



Institution Application

Bronze and Silver Award

Name of institution	Ulster University	
Date of application	28 April 2017	
Award Level	Bronze	
Date joined Athena SWAN	October 2012	
Current award	Date: April 2014	Level: Bronze
Contact for application	Ms Maria McGilloway, Strategic Policy and Legal Manager and Mrs Ayala Shmaia, Athena SWAN Co- ordinator.	
Email	m.mcgilloway@ulster.ac.uk a.shmaia@ulster.ac.uk	
Telephone	028 701 23314 028 701 24426	

CONTENTS

1. Letter of endorsement from the Vice-Chancellor	9
2. Description of the institution	11
3. Self-assessment process	16
4. Picture of the institution	19
5. Supporting and advancing women's careers	28
6. Supporting trans people	60
7. Further information	61
8. Action Plan	61

GLOSSARY OF TERMS

ADBE	Faculty of Art, Design & the Built Environment
AHSSBL	Arts, Humanities, Social Science, Business and Law
AME	Academic Mentoring Engagement
AP	Action Plan
AFHEA	Associate Fellow of the Higher Education Academy
AS	Athena SWAN
ASC	Athena SWAN Committee
BME	Black and Minority Ethnic
CE	Faculty of Computing & Engineering
CPD	Continuing Professional Development
CHERP	Centre for Higher Education Research and Practice
DAR	Developmental Appraisal Review
DVC	Deputy Vice-Chancellor
ECR(s)	Early Career Researcher(s)
EQIA	Equality Impact Assessment
FHEA	Fellow of the Higher Education Academy
FAME	Female Academic Mentoring Engagement
FT	Full-time
HoD	Head(s) of Department
HoS(s)	Head(s) of School(s)
HEA	Higher Education Academy
ISC	Individual Staff Circumstances
ILM	Institute of Leadership and Management
KIT	Keeping in Touch
LHS	Faculty of Life & Health Sciences
PT	Part-time
PG	Postgraduate
PGR	Postgraduate Research
PGT	Postgraduate Taught
PGTA(s)	Postgraduate Teaching Assistant
PFHEA	Principal Fellow of the Higher Education Academy
P&SS	Professional & Support Staff
PVC	Pro Vice-Chancellor
RAE	Research Assessment Exercise

REF	Research Excellence Framework
RIGOUR	Research Income and Grant Opportunities for Ulster Researchers
SAT	Self-Assessment Team
SFHEA	Senior Fellow of the Higher Education Academy
SDU	Staff Development Unit
SL	Senior Lecturer
SLT	Senior Leadership Team
SS	Faculty of Social Science
STEM	Science, technology, engineering and mathematics
T&R	Teaching & Research
UB	Unconscious Bias
UBS	Ulster Business School
UG	Undergraduate
UKPSF	UK Professional Standard Framework
Ulster	Ulster University
VC	Vice-Chancellor
VSS	Voluntary Severance Scheme
WG	Working Group

Notes on the data

All data presented in the submission are based on a headcount of staff. Data on academic staff for each year (2014, 2015 and 2016) are taken from a snapshot of the staff body on 31 May of that year. Tables in relation to the academic year span are based on data from 2013-14, 2014-15 and 2015-16.

All data referring to academic staff, include all academic and research staff unless specified separately. Academic staff are staff employed on a teaching, research, or teaching and research contract from the grade of Research Assistant to Professor. Academic staff includes Postdoctoral Researchers. Lecturers include FT (full-time) and PT (part-time) Lecturers, and casual hourly paid lecturers (on a part-time contract with up to 120 hours per year); Professors include Deans and Senior Officers.

We have grouped all the research grades into one category: 'Researcher', as the numbers in this category are relatively small (a total of 145 staff in 2016 with over 100 of these in the Research Associate category). The SAT analysed the research categories by grade and found there were no significant differences between these grades. Student data is based on a profile of a full academic year.

Throughout the document, unless stated otherwise, we have made comparisons to the national average, using benchmark data from the 2015/16 HESA return.

Additional 1000 Words

Ulster University was granted an extension of 1,000 words to the word limit (see email below), of which we used 809 words.

The overall word length of the application is 11,309 allocated as follows:

- Letter of Endorsement (498)
- Description of the Institution (771)
- Self-Assessment Process (766)
- Picture of the Institution (1,349)
- Supporting and Advancing Women's Careers (7,489)
- Supporting Trans People (410)
- Further Information (5)
- Action Plan (21)

This section-by-section word count excludes titles (Figures, Tables and Images) but includes an additional 18 words for Table 9 (SAT description) on top of the permitted 20 words per member.

The additional word count has been utilised in Section 2, Section 3, Section 4 and Section 5 to describe the restructuring of Ulster and the impact on the profile of staff, the recruitment cycle and wider organisational changes.

FW: Request for Additional Words for Ulster University's Submission in April 2017 - Message (HTML)

File Message Tell me what you want to do...

Ignore Delete Reply Reply All Forward Reply & Delete To Manager Done Create New Move Assign Policy Mark Unread Categorize Follow Up Translate Zoom

Delete Respond Quick Steps Move Tags Editing Zoom

Thu 27/04/2017 16:22
Shmaia, Ayala
FW: Request for Additional Words for Ulster University's Submission in April 2017
To: O'Doherty, Patricia

From: Athena Swan [<mailto:AthenaSwan@ecu.ac.uk>]
Sent: 23 December 2016 12:02
To: Shmaia, Ayala <a.shmaia@ulster.ac.uk>; Athena Swan <AthenaSwan@ecu.ac.uk>
Subject: RE: Request for Additional Words for Ulster University's Submission in April 2017

Dear Ayala,

The restructuring and need to provide contextual information in the submission is grounds for an extension of 1000 words. Please note their usage in the word counts at the end of the sections where they have been used.

Please append a copy of this email to your submission as confirmation of the word extension.

We look forward to receiving your application.

Kind regards,
Jess

Jessica Cockell
Equality Charters Adviser
T: 020 7269 6542
E: Jessica.Cockell@ecu.ac.uk

From: Shmaia, Ayala [<mailto:a.shmaia@ulster.ac.uk>]
Sent: 05 December 2016 15:44

09:22
28/04/2017

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

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

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

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



Ulster University
Colin Lyne, Chair
Equality
College Lane, Lond
55/56
London WC2A 3LJ
Tel: +44 (0)20 701 1010
E: c.lyne@ulster.ac.uk
ulster.ac.uk

Equality Charters Manager
Equality Challenge Unit
7th Floor, Queen's House
55/56 Lincoln's Inn Fields
London WC2A 3LJ

27 April 2017

Dear Dr Gilligan

As Vice-Chancellor of Ulster University, I am delighted to support our application for an Athena SWAN (AS) Bronze award. We have been highly committed to the principles that underpin the AS Charter for many years, becoming a member in October 2012 and achieving an institution-wide bronze award in 2014. Ulster has placed the values of equality and diversity at its core. Since I was appointed at Ulster in 2015, I have consistently been impressed and encouraged by the passionate dedication of staff across the University in promoting this agenda using novel and effective approaches.

In the last 3 years we have made significant progress since achieving our institutional award. These include; four STEM schools accredited with Bronze Awards; running successful dedicated academic promotion workshops attended by 174 staff; sponsorship of 19 aspiring female leaders on the Aurora programme; and the introduction of a 'Female Academic Mentoring Engagement' scheme, which will soon be rolled out for all academic staff.

We have also actively supported universities in the South of Ireland who have recently engaged in the AS process. In addition, the appointment of an AS Co-ordinator has been incredibly valuable in enabling our achievements over the past three years.

We have documented substantial progress in respect of promoting gender equality. For example, the progressive increase in the overall proportion of female Professors from 28% to 34%, between 2012 and 2016; an increase in the proportion of females on our governing body to 44%; and following a number of key strategic appointments, an increase in the proportion of female senior leaders, such as Pro-Vice Chancellors, Executive Deans and Associate Deans. We believe these changes display the impact of many of our initiatives included in our previous Action Plan.

Our activities have aimed to change the diversity culture at Ulster. For this reason, we put people at the heart of our new strategic plan: Five and Fifty (2016-2034). The new AS Action Plan directly supports this process of change; this is exemplified by the prioritisation of central funding for AS; the establishment of a Returning Carers Scheme; supporting staff career development; and improving mentoring structures.

At Ulster, we are a committed team that aims to drive forward gender equality. A new Director of People and Culture will lead this team, overseeing the implementation of staff development frameworks and diversity strategies. We have the unconditional support of our Council and our

Vice-Chancellor and President: Professor Paddy Nixon

SLT. Over the next four years, we look forward to advancing equality and diversity through the four key themes of our Action Plan: Governance; Culture, Career Progression; and Transitions

We recognise that we still have many challenges within our institution, particularly in respect of ensuring a gender balance of staff in all STEM and AHSSBL schools, and engaging male staff to support AS but we believe that we have produced a challenging and aspirational Action Plan to create real change for our staff and students.

I confirm that the information presented is an honest, accurate and true representation of our University.

Yours sincerely,



Professor Paddy Nixon
Vice Chancellor

2. DESCRIPTION OF THE INSTITUTION

(i) information on where the institution is in the Athena SWAN process

Ulster University (Ulster) is Northern Ireland's largest university and we are ranked as one of the world's top 100 young universities. The University has four campuses located in Belfast, Coleraine, Derry/Londonderry, and Jordanstown.

The University joined the Athena SWAN (AS) Charter in October 2012 gaining a Bronze Award in April 2014. We have 4 AS Bronze Awards in STEM schools and 2 are pending awards from the November 2016 round. 2 schools have applied for awards in April 2017. In addition, the remaining 3 STEM schools are in the process of preparing for awards (Table 1).

Table 1: STEM Schools' submission status

STEM School	Status	Submission Date	Award Level
Nursing	Award attained	April 2015	Bronze
Engineering	Award attained	November 2015	Bronze
Computing and Intelligent Systems	Award attained	November 2015	Bronze
Health Sciences	Award attained	April 2016	Bronze
Psychology	Award submitted	November 2016	Bronze
Computing and Mathematics	Award submitted	November 2016	Bronze
Pharmacy and Pharmaceutical Sciences	Award submitted	April 2017	Bronze
Sports	Award submitted	April 2017	Bronze
Environmental Sciences	SAT established	November 2017	Bronze
Biomedical Sciences	SAT established	November 2017	Bronze
Built Environment*	SAT established	April 2018	Bronze

*Includes the Belfast School of Architecture

In July 2015 our Vice-Chancellor (VC), Professor Paddy Nixon, was appointed following the retirement of the previous VC. The Senior Leadership Team (SLT) was subsequently reconstituted to lead change in delivering our new Strategic Plan - Five and Fifty (2016-2034). The University has also recently advertised for a Director of People and Culture who will play a leading role in shaping the organisational development, fostering a culture based around our values and ethos, encouraging integrity, diversity and inspiring work. The Director will also have responsibility for the University's Equality and Diversity strategies and will lead staff development initiatives.

Following significant reductions in government funding in July 2016, the University underwent restructuring of academic provision with the closure of some schools and staff opting to take voluntary redundancy - this has impacted on the number of staff employed over the reporting period. The outworking of these changes has not yet been concluded and the new faculty/school structures will go live on 1 August 2017. For consistency, the current school structures form the basis of this assessment.

(ii) information on its teaching and its research focus

Teaching

During the reporting period, the University delivered a wide range of UG (Undergraduate) and PG (Postgraduate) courses across 6 faculties (Figure 1). Currently over 25,000 students are registered on programmes ranging from first degree to doctoral level across the four campuses, with a further 4,000 students registered on franchised programmes with partner institutions, both at home and internationally. We are widely acknowledged for our achievements in widening participation in higher education, and our flexible online learning portfolio provides students worldwide with access to our teaching excellence.

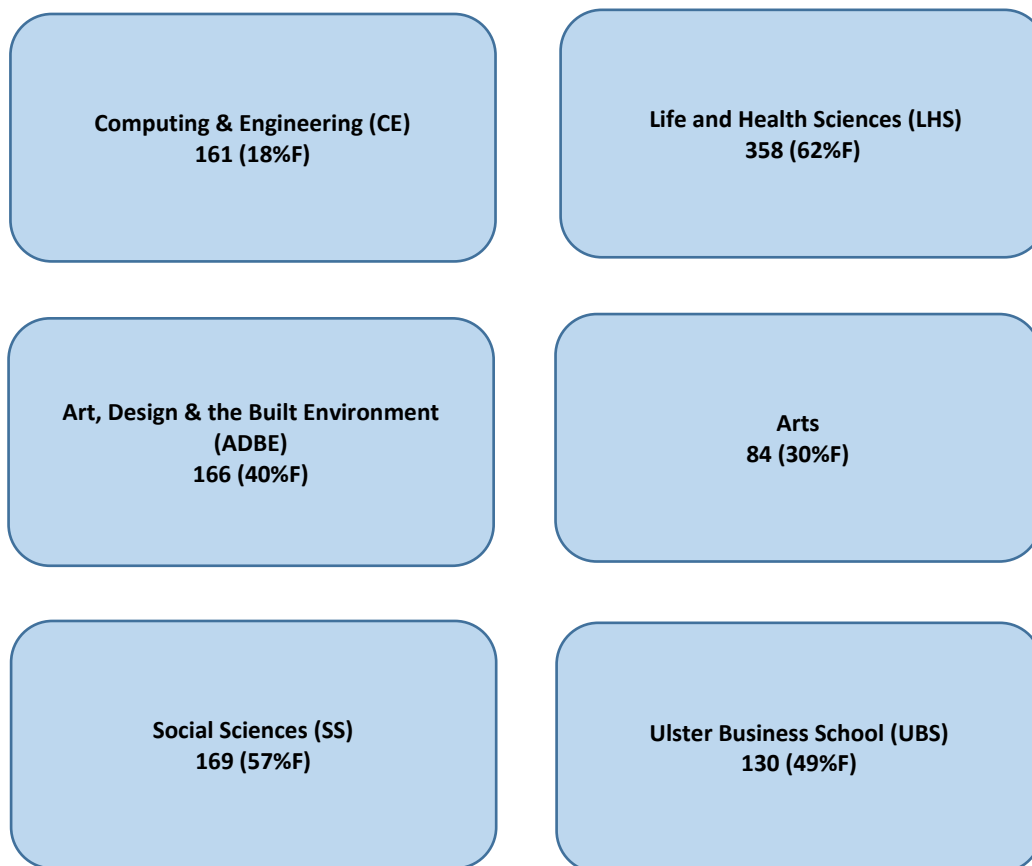


Figure 1: Ulster Faculties with headcount of Academic Staff

Research

Ulster's world-leading research informs our teaching excellence across all disciplines. Our Research Excellence Framework (REF) 2014 results reinforce our achievements and leadership in research where we are in the top 25% of all UK universities for research performance. The impact of our Law research ranked as number one in the UK and 100% of our Biomedical research environment is world leading.

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

Ulster employs 2,372 staff (Tables 2 and 3). 47% of academic staff and 63% professional & support staff (P&SS) are women. 853 of academic and P&SS staff work in STEM (Science, Technology, Engineering and Mathematics) faculties (49%F) and 1,519 of academic and P&SS staff work in the AHSSBL (Arts, Humanities, Social Science, Business and Law) faculties and departments (59%F).

Table 2: Overall University Profile in 2016, by Gender

	Headcount			%F
	M	F	Total	
Academic Staff	580	513	1093	47
P&SS	472	807	1279	63
University Total	1052	1320	2372	56

Table 3: Overall University Profile in 2016, by STEM and AHSSBL

	Headcount			%F
	M	F	Total	
STEM subjects	435	418	853	49
AHSSBL subjects*	617	902	1519	59
University Total	1052	1320	2372	56

(iv) the total number of departments and total number of students

Over the reporting period the University's 6 faculties have 31 constituent Schools (13 STEM; 18 AHSSBL) and 15 Research Institutes/Centres (9 STEM).

The University hosts a large student population with 20,521 UG, 4,443 Postgraduate Taught (PGT) and 744 Postgraduate Research (PGR) students in 2015/16 (Table 4). The student profile by STEM and AHSSBL is presented in Table 5.

Table 4: Student Profile for 2015/2016

	2015/16				National Average 2015/16
	M	F	Total	%F	%F
Undergraduate	9277	11244	20521	55	56
Postgraduate Taught	1433	3010	4443	68	60
Postgraduate Research	375	369	744	50	48
Total Student Profile	11085	14623	25708	57	57

Table 5: Student Profile by STEM and AHSSBL

	2015/16				National Average 2015/16
	M	F	Total	%F	%F
STEM discipline	5807	6758	12565	54	51
AHSSBL discipline	5278	7865	13143	60	61
Total Student Profile	11085	14623	25708	57	57

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

45% of academics in STEM and 49% in AHSSBL disciplines are women (Table 6). At school level, there are notable gender differences in the STEM disciplines. Women are under-represented in the majority of STEM schools (9 out of 13), with the lowest representation in the schools of Engineering (12%F) and Computing & Mathematics (16%F). Computing and Mathematics have started to implement an Action Plan (AP) to address female underrepresentation as part of their recent submission.

The reverse can be seen in Health Sciences (84%F) and Nursing (77%F); both schools are Bronze award holders and are addressing male staff and student underrepresentation in their AS

APs. In AHSSBL, Communication (25%M) and International Business (29%M) have the lowest proportion of men, and the lowest proportion of women is found in Irish Language & Literature (13%F) and Management & Leadership (21%F). Schools with a low percentage of female or male staff will commit to increase the number of female or male students and staff with AS expansion into these areas (action A.3).

Table 6: AHSSBL and STEM Academic Profile in 2016

		Headcount 2016			
		M	F	Total	%F
STEM	School of Computing & Information Engineering	7	5	12	42
	School of Computing & Intelligent Systems	26	8	34	24
	School of Computing & Mathematics	38	7	45	16
	School of Engineering	60	8	68	12
	Total Faculty of Computing & Engineering	131	28	159	18
	School of Biomedical Sciences	44	54	98	55
	School of Environmental Sciences	16	7	23	30
	School of Health Sciences	12	62	74	84
	School of Nursing	17	56	73	77
	School of Pharmacy & Pharmaceutical Sciences	10	6	16	38
	School of Psychology	21	23	44	52
	School of Sport	16	10	26	39
	Total Faculty of Life & Health Sciences	136	218	354	62
	School of Built Environment	51	23	74	31
	School of Architecture	17	7	24	29
AHSSBL	School of Art	31	36	67	54
	Total Faculty of Art, Design & the Built Environment*	99	66	165	40
	School of Creative Arts & Technologies	16	6	22	27
	School of English & History	17	7	24	29
	School of Irish Language & Literature	13	2	15	13
	School of Media, Film & Journalism	8	6	14	43
	School of Modern Languages	2	3	5	60
	Total Faculty of Arts	56	24	80	30
	School of Communication	5	15	20	75
	School of Criminology, Politics & Social Policy	18	15	33	46
	School of Education	17	26	43	61
	School of Law	13	19	32	59
	School of Sociology & Applied Social Studies	19	19	38	50
	Total Faculty of Social Sciences	72	94	166	57
	Dept of Accounting, Finance & Economics	17	12	29	41
	Dept of Business & Enterprise	3	5	8	63
	Dept of Hospitality & Tourism Management	7	14	21	67
	Dept of International Business	4	10	14	71
	Dept of Management & Leadership	15	4	19	21
	Dept of Marketing, Entrepreneurship & Strategy	9	8	17	47
	Business Institute	4	6	10	60
	Total Ulster Business School (UBS)	59	59	118	50
	Total STEM Academic Profile**	339	279	618	45
	Total AHSSBL Academic Profile**	229	221	450	49
	Total University Academic Profile (exc. Central Depts)	568	500	1068	47

*The Faculty of Art, Design & Built Environment includes the Schools of Art (an AHSSBL school) and Architecture and the Built Environment (both STEM schools)

**Total includes academics who are not assigned to any specific school

429 (65%F) Professional & Support Staff (P&SS) are employed within faculties. In each school, the majority of the P&SS are female, with the exception of Schools within the CE, the Schools of Environmental Sciences, Sport and Built Environment (Table 7).

Similarly, the majority of the P&SS are female within Departments (875 staff (62%F)) (Table 8), with the exception of the Department of Physical Resources (70%M).

Table 7: AHSSBL and STEM Professional & Support Staff Profile in 2016

		Headcount 2016			
		M	F	Total	%F
STEM	School of Computing & Information Engineering	0	0	0	0
	School of Computing & Intelligent Systems	4	3	7	43
	School of Computing & Mathematics	8	2	10	20
	School of Engineering	21	6	27	22
	Other Faculty of Computing & Engineering	3	20	23	87
	Total Faculty of Computing & Engineering	36	31	67	46
	School of Biomedical Sciences	17	25	42	60
	School of Environmental Sciences	4	2	6	33
	School of Health Sciences	3	6	9	67
	School of Nursing	0	12	12	100
	School of Pharmacy & Pharmaceutical Sciences	1	3	4	75
	School of Psychology	3	3	6	50
	School of Sport	5	3	8	38
	Other Faculty of Life & Health Sciences	7	28	35	80
	Total Faculty of Life & Health Sciences	40	82	122	67
	School of Built Environment	14	6	20	30
	School of Architecture	3	3	6	50
	Other Faculty of Art, Design & the Built Environment	5	22	27	82
AHSSBL	School of Art*	11	7	18	39
	Total Faculty of Art, Design & the Built Environment*	33	38	71	54
	School of Creative Arts & Technologies	3	3	6	50
	School of English & History	0	3	3	100
	School of Irish Language & Literature	0	1	1	100
	School of Media, Film & Journalism	1	3	4	75
	School of Modern Languages	1	5	6	83
	Other Faculty of Arts	3	11	14	79
	Total Faculty of Arts	8	26	34	77
	School of Communication	0	3	3	100
	School of Criminology, Politics & Social Policy	1	3	4	75
	School of Education	1	3	4	75
	School of Law	0	3	3	100
	School of Sociology & Applied Social Studies	0	6	6	100
	Other Faculty of Social Sciences	4	20	24	83
	Total Faculty of Social Sciences	6	38	44	86
	Dept of Accounting, Finance & Economics	0	2	2	100
	Dept of Business & Enterprise	0	2	2	100
	Dept of Hospitality & Tourism Management	21	22	43	51
	Dept of International Business	0	2	2	100
	Dept of Management & Leadership	0	3	3	100
	Dept of Marketing, Entrepreneurship & Strategy	0	4	4	100
	Business Institute	0	4	4	100
	Other Ulster Business School	5	26	31	84
	Total Ulster Business School (UBS)	26	65	91	71
	Total STEM P&SS	98	144	242	60
	Total AHSSBL P&SS	51	136	187	73

* The Faculty of Art, Design & Built Environment includes the School of Art (an AHSSBL school) and the School of Architecture and School of Built Environment (both STEM schools)

Table 8: Total staff within Departments in 2016

	Headcount 2016			
	M	F	Total	%F
Academic Planning, Partnerships & International Affairs	10	54	64	84
Communications	8	16	24	67
Development	2	21	23	91
Finance & Information	112	207	319	65
Human Resources	7	28	35	80
Physical Resources	141	61	202	30
Research & Innovation	14	44	58	76
Teaching & Learning	29	84	113	74
Vice-Chancellor's Office	12	25	37	68

(771 words, including additional words)

3. THE SELF-ASSESSMENT PROCESS

(i) a description of the self-assessment team

To ensure continuity, the Chair of the previous University Bronze self-assessment team (SAT) was retained [REDACTED]

[REDACTED] has a strong personal commitment to the AS principles and has responsibility for reporting on AS to the Senior Leadership Team (SLT).

To benefit from as much experience in the AS process as possible members of our previous SAT, we invited members of the Athena SWAN Committee (ASC) and our AS Champions to participate. In accordance with the expansion of the Charter, Deans and Heads of School (HoS) of AHSSBL were asked to nominate staff to join the SAT. After the initial stage of volunteers, staff members were approached to fill specific gaps in representation.

We have a diverse staff and student representation on the SAT with experiences of maternity leave, part-time and flexible working as well as 11 members with caring responsibilities (see Table 9).

Table 9: SAT Membership - 22 members (7 male and 15 female)

Member (Gender)	School / University Role	Faculty/Dept.	SAT Role/ Experience	PT/FT
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED] [REDACTED] [REDACTED]	[REDACTED]
[REDACTED]	[REDACTED] [REDACTED] [REDACTED]	[REDACTED]	[REDACTED] [REDACTED]	[REDACTED]
[REDACTED]	[REDACTED] [REDACTED]	[REDACTED]	[REDACTED] [REDACTED]	[REDACTED]
[REDACTED]	[REDACTED] [REDACTED]	[REDACTED]	[REDACTED] [REDACTED]	[REDACTED]
[REDACTED]	[REDACTED] [REDACTED]	[REDACTED]	[REDACTED] [REDACTED] [REDACTED]	[REDACTED]
[REDACTED] [REDACTED]	[REDACTED] [REDACTED]	[REDACTED]	[REDACTED] [REDACTED] [REDACTED]	[REDACTED]

An AS survey was conducted in January 2017, to gather feedback on AS and its impact over the last three years. Overall, 631 staff responded (421 academic and 210 P&SS). The response rate for the academic staff was 33% (59% F) and 13.8% for the P&SS (79% F).

Following the AS survey, we conducted three focus groups (19 staff participated across a range of grades in STEM, AHSSBL and P&SS). These groups provided us with a richer and deeper understanding of important issues and helped shape our AP going forward. All of the participants were female, therefore reinforcing the need to encourage male engagement going forward (action A.2.v).

The progress of the draft was closely monitored and reviewed by the ASC and our application and AP has been critically reviewed externally. We also hosted an AS Equality Challenge Unit post-May 2015 Workshop on 19 January 2017 to help prepare our application and AP (21 staff attended, 19F:2M)

A final summary of our submission and AP was presented to and approved by the SLT on 10 April 2017.

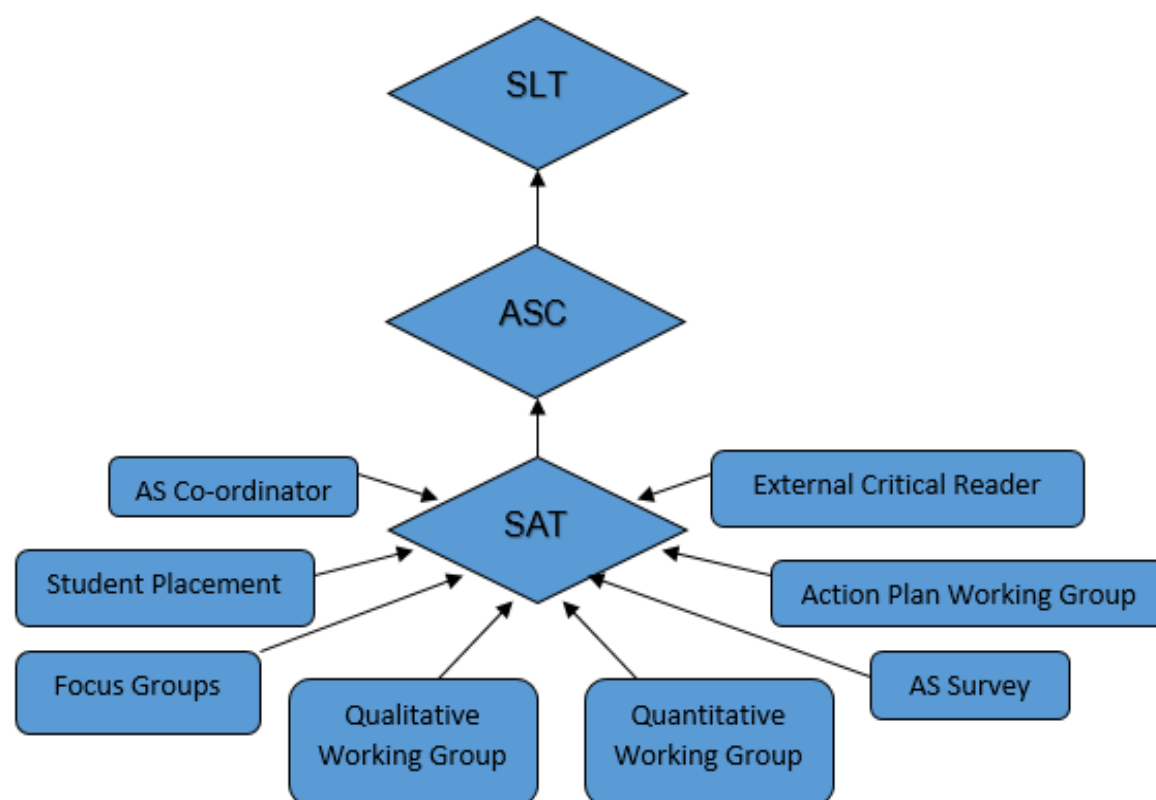


Figure 2: Diagram of the Self-Assessment Process

(iii) plans for the future of the self-assessment team

Following the submission, the ASC will meet quarterly to oversee all AS related activities, including implementation of the new AP and providing support to AHSSBL schools as they engage in the AS process (action A.1.ii).

The ASC membership will now include the new Director of People and Culture and will be annually reviewed (action A.1.i) (currently 19F:6M) with a focus on increasing male engagement, new members from AHSSBL disciplines, and including P&SS staff (action A.1).

New members of academic and P&SS staff will be invited to become AS champions, and we will particularly encourage male staff (currently 21 champions (20F, 1M) including a student and alumni champion). A student AS champion role description has been circulated to the all STEM AS champions and this will be expanded to the AHSSBL going forward (action A.2.v).

An annual report will be presented to SLT on AS activities and progress, ensuring ongoing focus and support at strategic level. The report and regular updates will also be shared with AS Champions, Executive Deans, Associate Deans and HoS and posted on Ulster's website (action A.1.iii).

The ASC will continue to support STEM and AHSSBL schools as they initiate award applications by sharing good practices, providing data, assisting in drafting surveys, taking part in SAT meetings as requested, critical reading of submissions, and any other support requested (actions A.3, A.5).

We will conduct a short AS survey biennially to examine gender equality and gather data for intersectional analysis (action A.2.iii). In addition, in preparation for AS awards each school will carry out an AS survey to provide additional local information for its application (noted within action A.3).

The following actions will also be taken to raise awareness of AS and keep staff and students updated:

- the AS website will be updated monthly, in addition to Ulster's equality twitter feed (action A.2.ii);
- promotion on *Insight*, Ulster's digital news channel for staff;
- we will continue to circulate AS updates quarterly to all STEM faculties for their board meetings (presented by the relevant AS Champion) and will now expand this to include AHSSBL faculties (action A.2.i and iv).

(766 words, including additional words)

4. A PICTURE OF THE INSTITUTION

4.1. Academic and research staff data

(i) Academic and research staff by grade and gender

During the reporting period, the overall number of academics has declined from 1,397 in 2014 to 1,093 in 2016 mainly as a result of restructuring following budget cuts described in Section 2 (Table 10). Although the total staff number has declined, the overall proportion of female academics has remained steady (2014, 46%F; 2016, 47%F) and above the national average (HESA, 45%).

The number of female Lecturers/Professors has therefore declined but the proportion increased from 52% to 54% and from 31% to 34% (up from 26% in 2012) respectively (Table 10).

The proportion of female Researchers is similar over the reporting period (between 47-50%) and in line with the national average (47%) and females in the grade of Senior Lecturer (SL)/Reader has also remained stable (between 36%-38%). The percentage of female Professors in both STEM and AHSSBL is higher than the national average (Table 11).

Females are underrepresented at SL/Reader and Professor in both STEM and AHSSBL and actions B.1, B.2, D.1, D.2, D.3 aim to address this.

Table 10: Overall Academic Staff by Grade and Gender

	2014			2015			2016			National Average 2015/16
	M	F	%F	M	F	%F	M	F	%F	%F
Researcher	74	71	49	75	74	50	75	67	47	47
Lecturer*	393	427	52	316	337	52	273	315	54	
SL/Reader**	143	80	36	137	80	37	124	75	38	
Professor	145	64	31	127	59	32	108	56	34	29
Total Academics	755	642	46	655	550	46	580	513	47	45

* Includes PT lecturers.

** Senior Lecturer/Reader (presented together as they are on the same grade scale)

Table 11: Academic Staff by Grade and Gender for STEM and AHSSBL

		2014			2015			2016			National Average 2015/16
		M	F	%F	M	F	%F	M	F	%F	%F
STEM	Researcher	63	56	47	66	55	46	67	57	46	45
	Lecturer	196	230	54	166	177	52	135	159	54	
	SL/Reader	80	35	30	76	35	32	69	36	34	
	Professor	88	31	26	82	29	26	68	27	28	22
	STEM Total	427	352	45	390	296	43	339	279	45	39
AHSSBL	Researcher	11	15	58	9	19	68	8	10	56	57
	Lecturer	197	197	50	150	160	52	138	156	53	
	SL/Reader	63	45	42	61	45	43	55	39	42	
	Professor	57	33	37	45	30	40	40	29	42	35
	AHSSBL Total	328	290	47	265	254	49	241	234	49	42
Total Academics		755	642	46	655	550	46	580	513	47	40

Over the reporting period, the proportion of male and female students at various levels has remained steady (Figure 3), with 55% women on average at UG (national average 56%, HESA 2015/16); 68% PGT (national average 60%); and 50% PGR (national average 48%).

While our overall student UG recruitment is balanced in terms of gender, there is an underrepresentation of female students in some schools. This will have implications for the future pipeline for academic staff in these schools where females are also underrepresented. Schools in these areas have developed APs to address this issue, in addition we will continue our programme of outreach activities (action C.10).

To further our understanding of why more women opt for the PGT route, we will conduct focus groups with UG, PGT and PGR men and women (action D.2.ii).

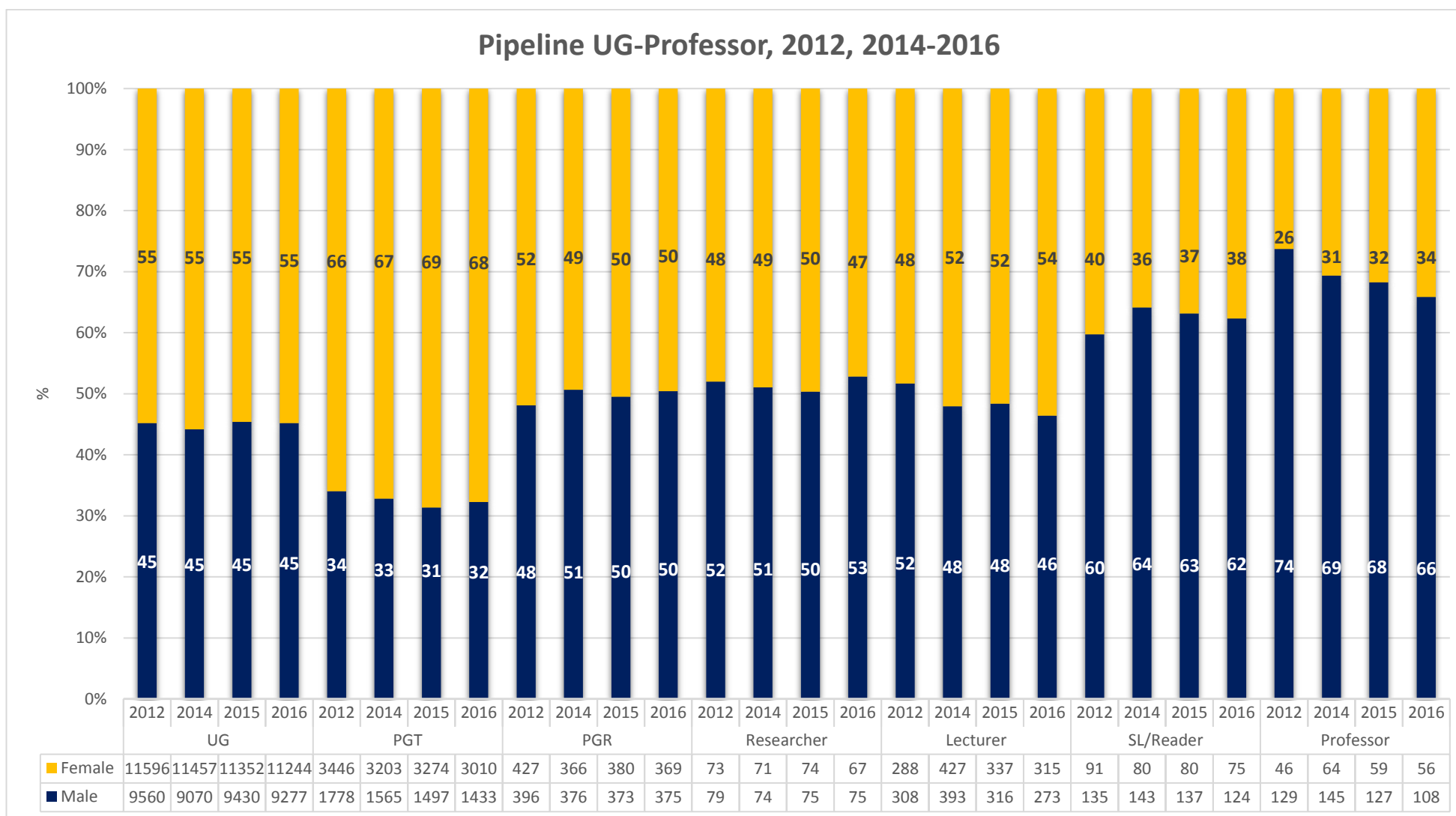


Figure 3: Pipeline UG to Professor, 2012, 2014-2016

Intersectionality

Ulster has a high proportion of BME academic staff compared to the proportion of BME in Northern Ireland as a whole (the BME population in Northern Ireland was 2% compared to 13% in the UK (2011 Census)).

The proportion of BME staff has risen steadily over the reporting period from 6% to 7% (Figure 4). There is a higher proportion of male than female BME staff (11%M, 4%F, 2016).

The highest number of BME staff is Researchers and Lecturers (Figure 5). We had one BME PT Professor in 2014 who left upon expiry of contract. Recently, a female BME STEM academic was promoted to Professor in the School of Computing & Mathematics. This is encouraging, however we aim to increase the proportion of BME staff and particularly those at senior levels using AS and Race Equality Charter Award (due to be submitted by 15 July 2017) (action D.2.i-iii).

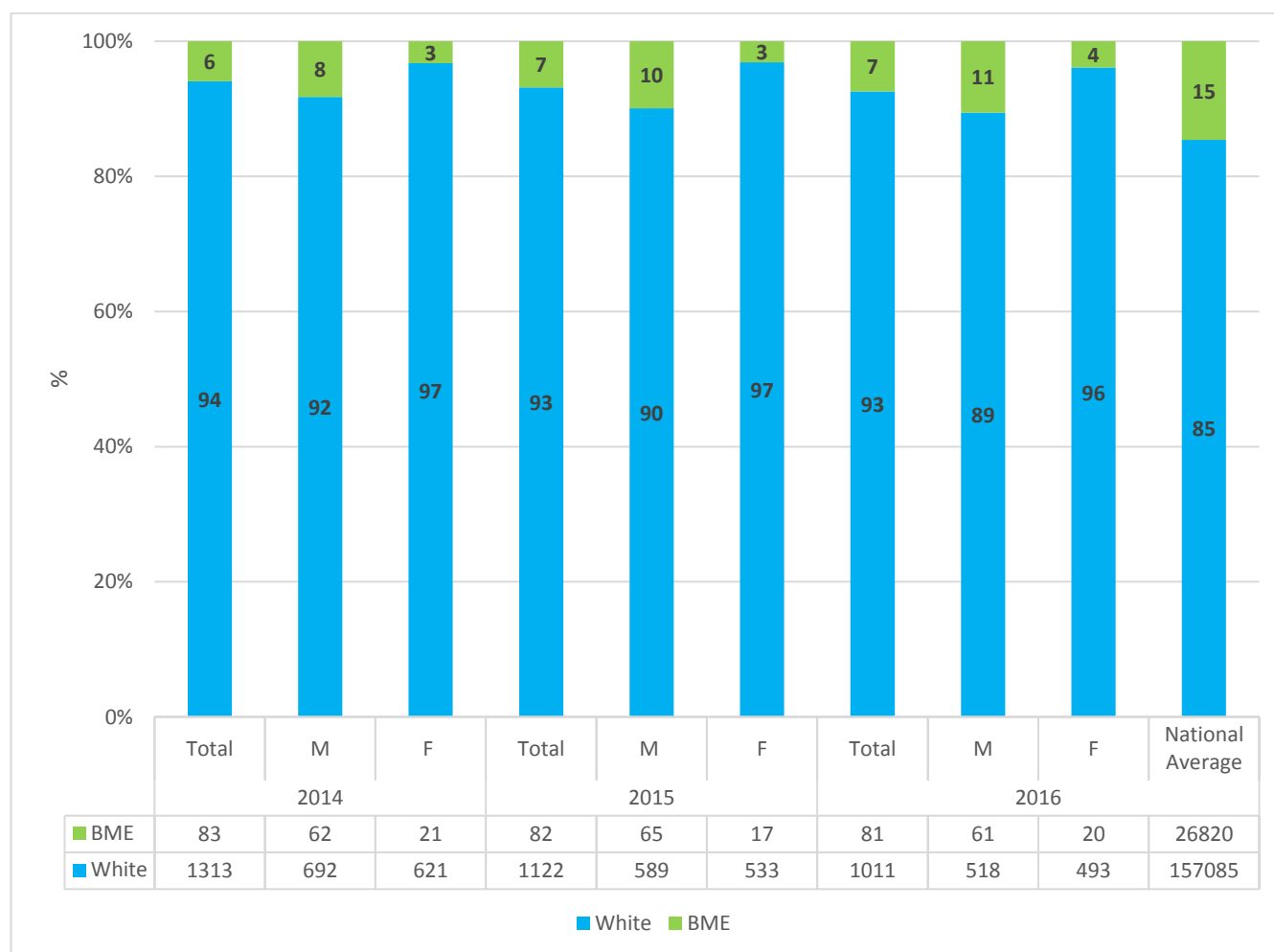


Figure 4: Number and proportion of BME at Ulster (excluding one member of staff whose ethnicity is not known)

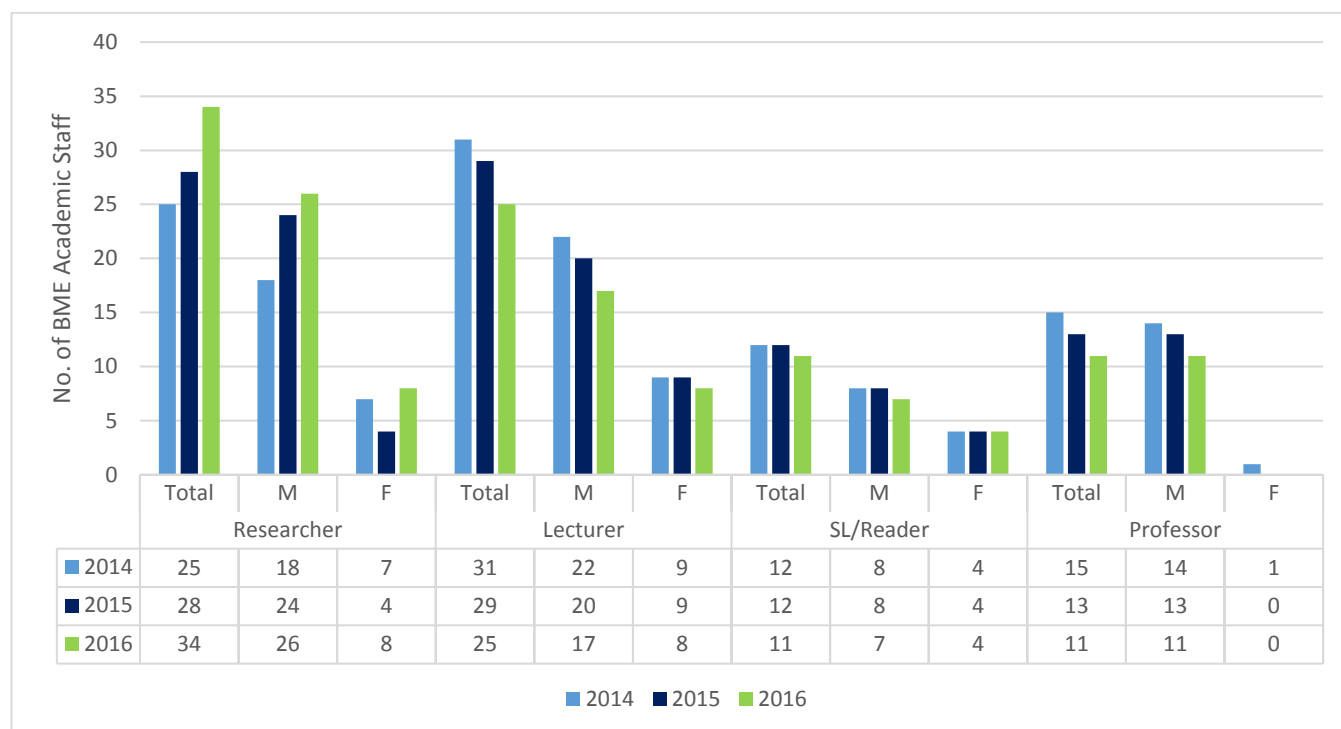


Figure 5: Headcount of BME Academic Staff by Grade and Gender

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

The staff at Ulster is employed under permanent or fixed term contracts. There are no zero hour contracts. Some fixed term contracts are PT casual hourly paid lecturers, who have a maximum of 120 hour/year contracts providing us with an agile and responsive workforce, recruited on the basis of their specialist technical and professional expertise. These staff members have access to all the career development provision offered to our permanent members of staff, such as teaching qualifications.

Over the reporting period, the majority of academics were employed on permanent contracts (Table 12). The proportion of permanent female academics has remained stable at 45%, which is slightly higher than the national average (43%, HESA 2015/16).

The majority of Researchers are employed under fixed term contracts, and, although the overall number has reduced due to restructuring, the number on fixed term contracts has risen slightly from 123 in 2014 to 133 in 2016. (Table 12). This is partly due to increased grant funding resulting in more fixed term research posts. The number of female Researchers on permanent contracts is small and similar to males in 2014 and 2015 and in 2016; there are 9 staff on permanent contracts (2M, 7F). Women comprise approximately half of fixed term Researchers across the reporting period, in line with the national average (46%, HESA 2015/16).

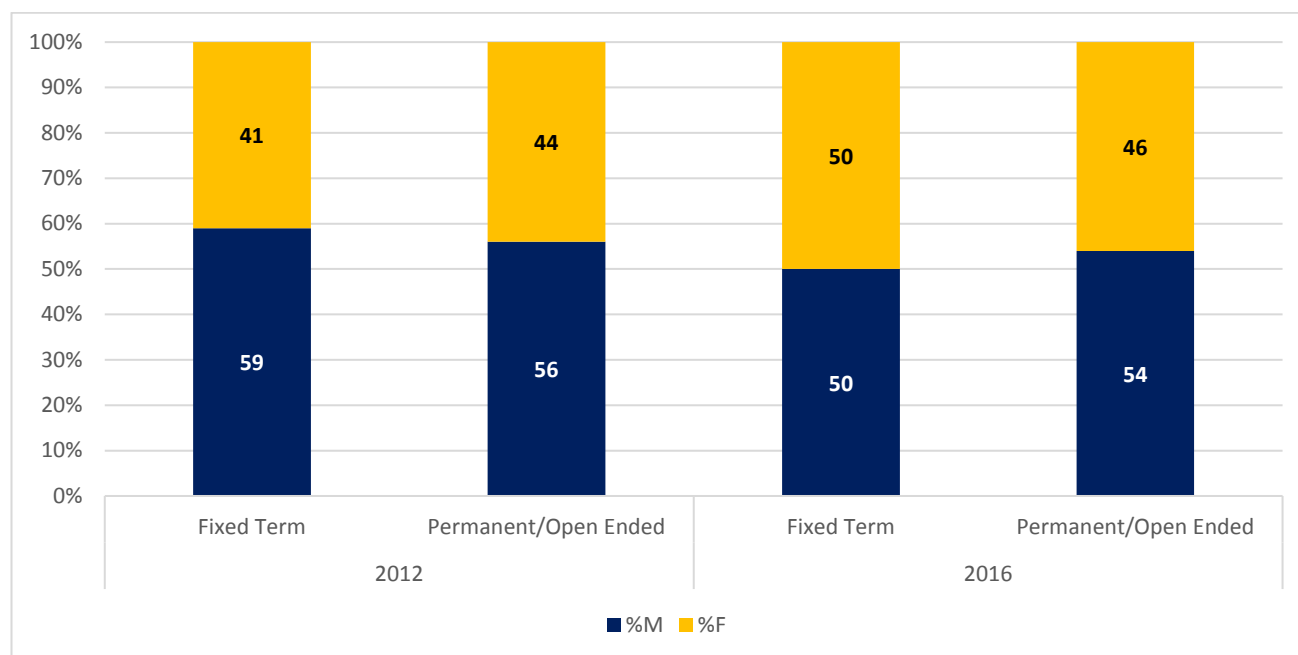


Figure 6: Proportion of Male and Female Academics on Permanent and Fixed Term Contracts Across the University in 2012 and 2016

When comparing these findings to 2012 (Figure 6), the proportion of permanent female staff has risen slightly (44%, 2012; 46%, 2016), however the proportion of women on fixed term contracts overall has also increased (41%, 2012; 50%, 2016). To address this, we will be looking at improving the flow of female researchers from fixed term to permanent positions in addition to establishing a gender-equality subcommittee within the Doctoral College to examine issues affecting women in their career progression (actions B.4, D.2).

Table 12: Overall Academic and Research Staff by Gender and Contract Type 2014-2016

		2014			2015			2016			National Average 2015/16
		M	F	%F	M	F	%F	M	F	%F	%F
Academic Staff	Permanent / Open Ended	489	388	44	475	384	45	417	343	45	43
	Fixed Term	192	183	49	105	92	47	88	103	54	50
	Total Academic	681	571	46	580	476	45	505	446	47	45
Research Staff	Permanent / Open Ended	12	10	46	8	7	47	2	7	78	48
	Fixed Term	62	61	50	67	67	50	73	60	45	46
	Total Research	74	71	49	75	74	50	75	67	47	47
	Total Academic / Research	755	642	46	655	550	46	580	513	47	45

There is a higher proportion of fixed term Researchers in both STEM and AHSSBL across the reporting period (Figure 7), which is attributable to the nature of funding for these posts. Although the number of fixed term STEM Researchers has remained stable, the number of permanent STEM research posts has declined from 16 in 2014 to 4 in 2016. Although numbers are relatively small, we will continue to monitor this.



Figure 7: Headcount of Academic and Research Staff on Permanent and Fixed Term Contracts 2014-2016

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

The University's 3 main contractual employment functions, as defined by HESA are: Research-Only; Teaching-Only; and Teaching & Research (T&R).

Table 13 shows that over the reporting period, there was very little gender difference in Research-Only staff and this is in line with the national average (47%, HESA 2015/16). More than half of female lecturers are Teaching-Only and the proportion increases over the reporting period (2014, 49%F; 2016, 58%F). Women are underrepresented in T&R. The proportion of female lecturers under T&R has declined (2014, 55%F; 2016, 48%F). This is connected to the PT casual hourly paid lecturers included in the lecturer grade. These findings are influenced by schools which hire staff for their specialist clinical expertise, many of whom are female and not research active e.g. Schools of Nursing and Health Sciences. Most permanent Academic staff perform T&R roles and a minority of staff have research-only contracts. While women are underrepresented at the professorial grade, the proportion has increased over the period and is higher than the national average in T&R.

Table 13: Academic Employment Function by Gender and Grade

Academic Employment Function		2014			2015			2016			National Average 2015/16
		M	F	%F	M	F	%F	M	F	%F	%F
Researcher	Teaching Only	0	0	0	0	0	0	0	0	0	0
	Research Only	74	71	49	75	74	50	75	66	47	48
	Teaching & Research	0	0	0	0	0	0	0	0	0	0
	Total	74	71	49	75	74	50	75	66	47	
Lecturer	Teaching Only	204	196	49	221	255	54	143	198	58	
	Research Only	0	0	0	0	0	0	0	0	0	
	Teaching & Research	189	231	55	95	82	46	130	118	48	
	Total	393	427	52	316	337	52	273	316	54	
SL / Reader	Teaching Only	35	20	36	68	43	39	35	31	47	
	Research Only	0	0	0	0	0	0	0	0	0	
	Teaching & Research	108	60	36	69	37	35	89	44	33	
	Total	143	80	36	137	80	37	124	75	38	
Professor	Teaching Only	6	4	40	22	10	31	11	5	31	37
	Research Only	0	0	0	0	0	0	0	0	0	26
	Teaching & Research	139	60	30	105	49	32	97	51	35	26
	Total	145	64	31	127	59	32	108	56	34	
Total Academics		755	642	46	655	550	46	580	513	47	45

(iv) Academic leavers by grade and gender

Following restructuring described in Section 2, there has been an increase in the number of leavers over the reporting period (Table 14). Lecturers have the highest turnover (in 2016, 76 members of staff, 42%F, this is followed by Researchers (46 staff, 48%F). At SL/Reader and Professor, the proportion of men leaving was higher during this period (78% and 69% respectively) due to these staff availing of the voluntary severance scheme (VSS) offered (note: historically there was greater proportion of men at this level) (Table 16).

There are higher numbers of leavers from STEM than AHSSBL (Table 15), reflecting the higher number of staff working on fixed term contracts in STEM compared to AHSSBL (Figure 7). Academic and research staff whose contract expired at the end of 52 weeks are offered an enhanced redundancy package (this is more than the statutory norm of 2 years).

Table 14: Leavers by Category, Gender and Grade

Grade	2011/12			2013/14			2014/15			2015/16		
	M	F	Total (%F)	M	F	Total (%F)	M	F	Total (%F)	M	F	Total (%F)
Researcher	8	7	15 (47)	33	26	59 (44)	33	26	59 (44)	24	22	46 (48)
Lecturer	16	9	25 (36)	15	17	32 (53)	22	20	42 (48)	44	32	76 (42)
SL/ Reader	6	1	7 (14)	6	3	9 (33)	6	2	8 (25)	17	5	22 (23)
Professor	4	3	7 (43)	19	6	25 (24)	28	10	38 (26)	18	8	26 (31)
Total	34	20	54 (37)	73	52	125 (42)	89	58	147 (39)	103	67	170 (39)

Table 15: Leavers by STEM/AHSSBL

	2013/14				2014/15				2015/16			
	M	F	Total	%F	M	F	Total	%F	M	F	Total	%F
STEM	47	33	80	41	57	35	92	38	68	40	108	37
AHSSBL	26	19	45	42	32	23	55	42	35	27	62	44
Total	73	52	125	42	89	58	147	39	103	67	170	39

Table 16: Leavers by Gender and Leaving Reason

Leaving Reason	2013/14				2014/15				2015/16			
	M	F	Total	%F	M	F	Total	%F	M	F	Total	%F
Contract Expired	17	13	30	43	31	19	50	38	18	10	28	36
Retirement	6	4	10	40	11	3	14	21	1	1	2	50
Resigned	23	19	42	45	29	19	48	40	16	12	28	43
Redundancy*	25	16	41	39	18	17	35	49	65	44	109	40
Other**	2	0	2	0	0	0	0	100	3	0	3	0
Total	73	52	125	42	89	58	147	39	103	67	170	39

*Includes voluntary severance scheme introduced in 2015/16

**Includes termination and deceased

During academic restructuring in 2015/16, a VSS was offered. During this time, there were no compulsory redundancies. When examining the age band of staff who availed of the VSS, we found that 83% of males were over 50 years (46% over 60) and 73% of women were over 50 years (23% over 60).

(v) Equal pay audits/reviews

The last equal pay audit was conducted in 2014 and analysed ethnicity, perceived community background, disability status, age and dependants in addition to gender. The main conclusion was that there are no significant equal pay issues when comparing employees within current grades (this is largely because the University maintains an automatic incremental system), with the exception of Grade 6/7. Grade 6/7 is a run-through grade mainly populated by researchers on fixed-term contracts and therefore there is a higher turn-over. Further analysis revealed that the data were being skewed by a very small number of staff on permanent contracts who, because they are in post longer, were more likely to be at the top of the 6/7 grade and that no further explanation was required in relation to this particular grade.

The University will carry out a further full equal pay audit in 2017. The report will be presented to the ASC and SLT and we will implement any actions arising (action C.1).

(1,349 words, including additional words)

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

5.1. Key career transition points: academic staff

(i) Recruitment

The University is committed to appointing well-qualified, high quality staff. Our recruitment policy provides a flexible, efficient and effective response to the highly competitive labour market in which the University operates. We have an online Equality and Diversity training programme to raise awareness of the effect of gender discrimination and is mandatory for all staff. We also have a detailed Policy on Recruiting and Selecting Employees, and recruitment training is mandatory for all panellists to promote best practice, ensure compliance with relevant legislation and alignment with our Equal Opportunities Policy.

The tables below do not include any shortlisting data. This is due to the software currently used at Ulster. We plan to provide full details of all recruitment stages including shortlisting data and anticipate data will be in place by our next submission date (action A.4).

Over the reporting period, there has been fewer female than male applicants for academic and research posts. However, female applicants are more likely to be made an offer, based on percentage of applications (Tables 17 and 18). This was also the case both among academics and researchers and across STEM and AHSSBL disciplines, apart from SL/Reader where there were years where there were more female applicants than male (Table 20).

The University has taken various steps since our last submission to encourage female applicants, for example:

- publicity of Ulster's membership of AS in all job adverts and on the University's e-recruitment webpage;
- unconscious bias training for staff was introduced. Staff participated across all campuses and included members of the govern body and the Senior Leadership Team. The number of staff attended to date is 130 (91F);
- ensuring female participation in all interview panels;

- positive measures to encourage recruitment of underrepresented groups which were circulated to all STEM HoS.

However, the recruitment data shows a lower number of women are applying for the majority of positions.

Therefore, in addition to reviewing our HR policies, further measures will now be taken including:

- roll out unconscious bias training to all staff, including the development of on-line training for all staff and tailored sessions will be provided to schools upon request;
- gender proofing our job descriptions and specifications;
- ensuring both male and female are represented on interview panels and all panellists undertake unconscious bias training;
- reviewing the material we provide at application stage to include information on family friendly working, nursery facilities etc;
- any imagery used is gender balanced and includes different age and ethnic groups and family friendly photos.

(actions C.4, D.1.i-v).

Overall, although more males applied for Lecturer posts than females, this is the only grade where consistently more females were appointed than males (Table 19). This is mostly true also for STEM and AHSSBL separately (Table 20). Whilst overall, based on percentage of applications, women have a slightly higher success rate than men, investigation of the various grades shows that this is the case only for Lecturers and Readers. The situation varies in Senior Lecturer/Reader from year to year. When examining Professor/Dean/Senior Officer posts, we see that apart from 2014/15, men have a higher success rate than women and we will take action to address this (see actions C.4 iv; D.1 i-v).

It is worth noting, however, that over the reporting period the proportion of female professors has risen from 26% to 34% (Figure 3, p.23). This increase is partly due to the number of women being promoted to professorships (17F and 13M promoted to Professor over the reporting period) and as a result of male professors leaving the University during the voluntary severance scheme offered in 2015/16.

Table 17: Recruitment by Gender

Gender	2013/14			2014/15			2015/16		
	Applied	Appointed	% Success Rate	Applied	Appointed	% Success Rate	Applied	Appointed	% Success Rate
M	1863	72	4	939	37	4	929	62	7
F	1045	68	7	710	47	7	558	51	9
Total	2908*	140	5	1649	84	5	1487**	113	8

*data excludes 3 applicants whose gender is unknown

**data excludes 7 applicants whose gender is unknown

Table 18: Recruitment by Gender for Academic and Research Staff

	Gender	2013/14			2014/15			2015/16		
		Applied	Appointed	% Success Rate	Applied	Appointed	% Success Rate	Applied	Appointed	% Success Rate
Academic	M	1273	56	4	378	22	6	428	29	7
	F	752	57	8	282	32	11	239	20	8
	Total	2025	113	6	660	54	8	667	49	7
Research	M	590	16	3	561	15	3	501	33	7
	F	293	11	4	428	15	4	319	31	10
	Total	883	27	3	989	30	3	820	64	8

Table 19: Recruitment by Gender and Grade

	Gender	2013/14			2014/15			2015/16		
		Applied	Appointed	% Success Rate	Applied	Appointed	% Success Rate	Applied	Appointed	% Success Rate
Researcher	M	590	16	3	561	15	3	501	33	7
	F	293	11	4	428	15	4	319	31	10
	Total	883	27	3	989	30	3	820	64	8
Lecturer	M	1231	42	3	322	15	5	376	16	4
	F	712	49	7	257	21	8	220	16	7
	Total	1943	91	5	579	36	6	596	32	5
Senior Lecturer/Reader	M	7	3	43	8	2	25	2	2	100
	F	10	2	20	15	6	40	1	1	100
	Total	17	5	29	23	8	35	3	3	100
Professor/Dean/Senior Officer	M	35	11	31	48	5	10	50	11	22
	F	30	6	20	10	5**	50	18	3***	17
	Total	65	17	26	58	10	17	68	14	21

*Appointed numbers are higher than the applied numbers as some of the applications were received in the previous year to the appointment.

**Includes 1 successful candidate recruited to HoS but paid at SL level with an allowance.

***Includes 1 successful candidate recruited to HoS but paid at SL level with an allowance and 1 successful candidate recruited to HoS but paid at Lecturer level with an allowance.

Table 20: Recruitment by Gender, Grade and STEM and AHSSBL

		Gender	2013/14			2014/15			2015/16		
			Applied	Appointed	% Success Rate	Applied	Appointed	% Success Rate	Applied	Appointed	% Success Rate
STEM	Researcher	M	488	14	3	491	13	3	396	29	7
		F	176	9	5	315	15	5	221	27	12
		Total	664	23	3	806	28	3	617	56	9
	Lecturer	M	1028	18	2	109	8	7	152	5	3
		F	520	32	6	34	6	18	68	7	10
		Total	1548	50	3	143	14	10	220	12	5
	SL/ Reader	M	5	2	40	7	1	14	0	0	0
		F	1	0	0	8	1	13	0	2	*
		Total	6	2	33	15	2	13	0	2	*
	Professor/ Dean/Senior Officer	M	15	8	53	11	2	18	21	8	38
		F	14	2	14	5	3	60	10	2***	20
		Total	29	10	34	16	5**	31	31	10	32
AHSSBL	Researcher	M	102	2	2	70	2	3	105	4	4
		F	117	2	2	113	0	0	98	4	4
		Total	219	4	2	183	2	1	203	8	4
	Lecturer	M	203	24	12	213	7	3	224	11	5
		F	192	17	9	223	15	7	152	10	7
		Total	395	41	10	436	22	5	376	21	6
	SL/ Reader	M	2	1	50	1	1	100	2	2	100
		F	9	2	22	7	5	71	1	0	0
		Total	11	3	27	8	6	75	3	2	67
	Professor/ Dean/Senior Officer	M	20	3	15	37	3	8	29	3	10
		F	16	4	25	5	2	40	8	1****	13
		Total	36	7	19	42	5	12	37	4	11

*Appointed numbers are higher than the applied numbers as some of the applications were received in the previous year to the appointment.

**Includes 1 successful candidate recruited to HoS but paid at SL level with an allowance.

***Includes 1 successful candidate recruited to HoS but paid at SL level with an allowance.

****Includes 1 successful candidate recruited to HoS but paid at Lecturer level with an allowance.

(ii) Induction

New University staff are welcomed by HR at a “new start” session where they are provided with joining documentation and introduced to our online institutional “Welcome and Orientation Programme”. They are also provided with a personal copy of the Ulster’s Induction pack and the Local Induction process, which is a three-way partnership between the new member, the Line Manager and Induction Colleague (mentor/buddy). Alternative arrangements are in place for posts that do not require internet access. Depending on the role, additional role specific elements will also follow at a suitable point e.g. Course Director Inductions.

The Induction process at Ulster provides a flexible and inclusive approach, which is tailored by Line Managers to suit the circumstances of the situation such as a new member of staff joining the University from outside or a current staff member transitioning into a new role through promotion.

A review of the induction process conducted by Staff Development indicates that not all of the inductees engaged with the online induction (on average 50%). These staff found the induction process to be helpful; however, some local (bespoke) elements could be enhanced. We will

ensure all newly appointed staff engage with the entire induction process all we will enhance the local (bespoke) elements (action D.5)

The establishment of a new Directorate of People and Culture provides a vehicle for implementing strategies to increase the level of engagement and initiatives. These strategies include deeper analysis of our appointments data to include by new externally appointed staff; internally promoted staff and intersectional analysis.

Furthermore, the implementation of the new online induction for staff who are new to a line management role will include a strong focus on supporting improvement in this area (action D.4)

(iii) Promotion

The promotions' criteria recognise academic achievement in the following three areas:

- Teaching and Learning,
- Research and Development and
- Academic Enterprise (this pathway recognises contributions to the University's activities that enhance the economic, social and cultural development of the region).

All academic staff are emailed annually to advise of the annual promotion round, including those contact staff not in the University at the time, for example, due to maternity leave. In putting staff forward for promotion, Executive Deans/HoS are asked to address explicitly how candidates meet the published criteria. Figure 8 depicts the promotion process at Ulster in detail. The promotion data presented below is from the annual promotions round in Stage 3 (the final internal panel).

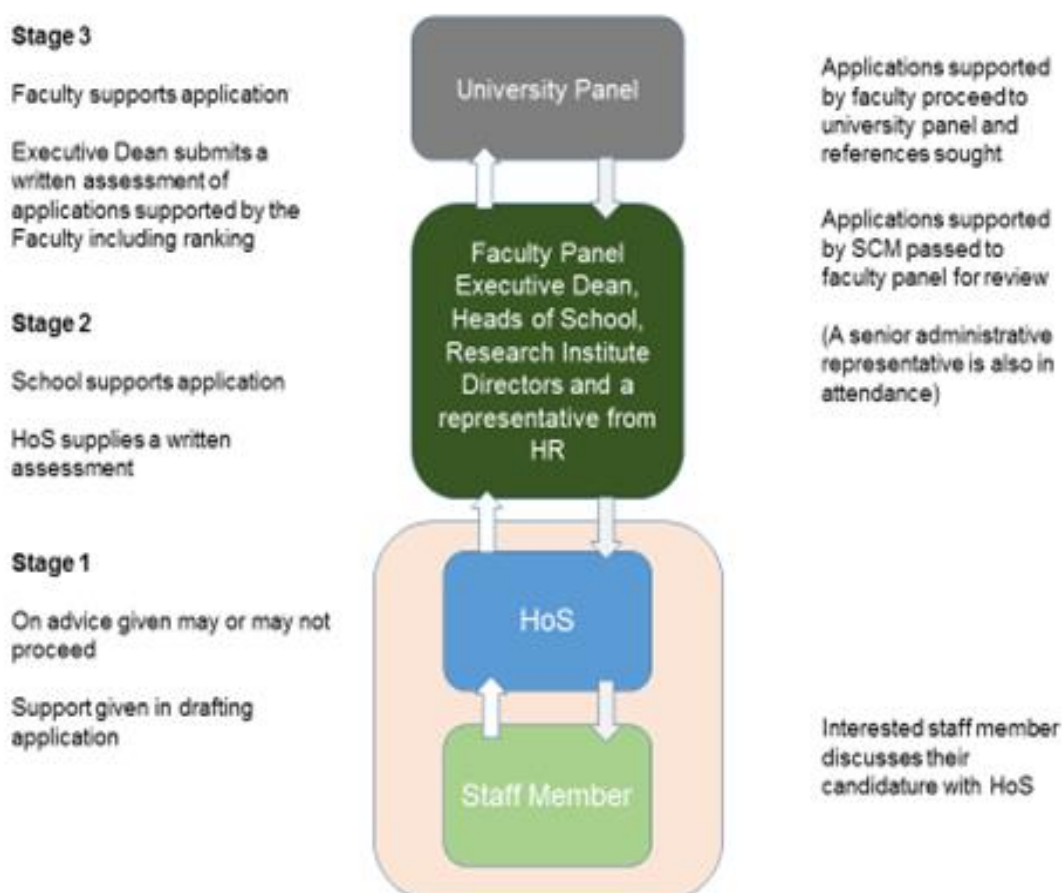


Figure 8: The promotion process at Ulster

Table 21 shows the overall number of academic staff reaching Stage 3 of the promotion process has been declining over the past three years from 47 in 2013/14, down to 37 in 2015/16, however, there is a growing gender balance with both the numbers of staff applying and succeeding in a promotion. In future, we will also analyse rates of application for promotion by gender in Stage 2 (action D.3.i) and analyse rates of application for promotion in proportion to the eligible pool staff within each grade, to capture the entire promotions process. In addition, all promotion panellists will undertake unconscious bias training (action C.4).

In 2013/14 only 34% of the staff applying for promotion were women, and only 33% women were promoted. In 2015/16 women counted for 49% of applications and 50% of overall promotions. This may be attributed to the AS mentoring scheme (Female Academic Mentoring Engagement: FAME) to support STEM females, promotions' workshops and other career development initiatives such as Aurora (described in Section 5.iii). We have already commenced data capture in respect of staff who availed of the above, and we will report on the impact of these initiatives for promotion success in detail in our next submission.

The Promotions' policy enables panels to account for the impact of career breaks, part-time working and other forms of leave. Over the last past 3 years the success rate for permanent part-time academic was 100% with 6 staff promoted (2M, 4F, 4% of all academics promoted) (Table 22). Although numbers are small, the proportion applying is below the eligible pool of permanent PT academic staff at Ulster (7%). We will explore this more fully in terms of the nature of PT contracts and whether the PT element of the contract is permanent or short-term for example, due to flexible working. In addition, we will hold focus groups to understand the reasons for lack of career progression by some part-time academics; we will feature part-time role models and will ensure all panellists are reminded to take account for the impact of part-time working and other forms of leave (D.3.iv).

Table 21: Promotions by Gender

	2013/14			2014/15			2015/16		
	Applied	Appointed	% Success Rate	Applied	Appointed	% Success Rate	Applied	Appointed	% Success Rate
M	31	28	90	23	22	96	19	13	68
F	16	14	88	21	19	90	18	13	72
Total	47	42	89	44	41	93	37	26	70

Table 22: Academic promotions by Gender by FT/PT

		2013/14			2014/15			2015/16		
		Applied	Appointed	% Success Rate	Applied	Appointed	% Success Rate	Applied	Appointed	% Success Rate
FT	M	30	27	90	22	21	96	19	13	68
	F	15	13	87	20	18	90	16	11	69
	Total	45	40	89	42	39	93	35	24	69
PT	M	1	1	100	1	1	100	0	0	0
	F	1	1	100	1	1	100	2	2	100
	Total	2	2	100	2	2	100	2	2	100

Table 23 provides an overview of the numbers and success rates for across the academic grades over the last 3 years. There was no gender bias in promotion success

The data show:

- More male than female applicants for Research Assoc./Fellow and SL/Senior Research Fellow/Reader;
- 100% success for females applying to Research Assoc./Fellow;
- Females are slightly less successful than males applying for SL/Senior Research Fellow/Reader - action, we will monitor this and aim to increase the proportion of female SL/Senior Research Fellow Reader (action D.2);
- Across the period over more females applied for Professor (21F,15M) and were appointed (15F,13M).

Table 23: Number of applications for promotion and % success rate by grade across the University

Year and Grade		Female			Male		
		Applications	Appointments	% Success Rate	Applications	Appointments	% Success Rate
2013/14	Research Assoc./Fellow	1	1	100	7	5	71
	SL/Senior Research Fellow/Reader	8	7	88	17	16	94
	Professor	7	6	86	7	7	100
	Total	16	14	88	31	28	90
2014/15	Research Assoc./Fellow	2	2	100	1	1	100
	SL/Senior Research Fellow/Reader	10	9	90	17	16	94
	Professor	9	8	89	5	5	100
	Total	21	19	91	23	22	96
2015/16	Research Assoc./Fellow	1	1	100	3	1	33
	SL/Senior Research Fellow/Reader	12	9	75	13	11	85
	Professor	5	3	60	3	1	33
	Total	18	13	72	19	13	68

The success rate of women as a proportion of the eligible cohorts in 2015/16 is higher than men when applying for a Professor grade, but lower when applying for SL/Senior Research Fellow/Reader (Figure 9).

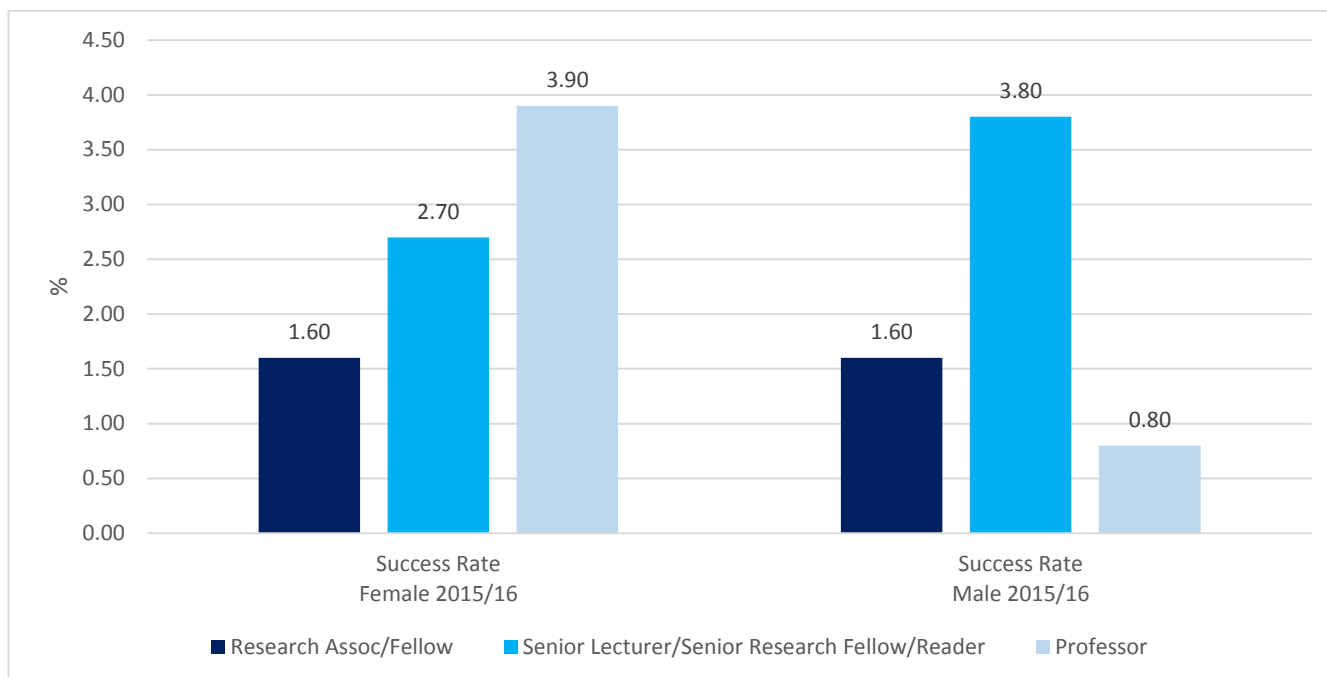


Figure 9: Promotions as a proportion of the eligible pool in 2015/16

The 2017 AS survey indicated that 55% of the academic staff who responded have a clear understanding of the academic promotion process (43%M, 57%F) and 46% have applied for a promotion at Ulster (42%M, 53%F). 15% of the respondents attended AS academic promotion workshop (36%M, 64%F).

Analysis of the 2017 AS survey and focus group findings and a review of Schools' APs have highlighted a need for improvements. Whilst AS introduced regular promotion workshops to encourage and support staff considering application it is clear that more clarity and consistency would benefit all applicants (actions D.3.ii-iv).

The University has committed to reviewing promotion pathways and processes which will take effect for the 2018 promotions round and beyond. With the emergence of the Teaching Excellence Framework and the emphasis on Teaching excellence, we have created a Task and Finish group: "Recognising, Developing and Rewarding Excellence in Teaching and Learning Support at Ulster" to consider equality of opportunity; and review the current reward and recognition opportunities including promotion routes, Higher Education Academy (HEA) fellowships, teaching and learning awards (action C.8).

Ulster does not have a formal promotion process or career progression path for P&SS. In our AS survey and focus groups, staff reported a lack of progression opportunities between grades and expressed disappointment that they have to apply for another post in the institution to attain promotion. We will investigate career advancement opportunities within our 2017 staff survey (action D.3.v).

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

The University conducted an equality impact assessment (EQIA) on our policy and procedures for selecting staff for the REF and we published the final EQIA after the submission. Our strategy was to return as many staff members with high quality outputs as possible.

The gender profile of staff selected to the REF was 62%M and 38%F and the profile of all eligible staff is 61%M and 45%F (Figure 10). The number of female staff submitted to the REF has increased by 22 compared to the 2008 Research Assessment Exercise (RAE).

For REF 2014, the proportions of eligible female and male STEM and AHSSBL staff returned was in line with the proportions across the University (Figure 11). On examination, it is evident that females are under represented both in absolute numbers and as a proportion of eligible pool in both STEM and AHSSBL (Figure 12). This may be a reflection of female underrepresentation in higher academic grades (Table 11,p.21) and in Teaching & Research positions (Table 13,p.28) (actions B.1, B.2, B.4, C.3, D.2).

Gender distribution was also explored in relation to FT and PT working. The proportion of male and female staff submitted on a PT and FT contract was similar to the eligible pool.

Of the total number of staff submitted to the REF:

- 29% qualified for reduction of outputs due to Individual Staff Circumstances (ISCs); of these, 66%F, 34%M;
- the majority of allowances were made for early-career researchers (45% of staff submitted with ISCs, of these 53%F);
- 28 female researchers submitted qualified for a reduction of outputs due to maternity leave/adoption leave. In total 39 maternity leaves were taken into account with some staff having up to three maternity leaves during the qualifying period.

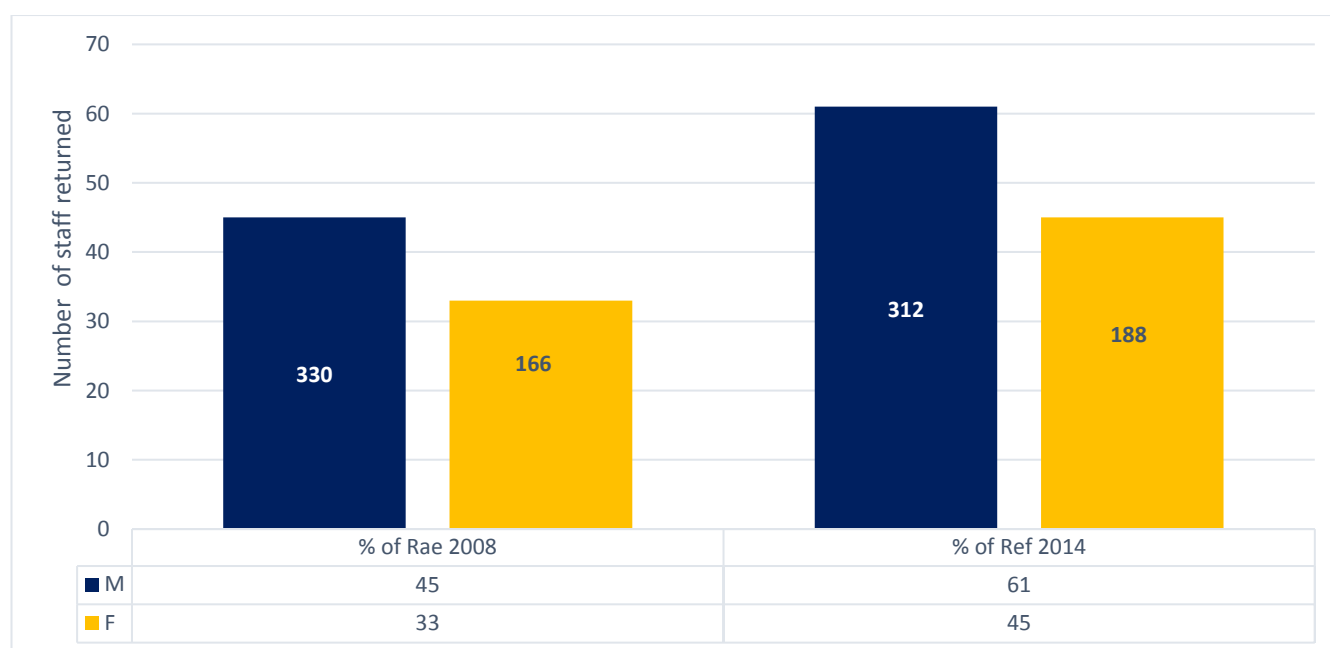


Figure 10: Number of University wide staff returned compared to the eligible pool for RAE in 2008 and REF in 2014

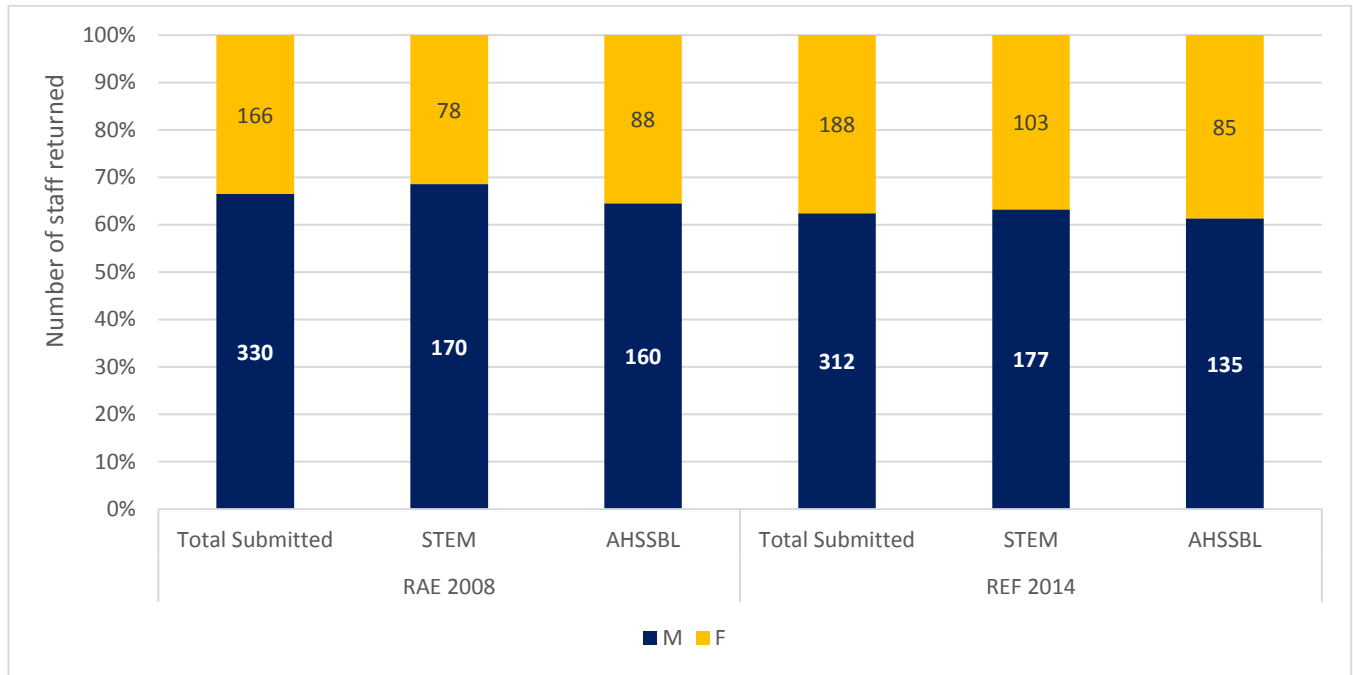
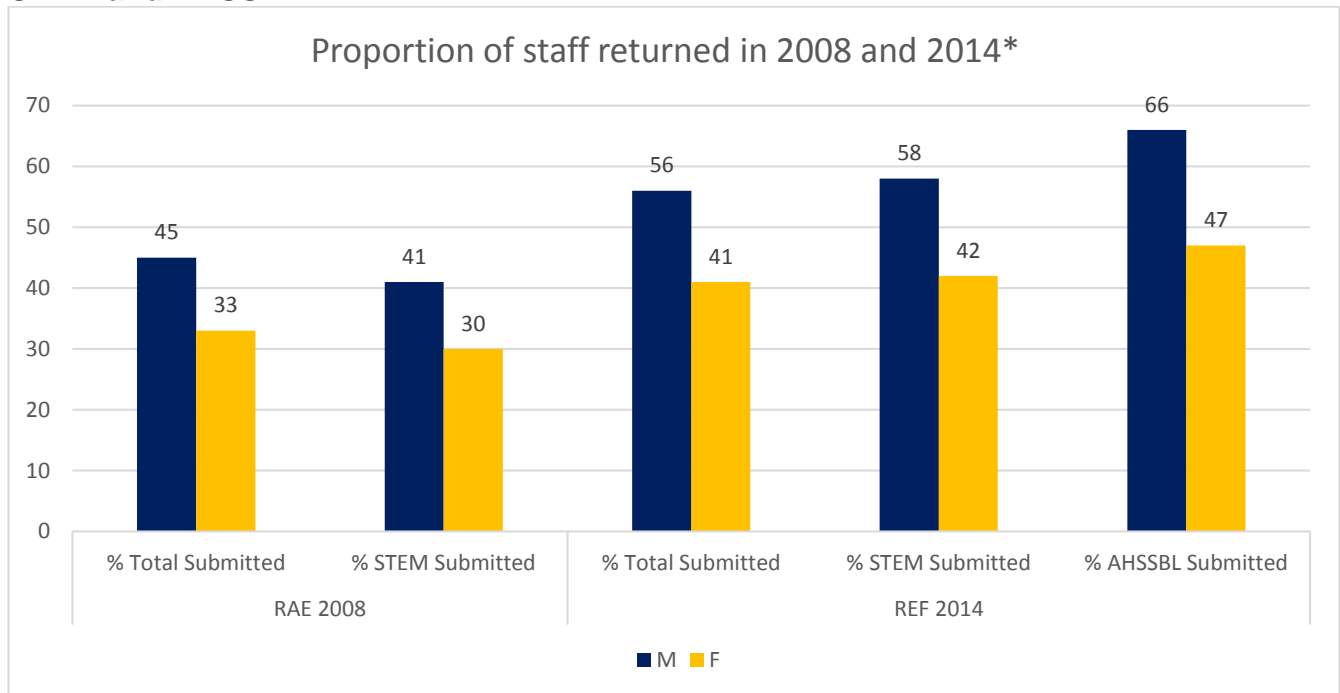


Figure 11: Headcount of staff returned compared for RAE in 2008 and REF in 2014 by STEM and AHSSBL



*% of eligible pool not accessible for AHSSBL in 2008 as this was not presented in our previous submission.

Figure 12: Proportion of staff returned compared to the eligible pool for RAE in 2008 and REF in 2014 by STEM and AHSSBL

5.2. Key career transition points: professional and support staff

Silver applications only – N/A

5.3. Career development: academic staff

(i) Training

The University is committed to supporting and developing staff not only in the early stages of their career but throughout their employment. For many years, we have operated a fee exemption policy for all staff to encourage academic study at Ulster and support personal and professional development.

The 2013 staff survey (43% response rate) showed 75% of staff who responded feel the University is committed to training and developing staff (up from 68% in 2009). 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 overall than female staff in this respect (57% and 46% respectively). The 2017 survey is currently live; we will investigate the results by gender (action D.2.iv).

Over the reporting period we continued to provide a range of in-house accredited and non-accredited development opportunities for both Academic and P&SS. This includes an:

- Academic leaders programme, since 2014, 59 staff have completed the ILM (Institute of Leadership and Management) accredited programme (36F, 61%);
- ILM accredited Professional Skills programme for P&SS interested in applying to a supervisory position.

We have a strong coaching ethos at Ulster. All new HoS, HoD and Research Institute Directors are offered one-to-one Leadership Development Coaching and we are developing an internal pool of trained coaches so 1:1 coaching can be offered more widely. Table 24 shows a snapshot by gender of participation in key activities. We will encourage a gender balance specifically encouraging more men into coaching courses as the majority of participants are female (action C.9).

Table 24: Uptake on Leadership and other SDU courses by gender

	2013/14 (%F)	2014/15 (%F)	2015/16 (%F)	Total number participants
Aspiring Academic Leaders (+ optional ILM Level 5)	64	64	44	59
Leadership & Management Short Courses (Academics)	59.4	67	100	66
Leadership & Management Short Courses (PS)	75	75	72	174
Leadership & Management Coaching Programmes (Academic)	50	83	67	25
Leadership & Management Coaching Programmes (PS)	80	86	82	67

Ulster also has a minimum CPD (Continuing Professional Development) requirement for each group of academic staff. In addition, all staff are encouraged to participate in the full range of professional development opportunities offered (Table 25 and 26). Ulster has deliberately sought to open activities traditionally identified as academic development to P&SS.

Table 25: Development activity by staff category

Staff Category	Development Activity	Completion Date
Permanent F/T academic staff and associate staff	Postgraduate Certificate in Higher Education Practice (PgCHEP)*	Within 3 years of appointment or pro-rata for associate staff
Staff with a partial teaching role e.g. hourly paid teachers, contract research staff, library, careers and technical staff**	PHE705 Learning & Teaching @ Ulster	Within 3 years of appointment
E-tutors P/T and F/T*	3-week online moderating course Introduction to Learning & Teaching @ Ulster	Prior to taking up duties. In first year of appointment
Postgraduate Tutors/Demonstrators*	Introduction to Learning & Teaching @ Ulster	In first year of teaching
Recognised Teachers	Introduction to Learning & Teaching @ Ulster	In first year of appointment

* All constituent modules of the PgCHEP are available as stand-alone CPD modules

** Such staff may also optionally undertake PHE705 where appropriate and with agreement of their line manager/research supervisor

Table 26: PgCHEP Participation

	2013/14 (%F)	2014/15 (%F)	2015/16 (%F)	Total number participants
PgCHEP (Academic/Research)	52	586	64	86
PgCHEP (Professional Services)	100	25	75	9

The University has held HEA accredited certificated provision since 1997 and has operated a CPD route for staff since 2012, following selection by HEA to pilot an experiential HEA-accredited pathway known as ENHANCE (Table 27). We have a high level of engagement in achieving HEA fellowship; currently 73% of academic staff has a category of HEA Fellowship. The scheme has had increasing numbers of applications from professional services and learning support staff (currently 12% of applications).

Since 2002 there have also been 24 Individual Distinguished Teaching Awards (14M/10F), the Task and Finish group "Recognising, Developing and Rewarding Excellence in Teaching and Learning Support at Ulster" will include an equality review to ensure there is no gender bias in this process.

It is rewarding to see that we are continuing to increase the proportion of academic and professional and support staff who hold HEA accreditation, at a velocity significantly above the sector norm. Using the University's HESA return for 2016 we would currently be positioned within the top 20 universities overall.

Table 27: Fellowship of HEA

	Year ending 31/05/16				
	M	%	F	%	Total
PFHEA (Principal Fellow of the Higher Education Academy)	5	45	6	55	11
SFHEA (Senior Fellow of the Higher Education Academy)	31	39	49	61	80
FHEA (Fellow of the Higher Education Academy)	62	57	46	43	108
AFHEA (Associate Fellow of the Higher Education Academy)	4	29	10	71	14
Total	102		111		213*
AFHEA* - 85% are P&SS					

*12% are P&SS

The internal process to achieving Fellowship offers an inclusive and supportive ethos. Evaluation of the process, gathered via regular Staff Development surveys and interviews demonstrates that those who have gained fellowship status perceive it to have been transformative in terms of their confidence, rekindled enthusiasm for their work, and had a positive impact on their colleagues and students. In addition, women have reported increased confidence in areas such as strategic leadership. All 4 of our recently appointed Associate Deans for Education and CHERP Director are women and gained either SFHEA or PFHEA through our scheme.

Quotations from the internal process to achieving Fellowship

“A very enlightening and rewarding process. I am much more confident when I am planning and delivering my teaching... It has been a turning point for me and has reinforced my belief that I am in the right job”. F

“As someone with a genuine interest in teaching and learning it has provided me with the opportunity to showcase some of the initiatives that I have been part of over recent years and given me the confidence to put papers and presentations forward for conferences”. M

“This was really fruitful experience from start to finish. It has caused much reflection both personally and with students/colleagues”. F

“So rewarding! I really did gain a lot from the process. I had been teaching for almost a decade and this really made me stop and take stock of my experiences thus far”. M

Part-time staff & Postgraduate Teaching Assistants (PGTAs)

Early career educators and post-graduate students who act as demonstrators are encouraged to undertake the HEA certificated provision, which not only underpins their work at Ulster, but also demonstrates their engagement in learning and teaching to future employers within HE.

Table 28: Introduction to Learning & Teaching for PGTAs

	2013/14 (%F)	2014/15 (%F)	2015/16 (%F)	Total number participants
PhD Students Institutional %	49	50	50	
Intro to Learning & teaching for PGTAs	62	44	66	130

Centre for Higher Education Research and Practice (CHERP)

The CHERP, established in 2008, also supports professional development, which keeps colleagues informed of developments both nationally and internationally, by creating opportunities for staff to engage with research and practice including collaboration with colleagues in areas of learning support.

CHERP provides support (advice, guidance, project funding) for academic and learning support staff to pursue and engage in practices that will enrich the learning experience for students.

Sustained engagement with CHERP is acknowledged in the University through the award of CHERP Membership: more recently the process for gaining this status has been linked to achievement of HEA fellowship, and has seen a steady increase in membership numbers. CHERP has 352 members, (54%F) and 10% are professional services staff.

Further opportunities to share practice and develop are provided by the Centre's Journal 'Perspectives on Pedagogy and Practice'. Staff can publish in this Journal and it provides an opportunity to showcase and disseminate best practice.

(ii) Appraisal/development review

The University has a Development Appraisal Review (DAR) that enables staff to plan and discuss their career development with their HoS/Line Manager. Appraiser and Appraisee training is provided to support the scheme.

An outcome of the process is the agreement of a personal development plan intended to support the achievement of individual career aspirations aligned with University aims. The 2013 staff survey showed 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. Feedback from the AS focus groups indicated that DAR was not operating consistently across the University and some staff reported they had not experienced appraisal at all. This will be addressed in the current 2017 staff survey and the results will feed into the development of a ToolKit to support manager/staff dialogue at appraisal and other critical points in the staff career lifecycle (action D.2.iv).

Recognising the need for change we have recently committed to reviewing this process to ensure that all staff have a CPD plan linked to the goals; this will be led by the new Director of People and Culture (action B.2).

(iii) Support given to academic staff for career progression

FAME: Female Academic Mentoring Engagement

In addition to support evidenced in previous sections, an AS mentoring scheme to support STEM female academics (FAME) was designed and piloted in 2015. Eleven mentees paired with mentors who provided advice and guidance across a range of areas such as developing research ideas, seeking funding, teaching and career development. The overwhelming majority of mentors and mentees said they benefited from participating and that the scheme should be expanded to all female staff or to all staff at Ulster.

A summary of mentee comments highlighted the following personal benefits:

- growth in confidence;
- achieved better clarity in regards to work-life balance;
- gained help with research development;
- learned to manage relationships with colleagues;
- recognised and overcome limitations.

Building on the success of the programme, we will now roll out a mentoring scheme, (AME: Academic Mentoring Engagement) to all academic staff (actions B.1)

Athena SWAN Academic Promotion Workshops

As part of our previous Bronze AP, lunch-time workshops were rolled out in February 2015 to help staff prepare for the academic promotions' process. Although these were aimed specifically at supporting and developing the careers of women (with prominent female academics as role models), the workshops were open to all academic staff. 10 workshops have taken place to date; 174 staff have attended (91F/83M) across all academic schools/departments.

Staff provided anonymous feedback following each workshop and comments are overwhelmingly positive. These open institutional workshops will continue to be delivered and in addition, support will be given to schools/departments who wish to deliver bespoke promotion workshops (action D.3.iii-iv).

Some comments from male and female attendees included:

"It was useful to hear the real life experiences of others who had been through the process".

"Demystification about the internal processes i.e. how the application is processed and the various internal stages from Faculty level onwards".

"I found the workshop to be very informative and I learnt that I might be nearing the stage where I could apply for promotion. The workshop got me thinking about promotion and gave me the confidence to apply".

Ulster has sponsored 19 aspiring female leaders on the Aurora Leadership programme (13 academic; 6 P&SS). Role models have doubled from 2 to 8 and mentors from 4 to 13. Critical to increasing funding each year has been the positive feedback received. Everyone engaged in Aurora reported how rewarding the experience has been, for example:

"Programme was more than just something to go and learn, it shone a light on you and how to develop core leadership skills. Thinking about how you place yourself strategically. What impact do I want to have in my chosen field and the steps I am going to take to achieve these. Empowering.

"Gave me the confidence to make important decision that it wasn't the right time to go for HOS, and instead develop my leadership in other ways - go sideways with leadership and not upwards. Already taken action and with mentor's support involved in leading in different groups and projects and much happier".

Other events to support career development and networking opportunities include a bespoke networking event: *Mid-Career Academic Women in STEM: Exploring Career Choices and Motivation*. This event was aimed at STEM female Academics and Researchers who self-selected as being at the mid-stage of their career. Attendee recommended setting up a strategically relevant AS Women's Network aimed at: supporting women in their career

development, providing informal networking opportunities, access to role models, and a forum for discussion. This will be expanded by the network of AS Champions.

Some recent events to support career development and networking opportunities:

- Lunchtime seminar: *An Investigation of Gender Equality Issues at the Executive Level of the Northern Ireland Public Sector*, 39 staff attended (32F, 7M), October 2016;
- RADA (The Royal Academy of Dramatic Art) *Communications Training Workshop for Women*, 24 female staff attended, December 2016.

Research Staff

Researchers are supported strongly within all faculties. Disciplines are grouped within 15 Research Institutes, each of which is led by a Research Institute Director who ensures that ECRs (Early Career Researchers) and Contract Researcher staff are given every opportunity to fulfil their potential. Support includes mentoring of research staff by more experienced colleagues.

Ulster holds the HR Excellence in Research Award for its commitment to improving the working conditions and career development of its research staff and a new HR Excellence in Research AP has been developed and will be implemented over the period 2017-19.

Researchers within Ulster (early career to senior researchers) have access to a suite of developmental opportunities. A new Doctoral College has been established in 2017 bringing together existing research support functions, aimed at providing an enriching and supportive development environment for our research students, postdoctoral researchers and ECRs. The new College will enable the pathways to be activated beyond the doctoral journey, into researchers' early post-doctoral career. Learning is also aligned to an ILM Level 5 Award in Leadership and Management and/or ASHEA (optional). The College is led by a female STEM Professor, she is also a member of the ASC.

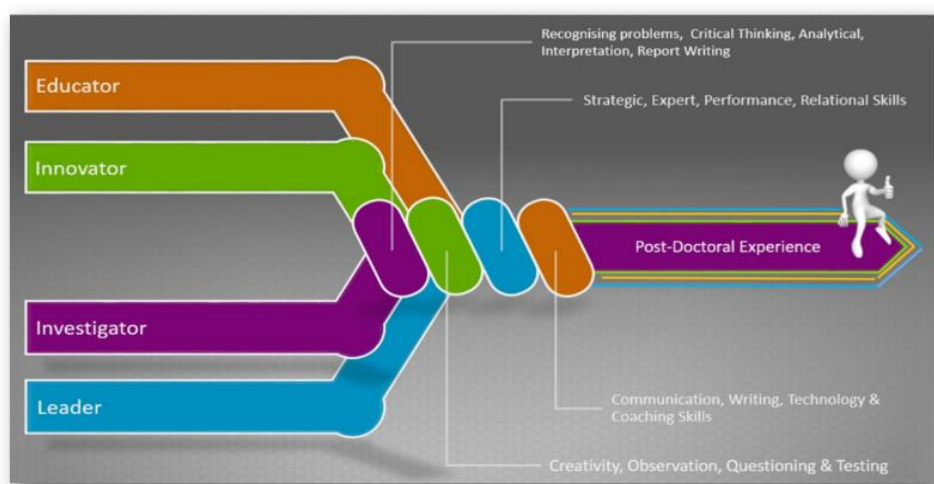


Figure 13: Doctoral Programme

A new training and grant development programme, RIGOUR, is being delivered to provide researchers with support and increase their capability. To date, 444 academics (184 M (41%) and 260 F (59%)) have attended. The impact of RIGOUR will be monitored over the AP period, particularly in relation to the levels of research funding secured by women compared to men (action C.11).

A similar training and development programme, focused on the Significance and Originality of Academic Research: Interpreting New Guidance (SOARING) will be introduced.

Newly appointed staff, especially ECRs, are provided with start-up research funding packages. Staff from the Department for Research & Impact will be aligned to each faculty providing support for grant applications, as well as research impact, publicity and public engagement. A Distinguished Research Impact Award scheme has also been introduced and a Research Partner Recognition Awards scheme will be introduced to complement our long established Distinguished/Senior Distinguished Research Fellowship.

Silver applications only – N/A

5.5. FLEXIBLE WORKING AND MANAGING CAREER BREAKS

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

Maternity/adoption policies are available online to staff. We advise staff to inform both HR and their line manager as early as possible, with information on the approximate due date. The line manager will meet to discuss the individual's pregnancy and he/she is required to carry out a specific health and safety risk assessment of duties to eliminate/minimise any risk. Attendance at routine antenatal clinics during pregnancy is granted as paid time off.

The 2017 AS survey demonstrated that less than half (47%) of respondents who have been on maternity leave in the last three years felt they have received support during their leave and only 36% felt they received support upon their return from leave. 92% of P&SS felt positive about the support they received during their leave and 77% were positive about their support upon return.

Both the survey comments and the focus groups indicated that staff felt there is inconsistency in the way maternity leave addressed both prior to leaving and upon return (actions B.3.i, D.4).

"I felt the University staff were very supportive before, during and after my maternity leave". F

"Previous maternity leave experience was very positive. Able to work with flexibility ensures a better work-life balance". F

"I did make full use of my Keep In Touch days and would advise anyone else to do so. It allowed me to keep up to date with what was happening within the department and also I had the benefit of using the time in lieu after". F

"it's really down to the support of your Head of School.... and how they help you do that transition... It was positively managed. For the first two weeks she gave me the flexibility to get myself caught up with minutes of meetings that had taken place and doing a hand over with staff that had covered my work....". F

Feedback from the 2017 AS survey and focus groups

(ii) Cover and support for maternity and adoption leave: during leave

The University offers enhanced maternity and adoption pay. Central funding for cover is available for all posts, and schools receive 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.

We offer up to ten 'keeping in touch' (KIT) days during maternity/adoption leave. The workshops revealed a poor awareness and there is a view from HR that there is a poor uptake of KIT days (action B.3.i).

(iii) Cover and support for maternity and adoption leave: returning to work

Following maternity/adoption leave staff may return to work on a part-time basis for six months, or they can apply either to job-share or to work part-time on a longer-term basis. We also operate a Career Break Scheme for staff. In addition, managers meet with the colleague following their return from maternity/adoption leave to discuss their workload and any support that may be required.

We will establish and fund a Returning Carers Scheme to offer grants to assist returning carers, both men and women, to re-establish their research and teaching profiles (e.g. training, attendance at conferences, relief of teaching, equipment to support independent research) (action B.5). A subgroup within the ASC will be established to oversee the development and management of the scheme.

(iv) Maternity return rate

The date on which the individual commenced maternity leave has determined which year they were reported in. Table 29 shows a higher rate of maternity leave among academic staff than P&SS, however, there is no difference in the return rate, which is 100%, apart from 2016 where 1 academic did not return from her leave. Over the three years, all staff remained on continuous contracts. There were no cases in which contracts were not renewed while a member of staff was on maternity leave.

Table 29: Maternity Return Rate by Staff Category

Year	Category	No. Returned	No. Not Returned	Total
2014	Academic	23	0	23
	Professional & Support	20	0	20
	Total	43	0	43
2015	Academic	12	0	12
	Professional & Support	6	0	6
	Total	18	0	18
2016	Academic	20	1	21
	Professional & Support	14	0	14
	Total	34	1	35

(v) Paternity, shared parental, adoption, and parental leave uptake

Ulster offers enhanced adoption pay. We offer two weeks Paternity Leave with one week paid at full salary and the second week paid at Statutory Paternity Pay. This leave should be taken within eight weeks of the birth. Staff can take up to 13 weeks' unpaid parental leave if they have a child under the age of five (18 weeks for a disabled child). Parental Leave is also available to parents who adopt a child and are foster parents, or step-parents and other staff, who have parental responsibility. Shared parental leave was introduced in April 2015.

During the reporting period, 3 female staff (all P&SS) availed of adoption leave. Paternity and parental leave was taken by staff across a range of grades, take up is lower for academic staff (n=14) compared to P&SS (n=39) (Table 30). Perhaps this is due to the flexibility of academic

staff contracts or staff not being fully aware of these leave options, this will be addressed under action B.3.

We had no instance of shared parental leave over the period. One employee is currently sharing parental leave (1 female academic); we will highlight this as a parental case study in line with our action B.3 above. The 2017 AS survey showed 67% of academics and 80% of P&SS who have been on paternity/parental/adoption leave in the last 3 years felt they received support from Ulster.

Table 30: Paternity, Shared Parental, Adoption and Parental Leave Uptake by Staff Category

	Leave Type	2014				2015				2016			
		M	F	Total	%F	M	F	Total	%F	M	F	Total	%F
Academic	Paternity	5	0	5	0	1	0	1	0	6	0	6	0
	Parental	0	2	2	100	0	1	1	100	0	1	1	100
	Adoption	0	0	0	0	0	0	0	0	0	0	0	0
	Total	5	2	7	29	1	1	2	50	6	1	7	14
P&SS	Paternity	7	0	7	0	7	0	7	0	14	0	14	0
	Parental	1	2	3	67	0	2	2	100	1	5	6	83
	Adoption	0	1	1	100	0	0	0	0	0	2	2	100
	Total	8	3	11	27	7	2	9	22	15	7	22	32

(vi) Flexible working

Our Worklife Balance Policy allows for a number of flexible working options including flexible working, job sharing, career breaks and emergency leave. Promotion procedures still apply to staff who have a flexible working arrangement. Currently we have 32 members of staff working flexibly (30F:2M), 5 of whom are academic staff and 27 P&SS.

Over the reporting period, a total of 27 requests for flexible working were approved (26F:1M) four of which were academic staff and the rest P&SS (Table 31 and Table 32). The numbers are very small and we did not find significant differences between men and women across the grades.

Table 31: Successful Applications for Flexible Working by STEM and AHSSBL

	2013/14				2014/15				2015/16			
	M	F	Total	%F	M	F	Total	%F	M	F	Total	%F
STEM	0	1	1	100	0	4	4	100	0	1	1	100
AHSSBL	1	5	6	83	0	12	12	100	0	3	3	100
Total	1	6	7	86	0	16	16	100	0	4	4	100

Table 32: Successful Applications for Flexible Working by Staff Category

	2014			2015			2016		
	M	F	%F	M	F	%F	M	F	%F
Academic	0	1	100	0	0	0	0	0	0
Research	1	0	100	0	2	100	0	0	0
Total Academic	1	1	50	0	2	100	0	0	0
P&SS	0	5	100	0	14	100	0	4	100
Total Staff	1	6	86	0	16	100	0	4	100

Views on work-life balance will be further explored in our current 2017 staff survey. However, based on feedback from the recent AS survey, 57% of P&SS staff and 70% of the academic staff agreed that their faculty/department supports flexible working arrangements. Approximately 20% P&SS and academic staff were not aware that flexible working is an option.

Therefore, awareness of this option needs to be raised among line managers, academics and P&SS (actions B.3.i, C.6, D.4.).

Currently, we do not have a system in place to centrally record all flexible working requests that are not approved, to address this we will establish a system to record all requests for flexible working, approved or denied (action A.8).

"Fantastic, as a working mum I find it hard to balance all the demands life brings alongside a demanding job, so I am able to have a reduced lunch break and leave between 4pm and 4.30pm depending on my work commitments.... I feel much less stressed and feel that I am achieving as a mum as well at work". F

"It was very important when my children were young, I was able to take unpaid leave during summer school break". F

"Enabled me to remain highly research active through 3 pregnancies". F

"More productive at work and more productive at home - happy worklife balance, good health and less stressed". F

"When I have had a problem I have been given a little bit of time, whatever, to deal with it, but people in the same department with a different line manager have not had the same grace given to them". F

Feedback from the 2017 AS survey and focus groups on flexible working

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

The member of staff will normally return to the particular post, which he/she occupied prior to the career break, unless re-structuring precludes this. In the case of restructuring or redundancy the person on a career break will be treated no less favourably because he/she is on a career break. The University will seek redeployment opportunities to avoid potential redundancies.

Employees who take career breaks of more than one year's duration must contact HR at the end of each twelve-month period to confirm their intention to return to their employment.

As mentioned above we will establish and fund a Returning Carers Scheme to offer grants to assist returning carers, both men and women (action B.5).

(viii) Childcare

We offer childcare vouchers on a salary sacrifice scheme, currently used by 202 staff. Information on childcare support is provided at staff induction and is available from the HR website. The University does not offer onsite crèche facilities. The issue of childcare featured in feedback to the 2017 AS survey and arose at our focus groups, showing participants considered information on nursery provision to be inadequate. There are numerous nurseries available within a few miles of each campus and this information will be highlighted to applicants and a list provided to new staff at induction and to staff who are going on maternity leave (actions B.3, D.4).

(ix) Caring responsibilities

We offer emergency leave, paid leave (normally up to 5 days in any leave year) plus such additional unpaid leave as may be appropriate may be granted for staff with caring responsibilities.

Additional support is also provided to colleagues who require additional flexibility for caring responsibilities. The Head of Department/School will permit working from home, change to hours and other arrangements to support colleagues through transitional periods. If the arrangement needs to be made formal, then the colleague must make an application through HR, via the line manager, for a change in contract (detailed above).

Following the appointment of 3 new Provosts in September 2016, Family and Friends events have been introduced which provide positive team building opportunities for staff and a thank you to their supporting family and friends. The Provosts of each campus and individual schools will continue to invite all staff and families to enjoy events at different times of the year, such as Christmas, Easter, and summer holiday (action C.5)

5.6. Organisation and culture

(i) Culture

The University has had a good representation of females in senior academic, professional and support roles (AS Principle 2), and the work of the AS committee over the past 3 years has allowed us to strengthen our underlying commitment to the ten core principles of AS. It is clear to us that gender equality requires commitment and action at all levels (Principle 8), so we have been proactive over the last 3 years to engage more men, professional services staff and PG students in our AS goals.

AS principles are embedded within our Strategic Plan 5&50 (2016-2034), for example, promoting diversity and gender equality. AS principles are also embedded within our Equality, Diversity and Inclusion Strategy and Action Plan, Research & Impact Strategy 2016-2021 and Race Equality Charter Mark action planning.

AS is embedded in our decision-making infrastructure through the Athena SWAN Committee and senior leadership structure. All AS business is now a standard agenda item at all Faculty Board meetings, and, the formation of the University ASC and all of the activity that the ASC has engaged in (e.g. staff survey, mentoring, promotion workshops, conferences, emails, logo on webpage and on job descriptions to list a few) has raised awareness of gender issues.

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 academics have similar perceptions of equality and diversity agreeing that staff are treated equally regardless of gender (83%M and 72%F) or ethnicity/race (86%M and 87%F) and overall are treated with respect (75%M and 75%F). This will be tested again in the current 2017 staff survey (action D.2 iv).

The University actively publicises achievements through the INSIGHT magazine, an online magazine available on the staff portal, at SLT and Faculty Board meetings. Schools and Research Institutes have social media pages (e.g. Facebook, twitter, blog) and staff are encouraged to “like” pages of all the Schools in the Faculty, to promote a sense of community.

The new Director of People and Culture will play a leading role in shaping the organisational culture in line with Principle 8. The Strategic Plan 5&50 makes clear that the University aims to further engender a culture based around our values and ethos, encouraging integrity, diversity (including gender equality) and inspiring work. The Director will also have responsibility for Equality and Diversity strategies and will lead initiatives to help ensure that the workforce reflects the communities and global society that we serve (Principle 3).

We are fully committed to promoting gender equality (Principle 2) and it is a central tenet of our core values. We will continue to celebrate and value the diversity brought by our staff, students and members of our Council and we remain committed to developing, maintaining and supporting a culture of gender equality and as evidenced by the £100K central fund that has been allocated to support AS activities (action A.7) including the Returning Carers Scheme (action B.5).

(ii) HR policies

Ulster has robust arrangements in place for developing and monitoring HR policies and procedures in general (e.g. work life balance, equality, bullying and harassment, grievance and disciplinary). For example for Grievance and Disciplinary Procedures, each file is audited by HR staff at the conclusion of the grievance/disciplinary process relative to a 'checklist' and HR professionals are available to support and guide panels through-out the process.

HR policies have been developed in the context of a University that wishes to promote equality of opportunity, diversity and inclusion across its staff body and maximise the potential of our staff through clear opportunities for personal development. Under Section 75 of the Northern Ireland Act 1998, Ulster monitors all policies for impact on equality of opportunity (including gender equality) through screening and equality impact assessment. Equality screening is conducted both at the HR policy development stage and at our biennial scheduled reviews.

We also monitor the consistency in application of our HR policies through regular audits, our staff surveys, AS surveys and HR consultation with the joint management/staff negotiating body as well as focus groups. Our new Director of People and Culture is reviewing all of the policy and processes in HR and this will include a gender audit.

The governing body of the University (its Council) also receives an annual report on the application of the relevant policies and actions taken to address any disparities.

Comments from our January 2017 AS survey and focus groups revealed that staff, across faculties and grades, recognized that whilst good policies were in place in the institution they were applied inconsistently, feeling that many of their line managers were not fully aware of them. Accordingly, we will develop an online induction programme for new line managers raising awareness to the various policies available at Ulster (action D.4).

All our policies are available to all members of staff on our website and we offer training to staff on some policies. Ulster's staff magazine, *Insight*, is available on the Staff Portal where everyone has access to the HR policies and to all changes and up-dates as they are introduced. Our VC has made effective use of this form of notification, posting extensively on promotions, new appointments, changes to policies, and the booking of appointments to the VC's drop in clinics where staff can meet personally with the VC to discuss any issue.

(iii) Proportion of heads of school/faculty/department by gender

Over the last year the University has undergone substantial restructuring. We have moved from 6 Faculties to 4, with each faculty lead by an Executive Dean (3M/1F) supported by 3 associate Deans (6M/6F). During the reporting period, out of our six faculties, four of the Deans were men (2 in STEM and 2 in AHSSBL) and two were female (1 STEM, 1 AHSSBL).

In addition, table 33 provides a gender breakdown for HoS positions (which include Heads of Departments) within STEM and AHSSBL. The gender imbalance reported within the STEM schools and faculties does not correlate with the overall gender split within these schools, we have however, made improvements from 15% to 25% female HoS since 2013/14 (Table 11,p.21, average %F across all grades STEM: 44%, AHSSBL: 48%). However, it does align with the proportion of women at professorial level within the STEM schools (average of 27%) and shows a higher proportion of HoS compared to the number of women at professorial level in AHSSBL schools (average of 40%F). By enhancing the gender balance at a professorial level we would strengthen the pipeline of female leaders within STEM schools. To enhance this process, we have actions in place to support promotion (actions D.3.i-iv).

Additionally, focusing on HoS positions we need to develop leadership skills within our female staff through courses, training, and mentoring (actions B.1, B.2) and actively encourage female applicants to these roles. When a position arises, there is a university wide email. We will include Athena SWAN and positive recruitment statements within this email (action C.2.ii).

Table 33: Headcount of Heads of Schools by gender

	Gender Head of School											
	2013/14				2014/15				2015/16			
	M	F	% M	% F	M	F	% M	% F	M	F	% M	% F
STEMM	11	2	85	15	10	3	77	23	9	3	75	25
AHSSBL	8	9	47	53	8	9	47	53	7	8	47	53
Total University	19	11	63	37	18	12	60	40	16	11	59	41

(iv) Representation of men and women on senior management committees

Looking at the gender composition across each of the faculty boards (Table 34), while some boards exceed the gender ratio of staff within that faculty, there is still a need to encourage more female representation. We aim to improve the gender balance and ensure a minimum of 40% of any one gender in any influential institutional committees, including faculty boards (action C.2.i). We currently include a statement welcoming applications from males or females if they are underrepresented on a committee.

Despite having a significant proportion of women within the faculty committees for Arts and CE there is a poor representation of more senior female staff from grades professor and above. However, we have made improvements in Arts where representation from professors increased from 20% in 2015/16 to 25% in 2016/17. A positive trend can also be seen in the CE board where, over the reporting period, it is possible to notice a growing number of female professors and senior management members (by 2016/17 33% of those at Professor level and above are women). The promotion workshops and mentoring programmes were introduced to address this within our first AS Bronze action plan. The numbers are small in general for these two faculties at the senior level; however, this is being addressed with our drive to encourage more female staff to seek promotion (action D.3.i-iv).

Note that every year a third of the chair positions are female except 2016/17 in which it was 17% (Table 34). This was due to changes in Chair in the UBS Faculty Board.

Table 34: University Faculty Board Composition by staff grade and gender*

Year	Grade	LHS Faculty Board		Arts Faculty Board		ABDE Faculty Board		CE Faculty Board		SS Faculty Board		UBS Faculty Board	
		Total	%F	Total	%F	Total	%F	Total	%F	Total	%F	Total	%F
2013/14	AC	13	39	11	46	13	39	15	47	19	63	20	65
	P	23	57	10	20	10	30	8	0	11	64	16	75
	S	7	43	2	0	6	33	1	0	6	33	6	50
	P&SS	8	75	4	0	6	33	8	50	11	36	6	50
	SU	1	0	2	50	1	0	1	0	0	0	1	100
	Total (Chair)	52 (F)	52	29 (M)	28	36 (M)	42	33 (M)	33	47 (M)	40	49 (F)	65
2014/15	AC	13	39	12	50	12	58	15	53	19	58	20	56
	P	21	43	10	20	10	40	9	11	11	55	14	71
	S	8	38	1	0	6	33	0	0	6	33	7	43
	P&SS	7	71	4	25	6	33	7	57	9	33	7	57
	SU	1	0	2	50	2	100	1	0	1	0	1	100
	Total (Chair)	50 (F)	44	29 (M)	35	36 (M)	47	32 (M)	41	46 (M)	47	49 (F)	59
2015/16	AC	16	81	11	46	12	67	14	50	21	52	22	55
	P	19	53	10	20	10	40	12	17	10	60	10	50
	S	13	62	1	0	7	29	1	0	7	29	7	43
	P&SS	7	71	4	25	6	33	7	57	9	33	7	71
	SU	2	50	2	50	2	50	2	0	1	100	1	0
	Total (Chair)	57 (F)	63	28 (M)	32	37 (M)	46	36 (M)	36	48 (M)	48	47 (F)	53
2016/17	AC	13	69	8	38	11	64	19	42	18	61	22	55
	P	16	50	8	25	9	33	12	33	7	43	8	63
	S	10	40	3	0	9	37	3	33	5	20	7	14
	P&SS	2	0	4	25	6	33	11	55	8	38	4	50
	SU	1	0	1	0	3	50	3	33	1	100	1	0
	Total (Chair)	42 (F)	50	24 (M)	25	38 (M)	45	48 (M)	42	39 (M)	49	42 (M)	48

* AC = Researcher/Lecturer/Senior Lecturer/Reader; P = Professor/Head of School/Assoc.; S = Senior Leaders (Dean/Assoc. Dean/Exec. Dean, PVC, VC/Dep. VC); P&SS = Professional & Support staff (P&SS, Technical, Clerical); SU = Students Union Representatives.

(v) Representation of men and women on influential institution committees

All elected roles on these committees are advertised by an open and transparent process, we highlight the University's commitment to equality and will offer to over recruit if there is an underrepresentation in one gender, highlighting our commitment to the ethos of the Athena SWAN agenda, as evident in action C.2.

Table 35 shows female representation on Council, Senate and SLT. Council and SLT have seen increases in female membership, with a decrease in the proportion of females in Senate (to 41% in 2016/17, Table 36).

7 out of 16 (44%) members of our governing body (Council) are women. That is not only significant in itself but the Chair has observed that the diversity around the table has brought a new dynamic to the discussion and a different dimension to debates.

We have also seen an increase in the number of women sitting on the SLT (6 out of 16) and that has brought the same advantages.

Table 35: University Council, Senate and Senior Leadership Composition by Grade* and Gender

Year	Grade	Council	Senate	Senior Leadership Team**
		M:F	M:F	M:F
2013/14	AC	1:0	2:2	0:0
	P	1:0	8:9	0:0
	S	1:0	8:4	9:5
	P&SS	1:0	1:3	1:0
	SU	1:0	2:1	0:0
	EXT	5:5	N/A	N/A
	Total (Chair)	15 (M)	40 (M)	15 (M)
2014/15	AC	1:0	2:2	0:0
	P	1:0	8:7	0:0
	S	1:0	9:4	10:4
	P&SS	1:0	1:3	1:0
	SU	1:0	3:1	0:0
	EXT	6:5	N/A	N/A
	Total (Chair)	16 (M)	40 (M)	15 (M)
2015/16	AC	1:0	1:2	0:0
	P	1:0	7:7	0:0
	S	1:0	9:4	11:4
	P&SS	1:0	1:2	1:0
	SU	1:0	4:0	0:0
	EXT	4:5	N/A	N/A
	Total (Chair)	14 (M)	37 (M)	16 (M)
2016/17	AC	0:1	1:2	0:0
	P	1:0	6:7	0:0
	S	1:0	8:2	9:5
	P&SS	0:2	1:2	1:1
	SU	1:0	3:0	0:0
	EXT	6:4	N/A	N/A
	Total (Chair)	16 (M)	32 (M)	16 (M)

* AC = Lecturer/Senior Lecturer; P = Professor, Head of School/Assoc.; S = Senior Leaders (Exec. Dean/Assoc. Dean), Director, COO, PVC, VC/Dep. VC); P&SS = Professional & Support (Clerical, Technical); SU = Students Union Representative; EXT = External member of Council.

** Inclusion of COO in Senior Leadership Team with 1 member in attendance for 2016/17.

Table 36: Composition of Senior Management Committees by Gender

Year	Grade	Council		Senate		Senior Leadership Team	
		M:F	%F	M:F	%F	M:F	%F
2013/14	Total (Chair)	10:5 (M)	33	21:19 (M)	48	10:5 (M)	33
2014/15	Total (Chair)	11:5 (M)	31	23:17 (M)	43	11:4 (M)	27
2015/16	Total (Chair)	9:5 (M)	36	22:15 (M)	41	12:4 (M)	25
2016/17	Total (Chair)	9:7 (M)	44	19:13 (M)	41	10:6 (M)	38

We have recently carried out a review of our committee structure and we have reduced the number of decision making committees. Table 37 shows the gender breakdown of staff by grade in these new senior committees.

Table 37: University Committees Composition by Grade* and Gender for 2016/17**

Year	Grade	Research & Impact		Learning & Teaching		Academic Standards & Quality Enhancement		Global Engagement	
		Total	%F	Total	%F	Total	%F	Total	%F
2016/17	AC	3	67	3	100	2	100	1	0
	P	10	20	3	67	4	50	1	100
	S	14	29	6	67	5	80	11	27
	P&SS	0	0	4	50	2	50	2	100
	SU	1	0	2	0	1	100	1	0
	Total	28	29	18	61	14	71	16	38

* AC = Lecturer/Senior Lecturer/Reader; P = Professor, Head of School/ Assoc; S = Senior Leaders (Executive Dean/Associate Dean, PVCs etc.); P&SS = Professional & Support (Clerical, Technical); SU = Students Union Representative

** These committees were only established in 2016

SU = Student Union representatives; AC = Researcher/Lecturer/Senior Lecturer/Reader; P = Professor/HoD/Assoc. Dean; S = Senior Management Team (PVC Dean, PVC, VC, Registrar), P&S = Professional & Support staff.

(vi) Committee workload

Table 37 above illustrates a gender difference between Research & Impact, Global Engagement, Learning & Teaching, and Academic Standards & Quality Enhancement. This clearly illustrates that the careers of female staff leans heavily towards the teaching and student focused roles within the institution. As membership in these committees is an experimental enabler for promotion, we want to encourage females to put themselves forward for these roles.

As an action we will endeavour to promote a better gender representation with an emphasis on roles which may enhance progression (action C.2).

The Academic Workload Allocation Model includes individual contributions to committee work to ensure this activity is recognised. At Faculty level many committees utilise a Chair and Vice Chair model to prevent individual overload and also to facilitate succession planning. Most University committees have a 3-year term of office, and members can reapply after that time if they wish. In addition, teaching and learning roles such as course director, placement tutor and learning and teaching coordinator roles are normally a fixed 3-5 year term, in line with revalidation cycles.

Many staff consider committee work an important part of their career progression and we will actively encourage females to participate so there is a gender balance (see action C.2). We will continue to monitor committee workload through the Workload Allocation Model. Business support staff are permitted to be released from their daily duties to attend committee meetings. This will be approved by their line manager.

Future school/faculty AS applications will require additional time and committee work which will be acknowledged within the workload model by HoS and Executive Deans (see action C.3)

(vii) Institutional policies, practices and procedures

The University's Equality Scheme promotes equality of opportunity between men and women as well as people of different religious belief, political opinion, racial group, age, marital status or sexual orientation; persons with dependants and disabled people.

Gender equality is formally mainstreamed through the screening of all new or existing policies and practices and this is implemented through our consultation exercises across multiple levels of staff groups, student and external stakeholders and unions. If screening indicates that the policy is likely to impact on one or more of the equality categories, the policy will be considered for an Equality Impact Assessment.

The University has established a database of policies screened to ensure consistency, efficiency and effectiveness of screening operations throughout the University. The information collected provides detail on the date that strategies, policies and procedures were introduced, how they were approved, details of equality screening and proposed date for review.

The current 2017 staff survey encourages staff to feedback on the impact of equality policies.

(viii) Workload model

Our workload allocation model sets out broad principles to help ensure that workload distribution for academic staff is fair, transparent and justifiable within the context of the University's strategic plan and the operating environment in individual schools. This guidance document takes a principle based approach rather than setting maximum or minimum number of hours for certain types of activity.

Rotation of responsibilities and special allowances are considered at school level, during the workload allocation process, taking into consideration personal circumstances, career development plans and promotion criteria, to ensure a clear linkage between workload allocation and developmental progression.

Various procedural steps are applied to enact the principles, such as:

- Schools commence their annual workload distribution planning cycle after the Easter break each year and this is completed by the end of June, to ensure staff have adequate time to prepare for the incoming year;
- HoS in conjunction with their Executive Dean publish an annual statement setting out the principles used to determine workload distribution;
- HoS discuss workload distribution principles as part of the Development Appraisal Review (DAR). This ensures a clear linkage between workload allocation and developmental appraisal;
- HoS share information on the outcome of their annual workload distribution cycle. This is made freely available to all staff.

As the implementation of the model is carried out at the school level, there is currently no central monitoring of academic workload allocation and therefore no central monitoring for gender bias. However, schools are expected to follow the guiding principles of fairness, openness and transparency, and are required to make available the outcome from the annual allocation planning cycle where each member of the School team can see the allocation given to every other member of the team.

Our 2017 AS survey asked questions to gauge the level of satisfaction with the workload model, including its fairness, transparency and acknowledgement of various activities and life events such as AS related work and a reduced workload following prolonged leave. Our AS survey showed that 41.8% of academics felt the workload model implemented within their school was transparent and 46.7% felt it was fair (no significant differences between male and female academics). The evidence suggests that the situation is not uniform across the institution and therefore we will augment action C.3 to gather information at school level by gender. Furthermore the AS survey showed insufficient recognition was given to non-teaching activities, for example, Athena SWAN. In order to encourage wider engagement of staff in the AS process and to ensure staff can dedicate the necessary time we will recommend that HoS recognise AS activities such as preparation of a submission in the workload model (action C.3.ii).

In addition, staff expressed dissatisfaction with adjustment to workload following return from leave taken as result of caring responsibilities. Any adjustments made to staff returning from leave will be facilitated by additional resources to ease the transition (action C.3.i). The Returning Carers Scheme will also be available for staff returning from leave (action B.5).

(ix) Timing of institution meetings and social gatherings

Through AS activity, we introduced core hours for significant University meetings (for example, Council, Senate and sub-committees, Faculty Boards, promotion and funding panels) between 10:00-16:00, to enable flexibility for those with caring responsibilities.

Many of the AS talks and events and school activities are conducted over lunch breaks, if not, then always between 10:00-16:00. Research events, staff development training and specialized teaching sessions are also delivered between 10:00-16:00.

Occasionally, there are events which necessitate 'out of hours' working e.g. recruitment events are over weekends so that prospective students and their families can attend. 4-6 weeks notice is given to enable staff to make arrangements to participate in these.

Inaugural professorial lectures are delivered in the evening from 6pm with an informal networking buffet after the lecture for guests (including family and friends). School level meetings times and days are agreed among by each subject team to facilitate their teaching and caring responsibilities.

Video-conferencing is normally offered in all cross campus meetings and talks, and consideration is given for any reasonable adjustments for part time staff and those with caring responsibilities.

In addition, the Vice-Chancellor has requested all academic staff to prioritise a teaching timetable outside of Wednesday afternoons. By excluding teaching during these hours, staff and students are free to participate in a range of activities and social gathering such as clubs, societies, lecture series and other various school events.

(x) Visibility of role models

Both male and female role models are visible at events and through images displayed on our website, publications and promotional materials. For example, a balanced gender ratio is present in the homepage of the University's website, with 12F/12M included on the website. Event organisers consider the gender balance when putting forward draft programmes and adjustments are made to ensure that males and females are represented.

Within the University, a significant number of female role models hold prominent positions in the leadership team and within schools and departments. These include PVC, Chief Operating Officer, Executive Dean, Associate Dean, HoS, Associate HoS, RI Director, Research Group Leader and Subject Head roles. Many of these females have families and manage a work/life balance.

The University celebrates International Women's Day each year and in 2015, we showcased the achievements of the following eminent female scientists at Ulster who are at the forefront of ground breaking research with international recognition:

- Professor Helene McNulty – Professor of Nutritional Science
- Professor Tara Moore – Director of Biomedical Sciences Research Institute (Tara was also awarded the prestigious WISE (Women into Science and Engineering) Hero Award by the Princess Royal in November 2014 and was the winner of the Women in Business NI Award for Advancing Diversity in the Workplace in November 2014)
- Professor Eileen Harkin-Jones – Bombardier Royal Academy of Engineering Chair in Composites Engineering
- Professor Pagona Papakonstantinou – Director of Advanced Materials
- Professor Vivien Coates – Florence Nightingale Foundation Professor of Clinical Nursing Practice Research
- Professor Marie Murphy – Professor of Exercise and Health, Dean of Postgraduate Research and new Director of Ulster Doctoral College

Other examples of female role models include:

- Professor Carol Curran, was awarded an OBE for Leadership and Nursing Education in Northern Ireland in 2014;
- Professor Tanya McCance, Director of Institute of Nursing and Health Research from the School of Nursing was named in the Nursing Times Top 50 most influential nurse leaders in the UK.
- Ms Michaela Hollywood, a postgraduate student on the MSc Communications and PR programme at Ulster University was included in the BBC listing of the 100 most inspirational women in the world in 2015.
- Dr Mary Hannon-Fletcher, Head of School Health Science, is a STEMM ambassador, Aurora and Athena Swan Champion and an Aurora mentor, mentoring colleagues for universities in Ireland and is an active role model at Aurora training events in the UK.

As part of our original AS award we undertook to promote the involvement of women in science and held the "Gender Equality in STEM: The Future is Bright" Conference on the Magee campus (11 October 2016). The conference featured a number of STEM female role models at Ulster and over 100 delegates attended the conference from the North and South of Ireland.

(xi) Outreach activities

Ulster is in the top 10 UK universities for Widening Access and we are strongly committed to working in partnership with key stakeholders to allow all who can successfully participate in higher education to achieve their full potential.

We have a central outreach and engagement department referred to as Flexible Education, based in the wider directorate of Access, Digital and Distributed Learning. This department currently consists of 15 staff, 4 academic (all F) and 11 P&SS, (8F/3M)).

As part of the Access Agreement with the Department for the Economy we have a programme of activities targeted at Northern Ireland schools, communities and the regional workforce, with the primary purpose of increasing engagement within higher education, particularly from under-represented groups. We offer a wide range of activities such as interactive science: 'All Systems Go', competitions for young people, aligned to the curriculum at primary and post primary levels, lectures, workshops, campus engagement visits and student ambassador programmes, working with 300+ partner organisations annually.

In 2016/17 we can report the following outreach and uptake (we do not currently hold a record of uptake by gender, but schools' AS SAT will be encouraged to gather these data in the future as part of their submission):

- 5934+ civic development days, delivered to schools and community by Ulster University students
- 300+ young people, annually, engaged in summer schools
- 9530 Primary and Post Primary young people engaged in learning activities
- 7027 Sport and physical activity sessions delivered by the sports outreach team

Outreach is recognised in our Strategic Plan 5&50 and our appraisal and promotion process. In addition, in order to formally recognise outreach both with our internal and external partners we are delighted to be progressing new initiatives in 2017 /18 to include Ulster's Civic Ambassador Award Scheme. This will be an annual programme for University Staff and our new Community Fellowship Scheme, which will seek to recruit 11 Fellows (both male and female) from Northern Ireland who support us in ensuring an accurate identification of learning needs and increase visibility of our community impact throughout the region.

Additional examples of our current activities include:

- The 'Step-Up Programme' is a collaborative partnership between local schools, the University, industry, Government agencies and the local hospitals and seeks to provide young people in Northern Ireland with an opportunity to progress to higher education;
- 'Tutoring in Schools' places Ulster students from different disciplines in schools across NI to work alongside teachers and pupils on a variety of projects;
- Insight events are aimed at post GCSE pupils across various disciplines;
- Code First: Girls is a national initiative which aims to "support young and professional women to develop further personal and professional skills." The initiative runs within the School of Computing & Mathematics;
- The All SySTEMs Go programme aims to make STEM subject areas and associated future career opportunities more appealing to young people.
- The University participated in a wide range of events as part of the 2017 Northern Ireland Science Festival e.g. IM HAPPY (IMproving Hopes, Aspirations, Prospects and Potential in the Youth) initiative – this gave the opportunity for school children to

take part in robotics and Meccaniod workshops, as well as drone, Oculus Rift and Spheros demonstrations.

In addition, staff of all levels (from PhD student to Professor) have been involved in outreach activities within various schools conduct school liaison work with the aim of good gender balance and role models; and male and female staff have also participated in a range of externally organised events such as BringITOn and Lego Robot League.

We will continue to engage with a range of outreach activities targeted at schools and the local community to raise awareness and participation of females in STEM and encourage male participation in subjects such as Nursing and Health Sciences (action C.10).

Role Models and Outreach Activities



(xii) Leadership

As noted in section 3, the ASC was established in 2014 to oversee the implementation of our Bronze AP and to support schools going forward for awards. To date, four STEM schools have gained Bronze awards, and two schools are pending Bronze awards from November 2016 and two schools will submit for awards in April 2017.

We have a rolling schedule of submission and our aim is that all STEM schools will have achieved awards by 2018. A phased approach will be introduced for AHSSBL AS applications, following a consultation with the Executive Deans and HoS. The aim is that by 2021 all schools/departments in AHSSBL will have established an AS SAT and at least 75% will have submitted an application and achieved awards (action A.3).

The ASC will be reconstituted to give it a wider remit for coordinating and championing all our gender equality work in both our STEM and AHSSBL faculties and to include gender and race equality (action A.1.i). The AS Committee Chair (Dr Mary Hannon-Fletcher, HoS Heath Sciences) is the University AS Champion and the Bronze SAT Chair (Prof Carol Curran) is the only female Executive Dean (Life and Health Sciences) and reports on AS to the Senior Leadership Team.

We are improving our systems to better provide the data required for submission (actions A.4, A.8) and will make the data easily accessible for schools by establishing a central AS data platform on SharePoint (action A.5).

22 of AS champions have been in active in promoting and supporting AS in our STEM schools and we will identify volunteers for all our AHSSBL schools, encouraging men to become Athena SWAN champions (action A.2.v). Part of the role of the champions is to establish SATs with the aim of submitting for school awards from 2018 supported by the ASC. As such, our Athena SWAN Champions Network will expand and will cover a wider remit (action A.2.v).

We also have an active Student AS Champion (Hannah Rooney, VP Academic & Student Affairs Officer) and an Alumni Champion (Gillian McColgan, Chief Technology Officer, Marquis Technologies). Gillian was a keynote speaker at our Gender Equality in STEMM: The Future is Bright conference in October 2016.



Pictured: Professor Cathy Gormley-Heenan, Pro Vice-Chancellor Research and Impact and Ms Gillian McColgan, Chief Technology Officer, Marquis Technologies (Alumni Champion)

(7,489 words, including additional words)

6. SUPPORTING TRANS PEOPLE

(i) Current policy and practice

The University has had a Policy on Equality for Trans Staff and Students since 2010. The policy provides guidance on issues that may arise when a member of staff or student is undergoing gender reassignment and how staff/students undergoing transition should be treated. It also includes a glossary of terms to improve understanding of the social, medical and legal implications of trans issues, to ensure that staff/students can recognise the differences between physical sex and gender identity/expression.

The policy states clearly that:

- the University will not discriminate against people on the grounds of transvestism, transsexualism, intersex conditions or any process of gender reassignment, begun or complete;
- the University has a zero tolerance attitude towards transphobic abuse, harassment or bullying by its staff and/or students, and that any such behaviour will be considered under the University's Dignity at Work policy;
- Breaches of the Dignity at Work policy is treated by the University as a disciplinary offence, which may include gross misconduct warranting suspension, dismissal or expulsion; and
- To 'out' someone, whether staff or student, without their permission is a form of harassment and, possibly, a criminal offence, and will be treated as such.

Inappropriate and/or negative attitudes are similarly dealt with within the University's Dignity at Work policy.

(ii) Monitoring

Our Trans policy was subject to intensive equality screening prior to its implementation, and was reviewed two years thereafter. It was last reviewed in 2016. However, following the publication of revised guidance by ECU in November 2016, the policy will be subject to further review and if appropriate, revision (action C.7).

To support equality screening, the University monitors the equality profile of its staff. Whilst there is no legal requirement to monitor trans staff, self-identification is possible either by selecting 'Mx' for their title, or by indicating that their gender is not the same as they were assigned at birth, within their personal Equal Opportunities record. To date, no staff have disclosed that they are trans.

(iii) Further work

Whilst no further initiatives have been identified as necessary to support trans staff, further guidance has been requested in regard to supporting trans students at registration. This has been provided on request in the past. Therefore, guidance on the documentation required at registration to register a name change, whilst maintaining confidentiality and ensuring least intrusion / inconvenience for trans students will be incorporated within the revised policy.

Our on-line equality training for staff/student has been updated to include information about local support networks for Trans people.

(410 words)

7. FURTHER INFORMATION

We have no further information.

(5 words)

8. ACTION PLAN

Our AP is attached for consideration. We have grouped our AP into the following four themes:

- Governance
- Culture
- Career Progression
- Transitions

(21 words)

Ulster University Athena SWAN Action Plan 2017-2021

We have grouped our Action Plan into the following four themes:

- **Governance**
- **Culture**
- **Career Progression**
- **Transitions**

A. Governance

Reference	Planned action/objective	Rationale	Key outputs and milestones	Timeframe		Person responsible	Success criteria and outcome
A.1	Refresh and expand membership of the ASC to oversee the implementation of the AP. The membership will include the new Director of People and Culture.	The ASC will replace the SAT as the body overseeing the implementation of the new AP providing support schools for applying/renewing AS awards. The new Director of People and Culture will be a member to ensure that AS is embedded within the organisational culture and strategies.	i. The membership of the ASC will be refreshed to reflect the expanded Charter.	April 2017	April 2021 Review ToR and members annually.	ASC Chair	Increase in the diversity of the ASC. Includes a minimum of 30% of any one gender representing STEM, AHSSBL and P&SS across grades; at least one UG & PG student & BME staff proportionate to the percentage at Ulster.
			ii. ASC to meet quarterly and oversee all AS related activities.	June 2017	Quarterly	ASC Chair	4 meetings conducted per year.
			iii. Production of an annual report including progress on the AP. Present the annual report to the ASC and the SLT and post on the website.	First annual report produced June 2017.	Annually, in June to 2020.	ASC Chair	4 annual reports considered by ASC and SLT. Publicised on website. 100% of actions in AP completed within the timeframe.
A.2	Raise awareness of Athena SWAN within Ulster University.	Our 2017 AS survey and focus groups highlighted differences in awareness between STEM and AHSSBL staff, and P&SS in general. In addition to	i. AS will continue to be a standing agenda item on all STEM Faculty Boards, and will expand to AHSSBL Faculty Boards and all school executive meetings.	Initiated in April 2017	Quarterly	Athena SWAN Co-ordinator	AS included as a standing agenda item on all STEM and AHSSBL Faculty Board meeting and school executive meetings.

A. Governance

Reference	Planned action/objective	Rationale	Key outputs and milestones	Timeframe		Person responsible	Success criteria and outcome
		women being more engaged in AS than men. AS awareness needs to be raised amongst all staff and students.	ii. Celebrate success of AS awards by publicising on AS website, University communication platforms and celebratory events.	April 2017	Annually	VC in collaboration with the AS Co-ordinator	4 annual events celebrating AS at Ulster. Successful applications publicised on the AS website, and staff portal, Insight, social media and recruitment/admissions webpages.
			iii. AS pulse survey to all staff every two years with intersectional analysis.	Feb 2019	Feb, every 2 years.	Athena SWAN Co-ordinator	Increase response rate to 50% in STEM & 45% in AHSSBL by 2018. Improvement in the level of awareness and impact of AS.
			iv. Presentation of AS to the AHSSBL's Deans and HoS's to raise awareness and enable engagement with the Charter.	May 2017	May 2018	Athena SWAN Co-ordinator	All AHSSBL Associate/ Executive Deans and HoS's aware of AS and engaged with Charter. Staff time allocation and resource for school/department AS activities approved.

A. Governance

Reference	Planned action/objective	Rationale	Key outputs and milestones	Timeframe		Person responsible	Success criteria and outcome
			v. Circulate description for AS Champion and AS Student Champion roles to all STEM and AHSSBL schools, particularly encouraging male staff and students.	May 2017	May 2018	Athena SWAN Co-ordinator	<p>All STEM and AHSSBL schools identify a student AS champion and 100% of schools engaged with Athena SWAN.</p> <p>At least 5 more male staff members becoming AS Champions.</p>
A.3	Provide support for AS school awards and bronze renewal/silver applications.	4 STEM schools hold an AS award, with 2 awards pending and 2 more schools applying in April 2017. Support will be given to the remaining STEM schools preparing for or renewing awards. With the expansion of the Charter, the support will now cover all the AHSSBL schools (n=11).	Commit dedicated staff time and resource to level required to gain/renew awards and support AS Activities.	April 2017	April 2021	Deans and HoDs	<p>All schools engaged in the AS process by 2021. AS School Champion identified and SAT established.</p> <p>All STEM schools applied for an AS award by November 2019.</p> <p>75% of AHSSBL schools apply for an award by April 2021.</p> <p>All schools going for an award conduct an AS survey.</p>

A. Governance

Reference	Planned action/objective	Rationale	Key outputs and milestones	Timeframe		Person responsible	Success criteria and outcome
A.4 High priority	Improve collection and reporting of recruitment data to enhance understanding.	Current recruitment processes do not retain complete shortlisting data sets.	Implement data within the HR system, enabling access to all recruitment stages including the shortlisting data.	Jan 2018	April 2021	Director of People and Culture	Complete data on shortlisted candidates available.
A.5	Establish a central data platform for schools on SharePoint.	Schools currently collect data from the AS Co-ordinator, who in turn has to approach different points of contact within the institution for the relevant information.	Create a platform on SharePoint where each school can directly access data required for AS submissions and for monitoring their progress. The data will be reported on an annual basis for all schools.	June 2017	Annually in June	ISD lead on SharePoint and AS Co-ordinator	SharePoint platform established. Accurate & reliable Institutional and school data collected annually and easily accessible by AS Champions within all schools.
A.6 High priority	Appointment of an Athena SWAN Co-ordinator on a permanent contract.	AS co-ordinator is on Fixed-Term contract until June 2018.	Appoint an AS coordinator on a permanent contract, to work closely with the ASC, the AS Champions and all schools engaging in the AS process.	Post advertised Sept 2017	Position appointed Jan 2018	University Secretary	Athena SWAN Co-ordinator appointed on a permanent contract.

A. Governance

Reference	Planned action/objective	Rationale	Key outputs and milestones	Timeframe		Person responsible	Success criteria and outcome
A.7 High priority	Establish a Central Fund.	A range of activities are being implemented to support AS. A central AS fund of £100K has been approved.	To cover school AS award application fees, funding for AS activities and events across the University and to include a support scheme for returning carers (see action B.5. below).	May 2017	Reviewed annually	ASC Chair	Funds in place to support AS at Ulster, monitored by ASC. Evaluation and impact of fund reported in the AS annual report.
A.8 High priority	Establish a system to record all requests for flexible working, approved or denied.	Our flexible working reports denote who was approved, we do not record requests denied.	Establish a system to collect data on requests for flexible working at school/ department level.	Sept-Dec 2017	Review annually thereafter.	Director of People and Culture	Data on flexible working requests denied will be captured and actions implemented as appropriate as a result of the findings.

B. Culture

Reference	Planned action/ objective	Rationale	Key outputs and milestones	Timeframe		Person responsible	Success criteria and outcome
B.1 High priority	Implement a mentoring scheme (AME) to all academic staff, for both men and women.	The evaluation of our AS pilot mentoring scheme for STEM female academics (FAME) evidenced the benefits of a formal mentoring scheme. We will build on this successful pilot and roll out the programme to both men and women.	i. Create the infrastructure to: <ul style="list-style-type: none"> • Introduce and coordinate provision • Run AME on an annual basis as a 12 month mentoring scheme • Achieve a min of 12 pairings in year 1 (24 staff) 	Sept 2018	Aug 2019	Director of People and Culture	Formal mentoring scheme in place. Annual growth in numbers participating in AME (target min 12 pairs per year).
			ii. Evaluate AME annually with an overall evaluation by 2021 (e.g. increase in women applying for senior roles and returned to the REF).	Sept 2019	Sept, annually	Director of People and Culture	Scheme monitored annually and reported to ASC. 3-year evaluation report produced in 2021 showing impact on staff and University.
			iii. Identify areas where mentorship can be used to meet specific requirements of other staff groupings.	July 2018	July 2019	Director of People and Culture	Areas identified and scheme expanded as appropriate.

B. Culture

Reference	Planned action/ objective	Rationale	Key outputs and milestones	Timeframe		Person responsible	Success criteria and outcome
B.2	Ensure that the CPD activities are aligned to individual appraisal and career progression, in line with the Strategic Plan 5&50.	The 2013 staff survey showed only 58% engagement in the appraisal process. We are committed to ensuring alignment of individual and organisational goals and identification of CPD plans, and have agreed a KPI of 100% engagement.	Annual report to SLT showing annual incremental increase in engagement and staff with a personal development plan linked to SP&50.	July 2018	July 2019	Director of People and Culture	100% staff with a CPD plan linked to SP5&50.
B.3	Develop maternity/parental leave/adoption guidance for line managers to structure support before, during and after leave and raise awareness of paternity and shared parental leave.	Both the 2017 AS survey comments and the focus groups indicated that staff felt there is inconsistency in the way maternity leave addressed.	i. Guidance will ensure consistent support for maternity/parental leave/adoption leave including cover and awareness of KIT days, shared parental leave, support for the transition back to work i.e. flexible working options, breastfeeding facilities and childcare providers.	Nov 2017	June 2018	Chair of ASC subgroup (subgroup to include academics and P&SS with experience of returning from maternity leave).	Guidance developed subgroup and approved by ASC Guidance automatically emailed to line managers when a maternity leave request has been made. Guidance promoted via website, staff portal, plasma screens and posters.

B. Culture

Reference	Planned action/ objective	Rationale	Key outputs and milestones	Timeframe		Person responsible	Success criteria and outcome
		During the reporting period very few members of staff availed of paternity and parental leave, especially among academics.	ii. Raise awareness of maternity guidance and of KIT days and shared parental leave and paternity leave, and the support available for staff returning from leave.	Sept 2018	Ongoing	Director of People and Culture	At least 2 awareness sessions per year. Increase in uptake of KIT Days, paternity leave and shared parental leave. 90% improvement in the AS survey responses for awareness and satisfaction around leave provisions.
B.4	Promote gender equality within the new Doctoral College.	In some STEM schools (i.e. within the CE Faculty), female students comprise under 30% of the PG research students.	A gender equality sub-committee within the new college will review and discuss gender data and issues affecting postgraduate research students and postdoctoral staff across disciplines.	Oct 2017	Meet twice a year until 2021	Pro-Vice-Chancellor Research & Impact	Gender equality group established. Any gender issues identified and acted upon.

B. Culture

Reference	Planned action/ objective	Rationale	Key outputs and milestones	Timeframe		Person responsible	Success criteria and outcome
B.5 High priority	The establishment of Returning Carers Scheme.	Evidence from the 2017 AS survey and focus groups identified a need to support returning carers with their career development.	Establishment of <i>Funding for Returning Carers</i> scheme to offer grants to assist returning carers, both men and women, to re- establish their research and teaching profiles (e.g. training, attendance at conferences, relief of teaching, equipment to support independent research).	Sept 2017	Annually, 2 calls per year.	Chair of ASC subgroup	<p>ASC subgroup established to oversee the development and management of scheme.</p> <p>Scheme offered to all academic and research staff, with 2 calls per year.</p> <p>At least 10 staff benefited from the scheme each year.</p>

C. Career Progression

Reference	Planned action/ objective	Rationale	Key outputs and milestones	Timeframe		Person responsible	Success criteria and outcome
C.1	Undertake an Equal Pay Audit.	The last audit concluded no significant equal pay issues. The University will carry its next audit in 2017.	Implement findings from Equal Pay review group.	May 2017	Sept 2017	Equal Pay Review Group	Equal Pay Review Group established. Findings of Audit presented to SLT and ASC.
C.2 High priority	Ensure gender balance on committees and increase the number of female STEM HoS.	We have already carried out a review of our committee structure and we have reduced the number of committees.	i. Ensure a gender balance on committees (including faculty boards) and task and finish groups.	July 2017	Ongoing	Director of People and Culture	Gender balance on University committees and task and finish groups. Where possible, ensure a minimum of 40% of any one gender in any influential institution committee (including faculty boards).
		In STEM less than 25% of HoS are women. As membership of senior strategic committees such as Senate is an experimental enabler for promotion, we want to encourage females to	ii Include an AS positive recruitment statement within HoS recruitment emails circulated to all academic staff.	April 2017	June 2017, and evaluate annually.	Director of People and Culture	An increase in the number of women HoS to at least 30%.

C. Career Progression

Reference	Planned action/ objective	Rationale	Key outputs and milestones	Timeframe		Person responsible	Success criteria and outcome
		put themselves forward for these roles.	iii. In institutional committees where colleagues are voted in, such as Senate, suitable female candidates will be actively encouraged to put themselves forward.	April 2017	Ongoing	HoS and Directors	Suitable female candidates identified and actively encouraged to put themselves forward.
C.3 High priority	Utilisation of the principle based approach to the workload model to facilitate staff returning from carers break and AS activities.	In addition to providing financial support through the Returning Carers Scheme, an adjusted workload will be assigned where possible.	i. Those returning from carer break will have a lighter workload in the first semester after their return.	June 2018	Aug 2018	HoS and RI Directors and Director of People and Culture	An adjusted workload will be assigned to returning members of staff. At least 70% of the AS survey respondents feel the workload model fair and transparent by 2021.

C. Career Progression

Reference	Planned action/objective	Rationale	Key outputs and milestones	Timeframe		Person responsible	Success criteria and outcome
		In order to support and encourage wider engagement of staff in AS and ensuring staff can dedicate the necessary time needed preparing for AS awards and implementation of AP.	ii. Consult the AS Champions as to how much time they dedicate to AS on a yearly basis and recommend to HoS's to include in the Champions' workload model.	Sept 2017	Feb 2018	Director of People and Culture	100% staff involved in preparation of AS submissions will have their work recognised and approved within workload model by 2019.
C.4	Roll out UB training available to all staff.	We currently provide face-to-face UB training. The training helps staff to understand the barriers presented by UB and how it impacts on decision making.	i. A general face to face training session to be provided on alternating campuses once a month, available to all staff on a first come, first served basis.	Began in Sept 2016	Ongoing, on a monthly basis.	Equality and Legal Manager	20% of all academic and P&SS participated in UB training by 2021. Attendees report better understanding of UB and how to avoid bias in the workplace.
			ii. Tailored sessions to schools upon request.	Sept 2017	On request	Equality and Legal Manager	Improvement in understanding of UB within the schools.

C. Career Progression

Reference	Planned action/ objective	Rationale	Key outputs and milestones	Timeframe		Person responsible	Success criteria and outcome
			iii. Online training to be developed and disseminated to all staff.	Sept 2017	March 2018	Equality and Legal Manager	Online training developed and uptake maintained annually.
			iv. Staff on promotions or recruitment panels undertake UB training.	Sept 2017	Sept 2019	Equality and Legal Manager	100% of staff on promotions or recruitment panels participated in UB training by Sept 2019.
C.5	Continue to hold family and friends events.	These new events led by the Provosts on each campus are a positive team building opportunity for staff and a thank you to their supporting family and friends.	The Provosts of each campus and individual schools will invite all staff and families to enjoy events at different time of the year, Christmas, Easter, summer holidays etc.	April 2017	Ongoing	Provosts of each campus.	Events held on each campus 2-3 times a year.

C. Career Progression

Reference	Planned action/ objective	Rationale	Key outputs and milestones	Timeframe		Person responsible	Success criteria and outcome
C.6	Raise awareness of flexible working options.	20% of our P&SS were not aware that flexible working was available to them, in addition our 2017 AS survey and focus groups felt the application of this was inconsistent across the institution.	i. School webpages will be established for AS and will contain the relevant leave information.	Nov 2017	Nov 2018	Director of Communications.	Webpages created, containing the relevant information.
			ii. To promote the guidance we will also use plasma screens and posters across the campuses.	Dec 2018	Feb 2019	Director of Communications.	Guidance on plasma screens and posters displayed across all four campuses.
C.7	Review and update current transgender policy.	The policy was last reviewed in 2016 following the publication of revised guidance by ECU in November 2016.	Review and revise the policy.	Dec 2018	Feb 2019	Equality and Legal Manager	Transgender policy reviewed and updated.

C. Career Progression

Reference	Planned action/objective	Rationale	Key outputs and milestones	Timeframe		Person responsible	Success criteria and outcome
C.8	Review of academic opportunities for those involved in teaching and learning.	With the emergence of the Teaching Excellence Framework and the emphasis on Teaching excellence, we have created a Task and Finish group to consider equality of opportunity and review the current reward and recognition opportunities.	Establish a task and finish group "Recognising, Developing and Rewarding Excellence in Teaching and Learning Support @ Ulster".	May 2017	Dec 2017	PVC Education	Task and finish group established. Findings and recommendations presented to the Learning and Teaching Committee and will feed into a review of the promotions process.
C.9	Achieve gender balance regarding participation in Leadership Development and Coaching programmes.	Table 29 shows a snapshot by gender of participation in Leadership Development and Coaching programmes highlighting the need for action to improve gender balance in some areas e.g. coaching programmes.	Produce an annual course participation report with analysis by gender. Findings will be translated into department AP with actions to improve gender balance.	August 2018	Annually	Director of People and Culture	Underlying reasons for gender imbalances are determined and actively addressed. Actions resulting in steady improvements in gender balance are implemented.

C. Career Progression

Reference	Planned action/objective	Rationale	Key outputs and milestones	Timeframe		Person responsible	Success criteria and outcome
C.10	Continue to engage with a range of outreach activities targeted at schools and the local community to raise awareness and participation of females in STEM and encourage male participation in subjects such as Nursing and Health Sciences.	We have a range of successful outreach programmes and activities including 'Tutoring in Schools', Insight events, Code First, IM HAPPY etc.	Continue to promote diverse and inclusive images and male and female role models to underpin AS and challenge subject stereotypes.	April 2017	2021	Director for Access, Digital and Distributed Learning	Marketing materials include inclusive and diverse content and imagery and male and female role models at events. Participation statistics show participation by gender and an improvement in recruitment data in subjects with an underrepresentation of males or females.
C.11	Monitor levels of research funding secure by females.	Grant income is an important metric in the promotions process and our figures show that females are less likely to be promoted.	Establish and baseline for external grant income for females and monitor rise in income.	April 2017	On-going	PVC Research and Impact	Baseline for external grant income for females established and rise in income monitored.

D. Transitions

Reference	Planned action/ objective	Rationale	Key outputs and milestones	Timeframe		Person responsible	Success criteria and outcome
D.1	Promote AS and family friendly practices within the recruitment process.	Consistently we have fewer female than male applicants for academic and research posts. Although, once applied, females are more likely to be made an offer.	i. Positive recruitment measures produced by ASC were circulated to all STEM schools. The document will now be circulated to AHSSBL HoS.	Aug 2017	Aug 2017	Director of People and Culture	All AHSSBL HoS's receive the document and follow its guidance.
			ii. Continue publicity of AS in job adverts and e-recruitment e and include further relevant information about flexible working opportunities.	May 2016	Ongoing	Director of People and Culture	100% of job adverts include the AS logo. An increase to 40% female applicant for academic and research posts by 2021.
			iii. Continue to ensure males and females are represented on all interview panels.	Jan 2018	Ongoing	Director of People and Culture	A minimum of 30% of any gender represented on all interview panels. At least one female academic/researcher on panels recruiting academic/research staff.
			iv. Review and gender proof job descriptions.	Jan 2018	Ongoing	Director of People and Culture	All job descriptions and specifications reflect a gender neutral tone.

D. Transitions

Reference	Planned action/ objective	Rationale	Key outputs and milestones	Timeframe		Person responsible	Success criteria and outcome
			v. Provide at application stage information about family friendly working, nursery facilities etc, and ensure imagery is gender balanced and includes different age and ethnic groups and family friendly photos.	Sept 2017	Jan 2018 and updated on a regular basis.	Director of People and Culture	Family friendly information prepared and sent to applicants. Imagery used is gender balanced and include a diverse range of groups, for example, age, ethnicity etc.
D.2	Examine specific issues which exist within the academic pipeline.	As part of our 2014 award, we improved the role modelling of successful female academics. Analysis shows gender differences for PGT, only one	i. Continue to role model successful women.	April 2017	Ongoing	AS Co-ordinator	Achieve a better understanding of issues around postgraduate and staff. ASC instigate actions based on recommendations proposed.

D. Transitions

Reference	Planned action/ objective	Rationale	Key outputs and milestones	Timeframe		Person responsible	Success criteria and outcome
		female BME professor and a rise in the number of women on fixed term contracts. Female progression to grades of SL/Reader and Professor has improved overall and we will continue to build on this progress.	ii. Run focus groups on more progression themes to gather more information and develop actions.	April 2018	Sept 2018	AS Co-ordinator	Increase in the proportion of male PGT students to 45%; continue to increase the proportion of female SL/Reader and Professor; and progression of BME females from SL/Reader to Professor.
			iii. Presentation delivered to ASC and Executive Deans	April 2018	Sept 2018	AS Co-ordinator	Reduce the number of female staff on fixed term contracts to less than 50%.
			iv. Investigate 2017 staff survey results by gender and grade to determine staff perceptions of their career development opportunities.	June 2017	Sept 2017	Director Of People and Culture	Examination of survey conducted by gender and report presented to the ASC.

D. Transitions

Reference	Planned action/ objective	Rationale	Key outputs and milestones	Timeframe		Person responsible	Success criteria and outcome
D.3 High Priority	Improve promotion experience for academic staff.	AS and HR ran preparing for promotion workshops each year for academic and research staff. Findings from the 2017 AS survey and focus group indicate issues relating to transparency and consistency. We found the proportion applying is below the eligible pool of permanent PT academic staff at Ulster (7%).	i. Collect promotion data from faculty panels (stage 2) and analyse rates of application for promotion in proportion to the eligible pool of staff within each grade, to capture the entire promotion process.	July 2018	Oct 2018	PVC Education, Director of People and Culture, PVC Research and Impact	Data on promotion from faculty panel (stage 2) collected. Rates of application for promotion in proportion to the eligible pool analysed from faculty panel stage.
			ii. Access to full details of the promotion process throughout the year so staff can easily build towards their promotion in advance of the formal promotion round.	May 2017	May 2017	Director of People and Culture	Promotions guidelines and forms available to all academic and research staff by Sept. 2017.

D. Transitions

Reference	Planned action/ objective	Rationale	Key outputs and milestones	Timeframe		Person responsible	Success criteria and outcome
			iii. Promotion workshops to be offered to all members of staff across the four campuses.	Delivered from 2015	Annually	Director of People and Culture	At least 4 workshops delivered annually. 40 staff members annually. AS survey shows improved satisfaction of the promotion experience by 50% with those who engaged with the process by 2019, rising to 75% by 2021.
			iv. Contact HoS and support bespoke promotion workshops within schools.	June 2017	Ongoing	AS Co-ordinator	Bespoke promotion workshops to all schools upon request.
			v. We will examine the perception of career advancement opportunities for P&SS through our staff survey.	April 2017	Aug 2017	ASC Chair	ASC analyse the Survey findings analysed and make recommendations as appropriate.

D. Transitions

Reference	Planned action/ objective	Rationale	Key outputs and milestones	Timeframe		Person responsible	Success criteria and outcome
			vi. Investigate issues affecting part-time academic staff career progression and ensure all panellists are reminded to take account for the impact of part-time working and other forms of leave.	November 2017	March 2018	AS Champion	Focus group held to understand the issues and actions agreed and implemented to improve career progression for part-time staff. Identification of role models to promote career progression for part-time staff.
D.4	Introduce a new online Induction Programme for new line managers.	The 2017 AS survey and focus group findings indicated some inconsistency with induction, particularly in respect of the local application which would be conducted by line managers.	i. Establish institutional task and finish group to create and implement an online Induction Programme for new line managers.	Feb 2018	June 2018	Director of People and Culture	Task and finish group established.
			ii. Test drive programme with recently appointed line managers. Review and revise.	July 2018	Sept 2018	Director of People and Culture	Programme tested and revised.

D. Transitions

Reference	Planned action/ objective	Rationale	Key outputs and milestones	Timeframe		Person responsible	Success criteria and outcome
			iii. Trial and evaluate online Induction over 12-month period and continue with regular updating and review (minimum annually).	Sept 2018	July 2019	Director of People and Culture	An improvement in consistency in application of policies reported in focus groups and future survey (85% by 2021).
D.5	Ensure all staff receive an appropriate induction that encompasses online and local elements.	Feedback indicates that whilst there is a high level of satisfaction from those who complete the entire induction process. However evidence suggests there is variability of engagement in respect with the complete induction package.	i. Review HR recruitment processes and systems and identify effective ways to monitor, support, promote and follow up the provision of induction.	Sep 2018	2020	Director of People and Culture	All newly appointed staff engage with the entire induction process.
			ii. Conduct annual induction surveys to indicate engagement and satisfaction levels. Use findings to inform ongoing improvement strategies.	Dec 2017	Annually	Director of People and Culture	Staff continue to indicate high level of satisfaction re their Induction experience increasing to minimum 90% satisfaction rate by 2021. Online and local (bespoke) induction enhanced.

