



Department Application
Bronze and Silver Award



Name of institution	Queen's University Belfast
Department	School of Politics International Studies and Philosophy
Focus of department	AHSSBL
Date of application	April 2016
Award Level	Bronze
Institution Athena SWAN award	Date: 2014 Level: Silver
Contact for application	Dr Margaret O'Callaghan
Email	m.ocallaghan@qub.ac.uk
Telephone	028 9097 3657
Departmental website	www.qub.ac.uk/pisp

Department application	<i>Bronze</i>	<i>Actual</i>
Word limit	10,500	11,500
<i>Recommended word count</i>		
1. Letter of endorsement	500	574
2. Description of the department	500	627
3. Self-assessment process	1,000	988
4. Picture of the department	2,000	2,898
5. Supporting and advancing women's careers	6,000	5,907
6. Case studies	n/a	n/a
7. Further information	500	



School of Politics, International
Studies
& Philosophy,
25 University Square,
Queen's University Belfast,
Belfast BT7 1NN,
Northern Ireland.

Tel: ++44 (0)28 9097 5028

Athena SWAN Manager
Athena SWAN Charter
7th Floor, Queen's House
55-56 Lincoln's Inn Fields
London
WC2A 3LJ

22 April 2016

1. Letter of Endorsement

Dear Athena SWAN Assessment Panel,

As the new Head of the School it is my great pleasure to present our first application for an Athena SWAN Bronze. Steering this application to submission has been a collective endeavour led by the Swan Champion Dr Margaret O' Callaghan with the exceptional support of the former Head of School Professor David Phinnemore. The dedicated work of the Self-Assessment Team provided vital stimulus for our review, and was informed by my own experience of advancing gender equality in the University as Director of the Queen's Gender Initiative and former Director of the Swan Steering Group, on which Professor Phinnemore was an enthusiastic colleague. Our close work in these contexts has been vital to commitment and drive within the School. We value the Athena SWAN Charter because we subscribe to its values and welcome the opportunity to reflect critically on our structures, practices and procedures and embed gender equality and fairness. The information we have produced is an honest, accurate and true representation of the School.

The self-analysis yielded some surprises about student gender balance, and brought into sharper focus issues about female academic underrepresentation and progression, of which we were already aware. Surprising was the lower than average application rate of females to study Politics/International Studies at undergraduate level. Until we undertook the SWAN data analysis, we were unaware of being 10% below the national average in undergraduate female application rates. On the other hand, the heavily skewed gender profile of our academic staff, with only 8 females among 39 academics, was familiar to us. Philosophy has no female academic, even though the student undergraduate profile is gender balanced. A decade ago, Politics and International Studies had 33% female academics on staff and the stark decline was brought home to us through the SWAN reflection.

We have put in place a strong ambitious action plan that intends to address these issues, among others, over the next four years. Important elements of our Action Plan are to present female role models to all students and staff in a variety of contexts, and to follow up with potential female students who have declined offers

of places. We have specific targeted actions to encourage more female academics to apply for jobs in the School, and to try to ensure they will be shortlisted and appointed. This month we advertised two jobs and for the first time a 'welcoming strap' in relation to female underrepresentation as advised in our Action Plan is highlighted, and a female contact is given. We intend to intensify our proactive mentoring of the career paths of our female academics and professional support staff. Another major plan is to publish an Athena SWAN handbook and site where all policies, practices and resources raised in the Action Plan will be available and deployed in multiple contexts, and where the Action Plan itself is published and subject to annual review.

This application process challenged us to think positively about the kind of School we wish to be; one that promotes and pursues gender equality. A commitment to gender equality has been the driving force of my career; leadership to ensure implementation of the Action Plan will be supported by adequate and appropriate resourcing. Senior colleagues on the School Management Board and on the SAT share my commitment. In ensuring that we are gender-fair, we will improve the working environment for all, academic and professional support staff, and the educational experience for all students.

Yours faithfully,

A handwritten signature in black ink, appearing to read 'Yvonne Galligan', written in a cursive style.

Professor Yvonne Galligan
Head of School

List of Abbreviations

AHSS	Arts, Humanities and Social Sciences
APR	Annual Progress Review
GEM	Gender Equality Mark
HOS	Head of School
INT	International Studies
IPCS	International Politics and Conflict Studies
KIT	'Keeping in Touch'
PGR	Postgraduate Research
PGT	Postgraduate Taught
PHL	Philosophy
POL	Politics
PPE	Politics, Philosophy and Economics
QGI	Queen's Gender Initiative
SAT	Self-Assessment Team
SB	School Board
SMB	School Management Board
SPRC	School Postgraduate Research Committee
SSCC	Staff-Student Consultative Committee
SGEG	Student Growth and Engagement Group
STEM	Science, Technology, Engineering and Maths
TAs	Teaching Assistants
UG	Undergraduate
WAM	Workload Allocation Model
PDRA	Post-Doctoral Research Assistant
L	Lecturer
SL	Senior Lecturer
R	Reader
PROF	Professor
PRO	Professional staff
SUPP	Support staff

2. Description of the department

The School of Politics, International Studies and Philosophy at Queen's is one of nine Schools within the Faculty of Arts, Humanities and Social Sciences (AHSS). We are the largest centre in Ireland for academic research in these subjects. We work in a diverse range of specialist areas, including contemporary Irish political history, ethnic conflict, European politics, international politics, philosophy, and political theory.

We have four undergraduate (BA) programmes: Politics; International Politics and Conflict Studies (IPCS); Philosophy; Philosophy, Politics and Economics (PPE); and contribute pathways in International Studies, Philosophy, and Politics to the University's BA joint degree. The School has a thriving postgraduate research community (PGR), and offers five taught postgraduate (PGT) programmes: Politics; International Relations; Legislative Studies and Practice; Violence, Terrorism and Security; Public Policy.

As a School whose education and research is focused on people, relationships and the public world, we have an ethos of delivering high quality education in a politically divided society where our UG population is over 95% from Northern Ireland and traditional gender roles have a strong hold. The University is seen as a role model for other institutions and this is relevant to the School, as we play an active role in wider University and societal life on this issue of gender, as exemplified by our senior colleague Professor Yvonne Galligan's former leadership of the Queen's Gender Initiative. Many of our female colleagues have public profiles within the local society.

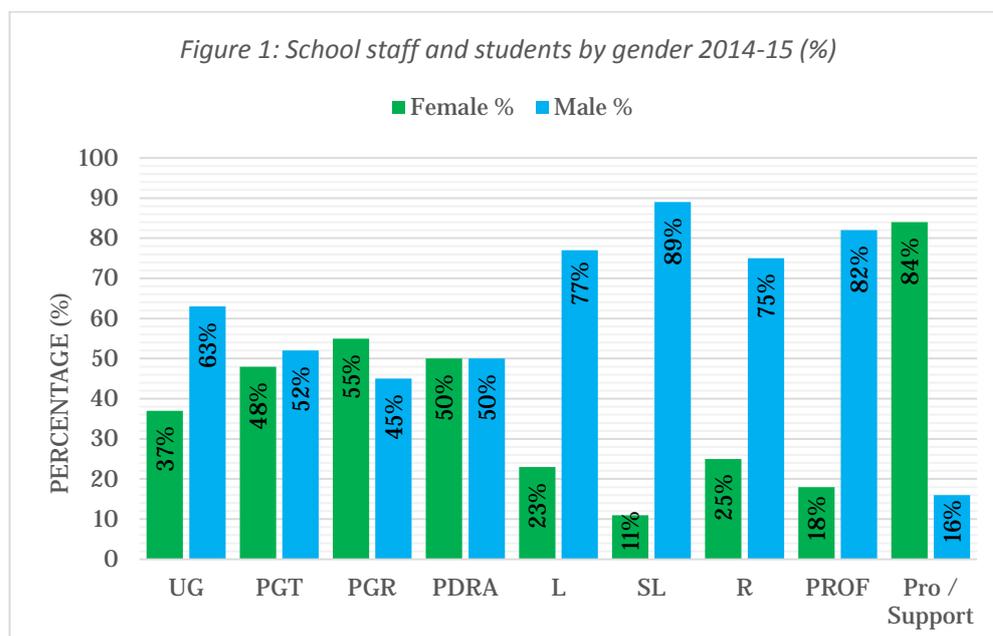


Table 1: School staff and students by gender 2014-15 (Number)

	UG	PGT	PG R	PDRA	L	SL	R	PROF	Professional/ Support
Female (N)	115	36	17	2	3	1	1	2	10
Male (N)	196	39	14	2	10	8	3	9	2

The School had 41 academic staff, including post-doctoral researchers, in 2014-15: 32 (78%) men and nine (22%) women (Figure 1, Table 1). There are nine female academic staff, of whom two are PDRs, three lecturers, two Senior Lecturer/Readers, and two Professors. There are seven permanent female academics, one of whom is at present on a 0.5 contract after maternity leave. The four PDRAs (2 men and 2 women) are on full-time research contracts, two lecturers (males) are on 0.5 contracts. The rest of the academic staff are on full-time contracts. Two visiting professors (males) have time-bound fractional (0.2) contracts. Academic activity is supported by 12 professional and support staff (two males, ten females).

The School's student population (2014-15) (Table 1, Figure 1) is made up of 311 undergraduates (37% female, 63% male), 75 postgraduate taught students (PGT, 48% female, 52% male) and 31 postgraduate research students (PGR, 55% female, 45% male) students. Of the 106 postgraduate students (PGT and PGR), 33 (31%) are registered for part-time studies (10 female, 23 male). The composition of the School's key boards, committees and groups is set out in Table 2.

Table 2: Composition of School Boards, Committees and Groups

	2012-13				2013-14				2014-15			
	F	%	M	%	F	%	M	%	F	%	M	%
School Management Board (SMB)	3	33	6	67	4	44	5	56	4	44	5	56
School Board (SB)	10	24	31	76	9	22	31	78	11	26	31	74
Education Committee*	2	13	13	87	2	18	9	82	2	17	10	83
Research Committee	4	40	6	60	4	36	7	64	4	40	6	60
Internationalisation Committee*	3	33	6	67	2	40	3	60	4	40	6	60
Student Postgraduate Research Committee (SPRC)	2	40	3	60	2	40	3	60	2	40	3	60
Staff-Student Consultative Committee (SSCC) - UG	2	17	10	83	2	20	8	80	2	18	9	82
SSCC-PG	3	38	5	63	4	50	4	50	4	44	5	56

Note: * denotes core membership – others attend on an ad-hoc basis

School Management Board (SMB) consists of four women and five men, including the School Manager (male) and a member of the professional and support staff (female) (Table 2). The key administrative posts in addition to Head of School (male until March 2016) represented on SMB are: Director of Education (female), Director of Research (male), Director of PGR students (female) and Director of Internationalisation (male, but formerly female). Slight discrepancies in our data are because of shifts in committee membership since 2014-15, due to academic leave and consequent reordering of committees. In 2014-15 SMB included the Director the Queen's Gender Initiative (then also the School's Director of Internationalization) who is now Acting HOS. She was also the Faculty's representative on the University's SWAN Steering Group. This ensured

Athena SWAN expertise informed the work and decisions of SMB. In March 2016, Professor Galligan became Acting Head of School, and co-opted the SWAN Champion onto the SMB. With the exception of three committees (School Board, Education and UG Staff-Student Consultative Committee), female representation on committees is consistently 40% and above. The lack of gender balance on the Education and SSCC-UG committees and School Board is a function of the few female academics in the School .

3. THE SELF-ASSESSMENT PROCESS

(i) The Self-Assessment Team

The **Self-Assessment Team (SAT)** includes staff from all categories – academic, professional and support, and students. It includes people with different backgrounds and personal circumstances and reflects the diversity in the School. The SWAN Champions are accorded credit in the School’s workload allocation model, equivalent to that of the Research Ethics Officer.

The SAT (Table 3) was established in 2014 following a School commitment to the Gender Equality Charter Mark. The HOS, in consultation with the Director of the QGI (a member of School academic staff and SMB), approached Dr Margaret O’Callaghan (Senior Lecturer in Politics) to assume the role of GEM (now SWAN) Champion. An open invitation to participate in the SAT came from the HOS in March 2014. In order to reflect the disciplinary diversity of the School Dr Joe Morrison (Lecturer in Philosophy and Director of the British Philosophical Association) was invited to be a second SWAN Champion in 2014. He is currently on leave.

Table 3: SAT membership

Name	Role
Roger Clarke	Lecturer in Philosophy, Disability Adviser. Brings an understanding of the challenges in locating to Northern Ireland from the very different culture of North America
Elodie Fabre	Lecturer in Politics, Convenor of the MA in Legislative Studies and Practice, Disability Adviser. Is at an early career stage.
Eddie Molloy	PhD student (final year)
Sarah Toner	Clerical Officer. Sarah has a degree in Design Communication and brings her experience in graphic design and data presentation to the submission.
Sarah McAfee	Clerical Officer. Sarah’s degree in psychology gives her insights into organisational culture and how to address gender-related issues.
Joe Morrison	Lecturer in Philosophy. Employment and Skills Tutor, SWAN Champion and passionately committed to effecting a gender-inclusive culture in his discipline of Philosophy and in the School
Conor O’Neill	School Manager. Three school-going children, one with special needs. Brings an understanding of the challenges of balancing long-term care responsibilities with a senior professional support career.
Margaret O’Callaghan	Senior Lecturer in Politics. SWAN Champion, chair of SAT, Advisor of Studies; two children, one with special needs. Has insights into the challenges of maintaining an academic life while providing for the long-term complex care needs of a teenager on the autistic spectrum.

Susan MacManus	Lecturer in Political Theory. Teaching Assistant Coordinator, two children under four. Working on a fractional contract and brings knowledge of how the provisions for maternity leave and academic part-time employment work in practice
Debbie Lisle	Reader in International Relations, Director of Postgraduate Research Students, SMB Member, two children. Brings the experience of combining advanced career stage responsibilities with young family life
Leonie Tanczer	PhD student (final year)
David Phinnemore	Professor of European Politics. Head of School with a commitment to achieving equality and fairness in all School processes and decisions. Progressed to become Faculty Dean of Education in January 2016.
Yvonne Galligan	Professor of Comparative Politics. Director of Queen's Gender Initiative. Head of School (Acting) since March 2016. Brings experience of working on SWAN submissions across the University to bear on the PISP submission.

(ii) An account of the self-assessment process

The SAT met three times a semester from establishment. We adopted an inclusive approach and encouraged input from all members of the School. At an early stage, the SAT formed sub-groups, with individual members leading on specific issues: Elodie on the Culture Survey; Joe and Roger on collating data; and Susan on strengths and weaknesses in current practices in relation to maternity leave and fractional contracts. Margaret conducted small informal focus groups to tease out whether there were particular student concerns and talked to professional and support staff. Eddie and Leonie advised on postgraduate issues. Sarah McAfee assisted in data collation and analysis while Sarah Toner developed graphs, tables and layout. Margaret, Conor, David and Yvonne led on oversight of the submission process.

Internal consultation: A comprehensive Culture Survey was administered in June 2014. The survey invited participation from all academic staff (including PDRAs), all professional and support staff and postgraduate research students (PGRs). There were 54 respondents, yielding a 66% response rate. This denotes a relatively high level of engagement with the initiative. Between autumn 2014 and June 2015, the Culture Survey results were presented to SMB and School Board meetings, resulting in the opening of a conversation on the gendered experiences of staff and postgraduates. At the School Away Day in June 2015, a session was devoted to discussing the Culture Survey and the wider issues raised. The Staff Student Consultative Committee fed into the draft plan, as did members of the Education Committee, and a full consultation on the penultimate plan provided final comments to the submission.

Team communication: Between March and May 2014, the SAT met three times, and had extensive team email communication as it prepared the Culture Survey for all academic and professional and support staff. The results were disaggregated and broken down during the summer recess and the team met weekly in October 2014 to interpret and understand the findings. Between November 2014 and January 2015, the

team met on a three-week basis to plan the GEM/SWAN submission. In February 2015 the core drafting team (MO’C, JM, EF and RC) revised the division of labour among team members, and the SAT met weekly from mid-March-end May 2015 prior to presenting analysis at the School Away Day. From September 2015-November 2015, the SAT met weekly, and circulated drafts among its members for critical comment as it further analysed the data received. Otherwise the team met monthly in term and communicated regularly via email, interim reports to School Board and SMB and in smaller subgroup meetings. Professional and administrative support was provided.

External consultation: External support in preparing the application was provided by Queen’s SWAN Champion network. In 2015 the AHSS Faculty also formed a smaller informal network of Champions from eight of the nine AHSS Schools and this was a vital support. Our SWAN Champions participated in regular University SWAN Champion meetings (normally every six weeks) to network with fellow SWAN Champions and get advice. The SWAN champions also actively participated in smaller AHSS subgroup meetings. The SAT also benefitted from advice and guidance provided by Margaret Leonard (Director of Personnel), Professor Mark Price (Aeronautical Engineering) who drew on his extensive STEM experience in Athena SWAN, Jane Garvey (a ‘critical friend’ formerly in QUB Equal Opportunities Unit), Dr. Jennifer McKinley (SWAN Champion in Geography, Archaeology and Paleoecology), and Helen Hart (Head of Strategic Change).

Fit with School structures: Athena SWAN was a regular item on the SMB and SB agendas and, since 2015, a standing item on both. The promotion of Athena SWAN principles and goals was ensured through regular attendance by SWAN Champions at SMB. The appointment of one SWAN Champion to SMB has driven forward the plans for the future that the Action Plan embodies. Before that appointment the presence on SMB of two members of the University’s SWAN Steering Group: the School’s Director of Internationalization (female; also the Director of the Queen’s Gender Initiative – now Acting Head of School) and the Head of School (male until March 2016) ensured commitment. The School SAT intends to maintain close links with the SWAN network of groups and committees in the University.

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

The SAT learnt much about how the University works from this process; that they needed senior staff on the SAT, and members of SAT on all committees. From April 2016, the SAT will meet formally on a 6-week basis during semesters to tweak the allocation of responsibilities and roles in relation to overseeing implementation of the agreed Action Plan and monitor progress. They will continue ongoing informal communication with one another, co-opt new PGR and UG members and consider any other changes. The HOS and School Manager will ensure that the SAT team are provided with the resources to carry out the agreed Action Plan. The SWAN Champions will continue to participate actively in QUB SWAN meetings to engage at institutional level with good practice. The SAT and HOS, will engage with Faculty and University Committees on progress in implementing the Action Plan (Actions 1.1-1.5).

Planned Action		Rationale and Key Issues
1.1	Refresh the SAT team as required with attention to gender balance, career stage, student involvement, and diversity	To maintain team motivation and collective ownership of the SWAN agenda
1.2	SWAN a standing item on the SMB agenda with an annual report in June of each year to SMB and SB	To maintain progress in implementation and track impact of actions
1.3	All School Committees will have SAT members	To ensure that SWAN principles are promoted and embedded in all decision-making
1.4	SAT team given resources to lead implementation of SWAN Action Plan	Effective delivery of Plan
1.5	Continued involvement by SAT members in University SWAN networks and committees	This provides support and advice for the SAT and enables effective knowledge-sharing for implementation of School SWAN plan

4. PICTURE OF THE SCHOOL

4.1 STUDENT DATA

(i) Numbers of men and women on access or foundation courses

The School does not offer access or foundation courses.

(ii) Numbers of undergraduate students by gender: Full and part-time by programme.

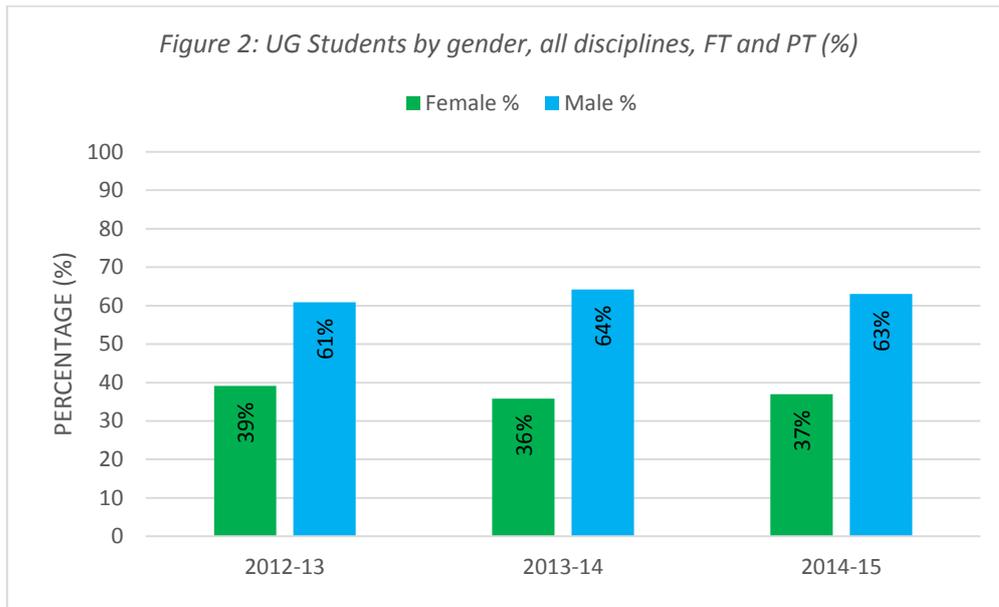


Table 4: UG Students by gender, all disciplines, FT and PT (Number)

	2012-13	2013-14	2014-15
Female (N)	136	129	115
Male (N)	212	231	196

From Figure 2 and Table 4 we can see that in 2014-15, 37% (115) of the total UG population (full time and part-time) were female and 63% (196) were male. In 2013-14 and 2012-13 the proportion of female students stood at 39% (129 and 136 respectively). We see a small proportional decrease in 2014-15 compared to other academic years. To understand this small proportional decline, the numbers on the three disciplinary pathways were examined. The School has few part-time students of either gender: 4 in 2012-13 (1 female, 3 male), 8 in 2012-14 (1 female, 7 male), and 3 in 2014-15 (2 female, 1 male). The numbers are too small meaningfully to analyse.

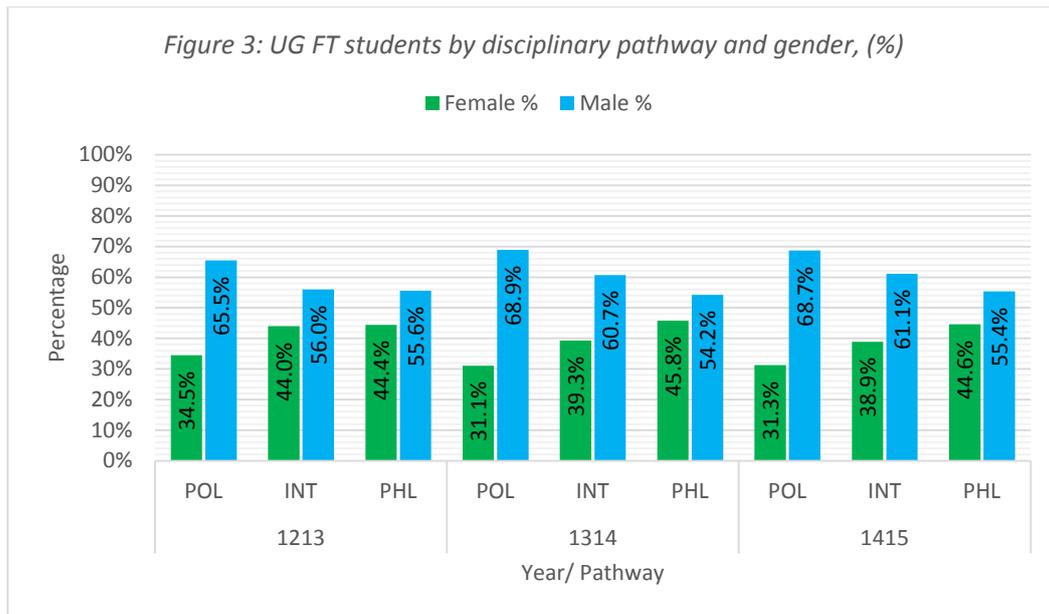


Table 5: UG Full time students¹ by disciplinary pathway and gender, (Number)

All Pathways	2012-13			2013-14			2014-15		
	POL	INT	PHL	POL	INT	PHL	POL	INT	PHL
Female (N)	60	55	20	51	55	22	42	46	25
Male (N)	114	70	25	113	85	26	92	72	31

Splitting the numbers into the disciplinary-based pathways of Politics (POL), International Studies (INT), and Philosophy, reveals a range of gender distributions (Figure 3 and Table 5). In 2012-13, females comprised 35% (60) students on the Politics pathway, which dropped to 31% (51) in 2013-14 and while remaining at this proportion in 2014-15, continued to slide numerically (to 42). Benchmarking through HESA indicates national averages of 46% in Politics and International Studies. The decrease from 2013-14 may be due to a reduction in applications from females, revealed as a problem since that point (see also Table 7). It is also a feature of a general decline in applications from students, female and male, to study Politics. There was a 19% drop in male students taking Politics in 2014-15 compared to the previous academic year, reflected too in the 18% drop for female students in 2014-15 over 2013-14. Nonetheless, given that the female decline was evident from 2013-14, there is an issue here about the appeal of Politics here for females.

In INT, female student numbers were the same in 2012-13 and 2013-14 (55 in each year) decreasing in 2014-15 to 46 (Table 5) but this masks a proportional decline from 44% in 2012-13 to 39% in the two succeeding years (Figure 3). This may be a consequence of a lower application rate and the lower rate of offer acceptance by female applicants to study International Politics, or (as in 2013-14) the heightened popularity of the subject among male applicants. In any event a higher rate of

¹ Politics and International Studies includes all students taking Single Honours degrees in Politics, in International Politics and Conflict Studies, and in Politics, Philosophy and Economics. It also includes those students taking joint degrees involving either Politics or International Studies where they are 'owned' by the School. Generally, School-owning students will be those where the other joint subject appears later in the alphabet (e.g. Sociology). Joint students not 'owned' by the School include those taking, for example, History and Politics.

conversion of offers into acceptances by female students could redress this decline (see also Table 8).

These data also revealed our proportion of female POL and INT undergraduates is below the national average, as women comprised 45% of Politics students in the UK in 2011-12, 46% in 2012-13 and 47% in 2013-14.² This is a situation of which the School was not previously aware and will seek to address with specific actions (**Actions 2.1, 2.2 and 2.3**).

Philosophy (PHL) is gender balanced, with female students comprising between 44-46% of all students across the three academic years in line with the sector average of 46%.³ Numbers of female students on PHL pathway have increased, in line with the number of males. There seems to be no issue here at UG level.

Applications, offers and acceptance rates

Table 6: All UG applications/acceptances by gender (Number)

	2012-13		2013-14		2014-15	
	Female	Male	Female	Male	Female	Male
Total applications	319	548	292	483	248	396
Total offers	284	480	276	434	225	348
Total offers accepted	40	69	46	76	40	57
% offer made	89.0	87.6	94.5	89.9	90.7	87.9
% offers accepted	14.1	14.4	16.7	17.5	17.8	16.4

The **overall** female application rate to study in the School is lower than that of males, comprising 37% of all applications in 2012-13, 38% in 2013-14 and 39% in 2014-15 but this marginal increase has not converted into growing female enrolments, as Figure 2 demonstrated. This is a puzzle, as females were made more offers proportionally than male applicants in each of the three years under review (Table 7). Although female acceptance rates overall have increased, from 14% in 2012-13 to 18% in 2014-15, and in 2014-15 were higher than male acceptances, the increase is not sufficient to bring our figures into line with the national average. The explanation may be found in a closer look at the pathway patterns.

Table 7: POL UG applications/acceptances by gender (Number)

POL	2012-13		2013-14		2014-15	
	Female	Male	Female	Male	Female	Male
Total applications	119	254	103	210	73	160
Total offers	106	214	98	184	69	142
Total offers accepted	18	30	17	32	11	23
% offer made	89%	84%	95%	88%	95%	89%
% offers accepted	17%	14%	17%	17%	16%	16%

² <https://www.psa.ac.uk/ucasanalysis2015>

³ The BPA/SWIPUK Report on Women in Philosophy (2011) reports that 46% of philosophy undergraduates in the UK are women.

A decrease in the proportion and numbers of female students was previously noted (Table 5). One explanation could rest in the 39% drop-off in female applications to study Politics between 2012-13 and 2014-15 (Table 7). This is a very significant decrease, not picked up before now. It mirrors the 37% decrease in male applications over the same period. Offer rates to female applicants are higher in each year than offers to males, which suggests that female applicants are better qualified. The conversion rate of offers to acceptances is similar for females and males, at 16%-17%, except for 2012-13 when it was proportionally higher for females. These data suggest that, were more females applying, the proportion studying POL would likely increase. POL has the added problem of being a less attractive pathway for females and males, given the 26% decline from 2012-13 to 2014-15. However, as the decline in female application rates is much higher, there is a gender-specific issue to be addressed.

Planned Action		Rationale and Key Issues
2.1	Review school recruitment patterns to identify omissions of all-female schools;	Female students are not applying to study POL
2.2	Target all-female schools for focused recruitment to POL (and INT);	
2.3	Implement specific strategies for encouraging females to apply to study POL (and INT), e.g. in mixed gender schools having time with female students before or after the recruitment talk; engaging in a more focused way with female POL teachers	

Table 8: INT UG applications/acceptances by gender (Number)

	2012-13		2013-14		2014-15	
	Female	Male	Female	Male	Female	Male
Total applications	113	196	119	168	113	133
Total offers	99	183	110	156	102	118
Total offers accepted	13	30	18	32	16	19
% offer made	88%	93%	92%	93%	90%	89%
% offers accepted	13%	16%	16%	21%	16%	16%

On the INT pathway, applications from females are higher than for POL. Although males apply at a greater rate than females, this gap has been closing since 2012-13. Female application rates are stable. The offer rate to females, while lower than that to males in 2012-13 (88% female: 93% male), was similar to the offer rate to male applicants in 2013-14 and 2014-15. In these last two academic years also, the acceptance rate from females is stable at 16% (though increased from 13% in 2012-13). Notably, there was a spike in male acceptances in 2013-14, of 21%. This may have been a random occurrence, as we cannot identify a specific explanation for it. Thus, data here do not strongly support our earlier assumption that female acceptance rates were lower than those of males. Nonetheless, if we are to reduce the overall 10% gap between females studying POL and INT in the School and the UK average, acceptance rates for females must be a focus for action (**Actions 2.4, 2.5**).

Planned Action		Rationale and Key Issues
2.4	Examine the acceptance rate pattern more closely to identify if profiles explain the differences between female and male students coming to study POL and INT	Female students are not accepting places on POL and INT pathways at the same rate as nationally
2.5	Ensure that the School website, recruitment materials, and other outward-facing elements incorporate School female role models, and present an inclusive, diverse image of the School.	

Table 9: PHL UG applications/acceptances by gender (Number)

	2012-13		2013-14		2014-15	
	Female	Male	Female	Male	Female	Male
Total applications	87	98	70	105	62	103
Total offers	79	83	68	94	54	88
Total offers accepted	9	9	11	12	13	15
% offer made	91%	84.7	97%	89.5	87%	85.4
% offers accepted	11%	10.8	16%	12.8	24%	17.0

In 2012-13, the number and proportion of females applying to study Philosophy (PHL) was almost equal to that of males (47%F: 53%M). But in subsequent years Female PHL applications declined, numerically and proportionally, to 62 (37.5%) in 2014-15 (Table 9). Why this is requires further attention, as offers made to, and accepted by, female students are at a higher rate in each year than those of males. Of note is the very high female acceptance rate in 2014-15 (25%), which may have been a random occurrence. It also merits further investigation to see if a particular strategy to appeal to female applicants was adopted (**Actions 2.6-2.10**).

Planned Action		Rationale and Key Issues
2.6	Review school recruitment patterns to identify omissions of all-female schools;	Female students are not applying to study PHL at the same rate as male students since 2012-13.
2.7	Target all-female schools and mixed gender schools for focused recruitment to PHL;	
2.8	Examine the schools availing of the 'one-off' philosophy talks for sixth formers for gender inclusivity, both in type of school and in attendance of pupils. Implement specific strategies for encouraging females to apply to study PHL, e.g. in mixed gender schools having time with female students before or after the recruitment/one-off talk.	
2.9	Carry out a focus group with first year female PHL students, in the first semester, to understand why they chose to study this subject, and what motivated them to apply to study PHL.	
2.10	Ensure that the PHL section of the School website, recruitment materials, and other outward-facing elements present an inclusive, diverse image of the School.	

Degree attainment

Figure 4 below shows the overall pattern of degree attainment by female and male students in the School for 2012-2015. It shows that male students were as likely to obtain a 2.2 as a 2.1 degree classification, and more males obtained a third/pass grade than females.

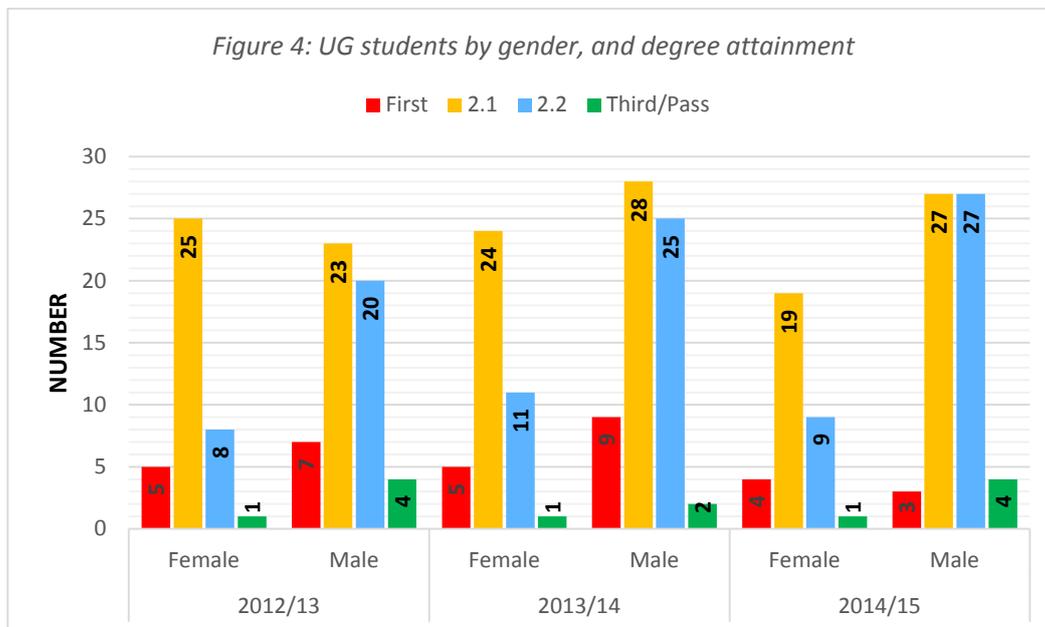


Table 10: UG students by gender, 1st and 2.1 degree attainment (%)

All Pathways	2012-13		2013-14		2014-15	
	Female	Male	Female	Male	Female	Male
TOTAL	39	54	41	64	33	61
% 1st & 2.1	77%	55.6%	71%	57.8%	70%	49.2%

At the other end of the scale, female students consistently outperformed male students, with at least 70% obtaining 1st and 2.1 degrees compared with 50-58% of their male peers achieving top grades (Table 10). Male grade achievement dropped to under 50% and, female grade achievement declined from a high of 77% in 2012-13 to 70% in 2014-15. The source of this female decline appears to lie with their drop in performance on the PHL pathway (Table 11). However, this must be treated with some caution given the small numbers involved. The performance of males gives cause for concern.

Table 11: UG PHL students by gender and degree attainment (N)

PHL	2012-13		2013-14		2014-15	
	Female	Male	Female	Male	Female	Male
First	1	1	1	0	0	0
2.1	3	1	4	4	2	1
2.2	1	3	2	2	2	3
Third/Pass	1	1	0	0	0	0
Total 1st & 2.1	4	2	5	4	2	1
% 1st & 2.1	67%	33%	71%	67%	50%	25%

The numbers graduating in PHL each year are small, so percentages need to be treated with caution. The numbers, though, show female students consistently outperforming males, with more Firsts and 2.1 degrees. This is in line with the overall pattern in Figure 4 and Table 10. Nonetheless, female PHL students are not achieving results at the same level as females in other pathways (Tables 12 and 13).

Table 12: UG politics (POL) students by gender and degree attainment

POL	2012-13		2013-14		2014-15	
	Female	Male	Female	Male	Female	Male
First	6	5	3	10	2	4
2.1	12	14	9	19	10	14
2.2	3	14	4	9	2	14
Third/Pass	0	2	0	1	0	4
Total 1st & 2.1	18	19	12	29	12	18
% 1st & 2.1	86%	54%	75%	74%	86%	50%

Table 13: UG international studies (INT) students by gender and degree attainment

INT	2012-13		2013-14		2014-15	
	Female	Male	Female	Male	Female	Male
First	1	1	3	1	3	0
2.1	7	10	10	10	8	14
2.2	4	2	5	7	3	8
Third/Pass	0	1	1	1	1	1
Total 1st & 2.1	8	11	13	11	11	14
% 1st & 2.1	67%	79%	68%	58%	73%	61%

Tables 12 and 13 show that female UG students outperform males most of the time. Table 12 also shows that there was a precipitous drop in POL male student performance in 2014-15, and a lesser fall-off in INT male students since 2012-13.

(iii) Numbers of women and men on postgraduate taught degrees: full and part-time by programme.

Table 14: Number and Percentage of PGT students by subject area and gender

	2012-13		2013-14		2014-15	
	Female	Male	Female	Male	Female	Male
PHL						
Full Time	courses not offered				0	0
Part time					5	4
Total % PHL					55.6%	44.4%
POL/INT						
Full Time	22	22	25	31	28	21
Part time	3	8	3	12	3	14
Total POL/INT	25	30	28	43	31	35
% POL/INT	46%	54.5%	39%	60.6%	47%	53.0%
Total PHL & POL/INT					36	39
% PHL & POL/INT					48%	52%

Of the School's overall numbers of PGT students (Table 14), the female proportions increase across the period, from 55 in 2012-13 to 75 in 2014-15. It is important to note that, unlike undergraduate programmes, PGT students draw from a mix of POL and INT modules. The proportion of female:male students taking POL/INT taught courses fluctuated within the gender-balance band of 40%:60%, coming close to parity in 2014-15 (47% female, 53% male). This gender balance, close to parity, was maintained when the taught PHL programme which began in 2014-15 was included (48% female, 52% male).

All 9 students (5 female, 4 male) on the PHL programme were part-time. This is unusual in the context of our other MAs but is explained by the fact that it is a Medical Ethics MA which tends to be part-time because students are in professional jobs around which they wish to structure their studies. Part-time POL/INT PGT students were predominantly male (3 in 2011-12; 8 in 2012-13; 12 in 2013-14).

Table 15: PGT POL/INT applications by gender

	2012-13		2013-14		2014-15	
	Female	Male	Female	Male	Female	Male
Total applications	115	151	135	163	129	126
Total offers	81	80	78	101	93	77
Total offers accepted	27	27	23	37	25	30
% offer made	70%	53%	58%	62%	72%	61%
% offers accepted	33%	34%	29%	37%	27%	39%

Numerically, applications by females for PGT POL/INT programmes were lower than those of males until 2014-15, when female applications slightly exceeded those of males. The offer rate to females exceeded that of males in two of the three years. However, the acceptance rate among females was lower in 2013-14 and 2014-15, and shows a consistent decline from the 33% acceptance rate (similar to that of males, 34%) in 2012-13. At the same time, male acceptance rates increase (Table 15). This may be a reflection of the nature of politics courses on offer in the School, as the School develops its expertise in security, terrorism and conflict studies. The trend needs to be understood to see if the School is inadvertently developing taught PG options of lesser interest to female students than they are to males (**Actions 3.1-3.3**).

Planned Action		Rationale and Key Issues
3.1	Carry out a focus group with female PGT students to understand what motivated them to study in the School.	Female students are not accepting offers to study at PGT level at the same rate as male students since 2012-13, even though their offer rate is significantly higher (in 2 of 3 years).
3.2	Examine the choice of modules selected by female and male PGT students to see if there are gender differences in their choices, and if these differences can be linked to the subject	
3.3	Ensure that the PGT section of the School website, recruitment materials, and other outward-facing elements present an inclusive, diverse image of the School- possible short film of existing female students.	

Table 16: PGT PHL applications by gender, 2014-15

PHL	Female	Male
Total applications	22	17
Total offers	21	14
Total offers accepted	9	6
% offer made	95%	82%
% offers accepted	40%	35%

The PHL postgraduate option was available for the first time in 2014-15, and since this the pattern of applications, offers and acceptances was higher for females than males (Table 16). There was some fall-off in the conversion of these acceptances to registered students (Table 15), largely by females (9 females accepted offers, 5 registered to study). While one year does not indicate a pattern, the indications will be kept under careful review in coming years (**Action 3.4**).

Planned Action	Rationale and Key Issues
3.4 Keep the offer, acceptance and conversion patterns for females and males under review in 2015-16 and 2016-17.	There may be a gendered pattern in conversion rates.

Degree Attainment

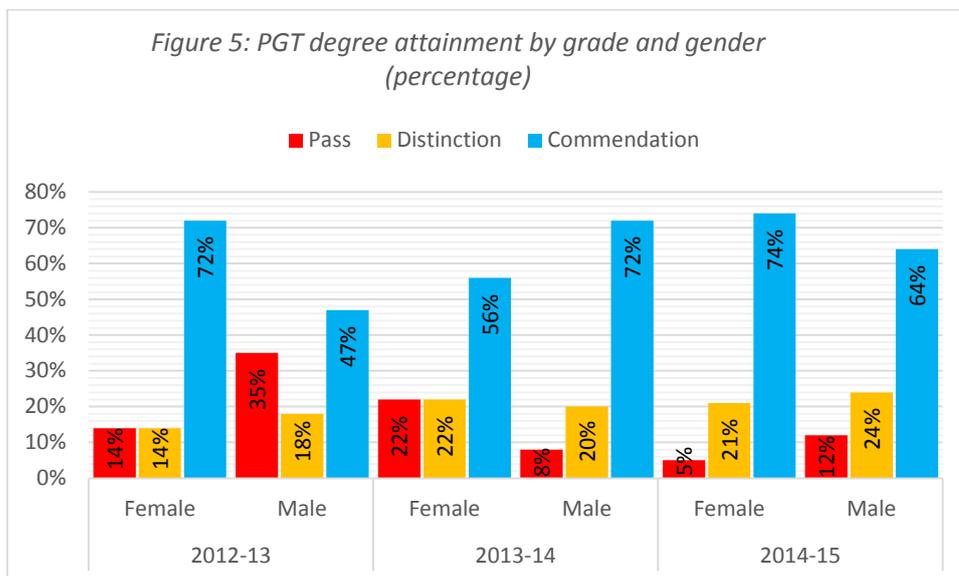


Table 17: PGT degree attainment by grade and gender (Number)

PHL/POL/INT	2012-13		2013-14		2014-15	
	Female	Male	Female	Male	Female	Male
Pass	3	12	5	2	1	3
Commendation	15	16	13	18	14	16
Distinction	3	6	5	5	4	6

Proportionally, one half of female and male students obtained a commendation (i.e overall 60%+) in their PGT degree from 2012-13 to 2014-15 (Table 17, Figure 5). The gendered distribution of other grades – pass and distinction (70%+) – varied, with no clear pattern. Anonymous moderated marking is established practice. The grade distribution will be kept under review for anomalous trends (**Action 3.5**).

Planned Action		Rationale and Key Issues
3.5	Grade distributions among female and male students to be kept under review after each academic year to identify any trends for further action.	There may be a gendered pattern in the grade distribution.

(iv) Numbers of men and women on postgraduate research degrees: Full and part-time by programme.

Table 18: Postgraduate research students by gender

	2012-13		2013-14		2014-15	
	Female	Male	Female	Male	Female	Male
PHL						
<i>Full-time</i>	1	1	1	1	0	3
<i>Full-time %</i>	50%	33%	50%	50%	0%	100%
<i>Part-time</i>	1	2	1	1	0	0
<i>Part-time %</i>	50%	67%	50%	50%	0%	0%
<i>Total PHL (n)</i>	2	3	2	2	0	3
POL/INT						
<i>Full-time</i>	7	10	9	8	15	6
<i>Full-time %</i>	64%	62%	75%	53%	88%	55%
<i>Part-time</i>	4	6	3	7	2	5
<i>Part-time %</i>	36%	38%	25%	47%	12%	45%
<i>Total POL/INT (n)</i>	11	16	12	15	17	11
<i>Total – All (n)</i>	13	19	14	17	17	14
<i>Total - All (%)</i>	41%	59%	45%	55%	55%	45%

Overall, the gender balance among PGR students is positive, consistently in the 40%:60% range over the three years (Table 18), with female numbers and proportion increasing within that band. However, this positive balance hides variation between disciplines.

PHL postgraduate research numbers are tiny, and it is difficult to extrapolate a trend (Table 18, PHL section). It is concerning that we have no female PGR student taking PHL in 2014-15, as national averages for Philosophy at this level are 30%. This may be a one-off occurrence, and it may take time for the PGT programme to feed female students through to PGR level. Nonetheless, there is some scope for action. (**Actions 3.6, 3.7**).

Planned Action		Rationale and Key Issues
3.6	The paucity of females at PGR level in PHL to be discussed with female PGT and PGR students.	School figures are out of alignment with national figures.
3.7	Female PHL speakers to be prioritised for invitation to speak in the PHL seminar series and to provide role models for the PHL postgraduate cohorts.	

In Politics and International Studies female numbers increased dramatically from 11 (40.7% of all entrants) in 2012-13 to 17 (60.7% of all entrants) in 2014-15 (Table 18 POL/INT section). This suggests our pipeline is improving. Their part-time rate is decreasing at a greater rate than that of males, and there is no immediately obvious reason for this. The question it raises is if we are inadvertently setting up barriers to part-time doctoral study that impact more on females than on males – so is there an interaction here with family formation and other gendered life issues that bear more heavily on women than on men. This is worth a conversation with our female PGR students, some of whom are already facing the challenge of combining research studies and family obligations (**Actions 3.8, 3.9**).

Planned Action		Rationale and Key Issues
3.8	Discuss with female PGRs the obstacles to undertaking part-time study which they have found to be inherent in our processes and policies, and solutions to these impediments.	Female part-time research students are declining while the male part-time rate is relatively stable.
3.9	Include the Director for Postgraduate Studies in the conversation, with a view to finding solutions to these issues.	

PGR Applications, offers and acceptances

Female PGR applications increase numerically from 2012-13 (Table 19). Proportionally they also increase, from 35% of all PGR applications in 2012-13 to 39% in 2013-14 and 38% in 2014-15.

Table 19 POL/INT PGR applications/offers/acceptances by gender

	2012-13		2013-14		2014-15	
	Female	Male	Female	Male	Female	Male
Total applications	14	26	20	31	19	31
Total offers	5	12	10	14	12	11
Total offers accepted	3	5	6	8	6	6
% offer made	36%	46%	50%	45%	63%	35%
% offers accepted	60%	42%	60%	57%	50%	55%

Offers to female applicants increase proportionally to 63% in the audit period. Offers are made to about half of male applicants, declining to 35% in 2014-15. The numbers, however, for both females and males, are small (Table 19). Females were more, or equally, likely to accept the offers as males. This contributes to the overall greater proportion of females at PGR level (Figure 1, Table 1).

Table 20 PHL PGR applications/offers/acceptances

	2012-13		2013-14		2014-15	
	Female	Male	Female	Male	Female	Male
Total applications	0	3	2	8	0	9
Total offers	0	2	2	3	0	6
Total offers accepted	0	1	0	2	0	2
% offer made	0%	67%	100%	38%	0%	67%
% offers accepted	0%	50%	0%	67%	0%	33%

PHL has difficulty in attracting female applications (Table 20), and turning female offers into acceptances (in 2013-14). Male applications increased from three in 2012-13 to nine in 2014-15, though with a variable rate of acceptance. The absence of female applications may have to do with the lack of a supply of female PGT students, as a PGT PHL course began only in 2014-15. Thus, in coming years one might expect females to apply for advanced PHL studies. However, the absence of a PGT pathway into PGR did not inhibit applications from males. The absence of females from PHL research studies needs careful attention, given that females constituted over 40% of undergraduate PHL students from 2012-13 onwards (**Actions 3.10-3.14**).

Planned Action		Rationale and Key Issues
3.10	Welcoming line on recruitment material/ adverts for our PhD saying we particularly welcome female applicants.	Females are not attracted to PHL research studies
3.11	A SAT sub-group to focus on increasing female PGR applications	
3.12	A lunch meeting with female UG Philosophy students to encourage them to think about applying for PG studies in the field.	
3.13	The PHL speaker series to invite equal numbers of female and male speakers so that UG PHL females are provided with disciplinary role-models.	
3.14	Ensure tutorials have a male-female balance	Female UG students find the study of POL/INT very male dominated

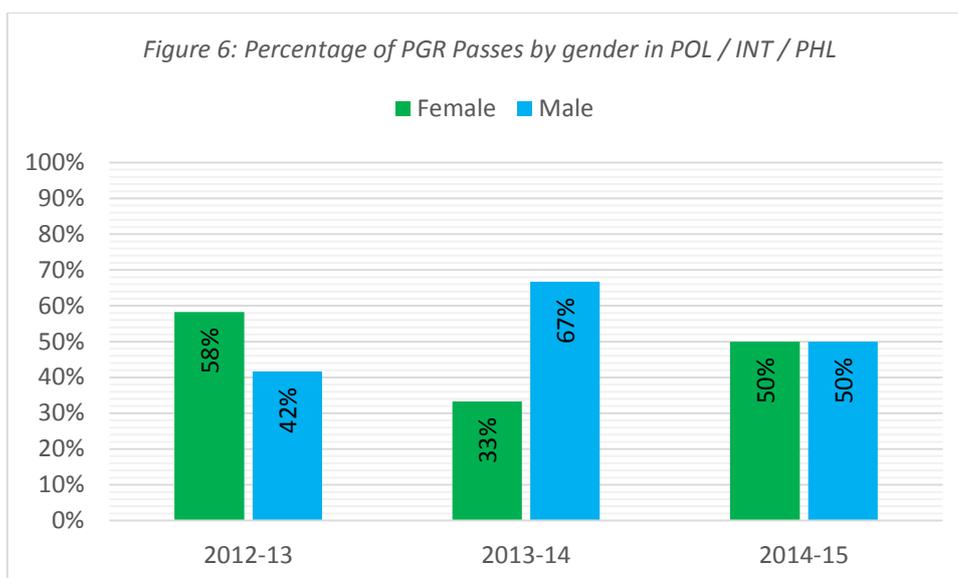


Table 21: PGR passes by gender in POL / INT / PHL (N)

PHL/POL/INT	2012/13		2013/14		2014/15	
	Female	Male	Female	Male	Female	Male
Pass	7	5	4	8	3	3

(v) Progression pipeline between undergraduate and postgraduate student levels

The gender balance at PGT and PGR level for POL/INT is positive and suggests no major issues in progression of female students. However, the lack of female PGR students in PHL clearly indicates a problem of female progression of PHL students (see above **Actions 3.10-3.14**). There also is an issue with gender imbalance at undergraduate level for POL/INT (see above **Actions 2.1-2.5**).

The School runs a programme 'Pathways out of the PhD' for each cohort of research students. We discuss the ways gender impacts on progression and professionalization (networking, hierarchies, job applications, starting a family etc.). We also talk about this at PGR induction. As a result of our GEM/SWAN initiatives with which we intend to continue, we ensure a gender balance of female and male presenters/peer mentors/current PGR students, who come to present at dedicated PGR research forums. This is also the case at the School research weekly forum, which is an occasion for staff and postgraduate researchers to meet. The PGR courses provided by the Graduate School include confidence building/assertiveness training, all of which have a gender dimension. Our postgraduate students are made aware of these courses. In future, the gendered pattern of progression rates will become an agenda item at Staff Student Consultative Committee (SSCC) meetings, and for review by the SPRC (**Actions 3.15-3.17**).

Planned Action		Rationale and Key Issues
3.15	Continue to bring the Graduate School personal development courses to the attention of PGR students as part of the PGR induction programme	Sustaining the pipeline from UG to PG
3.16	Consider at SSCC the progression from UG to PG, and from PGT to PGR, and take on board suggestions for change arising from the student representatives	
3.17	The PG Committee to pay careful attention to the gender balance among the PG cohort each year, and respond to any decline in female progression. Also to consider time-span and success rate of doctoral submissions.	

4.2 STAFF DATA

(i) Academic and research staff by grade, contract function and gender: research-only, teaching and research or teaching-only

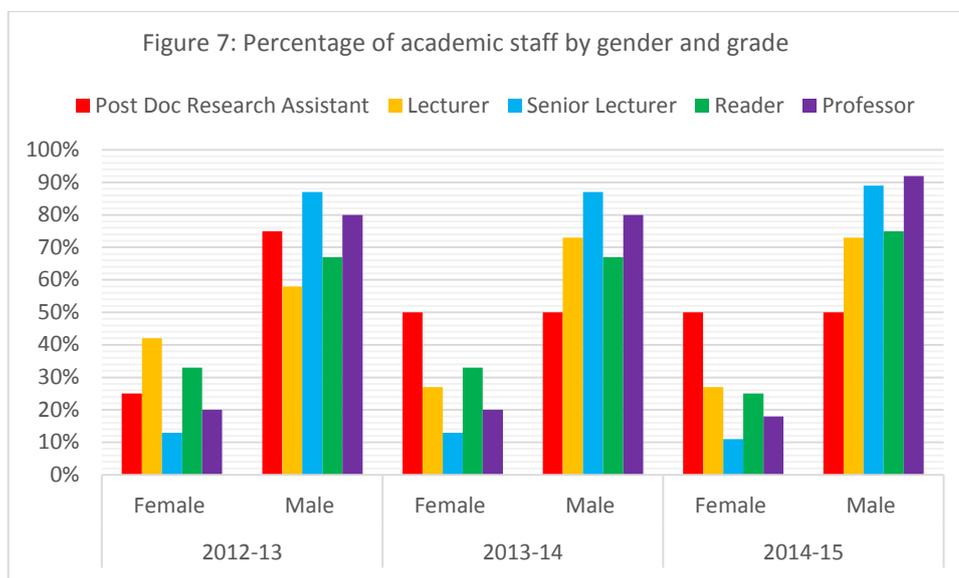


Table 22: Academic staff by gender and grade

	2012-13		2013-14		2014-15	
	Female	Male	Female	Male	Female	Male
Post Doc Research Assistant	1	3	1	1	2	2
Lecturer	5	7	3	8	3	10
Senior Lecturer	1	7	1	7	1	8
Reader	1	2	1	2	1	3
Professor	2	8	2	8	2	9
TOTAL	10	27	8	26	9	30
%	27	73	24	76	23	77

Academic staff by grade and gender are presented in Figure 7 and Table 22 above. Overall, females comprised 23% - 27% of academics, males constituted 73% - 77%. The data are based on relatively small numbers, so a gain or loss of one female or male can produce considerable variation. We made two female appointments at lecturer level in 2012-13 both of whom progressed through probation at an accelerated pace, which is a positive development. The drop from five female lecturers to three in 2013-14 reflects the loss of two temporary female appointments. Post-doctoral research staff numbers, have been gender equal since 2013-14. But, as is clear from the figures, there is a significant pipeline problem. There are only four women at grades above lecturer, only two at Professorial level. This is partly caused by a custom of maximising resources by replacing retiring (male) professors with junior grade academics. There are no female academics in PHL, an issue of ongoing concern. The proportion of full-time female academic staff is below the national average of 38% female compared to 62% male among full-time academic staff across all subjects (*HESA Statistics 2013-14*).

The School has two temporary, fractional (0.2) appointments to distinguished international professorships. The two post-holders are male. Another distinguished male academic holds a visiting position in the School.

There is a progression problem though females receive active mentoring from QGI and senior colleagues in the School. One of the two female lecturers appointed in 2012-13, both of whom were actively mentored, had accelerated confirmation in post. Addressing the deficits in female academic appointments and progression requires a range of related actions (**Actions 4.1-4.6**)

Planned Action		Rationale and Key Issues
4.1	Increase the proportion of female applicants for academic jobs in the School through more pro-active actions such as welcoming statements, utilising the academic networks available to the School to invite qualified women to apply, and assessing the gender balance of the applicant pool shortly before the post/s closes.	Very low numbers of women at all levels and none in Philosophy
4.2	Improve promotions pipeline for women at all levels	Percentage of women declines as you go up the pipeline.
4.3	Recruit females to future remunerated fractional appointments	No women appointed to date in fractional professorial appointments
4.4	Continue the SAT-initiated policy of using our academic networks to identify and invite equal numbers of female and male visiting speakers to the School Research Forum.	A need for female role models due to the under-representation of women academics in the School.
4.5	Actively encourage women to apply for post-doctoral research positions as they arise	To improve the female pipeline into permanent academic jobs
4.6	All School academics undertake unconscious bias training in addition to the University training for interview boards	To raise awareness, and address, unconscious gender bias in selection processes

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

Table 23: Academic and research staff by contract type and gender

		Fixed-term		Permanent		Total		% Permanent
		No.	%	No.	%	No.	%	
2012-13	Female	2	40	7	21.2	9	23.7	77.8
	Male	3	60	26	78.8	29	76.3	89.7
	Total	5	100	33	100	38	100	86.8
2013-14	Female	1	20	7	20.6	8	20.5	87.5
	Male	4	80	27	79.4	31	79.5	87.1
	Total	5	100	34	100	39	100	87.2
2014-15	Female	2	25	7	20.6	9	21.4	77.8
	Male	6	75	27	79.4	33	78.6	81.8
	Total	8	100	34	100	42	100	81.0

As shown in Table 23, School academic staff from Lecturer upwards are employed on permanent contracts. All of the School's PDRAs are on proper salary-mandated contracts attached to funded projects.

All academic staff have combined research and teaching profiles. Our PDRAs are employed on research-only contracts, though they, like our PGRs can teach for up to a maximum of 3 hours per week on first year tutorials (see Table 22 for numbers, Figure 7 for % and Table 23 for contract type). To encourage PDRAs to remain in academia will require targeted actions (**Actions 4.7-4.12**)

Planned Action		Rationale and Key Issues
4.7	Actively encourage women to apply for post-doctoral positions on funded projects.	Females are under-represented among PDRAs in proportion to their presence at PGR level
4.8	Create SWAN information pack for PGRs of post doc options including highlighting our special PDRA support package for successful doctoral students.	
4.9	Improve potential of PDRA career experience with focus groups of past and present PDRAs identifying what would assist their career progression.	A pathway out of the doctorate into a career
4.10	Encourage female PDRAs to take advantage of the Concordat to Support the Development of Researchers, and its associated training programme run by the Staff Training and Development Unit.	

4.11	Include female PDRAs in all School activities, especially those supporting female careers in academia	PDRAs, male and female, have not been included fully in School academic and social activities, yet role model research shows that female achievement is strongly influenced by role models ⁴
4.12	To retain the School's Postdoctoral Fellowship initiative in the context of Faculty financial reorganisation.	Our post-doctoral community often have no research project to give them a foothold in academic life

(iii) Academic leavers by grade and gender and full/part-time status

Between 2012-13 and 2014-15, three female staff left the School, compared with eight male academic staff. Of the male leavers, five were senior level. In 2012-13, there were two female leavers, one being the only female philosopher (at professorial level; who took early retirement) and a temporary lecturer who found a full-time position in another university. In 2013-14, a female PDRA left to take up an academic appointment elsewhere.

The School's highest rate of turnover for females was 18% (in 2012-13) and for males was 11% (2013-14). This is low compared with the *HESA Statistics 2013-14* average across all subjects, which is 19% for females and 17% for males (**Actions 4.13, 4.14**).

Planned Action		Rationale and Key Issues
4.13	Consider making retention offers to temporary lecturers who obtain job offers from other universities. There are university precedents for this.	Loss of able temporary female lecturers
4.14	Actively mentor temporary staff so that they develop profiles that enable the possibility of retention	

⁴ <http://www.forbes.com/sites/worldviews/2012/01/19/the-role-model-effect-women-leaders-key-to-inspiring-the-next-generation/#65826a481737>

5 SUPPORTING AND ADVANCING WOMEN'S CAREERS

5.1 KEY CAREER TRANSITION POINTS: ACADEMIC STAFF

(i) Recruitment

In the following analysis we look at recruitment through advertised positions. None were advertised in 2014-15; therefore, the following data reflects only 2012-13 and 2013-14.

Table 24: Number of applicants by gender and grade

Year	Post	Female		Male		Total
			%		%	
2012-13	Lecturer	24	24.0	76	76.0	100
	Senior Lecturer	5	45.5	6	54.5	11
	<i>Total</i>	<i>29</i>	<i>26.1</i>	<i>82</i>	<i>73.9</i>	<i>111</i>
2013-14	Lecturer	55	24.2	160	75.8	211
2014-15	none					
All years	Grand total	80	24.8	242	75.2	322

Table 24 shows that females constituted one-quarter of all applicants, with males making up 75% across academic grades in both years. In 2012-13 there were 100 applicants for four academic posts at Lecturer level; of these, 24 were female and 76 male. At Senior Lecturer level in Philosophy in that year there were five female applicants and six males (45.5% and 54.5% respectively) for one appointment. In 2013-14 there were 211 applicants for three lecturer posts. 55 (24.2%) of applicants were female and 160 (75.8%) male.

Table 25: Number of shortlisted applicants by gender and grade

Year	Post	Female				Male			
		No	%	Success Rate	No	%	Success Rate		
2012-13	Lecturer	4	22.5%	2	50%	14	77.8%	2	%
	Senior Lecturer	2	66.7%	0	0%	1	33.3%	1	%
2013-14	Lecturer	2	10.5	0	0%	17	89.5%	7%	19%
2014-15	none								

For 2013-14 the two females represented 10.5% of those shortlisted, but just 3.9% of females who applied. In that round 17 males were shortlisted, comprising 89.5% of the shortlisted candidates. This represented 10% of male applications. There is a clear discrepancy then, between female and male chances of being shortlisted, which in this instance amounted to males having a two and a half times greater chance of being shortlisted than females. This disadvantage for females could be ameliorated through **Actions 4.1, 4.4 and 4.6** above. There is also scope for us to take imaginative action to address this problem (**Actions 5.1-5.5** below).

Table 26: Number of successful applicants by gender and grade

Year	Post	Female		Male		Total
		Number	Applicant Success Rate	Number	Applicant Success Rate	
2012-13	Lecturer	2	8.3%	2	2.6%	4
	Senior Lecturer	0	0	1	16.7%	1
	Total	2	6.9%	3	2.7%	5
2013-14	Lecturer	0	0%	3	1.9%	3
All	Total	2	2.5%	6	2.5%	8

In 2012-13 four lecturers were appointed: two female and two male, with females having a higher applicant success rate (8.3%) than males (2.6%). For the lecturer positions four females and 14 males were shortlisted in that year. Two females and two males were appointed. One Senior Lecturer appointment (male) was made from a gender-balanced pool of 11 applicants. Two females and one male were shortlisted and one male was appointed.

In 2013-14 three lecturers, all male, were appointed from 19 shortlisted candidates, of whom only 2 (10.5%) were female.

Over the period, the data shows that females were more likely than males to be unsuccessful at each recruitment stage – application, shortlisting, and appointment. Although the School complies with QUB's Equal Opportunities Policy and follows University policies in its recruitment processes, specific interventions are required to break this cycle of female disadvantage.

Vacancies are advertised on the QUB website, academic recruitment websites and agencies, and broader media. Staff are asked to encourage potential candidates known to them to apply and to post details of the vacancy with the lists of relevant academic societies.

For applicants seeking further information, a single point of contact, usually male, is provided.

The School website provides information for potential applicants, but does not highlight the School's commitment to gender equality. This will be done as part of the School SWAN Athena portfolio/toolkit of family friendly and gender policies.

Shortlisting is carried out by a recruitment panel matching applicants against essential and desirable criteria set in advance; it must have male and female representation, frequently there is only one woman. All must complete Equality and Diversity training

Should an all-male shortlist result from an assessment of applications, a ‘check’ will be introduced of the female applications to see if suitably qualified females were overlooked. **(Action 5.4)**

Selection in the School is carried out on the basis of a presentation and a panel interview in the light of published work. The panel interview consists of a series of questions with core themes decided in advance. Applicants are marked against a set of pre-set criteria; they are not however assessed for gender bias **(Action 4.6)**.

We aim to have females comprise one-third of appointment panels by the end of our Action plan period **(Action 5.5)**.

Planned Action		Rationale and Key Issues
5.1	Encourage external applications from women for academic posts at all levels by advertising through female professional academic networks, such as women’s groups in disciplinary associations (eg Political Studies Association Women’s Group, European Consortium for Political Research Gender and Politics Group, etc)	To encourage female applicants
5.2	Raise awareness of School SWAN information pack (see later action) at recruitment stage highlighting family-friendly policies	
5.3	Make sure that there are both female and male School contact persons are available, and made known to potential applicants	
5.4	At shortlisting, if no female has been selected for interview, review the female applications to determine if any suitably qualified female applicants were overlooked.	
5.5	Aim for a 33% female representation on appointment panels by end of Action Plan period.	

(ii) Induction

Induction is at both University and School level. Workshops organised by the university see new staff welcomed by the Vice-Chancellor. Information is given on good employment practices, family-friendly working policies and the Staff Training and Development Unit (STDU). QUB’s Equal Opportunities Unit runs an E-Learning course on Equality and Diversity (Diversity Now). All staff have access to Queen’s Online (QOL); this allows staff access to QUB-HR information. In the School, as part of their induction, staff meet the HOS and School Manager, discuss QUB and School policies, procedures, and strategic aims. New staff are assigned a mentor who provides guidance towards confirmation in post. The mentor can also be approached informally for day-to-day issues. Awareness of gender-related policies will be reinforced in the Athena SWAN Handbook which the SAT will produce and will be provided to all staff **(Action 5.6)**.

	Planned Action	Rationale and Key Issues
5.6	School induction to include SWAN element in form of Athena Swan handbook guide for multiple other deployments.	To provide information on family-friendly and other equality-supporting policies, in response to a need identified in the School culture survey

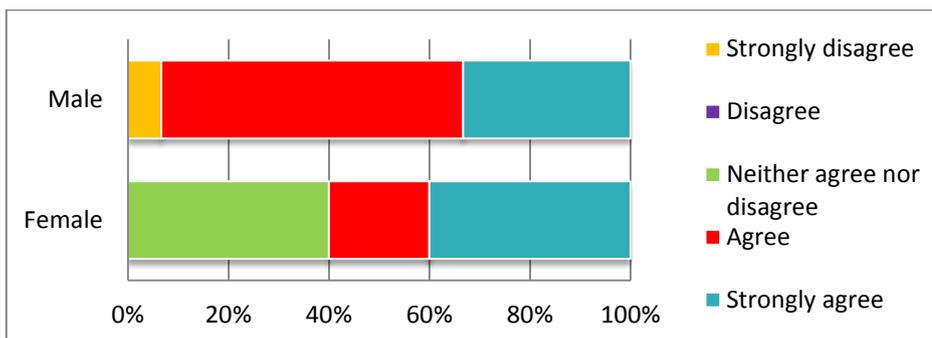
(iii) Promotion (institution or department)

The School follows University policy on promotions, through one formal route: the annual Academic Promotions exercise. The retention process (promotion based on a job offer elsewhere) is occasional; in the Culture Survey, many staff were not aware of it.

In the University’s annual Promotions Exercise promotion applications are individual-led, with staff applying during the annual round. Information is disseminated by the Personnel/HR. At appraisal staff are made aware of requirements for promotion and whilst those with the profile required are encouraged to apply, it is an individual decision. Candidates considering applying are encouraged to talk informally to the HOS. Applications are centrally assessed but there is a panel within the School which considers applications and advises the HOS. It is composed of senior members of staff, including the DR, the DE and the Director of Postgraduate Research Students, one of whom is female.

Our Culture Survey sought to probe how females and males understood the process. The result indicated distinct gender differences – 90% of male respondents indicated they agreed/strongly agreed that they understood process and criteria. In contrast, 60% of females were confident in their understanding of this process, while 40% indicated uncertainty (Figure 8 below). This may be a factor contributing to the lower rate of female applications for promotion, shown in Table 27.

Figure 8: I understand the **promotion** process and criteria in my School



Support for females in the process is available through the QGI seminar on *Preparing for Promotions* led by a female senior academic (since 2011), and the excellent QGI mentoring programme – in place in QUB since 2000; many have participated in this excellent mentoring network. Information will be more widely disseminated through the dedicated SWAN handbook (**Action 5.6**). Additional actions (**5.6-5.10**) are to familiarise females with the process and encourage them to go forward.

	Planned Action	Rationale and Key Issues
5.7	Hold an annual preparing for promotions workshop to demystify the process and raise awareness of the excellent supports available through QGI and the University to assist promotions applications; Incorporating this advice in our proposed Swan Handbook.	Culture survey indicated that female staff were less clear about promotions criteria than males
5.8	Increase the number of eligible women applying for promotions through support structures for grant applications and other career – enhancing interventions.	Figures on number of eligible women applying for promotion over the past three years indicate that though one of the three women eligible successfully applied for a promotion to Readership neither of the other two applied in any of the three years.
5.9	Using the appraisal process as an opportunity to have a conversation on preparing for promotion.	Imbalance of women at senior levels.
5.10	Should a female receive an offer from another university, she will receive advice from a senior colleague and/or Head of School on how to present a case to the University for retention	Retention route is not availed of by female academics.

There is an appeals process for unsuccessful applicants and, in the period, under review one male successfully appealed.

Staff holding external offers can be considered for promotion through retention. Details of the external offer and updated CV are submitted for review by a group comprising: the HOS; the Pro-VC for Academic Planning, Staffing and External Relations (Chair); the Faculty Pro-VC; the Director of Finance; and the Director of Human Resources or Personnel Manager. Where retention is identified as in the strategic interests of QUB, the panel may make an offer of promotion (where the individual meets the same criteria as for Academic Promotions), or increased pay/supplement.

Statistics on promotion are set out in Table 27. In 2012-13 two male lecturers and no women applied; neither was successful. In the same year, two male lecturers were promoted to Senior Lecturer by retention. It is worth noting that this was a critical year in the REF cycle, when the University did not wish to lose research-active academics. 2013-14 is the only year in which an eligible female candidate applied; she applied for a Readership. In that year one male Reader applied for a Chair and two male lecturers applied for promotion. Three applicants, including the female, were successful. In 2014-15 one male Senior Lecturer was promoted to Professor, and one male Senior Lecturer was promoted to Reader on appeal. There is a clear pattern of eligible women not applying, though of the three female lecturers, two were on probation during this period and were not eligible to apply. To shift the pattern, women will be provided with directed mentoring for promotion, in addition to the QGI mentoring scheme (**Actions 5.7-5.9**). Advice on the retention route will be given, should the situation arise (**Action 5.10**).

Table 27: Promotions applications and outcomes

	Grade at Application	Eligible for promotion		Applications Received		Promotions	
		Male	Female	Male	Female	Male	Female
2012-13	Lecturer	7	3	2	0	0	0
	Senior Lecturer	7	1	0	0	0	0
	Reader	2	1	0	0	0	0
	Total	16	5	2	0	0	0
2013-14	Lecturer	7	3	2	0	2	0
	Senior Lecturer	7	1	0	1	0	1
	Reader	2	1	1	0	0	0
	Total	16	5	3	1	2	1
2014-15	Lecturer	8	3	2	0	0	0
	Senior Lecturer	8	1	1	0	2	0
	Reader	3	1	0	0	0	0
	Total	19	5	3	0	2	0

(iv) Research Excellence Framework (REF)

Submission of eligible staff in REF 2014 (and similarly for RAE 2008) was set out in a QUB Code of Practice informed by REF2014 guidance (*REF 02.2011 Assessment framework and guidance on submissions (July 2011): Part 4*) and information and support provided by the Equality Challenge Unit; it operated within all relevant equality legislation as well as QUB's Equal Opportunities Policy. All involved in REF decision making (or appeal) completed equality and diversity training based on material developed by the Equality Challenge Unit. The good practice policy in relation to special circumstances at the last REF was very well conducted in Queen's and embraced Athena SWAN principles.

Across QUB, return rates of eligible staff by gender was very similar: in the final REF submission there was a 2.5 percentage point difference between return rates of females and males, with male return rate higher. In our School return rates for females and males were 100% in both 2008 and in 2014.

5.2 KEY CAREER TRANSITION POINTS: PROFESSIONAL AND SUPPORT

NOT APPLICABLE – SILVER APPLICATIONS ONLY

5.3 CAREER DEVELOPMENT: ACADEMIC STAFF

(i) Training

QUB has a central Staff Training and Development Unit (STDU), which offers a range of courses on career and professional development, research and enterprise training,

management and leadership. Every member of staff has a personal training record, administered through the University's iTrent system, through which they can register for courses. Details of courses are available on STDU's website, and advertisements are circulated. Most courses are optional; academic staff select courses through discussion with mentors or appraisers. This process provides an opportunity for female academics to consider developing leadership skills; three senior female colleagues have taken these courses and new leadership courses are being developed. Table 28 indicates that women proportionately attend courses as frequently proportionately as do men.

Some courses are mandatory, or mandatory for certain roles, and some potentially pertinent to gender issues. For example: all PGR supervisors are required to take a course on Supervising Postgraduate Research Students; prior to being members of recruitment and selection panels staff are required to undertake Equality and Diversity training; all new academic staff are required to complete a post-graduate certificate in higher education teaching (PGCHET).

Table 28: Training course completion by gender

Gender	2012-13	2013-14	2014-15
F	6	3	23
M	13	15	18
TOTAL	20	18	41

Support and professional staff undertake training in skills for specific tasks that their job requires, but in focus groups and by disaggregating Culture Survey data we saw that this is an area that requires attention in the future and that the SAT has as a key future focus to consider career progression for such staff. We do not produce tables because they are meaningless as all but one of such staff currently are female- we had a second male on a replacement contract up to recently. QUB is introducing mandatory unconscious bias training and all staff will be required to complete this training in the coming year. In addition, the School will put on a workshop that raises awareness of unconscious/implicit bias, through discussion of academic studies on the subject, to be delivered by a colleague with expertise in this area. The completion rate for the *Diversity Now* training among School staff was 82% in January 2016. Staff will be encouraged to complete the *Diversity Now* online training programme, ensuring 95%-100% completion in 2016-17 (**Action 5.11**).

	Planned Action	Rationale and Key Issues
5.11	Ensure that Diversity Now online training course is taken by all in the School who have not done so by end 2016.	Basic gender and diversity awareness needs to be sustained and developed.
5.12	Encourage senior female staff through appraisal to apply to and be sponsored by the School in the University In House Leadership Excellence programme	To enhance leadership capacities for a wider role in the university

5.13	All female members of staff who have been through probation to undertake leadership development programmes	To raise visibility through new skills-on interview panels, university committees – and to provide new networks.
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(ii) Appraisal/development review

The School implements QUB policies on appraisal and probation: annual appraisals are mandatory for all academic staff, with a six-month formal review; probationary staff have annual probation meetings with a committee; these are required for confirmation in post. Postdoctoral researchers are assigned a mentor and placed on probation. In development terms we also seek to provide female role models throughout the process and we aim now to make a special point of ensuring that PDRs have access to wider School networks and to examine ways of improving mentoring through focus groups. **(Action 5.14)**.

Appraisers are nominated by the HOS and are usually current or former DRs or DEs, professors, or those with normal line management responsibility for colleagues; this is problematic as senior women can be overburdened. . An appraiser can be changed should a colleague, for good reason, feel unhappy. In these circumstances an alternative appraiser is selected through discussion with the HOS. The outcome of appraisal is an agreed statement about the previous year, an agreed set of standards, objectives and key tasks for the incoming year, and an agreed development plan. Appraisees also report on courses completed, and identify further development needs. Due consideration is given to the impact on performance of maternity leave, part-time working, or career breaks. These are all areas our culture survey revealed degrees of ignorance – hence our proposed Swan Information Handbook- mentioned before- is important **(Action 4.6)**.

For probationary staff, the HOS appoints a mentor and establishes a Probation Committee. The mentor meets at least quarterly with the probationer to provide support, advice and guidance, and review progress against agreed objectives/standard. The mentor provides feedback on the probationer’s progress and reports this to the Probation Committee, who meet with the probationer annually.

The School’s Culture Survey asked staff about appraisal and mentoring. A majority (66.7%) of academic staff respondents agreed or strongly agreed with the statement ‘My School provides me with a helpful annual appraisal’, with no significant differences between the patterns of women’s and men’s responses. Similarly, a majority (61%) of academic staff respondents agreed or strongly agreed with the statement ‘My School provides me with useful mentoring opportunities (as mentor or mentee)’, with no significant differences between the patterns of women’s and men’s responses. Relatedly, when asked to evaluate the statement ‘My School values and rewards the full range of skills and experience including research, pastoral work, outreach work, teaching, administration and technical support, in performance appraisals’, a similar majority (65%) of academic staff respondents agreed or strongly agreed, with no significant differences between the patterns of women’s and men’s responses. While these results are satisfactory, they nonetheless merit further exploration as they indicate that about a third **did not agree**. Though not primarily gender-related they nonetheless feed into Swan principles of wellness for all **(Action 5.15)**.

Planned Action		Rationale and Key Issues
5.14	Include female PDRAs in all School activities, especially those supporting female careers in academia	PDRAs, male and female, have not been included fully in School academic and social activities, yet role model research shows that female achievement is strongly influenced by role models
5.15	To probe further attitudes towards mentoring/ how staff feel about what is valued in terms of work / what they think about appraisal by holding a further culture survey	Culture survey data above reveal that about one-third of staff disagree with one or more of the statements.
5.16	To seek retention of the School's Postdoctoral Fellowship initiative in the context of Faculty financial reorganisation.	Our post-doctoral community often have no research project to give them a foothold in academic life

(iii) Support given to academic staff for career progression

Academic staff are eligible to apply for one semester's leave after completing six semesters (pro rata for staff on less than full-time contracts) of full teaching and administrative load, and to apply for one year's leave after completing twelve semesters. Staff are supported in developing applications for sabbatical leave by their appraiser, their D R and by the HOS.

The School encourages staff to maintain collaborative networks through conferences, workshops and international visits – difficult for those with young children. The School's Research Committee also accepts applications for small research funding. A start-up package of £4,000 is available for new academic staff, as support for the development of their research careers. QGI has a university-wide mentoring scheme for women academics, which has been proven to enhance career advancement (Institutional SWAN silver application 2014), in which we encourage our female academics to engage.

Our Culture Survey asked academics to evaluate the claim "I am encouraged to take up career development opportunities", and a large majority of respondents (85.7%) either agreed or strongly agreed, with no significant differences in patterns of responses between men and women. This is very positive.

We have been aware of the limited employment opportunities for our PGRs once they complete their doctorates. In response, we have created a new category of staff, that of Postdoctoral Fellow, which carries a small stipend with full library access, shared office facilities and institutional affiliation. The funding is from School reserves, and posts can be held for up to two years. To date, women and men have equally benefited, and the School benefits intellectually. Although Faculty restructuring plans includes financial re-organisation, we will make a strong case for the retention of this initiative (**Action 5.16**).

(iv) Support given to students (at any level) for academic career progression

The School has two academic Careers and Employability Officers who run School careers workshops for our UG and PG students. There are schemes to help our students' career prospects and to widen their range.

For example, The School runs an internship module for level 3 UGs, in which students work with government departments, the BBC and other analogous bodies spending three working days per week for 12 weeks with their employer host. The uptake by gender is well balanced, as shown in Table 29.

Table 29: Uptake by gender in Level 3 Internship module

	Female N (%)	Male N (%)
2012-13	No data	
2013-14	6 (37.5)	10 (62.5)
2014-15	7 (58.4)	5 (41.6)

The MA in Legislative Studies and Practice gives students academically-supervised work placements in the Northern Irish Assembly, a direct bridge into many careers, notably the civil service, politics, and consultancy, as well as further research. Placement by gender is well balanced; in 2013-14 and 2014-15 there were three women and four men on placements.

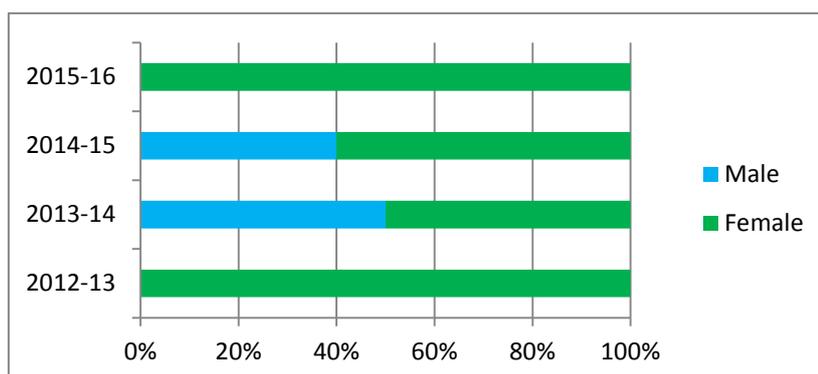
The School has a number of Study Abroad programmes for undergraduates, through Erasmus+ and other international partnerships. The uptake by gender shows that female students, as they comprise 37% of the UG student population (Figure 1, Table 1), are equally or more likely to take this opportunity.

Table 30: Total uptake by gender in Study Abroad opportunities (all programmes)

	Female (%)	Male (%)
2012-13	No data	
2013-14	31	69
2014-15	42	58

Nonetheless, we have asked the Director of Internationalisation to monitor the figures carefully to ensure that encouragement is gender-appropriate through, for example, using female returning students to relate their positive experiences (**Actions 5.17, 5.18**). The school also runs a Peer Mentoring scheme, in which level 2 and 3 undergraduate students can be trained by the Learning Development Service to support level 1 students. In 2014-15, when this was first introduced, females comprised 37% of Peer mentors. This increased to 68% in 2015-16. There may be variability year-on-year, as in relation to PG Peer Mentors (Figure 9). At PG level, only females offered to be Peer Mentors in 2012-13 and 2015-16, while there was a more gender-balanced mix in the intervening years (**Action 5.19**) (see 5.6.i below).

Figure 9: Postgraduate peer mentors



All UGs have a Personal Tutor and an Advisor of Studies, whose roles include supporting students in making choices about their programmes of study, and encouraging them to do extracurricular activities, training courses, and take career enhancement opportunities. In evaluating this practice, we will in future disaggregate responses by sex to determine if feedback contains gender-based differences that warrant action (**Action 5.20**)

The school has a number of initiatives to get students thinking constructively about pursuing academic careers. Undergrads are invited to an MA briefing and reception, where the different options for MA study are introduced. The primary mechanism for academic career guidance for PGT and PGR students is through supervisory meetings. PGT and PGR students can avail of PG training workshops on ‘how to be an academic’, in which publishing, conferences, research funding and networking are discussed. This is balanced, on the PGR programme, with a School ‘Pathways Out of the PhD’ workshop, exploring non-academic options. QUB requires all PGR students to complete Annual Progress Reviews (APR), and although their purpose is timely PhD completion we have ensured since the establishment of SAT that female students at APRs will not have an all-male panel (**Action 5.21**).

Planned Action		Rationale and Key Issues
5.17	Monitor the gender balance in UG take-up of Erasmus and Study Abroad programmes.	The need to consolidate the proportion of female students taking up Erasmus opportunities
5.18	Ensure that female students relate their positive experiences of a semester/year abroad to students considering the opportunity	Mindful of the powerful influence of female role models on other women’s expectations and ambitions, this action should assist in keeping up the numbers of female students availing of study abroad opportunities
5.19	Clarify with the Learning and Development Service that gender awareness is a consideration in selection and training of Peer Mentors.	The need to provide gender awareness guidance to student Peer Mentors; the importance of providing female role model mentors
5.20	In evaluating student feedback on Personal Tutor and Advisor of Studies services, disaggregate responses by sex to see if there are gender-based differences.	To understand students’ needs in academic guidance and fine-tune these services if required

5.21	Continue our recent policy of ensuring that female PGR students will not have all-male panel at APR level, or in their viva.	Representation and role modelling.
5.22	Using multiple methods of investigation (focus group, survey, individual discussion, policy analysis), determine the causes for fewer female TAs, given their majority among PGRs, and take remedial action as appropriate.	Understand, and rectify, the gender imbalance in PGTA appointments.

Most PGRs are Postgraduate Teaching Assistants (PGTA), in which they lead first year UG tutorials and mark coursework. PGRs apply and are selected on the basis of an interview and supervisor recommendation. (Table 31).

Table 31: Breakdown by gender of PGTAs in the School

Year	New TAs		Returning TAs		Totals	
	Male	Female	Male	Female	Totals (Male : Female)	% (Male : Female)
2012-13	4	3	6	6	10 : 9	53 : 47
2013-14	2	3	9	7	11 : 10	53 : 47
2014-15	5	4	9	5	14 : 9	60 : 40

Table 30 shows that while there appears to be a healthy gender balance among TAs, given that females constitute 55% of PGRs then it looks as if females are not getting a proportional opportunity for academic teaching experience to enhance employability. This requires closer scrutiny to see what is causing under-representation of females among TAs – it may be related to the subjects requiring TA assistance (a specialisation restriction), or to a School policy decision (that full-time academics take more tutorial work), or to choices made by female PGRs themselves (focus on getting doctoral studies completed within funding schedule). In any event, it is a matter meriting action (**Action 5.22**).

(v) Support offered to those applying for research grant applications

Since March 2015, research grant capture is a formal requirement for all academic as part of revised Academic Standards. These standards will be monitored through appraisals and promotion and we are told will take due consideration of maternity leave, part-time working or career breaks.

QUB's central Research and Enterprise Directorate exists to support all researchers in making research grant applications. There are two Research Development officers dedicated to supporting applicants from within the faculty of Arts, Humanities and Social Sciences (AHSS). They offer training and advice on the processes involved in making bids; advice for early career academics for making successful applications; administering large grant applications. They also circulate information about research calls and deadlines, give one-to-one guidance on projects funding, and advise on draft applications. They have a repository of research grant applications ad models and offer a process of rigorous review for all applications.

Within the school, academic staff are supported with funding applications by their appraisers, through the School's 'Research in Progress' Seminar and by collegial discussion and collaboration.

Table 32: Research Income by gender in the School

Gender	2012/13		2013/14		2014/15		Total Sum of Awards	
	No of Awards	Award Value	No of Awards	Award Value	No of Awards	Award Value	No of Awards	Award Value
Female	0.20	37,691			0.96	176,066	1.16	213,757
Male	11.00	198,270	7.90	882,977	7.10	873,047	26.00	1,954,295
Total	11.20	235,961	7.90	882,977	8.06	1,049,113	27.16	2,168,051

A senior female colleague has been very successful at attracting research funding from the EU and has an exceptional track record in this field. One earlier career female colleague just out of probation and working in the area of human rights and refugees has recently won a prestigious ESRC Future Leaders award. Another senior female colleague is central to an important trans-national project on security policy with other colleagues. They share their successful experiences with others, and support female and male colleagues.

5.4 CAREER DEVELOPMENT: PROFESSIONAL AND SUPPORT STAFF

NOT APPLICABLE – SILVER APPLICATIONS ONLY

5.5. Flexible working and managing career breaks

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

The School follows QUB policies in respect of maternity and adoption leave. The School however intends to detail all of this in its new SWAN handbook/SharePoint site. QUB has a central fund providing maternity leave cover during the first 18 weeks on full pay. The School is supportive of maternity, paternity, adoption and parental leave and encourages staff to have an early discussion on their desired leave and return schedule with the HOS and/or School Manager. A similar process of engagement exists for female PDRAs and PGRs going on maternity and other care-based leave.

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

Once a member of academic or support staff goes on maternity leave, the School submits an application to the QUB Maternity Cover Fund to cover the cost of the first 18 weeks of the leave: contact is maintained during the leave period. In the case of academic staff, return to work discussions on work load, support and priorities are held prior to return. QUB provides staff ten statutorily mandated paid 'Keeping in Touch' (KIT) days during maternity/paternity leave to remain in contact with the School but these days have not been availed of in recent years. The lack of uptake of KIT days is assumed to be due to a lack of information. Information about KIT days will be included

in the SWAN handbook and in the dedicated folder on the School SharePoint (**Action 5.23**).

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

All returning staff have an informal back-to-work meeting. In line with QUB policy, all staff are entitled to apply for flexible working arrangements (see below). The formal process of return for academic staff includes an ‘easing period’ in line with QUB policy of giving consideration for research-active academics returning from maternity leave in respect of teaching. This means a research-only arrangement in the first semester after return. (**Action 5.24**).

(iv) Maternity return rate

In the past three years there have been four instances of maternity leave for two academic staff members and two professional and support staff members. Both of our academic colleagues are on the SAT and one is on a fractional contract though considering returning full time. The maternity return rate is 100%.

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

One female support staff member has availed of adoption leave (in 2015). No member of staff has been eligible for paternity leave in the last three years. University policy in respect of paternity, adoption and parental leave include:

- Three weeks ordinary paternity leave at full pay;
- Adoption and maternity leave including weeks 1-18 at full pay, 19-39 at statutory maternity pay;
- Parental leave of up to 18 weeks, to a maximum of 6 weeks in any year (each child).

To ensure awareness of leave schemes, information about paternity, adoption and parental leave will be included in our centralised web-based information source (SharePoint) /new Swan handbook.

	Planned Action	Rationale and Key Issues
5.23	Information about KIT days included in the School SWAN handbook and in the dedicated folder on the School SharePoint	Awareness-raising of the opportunity to avail of KIT days.
5.24	Ensure that the QUB policy of providing a dedicated research semester on return from maternity (or other long-time care) leave is implemented	Mothers (and others who have availed of long-term care leave) need the time to re-engage with their research on return to work
5.25	Transition to full-time working to include a structured re-integration and career development plan	To minimise the challenges of upscaling working hours and reintegration, and to plan career trajectory ambitions

(vi) Flexible working

The School follows QUB policy in offering all staff the opportunity to apply for flexible working, including reduced-hours (part-time) contracts, job-share arrangements and compressed hours. There have been no requests for flexible working between 2010 and 2013 among academic staff. One academic member of full-time staff recently returned from maternity leave (2015) on a two-year part-time basis whereupon it is planned that she will return to full-time work at the end of this period. In the meantime the remaining 0.5 position is being filled through a temporary lectureship. In general, the culture in the School facilitates academic staff to have flexible work patterns as the need arises.

Between 2012 and 2015, one professional and support staff member made a formal flexible working request and this was granted in each case. At this point in time (2015-16 academic year) four professional and support staff are working on a part-time/job-share basis. In addition, between 2012 and 2014, 10 professional and support staff members (all female) availed of dependent leave. Dependent leave provides an immediate, short-term, limited period of time-off, to deal with unforeseen emergencies or crises relating to dependants, or deaths. All requests were granted with full pay.

Staff who work part-time or flexibly are offered the same career development opportunities as those who work full-time. For academics this means that they are entitled to apply for promotion in the same timeframe as full-time academics, with the flexible working arrangements or fractional working time fully taken into consideration when their applications are assessed.

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

There has not yet been an instance of return from part-time to full-time work by an academic during this period though one colleague plans to do so (as mentioned above). QUB policy will be followed, and careful consideration given to career planning for this academic – for example, she will be encouraged to engage with the QGI mentoring programme and a plan for achieving the academic standards for promotion discussed and implemented (**Action 5.25**).

5.6 Organisation and culture

(i) Culture

The appointment of the SWAN SAT was the first attempt to promote gender equality. Our culture survey showed a broad understanding about the need for Athena Swan and that an Action Plan to address the serious inequalities in numbers of women at all level is timely and supported. We host the Centre for the Advancement of Women in Politics, so the issue of female underrepresentation is clearly visible to all within the School. The presence of the former Director of Queen's Gender Initiative and a key Athena Swan champion for the University further enhances the experience available to us as we redress this issue.

The SAT have over the past eighteen months introduced in consultation with colleagues a number of initiatives to foster a culture of inclusivity and gender equality : The female organiser of the School’s Research in Progress Seminars where visiting scholars and members of the School present their work weekly has paid special attention to the gender of speakers, ensuring that important female scholars are invited to provide female students with role models and dispel the image of our subject areas as male bastions. The lively participation by our talented and over fifty percent female PGT and PGR students indicates that this initiative is succeeding. In the last academic year, the seminar series has hosted ten female speakers (out of 22), a distinct improvement from previous years (7 in 2013-14 and 5 in 2012-13) (**Action 5.26**).

In the spirit of inclusivity and facilitating work-life balance we decided that the Research in Progress seminars were to be scheduled on Wednesdays at 3pm and end at around 4.30 pm. Continuing, and improving these new policies is core to our Action Plan (**Action 5.27**). We have initiated a policy of ensuring that all meetings are routinely organised between the core hours of 10am to 4pm. Many of the main administrative meetings (Education Committee, Staff-Student Consultative Committee, etc.) are scheduled at 10am, 12pm or 2pm (**Action 5.28**).

The School tries to make sure that the representation of students on the School website and Facebook page is gender balanced, though we aim to intensify our efforts in this regard. Furthermore, with regards to nominations for prizes, external examiner and committee appointments and other visibility-raising opportunities that routinely come about, it is intended to ensure that gender balance is respected (**Action 5.29**).

Planned Action		Rationale and Key Issues
5.26	Ensure a gender balance among invited speakers to the Research in Progress seminar series	To provide female role models in the discipline to all academics and students, especially to females, to dispel the image of Politics and Philosophy as being male disciplinary preserves
5.27	Ensure that the Research in Progress seminar series ends at 16.00, in line with family-friendly working practices	The Research in Progress series is a space for intellectual discussion, and ending at 1600 promotes an inclusive intellectual environment for all, including those with care responsibilities
5.28	Ensure that the administrative meetings of the School are scheduled to normally occur between 10am and 4pm	To maximise participation and balance family-work responsibilities
5.29	Recruitment and communication materials and social media; opportunities to nominate for prizes, honorary doctorates, examiners, committee membership and other representative functions – all to be gender-balanced. Where there is one position open for nomination, that a female and male be put forward for consideration	To raise the visibility of females in the disciplines of the School, to give practical effect to our commitment to equality and diversity and to the SWAN charter principles.
5.30	Grievance and disciplinary policies on work-life balance, bullying and harassment to be clearly explained and made available in the School SWAN Handbook and on SWAN sharepoint	To inform all staff of these policies and procedures as the culture survey indicated lack of awareness.

(ii) Human resources policies

The School follows QUB policy on bullying, harassment, grievance and disciplinary processes. If unresolved at School level, there are robust and transparent processes for further pursuance of a complaint. In cases of harassment, the Equal Opportunities Unit is notified. The line manager investigates the allegations, takes evidence from witnesses and advises the alleged harasser/bully. The QUB-HR constitutes the panel that reviews the case and the evidence. School staff follow the advice of the panel in addressing the issue.

The Culture Survey revealed that although all staff thought the School a fair place to work, they were uncertain about policies on work-life balance, harassment and bullying policies. As a result, communication of these policies is a significant part of the School's action plan by incorporating such information in our proposed Swan Handbook (**Action 5.30**).

(iii) Representation of men and women on committees

The School Management Board composition since 2012-13 it has become more gender-balanced, with females comprising 44% of board membership (4 females, 5 males) since 2013-14. The Education Committee had two females (17%) and ten males (83%) in 2014-15, and was led by a female DE. The dearth of females on this board is a consequence of the few female academics in the School and the very difficult problem of committee overload for these women. The Research Committee in 2014-15 had four females (40%) and six males (60%), and was led by the DR for POL/INT (male). These proportions have been steady since 2012-13 (Table 2).

School committees consist of specific roles and appointment based on School academic administrative roles. Non-role-based positions, e.g. staff representatives on the SMB, are elected. Gender imbalance is pervasive on committees based on gender imbalance in the composition of academic staff (overrepresentation of males) and in senior roles. Some committees, such as Education, have a dearth of females, which has had consequences for the curriculum. In 2015-16 our DE has initiated a process of reflecting on the gendered nature of our teaching and on the place of female scholarship in the curriculum, with plans to highlight gender equity in the curriculum from 2016-17 onwards. This initiative partly ameliorates the problem of the very few women on this Committee. We try to guard against overloading female colleagues but it is difficult.

(iv) Participation on influential external committees

Nominations to University committees are made by the HOS. Since 2012-13, senior managers have a practice of seeking dual nominations (female:male) for university committee positions, with the final choice resting with the Dean/Faculty/ PVC. The HOS has encouraged female colleagues to accept nominations for positions when requested and has consciously nominated female colleagues for these posts.

As a consequence, female academic members of staff sit on a number of University committees: a female Professor sits on the SWAN Steering Group (as does our former and present Head of School) and its Equal Pay sub-group, as well as on the Honorary

Doctorates Search Committee. Another female Professor sits on the Teaching Awards Committee, and a female Lecturer sits on the University's Impact Group.

(v) Workload model

The School has a credit-based Workload Allocation Model that takes account of teaching, supervision, research application activity and administrative roles and responsibilities; the intention is to promote a broadly equitable distribution of work amongst colleagues with probationers receiving reduced loads. Credit is allocated to SWAN Champions equivalent to that of the Research Ethics Officer and the School's Disability Officer. To date workloads have not been systematically analysed for gender differences. Such analysis and monitoring will now be undertaken (**Action 5.31**)

The Head of School, in consultation with relevant members of the SMB and in discussion with staff members themselves, assigns administrative roles mindful of the need to promote gender balance. Roles rotate on a three year basis.

A conscious effort has been made in the last three years by the Head of School to ensure gender balance on SMB and female leadership of key Committees.

	Planned Action	Rationale and Key Issues
5.31	Analyse the workload allocation model each year, before it is finalised, for gender differences in workload.	To ensure that female academics are not overburdened, and have similar opportunities as their male colleagues in building a balanced portfolio of responsibilities and leadership skills

(vi) Timing of departmental meetings and social gatherings

The School now holds meetings within core hours (i.e. 10am-4pm). Some activities, such as University open days, are held on weekends or occasional evenings. The School tries not to organise events at such times. In cases where the organization of events outside core hours is unavoidable, participation is generally on a voluntary basis only. The School tries to ensure that staff on part-time or fractional contracts can attend School Board meetings. The schedule for meetings of School Board, SMB, Education Committee, Research Committee and Internationalization Committee as well as Boards of Examiners – all of which are held during core hours – is published at the beginning of the academic year. Other events, e.g. Away Days, are scheduled several months in advance. Celebratory social events are organised on an occasional basis, such as celebration of new books written by School academics, recognition of outstanding achievement awards, prizes and honours by staff and students, seasonal and well-wishing gatherings of various kinds. The School is moving from a culture of early evening socialising to a more inclusive one of lunchtime and afternoon events that can more easily include those with caring responsibilities.

(vii) Visibility of role models

Since 2012-13, the School has become more concerned about providing visibility to female staff and students. Diversity is a consideration in preparing publicity materials. Female members of staff and students feature in all publicity material, and four of the

seven female academics in the School have been featured so far in the University’s visibility-raising series entitled “The DNA of Innovation” (**Action 5.34**). The representation of females among invited speakers has improved steadily since 2012-13 (see 5.6.i culture). The Action Plan target is for invited speakers to this seminar series to be 50:50 by 2018-19 (**Action 5.32**).

We ensure as a result of SAT that no female doctoral student will have an all-male panel at her Annual Progress Review (APR) or at her viva. Given our poor record in inviting females to be external and internal examiners of doctoral dissertations (Tables 33 and 34), our Director of PGR students (female) now actively urges supervisors to seek female external examiners for PhD vivas, where possible, and similarly for internal examiners (**Action 5.33**). A similar situation arises in relation to pathway external examining. We have one female external examiner at undergraduate level since 2013-14, and in future gender is to be a consideration in all such appointments (**Action 5.33**).

Table 33: PGR External Examiner Appointments by Gender

	2012-13	2013-14	2014-15
Male	9	7	6
Female	2	1	0

Table 34: PGR Internal Examiner Appointments by Gender

	2012-13	2013-14	2014-15
Male	8	4	5
Female	3	4	1

We have non-stipendiary visiting professorships, often short term, and are using this to bring in more female role models. In 2014-15 our two significant visitors were female (**Action 5.33**). We have two fractional appointments of remunerated distinguished professors. At present both are male. Rectifying the gender balance requires that the first next such appointment will be female (**Action 5.33**).

Planned Action		Rationale and Key Issues
5.32	Aim for 50: 50 balance of female and male invited speakers by 2018-19	To build on policy initiated by SAT, and ensure visibility of female role models in the School
5.33	Increase numbers of female invited to become <ul style="list-style-type: none"> ○ External Examiners of doctoral theses ○ Internal examiner of doctoral theses; ○ External examiners for UG and PGT; <ul style="list-style-type: none"> ○ Visiting professors; ○ Distinguished professors (fractional contracts) 	Very few females have been invited (or accepted) to be doctoral external examiners; similarly for internal and pathway examining. To embed Swan Athena principles of fairness and balance and to provide suitable role models for female UG and PGR students
5.34	Ensure high female visibility in School publicity material.	Concern that more could be done to promote female role models to students and the wider community.
5.35	Higher participation of female staff and students in outreach activity	

(viii) Outreach activities

Outreach activity is a priority in the School. This is shown by our involvement in Open Days, A Level and Year 12 Conferences, visits to secondary/grammar schools, and careers events. The chance to participate in such events is available to male and female academics and students, albeit within the confines of subject expertise of colleagues, particularly concerning the topics on the A Level curriculum. Recent year's participation at some of these events broken down by gender is as follows:

Table 34: Academic staff participation in Outreach activities

	Undergraduate Open Days		A Level Conferences and School visits	
	Male	Female	Male	Female
2014-15	15	1	4	1
2013-14	10	4	4	0
2012-13	6	2	4	1

There is low female participation here, even in the light of relatively low figures; this is an area for action and the low numbers of female academics available for this work could be addressed by using female postgraduate students, or former female pupils returning to their old schools for talks and presentations with a member of staff (**Action 5.35** along with **Actions 2.1-2.3** on student recruitment). This is good for the student's development and good for the School.

6. CASE STUDIES: IMPACT ON INDIVIDUALS

NOT APPLICABLE – SILVER APPLICATIONS ONLY

7. FURTHER INFORMATION

Not Applicable

8. ACTION PLAN

The action plan has been created to address the key issues identified:

- A** Female undergraduate under-representation in itself, and in its consequences for future female academic progression
- B** Leaky pipeline for postgraduates and post-doctorates to progress to academic roles
- C** Low numbers of academic women and the negative consequences of this for School culture
- D** The need to enhance opportunities for female colleagues' promotion
- E** The need to embed an Athena SWAN culture
- F** The need to provide greater support for students (at every level) for academic career progression
- G** The need to reinforce QUB family friendly policies throughout the School

		Planned action / objective	Rationale	Key Outputs / Milestones	Timeframe	Person / Group responsible	Success criteria and Outcome
1.1	E	Refresh the SAT team as required with attention to gender balance, career stage, student involvement, and diversity	To maintain team motivation and collective ownership of the SWAN agenda. To	SAT team have new PG members and new UG member by May 2016. Review team generally.	Review membership every May.	SWAN Champion / HOS	Dynamic SAT team motivated to drive forward delivery of SWAN objectives as set out in the Action Plan. Twice- annual review of progress on all areas of Action Plan.
1.2	E	SWAN a standing item on the SMB agenda with an annual report in June of each year to SMB and SB	To maintain progress in implementation and track impact of actions	Reinforced awareness of SWAN initiative throughout the School, and on the priority to implement the Action Plan	Regular input into fortnightly SMB meetings detailing progress on specific Action Plan priorities.	SWAN Champion / School Management Board	Delivery of SWAN objectives as set out in the Action Plan

1.3	E	All School Committees will have SAT members	To ensure that SWAN principles are promoted and embedded in all decision-making	Reinforcement and promotion of SWAN initiative throughout the School, and on the priority to implement the Action Plan	In place by June 2016 and subject to six monthly review thereafter on SAT team of which the HOS is a member.	SWAN Champion / HOS	SWAN representation on all School committees to enable delivery of SWAN objectives as set out in the Action Plan. In place by June 2016. All future committee appointments by HOS to be guided by this need. SAT members feed into all committee decisions in the light of priority areas.
1.4	E	SAT team given resources to lead implementation of SWAN Action Plan	Effective delivery of Plan	Reinforcement and promotion of SWAN initiative throughout the School, and on the priority to implement the Action Plan	Resources review with HOS in June 2016. Six monthly review until 2020.	SWAN Champion / School Management Board / Faculty Executive Board	Delivery of SWAN objectives as set out in the Action Plan
1.5	E	Continued involvement by SAT members in University SWAN networks and committees	This provides support and advice for the SAT and enables effective knowledge-sharing for implementation of School SWAN plan	Reinforcement and promotion of SWAN initiative throughout the School, and on the priority to implement the Action Plan	Regular monthly meetings	SWAN Champion / School Management Board / SAT team	Delivery of SWAN objectives as set out in the Action Plan and awareness of new challenges.

2.1	A	Review school recruitment patterns to identify omissions of all-female schools;	Female students are not applying to study POL	Increase by 5% undergraduate numbers in four years Provide figures to all staff and committees so that awareness of gender balance informing all School actions. Increase in female students in Politics and International Studies	Analysis by July 2016 for implementation in new academic year	Chair of Student Growth and engagement committee with SAT member on committee.	Increase of 5% in female UG numbers by September 2020. To have our female undergraduate figures in Politics and International Studies increase annually to reach 5% in four years.
2.2	A	Target all-female schools for focused recruitment to POL (and INT);	Female students are not applying to study POL	Annual review of this data in conjunction with information on offers made and acceptances received.	October 2016 and ongoing	Chair of Student Growth and Engagement Group	New baseline in October 2016. Increase in female applications by 2017. Increase annually.
2.3	A	Implement specific strategies for encouraging females to apply to study POL (and INT), e.g. in mixed gender schools having time with female students before or after the recruitment talk; engaging in a more focused way with female POL teachers	Female students are not applying to study POL	Record visits to key Schools and annually review figures of young women from these schools who have come to study with us.	Strategy in place by July 2016	Chair of Student Growth and Engagement Group	All female and mixed schools sending more female students /but short-term aim to check that visits to target schools taking place

2.4	A	Examine the acceptance rate pattern more closely to identify if profiles explain the differences between female and male students coming to study POL and INT	Female students are not accepting places on POL and INT pathways at the same rate as nationally	Survey offer-holders to ascertain reasons for non-acceptance. This may prove difficult in practice once they have not accepted. On visits to the School by offer-holders try to tease this out.	2016 and ongoing	Advisor of Studies on relevant pathways.	All female and mixed schools sending more female students
2.5	A	Ensure that the School website, recruitment materials, and other outward-facing elements incorporate School female role models, and present an inclusive, diverse image of the School.	Female students are not accepting places on POL and INT pathways at the same rate as nationally	More visible presence of women academic staff and students in publicity material	Full review May 2016 and ongoing on SGEG	QUB Marketing and Student Growth and Engagement Group	Higher female visibility on all marketing materials
2.6	A	Review school recruitment patterns to PHL to identify omissions of all-female schools;	Female students are not accepting places on POL and INT pathways at the same rate as nationally	Numerical increase in percentages of female applications and offers that translate to acceptances	As above	Chair of Student Growth and Engagement Group	Increase year on year of female applications and acceptances.
2.7	A	Target all-female schools and mixed gender schools for focused recruitment to PHL;	Female students are not applying to study PHL at the same rate as male students since 2012-13.	Numerical increase in percentages of female applications and offers that translate to acceptances	As above	Chair of Student Growth and Engagement Group	Increase year on year of female applications and acceptances.

2.8	A	Examine the schools availing of the 'one-off' philosophy talks for sixth formers for gender inclusivity, both in type of school and in attendance of pupils. Implement specific strategies for encouraging females to apply to study PHL, e.g. in mixed gender schools having time with female students before or after the recruitment/one-off talk.	Female students are not applying to study PHL at the same rate as male students since 2012-13.	Increase in range of schools from which female applicants come from	As above	Director of Education and Chair of Student Growth and Engagement Group	Increase year on year on range of schools from which applicants come from.
2.9	A	Carry out a focus group with first year female PHL students, in the first semester, to understand why they chose to study this subject, and what motivated them to apply to study PHL.	Female students are not applying to study PHL at the same rate as male students since 2012-13.	Identify key factors which encourage female applicants to apply, and incorporate this in our marketing/recruitment & conversion activity	Semester 1 of 2016-17	Advisor of Studies and RELEVANT member of SAT	Increase year on year of female applications and acceptances.

2.10	A	Ensure that the PHL section of the School website, recruitment materials, and other outward-facing elements present an inclusive, diverse image of the School.	Female students are not applying to study PHL at the same rate as male students since 2012-13.	Revision of website & School marketing material as required,	Semester 1 of 2016-17	QUB Marketing, Student Growth and Engagement Group & School Manager in consultation with SAT. Will be asked to attend SAT sub-meeting on recruitment.	Enhanced School marketing material contributing to an increase of female applications and acceptances for PHL
3.1	B	Carry out a focus group with female PGT students to understand what motivated them to study in the School.	Female students are not accepting offers to study at PGT level at the same rate as male students since 2012-13, even though their offer rate is significantly higher (in 2 of 3 years).	Identification of key factors which encourage female applicants to apply, and incorporate this in our marketing/recruitment & conversion activity	Semester 1 of 2016-17	Swan Champion is association with SSCC PGT and PGR representative	Increase year on year of female applications and acceptances.

3.2	B	Examine the choice of modules selected by female and male PGT students to see if there are gender differences in their choices, and if these differences can be linked to the subject	Female students are not accepting offers to study at PGT level at the same rate as male students since 2012-13, even though their offer rate is significantly higher (in 2 of 3 years).	Review module options available, if there is evidence that this is detrimental to the recruitment of female students. Discuss in focus group with cohort of relevant students, some of whom will be on the SAT	Review module choices for 2016-17 in October/ November 2016	Swan Champion	Increase in provision of female friendly modules.
3.3	B	Ensure that the PGT section of the School website, recruitment materials, and other outward-facing elements present an inclusive, diverse image of the School.	Female students are not accepting offers to study at PGT level at the same rate as male students since 2012-13, even though their offer rate is significantly higher (in 2 of 3 years).	Revision of website & School marketing material as required, in association with access to planned Swan Athena handbook/ repository of information/ to be accessible.	Semester 1 of 2016-17	QUB Marketing, Student Growth and Engagement Group & School Manager after appropriate consultation with SAT.	Enhanced School marketing material contributing to an increase of female applications and acceptances

3.4	B	Keep the offer, acceptance and conversion patterns for females and males under review in 2015-16 and 2016-17.	There may be a gendered pattern in conversion rates.	Identification of key factors which encourage female applicants to accept and revise conversion activity accordingly	Semester 1 of 2016-17	QUB Marketing, Student Growth and Engagement Group, Director of PG students, School Manager	Enhanced School conversion activity contributing to an increase of female acceptances
3.5	B	Grade distributions among female and male students to be kept under review after each academic year to identify any trends for further action.	There may be a gendered pattern in academic attainment in certain modules/programmes.	Review educational provision if there is evidence of a gendered pattern of academic attainment across certain modules/programmes.	Exam boards in June 2016 and subsequent exam boards.	Director of Education, Director of PG students	Enhanced academic performance at PGT level of female students leading to increased applications and acceptances at PGR level
3.6	B	The paucity of numbers of females at PGR level in PHL to be discussed in focus group with able third year female UG students and out handful PGT and PGR students.	School figures are out of alignment with national averages for female PGT and PGR students.	Review educational provision for PHL students to facilitate increased applications and acceptances of female students at PGT and PGR level	First meeting November 2016 and then annually.	Swan Champion and SAT member from Philosophy	Increased numbers of female PHL students year on year at PGT & PGR level

3.7	B	Female PHL speakers to be prioritised for invitation to speak in the PHL seminar series and to provide role models for the PHL postgraduate cohorts.	Females are not attracted to PHL research studies	Increased numbers of female PHL speakers in research seminar series	Numbers to be reviewed by Research Seminar convenor every semester. SAT involvement if problematic.	Co-Ordinator of School Research Seminar Series	5% increase year on year in number of female speakers
3.8 & 3.9	B	Discuss with female PGRs the obstacles to undertaking part-time study which they have found to be inherent in our processes and policies, and solutions to these impediments. Include the Director of PGR students in the conversation with a view to finding solutions to these issues.	Female part-time research students are declining while the male part-time rate is relatively stable.	Review educational provision for part-time PGR students if there is evidence that the current provision is detrimental to growing this cohort.	Small focus group run by PG Director in November 2016, Report back to SAT for action on findings.	Director of PG students.	Increased numbers of part-time female PGR students year on year

3.10	B	Welcoming line on recruitment material/ adverts for our PhD saying we particularly welcome female applicants. National figures for PGT 38% and PGR 35%. We are dramatically off of the benchmark .	Females are not attracted to PHL research studies in this School	School marketing / advertisement material explicitly encouraging female applicants	Semester 1 of 2016-17	Marketing in association with Director of PG students	5% increase year on year of applications and acceptances at PGT & PGR level
3.11	B	A SAT sub-group to focus on increasing female PGR applications	Females are not attracted to PHL research studies	SWAN Champion to make recommendations to increase female PGR applications	April 2017	SWAN Champion (Philosophy) and SAT sub-group to report back to SAT. PG committee and SMB with recommendations	5% increase year on year of applications and acceptances at PGR level
3.12	B	A lunch meeting with female UG Philosophy students to encourage them to think about applying for PG studies in the field.	Females are not attracted to PHL research studies	Lunch to be held and well attended by female UG PHL students	Semester 2 of 2016-17	SWAN Champion (Philosophy)	5% increase year on year of female applications and acceptances at PGT level

3.13	B	The PHL speaker series to invite equal numbers of female and male speakers so that UG PHL females are provided with disciplinary role-models.	Females are not attracted to PHL research studies	Equal numbers of male and female speakers	Semester 1 of 2016-17	Co-Ordinator of PHL UG Speaker Series	5% increase year on year of female applications and acceptances at PGT level
3.14	B	Ensure tutorials have a male-female balance	Female UG students find the study of POL/INT and Philosophy very male - dominated	Monitoring of gender balance of tutorial classes during Enrolment and Registration, and where feasible facilitating a gender balance	Semester 1 of 2017-18	Director of Education, School support staff	Enhanced gender balance in classes
3.15	B	Continue to bring the Graduate School personal development courses to the attention of PGR students as part of the PGR induction programme	Sustaining the pipeline from PG to academic career	Increased engagement of PGR students with Graduate School training programme. Pilot shadowing lecturers in School	Review in February 2016 and bi-annually thereafter. Report back to SAT on developments and to discuss development of shadowing experience.	Director of PG students/Graduate School/School PG Secretary	Increased uptake by PGR students of Graduate School training/development opportunities, to enhance their academic career prospects. Evidence of shadowing lecturers experience for PGRs.

3.16	B	Consider at SSCC the progression from UG to PGT, and from PGT to PGR, and take on board suggestions for change from the student representatives advice.	Sustaining the pipeline from UG to PG	Issues raised at SSCC and recommended actions implemented	Once a year in March. First in March 2017	School staff members of the SSCCs who are on SAT	5% increase year on year of applications and acceptances at PGT & PGR level
3.17	B	The Education Committee & School Postgraduate Research Committee to pay careful attention to the gender balance among the PG cohort each year, and respond to any decline in female progression. Also to consider time-span and success rate of doctoral submissions.	Sustaining the pipeline from UG to PG	Facilitates early identification of trends in gender related progression and recruitment	Annual review	Director of PG students/Director of Education	5% increase year on year of applications and acceptances at PGT & PGR level Our doctoral submissions are not a problem, or not a gender- problem. Excellent rates of submission and success by women and men. But important to continue to monitor.

4.1	C	Increase the proportion of female applicants for academic jobs in the School through more pro-active actions such as welcoming statements, utilising the academic networks available to the School to invite qualified women to apply, and assessing the gender balance of the applicant pool shortly before the post/s closes	Very low numbers of women at all levels and none in Philosophy	<p>Increase in number of female applicants. Increase in number of women shortlisted. Increase in woman appointed.</p> <p>Ensure 'welcoming' straplines on adverts encouraging women to apply for promotion.</p> <p>Encourage external applications from women for academic posts at all career stages by advertising on specifically female sites, particularly in Philosophy where underrepresentation is absolute –no women.</p>	Next academic post advertised.	Head of School	Increase in number of female applicants. Increase in number of women shortlisted. Increase in women appointed.
4.2	C	Improve promotions pipeline for women at all levels	Percentage of women declines as you go up the pipeline.	HOS to review data on female promotion and feed findings in to Dean and Pro Vice Chancellor	Next round of academic promotions	Head of School	Increase in number of female applicants. Increase in women promoted.
4.3	C	Recruit females to future remunerated fractional appointments	No women appointed to date in fractional professorial appointments	Informally check out possible future female post-holders in advance of vacancy. These positions are reviewed every three years.	Next fractional post available	Head of School in consultation with SMB.	Increase in number of academic women visible in School in senior positions. Actual intellectual contributions and role model.

4.4	C	Continue the SAT-initiated policy of using our academic networks to identify and invite equal numbers of female and male visiting speakers to the School Research Forum.	A need for female role models due to the under-representation of women academics in the School.	Invite more women speakers in research seminar series	Weekly during semester	Co-Ordinator of School Research Seminar Series	5% increase year on year in amount of female speakers. This policy is very successfully in place for a year now.
4.5	C	Actively encourage women to apply for post-doctoral research positions as they arise	To improve the female pipeline into permanent academic jobs	Ensure that both male and female contact persons are listed in advertisements in connection with job applications.	Next PDR position advertised Review annually in view of 50/50 target by 2020.	Head of School in discussion with research grant holder for whose project there is PDR position funding.	Equal balance of women and men in PDR positions in the School.
4.6	C	All School academics undertake unconscious bias training in addition to the University training for interview boards as soon as University provides it (commitment to do so within the next academic year)	To raise awareness, and address, unconscious gender bias in selection processes	Ensure all staff and particularly iv panels have completed appropriate training if involved in appointments process. Provide diversity and unconscious bias training for all members of staff on shortlisting and interview panels.	Next job advertised	Head of School	Ensure the new unconscious bias training in place by time of next recruitment exercise.

4.7	C	Actively encourage women to apply for post-doctoral positions on funded projects.	Females are under-represented among PDRAs in proportion to their presence at PGR level	Encourage external applications from women for academic posts at all career stages by advertising on specifically female sites, particularly in Philosophy.	Next job advertised	Head of School and holder of research grant to which PDR position is attached.	Increase in female applicants and females shortlisted.
4.8	C	Create in SWAN information pack a section for PGRs of post doc options including highlighting our special PDRA support package for successful doctoral students.	Females are under-represented among PDRAs in proportion to their presence at PGR level	SWAN Information pack has multiple purposes and multiple facings. It will contain Swan-relevant material	Part of overall SWAN pack to be in place by November 2016	SWAN Champion in association with member of professional and support staff on SAT	More women in our special PDRA School package for successful graduate students.
4.9	C	Improve potential of PDRA career experience, with focus groups of past and present PDRAs identifying what would assist their career progression.	A pathway out of the doctorate into a career	Review PDRA experience based on issues highlighted by focus groups. Provide insight for present PGR students. One half day workshop for all PDRAs and PGRs facilitated by Director of PG students.	March 2017 And annually if deemed successful	Head of School and Director of PG students.	Increase in female applicants and females shortlisted for academic posts.

4.10	C	Encourage female PDRAs to take advantage of the Concordat to Support the Development of Researchers, and its associated training programme run by the Staff Training and Development Unit.	A pathway out of the doctorate into a career	Review Staff Training and Development Unit uptake of this at annual appraisal and half-yearly appraisal/ review. November 2016 and March 2017 initially.	November 2017	Director of Postgraduate Research Students/Director of Research	Increase in Women in PDRA positions. Increase in future career prospects for women in PDRA positions. Follow up on former PDRs to track progress.
4.11	C	Include female PDRAs in all School activities, especially those supporting female careers in academia. Also include support and professional staff in all social and networking activities.	PDRAs, male and female, have not been included fully in School academic and social activities, nor have support and professional staff, yet role model research shows that female achievement is strongly	Enhanced PDRA work experience in the School and preparation for academic career.	2016 and onwards	Head of School/School Manager	Increase in female applicants and females shortlisted for academic posts. Career development opportunities for PDRAs while in the School. Career development possibilities for support and professional staff through networking. We have a track record of women academic and support and professional staff socialising and networking, but we have only occasionally included PDRAs in our social events.

4.12	C	To retain the School's Postdoctoral Fellowship initiative in the context of Faculty financial reorganisation.	Our post-doctoral community often have no research project to give them a foothold in academic life	Keep these little remunerated but valuable Fellowships as a pathway into publication and out of the doctorate. Valuable PDRA work experience in the School and good preparation for academic or other career.	ongoing	Director of Postgraduate Research Students and HOS.	More females in post doc positions in the School.
4.13	C	Consider making retention offers in the future to temporary female lecturers who obtain job offers from other universities. There are university precedents for this.	Loss of able temporary female lecturers	Retention of able temporary female lecturers	If opportunity arises	School Management Board/QUB Personnel	Increase in duration of temporary contracts for female lecturers leading to enhanced opportunities for permanent posts
4.14	C	Actively mentor temporary staff so that they develop profiles that enable the possibility of retention	Loss of able temporary female lecturers	Retention of able temporary female lecturers	We have one temporary / possibly permanent female PDR at the moment who will be mentored	Senior academic staff mentor directed by HOS	Increase in duration of temporary contracts for female lecturers leading to enhanced opportunities for permanent posts. Mentor current probationer PDR

5.1	C	Encourage external applications from women for academic posts at all levels by advertising through female professional academic networks, such as women's groups in disciplinary associations (e.g. Political Studies Association Women's Group, European Consortium for Political Research Gender and Politics Group, etc.)	To encourage female applicants	As appointments become available advertise as indicated. In seeking approval for academic appointments seek new jobs to develop the intellectual profile of gendered studies in the School e.g. feminist political theory, history of feminist political thought .	Ongoing	HOS / QUB Personnel	Increase in female applicants and females shortlisted for academic posts. Increase in academic areas that might attract female applicants
5.2	C	Highlight existence of School SWAN information pack (see later action) at recruitment stage highlighting family-friendly policies	To encourage female applicants	Boost applications from able female candidates	Every time An academic job is advertised	HOS / QUB Personnel	More women in post by 2020
5.3	C	Make sure that there are both female and male School contact persons are available, and made known to potential applicants	To encourage female applicants	Ensure that there are both a woman and a man who can be informally contacted by job applicants.	Present advertised positions April 2016	HOS/ QUB Personnel	Increase in female applicants and females shortlisted for academic posts.

5.4	C	At shortlisting, if no female has been selected for interview, review the female applications to determine the strongest female and include her in the shortlist.	To boost possibility of female appointment	Boost applications from able female candidates	2016	School Management Board /QUB Personnel	Increase in female applicants and females shortlisted for academic posts.
5.5	C	Aim for a 33% female representation on appointment panels by end of Action Plan period.	To encourage female applicants	Negotiate this with the University over the next four years. Improved gender balance and representation on appointment panels	More than three women on recruitment panel for two advertised jobs May 2016	HOS/ QUB Personnel	33% female representation on appointment panels by end of Action Plan period.
5.6	E	School induction to include SWAN element in form of Athena Swan handbook guide for multiple other deployments.	To provide information on family-friendly and other equality-supporting policies, in response to a need identified in the School culture survey	Reinforcement and promotion of SWAN initiative throughout the School, and on the priority to implement the Action Plan	From first new appointment this year and all successive new appointments	SWAN Champion/ School Management Board/ SAT team	Gender awareness at School induction. More satisfaction with induction in next Culture Survey. Aim for minimum of 75% satisfaction.

5.7	D	<p>Hold an annual 'preparing for promotions' workshop to demystify the process and raise awareness of the excellent supports available through QGI and the University to assist promotions applications; Incorporating this advice in our proposed Swan Handbook</p>	<p>Culture survey indicated that female staff were less clear about promotions criteria than males</p>	<p>Promotions workshop to be held in the School</p> <p>But as a part of this a core review on supports for generating Research Grant Income now core to Academic Standards at Queen's. Our review of promotions data indicated that women are not applying because they do not have the research income. There was a problem with female promotions before however so research income is not the sole reason women are not putting themselves forward for promotion.</p>	<p>Semester 1 of 2016-17</p>	<p>HOS with advice from QGI /QUB Personnel</p>	<p>Increased number of female colleagues applying for and attaining promotion</p>
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5.8	D	Increase the number of eligible women applying for promotions through support structures for grant applications and other career – enhancing interventions.	Figures on number of eligible women applying for promotion over the past three years indicate that though one of the three women eligible successfully applied for a promotion to Readership neither of the other two applied in any of the three years.	Increased numbers of female colleagues applying for grants through supported advice from Research Office.		Director of Research	Increased number of female colleagues applying for and attaining promotion
5.9	D	Using the appraisal process as an opportunity to have a conversation on preparing for promotion.	Imbalance of women at senior levels.	All appraisers to include 'preparation for promotion' aspect in appraisal process.	From November 2016 at bi annual appraisal	School Management Board / All School appraisers	Increased number of female colleagues applying for and attaining promotion

5.10	D	Should a female receive an offer from another university, she will receive advice from a senior colleague and/or Head of School on how to present a case to the University for retention	Retention route is not availed of by female academics.	Retention of able female academic staff.	As occasion arises.	School Management Board	Retention of increased numbers of female academic staff, on enhanced contracts where feasible.
5.11	E	Ensure that Diversity Now online training course is taken by all in the School who have not done so by end 2016.	Basic gender and diversity awareness needs to be sustained and developed	Reinforcement and promotion of SWAN initiative throughout the School, and on the priority to implement the Action Plan	December 2016	Head of School / School Manager	Increase take-up to 100%
5.12	E	Encourage senior female staff through appraisal to apply to and be sponsored by the School in the University In House Leadership Excellence programme and other developmental programmes	To enhance leadership capacities for a wider role in the university	Increased numbers of female academic staff completing the Queen's Leadership Excellence programme and other new programmes coming on stream	2016-2020	SWAN Champion / School Management Board / SAT team	More women in leadership positions.

5.13	E	All female members of staff who have been through probation to undertake leadership development programmes and appraisal training if appropriate	To raise visibility through new skills- on interview panels, university committees – and to provide new networks.	Enhanced development of female colleagues' relevant experience to prepare them for promotion and a wider role in the university.	Count and monitor such training annually. To be supplied to the SAT.	HOS through direction to appraisers / SAT team	Evidence that all women have received appropriate available training by 2020.
5.14	E	Include female PDRA's in all School activities, especially those supporting female careers in academia	PDRAs, male and female, have not been included fully in School academic and social activities, yet role model research shows that female achievement is strongly related to such exposure.	Enhanced PDRA work experience in the School and preparation for academic career.	Every social/ intellectual event from now on	Monitored by member of SAT	Keep track of PDRA's and record career outcomes.

5.15	E	To probe further attitudes towards mentoring/ how staff feel about what is valued in terms of work / what they think about appraisal by holding a further culture survey	Culture survey data revealed that about one-third of staff had concerns about the mentoring and appraisal processes	Conduct new culture survey in summer of 2017 and depending on outcomes consider doing so annually	Summer 2016	SWAN Champion/ SAT team with support of School Manager and support and professional staff. Support and professional staff to be included as with original survey	85 % satisfaction. Increased confidence and engagement by staff in appraisal and mentoring processes and investigation of career needs of support and professional staff. This is difficult in Queen's where academic and support staff cannot be promoted in post but must apply for a post at a higher level in another part of the University.
5.16	E	To retain the School's Postdoctoral Fellowship initiative in the context of Faculty financial reorganisation.	Our post-doctoral community often have no research project to give them a foothold in academic life	Enhanced PDRA work experience in the School and preparation for academic career.	ongoing	Director of Postgraduate Research Students	Increase in female applicants and females shortlisted for academic posts.
5.17	F	Monitor the gender balance in UG take-up of Erasmus and Study Abroad programmes	The need to consolidate the proportion of female students taking up these opportunities	Monitoring of student numbers applying for and undertaking ERASMUS / Study Abroad placements. If a gender imbalance is identified, investigate the reasons why and tailor recruitment activity for these placements accordingly	Review annually	Co-Ordinator/ Director of Internationalisation.	Equal numbers of male and female students undertaking these placements

5.18	F	Ensure that female students relate their positive experiences of a semester/year abroad to students considering the opportunity	Mindful of the powerful influence of female role models on other women's expectations and ambitions, this action should assist in keeping up the numbers of female students availing of study abroad opportunities	Female students who have undertaken ERASMUS/Study Abroad to speak positively about their experience at information events promoting these schemes	At annual meeting to promote programme	School ERASMUS / Study Abroad Co-Ordinator/ Director of Internationalisation.	Equal numbers of male and female students undertaking these placements
5.19	F	Clarify with the Learning and Development Service that gender awareness is a consideration in selection and training of Peer Mentors.	The need to provide gender awareness guidance to student Peer Mentors; the importance of providing female role model mentors	To ensure the best possible service is provided by student Peer Mentors to female students. LDS to review scheme as appropriate.	Review and tabulate process annually in September	School Student Liaison Officer	Female on female peer mentoring provision for women students if desired and all mentors to have had gender awareness training.

5.20	F	In evaluating student feedback on Personal Tutor and Advisor of Studies services, disaggregate responses by sex to see if there are gender-based differences.	To understand students' needs in academic guidance and fine-tune these services if required	Investigate gender-based differences arising from student feedback on Personal Tutor and Advisor of Studies services.	Annually	School Student Liaison Officer	High satisfaction levels on student feedback on Personal Tutor and Advisor of Studies provision to female students
5.21	F	Continue our recent policy of ensuring that female PGR students will not have all- male panel at APR level, or in their viva.	Representation and role modelling.	Ensure academic panel membership is representative and gender balanced.	2016-2020	Director of Postgraduate Research Students	All female students have at least one woman on their Annual Progress Review panels.
5.22	F	Using multiple methods of investigation (focus group, survey, individual discussion, policy analysis), determine the causes for fewer female TAs, given their majority among PGRs, and take remedial action as appropriate	Understand, and rectify, the gender imbalance in PGTA appointments.	Ensure female PGRs are availing of teaching assistant opportunities, to enhance their career progression and development	2016-2020	Tutor for TAs and TA interview panel	Increased numbers of female PGR students availing of teaching assistant opportunities.

5.23	G	Information about KIT days included in the School SWAN handbook and in the dedicated folder on the School SharePoint	Awareness-raising of the opportunity to avail of KIT days.	Produce the handbook and also put on outward facing media- twitter/ Facebook / School recruitment site	Handbook to be completed by August 2016. Thereafter to be reviewed annually	Sub group lead by SWAN Champion to produce this handbook/guide for multi-purpose dispersal and display; Marketing to assist with its positioning on outward-facing media. Career enhancement opportunity for member of support and professional staff to co-produce this key text for multi-media display.	Presence of SWAN 'pack' in multiple locations with University Silver Swan logo to announce out commitment to Swan Athena principles in all areas.
5.24	G	Ensure that the QUB policy of providing a dedicated research semester on return from maternity (or other long-time care) leave is implemented	Mothers (and others who have availed of long-term care leave) need the time to re-engage with their research on return to work	Enhanced re-engagement with their research on return to work by female academic staff	As occasion requires	HOS in consultation with SAT Committee member	Increased numbers of female colleagues taking a research semester, on return from maternity (or other long term) leave.

5.25	G	Transition to full-time working to include a structured re-integration and career development plan	To minimise the challenges of upscaling working hours and reintegration, and to plan career trajectory ambitions	Planning meeting with HOS and appraiser for academic staff or line manager for professional and support staff and to work out plan. HOS and line manager (usually School Manager) to discuss at SAT if appropriate	In anticipation of return (KIT day perhaps).	Staff mentor and appraiser	Increased morale and satisfaction amongst female staff returning to work
5.26	E	Ensure a gender balance among invited speakers to the Research in Progress seminar series	To provide female role models in the discipline to all academics and students, especially to females, to dispel the image of Politics and Philosophy as being male disciplinary preserves	Provision of increased female role models. Upping of profile of women in the School	2016-2020 Weekly in semester. Records to be kept.	Research in Progress seminar convenor.	Already in place and proportion to increase year on year.

5.27	G	Ensure that the Research in Progress seminar series ends at 16.00, in line with family-friendly working practices	The Research in Progress series is a space for intellectual discussion, and ending at 1600 promotes an inclusive intellectual environment for all, including those with care responsibilities	Enable improved gender balance and overall attendance at RIP seminar series, via a family friendly ethos	2016-2020	RIPS Co-Ordinator	Increased numbers of female colleagues attending the RIP seminars, which end before 16.00
5.28	G	Ensure that the administrative meetings of the School are scheduled to occur normally between 10.00 and 16.00	To maximise participation and balance family-work responsibilities.	Enable improved gender balance and staff participation across all School activities, via a family friendly ethos	2016-2020	Head of School / School Manager	Increased numbers of female colleagues participating in School committees

5.29	E	Recruitment and communication materials and social media; opportunities to nominate for prizes, honorary doctorates, examiners, committee membership and other representative functions – all to be gender-balanced. Where there is one position open for nomination, that a female and male be put forward for consideration	To raise the visibility of females in the disciplines of the School, to give practical effect to our commitment to equality and diversity and to the SWAN charter principles.	Make nominations for awards and positions more accessible to female staff	2016-2020	SWAN Champion / School Management Board / SAT team	Increased numbers of female nominees for awards and positions.
5.30	G	Grievance and disciplinary policies on work-life balance, bullying and harassment to be clearly explained and made available in the School SWAN Handbook and on SWAN sharepoint	To inform all staff of these policies and procedures as the culture survey indicated lack of awareness.	To inform all staff of these policies as the Culture Survey indicated a lack of awareness.	Semester 1 of 2016-17	School Manager	Availability of School policies on SharePoint and multiple platforms

5.31	G	Analyse the workload allocation model each year, before it is finalised, for gender differences in workload.	To ensure that female academics are not overburdened, and have similar opportunities as their male colleagues in building a balanced portfolio of responsibilities and leadership skills	Enable an equitable allocation of workload and opportunities amongst academic staff, free from any gender related imbalance	2016-2020	Head of School / School Manager	More equitable workload allocation model.
5.32	E	Aim for 50: 50 balance of female and male invited speakers by 2018-19	To build on policy initiated by SAT, and ensure visibility of female role models in the School	Provision of increased female role models to raise confidence of female colleagues to apply for promotion	2016-2020	SWAN Champion / School Management Board / SAT team	Increased numbers of female nominees for awards and positions, and applying for and attaining promotion.

5.33	E	Increase numbers of female invited to become external examiners & internal examiners of doctoral theses, external examiners (UG & PGT), visiting professors & distinguished professors	Very few females have been invited (or accepted) to be doctoral external examiners; similarly for internal and pathway examining. To embed Swan Athena principles of fairness and balance and to provide suitable role models for female UG and PGR students	Communicate proactively the opportunities to female staff to become external examiners & internal examiners of doctoral theses, external examiners (UG & PGT), visiting professors & distinguished professors	2016-2020	SWAN Champion / School Management Board / SAT team	Increased numbers of female staff becoming external examiners & internal examiners of doctoral theses, external examiners (UG & PGT), visiting professors & distinguished professors
5.34	E	Ensure high female visibility in School publicity material.	Concern that more could be done to promote female role models to students and the wider community.	Review quantity and quality of female visibility in School publicity material, and revise material as appropriate.	2016-2017	Student Growth and Engagement Group / QUB Marketing	Enhanced, positive female visibility in School publicity material

5.35	E	Higher participation of female staff and students in outreach activity	Concern that more could be done to promote female role models to students and the wider community.	Targeted engagement of female staff and students in School outreach/recruitment activity, workload permitting	2016-2020	Student Growth and Engagement Group/ SWAN Champion/ SAT team	Increased applications and acceptances by female students at all levels.
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