**Institution Application**
Bronze and Silver Award

**QUEEN MARGARET UNIVERSITY**

**NOVEMBER 2017**

## ATHENA SWAN BRONZE INSTITUTION AWARDS

Recognise a solid foundation for eliminating gender bias and developing an inclusive culture that values all staff.

This includes:

= an assessment of gender equality in the institution, including quantitative (staff data) and qualitative (policies, practices, systems and arrangements) evidence and identifying both challenges and opportunities

= a four-year plan that builds on this assessment, information on activities that are already in place and what has been learned from these

= the development of an organisational structure, including a self-assessment team, to carry proposed actions forward

## ATHENA SWAN SILVER INSTITUTION AWARDS

Recognise a significant record of activity and achievement by the institution in promoting gender equality and in addressing challenges in different disciplines. Applications should focus on what has improved since the Bronze institution award application, how the institution has built on the achievements of award-winning departments, and what the institution is doing to help individual departments apply for Athena SWAN awards.

## COMPLETING THE FORM

DO NOT ATTEMPT TO COMPLETE THIS APPLICATION FORM WITHOUT READING THE ATHENA SWAN AWARDS HANDBOOK.

This form should be used for applications for Bronze and Silver institution awards.

You should complete each section of the application applicable to the award level you are applying for.

> Additional areas for Silver applications are highlighted throughout the form: 5.2, 5.4, 5.5(iv)

If you need to insert a landscape page in your application, please copy and paste the template page at the end of the document, as per the instructions on that page. Please do not insert any section breaks as to do so will disrupt the page numbers.

## WORD COUNT

The overall word limit for applications are shown in the following table.

There are no specific word limits for the individual sections, and you may distribute words over each of the sections as appropriate. At the end of every section, please state how many words you have used in that section.

We have provided the following recommended word counts as a guide.

| Institution application | Bronze | Silver |
|---|---|---|
| **Word limit** | **10,000** | **12,000** |
| *Recommended word count* | | |
| 1.Letter of endorsement | 500 | 500 |
| 2.Description of the institution | 500 | 500 |
| 3. Self-assessment process | 1,000 | 1,000 |
| 4. Picture of the institution | 2,000 | 3,000 |
| 5. Supporting and advancing women's careers | 5,000 | 6,000 |
| 6. Supporting trans people | 500 | 500 |
| 7. Further information | 500 | 500 |

| | | |
|---|---|---|
| **Name of institution** | Queen Margaret University | |
| **Date of application** | 30<sup>th</sup> November 2017 | |
| **Award Level** | **Bronze** | |
| **Date joined Athena SWAN** | April 2012 | |
| **Current award** | **Date: 2013** | **Level: Bronze** |
| **Contact for application** | **Dee Denholm & Angela Smith** | |
| **Email** | ddenholm@qmu.ac.uk | Asmith2@qmu.ac.uk |
| **Telephone** | 0131 474 0000 | |

## 1. LETTER OF ENDORSEMENT FROM THE HEAD OF INSTITUTION
Recommended word count:  Bronze: 500 words (Actual: 455)  |  Silver: 500 words

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

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

**ASManager**
**Equality Challenge Unit**
7th floor, Queen's House
55/56 Lincoln's Inn Fields
London
WC2A 3LJ


30th October 2017


Dear Dr Gilligan


I am delighted to fully endorse Queen Margaret University's application for an AS Bronze Award and confirm my commitment to supporting and encouraging the development of equality and diversity across our university.

In the same year as achieving our AS award (2013) a new strategic plan (QM150) was launched re-designing our vision, mission and value. The strategic plan was designed to enable us to fulfil our potential as a university of ideas and influence and holds true to the principles and values on which the institution was founded. This is reflected in a focus on supporting students, serving the community, creating meaningful partnerships, promoting impactful knowledge exchange and a commitment to social justice recognising equality and diversity in all that we do. It was recognised that in order for us to achieve this strategic plan in the coming years people need to be our key focus both staff and students. The AS Action Plan will continue to play a key role in enabling us to focus on our people and make changes that will help to improve our staff and student experience.

In the last 3 years, we have introduced a number of key changes and initiatives, which have had positive impact on equality and diversity at QMU:

- Re-designed the AS structure and re-engaged AS Champions
- Allocated budget for 0.5FTE AS Officer and 0.2FTE dedicated resource for department applications
- Appointed AS Senior Academic Champion (Professor Monika Foster, Head of Division)
- Sponsored 16 female future leader talent to attend Aurora leadership training
- Launched a student 'attracting diversity' initiative
- Gender pay gap of 0.37% reported in 2016
- Hosted Career Development and Family Flexible Focus Groups with key findings
- Removed zero hour contracts and achieved National Living Wage

- Introduced new reward and recognition criteria to allow Assistant Lecturers to apply for Lectureship
- Held our second staff survey which demonstrated significant improvements in key areas and highlighted areas for improvement which are currently being addressed.

We do however recognise that despite these achievements over the last three years there is still significant work to be done in line with the findings from the AS application. Key findings such as males dominating senior roles and being paid higher salaries at these levels together with understanding what support can be offered to part time academics to achieve promotion in the future, both are built into our four year action plan.

There is still much to be done but with commitment from myself and our Senior Management Team and our re-structured AS team and budget allocation we hope to make good strides over the coming four years.

The information presented throughout is an honest, accurate and true representation of the University and I endorse the enclosed submission in the strongest possible terms.

Yours sincerely

pp.

Professor Petra Wend
Principal and Vice Chancellor

Queen Margaret University
Edinburgh
EH21 6UU
Tel: 0131 474 0000
Email: pwend@qmu.ac.uk
Scottish Charity Number SC002750

**Table 1.1: Glossary of terms**

| Abbreviation | GLOSSARY of TERMS |
|---|---|
| AHP | Allied Health Professional |
| AS | Athena SWAN |
| ASSAM | Arts, Social Sciences and Management |
| ASSBHL | Arts, Humanities, Social Sciences, Business and Law |
| AWAM | Academic Workload Allocation Methodology |
| BME | Black and Minority Ethic groups |
| CAP | Centre for Academic Practice |
| CIPFA | Chartered Institute of Public Finance and Accountancy |
| CPD | Continuing Personal Development |
| DNBS | Dietetics, Nutrition and Biological Science |
| DPPR | Dietetics, Nutrition, Biological Sciences, Physiotherapy, Podiatry and Radiotherapy |
| EAP | Employee Assistance Programme |
| EB | Executive Board |
| EDC | Equality and Diversity Committee |
| EIA | Equality Impact Assessment |
| FT | Full-Time |
| FTC | Fixed Term Contracts |
| GCU | Glasgow Caledonian University |
| HE / HEI | Higher Education / Higher Education Institute |
| HEA | Higher Education Academy |
| HESA | Higher Education Statistics Agency |
| HMYOI | Her Majesty's Young Offender Institution |
| HR | Human Resources |
| IRAS | Integrated Research Application System |

| | |
|---|---|
| KE | Knowledge Exchange |
| KIT | Keep-In-Touch |
| LRC | Learning Resource Centre |
| OE | Open-ended Contract |
| PER | Performance Enhancement Review |
| PGCert | Postgraduate Certificate |
| PT | Part-time |
| QMU150 | QMU's Strategic Plan |
| RAE | Research Assessment Exercise |
| RDF | Researcher Development framework |
| REF | Research Excellence Framework |
| RGU | Robert Gordon University |
| RKEDU | Research and Knowledge Exchange Development Unit |
| SAT | Self-Assessment Team |
| SFC | Scottish Funding Council |
| SHEP | Scottish Higher Education Programme |
| SIMD | Scottish Index of Multiple Deprivations |
| SMT | Senior Management Team |
| STEMM | Science, Technology, Engineering, Maths and Medicine |
| TU | Trade Union |
| UKPSF | UK Professional Standards Framework |
| UoA | Unit of Assessment |
| WISeR | Widening Access and Student Retention board |

## 2. DESCRIPTION OF THE INSTITUTION
**Recommended word count:  Bronze: 500 words (Actual: 488)  |  Silver: 500 words**

Please provide a brief description of the institution, including any relevant contextual information. This should include:

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

QMU was awarded an institutional AS Bronze Award in April 2013. Since then, our AS team has continued to progress gender equality across the institution by addressing actions set out in our Action Plan.  We are committed to embedding AS principles across our workforce and have implemented a rolling programme for departmental AS award applications across academic divisions (STEMM and AHSSBL) over the next 4 years (table 5.16). QMU have achieved 2 Bronze division awards Division of Dietetics, Nutrition, Biological Sciences, Physiotherapy, Podiatry and Radiography (DPPR) in 2015, and the Division of Nursing in 2017.

(ii)      information on its teaching and its research focus



**Fig 2.2 - QMU's 'sustainable' campus, set over 35-acres in Musselburgh, East Lothian.**

Over the last 20 years, QMU has developed significantly – with new courses and a state-of-the-art campus – the institution has maintained its commitment to maximising the potential of students through socially and economically relevant education programmes. We aim for 'sought after' graduates who are independent, reflective and creative, ready for employment, and who have an enthusiasm for lifelong learning.

A key value at QMU is social responsibility towards all of the communities the University serves, demonstrating respect, care, social justice, equality and fairness.  We have built an excellent track record in widening participation for students who have previously encountered barriers to accessing HE for social, economic or cultural reasons.

Teaching and research is structured around 2 schools: Health Sciences and Arts, Social Sciences and Management (Figure 2.3) offering undergraduate, postgraduate and postgraduate research degrees. QMU's excellent teaching is underpinned by scholarship and enhanced by research.  QMU's research activity creates career development

opportunities for its academics, allowing it to attract and retain excellent staff from around the world.

**Fig 2.3 - List of subject areas in each School**
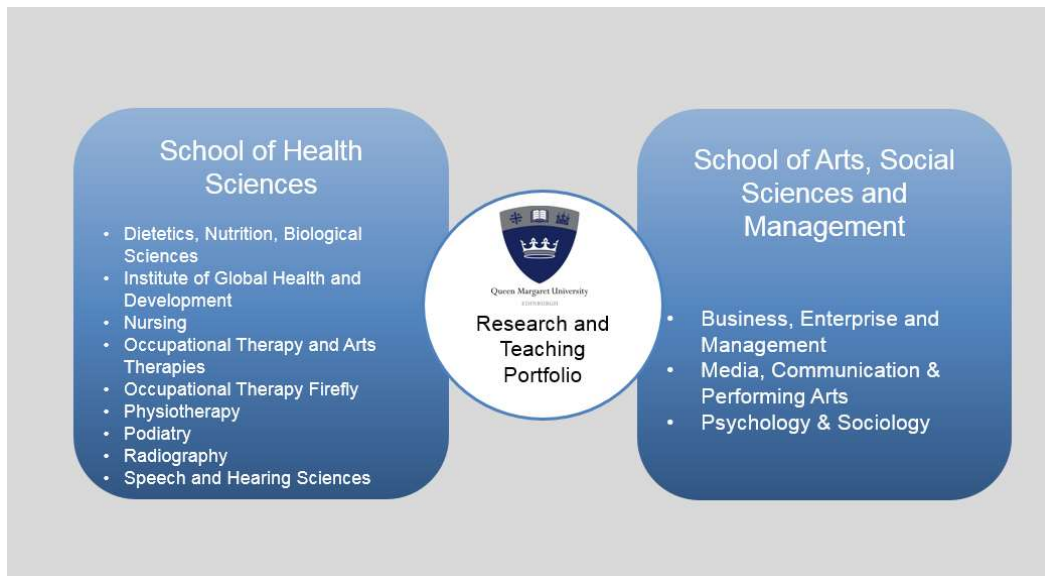


A high proportion of QMU academic staff undertake research, our Research Excellence Framework (REF) 2014 results confirmed that 58% of our overall research was rated as world leading or internationally excellent and that it has real practical impact. Amongst the highlights was our success in Speech and Language Sciences, where we are ranked 2$^{nd}$ in the UK and 1$^{st}$ in Scotland for the proportion of research classed as internationally excellent or world leading (92%).

We are now focusing our research and knowledge exchange work through 9 research centres (figure 2.4). These centres provide innovative research addressing pressing issues affecting society such as:

- The Centre for Dialogue 'AlcoLoLs project', a dialogue-based, peer-to-peer project that has helped some 3,000 Edinburgh teenagers make safer decisions about alcohol and drinking.
- 'Advancing Inclusion of Lesbian, Gay, Bisexual and Transgender (LGBT) Young People in Education' project, which resulted in the dissemination of a toolkit for dealing with homophobic bullying issued to every secondary school in Scotland.
- The Centre for Clinical Audiology, Speech and Language's project that seeks to improve hearing care for older people by investigating hearing assessment processes and staff training in all residential care homes in Scotland.

**Figure 2.4 – QMU's Research Centres, Institutes and Groups – screen shot from QMU's website**
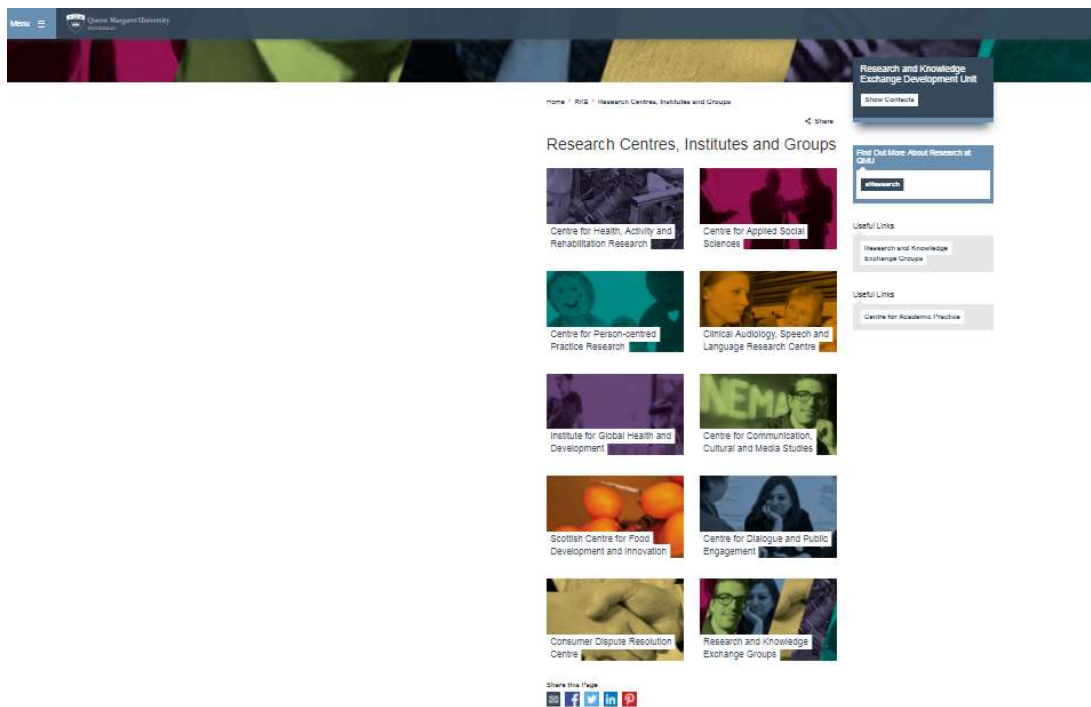


(iii)    the number of staff. Present data for academic and professional and support staff separately

**Table 2.1 - University Academic and Professional and Support Staff by Gender as at 31st July 2016**

| Staff Type | Female | | Male | | Overall Total |
|---|---|---|---|---|---|
| | Total | % | Total | % | |
| **Teaching and Research** | 166 | **67%** | 80 | **33%** | 246 |
| **Professional Services Staff** | 137 | **64%** | 76 | **36%** | 213 |
| | | | **Total Headcount** | | **459** |

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

**Table 2.2 - Number (percentage) of students by division**

| | | Female | Male | Other Gender | Unknown | Total |
|---|---|---|---|---|---|---|
| 2015/6 | Business, Enterprise & Management | 1144 (56.5%) | 880 (43.4%) | | 2 (0.1%) | **2026** |
| | DNB, Podiatry, Physio & Radiography | 1375 (70.2%) | 583 (29.8%) | | | **1958** |
| | Institute for Global Health & Development | 90 (74.4%) | 31 (25.6%) | | | **121** |
| | Media, Communication & Performing Arts | 791 (70.9%) | 322 (28.9%) | 2 (0.2%) | | **1115** |
| | Nursing | 838 (86.4%) | 131 (13.5%) | | 1 (0.1%) | **970** |
| | Occupational Therapy & Arts Therapies | 457 (86.4%) | 72 (13.6%) | | | **529** |
| | Psychology and Sociology | 367 (79.4%) | 93 (20.1%) | 2 (0.4%) | | **462** |
| | Speech and Hearing Sciences | 399 (83.3%) | 80 (16.7%) | | | **479** |
| | | **5461** **(71.3%)** | **2192** **(28.6%)** | **4** **(0.1%)** | **3** **(0.0%)** | **7660** |

Men are underrepresented in particular in the Health Science divisions, which aligns with wider UK issues in healthcare programmes with low male uptake on courses such as nursing and occupational therapy.

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

**Table 2.3 - Number of staff (Academic and Professional Services) by division (STEMM)**

| School of Health Sciences (STEMM subjects) | | | | | |
|---|---|---|---|---|---|
| **Division** | **Academic** | | **Professional Services** | | **Total** |
| | **Total** | **% Female** | **Total** | **% Female** | |
| DNBS, Physiotherapy, Podiatry and Radiography | 55 | 72% | 1 | 100% | 56 |
| Institute of Global Health and Development | 11 | 82% | 2 | 100% | 13 |
| Nursing | 25 | 88% | 0 | 0% | 25 |
| Occupational Therapy and Arts Therapies | 32 | 84% | 4 | 50% | 36 |
| Speech and Hearing Sciences | 23 | 74% | 1 | 0% | 24 |
| Technical Support | 0 | 0% | 4 | 25% | 4 |
| Academies and Other | 5 | 80% | 1 | 100% | 6 |

**Table 2.4 - Number of Staff (Academic and Professional Services by division (AHSSBL)**

| School of Arts, Social Sciences and Management (AHSSBL subject) | | | | | |
|---|---|---|---|---|---|
| **Division** | **Academic** | | **Professional Services** | | **Total** |
| | **Total** | **% Female** | **Total** | **% Female** | |
| Business, Enterprise and Management | 40 | 50% | 4 | 100% | 44 |
| Media, Communication and Performing Arts | 31 | 48% | 4 | 33% | 35 |
| Psychology and Sociology | 14 | 57% | 1 | 100% | 15 |

## 3. THE SELF-ASSESSMENT PROCESS

**Recommended word count: Bronze: 1000 words (Actual: 994) | Silver: 1000 words**

Describe the self-assessment process. This should include:

(i) a description of the self-assessment team

The University's AS self-assessment team was formed in 2012, chaired by the Deputy Principal. The team consists of volunteers from across the university comprising of employees from Academic and Professional Services area with a range of experience and differing work life experiences. In 2016, Dr Richard Butt was appointed Deputy Principal and became Chair of the Athena SWAN.

### Development of the AS Self-Assessment Team

Under new leadership, a new self-assessment structure was created in 2017, with the Self-Assessment team split into two groups; 'The Steering Committee' and 'The Self-Assessment Team.'

The Steering Committee became responsible for making strategic decisions o the AS principles and driving the AS Institution action plan forward. Membership includes; Deputy Principal, Deans of both Schools, Senior Academic AS Champion, Head of HR and AS Officer. This Committee was formed by inviting all Senior Management members from the Self-Assessment Team to join.

The Self-Assessment Team members were given the opportunity to remain or leave the newly formed Self-Assessment Team. 5 members left, reducing the size whilst retaining those members who were truly committed to being AS Champions. An invite was sent to staff encouraging employees to join the Self-Assessment Team; this allowed for recruitment of employees with fresh ideas and increased male membership of the group.

The role of the members of the Self-Assessment Team members/ AS Champions was developed by becoming responsible for actively promoting and embedding the As principles at a local level. Additionally they were involved in supporting the AS applications by becoming accountable for specific actions from the Institution's action plan and taking a lead role in drafting department applications for their own areas with specific 0.2FTE resource allocated when drafting the application.

This change has provided role clarity to AS Self-Assessment Team Member/Champions. These changes are only recent and a review of the group/committee will take place in 2018 to ensure that members are clear on their roles. `(Action 1.1).

The university also provided budget (0.5FTE) to appoint a dedicated AS Officer (2016). The AS Officer became responsible for coordinating committee and group meetings, producing data for AS applications and offering expert guidance on the AS process. Professor Monika Foster was appointed as the Senior Academic Champion with the purpose of raising QMU's profile outside the university at external AS events and feeding back good practice.

**Table 3.1 - Members of the AS 'Self-Assessment Group' and 'Steering Committee'**

| SAT Member | Job title | Academic or Professional Services or Senior Management | 'Self-Assessment Team Member' or 'Steering Committee Member' | M/F | Experience of AS Principles & biography |
|---|---|---|---|---|---|
| Dr Richard Butt | Deputy Principal & Chair of AS(FT) | Senior Management | Self-Assessment Team and Steering Committee Member | M | Richard has 24 years at QMU. Previously Dean of ASSaM, Richard now acts as Chair of the AS 'Self-Assessment Group'/'Steering Committee' |
| Dr David Stevenson | Head of Division, MCPA (FT) | Senior Management | Self-Assessment Team Member | M | David joined the AS committee in 2017, progressing from a visiting lecturer, to lecturer, senior lecturer and now Head of Division. |
| Dr Iliyan Stefanov | Head of Student Services (FT) | Professional Services | Self-Assessment Team Member | M | Iliyan joined the AS committee in 2017. Currently Head of Student Services. Iliyan leads the mental health awareness training across the university. |
| Dr Kavi Jagadamma | Lecturer in Physiotherapy (FT) | Academic | Self-Assessment Team Member | M | Kavi is a member of E&D Committee. Married with two children and benefited from the parental leave and flexible working policies. |
| Professor Monika Foster | Head of Division, BEaM (FT) | Senior Management | Self-Assessment Team and Steering Committee Member | F | Monika has 25 years HE experience. Moving from Lecturer to Professor level, and is a Principal Fellow of HE Academy. Married with two children and works flexibly. |
| Dr Jamal Mansour | Senior Lecturer, Psychology (FT) | Academic | Self-Assessment Team Member | F | Jamal joined QMU and AS Committee in 2013. Involved in promoting AS across the university specifically within the ASSaM School. |
| Karen Sinclair | Head of Finance (FT) | Professional Services | Self-Assessment Team Member | F | Worked in various sectors in Finance positions. Karen has a flexible working arrangement, which has been important with her caring responsibilities. |
| Ruth Magowan | Senior Lecturer, Nursing (PT) | Academic | Self-Assessment | F | Recently led the Nursing division to achieve the Bronze AS award in |

| | | | Team Member | | Nov-16. Married with four children and works PT. |
|---|---|---|---|---|---|
| Dr Lesley-Ann Dickson | Lecturer in Arts and Cultural Management (FT) | Academic | Self-Assessment team Member | F | Joined QMU in 2015. On return from maternity leave, she joined the AS Self-Assessment Group in February 2016. |
| Dr Mary Warnock | Senior Lecturer, Microbiology and Immunology (PT) | Academic | Self-Assessment Team Member | F | Joined in 1999 as part of QMU's first job share partnership. Recently led Career Development Focus Group. |
| Dr Gillian Baer | Senior Lecturer, Physiotherapy (PT) | Academic | Self-Assessment Team Member | F | Gill studied for her PhD within her PT contract. Has commitments as a single parent and carer for a parent. |
| Sheena Watson | School Manager (FT) | Professional Services | Self-Assessment Team Member | F | Worked FT for 10 years and has benefitted from a career break and flexible working over a three-year period. |
| Dee Denholm | Head of HR (FT) | Senior Management | Self-Assessment Team and Steering Committee Member | F | Dee joined QMU in 2011 following a successful international career in HR across a number of sections. Works a compressed week. |
| Angela Smith | Senior HR Partner (FT) | Professional Services | Self-Assessment Team and Steering Committee Member | F | Angela has 10 years of HR experience in HE, completed the Aurora programme and currently acts as Deputy to the Head of HR. |
| Abby Moody | HR Partner (PT) | Professional Services | Self-Assessment Team and Steering Committee Member | F | Abby job shares a HR Partner role alongside AS Officer role. Supported the nursing division achieve AS Bronze Award. |
| Dr Fiona Coutts | Dean – School of Health Sciences (FT) | Senior Management | Steering Committee Member | F | Joined in 2004 as a Lecturer and was promoted to Dean of Health Sciences and student experience. |

Our Self-Assessment Team and Steering Committee comprises of 75% female and 25% male staff. The Self-Assessment Team consisted of 20 members and has reduced to 16 members. 12 members work FT and four members work PT. The self-assessment team and steering committee meetings vary on days and timing to ensure a fair attendance by all - inclusive of PT members. Considering the staffing population is pre-dominantly female it is to be expected that there will be a higher proportion of females membership. There are currently no students on the Self-Assessment group **(Action 1.2).**

### (ii)     an account of the self-assessment process

The Self-Assessment Team and the Steering Committee meet quarterly **(Action 1.3).** The purpose of the meetings are to discuss progress on the AS applications and raising AS

awareness **(Action 1.4)** The Self-Assessment Team review the progress against AS applications and discuss current equality and diversity topics. An annual schedule of AS activities **(Action 1.5)** and an annual report will be created on progress made against the Institution's AS Action Plan, which will be shared across both groups and dedicated communications will be issued to staff from the Deputy Principal **(Action 1.6).**

A working group was established in Nov-2016 to coordinate the AS Bronze University Application; consisting of 6 individuals; 4 females (67%) and 2 males (33%) from Academic and Professional Services areas. The working group met weekly in the last 6 months before submission. A 0.2FTE post was approved by Senior Management, which was shared between two of the academics - to support the application work.

The submission followed an internal sign off process 3 months prior to the deadline. This consisted of gaining feedback from external AS contacts. The application was sent to the Steering Committee and Self-Assessment Group for review and feedback two months prior to submission. An internal meeting was held with members to collectively discuss feedback and decide on appropriate changes to the submission. These updates were then made by the working group a final review took place by the Steering Committee 2 weeks prior to the submission date. By following this sign off process it allowed both members of the Steering Committee and Self-Assessment Group to become familiar with the future action plan and take ownership for specific actions.

Internal and External data included:

- Quantitative data taken from Staff Survey (2015) and action plan (67% response rate – 478 respondents) were analysed to inform the assessment
- Quantitative data from Recruitment and Induction Questionnaire
- Quantitative data from Exit Interview Questionnaire
- Qualitative data from a series of focus groups (2017)
- External good practice shared at Regional AS Scotland Network informed application shared by Senior AS Academic Champion and AS Officer

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

The Self-Assessment Team members will take ownership for the implementation of the action plan with the support of the Steering Committee. They will also be accountable for leading future AS department applications **(Action 1.7).** Those Self-Assessment Team members aligned to a division applying for an AS department award will be responsible for creating a working group from SAT members utilising the 0.2FTE allocated resource available.

Further work will be carried out by the Self-Assessment Team to raise awareness of AS principles. Work is under way to develop video content led by AS Self-Assessment Members of film and media students to be shared to all staff with the purpose raising awareness of the AS principles **(Action 1.8).**

The Self-Assessment Team and Steering Committee will continue to meet on a quarterly basis and will have on-going responsibility for leading the implementation of the AS Action Plan. Implementation of the action plan is an objective of the steering committee who hold overall accountability to ensure senior management play an active and ongoing role in embedding the AS principles.

**Actions taken since original award:**

- Athena SWAN awareness event took place on 15th January 2014. All staff invited with the purpose of raising awareness and generating enthusiasm for Athena SWAN. Professor Yellowlees, Vice Principal and Head of College of Science and Engineering at Edinburgh University spoke at the event.

- Briefing note circulated to all heads of Division in February 2014

- Athena SWAN Poster campaign – posters issued across the university in paper and electronic versions

- Athena SWAN incorporated in 'QMU at Work' staff handbook (2015)

- Dr Jamal Mansour and Dr Lynne Flynn presented 'roadshows' to divisions to promote awareness of Athena SWAN during 2014 and 2015

- Allocated resource budget for Athena SWAN Officer (0.5FTE) and 0.2FTE to support Athena SWAN institution and department applications (2016)

- Appointment of Athena SWAN Senior Academic Champion (female) 2017

| Action Reference | Action *(please see action plan for full SMART objective)* |
|---|---|
| 1.1 | Review membership of SAT in terms of gender balance and effectiveness |
| 1.2 | Invite student participation onto the SAT |
| 1.3 | Plan and hold four SAT meetings per year to align with the date of the University Equality and Diversity Committee |
| 1.4 | Increase profile of QMU AS activities internally and externally |
| 1.5 | Produce annual schedule of AS activities according to action plan |
| 1.6 | Produce annual report against AS2017 – 2021 action plan |
| 1.7 | Implement AS application rolling programme |
| 1.8 | AS short promotional film to be developed as part of student project |

## 4. A PICTURE OF THE INSTITUTION
**Recommended word count: Bronze: 2000 words (Actual: 2241) | Silver: 3000 words**

### 4.1. Academic and research staff data
(i)   Academic and research staff by grade and gender

> Look at the career pipeline across the whole institution and between STEMM and AHSSBL subjects. Comment on and explain any differences between women and men, and any differences between STEMM and AHSSBL subjects. Identify any issues in the pipeline at particular grades/levels.

Data in the following section are based on headcount as opposed to FTE, please refer to table 4.1 for details of how grades map to UCEA/XpertHR contract levels.

Table 4.1 shows the University's academic career pathways, grades and contract levels. All Academic staff (which includes all pathways listed below) are employed between Grades 6 to 10 with a separate Professorial grade structure.

**Table 4.1: Academic Career Pathways**

| Grade | Academic Pathway | | | | Contract Level |
|---|---|---|---|---|---|
| | **Teaching & Research** | **Research Only** | **Teaching Only** | **Academic Management** | |
| 6 | | Research Assistant | | | **Xperthr level L** |
| 7 | | Research Fellow | Assistant Lecturer | | **Xperthr level L** |
| 8 | Lecturer | Research Fellow | | | **Xperthr level K** |
| 9 | Senior Lecturer | Senior Research Fellow<br><br>Reader | | | **Xperthr level J** |
| 10 | | | | Head of Division | **UCEA level 3/4A** |
| Prof | Professor | Professor | | | **UCEA level 5A** |

As shown in table 4.2 and figure 4.1 overall the number of academic staff have risen very slightly however the proportion who are female has fallen by 3%.

At Grades 6, 7, 8 and 9 the majority of staff are female.  Most staff are at Grades 8 and 9 and at these grades consistently over 70% are female.

Men are in the majority at grade 10 and among professorial staff although numbers of staff are low **(Action 2.1)**.  At professorial level 67% of staff were male in 2013-14 but by 15/16 the figure had dropped to 56%.

**Table 4.2- STEMM & AHSSBL Combined Academic and Research Staff by Grade and Gender**

| Academic Year | Gender | G6 | %F | G7 | %F | G8 | %F | G9 | %F | G10 | %F | Prof | %F | Total | %F |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 13-14 | F | 4 | 100% | 9 | 75% | 94 | 71% | 46 | 74% | 2 | 33% | 4 | 33% | 159 | 70% |
|  | M | 0 |  | 2 |  | 38 |  | 16 |  | 4 |  | 8 |  | 68 |  |
| 14-15 | F | 5 | 71% | 7 | 78% | 87 | 71% | 48 | 71% | 2 | 33% | 6 | 46% | 155 | 69% |
|  | M | 2 |  | 1 |  | 35 |  | 20 |  | 4 |  | 7 |  | 69 |  |
| 15-16 | F | 4 | 67% | 6 | 67% | 96 | 70% | 49 | 70% | 4 | 44% | 5 | 45% | 164 | 67% |
|  | M | 2 |  | 3 |  | 42 |  | 21 |  | 5 |  | 6 |  | 79 |  |

**Figure 4.1 – All Academic and Research Staff by Grade and Gender**
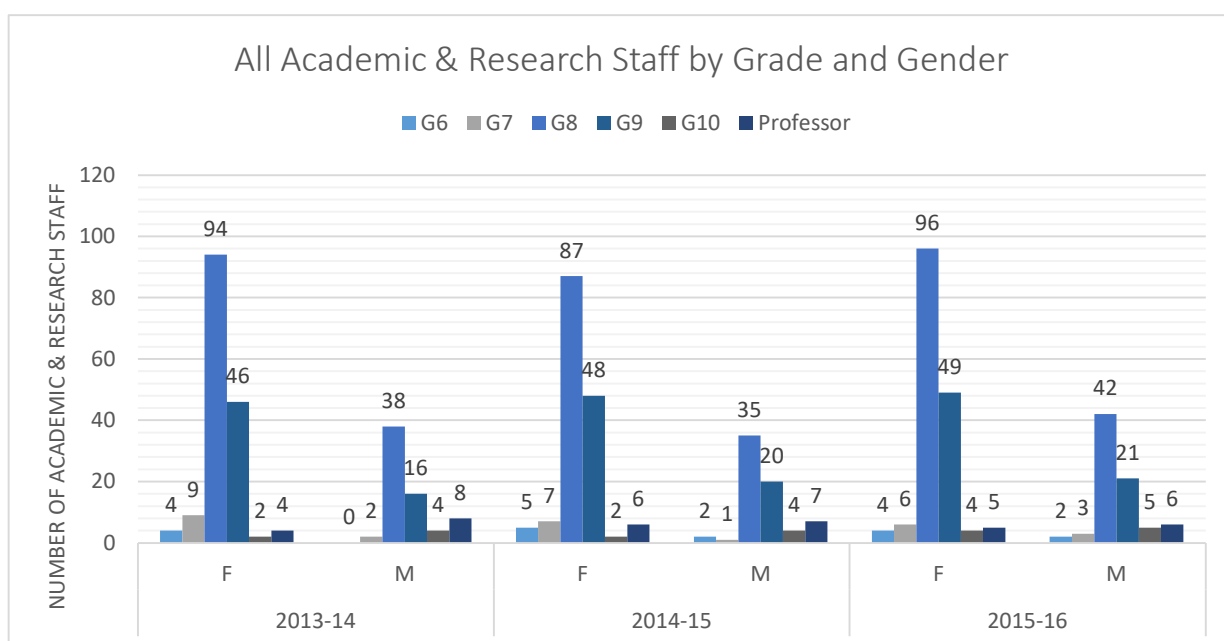


The data suggest that women and men are equally likely to progress to grades 8 and 9 but women are less likely than men to progress to grade 10 or to professorial positions, albeit the numbers of staff are these levels are small.  While we recognise that our gender balance is very much female but reflects the gender balance of the student bodies in the disciplines we teach, and reflects the gender balance of the professional workforces. Therefore, work should focus on ensuring that women are as likely as men to progress to senior positions.

STEMM data are presented in table 4.3 and figure 4.2.  Although numbers of staff are small at Grade 6 the proportion of staff who are female fell from 100% to 67%.  Similarly, at Grade 7 the proportion of staff who are female fell 83% to 67% but like grade 6, the numbers are small.

The majority of staff are at Grades 8 and 9 with females dominating the population consistently over the three years at between 81% and 84%.   Very small numbers of staff

are at grade 10, just 3 or 4 over the reporting period, of which 1 has been male.  The number of professors rose from 8 to 11 over the three years. In 13/14 there were 3 female professors (38%) and in 15/16 there were 6 (55%).  The trend in the proportion of professors is positive as it is moving towards the figures for grades 8 and 9.

As per the conclusions for the overall data, the key issue for STEMM is to ensure that women are as likely as men to progress to senior positions **(Action 2.1).**

**Table 4.3 - STEMM Academic and Research Staff by Grade and Gender**

| Academic Year | Gender | G6 | %F | G7 | %F | G8 | %F | G9 | %F | G10 | %F | Prof | %F | Total | %F |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **13-14** | F | 4 | 100% | 9 | 83% | 59 | 83% | 37 | 84% | 2 | 67% | 3 | 38% | **114** | 81% |
| | M | 0 | | 2 | | 12 | | 7 | | 1 | | 5 | | **27** | |
| **14-15** | F | 5 | 71% | 7 | 89% | 57 | 83% | 37 | 84% | 2 | 67% | 5 | 50% | **113** | 80% |
| | M | 2 | | 1 | | 12 | | 7 | | 1 | | 5 | | **28** | |
| **15-16** | F | 4 | 67% | 6 | 67% | 62 | 81% | 37 | 84% | 3 | 75% | 6 | 55% | **118** | 78% |
| | M | 2 | | 3 | | 15 | | 7 | | 1 | | 5 | | **33** | |

2015/16 benchmarking figures show the following comparisons for STEMM % female staff headcount which shows a similar female headcount to QMU (78%)

The Robert Gordon University           -           76% Female

Edinburgh Napier University           -           72% Female

Glasgow Caledonian University           -           76% Female

**Figure 4.2 – STEMM Academic and Research Staff by Grade and Gender**
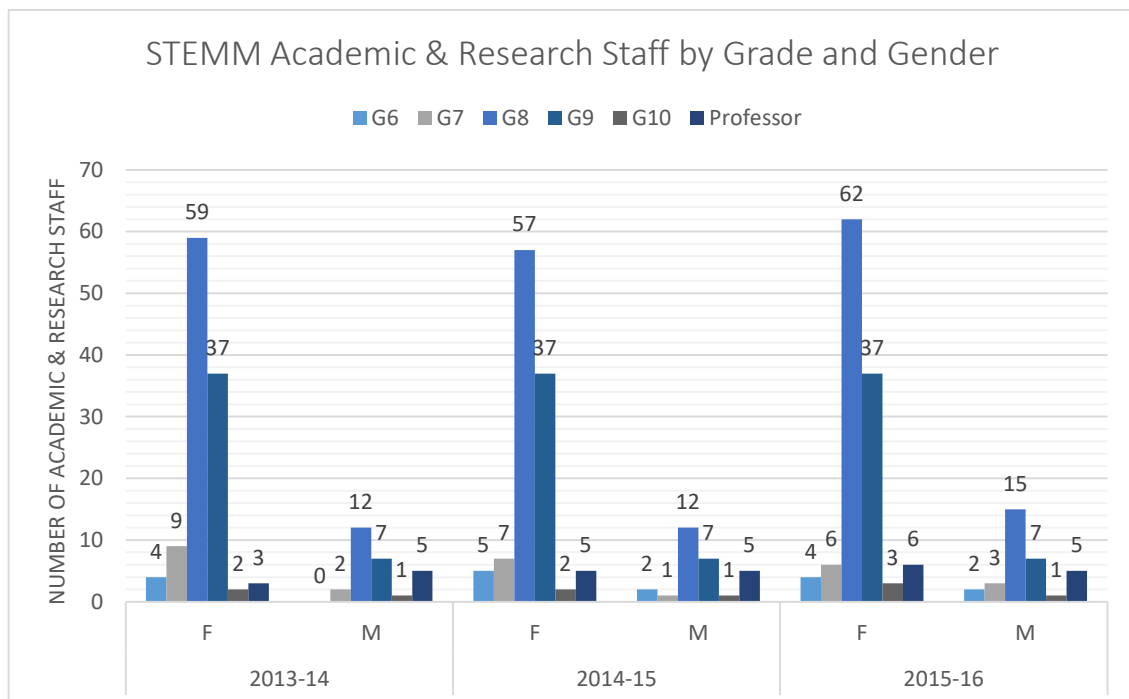


AHSSBL tells a different story when compared with STEMM.  There are no staff at Grade 6 or 7 reflecting the general pattern of few research staff in AHSSBL subjects.  At Grade 8 and 9 the proportion of staff who are female varied little being about 55% at grade 8 and 48% at grade 9.

All 3 staff at grade 10 have been male over the 3 years and the majority of professors have been male.

During 2017 three females were appointed at Grade 10. This included the appointment of the Dean of School and two female Heads of Division. Each of these has been through external recruitment rather than through internal career progression. We will take action to understand why females have not moved into Grade 10 level over the last three years (**Action 2.1**).

**Table 4.4 - AHSSBL Academic and Research Staff by Grade and Gender**

| Academic Year | Gender | G6 | %F | G7 | %F | G8 | %F | G9 | %F | G10 | %F | Prof | %F | Total | %F |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 13-14 | F | 0 | 0 | 0 | 0 | 35 | 57% | 9 | 50% | 0 | 0% | 1 | 25% | 45 | 52% |
|  | M | 0 | 0 | 0 | 0 | 26 |  | 9 |  | 3 |  | 3 |  | 41 |  |
| 14-15 | F | 0 | 0 | 0 | 0 | 30 | 57% | 11 | 46% | 0 | 0% | 1 | 33% | 42 | 51% |
|  | M | 0 | 0 | 0 | 0 | 23 |  | 13 |  | 3 |  | 2 |  | 41 |  |
| 15-16 | F | 0 | 0 | 0 | 0 | 33 | 55% | 12 | 46% | 0 | 0% | 0 | 0% | 45 | 49% |
|  | M | 0 | 0 | 0 | 0 | 27 |  | 14 |  | 3 |  | 2 |  | 46 |  |

2015/16 benchmarking figures show the following comparisons for AHSSBL % female staff headcount which is similar in the case of Robert Gordon University and Edinburgh Napier University but lower than Glasgow Caledonian female headcount to QMU (49%)

The Robert Gordon University          -          54% Female

Edinburgh Napier University          -          45% Female

Glasgow Caledonian University          -          60% Female

**Figure 4.3 - AHSSBL Academic and Research Staff by Grade and Gender**
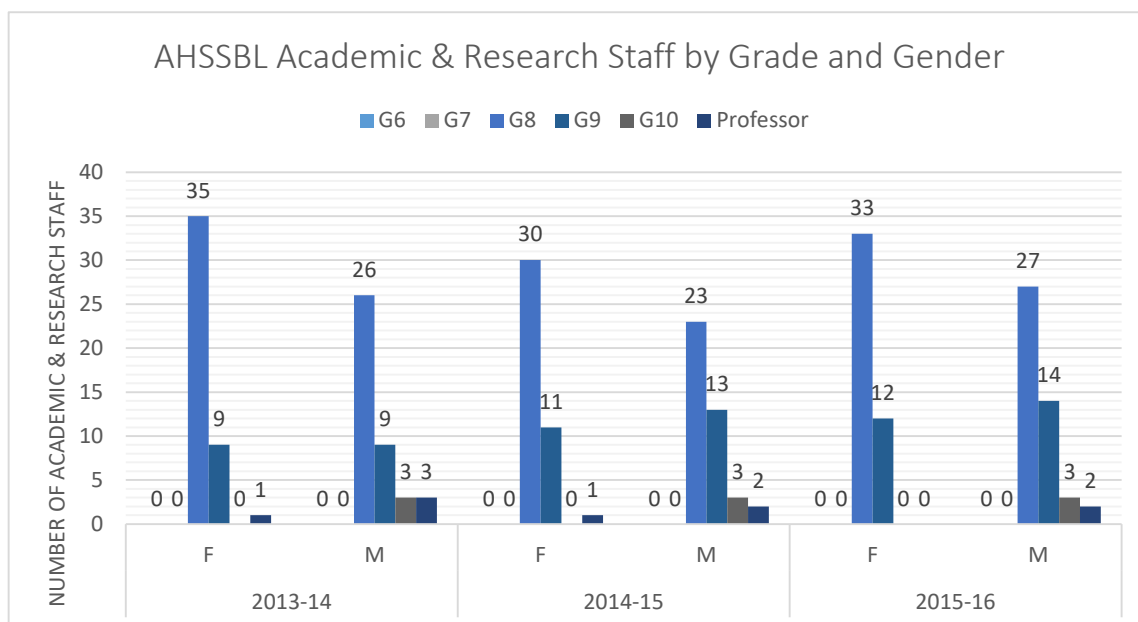


In order to consider the academic career pipeline in more detail the contractual working hours of staff have been considered. Diagram 4.5 provides an overall picture of the breakdown of full time/part time academic staff by gender.

**Figure 4.5 – All Academic Staff by Contract Status and Gender**



All Academic Staff by Contract Status & Gender
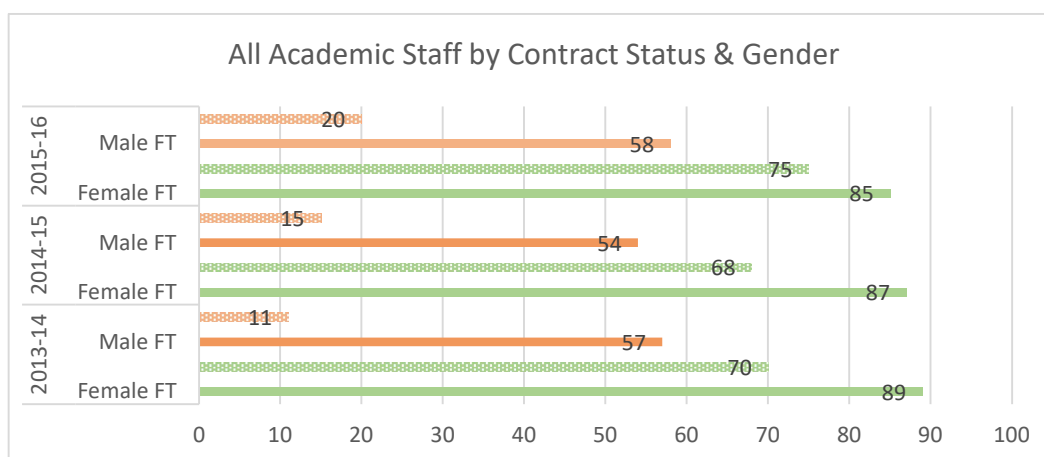
**Table 4.5 – All Academic Staff by Contract Status, Gender and Grade**

| Academic Year | Gender/ Contract Status | G6 | G7 | G8 | G9 | G10 | Professor | Total |
|---|---|---|---|---|---|---|---|---|
| **2013-14** | Female FT | 1 | 4 | 50 | 29 | 2 | 3 | 89 |
| | Female PT | 3 | 5 | 44 | 17 | 0 | 1 | 70 |
| | %PT | 75% | 56% | 47% | 37% | 0% | 25% | 44% |
| | Male FT | 0 | 2 | 29 | 15 | 4 | 7 | 57 |
| | Male PT | 0 | 0 | 9 | 1 | 0 | 1 | 11 |
| | %PT | 0% | 0% | 24% | 6% | 0% | 13% | 16% |
| **2014-15** | Female FT | 1 | 5 | 48 | 28 | 2 | 3 | 87 |
| | Female PT | 4 | 2 | 39 | 20 | 0 | 3 | 68 |
| | %PT | 80% | 29% | 45% | 42% | 0% | 50% | 44% |
| | Male FT | 1 | 0 | 24 | 19 | 4 | 6 | 54 |
| | Male PT | 1 | 1 | 11 | 1 | 0 | 1 | 15 |
| | %PT | 50% | 100% | 31% | 5% | 0% | 14% | 22% |
| **2015-16** | Female FT | 0 | 3 | 50 | 27 | 2 | 3 | 85 |
| | Female PT | 4 | 3 | 43 | 21 | 1 | 3 | 75 |
| | %PT | 100% | 50% | 46% | 44% | 33% | 50% | 47% |
| | Male FT | 0 | 1 | 26 | 21 | 4 | 6 | 58 |
| | Male PT | 2 | 2 | 15 | 0 | 1 | 0 | 20 |
| | %PT | 100% | 67% | 37% | 0% | 20% | 0% | 26% |

On average 45% of female staff were part-time compared to 23% of male staff.

Overall, 45% of staff are part time. The proportion of staff who are part-time has risen over the last three years, in particular the proportion of men who are part-time have risen form 16% to 26% as shown in table 4.5 above.

Within STEMM, there have been overall increases in proportion with female and male staff who are part-time however it remains the case over the three reporting years that women are more likely to be part-time than men. Although female part-time Professors have increased over the reporting period the data show that staff at higher grades are less likely to be part-time than staff at lower grades **(Action 2.2)**.

**Table 4.4 - STEMM Academic Staff Contract Status, Grade and Gender**

| Academic Year | Gender/ Contract Status | G6 | G7 | G8 | G9 | G10 | Professor | Total |
|---|---|---|---|---|---|---|---|---|
| 2013-14 | Female FT | 1 | 4 | 34 | 21 | 2 | 2 | 64 |
| | Female PT | 3 | 5 | 25 | 16 | 0 | 1 | 50 |
| | % PT | 75% | 56% | 42% | 43% | 0% | 33% | 44% |
| | Male FT | 0 | 2 | 9 | 6 | 1 | 4 | 22 |
| | Male PT | 0 | 0 | 3 | 1 | 0 | 1 | 5 |
| | % PT | | 0% | 25% | 14% | 0% | 20% | 19% |
| 2014-15 | Female FT | 1 | 5 | 33 | 19 | 2 | 2 | 62 |
| | Female PT | 4 | 2 | 24 | 18 | 0 | 3 | 51 |
| | % PT | 80% | 29% | 42% | 49% | 0% | 60% | 45% |
| | Male FT | 1 | 0 | 9 | 6 | 1 | 5 | 22 |
| | Male PT | 1 | 1 | 3 | 1 | 0 | 0 | 6 |
| | % PT | 50% | 100% | 25% | 14% | 0% | 0% | 21% |
| 2015-16 | Female FT | 0 | 3 | 33 | 19 | 2 | 3 | 62 |
| | Female PT | 4 | 3 | 28 | 17 | 1 | 3 | 56 |
| | % PT | 100% | 50% | 46% | 47% | 33% | 50% | 47% |
| | Male FT | 0 | 1 | 10 | 7 | 1 | 5 | 24 |
| | Male PT | 2 | 2 | 5 | 0 | 0 | 0 | 9 |
| | % PT | 100% | 67% | 33% | 0% | 0% | 0% | 27% |

Within AHSSBL the proportion of male staff who are part time has increased. The proportion of female staff however has remained static. Like STEMM, women are more likely to be part-time than men. There are relatively few part-time staff at higher grades. Also, there were no part-time men at grade 9 over the three years.

**Table 4.5 – AHSSBL Academic Staff Contract Status, Grade and Gender**

| Academic Year | Gender/ Contract Status | G6 | G7 | G8 | G9 | G10 | Professor | Total |
|---|---|---|---|---|---|---|---|---|
| 2013-14 | Female FT | 0 | 0 | 16 | 8 | 0 | 1 | 25 |
| | Female PT | 0 | 0 | 19 | 1 | 0 | 0 | 20 |
| | % PT | 0% | 0% | 54% | 11% | 0% | 0% | 44% |
| | Male FT | 0 | 0 | 20 | 9 | 3 | 3 | 35 |
| | Male PT | 0 | 0 | 6 | 0 | 0 | 0 | 6 |
| | % PT | 0% | 0% | 23% | 0% | 0% | 0% | 15% |
| 2014-15 | Female FT | 0 | 0 | 15 | 9 | 0 | 1 | 25 |
| | Female PT | 0 | 0 | 15 | 2 | 0 | 0 | 17 |
| | % PT | 0% | 0% | 50% | 18% | 0% | 0% | 40% |
| | Male FT | 0 | 0 | 15 | 13 | 3 | 1 | 32 |
| | Male PT | 0 | 0 | 8 | 0 | 0 | 1 | 9 |
| | % PT | 0% | 0% | 35% | 0% | 0% | 50% | 22% |
| 2015-16 | Female FT | 0 | 0 | 17 | 8 | 0 | 0 | 25 |
| | Female PT | 0 | 0 | 15 | 4 | 0 | 0 | 19 |
| | % PT | 0% | 0% | 47% | 33% | 0% | 0% | 43% |
| | Male FT | 0 | 0 | 16 | 14 | 3 | 1 | 34 |
| | Male PT | 0 | 0 | 10 | 0 | 1 | 0 | 11 |
| | % PT | 0% | 0% | 38% | 0% | 25% | 0% | 24% |

We have only a small percentage of BME staff which has reduced over the three reporting years.  Our % of unknowns has remained steady over the reporting period at 2.1% **(Action 2.3)**.  A higher number of BME staff are female with the exception of 15/16.  Our % BME staff are consistently beneath the benchmark figures.

**Table 4.6 - Total Academic Staff by Gender and Ethnicity with Benchmark**

| Academic Year | Gender | White | White % | BME | BME % | Unknown | Unknown % |
|---|---|---|---|---|---|---|---|
| **2013-14** | Female | 149 | 94% | 7 | 4% | 3 | 2% |
| | Male | 61 | 90% | 5 | 7% | 2 | 3% |
| | Total | 210 | 93% | 12 | 5% | 5 | 2% |
| **2014-15** | Female | 145 | 94% | 7 | 4% | 3 | 2% |
| | Male | 63 | 91% | 4 | 6% | 2 | 3% |
| | Total | 208 | 93% | 11 | 5% | 5 | 2% |
| **2015-16** | Female | 157 | 96% | 4 | 2% | 3 | 2% |
| | Male | 72 | 91% | 5 | 6% | 2 | 3% |
| | Total | 229 | 94% | 9 | 4% | 5 | 2% |
| **Benchmark*** | Female | 181080 | 89% | 22945 | 11% | n/a | n/a |
| | Male | 147460 | 86% | 22295 | 13% | n/a | n/a |
| | Total | 328540 | 88% | 45240 | 12% | n/a | n/a |

*Equality in HE: staff statistics report 2016*

We have also undertaken a review of our ethnicity data by grade.  Grade 6 has been populated by exclusively white staff members over the three reporting periods.  Our BME population is mainly concentrated within grades 7, 8 and 9 however there is no apparent pattern related to gender and ethnicity.
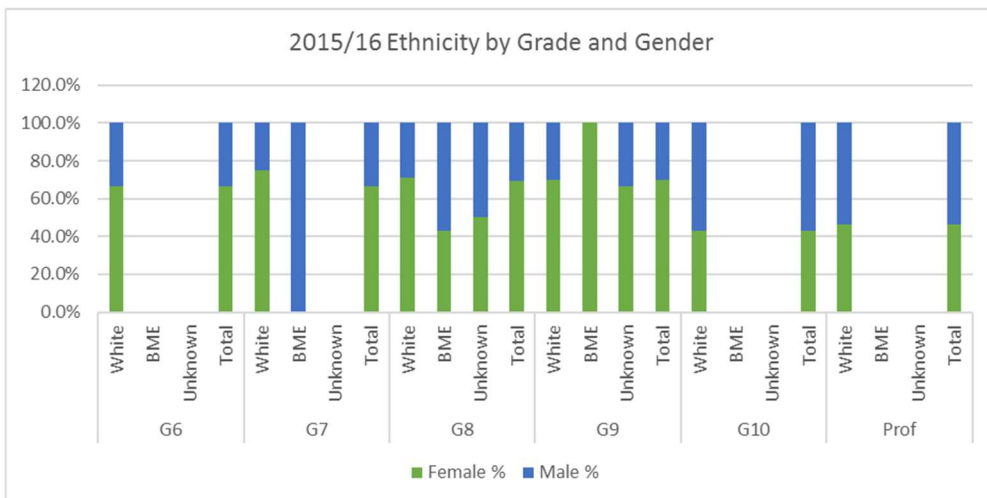
**Figure 4.6 – 2013/14 Ethnicity by Grade and Gender**
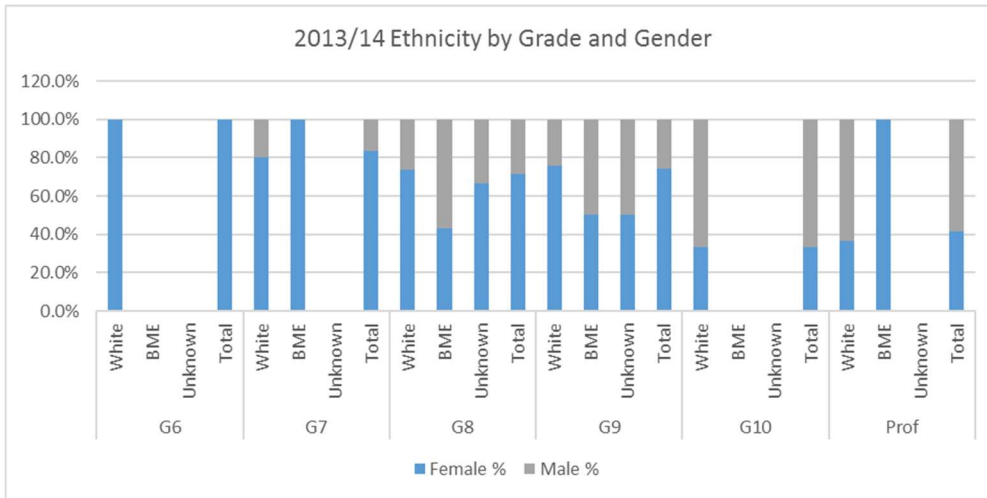


**Figure 4.7 – 2014/15 Ethnicity by Grade and Gender**



**Figure 4.8 – 2015/16 Ethnicity by Grade and Gender**

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

Comment on the proportions of men and women on these contracts. Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.

The majority of all academic staff are employed on an open-ended/permanent contract however there has been an increase in fixed-term contracts over the reporting period. There are more female than male staff employed on fixed-term contacts however there has been an increase in males on fixed-term contracts over the reporting period.

**Figure 4.9 – All academic staff on fixed term contracts and open ended contracts**
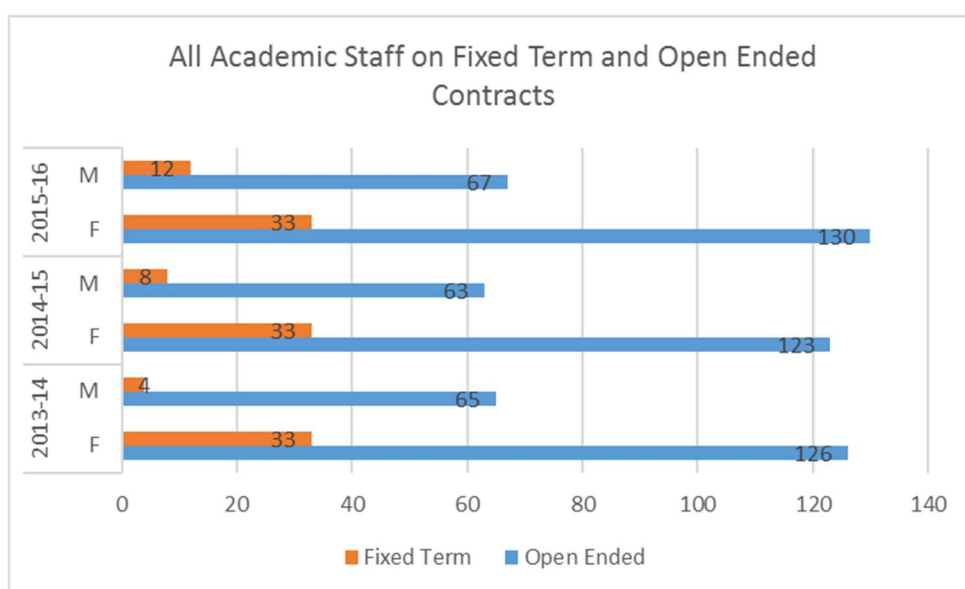


**Table 4.7 – All academic staff on fixed-term and open ended contracts**

| | | 2013-14 | | 2014-15 | | 2015-16 | |
|---|---|---|---|---|---|---|---|
| | | **Female** | **Male** | **Female** | **Male** | **Female** | **Male** |
| **Overall** | Open ended | 126 | 65 | 123 | 63 | 130 | 67 |
| | Fixed Term | 33 | 4 | 33 | 8 | 33 | 12 |
| | %Fixed Term | 21% | 6% | 21% | 11% | 20% | 15% |
| **STEMM** | Open ended | 92 | 24 | 89 | 25 | 96 | 27 |
| | Fixed Term | 22 | 3 | 25 | 4 | 22 | 6 |
| | %Fixed Term | 19% | 11% | 22% | 14% | 19% | 18% |
| **AHSSBL** | Open ended | 34 | 41 | 34 | 38 | 34 | 40 |
| | Fixed Term | 11 | 1 | 8 | 4 | 11 | 6 |
| | %Fixed Term | 24% | 2% | 19% | 10% | 24% | 13% |

Overall women are more likely to be on fixed term contracts than men. There are some year on year variations, in particular for men given their smaller numbers. Around 20% of women are on fixed-term contracts. The proportion of men on fixed-term contracts has risen from 6% to 15%. In STEMM during 15/16, 19% of women and 18% of men were

on fixed-term contracts.  In AHSSBL the difference between women and men is greater. In 15/16, 24% of women and 13% of men were on fixed-term contracts.

The university abolished the use of zero-hours contracts during 14/15, this ensures that all academic staff (working above 56 hours over 12 months) are employed on a fixed-term contract.  This accounts for the increase in the number of fixed-term contracts over the reporting period however this is necessary to ensure fair employment terms.  Fixed-term contracts are also used for research positions with finite funding, these position are more likely to be found at grade 6, 7 and 8 within STEMM, they are less likely to be found in AHSSBL as there are fewer research only positions.

Every effort is made to ensure fixed-term contracts are used only where there is a legitimate requirement (cover for maternity leave, sickness absence, one off teaching requirements and for finite project funding).  Alternative employment, re-deployment and bridging funding are all considered as part of the consultation process prior to a fixed-term contract ending.  Fixed-term contracts are converted to open-ended after 3 years. We are conscious that in a challenging financial climate requests for fixed-term contracts may increase in an effort to control longer term costs, we are however committed to supporting our managers with regards to core structure design **(Action 2.4)**.

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

Comment on the proportions of men and women on these contracts and by job grade.

Teaching and research contracts are issued to both Lecturer (G8) and Senior Lecturer (G9) staff.  The university minimises its use of teaching only roles as we recognise career development can be limited.

Research only contracts are issued to staff members occupying posts as Research Assistant (G6), Research Fellow (G7-8) and Senior Research Fellow (G9).  The majority of staff on research only contracts are supported via project funding.  The majority of staff on research only contracts are female, however the number of male staff on research only contracts within STEMM has increased over the reporting period.

Teaching only contracts are issued to staff occupying the position of Assistant Lecturer (G7), we have only a small number of staff employed as Assistant Lecturers and have introduced a promotions pathway allowing staff to progress from Assistant Lecturer to Lecturer.  The majority of teaching only staff are female, the number has fluctuated slightly however the numbers are very low.

**Table 4.8 – Academic staff by contract function and gender**

| | Academic Year | Gender | Teaching & Research (G8-G9) | Research only (G6-G9) | Teaching only (G7) | % Teaching & Research (G8 & G9) | % Research only (G6 - G9) | % Teaching only (G7) |
|---|---|---|---|---|---|---|---|---|
| **Overall** | 2013-14 | F | 141 | 13 | 5 | 89% | 8% | 3% |
| | | M | 65 | 3 | 1 | 94% | 4% | 2% |
| | 2014-15 | F | 140 | 12 | 3 | 90% | 8% | 2% |
| | | M | 63 | 5 | 2 | 90% | 7% | 3% |
| | 2015-16 | F | 137 | 11 | 3 | 91% | 7% | 2% |
| | | M | 61 | 6 | 2 | 88% | 9% | 3% |
| **STEMM** | 2013-14 | F | 96 | 13 | 5 | 84% | 11% | 5% |
| | | M | 23 | 3 | 1 | 85% | 11% | 4% |
| | 2014-15 | F | 99 | 11 | 3 | 87% | 10% | 3% |
| | | M | 21 | 5 | 2 | 75% | 18% | 7% |
| | 2015-16 | F | 92 | 11 | 3 | 87% | 10% | 3% |
| | | M | 20 | 6 | 2 | 71% | 22% | 7% |
| **AHSSBL** | 2013-14 | F | 45 | 0 | 0 | 100% | 0% | 0% |
| | | M | 42 | 0 | 0 | 100% | 0% | 0% |
| | 2014-15 | F | 41 | 1 | 0 | 98% | 2% | 0% |
| | | M | 42 | 0 | 0 | 100% | 0% | 0% |
| | 2015-16 | F | 45 | 0 | 0 | 100% | 0% | 0% |
| | | M | 41 | 0 | 0 | 100% | 0% | 0% |

Within STEMM small numbers of staff are employed on research only and teaching only contracts. There is evidence that men are more likely to be on research only contracts than women but numbers are small.

**Figure 4.10 – STEMM Staff by Contract Function & Gender**
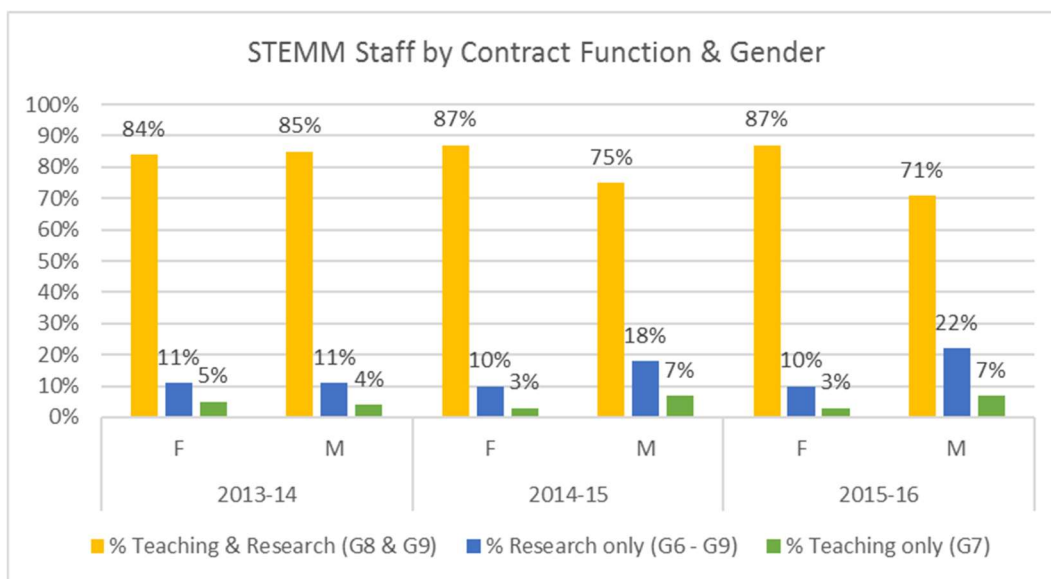
Within AHSSBL virtually all staff are employed on teaching and research contracts. Two female staff were on research only contracts in 14/15.

**Figure 4.11 – AHSSBL Staff by Contact Function & Gender**
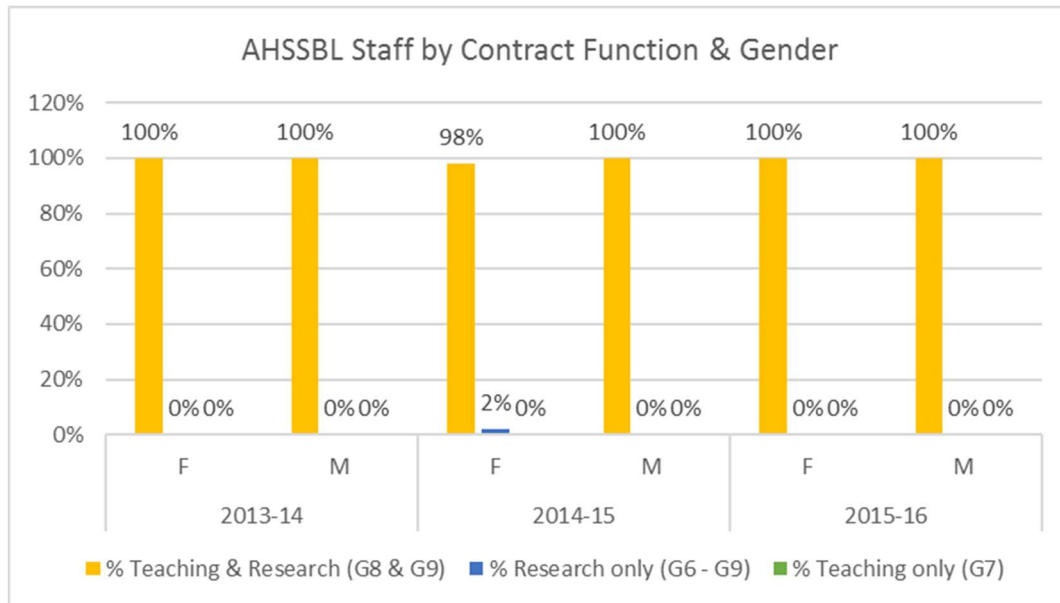


(iv)    Academic leavers by grade and gender

Comment on the reasons academic staff leave the institution. Comment on and explain any differences between men and women, and any differences in schools or departments.

Generally turnover has been higher amongst female employees within STEMM and AHSSBL with the exception of the reporting year 13/14 where male turnover in STEMM was 11.1% in comparison to female turnover of 7.9%

Overall staff turnover has increased by 5.4% from 13/14 to 15/16, within both STEMM (5.4%) and AHSSBL (1.8%). Overall female turnover has increased the most, with an increase of 6%; male turnover increased by 4.2%.

**Table 4.9 - Academic Leavers by Gender**

| Academic Year | Gender | STEMM Number of Leavers | AHSSBL Number of Leavers | Total | STEMM % Turnover | AHSSBL % Turnover | Total % Turnover |
|---|---|---|---|---|---|---|---|
| **2013-14** | F | 9 | 2 | 11 | 7.9% | 4.4% | 6.9% |
| | M | 3 | 1 | 4 | 11.1% | 2.4% | 5.9% |
| | All | 12 | 3 | 15 | 8.5% | 3.5% | 6.6% |
| **2014-15** | F | 13 | 6 | 19 | 11.5% | 14.3% | 12.3% |
| | M | 2 | 2 | 4 | 7.1% | 4.9% | 5.8% |
| | All | 15 | 8 | 23 | 10.6% | 9.6% | 10.3% |
| **2015-16** | F | 17 | 4 | 21 | 14.4% | 8.9% | 12.9% |
| | M | 4 | 4 | 8 | 12.1% | 8.7% | 10.1% |
| | All | 21 | 8 | 29 | 13.9% | 8.8% | 12.0% |

The below figures illustrate the fluctuation and increases in female turnover over the reporting period for both STEMM and AHSSBL. Female turnover has been higher within STEMM than AHSSBL with the exception of 14/15. However, there are no clear gendered patterns in the data and in 15/16 turnover rate for women and men in STEMM and AHSSBL were similar.

**Figure 4.12 – Academic Turnover % Female Staff**
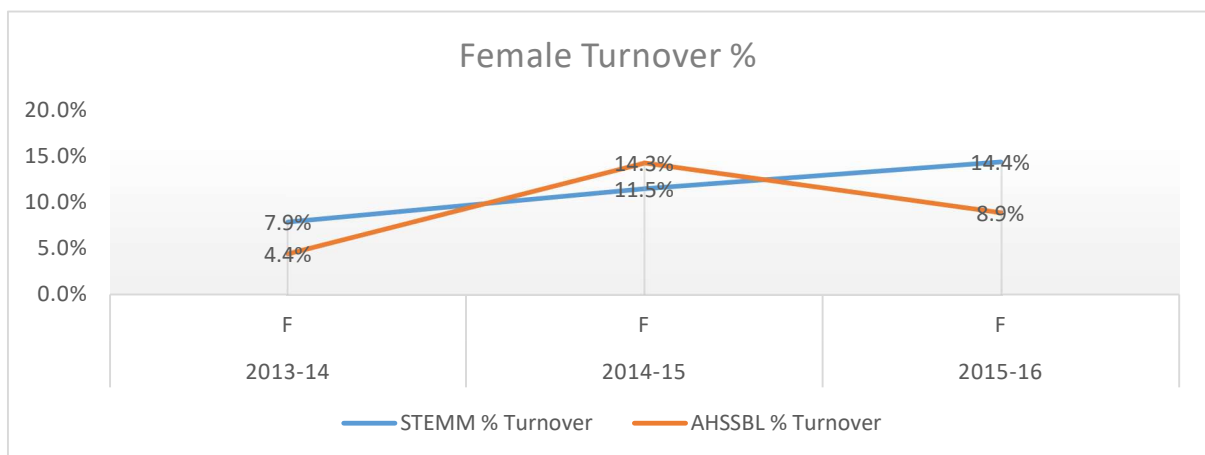
Male turnover is higher within STEMM than AHSSBL albeit the gap has narrowed, as shown below.

**Figure 4.13 – Academic Turnover % Male Staff**
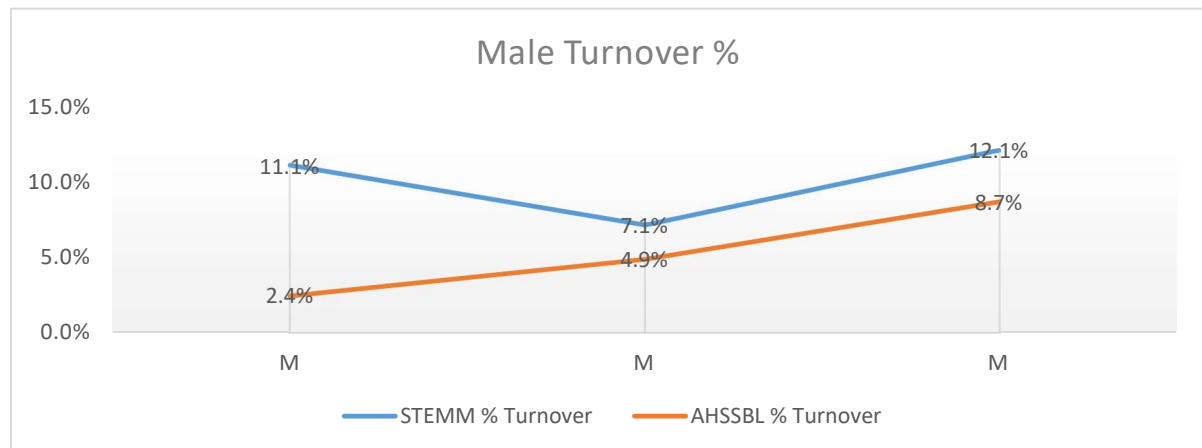


Reasons for leaving are presented in the table below, the number of leavers and % turnover is presented.

**Table 4.13 –Academic Leavers by Reason for Leaving & Gender (STEMM & AHSSBL)**

| Academic Year | Dept | Gender | Career Development/ Progression | | Resignation | | Other Employment | | End of Contract/Redundancy | | Retirement | | TUPE | | Deceased | | Other Reason | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| 2013-14 | STEMM | F | 1 | 0.9% | 1 | 0.9% | 0 | 0.0% | 4 | 3.5% | 2 | 1.8% | 0 | 0.0% | 0 | 0.0% | 1 | 0.9% | 9 | 7.9% |
| | | M | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 2 | 7.4% | 1 | 3.7% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 3 | 11.1% |
| | AHSSBL | F | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 2 | 4.4% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 2 | 4.4% |
| | | M | 1 | 2.4% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 2.4% |
| | | All | 2 | 0.9% | 1 | 0.0% | 0 | 0.0% | 8 | 3.5% | 3 | 1.3% | 0 | 0.0% | 0 | 0.0% | 1 | 0.4% | 15 | 6.6% |
| 2014-15 | STEMM | F | 5 | 4.4% | 3 | 2.7% | 1 | 0.9% | 1 | 0.9% | 0 | 0.0% | 1 | 0.9% | 0 | 0.0% | 2 | 1.8% | 13 | 11.5% |
| | | M | 0 | 0.0% | 0 | 0.0% | 1 | 3.6% | 0 | 0.0% | 1 | 3.6% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 2 | 7.1% |
| | AHSSBL | F | 0 | 0.0% | 0 | 0.0% | 1 | 2.4% | 4 | 9.5% | 0 | 0.0% | 0 | 0.0% | 1 | 2.4% | 0 | 0.0% | 6 | 14.3% |
| | | M | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 2.4% | 0 | 0.0% | 0 | 0.0% | 1 | 2.4% | 2 | 4.9% |
| | | All | 5 | 2.2% | 3 | 1.3% | 3 | 1.3% | 5 | 2.2% | 2 | 0.9% | 1 | 0.4% | 1 | 0.4% | 3 | 1.3% | 23 | 10.3% |
| 2015-16 | STEMM | F | 2 | 1.7% | 0 | 0.0% | 1 | 0.8% | 7 | 5.9% | 4 | 3.4% | 0 | 0.0% | 0 | 0.0% | 3 | 2.5% | 17 | 14.4% |
| | | M | 0 | 0.0% | 2 | 6.1% | 0 | 0.0% | 1 | 3.0% | 1 | 3.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 4 | 12.1% |
| | AHSSBL | F | 1 | 2.2% | 0 | 0.0% | 0 | 0.0% | 1 | 2.2% | 1 | 2.2% | 0 | 0.0% | 0 | 0.0% | 1 | 2.2% | 4 | 8.9% |
| | | M | 0 | 0.0% | 1 | 2.2% | 0 | 0.0% | 2 | 4.3% | 1 | 2.2% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 4 | 8.7% |
| | | All | 3 | 1.2% | 3 | 1.2% | 1 | 0.4% | 11 | 4.5% | 7 | 2.9% | 0 | 0.0% | 0 | 0.0% | 4 | 1.6% | 12 | 4.9% |

The most frequently cited reason for leaving is **"End of contract/redundancy"**. A number of researchers are employed on fixed-term contracts due to external finite funding, consequently the University expects a steady turnover of leavers within grade 6 and 7.

Relatively low numbers indicated the other reasons for leaving. However, a total of 9 female staff left over the reporting period compared with 1 male citing "**career development and progression**", the majority being within STEMM. In order to investigate this finding more fully focus groups on career progression were recently held, discussed under section 5.
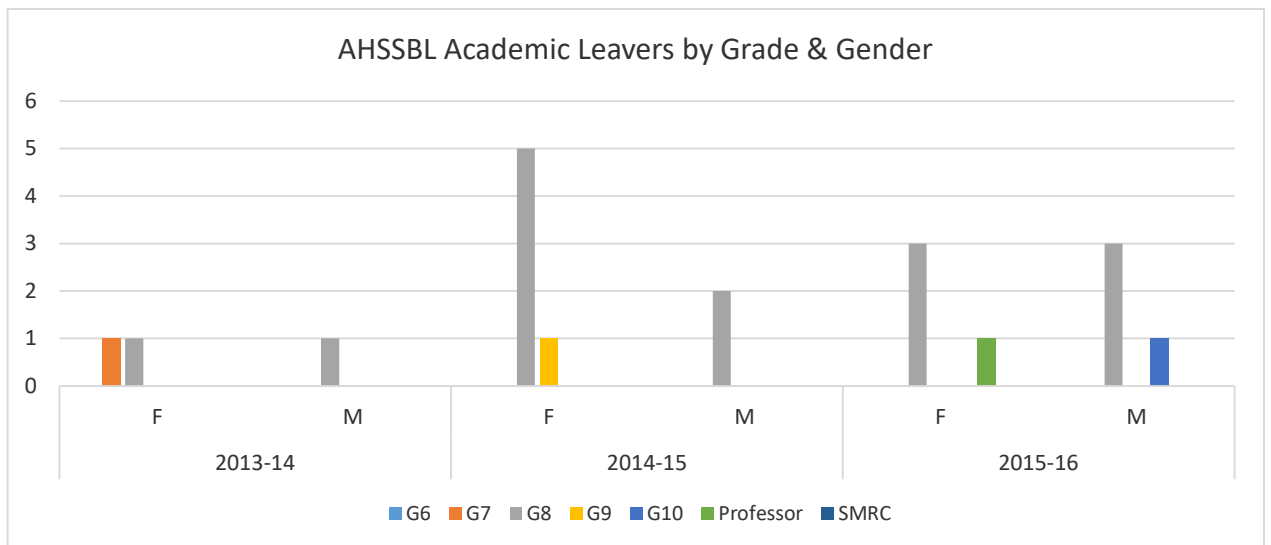
The diagrams below show the leaving numbers by grade and gender for STEMM and AHSSBL.

**Figure 4.14 – STEMM Academic Leavers by Grade and Gender**
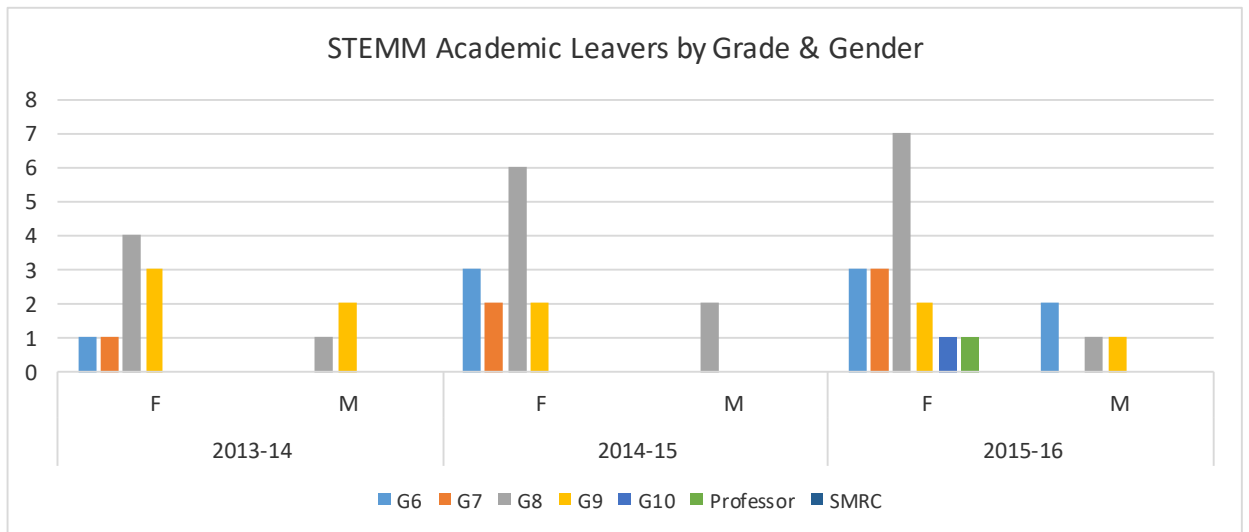


**Figure 4.15 – AHSBBL Academic Leavers by Grade and Gender**



Turnover figures by grade and gender are presented in the table below.

**Table 4.16 – % Academic Turnover by Grade for STEMM and AHSSBL**

| Academic Year | Dept | Gender | G6 | G7 | G8 | G9 | G10 | Prof | SMRC | Turnover |
|---|---|---|---|---|---|---|---|---|---|---|
| 2013-14 | STEMM | F | 25.0% | 10.0% | 6.8% | 9.1% | 0.0% | 0.0% | 0.0% | 7.8% |
| | | M | 0.0% | 0.0% | 8.3% | 20.0% | 0.0% | 0.0% | 0.0% | 11.1% |
| | AHSSBL | F | 0.0% | 0.0% | 2.9% | 0.0% | 0.0% | 0.0% | 0.0% | 4.4% |
| | | M | 0.0% | 0.0% | 3.8% | 0.0% | 0.0% | 0.0% | 0.0% | 2.4% |
| 2014-15 | STEMM | F | 60.0% | 25.0% | 10.5% | 5.4% | 0.0% | 0.0% | 0.0% | 11.4% |
| | | M | 0.0% | 0.0% | 16.7% | 0.0% | 0.0% | 0.0% | 0.0% | 6.9% |
| | AHSSBL | F | 0.0% | 0.0% | 16.7% | 9.1% | 0.0% | 0.0% | 0.0% | 14.0% |
| | | M | 0.0% | 0.0% | 8.7% | 0.0% | 0.0% | 0.0% | 0.0% | 4.9% |
| 2015-16 | STEMM | F | 75.0% | 50.0% | 11.3% | 5.4% | 33.3% | 16.7% | 0.0% | 14.4% |
| | | M | 100.0% | 0.0% | 6.7% | 14.3% | 0.0% | 0.0% | 0.0% | 12.1% |
| | AHSSBL | F | 0.0% | 0.0% | 9.1% | 0.0% | 0.0% | 100.0% | 0.0% | 8.9% |
| | | M | 0.0% | 0.0% | 11.1% | 0.0% | 33.3% | 0.0% | 0.0% | 8.7% |

The data underline that fixed-term research staff are generally employed at grades 6 and 7. There is a steady turnover of staff at grades 8 and 9 which is to be expected given the majority of staff are employed at these grades. There are no clear gendered patterns suggesting that there are no gender related issues.

When staff members leave the university they complete a leavers form which provides HR with their reason for leaving and indicates whether they would like an exit interview with HR. However low uptake of the exit interview and employees citing 'other reason' on their leavers form hinder our ability to identify patterns and trends **(Action 2.5)**.

An online exit survey was launched during 2017, requesting in depth feedback regarding reasons for leaving and feedback regarding their experience of working at QMU **(Action 2.6)**. The Exit Survey has only been running for a few months and has only been completed by 14 leavers however early results show that over half the respondents were positive about the university's family friendly provisions, training opportunities and work-life balance.

(v)    Equal pay audits/reviews

        Comment on the findings from the most recent equal pay audit and identify the institution's top three priorities to address any disparities and enable equality in pay.

The University's most recent 2016 Equal Pay Audit indicates a mean pay gap for employees on Grades 1 - 10 (including the EB), as 0.37% in favour of male employees. This represents a decrease of 0.35% pay gap compared with the previous year of 0.72%.
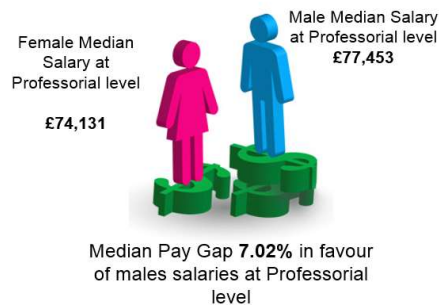
The pay gap has remained at an almost constant level just above the 0% mark over the last three years, which is in contrast to the national figures for UK HEI's which show a mean pay gap of 18.3% in favour of males and median of 13.7%. In Scotland the overall gender pay gap for HEIs was wider, with a mean pay gap of 20.9% and median pay gap of 18.6% in favour of males.

**Figure 4.16 – QMU Equal Pay report infographic image showing gender pay gap at 01 August 2016**



| Mean Salary | Mean Pay Gap | Mean Salary: |
|---|---|---|
| **£39,644** | **0.37%** | **£39,790** |
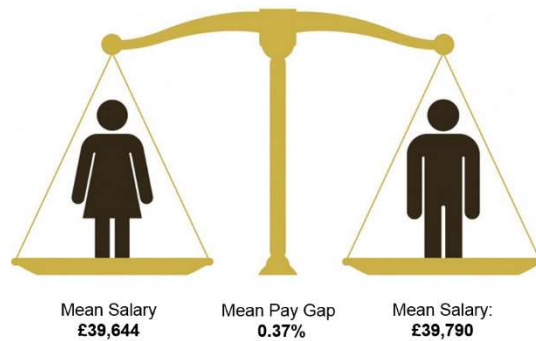
There are no significant pay gaps between Grades 1-9 for all employees. However at Grade 10 there is a significant pay gap in favour of male salaries. This pay gap is related to the Senior Academic and Professorial positions, where the gap is above **5% (Action 2.1).**

**Figure 4.17 – QMU Equal Pay Report infographic image showing Median Pay Gap at Academic Professorial level at 01 August 2016**



Female Median Salary at Professorial level

**£74,131**

Male Median Salary at Professorial level **£77,453**

Median Pay Gap **7.02%** in favour of males salaries at Professorial level

Within ASHBBL in 2017, two male Heads of Division and one male Dean was promoted, the vacant positions have been filled by females which will show in the 2017 results.

BME, LGBT and declared disabled populations are all paid less compared with wider employee population. It should be noted however that employee data on ethnicity, sexual orientation and religious belief is not considered reliable given that a large percentage of the population is declared as unknown **(Action 2.3).**

**Action taken since last Athena SWAN award:**

- Revised Exit Interview process introduced and an analysis of reasons for leaving used to inform retention strategies

- We eliminated zero hours contracts in 2014, introducing fixed term contact of employment terms where applicable

| Action Reference | Action |
|---|---|
| **2.1** | Further investigate the lack of female staff at G10 |
| **2.2** | Further investigate the lack of part time female staff at Senior Lecturer level in both STEMM and AHSSBL |
| **2.3** | Reduced number of unknown ethnicity, sexual orientation and religious belief data |
| **2.4** | Continue to support managers in designing and implementing a sustainable core structure that serves the requirements of the department and ensures fair and equitable terms for staff |
| **2.5** | Review the standardised reasons for leaving |
| **2.6** | Analyse results of exit survey on an annual basis, paying particular attention to gender patterns and academic grade 8 leavers |

**SILVER APPLICATIONS ONLY**

**4.2.  Professional and support staff data**

(i)  Professional and support staff by grade and gender

Look at the career pipeline across the whole institution and between STEMM and AHSSBL subjects. Comment on and explain any difference between women and men, and any differences between STEMM and AHSSBL subjects. Identify any issues at particular grades/levels.

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

Comment on the proportions of men and women on these contracts. Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.

(iii)  Professional and support staff leavers by grade and gender

Comment on the reasons staff leave the institution. Comment on and explain any differences between men and women, and any differences in schools or departments.

## 5. SUPPORTING AND ADVANCING WOMEN'S CAREERS
Recommended word count: Bronze: 5000 words **(Actual: 6047) |** Silver: 6000 words

### 5.1. Key career transition points: academic staff
(i) Recruitment

Break down data by gender and grade for applications, long- and shortlisted candidates, offer and acceptance rates. Comment on how recruitment processes ensure that women (and men in underrepresented disciplines) are encouraged to apply.

An online recruitment and induction survey was launched in 2017, specific questions were asked about the recruitment process (figure 5.1) More specific feedback on our application process, spilt by gender, will be incorporated into our annual induction survey **(Action 3.1)**.

**Figure 5.1 – Response to Induction Survey Question "In ONE word how would you describe the interview process overall?"**



Central to the candidate experience is ensuring all staff involved in recruitment and selection processes have a thorough understanding of our competency-based approach to recruitment.  Mandatory unconscious bias training via e-learning has been in place since 2016 for all panel members **(Action 3.2)** and we aim to ensure recruitment panels are mixed gender whenever possible **(Action 3.3).**

Interview training is available to all interview panel members, with a one day 'Structured Interview Masterclass' providing grounding in the fundamentals associated with the competency-based approach to recruitment.  Since 2013, 46 employees have attended training and feedback has been excellent.  Additionally a  range of diversity related e-learning packages are offered.

We welcome applications from applicants of all backgrounds and genders, however our data (table 5.1) indicates that we have much fewer male applicants for roles within STEMM. HR Partners ensure that job descriptions are gender neutral. Applications are considered using robust shortlisting criteria as set out within the job description. We plan to further review our recruitment advert template to ensure gender neutrality in our language **(Action 3.4)**. Enhanced management information capabilities including analyses by gender and ethnicity to allow us to consider intersectionality **(Action 3.17)**.

Table 5.1 findings:

The number of vacancies recruited for during 15/16 (32) has increased marginally compared to the previous year's 14/15 (23) and 13/14 (22). However, the overall proportion of applicants who are female has remained steady. During 15/16, 59% of applicants were female compared to 66% in 14/15 and 58% in 13/14.

In each year applicants shortlisted for progression to interview, were more likely to be women. Overall 33% of female applicants and 26% of male applicants were shortlisted.

Offer rates varied year-to-year and overall women and men were equally likely to be made an offer. The vast majority of those candidates made an offer were appointed. Considering this point, it seems that the shortlisting process is robust and male candidates are on average weaker than female candidates. Attention is needed to ensure that interview panels are aware of the gender balance of candidate pools to take action if the makeup of the applicant pools are very different from the candidate pools **(Action 3.5)**.

**Table 5.1 – Application Rates by Gender**

| Year | Gender | Applications | Shortlisted | Offers | Appointed | Proportion of applicants shortlisted | Proportion of those shortlisted made offers | Proportion of those made offers appointed | Proportion of applicants appointed |
|---|---|---|---|---|---|---|---|---|---|
| 2013-14 | Female | 196 | 69 | 15 | 15 | 35% | 22% | 100% | 8% |
| | Male | 134 | 36 | 7 | 7 | 27% | 19% | 100% | 5% |
| | Unspecified | 9 | 1 | 0 | 0 | | | | |
| | % Female | 58% | 65% | 68% | 68% | | | | |
| 2014-15 | Female | 142 | 57 | 14 | 14 | 40% | 25% | 100% | 10% |
| | Male | 59 | 17 | 5 | 5 | 29% | 29% | 100% | 8% |
| | Unspecified | 13 | 1 | 0 | 0 | | | | |
| | % Female | 66% | 76% | 74% | 74% | | | | |
| 2015-16 | Female | 274 | 79 | 23 | 23 | 29% | 29% | 100% | 8% |
| | Male | 186 | 45 | 12 | 11 | 24% | 27% | 92% | 6% |
| | Unspecified | 4 | 0 | 0 | 0 | | | | |
| | % Female | 59% | 64% | 66% | 68% | | | | |
| Overall | Female | 612 | 205 | 52 | 52 | 33% | 25% | 100% | 8% |
| | Male | 379 | 98 | 24 | 23 | 26% | 24% | 96% | 6% |
| | Unspecified | 26 | 2 | 0 | 0 | | | | |
| | % Female | 60% | 67% | 68% | 69% | | | | |

We recognise the importance of tracking and recording offer and acceptance rates to understand any patterns relating to gender or intersectionality. Consequently, we have changed our process during 2016 to record declined offers. During 15/16 we recorded one instance of an offer being made and rejected.

Data has been analysed by grade, due to our size there is not a large amount of data at each grade split by STEMM and AHSSBL, therefore data has been combined for the three reporting years to allow for identification of patterns and trends within the data.

There was no recruitment at grade 9 within STEMM or grade 6 and 7 in AHSSBL.

**Table 5.2 – Application by Grade and Gender split by STEMM and AHSSBL**

| Year | Gender | Applications | Shortlisted | Offers | Appointed | Proportion of applicants shortlisted | Proportion of those shortlisted made offers | Proportion of those made offers appointed | Proportion of applicants appointed |
|---|---|---|---|---|---|---|---|---|---|
| STEMM Grade 6 | Female | 90 | 15 | 5 | 5 | 17% | 33% | 100% | 6% |
| | Male | 34 | 8 | 3 | 3 | 24% | 38% | 100% | 9% |
| | Unspecified | 1 | 0 | 0 | 0 | 0% | 0% | 0% | 0% |
| | % Female | 72% | 65% | 63% | 63% | | | | |
| STEMM Grade 7 | Female | 98 | 24 | 6 | 6 | 24% | 25% | 100% | 6% |
| | Male | 55 | 11 | 1 | 1 | 20% | 9% | 100% | 2% |
| | Unspecified | 1 | 0 | 0 | 0 | 0% | 0% | 0% | 0% |
| | % Female | 64% | 69% | 86% | 86% | | | | |
| STEMM Grade 8 | Female | 261 | 98 | 21 | 21 | 38% | 21% | 100% | 8% |
| | Male | 135 | 41 | 8 | 8 | 30% | 20% | 100% | 6% |
| | Unspecified | 6 | 1 | 0 | 0 | 17% | 0% | 0% | 0% |
| | % Female | 65% | 70% | 72% | 72% | | | | |
| STEMM PROF | Female | 2 | 0 | 0 | 0 | 0% | 0% | 0% | 0% |
| | Male | 4 | 1 | 1 | 1 | 25% | 100% | 100% | 25% |
| | Unspecified | 0 | 0 | 0 | 0 | 0% | 0% | 0% | 0% |
| | % Female | 33% | 0% | 0% | 0% | | | | |
| AHSSBL Grade 8 | Female | 154 | 61 | 19 | 19 | 40% | 31% | 100% | 12% |
| | Male | 140 | 26 | 7 | 7 | 19% | 27% | 100% | 5% |
| | Unspecified | 18 | 1 | 0 | 0 | 6% | 0% | 0% | 0% |
| | % Female | 49% | 69% | 73% | 73% | | | | |
| AHSSBL Grade 9 | Female | 0 | 0 | 0 | 0 | 0% | 0% | 0% | 0% |
| | Male | 2 | 2 | 1 | 1 | 100% | 50% | 100% | 50% |
| | Unspecified | 0 | 0 | 0 | 0 | 0% | 0% | 0% | 0% |
| | % Female | 0% | 0% | 0% | 0% | | | | |
| AHSSBL Grade 10 | Female | 5 | 5 | 1 | 1 | 100% | 20% | 100% | 20% |
| | Male | 6 | 6 | 2 | 1 | 100% | 33% | 50% | 17% |
| | Unspecified | 0 | 0 | 0 | 0 | 0% | 0% | 0% | 0% |
| | % Female | 45% | 45% | 33% | 50% | | | | |
| AHSSBL PROF | Female | 2 | 2 | 0 | 0 | 100% | 0% | 0% | 0% |
| | Male | 3 | 3 | 1 | 1 | 100% | 33% | 100% | 33% |
| | Unspecified | 0 | 0 | 0 | 0 | 0% | 0% | 0% | 0% |
| | % Female | 40% | 40% | 0% | 0% | | | | |

For both STEMM and AHSSBL the data indicate that male applicants are more likely to be shortlisted at grades 6, 9 and 10.  At grades 7 and 8 female applicants were more likely to be shortlisted.  At Professorial level the shortlisting data varies between STEMM and AHSSBL, no STEMM female applicants were shortlisted whereas 100% of AHSSBL female applicants were shortlisted, we recognise however that applicant numbers are small.

The same pattern can be seen for male offers, however at Professorial level male candidates were more likely to be offered the role in both STEMM and AHSSBL.

**Action taken since original Athena SWAN Award:**

- Athena SWAN branding/logo incorporated into all recruitment advert documentation - 2014

- E-learning unconscious bias training mandatory for all interview panellist members - 2015

- Web-recruitment tool launched in 2015 – streamlining process and enhancing applicant experience

- QMU has moved to a structured competency based approach to interviews, ensuring elimination of potential bias in appointment decisions - 2015

- Structured interview training available to all staff via external training provider (Indigo) 2014 onwards

| Action Reference | Action |
|---|---|
| 3.1 | Repeat recruitment and induction questionnaire on annual basis and report on findings |
| 3.2 | Record Unconscious Bias Training uptake via HR system |
| 3.3 | Ensure a gender balance on interview panels |
| 3.4 | Recruitment advertising materials that are free from bias and encourage applicants from a diverse background |
| 3.5 | HR Partners to check gender rates within applicant and candidate pools |

(ii)    Induction

Describe the induction and support provided to new all staff at all levels.
Comment on the uptake of this and how its effectiveness is reviewed.

In 2017 a recruitment and induction survey was launched. The survey was sent to staff who had joined within the last 3 years and achieved a response rate of 73% (51% female and 49% male).

QMU offers a structured six-month induction programme for all joiners consisting of 3 elements: Local Induction; HR Induction; and Corporate Induction. (Fig 5.2). 60% of respondents scored the induction experience as 7 out of 10.

**Fig 5.2 – QMU's Six Month Induction Programme:**
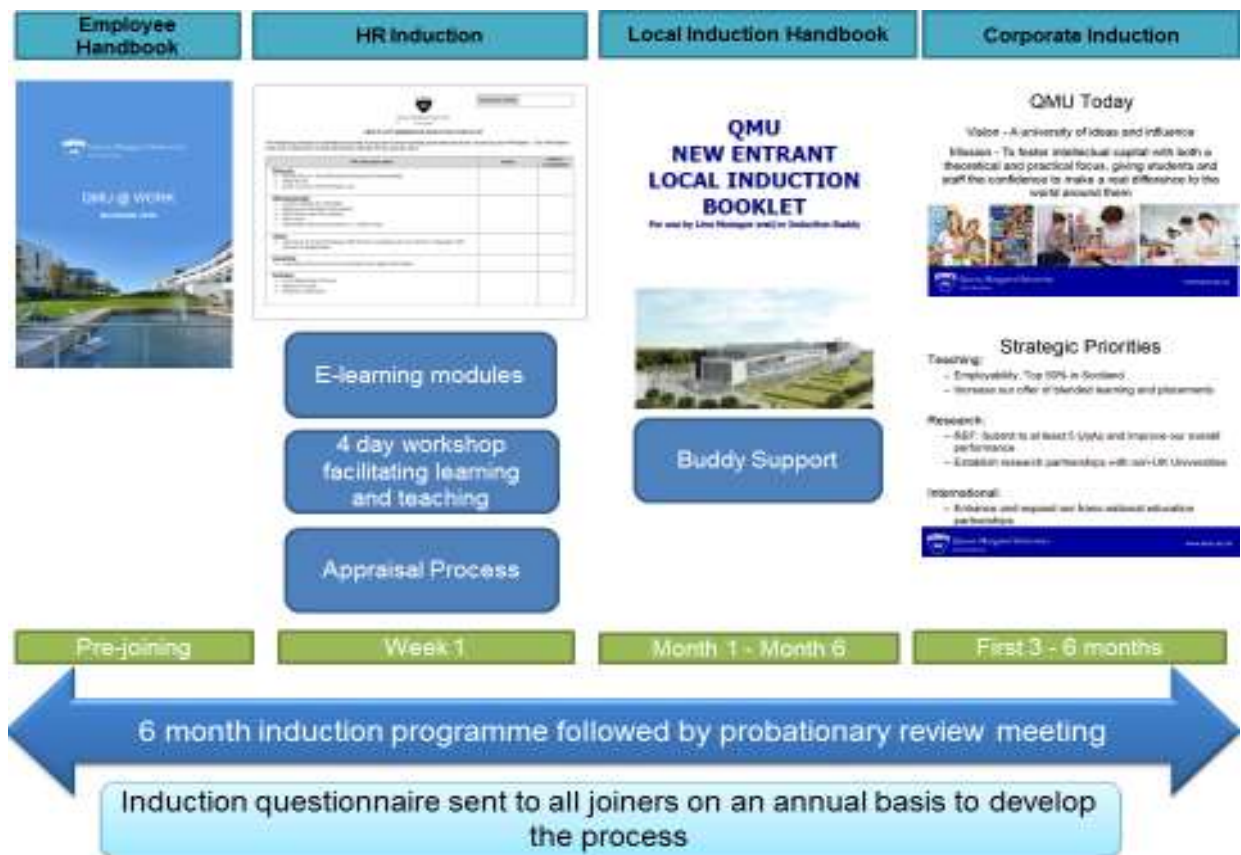


A welcome pack inclusive of joiner paperwork and an employee handbook 'QMU at Work' is sent in advance of their start date. 80% of joiners confirmed they received a welcome pack and found it helpful.

On day 1 joiners receive 'QMU New Entrant Local Induction Booklet' which enables the line manager to set objectives for the joiner in their first six of months. 69% of joiners confirmed they had objectives set within their first 6 months.

A 2, 4 and 6 month probationary period review meetings take place with each joiner. The line manager alongside HR are responsible for ensuring these meetings take place in line with the Probationary Review Policy.  HR Partners flags upcoming probationary review meetings at monthly line manager meetings. 77% of joiners in agreed their local/department induction was helpful.

Joiners are invited to QMU's corporate induction, inclusive of FTC staff. Held every quarter the corporate induction is presented by the Principal and Senior Members of the leadership team. The purpose is to educate joiners on QMU's strategic plan (QM150), and our core values. Only 49% of joiners found the corporate induction helpful **(Action 3.6).**

Joiners also receive a HR induction in their first week providing details on the HR policies, Appraisal process, e-learning modules and staff benefits. Joiners are required to sign a form confirming they have attended and received information on the above mentioned topics **(Action 3.7).**

Joiners undertake a range of e learning training modules including; Managing Equality and Diversity, Unconscious Bias, Diversity in the Workplace and Health and Safety. These e-learning training modules will be made mandatory for all joiners and completed within the first 3 months of joining. **(Action 3.8).**

| Action Reference | Action (please see action plan for full SMART objective) |
|---|---|
| **3.6** | Review the corporate induction format |
| **3.7** | Increase return/completion of New Entrants Local Induction Booklet |
| **3.8** | E-learning H&S and E&D training modules to be made mandatory for completion during first 3 months of joining |

(iii)    Promotion

Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on any evidence of a gender pay gap in promotions at any grade.

The annual Reward and Recognition Process is the umbrella policy under which a range of reward and recognition options sit. The Academic Promotions process exists for academic staff: applying for - Lecturer, Senior Lecturer, Reader and Senior Research Fellow.  A Professorial Review process exists for academic staff applying Professorship.  Staff are notified of the annual reward and recognition cycle via a dedicated email sent from the Principal.

Additional reward and recognition options include; incremental increases, one off payments and re-grading, these are open to academic staff however they are predominately used by our professional services staff.

Career aspirations are a key part of the PER discussion. Where there is a case for promotion/reward the employee will commence the application process.  Line Managers receive training on the reward and recognition process via our Management Fundamental training.

A reward and recognition committee meets annually to review applications from Academic and Professional Services staff. The academic process has several stages from application, to referee and assessor evaluations, to consideration by a panel including internal and external academic professionals. Published criteria are available on the local intranet to allow the review process to be transparent and free from bias.

Staff structure their application under 2 of the following criteria:

- o  Teaching and scholarship
- o  Academic leadership and contribution and academic and/or professional or practitioner impact
- o  Research and commercialisation

In 2015 new criteria was introduced to facilitate career development of early career academic staff, allowing applications to be considered for G7 (Assistant Lecturer) to apply for promotion to G8 (Lecturer). The promotions criteria looked for evidence of teaching and scholarship and advances, personal qualities and impact.

**Table 5.3: STEMM Applications and Promotion by Grade, Gender and Full/Part time Status:**

| GRADE APPLIED TO | Working Status | Academic Yr | 2013-2014 | | 2014-2015 | | 2015-2016 | |
|---|---|---|---|---|---|---|---|---|
| | | Gender | Female | Male | Female | Male | Female | Male |
| G8 (Lecturer) | Full Time | Applications | n/a | n/a | 2 | 1 | 0 | 0 |
| | | Promoted | n/a | n/a | 2 | 1 | 0 | 0 |
| | | SUCCESS RATE | n/a | n/a | 100% | 100% | n/a | n/a |
| | Part time | Applications | n/a | n/a | 0 | 0 | 0 | 0 |
| | | Promoted | n/a | n/a | 0 | 0 | 0 | 0 |
| | | SUCCESS RATE | n/a | n/a | n/a | n/a | n/a | n/a |
| G9 (Sr Lecturer) | Full Time | Applications | 1 | 0 | 5 | 1 | 3 | 0 |
| | | Promoted | 1 | 0 | 2 | 1 | 2 | 0 |
| | | SUCCESS RATE | 100% | n/a | 40% | 100% | 67% | n/a |
| | Part time | Applications | 2 | 0 | 2 | 0 | 1 | 0 |
| | | Promoted | 1 | 0 | 2 | 0 | 1 | 0 |
| | | SUCCESS RATE | 50% | n/a | 100% | n/a | 100% | n/a |
| G9 (Reader) | Full Time | Applications | 0 | 2 | 0 | 0 | 0 | 0 |
| | | Promoted | 0 | 2 | 0 | 0 | 0 | 0 |
| | | SUCCESS RATE | n/a | 100% | n/a | n/a | n/a | n/a |
| | Part time | Applications | 0 | 0 | 1 | 0 | 2 | 0 |
| | | Promoted | 0 | 0 | 0 | 0 | 1 | 0 |
| | | SUCCESS RATE | n/a | n/a | 0% | n/a | 50% | n/a |
| G10 (Professor) | Full Time | Applications | 1 | 0 | 0 | 0 | 2 | 1 |
| | | Promoted | 1 | 0 | 0 | 0 | 1 | 0 |
| | | SUCCESS RATE | 100% | n/a | n/a | n/a | 50% | 0% |
| | Part time | Applications | 0 | 0 | 0 | 0 | 0 | 0 |
| | | Promoted | 0 | 0 | 0 | 0 | 0 | 0 |
| | | SUCCESS RATE | n/a | n/a | n/a | n/a | n/a | n/a |

*NB - Note the table above is presented to show which grade the applicant applied for e.g. applicants applying for a Grade 8 would be aligned to a Grade 7.*

Table 5.3 data shows:
- Grade 8 (Lecturer): 3 applications for Lecturer in 14/15 with a 100% success rate for male and females. During 15/16 there were 0 applications.
- Grade 9 (Senior Lecturer): An even spread of applications across the FT and PT staff. 9 female FT applicants and 5 female PT employees applied for Senior Lectureship over the 3 year period. Only 1 male applied for Senior Lectureship over the same period.
- The average female population in STEMM over the 3 years is 59, this equates to 23% of the female population applying. In comparison, the average male population is 13 meaning 8% of the male population applied for promotion **(Action 3.9)**.
- Grade 9 (Reader): Only 2 FT males applied for Readership over 3 years. Although numbers are too small, it is noted that men are more likely to apply for Reader than Senior Lecturer. 3 female PT employees applied for Reader promotion. The preferred career route to Grade 9 is to Senior Lecturer for women.

- Grade 10 (Professorship): 3 female and 1 male FT employees applied for Professorship over the 3-year period. There were no applications for professorship for employees who work PT **(Action 3.9).**

**Table 5.4: AHSSBL Applications and Promotion by Grade, Gender and Full/Part time Status:**

| GRADE APPLIED FOR | Working Status | Academic Yr | 2013-2014 | | 2014-2015 | | 2015-2016 | |
|---|---|---|---|---|---|---|---|---|
| | | Gender | Female | Male | Female | Male | Female | Male |
| G8 (Lecturer) | Full Time | Applications | n/a | n/a | 0 | 0 | 0 | 0 |
| | | Promoted | n/a | n/a | 0 | 0 | 0 | 0 |
| | | SUCCESS RATE | n/a | n/a | n/a | n/a | n/a | n/a |
| | Part time | Applications | n/a | n/a | 0 | 0 | 0 | 0 |
| | | Promoted | n/a | n/a | 0 | 0 | 0 | 0 |
| | | SUCCESS RATE | n/a | n/a | n/a | n/a | n/a | n/a |
| G9 (Sr Lecturer) | Full Time | Applications | 2 | 3 | 1 | 3 | 4 | 5 |
| | | Promoted | 2 | 3 | 1 | 2 | 2 | 3 |
| | | SUCCESS RATE | 100% | 100% | 100% | 67% | 50% | 60% |
| | Part time | Applications | 1 | 0 | 0 | 0 | 0 | 0 |
| | | Promoted | 1 | 0 | 0 | 0 | 0 | 0 |
| | | SUCCESS RATE | 100% | n/a | n/a | n/a | n/a | n/a |
| G9 (Reader) | Full Time | Applications | 2 | 0 | 1 | 0 | 0 | 0 |
| | | Promoted | 2 | 0 | 0 | 0 | 0 | 0 |
| | | SUCCESS RATE | 100% | n/a | 0% | n/a | n/a | n/a |
| | Part time | Applications | 0 | 0 | 0 | 0 | 0 | 0 |
| | | Promoted | 0 | 0 | 0 | 0 | 0 | 0 |
| | | SUCCESS RATE | n/a | n/a | n/a | n/a | n/a | n/a |
| G10 (Professor) | Full Time | Applications | 0 | 0 | 0 | 0 | 0 | 0 |
| | | Promoted | 0 | 0 | 0 | 0 | 0 | 0 |
| | | SUCCESS RATE | n/a | n/a | n/a | n/a | n/a | n/a |
| | Part time | Applications | 0 | 0 | 0 | 0 | 0 | 0 |
| | | Promoted | 0 | 0 | 0 | 0 | 0 | 0 |
| | | SUCCESS RATE | n/a | n/a | n/a | n/a | n/a | n/a |

*NB - Note the table below is presented to show which grade the applicant applied for e.g. applicants applying for a Grade 8 would be aligned to a Grade 7.*

Table 5.4 shows:

Application rates in AHSSBL are low across the grades (G8, G9 Reader and G10) with the exception of G9 (Senior Lecturer).

Male G8 staff (44% are more likely to apply for promotion to Senior Lecturer than female G8 staff (21%). The preferred route for promotion is via the Senior Lecturer route rather than the Reader route as there were only 3 applications over the 3 year period all FT (2 female and 1 male). Only one application was made by a PT female for Senior Lecturer in the 3-year period **(Action 3.10)**

No applications made in the 3 years from Grade 9 to Grade 10 **(Action 3.10).**

**Fig 5.3 - Focus Group held to discuss Promotion Process and Career Development at QMU**



Focus group findings:

- Lack of transparency around the promotions and reward processes regarding the perception of limited information available and lack of clarity regarding who the key decision makers are within the process **(Action 3.11)**
- For Professional Services staff the main concern was the absence of a promotion process comparable with Academic staff and frustration with the re-grading process **(Action 3.12)**
- Application feedback process often leads to confusion about next steps and career direction **(Action 3.12)**
- Transparency relating to why colleagues have been awarded promotion was raised, as this is not currently shared with staff **(Action 3.12)**
- Concerns expressed regarding the criteria for promotion and the availability of opportunity to develop to meet the criteria for promotion **(Action 3.12)**
- Understanding of the connection between PER and academic promotions however some felt that PER was a 'tick box' exercise in order to satisfy the criteria for promotion
- The importance of strong mentorship was mentioned numerous times as being key to development and ultimately promotion **(Action 3.13)**

A full review of the Reward and Recognition process is being undertaken with a revised process to be implemented for 2020 **(Action 3.12)**

**Action taken since original Athena SWAN application:**

- Introduced new promotions criteria to allow Grade 7 (Assistant Lecturers) to apply for promotion to G8 (Lecturer) from 2015 onwards.

- Two staff members supported to undergo qualification in coaching and mentoring and mentoring taster sessions were held for all staff members - 2016

| Action Reference | Action (please see action plan for full SMART objective) |
|---|---|
| **3.9** | Hold focus group to investigate barriers to promotion with targeted groups |
| **3.10** | Further investigate barriers to promotions specifically for G8 and G9 AHSSBL staff |
| **3.11** | Improve staff perceptions of the promotions process |
| **3.12** | Review of Reward and Recognition Policies and Procedures |
| **3.13** | Introduce promotions champions and mentors |

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

Provide data on staff, by gender, submitted to REF versus those that were eligible. Compare this to the data for the Research Assessment Exercise 2008. Comment on any gender imbalances identified.

<div style="background:gray">

**SILVER APPLICATIONS ONLY**

**5.2.    Key career transition points: professional and support staff**

(i)    Induction

Describe the induction and support provided to new all staff at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

(ii)    Promotion

Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on any evidence of a gender pay gap in promotions at any grade.

</div>

The total number of staff eligible for REF submission was 227, compared with the 226 in the RAE 2008 (table 5.5).  Although eligible staff were comparable for both REF and RAE the submission rates vary considerably, 48% of eligible staff were submitted to RAE 2008 compared with 21% submitted to REF 2014.  For REF 2014 management took the decision to implement a selective submission policy to optimise REF results meaning fewer male /female staff were submitted to REF than RAE.

Our REF 2014 submission included 25% of eligible male staff and 19% of eligible female staff, within this were 9 early career researchers (19% of the total submission) of which 6 were female.  A transparent selection process involved both HR and RKEDU staff, each decision was equality impact assessed with individual circumstances accounted for with, for example, tariff reductions – this process was commended in the institutional REF feedback.

**Table 5.5 - Staff Submission Rates – REF 2014 & RAE 2008**

|  | Eligible Staff REF 2014 | Staff Submission Rate (REF 2014) | Eligible Staff RAE 2008 | Staff Submission Rate (RAE 2008) |
|---|---|---|---|---|
| Female | 158 | 30 (19%) | 145 | 67 (46%) |
| Male | 69 | 17 (25%) | 80 | 42 (52%) |
| Unspecified | - | - | 1 | - |
| Total | 227 | 47 (21%) | 226 | 109 (48%) |

Table 5.5 data show that men were more likely than women to be selected for inclusion in both RAE and REF **(Action 3.14).**

Following the outcome of REF 2014 a REF Away Day was held with staff to review the outcome and discuss lessons learned.  Consequently, the university adopted a refreshed approach to the organisation and support for research by introducing a set of Research Centres, KE Centres and Groups.

Led by senior researchers, the Research Centres permit membership at various levels (full, associated and affiliate) allowing researchers to work together to enhance their research prospects and provide a supportive platform for early career researchers and staff returning from child related leave to develop / re-establish their research career.

The results and recommendations of the centre annual review are sent to the university's Research Strategy Committee and University Senate.  The annual review includes an EIA of the process for selection to Research Centres, a recent outcome was  the requirement to further explore barriers to research for staff with protected characteristics **(Action 3.15).**

| Action Reference | Action |
|---|---|
| **3.14** | Introduce mechanisms to support the development of female researchers in advance of REF 2021 |
| **3.15** | Explore potential barriers to research for those with protected characteristics |

## 5.3. Career development: academic staff

### (i) Training

Describe the training available to staff at all levels. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

Staff are offered and encouraged to undertake training opportunities to develop personally and professionally.

Training needs and career development opportunities are identified by staff and line managers during induction (for joiners), throughout the year and as part of the PER process. In 2015, HR launched a bespoke development programme "DEVELOP@QMU" providing staff with a framework to map out their career development at QMU.

The requirements of each role within discrete job families are mapped out at each grade and the core knowledge, qualifications and skills required for each role are identified. The DEVELOP framework links to the DEVELOP Directory which provides details of available training to support career development.

**Figure 5.4 – DEVELOP Fundamentals Pyramid**
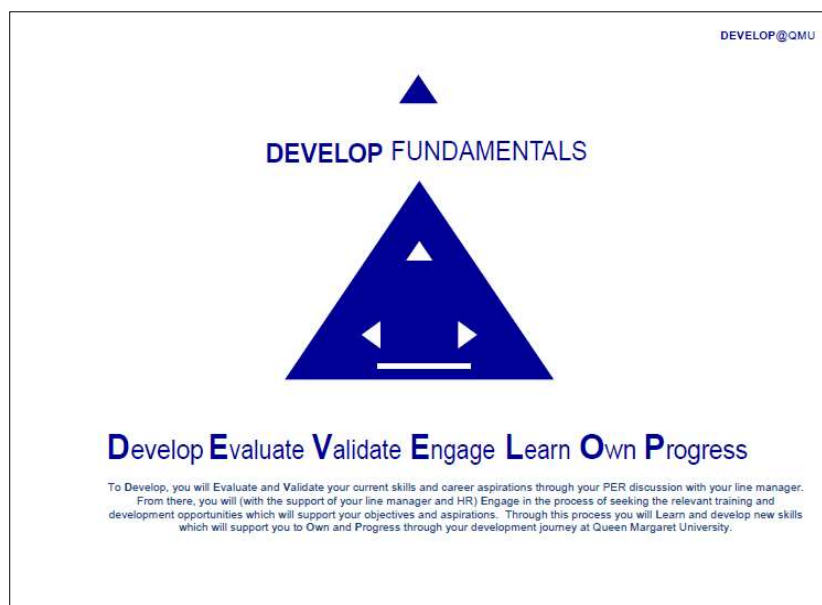


Centrally-funded opportunities include those linked to management and leadership, personal development, equality and diversity, recruitment and selection, mentoring and stress and time management.

Training records have been held centrally since 15/16, table 5.6 provides an overview of the centrally funded development offered during 15/16 and the uptake rates by gender. Slightly more centrally funded training opportunities were taken up by male employees than female **(Action 3.16).**

Enhanced management information capabilities including analyses by gender and ethnicity to allow us to consider intersectionality **(Action 3.17)**.

**Table 5.6 – Centrally Funded Training Courses by Gender for 2015/16**

| Course Name | Female Delegates | Male Delegates | Total Delegates | % Female Uptake Rate | % Male Uptake Rate |
|---|---|---|---|---|---|
| **Developing Personal Resilience** | 6 | 2 | 8 | 1.9% | 1.2% |
| **Ease the Lead** | 39 | 13 | 52 | 12.2% | 7.7% |
| **Finance for Non-Financial Managers** | 5 | 3 | 8 | 1.6% | 1.8% |
| **Management Fundamentals** | 5 | 9 | 14 | 1.6% | 5.4% |
| **Mentoring and Coaching** | 10 | 8 | 18 | 3.1% | 4.8% |
| **Preventing Bullying in the Workplace** | 6 | 3 | 9 | 1.9% | 1.8% |
| **Scottish Mental Health First Aid** | 20 | 14 | 34 | 6.3% | 8.3% |
| **Stress Management for Managers** | 2 | 2 | 4 | 0.6% | 1.2% |
| **Structured Interview Masterclass** | 5 | 4 | 9 | 1.6% | 2.4% |
| **Total** | **98** | **58** | **156** | **30.6%** | **34.5%** |

*(% uptake rates are calculated based on delegates divided by staff headcount)*

Centrally funded training opportunities are arranged by HR and communicated to line managers and staff as set out below:

- Monthly training update to managers at HR Partner meetings;
- Targeted emails sent by HR to specific groups, for example to all managers regarding management development opportunities;
- Periodic updates regarding upcoming training events provided via staff moderator messages (daily all staff email);
- Promotion of upcoming training opportunities to all staff via senior management;
- PER discussions.

We recognise the importance of ensuring the training we provide is relevant and fit for purpose, we request feedback following each training course and modify where necessary. The effectiveness of training for individuals is monitored via PER conversations between the employee and line manager. Feedback is also requested from staff where uptake on a particular course is low, this has led to changes in communication methods used to promote a course. The 2015 staff survey indicated that 67% of staff feel they receive sufficient training to do their job well.

In addition to face-to-face training, QMU offers a suite of e-learning opportunities:

- Inclusive Leadership
- Data Protection
- Health & Safety Part 1 & 2
- Recruitment and Selection
- Managing Equality and Diversity
- Safeguarding
- Customer Service
- Bribery Act
- Diversity in the Workplace
- Environmental Sustainability
- Unconscious Bias

Our Centre for Academic Practice offers a variety of in-house training opportunities specially targeted at academic staff and international partners, related to educational pedagogy, technology updates, and teaching and learning courses at a variety of levels. Examples include writing retreats and research supervision training.

Table 5.7 provides an overview of course attendance by gender for CAP courses. The majority of delegates are female, albeit we recognise that we employ more female than male staff the percentage is disproportionality high for female delegates **(Action 3.16).**

**Table 5.7 – CAP Training Courses with % Female Uptake**

| Year | Female Delegates | Male Delegates | Total Delegates | % Female Uptake |
|------|------------------|----------------|-----------------|-----------------|
| 13/14 | 355 | 84 | 439 | 80.9% |
| 14/15 | 195 | 59 | 254 | 76.8% |
| 15/16 | 274 | 29 | 303 | 90.4% |

*(% female uptake calculated based on the gender balance on course attendance within the reporting period)*

We also encourage staff who wish to apply to the HEA which offers a route to professional recognition against the UK Professional Standards Framework (UKPSF) for teaching and supporting learning in HE.

(ii)    Appraisal/development review

*Describe current appraisal/development review for academic staff at all levels across the whole institution. Provide details of any appraisal/development review training offered and the uptake of this, as well as staff feedback about the process.*

PER is used to set objectives, discuss progress, provide support and discuss achievements. The PER process is fundamental to career planning and development, workload prioritisation and discussion of expected performance for all staff. PER is conducted annually with optional quarterly review meetings. PER is not mandatory but is an entitlement for all staff.

Feedback regarding PER is collected via the Staff Survey, 2015 results indicated a PER uptake of **80%,** a comparison of male and female feedback regarding PER is shown below, (the rate of 80% is based on responses from 228 staff members, both academic and professional services). Specifically for academic staff the PER completion rates gathered in 2015 were 83% for STEMM and 82% for AHSSBL.

**Figure 5.7 – 2015 Staff Survey 'Yes' Responses – Performance Enhancement Review**

Have you had a PER session in the last 12 months?

♂ 75%   ♀ 82%

Was your PER session useful to you?

♂ 70%   ♀ 63%

Did you agree clear objectives as part of your PER session?

♂ 83%   ♀ 80%

Did the PER session leave you feeling that your work is valued by the University?

♂ 52%   ♀ 57%
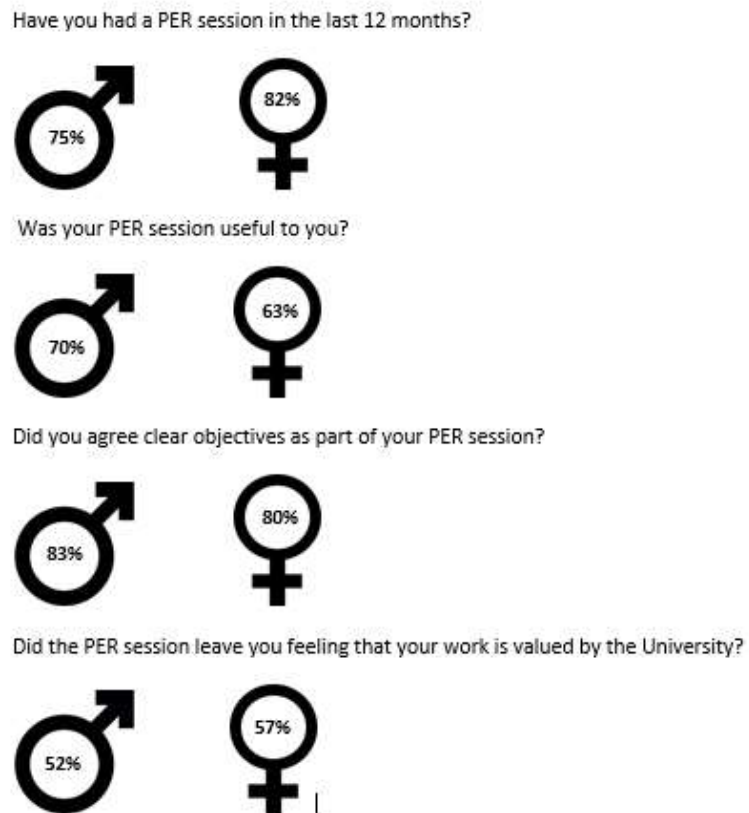
To address feedback from the 2015 survey a *PER Guide 'what is it and how it works'* was introduced. In 2016 The PER Policy which was updated in consultation with TUs.

A PER completion audit was undertaken during 2017 **(Action 3.18)**. Based on these results the overall PER completion rate was **62%**. When comparing the recent PER audit information with the previous staff survey data it appears that the PER completion rate has fallen, however it is important to note that the PER Audit provides a complete picture for all academic staff whereas the staff survey data is based on those who chose to respond to the questions within the survey.

**Figure 5.8 – % PER Completion in the last 12 months by STEMM and AHSSBL**
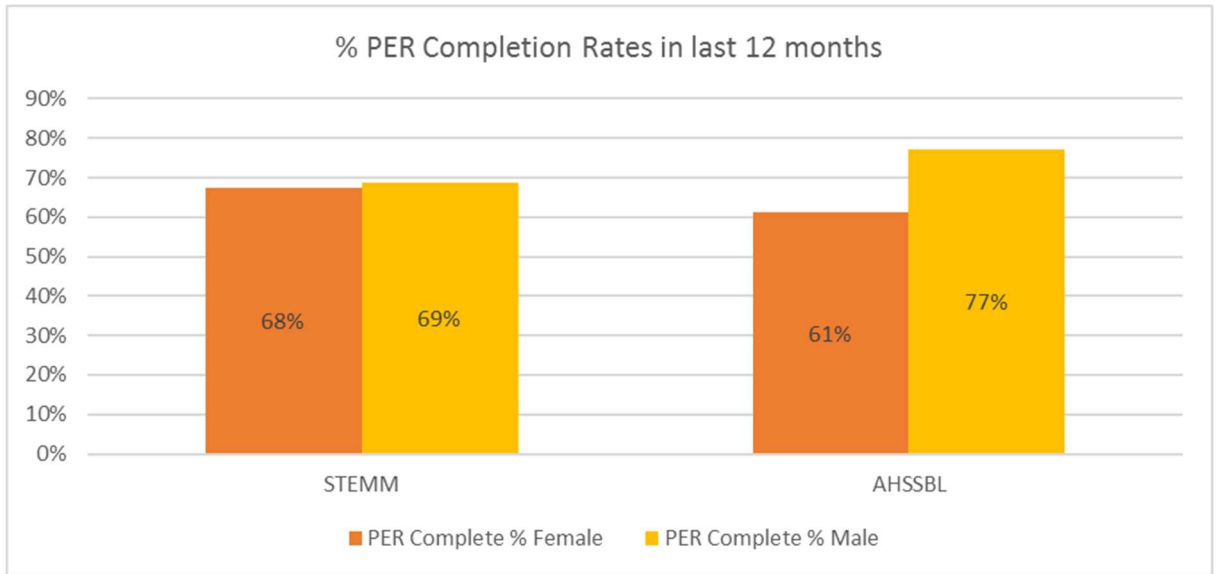


The PER completion rate is higher for male staff in both STEMM and AHSSBL however the difference is only 1% within STEMM compared with 16% in AHSSBL **(Action 3.19).**

**Figure 5.9 – PER Completion Reasons for STEMM and AHSSBL**
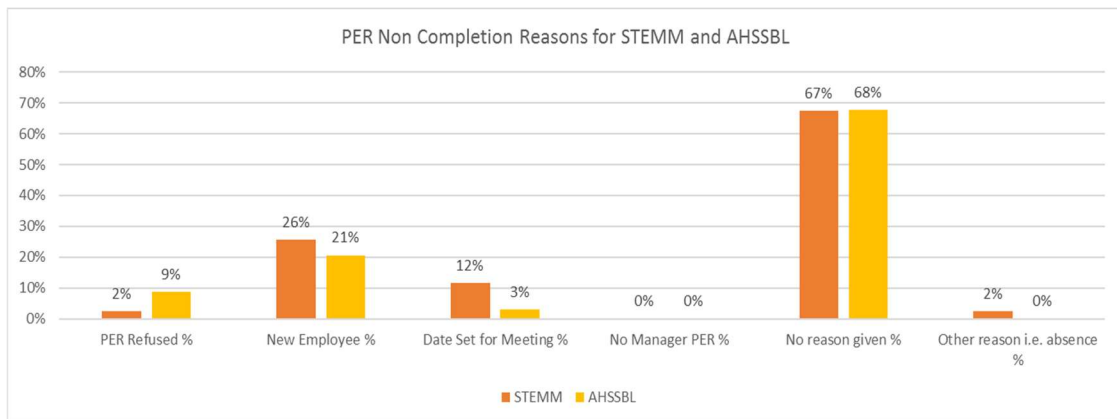


Further investigation is required to understand reason for non-completion **(Action 3.19).**

Training for staff on the PER process is provided as part of management training for line managers via 121 HR Partner support. We will hold stand-alone PER training to encourage uptake **(Action 3.19)**.

## (iii)    Support given to academic staff for career progression

*Comment and reflect on support given to academic staff including postdoctoral researchers to assist in their career progression.*

Additionally to PER, the University promotes Vitae activities and the Vitae researcher development framework (RFDF) was launched in 2014, which is mapped to university events and workshops.   All academic staff and post-graduate students can use the RDF to identify development needs.  DEVELOP can be used to plot career progression pathways too.

QMU has held and retained the HR Excellence in Research Award for Researcher Career Development since 2010.   The university has a action plan to support the ongoing development of policy, practice and culture change to support the ongoing development of researchers and research culture.  Work on the concordat is led by the Deputy Principal and linked to AS through regular updates.  Work on the concordat has led to the development of transparent role profiles for researchers, revised procedures relating to the end of FTCs, mentoring training and an exhibition of inspiring female researchers.

The university actively engages with the Aurora programme (Leadership Foundation), sponsoring four females annually.

We recognise the importance of opportunities for career development such as access to organisational roles for example, programme and module leadership, membership of internal committees, working groups and membership of internal and external networks. Significant efforts are made at divisional and university level to ensure transparency when opportunities arise and staff are encouraged to discuss their aspirations for such roles during PER discussions.    Many of these roles are rotated to provide ongoing development opportunities.

Mentoring provides guidance to new and existing staff members around career development.  Although no formal mentoring scheme currently exists, the university has provided taster mentoring training sessions, further training for mentors and mentees is planned, together with the introduction of a formal mentoring scheme **(Action 3.20)**.

To facilitate staff development in the area of research, all academic staff are apprised of research funding opportunities by University-wide circulation of application calls from a variety of organisations.   Early career and post-doctoral researchers are supported in developing an independent research profile e.g. some managers support initial "loss leading" applications to provide data for future fully economically costed grant applications.

The AS self-assessment team recently hosted focus groups around promotions and career development for both academic and professional services staff.  The academic focus group was attended by 6 members of academic staff (one male and five female).  The key findings of the focus group in terms of career development were identified as:

- The importance of facilitating development for researchers who wish to gain experience of learning, teaching and assessment
- Formal mentoring, including access to mentors out with the university was highlighted a number of times as being key to successful career development **(Action 3.20)**
- Follow up on PER career aspirations discussions, in order for the PER to be viewed as more than a paper exercise it was highlighted that tangible development outcomes were impetrative **(Action 3.21)**

- In general staff felt that their own career development often suffered due to lack of available time to dedicate to it **(Action 3.22)**

**Action taken since original Athena SWAN Award:**
- DEVELOP framework launched in 2015 consisting of job families, development stepping-stones and DEVELOP training directory to support training needs for Academic and Professional Services roles.

- Designed and launched PER guide 'What it is and how it works' – updated PER policy both as output from staff survey findings with the purpose of streamlining the process

- Leadership Aurora Programme – sponsored 12 female

| Action Reference | Action *(please see action plan for full SMART objective)* |
|---|---|
| **3.16** | Ensure training opportunities are advertised using gender neutral language |
| **3.17** | Develop reporting mechanism which provides intersectionality (ethnicity) data for training and recruitment |
| **3.18** | Conduct annual PER audit |
| **3.19** | Investigate outcomes of the 2017 PER Audit |
| **3.20** | Introduce formal academic mentoring scheme and training for mentors and mentees |
| **3.21** | Introduce a face to face training session including training for managers on effectively facilitating career development |
| **3.22** | Ensure a realistic time allocation exists within the AWAM for career development and planning |

### 5.4.   Flexible working and managing career breaks

Note: Present professional and support staff and academic staff data separately

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

Explain what support the institution offers to staff before they go on maternity and adoption leave.

Maternity, shared parental leave and adoption support begins when the employee notifies their line manager that they or their partner are expecting or intending to adopt. An initial discussion takes place between the employee, line manager and HR Partner to discuss the appropriate policy.

This meeting allows the HR Partner to advise the employee of their statutory and enhanced payment/leave entitlements.

In the instance of expectant mothers this includes highlighting the right to take paid leave to attend antenatal classes, use of the nursing room on campus and attending a risk assessment carried out by the Health and Safety Adviser. Through regular catch-ups, the line manager is responsible for ensuring the employee has a manageable workload especially towards the end of the pregnancy.

The HR Partner and line manager raise awareness of 'be supported' an external employee counselling service available to all staff, offering 24x7 counselling support.

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

Explain what support the institution offers to staff during maternity and adoption leave.

The University offers enhanced maternity and adoptive pay to employees who have continuous employment of 1 year 15 weeks prior to the expected due date or adoption date. Employees receive 90% of their salary for the first 6 weeks of their leave, followed by 33 weeks of 50% of their base salary plus statutory maternity pay. Those with less service will receive statutory maternity pay.

Prior to starting their period of leave the employee will create a handover document and discuss this appropriate cover for their duties with their line manager.

Allocated budget is available to backfill the role. It was raised at a family friendly focus group in some instances in the Professional Services area there are situations where cover was not sought in a timely manner. We will ensure that procedures are put in place to support staff and line mangers to understand at an early stage what cover arrangement are needed and understand options available to replace via FTC or secondment etc. (**Action 4.1**).

Employees are consulted about any organisational changes, which may affect them – such as re-structuring, or team changes. 10 paid Keeping-In-Touch (KIT) days are available. The purpose of KITs days is to attend team meetings/away days, have PER conversations and discuss return to work arrangements.

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

Explain what support the institution offers to staff on return from maternity or adoption leave. Comment on any funding provided to support returning staff.

Flexibility of working patterns are discussed between the line manager and the individual during KIT days. Flexible working arrangements are supported either on a short-term basis by encouraging the employee to use any accrued annual leave offering a phased return to work or on a long-term basis by formalising it using the flexible working policy.

A nursing room with a fridge for storage and microwave for sterilisation is available for breast feeding mothers. QMU offers childcare vouchers for financial support.

We recognise the requirement for further feedback from those returning from child related leave **(Action 4.2).** A family friendly/flexible working focus group was held in 2017:

Feedback included:
- The Maternity Policy is well received by staff
- Working flexibly is embedded as part of the QMU culture
- Individuals received supportive and confidential advice from HR Partners and Health and Safety Adviser, mentoring from peers on return would be helpful **(Action 4.3).**
- Requirement to actively promote shared parental leave policy to all staff **(Action 4.4).**
- Increase awareness of family friendly policies in general would be beneficial **(Action 4.4).**
- Educate line managers in Professional Services areas about the available budget to backfill leave and on the importance of recruiting and creating a handover in a timely manner **(Action 4.5)**

(iv)    Maternity return rate

Provide data and comment on the maternity return rate in the institution. Data and commentary on staff whose contracts are not renewed while on maternity leave should be included in this section.

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

Over the 3 years, 33 staff (12 Academic and 11 Professional Services) have taken maternity leave with a 100% return rate (table 5.8 and 5.9). This is a positive reflection on our supportive flexible working policy.

**Table 5.8: Maternity leave rates and return rates for Academic staff over a 3-year period**

| Academic Year | Maternity Start | Returned | Return Rate |
|---|---|---|---|
| 2013-2014 | 7 | 7 | 100% |
| 2014-2015 | 4 | 4 | 100% |
| 2015-2016 | 1 | 1 | 100% |
| Total | 12 | 12 | |

**Table 5.9: Maternity leave rates and return rates for Professional Services staff over a 3-year period**

| Academic Year | Maternity Start | Returned | Return Rate |
|---|---|---|---|
| 2013-2014 | 3 | 3 | 100% |
| 2014-2015 | 2 | 2 | 100% |
| 2015-2016 | 6 | 6 | 100% |
| TOTAL | 11 | 11 | |

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

Provide data and comment on the uptake of these types of leave by gender and grade for the whole institution. Provide details on the institution's paternity package and arrangements.

Employees taking paternity leave are entitled to Occupational Paternity Pay or Statutory Paternity Pay dependent on their length of service.

Employees are entitled to take paid leave to attend antenatal classes. There is a paternity leave policy available on the local intranet and employees can request further information from their HR Partner or line manager.

Paternity leave was taken by 12 members of staff over a range of grades, 9 of which were Professional Services Staff and 3 were Academic Staff.

**Table 5.10 - Paternity Leave absences 2013-2016**

| Grade | Total of paternity leave absences | Professional Services/Academic |
|---|---|---|
| Grade 3 | 1 | x 1 Professional Services |
| Grade 4 | 3 | x 3 Professional Services |
| Grade 5 | 2 | x 2 Professional Services |
| Grade 6 | 3 | x 3 Professional Services |
| Grade 8 | 2 | x 2 Academic |
| Grade 9 | 1 | x 1 Academic |
| **Total** | **12** | **x 9 Professional Services & x 3 Academic** |

2 instances where employees have split their maternity and paternity leave:

- Female Senior Lecturer (Grade 9) and Male Lecturer (Grade 8)

- Female Research Assistant (Grade 6) and Male Lecturer (Grade 8)

**Shared Parental Leave:** A shared parental leave policy is in place, however there has been no up take on this **(Action 4.4)**

**Adoption Leave:** 1 Grade 5 Male has taken adoption leave.

**Parental Leave**: QMU does not have a large uptake on parental leave. This may be due to this leave being unpaid, whilst other more supportive policies (e.g. flexible working), are in place to accommodate parental leave.

(vi)    Flexible working

Provide information on the flexible working arrangements available.

Formal and informal flexible working arrangements are available to all core and fixed term staff. Types of flexible working requests include; PT working, term-time working, job sharing, remote working, flexi-time, annualised hours, voluntary reduced hours and compressed working hours. QMU has a flexible working policy available on the local intranet and managers are trained in having supportive conversations with their team members via the 'Management Fundamentals' training.

In our previous AS application it was recognised that flexible working arrangements were not formalised making it difficult to track arrangements centrally and ensure appropriate support was in place. In 2015 an exercise took place to gather flexible working data.

Since then there has been an increase in the number of applications. Further work is required to embed formal flexible working arrangements to create a flexible working environment that works for both employees and the organisation **(Action 4.6).**

**Table 5.11 - Flexible Working Requests submitted by Academic staff over a 3-year period (G6-G10)**

| Grade | Academic Yr | 2013/14 | | 2014/15 | | 2015/16 | |
|---|---|---|---|---|---|---|---|
| | Gender | Female | Male | Female | Male | Female | Male |
| Grade 6 | Applications | 0 | 0 | 0 | 0 | 0 | 0 |
| | Approved Apps | 0 | 0 | 0 | 0 | 0 | 0 |
| | Success Rate | 0 | 0 | 0 | 0 | 0 | 0 |
| Grade 7 | Applications | 0 | 0 | 0 | 0 | 0 | 0 |
| | Approved Apps | 0 | 0 | 0 | 0 | 0 | 0 |
| | Success Rate | 0 | 0 | 0 | 0 | 0 | 0 |
| Grade 8 | Applications | 2 | 0 | 1 | 1 | 1 | 0 |
| | Approved Apps | 2 | 0 | 1 | 1 | 1 | 0 |
| | Success Rate | 100% | 0 | 100% | 100% | 100% | 0 |
| Grade 9 | Applications | 0 | 0 | 2 | 1 | 2 | 1 |
| | Approved Apps | 0 | 0 | 2 | 1 | 2 | 1 |
| | Success Rate | 0 | 0 | 100% | 100% | 100% | 100% |
| Grade 10 | Applications | 0 | 0 | 0 | 1 | 0 | 0 |
| | Approved Apps | 0 | 0 | 0 | 1 | 0 | 0 |
| | Success Rate | 0 | 0 | 0 | 100% | 0 | 0 |
| TOTAL | Apps | 2 | 0 | 3 | 3 | 3 | 1 |
| | Approved Apps | 2 | 0 | 3 | 3 | 3 | 1 |
| | Success Rate | 100% | 0 | 100% | 100% | 100% | 100% |

Table 5.11 shows:

- 12 academic staff submitting formal flexible working requests have been successful.
- The majority of academic requests are at Grades 8/9, to be expected given the majority of the academic headcount sit at these grades.
- Increase in applications since 2014-2015, likely due to the change in legislation granting all employees the right to request flexible working.
- 8 (67%) flexible working requests from female staff and 4 (33%) flexible working requests from males over the same period again expected given the head count is female dominated in the academic areas. Although there are no flexible working requests at Grade 6 and Grade 7 it should be recognised that, there are limited number of staff aligned to these grades.

**Table 5.12 - Flexible Working Requests submitted by Academic staff over a 3-year period (G3-G10)**

| Grade | Academic Yr | 2013-14 | | 2014-15 | | 2015-16 | |
|---|---|---|---|---|---|---|---|
| | Gender | Female | Male | Female | Male | Female | Male |
| Grade 3 | Applications | 4 | 0 | 1 | 0 | 2 | 0 |
| | Approved Apps | 4 | 0 | 1 | 0 | 2 | 0 |
| | Success Rate | 100% | 0 | 100% | 0 | 100% | 0 |
| Grade 4 | Applications | 0 | 0 | 2 | 1 | 2 | 0 |
| | Approved Apps | 0 | 0 | 2 | 1 | 2 | 0 |
| | Success Rate | 0 | 0 | 100% | 100% | 100% | 0 |
| Grade 5 | Applications | 0 | 0 | 0 | 0 | 0 | 0 |
| | Approved Apps | 0 | 0 | 0 | 0 | 0 | 0 |
| | Success Rate | 0 | 0 | 0 | 0 | 0 | 0 |
| Grade 6 | Applications | 2 | 0 | 1 | 1 | 3 | 1 |
| | Approved Apps | 2 | 0 | 1 | 1 | 3 | 1 |
| | Success Rate | 100% | 0 | 100% | 100% | 100% | 100% |
| Grade 7 | Applications | 1 | 0 | 2 | 0 | 0 | 0 |
| | Approved Apps | 1 | 0 | 2 | 0 | 0 | 0 |
| | Success Rate | 100% | 0 | 100% | 0 | 0 | 0 |
| Grade 8 | Applications | 0 | 0 | 0 | 0 | 0 | 0 |
| | Approved Apps | 0 | 0 | 0 | 0 | 0 | 0 |
| | Success Rate | 0 | 0 | 0 | 0 | 0 | 0 |
| Grade 9 | Applications | 0 | 0 | 0 | 0 | 1 | 0 |
| | Approved Apps | 0 | 0 | 0 | 0 | 1 | 0 |
| | Success Rate | 0 | 0 | 0 | 0 | 100% | 0 |
| Grade 10 | Applications | 0 | 0 | 0 | 0 | 1 | 0 |
| | Approved Apps | 0 | 0 | 0 | 0 | 1 | 0 |
| | Success Rate | 0 | 0 | 0 | 0 | 100% | 0 |
| TOTAL | Apps | 7 | 0 | 6 | 2 | 9 | 1 |
| | Approved Apps | 7 | 0 | 6 | 2 | 9 | 1 |
| | Success Rate | 100% | 0 | 100% | 100% | 100% | 100% |

Table 5.12 shows:

- 25 Professional Services staff submitting formal flexible working arrangements have been successful.
- Out of the total formal flexible working arrangements professional services successful requests make up 68% of applications.
- Female Professional Services staff made 88% of the flexible working requests.
- The Professional services headcount is just over 50% of the overall population showing that formal flexible working arrangements are embedded more here.

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

Outline what policy and practice exists to support and enable staff who work part-time to transition back to full-time roles when childcare/dependent or caring responsibilities reduce.

Our flexible working policy supports staff transitioning back to FT employment. The policy offers staff formal and informal ways to transition back to FT roles - condensed working patterns, gradually increasing hours or agreement of working patterns to fit caring needs.

**(viii)    Childcare**

Describe the institution's childcare provision and how the support available is communicated to staff. Comment on uptake and how any shortfalls in provision will be addressed.

There are several nearby nurseries nearby to the campus. 53 employees (11% of staff population) are currently use childcare vouchers. Details are available on the HR intranet inclusive of FAQs, Parent Leaflets etc.. Individual divisions and teams have arrangements for flexibility for childcare arrangements and there are formal and informal flexible working requests in place to accommodate these.



**Fig 5.9 parents leaflet on childcare vouchers**

(ix)    Caring responsibilities

Describe the policies and practice in place to support staff with caring responsibilities and how the support available is proactively communicated to all staff.

QMU Special Leave Policy includes 'Emergency Leave for Care of Dependents.' This allows time to deal with an emergency involving a dependent. Similar to childcare provisions, individual departments have arrangements for flexibility of caring arrangements and these are accommodated through formal and informal flexible working requests.

---

**Action taken since original Athena SWAN Award:**

- Development of a career break and sabbatical policy created in 2014
- Childcare Voucher intranet page created in 2015, providing information on external provider, FAQs etc
- Childcare voucher benefit further publicised via the annual benefits statements starting in 2015

---

| Action Reference | Action (please see action plan for full SMART objective) |
|---|---|
| 4.1 | Ensure mechanisms are in place to provide support to staff members who are taking a period of child related leave |
| 4.2 | Introduce annual survey of employees who have taken child related leave |
| 4.3 | Establish maternity/paternity buddy system |
| 4.4 | Publicise paternity leave and shared parental leave via poster campaign and via family friendly intranet page |
| 4.5 | Raise line manager awareness of HR policies including family friendly policies |
| 4.6 | Record formal flexible working arrangements centrally |
| 4.7 | Publicise process for requesting a formal flexible working arrangement to all staff |

## 5.5. Organisation and culture

### (i) Culture

> Demonstrate how the institution actively considers gender equality and inclusivity. Provide details of how the charter principles have been, and will continue to be, embedded into the culture and workings of the institution and how good practice is identified and shared across the institution.

Equality and Diversity and embedding AS principles is an integral part of the university's strategic plan (QM150). The University's values include being 'committed to social justice, and recognising equality and diversity in all that we do'. The QM150 project is a long-term strategic planning exercise that has involved consultation at all levels of the university through presentations, working groups and world cafe-style events.

The university has taken on a number of initiatives directly supporting AS principles:
- ✓ Removal of zero hour contracts
- ✓ FTCs made permanent after 3 years
- ✓ Gender pay gap of 0.35% (see section 4.1 (v))
- ✓ Achieved Scottish Business Pledge 2015
- ✓ Achieved Living Wage accreditation in 2016
- ✓ Equality and Diversity e-learning modules available to all staff A Disability Confident Employer
- ✓ Mental Health First Aid Training (MHFA) – a member from each department is now trained in MHFA (all HR staff trained)



**Fig 5.11 published in the Principal's December 2016 monthly staff bulletin**

The University's Equality and Diversity Committee (EDC) has a remit to promote equality of opportunity and respect for diversity in all aspects of QMU business. EDC membership is drawn from a range of academic and professional services staff, student representatives, TU colleagues and University Court Members. The committee meets quarterly and is responsible to the University Court. EDC receives regular updates and inputs to initiatives such as the university's mainstreaming action plan, AS actions and pay equality actions. Further alignment needs to take place between the AS groups and

Equality and Diversity Committee to build on good practice and knowledge sharing **(Action 4.8).**

QMU also considers issues around student Equality and Diversity. In the last five years, QMU has adopted a broad definition of 'under-represented groups' that extend beyond the narrow Scottish Index of Multiple Deprivations (SIMD) national indicator. Through activities of Widening Access and Student Retention (WISeR) Board, we build on our existing success to increase the participation and retention of students from a broad range of non-tradition groups. This includes male students studying Allied Health programmes, disabled students, BME students and first generation students accessing Higher Education.

The below extracts taken from 2015 staff survey states 91% of staff do not feel discriminated against at work because of their gender.

**Fig 5.12: Staff Survey Data 2015 data re: equal treatment regardless of gender:**



| | Total Responses 317 | Positive 91 % | Change from 2012 -6 % |

Q13-5a The University respects people equally regardless of their gender*

| 63 | 28 | 7 | 2 |

% Agree | % Tend to Agree | % Tend to Disagree | % Disagree

(ii)     HR policies

Describe how the institution monitors the consistency in application of its HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Include a description of the steps taken to ensure staff with management responsibilities are up to date with their HR knowledge.

Our HR policies ensure a consistent and good practice approach is adopted when dealing with employee concerns and issues. It is the responsibility of the HR Partners to notify line managers of changes to policies and legislation via their monthly HR Partner meetings.  In addition to our Disciplinary and Grievance Procedures, we have a Dignity at Work policy, which deals with bullying and harassment. The HR department reviews HR policies annually with input from external legal advisers and TU consultation.

We recognise that equipping managers with skills to manage consistently is key to ensuring a fair and transparent approach is adopted when dealing with any employee issues (as described in section 5.3 (i)).   Feedback from managers on these training sessions has been positive. A management objective will be introduced linked to managers personal career development plan **(Action 4.9).**

From 2018 HR will no longer carrying out investigations relating to grievances and disciplinary concerns. ACAS Investigation and Disciplinary Training courses are currently

being run to train staff. Staff volunteered for this responsibility with a high uptake.

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

Comment on the main concerns and achievements across the whole institution and any differences between STEMM and AHSSBL departments.

**Table 5.13 – Deans and Heads of Divisions across AHSSBL and STEMM between 2013 - 2016**

| AY | AHSSBL | | | | STEMM | | | | Total | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Female | | Male | | Female | | Male | | Female | | Male | |
| 2013-14 | 0 | 0% | 4 | 100% | 5 | 71% | 2 | 29% | 5 | 45% | 6 | 55% |
| 2014-15 | 0 | 0% | 5 | 100% | 4 | 57% | 3 | 43% | 4 | 33% | 8 | 67% |
| 2015-16 | 0 | 0% | 5 | 100% | 4 | 57% | 3 | 43% | 4 | 33% | 8 | 67% |

Findings from table 5.13:

- At a Senior Management level women are underrepresented in AHSSBL given there is a 50% gender balance, as previously noted three senior female appointments have been made in AHSSBL in 2017
- STEMM Senior Management gender balance has improved within the last 3 years with 1 female being appointed into a senior position.

Positive leadership training was introduce in 2017, with the purpose of encouraging internal successors to senior management positions and equipping them with the skills to take on such a role. The Deans of Schools are responsible for succession planning with the Heads of Division to highlight future leader talent in their schools. QMU is also affiliated to Aurora and four places are offered each year to female staff members (see section 2: career development)

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

Provide data by gender, staff type and grade and comment on what the institution is doing to address any gender imbalance

**Table 5.14 – Gender representation on Senior Management Committees**

| AY | Executive Board | | | |
| --- | --- | --- | --- | --- |
| | Female | | Male | |
| 2013-14 | 2 | 50% | 2 | 50% |
| 2014-15 | 2 | 50% | 2 | 50% |
| 2015-16 | 2 | 50% | 2 | 50% |

| AY | Senior Management Committee | | | |
| --- | --- | --- | --- | --- |
| | Female | | Male | |
| 2013-14 | 5 | 50% | 5 | 50% |
| 2014-15 | 5 | 50% | 5 | 50% |
| 2015-16 | 5 | 50% | 5 | 50% |

Tables 5.14 show a good gender balance on both the Executive Board (EB) and Senior Management Committee (SMT) – 50% gender balance. SMT includes; Principal (female), Deputy Principal, Director of Operations and Finance and University Secretary (female).

QMU compares favourably with the average representation of female governing body members on HEI boards (average 32%). Within the sector, there is a low representation of women in Chair and Vice Chancellor Roles: women chair only 12% of all HEIs in the UK and only 17% of them as Vice Chancellor.

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

Provide data by committee, gender, staff type and grade and comment on how committee members are identified, whether any consideration is given to gender equality in the selection of representatives and what the institution is doing to address any gender imbalances.

The institution has actively recruited women to Court to address a previous gender imbalance, female members have increased between 2013 and 2016 (36% to 45%). Table 5.15 and 5.16 shows that the composition of academic committees reflects the gender balance across the university, and because of our subject mix we have a high proportion

of female staff compared to other universities.

Committee membership is discussed with staff during PER. Heads of Division nominate potential committee members to the Dean for various Senate standing committees (Student Experience Committee, Research Strategy Committee and School Academic Boards).

**Table 5.15 - Gender representation on influential Court Standing Committees**

| 1. Court Standing Committee: | | | | | | |
|---|---|---|---|---|---|---|
| **Court** | Academic Yr | Male | Female | Total | %Male | %Female |
| | 2015-16 | 12 | 10 | 22 | 55% | 45% |
| | 2014-15 | 13 | 9 | 22 | 59% | 41% |
| | 2013-14 | 15 | 8 | 22 | 68% | 36% |
| **1.1 Finance and Estates Committee** | Academic Yr | Male | Female | Total | %Male | %Female |
| | 2015-16 | 4 | 3 | 7 | 57% | 43% |
| | 2014-15 | 5 | 1 | 6 | 83% | 17% |
| | 2013-14 | 5 | 1 | 6 | 83% | 17% |
| **1.2 Audit Committee** | Academic Yr | Male | Female | Total | %Male | %Female |
| | 2015-16 | 3 | 1 | 4 | 75% | 25% |
| | 2014-15 | 2 | 2 | 4 | 50% | 50% |
| | 2013-14 | 2 | 2 | 4 | 50% | 50% |
| **1.3 Nominations Committee** | Academic Yr | Male | Female | Total | %Male | %Female |
| | 2015-16 | 4 | 3 | 7 | 57% | 43% |
| | 2014-15 | 4 | 3 | 7 | 57% | 43% |
| | 2013-14 | 2 | 2 | 4 | 50% | 50% |
| **1.4 Senior Management Remuneration Committee** | Academic Yr | Male | Female | Total | %Male | %Female |
| | 2015-16 | 3 | 1 | 4 | 75% | 25% |
| | 2014-15 | 3 | 1 | 4 | 75% | 25% |
| | 2013-14 | 3 | 1 | 4 | 75% | 25% |
| **1.5 Health and Safety Committee** | Academic Yr | Male | Female | Total | %Male | %Female |
| | 2015-16 | 9 | 6 | 15 | 60% | 40% |
| | 2014-15 | 8 | 5 | 13 | 62% | 38% |
| | 2013-14 | 9 | 4 | 13 | 69% | 31% |
| **1.6 Equality and Diversity Committee** | Academic Yr | Male | Female | Total | %Male | %Female |
| | 2015-16 | 7 | 15 | 22 | 32% | 68% |
| | 2014-15 | 6 | 16 | 22 | 27% | 73% |
| | 2013-14 | 8 | 14 | 22 | 36% | 64% |

**Table 5.16 – Gender representation on influential Senate Standing Committees**

| 2. Senate Standing Committees: | | | | | | |
|---|---|---|---|---|---|---|
| **Senate** | Academic Yr | Male | Female | Total | %Male | %Female |
| | 2015-16 | 20 | 18 | 38 | 53% | 47% |
| | 2014-15 | 18 | 14 | 32 | 56% | 44% |
| | 2013-14 | 17 | 15 | 32 | 53% | 47% |
| **2.1 Student Experience Committee** | Academic Yr | Male | Female | Total | %Male | %Female |
| | 2015-16 | 10 | 23 | 33 | 30% | 70% |
| | 2014-15 | 10 | 22 | 32 | 31% | 69% |
| | 2013-14 | 10 | 21 | 31 | 32% | 68% |
| **2.1.1 Collaborations Operation Group** | Academic Yr | Male | Female | Total | %Male | %Female |
| | 2015-16 | 8 | 19 | 27 | 30% | 70% |
| | 2014-15 | 8 | 19 | 27 | 30% | 70% |
| | 2013-14 | 7 | 20 | 27 | 26% | 74% |
| **2.1.3 Learning and Teaching Panel** | Academic Yr | Male | Female | Total | %Male | %Female |
| | 2015-16 | 3 | 9 | 12 | 25% | 75% |
| | 2014-15 | 4 | 8 | 12 | 33% | 67% |
| | 2013-14 | 3 | 9 | 12 | 25% | 75% |
| **2.1.4 Research Strategy Committee** | Academic Yr | Male | Female | Total | %Male | %Female |
| | 2015-16 | 8 | 17 | 25 | 32% | 68% |
| | 2014-15 | 9 | 17 | 26 | 35% | 65% |
| | 2013-14 | 9 | 14 | 23 | 39% | 61% |
| **2.1.5 ASSAM School Academic Board** | Academic Yr | Male | Female | Total | %Male | %Female |
| | 2015-16 | 15 | 10 | 25 | 60% | 40% |
| | 2014-15 | 9 | 15 | 24 | 38% | 63% |
| | 2013-14 | 12 | 10 | 22 | 55% | 45% |
| **2.1.6 Health Sciences School Academic Board** | Academic Yr | Male | Female | Total | %Male | %Female |
| | 2015-16 | 9 | 20 | 29 | 31% | 69% |
| | 2014-15 | 9 | 19 | 28 | 32% | 68% |
| | 2013-14 | 10 | 15 | 25 | 40% | 60% |

(vi)  Committee workload

Comment on how the issue of 'committee overload' is addressed where there are small numbers of men or women and how role rotation is considered.

We have acted, and will continue to act, to address gender imbalance in committees where women are under-represented, at the point of vacancies. For instance, recently we have identified women for vacancies on the Finance and Estate Committee and the Senior Management Remuneration Committee. Through PER and AWAM conversations with line managers employees are supported to ensure they are not overloaded with committee work load.

### (vii) Institutional policies, practices and procedures

Describe how gender equality is considered in development, implementation and review. How is positive and/or negative impact of existing and future policies determined and acted upon?

Each policy undergoes a rigorous equality impact assessment process where impact is considered for each protected characteristic. The current pool of trained assessors is small therefore, the University EDC recently identified the need to provide training for additional assessors to ensure a diverse range of staff are included within the equality impact assessment process and to develop robust and recording mechanisms **(Action 4.10).**

The most recent assessment was for the development of new Research Centres. Application timescales were adjusted to ensure that staff with responsibilities, mostly women, were not disadvantaged by a closing date during school summer holidays.

### (viii) Workload model

Describe any workload allocation model in place and what it includes. Comment on whether the model is monitored for gender bias and whether it is taken into account at appraisal/development review and in promotion criteria. Comment on the rotation of responsibilities and if staff consider the workload model to be transparent and fair.

The purpose of AWAM is to review teaching, research and related activities through a single workload methodology. The workload framework was negotiated with staff during an away day in 2010 and was implemented following TU consultation. AWAM requires an annual divisional meeting where team members identify and discuss their workload, area for development and any changes. Heads of Division are responsible for reviewing any gender bias.

In 2014, an internal review of AWAM took place. It was identified that there was a lack of structure to support the embedding of the process/principles. An AWAM group was formed who produced an AWAM policy and AWAM template made available to staff via an AWAM intranet page. This allowed Deans and Heads of Division to have more meaningful discussions with their team members to understand where their time is spent to support fairness and transparency of allocation of work across divisions and linking to regular PER discussions.

The review also found that the standard AWAM was used across the university was not effective across each school/division. This provided the stimulus for Divisions to be able to adapt this model to their specific ways of working.

### (ix) Timing of meetings and social gatherings

Describe the consideration given to those with caring responsibilities and part-time staff around the timing of meetings and social gatherings.

Major institutional committees are timed for early afternoon on Wednesdays (traditional non-teaching time). Normally meetings are scheduled to start no earlier than 10am and no later than 3pm. An annual calendar of key committee meeting dates is available prior to the start of each academic year to enable PT staff to make arrangements.  For many other institutional, divisional, staff updates or subject area meetings and committees, dates and times are varied to allow PT staff to attend.

(x)     Visibility of role models

Describe how the institution builds gender equality into organisation of events. Comment on the gender balance of speakers and chairpersons in seminars, workshops and other relevant activities. Comment on publicity materials, including the institution's website and images used.

QMU is committed to celebrating the achievements of all staff, and frequently shines the spotlight on female and male role models past and present.

Our website has been redesigned using images showcasing the diversity of our staff and students. Our monthly university magazine has recently taken an active role in raising male roles models specifically in the nursing division. In the past few years, nursing has worked with alumni and current students to promote a positive and diverse modern picture of men in nursing careers (Figure 5.14).

**Figure 5.14 – Male nursing role model - extract from QMYOU Magazine**



In 2015 a "Celebrating Women in Research" exhibition (Figure 5.15) was held, showcasing successful female staff researchers and their inspiring research career journeys, highlighting different potential routes into research roles.

**Figure 5.15: Scottish Cabinet Secretary for Education and Lifelong Learning, Angela Constance, at the 'Celebrating our Women Researchers' exhibition at QMU.**

In March 2016 and 2017, QMU celebrated International Women's Day with a programme of talks by internal and external inspirational women (Figure 5.16 and 5.17).



**Fig 5.16: Professor Petra Wend and Dr Oonagh O'Brien during keynote speeches at QMU International Women's Day**

**Figure 5.17: Female employee attendees at International Women's Day in 2016.**

**Figure 5.18 – Announcement of Prue Leith becoming Chancellor Designate - QMYOU magazine**



# Prue Leith appointed Chancellor Designate

**Prue Leith, writer, restaurateur, cookery expert and judge on the hit TV show 'Great British Menu', was appointed as QMU's new Chancellor Designate in October 2016.**

PRUE WAS NOMINATED for the role of Chancellor given the affinity of her interests and experience with the University's expertise in food and drink, sustainable business, and creativity and culture, and well as one of its key values of social responsibility.

The new Chancellor has an impressive track record as an entrepreneur having successfully built a business from scratch in the 1960s which grew to become Leith's Good Food, the party and event caterer. In 1969, she opened Leith's, her famous Michelin starred restaurant, and in 1975, founded Leith's School of Food and Wine which trains professional chefs and amateur cooks. The group reached a turnover of £15m in 1993, when she sold out all but the restaurant, which she went on to sell in 1995.

For many, Prue Leith is the epitome of classic cookery experts. With her rich culinary background, she was an obvious choice for the role of judge on the BBC's 'Great British Menu'. Having been involved with the show from the first screening in 2006, Prue is a regular on our television screens where she is mainly seen putting the country's top chefs under severe scrutiny in a bid to identify Britain's finest dishes and its top culinary talent.

Prue has received no less than eleven honorary degrees or fellowships from UK universities, including one from QMU in 1997. In addition, she was appointed Officer of the Order of the British Empire (OBE) in 1989 and Commander of the Order of the British Empire (CBE) in the 2010 Birthday Honours list. Echoing Queen Margaret University's focus on making a real practical difference to people's lives, Prue has a deep-rooted commitment to social responsibility. As Chair of the RGA, she has been instrumental in founding and running many charities including 'Focus on Food', which in partnership with the Soil Association, set up the Food for Life initiative which works in schools focusing on cooking and sustainability.

She has held numerous public appointments but the one she has described as the most important of her long

career so far has been her role as Chair of the School Food Trust (2006 – 2010), the British Government's campaign to replace foods high in salt, sugar and fat with freshly cooked healthy food. Her passion in this field prepares her well to act as a figurehead for QMU's work in food and drink, including that of the Scottish Centre for Food Development and Innovation based at the University.

A champion of education, Prue was a member of the National Task Force setting up National Vocational Qualifications. Some of her other public appointments include Chair of the Restaurateurs' Association and member of a Consumer Debt Commission.

Always an optimist, Prue has strived throughout her life to make things better. She has become passionate about the care and rights of people who are dying and is involved with the 'Dignity in Dying' campaign, believing that much work needs to be done to improve end of life care. She is therefore very interested in finding out more about QMU's specialist nursing research in person-centred practice, dementia and the care of older people.

During the week, Prue mainly works as a novelist. She has recently completed her

significant entrepreneurial qualities, but she has also worked hard to help develop and highlight the UK's culinary talent, the importance of good healthy food for all, and to tackle inequalities. She is therefore an excellent fit for our work in food and drink, which dates back to our inception in 1875 when we were established to help improve the diet of the urban poor.

"Prue is an accomplished public speaker and writer, and is able to connect with a very wide audience, through her writing of novels, her opinion pieces and her passion for good food. We look forward to her involvement in a variety of university events. In addition, we know that she has a keen interest in learning more about our ground-breaking nursing research in person-centred practice and care of older people, and to help enhance our long established reputation in hospitality and tourism; business; and food, nutrition and biological sciences."

Professor Wend concluded: "Indeed, Prue Leith has achieved so much in her varied career, ever adapting to change and embracing optimism. She is strong, motivated, entrepreneurial and ambitious, and will not only be an excellent role model

**"Prue Leith's career and background resonates deeply with the values and ethos of QMU, as well as with our flagships in health and rehabilitation; creativity and culture; and sustainable business."**

seventh novel, and in 2012, published her memoir 'Relish: My Life on a Plate'.

Professor Petra Wend, Principal and Vice-Chancellor of QMU, said: "Prue Leith's career and background resonates deeply with the values and ethos of QMU, as well as with our flagships in health and rehabilitation; creativity and culture; and sustainable business. She is a highly respected public figure who has strong beliefs about the importance of education and in its transformational importance to society. Much of her life's work has been in food and drink, in which she has shown

for our students, but will help Queen Margaret University with our ambitious plans to be known as a 'university of ideas and influence'."

Prue takes over the role of Chancellor from entrepreneur, Sir Tom Farmer, who was installed as the University's Founding Chancellor in 2007 when the institution was awarded University title. She will be installed into her new role at our Graduation ceremony in July, but is already starting to play a full role in the life of the University, meeting staff, students and friends of the University at various events. □

Prue Leith was a judge on the hit TV show 'The Great British Menu' and has recently been announce

**Figure 5.19 – Prue Leith attending University Events (Film house event and In Conversation with Prue Leith in 2017)**



In October 2016, Prue Leith was appointed Chancellor Designate at QMU. Prue represents an inspirational female role model whose career in food and cookery has allowed her to challenge gender bias and encourage females into the world of cookery. (figure 5.18, 5.19).

---

**Action taken since original Athena SWAN Award:**

- Male Role Model initiative launched for Nursing division with the purpose of attracting Male students as part of the gender action plan 2017

- Held two successful International Women's Day Events in 2016/2017 with external female speakers

---

(xi)    Outreach activities

Provide data on the staff involved in outreach and engagement activities by gender and grade. How is staff contribution to outreach and engagement activities formally recognised? Comment on the participant uptake of these activities by school type and gender

Great importance is placed on outreach activities. Although formal data on the number of staff involved, are not currently collected **(Action 4.11)**, involvement in these activities is encouraged for both staff and students. Outreach is seen as important for recruiting the next generation of students and as such is recognised within AWAM and PER processes.

Following a review of student data in 2016 it was identified that the enrolment of mature and younger male applicants was low and there was a severe gender imbalance in Nursing and Psychology courses.

Focus Groups were held in 2016 with males in Nursing and Psychology. This work provided

the basis for an action plan from 2017 onwards. The objective for 2017 was for teams within the project to use the evidence and activities gleaned in 2016 to develop and trial a pilot 'attracting diversity' initiative.

Following the focus group with males in Nursing, a leaflet (figure 5.18) was produced to show the range of careers available with a nursing degree. This will be used for a range of Outreach events. Web and prospectus stories and profiles are being reviewed to ensure that they reflect the diversity in the student population.

**Figure 5.18 – Extract from nursing leaflet promoting male nurses**



### (xii)   Leadership
Describe the steps that will be taken by the institution to encourage departments to apply for AS Awards.

The AS Steering Committee are actively involved and responsible for supporting future AS applications at a department and wider university level.

A rolling schedule of submissions has been created with a goal of achieving Bronze AS awards across a range of divisions in the School of Health Sciences (STEMM) and the School of Arts, Social Sciences and Management (AHSSBL) (table 5.16). Academic self-assessment group members will take ownership for leading their division's application with support from their Head of Division. The University allocated 0.2FTE budget resource to each division submitting an AS application, allowing at least 1 individual from the division to lead the AS application project without this having a negative impact on their workload with dedicated support from the AS Officer.

The AS Officer has created a standard data package for each divisions, an application project plan and bespoke guidance documents on submitting an AS application. Creation of an AS web page is currently under way.

**Table 5.16: Rolling programme of AS submissions**

| YR | Department or University | Submission date |
|---|---|---|
| 2017 | UNIVERSITY RE-SUBMISSION (RENEWAL) | Nov-17 |
| 2018 | DNBS, PHYSIOTHERAPY, PODIATRY & RADIOGRAPHY | Nov-18 |
| 2019 | BUSINESS, ENTERPRISE & MANAGEMENT | Nov-19 |
| | SPEECH & HEARING SCIENCES | Nov-19 |
| 2020 | MEDIA, COMMUNICATIONS & PERFORMING ARTS + PSYCHOLOGY & SOCIOLOGY | Nov-20 |
| 2021 | OCCUPATIONAL THERAPY & ARTS THERAPIES (Firefly) | Apr-21 |
| | INSTITUTE FOR GLOBAL HEALTH & DEVELOPMENT | Nov-21 |

**Action taken since original Athena SWAN Award:**

- Introduced rolling programme of Athena SWAN submissions at divisional level - 2016

- Budgeted resource allocated for Athena SWAN work commitments – Athena SWAN Officer (0.5FTE) and 0.2FTE for leading applications both institutional and divisional - 2016

- Appointment of Athena SWAN Senior Academic Champion - 2017

| Action Reference | Action (please see action plan for full SMART objective) |
|---|---|
| **4.8** | Establish closer synergies between the Equality and Diversity Committee (EDC) and ASSAT |
| **4.9** | Management development activities are identified for all managers |
| **4.10** | Ensure a robust process is in place for EQIA of all University policies and procedures |
| **4.11** | Centrally collate information on outreach activities by grade and gender |

## 6. SUPPORTING TRANS PEOPLE
**Recommended word count: Bronze: 500 words (Actual 498) | Silver: 500 words**

(i)     Current policy and practice

Provide details of the policies and practices in place to ensure that staff are not discriminated against on the basis of being trans, including tackling inappropriate and/or negative attitudes.

Currently QMU has no policies in place for trans-staff or students, however consideration has been given to the introduction of such polices by the University's EDC. QMU is committed to creating and celebrating a positive, inclusive culture based on respect for individuals' differences, including a broad range of people whose gender identity is not expressed in ways that are typically associated with their assigned sex at birth. This includes those who have non-binary, non-gender or gender-fluid identities. To support trans-people within the QMU community, the following steps have taken place:

- Continue to promote tolerance and acceptance on campus via regular Anti-Bullying and Harassment posters-leaflet.
- University data allows students and staff to select 'male', 'female' or 'other' for gender data capture for non-binary, non-gender and gender-fluid identities to be expressed.
- Estates and Building's Space Management Policy due to introduce gender-neutral toilets
- QMU does not operate a dress code policy
- All QMU policies undergo equality impact assessment prior to implementation, considering potential impacts on those with protected characteristics, including trans-people.
- QMU Student Union supports ongoing activities of the LGBT+ student society events (figure 6.1)

**Figure 6.1 - QMU has an active LGBT+ student society on campus**

**Figure 6.2 – Extract from QMU students union LGBT+ Twitter feed**



Transphobic discrimination, harassment and victimisation are taken seriously at QMU and the Dignity at Work and Study Policy sets out our values and expectations for appropriate behaviour.

(i)      Monitoring

*Provide details on how the institution monitors the positive and/or negative impact of these policies and procedures, and acts on any findings*

The Dignity at Work policy undergoes regular review allowing the institution to evaluate its effectiveness. Currently there are no trans-gender staff; therefore opportunities to consult on trans-issues are not available. QMU policies undergo equality impact assessment, including consideration of potential impacts on trans-people as a protected characteristic. To ensure robust consideration is given to trans-issues the university will engage with the student's union LGBT+ society to participate in EQIA panels **(Action 6.1).**

(ii)     Further work

*Provide details of further initiatives that have been identified as necessary to ensure trans people do not experience unfair treatment at the institution*

The university plans to engage with the Scottish Transgender Alliance to deliver training on trans issues, the training will first be provided to the ASSAT and Equality and Diversity committee before being further rolled out across the university **(Action 6.2).**

As mentioned above, there has been discussion to introduce trans-polices via the University's EDC **(Action 6.3**. The policy will be informed by ECU and Scottish Transgender Alliance guidance.  Developed through consultation with the student LGBT+ Society to identify the specific support needs of the trans-community.

Likely statements will include:

- Staff and students undergoing medical and surgical procedures related to gender reassignment will receive positive support from QMU to meet their particular needs during this period.
- QMU will include gender identity issues in equality training
- In providing accommodation for students, any concerns or issues raised by trans-students will be handled by the accommodation officer and will be treated fairly and in line with QMU's obligations under equality law. Accommodation staff will be given appropriate equality training.
- Staff will not be excluded from employment or promotion or be redeployed against their wishes because of their gender identity.
- Students will not be denied access to courses, progression to other courses, or fair and equal treatment because of their gender identity or because they propose to or have transitioned.

| Action Reference | Action *(please see action plan for full SMART objective)* |
|---|---|
| 6.1 | Invite student LGBT+ society representatives to participate in EQIA panels |
| 6.2 | Train staff members in awareness of issues effecting transgender staff |
| 6.3 | Develop staff policy aimed at supporting Transgender staff |

### 7.  FURTHER INFORMATION

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

Please comment here on any other elements that are relevant to the application; for example, other gender-specific initiatives that may not have been covered in the previous sections.

### 8.  ACTION PLAN

The action plan should present prioritised actions to address the issues identified in this application.

Please present the action plan in the form of a table. For each action define an appropriate success/outcome measure, identify the person/position(s) responsible for the action, and timescales for completion.

The plan should cover current initiatives and your aspirations for the next four years. Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART).

See the awards handbook for an example template for an action plan.

# QUEEN MARGARET UNIVERSITY ATHENA SWAN INSTITUTION ACTION PLAN 2017-2021

| No. | Sections |
|-----|----------|
| 1 | **Self- assessment Activities** |
| 2 | **A picture of the Institution** |
| 3 | **Supporting and Advancing Careers** |
| 4 | **Flexible Working and Managing Career Breaks** |
| 5 | **Supporting Trans People** |

**RAG Status** – **RED** – to be completed within 12 months / **AMBER** – to be completed within 2 years / **GREEN** – to be completed within 4 years

**QUEEN MARGARET UNIVERSITY ATHENA SWAN INSTITUTION ACTION PLAN 2017-2021**

| Item | Objective | Rationale | Specific Actions and Implementation | Responsibility | Timescale/Priority | RAG Status | Success Criteria/Outcome Measures |
|---|---|---|---|---|---|---|---|
| **1.0 Self-assessment Activities** | | | | | | | |
| **1.1** | Review membership of SAT in terms of gender balance and effectiveness | To ensure that the SAT is representative of both genders and membership working | Establish an annual review of SAT group membership in order to ensure that the group is representative, and gender balanced and operating effectively | Deputy Principal (Chair of SAT) | First review complete by March 2018 | 🟥 | Initial review complete and new members in place (where applicable). Review established as an annual exercise. |
| **1.2** | Invite student participation onto the SAT | To ensure the awareness or involvement of student in Athena SWAN activities | Engage with the Students Union to offer a place for a student representative on the SAT | Academic SAT Champions | Student representative identified by March 2018 | 🟥 | Student representative sitting as member of the SAT |
| **1.3** | Plan and hold four SAT meetings per year to align with the date of the University Equality and Diversity Committee | To monitor the implementation of the action plan and allow reporting to the Equality and Diversity Committee (EDC) | Establish process whereby SAT meetings are included in the university meeting calendar and inform SAT members | Deputy Principal (Chair of SAT) | In place by April 2018 | 🟥 | Process established whereby at least four SAT meetings are scheduled each academic year |
| **1.4** | Increase profile of QMU Athena SWAN activities internally and externally | To raise awareness of Athena SWAN activities internal amongst staff members and externally to prospective staff and students | Revise Athena SWAN webpages and intranet site which demonstrates QMU's commitment to Athena SWAN, progress to date and strategy for the future<br><br>Identify key contact responsible for update of Athena SWAN web presence | SAT (internal) & Senior Academic Champion (external) | Identify person responsible for web pages by December 2018<br><br>Web pages updated by July 2019 | 🟥🟧 | Revised webpages and intranet site<br><br>Informed staff and external stakeholders |

| Item | Objective | Rationale | Specific Actions and Implementation | Responsibility | Timescale/Priority | RAG Status | Success Criteria/Outcome Measures |
|------|-----------|-----------|-------------------------------------|----------------|--------------------|-----------|-----------------------------------|
| 1.5 | Produce annual schedule of Athena SWAN activities according to action plan | To focus Athena SWAN activities for the year ahead, set expectations and arrange necessary resource allocation | Review action plan and produce schedule of actions/activities for the year ahead. Monitor progress of actions at SAT meetings throughout the year | SAT Champions collectively (ongoing agenda point at quarterly SAT Meeting) | First schedule to be set by May 2018 and annually thereafter | | First schedule produced and process established for annual schedule of actions/activities |
| 1.6 | Produce annual report against Athena SWAN 2017 – 2021 action plan | To raise awareness of achievements to date and monitor progress against the plan | Establish an annual process of reviewing and reporting on Athena SWAN progress against the action plan to be reported to the Athena SWAN steering group, EDC and the Executive Board

Reports on progress will also be made available to all staff via the Athena SWAN intranet site | SAT Champions collectively (ongoing agenda point at quarterly SAT Meeting) | Frist report by November 2018 | | First report produced and annual report production in place.

Increased awareness of Athena SWAN progress by all staff  - 70% of staff reporting awareness of Athena SWAN in the 2018 Staff Survey |
| 1.7 | Implement Athena SWAN application rolling programme | To ensure that the university has a systematic process in place for planning and preparing for department applications and renewals | Regular updates on progress against rolling programme provided at SAT meetings

Rolling programme reviewed on a regular basis by Athena SWAN steering group to ensure that plans remain feasible and adequate resources are in place | Heads of Division and SAT Champions and Steering Committee Members | First review by April 2018 | | Confirmed plan in place and schedule in place for discussing progress at each SAT meeting |

| Item | Objective | Rationale | Specific Actions and Implementation | Responsibility | Timescale/Priority | RAG Status | Success Criteria/Outcome Measures |
|---|---|---|---|---|---|---|---|
| 1.8 | Athena SWAN short promotional film to be developed as part of student project | To raise awareness of Athena SWAN principles to staff and students | Prepare remit for short film and discuss with student course leader, produce film and upload to Athena SWAN intranet/internet<br><br>Film to be shown at Principals Strategic Update and at Corporate Induction | Ruth Magowan (SAT Champion) | Film produced and live by March 2018.<br><br>Film to be shown at Principals Strategic Update during 2018 | (red) | Short film produced and launched via Athena SWAN intranet page<br><br>Film shown at Strategic Update during 2018 and at quarterly Corporate Inductions sessions during 18/19 |
| **2.0 A Picture of the Institution** | | | | | | | |
| 2.1 | Further investigate the lack of female staff at G10 | Female staff are underrepresented at G10 within AHSSBL | Hold focus groups for females in G8 and G9, specifically within AHSSBL areas to investigate why there is no movement to Grade 10 and identify relevant actions based on findings | SAT Champions (David Stevenson and Mary Warnock) | Focus groups held and actions identified by December 2018 | (amber) | (i) Focus group held and actions identified.<br>(ii) Increased female academic staff at G10 by 2021 |
| 2.2 | Further investigate the lack of part time female staff at Senior Lecturer level in both STEMM and AHSSBL | Part time female staff are underrepresented at Senior Lecturer level within STEMM and AHSSBL | Hold focus groups for part time female staff at G8 to investigate the lack of part time female staff at this level | SAT Champions (David Stevenson and Mary Warnock) | Focus groups held and actions identified by December 2018 | (amber) | (i) Focus group help and actions identified.<br>(ii) More female part time staff at Senior Lecturer level within both STEMM and AHSSBL by 2021 |

| Item | Objective | Rationale | Specific Actions and Implementation | Responsibility | Timescale/Priority | RAG Status | Success Criteria/Outcome Measures |
|------|-----------|-----------|-------------------------------------|----------------|--------------------|-----------|-----------------------------------|
| 2.3 | Reduced number of unknown ethnicity, sexual orientation and religious belief data | By reducing the number of 'unknowns' we will be able provide a more robust analysis of patterns in the data relating to ethnicity, sexual orientation and religious belief | Make sensitive information a mandatory field on the university's online application form so data is captured for all new staff<br><br>Contact all staff with an 'unknown' to request that they update their record via employee self-service, providing a rationale for why we are requesting this data | HR Partners | Actions complete by September<br><br>2018 |  | 100% of staff ethnicity data held on HR Records by April 2019<br><br>75% sexual orientation data held on HR records by April 2019<br><br>75% religious belief data held on HR records by April 2019 |
| 2.4 | Continue to support managers in designing and implementing a sustainable core structure that serves the requirements of the department and ensures fair and equitable terms for staff | Raise line manager awareness of the implications of using fixed term contracts, when they are appropriate and when they are not | Revise Exit Management Policy and Procedure to ensure that the acceptable reasons for using fixed term contracts are clear<br><br>Discuss core structure on a monthly basis with managers and communicate changes to Exit policy via HR Partner meetings | HR Partners and Head of Divisions | Policy revised by August 2018<br><br>All managers updated on changes by November 2018 |  | (i) Revised policy and procedure complete<br>(ii) Reduced number of fixed term contract used across STEMM and AHSSBL by 2021 |
| 2.5 | Review the standardised reasons for leaving | To and facilitate accurate and insightful reporting | Review reasons for leaving using appropriate benchmark data and update HR system and exit survey | HR Department | Reasons for leaving updated by February 2018 |  | Leaving reasons updated<br><br>Reduction in number of leavers citing 'other reason' as reason for leaving |

| Item | Objective | Rationale | Specific Actions and Implementation | Responsibility | Timescale/Priority | RAG Status | Success Criteria/Outcome Measures |
|---|---|---|---|---|---|---|---|
| 2.6 | Analyse results of exit survey on an annual basis, paying particular attention to gender patterns and academic grade 8 leavers | To identify any patterns relating to reasons for leaving, gender and grade | Produce an annual report based on feedback from the exit survey.<br><br>Send report to the Athena SWAN Steering Group and Executive Board | Snr HR Partner & SAT Champions | First report to be produced by December 2018 and annually thereafter | 🟥 | Process established whereby exit survey results analysed on an annual basis and actions identified |
| **3.0 Supporting and Advancing Careers** | | | | | | | |
| 3.1 | Repeat induction questionnaire on annual basis and report on findings | To gather feedback on the recruitment and induction process and identify relevant actions | Establish a cycle for sending the induction questionnaire and reporting on the findings<br><br>Ensure questionnaire includes specific feedback on application process | SAT Champions with HR Support | First report to be produced December 2018 and annually thereafter | 🟥 | Process established whereby induction survey results analysed on an annual basis and actions identified |
| 3.2 | Record Unconscious Bias Training uptake via HR system | Unconscious Bias training is mandatory for all interview panel members, accurate management information will ensure that all panel members undertake this training timeously | Review records of Unconscious Bias Training via e-learning system and record against staff members iTrent record | HR Department | Training records updated on iTrent by December 2018 | 🟥 | Accurate and up to date training records for unconscious bias and interview panels consistently trained in unconscious bias |

| Item | Objective | Rationale | Specific Actions and Implementation | Responsibility | Timescale/Priority | RAG Status | Success Criteria/Outcome Measures |
|---|---|---|---|---|---|---|---|
| 3.3 | Ensure a gender balance on interview panels | To ensure that interview panels comprise both genders and are representative of the department recruiting | Review guidance document for Interview Panel Composition and include as part of information pack to Recruiting Managers | Chairs of Interview Panels (Heads of Division) | Documentation reviewed by April 2018 | | Appropriate gender balance on all interview panels as evidenced by annual feedback via New Start and Induction survey |
| 3.4 | Recruitment advertising materials that are free from bias and encourage applicants from a diverse background | To ensure that a diverse range of applicants are encouraged to apply for role at QMU | Revise job description and job advert templates, introduce a standard text into job adverts regarding welcoming applicants from diverse backgrounds and a statement regarding flexible working and family friendly policies<br><br>Produce a guidance document for Recruiting Managers on writing adverts | HR Department | Templates revised by December 2018<br><br>Manager guidance produced by April 2019 | | Increase in applicants from diverse backgrounds and underrepresented groups |
| 3.5 | HR Partners to check gender rates within applicant and candidate pools | To ensure that shortlisting criteria is not bias in favour of one gender over another | HR Partner to analyse applicant and candidate pool data for each vacancy after shortlisting has taken place, any anomalies detected are to be highlighted to the shortlisting panel and remedial action taken where required | HR Partners/<br><br>Shortlisting panels | Process in place by April 2018 | | Establishment of process to ensure elimination of potential bias in shortlisting process |

| Item | Objective | Rationale | Specific Actions and Implementation | Responsibility | Timescale/Priority | RAG Status | Success Criteria/Outcome Measures |
|------|-----------|-----------|--------------------------------------|----------------|--------------------|------------|------------------------------------|
| 3.6 | Review the corporate induction format | To ensure that the corporate induction is fit for purpose | Analyse feedback from those individuals who have attended the corporate induction in the last three years to understand what improvements can be made | Executive Board (EB) with input from HR | Analyse induction survey feedback by February 2019<br><br>Implement changes by December 2019 | | Revised corporate induction format which meets the needs of new staff<br><br>Improved feedback from attendees on corporate induction by December 2020 |
| 3.7 | Increase return/completion of New Entrants Local Induction Booklet | To ensure that local induction process has been completed for all new staff members | Set up process for monitoring the return and completion of the New Entrants Local Induction Booklet | Line Managers | Process in place by December 2018 | | 100% completion rate of New Entrants Local Induction Booklet |
| 3.8 | E-learning H&S and E&D training modules to be made mandatory for completion during first 3 months of joining | To ensure new staff members have undertaken basic training in health and safety and equality and diversity | Establish a process to inform staff regarding the mandatory training requirements and monitor and follow up on completion | HR Partners | Process in place by December 2019 | | Improved awareness of health and safety and equality and diversity issues evidenced via the new start and induction survey and staff survey |
| 3.9 | Hold focus group to investigate barriers to promotion with targeted groups | To investigate reasons for low male applicant numbers for promotion to Senior Lecturer and Professor | Hold focus group to investigate issues | SAT Champions and Athena SWAN Officer | Focus groups to be held by December 2019 | | Focus group held and issues identified<br><br>Increase in male applicant / part time applicant numbers for promotion |
| 3.10 | Further investigate barriers to promotions specifically for G8 and G9 AHSSBL staff | Lack of promotions applications for part time G8 staff and G9 staff applying for Professorship within AHSSBL | Hold focus group to investigate issues | SAT Champions and Athena SWAN Officer | Focus groups to be held by December 2019 | | Focus group held and issues identified<br><br>Increase in promotion applications from part time G8 and G9 staff by 2021 |

| Item | Objective | Rationale | Specific Actions and Implementation | Responsibility | Timescale/Priority | RAG Status | Success Criteria/Outcome Measures |
|------|-----------|-----------|-------------------------------------|----------------|--------------------|-----------|----------------------------------|
| 3.11 | Improve staff perceptions of the promotions process | To increase the number of underrepresented groups applying for promotion and increase staff morale | Produce case studies of staff members that have been successful in applying for promotions including female staff members and those with part time contracts | Heads of Division & HR | August 2019 | | Case studies produced.<br><br>Increased number of applications from underrepresented groups by 2021 |
| 3.12 | Review of Reward and Recognition Policies and Procedures | The university plans to review our polices and procedure for the reward and recognition of all staff | Review of Reward and Recognition Policies and Procedures<br><br>*(this action is taking place outside the remit of Athena SWAN however will be closely linked to the findings of the Athena SWAN self-assessment process)* | HR, Senior Management & TU's | Review to start in January 2018<br><br>Revised policy to be launched by August 2018 | | A revised Reward and Recognition process launched for 18/19 promotions round |
| 3.13 | Introduce promotions champions and mentors | To provide additional support and encouragement to staff members who wish to apply for promotion | Identify and train suitable promotions champions and mentors. Develop a guidance document for those engaging with promotions champions and mentors | SAT Champions and Athena SWAN Officer | Identify and train mentors by August 2020<br><br>Develop guidance by January 2020 | | Promotions champions and mentors in place.<br><br>Increased number of applications from underrepresented groups by 2021 |
| 3.14 | Support the development of female researchers in advance of REF 2021 | To increase the number of female staff submitted to REF 2021 | Liaise with REF Steering committee regarding plans for supportive mechanisms for female researchers<br><br>Consult with REF eligible staff to help identify helpful initiatives | SAT Champions & REF Steering Committee | Mechanisms identified by April 2018 | | Mechanisms identified and in place.<br><br>Increase in number of female staff submitted to REF 2021 |

| Item | Objective | Rationale | Specific Actions and Implementation | Responsibility | Timescale/Priority | RAG Status | Success Criteria/Outcome Measures |
|------|-----------|-----------|-------------------------------------|----------------|--------------------|------------|------------------------------------|
| 3.15 | Explore potential barriers to research for those with protected characteristics | To ensure potential issues faced by researchers are identified so that supportive mechanisms can be identified | Hold focus group to investigate issues, follow up as applicable | REF Steering Committee | Focus groups held by February 2018 | <span style="color:red">RED</span> | Issues identified and plans in place to introduce supportive mechanisms |
| 3.16 | Ensure training opportunities are advertised using gender neutral language | To encourage uptake from both males and females | Review standard training communications to ensure gender neutrality in use of language | HR and line managers | Review complete and changes implemented by April 2019 | <span style="color:orange">AMBER</span> | Proportionate training uptake rates for 18/19 |
| 3.17 | Develop reporting mechanism which provides intersectionality (ethnicity) data for training and recruitment | To ensure monitoring of intersectionality for training and recruitment and selection data | Develop management information reports to provide a breakdown of intersectionality data | HR | Reports available April 2018 | <span style="color:red">RED</span> | Improved reporting capabilities in place |
| 3.18 | Conduct annual PER audit | To monitor PER uptake and address any issues identified | Undertake PER audit on an annual basis | Deans, Heads of Divisions Department with appropriate admin & HR support | Next audit to take place by September 2018 and annually thereafter | <span style="color:red">RED</span> | Annual process of PER audits in place |

| Item | Objective | Rationale | Specific Actions and Implementation | Responsibility | Timescale/Priority | RAG Status | Success Criteria/Outcome Measures |
|------|-----------|-----------|-------------------------------------|----------------|--------------------|------------|-----------------------------------|
| 3.19 | Investigate outcomes of the 2017 PER Audit | Understand reasons for non-completion of PER so that actions may be put in place to address and explore reasons for gender imbalance | HR Partners to discuss reasons for non-completion with the relevant line managers | HR (pull data) & Line Manager (accountable for following up) | Discussion between HR and line manager December 2017<br><br>Manager follow up by April 2018 | (red) | Reasons for non-completion of PER proves identified and actions in place to support an increase in the completion rate<br><br>Improved up take rates by 2018 PER Audit |
| 3.20 | Introduce formal academic mentoring scheme and training for mentors and mentees | To support and facilitate career progression for staff | Design and implement a policy and procedure to support a formal academic mentoring scheme. Hold mentoring training for mentors and mentees | CAP, RKEDU & HR | Policy and procedures implemented by December 2020 | (green) | Formal mentoring scheme in place<br><br>Mentoring training taken place |
| 3.21 | Introduce a face to face training session including training for managers on effectively facilitating career development | To ensure that managers and staff have the knowledge and skills to undertake the PER process effectively | Design and implement PER training session for managers and staff, run sessions annually | HR department | Sessions designed by December 2019<br><br>Sessions taken place by July 2020 | (amber/green) | 70% of managers and 60% of staff completed the PER training session by July 2020 |
| 3.22 | Ensure a realistic time allocation exists within the AWAM for career development and planning | To ensure ample time is given to staff for career development | Consult with Deans regarding design of AWAM methodology and revise AWAM guidance to include career development allocation | HR & Deans | Allocation within AWAM by August 2019 | (amber) | Positive feedback regarding staff time for career development at annual career development focus groups and via the 2021 staff survey |

| Item | Objective | Rationale | Specific Actions and Implementation | Responsibility | Timescale/Priority | RAG Status | Success Criteria/Outcome Measures |
|---|---|---|---|---|---|---|---|
| **4.0 Flexible Working and Managing Career Breaks** | | | | | | | |
| **4.1** | Ensure mechanisms are in place to provide support to staff members who are taking a period of child related leave | Introduce a line manager checklist to provide appropriate support to employees before, during and returning from a period of child related leave | Design and implement checklist and brief all managers on its use<br><br>Design survey question and establish regular cycle of data collection, analysis and reporting | HR Partners | April 2019 | | Checklist in use and positive feedback received via annual survey of staff taking child related leave (action 4.2) |
| **4.2** | Introduce annual survey of employees who have taken child related leave | To gather feedback on the experience of the support offered to staff taking child related leave | Design and implement survey, analyse and disseminate results | Athena SWAN Officer & SAT Champions | First survey complete and report produced by December 2019 and annually thereafter | | Process established whereby survey results analysed on an annual basis and actions identified |
| **4.3** | Establish maternity/paternity buddy system | To provide support to staff returning from periods of child related leave | Identify and brief 'buddies' and provide guidance document | SAT Champions and HR input | Buddy system in place by April 2020 | | Buddy system in place. Positive feedback on support offered via child related leave survey by December 2019 |
| **4.4** | Publicise paternity leave and shared parental leave via poster campaign and via family friendly intranet page | To raise awareness of family friendly policies amongst staff | Design poster campaign for dissemination across staff areas on campus<br><br>Create staff intranet page advertising family friendly polices | SAT Champions and HR input | Poster campaign and intranet page implemented by April 2020 | | Poster campaign and intranet page in place. Positive feedback regarding awareness of family friendly policies via annual family friendly focus group and 2021 staff survey |

| Item | Objective | Rationale | Specific Actions and Implementation | Responsibility | Timescale/Priority | RAG Status | Success Criteria/Outcome Measures |
|------|-----------|-----------|-------------------------------------|----------------|--------------------|------------|----------------------------------|
| 4.5 | Raise line manager awareness of HR policies including family friendly policies | To ensure that managers are fully aware of all HR polices and their use | Design and implement a manager's guide on HR policies inclusive of all family friendly policies.  The guide will outline the purpose of the policy, key facts and the roles and responsibilities of the line manager, HR Partner and the employee. | HR & Line Managers | Managers guide developed by December  2020 | GREEN | Increased awareness of HR polices amongst managers

Positive feedback regarding awareness of family friendly policies in 2021 staff survey |
| 4.6 | Record formal flexible working arrangements centrally | To ensure accurate records are held on flexible working requests and agreement to allow for reporting | Develop process for centrally recording flexible working requests and agreement making use of automated functionality where possible | HR & managers | Recording process in place by August 2019 | AMBER | Process in  place for recording flexible working requests and arrangements, reporting mechanism in place |
| 4.7 | Publicise process for requesting a formal flexible working arrangement to all staff | To raise awareness of the process for requesting a formal flexible working arrangement | Design communications to be sent to all staff regarding the process for requesting flexible working | HR | Communication to all staff sent by December 2019 | AMBER | Communication sent to all staff.

Positive feedback regarding awareness of process for requesting flexible working annual family friendly focus group and 2021 staff survey |
| 4.8 | Establish closer synergies between the Equality and Diversity Committee (EDC) and  Athena SWAN SAT | To ensure the university strategy and initiatives to support diversity are cohesive and appropriate report to EDC and university Court on Athena SWAN actions and achievements | Ensure there are at least 3 members of the Equality and Diversity Committee on the SAT

Regular reporting to the EDC of Athena SWAN activities and progress (cross reference with action 1.4) | SAT & EDC | In placed by April 2018 | RED | Membership of EDC and SAT alignment and regular reporting between committees |

| Item | Objective | Rationale | Specific Actions and Implementation | Responsibility | Timescale/Priority | RAG Status | Success Criteria/Outcome Measures |
|------|-----------|-----------|-------------------------------------|----------------|--------------------|-----------|-----------------------------------|
| 4.9 | Management development activities are identified for all managers | To ensure that managers develop and maintain the appropriate level of knowledge and skills | Conduct a review of all managers development plans | Senior Management and HR | Plans complete by August 2020 | 🟢 | Appropriate development plans in place for all managers<br><br>Improved feedback regarding management evidenced by 2021 staff survey results |
| 4.10 | Ensure a robust process is in place for EQIA of all University policies and procedures | To ensure that equality considerations are made and assessed when implementing and revising policies, practices and decisions | Identify suitable Equality Impact Assessment (EIA) assessors, provide training and develop robust recording and reporting mechanisms | SAT & EDC | Process in place and training held by April 2020 | 🟢 | EQIA assessments carried out consistency across all university policies and procedures<br><br>Accurate reporting of all polices/processes that have been through EQIA by December 2020 |
| 4.11 | Centrally collate information on outreach activities by grade and gender | To ensure that data is collected and is available for reporting | Devise a process for centrally recording data | Heads of Division | Process in place by December 2019 | 🟠 | Data captured and available for reporting to support Athena SWAN applications by December 2019 |
| **5.0 Supporting Trans People** | | | | | | | |
| 5.1 | Invite student LGBT+ representatives to participate in EQIA panels | To ensure consultation on university policies and processes that is inclusive of a trans perspective | Send invite to LGBT+ student society | EDC Chair & EDC Members | Process in place by December 2018 | 🔴 | LGBT+ representative participating in regular EQIA process for university policies and processes |

| Item | Objective | Rationale | Specific Actions and Implementation | Responsibility | Timescale/Priority | RAG Status | Success Criteria/Outcome Measures |
|------|-----------|-----------|-------------------------------------|----------------|--------------------|------------|-----------------------------------|
| 5.2 | Develop staff policy aimed at supported Transgender staff | To ensure the university has appropriate support in place to support transgender staff | Develop and implement a transgender policy | EDC Chair & EDC Members | Policy in place by December 2018 | (red) | Transgender Staff Policy in place |
| 5.3 | Train staff members in awareness of issues effecting transgender staff | To ensure staff members are aware of the key issues effecting transgender staff | Work with the Scottish Transgender Alliance to deliver training to the SAT and EDC members in the first instance before rolling out to all staff | EDC Chair & EDC Members | Training held for SAT and EDC by December 2018<br><br>Training held for wider staff by December 2019 | (red)(amber) | Increased awareness amongst key committee members and wider staff of issues affecting transgender staff |