



## **Athena SWAN Gold department award application**

**Name of university:** Queen's University Belfast

**Department:** School of Psychology

**Date of application:**

**Date of Silver Athena SWAN award:** April 2010

**Date of university Silver Athena SWAN award:** November 2011

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21<sup>st</sup> November, 2013

Dear Panel,

As Head of School, I am delighted to write a letter in support of our Gold SWAN application. As a senior female academic (and a working mother myself), I am very committed to the SWAN charter principles. Through ATHENA SWAN we not only create an environment that is supportive and inclusive for our female staff but also our male staff. By increasing awareness, staff can now see how developing and supporting our talented female academics significantly benefits the School, allowing everyone to realise their potential. I have ensured that SWAN is a standing item on all School board and management committee agendas, offering the opportunity to raise and discuss SWAN issues openly. As a result, we have collective buy-in regarding the implementation of our SWAN action plan.

The last three years has been a time of great change for the School. I took over from our first female Head of School in 2012 (having been promoted to professor the year before); and we appointed a further female professor who directs one of our research groups. The impact of these developments is that our Management Committee is predominately female, creating a strong set of female role models. With all three female professors obtaining their chairs by the age of forty, junior female academics can see that rapid career progression is possible and that they too could very successfully combine family and working life.

We have also had considerable staff turnover, with 10 staff leaving and a similar number of new appointments being made (50% being women). The strong proportion of new female appointments indicates the effectiveness of our efforts to promote our School and University as a supportive and inclusive environment for women. The flip side is a relatively young cohort of staff whom we need to nurture at this critical stage in their careers. Our procedures around maternity leave, in particular our policy of allowing female staff a 6-month teaching-free period on return to work and additional consideration for PGR

studentships, will help ensure that our female academics can be confident that they can continue to progress their careers if they choose to start a family.

Although we have made tremendous progress, there is still work to be done. . For example, the newly implemented workload model in response to our previous SWAN action plan highlighted how women seem to take on a disproportionate percentage of the School's workload compared to men. This SWAN initiative, allowed us to recognise this disparity, and put forward new initiatives in our action plan to address this. Lastly, but by no means least, I am aware that despite our success in recruiting female academics, women are still in the minority in the School. It is vital that we continue to support our existing women in the path towards promotion, and that we continue to target and attract quality female academics in our recruitment processes. I am confident that our new action plan will ensure that we achieve these aims.

A handwritten signature in black ink, appearing to read 'Cathy Craig', with a stylized, cursive script.

Professor Cathy Craig

Head of School

## 2. The self assessment process (999 words excluding table)

### a) The SAT

The team comprises staff and students at all career levels, including two senior males who have responsibility for PhD and UG Education.

**Professor Teresa McCormack** is the Chair of the SAT team. She chairs the School's Research Committee, is a Director of one of our research clusters, and sits on the Management Committee. She has a young son and her partner works full time.

**Professor Rhiannon Turner** joined the School in 2012. She is a Director of one of the research clusters and sits on the School's Management Committee. She acts as Post-Doctoral Advisor, providing support and advice for our PDRAs. She will be co-chairing the SAT with Professor McCormack during the next assessment period.

**Dr Eimear O'Connor** is a postdoctoral researcher who completed her PhD in the School in 2012. She believes that the SWAN initiative has aided and supported her in the transition from PhD student to early career researcher. She is responsible along with Professor Turner for implementation of actions related to PDRAs.

**Kathy Ruddy** is currently in the writing-up stage of her PhD. She has been a student in the Psychology department at Queen's since the beginning of her undergraduate degree in 2007. She assists in implementing initiatives involving PhD students.

**Dr Clifford Stevenson** (SL) is Postgraduate Research Tutor. His role includes oversight of the recruitment of students as well as the progression and completion of their doctoral research. He chairs the School's Postgraduate Research Committee.

**Dr Aidan Feeney** (SL) is Director of Education for the School. This role includes responsibility for admissions and employability; he sits on the Management Committee. His partner, with whom he has a young son, works full-time.

**Dr Tim Fosker** is a lecturer in the School. He joined in 2009 and successfully completed his probationary period in 2012. He lives with his partner and they have a son born in 2010.

**Dr Michelle Kavanagh** is a part-time lecturer on the School's professional doctoral training programme in clinical psychology. She also works as a senior clinical psychologist in the area of adolescent mental health. She has a young son with her partner.

**Ms. Dorothy Fee** is the School Manager who has managerial responsibility for administrative and secretarial staff within the School. She has had a long career within management in the BBC, private industry and the Health service before joining Queen's. She ensures that the SWAN initiative is provided with administrative support.

## **b) The process**

The self-assessment team (SAT) meets twice a term. Minutes of the meetings are circulated to all staff at the School Board, at which SWAN is a standing agenda item. This ensures that staff are highly aware of the SWAN initiative and have the opportunity to provide feedback on a regular basis. SWAN related events, such as our termly Women's Lunch, appear in our weekly School newsletter that all staff and PhD students receive. SWAN is also a standing item on our School Management Committee which meets every two weeks; the Chair of the SAT and three other SAT members sit on this committee ensuring that relevant issues that need School management support are dealt with in a timely manner. The chair of the SAT has developed extensive expertise and experience in engaging with gender-related initiatives both within the University and nationally. She chairs the University group of Chairs of SATs which meets every six weeks, and she sits on the University SWAN Steering Group which meets monthly. As a result, she has considerable opportunity to engage in sharing of best practice across the University and in feeding back information to the Psychology Team about SWAN and other gender-related initiatives across the University. She has also had meetings with the chair of the SAT team in Psychology in UCL, the Head of the Mathematics Department at Warwick, and representatives from the University of Newcastle, to discuss best practice and share experiences about the SWAN process; she has sat on a number of SWAN assessment panels for awards.

Consultation with staff is ongoing in the context of regular discussion at School Board meetings. PhD students do not attend School Board, so more systematic consultation has taken the form of an online survey, the findings of which will be discussed in more detail below. Professor Turner, our post-doctoral advisor, held a focus group with PDRAs to examine what more could be done to support them under the SWAN initiative. The results of this focus group and the PhD survey have richly informed our Action Plan. In addition, we commissioned a qualitative study on the experience of a sample of 12 of the School's female academics (see Section 8 below), which was conducted by a researcher from the Queen's Centre for the Advancement of Women in Politics. The findings of this valuable and insightful study also extensively informed our Action Plan. We have made this report publically available in the hope that it will prove useful to other Psychology departments who are engaging with ATHENA SWAN (<http://www.qub.ac.uk/schools/media/Media,424063,en.pdf> ).

Table 1 below summarises how our Action Plan has been informed by various consultative exercises.

Table 1. *Summary of how consultation processes have informed our action plan.*

Consultation Process	Associated Actions Arising
PDRA focus group	2.18-2.8
Online survey of PhD students	3.4-3.8
Undergraduate survey of caring/parenting responsibilities	5.5-5.6
Commissioned qualitative study of 12 female academics at different career stages	1.4, 2.3, 3.3, 3.8, 4.1, 4.6, 5.1, 6.3

### c) Future plans

The SAT will continue to meet twice a term with the same reporting structure; the action plan will be tabled and reviewed at each meeting. In addition, the action plan will be placed in a SWAN Sharepoint site to allow individuals to update and comment on actions. We are also moving to a system of having two co-chairs of the SAT (Professor Turner will “job share” this role with Professor McCormack); this will ensure that responsibility for ensuring progress on our action plan is driven by two people for different components of the plan. Professor Turner will focus on student and PDRA issues and Professor McCormack on academic staff issues. This system means that the work of SAT chair, which is time-consuming, formally becomes a shared administrative responsibility. The role of SAT co-chair is now built into our new Workload model, which itself was adopted as a result of the SWAN initiative (see 2010 Action Plan).

### 3 (a) Pen Picture of the School of Psychology (1846 words excluding figures and tables)

The School of Psychology is a medium-sized psychology department by national standards. In terms of teaching, we offer a single BPS-accredited undergraduate degree in psychology, a suite of 4 taught MSc courses, and professional training doctorates in clinical and educational psychology. The majority of our students at all levels are female, in line with national figures for psychology. The School has a particularly high proportion of students from lower SES backgrounds (42% of our 2012 intake of students), and around 8% of our students are registered with the University’s Disability Office.

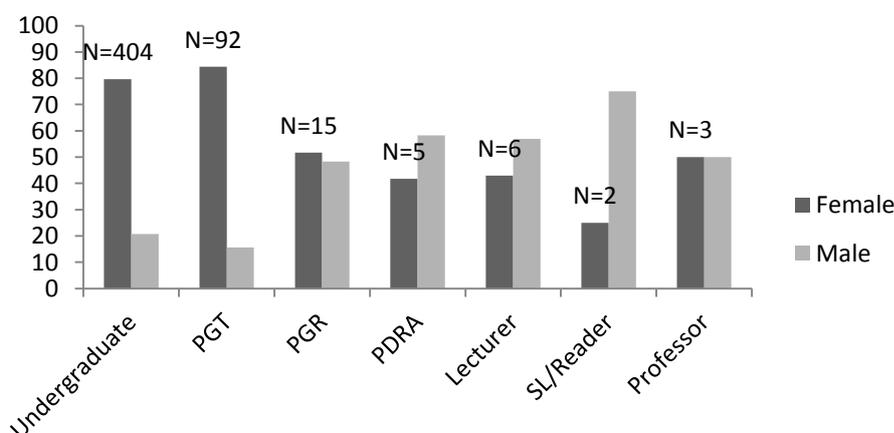
Research within the School is currently organized in terms of four Research Clusters; in Queen’s each of these clusters is headed by a Director of Research. Our Management Committee consists of these Directors of Research, our Director of Education, and our Head of School, plus the School Manager (a senior administrator). Currently, 3 of the 4 Directors of Research, the Head of School, and the School Manager are female.

The School has undergone a significant period of change since our Silver award; we received this award in 2010, thus 2010-2013 is the assessment period for the current application. During this period we have had two changes in Head of School, including the appointment in

2011 of the School's first ever female Head of School (who has since moved to another institution). Our current Head of School is also a woman, Professor Cathy Craig, who was promoted from Senior Lecturer to professor in 2011, and to Head of School in 2012. Professor Craig was the second woman in the history of the School to be internally promoted to Professor (the first was in 2010: Professor McCormack, the SAT chair). After proactively targeting a set of female academics to encourage them to apply for the post (part of 2010 Action Plan), the School also successfully appointed an additional female professor in 2012. As a result of these promotions and this appointment, the School now has a set of high-profile (and relatively young) females in senior positions who provide excellent role models for junior staff.

Over the 3-year assessment period, we have had a significant turn-over in staff, in part as a result of a voluntary redundancy scheme introduced by the University. Two female professors also left the School to take up posts in other departments (one internally in Queen's). We have appointed 10 new staff, and are in the process of making further appointments. The large number of appointments has meant that it has been particularly important to showcase our commitment to gender equality and the SWAN process during the recruitment process. We are pleased that these appointments have been equally balanced between males and females, and that two of the females appointed were at senior levels. Figure 1 below shows the overall student and staff gender profile of the School in 2012-2013.<sup>1</sup> It can be seen from the Figure that as things stand we have an uneven profile in terms of gender distribution. While the majority of our taught students are female, the proportion of females drops to around 50% at PGR/PDRA level and women are then in the minority except at professorial level. These data suggest that while we may have been successful in ensuring that we have female professors, we need to consider how we can continue to support more junior women's careers.

Figure 1. *The current percentage of females and males at each level in the School; absolute numbers are given for females at the top of the bars.*



<sup>1</sup> **A note on figures.** All figures with the exception of Figures 11a and 11b show the percentages of females (dark bars) and males (light grey bars). Absolute numbers are given as Ns above the female percentages; these can be inferred from the graphs for males.

3b)

**(i) Access/Foundation courses**

We do not run access or foundation courses.

**(ii) Undergraduates**

Figure 2 below shows the percentage of male and female students at undergraduate level as full/part time students. As is apparent from the figure, the majority of our students are female; this is highly consistent with national figures (79% female in 2011-12). We do not plan on any actions to address the gender balance at undergraduate level. However, we have introduced some measures to ensure that undergraduates consider the possibility of an academic career more carefully, because it is important to maintain the flow of women onwards to PhD study. We introduced a summer research internship system for second-year students to provide research experience, and the majority of students securing these positions have been female; we now include a session on academic careers in our careers and employability sessions for final years (both from 2010 Action Plan). Following our survey of caring responsibilities amongst undergraduates (as detailed in 2010 Action Plan), we also plan to introduce a support group for these students (**2013 Action Plan 5.5**).

Figure 2. *Percentages of female and male undergraduates both full and part time; absolute numbers are given for females at the top of the bars.*

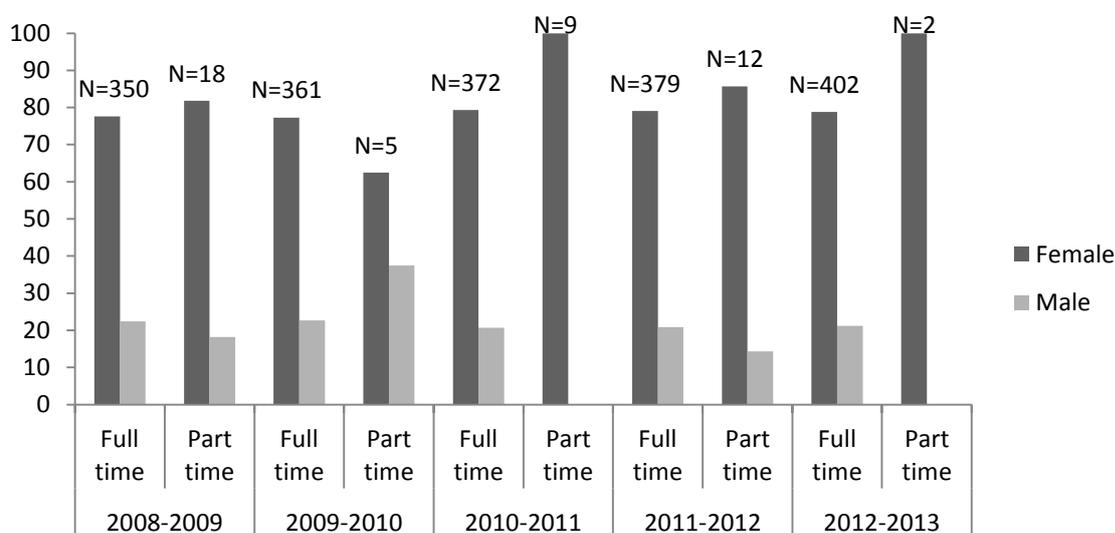
**(iii) Taught postgraduates**

Figure 3a below shows the percentage of female and male PG on taught MSc courses as full and part time students; Figure 3b shows the percentage of female and male on taught professional training courses in clinical and educational psychology, which are at doctoral level and full-time only. As can be seen from Figure 3a numbers of PGT students increased in recent years due to the introduction of a new suite of MScs. The percentage of females is similar to that of U/G students; it is also similar to national averages for PGT courses (79% in 2011-12). No actions are planned in this area.

Figure 3a. *Percentage of female and male PGT MSc and diploma students by status; absolute numbers are given for females at the top of the bars.*

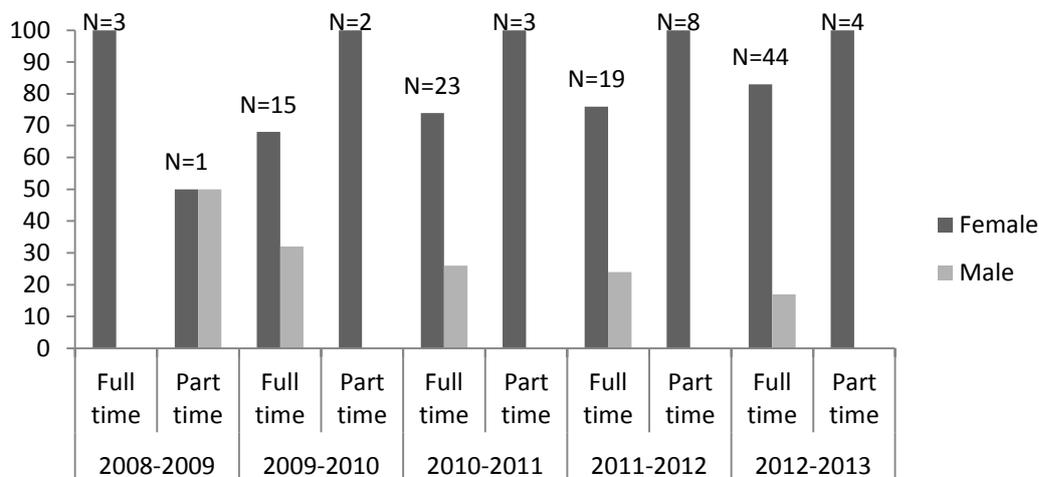
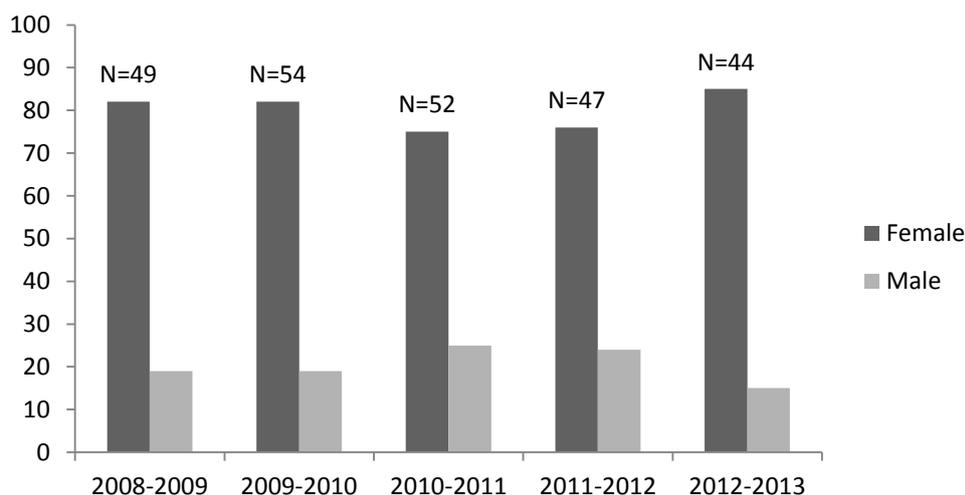


Figure 3b. *Percentage of female and male students on doctoral level training courses; absolute numbers are given for females at the top of the bars.*

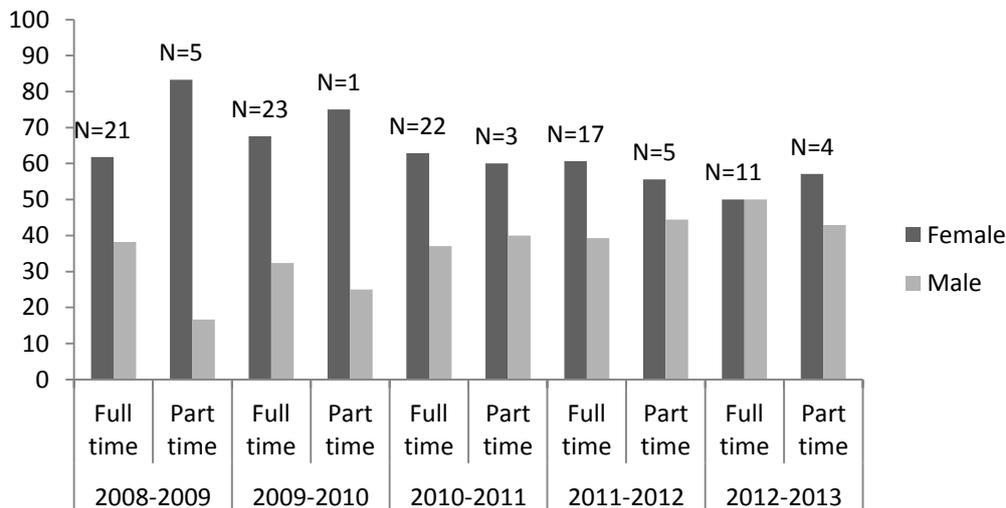


#### (iv) Postgraduate Research Students

Figure 4 shows the percentage of male and female PG research students. It can be seen from the figure that females are in the majority in all cases except 2012-13 full-time students, which is balanced 50-50. National figures also put females in the majority (75% in 2012-13). We note that although the majority of our PG research students are still female, we need to continue to monitor these figures to ensure that we maintain healthy numbers of women taking up PhD places because there appears to be a trend in recent years towards females making up a smaller proportion of our PhD body. We note that of the 14 PhD students just admitted for the current 2013-14 academic year (who do not feature in the figure below), 57% are females, indicating that females will continue to be in the majority at PhD level. Moreover, 5 of our 7 competitively awarded studentships in the School's block allocation this year were given to females. We have already introduced a number of measures to ensure our female PhDs continue on an academic career path in the same proportions as men (see below

and 2010 Action Plan); further actions are planned to support career development (**2013 Action Plan 3.1-3.8**). For example, we plan to introduce a one-off “where next” careers meeting for PhD students 6 months before their submission with a senior member of staff who is not their supervisor.

Figure 4. *Percentage of female and male PGR students by status; absolute numbers are given for females at the top of the bars.*



(v) **Application data**

Figure 5 shows the percentages of applicants for our undergraduate degree who are female and who are male, along with similar percentages for offers and admissions. As can be seen from the figure, females are in the majority at all stages of the admissions process and the percentage of females does not drop between applications and admissions. No actions are necessary in this area.

Figure 5. *Percentage of female and male applications/offers/admissions for undergraduate degrees; absolute numbers are given for females at the top of the bars.*

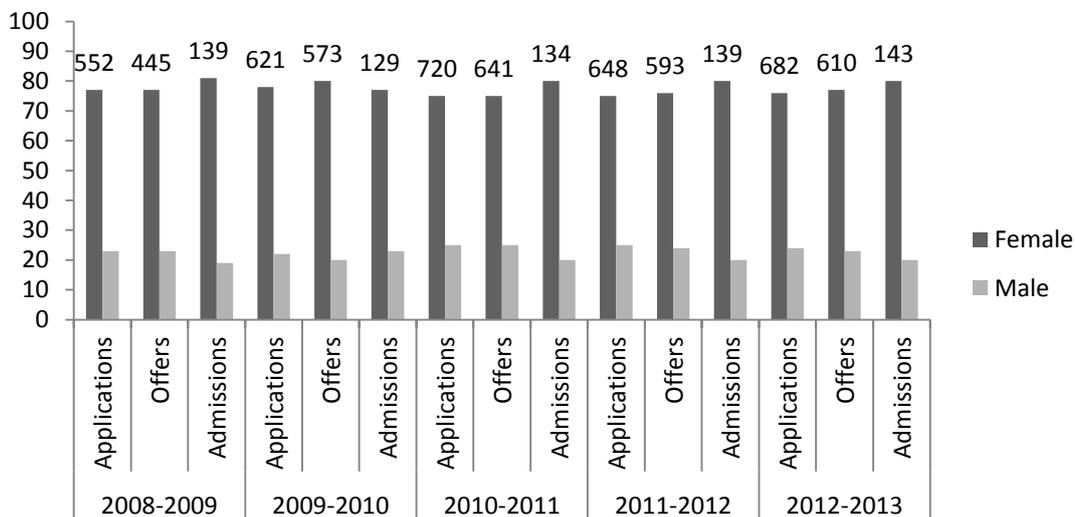


Figure 6a shows the percentages of applications, offers, and admissions for taught MSc students who are female and who are male; Figure 6b shows the same data for our taught doctoral level professional training courses. Again, females are in the majority at all stages of the admissions process and the percentage of females does not drop between applications and admissions. No actions are necessary in this area.

Figure 6a. *Percentage of female and male applications/offers/admissions for taught MSc and diploma courses; absolute numbers are given for females at the top of the bars.*

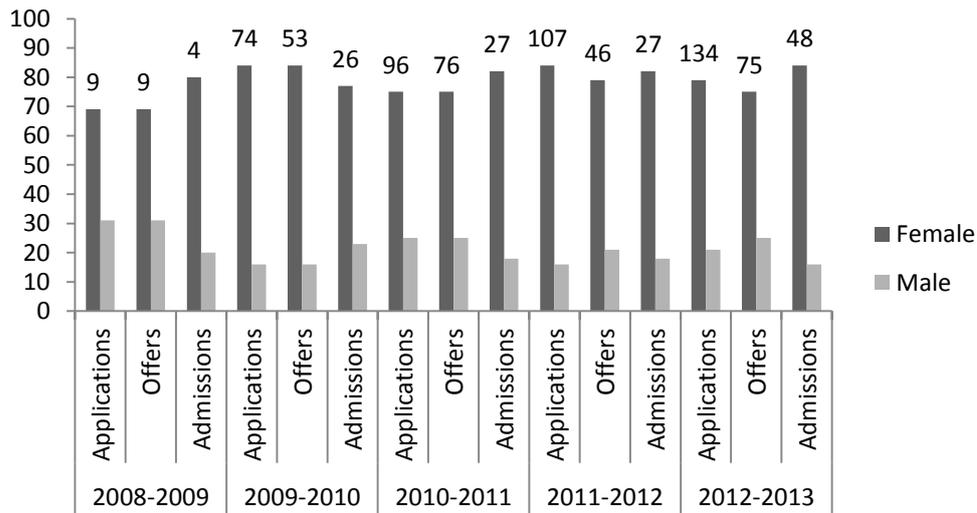


Figure 6b. *Percentage of female and male applications/offers/admissions for professional doctoral level training courses; absolute numbers are given for females at the top of the bars.*

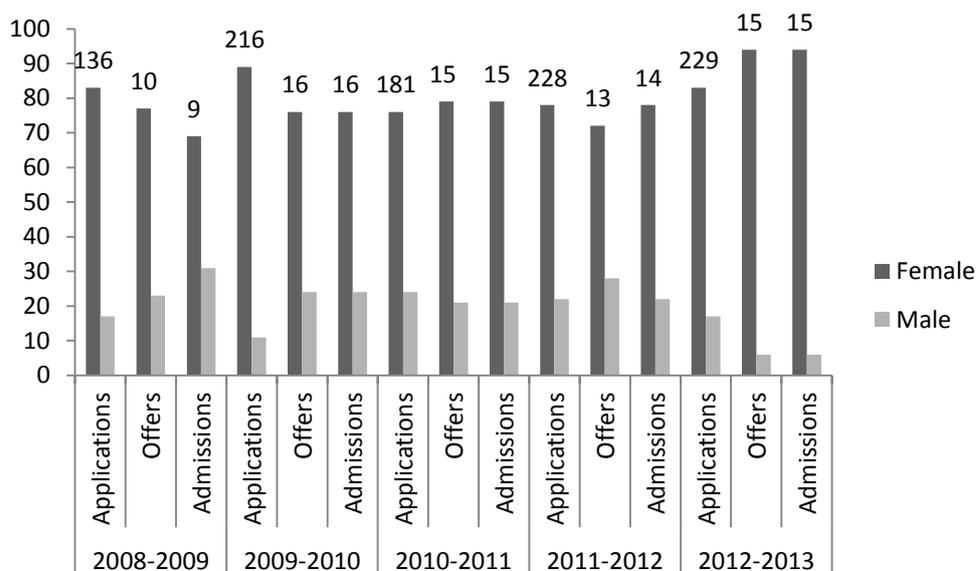
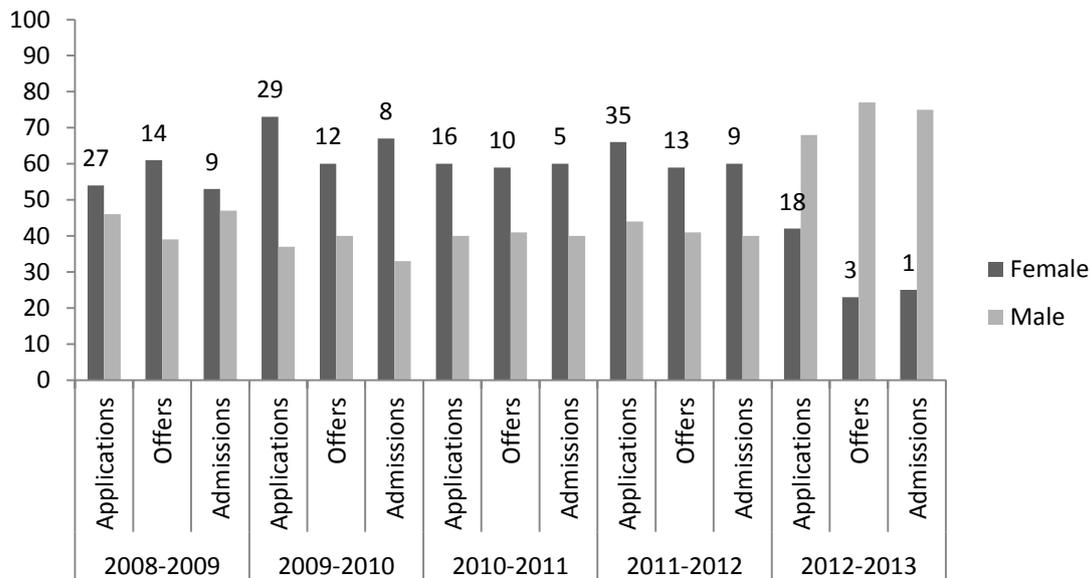


Figure 7 shows the percentages of applications, offers, and admissions for PhD research students who are female and who are male. It can be seen from the figure that females are in the majority in all years and categories except in the last year. More males than females

applied for admission for PhD places in 2012-2013 for the first time. Our judgment is that this is an anomaly because, as mentioned above in the current academic year (2013-2014), for which data are not shown, more females than males applied and females were in the majority in our admission.

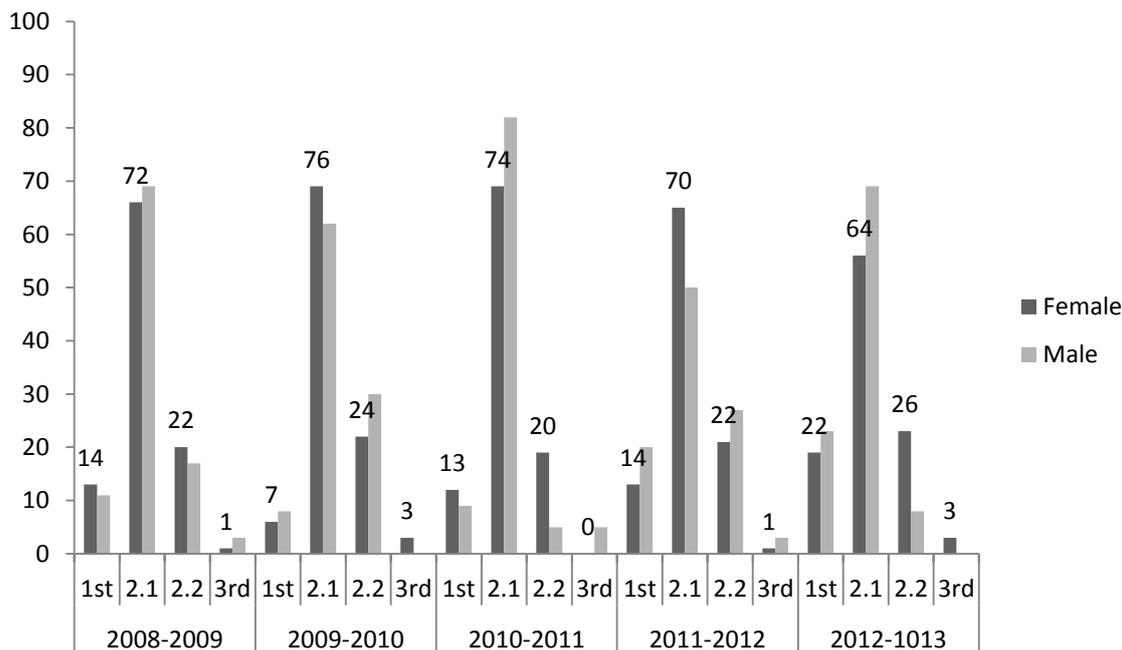
Figure 7. *Percentage of female and male applications/offers/admissions for PhD research students; absolute numbers are given for females at the top of the bars.*



**(vi) Degree classification by gender**

Figure 8 shows the percentage of females who obtained each class of degree alongside the same data for males. It can be seen from the figure that there are no striking or consistent gender imbalances in the distribution of degree classes across each of the genders and no actions are planned in this area.

Figure 8. *Percentage of females and males obtaining each degree class; absolute numbers are given for females at the top of the bars.*

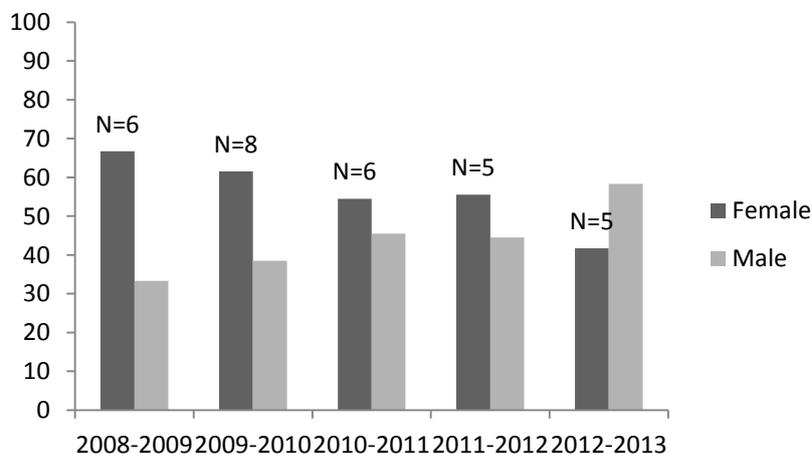


**(vii) Staff data**

**Postdoctoral Research Associates**

Figure 9 below shows the percentage of our PDRAs by gender. It can be seen from the Figure that women are consistently in the majority in this (relatively small) staff group except for in the current year. Based on Figure 1 above, it is clear that the priority needs to be to enable women to make the transition from PhD/PDRA and onwards to lecturer level (see **2013 Action Plan 2.1-2.8**).

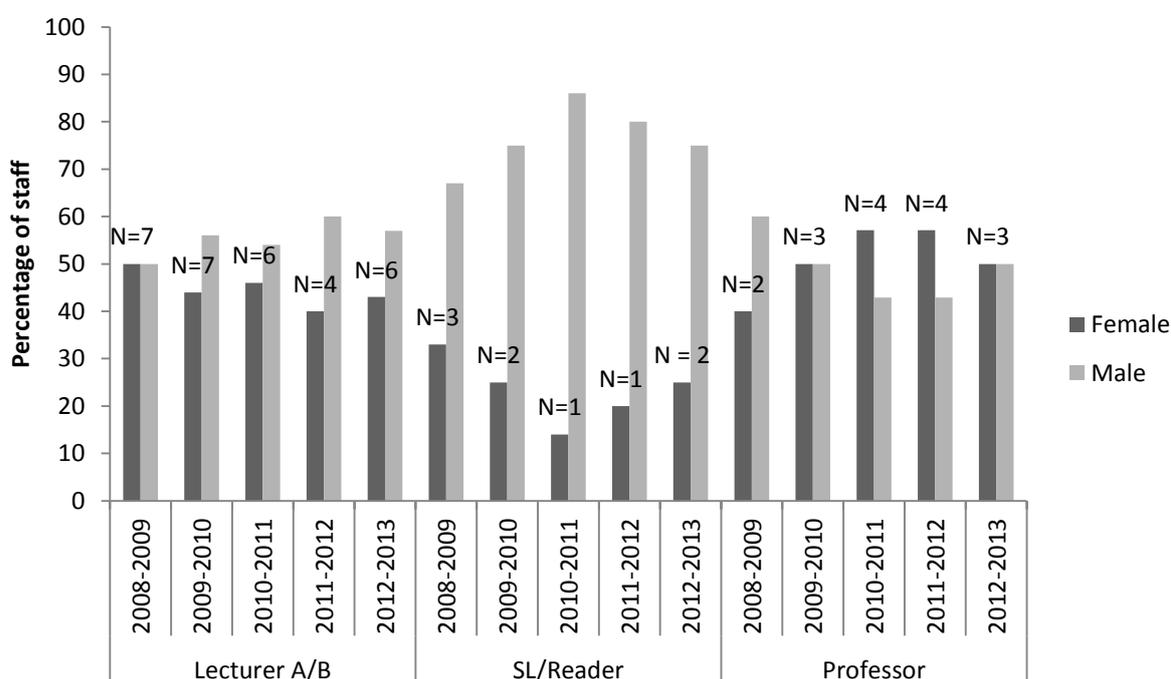
Figure 9. *Percentage of female and male PDRA staff; absolute numbers are given for females at the top of the bars.*



## Academic staff

Figure 10 below shows the percentage of female and male academic staff for each staff category.<sup>2</sup> The data in the figure show a very clear pattern. The professoriate is gender balanced (and indeed women professors outnumbered men for two years). At lecturer level there are slightly more men than women; at SL/Reader level there are consistently more than twice as many men than women. However, two women were promoted out of the SL/Reader category and into the professoriate during the last five years, reducing the number of women in this category.

Figure 10. *Percentage of female and male academic staff at each grade; absolute numbers are given for females at the top of the bars*



Clearly, while we have been very successful at recruiting/promoting females to Chair positions, we need to continue to recruit women into lecturer level at the same proportions as men and as a matter of priority support early career women in progressing towards SL/Reader level. Actions in our new plan aim to further enhance the attractiveness of the School to female applicants and for Search Committees for posts to proactively target females; we are also introducing a number of actions to identify women who are ready to apply for promotion and to support women towards promotion (see **2013 Action Plan 1.1-1.4 and 4.1-4.7**)

<sup>2</sup> Note that these figures include the equivalent of HEFCE funded staff only; they do not include staff employed on fractional contracts by the NHS or local education authorities to teach on our professional training courses. Such staff are appointed and promoted through the NHS/educational authorities rather than through the university.

**(viii) Staff turnover**

Table 2 below shows the numbers of female and male staff leaving each year. Five females and 5 males left over the assessment period (2010-2013), including two female professors. One of the leaving female professors left to take up a professorial position nearer to her family home in the UK, and the other moved to another department within Queen's. The large number of leavers in 2011-2012 was due to a voluntary redundancy scheme introduced by the university; it can be seen that more males than females left under this scheme. There seems to be currently no gender-specific issue with retention. However, we are highly aware of the need to retain our female staff, given that they are in the minority in the School.

Table 2. *Staff turnover as a function of gender and grade.*

	Female			Male		
	Lecturer A/B	SL/Reader	Prof.	Lecturer A/B	SL/Reader	Prof.
2008-2009	1	1	0	1	0	0
2009-2010	3	0	0	0	0	0
2010-2011	0	1 <sup>(a)</sup>	0	0	0	0
2011-2012	2	0	0	0	4	0
2012-2013	0	0	2 <sup>(b)</sup>	1	0	0
Totals	6	2	2	2	4	0

Table Note. <sup>(a)</sup> Retirement <sup>(b)</sup> One female professor relocated to be nearer to her family home in England. Another took semi-retirement and moved to the School of Education on a 20% contract.

## Supporting and Advancing Women's Careers (4879 words excluding figures and tables)

### 4. Key Transition Points

#### (i) Job application and success rates

Figure 11a below shows the percentage of applicants who were female and the percentage of appointees who were female for each grade of appointment. Note that unlike the other figures in this application, this figure displays **data for females only**; it contrasts the percentage of applications that were female with the percentage of appointments that were female. Figure 11b shows the same data for males. Successful conversion of applications from females into appointments of females would be indicated by these two percentages being similar (i.e., the light bars being at least the same height as the dark bars). In almost all cases, at least 50% of our applications were from women (height of the dark bars), indicating that we are successful in attracting female applicants. The percentage of appointees that were women has also been typically around 50% or higher, at least over the last three years of the assessment period. Note that in 2012-2013, one of successful candidates for one of the lecturer posts was appointed at senior lecturer level (a female). A notable exception to the generally positive picture is the appointment of researchers in 2012-13; despite 28 female applications no women were appointed (three males were appointed). We believe that this is a one-off anomaly given that 100% of researcher appointments in the previous two years were female.

To summarize, we made 10 appointments over the last 3 years and these were evenly balanced between males and females. Moreover, one of the females was appointed at professor level and another at SL level; no senior male appointments were made. Thus, we have been successful in attracting women to the School, particularly at senior levels (as detailed in 2010 Action Plan); typically we have managed to appoint women in the proportion that would be expected given the applications. However, we need to ensure that this is maintained (see **2013 Action Plan, 1.1-1.4**).

Figure 11a. *Percentage of applicants who were female and percentage of appointees who were female.\*Note that one of these appointments was at SL level.*

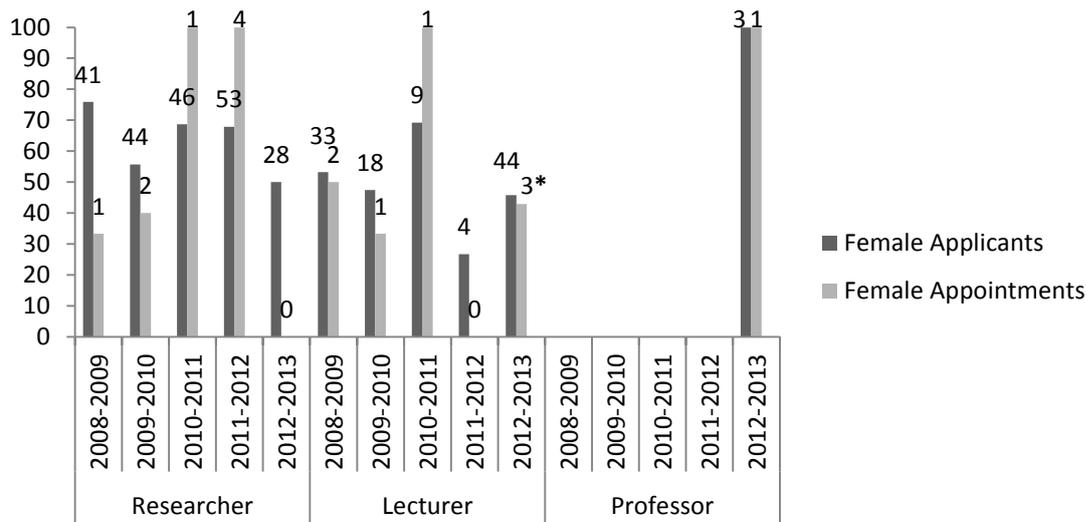
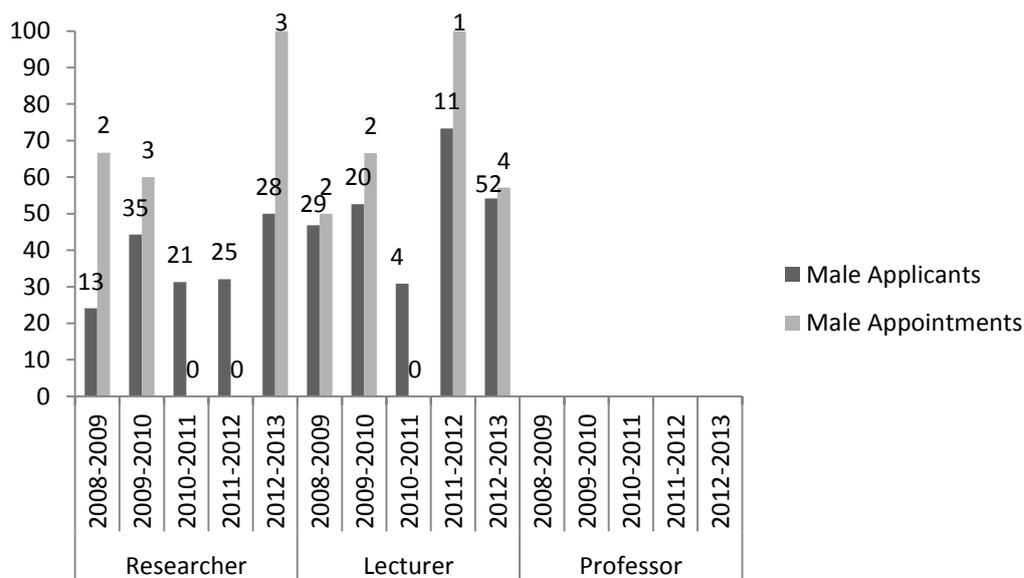


Figure 11b. *Percentage of applicants who were male and percentage of appointees who were male*



## (ii) Promotion

The absolute numbers of females and males who applied for promotion, and whether individuals were successful, are shown in Table 3. Five-year success rates for females were slightly higher than that for males, although the numbers involved are very small. Two women successfully application for promotion to Professor in 2009 and 2010 respectively; one of these has obtained further promotion to the post of Head of School in 2012. Three men compared to two women applied for promotion over the assessment period. The female staff member who was unsuccessful in applying for promotion to Reader 2011-12 has re-applied in the 2013-14 academic year (result awaited), following advice and support from her Director of Research and the Head of School. We note that of our current cohort of female junior staff at lecturer level, all bar one staff member were serving or had only just completed their probationary period the previous year and thus have not been able to apply for promotion during the last three years. Moreover, of our current cohort of two female staff at SL level, one female SL is the member of staff who is awaiting the results of her promotion application in the 2013-2014 promotions round and the other is serving her probationary period as she has only just been appointed. Essentially what this means is that only two female staff could have applied for promotion in the 2012-13 round, and, of these two, one is now awaiting the results of this year's promotion round. We are aware that there are now female staff who have just emerged or will emerge from probation and we need to ensure that these women are preparing themselves to apply for promotion in future years (see **Action Plan 4.1-4.7**).

Table 3. *Applications for promotion by gender*

	<b>Females</b>	<b>Males</b>
2008-2009	None applied	1 applications for SL; not successful
2009-2010	1 application for Professor; successful	2 applications for SL; not successful
2010-2011	1 application for Professor; successful	1 application for SL: successful
2011-2012	1 application for Reader; not successful	2 applications for SL; successful
2012-2013	None applied	None applied
Totals	3 applications; 66% success rate	6 applications; 50% success rate

## (ix) Impact of activities to support the recruitment of staff.

The impact of our SWAN initiatives on our recruitment and selection processes is clearly demonstrated by the fact that 50% of our appointments over the assessment period were female (two at senior level). Further actions are detailed in **2013 Action Plan, 1.1-1.4**.

### **Attracting females to apply**

Both the University and the School have made considerable efforts to encourage female applicants to apply here. The School revised its own advertisement/promotion materials for posts to make salient that we have a Silver Swan award and to describe how we provide an exceptionally supportive atmosphere for women (2010 Action Plan). Our "case studies" of existing staff in our promotional brochure emphasize the family-friendly and supportive

atmosphere of the School, rather than merely focusing on research achievements (see examples below from brochure).



**Professor Teresa McCormack**

I came to Queen's in 2002 as a lecturer after a PhD at the University of Cambridge and lectureships at the Universities of Warwick and Kent.

My research is on cognitive development and I have found the laboratory facilities and technical support for research at the School of Psychology to be excellent.

My work has also been greatly assisted by well-established links with local schools and other organisations. The University has a long-standing commitment to supporting research on children, and encourages interdisciplinary collaboration in this area.

This research environment has allowed me to progress my career rapidly to promotion to Professor in 2010. The School and the University proactively support career development in women, and family-friendly policies have allowed me to balance home and working life very effectively.



**Dr Tim Fosker**

I came to Queen's in 2009 as a lecturer in developmental psychology. I was initially encouraged to move to Queen's (from Bangor University), because of strong child development research that was already being carried out in the School of Psychology.

Since my arrival, I have been supported in developing a new child-friendly EEG laboratory for my research. I have found the research environment in Queen's to be particularly stimulating. Home to such a variety of expertise, I have been able to pursue exciting new interdisciplinary collaborations.

The School of Psychology is a particularly supportive environment for new lecturers, with more experienced academics being sensitive to the needs of those setting the foundations of a research programme.

Belfast has become a real home for me and my partner and since the birth of our son, we have found ourselves really appreciating the facilities that a large city has to offer, as well as the beautiful countryside and coastline of Northern Ireland.

Similarly, the University website and promotional materials all make prominent our efforts to support gender equality, with the Silver Swan logo appearing on all University headed paper. We are particularly keen to encourage female applicants to our senior posts. For our professorial appointment in 2012, our search committee ensured they included a high proportion of women when targeting potential applications, leading to an all-women short-list

and a female appointment (2010 Action Plan). Proactive targeting of women in addition to men for senior positions is particularly important in our quest to ensure that we have good role models for junior staff. We have also recently made a further appointment at junior lecturer level who is due to start in 2014 (and hence does not appear in staff data given above); we had a short list that was 100% female and appointed a female, again suggesting our efforts to recruit and appoint females are proving highly successful.

### **Selection processes**

All staff involved in appointment panels must complete selection training that strongly emphasizes the need for fairness and transparency. A member of Personnel will have oversight of the selection process and ensure that it follows the university Equal Opportunities policy, a policy which is deeply embedded in appointments procedures. Appointments panels must have female representation; as part of our SWAN initiative we monitor the composition of such panels and circulate this information along with other information about gender equality annually (2010 Action Plan). All panels for the 10 appointments made in the assessment period have been composed of at least 50% female staff members, and in fact three of the panels were 75% women. The one exception to this the appointment panel for the professorial post in 2012, which was composed of three women and four men. However, all applications for this post were from women. We note that in our qualitative study of female staff, one staff member commented that she was encouraged to join the School because of the presence of female professors on the appointments panel

#### **(iv) Supporting staff at key transition points**

##### **PDRA to permanent academic career**

Although females are in the majority at PhD level, they switch to being in the minority even at junior lecturer level. Thus, it is important that we support the transition from PDRA to a permanent academic career. As part of our SWAN initiative, we introduced a new role of post-doctoral advisor, which is filled by one of our senior academic staff (2010 Action Plan). This member of staff (now Professor Turner, who is a woman) has responsibility for providing careers advice and guidance to PRDAs, and ensuring that the voice of this group of staff is heard by decision-making committees. Following a meeting between our PDRA advisor, the PDRAs themselves, and the Head of School in 2011, a number of changes were implemented. It was decided to invite all PDRAs to join the School Board, rather than simply having a PDRA representative. A new policy was drawn up regarding the teaching opportunities offered to PDRAs. This policy ensures all PDRAs are given the opportunity to develop teaching skills while protecting them from being overloaded with teaching; it also ensures that adequate support for developing/training teaching skills is provided not just centrally within the university but within the School itself. In 2012, all PDRAs received an appraisal from a senior academic who was not their line manager to discuss long-term career development beyond their current position. PDRAs were encouraged to set goals that would assist in their personal career development. Going forward, our plan is that all PDRAs will have an annual individual meeting with the PDRA advisor (or other senior nominee) which

focuses on providing personalized careers advice; this will be in addition to their appraisal with their line-manager. Our recent focus group with PDRAs suggested that there are still issues to be addressed, particularly with regard to visibility in the School of this group and provision of teaching and other career development opportunities (see **Action Plan 2.1-2.8**).

### **Probationary lecturer to permanent staff member**

The School has had a large number of probationary lecturers over the assessment period. Probationary lecturers are assigned a mentor who is not their line manager who they meet with regularly during their probationary period to provide advice and support. Probationary staff also have an annual review meeting with a panel of senior academics from the School, which provides an opportunity to discuss any issues or problems that the staff member may be experiencing, and allows panel members to provide career guidance and support. Due to the management structure of the School, each member of staff is managed by a Director of Research who is a senior member of staff. Directors of Research play a key role in supporting probationary and junior staff. They meet regularly with such staff and frequently provide hands-on assistance with writing papers and grant applications. Two female probationary staff members are currently awaiting the results of ESRC grant applications, having received very extensive advice and support in the grant-writing process from female professors within the School. The success of our support for probationary staff is evidenced in the School's 100% success rate in junior staff completing their probation over the assessment period.

### **Junior lecturer and beyond**

Staff continue to receive support from their Director of Research well beyond probation, particularly with regard to preparation of grant applications. We held two workshops on grant writing within the School run by staff with track records of RCUK success (as outlined in our 2010 Action Plan), which were well-attended and staff reported were very useful. The School has also recently introduced an internal grant reviewing process for RCUK proposals which provides prompt feedback for draft proposals from researchers who have been successful in obtaining RCUK funding. Female staff in particular are also encouraged to engage with activities of the Queen's Gender Initiative (QGI). For example, senior female staff in the School invite a more junior colleague to accompany them to the networking lunches organized by QGI, and senior staff themselves attend the QGI senior women's dinners which provide networking opportunities for staff. We also provide a networking opportunity for all female staff and students in the form of our termly women's lunch. Interestingly, our qualitative study suggested that females find it difficult to balance their workload because they find it hard to "say no" to taking on additional tasks within the workplace. Therefore, we intend to run a training session on this issue for females within the School (and invite females from other SET schools) (**2013 Action Plan, 4.6**).

## **5. Career development.**

### **(i) Activities to support promotion and career development**

As part of the SWAN action plan, we introduced new procedures around appraisal and promotion, in response to staff feedback that these processes were not consistent or transparent (2010 Action Plan). Appraisals are carried out by Directors of Research and the Head of School, who meet annually in advance of the appraisal process to ensure that it is conducted consistently and will be of maximum benefit to staff. All staff are circulated with an agreed proforma which they have to complete in addition to their appraisal form that provides additional information about their activities over the year (publications, grant applications, conference talks, indicators of esteem). From 2013 onwards, Directors of Research are provided with the findings of the Work Allocation Model detailing each staff member's contribution to School activities. This ensures appraisers are well-placed to discuss career progression with staff, and to assess how best to support them towards promotion. Before the annual promotions exercise, Directors of Research and the Head of School meet and work through a full staff list, considering whether any individual is ready to go forward for promotion. This ensures that staff can be proactively encouraged to apply for promotion when appropriate; analysis of University-wide data suggest that women tend to wait longer before applying for promotion, making it important to identify and encourage potential female applicants. Directors of Research also provide assistance and advice in preparing promotion applications, such as reading drafts of the application (2010 Action Plan). Of the five members of staff who applied for promotion during the assessment period, only one was not successful (although this was a female). The University provides specific tailored feedback on why promotion applications were not successful, and this enables the School and the appropriate Director of Research and Head of School to provide targeted support for unsuccessful staff members to ensure future success. This has led to a re-application for promotion in 2013-14 from this female staff member. We are conscious of the need to proactively identify and support women with regards to promotion, and have decided that best practice would be for the Head of School and Directors of Research collectively to examine up-to-date CVs of all staff members in advance of each year's promotion round. The University's PURE database can be used to generate such CVs automatically, providing staff update their records, so we intend to use this system to implement this action (**see 2013 Action Plan 4.7**).

### **(ii) Activities to support induction and training**

All staff are provided with general induction by the university but this does not cover School-specific issues. As part of our SWAN initiative, a team of three staff members worked to compile an extensive staff handbook for all new staff (2010 Action Plan). This now ensures that starting staff can become quickly familiarized with School procedures. Although no staff have started since the handbook was completed, it will be ready for our new female lecturer who will begin in March 2014. Training needs of staff are formally considered within the appraisal process, and in some instances the School has financially supported staff to attend training events on skills not provided in-house by the University. With regard to equality and

diversity, the University runs a mandatory online training course on these issues. We have closely monitored and proactively encouraged uptake of this course in the School, and it has now been successfully completed by all staff members (2010 Action Plan). The Chair of our SAT has received additional specialized training in equality and diversity issues in her role as a University Harassment Advisor (she informally advises and mediates in harassment cases across the University). We plan also to introduce new equality and diversity training as part of our skills training for PGT and PhD students, based on the results of our online survey of PhD students which indicated that such training would be very useful (see Section 8 below, and **2013 Action Plan 3.5**).

### **(iii) Support for female students**

As can be seen from Figure 1, a critical issue for the School is to ensure the female PhDs continue on a trajectory that allows them to develop a sustainable academic career. For the last three years, we have held a very successful annual workshop for female PhDs/PDRAs in which two senior women from the School discuss the attendees' concerns around developing an academic career as a woman (2010 Action Plan). In our qualitative study, PhD/PDRAs students indicated the importance of having strong female role models within the School; this workshop provides an opportunity for PhD students to engage with such role models and receive personalized advice. In addition, many female PhD students attend our termly women's lunch, again providing an opportunity to network with more senior women.

All PhDs are well-supported pastorally within the School by our Postgraduate tutor, who formally represents their interests at our Research committee; a postgraduate representative sits on our School Board, and we have regular minuted PhD staff-student consultative meetings. As part of our SWAN action plan, we introduced a new annual one-day conference for PhD students in which students are given the opportunity to present their work and the School funds a talk by a prestigious visiting speaker selected by the PhD students themselves (2010 Action Plan). We view it as particularly important that students network beyond their institution; we note that in our online survey of PhD students, a notable proportion of females (36%) indicated their unwillingness to consider taking up a post outside of Northern Ireland, which would heavily restrict their long-term academic career options (see Section 8 below). Allowing students to meet others in their field at international conferences, and, in particular, to engage in lab exchanges may potentially widen their ambitions in this respect. Students are allocated a ring-fenced budget for conference attendance and the School allocated a substantial portion of its 2012-13 funds for internationalisation to support a PhD exchange scheme between labs. Under this scheme, one of our female PhD students will be spending a period of time at the prestigious Karolinska Institutet in Sweden along with her supervisor. We intend to continue with this exchange scheme, in addition to encouraging supervisors to seek funding under national schemes to promote student exchange. Plans to support female PhD students are given in our 2013 Action Plan **3.1-3.8**; some of these actions are informed by the results of our survey of PhD students described in Section 8 below.

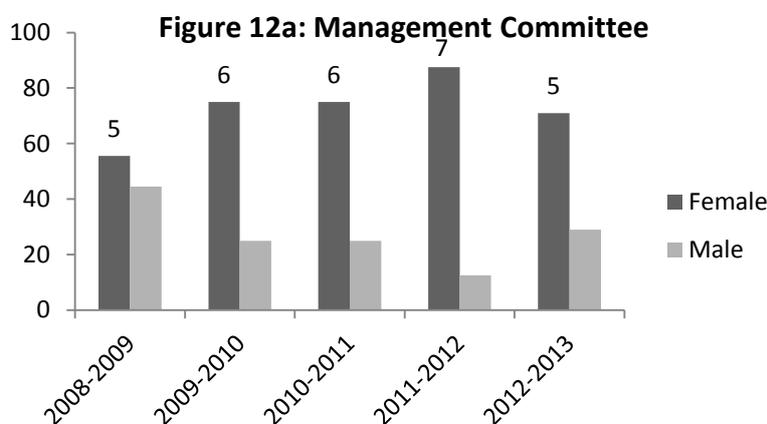
With respect to undergraduate students, although females are in the clear majority, we are aware of the importance of considering issues that may affect their academic performance. As

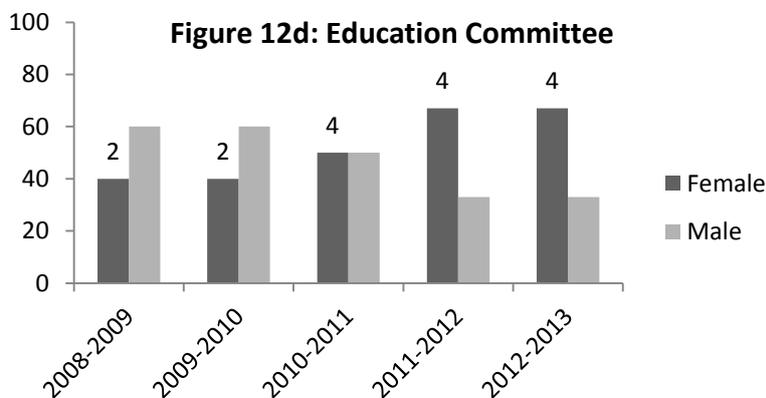
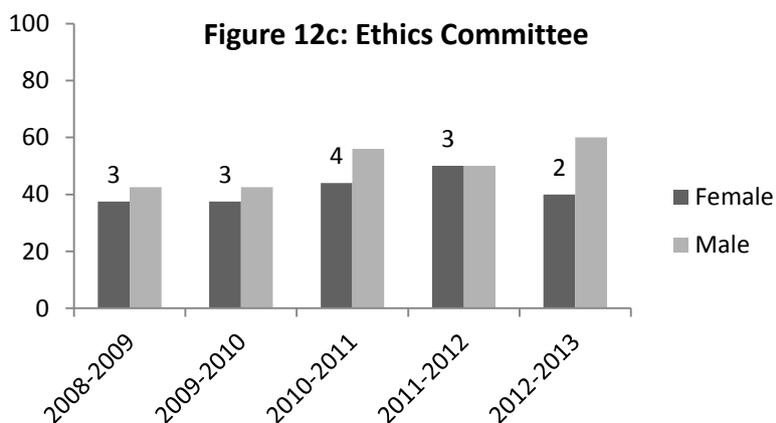
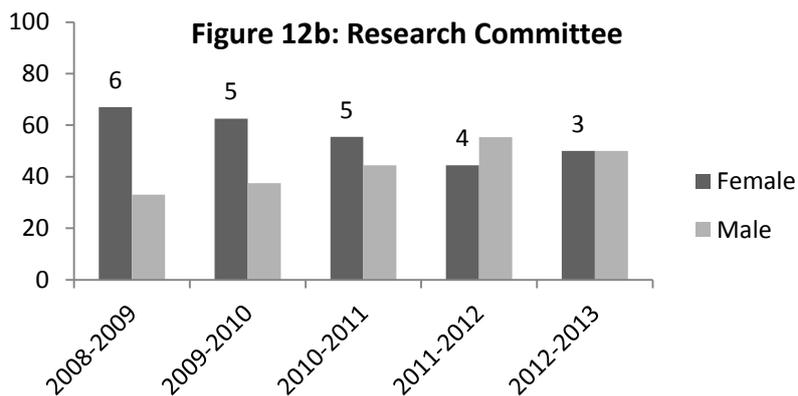
a result of our 2010 Action Plan, we conducted a survey of undergraduate students to find out information about their caring/parental responsibilities, and to gather suggestions about how to support students who have such responsibilities. We found the results of this very interesting, as it made clear to us some of the real difficulties parents and carers face as full-time students. As a result, we intend to set up a support group for these students and will examine through that mechanism whether there are any additional actions the School can undertake to support them (2013 Action Plan, 5.5, 5.6).

## 6. Organisation and culture

### (i) Male and female representation on committees

Figures 12a-d below shows the percentage of females and males on the School's main committees over the last five years. Note that the Postgraduate Research Committee meets separately but has the same membership as the Research Committee. Representation on some of the committees detailed here includes our female School Manager; on the ethics committee it includes an external male non-academic member. It can be seen that women are in the majority on the Management Committee and now on the Education Committee; in 2012-2103 there was one more male than females on the Ethics Committee and equal representation on the Research Committee. Female representation on committees is at very healthy levels. We are aware of the importance of having equal representation on committees, in particular in terms of the need for women to develop substantial roles on such committees for the purposes of promotion. Many roles on committees, and indeed other administrative roles, rotate on a 3-yearly basis; during appraisal Directors of Research discuss potential future committee/administrative roles with staff in an attempt to identify whether there are particular roles that a staff member could benefit from taking up, thinking ahead with regard to future applications for promotion. The Directors of Research provide feedback from these discussions to the Management Committee when decisions are being taken about allocation of roles so that staff can be offered positions that would advantage their career progression within the University.





## (ii) Fixed term versus permanent contracts

Table 4 below shows the absolute numbers of academic staff on fixed term contracts; numbers here are very small and some of these appointments were in part made to cover maternity leaves. All of our research staff (male and female) are on fixed term contracts associated with grants, so those data are not included. During the assessment period women were not more likely than men to be employed on fixed term contracts. No actions are necessary in this area.

Table 4. *Numbers of academic staff on fixed term contracts by gender.*

	Female	Male
2008-2009	3 (1 lecturer, 2 teaching fellows)	0
2009-2010	1 (lecturer)	0
2010-2011	0	0
2011-2012	0	1 (teaching fellow)
2012-2013	0	1 (teaching fellow)

### (iii) Representation on decision-making committees

The main decision-making committee in the School is our Management Committee. In 2012-2013, the majority of members of this committee were female (5 females and 2 males). Academic membership consists of our Directors of Research, Director of Education, Head of School, and a staff representative. Directors of Research and Education are appointed by the Faculty on a three-year basis; posts are advertised within the School and interested staff apply directly to the Dean of the Faculty. In 2012-2013 the staff representative was female; the position of staff representative is also advertised within the School every three years. If more than one staff member wishes to take up this role, an election is held.

### (iv) Workload model

One of the most important actions in our 2010 Action Plan was the introduction of a complete workload model to cover all aspects of teaching, administration, and research. The chair of the SAT visited UCL in order to find out about their workload model which has been used successfully for several years, and along with the Head of School developed a general framework for the model. After extensive consultation with staff, this model has now been introduced in 2013, using an online system. Pastoral roles and involvement with SWAN are included amongst administrative workload. We have examined the data for full-time academic staff from the workload model on the basis of gender, and the summaries in terms of points in the workload model are given in Table 5 below; please note these points do not translate into hours and thus are not necessarily comparable across tasks. None of the differences between males and females are statistically significant (as measured by independent samples *t*-tests, all *ps* > .10). However, it can be seen from the table that females carry a larger burden than men with regard to teaching, administration, and PGR supervision. The gender difference in administrative loads reduces somewhat (242 for females and 158 for males) but still remains if the female Head of School's load is not included. Females also bring in more of the School's research income, but produced fewer outputs in the 2012-13 academic year. Taken at face value, these figures suggest that women take on more of the School's duties, and that this potentially might have an impact on their productivity. Moreover, although the differences are not statistically significant, small differences in the gender balance of workload have been argued to potentially have long-term cascading effects on women's career development (Barnett & Barnett, 2013, *Promoting Positive Gender Outcomes in Higher Education Through Active Workload Management*, University of Salford

Project Report). This issue has been discussed extensively at our Management Committee and in assigning loads for the 2013-14 academic year the Head of School has taken careful note of staff workloads generated by the model and attempted an initial re-balancing across the staff group (see **2013 Action Plan 4.4-4.5**).

Table 5. *Average points by task generated from the workload model for females and males.*

<b>Task</b>	<b>Female</b>	<b>Male</b>
UG teaching	274	251
PGT teaching	210	194
PGR supervision	337	272
Administration	345	158
Research income	202	165
Research output (publication)	132	170

#### **(v) Timing of departmental meetings and social gatherings**

Core working hours are taken to be 9.30-4.00. All of the School's committees meet either at 1 or 2pm to ensure that business is completed by 4pm. Our annual Christmas social gathering is also a lunch-time event. Some social events, such as those marking the departure of staff, are held after working hours but we always begin those events at 4pm to given staff who have to leave by 5 the opportunity to attend for an hour at least. Moreover, staff know that they are welcome to bring children to such events, and some do.

#### **(vi) Culture**

The School makes every effort to provide a warm and supportive environment for staff. Despite heavy pressures on space, we have maintained our School coffee room for staff and PhD students, and renovated and replaced its kitchen facilities last year. This communal space is important to the life of the School, enabling staff and PhD students to both network and socialize. We have also set up a Social Committee in 2013 for all staff, which has organized a variety of social events including a regular coffee morning for which staff bring home-made cakes. For the last three years, the SET has organized a Women's Lunch each term (2010 Action Plan) to which all female staff (academic and administrative) and PhD students are invited. Women bring along food to share and the School provides hot and cold drinks. The Women's Lunch has proved extremely successful and is well-attended and greatly appreciated by the School's women (see discussion of this event in commissioned report from our qualitative study, described in Section 8).

We make a particular effort within the School to allow those with parental responsibilities to balance their home and working lives, as we are aware that many of our staff (both female and male) have children (or other caring responsibilities); **see Case Studies below**. Staff feel completely comfortable bringing their children into the workplace when necessary (for example, due to school closure days; senior staff set an example in this respect); we have children's toilets and baby-changing facilities associated with our Child Development Lab that are accessible to staff and students who are parents. We are very accommodating and

accepting towards staff who need to re-schedule meetings or curtail meeting attendance due to parental responsibilities. We always circulate information about the birth of a new child or life events such as weddings to all staff via email and our newsletter, and we always collect money to buy a gift from the School for a new baby or wedding. We celebrate the personal and professional achievements of our staff through our weekly newsletter and our electronic noticeboards.

Our website has a page devoted to efforts towards supporting its women which lists our family-friendly policies and support for women both within the School and the University, and mentions our strong female role models amongst senior academic staff (2010 Action Plan). Both the School and the University consider gaining a SWAN award as recognition of gender equality initiatives as important and valuable activities and we extensively publicise our success at School and University level (our School SWAN award is displayed prominently at the welcome counter in the School Office along with a copy of the University's Silver Swan award certificate). Promotional materials produced by the School for recruitment of both staff and students highlight our SWAN award and feature women prominently. We monitor the gender balance of our external examiners: during the assessment period we have had 14 female and 10 males as external examiners across our taught courses. We circulate this information amongst all staff to assist with awareness-raising (2010 Action plan).

#### (x) Outreach activities

Levels of applications from females for our courses are very healthy, and there has been no need to target our outreach activities at females. Staff do visit schools and attend a wide variety of student recruitment events to publicise our activities; outreach activities are explicitly mentioned on both the appraisal form and in applications for promotion ensuring that staff receive recognition for their efforts.

### 7. Flexibility and managing career breaks

#### (i) Maternity return rate

Table 6 below shows the maternity leaves/returners for the last five years. The School is proud of its 100% return rate from maternity leave.

Table 6. *Numbers of maternity leaves/returners*

	Number of maternity leaves	Number returned to work
2008-2009	0	N/A
2009-2010	1	1
2010-2011	2	2
2011-2012	1	1
2012-2013	2	2

## **(ii) Paternity, adoption, and parental leave**

Two staff took paternity leave in 2010-2011 and one in 2011-2012. To the best of our knowledge, no staff have passed up on the opportunity to take this leave. One of our SAT members has pointed out that there could be additional clarity around the university's policies regarding non-biological parents (such as parents in same-sex relationships), and one of our proposed actions is to lobby the university on this issue (**2013 Action Plan 5.4**)

## **(iii) Flexible working**

No staff have applied for formal flexible working arrangements. This is because the School already offers considerable flexibility with regard to working hours. Providing they have no teaching or meetings, all staff can work from home if they wish and according to whatever pattern of working hours that suits them. Staff also have input into the timing of their teaching and requests to teach only in particular time slots are facilitated if at all possible (e.g., we try where possible to ensure that staff who need to drop children to school are not scheduled for 9am lectures if they request it).

## **(v) Cover for maternity/adoption leave and support on return**

Queen's provides teaching cover for academic staff on maternity leave through a central fund. As a result of this scheme, members of staff on maternity leave can be confident that the burden of teaching will not fall on their colleagues or that their teaching will be postponed until their return. Temporary arrangements for supervision of PhD students/PDRAs can be made by the appropriate Director of Research in consultation with the staff member. The School introduced a policy of a 6-month teaching-free period for all academic staff returning from maternity leave, which has been taken up by two members of staff (2010 Action Plan). This ensured that these staff have been able to rapidly resume their research activities so that their career trajectory has been as unaffected as possible by their maternity leave. We have also enabled one of these staff members to phase her return back on a part-time basis, gradually increasing the number of hours worked over a three year period, and guaranteeing this staff member that she could return to full-time work when ready (see **Wells Case Study**). In the future, we also intend to consider whether a staff member is returning from maternity leave as a factor when deciding on the allocation of our funded PhD studentships, potentially supporting women as they re-start their research programmes (**2013 Action Plan 5.2**).

## **8. Any other comments (493 words)**

Two pieces of research have been conducted in support of this application, following on from our 2010 Action Plan. We ran an online survey of PhD students adapted from the HE STEM Gender Equality Survey which included additional questions examining career ambitions and barriers to progression. Encouragingly, 100% of respondents (N = 20, 11 females and 9 males; around 2/3 of our PGR cohort) reported that they understood the School's reasons for engaging with gender equality, 95% agreed with the School taking positive action to support women's careers (including all male respondents), and 95% believed that the School provided strong role models for its women. Responses on other items have informed our new

Action Plan; we were concerned that only 65% of respondents reported that they felt the School made it clear that unsupportive language and behaviour are not acceptable, only 55% felt the School made it clear that inappropriate stereotyped images of women and men were not acceptable, and that only 45% agreed that the School had made clear its policy on gender equality. In these areas, there appears to have been a failure on the part of the School to communicate its stance to PhD students, who do not attend School Board and will have had considerably less exposure to discussion of SWAN initiatives. These issues are now tackled in our 2013 Action plan (3.3-3.5).

In terms of career expectations, only 45% of our female PhD students stated that securing a lectureship was their 10-year career ambition (55% of males). Moreover, 36% of women reported that they were not willing to move outside of Northern Ireland to advance their careers (a factor which severely limits career possibilities), with these giving “an unwillingness to move away from family and friends” as the underlying reason; the equivalent figure for men was 22%, with these men giving their reason as being content with their career progression in Northern Ireland. Although gender differences are not large in this area, the relatively low numbers of women PhD students who are aiming for a long-term academic career suggests the need for additional actions in encouraging female PhD students to stay in academia (see **2013 Action Plan 3.6, 3.8**).

An additional substantial piece of research was commissioned the School. The aim of the study was to identify whether and to what extent female academics within the School experience hidden difficulties in their profession linked to their gender and to develop recommendations for specific strategies to inform the School’s future planning. It was informed by a review of the literature that has highlighted the more subtle ways in which female academics might experience indirect forms of discrimination that may influence their self-concept and consciousness of their own abilities. Semi-structured interviews were conducted with 12 women at different career stages within the School, and a qualitative analysis was conducted on the transcripts. The findings have extensively informed our Action Plan (see e.g., **2013 Action Plan 3.2, 3.8, 4.1, 4.6**; <http://www.qub.ac.uk/schools/media/Media,424063,en.pdf>)

## **10. Case studies (1187 words)**

**Dr Deborah Wells** is a Senior Lecturer in the School. She has had 2 periods of maternity leave in the last three years and believes that her return from these has been greatly eased by initiatives related to SWAN.

“Following my first maternity leave (August 2009-July 2010), I arranged with the Head of School to return to work part-time in a 4-year incremental plan (2 days/week for year 1, 3 days/week for year 2, 4 days/week for year 3, full time, year four). To facilitate my part-time work, the School employed a teaching fellow using, in part, the remainder of my salary. This individual delivered my lectures and tutorials. This arrangement was enormously beneficial, allowing me to focus my limited working hours on administration (I was a Director of Research, a position with managerial responsibilities that was very onerous on my time in the

lead up to REF) and research (the extra time allowed me to apply for, and successfully secure, a substantial RCUK grant). I believe that this arrangement greatly reduced any stress associated with trying to balance childcare and part-time work, which, in most instances can amount to substantially more than part-time hours.

My second maternity leave stretched from October 2012-August 2013. Under the SWAN initiative, I would be granted a reprieve from teaching for 6 months following my return to work, which, again, would allow for a greater focus on research; on this occasion, however, I requested, and have been allowed to take, a 6 month leave of absence, with my return to work now scheduled for March 2014. I will not be expected to undertake any teaching until the start of the 2014-15 academic year. The flexibility of the School's arrangements, and its guarantee that I can return to full-time work when I am ready, has ensured that I have been able to sustain my academic career on a trajectory towards future promotion."

**Dr Tim Fosker** is a lecturer at the School of Psychology who was on probation during the three-year assessment period for this award.

"I moved to Belfast from Cambridge with my partner to take up my first lectureship post at Queen's. We had our first child during the first teaching semester of 2011. I was able to arrange with the Head of School to take two weeks of annual leave in addition to my three weeks paternity leave, despite this being during a semester in which I had teaching commitments. My lectures were re-scheduled to ensure that I could spend an uninterrupted month at home with my partner and new baby. Subsequently, I have benefitted greatly from the School's flexibility around working and teaching hours and its welcoming attitude to the children of staff. I have been able to bring my young son into the School regularly, including during research meetings, with other staff or PhD students being able to assist for short periods with child care if necessary. I have found that the School has provided a working environment whereby child care commitments are respected, and I have been able to arrange my work schedule to accommodate my parental responsibilities without feeling that this is in any way viewed negatively. More generally, the School's supportive environment for junior staff has ensured that I have progressed through probation very successfully, during which I have had consistent advice and encouragement from my mentor and my Director of Research. These staff members, along with other School staff, have also ensured that I have felt a valued member of the School, and provided assistance and support in preparation of grant applications and my application for confirmation in post at the end of probation."

**Dr Suzanne Barrett** is a lecturer in the School who commenced her position in September 2012. She has also had 2 periods of maternity leave in the last three years, the most recent being four months after joining the School. She believes that the SWAN initiative has acted as scaffolding at a transitional time when many females opt to exit academia.

"I learned that I was pregnant with my second child shortly after attending interviews for my new post. On being offered the position, I had to consider whether this was a sensible personal move at that time. I was also faced with the extremely daunting task of immediately informing my new prospective employer that I would only be available for duty for a single

semester before commencing maternity leave.

I believe that the attitude of the Head of School to the news (she told me this was a normal part of life and 'we' would simply deal with it), the presence of a number of successful senior female academics with children in the School and the School's ethos, as reflected in its SWAN policy, helped me hugely in my decision-making to join the School and continue with my academic career.

I was allowed to focus on developing my teaching in that first semester and to familiarise myself with the staff and the administrative structures and processes. I discussed the standard probationary targets with the Head of School in light of my pregnancy and these were adjusted to take into consideration that I would have difficulty with international travel to a conference in the year 2013-2014. I opted to take six months of maternity leave, commencing in January 2013, and the School applied for funding to employ a teaching fellow to cover my teaching duties while I was away. I did not feel any pressure to perform work duties during my absence, which immensely enhanced my maternity leave experience on this occasion.

My return to work has also been very positive. I don't believe academics can ever fully switch off from thinking about their work and, during leave, I had contemplated extending my maternity leave by six months, and living on SMP and savings, to allow me time to focus on developing my research strategy. I felt I would not be able to meet all of the demands of probation, my career and personal life if I re-entered to full time duty and it would result in personal failure. I met with senior female professors in relation to my REF return, mentioned this and was informed that the School had a maternity-returners policy which meant that I would not have to teach for the first semester following return. This has been hugely beneficial. I have had time to successfully complete a postgraduate PhD project with my student (my first as a primary supervisor) to a standard I am happy with and arrange her viva, prepare many outstanding manuscripts for publication, to fully consider the strategic direction of my research for the coming years and examine and engage with my internal and external administrative roles and positions and seek opportunities. I have also been able to do this without feeling as though I have compromised my own, or my family's, health and well-being. In this regard, I feel that the SWAN initiative promotes consonance between who we are as a School and what we do as professionals - these two things are aligned. For me, this is an incredibly powerful idea."

<b>School of Psychology 2013 Action Plan</b>				
<b>Area to be addressed</b>	<b>Planned Action</b>	<b>Responsible</b>	<b>Target/ Measureable Impact</b>	<b>Time scale/completion date</b>
<b>1. Recruitment of females to academic and research positions</b>	<b>1.1</b> Further enhance School's SWAN website by providing short descriptions of the four female senior academics who function as role-models within the School. Provide links to external websites on STEM gender equality, including WISE and European Commission websites. These enhancements will demonstrate that the School supports women's careers.	School Information Officer	Website enhanced to demonstrate commitment to SWAN. We will measure traffic to our website, and implement a brief questionnaire to job applicants to assess their awareness of the School's efforts to support women.	Implemented by Easter 2014. Questionnaire to be implemented during future rounds of recruitment.
	<b>1.2</b> School search committees to proactively target females as well as males during recruitment exercises, to help maintain current trend of 50% of applicants being female. Search committees to report to management committee on gender composition of those targeted in recruitment campaigns.	Head of School to task Search Committees	Our target is, on average, 50% of targeted applicants and 50% of job applications females. Annual reports will be circulated in January to the School Management Committee covering each year's recruitment rounds (if recruitment completed).	As required during recruitment exercises. Reporting in January to Management Committee.
	<b>1.3</b> Ensure that job application materials describe the School's family-friendly policies so that: (i) applicants feel comfortable reporting whether they had caring responsibilities or maternity leave that may have affected their CVs and (ii)	School Manager	Once materials have been altered, we will monitor whether applicants add such information where appropriate. We will also ask a question specifically about this	Next recruitment round (likely to be mid-2014).

	applicants are confident that reporting such facts will be treated positively by the appointments panel.		issue in the brief questionnaire to be issued to job applicants subsequent to their application (see 1.1).	
	<b>1.4</b> Ensure that, on average, 50% of members of appointment panels and 50% of contact persons for appointments are women. Continue to formally monitor this.	HoS, School Manager	Our target is 50% women on panels and as contact person. As in 1.2, annual reports will be circulated in January to the School Management Committee covering each year's recruitment rounds (if recruitment completed).	As required during recruitment exercises. Reporting in January to Management Committee.
<b>2. Transition from postdoctoral positions to first lecturer appointment</b>	<b>2.1</b> Enhance the visibility of PDRAs within the School by ensuring that they are given full web-pages similar to staff, that they are listed on the website after academic staff, and that there are welcome events to introduce new PDRAs just as there are for academic staff.	PDRA Advisor/School Information Officer	Web page altered, and events held to welcome new PDRAs. We will hold a further focus group with PDRAs in June 2015 to examine whether they feel issues raised in the previous focus group have been addressed. This will measure the success of Actions 2.1-2.8.	Website altered by September 2014; focus group subsequently held in June 2015 (half-way through next 3-year assessment period).
	<b>2.2</b> Develop a PDRA handbook with up-to-date information on School policies regarding PDRAs and information on appraisal, training, mentoring, and support. List common sources of small grants in psychology for PDRAs in new handbook. Circulate to all PDRAs and make available on Sharepoint.	PDRA advisor/Dr Eimear O'Connor	Handbook produced and circulated to all PDRAs. All PDRAs will be consulted on whether they are satisfied with it and it will be discussed at the focus group (see 2.1).	Handbook researched and compiled from Summer 2014 - Easter 2015.
	<b>2.3</b> Develop clear guidelines, in consultation with QUB Human Resources, specifically with regard to	PRDA advisor/Dr Eimear O'Connor	Guidelines produced and added to PDRA handbook. Success with this measure	Guidelines developed in tandem with new handbook; completed by

	processes in place to deal with circumstances in which PDRAs are having difficulty with their line manager. This is in response to feedback from the PDRA focus group that they did not know who to turn to if they faced such difficulties. Include these guidelines in new PDRA handbook.		would be PDRAs following such guidelines where necessary, but this information is not likely to be publically available. We will assess whether PDRAs are satisfied with the processes in the follow-up focus group (see 2.1).	Easter 2015.
	<b>2.4</b> Organize an informal discussion session for PDRAs with junior members of staff who have recently made the transition from PDRA to lecturer. This action has been included because fewer than half of PhD students in our online survey stated that their 10-year ambition was to secure a lectureship.	PRDA advisor/Dr Eimear O'Connor  School Manager to monitor destinations of PDRAs at end of contracts	Session delivered successfully. Success of this measure would be PDRAs applying for lectureships subsequent to their PDRA appointments; we will monitor the destinations of PDRAs at the end of their contracts.	Session delivered by September 2014. Monitoring of PDRA destinations will be ongoing (contracts have varying end-points) and reported by the PDRA advisor annually to School Management Committee.
	<b>2.5</b> Ensure that PDRA advisor or nominee (another senior member of staff) meets annually individually with each PDRA, separately to their appraisal with their line manager, to provide personalized careers advice. Receiving personalized advice should help PDRAs further their careers.	PDRA advisor and nominees	Annual meetings occurring. We will get feedback from this measure at the planned PRDA focus group (see 2.1), and monitor career success by examining PDRA destinations (see 2.3).	These meetings should take place soon after the annual appraisal round, which occurs October-November, from 2014 onwards.
	<b>2.6</b> Ensure both PDRAs and their line managers are aware of the School's policy on providing teaching experience opportunities for PDRAs. To ensure maximum exposure, this policy will be tabled again for discussion at School Board (to which all staff and PRDAs are	PRDA advisor	All PDRAs and academic staff aware of policy. This action may increase the involvement of PDRAs in teaching, which would be a measurable outcome. However, this will depend on whether PDRAs	A School Board to take place before the summer break of 2014 will be selected for re-tabling of the policy. The policy itself will be included in the new PDRA handbook (see Action

	invited).		wish to take on such responsibilities.	2.2).
	<b>2.7</b> Routinely contact all PDRAs before the start of the academic year to check whether they wish to take on any teaching opportunities, such as final-year project supervision.	Director of Education	PDRAs contacted by the Director of Education. A potential measurable outcome would be increased PDRA involvement in teaching; however see 2.5.	August 2014 and then annually.
	<b>2.8</b> Continue to provide session on the academic career path for female postdoctoral researchers (shared with female PhD students), run by two senior women in the School.	SWAN SAT Chairs	Session delivered successfully with good attendance. The aim of this session is to help support female PDRAs (and PhDs) to stay in an academic career; we will monitor this as in 2.3.	Annually (usually held in May).
	<b>2.9</b> Arrange a talk on opportunities for grant applications by PDRAs by the Research Office to ensure PDRAs are clear about which sorts of schemes they can apply for.	PRDA advisor	Talk delivered successfully with good attendance. A measurable outcome would be PDRAs actually applying for such grants; we will examine such applications are made during the annual review of levels of grant applications.	2015 (on date to be arranged with Research Office)
<b>3. Transition from PhD to postdoctoral researcher</b>	<b>3.1</b> Lobby for re-introduction of female-only University PhD training days.	Postgraduate tutor and SWAN SAT	Re-instatement of training days, with good attendance. <b>Please note that this action has already been achieved, due largely to lobbying by the Chair of the SAT who is also participating in the re-launched training day in May 2014.</b>	Easter 2014 (now achieved).
	<b>3.2</b> Lobby for the introduction of some	Postgraduate tutor	Setting up of university	This issue will be raised at

	sort of university support for all PhDs who are parents or having caring responsibilities (either a support group or training event). This action arises in part because of the comments on a PhD student in our Qualitative survey who indicated that they felt that the University might not be sympathetic to the issues around juggling a PhD with a family.	and SWAN SAT	support, and good attendance from across the university by PhDs. Once this group has been set up, its success can be evaluated by the Queen's Gender Initiative Office.	one of the University's SWAN Steering Group meetings in 2014 by the Chair of the SAT, who sits on that group; it has already featured as an agenda item on the University's group meeting for SAT Chairs which the Psychology SAT Chair leads.
	<b>3.3</b> Continue to provide session on the academic career path for female postdoctoral researchers (shared with female PDRAs), run by two senior women in the School. The aim of this session is to encourage PhD students and PDRAs to pursue an academic career.	SWAN SAT Chairs	Session delivered successfully with good attendance. Success would be demonstrated by participants staying in academia subsequent to their PhDs/PDRA posts. We will continue to monitor the destinations of PhD students as well as PDRAs.	Annually (usually held in May).
	<b>3.4</b> Provide a clear statement of the School's policies (in consultation with the Queen's EO office) regarding gender equality which also outlines what sorts of behaviours/images are appropriate/inappropriate within the School, and makes it clear what students should do if they are uncomfortable with something in this area. This statement to be included in PhD handbook which is saved on Sharepoint.	SWAN SAT team	All PhDs aware of School policies. We will measure the success of this by repeating our previous online survey in 2015.	Developed in during 2014, delivered by September 2014 for updated PhD handbook available for incoming year; online survey to measure awareness repeated in 2015.
	<b>3.5</b> Ensure that the University's online equality training course is available to all PhD students as well as staff, and include	Postgraduate tutor and SWAN SAT	All PhD students provided with access to training course, and new training delivered.	September 2014; online survey repeated in 2015.

	material on equality and diversity in School's training provision for new PhD students.		Better awareness measured by repeating online survey in 2015, as in 3.4.	
	<b>3.6</b> Add information on gender-related issues such as policy on maternity leave and University child care schemes to the PhD handbook.	Postgraduate tutor	Information added; as in 3.3 & 3.4, we can measure awareness of these issues during our repeated online survey in 2015.	September 2014, for updated handbook available for incoming year; online survey repeated in 2015.
	<b>3.7</b> Encourage female PhD students to engage in exchange visits with other labs in the UK or internationally, with a view to increasing the numbers of females who would consider taking a PDRA position outside of Northern Ireland. Highlight funding opportunities for such visits (e.g., from the Experimental Psychology Society) by adding to the PhD handbook and discussing during induction of new PhD students, and devote some of the School's internationalization fund to supporting visits. The aim of this measure is to improve the CVs of PhD students to help them pursue an academic career.	Postgraduate tutor, School Research committee	Female PhD students engaging in lab visits. We will ask all PhD supervisors to inform our postgraduate tutor if any of their students engage in such visits. Monitoring of career destinations of PhD students will help us assess the impact of this and other actions; when monitoring the career destinations of PhD students, we will note whether they take up positions outside of NI.	Information will be added to the PhD handbook by September 2014, and included in the induction session for new PhD students then onwards.
	<b>3.8</b> Introduce new individual one-off "where next?" career advice sessions with a senior academic who is not their supervisor for PhD students 6 months before they submit their thesis. This action arose because one of PDRA in our qualitative study indicated that she felt less support than male PhD students in securing a PDRA post at the end of her	Postgraduate tutor and senior academics in the School	All leaving PhDs aware of career opportunities. Questions on career advice support will also be included in our online survey for PhD students in 2015.	Sessions will be held as required for students from September 2014 onwards.

	PhD.			
<b>4. Support and career advancement for existing members of staff</b>	<p><b>4.1</b> Roll out a School mentoring system for staff beyond the probation period, with a view to supporting staff towards promotion.</p> <p>This action is included primarily because of issues raised about the importance of mentoring in our qualitative research study of academics. A number of participants highlighted the importance that mentoring had played for them at key points in their careers, in some cases after the probationary period.</p>	Head of School/School Management Committee	Successful implementation and take-up of mentoring scheme., Success of this action and that of other actions in Section 4 would be staff applying successfully for promotion. The Chair of the SAT automatically receives an annual report from the Equal Opportunities Office providing a gender breakdown of applications for promotion and success rates. This will allow us to continue to monitor whether our actions in Section 4 are having an impact.	Annual appraisals held in October/November 2014 will be used to assess whether staff wish to avail of a mentoring opportunity; staff who wish to do so will subsequently be paired with mentors.
	<p><b>4.2</b> Provide regular grant-writing “clinics” to support staff preparing applications. This action follows previous successful grant-writing workshops held as part of our previous Action Plan.</p>	Research Committee	Clinics running with good staff take-up; measurable success would be an increase in the number of high-quality grant applications. The School monitors levels of grant applications and awards annually.	September 2014 onwards on dates to be arranged by Research Committee.
	<p><b>4.3</b> Continue to encourage all junior female lecturing staff to take part in the University mentoring scheme for women, and encourage senior staff to act as mentors within the scheme. The SWAN champions will contact all female staff to check whether they want to be</p>	SWAN champions	Participation by female staff in mentoring scheme. Queen’s Gender Initiative evaluates the success of its mentoring scheme by examining the proportion of women who subsequently successfully	Ongoing annually (usually circulated in September/October).

	included in the scheme.		apply for promotion or confirmation in post.	
	<b>4.4</b> Rebalance distribution of teaching and administration workload in the light of the findings from our workload model that suggest a gender disparity.	Head of School	Workload evenly balanced such that average administrative and teaching loads are matched for females and males; see also Action 4.5.	Has begun; will be formally re-examined in August 2014 after next round of data collected.
	<b>4.5</b> Analyse the results of the workload model by gender annually, and continue to take steps to address any gender imbalances.	Head of School	Workload evenly balanced such that average administrative and teaching loads are matched for females and males.	Annually, after data has been collected each summer.
	<b>4.6</b> Organise and host training session for women specifically focused on “how to say no” in the workplace to help women manage their workload without feeling they are letting others down (staff from SET schools across the university also to be invited). This action arises specifically from issues raised by women who participated in our qualitative research study. Two women in the study described how difficulties in “saying no” had led to unmanageable workloads. The HoS has already committed to fund an external trainer to run this event.	SWAN SAT	Session successfully organized and well-attended. We will conduct a brief evaluation of this session at the end of it to examine whether attendees find it valuable.	2015 (date to be arranged with proposed trainer).
	<b>4.7</b> Use the University’s new online “PURE” system to generate CVs annually for all staff members in advance of the promotions round, which can be examined by the HoS to proactively target staff members who are ready for	Head of School (Research Committee to encourage updating of PURE records)	Identification of staff ready for promotion. Success of this specific action will be staff putting themselves forward for promotion when encouraged to do so by HoS.	From September 2014 for next round of promotions applications.

	promotion. Doing this will involve ensuring all staff update their PURE record regularly.		This will be monitored confidentially by the HoS. See also 4.1.	
<b>5. Part-time working, parenting, and career breaks</b>	<b>5.1</b> Continue with new “returners” policy within the School that allows for reduced teaching responsibilities for staff returning from maternity leave or caring responsibilities. All female staff are already aware of this policy, but the HoS will also discuss it with any staff members who become pregnant to ensure they feel comfortable taking up this opportunity.	Head of School	Continued take-up of opportunity by all returners.	Ongoing.
	<b>5.2</b> When assigning funded PhD places to staff, consider whether any staff have returned from maternity leave/caring leave and may benefit from taking on a funded PhD student in resuming their research careers.	Head of School/School Management Committee	Consideration given as appropriate in order to benefit returners. <b>Please note that we have already begun to implement this action in December 2014 when assigning funded PhD studentships. A scoring system was adopted with points in the scheme allotted for one staff member who had returned from maternity leave.</b>	Annually when funded studentships are dispersed in December.
	<b>5.3</b> Continue to allow staff to work part-time and then to have the option of returning to full-time work (for example, once their childcare/caring responsibilities have reduced). HoS to discuss this as necessary with staff.	Head of School	Staff availing of this opportunity where appropriate. We currently have one staff member to whom this applies; the HoS has made her aware that she can return to full-time work	Ongoing as required.

			when ready.	
	<b>5.4</b> Request clarification in the University's policies around leave arrangement for non-biological parents. This issue was raised by a staff member who had concerns about current policies.	SAT Chairs	Clarification obtained. If there continue to be some queries about current policy, the SAT Chairs will ensure this issue is fully discussed with the Head of Human Resources with a view to amending university policy if necessary.	The SAT chairs will request clarification by Easter 2014; follow-up with HR if necessary will be after this date.
	<b>5.5</b> Organise a support group for undergraduate students with parenting and caring responsibilities. This action arises from the survey of caring responsibilities conducted with UG students.	Director of Education	Successful setting up of the group with good attendance. A member of the SAT will meet annually with this group to evaluate its efficacy and discuss any further actions that the School could take to support these students.	We aim to introduce this group in the 2014-15 academic year, informing incoming students about it during induction.
	<b>5.6</b> Aim to provide all reading lists and coursework assignment titles at the start of each semester so that students with children or caring responsibilities can plan their time in advance.	Director of Education	Students with such responsibilities satisfied with these arrangements; we can consult with the support group set up under Action 5.5 about the effectiveness of this measure.	September 2014 and start of semesters then onwards.
<b>6. Culture within the School</b>	<b>6.1</b> Keep School meetings timetabled where at all feasible between 9.30 and 4pm to facilitate childcare responsibilities.	School Manager, Head of School	Meetings timetabled within these hours. We circulate a timetable of all the year's meetings annually in October and the School Manager, who is on the SAT, has oversight of this list and can check that this action is being implemented.	Ongoing.
	<b>6. 2</b> Allow staff with child-care or caring	Director of Education	Staff with these	September 2014 and

	responsibilities to schedule lectures within these core hours where at all possible. When scheduling lecturers, the relevant member of administrative staff will explicitly ask staff if they have responsibilities that mean that it would be beneficial for their lecture to be scheduled within certain hours.		responsibilities availing of this flexibility as necessary.	onwards.
	<b>6.3</b> Continue to organize women's lunch each term for all female members of the School, including postgraduate students and postdoctoral researchers to encourage social support amongst women in the School.	SWAN champion, School Manager	Lunches successfully organized with good attendance.	Ongoing, termly.
	<b>6.4</b> Social committee to organize regular coffee mornings and other staff events for all staff.	Chair of the Social Committee	Events successfully organized.	Ongoing, with calendar decided by Social Committee.
	<b>6.5</b> Organize a School event for International Women's day that raises money for a women's charity.	SWAN SAT	Event successfully organized with good attendance and funds raised for women's charity.	2015 onwards.
<b>7. Beacon activities beyond QUB</b>	<b>7.1</b> Offer to hold a briefing session on the SWAN initiative to the Association of Heads of Psychology Departments (AHPD), which would publicize the initiative to a large proportion of Heads and also provide information on how the initiative can be implemented specifically within Psychology. We note that (to the best of our knowledge) currently there are only 14 Psychology departments with SWAN awards but there are around 129 member departments at AHPD,	Professor Teresa McCormack (SAT Chair)	Delivery of such a briefing: <b>Professor McCormack has already contacted the AHPD Chair to offer such a session at one of their meetings; response awaited.</b>	If AHPD Chair takes up this offer, at a meeting date to be arranged.

	indicating considerable potential for further involvement from the discipline.			
	<b>7.2</b> Hold a one-day workshop on “Gender Equality and SWAN: Issues for Psychology Departments” in QUB, and invite representatives from all UK psychology departments to attend. We will also record the talks at this workshop and make them available online for anyone unable to attend. Our HoS has already agreed to fund this workshop.	SAT and HoS	Successful delivery of the workshop, and good attendance. We will evaluate the usefulness of the workshop with attendees.	Begin planning in 2014-15 academic year for delivery in 2015-2016 academic year.
	<b>7.3</b> Professor McCormack (SAT Chair) will be visiting the University of Leeds to provide a briefing on Queen’s SWAN initiative with the White Rose Consortium of Universities, and the University of Bournemouth for the same purpose. She will offer to speak to representatives specifically from Psychology Departments during these visits.	Professor Teresa McCormack (SAT Chair)	Securing meetings specifically with representatives of psychology departments during visits.	These visits are already scheduled for two dates in June 2014.