



Athena SWAN Bronze university award application

Name of university: Queen Margaret University

Date of application: 26th November 2012

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Level of award applied for: **Bronze University**

An Athena SWAN Bronze university award recognises that the university overall has a solid foundation (the policies, practices, systems and arrangements) for eliminating gender bias and developing an inclusive culture that values all staff.

At Bronze university level the focus is on:

- The action already taken and planned which demonstrates the university's commitment at a senior level to the [6 Athena SWAN principles](#); and
- The journey to which the university has committed itself in order to achieve a significant improvement in women's representation and career progression in SET, with:
 - An identified starting point;
 - The resources needed;
 - People to lead and support; and
 - The means to monitor its progress (e.g. the action plan).

The number of words used is confirmed **in bold**.

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NOTES ON THE DATA USED IN THE APPLICATION

- All data in the submission is based on a full person equivalent.
- Data for each year (2010, 2011 and 2012) is taken from a snapshot of the staff body at 1st June of those years.
- Where data is used in relation to an employment process (such as recruitment and promotions) this is based on data (as at 1st June) for the academic years 2009-10, 2010-11 and 2011-12.
- In 2010 the University restructured from four schools to two schools. The data for 2009-10, therefore, has had to be manipulated to match the reporting for years 2011-12.
- The Equal Pay Audit relates to a snapshot of information as at 1st November 2010.

QMU Policies

All HR related policies and procedures are available on the staff intranet site <http://intranet.qmu.ac.uk/sites/humresources/> and include:

- Recruitment & Selection Policy
- Academic Promotions Policy
- Flexible Working Toolkit
- Parental Leave Policies
- Dignity at Work Policy
- Performance Enhancement Review Policy
- Emergency Leave for the Care of Dependants
- Sabbatical Leave

UNIVERSITY STRUCTURE – Glossary of Terms

Academic staff

Staff employed in teaching, research or clinical contracts from the grade of Research Assistant to Professor.

QMU/the University

- Queen Margaret University

Subject Areas (at QMU)

- Two academic schools further broken into Divisions and then subject areas

SET (at QMU)

- The majority of our SET subject areas sit within the School of Health Sciences and Psychology within the School of Arts, Social Sciences and Management.

Senior Management Team (SMT)

- Principal
- Deputy Principal
- Director of Operations and Finance
- University Secretary

Executive Board (EB)

- Principal
- Deputy Principal
- Director of Operations & Finance
- University Secretary
- Dean of School of Health Sciences
- Dean of School of Arts, Social Sciences and Management
- Vice Principal (Resources and Development)
- Director of Campus and Commercial Services
- Head of HR
- Director of Communications & Marketing

International Development & Student Experience Schools

- School of Health Sciences
- School of Arts, Social Sciences and Management
- Research and Knowledge Exchange Unit
- Centre of Academic Practice

The Schools

The School of Health Sciences is made up of three divisions and one Institute which encompass the following subject areas:

Nursing/Occupational & Arts Therapies

- Nursing
- Occupational Therapy
- Arts Therapies

Podiatry/Radiography, Physiotherapy & Dietetic Nutrition Biological Sciences

- Podiatry
- Radiography
- Physiotherapy
- Dietetics, Nutrition and Biological Sciences

Speech & Hearing Sciences

- Speech Sciences
- Audiology

The Institute for International Health and Development

The School of Arts, Social Sciences and Management (ASSaM) is made up of three divisions which encompass the following subject areas:

Media, Communications & Performing Arts

- Media & Communications
- Performing Arts

Psychology & Sociology

- Psychology
- Sociology

Business Enterprise and Management

- Business Management
- Events Management
- International Hospitality Management & Tourism Management
- Consumer Insight

Operations and Finance

- Finance
- Planning

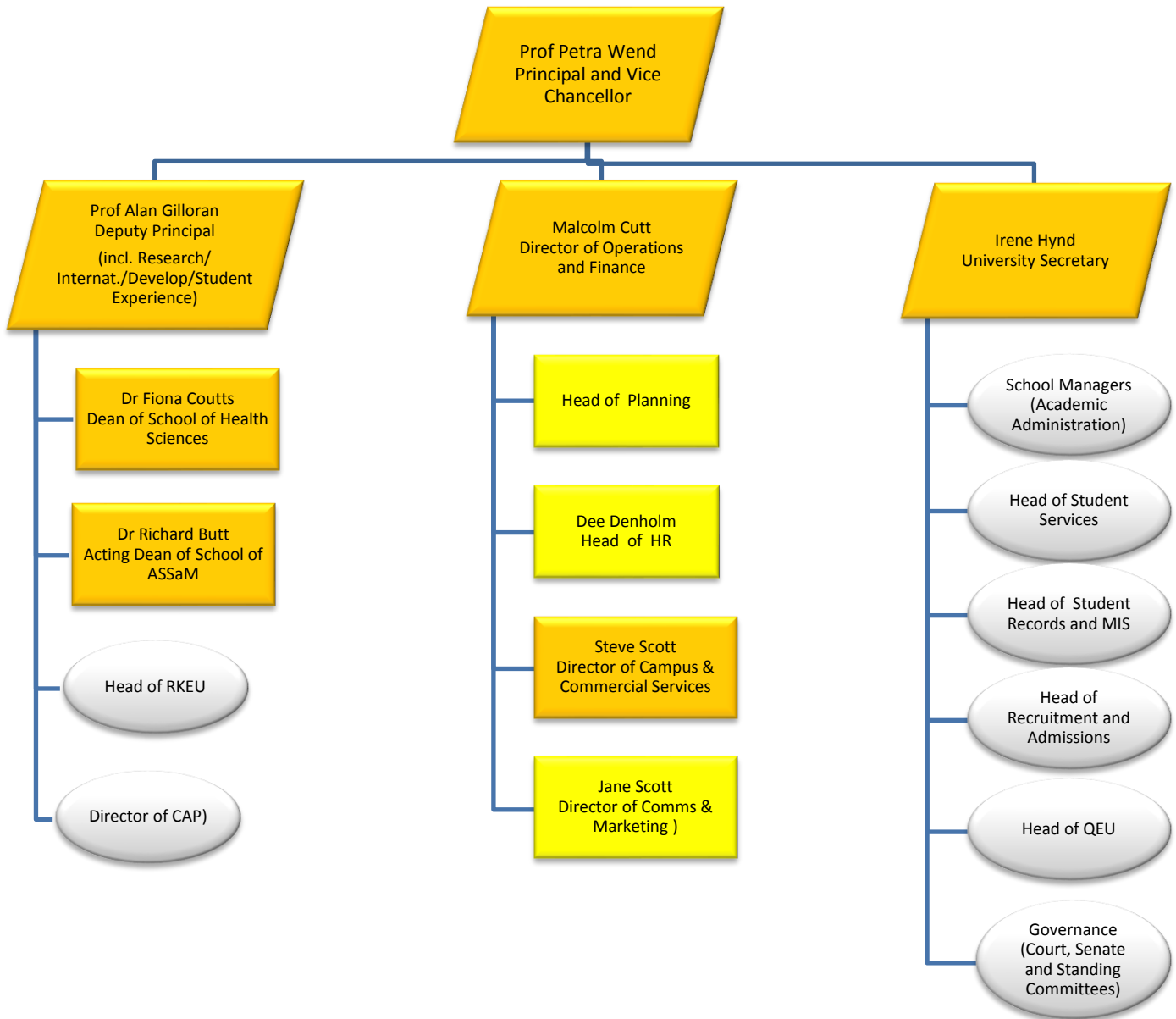
Queen Margaret University Submission

- Human Resources
- Campus Services
 - Estates & Facilities
 - Accommodation
 - Catering
 - Events Management
 - Information Services

ADSA (Academic Development & Student Affairs)

- Admissions
- Quality Enhancement Unit
- Recruitment and International Liaison Office
- School Office
- Student Records
- Student Services
- Governance & Compliance

Organisation Chart – revised 1st November 2012



QUEEN MARGARET UNIVERSITY

Athena SWAN Bronze university award application

1. LETTER FROM THE PRINCIPAL - see attached

(w/c 455)

2. THE SELF-ASSESSMENT PROCESS (1000 words)

a) The Self Assessment Working Group

Description of the self assessment team, members' roles and experiences of work-life balance.

The self-assessment working group was created to draw on a wide range of expertise and experience from the University's academic community. The group was chaired by Professor Alan Gilloran, the Deputy Principal and the steering group also included Dr Fiona Coutts, the Dean of the School of Health Sciences, and Dee Denholm, the Head of HR.

The self-assessment group was identified in accordance with the Athena SWAN guidelines and members were invited from all levels on the academic scale.

The gender balance of the group is 67% female and 33% male and includes full and part-time staff and staff with recent experience of the University's recruitment and promotions processes. We looked to balance a mixture of both male and female staff with varying work-life commitments and patterns of working. Some of the group members have caring responsibilities for children and elderly parents and a number have recent experience of maternity leave and return to work at QMU. We have also invited one of our PhD students to join the working group to ensure we have input from our 'pipeline' to contribute to the submission process.

Work on the University's Athena SWAN Bronze award submission began in May 2012 and continued through to the submission date of November 2012.

The group reports to the University Senior Management Team through Professor Gilloran.

The Group's terms of references are to:

1. Lead on the progression of University membership of the Athena SWAN charter.

2. Undertake an assessment of female representation in SET subjects at the University and any current initiatives to improve the representation, retention and progression of women in SET.
3. Identify areas for improvement and make recommendations to the EB as to actions to improve the representation, retention and progression of women in SET.
4. Prepare a submission on behalf of the University for an Athena SWAN bronze Award encompassing (2) and (3).
5. Communicate with colleagues (including the wider university) about the Athena SWAN Charter initiative.

Table 1 – Working Group Members

Name	Position at QMU	Background
Professor Alan Gilloran	Deputy Principal and Chair of the Athena SWAN Self Assessment Working Group	Alan is a sociologist who has worked at QMU since 1995 occupying a number of roles including Head of Department; Dean and Vice Principal (Academic). He has been a member of the Senior Management Team for ten years.
Dr Fiona Coutts	Dean of the School of Health Sciences	Following a career as a specialist clinical physiotherapist in Orthopaedic Rehabilitation in Edinburgh and London, Fiona has worked at QMU since mid 2004. She became Head of Physiotherapy in January 2007 and Dean of Health Sciences in 2010.
Dee Denholm	Head of Human Resources	Dee joined QMU in 2011 after a successful international career in HR across a number of sectors.
Lynn Kinloch	HR Partner/Athena Swan Project Co-ordinator	Lynn joined the HR team in 2012 following a number of years working within HR in the Education. Primary focus is the co-ordination of the Athena SWAN submission.
Dr Stuart Wilson	Lecturer in Psychology	Stuart joined QMU in 2002. Stuart's research interest is in the adaptive function of cognition, particularly memory systems.
Angela Stockton	PhD student in Dietetics, Nutrition & Biological Services Division	Angela joined QMU as a PhD student in October 2011. She has two BSc degrees in Chemistry and Medical Herbalism and an MSc in Public Health Nutrition.
Dr Joanne Cleland	Post doc Research Fellow, School of Health Sciences	Joanne joined QMU in 2002 as a Research Assistant. The focus of her research is speech disorders in children with developmental disabilities. She is currently engaged in an EPSRC funded project focusing on developing ultrasound into a speech therapy tool.
Dr Marietta van der Linden	Senior Research Fellow, School of Health Sciences	Marietta joined QMU in 2004. As part of the Rehabilitation Sciences research group, Marietta is involved with research assessing the functional outcome of interventions such as exercise and assistive

		technology in people with Multiple Sclerosis, Cerebral Palsy and people undergoing a total joint replacement.
Phillip Rayson	Research Assistant, Dietetics, Nutrition and Biological Services	Philip joined QMU in June 2012. He therefore has recent experience of the QMU recruitment process.

(b) **The Self-Assessment Process – please see timeline document**

The self assessment working group was formed in May 2012 and met formally every 4-6 weeks up to the submission deadline. In the early stages of the application development an informal fortnightly progress meeting took place between the Project Co-ordinator/Head of HR and the Chair to track the application progress.

Early in the application process a decision was taken that QMU would, for the first time, undertake a staff survey to include a number of questions relating to work/life balance and diversity and equality. This was delivered by Capita and staff were invited to participate in October 2012. A response rate of 70.74% was achieved and an analysis of the results is expected in early December. Feedback will be incorporated into the action plan.

QMU consulted published successful Bronze applications and met with a member of the successful Athena SWAN gold award team at Edinburgh University to discuss their experience of the submission process. The University met with the Scottish Resource Centre for Women in Science to gain a better understanding of what the SRC can offer QMU by way of additional support and guidance. The University joined the Scottish Regional Athena SWAN network and is now an active member of that group. This group has offered a valuable opportunity to keep in contact with similar teams across the wider HE community.

The group followed a structured process for the self-assessment using the Athena award application as a guide. Under Professor Gilloran’s guidance a project plan for the application submission process was devised.

A Project Co-ordinator was appointed with responsibility for the extraction of data, collation and analysis to support the application. The assessment process also mapped the University practices against the Athena SWAN themes to identify current good practice. The data on recruitment, progression and retention was collated and trends analysed. Staff demographic data at 1st June over the past three years was used for this purpose. This process resulted in the identification of issues and ‘gaps’ in practices that the University should address.

The University staff news bulletin (Moderator) publicised the Athena SWAN charter, working group members and the QMU application to staff and students. Feedback and information about recent initiatives and successes have been incorporated into the application. A dedicated webpage introducing the University application and the Athena SWAN charter has been created.

In addition to the HR Trent Midland reporting system, the information gathering process included discussion with a number of key areas, including Registrars, the Research, Knowledge and Exchange Unit and the Centre for Academic Practice and a comprehensive analysis of the University career development policies was undertaken.

Athena SWAN has been built into departmental KPI's linked to the university's outcome agreement.

TABLE 2 – TIMELINE DOCUMENT

DATE	ACTION
May 2012	Athena SWAN discussed at Executive Board and core panel members agreed
End May	Core members met to discuss requirements for submission and Project Co-ordinator appointed. Project plan agreed.
By 6 th June	Identify information required for application submission and review other university bronze submissions to identify best practice.
By 28 June	Review university processes and look to identify interventions for Action Plan.
By 29 June	Meetings held with other university departments to gather information including CAP; Admissions, Registrar, Research & Knowledge Exchange Unit
29 June	Meeting with Denise Boyle, University of Edinburgh to discuss their experience of application process and discuss best practice
5 July	The Working Group meets to discuss progress and identify members of the academic and research staff to invite into consultation process
19 July	Professor Gilloran contacted by Athena SWAN and confirmed intention to apply for bronze university award in November 2012
26 July	Chair, Head of HR and Project Co-ordinator met to discuss submission and action plan
31 July	Statistical data produced for years 2010, 2011 and 2012.
1 August	Meeting with Geraldine Wooley, Scottish Resource Centre for Women in SET re support SRC can offer
17 August	Scottish Regional Meeting of Athena Swan held at Edinburgh University
19 August	Working Party met to discuss regional meeting and review draft application submission
21 August	Athena SWAN Update to Executive Board
1 Oct	Staff survey circulated to all staff
4 Oct	Working Party meet to discuss submission and action plan progress and agree how best to publicise Athena Swan project and webpage
9-20 October	Feedback from working party incorporated into application and action plan updated.
26 October	Meeting between Head of HR and Athena SWAN co-ordinator re amended application

26 October	Moderator message to staff/students introducing Athena SWAN aims etc.
27 October	Athena SWAN webpage uploaded onto QMU intranet
29 October	Working Group to meet to discuss submission and agree how to prioritise actions and build timescales into the action plan.
15 Nov	Working Party meeting to discuss submission.
20Nov	Copy of draft submission and action plan sent to Principal's office for comment and endorsement
21 Nov	Athena SWAN submission and action plan discussed at Executive Board
22 Nov	Principal's letter and any final changes made to the submission as applicable
23Nov	Core working group (Professor Gilloran/Dr Coutts/Dee Denholm/Lynn Kinloch) make final review of submission and action plan.
w/c 26 Nov	The University submits its application to the Athena SWAN award team by email
w/c 3rd Dec	Athena SWAN webpage updated

b) Future role of the Working Group

Following the Bronze award submission, the Working Group will continue to meet quarterly and will have on-going responsibility for driving the implementation of the Athena SWAN Action Plan forward and contributing to the development of projects under the plan.

The Group's terms of reference will be revised to reflect this on-going commitment. Each item on the Action Plan has been assigned to an individual or group along with a target date for implementation.

The University will continue to participate in the Scottish Regional Athena SWAN forum.

The Working Group will support the School of Health Sciences to aspire to achieve a silver Athena SWAN award during 2014.

Action Plan – *The Working Group will support the embedding of Athena SWAN locally. Dr Coutts, as Dean of the School of Health Sciences, will ensure that Athena SWAN is an agenda item at the School of Health Sciences' Divisional meetings. Professor Gilloran, as chair, will ensure regular updates to the SMT and Executive Board on the implementation of the action plan and related activities.*

(w/c 942)

3. DESCRIPTION OF THE UNIVERSITY

Provide a summary of the university, including information on its teaching, and its research focus, the number of students and staff (academic and support staff separately), association with university mission groups (e.g. 1994 group, Russell Group, Million+), the size of the SET departments (academic and support staff separately), and any other relevant contextual information

Throughout its history, QMU has been committed to providing relevant teaching and research which makes a real practical impact on everyday life.

Through its socially and economically relevant educational programmes, QMU set out to maximise the potential of students to ensure 'sought after' graduates, who are able to think independently, reflectively and creatively, who are ready for employment, and who have an enthusiasm for lifelong learning. QMU continues to build on its excellent track record in widening the participation of students who have previously been inhibited from entering HE for social, economic or cultural reasons.

QMU's excellent teaching is underpinned by scholarship, and enhanced by research. As well as informing teaching, enhancing the student experience and allowing the University to serve society through knowledge exchange, QMU's research activity creates career development opportunities for its academics, allowing it to attract and retain the best staff.

QMU is divided into two schools: Arts, Social Sciences and Management, and Health Sciences. It has a strong postgraduate contingent.

In July 2012 QMU won the Outstanding Leadership and Management Team category of the *Times Higher Education* Leadership and Management Awards 2012. The University was recognised for clear decision-making and staff engagement which have together been pivotal to success in increasing student applications and numbers, research and commercialisation contracts and financial results

a) UNIVERSITY OVERVIEW

QMU has academic flagship areas of **health and rehabilitation, sustainable business, and culture and creativity.**

A high proportion of academics participates in research and performs at the highest level in developing pioneering expertise. Research is focused on six themes, aligned with the academic flagships. These are **Rehabilitation Sciences; Nutrition and Metabolism in Health and Disease; Social**

Determinants of Health; Media Culture and Production; Speech and Communications and Sustainable Business.

- **Academic and SET Subject Areas**

SET subject areas sit predominantly within Health Sciences. Staff in **Psychology** are included as 'SET' in this submission.

Table 3 - SET as a percentage of Academic Subject Areas

Academic Subject Areas	SET Subject Areas (including Psychology)	SET as a % of academic subjects taught
14	9	64%

Table 4 - Academic Subjects Taught by School)

School of Health Sciences	School of Arts, Social Sciences & Management
<ul style="list-style-type: none"> • <i>Dietetics, Nutrition and Biological Sciences</i> 	<ul style="list-style-type: none"> • <i>Media and Communications</i>
<ul style="list-style-type: none"> • <i>Nursing</i> 	<ul style="list-style-type: none"> • <i>Performing Arts</i>
<ul style="list-style-type: none"> • <i>Occupational Therapy and Arts Therapies</i> 	<ul style="list-style-type: none"> • <i>Business Enterprise</i>
<ul style="list-style-type: none"> • <i>Physiotherapy</i> 	<ul style="list-style-type: none"> • <i>Management</i>
<ul style="list-style-type: none"> • <i>Podiatry</i> 	<ul style="list-style-type: none"> • Psychology
<ul style="list-style-type: none"> • <i>Radiography</i> 	<ul style="list-style-type: none"> • <i>Sociology</i>
<ul style="list-style-type: none"> • <i>Speech and Hearing Sciences</i> 	
<ul style="list-style-type: none"> • <i>The Institute for International Health and Development</i> 	

Table 5 - FTE Academic & Support Staff (academic split shown in *italics*)

1 June Year	Female FTE	Male FTE	Total FTE SMT = Snr Management Team EB = Executive Board	Full-Time FTE	Part-Time FTE
2010	269.13	168.11	437.24	361.00	76.24
(Acad)	<i>(123.74)</i>	<i>(68.98)</i>	<ul style="list-style-type: none"> • SMT/EB 10.0 • Academic 192.72 • Support 234.52) 	<i>(153)</i>	<i>(39.72)</i>
2011	247.94	153.66	401.60	328.00	73.60
(Acad)	<i>(113.28)</i>	<i>(67.33)</i>	<ul style="list-style-type: none"> • SMT/EB 10.6 • Academic 180.61 • Support 210.39 	<i>(144)</i>	<i>(36.60)</i>
2012	255.9	145.97	401.91	318.00	83.91
(Acad)	<i>(113.39)</i>	<i>(61.03)</i>	<ul style="list-style-type: none"> • Executive Board 7.0 • Academic 174.42 • Support 220.48 	<i>(132.00)</i>	<i>(42.42)</i>

Student Numbers and Courses

QMU has approximately 6,000 students (excluding overseas collaborations). The majority of newly qualified SET graduates secure employment within the NHS but there is an increasing trend for graduates to enter Third Sector and Private Provision employment.

Table 6 - Courses

Undergraduate Courses	Postgraduate Qualifications
• Health Professions	• Occupational and Art Therapies
• Biological Sciences	• Culture
• Social Sciences	• Education
• Performing Arts	• Business Management
• Theatre, Film & Media	• Health Sciences
• Public Relations & Events	• International Health & Development
• Business Management	• Public Relations
• Hospitality & Tourism	• Social Justice

Table 7 - QMU Student Numbers (excluding overseas collaborations)

Year	Female	Male	Total
2009/10	4708 (76%)	1474 (24%)	6192
2010/11	4618 (74%)	1594 (26%)	6213
2011/12	4256 (76%)	1378 (24%)	5635

Table 8 - SET Student Numbers (excluding overseas collaborations)

Year	Female	Male	Total
2009/10	3086 (82%)	676 (18%)	3762
2010/11	2915 (79%)	779 (21%)	3694
2011/12	2639 (80%)	644 (20%)	3283

Table 9 - Student Distribution by study 2010-12

2010	Full-Time	Part-Time	Total
Undergraduate	57.7%	19.1%	76.8%
Post graduate	7.8%	15.4%	23.2%
Total	65.5%	34.5%	100%
2011			
Undergraduate	54%	18.9%	72.9%
Post graduate	7.4%	19.7%	27.1%
Total	61.4%	38.6%	100%
2012			
Undergraduate	50.9%	20.7%	71.6%
Post graduate	9.2%	19.2%	28.4%
Total	60.1%	39.9%	100%

b) ACADEMIC AND RESEARCH STAFF INFORMATION

- | |
|--|
| <ul style="list-style-type: none"> ▪ All Data is based on a full person equivalent ▪ 2010-12 data is taken from snapshot of staff body on 1st June of those years. ▪ G6-G7 Research Roles ▪ G8/FE Lecturer ▪ G9 Senior Lecturer ▪ G10 Professor |
|--|

(i) Female/Male ratio of academic and research staff (Tables A & B)

Across the whole university and in SET departments. Comment on the main areas of concern on gender balance and plans to address them. For example, is there evidence that women and men are appropriately represented at all levels of the workforce? Are there differences in SET departments?

TABLE 'A' - Female : Male (FTE) Research/Academic Staff at QMU

At 1st June YEAR	Grade	Female FTE	Male FTE	Grand Total FTE	% Total FTE	
					FEMALE	MALE
2010	G5	1.3	1.7	3.0	43%	57%
	G6	2.7	1.57	4.27	63%	37%
	G7	6.04	1.0	7.04	86%	14%
	G8	79.1	37.71	116.81	68%	32%
	FE	0.6	1.0	1.6	38%	62%
	G9	24.4	17.0	41.4	59%	41%
	G10	9.6	9.0	18.6	52%	48%
Total 2010		123.74	68.98	192.72	64%	36%
2011	G5		1.0	1.0	0%	100%
	G6	2.2	1.0	3.2	69%	31%
	G7	6.0		6.0	100%	0%
	G8	68.08	36.83	104.91	65%	35%
	FE	0.6	0.5	1.1	55%	45%
	G9	28.4	18.0	46.4	61%	39%
	G10	8.0	10.0	18.0	44%	56%
Total 2011		113.28	67.33	180.61	63%	37%
2012	G5		1.0	1.0	0%	100%
	G6	4.5		4.5	100%	0%
	G7	5.3	1.0	6.3	84%	16%
	G8	63.59	34.73	98.32	65%	35%
	FE		0.5	0.5	0%	100%
	G9	34.0	11.8	45.8	74%	26%
	G10	6.0	12.0	18.0	33%	67%
Total 2012		113.39	61.03	174.42	65%	35%

QMU has a high female to male staffing ratio with women representing 65% of the overall academic workforce. This percentage is significantly higher than the national academic female average of 44%. (*Equality in HE Statistical*

Report 2011). QMU offers a number of subjects that are traditionally perceived as female occupations which would support and perpetuates the gender split in staff. This is also evidenced by 76% female student population.

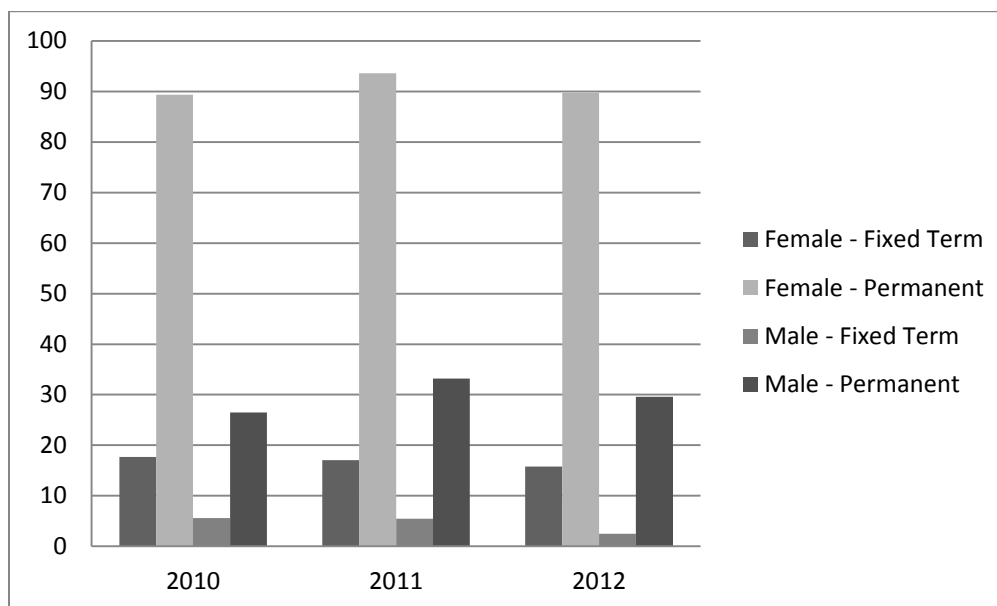
TABLE 'B' - Female : Male (FTE) Research/Academic Staff - SET

At 1st June	Grade	Female FTE	Male FTE	Grand Total FTE	% Total FTE	
<u>YEAR</u>					<u>FEMALE</u>	<u>MALE</u>
2010	G5	1.3	1.0	2.3	57%	43%
	G6	2.0	1.6	3.6	56%	44%
	G7	3.9	1.0	4.9	79%	21%
	G8	56.6	11.9	68.5	83%	17%
	FE	0.6		0.6	100%	0%
	G9	19.8	8.0	27.8	71%	29%
	G10	8.0	5.0	13.0	62%	38%
Total 2010		92.1	28.5	120.6	76%	24%
2011	G5		1.0	1.0	0%	100%
	G6	2.2	1.0	3.2	69%	31%
	G7	3.7		3.7	100%	0%
	G8	48.5	13.7	62.2	78%	22%
	FE	0.6		0.6	100%	0%
	G9	21.8	8.0	29.8	73%	27%
	G10	5.0	2.0	7.0	71%	29%
Total 2011		81.8	25.7	107.5	76%	24%
2012	G5		1.0	1.0	0%	100%
	G6	4.5		4.5	100%	0%
	G7	4.3	1.0	5.3	81%	19%
	G8	47.3	12.3	59.6	79%	21%
	G9	27.4	5.8	33.2	83%	17%
	G10	3.0	6.0	9.0	33%	67%
Total 2012		86.5	26.1	112.6	77%	23%

In SET, females represent 78% of staff - a small but progressive increase on previous reporting years. This percentage compares extremely well when viewed against women's under-representation in the STEM sector across the UK where the average proportion of women (2007-2011) was 19%.

Currently 65% of Lecturers are female - this increases to 79% in SET. There has been improvement in the number of female Senior Lecturers from 59% in 2010 to 74% in 2012. In the same period, Senior Lecturers in SET increased from 71% to 83%. In statistical terms, the number of female professorial staff looks low. However this is due to the group size composite. At 1st June 2012 we had 3 female: and 6 male professorial staff in SET.

Graph 1 - Female:Male population in SET subject areas –vs- all academic
(split into fixed term and permanent/open ended contract types)



Action plan – *Continue to support the Scottish Government initiative to encourage women into Science through education and vocational education.*

(ii) Female/male academic staff turnover rates by grade (Tables C and D)

Across the whole university and in SET departments and any differences between them. What are the issues for the university and how is it planned to address them? For example, are women and men equally likely to leave the university (distinguish between those leaving at the end of a fixed term contract and any other leavers)? Are the reasons for leaving picked up in exit interviews?

Academic Turnover for 2009-12

Period	% of Leavers	Academic Leavers – FTE
2009-10	4.8%	24
2010-11	6.4%	29
2011-12	4.8%	22

TABLE 'C' - Female : Male (FTE) Academic Leavers at QMU

As at 1st June	Grade	Female Fixed Term FTE	Female Open Ended FTE	Female Total FTE	Male Fixed Term FTE	Male Open ended FTE	Male Total FTE	Grand Total FTE	% Total FTE	% Total FTE
YEAR									FEMALE	MALE
2009-10	G4	2.00		2.00				2.00	100%	0%
	G5				1.00		1.00	1.00	0%	100%
	G6	2.50		2.50				2.50	100%	0%
	G7	1.00		1.00				1.00	100%	0%
	G8	1.00	2.20	3.20		5.00	5.00	8.20	39%	61%
	G9					0.50	0.50	0.50	0%	100%
	G10		3.00	3.00		2.00	2.00	5.00	60%	40%
Total 2009-10		6.50	5.20	11.70	1.00	7.50	8.50	20.20	58%	42%
2010-2011	G5	1.10		1.10	0.50		0.50	1.60	69%	31%
	G6	0.90	0.70	1.60				1.60	100%	0%
	G7	1.00		1.00				1.00	100%	0%
	G8	2.06	7.96	10.02	1.00	1.11	2.11	12.13	83%	17%
	G9		1	1		1	1	2	50%	50%
	G10	0.20	0.40	0.60				0.60	100%	0%
Total 2010-11		5.26	10.06	15.32	1.50	2.11	3.61	18.93	81%	19%
2011-12	G6	0.60		0.60				0.60	100%	0%
	G7	0.80		0.80				0.80	100%	0%
	G8	0.70	4.40	5.10		2.20	2.20	7.30	70%	30%
	G9		1.00	1.00		3.00	3.00	4.00	25%	75%
	G10		3.00	3.00		1.00	1.00	4.00	75%	25%
Total 2011-12		2.10	8.40	10.50		6.20	6.20	16.70	63%	37%
3 yr Total		13.86	23.66	37.52	2.50	15.81	18.31	55.83		

Turnover for the period 2009-12 is relatively low with 75 academic leavers. There is a higher percentage (72%) of women leaving compared to men (28%), but this is reflective of the female/male academic ratio. Academic turnover is relatively low when compared to the 2011 UK national average of 12.25% as reported by the CIPD. Turnover will continue to be monitored.

Leavers peak in 2010-11 due to organisational structure changes during that period.

TABLE 'D' - Female : Male (FTE) SET Leaver

As at 1st June	Grade	Female Fixed Term FTE	Female Open Ended FTE	Female Total FTE	Male Fixed Term FTE	Male Open Ended FTE	Male Total FTE	Grand Total FTE	% Total FTE	% Total FTE
<u>YEAR</u>									<u>FEMALE</u>	<u>MALE</u>
2009-10	G4	1.00		1.00				1.00	100%	0%
	G5				1.00		1.00	1.00	0%	100%
	G6	1.90		1.90				1.90	100%	0%
	G7	1.00		1.00				1.00	100%	0%
	G8	0.5	0.4	0.9		2	2	2.9	31%	69%
	G10		2.00	2.00		2.00	2.00	4.00	50%	50%
Total 2009-10		4.40	2.40	6.80	1.00	4.00	5.00	11.80	58%	42%
2010-11	G5	1.10		1.10				1.10	100%	0%
	G6	0.90		0.90				0.90	100%	0%
	G7	1.00		1.00				1.00	100%	0%
	G8	1.66	5.77	7.43		1.11	1.11	8.54	87%	13%
	G9		1.00	1.00				1.00	100%	0%
Total 2010-11		4.66	6.77	11.43		1.11	1.11	12.54	91%	9%
2011-12	G6	0.60		0.60				0.60	100%	0%
	G7	0.60		0.60				0.60	100%	0%
	G8	0.30	3.40	3.70		1.20	1.20	4.90	76%	24%
	G10		2.00	2.00				2.00	100%	0%
Total 2011-12		1.50	5.40	6.90		1.20	1.20	8.10	85%	15%
3 Yr Total		10.56	14.57	25.13	1	6.31	7.31	32.44		

This reflects the numbers in Table 'C' and reinforces that the highest number of staff leave at Lecturer grade. Exit interview data shows the majority of leavers cite career progression at other, often larger, HEI's as their reason for leaving.

Fixed Term Leavers

Fixed term leavers were not significant to staff turnover. Only 37% (28 FTE staff) left whilst on Fixed Term Contracts.

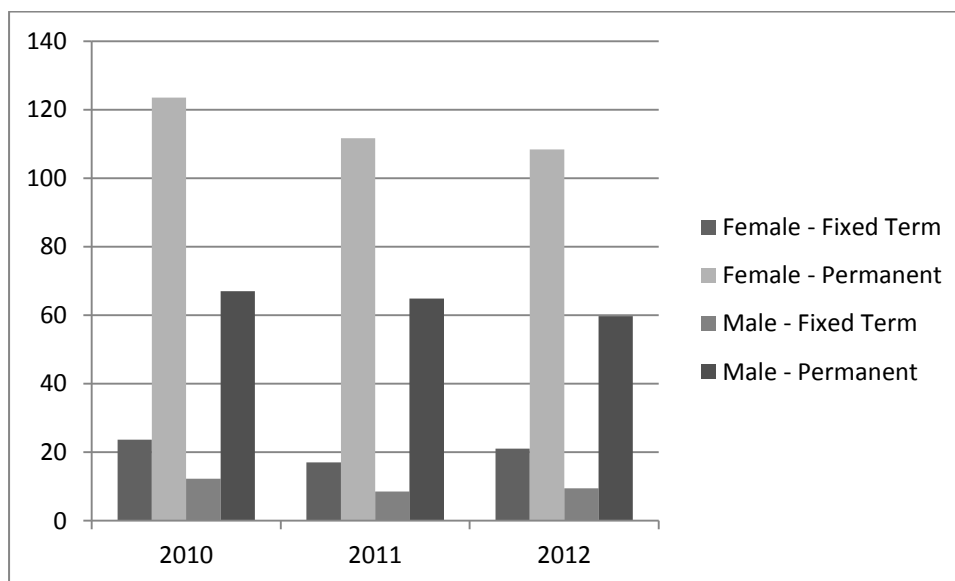
Currently the exit process captures primary information and does not seek information specific to SET subject areas or feedback on gender issues. A new online Exit Questionnaire will be introduced which is designed to ensure meaningful information is captured to allow specific gender/SET data to be extracted.

Action plan – *Exit Questionnaires will capture gender specific information and record destination of academic leavers. Going forward, data will be analysed to ensure any emerging patterns are identified i.e. female staff dropping out of academia.*

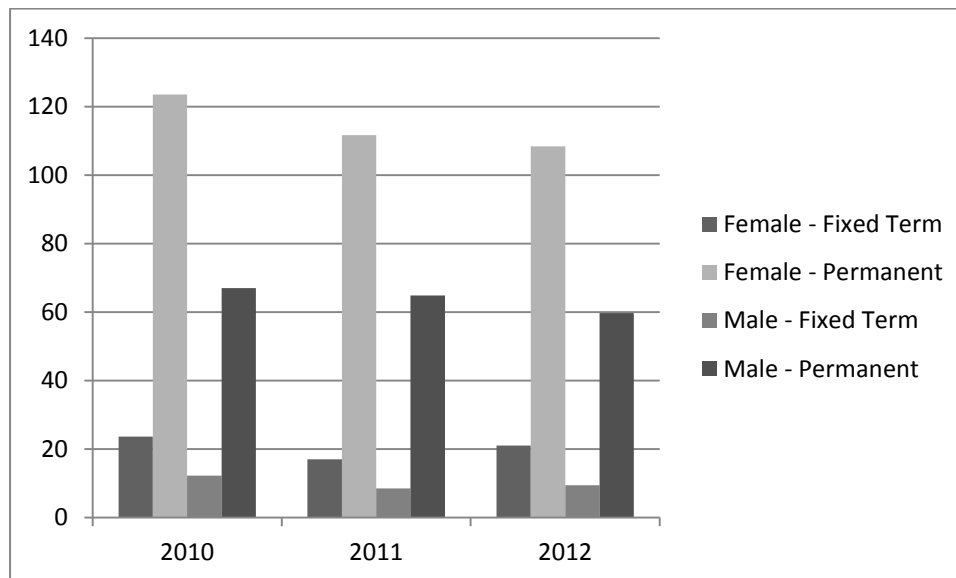
(iii) Female/male ratio of academic and research staff on fixed-term contracts vs. open-ended (permanent) contracts (Graph 2 and 3)

Across the whole university and in SET departments. Comment on the implications of the gender balance for the university and for women's career development. For example, is there evidence that women are overrepresented on fixed-term contracts? Are there differences in SET departments?

Graph 2 - Female:Male (FTE) Contract Types – All Academic



Graph 3 –Female:Male (FTE) Contract Types - SET



Across QMU, 89% of fixed term contract employees are female and this statistic is mirrored in SET areas with less male staff on fixed term contracts. However the decision to offer a fixed term contract is agreed at the outset and before a candidate is identified for the post. The contract type is dependant on funding and there is no evidence of gender bias.

Action Plan - *We should continue to monitor equity on fixed term contracts.*

(iv) **Equal Pay Audit (data set for 2010 Equal Pay Audit was for the year running up to 1st November 2010)**

Institutional Gender Pay Gap

2010 quantitative data identified that, at an institutional level, the gap was 0.6% in favour of males. This represented a decrease of 0.7% from the previous year. There has been a continual reduction in the University Gender Pay Gap which compares favourably against the HE sector average of 21%.

Table 10 – Gender Pay Gap 2006-10

1st November	QMU Gender Pay Gap
2010	-0.6%
2009	-1.3%
2008	-4.6%
2007 /2006	Pre framework agreement (no effective comparison available)

Gender Pay Gap Summary

<ul style="list-style-type: none"> ▪ Part-time Staff – gender pay gap of 18.3% in favour of males. In a further analysis of the academic staff group the gender pay gap reduces to 8.5% in favour of males. In the academic group the number of part-time females is 56 and 11 males. The gap is due to the proportion of males in higher grade roles. ▪ Research Staff – gap of 88.3% in favour of females. As group size is 15 females/2 males it is unlikely that any realistic deduction can be made from a group with this composition. ▪ Professorial Staff – gap was 6.2% in favour of females. However once again the group size of 11 was limited for deductions to be made.
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Action Plan – *The next equal pay audit will be done in February 2013.*

(v) Female/male ratio of staff in the Research Assessment Exercise (RAE) 2008

Table 11 - Number of Female : Male staff (FTE) in 2008 RAE

Subject Areas	Female FTE	Male FTE	Total Staff	% of FTE Female	% of FTE Male
Non-SET	23.0	20.5	43.5	53%	47%
SET	33.5	16.9	50.4	66%	34%

The Equal Opportunities Committee ensured part-time staff (largely women) and those who had career breaks were given every opportunity to be included. As part of the equality proofing of the RAE process an Equality Code of Practice was produced and followed. All staff involved in preparing the RAE submission attended essential training conducted by an external facilitator.

In preparation for REF 2014 QMU has implemented a HEFCE approved Equality Code of Practice and undertake tri-monthly impact assessments of the REF process. (81)

(w/c 973)

SUPPORTING AND ADVANCING WOMEN'S CAREERS (4500 words)

4. KEY TRANSITION POINTS

(a) Data

Provide data for the past 3 years (where possible with clearly labelled graphical illustrations) on the following with commentary on trends and significant issues.

Please note the figures below relate to completed recruitment figures at 1st June 10-12.

(i) Academic Staff Job Application and Appointment Success Rates

Table 12 – All Academic - Job Applications 2010-2012 - SET figures in brackets ()

Year	No of Academic Vacancies	No of applications (all academic departments)	Total Male	Total Female	Total Unknown
2010	19 (18)	134 (118)	28 (20)	88 (82)	18 (16)
2011	11 (11)	86 (86)	24 (40)	48 (24)	14 (14)
2012	15 (12)	223 (147)	37 (25)	113 (108)	73 (14)

Table 13 – Academic – Successful Candidates 2010-12

Year	All Academic Vacancies	Successful Male	Successful Female	Vacancy Not Filled	Academic % Male Split	Academic % Female Split
2010	1	-	1	-	-	100%
2011	-	-	-	-	-	-
2012	3	3	-	-	100%	-

Table 14– SET - Successful Candidates 2010-2012

Year	Total SET Vacancies	No of SET Vacancies Filled	Successful Male	Successful Female	% Male Split	% Female Split
2010	18	14	2	12	14%	86%
2011	11	10	-	10	-	100%
2012	12	11	-	11	-	100%

The current recruitment monitoring system does not differentiate between Academic and SET vacancies and therefore this information had to be

produced manually. The information obtained shows that most of the academic vacancies sit within the SET subject areas with the majority of these vacancies in traditionally female dominated occupations. As a result in SET subject areas, a high percentage of applications are female. This is further demonstrated through the high percentage of successful female applicants.

In some roles such as Lecturer in Dance Movement and Speech and Language Therapist there were no male applications for the role. (97)

Action Plan – An improved HRIS *will allow us to monitor successful candidates by gender and department. In future, QMU will use the Athena SWAN bronze award logo on all SET adverts.* (29)

(ii) Female/male ratio of academic staff promotion rates

Prior to 2012, all applications for academic promotion were subjected to a job evaluation process (HERA) prior to submission to the Dean of School. This resulted in a number of applications being rejected at the HERA process. The successful percentages for 2010 and 2011 are therefore slightly distorted as applications are no longer HERA evaluated. (55)

Table 15 - QMU Wide Applications for Promotion 2010-12

	Initial No of applications	Application progressed following HERA	Unsuccessful	Successful
2010				
Female	12	11	6 (55%)	5 (45%)
Male	7	5	2 (40%)	3 (60%)
2011				
Female	11	8	2 (25%)	6 (75%)
Male	8	3	1 (33%)	2 (67%)
2012				
Female	11	N/A	6 (55%)	5 (45%)
Male	8	N/A	2 (25%)	6 (75%)

Table 16 - SET Subject Area Applications for Promotion 2010-12

Year	Initial No of applications (SET only)	Application progressed following HERA	Unsuccessful	Successful
2010				
Female	8	8	4 (50%)	4 (50%)
Male	0	0	0	0
2011				
Female	7	6	1 (17%)	5 (83%)
Male	2	2	0	2 (100%)
2012				
Female	10	N/A	6 (60%)	4 (40%)
Male	3	N/A	1 (33%)	2 (67%)

Action Plan –*The Performance Enhancement Review process provides the opportunity to discuss career aspirations and development plans that support staff to prepare for promotion. The Academic Promotions policy confirms adherence to Equal Opportunities, and guidance is available to specifically address the impact of parental leave and part-time working and how these will be taken into account when considering staff for promotion. (61)*

(b) **Policies and Activities that support Women’s Career Progression**

(i) Recruitment and Selection Policy

The University encourages applications from all areas of society as an equal opportunities employer. Women’s presence is visible throughout the entire recruitment process i.e. on website, media publications, and interview panels in accordance with the ratio of female staff within the University.

The University has a structured interview process. All vacancies are approved by the Vacancy Approval Panel consisting of SMT and HR prior to adverts being placed through Human Resources. A vacancy will not be placed unless an updated job description and person specification is in place.

All jobs are advertised on the university website and all applications are shortlisted against the agreed criteria. Responsibility for selection rests with the Appointment Panel. Chairs of the Appointment Panels

are responsible for ensuring a gender balance in the composition of the panel. Based on the criteria for the post, a clearly defined interview plan ensures all candidates are treated equally and fairly and no significant areas of questioning are omitted. Guidance on recruitment and selection is included in the Recruitment and Selection Policy and Procedure.

A recent survey by the National HE Stem Programme explored whether the language used in STEM job advertisements can exacerbate the current shortage in STEM labour market. (*Tania Lyden 18 July 2011*) The results showed that areas such as pay and job specifics were important to both men and women but the tone of the advert was more important to female applicants with the majority preferring less company 'ego' and a more positive, non demanding wording when 'selling' the organisation. (254)

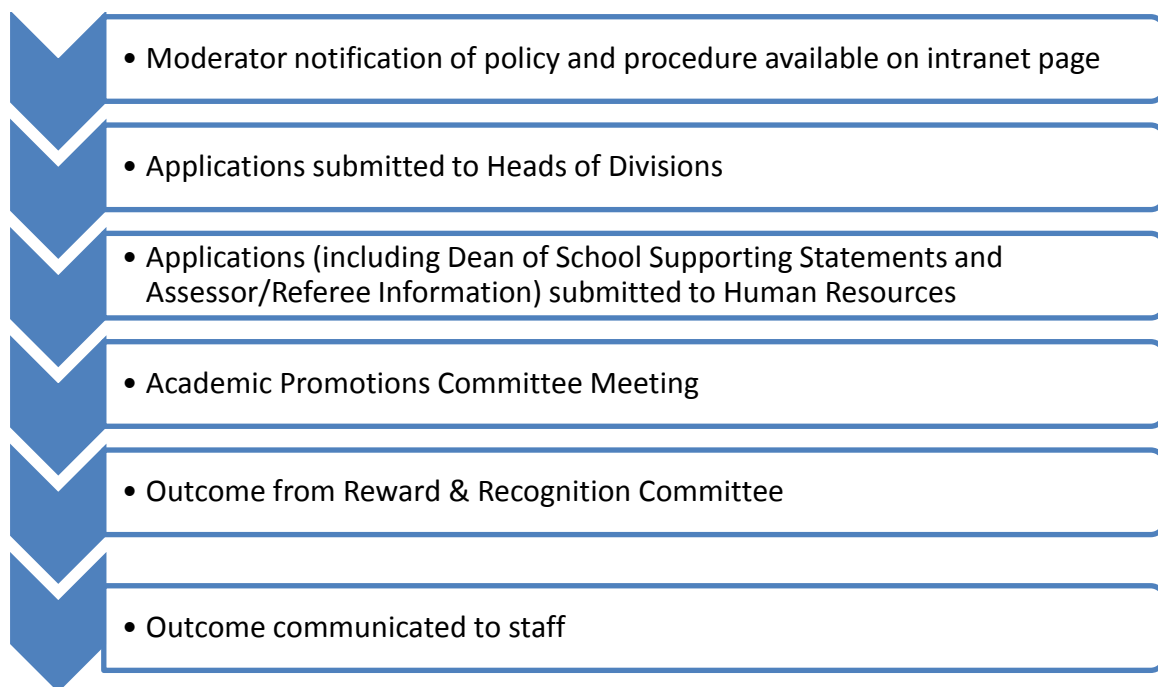
Action Plan –*SET advert wording will be reviewed in light of the recommendations made in the Stem survey. We are currently reviewing the training needs of our interviewer pool and will offer training as identified.* (33)

(ii) Academic Promotions Procedure

The Academic Promotions Committee (APC) meets annually to consider applications from academic staff seeking promotion. The APC process is reviewed annually and was revised and amended in October 2012. The committee has six female and three male members - three of whom are external members.

The promotions process offers staff the opportunity to apply for promotion. Staff are required to evidence their performance against published criteria for the award of a Senior Lecturer, Reader, Senior Research Fellow or Professor. The University is committed to the peer assessment of the quality of teaching, scholarship, research and academic leadership through its APC. (100)

Table 17 – Promotions Process Flowchart



The Head of Division prepares a summary of the individual against the academic promotions criteria. This information is escalated to the Dean of the School and if the application is supported, the Dean will look to nominate two external Assessors who have had no prior association with the candidate. The Assessors will measure the anonymous application against the promotion criteria. External Assessors are senior academics of appropriate standing.

The Academic Promotions Committee review the applications and all applicants are informed of the outcome of the review by letter. All candidates are offered constructive individual feedback and where a candidate has been unsuccessful reasons will be given for the decision and a way forward agreed. (114)

(c) **Career Progression in SET Departments**

- A programme of mentorship for new staff with limited teaching experience is being reviewed.
- PER process identifies individual objectives for research engagement and academic promotion
- Research aspiring staff have research mentors' meetings with Research Theme Leads to assist progress with key objectives being identified and these are fed into the PER process,
- Funding is available to allow staff to bid for research monies to help them reach School and theme objectives. (75)

Action Plan – The Centre for Academic Practice and the Resource Knowledge and Exchange Unit will look to evolve mentorship for new staff particularly those who are experienced clinicians but with limited teaching experience (31)

(w/c 849)

5. CAREER DEVELOPMENT

Describe the policies and activities at the university that support women's career development in SET departments.

(i) Researcher career support and training

QMU recognises the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research. We are fully committed to the Concordat to support the Career Development of Researchers. Our Research Theme Leads are responsible for the strategic implementation of the Concordat.

In 2010 in recognition of excellence in researcher career development and in support of our work to align practices to European standards for the career development of researchers, QMU was awarded:

- the European Charter mark for the European Charter for Researchers and
- Code of Conduct for the Recruitment of Researchers :
- the HR excellence in research badging: and
- membership of the EU EURAXESS network for researcher mobility

A Concordat Road Show, organised by the Research and Knowledge Exchange Unit, took place in 2011, highlighting the Institution's commitment to the career development of research staff. (140)

(ii) A dedicated induction programme including a welcome sheet and information pack has been developed for all new researchers. (19)

(iii) A Researcher Development Programme has been developed and implemented. This looks to develop a specific career development strategy for researchers at all stages of their career, regardless of their contractual situation. Staff are invited to participate in either an entire series of workshops or on a 'one off' basis. The programme is offered in semester 2 and runs fortnightly. Each workshop lasts approximately two hours. The module, part of an MSc in Professional and Higher Education,

aims to develop skills in planning, managing, leading, supervising and communicating research.

There is now a designated internet site for the Concordat with information for researchers including the national Research Development Framework and how it links to QMU's provision for researcher development. (119)

(iv) **The Research and Knowledge Exchange Unit, Centre for Academic Practice and Human Resources** are in the process of continuing to implement the following:

- A QMU Researcher Development Framework: mapping of provision against the national RDF has taken place and a credit-bearing Researcher Development module is now on offer.
- A Career Development Strategy for researchers at all stages of their career: there is some provision for this through the Researcher Development module and through existing external opportunities (Vitae, etc.) but there is scope to develop further opportunities for researchers in more advanced stages of their career (e.g. leadership in research).
 - Consistent role profiles for research posts: Human Resources are currently working to develop a suite of generic research role profiles and accompanying competency framework covering all research roles within the University which will be completed by December 2012.
 - Promotion of good practice and Concordat awareness as part of the Performance Enhancement Review (PER) process and exploration of the possibility of a personal reflection mechanism as part of the PER process and mentoring scheme. (175)

(v) **Career Planning Workshop** – QMU offers an annual workshop on career planning specifically for research staff. (15)

(vi) **Research and Knowledge Exchange Themes**

Research Leadership at QMU is focused on strategic research themes:

- Sustainable Business
- Nutrition in Metabolism in Health and Disease
- Media, Culture and Production
- Rehabilitation Sciences
- Social Determinants of Health

- Speech and Communications

Each Theme has a Theme Lead. Three of the Theme Leads are women and two of the female leads are from Health Science divisions.

Themes are the main foci for all research and knowledge exchange activities. All academic staff have the opportunity to align themselves with a theme either for their REF able publications or more general knowledge exchange endeavours. (91)

(559)

(vii) **Mentoring**

Researcher career development is central to success in the Research Excellence Framework (REF) and the University's commitment to the Concordat for Research Careers. The aim of the scheme is to match nominated mentors with those staff who feel that they would benefit from receiving mentoring on a 1:1 basis.

The QMU Mentoring Scheme is a voluntary, informal arrangement whereby experienced researchers, outside the reporting relationship, hold meetings and discussions and take a personal interest in guiding and supporting the development of less experienced academics in progressing within and beyond their immediate role.

The scheme is separate to existing line management structures. Fundamental to the scheme is assurance that Mentee confidentiality is respected and discussions are not reported back to Line Managers without agreement. The scheme is open to all QMU academic staff, no matter how long they have been at QMU. There is a named Contract Research Staff Mentor who has special responsibility for the mentoring of contract staff.

The Research Theme Leads act as champions for the Mentoring Scheme. The development and effectiveness of the Scheme is monitored at the monthly Theme Lead strategy meetings, chaired by the Deputy Principal. We have a dedicated contract research mentor.

The Research and Knowledge Exchange Unit deal with all support, administrative and operational aspects of the scheme i.e. maintaining mentoring intranet site and any training requirements. Cross-School mentoring is encouraged where appropriate. (224)

Action Plan – *We will continue to enhance our programme particularly in disciplines where collaboration with others is less common. As part of the Research and Knowledge Exchange Strategy 2011-2015, consideration is*

being given to schemes for informal/voluntary peer review of papers, grant and study leave applications, whereby named senior staff would agree to review and provide feedback on drafts at the request of individuals. (62)

Input to Institutional Strategy and Vision

Contract research staff are now represented on the Research Strategy Committee, giving them a voice at the institutional level.

We have researcher strategy days hosted by the Deputy Principal where researchers have an opportunity to feed into strategic developments such as REF 2014. (43)

(viii) Networking

Staff are encouraged to participate in cross-institutional programmes. A recent initiative was Broadening Horizons which focused on career development for contract researchers. The University also has close links to VITAE which is an UK organisation championing personal, professional and career development for research staff. QMU is currently promoting a VITAE one day conference at the University of Stirling to part-time researchers (PhD students and research staff). This event offers an excellent opportunity for researchers to network with colleagues from other universities, develop professional skills and consider future careers. (88)

(ix) Knowledge Exchange

Professor Isobel Davidson has been appointed as the Institutional Champion for Knowledge Exchange. Within QMU there is an increasing emphasis on developing researchers' skills in Knowledge Exchange especially in relation to the region's SMEs. Our female researchers have been involved in over 75 industry engagements with SMEs in the past 2 years. (52)

(x) Public Engagement

QMU are members of the Edinburgh Beltane for Public Engagement. We actively encourage our researchers to participate in the Beltane's extensive training programme.

We have hosted "Science on a Plate" a dedicated programme for Science Teachers in Schools to promote the translation of science via food.

We are seeking to increase opportunities for participation in Public Engagement activity including the launch of a new researcher in residence scheme in local schools. We are also exploring involvement with

collaborative partners such as the national Science Centre in Edinburgh for career development opportunities in science communication. (94)

- a) **Activities at the university that raise the profile of women in SET** generally and also help female staff to raise their own profile such as:
- Staff arrange for key external speakers to take part in seminar series from a broad range of researchers and academics. Some of these are women and the aim is to engage our academic staff with key researchers to try to promote our research and to look for future research opportunities.
 - Funds are available in each Division for staff to attend conferences and seminars. This is competitive and it is expected that there is an objective and output from attendance.
 - The University's Marketing and Communications Department provides opportunities for staff to receive media training so that they can respond to media updates and interviews.
 - Female researchers took place in a 4 day public engagement event at Dynamic Earth. The event featured in a series of interactive activities designed to show how people use various senses while eating. The scientists provided an interesting array of scientific activities aimed at 8 year olds and above. The researchers obtained certificated training on Science Communication from Dynamic Earth, of Scotland's National Science Centres.
 - The University supports and encourages the nomination of staff to a wide range of public and professional bodies.
 - Research staff have participated in sector-wide initiatives for research careers (e.g. Broadening Horizons, sponsored by Vitae).
 - The research theme of Clinical Nutrition aims to support early career researchers through a variety of means but importantly through engagement in research from undergraduate to post graduate development. Encouragement of young researchers starts by identifying learners in their dissertation stage and pushing a positive research experience. This has culminated in a number of opportunities and awards including:
 - Seven female dietetics students have had their undergraduate research project work accepted at the British Dietetic Association research symposium 2012
 - MRS vocational scholarships have been awarded to students of both genders in a competitive process.
 - Johanna Bruce received the Society of Biology prize for being the top student in a Bioscience Programme (Human Biology)

- Suzanne Zaremba received the Yakult prize for the best scientific research project (2012)
- Support in the post graduate phase has led to individual PhD students being recognised including:
 - Ilenia Paciarotti was presented with an outstanding award for her poster presentation at ESPEN in Barcelona for her work in children with cancer (2012)
 - Julie Murdoch (PhD) student has presented her research to Research Society on Alcoholism's conference in San Francisco (2012)
 - Kylie Conroy was one of only four postgraduate research students to present her research in cell culture at the Irish Section Postgraduate Competition which was part of the Nutrition Society annual conference (2011)
 - Raquel Revuelta Iniesta was invited to give an oral presentation on her research in children with cancer at the Nutrition Society Postgraduate Meeting in Newcastle (2012) (447)

Action Plan – *embed Athena SWAN and profile-raising in internal and external communication strategies. Develop profiles of successful men and women in SET and position as role models. (25)*

(w/c 973)

6. ORGANISATION AND CULTURE

Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on trends and significant issues, in particular anything relating to gender equality.

(a) Trends and Data**(i) Table 18 - Female/male ratio of Heads of School/Divisions/Subject Areas**

Role	Male	Female	SET Male	SET Female
Principal & Vice Chancellor	-	1	n/a	n/a
Deputy Principal	1	-	n/a	n/a
Dean of Schools (1 vacancy – temporary filled)	1 (Acting)	-	-	1
Directors (Support Areas)	2	3	-	-
Head of Division	2	-	2	3
Total	6	4	2	4

The above table reflects the current QMU profile with 8 female and 8 male Heads of School/Divisions and subject areas. Within SET subject areas, women represent 66% of the workforce. The Heads of all SET Divisions, with the exception of Nursing/Occupational Therapy and Psychology Divisions, are female. (47)

(ii) Table 19 - Gender balance on the senior management team

Committee	Male	Female	% Female
Senior Management Team	2	2	50%
Executive Board	4	5	55%

The Senior Management Team (SMT) is made up by the Principal, Director of Operations and Finance, Deputy Principal and University Secretary.

The SMT and Executive Board (EB) reflect the gender mix of the QMU senior management structure. QMU statistics compare favourably when compared to the average representation of women in public sector positions where only 14.3% of University Vice Chancellors or 33% of FE college principals are female (*Equality & Human Rights Commission publication entitled Sex and Power 2011*). (80)

(iii) **Table 20 - Gender balance on influential committees 2012**

Committee	Male	Female	% Female
Court	16	8	33%
Senate	15	19	56%
Student Experience Committee	12	17	59%
Internationalisation Committee	5	12	70%
Research Strategy Committee	7	13	65%
Equality & Diversity Committee	10	11	52%

The figures are difficult to track year on year as members leave and join throughout the session. However the figures are largely unchanged year on year.

The above table includes all categories of members – nominated/elected/ex officio/staff/students etc. The composition of academic committees reflects the gender balance across the whole university and because of our subject mix we have a high proportion of female staff compared to other universities.

Court members, by contrast, are drawn from outside academia. Ex officio member appointments are made on the basis of the position they hold at their University.

Elected members of Court and Senate serve for 3 years, but can be re-elected for a further 3 year period. Ex-officio members are members for as long as they are in a post that is represented on the committee. Nominated members for the committees listed below are nominated by the Dean of School, normally in consultation with the Head of Division:

- Student Experience Committee
- Internationalisation Committee
- Research Strategy Committee

There is also a mechanism for staff to indicate their interest in committee membership as part of their staff development plan. (184)

Action Plan - *We recognise that the number of female members of court is low compared to other committees and this will be taken into consideration when looking to make future appointments. (17)*

(a) Policies and activities that show a supportive organisation and culture in University SET departments

(i) Transparent Workload Models

The Academic Workload Allocation Methodology (AWAM) provides a structure and a series of clear principles which will enable an equitable, transparent and consistent approach to the allocation and management of academic staff workloads within Schools and across the University. The key objectives of AWAM are:

- To assist schools to plan and monitor workloads in a way that, is sufficiently dynamic to cope with the changing needs of academic programmes and income generation initiatives.
- To enable the distribution of workload to be carried out in subjects/divisions in a way which takes account of differing circumstances and value activities in an appropriate way.
- To ensure academic staff are allocated a reasonable individual workload by ensuring the equitable and transparent distribution of work.
- To recognise the professional contribution academic staff make to the university by ensuring that the workload planning mechanism supports the full range of academic duties continuing professional development and professional practice. (151)

Action Plan – AWAM progress to be monitored during the 2012/13 academic year. (10)

(ii) Publicity materials

QMU is committed to ensuring that its publicity materials promote the University as an inclusive working and learning environment. For example, website, printed marketing and recruitment materials use a wide range of staff and student images particularly in relation to gender and ethnicity. The University has material available in alternative formats to meet the needs of those with disabilities.

The marketing team aim for continuous improvement and recently conducted a full review of prospectuses, based on thorough market research, resulting in re-development. The equality impact assessment which formed part of the process helped to identify enhancements. QMU's website is designed to comply with the Web Accessibility Initiative (WAI) Priority 1 Guidelines. Many Priority 2 and 3 guidelines have also been followed. (121)

Action Plan - *Athena SWAN Bronze Award logo will be used in SET Job adverts and on the University Vacancy Page (18).*

(w/c 618)

7. FLEXIBILITY AND MANAGING CAREER BREAKS

Describe the policies and activities at the university that support flexibility and managing career breaks in SET departments.

All policies are available to view on the Human Resources webpage. All policies are university wide and are not directed at female or SET employees only.

The university operates an 'HR Partner' model whereby HR provides support to dedicated areas of the University. This professional HR support enables close working relationships to develop between line managers and their HR Partner. This encourages both line managers and members of staff to seek advice and guidance on staffing matters as they arise. (80)

i) Flexible working

The University recognises the need to support flexible working practices where practical. The Flexible Working Tool-kit was established to support employees in balancing work and personal lives. The policy allows employees to put forward requests for varying working scenarios on both a temporary and permanent basis.

For example:

- Flexi-Time
- Job Share
- Term time working
- School Time Working
- Annualised Hours
- Part-time working
- Working from home guidelines
- Voluntary reduced hours
- Compressed working time

QMU places particular emphasis on the last three of the core Athena Swan principles, as illustrated by several creative staff-management initiatives. In one case a temporary reduction in the working hours of a more senior member of staff allowed retention of a young female post-doctoral researcher as a teaching assistant during a period when she had no funded research. This had multiple benefits; the senior

staff member was able to engage in some work outside the University with potential benefits for future clinical research while the young researcher had an opportunity to develop her teaching skills while completing what turned out to be a successful bid for funding. Another example involves a dual-career couple within the Division. The female researcher did not hold an established academic post, and we were at risk of losing both staff members if we could not find funding for her post. The University agreed to a proposal to adjust the single full-time post held by the husband to a 1.2 FTE establishment post-split between the couple. This has allowed retention of a researcher with specialist expertise, providing some security on the basis that she will continue to seek additional sources of funding to extend her hours of employment, and provides her with a key role in the teaching team. (285)

ii) Parental leave (including maternity, paternity, and adoption leave)

The University has a range of 'Family Friendly' policies which are available to staff and are highlighted to new employees within their contractual documentation and are all available on-line on the HR webpages.

Divisional Heads will assess and arrange appropriate cover for staff looking to take parental leave. More commonly this will be done by identifying maternity cover either from an external resource or by another staff member 'acting up' during parental leave.

Employees are encouraged to make use of the Keeping in Touch (KIT) days as a way of maintaining contact with their area and allow them to undertake professional development opportunities whilst on leave. The formal promotions process does formally acknowledge the impact of parental leave or part-time working on output.

All women returning from maternity leave have the right to discuss a change in working hours. There is a return to work induction process in place designed to facilitate discussion between the returning employee and their line manager to ensure that any working hours adjustments are considered to ease the return to work of returning parents.

QMU has agreed a number of flexible working patterns following parenthood in order to facilitate career continuity. The University has managed to retain a high proportion of research active female staff, and evidence of success can be seen in the number of prizes won (e.g. the Queen's Anniversary award for Higher and Further Education; Joanne Cleland and co-authors won first prize for the best

research poster at the conference of the International Clinical Phonetics and Linguistics Association in June 2012); requests for keynote talks (e.g. Janet Beck Brazilian Speech and Hearing Association, October 2012); and successful applications for research (278)

Table 21 - Maternity Returners

YEAR	Subject Areas	Change to hours or working pattern	No change to hours	Leaver	Total
2010	SET	4	2	0	6
	Non-SET	2	3	0	5
2011	SET	0	0	1	1
	Non-SET	1	2	0	3
2012	SET	4	4	0	8
	Non-SET	1	0	0	1
Total QMU		12	11	1	24

iii) Childcare

QMU have offered employees salary sacrifice/childcare vouchers for several years, this allows salary to be exchanged for childcare vouchers. The vouchers are non-taxable and exempt from National Insurance contributions. They therefore offer a tax efficient saving for employees who use them to purchase registered childcare including childminders, nannies, nurseries, breakfast and after school clubs, play schemes and summer camps as well as the care element of boarding schools. For lower-rate tax payer's savings can be up to £900 pa and higher-tax payers up to £600.

The provider of this scheme is Sodexo 'SayCare Pass' – a voucher system allowing payments to be made direct to a carer's bank account. Information regarding childcare vouchers is available on the HR webpage and information is communicated to all staff prior to their maternity leave. (130)

iv) Sabbatical Leave

The University fully supports sabbatical leave as a key tool to academic development with the purpose of providing a corporate benefit to the institution. Through the QMU sabbatical programme we enhance the scope, range and quality of our research and scholarship as well as giving individual staffs the opportunity for personal and professional development.

The Dean of School is responsible for awarding sabbatical leave on the recommendation of the Head of Division.

The Sabbatical Leave Policy confirms this type of leave is reserved for a period of research and scholarship. Research and scholarship has a wide definition and includes the conduct of research projects and library -based research and the writing up of research projects in a form suitable for publication.

This definition includes research leading to the preparation of applications to outside grant-awarding bodies for funds. (138)

v) Career Break

The University is in the process of developing a Career Break policy to provide support to employees who wish to take an unpaid career break. (25)

vi) Work-life balance

Leave - The University has a number of policies which support work-life balance. These look to allow flexibility in working practices e.g. Emergency Leave Policy (offering unpaid time off to deal with emergency situations); compassionate leave or alternatively a more flexible approach to work may be taken and the hours can be 'repaid' at a later date. (55)

Stress - The QMU Health & Safety policy and Health and Wellbeing Policy provide stress management guidance. Weekly lunchtime mindfulness sessions are available; these sessions are designed to improve the ability to manage stress, tension and anxiety. (35)

vii) Campus – In 2007 QMU relocated to a purpose built campus. At the heart of the campus is an innovative learning resource centre offering a wide variety of flexible technology and study spaces.

There are a number of break out areas and quiet rooms including a bookable Contemplation Room for staff and students.

There is also a nursing room with fridge which allows breastfeeding mothers to have a quiet area to express and/or feed their babies. This is particularly helpful for new mothers wishing to attend the University for a KIT day.

Staff and students are offered a reduced cost membership to the Campus gym facilities. Lunch time meditation, yoga and general fitness sessions are available to staff throughout the working week (120)

viii) Gender Equality Scheme

In all our work and policies QMU expresses our commitment to inclusion and participation. This commitment is manifest in our research, our programmes, our student recruitment, and our employment practices and in our choice of collaborative partners. The Gender Equality Scheme complements the Disability Equality Scheme. Both schemes are designed to encourage and support staff, students, stakeholders and visitors. (59)

ix) Equality Action Plan

The Equality and Diversity Committee approved the production of a combined Equality Scheme and Action Plan in October 2010 in anticipation of the introduction of the Equality Act in 2010. Reports are produced to display staff profile in relation to age, gender, race, disability, fixed term and part-time contracts and the information benchmarked against previous data.

The reports are a standing item on the Equality & Diversity Committee agenda. The Equality and Diversity policy applies to staff, students, applicants, visitors and anyone associated with the university i.e. contractors. (88)

x) Dignity at Work Policy

The Dignity at Work Policy is specifically designed to promote and maintain a good and harmonious working environment for all its employees and considers any form of unwanted, unreasonable and offensive behaviour that may be harmful to an individual's wellbeing or self esteem as unacceptable. The policy is designed to be pro-active and to encourage positive behaviour by supporting the creation of an environment which respects, nurtures, values and caters for difference amongst its employees whilst striving to eliminate harassing, bullying,

victimising or discriminatory behaviour. The policy has been developed to ensure that every employee understands their right to dignity and respect in the workplace, as well as their role in ensuring a respectful and inclusive workplace. (117)

Action Plan Relating to Flexibility and Managing Career Break (76)

- *An analysis of exit interview information will allow us to determine the various reasons for terminations and take interventive action in areas such as work life balance etc.*
- *Increased publication of the benefits of the Childcare Voucher scheme. Formalising Career break opportunities.*
- *70% of all HR Policies have been reviewed and refreshed over the past 18 months and new policies introduced. The remainder will be finalised by early 2013. All HR Policies are equality impact assessed. (76) (*

(w/c 1406)

(Overall word count for Supporting and Advancing Women's Careers - 4405)

8. ANY OTHER COMMENTS – (500 words)

Staff Survey

- Following consultation with all four trade unions QMU embarked on its first staff survey in October 2012.
- Capita Surveys and Research Unit delivered the survey ensuring both confidentiality of responses and meaningful analysis and benchmarking of results. An encouraging 70.75% response rate has been achieved and analysis of results is currently underway.
- A communication plan is in place to deliver results, celebrating success and agreeing on action plans for intervention where required. Priority Champions will be identified to take forward actions for improvement.
- Another staff survey will be delivered to staff at the end of 2013 to measure the success of the interventions put in place. (106)

Focus Groups

- Priority Champions will take forward the interventions identified in the staff survey
- In particular feedback from the staff questionnaire relating to work/life balance, diversity and equality issues will be explored and used to help underpin the School of Health Science Athena SWAN application planned for April 2014.
- Scottish Resources Centre will be asked to facilitate focus groups and provide analysis from same. Meeting planned for January 2013 to plan the focus for these meetings and agree question format.(78)

Action Plan – *Build feedback from questionnaire into action plan, identify priority champions and organise focus group sessions. (15)*

Athena SWAN Web Pages

- Athena SWAN webpage launched October 2012
- Application submission to be uploaded when complete
- Information to be kept relevant and up to date to reflect completed action plan items. (28)

(w/c 227)