

# ULSTER UNIVERSITY POLICY SCREENING PRO-FORMA

## 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

Recognising and Rewarding Academic Excellence

### Is this an existing, revised or a new policy?

Revised (previously called 'Academic Promotions')

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

At Ulster University we seek to create a culture that enables and supports our academic staff to develop their careers, optimise their potential and fully achieve their ambitions.

Academic promotions are intended to recognise the personal growth of an individual and set expectations for their future performance. One of the key principles that underpins academic promotions is that, as a member of academic staff develops their skills, experience, expertise and esteem their role will grow with them. Promotion is a formal recognition of growth and development to date which sets expectations for future performance. It is not a reward for what a person has done in the past.

The academic promotion scheme is firmly rooted in our principles on **Academic Excellence** and is closely aligned with the delivery of the **Five and Fifty** strategic plan. The criteria included in this policy are such that regardless of discipline/subject area, every member of academic staff has equality of opportunity to apply for promotion.

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

None

### Who initiated or wrote the policy?

The Deputy Vice Chancellor and Director of People and Culture sponsor the policy. The Pro-Vice-Chancellors drafted the criteria for assessment.

### Who owns and who implements the policy?

The Director of People and Culture owns the policy. People and Culture staff implement the policy.

## 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

No

If yes, are they

financial? Financial constraints may limit number of approved applications in any given year.

legislative? Changes to equality/data protection legislation.

other? Changes to our job grading system.

### Main stakeholders affected

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

Staff

Students

Other service users (e.g. prospective students, conference delegates)

Other public sector organisations

Voluntary/community/trade unions

Other, please specify \_\_\_\_\_

Part 1

**Other policies with a bearing on this policy**

Policy Name	Policy Owner
The 5&50 Strategic Plan	Vice Chancellor and President/University Council
People and Culture Strategy	Director of People and Culture
Equality, Diversity and Inclusion Strategy	Director of People and Culture
Learning and Teaching Strategy	PVC (Education)
Global Engagement Strategy	PVC (Global Engagement)
Research and Impact Strategy	PVC (Research and Impact)
Recruitment Policy	Director of People and Culture
Equality Scheme	Director of People and Culture
Disability Action Plan	Director of People and Culture
Article 55 Affirmative Action programme	Director of People and Culture
Athena SWAN Action Plan	Director of People and Culture
REF Code of Practice	PVC (Research and Impact)
Secondment Policy	PVC (Research and Impact)

**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 (EO) monitoring data (2019);
- Ulster University’s 9th Article 55 Review (7 February 2013-6 February 2016);
- Internal promotions data (2014-2018);
- HESA Higher Education Staff Statistics 2017/18 (<https://www.hesa.ac.uk/news/24-01-2019/sb253-higher-education-staff-statistics>);
- Best practice from the Higher Education sector.

Section 75 category	Details of evidence/information
Religious belief	<p>The University’s EO data were reviewed. On 6 February 2019, our staff profile was 50.9% Protestant, 49.1% Catholic. Compared with 6 February 2014, this indicates a 3.2% increase in Catholic staff. Our Academic staff profile was 43.7% Protestant, and 56.2% Catholic.</p> <p>37.4% of Academic staff within the Faculty of Life and Health Sciences were Protestant, 62.6% Catholic. This compares with 49.6% and 50.4% within the Ulster Business School, 43.0% and 57.0% within the Faculty of Arts, Humanities and Social Sciences, and 50.0% and 50.0% within the Faculty of Computing, Engineering and the Built Environment.</p> <p>The University’s Internal Promotions data (2014 – 2018) were reviewed. 39% of applicants who applied for promotions were Protestant. Of these, 78.7% were successful. 45% of applicants who applied for promotions were Catholic. Of these 83.3% were successful.</p> <p>Success rates for promotions varied by Faculty and discipline.</p> <p>Within the Faculty of Life and Health Sciences, 39.5% of staff who applied for promotion were Protestant. Of these, 86.7% were successful. 52.6% of applicants who applied for promotions were Catholic. Of these 80% were successful.</p> <p>Within the Ulster Business School, 36.4% of staff who applied</p>

Part 1

	<p>for promotion were Protestant. Of these, 100% were successful. 54.5% of applicants who applied for promotions were Catholic. Of these 66% were successful.</p> <p>Within the Faculty of Faculty of Arts, Humanities and Social Sciences, 47.4% of staff who applied for promotion were Protestant. Of these, 72.2% were successful. 39.5% of applicants who applied for promotions were Catholic. Of these 86.7% were successful.</p> <p>Within the Faculty of Computing, Engineering and the Built Environment, 31.2% of staff who applied for promotion were protestant. Of these 70% were successful. 40.6% of applicants who applied for promotions were Catholic. Of these 92.3% were successful.</p>
<p>Political opinion</p>	<p>The University does not collect information on Political Opinion, or make assumptions regarding Political Opinion based on Community Background.</p>
<p>Racial group</p>	<p>The University's EO data were reviewed. On 6 February 2019, our staff profile was 94.6% White, 5.4% Black and Minority Ethnic (BME). This indicates a 2.2% increase in BME staff compared with 2014.</p> <p>On 6 February 2019, our Academic staff profile was 93.4% White, 6.5% BME.</p> <p>Our BME profile suggests that we are three times as diverse as the local population. The Northern Ireland Census (2011) suggests that 1.8% of the NI population is BME.</p> <p>According to HESA: Of academic staff with known ethnicity, 16% were Black and Minority Ethnic (BME) in 2017/18.</p> <p>4.0% of Academic staff within the Faculty of Life and Health Sciences were BME, 96.0% White. This compares with 5.1% and 94.9% within the Ulster Business School, 2.9% and 97.1% within the Faculty of Arts, Humanities and Social Sciences, and 19.2% and 80.8% within the Faculty of Computing, Engineering and the Built Environment.</p> <p>The University's Internal Promotions data (2014 – 2018) were reviewed. 8.4% of staff who applied for promotion were BME. Of these, 90% were successful. 91.6% of staff who applied for promotion were White. Of these, 82% were successful.</p> <p>Success rates for promotions varied by Faculty and discipline.</p> <p>Within the Faculty of Life and Health Sciences, 97.4% of staff</p>

Part 1

	<p>who applied for promotion were 'White'. Of these 83.8% were successful. 100% of BME staff who applied for promotion were successful.</p> <p>Within the Ulster Business School, 100% of staff who applied for promotion were 'White'. Of these 81.8% were successful.</p> <p>Within the Faculty of Faculty of Arts, Humanities and Social Sciences, 100% of staff who applied for promotion were 'White'. Of these 81.6% were successful.</p> <p>Within the Faculty of Computing, Engineering and the Built Environment, 71.9% of staff who applied for promotion were 'White'. Of these 82.6% were successful. 88.9% of BME staff who applied for promotion were successful.</p>
Age	<p>The University's EO data were reviewed. On 6 February 2019, over one third (34.4%) of our staff were in the '46-55' age band. 26.9% of staff were in the '36-45' age band and 22.5% of staff were aged '56 and above'.</p> <p>Concerning Academic staff, 39.0% were in the '46-55' age band, 30.6% of staff were in the '36-45' age band and 22.5% of staff were aged '56 and above'.</p> <p>38.3% of Academic staff within the Faculty of Life and Health Sciences were in the '46-55' age band, 32.9% of staff were in the '36-45' age band and 20.1% of staff were aged '56 and above'. This compares with 39.0%, 26.5% and 27.9% within the Ulster Business School, 41.7%, 30.1% and 21.7% within the Faculty of Arts, Humanities and Social Sciences, and 37.9%, 33.0% and 19.2% within the Faculty of Computing, Engineering and the Built Environment.</p> <p>According to HESA, In 2017/18, 3% of academic staff were aged 25 and under. At the opposite end of the age groupings, 19% of academic staff were aged 56 and over.</p> <p>The University's Internal Promotions data (2014 – 2018) were reviewed. 35.3% of staff who applied for promotion were in the '46-55' age band. Of these, 85.7% were successful. 49.6% of staff who applied for promotion were in the '36-45' age band. Of these, 91.5% were successful. 14.3% of staff who applied for promotion were aged '56 and above'. Of these, 47.1% were successful.</p> <p>Success rates for promotions varied by Faculty and discipline.</p> <p>Within the Faculty of Life and Health Sciences, 2.6% of staff who applied for promotion were in the '26-35' age band. Of these,</p>

Part 1

	<p>100% were successful. 50% of staff who applied for promotion were in the '36-45' age band. Of these, 100% were successful. 36.8% of staff who applied for promotion were in the '46-55' age band. Of these, 71.4% were successful. 10.5% of staff who applied for promotion were aged '56 and above'. Of these, 50% were successful.</p> <p>Within the Ulster Business School, 45.4% of staff who applied for promotion were in the '36-45' age band. Of these, 100% were successful. 36.4% of staff who applied for promotion were in the '46-55' age band. Of these, 75% were successful. 18.2% of staff who applied for promotion were aged '56 and above'. Of these, 50% were successful.</p> <p>Within the Faculty of Faculty of Arts, Humanities and Social Sciences, 52.6% of staff who applied for promotion were in the '36-45' age band. Of these, 80% were successful. 29% of staff who applied for promotion were in the '46-55' age band. Of these, 100% were successful. 18.4% of staff who applied for promotion were aged '56 and above'. Of these, 57.1% were successful.</p> <p>Within the Faculty of Computing, Engineering and the Built Environment, 46.9% of staff who applied for promotion were in the '36-45' age band. Of these, 93.3% were successful. 40.6% of staff who applied for promotion were in the '46-55' age band. Of these, 92.3% were successful. 12.5% of staff who applied for promotion were aged '56 and above'. Of these, 25% were successful.</p>
<p>Marital status</p>	<p>The University's EO data were reviewed. In 2019, 62% of staff were 'Married or in a Civil Partnership' (no change compared with 2014). By comparison, 67.8% of Academic staff were 'Married or in a Civil Partnership'.</p> <p>71.5% of Academic staff within the Faculty of Life and Health Sciences were 'Married or in a Civil Partnership', whereas 15.8% were 'Single'. This compares with 69.1% and 15.4% within the Ulster Business School, 60.5% and 23.6% within the Faculty of Arts, Humanities and Social Sciences, and 69.8% and 19.8% within the Faculty of Computing, Engineering and the Built Environment.</p> <p>The University's Internal Promotions data (2014 – 2018) were reviewed. 79.8% of staff who applied for promotion were 'Married or in a Civil Partnership'. Of these, 82.1% were successful. 16% of staff who applied for promotion were single. Of these, 89.5% were successful.</p>

Part 1

	<p>Success rates for promotions varied by Faculty and discipline.</p> <p>Within the Faculty of Life and Health Sciences, 81.6% of staff who applied for promotion were 'Married or in a Civil Partnership'. Of these, 83.9% were successful. 15.8% of staff who applied for promotion were single. Of these, 100% were successful.</p> <p>Within the Ulster Business School, 54.5% of staff who applied for promotion were 'Married or in a Civil Partnership'. Of these, 77.8% were successful. 9.1% of staff who applied for promotion were single. Of these, 100% were successful.</p> <p>Within the Faculty of Faculty of Arts, Humanities and Social Sciences, 82.1% of staff who applied for promotion were 'Married or in a Civil Partnership'. Of these, 82.1% were successful. 19.3% of staff who applied for promotion were single. Of these, 75% were successful.</p> <p>Within the Faculty of Computing, Engineering and the Built Environment, 84.4% of staff who applied for promotion were 'Married or in a Civil Partnership'. Of these, 81.5% were successful. 12.5% of staff who applied for promotion were single. Of these, 100% were successful.</p>
<p>Sexual orientation</p>	<p>Although we collect staff data on sexual orientation, this is not considered to be reliable.</p>
<p>Men and women generally</p>	<p>The University's EO data were reviewed. In 2019, 56% of staff were 'Female'. This indicates a 2.4% increase in female staff compared with 2014. By comparison, 46.7% of Academic staff were 'Female'.</p> <p>58.7% of Academic staff within the Faculty of Life and Health Sciences were female. This compares with 48.9% within the Ulster Business School, 47.5% within the Faculty of Arts, Humanities and Social Sciences, and 22.5% within the Faculty of Computing, Engineering and the Built Environment.</p> <p>The University's Internal Promotions data (2014 – 2018) were reviewed 48.7% of staff who applied for promotion were 'Female'. Of these 84.5% were successful. 51.3% of staff who applied for promotion were male. Of these, 82% were successful.</p> <p>Success rates for promotions varied by Faculty and discipline.</p> <p>Within the Faculty of Life and Health Sciences, 65.8% of staff who applied for promotion were 'Female'. Of these 84% were</p>

Part 1

	<p>successful.</p> <p>Within the Ulster Business School, 54.5% of staff who applied for promotion were 'Female'. Of these 100% were successful.</p> <p>Within the Faculty of Faculty of Arts, Humanities and Social Sciences, 52.6% of staff who applied for promotion were 'Female'. Of these 80% were successful.</p> <p>Within the Faculty of Computing, Engineering and the Built Environment, 21.9% of staff who applied for promotion were 'Female'. Of these 85.7% were successful.</p> <p>According to HESA, female staff accounted for 48% of full-time staff and 67% of part-time staff in 2017/18.</p>
<p>Disability</p>	<p>The University's EO data were reviewed. In 2019, 4.8% of staff declared a disability, an increase of 0.6% compared with 2014.</p> <p>4.5% of Academic staff declared a disability.</p> <p>5.4% of Academic staff within the Faculty of Life and Health Sciences declared a disability. This compares with 2.9% within the Ulster Business School, 4.3% within the Faculty of Arts, Humanities and Social Sciences, and 5.0% within the Faculty of Computing, Engineering and the Built Environment.</p> <p>Our disability declaration rate is lower than expected, compared with the local population. The Northern Ireland Census (2011) found that 20.6% of the NI population stated that their day-to-day activities were limited because of a long-standing health problem or disability.</p> <p>The University's Internal Promotions data (2014 – 2018) were reviewed. Only 1.7% of staff who applied for promotions declared a disability. 100% of disabled applicants were successful. 98.3% of staff who applied for promotions did not declare a disability. Of these, 82.9% were successful.</p> <p>Success rates for promotions varied by Faculty and discipline.</p> <p>Within the Faculty of Life and Health Sciences, 2.6% of staff who applied for promotion were 'Disabled'. Of these 100% were successful.</p> <p>Within the Ulster Business School, 100% of staff who applied for promotion were 'not Disabled'. Of these 81.8% were successful.</p> <p>Within the Faculty of Arts, Humanities and Social Sciences, 100% of staff who applied for promotion were 'not Disabled'. Of</p>

Part 1

	<p>these 81.6% were successful.</p> <p>Within the Faculty of Computing, Engineering and the Built Environment, 3.1% of staff who applied for promotion were 'Disabled'. Of these 100% were successful.</p>
<p>Dependants</p>	<p>The University's EO data were reviewed. In 2019, 47.7% of staff had dependants. This indicates an increase of 2.5% compared with 2014. 53.8% of Academic staff had dependants.</p> <p>59.4% of Academic staff within the Faculty of Life and Health Sciences had dependents. This compares with 52.9% within the Ulster Business School, 48.9% within the Faculty of Arts, Humanities and Social Sciences, and 51.6% within the Faculty of Computing, Engineering and the Built Environment.</p> <p>The University's Internal Promotions data (2014 – 2018) were reviewed. 61.3% of staff who applied for promotion had dependents. Of these, 80.8% were successful. 37% of staff who applied for promotion did not have dependents. Of these, 88.6% were successful. 83.3% of female staff with dependants who applied for promotion were successful compared with 75.8% of males.</p> <p>Success rates for promotions varied by Faculty and discipline.</p> <p>Within the Faculty of Life and Health Sciences, 63.2% of staff who applied for promotion had dependents. Of these, 83.3% were successful. 36.8% of staff who applied for promotion did not have dependents. Of these, 85.7% were successful.</p> <p>Within the Ulster Business School, 63.6% of staff who applied for promotion had dependents. Of these, 36.4% were successful. 71.4% of staff who applied for promotion did not have dependents. Of these, 100% were successful.</p> <p>Within the Faculty of Faculty of Arts, Humanities and Social Sciences, 52.6% of staff who applied for promotion had dependents. Of these, 80% were successful. 42.1% of staff who applied for promotion did not have dependents. Of these, 87.5% were successful.</p> <p>Within the Faculty of Computing, Engineering and the Built Environment, 68.8% of staff who applied for promotion had dependents. Of these, 81.8% were successful. 31.2% of staff who applied for promotion did not have dependents. Of these, 90% were successful.</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)

<b>Section 75 category</b>	<b>Details of needs/experiences/priorities</b>
Religious belief	The Fair Employment and Treatment (NI) Order 1998 (as amended) provides for equality of opportunity and fair participation in employment in Northern Ireland. Under this, the University monitors its composition and employment practices to ensure that staff are selected for promotion based on merit.
Political opinion	None identified.
Racial group	<p>Universities are seeing record numbers of BAME students in attendance but this diversity has not translated to staff, particularly at senior level. The Higher Education Statistics Agency has recorded no black staff as “managers, directors and senior officials” in the last three years. A 2015 report from the Runnymede Trust showed that just 0.5% of professors are black.</p> <p>At the highest level, there are just three BAME vice-chancellors in the UK’s top 50 universities - University of Surrey (Max Lu), Soas (Baroness Valerie Amos) and the LSE (Dame Minouche Shafik).</p> <p>BME staff report feeling isolated, marginalised and unsupported when it comes to being considered or applying for promotion. Source: <a href="https://www.ecu.ac.uk/wp-content/uploads/external/experience-of-bme-staff-in-he.pdf">https://www.ecu.ac.uk/wp-content/uploads/external/experience-of-bme-staff-in-he.pdf</a></p>
Age	Although promotion is not predicated on age, there is an indirect relationship to age in that ‘experience’ in certain areas is a requirement for promotion. Being ‘older’ does not qualify or entitle a person to promotion.
Marital status	None identified.

Part 1

<p>Sexual orientation</p>	<p>Advance HE research indicates that some LGB staff are concerned about being out because of employment security and discrimination; fears that students might respond in homophobic ways; and anxieties that an LGB identity might compromise their research agenda.</p> <p>Experiences of discrimination reported by LGBT staff included systematic institutional discrimination and implicit discrimination in relation to promotions, discretionary pay rises and redundancies. 23% of trans staff and 4.2% of LGB staff reported that they have been denied a promotion due to their trans status or sexual orientation. Source: <a href="https://www.ecu.ac.uk/wp-content/uploads/2015/04/Experiences-of-LGBT-staff-and-students-in-he.pdf">https://www.ecu.ac.uk/wp-content/uploads/2015/04/Experiences-of-LGBT-staff-and-students-in-he.pdf</a></p>
<p>Men and women generally</p>	<p>Anecdotally, females are more likely to apply for promotion when they meet all of the criteria; whereas men are more likely to apply for promotion earlier in their career (i.e. women are more likely to wait until they perceive guaranteed success). Our data reflect this, in that 84.5% of females were successful compared with 82% of males.</p> <p>Initiatives such as ‘preparing for promotions’ workshops and the Aurora programme can increase confidence in academic staff, to encourage them to consider applying for a promotion. Women who have been involved in the Aurora programme are more likely to seek and gain promotion than those who have not been involved in the programme, potentially due to increased confidence:</p> <p>Source: <a href="https://www.ecu.ac.uk/wp-content/uploads/2019/03/What-Works-Supporting-Womens-Careers.pdf">https://www.ecu.ac.uk/wp-content/uploads/2019/03/What-Works-Supporting-Womens-Careers.pdf</a></p> <p>A greater proportion of academic women work part-time due to caring responsibilities, and this may impact on their promotion prospect /delay their application for promotion.</p> <p>Sources: <a href="https://www.ecu.ac.uk/wp-content/uploads/2019/03/What-Works-Supporting-Womens-Careers.pdf">https://www.ecu.ac.uk/wp-content/uploads/2019/03/What-Works-Supporting-Womens-Careers.pdf</a></p> <p>‘Considering women in the UK now make up 56.5% of the student body and 53.8% of the whole HE workforce, the percentage of female academic staff is comparatively low at 45.3%. Their representation also declines dramatically at senior management levels, where only 27.5% of managers are women. Some argue that the reason for this is due to lack of confidence</p>

Part 1

	<p>to apply for senior positions, while others point more to institutional sexism, or inflexible structures and cultures which work against those with caring responsibilities, who are more often women.'</p> <p>Source: <a href="https://www.ecu.ac.uk/blogs/far-women-come-higher-education/">https://www.ecu.ac.uk/blogs/far-women-come-higher-education/</a></p> <p>Experiences of discrimination reported by LGBT staff included systematic institutional discrimination and implicit discrimination in relation to promotions, discretionary pay rises and redundancies. 23% of trans staff and 4.2% of LGB staff reported that they have been denied a promotion due to their trans status or sexual orientation. Source: <a href="https://www.ecu.ac.uk/wp-content/uploads/2015/04/Experiences-of-LGBT-staff-and-students-in-he.pdf">https://www.ecu.ac.uk/wp-content/uploads/2015/04/Experiences-of-LGBT-staff-and-students-in-he.pdf</a></p>
Disability	<p>Some disabled people are unlikely to put themselves forward for promotion; 'For academics, being disabled is "like having a second job". For starters, disabled academics have an additional layer of work to do to explain their condition or "impairment" to colleagues and to navigate the frustrating and onerous bureaucracy around making necessary adjustments to their working environment.... An academic with dyslexia might take 50 per cent longer to write a paper than a colleague who does not have the condition. Going to a two-day conference might require five days of recovery time: longer, perhaps, if the conference food contained gluten and the academic is intolerant to it. This extra effort is often exerted to the detriment of health – or not exerted at the expense of a nagging fear of career consequences.'</p> <p>Source: <a href="https://www.timeshighereducation.com/features/disability-campus-challenges-faced-and-change-needed">https://www.timeshighereducation.com/features/disability-campus-challenges-faced-and-change-needed</a></p> <p>Disabled staff may experience fear or anxiety when considering disclosing their status to their employers, particularly where mental ill-health is experienced. These comments echo the findings of Equality Forward's (2007) report on disclosure in Scottish universities and colleges, which suggests that conditions to which social stigma is sometimes attached are likely to be under-reported to employers due to fear of negative consequences. Source: <a href="https://www.ecu.ac.uk/wp-content/uploads/external/disclosure-and-support-issues-for-disabled-staff-in-higher-education-report-2008.pdf">https://www.ecu.ac.uk/wp-content/uploads/external/disclosure-and-support-issues-for-disabled-staff-in-higher-education-report-2008.pdf</a></p>
Dependants	<p>'While barriers to women's career progression should not be limited to a role in childcare, this factor continues to have a</p>

## Part 1

major impact for many women, with women feeling great pressure to be good mothers and carers in addition to successful academics. Women are also more likely to undertake other caring responsibilities compared to men, meaning the issue around caring responsibilities is not limited to childcare. Caring responsibilities resulting in women choosing working part-time work or a career break to balance the demands of paid and care work can also negatively impact on women's career progression.'

Source: <https://www.ecu.ac.uk/wp-content/uploads/2019/03/What-Works-Supporting-Womens-Careers.pdf>

30% of women leave their scientific careers after having children. Source: <https://www.theguardian.com/higher-education-network/2017/aug/04/universities-support-pregnancy-parental-leave>

'Elder care impacts negatively on women's career development, including by limiting their ability to study for qualifications, undertake research, or seek promotion. Flexibility in the workplace, and information about available support (both within the University and from external services) emerge as key issues in enabling women to manage these challenges. The role of line managers in helping women achieve flexibility is crucial.'

Source: [http://eprints.hud.ac.uk/id/eprint/22230/1/Working\\_carers.pdf](http://eprints.hud.ac.uk/id/eprint/22230/1/Working_carers.pdf)

## **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 out) any consultation exercises prior to equality screening?

The following groups were consulted during the development of the policy:

- Consultation with Academic staff to define 'Academic excellence at Ulster through a series of roadshows in June 2018;
- People and Culture consultation on the promotion process (all staff), August-November 2018;
- The Senior Leadership Team, March 2019, final comments prior to the initiation of the formal consultation with faculties and UCU
- Formal consultation with faculties and UCU, May-June 2019.

## 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.

## Part 2

### **Select 'none' if:**

- a) The policy has no relevance to equality of opportunity or good relations.
- 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? (minor/major/none)
Religious belief	This policy is unlikely to impact on equality of opportunity for this category.	None
Political opinion	This policy is unlikely to impact on equality of opportunity for this category.	None
Racial group	This policy is likely to have a positive impact on equality of opportunity for this group.	Minor (+)
Age	This policy is unlikely to impact on equality of opportunity for this category.	None
Marital status	This policy is unlikely to impact on equality of opportunity for this category.	None
Sexual orientation	This policy is unlikely to impact on equality of opportunity for this category.	None
Men and women generally	This policy is likely to have a positive impact on equality of opportunity for this category.	Minor (+)
Disability	This policy is likely to have a positive impact on equality of opportunity for this category.	Minor (+)
Dependants	This policy is unlikely to impact on equality of opportunity for this category.	None

Part 2

2 Are there opportunities to better promote equality of opportunity for people within the Section 75 equalities categories?		
Section 75 category	If <b>Yes</b> , provide details	If <b>No</b> , provide reasons
Religious belief		No, selection criteria have been developed with equality, diversity and inclusion in mind.
Political opinion		No, selection criteria have been developed with equality, diversity and inclusion in mind.
Racial group	Opportunities exist to better promote equality of opportunity for BME staff. One of the priorities within this policy is to work with the People and Culture team at Ulster to develop support, mentoring and training interventions (a framework for staff development), specifically for BME staff.	
Age	Opportunities exist to better promote equality of opportunity for this category of staff. One of the priorities within this policy is to work with the People and Culture team at Ulster to develop support, mentoring and training interventions for staff at various stages of their career.	
Marital status		No, selection criteria have been developed with equality, diversity and inclusion in mind.

Part 2

<p>Sexual orientation</p>		<p>No, selection criteria have been developed with equality, diversity and inclusion in mind.</p>
<p>Men and women generally</p>	<p>Opportunities exist to better promote equality of opportunity for women. One of the priorities within this policy is to work with the Athena Swan team at Ulster to develop support, mentoring and training interventions for women. Another priority is for People and Culture to develop a framework to underpin and support staff development. The scheme will use non-gendered language, as far as is possible.</p>	
<p>Disability</p>	<p>Opportunities exist to better promote equality of opportunity for staff who declare a disability. One of the priorities within this policy is to work with Heads of School to ensure a better understanding of support, mentoring and development for staff who declare a disability.</p>	
<p>Dependants</p>	<p>Opportunities exist to better promote equality of opportunity for staff with dependants. One of the priorities within this policy is to view an applicant's strengths in the round; taking into account their current role and terms of employment, and an applicants' achievements proportionate to their hours of work.</p>	

Part 2

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	The policy is unlikely to impact on good relations for this category.	None.
Political opinion	The policy is unlikely to impact on good relations for this category.	None
Racial group	The policy is unlikely to impact on good relations for this category.	None

4 Are there opportunities to better promote good relations between people of different religious belief, political opinion or racial group?		
Good relations category	If <b>Yes</b> , provide details	If <b>No</b> , provide reasons
Religious belief		No, the policy bears no relation to good relations.
Political opinion		No, the policy bears no relation to good relations.
Racial group		No, the policy bears no relation to good relations.

**Additional considerations**

**Multiple identity**

<p><b>5</b> 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</p>	
<p>Section 75 categories (please specify)</p>	<p>Details of policy impact and details of data which describes the policy impact</p>
<p>All</p>	<p>See Question 2. This policy is likely to have a positive impact for BME men/women who are disabled and/or have dependants.</p>

**Disability Duties**

<p><b>6.</b> Does the policy provide an opportunity to encourage disabled people to participate in University life?</p>	
<p>If <b>Yes</b>, provide details</p>	<p>If <b>No</b>, provide reasons</p>
	<p>No, the policy provides a framework outlining the promotions criteria for all academic staff, regardless of equality category.</p>

<p><b>7.</b> Does the policy provide an opportunity to promote positive attitudes towards disabled people?</p>	
<p>If <b>Yes</b>, provide details</p>	<p>If <b>No</b>, provide reasons</p>
	<p>No, the policy provides a framework outlining the promotions criteria for all academic staff, regardless of equality category.</p>

## 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.

n/a

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

n/a

### Part 3

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 and/or good relations categories.

At Ulster University we seek to create a culture that enables and supports our academic staff to develop their careers, optimise their potential and fully achieve their ambitions.

Academic promotions are intended to recognise the personal growth of an individual and set expectations for their future performance. One of the key principles that underpins academic promotions is that, as a member of academic staff develops their skills, experience, expertise and esteem their role will grow with them. Promotion is a formal recognition of growth and development to date which sets expectations for future performance. It is not a reward for what a person has done in the past.

The academic promotion scheme is firmly rooted in our principles on Academic Excellence and is closely aligned with the delivery of the Five and Fifty strategic plan.

We developed this policy in collaboration with UCU and the impacts on equality of opportunity were mitigated at this time, through various amendments. In order to mitigate against any unforeseen equality impacts, the policy will be subject to continuous review/equality screening (after each promotions round), and if necessary amended.

## 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

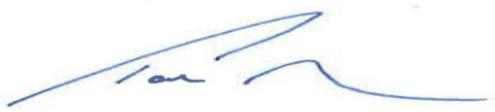
If yes, please provide details:

---



---

**Approval and authorisation**

	<b>Position/Job Title</b>	<b>Date</b>
<b>Screened by:</b> 	Deputy-Director People and Culture (Partnerships and Services)	20 Sept 19
	<b>Position/Job Title</b>	<b>Date</b>
<b>Approved by:</b> 	Director of People and Culture	9 Jan 20

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:

9 January 2022  
 (Insert date)