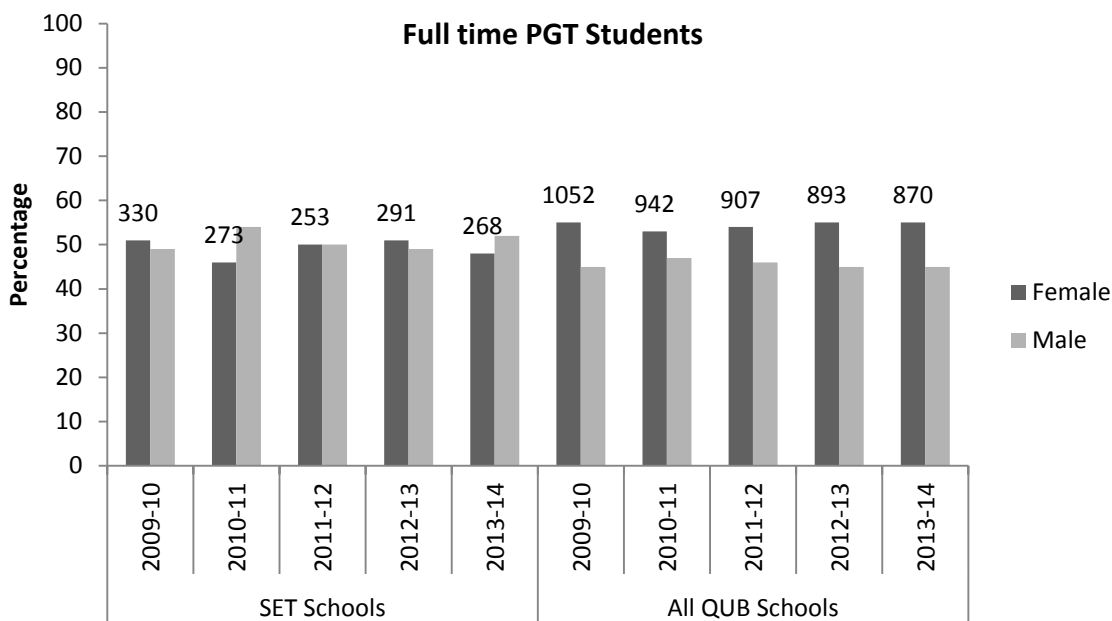


Figure 5b. Percentage of male and female part-time PGT students in SET Schools and in all QUB Schools. Absolute numbers for females are given on the top of the bars.

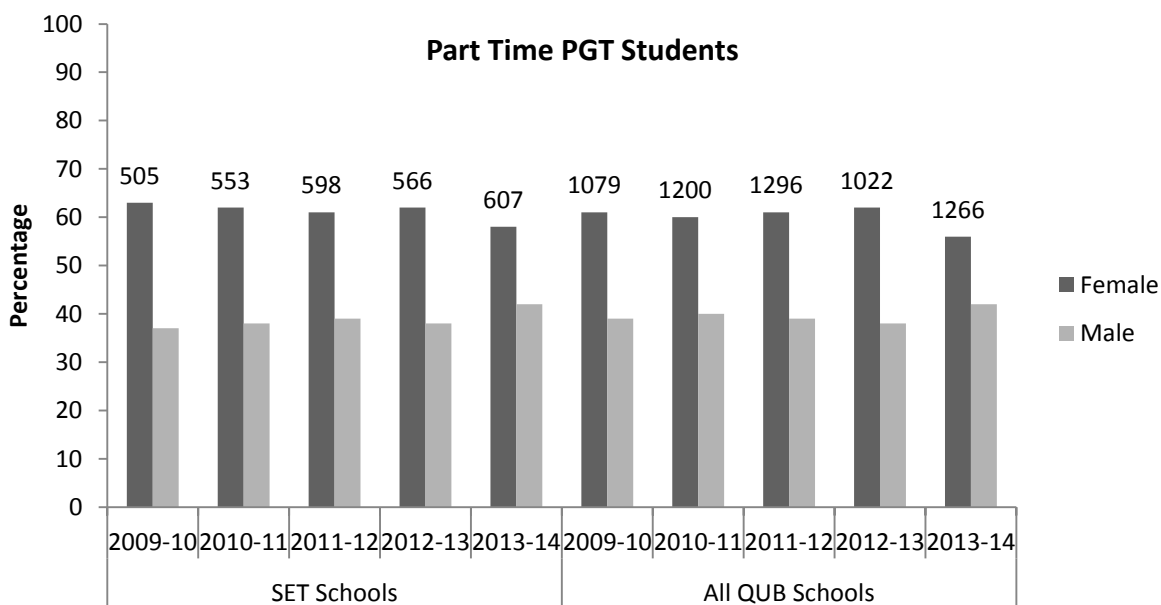
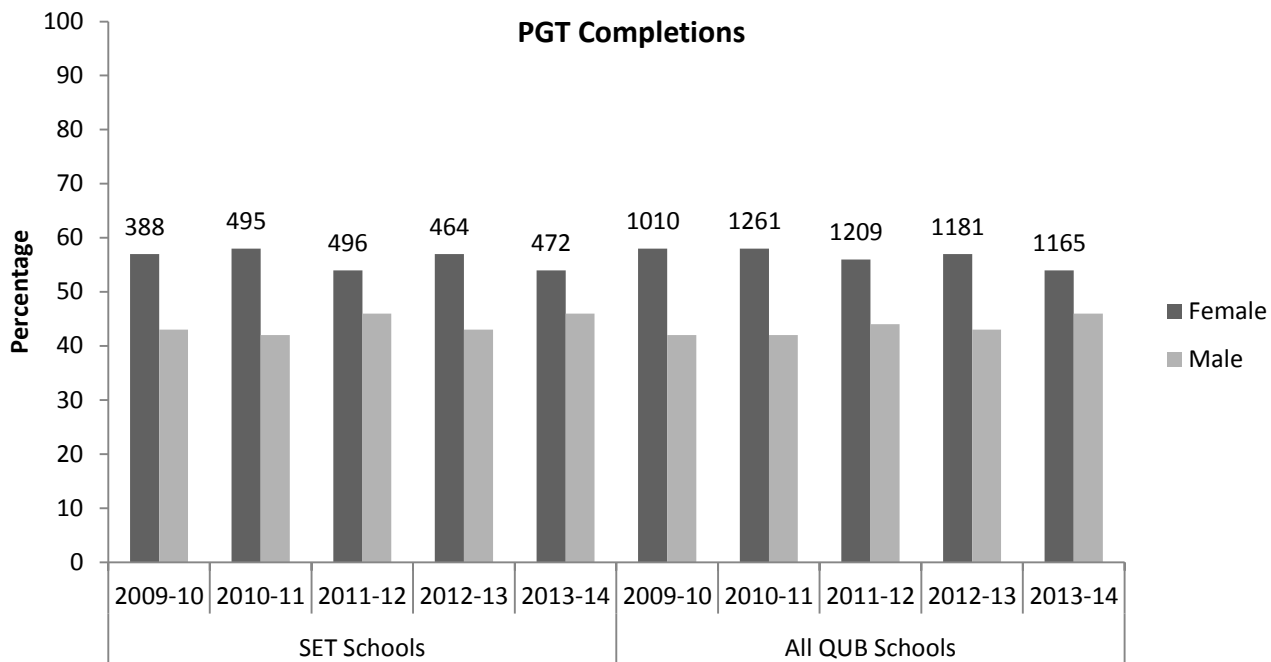


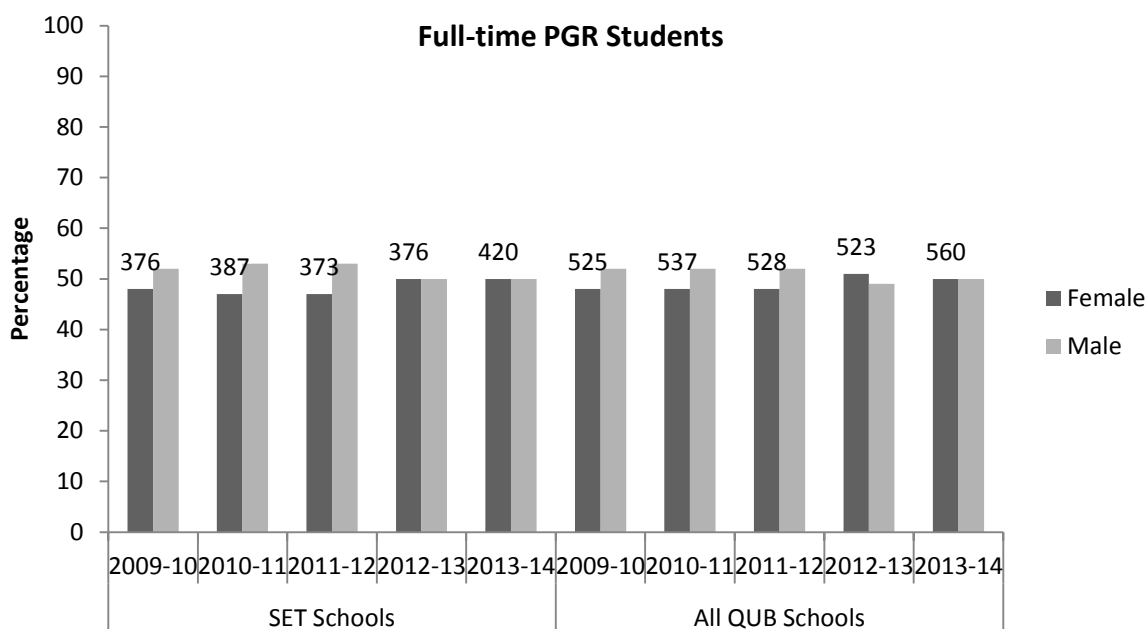
Figure 6. Percentage of female and male PGT students completing in SET Schools and in all QUB Schools. Absolute numbers for females are given on the top of the bars.



3b (iii) Postgraduate Research Students (PGR)

Figures 7a and b show PGR students as a function of gender. In SET Schools, the absolute numbers of female students has increased since 2009-2010 and we now have achieved gender parity in full-time PGR students with the percentage of students who are female increasing by 2-3%. Indeed, Figure 8 shows that slightly more females than males are now completing SET PhDs each year, due to females completing more rapidly than males, see Figure 9.⁵ Males are still in the clear majority for part-time students; as with UGs this is in part due to the relatively large numbers of male students doing Computer Studies PhDs. (Actions 24 & 25).

Figure 7a. Percentage of female and male full-time PGR students in SET Schools and in all QUB Schools. Absolute numbers for females are given on the top of the bars.



⁵ Note that this figure is plotted differently to all the other figures in this application. It shows the percentage of all female PGR students who complete in 5 years and the percentage of all male PGR students who complete in 5 years. For example, in 2009-10, 88 female students completed within 5 years, out of 114 female students in total who completed that year, which is 77%.

Figure 7b. Percentage of male and female part-time PGR students in SET and in all QUB Schools. Absolute numbers for females are given on the top of the bars.

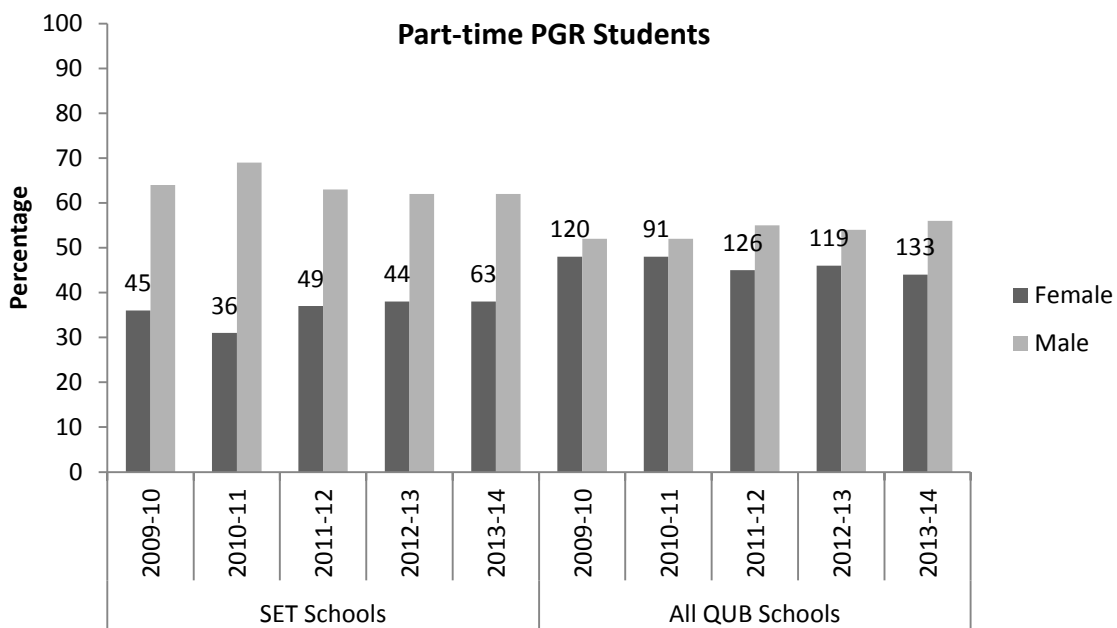


Figure 8. Percentage of female and male full-time PGR students completing in SET Schools and in all QUB Schools. Absolute numbers for females are given on the top of the bars.

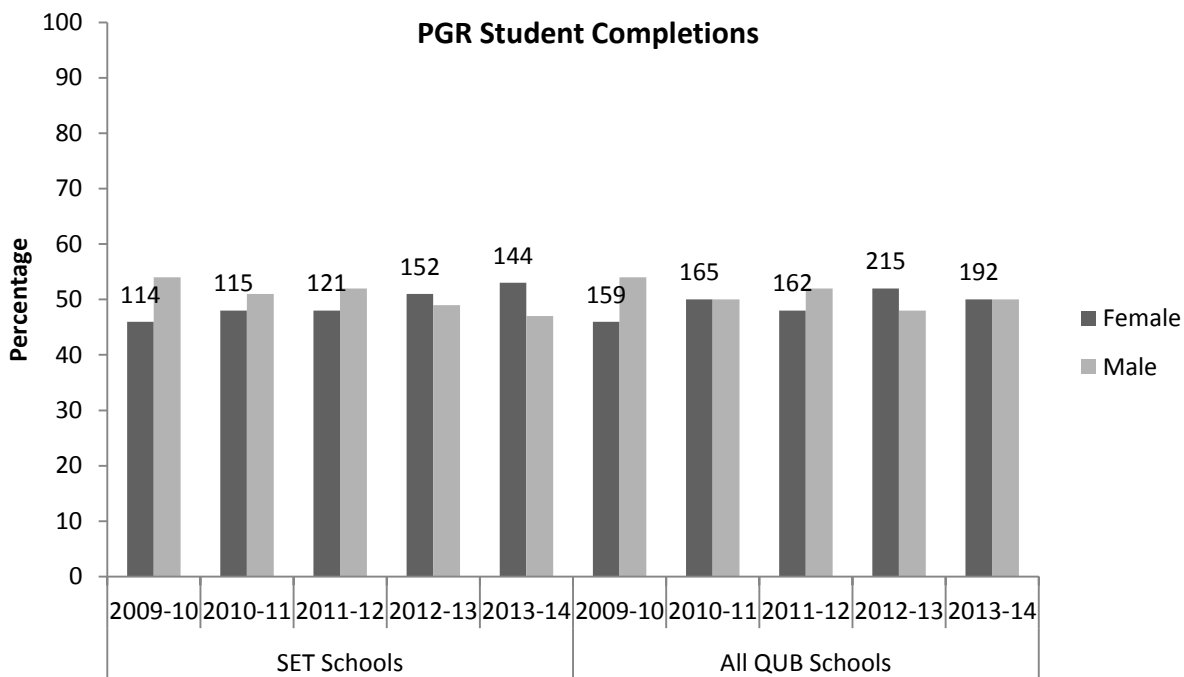
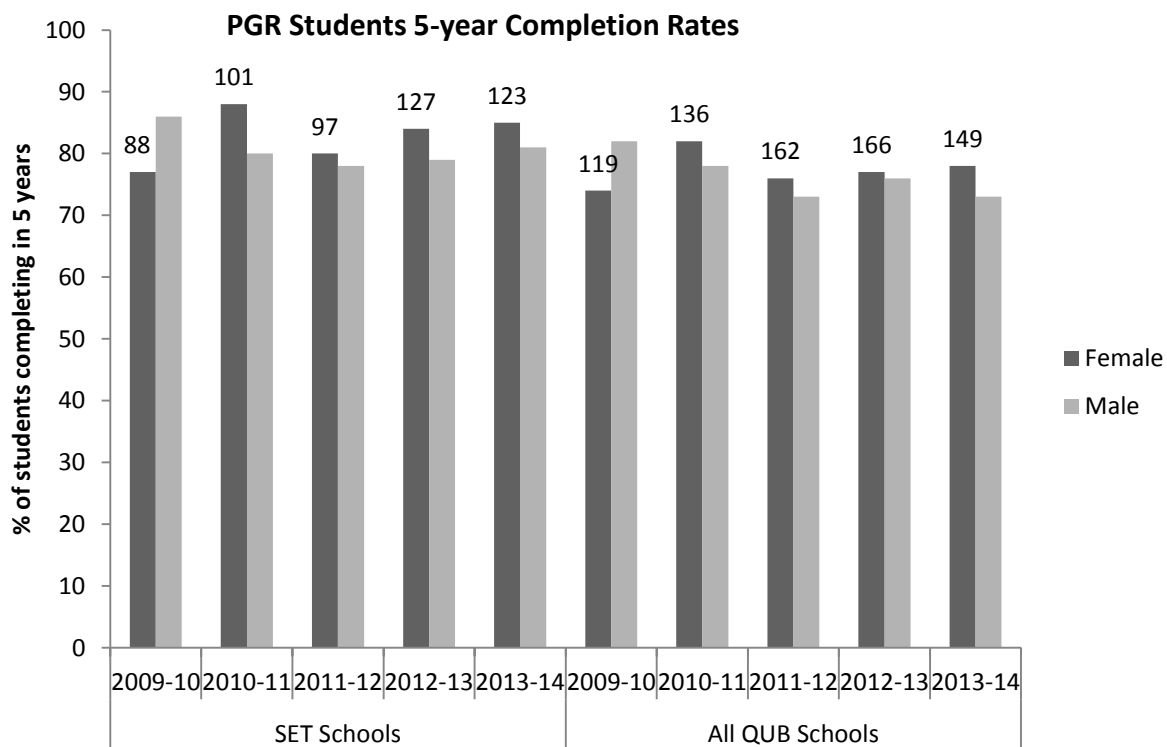


Figure 9. Percentage of PGR who complete in 5 years or less for females and males in SET Schools and in all QUB Schools. Absolute numbers for females are given on the top of the bars.



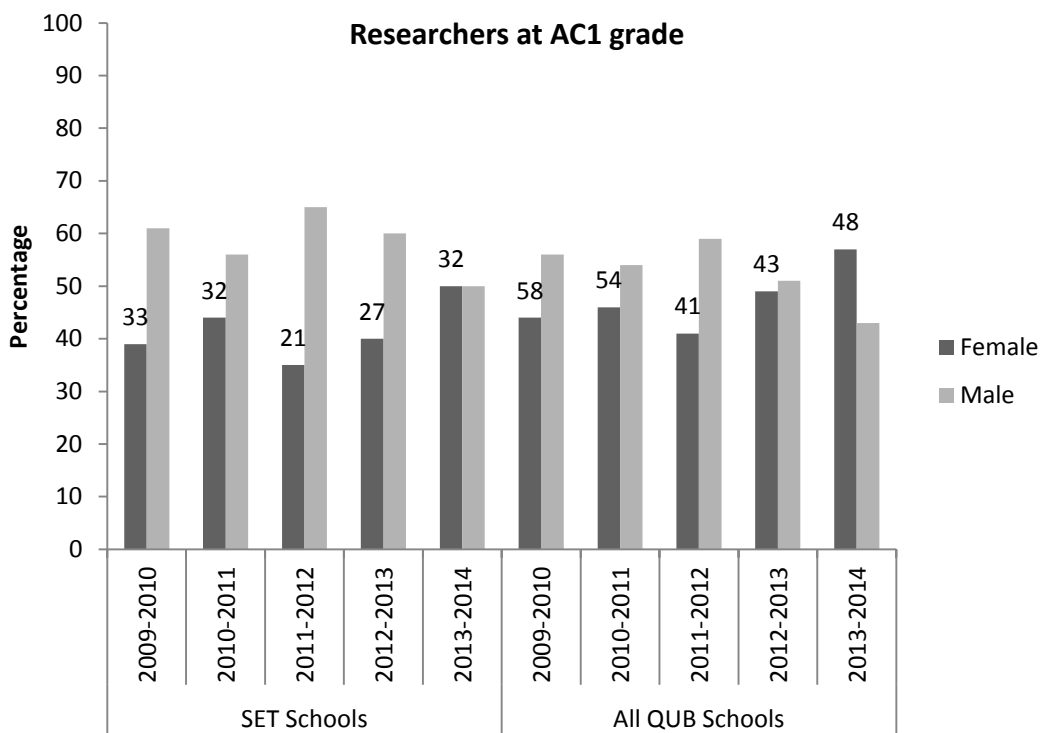
3b (iv) Staff data

Research Staff

Figures 10a-d depict researchers at grades AC1-AC4.⁶ In SET Schools, at all grades, the percentage of females has increased resulting in an overall increase of 4.6 percentage points from 42.9% (217) in 2009-2010 to 47.5% (216) in 2013-2014. While, over the five year period the percentage of researchers at AC1 in SET schools has fluctuated, gender parity was achieved in 2013-2014 and over the same period female representation at AC2 grade increased from 45.5% to 48.3%.

Although the number of researchers at AC3 and AC4 grades are small, female representation at AC3 in SET schools increased from 21.1% in 2009-2010 to 24.0% in 2013-2014 and over the same period, despite the decrease in the number of research staff at AC4 grade, female representation increased from 29.4% to 60.0%.

Figure 10a. Percentage of female and male researchers at AC1 grade in SET Schools and all QUB Schools. Absolute numbers for females are given on the top of the bars.



⁶ The grade structure for research staff are graded: AC1 (lowest) to AC4 (highest).

Figure 10b. Percentage of female and male researchers at AC2 grade in SET Schools and all QUB Schools. Absolute numbers for females are given on the top of the bars.

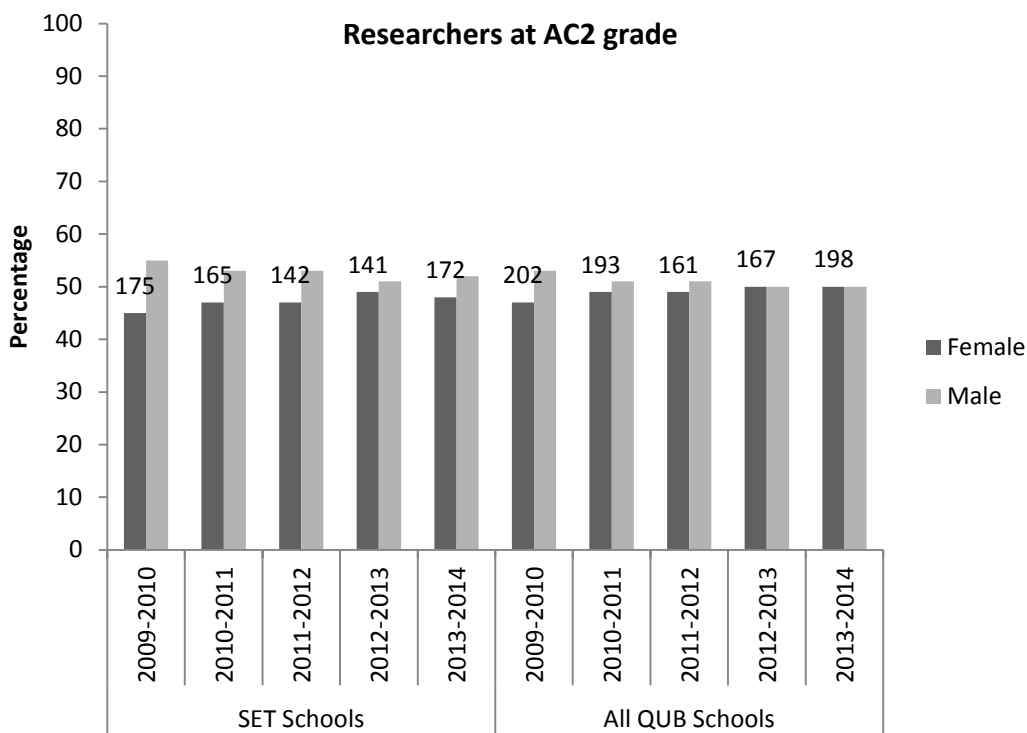


Figure 10c. Percentage of female and male researchers at AC3 grade in SET Schools and all QUB Schools. Absolute numbers for females are given on the top of the bars.

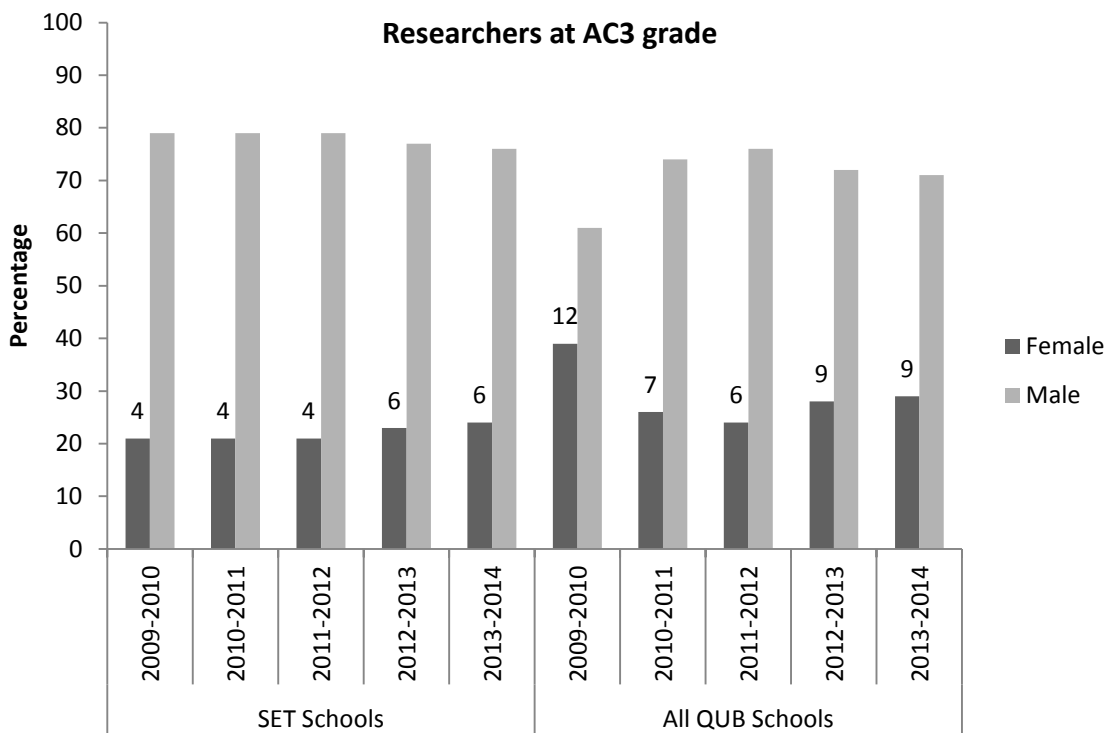
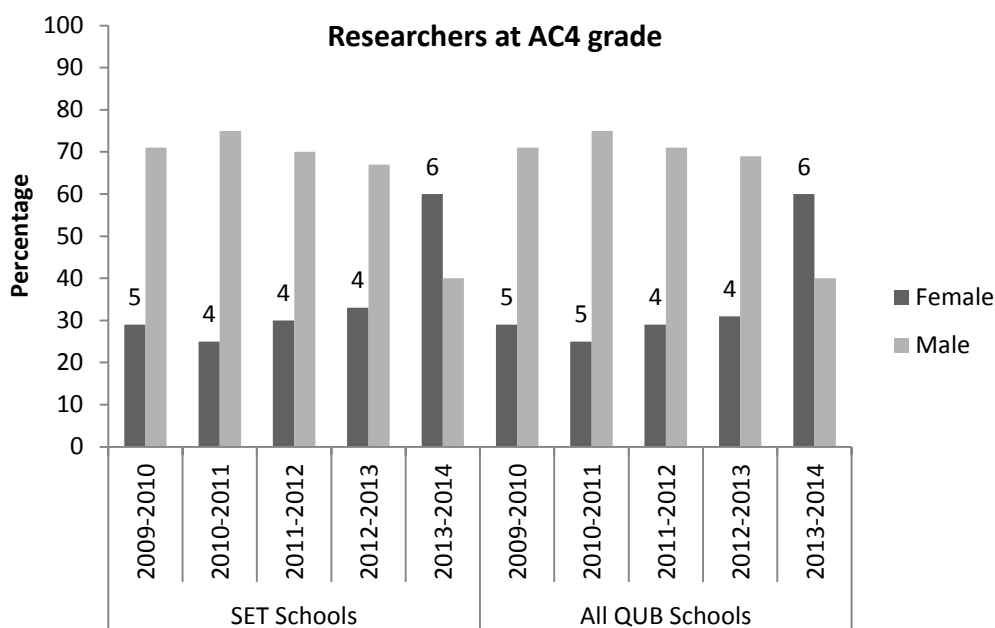


Figure 10d. Percentage of female and male researchers at AC4 grade in SET Schools and all QUB Schools. Absolute numbers for females are given on the top of the bars.



Lecturers

Data regarding lecturers are presented separately for lecturers at AC2 grade and those at AC3 grade.⁷ In SET schools the percentage of females at AC2 fluctuated a little reaching 48% or above in four out of the 5 years. Over the 4 years from 2009-2010 to 2012-2013 the percentage of females at AC3 remained fairly stable between 49% and 51%, with a decrease to 47.2% in 2013-2014. Although this is a small decrease in female representation for 1 year, it will be important to monitor the situation to ascertain if this is a one-off dip or if action is required.

⁷ Lecturers at AC2 grade are primarily those on probation and lecturers at AC3 grade are generally those who are confirmed in post

Figure 11a. Percentage of female and male lecturers in probation in SET Schools and all QUB Schools. Absolute numbers for females are given on the top of the bars.

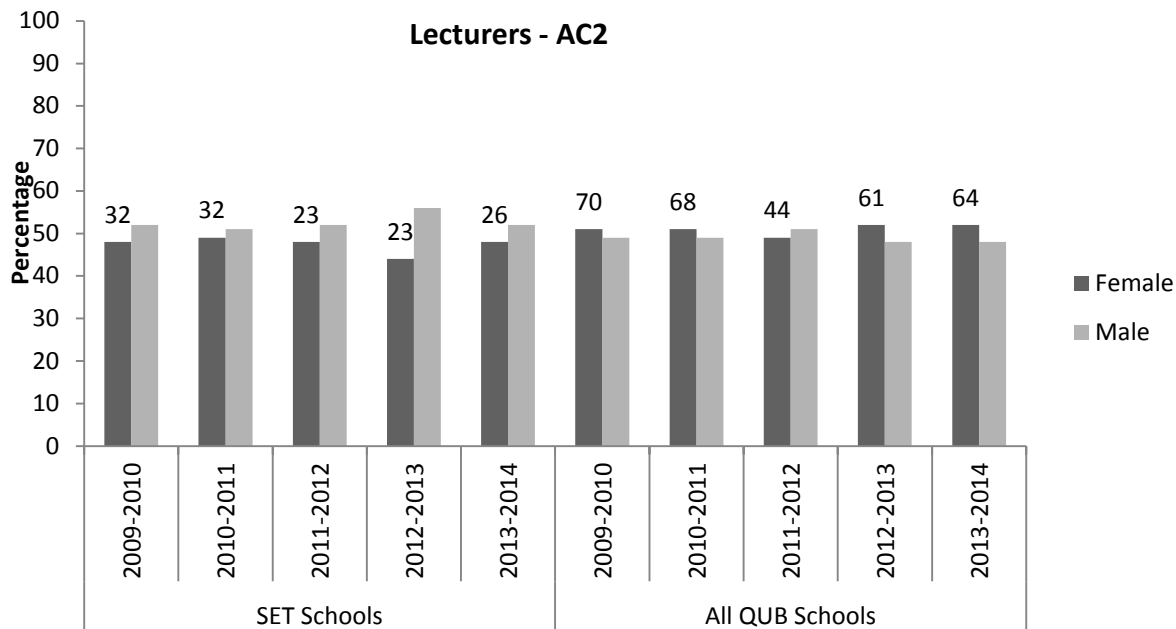
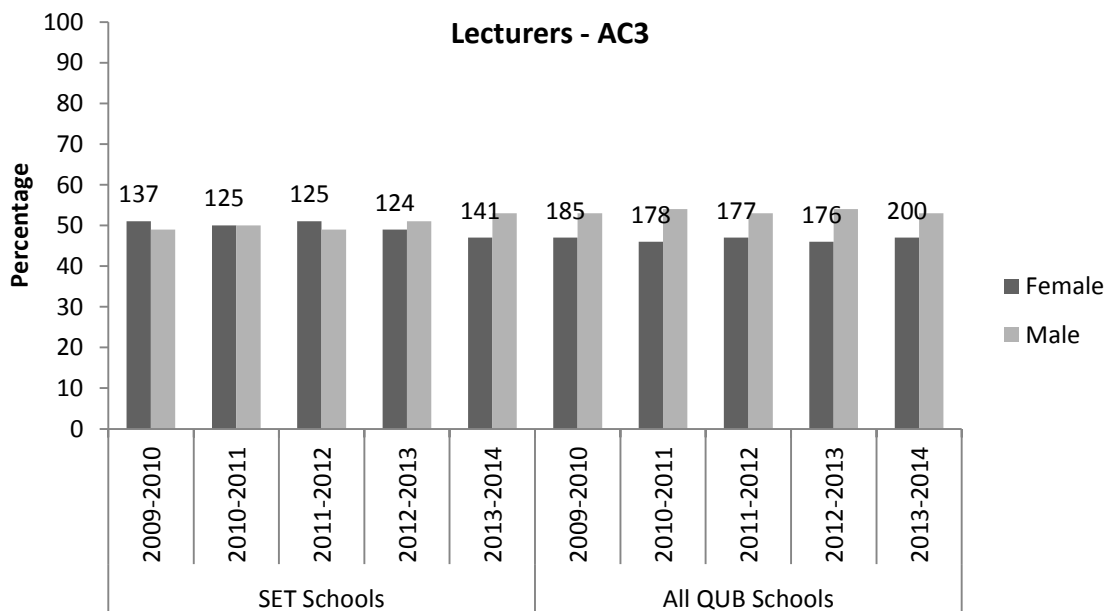


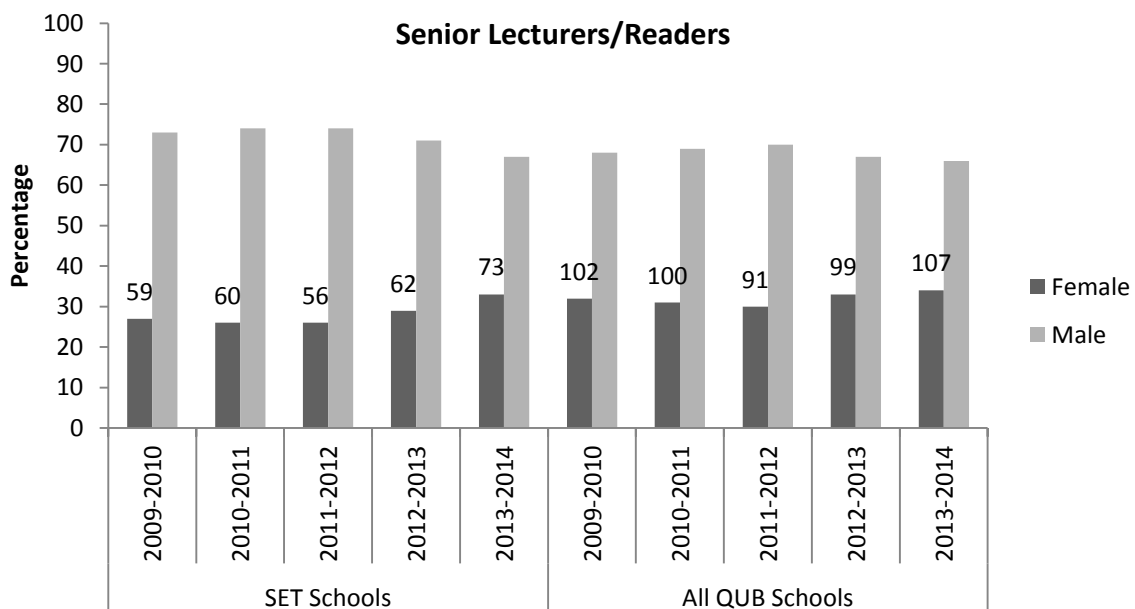
Figure 11b. Percentage of female and male lecturers at AC3 grade in SET Schools and all QUB Schools. Absolute numbers for females are given on the top of the bars.



Senior Lecturer/Reader

Figure 12 shows the gender breakdown for SL/R staff. The percentage of females in SET schools has increased from 26.7% in 2009-2010 to 32.6% in 2013-2014. While internal promotions into this grade have contributed to the increase in female representation, external recruitment of females has had a greater influence. This success in appointing females at SL/R level is likely to be a result of a number of actions. Welcoming statements for women at senior level posts and the marketing of QUB as an institution that supports SET women's careers, will have contributed to the increased applications. However, we are aware that there is still considerable gender disparity at this grade. Targets will be set to increase the proportion of women at senior grades (see **Action Plan Targets**).

Figure 12. Percentage of female and male SL/R in SET Schools and all QUB Schools. Absolute numbers for females are given on the top of the bars.

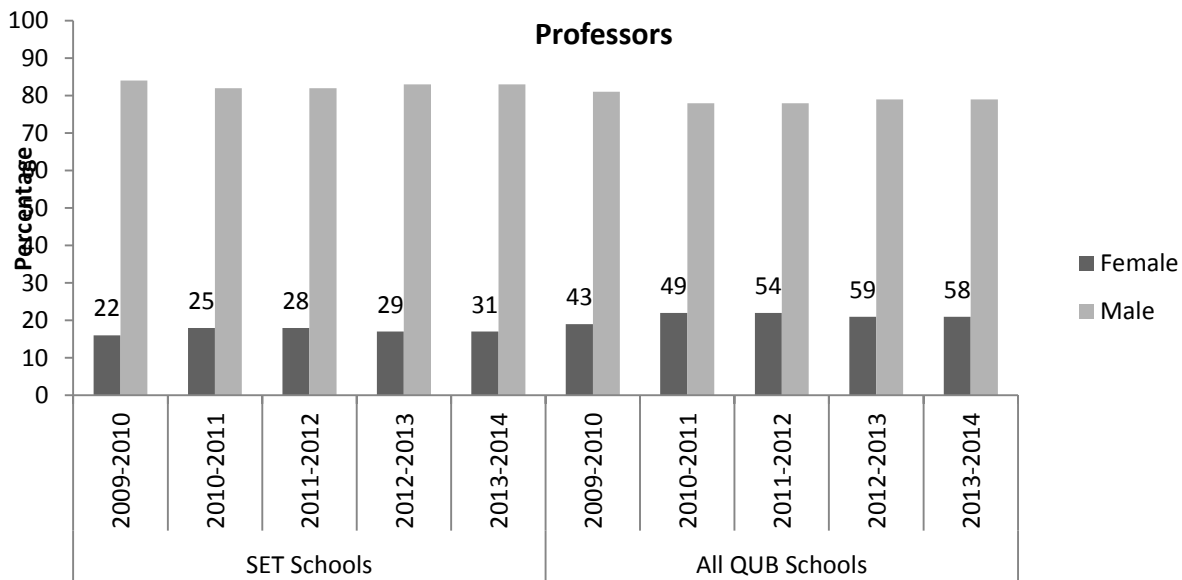


Professors

Figure 13 shows professorial staff by gender. These data show that although the absolute numbers of SET women professors has increased since 2009-2010, female representation increased by just 1.6 percentage points from 15.9% in 2009-2010 to 17.5% in 2013-2014. The majority of new female SET professors attained this position through internal promotion. The percentage of female applications for promotion into the professoriate over the 5 years is reflective of female representation in the feeder grade (SL/R). This combined with the low number of external female applications has contributed to the percentage of female professors remaining fairly constant over

the last 4 years. As a University, we are committed to further advancing the percentage of females at senior levels. (Action Plan Targets; Actions 6 & 9)

Figure 13. Percentage of female and male professors in SET Schools and all QUB Schools. Absolute numbers for females are given on the top of the bars.



Word Count: 1520

4. Evidence of the impact of university and department good practice.

4a. The university as a whole, its ethos and working environment

Promotions

The University has intensively supported women in applying for promotion through a range of promotions workshops, including the successful QGI workshop (80% of women who attend find it useful), and the QGI confidential virtual drop-in CV-mentoring service whereby women can receive confidential advice on the CVs for promotions applications. To encourage promotions ambitions among our younger female academics, a workshop on “How to be a professor by the time you are 40”, was run by women in their 30s/early 40s who had recently achieved professorships. One attendee commented: *“I found the session to be very helpful and it prompted reflections of my own on opportunities taken and what more I might do to advance my career”*.

The data demonstrates that these initiatives are working. We continuously analyse our promotion statistics by gender and have observed a steady increase since 2009-2010 in the numbers of female SET lecturers applying for promotion to SL/R (5 in 2009-2010 versus 17 in 2013-2014). Their success rate has also increased (20% in 2009-2010 to 53% in 2013-2014). Moreover, for the last three years, the overall promotion success rate amongst SET females has been higher than for male applicants. In addition, gender difference in the numbers of females applying for promotion compared to men had disappeared by 2013-14, demonstrating that our actions around promotions are now bearing fruit. We believe that it is crucial to maintain momentum in this area, and future actions are informed by our focus group/survey consultation with female lecturers. **(Actions 10 & 12)**

We also seek to progress and encourage the academic careers of postgraduate and early career women **(Action 25)**. QGI and STDU together annually run two courses for PGs and early career women – ‘Being a Woman in a Male Environment’ and ‘Juggling Home and Laboratory’, with capacity take-up of the 40 places on each course. 100% of respondents rated the courses as good-excellent. **(Action 30)**

“I am going to reconsider my options for future careers and continue to consider an academic career. I am also going to use the information I learned yesterday to help myself and female colleagues about the options available to us.”

Mentoring scheme

QGI runs a long-standing, popular, and highly successful mentoring scheme for academic and research females at all grades. This personal mentoring programme has over an 85% awareness level

among lecturers, indicating its high visibility among that important group. Between 2011 and 2014, 46 women received mentoring. A full review study of the mentoring programme undertaken by EOU/QGI highlighted the positive benefits in terms of progression for those involved. Findings showed that of those included in the analysis, 75% of mentees, 84% of mentors and 91% of those who were both mentors and mentees progressed subsequent to their involvement in the programme.⁸ Feedback from those involved particularly referred to an increase in confidence to apply for promotion. **(Action 13)**

“It has taught me many things; most of all I gained confidence and courage. It enabled me to ask questions about my career progression that I would have been unlikely to ask previously. My mentor was the first person in Queen’s who asked me when I was planning to apply for senior lecturer; prior to that question I never thought/not been encouraged to think about career progression.”

Some schools have complemented the QGI mentoring programme by introducing mentoring schemes, e.g., MDBS has worked with the Academy of Medical Sciences to develop a mentoring scheme led by a female member of the Professoriate. Mentoring for all QUB staff is being put in place by the Registrar, alongside the QGI programme.

Leadership

We proactively encourage women to take part in leadership training courses and monitor attendance by gender. Women’s take-up rate of University-run leadership and management training courses since 2011 is twice that of men. In particular, the University’s flagship “Excellence Leadership & Management Development Programme” has had equality in men and women’s take-up of this programme (38 women and 37 men). QUB also funded four senior female academics to travel to the UK to complete the new women-only ‘Aurora’ leadership course run by the Leadership Foundation for Higher Education, and will fund a further four females to attend next year. A Senior Women’s Network is run by QGI, with a termly dinner/networking event. **(Action 18)**.

⁸ Progression in respect of academic participants includes promotions via the annual promotions round, progression for retention and exceptional achievement, progression of professors to a higher range or a higher point on range via the triennial professorial salary review and progression external to the University. Progression in respect of research participants includes obtaining: a post at a higher grade; a permanent contract; an academic post; a further contract; and a post external to the Queen’s. There is no internal promotion process in respect of research staff within Queen’s

There has been an increase in the number of SET Schools with female Heads: at the time of our last application, there were two female Heads of School: today there are three (plus two in non-SET Schools). Peer support events for female Heads of School will continue (**Actions: 4, 5 & 16**).

Culture

QUB has worked hard to develop a female-friendly culture. Over the last decade the visual culture of the University has changed with the commissioning by QGI of artworks depicting distinguished women, the latest of which was unveiled in 2013 (a portrait of Brenda McLaughlin, former Senior Pro-Chancellor and one of the founders of QGI). (**Actions 27 & 28**)



Brenda McLaughlin at the launch of her portrait by Comhghall Casey, now displayed in the Great Hall beside other portraits of women commissioned by QGI.

The University's press releases relating to SET have been monitored to ensure a good representation of female academics. The Business Networks manager for QUB Research and Enterprise (QUBIS) has ensured that a substantial proportion (at least one-third) of the academics featured in the University's high-profile publication "DNA of Innovation" are female; this publication is circulated widely to businesses and other organisations. At present the University is running a campaign to inform the public of the world-class research being undertaken by Queen's academics, and women's profiles feature equally with men in this campaign. The University also produced a series of widely-circulated "Achieving Together" postcards that featured QUB staff and the impact of their work; not only were 50% of staff in these cards female, but many were depicted in non-traditional roles.

(Action 17)

Work/life balance/family friendly policies have made QUB a more progressive and inclusive environment for women. Such policies have contributed to an extremely high rate of return from maternity leave – 100% between 2011 and 2014. Furthermore, QUB seminars and workshops on

techniques to help promote work life balance led to a high commendation at the Family Friendly Employer Awards 2014. (**Actions: 8, 19, 20, & 33**).

A number of other initiatives also have helped change the university's culture. One significant policy is that equality and diversity training is now compulsory for all QUB staff. Our extensive International Women's Day (IWD) programme includes numerous events organised in Schools as part of SWAN action plans. QGI also hosts the Annual Clare Macmahon Lecture featuring a prestigious female speaker, a popular event with capacity uptake (**Action 26**). Collectively, these initiatives help QUB to provide an environment in which female staff can feel valued. As women have observed:

"A very positive aspect of working within academia in Queen's University, is the institution's commitment to the Athena SWAN Charter. In this way, working mothers can have flexible schedules that allow the individual to continue to succeed in their career". Research Fellow, MAE

"My lectureship at Queen's has been life changing. I believe its inclusive culture of 'recognising women's research excellence in science and engineering' and its active involvement in SWAN has benefited every one of its members of staff". Lecturer, EECS

SET departments management and culture

SET School Policies

Deans of Faculty discuss SWAN and gender equality in their twice yearly appraisals with Heads of School. All SET schools have also now adopted a 10am to 4pm Core Hours working policy where possible, and have transparent workload models. All SET Schools also now have return to work policies – funded by the Schools - that, where feasible, allow for either a 6-month teaching free period on return from maternity leave, or a greatly reduced teaching load. These policies have received strong praise from academic staff within SET.

"I was happy to discover a School policy which aims to schedule meetings between 10am and 4.00pm, helping to accommodate parenting duties. This policy is fantastic as it has allowed me to efficiently move my schedule around to suit my family life". Lecturer, EECS

"I received maternity cover funding from the university to fund a PDRA to continue my research during a period of maternity leave following the birth of my second child. I also benefitted from a reduced teaching load on return from maternity leave. Both these initiatives allowed me to maintain the momentum I was building in my research. In 2012 I was confirmed in post following an

assessment of my contribution to research, teaching and administration on a pro rata basis”.

Lecturer, PACE

School of Medicine, Dentistry and Biomedical Sciences

This School, the largest in the University, established its own Gender Equality Office (GEO) in 2011 with dedicated administrative support and a Director who is a senior academic who devotes 20% of time to the role. Gender Equality Key Performance Indicators are included in appraisals for its Research Centre Directors and all research and academic staff now have a Gender Equality related objective in their annual appraisals.



Launch of the MDDBS GEO, with guest speaker Professor Guro Valen, University of Oslo (third from left, front row).

School of Psychology

Since 2011 when it appointed its second female Head of School, its management committee has now females in the majority and there are now more female than male professors. This senior management profile ensures valuable role models for students and more junior female staff.

Wherever possible, the school also tries to ensure that staff who drop children to school are not scheduled for 9am lectures, if they request it. In addition, PSY has a policy of no emails between 7pm and 7am on weekdays and all weekend in order help maintain a good work/life balance.

School of Mechanical and Aerospace Engineering

MAE is presently going through a period of expansion and the introduction of staff breakfasts each semester has proved useful in helping staff to get to know one another. PhD students are also invited to attend which gives them the opportunity to network with staff with the aim of encouraging them to consider pursuing careers in academia. Recently the School facilitated a live

Twitter chat with Sinead O’Sullivan, an Aerospace Engineering graduate of QUB, now studying for a PhD at Georgia Tech in Atlanta, USA. Such events greatly enhance the profile of women engineers in the School and provide students with excellent female role models.

School of Biological Sciences

The two SWAN champions are currently on the School Management Board.

Individual staff working in SET

A member of staff in PSY has benefited greatly from the School’s SWAN policies around flexible return to work following maternity leave. Following an initial maternity leave in 2010, she returned to work part-time in a 4-year incremental plan and the School employed a teaching fellow with the remainder of her salary to deliver her lectures and tutorials. This allowed her to focus on her research, and she secured a major RCUK grant in this period. With the support of the School, this member of staff successfully applied for promotion to Reader in 2014. She stated how beneficial this was: *“This arrangement was enormously beneficial allowing me to focus my limited working hours on administration (I was a Director of Research) and research (the extra time allowed me to apply for, and successfully secure a substantial RCUK grant. I believe this arrangement greatly reduced any stress associated with trying to balance childcare and part-time work, which, in most instances can amount to substantially more than part-time hours”*

A lecturer within EEECS has a child that has been diagnosed with Autism and has benefitted from flexibility to attend medical appointments: *“I am afforded full flexibility in working hours to attend [Autism] therapy and doctor’s appointments without feeling that this is having a negative impact on my career. This enables me to fulfil my role as a Mother while continuing to progress my career”*.

A Chair in PACE with four children has found that the family/friendly and flexible working policies have also benefitted his wife’s career: *“The family friendly arrangements...has been very important for allowing my partner to continue in her part-time job during this time and has provided me with incredibly valuable opportunities to dedicate some of this time to parental responsibilities. It has also allowed me to play a far more equal role in domestic arrangements...”*.

Other staff across SET have also commented positively on the support given to them at key moments including encouragement to seek promotion, the benefits of a flexible working policy and the importance of mentoring for their career progression.

“I have benefitted from having a keen mentor, who also has a young family and recognises the associated stresses but never fails to encourage me to pursue more ambitious career goals”.

Lecturer, BS

“My first child was born whilst I was completing my PhD and my PhD supervisor negotiated with my industrial sponsor to fund a period of 6 months maternity leave (not originally included in the research contract)”. Researcher, PACE

Word Count: 2194

5. Embedding Athena SWAN

5a. The steps taken and level of success in encouraging all SET departments, including those less advanced, to apply for and renew Athena SWAN department awards.

Engagement with the SWAN initiative is an institutional priority endorsed by the VC and University Senior Management Team (**Actions: 1, 2 & 3**), and all of our SET Schools are required to prepare for, and all currently have awards. Since our Silver institutional award in 2011, we have worked hard along with the School SAT teams to ensure that all Schools have awards at Silver or above. Our success in this area is manifested by the two new Gold awards (to PSY and BS) and four new Silver awards (to MP, PHY, MDDBS, and N&M), while CCE also renewed its Silver award. These seven awards since 2011 are a clear demonstration of our commitment to the SWAN initiative. Our aim now is to secure Gold awards where possible. One of our two Schools submitting for renewal in the same round as this institutional application (MAE) is also applying for a Gold award.

5b. The resources, skills and support the university offers to assist SET departments with their submissions.

QUB has made a considerable financial investment in promoting gender equality. QUB funds QGI's two staff: a secretary and an administrator. In addition, QGI benefits greatly from a dedicated budget that allows it to fund its own activities such as social networking events and workshops. Although QGI has a broader remit than the SWAN initiative, SWAN has provided a valuable focus for its work and QGI staff spend much of their time on SWAN-related activities. One-off grants are also provided by the HR Directorate to Schools applying for Gold awards that allow them to employ temporary staff to assist with the preparation of applications for awards. The HR Directorate also offers ongoing funding to members of SATs who wish to attend conferences or workshops related to their SWAN activities.

In addition to this financial investment, QUB provides the expertise of its EOU, which is one of the longest-established in the sector. The three staff members of this office dedicate a substantial portion of their time to SWAN. EOU staff attends all SWAN SSG meetings and Champions meetings and provide extensive assistance, particularly with regard to shaping and implementing policies associated with employment.

The Chair of the SWAN Champions group is an academic who has been involved with SWAN for more than 5 years (including coordinating the successful PSY Gold award application). She has served several times as an award panellist (as have EOU staff) and has used her experience to provide day-

to-day support to School SATs, particularly by providing feedback on draft applications. This expertise complements that of the Director of QGI, Professor Galligan, who is an internationally renowned researcher on gender issues, who guides QUB overall strategy regarding gender equality and manages QGI and its staff. The Dean of the EPS Faculty, Professor Millar, also contributes a portion of his time and managerial expertise by taking a hands-on approach to chairing the SSG; he has taken the lead of a number of our Actions and has also assisted with dissemination by delivering invited talks on QUB work in this area. The Director of HR, Mr Sean McGuicken, plays a central managerial role in the SSG. He provides expert HR input and strategic perspectives and he also commits significant resources from his own Directorate to schools preparing for Gold submission and to the SSG to prepare the institutional plan.

The SSG, QGI, and the EOU all provide extensive support to schools in preparing applications. Each SET School has been assigned two mentors from the SSG who can attend School SAT meetings on invitation in the period between applications and provide ongoing advice and support. This has been found to be very beneficial for the School SAT teams.

“The reiterative process and extensive feedback from the SSG mentor has allowed the school SAT team to pinpoint and prioritise the key actions of our submission and to gather momentum in engaging with the School senior management.” Marie Migaud, SWAN champion for the School of Pharmacy

“The support given to SMDBS by QGI during the preparation of our Silver SWAN application was pivotal in the development of our Action Plan. Improving the culture in SMDBS is impacting awareness and delivery of gender balance across all areas of education, research, public engagement and outreach. Importantly, real progress is being made in supporting women’s career progression to senior academic levels.” Karen McCloskey, SMDBS Gender Equality Office

Approximately two months before a submission, School Champions and the Head of the submitting School attend the SSG to give a presentation on their submission. The SSG provides them with both verbal and written feedback that can be used in preparing the final draft. If the SSG believe that the School could benefit from additional support at this stage, members of the Group along with the EOU and QGI work with the School on the application more intensively. At this stage, the SSG may occasionally decide that it is appropriate for the School to delay its application (if possible); if this happens we ensure that the more intensive support continues in the interim period before the later application deadline.

5c. The framework in place within the university that provides access to tools and processes for the self assessment process.

One of the most important things that a university needs to do to support the self-assessment process is to provide departments with the data needed to prepare SWAN applications in a timely and efficient manner. At QUB, staff and student data are generated centrally annually by the University and circulated in an accessible format to all SET Schools, which are expected to monitor their data on an ongoing basis. In 2013, with funding from the HR Directorate, we also developed a template for presenting and graphing the data for applications, based on the format used in successful BS Gold application. This template has been circulated to all Schools to reduce the workload in preparing applications, although its use is optional. On request, we have also shared this template with the ECU.

QGI takes responsibility for circulating other resources that assist with applications. Some of these are generated internally either by QGI or SET Schools and then shared with all SATS. For example, PHY developed a Survey Monkey version of the Higher Education STEM Gender Equality Survey, and PSY produced a publically-available qualitative research report of female staff that informed its Gold application. QUB's own "Good Practice Guide" has proved particularly useful, and is now being consulted by AHSS Schools preparing for the GEM scheme.

5d. How the university recognises, rewards and celebrates the success of women and SET initiatives and departmental submissions.

QUB recognises that the effort that its academics put into SWAN activities can add substantially to their workload, and that it is vital that those involved feel their work is highly valued by the institution. SET Schools ensure that workload models, in some instances in place as a result of Action Plans, include SWAN-related work. Serving as a SWAN Champion is viewed as the sort of leadership activity that features in promotions criteria, and a number of our Champions have had this activity considered as part of successful promotion applications.

It is one of our Actions to always hold high-profile celebrations of our SWAN successes. Following PSY's Gold award and PHY and CCE Silver awards in 2014, the Chair of SSG Professor Tom Millar hosted a celebratory lunch in the Great Hall at which VC Patrick Johnston took the opportunity to publicly recognise these achievements and commit to advancing gender equality in the University.



VC Patrick Johnston (centre) celebrates Gold award with Cathy Craig Head of School, PSY (centre right), Teresa McCormack (3rd in from right) and SAT members



VC Patrick Johnston and SWAN award-winners: Cathy Craig (PSY – Gold, left); Christine Lagunas (CCE Head of School representative– Silver Renewal, centre left) and David Woolfson (PHY – Silver, right). Also present are Paul Browne (EOU Manager, second left) and Yvonne Galligan (QGI Director, second right)

This event was a successor to the 2013 celebration when BS obtained its first Gold, and the first Gold in the University and MDBS obtained its first Silver award.



Christine Maggs, Head of School BS (centre) and Patrick Johnston, Dean MDBS (right) along with Schools champions celebrate their respective SWAN Gold and Silver awards. Also present is Tom Millar Dean EPS and chair SSG (left) and previous VC, Peter Gregson.

Press releases are issued following our Gold awards; individual Schools also widely publicise their SWAN award successes, both internally (e.g., on visual display screens in School entrances) and externally via social media such as Twitter. MDBS presented the Dean's Award to the SWAN SAT at the Annual Celebration of Excellence Event (2014) for their Silver Award. (**Action 29**)

The Communications Office gave high-profile coverage in 2013 to Professor Sheena Lewis when she won the Gold Award for Innovation at the European Women Inventors & Innovators Network (EUWIIN) awards.



Professor Sheena Lewis collecting her EUWIIN Gold Award for Innovation.

5e. How the university coordinates, reports and monitors progress on action plans across SET departments

The Swan SSG has overall responsibility for coordinating and monitoring progress on Action Plans. It introduced a system whereby each SET School reports annually to the SSG. This involves one or both of the SWAN Champions attending a meeting along with their Head of School to provide a verbal report on the School's progress, which is then discussed with the group. This system helps us maintain momentum on Action Plans in between award renewals/applications. The Deans of SET faculties also discuss progress on the SWAN initiative in their annual appraisals with Heads of SET Schools within their faculties. (**Actions: 7, 15 & 22**).

SWAN Champions attend 6-weekly meetings of the SWAN Champions Group, and a portion of that meeting is usually devoted to allowing each School to report back on its progress (**Action 23**). The minutes of this meeting then serve as an ongoing record of what is happening on the ground in Schools (**Action 15**), and the Chair provides a report of Champions Group business at every SSG

meeting. We have found that one key issue in ensuring progress on Action Plans is continuity of the SWAN Champion and the SAT. Two Champions are appointed in each school to ensure there is always continuity if one Champion can no longer continue in their role due to other responsibilities or, as has happened in a number of instances, maternity leave. The value of the SWAN champions group has been underlined by SWAN Champions, Denise Price and Maarten Blaauw.

“As a SWAN Champion, I find the Group provides invaluable support and is an excellent forum for brainstorming ideas and promotion of School based events to rest of the University through networking. Meetings are well attended, friendly and collegiate and there is a strong sense of shared commitment to addressing gender equality and female underrepresentation.” Denise Price, SWAN Champion, MAE

“The SCG is a valuable source of information, ideas and best practice from across the University.” Maarten Blaauw, SWAN Champion, GAP

5f. How the university shares good practice among SET departments and across the university

The primary function of the SWAN Champions Group is to share best practice among SET Schools. EOU members always attend this group, and their knowledge about best employment practice has been valuable in developing School Actions and policies. We have also been proactive about ensuring that the Champions themselves feel strongly networked with other Champions across the University. This has been achieved as a result of their regular meetings and other social gatherings arranged for Champions by QGI (e.g., Christmas drinks, an “Afternoon Tea and Champagne” event in Spring 2014). As a result of this strong network, Champions will frequently contact those in other Schools for assistance or advice through our Champions emailing list. Although this sort of consultation and sharing of best practice is more informal, we see it as a demonstration of the success of our Champions Group.

It is also important to keep abreast of best practice across the sector, and we have achieved this in two ways. First, a number of members of the SWAN Groups, including the Chair, the EOU, and some Champions, have sat on SWAN judging panels, which has provided an excellent opportunity not just for becoming familiar with the judging process but for learning about novel or successful actions in other institutions. Second, as described in Section 2 (and see **Table 3**), the QGI Director and members of the SSG have frequently met and discussed best practice with representatives from other universities as well as a variety of organisations involved in promoting gender equality and/or

promoting STEM subjects. This has ensured that we have kept up to date on initiatives that have worked elsewhere. An example of this is the workshop we hosted on promoting STEM subjects to girls in primary schools in 2014, which was attended by representatives from numerous UK universities. The aim of this workshop was to discuss the best ways that universities can assist in promoting STEM to girls from an early age. Our future outreach work with schools will benefit from hearing from other institutions about what has worked for them. (**Actions: 31 & 32**)

Finally, as mentioned above, QUB also produced its own “Good Practice Guide” for circulation to SET and Arts Humanities and Social Sciences (AHSS) Schools.

Word Count: 2018

6. Any other comments

We believe that as one of very few institutions with a Silver SWAN award, there is an onus on us to act as a beacon for other institutions. Between 2011 and 2014, we have been involved in 24 instances of sharing best practice, including internationally through presentations to and discussions with Sciences Po Bordeaux, University of Konstanz and TCD. Indeed, QUB have been instrumental in extending SWAN to Ireland.

“Your approach is to me quite original and fundamental to capturing the gender inequalities perception among colleagues. I thank you very much to share it with us and we will discuss how it could inspire us and be replicated at Sciences Po Bordeaux”. Director of Sciences Po Bordeaux, Professor Vincent Hoffmann-Martinot

“Queen’s has been the catalyst in demonstrating how its substantial institutional actions have led to greater gender equality, thereby providing invaluable lessons for Trinity College and other Irish HEIs in this process.” Professor Eileen Drew, Director of the Centre for Women in Science and Engineering (WiSER) at TCD

Table 3: QUB Sharing of Best Practice, 2011-2014

2012 External Sharing of Best Practice	QGI Director, Professor Yvonne Galligan gives a presentation to the Royal Society
	QGI Director, Professor Yvonne Galligan and others participate in the Diversity Champions Meeting of the 'Women in Academic Medicine' at the BMA House, London
	QGI Executive Committee member, Professor Barbara McDermott participates in a workshop on medical SWAN applications in Warwick University
	SSG members, Professor Yvonne Galligan and Mrs Jane Garvey participate in meeting relating to AHSS pilot scheme in Edinburgh.
	EO Manager Paul Brown sits as judge on SWAN panel, ECU offices
2013 External Sharing of Best Practice	SSG Chair, Professor Tom Millar & QGI Director, Professor Yvonne Galligan give evidence to the House of Commons Science and Technology Committee
	EO Officer, Jane Garvey and QGI Administrator, Lynn Boyd act as judges on SWAN panel in ECU offices
	QGI Director, Professor Yvonne Galligan gives presentation at University of Southampton
	SSG members, Professor Yvonne Galligan, Professor Tom Millar and Jane Garvey give a presentation on SWAN at Sheffield Hallam University
2013 QUB hosts Delegations	QUB hosts representatives from TCD, who want to learn more QUB SWAN success and initiatives, and the possibility of extending SWAN to the Irish HEIs
	QUB hosts representatives from Kings College London, to provide advice on progressing SWAN initiatives
	QUB hosts representative from Loughborough University, on the impact of SWAN
	QUB hosts Professor Averil McDonald to discuss bringing AHSS into SWAN process and to exchange reciprocal best practice
2014 External Sharing of Best Practice	QGI Acting Director Professor Teresa McCormack and SSG Chair Professor Tom Millar presented QUB work on SWAN to the White Rose Consortium of Universities at the University of Leeds
	QGI Acting Director and EO Officer Mrs Jane Garvey give a presentation on SWAN at the University of Bournemouth
	QGI Acting Director, Professor Teresa McCormack and EO Officer Mrs Jane Garvey give a presentation on SWAN at the University of Ulster
	QGI Director, Professor Yvonne Galligan gives a presentation on SWAN work at Sciences Po University, Bordeaux
	QGI Director, Professor Yvonne Galligan gives a presentation on SWAN work at the London Business School
	QGI Director, Professor Yvonne Galligan gives a presentation on SWAN work at Equate Scotland
	QUB hosts a representative from the University of Konstanz, Germany, on QUB SWAN work and success
2014 Universities QUB hosts Delegations	QUB hosts the HR Directors of the Russell Group Universities, on QUB SWAN success
	QUB hosts a representative from the University of Cardiff, on QUB SWAN success
	QUB hosts representative from UMass Lowell, USA, to advise on SWAN and discuss future collaborations in the area of gender equality
	QUB hosts Professor Marisol Reyes from the Instituto Tecnológico de Estudios Superiores de Monterrey, Mexico to advise on SWAN and discuss future collaborations with Mexican Women in STEM in the area of gender equality

QUB staff were interviewed for the (very positive) independent evaluation of the Athena SWAN scheme conducted by the ECU that was published in 2013, and on the request of the ECU we have assisted with the research survey on “Assessment on the promotion of gender equality through structural change at institutional level” conducted as part of the FP7 GENDER-NET project, and have provided feedback to the Gender-Net draft scoping report on the development of a transnational award for supporting women’s STEM careers.

We also recognise the advantages of ensuring that our work on gender equality links with work in the broader community beyond the university sector. In 2013 we gave evidence to the House of Commons Select Committee inquiry on “Women in STEM”, and in 2014 QUB hosted, and were one of the first signatories of the STEM Charter for Business launched by the NI Equality Commission and the STEM Business Group aimed at supporting STEM women’s careers. In 2013, QGI and the QUB Leadership Institute also became members of Women in Business NI, an organisation which provides networking opportunities for women in the region; further enhancing our relationship with the business sector.

QUB has continued to build on its status as a sector leader in the area of gender equality, and now seeks to embed its work in this area within its programmes of research. To this end, in September 2014 it funded and hosted an international workshop aimed at developing an application for COST network funding on “Gender and culture of science and society” for submission in 2015. QUB is also a research partner in a major funding application submitted to Horizon 2020, the aim of which is to produce a template Gender Equality Plan for use across the European Union. We will draw extensively on our experience of the SWAN initiative if these funding bids are successful. In addition to these internationalisation initiatives, QUB has also been in discussion with UMass Lowell, USA and has forged links which will be continued for the 3 year period. (**Action 11**)

Table 4: Significant Institutional Advances and Achievements 2011-14

2011: Institutional bronze, 5 silver schools and 3 bronze 2014: Institutional silver, 2 gold schools and 9 silver
QUB childcare positively highlighted in the Royal Society of Edinburgh Report, 'Tapping All Our Talents'
Good Practice Guide produced and launched by VC at SWAN celebrations
Institution gives £20,000 to selected Schools to support their application for SWAN Gold Award
Portrait unveiling of Brenda McLaughlin (former Senior Pro-Chancellor) as part of the institution's commitment to changing the visual culture of the University
Sharing of experience both nationally and internationally
SSG members, Professor Tom Millar and Professor Yvonne Galligan contribute to the House of Commons Select Committee inquiry on 'Women in STEM'
SSG reaches into all SET Schools
QUB one of the first signatories of the Northern Ireland STEM Charter for Business aimed at supporting women's scientific careers in employment in NI
QUB wins award at the Family Friendly Employers Awards 2014
QUB hosts workshops on promoting science to girls at both primary and secondary levels
Women's career progression supported through a variety of training programmes, mentoring schemes and promotions seminars, for women at all levels of their career
100% return rate from maternity and adoption leave
QUB provides a minimum of £100,000 per year to support the Maternity Leave Cover Scheme
Family friendly/work-life balance policies including enhanced maternity, paternity and adoption pay, enhanced paternity leave and flexible working policy
6-month teaching free or reduced teaching on return from maternity and adoption leave across SET
Welcoming statements for women applicants used in recruitment for senior posts including for the post of VC
Appointment of Director for Gender Equality in MDBS, with resourced office
Within SET, women have consistently higher success rates than men in promotions
Gender equality is a standard item on Heads of Schools appraisals
On Times Top 50 Employers of Women list
All AHSS Schools now have champions and AHSS part of SSG

Word Count: 509

QUB Institutional SWAN Action Plan 2014 – 2017

Mainstreaming the Gender Perspective in Queen's University

The Action plan, *Mainstreaming the Gender Perspective in Queen's University*, builds on the previous institution-wide gender equality work which has successfully embedded the principles of gender awareness and gender equality across STEMM Schools and the institution. The challenge now – wholly endorsed and led by the Vice-Chancellor – is to fully mainstream SWAN charter principles in all aspects of the institution: educationally, culturally and systemically. The focus for this plan is on impact, on ensuring that the gender-sensitive processes and practices deliver a real output and have a substantive impact in delivering gender equality across the University.

To this end, the University has set ambitious targets to significantly increase the numbers and proportions of women at senior grades, in positions of leadership and as recipients of honorary doctorates, thus exemplifying the full and equal position of women within the University. The University's aim is to achieve the following targets by 2020 and to use the SWAN Action Plan as the driver for achieving these targets:

By 2020 women will comprise

Senior Lecturer/Readers	40%
Professors	30%
Leadership Roles ⁹	30%
Fellows of Learned Academies	12

The actions in this plan are intended to contribute to achieving the targets above. They are grouped by nature of action and are guided by the SWAN Charter Principles. Group 1: **Strategic Actions**; Group 2: **Leadership Actions**; Group 3: **Monitoring Actions**; Group 4: **Framework Actions**; Group 5: **Activity Actions**

⁹ Key leadership roles comprise, for example, PVCs, Heads of Schools, Faculty Deans of Research, Education, Postgraduates and Internationalisation, members of core University committees including Senate, University Executive Board and Faculty Executive Boards. Please note that the University Faculty structure is changing from 2014 onwards. Roles are indicated in parenthesis after individual names to convey where institutional responsibility rests, and hold throughout the time period of this AP.

Group 1: Strategic Actions

Action No	Actions	Timescale	Measure of Success	Responsibility
1	Promotion and progression of Gender Equality embedded within Vision 2020 and the 2016-2021 Corporate Plan.	2015-2017	Delivery of key outcomes on Gender Equality as detailed in 2016-21 Corporate Plan.	Senior Management Team – to include VC, Registrar, PVCs, Directors and Heads of School
2	Appraisal of the Vice-Chancellor with Chair of Senate to consider progress against gender equality targets provided on page 1.	2015-17	Progress against targets.	Mrs Rotha Johnston (Pro-Chancellor & Chairperson of Senate)
3	Faculty Executive Boards to agree SWAN targets for Faculties and Directorates and provide annual review to Institutional SSG.	2014-17	Annual reviews provided – consideration of performance against agreed Faculty targets.	Professor Tom Millar (Dean Engineering and Physical Sciences) – Chair SSG
4	Appraisal of Faculty PVCs with VC to include assessment of progress towards FEB equality targets and actions/projects ongoing within Faculties to support gender equality.	2015-17	Progress against gender equality targets considered as a KPI within the appraisal process.	Vice-Chancellor
5	Appraisal of Registrar and Chief Operating Officer with VC to include discussion on achieving gender equality targets in relation to Senate membership and core committees.	2015-17	Progress against gender equality targets considered as a KPI within the appraisal process.	Vice-Chancellor
6	Appraisal of Director of Human Resources with Registrar to consider support from Human Resources Directorate in achieving gender equality targets.	2015-17	Progress against gender equality targets considered as a KPI within the appraisal process.	Mr James O’Kane (Registrar and Chief Operating Officer)
6	Ensure at least 30% of international advisory panel supporting the professorial salary review process (PSRP) are female.	2015	30% of International Advisory Panel supporting PSRP are female.	Vice-Chancellor
7	Continue University SWAN steering group (SSG) with strategic institutional focus.	2014-17	<ul style="list-style-type: none"> University SWAN steering group to monitor and support delivery of the targets and Action Plan; SSG to examine feasibility of applying for a Gold institutional 	Professor Tom Millar (Dean Engineering and Physical Sciences)

			award; <ul style="list-style-type: none"> • SSG to monitor Faculty SWAN targets and support Faculties and Schools in progressing to Gold. 	
8	Influence RCUK, research councils and key national bodies on gender equality issues.	2014-2017	Queen's staff invited to advise/comment on gender equality issues across the UK.	Vice-Chancellor and Senior Managers

Group 2: Leadership Actions

Action No	Actions	Timescale	Measure of Success	Responsibility
9	Identify actions to address professorial pay gap	2015-17	<ul style="list-style-type: none"> Detailed analysis of professorial salary review outcomes to assess and monitor female salary progression; Issues of concern identified and corrective action undertaken; Continued close tracking of progress in eliminating professorial salary pay gap with ongoing corrective action as required. 	Mr. Sean McGuickin (Director of Human Resources)
10	Continue to hold an annual QGI Preparing for Promotions seminar for Academic Women	2014-2017	<ul style="list-style-type: none"> Feedback from participants after each event to assess the impact of the seminar on their promotion application; Increased numbers of women coming forward for promotion. 	Professor Yvonne Galligan(QGI Director)
11	Initiate and participate in cross-national and cross-sectoral partnerships addressing challenges to women scientists in academia	2014-17	<ul style="list-style-type: none"> 'Systemic Action for Gender Equality' (SAGE) application to Horizon 2020 with consortium of 6 European universities/research organisations (2014); COST Action 'Gender and Culture in Science and Society' application submitted (2015); Leadership Exchange Partnership meeting between QUB and University of Massachusetts, Lowell (2015). 	<p>Professor Yvonne Galligan (QGI Director)</p> <p>Professor Lisette Josephides and Professor Emerita Barbara McDermott (QGI Executive Members)</p> <p>Professor Tom Millar (Dean Engineering and Physical Sciences)</p>

12	Include in promotions criteria a measure that takes account of maternity, long-term absence and part-time work patterns	2014-2017:	<ul style="list-style-type: none"> Revised promotions process; Greater numbers of women coming forward for promotion as part-time academics or after maternity leave. 	<p>Professor Tom Millar (Dean Engineering and Physical Sciences)</p> <p>Mr Sean McGuickin Director of Human Resources</p>
13	Review evaluation process of mentoring programme to include qualitative/quantitative measures and collection of data for future analysis.	2015	<ul style="list-style-type: none"> A robust evaluation and tracking methodology developed and put in place; Positive feedback from programme; Quantitative measures to assess numbers of staff mentored securing promotion. 	<p>Mrs. Jane Garvey (Equal Opportunities Officer), Dr. Linda Carey and Dr. Maria Lohan (QGI Mentoring organisers)</p>
14	Develop a workshop on unconscious/implicit bias	2015-16	Delivery of pilot workshop on implicit bias with the STEMM Leadership team from UMass-Lowell.	<p>Professor Yvonne Galligan(QGI Director), Professor Tom Millar (PVC Engineering and Physical Sciences)Mr. Paul Browne (EOU Manager)</p>

Group 3: Monitoring Actions

Action No	Actions	Timescale	Measure of Success	Responsibility
15	Publish minutes of the Institutional Steering Group.	2014-17	Published on shared drive and accessibility notified widely.	Ms. Cathy Tolan (QGI Support)
16	Monitor women's representation on core committees and working groups.	2014-17	<ul style="list-style-type: none"> Track patterns annually and take appropriate action to reach the stated target of 30% by 2020; Identification of committees with unequal representation and identify specific women to serve 	Professor Tom Millar. Professor Sean Gorman and Professor Shane O'Neill (Deans) Mr James O'Kane
17	Continue to ensure that women are represented on all visible publications/publicity for the University include websites	2014-17	All publicity/publications and websites are gender balanced	Mr. Kevin Mulhern (Head of Communications and Public Affairs)
18	Monitor the take-up of leadership development courses by women.	2015-17	<ul style="list-style-type: none"> Increased number of females engaged in leadership development opportunities; Close monitoring to determine if women availing of leadership development progress to key leadership roles. 	Mr. Frances Guinane (STDU Manager)
19	Monitor the delivery and take-up of the centrally-funded Maternity/Adoption Leave Cover Scheme.	2014-2017	Maintain at least 80% take-up and return rate across all staff categories.	Mr. Paul Brown (EOU Manager)
20	Keep QUB childcare provision under annual review to ensure the needs of staff and student mothers are being addressed - conduct a survey of current staff and student users to identify whether there are any changes to the nature of the provision that might	2014-2017	<ul style="list-style-type: none"> Childcare provision addresses multiple needs of staff and student mothers; 	Mrs. Isabel Jennings (Director of Student Plus)

	assist their careers		<ul style="list-style-type: none"> • Timely implementation of changes identified during survey. 	
21	Complete qualitative survey of summer internships for young women scientists and review findings.	2015	<ul style="list-style-type: none"> • Survey completed and findings shared with schools; <p>Discussion of any changes required in light of findings.</p>	Professor Teresa McCormack (Professor, School of Psychology) and Professor Yvonne Galligan (QGI Director)

Group 4: Framework Actions

Action No	Actions	Timescale	Measure of Success	Responsibility
22	SWAN to be a standing item on Faculty Executive Board agenda	2015-16	<ul style="list-style-type: none"> All SET Schools maintain or improve their SWAN awards; Faculty PVC will take ownership of SWAN and provide support for School applications 	Professor Tom Millar. Professor Sean Gorman and Professor Shane O'Neill (Deans)
23	Continue university wide SWAN Champions Network	2014-17	<ul style="list-style-type: none"> 4 meetings per year of the SWAN Champions Network; Network supports Champions in their School applications through a buddy system. 	Dr. Karen McCloskey (Chair Swan Champion Network)
24	Support for PhD students upon return from maternity leave to ensure submission of PhD thesis.	2016-17	PhD students and prospective doctoral students are aware of support available.	Dean of the Graduate School Heads of School
25	Review the maternity support mechanisms for postdoctoral researchers and explore the introduction of a comprehensive maternity provision support package for postdoctoral researchers.	2016-17	<ul style="list-style-type: none"> Influence and inform maternity support mechanisms amongst funding bodies; Postdocs and PIs are aware of Funding Councils existing provisions; Maternity support package explored and report findings followed up 	Professor James McElnay (PVC for Research) Mr Sean McGuickin (Director of Human Resources)

Group 5: Activity Actions

Action No	Actions	Timescale	Measure of Success	Responsibility
26	Increase the number of invited female guests to give prestigious lectures/addresses at Queen's.	2014-17	Increased number of women prestigious speakers at Queen's.	Professor Yvonne Galligan(QGI Director)
27	Compile and publish a book-length publication celebrating Queen's University women, past and present.	2015-17	<ul style="list-style-type: none"> Book is compiled, published and launched; Book is distributed widely to visitors to the University. 	Professor Yvonne Galligan(QGI Director)
28	Portraits of 2 key QUB women to be commissioned and hung in the Great Hall.	2014-2017:	Visual culture of the University recognises women's achievement and contribution	Professor Yvonne Galligan (QGI Director)
29	Continue to organise high profile celebrations of SWAN success and women's achievements in the University, including an eclectic programme of International Women's Day events and activities.	2014-17	<ul style="list-style-type: none"> SWAN successes are celebrated in a highly visible way; University and Schools use IWD as an opportunity to focus on women's achievements. 	Professor Tom Millar (Dean Engineering and Physical Sciences) and Professor Yvonne Galligan (QGI Director)
30	Review the relevance of current gender-focused courses for SET women (Being a woman in a man's world; Juggling home and Laboratory) for AHSS postdocs and early career female researchers, and introduce tailored courses focused on their specific needs	2015-17	A range of tailored gender-focused programmes for AHSS postdoctoral and early career females introduced.	Professor Yvonne Galligan(QGI Director); AHSS Heads of Schools
31	Link with employer-based STEM Employment Equality Network (SEEN- addressing gender imbalances in STEM industries and businesses in NI) to promote the uptake of STEM subjects by	2015	<ul style="list-style-type: none"> A network on girls and science created for educational practitioners in Northern Ireland; 	Professor Tom Millar (Dean Engineering and Physical Sciences)

	girls at second level schools in Northern Ireland..		<ul style="list-style-type: none"> • Close monitoring of the gender profile of Undergraduate and Postgraduate intake in STEMM as we continue to perform above the sector average. 	
32	Link with W5 (interactive science and discovery centre, Belfast) to organise a showcase event with other SWAN Silver holders on promoting science to girls in primary schools with the aim of producing a best practice guide.	Early 2016	<ul style="list-style-type: none"> • Event furthers knowledge and best practice in relation to promoting science to girls at primary level; • Best practice guide produced and widely disseminated. 	Professor Tom Millar (Dean Engineering and Physical Sciences)
33	Organise a high profile event to celebration the 20 th anniversary of the 7-week summer activity scheme	2014-17	Continued priority availability of summer scheme for all University parents who require it.	Mr. Kevin Murray (Sports Development Officer, PEC)

QUB Institutional SWAN Action Plan 2011 – 2014

Bridging the Gap in SET

The Action plan, 'Bridging the Gap in SET', identifies 4 areas for action arising from the priorities indicated by the data. In each area, a small number of principal actions are identified, and these are linked to the SWAN Charter principles. These key actions are subdivided into a range of targeted and timetabled specific actions with a success measure identified linking back to the principal action/s. The majority of actions are cross-SET, as at this point all 11 SET schools have designed and are implementing school-specific action plans. Some actions have cross-University application. The 4 areas for action in SET are as follows:

1. Increase the number of female undergraduates and postgraduates
2. Increase the number of women taking up post-doctoral posts
3. Increase the number of SET women in senior academic positions
4. Develop the organisational culture in ways that facilitate female recruitment and progression

1. Increase the number of female undergraduates and postgraduates

Principal Action	Action No.	Actions & Timescales Since Previous Submission	Evidence of Outcome	Outcome
SWAN Principles 1, 2, 4 Put in place strategies to ensure maximum publicity for SET courses under-subscribed by females, highlighting associated gender-sensitive policies: monitor outcomes	1	2011-2014: Monitor success of SET school SWAN initiatives to encourage women onto foundation courses and progress to undergraduate programmes. Discuss outcomes with relevant Champions and Head of School.	Schools identified where there was a noticeable gender difference at undergraduate level and schools where female undergraduates were less than 50% at the time of the last SWAN submission undertook to increase the number of female undergraduates. <ul style="list-style-type: none"> • CCE: There has been a steady increase in the number of female UG students in Chemistry since 2008/2009. The percentage of females has ranged between 49-53%, over the period 2009 – 2014 and has remained steady at 49% over period 2012-2014. This is consistently above the UK average (42%-43%). The number of female UG students in Chemical Engineering more than doubled between 2009 and 2012, while the percentage of 	Complete

			<p>remained stable at 33%. However the percentage of female UG students in Chemical Engineering has decreased by 6% between 2012-2013 and 2013-2014, although this is still in line with the UK average. As this decrease relates to one single year, it will be important to monitor the situation to ascertain if this decline is a one-off or if action is required.</p> <ul style="list-style-type: none"> • EECS: The overall female to male ratio within EEE has increased slightly over the last few years and is higher than the national average. The female to male ratio within CS has also increased and is significantly higher than the UK average. • MAE: The number of female UG students in MAE has increased since 2009-2010. The percentage of female UG mechanical engineering students has remained stable at 13%. The percentage of female UG Aerospace Engineering students has declined slightly from 16% to 14 between 2012-2013 and 2013-2014. However, the School attracts a higher percentage of female students than the national average (10%). • MP: MP is above the UK average for both pathways. While there has been a drop in the percentage of female UG students within Maths (from 51% in 2010 to 45% in 2013-2014), the percentage of female UG students has grown in physics from 22% in 2010 to 24% in 2014. • PACE: The School has found that within architecture and civil engineering – where their efforts have been focused – the percentage of female students has increased. Female students in civil engineering have increased from 23% in 2009-2010 to 26% in 2013-2014. This is much higher than the UK national average. In architecture the percentage of female students stands has increased from 40% in 2009-2010 to 49% in 2013-2014. <p>With regards to foundation courses, 8 out of the 11 SET schools do not currently offer foundation courses.</p> <ul style="list-style-type: none"> • BS: The percentage of females on foundation courses has 	
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			<p>declined, although over 50% of all undergraduate students between 2006 and 2012 are female.</p> <ul style="list-style-type: none"> • CCE: The percentage of women on CCE foundation course was 67% in 2011-2012, dropping to 43% in 2012-2013. However, the numbers on the foundation course are extremely small. • MAE: MAE has offered a foundation course in collaboration with Belfast Metropolitan College since 2010-2011. The percentage of women on the programme has remained low (2010-2011: 6%; 2013-2014: 6%). This appears to be due to a lack of awareness of the course and a lack of encouragement from teachers. 	
2	2011-2014: Make recruitment of female students a standard item on SWAN meeting agenda.	Included in SWAN Champions Meeting agenda as a standard item.		Complete
3	2014: Assist schools to review success of measures taken in 2011-2014	<p>STEM Schools make conscious efforts to attract female students, and give current female students a high profile when recruiting and engaging in outreach activities, such as welcoming statements directed at potential female students on publicity materials and SET school websites, and women given a high profile on all SET school websites and course promotional material as well as being represented on all outreach programmes and at recruitment days. Schools receive their undergraduate data automatically on an annual basis to allow them to view the success of their actions year-on-year. In addition, each School reports annually to the SSG, which provides an opportunity to collectively review the success of actions.</p> <ul style="list-style-type: none"> • EECS: The student speakers at EECS Parents Evenings are predominantly female. 1200 people attend this event so it is a key event in recruiting students. Parents/students have commented on the strong female representation and their noticeable contribution to this event. Focus groups with first year students revealed that young women were being put off EEE because of its image as being 'all about pylons'. As a result, the 	Complete	

		<p>School has decided to play down the traditional electrical side and make prospective students more aware of the breadth of the discipline.</p> <ul style="list-style-type: none"> • GAP: Female members of staff are consistently involved in outreach activities to schools and serve as female role models that have encouraged high numbers of successful female applicants. The School also hosts career development programmes with an embedded gender balance approach. • CCE: The visibility of women has been increased on the School webpages and promotional materials. More females have been invited as speakers, and the School ensures that female staff and PhDs are part of outreach and recruitment initiatives aimed at girls. One such event is the Fantastic Females event (attended by approximately 200, 16-18 year old girls in 2012) which depicted career presentations from 8 female speakers including 2 academics and received very positive feedback. 	
4	2011-2014: Promote sharing of best practice between schools via Champions network, discussion with HoS and with University Education Board.	<ul style="list-style-type: none"> • Sharing of best practice takes place at SWAN Champions Meetings, between Schools at SAT level, at School Away-Days, and in discussions between HoS and the Deans. This sharing of best practice also now includes AHSS. • QGI actively promotes dissemination of best practice through hosting and organising events, and speaking at School Boards and Faculty meetings of Heads of School. • Externally, the dissemination of best practice may be witnessed at events including: the Director of QGI speaking at a Royal Society event on diversity in science in March 2012; QUB staff acting as judges on SWAN panels, hosting a delegation from Cardiff University, and in August 2014 the QGI Acting Director and staff from the EOU giving a SWAN presentation at the Ulster University. <p><i>“The lessons I learned during my visit were invaluable and will very much steer us in developing our Athena SWAN application at Cardiff University</i></p>	Complete

		<i>both in Engineering and more widely with other Athena Swan related initiatives</i> ". Dr Catherine Wilson, Cardiff University	
5	2012: Add a section on the STEM website specifically for female students and centralise links to the summer internship opportunities offered by schools.	The STEM Academy at Queen's contains profiles of 15 scientists – 7 of which are women; in the 'featured careers' section, women predominate in the photographs conveying a wide range of science-based careers. The website has sections dedicated to under 16s and over 16s. The STEM website is publicised widely (http://www.qub.ac.uk/sites/STEM) to students at Key Stage 4. This website is currently being updated.	Ongoing
6	2013: Evaluate summer internship initiatives with schools and women interns through qualitative survey.	A mapping exercise of summer internship programmes for secondary pupils and women researchers offered by STEM schools was undertaken. The profile varied depending on the disciplinary field. <ul style="list-style-type: none"> • EECS was heavily involved in secondary school initiatives, such as work experience/taster days, which were very successful, with female pupils, who comprised 38% of participants. • MDBS run a highly sought-after summer research internship programme, of which there were 60 female researchers in 2014. • PHY: A promising female undergraduate (Ciara McCormack) won the prestigious Wellcome Trust Biomedical Vacation Scholarship (2013). • The qualitative survey is ongoing. 	Ongoing
7	2012/13: Organise a high-profile seminar discussing government-funded study on the uptake of STEM subjects by girls at second level schools in Northern Ireland.	A highly successful half-day event took place on 12 June 2014. With 48 participants, this event attracted much interest from secondary school science and careers teachers in NI. It tapped into a need for more information on science opportunities for girls. Keynote speakers included: Prof Tom Millar, Dean of EPS; Dr Joanne Stuart, NI STEM Champion; Lorna McAlpine, NI STEM Business Coordinator; Dr Bro McFerran, Managing Director, Allstate NI and Marie Lindsay, Head-teacher, St Mary's College, an all-girls school in Northern Ireland who have been to the fore in initiatives to promote stem to their students.	Complete
8	2013/14; Organise a	A one-day symposium on 24 September 2014 attracted 32 participants	Complete

		<p>symposium for UK-wide SET schools holding a SWAN silver award or aspiring to hold an award, to share and showcase best practice in promoting science in primary schools.</p>	<p>from across the UK, at which different models of promoting science in primary schools were presented, with special attention given to encouraging girls' interest in science. The potential for developing further collaboration on this point was explored. Feedback on the day was extremely positive.</p>	
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2. Increase the number of women taking up postdoctoral/lecturing posts

Principal Action	Action No.	Actions & Timescales Since Previous Submission	Evidence of Outcome	Outcome
<p><i>SWAN Principles 2, 4, 5</i></p> <p>Encourage women to embark on an academic career in SET by developing awareness of the provision for postgraduate Students and encouraging them to progress into the research staff and academic grades: monitor impact.</p>	9	<p>2011-2014: Continue QGI/ Staff Development and Training Unit's two courses for early career females in order to encourage more women to take up postdoctoral/ lecturing positions</p>	<p>The QGI/Staff Development and Training Unit (STDU) courses for postgraduate and postdoctoral females on <i>Being a Woman in a Male Environment</i> and <i>Juggling Home and Laboratory</i> have been running since 2009 for postgraduate women. In 2011 the courses were also made available to postdoctoral researchers. The QGI/STDU course for PGs and PDRAs has 40 places available on each course, which were filled.</p>	Complete
	10	<p>2013: Review feedback from all early career courses with a view to further tailoring courses to meet identified needs.</p>	<p>Feedback showed that some participants would like the courses to be more oriented to women's careers in AHSS, but overall, 100% of respondents rated the courses as good or excellent.</p> <p><i>"This was far and away the most valuable course I have attended"</i></p> <p><i>"I am going to reconsider my options for future careers and continue to consider an academic career. I am also going to use the information I learned yesterday to help myself and female colleagues learn about the options available to us".</i></p>	Complete
	11	<p>2012: Develop and deliver new course - <i>Role Models: the</i></p>	<p>This course was entitled 'How to become a Professor by 40' and took place on 19th May 2014. Attendance was high with 41 participants.</p>	Complete

		<i>Younger Generation.</i>		
<p><i>SWAN Principles 1, 2, 4</i></p> <p>Increase awareness of policies supporting work-life balance of female Academic and research staff among SET schools, and across the University, promoting active endorsement of these policies and practices by senior management: monitor impact.</p>	12	2011/12: Produce a best-practice guide for schools on supporting staff during and on return from maternity or adoption leave drawing on practices in SET schools with an aim of a 95% return rate.	Best practice guidelines were produced by the Equal Opportunities Unit. These were sent to all Schools. The guideline briefing contained a link to relevant administrative forms and University policies supporting staff returning from maternity/adoption leave. Such good practice has resulted in a 100% return rate from maternity and adoption leave in 2013-2014.	Complete
	13	2011-2014: Maintain centrally-funded Maternity/Adoption Leave Cover Scheme.	<ul style="list-style-type: none"> • A key way that staff are supported during and on return from maternity leave is through the Maternity Leave Cover scheme. This important scheme was reviewed and retained, supporting a total of 187 applications since 2014. Of these, 60 (32%) were from women academics and researchers. • The application process was streamlined and the forms can now be completed electronically. • The University contributes an additional minimum £100,000 per year to this fund in addition to the statutory funding. This scheme has been used according to needs. For example, in order to cover a maternity leave in 2013, GAP hired a full-time temporary lecturer for 10 months, paying the additional costs than that available through the maternity cover scheme. 	Complete
	14	Explore feasibility of expanding the University Central Maternity Leave Fund to include additional paternity leave	The University provisions for Paternity Leave are more financially generous and more flexible than the Statutory provision. QUB offers 3 ordinary weeks paternity leave on full pay compared with the statutory 2 weeks leave on statutory paternity pay. Instead of taking the leave as a block period within 56 days of the birth of the child, QUB staff can take 2 of the 3 weeks in a block period within 56 days of the birth and one week within 4 months of the birth. To date, there has been no applications in respect of additional paternity leave, but the issue will be kept under review.	Complete
	15	2011/12; Support SWAN Champions and HoS in providing academic women in	This is a live item on School SWAN agendas. The typical pattern is that women returning from maternity/adoption leave are relieved of teaching and administrative duties for 6 months following their return. The	Complete

	all SET schools with the opportunity for re-engaging with their research for the first semester on return from maternity leave.	<p>University SWAN Steering Group has strongly advocated the adoption of this practice since 2011. STEM Schools have adopted it, and adapted it to their circumstances: In CCE, for example staff undertaking additional paternity leave would also be included in this returner's policy.</p> <p><i>"A very positive aspect of working within academia in Queen's University, is the institutions commitment to the Athena SWAN Charter. In this way, working mothers can have flexible schedules that allow the individual to continue to succeed in their career." Research Fellow, MAE</i></p> <p><i>"Since my return from maternity leave a supportive package which comprised reduced teaching and administrative loads for six months has provided me with more flexibility in scheduling my working hours and with the support and time to boost my research profile as well as providing care for my young baby." Lecturer, BS</i></p>	
16	2012/13: Discuss the application of the research semester with HoS in non-SET schools, using the experience of women who have availed of the scheme to demonstrate its effectiveness	This item was discussed by the QGI Acting Director with the AHSS Dean and Heads of School at a Faculty Executive meeting in May 2014. It will be an action item for AHSS Schools as they move towards submitting for GEM Awards	Complete
17	2012/13: Collect and review data of career progression of academic and research women returning from maternity leave.	The data shows that 7 academic staff who returned from maternity leave between 2011 and 2014, were promoted subsequent to returning. Four were promoted to Senior Lecturer, two were promoted to Reader and one was promoted to Senior Teaching Fellow. In total there were 9 applications for promotion from women returning from maternity leave during this period.	Complete
18	Keep QUB childcare provision under annual review to ensure the needs of academic mothers are being addressed.	<ul style="list-style-type: none"> The Head of the Childcare Unit is a member of the QGI Executive Committee and reports annually to the Committee on QUB childcare services and provision. At present, 48 children of academics use crèche and out-of-school clubs run by Childcare Services at Queen's. 	Complete

		<ul style="list-style-type: none"> A report by the Royal Society of Edinburgh entitled, 'Tapping All Our Talents (April 2012) positively highlighted Queen's childcare provision. 	
19	2011-2014: Continue to publicise widely the childcare voucher /salary sacrifice schemes and 7-week summer activity scheme.	<ul style="list-style-type: none"> The QUB Childcare Service continues to promote the use of both Salary Sacrifice (Childcare Plus) and Childcare Voucher schemes. The University's summer scheme, run by the Physical Education Centre, lasts for 7 weeks during the months of July and August. It is hugely popular with the children who take part, and many return year on year. In 2014, 195 University staff enrolled their children in the Summer Scheme. The Scheme will be running 20 years in 2015. 	Complete

3. Increase the number of SET women in senior academic positions

Principal Action	Action No.	Actions & Timescales Since Previous Submission	Evidence of Outcome	Outcome
SWAN Principles 2, 3, 5 Support SET women to apply for promotion through one to one mentoring, development of job portfolios, and access to procedural information.	20	2012: In light of review of female academic positions, which showed AC3 to be a particular career sticking point, consult with AC3 women on their perception of barriers to progress.	All AC3 women were consulted in focus groups and by survey regarding their perceptions of barriers to progress. The ensuing report highlighted a number of areas for action. These included removing as a criteria for promotion the supervision of a student to completion as first supervision since staff cannot be a first supervisor during probation; awareness raising of how maternity/carer leave is taken into account in the promotions process; greater guidance to panels on different circumstances such as part-time employment when considering promotion and unconscious bias training for promotion panels.	Complete
	21	2012/13: In light of the consultation with AC3 women, review university policies on work-life balance to address these specific concerns.	<ul style="list-style-type: none"> Work-life balance/ family friendly policies at QUB include adoption leave (with enhanced adoption pay), career break leave, dependant leave, flexible working, maternity leave (with enhanced maternity pay) and phased return, parental leave and paternity leave (with enhanced paternity leave and pay provisions). During September 2014, for National Work-Life 	Complete

		<p>Balance Week, QUB ran a series of events including a parenting seminar and a workshop to learn tools and techniques to help promote work/life balance. Queen's provision and promotion of work/life balance and family friendly policies was recognised with an award in the Family Friendly Employer Awards 2014.</p> <ul style="list-style-type: none"> • However, the survey of AC3 staff showed that further awareness-raising is needed to make clear how maternity/carer leave is taken into account in the promotions process and more clarity is required with respect to workload expectation for part-time staff. 	
22	2013: Inform university senior management and HoS of outcome of consultation with AC3 women and discuss strategies for overcoming barriers.	The report and its recommendations were taken into account by the University Leadership Group tasked to revise the promotions criteria. Tom Millar, the Dean of EPS and Chair of the Leadership Group stated that: "findings from a survey conducted by QGI on the perceived barriers to promotion by women lecturers have made a valuable contribution to the deliberations of this group including providing the groups with clear suggestions for reform of the promotions process". This review of promotions criteria is ongoing.	Ongoing
23	2011-2014: Continue to provide the personal mentoring programme for contract research/lecturing staff.	The QGI personal mentoring programme continued throughout 2011-2014. It has an over 85% awareness level among AC3 academics, indicating its high visibility level across the University.	Complete
24	2013: Review job success rate and destination data of both mentors and mentees.	A detailed recent analysis of the success of the mentoring scheme shows that those who participate in the mentoring programme show progression in their careers. Findings show that of those included in the analysis, 75% of mentees, 84% of mentors and 91% of those who were involved as both mentors and mentees, progressed subsequent to their involvement in the programme. Progression in respect of academic participants includes promotions via the annual promotions round, progression for retention and exceptional achievement, progression of professors to a higher range or a higher point on range via the tri-ennial	Complete

		<p>professorial salary review and progression external to the University. Progression in respect of research participants includes obtaining: a post at a higher grade; a permanent contract; an academic post; a further contract; and a post external to the Queen's. There is no internal promotion process in respect of research staff within Queen's</p> <p>Therefore the mentoring programme is helping to improve female success rates with respect to application and success in securing promotion.</p>	
25	2013/14: Mentoring report evaluating the career progression of second cohort of mentors/mentees 2007-2012.	<p>The cohort study was merged with a full review study undertaken by the Equal Opportunities Unit/QGI and following consultation, the conclusions and recommendations will inform the new programme. In addition to showing the progression of those involved (see Action 24) feedback on the mentoring programme was very positive particularly in relation to a sense of increased confidence to apply for promotion.</p> <p><i>"I now have an extensive network of contacts across the university; which has provided me with valuable information on services, grants... relevant to my work. The mentoring programme also helped to enable me to see my employment as being with the university rather than just a particular school."</i></p> <p>The report from the study will be launched to coincide with the 2015 call for mentoring</p>	Complete
26	2011-2014: Continue to hold an annual Preparing for Promotions seminar for academic women, led by a female PVC/senior academic.	<ul style="list-style-type: none"> • This is an ongoing annual event, hosted by QGI and led by the PVC for academic planning. This seminar is widely publicised and there have been increasing numbers of attendees year on year. • There is significantly more awareness of this workshop among AC3 women than of any other University promotions activities. 	Complete
27	2011-2104: Encourage SET schools to be more proactive in mentoring for promotion and demystifying the	<ul style="list-style-type: none"> • SET schools encourage staff to attend the QGI promotions workshop. In addition, Schools such as MDDBS have also organised their own promotions workshops (2011-2012). PHY have followed suit by setting up a mentoring scheme within the 	Complete

	promotions processes.	<p>school to work alongside that organised by QGI. These combined initiatives are important since the AC3 survey showed that there was high demand for promotions criteria to be discipline specific (67% of respondents) signalling that greater involvement by schools is important.</p> <ul style="list-style-type: none"> The Deans are the one constant presence on all promotion panels in the university and are thus able to identify and resolve specific issues which may have affected female applicants though the annual review of the promotions process. In addition, the Deans are proactive in ensuring a wider representation of female staff on those central committees which allow members to participate in important decision making and which strengthen prospects for promotion. The Deans also support a promotions seminar given by a STEM Head of School who has extensive experience of promotion committees in the University. Feedback from this seminar is consistently positive from women academics. 	
28	2011/12: Modify/adapt programmes, including mentoring, in response to women's needs, e.g. in particular for women at AC3 level	<ul style="list-style-type: none"> In response to women's demands to expand the mentoring programme, the programme has been gradually expanded to now include all lecturers and researchers including those on probation. The success of this QGI mentoring programme has led to the adoption of mentoring for all staff organised the STDU, a scheme that works alongside the QGI mentoring scheme. 	Complete
29	2011-2014: monitor the gender ratio of Directors of Research/Directors of Education (normally AC4 positions) as these are considered important management positions leading to individuals acquiring skills relevant to the Head of School	The gender ratio of Directors of Research and Directors of Education was monitored over the 2011-14 period. There was a reduction in the number of DR and DE positions as a consequence of gradual restructuring, which has resulted in a reduction in the number of women in these leadership roles. In 2011/12, women held 13 (33%) of DE posts, compared with 8 (29%) in 2014. In 2011/12 20 women (30%) held DR posts, compared with 11 (22%) in 2014. Targets have been set in our new action plan to address the low levels of women in leadership roles.	Complete

	position.		
30	2011-2014: Following the appointment of a Director for Equality in SMDBS, the Director will draft and implements gender action plan for Medicine, Dentistry & Biomedical Sciences.	The School of Medicine, Dentistry and Biomedical Sciences submitted a successful application for an Athena SWAN Silver Award in 2013. The Action Plan was approved by the Head of School and the School Management Board. The SMDBS Gender Equality Office is leading the implementation of the successful Action Plan and notably has established Gender Equality Key Performance Indicators for Centre Directors at annual Centre reviews. In addition to the extensive SWAN initiatives and events taking place within SMDBS, all research and academic staff now have a Gender Equality related objective in their annual appraisals.	Complete
31	2011-2014: Continue to use the reactivated QGI/LAWN network, to develop knowledge and expertise in addressing the wider research environment by organising symposia on: i) Entrepreneurship and Enterprise ii) Internationalisation	<ul style="list-style-type: none"> • The Entrepreneurship & Enterprise Symposium was held on 15th September 2014 with 27 female participants, several of whom were students. This successful event dealt with how to start a business including how to access support. Speakers included Rose Mary Stalker, Chairman & Chief Operating Officer of Catagen, Collen Hart, Founder and Creative Director of Lucy Annabella, and Brian McCaul from QUBIS (QUB company for commercialising research). • On 12th September 2014, a workshop was held in order to progress a proposal for a COST action led by Queen's University, called Gender and Culture of Science in Society (GENESIS). The participants – and future consortium – included international academics. This initiative is ongoing. • A second international initiative is through a proposal for Horizon 2020 funding. The Systemic Action for Gender Equality (SAGE) action will produce and diffuse an innovative model and diagnostic toolkit for the pursuit of gender equality in Research Performing Organisations throughout Europe. Currently, despite clear commitment in the ERA objectives to achieving gender equality in research, and despite the call on Member States to do so, no EU-Wide mechanism exists by which to achieve this. The SAGE model will deliver this, and address the above stated aim. The partner organisations in this proposal are Trinity College 	Complete

		Dublin, Lund University (Sweden), Jagiellonian University (Poland), Sciences Po Bordeaux (France), International University of Sarajevo (Bosnia and Herzegovina) and GESIS – Leibniz Institute for the Social Sciences (Germany).		
	32	2011-2014: Continue to investigate the pattern of applications / success rates of women in SET for promotion to Senior Lecturer /Reader/ Professor	The pattern of applications / success rates of women in SET for promotion to senior positions between 2009 and 2014 shows that female applicants were promoted commensurate with applicant rates in both SET and non-SET schools but that the percentage of the eligible female staff who applied was less than that of the eligible males. Within SET, in four out of the five years, the female success rate was higher or similar to that of men. In three out of the five years the percentage of the eligible females who applied for promotion was lower than that of the male staff. In 2011-2012, the percentage of eligible females applying for promotion was higher than that of the males and in 2013-2014 the rate is similar. In terms of success rates, women had consistently higher success rates than men in promotions to all senior levels: promotion to SL (women: 50.9%; men: 44%), promotion to Reader (women: 57.1%; men: 55.6%) and promotion to Professor (women: 64.6% and men 60%).	Complete
	33	2012-2014: If a particular block to women's career progression is identified, address the cause/s.	The data clearly shows that women have a higher success rate than male staff when they apply for promotion and that they are promoted commensurate with applicant rate. The challenge is in increasing the application rate and overall numbers of women at these levels.	Complete
SWAN Principles 1, 2, 4 Promote gender-sensitive policies in recruitment procedures.	34	2011-2014: Use the positive welcoming statement in adverts and information packages for senior academic posts, as appropriate.	When making appointments to vacancies during the period under review, the University has on a number of occasions used positive action statements. This included in literature when recruiting for the post of Vice-Chancellor. Furthermore, in October 2013, when seeking applications from members of the general public to sit on the University's senate, a welcoming statement targeted at women, those with a disability and members of the minority ethnic communities was included in the public advertisement. Within SET schools, a welcoming statement for female applicants is now a standard practice, where appropriate.	Complete
	35	2011-2014: Encourage schools to proactively assist in the	<ul style="list-style-type: none"> Schools such as MDBS use an external agency for senior academic positions and the agency is fully briefed on the need to 	Complete

	identification of potential female applicants at early stages of recruitment.	<p>proactively target female applicants. Staff members on search committees are also briefed on the need to proactively target female applicants.</p> <ul style="list-style-type: none"> The Deans agree membership of professorial search committees to ensure as far as possible that they are gender-balanced i.e 60:40 of either gender. As members of selection panels, they also ensure that specific issues associated with female applicants, such as time taken for maternity leave are considered in an equitable manner at both shortlisting and interview. 	
36	2011-2014: Ensure breaks for maternity leave during applicant's career are taken into consideration at shortlisting and interview stages.	Staff members have the opportunity to highlight maternity/adoption leave on documentation for post application, annual appraisal, confirmation in post and promotions applications. Where female applicants provide such information regarding their past maternity leave(s), this is taken into account and does not adversely impact upon their promotion or appointment opportunities.	Complete
37	2011-2014: Give detailed feedback to unsuccessful applicants to help them with future applications.	The University obliges Heads of School to meet with unsuccessful applicants who have failed to secure promotion and provide relevant detailed feedback.	Complete
38	2011-2014: Deans to monitor and support their Heads of Schools' efforts in increasing the proportion of women in their SET school.	Deans informally discuss how to increase the number and proportion of women in Schools with Heads of Schools in between appraisal periods. This is given formal expression in the twice yearly Head of School appraisals, where Deans address particular issues, such as ensuring that School recruitment processes encourage applications from suitably qualified women, and that there is a strong gender equality aspect present in the school action plans.	Complete
39	2011-2012; Following on from QGI intensive informal discussion with senior women, encouraging them to consider leadership positions, work with Staff Development and Training Unit to promote the	Between 2011 and 2014, 38 women and 37 men completed the Leadership Excellence Programme.	Complete

		Leadership Excellence Programme among senior women.		
SWAN Principles 1, 3 Improve the gender balance in Head of School and other senior academic positions across the University.	40	2011/12: Develop a peer-support initiative for women holding DR, DE, HoS positions	<ul style="list-style-type: none"> The DE Forum meets 7 times per year and is chaired by the Pro-Vice-Chancellor (Education and Students). Membership comprises DEs and relevant Directors and Heads of service units with other colleagues invited to present on a range of issues as appropriate. Newly appointed DEs are invited to attend an informal induction meeting, organised by the Centre for Educational Development. A series of informal dinners for female Heads of School was organised from 2011 onwards to encourage networking and peer support. A DR support/networking event for women took place in 2014 led by Professor Adele Marshall. 	Complete
	41	2012-2014: Work with Staff Development and Training Unit to promote leadership development courses as being relevant to women at all stages of their careers.	<ul style="list-style-type: none"> A variety of leadership development courses aimed at all levels of staff are available through the STDU and are widely publicised. These include the Leadership Excellence Programme, the Developing for Success Programme, ILM Level 3 in First Line Management, Management and Leadership in Research Roles and Coaching for Success. These programmes have various sessions or modules covering a wide breadth of leadership development areas and skills. QGI circulates the information around female staff and actively encourages female staff to consider applying. Women senior lecturers and readers are particularly encouraged to undertake the Leadership Excellence Programme. STDU subsidise Queen's staff participating in an annual women's leadership programme run by the Centre for Advancement of Women in Politics 	Complete
	42	2011-2014; Monitor the take-up of leadership development courses by women.	<ul style="list-style-type: none"> Between 2011 and 2014 female take-up of leadership development courses/modules was 938 while the figure for male 	Complete

		take-up was 477, clearly highlighting how successful actions aimed at increasing female take-up of leadership courses have been.		
	43	2012: Publicise widely criteria for professorial advancement.	Each year the University conducts an internal promotions exercise and invites all eligible academic staff to consider applying for promotion. The criterion for advancement are clearly placed on the University's website and these are clearly identified by role i.e. senior Lecturer, Reader, Professor. In addition, QGI holds annual workshops on the promotions exercise, targeted at women but open to men, where aspirant applicants for promotion can ask questions as to how they may apply for advancement.	Complete
	44	2011-2014: Encourage Heads of School to examine professorial salaries in their schools for salary anomalies and take corrective action where required.	<ul style="list-style-type: none"> • During the last round of professorial pay review, a greater percentage of females benefitted from salary progression than males: 66% for females and 56.7% for males (salary progression includes movement within a range as well as progress into a higher range). • The University Senate Progress Report (October 2014), entitled Towards Vision 2020 has recognised that whilst the rate of promotion of female academics to the professoriate has improved over the last five years, the professorial gender pay gap has widened potentially as a result of the limited number of women appointed across the professorial ranges, and particularly in ranges 3 and 4, over the last three years. The underlying conditions contributing to this pay gap need to be analysed and an action plan developed which will deliver improvements. 	Ongoing
SWAN Principle 4 Increase the representation of women on school /University committees/	45	2013/14: Repeat survey of women's representation on university committees and working groups. Consult widely on findings and recommendations.	While 7 out of the 10 core committees reviewed in 2013 still had male majorities, there have been improvements in women's representation in most committees since the last review in 2011. Only one committee (Investment) has seen a drop in the number of women from 25% to 17%. The Remuneration and Standing Committees both now have gender balance, while the Audit Committee has seen a 10% increase in the percentage of women (from 30% to 40%) and the Honorary Degrees Search Committee has a majority of women (55%). Two further	Complete

working groups.			important committees: Courses and Regulations and Collaborative Provision are each comprised of 40% women. In addition to these core committees, three committees have been set up in relation to the University's 'Towards Vision 2020' initiative. Women make up 36% of both the Leadership Vision Group and the University Structures Vision Group and 50% of the Postgraduate Culture Visions Group.	
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4. Develop the organisational culture in ways to facilitate female recruitment and progression

Principal Action	Action No.	Actions & Timescales Since Previous Submission	Evidence of Outcome	Outcome
SWAN Principle 6 Celebrate women's achievements and improve the culture for all women in the University.	46	Monitoring the number of press releases that feature women in SET.	SET Women consistently feature in press releases. In 2011 there were 12 press releases featuring SET women and this figure rose to 15 in 2013. In the first quarter of 2014 there were 7 press releases featuring SET women. Gender balance is taken into account by the Communications Office when interviewing or profiling staff. All visual representations of the University such as photographs or posters are gender balanced, and a number showcase women in non-traditional roles.	Complete
	47	2011/12: Consult women across the University on initiatives they would like to see happen that put women's achievements in the spotlight.	This issue is raised regularly at meetings of the QGI Executive Committee, the membership of which is representative of women across the whole of the university.	Complete
	48	Take action arising from Action 47 .	A wide range of events and initiatives have been organised as a result of this. These include the annual Clare Macmahon Lecture, and the commissioning of portraits of QUB women achievers and the organisation of a major 'Women in Leadership Conference' highlighting women's leadership role in academia with particular attention to women role models in HE, SET and non-traditional subjects. Such consultation and initiatives helped the University in 2011 to secure recognition in the Times Top 50 Employers of Women list, only one of two UK Universities	Complete

		to do so.	
49	2011-2014: Organise high profile celebrations of SWAN success and women's achievements in the University.	The Vice Chancellor continues to hold celebratory events after each award round. For example in May 2013, MDDBS and BS were celebrated (MDDBS for their silver award and BS for their gold award). The HR Director also held a celebratory lunch with these award winning schools in June 2013. The most recent celebrations were hosted by the VC on the 24 th November 2014. This is an ongoing action, where such celebratory events will continue.	Complete
50	From 2012 the QGI Annual Lecture will be known as the Annual Claire McMahon Lecture in recognition of the achievements of the university's first female Pro-Chancellor The annual speaker will be chosen in consultation with each SET school in turn.	The 2014 Clare Macmahon lecture took place on the 11 th November. Professor Ewine van Dishoeck (Professor of Molecular Astrophysics at Leiden Observatory) was the invited speaker. This event was run in association with MP. It was also the first time that Clare Macmahon's family were able to partake as honoured guests. In 2011, Rosemary Stalker, a senior female engineer from the construction engineering sector, gave the QGI Annual Lecture on Engineering Leadership for Transformational Change. In 2012, Dame Glynis Breakwell entitled her lecture, 'Golden Rules: Risk-taking in Academia' and in 2013, the event was run in association with the School of English where Prof Michael Kimmel had planned to talk about including men in gender equality, although the event was cancelled due to the speaker being ill.	Complete
51	2011-2014: Highlight women's contribution to the University by celebrating International Women's Day through an eclectic programme of events and activities.	An International Women's Day (IWD) lunch is held annually for senior academic women and their invited junior colleague. An IWD committee has been set up by QGI (2012) which not only organises IWD events but compiles, publicises and promotes a calendar of events both within and outside the University. The University range of events for IWD 2014 included lectures by prominent women such as Baroness May Blood, film screenings, coffee, information and social events, a Postgraduate conference and a week-long poster exhibition of female scientists and women alumni organised by the SWAN team in the School of Mechanical and Aerospace Engineering. This event attracted enormous public attention.	Complete
52	2011-2014: Continue to hold	<ul style="list-style-type: none"> Monthly meetings of the QGI Executive Committee have taken 	Complete

	meetings of the QGI Executive Committee on a monthly basis, with actions arising.	<p>place throughout this period with a high attendance rate. This is an ongoing action.</p> <ul style="list-style-type: none"> The membership of the Executive Committee was reviewed in 2011 and updated to ensure it continues to be representative of women across the University. SWAN champions have been integrated into the Executive Committee's structure. 		
	53	2011-2014: Nominate outstanding women for honorary degrees, conferring annually.	During the period 2001-2004, prior to the University engaging with the SWAN Charter, the number of women conferred with honorary degrees was 11 (19%). This figure rose significantly between 2007 and 2010 when 21 women (29%) were conferred with honorary degrees. Between 2011 and 2014, 14 women (26%) were conferred with honorary degrees.	Complete
	54	2011-2014: Continue to make honorary degrees for women a standing agenda item on QGI's Executive Committee's monthly meetings.	This is a standing item on the QGI Executive Committee agenda at which nominations are discussed and submitted to the Honorary Degree Search Committee.	Complete
SWAN Principles 1, 2, 6	55	2011-2014: Continue to ensure SET school Self-assessment team meetings are a continuous process and SWAN activities a regular item on School Management Board agendas.	This action is ongoing. To support this, SWAN work is taken into account within School workload models, either explicitly (BS; CCE) or within administration workload allocations (EEECs; PACE).	Complete
Promote continued awareness of SWAN award ideals at school/ University levels.	56	2011-2014: Continue regular meetings of the SWAN Steering Group to provide ongoing advice and support on school and university delivery of Action Plans.	Meetings of the SWAN Steering Group are continuing. Membership of the SSG has expanded to include more Heads of School from SET and AHSS. Meeting take place a minimum of twice per semester.	Complete
	57	2011/12: Plan for next Action Plan period with SET schools and SWAN champions.	This action is complete.	Complete

58	2011-2014; Continue to encourage non-SET schools to follow SWAN initiatives including developing gender action plans.	<ul style="list-style-type: none"> • A best practice guide produced by QGI was widely circulated including to non-SET schools. • From January 2012, AHSS champions began attending SWAN meetings. This momentum grew so that all Schools now have champions. • The AHSS representatives also meet informally between SWAN champions meetings. • A buddy system for AHSS with SET champions is being set up. • The Dean of AHSS includes GEM as a discussion point in Head of School appraisals. • Professor Avril McDonald, University of Southampton, visited the University in 2013 to give advice on bring AHSS schools into the SWAN (GEM) process. 	Complete
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Summary Overview of Actions

	Complete	Incomplete	Ongoing
Number	55	0	3
Percentage	95%	0%	5%