Athena Swan renewal application form for departments

Applicant information

Name of institution	Queen's University Belfast
Name of department	School of Psychology
Date of current application	November 2022
Level of previous award	Gold
Date of previous award	April 2017
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Section	Words used
An overview of the department and its approach to gender equality	2497
An evaluation of the department's progress and issues	3479 (out of which 500 COVID)
Future action plan*	
Appendix 1: Culture Survey data*	
Appendix 2: Data tables*	
Appendix 3: Glossary*	
Overall word count	5976 (includes 500 COVID)

*These sections and appendices should not contain any commentary contributing to the overall word limit

Overall word limit: 5500 words

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Section 1: An overview of the department and its approach to gender equality

1.1 Letter of endorsement from the head of the department

Professor Teresa McCormack
Head of School
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30 November 2022

Dear Athena SWAN panel,

I am delighted as Head of School to endorse this Gold renewal application. As a former SWAN champion myself, who led the School's last three SWAN applications, and as a previous Acting Director of the Queen's Gender Initiative, I have always placed gender equality front and centre of my professional life. Indeed, one reason I took on the Head of School role was to provide a leadership role model for more junior female staff and to progress gender equality within my institution.

We are extremely fortunate to have had very active and committed SWAN champions during the period since last renewal who, along with the SAT, have ensured that gender equality issues have been firmly at the heart of all our activities. We have had substantial growth in staffing over the renewal period, and new staff have consistently commented on the importance we attach to SWAN and to creating an inclusive, supportive, and family-friendly working environment.

One key goal in our previous action plan was to support women towards promotion because only one woman had been promoted in the previous 4 years. Our SWAN champions set up a 'Partnership in Promotion' scheme based on the principle that staff should collaborate rather than compete for promotion. This has included annually facilitating a series of shared writing sessions in which staff applying for promotion get together to work on writing their applications. Our original target was to secure promotion for at least 2 women, and in fact this target has been substantially exceeded, with 8 women gaining promotion. Moreover, we have also managed, through promotion and appointments, to maintain a 50:50 balance of women at professorial level. Our priority over the next period will be to ensure that the large numbers of women at junior lecturer level progress towards promotion, including those on teaching-only contracts.

Another priority was to increase the numbers of male students, having set ourselves a '10 in 10' target (10% in 10 years). We are pleased to be around half-way towards meeting that target, but we remain concerned that female students remain in the large majority in all our

programmes, and in particular that very few men qualify as professional clinical or educational psychologists, with knock-on effects on service provision. Thus, we are committed to addressing male under-representation, and we believe this will be done most effectively in an evidence-based way in partnership with other HE providers in Northern Ireland.

As the Head of a School with a Gold SWAN award, it is my duty to contribute to the gender equality work within the University. I sit on the institutional SAT, have founded and lead a Senior Women's Network, and organise events to support female professors to progress within the professorial range. One of our SWAN champions, Dr Latu, has been heavily involved at institutional level, including leading on a survey to examine the gendered impact of COVID on Queen's staff. Our involvement means that the School can both disseminate best practice institutionally and remain abreast of sectoral developments. We are confident that we remain well-placed, guided by our new action plan, to continue to make measurable progress towards gender equality.

Yours faithfully,

Professor Teresa McCormack

1.2. Description of the department and its context

We are a medium-sized department with:

- 68 academics (59% women; comparable to the UK psychology average of 63% female, HESA, 2020-2021),

- 24 PTO staff (62% women)

- a total of 952 students (81% women)

We are part of the Engineering and Physical Sciences Faculty (EPS).

School of Psychology academic and PTO staff, 2019

Our School was first awarded the Athena SWAN Gold Award in May 2014, becoming the **first psychology department in the UK to achieve this recognition**. This Award was renewed in 2017. Gender equality is well-embedded within the School, with significant contributions to the University and beyond. Highlights include:

- A SWAN champion sits on Management Committee, School Promotion Panels, and Probation Review Panels.

- Our HoS, Prof Teresa McCormack, previous School SWAN champion, was previously Acting Head of Queen's Gender Initiative and currently sits on the institutional SAT.

- We conduct **empirical research on gender equality**, as it pertains to academia and gender equality initiatives.

- A **School EDI committee** was established in 2020, distinct from, but complementing SWAN work.

- We recently commissioned and unveiled the portrait of our Distinguished Professor Carol McGuinness, **the first female Professor of Psychology in Ireland**. The portrait is displayed in the University's Great Hall and a copy will be displayed in our School Boardroom.

School of Psychology staff and Prof Carol McGuinness celebrating the unveiling, June 2022.

The School is housed over five floors in one building. Since our last renewal, we have installed several **new inclusive spaces**:

- A **Student Common Room** and **social spaces** for PGT and PhD students
- a **Nurturing Room** (for nursing mothers within the Faculty)
- **Student Quiet Room** (for students with disabilities).

Gender neutral toilets and **free period products** are also available in the School.

Education

- The School's taught degree programmes are: 3-year single honours undergraduate degree in Psychology, with an option of an additional placement year; MSc in Psychological Science; MSc in Applied Developmental Psychology; MSc in Clinical Health Psychology; and two taught doctorate degree programmes that lead to professional qualifications: Doctorates in Clinical Psychology (DClinPsych) and in Educational, Child and Adolescent Psychology (DECAP). A postgraduate certificate, PG Cert Foundations in Applied Psychology Practice, was introduced in 2022.

- Since our last renewal, the COVID-19 pandemic has impacted on all our activities as a School. As was common across the sector, we switched to online delivery for 2020-2021 and experienced an increase in our undergraduate intake in both 2020-21 (17% increase) and 2021-22 (28% increase) compared to pre-pandemic years. For example, our UG student population has increased from 494 to 631 students from 2016-17 to 2021-22. This UG population is somewhat larger than the national average (534

students, HESA, 2020-2021), and the rise in numbers created additional workload pressures.

- **Women make up the majority of students at all levels**: UG (80%), PGT (80%), PGR (65%), DClin (81%), and DECAP (95%). This is comparable to the national average percentage of women enrolling as psychology students across all levels (80% female; HESA, 2020-2021).

- The **majority of our students come from Northern Ireland** and 91% are of White ethnic origin, reflecting the demographics of the region. This is less ethnically diverse than the UK average for institutions with psychology departments, where 77% are of White ethnic origin and 23% are BAME (HESA, 2020-2021).

- A particularly **high proportion of our students come from a low SES background** (33% as indexed by the NI Multiple Deprivation Measure) and come through non-traditional routes to HE (e.g., in 2021-2022, only 52.6% had only A-level qualifications).

- Around 13% of our UG and 9% of our PGT students have **disclosed a disability**.

- Given our student profile, **pastoral care is very important**. It is embedded in all staff roles, with key roles including 5 Advisor of Studies and 1 Disability Advisor (currently majority women, although this has varied historically). We have a new **Student Support Officer** since September 2021, who works in partnership with Advisors of Studies to proactively support students.

- Teaching is led by our two Directors of Education (PGT, UG – both men) and a deputy UG Director (woman)

Research

- Research is led by our Director of Research (female Professor).

- We are home to 42 PhD students (71% women) and 18 PDRAs (72% women).

- Our main research areas are Development and Cognition; Health, Welfare and Clinical Psychology; Perception and Action; and Social Psychology.

- We have **recently invested in upskilling all our academic staff** in the R coding language, through in-house weekly and blocked training sessions, with the goal of 50% of staff being upskilled by the end of the academic year.

- In REF2021, our *environment statement GPA* improved from REF2014, from 3 to 3.5. Our *output GPR* also improved, from 2.76 to 2.97. However, our *impact GPA* dropped from 3.73 to 1.33. This resulted in an overall drop from 2.99 to 2.64, leading to a drop in the national rankings from 37 to 62. This drop in impact scores was, we believe, a consequence of departure of staff with high impact research and a high proportion of Early Career Researchers in the School. Improvement in this area is a School priority.

- A distinctive feature of our research is that it includes **sector-leading work on gender equality in academia** and beyond, including evidence-based strategies to improve resistance to gender equality initiatives (EPSRC Inclusion Matters project) and promote change for the gender recognition policy in Northern Ireland (project with Department of Finance, NI). We have also had 3 PhD studentships working on evidence-based issues around gender equality in academic departments. Continued work on this topic is included under Priority 6 of NAP.

Organisational structure

- The two key decision-making committees are the **School Board** and the **School Management Committee**. All staff members are members of School Board. The School Management Committee consists of: HoS (woman), Directors of Education (2 men) and Research (woman), School Manager (man), PTO staff representative (woman), School Manager (man), academic staff representative (currently man), Internationalisation Champion (woman) and SWAN Champion (woman).

Current staffing profile

- Since the previous Gold renewal in 2017, our School has grown substantially, from a total of 61 to 92 overall staff (51% increase). The number of academic staff increased from 40 to 68 (70% increase).

- We have **more women in all staff categories** (Appendix 2, Figure 3), **except Senior Lecturers**.

- Importantly, we currently have, and have consistently maintained across the years, a **larger or equal number of women at Professorial level**, which is better than the national average of female professors in psychology (40%).

- A change in University promotion procedures, coupled with extensive efforts in the School stemming from our last Action Plan, has resulted in a **substantial increase (>500%) in the number of promotion applications over the last four years**: from 4 (last renewal period of 4 years) to 25 (last 4 years). The number of women who applied increased from 2 to 12, and those successful increased from 1 to 8.

- Correlated with an increased number of students, we have a growing cohort of Lecturers on Teaching-only contracts (LE; 7 total, 57% women). **Securing permanent contracts for these posts has been a School priority**; currently only two (both male) remain on fixed-term contracts.

- The School has some staff who deliver the DClinPsych. These are clinical psychologists, referred to as clinical academics.

- Overall, most PTO staff are on permanent contracts, but a small number of fixed-term contracts are held by women (Appendix 2, Table 3)

- PTO progression is difficult due to the lack of a progression system within the University, although we have **systematically provided acting-up opportunities where possible** (Appendix 2, Table 7 for gender breakdown).

1.3. Athena Swan self-assessment process

1.3.a. SAT composition:

Key characteristics of our SAT include:

- Gender mix reflecting gender of staff/students; 9 women (64%) and 5 men (36%).
- Three SAT members were on the 2017 submission team, ensuring **knowledge transfer across time**.
- Three SAT members sit on Management Committee ensuring representation of SWAN agenda at Management level and **knowledge transfer across committees**.
- Academic staff from **all levels represented** (Lecturer to Professor), including staff on teaching-only contracts.
- PTO staff represented **across grades and genders**.

SAT Member	Role in Department	Role on SAT	Gender	Profile
Dr Ioana Latu	SWAN Co-champion, Senior Lecturer	Co-Chair	Woman	Ioana conducts empirical research in the area of gender biases in organizational settings and represents SWAN at Management Committee. She was a member of the SAT for the 2017 renewal submission, thus providing leadership and knowledge transfer across cycles. She is a single parent of twin daughters.
Dr Lisa Graham-Wisener	SWAN Co-champion, Lecturer	Co-Chair		
Prof Rhiannon Turner	SWAN Co-champion, Professor	Co-Chair	Woman	Rhiannon is the maternity leave replacement for Lisa. She was previously Director of Research (2014 – 2021), REF champion

				(2015 – 2021) and SWAN champion (2013 – 2016), ensuring knowledge transfer across time and leadership roles. She is a single parent to two young children.
Dr Donncha Hanna	Postgraduate Research Director, Reader			
Prof Martin Dempster	Director of Education PGT, Professor	Education representative	Man	Martin sits on the Management Committee. He has two young children and his partner works full time. He was involved in the 2017 SWAN submission.
Dr Martin Sawey	School Manager	School Manager	Man	Martin has overall responsibility for support /professional staff within the School. He ensures that the interests of this group are represented at meetings. He also sits on Management Committee and was involved in the 2017 SWAN submission. Martin is married with three adult children.
Dr Magdalena Rychlowska	Co-lead of EDI Committee, Lecturer	EDI Committee representative	Woman	Magda is also the Communications champion within the School. She ensures knowledge transfer between SWAN and the EDI committee. She is also a carer.
Prof Pauline Adair	Joint Programme Director for DClin			
Dr Hassan Regan	Professional and Academic Tutor on DECAP	DECAP representative	Man	Hassan has a particular interest in equity, diversity and inclusion in professional practice for psychologists. Both he and his partner are psychologists and they

				have two young children together.
Carolyn Largey	Research Administrator			
Dr Sara Lorimer	Research Fellow & Teaching Fellow			
Patricia Murphy	Employability lead			
Grace Duffy	UG Student			
Dr Martin Robinson	Research Fellow	Research Fellow representative	Man	Martin is passionate about creating an inclusive environment for all. He is married and his wife works full time as a Biomedical Scientist in the NHS.

SWAN communicates with:

- Management Committee: champion as standing member and SWAN as a standing agenda item

- School Board: standing item on agenda

- Other University SWAN champions and QGI by participating in network

- EDI Committee through shared membership

3.b. Self-assessment processes. Evaluations included collection of a substantial amount of qualitative and quantitative data:

- A **qualitative survey** in June 2020 (31 respondents) to **identify pandemic-specific needs before reiteration of action plan**. Actions were generated (see COVID section under 2.1.b. below) and included in updated Action Plan, posted online and shared with AdvanceHE.

- The **staff Culture Survey** in August-September 2022. To the AdvanceHE survey, we added *quantitative questions to evaluate the helpfulness of existing SWAN policies/initiatives*, and *qualitative (open-ended) questions* about each theme. Response rate: 71% for women, 62% for men (plus 2 respondents third gender/prefer not to say), total number 64 staff.

- A series of **targeted surveys** initiated by the SAT to evaluate specific actions, e.g., **email policy consultation** (2021, 31 respondents), **induction process evaluation**

(2022, 8 female, 4 male, 2 prefer not to say), **1st year UG student evaluation of recruitment messages** (2022, 94 female and 7 male Level 1 students).

- To increase efficiency and reduce survey-fatigue, we also used data collected within the School by other initiatives, e.g., **wellbeing focus-groups** (2021), **PDR process consultation** (2022, 6 male, 9 female, 11 gender missing), staff feedback during twice-yearly **Listening Rounds** (2021-22)

- We also launched a **student Culture Survey** modelled after the staff Survey, which was distributed in April and September 2022. Due to low response rates (128 total), we focus on qualitative responses to inform our student-related priorities.

- Issues and priorities were also informed by University-wide surveys, including the **QGI survey on gendered impact of COVID** (2020, co-designed and analysed by Dr Latu – School SWAN champion), pulse surveys (yearly). For these data, SAT looked at gender breakdown of findings and developed appropriate actions.

1.3.c. How the SAT acted on the previous application feedback

- We included **more measurable targets** both when evaluating the past action plan and when creating the new action plan. We made use of the Culture Survey to assess previous actions and set goals for the future, and we will continue using the survey consistently for meaningful comparisons across time points.

- We report, where possible, **data on uptake of events and surveys**, and disaggregate by gender where such data exists.

- We **increased number of PTO staff** on the SAT (from 1 to 3) and separated data analysis by academic and PTO to understand specific needs for this group.

- We worked on the **Teaching-only Lecturer profile for promotion** and are introducing specific actions for increasing promotion in this group

1.3.d. Plans to deliver gender equality actions

We will:

- Collect data using the Culture Survey at 2.5 and 5 years into the renewal period to allow for meaningful comparisons. Where needed, we will again conduct **targeted consultations**.

- Post the editable action plan document on Microsoft Teams, with **responsibilities organised by role** for easy access and reduced diffusion of responsibility.

- Continue to meet **every 4 to 6 weeks**, depending on needs.

- SAT membership is largely determined by administrative role. For continuity we will ensure that **some staff members involved in this application will serve on next application SAT**. Current SWAN champions will offer support by maintaining descriptions of role (NAP Action 2.1 and 3.1)

- Maintain **Degree Plus pathway for SAT membership** to motivate students to get involved in SWAN work

- Monitor representativeness of SAT team, based on role, gender, grades, etc.

Section 2: An evaluation of the department's progress and issues

2.1.   Evaluating progress against the previous action plan

2.1.a. Previous Action Plan (PAP)

A Red-Amber-Green coded action plan is provided below. **Note that when an action is described as ongoing, it means it is implemented and continues currently in the School.**

School of Psychology SWAN Action Plan 2020 Reiteration				
Area to be addressed	**Planned Action**	**Responsible** (see Acronym Key for abbreviated terms)	**Target/ Measurable Impact**	**Time scale/completion date**
1.1. 1. **Sustainability and embedding the influence of SWAN Charter Principles in School environment, activities, and culture at all levels.**	**1.1.** We will formalise the structure, roles and reporting arrangements to Management Committee and School Board of the Self-Assessment Team (SAT). i. We will consider workload model analysis of SAT activity to determine sustainability. ii. We will specify arrangements for how people are selected into roles relating to categories of SAT actions. iii. We will identify a more formal mechanism for seeking representation from UG and PG students.	School Management Committee	We will agree a formal terms of reference for SAT within overall School structures. It will make explicit SAT activities, key roles and mechanisms for engaging PG and UG student representatives.	Terms of reference will be developed by 30 September 2017. **OUTCOME:** **i. We developed a School workload model working group (2019) and followed University Guidelines for inclusion of SWAN champion role in workload model (150 hours per each of two champions during non-submission year, and 300 hours per each of two champions during submission year). We are also waiting for further guidance from workload model working group at University level, where we have input through our HoS Prof McCormack.**

				ii. **Composition of SAT finalised at October 2019 Management Committee meeting.** iii. **DegreePlus pathway approved and used for engaging students in SWAN work in a formal way, via application process and interview**
	1.2 We will ensure SWAN is appropriately embedded across all levels of staff to include professional/support staff, academics associated with our professional doctorates as well as the new Lecturer (Teaching-only) positions. Particular focus will be around broadening maternity leave policies. This action is aligned with action 1.3 (see below). Specific plans include: i. Introduction of a "major administration free" period for Lecturers on Teaching-only contracts, in which such lecturers	School Management Committee and SAT in consultation with the Programme Directors for the professional doctorates.	Impact determined by measurable targets in respect of (a) uptake of both the schemes in (i) and (ii), and (b) increased rate of agreement on repeated Staff Survey that the School's policies around maternity leave are supportive (an increase on current already high level of 90%).	Management Committee will adapt "returners" policy and broaden application to table at School Board by 31 January 2018. A SAT representative will attend one of the 3 Tax Free Childcare Seminars scheduled for Summer/Autumn 2017 and all staff with childcare responsibilities will be encouraged to attend. The SAT representative will also circulate key information amongst staff. **OUTCOME:** **-All schemes are ongoing in the School and are additionally supported by University policies around maternity, paternity, and adoption leave. Return policy is**

	are not asked to take on any major administrative roles, will be devised. This will allow them to develop the activities such as scholarship and educational leadership/ innovation that are required for promotion and demonstrate parity with the current 6 month policy applied to only Lectures on Research and Teaching contracts. ii. A buddying system for all taking maternity leave. A staff member (academic or professional/support) who has previously been on maternity leave will buddy and provide advice/support before, during, and after maternity leave. iii. A formal handover period for professional/support staff on return from maternity leave as well as before it (requested in staff survey). iv. We will promote awareness and		**also ongoing in the School and detailed in the Staff Handbook. The Director of Education takes into account return from leave when assigning teaching loads. -In terms of measurable impact, there were 0% of respondents who said the return policy is somewhat or not at all helpful. Women rated the policy as 4.46 and men 4.33 on a 5-point scale (See Table 2 of Appendix 1). -I. Latu participated and disseminated information about Childcare workshop in 2017.**

	encourage attendance at seminars and advice clinics on Tax Free Childcare in response to changes to Childcare support from April 2018.			
	1.3 The SAT will deliver an all-staff workshop on caring responsibilities: i. We will ensure that appropriate policies reflect inclusive language and make explicit caring roles that may currently be "hidden" (e.g., caring for an elderly parent or family member with mental health issues). ii. We will consider, through further consultation, how fathers and non-biological mothers or others with caring responsibilities can be further supported. iii. We will invite a local representative from a *Carers NI* or other charities to provide expert advice on supporting more	SAT to deliver a Carer's Workshop, subsequent policy delivered by School Management Committee.	The measurable target will be a) strong attendance numbers at the workshop b) and an increase in those staff who feel supported following a period of leave associated with caring (increased above 73%). We will include in any future Staff Survey a specific assessment of support with regards to those with caring responsibilities.	We will deliver the workshop by 31 May 2018 and we will devise more wide-ranging School policy on caring responsibilities by 30 September 2018. **OUTCOME:** **Much of this work was taken over at the University level who developed :** **-a parents and carer Network** **-a Carer Passport system that allows staff to identify and request flexibility and support.** **-policy for adoption and fertility treatment** **We now collect data around all types of caregiving within the survey (see Appendix A)** **The situation was complicated by the COVID pandemic which increased caregiving responsibilities.**

	"hidden" caring roles (e.g., children with disabilities / elderly parents in ill health / dementia caring roles).			**Our SWAN Champion (I Latu) helped design a university wide survey about these challenges which resulted in several policy changes around flexible working but also taking into caregiving responsibilities (in all forms) during probation and promotion/progression reviews (including addition of new appendix explaining such circumstances and their impact on productivity, which is now part of the academic progression submission)** **Communication around new policies can potentially be improved so NAP includes this (See Action 1.1 in NAP)**
	1.4 We will deliver a *"SWAN is for everyone"* information session for all staff to allow for informed and open discussion about SWAN and its purpose.	SAT	The measurable targets will be a) increase in the number of staff who consider (i) that SWAN has been beneficial to the School's working environment (increase from 73%) and (ii) the	Spring 2018 **OUTCOME:** **Delivered in February 2019, with good attendance and feedback. Data from 18 respondents on 5-point scale (1 strongly disagree – 5 strongly agree) showed that:**

			proportion of staff who consider that being in a School with a SWAN award is important to them (increase from 73%).	**- 89% strongly agreed that the info session was helpful in understanding what SWAN does** **-82% strongly agreed that they knew more about SWAN than before the presentation** **-56% strongly agreed and 44% agreed that SWAN is beneficial for everyone in the School (there were 0 disagree answers)** **<u>Due to School growth we need to redo this action</u>**
	1.4 We will organise an informal discussion with the University's Equality and Diversity Unit (EDU) for the HoS/Management Committee and SAT to ensure the School's research and educational environment is supportive towards people who identify as transgender. In addition: i. We will ensure SAT representation at Trans Equality training and awareness-raising seminars to be delivered	HoS, School Management Committee, SAT, Head of the EDU.	Session delivered successfully and measured by implementation of key recommendations for the School (e.g., ensuring that any research studies or questionnaires that require participants to identify their gender allow for more than traditional binary options).	SAT attendance at the Trans Equality training and awareness-raising seminars will take place this summer (dates yet to be confirmed). The discussion with the EDU will occur before 1 June 2018. We will table key recommendations to our School Board by 31 January 2019. **OUTCOMES:** **- TMcC attended training session 23rd Nov 2017.** **- I Latu attended training session November 2021**

	on campus by SAIL NI (a local Trans Support Network in Belfast). ii. We will liaise with the Students' Union to discuss how we can best support Trans Students in our School.			**- We organised two Rainbow Project seminars on trans issues for staff (June 2019) and Level 1 students (October 2019), with good attendance and feedback (e.g. 87% of Level 1 students agreed that the session was helpful in understanding LGBTQIA+ issues in Northern Ireland)** **-Trans and Non-Binary issues were introduced in the curriculum as part of level 3 Psychology of Gender module** **- We circulated the new University trans policy at School Board (February 2019)** **- We circulated further (updated) Trans and Non-binary policy at School Board in 2022.** **We have not developed any guidelines around research with trans and non-binary people, so we plan to do this within the next action plan (see Priority 5 in NAP).**
		HoS and School Manager		By 31 December 2017.

	1.5 We will ensure all staff have completed online *Unconscious Bias training*. Our School manager will monitor update of this training and remind staff in conjunction with HoS.		The measurable target will be 100% uptake of training.	**OUTCOME:** **Challenging goal, with constant incoming of staff and fixed term contracts. Currently sitting at 96%, with only 4 staff members not having completed (potentially due to fixed-term contract, technical issues, or imminent departure from School)**
	1.6 We will continue to encourage best practice within the School surrounding its family friendly policies including those that the staff survey showed to be effective: flexible working arrangements, core hours meeting scheduling, 7-7 email policy, and teaching- and meeting-free Fridays. i. We will continue to ensure that no key School meetings are scheduled outside of core hours when the timetable for such meetings is compiled at the start of each academic year (as is currently the case).	HoS, School Manager, Director of Education, and Office Manager	i-iv Measurable target will be 100% of key School meetings held during core hours, and no teaching sessions on Fridays.	School meetings timetabled annually each September. Lecturing requests to be facilitated annually where possible during the summer when lectures are being timetabled. **OUTCOME** **- All policies are ongoing, with some exceptions (e.g. one MSc teaching session has had to be scheduled on Fridays this year due to lack of lab space)** **- School manager and HoS are sending regular reminders about policies.** **Pandemic impact** **- It was necessary to have some teaching and meetings on**

	ii. We will continue to try to facilitate where feasible staff requests for their lectures to be held at times that allow for staff to manage their childcare or caring responsibilities. iii. No teaching to be scheduled on Fridays when lectures are being timetabled. iv. We will remind staff of email policy if this becomes necessary. New students will be informed of this policy during their induction and it will feature in the student handbook.			**Fridays during the pandemic due to the need for rapid decision making and the requirement to take teaching delivery online.** **- October 2020: the SWAN committee brought adapted suggestions to the Management committee which communicated them to the School (e.g., keep meetings to a minimum, schedule breaks, timestamps for meeting for people to join when relevant, encouragement of research days when possible).** **-Culture Survey and action evaluation results (Table 2, Appendix 1) show that most staff members find these policies somewhat or extremely helpful, but suggest they are not always adhered to, so NAP suggests actions for facilitating their implementation (See 1.1 in NAP)** **-Additionally in December 2021 we consulted again specifically on the efficiency of the email policy. 73% agreed we should maintain the 7am-7pm workday email policy. Qualitative comments suggested it was**

				helpful in signalling staff about the importance of wellbeing and not working excessive hours. Other comments highlighted it is not always enforced <u>so training around scheduling messages should be conducted (we will include this in NAP, see Action 1.1</u>).
	1.7 We will continue to provide a programme of outreach and engagement events that support SWAN charter principles including: i. Women's lunches termly. ii. Family Christmas party annually. iii. International Women's Day coffee morning in aid of women's charity.	SAT	The measurable target is programme of events all delivered and well-attended by both male and female members of staff. We will gather feedback about these events in a repeat of our staff survey.	Annually 2017 -First women's lunch date arranged. Date arranged for Christmas party **OUTCOME** **-These events were regularly happening in the School pre-pandemic, but some had to be stopped in 2020 due to COVID. We were able to move some of these online (Family Christmas Celebration, International Women's Day talks<u>).</u>** **<u>-We plan to continue and adapt these in the NAP given organisational constraints observed in previous action plan (See Action 3.4 in NAP)</u>**

	1.8 We will raise awareness of gender-related issues amongst our undergraduate and postgraduate population by: (i) introducing a new Psychology of Gender module in final year (ii) including this topic as part of a Level 1 module taken by all students. (iii) including a session on equality and diversity issues to be considering in conducting research in module on research skills taken by all PGT and PGR students, with input from EDU.	Dr Ioana Latu/Dr Michele Kavanagh/EDU	The measurable target is good uptake of the final year course, but we cannot guarantee a specific number of students on this course because students are free to select between optional modules. Another measurable target is positive evaluations of the other teaching.	The Psychology of Gender course is already slated to be introduced in the 2017-18 academic year. Course content for Level 1 students and PGT/PGR students will be also be introduced in 2017-18. **OUTCOMES** **i. Psychology of Gender module introduced in January 2018. Extended to full module for Spring 2019 and continuing yearly. Enrolment is >90 students and module evaluations were 4.9/5 in the last two years.** **ii. topics such as LGBTQIA+ and gender stereotyping are taught as part of the Social Psychology component of first year Introduction to Psychology module with good teaching evaluations yearly (4.9).** **iii. EDU delivered session for the PhD/PGT students in Oct 2017 and yearly thereafter (by Lesley Storey and Ioana Latu), as part of postgraduate Research Skills module.**

	1.9 We will seek to raise awareness of equality and diversity issues amongst our student population by introducing the newly-developed equality and diversity e-learning course "Think Difference, Act Differently" which is currently being piloted at graduate level. In response to pilot consider the School level mechanism of implementation.	Director of Education in conjunction with the EDU	The measurable outcome is good uptake of this e-learning course amongst our students. Please note that what is considered a good uptake level will be informed by pilot.	This will be in 2018 when the e-learning is formally rolled out, but we do not yet know when that pilot will be completed. **OUTCOME:** **Despite efforts, only 18 students completed the training. This action has been taken over by the EDI Committee in the School. Due to low uptake and large number of surveys/training students have to take, we proposed to EDI Committee for this to be replaced with curriculum changes that address diversity and inclusion issues. Rolling out such curriculum change is a standing item on the agenda of EDI Committee.**
	1.10 We will monitor gender parity of First Class Honours Degree awards. We will closely monitor the existing trend for a smaller percentage of females obtaining first class degrees, and in particular we will examine whether there are any forms of assessment more likely to show gender differences.	Education Administrator with Director of Education	The measurable outcome is no gender difference in percentage of first class degrees obtained.	We will report to School annually at first School Board following the Exam Board. **OUTCOMES:** **Data from the past 5 years indicate that on average 15% of women and 14% of men obtained a First Class degree, so we are no longer concerned about this issue. However, the proportion of men who get 2.1s versus 2.2s has been lower that**

	Further actions will only be developed if necessary depending on trends.			**that of women in the last two years. In the NAP, we propose to monitor this and address if there is a trend (see action 4.2 of NAP)**
2. Sustainable career progression for PhD students and PDRAs/RAs	**2.1** We will ensure PhD students continue to get support to progress into sustainable academic careers by: i. Delivering an annual session with female PhD students and PDRAs/RAs around careers hosted by female academic staff. ii. Delivering a "Where to next?" session for PhD students approaching the end of their degree. iii. Providing Mentoring Programme for incoming PhD students by existing students, with the School to facilitate an initial welcome event for mentors and mentees.	PhD Tutor, along with senior School staff and PhD representatives on the SAT	The measurable target will be evidence of sustained progression of PhD students into academic careers. The aim is to increase this above the current rate of 60-70%.	All schemes will run annually. **OUTCOMES:** **i. Initially sessions with PhD students were organised but these were interrupted by the COVID pandemic, so should be addressed in the NAP (Action 3.4).** **ii."Where to next" was delivered in January 2022** **iii. Mentoring in the School is ongoing.** **Monitoring of PhD student career paths fell under the radar during the pandemic. This is because monitoring was normally performed and collated by former supervisors who had other workload priorities during this period. In the NAP (Action 3.4) we plan to create a standardised and centralised system of monitoring career paths in and outside academia**

	2.2 We will organise and host two lunches annually for female PhD students across the EPS Faculty. Funding for this has been promised by the Faculty Pro-Vice Chancellor. This will follow up on the initial lunch for such students hosted by our female PhD students, which was very successful. As with the first event, these lunches will serve as an opportunity for female students to provide peer discussion and support around career progression. This also functions as a "beacon" activity within the university led by the School.	PhD representatives on the SAT in conjunction with volunteers from the PhD community	The measurable target is strong attendance of these lunches by female students (> 20) from all Schools in the Faculty, and good evaluations of the effectiveness of these events.	**OUTCOMES:** **One lunch was held in March 2017 and another in November 2019 with good turnout. For example, in November 2019, 43 female attendees from across the Faculty attended (double than target).** **Later these were disrupted by the COVID pandemic.** **<u>We adapted and further developed a plan for these events in the NAP, by collaborating with existing University networks for maximum impact (see Action 3.4 in NAP)</u>**
	2.3 We will ensure the standard of career pathway support is maintained for Postdoctoral Research Assistants, including: I. PRDA Advisor will continue to hold regular meetings with PDRAs and ensure their interests are represented at School level. II. PDRA handbook will be updated annually as required.	PDRA Advisor	The measurable target is around career progression for PDRAs. We will aim for to achieve 100% of PDRAs to secure employment in research or teaching positions (not necessarily at QUB) at the end of their contracts.	One group meeting to be held each semester and 1 individual meeting per year. A separate Career Progression session will be held annually; and there will be annual monitoring of PDRA destinations. We will also deliver Welcome coffee mornings throughout the year as required. **OUTCOMES** **i. PDRA Advisor activities ongoing, including a.**

	III. Female PDRAs will be invited to attend the career progression session annually with some of the School's female academics. IV. Welcome coffee mornings will continue to be held for new PDRAs/RAs.			**representation at School Research Committee and also on the central University Post Doc Forum, b. Lobbying for teaching opportunities for PDRAs, c. obtaining opportunities to mentor PhD students** **ii. PDRA handbook ongoing** **iii. Professional Development Review also extended to PDRAs who now have the opportunity to participate in development conversations with reviewers** **iv. Welcome coffees ongoing (although interrupted by the COVID pandemic for in person).**
3. Attracting males into UG Programme	**3.1** We will produce new recruitment materials specifically targeting males for use at recruitment events. This action is based on evidence from our undergraduate survey initial findings which indicated a need to: I. Include references to visible male role models. II. Emphasise the broad nature of psychology and	Our School's Marketing and Communications Administrator will lead on this with assistance from other School staff.	Our measurable target is an increase in the percentage of male students, but we recognise that this will take time. We are setting a "10 in 10" target, aiming for a 10% increase in 10 years.	Will produce a recruitment leaflet during the 2017-18 academic year and we will use this in our outreach, engagement and recruitment activities. **OUTCOME** **-Overall, we are on track to achieving this goal, as can be seen from Appendix 2 data. The percentage of the total UG student population who are men has increased over the 5-year period, from 16% in 2017-2018**

	associated careers beyond clinical/educational psychology. III. We will make it clear that psychology is a science and that the degree includes acquiring skills in statistics and research design.			**to 20% in 2020-2022 (i.e.,52 more male students studied in our UG program in 2021 compared to four years before, see Figure 1a). This is a 4% increase.** **-Yearly intake data (Figure 1b) shows an increase from 14% to 23% male students, which is even more promising for our 10% in 10 years target by 2027.** **-There is a similar trend for PGT students, with the proportion of male students increasing from 15% to 20%.** **-In terms of specific actions, we achieved all of those. All recruitment talks and materials now emphasise 'Psychology as a Science', male role models are systematically included, and we also changed our standard A-level offer so that students with a STEM subject at A-level received a lower offer. The shift of emphasis to 'Psychology as a Science' seems to have worked, suggested by a survey of Level 1 students in September 2022. Those who participated in School**

				recruitment events report equal helping and science motivations to study psychology. Those who did not, report more helping motivations. **Student portraits were also adjusted on website. An audit of images on School website revealed:** **- 18% mixed gender images, 29% male only images, 53% female only images** **- 76% female student profiles and 24% male student profiles.**
	3.2 We will deliver targeted recruitment events at all-boys secondary schools in Northern Ireland. There are currently 16 such schools and we aim to visit at least 5 each year. Male staff will act as role models by delivering these events.	Our School's Marketing and Communications Administrator, in conjunction with male staff.	Our measurable target is an increase in the percentage of male students applying for undergraduate courses each year, but we recognise that this will take time. We are setting a "10 in 10" target, aiming for a 10%	These visits will begin in 2018 once we have the appropriate recruitment materials and thereafter occur annually. **Outcome** **Events took place in two schools pre-pandemic, but it proved to be operationally difficult due to (1) low number of schools able to host events (2) COVID pandemic. In the NAP, we have devised a new approach to reach a larger number of male students via the EPS faculty**

			increase in 10 years.	**recruitment events (See Action 4.1)**
	3.3 We will begin to address an important intersectionality issue of how to attract applications from young males from low SES backgrounds. Please note there is a further intersectionality issue that is specific to Northern Ireland, specifically participation by Protestant males from low SES backgrounds. i. We will organise an initial discussion session with the University's Widening Participation Unit (WPU) to identify what existing outreach projects from STEM Schools that Psychology can co-participate in. i. We will collaborate with WPU in identifying key schools (particularly those from high numbers of students from low SES Protestant backgrounds) and engage UG students (males in particular) in any ongoing outreach projects.	Our School's Marketing and Communications Administrator, the Director of Education, and the SAT in conjunction with the Widening Participation Unit.	Our measurable target is an increase in the percentage of male students from low SES backgrounds applying for undergraduate courses each year, but we recognise that this will take time. A more immediate target is to ensure fair participation of both male and female UG students (50/50) in these outreach and engagement activities.	Initial discussion to be held by 31st January 2018 and activities rolled out thereafter. **OUTCOME** **This is ongoing work, as it became a larger project than initially planned, called the Partnership Project, in which several schools in Northern Ireland have participated. This is being delivered along with the University of Ulster and Open University. Part of the Partnership Project is a piece of research on gendered motivations to study psychology and consists of several studies including qualitative (completed) and longitudinal (quantitative) about male motivations to choose Psychology. <u>How this programme is continued in the next five years is addressed in the NAP (action 4.3)</u>**

	ii. We will engage resources such as Professor Fluffy and devise a social media campaign with Social Media lead Steven Baxter Crawford targeting key audiences.			
	3.4 To support male UG students, we will ensure all tutorials have at least two male students in their complement to ensure male students do not feel isolated.	Module Co-ordinators with School Manager and Office manager	Measurable target is for all tutorials to have at least two male students.	Audit tutorial listing annually. **OUTCOME** **This is achieved every year and has become a general rule in the School**
	3.5 We will develop and host a "Welcoming Statement" on our School's website and in our recruitment materials to appeal to male students and specifically males from low participating groups. In addition, we will alter the ratio of males to females on our existing webpages aimed at potential students.	Our School's Marketing and Communications Administrator, with input from Equality and Diversity Unit on how any such Welcoming Statement should be worded.	Our measurable target is an increase in the percentage of male students, but we recognise that this will take time. We are setting a "10 in 10" target, aiming for a 10% increase in 10 years.	During 2017-18 academic year. **OUTCOME** **The statement has been online on school website and in recruitment materials**
	3.6 We will conduct *"motivation to study psychology"* research with UGs (questionnaire and focus groups), following up on our short preliminary study that	SAT / UG Rep	The measurable outcome will be strong participation (> 100 students) in this research by	Report on initial findings from our preliminary study to School Board by November 2017. Prepare proposal for larger information gathering exercise by May 2018

	gauged UG perceptions of their choice of UG course. We will use the findings to inform the development of our recruitment materials and strategy.		our undergraduate population.	and conduct study in autumn 2018. **OUTCOME** **This project was conducted and also developed into a larger research project taken over by our Pedagogical Research group. So far, a qualitative focus group study has been conducted/ analysed, and now a longitudinal study has received ethical approval, with data collection starting soon. We also collected data from incoming UG student (N=101) about their personal motivations to study psychology (helping vs. science motivations). Results showed that attending recruitment events enhanced science motivations for both men and women. In other words, these data suggest a connection between our recruitment strategy and enhancing science motivations to study psychology, but this is for both male and female students.**

4. Recruiting males to Professional Doctorate Programmes	**4.1.** We will ensure there is a representation of male images on our website and recruitment materials relating to our Professional Doctorate Programmes. **4.1** We will provide testimonials from male trainees and male early career Qualified Professional Psychology Practitioners. These enhancements will provide visibility for males in these workforces and ensure that this representation supports practice in much needed areas of a hard to reach Psychology Service users across the life span.	Our School's Marketing and Communications Administrator in conjunction with Professional Doctorate Staff and in consultation with Programme Directors.	To measure the success of this, we will include questions in selection and recruitment surveys for both Programmes. Measurable target will be high awareness of these efforts. Our longer-term target is 10% increase in the number of male students to Professional Doctorates.	Implement for 2018 / 2019 application round. **OUTCOME** **i.There is now a recruitment video online for the DClinPsy with a male staff member and we have commitment from DECAP about addressing this action in 2022.** **ii. The DClinPsy selection panel closely monitor EO data for the programme and this is a standing item on the selection panel agenda.** **iii. The underrepresentation of various groups (including male applicants) to DClinPsy training has been highlighted through the work of the DClinPsy selection panel repeatedly.** **iv. Over the years DClinPsy have taken a number of steps to increase the visibility of male clinical psychologists/trainee clinical psychologists (e.g. male speakers at open day events).**

			V. Overall, efforts do seem successful as 19% of the DClinPsy 2022 year 1 cohort are men
	4.2 We will organise an annual informal career discussion session for male UG with male Doctorate Programme Staff and male Doctorate trainees. This session will be designed to offer guidance on prerequisite training experience and opportunities.	Director of Education and Doctorate Programme staff, students, and Directors.	The more immediate target is good attendance at the session, equivalent to 25% of our male cohort. The long-term target is a 10% increase in the number of male applicants.	We will deliver session by 31st December 2017 and then deliver it annually thereafter. **OUTCOME** **This action was not achieved due to difficulties in achieving engagement.**
	4.3 We will ensure that professional training courses websites and recruitment literature have a *Welcoming Statement* promoting the inclusion of males.	Course directors, liaising with the Equality and Diversity Unit to ensure appropriate wording.	The longer-term 10-year target is a 10% increase in the number of male students to Professional Doctorates.	**OUTCOME** **The teams are currently working on this action**
5. Key transition points for both academic and professional/support staff and support for career development.	**5.1** Continue to ensure high levels of female recruitment into permanent academic posts. i. We will devise a new recruitment brochure for use in the School's pending recruitment exercises that	HoS with School Marketing and Communications Administrator and Management Committee.	To ensure that women are appointed in equal numbers to men to permanent academic posts in accordance with the merit principle.	Recruitment exercises from the 2017-18 academic year onwards. IL included SWAN info in school recruitment video October 2018. Ongoing gender representation monitored **OUTCOME**

	emphasises the School's strong track record in SWAN and its family-friendly atmosphere. ii. We will continue to ensure strong female representation on appointments panels. iii. We will ensure that any Search Committees convened to approach at least 50% women.			**We were successful at achieving this, and our appointment data shows there is no bias against female candidates at any stage (See Appendix 2)**
	5.2 We will improve processes around induction in response to our staff survey. i. We will produce a "School Structures at a Glance" resource for all new staff, and update this as necessary. ii. We will ensure that mentors for new academic staff are appointed before the staff arrive and contact the new staff member on arrival. iii. We will establish a system of "same level" buddies for all new academic and	HoS with School Manager and Management Committee.	The measurable target will be an increase in satisfaction ratings in items related to induction in a repeat of our staff survey. Overall, we aim for a 20% increase in these ratings amongst academic staff (this was the category for which these ratings were low).	Include in School level induction protocol by 30 September 2018. New staff induction checklist developed 2020 Mentors ongoing Buddy system ongoing (initiated by cohorts coming in) School Structures at a Glance to be finalised and shared by September 2020 **OUTCOME** **-New staff induction checklist was developed in 2020 and has been consistently rolled out to incoming staff, ensuring access to all relevant resources in the school.**

	professional/support staff during induction. iv. The HoS will encourage all staff to attend university induction events.			**-Buddy system and mentor system is ongoing.** **-School Structures at a glance is included in Staff Handbook and on the Staff Hub.** **-Our Culture Survey changed, so we conducted a separate survey of staff who joined since 2019. This showed that on a scale from 1 to 5, 13 new staff rated the existing resources as helpful at a mean of 4.54, feeling welcome in the School at 4.25.** **- Overall satisfaction level with induction was at 3.85 (potentially impacted by COVID) <u>so in the NAP we included additional actions (see action 1.4)</u>**
	5.3 We will introduce a School fund that Lecturers with Teaching-Only contracts can apply to in order to support activities to enhance career progression and promotion (e.g., attendance at relevant teaching conferences or training events). Previous funds were only open to	HoS, School Management Committee	Successful funding of applications from this group, facilitating their progression towards promotion.	Consult with staff about parameters of fund and application procedure in 2017. Roll out fund in 2017-18 academic year. **<u>Outcome</u>** **This is ongoing and used by the new Pedagogy Research Group.**

	Lecturers with Research and Teaching contracts.			**In addition, we have introduced two new funded student 1-year internship placements within the School, and the Pedagogy Research Group can request research assistance for their scholarly activity from these interns.**
	5.4 We will lobby for greater clarity surrounding academic standards and promotions criteria for Lecturers with Teaching-only contracts. This is in response to staff survey comments around lack of clarify around this role.	SWAN champions will bring to SWAN steering group; Director of Education and HoS to highlight within wider University.	Measurable outcomes would be >80% Lecturers in this category agreeing that these standards are transparent, which we will assess in a repeated staff survey, and progression towards promotion applications in this group.	Lobbying to occur in 2017-18 academic year.

OUTCOME
During this period the University changed promotion application procedures and clarified progression for Lecturers with Teaching-only contracts. Lecturers with these contracts were consulted in terms of the profiles, within the School. We achieved one promotion of this category of staff in the School. As other staff with these contract types emerge from probation, it is important to continue this success, so we have actions planed around this goal in the NAP (see Action 3.2) |
| | **5.5** We will more develop a more detailed record of training requirements for professional | School Manager/School Management | Measurable output in the form of an annually collated | List collated during 2017 / 2018 commencing with appraisals in October 2017 |

	and support staff and evaluate the success of such training. Our staff survey yielded examples in this group of good practice in relation to appraisals but an area of need was identified as translating goals into required training.	Committee	list of training requirements for professional services staff.	**OUTCOME** **This is ongoing and monitored annually, with a list being developed and maintained yearly as part of the PDR process. We keep track of both internal training and external training requests which have been funded by the School. The School has spent £21,324.66 since 2016 to 2022 on such requests for training from PTO staff.**

	5.6 We will develop a *Partnership in Promotion Programme* for all staff emerging from probation and seeking promotion to Senior Lecturer or Reader.
	
	  i. This initiative will be led by Professors and Senior staff who have experience of Promotions and it will adopt an action learning approach.
	  ii. An initial facilitated focus group will be run with these staff to identify the sort of support they require, and staff
		HoS, Senior Academic Staff, and SWAN Champions	Uptake of the Programme and in the longer term a greater number of promotion applications, and specifically successful promotions of females to Senior Lecturer or Reader level. We aim for at least two females to be promoted to SL or Reader within the next assessment period.	Focus group session by 31 November 2017 for delivery from January 2018
				
				OUTCOME
				This is ongoing since 2019. The programme is highly successful, as demonstrated by:
				i. a higher number of promotion applications and successes within the school: it increased from 4 (last renewal period of 4 years) to 25 (last 4 years) – see Appendix 2, Table 6
				
				ii. high satisfaction from staff members for this action – see Appendix 1, Table 2 This was the

	attending will be matched along gender. iii. This will be a pilot run over 18 months. This action is required in response to the generally low levels of promotion applications and more specifically the continued limited numbers of female staff at Senior Lecturer or Reader level.			**case for both men and women, but the effect was particularly pronounced for female staff.**
	5.7 We will brief academic appraisers annually on the need to ensure appraisals are supportive and explicitly discuss progress towards promotion. This action is in response to comments in the staff survey about the need for appraisal to have a strong development as well as evaluative component.	HoS	Increased number of staff stating that appraisal is helpful for career development (currently 68%).	From the 2017-18 appraisal round onwards. The appraisal system was replaced by a Personal Development Review (PDR) process in 2019/2020. **OUTCOMES** **-All PDR reviewers have met annually in advance of each PDR round to discuss approach and ensure consistency.** **-An evaluation of PDR was completed in 2022; 25 staff participated. The majority of respondents rated the PDR process and PDR reviewer as helpful. There were no gender**

				differences in responses. Findings were presented at School Board and it was decided that the process would continue as is, with the option of staff to select/change their reviewer if desired.

	5.8 We will improve support for grant writing by:
	  i. Making the existing internal peer review system more formal to ensure those using the system do not have to find their own reviewers.
	  ii. Including work done in internal peer review as part of the workload model.
	  iii. Running a further internal workshop on securing RCUK funding.
	  iv. Blocking staff teaching into a single semester if feasible to free up blocks of time for writing grants.
		HoS, Director of Research, along with Director of Education in order to block teaching.	A measurable target will be a 15% increase in the value of grant applications and grants awarded.	**OUTCOME**
				Overall, compared to 2017-18, grants awarded in 2021-22 increased from £942, 969 to £240, 8618 in the School. This is more than double (20 from women and 7 from men), suggesting we met this goal. Specific actions were also completed:
				
				i. Peer review system to be modified in 2017-18 academic year and included in workload from then onwards.
				
				ii. Grant writing workshops and week-long writing retreats were organised outside pandemic times. These included workshop elements with people from Finance and from Research & Enterprise.
				
				iii. Blocking of staff teaching is

				implemented where possible (outside pandemic)
	5.9 The School will roll out a new enhanced workload model. i. This will include a broader range of activities including outreach and "good citizenship". ii. The model will be transparent (although anonymous). iii. We will use the model to continue to monitor for any gender imbalances in workload.	HoS/Management committee	A measurable target will be the majority (> 80%) of staff judging the workload model to be fair and transparent. No gender imbalances in workload.	**OUTCOME** **- A model that included administrative activities was developed and successfully rolled out.** **- There were no overall gender differences in workload allocation using the current model.** **- After discussion at School Board, it was agreed that z scores would be made publicly available; these measures enabled staff to benchmark their workload against that of other staff in the School.** **- However, subsequent qualitative feedback in our Culture Survey suggested that additional transparency would be appreciated, and that the z score index did not capture any global changes in the size of workload.** **-The University is currently rolling out an electronic**

				workload system across the institution (Simitive). The HoS has been sitting on the relevant institutional working group and will ensure that the new system is implemented from 2023 onwards. It will still be possible to monitor any gender differences within the new system.
6. Beacon activities beyond QUB	**6. 1** Follow through to publication the article currently accepted for publication by one of the SAT chairs to The Psychologist professional magazine about psychology departments and SWAN. This article summarises the issues facing psychology departments and discusses common approaches to them, based on the two workshops we have already held. Dissemination of this magazine amongst all professional psychologists and a large number of psychology academics will ensure very high awareness of the SWAN initiative nationally.	Professor McCormack	Publication of the article in the Psychologist.	**OUTCOME Article published in Social Psychological Review in 2019.**

	6.2 Allocate one of Faculty's funded studentships specifically to a research project on gender equality designed to support our high-profile work in this area. This PhD project will be supervised by two members of School staff and the findings of the research will be widely publicised through publication and conference attendance. Funding for this has already been committed by the Faculty.	HoS, Postgraduate tutor	Studentship awarded, PhD completed successful and its findings disseminated.	Funding for this has been secured for a September 2018-19 start date. **OUTCOME** **Vasilena Stefanova started September 2018, with SWAN champion (Ioana Latu) and the HoS (Teresa McCormack) as supervisors. Research focused on parenting stereotypes and effects on female career progression in academia and two publications already are in press. Vasilena graduated in 2022 and took up Lecturer post at Birmingham City University. An event will be organised with her to further disseminate findings as they are relevant to Athena SWAN initiatives.**
	6.2 Continue to work in a buddying role with Royal Holloway Psychology, supporting their department in its efforts to secure a gold award. SAT chairs will remain in regular contact with their equivalent in Royal Holloway, and will again read a draft of any future application by that department.	SAT chairs	We will aim to have a least one further face-face visit with Royal Holloway colleagues	Post ASPON meetings in 2018 and 2019, we have not followed up with Royal Holloway due to increased workload during pandemic and focus on other sector-leading activities.

	6.3 Accept further invitations to deliver talks or participate in workshops both in QUB and other institutions, following up our existing strong track record in this area.	SAT chairs or HoS, depending on who is invited.	Successful delivery of such sessions, good attendance and positive feedback.	As required. **OUTCOME** **An extensive series of talks and meetings locally, nationally, and internationally, were used to disseminate and discuss best practice. These included:** **- Talk delivered by TMcC to Association for Heads of Psychology Departments in October 2017.** **-Meeting with University of Newcastle senior academics to discuss SWAN strategy on 22 Nov 2017 (TMcC and IL)** **- TMcC read and commented on draft of SWAN application for UU Biomedical Sciences and for Psychology at Durham University** **-TMcC gave brief talk at SWAN awards ceremony 4th Dec 2017 .** **-IL gave talks at SWAN awards ceremony 10 Dec 2018** **- IL gave talk at University of Surrey 11 Dec 2018**

				- IL gave talk at Ireland SWAN awards in October 2019 - TMcC and IL gave talk at Trinity University, Dublin in 2019 -IL gave talks at UCD and NUI Galway in 2019 and 2020 -IL gave gender equality workshop at FELIA Doctoral Training in China. -We also gave over six talks at internal workshops at Queens across different Faculties

	6.4 ASPON (Athena SWAN Psychology National Forum) Continue to run the national ASPON with colleagues from Royal Holloway and UCL, including: i. Organise a third workshop. ii. Report on progress of the existing Working Groups in ASPON. iii. Ensure the results of the Working Groups are disseminated across the network in terms of the resources developed. Resources currently being developed include materials on implicit bias and a staff survey specifically for psychology staff that can be used in all departments nationally to allow benchmarking.	SAT chairs	Measurable target is continued high level of involvement of representatives from psychology departments across the UK; good evaluation of the third workshop is also a measurable target. A further measurable target is a high level of uptake of the resources developed by the working groups.	Ongoing, with next workshop in 2018. The Working Groups will report back at the next workshop. **OUTCOME** **i. One day workshop was held February 2018 at Queens. TMcC organised, IL gave a talk on gender research. Questionnaire was discussed and shared with participating departments** **ii. IL also attended ASPON in November 2019 at UCL and gave a talk on research.**

	6.5 Conduct a national survey with our colleagues through ASPON to follow up on Caffrey et al.'s (2016) study in the discipline of Medicine that suggests that Athena SWAN work falls disproportionately on women, potentially to the detriment of their careers. Circulate a report of the findings to the Association of Heads of Psychology Departments.	SAT chairs with our ASPON partners.	Measurable outcome is participation of 50% of those we approach in this study.	2018-19 academic year **OUTCOME** **This was developed into an EPSRC Inclusion Matters grant which ran to three years, with two postdocs, in collaboration with Universities of Warwick and Glasgow, and investigated 10 factors that can explain attitudes towards gender equality initiatives. Resources were developed and are available** [here](#). **Publications also emerged, for example BioScience publication available** [here](#)
	6.6. (NEW) secured EPSRC funding for two year project on attitudes towards Gender Equality Initiatives	SWAN champion (IL), HoS (TMcC), EPS Faculty	See Impact Measures from Grant Application	**OUTCOME** See above EPSRC Inclusion Matters outcomes.
7. COVID-19 response actions (NEW)	**7.1.** Maintain communication in response to new working situations as they affect those with caregiving responsibilities	SWAN champions, HoS		**OUTCOME** Ongoing

	7.2. SWAN champions recommended inclusion of questions about impact of COVID-19 on work during PDR process	SWAN champions, HoS during PDR reviewer training session		**OUTCOME** This took place June 2020
	7.2. SWAN champions to collect anonymous data on impact of COVID-19 on work during PDR process	SWAN champions		**OUTCOME** This took place June – July 2020
	A Parenting Group was organised online on Teams to discuss issues specific to Parents in our School	SWAN champion (IL)		**OUTCOME** This is occurring on a continuing basis in the school, starting April 2020
	PhD student rep to organise monthly meetings to address any ongoing issues related to PhD student progress and increase connectivity	PhD student rep		**OUTCOME** This is occurring on a continuing basis in the school, starting April 2020

	IL commissioned by the QGI to create a survey about the impact on the pandemic/lockdown on academic productivity and other psychological factors involved (work-family conflict, burnout, career self-efficacy, career aspirations, etc). This is the data that would feed into People and Culture and be used to adjust things like probation, promotion, etc. in the next few years.	SWAN champion (IL)		**OUTCOME** Work completed, preprint available [here](#)
	IL participated in Advance HE Advancing practice event about the effects of the pandemic on gender equality in higher education. (November 2020)			**OUTCOME** Completed

Section 2.1. Evaluation of progress against previous action plan (cont.)

2.1.b. Methodology of action implementation, evaluation, and iteration

- Implementation immediately following Gold renewal included creating an **online, shared, editable folder** (Dropbox, later Microsoft Teams) containing the action plan and the list of actions reorganised by person/role responsibilities, to facilitate communication and reduce diffusion of responsibility.

- Despite changes in School management (previous SWAN champion became HoS in 2018), we ensured continuity via **one Champion being previously on SAT**. During the period 2018-2021, the number of SWAN champions in the School was **increased from two to three**, and this increased resource allocation was supported by Management Committee given that all three champions were junior Lecturers at the time.

- Action plan evaluation was a standing item on the SWAN committee agenda, with members providing updates monthly in meetings and occasionally via email.

2.1.c. Overall progress: Distinctive Achievements

Our analysis revealed a majority of positive outcomes. We highlight the five most substantial ones:

i. Despite significant growth, we maintained gender balance. Just over half of our academic staff are female, and we maintained an equal number of female and male professors, which is better than average for Psychology UK departments (Appendix 2, Figure 3). We have maintained healthy numbers of women applying, shortlisted, and appointed, partly due to our recruitment strategy, such as highlighting our commitment to gender equality in adverts, and maintaining gender balance on panels (Appendix 2, Table 4).

ii. Promotion applications in the school have increased by >500%, from 4 (last renewal period of 4 years) to 25 (last 4 years). There was no substantial gender difference in the promotion success rate (67% women, 64% men), but slightly fewer women than men applied relative to the eligible pool (Appendix 2, Table 6).

iii. We are firmly on track to meet our '10% increase in 10 years' goal regarding the male student population. The percentage of the total UG student population who are men has increased over the 5-year period, from 16% in 2017-2018 to 20% in 2020-2022 (52 more male students studied in our UG program in 2021 compared to four years before, Appendix 2, Figure 1a). Yearly intake data (Figure 1b) shows an increase from 14% to 23% UG male students, which is even more promising for our 10% in 10 years target by 2027. There is a similar trend for PGT students, with the proportion of male students increasing from 15% to 20%.

iv. We conduct sector-leading research on generating evidence-based understanding and tools to address gender equality issues in academia. We have led research on the gendered effects of the pandemic for academics with University QGI (leading to University-wide actions for promotion and wellbeing, preprint [here](#)), increasing the efficacy of gender

equality initiatives in EPS academia (EPSRC Inclusion Matters project, publication [here](#) and tools [here](#)), understanding the role of parenting stereotypes in academic selection (publication [here](#)).

v. We have maintained a positive culture that is genuinely family friendly and diversity-oriented, despite challenges such as COVID, increased workload, rapid growth. Qualitative comments from the Culture Survey highlight this caring and supportive environment: "*Look after your wellbeing in all this. You are doing an amazing job. Thank you for all your efforts to make the School a better place*" (female academic) or "*I have found these initiatives to be refreshing and really nice. Kudos to the committee and all who have supported these activities*" (male academic). Our supportive culture is also captured in our collective participation in events such as Belfast Pride, Belfast Marathon Relay for charity, or Family Christmas Party.

2.1.d. Overall progress: Challenges

Before reflecting on individual actions that were not accomplished, we summarise the **main challenges** faced by our School in the last few years and reflect on **learning points**.

i. Covid-19, as with most departments, caused massive disruption. To understand its impact and update the action plan accordingly, we conducted a School qualitative all-staff survey in June 2020. Findings showed:

- Academic staff were advised by the University to focus primarily on teaching at the start of 2020-21, to diminish pandemic effects on education. One consequence is that staff were either less likely to focus on research ("*I have prioritised my teaching commitments and have no time left for writing papers/grants. This is a concern*") or working evening/weekends to make up for lost research time, impacting on wellbeing ("*I have also experienced reduced motivation and some anxiety due to the pandemic situation which has further made working a challenge*").
- This effect on academic productivity and wellbeing was especially high for those with caregiving responsibilities ("*I am home-schooling multiple children at varying levels. Most evenings I am back at my computer after dinner and do not leave until 11pm to complete the required work. I am also trying to catch up at weekend evenings. It feels as though I am spending double the time working but being 50% less productive.*")
- Lab-based data collection involving face-to-face interaction completely stopped, affecting the productivity of several staff.
- As a result, staff became increasingly worried about confirmation in post and promotion ("*Academic life is characterised by expectations of sustained high levels of productivity […] I am concerned that these expectations cannot be met and that this will have negative consequences on my career and mental health*").
- Our students were also impacted, with more needs around pastoral care and disability support. This further increased workload for staff.
- Whilst most comments highlighted concerns, many staff also appreciated the flexibility of working from home.

Based on these results, **the SWAN committee provided a report to Management Committee**, leading to the School-wide changes:

- A **Special Circumstances appendix was added** to probation/progression applications, and staff were encouraged to outline the impact of COVID and caring responsibilities. This was considered, and all 5 staff who were due to complete probation in 2021 did so successfully. Eight staff (4 women) were also promoted in the last two years.
- Staff were encouraged to earmark certain days for research and use an out-of-office message. Meeting and teaching-free Fridays were **subsequently reintroduced** in 2022 (with a small number of unavoidable exceptions).
- A **protocol for Teams meetings** was introduced and retained (e.g., meetings 1h if possible, ensure breaks every hour if longer, time-stamped agenda for all School meetings)
- Twice-yearly **Wellbeing Weeks** were introduced (no scheduled School meetings; emails discouraged).

In terms of the implementation of the SWAN Action Plan, COVID-19:

- Impacted on planned events, including talks, workshops, networking events.
- Indirectly, by increasing workload and decreasing wellbeing it also reduced capacity and motivation to participate in actions, especially where those involved "going above and beyond" standard teaching and admin.
- Offered the opportunity to conduct research on the gendered issues that arose from this crisis and implement evidence-based solutions (see Achievements above point iv).

ii. Rapid growth. Our School has substantially grown over the last few years, both in staff and student numbers, with pandemic accelerating this trend, with a 46% (UG/PGT) student increase in 2021-22 relative to 2016-17 (See Appendix 2, Table 1). To maintain staff-student ratios needed for professional body accreditation, new staff are hired regularly. However, due to reduced teaching and administration loads for staff on probation, this does not immediately reduce workloads for existing staff.

iii. Culture change. As common across HE in UK, there has been a shift towards more metric-based evaluations of teaching and research, with an increased focus on optimising outcomes for NSS, REF, global league tables. In practice, this translates to creating, implementing, and assessing specific actions to optimise outcomes on these measures, increasing workload.

Taken together, the largest consequence of these challenges has been a **consistent increase of workload** over the last few years. This is reflected in lower **wellbeing** scores on Culture Survey relative to other categories (see Tables 2-4 in Appendix 1) and qualitative comments suggesting costs to wellbeing and inclusion ("*Because of workload difficult to feel part of anything but just trying to fire fight everything"*).

Learning Points for New Action Plan (NAP)

Whereas we can not directly change external factors, we can:

- Intervene at School level to improve wellbeing and belonging (NAP Priority 1)

- Attempt to create sustainable systems to control workload growth (NAP Priority 2)

- Continue sector-leading work to understand and change culture, using a gender lens (NAP Priority 6)

2.1.e. Overall Progress: Amber/Red Actions from Previous Action Plan (PAP)

Action 1.9. Few students completed the "Think Difference" training, despite encouragements. Students are asked to complete many surveys and are reluctant to take non-credit-bearing training. This action has now been taken over by the School EDI Committee, recommending that issues around diversity should be instead embedded throughout the curriculum (NAP 5.1).

Action 2.1 We did not consistently record PhD recipients' careers paths. We think this is due to responsibility being assigned to individual staff (former supervisors). As such, we propose that this becomes systematic and centrally coordinated (NAP 3.4).

Action 3.3. Although we had recruitment events at all-boys' and low SES schools, with relative success (~5% increase in male students), we did not reach as many schools as planned. This was in part due to the COVID-19 pandemic. We suggest more sustainable recruitment strategies in NAP 4.1.

Additionally, the action grew into a larger research project coordinated by our Pedagogy Research group who, in collaboration with Open University and University of Ulster recruited male participants to participate in research (qualitative and quantitative) to understand reasons why they may decide against studying psychology and address them. We believe this evidence-based approach will yield more effective strategy (NAP 4.3).

Action 4. Actions specifically associated with the professional doctorate programmes around male recruitment are still work in progress, due to the immense pressures staff on these programmes faced across the last few years. Professional doctorate staff experienced increased workload, with many working in the NHS and the education sector, thus diminishing time spent in the School. We plan to directly address this across-School inclusion (NAP 1.8).

Action 6.2 Royal Holloway buddy system was not followed-up on due to changes in Champions in both departments. Instead, wider reaching sector-leading activities were implemented.

Learning Points for New Action Plan (NAP)

To improve future implementation and secure better outcomes we have learning to:

- Integrate, as much as possible, SWAN actions within existing processes (e.g., get SWAN on agenda of professional doctorate steering groups, NAP Action 1.8; integrate recruitment events for male students into existing EPS Faculty Roadshow, NAP Action 4.1).

- Increase awareness of workload by avoiding groupthink and trying to assess the costs of adding tasks (NAP Action 2.1).

- Proactively ensure women emerging from probation are likely to apply for promotion (NAP Action 3.1).

- Cooperate with others who have similar goals (joint project on increasing number of male students with other NI universities, NAP Actions 4.3, 4.4)

2.2. Key priorities for future action

We developed **6 priorities** based on the evaluation of PAP, staff consultations, and data analysis. This was an **iterative process**: we analysed existing data (e.g., wellbeing focus groups) to inform priorities for consultation design, then analysed data from consultation and refined priorities. We then developed the Action Plan based on these priorities. The draft NAP was discussed and approved within the SAT, Management Committee, as well as School Board. Thus, **all School staff** were consulted, and the final draft incorporates their feedback.

PRIORITY 1 – Improve the experience of belonging/inclusion among staff and students depending on their gender, with consideration of how gender intersects with other characteristics (caregiving responsibilities, international status, ethnic identity, menopause).

Data sources: This priority emerged from staff consultation (Culture Survey, existing policies evaluation and qualitative comments).

As our School is growing and becoming more diverse, it became clear that we need acknowledge how gender effects intersect with other identities or characteristics. Because of this approach, this priority involves a variety of actions:

- Our existing inclusion policies were rated as being **helpful at 80%-90%**, (Appendix 1, Table 2), but **not fully adhered to**. We need to further commit to policies as a School and provide staff tools to adhere more easily (NAP 1.1).

- The University has recently developed several family friendly policies and a Leave Toolkit that may not be familiar to all staff, so we are planning several actions to **ensure communication** at School level. We will also monitor uptake of leave and School-level return from leave policy success, such as teaching and admin reduction upon return (NAP 1.2).

- We plan to train and raise awareness of issues relating to staff going through **menopause** (NAP 1.3).

- As a growing School, we need to ensure new staff feel welcome. We plan to do this via:

  - **Enhancing induction process** for academic and PTO staff (NAP 1.4)

  - Adopting more **inclusive language**, including explaining abbreviations and acronyms, which impede science communication and alienate newcomers such as international staff (Hales et al., 2017). We will also address the **inclusion of female staff who do not have children** and who sometimes feel excluded by SWAN policies and events. (NAP 1.5)

- Our staff is increasingly international, with more than 10 countries represented. We consider this diversity to be a strength for our culture but also for our students. As such, we planned actions to support incoming international staff but also **celebrate our diversity** (NAP 1.6).

- Work Life Balance scores are already >4.00/5 on Culture Survey and latest Listening Round surveys showed that most staff are happy alternating in person/online committee meetings. However, we need to commit to maintaining and exploring further ways to **maintain flexibility and agile working** (NAP 1.7).

- We need to better **embed the Professional Doctorate staff and students** within the SWAN School goals, so we propose sustainable actions to achieve this goal (NAP 1.8). Research links (under Priority 4) are also proposed.

- The Culture Survey indicated relatively lower means for Wellbeing compared to the other themes. Although this is likely due to workload (Priority 2), **morale can also be improved via more internal recognition**. This is especially important when dealing with the external challenges described above: pandemic, increased student numbers, etc (NAP 1.9).

PRIORITY 2 – Improve workload for all categories of staff

Data sources: This priority emerged strongly from several data sources: wellbeing focus groups, staff consultation including Culture Survey (wellbeing scores) and qualitative comments all suggest this is a major challenge, with implications for wellbeing. Whereas this is caused by outside factors (increased student numbers, staff turnaround/delays in staff hiring), we can initiate actions within the School to address workload and hopefully create sustainable systems of protecting staff wellbeing.

- We propose actions to **reduce overall workload**, by streamlining marking processes, managing meeting length, potentially revising the curriculum, and

avoiding groupthink when new tasks/roles are added without reflection about workload implications (NAP 2.1)

- A new electronic workload allocation model (Simitive) is being rolled out across University. We will use this as an opportunity to **improve workload transparency** to enhance trust and belonging and also monitor satisfaction with the model. (NAP 2.2)

- Although our analyses indicate no overall gender differences in workload allocation, some **subtle gender biases** may occur, with women potentially taking on more student-facing work which increases workload via 'invisible tasks.' We will devise a system of monitoring this and ensure no gender differences (NAP 2.3)

PRIORITY 3 - Support women's achieving promotion and career progression in an inclusive way (all levels)

Data sources: This priority emerged from the required data analysis, as well as staff consultation including the analysis of previous actions and the Culture Survey. We have made substantial progress in the area of promotion, in part due to School-level actions, such as the SWAN Partnership in Promotion programme where staff applying for promotion support each other in the application process, with input from People & Culture and HoS. We also have a SWAN champion on all School-level promotion panels, to highlight subtle gender biases. Nevertheless, issues remain.

- We still have **fewer women than men at Senior Lecturer grade** (3 versus 7), although more women junior lecturers; we propose actions that would ensure these junior women progress (NAP 3.1). We will also strive to encourage promotion beyond SL due to larger number of mid-career staff following past success.

- We also design specific actions for those on the **teaching-only pathway**, now that this cohort is largely permanent and will become eligible for progression on completing probation. (NAP 3.2)

- To be successful, women need resources to **develop their research portfolios**. We plan to address this via writing groups, sabbatical gender balance, supporting those with caregiving roles to attend conferences (NAP 3.3)

- PhD and Research Fellows career support will also be enhanced via workshops, R statistical package training, and networking events (NAP 3.4)

- PTO progression is not possible in a traditional sense within the University (instead progression can only be achieved via role change). However, we will **systematically provide training and acting-up opportunities for PTO staff**. Moreover, gender imbalances are evident in the type of PTO role (Appendix 2, Table 2), with more women taking clerical roles and more men taking technical roles. We will attempt to reduce these gender differences in recruitment, where possible (NAP 3.5)

PRIORITY 4 – Continue to increase the proportion of men studying at undergraduate level and in the two professional doctorates

Data sources: Data patterns clearly indicate that **women remain in the majority in all educational programmes**. We have done well in progressing towards our '10% in 10 years' goal, but we needed to design sustainable actions to further increase these numbers, while also being more proactive in involving the professional doctorates.

- We will continue recruitment events and associate them with the Faculty Road Shows, as a **sustainable way of reaching a larger number of potential students** (NAP 4.1).
- Based on a few comments from male students ("*I have noticed female-only School events organised by the Athena SWAN committee, such as Women's lunches, but have never noticed similar events specifically for males who are often a small minority*"), we believe it is important to further **increase sense of belonging for male students** already in the School by increasing opportunities for connection (NAP 4.2)
- For sustained impact we also plan to continue the collaborative research on **understanding gendered motivations relating** to studying psychology and retention of male students (NAP 4.3) and enhance community engagement around this topic (NAP 4.4).

PRIORITY 5 – Improve organisational and research culture around diverse gender identities beyond the gender binary, including transgender and non-binary

Data sources: Priority emerged from qualitative comments in student and staff consultation, particularly responses from students and staff who are trans/non-binary. Although these numbers are currently low, we believe it is important to lay the ground for future staff and students to join an inclusive gender culture. We include:

- Several students noted the need for education across the school on these issues *("I think it is important that lecturers use appropriate language when discussing gender, they should be educated on pronouns etc as I think that helps the queer community feel accepted and more comfortable"),* so we propose to **enhance education opportunities on trans and non-binary issues for staff and students**, including the importance of language (NAP 5.1) and create an inclusive culture within the School (NAP 5.2) which proactively protects staff and students.
- Research can also be more aware of these issues, so we want to encourage staff to ensure trans, "non-binary", "other" and "rather not say" are routinely included as gender categories on planned psychological research (NAP 5.3)
- We will also continue **sector-leading activities** within the University and Northern Ireland, based on available expertise in the School from staff who worked on the Gender Recognition Policy research (NAP 5.4)
-

PRIORITY 6 – Continue sector-leading activities on gender equality, with consideration of an inclusive understanding of gender and how gender intersects with other identities

Data source: This priority is based on feedback our SAT received and indeed has become an important part of our identity as a School. We believe it is vital to continue to contribute to the evidence-based understanding of gender equality in academia. Projects include:

- Working with QGI and other champions to clarify maternity leave adjustments in the promotion process (NAP 6.1)
- Gender Recognition policy change to benefit trans and non-binary people in NI (NAP 6.2)
- The importance of intersectionality in gender equality work (NAP 6.3)
- Sharing and further developing our EPSRC Inclusion Matters findings and resources to increase effectiveness of existing SWAN initiatives (NAP 6.4)
- Maintaining the Psychology SWAN network in UK and Ireland – ASPON (NAP 6.1)

Section 3: Future action plan

3.1. Action plan

School of Psychology

SWAN ACTION PLAN

2023-2028

Note: Given that 5 years is a significant period, we plan to run the Culture Survey in Year 3 (Y3, 2025) as well as Year 5 (Y5, 2028) to track progress. We will use the Culture Survey used for this application (see Appendix 1) as baseline, and add any necessary questions where needed (identified below). Note that some measures of success (e.g. Culture Survey scores) are holistically used to assess the success of multiple sub-actions within an objective. As such, whereas not all sub-actions have a measure of success (to avoid survey fatigue and over-measuring), *each objective has at least one quantitative measure of success.*

PRIORITY 1 – Improve the experience of belonging/inclusion among staff and students depending on their gender, with consideration to how gender intersects with other identities (caregiving responsibilities, international status, ethnic identity, menopause).

No	Objective	Action to date/Rationale for Objective	Planned Actions	Person/Group responsible	Timeframe	Measures of Success
1.1	**Ensure commitment and uptake of existing family friendly School Policies (email hours, core meeting hours, teaching-free Fridays)**	Most policies were rated as being helpful at 80%-90%, but not fully adhered to and enforced. We need to further commit to policies and provide staff tools to adhere more easily. This action should be done where feasible (e.g., this year one teaching session for MSc students is held on a Friday due to constraints on availability of the lab; we intend to move this session next year if possible).	Send regular reminders of email hours, core hours, and research & scholarship focused Fridays to staff and line managers	HoS School Manager SWAN champion	Twice a year, every year	90% satisfaction with adherence to policies at Y3 and Y5 survey
			IT training for email handling to automatically delay and schedule sending messages during email hours.	IT team	Schedule for September 2023	
			Share timetables yearly with the School Board, call out where they are not consistent with policy and explain why (e.g. lab/room availability)	Management Board	Start 2023-24 academic year, then yearly	

1.2.	**Ensure understanding and uptake of new University level policies (QUB Leave toolkit)**	The University has recently developed several family friendly policies and a Leave Toolkit which may be unknown to staff, so it is important to ensure understanding and communication at School level	Short briefing about Leave Toolkit at School Board (fertility treatment leave, adoption leave, dependant leave, shared leave, carer passport) & announce extended training	SWAN champion to do School briefing and organise People and Culture session (below)	May 2023 School Board	Session delivered to Staff at School Board by May 2023
			Extended briefing session with People and Culture representative about new policies	People and Culture representative	June 2023	Session deemed useful by 80% of respondents at post-session survey, for those who participated
			Monitor uptake and use of leave options	School Manager	Start 2023-24 academic year and then update yearly	>80% satisfaction for those using the schemes at Y3 and Y5 survey
			Extend Return from Leave School policy (i.e. reduced teaching and admin when returning from leave) to Adoption Leave returners	Director of Education		Implementation depends on staff taking adoption leave
1.3.	**Supporting staff going through menopause**		Encourage line managers to attend People and Culture training about menopause policy and monitor participation	HoS	January 2023	Attendance of HoS and School Manager at training by end of 2023 (they are the main line managers in the School)
			Short briefing at School Board about new Menopause Policy with information and encouragement for all staff to attend training	SWAN champion	January 2023	Measure satisfaction with adjustments for those using the scheme at mid-point and end survey, with targets: >50% satisfaction Y3, >90% satisfaction Y5
		School Menopause Policy lists access to cold drinks. We have a	Maintain ice supply in School Staff room freezer.	School Office	May 2023	

		water fountain in hallway but can supplement with ice supply				
		We need to better understand the impact of menopause for women in academic roles.	Conduct research project on the impact of perimenopause/menopause on work and career progression in QUB	MSc student supervised by two academics	2023-24 academic year	One thesis submitted Resulting paper submitted to QGI to disseminate among SWAN champions
1.4.	**Enhance induction process**	An induction checklist was started in 2020, but further issues with processes were identified in recent survey consultation of new staff, hired post 2019	Introduce induction follow-up: Email new staff member three months after induction to check on induction checklist, assess unmet actions, address those, and ask about experience with process.	School Office staff who sends induction checklist to new staff	Start January 2023 and then ongoing	>90% appropriate actions on checklist completed after 3-month follow-up. >70% satisfaction with induction at Y3 survey and >80% at Y5 survey
			Update induction checklist for PTO staff, to introduce them to relevant Academic Staff in School (list developed with School Manager)	School Manager	Spring 2023 and then ongoing	
			Create written/visual resource on how Academic Staff and PTO staff interact (e.g. for teaching, research, etc), building on "School at a Glance" diagram developed in the last Action Plan	SWAN champion with School Manager		
			Continue coffee mornings to welcome to new staff and organise bi-annual social events for less formal interactions with new staff	School Management with help from School Office		
1.5.	**Adopt inclusive language and communication**		Continue the very popular HoS Friday update and create an archive of Friday Updates on	HoS IT team to upload on Staff Hub	Weekly	Mean for Belonging and Inclusion on Culture Survey

						>4.00 Y3 and Y5 survey for all staff
		We have many new staff members with diverse sets of lifestyles, identities, and needs. Many are international staff who may not be familiar with the UK system and terminology. Moreover, using abbreviations and acronyms impedes science communication and alienates newcomers such as international staff (Hales et al., 2017)	Develop a glossary of abbreviations and acronyms used within the School & University Send reminders to line managers/committee chairs to spell out/explain abbreviations and acronyms first time they are used (both when writing and speaking). Where possible, adopt an abbreviation-free language.	SWAN Champion & School Manager, with feedback from international staff	Develop glossary by September 2023 and adjust as needed	
		During the pandemic and in the Culture Survey, there was feedback regarding SWAN being overly focused on staff who are parents, with less awareness of issues that staff who are not parents face.	Replace terms such as parents/staff with children with the terms "staff with caring responsibilities" in SWAN communications and reflect on fairness implications of actions geared towards staff with caring responsibilities	SWAN committee		No substantial difference in ratings of SWAN usefulness at Y3 and Y5 between staff who are parents and staff who are not parents
			Mark "World Childless Week" to celebrate staff with non-traditional caring roles, childless by choice, and childless not by choice. Actions include: - Testimonials or stories of academics without children on social media - Research seminar on the experience of miscarriage for women	SWAN champions, Dr Martin Robinson	September yearly starting 2023	

			-Invite seminar speaker to discuss research on the invisible burdens on childfree women academics (e.g., Dr Thais França)	Dr Martin Robinson	2023-2024 School Seminar Series	
		Meeting agendas tend to follow the same pattern, with some topics (e.g. EDI, SWAN, IIP, staff issues) being scheduled towards the end, thus sometimes not being allocated enough time.	Where possible, encourage committee chairs to flip the agenda for committee meetings, including School Board and Management Committee to ensure all topics are given enough time and experienced as equally important	Committee chairs (HoS, DE, DR, etc)	Ongoing occasionally for School Board/ Management Committee. Attempt to make it general strategy, where possible	Mean for Belonging and Inclusion on Culture Survey >4.00 Y3 and Y5 survey for all staff
			Continue staff listening rounds and wellbeing conversations.	HoS Management Committee	Twice a year	2 Staff Listening Forums/year held for every category of staff Development of action plan based on Staff Forum feedback by Management Committee and communicated at School Board yearly
1.6.	**International staff**	Our staff is increasingly international, with more than 10 countries represented. We consider this diversity to be a strength for our culture but also for our students. As such, we need to implement a system of supporting incoming international staff but also celebrate our diversity.	Formal buddy system developed *from hiring stage* and matched based on needs (e.g. cultural needs, visa issues, creche/school system)	Chair of hiring committee to suggest and contact match	Ongoing at hiring stage	Mean for Belonging and Inclusion on Culture Survey >4.00 at Y3 and Y5 survey for international staff

			International staff lunch once a semester in collaboration with EDI committee	SWAN & EDI champions (to alternate)	Twice a year	
			Develop database of languages spoken in the School on Staff Hub in order to facilitate connections between staff who may not otherwise interact	School Office to send query and develop database accessible on Staff Hub	Develop by January 2024	
			Develop calendar of national day celebrations for international School Staff and mark those on School social media.	School communications champion		
			Budget for international snacks to be bought for ongoing coffee mornings	School Manager		
1.7.	**Facilitate flexible working, agile working, and working from home**	Work Life Balance scores are already >4.00 on Culture Survey, but we need to commit to maintaining and exploring further ways to maintain flexibility and agile working	Maintain flexibility alternating in person and online meetings	Committee chairs	Ongoing	Mean for Work Life Balance to on Culture Survey >4.25 f at Y3 and Y5 survey for all staff. Means showing no gender difference or differences by caregiving status >4 mean satisfaction with agile working for PTO staff.
			Record all briefing meetings about teaching, new policies, etc and create archive of recorded staff briefings on staff hub	Director of Education		Repository online by September 2023
1.8.	**Improve links between Professional Doctorates (DClin**	We need to better embed in the SWAN team. Below there is also an action to connect by offering research projects related to	Reserve one SWAN co-champion position for Professional Doctorates programme (3rd?)	DClin and DECAP SWAN reps		SWAN champion from one of the doctorates starting 2023-24 if possible

	& DECAP) and the rest of the School, including SWAN representation	men's underrepresentation in Psychology, see below Priority 4).	Ensure professional doctorates include SWAN as an item on their management committees/ steering group meetings.	DClin & DECAP directors		100% completion of SWAN actions related to professional doctorates by end of 5-year period Mean for Belonging and Inclusion on Culture Survey >4.00 mid and end point of survey for staff from DCLin and DECAP
1.9.	**Recognition and feeling valued**	The Culture Survey showed relatively lower means for Wellbeing compared to the other categories. This is likely due to workload (see next Priority) but some qualitative comments also suggested more internal recognition is needed. This is especially important when dealing with many external challenges (pandemic, increased student numbers, etc).	Continue ICARE school awards (these include short narrative peer nominations for each category). Publicise nominations and organise award ceremony yearly, for increased visibility. Each ICARE award will include physical trophy plus £1000 towards research or training expenses (for academic winners) plus maximum value personal voucher permitted (£50).	Management Board to maintain budget for awards. School Office to organise nominations and award ceremony	Yearly, with Award Ceremony each December (starting 2022)	Mean for Wellbeing on Culture Survey >4.00 at Y3 and Y5 survey for academic staff (currently 3.51 for female academic staff and 3.35 for male academic staff) Maintenance of yearly awards and ceremony (type and categories adjusted as necessary)
			Use research newsletter to show recognition across all areas of research and grades, via interviews, staff portraits, etc.	Research Administrator Placement Student in charge of newsletter	4 times/year	
			Continue celebrations and social events – family Christmas party, staff coffee, award ceremonies, inaugural lectures		Yearly	

		During the pandemic, the HoS introduced "Wellbeing weeks" twice a year during reading weeks, when staff are encouraged to not schedule any meetings and to minimise email traffic. These were rated as helpful by 89% of staff, so we commit to continuing them.	Student Voice Committees structured to identify and disseminate the 'positive' to staff, not just the negative	Year Leads to send around positives	Yearly	Positives identified in feedback/communications to staff from Student Voice Committee
			Continue "Wellbeing Weeks" twice a year	Management Committee	Twice/ year	Mean for Wellbeing on Culture Survey >4.00 at Y3 and Y5 survey for academic staff
			Continue Thank You Friday for PTO staff (one day of leave on Friday to PTO staff based on staff nominations, as recognition for their contributions)	Management Committee to ask for nominations and vote		Mean for Wellbeing on Culture Survey >4.00 at Y3 and Y5 survey for PTO staff

PRIORITY 2 – Improve workload for all categories of staff

No	Objective	Action to date/Rationale for Objective	Planned Actions	Person/Group responsible	Timeframe	Measures of Success
2.1.	**Reduce overall workload**	This is the most pressing problem at the moment, with implications for wellbeing, as well as belonging and inclusion. Whereas this issue is caused by outside factors (increased number of students, staff turnaround/delays in staff hiring), we can initiate actions within the School to address workload and hopefully create a sustainable system of protecting staff wellbeing.	Maintain teaching allocations and content consistent year-on-year, if possible. This includes including teaching same level tutorial every year (L1 or L2) and commitment to keep topics for tutorials consistent yearly as far as possible.	DE Level 1 and Level 2 year leads	Every year when allocating teaching in June	(These measures will be collectively used for all the actions under this objective) i. Mean for Wellbeing on Culture Survey >4.00 mid and Y5 survey for all staff ii. In particular, the mean for item 25 "My current workload is manageable" from Culture Survey at Y5

			Communicate workload information and coordinate with module coordinators about timetable in June preceding the new academic year (to allow for reduced workload in September and planning of caregiving responsibilities around teaching schedule)	DE Module coordinators	By end of June, yearly	>4.00 for all categories, with no substantial gender differences (currently mean is 3.25 for Academics and 3.65 for PTO) ii. Significant reduction in hours to complete Admin and Teaching tasks by end of Y5
			Create a new Staff Tutorial Canvas page for tutors at the same level, including the schedule by week, and shared resources/activities from tutors	L1 and L2 leads	By September 2023 and then copy & update yearly	
		Currently moderation is done with Word documents and there is a lot of opening, closing, saving, copy/pasting , and emailing.	Create an automated system for moderation and marking to reduce both academic and PTO workload around these tasks.	IT team	Pilot system for May 2023 marking period then modify as needed and implement	
		This is ongoing but we need to commit further for the next five years	Meeting management: Continue to ensure meetings are under 1 hour, when possible. Ensure breaks and time-stamped agenda for people joining depending on role	Committee chairs	Ongoing	
		PTO staff commented that some requests from academics come last minute, and sometimes without awareness of their workload.	Develop system (checklist, for example) to consider timing feasibility and workload implications for PTO staff in committee meetings	Committee chairs	Ongoing	

			Develop written descriptions of all admin roles including list of what the role does and *does not* do. These will help with role transitions, consistency in the workload model, and communication in the School (staff will know who to ask for what)	All admin role occupiers to create drafts Management Committee to approve	Descriptions available for 2024-25 academic year.	Role descriptions available on Staff Hub
		The School is planning to revise the curriculum within the next two years, which serves as an opportunity to discuss workload sustainability concerns	Have SWAN rep on curriculum revision working group to bring up issues around workload sustainability and fairness concerns during the process	SWAN champion EDI champion DE	2023-2024 and onwards To propose list of potential changes to Management Board by June 2025.	Same measures as above
		Groupthink may occur within Management Committee when making decisions, thus overlooking implications for incremental, permanent increases in workload. A system will be developed to mitigate groupthink.	Develop terms of reference for management committee to i. include heading for meeting agenda to consider how decisions about new roles/tasks influence workload and wellbeing (e.g., is this necessary, is there something to take away to replace something being added?) ii. designate one or two members of the committee to challenging new roles/tasks and consider wellbeing implications	Management committee	Starting 2023-24 academic year	Same measures as above
2.2.	**Improve workload model and transparency to**	Another consistent comment is about workload model -being clear, comprehensive and transparent. This will likely be	Evaluate new workload model Simitive one year after University implementation and in Y5.			Mean for Wellbeing on Culture Survey >4.00 mid and Y5 survey for all staff

	improve trust and belonging	achieved by the incoming University-wide electronic workload model (Simitive), but we will need to evaluate its performance from a gender equality perspective				Mean for item 13 "Workloads in my department are allocated fairly" from Culture Survey at Y5 >4.00 for all categories, with no substantial gender differences (currently 3.63 for academics and 3.50 for PTO)
2.3.	**Control subtle gender biases within workload allocation**	Women may be taking on more student-facing work which increases workload via "invisible task"	Undertake analysis of proportion of academic men and women in student-facing roles vs. more strategic, staff-facing roles vs mixed roles	Management Committee		No substantial gender differences & small effect sizes in: i. analysis of overall workload ii. analysis by type of roles (student vs. staff facing vs. mixed)
			Ensure Management Committee take this differentiation into account when allocating administrative roles			
			Analyse and monitor gender breakdown of PTO staff's student-facing roles within new workload model	School Manager		

PRIORITY 3- Support women's achieving promotion and career progression in an inclusive way (all levels)

No	Objective	Action to date/Rationale for Objective	Planned Actions	Person/Group responsible	Timeframe	Measures of Success
3.1.	**Continue and further develop Partnership in Promotion programme for academic staff**	Programme going well, more women applied and were promoted compared to the past. However, somewhat fewer women than men applied for promotion although their success rate was equal (64% success rate). We are a bottom-heavy school and have more female than male junior lecturers, so we need to increase promotion applications, particularly for female staff.	Organise "Gender and Promotions" workshop for female staff to: i. Discuss readiness to apply, implications of timing, as well as gendered trends in promotion applications and success rate. ii. Workshop on preparing application	Prof Rhiannon Turner (former DR, current Director of CIIR and maternity cover SWAN champion, 2022-2023) and Ioana Latu (SWAN champion)	Starting November 2023 and then yearly	(These are for all the actions under this objective) No substantial gender differences in promotion applications relative to the number of eligible staff, over 5 years. No substantial gender differences in success rate (proportion of success relative to applications) over 5 years.
			Send yearly reminder to PDR reviewers to encourage women to apply, and go through promotion criteria with them in advance of application to ensure they are aware of any areas where development is needed and assess whether they are on the trajectory	SWAN champion	Yearly when the PDR process begins	
			Continue yearly Partnership in Promotion Programme including: i. People & Culture and HoS information session when promotion rounds open every year ii. application prep workshops	SWAN Champion HoS	Every January-March, yearly (from promotion application round opening to deadline)	

			Develop written guidelines for SWAN champion role on promotion panels (role of SWAN in promotion, questions to raise in panel discussion, ways to identify implicit bias in panel decision making, etc)	SWAN committee in consultation with other SWAN champions across University and QGI	Draft guidelines to be developed for April 2023 promotion round and then further developed yearly	Same measures as above
		There was a recent growth of SL population in the school, so we need to support SLs for further promotion with input from Faculty who makes final decisions in promotions above SL	Organise workshop "Getting the Chair" for SLs & Readers in the School	Profs in the School & Faculty	2025	
			Upon request, pair interested applicants with applicants from other Schools in the Faculty (via SWAN champions and Faculty SWAN network SNSE)			
3.2.	**Extend Partnership in Promotion to Academics in Education**	There is currently a large cohort of lecturers on Teaching-Only contracts who now have permanent contracts and have undergone probation. We want to encourage them to consider promotion, as we have 0 promotions for women in this category in the School.	Buddy Teaching-Only lecturers with mentors from outside the School, i.e. academics in education in other schools who have successfully navigated the promotion process (to offer advice and feedback on applications)	Teaching-Only lecturers rep on SWAN committee with guidance from DE		50% of eligible Teaching-Only lecturers staff to apply for promotion No substantial gender differences in promotion applications relative to the number of eligible Teaching-Only lecturers staff, over 5 years.
			Create buddy system for Teaching-Only lecturers applying for promotion in the School			No substantial gender differences in success rate (proportion of success

						relative to applications) over 5 years
			Continue Teaching-Only lecturers research funds from pervious cycle (Yearly fixed funds in G account)	School Management Committee		Budget maintained yearly - £700/yearly per Teaching-Only lecturer (subject to change depending on contextual factors)
3.3.	Support developing research portfolio for academics applying for promotion	During the last five years, 11 women applied for promotion. In order to maintain a good application rate, we need to ensure opportunities for developing research portfolios.	Develop writing circle and writing retreats to: - protect writing time - increase accountability on writing goals - obtain feedback on drafts - create database on Teams for collaboration requests regarding sharing data, research and data analysis skills, etc	Academic in the school		At least 50% of eligible staff to apply for promotion by end of 5 years.
			Writing workshop from National Center for Faculty Development & Diversity on time management and prioritising writing	SWAN champion		
		In the period 2015/16-2021-22, there were 7 sabbaticals in the School: 6 men vs 1 woman. We had no actions regarding sabbaticals in previous action plans. Although currently, due to staffing issues, we are unable to consistently offer sabbaticals, we need to build gender awareness in the future system of	Convene a Working Group to devise a structured sabbatical policy within the School. Monitor gender distribution of sabbaticals	Director of Research		

		allocation, should they become available.			
			Contribute to school Working Group on sabbatical application to ensure no gender biases	SWAN champion		No substantial gender differences in proportion of sabbaticals relative to staff numbers, across the 5 year period (if sabbatical system becomes consistently available)
			Advocate to Queen's Gender Initiative and University for funds related to caregiving when staff with caregiving responsibilities go to conferences (e.g. develop list of reliable student babysitters/carers, partial covering of babysitting costs)	SWAN champion	Start 2023 to bring up at SWAN champions meeting and Queen's Gender Initiative	One action in place within a year (2014)
3.4.	**PhD and Research Fellows**		Improve data monitoring of career paths by developing a more systematic method of record keeping (yearly survey to maintain data base)	PGR director + PGR & Research Secretary	2023-2024 Academic year	Updated data base of former PhD students and PDRAs >90% employability goal (inside and outside academia)
			Organise two workshops for postdocs and PhD students about career pathways in and outside academia), focused on finding a job, developing application materials, and interviewing Workshop 1. Academic path Workshop 2. Former PGR graduate who works in industry as data analyst	PGR Director PDRA Advisor	Start workshops 2023-24 and then continue every two years	

			Offer intensive 5 day R training to PhD students and incoming PDRAs	Dr Thomas Schultze-Gerlach (currently teaching staff R training)	Start 2023-24 academic year	50% upskill in R for PhD students and postdocs
			Networking lunches with PhD students and PDRAs from other Schools, including newly developed ENCORE network for PDRAs, in order to develop interdisciplinary connections and discuss gendered challenges	PGR student rep and PDRA rep on SWAN committee (to alternate – 2023 Dr Martin Robinson will organise ENCORE/SWAN event)	Start 2023-24 academic year and then yearly	1 event/year with good attendance rates from around University.
3.5.	**PTO staff**	PTO progression is not possible in a traditional sense within the University (instead progression can only be achieved via structural change within the School). However, we want to maintain advancement and training opportunities for PTO staff, to ensure readiness when opportunity arises. Moreover, gender imbalances are evident in the type of PTO role (see Appendix 2), with more women taking clerical roles and more men taking technical roles. We will attempt to reduce these gender differences in recruitment, where possible.	Provide opportunities for PTO staff to "act up" in vacant roles at higher grade	School Manager		
			Maintain budget for training opportunities for PTO staff	Management Committee		>£20,000 budget for training requests for PTO staff (comparable to last 5 year period spend)
			Continue to encourage career progression discussions in PDR process	School Manager		
			Aim for greater gender equality in recruitment across categories of staff (clerical, administrative, and technical) by advertising gender equality goals within School in recruitment posts.	Management Committee		Substantial reduction of gender imbalance across three types of PTO posts, depending on employment opportunities arising in the School

PRIORITY 4 – Continue to increase the proportion of men studying at undergraduate level and in the two professional doctorates

No	Objective	Action to date/Rationale for Objective	Planned Actions	Person/Group responsible	Timeframe	Measures of Success
4.1.	**Continue and extend recruitment events**	Recruitment events were conducted as part of the last action plan with relative success (there is an increased number of male students, but we are only halfway to our 10% in 10 years goal). We need to continue these actions, with an awareness of operational difficulties of organising such events	Continue "Psychology as Science" theme in all recruitment communications	Recruitment officer to oversee	Ongoing during recruitment	(this is for all actions under this objective)

Achieve the 10% in 10 years increase goal, to which we committed in 2017 application, by end of current renewal period. |
			Participate and provide materials about Psychology to regional roadshow events that the EPS Faculty run across NI (will ensure a wider reach of male students)	Recruitment officer to oversee	2023-24 academic year and then yearly	
			Raise awareness of professional psychology careers in recruitment, with male examples (e.g. male clinical or educational psychologists) and male speakers	DClin or DECAP reps	Include information about professional psychology in recruitment talks starting 2023-24 academic year	
			Use Degree Plus or Placement funding to recruit a male student recruitment champion to help with recruitment events	Recruitment Officer	To start September 2023	Student in place to contribute to at least 50% of recruitment events

			Collate and share alumni profiles of male graduates in the School of Psychology (testimonial, photo, video if possible) on: - recruitment materials - website - social media	Alumni Engagement officer	Collate information and include in talks starting 2023-24 academic year	Updated recruitment materials and website by December 2023 Social media alumni portraits to roll out starting January 2024
		Currently we have: - 18% mixed gender images, 29% male only images, 53% female only images - 76% female student profiles and 24% male student profiles. While these percentages are good, we need to maintain monitoring	Continue to monitor the number of male images on websites and social media in proportion to female images.	Research administrator Communications champion to include gender analysis in reports	Ongoing	Maintain goal of 50% women only images, 30% men only images, 20% mixed/all gender images Have 70% female profiles and 30% male profiles.
4.2	**Increase sense of belonging for male students already in the School**		Organise group for male students in psychology Organise event to connect male UG with male PhD/professional doctorates students	Student Support Officer to collaborate DECAP and DClin admin	Start 2023-24 academic year	Inclusion and belonging mean >4 for male students in the school at Y5 survey
			Organise International Men's day events in the School for male students at all levels (talks, health checks, movie night, male researchers talks)	Degree Plus student above (Action 4.1) on with Main Office help PDRA rep	Yearly in November starting 2023	
			Continue to pair male students in tutorial groups (to avoid solo status)	Education Administrator	Ongoing	

			Monitor gender parity of all degrees awarded. If such gender disparity occurs we will examine whether there are any forms of assessment more likely to show gender differences. We will take further actions only if necessary, depending on trends.	Education Administrator Director of Education and Year Leads, if further action is necessary	Yearly	No substantial gender difference in proportion of each degree obtained.
4.3.	**Sustain and further develop a pedagogical research theme within the School focused on understanding gendered motivations to the study of psychology and retention of male students**	Project ongoing within the School by the Pedagogy Research group, in collaboration with Ulster University and Open University. Study 1 was qualitative involving focus groups, whereas Study 2 is quantitative (longitudinal) and ongoing.	Collect, analyse, and disseminate findings in peer-reviewed scientific journals and conferences	Pedagogy research group	Ongoing	1 publication and 2 conference presentations for qualitative project by January 2024 1 publication and 2 conference presentations for qualitative project by January 2026 >4 theses projects by 2025
			Maintain funding for longitudinal project and collaboration			
			Encourage collaboration with DECAP and DClinPsy, such that their trainees could chose topic under this theme for their research project			
			Develop follow-up projects stemming from qualitative findings within the pedagogy group and potentially for MSc theses within the School			
4.4.	**Community engagement about**	Many of the qualitative findings spoke about	Collaborate with professional bodies and University of	Pedagogy research group	2024-25 Academic year	Good attendance at event (depending on size)

No	Objective	Action to date/Rationale for Objective	Planned Actions	Person/Group responsible	Timeframe	Measures of Success
	the importance of men in psychology (also fits under Priority 6 on sector-leading activities)	common misconceptions around gender, so simply information provision (prioritised to schools who don't offer psychology A level) might be useful.	Ulster and Open University in NI on organising a public event to disseminate research findings and recommendations	SWAN champion		Good uptake of resources from career teachers and positive evaluation of resource helpfulness (>70% satisfaction)
			Public engagement activities on men in psychology i. obtain public engagement funding from QUB Engaged Research Seed Fund ii. use funds to organise two events: a) hold an event to promote psychology as a science to teachers. Also present research findings and ideas for how to make psychology appeal to more men b) create posters and leaflets for careers teachers to bring back with them to their schools.	Pedagogy research group SWAN champion	Develop project and apply for funding by September 2024 Organise events 2024-25 academic year	Successful funding application for public engagement Two day event organised, with good attendance from post-primary career teachers Materials to be developed by end of 2024-25 academic year

PRIORITY 5 – Improve culture around diverse gender identities beyond the gender binary, including transgender and non-binary, with the goal of laying the ground for future staff and students to join an inclusive culture

No	Objective	Action to date/Rationale for Objective	Planned Actions	Person/Group responsible	Timeframe	Measures of Success
5.1.	**Education about trans and non-binary issues**	Our understanding of this issue is relatively new and continuously developing, so we need to commit to maintaining education	Workshop on trans and non-binary issues for staff by Rainbow Project (NI most prominent LGBTQIA+ community organisation)	SWAN champion to organise	Autumn 2023 (during reading week)	>50% staff attendance Post evaluations above 4.00 mean (1-5 scale)

		opportunities for staff and students				
			Continue to embed information about trans and non-binary issues in the curriculum (Level 1 lecture within Social Psychology and Level 3 full module)	SWAN champion	Yearly	Continued good enrolment on L3 course and continued good teaching evaluations for L1 and L3 content
			Ensure gender-inclusive research is incorporated into curriculum where relevant. Where no such research exists, encourage staff to note this as a limitation of current research	SWAN committee to develop guidelines Management Board to discuss guidelines and send to staff	Guidelines developed and sent for implementation by 2024-25 academic year	At least 50% modules to explicitly adopt guidelines.
			Share and discuss University Trans and Non-Binary policy with: i. Staff at School Board (presentation) ii. Students during Induction Week (L1&L2) iii. Send email to existing students and post on PSY4000 and PSY7000 about new procedure to change name/title/ without updated ID (as updating IDs can take many years)	SWAN champion for Staff L1 & L2 module coordinators for students	By end of 2022-23 academic year for staff Starting 2023-24 academic year for students	We will monitor requests for name changes and ensure good uptake of policy (depending on students in the school who identify as trans/non-binary)
5.2.	**Creating an inclusive climate within the School**	Trans and non-binary students and staff expressed a need for the	Explain rationale for using pronouns at School Board and via email and	SWAN champion to -to talk at School Board about the	Discussion tabled for School Board in 2023	Mean of above 4. For Belonging and Inclusion for both staff and students in

		School to be more proactive in communicating vocally about trans inclusivity and protect from transphobic messaging, so actions are designed to *explicitly* communicate an inclusive culture	encourage use of pronouns on Canvas, School staff list, and email signature to normalise not assuming gender and signalling a welcoming culture.	significance of pronouns -to send reminder email and practical instructions to all staff	Reminder emails annually in September	the school who identify as trans/non-binary at Y3 and Y5 >50% staff use of pronouns on Canvas by Y5
			Develop and post inclusive statement about diverse gender identities on School website and job ads	SWAN champion in consultation with PRISM (University LGBTQIA+ network)	By July 2023	
			Maintain, monitor use of, and advertise Gender Neutral bathrooms within School. Add if necessary.	School Manager	Yearly	
5.3.	**Develop a climate for inclusive research within the School**	We want to encourage staff to ensure trans, "non-binary", "other" and "rather not say" are included as gender categories on planned research.	Develop guidelines for assessing sex, gender, and transgender status information in research, as well as analysing the data obtained	Dr Ioana Latu in collaboration with Gender Recognition research team (see below under Action 5.4) and DR	By November 2023	Implementation of Guidelines across the school (uptake for >70% of research projects submitted for ethics review)
			Disseminate guidelines to L2 and L3 tutors/thesis supervisors and students	DR and SWAN champion	By November 2023	
			Discuss guidelines with Faculty Ethics Committee (where our School applications are evaluated)	School Reps on Ethics Committee (changing yearly)	By September 2023 and then ongoing	Adoption of ethical guidelines by the Faculty Ethics Committee, eventually leading to 100% adoption of guidelines in the School
			Invite speaker to deliver seminar on conducting gender inclusive research (e.g. Dr Thekla Morgenroth)	Dr Ioana Latu (SWAN champion and works on	2024-25 Academic year during Research Seminars	Seminar taking place with significant attendance from academic staff and PhD students

No	Objective	Action to date/Rationale for Objective	Planned Actions	Person/Group responsible	Timeframe	Measures of Success
			research in this area)			
5.4.	**Lead on disseminating research findings and best practice within University**	Four staff members led on a project commissioned by NI Department of Finance to investigate changes to the Gender Recognition Act in NI. The project is finalised but awaiting release to the public, so we can use the expertise and partnerships developed within the project to improve the experience of trans and non-binary students within the University	Organise event with LGBT community org, university and Gender Recognition research team to launch project findings and recommendations	Dr Ioana Latu Dr Danielle Blaylock (research team)	Timeframe depends on NI Government lifting embargo	Suggestions submitted to People &Culture for update of Transgender Policy within six months after meetings/discussions
			Organise meeting with PRISM LGBT+ Staff Network to discuss findings and recommendations from our project and how these can be implemented at University level	Dr Ioana Latu Dr Danielle Blaylock (research team)	Timeframe depends on NI Government lifting embargo	

PRIORITY 6 – Continue sector-leading activities on gender equality, with consideration of an inclusive understanding of gender and how gender intersects with other identities

No	Objective	Action to date/Rationale for Objective	Planned Actions	Person/Group responsible	Timeframe	Measures of Success
6.1.	**Clarify maternity leave adjustments in promotion process across the institution.**	There were several comments about unclarity regarding how maternity leave is considered in academic progression.	Initiate discussion with QGI and University SWAN network to develop specific guidelines on *how* maternity leave is considered when evaluating promotion applications	SWAN Committee to submit proposal and bring to University SWAN champions meeting	Proposal submitted and discussed with QGI and University SWAN champions by June 2023	

6.2.	**Disseminate and build on Gender Recognition project findings within the community**		Contact stakeholders and discuss organising sessions to share research findings and recommendations, as well as future research ideas	Dr Danielle Blaylock Dr Ioana Latu	Timeframe depends on NI Government lifting embargo	Maintain collaboration with at least 2 of the stakeholder organisations
			Prepare one mixed-methods manuscript on findings and recommendations, and one quantitative manuscript on correlates of anti-trans beliefs	Dr Elida Cena Dr Stephanie Burns Dr Danielle Blaylock Dr Ioana latu		Manuscripts submitted by 2024 and accepted by end of SWAN renewal period
			Develop follow-up research with Pedagogy Research group and discussion potential of DClin/DECAP students to take projects	Dr Elida Cena Dr Stephanie Burns		Develop 2+ research projects for thesis student and/or DClin/DECAP students
6.3.	**Develop intersectional gender equality initiative research**		Continue PhD project and publish	Dr Ioana Latu and PhD student	By 2025	Submitted thesis by 2026 At least 2 manuscripts submitted for publication
6.4.	**Further develop and disseminate EPSRC Inclusion Matters findings**	The project conducted research and developed resources (including resources for Athena SWAN) to understand and improve effectiveness of gender equality initiatives. Resources are available here	Further deliver talks on findings within EPS network	EPSRC Inclusion Matters team	2022-2026	4+ talks/workshops (First workshop scheduled for January 2023 at Made Smarter Innovation: Centre for People-Led Digitalisation at University of Bath)
			Write blog for EPSRC once all resources are published	EPSRC Inclusion Matters team		1 blog post shared on social media
			Continue videogame development as part of PhD student	Dr Ioana Latu PhD student		i.Submitted thesis by 2025 ii.At least 2 manuscripts submitted for publication iii. Videogame available for use by 2025 and published

						on EPSRC inclusion Matters website
			Explore opportunities for further funding	Dr Ioana Latu Prof Teresa McCormack Prof Rhiannon Turner	Ongoing	At least one application for further funding by end of period
6.5.	**Revive ASPON network**	ASPoN is a national network for UK Psychology departments who are engaged with the Athena Swan Charter. The network was established in 2016, by QUB and Royal Holloway. In 2018, ASPoN was also extended to the Republic of Ireland. Events were organised yearly but have been impaired by the pandemic. Given new application process and other developments, a new workshop should be organised	Contact ASPON members to update champions list

Organise workshop to discuss
- new transformed charter application including using and analysing the Culture Survey
- present research and discuss resources emerging form EPSRC project as well as other relevant projects in the school (e.g. parenting bias in academia with Dr Stefanova, former PhD student) | SWAN champions | Workshop to take place 2023-24 and then yearly after (rotating across institutions) | Workshop organised with good attendance (at least 10 Psychology Departments represented) and good feedback obtained |

Appendix 1: Culture Survey data

This survey was conducted in the School in September-August 2022.

We used:

- The full AdvanceHE Culture Survey from the Transformed charter
- Quantitative questions to evaluate the helpfulness of existing SWAN policies and initiatives
- Qualitative (open-ended) questions about each theme (belonging & inclusion, gender equality, work life balance, career development, wellbeing, and bullying).

This was the main source of consultation data we used for the current application. All results broken down by gender are reported in this appendix.

Summary of figures and tables:

Figure 1. Survey highlights

Table 1. Demographic information for staff consultation, including response rates

Table 2. Evaluation of existing SWAN initiatives

Table 3. Quantitative findings for Athena SWAN Culture Survey: all staff by gender

Table 4. Quantitative findings for Athena SWAN Culture Survey: academic staff by gender

Table 5. Quantitative findings for Athena SWAN Culture Survey: PTO staff by gender

Table 6. Qualitative comments from staff consultation

Figure 1. Survey Highlights

1. Staff members completed the **full Culture Survey** from Advance HE

2. We **added** 'Satisfaction with Previous Actions' and open ended questions

3. There was a **70% response rate** among all School staff

4. There was a **71% response rate** among **women**

5. Effect sizes indicated some initiatives and positive outcomes were **stronger for women**

6. Five core School SWAN Actions, including wellbeing weeks, found **helpful** by over 80%

7. **Partnership in Promotion** programme was especially helpful for women applying for promotion

8. Good culture of **belonging, gender equality, work life balance**, and **career development** in the school

9. **Wellbeing** scores lower than for other aspects of School culture, most likely due to workload, but above the mid-point

10. Female staff especially appreciate **flexible/agile working**

Table 1. Demographic information for staff consultation

		Frequency	Percentage of Total respondents	Response Rate Relative to Total in School*
Gender	Women	39	61%	71%
	Men	23	36%	62%
	Other	1		
	Prefer not to say	1		
Staff Category	Research Fellow	7	11%	39%
	Academic Ed**	11	17%	92%
	Academic Res & Ed	29	45%	76%
	PTO	17	27%	71%
Grade	Lecturer	15	38%	
	Senior Lecturer	11	28%	
	Reader	0	0%	
	Professor	7	18%	
	Prefer not to say	7	18%	
Area Within School	Dclin	5	8%	
	DECAP	5	8%	
	Rest of the School	53	84%	

* survey ran during August-September 2022 and response rates were calculated based on a snapshot of staff data on 31.07.2022 (same data included in Appendix 2 Required Staff Data)

** Several research fellows also took part time teaching fellowships. It is possible they self-identified as Academic Education within the survey rather than Research Fellows (thus explaining the large difference in response rates).

Table 2. Evaluation of existing SWAN initiatives

How helpful have these initiatives been?

1 not all helpful, 2 somewhat unhelpful, 3 neutral, 4 somewhat helpful, 5 extremely helpful // 6 does not apply.

Initiatives	ALL STAFF			Men	Women	Gender Diff
	% Somewhat or extremely helpful	% Somewhat or not at all helpful	% does not apply	Mean	Mean	Cohen's D effect size**
Email hours (no emails on weekend and evenings)	86%	6.3%	1.6%	**4.09**	**4.44**	**0.38**
Meetings during core hours	92.2%	1.6%	3.1%	**4.48**	**4.74**	**0.37**
Meeting and teaching free Friday	71.9%	6.2%	18.8%	4.43	4.62	0.19
Wellbeing week	89.1%	0%	4.7%	4.76	4.84	0.15
Thank you Friday	53.2%	4.7%	20.3%	3.88	4.09	0.20
Partnership in Promotion	31.8%	1.6%	49.2%	**3.57**	**4.25**	**0.72**
Maternity leave return policy	25%	0%	68.8%	4.33	4.46	0.16
Probation period load reduction	48.4%	6.3%	42.2%	4.33	4.17	0.16
Probation period mentoring	51.6%	0%	43.8%	4.45	4.43	0.03
Belfast Marathon participation	40.6%	3.1%	29.7%	**3.59**	**3.92**	0.37
Belfast pride participation	62.5%	0%	20.3%	4.25	4.15	0.13
Family Christmas Party	53.1%	1.6%	23.4%	3.88	4.03	0.17
Social events	82.8%	0%	7.8%	4.45	4.43	0.03
Head of School Friday Update	93.8%	0%	1.6%	4.73	4.82	0.18

*Text responses also included comments about the **breastfeeding room** (4 respondents) and **Zoo day / other family events** (5 respondents)

** There were no statistically significant gender differences at p < .05. Effect sizes that are medium (>.50) and above (>.80 for large) are in **bold**.

Culture Survey

August-September 2022

Data analysis notes:

- We used the long version of the Culture Survey provided by Advance HE. The response scale used was 5 points: 1 Strongly Disagree, 2 Disagree, 3 Neither Disagree or agree, 4 Agree, 5 Strongly Disagree.
- In the analysis below, we did not include the staff who selected "Not applicable" "Don't know" and "Prefer not to say"
- For each theme, the proposed survey included several items. We averaged those for each theme, after ensuring they have sufficient reliability by computing Cronbach α coefficient which generally needs to be over .70 for the scale to show sufficient reliability. These coefficients are included below in the All Staff table – they all show sufficient reliability.
- One exception is bullying and harassment items, which are averaged into two different scores:
  - One score for Incidence of Bullying and harassment in the School (experienced and observed), with lower number meaning lower incidence (first 2 items)
  - Another score for how the department is dealing with Bullying and Harassment, with higher numbers meaning more efficacy in dealing with bullying (last 3 items)

Table 3. Quantitative findings for Athena SWAN Culture Survey: all staff by gender

	Gender	N	Mean	Std. Deviation	Gender Difference Effect Size*
Belonging & Inclusion	Women	39	4.02	0.74	0.00
5 items, Cronbach α=.859	Men	22	4.02	0.77	
Gender Equality	Women	39	4.12	0.63	0.20
6 items, Cronbach α=.716	Men	21	4.24	0.62	
Work Life Balance	Women	39	4.16	0.61	0.01
5 items, Cronbach α=.815	Men	22	4.17	0.56	
Career Development	Women	38	4.15	0.82	0.10
4 items, Cronbach α=.890	Men	22	4.07	0.71	
Wellbeing	Women	38	3.69	0.95	0.30
4 items, Cronbach α=.798	Men	22	3.44	0.72	
Incidence of Bullying	Women	37	1.46	0.79	0.17
2 items, Cronbach α=.865	Men	22	1.61	1.05	
Dealing with Bullying	Women	36	3.81	1.02	0.27
3 items, Cronbach α=.878	Men	22	4.05	0.78	

* There were no statistically significant gender differences at $p < .05$. Effect sizes that are medium (>.50) and above (>.80 for large) are in **bold**.

Table 4. Quantitative findings for Athena SWAN Culture Survey: academic staff by gender

	Gender	N	Mean	Std. Deviation	Gender Difference Effect Size*
Belonging & Inclusion	Women	26	3.97	0.79	0.07
	Men	18	3.91	0.79	
Gender Equality	Women	26	4.01	0.63	0.33
	Men	17	4.21	0.66	
Work Life Balance	Women	26	4.09	0.62	0.19
	Men	18	4.20	0.59	
Career Development	Women	25	3.98	0.92	0.06
	Men	18	3.94	0.70	
Wellbeing	Women	25	3.51	0.92	0.20
	Men	18	3.35	0.70	
Incidence of Bullying	Women	24	1.48	0.83	0.28
	Men	18	1.75	1.11	
Dealing with Bullying	Women	23	3.63	1.10	0.34
	Men	18	3.95	0.80	

* There were no statistically significant gender differences at $p < .05$. No effect sizes that were medium (>.50) and above (>.80 for large).

Table 5. Quantitative findings for Athena SWAN Culture Survey: PTO staff by gender

	Gender	N	Mean	Std. Deviation	Gender Difference Effect Size*
Belonging & Inclusion	Women	13	4.12	0.63	**0.67**
	Men	4	4.50	0.48	
Gender Equality	Women	13	4.34	0.59	0.07
	Men	4	4.38	0.48	
Work Life Balance	Women	13	4.31	0.59	**0.60**
	Men	4	4.00	0.44	
Career Development	Women	13	4.46	0.47	**0.53**
	Men	4	4.69	0.38	
Wellbeing	Women	13	4.03	0.94	0.26
	Men	4	3.81	0.75	
Incidence of Bullying	Women	13	1.42	0.76	**0.79**
	Men	4	1.00	0.00	
Dealing with Bullying	Women	13	4.13	0.82	**0.52**
	Men	4	4.50	0.58	

* There were no statistically significant gender differences at $p < .05$. Effect sizes that are medium (>.50) and above (>.80 for large) are in **bold**.

Table 6. Qualitative comments from staff consultation

These data were collected as part of the Culture Survey August-September 2022

(redacted)

Appendix 2: Data tables

Summary of data figures and tables

Figure 1a. Students at foundation, UG, PGT and PGR level

Figure 1b. Yearly student intake data for UG programme

Figure 2a. Degree attainment for students at UG level

Figure 2b. Completion rates for students at PGT and PGR level, as well as professional doctorates

Figure 3. Academic staff by grade and contract function (Research & Education vs. Education)

Table 1. Academic staff by grade and contract type

Table 2. Professional, technical and operational (PTO) staff by job family

Table 3. PTO staff by contract type

Table 4. Applications, shortlists and appointments made in recruitment to academic posts

Table 5. Applications, shortlists, and appointments made in recruitment to PTO posts

Table 6. Applications and success rates for academic promotion

Table 7. PTO progression

Figure 1a. Students at foundation, UG, PGT and PGR level
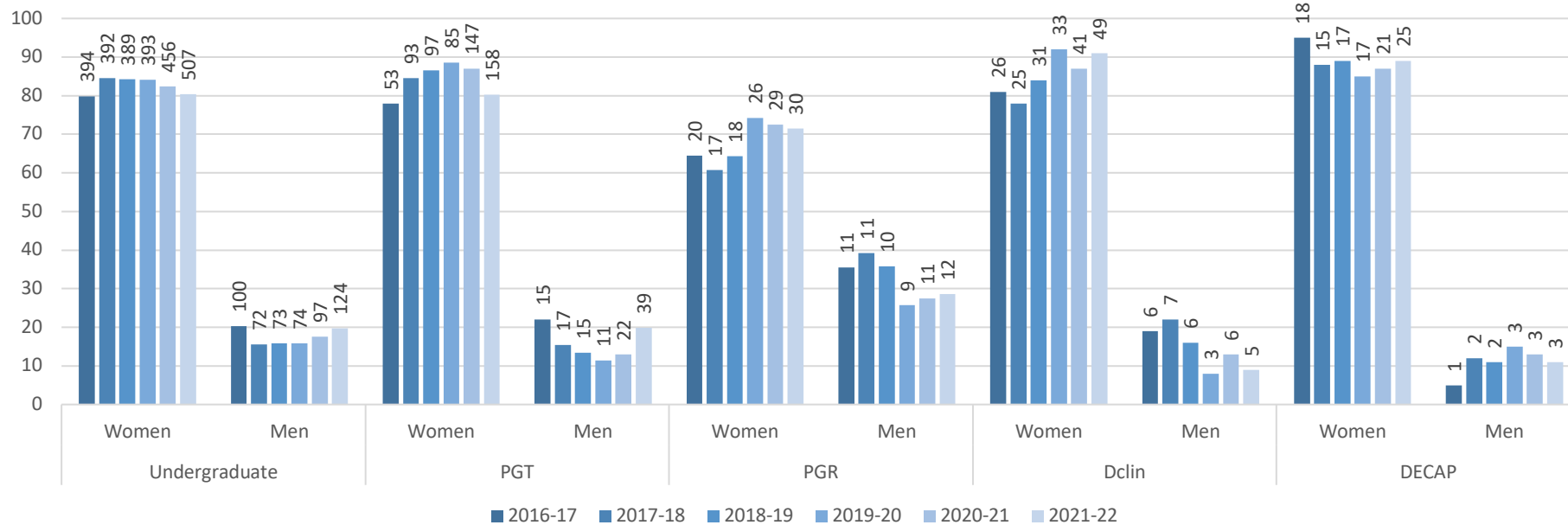
Legend: 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22

Note: The relative percentage women to men (%) is graphed on the Y axis, with frequencies (absolute numbers) as data labels

Figure 1b. Yearly student intake data for UG programme
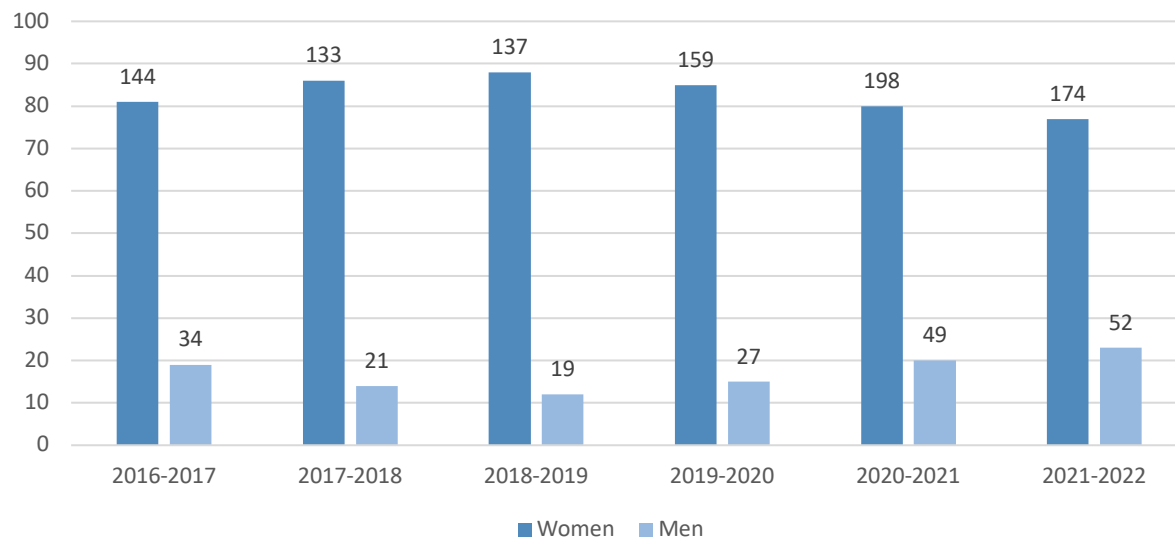
Note: The relative percentage women to men (%) is graphed on the Y axis, with frequencies (absolute numbers) as data labels

Figure 2a. Degree attainment for students at UG level
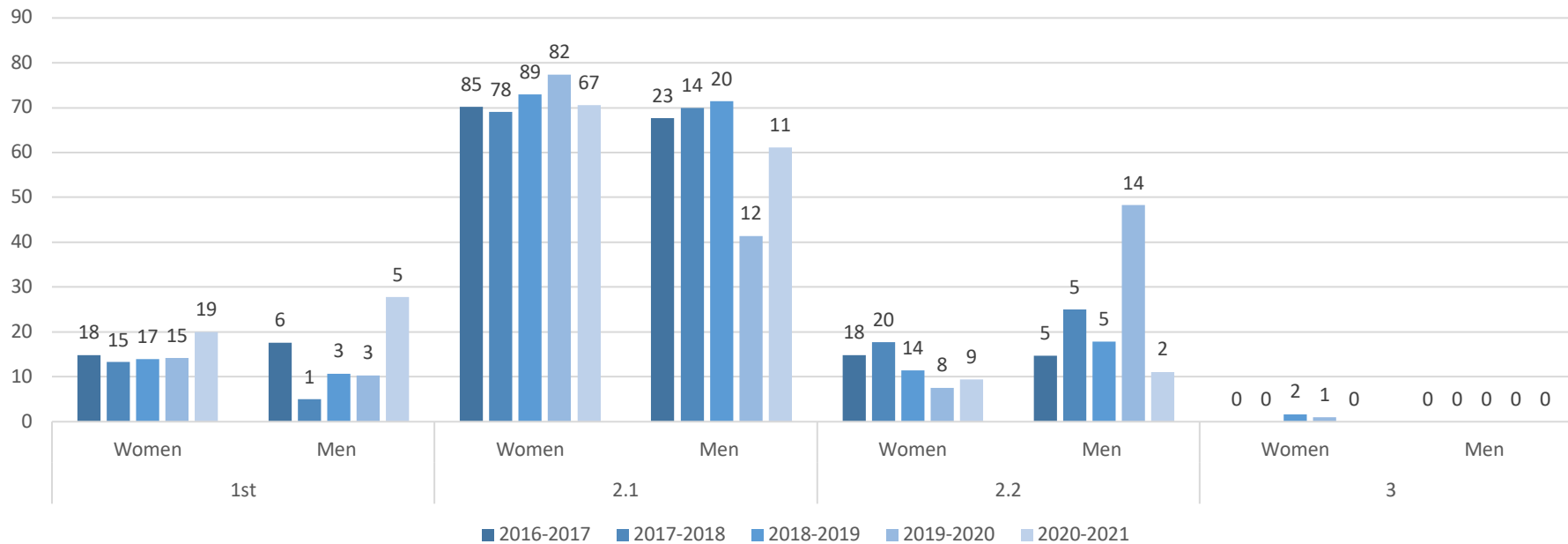
Note: The relative percentage women to men (%) is graphed on the Y axis, with frequencies (absolute numbers) as data labels

Figure 2b. Completion rates for students at PGT and PGR level, as well as professional doctorates
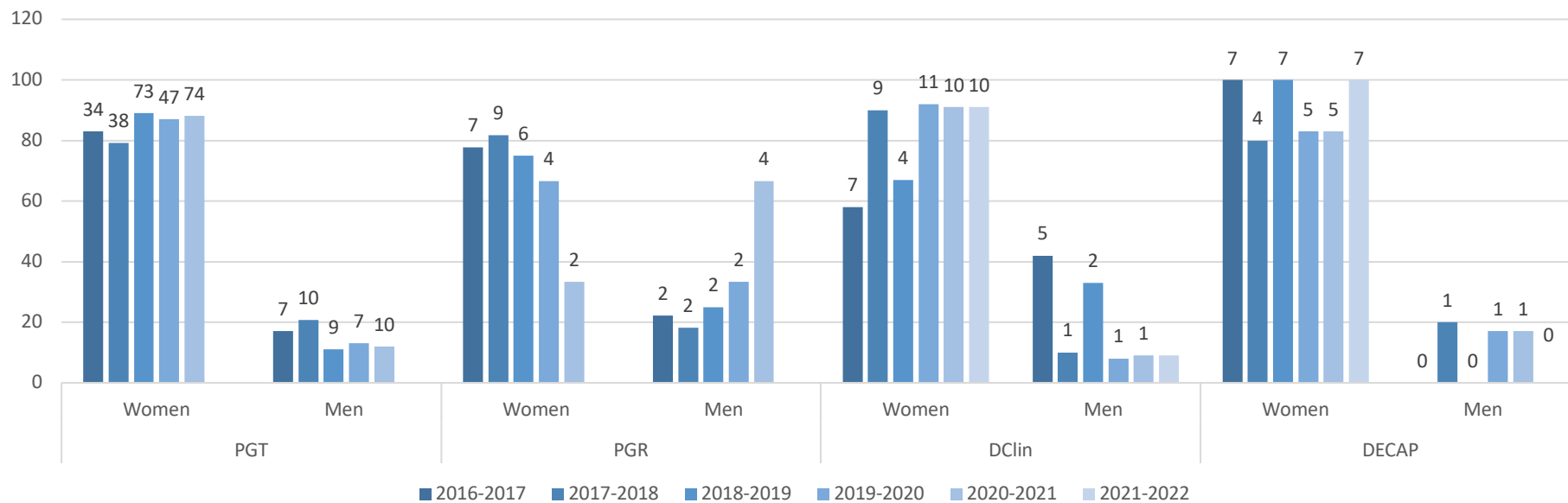
Note: The relative percentage women to men (%) is graphed on the Y axis, with frequencies (absolute numbers) as data labels

Figure 3. Academic staff by grade and contract function (Research & Education vs. Education-Only)
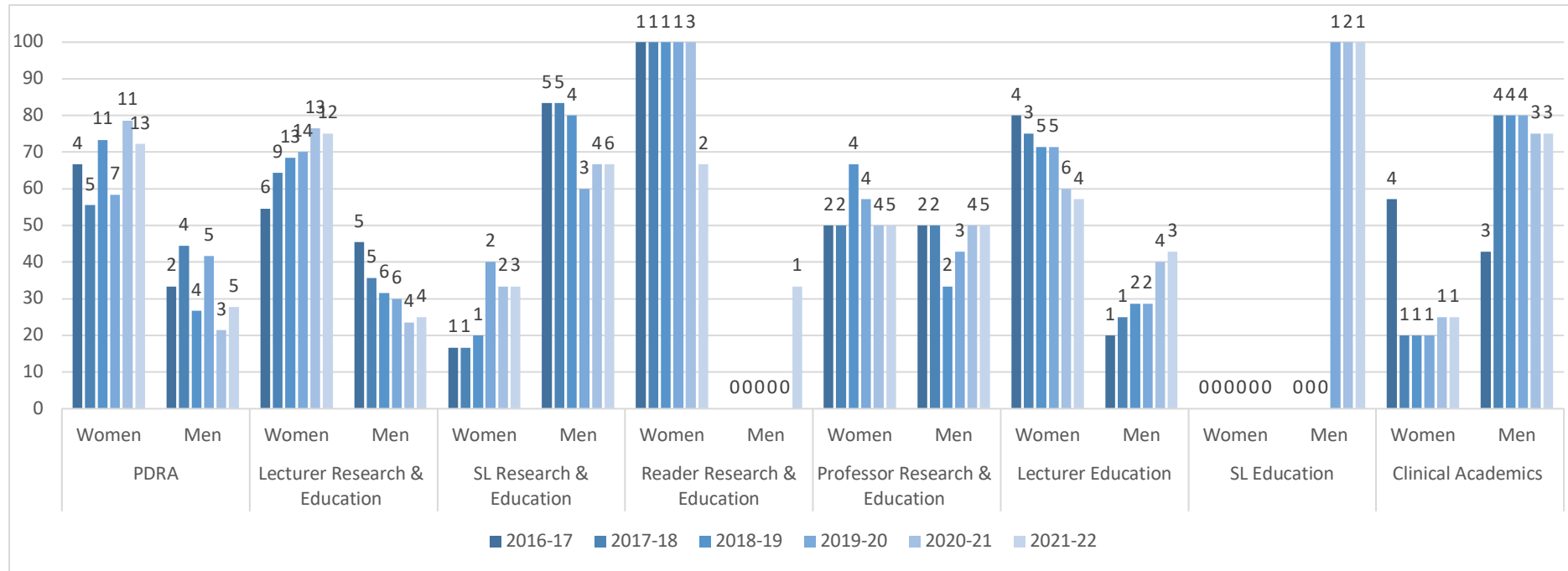
Notes: The relative percentage women to men (%) is graphed on the Y axis, with frequencies (absolute numbers) as data labels. In 2021-2022 we also had 4 Teaching Fellows (2 women, 2 men, one of each has also a part time PDRA contract). In 2019-2010, Grade AC4 was introduced for readers, until then they were on AC3 together with SL. One of the female professors is associated with psychology but works as a Pro-Vice-Chancellor for Research and Enterprise. The Education category is also referred to as "teaching-only" in the application

Table 1. Academic staff by grade and contract type

		Fixed-term		Permanent	
		Women	Men	Women	Men
2016-17	% W/M	67%	33%	48%	52%
	Contract	4 PDRA, 2 LE, 4 Clinical Acad	2 PDRA, 3 Clinical Acad	12	13
2017-18	% W/M	45%	55%	53%	47%
	Contract	5 PRDA	4 PDRA, 2 fixed	17	15
2018-19	% W/M	68%	32%	59%	41%
	Contract	11 PDRA, 1 LE, 1 L R&E on part-time	4 PDRA, 1 LE, 1 Clinical Acad	23	16
2019-20	% W/M	56%	44%	60%	40%
	Contract	7 PDRA, 2 LE, 1 R&E on part time	5 PDRA, 1 LE, 1 Clinical Acad, 1 SL Educ part-time	24	16
2020-21	% W/M	64%	36%	62%	38%
	Contract	11 PDRA, 4 LE, 1 Reader	3 PDRA, 4 LE, 1 Clinical Acad, 1 SLE part-time	24	15
2021-22	% W/M	63%	37%	56%	44%
	Contract	13 PDRA, 3 LE, 1 Teaching Fellow	5 PDRA , 3 LE, 1 Clinical Acad, 1 Teaching Fellow	24	19

Note: PDRA = Post-Doctoral Research Assistant/Research Fellow, LE = Lecturer Education-Only track, L R&E = Lecturer Researcher & Education track. SLE = Senior Lecturer Education track.

The relative percentage women to men (%) below in parentheses, with details on the frequencies and type of post below

Table 2. Professional, technical and operational (PTO) staff by job family

	Academic-related		Clerical		Technical		Totals		
	Women	**Men**	**Women**	**Men**	**Women**	**Men**	**Women**	**Men**	**All**
2016-17	4	5	9	0	0	3	13	8	**21**
	(44%)	(56%)	(100%)	(0%)	(0%)	(100%)	(62%)	(38%)	
2017-18	4	4	8	1	0	2	12	7	**19**
	(50%)	(50%)	(89%)	(11%)	(0%)	(100%)	(63%)	(37%)	
2018-19	3	4	7	2	0	2	10	8	**18**
	(43%)	(57%)	(78%)	(22%)	(0%)	(100%)	(56%)	(44%)	
2019-20	3	4	8	2	0	2	11	8	**19**
	(43%)	(57%)	(80%)	(20%)	(0%)	(100%)	(58%)	(42%)	
2020-21	3	4	8	2	0	2	11	8	**19**
	(43%)	(57%)	(80%)	(20%)	(0%)	(100%)	(58%)	(42%)	
2021-22	4	4	11	2	0	3	15	9	**24**
	(50%)	(50%)	(85%)	(15%)	(0%)	(100%)	(63%)	(38%)	

Note: Frequencies (absolute numbers) are presented, with the relative percentage women to men (%) below in parentheses.

Table 3. PTO staff by contract type

		Fixed-term		Permanent	
		Women	**Men**	**Women**	**Men**
2016-17	% W/M	50%	50%	63%	37%
	Contract	1 clerical	1 technical	12	7
2017-18	% W/M	100%	0%	61%	39%
	Contract	1 clerical	0	11	7
2018-19	% W/M	100%	0%	53%	47%
	Contract	1 clerical	0	9	8
2019-20	% W/M	100%	0%	56%	44%
	Contract	1 clerical	0	10	8
2020-21	% W/M	100%	0%	56%	44%
	Contract	1 clerical	0	10	8
2021-22	% W/M	100%	0%	55%	45%
	Contract	1 academic-related	0	11	9
		3 clerical			

Note: The relative percentage women to men (%) below in parentheses, with details on the frequencies and type of post below

Table 4. Applications, shortlists and appointments made in recruitment to academic posts

		Women						Men					
		Received		Shortlisted		Appointed		Received		Shortlisted		Appointed	
		%	#	%	#	%	#	%	#	%	#	%	#
2017-18	Researcher	62%	53	53%	10	100%	4	38%	33	47%	9	0%	0
	Lecturer R&E	53%	33	67%	12	80%	4	47%	29	33%	6	20%	1
	SL R&E	27%	3	0	0	0	0	73%	8	0	0	0	0
	Professor	100%	1	100%	1	100%	1	0%	0	0%	0	0%	0
	Lecturer Educ	37%	7	43%	3	0%	0	63%	12	57%	4	100%	2
2018-19	Researcher	73%	111	67%	18	67%	4	27%	42	33%	9	33%	2
	Lecturer R&E	39%	15	25%	2	100%	2	61%	23	75%	6	0%	0
	SL R&E	0%	0	0%	0	0	0	100%	8	100	2	0%	0
	Professor	43%	6	25%	1	50%	1	57%	8	75%	3	50%	1
	Lecturer Educ	57%	13	67%	4	50%	1	43%	10	33%	2	50%	1
2019-20	Researcher	65%	20	80%	4	100%	2	35%	11	20%	1	0%	0
	Lecturer R&E	60%	30	70%	7	100%	1	40%	20	30%	3	0%	0
	SL Educ	73%	8	67%	4	0	0	27%	3	33%	2	100%	1
2020-21	Researcher	72%	55	81%	44	75%	3	28%	21%	19%	10	25%	1
	Lecturer R&E	53%	9	80%	4	0%	0	47%	8%	20%	1	0%	0
	SL R&E	65%	11	100%	1	0%	0	35%	6%	0%	0	0%	0
	Lecturer Educ	52%	35	44%	7	20%	1	48%	32	56%	9	80	4
	TOTAL	**60%**	**410**	**65%**	**122**	**65%**	**24**	**40%**	**274**	**35%**	**67**	**35%**	**13**

Note. Both the relative percentage women to men (%) and frequencies (absolute numbers) are reported in different columns. Only post categories for which recruitment was conducted in a particular year are included.

Table 5. Applications, shortlists, and appointments made in recruitment to PTO posts

		Women						Men					
		Received		Shortlisted		Appointed		Received		Shortlisted		Appointed	
		%	#	%	#	%	#	%	#	%	#	%	#
2017-18	G7	61%	53	83%	5	100%	1 (Admin)	39%	34	17%	1	0%	0
	G4	67%	2	50%	2	67%	2	33%	1	50%	2	33%	1
	G3	0%	0	0%	0	0%	0	100%	2	100%	2	100%	2
2018-19	G7	18%	2	0%	0	0%	0	82%	9	100%	4	100%	1 (Academic Related)
2019-20	There was no recruitment into PTO posts this academic year												
2020-21	G7	74%	65	79%	11	100%	2 (Admin)	26%	23	21%	3	0%	0
	G5	7%	2	0%	0	0%	0	93%	25	100%	5	100%	1 Technical
2021-22	G6	80%	4	100%	1	100%	1 (Clerical)	20%	1	0%	0	0%	0
	G4	48%	10	80%	4	100%	1 (Clerical)	52%	11	20%	1	0%	0
	G3	100%	2	100%	2	100%	2 (Clerical)	0%	0	0%	0	0%	0
TOTAL		**57%**	**140**	**58**	**25**	**64**	**9**	**43%**	**106**	**42**	**18**	**36**	**5**

Note. Both the relative percentage women to men (%) and frequencies (absolute numbers) are reported in different columns.

Only grades for which recruitment was conducted in a particular year are included.

Table 6. Applications and success rates for academic promotion

		Applications		Successes	
		Female	**Male**	**Female**	**Male**
to Senior Lecturer	2016-17				
	2017-18				
	2018-19	1	0	1	0
	2019-20	2	5	1	3
	2020-21	0	2	0	1
	2021-22	4	3	3	2
to Reader	2016-17				
	2017-18				
	2018-19				
	2019-20	2	0	2	0
	2020-21	0	2	0	1
	2021-22	1	0		
to Professor	2016-17				
	2017-18				
	2018-19	0	1	0	1
	2019-20		1		1
	2020-21				
	2021-22	2	0	1	
Total	**All years**	**12**	**14**	**8**	**9**
Success Rate				**67%**	**64%**

Table 7. PTO progression

	Applied for higher grade post while already in the School	New to School	Re-graded within School
Academic Related Administrative	**2**	**3**	**1**
Women	1	3	
Men	1		1
Academic Related Computer		**2**	
Men		2	
Clerical	**1**	**11**	**2**
Women	1	9	2
Men		2	
Technical	**1**	**1**	**1**
Men	1	1	1
Grand Total	**4**	**19**	**4**

Note. Only frequencies (absolute numbers) are provided. The number in bold represent the overall number across genders. Below we present the gender breakdown for each category. We note that individual progression is not available for PTO staff within the University. Progression can only be achieved via structural change within the School. Instead, the School systematically provides acting up opportunities for PTO staff, where possible. As such, in this table, we summarise how each PTO staff member got their current post, to give an overall image

Appendix 3: Glossary

QGI   Queen's Gender Initiative, University-wide gender equality initiative

LE   Lecturer on Education-only track

DClin   Doctorate in Clinical Psychology

DECAP   Doctorate in Educational, Child & Adolescent Psychology

PDRA   Post-Doctoral Research Assistant, also referred to as Research Fellow

EDI   Equity, Diversity, and Inclusion

HoS   Head of School

NAP   New Action Plan

PAP   Previous Action Plan

Y3   Year 3, 3rd year into New Action Plan, 2025

Y5   Year 5, 5th year into New Action Plan, 2028