Department Application
Gold Award

ATHENA SWAN GOLD DEPARTMENT AWARDS

A Gold department award recognises sustained progression and achievement, by the department, in promoting gender equality and addressing challenges particular to the discipline. A well-established record of activity and achievement in working towards gender equality should be complemented by data demonstrating continued impact. Gold departments should be beacons of achievement in gender equality, and should champion and promote good practice to the wider community.

Note: Not all institutions use the term 'department'. There are many equivalent academic groupings with different names, sizes and compositions. The definition of a 'department' can be found in the Athena SWAN awards handbook.

COMPLETING THE FORM

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

This form should be used for applications for Gold department awards.

You should complete each section of the application.

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

WORD COUNT

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

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

We have provided the following recommendations as a guide.

Gold Department application	
Word limit	**13,000 + 1,000** **additional words given**
Recommended word count	
1.Letter of endorsement	858/500 (358 additional words used)
2.Description of the department	420/500
3. Self-assessment process	974/1,000
4. Picture of the department	2,914/2,000 (642 additional words used)
5. Supporting and advancing women's careers	7,244/7000
6. Case studies	1,337/1,500
7. Further information	250/500 **Total 13,997**

Name of institution	Queen's University Belfast
Department	School of Medicine, Dentistry and Biomedical Sciences
Focus of department	**STEMM**
Date of Gold application	11th December, 2019
Date of current Silver award	Applied 30th April 2016	Awarded Dec 2016
Institution Athena SWAN award	**Date:** 30th Sep 2019	**Level: Silver**
Contact for application Must be based in the department	Prof Karen McCloskey and Prof Michelle McKinley
Email	k.mccloskey@qub.ac.uk	m.mckinley@qub.ac.uk
Telephone	02890 972386
Departmental website	https://www.qub.ac.uk/schools/mdbs/Connect/GenderEqualityOffice/

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

Recommended word count: 500 words

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

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

Dean of the School of Medicine, Dentistry and Biomedical Sciences
Professor Pascal McKeown
Whitla Medical Building
97 Lisburn Road
Belfast
BT9 7BL

11th December 2019

Dear Dr Gilligan

I am delighted to provide my full support to this application for an Athena SWAN Gold Award from the School of Medicine, Dentistry and Biomedical Sciences at Queen's University Belfast.

The School received its first Athena SWAN Award (Silver) in 2012/13, and we were proud to be among the first three medical schools that were awarded Silver. Since then, gender equality (GE) has remained a key priority for the School and this was recognised by the renewal of our Silver award in 2016. We are pleased with the impact that we have demonstrated since our first SWAN Award in 2012/13.

Our SWAN Champions, Prof McCloskey and Prof McKinley, show exceptional leadership of our Athena SWAN programme; they have worked tirelessly with staff and students across our six Centres to embed equality thinking and practice as part of our culture. As Dean of the School, I have ensured that GE is embedded in all School Committees, including our School Management Board and our School Board (all staff), and also within our curricula. The committed members of our Self-Assessment Team (SAT) represent staff of all categories and grades as well as students from our undergraduate and postgraduate programmes. Natural rotation of SAT members has expanded the community who actively engage with the strategic and operational aspects of our SWAN programme.

Sharing best practice and demonstrating leadership in GE through Beacon activity (both within and external to Queen's) has been a priority since our first award in 2012. We held the inaugural conference *'Gender Paradox in Healthcare Education – working towards equality in academia'* in 2018. This all-Ireland meeting welcomed delegates from all the major Higher Education Institutes on the island and attendees learned from a panel of international speakers as well as those from our own School. Our SWAN Champions have accepted invitations to share their experiences with UK, Irish and other European Universities. They have also engaged with the corporate sector through membership of the steering group that established the Diversity NI Charter Mark.

I have made support for staff career progression a personal priority. I am delighted that women are now as likely as men to apply for promotion and are also as likely to be successful which reflects the impact of our SWAN programme in providing bespoke promotions workshops, proactive mentoring of women who are considering promotion, the Workshadowing programme, the WeCan network and one-to-one meetings with individuals who are preparing promotions applications. We are delighted that women now comprise 59%, 37%, 50% and 25% of lecturers, senior lecturers, readers and professors respectively. Our ambition is to achieve parity at senior lecturer, maintain parity at reader and to increase female representation in the Professoriate to 30% by 2023. We are confident the strong pipeline we have created and the positive culture in the School will help us achieve these goals.

As Dean of the School, I have personally championed the need for recognition of academics on Education pathways and it is gratifying that 2 Lecturers and 2 Senior Lecturers in education have been promoted since our last application. Professor McCloskey (QGI Director) and I are members of the University's Academic Progression and Appraisal group which has overhauled the university's appraisal and

promotion processes; the new processes, which are just taking effect, adopt a more holistic approach to recognising staff contribution. Furthermore, with SWAN values at the fore, a new grade of Reader (Education) has been created to facilitate progression for staff whose focus is on providing exceptional learning opportunities for our students.

Since our 2016 application, we have successfully recruited 46 women and 44 men to academic positions. To achieve this we prioritised the use of our international networks and search committees for senior academic posts in order to ensure a healthy pool of talented female applicants.

As part of our new School induction process, our SWAN-related activities are highlighted by our Director of GE. Our School's leadership in GE has recently been recognised by the appointment of the SMDBS Director of Gender Equality, Professor McCloskey, to the position of Director of the Queen's Gender Initiative which is an Institutional role. Our School SWAN Champions also have good connectivity at the Faculty level, sitting on the Faculty Executive Board on a rotational basis.

Our undergraduate programmes reflect the national sector trends towards increased numbers of female students. We have appointed an Academic Lead for Equality, Diversity and Inclusivity who is driving significant change in the undergraduate Medicine curriculum with a view to rollout areas of good practice across the School's other educational programmes.

In summary, the School has made significant and sustained progress in the past three years and has now developed a national and growing international reputation for our GE activities as demonstrated by our excellent beacon activities.

Of course, we have more work to do and this is reflected in our Gold Action Plan that aspires to support all staff to reach their full potential.

Finally, I confirm that the information presented in this application, including qualitative and quantitative data, is an accurate and true representation of the School, and that it has been developed in consultation with colleagues across the School.

Yours sincerely

Professor Pascal McKeown MD FRCP

Head of School and Dean of Education
School of Medicine, Dentistry & Biomedical Sciences

List of Abbreviations

ACF	Academic Clinical Fellow
ACL	Academic Clinical Lecturer
AHEA	Associate of the Higher Education Academy
BIOMED	Biomedical Sciences
CBSE	Centre for Biomedical Sciences Education
CCRCB	Centre for Cancer Research and Cell Biology
CD	Centre for Dentistry
CEM	Centre for Experimental Medicine
CME	Centre for Medical Education
CPH	Centre for Public Health
CTF	Clinical Teaching Fellow
DENT	Dentistry
DoS	Dean of the School
DQGI	Director of Queen's Gender Initiative
DQSI	Director of Queen's SWAN Initiative
DIU	Diversity and Inclusion Unit
Ed	Education
FEB	Faculty Executive Board
GEC	Gender Equality Committee
GEO	Gender Equality Office
GS	Queen's Graduate School
HC	Head Count
HEIDI	Higher Education Information Database for Institutions
HESA	Higher Education Statistics Agency
HRBP	Human Resources Business Partner
ISAT	Institutional Self-Assessment Team
KPI	Key Performance Indicator
MED	Medicine
MHLS	Medicine, Health and Life Sciences (Faculty)
NI	Northern Ireland
NSS	National Student Survey
P&C	People and Culture
PEC	Queen's Physical Education Centre
PGR	Postgraduate Research
PGT	Postgraduate Taught
P&S	Professional and Support
PSR	Professorial Salary Review
PVC	Pro Vice-Chancellor
REF	Research Excellence Framework

QGI	Queen's Gender Initiative
SAIL NI	Support Acceptance Information Learning Northern Ireland
SAT	Self-assessment team
SMDBS	School of Medicine, Dentistry and Biomedical Sciences
SMP	Statutory Maternity Pay
SMB	School Management Board
SMT	Senior Management Team
TAS	Time Allocation Survey
T Assoc	Teaching Associate
T Assis	Teaching Assistant
T&R	Teaching and Research
TEQ	Teaching Evaluation Questionnaire
UG	Undergraduate
VC	Vice Chancellor
VS/VER	Voluntary Severance / Voluntary Early Retirement
WAM	Workload Allocation Model

Use of Data

- Data conventions: percentages have been rounded to whole numbers. Consequently, percentages less than 0.4% will be reported as 0% after rounding.

- Rounding may also mean that individual items within a table or graph do not tally to the corresponding total.

- Data in the application represents headcount.

- All data represents a 'snapshot' as at the annual census date and is subject to revision e.g. by People & Culture.

- Queen's uses an annual census date of 31 July. This application contains data from 2014/15 – the University used 01 February as a census date at that time.

- Annual Promotions Exercise 2019 outcomes were effective from 1st August 2019 and are therefore not included in data presented here due to falling outside the data census. Recent promotions outcomes are described in the text, or the legend of Figure 60.

Symbols used in the application

	Impact
	Survey
	Beacon activity
	Discussion Group Feedback Consultation
	Action point

2. DESCRIPTION OF THE DEPARTMENT

Recommended word count: 500 words

Please provide a brief description of the department, including any relevant contextual information. Present data on the total number of academic staff, professional and support staff and students by gender.

The School of Medicine, Dentistry and Biomedical Sciences (SMDBS) is one of the largest in Queen's University Belfast with 665 staff and 2,506 students, and is led by the Dean of the School (DoS). It sits within the Faculty of Medicine, Health and Life Sciences along with the Schools of Pharmacy, Biological Sciences and Nursing & Midwifery. SMDBS delivers undergraduate (UG) degrees in Medicine, Dentistry and Biomedical Sciences with professional accreditation, postgraduate taught (PGT) and postgraduate research (PGR) programmes (Figure 1).


Figure 1. Studying at the School of Medicine, Dentistry and Biomedical Sciences

SMDBS operates within six Centres (Figure 2) which are focussed on Education or Research.
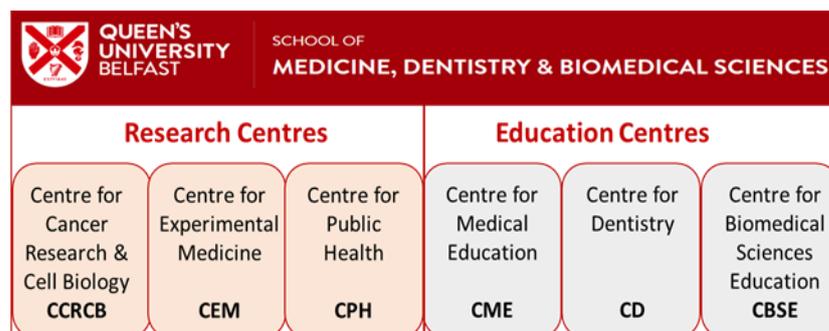

Figure 2. The Research and Education Centres in SMDBS

The School is geographically located on multiple sites across the Health Sciences Campus and the Royal Victoria Hospital Campus (approx. 1 mile away) (Figure 3, 4).
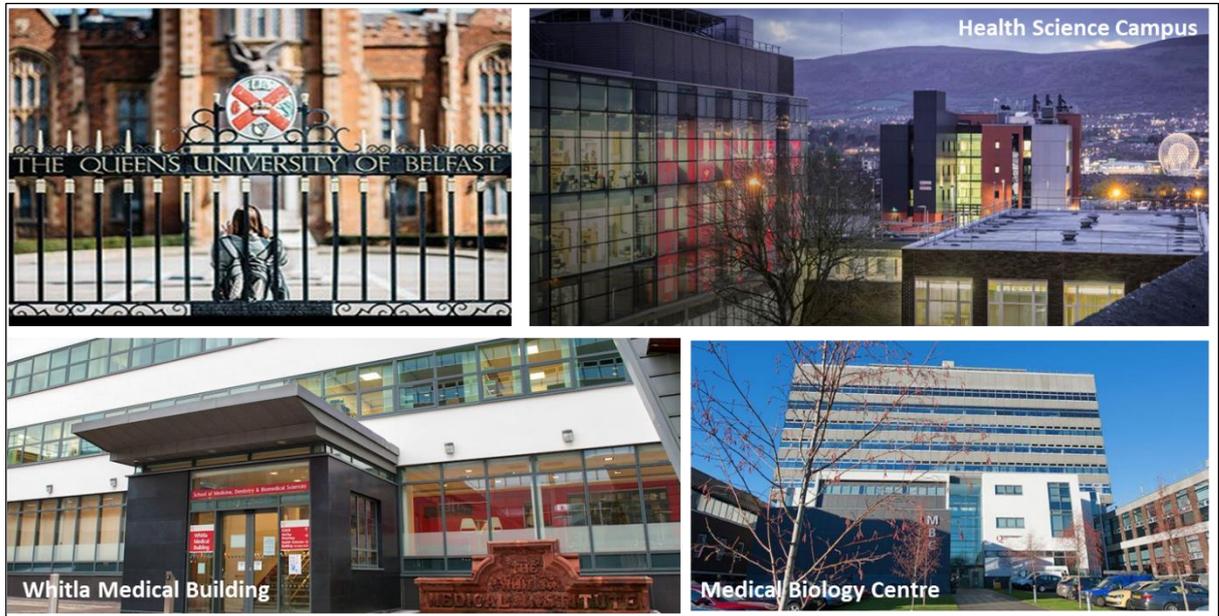

Figure 3. Several education and research buildings in SMDBS
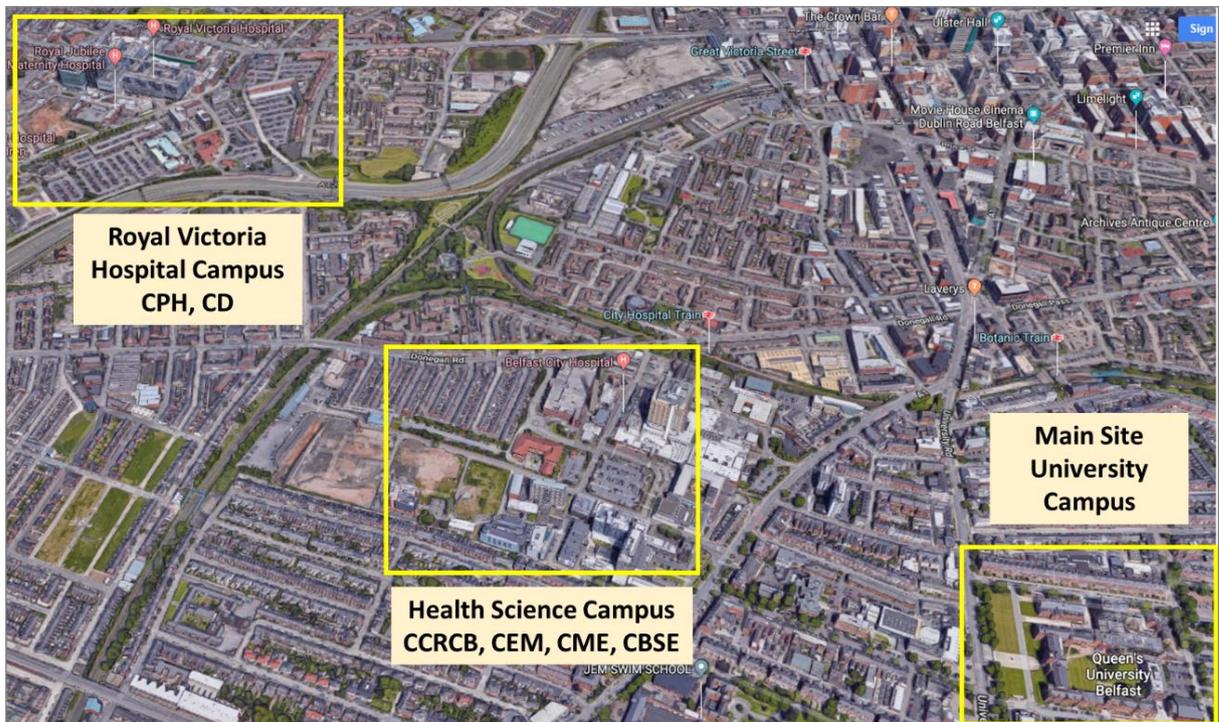
Figure 4. Geographical Location of SMDBS in Belfast

The DoS is supported by Directors of the six Centres and the School Management Board (SMB). Centres have devolved responsibility for research or education; staff are line managed within Centres. The School Manager has operational responsibility. Some key facts about the School are shown below (Figure 5).
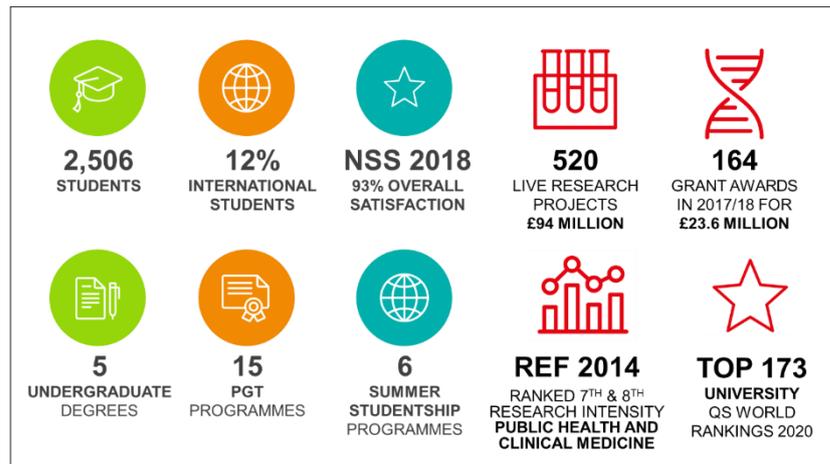
Figure 5. Key SMDBS Facts within the reporting period

Major staff groupings are Academic (Teaching & Research or Education), Research and Professional and Support (P&S). Academic and research staff are further categorised as non-clinical and clinical (Figure 6).

	Academic (Teaching & Research, T&R)	Academic (Education, Ed)	Research	Professional and Support (P&S)
Job Titles	Lecturer Senior Lecturer Reader Professor	Lecturer Senior Lecturer Reader* Professor *Others* *Teaching Assistant* *Teaching Associate*	Research Associate Research Fellow Senior Research Fellow VC/Patrick Johnston Fellows	Grades 1-10 Administrative Academic-related Clerical Technical
	Clinical Lecturer Clinical Senior Lecturer Clinical Reader Clinical Professor	Clinical Lecturer Clinical Senior Lecturer Clinical Reader* Clinical Professor *Other* *Clinical Teaching Fellow*	Clinical Research Fellow Academic Clinical Fellow Academic Clinical Lecturer	
Roles	Teaching, Research, Administration, Societal Impact	Teaching, Scholarship, Administration, Societal Impact	Research, Societal Impact	Administration, management, finance, teaching support, research support, health & safety

Figure 6. Categories of staff working in SMDBS and their roles (*denotes new categories from 2020)

Women comprise 61% of staff; 39% Academics (T&R and Ed), 66% Researchers and 70% P&S staff (Figure 7). Our student population is 63%F – 64% UG, 59% PGT and 61% PGR.
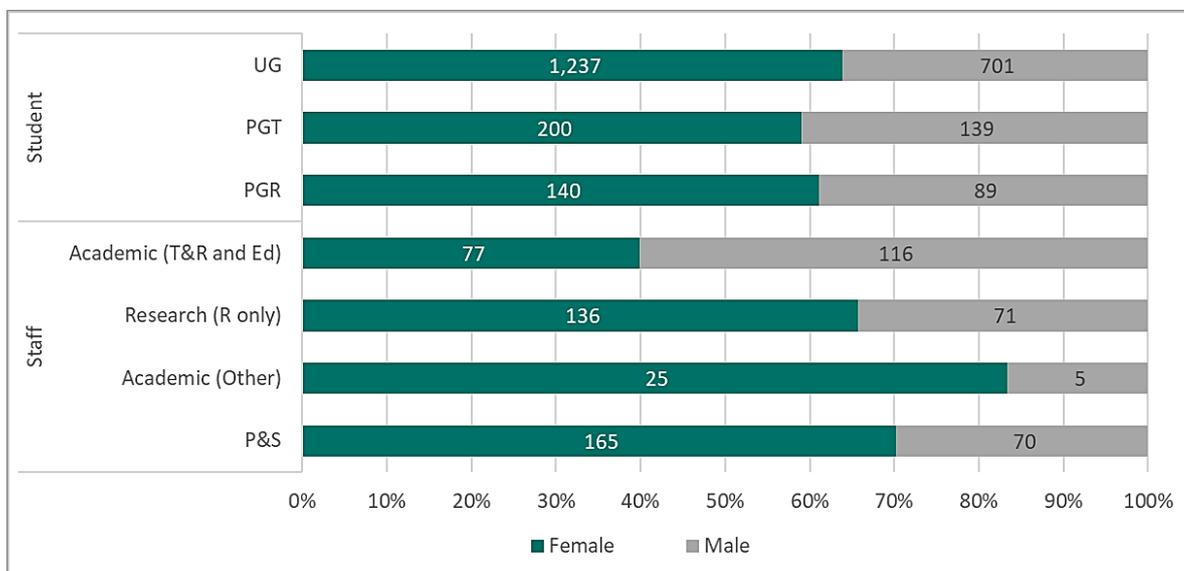
Figure 7. Overview of staff and students in SMDBS by gender, academic year 2018-19. *(Academic (Other) refers to Clinical Teaching Fellows, Teaching Assistants and Teaching Associates).*

Gender representation across Centres is shown below (Figure 8-13). We note improvements since 2014, with increased number of female academics in 3/6 Centres. Of note, CCRCB (Figure 8) recruited new female academics, increasing from six to twelve individuals (19% to 32%). Likewise, CPH (Figure 10) increased the number of female academics from 15 to 20 (maintaining 48%). This demonstrates impact of 2016 Actions R1.3 and R1.4 to enhance visibility of GE materials on the website and better utilize personal and professional networks to attract women to apply.

CME (Figure 11) and CD (Figure 12) have Clinical Teaching Fellows (CTF), typically Consultants, GPs and Dentists who provide sessional clinical teaching in addition to their NHS work. This predominantly female cohort is described further in Section 4. CD has the smallest number of academics; males increased by three individuals, female academics numbers remained constant, CTF numbers were consistent.

Researchers in CCRCB, CEM, CPH remain predominantly female (Figures 8-10). CPH (Figure 10) employs the highest proportion of female researchers, commensurate with the disciplinary research focus which includes nutrition and mental health.

In 4/6 Centres, numbers/% of male P&S increased (now 30% overall). The reputation of SMDBS as being collegial and having a mature Athena SWAN programme, is reportedly attractive. P&S staff (M&F) have moved to SMDBS from elsewhere in the University and encouragingly, are involved in SWAN initiatives and events (Section 5).
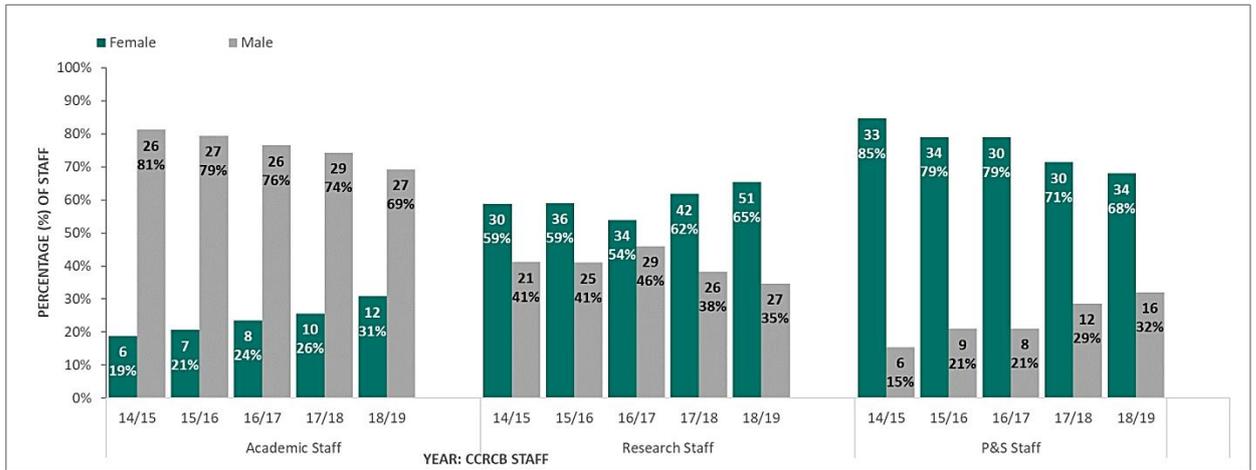
Figure 8. Academic (left), Research (middle) and P&S (right) staff in CCRCB, 2014-2019
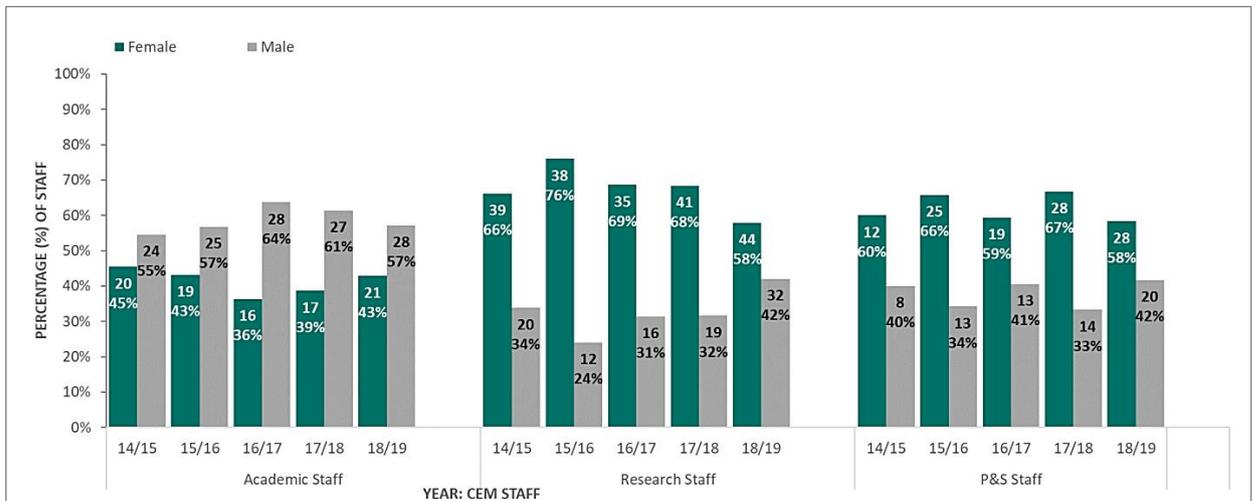

Figure 9. Academic (left), Research (middle) and P&S (right) in CEM, 2014-2019
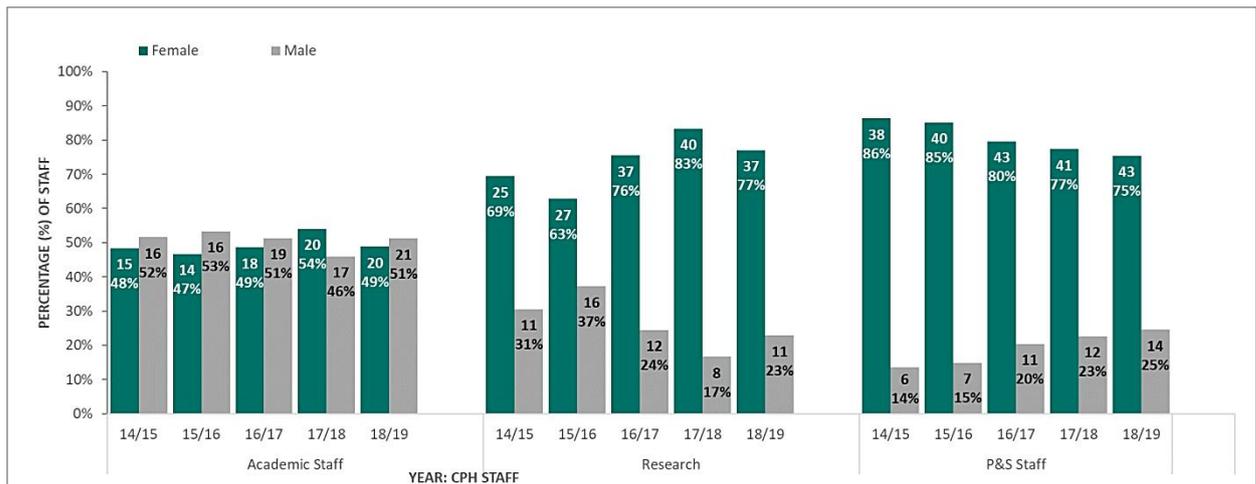

Figure 10. Academic (left), Research (middle) and P&S (right) staff in CPH, 2014-2019
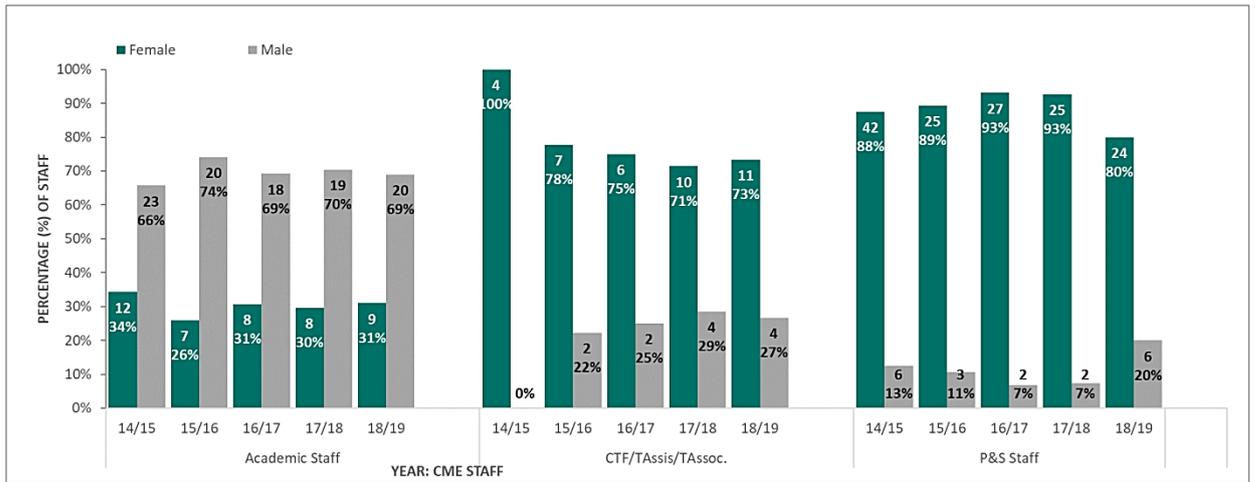
Figure 11. Academic (left), Teaching (middle) and P&S (right) staff in CME, 2014-2019 (*2 clinical research fellows IF, 1M joined CME in 2018/19*)
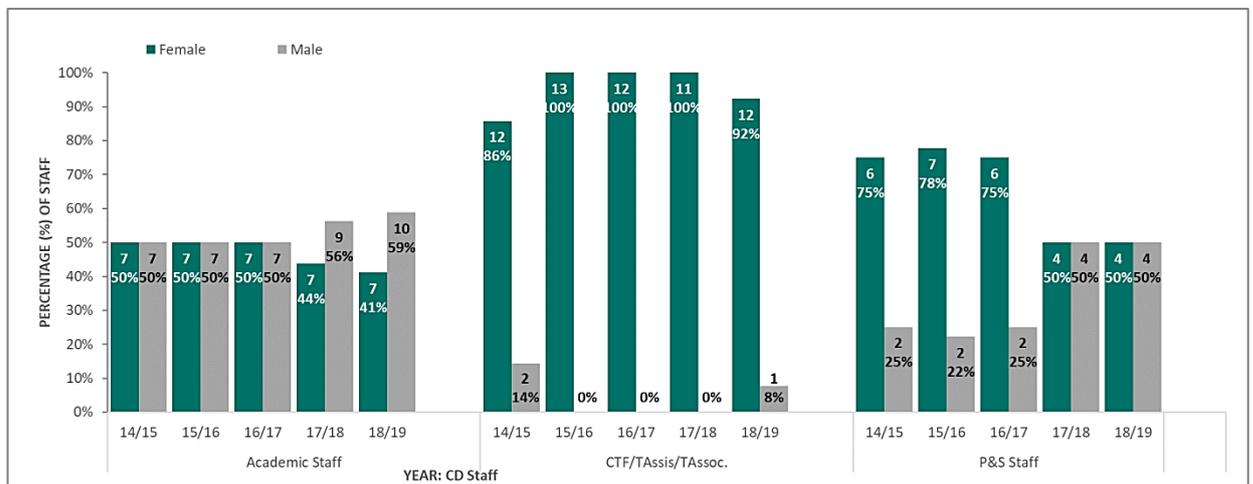

Figure 12. Academic (left) and Teaching (middle) and P&S (right) staff in CD, 2014-2019
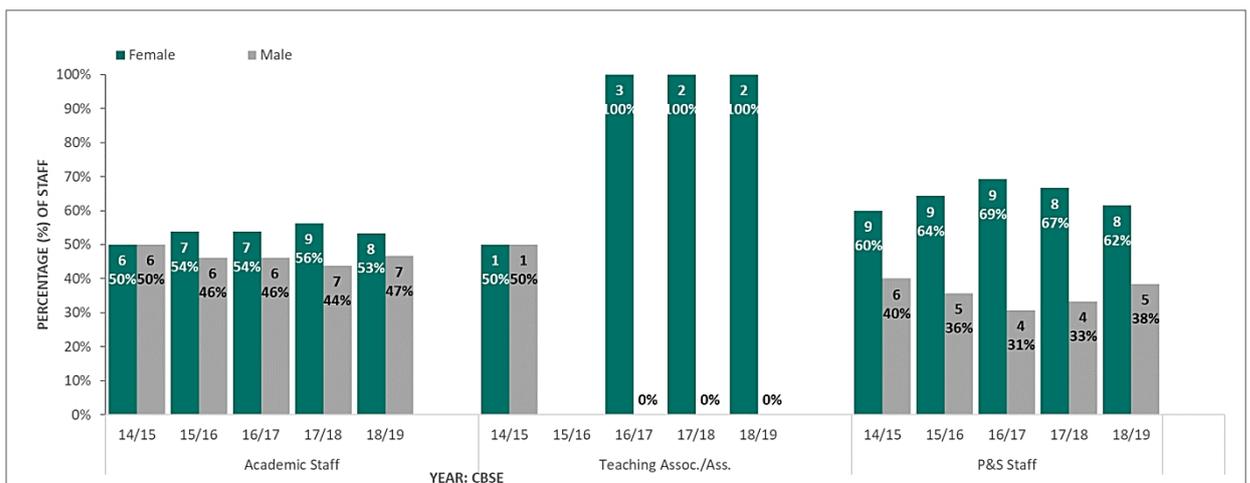
Figure 13. Academic (left), Teaching (middle) and P&S (right) staff in CBSE, 2014-2019

3. THE SELF-ASSESSMENT PROCESS

Recommended word count: 1000 words

Describe the self-assessment process. This should include:

(i) a description of the self-assessment team

SMDBS is the only School in Queen's to have a Gender Equality Office (GEO), established in 2010 (Figure 14). The GEO is connected across the School, Faculty and University (Figure 15) and leads GE programmes in the School.
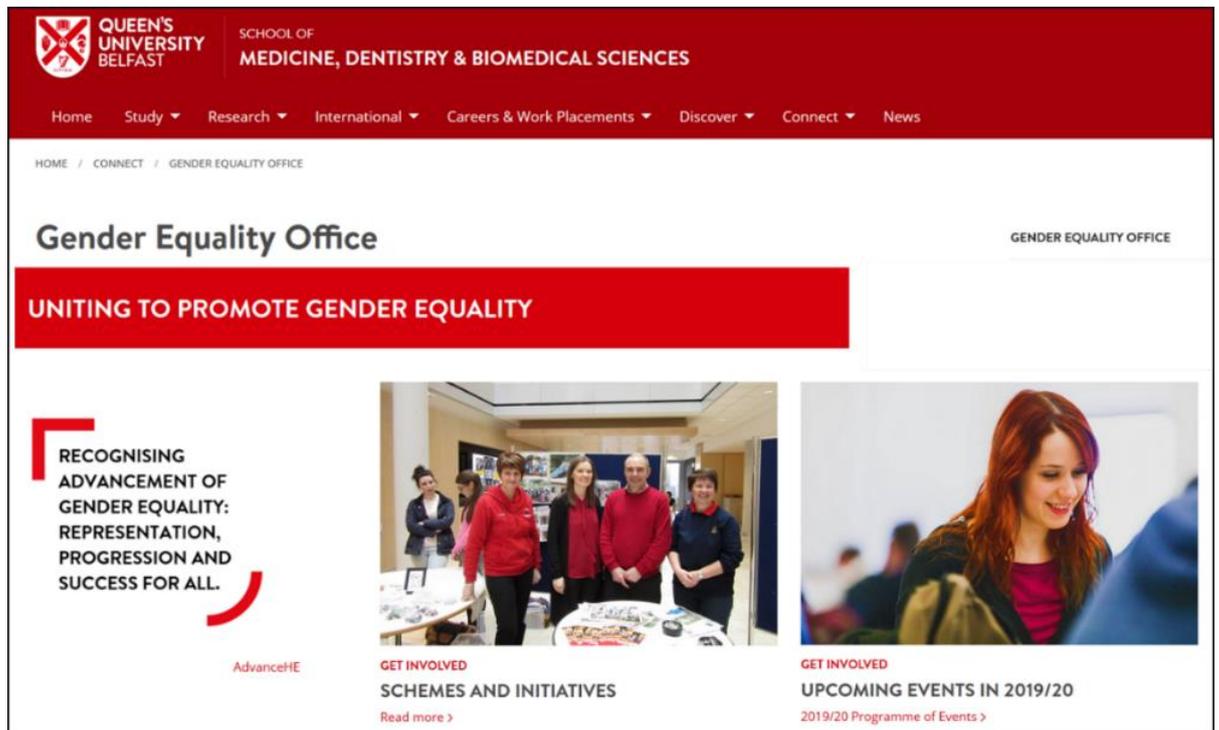

Figure 14. Webpage of the SMDBS Gender Equality Office
https://www.qub.ac.uk/schools/mdbs/Connect/GenderEqualityOffice/GenderEqualityCommittee/
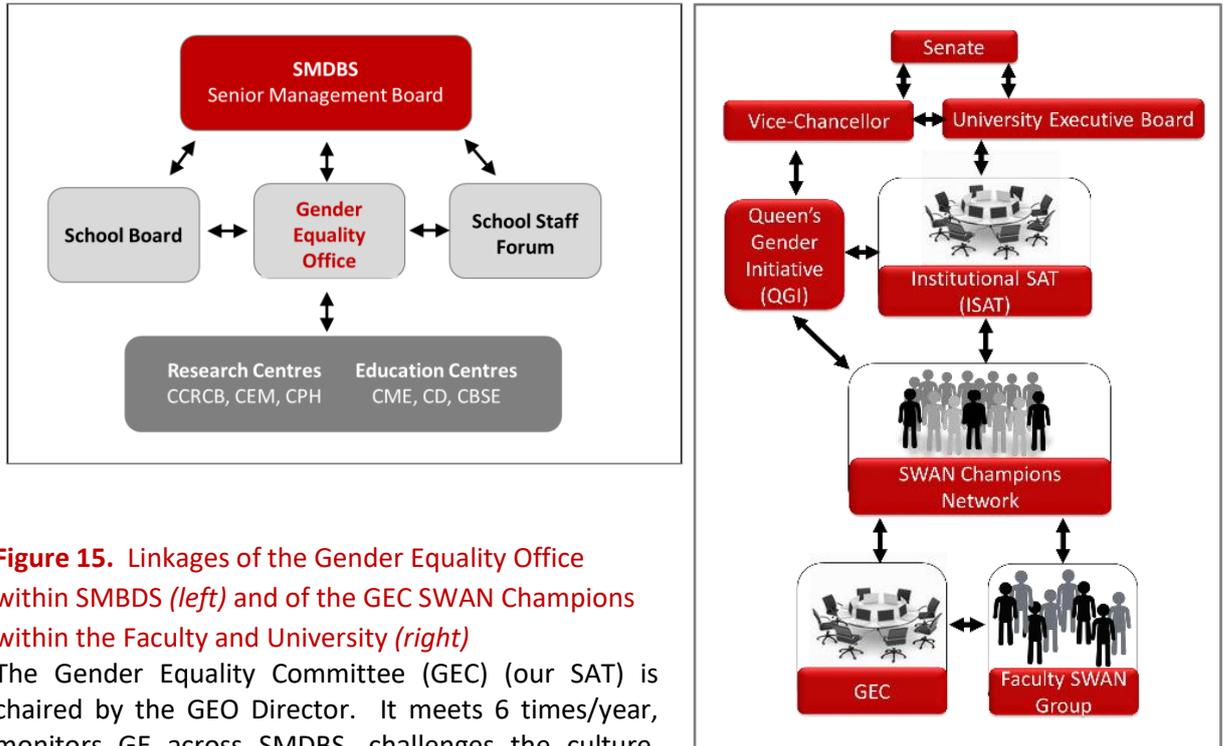
Figure 15. Linkages of the Gender Equality Office within SMBDS *(left)* and of the GEC SWAN Champions within the Faculty and University *(right)*

The Gender Equality Committee (GEC) (our SAT) is chaired by the GEO Director. It meets 6 times/year, monitors GE across SMDBS, challenges the culture, implements initiatives and makes recommendations to the SMB. The GEO Director sits on the SMB and is allocated 0.2FTE for the role. GEC members have responsibility for particular parts of the Action Plan and provide written and oral reports to each GEC meeting.

The GEC (Figure 16) has representation from each Centre with a blend of senior/earlier career academics, a postdoctoral researcher, P&S staff, UG and PG students, all with different experiences of caring responsibilities, work-life balance and working arrangements (Figure 17, 18). The agenda is arranged as unreserved (all members) and reserved (staff members) enabling more sensitive matters to be discussed in the reserved business.

Figure 16. The SMDBS Gender Equality Committee, 2019

Membership is rotated (typically 2-3 yearly) with new members recruited via an expression of interest. Members are selected to ensure representation across the Centres. The mix of senior and junior staff enables personal development and succession planning.

The GEO is supported by a clerical assistant and an annual budget. From 2013-2016, the clerical assistant was employed by SMDBS (0.4FTE). This role became a full-time Faculty position as a result of a leadership project by one of our SWAN Champions. The extension of this support to the other 3 Schools in the Faculty has been transformative for their SATs and this SMDBS Beacon project is described more fully below.

Name	Role	Name	Role
Dr Mairead Corrigan	Lecturer, CME EDI lead for UG Medicine	**Dr Yvonne Dombrowski**	Lecturer, CEM
Prof Denise Fitzgerald	Professor, CEM Workshadowing Lead	**Prof David Grieve**	Professor, CEM SMDBS Postgraduate Lead Director MHLS Internationalisation
Prof Neil Kennedy	Director, CME	**Prof Karen McCloskey**	SWAN Champion Professor, Deputy Director CCRCB; QGI Director
Prof Michelle McKinley	SWAN Champion Professor, CPH	**Dr Una McMenamin**	Patrick G Johnston Fellow, CPH

	Director GEO		
Dr Adone Mohd-Sarip	Lecturer, CCRCB	**Ms Edel O'Hara**	School Office, P&S staff SUMDE Lead
Dr Sean Roe	Senior Lecturer, CBSE	**Dr Xanthi Stachtea**	Postdoctoral Fellow, CCRCB
Dr Nuala Tipping	Technician, CBSE	**Dr Richard Turkington**	Clinical Lecturer, CCRCB
Dr Amanda Willis	Clinical Lecturer, CD	*	PGT academic representative role has recently rotated with new member joining Jan 2020
Student Representatives			
Ms Eimear Byrne	PGR representative	**Ms Maeve McAllister**	UG Dentistry Representative
Ms Catherine Nugent	UG Medicine Representative	**Ms Madina Sharifova**	UG Biomedical Sciences Representative
In attendance			
Ms Erin Davidson	Faculty Gender Equality Coordination Assistant	**Ms Carolyn Fitzmaurice**	Faculty MHLS, Data Analyst

Figure 17. Table of the SMDBS Gender Equality Committee, 2019
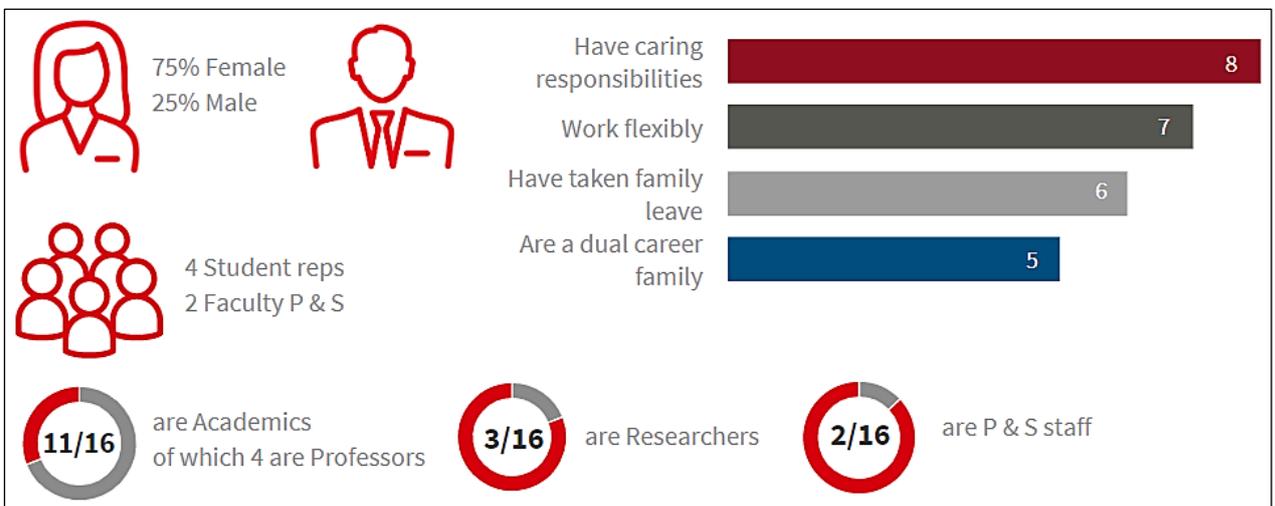
Figure 18. Summary of roles and experience of Gender Equality Committee, 2019

(ii)   an account of the self-assessment process

Our approach to embedding SWAN principles is to engage in dialogue/discussion with staff/students through: (i) **Discussion Groups** addressing the Action Plan and any emerging issues; (ii) **Feedback/evaluation forms** at all events/initiatives and (iii) a **GE/SWAN Culture Survey** in each SWAN cycle.

A Sharepoint site was utilised in preparation of this gold submission; this resource also archives SWAN/GE data and information (Figure 19). Completion of the application was a collaborative effort by the GEO, supported by the Faculty data analyst, the University Diversity & Inclusion data team, and the QUB SWAN team/institutional SAT. The application was discussed by SMB and reviewed by members prior to sign-off. Consultation was also facilitated through the recently-formed School Staff Council (2019; 2 GEC members are also on the Council as per the Terms of Reference). Extensive dialogue resulted in co-creation of the Action Plan.

During each SWAN cycle, we produce an interim report of student/staff data which is discussed at the GEC and presented to SMB. This sharpens the focus of the SMB at a critical mid-point in the Action Plan and further energised SMDBS towards a Gold application.

Dissemination of SWAN-related information occurs at School Board, SMB, in Team Brief (monthly newsletter), Inductions (students and staff), in Centres by GEC members, the GEO website, Twitter and email. These are standing items and are addressed fully in meetings. The SWAN Champions monitor minutes from Centre meetings to enable proactive reporting from GEC members.
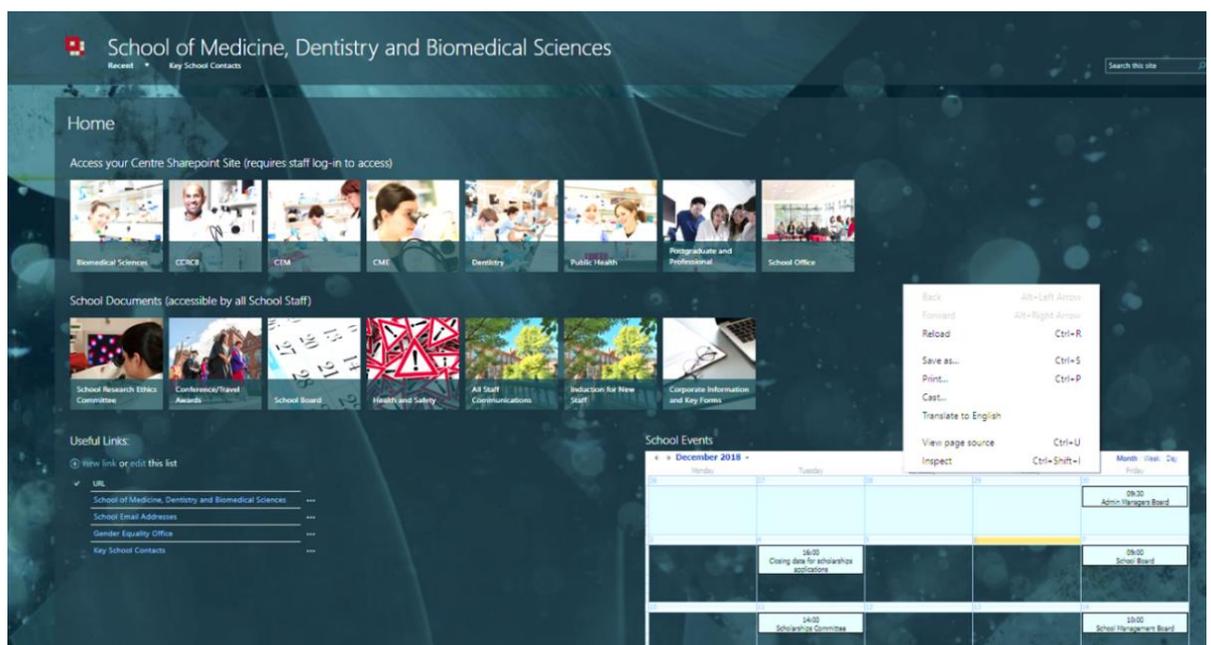
Figure 19. SMDBS Sharepoint Resource

A recent innovation (2019) was web broadcast of the School Board enabling members to attend virtually and communicate via live-screen dialogue. The broadcast is archived for one month to enhance engagement opportunities. Feedback is positive; staff unable to attend physically, feel more connected through the online (sometimes retrospective) medium. We plan to continue with this approach and have shared our experience with other Schools.

The Sharepoint resource signposts staff to key University policies, particularly those relevant to work-life balance which some staff found difficult to navigate on the University website.

Since our previous application, an SMDBS SWAN Champion engaged in a leadership project to develop an Athena SWAN group in the new Faculty of Medicine, Health and Life Sciences. From this, the **Faculty SWAN Group** was established in 2017 (8 SWAN Champions from 4 Schools, Faculty Manager, Public Engagement Officer), a full-time clerical support staff member and a 0.8 FTE data analyst were appointed. This significant innovation enables:
- sharing ideas, co-creation of events
- budget support for SWAN events in Schools
- SWAN Champions now attend Faculty Executive Board by rotation, contributing to all agenda items and bringing a SWAN report.
- Faculty Executive Board approval of a Faculty-wide SWAN Action Plan (recruitment, core meeting hours, academic progression and promotion)

Notable impact includes the Faculty SWAN group lobbied for student evaluation scores (known to have inherent bias against female academics), to be considered within a holistic framework in promotion applications. This issue was then taken to senior management and Queen's has now adopted the group's recommendations.

Elements of this group are currently being replicated in the other 2 Faculties in Queen's.

The GEC consults with the **Queen's University Gender Initiative** (QGI). One of SMDBS SWAN Champions was appointed as QGI Director in 2018. This development has further strengthened linkages between SMDBS and the wider University. An example of new work in action is the recent Ada Lovelace 2019 celebration; a partnership between SMDBS and QGI with around 50 staff and students in attendance and contributors from external companies (Figure 116).

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

The GEC is a permanent entity and will continue to meet as a full committee 6 times/year with sub-groups meeting off-committee to plan/implement initiatives, e.g. international women's day or international men's day events. The GEO Director is a member of the SMB where the SWAN/GEO report has been a standing item at monthly meetings since the GEO was formed in 2011.

SWAN is a standing item at School Board and Senior Management Teams in Centres. Core GEC members will remain constant (GEO Director, SWAN Champion); other roles will continue to rotate increasing the number of colleagues who will promote GE. The GEC, in liaison with the DoS, will take the lead in implementation of the Action Plan.

Our practice of reviewing School data over the summer months and engaging with SMB, Centre committees and PGT/PGR Boards will continue. The annual programme of the GEO will be planned over the summer period. Action Plan progress will be reviewed at each GEC meeting.

4.   A PICTURE OF THE DEPARTMENT
Recommended word count: 2000 words

4.1.   Student data
If courses in the categories below do not exist, please enter n/a.

(i)   Numbers of men and women on access or foundation courses
Access or foundation courses are not offered in this School.

(ii)   Numbers of undergraduate students by gender
Full- and part-time by programme. Provide data on course applications, offers, and acceptance rates, and degree attainment by gender.

SMDBS offers full-time, undergraduate (UG) degrees in Medicine, Dentistry and Biomedical Sciences. Queen's is the only NI University to offer Medicine and Dentistry training. Part-time undergraduate courses are not offered. Our UG courses continue to attract more females than males, consistent with national trends. Student data is given as total numbers of students in an academic year. Mean dropout rates of first year students for our UG programmes are low (female 2.2%, male 2.3%)

We measured the impact of our engagement and outreach work through a survey of first year UG intake 2019 (Figure 20) to understand why students choose their subject and why they accepted an offer from Queen's.

SMBDS Survey of New First Year Undergraduate Students, 2019

I have chosen to study medicine/dentistry/biomedical science (circle as appropriate) at Queen's University Belfast because:

1. My parent(s) or guardian(s) encouraged me to choose this career

2. My school encouraged me to choose this career

3. My friends encouraged me to choose this career

4. I enjoyed the experience I gained during work shadowing/work experience

5. The career prospects are good

6. It will allow me to have a good work/life balance

7. I want to make a worthwhile contribution to society/give back to society

I have chosen to study medicine/dentistry/biomedical science (circle as appropriate) at Queen's University Belfast because:

1. It has an excellent reputation for this subject.

2. I'm from Northern Ireland and didn't want to go elsewhere to study

3. I liked Queen's during Open Day

4. It is cheaper than studying elsewhere

Respondents were asked to select a score where 5 indicated strong agreement with the statement and 1 indicated strong disagreement

Figure 20. Questions used in the 2019 Undergraduate SMDBS Student Survey, 2014-2019

Medicine: The proportion of females increased by 4 percentage points since 2014, and is slightly higher than UK comparator data (Figure 21).
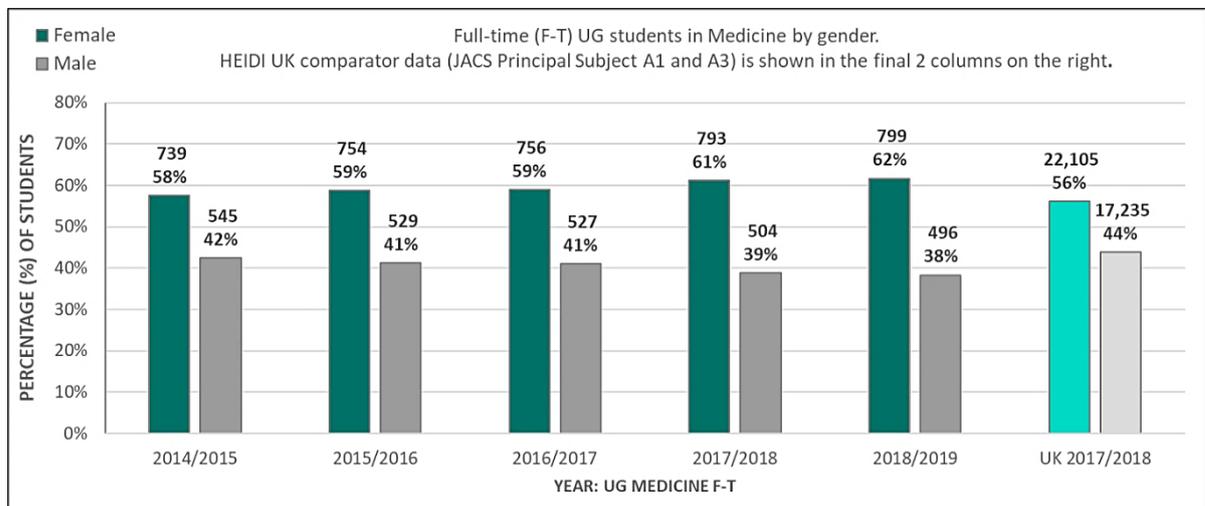
Figure 21. Undergraduate medical students and HEIDI comparator data by gender, 2014-2019

Our UG 1st year Medicine survey (n=159, 63%) indicates top reasons for choosing to study medicine are enjoyment of work experience/placement and good career prospects. Top reasons for studying *at Queen's* are Queen's reputation, liking the Open Day and it is cheaper than studying elsewhere.

Given the increase in proportion of females since 2014, we will conduct a more in-depth survey to explore if there are gender differences in UG career decisions.

Action	
19.3	Annual Survey of the medical student population to learn reasons for studying medicine (gender, all gender schools etc)

Female applicants are 64% (Figure 22, 23). We have taken steps to encourage male recruitment: increased the number of male doctors speaking at Open Days and ensured equal numbers of M/F medical students helping at Open Days and recruitment events.

Male applicants are less likely to receive offers but more likely to accept (last 4 years). In line with General Medical Council requirements, our objective selection process is fully accessible in our online 'Admission Policy Statement'.

Medicine	2014/15		2015/16		2016/17		2017/18		2018/19	
	F	M	F	M	F	M	F	M	F	M
Applications	681 59%	483 41%	718 57%	535 43%	738 59%	507 41%	724 61%	458 39%	738 64%	423 36%
Offers	289 62%	174 38%	278 61%	170 39%	318 64%	181 36%	340 68%	157 32%	356 67%	178 33%
% Offers /Applications	**42%**	**36%**	**39%**	**32%**	**43%**	**36%**	**47%**	**34%**	**48%**	**42%**
Acceptances	176 63%	100 37%	161 59%	114 41%	161 59%	111 41%	183 68%	88 32%	167 61%	105 39%
%Acceptance /Offer	**61%**	**57%**	**58%**	**67%**	**51%**	**61%**	**54%**	**56%**	**47%**	**59%**

Figure 22. Table of applications, offers and acceptances to UG Medicine by gender, 2014-2019
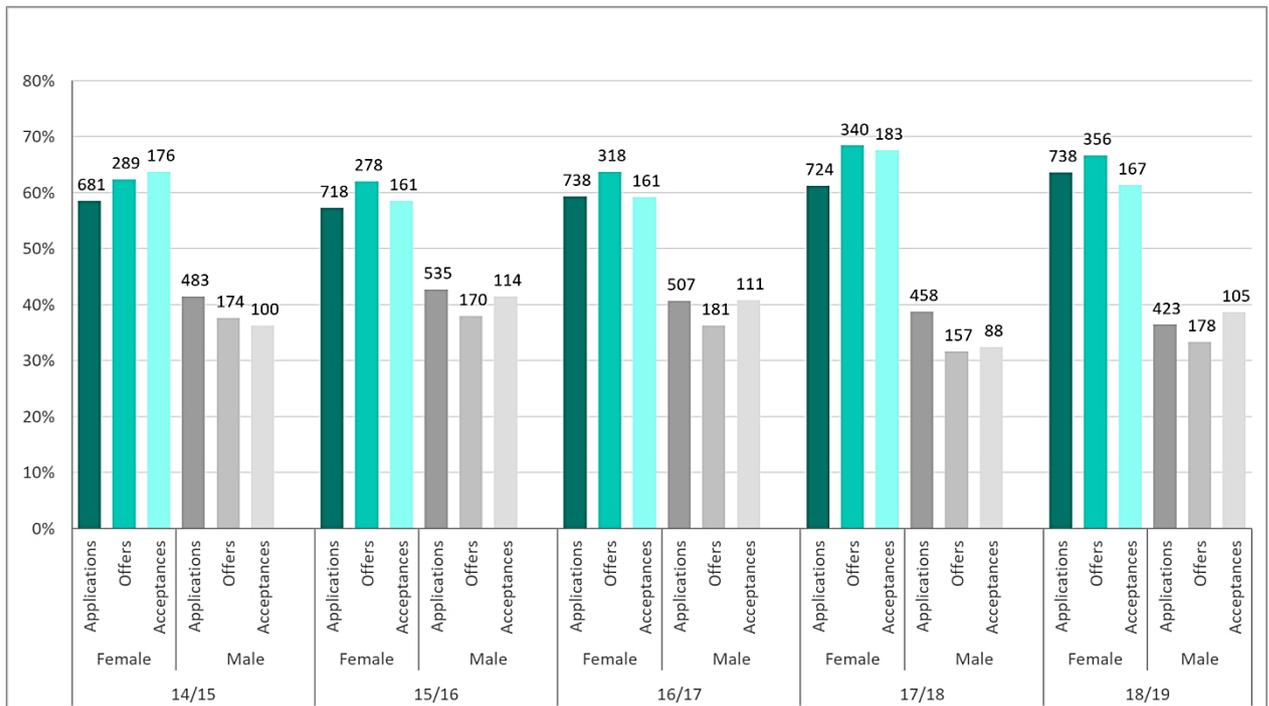
Figure 23. Graphical representation of data in Figure 22, 2014-2019

Queen's uses academic performance, UCAT aptitude test (cognitive ability) and multiple mini interviews (MMIs) (non-cognitive ability) to determine offers. We will further explore the Medicine application/selection process, to assess whether gender bias exists within the process. Preventative measures are already in place, e.g. MMI assessors undergo training and are reminded that males may demonstrate empathy/support in different but equally valid ways to females. Furthermore, simulated patients receive training, including relevant equality and diversity.

Action	
20.1	Evaluation of UG Medicine application and selection process, including MMIs, for gender bias and compare processes and stats with other UK Medical Schools.
20.2	Partner with another UK Medical School to engage in peer observation of MMIs

Medical degrees at Queen's are unclassified. Distinctions are awarded to the top 10%; honours are awarded to the top decile of 4th year and the top 10% of final year. CME meets annually to discuss differential attainment and has noted that similar % F/M graduate with honours, but a slightly higher %F graduate with distinction (Figure 24).

Medals and prizes show the opposite trend with a higher proportion of males receiving awards (Figure 25). A review to understand this trend is underway, including examination of processes and criteria used. Some are awarded on the basis of examination performance, others are awarded for essays.

Action	

21.1	Evaluate apparent trend in males in UG Medicine attaining more medals and prizes and identify underlying reasons through examination of procedures related to management of processes.

Medicine	Female					Male				
	Student numbers	Hons	Dist	Pass	Medals & Prizes	Student numbers	Hons	Dist	Pass	Medals & Prizes
2014-15	129	9 7%	19 15%	101 78%	25	110	8 7%	14 13%	88 80%	33
2015-16	148	10 7%	26 18%	112 76%	35	106	7 7%	16 15%	83 78%	29
2016-17	133	10 8%	20 15%	103 77%	26	106	6 6%	14 13%	85 80%	32
2017-18	139	12 9%	20 14%	107 77%	32	112	7 6%	12 11%	93 83%	38
2018-19	165	7 4%	25 15%	133 81%	31	103	8 8%	11 11%	84 82%	27

Figure 24. Table of UG medical student attainment data by gender, 2014-2019
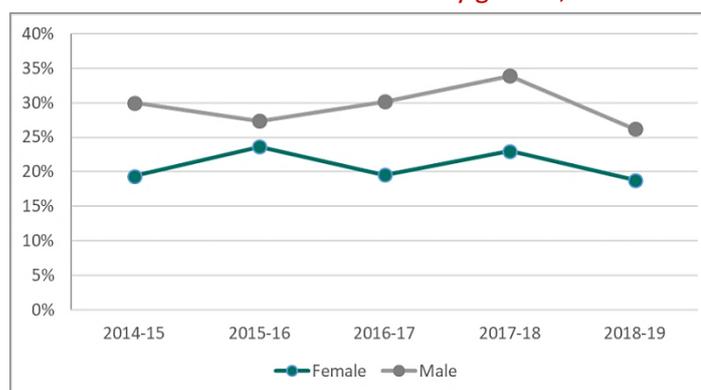

Figure 25. Percentage of undergraduate medical students awarded prizes/medals by gender, 2014-2019

The EDI Academic Lead for Medicine has proactively mapped the curriculum and is currently developing/implementing an EDI strategy along with the Northern Ireland Medical and Dental Training Agency (NIMDTA) and liaising with medical student representatives. Online EDI training for OSCE examiners is being developed and will be rolled-out in the next academic year.

| Action	
4.3	Establish a cross-school working group to evaluate where and how EDI is embedded within the curriculum in SMDBS and liaise with other Universities to learn from the sector.
19.1	Continue to include equal numbers of males and females in UG Medicine recruitment activities such as Open Days
19.2	Target UG Medicine recruitment activities at all male schools using for example videos co-created with UG students in Action 6.2

19.3	Annual Survey of the medical student population to learn reasons for studying medicine
20.1	Evaluation of UG Medicine application and selection process, including MMIs, for gender bias and compare processes and stats with other UK Medical Schools.
20.2	Partner with another UK Medical School to engage in peer observation of MMIs
21.1	Evaluate apparent trend in males in UG Medicine attaining more medals and prizes and identify underlying reasons

Dentistry: As per UK data, Dentistry continues to be attractive to women. Our cohort of male dental students has increased by three (29%) and female dental student cohort has fallen from 211 (2016/17) to 200 (2018/19); our %M has moved towards the national average (37%) by 2 percentage points (Figure 26).

Our 2019 survey (Figure 20) of 1st year dental students (n=54, 100% response) showed high rating for work-life balance as a reason to study Dentistry (median score 5, 4, 3 for Dentistry, Biomedical Science and Medicine students respectively).
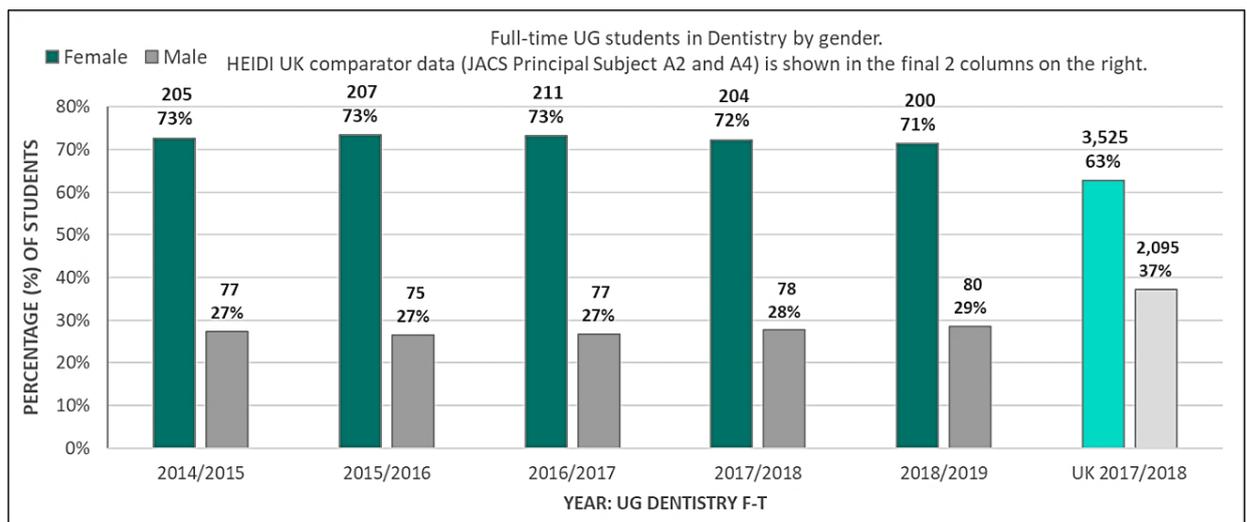
Figure 26. Undergraduate dental students and HEIDI comparator data by gender, 2014-2019

Our 2016 Action Plan targeted increasing male applications to Dentistry by 10%. Activities included visiting all-male schools, working with careers advisors and Open Days. This was highlighted as innovative practice at the Liverpool Athena SWAN Awards ceremony, 2016.

Measuring the impact of these actions shows increased male applications from 96 (2015/16) to 121 (2018/19) (26% increase, Figure 27, 28). CD will continue these actions and, per normal practice, will annually monitor student application data by gender.

The gap between F/M applicants receiving offers is closing - 21% to 7% (2014-2019). There is no overall gender trend in acceptances.

Dentistry	2014/15		2015/16		2016/17		2017/18		2018/19	
	F	M	F	M	F	M	F	M	F	M
Applications	165 68%	87 32%	194 67%	96 33%	168 68%	78 32%	178 62%	111 38%	202 62%	121 38%
Offers	82 77%	25 23%	75 74%	26 26%	79 74%	27 26%	76 69%	34 31%	78 67%	39 33%
% Offers /Applications	50%	29%	39%	27%	47%	35%	43%	31%	39%	32%
Acceptances	42 77%	12 23%	43 77%	13 23%	41 75%	14 25%	36 68%	17 32%	38 70%	16 30%
%Acceptance /Offer	51%	48%	57%	50%	52%	52%	47%	50%	49%	41%

Figure 27. Table of applications, offers and acceptances data to UG Dentistry, by gender, 2014-2019
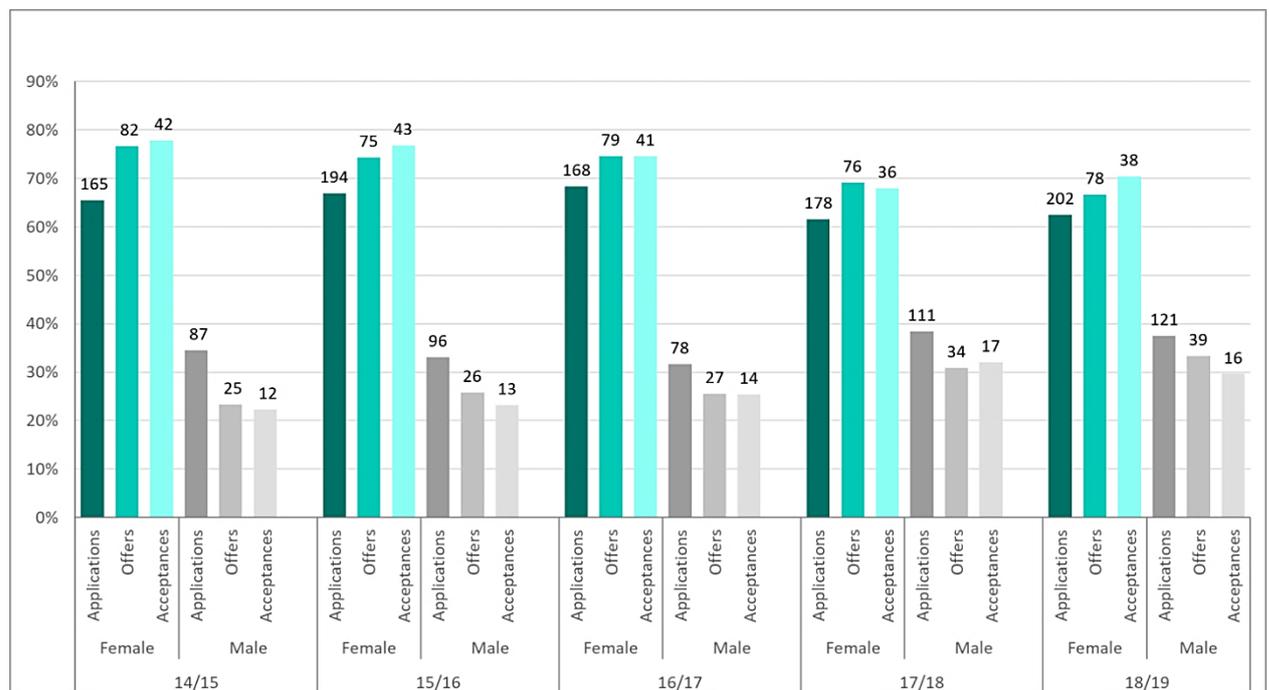
Figure 28. Graphical representation of data in Figure 27, 2014-2019

In Queen's, Dentistry degrees are unclassified; honours/distinctions are awarded as per UG Medicine. Since 2014, a higher %F typically achieved honours or distinctions compared with males (Figure 29). Furthermore, 24% of females were awarded medals/prizes compared with 12% of males (Figure 30).

Dentistry	Female					Male				
	Student numbers	Hons	Dist	Pass	Medals & Prizes	Student numbers	Hons	Dist	Pass	Medals & Prizes
2014-15	37	3 8%	14 38%	20 54%	8	16	0 0%	7 43%	9 57%	2
2015-16	36	3 8%	16 44%	17 47%	9	13	0 0%	2 15%	11 85%	2

28

Year									
2016-17	41	5 12%	13 32%	23 56%	11	18	2 11%	5 28%	11 61%	1
2017-18	42	3 7%	16 38%	23 55%	11	15	0 0%	2 13%	13 87%	1
2018-19	38	3 8%	14 37%	21 55%	8	12	0 0%	4 33%	8 67%	3

**Figure 29.** Undergraduate dental students' attainment by gender, 2014-2019
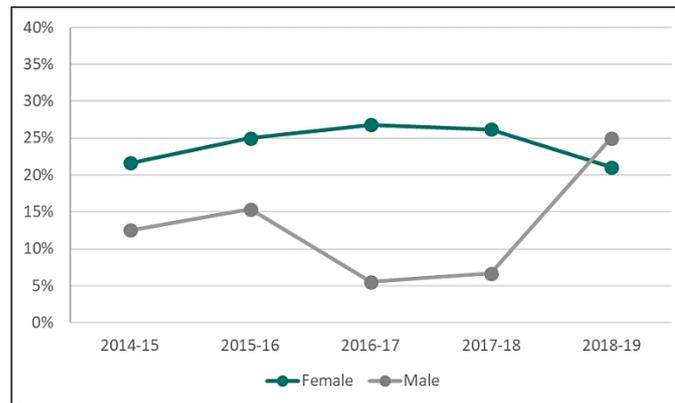
Figure 30. Undergraduate dental student prizes and medals by gender, 2014-2019

Action	
22.1	Academics and students from Centre for Dentistry to visit schools including all-male schools to promote Dentistry as a career option for males.
22.2	Include equal numbers of males and females in recruitment activities for UG Dentistry such as Open Days
23.1	Carry out both quantitative and qualitative research to try to identify why males appear to be less successful at achieving honours and distinctions.

Biomedical Sciences: This includes 3 pathway degrees: Biomedical Sciences, Human Biology, Intercalated degrees. The number and percentage of female biomedical science students has increased by 3 percentage points over the reporting period. Our gender representation (65%) is consistent with sector data (68%) (Figure 31).
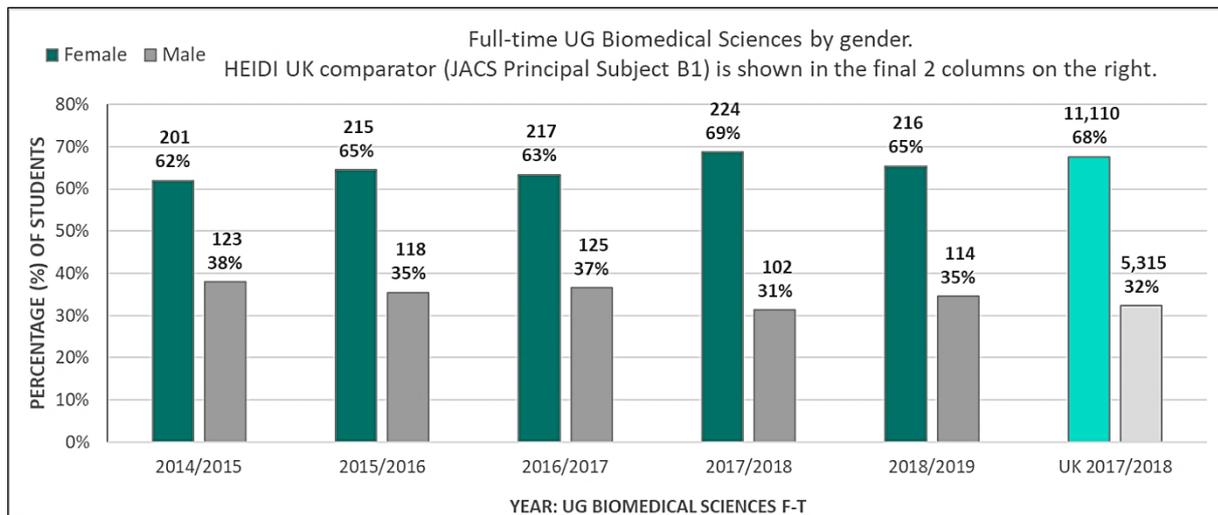
Figure 31. Undergraduate biomedical science students & HEIDI comparator data by gender, 2014-2019

Our UG 1st year survey showed that students had a high preference to stay in NI, found better cost-value in Queen's *vs* elsewhere and liked the Open Day (impact of previous actions).

Applications are now 65%F, an increase of 5 percentage points since 2014/15. Females are slightly more likely to receive offers than males. There is no consistent gender trend over likelihood to accept an offer (Figure 32, 33).

CBSE will continue to have gender balance of staff/student role models/speakers to Schools and Open days, and as per normal practice, will annually monitor student application data by gender.

Biomedical Sciences	2014/15		2015/16		2016/17		2017/18		2018/19	
	F	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**	**M**
Applications	403 60%	268 40%	512 61%	323 39%	525 64%	293 36%	536 65%	285 37%	506 65%	275 35%
Offers	370 61%	239 39%	454 62%	284 38%	475 65%	261 35%	490 66%	251 34%	463 66%	240 34%
% Offers /Applications	**92%**	**89%**	**89%**	**88%**	**90%**	**89 %**	**91%**	**88%**	**92%**	**87%**
Acceptances	56 61%	35 39%	77 68%	36 32%	73 60%	48 40%	76 72%	30 28%	61 59%	42 41%
% Acceptance /Offer	**15%**	**15%**	**17%**	**13%**	**15%**	**18 %**	**16%**	**12%**	**13%**	**18%**

Figure 32. Table of applications, offers and acceptances for data for Biomedical Sciences, by gender, 2014-2019
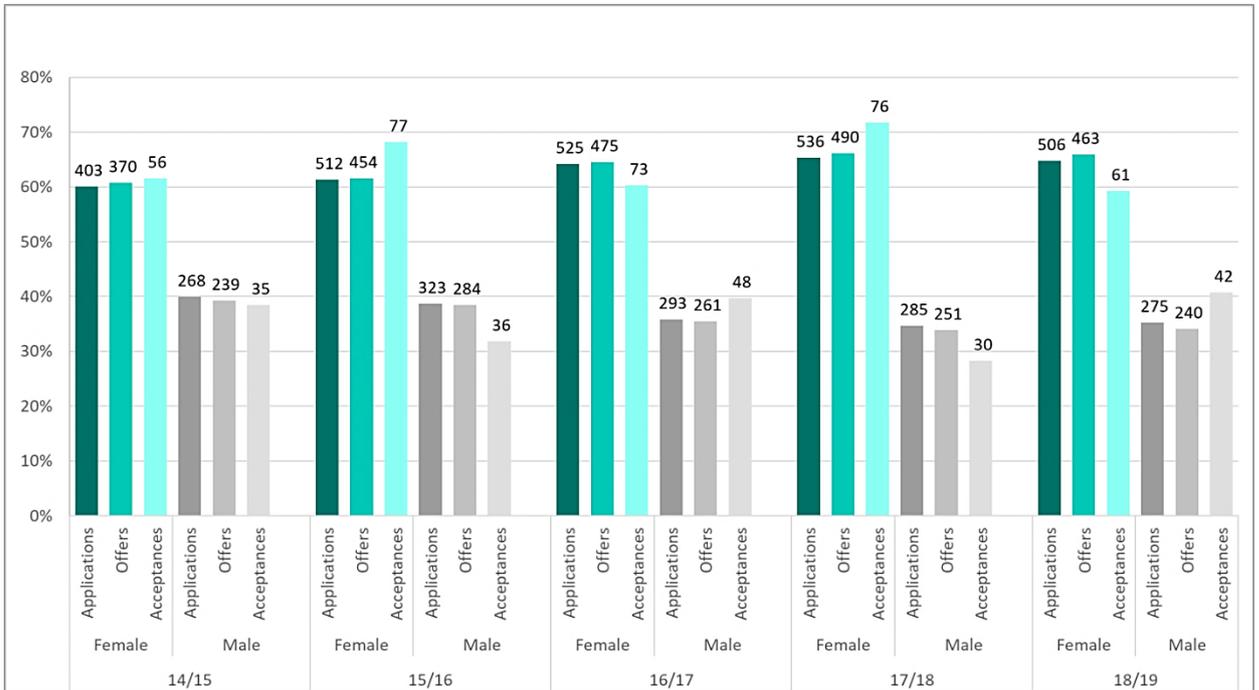
Figure 33. Graphical representation of data in Figure 32

The majority of Biomedical Sciences students obtain 1st class or 2:1 honours (Figure 34). Consistently, a higher %F *vs* M obtained 1st class honours; fewer students overall were awarded 1st class honours in the last 3 reporting years.
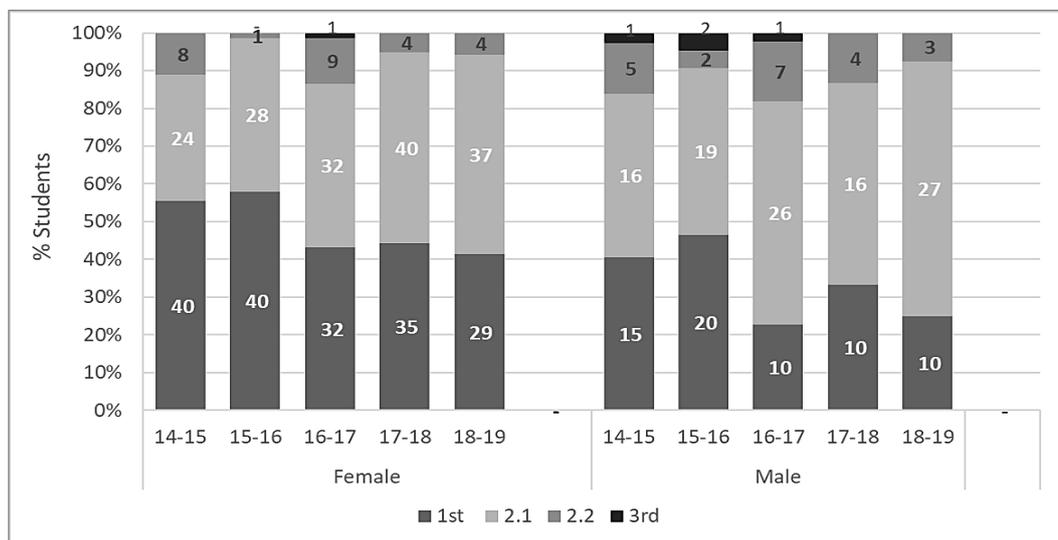
Figure 34. Degree outcomes for BSc Biomedical Sciences, by gender, 2014-2019

CBSE staff annually review this data and note several factors that may have affected overall awarding of 1st class degrees:

      (1) fewer intercalating medical students in the programme;

      (2) reconstruction of the University Academic Year creating modules carrying 40 credits instead of 20 credits may have impacted overall student performance;

      (3) changes to the final year project assessment profile with less weighting on the dissertation *vs* other related assessments.

Further years of data will be required before we understand whether the numbers of 1st class honours are declining and if there is a gender trend.

Action	
4.1	Appoint EDI Leads for UG Biomedical Science, UG Dentistry and PGT.
4.2	EDI leads engage with work at University level to develop a framework of equitable learning opportunities, through systems and core instructional practices
4.3	Establish a cross-school working group to evaluate where and how EDI is embedded within the curriculum in SMDBS and liaise with other Universities to learn from the sector.
4.4	Hold a workshop at the Annual Education Away Day to disseminate findings from the working group and develop practical guidance on embedding EDI in the curriculum.
4.5	Conduct a survey to assess what changes staff have made to their education practice as a result of the guidance developed above
6.2	Engage with UG males to co-produce videos specifically targeted at recruiting males to UG courses (see linked action 22)
24.1	Continue to promote Biomedical Science through Open days and other recruitment activities, ensuring that equal numbers of males and females represent SMDBS in these recruitment activities

(iii)   Numbers of men and women on postgraduate taught degrees
Full- and part-time by programme. Provide data on course application, offers and acceptance rates and degree completion rates by gender.

SMDBS offers full-time and part-time PGT courses including: Cancer Medicine; Experimental Medicine; Bioinformatics and Computational Genomics; Mental Health; Clinical Education; Clinical Anatomy; Molecular Pathology of Cancer, Oncology Drug Discovery, Global Health and Masters in Public Health (MPH).

- PGT courses expanded since 2014, in line with University Vision2020 strategic plan.
- PGT (full-time) numbers in SMDBS more than doubled.
- Gender balance fluctuated with the introduction of new full-time courses but is now consistent with national sector data (Figure 35).
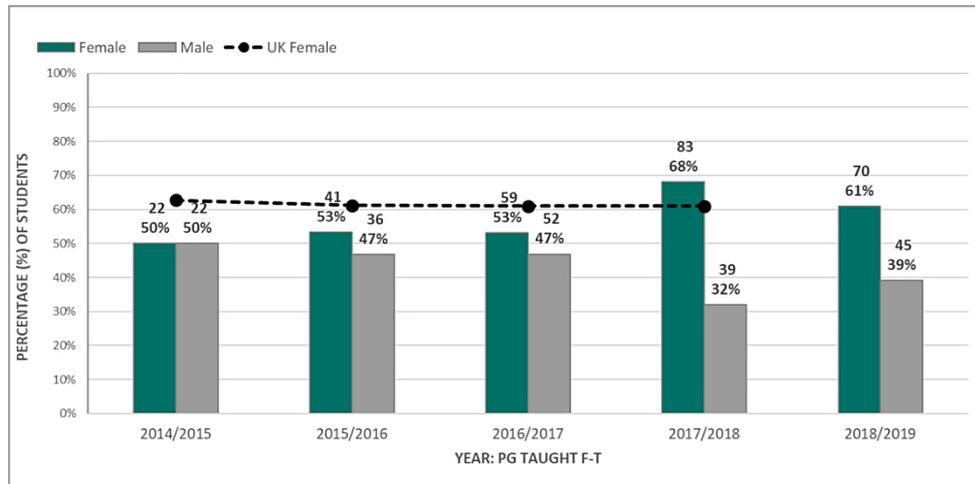
Figure 35. Postgraduate taught students and HEIDI comparator data by gender, 2014-2019 (HEIDI UK comparator data B1 (5%) and A9 (95%) is shown by the dashed line).

The majority of PGT students in SMDBS are enrolled on part-time courses. Females (58%) outnumbered males each year, consistent with UK trends (Figure 36).
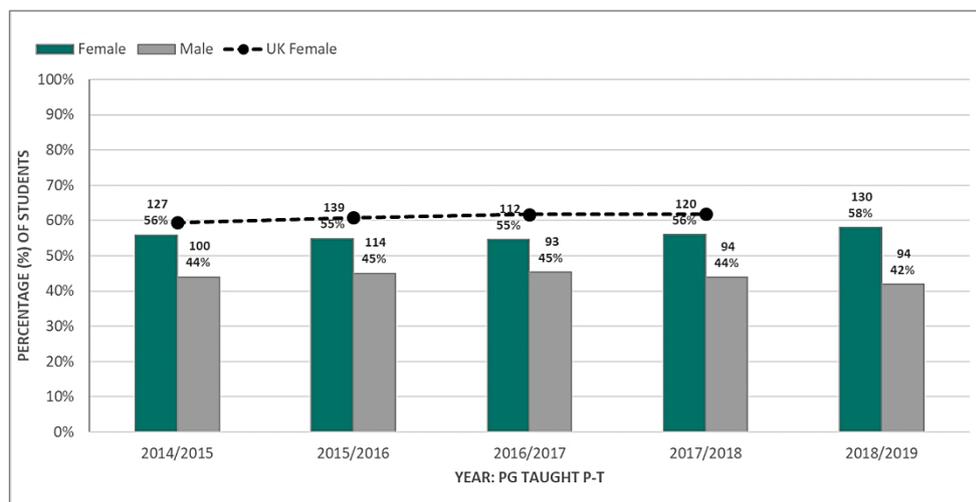
Figure 36. PGT (part-time) and HEIDI comparator data by gender, 2014-2019. (UK HEIDI comparator data (39% A3) and (61% A9) is shown by the dashed line).

During PGT expansion, the PGT team proactively ensured that recruitment materials are appealing with respect to gender, ethnicity and culture. The impact of this work is seen in the numbers of PGT applicants and enrolments. Recruitment is led by the Faculty Marketing Hub (gender balanced), the Internationalisation Director (M) and the School PGT Director (F). PGT course leads (50%/50% F/M) drive recruitment activities at School level, including preparation of videos/written marketing material. Open Day programmes and videos/testimonials/marketing materials feature F/M staff and students.

PGT courses attracted a higher %F applicants; however, there was no gender trend in offers made. In the most recent year, men were less likely to accept offers; however, this was not a trend (Figure 37, 38).

PGT	2014/15		2015/16		2016/17		2017/18		2018/19	
	F	M	F	M	F	M	F	M	F	M
Applications	233 58%	169 42%	233 51%	220 49%	328 59%	227 41%	420 60%	279 40%	517 58%	372 42%
Offers	185 57%	141 43%	201 53%	176 47%	283 62%	175 38%	357 61%	229 39%	410 58%	294 42%
% Offers /Applications	79%	83%	86%	80%	86%	77%	85%	82%	79%	79%
Acceptances	111 59%	76 41%	121 52%	113 48%	161 61%	102 39%	185 62%	112 38%	170 63%	101 37%
% Acceptances /Offers	60%	54%	60%	64%	57%	58%	52%	49%	41%	34%

Figure 37. Table of applications, offers and acceptances data for PGT programmes, 2014-2019
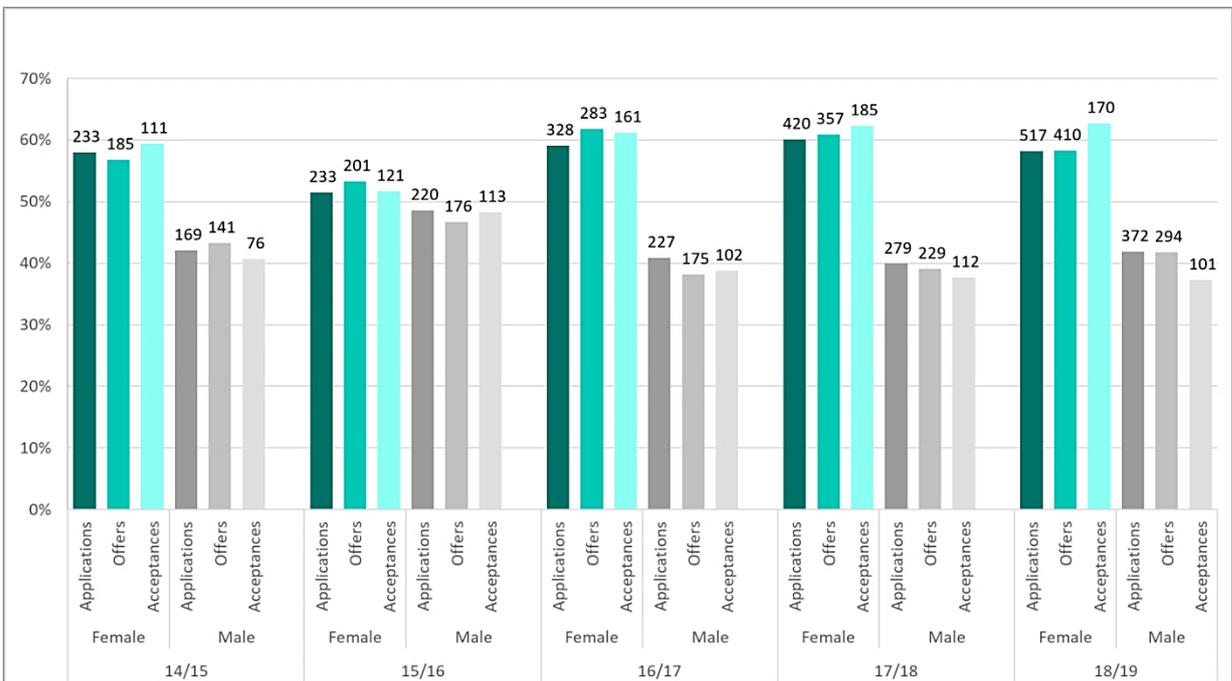
Figure 38. Graphical representation of data in Figure 37, 2014-2019

PGT degree outcome data is reviewed annually by the PGT Board as per our 2016 Action Plan. In each year, similar %F/M graduated with distinctions or commendations (Figure 39).
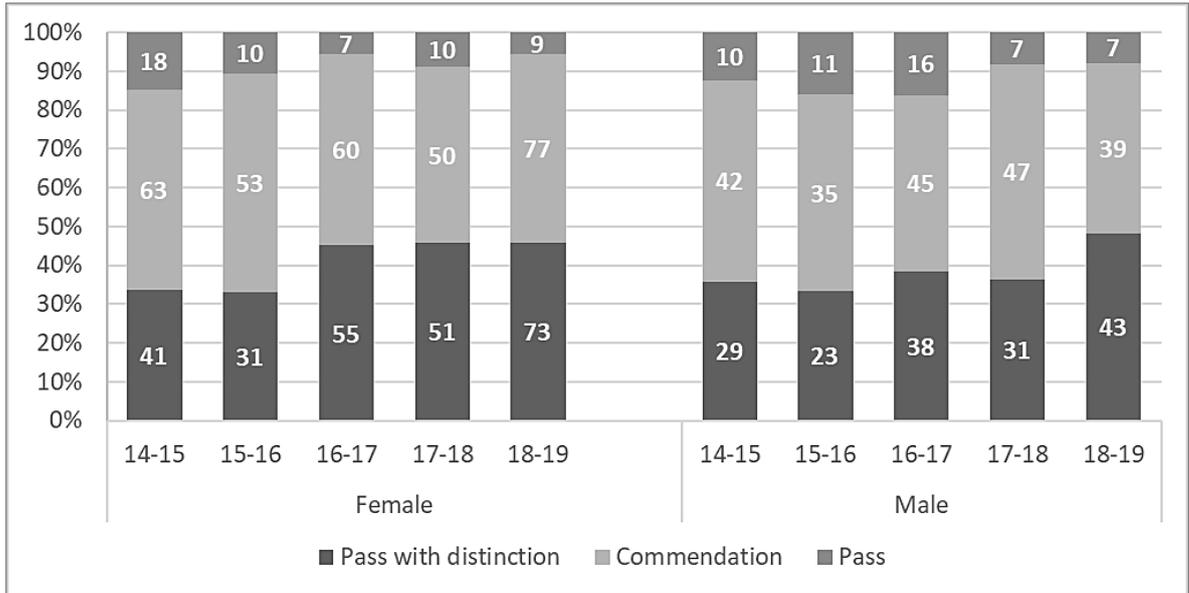
Figure 39. Degree outcomes for PGT students by gender, 2014-2019

(iv)   Numbers of men and women on postgraduate research degrees
Full- and part-time by programme. Provide data on course application, offers, acceptance and degree completion rates by gender.

SMDBS offers PhD, MD and MPhil postgraduate research (PGR) programmes. These are typically full-time (Figure 40); however, a few students are enrolled as part-time; ≤50% of full-time research/study (Figure 41). Consistent with UK data, the majority of PGR students are female; the number of male PGRs students has increased since 2014.
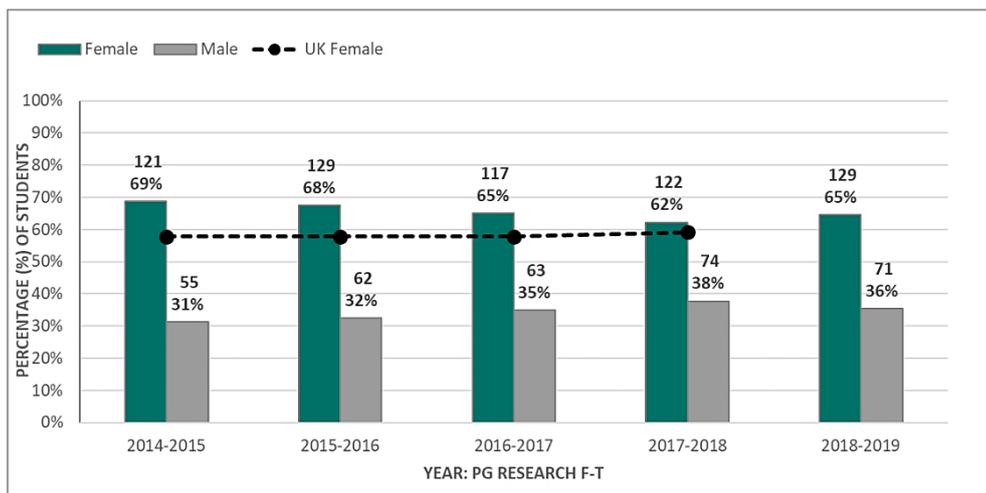
Figure 40. PGR students (full-time) and HEIDI comparator data by gender, 2014-2019. *Excludes students who have completed research and are writing up on 'thesis-only' status or 'graduation-only' who are awaiting graduation.   (HEIDI UK-comparator data (HEIDI A3) is shown by the dashed line).*

35
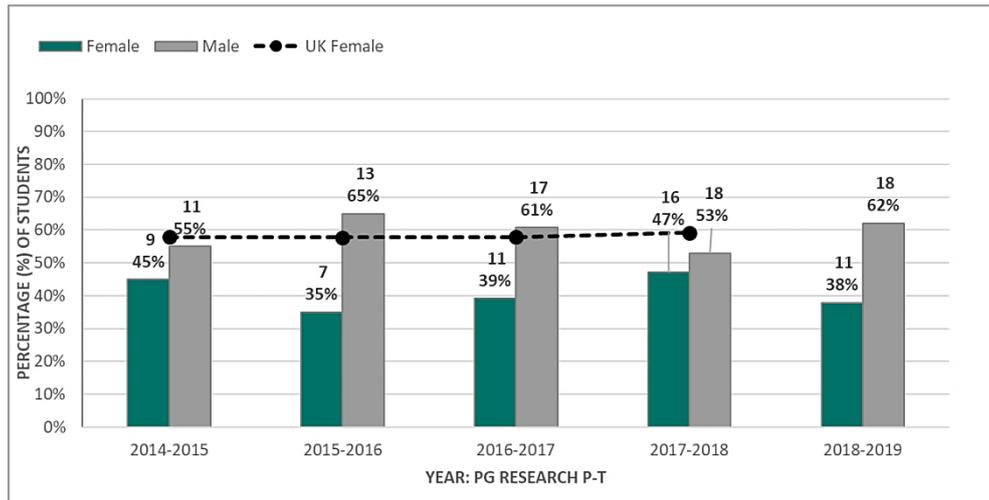
Figure 41. PGR students (part-time) and HEIDI comparator data by gender, 2014-2019. *Excludes students who have completed research and are writing up on 'thesis-only' status or 'graduation-only' who are awaiting graduation.* (HEIDI UK-comparator data (HEIDI A3) is shown by the dashed line).

In the first 4 years of the reporting period, there were significantly more female *vs* male applicants; however, this was balanced in 2018/19 (Figure 42, 43). Fluctuation occurred in the overall number of applications/year, linked with the number of available PGR studentships (underpinned by research grants or local government funding).
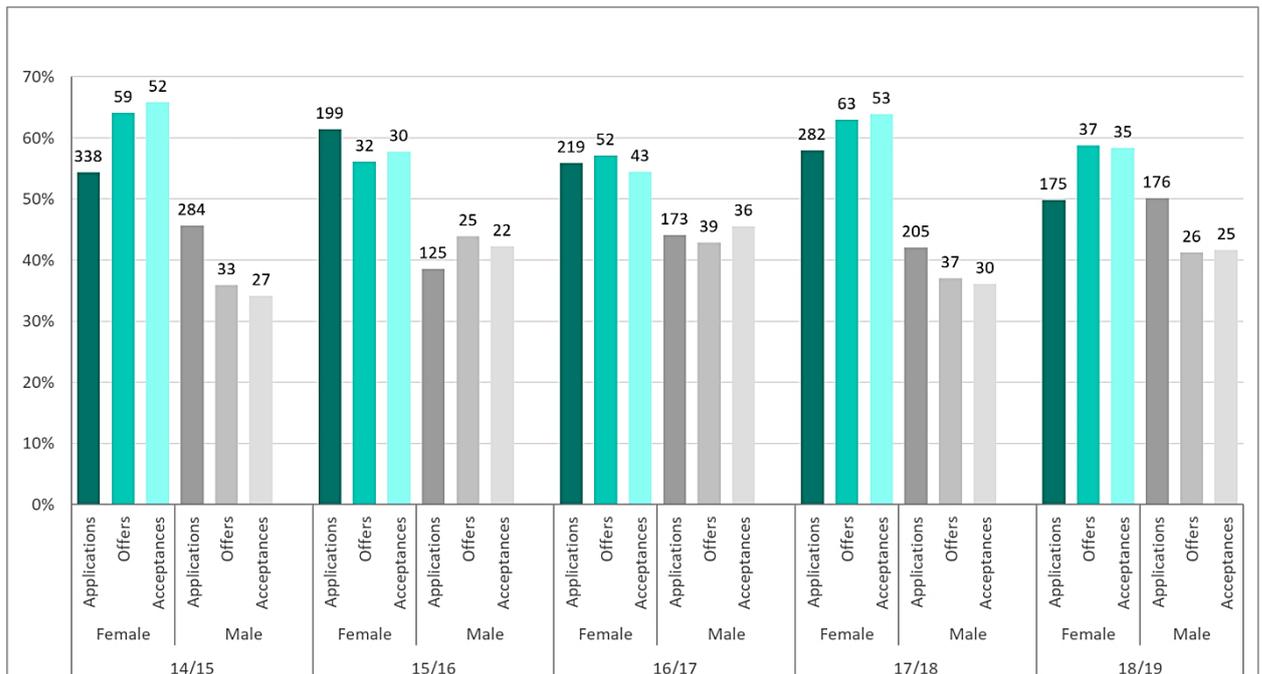
Figure 42. Applications, offers and acceptances to PGR programmes by gender, 2014-2019

PGR recruitment operates as per PGT. In 4/5 years, female applicants were slightly more likely to receive offers (6% or less), and were more likely to accept offers in 3/5 years. In 2018/19, there was no difference in % acceptances by gender. We will maintain our recruitment strategy and continue annual data monitoring at PGR Board meetings.

PGR	2014/15		2015/16		2016/17		2017/18		2018/19	
	F	M	F	M	F	M	F	M	F	M
Applications	338 54%	284 46%	199 61%	125 39%	219 56%	173 44%	282 58%	205 42%	175 50%	176 50%
Offers	59 64%	33 46%	32 56%	25 44%	52 57%	39 43%	63 63%	37 37%	37 59%	26 41%
% Offers/Applications	17%	12%	16%	20%	24%	23%	22%	18%	21%	15%
Acceptances	52 66%	27 34%	30 58%	22 42%	43 54%	36 46%	53 64%	30 36%	35 58%	25 42%
% Acceptances /Offers	88%	82%	94%	88%	83%	92%	84%	81%	95%	96%

Figure 43. Table of applications, offers and acceptances to PGR data, also shown graphically in Figure 42

The number of part-time PGR students is small with more males than females in this category (Figure 41). Given the small numbers, it has not been possible to ascertain any underlying reasons.

Average completion for PGR students	Female		Male	
	Years (range)	n	Years (range)	n
2014/15	4.8 (3 - 7)	24	4.8 (4 - 6)	12
2015/16	4.7 (4 - 7)	27	4.7 (4 - 6)	12
2016/17	4.5 (4 - 7)	25	4.7 (4 - 8)	17
2017/18	4.6 (4 - 8)	34	4.8 (4 - 6)	12
2018/19	4.9 (2 - 7)	31	5.1 (4 - 6)	15
24 PGR students (11F, 13M) dropped out over the reporting period: 6, 2, 3, 7, 6 students representing 2.3%, 0.7%, 1%, 2%, 1.9% of the PGR population (2014-2019) 6 of these students matriculated, however did not complete registration or arrive at Queen's for study				

Figure 44. Average completion time for PGR students in years, 2014-2019

Available destination data indicates that the majority of PGR graduates continue within academia Figure 45). A large cohort go to the NHS, either returning to clinical work or entering NHS scientist training programmes. There are no major apparent gender differences in the destination of PGR graduates.
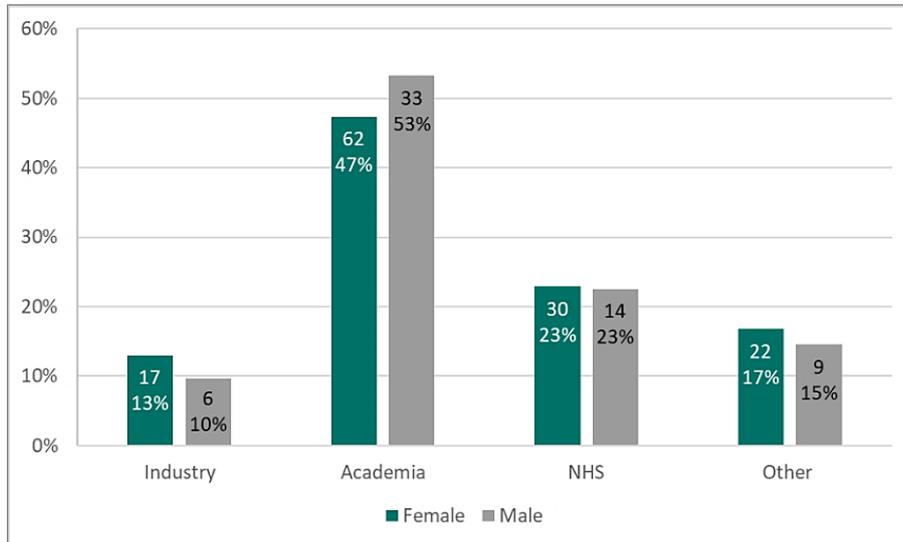
Figure data for **45.** Destination PGR students by gender from available data, 2014-2019

Action	
25.1	Conduct a survey with final year BSc students to ascertain decision making around PGR applications
25.2	Hold a focus group with current male PGR students to discuss reasons for applying

(v)   Progression pipeline between undergraduate and postgraduate student levels

Identify and comment on any issues in the pipeline between undergraduate and postgraduate degrees.

- No apparent issues between UG and PGT/PGR programmes in SMDBS data – all programmes are around 60% F.
- Our PGT/PGR programmes attract students from QUB, Ulster University, Republic of Ireland GB, and EU and International students.
- Increasing diversity among our student population is a priority; aligning with the University's internationalisation strategy.
- Our UG students are therefore not a direct pipeline to PG programmes: (a) the majority of UG students go on to practise medicine or dentistry; (b) our biomedical science students are only part of the pool of candidates for postgraduate study.

4.2. Academic and research staff data

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

Look at the career pipeline and comment on, and explain any differences between, men and women. Identify any gender issues in the pipeline at particular grades/job type/academic contract type.

Female academic numbers (excluding CTF, ACL, ACF, researchers) have increased since 2014 by 15 (now 40%, Figure 46). Males increased by 13.

HESA UK comparator data (54%F) may include CTF staff; inclusion of this cohort in SMDBS results in 45%F. We have chosen to report CTF separately as their job description is solely the delivery of clinical teaching and does not include other aspects of the academic job profile (Figure 6).

Increased numbers of female academics demonstrates significant impact of SWAN principles in action.

Our recruitment materials, increased use of personal and professional networks, mentoring postdoctoral fellows to achieve personal fellowships and appointment of University/Vice-Chancellor Fellows has led to new appointments of female academics.

This is further discussed in the recruitment data section.
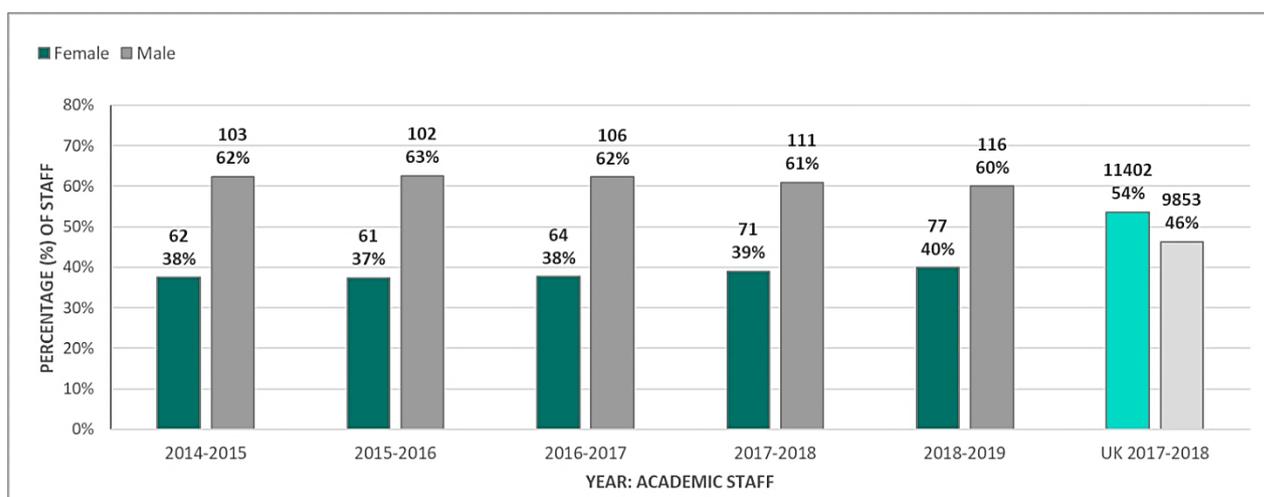
Figure 46. All academic staff *excluding* CTF, ACL and ACF in SMDBS by gender, 2014-2019.
(UK HESA data is shown in final 2 columns on right: based on SMDBS staff composition, 84.4% cost centre 101, 9.4% cost centre 102 and 6.2% cost centre 106).

Non-clinical academics: Over this period, the number and percentage of female non-clinical academics (T&R) increased from 30 to 42 (Figure 47). Female non-clinical academics (Ed) increased from 11 to 14 (Figure 48).
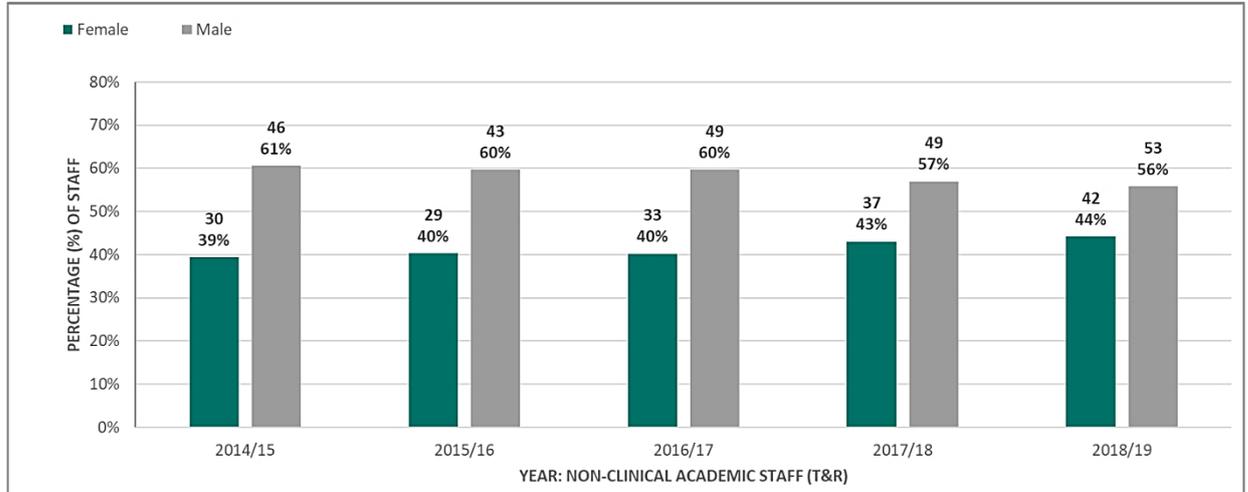
Figure 47. Disaggregation of academic staff showing non-clinical academics (T&R) by gender, 2014-2019.
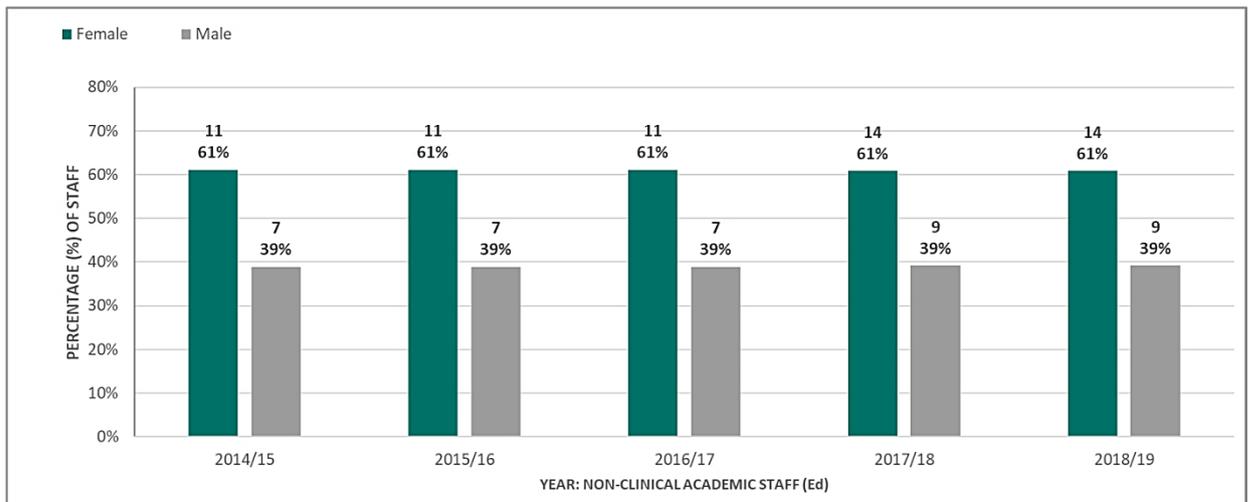
Figure 48. Disaggregation of academic staff showing non-clinical academics (Ed) by gender, 2014-2019.

Clinical academics: the number and percentage of female clinical academics (T&R or Ed) showed small fluctuation with little overall change (Figure 49, 50). Male clinical academics (T&R) decreased by 5 whereas male clinical academics (Ed) increased by 9.
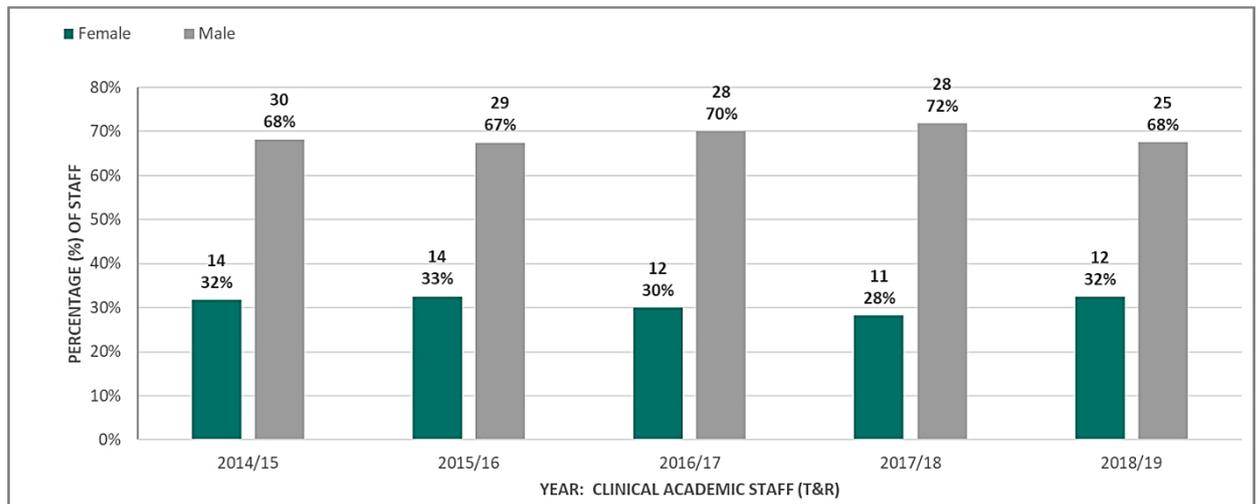
Figure 49. Disaggregation of academic staff showing Clinical Academics (T&R) *excluding* CTF, ACL and ACF in SMDBS by gender, 2014-2019.
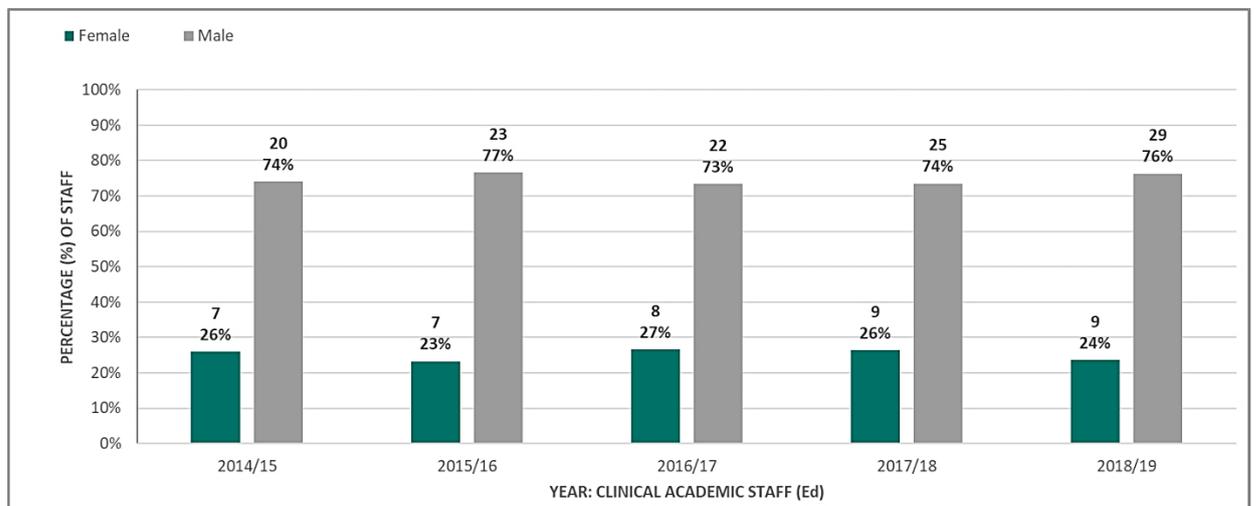
Figure 50. Disaggregation of academic staff showing Clinical Academics (Ed) *excluding* CTF, ACL and ACF in SMDBS by gender, 2014-2019.

Disaggregation of clinical academics (T&R) by grade is shown in Figure 51. In this cohort, women comprise 32% (Figure 48), consistent since 2014, with small changes in numbers within academic grades. The number of F&M clinical senior lecturers decreased, due to promotions and retirements.

Clinical Academic (T&R)	Clinical Lecturer		Clinical Senior Lecturer		Clinical Reader		Clinical Professor		Total		
	F	M	F	M	F	M	F	M	F	M	T
2014/15	0 -	1 100%	8 42%	11 58%	1 100%	0 -	5 22%	18 78%	14 32%	30 68%	44
2015/16	0 -	0 -	8 44%	10 56%	1 50%	1 50%	5 22%	18 78%	14 33%	29 67%	43
2016/17	0 -	0 -	8 42%	11 58%	1 50%	1 50%	3 16%	16 84%	12 30%	28 70%	40
2017/18	0 -	2 100%	7 39%	11 61%	1 50%	1 50%	3 18%	14 82%	11 28%	28 72%	39
2018/19	1 33%	2 67%	5 38%	8 62%	2 67%	1 33%	4 18%	14 82%	12 32%	25 68%	37

Figure 51. Data table of Clinical academic staff (T&R) by grade and gender, 2014-2019

Clinical academics (Ed) by grade is shown in Figure 52. Clinical Teaching Fellows (CTF) are reported here; however, as indicated earlier, this category is different to Academic (Education). CTF females increased by 4; this role continues to attract female doctors/dentists who teach on a sessional basis.

The percentage of female clinical academics (Ed) has been relatively consistent over the reporting period with an overall increase of 2 individuals compared with 9M. *Since the data census date, a new female Clinical Professor (Ed) has been appointed who is also Dean of Education in the Faculty MHLS.*

Clinical Academic (Ed)	Clinical Teaching Fellow		Clinical Lecturer (Ed)		Clinical Senior Lecturer (Ed)		Clinical Professor (Ed)		Total *(excl CTF)*		
	F	M	F	M	F	M	F	M	F	M	T
2014/15	16 80%	4 20%	4 80%	1 20%	3 19%	13 81%	0 -	6 100%	7 26%	20 74%	27
2015/16	17 89%	2 11%	4 57%	3 43%	3 17%	15 83%	0 -	5 100%	7 23%	23 67%	30
2016/17	15 88%	2 12%	4 57%	3 43%	4 22%	14 78%	0 -	5 100%	8 27%	22 63%	30
2017/18	18 82%	4 18%	4 40%	6 60%	4 25%	12 75%	1 13%	7 87%	9 26%	25 74%	34
2018/19	20 83%	4 17%	4 27%	11 73%	4 27%	11 63%	1* 13%	7 87%	9 24%	29 76%	38

Figure 52. Data table of Clinical academic staff (Ed) by grade and gender, 2014-2019 *new female Clinical Professor (Ed) appointed Nov 2019 making this category 2 individuals and 22%; 30% female Clinical Academic (Ed).*

SMDBS has attracted Clinical Trainees, funded by national programmes including the Irish Clinical Academic Training (ICAT, Wellcome Trust) and the Clinical Academic Programme (ACF, ACL). There is gender parity in this clinical academic pipeline (Figure 53); these individuals work within all Centres (except CBSE). The academic lead of this staff cohort is a GEC member.

	ACF	ACL	ICAT
■ Female	4	6	2
■ Male	5	4	3
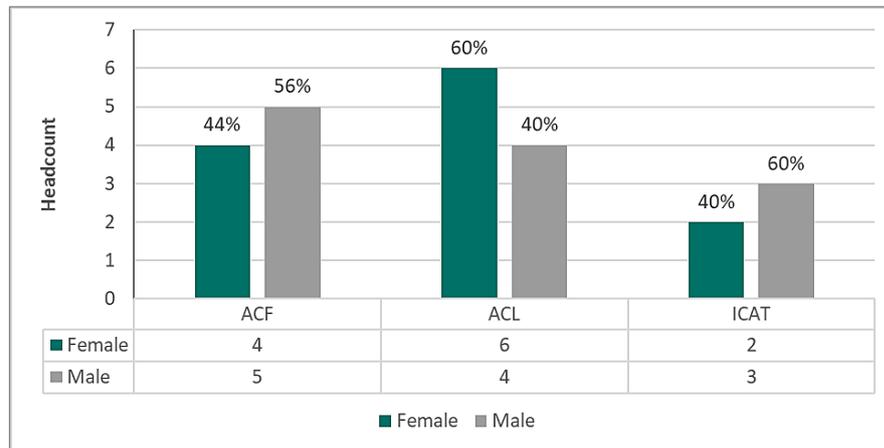
Figure 53. Clinical Trainees including ACF, ACL and ICAT, by grade and gender, 2014-2019

Smaller categories including teaching assistant/teaching associates and CTFs are shown in Figure 54.
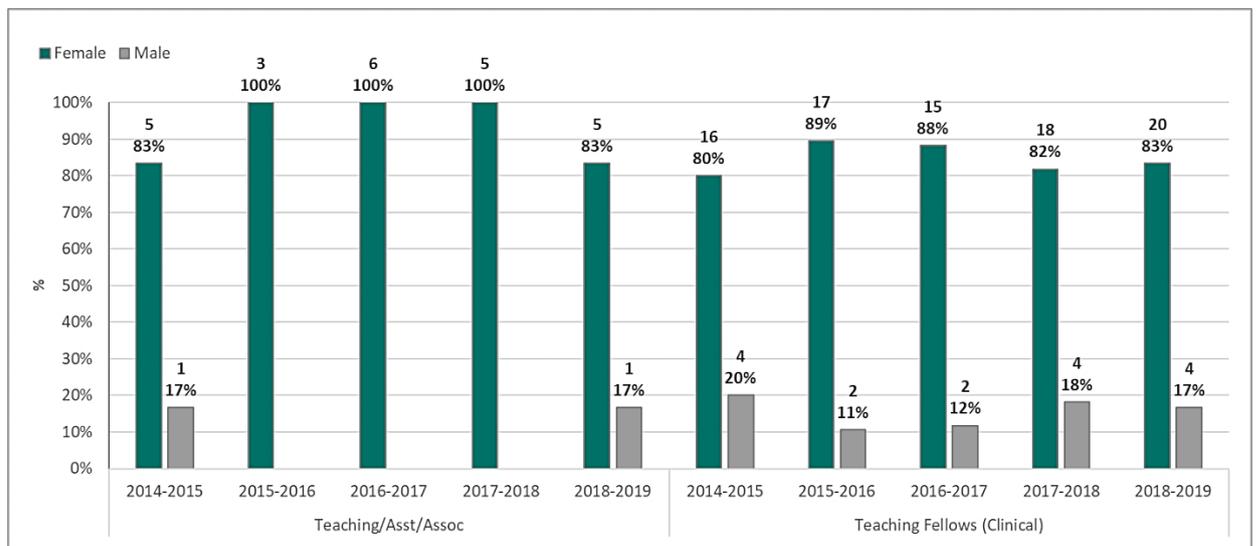
Figure 54. Academic (Education) other, by grade and gender, 2014-2019

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Closer evaluation of SMDBS academic staff by grade reveals the impact of our SWAN Actions in improving female representation across the academic pipeline; further detail is given in recruitment and promotions sections.

Lecturers: There has been sustained increase in the numbers of female Lecturers, ensuring a pipeline of female academics; 25 in 2014/15 *vs* 40 in 2018/19. The number of male lecturers increased by 13 (Figure 55).
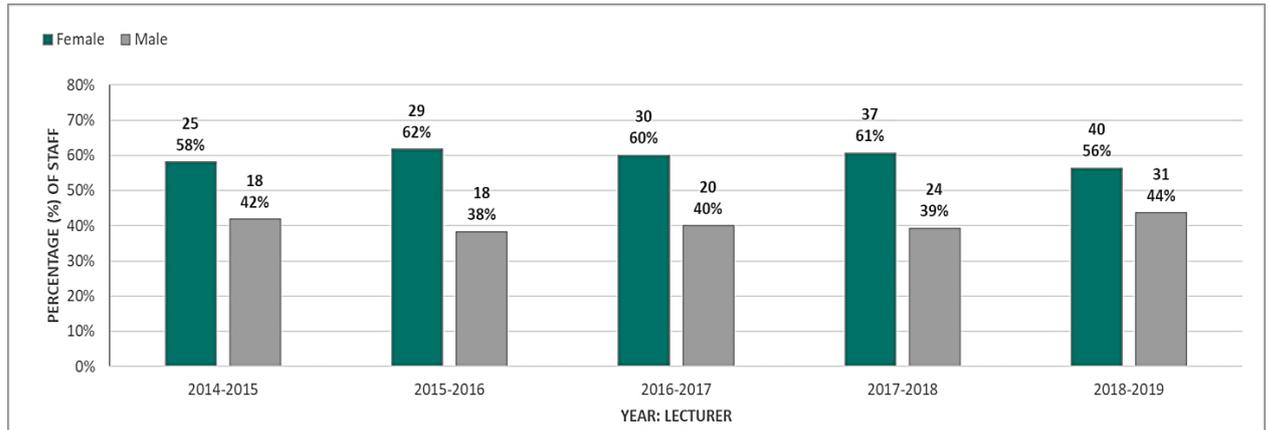
Figure 55. All lecturers in SMDBS by gender, 2014-2019.

Senior Lecturers: There has been no change in the % of F/M Senior Lecturers (Figure 56). Numbers decreased a little in both genders, as staff progress their careers through promotion to Reader or Professor (Figure 79).
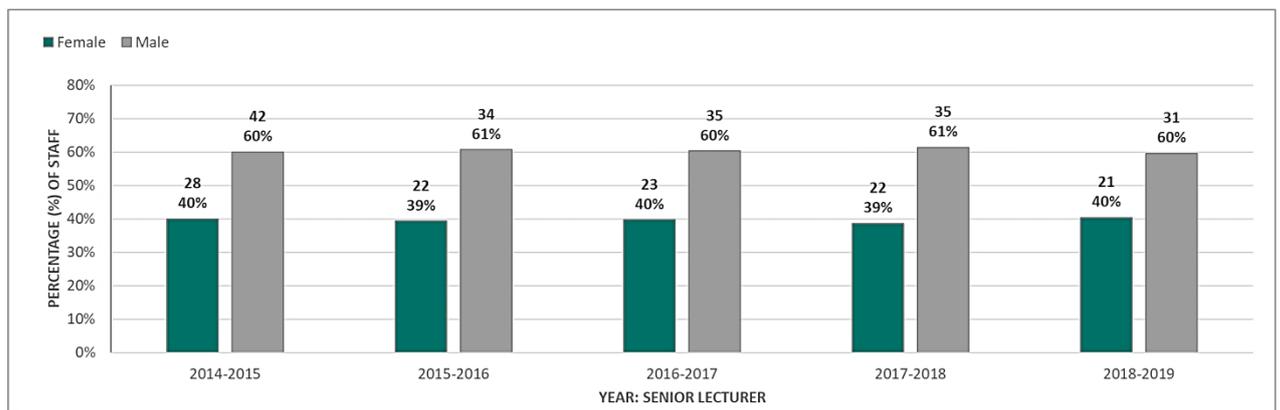
Figure 56. All Senior Lecturers in SMDBS by gender, 2014-2019.

Readers: female Readers increased from 2 (40%) in 2014/15 to 4 (47%) in 2018/19; however this has now reached parity with the most recent promotions exercise (outside of data census date) resulting in 4 new female Readers (Figure 60).

This successful component of the 2016 Action Plan represents promotions with measurable impact from SMDBS Promotions Workshops, QGI Mentoring, supportive Appraisal and proactive mentoring by the DoS, Centre Directors and the Professoriate. Male Readers also increased from 3 to 10 (Figure 57). As promotion to Professor typically progresses through Reader, this indicates a healthy pipeline for future promotions.
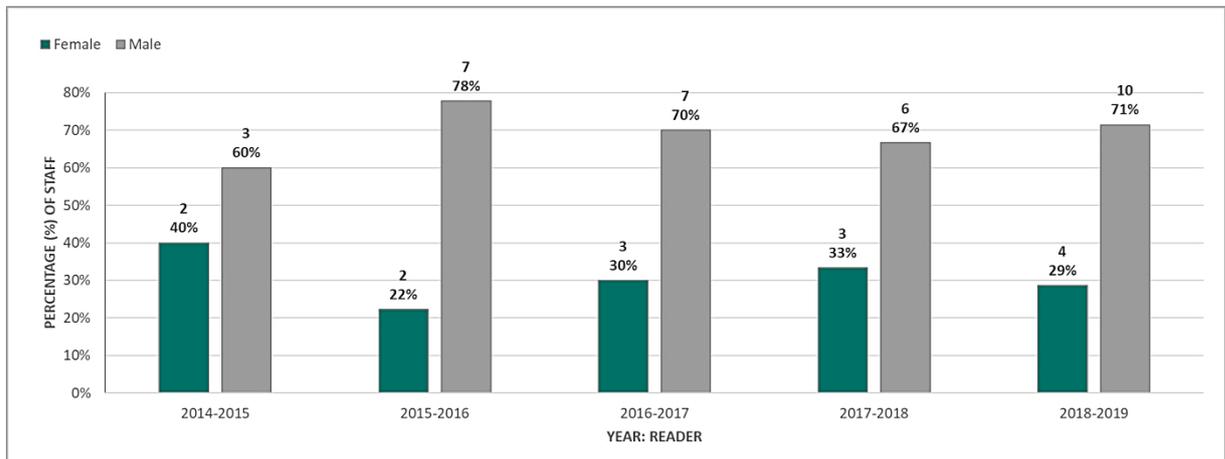
Figure 57. All Readers in SMDBS by gender, 2014-2019.

Professors: In our last application, the number of female professors had remained relatively consistent over the previous 5 years whilst males had increased. This trend has changed (Figure 58). Since 2014/15, females increased by 3, to 12 (17% to 21%) and males increased by 1 (83% to 79%). This increase is attributable to the impact of recruitment and promotion from our previous action plan (Section 5).

The latest Promotions round (2019) resulted in an additional 2 female professors, not included in the graph below due to census data capture; furthermore 1 female professor joined SMDBS via external recruitment in Nov 2019.
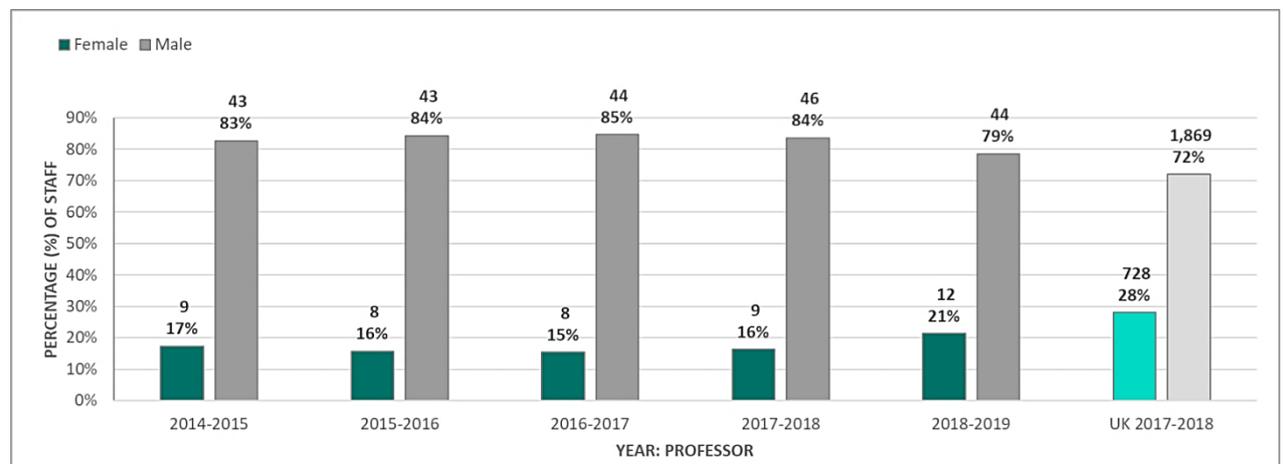
Figure 58. All Professors in SMDBS by gender, 2014-2019.
(UK HESA data is shown in final 2 columns on right: based on SMDBS staff composition, 84.4% cost centre 101, 9.4% cost centre 102 and 6.2% cost centre 106).

The number of Researchers has increased since 2014 (Figure 59). The majority are postdoctoral fellows, supported by PI-led externally funded grants. Researchers are 65% female, consistent with national and SMDBS gender representation of PGR students. The majority work in Research Centres, except for 2 in CME (general practice research) and 3 in the NI Clinical Research Facility.
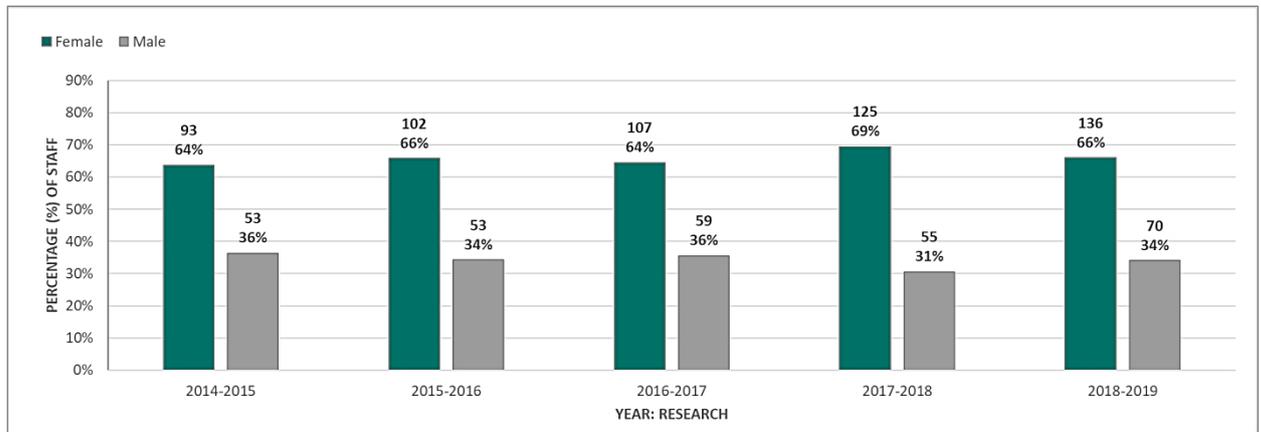
Figure 59. Research staff in SMDBS by gender, 2014-2019

The **gender profile of students, researchers and academic staff in SMDBS** is shown in Figure 60 for the current year (staff data as per Oct/Nov 2019), showing the impact of the most recent promotions exercise (additional Professors: 2F, 3M; Readers: 4F; Senior Lecturers: 2F, 3M).

Comparison with 2012/13 (first SWAN) to 2019 shows:
- Increased %F UG, as per sector
- Similar %F PGT/PGR
- Increased %F researchers
- Similar %F lecturers
- Increased %F senior lecturers
- Large increase in %F readers
- Increased %F professors
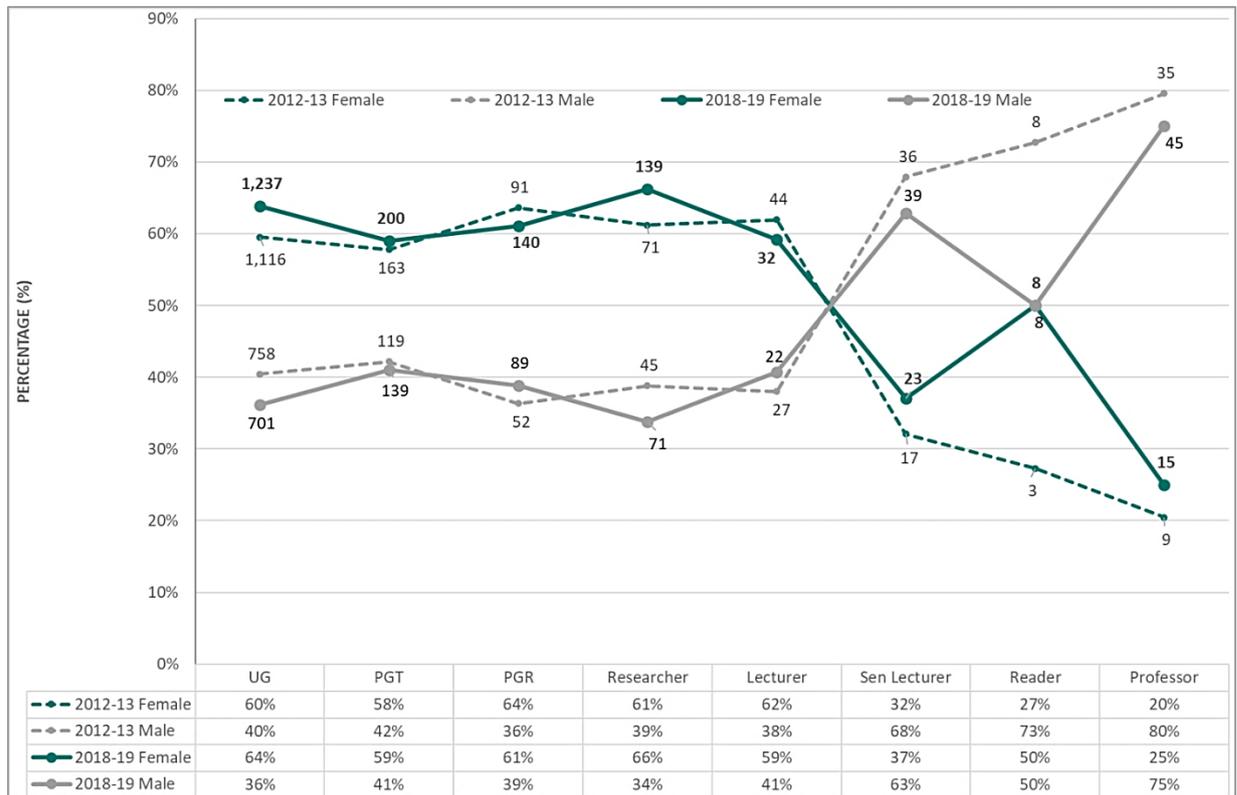
Figure 60. Scissors plot of gender profile in SMDBS from UG to Professor, for 2012/13 (period of our first SWAN Award) and Nov 2019. Note: 1 Female Professor was appointed after the census date and is included here.
(This figure excludes TAssis/TAssoc/CTF as these staff profiles are not comparable with roles in 2012/13. See figure 6 for roles of these staff categories).

	UG	PGT	PGR	Researcher	Lecturer	Sen Lecturer	Reader	Professor
2012-13 Female	60%	58%	64%	61%	62%	32%	27%	20%
2012-13 Male	40%	42%	36%	39%	38%	68%	73%	80%
2018-19 Female	64%	59%	61%	66%	59%	37%	50%	25%
2018-19 Male	36%	41%	39%	34%	41%	63%	50%	75%

SMDBS' sustained progress towards GE has been achieved through focussed SWAN Actions. It is challenging in the sector, and in our geographical location, to recruit senior academic women, both clinical and non-clinical. Recruitment and fostering the development of female academics through promotions is now evidenced in the School profile. Importantly, people have noticed this impact as evidenced by the quotations in this document.

Action	
12.1	Establish an alumni group for ICAT/CATP programme
12.2	Produce a report on the impact of ICAT/CATP on the clinical academic pipeline with analysis by gender
12.3	Use established networks, including NIMDTA and the Royal Colleges, to promote the clinical academic pathway at QUB
16.1	Hold a Q&A session for TAs, TFs and CTFs with the Dean, Centre Directors and the HR Business Partner to explore workable solutions to career support and progression issues for this cohort of staff

(ii)   Where relevant, comment on the transition of staff between technical and academic roles.

Transition between technical and academic roles is unusual in SMDBS. Our technicians generally do not view academia as a career goal. Some transition between technical and research positions occurs, in either direction.

SMDBS recently undertook a technical review resulting in additional core (permanent) positions at senior (Grade 6) and junior (Grade 3) levels. In January 2019, Queen's hosted our first **Technician Commitment** event (Figure 61), celebrating the unique expertise and contribution of our technicians. This national initiative helps us ensure visibility, recognition, career development and sustainability for technicians.
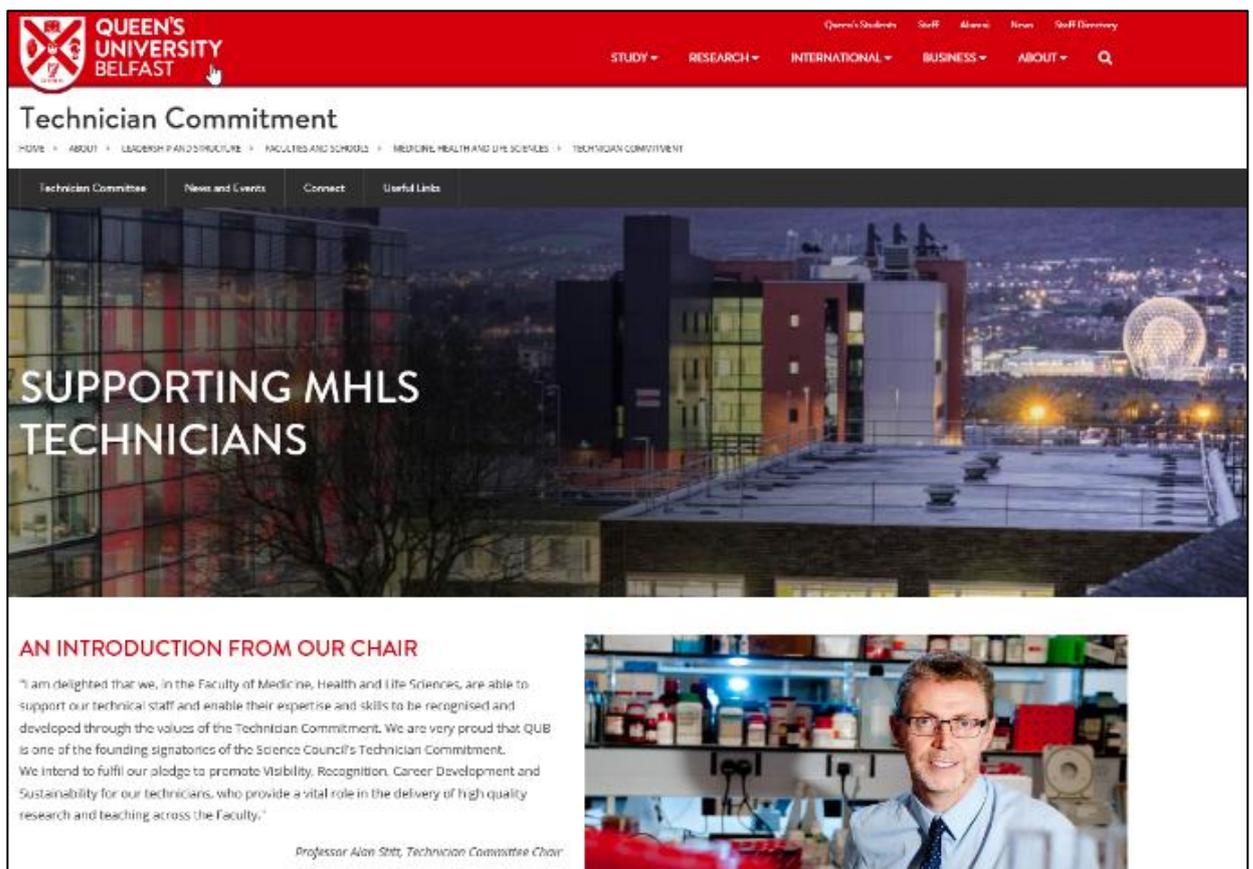
Figure 61. The Technician Commitment in Medicine, Health and Life Sciences

Academic and research staff on fixed-term, open-ended/permanent and zero-hour contracts by grade and gender
Comment on the proportions of men and women on these contracts. Comment on what is being done to ensure continuity of employment, and to address any other issues, including redeployment schemes.

Queen's does not use zero-hours contracts.

The majority of academics are employed on permanent contracts; typically <5 individuals are on fixed-term contracts in a given year (Figure 62). These may be teaching assistants employed to cover e.g. maternity leave, or, academics on phased-retirement.

Academic (T&R) and Academic (Ed)	Female		Male	
	Permanent	Fixed-term	Permanent	Fixed-term
2014-2015	61 97%	2 3%	99 96%	4 4%
2015-2016	60 98%	1 2%	99 97%	3 3%
2016-2017	64 100%	0 -	103 97%	3 3%
2017-2018	71 100%	0 -	106 95%	5 5%
2018-2019	77 100%	0 -	111 97%	4 3%

Figure 62. Data table for academic staff on permanent vs fixed-term contracts, by gender, 2014-19

Researchers are typically fixed-term, underpinned by externally funded grants (Figure 63). There are ≤3 researchers on permanent contracts in any given year.

Research	Female		Male	
	Permanent	Fixed-term	Permanent	Fixed-term
2014-2015	0 -	93 100%	2 4%	51 96%
2015-2016	0 -	102 100%	1 2%	52 98%
2016-2017	0 -	107 100%	1 2%	58 98%
2017-2018	1 1%	124 99%	1 2%	54 98%
2018-2019	1 1%	135 99%	2 3%	69 97%

Figure 63. Data table for research staff on permanent vs fixed-term contracts, by gender, 2014-2019

Redeployment is available for researchers approaching contract end, enabling them to be considered for new research positions prior to external advertisement. This has facilitated positive internal mobility of researchers who wish to develop new skills in other laboratories/groups and has proved particularly attractive for staff keen to stay in NI. Several SMDBS researchers, formerly on fixed-term research or teaching contracts, have progressed into academic roles (permanent) (T&R or Ed) at Queen's.

Researchers are supported to apply for **Associate of the Higher Education Academy** (AHEA) status through: recognition of laboratory supervision of student projects; acting as demonstrator, giving tutorials. Their PI completes the supporting section of the application. These actions have enhanced competiveness of applications for academic positions.

(iv)   Academic leavers by grade and gender and full/part-time status
        Comment on the reasons academic staff leave the department, any differences by gender and the mechanisms for collecting this data.

Since 2014, 20F (42%) and 27M (57%), academics left; broadly reflecting gender composition of this population (Figure 64, 65). Of this, 5F and 9M were part-time.

Academic staff turnover overall is low – 4%F and 5% M (Figure 65).

 In 2015/16, 5F professors retired. Since 2014, 8F professors retired and 12M professors left (retirement or relocation to another university, Figure 66). In spite of this, our number/percentage of female professors has grown (now 15) through recruitment and promotion. Our SWAN Actions enabled us to replace the women who retired and, furthermore, to grow the female Professoriate.

This continues to be a priority and we will progress these successful Actions as we push towards gender parity in the Professoriate.

| Academic Leavers	2014/15		2015/16		2016/17		2017/18		2018/19		Total	
	F	M	F	M	F	M	F	M	F	M	F	M
Lecturer	4	-	1	3	-	1	-	-	2	-	7	4
Senior Lecturer	1	1	2	3	-	-	1	1	-	4	4	9
Reader	1	2	-	-	-	-	-	1	-	-	1	3
Professor	2	2	5	2	1	3	-	-	-	4	8	11
Total	8	5	8	8	1	4	1	2	2	8	20	27

Figure 64. Data table of academic staff leavers, by gender, 2014-2019

Academic Turnover	2014/15		2015/16		2016/17		2017/18		2018/19		Total	
	F	M	F	M	F	M	F	M	F	M	F	M

												Total
Lecturer	9%	-	2%	16%	-	6%	-	-	3%	-	3%	5%
Senior Lecturer	3%	2%	8%	8%	-	-	4%	2%	-	10%	3%	4%
Reader	50%	29%	-	-	-	-	-	17%	-	-	6%	9%
Professor	22%	5%	63%	5%	13%	7%	-	-	-	9%	17%	5%
Total	9%	5%	10%	8%	1%	4%	1%	2%	2%	7%	4%	5%

Figure 65. Heatmap illustrating academic staff turnover, by grade and gender, 2014-2019
(Low to high percentages are represented by green – yellow – amber – red. Note that the number of Readers is small, explaining the apparent higher turnover).

Available data shows that the 3 main reasons for leaving include; resignation (moving to another position), normal retirement, or the voluntary severance/voluntary early retirement scheme that the University ran in 2015 as part of the VC's Vision 2020 strategy[1] and to address budget cuts (£16.1m) imposed by the NI Assembly.
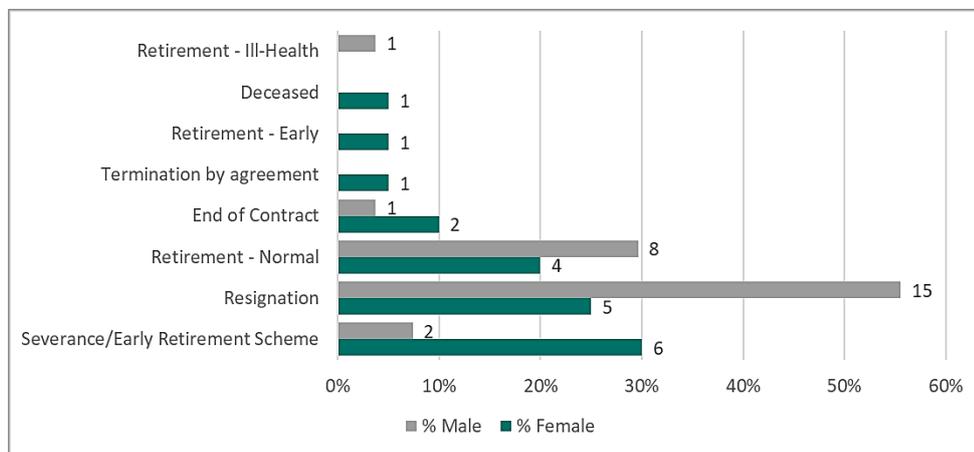
Figure 66. Reasons for academic staff leaving, by gender, 2014-2019

Researchers: mostly employed on fixed-term contracts; of the 113F leavers, 8 were part-time and of the 83M leavers, 5 were part-time. Overall turnover was 20%F and 28%M (Figure 67, 68). There is no apparent reason for the gender difference; however, women may opt to take more than one postdoctoral contract in SMDBS, whereas men may choose to move elsewhere for their next position.

Career development support for researchers is detailed in section 5.3(iii).

Research Leavers	**2014/15**	**2015/16**	**2016/17**	**2017/18**	**2018/19**	**Total**

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[1] The University's Vision 2020 strategy is based on world class leadership in the pursuit of excellence, impacting society. The strategy's priorities are to increase research income, postgraduate profile and international student numbers.

	F	M	F	M	F	M	F	M	F	M	F	M
Research Assistant	1	1	6	5	7	3	4	1	4	3	22	13
Clinical Academic Trainee	-	2	1	-	-	1	-	1	1	-	6	4
Research Fellow	22	9	16	12	13	17	10	11	18	11	79	60
Senior Research Fellow	-	1	2	-	2	2	4	1	2	2	10	6
Total	**23**	**13**	**25**	**17**	**22**	**23**	**18**	**14**	**25**	**16**	**113**	**83**

Figure 67. Data table for research staff leavers, by grade and gender, 2014-2019

Research Staff Turnover	2014/15		2015/16		2016/17		2017/18		2018/19		Total	
	F	M	F	M	F	M	F	M	F	M	F	M
Research Assistant	11%	20%	55%	100%	39%	75%	16%	25%	13%	33%	23%	48%
Clinical Academic Trainee	-	67%	50%	-	-	33%	-	25%	17%	-	23%	25%
Research Fellow	30%	20%	20%	30%	17%	39%	11%	28%	21%	24%	19%	28%
Sen Res Fellow	-	100%	22%	-	25%	25%	67%	14%	17%	15%	27%	17%
Total	24%	25%	25%	31%	21%	39%	14%	25%	18%	23%	20%	28%

Figure 68. Heatmap illustrating research staff turnover, by grade and gender, 2014-2019
(Low to high percentages are represented by green – yellow – amber – red)

Available destination data for researchers is limited and is deemed insufficient to be valid here.

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS
Recommended word count: 7000 words

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

Break down data by gender and grade for: applications; long- and shortlisted candidates; offer and acceptance rates. Comment on how the department's recruitment processes ensure that women (and men where there is an underrepresentation in numbers) are encouraged to apply.

SMDBS appointed 90 academic staff (51%F) since 2014 (Figure 69). Academic vacancies are advertised on Queen's website and on academic recruitment sites. We worked with our Human Resources Business Partners (HRBPs) to update **recruitment materials** including links to the GEO, Athena SWAN programmes, family-friendly policies, information on local schools and life in Belfast (Figure 70).
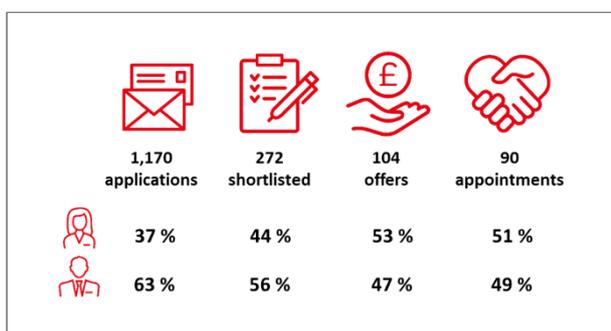
Figure 69. Summary of academic recruitment, by gender, 2014-2019

Each vacancy includes an informal point-of-contact individual; conversations have focussed on culture and family-friendly working practices. The impact of this work is evidenced in the number of female applicants and appointees (Figure 69).

Shortlisting, selection and interview panels have gender representation, as per University Equal Opportunities Policy. HRBPs oversee staff recruitment and ensure compliance. SMDBS' goal of progressing GE is actively raised by the GEC to Centre leadership teams who are responsible for arranging **search committees**. These are used consistently for Professorial appointments and for other academic vacancies.

Academics use their networks to highlight vacancies and encourage women to apply. Again, impact is seen in the number of female applicants. **Interviewees** meet with the informal contact, and often with one of the SWAN Champions for a tour of the Centre/School and discussion of GE/SWAN; recent appointees shared this impacted their decision making.

Panel members are required to undertake a **mandatory one-day training course on selection/interviewing.** In the SMDBS 2016 Culture Survey, 33% of staff had undertaken **unconscious bias training** at a time when such training was just starting to roll out. Unconscious bias training is a mandatory online training course, and SMDBS completion rates are currently 90%. The University's online *'Think Difference, Act Differently'* course is also mandatory; current completion rates 80%. The remainder represents non-completion (by recent appointments) or training having recently expired; there is no gender-difference in completion. This is monitored by the School and HRBPs and reminders are sent where necessary.

Unconscious bias training provision came from a university working group, chaired by an SMDBS SWAN Champion which resulted in face-to-face training for Queen's Senior Managers and development of the online training module. The SWAN Champion was invited to give a talk on unconscious bias to NI Business in the Community organisation. This is further evidence of SMDBS SWAN work acting as a Beacon across the University and the external sector.

Figure 70. Recruitment materials including links to information on family policies

- SMDBS recruited through **individually-advertised** posts and broad **campaigns** (Figure 71, 72).

- The largest cohort recruited were non-clinical Lecturers, 59%F (Figure 70).

- Posts advertised as non-clinical SL/Reader were typically appointed at SL (3F, 4M).

- Clinical SL appointments were mostly men (9M, 2F).

- Professorial recruitment was the most challenging; however, 3F (38%) and 5M were appointed; a higher proportion than sector average (F 28%).

2014-2019	Total appointments				
	Female		**Male**		**Total**
Teaching Assistant/Associate	4	67%	2	33%	6
Lecturer	20	59%	14	41%	34
Senior Lecturer	3	43%	4	57%	7
Reader	-	-	1	-	1
Professor	1	33%	2	67%	3
Clinical Teaching Fellow	14	67%	7	33%	21
Clinical Lecturer	-	-	2	100%	2
Clinical Sen Lecturer	2	18%	9	82%	11
Clinical Professor	2	40%	3	60%	5
Total	**46**	**51%**	**44**	**49%**	**90**

Figure 70. Data table for total academic appointments, by gender, 2014-2019

2014-2019	Applications			Shortlist			Offer			Appointees		
Academic Recruitment Campaign	**F**	**M**	**T**	**F**	**M**	**T**	**F**	**M**	**T**	**F**	**M**	**T**
	81 33%	164 67%	245	22 37%	38 63%	60	11 33%	18 67%	27	11 50%	11 50%	22
Position appointed to	5 Lecturers, 2 Senior Lecturers, 2 Clinical Senior Lecturers 1 Professor, 1 Clinical Professor **Success Rate: 11%**						3 Lecturers, 2 Senior Lecturers, 1 Clinical Lecturer, 4 Clinical Senior Lecturers, 1 Reader **Success Rate: 11%**					

Figure 71. Data table for academic appointments through recruitment campaign, by gender, 2014-2019

2014-2019	Applications			Shortlist			Offers			Appointees			Success Rate	
	F	M	T	F	M	T	F	M	T	F	M	T	F	M
Teaching Assistant	75	72	**147**	12	15	**27**	4	2	**6**	4	2	**6**	5.3%	2.8%
	51%	49%		44%	56%		67%	33%		67%	33%			
Lecturer	176	315	**491**	48	58	**106**	15	14	**29**	15	11	**26**	8.5%	4.4%
	36%	64%		45%	55%		52%	48%		58%	42%			
Senior Lecturer	7	29	**36**	2	7	**9**	1	3	**4**	1	2	**3**	14.3%	10.3%
	19%	81%		22%	78%		25%	75%		33%	67%			
Professor	14	45	**59**	1	5	**6**	-	2	**2**	-	2	**2**	-	4.4%
	24%	76%		17%	83%		-	100%		-	100%			
Clinical TF	48	41	**89**	23	17	**40**	14	7	**21**	14	7	**21**	29.2%	17.1%
	54%	46%		58%	43%		67%	33%		67%	33%			
Clinical L	4	10	**14**	2	1	**3**	1	1	**2**	0	1	**7**	25%	10%
	29%	71%		67%	33%		50%	50%		-	100%			
Clinical SL	20	38	**58**	5	7	**12**	3	5	**8**	-	5	**5**	15%	13.2%
	34%	66%		42%	58%		38%	63%		-	100%			
Clinical Professor	7	24	**31**	4	5	**9**	2	3	**5**	1	3	**4**	28.6%	12.5%
	23%	77%		44%	56%		40%	60%		25%	75%			
Total	**351**	**574**	**925**	**97**	**115**	**212**	**40**	**37**	**77**	**35**	**33**	**68**	**11.4%**	**6.4%**
	38%	**62%**		**46%**	**54%**		**52%**	**48%**		**51%**	**49%**			

Figure 72. Data table for academic appointments through individual position advertisement, by gender, 2014-2019

More men than women applied (Figure 73); however, women were more likely to be shortlisted and to receive offers. Both genders were equally likely to accept offers.
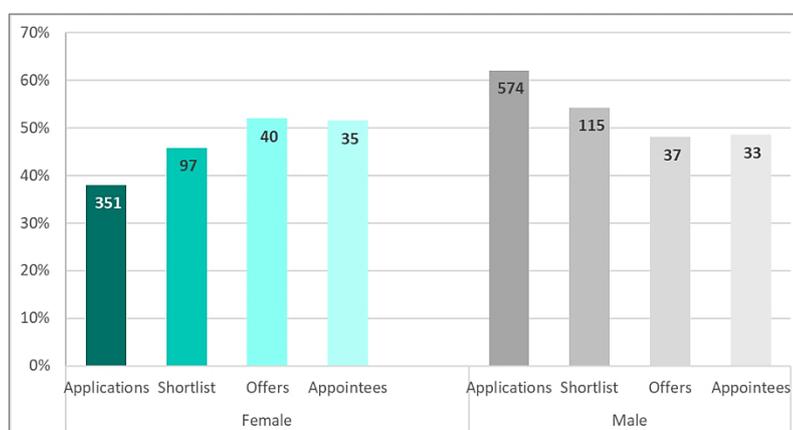
Figure 73. Summary of academic recruitment, by gender, 2014-2019

Potential differences were noted between academic (T&R) vs (Ed) recruitment (Figure 74, 75) in terms of shortlists and offers; however, given the smaller numbers of academic (Ed) appointments, this will be monitored over the next 5 years.
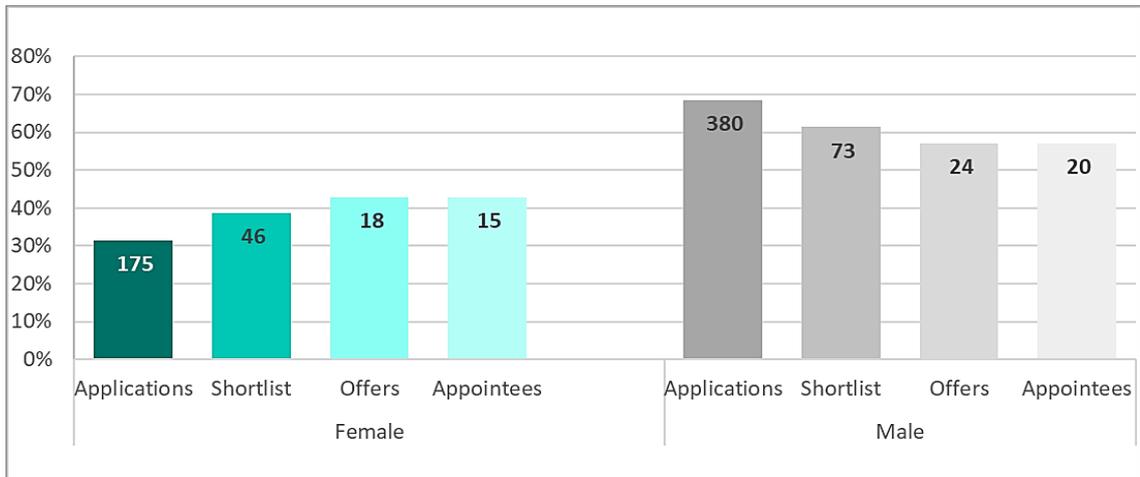
Figure 74. Summary of academic staff (T&R) recruitment, 2014-2019
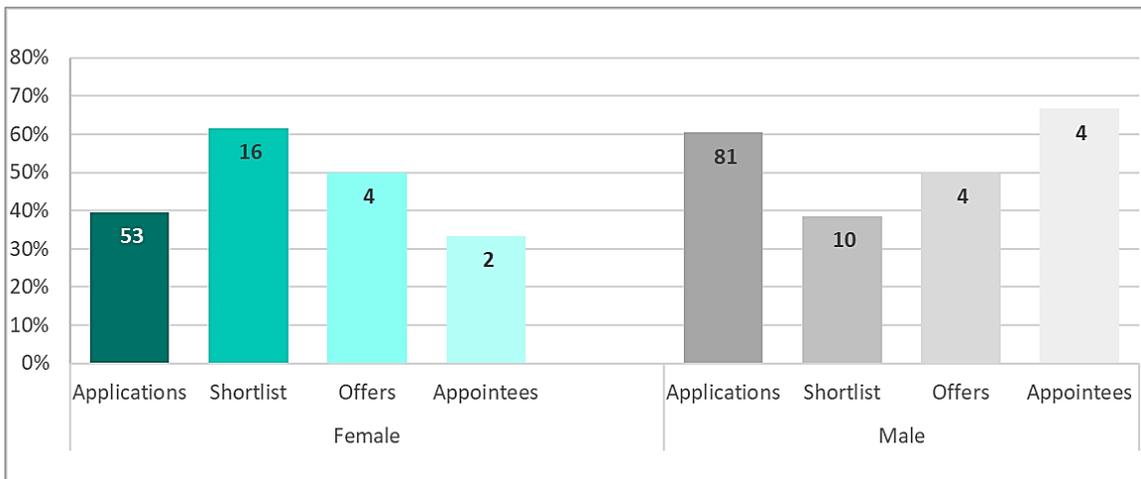
Figure 75. Summary of academic staff (Ed) recruitment, 2014-2019

Action	
10	Evaluate Academic (T&R) vs (Ed) recruitment during the next 5 years to ascertain any gender disparity.

- Women and men were just as likely to apply and be shortlisted for **Academic (Ed) other** positions; women were more successful (Figure 76).

- Both genders were equally likely to accept offers.

- Reason(s) for gender difference were not apparent; however, female research applicants were more successful at interview than males.
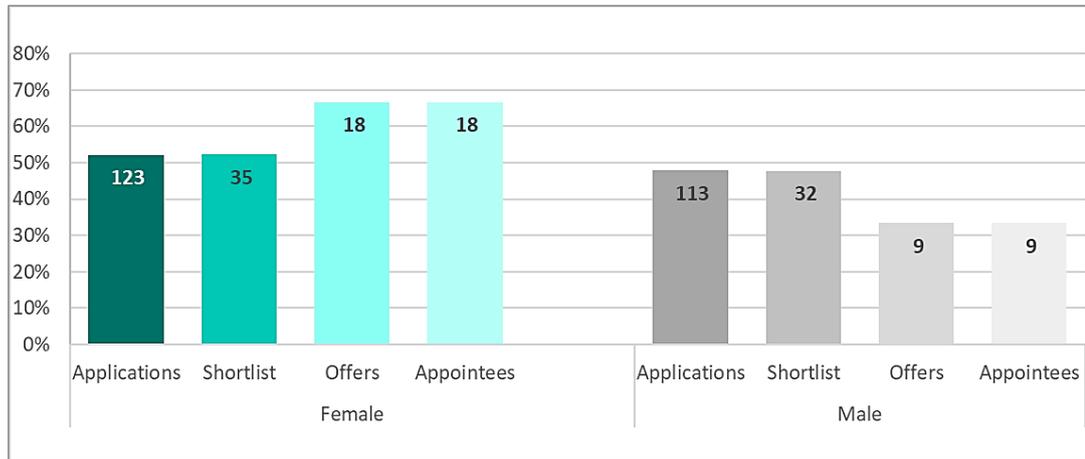
Figure 76. Recruitment data for academic education (other), by gender, 2014-2019

Research vacancies attracted applications from both genders in similar numbers (Figure 77). Females were more likely to be shortlisted, receive offers and accept offers. We do not know why women interviewees outperform men, and will consult with other UK Schools to understand whether this is a sector issue.
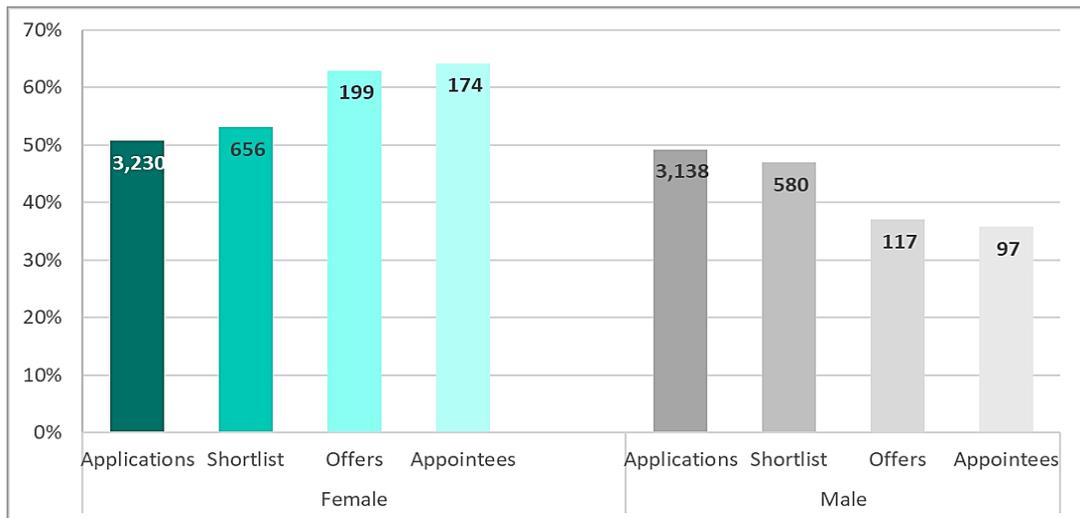
Figure 77. Recruitment data for research staff, by gender, 2014-2019

Action	
10.1	Evaluate Academic (T&R) *versus* Academic (Ed) recruitment during the next 5 years to ascertain any gender disparity
11.1	Establish Search Committees and make use of professional networks for all Professorial/Director appointments
27.1	Refresh SMDBS Recruitment Materials
27.2	New recruitment interviewee questionnaire for feedback
28.1	Rotate senior academic females serving on recruitment panels
28.2	Invite senior external female recruitment panel member e.g. from professional bodies
28.3	Develop a short pre-interview unconscious bias refresher for panel members

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

The **University** holds welcome/orientation events quarterly. These events highlight Athena SWAN and other Diversity and Inclusion policies.

SMDBS now runs school-level induction (2016 Action Plan R5.1). Induction takes place before/after School Board, within core meeting hours, typically 3 times/academic year. Attendees meet people from across SMDBS, learn about how the School works and how the 6 Centres interact. The Sharepoint resource is signposted and hosts slides from the Induction. In 2018-2019 we had 4 sessions with 46 new staff (26F, 20M) attending, including academic, research and P&S staff. Feedback from participants is used to adjust and revise the content.

> *'The information available on the SharePoint site is excellent'.*   *SMDBS Induction Attendee*

> *'I found all induction sessions informative. School Induction helped me to understand the School structure and systems for income/research funding. It was also nice to put names to faces'.*
> *SMDBS Induction Attendee*

Induction is also provided in **Centres**, formally (print/online materials/specific training and a tour of the building) and informally, via a 'buddy'. This enhances familiarity with Centre structures, understanding roles and ensures access to relevant resources as well as help with practical matters e.g. banking, public transport. An induction checklist is used to ensure that all relevant matters including SWAN are covered.

Postdoctoral researchers receive an induction e-document with links to useful information within their appointment material. The Faculty **Postdoctoral Centre** (since 2018) was developed from several SMDBS initiatives and is led by a former postdoctoral researcher from SMDBS (F) (Figure 78).

Action	
44.1	Run School inductions to coincide with School Boards

Figure 78. The Faculty Postdoctoral Centre, headed by Dr Alice Dubois (former SMDBS researcher)

(iii)   Promotion

Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.

Queen's runs an **Annual Promotions exercise**. Eligible tenured academic staff are advised when the scheme opens through email and staff communications. Based on appraisal and informal discussions with colleagues and mentors, academic staff (T&R, Ed) may apply for promotion. Staff seek guidance from the DoS/Centre Director and may attend workshops/briefing sessions delivered at School, Faculty and Institutional levels. Such sessions assist planning, enabling staff to decide whether to apply in the current or subsequent years.

The promotions process recognises special/personal circumstances and gives consideration to maternity, adoption or sickness leave and part-time working that may have impacted academic profile/CV.

Applications are reviewed by SMB; recommendations are then discussed at Faculty Executive Board and the final decision is made by the Central Promotions Committee.

Promotions was a major focus of our 2016 Action Plan (R1.11) and the impact of actions has been measured (Figures 79-80).

- 29F and 29M applied
- 21F and 20M were promoted
- As % of the eligible population, women were more likely to apply than men (15% vs 13%)
- Women were slightly more successful than men - 72.4% vs 69%
- Overall, success rates have increased substantially since the 2016 Award: from 37.5% (F) and 39% (M) to 72% (F) and 69% (M)
- Academics (T&R) and Academic (Ed) have been promoted
- Clinical and non-clinical academics have been promoted

Academic Promotions	Application						Promotion		Success	
	F	F eligible	% eligible applied	M	M eligible (%)	% eligible applied	F	M	F	M
2014-2015	7	50	14%	6	48	13%	1	2	14.3%	33.3%
2015-2016	3	37	8%	4	45	9%	3	4	100%	100%
2016-2017	5	36	14%	3	41	7%	3	3	60%	100%
2017-2018	6	37	16%	8	45	18%	6	5	100%	62.5%
2018-2019	8	38	21%	8	51	16%	8	6	100%	75%
Total	29	198	15%	29	230	13%	21	20	72.4%	69%

Figure 79. Data table of academic promotion outcomes by gender, 2014-2019

Success rates for were low in 2014/15 and the number of applications fell in the following year; these observations correlate with the introduction of Academic Standards[2] which appeared to negatively impact staff confidence. Nevertheless, 100% of 2015/16 applicants were successful; the application rate recovered subsequently.

Promotions successes are attributable to implementation of our 2016 actions (R1.11) including:
- Centre Directors proactively mentoring women (who were reaching the Academic Standards)
- New SMDBS promotions workshops, bespoke for Academic (T&R) and Academic (Ed) staff
- Workshops included practical advice and guidance from a Centre Director and 2 recently-promoted colleagues
- Attendance was gender-balanced
- Promotions workshops were open to academics on probation to inform career planning

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[2] In 2015, Schools revised their Academic Standards which described expected contributions from academics, averaged over a three-year period, in Research, Education, Academic Leadership and Societal/Economic Impact, differentiated by staff grade. The Standards were aligned with Appraisal and Promotions and were cognisant of flexible working arrangements, maternity/paternity leave and allow for differential performance across the four areas.
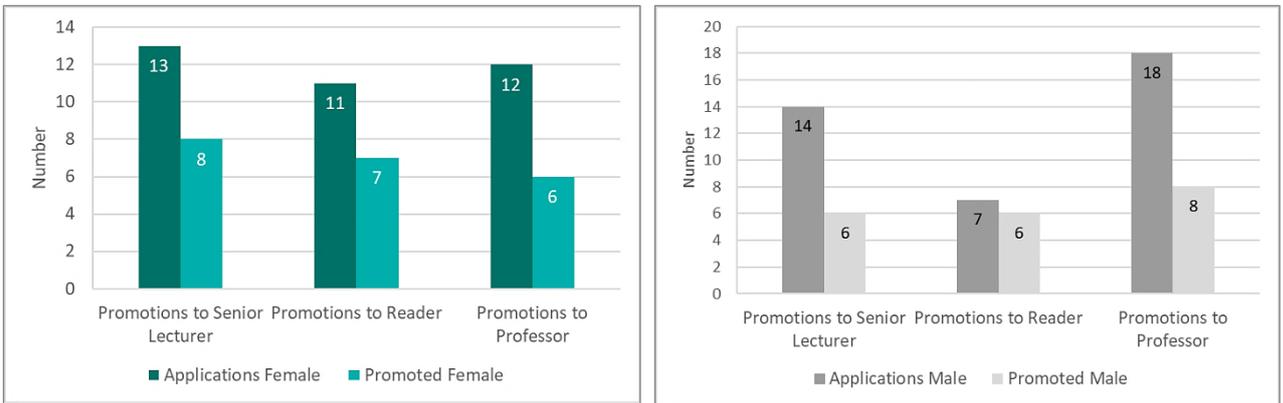
Figure 80. Promotion application outcomes for female (*left*) and male (*right*) applicants, 2014-2019

In the 2019 Culture Survey, 68% of female academic respondents agreed: *'I understand the promotion/progression process and criteria in SMDBS'* vs 58% in 2016. The percentage of males agreeing with this statement remained 74%.

In addition to the Annual Promotions Exercise, academics who have been offered employment elsewhere are considered for **retention**. Retention is an important management tool, albeit potentially with perceived gendered risk. Staff with an offer letter present this along with their academic CV to the Dean and Faculty PVC. Based on business need, an offer involving promotion may be made. 4F (31%) and 9M (69%) accepted a promotion within a retention offer (1M declined). While numbers are small (2-3 per year) on an *ad hoc* basis, we note that more men than women were in this situation.

Figure 79-80 show data from the Annual Promotions Exercise.

The University has recently revised the process of considering retention cases; decisions are now made within 24-48 hours.

Action	
13.1	Continued proactive mentoring of female staff for promotion and school-specific annual promotions workshops
14.1	Dean to continue to meet with all applicants with unsuccessful promotions outcomes

Only 19% of respondents to the 2019 Culture Survey agreed that *'all aspects of work including pastoral work, outreach work and administration were valued and rewarded in promotions'*. However, in advance of the promotions launch in 2018/19 the VC issued a communication to all eligible staff emphasising that the Academic Standards and Academic Profiles should continue to be applied holistically, with performance assessed in terms of overall quality.

Our ongoing programmes including **Workshadowing, WeCAN** network and **Mentoring** provide bespoke support for women planning to apply for promotion.

Since the data census, the outcomes for the 2019 Academic Promotions Exercise have been released demonstrating sustained success. In SMDBS, 8 women (2 to Professor, 4 to Reader, 2 to Senior Lecturer) and 6 men (3 to Professor, 3 to Senior Lecturer) were promoted.

In 2019, the University restructured Academic Progression. Promotions will run under a new process from 2020. This restructuring was in response to the triennial University Staff Survey and now links Personal Development Review (PDR, replacing appraisal) with a focus on personal development. The Dean and one of the SMDBS SWAN Champions were members of the Steering Group, chaired by a Pro Vice-Chancellor, leading the restructuring process in consultation with staff across the University.

Action	
18.1	Add a question to School SWAN Culture survey to evaluate new PDR, progression and promotion criteria

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

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

Comparison of Research Assessment Exercise (RAE), 2008 and the Research Excellence Framework (REF), 2014, shows small gender differences in staff return (Figures 81, 82). SMDBS underwent restructuring between RAE2008 and REF2014, moreover, the Academic (Ed) pathway was introduced. This resulted in a higher % of eligible staff returned in REF2014 for both genders.

RAE 2008	M	F	Total
Eligible	124	48	172
Returned	77	31	108
% Eligible Staff Returned	**62%**	**65%**	**63%**
% Eligible Staff Not Returned	38%	35%	37%

Figure 81. Staff submission data table for RAE 2008 in SMDBS by gender.

REF 2014	M	F	Total
Eligible	76	46	122
Returned	71	40	111
% of Eligible Staff returned	**93%**	**87%**	**91%**
% of Eligible Staff not returned	7%	13%	9%

Figure 82. Staff submission data table for REF 2014 in SMDBS by gender.

5.2.   Key career transition points: professional and support staff

SMDBS P&S staff work across 3 main categories. In 2018/19 P&S comprised academic-related (18%), clerical (47%) and technical (35%) (Figure 83).

In 2014-15, 23% of P&S staff were male; this increased to 30% in 2018-19, largely due to an increase of 22 individuals, across the 3 categories.
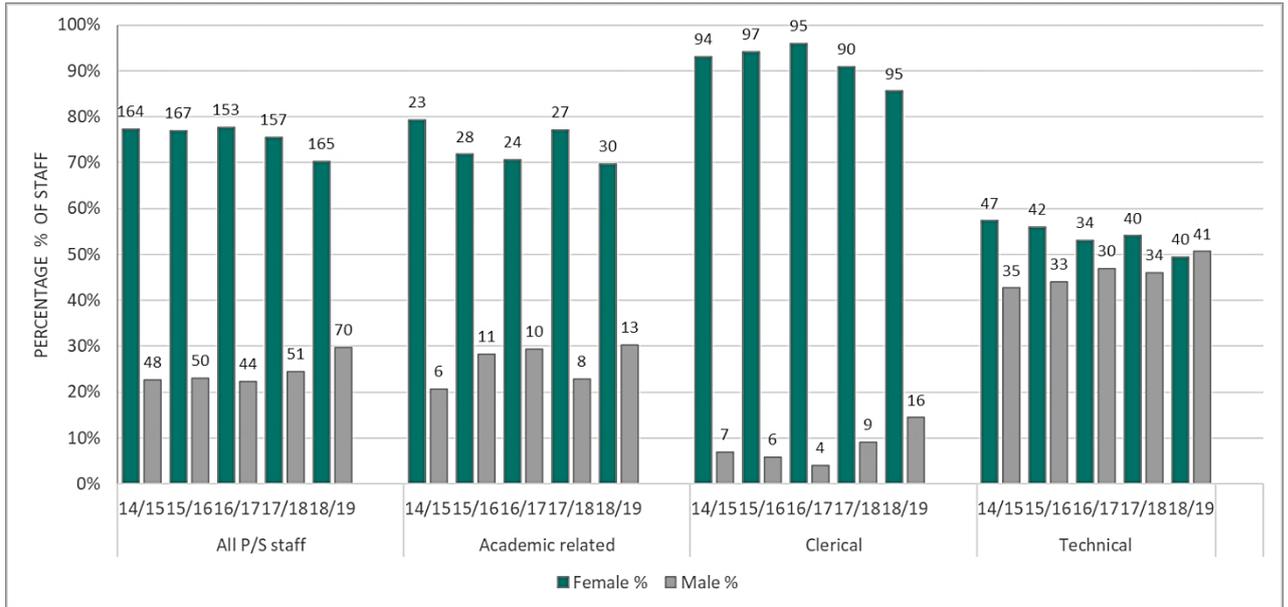
Figure 83. P&S Staff in SMDBS and the main categories by gender, 2014-2019.

Analysis of P&S shows 59F (69%) and 27M (31%) at Grades 6-9. Given that the P&S staff population is 30%M, men and women have proportionate representation at senior grades (Figure 84).

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
Male	12	18	13	9	13	5	0
Female	10	55	41	28	19	10	2
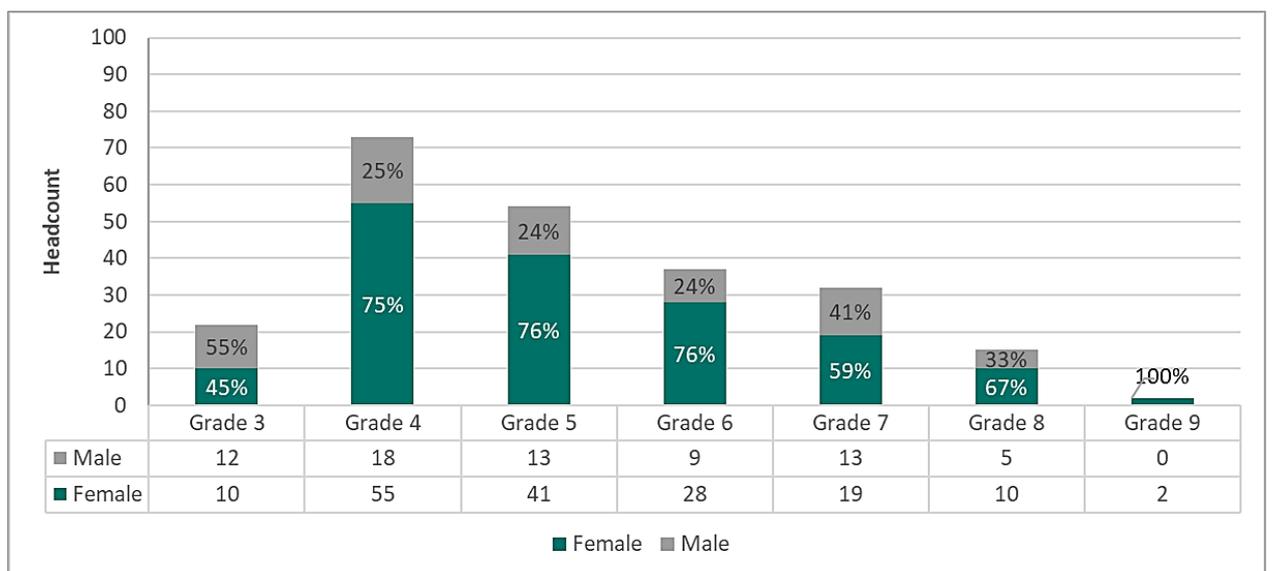
Figure 84. P&S Staff in SMDBS by grade and gender, 2018/19.

Further analysis of the technician category (Figure 85) shows 1F, 5M at Grade 7; however, the pipeline shows 14F at Grade 6 so we anticipate gender balance at Grade 7. As the majority of these posts are permanent, there has been limited staff turnover. Succession planning is facilitated with the Technician Commitment (Figure 61) and new development opportunities are available to P&S staff through P&C e.g. LinkedIn learning and a new suite of Management/Leadership courses (Figure 90).
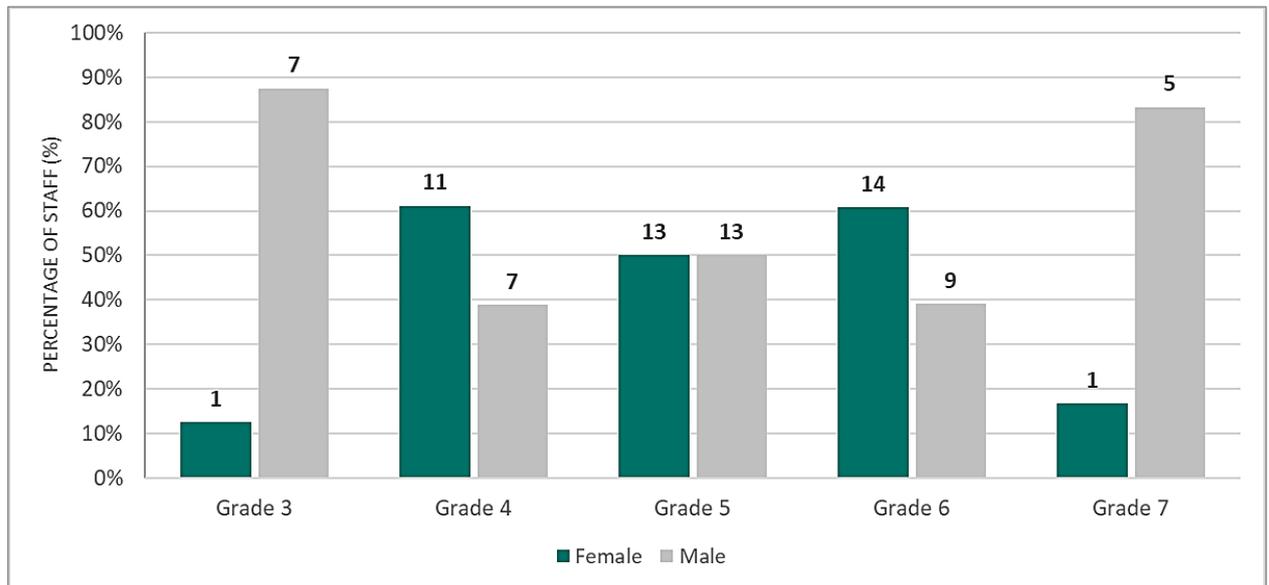
Figure 85. Technical staff in SMDBS by grade and gender, 2018-19

Queen's does not use zero-hours contracts. The majority of P&S staff have permanent contracts. A smaller proportion are fixed-term, e.g. covering maternity leave or on posts underwritten by time-bound externally-funded grants (Figure 86). Grant income increased since 2014 - the number of staff supported by grants e.g. researchers and P&S staff has grown. The fixed-term cohort of P&S staff is moving towards gender parity.
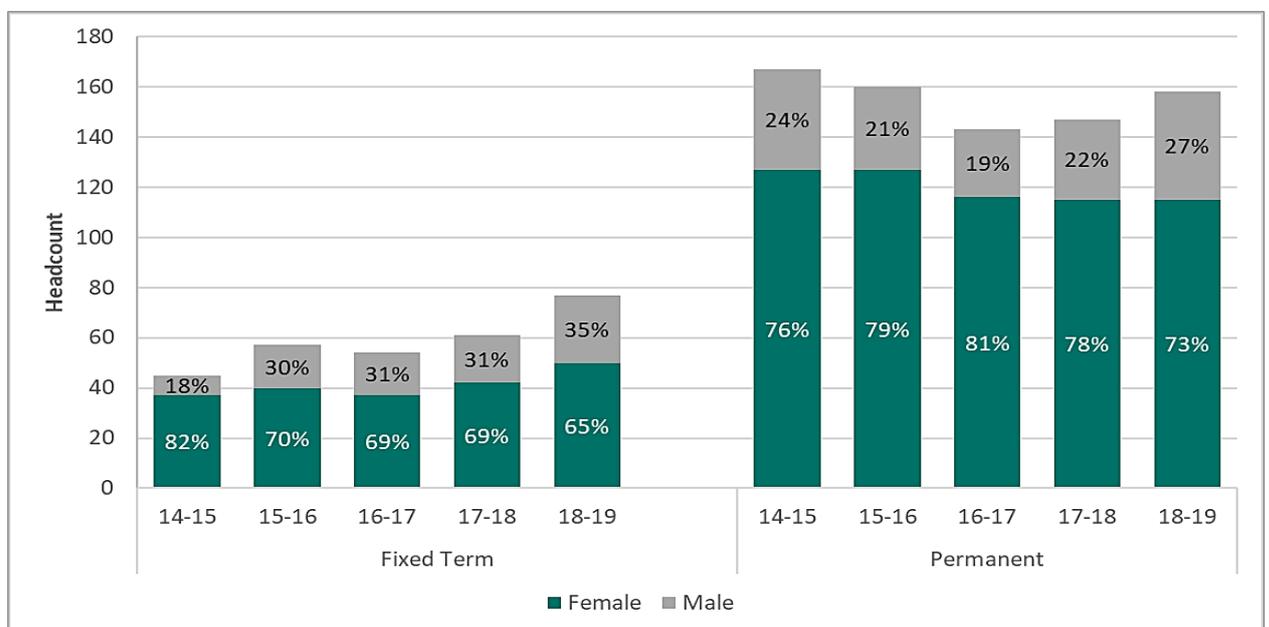
Figure 86. P&S staff on fixed-term vs permanent contracts, by gender, 2014-2019

Turnover of P&S staff is low, with no consistent gender differences (Figure 87, 88). Turnover is largely explained by end of contract or staff moving to another position within Queen's, either for career progression, or to gain new skills in another School/Directorate.

	2014/15		2015/16		2016/17		2017/18		2018/19		Total	
	F	M	F	M	F	M	F	M	F	M	F	M
Grade 2	-	1	2	-	1	-	1	-	-	-	4	1
Grade 3	1	-	3	-	2	-	2	-	3	1	11	1
Grade 4	-	1	4	-	3	2	1	-	5	2	13	5
Grade 5	4	1	4	-	6	1	5	1	4	1	23	4
Grade 6	1	-	3	1	-	-	-	-	-	-	4	1
Grade 7	-	1	-	5	1	1	1	-	3	1	5	8
Grade 8	-	-	-	-	-	2	-	-	-	-	0	2
Grade 9	-	-	-	-	-	-	-	-	-	-	-	-
Total	6	4	16	6	13	6	10	1	15	5	60	22

Figure 87. Data table for P&S staff leavers, by grade and gender, 2014-2019

	2014/15		2015/16		2016/17		2017/18		2018/19		Total	
	F	M	F	M	F	M	F	M	F	M	F	M
Grade 2	-	20%	50%	-	50%	-	-	-	-	-	40%	11%
Grade 3	6%	-	27%	-	20%	-	18%	-	30%	8%	19%	4%
Grade 4	-	14%	7%	-	6%	29%	-	-	9%	11%	5%	10%
Grade 5	10%	25%	9%	-	14%	11%	12%	8%	10%	8%	11%	8%

Figure 88. Heatmap illustrating P&S turnover, Grades 2-5 by gender, 2014-2019
(Low to high percentages are represented by green – yellow – amber – red)

(i) Induction
Describe the induction and support provided to all new professional and support staff, at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

P&S induction is identical to that for all staff with programmes running at **University**, **School** and **Centre** level (Section 5.1 (ii). In addition, new clerical staff (Grades 1-4) are invited to attend the Clerical Induction programme.

(ii) Promotion
Provide data on staff applying for promotion, and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.

Promotion, as defined by the attainment of a higher grade by an individual through efforts within their own job description, does not exist for P&S staff in Queen's. Opportunity for **moving** to higher grades is through application for an advertised post, or, rarely, by **re-grading** of the *post (not the post-holder)* where the post has developed substantially over time.

P&S staff have both moved into SMDBS to a higher grade than their previous post, and have left SMDBS to take up another University position. From 2014-2019, 4F, 2M applied for post regrading, all were successful.

Longitudinal data shows that 31% of P&S staff who were in post in 2010, changed grade within SMDBS e.g. new post in one of the Centres (excludes staff who have moved from SMDBS to another School or externally):

- 10F clerical staff now at higher grade
- 2F clerical staff now academic-related
- 2F academic-related staff now at higher grade
- 7M and 6F technicians now at higher grade
- 1 technician is now a researcher within SMDBS

'Acting up' provides an opportunity for staff development in support of progression-readiness. Acting up involves the employee temporarily leaving their substantive post (typically not exceeding 6 months) to work in a higher grade post (typically one-grade higher). Acting up is rewarded through payment that bridges the gap between the employee's current salary and the acting up grade. Opportunities exist for an honorarium payment, where additional duties, outside the scope of the employee's own position are undertaken for a minimum of four weeks.

- 38 acting up/honoraria opportunities occurred (Figure 89)
- Typically limited to several months, a small number exceeded one year
- Opportunities were taken by 28F (77%), consistent with the staff population
- Acting up/honoraria positions were undertaken by 21% and 23% of the female and staff pool respectively, confirming gender parity
- There were more acting up/honoraria opportunities for clerical (33 positions, 87%) vs technical staff (5 positions; 13%).
- There were no academic-related acting ups/honoraria.

Acting up / honoraria	Female	Female %	Male	Male %	Total
Clerical	**26**	**68%**	**7**	**18%**	**33**
Grade 2	2	5%	2	5%	4
Grade 3	4	11%	-	-	4
Grade 4	12	32%	4	11%	16
Grade 5	6	16%	1	3%	7
Grade 6	2	5%	-	-	2
Technical	**2**	**5%**	**3**	**8%**	**5**
Grade 2	1	3%	-	-	1
Grade 4	1	3%	-	-	1
Grade 5	-	-	1	3%	1
Grade 6	-	-	2	5%	2
Total	**28**	**77%**	**10**	**26%**	**38**
Clerical and Technical Total	**135**		**43**		
Acting up/Honoraria as % of Clerical and Technical pool	**21%**		**23%**		

Figure 89. Available data for Acting Up and Honoraria opportunities, P&S, by gender, 2015-2018

P&S staff in SMDBS and across Queen's have expressed the need for clarity on career progression. As a result, the Registrar/Chief Operating Officer is leading a new P&S Staff Career Progression Working Group. This group will:

- set expectations for career development opportunities available to P&S staff at Queen's
- clarify ownership for career development at Queen's
- develop proposals to better support career development and co-create an Action Plan

Schools are providing feedback on a number of proposed actions to inform the Action Plan. The SMDBS School Manager recently issued a survey to all P&S staff, to ensure input from SMDBS informs this process.

Action	
29.1	Review current School processes for Acting up/Honoraria positions for equity and fairness
30.1	Hold a career progression workshop for P&S staff to address myths/misconceptions about progression, provide case studies demonstrating progression and providing practical advice

5.3. Career development: academic staff

(i) Training

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

In the SMDBS 2019 Culture Survey, 77% of respondents agreed with: *'I am encouraged to take up career development opportunities.'*

Staff are encouraged and supported to undertake **training** through P&C and externally e.g. Professional bodies. Staff uptake of University P&C training courses is summarized in Figure 90. Female academic attendances at courses were higher than for males. This was also true of researchers however, annual % attendances more closely matched the researcher population by gender.

Training needs are specifically addressed at **Appraisal**, agreed actions are typically reviewed at 6 months. SMDBS has no complaints from staff regarding a refusal from line mangers for training participation.

Staff category	2014/15		2015/16		2016/2017		2017/2018		2018/2019	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Academic	156 66%	81 34%	112 63%	65 27%	136 55%	113 45%	84 58%	61 42%	96 61%	62 39%
Research	160 70%	68 30%	104 62%	65 38%	172 61%	108 39%	188 80%	48 20%	185 81%	44 19%
P&S	356 79%	92 21%	487 82%	110 18%	460 83%	93 17%	398 80%	101 20%	331 71%	135 29%
Total	672	241	703	240	768	314	670	210	612	241

Figure 90. Attendances at university P&C training courses by SMDBS Academic and Research Staff, 2014-2019 (table also presented as Figure 95)

SMDBS supports staff electing to take external training, through the **School Scholarships Committee** which contributes financial support e.g. travel/registration.

Figure 91. Queen's 'People First' strategy and Learning & Development resources

The University's triennial Staff Survey prompted the University's new 'People First' strategy to refresh provision of training support. (Figure 91).

Courses & Requirements

QUEEN'S UNIVERSITY BELFAST

Annual Fire Safety
Anti-fraud Awareness
Email Essentials
Essential Phishing Awareness
Freedom of Information
GDPR
Health and Safety Essentials
Health and Safety for Computer Users
Register of Interests
Secure Remote Working
Think Difference. Act Differently (staff)
Unconscious Bias
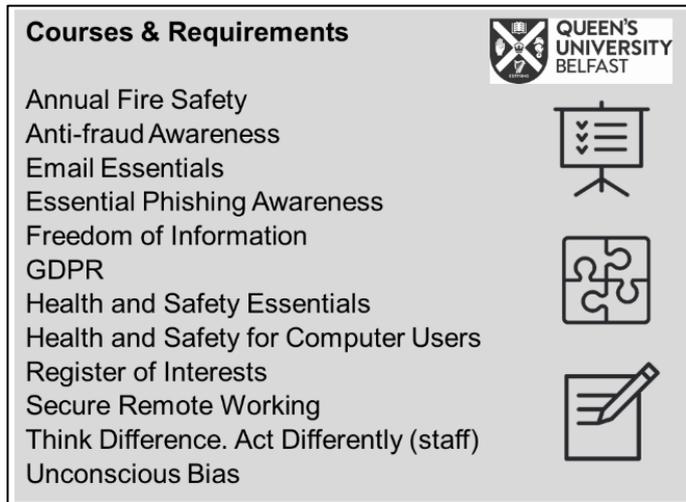
Figure 92. Mandatory online training courses at Queen's

Research Centres periodically arrange **technical/analytical training courses** which are open to all staff usually delivered by external specialists, with no cost to the staff end user.

SMDBS actively supports **women in training, related to Leadership,** now a key element of promotion to senior grades. E.g. in 2015, a female academic and 2 female senior administrators were supported in their successful applications to the highly-competitive, Excellence Leadership Programme, delivered by an external Consultant.

5F have participated in the **Leadership Foundation for HE Aurora Programme**, since 2016, supported by SMDBS. These have gone on to be promoted or take on new leadership responsibilities. (2016 Action R1.10).

Action	
35.1	Actively encourage and support females from SMDBS to apply for Aurora or similar leadership courses

(ii) Appraisal/development review

Describe current appraisal/development review schemes for staff at all levels, including postdoctoral researchers and provide data on uptake by gender. Provide details of any appraisal/development review training offered, and the uptake of this, as well as staff feedback about the appraisal/development review process.

All staff are appraised annually, with 6 month interim review. At Appraisal, progress over the last year is reviewed and objectives agreed for the forthcoming year. Progress against Academic Standards and the University's profiles for promotion are discussed and, where appropriate, staff are given advice on preparing for promotion. Academic staff on probation do not undergo appraisal but meet with their Probation Committee annually and their Mentoring Team 3 times per year.

Training is available for Appraisers (mandatory) and for Appraisees regularly through P&C. Refresher training sessions were delivered locally by our HRBPs (most recent, 2018) and staff were able to select from a number of available sessions.

In response to the triennial Staff Survey and the Staff Forum, the Vice-Chancellor instigated a review of appraisal; the working group proposed a new PDR. The 2019 SMDBS Culture Survey corroborated the university survey; 56% of respondents agreed/strongly agreed with: *'The School provides me with a helpful/constructive annual appraisal'.* At the time of writing, the new PDR processes are being implemented; we have an action to monitor this in SMDBS to gather feedback and contribute to the refinement process at University level.

Action	
18.1	Add a question to School SWAN Culture survey to evaluate new appraisal, progression and promotion criteria

(iii) Support given to academic staff for career progression
Comment and reflect on support given to academic staff, especially postdoctoral researchers, to assist in their career progression.

Support for career progression is a key goal of SMDBS, particularly for early career researchers/ academics. Evidence of the impact of this work is seen in our progression data (Figures 93, 94) and also in staff who have left Queen's to take up a higher academic position elsewhere (full data not available).

37 postdoctoral researchers (22F, 15M) have successfully progressed to academic (T&R and Ed) positions or senior research positions in SMDBS (Figure 93). Teaching Associates have also progressed to Academic (Ed) positions.

Comprehensive support for postdoctoral career progression is provided by the University, Faculty and School. The Faculty **Postdoctoral Development Centre**, established 2018, encourages cross-faculty networking through skills development/career events. The GEO works with the **School Postdoctoral Society** to deliver career planning sessions at annual symposia.
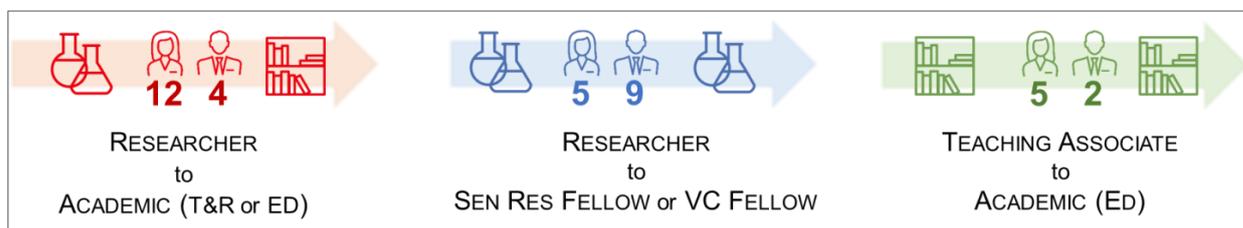
Figure 93. Summary infographic of Researcher progression within SMDBS, 2014-2019

'SMDBS really supports its early career researchers to follow the path they choose including transitioning to a permanent academic track. Postdoctoral researchers are often consulted and it was really nice to see that even as early career academics our input was taken on board.'   *Academic (former postdoctoral researcher)*

The GEO's **informal drop-in service** provides advice on career development and work-life balance. The DoS and Centre/Deputy Directors refer colleagues to the GEO on an *ad hoc* basis.

An SMDBS Lecturer recently established a **Probationers Coffee group** that now runs across Faculty. This voluntary cohort of academic staff on probation discuss access to resources, teaching duties and how the probationary process works. More collegial chats focus on networks, discussion around parental leave, how to get appropriate mentorship, and work/life balance.

'One thing that has been useful as a researcher transitioning to an academic role, has been the informal coffee meetings for probationers. Being able to discuss other probationer's experiences and learn about different resources they've used has been immensely helpful.' Academic

We consulted with **TAssoc, TAssis and CTFs** on job satisfaction. Feedback indicated staff enjoy:

- teaching and conveying enthusiasm for the subject to students
- sessions that complement Clinical work
- permanent positions, option to work part-time, flexibility, teamwork

These positions may be a 'stepping stone' to an academic career: e.g. a clinical academic described how their CTF post had suited previous personal circumstances and found it provided opportunities to develop key skills in teaching, curriculum development, assessment and encouraged them to undertake speciality training and later apply for a clinical academic post in SMDBS.

Some TAs, TFs and CTFs would welcome support for long-term personal/professional development; an action has been set to address this.

Action	
16.1	Hold a Q&A session for TAs, TFs and CTFs with the Dean, Centre Directors and the HR Business Partner to explore workable solutions to career support and progression issues for this cohort of staff

Workshadowing was piloted in 2012/13 and is now an integral part of SMDBS with around 10 participants/year. Workshadowing demystifies participants' next academic role; a bespoke package of shadowing opportunities is developed by the academic lead in discussion with the participant e.g. attending senior committees, shadowing an academic to learn about grant writing, funding panels, teaching committees and career planning. Postdoctoral Research Fellows, Lecturers and Senior Lecturers have benefitted from the Scheme.

Feedback indicates high satisfaction; personal objectives included gaining insights into aspects of academic life not usually accessible at earlier career levels.

Following a presentation by SMDBS SWAN Champions at the University Champions Away Day, other Schools are adopting this model.

A **Mentoring Scheme** for women runs in collaboration with QGI. This bespoke Mentoring opportunity is over-subscribed and runs university-wide. SMDBS women have participated as Mentors (27) and Mentees (20) over the last 5 years. Training is provided; Mentees (academic and research) are usually matched with a non-SMDBS Mentor; we have worked with QGI to widen participation to include SMDBS Senior Technical Staff. Mentees report high satisfaction with this popular Scheme.

> *'Former postdoctoral researchers transitioning into academic positions highlight the importance of the different Queen's mentorship schemes, which allow early career academics to pair with senior peers in their own departments as well as further afield.''*   *Academic*

Figure 94. Summary infographic of Academic progression within SMDBS, 2014-2019

Activities supporting career transition and progression, initially piloted in the 2012 Action Plan, continue to run. The popular SMDBS **Women's Early Career Academic Network (WeCAN)** meets 2-3 times/year for a networking lunch, followed by a presentation and Q&A.

- attendees increased from 24/event in 2016 to 48/event in 2019
- feedback is reviewed by academic lead/GEO Director to assess impact and inform future events.
- Recent events include 'Mentoring for success', 'A day in the life of an academic', 'Imposter Syndrome'

Participants stated: they enjoyed events; expectations were met; would attend future events and would recommend WeCAN to colleagues.

WeCAN, in conjunction with other initiatives described in this application, has had a positive impact on female promotions with more females applying since 2010/11.

> *"I attend all the WeCAN events if I can. Each one gives me a different perspective on life and work and I have adopted many of the life hacks suggested by speakers to make life a bit more manageable." Lecturer*

> *"It's reassuring to hear that not everyone has a clear plan and encounters a smooth path when it comes to an academic career …but it's clear that hard work pays off!" Postdoctoral Researcher*

> *"The WeCAN topics are always really good but I also like the fact that there is a chance to catch up with people from the School that you haven't seen in a while over lunch." Clinical Senior Lecturer*

SMDBS engaged Dr Amy Iversen and the Academy of Medical Sciences to develop a bespoke mentoring scheme, open to all Clinical Fellows and Postdoctoral Researchers. Mentees and Mentors are matched along preferences e.g. career pathway, caring responsibilities, gender.

Success of the initial scheme, assessed via feedback, led to a new scheme aimed at undergraduate medical students who have shown an interest in research (e.g. taking intercalated degrees). Mentors are former Mentees; Mentors/Mentees on both schemes receive training. The academic lead reports annually to SMB and is contributing to a university group tasked with supporting development of university-wide mentoring schemes.

Action	
15.1	Continue probationers coffee group
17.1	Continue to deliver these mainstream activities; developing programme content to address participant needs raised through feedback.

(iv)   Support given to students (at any level) for academic career progression
Comment and reflect on support given to students (at any level) to enable them to make informed decisions about their career (including the transition to a sustainable academic career).

Workshops and presentations on career progression are integral to UG/PG programmes.

'An audience with…' events are held with prestigious external speakers and PGT/PGT students. These are informal, semi-structured discussions around academic career journeys over coffee. Researchers and early-career academics also attend.

Buddy scheme: peer mentoring for SMDBS PGR students, since 2013/14. In year 1, this is organised at Centre-level and is coordinated by student representatives; the focus is on induction, training and progression. In years 2+, PGR students avail of one-to-one mentoring from postdoctoral researchers; the focus is on professional/career development.

PGRs arrange two informal meetings/year with their postdoctoral mentor(s). Typically ≈10-15 postdoctoral researchers and 10-15 PGRs participate annually. The positive feedback extended the scheme, initially available to final year PGRs, to all PGRs (2016 Action R4.6).

'Great source of additional information regarding final year of PhD, Viva and PostDoc roles (career) that otherwise wouldn't get...'   *Student*

'… delighted to see this type of framework for PhD students, allowing them to chat with someone other than their supervisor, also the initial advice and links provided to us as mentors were useful - thank you.'   Postdoctoral Fellow

We both found it useful – I gained insights into the current structure of final year for PhD students and heard first hand of the worries that they have. I was able to provide advice… Postdoctoral Fellow

(v)   Support offered to those applying for research grant applications
Comment and reflect on support given to staff who apply for funding, and what support is offered to those who are unsuccessful.

SMDBS supports applicants through **internal peer-review** - small group discussions where applicants pitch hypotheses/objectives, and receive critical evaluation of their grant proposal.

School Scholarships Committee funds pilot research projects across several areas.

Early-career academics (typically on probation) applying for UKRI funding are supported by the Faculty **Peer Review College**. Anonymous peer-review mimics the application process; an advisory meeting between reviewer and applicant typically follows. A Research Support Officer provides dedicated support and 'hotdesks' on rotation in Centres, holding **Drop-in clinics**.

Queen's Research Support Office provides **grant writing workshops** tailored to major funding calls.

Through the popular **Workshadowing Scheme**, women have learned from colleagues who have had significant grant income success.

Postdoctoral researchers are also supported by the **Postdoctoral Centre**, which offers workshops, reviews of successful grant applications and peer review of mock applications.

The Pro Vice-Chancellor for Research has recently initiated **Funder Liaison Groups** in Queen's to foster engagement with major funders, and to support staff applying for grants. Three of these groups, BBSRC, MRC and Wellcome Trust are chaired by SMDBS Professors (2F, 1M).

Faculty Finance Team members work with investigators to support the planning and financial aspects of grant applications. This support is deemed by academics to be 'excellent'.

Investigators evaluate peer review reports and panel feedback from **unsuccessful applications** within their teams and also through discussion with colleagues who have had success with the same funder. Resilience and coping strategies for this inevitable part of academic life are also built through mentorship and appraisal.

5.4. Career development: professional and support staff

(i) Training

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

The approach to P&S training, its monitoring, development and review, is identical to that described for academics. Uptake of university training courses by P&S staff (Figure 95) includes individuals from all Grades and over the last 3 years, demonstrates increased uptake by men as their numbers in the SMDBS workforce have increased.

Staff category	2014/15		2015/16		2016/2017		2017/2018		2018/2019	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Academic	156 66%	81 34%	112 63%	65 27%	136 55%	113 45%	84 58%	61 42%	96 61%	62 39%
Research	160 70%	68 30%	104 62%	65 38%	172 61%	108 39%	188 80%	48 20%	185 81%	44 19%
P&S	**356 79%**	**92 21%**	**487 82%**	**110 18%**	**460 83%**	**93 17%**	**398 80%**	**101 20%**	**331 71%**	**135 29%**
Total	672	241	703	240	768	314	670	210	612	241

Figure 95. Data table of attendances at training courses by Academic and Research Staff, 2014-2019 (table also presented as Figure 90)

Recent data (Sept 2019) of completion rates for the online training courses, *'Think Difference, Act Differently'* and *'Unconscious Bias'* by P&S staff as 80% and 90% respectively; consistent with other SMDBS staff and with no gender difference in completion rates.

P&S staff have opted to attend University training courses on diversity and equality (Figure 96) with 19 P&S attendances since 2015.

Queen's courses on Diversity & Equality	P&S attendees
An Introduction to Cultural Awareness and Sensitivity	9
Bullying and Harassment	2
Modern Slavery and Human Trafficking	7
Trans awareness training	1
Total	**19**

Figure 96. Uptake of Queen's Diversity & Equality courses by P&S Staff, 2015-2018

In the SMDBS 2019 Culture Survey, 33% of P&S responded 'don't know' and 33% disagreed/strongly disagreed with *'The School provides me with useful mentoring opportunities (as mentor or mentee)'*. **Mentoring** is a gap for P&S staff in the University.

SMDBS works with QGI on this issue and a P&S SMDBS staff member is a Mentoring Champion on the QGI Pilot Mentoring Scheme for P&S staff (≥Grade 6). The Pilot completes in Dec 2019; evaluations will be used to inform the design of a full scheme. SMDBS will contribute to the evaluation; moreover, the GEC will discuss whether to roll-out a local small group P&S Mentoring Scheme (Grades 3-5) to address current demand.

Action	
30.1	Hold a career progression workshop for P&S staff to address myths/misconceptions about progression, provide case studies demonstrating progression and providing practical advice.
31.1	Conduct a training needs analysis: Collate training needs identified by P&S staff in the new PDR process and develop a prioritised list of training needs for the School with identification of resource implications to allow resource planning and implementation.
36.1	Encourage P&S to engage with QGI Mentoring Scheme for grades 6 and above.
36.2	Pilot the implementation of small group mentoring for P&S staff at grades 3-5

(ii)   Appraisal/development review

As for section 5.3 (ii).

Action	
18.1	Add a question to School SWAN Culture survey to evaluate new appraisal, progression and promotion criteria

(iii)   Describe current appraisal/development review schemes for professional and support staff, at all levels, and provide data on uptake by gender. Provide details of any appraisal/development review training offered, and the uptake of this, as well as staff feedback about the appraisal/development review process. Support given to professional and support staff for career progression

All staff are appraised annually as previously described.

Only ≈10% P&S staff disagreed/strongly disagreed that: *'All staff are provided with equal opportunities for participation, career development and promotion irrespective of their gender.'*

Acting-up opportunities are managed within SMDBS in the first instance and advertised beyond if not filled. These opportunities enable staff to gain experience at a higher grade and/or to develop new skills in areas not covered in their substantive positions. In SMDBS, staff sometimes move between Research and Education Centres to avail of such opportunities.

In order to inform the School's future training strategy for P&S staff, training needs will be collated from the new PDR and a survey will be conducted to assess specific training needs of P&S staff (Action 31.1 above).

5.5. Flexible working and managing career breaks

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

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

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

Policy: Queen's policies and practices seek to ensure that no colleague is disadvantaged as a result of disclosing pregnancy. Maternity, adoption, paternity and parental leave policies/procedures are easily accessible via the P&C website, including a 'Guide for New and Expectant Mothers', a Maternity Toolkit, FAQ section and Guide for Managers (Figure 97).   SMDBS GEO also links to this information.

Line managers in SMDBS received a specific email signposting them to this document and reminding them of SMDBS-specific arrangements for maternity returners (below).

- University arrangements for maternity leave are available to all females (no minimum service requirement, in contrast to other employers).
- Women discuss planned leave with line managers; start/completion dates may be adjusted by the staff member at any time.
- Staff are entitled to paid absence to attend antenatal or pre-adoptive appointments.
- A review of workplace Health and Safety is conducted once the pregnancy is reported; any necessary adjustments are made.

Figure 97. P&C information resource on Maternity Leave and Family Leave

Before: Women discuss maternity arrangements with their line manager prior to going on leave e.g. planning a phased return to work on a temporary part-time basis, taking advantage of unused annual leave and also apply to the University maternity fund if cover e.g. for research is required whilst on leave.

(ii)   Cover and support for maternity and adoption leave: during leave
Explain what support the department offers to staff during maternity and adoption leave.

Women are entitled to work for a period of up to 10 days **during** Maternity/Adoption Leave, without loss of Maternity Allowance, Statutory Maternity/Adoption Pay or triggering a return to work. For these 'Keeping in Touch Days' staff are paid at a full day salary (inclusive of any SMP/MA payments). Colleagues are not obliged to utilise KIT Days, however some report that they were useful for attending conferences, training, departmental away days (some bring their babies along) or a phased return to work. Leave provisions in Queen's are enhanced compared to statutory provisions (Figure 98).

Current Minimum Statutory Provision	Queen's Enhanced Provision
Maternity/Adoption: Weeks 1-6: Higher rate Statutory Maternity/Adoption Pay (SMP/SAP) Weeks 7-39: Lower rate SMP/SAP Weeks 40-52: Unpaid	**Maternity/Adoption:** Weeks 1-18: Full pay Weeks 19-39: Lower rate SMP/SAP Weeks 40-52: Unpaid

Figure 98: Maternity/adoption provision at Queen's and Statutory Provision

Year	Status	Maternity leave (Return)			Return Rate		
		Academic	Research	P&S	Academic	Research	P&S
2014-2015	Leave	4	5	9	100%	80%	100%
	Return	4	4	9			
2015-2016	Leave	5	6	7	100%	100%	100%
	Return	5	6	7			
2016-2017	Leave	6	4	6	100%	100%	100%
	Return	6	4	6			
2017-2018	Leave	2	3	5	100%	67%	100%
	Return	2	2	5			
2018-2019	Leave	3	8	4	0%	50%	25%
	Return	0	4	1			

Figure 99. Data table of staff uptake of maternity leave and return to work, 2014-2019

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

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

A number of **dedicated rooms** are available in SMDBS for breastfeeding/milk expression that provide privacy with keypad access and a fridge for storing milk. Any women, either SMDBS staff or e.g. conference attendees needing access to these rooms are given the keypad code.

SMDBS has a policy of a **teaching-free, research semester** on return for academic staff (T&R) with reduced teaching/administrative duties to facilitate research progression (since 2012). Relief from administrative duties e.g. Advisor of Studies, Exams Officer, Committee service for three months on return to facilitate scholarly activity was also introduced in 2017 for Academic (Ed) staff (Action R3.2, 2016).

Staff appreciate the available **flexibility** on return to work that enables them to also deal with childhood illnesses and issues with childcare. Flexible-working, including combining working from home with days in the workplace, is positively supported by colleagues and line managers.

Maternity leave is considered during Promotion/Confirmation in Post and adjustments are made for REF return outputs through a confidential process managed by the University. Publication quality rather than quantity is considered to be important. Panels also recognise that women with caring responsibilities may not be able to develop a significant international profile for a number of years.

(iv)   Maternity return rate

Provide data and comment on the maternity return rate in the department. Data of staff whose contracts are not renewed while on maternity leave should be included in the section along with commentary.
Provide data and comment on the proportion of staff remaining in post six, 12 and 18 months after return from maternity leave.

Maternity return rates are excellent in SMDBS (Figure 99) with 100% of P&S staff returning to work from maternity leave. On average, in the last seven years, 95% of returners remained in post six months later, and 93% were in post 18 months later.

Fixed-term staff are entitled to the same maternity leave as permanent staff. An external grant funder may allow extension of the end date of the grant to accommodate a Researcher's maternity leave. Queen's engages with the funder on behalf of staff.

For academic and research staff, 94% returned to work following maternity leave; 81% remained in post six months later and 75% remained in post 18 months post-return (Figure 100, 101). The decrease at 18 months is attributable to end of contract for researchers.

Year	Initial return to work			Post-return period		
	Maternity Starts	Returned	Return Rate %	6 months	12 months	18 months
2014-2015	18	16	89%	81%	75%	75%
2015-2016	11	11	100%	100%	100%	91%
2016-2017	10	10	100%	100%	90%	90%
2017-2018	5	4	80%	100%	75%	75%
2018-2019*	11	4*	*	*	*	*
Total	**69**	**59**	**86%**	**81%**	**76%**	**75%**
*7 still on mat leave						

Figure 100. Data table of academic and research staff maternity returners and post-return period in work, 2014-2019

Year	Initial return to work			Post-return period		
	Maternity Starts	Returned	Return Rate %	6 months	12 months	18 months
2014-2015	13	13	100%	92%	92%	92%
2015-2016	7	7	100%	100%	86%	86%
2016-2017	6	6	100%	100%	100%	100%
2017-2018	5	5	100%	100%	100%	100%
2018-2019*	4	1	25%	100%	100%	100%
Total	**43**	**40**	**93%**	**95%**	**93%**	**93%**
	*3 still on mat leave					

Figure 101. Data table of P&S staff maternity returners and post-return period in work, 2014-2019

Action	
40.1	Work with QGI to implement an integrated framework for pregnancy staff, those on maternity leave and those coming back from maternity leave.
40.2	Set up a school buddy system for those about to go on maternity leave
40.3	For maternity returners, continue to provide 6 months teaching-free for those in research centres and 6 months free of major teaching administrative duties for those in education centres.

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

Provide data and comment on the uptake of these types of leave by gender and grade. Comment on what the department does to promote and encourage take-up of paternity leave and shared parental leave.

Similar to maternity and adoptive leave, Queen's offers enhanced paternity support (Figure 102).

Current Minimum Statutory Provision	Queen's Enhanced Provision

Staff Category	Paternity		Adoption	Dependant or Parental	
	F	M		F	M
Academic	-	9		41	21
Research	-	14		19	5
P&S	-	5		167	21
Weeks 1-2: Statutory Paternity Pay			Weeks 1–3: Full pay		

Figure 102: Paternity leave provision at Queen's and Statutory Provision

Dependant or parental leave is largely taken by women, however, men across our staff categories also avail of family-friendly policies (Figure 103). Uptake of shared parental leave is small in Queen's and there were no instances in SMDBS over the reporting period. The University and SMDBS are supportive of staff who wish to take this option.

Figure 103: Data table of family leave uptake in SMDBS by staff category, 2014-2019

(vi) Flexible working

Provide information on the flexible working arrangements available.

Queen's has a formal flexible-working policy which includes part-time and job-share arrangements. Statutory provision in NI allows all employees who have worked continuously ≥26 weeks and have specific caring responsibilities, the right to apply to work flexibly. Queen's has **Extended Provision**, where *all* employees can apply for flexible-working; applications are reviewed against business needs.

More than twice as many formal requests were made by women *vs* men in academic or research positions; all were approved.

Academic applications reflect staff who applied for a formal change in working hours e.g. to a 4-day week (Figure 104). Academics typically work flexibly without having to formally apply, due to the nature of the job.

P&S staff requests for flexible-working were all but 1 from women (Figure 105)

In the SMDBS 2019 Culture Survey, 76% of respondents (increased from 63%, 2016) agreed that QUB/SMDBS GE policies (e.g. parental leave, dependant leave, flexible-working) are clear and accessible. The University has increased the visibility of information on flexible-working, different types of leave and other family-friendly policies on its website which now also includes guidance for line managers on the process and how to provide appropriate support.

Flexible Working Requests	Grade	Research		Academic	
		F	M	F	M

2014-2015	AC2	2	1	0	0
	AC3	1	0	1	0
	AC4	1	0	1	0
	Professor	0	1	0	1
2015-2016	AC2	1	0	0	0
	AC4	0	0	1	0
2016-2017	AC2	1	0	0	0
	Professor	0	0	0	1
2017-2018	AC2	2	0	0	0
	AC3	0	0	2	0
	AC4	0	0	1	0
2018-2019	AC2	0	1	0	0
Total		**8**	**3**	**6**	**2**

Figure 104: Data table of flexible working requests by research and academic staff

Flexible Working Requests	Grade	P&S	
		F	**M**
2014-2015	2	1	1
	4	4	0
2015-2016	3	1	0
	4	3	0
	5	1	0
	6	3	0
2016-2017	3	1	0
	5	1	0
	6	1	0
2017-2018	6	2	0
2018-2019	3	1	0
	5	1	0
Total		**20**	**1**

Figure 105: Data table of flexible working requests by P&S staff

Outline what policy and practice exists to support and enable staff who work part-time after a career break to transition back to full-time roles.

Following any planned career break, an individual normally returns to their original job. Staff who wish to change contract e.g. work part-time, have the option of permanent/temporary change (reviewed annually) following discussion with their line manager. After an agreed time, the person normally returns to their original contract but may choose to continue with the new arrangements in agreement with their line manager.   A small number of SMDBS staff have taken career breaks during the reporting period. To respect the privacy of this small number of individuals, further comment is not possible.

5.6.   Organisation and culture

(i)   Outreach activities

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

Data on outreach and engagement activities by individuals is not formally collected. The majority of academic, research, P&S staff and PGR students are actively involved in engagement individually or in teams (Figure 106).

Typical engagement activity includes:
- Laboratory tours for charity staff or clinical staff from local hospitals
- Hosting STEM visits of school pupils to SMDBS
- Running STEM events in schools
- Giving presentations/hosting stands at school career fairs for GCSE/A-Level pupils
- Hosting Nuffield students
- Public Open Days
- The NI Science festival
- STEM ambassadors
- Participating in schools' 'Biology week'
- Hosting stands at local fairs e.g. the Balmoral Agricultural Show
- Engaging with and hosting visits of local policy makers
- Speaking about research at charity events e.g. fundraisers in local communities
- Widening participation work

Societal impact is a core SMDBS activity which was addressed during the former Appraisal process and remains a key category in the new PDR. Several Centres e.g. CCRCB have a public engagement team who arrange large events and roadshows, also engaging the local TV/radio media (Figure 107).

SWAN/GE principles are an integral part of Outreach planning and organisers ensure gender balanced teams, role models and presenters.

GLOBAL HEALTH SEMINAR

GLOBAL HEALTH SEMINAR

"Gender-based violence in Malawi: the role of 'One-Stop-Centres to improve the health and safety of women and girls"

Seminar by Dr Neil Kennedy, Acting Director, Centre for Medical Education and James Durkan, 4th Year Medical Student

Figure 106. Prof Neil Kennedy at his seminar on outreach work in Malawi: *'Gender-based violence in Malawi: the role of One-Stop-Centres to improve the health and safety of women and girls'*
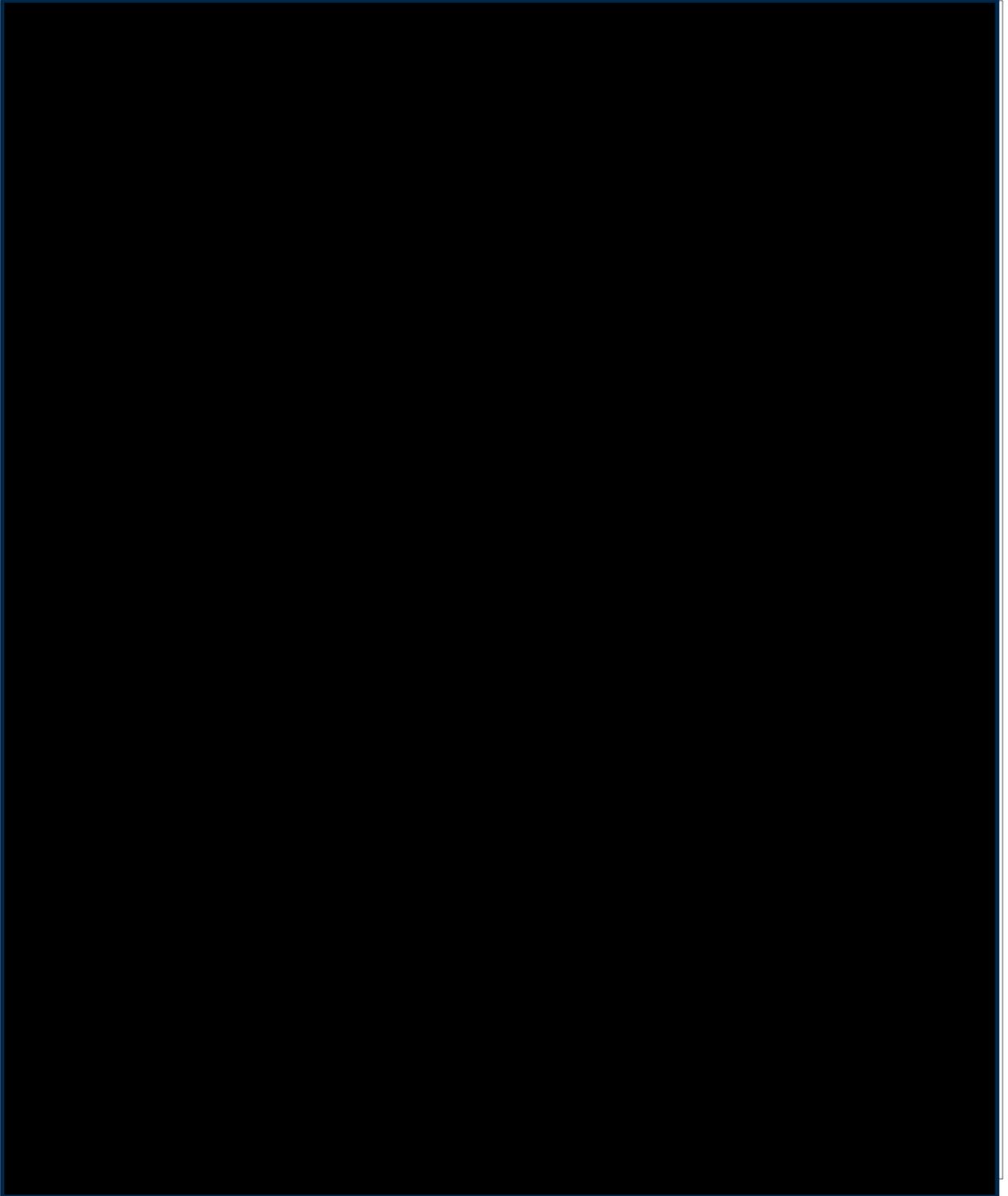
Figure 107. Extract from the CCRCB Bulletin showing the 2019 CCRCB Open Day. Researchers, technicians, clerical, administrative and academic staff along with PG students engaged with members of the public to discuss cancer research.

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

SMDBS has prioritised the visibility of female role models since preparing for our first Athena SWAN Silver Award in 2012. An important development (2017) was renaming our Annual GE Lecture to the **Dame Ingrid Allen** lecture for GE, in honour of Professor Emerita Dame Ingrid Allen, former Professor of Neuropathology (R5.3, 2016 Action Plan); our first SMDBS public lecture in honour of a woman. Guest lecturers (Professor Melanie Whelam (2018) and Professor Jenny Higham (2019)) meet with early career academics and researchers for an informal **'An Audience With…'** career discussion, providing first hand access to inspirational role models.

PROFESSOR DAME INGRID ALLEN LECTURE (ANNUAL GENDER EQUALITY LECTURE)

Lecture

Date: 18/10/2019
Time: 12:45pm - 2:00pm
Location: Basement Lecture Theatre, WWIEM - Refreshments available in the Atrium, WWIEM from 12.15 pm

Figure 108. The 2019 Annual Gender Equality Lecture, honouring Professor Emerita in the School, Dame Ingrid Allen

"Very engaging speaker and especially welcomed the informal opportunity to speak with her beforehand."
*"Excellent event. Thank you! Great role model."*

We have embedded 'think gender' across planning and organisation of events. Research seminar series coordinators monitor gender balance in speaker lists and proactively invite female or male speakers to redress balance. This is important as the audience comprises MSc and PhD students, postdoctoral researchers and academics (≥50%F) Early career researchers meet the speakers over lunch (without academics present) and engage in networking, career discussion.

The **Barcroft Lecture** (prestigious lecture and medal in Physiology or Medicine) for the last 10 years has been given by a male speaker. In 2019, the lecturer was female (Figure 109) and the invited speakers for 2020 and 2021 are female, to address the historical gender inequity.

Figure 109. The Barcroft Lecture 2019, pictured Professor Diane Mathis (*left)* and the Dean of SMDBS, Professor Pascal McKeown (*right*) presenting the Barcroft medal

Dr Jaine Blayney (GEO member 2012-18) is a visible role model and STEM Ambassador in a typically male-dominated discipline (Bioinformatics and Data Science). Her recent awards (Figure 110) were recognised internally via School email, Team Brief and were disseminated via Faculty and University social media. As a role model for women in Data Science, Jaine's awards serve as excellent Beacon activity to girls in schools who wish to pursue careers in this area. Her work is impactful to students, who nominated her for the British Computer Society NI IT Professional of the Year, TechWomen100 and Women in Tech (Data Scientist) awards.
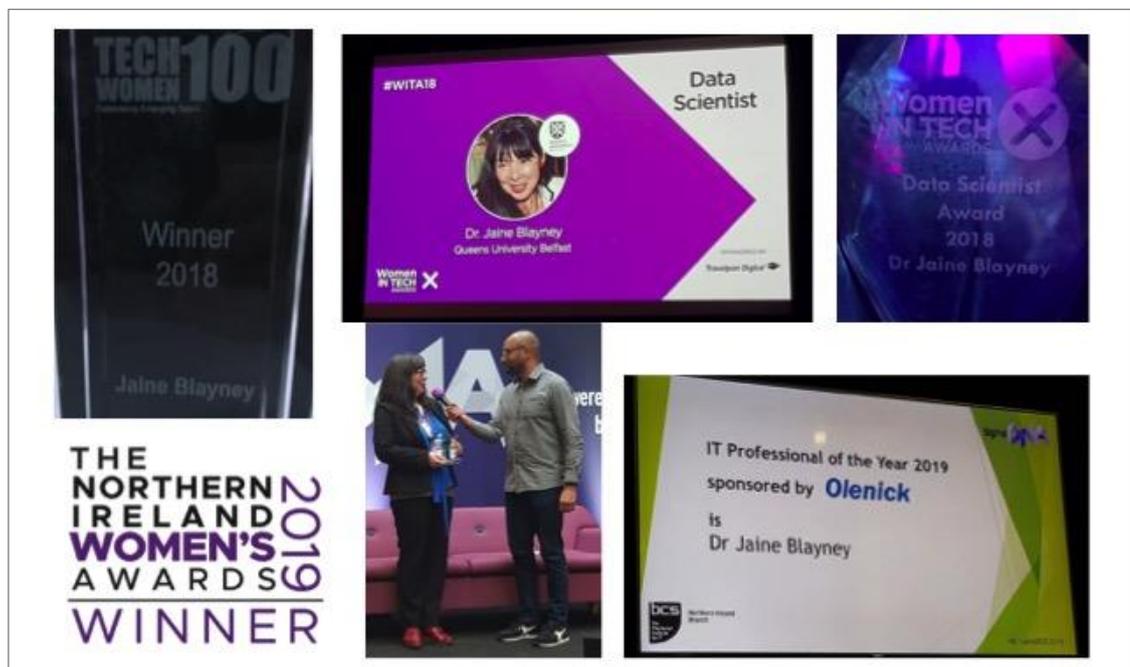
Figure 110. Representative images of awards to Dr Blayney recognising her work as a role model for Women in Bioinformatics and Data Science

During events to mark World Cancer Day, 2019, SMDBS featured interviews and from four early career female academics (Figure 111).

Figure 111. Queen's Early Career Female Academics featured in Queen's News on World Cancer Day, 2019

Action	
1.1	Co-create an UG event for International Women's Day with UG students
3.2	Develop case studies on P&S staff career progression and publish on GEO website and in SMDBS GEO brochure (see action 5.1) to raise profile of P&S staff role.
5.1	Produce a SMDBS SWAN brochure that can be used internally and externally highlighting work of the School on gender equality, key achievements and impact, and examples of ho the SWAN principles positively impact on the everyday lives of staff in the school.
5.2	Develop video testimonials for website and social media channels
37.1	Draft email guidance policy for SMDBS
37.2	Line managers to support staff attendance at University wellbeing initiatives
37.5	Continue to run staff wellbeing events as part of International Women's Day (IWD) and International Men's day (IMD)
37.6	Continue to support flexible working
41.1	Continue to provide menopause awareness sessions on a University wide basis and develop or expand content/approach based on feedback
42.1	Development and dissemination of speaker policy
45.1	Continue to hold the Annual Dame Ingrid Allen lecture
47.1	Celebrate International Food Day by holding a family friendly event led by students and post-doctoral researchers
32.1	Continue to support celebration of National Post-Doc Appreciation week in SMDBS
32.2	Ensure gender balanced nominations for University and Faculty Post-Doc prizes
48.1	Engage in outreach activities with Schools to highlight the United Nations International Day of Women and Girls in Science
48.2	Continue to support NI Science festival

(iii)   Beacon activity
Demonstrate how the department is a beacon of achievement, including how the department promotes good practice internally and externally to the wider community.

SMDBS held its Inaugural **'Gender Paradox in Healthcare Education – working towards equality in academia'** conference in 2018 to share best practice from our decade of SWAN/GE activity and to learn from national and international speakers (Action R4.5, 2016 AP). Around 80 people attended from within and outside SMDBS in Queens, Universities/Higher Education Institutes on the island of Ireland, and England, Czeckslovakia and Sweden (Figure 112, 113).


Figure 112. The School held the Inaugural Gender Paradox in Health Sciences conference in 2018

Highlights include:
- PGR-led workshop on 'Lean-In' programmes
- P&S-led workshop on P&S inclusion in Athena SWAN
- Workshop on GE/EDI in the curriculum
- Workshop on Team Science and Gender

Figure 113. Geographical reach of our Beacon Gender Paradox conference (speakers and delegates)

An SMDBS SWAN Champion was invited to speak at several events in Prague on the Athena SWAN journey in SMDBS, and our Beacon project in setting up the Faculty SWAN Working Group
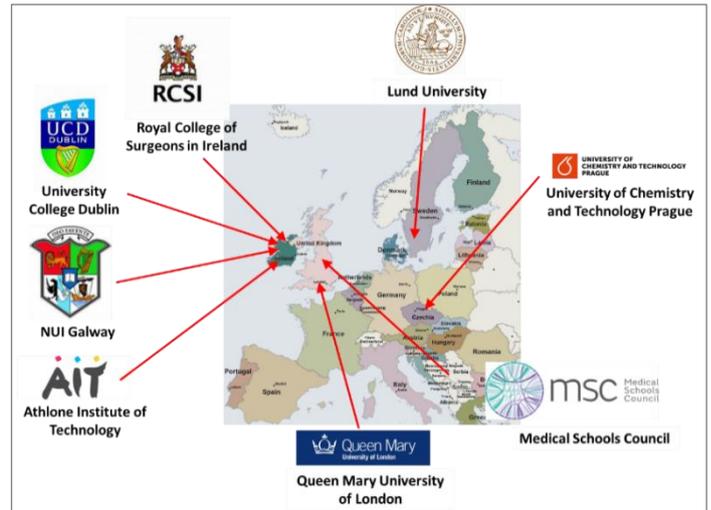
(Figure 114); other examples are shown in Figure 115.

Figure 114. Beacon activity – sharing SMDBS Athena SWAN Journey with UCT Prague and at the International Workshop on Structural Change for Gender Equality Prague. These activities were reported in the EU FP7 TRIGGER project Internal Evaluation Report.

Figure 115. Beacon activity - *Left panel. Wellcome-HRB* Irish Clinical Academic Training Programme retreat, 2017. Programme inset shows presentation by SMDBS SWAN Champion on 'Gender Balance in Science and Medicine'. This impacted Universities and Hospitals on the island of Ireland.

Right panel. Collaboration between SMDBS and the School of Social Sciences, Education and Social Work at Queen's – '*Reducing Inequality in Educational Leadership Positions in Azerbaijan'*, Azerbaijan, July 2017. This event attracted media attention, sharing SMDBS' GE practices internationally

SMDBS partnered with QGI, to co-host a University-wide event celebrating Ada Lovelace Day 2019. Attendance was >50 including 12M. Speakers included a PGR student (F) and an academic (M) from SMDBS and 3 external speakers (F) (Figure 116). Feedback below

Figure 116. The 2019 Ada Lovelace Day event co-hosted by SMDBS and QGI

"Great speakers, very inspiring"   "Great event! I learned something new"
"Presentations were great and I would recommend it to others"
"Great to hear about community/QUB and opportunities to support women in Tech" Ada Lovelace Day attendees

The PGR speaker was subsequently invited to give a presentation to one of the external companies who participated in the event. We are already planning the 2020 event and aim to engage with local school pupils in addition to Queen's and external Tech communities.

Our GE work impacts the wider NI community. We were invited to join the Steering Committee for a new Diversity Charter Mark, to share expertise in evaluation of gender balance from structural and cultural perspectives (Figure 117).

Figure 117. 'Women in Business Gender Diversity Charter Mark'. One of the SMDBS SWAN Champions (2nd left) was on the Steering Committee for this new Charter Mark in Northern Ireland. Picture shows Queen's receiving a Diversity Charter Mark Award in 2018/19.

Action	
7.1	Hold a gender equality debate
8.1	Host a 2nd All-Island Athena SWAN conference for Health Sciences
45.2	Continue to run Ada Lovelace Day event

(iv) Culture
Demonstrate how the department actively considers gender equality and inclusivity. Provide details of how the Athena SWAN Charter principles have been, and will continue to be, embedded into the culture and workings of the department.

SMDBS is welcoming and collegial with an inclusive, supportive culture. 89% of staff and PG student Culture Survey respondents agreed that the culture was friendly. GE and inclusivity is a key objective for and runs through induction, daily work, progression, wellbeing and societal impact.

Although the Athena SWAN agenda has only recently extended to include P&S staff, in SMDBS, P&S already had good awareness of Athena SWAN and were engaging with activities (Figure 118).

90%	**100%**	**79%**	**>80% P&S**	**31%**	**24%**
P&S staff	Clerical/Admin	Technicians	P&S staff	Clerical/Admin	Technicians
AWARE OF SMDBS ATHENA SWAN AWARD, 2016	**UNDERSTAND** SMDBS' REASONS FOR ENGAGING WITH GE		**AGREE** 'GE POLICIES E.G. PARENTAL LEAVE, ARE CLEAR AND ACCESSIBLE'	**ATTENDED** AN SMDBS GENDER EQUALITY/SWAN EVENT	
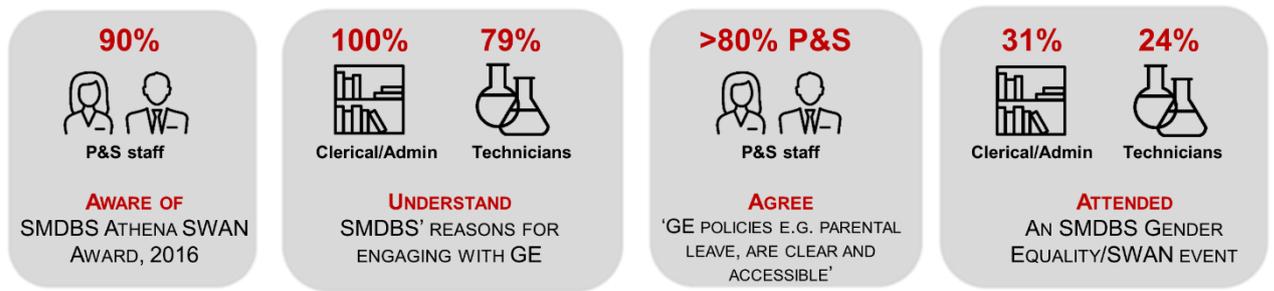
Figure 118. P&S staff responses to 2019 GE Culture Survey

SMDBS celebrated International Men's Day with activities including table tennis tournaments, a drumming circle and a workshop *'Man Up! How does society benefit from stereotypes about men?'* (Figure 119). Attendees rated these events as 'excellent'.
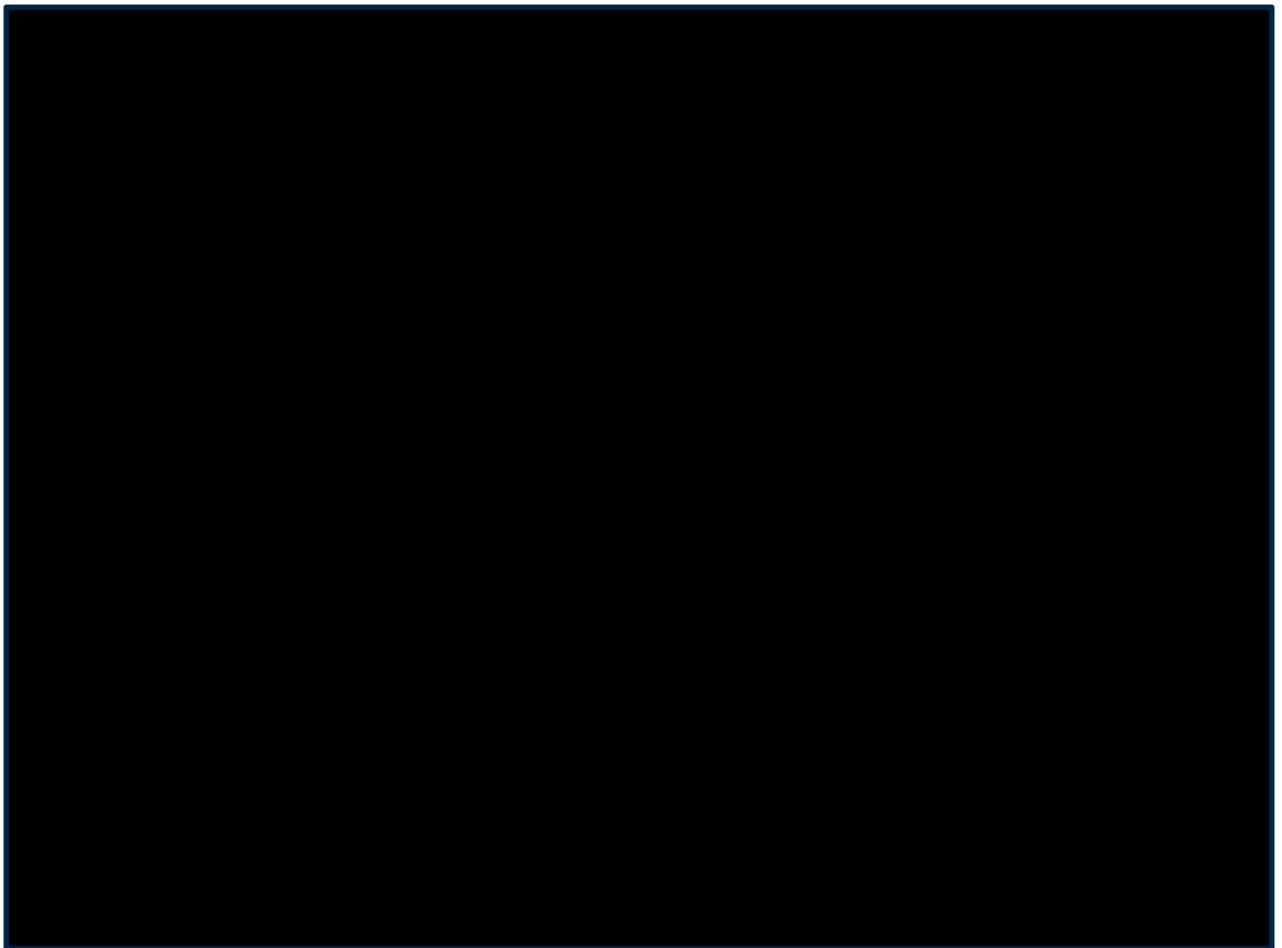
Figure 119. International Men's Day 2019, SMDBS staff enjoying the Drumming event with facilitator, Joe Loughlin, Northern Ireland's leading Drum facilitator from 'The Gathering Drum'

"It was relaxed, different not like other QUB workshops, non-career related and great fun…also therapeutic." Event participant

Where possible, events are linked with our Athena Swan/GE programme. For example, SMDBS hosted the 2018 meeting of the Irish Association of Pharmacologists and organised a meeting between Faculty SWAN Champions and Keynote speaker, Professor Ahluwalia, Co-Director of the William Harvey Research Institute to share best practice and discuss GE innovations.

An example of embedded thinking around SWAN/GE is seen in the public lecture about Rosalind Franklin (Figure 120), also delivered to local schools, and the related publication in the Irish national press.

Figure 120. Article and public lecture by Prof Mark Lawler on the life of Dr Rosalind Franklin. This lecture was delivered in Queen's, at the Northern Ireland Science Festival, and to local post-primary schools.

Figure 121. Women in SMBDS proactively engaging in STEM publicity of their work in SMDBS.

The Annual Charity Fashion show (Figure 122) arranged by UG medical students is a fundraiser to purchase equipment for hospitals overseas. This exemplifies our positive culture with students working

together to organise the show (typically >500 people from all over NI attend), act as models, and are supported by staff who also participate as models.

Figure 122. **F**ashion Show images from the Students Working Overseas Trust charity with participation from students (*top right, bottom left*) and staff (*bottom right*) from the School.

SMDBS academics have contributed to the academic literature through peer-reviewed articles on women in leadership and women in medicine. This work drives impact beyond Queen's, to the sector more broadly (Figure 123).

Figure 123. Peer-reviewed non-disciplinary publications of women in academic leadership, training and medical professions from academics in SMDBS.

SMDBS ensures gender representation and balance in speaker lists for meetings, workshops, symposia etc. Organisers proactively assess GE in programmes or lecture series, e.g. in Centres' weekly seminar series, care is taken to ensure gender balance and prominence of female role models within the programme.

Since 2016, we have embedded GE principles in the **annual welcome weeks/induction programmes for UG, PGT and PGR students** through a SWAN/GE presentation. This has had the impact of students proactively contacting the GEO to volunteer to get involved with the work and submit Expressions of Interest to act as student representatives on the GEC.

Annual Education Forum programmes have a dedicated slot for SWAN/GE, promoting co-ownership of the SWAN programme.

SMDBS organised, and will host the 'Women in Vision UK' conference (Dec 2019)

(v) Timing of departmental meetings and social gatherings

Describe the consideration given to those with caring responsibilities and part-time staff when scheduling departmental meetings and social gatherings.

To ensure inclusivity and participation by women in academic life, SMDBS' **core business meetings** continue to occur between **10am-4pm.** This policy facilitates all staff with caring responsibilities.

Social gatherings are family-friendly and children attend coffee mornings, open days and similar events.

71% of Culture Survey respondents agreed that work-related social activities are welcoming to all.

Some smaller group meetings take place outside of core hours with the collective agreement of participants e.g. 9am to facilitate attendance of clinical colleagues/collaborators.

Many staff prefer to come to work early and leave mid-afternoon to facilitate family responsibilities.

72% of Culture Survey respondents agreed that key School/Centre core meetings are completed within the core hours with 15% disagreeing (represents small group meetings).

Public lectures e.g. Professorial Inaugural Lectures, which traditionally commenced at 5pm, now take place within core hours or, with advanced planning and advertising, may commence at 4pm, as a compromise to facilitate attendance by School staff and visitors.

Action	
37.3	Dean to issue communication to all staff regarding adherence with core business hours for meetings in SMDBS

(vi) HR policies

Describe how the department monitors the consistency in application of HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Comment on how the department ensures staff with management responsibilities are kept informed and updated on HR polices

The University monitors policies and their application for GE equality and consistency. Key policies undergo an equality assessment. HRBPs provide policy training for managers and staff.

Compliance is monitored by the School Manager and reported at SMB. Any inconsistency in application of HR policies is addressed through changes in operational procedures, enhanced staff communication, and/or provision of training.

The University provides training on disability, transgender equality, sexual orientation and LGBT+. These sessions are open to all staff and occur regularly to maximise staff participation. Bullying and harassment training was recently launched, along with recruitment of School specific anti-harassment advisors who provide confidential advice and support (Figure 124).
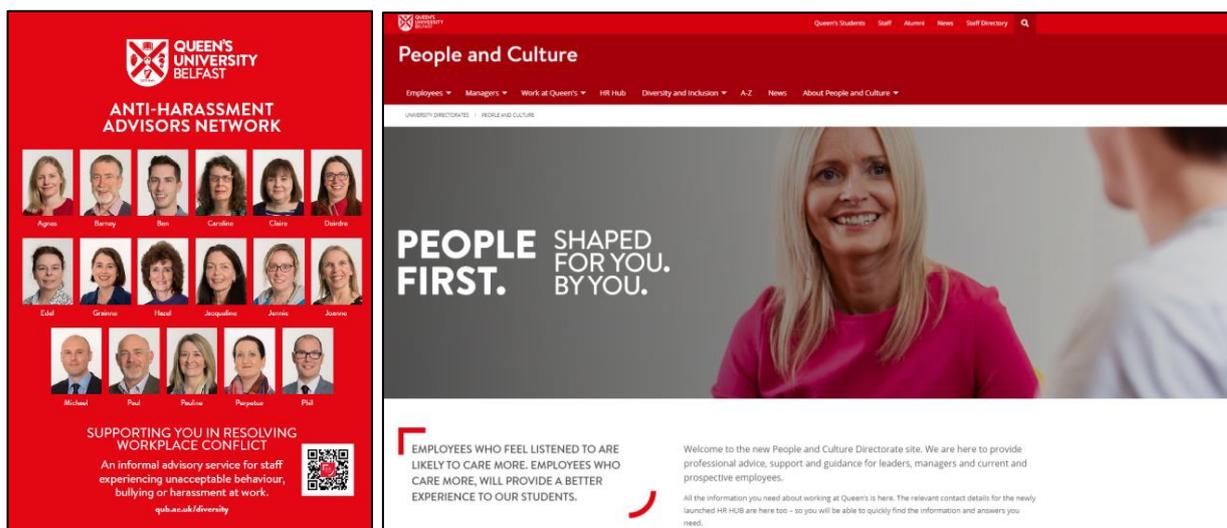
Figure 124: Queen's Anti-Harassment Advisors Network includes 3 SMDBS staff (*left*); P&C online resources (*right*).

Action	
2.1	Develop a portfolio of short courses relevant for gender equality, including unconscious bias and active bystander training, for students to select during development weeks (UG) or induction weeks (PGR, PGT).
38.1	Run 'in-house' bullying and harassment training sessions in SMDBS
39.1	Partner with QGI and EDI Unit to provide active bystander training and pilot in SMDBS
43.1	Communication from Dean re attending Transgender Awareness training for staff

(vii) Workload model

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

SMDBS recognises the importance of balanced workloads across teaching, research and administration. Currently, SMDBS does not use a formal Workload Allocation Model (WAM) and has been working with the Faculty to develop a WAM tool.

Workload is reviewed at Annual Appraisal. Research Centres have Associate Directors of Education who monitor teaching profiles and allocate teaching based on subject expertise and equity. Staff in research centres have 80%:20% contracts across research:teaching/administration.

In the SMDBS 2019 Culture Survey, 71% of academic staff agreed -'*work is allocated on a clear and fair basis irrespective of gender*'. Data from Time Allocation Survey (TAS) Figure 125, shows no major differences by gender.

The MHLS Faculty Pro Vice-Chancellor is chairing a new university working group on Workload allocation. This group will make recommendations on a framework for fair and transparent Workload allocation to the University Executive Board in summer 2020. An SMDBS staff member has been invited to join this group.
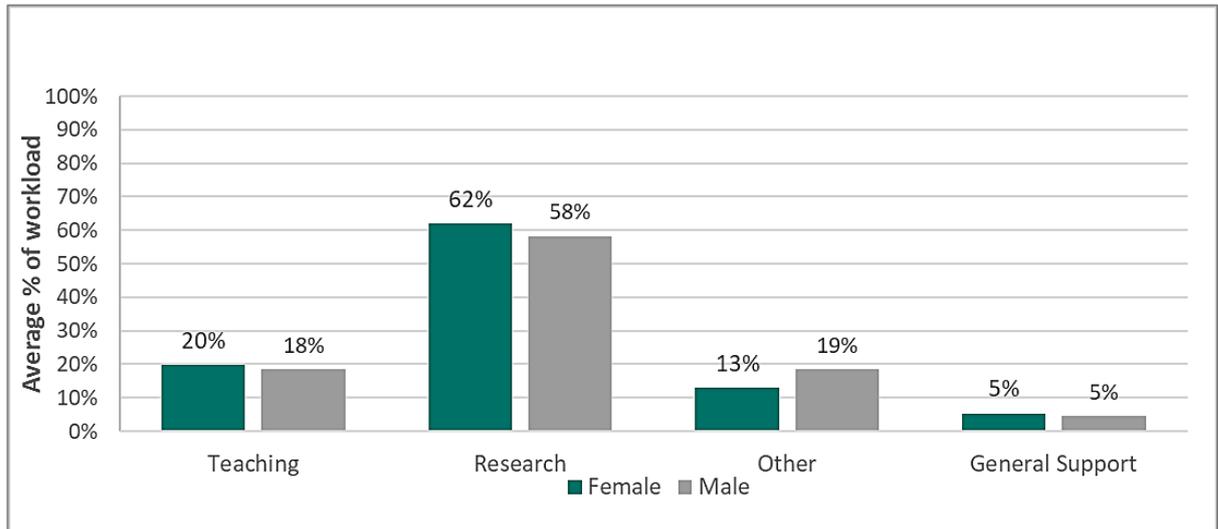
Figure 125. Time Allocation Data for academic staff in Research Centres, 2018-19

Staff in Education Centres have 80%:20% teaching/education:research/administration contracts. Figure 126 shows that men spend less time teaching and more time on 'Other' activities than females. Investigation of 'Other' data revealed that this difference is attributable to NHS duties; there are more male vs female clinical academics in Education Centres.
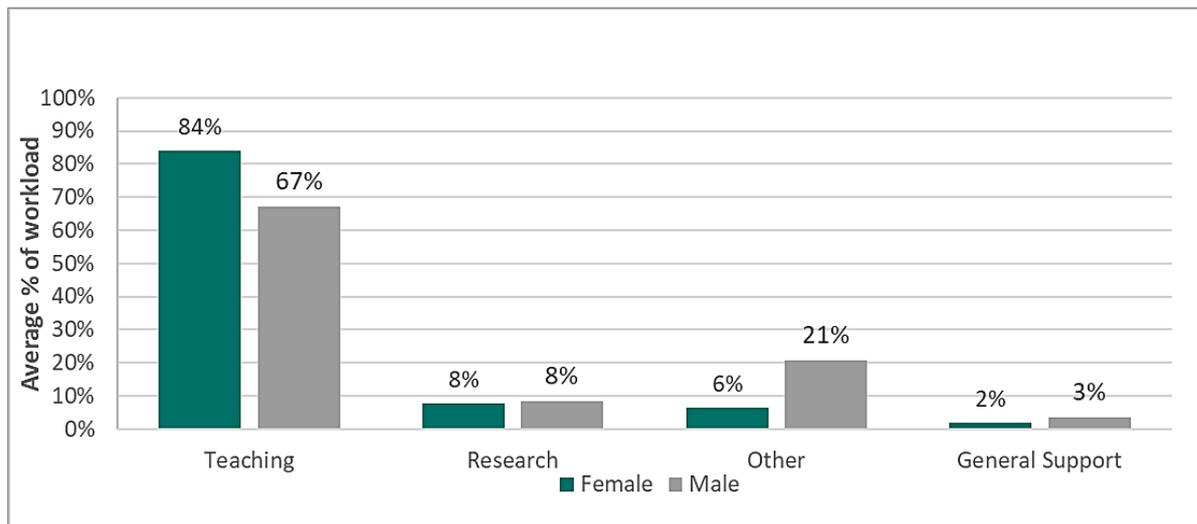
Figure 126. Time Allocation Data for academic staff in Education Centres, 2018-19

Action	
26.1	Establish an appropriate WAM for SMDBS

(viii)   Representation of men and women on committees

Provide data for all department committees broken down by gender and staff type. Identify the most influential committees. Explain how potential committee members are identified and comment on any consideration given to gender equality in the selection of representatives and what the department is doing to address any gender imbalances. Comment on how the issue of 'committee overload' is addressed where there are small numbers of women or men.

SMDBS has a number of School level committees which comprise staff from the six research Centres (Figure 127). Chairs are 11M, 3F; one committee rotates the chair (2F, 1M) and another has a joint chair. Membership/Chair roles are dependent on specific staff roles so membership changes over time as staff change/develop roles.

Committee	2018/2019			Chair
	F	M	Total	
School Management Board (SMB)	12 55%	10 45%	22	M
School Board	402 61%	253 39%	655	M
Health and Safety	2 15%	11 85%	13	M
Postgraduate Taught	16 62%	10 39%	26	F
Postgraduate Research	11 44%	14 56%	25	M
School Scholarships	5 36%	9 64%	14	M
Gender Equality Committee (GEC)	14 82%	3 18%	17	F
Research Ethics Committee	7 78%	2 22%	9	F
Clinical Academic Training Programme Board	8 33%	16 67%	24	M
International Working Group	12 48%	13 52%	25	M
Admin Managers Board	11 85%	2 15%	13	M
Regulations Committee	7 78%	2 22%	9	Rotating – 2F, 1M
Clinical Academic Board	6 60%	4 40%	10	M &F Joint chair
Honorary Titles Committee	2 20%	8 80%	10	M
Staff Council	17 59%	12 41%	29	M

Figure 127. School Committees - Membership and Chairs by gender, 2018/19

SMB is the most influential committee, chaired by the DoS. It has gender balance (55% F) and comprises academic and P&S staff. Six Centre managers and the School Manager (all F) are SMB members; an excellent example of P&S leadership in SMDBS. These individuals are role models for P&S colleagues.

When SMDBS was established in 2008/09 the co-delivery of priorities by Academic and P&S staff colleagues was implemented. SMB therefore includes P&S colleagues (Centre Managers, Postgraduate, Academic and Student Affairs, Health & Safety). Through the technical review and Staff Survey, there is representation from technicians and School Staff Council.

Chair rotation, as practised by the Regulations Committee is an area of good practice. We plan to implement this across other School/Centre committees.

Action	
34.1	Rotate Committee Chair Roles

Currently, all Centre Directors are male (6M), unavoidably contributing to gender imbalance in Chairs of Centre Committees (Figure 128-133). Senior Management Teams in Research Centres have higher %M; memberships are linked with specific roles e.g. Associate Director for Postgraduate Education. As women progress through academic grades, as evidenced by promotion data, they are increasingly taking leadership roles (proactively encouraged by SMDBS and supported by leadership training in Queen's and e.g. Aurora).

Action	
33.1	Female succession planning to help emerging talent acquire experience and potential to move into senior leadership roles
33.2	Annual review at SMB of rotation of leadership roles in School succession planning strategy to allow others to gain experience
33.3	Explore if some leadership roles such as Centre Director could operate as a job share thus allowing two people to gain leadership experience, with the benefit of peer-to-peer support, resulting in a more balanced work profile.

CCRCB Committee	2018/19			Chair
	F	**M**	**T**	
Health and Safety	10 56%	8 44%	18	M
PG Education and Training	10 59%	7 41%	17	M
Senior Management Team	3 38%	5 62%	8	M

Figure 128. CCRCB Committees - Membership and Chair by gender, 2018/19

CPH Committee	2018/19			Chair
	F	M	T	
Senior Management	4 36%	7 64%	11	M
Health and Safety	10 83%	2 17%	12	M
Centre of Excellence Management Board	7 47%	8 53%	15	M
Centre of Excellence Management Exec	6 50%	6 50%	12	M

Figure 129. CPH Committees - Membership and Chair by gender, 2018/19

CEM Committee	2018/19			Chair
	F	M	T	
Senior Management Team	2 25%	6 75%	8	M
General Board (Centre meeting)	34 45%	41 55%	75	M
PG Education and Training	8 73%	3 27%	11	M
Health and Safety	6 40%	9 60%	15	M

Figure 130. CEM Committees - Membership and Chair by gender, 2018/19

CBSE Committee	2018/19			Chair
	F	M	T	
Learning and Teaching	5 50%	5 50%	10	F
Staff Student Consultative	4 50%	4 50%	8	F
Health and Safety	5 56%	4 44%	9	M
Examination Board	9 43%	12 57%	21	M

Senior Management Team	-	2 100%	2	M

Figure 131. CBSE Committees - Membership and Chair by gender, 2018/19

CME Committee	2018/19			Chair
	F	**M**	**T**	
Learning and Teaching	10 42%	14 58%	24	F
Staff Student Consultative	6 30%	14 70%	20	F
Senior Management Team	6 55%	5 45%	11	M

Figure 132. CME Committees - Membership and Chair by gender, 2018/19

CD Committee	2018/19			Chair
	F	**M**	**T**	
Dental Education Committee	70 56%	55 44%	125	M
Staff/Student Consultative	12 67%	6 33%	18	M&F
Dental Specialties Group	17 55%	14 45%	31	M
Restorative Group	24 49%	25 51%	49	M
Senior Management	4 57%	3 43%	7	M
Foundations of Practice Group	31 61%	20 39%	51	F

Figure 133. CD Committees - Membership and Chair by gender, 2018/19

Action	
33.4	Explore if some leadership roles such as Centre Director could operate as a job share thus allowing two people to gain leadership experience, with the benefit of peer-to-peer support, resulting in a more balanced work profile.
37.4	Staff who serve on multiple committees can feel over-burdened. Pilot a meeting* free day (e.g. last Friday of every month) to allow staff to engage with research or scholarly activity uninterrupted (*meetings that have associated minutes)

(ix)   Participation on influential external committees
How are staff encouraged to participate in other influential external committees and what procedures are in place to encourage women (or men if they are underrepresented) to participate in these committees?

SMDBS recognises and values staff membership of prestigious/influential committees; celebrated in internal communications e.g. Team Brief, Centre Bulletins, announcements at School Board.

SMDBS signposts staff towards vacancies e.g. REF panels, UKRI Boards, Learned Society Boards/Committees or Royal College positions. Opportunities in subject-specific areas are disseminated by Centre Directors electronically and during conversations. Senior academic/line managers write letters of support for staff applying to such positions.

6.   CASE STUDIES: IMPACT ON INDIVIDUALS
Recommended word count: 1500 words
Three individuals working in the department should describe how the department's activities have benefitted them.
The subjects of the case studies should include a member of the self-assessment team and a member of professional or support staff. The case studies should include both men and women.
More information on case studies is available in the awards handbook.

7.   FURTHER INFORMATION
Recommended word count: 500 words
Please comment here on any other elements that are relevant to the application.

Activities that further support **P&S staff** are growing in SMDBS. The annual CPH P&S staff Away Day runs off-campus and comprises team-building activities and discussions, fostering a sense of belonging (Figure 134). It is highly-valued by participants and runs on the last Friday in June, enabling staff to make timely arrangements for participation. Other Centres are planning similar events.

> *"The day is super for team-building and building relationships with others, especially those we don't see on a day-to day-basis."*
>
> *"… we have treasure hunted, attended cookery school, went to an open farm where we baked bread, played musical instruments and…jumped in a peat bog. Barriers are knocked down and bridges are built. There's nothing like it for building collegiality within the team.., its great craic."*
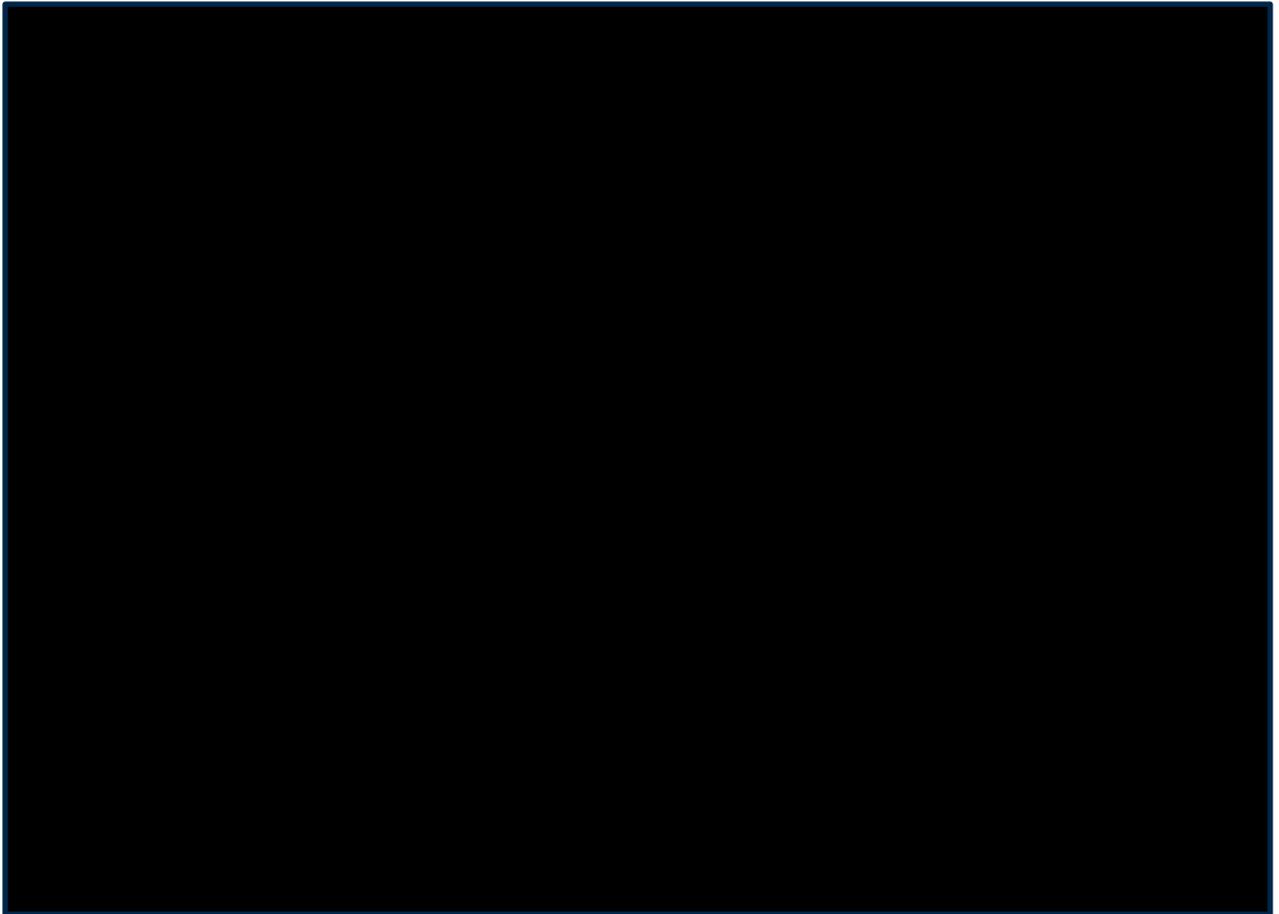
Figure 134. CPH Away Day for P&S Staff

Action	
3.1	All Centres to hold an annual away day for P&S staff

During preparation of the application, we encountered several **data** anomalies resulting from multiple data collection systems in different areas of the institution. Destination data for student/staff were also incomplete; addressing the actions below will enable better capture, once an individual has left.

Action	
49.1	Establish a working group to identify underlying reasons for data anomalies and develop and implement actions to address these, working in conjunction with central university directorates as appropriate
50.1	Establish a working group to examine current sources of destination data and develop and implement measures to improve data completeness and quality, working in conjunction with central university directorates as appropriate.

We highlighted the importance of the **intersection between gender and ethnicity** during our 2018 'Gender Paradox in Healthcare Education' conference with an invited speaker lecture. Available SMDBS staff data (Figure 135) shows that Academic (T&R) and Researcher groups have significantly higher diversity than the Northern Ireland population (2% BAME, Census 2011).

We have actions to obtain staff/student data, disaggregated by gender/ethnicity; furthermore, we will work with colleagues in the University BAME network, iRISE, to co-create a workshop to explore our data, discuss relevant issues and make recommendations.
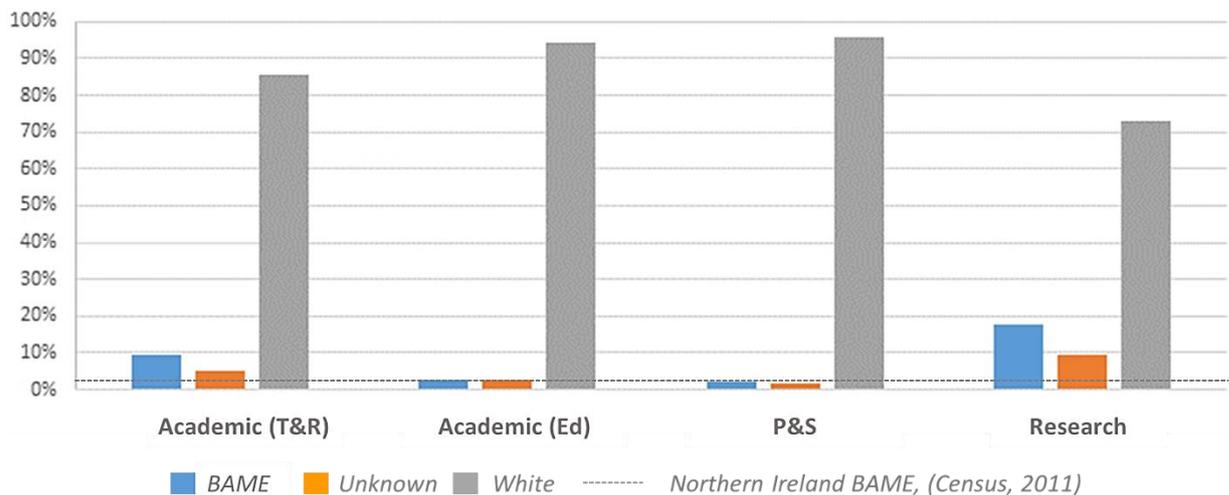
Figure 135. SMDBS staff categories in 2019 by ethnicity. Northern Ireland BAME comparator data is shown in the dashed line, obtained from the 2011 Census.

Action	
51.1	Work with Diversity&Inclusion data team and Faculty Data Analyst to disaggregate staff and student data sets by gender and ethnicity.
51.2	Engage with University iRISE group (BAME) to co-create a workshop on gender and intersectionality in healthcare education.

8. ACTION PLAN

The action plan should present prioritised actions to address the issues identified in this application.
   Please present the action plan in the form of a table. For each action define an appropriate success/outcome measure, identify the person/position(s) responsible for the action, and timescales for completion.
   The plan should cover current initiatives and your aspirations for the next four years. Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART).
See the awards handbook for an example template for an action plan.

LANDSCAPE PAGE

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ATHENA SWAN Action Plan 2020 – 2023 (NOTE: WILL BE REVISED TO REFLECT EXTENDED DURATION OF AWARD TO 2025)
School of Medicine, Dentistry and Biomedical Sciences, Queen's University Belfast

1. Embedding Athena SWAN and gender equality in SMDBS
2. Advancing recruitment and career progression of staff and students
3. Engendering leadership
4. Enhancing culture and life at work
5. Improving the infrastructure for SWAN data

1. Embedding Athena SWAN and gender equality in SMDBS

Gender Equality is embedded across SMDBS but further work is required to maintain this and to extend activities to our UG, PGT and PGR cohort and to P&S staff.

No.	Objective	Action to date/Rationale for Objective	Planned Actions	Person/Group Responsible	Measures of Success	Timeframe
1	Increase participation of UG students in SWAN activities	We want to build on the connections we have established with UG students through their membership of the GEC by running events that are particularly relevant for the UG cohort.	1.1 Co-create an UG event for International Women's Day with UG students	UG student representatives on GEC; Centre academic reps on GEC	Positive event feedback Increasing number of students participating year-on-year to reach target of at least a third of cohort participating	March 2020; annually
2	Increase gender equality training opportunities for UG, PGR and PGT students	UG Medicine students currently receive training in unconscious bias, but we want to ensure all UG, PGT and PGR students have the opportunity to participate in unconscious bias, active bystander training and other relevant courses, in-line with staff provision	2.1 Develop a portfolio of short courses relevant for gender equality, including unconscious bias and active bystander training, for students to select during development	UG student representatives on GEC; PGT and PGR representatives on GEC; Centre academic reps on GEC; EDI leads for UG Pathways	Development of courses Increasing number of students taking courses year-on-year to reach target of at least a third of students completing courses	June 2021; Annual uptake thereafter.

			weeks (UG) or induction weeks (PGR, PGT).			
3	Increase Professional & Support Staff participation in Athena SWAN.	In-line with Athena SWAN's widening remit to include P&S staff we want to increase awareness of Athena SWAN within the P&S cohort and promote positivity and inclusiveness amongst this group of staff.	**3.1** Centres to hold an annual away day for P&S staff to reflect on opportunities for personal development and promote a sense of belonging and appreciation.	Centre Managers; School Manager; P&S staff reps on GEC	100% participation by P&S	June 2021, annually thereafter
			3.2 Develop case studies on P&S staff career progression and publish on GEO website and in SMDBS GEO brochure (see action 5) to raise profile of P&S staff role.	Centre Managers; School Manager; P&S staff reps on GEC	Case studies included in SMDBS GEO brochure	March 2021
4	Enhance EDI in the UG and PGT curriculum	It is important that gender equality is embedded within the curriculum. UG Medicine has appointed an EDI lead who is linking with work on	**4.1** Appoint EDI Leads for UG Biomedical Science, UG Dentistry and PGT.	Dean; Education Centre Directors; PGT Director;	EDI Leads appointed	June 2020

equality, inclusivity and diversity at the University level as well as external to QUB.	**4.2** EDI leads engage with work at University level to develop a framework of equitable learning opportunities, through systems and core instructional practices	EDI UG leads; PGT lead	SMDBS EDI framework for teaching and learning	June 2021
	4.3 Establish a cross-school working group to evaluate where and how EDI is embedded within the curriculum in SMDBS and liaise with other Universities to learn from the sector.	EDI UG leads; PGT and PGR leads	Report to SMB on EDI in the curriculum in SMDBS including a gaps analysis and learning from best practice in the sector	June 2021
	4.4 Hold a workshop at the Annual Education Away Day to disseminate findings from the working group and develop practical guidance on	EDI UG leads; PGR and PGT leads	Practical guidance produced on embedding EDI in the curriculum for SMDBS Implementation plan in place	Jan 2022

			4.5	Conduct a survey to assess what changes staff have made to their education practice as a result of the guidance developed above.	EDI UG leads; PGR & PGT leads	Survey results and actions for further embedding based on findings.	June 2022
		embedding EDI in the curriculum.					
5	Increase awareness of SWAN impact in the School	Culture survey indicates 57% of staff don't know if Athena SWAN has made a difference to gender equality in SMDBS.	5.1	Produce a SMDBS SWAN brochure that can be used internally and externally highlighting the work of the School on gender equality, key achievements and impact, and examples of how the SWAN principles positively affect the everyday lives of staff in the school.	SWAN Champions; Faculty GE Co-ordination Assistant	Brochure produced	March 2021

			5.2	Develop video testimonials for website and social media channels	SWAN Champions; Faculty GE Co-ordination Assistant	Video testimonials on website and social media channel	March 2021
6	Increase male participation in SWAN	We want to encourage increased participation by males in SWAN activities	**6.1**	Continue to run International Men's Day (IMD) events	GEC – male academic lead	Feedback from IMD events Attendance at IMD events	November 2020; annually thereafter
			6.2	Engage with UG males to co-produce videos specifically targeted at recruiting males to UG courses (see linked action 22)	GEC Centre academic reps; UG Admissions leads; EDI UG leads	Recruitment videos produced that can be used locally and for national and international recruitment drives.	Dec 2021
7	Promote active discussion of the factors that drive or contribute to gender inequality	Embedding Athena SWAN and GE within the School requires open discussion of the wide range of factors that contribute to inequality. A debate allows different perspectives to be aired and discussed in an open forum.	**7.1**	Hold a gender equality debate (topic to be decided by GEC)	GEC	Feedback from debate	Jan 2022

8	Host a 2nd All-Ireland Athena SWAN conference for Health Sciences	Inaugural All-Ireland conference successful. The School is committed to sharing and learning from best practice with other Schools and Institutions and will continue this beacon activity.	8.1 Host a 2nd All-Island Athena SWAN conference for Health Sciences	SWAN Champions; GEC	Conference attendance Event feedback	October 2022
9	Continue to monitor, review and report gender balance data	Regular data monitoring and review underpins all our GE activities and ensures new actions are implemented in a timely fashion	9.1 Annual review of GE data and presentation to SMB, and take actions where appropriate	SWAN Champions; Faculty Data Analyst	Report to SMB	September 2020; annually

**2.	Advancing recruitment and career progression of staff and students**

Our data shows that the proportion of females at Lecturer and Senior Lecturer remains stable, parity has been achieved at Reader and our female Professoriate has increased by 9 percentage points to 24% since 2016. Our ambition is to achieve parity at L/SL and to increase female representation to 30% in the Professoriate by 2023.

No.	Objective	Action to date/Rationale for Objective	Planned Actions	Person/Group Responsible	Measures of Success	Timeframe
10	Evaluate Academic (T&R) *versus* Academic (Ed) recruitment during the next 5 years to ascertain any gender disparity	Analysis shows that there may be differences between academic (T&R) *versus* academic (Ed) in terms of the gender breakdown of shortlists and offers; however, the numbers are small and so this will be monitored over the next 5 years	**10.1** Monitor gender breakdown of applicants, shortlist and offers for Academic (T&R) *versus* Academic (Ed) annually for the next 5 years	Dean; Centre Directors	Annual recruitment report and action plan formulated and implemented if trend continues	September 2020; annually
11	Continue to use gender-balanced search committees for all Professorial/Director appointments	Schools will use gender-balanced search committees for all Professorial/Director appointments	**11.1** Establish search Committees and make use of professional networks for all Professorial/Director appointments	Dean; Centre Directors	Minimum of at least 33% of one gender applying for position	Ongoing for each vacancy
12	Ensure a healthy pipeline for female clinical academics.	SMDBS has attracted a strong cohort of Clinical Trainees and there is gender parity in the clinical academic pipeline. In the past 5 years, more than 20 clinical trainees have been employed in SMDBS. This	**12.1** Establish an alumni group for ICAT/CATP programme	Director ICAT; Director CATP	Alumni group established	September 2021
			12.2 Produce a report on the impact of ICAT/CATP on the clinical academic	Director ICAT; Director CATP	Report produced and action plan generated based on findings	Jan 2022

		represents a strong cohort of experience that can be shared and will hopefully translate into clinical academic posts in the future.	pipeline with analysis by gender			
			12.3 Use established networks, including NIMDTA and the Royal Colleges, to promote the clinical academic pathway at QUB	Dean; Centre Directors	Parity in males and females on ICAT/CATP programme Parity in translation of ICAT/CATP trainees to Clinical Academic pathway	Jan 2021
13	Women are now as likely to apply for promotion as men. Action is needed to maintain this impact.	The Dean and Centre Directors have proactively identified and engaged with female staff who are reaching the Academic Standards for promotion and have mentored them towards a successful application. We have instigated school-specific promotions workshops to clarify the application process and learn from those who have recently been successful.	**13.1** Continued proactive mentoring of female staff for promotion and school-specific annual promotions workshops	Centre Directors; SWAN Champions	Women as likely as men to apply for promotion	Sept 2020; annually
14	Continue to provide support for candidates who have had an unsuccessful promotion application	The Dean meets with all applicants who have an unsuccessful promotion application to provide feedback and support them to submit another application in the future. Staff report that they	**14.1** Dean to continue to meet with all applicants with unsuccessful promotions outcomes.	Dean	Candidates who are unsuccessful are mentored to submit another application in the future	Ongoing, after each promotion cycle

		value this personal interaction and support from the Dean.			
15	Support academic staff on probation	A group providing peer support has been established in SMDBS. Feedback indicates the group provides practical and social support and encourages networking across the school. This peer support group will continue to be useful as new processes for supporting academic staff on probation and confirming in post are being implemented as of Nov 2019.	**15.1** Continue probationers coffee group	Group lead	Feedback from probationers group	June 2020; annually
16	Explore ways to provide support with career progression for TAs, TFs and CTFs	Feedback from TAs, TFs and CTFs indicates the desire for more support with career progression	**16.1** Hold a Q&A session for TAs, TFs and CTFs with the Dean, Centre Directors and the HR Business Partner to explore workable solutions to career support and progression issues for this cohort of staff.	Dean; Centre Directors; HR Business Partner; Staff Forum rep	Report produced based on Q&A session Presented to SMB with proposed actions Actions implemented	December 2020 January 2021 September 2021 onwards
17	Continue to deliver and resource our Worskshadowing and WeCAN initiatives	Feedback demonstrates the continued popularity and success of the Workshadowing Programme and WeCAN. It is important to ensure they continue to meet the needs of	**17.1** Continue to deliver these mainstream activities; developing programme content to address participant	Workshadowing academic lead; WeCAN academic lead	Feedback on events/programme Strategic review at June GEC meeting.	June 2020; annually

		staff which may change over time as the University's structures evolve.	needs raised through feedback.		
18	School specifc evaluation of how new Institutional policies on appraisal, progression and promotion have been implemented in SMDBS.	Queen's has developed new policies and processes for appraisal, progression, and promotion in response to feedback from the University staff survey. These policies will be implemented from November 2019 onwards and it is important that they their implementation is evaluated at School level.	**18.1** Add a question to School SWAN Culture survey to evaluate new appraisal, progression and promotion criteria	School Manager; Staff Forum leads; HR Business Partner	A question relating to new policies will be added to the Culture Survey to investigate their usefulness and clarity. Recommendations to People and Culture based on staff feedback	June 2022
19	Increase proportion of males applying to UG Medicine.	More females than males apply to UG Medicine. This trend has been observed in other UK Medical Schools.	**19.1** Continue to include equal numbers of males and females in recruitment activities such as Open Days	Admissions UG Lead; Centre Directors; EDI UG lead; GEC Academic rep for centre	Increase in number of male applicants to UG Medicine by 5% by 2023	April 2023
			19.2 Target recruitment activities at all male schools using for example videos co-created with UG students in Action X above	Admissions UG Lead Centre Directors; EDI UG lead; GEC Academic rep for centre	Increase in number of male applicants to UG Medicine by 5% by 2023	April 2023
			19.3 Annual Survey of the medical student population to learn	Admissions UG Lead; Centre Directors;	Increase in number of male applicants to UG	April 2023

			reasons for studying medicine (gender, all gender schools etc)	EDI UG lead; GEC Academic rep for centre	Medicine by 5% by 2023	
20	Understand why females are more likely to receive an offer for UG Medicine than males.	We want to evaluate if gender bias exists within the UG Medicine application and selection process and develop appropriate actions to address this.	20.1 Evaluation of UG Medicine application and selection process, including MMIs, for gender bias and compare processes and stats with other UK Medical Schools.	Admissions UG Lead; Centre Directors; EDI UG lead; GEC Academic rep for centre	Report on selection process, identification and implementation of actions identified based on the report	September 2020
			20.2 Partner with another UK Medical School to engage in peer observation of MMIs	Admissions Lead	Refine MMI process based on observations	April 2021
21	Understand why males are awarded more prizes and medals in UG Medicine.	Females are more likely to achieve a Distinction in UG Medicine but males are awarded more medals and prizes.	21.1 Evaluate apparent trend in males in UG Medicine attaining more medals and prizes and identify underlying reasons through examination of procedures related to management of processes.	Academic lead for assessment in UG Medicine	Report on the procedures related to the management of medals and prizes and actions to standardise processes in order to ensure equality of opportunity for males and females	June 2020
22	Increase proportion of males applying to UG Dentistry	The female UG Dentistry cohort is predominantly female (>70%) which is above the sector average (63% female). Our	22.1 Academics and students from Centre for Dentistry to visit schools including all-	Centre Director for Dentistry; Admissions Lead for Dentistry	Increase in number of male applications to Dentistry by 10%	April 2023

		previous actions to increase applications from males and the proportion of males studying Dentistry in SMDBS have been successful and will continue.	male schools to promote Dentistry as a career option for males.		
		22.2 Include equal numbers of males and females in recruitment activities such as Open Days	Admissions Lead for Dentistry; EDI lead for Dentistry; GEC Academic rep for Dentistry	Increase in number of male applications to Dentistry by 10%	Ongoing
23	Understand why males studying Dentistry are less likely than females to achieve honours and distinctions.	Within the Bachelor of Dental Surgery programme males are less likely than females to achieve honours and distinctions.	23.1 Carry out both quantitative and qualitative research to try to identify why males appear to be less successful at achieving honours and distinctions.	Centre Director; GEC Academic rep for Dentistry	Report produced based on research with actions to implement with accompanying actions	December 2021
24	Continue to promote Biomedical Science as a career option to both males and females	Sector trend is towards higher proportion of females studying Biomedical Science. Our data is in-line with sector figures. We want to continue to promote Biomedical Science as a career option for both males and females.	24.1 Continue to promote Biomedical Science through Open days and other recruitment activities, ensuring that equal numbers of males and females represent SMDBS in these recruitment activities	Admissions Lead; Centre Director; EDI lead;	No increase in proportion of females studying Biomedical Science	April 2023

25	Our data shows that there is a greater percentage of female PGR students. We want to understand why more males do not apply.	Aside from gender preference towards specific subject areas there is no obvious reason for the greater percentage of female PGR students but this needs examined further to understand why more males do not apply. There is no difference in time to completion for males versus females.	25.1 Conduct a survey with final year BSc students to ascertain decision making around PGR applications	School PGT Lead; Associate Director for PGR Training in Research Centres	Survey results	March 2020
			25.2 Hold a focus group with current male PGR students to discuss reasons for applying	School PGT Lead; Associate Director for PGR Training in Research Centres	Focus group findings leading to action if needed	October 2020
26	Establish an acceptable WAM for SMDBS	FMHLS undertook a project to develop a Faculty WAM. Owing to inter-school variation in pathway, structures and it was not possible to agree an acceptable model. We want to establish a WAM for SMDBS that has a clearly defined purpose and is acceptable to staff.	26.1 Establish a cross-school working group to develop a WAM that is used to inform individual work profiles for SMDBS staff. Pilot test in one Centre, adapt and implement.	Dean; Centre Directors; School Managers; Staff Forum rep	WAM agreed and trialled within SMDBS. Feedback used to refine and implement WAM as part of PDR.	April 2022
27	Develop a recruitment package for SMDBS	Recruiting senior females continues to be challenging. We want to ensure our school-specific recruitment materials are welcoming and attractive to all.	27.1 Develop new school-specific recruitment materials including videos of female academics, testimonials from recently appointed staff and information on family life in Belfast/Northern	School Manager; HR Business Partner; Centre Managers	Recruitment material for SMDBS developed and implemented in job adverts Increased applications from women for senior roles to 40%	January 2020 By April 2023

			Ireland and Athena SWAN and family-friendly policies			
			27.2 Develop a recruitment questionnaire to be completed by individuals who are successful at interview in order to gather feedback on the recruitment process.	HR Business partner; School Manager	Feedback obtained and process amended where appropriate	June 2020
28	Gender balance, or at least 33% of one gender, on recruitment and selection panels.	Currently SMDBS ensures female representation on panels, however, this may not be a gender-balanced panel. Gender-balanced panels are known to make better decisions but there is a risk of over-burdening of senior female academics.	**28.1** Establish a list of senior academic females who can serve on panels and use this list, on rotation, to populate panels and so help avoid over-burdening.	HR Business Partner; Centre Managers; Centre Directors	All recruitment panels will be comprised of at least 33% of one gender A rotation list of senior academic females used on recruitment panels	June 2020
			28.2 Invite senior external female panel member where relevant e.g. representation from professional bodies	HR Business Partner; Centre Managers; Centre Directors	All recruitment panels will be comprised of at least 33% of one gender	Ongoing as vacancies arise
			28.3 Develop a short unconscious bias refresher to be implemented as part	SWAN Champions	Unconscious bias refresher for panels developed and implemented	October 2020

		of the panel introduction before interviews commence. This may be particularly important for clinical academic positions where external representatives from professional bodies may be sitting on the panel and may not have already received unconscious bias training.			
29	Maximise opportunities for P&S staff to avail of acting up/Honoraria positions	Acting up/Honoraria positions provide P&S staff with opportunities to gain skills and experience that will help them progress	**29.1** Review current School processes for Acting up/Honoraria positions to ensure that equity and fairness.	School Manager; HR Business Partner	Report to SMB	September 2020
30	Increase understanding of career progression processes and opportunities for P&S staff to empower people to take control of their own career	37% of P&S staff answered not applicable/don't know to the culture survey question: I understand the progression process and criteria in SMDBS'	**30.1** Hold a career progression workshop for P&S staff to address myths/misconceptions about progression, provide case studies demonstrating progression and	School Manager; Centre Managers	Workshop delivered Increased understanding of career progression by P&S staff in GE Culture Survey	December 2020

		providing practical advice.			
31	Our GE Culture survey indicates P&S are uncertain about how to progress their careers and may have specific training needs to enable them to do this.	37% of P&S staff answered not applicable/don't know to the culture survey question: ' I understand the progression process and criteria in SMDBS'	**31.1** Conduct a training needs analysis: Collate training needs identified by P&S staff in the new PDR process and develop a prioritised list of training needs for the School with identification of resource implications to allow resource planning and implementation.	School Manager; GEC P&S reps; Staff forum rep	Report to SMB Introduction of new training courses to meet P&S staff needs for progression readiness	December 2020 December 2021
32	Continue to celebrate the work of post-doctoral researchers in the School	The work of post-doctoral researchers has been celebrated in SMDBS as part of National Post-doc Appreciation week for the last two years.	**32.1** Continue to support celebration of National Post-Doc Appreciation week in SMDBS	Dean; Centre Directors	National Post-Doc Appreciation week feedback	Sept 2020; annually
			32.2 Ensure gender balanced nominations for University and Faculty Post-Doc prizes	School Manager	Gender-balanced nominations	Ongoing, annually

3.   Engendering leadership

We want to ensure the School's culture of equality of opportunity and positive impact on female progression is reflected in its leadership. The School recognises the need to increase the proportion of women in leadership roles within the School.

No.	Objective	Action to date/Rationale for Objective	Planned Actions	Person/Group Responsible	Measures of Success	Timeframe
33	Increase visibility of females in leadership positions	In the 2019 GE culture survey, only 48% of female academic staff agree that senior women as well as senior men are visible as role models. A formal rotation of leadership roles within the School would afford opportunities for leadership experience and succession planning.	33.1 Female succession planning to help emerging talent acquire experience and potential to move into senior leadership roles	Dean; Centre Directors; School Manager	Succession planning procedures in place as appropriate	June 2020
			33.2 Annual review at SMB of rotation of leadership roles in School succession planning strategy to allow others to gain experience	Dean; Centre Directors	List of leadership roles and date of rotation Rotation of roles; monitor application and appointment to roles by gender	June 2020 June 2021 June 2022
			33.3 Explore if some leadership roles such as Centre Director could operate as a job share thus allowing two people to gain leadership experience, with the benefit of peer-to-peer support, resulting in a more balanced work profile.	Dean; Centre Directors; School Manager	Possibility of job share offered for upcoming leadership roles	June 2021
34	Increase the number of Committees Chaired by females.	24% of Committees in SMDBS are chaired by females.	34.1 Rotation of Committee chairs	Dean	40% of School Committees chaired by females	December 2022

35	Continue to support women's applications for leadership courses including AURORA	Leadership courses are important to support career progression.	35.1 Actively encourage and support females (academic and P&S staff) from SMDBS to apply for Aurora or similar leadership courses	Dean; Centre Directors	Three females supported to attend Aurora or similar leadership courses	December 2022
36	Support P&S staff career progression through mentoring.	Mentoring is known to be related to career progression but is not routinely available for P&S staff at the minute. Queen's Gender Initiative (University level office) is currently running a pilot mentoring scheme for P&S women.	36.1 Encourage P&S to engage with QGI Mentoring Scheme for grades 6 and above.	School Manager; Centre Managers	SMDBS P&S are mentors and mentees for QGI mentoring scheme	Dec 2021
			36.2 Pilot the implementation of small group mentoring for P&S staff at grades 3-5	School Manager; Centre Managers	Feedback from mentors and mentees	Dec 2021

4. Enhancing culture and life at work

SMDBS strives to ensure the culture is positive, welcoming and inclusive and that work is balanced with staff wellbeing and caring/family responsibilities. We want to continue to foster this positive culture and particularly to work on areas for improvement highlighted in our 2019 GE Culture Survey.

No.	Objective	Action to date/Rationale for Objective	Planned Actions	Person/Group Responsible	Measures of Success	Timeframe
37	Support work-life balance through continued activities and implementation of new actions	Good work-life balance is important for staff wellbeing and to prevent burnout. Our 2019 GE Culture Survey highlighted some staff issues: - 50% of staff agreed with the statement 'The School has a long hours culture that makes it difficult for me to achieve work-life balance'. For academic staff, 70% agreed with this statement. - 72% of staff who completed the 2019 GE Culture Survey agreed that key School/Centre meetings are completed in core business hours i.e. 10am-4pm, 15% disagreed - Staff indicated a sense of being overburdened for	**37.1** Draft email guidance policy for SMDBS in consultation with SMB and the Staff Forum and implement email guidance policy in SMDBS	Dean; SWAN Champions; School Manager	Staff briefed on email guidance Gather feedback on its implementation in School GE Survey	June 2020 June 2022
			37.2 Line managers to support staff attendance at University wellbeing initiatives	Centre Directors; Centre Managers	Gather feedback on whether staff feel line managers are supportive of requests to attend University wellbeing initiatives	June 2022
			37.3 Dean to issue communication to all staff regarding adherence with core business hours for meetings in SMDBS	Dean	10% increase is proportion of staff who agree with GE Culture Survey question – 'Key School/Centre meetings are completed in core business hours i.e. 10am-4pm.'	June 2022
			37.4 Pilot a meeting* free day (e.g. last Friday of every month) to allow staff to engage with research or scholarly activity	Dean	Feedback from pilot and implementation if successful	Dec 2020

		those serving on multiple committees.	uninterrupted (*meetings that have associated minutes)			
			37.5 Continue to run staff wellbeing events as part of International Women's Day (IWD) and International Men's day (IMD)	GEC	Attendance at SMDBS wellbeing events run as part of IWD or IMD Feedback on events	Annually – March (IWD) and November (IMD)
			37.6 Continue to support flexible working	Dean; Centre Directors; Line managers	Feedback on flexible working in GE Culture survey	June 2022
38	Increase the number of staff in SMDBS who have participated in bullying and harassment training	In our 2019 GE Culture survey Culture survey, 37% of staff have experienced or witnessed sexist behaviour in the workplace. Eleven per cent disagreed or strongly disagreed with the statement 'I am confident that my line manager/supervisor would deal effectively with any complaints about harassment, bullying or offensive behaviour' and this was higher for female academics (23%) than other categories of staff.	**38.1** Run 'in-house' bullying and harassment training sessions	HR Business Partner	A 10% reduction in agreement with the following question from the school GE Culture survey: 'I have experienced or witnessed sexist behaviour in the workplace.' A 10% reduction in disagreement with the question from the Culture survey: I am confident that my line manager/supervisor would deal effectively with any complaints about harassment, bullying or offensive behaviour' in female academics	June 2022

39	Pilot active bystander training in SMDBS	In our 2019 GE Culture survey, 37% of staff have experienced or witnessed sexist behaviour in the workplace.	39.1 Partner with QGI and EDI Unit to provide active bystander training and pilot in SMDBS	SWAN Champions	Active bystander training piloted in SMDBS Question in culture survey re confidence to call it out	Jan 2022
40	Continue support for pregnant staff, those on maternity leave and those coming back from maternity leave.	Queen's has enhanced maternity provision and a range of policies in place for new and expectant Mothers. For maternity returners, SMDBS provides 6 months teaching-free for those in research centres and 6 months free of major teaching administrative duties for those in education centres. We would like to ensure consistent support for new and expectant mothers from Managers across the School.	40.1 Work with QGI to implement an integrated framework for pregnancy staff, those on maternity leave and those coming back from maternity leave.	QGI; People & Culture; Centre Directors; School Manager; Centre Managers; Line Managers	SMDBS implements integrated pregnancy framework	January 2021
			40.2 Set up a school buddy system for those about to go on maternity leave	Centre Managers	Buddy Scheme feedback	Sept 2020
			40.3 For maternity returners, continue to provide 6 months teaching-free for those in research centres and 6 months free of major teaching	Centre Directors	Feedback from maternity returners	Ongoing

			administrative duties for those in education centres.		
41	Continue beacon activity to deliver menopause awareness across the University.	Menopause is increasingly recognised as an issue affecting women's working experience. Staff in SMDBS have delivered several GP-led menopause awareness sessions across the University and want to continue to deliver this and respond to feedback	**41.1** Continue to provide menopause awareness sessions on a University wide basis and develop or expand content/approach based on feedback	SMDBS Menopause awareness facilitators	Collect feedback and track the number of women engaging with menopause awareness sessions	April 2020
42	Ensure balance on speaker lists for seminar series, conferences hosted by SMDBS and public lectures with respect to gender.	Centres hold their own regular seminar series programme and also host and organise discipline specific conferences. It is important that gender balance is considered when inviting speakers to avoid conscious or unconscious bias.	**42.1** Development and dissemination of speaker policy	Centre Directors; Seminar series co-ordinators	Speaker policy developed and communicated to all staff Annual review of seminar series speaker lists and conference programmes including associated visuals (e.g. website, conference booklet)	September 2020 (annually)
43	Increase awareness of Transgender equality in the workplace.	Queen's has implemented a Transgender Equality policy and has worked with an external organisation, Sail NI, to deliver Transgender Awareness training.	**43.1** Communication from Dean re attending Transgender Awareness training for staff via email, School Board and SMDBS Team Brief, with note for all line managers to attend training within the next 12-18 months	Dean	All line managers attend training	June 2020 (annually)

44	Continue to run School level staff inductions alongside University level staff inductions to promote a sense of belonging in the School.	As part of our previous action plan, we developed a School level induction for staff which runs multiple times each year alongside School Board. This induction has been well received by staff and will continue. Feedback gathered will continue to shape the content and format of the induction.	**44.1** Run School inductions to coincide with School Boards	Dean; School Manager; PGR Lead; PGT Lead; GEO Director; Health & Safety Officer; Mentoring Champion	Feedback on inductions collated and reported to SMB	June 2020; annually
45	Continue to celebrate the success of female role models within the School	Continued visibility of female role models is needed to demonstrate the School's continued commitment to EDI	**45.1** Continue to run Annual Dame Ingrid Allen lecture	Dean; SWAN Champions	Attendance at Annual Dame Ingrid Allen Lecture	December 2020; annually
			45.2 Continue to run Ada Lovelace Day		Attendance at Annual Dame Ingrid Allen Lecture	December 2020; annually
46	Continue to celebrate International Women's day and International Men's day	IWD and IMD are established events in the school GE Office calendar and include as a minimum, a staff wellbeing event alongside a charity event	**46.1** Continue to run activities/events for IWD and IMD	Academic leads from GEC; UG reps from GEC	Feedback from events	Annually
47	Celebrate diversity and promote inclusion across the School	SMDBS is increasingly diverse in its students and staff population. It is important that all cultures feel welcome within the School.	**47.1** Celebrate International Food Day by holding a family friendly event led by students and post-doctoral researchers	GEC; SMDBS members of iRISE (the University's network for BAME and international staff)	Numbers attending Event feedback	October 2020; annually
48	Continue to promote STEM career options through outreach activities	SMDBS has an established and expanding programme of outreach activities that promote	**48.1** Engage in outreach activities with Schools to highlight the	UG, PGR reps on GEC; academic leads GEC	Numbers attending Event feedback	Feb 2021; annually

		STEM career options to girls and boys	United Nations International Day of Women and Girls in Science			
			48.2 Continue to support NI Science festival	UG, PGR reps on GEC; academic leads GEC	Event feedback	Feb 2020; annually

5. Improving the Infrastructure for SWAN data

Data collected for Athena SWAN applications needs to be comprehensive and reliable. During the preparation of this application, we identified some areas for improvement in our systems that capture data for SWAN and other equality, diversity and inclusion processes. Improvements to these processes will support quicker assembly of data reports and facilitate a more timely response to emerging issues.

No.	Objective	Action to date/Rationale for Objective	Planned Actions	Person/Group Responsible	Measures of Success	Timeframe
49	Improve data accuracy of staff data from centrally provided databases	The team preparing the application carefully check source data and found several anomalies. It is vital for future applications that the source of the anomalies is identified and addressed.	**49.1** Establish a working group to identify underlying reasons for data anomalies and develop and implement actions to address these, working in conjunction with central university directorates as appropriate	Working group (SWAN Champions, School Manager, Faculty Data Analyst, Centre Managers, People and Culture rep)	Few data anomalies resulting on quicker analysis and reporting of data.	June 2022
50	Improve quality of destination data.	The response rate for UG and PG destination data can be very low which limits the representativeness and usefulness of this data.	**50.1** Establish a working group to examine current sources of destination data and develop and implement measures to improve data completeness and quality, working in conjunction with central university directorates as appropriate.	Working group (PGR, PGT, UG leads, EDI reps)	Improved quality of destination data	June 2022

| 51 | Obtain data on intersection of gender and ethnicity

Co-create a workshop with University iRISE group (BAME) | Available data to study intersectionality is limited, however, the University is investing resource to support making this data available to Schools | **51.1** Work with Diversity&Inclusion data team and Faculty Data Analyst to disaggregate staff and student data sets by gender and ethnicity.

51.2 Engage with University iRISE group (BAME) to co-create a workshop on this topic. | Faculty Data Analyst and Diversity&Inclusion data team

Director GEO and Coordinator of iRISE group, | Availability of relevant data sets for analysis, interpretation and actions.

Workshop with recommendations | Feb 2021 and review in Feb 2023

Feb 2022 |