



Department Application
Application for Silver Award



Name of institution	Queen's University Belfast
Department	School of Modern Languages
Focus of department	AHSSBL
Date of application	4 December 2015
Award Level	Silver
Institution Athena SWAN award	Date: 2014 Level: Silver
Contact for application	Anna Tristram Claire Moran
Email	a.tristram@qub.ac.uk c.moran@qub.ac.uk
Telephone	02890 973340 02890 973147
Departmental website	http://www.qub.ac.uk/schools/SchoolofModernLanguages/

ABBREVIATIONS USED

AHSS	Arts, Humanities and Social Sciences
AHSSBL	Arts, Humanities, Social Sciences, Business and Law
AP	Action Plan
CCEA	Council for the Curriculum, Examinations and Assessment
CIP	Confirmation in Post
DE	Director of Education
DR	Director of Research
EC	Education Committee
EOU	Equal Opportunities Unit (QUB)
FEB	Faculty Education Board
HEIDI	Higher Education Database for Institutions
HESA	Higher Education Statistics Agency
HOA	Head of Area
HOS	Head of School
ICRH	Institute for Collaborative Research in the Humanities
P&S	Professional and support (staff)
PDRA	Post-Doctoral research assistant
PG	Postgraduate
PGR	Postgraduate Research
PGRC	Postgraduate Research Committee
PGT	Postgraduate Taught
PI	Principal Investigator
PSSCS	Professional and Support Staff Culture Survey
SAT	Self-Assessment Team
SB	School Board
SL	Senior Lecturer
SMB	School Management Board
SML	School of Modern Languages
SPSC	School Postgraduate Student Committee
SSSC	School Staff Student Committee
STDU	Staff Training and Development Unit
TA	Teaching Assistant
TEQ	Teaching Evaluation Questionnaire
UG	Undergraduate
UPC	University Promotions Committee
VC	Vice Chancellor
WLM	Work Load Model

OVERALL WORD COUNT

Section	Recommended	Actual
1. Letter of endorsement	500	481
2. Description of the department	500	558
3. Self-assessment process	1000	1172
4. Picture of the department	2000	2760
5. Supporting and advancing women's careers	6500	7131
6. Case studies	1000	1093
7. Further information	500	0
TOTAL	12000	13105

SML requested and was granted an extension of 1000 words due to complex departmental structure (see email below). The extra words were used in sections 2, 3, 4, 5, and 6. This is indicated in the relevant places in the application. The above actual total of 13105 includes cross-references to actions within the text (totalling 105 words) which do not count towards the word limit.

From: Athena Swan [AthenaSwan@ecu.ac.uk]
Sent: 03 December 2015 12:54
To: Claire Moran
Cc: Athena Swan
Subject: RE: SWAN Application - word count

Dear Claire,

Thank you for getting in touch. I can confirm that Modern Languages at Queen's University Belfast have been granted an additional 1000 words. When you submit your application, can you please include a copy of this email. These words can be used in any section in the application, but can you indicate where these words have been used, in the word counts at the end of each section.

Best wishes,
James

James Lush
Equality Charters Adviser
Equality Challenge Unit
T: 020 7269 6547
M: 07889 757 390
E: james.lush@ecu.ac.uk

Follow us on Twitter: @EqualityinHE | @Athena_SWAN

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

WORD COUNT: 481



School of Modern Languages
Queen's University Belfast
Belfast
BT7 1NN
Northern Ireland

Tel: +44 (0) 28 9097 5362

Fax: +44 (0) 28 9097 5345

ml@qub.ac.uk

www.qub.ac.uk

Dear Panel

As Head of the School of Modern Languages, I am delighted to support our application for a Silver SWAN award.

The School was formed in its current structure in 2011 and I was appointed Head of School. Our SAT team was formed in 2013 and one of our Swan Champions is a now member of the School Management Board. As a Professor and a working mother, I am highly committed to the principles and practice that underpin Athena SWAN. My goal is to create a supportive and inclusive atmosphere, enabling all staff – female and male – to participate fully in the life of the School, to achieve excellence in their professional life, to be recognised properly for their successes and to progress in their career path. SWAN is therefore firmly embedded in my annual 'aims and objectives' and I am accountable to my Faculty PVC as part of the annual appraisal process.

The School's staffing profile has changed considerably in the past five years; the majority of academic staff are now women. This is the case both at Lecturer and SL level, while half the Professors are women, all of whom have considerable leadership roles both inside Queen's and externally in their discipline. All three female Professors are working mothers; I would hope, therefore, that more junior female staff have positive role models that demonstrate that it is possible to progress in an academic career and to achieve a balance between professional and family life.

The School SAT has already had a significant impact on culture and practice. Our policy of counting up to a year of maternity leave as 'worked' for the process of sabbatical application (which pre-dates the creation of the SAT) is now complemented by a new policy of giving women a teaching-free semester on return to work. Additionally, as a result of SAT consultations, we now have a 'core hours' policy regarding meetings and teaching, enabling both men and women to balance family and working life.

However, we cannot be complacent and there is much work still to be done. The majority of staff in the School are either on probation or are Lecturer grade: a crucial threshold for all staff, particularly for women, is promotion to a Senior Lectureship and the period prior to application for SL often coincides precisely with the period where women start a family. It is essential that we encourage and enable staff – both male and female – who are developing a Senior Lecturer profile to follow this through to a successful promotion application.

I am confident that our action plan will allow us to build on this positive change in the last five years, leading to a long-term embedding of gender equality in the School and a confident, positive working environment where everyone can reach their full potential.



Janice Carruthers
Professor of French Linguistics
Head of the School of Modern Languages

2. DESCRIPTION OF THE DEPARTMENT

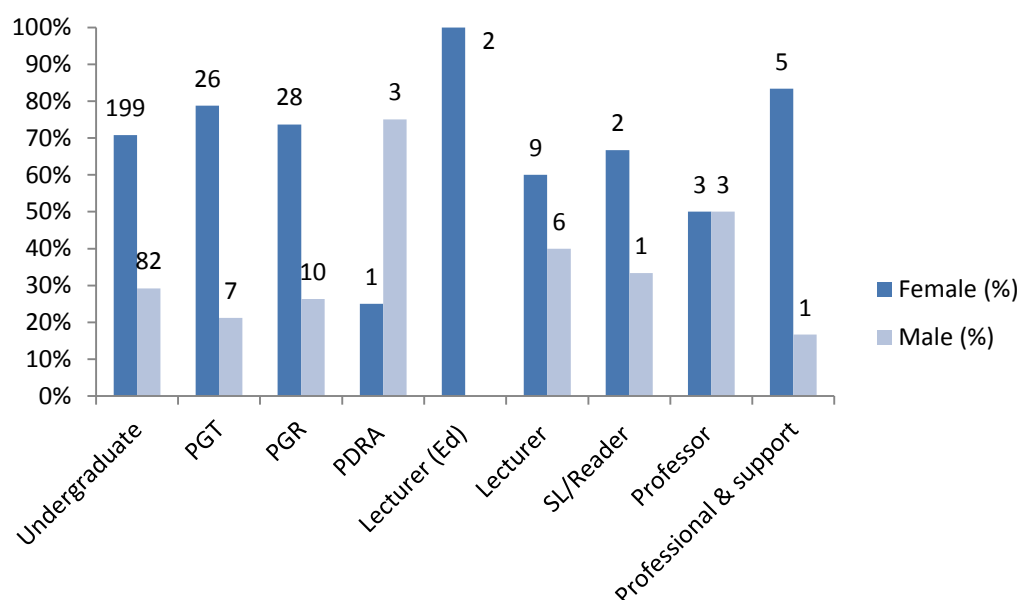
WORD COUNT: 558 (58 extra words)

Description of staff and student body

The School of Modern Languages is a teaching and research-intensive unit which is one of nine schools in the Faculty of Arts, Humanities and Social Sciences. It comprises three language areas (French, Irish, Spanish & Portuguese), one postgraduate unit (Translation & Interpreting), a small group of postdoctoral researchers and a team of support staff. Undergraduates can take Single and Joint degrees within the School; or a Joint degree with a subject outside the School.

There are currently 281 undergraduates, 33 PGT and 38 PGR students in the School, all cohorts being majority female. The overwhelming majority are full-time students. In the current staff cohort (November 2015), there are four postdoctoral researchers, three of whom are male. There are only two Lecturers (Education), both of whom are female; one is temporary and one works part-time. All lecturers, SLs, Readers and Professors are full-time and permanent, although one Professor (Margaret Topping) is currently seconded to a senior leadership role in the university. All grades – Lecturer, SL/Reader and Professor – are well-balanced for gender: the Lecturer and SL/Reader grades have a small female majority, although the numbers at SL/Reader level are very small. The small numbers at SL/Reader level is an issue to which we will return at several points in this document and in the AP. At professorial level, the profile is 50:50 (see Figure 1). Support staff are majority female (5/6).

Figure 1 – Current percentages of female and male staff & students¹

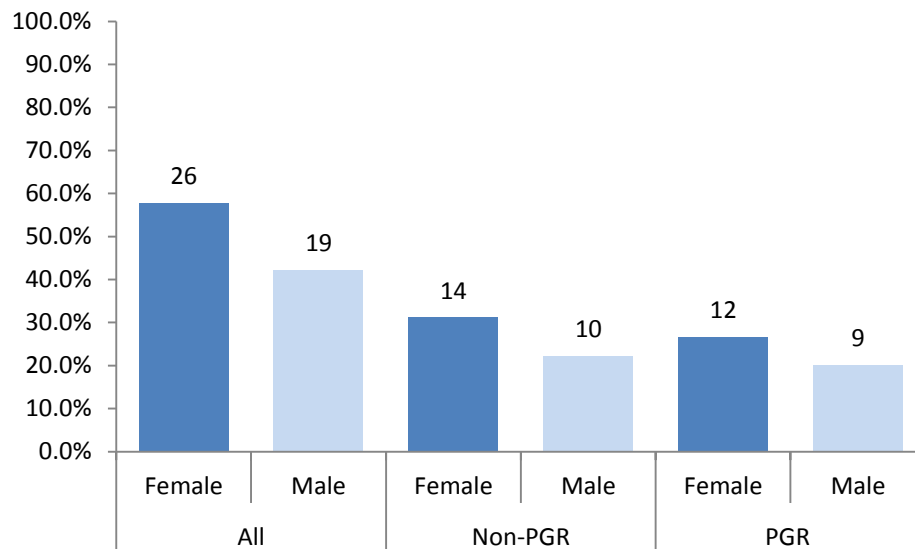


There are also a number of teaching assistants who do not appear in the staff data. They are engaged on a 'contract for services' basis, allowing us to respond to specific teaching needs in a flexible and nimble manner (Figure 2). They undertake mainly oral classes, specialist teaching (e.g. business or legal language) and some other classes, as

¹ Staff numbers are headcount as at November 2015. Student numbers are as at February 2015, since figures for the current academic year (2015-16) are not available until February 2016.

the need arises. This group includes a number of postgraduate students who are offered teaching experience as part of their postgraduate professional training programme (the postgraduate numbers are shown separately in Figure 2). The teaching assistant cohort, like the School core staff, is well balanced for gender, with a small female majority.

Figure 2 – Current (Nov 2015) percentages of female and male Teaching Assistants



Structures

The HOS is line manager for all staff in the School and therefore signs off on all processes relating to staff probation, CIP, appraisal, promotion, flexible working, leave etc. The School has a Director of Education (DE), a Director of Research (DR) and a School Manager. The DE and DR work with the Head of School to give leadership in Education and Research respectively and the School Manager works with the HOS to ensure the smooth running of key management and administrative functions. She also manages the other support staff.

There are also heads of the three language areas (French, Irish, Spanish & Portuguese) who have responsibility for the delivery and assessment of modules and for the academic progress and pastoral care of the students in their areas. The School has a postgraduate coordinator who leads on all postgraduate matters relating to provision and to students.

There are a number of other important roles such as advisor of studies, personal tutor, level convenor, recruitment lead, year abroad co-ordinator.

The School Management Board is the key decision-making body and a variety of committees report to SMB. It is chaired by the HOS and comprises the HOS, DE, DR, REF Champion, School Manager, the PG Convenor, one Swan Champion, an elected member of staff and two nominees of the HOS.

3. THE SELF-ASSESSMENT PROCESS

WORD COUNT: 1172 (172 extra words)

(i) A description of the self-assessment team

In September 2013, following new University guidelines, the HOS, Prof. Janice Carruthers sent out a call for volunteers to take on the SWAN Champion role for Modern Languages. Dr Claire Moran and Dr Anna Tristram volunteered and became joint champions. Following advice from the University SWAN Champions Network re the gender/grade composition of the SAT, they approached a senior male colleague, Professor Greg Toner, the School Manager, Ms Deirdre McCrory and the HOS. This initial team expanded in Sept 2014 to include staff and students at every grade and level within the School with consideration for gender balance, work-life balance and caring responsibilities. This larger team then became divided into subgroups, including (a) the core SAT, (b) the working group for staff issues (c) working group for student issues. Anna and Claire chair all subgroup meetings, feeding back to the core SAT, while Janice chairs the SAT meetings. The champions benefit from 10 workload model points annually, which is the equivalent of a convening role.

Table 1 – Self-Assessment Team & subgroups

Core SAT		
Professor Janice Carruthers	Female Head of School	QUB staff since 1989. Married to QUB academic. Two children (1 girl, aged 15; 1 boy aged 11)
Ms Deirdre McCrory	Female School Manager	QUB staff since 1997. Married. No caring responsibilities
Dr Claire Moran	Female SWAN champion	Lecturer in French since July 2006. Married to QUB academic. Two children (boy aged 6; girl aged 4). No family in Northern Ireland.
Professor Greg Toner	Male Irish Studies	QUB staff since 2011. Married. Two sons aged 21 and 18
Dr Anna Tristram	Female SWAN champion	Lecturer in French since February 2013. Married. Husband commutes Belfast-London; 1-yr-old daughter. No family in Ireland.
Staff subgroup		
Dr Piotr Blumczynski	Male	Lecturer (Translation)
Dr Fiona Clark	Female	Lecturer (Spanish)
Dr Sarah Eardley-Weaver	Female	Lecturer on probation (Translation)
Dr Anne Holloway	Female	Lecturer (Spanish)
Dr Dominique Jeannerod	Male	Lecturer (French)
Dr Steven Wilson	Male	Lecturer on probation (French)
Student Sub Group 2014-15*		
UG	Daniel Parsons (M) (French)	
PGT	Maeva McComb (F) (French)	
PGR	Ewa Sherwood (F) (Translation), Charlotte Mitchell (F) (Spanish), Padraig Mac Conagle (M) (Irish)	

*See 3.(iii) below for proposed changes to this team (SSSC)

(ii) An account of the self-assessment process

The School of Modern Languages at Queen's was established in 2011, after a process of restructuring and separation from the original School of Languages, Literatures and Performing arts. It has been led from its inception by Professor Janice Carruthers who has instigated an emphasis on excellence in all areas of research and education. It is within this context that gender quality has emerged as a priority as it means enabling every member of the Modern Languages team to contribute to these goals, reflecting the Athena SWAN principle 1. Belonging to the smallest school in the University, SML staff members benefit from a friendly and supportive working environment but as a multi-subject School, the administrative burden can be disproportionately large. The principal goal of the self-assessment process was to promote and advance the careers of women whilst enabling all staff to reach their potential. We also aimed to formalise good practice, as well as review gender inequalities at all levels and grades, including undergraduate, postgraduate taught, doctorate, professional and support.

The core SAT team was established in 2013 and has met 3 times per semester, in addition to subgroups and related activities also taking place during the semester. We recognize the need for more frequent meetings (see section 3.iii.) There were two first steps taken by the team:

1. An analysis of staff and student data with a view to identifying potential issues in career advancement for women.
2. The creation of a culture survey. This was carried out in October 2013 and aimed to identify good practice and areas for improvement within the School. It had an excellent response rate (over 80%) and the results are discussed in 5.6 (i).

The initial analysis of student and staff data showed that our intake of students was predominantly female (see Figure 3). We identified this as an area for action and put recruitment policies in place to attract more males. We can note some impact from this action in the number of applications from males to our School (see Table 2). However, more work needs to be done in this area (actions 2.1 and 2.2).

The SWAN champions communicate regularly with all school members through email and Claire sits on the Education Committee (EC), which meets monthly and the SMB which meets fortnightly and where SWAN: Gender Equality and Diversity is a standing item. The Champions also report on actions and updates to the entire school through their presence at SB, where SWAN is also a standing item, and which takes place each semester. This strong presence in the School ensures that important consultation on actions takes place at a number of levels and that gender equality policies have high visibility.

The SAT team has also benefited from the close liaison with the University SWAN Champions group which meets on a monthly basis. In particular, the buddy-programme, instigated by this group allowed our School to be paired with the School of Nursing and Midwifery, a Silver Stem School, whose advice and support in creating and implementing actions has been significant. Anna and Claire, together with the Champion in the School of English, also chaired the AHSS SWAN group, which included 9 Schools. This group has also met monthly over the last two years and has been an invaluable source of practical help, as well as providing a forum in which to exchange

ideas and insights with regard to the application of SWAN policies to Arts and Humanities.

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

The SAT aims to meet on a monthly basis to make progress with actions and improve policies. In order to adhere to this, the team now plans meetings 1 hour in advance of the monthly EC, which also feature a SWAN standing item.

The monitoring of the Action Plan (AP) will take place through the regular updating of progress through SMB and in person through the presence of both the Chair and one of the SWAN champions (Action 6.1). The DE will also report progress on SWAN to Faculty Education Board (FEB), where SWAN is a standing item. Janice, as HOS, will also report to the Faculty PVC on progress, which is then reported to the VC. The Staff working group and related focus groups will continue to be used as a way of monitoring the effect of new and existing SWAN policies. SWAN: Gender Equality and Diversity is a standing item on the School Staff Student Committee (SSSC) and the School Postgraduate Student Committee (SPSC), both of which meet each semester. This marks a change from the initial student working group and will enable SWAN policies to gain greater visibility, as well as ensuring student needs are met with regard to equality and diversity.

The SWAN champions will continue to actively participate in both SB and to the University SWAN Champions Network.

Staff and students will be updated on SWAN policies through SB presence and via emails, the School website with its designated SWAN page and intranet postings. We also plan to improve our School SWAN page (see Action 5.1).

Succession planning includes ensuring that SWAN remains a standing item on key boards such as SMB, EC and SB and encouraging staff from the SAT subgroup to work-shadow the Champions so that new Champions can be inducted more efficiently. Male members of staff from this group have already expressed interest in taking on the role. It is planned that in future one Swan champion should be male and one female (Action 5.4). The distribution of workload points for SWAN is reviewed annually (Action 5.2), as are the points for committee members.

SWAN champions will continue to be encouraged to apply for awards by the University and will continue to be supported by the Director of the Queen's Gender Initiative and the Director of the University SWAN Champions Group.

As a pioneering SAT in AHSS at QUB, we plan to use feedback on this process to help other AHSS Schools applying for awards in the future. To this end, a document is under preparation for discussion at the SWAN Champions Network in December.

4. A PICTURE OF THE DEPARTMENT

WORD COUNT: 2760 (760 extra words)

4.1. STUDENT DATA

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

N/A

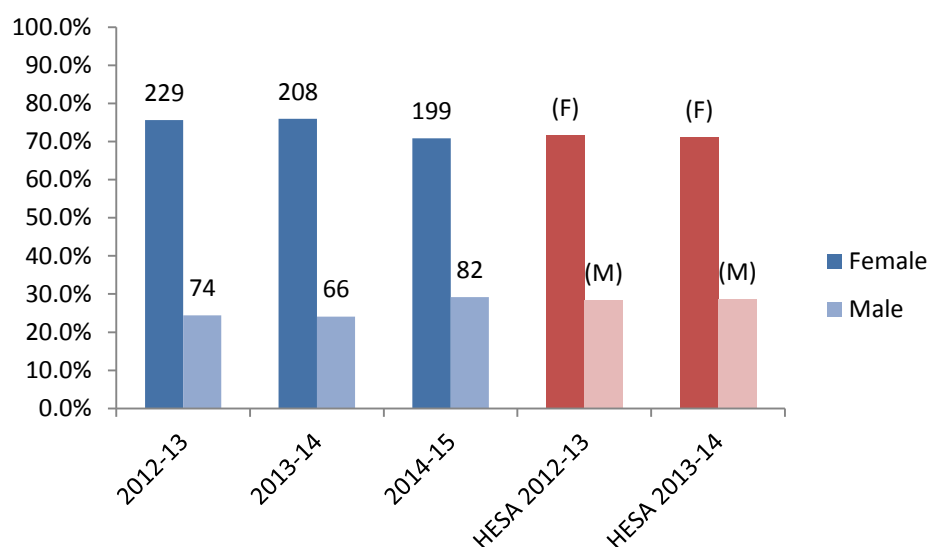
(ii) Numbers of undergraduate students by gender

The School offers courses in three language areas: French, Irish and Spanish & Portuguese. German was previously offered but was discontinued in 2010 with a small number of students over this period (5) remaining on the course as it was being taught out. Figures in this section relate to the overall number of students in the School rather than to individual subjects.

The undergraduate gender profile of the School is closely aligned with national trends shown by HESA data (

Figure 3). In SML at QUB, the percentage of females stood at 76% (229 and 208) in the first two years of the period, decreasing to 71% (199) in 2014-15. This shows some progress towards increasing representation of males in Languages but more work remains to be done (Actions 2.1 and 2.2).

Figure 3 - SML UG student data and HESA benchmarking data by gender²



Applications and Offers

Processing of applications is based wholly on ability to meet the entrance requirements (BBB in the census period). There is a close correlation between the gender balance of applicants and those who receive offers (Table 2). It will be noted that the percentage of male applicants has risen from 30% (136) in 2012-13 to 34% (149) in 2014-15, with a concomitant rise in the number of offers from 28% (121) to 33% (138). This tallies with

² HESA data shows % only for comparison of trends. Aggregated data for French, Spanish & Portuguese and Irish & Celtic; note that 2014-15 figures were unavailable

a rise in the percentage of males accepting a place on a course which now stands at 33%. The increase is small but may be the result of a strategy adopted in recent years to make languages more attractive to males.

Table 2 - UG applications, offers and acceptances by gender

		Applications		Offers		Acceptances	
		Female	Male	Female	Male	Female	Male
2012-13	n	320	136	305	121	62	17
	%	70.2%	29.8%	71.6%	28.4%	78.5%	21.5%
2013-14	n	272	141	260	135	59	21
	%	65.9%	34.1%	65.8%	34.2%	73.8%	26.3%
2014-15	n	286	149	276	138	57	28
	%	65.7%	34.3%	66.7%	33.3%	67.1%	32.9%

Table 3 maps the numbers of acceptances onto offers and offers to acceptances in order to allow us to track the success rate for males and females from application through to commencement on a course. It confirms that gender does not affect the likelihood of a student getting an offer. Although there is some variability in the number of males receiving an offer, this has stabilised in 2013-14 and 2014-15 and it is comparable to the female profile. However, it is evident that female students are usually more likely to accept a place, possibly because they are more likely to gain the necessary grades. The absolute number of males accepting a place has risen from 17 to 28, representing an increase from 14% to 20%, supporting the conclusion that recent attempts to increase male representation are paying off; however we continue to develop this area (Action 2.1 and 2.2).

Table 3 - UG applications, offers and acceptances by gender showing percentage proceeding to the next stage (offers/applications and acceptances/offers)

		Applications		Offers (as % of Applications)		Acceptances (as % of Offers)	
		Female	Male	Female	Male	Female	Male
2012-13	n	320	136	305	121	62	17
	%	-	-	95.3%	89.0%	20.3%	14.0%
2013-14	n	272	141	260	135	59	21
	%	-	-	95.6%	95.7%	22.7%	15.6%
2014-15	n	286	149	276	138	57	28
	%	-	-	96.5%	92.6%	20.7%	20.3%

Attainment

Females and males match each other in attaining 1st class degrees – both genders stood at 14% in 2012-13 rising to 26% in 2014-15 (Table 4). Female performance has been fairly consistent in 2.i and 2.ii categories. Male performance has shown more fluidity, with something of a tendency to lag behind females in the 2.i band and a marked predominance in the 2.ii band in all but the most recent year. However, the absolute numbers of males in this band is small (6, 3 and 2 in each of the years).

A small number of females were awarded 3rd class honours in the first two years of the data, falling to zero in 2014-15, whereas no males were awarded degrees in this band during this period (Table 4). However, the total number of males is significantly smaller in each year than the number of females (see rightmost column of Table 4), so that if men were to attain thirds at the same rate as women it would amount to no more than a single student in any year.

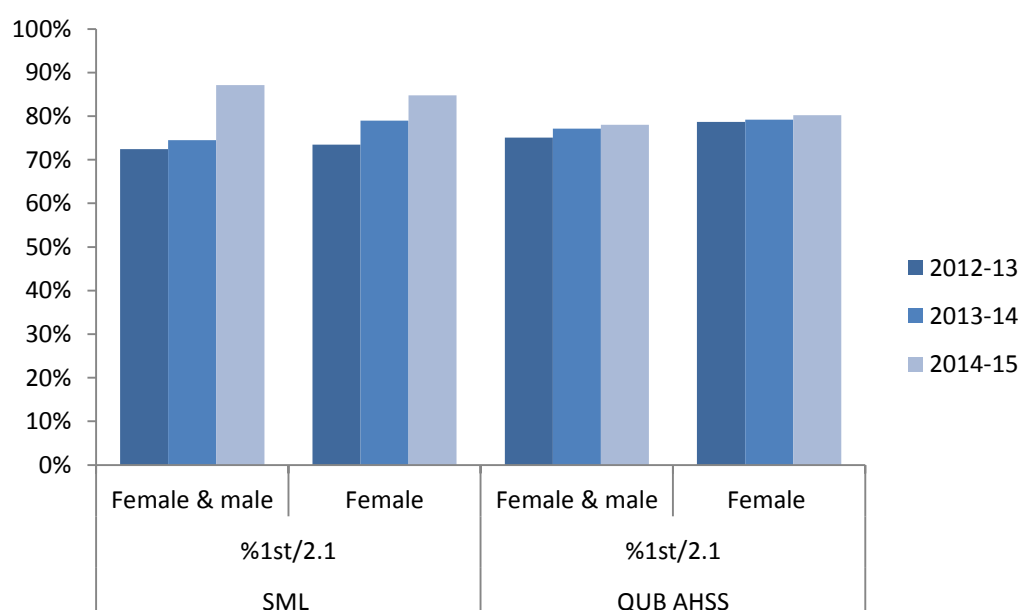
On average, female students are more likely to achieve a good degree (1st/2.i) than males (see Figure 4), although in 2014-15 male students edged ahead (89.5% against 84.8%) due to a stronger showing in the 2.i category. This is in line with awards made across QUB AHSS schools, with both male and female candidates in Languages performing more strongly than their peers elsewhere in the university.

The statistics tend to suggest that parity of attainment is being achieved in the School as a result of rigorous assessment procedures. The University has had anonymous marking of examination scripts throughout this period, and in 2014 the School moved to anonymous submission procedures for all coursework worth 10% or more of a module mark.

Table 4 - Degree attainment (classification) by gender (all subject areas)

Degree Class	1st		2.i		2.ii		3rd	
	F	M	F	M	F	M	F	M
2012-13	9	3	38	12	14	6	3	0
	14.1%	14.3%	59.4%	57.1%	21.9%	28.6%	4.7%	0.0%
2013-14	9	2	36	5	11	3	1	0
	15.8%	20.0%	63.2%	50.0%	19.3%	30.0%	1.8%	0.0%
2014-15	12	5	27	12	7	2	0	0
	26.1%	26.3%	58.7%	63.2%	15.2%	10.5%	0.0%	0.0%

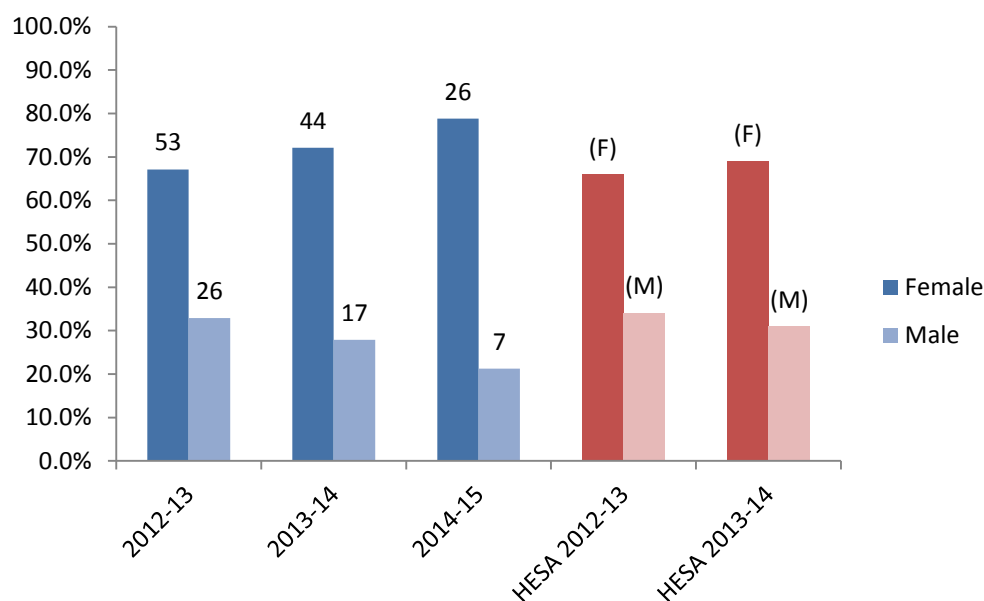
Figure 4 – SML UG % attaining 1st & 2.i degree by gender compared to QUB AHSS % figures



(iii) Numbers of men and women on postgraduate taught degrees

PGT students have predominantly taken the MA in Translation Studies with smaller numbers on the MA Interpreting and the MA Languages. The MAs in Interpreting/Translation include a professional qualification and attract a significant international (mainly Chinese) student cohort. As a result of significant external recruitment, therefore, no direct comparisons can be made between UG completions and MA intake.

Figure 5 - SML PGT students and HESA benchmarking data by gender³

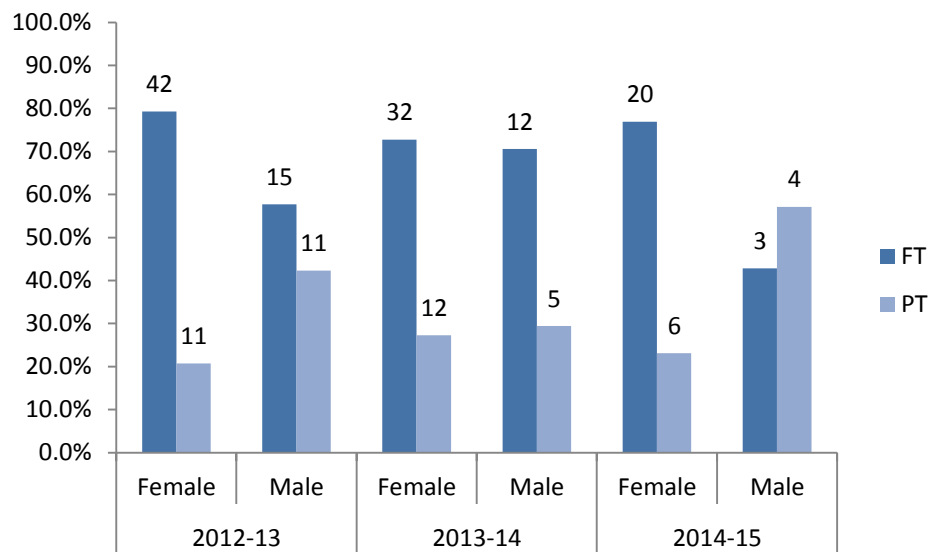


The data show a significant fall in the overall numbers of both men and women taking MAs from a total of 79 to 33 (Figure 5). At the same time, we see a decline in the proportion of male students on these programmes, falling from just under a third (26) in 2012-13 to 21% (7) in 2014-15. HESA benchmarking figures show that QUB was closely aligned to national trends in 2012-13 and 2013-14 but no figures are available for 2014-15 when we see the dip in the number of males at Queen's.

Figure 6 shows that a greater proportion of men have pursued part-time study whereas women tend to follow a full-time pathway. Thus, a decline in the overall numbers studying part-time during this period has had a disproportionate effect on men. However, an even bigger drop has occurred in the number of men studying full-time (down to 3 in 2014-15). This may be related to the lack of funding opportunities at MA level, increasing fee levels and continued pressure on household budgets. It is noteworthy, for example, that the number of applications from women has remained steady but that there has been a substantial decline in the number of applications from men overall (Table 5 next subsection). Action 3.2 will investigate this.

³ HESA data shows % only for comparison of trends. Aggregated data for French, Spanish & Portuguese and Irish & Celtic. Note that no HESA figures were available for Translation & Interpreting; further, 2014-15 figures were unavailable.

Figure 6 - SML PGT by gender and FT/PT status (all subject areas)



Applications

Offers are made on the basis of entrance qualifications, normally a good 2.i in a relevant discipline. We have had a policy of encouraging all able candidates, particularly women, to consider application as part of our recruitment strategy.

Table 5 shows the success rate at each stage for both men and women from application to offer, offer to acceptance and the overall success rate from application to acceptance. The number of applications from women has remained relatively steady but we have seen a decline in the number of applications from men (from 30 to 19); this has been identified as an area for action (Action 3.2). There is a close correlation between applications and offers, irrespective of gender. Men were slightly more likely to be made an offer in 2012-13 (77% against 70%) but women were marginally more likely to be made an offer in 2013-14 and 2014-15 (see Ratio apps: offers).

The success rate from application through to acceptance shows a decline from what were very similar positions in 2012-13 for both women and men (52% and 50% respectively) to 25% and 32% in 2014-15, confirming the impression that the lack of financial support available has impacted substantially on take up of MA places. The percentage of men accepting offers remained static at 65% during the first two years of this reporting period, but fell to 43% (6 out of 14) in the final year. There has been a marked decrease in the proportion of women accepting an offer, falling from 75% to 48% and finally 33% (from 44 to 23 in absolute terms), although acceptances by women still outnumber those by men by almost 4:1. This requires further investigation (Action 3.2). As only a very small number of awards are now available for MA study and the vast majority of students are self-funding, it is unlikely that the allocation of grants has had a significant impact on the proportion of women accepting places.

Table 5 - SML PGT Applications, offers and acceptances (all subject areas)

			Female	Male
2012-13	Applications	n	84	30
		%	74.0%	26.0%
	Offers	n	59	23
		%	72.0%	28.0%
	Acceptances	n	44	15
		%	75.0%	25.0%
	<i>Ratio apps:offers</i>		70.2%	76.7%
	<i>Ratio offers:acceptances</i>		74.6%	65.2%
	Success rate (accept/apps)		52.4%	50.0%
2013-14	Applications	n	92	27
		%	77.0%	23.0%
	Offers	n	62	17
		%	78.0%	22.0%
	Acceptances	n	30	11
		%	73.0%	27.0%
	<i>Ratio apps:offers</i>		67.4%	63.0%
	<i>Ratio offers:acceptances</i>		48.4%	64.7%
	Success rate (accept/apps)		32.6%	40.7%
2014-15	Applications	n	92	19
		%	83.0%	17.0%
	Offers	n	70	14
		%	83.0%	17.0%
	Acceptances	n	23	6
		%	79.0%	21.0%
	<i>Ratio apps:offers</i>		76.1%	73.7%
	<i>Ratio offers:acceptances</i>		32.9%	42.9%
	Success rate (accept/apps)		25.0%	31.6%

Completion

Table 6 tracks cohorts who entered in 2012 and 2013 through to completion (the course is a full 12 months so completions are not registered until the year after intake). The figures may be impacted on by students who have taken a leave of absence and so re-enter the course with a different cohort than the one with which they started. Unfortunately, they cannot be disaggregated for this purpose. No data is given for 2014 entry as we do not have the completion figures as yet.

The figures demonstrate very high completion rates among men and women with little to distinguish them in any given year.

Table 6 - SML PGT degree (all subject areas) showing completion rates by gender

	No. entrants		No. completing		% completion	
	Female	Male	Female	Male	Female	Male
2012 entry	44	15	40	13	90.9%	87.7%
2013 entry	30	11	29	11	97.7%	100%

(iv) Numbers of men and women on postgraduate research degrees

The PGR cohort is predominantly female by almost 3:1 over the survey period (Figure 7). This reflects the gender balance at undergraduate and PGT levels and exceeds the HESA benchmark provided by the component languages (also shown in Figure 7) where the proportion is closer to 2:1. This demonstrates that SML at Queen's has been more successful at retaining women through to PhD level than other UK Languages departments. Overall there are few part-time students at PGR level; in the past three years, there has been only one (female) PT student in each year (Table 7).

Figure 7 - SML PGR students and HESA benchmarking data by gender⁴

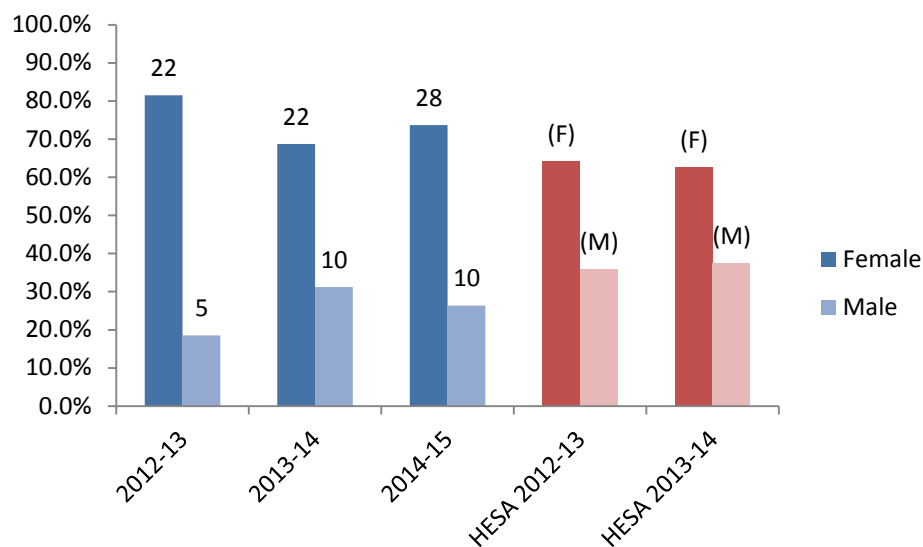


Table 7 - SML all PGR students by gender and FT/PT status (all subject areas)

	2012-13		2013-14		2014-15	
	Female	Male	Female	Male	Female	Male
FT	21	5	21	10	27	10
	95.5%	100.0%	95.5%	100.0%	96.4%	100.0%
PT	1	0	1	0	1	0
	4.5%	0.0%	4.5%	0.0%	3.6%	0.0%
TOTAL	22	5	22	10	28	10
	81.48%	18.52%	68.75%	31.25%	73.68%	26.32%

⁴ HESA data as footnote 3.

Applications

Table 8 - SML PGR Applications, offers and acceptances (all subject areas)

		Female	Male
2012-13	Applications	15	8
		65.2%	34.8%
	Offers	14	5
		73.7%	26.3%
	Acceptances	9	2
		82.0%	18.0%
	<i>Ratio apps:offers</i>	93.3%	62.5%
	<i>Ratio offers:acceptances</i>	64.3%	40.0%
	Success rate (accept/apps)	60.0%	25.0%
2013-14	Applications	18	12
		60.0%	40.0%
	Offers	15	7
		68.0%	32.0%
	Acceptances	6	5
		55.0%	45.0%
	<i>Ratio apps:offers</i>	83.3%	58.3%
	<i>Ratio offers:acceptances</i>	40.0%	71.4%
	Success rate (accept/apps)	33.3%	41.7%
2014-15	Applications	17	11
		61.0%	39.0%
	Offers	15	9
		63.0%	38.0%
	Acceptances	11	8
		56.0%	44.0%
	<i>Ratio apps:offers</i>	88.2%	81.8%
	<i>Ratio offers:acceptances</i>	73.3%	88.9%
	Success rate (accept/apps)	64.7%	72.7%

The gender balance of new entrants has hovered at circa 58% female 42% male in the last two years, marking a departure from previous years in which females have predominated at PGR level (Table 8). However, the figures for applications show that offers are substantially more likely to be made to women than men, although the gap narrowed considerably in 2014-15. The reason for the increasing proportion of men is that they are now much more likely to accept an offer than women (71% and 89% of men accepted offers in the last two years compared to 40% and 73% of women). This is most likely to relate to an increase in the number of international students who have received funding from their home country. Table 9 shows that women received the majority of grants administered by the PGRC (QUB, DEL, and AHRC), obtaining approximately two thirds of such awards in the last two years. Males have more often been self-funding (x2 in 2014-15) or have received grants from their home university (2 from Mu'tah, Jordan, in the last year).

Table 9 – SML PGR new entrants: source of funding by gender

		QUB/DEL/ AHRC		Other	
2013-14	Female	4	67%	2	33%
	Male	2	40%	3	60%
2014-15	Female	7	63.6%	4	36.3%
	Male	3	37.5%	5	62.5%

Completions

Table 10 shows that the completion rate within 5 years exceeds by a long way the benchmark figures for AHSS PGRs in QUB, with all female and male students completing within 5 years. This indicates that supervisory arrangements are rigorous and gender neutral.

Table 10 - SML PGR completion rates (all subject areas) and QUB AHSS benchmarking data

	No. completing		Completing within 5 years				QUB AHSS completing within 5 years	
	F	M	F		M		F	M
2012-13	4	3	4	100%	3	100%	61.9%	68.6%
2013-14	7	1	7	100%	1	100%	54.2%	57.8%
2014-15	4	0	4	100%	0		65.3%	69.0%

(v) Progression pipeline between undergraduate and postgraduate student levels

Table 11 shows a reasonably consistent distribution of males and females across UG, PGT and PGR programmes. There is clearly fluctuation at postgraduate levels where relatively small changes in absolute numbers can have a large impact on the percentages. It is noteworthy that the percentage of women remains more or less consistently above 70% at all levels in all years of the survey. Whereas HESA statistics show that women elsewhere are less likely to pursue doctoral research, SML figures demonstrate that women here are just as likely, indeed marginally more likely, to go on to a PhD programme, although more recent figures on intake suggest that the percentage of new female entrants is dropping (see above). We therefore see this as an area for action (Actions 3.1 and 3.3).

Table 11 - Progression pipeline: proportions of students at UG, PGT and PGR level

	2012-13				2013-14				2014-15			
	Female		Male		Female		Male		Female		Male	
UG	229	75.6%	74	24.4%	208	75.9%	66	24.1%	199	70.8%	82	29.2%
PGT	53	67.1%	26	32.9%	44	72.1%	17	27.9%	26	78.8%	7	21.2%
PGR	22	81.5%	5	18.5%	22	68.8%	10	31.2%	28	73.7%	10	26.3%

We can attempt to track cohorts from one year to the next, although direct comparisons cannot be made because of students entering the system at higher levels from outside Queen's, particularly international students. Table 12 shows that 76% of

the class of 2013 who gained a good degree were female, and that the following year 73% of candidates who accepted positions on a MA course were female. This pattern is repeated in the next year but is exaggerated by a very low number of males achieving a good degree in 2013-14.

The apparent lack of success in new female entrants progressing to PGR, indicated below by arrows, has been discussed in the previous section where it is attributed to an increase in the number of male international students with external sources of income. Internally, women win approximately 70% of awards administered by SML. We need further analysis in this area (Action 3.2).

Table 12 - Progression pipeline - degree results and students continuing to PG study

	2012-13		2013-14		2014-15	
	Female	Male	Female	Male	Female	Male
Graduates with 1 st /2i	47	15	45	7	39	17
	75.8%	24.2%	86.5%	13.5%	67.2%	32.8%
New PGT students (acceptances)	44	15	30	11	23	6
	75.0%	25.0%	73.0%	27.0%	79.0%	21.0%
PGT completions	30	16	40	13	29	11
	65.2%	34.8%	75.5%	24.5%	72.5%	27.5%
New PGR students (acceptances)	9	2	6	5	10	8
	82.0%	18.0%	55.0%	45.0%	56.0%	44.0%

4.2. ACADEMIC AND RESEARCH STAFF DATA

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

The distribution of staff across the various categories and pay grades is shown in Figure 8. In common with many Arts and Humanities units, the School has traditionally had very few staff who are research only (postdoctoral researchers), though note from Figure 1 above on current (November 2015) staff, that the number has increased recently to 4 (1 F, 3 M). All have been employed on fixed-term posts. The numbers are too small to detect a significant gender pattern for postdoctoral researchers.

Lecturer (Education) posts are also traditionally very low in number. The School has one part-time permanent Lecturer (Education) (F) but otherwise, Lecturer (Education) posts are fixed-term in the School, covering permanent staff leave (maternity or externally-funded): in 2014-15, there were 5 in total (3F, 2M). There is no significant gender issue at Lecturer (Education) grade.

The cohort of Lecturers (Teaching and Research) is the largest in the School. Female representation has increased from 38.5% (5) in 2012-13 to 60% (9) in 2014-15. At SL level, the overall numbers have decreased from 5 in 2012-13 to 2 in 2014-15 and have shifted from majority male (2F, 1M in 2012-13) to even numbers (1F, 1M in 2014-15), although the raw numbers are extremely small. The most significant issue to be addressed in the Lecturer and SL grades is therefore the need, for the career development of both female and male staff, to increase the overall number of successful applications for SL (see AP 1.1-1.5).

The professoriate was majority male in 2012-13 (2F, 3M) but has been 50:50 in the last two years (4F, 4M in 2013-14 and 3F, 3M in 2014-15).

Figure 8 - Academic staff by gender and grade

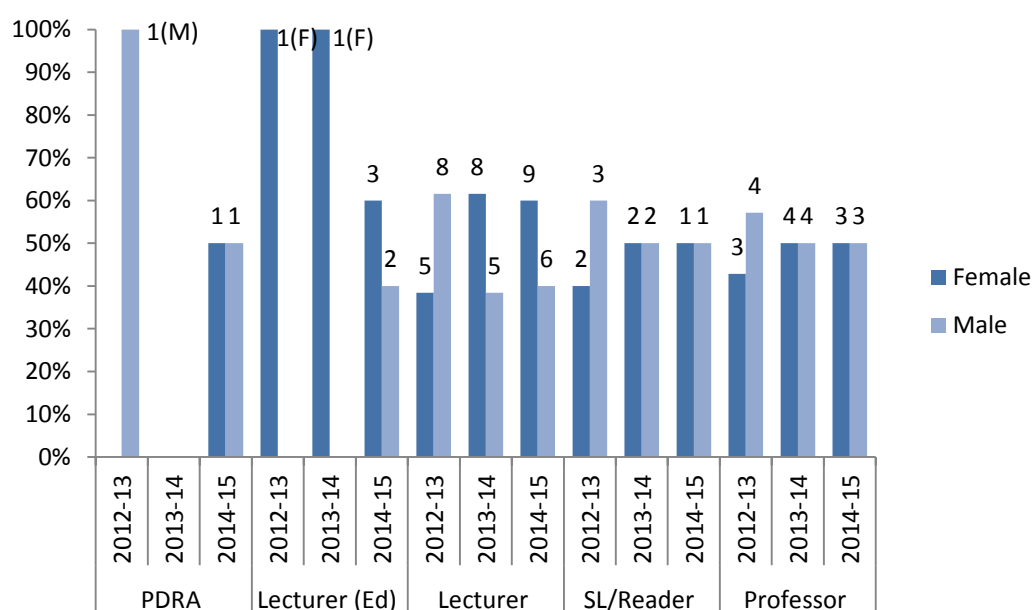
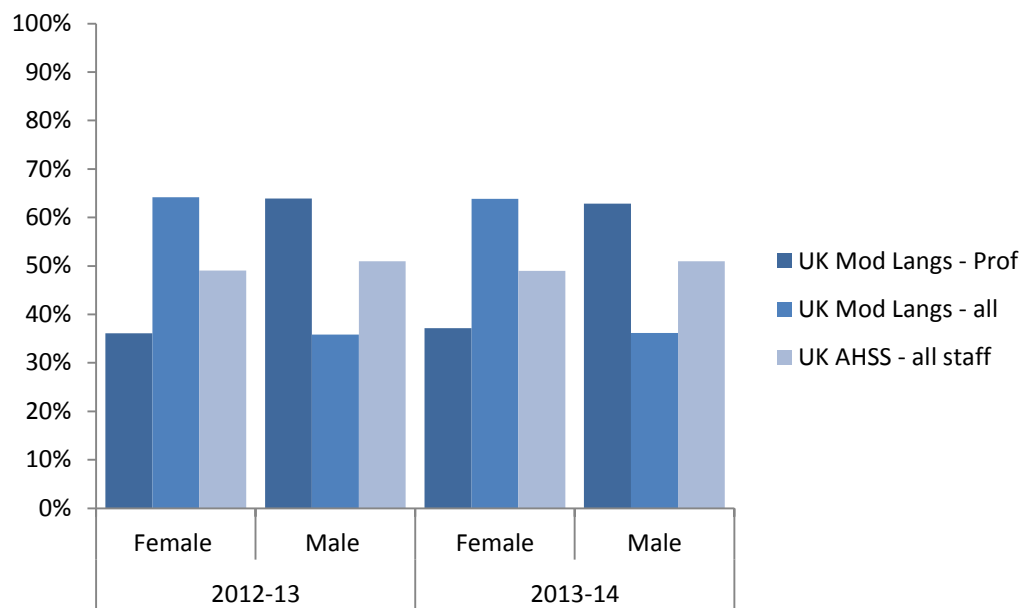


Figure 9 - Academic staff benchmarking data, % only shown (Source: HEIDI)



Globally, therefore, across all three grades (Lecturer, SL/Reader, Professor), there has been growth in the percentage of female relative to male staff in the last three years. At Lecturer and SL/Reader level, the School's staff statistics are well aligned with the HESA benchmark for Modern Languages (Figure 11) which shows a majority of female staff. Our statistics for professors put us in a considerably stronger position on gender balance than the HESA benchmark for the subject: nationally, females are in the minority at professorial level (c.36%), whereas in the School, the gender balance is now 50:50 (3F, 3M).

The vast majority of staff work full-time. There are extremely small numbers of part-time staff: 1 PDRA (M) in 2012-13, 1 permanent Lecturer (Education) (F), 1 Professor (M) in 2012-13 and 1 Professor (F) in 2013-14. No Lecturers or SL/Readers work part-time. Given the small numbers of both male and female, there are no gender issues in terms of the distribution of part-time and full-time contracts.

Table 13 - Academic staff by gender, grade and FT/PT status

Academic grade	FT/PT	2012-13		2013-14		2014-15	
		F	M	F	M	F	M
PDRA	FT					1	1
	PT		1				
	Total	0	1	0	0	1	1
		0.0%	100.0%			50.0%	50.0%
Lecturer (Education)	FT					2	2
	PT	1		1		1	
	Total	1	0	1	0	3	2
		100.0%	0.0%	100.0%	0.0%	60.0%	40.0%
Lecturer	FT	5	8	8	5	9	6
	PT						
	Total	5	8	8	5	9	6
		38.5%	61.5%	61.5%	38.5%	60.0%	40.0%
SL/Reader	FT	2	3	2	2	1	1
	PT						
	Total	2	3	2	2	1	1
		40.0%	60.0%	50.0%	50.0%	50.0%	50.0%
Professor	FT	3	3	3	3	3	3
	PT		1	1	1		
	Total	3	4	4	4	3	3
		42.9%	57.1%	50.0%	50.0%	50.0%	50.0%
All grades	FT	10	14	13	10	15	13
	PT	1	2	2	1	2	0
	Total	11	16	15	11	17	13
		40.7%	59.3%	57.7%	42.3%	56.7%	43.3%

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

Note: there are no staff on zero-hours contracts.

Research-only staff have fixed-term contracts because they are postdoctoral researchers on a fixed-term RCUK or EU grant: numbers are extremely small (1M in 2012-13; 1F and 1M in 2014-15). As noted above, teaching-only staff (Lecturer (Education)) are extremely low in number: one is permanent (F) and the others who feature in Table 15 are on fixed-term contracts because they are temporary replacements for staff on leave, whether maternity, research or otherwise. This small group (4 in 2014-15 only) are balanced for gender (2F, 2M). All Lecturers, SL/Readers and Professors in the School are on permanent contracts.

Globally, therefore, there are no gender issues with regard to permanent versus fixed-term contract status.

Table 14 - Academic and research staff by gender and contract type

Academic grade	Contract	2012-13		2013-14		2014-15	
		Female	Male	Female	Male	Female	Male
PDRA	Fixed		1			1	1
	Perm						
	Total	0	1	0	0	1	1
		0.0%	100.0%			50.0%	50.0%
Lecturer (Education)	Fixed					2	2
	Perm	1		1		1	
	Total	1	0	1	0	3	2
		100.0%	0.0%	100.0%	0.0%	60.0%	40.0%
Lecturer	Fixed		1				
	Perm	5	7	8	5	9	6
	Total	5	8	8	5	9	6
		38.5%	61.5%	61.5%	38.5%	60.0%	40.0%
SL/Reader	Fixed						
	Perm	2	3	2	2	1	1
	Total	2	3	2	2	1	1
		40.0%	60.0%	50.0%	50.0%	50.0%	50.0%
Professor	Fixed		1	1	1		
	Perm	3	3	3	3	3	3
	Total	3	4	4	4	3	3
		42.9%	57.1%	50.0%	50.0%	50.0%	50.0%
All grades	Fixed	0	3	1	1	3	2
	Perm	11	13	14	10	14	11
	Total	11	16	15	11	17	13
		40.7%	59.3%	57.7%	42.3%	56.7%	43.3%

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

The total number of leavers over the period is quite small: 9 men (75%) and 3 women (25%). The reasons for leaving do not reveal any cause for concern (see also Table 15):

- Five staff left over the period due to end of contract (1 female, 4 male).
- Four staff resigned (1 female, 3 male). They had very different motivations for resigning: one male Lecturer left academia to work in the voluntary sector; one male SL was promoted to a Chair in another University; one female Lecturer and one male part-time Lecturer (who had previously worked full-time) left because the subject area of German was closed. There is no significant gender pattern in terms of resignations.
- Two staff retired (1 female, 1 male).
- One (male) member of staff took voluntary severance.

The University has introduced a new Exit survey for leavers, the data from which will be available for analysis later in 2015-16.

Table 15 - Academic leavers by reason, grade, gender and FT/PT status

Reason	Grade	2012-13		2013-14		2014-15	
		F	M	F	M	F	M
End of contract	PDRA		1 FT		1 PT		
	Lecturer (Ed)				1 FT		
	Lecturer						
	SL/Reader						
	Professor					1 PT	1 PT
Resignation	PDRA						
	Lecturer (Ed)						
	Lecturer	1 FT			1 FT 1 PT		
	SL/Reader						1 FT
	Professor						
Retirement	PDRA						
	Lecturer (Ed)						
	Lecturer						
	SL/Reader				1 FT	1 FT	
	Professor						
Voluntary severance/early retirement	PDRA						
	Lecturer (Ed)						
	Lecturer						
	SL/Reader		1 FT				
	Professor						
TOTAL		1	2	0	5	2	2

SILVER APPLICATIONS ONLY

Where relevant, comment on the transition of technical staff to academic roles.

As a PhD is necessary to undertake an academic role, the majority of technical staff (native speaker TAs) do not qualify. However, those who do are strongly encouraged to apply by their HOA. One female TA applied for a fixed term contract in 2014-15, for example.

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

WORD COUNT: 7131 (631 extra words)

5.1. Key career transition points: academic staff

(i) Recruitment

All advertisements for posts in Queen's contain a statement welcoming applications from all sections of the community. Recruitment panels are selected to ensure that both males and females are represented. All panels contain at least one female and one male but we aim to come as close to 50:50 representation as possible, taking other factors into account (such as language specialism and community representation which is relevant in a Northern Ireland context).

All staff participating as members of recruitment panels must undertake a training course in Recruitment and Selection which includes equality and diversity training and an element of unconscious bias; it also ensures that panel members are fully aware of equality legislation (e.g. the fact that it is illegal to discriminate against an interviewee who is pregnant at the time of interview). All panel members must also have completed the university's online equality and diversity training. A member of staff from Personnel is present at all shortlisting meetings.

Note that the statistics presented in Table 17 to Table 21 show gender patterns in recruitment over the past three years. In each table, while the number of applications is large, the numbers shortlisted and accepted (i.e. appointed) are very small and thus need to be treated with some caution.

Note that no positions at grade SL, Reader or Professor were advertised during this period.

In the case of 'research only' posts, these are relatively new for us in Modern Languages. There were no posts advertised in 2012-13 and 2013-14, and only one appointment (male) in 2014-15 (Table 16). It is important to note that not all 'research-only' posts are advertised openly: the majority are named as part of grant applications. Currently (November 2015), we have one female and three males in PDRA posts (see Figure 1 above), with a new female due to arrive in April 2016. We therefore do not see a need for action in this area.

Table 16 - Academic recruitment by gender: PDRA (research-only)

Grade	Recruitment stage	2014-15				
		Female		Male		Total
PDRA	Applications	19	79.2%	5	20.8%	24
	Shortlisting	3	60.0%	2	40.0%	5
	Offers	0	0.0%	1	100.0%	1
	Success rate		0.0%		20.0%	

There were no Lecturer in Education ('teaching only') posts advertised in 2012-13 or 2013-14. Applications, shortlisted candidates and acceptances for such posts in 2014-15 show a majority of female applicants at 65.5% (57; Table 17), with male applicants

experiencing a slightly higher rate of success (10% or 3/30 for males compared to 7% or 5/57 for females).

Table 17 - Academic recruitment by gender: Lecturer (Education) (teaching-only)

Grade	Recruitment stage	2014-15			
		Female		Male	
Lecturer (Education)	Applications	57	65.5%	30	34.5%
	Shortlisting	11	57.9%	8	42.1%
	Offers	4	57.1%	3	42.9%
	Success rate		7.0%		10.0%

Applications for Lecturer posts (teaching and research; Table 18, Table 19 and Table 20) show a majority of female applicants (circa 63% and 61%) in two of the three years surveyed and a majority of male applicants in the most recent year (58%). The success rate in for both genders is similar in years 1 and 3 (2.7% F/2.3% M in 12-13; 2%F/1.5%M in 14-15) but different in 13-14 where the 3 appointments were female; we will continue to monitor this. Note also that there is no difference in the gender pattern in the last three years for 'offers' and 'acceptances' and we have therefore only given the figures for acceptances.

Table 18 - Academic recruitment by gender: Lecturer (teaching and research) 2012-13

Grade	Recruitment stage	2012-13			
		Female		Male	
Lecturer (AC2/3)	Applications	75	63.0%	44	37.0%
	Shortlisting	13	59.1%	9	40.9%
	Offers	2	66.7%	1	33.3%
	Success rate		2.7%		2.3%

Table 19 - Academic recruitment by gender: Lecturer (teaching and research) 2013-14

Grade	Recruitment stage	2013-14			
		Female		Male	
Lecturer (AC2/3)	Applications	112	60.5%	73	39.5%
	Shortlisting	13	81.3%	3	18.8%
	Offers	3	100.0%	0	0.0%
	Success rate		2.7%		0.0%

Table 20 - Academic recruitment by gender: Lecturer (teaching and research) 2014-15

Grade	Recruitment stage	2014-15			
		Female		Male	
Lecturer (AC2/3)	Applications	50	42.4%	68	57.6%
	Shortlisting	4	28.6%	10	71.4%
	Offers	1	50.0%	1	50.0%
	Success rate		2.0%		1.5%

(ii) Induction

All new staff attend the University Induction session where they are welcomed by the Vice-Chancellor/Pro-Vice-Chancellor and given general Queen's information e.g. on family-friendly working policies and Athena SWAN. There is also an online Welcome and Orientation site to which new staff are directed. Staff are provided with a handbook which includes a list of useful addresses and answers to practical issues which the new staff member may encounter.

Uptake on the University Induction course is 100% (see Table 21).

As part of the School Induction, all new members of staff are introduced to key Personnel in the School (their HOA, the DE, DR, School Manager and key support staff). They have a formal meeting with the HOS at which the probation criteria are outlined and discussed in detail. There are also a number of informal meetings such as lunches and coffee mornings and a welcome reception in the School every September for new staff and students, all of which helps make the new member of staff feel welcome.

Table 21 - Academic staff uptake of induction by gender

	Female uptake		Male uptake	
	n	%	n	%
2012-13	2	100%	1	100%
2013-14	3	100%	0	0%
2014-15	0	0%	1	100%

(iii) Promotion

Table 23 shows that there have been 3 applications for promotion in the last 3 years (all for Senior Lectureships), two from male staff (2012-13 and 2014-15) and one from a female (2014-15). All are full-time members of academic staff. These figures reveal that a relatively small number of eligible staff apply: 1/18 (6%) in 2012-13, none in 2013-14 and 2/11 (18%) in 2014-15. One application was successful and was from a female member of staff in 2014-15. The net result of this is that the promotion pipeline from Lecturer to SL is somewhat blocked; and as more of the School's staff on probation are confirmed in post, the Lecturer category will grow in size. There is no trend in terms of gender with regard to promotion in the School. Rather, the low number of promotions to SL is related to the high standards expected by the University. The School needs to increase the number of both female and male staff at Lecturer level meeting the standards required for promotion to SL, particularly with regard to research income and PhD students supervision.

There have been no applications for promotion to Professor in the last three years, largely because 5/6 of the current cohort were promoted or appointed between 2010 and 2012, just before the start of the data in Table 23. The SL/Reader cohort – i.e. the pool of potential professorial applicants – is also very small.

Table 22 - SML Academic promotions by gender

	Grade (all FT except where stated)	Eligible staff		Applications			Success rate			
		F	M	F	M	Applied for	F	M	F	M
2012-13	Lecturer (Ed)									
	Lecturer	5	6		1	SL		0		0%
	Senior Lecturer	2	3							
	Reader		2							
2013-14	Lecturer (Ed)									
	Lecturer	4	5							
	Lecturer (PT)		1							
	Senior Lecturer	2	1							
	Reader		1							
2014-15	Lecturer (Ed)									
	Lecturer	5	4	1	1	Both SL	1	0	100%	0%
	Senior Lecturer	1								
	Reader		1							
Total		19	24	1	2		1	0	100%	0%

Senior Management of the School will actively discuss and give advice to those colleagues who are considering making an application for promotion in the short- or medium-term (via appraisal – Action 1.2). Appraisers will advise on working towards the relevant promotions profile in an appropriate time-frame and will help staff address any problematic issues.

The promotions process is widely advertised amongst academic staff and the HOS emails all staff, inviting anyone who wishes to discuss promotion with her to do so. At the same time, she takes soundings from appraisers who are mainly senior managers in the School. If they identify potential candidates who are not considering an application, then an appropriate member of senior management will encourage them to do so and to speak with the HOS. The goal is to encourage potential applicants to consider applying, whether they are male or female, and to give them sound individual advice.

The University offers a seminar on the promotions process, so that all colleagues are fully aware of the details. The Queen's Gender Initiative organises a session specifically for female staff. The HOS will continue to encourage all Lecturers to attend at least one of these via an email and through discussion at SB (Action 1.1).

The first layer of the promotion process takes place at School level, where a gender-balanced panel consisting of the School's professoriate is convened, with two external representatives (including one HOS) and a member of staff from Personnel in attendance along with the School Manager. Any circumstances around individual applications, such as part-time work or maternity leave, are fully considered in discussions and a quantitative adjustment is made to any application of Academic Standards (e.g. the volume of publications or of income may be proportionally less if a member of staff has taken a period of maternity leave).

There are two further layers in the promotions process which lie above the level of the School. The HOS presents the applicants' cases to the University Promotions Committee (UPC), whether or not they have been supported by the School, outlining the rationale for the recommendation of the School. The UPC discusses each case and makes a recommendation to the Central Promotions Committee which is chaired by the VC.

In the case where a candidate is unsuccessful, the Central Committee provides feedback to the applicant and the HOS; the latter discusses this fully with the applicant. The applicant can request a review of the decision which is then considered by a review panel. The one successful School promotion in our data (2014-15) was awarded after a requested review by the applicant, which was fully supported by the HOS.

Feedback from staff in the Gender Equality Survey indicates that with respect to promotion, the majority of staff consider that staff are treated on their merits in the School irrespective of gender (85% women, 100% men) and that they understand the promotions process. A substantial number of concerns were expressed in the commentary section about the application, in future promotions processes, of new Academic Standards. In particular, there is concern that these will need to be carefully applied 'in the round' in order not to exacerbate the blockage in SML around promotion to SL. It is all the more vital that colleagues are fully informed about the promotions process from early in their career (Action 1.1).

(iv) Department submissions to the Research Excellence Framework (REF)

A total of 25 staff were submitted to REF 2014 (Table 24), comprising 22 full-time teaching and research staff, two part-time researchers and one IRCH research fellow. In terms of eligible staff who were omitted, only one (male) member of staff was excluded: he had already decided to leave academia and following that decision, we took a strategic decision to exclude him.

Of those submitted, 14 were female (100% of eligible females) and 11 male (92% of eligible males). All staff involved in the management of the REF submission, notably the REF Champion and HOS, attended a university-organised training session on the Equality and Diversity Code of Practice for REF, based on materials developed by the Equality Challenge Unit. Members of staff who had been on maternity leave in the period (4) or who were on part-time contracts (2) were given the option offered by REF of submitting fewer outputs: 2/6, both of whom had been on maternity leave, submitted fewer outputs.

There is no significant difference in the return rate for RAE 2008 and REF 2014, both overall and in relation to males and females (Tables 24 and 25).

Table 23 - RAE 2008 data by gender, QUB and SML

RAE 2008 (UoA 28)	Female		Male	
	n	Return rate	n	Return rate
Eligible staff	10		18	
Submitted staff	10	100.0%	17	94.4%

Table 24 - REF 2014 by gender, QUB and SML

REF 2014 (UoAs 52, 53, 55, 56)	Female		Male	
	n	Return rate	n	Return rate
Eligible staff	14		12	
Submitted staff	14	100.0%	11	91.7%

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5.2 Key career transition points: professional and support staff

(i) Induction

University: All new professional and support (P&S) staff attend the same University Induction session as academic staff (see 5(ii))

SML: The School Induction is tailored to suit the individual's role and normally includes a meeting with the HOS, HOA, School Manager and School Secretary as appropriate. The SML Staff Handbook is made available and all new P&S staff are assigned a mentor who meets them on a monthly basis for the first year.

In the last three years, there have been two new members of staff (one female and one male) and both completed the relevant induction courses (Table 25). Both successfully passed probation and this, plus their stated satisfaction with the process indicates that the current induction processes are effective.

Table 25 - Professional and support staff uptake of induction by gender (all levels)

	Female uptake		Male uptake	
	n	%	n	%
2012-13	1	100%	0	0%
2013-14	0	0%	0	0%
2014-15	0	0%	1	100%

(ii) Promotion

For Professional and support staff, there is no University promotions scheme available. Staff are appointed at a grade which is determined by their role. They can then subsequently be re-graded either through obtaining a post with greater responsibilities, or through the nature of their duties changing over time. This has been the case for one of our P&S staff; see 5.5 vi below.

5.3. Career development: academic staff

(i) Training

Academic staff in the School take up training opportunities in good numbers, with an average of 29 sessions attended per academic year. The courses are offered mainly by or through the Staff Training and Development Unit (STDU) and range across teaching (e.g. 'Feedback and Assessment'), research (e.g. 'Introduction to Grant Writing'), courses specifically for ECRs, personal skills (e.g. 'Finding your Voice'), professional development (e.g. Advisor of Studies training, 'Supervising Research Students') and skills training (e.g. use of Nvivo). As Table 26 shows, uptake is very evenly distributed across male and female colleagues:

Table 26 - Academic staff training & development attendance by gender⁵

	Female	Male
2012-13	17	20
	45.9%	54.1%
2013-14	14	14
	50.0%	50.0%
2014-15	11	11
	50.0%	50.0%

(ii) Appraisal/development review

All staff undergo probation, whether postdoctoral researchers, Lecturers (Education) or Lecturers. Probation for postdoctoral researchers is managed by the PI on the relevant research project. Lecturers and Lecturers (education) on probation have a mentor and a probation committee. Following on from Induction (see 5.1.ii), probationary staff meet very regularly with their mentor (a minimum of three times per semester but frequently more than that) and once per year with their Probation Committee (to whom the mentor sends a report) which is chaired by the HOS and normally includes the DE and DR (DE plus one other colleague for Lecturers (Education)). The mentor and Probation Committee work with the member of staff to ensure that they are enabled to meet the criteria for Confirmation in Post which normally takes place at the end of three years (exceptionally, less). Any emerging problematic issues are discussed fully, the goal being to find solutions and implement them swiftly and effectively.

Beyond probation, appraisal is compulsory for all staff. The HOS appraises most senior staff in the School (most chairs, the DR/DE and the School Manager); and these staff appraise all other staff in a cascading pattern. From September 2015, all staff are appraised against new Academic Standards. Areas for development are identified and the School attempts to address and facilitate these, particularly through training. Career development and promotion plans form a key part of the discussions at appraisal (see next section). Work-life balance is discussed at all appraisals and taken into account when making career development plans.

⁵ Note that numbers refer to instances of training taken up therefore totals may equal more than total number of staff as some staff will have attended multiple sessions.

Table 27 - Academic staff uptake of appraisal by gender including PDRAs⁶

	Female uptake		Male uptake	
	n	%	n	%
2012-13	10	100%	15	100%
2013-14	14	100%	11	100%
2014-15	14	100%	12	100%

All appraisers must participate in a compulsory appraiser training programme in the University. The HOS meets with all appraisers before the process to clarify any details about School-specific goals and to talk through Academic Standards. In 2015, the senior Personnel representative in the Faculty facilitated a training session with all appraisers and our AP includes School-level training for appraisees in the future (Action 1.2).

Feedback from staff in the Gender Equality Survey was excellent: 95% of women and 100% of men considered that the School provided useful mentoring opportunities, both as mentor and mentee. 85% of women and 100% of men consider that the School provides them with a helpful annual appraisal. Of the 15% of women not 'agreeing' or 'strongly agreeing', only 5% (one person) disagrees. However, this survey dates from December 2013 and in the October 2015 staff focus group, suggestions were made to (i) re-launch the School informal mentoring scheme for staff no longer on probation, which had run in previous years (Action 4.1); and (ii) to offer work-shadowing opportunities for staff. While work-shadowing was considered by the SAT, it was decided not to pursue this as analysis showed lack of experience in leadership roles was not a barrier to promotion for SML staff.

(iii) Support given to academic staff for career progression

Postdoctoral career development is particularly well supported at Queen's. SML has a very small number of postdoctoral scholars, who are supported by their SML mentors (normally the PI). The University holds the EU 'Excellence in Research' award which incorporates the 'Concordat to support the Career Development of Researchers'. Postdoctoral researchers therefore have access to a wide range of training and career progression opportunities and are strongly encouraged to take these up through schemes such as the 'Researchers' Career Development Programme'.

For all academic staff, identification of support required for career progression usually occurs through appraisal and mentoring, as described above, an important part of which involves consideration of staff career development and promotion plans. Areas for development are formally identified at appraisal and the aim is to follow through by facilitating these. In the last few years, the sorts of needs addressed have included, amongst others, (a) teaching issues, where a member of staff needs to improve TEQ scores for CIP and is enabled to attend an appropriate training course; (b) grant applications, where staff can benefit through a combination of one-on-one discussion in appraisal, a process of internal peer review on draft versions of the application and participation in University courses.

⁶ Staff on probation or maternity leave are not appraised so are not included in these figures.

The results of our staff survey suggest that staff would welcome more opportunities for career development. This is a central part of our AP, due to the progression issues in our School (AP 1.1-1.5).

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

Students who are performing particularly well in final year and/or show a strong interest in pursuing an academic career are strongly encouraged (by a personalised written message) to consider Masters level work. The M-level programmes are mentioned in class and staff follow through with discussion with individual students. The School organises a session in December to which all final years are invited and encouraged to attend through an email from the HOS and PG coordinator. At this, we present the postgraduate opportunities on offer, explain the process of application and encourage engagement with current students. While students are engaged on the Masters, staff discuss the possibility of doctoral work with those where there is evidence of doctoral-level potential. This happens early in the year, in November/December, as the deadlines for doctoral funding are in January. Staff work closely with applicants throughout the process of applying for funding, enabling them to make their applications as strong as possible.

Doctoral students are given extensive support in terms of academic career progression. Queen's is a partner in the Northern Bridge DTP and the Celtic Studies CDT, both funded by the AHRC, and all doctoral students, including those not funded by the consortia, have access to their high-level training programmes. The goal is to help students develop the personal, professional and academic skills to put them in the strongest possible position when applying for their first academic post.

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

Plans for research grant applications tend to emerge either from the appraisal/mentoring process or from specific opportunities which arise in calls from Research Councils, the British Academy, Leverhulme and Horizon 2020: these are very well publicised by QUB Research and Enterprise. Early career staff are strongly encouraged to attend courses on grant writing which are organised by Research and Enterprise. Researchers work with their appraiser and with the DR from the outset in taking a decision to make a particular application. Once this has been identified, the DR works with staff in the preparation of the grant and puts in place an internal peer review group who give feedback on drafts. In many cases, especially for large applications, one of the designated staff from Research and Enterprise will also provide peer review. For more substantial applications, the HOS attempts to create space within the workload of the member of staff by, for example, buying them out of some teaching.

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5.4 Career development: professional and support staff

(i) Training

At induction, mandatory and immediate essential training needs are identified and the line manager ensures that these are actioned. Appraisal is the main opportunity for identification of ongoing training needs, but University communications on training are circulated throughout the year. The majority of training is delivered by the STDU but staff have also been funded on external courses that have helped their career development, e.g. Stage 2 Word-processing. P&S staff have attended a range of STDU courses, including both role-specific and career development courses. Over the three year census period, attendance at a total of 40 courses was recorded though it should be noted that a member of staff may attend multiple courses (Table 28). The School Manager has benefitted from the leadership courses on offer e.g. Developing for Success workshops.

P&S staff have 100% completion of the mandatory Diversity Now training.

Effectiveness of training is evaluated centrally by STDU but the School measures it by staff ability to carry out their roles. Where weaknesses are identified, staff are offered further training or work-shadowing within the School. Whenever possible, the School has provided acting up opportunities to its own P&S staff. Where a similar training need for a number of staff is noted, a tailored session will be requested by the School Manager; e.g. Sharepoint administration.

Table 28 - Professional and support staff training attendance⁷

	Female	Male
2012-13	8	2
	80.0%	20.0%
2013-14	12	4
	75.0%	25.0%
2014-15	10	4
	71.4%	28.6%

(ii) Appraisal/development review

All new P&S staff undergo a period of probation for six months and, if successful, move to the full yearly and six monthly appraisal system. They are appraised by their line manager (Table 29) who will have previously attended a Personnel training course. In the PSSCS undertaken in October 2015, all P&S staff (6) agreed that the School provided them with a helpful annual appraisal. Staff also have the opportunity to give feedback on their appraisal via the appraisal form. After each appraisal round, the School Manager and School Secretary meet and, where

⁷ Note that numbers refer to instances of training taken up therefore totals may equal more than total number of staff as some staff will have attended multiple sessions.

appropriate, re-allocate tasks on the basis of workload, individual strengths and opportunities for career development. For example, one of the clerical staff moved from a Queen's Finance unit to work in a student focussed post in the School and her job responsibilities were revised to include conference finance administration.

Table 29 - Professional and support staff uptake of appraisal by gender⁸

	Female uptake		Male uptake	
	n	%	n	%
2012-13	6	100%	0	0%
2013-14	6	100%	0	0%
2014-15	6	100%	0	0%

(iii) Support given to professional and support staff for career progression

The PSSCS showed that 83% (5) of P&S staff agreed that they were kept up to date on training/career opportunities and 100% (6) agreed that they are encouraged to take them up. The administrative structure of the School i.e. one grade 8, one grade 5 and four grade 4s offers limited progression possibilities within the School. This is a key motivation for the comprehensive review of roles after each appraisal round. It provides the opportunity for staff to remain in the School but undertake different tasks and roles which keeps them invigorated and engaged.

The new appraisal process for support staff at Queen's forefronts career progression and in-depth appraisals will ensure that staff receive the advice and support needed.

⁸ Staff on probation or maternity leave are not appraised so are not included in these figures. Note that current (2015) numbers include one male member of support staff who started work after the census date for these figures.

5.5 Flexible working and managing career breaks

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

Note: There have been no adoptions by SML staff in 2012-13, 2013-14, and 2014-15.

In both cases of leave, the member of staff first contacts Janice as HOS. Janice then sets up an individual meeting with the staff member to discuss their needs and complete the relevant University documentation. Janice applies for cover from the Central Maternity fund which allows for full replacement of the member of staff during the 18 weeks of paid leave; the remainder is covered by the School. The HOA then ensures that the workload leading up to maternity leave is suitable for the pregnant woman (taking into account any other factors, such as travel, outreach activities, morning classes etc.) while the School Manager carries out a risk assessment and considers any other related issues. The woman taking maternity leave has a meeting with their mentor or appraiser before going on leave in order to agree plans for her return to work and use of the 'keeping in touch' days.

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

During leave, members of staff on leave are not expected to respond to emails and are contacted only to inform them of any significant changes being made. The member of staff on leave benefits from 18 weeks of full pay and is entitled to extend their leave for a further 6 months, during which they receive statutory maternity pay. They also benefit from 10 paid keeping-in-touch days including a meeting with their HOA and HOS before returning to work. Our School also counts the unpaid period of maternity leave up to one full year towards the accrual of research leave. This means that the female member of staff is not disadvantaged in terms of research plans. During the period of leave, the member of staff will have their teaching and administration replaced through central and School funds. The best approach for cover is discussed with the member of staff. Before the staff member returns to work, the HOA conducts a series of meetings and discussions via phone and email to ensure a suitable workload/working pattern is in place.

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

On return to work, the member of staff meets with the HOA and Janice to discuss their workload/working pattern and any particular needs. Our School strives to be as flexible as possible to ensure a smooth transition for the member of staff. The School will offer a teaching/admin-free period for the member of staff in the semester following maternity leave in order to encourage research. Communication of this and other information around family-friendly policies to all staff is part of our AP (4.4, 4.5, 4.6, 4.7).

(iv) Maternity return rate

Note: There were no research staff taking maternity leave during the periods shown.

The School boasts a 100% return-rate which reflects the flexible working patterns available within the full-time structure and the family-friendly culture of the School, as well as the on-going support and advice from senior members of staff before, during and after the maternity leave.

Table 30 - Academic staff maternity leave

Academic year	Staff contract type & grade	Leave dates	Return	Return rate
2012-13	FT Senior Lecturer (AC4)	Feb 2012 to Jan 2013	Jan 2013	100%
2013-14	None	None	None	None
2014-15	FT Lecturer (AC2)	Oct 2014 to Sept 2015	Sept 2015	100% returned and still in post as of Nov 2015
	FT Senior Lecturer (AC4)	Jan 2015 to Dec 2015	Dec 2015	

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Provide data and comment on the proportion of staff remaining in post six, 12 and 18 months after return from maternity leave.

Note: All members of staff who took maternity leave during the periods shown above (Table 30) in are still in post.

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

Note: There have been no adoptions and no requests for shared parental, or parental leave during the periods 2012-13, 2013-14 or 2014-15. One male requested paternity leave but was not entitled to it as he had not worked continuously for the University for 26 weeks leading into the 15th week before the child was due.

Paternity leave comprises 3 weeks on full pay, funded by the School. During this period, the staff members' teaching replacement is funded centrally. The SAT team has noted that paternity, shared parental, adoption, and parental leave policies may need to be highlighted for staff (Actions 4.4, 4.5, 4.6, 4.7).

(vi) Flexible working

Note: There have been no formal requests for flexible working during the periods 2012-13, 2013-14 or 2014-15.

Academic Staff

The School is extremely supportive of all staff who may need, for a variety of reasons to change their working patterns. Over the period under review it has not been necessary for colleagues to seek formal changes to contract to facilitate flexible working, as the Senior Management of the School have enabled staff to work flexibly whilst remaining under the same contract conditions. This is not unusual because the nature of many academic roles imply flexibility but our School is proactive in encouraging input from staff on their timetabling needs, particularly in relation to caring responsibilities. The School allows staff to work from home, within reasonable parameters, when not

involved in core duties at the School; this means that staff members are able to manage their own time as much as possible.

With regard to transition from part-time back to full-time work after career breaks, the School adopts a similar practice to the maternity procedure. Communication is key to the process where the individual's needs are met before, during and on return to work.

All staff benefit from the open, friendly and supportive culture in the School. This means that all members of staff considering flexible working in any form are able to discuss it with their line manager and their HOS, not only in a formal, but crucially in an informal capacity before making their decision.

Professional and support staff

Note: P&S staff have the same rights with respect to family-friendly policies as academic members of staff. However, in the census period, there have been no maternity or other kinds of leave requested or taken by P&S staff.

Of the six P&S staff, four are working non-standard office hours to accommodate work/life balance and this has been negotiated at School level (i.e. without making a formal request to Personnel). The majority (4) agreed that they understood the policies for flexible working in the School (Q5 in PSSS). 83% (5) of P&S staff considered that those working flexibly or part-time were offered the same career development opportunities as those working full time.

As there is no promotion scheme for P&S staff, training, mentoring and career development are key in helping staff to progress, preferably within the School. For example, one of the current grade 4s started as a grade 2. As a result of mentoring and training she was successful in obtaining a grade 3 post in the School. In the new position, the member of P&S staff was encouraged to develop her marketing skills and the post was subsequently regraded to a 4.

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

Note: There have been no instances of this in the periods 2012-13, 2013-14 or 2014-15.

Staff who take a career-break benefit from the same returning to work policies and support as women returning from maternity leave (see above).

5.6 Organisation and culture

(i) Culture

As a School whose specialism is Languages (as expression of identity and diversity) and one whose staff and students are predominantly female, gender equality and inclusivity are at the heart of what we do. We pride ourselves on an open working and learning environment where all staff and students are treated equally. We adhere closely to the Athena SWAN principle that academia cannot reach its full potential unless it can benefit from the talents of all. We see our undergraduate and postgraduate students as an essential part of this process and our AP is committed to ensuring that women are not lost across the career pipeline, and that men are also enabled to achieve their potential (Actions 1.1-1.5; also 3.1-3.3).



We are conscious that despite being a School where women occupy an equal proportion of senior roles to men (see §4.1), and where there is a strong and supportive mentoring and appraisal system in place (see §4.3, 5.2, 5.3), work remains to be done in enabling men and women at Lecturer-level to be promoted to SL. We are also aware of the relative underrepresentation of women in senior roles in AHSSBL, and the role that our School could play in addressing this issue at a University level. Therefore, our ongoing actions focus on the empowerment of men and women through career development and promotion (Actions 1.1-1.5).

One of the ways to promote the visibility of gender equality for both staff and students is in the appointment of external examiners. As Table 31 shows, we have ensured that senior women are invited to take up this role and our data show an upward trend. Ongoing monitoring of this forms part of our AP (5.6).

Table 31 - SML UG and PGT External examiners by gender (all subject areas)

	Female	Male	Total
2012-13	4	3	7
	57.1%	42.9%	
2013-14	4	3	7
	57.1%	42.9%	
2014-15	5	2	7
	71.4%	28.6%	



We are strongly committed to removing the obstacles faced by women, in particular, at major points of career development. Due to the competitive nature of academic posts in the field of languages, most women obtain their first post around the same time they are ready to start a family (usually 30s). This means family-friendly policies are central to our School (see section 5.5). Ongoing actions (4.1, 4.4, 4.6, 4.7) reinforce these policies.

As a School where 'being different' is one of our UG recruitment mottos, we actively

encourage intellectual reflection on issues of race, religion, sexuality and gender, whether through UG and PGT courses, course booklets, or hosting seminars and events. Therefore our School is one in which Trans, gay and bisexual people as well as those from different races and religious background are openly welcomed. Equally, through curriculum review processes at EC, a conscious effort is made to ensure equal representation of women and men in works of art and literature studied, and in the research considered, on compulsory and optional courses wherever possible (Action 4.3). This is complemented by the strong visibility of female role models and male students in all the recruitment material for the School (see pictures throughout this section; also Actions 2.1, 2.2).

Essential to the success of our SWAN policies is the fact that they are enforced by the HOS and senior managers, many of whom are women, who remain intimately aware of issues of gender difference from both a personal and professional perspective. Because of this, in SML we do not simply pay lip service to SWAN; it is through the cultural and structural changes (especially regarding workload, flexible working, distribution of administrative duties, research leave entitlement, mentoring and appraisal) made by SMB and which date to the creation of the School in 2011, that gender equality is sustained. To ensure that this continues beyond the role time-span of the current managers and is embedded in our School, a SWAN champion will continue to be an active member of SMB.



The principle of fairness which underpins the management of the School is one which is of benefit to all staff. Actions already introduced (such as core hours and lunchtime seminars) have been praised by both male and female staff in focus groups (Nov 2014, Oct 2015) and a survey (Nov 2015), with 91% agreeing that it showed how the School valued work/life balance. Comments from female staff included: '[t]hese policies have

allowed me to ring-fence my working hours and not feel guilty about leaving at 4.30 to pick up my children. Most importantly, they show that my school supports me as an individual and values both my career development and personal well-being'; and: '[t]he core-hours policy allows me to not feel guilty about leaving early to pick up my child. It gives me the flexibility to then fulfil my duties at a time that suits me.'



The effect of these policies will be monitored through ongoing surveys and focus groups. Due to our specific interest in intercultural identity and diversity, we are acutely conscious of the fact that individuals have multi-faceted identities and we commit to considering the intersection of gender and other factors, such as race, culture, religious creed, linguistic expression, whenever possible. We believe that an organization is the sum of its individuals and that our success as a School is dependent upon the

nurturing of its staff and students, in a bid to help us all reach our potential.

Our Culture Surveys (2013, 2015) saw excellent response rates (80%; 100%) which indicate the extent to which engagement with SWAN policies is embedded in our School. Areas of good practice in the 2013 survey included:



- treatment on merit irrespective of gender;
- perception of fair work allocation, irrespective of gender;
- encouragement to represent School internally/externally;
- positive use of mentoring;
- benefits of appraisal;
- inappropriate images etc. not allowed;
- and the fact that senior men and women are used as visible role models.

Key areas for improvement included:

- the need for meetings in core hours;
- career development – lack of information;
- networking opportunities – especially for women;
- and information on flexible working.

The AP created by the SAT in 2013 aimed to address these areas. The first action was to introduce a core-hours policy. The impact of this policy was addressed in the Staff sub-group and focus group meetings in Nov 2014 and Oct 2015 (see 5.6 (vi)). The second action point was career development. It was decided that this was to be addressed more fully in appraisals and through networking. The change of the evening seminar series to a lunchtime slot was an action created to improve networking opportunities for those with caring responsibilities and encourage collaborative and networking research grant applications. The School's support was visible through its funding of lunch for all participants. The SAT also organised a networking event in February 2015 which was led by the Director of QGI and lunch was funded by the School. Impact of this seminar and the new in-depth appraisal process may be linked to a rise in research grant applications by both female and male staff (from 13 in 2013 to 20 in 2014; Table 32).

Table 32 - Number of grant applications by gender⁹

	2012-13	2013-14	2014-15
Female	7	7	11
Male	5	6	9

Colleagues in Translation and Interpreting continue to host an evening research seminar due to the complex nature of their student cohort. This issue has been discussed in focus groups and the SAT has planned a survey to all T&I staff and students on these courses regarding core hours (Action 4.2).

(ii) HR policies

The School adheres to all QUB HR policies and procedures which are communicated via e-mail, training sessions and the intranet. The HOS and School Manager meet the Personnel Territorial Officer monthly in semester which ensures the School is updated on any changes. Diversity Now training for all staff and Interview/Shortlisting training for panels is mandatory.

The SWAN champions attended a briefing session on research in unconscious bias run by Professor Teresa McCormack (QUB Psychology) in November 2015. Following on from this, training in unconscious bias will be introduced for all staff (Action 5.5), and School SWAN Champions will continue to keep abreast of developments in this area via the SWAN Champions Group.

The School has not had any bullying, harassment, grievance or disciplinary issues. The process is that, where possible, issues are dealt with at School level. The line manager has five days to accept any complaint and fully investigates the allegations. Equal Opportunities must be notified in all cases of harassment. A Queen's panel meets to deal with the complaint and consider the report of the investigation. There is an opportunity to appeal the decision.

(iii) Representation of men and women on committees

The decision-making committee in the School is SMB. This is led by the HOS and staff are nominated through their roles as HOA, DE, DR and PG Convenor and SWAN

⁹ Note that one person could make multiple applications.

champion. The School invites a staff representative, who is elected to the role by all staff. The committee has seen a predominately female gender ratio in the past three years (Table 33). However all other committees show a balanced gender distribution (Table 33). The issue of committee overload is not gender-specific within our School but related to the small size of the School where all staff undertake a large number of administrative roles.

Table 33 - Representation of men and women on SML committees

	2012-13		2013-14		2014-15	
	Female	Male	Female	Male	Female	Male
Research Committee	3	1	3	2	2	2
	75%	25%	60%	40%	50%	50%
Education Committee	2	4	3	3	3	3
	33%	67%	50%	50%	50%	50%
School Management Board	5	2	5	2	5	2
	71%	29%	71%	29%	71%	29%
PG Research Committee	3	3	4	3	4	3
	50%	50%	57%	43%	57%	43%
TOTAL	24	25	30	21	29	22
	49%	51%	59%	41%	57%	43%

(iv) Participation on influential external committees

The appraisal process is key in encouraging both men and women to participate in influential committees. In our School, these include membership of editorial boards, AHRC panels, learned society executive committees or CCEA committees. Usually these positions are offered directly to the individual due to his/her specialism and expertise. All senior female and male staff in SML participate in such committees. For example, both a female professor and a male professor are REF panellists.

(v) Workload model

Since all staff are research active, the goal of the workload model (WLM) is to create broadly equal workloads on teaching and administration for all staff, allowing everyone to have an equal opportunity in terms of time for research. The WLM is a points-based exercise and the points for teaching and administrative posts are agreed by SMB. Language areas are required to timetable one teaching-free day for all staff. HOAs do an initial draft of workload since they are primarily responsible for teaching allocation. The scores are then forwarded to the HOS, who reviews the picture for the entire School and proposes changes in the interests of fair loads. It is accepted that if there are imbalances, the heavier loads should be carried by more senior staff. All staff on probation have a lower points score.

The Culture survey suggests that 90% of women and 100% of men believe work is allocated fairly, although the focus group felt strongly that the model itself is out of date and needs to be benchmarked against Faculty averages. The distribution of admin roles across genders needs to be reviewed, as do the points allocated to SWAN (Actions 5.2, 5.3). The HOS has undertaken to do this and anticipates that structural change in the shape of the Schools in the Faculty will also mean that SML adopts a different model.

(vi) Timing of departmental meetings and social gatherings

One of the first actions implemented by the SWAN champions and SMB was a core-hours policy. This policy encourages all staff to hold classes, meetings, seminars and social gatherings between the hours of 9.30 am and 4.30 pm. Only exceptionally should staff deviate from this policy (for example, in the case of a business or logistical need). This policy has been largely successful, based on the results of surveys and focus groups with staff and students. However, one problematic issue raised is the practicality of finding physical space and time for meetings within these restricted slots. The SMB and SWAN Champions therefore continue to enforce core hours but with an emphasis on flexibility. The key issue made clear to all staff via email and in induction documentation is that no member of staff is obliged to attend a meeting outside of these core hours. To help deal with this problem, the School plans to continue to fund working lunches, budget constraints allowing.

In keeping with this policy, the School is transitioning from a culture of holding social events such as beginning/end-of-year/Christmas drinks receptions in the evening (after 5pm) to a more inclusive policy of lunchtime/early afternoon, to give consideration to those with caring responsibilities (Action 4.7).

The need for a core-hours policy that takes into account the complexities (mainly PT students) of the postgraduate courses in Translation and Interpreting is ongoing (Action 4.2).

The School also recognises that planning is a key component in the successful attendance of all staff at training, key staff meetings and away days. The use of a shared intranet site with key dates is invaluable in this regard. All staff are alerted to this site through an email link sent at the beginning of the academic year.

(vii) Visibility of role models

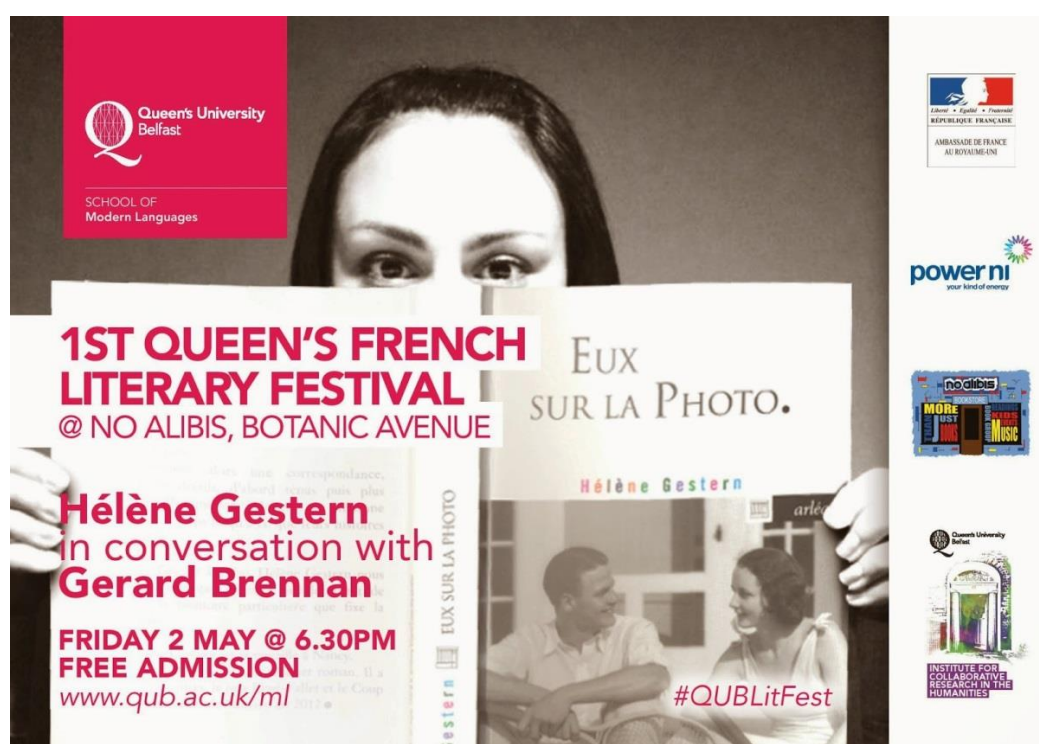
Our School recognizes the importance of role models in creating a culture of gender equality and inclusivity in two senses: first, to promote women as academic leaders, and second, to encourage more young men to consider applying to study languages. In relation to the first of these, in addition to having a female HOS, we also have two other female professors, one of whom is a REF panellist and president of her subject association, and the other whose current position is Dean of the Graduate School. In relation to the second, a core part of our AP concerns the representation of males within the School (Action 2.1 and 2.2). Furthermore, publicity material, much of which was devised by SWAN champion Claire, also addresses these two issues (see pictures throughout section 5.6).

Data on speakers and chairs in seminars (see Table 34) reveal a good gender balance. Speakers are nominated by all staff through their HOAs and the decision made by the series convenor and the HOA is based on whether there is networking potential. While the latest year shows more men, it must be noted that these were nominated by both men and women for this reason. The chairs rotate between areas, depending on the specialism of the speaker. This means that gender is not the most important factor here. In practice, due to the make-up of the staff body, there tends to be more women than men chairing sessions. We will continue to monitor this area due to the noticeable drop of female speakers in 2014-15 (Action 5.6).

Table 34 - Invited speakers (School & other seminar series) by gender

	Female	Male	Total
2012-13	12	9	21
	57.1%	42.9%	
2013-14	12	10	22
	54.5%	45.5%	
2014-15	7	11	18
	38.9%	61.1%	

There are occasionally one-off events organised by staff members. An example is the May 2014 French Literary Festival which was led by a visiting female professor and included two male and two female authors (see poster below for one event).



(viii) Outreach activities

Recruitment is a priority in our School due to the overall decline in the number of students studying languages to A-level. Therefore, our School is involved in a number of outreach events. Recruitment activities are formally recognised on the WLM with 5 points (equivalent to 5 hours of teaching) allocated for external events. Data show that in the past three years women are more likely than men to take these roles (Table 35). This may be explained by the fact that these statistics only show 1-2 events from Irish (an exclusively male area in terms of staff) in each year, whereas all other events relate to French and Spanish. We are aware that the gender equality ratio needs to improve here. This is an important area of action for our School and one which we are only recently addressing. We are now actively involving more men in recruitment of all areas into languages. This action not also seeks to address the gender imbalance from a staff

workload perspective, but also one that could benefit gender equality strategies in terms of undergraduate recruitment (Actions 2.1, 2.2).

Table 35 - Outreach activities by gender

	Staff			Students		
	Female	Male	Total	Female	Male	Total
2012-13	11	5	16	20	7	27
	69%	31%		74%	26%	
2013-14	8	4	12	15	5	20
	67%	33%		75%	25%	
2014-15	11	6	17	19	5	24
	65%	35%		79%	21%	

SILVER APPLICATIONS ONLY

6. CASE STUDIES: IMPACT ON INDIVIDUALS

WORD COUNT: 1003 (3 extra words)

Case study 1 – Anna Tristram (member of SAT)

I was appointed as Lecturer in French Studies in February 2013, after completing my PhD in 2011 (University of Cambridge). As a probationary Lecturer and an ECR, I have benefited greatly from the mentorship of my HOS, Janice Carruthers, whose work I was already familiar with as she was my PhD external examiner. Knowing that linguistics was a thriving subject in SML was a key factor in my decision to take up the post. In the first year of my appointment, Janice's mentoring was invaluable as I prepared my thesis for publication as a monograph (Legenda 2014), and continues to be a great help in planning my career development – in the short term, preparing for my Confirmation in Post, and in the longer term, planning for career progression. In particular, as I develop my next project and prepare grant applications, I am able to benefit from the advice and experience of Janice and other senior staff in SML. With a further three female professors, senior female role models in the School are highly visible, and the commitment of the School to the SWAN principles gives me confidence that I will be supported to fulfil my potential.

SML has a policy of one protected research day each week, which enabled me to make significant progress on my research in the busy first two years of my appointment. I was submitted to REF2014 as an ECR. I have also benefited from informal policies in flexible working, occasionally working away from Belfast during vacations to spend more time with my husband, who works in London during the week.

In October 2014 I went on maternity leave, returning in September 2015. The impact of maternity leave on my research has been minimised by in-depth discussions about research plans prior to leave, regular communication during leave, and using my KIT days for carrying out research. When I returned to work and a SWAN application was underway, I was keen to continue my involvement and so it was agreed that I would benefit from a teaching-free semester in Semester 2.

My young daughter was given a place in the QUB on-site nursery which means I am on hand should any issues arise. Flexible working policies in the School mean that I am able to pick her up at the end of core hours, and complete any remaining work tasks at a time that suits. I will also benefit from the School policy of counting maternity leave towards accrual of semesters for sabbatical leave, and will have accrued enough semesters to be entitled to go on leave in the next academic year, once I have been confirmed in post.

As a female ECR, I have found the School of Modern Languages at Queen's to be a welcoming and supportive place to work, where it is clear from both formal policies and informal practice that gender equality is deeply embedded in the

culture of the School, the clearest demonstration of which is the equality at senior levels, with female role models to encourage me to aim high.

Case study 2 – Maeve McCusker

I was appointed to a lectureship in French in 2000, and have been SL since 2007. I am Chair of the Postcolonial Research Forum, was Head of French for the calendar year 2014, and currently have 4 PhD students.

Throughout my career, I have benefited from excellent mentoring from senior female staff, through the appraisal process and, even more valuably, through informal support at key moments: reading publications and grant applications, but also, for example, offering support during stressful periods, and encouraging me to apply for promotion when the time was right (and at a time when I felt I was not yet ready). I know from conversations with women in other schools, at the same age and stage as me, that the quality of female role models, so important for female staff at every stage of their career, has been exceptional.

In my view, the SWAN initiative has allowed space to enhance, in a formal, visible and highly practical way, an already positive and inclusive culture. I am currently on maternity leave with my second baby; my first maternity was from January to December 2013, and this current period of leave is from January to December 2015. In both cases, the University Maternity Fund, set up by the Gender Initiative, paid for a replacement member of staff so that all my teaching and administration were covered in my absence. The impact of having two periods of leave so close together has certainly had a disruptive effect on longer-term research plans and while the KIT days were valuable, one of the consequences of being a more senior member of staff is that these were largely spent supervising PhD students and applying for research funding, rather than on my own publications. However, the fact that the School counts the two maternity leaves as 'worked' for the purposes of calculating entitlement to apply for study leave is invaluable: I will be going on study leave within weeks of my return to work. I will further benefit from a teaching-free semester on return from sabbatical. Taken together, these periods will be crucial in allowing me to get back up to speed with developments in the field and to focus on my own outputs. Moreover, flexible working practices, and the existence of 'core hours', will allow me to manage when my first child is in pre-school and the baby has gone to nursery on a different site. We are also entitled to use our 'research day' to work from home one day per week, and more where timetabling allows.

I don't under-estimate the challenges of the return to work in January, as a senior member of staff with two children under the age of three. However, the existence of these policies, as well as the confidence I have in colleagues in the School should problems arise, should ease the transition, allowing me to achieve a work-life balance and move into a new period in terms of career development.

7. FURTHER INFORMATION

None



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ACTION PLAN

Rationale/issue	Planned Action	Timescale/ completion date	Person responsible	Measurable Impact	Long-term outcome (5 years)
AREA TO BE ADDRESSED:					
1. IMPROVING PROGRESSION FROM LECTURER TO SENIOR LECTURER					
1.1 Due to the career progression issues visible in SML data and expressed in Focus Groups and the Culture survey, there is a clear need for staff to be fully informed re the promotions criteria from an early stage in the career.	Encouraging of staff to attend both the University promotions workshop and the QGI workshop, if relevant, early in career. This will be done through an email from the HOS to all staff and also an agenda item at SB, outlining the benefits of attendance at these events.	Spring 2016 and prior to each promotions round.	HOS	>5 SML staff attending Promotions workshops.	An average of 1 member of staff (men and women) every 2 years promoted to SL
1.2 Due to the new academic standards and the new appraisals process introduced at QUB, it is essential that all appraisers and appraisees are fully briefed on effective completion of forms, successful appraisals and their relation to promotion.	In-School training for both appraisers and appraisees to maximise benefit of appraisal system re promotions.	To be implemented in Spring 2016	HOS and School Manager in conjunction with QUB HR	All appraisers and >80% of appraisees having completed training. Effectiveness measured in Culture Survey January 2017: > 80% of staff agreeing that appraisal is helpful for preparation for promotion	An average of 1 member of staff (men and women) every 2 years promoted to SL

Rationale/issue	Planned Action	Timescale/ completion date	Person responsible	Measurable Impact	Long-term outcome (5 years)
1.3 Due to the high teaching and admin load in ML, staff have expressed difficulties in using their research day for research activities (Focus Groups/Culture Survey). As publications and grant income are crucial to promotion, it is essential that staff access research time.	Prioritisation of time for staff to carry out research. This will be addressed through A. Introduction of policy to use out-of-office email message on research days B. Creating SMARTER assessment practices and leaner admin structures which should give staff more time for research. These include for example the move to peer-review of students' work and use of portfolios, rather than essays	A. January 2016 email to all staff and students re new out-of-office policy B. School assessment and admin review to be completed by Sept 2016	A. HOS/School Manager B. DE	Results of Survey to staff in Culture Survey 2017: >70% of staff agree that stated policies have improved research time.	An average of 1 member of staff (men and women) every 2 years promoted to SL
1.4 Lack of grant income at target level is one of the most common barriers to promotions for SML Lecturers. The majority of grants in SML are held by senior staff. This action seeks to enhance the support for grant applications. The first part is to	Enhancement of support for grants through: A. Development of database of successful applications for SML staff only. This would be in addition to Faculty database. B. Workshop on use of networks for Collaborative applications	A. May 2016 – database completed and updated annually on intranet B. Workshop on collaborative grant applications scheduled for Sept. 2016 and ongoing annually	A. DR/School Manager B. DR/School Manager	Doubling success rate of grant applications by Lecturers	

Rationale/issue	Planned Action	Timescale/ completion date	Person responsible	Measurable Impact	Long-term outcome (5 years)
improve the database of past successful applications; the second part takes into account the increasing number of collaborative grants available and the need for staff to have relevant training.					
1.5 The absence of PhD student supervision has also been identified as a barrier to promotion. SML recognises the need to take a more proactive approach to the allocation of PhD students in order to help Lecturers progress to SL. Awareness of the importance and transparency regarding the allocation of PhD students has been agreed by the SAT as a fundamental part of our actions.	<p>A. Awareness-raising of importance of PhD supervision at Appraisals</p> <p>B. Circulation of form with ALL supervisory arrangements to ALL staff to ensure transparency.</p>	<p>A. Appraisals – November/ May (bi-annually)</p> <p>B. Sept/January (bi-annually)</p>	<p>A. HOS / All appraisers</p> <p>B. PG Convenor/ School Manager</p>	All Lecturers act as supervisors, with a majority (80%) acting as first supervisors	An average of 1 member of staff (men and women) every 2 years promoted to SL

Rationale/issue	Planned Action	Timescale/ completion date	Person responsible	Measurable Impact	Long-term outcome (5 years)
AREA TO BE ADDRESSED:					
2. IMPROVING THE REPRESENTATION OF MALES AT UG					
2.1 The majority of UG students in SML are female. There is a need thus to raise the number of UG males applying for study in the School.	Targeted recruitment activities to attract males to ML. These actions include: A. Increase in number of male staff and students participating in recruitment events B. Analysis of schools re gender distribution C. Introduction of novel methods of promoting male UG recruitment e.g. Use of podcasts, social media and website D. Focus groups with male students to inform other actions	Recruitment meeting with Lead recruitment and all SML recruitment staff and SWAN Champions in January 2016	A, B, C. – Lead Recruitment/SWAN Champions D. SWAN Champions	Exceeding HESA figures by 5%	>40% of UG population male
2.2 The low number of males studying language is part of a national trend and one which demands sustained and long-term action that incorporates outreach events and promotion of languages as a	Targeted outreach/ awareness-raising activities to encourage males to continue studying languages to A-level. These include: A. Talks at all-Boys and mixed Schools B. Scheduling of Men in Languages Event	A. and B. SAT meeting – February 2016. Discussion of outreach/awareness raising activities and planning of event C. Heads of Areas take into account male staff at Level 1 in May time-	A. and B. Recruitment Lead, SWAN Champions and SAT C. Heads of Areas	A. Survey to level 1 males re outreach events: >80% agree that SML welcomes male applicants. B. Minutes re Discussion of Men in Languages Event. Schedule and Proposed dates.	>40% of UG population male

Rationale/issue	Planned Action	Timescale/ completion date	Person responsible	Measurable Impact	Long-term outcome (5 years)
viable career/study option for males.	C. Visibility of male lecturing staff to first-year students	tabling			
AREA TO BE ADDRESSED:					
3. IMPROVING TRANSFER RATES AT KEY TRANSITION POINTS					
3.1 PGT/PGR is a key transition point to academia. Many high achieving PGTs are not continuing to PGR study in SML.	To encourage higher numbers of PGT females and males to continue to PGR we shall expand the direct contact policy re all high-achieving UG students to PGT students This will involve communication from PG convenor to all staff explaining this new policy. We also plan a new internship scheme where PGTs can shadow a member of staff to gain insight into academic careers.	A. Email to be sent December 2016 (before Northern Bridge applications) and repeated each semester B. December/May bi-annually. All staff contact high-achieving students personally (through coursework comment or email) C. Sept. 2016 - Introduction of internship scheme	A. PG Convenor B. All Staff C. C. PGR Convenor/ School Manager	>5% rise in number of high-achieving PGTs applying to PGR programmes	10% rise in rise in number of high-achieving PGTs applying to PGR programmes
3.2 There is a recent decline in numbers of men studying at PGT level in the School, and also in numbers of women accepting their offer to study at PGT	A. Investigation of drop in numbers of males studying at PGT through a survey of recent graduates. B. Investigation of drop in numbers of female	Surveys to recent graduates September 2016	SWAN Champions with PGR administrator	Information accessible for SAT team in order to create possible actions /SAT minutes – Oct 2017	10% rise in rise in number of high-achieving UGs applying to PGT programmes

Rationale/issue	Planned Action	Timescale/ completion date	Person responsible	Measurable Impact	Long-term outcome (5 years)
level. Greater analysis of why this is happening is needed.	acceptances by survey to those not accepting their place.				
3.3 The perception of an academic career as not being family-friendly could be an impediment to female PGTs applying for PGRs. Greater encouragement of PGT females needed, emphasising benefits of academic career for women.	SWAN annual talk at School and /or Faculty PGR recruitment event. This talk will be designed and delivered by SML SWAN Champions in conjunction with AHSS Champions and the QGI director.	Meeting with PG Convenor/ Dean in October 2016. Drafting of talk for December 2016 (prior to 2017 Northern Bridge applications process)	SWAN Champions	Survey to Female PGTs who attended talk with >80% agreeing that academia is family-friendly	10% rise in rise in number of high-achieving PGTs applying to PGR programmes
AREA TO BE ADDRESSED:					
4. IMPROVING AND DEVELOPING A CULTURE OF INCLUSIVITY					
4.1 To improve further the supportive and inclusive culture within the school and foster well-being. An informal mentoring scheme has been suggested by Staff Focus groups.	Introduction of informal mentoring scheme for ad hoc queries/advice. This would be on a voluntary and informal basis and aims to enhance collegiality. A. Email sent from School manager to all staff to inform them about the new scheme. B. List of mentors and mentees to be drawn	A. Email sent January 2016 expressing the importance of mentoring for well-being. B. February 2016: Drafting of list of participants and mentees.	School Manager	Staff survey with questions on new policies. January Culture Survey 2017 with >80% agreeing that mentoring scheme is helpful	Inclusivity fully embedded

Rationale/issue	Planned Action	Timescale/ completion date	Person responsible	Measurable Impact	Long-term outcome (5 years)
	up and assigned.				
4.2 Core hours issue. Need to review application to T and I staff and students.	Survey to T and I staff/students re core hours policy and analysis of results.	March – May 2016	SWAN Champions and SAT	Implementing of core hours policy to suitable classes and events in T and I. Annual end-of-year auditing of events and classes in School to see % happening outside of core hours.	Inclusivity fully embedded
4.3 Currently no policy exists re gender focus of curriculum. To improve further the inclusive culture of School at UG and PGT level, need for monitoring of curriculum re gender bias.	A. Item on Education committee B. Email to all staff C. Adapting of current and new proformas to include statement such as 'I have given due attention to gender in the choice of topics and texts for this module'.	March 2016 – ongoing	DE/Heads of Area	Impact measured through amended proformas 100% by September 2016 and minutes of Education committee and curriculum review discussions.	Inclusivity fully embedded
4.4 Maternity/Adoption return to work policies. Information re new policy to all staff and creation of strategies to support it.	A. Communication to all staff of decision re funding of teaching-free semester and implementation of same. B. Email and web intranet update/ School Board.	A. Email and postings: January 2016; B. Report at next School Board; C. Planning in conjunction with relevant staff.	HOS	Implementation of scheme to all Maternity and adoption returners /Embedding of SWAN: impact measurable in Culture Survey 2017	Inclusivity fully embedded

Rationale/issue	Planned Action	Timescale/ completion date	Person responsible	Measurable Impact	Long-term outcome (5 years)
	C. Planning of policy.			with >80% agreeing that SML supports Maternity and adoption returners	
4.5 Staff survey: lack of information on Paternity, Shared Parental and Adoption leave.	A. Updating of Handbook re inclusion of Information on Paternity, Shared Parental and Adoption leave in Staff Handbook. B. Annual presentation by EOU at SB agenda on policies.	A. Sept 2016 B. First semester (annually)	A. School Manager B. HOS	Greater dissemination of information on flexible working : impact measured in Culture Survey January 2017 > 80% agreeing that SML has clear information on Paternity, Shared Parental and Adoption leave	Inclusivity fully embedded
4.6 Staff survey: lack of information re flexible working/ Need for greater embedding of SWAN.	A. Email to all staff and reminder to appraisers to highlight opportunities for flexible working and good work-life balance. B. Annual presentation by EOU at SB agenda on policies.	A. September and November/May (appraisals) 2016/17 and ongoing B. First semester (annually)	A. HOS and School Manager B. HOS	Clearer information re flexible working: impact measured in Culture Survey January 2017 > 80% agreeing that SML has clear information on flexible working	Inclusivity fully embedded
4.7 Core hours: need to hold receptions and social gatherings at	Staff planning on intranet/ email to staff from School manager re transition to	December 2015/ Ongoing	School Manager	Annual end-of-year auditing of events and classes in	Inclusivity fully embedded

Rationale/issue	Planned Action	Timescale/ completion date	Person responsible	Measurable Impact	Long-term outcome (5 years)
lunchtime/early afternoon.	holding receptions and social gatherings at lunchtime/early afternoon.			School to see % happening outside of core hours.	
AREA TO BE ADDRESSED:					
5. IMPROVING VISIBILITY AND EMBEDDING OF SWAN					
5.1 Need to make SWAN more visible for staff, students and general public.	Enhance School SWAN Page with links and text, including this application.	April 2016 and ongoing	School Manager (website administrator) and SWAN Champions	Visibility and Embedding of SWAN through improved SWAN page. New Culture survey Jan 2017 - >80% agreeing that SWAN is visible in SML.	SWAN fully embedded
5.2 Need for greater recognition of SWAN role in School.	Review of WLM re SWAN role. SAT and HOS Discussion re raising of SWAN points during application year.	May/June 2016	HOS, SMB and SAT	New WLM Minutes of SAT discussion. New Culture survey Jan 2017 with >80% agreeing that WLM recognizes SWAN role	SWAN fully embedded
5.3 Due to high admin loads for SML staff, need to monitor admin duties and WLM points allocated by gender.	Review of gender distribution of admin roles and points allocated on WLM.	May/June 2016 and annually over census period	HOS with SWAN CHampions	Equal distribution of Admin duties re gender/ Data re Male/female WLM scores to inform SAT actions. SAT discussion. New Culture survey Jan	SWAN fully embedded

Rationale/issue	Planned Action	Timescale/ completion date	Person responsible	Measurable Impact	Long-term outcome (5 years)
				2017 satisfaction re distribution of admin roles measured. >80% agree that is fair.	
5.4 To promote the benefits of SWAN for both female and male staff and share the administrative responsibilities of the role equally between genders, our School plans to include 1 female and 1 male Champion, to replace existing Champions if on leave and in the next application round, if possible.	One male Champion to be appointed in September 2016 and possibility of continuation in next application round.	September 2016 – ongoing	HOS	Undertaking of SWAN Champion role by Male staff member.	SWAN fully embedded
5.5 Unconscious bias training for all staff, in order to fully embed SWAN principles and ensure that all current and potential students and members of staff are treated equally by staff in our School.	Unconscious bias training to be compulsory for all staff.	Sept 2016 and annually	HOS and School Manager in conjunction with SWAN Champions and QGI	Culture Survey 2017 with >80% agreeing that they understand why unconscious bias training is important.	SWAN fully embedded

Rationale/issue	Planned Action	Timescale/ completion date	Person responsible	Measurable Impact	Long-term outcome (5 years)
5.6 Data for seminar speakers revealed unequal distribution of female and male speakers at seminar series. We recognise the importance of visibility of role models, therefore need to monitor this, together with the gender distribution of external examiners.	A. Monitoring of gender distribution of speakers for seminar series. B. Monitoring gender distribution of external examiners in all language areas.	A. and B. – January 2016 and ongoing	A. Seminar series convenor B. Heads of Area	Annual auditing for A. and B.	SWAN fully embedded
AREA TO BE ADDRESSED:					
6. IMPLEMENTATION OF ACTION PLAN					
6.1 It is essential that the Action Plan is both implemented and reviewed annually.	Formal annual monitoring and review of Action Plan at SMB, assessing what has been achieved, what remains to be achieved, and communicating this to the staff concerned. This will be reported at SB.	Annually in September	SWAN Champions and HOS	SWAN Action Plan fully implemented.	SWAN actions fully implemented.