# Ulster Ulster
# Athena SWAN Bronze Award Application

**Name of university: University of Ulster**

**Date of application: 27 November 2013**

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## Glossary of terms

**ADBE –** Faculty of Art, Design & the Built Environment

**CE** - Faculty of Computing & Engineering

**ECR(s)** – Early Career Researcher(s)

**HoS(s)** - Head(s) of School(s)

**LHS** - Faculty of Life & Health Sciences

**PGR** - Postgraduate Research

**PGT** - Postgraduate Taught

**RAE** – Research Assessment Exercise

**REF** – Research Excellence Framework

**RI(s)** - Research Institute(s)

**RID(s)** - Research Institute Director(s)

**SAT** – Self-Assessment Team

**SET** - Senior Executive Team (from September 2013, previously known as the Senior Management Team, SMT)

**STEM** - Science, technology, engineering and mathematics

**STEM staff** - Academic staff (as per the definition of 'academic staff' below) within the STEM schools.

**Ulster** – University of Ulster

**UG** – Undergraduate

## Notes on the data

All staff data in the submission are based on a full time equivalent. Data for each year (2010, 2011 and 2012) are taken from a snapshot of the staff body in November of that year. Where data is used in relation to an employment process (such as recruitment and promotions), this is based on data for the academic years 2009/10, 2010/11 and 2011/12. Academic staff are staff employed on a teaching, research, or teaching and research contract from the grade of Research Assistant to Professor.

## 1. Letter of endorsement from Vice-Chancellor: maximum 500 words

## 2. The self-assessment process (1000 words)

### 2a) Description of the Self-Assessment Team

In October 2012, the University of Ulster became a member of the Athena SWAN Charter. Work on the University's Bronze Award began in November 2012 and continued through to the submission date of November 2013. The Dean of the Faculty of Life & Health Sciences, Professor Carol Curran, was responsible for leading the group and reported to the Senior Executive Team on progress. Gaining an Athena SWAN award is included as an action in the University's Organisational Development Strategy and Action Plan which is monitored by the University's Organisational Development Committee, a sub-committee of Council.

Deans of STEM faculties were asked to nominate staff at different stages of their academic career from a range of STEM disciplines. The Self-Assessment Team (SAT) currently consists of 18 staff (13 female and 5 male) and includes representatives from Staff Development, Human Resources and the Office of the University Secretary, in addition to academic school representatives from science, technology, engineering and mathematics (STEM) subjects (Table 1). Further information on academic team members is provided in Appendix 1.

**Table 1 Membership of the University's Self-Assessment Team**

| Name | Role |
|---|---|
| Professor Carol Curran | Dean of the Faculty of Life & Health Sciences (Chair) |
| Professor Tony Bjourson | Director of the Biomedical Sciences Research Institute |
| Mr Paul Davidson | Head of Consultancy, Recruitment Services & Policy |
| Dr Mary Hannon-Fletcher | Head of School, Health Sciences |
| Dr Gaye Lightbody | Lecturer, School of Computing & Mathematics |
| Mrs Agatha Lyons | Lecturer in Community Nursing |
| Mrs Clare Madden | Professional Development Manager |
| Professor Paul McCarron | Head of School, Pharmacy & Pharmaceutical Sciences |
| Professor Liam McDaid | Professor of Computational Neuroscience |
| Mr Rodney McDermott | Lecturer in Civil & Environmental Engineering |
| Ms Maria McGilloway | Strategic Policy & Legal Manager |
| Ms Clare McKeown | Lecturer in Building/Construction Technology |
| Dr Margaret Morgan | Senior Lecturer, School of Engineering |
| Professor Marie Murphy | Head of Ulster Sports Academy |
| Professor Tara Moore | Professor of Personalised Medicine |
| Professor Pagona Papakonstantinou | Professor of Advanced Materials |
| Dr Ruth Plets | Lecturer in Marine Geology |
| Professor Ronnie Wilson | Head of School, Psychology |

## 2a) An account of the self-assessment process

The SAT had its first meeting in November 2012 and met 7 times up until the submission date in November 2013. All members of the group contributed to the self-assessment process through a mapping exercise of current good practices and procedures, which included consultations with Heads of Schools. This exercise highlighted the institutional policies and career development opportunities that are included in this submission. The SAT examined and considered a range of statistical data relating to academic staff over the past 3 years. Data from the 2013 Staff Survey, completed by 43% of all staff, was also included in the self-assessment process.

At meetings, members considered drafts of the submission and provided feedback and additional suggestions. The Strategic Policy & Legal Manager was responsible for collating the data and drafting the submission. Between January 2013 and May 2013, additional work has been undertaken to engage staff with Athena SWAN:

- January 2013 – March 2013 - the SAT presented information on Athena SWAN and the submission process to STEM Faculty Boards and the names of school representatives were highlighted;
- April 2013 - all staff were informed of Athena SWAN via email and *Inside*, the staff magazine;
- May 2013 - a dedicated webpage was created to provide staff and students with easy access to information on Athena SWAN, the SAT and the submission process;
- May 2013 - female STEM academics were invited to take part in focus groups to gather information on the experiences of women in science and any barriers to progression. 21 female staff from a selection of STEM schools participated, ranging from the grade of Research Associate to Professor.

In June 2013, the SAT established a Sub-group to review the institutional data and feedback from the focus groups and to draft the action plan. The Sub-group consisted of 4 SAT members (3 members of academic staff and 1 member of administrative staff). The draft action plan was considered by the SAT in September 2013.

In October 2013, the SAT consulted with STEM Deans, Heads of School and Research Institute Directors and feedback was incorporated into the draft submission and action plan. During October/November 2013 the SAT also received feedback from an external critical reader. The final draft submission and action plan was approved by the University's Senior Executive Team on 11 November 2013.

The following is a summary of issues identified by the self-assessment process at Ulster:

- female representation across the STEM disciplines at Ulster (41%) is lower than the sector average (48.4%);
- women are under-represented (lower than the University average in STEM) in 8 out of 13 STEM schools;
- schools within the Faculty of Computing & Engineering have the lowest representation of women;
- a lower proportion of female staff are in senior roles, albeit the proportion of female staff in the Professoriate grade has improved since 2010 and is higher than the national average;
- there are few or no female Professors in 6 STEM schools;

- fewer women than men apply for promotion, although application and success rates for women have improved since 2010; and
- few STEM specific initiatives for female academics in relation to recruitment, career development, progression and profile raising.

**2b) Plans for the future of the Self-Assessment Team**

The SAT will continue to meet after the 2013 submission, taking into account any feedback from the Athena SWAN awards process. The SAT will be renamed the Athena SWAN Committee **[Action 1]** and will meet quarterly to monitor implementation of the institutional plan and oversee school award submissions. We will add a recent Postdoctoral Researcher to the Committee to support developmental initiatives. The Committee will provide an annual progress report to the Organisational Development Committee, STEM Faculty Boards and the Senior Executive Team. Athena SWAN will also be a standing item for discussion on the agenda of STEM Faculty Boards **[Action 2].**

The Action Plan includes the appointment of an Athena SWAN Co-ordinator on a 3-year fixed term contract to support the Athena SWAN Committee and STEM schools who are making applications for Athena SWAN Awards from 2014 onwards **[Action 3].** Work is already underway as 3 schools plan to submit applications for awards in April 2015 – Biomedical Sciences and Pharmacy & Pharmaceutical Science (joint application), Health Sciences and the Ulster Sports Academy (joint submission) and Computing & Mathematics. Each school has been asked to establish a Self-Assessment Team and the Athena SWAN Committee will oversee progress. We aim to submit all schools by 2018 **[Action 4]**. Progress reports will be posted on the Athena SWAN webpage and regular updates will be emailed to staff via the Senior Executive Team's Core Brief and the staff magazine, *Inside* **[Action 5]**.

**934 words**

## 3. Description of the university: maximum 1000 words

### 3a) University Overview

The University of Ulster (Ulster) is the largest single university in Ireland with 4 campuses across Northern Ireland. Ulster has a central role to play in contributing to the economic, social and cultural development of the region, generating approximately £50million a year through links with business and the community. Our core business activities include learning and teaching, widening access to education (where we rank in the top 10 of UK universities) research and innovation, and technology and knowledge transfer.

The University has 3 STEM faculties: Art, Design & the Built Environment (ADBE), Computing & Engineering (CE) and Life & Health Sciences (LHS). The other faculties are: Arts, Social Sciences and the Ulster Business School. Ulster has 30 schools/departments, each with a Head of School and 15 Research Institutes, each with a Director.

Ulster has a current population of 23,943 students and 2,629 staff. In November 2012, there were 1149 academic staff, STEM staff accounted for 56% of the academic staff population (645), of which 41% were female (267).

During 2012/13, 44% of undergraduate students, 49% of postgraduate taught students and 69% of postgraduate research students were in STEM subjects (Table 2). The proportion of female undergraduate and postgraduate students varies within the 3 STEM faculties. The percentage of female undergraduates in non-STEM subjects is 58% with 50% in STEM disciplines, reflecting the sector average.

**Table 2 Number of male and female undergraduate & postgraduate taught and research students across the University and in STEM faculties in 2012-13**

| | UG | | | PGT | | | PGR | | |
|---|---|---|---|---|---|---|---|---|---|
| | F | M | Total | F | M | Total | F | M | Total |
| **ADBE** | 534 | 1,400 | **1,934** | 41 | 143 | **184** | 61 | 61 | **122** |
| **CE** | 571 | 2,032 | **2,603** | 46 | 99 | **145** | 35 | 85 | **120** |
| **LHS** | 3,573 | 1,171 | **4,744** | 1,809 | 406 | **2,215** | 197 | 130 | **327** |
| **STEM total** | 4,678 | 4,603 | **9,281** | 1,896 | 648 | **2,544** | 293 | 276 | **569** |
| **University total** | 11,596 | 9,560 | **21,156** | 3,446 | 1,778 | **5,224** | 427 | 396 | **823** |

STEM UG – 44% of total UG students; STEM PGT – 49% of total PGT students; STEM PGR – 69% of total PGR students

**3a) (i)** The 13 STEM schools are: Architecture & Design, Built Environment, Computing & Information Engineering, Computing & Intelligent Systems, Computing & Mathematics, Engineering, Biomedical Sciences, Environmental Sciences, Health Sciences, Nursing, Psychology, Pharmacy & Pharmaceutical Science (since November 2012) and the Ulster Sports Academy.

**3a) (ii)** The total number of schools is 30 of which 13 (43%) are classified as STEM schools.

**3b) Female:male ratio of academic staff and research staff for the past three years.**

Across the University and in STEM schools, the percentage of female academic staff has not changed significantly over the last 3 years (Table 3). Female representation across STEM schools as a whole at 41% is slightly lower than representation across all academic staff (43%) and is lower than the higher education sector average (48.4%)[1]. In 2012, the Faculty of LHS had the highest representation of female staff at 58%. In contrast, women made up 27% of staff in ADBE and just 16% of staff in CE (Table 3).

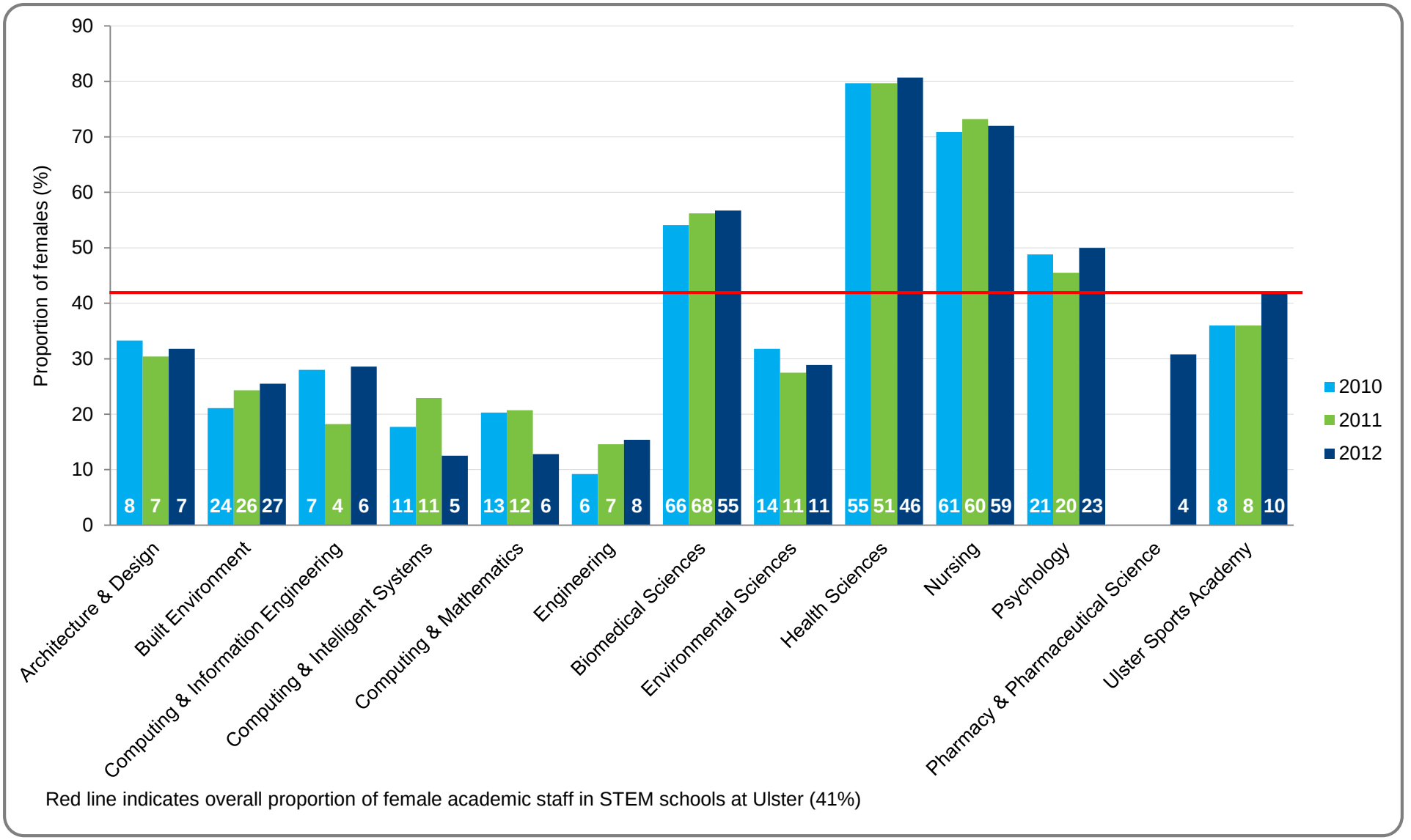
At school level, there are notable gender differences in the STEM disciplines at Ulster (Figure 1). Female academics are under-represented in the majority of STEM schools (8 out of 13). The schools of Engineering, Computing & Intelligent Systems and Computing & Mathematics have a very low percentage of female staff at 15% or less; this is lower than the higher education sector average in these areas. Figure 1 shows that the number of women has declined in the schools of Computing & Intelligent Systems and Computing & Mathematics since 2010.

**Table 3 Number and proportion of male and female academic staff across the University, across STEM schools and STEM Faculties 2010-12**

| | 2010 | | | 2011 | | | 2012 | | |
|---|---|---|---|---|---|---|---|---|---|
| | Female | Male | % Female | Female | Male | % Female | Female | Male | % Female |
| **STEM total** | 294 | 446 | 40 | 285 | 394 | 42 | 267 | 378 | 41 |
| **University total** | 545 | 753 | 42 | 524 | 687 | 43 | 498 | 651 | 43 |
| **STEM FACULTIES** | | | | | | | | | |
| **ADBE** | 32 | 106 | 23 | 33 | 97 | 25 | 34 | 94 | 27 |
| **CE** | 37 | 179 | 17 | 34 | 142 | 19 | 25 | 135 | 16 |
| **LHS** | 225 | 161 | 58 | 218 | 155 | 58 | 208 | 149 | 58 |

[1] Equality Challenge Unit (ECU) 'Equality in higher education: statistical report, 2012.

**Figure 1 Female academic staff as a % of all academic staff in each STEM school for 2010-12 (shown as numbers in each bar)**



### 3b)(i) Female:male ratio of academic staff and research staff in STEM Schools by grade

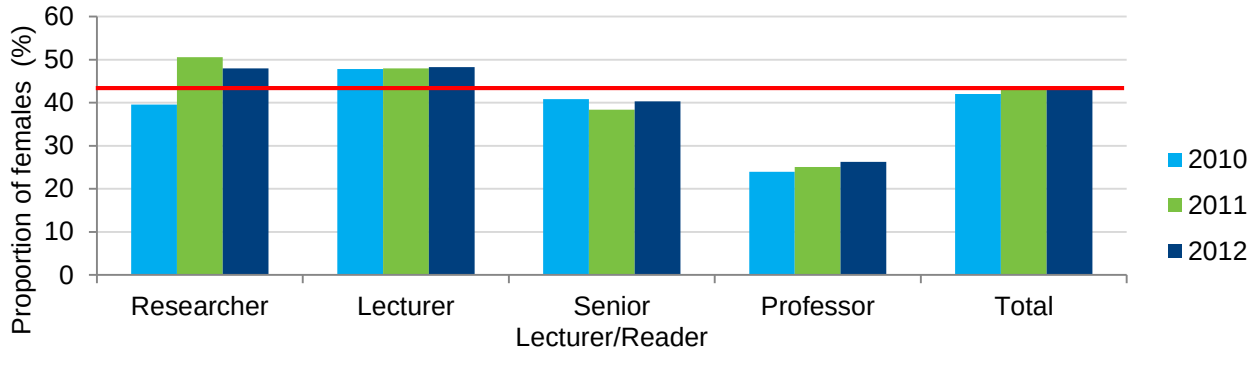
Females are well represented in the entry grades of Researcher and Lecturer across the University and in STEM schools (Tables 4 and 5). Across the University and in STEM schools there has been an increase in the proportion of female Researchers over the 3 year period to 2012. In 2012 the proportion of all University female Researchers and female Lecturers was good at 48%. This was also reflected in the STEM subjects where female Researchers and female Lecturers were 48% and 47%, respectively.

However, the representation of females in senior academic posts across the University is much lower, reflecting the trend across the sector. Over the 3 years, there has been a small decrease in female Senior Lecturer/Readers across the University (from 41% to 40%) and across STEM schools (from 34% to 32%). On a more positive note, there has been an increase in the proportion of female Professors, from 24% to 26% across the University. This increase is greater in STEM subjects with the percentage of female STEM Professors increasing from 20% to 24% over 3 years, well above the higher education sector average at 15.6%.

**Table 4 All Academic Staff by gender and grade (2010-2012)**

| | 2010 | | | | 2011 | | | | 2012 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Female | Male | Total | % Female | Female | Male | Total | % Female | Female | Male | Total | % Female |
| **Researcher** | 86 | 131 | 217 | **40** | 87 | 85 | 172 | **51** | 73 | 79 | 152 | **48** |
| **Lecturer** | 321 | 351 | 672 | **48** | 303 | 328 | 631 | **48** | 288 | 308 | 596 | **48** |
| **Senior Lecturer/ Reader** | 97 | 141 | 238 | **41** | 91 | 146 | 237 | **38** | 91 | 135 | 226 | **40** |
| **Professor** | 41 | 130 | 171 | **24** | 43 | 128 | 171 | **25** | 46 | 129 | 175 | **26** |
| **Total** | 545 | 753 | 1298 | **42** | 524 | 687 | 1211 | **43** | 498 | 651 | 1149 | **43** |

**Figure 2 All female academic staff as a % of academic staff by grade (2010-2012) (data from Table 4)**

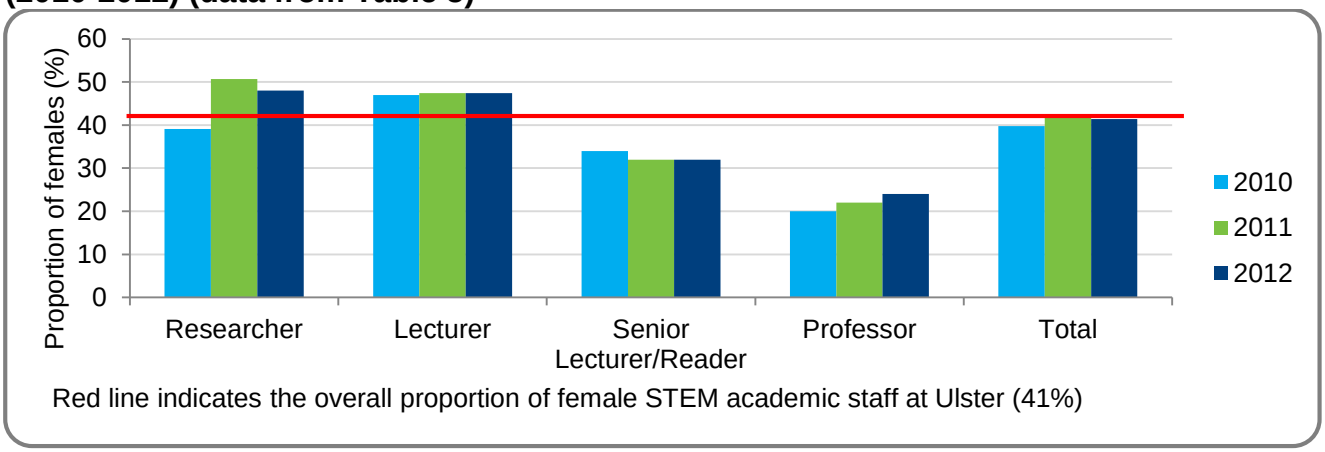



Red line indicates the overall proportion of female academic staff at Ulster (43%)

**Table 5 STEM Academic Staff by gender and grade (2010-2012)**

| | 2010 | | | | 2011 | | | | 2012 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Female | Male | Total | % Female | Female | Male | Total | % Female | Female | Male | Total | % Female |
| **Researcher** | 72 | 112 | 184 | **39** | 75 | 73 | 148 | **51** | 61 | 66 | 127 | **48** |
| **Lecturer** | 164 | 188 | 352 | **47** | 152 | 171 | 323 | **47** | 146 | 162 | 308 | **47** |
| **Senior Lecturer/ Reader** | 40 | 76 | 116 | **34** | 38 | 79 | 117 | **32** | 38 | 80 | 118 | **32** |
| **Professor** | 18 | 70 | 88 | **20** | 20 | 71 | 91 | **22** | 22 | 70 | 92 | **24** |
| **Total** | 294 | 446 | 740 | **40** | 285 | 394 | 679 | **42** | 267 | 378 | 645 | **41** |

**Figure 3 All female STEM academic staff as a % of all STEM academic staff by grade (2010-2012) (data from Table 5)**




Red line indicates the overall proportion of female STEM academic staff at Ulster (41%)

### 3b)(ii) Academic Staff Turnover Rates by Grade

The turnover of male staff is generally higher than female staff across the University (Table 6) and in STEM (Table 7) with the highest proportion of leavers in the grade of Researcher reflecting the number of time-limited, fixed-term contracts indicating that female staff are in no way disadvantaged.

**Table 6 Proportion and number of all academic staff leavers by grade (2009-2012)**

| | Year 09/10 | | Year 10/11 | | Year 11/12 | |
|---|---|---|---|---|---|---|
| **Grade** | **Female** | **Male** | **Female** | **Male** | **Female** | **Male** |
| **Researcher** | 4% (9) | 3% (6) | 6% (10) | 12% (21) | 5% (7) | 5% (8) |
| **Lecturer** | 1% (7) | 2% (14) | 2% (11) | 3% (18) | 2% (9) | 3% (16) |
| **Senior Lecturer/Reader** | 1% (3) | 3% (6) | 2% (5) | 3% (7) | 0.4% (1) | 3% (6) |
| **Professor** | 1% (2) | 5% (8) | 2% (3) | 4% (7) | 2% (3) | 2% (4) |
| **Total** | 1% (18) | 3% (34) | 2% (29) | 4% (53) | 2% (20) | 3% (34) |

Note: The percentage of leavers is calculated as a percentage of the total academic population within each grade.

**Table 7 Proportion and number of STEM academic staff leavers by grade (2009-2012)**

| | Year 09/10 | | Year 10/11 | | Year 11/12 | |
|---|---|---|---|---|---|---|
| **Grade** | **Female** | **Male** | **Female** | **Male** | **Female** | **Male** |
| **Researcher** | 3% (6) | 2% (4) | 5% (8) | 13% (19) | 5% (7) | 5% (7) |
| **Lecturer** | 1% (4) | 2% (7) | 2% (8) | 3% (9) | 1% (4) | 3% (10) |
| **Senior Lecturer/Reader** | 1% (1) | 3% (3) | 1% (1) | 3% (4) | 1% (1) | 3% (3) |
| **Professor** | 0% (0) | 3% (3) | 1% (1) | 2% (2) | 3% (3) | 1% (1) |
| **Total** | 1% (11) | 2% (17) | 3% (18) | 5% (34) | 2% (15) | 3% (21) |

Note: The percentage of leavers is calculated as a percentage of the total academic population within each grade.

### 3b)(iii) Female:male ratio of academic and research staff on fixed-term contracts vs. open-ended (permanent) contracts

Across the University and in STEM schools, a lower proportion of female academic and research staff are employed on fixed term/temporary contracts compared with their male counterparts (Figures 4 and 5). There has been an improvement in the proportion of female STEM academic staff in permanent contracts from 39% to 41% since 2010. Figure 5 shows that, across the University, the proportion of female staff on permanent and fixed-term contracts broadly reflects the proportion across all academic staff (43%). Overall the data on academic staff contracts indicated that female staff are in no way disadvantaged.

**Figure 4 A comparison between the % of male and female academic staff on permanent and fixed term contracts in all schools over the period 2010-12**

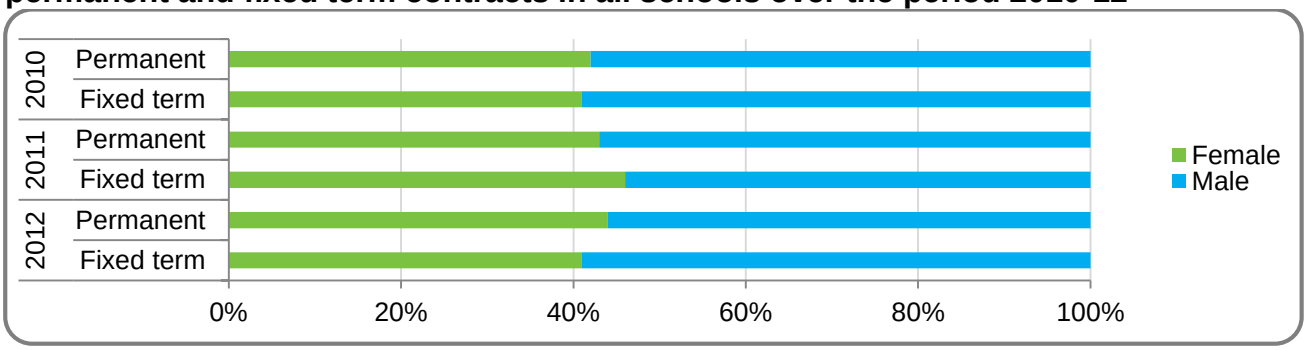
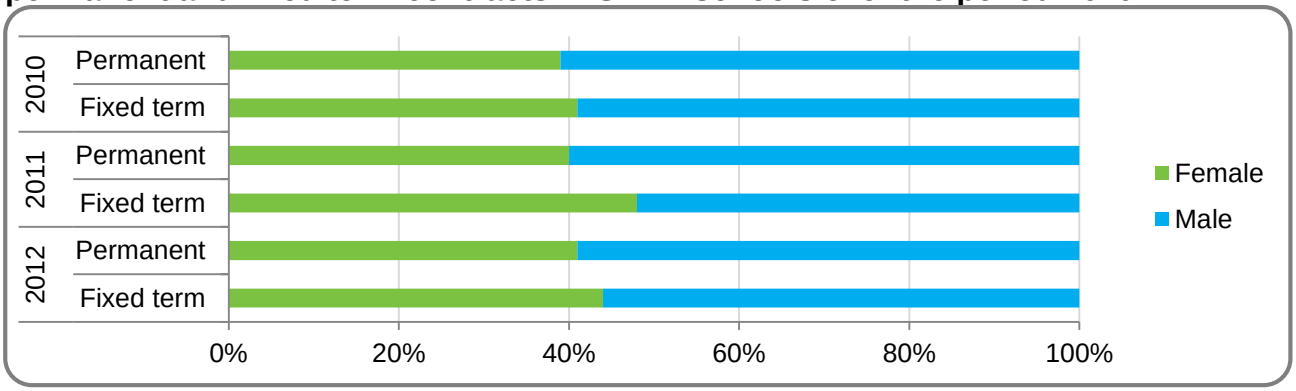



**Figure 5 A comparison between the % of male and female academic staff on permanent and fixed term contracts in STEM schools over the period 2010-12**



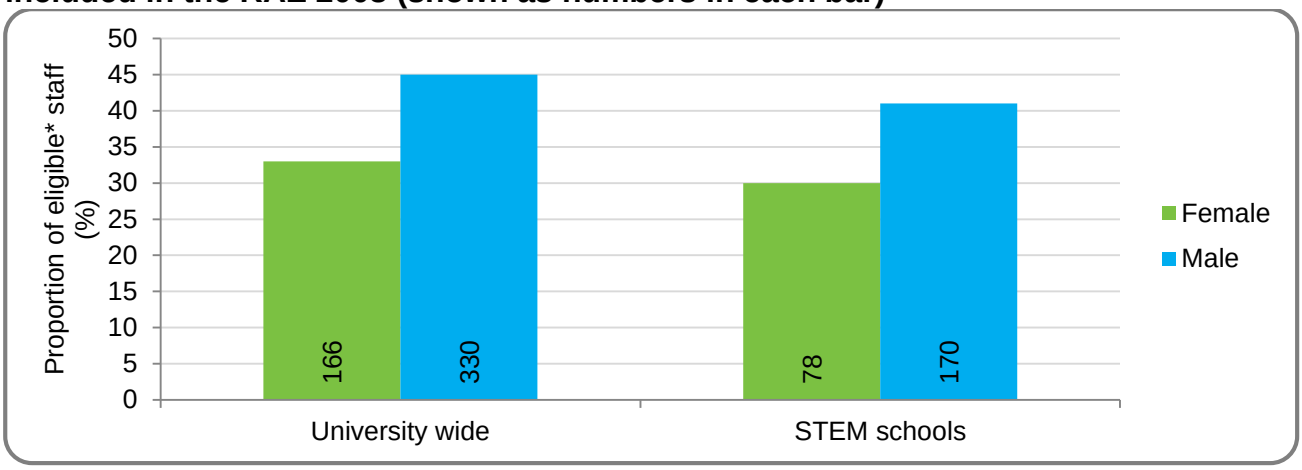
**3b)(iv) Evidence from equal pay audits/reviews. Comment on the findings from the most recent equal pay audit and plans to address any disparities.**

Ulster carried out an equal pay audit in 2010 which showed there were no differences between male and female pay across the grades. The University's current Organisational Development Strategy includes an action to complete an equal pay audit in 2013/14.

**3b)(v) Female:male ratio of staff in the Research Assessment Exercise (RAE) 2008 across the whole university and in STEM departments.**

The proportions of eligible female and male STEM staff returned within the RAE 2008 was in line with the proportions found in the University as a whole. This is depicted in Figure 6.

**Figure 6 A comparison between the proportion of eligible male & female staff included in the RAE 2008 (shown as numbers in each bar)**




*eligible staff = academic and research staff on a contract of 0.2 FTE or greater.

**864 words**

## Supporting and advancing women's careers (4500 words)

### 4.1 Key career transition points

#### 4.1a)(i) Female:male ratio of academic staff job application and appointment success rates – across the whole university and in STEM departments.

Table 8 shows the number of external applicants and appointees and the success rates by gender across the University, in STEM schools and within the 3 STEM faculties. In the last 2 years, the number of external applicants and appointees has declined as there have been fewer academic posts advertised. Despite the decrease in the number of applications received since 2011/12, the success rate for STEM female applicants has remained high at 61% in 2011/12, falling to 40% in 2012/13.

Although the number of female applicants to STEM posts across the University is lower than male applicants, the success rate for females is higher and this is positive. This is replicated within each STEM faculty across the 3 years, except for LHS which has both a higher number of female applicants and appointees compared with males in each year.

The under-representation of female academics within the faculties of ADBE and CE remains largely unchanged over the last 3 years due to a low number of female applicants and appointees. The University's long-term goal is to redress the gender imbalance in STEM schools and STEM degree programmes by encouraging female applicants to STEM posts through the following actions:

**Action 6**: review outreach activities in STEM schools which have underrepresentation of female staff and students to promote careers in STEM subjects, in particular in secondary level girls schools;
**Action 7**: establish a working group to review publicity and marketing activities in STEM schools which have underrepresentation of female staff and students;
**Action 8**: hold an annual lecture targeted at current and prospective female students to promote careers in STEM subjects in higher education; and
**Action 9**: publicise the University's membership of Athena SWAN in STEM job adverts and on the University's e-recruitment webpage.

In addition, the University will examine recruitment data by grade to identify if there are differences in application and success rates by gender **[Action 10]**.

**Table 8 Number of applications and % success rate for externally advertised academic posts in STEM faculties and across the University from 2010-13**

| | | Female | | | Male | | |
|---|---|---|---|---|---|---|---|
| | | Applicants | Appointees | Success rate | Applicants | Appointees | Success rate |
| 2010/11 | ADBE | 30 | 11 | **37%** | 91 | 19 | **21%** |
| | CE | 61 | 19 | **31%** | 219 | 55 | **25%** |
| | LHS | 181 | 87 | **48%** | 140 | 44 | **31%** |
| | STEM total | 272 | 117 | **43%** | 450 | 118 | **26%** |
| | University Total | 609 | 173 | **28%** | 750 | 170 | **23%** |
| 2011/12 | ADBE | 22 | 6 | **27%** | 67 | 14 | **21%** |
| | CE | 21 | 15 | **71%** | 51 | 24 | **47%** |
| | LHS | 126 | 82 | **65%** | 106 | 40 | **38%** |
| | STEM total | 169 | 103 | **61%** | 224 | 78 | **35%** |
| | University Total | 203 | 135 | **67%** | 254 | 116 | **46%** |
| 2012/13 | ADBE | 17 | 5 | **29%** | 62 | 12 | **19%** |
| | CE | 29 | 5 | **17%** | 124 | 27 | **22%** |
| | LHS | 121 | 56 | **46%** | 116 | 30 | **26%** |
| | STEM total | 167 | 66 | **40%** | 302 | 69 | **23%** |
| | University Total | 469 | 103 | **22%** | 680 | 120 | **18%** |

Note: success rates are appointees expressed as a percentage of applicants

### 4.1a)(ii)Female:male ratio of academic staff promotion rates

The University reviews academic applications and appointments annually by gender. Annual reviews are reported to Deans and Heads of School who are asked to consider the trends and to reflect on the nominations coming forward to ensure that no imbalances exist in terms of gender. Trend monitoring is reported to the Senior Executive Team and Council every 3 years.

In 2010, the University developed additional guidance for candidates on collecting and presenting evidence. The revised guidance, available on-line, ensures that candidates present their evidence in a succinct basis and ensures uniformity of approach in terms of assessment of candidates. The equality of opportunity statement within the guidance for academic promotions was revised in 2012 to ensure that some of the perceived barriers to promotion for female staff, such as periods of maternity leave which may have delayed an individual's professional career, are highlighted and taken into consideration when assessing candidates' achievements.

The University is currently developing an e-promotions platform which would enable academic staff to access promotion opportunities and documents via the staff Portal. This is a major exercise which will provide a further opportunity to review the application process.

Tables 9 and 10 provide an overview of the numbers and success rates for academic promotions over the past 3 years. In general it appears that although fewer women apply for promotion, they are more likely to be successful than men. In the grade of Professor the improving success rate for females across the University and in STEM subjects is positive.

The data shows that the number of females who apply for academic promotion in STEM schools is very low, although it is encouraging to see that all of the women who applied for promotion to Professor in 2011/12 were successful. The data suggests that the University needs to be more proactive in encouraging women to apply for promotion in STEM schools and we will address this through the following actions:

**Action 11:** examine female staff promotion applicant and success rates within each STEM school and meet with Heads of School to discuss the data and how career paths are discussed with staff; and
**Action 12:** develop a promotions blog on the Athena SWAN webpage to provide information and guidance particularly from successful female applicants in STEM.

As we have identified that applications for promotion from women in STEM are very low, mentoring will be targeted at female STEM academics who are considering going for promotion (see **Action 16**).

**Table 9 Number of applications for promotion and % success rate by grade across the University (2009-12)**

| | | Female | | | Male | | |
|---|---|---|---|---|---|---|---|
| | | Applications | Appointments | Success rate | Applications | Appointments | Success rate |
| 2009/10 | Research Assoc/Fellow | 2 | 2 | **100%** | 4 | 3 | **75%** |
| | Senior Lecturer/Senior Research Fellow/Reader | 11 | 7 | **64%** | 17 | 11 | **65%** |
| | Professor | 4 | 2 | **50%** | 12 | 10 | **83%** |
| | **Total** | 17 | 11 | **65%** | 33 | 24 | **73%** |
| 2010/11 | Research Assoc/Fellow | 4 | 3 | **75%** | 5 | 5 | **100%** |
| | Senior Lecturer/Senior Research Fellow/Reader | 12 | 10 | **83%** | 17 | 11 | **65%** |
| | Professor | 4 | 3 | **75%** | 6 | 5 | **83%** |
| | **Total** | 20 | 16 | **80%** | 28 | 21 | **75%** |
| 2011/12 | Research Assoc/Fellow | 5 | 3 | **60%** | 5 | 4 | **80%** |
| | Senior Lecturer/Senior Research Fellow/Reader | 11 | 9 | **82%** | 21 | 11 | **52%** |
| | Professor | 9 | 8 | **89%** | 5 | 3 | **60%** |
| | **Total** | 25 | 20 | **80%** | 31 | 18 | **58%** |

**Table 10 Number of applications for promotion and % success rate by grade in STEM schools (2009-12)**

| | | Female | | | Male | | |
|---|---|---|---|---|---|---|---|
| | | Applications | Appointments | Success rate | Applications | Appointments | Success rate |
| 2009/10 | Research Assoc/Fellow | 2 | 2 | **100%** | 4 | 3 | **75%** |
| | Senior Lecturer/Senior Research Fellow/Reader | 4 | 1 | **25%** | 6 | 6 | **100%** |
| | Professor | 3 | 1 | **33%** | 8 | 8 | **100%** |
| | **Total** | 9 | 4 | **44%** | 18 | 17 | **94%** |
| 2010/11 | Research Assoc/Fellow | 3 | 3 | **100%** | 5 | 5 | **100%** |
| | Senior Lecturer/Senior Research Fellow/Reader | 7 | 6 | **86%** | 11 | 7 | **64%** |
| | Professor | 2 | 1 | **50%** | 2 | 2 | **100%** |
| | **Total** | 12 | 10 | **83%** | 18 | 14 | **78%** |
| 2011/12 | Research Assoc/Fellow | 4 | 2 | **50%** | 5 | 4 | **80%** |
| | Senior Lecturer/Senior Research Fellow/Reader | 6 | 4 | **67%** | 17 | 10 | **59%** |
| | Professor | 4 | 4 | **100%** | 4 | 3 | **75%** |
| | **Total** | 14 | 10 | **71%** | 26 | 17 | **65%** |

### 4.1b) Policies and activities at the university that support women's career progression in STEM schools in particular at key career transition points

The University takes its duty to promote and support equality, inclusiveness and diversity seriously. Our commitment to equality, good relations and diversity is enshrined within our Corporate Plan and Organisational Development Strategy. Section 75 legislation in Northern Ireland has been a key driver to promote equality of opportunity and the University has had Equality Schemes in place since 2002. Our current Equality Scheme and Action Plan includes actions to develop and implement initiatives to maximise the number of female applicants to the Faculty of Computing & Engineering and to monitor student participation by gender across subject areas.

Ulster has an online 'Equality and Diversity' training programme that is mandatory for all staff and aims to raise awareness of the effect of gender discrimination. In 2010, the University achieved a Gold Award from the Opportunity Now gender benchmarking survey. Opportunity Now commended Ulster for its Gender Strategy and Action Plan 2009-2012 which included actions to tackle barriers to women's progress and to promote an inclusive culture in the workplace.

**Recruitment and Selection**

For staff involved in recruitment decision-making, Ulster has a detailed Policy on Recruiting and Selecting Employees that cover recruitment processes from establishing the vacancy through to appointment. The Policy sets standards to promote best practice and ensure compliance with relevant legislation and alignment with our Equal Opportunities Policy.

In 2010, the University implemented an e-recruitment platform which enables applicants to apply for positions on-line and to register for email alerts in regard to future vacancies. Interview panel members must attend Recruitment and Selection Training and panels are made up of both men and women, wherever possible.

The University monitors applicants, appointees, employees, leavers and promotes by gender; this is reported on an annual basis to the Organisational Development Committee. 3 year trend data on gender are presented within the statutory Article 55 Fair Employment Review and this is presented to the Senior Executive Team, Organisational Development Committee and Council.

**Promotion**

The promotions' criteria recognise academic achievement in the 3 core areas of Teaching and Learning, Research and Development and Academic Enterprise. The Academic Enterprise pathway recognises contributions to the University's activities that enhance the economic, social and cultural development of the region.

All academic staff are contacted by email to advise them of the annual promotion rounds and can access the criteria for promotion on the Human Resources webpage. Deans/Heads of School (HoS) contact staff not in the University at the time, for example, due to maternity leave. In putting staff forward for promotion, Deans/HoS are asked to address explicitly how candidates meet the minimum criteria.

## 4.2 Career development

### 4.2a) Supporting policies and activities

The University is committed to supporting and developing its staff to enable the achievement of institutional objectives and realise the potential of staff not only in the early stages of their career but throughout their employment. The 2013 staff survey data show that academic and research staff are more likely to feel they have access to opportunities for training and career development. Consequently they are more likely to see longer-term career opportunities at the University.

The University has a wide range of Leadership and Management accredited programmes. All new HoS and RIDs are provided with one-to-one Leadership Development Coaching (LDC). Also, between 2010 and 2013, 8 academics have undertaken the Leadership Development Course, 5 members of staff were from STEM schools, all of whom were female. The new Academic Leaders Programme is designed to provide aspiring academic leaders with the required knowledge, skills, behaviours and scope to lead the implementation of organisational change, enhanced teaching or research. In 2012, 7 female staff from STEM schools participated in this programme out of 26 participants. The most recent cohort for the Art of Leading Programme (a 2-day leadership residential) included 9 academics (7 STEM and 2 non-STEM); of the STEM participants, 4 were female and 3 were male.

The University has worked closely with the Higher Education Academy to achieve accreditation for certificated courses, such as the Postgraduate Certificate in Higher Education Practice and First Steps to Teaching. This has enabled the initial professional

development of new academic staff to be recognised externally through the achievement of Associate Member and/or Fellowship of the Higher Education Academy.

Findings from the female academic staff focus groups highlighted that female staff feel they would benefit from strategic career development sessions; this has been included in the Action Plan **[Action 13]**.

The University has a formal Development Appraisal Review (DAR) for staff which is undertaken at least once every 2 years. This enables staff to plan and discuss their career development with their HoS/Line Manager. One of the outcomes of the process is the agreement of a personal development plan, which is intended to support the achievement of individual career aspirations. The 2013 Staff Survey showed there has been an increase in the proportion of staff engaging in the DAR process (from 24% in 2009 to 58% in 2013) and 83% of respondents felt their manager or supervisor took the process seriously. The DAR tool and process will be reviewed within the current academic year in terms of being fit for purpose with appropriate changes and recommendations for improvement.

The University is also currently developing an on-line appraisal system. Initial pilots have been run in Human Resources and the Information Services Department and it is hoped to bring some academic areas into the pilot during the 2013/14 academic year. The on-line system will help to support career development through a continuous conversation between appraiser and appraisee and will provide a tool for monitoring uptake of the DAR.

Induction processes for new staff was one of the areas identified for improvement from 2013 Staff Survey as the results showed that participation rates in the corporate and local induction processes have fallen since 2009. The University will undertake an Annual Local Induction Experience Survey of all newly appointed members of staff and data on academic staff within STEM disciplines will be reported to the Athena SWAN Committee **[Action 14]**. In addition the Principal Investigator will agree a Personal Development Plan within 3 months of the new contract research member of staff commencing his/her appointment, detailing the specific project responsibilities/deliverables and agreed support and professional development for the new staff member.

The University has a Role Specific Induction Programme i.e. Academic, Course Director, Research Supervisor, New Leader. Staff Development will liaise with Line Managers to ensure the newly appointed member of staff accesses the appropriate programme at the earliest opportunity.

**Centre for Higher Education Research and Practice**

To support professional development, the University established in 2008-09 a Centre for Higher Education Research and Practice (CHERP). The primary role of the centre is to implement aspects of the Learning and Teaching Strategy. CHERP events provide opportunities for academic staff to submit abstracts, deliver parallel sessions, present posters showcasing their projects/practice and network. This provides support and evidence for staff going forward for promotion.

Membership of CHERP is open to all academic and support staff and is criterion based. Two categories of membership are currently available - Associate and Fellow. Within

STEM schools there are 28 male Associates and Fellows (9 and 19 respectively) and 19 female members in both categories (4 and 15 respectively).

### 4.2a)(i) Researcher career support and training

Ulster is one of just 11 UK universities to receive the prestigious European Commission's Human Resource Excellence in Research Award this year**.** The University is currently implementing an Action Plan, developed for the HR Award, which will support the career development of Researchers. The actions include a coordinated approach to actively promote career development opportunities for Contract Researchers (CR); and a review of the Concordat[2] based on feedback from the 2013 contract research online survey.

The strategic management and monitoring of research is the remit of the Pro-Vice-Chancellor for Research and Innovation who is responsible for implementing the University's Research Strategy. The last UK-wide Research Assessment Exercise (RAE 2008) confirmed the strength and quality of our research. The submissions within Biomedical Sciences, the Institute of Nursing Research and Celtic Studies were all ranked within the top 3 UK universities.

Researchers are supported strongly within all faculties. Disciplines are grouped within 15 Research Institutes (RIs), each of which is led by a Research Institute Director (RID); 8 of the RIs are in STEM disciplines.

It is the responsibility of the RIDs to ensure that Early Career Researchers (ECRs) and Contract Research staff who demonstrate clear research ability are given every opportunity to fulfil their potential. Support includes mentoring of research staff by more experienced colleagues and assistance to become established among the most prestigious funding and publishing communities. Allied to this, Researchers have the opportunity to raise issues and concerns at an annual Development Appraisal Review meeting which includes a section on career action planning. To ensure that performance management processes and practices are more focussed and relevant for contract Researchers, tailored appraisal forms are currently being piloted in the School of the Built Environment.

The University has a specific Researcher Development Programme intended to develop and promote a Continuing Professional Development Framework for research staff. The Programme includes the Postgraduate Certificate in Professional Development for Researchers (at level 7). Ulster also provides a Doctoral Innovation Programme (DIP) for all Doctoral Researchers, over the 3-year registration period. The DIP leads to an ILM Level 5 Award in Leadership and Management and First Steps to Teaching which leads to Associate Fellow of the Higher Education Academy.

[2] The Concordat is an agreement between the funders and employers of Researchers in the United Kingdom.

### 4.2a)(ii) Mentoring and networking

**Mentoring**

All new members of academic staff are allocated a mentor to assist with the transition into academia. Mentors are allocated on a skills and competency basis from within the existing course team. The selection of mentor is not gender specific to the new member of staff.

All RIs operate a mentoring scheme for ECRs and less experienced researchers, with senior staff providing guidance and advice to those at an early point in their career. As part of the mentoring process early career staff agree their research agenda, which covers their publication strategy, funding and conference attendance over a defined period. This is then monitored and assessed by the RID in conjunction with the mentor and also through the appraisal and probation process. The University does not collect data on the informal mentoring schemes currently in place.

Formal mentoring for female academics was proposed by the SAT and supported by staff in the focus groups. The University will establish a mentoring working group, chaired by a senior female STEM academic. This group will undertake a review of current mentoring provision, monitor the uptake of mentoring by gender in STEM and non-STEM subjects and develop a mentoring scheme for female STEM academics who are considering going for promotion within the next few years **[Action 15]**.

**Networking**

All staff are encouraged to participate in networking opportunities and do so mainly through professional bodies, conferences and industrial links.

New colleagues are strongly encouraged to develop external research networks to support their research development. This is a key priority for RIs and is facilitated through one-to-one meetings with the Institute Director. New staff are encouraged to identify a number of potential research collaborators in their field and they are encouraged to source funding to travel to meet these researchers at conferences or research meetings. ECRs are also encouraged to take up positions in local professional societies.

Feedback from the female STEM staff focus groups suggested that the development of a research matrix (a database listing topics of research) for STEM academics would encourage networking and research collaboration among female staff **[Action 16]**.

### 4.2b) Describe any activities at the university that raise the profile of women in STEM generally and also help female staff to raise their own profile

Ulster has a range of outreach activities targeted at schools and the local community to help raise the profile of STEM, for example:

- Ulster Science Shop - offers students an opportunity to complete action-based work in the community;
- 'Get Set into Engineering for Girls' (in association with Sentinus) – events organised by the Faculty of Computing & Engineering targeted at young people interested in studying engineering at degree level;
- 'Insight' events - aimed at post GCSE pupils to promote engineering as an attractive career option;

- Widening Access by Introducing Programming in Schools' (WABIPS) project – to encourage a greater uptake in Computing & Engineering courses;
- "Two Worlds" Project funded by the Royal Society – to stimulate primary school pupils' interest in science, technology, engineering and maths and demonstrate the relevance and impact that STEM has on our society.

Academic staff are encouraged to promote their areas of expertise through the web-based 'Directory of Scholarship and Expertise'. This resource facilitates contact between external agencies such as the media and University staff and there are currently 140 academic staff from STEM schools on the directory, 40 (29%) are female. The Communications Department will update the Directory and will look at ways to encourage female experts to come forward with details of their expertise **[Action 17]**.

Staff within the Communications Department help academic staff to publicise their work and provide guidance and training on dealing with media relations issues. In addition the profile of staff is highlighted through the staff magazine, *Inside* and through the Senior Executive Team's Core Brief.

The University's 'inaugural lecture series' provides an opportunity for newly-promoted Professors to showcase their research. An analysis of inaugural Professorial lectures given since 2010 show that, out of 32 lectures in STEM subjects 6 were given by women - 4 women were from the Faculty of Life & Health Sciences, 1 from Computing & Engineering and 1 from Art, Design & the Built Environment.

The University does not centrally organise the nominations of academic staff for external awards and public bodies. Deans, Heads of School and RIDs nominate female staff to Research Council panels and other influential bodies to ensure that females are strategically placed to influence and impact on the research agenda and policy. For example Professor Deirdre Brennan, Professor of Physical Education & Sport and Director of Ulster Sports Outreach, was recently appointed as a UK public engagement ambassador by the National Co-ordinating Centre for Public Engagement. Dr Julie-Anne Little (School of Biomedical Sciences) was elected president of the prestigious European Council of Optometry and Optics (ECOO) in December 2012 and is also the UK representative at the European Council of Optometry and Optics (ECOO) and the World Council of Optometry (WCO) since 2006.

In addition the University has had a number of Honorary and Distinguished Graduates in STEM areas for example, Honorary Graduates include Professor Jennifer Adgey, Dr Susan Whoriskey and Professor Judith Hill, and Distinguished Graduates include Dr Sharon O'Kane and Dr Alison Kitson.

From the self-assessment process, the SAT have identified that further action to raise the profile of female STEM academics at Ulster is required. This will be tackled through the following actions:

**Action 18**: hold a science conference over the period of the Action Plan to celebrate female STEM academics;
**Action 19**: meet with Heads of School to consider ways to maximise exposure of STEM female staff internally and externally; and
**Action 20**: develop case studies to show case the careers and achievements of women in science at Ulster.

### 4.3 Organisation and culture

#### 4.3a)(i) Female:male ratio of Heads of School/Faculty/Department

The proportion of female Deans/HoS/RIDs across the University and in STEM schools has changed little across the 3 years (Table 11) with female HoSs across the University at 40%. However the proportion of HoSs in STEM schools is considerably lower at 16%, although numbers of staff are small and one change can have a significant impact on gender balance.

As reported earlier the University currently has 30 schools overall and 13 STEM schools; there are 12 female HoS across the University and only 2 female HoS in STEM schools (Health Sciences and the Ulster Sports Academy). Out of 15 RIDs, 4 are female (Art & Design, Environmental Sciences, Social Sciences and joint Director of the Transitional Justice Institute). 8 RIs are in STEM disciplines, with only 1 female RID (Environmental Sciences).

The University anticipates that the Athena SWAN career development actions such as mentoring and strategic career development sessions will help to encourage and support female STEM academics into future leadership and management roles.

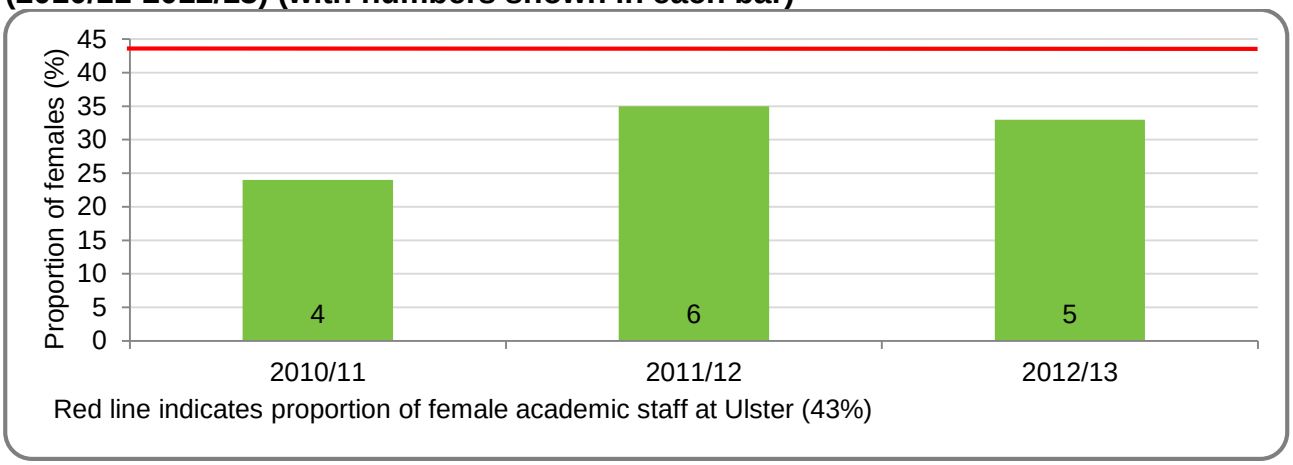
**Table 11 Proportion of male & female Deans, Heads of Schools/Departments and RI Directors (with numbers shown in brackets) for 2010-2012**

| | 2010 % (no) | | 2011 % (no) | | 2012 % (no) | |
|---|---|---|---|---|---|---|
| | Female | Male | Female | Male | Female | Male |
| **STEM total** | 17% (4) | 83% (20) | 20% (5) | 80% (20) | 17% (4) | 83% (20) |
| **University total** | 33% (16) | 67% (32) | 35% (17) | 65% (32) | 33% (17) | 67% (34) |

#### 4.3a)(ii)Gender balance on the senior management team at university level.

Figure 7 shows the gender balance of the senior management team (SMT) over the last 3 years. SMT members are the Vice-Chancellor, 5 Pro Vice-Chancellors (PVCs), 6 Deans and the Directors of Finance, Human Resources and Physical Resources. There are currently 5 female members (2 Deans and 3 PVCs). As reported earlier, 1 of the 3 Deans in the STEM faculties is a woman, Professor Carol Curran, Dean of the Faculty of Life & Health Sciences. Professor Curran will lead on Athena SWAN activity within the University (as Chair of the Athena SWAN Committee) and will report on progress to the Senior Executive Team.

**Figure 7 Proportion of female staff represented on the Senior Management Team (2010/11-2012/13) (with numbers shown in each bar)**




### 4.3a)(iii)Gender balance on influential committees at university level.

The gender balance of most sub-committees of Council and Senate is good (Tables 12 and 13). Current membership of the Governing body of the Institution, Council, comprises 8 women (41%) and 9 men. Senate is made up of 13 females (36%) and 16 males. Female staff are well represented on Faculty boards with 3 out of 6 boards having more than 50% female representation (Table 14). The current gender balance of Committee chairpersons shows that women could be better represented in the role of Chair on the sub-committees of Council.

**Table 12 % females on Court, Council and sub-committees 2012-13**

| Committee | Size | % Female | Chairperson |
|---|---|---|---|
| Court | 79 | 39% | Male |
| Council | 17 | 41% | Male |
| Audit | 4 | 25% | Male |
| Organisational Development | 9 | 56% | Female |
| Resources | 7 | 57% | Male |
| Remuneration | 5 | 40% | Male |
| Nominations | 8 | 33% | Male |

**Table 13 % females on Senate and sub-committees 2012-13**

| Committee | Size | % Female | Chairperson |
|---|---|---|---|
| Senate | 39 | 36% | Male |
| Teaching & Learning | 30 | 43% | Female |
| Academic Development & Enhancement | 33 | 52% | Female |
| Research & Innovation | 33 | 30% | Male |
| Library, Information & Student Administrative Services | 24 | 41% | Male |
| Educational Partnerships & International Affairs | 32 | 48% | Female |

**Table 14 % females on Faculty Boards 2012-13**

| Faculty | Size | % Female | Chairperson |
|---|---|---|---|
| Arts | 32 | 34% | Male |
| Art, Design & the Built Environment | 42 | 38% | Male |
| Computing & Engineering | 42 | 33% | Male |
| Life & Health Sciences | 52 | 51% | Female |
| Social Sciences | 48 | 54% | Male |
| Ulster Business School | 51 | 66% | Female |

### 4.3b) Describe the policies and activities at the university that show a supportive organisation and culture in university STEM departments.

### 4.3b)(i) Transparent workload models

The 2013 staff survey show that female academic and research staff within STEM faculties are less likely to think staff are treated equally regardless of working conditions/hours of work than staff from the University as a whole (61% and 72%, respectively). The University has recently implemented 'principle based' workload allocation guidelines that will help ensure that workload distribution for academic staff is fair, transparent and justifiable within the context of the University's corporate goals and objectives and the operating environment in individual schools.

The guidelines include procedural techniques which facilitate staff in having meaningful input to the annual workload planning cycle and include a requirement to conduct the planning cycle well before the commencement of the academic year which helps staff plan their 'work-life' balance. The guidelines also include a requirement for schools to openly publish an annual statement setting out the principles used to determine workload allocation for the incoming year and the teaching load of each member of staff. Schools will be required to take account of early career academics in their workload allocation practice.

### 4.3b)(ii) Publicity materials, including the university's website and images used.

Gender balance is evident across the University's publicity materials, including student admissions material, the University homepage and school and RI webpages. Staff achievements are celebrated through our press releases, 'Inside' magazine, SET Core Briefs and University and school webpages. Publicity images reflect our diversity and inclusion agenda and feature a wide range of staff and students. Marketing and promotional material for STEM Schools has featured images of female staff linked to STEM subjects. This material is issued to prospective students at open days, school and faculty events.

## 4.4 Flexibility and managing career breaks

### 4.4a) Describe the policies and activities at the university that support flexibility and managing career breaks in STEM departments.

### 4.4a)(i) Flexible working

The University recognises the advantages of a balanced approach to work and family life and has in place a Work-life Balance Policy which incorporates variation of contracts of employment, job sharing, flexible working, career breaks and emergency family leave.

Training is provided for Line Managers within the Equality and Diversity Training which highlights employees' rights and employers' responsibilities in respect of flexible working. Staff are advised of their right to request flexible working as part of the recruitment and induction process.

The policy and procedures are available on the Human Resources' webpage and applications for flexible working are made by the member of staff to their line manager. Schools will often seek advice on flexible working from their designated Human Resource Business Partner. The University is currently sourcing a new HR/Payroll system with implementation planned for April 2015. The new system will be able to monitor flexible working requests, authorisations and refusals, STEM data will be reviewed by the Athena SWAN Committee to assess uptake **[Action 21]**.

### 4.4a)(ii)Parental leave (including maternity, paternity, and adoption leave)

The University's Maternity, Paternity and Adoption Leave Policies offer significant enhancements to the statutory provisions. In addition to these policies, the University has an Emergency Leave Policy which allows staff with dependants the right to request 5 days paid leave to deal with an emergency involving a dependant.

Figure 8 shows the length of maternity leave by staff group. Female academic staff take less than 6 months maternity leave (44% overall, 43% STEM) compared to non-academic staff (18%). Female academic staff are less likely to seek a change in hours following maternity leave (75% of academic staff overall, 73% of STEM academic staff) compared to non-academic staff (39%) (Table 15). In relation to those who leave the University after a period of maternity leave, the percentage of leavers in STEM is 13% compared with 10% across the University (Table 15).

Small numbers of male staff avail of paternity leave; of the 15 staff who took paternity leave during 2012-13, 6 were academic staff.

Schools get additional part-time hours to cover teaching when female academics are on maternity leave. Support for academic staff on maternity includes another member of staff supervising PhD students and flexibility with teaching; for example, following maternity leave a member of staff delivered a module online instead of face to face on campus. Line managers meet with women following their return from maternity leave to discuss their workload and any support that may be required. The University also has a voluntary 'Keep in Touch' scheme for staff on maternity, parental leave or on career breaks to maintain contact with colleagues and their manager.

The SAT has identified that a review of work-life balance and parental leave policies is needed together with a review of communication/marketing and uptake of staff **[Action 22].**

**Figure 8 Length of Staff maternity leave by staff group (%) (2009 – 2012)**

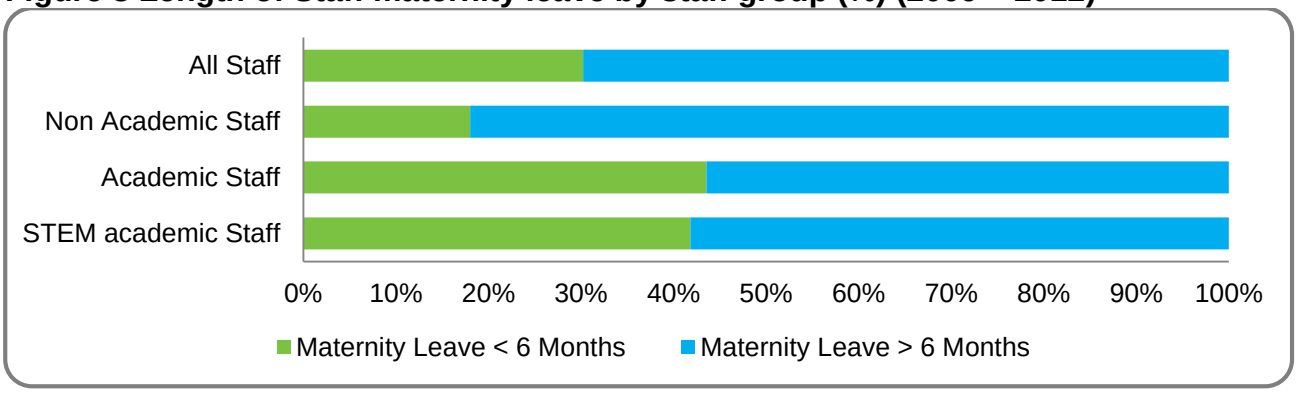



**Table 15 Following a period of maternity leave the number of staff leaving the university or returning on full-time and part-time contracts (2009 – 2012)**

| Staff Group | Part Time | Full Time | Leavers | % Leavers |
|---|---|---|---|---|
| **All staff** | 78 | 124 | 23 | 10% |
| **Non Academic** | 65 | 48 | 11 | 9% |
| **Academic** | 13 | 76 | 12 | 12% |
| **STEM Academic** | 8 | 41 | 7 | 13% |

### 4.4a)(iii) Childcare

An external provider has crèche facilities on the Coleraine campus. The University operates a salary sacrifice 'Childcare Voucher Scheme' to help staff save on the costs of childcare fees. Currently 135 members of staff participate in the Childcare Voucher Scheme, of which 94 are academic staff. Information on childcare support is provided at staff induction and is available from the Human Resources' webpage.

### 4.4a)(iv) Work-life balance

The academic contract is flexible and does not stipulate set working hours. The majority of meetings are held between 9am and 5pm and during periods of low institutional activity for example, on Wednesday afternoons. However, with some courses there is a demand for twilight teaching. Where possible the proposed teaching timetable is discussed in advance with staff and some flexibility is exercised to accommodate requests to avoid particular days/times that are problematic due to personal circumstances.

**4416 words**

## 5. Any other comments (500 words)

The University carried out a staff survey in April 2013, 43% of all staff and 45% of academic staff responded to the survey. The survey featured questions on: views of the organisation; training and development; role and autonomy; leadership and management; line managers; leadership and management; senior managers; communication; diversity; and overall satisfaction indicator.

The results of the 2013 Staff Survey show that attitudes towards equality, diversity and opportunity across the University are good. Broadly speaking, male and female academic staff have similar perceptions of equality and diversity. Male and female STEM academics are more positive on issues such as training and development and career prospects than the average University employee. However male staff are more positive than female staff in this respect (57% and 46% respectively).

When the survey results compared male and female academic staff in STEM schools, a few differences occur:

- a lower proportion of female academic staff (overall and in STEM) agree that staff are treated equally regardless of working conditions/hours of work and gender (70% male and 61% female). However it should be noted that the majority of staff, regardless of gender agree with these statements; and
- fewer female academic staff within STEM faculties rate their happiness with working at the University as 7 or more out of a scale of 10 compared with the University as a whole.

**224 words**

## 6. Action plan

See accompanying Action Plan.

# Athena SWAN Action Plan 2014 - 2017

| No | Action | Responsibility | Start date | Target date | Success Measure | Comment |
|---|---|---|---|---|---|---|
| **Embed Athena SWAN** | | | | | | |
| 1. | Set up Athena SWAN Committee (ASC) | ASC Chair, Professor Carol Curran | April 2014 | Review in April 2017 | Committee established; meetings held quarterly; members and minutes of meetings posted on Athena SWAN webpage | ASC will provide an annual report to the Organisational Development Committee, STEM Faculty Boards and the Senior Executive Team |
| 2. | Updates on Athena SWAN included as a standing agenda item on STEM Faculty Boards | ASC Chair | April 2013 | April 2017 | Minutes of Board meetings<br>Enhance profile of Athena SWAN activities | Comments taken back for discussion at ASC meetings |
| 3. | Appointment of Athena SWAN Co-ordinator | University Secretary | By April 2014 | Fixed term to April 2017, then review | Co-ordinator appointed | |

| No | Action | Responsibility | Start date | Target date | Success Measure | Comment |
|---|---|---|---|---|---|---|
| 4. | Encourage individual STEM schools to apply for Athena SWAN awards | ASC Chair, All STEM Heads of Schools | November 2013 | 1. First tranche by April 2015 - Biomedical Sciences and Pharmacy & Pharmaceutical Sciences (joint application), Health Sciences and the Ulster Sports Academy (joint submission) and Computing & Mathematics<br>2. All schools by 2018 | 1. Schools in the first tranche achieve bronze/silver awards<br>2. All schools achieve bronze/silver awards | Supported by Athena SWAN Co-ordinator |
| 5. | Progress reports posted on Athena SWAN webpage and highlighted to staff | Athena SWAN Co-ordinator | June 2014 | June 2017 | Enhance profile and understanding of Athena SWAN activities | |

| No | Action | Responsibility | Start date | Target date | Success Measure | Comment |
|---|---|---|---|---|---|---|
| **Gender Balance and Recruitment** | | | | | | |
| 6. | Review outreach activities in STEM schools which have underrepresentation of female staff and students to promote careers in STEM subjects, in particular in secondary level girls schools | Athena SWAN Co-ordinator | April 2014 | 1. April 2015<br>2. Annually from 2015<br>3. June 2017<br>4. Long-term goal – review data in 2017 and 2020 | 1. Report on current initiatives<br>2. Develop annual plans of activity for STEM schools with low levels of activity<br>3. Produce 3-year trend data for staff and students in STEM<br>4. Redress the gender imbalance in STEM schools and STEM degree programmes | Report on current approaches and school annual outreach plans to ASC |
| 7. | Establish a Working Group of the ASC to review publicity and marketing activities in STEM schools which have an underrepresentation of female staff and students | Chair of the Working Group | April 2014 | April 2015 | Ensure females are represented | With support from the Director of Employability and Marketing |

| No | Action | Responsibility | Start date | Target date | Success Measure | Comment |
|---|---|---|---|---|---|---|
| 8. | Annual lecture targeted at current and prospective female students to promote careers in STEM subjects in Higher Education | Athena SWAN Co-ordinator | April 2014 | Annually from April 2015 | Target of 60 students attending<br>50% of attendees are female | |
| 9. | Publicise the University's membership of Athena SWAN in STEM job adverts and on the University's e-recruitment webpage | Head of Consultancy, Recruitment Services and Policy | January 2014 onwards | Ongoing | Widespread recognition of Ulster as an employer committed to tackling the underrepresentation of women in science. | |
| 10. | Examine recruitment data by grade to identify if there are differences in application and success rates by gender | University Secretary | August 2014 | January 2015 | Review data by school to identify if applications are low by grade in any particular school<br>Discuss data with Heads of Schools | |

| No | Action | Responsibility | Start date | Target date | Success Measure | Comment |
|---|---|---|---|---|---|---|
| **Career Progression and Development Activities** | | | | | | |
| 11. | Examine female staff promotion applicant and success rates within each STEM school. Meet with Heads of Schools to discuss how career paths are discussed with staff | Director of Human Resources | August 2014 | January 2015 | Review data by school to identify if applications for promotion are low in any particular STEM school.<br>Discuss data with Heads of School.<br>Increase in number of female applicants in schools were applications are low | Supported by Head of Professional Development & Leadership |
| 12. | Develop a promotions blog on the Athena SWAN webpage | Athena SWAN Co-ordinator | September 2014 | Implemented December 2014 | Blog established and promoted to staff.<br>Target of 50 hits per month. | With support from Information Services and Director of Communications and Public Relations |
| 13. | Deliver strategic career development sessions targeted at female academic staff | Head of Professional Development & Leadership | Begin in first semester of 2015. | 1. December 2014<br>2. 2 sessions delivered in 2015, 2016 and 2017 | 1. Developmental needs report<br>2. 6 sessions delivered. | |

| No | Action | Responsibility | Start date | Target date | Success Measure | Comment |
|---|---|---|---|---|---|---|
| 14. | Review data on academic staff within STEM within the Annual Local Induction Experience Survey of all newly appointed staff | ASC Chair | 2015 | Annual report in 2016 and 2017 | Induction processes improved based on feedback from the annual survey | Data will be collated by Staff Development presented to ASC |
| 15. | Set up Mentoring Working Group to:<br>1. Undertake a review of current mentoring provision<br>2. Monitor the uptake by gender in STEM and non-STEM subjects<br>3. Develop a mentoring scheme for female STEM academics who are considering going for promotion within the next few years | Chair of the Working Group | September 2014 | 1. September 2014<br>2. January 2015<br>3. From April 2015 – April 2016, then review | 1. Working Group established<br>2. Mentoring review report<br>3. 12 female mentees and 12 mentors participate | Report and proposals for the pilot programme to ASC and SET with support from Head of Professional Development & Leadership |
| 16. | Develop a research matrix for female STEM academics to encourage networking and research collaboration | Athena SWAN Co-ordinator | January 2015 | September 2015 | Research matrix produced and available on Athena SWAN webpage<br>Target of 20 hits per month<br>Greater networking and research collaboration for females in STEM | With support from Research Institute Directors |

| No | Action | Responsibility | Start date | Target date | Success Measure | Comment |
|---|---|---|---|---|---|---|
| **Celebrating Success and Role Models** | | | | | | |
| 17. | Update the Directory of Scholarship and Expertise | PVC Communication | June 2014 | January 2015 | 35% of experts in the Directory are female STEM academics | |
| 18. | Hold a science conference and include high profile STEM female academics | PVC Research and Innovation | August 2015 | August 2016 | Conference takes place and features a number of female STEM academics<br>50% of attendees are female | With support from the Athena SWAN Co-ordinator |
| 19. | Meet with Heads of Schools to consider ways to maximise exposure of STEM female staff internally and externally | PVC Communication | January 2015 | June 2015 | Increase in number of female STEM academics in the Directory of Scholarship and Expertise<br>Increased media coverage for female STEM academics | With support from the Director of Public Relations & Communications and staff in the Media & Corporate Relations |
| 20. | Develop case studies to show case the careers and achievements of women in science at Ulster. | Athena SWAN Co-ordinator | September 2014 | December 2014 | Development of case studies, advertise on the Athena SWAN webpage | |

| No | Action | Responsibility | Start date | Target date | Success Measure | Comment |
|---|---|---|---|---|---|---|
| **Work Life Balance** | | | | | | |
| 21. | Formally monitor the uptake of flexible working in STEM schools through the new HR system | Director of Human Resources | January 2015 | June 2017 | Produce data on staff who have requested/been granted/refused flexible working<br>Increase publicity and uptake of flexible working | STEM data on flexible working reported to the ASC annually from January 2015 |
| 22. | Review the Worklife Balance Policy including Variation of Contracts of Employment, Job Sharing, Flexible Working, Career Breaks and Emergency Family Leave | Director of Human Resources | January 2015 | June 2015 | Review the current range of policies available, information and marketing and uptake by staff, particularly academic staff within STEM and non-STEM schools | |

# Appendix 1

Biographies of Self-Assessment Team (SAT) (academics)

| Name | Role |
|---|---|
| Professor Carol Curran (Chair) | Carol joined the University in 1996 as a Lecturer/Practitioner in District Nursing, a full time Lecturer in 1999 becoming a Senior Lecturer in 2005. In 2007 she was awarded a Personal Chair in Nursing, before taking up the post of Dean. Carol has been Head of School of Nursing, Chief Executive of Ulster Educational Partnerships Ltd and Associate Dean of the Faculty of Life & Health Sciences.<br><br>Carol is the current Chair of the Northern Ireland Practice and Education Council for Nurses and Midwives (NIPEC). She is married with two children. |
| Professor Tony Bjourson | Tony was appointed Director of the Biomedical Sciences Research Institute in 2007 and Director of the Northern Ireland Centre for Stratified Medicine 2013, prior to joining Ulster in 2001.<br><br>He is a Director on the Boards of the Clinical Translation Research & Innovation Centre (C-TRIC) and the Board of Innovation Ulster Ltd. He is on the Steering Committee of the Northern Ireland Biobank, Member of the Belfast-Cancer Research-UK (Belfast CR-UK) Centre Governance Board, and a Council Member of the Irish Society for Clinical Genetics. He is highly committed to economic regeneration and he was a founding member of the North West Science & Technology Partnership (NWSTP). |
| Dr Mary Hannon-Fletcher | Mary returned to education in 1993 having spent 20 years working as a Biomedical Scientist in the UK and Switzerland. In 1999 Mary joined the University as a Research Officer in NICHE before taking up a post as Lecturer in Biomedical Sciences in 2003 and Senior Lecturer in 2010.<br><br>Before taking up the post as Head of School of Health Sciences in 2011 Mary was placement tutor and Course Director in Biomedical Sciences. As Head of School, Mary is involved in promotions and appointments within the school. Mary was a member of the SAT's Action Plan Sub-group.<br><br>Mary is married with one daughter, her husband works part-time within the Ulster Business School. |

| Name | Role |
|---|---|
| Dr Gaye Lightbody | Gaye has been a Lecturer within the School of Computing & Mathematics since 2006. In this time she has undertaken a range of teaching duties and responsibilities for various modules and courses and is an active researcher, including being a principle investigator for a research grant from 2008 to 2012.<br><br>During her employment within the University, Gaye has been on maternity leave twice. |
| Mrs Agatha Lyons | Agatha joined the School of Nursing in Ulster in 2002 as a Lecturer/Practitioner in Occupational Health Nursing and as a full time Lecturer in 2004. Prior to joining Ulster she had extensive experience as an Occupational Health Nurse manager both within the HSC trust area and within private industry.<br><br>Over the years, in addition to her Lecturer role, she has had the role of Course Director for Community and Public Health Nursing, liaised with the Department of Health with regard to commissioning post registration nursing programmes and is currently Health and Safety Coordinator for the School. Agatha is married. |
| Professor Paul McCarron | Paul is Head of School of Pharmacy & Pharmaceutical Sciences and was appointed to a Chair in Pharmaceutics in 2008. Previously, he has worked in the pharmaceutical industry and Queen's University Belfast, before leading the School at Ulster through its successful accreditation process with the General Pharmaceutical Council.<br><br>As a registered pharmacist, Paul has sat on the Council of the Pharmaceutical Society and was a member of many of its sub-committees. He is a member of several working groups chaired by governmental departments, tasked with planning the pharmacy workforce in Northern Ireland and setting future numbers of pharmacy undergraduates. He is also actively involved in technology transfer, and is a founder and director of a therapeutics-based spin-out company. Paul is married with two daughters and one son. |

| Name | Role |
|---|---|
| Professor Liam McDaid | Liam works full time in the School of Computing & Intelligent Systems.<br><br>He has progressed from Lecturer to Professor over an 18 year period. He has managed research students, postdoctoral researchers, research projects and was course director for an undergraduate programme for 6 years. He is married with three sons. |
| Mr Rodney McDermott | Rodney is a Lecturer in Civil & Environmental Engineering. He has 15 years industrial experience and is a Chartered Engineer and Chartered Environmentalist. He began work in the University in 2008 and is currently working to complete his PhD.<br><br>Within the School of the Built Environment he is Health & Safety Coordinator and outside the University he is the Chairman of the Donegal Region of Engineers Ireland.<br><br>He is married with two young children. |
| Ms Clare McKeown | Clare joined the University in 2008 as a Lecturer in construction technology. In 2009 she undertook the role of Course Director of the BSc Hons Construction Engineering & Management (part time programme). In addition to her administrative duties she is module coordinator and Lecturer on three undergraduate and two postgraduate modules.<br><br>She Chairs the Industrial Liaison Committee and is an active member of the Chartered Institute of Arbitrators and the Chartered Institute of Building. She completed the Postgraduate Certificate in Higher Education Practice in 2011 and began a PhD in 2012. |
| Dr Margaret Morgan | Margaret is a Senior Lecturer and Course Director for Mechanical Engineering.<br><br>She is a Chartered Engineer and member of the Institution of Mechanical Engineers with years of industrial experience before her time at the University.<br><br>She is also a Fellow of the Higher Education Academy and the Centre for Higher Education Practice in the University of Ulster. Margaret is actively involved with the University's 'Insight into Engineering' and the 'Get Set' programmes and was a member of the SAT's Action Plan Sub-group. Margaret is married with 3 children. |

| Name | Role |
|---|---|
| Professor Marie Murphy | Marie is Professor of Exercise and Health and leads the Centre for Physical Activity and Health Research at the University and is currently Head of the Ulster Sports Academy the academic division of sport at Ulster. Marie is a fellow of the American College of Sports Medicine, the British Association of Sport & Exercise Sciences and the Higher Education Academy.<br><br>Marie is married with four children. She has availed of both adoptive leave and maternity leave during her time at the University. |
| Professor Tara Moore | Tara was promoted to Professor in 2012 within the School of Biomedical Sciences and is a member of the Biomedical Sciences Research Institute. In 2005 she was awarded a National Teaching Fellow by the Higher Education Academy.<br><br>Tara has undertaken a range of teaching duties and administrative responsibilities and founded new postgraduate Masters degrees in Refractive Surgery and Forensic and Legal Medicine for which she is Course Director. She has recently taken up the position of research group leader for Vision Sciences.<br><br>During the submission process Tara took maternity leave and volunteered to be a member of the SAT's Action Plan Sub-group when she re-joined the team. She is married with 7 children and has availed of maternity leave for all her children while at Ulster. |
| Professor Pagona Papakonstantinou | Pagona Papakonstantinou joined the University of Ulster in 1998 as a Lecturer and was promoted to Professor of Advanced Materials in 2009.<br><br>Pagona serves on various committees including Diamond (UK) and Bessy (Germany) Synchrotron Facilities, EPSRC Panels, Royal Society International grants, National Access Programme (SFI) at Tyndall Institute in Cork, Royal Irish Academy of Engineering, IOP Ireland. She has received a distinguished research fellowship from the University of Ulster in 2003 and a Royal Academy of Engineering/Leverhulme Trust Senior Fellowship in 2011.<br><br>She is married with twin children and has availed of maternity leave during her time at the University. |

| Name | Role |
| --- | --- |
| Dr Ruth Plets | In October 2013, Ruth was appointed as a Lecturer in Marine Geology. Previously she was employed as a Postdoctoral Research Associate in the Environmental Sciences Research Institute working on a large, multi-institutional, NERC funded, research project examining sea-level change after the Last Glacial Maximum. Ruth has been working at the University of Ulster as a researcher on several full-time, fixed term contracts since 2009.<br><br>She lives with her partner of 10 years, who is employed as a researcher on a full-time, fixed term contract at Ulster. |
| Professor Ronnie Wilson | Ronnie is a Professor of Psychology who is the longest serving Head of School in the University.<br><br>His research background is in Biological Psychology and he has degrees in both Biological Sciences and Psychology. He has served on the University's Senate on two occasions and has served on several external committees including the British Psychological Society and a Committee on Equality for Northern Ireland.<br><br>During his time as Head of School, several female staff have been appointed and he has mentored a number of female staff.<br><br>He is married with three children. His wife also worked in the educational sector and has carried out research both at doctoral and post-doctoral level. |