

Information about the policy

Note: 'Policy' includes any strategy, policy (proposed/amended/existing) or practice and/or decision, whether written or unwritten.

Name of the policy

Athena SWAN Action Plan

Is this an existing, revised or a new policy?

Revised

What is it trying to achieve? (intended aims/outcomes)

The Action Plan aims to advance gender equality within representation and career progression for staff and students as part of the University's commitment to the Athena SWAN initiative.

The Athena SWAN Charter was established in 2005 to encourage women in science, technology, engineering, maths and medicine (STEMM) subjects. Since then it has expanded to recognise work undertaken in arts, humanities, social sciences, business and law (AHSSBL). The charter also recognises work undertaken to address gender equality more broadly and not just barriers to progression that affect women.

Are there any Section 75 categories which might be expected to benefit from the intended policy? If so, explain how.

Men and Women generally
People with dependants

Who initiated or wrote the policy?

The Athena SWAN Committee

Who owns and who implements the policy?

The University Secretary owns the action plan. The Athena SWAN Committee implements the action plan.

Part 1

Implementation factors

Are there any factors which could contribute to/detract from the intended aim/outcome of the policy/decision? (Please select one answer)

Yes

If yes, are they

- X financial – subject to the availability of resources
- X legislative - changes to legislation
- X other – priorities within the 5&50 Strategic Plan

Main stakeholders affected

Who are the internal and external stakeholders (actual or potential) that the policy will impact upon?

- X Staff
- X Students
- X Other service users (e.g. prospective students, conference delegates)
- Other public sector organisations
- Voluntary/community/trade unions
- Other, please specify _____

Other policies with a bearing on this policy

Policy Name	Policy Owner
Returning Carers' Scheme	Athena SWAN Committee
Equality, Diversity and Inclusion Strategy	Director of People and Culture
People and Culture Strategy	Director of People and Culture
Maternity Leave Guidance	Director of People and Culture
Parental Leave Guidance	Director of People and Culture
Paternity Leave Guidance	Director of People and Culture
Flexible Working	Director of People and Culture
Shared Parental Leave and Statutory Shared Parental Pay	Director of People and Culture
Academic Promotions Policy	Director of People and Culture
Adoption Leave Guidance	Director of People and Culture

Part 1

Equal Pay Policy	Director of People and Culture
Balanced and Appropriate Workload Distribution	Director of People and Culture
Policy on Equality for Transgender Staff and Students	Director of People and Culture
Recruitment and Selection	Director of People and Culture
Work life Balance Policy	Director of People and Culture
Career Break Policy	Director of People and Culture
Emergency Family Leave Guidance	Director of People and Culture
Professional Development Policy and Code of Practice	Director of People and Culture

Available evidence

What evidence/information (both qualitative and quantitative) have you gathered to inform this policy? (Please specify details for each of the Section 75 categories)

Note: evidence can come from many sources. Examples include the University's management information systems, internal or external research, surveys or consultation exercises. Anecdotal evidence such as feedback from service users may also be used.

The following evidence was considered:

- Staff Equal Opportunities Monitoring Data (2018)
- Student Equal Opportunities Monitoring Data (2018)
- Athena SWAN Bronze Application
- University Generic Profile
- Advance HE - Equality in Higher Education Statistical Report (2017)
- Advance HE – ASSET 2016 Summary Report
- Advance HE – Findings: Sector-leading and innovative practice in advancing equality and diversity (2017)
- Athena SWAN Institutional Staff Survey (2017)
- Focus Groups
- Feedback and Evaluation documents
- Northern Ireland Census (2011)

Section 75 category	Details of evidence/information
Religious belief	The University's Equal Opportunities (EO) data were reviewed. Religious belief was not found to impact on the action plan.
Political opinion	The University does not collect data on political opinion, or make assumptions regarding Political Opinion based on Community Background. Political Opinion was not found to impact on the action plan.

Part 1

<p>Racial group</p>	<p>The University's EO data were reviewed. Ulster has a high proportion of BME academic staff compared to the proportion of BME people in Northern Ireland as a whole. According to the 2011 NI Census, the BME population in Northern Ireland was 2%. In 2018, the proportion of BME staff at Ulster University was 4.7%. Across UK Higher Education Institutions, 14.5% of Academic staff identified as BME in the 2017 Advance HE Equality in Higher Education Statistical Report.</p>
<p>Age</p>	<p>The University's EO data were reviewed. On 6 February 2018, over half of our Academic staff (60.2%) were in the 46 and above age band whereas the majority of our Research staff (83.1%) were below this age.</p> <p>In AY 2017/18, the majority of students (59.4%) were aged 21-39 and 27.8% were in the 18-20 age band.</p>
<p>Marital status</p>	<p>The University's EO data were reviewed. Marital status was not found to impact on the action plan.</p>
<p>Sexual orientation</p>	<p>The University's EO data were reviewed. Sexual orientation was not found to impact on the action plan.</p>
<p>Men and women generally</p>	<p>The University's EO data were reviewed. Individual faculties and schools have widely different proportions of male and female academic staff (18% Female in Computing and Engineering compared to 62% Female in Life and Health Sciences).</p> <p>For 2018, across the University 44.7% and 55.3% of staff are male and female respectively. 53.8% of Academics and 51.4% of Research staff are male, this has remained almost static from 2014-2018. The overall proportion of male and female students for this period is similar to that of staff (43.8% and 56.2% respectively). Across the UK, women comprised the majority of students studying and working in Higher Education at 56.5% (student) and 54.1% (staff). However, for Academic staff, men comprised the majority at 54.7%.</p>
<p>Disability</p>	<p>The University's EO data were reviewed. Disability was not found to impact on the action plan.</p>
<p>Dependants</p>	<p>The University's EO data were reviewed. In 2018, 55.6% of female staff and 44.4% of male staff have caring responsibilities.</p>

Needs, experiences and priorities

Taking into account the information referred to above, what are the different needs, experiences and priorities of each of the following categories, in relation to the particular policy/decision? (Please specify details for each of the Section 75 categories)

Section 75 category	Details of needs/experiences/priorities
Religious belief	None identified. The Athena SWAN action plan aims to advance gender equality within representation and career progression for staff and students.
Political opinion	None identified. The Athena SWAN action plan aims to advance gender equality within representation and career progression for staff and students.
Racial group	According to our Article 55 Review (2013-2016), small numbers of BME staff applied for academic and research promotions and were successful over the period. No inferences can be drawn in regard to success rates, due to the low numbers involved.
Age	None identified. The Athena SWAN action plan aims to advance gender equality within representation and career progression for staff and students.
Marital status	None identified. The Athena SWAN action plan aims to advance gender equality within representation and career progression for staff and students.
Sexual orientation	None identified. The Athena SWAN action plan aims to advance gender equality within representation and career progression for staff and students.
Men and women generally	<p>The action plan was developed to address the gaps between male and female staff and students in terms of representation, career progression and achievement.</p> <p>In 2018 at Grades 8 and above (i.e. at Senior Management Level) 65.4% of staff are male and 34.6% are female. The action plan was developed to address the gaps between male and female staff and students in terms of representation, career progression and achievement.</p>

Part 1

	<p>In 2018 at Grades 8 and above (i.e. at Senior Management Level) 65.4% of staff are male and 34.6% are female. Women represented 36% of Heads of Schools compared to 64% male. In Senior Management Committees in 2018 the representation of females was as follows: Council 47%; Senate 45%; and SLT 31%.</p> <p>Since the introduction of academic promotions workshops in 2015, hosted by the Athena SWAN Committee, the number of male and female academics applying for promotion has become more balanced. In the AY 2017/18, there were 10 female applicants compared to 10 male.</p> <p>For the REF 2014, 60% of eligible male staff (n=312) were submitted compared with 44% of eligible female staff (n=188).</p>
Disability	<p>None identified. The Athena SWAN action plan aims to advance gender equality within representation and career progression for staff and students.</p>
Dependants	<p>Representation, career progression and achievement are directly affected when a person has caring responsibilities. Staff with dependants are more likely to require and apply for flexible working. The action plan aims to support progression and success for all staff with caring responsibilities.</p>

Consultation

Consultation with relevant groups, organisations or individuals about the policy can provide useful information about issues/opportunities which are specifically related to them (i.e. evidence to inform the policy). Please indicate whether you carried out (or intend to carry out¹) any consultation exercises prior to equality screening?

The following groups were consulted during the development of this action plan:

- The Athena SWAN Committee
- The Deans of Faculties
- Staff and students through Focus groups and surveys
- The Action Plan working group
- The Pro-Vice-Chancellor's
- The Senior Leadership Team

¹ Please contact equality staff in the Policy Implementation Unit (PIU) if you intend to carry out a consultation exercise prior to equality screening your policy. The PIU will assist you to align some of the consultation questions with the screening pro-forma, so that you receive more meaningful responses.

Screening

Introduction

The answers to the following screening questions will assist the University in making a decision whether or not there is a need to carry out an equality impact assessment on the policy. The following information is provided to help you to identify and comment on the level of likely impact of the policy in questions 1-4:

Select 'major' impact if:

- a) The policy is significant in terms of its strategic importance;
- b) Potential equality impacts are unknown, because, for example, there are insufficient data upon which to make an assessment or because they are complex, and it would be appropriate to conduct an equality impact assessment in order to better assess them;
- c) Potential equality and/or good relations impacts are likely to be adverse or are likely to be experienced disproportionately by groups of people including those who are marginalised or disadvantaged;
- d) Further assessment offers a valuable way to examine the evidence and develop recommendations in respect of a policy about which there are concerns amongst affected individuals and representative groups, for example in respect of multiple identities;
- e) The policy is likely to be challenged by way of judicial review;
- f) The policy is significant in terms of expenditure.

Select 'minor' impact if:

- a) The policy is not unlawfully discriminatory and any residual potential impacts on people are judged to be negligible;
- b) The policy, or certain proposals within it, are potentially unlawfully discriminatory, but this possibility can readily and easily be eliminated by making appropriate changes to the policy or by adopting appropriate mitigating measures;
- c) Any asymmetrical equality impacts caused by the policy are intentional because they are specifically designed to promote equality of opportunity for particular groups of disadvantaged people;
- d) By amending the policy there are better opportunities to better promote equality of opportunity and/or good relations;
- e) Differential impact observed and opportunities exist to better promote equality of opportunity and/or good relations.

Select 'none' if:

- a) The policy has no relevance to equality of opportunity or good relations.

Part 2

- b) The policy is purely technical in nature and will have no bearing in terms of its likely impact on equality of opportunity or good relations for people within the equality and good relations categories.

Taking into account the evidence presented in Part 1, please complete the screening questions (Questions 1-4).

Screening questions

1 What is the likely impact on equality of opportunity for those affected by this policy, for each of the Section 75 equality categories? (Please provide details)		
Section 75 category	Details of policy impact	Level of impact?
Religious belief	The action plan is unlikely to impact on equality of opportunity for this category; it aims to advance gender equality within representation, career progression and success for staff and students.	None
Political opinion	The action plan is unlikely to impact on equality of opportunity for this category; it aims to advance gender equality within representation, career progression and success for staff and students.	None
Racial group	The action plan is likely to have a positive impact on equality of opportunity for this category. An action has been included to increase the proportion of BME females from SL/Reader to Professor as currently Ulster university only has one BME Professor. The measure of success for this action would be an increase in BME females at Professor level.	Minor
Age	The action plan is unlikely to impact on equality of opportunity for this category; it aims to advance gender equality within representation, career progression and success for staff and students.	None
Marital status	The action plan is unlikely to impact on equality of opportunity for this category; it aims to advance gender equality within representation, career progression and success for staff and students.	None
Sexual orientation	The action plan is unlikely to impact on equality of opportunity for this category; it aims to advance gender equality within representation, career progression and success for staff and students.	None
Men and women generally	The action plan is likely to have a positive impact on equality of opportunity for this category. The main overarching aims of the action plan are as follows: <ul style="list-style-type: none"> All schools to be engaged in AS process by 2021. This will include school specific initiatives to address gender equality. 	Minor

Part 2

	<ul style="list-style-type: none"> • Career progression will be addressed by ensuring that Continuing Professional Development activities are aligned to individuals in line with 5&50 • Gender equality will also be promoted within the Doctoral College by establishing a Gender Equality Group and acting on any issues identified. • Gender balance on Committees (40% min of any one gender on influential committees) and an increase in the number of female Heads of Schools in STEM subjects (30% min) • Mandatory staff training to increase gender equality across all areas of the University i.e. Unconscious Bias Awareness • Improve the promotions experience for academic staff. 	
Disability	The action plan is unlikely to impact on equality of opportunity for this category; it aims to advance gender equality within representation, career progression and success for staff and students.	None
Dependants	<p>The action plan is likely to have a positive impact on equality of opportunity for this category.</p> <p>The action plan was developed with caring responsibilities in mind to ensure this does not become a barrier to progression and success for all. This includes the establishment of a Returning Carers scheme to offer grants to assist male and female carers returning to work after a period of leave due to caring responsibilities.</p>	Minor

Part 2

2 Are there opportunities to better promote equality of opportunity for people within the Section 75 equalities categories?		
Section 75 category	If Yes , provide	If No , provide reasons
Religious belief		No, the action plan is designed to advance gender equality within representation, progression and success for staff and students.
Political opinion		No, the action plan is designed to advance gender equality within representation, progression and success for staff and students.
Racial group		No, the action plan is designed to advance gender equality within representation, progression and success for staff and students.
Age		No, the action plan is designed to advance gender equality within representation, progression and success for staff and students.
Marital status		No, the action plan is designed to advance gender equality within representation, progression and success for staff and students.
Sexual orientation		No, the action plan is designed to advance gender equality within representation, progression and success for staff and students.
Men and women generally		No, the action plan is designed to advance gender equality within representation, progression and success for staff and students.
Disability		No, the action plan is designed to advance gender equality within representation, progression and success for staff and students.
Dependants		No, the action plan is designed to advance gender equality within representation, progression and success for staff and students.

3 To what extent is the policy likely to impact on good relations between people of different religious belief, political opinion or racial group? (Please provide details)		
Good relations category	Details of policy impact	Level of impact (minor/major/none)
Religious belief		None. The action plan is not intended to address good relations
Political opinion		None. The action plan is not intended to address good relations
Racial group		None. The action plan is not intended to address good relations

Part 2

4 Are there opportunities to better promote good relations between people of different religious belief, political opinion or racial group?		
Good relations category	If Yes , provide details	If No , provide reasons
Religious belief		The action plan is not intended to address good relations
Political opinion		The action plan is not intended to address good relations
Racial group		The action plan is not intended to address good relations

Additional considerations

Multiple identity

5 Generally speaking, people can fall into more than one Section 75 category. Taking this into consideration, please provide details of any potential impacts of the policy/decision on people with multiple identities? (<i>For example; disabled minority ethnic people; disabled women; young Protestant men; and young lesbians, gay and bisexual people</i>). Please include details of any data which you have used to determine/identify this impact	
Section 75 categories (please specify)	Details of policy impact and details of data which describes the policy impact
Gender, race and dependants	The action plan is likely to have a positive impact on people of different gender, race and with dependants as identified above.

Disability Duties

6. Does the policy provide an opportunity to encourage disabled people to participate in University life?	
If Yes , provide details	If No , provide reasons
	The Athena SWAN action plan aims to advance gender equality within representation, progression and success for all staff and students.

7. Does the policy provide an opportunity to promote positive attitudes towards disabled people?	
If Yes , provide details	If No , provide reasons
	As above

Screening decision

Based on the evidence considered and outlined in Part 1 and the responses to the screening questions (Part 2), please indicate the screening decision for this policy:

Note: The University should take particular care not to screen out policies that have a procurement aspect if there is potential to promote equality of opportunity through the procurement of services.

Screen in the policy (subject the policy to an Equality Impact Assessment)
i.e. the likely impact is 'major' in respect of one, or more of the equality of opportunity and/or good relations categories

Screen out the policy without mitigation or an alternative policy proposed to be adopted (no Equality Impact Assessment)
i.e. the likely impact is 'none' in respect of all of the equality of opportunity and/or good relations categories

Screen out the policy and **mitigate the impacts on equality by amending or changing the policy, or by developing an alternative policy or action** (no Equality Impact Assessment)
i.e. the likely impact is 'minor' in respect of one, or more of the equality of opportunity and/or good relations categories

Part 3

If the decision is to subject the policy to an equality impact assessment (i.e. 'screen in' the policy), please provide details of the reasons.

If the decision is not to conduct an equality impact assessment (i.e. 'screen out' the policy), please provide details of the reasons.

If the decision is not to conduct an equality impact assessment (i.e. 'screen out' the policy) and mitigate the impacts on equality by amending or changing the policy, or by developing an alternative policy or action, please provide reasons to support your decision, together with the proposed changes/amendments or alternative policy:

The likely impact is minor in respect of one or more of the equality of opportunity categories. However the action plan is likely to have a positive impact for these categories. The action plan will be under annual review by the Athena SWAN Committee to ensure actions are being met and the desired impact is being achieved in line with the Athena SWAN charter. Where appropriate, the Committee will remove or include actions to drive the plan forward.

Timetabling and prioritising

If the policy has been '**screened in**' for equality impact assessment, then please answer the following questions to determine its priority for timetabling the equality impact assessment.

On a scale of 1-3, with 1 being the lowest priority and 3 being the highest, assess the policy in terms of its priority for equality impact assessment.

Priority criterion	Rating (1-3)
Effect on equality of opportunity and good relations	
Social need	
Effect on people's daily lives	
Relevance to the University's functions	

Note: The Total Rating Score will be used to prioritise the policy in rank order with other policies screened in for equality impact assessment. This list of priorities will assist the University in timetabling. Details of the University's Equality Impact Assessment Timetable will be included in its quarterly Screening Reports.

Is the policy affected by timetables established by other relevant public authorities?

Yes

No

If yes, please provide details:

Approval and authorisation

	Position/Job Title	Date
Screened by: 	Eamon Mullan University Secretary	05/09/18
Approved by: 	Director of People and Culture	slalie

Note: Following approval by the Senior Leadership Team/Senate, the policy owner must inform the University Secretary that the policy has been approved. Once the Council of the University has been informed of the policy (either directly or through an appropriate Committee), the policy owner can then promulgate the policy and develop appropriate training or awareness raising material in relation to the policy.

A copy of the screening pro-forma will be made available on the University's website and be made available on request.

Review

Note: Policies must be reviewed at least every two years, but sooner if changes in legislation or other variables require review.

This policy is due for review (in terms of its impact on equality of opportunity and good relations) by the policy owner on:

(Insert date)

