

## Section 5: Athena Swan Gold Action Plan (2023-2028)

### Queen's University Belfast Athena Swan Action Plan 2023 – 2028

#### Key priorities\* for future action:

- A – Values and behaviours
- B – Culture and belonging
- C – Supporting career progression of F academics and increasing F representation at senior leadership level
- D – Supporting career development of F Professional Services staff and F Researchers
- E – Data and resourcing for Athena Swan Champions and EDI leads
- F – New Athena Swan in PTO Directorates
- G – Students and gender equality
- H – Gender Equality beyond Queen's: partnership and leadership

*\*Order of priorities does not infer order of importance.*

#### A – Values and behaviours

Our actions in this Key Priority area relate to how we manage and respond as an institution to inappropriate behaviour, the implementation of the Staff Charter and associated training in expected behaviours, improving access to training on behaviours and how to challenge inappropriate behaviours.

No.	Objective	Action to date/Rationale for Objective	Planned Actions	Person/Group Responsible	Timeframe	Measure(s) of Success
A1	<b>Improving our institutional response to inappropriate behaviours</b>  To respond effectively when issues arise.	<b>QES 2023:</b> 29% (28% F, 34% M) agreed that Queen's responds effectively to reports of inappropriate behaviours (31% disagreed; 38% don't know).  <b>Focus Group with F. BAME colleagues (July 2023):</b>	A1.1 Launch a new suite of streamlined policies for Grievance, Bullying and Harassment and Appeal.	<ul style="list-style-type: none"> <li>• Head of HR Business Partnering</li> <li>• Head of Organisational Development</li> </ul>	<ul style="list-style-type: none"> <li>• May 2024</li> <li>• May 2025</li> </ul>	<ul style="list-style-type: none"> <li>• In the 2027 QES, &gt;50% agree that Queen's responds effectively to inappropriate behaviour.</li> <li>• Reduction in the time taken to complete grievance processes (to complete within 3-6</li> </ul>
			A1.2 Launch new Disciplinary and Capability policies.			
			A1.3 Introduce guidance and toolkits for managers and for employees to	<ul style="list-style-type: none"> <li>• Head of HR Business Partnering</li> </ul>	<ul style="list-style-type: none"> <li>• May 2024</li> </ul>	

		<p>frustrations with the perceived lack of consequences for some staff (but not all) of poor behaviours.</p> <p><b>Strategy 2030 focus groups with staff (April 2021):</b> we need better approaches to dealing with issues promptly to prevent escalation.</p> <p><b>Senior Female Academic Leadership Survey (Oct 2022):</b> recommended introduction of effective HR mechanisms to address challenging behaviours.</p> <p>We are aware that better processes may lead to more complaints being raised as confidence in new processes grows.</p>	<p>encourage complaints to be raised at the earliest opportunity. Promote mediation and informal resolution.</p>			<p>months) by 2028. Currently average is ~190 days.</p> <ul style="list-style-type: none"> <li>• Increase in use of mediation and informal processes prior to formal complaints (baseline data unavailable as not currently recorded; data from new processes to be recorded and reported annually to monitor use of mediation/ informal).</li> </ul>
			<p>A1.4 Introduce a new time-efficient Complaints Resolution Procedure (CRP) that integrates Grievance, Anti-Bullying and Harassment, and Disciplinary policies.</p>	<ul style="list-style-type: none"> <li>• Head of HR Business Partnering</li> </ul>	<ul style="list-style-type: none"> <li>• May 2024</li> </ul>	

<b>A2</b>	<b>Implementation of Staff Charter workshops to promote behaviours in line with the university's values and Staff Charter.</b>	<p><b>QES 2023:</b> 70% F (80% M) agreed they are treated equally by colleagues irrespective of their sex (disagree: F 21%, M 5%).</p> <p><b>QES 2023</b> intersectional analysis and focus groups informed the actions in this section.</p>	<p>A2.1 Launch of workshops/ awareness programme to promote new Staff Charter (introduced in 2023). Workshop content/ scenarios to include gendered and intersectional lenses.</p> <p>A2.2 Reinforce attendance at workshops during PDR conversations.</p>	<ul style="list-style-type: none"> <li>• Head of Organisational Development</li> <li>• Head of Diversity, Inclusion &amp; Staff Wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• January 2024 and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• In the 2027 QES, &gt;85% overall agreeing they are treated equally by colleagues irrespective of their sex, no gendered difference; and</li> <li>• &lt;30% overall having witnessed/ experienced inappropriate behaviour, no intersectional difference.</li> <li>• Staff Charter workshops: Year 1 all Senior Managers to participate; years 2-5 20% of staff each year.</li> </ul>
<b>A3</b>	<b>Improving access to training on behaviours</b>	QES 2023 intersectional analysis and focus groups informed the actions in this section.	A3.1 Deliver Anti Bullying & Harassment training session annually in each Faculty (in addition to continuing some	<ul style="list-style-type: none"> <li>• Head of HR Business Partnering</li> </ul>	<ul style="list-style-type: none"> <li>• Roll-out from June 2024.</li> </ul>	

	Improve access to training on behaviours to reach more staff and reduce the instances of inappropriate behaviour.	Previously, Anti-Bullying & Harassment Training was delivered centrally with attendees signing up and going outside of their office base to a central university venue. This has not been an effective approach in reaching all staff.	centrally), to increase accessibility and help to reach staff who may not otherwise engage with the training.	<ul style="list-style-type: none"> <li>Head of Diversity, Inclusion and Staff Wellbeing</li> </ul>		<ul style="list-style-type: none"> <li>3 Anti B&amp;H sessions completed annually (one in each Faculty) with annual evaluation.</li> </ul>
A4	<b>Higher staff completion rates for online mandatory equality training</b>  Address the small but persistent gaps in completion rates of online mandatory training modules on 'Unconscious Bias' and 'Think Difference, Act Differently'	<b>Data:</b> Current completion rates are 89% and 79% respectively, with higher completion rates for permanent staff compared to fixed term staff: Unconscious Bias, 93% v 77%; TDAD, 81% v 72%.  Previous target of 95% completion (all staff) from 2019 Silver Action Plan insufficiently accounted for staff onboarding timings and staff on fixed-term contracts.  Other mandatory training module completion rates are 83%.	A4.1 Introduce completion of online mandatory equality training during new, progressive Staff Induction programme (refer action 2.1.3).	<ul style="list-style-type: none"> <li>VP People and Culture</li> <li>Head of Organisational Development</li> <li>Line Managers</li> </ul>	<ul style="list-style-type: none"> <li>January 2024</li> <li>September 2024</li> </ul>	<ul style="list-style-type: none"> <li>&gt;90% completion rate for permanent staff. Measured by six monthly review of data and reported to ISAT.</li> </ul>
			A4.2 Reinforce annual refresher during PDRs.			
			A4.3 Update content on 'Think Difference, Act Differently' to make it more current (imagery, policies, Case Law notes)	<ul style="list-style-type: none"> <li>Head of Diversity, Inclusion &amp; Staff Wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>Update completed August 2023. To be reviewed January 2025</li> </ul>	<ul style="list-style-type: none"> <li>Content updated in TDAD.</li> </ul>

A5	<p><b>Increase no. staff completing Active Bystander Training</b></p> <p>Increase in staff completing ABT so they know what to do if they witness/ experience inappropriate behaviour</p>	<p><b>QES 2023:</b> 60% overall agreed that they feel able to challenge inappropriate behaviour when witnessed/ experienced (30% disagreed). There was a gendered difference (55% F, 70% M).</p> <p>21% agreed they had availed of Active Bystander Training (22% F, 16% M); 68% disagreed (68% F, 73% M).</p>	<p>A5.1 Increase delivery of Active Bystander Training (ABT) centrally by an external training organisation. Continue to deliver to staff and students in Schools and Directorates by locally trained staff, as part of REC-EDI 5 Programme.</p>	<ul style="list-style-type: none"> <li>• QGI</li> <li>• P&amp;C Directorate</li> <li>• Staff/students in schools and Directorates</li> </ul>	<ul style="list-style-type: none"> <li>• Central training to be delivered every May.</li> <li>• Ongoing in Schools and Directorates led locally.</li> </ul>	<ul style="list-style-type: none"> <li>• &gt;50% staff completing ABT by 2027.</li> <li>• 50% of those completing ABT are men by 2027.</li> <li>• In the 2027 QES, &gt;80% overall feel able to challenge inappropriate behaviour, no gendered difference.</li> </ul>
	<p><b>Areas of continuing action relating to this priority area</b></p>		<ul style="list-style-type: none"> <li>• Deliver annual Gender Identity, Transgender and Non-Binary awareness sessions for staff (three sessions annually).</li> </ul>	<ul style="list-style-type: none"> <li>• Diversity, Inclusion and Staff Wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	

## B – Culture and belonging

Our actions in this Key Priority Area acknowledge the changes required to make our culture more inclusive for F BAME and international colleagues, with support from the moment they accept a job offer at Queen’s through to their daily experience of working here. Our actions also relate to creating a stronger sense of inclusion and belonging for all staff, with a particular focus on women, trans and non-binary staff/ students, and those with visible and non-visible disabilities. We also have actions to communicate more clearly our cultural diversity and enhance the inclusiveness of our communications/ events.

No.	Objective	Action to date/Rationale for Objective	Planned Actions	Person/Group Responsible	Timeframe	Measure(s) of Success
B1	<p><b>Improve the onboarding and induction processes for new staff with targeted support for international staff.</b></p> <p>Continue to develop and deliver a range of welcoming and integration activities for international staff.</p>	<p><b>QES 2023:</b></p> <ul style="list-style-type: none"> <li>• 73% overall v 61% F BAME feel they belong at Queen’s.</li> <li>• 75% overall v 50% F BAME feel Queen’s has an inclusive culture.</li> <li>• 66% overall feel that Queen’s buildings and campus are inclusive (29% of F BAME <b>disagreed</b> v 17% overall).</li> </ul> <p><b>Focus Group with F. BAME colleagues:</b> international staff find it difficult to make friends ‘from’ Northern Ireland.</p> <p>People &amp; Culture engagement processes recommended better inductions for staff as development opportunities.</p>	B1.1 Roll-out new virtual On-boarding portal in 2024, to improve candidate engagement prior to joining Queen’s.	<ul style="list-style-type: none"> <li>• Head of HR Services</li> </ul>	<ul style="list-style-type: none"> <li>• Pilot underway with roll-out expected by Jan 2024.</li> </ul>	<ul style="list-style-type: none"> <li>• In the 2027 QES, &gt;75% feel they belong at Queen’s, no intersectional difference; and</li> <li>• &gt;75% feel Queen’s has an inclusive culture, no intersectional difference; and</li> <li>• &gt;75% feel that Queen’s buildings and campus are inclusive, no intersectional difference.</li> <li>• On-boarding portal in place – positive user experience reported: &gt;4/5 rating.</li> <li>• New recruitment support for international staff in place – positive</li> </ul>
			B1.2 Introduce new recruitment support related to visas for employment and conference travel, including option for reimbursement of visa and related fees during the employee life cycle for international staff.	<ul style="list-style-type: none"> <li>• Head of HR Services</li> <li>• Postdoctoral Development Centre Manager</li> </ul>	<ul style="list-style-type: none"> <li>• 2025/26</li> </ul>	
			B1.3 Roll-out new, progressive Staff Induction programme in 2024 which will include quarterly Welcome Events	<ul style="list-style-type: none"> <li>• VP People &amp; Culture</li> <li>• Head of Organisational Development</li> </ul>	<ul style="list-style-type: none"> <li>• January 2024</li> </ul>	
			B1.4 Host annual welcome event for new F BAME/ international staff.	<ul style="list-style-type: none"> <li>• QGI</li> <li>• iRISE</li> </ul>	<ul style="list-style-type: none"> <li>• From September 2024</li> </ul>	

		We have designed actions to ensure that international staff feel welcomed, integrated and supported to participate in a wide variety of activities at the University, and in Belfast.				<p>experience reported: &gt;4/5 rating.</p> <ul style="list-style-type: none"> <li>• New induction programme established – positive experience reported: &gt;4/5 rating.</li> </ul>
<b>B2</b>	<b>Targeted support for international staff and their families</b>	Recognising the housing pressures in Belfast, Queen’s purchased a building site close to the university in 2023 to be developed into housing for international staff and their families.	B2.1 Build new accommodation for international staff and their families (52 units).	<ul style="list-style-type: none"> <li>• VP Students &amp; Corporate Services</li> </ul>	<ul style="list-style-type: none"> <li>• To be ready 2026/27</li> </ul>	<ul style="list-style-type: none"> <li>• Annual QGI welcome event held for new F BAME/ international staff.</li> <li>• New accommodation facility open.</li> </ul>
		<b>Data:</b> data from Corporate Services indicates 50% of the families using Queen’s Childcare are international and we recognise the challenges that come with starting a new life in a new location, and the time it can take to acquire household appliances and children’s items.	B2.2 Provide a washing machine available for use by all families using the University creche.	<ul style="list-style-type: none"> <li>• VP Students &amp; Corporate Services</li> </ul>	<ul style="list-style-type: none"> <li>• September 2023</li> </ul>	<ul style="list-style-type: none"> <li>• Washing machine in place and active swap programme.</li> </ul>
			B2.3 Facilitate children’s clothes, equipment and toy swap.	<ul style="list-style-type: none"> <li>• Queen’s Creche</li> <li>• VP Students &amp; Corporate Services</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• September 2023</li> <li>•</li> </ul>	

<p><b>B3</b></p>	<p><b>Extend the REC-EDI 5 Programme in Schools and Directorates</b></p> <p>To raise awareness among staff and students of race equality and EDI</p>	<p>To further promote inclusion of under-represented groups and educate staff/students on intersectional inequalities as they relate to gender and race/ethnicity.</p>	<p>B3.1 Deliver Phase 2 of REC-EDI 5 programme in Schools and Directorates. Actions include: Active Bystander Training, REC Mentoring, Curriculum Review and promoting visibility and voice of under-represented groups.</p>	<ul style="list-style-type: none"> <li>• QGI</li> <li>• Heads of School</li> <li>• Heads of Directorate</li> <li>• REC Champions network</li> <li>• REC Project Manager</li> </ul>	<ul style="list-style-type: none"> <li>• Deliver annually – reports by mid-way through award cycle</li> </ul>	<ul style="list-style-type: none"> <li>• All Schools submitted Phase 2 REC-EDI 5 report by June 2025.</li> <li>• All first year students to have taken ABT by June 2025.</li> </ul>
<p><b>B4</b></p>	<p><b>Enhance collaboration space on campus to support integration of international staff.</b></p> <p>To provide opportunities for staff, particularly international staff, to meet and collaborate with others on campus.</p>	<p>Staff told us that international staff find it difficult to make friends 'from' Northern Ireland, so this action would help international staff to meet other staff in a collaborative environment on campus.</p> <p>Staff feedback also confirms the mindset of the workplace is changing and the infrastructure should adapt accordingly, with better collaboration/ breakout space.</p>	<p>B4.1 Incorporation of collaborative working space during renovation work/ new builds.</p>	<ul style="list-style-type: none"> <li>• Director of Estates</li> </ul>	<ul style="list-style-type: none"> <li>• Review by ISAT annually in May</li> </ul>	<ul style="list-style-type: none"> <li>• Collaboration spaces actively used by staff.</li> </ul>
<p><b>B5</b></p>	<p><b>Increase the accessibility of</b></p>	<p>To help staff, students and visitors to access our sites and buildings more easily by providing</p>	<p>B5.1 Introduce the AccessAble App. Promote it to staff, students and service users. Display posters with QR</p>	<ul style="list-style-type: none"> <li>• Head of Diversity, Inclusion and Staff Wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• Posters by May 2024 and ongoing.</li> </ul>	



	<p><b>campus facilities for all staff.</b></p> <p>To enhance the physical space at the university so that all staff (and students) feel that it is an inclusive space</p>	<p>detailed information regarding physical accessibility.</p> <p>To ensure facilities for trans and non-binary staff, students, and visitors in line with our institutional commitments in our Trans Equality Policy. This was informed by QES 2023.</p>	<p>code to access the AccessAble app around campus.</p> <p>B5.2 Develop a campus map of: gender-neutral, separate F/M facilities and accessible bathrooms, and nursing mothers and parents rooms. Add map to the AccessAble App (ref. action B5.1).</p>	<ul style="list-style-type: none"> <li>• Head of Diversity, Inclusion and Staff Wellbeing</li> <li>• Director of Estates</li> </ul>	<ul style="list-style-type: none"> <li>• September 2024</li> </ul>	<ul style="list-style-type: none"> <li>• AccessAble app rolled out and analytics in place.</li> <li>• Campus map of facilities is available online and via the accessible App.</li> </ul>
B6	<p><b>Embed diversity in our communications.</b></p> <p>To be more inclusive in how we communicate and to communicate more clearly our cultural diversity</p>	<p><b>Focus Group with F. BAME colleagues</b> informed the actions in this section.</p>	<p>B6.1 Roll-out of a ‘Diversity Calendar’ for all staff to access, featuring holidays and days of cultural significance. Comms to increase staff awareness.</p> <p>B6.2 Create portfolio of up-to-date and representative diverse images for use in University communications. Communicate and encourage use of diverse images representing Queen’s staff and students (gender, race, disability, age)</p>	<ul style="list-style-type: none"> <li>• Head of Diversity, Inclusion and Staff well-being</li> <li>• Global Marketing, Recruitment and Admissions</li> </ul>	<ul style="list-style-type: none"> <li>• Roll-out by May 2024. Updated annually.</li> <li>• Roll-out by May 2024. Update May 2026.</li> </ul>	<ul style="list-style-type: none"> <li>• Diversity Calendar operational.</li> <li>• Imagery portfolio created and regularly updated.</li> </ul>

		To be more inclusive in how we communicate with staff and students.	B6.3 Roll-out of 'Gender on Forms' guidance institutionally. This will remove requirement for gendered pre-fixes e.g. Mr, Mrs, Ms when providing personal information for university systems/ records/ sign-ups.	<ul style="list-style-type: none"> <li>• Head of Diversity, Inclusion and Staff well-being</li> </ul>	<ul style="list-style-type: none"> <li>• Roll-out by September 2024.</li> </ul>	<ul style="list-style-type: none"> <li>• No requirement for gender pre-fixes on any Queen's forms.</li> <li>• Event checklist incorporated into 'Business as usual'.</li> </ul>
<b>B7</b>	<b>Embed inclusion in our events planning.</b>	<p>To enable participation and enhance the inclusiveness of our events.</p> <p>A Conference Strategy Working Group (CSWG) is currently developing a Conference Handbook for Queen's staff to use when organising events. This will include a checklist for organisers to take account of the individual needs of participants.</p>	B7.1 Work with the CSWG to develop an inclusion/ accessibility checklist for the new Conference Handbook e.g. take account of needs of those who require access to mothers/ parents rooms, hearing impaired, visually impaired, neurodiversity, allergies.	<ul style="list-style-type: none"> <li>• Head of Conference, Events and Timetabling</li> <li>• QGI</li> <li>• Head of Diversity, Inclusion &amp; Staff Wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• By May 2024</li> </ul>	
<b>B8</b>	<b>Develop a new programme of institutional activity to support staff with their</b>	A report <sup>2</sup> co-authored by Queen's academic and Athena Swan Champion, Dr Satish Kumar, describes the mental health challenges faced by those within BAME	B8.1 Publish a draft staff health and wellbeing programme for consultation, with specific consideration for the needs of BAME staff.	<ul style="list-style-type: none"> <li>• Head of Diversity, Inclusion and Staff Wellbeing</li> <li>• REC Project Manager</li> </ul>	<ul style="list-style-type: none"> <li>• Draft by May 2024</li> <li>• Final plan by September 2024</li> </ul>	

<sup>2</sup> 'Hearing our needs', a report by the Counselling all Nations Services (CANS) in collaboration with Queen's University Belfast. Dr M. Satish Kumar, Nuala McCarthy-Kumar, Lekan Ojo-Okiji Abasi, Steven J. Donnelly (November 2020)

	<p><b>health and wellbeing.</b></p> <p>To support the mental health and wellbeing of staff, with consideration for the specific needs of BAME colleagues.</p>	<p>communities and identifies the mental health and emotional wellbeing needs that need to be addressed. It highlights the need to provide culturally appropriate and accessible mental health support for BAME communities.</p> <p>The new Staff Health and Wellbeing plan will include specific offerings matched to the workforce profile in terms of age, gender and ethnicity.</p> <p>The plan will also provide clarity for managers and staff around attendance/ participation in activities during work time/ personal time.</p>		(consultation with BAME colleagues)		<p>Final staff health and wellbeing programme published.</p> <p>• Staff Health and Wellbeing programme launched. Annual evaluation with intersectional analysis.</p>
			B8.2 Implementation of the programme, encompassing training modules and wellbeing activities.	<ul style="list-style-type: none"> <li>• Head of Diversity, Inclusion and Staff Wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• First annual program launched January 2025</li> </ul>	
B9	<p><b>New policy development to support the health and wellbeing of staff</b></p>	<p>To develop policies in areas of pregnancy loss, domestic abuse and female health.</p>	<p>B9.1 To develop policy and associated guidance and staff training for Pregnancy Loss.</p>	<ul style="list-style-type: none"> <li>• Head of Diversity, Inclusion and Staff Wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• May 2025</li> </ul>	
			<p>B9.2 To develop policy and associated guidance and staff training for Domestic Abuse.</p>	<ul style="list-style-type: none"> <li>• Head of Diversity, Inclusion and Staff Wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• September 2025</li> </ul>	

						<ul style="list-style-type: none"> <li>• New policies in place – evaluation one year post-implementation.</li> </ul>
<b>B10</b>	<b>Employee Listening Programme activities</b>	To create mechanisms and opportunities for staff to provide feedback on their experience of the employee life cycle, including work, workplace culture, health and well-being and reward and development.	B10.1 Develop and implement lifecycle surveys for joiners & leavers	<ul style="list-style-type: none"> <li>• Head of Organisational Development</li> </ul>	<ul style="list-style-type: none"> <li>• May 2024</li> </ul>	<ul style="list-style-type: none"> <li>• Joiner, leaver and listening dashboard developed.</li> <li>• Annual reporting of data and insights from dashboard to UMB and Senior Leaders Forum.</li> </ul>
			B10.2 Develop an employee listening dashboard		<ul style="list-style-type: none"> <li>• December 2024</li> </ul>	
<b>B11</b>	<b>Enhance the visibility of the contribution of women to the university.</b>  To create an inclusive physical environment where the contribution of women is recognised.	Three rooms have been named after women in Queen’s in the last two years, including the naming of rooms in Maths & Physics after Sheila O’Brien (PS) and Professor Ruth Lynden-Bell (now both retired) in March 2023.  Also, the creation the Longley Room (classroom), in recognition of the	B11.1 Update existing policy for Naming University Buildings and Facilities to include gender, race and EDI considerations.	<ul style="list-style-type: none"> <li>• VP Strategic Engagement &amp; External Affairs</li> <li>• Director of QGI</li> <li>• Director of Development and Alumni Relations Office</li> <li>• University Secretary</li> </ul>	<ul style="list-style-type: none"> <li>• Updated policy to UMB for approval by March 2024.</li> <li>• September 2028</li> </ul>	<ul style="list-style-type: none"> <li>• In the 2027 QES, &gt;80% overall agreeing that Queen’s celebrates the diversity of staff and students, no intersectional difference.</li> <li>• Updated policy in place.</li> <li>• Two rooms per faculty named after former F staff, by 2028.</li> </ul>

	<p>lifetime of poetry excellence from Professor Emerita Edna Longley and Michael Longley CBE (2021).</p> <p>There is a desire to do this in other areas of the university and the current policy on Naming University Buildings and Facilities is currently under review.</p> <p><b>QES 2023:</b></p> <ul style="list-style-type: none"> <li>• 77% overall v 61% F BAME agreeing that Queen’s celebrates the diversity of staff and students.</li> </ul>				
	<p>2025 marks the 180<sup>th</sup> anniversary of Queen’s. We have commissioned (2022-23) five portraits of women to recognise their contribution to Queen’s (preference for commission to be completed by female artists where possible). The sitters have been identified.</p>	<p>B11.2 Unveiling of five portraits of women by 180th anniversary.</p>	<ul style="list-style-type: none"> <li>• VP Students &amp; Corporate Services</li> </ul>	<ul style="list-style-type: none"> <li>• 2025</li> </ul>	<ul style="list-style-type: none"> <li>• Five portraits completed by 2025.</li> </ul>

		Queen's is currently developing a 'Visitor Experience' on campus, consisting of audio tours that will recount the history of Queen's. Phase 2 of this will be an audio tour of the women portraits collection.	B11.3 Development of audio tour of the women portraits collection.	<ul style="list-style-type: none"> <li>VP Students &amp; Corporate Services</li> </ul>	<ul style="list-style-type: none"> <li>2025</li> </ul>	<ul style="list-style-type: none"> <li>Audio tours in operation and analysis of data on uptake.</li> </ul>
	<b>Areas of continuing action relating to this priority area</b>		<ul style="list-style-type: none"> <li>Continue with programme of annual events and activities in collaboration with the Staff networks on key dates, cultural events and religious festivals e.g. Black History Month, Chinese New Year, Diwali, Saint Patrick's Day Parade Belfast Pride, Carers Week.</li> <li>Continue Equality Screening clinics to provide guidance to staff on wording and impact.</li> <li>Continue with all-staff surveys as part of Employee Listening Plan (2023, 2027 and thereafter).</li> <li>A renewed commitment to the core committee meeting hours of 10.00am to 4.00pm, where possible.</li> </ul>	<ul style="list-style-type: none"> <li>Head of Diversity, Inclusion and Staff Wellbeing</li> <li>iRISE Staff Network</li> <li>Head of Diversity, Inclusion and Staff Wellbeing</li> <li>Head of Organisational Development</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	

### C - Supporting career progression of F academics and increasing F representation at senior leadership level

The areas of key focus in this area will be the Reader grade, supporting progression into and promotion from this level, and F BAME staff who have the highest progression application rate but lower success rates. We have actions to improve transparency and feedback in the academic progression process so that unsuccessful colleagues can carry learning forward to the next application. We have actions relating to recruitment into Reader and Professor roles, as well as actions to enable senior academic women to take on leadership roles.

No.	Objective	Action to date/Rationale for Objective	Planned Actions	Person/Group Responsible	Timeframe	Measures of Success
C1	<p><b>Reach &gt;40% F Readers by 2028</b></p> <p>To support the F pipeline for Readers through internal progression</p>	<p><b>Data:</b> 46% of SL are F. We want to ensure their progression to Reader (currently 33% F).</p> <p>Actions are required to increase the number of F Readers through internal progression.</p>	<p>C1.1 Launch a two year QGI ‘Reaching Reader’ programme of mentoring, CV clinics, peer support workshops – targeted at cohort of F SLs who wish to progress to Reader.</p>	<ul style="list-style-type: none"> <li>• QGI Director</li> <li>• Athena Swan Project Manager</li> <li>• Organisational Development</li> </ul>	<ul style="list-style-type: none"> <li>• Launched by September 2024.</li> </ul>	<ul style="list-style-type: none"> <li>• 24 SLs completing ‘Reaching Reader’ programme by end of 2026.</li> <li>• &gt;75% of participants progressing to Reader by 2028.</li> <li>• Programme runs biennially.</li> </ul>
C2	<p><b>Reach &gt;40% F Profs by 2028</b></p> <p>To support the F pipeline for Professors through internal progression</p>	<p><b>Data:</b> 31% of our Professors are F. We want to ensure the progression of our current cohort of Readers to Professor.</p> <p>Actions are required to increase the number of F Professors through internal progression.</p>	<p>C2.1 Launch a two year ‘Beyond Reader’ programme, including mix of mentoring, coaching, CV clinics and international leadership development opportunities – targeted at Readers who wish progress to Professor.</p>	<ul style="list-style-type: none"> <li>• PVC sponsor</li> <li>• QGI Director</li> <li>• Athena Swan Project Manager</li> <li>• Organisational Development</li> </ul>	<ul style="list-style-type: none"> <li>• Launched by September 2024</li> </ul>	<ul style="list-style-type: none"> <li>• 16 Readers completing ‘Beyond Reader’ programme by end of 2026.</li> <li>• &gt;75% of participants progressing to Prof by 2028.</li> <li>• Programme runs biennially.</li> </ul>
C3	<p><b>Targeted support for F BAME</b></p>	<p><b>Data:</b> our data shows growth in the number of F BAME Lecturers over</p>	<p>C3.1 Launch a two year ‘Active inclusion’ career development programme for F BAME</p>	<ul style="list-style-type: none"> <li>• Senior Professor sponsor</li> <li>• QGI Director</li> </ul>	<ul style="list-style-type: none"> <li>• Launched by</li> </ul>	<ul style="list-style-type: none"> <li>• 8 Lecturers completing ‘Active Inclusion’</li> </ul>

	<p><b>Lecturers to progress</b></p>	<p>the past four years (increase from 19 to 33, 75% growth). We want to support their career planning and progression, and build on the strong application rates for progression (28% over the last 5 years).</p> <p><b>QES 2023</b> informed actions in this section.</p> <p><b>Race Equality in Higher Education Conference (September 2023):</b> Discussions highlighted the challenges for BAME colleagues in terms of career progression.</p>	<p>Lecturers, including mentoring, coaching, Career Seminar Series, CV clinics, research/ pedagogy workshops.</p>	<ul style="list-style-type: none"> <li>• REC Project Manager</li> <li>• Athena Swan Project Manager</li> <li>• Organisational Development</li> </ul>	<p>September 2024</p>	<p>programme by end of 2026.</p> <ul style="list-style-type: none"> <li>• &gt;75% of participants progressing to SL by 2028.</li> <li>• Programme runs biennially.</li> </ul>
C4	<p><b>Improve transparency in progression outcomes through EDI lenses.</b></p> <p><b>Enhance feedback to applicants in the academic progression process.</b></p>	<p>Improve transparency and feedback for unsuccessful colleagues so that they better understand why the application was unsuccessful with associated learning for subsequent application.</p>	<p>C4.1 Implementation of new academic profiles/ standards (review currently underway, to report findings to UMB by Jan 2024).</p>	<ul style="list-style-type: none"> <li>• PVC sponsor</li> <li>• Head of Organisational Development</li> <li>• Review of Academic Progression Working Group.</li> </ul>	<ul style="list-style-type: none"> <li>• September 2024.</li> </ul>	<ul style="list-style-type: none"> <li>• In the 2027 QES, &gt;60% overall agreeing the criteria for academic progression are applied holistically across the domains of citizenship, education, no gendered difference.</li> </ul>
			<p>C4.2 Publish the application and success rates for all staff, with gendered and intersectional analysis.</p>	<ul style="list-style-type: none"> <li>• QGI Director</li> <li>• Head of Organisational Development</li> </ul>	<ul style="list-style-type: none"> <li>• Annually from January 2024</li> </ul>	<ul style="list-style-type: none"> <li>• Annual presentation of application and success rates to UMB.</li> </ul>



		<p><b>QES 2023 and focus group informed the actions in this section.</b></p> <p>A review of Academic Progression and academic profiles/ standards is underway (2023). A Working Group has been established and has already met.</p>	<p>C4.3 Introduce support measures for panels providing feedback, including a scoring matrix and feedback template for panels to provide consistency across Schools and Faculties and to frame feedback across key domains.</p>	<ul style="list-style-type: none"> <li>• PVC sponsor</li> <li>• Head of Organisational Development</li> </ul>	<ul style="list-style-type: none"> <li>• From September 2024</li> </ul>	<ul style="list-style-type: none"> <li>• Panel support measures and moderation process in place - positive feedback from panels on use of matrix and template form.</li> <li>• Positive experience reported by applicants on the quality and usefulness of feedback.</li> </ul>
			<p>C4.4 Introduction of moration process across Faculties to drive consistency.</p>	<ul style="list-style-type: none"> <li>• Head of Organisational Development</li> </ul>	<ul style="list-style-type: none"> <li>• From September 2024</li> </ul>	
<p><b>C5 Recruit more F Readers and Professors</b></p> <p>To support the F pipeline for Readers and Professors through external recruitment</p>	<p><b>Data:</b> At Professor level, 24% F applications results in 33% F appointments (over the last 5 years).</p> <p>We have recruited three Readers (all M) in the last 5 years. This is an area of development.</p> <p>We need to make targeted interventions to increase F applications and make concerted efforts to attract the top F talent to Queen’s, to ensure a</p>	<p>C5.1 Faculty PVCs and HoS to identify roles that could be advertised as Reader (rather than SL).</p>	<ul style="list-style-type: none"> <li>• Faculty PVCs</li> <li>• Heads of School</li> </ul>	<ul style="list-style-type: none"> <li>• From September 2024 and ongoing as roles are required</li> </ul>	<ul style="list-style-type: none"> <li>• Recruitment of 5F Readers by 2028.</li> <li>• Appointments 50:50 for R and Professor (baseline: 33%F appointments for Prof).</li> </ul>	
		<p>C5.2 Develop a Faculty-based strategy aimed specifically at engaging with and attracting senior F academic talent.</p>	<ul style="list-style-type: none"> <li>• Faculty PVCs</li> <li>• Heads of School</li> <li>• Head of HRBP</li> </ul>	<ul style="list-style-type: none"> <li>• Expect design proposals by January 2024.</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty strategy in place to engage/attract senior F academic talent.</li> </ul>	
		<p>C5.3 Hold Focus Group with recently hired senior F academics to understand the QUB offer &amp; what impacted their decision to take up post.</p>	<ul style="list-style-type: none"> <li>• Head of HRBP</li> <li>• QGI Director</li> <li>• Head of Organisational Development</li> </ul>	<ul style="list-style-type: none"> <li>• May 2025</li> </ul>	<ul style="list-style-type: none"> <li>• Focus group completed recently hired senior F academics – report with findings and recommendations.</li> </ul>	

		pipeline of future F leaders.	C5.4 Introduce a short survey for candidates who reject offers of employment to ascertain the reason(s) why.	<ul style="list-style-type: none"> <li>• Head of HRBP</li> </ul>	<ul style="list-style-type: none"> <li>• May 2024</li> <li>• Review data May 2026</li> </ul>	<ul style="list-style-type: none"> <li>• Survey of those rejecting job offers incorporated into 'business as usual'. Analysis of data to identify reasons for not taking up posts at Queen's (gendered analysis).</li> <li>• Updates to website and materials completed. Google analytics to analyse applicant engagement through page hits and bounce rates.</li> </ul>
			C5.5 Update website and recruitment materials (including 'Behind the scenes at Queen's' video), including focus on life in Northern Ireland, links to recruitment agencies for partners, agile/flexible working patterns and various family friendly initiatives available at Queen's.	<ul style="list-style-type: none"> <li>• Head of HRBP</li> <li>• Head of Organisational Development</li> </ul>	<ul style="list-style-type: none"> <li>• May 2024.</li> <li>Update May 2026.</li> </ul>	
		Since recruitment restarted in January 2021, 83% of panels had at least 33% of one gender.	C5.6 Contingency measures to be implemented to avoid unintentional divergence from this policy.	<ul style="list-style-type: none"> <li>• Head of HRBP</li> </ul>	<ul style="list-style-type: none"> <li>• May 2024.</li> </ul>	<ul style="list-style-type: none"> <li>• All recruitment panels will be comprised of at least 33% of one gender.</li> </ul>
<b>C6</b>	<b>Select a mode of recruitment that attracts F applications and gender balance in appointments</b>	<b>Data:</b> our data on mode of recruitment (individual job advertising v campaign) shows that campaigns attract lower applications from women (27%). Whilst outcomes for L were gender balanced	C6.1 Create Guidance document with recommendations for Faculty PVCs and HoS that, based on the data in last 5 years, individual recruitment may be more effective in achieving gender balance in SL and Professor appointments.	<ul style="list-style-type: none"> <li>• Head of HRBP</li> <li>• QGI Director</li> </ul>	<ul style="list-style-type: none"> <li>• Guidance document published September 2024</li> </ul>	<ul style="list-style-type: none"> <li>• No gendered difference in application and outcome rates for individual or campaign recruitment by 2028.</li> </ul>

		(52% F appointed), outcomes for SL is 2:1 appointments in favour of M (1:1 via individual recruitment).  Professorial appointments are 2:1 in favour of M, regardless of recruitment mode.				
<b>C7</b>	<b>Introduce enablers for senior F academics to take on leadership roles and achieve gender balance at FEB level, HoS, Deans and UMB.</b>	Continue with 2019 target to reach gender balance on Faculty Executive Boards (minimum 40% women). Female representation on FEBs has improved since 2018, although balance has not yet been achieved.  <ul style="list-style-type: none"> <li>AHSS: 36% F</li> <li>EPS: 36% F</li> <li>MHLS: 40% F</li> </ul> FEB is impacted by gender representation among Deans and Heads of School.	C7.1 Increase scope of pilot Succession Planning programme in Faculty of Medicines, Health and Life Sciences underway since May 2023.	<ul style="list-style-type: none"> <li>PVCs</li> <li>Head of Organisation Development</li> </ul>	<ul style="list-style-type: none"> <li>Complete pilot by September 2024.</li> <li>Implement in other two Faculties by September 2026.</li> </ul>	<ul style="list-style-type: none"> <li>Gender balance on FEBs, Deans, HoS and UMB (minimum 40% F).</li> <li>Pilot Succession Planning programme complete. Report to UMB.</li> <li>Roll-out of succession planning programme in all three Faculties , with annual evaluation.</li> <li>Updated intranet webpages.</li> <li>Handovers embedded in School planning.</li> <li>Roles advertised as shared opportunity.</li> </ul>
			C7.2 Faculties and Schools to publish on School intranet the tenure period for existing senior academic roles to facilitate planning.	<ul style="list-style-type: none"> <li>PVCs</li> <li>Heads of School</li> <li>School Managers</li> <li>Faculty Directors of Operation</li> </ul>	<ul style="list-style-type: none"> <li>September 2024</li> </ul>	
			C7.3 Introduce planned handovers e.g. incumbent and new post-holder working together for one month.			
			C7.4 Facilitate dual postholders or shared roles to enable balance of teaching,			

	<ul style="list-style-type: none"> <li>• 29% of Deans, including one Associate Dean, are female</li> <li>• 33% Heads of School are female</li> <li>• UMB has just under 40% F.</li> </ul> <p><b>Senior Female Academic Leadership Survey:</b> resulted in a number of recommendations for action which are reflected here in proposed actions 3.6.</p>	<p>research/pedagogy and citizenship</p> <p>C7.5 Provision of support for research/pedagogy during leadership service with provision of research assistant.</p> <p>C7.6 Produce detailed role descriptions including time commitment and support available within role e.g. administrative/clerical support where appropriate</p> <p>C7.7 Real-life recognition of role within workload, including agreed removal of other duties.</p> <p>C7.8 Awareness-raising of typical opportunities during PDR conversations</p>				<ul style="list-style-type: none"> <li>• Uplift in Faculty budgets for research assistant.</li> <li>• Routine inclusion of this information in job description.</li> <li>• Data from Simitive platform on WAM for these roles.</li> <li>• PDR briefing document for reviewers to inform conversation.</li> </ul>
<b>Areas of continuing action relating to this priority area</b>		<ul style="list-style-type: none"> <li>• Annual bespoke QGI Mentoring Programmes for female Academics (and PS staff), (since 2002), with around 50 Mentor-Mentee pairings per year (25 each for academic and PS).</li> </ul>	<ul style="list-style-type: none"> <li>• QGI</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>		

## D – Supporting career development of F Professional Services staff and F Researchers

Our actions in this Key Priority Area relate to reviewing the implementation of the PDR process, new career development opportunities including job shadowing, the launch of new Academies and Communities of Practice, targeted actions for Technicians, learning and development opportunities and improved feedback from the internal recruitment process for unsuccessful candidates. We also have actions to support researchers.

No.	Objective	Action to date/Rationale for Objective	Planned Actions	Person/Group Responsible	Timeframe	Measures of Success
D1	<p><b>Review the implementation of the PDR process</b></p> <p>To have a PDR process that is of value to staff.</p>	<p>An audit of the PDR process was completed in February 2023 (for Professional Services) and this flagged up challenges. It remains on the agenda of the Internal Audit Committee.</p> <p>People &amp; Culture engagement processes recommended prioritising personal development by elevating and prioritising PDRs as the primary method of workforce development, planning, and review.</p> <p><b>QES 2023:</b></p> <ul style="list-style-type: none"> <li>• 33% of PS respondents (34%F, 35%M) agreed they found the process to be of value; and</li> </ul>	<p>D1.1 Review the implementation of the PDR process.</p>	<ul style="list-style-type: none"> <li>• Head of Organisational Development</li> </ul>	<ul style="list-style-type: none"> <li>• By January 2024.</li> </ul>	<ul style="list-style-type: none"> <li>• In the 2027 QES, &gt;60% overall agreeing PDR is of value, no gendered difference.</li> <li>• Review of implementation of PDR complete. Findings reported to UMB by Jan 2024.</li> </ul>
			<p>D1.2 Update PDR guidance to highlight the new protected time action (refer to action 4.3.1) for training/development opportunities.</p>			

		<ul style="list-style-type: none"> <li>43% of academics also found the process to be of value (44%F, 43%M).</li> </ul> <p>Working Group established June 2023 with Terms of Reference to review the implementation of the PDR process.</p>				
<b>D2</b>	<b>Increase in career development opportunities for Professional Services staff.</b>	<p><b>QES 2023:</b></p> <ul style="list-style-type: none"> <li>62% PS staff (63% F, 62% M) agreeing there are opportunities for them to develop professionally; and</li> <li>62% PS staff (65% F, 61% M) agreeing they have been encouraged to avail of development opportunities</li> </ul> <p>In response to feedback from maternity returners, a pilot coaching programme (optional) has been introduced to support those returning from maternity leave.</p>	D2.1 Launch new Career Development Programme (CDP) with initial focus on PS staff, with two intakes per year, 40 participants per year.	<ul style="list-style-type: none"> <li>Head of Organisational Development</li> </ul>	<ul style="list-style-type: none"> <li>Pilot February-June 2024.</li> </ul>	<ul style="list-style-type: none"> <li>In the 2027 QES, &gt;75% PS staff agreeing there are opportunities for them to develop professionally; and</li> <li>&gt;75% PS staff agreeing they have been encouraged to avail of development opportunities.</li> <li>Pilot CDP completed by June 2024 (20 participants).</li> <li>Evaluation complete and CDP mainstreamed from September 2024 (40 participants per year over 2 intakes).</li> </ul>
			D2.2 Launch of an Administration Academy for Grades 2-4, bringing in Administration Assistants at Grade 2, with progression through the Academy to Grades 3 and 4.	<ul style="list-style-type: none"> <li>Head of Organisational Development</li> </ul>	<ul style="list-style-type: none"> <li>September 2024</li> </ul>	
			D2.3 Launch pilot of Communities of Practice (CoP) – first CoP to be with School Managers.	<ul style="list-style-type: none"> <li>Head of Organisational Development</li> </ul>	<ul style="list-style-type: none"> <li>November 2023</li> </ul>	
			D2.4 Introduction of secondments and Job Shadowing Scheme for areas of commonality (pilot Directorates potentially HR and finance- tbc)	<ul style="list-style-type: none"> <li>Talent Manager, Organisational Development</li> </ul>	<ul style="list-style-type: none"> <li>Pilot in March 2024</li> <li>Full launch expected September 2024</li> </ul>	

		<p>People &amp; Culture engagement processes recommended providing appropriate development opportunities to staff such as opportunities to receive accreditations, and secondment opportunities.</p> <p>It also proposed ToRs for a new Project and Change Academy, which will provide staff with skills development, coaching and capacity support to deliver change projects that support Strategy 2030.</p>	<p>D2.5 Establishment of a Change and Project Management Academy to build capability and provide shared resources and development opportunities for staff.</p>	<ul style="list-style-type: none"> <li>• Director of Transformation and Strategic Delivery</li> </ul>	<ul style="list-style-type: none"> <li>• January 2025 and ongoing to 2028</li> </ul>	<ul style="list-style-type: none"> <li>• Admin Academy operational with evidence of staff progression through Academy.</li> <li>• One new CoP per year.</li> </ul>
			<p>D2.6 Offer maternity returners the opportunity to participate in Coaching Programme (12 month pilot finished July 2023).</p>	<ul style="list-style-type: none"> <li>• Talent Manager, Organisational Development</li> </ul>	<ul style="list-style-type: none"> <li>• Full launch expected September 2024</li> </ul>	<ul style="list-style-type: none"> <li>• Job Shadowing Scheme pilot completed by March 2024. Evaluation complete and extended across university by Sept 2024.</li> </ul>
			<p>Offer returners from long term leave with opportunity to participate in Coaching Programme.</p>	<ul style="list-style-type: none"> <li>• Talent Manager, Organisational Development</li> </ul>	<ul style="list-style-type: none"> <li>• April 2024</li> </ul>	<ul style="list-style-type: none"> <li>• First intake to Change and Project Management Academy by Jan 2025.</li> <li>• Participation of maternity and long term leave returners in coaching programme.</li> </ul>
<b>D3</b>	<b>Learning and development opportunities for Professional Services staff</b>	<p>Currently staff do not have protected time to access L&amp;D opportunities.</p>	<p>D3.1 Implementation of up to 60 hours protected time for staff to access Learning &amp; Development as agreed during PDR meetings.</p>	<ul style="list-style-type: none"> <li>• VP People &amp; Culture</li> <li>• Head of Organisational Development</li> </ul>	<ul style="list-style-type: none"> <li>• September 2024</li> </ul>	<ul style="list-style-type: none"> <li>• &gt;75% PS staff agreeing they have been encouraged to avail of development opportunities</li> <li>• Increase in no. staff accessing Career</li> </ul>
			<p>D3.2 Target communications, signpost and encourage staff to use Career Development Hub.</p>	<ul style="list-style-type: none"> <li>• Head of Organisational Development</li> </ul>	<ul style="list-style-type: none"> <li>• 2023 and ongoing</li> </ul>	
			<p>D3.3 Deliver annual Career Development Road Shows</p>	<ul style="list-style-type: none"> <li>• Head of Organisational Development</li> </ul>	<ul style="list-style-type: none"> <li>• Annually from March 2024</li> </ul>	

			(showcasing L&D opportunities)			Development Hub (data analytics).
			D3.4 Set up 'Women in Professional Services in HE' network, with sponsorship by F VP	<ul style="list-style-type: none"> <li>• Female VP</li> </ul>	<ul style="list-style-type: none"> <li>• By end 2024</li> </ul>	<ul style="list-style-type: none"> <li>• Annual programme of roadshows in place.</li> <li>• Network established by end 2024 with annual programme of meetings and representation across all Directorates.</li> </ul>
			D3.5 Raise awareness among PS staff (and all staff) of Queen's corporate membership of Women in Business Network and associated membership benefits e.g. networking events, training	<ul style="list-style-type: none"> <li>• Business Engagement Team</li> </ul>	<ul style="list-style-type: none"> <li>• From March 2024</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in no. staff engaging with WiB resources, training, events. Membership analytics from WiB.</li> </ul>
			D3.6 Identify Fellowship/ external development opportunities for Professional Support staff e.g. ARMA (Association of Research Managers and Administrators) qualification programme.	<ul style="list-style-type: none"> <li>• Organisational Development</li> <li>• VPs and Heads of Directorates</li> </ul>	<ul style="list-style-type: none"> <li>• By end 2028</li> </ul>	<ul style="list-style-type: none"> <li>• 10F PS per year up to end of 2028 participating in external development opportunities.</li> </ul>



D4	Supporting Technicians	<p><b>Data:</b> of the 99 F Technicians in post in 2021/22, we can track 23 (23%) as having at least one grade increase since 2017/18 (of 159 M, 45 have had a grade increase, 28%).</p> <p><b>Data:</b> data on Technicians indicates that the higher grades are predominantly M, with Grade 6 33% F and Grade 7 20% F.</p> <p><b>Feedback from Technicians and the Technician Commitment Steering Group:</b> there is little opportunity for Grade 6 Technicians to gain line management experience, which is an essential criterion for Grade 7 roles, thereby inhibiting progression.</p> <p>Feedback suggests there is a need to better encourage and recognise technical specialist roles at Grade 6 and above,</p>	<p>D4.1 Where possible, enable the opportunity for Grade 6 technicians to work shadow &amp;/or deputise for Grade 7 Technical Manager roles. The technical structure should allow Grade 6 technicians to line manage of Grades 2—5, therefore gaining experience and promoting career development.</p>	<ul style="list-style-type: none"> <li>VP People &amp; Culture</li> </ul>	<ul style="list-style-type: none"> <li>September 2024</li> </ul>	<ul style="list-style-type: none"> <li>28% of Technicians will have a grade increase by 2028, no gendered difference.</li> <li>Increasing no. of Grade 6 staff taking up work shadowing/ deputising/ line management opportunities (zero baseline).</li> </ul>
			<p>D4.2 Organise Development days for Technicians, including Technician exchanges, visits and work-shadowing to support development and upskilling of existing staff.</p>	<ul style="list-style-type: none"> <li>Tech Commitment Manager</li> </ul>	<ul style="list-style-type: none"> <li>March 2024 and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Increased no. of Technicians participating in development days.</li> </ul>
			<p>D4.3 Build on the All-Island Technical Staff Network meeting (4 Oct 2023) to progress partnerships and knowledge exchange across institutions.</p>	<ul style="list-style-type: none"> <li>Tech Commitment Manager</li> </ul>	<ul style="list-style-type: none"> <li>January 2024 and ongoing.</li> </ul>	<ul style="list-style-type: none"> <li>Increased no. of opportunities for Technicians to participate in exchanges and visits.</li> </ul>

		with opportunities for further development of specialist skills relating to procedures and/or equipment.				
<b>D5</b>	<b>Supporting career planning and development for Researchers</b>	<p>Researchers have sustained gender balance (49%F).</p> <p>Queen’s will support returners to research and talented post-doctoral researchers who wish to establish academic careers.</p> <p>To date, it has been more challenging to recruit F Illuminate Fellows in STEM disciplines.</p>	<p>D5.1 Sponsor 3 Daphne Jackson Trust fellowships at Queen’s (one per Faculty), to support Research Returners across STEM, Social Sciences, Arts and Humanities.</p>	<ul style="list-style-type: none"> <li>• Head of Research Development</li> <li>• HRBPs</li> <li>• Faculties</li> </ul>	<ul style="list-style-type: none"> <li>• From January 2024 and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Three Fellows appointed.</li> </ul>
		<p>Positive feedback from pilot of new Researcher PDR form in Summer 2024, with participants reporting an improved PDR experience, better tailored conversations and useful self-reflection driven by the form.</p>	<p>D5.2 Promote use of professional networks and Learned Societies to attract larger pool of F applicants for the Vice-Chancellor’s Illuminate Fellowships in STEM disciplines.</p>	<ul style="list-style-type: none"> <li>• PVC Research and Enterprise</li> <li>• Faculty PVCs</li> </ul>	<ul style="list-style-type: none"> <li>• From January 2024 and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• 40% F applicants for Illuminate Fellowships (baseline 21%F applications, 79%M).</li> </ul>
			<p>D5.3 Roll-out of new Researcher PDR form and guidance for reviewees and reviewers specifically tailored to research staff/postdocs.</p>	<ul style="list-style-type: none"> <li>• Head of Organisational Development</li> <li>• Postdoctoral Development Centre Manager</li> </ul>	<ul style="list-style-type: none"> <li>• From September 2024</li> </ul>	<ul style="list-style-type: none"> <li>• Mainstreamed use of form and biennial review of Researcher satisfaction.</li> </ul>

D6	Improved feedback from the internal recruitment process for unsuccessful candidates	Feedback from PS colleagues at Directorates event (March 2023) and from a Focus Group with F BAME colleagues informed the actions in this section.	D6.1 Develop digital processes to optimise the applicant experience at each stage of the recruitment process, providing for improved experiences around applications, feedback, communication and interviews.	<ul style="list-style-type: none"> <li>• Head of HR Services</li> <li>• Head of HRBP</li> </ul>	<ul style="list-style-type: none"> <li>• May 2025</li> </ul>	<ul style="list-style-type: none"> <li>• New digital recruitment processes operational – positive feedback received via applicant feedback form.</li> </ul>
	Areas of continuing action relating to this priority area		<ul style="list-style-type: none"> <li>• Institutional commitment to progressing the career development of Technicians through the Technician Commitment. Ongoing with reporting of progression data by end of 2027.</li> </ul>	<ul style="list-style-type: none"> <li>• VP People &amp; Culture</li> <li>• Tech Commitment Manager</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	

## E – Data and resourcing for Athena Swan Champions and EDI leads

Our actions in this Key Priority area relate to introducing a new Athena Swan/ EDI lead support programme for Schools, the next phase Power BI dashboard for Swan Champions/EDI leads, the formation of a data group, the institutional collection of additional EDI variables to enable better diversity monitoring and action where required, and the identification of equal pay gaps and development of an associated Action Plan.

No.	Objective	Action to date/Rationale for Objective	Planned Actions	Person/Group Responsible	Timeframe	Measures of Success
E1	<p><b>Extend the programme of support for Swan Champions and EDI leads in Schools</b></p> <p>To continue to support the implementation of Athena Swan in Schools.</p>	<p>To ensure Schools implement their five- year action plans, continue to progress gender equality and successfully renew/ uplift their Athena Swan Award – continuing to embed gender equality and Athena Swan across the institution.</p> <p><b>Feedback from Swan Champions (Sept 2023):</b> Champions greatly value training, resources and support and would like more of this as well as improved data dashboards.</p> <p>Mid-way Action Plan reviews have been underway since February 2023; completed with all 15 Schools as at September 2023.</p>	E1.1 Introduce new support programme for Athena Swan Champions and EDI leads.	<ul style="list-style-type: none"> <li>• QGI</li> <li>• Athena Swan Project Manager</li> </ul>	<ul style="list-style-type: none"> <li>• Support programme in place by May 2024</li> </ul>	<ul style="list-style-type: none"> <li>• Support programme operational with annual evaluation.</li> </ul>
			E1.2 Launch of a School Athena Swan roadshow to ensure that School leaders understand Athena Swan and the role of the Champion within EDI more broadly. Presenting and providing information to school management teams including lobbying on key issues around WAM, co-Champions, SATs and the role of the SWAN Champion.	<ul style="list-style-type: none"> <li>• QGI</li> <li>• Athena Swan Project Manager</li> </ul>	<ul style="list-style-type: none"> <li>• May 2024</li> </ul>	<ul style="list-style-type: none"> <li>• Roadshow complete with School evaluation.</li> </ul>
			E1.3 Assign one meeting of the Swan Champions Network annually as a best practice seminar on a key issue	<ul style="list-style-type: none"> <li>• Chair of Swan Champions Network</li> <li>• QGI</li> <li>• Athena Swan Project Manager</li> </ul>	<ul style="list-style-type: none"> <li>• Annually from September 2024</li> </ul>	<ul style="list-style-type: none"> <li>• Designated meeting in schedule of Network meetings.</li> </ul>

			nominated by Champions e.g. student engagement.			
			E1.4 Support the Schools in the Faculty of Arts, Humanities and Social Sciences to achieve uplifts in their Athena Swan awards (five Schools, all Bronze Awards).	<ul style="list-style-type: none"> <li>• QGI</li> <li>• Athena Swan Project Manager</li> </ul>	<ul style="list-style-type: none"> <li>• By November 2028</li> </ul>	<ul style="list-style-type: none"> <li>• Uplift to Silver for at least two Schools.</li> </ul>
<b>E2</b>	<b>Next phase of Power BI dashboard for Swan Champions and EDI leads in Schools</b>  To facilitate easier access for Swan Champions/ EDI leads to the Mandatory datasets required for School Athena Swan applications.	<b>Feedback from Swan Champions Network:</b> while the Power BI dashboards are very useful, it would enable easier collation of data if they were reconfigured to align with the Mandatory datasets required by Advance HE.	E2.1 Review and update Power-BI dashboard for use by Swan Champions/EDI leads in Schools (enable easier access to mandatory data sets).	<ul style="list-style-type: none"> <li>• QGI Data Analyst</li> <li>• Faculty data analysts</li> <li>• Diversity, Inclusion and Staff Wellbeing data team</li> </ul>	<ul style="list-style-type: none"> <li>• Review by May 2024</li> <li>• Updates by September 2024</li> </ul>	<ul style="list-style-type: none"> <li>• Next phase Power BI dashboard live.</li> <li>• Annual training plan in place.</li> <li>• Positive feedback via evaluation of updated dashboard and training.</li> </ul>
			E2.2 Training for Swan Champions in the updated dashboard	<ul style="list-style-type: none"> <li>• QGI Data Analyst</li> </ul>	<ul style="list-style-type: none"> <li>• Annually from September 2024</li> </ul>	
<b>E3</b>	<b>Establish an Athena</b>	<b>Feedback from data analysts:</b> closer collaboration would facilitate knowledge	E3.1 Establishment of Athena Swan/EDI Data group to bring together QGI Data	<ul style="list-style-type: none"> <li>• QGI Data Analyst</li> </ul>	<ul style="list-style-type: none"> <li>• Group established by May 2024.</li> </ul>	<ul style="list-style-type: none"> <li>• Group established with quarterly meetings ongoing.</li> </ul>

	<p><b>Swan/EDI data group</b></p> <p>To improve collaboration between data analysts working on Athena Swan in Queen's Gender Initiative, Faculties (supporting Schools) and the People &amp; Culture Directorate</p>	<p>sharing and help to develop a network of expertise in data collection and analysis for Athena Swan /EDI.</p>	<p>Analyst, Faculty analysts and analysts based in the People &amp; Culture Directorate.</p>			<ul style="list-style-type: none"> <li>• Feedback from data analysts that group is of value and should continue.</li> </ul>
<b>E4</b>	<p><b>Embed the collection of EDI variables institutionally to enable monitoring and action</b></p>	<p>While there have been improvements in the collection of EDI variables e.g. the new Simitive system captures EDI variables and will enable workload reporting by gender and race/ethnicity. However, reporting on diversity in other areas is limited by the data available. We would like to increase the collection of EDI variables to enable monitoring of</p>	<p>E4.1 Agreement at institutional level to collect additional EDI data (gender and race/ethnicity) for a specific list of areas to inform Equality Charters and REF requirements, including:</p> <ul style="list-style-type: none"> <li>• Public Lecture speakers</li> <li>• Speaker lists for seminar series and conferences (pilot currently underway in Schools)</li> <li>• Awarding of Honorary positions</li> </ul>	<ul style="list-style-type: none"> <li>• Deputy Vice-Chancellor</li> <li>• Athena Swan Project Manager</li> <li>• REC Project Manager</li> </ul>	<ul style="list-style-type: none"> <li>• Agreement by December 2024.</li> <li>• Pilot to report by December 2025.</li> </ul>	<ul style="list-style-type: none"> <li>• Institutional agreement in place.</li> <li>• Pilot of data collection complete with report by end 2025.</li> <li>• Report on learning from pilot to be shared with Schools and Deputy Vice-Chancellor.</li> </ul>

		diversity and action where required. This data will inform Equality Charters and REF.	<ul style="list-style-type: none"> <li>• Awarding of Honorary degrees</li> <li>• Sabbaticals</li> <li>• Senior Committee membership</li> </ul>			
			E4.2 Develop bespoke guidance on expectations of diversity in the areas designated in Action 5.4.1 and review on an annual basis.	<ul style="list-style-type: none"> <li>• UMB to approve university position</li> </ul>	<ul style="list-style-type: none"> <li>• May 2026</li> </ul>	<ul style="list-style-type: none"> <li>• Guidance document disseminated.</li> </ul>
			E4.3 EDI dashboard for inputting of this data, accessible to QGI and Faculty analysts.	<ul style="list-style-type: none"> <li>• Information &amp; Digital Services Directorate</li> </ul>	<ul style="list-style-type: none"> <li>• May 2026</li> </ul>	<ul style="list-style-type: none"> <li>• Dashboard operational and accessible.</li> </ul>
<b>E5</b>	<b>Identify any equal pay gaps and develop targeted Action Plan</b>	The 2023 Equal Pay Audit will report in January 2024 and provide up to date data on current pay gaps.	<p>E5.1 Evaluate the findings of the 2023 Equal Pay Audit.</p> <p>E5.2 Develop Equal Pay Action Plan with targeted actions where required.</p>	<ul style="list-style-type: none"> <li>• Head of Diversity, Inclusion and Staff Wellbeing</li> <li>• EDI leads</li> </ul>	<ul style="list-style-type: none"> <li>• February 2024</li> <li>• April 2024</li> </ul>	<ul style="list-style-type: none"> <li>• Initial evaluation complete with identification of action areas.</li> <li>• Equal Pay Action Plan in place by April 2024.</li> </ul>
	<b>Areas of continuing action relating to this priority area</b>		<ul style="list-style-type: none"> <li>• Continue with mid-way Action Plan reviews with Schools to check in on progress with the five year action plan, identify if/where support is needed.</li> </ul>	<ul style="list-style-type: none"> <li>• QGI</li> <li>• Athena Swan Project Manager</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	

## F – New Athena Swan in PTO Directorates

Our actions in this Key Priority area focus on the implementation of an Athena Swan programme in the PTO Directorates.

No.	Objective	Action to date/Rationale for Objective	Planned Actions	Person/Group Responsible	Timeframe	Measures of Success
F1	Extend the Athena Swan programme to the Directorates.	To build on the foundational work undertaken in 2023 to extend Athena Swan to the Directorates.	F1.1 Appointment by UMB of a Vice-President to sponsor the development of PTO Athena Swan Programme.	<ul style="list-style-type: none"> <li>• UMB</li> </ul>	<ul style="list-style-type: none"> <li>• May 2024</li> </ul>	<ul style="list-style-type: none"> <li>• Sponsor appointed – comms article.</li> </ul>
			F1.2 Construct Directorates PTO Athena Swan programme, including the development of ToR for a Directorates SAT and a role description for Directorate Swan Champions, including agreed time allocation.	<ul style="list-style-type: none"> <li>• QGI</li> <li>• Athena Swan Project Manager</li> <li>• Directors of Directorate</li> </ul>	<ul style="list-style-type: none"> <li>• December 2024</li> </ul>	<ul style="list-style-type: none"> <li>• PTO programme in place by Dec 2024.</li> </ul>
			F1.3 Appoint a PTO Swan Champion from each Directorate. Directorate SAT schedule of meetings	<ul style="list-style-type: none"> <li>• QGI</li> <li>• Athena Swan Project Manager</li> <li>• Directors of Directorate</li> </ul>	<ul style="list-style-type: none"> <li>• December 2024</li> </ul>	<ul style="list-style-type: none"> <li>• First meeting of Directorate SAT by March 2025.</li> </ul>
			F1.4 Hold Town Hall meeting for all staff for a formal launch.	<ul style="list-style-type: none"> <li>• VP sponsor</li> <li>• Heads of Directorate</li> <li>• QGI</li> </ul>	<ul style="list-style-type: none"> <li>• May 2025</li> </ul>	<ul style="list-style-type: none"> <li>• Town Hall with all staff held – news article.</li> </ul>
			F1.5 Submission of PTO Directorate application.	<ul style="list-style-type: none"> <li>• QGI</li> <li>• Athena Swan Project Manager</li> <li>• ISAT</li> </ul>	<ul style="list-style-type: none"> <li>• By 2026</li> </ul>	<ul style="list-style-type: none"> <li>• PTO Athena Swan award achieved.</li> </ul>



## G – Students and gender equality

Our actions in this Key Priority area relate to student and staff training, including the mandating of EDI training in student induction and the co-creation of Active Bystander and Consent training with students. Actions also include collaboration with other HE and FE organisations around dealing with students at risk; support for F entrepreneurship; identifying and addressing under-representation in student disciplines; engaging with students on Athena Swan; providing an inclusive space for students looking for an alternative social venue in the evening and developing a Student Carers' Passport.

No.	Objective	Action to date/Rationale for Objective	Planned Actions	Person/Group Responsible	Timeframe	Measures of Success
G1	<b>Mandate equality training in all student inductions</b>	QES 2023 informed the actions in this section and highlighted that women and BAME staff were less likely to agree they were treated equally by students irrespective of their sex or ethnicity.	G1.1 Introduce EDI training, such as 'Think Difference, Act Differently', as mandatory in all student inductions.	<ul style="list-style-type: none"> <li>Education and Student Services Directorate</li> <li>Deans of Education</li> </ul>	<ul style="list-style-type: none"> <li>September 2024</li> </ul>	<ul style="list-style-type: none"> <li>In the 2027 QES, &gt;75% staff agree they are treated equally by students irrespective of their sex and ethnicity. No gendered or intersectional difference.</li> <li>EDI training mandatory in all student inductions.</li> </ul>
G2	<b>Co-creation of Active Bystander and Consent training with students</b>	The 'Student Wellbeing Service: Our Impact 2021/22 - Safe and Healthy Relationships' report (October 2022) informed the actions in this section.	G2.1 Co-create with students updates to the Active Bystander training and REC-EDI 5, to ensure scenarios are realistic and training is pitched at the right level.	<ul style="list-style-type: none"> <li>QGI</li> <li>REC Champions</li> <li>Athena Swan Champions</li> <li>Students</li> </ul>	<ul style="list-style-type: none"> <li>May 2024</li> </ul>	<ul style="list-style-type: none"> <li>Updated training materials.</li> <li>ABT embedded within student induction.</li> <li>Annual evaluation of ABT.</li> </ul>
			G2.2 Record a video with students/for students on consent – to be shared with all Schools for use in local student inductions.	<ul style="list-style-type: none"> <li>Student Wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>September 2024</li> </ul>	<ul style="list-style-type: none"> <li>Video recorded and used in all School inductions.</li> </ul>
			G2.3 Deliver a series of Consent Workshops with students.	<ul style="list-style-type: none"> <li>Student Wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>December 2024</li> <li>Ongoing/annually</li> </ul>	<ul style="list-style-type: none"> <li>5 Consent Workshops held by Dec 2024.</li> </ul>

			G2.4 Recruitment of three 'Consent Ambassadors' (part-time paid student roles) to deliver peer training and events. Roles advertised August 2023.	<ul style="list-style-type: none"> <li>• Student Wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• Appointment September 2023.</li> </ul>	<ul style="list-style-type: none"> <li>• Three roles appointed and programme of training and events completed by September 2024. Mainstream roles thereafter.</li> <li>• Student feedback from peer training and events.</li> <li>• Annual report from ambassadors with data on number of training events, no. students participating, profile of attendees.</li> </ul>
G3	<b>Training for staff to recognise students at risk</b>	<p>Report and Support was set up in 2018 and the categories of reporting include bullying, domestic abuse, harassment and sexual misconduct.</p> <p>The Student Wellbeing Service indicates that sexual harassment cases are increasing and a report by the National Union of Students (NUS), in June 2019, on Sexual Violence in Further Education indicates that sexual harassment is</p>	G3.1 Facilitate an annual programme of preventative training with student-facing teams at Queen's, involving external organisations such as Women's Aid as appropriate e.g. Accommodation team and recognising the signs of coercive control; Security team if they are contacted in an emergency.	<ul style="list-style-type: none"> <li>• Student Wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• Annually from May 2025.</li> </ul>	<ul style="list-style-type: none"> <li>• Annual programme established with evaluation of training.</li> </ul>

		present in the lives of university students.					
G4	<b>Collaboration with other HE and FE organisations to share best practice on working with students at risk</b>	To work together with institutions in Northern Ireland to collectively address the challenges.	G4.1	Set up Working Group with other HE and FE providers in Northern Ireland to work together and share best practice on working with students and recognising risks.	<ul style="list-style-type: none"> <li>• Student Wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• May 2025</li> </ul>	<ul style="list-style-type: none"> <li>• Working Group set up with Terms of Reference.</li> </ul>
			G4.2	Work with policy makers on the Northern Ireland 'Ending Violence against Women and Girls Strategic Framework and Action Plan' (public consultation complete Oct 2023).	<ul style="list-style-type: none"> <li>• Vice-President for Strategic Engagement and External Affairs</li> </ul>	<ul style="list-style-type: none"> <li>• October 2023 and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Institutional response submitted to consultation (Oct 2023). Continuing engagement.</li> </ul>
G5	<b>Support for F student entrepreneurship</b>	To continue to support F student entrepreneurs.  To support F student entrepreneurial activity	G5.1	Link with InQUBate to support F student and graduate innovation and enterprise.	<ul style="list-style-type: none"> <li>• Research &amp; Enterprise</li> <li>• InQUBate</li> <li>• QGI</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of increasing numbers of F entrepreneurs engaging with service between 2024-2028.</li> <li>• Feedback from students on support received.</li> </ul>
			G5.2	Connect students with F entrepreneurs via SheLeads and Women in Business @ Queen's.	<ul style="list-style-type: none"> <li>• Research &amp; Enterprise</li> </ul>	<ul style="list-style-type: none"> <li>• May 2024</li> </ul>	
G6	<b>Identify and address gender under-representation in student disciplines</b>	We have identified a number of disciplines where F or M are under-represented. This includes under-representation of F in <b>Engineering</b> and under-representation of men in	G6.1	Partnership working with Ulster University, the Open University and Belfast Metropolitan FE College to craft a joined-up approach to addressing gender	<ul style="list-style-type: none"> <li>• Deans of Education</li> <li>• Heads of School</li> <li>• Swan Champions</li> </ul>	<ul style="list-style-type: none"> <li>• September 2025</li> </ul>	<ul style="list-style-type: none"> <li>• Working Group established and ToRs.</li> <li>• Agenda item at Deans and Directors of Education Forum annually</li> </ul>

		<p><b>Social Sciences and healthcare (Nursing and Midwifery, Medicine and Dentistry).</b></p> <p>Action is required to address this and create greater diversity.</p>	<p>imbalance in STEM and social/healthcare subjects.</p>	<ul style="list-style-type: none"> <li>• Global Marketing, Recruitment and Admissions</li> <li>• Students</li> <li>• Education and Student Services</li> <li>• Faculty Recruitment Hubs</li> </ul>		<ul style="list-style-type: none"> <li>• Annual School pupils' event for these disciplines (annually from May 2025)</li> <li>• 10% increase in no. applications from under-represented gender to these disciplines by 2028.</li> </ul>
		<p>The Department for the Economy (NI) Skills Strategy for Northern Ireland (March 2022) reports the number of F choosing to study STEM subjects beyond GCSE as a particular concern.</p>	<p>G6.2 Promote awareness of STEM subjects/careers to F GCSE pupils, through videos, open days, visits to Schools and the SistersIN programme. Co-create actions with students.</p>			
		<p>The Northern Ireland Nursing Register 2023 (published by Nursing and Midwifery Council) indicates 8.2% of registered nurses in NI identify as male. The workforce for Social Workers in NI is – 84% F (2022 Social Work Workforce Review).</p>	<p>G6.3 Promote awareness of Nursing and Social Work to M GCSE pupils and to the public as attractive careers and/or career changes. Co-create actions with students.</p>			
<b>G7</b>	<b>Increase provision of support to students recognising</b>	<p>The Pantry had 7k+ visits between Feb and August 2023, so we are extending our provision of support to</p>	<p>G7.1 Provide 3 free food events each week in Accommodation (Toasties and Tunes, Healthy Brunch and Sunday Supper Club)</p>	<ul style="list-style-type: none"> <li>• VP Students &amp; Corporate Services</li> </ul>	<ul style="list-style-type: none"> <li>• September 2023</li> </ul>	<ul style="list-style-type: none"> <li>• Positive student feedback.</li> </ul>

	<b>everyday financial pressures</b>	students for this academic year.	G7.2 Student's Union Shop to donate food close to use-by date to QUB community fridges			
			G7.3 Introduction of Student Donation Station			
<b>G8</b>	<b>Provide an inclusive space for students looking for an alternative social venue in the evening</b>	<p>Feedback from students indicates a desire for an alternative social, alcohol-free, space in the evening. Feedback from F students in particular suggested the need for this.</p> <p>We also recognise the growing cohort of gamer students (F &amp; M) who would like an inclusive space on campus where they can meet, socialise and game together.</p> <p>Development work is underway, with significant university investment, to repurpose an existing building to provide a student Café.</p>	G8.1 Open a student Café with social space for students to meet, socialise and game together (open 2pm – 11pm). Downstairs will be a café and space for board games, reading etc and upstairs will be a dedicated e-sports gaming space.	<ul style="list-style-type: none"> <li>VP Students &amp; Corporate Services</li> </ul>	<ul style="list-style-type: none"> <li>May 2024</li> </ul>	<ul style="list-style-type: none"> <li>Café operational. Feedback/ evaluation from students.</li> </ul>
<b>G9</b>	<b>Increased engagement with students</b>	It is important for the ISAT to have student representation.	G9.1 Schedule at least two ISAT meetings a year with a focused agenda on hearing	<ul style="list-style-type: none"> <li>QGI Director</li> <li>Athena Swan Project Manager</li> </ul>	<ul style="list-style-type: none"> <li>Twice yearly (October and March) from March 2024.</li> </ul>	<ul style="list-style-type: none"> <li>Student attendance at two meetings annually.</li> </ul>

	<b>on Athena Swan</b>		from and consulting with students.			
<b>G10</b>	<b>Development of Student Carers' Passport</b>	This will assist conversations around the challenges of learning/training while also having caring responsibilities. Importantly, it will frame discussion of appropriate support measures, understanding and adjustments.	G10.1 Work with SU officers to share learning from development of Staff Carers' Passport and launch Student Carer's Passport.	<ul style="list-style-type: none"> <li>• SU</li> <li>• QGI</li> <li>• DIU</li> </ul>	<ul style="list-style-type: none"> <li>• March 2025</li> </ul>	<ul style="list-style-type: none"> <li>• Passport in place for students and evaluation of impact.</li> </ul>

## H – Gender Equality beyond Queen’s: partnership and leadership

Our actions in this Key Priority area relate to our target audience of the next reporting period (female school pupils), donating Queen’s staff time to engage with local community partners and the development of QGI into ‘Queen’s Institute for Women’s Leadership’.

No.	Objective	Action to date/Rationale for Objective	Planned Actions	Person/Group Responsible	Timeframe	Measures of Success
H1	<b>Introduce leadership mentoring for female pupils and mentoring training for mentors</b>  To enable, empower and develop female pupils across Schools in Northern Ireland to become future leaders	Queen’s is part of the <b>SistersIN</b> , an exciting initiative, founded by a local School Principal to develop leadership skills in female pupils.  Two senior colleagues at Queen’s are <b>SistersIN</b> Board members. Queen’s has committed to supporting the SistersIN Mentoring Programme.	H1.1 Promote opportunity for Queen’s F staff to serve as mentors for the SistersIN Programme.	<ul style="list-style-type: none"> <li>• QGI</li> <li>• Dean of Education</li> </ul>	<ul style="list-style-type: none"> <li>• September 2023</li> </ul>	<ul style="list-style-type: none"> <li>• Mentors in place.</li> </ul>
			H1.2 Deliver mentoring training to 500 SistersIN mentors from across Northern Ireland to drive confidence and consistency in mentoring approach.	<ul style="list-style-type: none"> <li>• QGI</li> <li>• Dean of Education</li> <li>• QGI Academic Mentoring Leads</li> </ul>	<ul style="list-style-type: none"> <li>• November 2023</li> </ul>	<ul style="list-style-type: none"> <li>• Training complete and post evaluation undertaken.</li> </ul>
			H1.3 Host a Female Future Leaders event for 500 female school pupils to inspire across our education, research and societal impact areas.	<ul style="list-style-type: none"> <li>• Dean of Education</li> <li>• QGI</li> </ul>	<ul style="list-style-type: none"> <li>• January 2024</li> </ul>	<ul style="list-style-type: none"> <li>• Event held and evaluation completed.</li> </ul>
H2	<b>Donate staff time to engage with local community partners</b>	As a civic university, Queen’s would like to donate staff time to engage with relevant community partners/ local groups.	H2.1 Donate staff time (one day per year per employee) to support organisations from an agreed partner list e.g. Migrant and Minority Ethnic Council (MME), women’s organisations, LGBTQ+ organisations.	<ul style="list-style-type: none"> <li>• VP People &amp; Culture</li> <li>• VP Strategic Engagement</li> </ul>	<ul style="list-style-type: none"> <li>• From March 2024</li> </ul>	<ul style="list-style-type: none"> <li>• Positive feedback on impact of engagement, collected via evaluation.</li> </ul>

<p><b>H3</b></p>	<p><b>Develop QGI to Queen's Institute for Women's Leadership</b></p>	<p>QGI has served Queen's for 23 years and has built a strong reputation in gender equality.</p> <p>Transition of QGI to Queen's Institute for Women's Leadership (QIWL) will enable us to advance our contribution in HE and society, locally, on an all-island basis and internationally.</p> <p>Focus on leadership development for women and girls.</p>	<p>H3.1 Setup QIWL Steering Group, develop business plan, set objectives and 5-year strategy.</p> <p>H3.2 Launch 'accessing Queen's' programme for school girls from disadvantaged areas.</p> <p>H3.3 Enable MSc research projects across Queen's in the areas of women's health, business and leadership.</p> <p>H3.4 Open internship programme for undergraduate students</p> <p>H3.5 Launch Phase 1 of International Leadership programme with UMass-Lowell</p>	<ul style="list-style-type: none"> <li>• Vice Chancellor</li> <li>• Senate Member</li> <li>• QGI Director</li> <li>• VP Strategic Engagement</li> <li>• QIWL Manager</li> </ul> <ul style="list-style-type: none"> <li>• Dean of Education Sponsor</li> <li>• Academics</li> <li>• Students</li> </ul> <ul style="list-style-type: none"> <li>• HoS and Academics</li> <li>• QIWL Manager</li> </ul> <ul style="list-style-type: none"> <li>• QIWL Director</li> <li>• QIWL Manager</li> </ul> <ul style="list-style-type: none"> <li>• QIWL Director</li> <li>• QIWL Manager</li> </ul>	<ul style="list-style-type: none"> <li>• September 2025</li> </ul> <ul style="list-style-type: none"> <li>• September 2026</li> </ul> <ul style="list-style-type: none"> <li>• September 2026</li> <li>• June 2026</li> </ul> <ul style="list-style-type: none"> <li>• September 2026</li> </ul>	<ul style="list-style-type: none"> <li>• Approval of Steering Group, Business Plan and Strategy by UMB</li> <li>• Recruitment of 24 girls to 'Accessing Queen's' programme</li> <li>• MSc projects underway</li> <li>• Internship programme running with 4 undergraduates.</li> <li>• Enrolment of 4 mid-career academics each from Queen's and UMass-Lowell to the one-year programme.</li> </ul>
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H4	<b>Partnerships within and beyond the HE sector</b>		<p>H4.1 Co-organise all-island Research Culture Conference to be held in May 2024 (funded through Wellcome Trust Research Culture award). Partnership with University College Dublin, University College Cork, South East Technological University, Atlantic Technological University, Munster Technological University.</p>	<ul style="list-style-type: none"> <li>• Research and Enterprise Directorate</li> </ul>	<ul style="list-style-type: none"> <li>• May 2024 and annually thereafter</li> </ul>	<ul style="list-style-type: none"> <li>• Inaugural conference held May 2024 and annually thereafter. Attendee evaluation.</li> </ul>
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