

School of Medicine, Dentistry and Biomedical Sciences Silver Renewal Action Plan 2016

This action plan incorporates actions from the previous action plan 2012; building on success and developing new actions to further promote the role of women in the School. Overall accountability for the Action Plan lies with the Dean and the SMDBS Senior Management Board.

Issue 1: Promotion and recruitment of women				
Analysis of data over the past 3 years has highlighted the 'leaky pipeline' for women in relation to career progression particularly at Senior Lecturer, Reader and Professor levels. Lecturers in the School are 64% female and we have made significant progress at Senior Lecturer from 22% to 41% female over the last 5 years.				
Issue identified	Actions underway and planned	Person/group responsible	Measures of Success	Timescale
<p>R1.1 The numbers and proportions of female Lecturers and Senior Lecturers have improved over the last 5 years.</p> <p>The numbers and percentages of female Professors have not changed, remaining at 17%.</p>	<p>We will improve our current 40% female Senior Lecturers and Readers, aiming for parity with male colleagues at the same grade.</p> <p>We have set a new target reaching 30% female Professorial staff. This will be achieved by actions relating to promotions and recruitment (R1.2-R1.5, R1.9-R1.11).</p>	Dean of the School.	<p>An annual report on progress towards targets will be produced and reviewed by the SMB which will be used to direct any further actions needed to ensure success.</p> <p>Improving numbers and percentages of female Senior Lecturers and Readers each year, towards 50%.</p> <p>Target of 30% female Professors by 2019.</p>	<p>September 2016 and annually thereafter.</p> <p>September 2019</p>
<p>R1.2 Search Committees are used infrequently for recruitment and fewer women than men apply for academic positions.</p>	<p>The School will use gender-balanced Search Committees for all Professorial/Director appointments.</p> <p>School Manager to collate Search Committee data from Annual Centre Reports.</p>	Centre Directors and School Manager.	<p>Data to be available September 2017, 2018 and 2019 and reported to the SMB each September highlighting trends and recommending actions.</p> <p>20% increase in the number of female applicants by Sep 2019.</p>	<p>September 2017 and annually thereafter.</p> <p>September 2019</p>
<p>R1.3 Significantly fewer women than men apply for externally advertised academic positions.</p> <p>The current website serves prospective students better than staff applicants.</p>	<p>Create a recruitment page on the School website with information on flexible working, family-friendly policies and links to the School GEO and HR websites.</p>	GEO Clerical Staff and School IT support team.	<p>New website created and live online.</p> <p>Impact to be measured by website usage statistics and reviewed by GEO.</p> <p>Popup surveys to every 10th visitor inviting participation in a feedback survey will help to measure impact.</p>	<p>December 2016</p> <p>June 2017 and annually thereafter</p> <p>From January 2017</p>
<p>R1.4 Professional networks are currently under-used during recruitment.</p>	<p>Increase the use of professional networks, e.g. WISE (Women in Science and Engineering), Learned Societies e.g. The Physiological Society, The Academy of Medical Sciences and the Clinical Royal Colleges, in recruitment by creating</p>	Dean of School and Search Committees.	<p>Information to be captured from application forms where candidates noted advert to assess impact.</p> <p>Increased number of female applicants by at least 20% by 2019.</p>	<p>Initiated as vacancies arise.</p> <p>Strategic review in GEC meeting every June.</p>

	links to advertisements. Search Committees to promote use of networks.		Design and distribute a survey for candidates to include experience of School website, interaction with search committee, interview experience.	
R1.5 Fewer women (40% of applicants) than men apply for promotion.	Centre Directors to proactively identify and engage with female staff who are reaching the Academic Standards for promotion and to mentor them towards a successful application	Centre Directors.	Over the 3 year Action Plan, increase in the number of female applicants to an average of 8/year (6/year currently). Develop an anonymised Case Study of one successful female mentee indicating degree of satisfaction with process and host on the GEO website.	Annually post-appraisal, from September 2016 September 2018
R1.6 Many staff may not be familiar with the recently introduced Academic Standards. This may contribute to fewer women applying for promotion. Improved familiarity with Academic Standards may encourage more females to apply.	Academic Standards and Promotion Planning to be discussed at all appraisals with monitoring of workload models.	Appraisers.	A question relating to staff understanding of Academic Standards will be added to the Culture Survey to investigate perceived awareness and understanding of the academic standards.	Culture survey from January 2017
R1.7 We are keen to know whether there is a gender related difference in the typical times spent at each academic grade.	Investigate typical times spent at each academic grade by gender.	Director and Clerical staff of the GEO.	Generate a dataset and report of the time spent at each grade by gender in current staff cohort. GEC Agenda item, October 2016. Present to SMB.	September 2016 October 2016 December 2016
R1.8 Feedback demonstrates the popularity and success of the Workshadowing Programme, WeCAN and Mentoring Schemes. It is important to ensure they continue to meet the needs of staff which may change over time as the University's new structures evolve.	GEO to continue to deliver these mainstream activities; developing programme content to address participant needs raised through feedback.	GEO Director, Academic leads.	Event surveys and Focus Groups. Outcome data from Culture Survey. Strategic review at June GEC meeting.	Ongoing Culture survey from January 2017 June 2017 and annually thereafter.
R1.9 We have identified a lack of awareness of Unconscious Bias amongst staff.	We will work with the University Focus Group, currently chaired by GEO Director, to deliver Unconscious Bias training through a bespoke package provider.	Dean of School. School Manager. GEO Director.	Training package developed and implemented for all staff. Review effectiveness after first cycle through feedback survey. Target 95% completion (to allow for staff turnover) by end of 2019.	August 2017 August 2018 September 2019

R1.10 We recognize the importance of leadership training for female academics.	The School will support 5 female academics to take the Aurora Leadership Development Programme. Candidates to be identified at annual appraisal in consultation with Director GEO.	GEO Director, Centre Directors	Applications managed through the University Process as per Aurora guidelines. By summer 2019, 5 participants will have completed the Programme. Impact will be reviewed by tracking the progress of individuals through the Programme and careers thereafter (follow-up surveys).	Commencing September 2016. Completed by summer 2019.
R1.11 Staff feedback supports the benefits of running Promotions workshops.	Dean and Centre Directors will run annual workshops on Promotions and Academic Standards. Staff will be encouraged to attend during discussion at appraisal meetings.	Dean Centre Directors	Annual workshops to be held with growing attendance (20% increase per year from anticipated 20 attendees in first year). Evaluate through a new question added to the Culture Survey	October (annually) Culture survey from January 2017

Issue 2: Supporting women at postdoctoral level

In addition to the Work Shadowing Scheme and Gender Forum, other measures to support postdoctoral researchers to advance to Lecturer post will be undertaken. There is not a major block in the transition from PDRA to Lecturer but measures to encourage more women to become academics will be implemented in order to maintain a sufficient pool of female academics at Lecturer level.

Issue identified	Actions underway and planned	Person/group responsible	Measures of Success	Timescale
R2.1 During our Silver SWAN award, the GEO worked with the Postdoctoral Society to develop a career planning portfolio. An e-Portfolio now needs to be implemented to support career planning.	Launch the Postdoctoral Portfolio e-portfolio from the PURE platform. Pilot test the e-Portfolio. Inform Line Managers about the implementation of the Portfolio on PURE. Modify the ePortfolio based on pilot testing. Combine the e-portfolio with annual appraisal. Provide information about the Portfolio and Appraisal at Induction, Handbooks and at the Postdoctoral Symposium.	Associate Directors for Postdoctoral Training. Chair, School Postdoctoral Society.	A new e-portfolio available to all postdoctoral researchers. Pilot in 2017 Evidence of awareness of the postdoctoral portfolio gathered in the annual culture survey/PDRA survey. Success measured by feedback from pilot and case studies. Increased participation each year with target 60% of PDRA by Sep 2019.	Launched December 2016 January 2017-January 2018 Quarterly Inductions March 2018 September 2019
R2.2 As a result of SWAN in the School, the GEO has worked with the Postdoctoral Society to	Continue to provide annual Career planning workshops for Postdoctoral Research Fellows.	Deputy Head of School	Impact will be measured by feedback from participants after annual workshops.	Annual Postdoc Symposium held every November.

deliver career planning sessions the Postdoctoral Symposium.	Collect feedback and action.	Chair, School Postdoctoral Society.	This will be used to inform future workshop topics and format of these workshops.	
R2.3 WeCAN events are well attended by PDRAs and feedback on these events is very positive. It is a key activity supporting career planning for female PDRAs.	Promote WeCAN to PDRAs via line managers, GEO Facebook and Twitter accounts.	Academic lead.	Continued attendance of PDRAs at WeCAN events (PDRAs typically comprise 30-60% of the audience depending on the topic). Impact will be assessed by feedback forms at events.	Ongoing Annual review at June GEC meetings.
R2.4 The established Workshadowing scheme allows PDRAs to gain insights into aspects of academic life that are not usually accessible at earlier career levels or via staff training.	Promote Workshadowing to PDRAs via line managers, GEO Facebook and Twitter account.	Academic lead.	Continued participation by PDRAs in Workshadowing and positive feedback indicating satisfaction with the scheme. (currently no limit to number of PDRAs participating).	Ongoing Annual review at June GEC meetings.
R2.5 The School encourages PDRAs' transition to independent academic roles via securing a personal fellowship.	Deliver annual fellowship writing workshops for PDRAs. Workshop feedback indicates benefits for career development. Establish mentoring groups for fellowship applicants to give feedback on applications and mock interview panels.	Associate Directors for Postdoctoral Training.	At least 25% of female PDRAs attending annual workshops (expect similar % of males to attend). Success will be measured by the number of female attendees who submit fellowship applications.	From October 2016 and annually thereafter. Annual review at June GEC meeting.

Issue 3: Equal Opportunities and Workload Balance

The Workload Allocation Model (WAM) will continue to be monitored by the GEO for gender disparities. In addition, a new action has been added specifically for Lecturers in Education Centres to provide individuals returning from maternity leave with a reduced administrative load for 3 months.

Issue identified	Actions underway and planned	Person/group responsible	Measures of Success	Timescale
<p>R3.1 Candidates who are unsuccessful when applying for promotion require support to improve chances of success with future applications.</p>	<p>Dean to meet with all applicants who were unsuccessful and discuss panel feedback.</p> <p>Centre Directors to provide support, e.g. adjustment of WAM to provide opportunities for the candidate to improve profile in required areas.</p>	<p>Dean of School, Centre Directors.</p>	<p>A higher success rate for those who make further applications for promotions.</p> <p>Impact to be measured by Dean due to confidential nature of promotions applications.</p>	<p>June 2016 and annually thereafter</p>
<p>R3.2 Re-engagement with scholarly activity can be challenging for maternity returners in Education Centres.</p>	<p>Introduce a policy of 3 months relief from administrative duties for Lecturer/SL/Prof (Education) Maternity returners to facilitate scholarly activity.</p>	<p>Education Centre Directors.</p>	<p>Policy introduction and information disseminated.</p> <p>Measure satisfaction with the policy from maternity returners through survey and focus groups.</p>	<p>January 2017</p> <p>Summer 2019</p>
<p>R3.3 Committee experience will help support promotion applications. Gender balance is currently not achieved on all Committees.</p>	<p>Rotation of staff on committees to provide women with opportunities to obtain committee experience.</p> <p>Committee Chairs to ensure annual or biannual rotation of membership where possible.</p>	<p>School Manager, Committee Chairs.</p>	<p>Evidence of annual or biannual rotation of staff on committees including committee chairs.</p> <p>Increased proportion of females on key committees e.g. SMB to represent gender balance of academics in the Centre or School.</p> <p>School Manager will provide data on Committee composition annually to SMB and GEO.</p>	<p>GEC June meeting annually</p> <p>SMG September meeting annually</p>
<p>R3.4 New Research Institutes have been established as part of the Vice-Chancellor's Vision 2020 plan.</p>	<p>Research Institute Director to establish an International Advisory Board that has 50/50 female/male composition.</p>	<p>Research Institute Director.</p>	<p>Membership of the External International Advisory Board to have 50/50 gender composition.</p>	<p>By June 2017</p>
<p>R3.5 WAM is a key data source for monitoring gender equality across research, education, administrative and pastoral duties.</p>	<p>Continue to monitor WAM for gender equality across research, education, outreach events, administrative and pastoral duties.</p> <p>School Manager to provide anonymised</p>	<p>School Manager, Director GEO.</p>	<p>Continued monitoring of WAM will allow for further action if any new trends or anomalies are observed.</p> <p>These will be apparent in analysis of WAM data for gender trends and</p>	<p>June 2017 and annually thereafter.</p> <p>Annual September</p>

	WAM data by gender to GEO for analysis on an annual basis.		findings will be reported to SMB and School Board annually.	SMB meeting
R3.6 Males in Education Centres have less teaching time and more administrative time allocations than females. This may negatively impact Scholarly Activity in female staff.	Investigate the underlying issues for the difference in distribution of teaching and admin times in males compared to females in Education Centres. Education Centre Directors to investigate WAM for teaching versus administrative allocation by gender.	Education Centre Directors.	Insights gained into reasons for disparity in WAM by gender. Action plan to address any issues that arise. Report to be submitted to GEO.	March 2017

Issue 4: Student Monitoring. There are no issues with undergraduate (UG) or postgraduate (PG) applications and admissions but this will continue to be monitored. We have noted significantly higher female applications to Dentistry and have Actions in this area. Female Medical, Dental and Biomedical Science students either perform equally well or to a higher level than their male counterparts.

Issue identified	Actions underway and planned	Person/group responsible	Measures of Success	Timescale
R4.1 The School recognises the need to monitor UG student degree outcomes and identify any gender-related trends.	Continue to monitor UG student degree classifications annually by gender. Correlate with admission grades. Monitor degree outcomes of intercalated students.	Education Centre Directors.	Data analysed and reported to GEO and SMB for review against national data on gender performance as well as trends from year-to-year within QUB.	Annual review from August 2016.
R4.2 The School has noted that female applications to Dentistry are higher than the UK average. In addition, UG Dentistry applications are more likely to remain in NI than in other disciplines.	Working group will mine UCAS application data for Northern Ireland and GB/ROI. Focus groups will be held with the student cohort.	Dentistry working group led by Deputy Centre Director.	Establish group. Access data resources and meet with students. Compile report and propose actions to GEO and SMB.	February 2017
R4.3 There is a need to promote Dentistry as a career option for males.	Academics and students from Centre for Dentistry will visit schools including all-male schools and work with careers advisors.	Centre Director for Dentistry.	Increase in number of applications by male students to Dentistry by 10% by 2018.	October 2018
R4.4 The School is expanding its portfolio of PGT courses and will evaluate uptake by gender.	Monitor PGT student data in relation to gender in applications and enrolment.	Chair, PGT Board.	Annual data review and proposition of actions to address any gender-related trends. Compile report for Annual Education Forum.	September 2016 and annually thereafter Forum, November 2019
R4.5 The PGT Board recognises the importance of evaluating PGT outcome data by gender.	PGT Board to review degree outcomes by gender at Examination Boards.	Chair, PGT Board.	New agenda item on PGT Examination Boards	November 2016 and annually thereafter.
R4.6 Build on the success of the Buddy Scheme by making available to Year 2 PGR students.	Invite Year 2 PGR students to participate in Buddy scheme.	Academic lead.	More than 50% of Year 2 students participating in Buddy Scheme. Completion surveys and focus groups Evaluate feedback for gender trends.	October 2016 and annually thereafter
R4.7 The GEO has identified the need to incorporate Unconscious bias and gender equality training	Deliver training modules during PGR induction programme.	Chair, PGR Board.	Deliver training with target 100% uptake. Review through course exit surveys	October 2016 and annually thereafter.

in the PGR Programme			and the Culture Survey.	From January 2017
R4.8 Discussion with PhD students indicated interest in having a Mentor who is external to the supervisory team.	PhD students to be offered a Mentor, independent of the supervisory team. Females can request a female mentor.	Associate Directors for PGR Training in Research Centres.	Allocation of mentors by Associate PGR Directors. Review annually through survey and focus groups.	From December 2016 and annually thereafter
R4.9 Our data shows that there is a greater percentage of female PGR students. We are keen to understand why more males do not apply.	Conduct a survey with final year BSc students to ascertain decision making around PGR applications. Hold a focus group with current male PGR students to discuss reasons for applying.	Associate Directors for PGR Training in Research Centres.	Design and deliver survey. Compile report for discussion at the PGR Board. Take action where required e.g. Research Discovery Days for final year BSc students.	May 2018 October 2018

Issue 5: Culture

Many steps have been taken to promote gender equality, good practice and a family-friendly environment and these will be maintained and kept under strategic review. As indicated below, further measures will be put in place.

Issue identified	Actions underway and planned	Person/group responsible	Measures of Success	Timescale
<p>R5.1 Dialogue with staff and feedback from the Culture Survey identified the need for a School Induction to complement existing Induction Programmes in Centres.</p>	<p>Implementation of School Induction Events in collaboration with other committees e.g. Health and Safety, Wellbeing Committees.</p> <p>School welcome and induction sessions for new staff at least twice per year (depending on number of new staff).</p>	<p>Deputy Head of School.</p> <p>Chairs of relevant committees e.g. Health and Safety Committee, Wellbeing Committee, Director GEO</p>	<p>Develop 1-day School Induction.</p> <p>Incorporate GE and Unconscious bias training.</p> <p>Run at least twice a year.</p> <p>Evaluate impact with number of attendees and questionnaire feedback.</p>	<p>November 2016</p> <p>Annually from January 2017</p>
<p>R5.2 Feedback from the Culture Survey and Gender Equality Focus Groups highlighted the benefits of improved weblinks around family-friendly policies.</p>	<p>Create linkages on the GEO website to QUB/School policies on flexible working, maternity/paternity/adoptive leave and parental/dependants leave.</p>	<p>GEO Clerical Staff and School IT support team.</p>	<p>Develop website with links to current policies.</p> <p>GEO to review website usage statistics.</p>	<p>February 2017</p> <p>June 2018 and 2019</p>
<p>R5.3 The School has several prestigious lectures given by invited international speakers. Currently, all of these are named after men and we plan to create a further lecture named after a prominent female graduate or former staff member</p>	<p>Create and identify funding for prestigious lecture.</p> <p>Working group to explore and propose a list of female lecture names for the School to vote on. Prominent international female speakers to be invited.</p>	<p>Dean of School.</p> <p>Working group.</p>	<p>Lecture name and details to be finalised.</p> <p>Launch annual lecture.</p>	<p>March 2017 and annually thereafter</p>
<p>R5.4 The School is committed to sharing best practice with other Schools and Institutions and is planning new Beacon activities in addition to actions already underway (e.g. supporting UK and Ireland SWAN SATs).</p>	<p>Host an All-Ireland Athena SWAN Conference for Medicine, Dentistry and Biomedical Science Schools.</p>	<p>GEO Director and Committee.</p> <p>Dean of School</p>	<p>Arrange conference to be held in 2018 with prominent UK, Ireland, and EU speakers.</p> <p>Target representation from all Higher Education providers on the island of Ireland.</p> <p>Collate feedback and share outcome with the sector.</p>	<p>2017 planning</p> <p>December 2018, host conference in Belfast.</p>