



**Department Application
Ireland**
Bronze and Silver Award



ATHENA SWAN BRONZE DEPARTMENT AWARDS

Recognise that in addition to institution-wide policies, the department is working to promote gender equality and to identify and address challenges particular to the department and discipline.

ATHENA SWAN SILVER DEPARTMENT AWARDS

In addition to the future planning required for Bronze department recognition, Silver department awards recognise that the department has taken action in response to previously identified challenges and can demonstrate the impact of the actions implemented.

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 Bronze and Silver department awards.

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

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

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

WORD COUNT

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

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

We have provided the following recommendations as a guide.

Department application	Bronze	Silver
Word limit	10,500	12,000
<i>Recommended word count</i>		
1. Letter of endorsement	500	500
2. Description of the department	500	500
3. Self-assessment process	1,000	1,000
4. Picture of the department	2,000	2,000
5. Supporting and advancing women's careers	6,000	6,500
6. Case studies	n/a	1,000
7. Further information	500	500

Name of institution	Royal College of Surgeons in Ireland	
Department	Department of Physiology and Medical Physics	
Focus of department	STEMM	AHSSBL
Date of application	29/01/2021	
Award Level	Bronze	Silver
Institution Athena SWAN award	Date: October 2018	Level: Bronze
Contact for application Must be based in the department	Dr. Triona Ni Chonghaile Dr. Tobias Engel	
Email	tnichonghaile@rcsi.ie tengel@rcsi.ie	
Telephone	+353 (0)1 4028579, +353 (0)1 4025199	
Departmental website	Physiology and Medical Physics - Royal College of Surgeons in Ireland (rcsi.com)	

Acronyms

A&R	Academic and Research
AS	Athena SWAN
CEO	Chief Executive Officer
CSM	Centre for Systems Medicine
EDI	Equality, Diversity & Inclusion
F	Female
FN	FutureNeuro
FTE	Full-Time Equivalent
HEA	Higher Education Authority
HESA	Higher Education Statistics Agency (UK)
HoD	Head of Department
HR	Human Resources
L&D	Learning and Development
M	Male
PDP	Professional Development Plan
PDR	Postdoctoral Researcher
PGR	Postgraduate Researcher
PI	Principal Investigator
P&S	Professional and Support
QEO	Quality Enhancement Office
ORI	Office of Research and Innovation
RCSI	Royal College of Surgeons in Ireland
SAT	Self-Assessment Team
SMT	Senior Management Team
STEMM	Science Technology Engineering Maths Medicine

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1. 1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

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.

12th January 2021

Dr Ruth Gilligan
Athena Swan Charter
Advance HE
First floor, Napier House
24 High Holborn
LONDON, WC1V 6AT
England

Dear Dr Gilligan,

As Chair of Physiology and Medical Physics Department it is with great enthusiasm that I support this application for the Athena SWAN Bronze Award.

I was appointed at RCSI in 2003 as Ireland's first Science Foundation Ireland (SFI) Research Professor, a funding instrument initiated by SFI to attract international scientists to Ireland. Staff in the department at the time consisted of a second full professor (male), three Senior Lecturers (male) and two Senior Lectures (female), all of which were mature academics with long standing service to the department. Although these two female Senior Lecturers took on a majority of the teaching and administration load, none had progressed to Full Professor during their tenure. Having worked at the University of Chicago before where a significant number of professors were female, it was obvious to me around this time that a change was needed in the department.

Since my appointment in 2003, we have seen 10 new appointments at Lecturer and Senior Lecturer level at equal gender ratio. One female and one male of the newly appointed Senior Lecturers have been promoted to full Professor level. In 2007 I won a SFI Stokes Lectureship grant to support a female lecturer. She has taken on leadership roles in RCSI education and research and mentors newer lecturers to the department. In 2008 I appointed a female Senior Lecturer to the RCSI Graduate Entry Medicine program. She rapidly progressed to Full Professor, is highly successful in winning and coordinating prestigious EU grants and the first female black Full Professor in RCSI (and Ireland). In 2015 a female StAR Lecturer joined the department. This staff member has won the prestigious Women's L'Oréal-UNESCO Award and took on the role as female AS Champion for the present application. While I hope I have supported these female role models in the department, a more formalised framework is required to increase gender equality going forward. This will include a dedicated departmental level mentorship

programme, a communication strategy to promote female role models and promotions workshops tailored towards female staff.

Currently, Professional Support and Research Manager/Administrator staff are nearly exclusively female. Many of these positions allow more flexibility and may better suit work life/family balance, but I would like to ensure that males are also encouraged to consider these roles. This is even more relevant currently in relation to COVID-19 as females take on family duties and this may inhibit their career in the long term. We must consider how these challenges might be acknowledged in terms of career progression/promotions, and try to mitigate any potential impact on research outputs and grant income. We intend to monitor publications and grant income by gender at a department level and work to ensure that any negative impacts on female outputs is considered at promotion.

We are a highly international institution. While we have 72.8 % international students and 56.0 % international research staff at an institutional level, there are only two Head of Departments whose first language is not English, and both are male. International female staff are underrepresented among all tenured academic positions, with not a single female academic whose first language is not English at Full Professor level. As Deputy Dean for International Scholarship, I have an interest in encouraging promotion of female international staff. The department intends to champion an institutional Committee selection review process so that all staff might have an equal opportunity to participate on influential internal committees to enable females of all nationalities to progress in their career.

I was delighted to have the opportunity to Chair the Self-Assessment Team. It has been an enriching experience bringing together our department to work together on a common cause. I would like to acknowledge the hard work of the entire SAT over the past year and particularly our Athena SWAN Champions Dr Triona Ni Chonghaile and Dr Tobias Engel.

As Head of Department, I herewith endorse this application and the proposed action plan.

The information included in this submission (including the quantitative and qualitative data) is honest, accurate and a true reflection of the Department of Physiology and Medical Physics.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Jochen Prehn', written on a light-colored rectangular background.

Prof Jochen Prehn

2. DESCRIPTION OF THE DEPARTMENT

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 Department of Physiology and Medical Physics has been in existence in the Royal College of Surgeons in Ireland (RCSI), University of Medicine and Health Sciences, since 1889 and is one of the 17 departments in the School of Medicine.

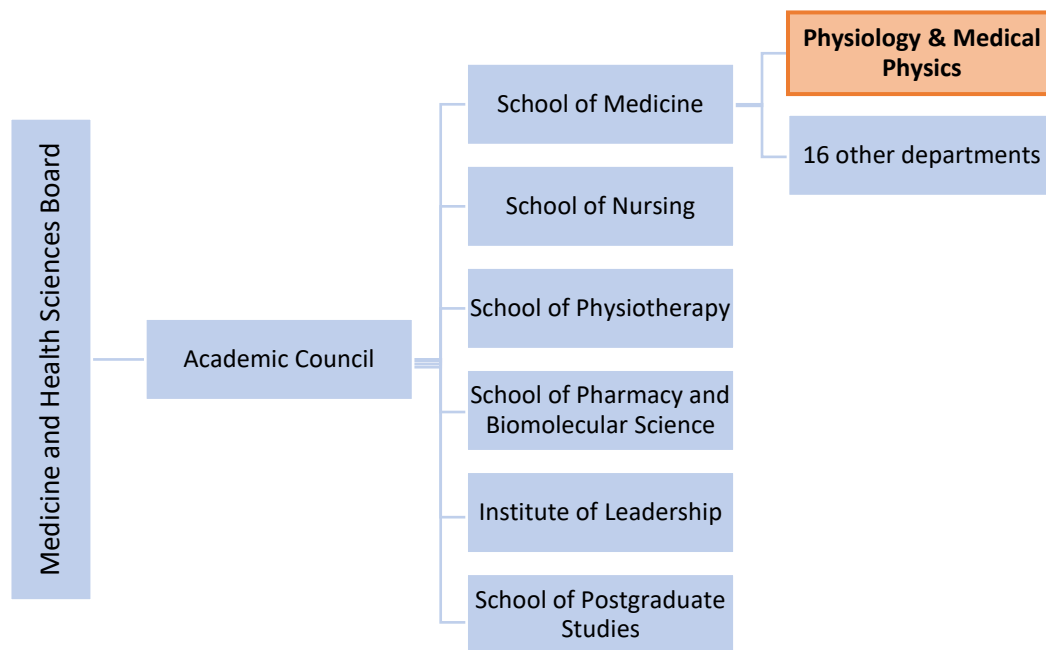


Figure 1: Organigram of Department within RCSI Faculty Structure

The department which is led by Prof. Jochen Prehn has a strong commitment to undergraduate and postgraduate teaching at RCSI and an active research environment with particular interests in:

- Cancer: Colorectal, Brain and Breast cancer
- Neurological disorders: Epilepsy and Stroke, Motor neurone disease and Parkinson's disease
- Systems biology, Bioinformatics and Data integration
- Physics: Molecular and cellular imaging, Solar disinfection

Staff from the Department teach at both undergraduate and postgraduate level in RCSI. As part of the undergraduate curriculum, we contribute to several modules across Medicine, Pharmacy and Physiotherapy.

At the postgraduate level, we are involved in the training of MD, Masters and PhD students. We work closely with clinical colleagues at the RCSI teaching Hospital at Beaumont to facilitate our translational work.

The department coordinates two European PhD training networks: GLIOTRAIN and PurinesDX and several large-scale international research and training projects: H2020 Waterspoutt, Colossus, PANIWATER and PD-MitoQUANT.

In addition to teaching commitments, our department is active in education and outreach, with our researchers visiting both primary and secondary schools and facilitating on-site visits including our annually held Transition Year Science event. We also regularly host visiting scientists and students from higher education authorities from abroad.

The department has successfully established an internationally recognised centre of excellence – the Centre for Systems Medicine (CSM). Research within the centre spans a range of applications including next generation sequencing and systems biology. In 2018, the FutureNeuro (FN) Centre, a SFI Research Centre for the study of chronic and rare neurological disorders was established. FutureNeuro as a national infrastructure has its home within RCSI and is hosted by the department.

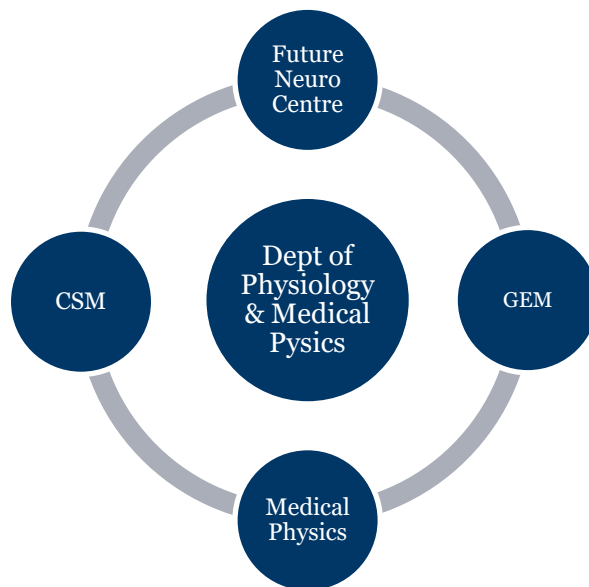


Figure 2: Teaching and Research Structure of Department

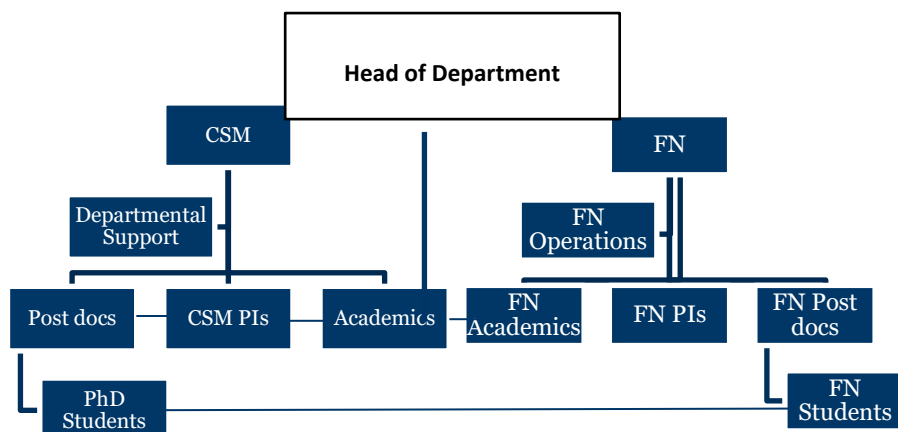


Figure 3: Department of Physiology and Medical Physics

Staff data

Our department consist of 45 academic and research staff, 26 professional and support staff, and 36 postgraduate students. In total there are 50 men and 63 women (58%F) working in the department.

Our academic and research staff are 44% female, which is slightly above the university sector in Ireland in STEMM (43%F)¹. However, when comparing to the UK benchmark looking specifically at academics in Anatomy and Physiology, we are below the benchmark of 50% female (**AP2.1.1**)². Actions aimed at recruitment are discussed in Section 5.1 (i).

Job role	M	F	%F
Professor	3	1	25%
Associate Professor	1	0	0%
Senior Lecturer	1	1	50%
Lecturer	4	4	50%
Research Fellow	2	3	60%
Postdoctoral Researchers	14	11	44%
Total	25	20	44%

Table 1: 2019 academic and research staff by gender.

We have 17 Principal Investigators (PIs) within the department. At RCSI a PI is defined as an active researcher with research funding and an independent team or a permanent contract.

Job role	M	F	total	%F
Principal Investigators	9	8	17	47%

Table 2: 2019 Principal Investigators by gender

¹Higher Education Authority, *Higher Education Institutional Staff Profiles by Gender*, 2020

²Advance HE, *Equality in higher education: statistical report*, 2019

Among our teaching staff we also have our honorary lecturers who contribute significantly to teaching activities. These are recruited every year from postdoctoral research staff who have demonstrated expertise and show an interest in teaching. During 2019 we had 3 honorary lecturing staff.

Job role	M	F	%F
Honorary Lecturer (Senior Post doctoral staff)	0	3	100%

Table 3: 2019 Honorary Lecturers by gender.

There are 31 professional and support staff in the department. This includes two Laboratory Managers (F), two Senior Technicians (M and F), one Administrator and Operations Manager (F), one Director of Molecular Imaging (M), one Assistant Lecturer (F), one Business Development Manager (F), one Education and Outreach Officer (F), one Medical Scientist (M), one Programme Manager (F), one Project Manager (F), two Research Nurses (F), two Research Programme Managers (F), one Research Officer (F) and 14 Research Assistants (4 x males, 10 x females).

Job role	M	F	%F
Professional and Support	4	22	85%

Table 4: 2019 professional and support staff by gender.

Student data

Our PhD students are considered staff members within the department. There are 18 male/female postgraduate researchers supervised by staff in our department (50%F). This is broadly in line with the national benchmark of 53% female and 47% male in the Biosciences field³.

Student role	M	F	%F
Postgraduate researcher	18	18	50%

Table 5: Postgraduate researchers by gender.

Benchmarking

Because discipline-specific benchmarking data are not available for staff in Ireland, we have used the *Equality in higher education: staff statistical report 2019* from Advance HE as a guide. We have benchmarked our staff with SET category *Anatomy and Physiology*. This provides us with the following relevant benchmarks from the Higher Education Statistics Agency in the UK:

- Academic staff by professorial and SET categories, subject area, and gender
- Profile of SET academic staff over time by subject area and gender

Unfortunately, we do not have full access to HESA data to be able to benchmark by all grades.

³Higher Education Authority (HEA), 2018/19 Postgraduate Student Demographics

General national benchmarks are taken from the HEA - *Institutional Staff Profiles by Gender 2020* report summarising 2019 figures.

To improve our own benchmarking capabilities as well as for our discipline across the sector, the Head of Department (HoD) will instigate an academic and research staff gender census with other Physiology departments in Ireland (**AP2.1.1**).

We have benchmarked our postgraduate researchers with the HEA Full-time Postgraduate Enrolments in Medicine in All HEA-Funded Institutions by field of study at 1st of March 2018.

These benchmarks have been included in the analysis in Section 4.

Data

All staff and student data were collected using headcounts and a census date of 01 January 2019 – 31 December 2019. In some instances, we note 2020 data in our narrative (e.g. recent recruitment and postdoctoral career progression), but these are not included in Figures and Tables for clarity.

Section 2: Description of the Department - Action Summary

2.1.1 Instigate an academic and research staff gender census with other Physiology or discipline related departments in Ireland for the purposes of benchmarking

3. THE SELF-ASSESSMENT PROCESS

Describe the self-assessment process. This should include:

(i) A description of the self-assessment team

In March 2019, the HoD was notified by the Athena SWAN Project Officer that the department would have the opportunity to submit a Bronze Award at Athena SWAN Lunch and Learn session.

The Athena SWAN Project Officer Sarah Fink and EDI Unit Head Avril Hutch attended our weekly departmental meeting in April 2019 to present an overview of the Athena SWAN process. An open call for expressions of interest for Athena SWAN Champions and for Self-Assessment Team (SAT) members was issued. Emphasis was placed on gaining a cross section of the department.

Dr Tobias Engel, who was previously a member of the successful Athena SWAN Bronze Institutional SAT, and Dr. Triona Ní Chonghaile were selected as Athena SWAN Champions. The SAT was established with a membership period of two years with the HoD as Chair. The terms of reference were finalised in November 2019.

Name		Gender	Role in Department	Workstream Role
Chair				
	Prof. Jochen Prehn	M	Head of Department	Chair of SAT
Workstream 1 - Governance				
1	Dr. Tobias Engel	M	Senior Lecturer	Governance Lead and Champion
2	Ms. Karina Carey	F	Reporting Officer, FutureNeuro	Governance
3	Ms. Patsy Connolly	F	Administrative & Operations Manager	Governance
Workstream 2 - Data				
4	Dr. Niamh Connolly	F	Research Lecturer	Data Lead
5	Dr. Andreas Lindner	M	Postdoctoral Fellow	Data
6	Dr. Franziska Walter	F	Postdoctoral Researcher	Data
7	Dr. Manuela Salvucci	F	Postdoctoral Fellow	Data
8	Mr. Kieron White	M	PhD Student**	Data
Workstream 3 - Education				
9	Dr. Triona Ní Chonghaile	F	Lecturer	Education Lead and Champion
10	Prof. Kevin McGuigan	M	Assoc. Professor of Medical Physics	Education
11	Prof. Christopher Torrens	M	Professor	Education
12	Dr. Raquel Cabral Harper*	F	Funding Manager	Education
13	Dr. Gary Brennan*	M	Research Lecturer	Education
Workstream 4 - Policy				
14	Dr. Orlaith Brennan	F	Lecturer in Medical Physics	Policy Lead
15	Ms. Luise Halang	F	Technician/ Research Assistant	Policy
16	Ms. Ina Woods	F	Lab Manager	Policy
17	Ms. Lisa Ann Byrne*	F	Research Programme Manager	Policy
Workstream 5 - Communications				
18	Dr. Helena Bonner	F	Scientific Liaison Officer, Senior Technician,	Communications Lead
19	Dr. Isabela Aparicio	F	Research Programme Manager	Communications
20	Mr. Liam Shiels	M	Technician	Communications
21	Ms. Linda Coyne*	F	FutureNeuro Communications, Education and Outreach	Communications

Workstream 6 - Implementation				
22	Dr. Simon Furney	M	Lecturer	Implementation Lead
23	Dr. Shona Pfeiffer	F	Assistant Lecturer	Implementation
24	Dr. Alice O'Farrell	F	Research Programme Manager	Implementation
Advisory				
	Dr. Brona Murphy	F	Senior Lecturer	

*Table 6: The Department of Physiology and Medical Physics SAT Membership. *members of SAT who left RCSI in 2020. **Only post-graduate students are relevant for this department.*

There was a second call for supplementary SAT Team members in October 2020 having lost 4 members to new positions outside of RCSI. One male and one female joined at this time.

The total number on the current SAT Team is 21 (excluding past members and members with an advisory role).

The SAT is divided into six workstreams. Each workstream took responsibility for a particular section and themes.

Workstream	Responsibilities
Governance	Description of the department, the self-assessment process, culture, departmental committees, workload model
Data	A picture of the department, staff and student data collection and analysis, including future collection of data.
Education	Promotion, training, development review, support for career progression, research grants
Policy	Flexible working and managing career breaks, HR policies
Communication	Recruitment, induction, external committees, timing of meetings, role models, outreach
Implementation	Action planning

Table 7: Workstream responsibilities.

Because the SAT is made up of volunteers, we surveyed members to get a better picture of intersectionality within the SAT and ascertain any under- or overrepresentation.

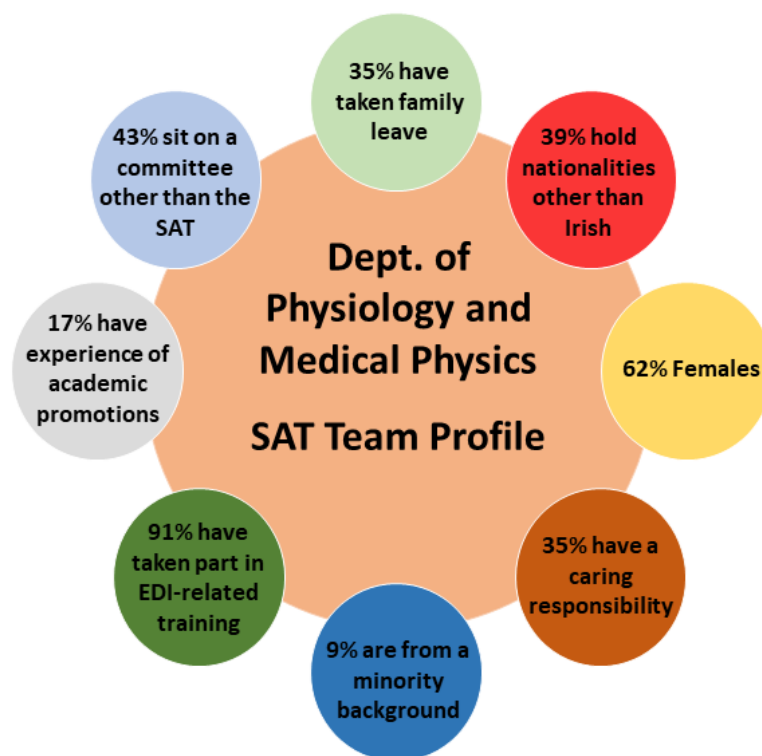


Figure 4: Department SAT Team Profile

To ensure that the SAT reflects the diversity of the department and a range of experiences, we will consider balance when rotating membership. The HoD when putting out a call for volunteers will specify the need to ensure the SAT is representative of the department. In particular, the need for senior female academics will be highlighted (**AP3.4.1b**).

SAT activity is recognised in professional development planning (PDP) and in academic promotions under service. To demonstrate further that Athena SWAN is valued in the department, Athena SWAN activity will be considered as part of the promotion process (**AP3.1.1**) in our action to create guidance on workload allocation principles for line managers and staff (see Section 5.6 (v) for more details) (**AP5.6.5a**).

Action point 3.1.1	Liaise with HR to promote recognition of SAT activity in professional development planning (PDP) and in academic promotions
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(ii) an account of the self-assessment process

Five meetings with the full SAT were held, and workstreams met frequently in between full SAT meetings. Table 8 shows the frequency of activity of the SAT. Minutes were rotated by each workstream to share the workload of recording minutes.

Date	Meeting Activity
Introductory meetings	
HoD attends Athena Swan Lunch & Learn Session	13 th March 2019
Athena Swan Introductory Meeting and SAT Call Meeting; Presentation to department by Athena Swan Project Officer on the Athena Swan Process Sign-ups after meeting and email invitation and link sent	12 th April 2019
Departmental Meeting throughout academic year on AS section on weekly basis	Starting September 2020
AS Champion Meetings	
AS Champion meetings with Athena SWAN Project Officer and EDI Unit Head (Sarah Fink and Avril Hutch)	12 th July 2019; 19 th January 2021; 20 th January 2021; 26 th – 29 th January 2021
AS Champion meetings	10 th December 2019; 5 th February 2020; 16 th June 2020; 6 th October 2020; 23 rd October 2020; 2 nd November 2020; 17 th November 2020; 21 st December 2020;
Full SAT meetings	
Presentation from Athena SWAN Project Officer on workstream tasks; Presentation of staff survey results; Review of SAT workplan and Athena SWAN advice resources; Further analysis of staff survey and devising of question set for 1-to-1 interviews	30 th November 2019
To review internal Cognito survey	19 th April, 2020
Review of question set for 1-to-1 interviews, review of additional data collection Minutes: Communications Stream	3 rd November 2020
Workshop on unconscious bias SAT Team attendance	30 th November 2020
Summary of workstream activity and action planning; Draft application; Final Action Plan of action	8 th December 2020
Draft application and Action Plan discussion	13 th December 2020
Finalisation of Athena SWAN submission	27 th January 2021

Date	Meeting Activity
Individual Workstream meetings	
Governance	14 th December 2019; 22 nd May 2019; 29 th May 2019; 23 rd June 2019; 19 th August 2020; 9 th September 2020; 24 th September 2020; 13 th October 2020; 10 th November 2020; 20 th November 2020; 25 th November 2020; 1 st December 2020; 7 th December 2020; 13 th December 2020
Data	1 st August 2019; 12 th August 2019; 6 th September 2019; 14 th November 2019; 31 st January 2020; 21 st February 2020; 21 st May 2020; 28 th May 2020; 3 rd June 2020; 30 th June 2020; 21 st July 2020; 9 th November 2020; 11 th November 2020
Education	4 th September 2019; 23 rd July 2020; 24 th November 2020; 25 th November 2020;
Communications	1 st August 2020; 29 th August 2020; 17 th November 2020; 7 th December 2020
Policy	2 nd June 2020; 9 th June 2020; 19 th June 2020; 3 rd December 2020
Implementation	19 th July 2020; 4 th December 2020; 12 th January 2021; 21 st January 2021; 26 th January 2021

Table 8: Full SAT and workstream meetings activity 2019 – 2020.

We concluded 2 surveys. This included the annual EDI Staff Survey which was organized by the RCSI's Quality Enhancement Office (QED) with 77% response rate and from which reports were provided to the SAT via the EDI Unit and an internal departmental survey (Cognito) with 76% response rate.

Survey activity	Date	% Participants and details
EDI Staff Survey	November 2019	77% response rate
Cognito	April 2020	76% response rate

Table 9: Survey activity and response rates in the Department.

We circulated the annual EDI Staff Survey to departmental staff in November 2019. The department had a 77% (24 males, 29 female) response rate (compared to 58% at

University-wide level). This survey included Athena SWAN specific questions, and results were disaggregated to include the department's feedback by gender or job category.

We completed an internal Cognito survey in April 2020 (38 females and 31 males, response rate 76%). This survey included Athena SWAN specific questions, and results were disaggregated by gender and job category. All responders who completed the Cognito survey identified as either male or female (i.e. none specified "Other" or "Prefer not to say").

In October 2020, the Head of EDI conducted 15 (47% F) 1-to-1 interviews with staff and postgraduate research students.

Gender	Number of participants
Males	8
Females	7
Total	15

Table 10: 1-to-1 interview participants by gender

Role	Number of participants
Academic	8
Postdoctoral researcher (PDR)	3
Professional and support staff (PSS)	2
Postgraduate researcher (PGR)	2
Total	15

Table 11: 1-to-1 interview participants by role

The interviews considered the ways in which all staff describe their experience at work in the department and at RCSI. We also explored some areas highlighted in the EDI surveys in more depth. Each workstream devised a set of questions. The Head of EDI provided a summary report to the SAT for additional analysis and to develop actions in response.

Action point 3.2.1	Encourage and promote institutional EDI Staff / Student Survey in the department annually to track the impact of our actions.
Action point 3.2.2a	Repeat qualitative research (e.g. focus groups or 1-to-1 interviews) bi-annually.
Action point 3.2.2b	Develop and implement dedicated Athena SWAN awareness raising campaign (see 5.6.1a).

Tobias Engel (AS Champion) participated in an Athena SWAN Ireland webinar on "*SMART action planning*" (4th of November, 2020), Triona Ní Chonghaile (AS Champion) participated in an Athena SWAN Ireland webinar on "*Preparing for self-assessment*" (11th of November 2020) and Niamh Connolly (data analysis workstream lead) participated in a webinar on "*Athena Swan data analysis*" (21st of October, 2020).

Two "critical friends" reviewed the submission; Dr. Louise Walsh from the Faculty of Health Sciences at Trinity College Dublin, and Prof. Johannes Boltze, along with members

of the SAT team from the School of Life Sciences, The University of Warwick, UK (Silver Athena SWAN award holder).

(iii) Impact of COVID-19

The full SAT Team was due to meet in March 2020, following a period of staff and student consultation and data collection. However, RCSI closure due to COVID-19 required a new approach. The Athena SWAN Project Officer contacted the Athena SWAN Champions and workstream leads to determine capacity during the challenging time. All agreed that they wished to proceed with the submission remotely. Workstreams met over MS Teams on the dates above and our full departmental meetings recommenced which allowed the Athena SWAN Champions to deliver the key updates to the department as a whole on a weekly basis. It was noted that the use of MS Teams facilitated a larger attendance at departmental meetings which allowed the SAT Team to communicate more effectively to the wider group (AP5.6.1b).

The impact of COVID-19 was also part of our 1-to-1 departmental interviews with increased workload being the main challenge among interviewed staff. There were, however, also some positive aspects with the opportunity of spending more time with family among these.

“No childcare during lockdown was really hard as had to balance working hours and works shifts with my partner. Once July came around things got much easier and everything has worked really well since then” – female academic

“It’s been really difficult – not easy to manage children, class, team. It’s challenging as have to look after people on the team too as they are more stressed. I start at 9 once the kids are at school, have to pick them up at 3 and cook and then stay on the computer until 10” – male academic

“I do feel less connected to my team but on a personal level, this has been hugely positive for my work life balance and I really hope some version of this will be available post Covid. I’ve noticed that my own stress and pressure has reduced since I started working at home. I would usually be gone before and the kids got up and home after dinner” – now I have dinner with my family every day which is massive. I spend so much time on a computer anyway I could easily work a 3 day at home/2 day at work model – male academic

“Try to organise myself well as I have a small child. Much better now overall as I can exercise during the day” – female academic

This application was completed in January 2021 during level 5 restrictions when all schools and childcare facilities were closed.

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

The SAT will meet 6 times per year to track implementation, report on progress and measure impact. Membership of the SAT is for a two-year period, at which point members will rotate, but we will ensure representation in terms of gender, diversity, career stage, caring responsibilities etc. One member of the SAT will report to the Institutional Athena SWAN SAT, which is chaired by the College’s CEO. Figure 5 sets out

the RCSI EDI infrastructure in relation to reporting and governance. The SAT will report into the department twice a year and report into the institutional Athena SWAN SAT and SMT once per annum, including a mid-term and final report.

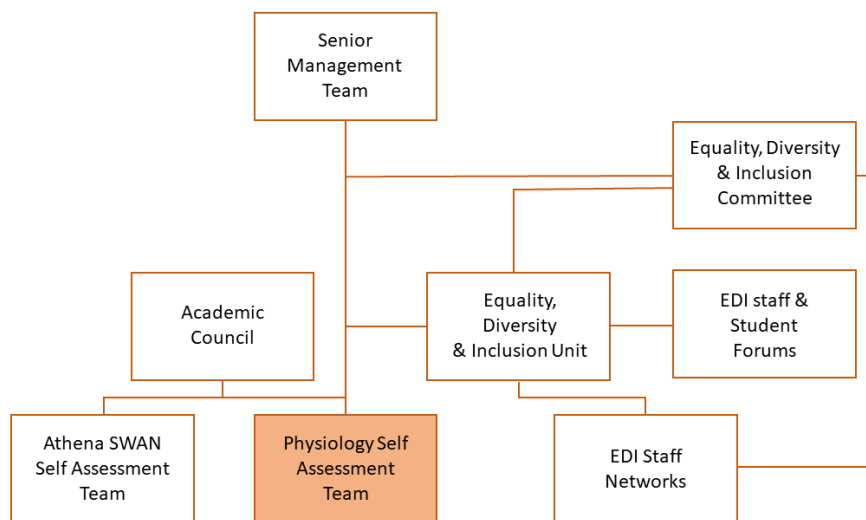


Figure 5: SAT reporting structure within RCSI

Action point 3.4.1a	Convene SAT 6 times per year.
Action point 3.4.1b	<p>Issue open call to all department staff to ensure gender balance (minimum 40% female/male) on SAT. Ensure senior female representation on SAT.</p> <p>Issue open call to all department staff to join SAT upon completion of term of existing SAT members. Include criteria which ensures diversity of gender, ethnicity, ability, career stage and caring responsibilities.</p> <p>Ensure one male and one female post-graduate student is represented on the SAT.</p>
Action point 3.4.1c	<p>Develop dashboard and tracker to assess implementation of Athena SWAN action plan.</p> <p>Provide annual progress report, mid-term review and final report to institutional Athena SWAN SAT and SMT.</p>

Section 3: The Self-Assessment Process - Action Summary	
3.1.1	Liaise with HR to promote recognition of SAT activity in professional development planning (PDP) and in academic promotions.
3.2.1	Encourage and promote institutional EDI Staff / Student Survey in the department annually to track the impact of our actions.

3.2.2a	Repeat qualitative research (e.g. focus groups or 1-to-1 interviews) bi-annually.
3.2.2b	Develop and implement dedicated Athena SWAN awareness raising campaign.
3.4.1a	Convene SAT 6 times per year.
3.4.1b	<p>Issue open call to all department staff to ensure gender balance (minimum 40% female/male) on SAT. Ensure senior female representation on SAT.</p> <p>Issue open call to all department staff to join SAT upon completion of term of existing SAT members.</p> <p>Include criteria which ensures diversity of gender, ethnicity, ability, career stage and caring responsibilities.</p> <p>Ensure one male and one female post-graduate student is represented on the SAT.</p>
3.4.1c	<p>Develop dashboard and tracker to assess implementation of Athena SWAN action plan.</p> <p>Provide annual progress report, mid-term review and final report to institutional Athena SWAN SAT and SMT.</p>

4. A PICTURE OF THE DEPARTMENT

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

n/a

(ii) Numbers of undergraduate students by gender

Full- and part-time by programme. Provide data on intake of undergraduates, completion rates and degree attainment by gender.

n/a

(iii) Numbers of men and women on postgraduate taught degrees

Full- and part-time. Provide data on course application, offers and acceptance rates and degree completion rates by gender.

n/a

(iv) Numbers of men and women on postgraduate research degrees

Full- and part-time. Provide data on course application, offers, acceptance and degree completion rates by gender.

The numbers of males and females on postgraduate research degrees is not yet formally recorded in a systematic way within RCSI. Based on manually curated data, there were a total of 44 scholars (48%F) enrolled in postgraduate research degrees in our department during the reporting period (broken down per year in Table 12), the majority of which were pursuing PhDs (53%F). Thus, the proportion of postgraduate researchers in the department is gender balanced, in line with the national benchmark of 59%F. All postgraduate researchers are full-time.

Student role	2017			2018			2019		
	M	F	%F	M	F	%F	M	F	%F
MSc student	1	0	0%	1	0	0%	0	0	0%
MD student	2	0	0%	2	0	0%	2	0	0%
MD-PhD student	1	0	0%	1	0	0%	2	1	33%
PhD student	12	11	48%	15	17	53%	14	17	55%
Total	16	11	41%	19	17	47%	18	18	50%

Table 12: Breakdown of postgraduate researchers by gender for the reporting period (2017-2019)

Data on postgraduate student recruitment is not yet formally collected within RCSI. In addition, postgraduate positions have not historically been recruited through formalised processes. In an effort to analyse postgraduate student recruitment, we aggregated data from the Cognito survey (Figure 6, Table 13). During the three-year period from 2017 to 2019, there were 39 applicants reported for postgraduate positions with known gender (41%F). Fifty additional applicants recorded as unknown gender emanated from applications for a single position where gender was not recorded. Of the 15 offers reported, 11 (73%) were to female candidates, with 8/15 (53%) of acceptances reported as female.

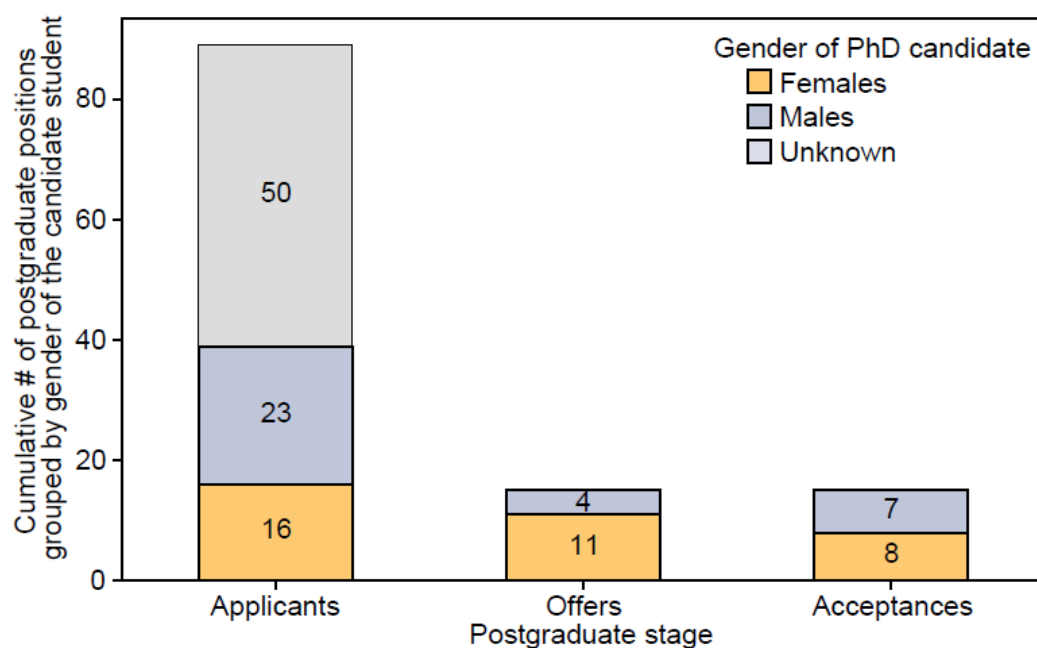


Figure 6: Cognito survey: Postgraduate recruitment by student gender at the application, offer and acceptance stages aggregated over the reporting period.

	Applications				Offers			Acceptances		
Year	M	F	Unknown	%F*	M	F	%F	M	F	%F
2017	10	4	0	29%	3	5	63%	4	4	50%
2018	7	6	50	46% / 10%	1	4	20%	3	3	50%
2019	6	6	0	50%	0	2	100%	0	1	100%
Total	23	16	50	41% / 18%	4	11	73%	7	8	53%

Table 13: Cognito Survey: Postgraduate student recruitment broken down by gender over the reporting period. *Percentage of female students at the application stage was calculated accounting or not accounting for "Unknown gender" (left/right, respectively). The 50 applicants of unknown gender were for a single position where gender was not recorded.

To assess the quality of the above data, Cognito survey respondents were asked whether information supplied on postgraduate recruitment was complete. Four of 11 responders (36%) who supervised postgraduate positions reported to have provided all requested data. Remaining responders reported that "Data were not recorded" (3/11, 27%), "Data were recorded, but are no longer available" (1/11, 9%), "Data were recorded, but scattered and would require substantial commitment to pull together" (2/11, 18%) and "Working from home during COVID-19. All the above data is rough recollection" (1/11, 9%). Responders were also asked for suggestions on how to improve the process of recording postgraduate recruitment:

- 2/11 responders (18%) had positive feedback:
 - "Works well"
 - "I think it's fine the way it is"
- 5/11 responders (45%) suggested improvements:
 - "Automate it"
 - "Through the Oper Manager"
 - "HR are really good with the advertising of contract positions so would be great if SPGS could do the same for research positions"
 - "Should be done through SPGS and HR"
 - "Perhaps this could be done centrally by the SPGS?"
- 4/11 responders (36%) had no further comments ("nc", "No", "no")

Together, this highlights the need for formalised recording of post-graduate applicants, offers and acceptances, likely through the SPGS. Centralised/formalised recording of recruitment is not possible for all postgraduate positions, however, as some positions,

particularly for medical graduates/MDs, are recruited informally through clinical contacts, and are non-salaried positions (**AP4.1.4**).

Degree completion rates of postgraduate students is not systematically recorded within RCSI. Manual curation identified that 18 postgraduate students graduated within the reporting period (39%F, Table 14). There were no withdrawals.

Year	M	F	%F
2017	2	0	0%
2018	3	3	50%
2019	2	1	33%
Total	11	7	39%

Table 14: Number of postgraduate students who graduated during the reporting period.

The department commits to working with the School of Postgraduate Studies to collect and analyse postgraduate recruitment and completion rates by gender (**AP4.1.4**). We will update our action plan in response to any findings.

Action point 4.1.4	Support the SPGS to implement systematic recording of postgraduate recruitment, progress, and completion rates, in line with the institution-wide Athena SWAN action plan.
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(v) Progression pipeline between undergraduate and postgraduate student levels

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

n/a

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.

SILVER APPLICATIONS ONLY

Where relevant, comment on the transition of technical staff to academic roles.

Academic and research staff data aggregated by gender and role are recorded by HR. During the reporting period from 2017 to 2019, total department staff numbers increased from 63 (63%F) to 71 (57%F). Academic and research staff increased from 41 (49%F) in 2017 to 45 (44%F) in 2019 (Figure 7, Table 15), while professional support staff increased from 22 (91%F) to 26 (85%F) (Table 16).

	2017			2018			2019		
Job role	M	F	%F	M	F	%F	M	F	%F
Professor	4	0	0%	4	0	0%	3	1	25%
Associate Professor	1	1	50%	1	1	50%	1	0	0%
Senior Lecturer	1	0	0%	1	1	50%	1	1	50%
Lecturer	4	4	50%	3	3	50%	4	4	50%
Research Fellow	2	1	33%	2	0	0%	2	3	60%
Postdoctoral Researcher	9	14	61%	13	15	54%	14	11	44%
Total	21	20	49%	24	20	45%	25	20	44%

Table 15: Academic and research staff by grade, contract function and gender (2017-2019): includes research-only, and teaching and research staff

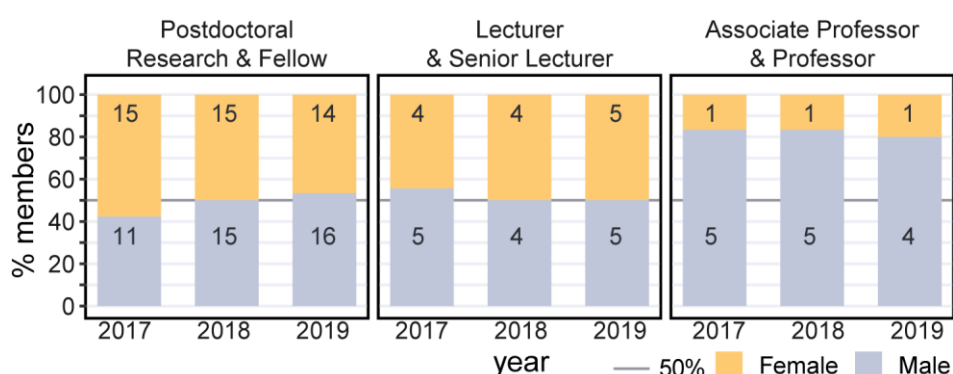


Figure 7: Academic and research staff by grade and gender (2017-2019): includes research-only, and teaching and research staff (2017-2019)

Females are well-represented at both post-doctoral and lecturer/senior lecturer level in our department. The proportion of female post-doctoral researchers decreased from 61%F in 2017 to 44%F in 2019, due to an increase in male post-doctoral researchers and promotion of 2 female postdoctoral researchers to research fellow. The proportion of female lecturers/senior lecturers increased from 44%F in 2017 to 50%F in 2019. In contrast, the proportion of female associate professors and professors remained low (17%F in 2017, 20%F in 2019). Although one female professor was appointed (internal promotion) during the reporting period, this is a stark underrepresentation of women, in line with the low proportion of women at professorial level in Ireland (26%, and 21% when benchmarked nationally and internationally).

Given the well-balanced gender ratio at post-doctoral/lecturer roles in our department, this highlights stark drop-offs in female representation at professorial level ('leaky pipeline'), suggesting potential barriers to academic female progression. Nevertheless, the "leak" in our department occurs later than that of the wider university sector of Ireland, where female representation decreases between lecturer and senior lecturer level. As total numbers are small (5 associate professors/professors), the proportion of

female professors could be increased relatively quickly. Decisions regarding recruitment and promotions at this level lie outside the department. To this end, there are a number of institute-wide initiatives in place to encourage positive action to promote women. The department also supports and encourages female participation in the Aurora Women in Leadership training programme and development of a departmental mentoring programme (Section 5.1). Although gender-blinding is not possible for internal promotions as applicants are easily identifiable, this could be implemented for a small subset of externally advertised positions. Finally, the proportion of females applying for future promotions should be ~50%, reflecting the equal representation of males/females at lecturer/senior lecturer level. Given that females are reported to be more reluctant to put themselves forward for promotion, we commit to encouraging female promotion applications within the department (**AP4.2.1b**). However, roles at this grade arise relatively infrequently. We further explore issues and actions around promotions in Section 5.1 (iii).

Numbers of professional support staff in our department, comprising research assistants, director of imaging, lab managers and other support roles, increased from 22 (91%F) in 2017, to 26 (85%F) in 2019 (Figure 8, Table 16). The proportion of male representation in professional support staff remains low across all roles (**AP4.2.1b**). Such roles have historically been biased towards female applicants due to flexible hour contracts. During COVID-19, however, there has been an increase in males requesting flexible hours, identifying an opportunity to address the gender imbalance in this area (**AP4.2.1c**).

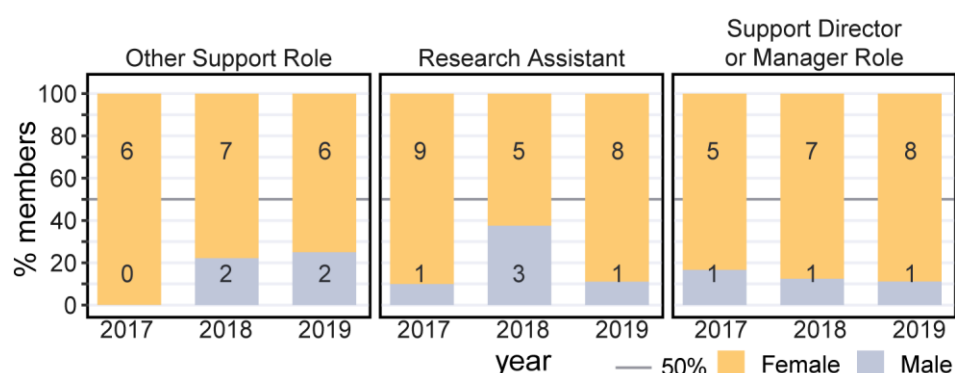


Figure 8: Professional support staff by function and gender (2017-2019)

Job role	2017			2018			2019		
	M	F	%F	M	F	%F	M	F	%F
Research Assistant	1	9	90%	3	5	63%	1	8	89%
Support Director or Manager Role	1	5	83%	1	7	88%	1	8	89%
Other Support Role	0	6	100%	2	7	78%	2	6	75%
Total	2	20	91%	6	19	76%	4	22	85%

Table 16: Professional support staff by contract function and gender (2017-2019)

Action 4.2.1a	<p>Departmental support for positive action measures related to the recruitment of females at associate professorial and professorial level.</p> <ul style="list-style-type: none"> Department-wide encouragement of females to apply for promotion at all grades with support of HoD.
Action 4.2.1b	<p>Assess gender balance of those applying for professional support roles.</p> <p>Ensure 40% male representation on interview panels.</p> <p>Ensure positive action around recruiting men to professional support roles for any posts generated as part of new funding (highlight flexible working options for male staff).</p>

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

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

All academic staff are on permanent contracts except for three roles (2019; 33%F) that were recruited through the Strategic Academic Recruitment (StAR) lecturer programme (Table 17). Due to the higher number of males at professorial level, there is a corresponding higher proportion of male staff on permanent contracts. Nevertheless, the number and proportion of women on permanent contracts has increased from 3 (27%) in 2017 to 5 (42%) in 2019. All but one research staff (1 male) are on temporary contracts (Table 18). Among professional support staff in 2019, the majority of both male and females are in contract research (temporary) roles. Support for staff to progress into permanent roles is reflected on and actioned in Section 5.3 (iii).

Academic	2017			2018			2019		
	M	F	%F	M	F	%F	M	F	%F
Permanent	8	3	27%	8	4	33%	7	5	42%
Temporary	2	2	50%	1	1	50%	2	1	33%

Table 17: Academic staff by gender and contract type

Research	2017			2018			2019		
	M	F	%F	M	F	%F	M	F	%F
Permanent	1	0	0%	1	0	0%	1	0	0%
Temporary	10	15	60%	14	15	52%	14	13	48%

Table 18: Research staff by gender and contract type

Professional Support Staff	2017			2018			2019		
	M	F	%F	M	F	%F	M	F	%F
Core Support	1	5	83%	1	5	83%	1	4	80%

Contract Research	0	6	100%	5	14	74%	3	18	86%
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Table 19: Professional support staff by gender and contract type

(iii) 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.

Staff data on academic leavers and the reason for leaving are collated and recorded by HR. Between 2017-2019, a total of 27 staff (59%F) left the department (excluding 1 male retiree). Among these, 12 staff resigned (58%F), 12 staff left due to contract end (58%F), and 3 staff left due to redundancy (67%F). The majority of leavers were on full-time temporary contracts (Table 21). Women were overrepresented among leavers, with 7 (64%), 6 (55%) and 3 (60%) leaving between 2017-2019, respectively. This likely reflects the higher number of females in professional & support temporary contract positions (Table 19).

	2017			2018			2019		
	M	F	%F	M	F	%F	M	F	%F
Redundancy	1	1	50%	0	1	100%	0	0	NA
Retirement	0	0	NA	0	0	NA	1	0	0%
Resignation	2	4	67%	2	2	50%	1	1	50%
End of Contract	1	2	67%	3	3	50%	1	2	67%
Total (without Retirement)	4	7	64%	5	6	55%	2	3	60%

Table 20: Reason staff left the department 2017-2019

	2017			2018			2019		
	M	F	%F	M	F	%F	M	F	%F
Full Time Permanent	1	0	0%	0	0	0%	1	0	0%
Full Time Temp Contract	2	6	75%	2	6	75%	2	3	60%
Part Time Temp Contract	1	1	50%	3	0	0%	0	0	0%
Total	4	7	64%	5	6	55%	3	3	50%

Table 21: Full/part-time status of leavers, 2017-2019

Section 4: Picture of the Department - Action Summary	
4.1.4	Support the SPGS to implement systematic recording of postgraduate recruitment, progress, and completion rates by gender, in line with the institution-wide Athena SWAN action plan.
4.2.1a	Departmental support for positive action measures related to the recruitment of females at associate professorial and professorial level.

	<ul style="list-style-type: none"> Department-wide encouragement of females to apply for promotion at all grades with support of HoD.
4.2.1b	<p>Assess gender balance of those applying for professional support roles.</p> <p>Ensure 40% male representation on interview panels.</p> <p>Ensure positive action around recruiting men to professional support roles for any posts generated as part of new funding (highlight flexible working options for male staff).</p>

5. SUPPORTING AND ADVANCING CAREERS

5.1 Key career transition points: academic staff

(i) Recruitment

Break down data by gender and grade for applications to academic posts including 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.

Over the last three years, all academic recruitment was at lecturer level. In 2017, % of applicants at lecturer level were female, while were short-listed, a candidate was ultimately appointed. In 2018 and 2019, there was no recruitment to academic posts within the department.

2017	applications			shortlisted			offers			acceptances		
job grade	M	F	%F	M	F	%F	M	F	%F	M	F	%F
Professor			0%			0%			0%			0%
Associate Professor			0%			0%			0%			0%
Senior Lecturer			0%			0%			0%			0%
Lecturer			0%			0%			0%			0%

Table 22: Academic Recruitment 2017

2018	applications			shortlisted			offers			acceptances		
job grade	M	F	%F	M	F	%F	M	F	%F	M	F	%F
Professor			0%			0%			0%			0%
Associate Professor			0%			0%			0%			0%

Senior Lecturer			0%			0%			0%			0%
Lecturer			0%			0%			0%			0%

Table 23: Academic Recruitment 2018

2019	applications			shortlisted			offers			acceptances		
job grade	M	F	%F	M	F	%F	M	F	%F	M	F	%F
Professor			0%			0%			0%			0%
Associate Professor			0%			0%			0%			0%
Senior Lecturer			0%			0%			0%			0%
Lecturer			0%			0%			0%			0%

Table 24: Academic Recruitment 2019

All of our job advertisements include the statement:

RCSI is proud to be an equal opportunity employer and welcome applications from all suitably qualified persons regardless of their gender, civil status, family status, sexual orientation, religion, age, disability or race.

However, we have actions planned to help increase the proportion of women applying for roles to our international benchmark of 50%. We will also extend relevant actions to all job advertisements (including professional and support roles, where appropriate) as best practice.

Beyond application data alone, our analysis found:

In 2018, the College introduced online mandatory unconscious bias training for all staff. In our department, 62% of men and 54% of women completed this training in the first year. The HoD, who sits on academic recruitment panels, attended a half-day, classroom-based unconscious bias training in February 2019. In November 2020, an online webinar based unconscious bias training was provided to all department staff. We will work to further encourage all staff to complete online unconscious bias training and refresh it every two years. **(AP5.1.1a)** Reminders will be sent out to align with setting objectives and PDP. Additionally, we will require members of recruitment panels and invite all other staff to classroom-based unconscious bias training. **(AP5.1.1b)**. It is now RCSI institutional policy that all recruitment panels have at least 40% female representation **(AP5.1.1c)**. Physiology will ensure that all future recruitment panels have one panellist who is specifically tasked with having a gender equality view **(AP5.1.1d)**.

Action Point 5.1.1a	Ensure all future recruitment campaigns are gender balanced in terms of shortlisting, interview and offer stage.
Action Point 5.1.1b	Ensure all staff to complete mandatory online unconscious bias training and refresh it annually.

	All new starters to take online training within first month in department Require members of recruitment panels specifically and encourage all other staff to attend classroom-based unconscious bias training.
Action Point 5.1.1c	Appoint one member of the recruitment panel as the gender equality focal person.
Action Point 5.1.1d	Ensure at least 40% female representation on interview panels

(II) Induction

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 formal induction occurs eight times throughout the calendar year. The format of the formal induction is a half-day event led by a member of the HR team and covers an introduction to the College as an employer and an overview of different functions across the College. In 2019, an Equality, Diversity and Inclusion component was added to induction. A campus tour is also provided.

70% of men and 63% of women attended the central induction. Those who did not attend induction were postdoctoral researchers.

To ensure postdoctoral staff attend, line managers are now sent an email by the RCSI Chief Executive/Registrar if their new starter has not attended induction.

We used our EDI Staff survey to understand experiences of induction. Feedback on induction is broadly positive.

	%M	%F	%RCSI
When I joined RCSI I was informally shown the ropes by colleagues as needed	92%	50%	86%
I was satisfied with the formal induction/orientation arrangements offered to me when I joined RCSI	75%	34%	76%
I got the support I needed to help me settle into my new role in RCSI	83%	50%	79%
I got the information needed that was relevant to me	75%	50%	68%

Table 25: EDI Staff Survey 2019 – those reporting “strongly agree” and “agree”

QEO now distributes a survey at the end of the formal induction, which ensures induction remains relevant and effective. In future, we will use the induction survey to ensure we capture the views of staff that have gone through induction most recently.

Action plan 5.1.2a	Promote induction to all new starters via dedicated departmental e-mail and reminders at departmental introduction meetings
Action plan 5.1.2b	Create dedicated departmental handbook for all new starters.

(III) Promotion

In 2017, there were no applications for promotion in the Department (Table X). In 2018, applied for and was successful for promotion to. In 2019, there was successful applicant at

2017	eligible			applied			shortlisted			successful		
grade applied for	M	F	%F	M	F	%F	M	F	%F	M	F	%F
Senior Lecturer			0%			0%			0%			0%
Associate Professor			0%			0%			0%			0%
Professor			0%			0%			0%			0%

Table 26: Academic Promotions by grade 2017

2018	eligible			applied			shortlisted			successful		
grade applied for	M	F	%F	M	F	%F	M	F	%F	M	F	%F
Senior Lecturer			0%			0%			0%			0%
Associate Professor			0%			0%			0%			0%
Professor			0%			0%			0%			0%

Table 27: Academic Promotions by grade 2018

2019	eligible			applied			shortlisted			successful		
grade applied for	M	F	%F	M	F	%F	M	F	%F	M	F	%F
Senior Lecturer			0%			0%			0%			0%
Associate Professor			0%			0%			0%			0%
Professor			0%			0%			0%			0%

Table 28: Academic Promotions by grade 2019

Academic promotion is a centralised competitive process coordinated by HR who run a series of seminars for any staff considering applying for promotion. The mandatory PDP process is also available to support and inform staff career aspirations.

The expected maximum number of Academic Promotions available in any academic year is approved by the Senior Management Team and is informed by a number of factors, including:

- financial considerations
- the strategic requirements of RCSI
- the education and resource requirements of MHSB

The overall number of academic promotions across RCSI are set out in Table 29.

Academic promotions	2017		2018		2019	
	M	F	M	F	M	F
Senior Lecturer	1	2	2	3	1	2
Associate Professor	2	1	1	1	2	0
Professor	0	0	1	3	3	2
Total	3	3	4	6	6	4

Table 29: Overall RCSI Institutional Academic Promotions 2017-2019

Applications are assessed by the College's Academic Promotions Committee under the categories Research, Education and Service to RCSI and Society and scored as follows: Candidates must demonstrate at least 'Excellent' under two or more headings and at least 'Good' under the third heading (Table 30). This allows for recognition of a candidate who provides evidence of exceptional or excellent achievement under two headings but may have only average attainment under a third. The HoD is required to endorse the application and complete a recommendation form.

	Research	Education	Service
Exceptional	5	5	5
Excellent	4	4	4
Very Good	3	3	3
Good	2	2	2
Does not meet criteria	1	1	1

Table 30: Assessment criteria for promotion within RCSI

The EDI staff survey indicates that staff understand the process and consider the criteria and process to be transparent and fair (Table 25). However, only 40% of females in the department consider the process to be free of gender bias, compared with 71% of male staff, even though there is no evidence of gender bias in the composition of the

Promotions Committee or successful applications over the past 3 years. Furthermore, the PDP process is under-utilised as an aid to supporting promotion aspirations.

	%M	%F	%RCSI
<i>The promotions criteria in RCSI are transparent and fair</i>	50%	60%	57%
<i>The promotions process in RCSI is transparent and fair</i>	57%	80%	44%
<i>I have opportunities to get the experience I need in teaching, research and contribution activities to meet the criteria for promotion</i>	71%	60%	48%
<i>It's clear how career breaks will be considered in promotion decisions in RCSI</i>	17%	20%	25%
<i>Promotions in RCSI are clear of gender bias</i>	71%	40%	57%
<i>I used the PDP process to discuss promotions opportunities.</i>	22%	27%	39%

Table 31: EDI Staff Survey 2019 – those reporting “strongly agree” and “agree”

Action point 5.1.3a	Increase the number of female academic staff applying for promotion by 100%.
Action point 5.1.3b	Support the advancement of female academic staff through the introduction of a dedicated departmental mentoring programme.
Action point 5.1.3c	<p>Increase awareness of promotion/progression processes, through use of diverse media; to clarify how various activities contribute to successful promotion.</p> <ul style="list-style-type: none"> • Department provides an annual promotions workshop, in addition to University workshops. • Department provides feedback on proposals, and full draft applications at two stages. • Department will enhance their website to create a comprehensive resource outlining promotion/progression opportunities and processes; signposted by social media, internal newsletters, email and mandatory promotion/progression discussion at PDP.
Action point 5.1.3d	Develop communication strategy to familiarise staff with supports available for career-breaks and how these are handled in the promotions process.
Action point 5.1.3e	Promote and support staff to HR-run training sessions. Encourage managers to use PDP to actively support the career aspirations of junior staff.
Action point 5.1.3f	Monitor impact of COVID-19 on promotions to ensure female staff are not penalised for additional teaching/administrative work incurred during COVID-19.

Section 5.1: Key Career Transition Points: Academic Staff - Action Summary	
5.1.1a	<p>Ensure all future recruitment campaigns are gender balanced in terms of shortlisting, interview and offer stage.</p> <p>Ensure all staff to complete mandatory online unconscious bias training and refresh it annually.</p> <ul style="list-style-type: none"> • All new starters to take online training within first month in department • Require members of recruitment panels specifically and encourage all other staff to attend classroom-based unconscious bias training.
5.1.1b	<p>Encourage all staff to complete online unconscious bias training and refresh it annually.</p> <ul style="list-style-type: none"> • All new starters to take online training within first month in department • Require members of recruitment panels specifically and encourage all other staff to attend classroom-based unconscious bias training.
5.1.1c	Appoint one member of the recruitment panel as the gender equality focal person.
5.1.1d	Ensure 40% female representation on interview panels.
5.1.2a	Promote induction to all new starters via dedicated departmental e-mail and reminders at departmental introduction meetings.
5.1.2b	Create dedicated departmental induction handbook for all new starters.
5.1.3a	Increase number of female staff applying for promotion by 100%.
5.1.3b	Support the advancement of female academic staff through the introduction of a dedicated departmental mentoring programme.
5.1.3c	<p>Increase awareness of promotion/progression processes, through use of diverse media; to clarify how various activities contribute to successful promotion.</p> <ul style="list-style-type: none"> • Department provides an annual promotions workshop, in addition to University workshops. • Department provides feedback on proposals, and full draft applications at two stages. • Department will enhance their website to create a comprehensive resource outlining promotion/progression opportunities and processes; signposted by social media, internal newsletters, email and mandatory promotion/progression discussion at PDP.
5.1.3d	Develop communications strategy to familiarise staff with supports available for career-breaks and how these are handled in the promotions process.
5.1.3e	<p>Promote and support staff to attend HR-run training sessions.</p> <p>Encourage managers to use PDP as a tool to actively support career aspirations of junior staff.</p>
5.1.3f	Monitor impact of COVID-19 on promotions to ensure female staff are not penalised for additional teaching/administrative work incurred during COVID-19.

SILVER APPLICATIONS ONLY

5.2. Key career transition points: professional and support staff

(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.

(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.

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?

There are a number of training opportunities to staff and students within the department and the University as a whole. All training opportunities are advertised via posters around the University, as well as being prominently placed on both the Staff Portal and Workvivo.

Training and development are elements of the professional development planning all staff complete annually. Within the department, information from the annual staff survey suggests that staff were largely aware of the range of training available (Table 32). However, fewer staff reported being encouraged to take up opportunities, with fewer still part-time staff reporting same. Data from the annual survey also shows that while the training is visible and largely encouraged, few identified specific training opportunities in their PDP (Table 33). The reason for this is unclear, but appears to be in line with overall University trends. Female staff reported satisfaction with opportunities to discuss training (61%) while only 40% of male staff were satisfied (AP5.3.1c).

	%M	%F	%RCSI
<i>I am aware of the range of training and development opportunities available within RCSI</i>	60%	86%	81%
<i>I am encouraged to take up career development opportunities</i>	40%	50%	61%
<i>Staff who work part-time are offered the same opportunities as those who work full-time</i>	33%	38%	37%

Table 32: EDI Staff Survey 2019 – those reporting “strongly agree” and “agree”

	%M	%F	%RCSI
<i>Does your Professional Development Plan identify specific training objectives?</i>	50%	29%	67%

Table 33: EDI Staff Survey 2019 – those reporting “yes”

	%M	%F	%RCSI
<i>I am a member of research staff, and I am satisfied with the opportunities I have to discuss training and mentoring opportunities with my PI.</i>	43%	61%	70%

Table 34: EDI Staff Survey 2019 – those reporting “strongly agree” and “agree”

	%M	%F	%RCSI
<i>Have you participated in any internal equality, diversity and inclusion training?</i>	55%	64%	58%
<i>Have you participated in any internal unconscious bias training?</i>	75%	79%	78%

Table 35: EDI Staff Survey 2019 – those reporting “yes”

In the past three years, staff within the department have undertaken a wide variety of training, with female staff partaking in a greater number of training events (AP5.3.1c).

	2017			2018			2019		
	M	F	%F	M	F	%F	M	F	%F
Human Resources	0	3	100	1	5	83.3	5	9	64.2
Information Technology	1	0	0	0	3	100	1	4	80
Personal Effectiveness	1	5	83.3	0	2	100	0	2	100
Professional Skills	0	2	100	1	2	66.7	4	3	33.3
Researcher Development	5	19	79.2	2	4	66.7	1	5	83.3
Total	7	29	80.55	4	16	80	11	22	66.7

Table 36: EDI Staff Survey 2017-2019 – Training up-take by category

Action point 5.3.1a	Ensure all staff are aware of upcoming training events by listing same at departmental meetings.
Action point 5.3.1b	Ensure managers encourage female staff to agree specific training objectives as part of the PDP process.
Action point 5.3.1c	<p>Continue to monitor uptake of training by gender over the next three years to increase uptake by gender with particular focus on the impact of COVID-19.</p> <p>Encourage male participation (e.g. poster campaign, inclusion in newsletter and departmental meetings).</p> <p>Where possible, record future departmental training events to support staff who are unable to attend / promote flexibility.</p>

(ii) Appraisal/development review

Human Resources (HR) in RCSI rolled out Professional Development Planning in 2013. It is a three stage process:

- Start of the year is objective setting
- Mid-year review occurs in June/July

- End of year review with line manager in November/December.

In January of 2020 this PDP review moved to an online platform, which greatly aids the process. HR also provide a series of online training demonstrations to ensure everyone is appropriately trained.

PDP up-take in the department as a reviewee is 47% for males and 57% for females, which is slightly lower than the RCSI average. Both 50% of males and 50% of females use PDP to discuss their career progression. However, only 14% of males and 17% of females used PDP to discuss their work-life balance. Interestingly, only 12% of males in contrast to 50% of females felt they benefitted from participation in the PDP process.

	%M	%F	%RCSI
<i>Have you participated in the PDP process as a “reviewee”?</i>	47%	57%	69%

Table 37: EDI Staff Survey 2019 – those reporting “yes”

	%M	%F	%RCSI
<i>I used the PDP process to discuss my work objectives</i>	63%	67%	85%
<i>I used the PDP to discuss my career progression</i>	50%	50%	76%
<i>I used the PDP to discuss my workload</i>	38%	17%	58%
<i>I used the PDP to discuss work-life balance issues</i>	14%	17%	30%
<i>I benefited from my participation in the PDP process</i>	12%	50%	52%

Table 38: EDI Staff Survey 2019 – those reporting “strongly agree” and “agree”

In our 1-1 interviews we asked staff for additional feedback on the PDP process. Participants were asked to reflect on their experience of the PDP process, and if they had any ideas for improvement.

“It’s great that it’s online. Useful for year to year planning” – male academic

“PDP makes me sit down and think about what I have achieved and what my goals are. It’s a plan for me to move forward with”. – female academic

“PDP has no impact on me – I do it as an exercise but it’s not hugely important or meaningful for me as there’s nowhere I can go. I offer it to my team but not huge interest” — male academic

“PDP could be massively improved. Don’t see it really happening. Would be useful if done properly for postdocs”. – female academic

Based on these findings we need to introduce actions to ensure that PDP is taken up to a greater extent within the department and that it is used to support and encourage staff. In addition, the form does not currently include a section on work-life balance or on workload. Improving the form may help open up discussions around these topics.

Action point 5.3.2a	Encourage participation of the PDP process through dedicated PDP training for managers at departmental level HoD issues annual reminders to managers and PIs to complete PDP with all staff
Action point 5.3.2b	Liaise with HR to improved PDP form to include a section on work-life balance and workload.

(iii) 5.3 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 is given to academic staff for career progression through a series of training opportunities, formal 1:1 mentoring, online training and departmental research presentations. In terms of level of support 56% of female and 50% of male research staff felt they had appropriate opportunities to discuss career progression.

	%M	%F	%RCSI
<i>I am a member of research staff and I am satisfied with the opportunities I have to discuss my career progression with my PI</i>	50%	56%	65%

Table 39: EDI Staff Survey 2019 – those reporting “strongly agree” and “agree”

As part of the 1-1 interviews staff were asked if they thought COVID-19 would impact their career progression.

“COVID-19 has actually progressed my career slightly “- male academic

“I got promoted recently so I don’t think COVID-19 will make a difference to me” – male academic

“I don’t think COVID-19 will have a positive impact. Now we’re in a position of holding onto your job rather than looking to move up “– female academic

“Teaching and service take all my time now though and I do worry about my research. Very hard to get people involved in grant applications. Would have loved to apply for promotion last year but now worried I won’t meet research requirements this year” – female academic

Interestingly, the male academics interviewed did not appear to be as concerned about the effect of COVID-19 on their career as the female academics. This agrees with current research showing that COVID-19 has had a greater impact on research outputs by female academics.

Action point 5.3.3a	Monitor the gendered effect of COVID-19 on departmental publications and funding over the next two years.
Action point 5.3.3b	Liaise with HR to agree supports for staff with caring duties, including consideration being given to those with caring

	duties as part of the PDP process, and provide a departmental information pack on supports available
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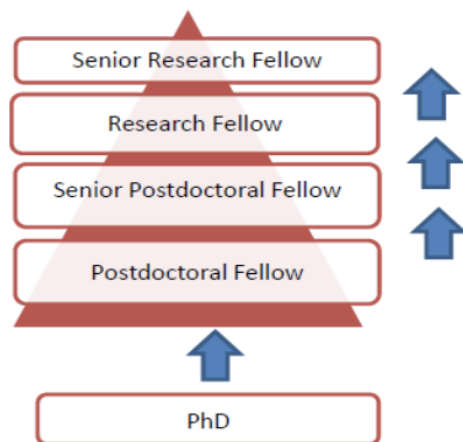


Figure 9: Overview of RCSI Research Career Framework

The Research Career and Developmental Framework was initiated in RCSI in 2013 to help promote the career progression of postdocs. It provides an opportunity for progression and recognition of research staff through a formalised Institutional process. It is based on four levels of

career progression as shown in Figure 9. It encourages researchers to develop a more focused training and development plan to enable career progression. The Department has a weekly seminar series that supports early-career researchers in particular.

Action point 5.3.3c	Ensure all managers/PIs fully understand and apply the RCSI Researcher Career and Development Framework.
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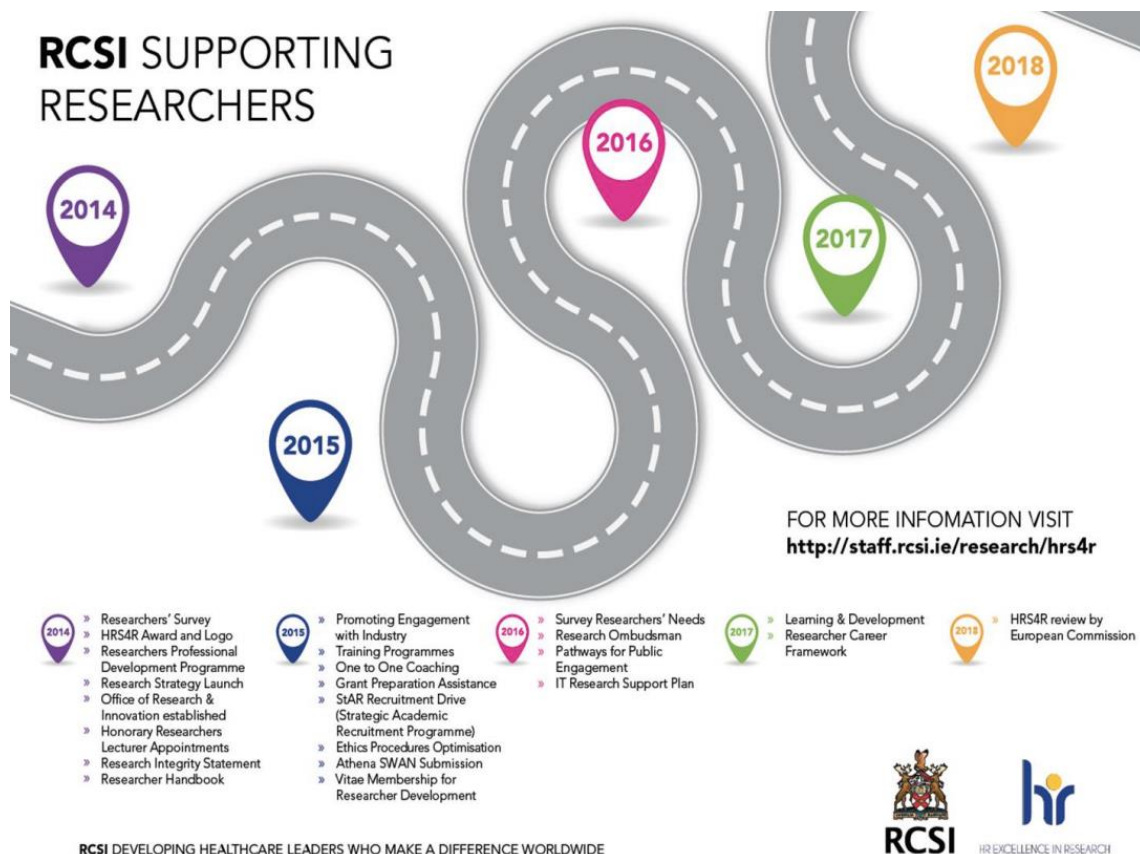


Figure 10: Central RCSI support for researchers

(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).

Support for students is provided centrally in RCSI. Support for undergraduate and taught postgraduate students is provided through the programme leadership and through the personal tutors schemes, of which staff in Physiology and Medical Physics contribute. Support for postgraduate research students is provided by the individual supervisory teams as well as the School of Postgraduate Studies (SPGS). In addition to this, students at all levels and on any programme can access the Centre for Mastery: Personal, Professional and Academic Success (CoMPPAS). CoMPPAS can provide a wide variety of student support from student well-being, through to academic performance and career readiness.

Within the SPGS, all postgraduate researchers have access to centralised training. All students are expected to complete the core modules in Professional Certificate in Research Practices and can undertake optional modules too. Students are also provided the opportunity to present posters and oral presentations at an annual research day. Locally, within the department, students participate in and present at the weekly departmental meeting.

As part of a specific question on feedback to the PhD students in the department where ask to comment anonymously on support:

"I am in the 2nd year of my PhD. During these two years staff from the department have been supporting me since the beginning"

Not many responses were received from the PhD students, but the responses received did not highlight any negatives. The collection of more robust data is an action point for the future.

Action point 5.3.4	Undertake training needs assessment of postgraduate researchers to identify departmental training supplementary to those provided by School of Postgraduates Studies (SPGS)
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(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.

The RCSI Office of Research and Innovation (ORI) assists staff through planning and coordination of funding proposals. This includes a Grant Application Support Team.

Advertising of relevant funding opportunities, including the level at which the funding is targeted. The College also runs a Grant Writing Workshop designed for early career researchers but is also available to researchers at any level.

In our staff survey we found that 64% of male and 57% of females are satisfied with the support in applying for research funding.

	%M	%F	%RCSI
<i>I am a member of research staff, and I am satisfied with the support I receive to apply for research funding</i>	64%	57%	70%

Table 40: EDI Staff Survey 2019 – those reporting “strongly agree” and “agree”

To explore this further, we asked participants in our 1-to-1 interviews if they had applied for research funding and to provide feedback on the support they received. Feedback from staff on these supports were positive: ORI was repeatedly commended for their central support.

"I always felt supported when applying for research funding, especially as regards having the freedom of choosing the calls and having dedicated time for that. Moreover, the support from Research Office Innovation has been essential" - female staff

"We are well notified of national and international funding calls within RCSI."
- male staff

However, staff also noted:

"Grant applications for early career researchers (post-docs, junior lecturers) could be more explicitly supported - encourage attendance at training (both in-house and online),

identify & communicate funding opportunities appropriate for that level, mentoring/PDP explicitly to discuss potential ideas/applications,” - female staff

In our Cognito survey, we also asked responders how well they felt supported by the department in applying for funding (Figure 11). Male staff were more satisfied/very satisfied than female staff with the support available for funding applications (**AP 5.3.5a**).

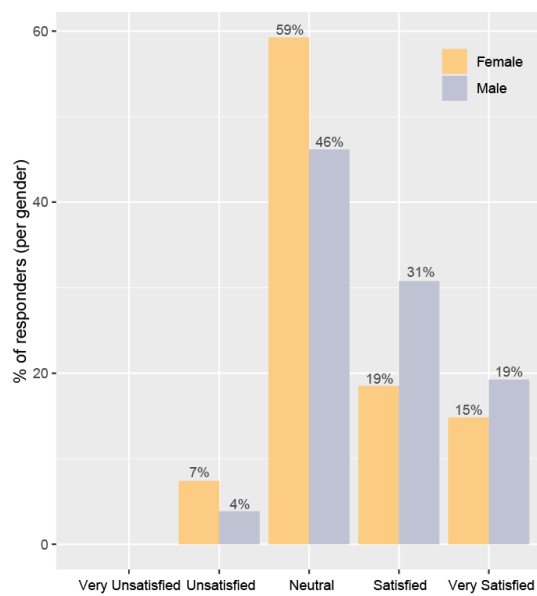


Figure 11: Cognito Survey: Graph of response to support with funding applications. 16 “neutral” responders (11F, 5M) were removed who explicitly stated they have not applied for funding or that department support for funding is not relevant to their role.

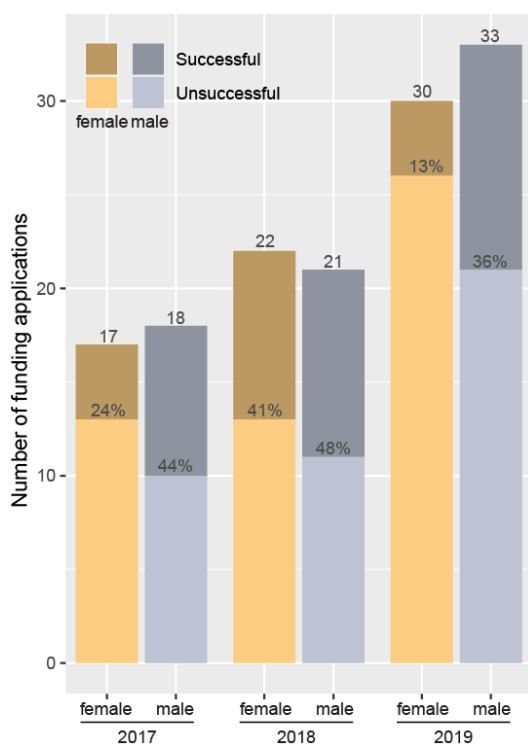


Figure 12: Cognito Survey: Number of funding applications in our department across the reporting period, split by gender and successful/unsuccessful.

The number of funding applications submitted by both male and female staff is fairly similar over the last three years. However, male staff have been consistently more successful in the funding applications (**AP5.3.5b**).

Action 5.3.5a	Invite ORI to host a workshop to highlight the full range of supports available for staff applying for research funding.
Action 5.3.5b	Collect and analyse grant funding data including rate of success and amount by gender Develop departmental level peer review mechanism to help increase the proportion of female applying for funding

Section 5.3: Career Development: Academic Staff- Action Summary	
5.3.1a	Ensure all staff are aware of upcoming training events by listing same at departmental meetings.
5.3.1b	Ensure managers encourage female staff to agree specific training objectives as part of the PDP process.
5.3.1c	Continue to monitor uptake of training by gender over the next three years to increase uptake by gender with particular focus on the impact of COVID-19. Encourage male participation (e.g. poster campaign, inclusion in newsletter and departmental meetings). Where possible, record future departmental training events to support staff who are unable to attend / promote flexibility.
5.3.2a	Encourage participation of the PDP process through dedicated PDP training for managers at departmental level. HoD issues annual reminders to managers and PIs to complete PDP with all staff.
5.3.2b	Liaise with HR to improve PDP form to include a section on work-life balance and workload.
5.3.3a	Monitor the gendered effect of COVID-19 on departmental publications and funding over the next two years.
5.3.3b	Liaise with HR to agree supports for staff with caring duties, including considerations being given to those with caring duties as part of the PDP process, and provide a departmental information pack on supports available.
5.3.3c	Ensure all managers/PIs fully understand and apply the RCSI Researcher Career and Development Framework.
5.3.4	Undertake training needs assessment of postgraduate researchers to identify departmental training opportunities supplementary to those provided by School of Postgraduate Studies (SPGS.)

5.3.5a	Invite ORI to host a workshop to highlight the full range of supports available for staff applying for research funding.
5.3.5b	Collect and analyse grant funding data including rate of success and amount by gender. Develop departmental level peer review mechanism to help increase the proportion of female academics applying for funding.

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.

RCSI provides 26 weeks paid maternity leave (with no qualifying period), up to 16 weeks of additional unpaid leave, and time off without loss of pay to attend any antenatal and postnatal appointments and classes. While on Maternity leave and additional Maternity leave, you retain your annual leave, public and privilege holiday entitlements. Contributions to the pension scheme will be made during Maternity leave but will be suspended when additional Maternity leave is taken.

Under the Adoptive Leave Policy, similar to Maternity Leave, eligible staff are entitled to time off without loss of pay for attendance at pre-adoption classes or meetings, 26 weeks paid adoptive leave and up to 16 weeks unpaid additional leave as requested.

Once HR is notified of a pregnancy, a health and safety assessment of the workplace is undertaken and a maternity information pack is provided to staff and their manager.

The process and policies supporting maternity and adoption leave are outlined in a step-by-step guide on the staff Portal under the HR section.

There is also free pre- and postnatal support for all RCSI employees from the RCSI gym. Staff can avail of free consultations and exercise training programmes specifically for pregnant clients and those who have recently given birth.

We asked staff about their experience of support before going on family leave in our staff survey. The response from 9 staff members in relation to this was very mixed.

	%M	%F	%RCSI
<i>I was supported by my school, department, centre, office before my family leave</i>	100%	57%	79%
<i>The process of applying for family leave was straightforward</i>	100%	71%	81%

Table 41: EDI Staff Survey 2019 – those reporting “strongly agree” and “agree”

All male staff who responded indicated that they were supported before taking leave while in contrast only 57% of female staff agreed that they were supported before taking leave (**AP5.5.1a-5.5.3**). Again, all male respondents indicated that the process was straightforward while 71% of female staff found the process to be straightforward. Some

of these variations may be attributed to the difference between maternity and paternity leave whereby applying for maternity leave requires a much larger number of forms.

In 1-1 interview it was mentioned about that the impact of fertility treatment is not typically included around discussion from family leave.

“The impact of fertility treatment and miscarriages are not addressed and needs to be. [There are] no supports there at departmental or institutional level” – female academic

In 2019, RCSI introduced a new Fertility Policy which offers additional flexibility for staff undergoing fertility treatments, including:

- Up to 5 additional leave days either as a block or to reduce a working week
- Working remotely during key treatment dates
- Having a flexible start and end time or working hours to facilitate time off for time critical treatments.

Action point 5.5.1a	Develop department level formal transition and handover procedures for family leave. Develop/roll out factsheet to highlight family leave procedures to line managers and relevant staff.
Action point 5.5.1b	Ensure all managers understand the time required for female staff undertaking IVF or other fertility treatments through information on staff portal and department level briefing. Create a culture whereby female staff are comfortable discussing fertility challenges and treatments with line managers.

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

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

Before commencing leave, all staff are encouraged to meet with the HoD to discuss and map out arrangements for covering workload during the leave period. Colleagues may be required to take on some or all of the workload or staff may be hired to provide cover. Depending on the staff member's role, these responsibilities could include education duties, administrative supports and the supervision of any postgraduate students or research staff.

In our survey, staff were asked about arrangements made while they were on leave. The experience of staff members varied greatly.

	%M	%F	%RCSI
<i>Arrangements were available for me to keep in touch during my family leave to the extent that I wished to do so</i>	50%	57%	66%

<i>Colleagues took on some/all my responsibility during my leave</i>	0%	20%	61%
<i>Part-time or temporary staff were hired to cover some/all of my responsibilities during my family leave</i>	0%	57%	51%

Table 42: EDI Staff Survey 2019 – those reporting “strongly agree” and “agree”

A similar number of male and female staff reported that arrangements were made to keep in touch to the extent they wished. However, these figures do fall short of the RCSI average. There was a low level of cover provided by either colleagues or temporary staff when departmental staff took leave.

Action point 5.5.2	Define keep-in-touch days for managers and PIs and provide optional KIT days to staff going on family leave (ensure KIT is voluntary as not all staff will wish to avail of same).
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(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.

Female staff returning from maternity leave are supported through a number of initiatives. These include:

1. ‘Mumager’ workshop

RCSI offer all female staff returning from maternity leave the opportunity to attend a full day on-site workshop called ‘Mumager’ to support them in successfully making this transition. It focuses on topics such as having difficult conversations, building resilience, reassessing priorities, and setting boundaries between work and home.

2. Breastfeeding facilities

A swipe-card access room for returning parents who are breastfeeding and expressing is located in the main building of RCSI. It includes a chair, microwave, bottle warmer, electrical socket, reading materials, hand towels and expressing equipment.

3. Parents and Carers Network

This network was launched in June 2019, which included an HR update on policies as they relate to family. In September 2019, an Expectant Parents event was hosted and a New Fathers network was established. There are monthly Parents and Carers' coffee mornings.

4. Reduction in lecturing duties

RCSI has specific support available for research-active academic staff whereupon their return from leave, staff may be relieved from any lecturing duties for a period of up to 6 months in order to concentrate on research activity.

However, in 1-1 interviews it was noted that further support is required around breastfeeding.

“Could we do something around supporting breastfeeding? I’m not sure what but at least to know you are allowed time during the working day and for male managers especially to know how to approach and support it so it’s not an awkward conversation”
– female academic

Staff were surveyed on their agreement as to whether they were supported upon their return.

	M	F	RCSI
<i>I was supported by my school, department, centre, office after I returned from family leave</i>	50%	57%	68%

Table 43: EDI Staff Survey 2019 – those reporting “strongly agree” and “agree”

Only 50% of males and 57% of females felt supported when they returned from family leave. These values are lower than the RCSI average. However, it should be noted that a number of the initiatives listed above have not been available for the entire three-year reporting period.

Action point 5.5.3a	Encourage participation in Parents and Carers Network to ensure regular and frequent support for new parents. Create parental buddy scheme within the department for new parents.
Action point 5.5.3b	Develop/launch a campaign to establish the department as a breast feeding supportive environment. Ensure all new starters and managers are aware of breast feeding room locations.

(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.

In the last three years, there have been eight periods of maternity leave in the department. No contracts ended while staff were on leave and all staff returned to the department following their maternity leave. Subsequently, three female staff members did leave their roles within the department for a range of reasons (Table 44). To date, 3 female staff members have availed of the Mumager workshop upon their return to work within the department.

Date Leave Started	Date Returned to Work	Job Category	Contract Type	FT/PT Status	Departure from Physiology and Medical Physics
January 2017	August 2017	Academic	Temporary	Full Time	
January 2017	August 2017	Academic	Permanent	Full Time	

January 2017	October 2017	Research Support	Temporary	Part Time	May 2019 Resignation
June 2017	November 2017	Research Support	Temporary	Part Time	April 2019 Moved to new role within RCSI
July 2017	January 2018	Contract Research	Temporary	Full Time	March 2018 End of contract
October 2017	September 2018	Research Support	Temporary	Full Time	
April 2018	November 2018	Research Support	Temporary	Full Time	
September 2019	To Date	Contract Research	Temporary	Full Time	

Table 44: Maternity leave and returns

Action point 5.5.4	Develop departmental Return-to-Work handbook for staff returning from maternity leave - highlight to line managers and relevant staff. Include note on Mumager in departmental induction pack.
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(v) Paternity, 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.

RCSI provides 2 weeks paid paternity leave (with no qualifying period) to those who are defined as a relevant parent under the Paternity Leave and Benefit Act 2016.

In the last three years, there have been two periods of paternity leave in the department.

Month and year of leave	Job Category
September 2018	Academic
May 2019	Contract Research

Table 45: Paternity leave

In the last three years, no staff took adoption leave.

In the last three years, there have been three requests for parental leave in the department, all of which were granted.

Month and year of leave	Gender	Job Category
February 2017	Female	Non-academic
October 2017	Female	Non-academic
September 2018	Female	Non-academic

Table 46: Parental leave

Action point 5.5.5	<p>Increase awareness of paternity leave entitlements with managers and PIs to ensure male staff take full paternity leave complement.</p> <p>Increase awareness of paternal leave entitlements with managers and PIs to ensure all staff have the opportunity to take parental leave as required.</p> <p>Share information on RCSI New Father's Network with all male staff returning from paternity leave.</p>
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(vi) Flexible working

Provide information on the flexible working arrangements available.

Formal, flexible working arrangements are reached directly with the HoD or line manager in the department. HR policies and information on the above can be found and viewed on the staff portal.

Staff were surveyed and asked to specify the type of flexible working options they were aware of and if they had ever benefitted from any of those.

	I am aware of this option			I have benefitted from this option		
	%M	%F	RCSI	M	F	RCSI
Career break	42%	59%	54%	0	1	5
Reduced working week	42%	55%	57%	0	2	32
Sabbatical leave	33%	52%	59%	0	0	6
Shorter working year	21%	39%	48%	0	0	3
Unpaid leave of absence	50%	72%	66%	0	1	13
Flexible working hours	46%	69%	64%	2	4	111

Table 47: EDI Staff Survey 2019 – Staff awareness and up-take of flexible working

	I am aware of this option		I have benefitted from this option	
	%A&R	%P&S	A&R	P&S
Career break	47%	63%	1	0
Reduced working week	47%	58%	0	2
Sabbatical leave	42%	47%	0	0
Shorter working year	28%	37%	0	0

Unpaid leave of absence	58%	74%	1	0
Flexible working hours	61%	58%	4	2

Table
48: EDI
Staff
Survey

2019 – Staff awareness and up-take of flexible working

Within the department, female staff have indicated a greater awareness of the various flexible working options. Possibly as a consequence of this, more female staff have availed of flexible working options in the past. It is worth noting that the *Shorter Working Year* is a new initiative which was introduced in 2019.

In 2019, RCSI introduced a pilot scheme whereby staff could take up to an additional 20 days of unpaid leave during the summer months. An email circulated by the Chief Executive/Registrar outlined this policy and provided a commitment by the College to improve flexible working arrangements.

In the last three years there have been no formal flexible working requests within the department.

The staff survey further explored informal, flexible working arrangements.

	%M	%F	%A&R	%P&S	%RCSI
<i>I am able to work flexible hours if I need/wish to do so</i>	38%	52%	44%	42%	51%
<i>I negotiate flexible working hours on an informal basis, locally, with my line manager</i>	13%	52%	25%	53%	38%
<i>I do not know if I am allowed to work flexible hours</i>	33%	10%	22%	21%	15%
<i>No opportunity for flexible working is available to me</i>	17%	10%	14%	11%	9%

Table 49: EDI Staff Survey 2019 – those reporting “strongly agree” and “agree”

The results indicated that a higher percentage of female staff are able to work flexible hours and they have negotiated this with their HoD or line manager directly. The percentage of male staff doing similar falls below the RCSI average. When the data is examined based on job category P&S staff were twice as likely to negotiate flexible hours with their line manager as their A&R colleagues were.

Awareness around the option to avail of flexible working hours indicated that a third of males in the department were unsure. Within the department, males were twice as likely to indicate that flexible working is not an option for them when compared to the RCSI average.

To further our understanding of our survey results, 1-to-1 interviews were conducted with a group of volunteers. Interestingly more male than female staff indicated flexible working arrangements in contrast to the EDI survey results. A theme of flexibility around the core working hours from 9am-5pm emerged, which has been addressed in **AP5.6.6b**.

"It's totally up to me. I come and go but am available during core hours. My team are there during core hours. I have a family so the flexibility helps" – male academic

"Manager is very flexible and understanding if anything comes up with the kids. I can do whatever hours I need so long as I get the job done" – female academic

"No flexibility as the department operates from 9-5 and we're expected to be there" – female professional

"HoD just lets me get on with things. I already worked from home a couple of days a week. I didn't run it by anyone and it's never been an issue. My only issue is the idea that core hours are 9-5 when in reality a 9am meeting does not suit people with kids as most schools start at 8.50am and then there is travel time to work so always huge pressure to get in for 9am meetings. Core hours should be 10-4. I think having the departmental meeting at 12 is much more manageable" – male academic

The EDI staff survey also asked whether staff were satisfied with their work life balance.

	%M	%F	%A&R	%P&S	%RCSI
<i>I am satisfied with my work life balance</i>	54%	75%	60%	73%	69%

Table 50: EDI Staff Survey 2019 – those reporting "strongly agree" and "agree"

Three quarters of female staff indicated that they were happy with their work-life balance while just over half of males reported the same. P&S staff reported a higher work-life balance satisfaction than their A&R colleagues.

Action point 5.5.6a	Encourage discussion of guidelines for flexible working options in PDP check-list and liaise with HR (subject to availability of new post-COVID-19 RCSI institutional flexible working policy)
Action point 5.5.6b	Undertake annual survey of work-life balance by gender. Produce report to identify relevant actions.

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

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

In the last three years, no staff transitioned from part-time work back to full-time work after career breaks in the department.

Section 5.5: Flexible Working and Managing Career Breaks - Action Summary	
5.5.1a	Develop department level formal transition and handover procedures for family leave. Develop/roll out facts sheet to highlight family leave procedures to line managers and relevant staff.

5.5.1b	<p>Ensure all managers understand the time required and ensure flexibility for female staff undertaking IVF or other fertility treatments through information on staff portal and department level briefing.</p> <p>Create a culture whereby female staff are comfortable discussing fertility challenges and treatment with line managers.</p>
5.5.2	<p>Define keep-in-touch (KIT) days for managers and PIs and provide optional KIT days to staff going on family leave (ensure KIT is voluntary as not all staff will wish to avail of same).</p>
5.5.3a	<p>Encourage participation in Parents and Carers Network to ensure regular and frequent support for new parents.</p> <p>Create parental buddy scheme within department for new parents.</p>
5.5.3b	<p>Develop/launch a campaign to establish the department as a breastfeeding supportive environment.</p> <p>Ensure all new starters and managers are aware of breastfeeding room locations.</p> <p>Develop departmental Return-to-Work handbook for staff returning from maternity leave - highlight to line managers and relevant staff. Include note on Mumager in departmental induction pack.</p>
5.5.4	<p>Increase awareness of paternity leave entitlements with managers and PIs to ensure male staff take full paternity leave complement.</p>
5.5.5	<p>Increase awareness of paternal leave entitlements with managers and PIs to ensure all staff have the opportunity to take parental leave as required.</p> <p>Encourage discussion of guidelines for flexible working options in PDP checklist and liaise with HR (subject to availability of new post-COVID-19 RCSI institutional flexible working policy).</p> <p>Share information on RCSI New Father's Network with all male staff returning from paternity leave.</p>
5.5.6a	<p>Undertake annual survey of work-life balance by gender.</p>
5.5.6b	<p>Produce report to identify relevant actions.</p>

5.6 Organisation and culture

(i) 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.

We are the third department to apply for a departmental Athena SWAN Award in RCSI. We used our staff survey to gauge awareness of the award 83% of male and 89% of female staff were aware of Athena SWAN.

	%M	%F	%A&R	%P&S	%RCSI
<i>Before you were invited to take this survey, had you heard of Athena SWAN?</i>	83%	89%	91%	74%	90%

Table 51: EDI Staff Survey 2019 – those reporting “yes”

	%M	%F	%A&R	%P&S	%RCSI
<i>I have a good understanding of Athena SWAN principles</i>	75%	83%	84%	64%	76%
<i>I recognise how the principles of Athena SWAN are embedded into the culture and working of RCSI</i>	74%	64%	71%	64%	62%

Table 52: EDI Staff Survey 2019 – those reporting “strongly agree” and “agree”

In general, the Athena SWAN initiative was seen as something positive contributing to a good working culture at RCSI and at the department level. Staff, however, pointed out several possible challenges:

“I think supports to help more female lecturers get to the top so they’re not stuck at senior lecturer level” – female academic

“In the current COVID-19 climate, I think Athena SWAN has been pushed aside. It just doesn’t take into account the huge administrative and teaching load we now have. It doesn’t apply to timetabling and curriculum – which has the biggest impact on our working life at the moment in RCSI. How to be family friendly while still delivering teaching really needs to be addressed” – male academic

“Sometimes junior researchers are forgotten, our concerns as sometimes seen as less important as we’re only seen as temporary. It can be as simple as being left off a mailing list, not given office supplies or a proper desk but these things all impact morale and motivation. You just don’t feel like part of the department.” – male post doc

Staff were also asked to describe the “culture” of the department. Responses were broadly positive, and interview participants often attributed this to strong leadership and professional, managerial and support staff within the department. Challenges were, however, identified with fragmentation being the most common one.

	%M	%F	%A&R	%P&S	%RCSI
<i>RCSI promotes clear values and expectations about how people should behave towards each other</i>	96%	81%	89%	84%	82%
<i>The culture and atmosphere in RCSI are inclusive to all</i>	87%	82%	86%	84%	82%
<i>I would recommend RCSI as a good place to work</i>	88%	90%	86%	94%	86%

Table 53: EDI Staff Survey 2019 – those reporting “strongly agree” and “agree”

“Very international. Very research focused department. I love our department and really enjoy working here. Very engaging” – female academic

“There’s a good balance between teaching and research. Research is very strong/defines the ethos of the department and this is what attracted me to the

department in the first place. Excellent people delivering excellent teaching too” – male academic

“I don’t fit in to the rest of the department as I work in a different research area. Hard to feel part of the team though everyone is very nice” – male academic

“It’s friendly. A few try to make-an-effort to make it nice but my personal experience is that it is very fragmented. It’s hard to keep track of people coming and going as it’s a huge department. Smaller groups or projects get lost” – female academic

Following the staff survey and 1-1-interview the department launched virtual coffee dock mornings to address fragmentation and create a great a greater sense of inclusion.

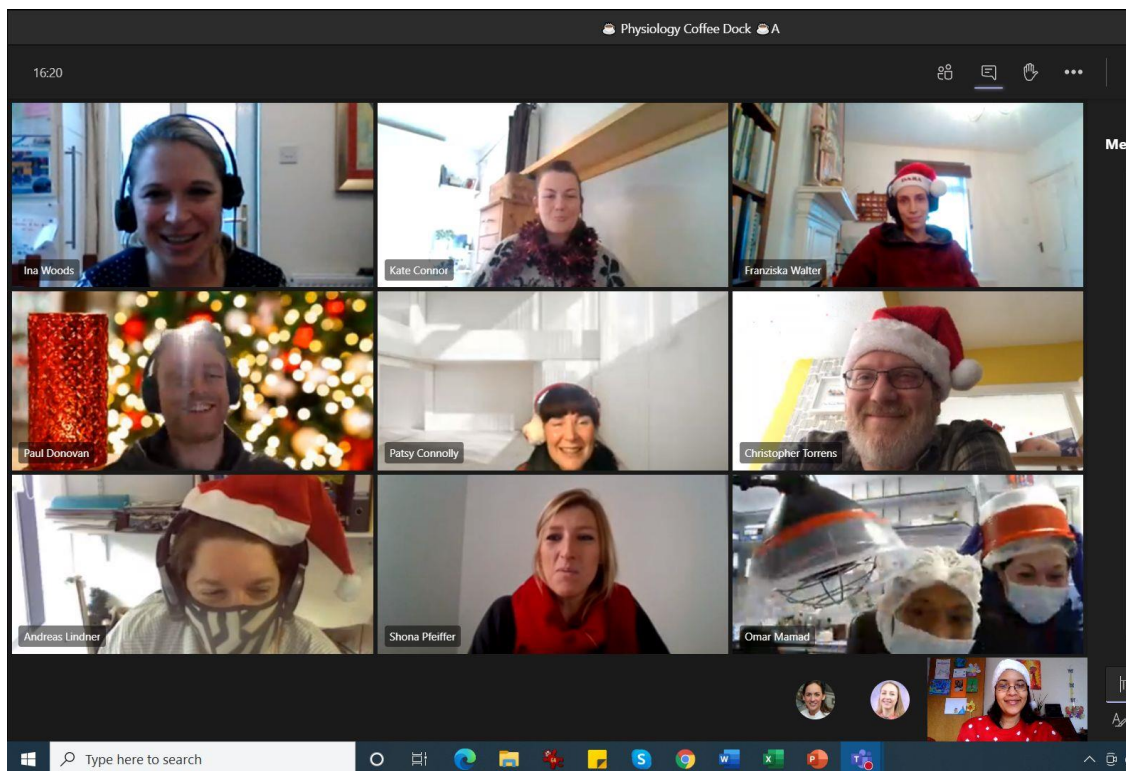


Image 1: Christmas coffee dock morning.

RCSI has a number of dedicated EDI staff networks, many of which overlap with the gender themes throughout the application. We asked staff to indicate awareness, participation and level of interest in these groups (Table 54).

	<i>I am aware of this network</i>			<i>I have participated in this network</i>			<i>I would like to join this network</i>		
	%M	%F	RCSI	M	F	RCSI	M	F	RCSI
Age Friendly Network	8%	28%	37%	0	0	20	0	0	20
Aurora Women’s Network	46%	48%	52%	1	1	32	0	7	86
Parents & Carers’ Network	17%	28%	37%	0	1	23	0	0	35
Men’s Shed	33%	34%	50%	0	0	6	1	0	15
Pride LGBT+ Network	42%	45%	52%	0	0	21	1	0	11
None of them	29%	7%	12%	5	4	32	6	3	30

Table 54: EDI Staff Survey 2019 – those reporting "yes" by gender

	<i>I am aware of this network</i>		<i>I have participated in this network</i>		<i>I would like to join this network</i>	
	%A&R	%P&S	A&R	P&S	A&R	P&S
Age Friendly Network	14%	17%	0	0	0	0
Aurora Women's Network	42%	53%	2	0	6	2
Parents & Carers' Network	19%	26%	0	1	0	0
Men's Shed	28%	42%	0	0	1	0
Staff Pride LGBT+ Network	39%	47%	0	0	1	0
None of them	19%	16%	6	3	7	2

Table 55: EDI Staff Survey 2019 – those reporting "yes" by job category

Our survey found, however, that awareness of staff networks is relatively low. To support engagement with these networks, we will work with RCSI's EDI Unit to increase both awareness and participation rates through targeted and varied communications channels, including social media, Workvivo and post-COVID-19 in-house display screens. The networks will also be highlighted during departmental meetings and as a source of support at PDP and when returning from family leave.

Action point 5.6.1a	Raise awareness and understanding among all departmental staff of Athena SWAN principles and include Athena SWAN as a standing agenda item at departmental meetings.
Action point 5.6.1b	Ensure continuation of virtual departmental meetings/option to participate online, particularly in post COVID-19 era so that staff who are off-site/in different geographic locations are included in departmental meetings.
Action point 5.6.1c	Ensure annual team building away-day for all staff is reinstated post-COVID-19. Launch virtual coffee dock mornings for all staff to provide informal social gatherings.
Action point 5.6.1d	Promote awareness of EDI staff networks (e.g EDI Carers', Pride networks by advertisement of these events within the department.

(ii) 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 policies.

Management responsibility is largely delegated to departments, with oversight from the HR department. A team of HR Business Partners work closely with departmental heads and provide 1:1 meetings, group updates, and advice and guidance on individual cases.

Information on these policies is available on the staff portal and Workvivo alongside step-by-step guides and available support.



Dignity at Work Policy Flow Chart

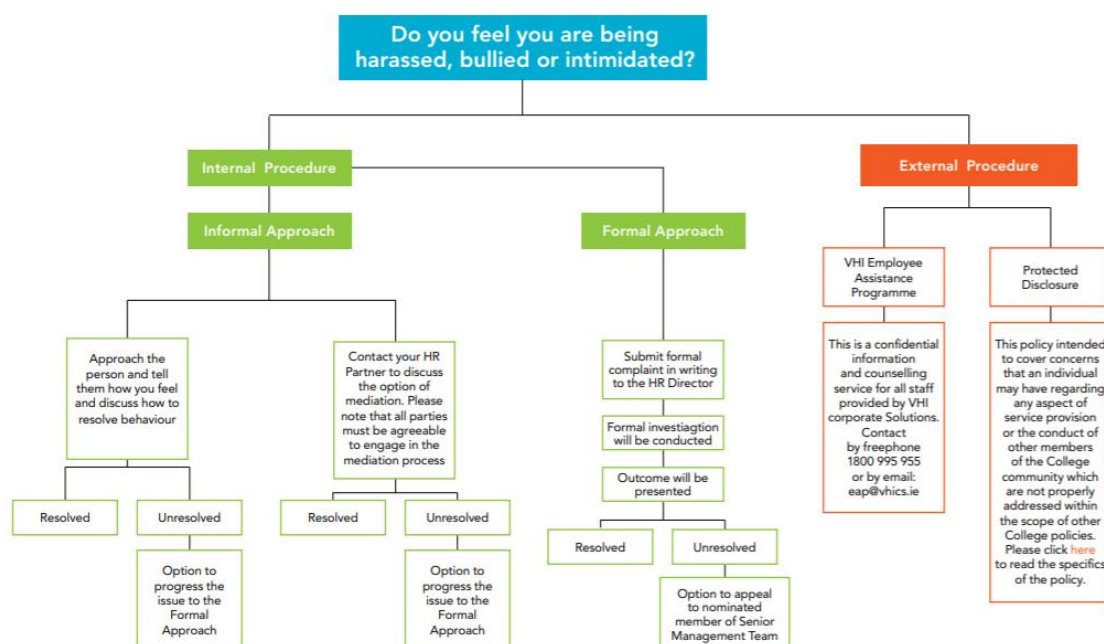


Figure 13: Dignity at Work Policy Flow Chart on staff portal

Despite a well outlined process for reporting unfair behaviour (Figure 13), familiarity with the procedure amongst staff was low, particularly amongst females.

	%M	%F	%A&R	%P&S	%RCSI
I know the procedure for reporting unfair behaviour	42%	18%	29%	37%	45%

Table 50: EDI Staff Survey 2019 – those reporting “strongly agree” and “agree”

Responses from the 1-to-1 interview did indicate that some staff would know where and how to report unfair behaviour and had done so in the past.

“I would go to Estates and HR for issues and escalate to HoD if needed” – male academic

“I’ve had some issues with certain individuals in the past and have addressed these and things are better now” – male academic

“I have reported unfair treatment and bullying to HR and it was well dealt with” – male academic

*“When the s*** hits the fan, there’s no support. I felt attacked by HR and that after they got what they wanted there was no more follow up. There was no*

understanding of the impact on me as a manager” – female academic

Compared to male staff, female staff indicated a much lower level of comfort with reporting unfair treatment of themselves or a colleague. This issue was examined further in the 1-to-1 interviews. The responses were extremely varied and indicated a strong female/male divide.

	%M	%F	%A&R	%P&S	%RCSI
<i>If I felt unfairly treated, I would feel comfortable reporting it</i>	58%	36%	49%	48%	57%
<i>If I witnessed other treated unfairly, I would feel comfortable reporting it</i>	70%	39%	52%	64%	65%

Table 56: EDI Staff Survey 2019 – those reporting “strongly agree” and “agree”

“I would feel very confident in reporting unfair practices. I would never feel I couldn’t approach my direct manager or HoD” – male academic

“I wouldn’t feel confident reporting harassment. This is an academic environment and academics hold a lot of power and are not really challenged” – female professional

“Don’t know – probably not to be honest” – female academic

“If it was serious enough I would know where to report. It’s always a judgement call to know how fair/discriminatory something is. I have seen instances of it in other places I have worked, but not in RCSI. A lot of people take it on the chin in science and science is rife with bullying and unfair treatment. The way scientific research is set up ... as a hierarchy ... this lends itself to unfair treatment, bullying and harassment” – male academic

Staff described being unsure whether to go forward due to the small size of RCSI and noted power dynamics that could be in play and the potential impact on their career.

“It’s a small department so I don’t think you could be guaranteed confidentiality” – female academic

“Know where the resources are. Of course people are experiencing harassment. I had an issue myself and sought support from HR but it was hard as RCSI is small and the person is very high up in the organisation” – male academic

“I don’t think junior researchers know that they can report harassment and unfair treatment as they worry a lot about the potential impact on their career” – female academic

To better understand how staff receive information regarding HR policies, during the 1-to-1 interviews staff were asked how they would like to be kept up to date on policies. Participants weighed the pros and cons of emails, meetings, the staff portal and the internal staff communication platform Workvivo. Workvivo received mixed feedback but the majority reported they don’t check it anymore. Staff were positive about departmental meetings and find them useful. Most staff noted that important things should still come through email and be raised at Town Hall meetings.

“I see workvivo as a staff page and that’s not me” – male post doc

"I preferred the emails to all staff and not sure moving to Workvivo was a good idea as I miss posts. I like the townhall format" – male academic

"Workvivo is very good" – female professional

"Workvivo is very cluttered and it's too social media. Not much discussed. I prefer dept meetings" – female academic.

Action point 5.6.2a	Develop awareness campaign around reporting of unfair behaviour/harassment and its reporting in coordination with HR/EDI.
Action point 5.6.2b	<p>Require two female and two male to attend disclosure training and raise awareness of internal complaints system as required.</p> <p>Highlight institutional protected disclosure mechanisms to all staff.</p> <p>One male and one female member of staff to participate in new working group to develop RCSI anonymous online report and support mechanisms.</p>
Action point 5.6.2c	<p>Use departmental meetings to inform staff of existing and new HR policies.</p> <p>Advocate for departmental representative on institutional policy review group who relays update to the department.</p>

(iii) 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.

There are five internal departmental committees (Table 57). The Future Neuro (FN) executive committee meets once a month. This committee includes the HoD (M), Director of FutureNeuro (M), and 4 professional and support staff (4F). The CSM Research Seminar Series involves internal and external speakers working in a similar field. Members of the organising committee consist of two professional support staff (F) and the HoD (M). The CSM Event Organising Committee organises departmental team building events including a research away day at the Marine Hotel in Dun Laoghaire in 2018. This committee consists of the HoD (M) and 4 support staff (4F). The Departmental awards committee nominates annual student and staff awards – examples include: 'Best progress report presentation', 'Best team player', 'Highest impact publication for that year', and 'Best education or outreach leadership'. Details on the Athena SWAN SAT by job category is provided in Section 3. These committees are not currently gender balanced (Table 57).

Departmental Committee	M	F	%F
FN executive committee	2	4	67%
CSM Research Seminar Series organising committee	1	2	67%
CSM Event organising committee	1	4	80%
Departmental awards committee	1	3	75%
Athena Swan SAT committee	8	17	68%

Table 57: Committee Members: 2020

In our Cognito survey, responders were asked whether they participated on committees internal to the department and/or external to the department but internal to RCSI (Table 58). It appears that more females participate in committees internal to the department, with a lower proportion of females represented on committees external to the department. More professional & support staff members (predominantly female) participate in internal department committees as part of their role in supporting events and strategic decisions in the department.

No. of people on committees	2017			2018			2019		
	M	F	%F	M	F	%F	M	F	%F
Internal to department	2	5	71%	1	11	92%	8	17	68%
External to department but internal to RCSI*	12	7	37%	14	13	48%	17	17	50%

*Table 58: Cognito Survey: Committee boards by gender (internal to Physiology department and external to department but internal to RCSI). *RCSI does not currently have an open call process for committee membership within RCSI. Membership is currently based on recommendations from the Dean's office.*

In our 1-1 interviews, staff were asked if they are a member of any committees and if they felt overburdened by the workload. Time and administrative duties were identified as the main issues. In general, staff reported that the HoD and managers were supportive in helping people get on committees. Committee participation (including overload) can be reviewed during the PDP process, held 3 times per year (See Section 5.3 (ii) on PDP and Section 5.6 (v) on Workload for details on how we will better address this with our action plan).

"I'm not on any committees really as it distracts from my work" – male academic

"I'm on two committees and my work on these is recognised as part of the promotions process. My boss is very good at making sure we all get involved with committees" – male academic

"Yes I'm on a number of committees. It takes up a lot of my time" – female academic

“I’ve been involved in Committees in the past but they take up a lot of time with administration” – female academic

“I’m on a few Committees inside and outside the department – I like it, it gives a nice sense of belonging within the organisation” – female academic

Action point 5.6.3a	Ensure balanced representation of male and female staff on internal committees.
Action point 5.6.3b	Ensure balanced representation of male and female staff on committees external to department but internal to RCSI. Promote open calls for committee membership at departmental meetings.
Action point 5.6.3c	Develop proposal for open call/nominations process for RCSI committee members and submit to the Dean for consideration.
Action point 5.6.3d	The department will adopt a Gender Equality on Committees Policy to ensure 40% representation of both genders on any Committees, Boards, and Panels that comprise more than 5 people.

(iv) 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?

The number/proportion of females/males participating in influential external committees is broadly balanced (Table 59). Participation for external committee membership is based on nomination, extension of an invitation based on specific expertise or open call.

	2017			2018			2019		
No of people on committees	M	F	%F	M	F	%F	M	F	%F
External to RCSI	10	7	41%	11	10	48%	12	15	56%

Table 59: Cognito survey: Participation on Committees external to RCSI, broken down by gender

The EDI survey asked staff if they perceived men and women are given equal opportunities to become involved in external committees 61% male and 56% staff thought they had equal opportunities for committees (Table 60).

	%M	%F	%A&R	%P&S	%RCSI
<i>There are equal opportunities to become involved in external activities (e.g. participation in influential external committees)</i>	61%	56%	58%	63%	49%

Table 60: EDI Staff Survey 2019 – those reporting “strongly agree” and “agree”

We also asked staff in our 1-to-1 interviews how they are encouraged to participate in influential external committees.

Involvement in external committees is self-driven, and dependent on contacts and networks outside of the college- male participant

	%M	%F	%A&R	%P&S	RCSI
<i>I am satisfied with the networking opportunities I have available to me</i>	79%	61%	91%	43%	64%

Table 62: EDI Survey 2019- those reporting “strongly agree” and “agree”

From these findings, it appears that staff rely on their own networks to get involved in influential external committees. However, we found that satisfaction with networking opportunities is lower among women although female academic and research staff report greater satisfaction with networking opportunities.

We will encourage participation in the Aurora programme and MSc in Leadership which provides networking opportunities for female staff with colleagues from other third level institutions in Ireland. We also support female staff to participate in the RCSI's Women's Network. We also found that professional and support staff are less satisfied with networking opportunities (AP5.6.4b).

Action point 5.6.4a	Ensure all staff are made aware of opportunities to participate in external committees through departmental meetings.
Action point 5.6.4b	Encourage and highlight staff networking opportunities relevant to professional and support staff.

(v) 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.

There is no formal workload allocation model at RCSI. All work is distributed by the line manager, which for all academic and professional staff is the HoD, and for all research staff is the principal investigator.

Teaching

Staff from the Department of Physiology and Medical Physics teach at both undergraduate and postgraduate level in RCSI including lectures, which typically consist of one-hour lectures (given by a single academic) and small group tutorials given to small groups of students either by lectures or postdoctoral researchers.

Undergraduate teaching modules include:

- Undergraduate medicine (~350 – 400 students)
- Graduate medicine entry program (~100 students)

- Physiotherapy (~50 students)
- Pharmacy (~100 students)
- Neurosurgical training, Summer course (~10 Students)
- IMCP (International Medical Commencement Programme held at Tralee) (~ 150 Students)

Before the beginning of each semester, the lectures are distributed amongst the academic members by the HoD in conjunction with the departmental academic co-ordinator. The HoD and academic co-ordinator give special consideration to new members of the faculty so they are not overwhelmed by heavy teaching commitments when they first arrive. All academic staff contribute to teaching within our department. This format of distributing the lectures ensures a balanced load on staff members and is transparent, as lecture lists are published for both undergraduate and postgraduate classes.

Research

At the faculty level, research load is typically a function of grant funding. Also, staff that may be particularly research active can be given a reduction in teaching/administration workload.

For postdoctoral researchers in the department, they are typically recruited onto a grant/fellowship and their research workload is managed directly with the PI.

Administration

Uptake of administrative tasks – when not directly requested from the Dean’s office – are usually offered by the HoD to faculty based on current administrative/research workload and the faculty member’s level of interest in the administrative activity.

Our self-assessment revealed that, while in general staff recognised that workload was reasonable, it was not clear to everybody how workload was allocated within the department. This was particularly evident among academic female staff. Moreover, only a small percentage used the PDP to discuss workload.

	%M	%F	%A&R	%P&S	%RCSI
<i>My workload is reasonable</i>	50%	64%	49%	83%	64%
<i>My department has a clear and transparent way of allocating workload</i>	48%	36%	35%	59%	51%
<i>The allocation of workload aligns with my personal career development goals</i>	68%	54%	61%	63%	60%
<i>There is an active management of workload in my department</i>	55%	37%	21%	53%	50%
<i>I used the PDP process to discuss my workload</i>	44%	18%	33%	33%	60%

Table 63: EDI Staff Survey 2019 – those reporting “strongly agree” and “agree”

We will review best practice to ensure our workload principles align with the Athena SWAN Principles, and consider:

- Teaching, research, administration and service activity
- Internal and external committee membership, including Athena SWAN

- Career breaks and flexible working
- Outreach activity

This will coincide with our PDP checklist to ensure they are linked to career development.

Action point 5.6.5a	Promote workload allocation principals developed by HR for line manager and staff within the Department.
Action point 5.6.5b	Ensure all managers/PIs use the PDP process to discuss workload (see AP 5.3.2b).

(vi) Timing of departmental meetings and social gatherings

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

A core meeting hours policy was introduced across RCSI in 2018. Core meeting hours are defined as the hours between 9:00am and 5:00pm. Meetings include all University and School level meetings, seminars, workshops etc., which staff are either required or invited to attend.

In our staff survey we asked about awareness of the new policy and both meetings and social gatherings.

	M	F	A&R	P&S	RCSI
<i>Are you aware of the RCSI core meeting hours policy? i.e. core meetings should take place between 9am and 5pm</i>	88%	93%	91%	89%	84%
<i>Are the core meeting hours (between 9am and 5pm) adhered to in your Department?</i>	88%	86%	80%	100%	83%

Table 64: EDI Staff Survey 2019 – those reporting “yes”

	M	F	A&R	P&S	RCSI
<i>Are you required to be in the office attend meetings outside of core working hours (i.e. 9am – 5pm)?</i>	42%	21%	31%	32%	40%

Table 65: EDI Staff Survey – those reporting “yes”

	M	F	A&R	P&S	RCSI
<i>Key staff meetings are planned sufficiently in advance to allow those with caring responsibilities to attend</i>	45%	64%	56%	53%	57%

Table 66: EDI Staff Survey 2019 – those reporting “strongly agree” and “agree”

To determine how we might better understand and address our survey findings, we asked participants in our 1-to-1 interviews about flexible working (5.5.vi) and what they would like to see prioritised for Athena SWAN. Some staff did express difficulties with the core meetings hours of 9am - 5pm. Staff also report difficulties in attending meetings before 9:30am or after 4pm due to caring responsibilities (e.g., school runs) (AP5.6.6a).

Although there is a general awareness regarding core meeting hours, P&S staff and male staff in particular noted that there is not sufficient notice given prior to key meetings to allow staff with caring responsibilities to attend. We will implement a minimum notice period for planned meetings (AP5.6.6b).

Action point 5.6.6a	Promote implementation of core hours of 10am - 4pm for departmental meetings. Move weekly departmental meeting from 9am to 11.30am
Action point 5.6.6b	Implement a minimum notice period for planned departmental meetings (2 weeks).

(vii) **Visibility of role models**

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

The departmental website was updated in 2019 in line with a standard template across RCSI. No pictures are included but a list of staff working in the department are highlighted. Biographies are provided for 17 staff (9M, 8F).

We previously released a YouTube video (see Outreach page 70), which was aimed at secondary level students. This video focused on the work of the department, and featured contributions from a number of staff members, with a 50/50 gender balance.

Role Models



Prof Annette Byrne is head of the Precision Cancer Medicine group and was promoted to Full Professor in 2019. She has co-ordinated a number of multi-centre research projects, including the EU funded H2020 projects “COLOSSUS” and “GLIOTRAIN”

Image 2: Prof Annette Byrne

Dr Brona Murphy is a senior lecturer and independent PI. In 2019 she was awarded the RCSI President's award for Teaching. She is also an SFI-Stokes lecturer.



Image 3: Dr. Brona Murphy



Dr Triona Ní Chonghaile wins For Women in Science fellowship

by Colm Gorey

23 JUN 2015 1.15K VIEWS

Dr Triona Ní Chonghaile is a lecturer and independent PI within the physiology department. In 2015 she was awarded the L'Oréal-UNESCO for Women in Science Award UK & Ireland.

Image 4: Dr. Triona Ní Chonghaile

Professor Kevin McGuigan is the director of the RCSI Solar Disinfection Research Group. He was awarded the UNESCO International Prize for Research in the Life Sciences in 2019 and co-ordinates two EU Horizon 2020 projects (WATERPOUTT, PANIWATER).



Image 5: Prof. Kevin McGuigan

To help capture an understanding of the visibility of these and other role models within the department, we asked staff if there are role models at RCSI they can identify with. The responses to this question were mixed.

	%M	%F	%A&R	%P&S	RCSI
<i>There are people in the University that I can identify with as role models.</i>	54%	79%	71%	63%	70%

Table 67: EDI Staff Survey 2019

79% of female staff said there were visible role models they could identify with (higher than the average 70% found across RCSI), however in male staff the figure was much lower at only 54%. In order to improve these figures further we are taking action to ensure that all employees are able to identify role models within the department and across the University.

Action point 5.6.7	<p>Update the departmental website to include all staff and updated biographies.</p> <p>Engage with RCSI communications Department to profile male and female academics and male/female-led research findings within the department.</p> <p>Include female role model profile in bi-annual department newsletter.</p> <p>Support female staff to become members of Women on Air (advocacy organisation which promotes female speakers in the media).</p>
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(ii) 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.

Our department is active in education and outreach nationally and internationally, with staff and postgraduate students visiting primary and secondary schools, facilitating on-site visits and participating in events with the local community and our onsite annual Transition Year Science event. We also host international visiting scientists and students.

The EDI survey highlighted that there is a high level of interest in participating in outreach activities (Table 68), and that equal proportions of males and females have participated in outreach activities (Table 69), with the proportion in the department who have participated in outreach (54%M and 54%F) significantly higher than that reported university-wide (29%).

	%M	%F	%A&R	%P&S	%RCSI
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Would you be interested in participating in outreach activities through RCSI?	83%	93%	91%	78%	71%
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Table 68: EDI Staff Survey 2019 – those reporting "yes"

	%M	%F	%A&R	P&S	%RCSI
Have you participated in outreach activities through RCSI?	54%	54%	63%	42%	29%

Table 69: EDI Staff Survey 2019 – those reporting "yes"

While the EDI survey showed that participation in outreach was broadly balanced, our internal data suggests that slightly more females than males participate in outreach (Table 70). This can be addressed by encouraging more male participation in departmental and RCSI outreach events to ensure gender balance (AP5.6.8a).

No of people	2017			2018			2019		
	M	F	%F	M	F	%F	M	F	%F
Public Talks – (includes charity and public/patient engagement events)	8	6	43%	8	9	53%	9	11	55%
Mini Science TY Programme	4	12	75%	5	18	78%	7	15	68%
Secondary school visits (to 5th, 6th year and TY students)	1	4	80%	4	3	43%		5	56%
Tours of labs and research talks given to secondary school students	1	4	80%	5	10	67%	1	5	83%

Table 70: Documented participation of staff and students in outreach activities across the reporting period

In our 1-1 interviews staff were also asked if they took part in outreach activity. Most did, but felt that time and workload were issues in contributing.

"I'd love to do more, but it just adds to my workload" - male academic

"I do a lot of outreach as it's core to my work" – male academic

"I get to do the organising but not really participate" – female PMSS

"I have done so much outreach over the years [details programmes] – it's time consuming but worth it" – female academic

Below are some snapshots of the variety of outreach activities that took place between 2017 and 2019.



Image 6: Fund raising for the Irish Cancer Society and brain tumor ireland.



Image 7: Dr. Orlaith Brennan and Dr. Jaideep Kesavan duing school visit (Stepaside).



Image 8: School Visits on and off Campus: Students from Lusk National School (l) and Oaklands Secondary School, Edenderry (r) visited RCSI

Below are a number of videos that were produced 'in house' to explain the research that is ongoing in the Centre for Systems Medicine. These are disseminated on our social media platforms during Science Week and Cancer Awareness Week. Link to the channel is below.

<https://www.youtube.com/watch?v=9lw0qQGydWs&list=PLw7g80hfJAu6shzXLzvQky0y-TTqsl05g&index=10>

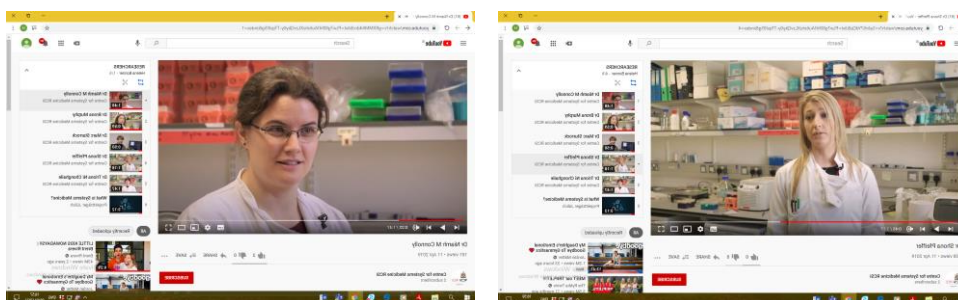


Image 9: Dr. Niamh Connolly and Dr. Shona Pfeiffer promotional YouTube videos.

For some more information on the outreach activities refer to the designated outreach pages in the links below

<https://www.systemsmedicineireland.ie/education-and-outreach-2/>

<https://www.futureneurocentre.ie/engagement/>

Action point 5.6.8a	Encourage more male participation in departmental and RCSI outreach events to ensure gender balance.
Action point 5.6.8b	Develop beacon project in partnership with three Athena SWAN department award holders/applicants within RCSI (School of Pharmacy and Biomolecular Science; Department of Anatomy; and Department of Physiology). COVID-19 friendly beacon project (Soapbox @RCSI: Bringing top female academics to talk science with the public on the streets) to provide an opportunity to female researchers to present their research.

Section 5.6: Organisation and Culture - Action Summary	
5.6.1a	Raise awareness and understanding among all departmental staff on Athena SWAN principles and include Athena SWAN as standing agenda item at departmental meetings
5.6.1b	Ensure continuation of virtual departmental meetings / option to participate online, particularly in post-COVID-19 era so that staff who are off-site / in different geographic locations are included in departmental meetings.
5.6.1c	Ensure annual team building away-day for all staff is re-instated post-COVID-19. Launch virtual Coffee-doc mornings for all staff to provide an opportunity for informal social gatherings.
5.6.1d	Promote awareness of EDI staff networks (e.g. EDI, Carers', Pride networks) by advertisement of these events within the department.
5.6.2a	Develop awareness campaign around reporting of unfair behaviour / harassment and its reporting in coordination with HR/EDI.

Section 5.6: Organisation and Culture - Action Summary	
5.6.2b	<p>Require two female and two male staff member to attend disclosure training and raise awareness of internal complain system as required.</p> <p>Highlight institutional protected disclosure mechanisms to all staff.</p> <p>One male and one female member of staff to participate in new working group to develop RCSI anonymous online report and support mechanisms.</p>
5.6.2c	<p>Use departmental meetings to inform staff of existing and new HR policies.</p> <p>Advocate for departmental representative on Institutional policy review group who relays updates to the department.</p> <p>Ensure balanced representation of male and female staff on internal committees.</p>
5.6.3a	Ensure balanced representation of male and female staff on committees external to department but internal to RCSI.
5.6.3b	<p>Promote open calls for committee membership at departmental level meetings.</p> <p>Develop proposal for open calls / nomination process for committee members and submit to the Dean for consideration.</p>
5.6.3c	The department will adopt a Gender Equality on Committees Policy to ensure 40% representation of both genders on any Committees, Board, and Panels that comprise more than 5 people.
5.6.3d	Ensure all staff are made aware of opportunities to participate in external Committees through departmental meetings.
5.6.4a	Encourage and highlight staff networking opportunities relevant to professional staff.
5.6.4b	Promote workload allocation principles for line managers and staff in conjunction with HR.
5.6.5a	Ensure all managers / PIs use the PDP process to discuss workload (see 5.3.2b).
5.6.5b	Promote implementation of core hours of 10am - 4pm for departmental meetings.
5.6.6a	<p>Move weekly departmental meeting from 9am to 11.30am.</p> <p>Implement a minimum notice period for planned departmental meetings (2 weeks).</p>
5.6.6b	Update the departmental website to include all staff and updated biographies.
5.6.7	<p>Engage with RCSI Communications Department to profile male and female academics and male- and female-led research findings within the department.</p> <p>Include female role model profile in bi-annual department newsletter.</p>

Section 5.6: Organisation and Culture - Action Summary	
	Support female staff to become members of Women on Air (advocacy organisation which promotes female speakers in the media).
5.6.8a	Encourage more male participation in departmental and RCSI outreach events to ensure gender balance.
5.6.8b	Develop beacon project in partnership with three Athena SWAN department award holders/applicants within RCSI (School of Pharmacy and Biomolecular Science; Department of Anatomy; and Department of Physiology). COVID-19 friendly beacon project (Soapbox @RCSI: Bringing top female academics to talk science with the public on the streets) to provide an opportunity to female researchers to present their research.

7. FURTHER INFORMATION

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

Please comment here on any other elements that are relevant to the application.

N/A

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.




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LANDSCAPE PAGE

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APPENDIX A

LIST OF SUPPORTS PROVIDED BY RCSI OFFICE OF RESEARCH AND INNOVATION FOR RESEARCH STAFF SEEKING RESEARCH FUNDING.

1. Resources to help researchers identify funding opportunities:

- RESEARCHconnect online tool.
- Opportunities most relevant to RCSI: <https://staff.rcsi.ie/research-and-innovation/funding-opportunities>.
- Notification (general and targeted) of new funding opportunities with distilled information.
- Collaborate Bulletin
- 1-2-1 funding and planning meetings.

2. A **Research Information Management System** (RIMS) helps researchers manage the grant application process from intent stage to award, registration and management phase.

3. Standard supports provided by Office of Research and Innovation (ORI) **Grant Application Support Team** (GAST) also include:

- a. General advice, eligibility checks
- b. Budget advice, approval & templates
- c. Interpreting guidelines, navigating grant e-systems, grant agency liaison
- d. Provision of institutional support documentation and sign-off
- e. Grant writing workshop.

4. Bespoke support provided by the GAST to priority proposals includes:
 - a. Proposal planning, information sessions
 - b. Identifying additional supports (e.g. consultants, financial support)
 - c. Advice on ethics, GDPR, budget, impact, Open Science, data management, gender, dissemination, communication, exploitation, management, PPI.
 - d. Reviewing proposals (internal & external)
 - e. Alignment with policy/strategy/existing projects
 - f. Writing elements of proposals, provision of institutional metrics
 - g. Letters of support/commitment
 - h. Mock interviews/site visits as required.
5. **ORI Innovation Team:** Support IP identification, protection and commercialisation; support and negotiate industry engagement.
6. **Sponsorship Office:** Reviews plans for clinical research including risk assessment, sustainability, costing, regulatory compliance, risk mitigation and oversight.
7. **Contracts Team:** Support, advice and negotiation of agreements (funding, collaboration, consortium, clinical trial, IP, data sharing & processing, mobility agreements, MTAs and NDAs) and insurance.
8. **Data Science Centre:** Biostatistics, bioinformatics, epidemiology, study design, grant application preparation and data management.
9. **Finance Team:** Budget review and financial provisions.
10. **HR Team:** Salary advice and mobility arrangements.



RCSI Department of Physiology and Medical Physics – Athena SWAN ACTION PLAN 2020 – 2024

Action	Rationale and Issue Identified	Actions	Time Frame	Responsibility	Accountable	Success Measures and Outcomes
2. Description of the Department						
2.1.1	Discipline-specific staff gender profile data are not available in Ireland.	Instigate an academic and research staff gender census with other Physiology or discipline related departments in Ireland for the purposes of benchmarking.	Contact Departments in Q2 2021 Completion of data determined by feasibility for other Physiology/ Physiology-related departments (Q4 2022)	Data workstream lead, Peer Physiology / discipline-related department leads	HoD, SAT Champions, HR	Benchmarking data are received from other Physiology / discipline-related departments in Ireland and compared to the department.
3. The Self-assessment process						
3.1.1	To ensure work invested by SAT members is recognised during promotion process.	Liaise with HR to promote recognition of SAT activity in professional development planning (PDP) and in academic promotions.	Liaise with HR Q3 2021. Feedback following promotions rounds in Q3 and Q4 collected annually during PDP process Q4	Athena SWAN champions, Implementation workstream lead	HR, HoD	Approval from HR to include Athena SWAN criteria in PDP form. All department managers consider contributions to SAT as part of the PDP and promotions processes.
Account of the self-assessment process						

3.2.1	To help determine whether we meet targets set in our Action Plans.	Encourage and promote institutional EDI Staff / Student Survey in the department annually to track the impact of our actions.	Annually in Q4	Quality enhancement office (QEO), Equality Diversity & Inclusion Unit (EDI Unit)	Governance workstream lead, HoD	>80% response rate in EDI staff survey.
3.2.2a	To understand impact of implemented action plan and to further identify shortcomings/areas for improvement.	Repeat qualitative research (e.g. focus groups or 1-to-1 interviews) bi-annually.	Annually Q2	RCSI Athena SWAN Project Officer (neutral party)	Governance workstream lead	Participation of at least 33% of department.
3.2.2b	During 1-to-1 interviews staff mentioned need for better understanding of Athena SWAN.	Develop and implement dedicated Athena SWAN awareness raising campaign. Mention Athena SWAN objectives/principles during weekly departmental meetings.	2 times (Q4 2020, Q3 2022)	Implementation workstream, Athena SWAN Champions, RCSI Athena SWAN Project Officer	Implementation workstream lead	All staff within department are aware of Athena SWAN and Athena SWAN principles.
Plans for the future of the Self Assessment Team						
3.4.1a	To support implementation of Athena SWAN action plan (2020 – 2024).	Convene SAT 6 times per year.	Q1, Q2, Q4 annually (SAT meetings), Q3 (2022) open call for new members	Athena SWAN Champions	HoD	Athena SWAN governance in place to support Action plan implementation.
3.4.1b	Current SAT is 62% female. Senior female academic staff is underrepresented.	Issue an open call to all department staff to ensure gender balance (minimum 40% female/male) on SAT. Ensure senior female representation on SAT.	Composition of SAT will be assessed in Q4 annually and membership will be adjusted /	Athena SWAN champions, Governance workstream lead	HoD	SAT will include representation from all roles within department and consider gender equality / diversity to ensure balance in

		<p>Issue open call to all department staff to join SAT upon completion of term of existing SAT members. Include criteria which ensures diversity of gender, ethnicity, ability, career stage and caring responsibilities.</p> <p>Ensure one male and one female post-graduate student is represented on the SAT.</p>	rotated from Q1 of the following year.			<p>viewpoints and experience. Female representation will be >40%. Two student members will be included in the SAT.</p>
3.4.1c	SAT requires a tool to track progress and implementation of Athena SWAN action plan.	<p>Develop dashboard and tracker to assess implementation of Athena SWAN action plan.</p> <p>Provide annual progress report, mid-term review and final report to institutional Athena SWAN SAT and SMT.</p>	2021 - 2024 (annually)	Governance workstream lead, HoD	HoD, EDI unit	To meet RCSI institutional Athena SWAN progress reporting requirements and ensure department is on track with Athena SWAN action plan implementation.
4. A picture of the Department						
4.1.4	Post-graduate recruitment, progress and completion is not formally recorded.	Support the SPGS to implement systematic recording of postgraduate recruitment, progress, and completion rates by gender, in line with the institution-wide Athena SWAN action plan.	Once per semester on an annual basis.	SPGS, Education workstream, Departmental Administration, PIs and Line managers	Education workstream lead	Formal recording in the department of post-graduate recruitment.
Academic research staff data						

4.2.1a	Imbalance of female representation at Associate professorial / Professor level (20%).	<p>Departmental support for positive action measures related to the recruitment of females at associate professorial and professorial level (see 5.1.3c).</p> <p>Department-wide encouragement of females to apply for promotion at all grades with support of HoD.</p>	<p>Hold female-only promotions workshops and individual mentoring meetings prior to opening of promotions rounds in Q3 and Q4</p> <p>Feedback on promotions workshop collected in Q4 2021 - 2024</p>	HR, Learning & Development, EDI Unit, HoD, Policy workstream	Athena SWAN Champions, Policy workstream lead, HoD	<p>Positive action measures in place to support the recruitment of female at associate professorial / professorial levels (see 5.1.3c).</p> <p>All female academics understand criteria for promotion to Associate professor / Professor level.</p> <p>All female academic staff report they have the training and mentoring they need to meet to meet the criteria for promotion.</p> <p>At departmental level 100% of eligible female applicants are supported to apply for promotion (see section on promotion 5.3).</p>
4.2.1b	Low representation of males in professional support roles (15%).	Assess gender balance of those applying for professional support roles.	Starting Q1 2022, review annually.	HR, Communications workstream	HoD, Communications workstream lead	<p>Formal recordings of applications by gender.</p> <p>By 2024, aim to have male representation of</p>

		<p>Ensure 40% male representation on interview panels.</p> <p>Ensure positive action around recruiting men to professional support roles for any posts generated as part of new grant funding (highlight flexible working options for male staff).</p>				<p>up to 20% of the professional support roles.</p> <p>All PSS job advertisements include a supporting statement to encourage male applicants.</p>
5. Supporting and Advancing Careers						
5.1 Key career transition points						
Recruitment						
5.1.1a	One male was recruited in 2017. No females or males were recruited to academic posts between 2018 – 2019.	Ensure all future recruitment campaigns are gender balanced in terms of shortlisting and interview.	Subject to role availability	HoD, HR	HoD	By 2024 ensure 50 / 50 gender balance in all appointments.
5.1.1b	Only 62% of men and 54% of women completed online unconscious bias training.	<p>Ensure all staff complete mandatory online unconscious bias training and refresh it annually.</p> <p>All new starters to take online training within first month in department.</p> <p>Require members of recruitment panels specifically and encourage all other staff</p>	<p>Q1 2021 annually</p> <p>At onboarding</p>	Education workstream, Policy workstream, HR Learning & Development	Education workstream lead	100% staff have completed training.

		to attend classroom-based unconscious bias training.				
5.1.1c	In line with RCSI representation on committees policy 2018 gender equality focal person is required on interview panels.	Appoint one member of the recruitment panel as the gender equality focal person.	Ongoing from the next department interview panel.	HoD, HR	Policy workstream lead, HoD	Gender equality focal person established on each interview panel.
5.1.1d	In line with RCSI representation on committees policy 2018 a minimum 40% female representation is required on interview panels.	Ensure 40% female representation on interview panels.	Ongoing from the next department interview panel.	HoD, HR	Policy workstream lead, HoD	40% female representation on interview panels.
Induction						
5.1.2a	70% male and 63% female attended central induction.	Promote induction to all new starters via dedicated departmental e-mail and reminders at departmental introduction meetings.	On onboarding (monthly)	Communications workstream	HoD, Communications workstream lead	90% completion on central induction.
5.1.2b	Lack of awareness of departmental supports for new starters (50% females report informal induction vs 92% male).	Create dedicated departmental induction handbook for all new starters.	Q1 2021	Communications workstream	Communications workstream lead, department administrative and operational manager.	100% of new starters are aware of departmental supports.
Promotions						

5.1.3a	No female or male promotions in 2017, one female promotion at senior lecturer and one at professorial level in 2018 and 2019.	Increase number of female staff applying for promotion by 100%.	Q4 2024	HoD, HR	HoD	All eligible female staff have the opportunity to apply for promotion.
5.1.3b	Low number of promotion applications in the last 3 years.	Support the advancement of female academic staff through the introduction of a dedicated departmental mentoring programme.	<p>The design a mentoring system for existing and new junior staff will begin Q4 2021.</p> <p>Start of implementation Q2 2022.</p> <p>Review of process in Q2 2024</p>	Departmental administrator, Implementation workstream	Implementation workstream lead, HoD	All junior staff expressing an interest in receiving mentorship have been paired with a more senior mentor. After review of process in 2024, >80% of mentees express satisfaction with mentorship.
5.1.3c	Continue to ensure full awareness of promotion / progression processes among all female staff and managers within the department.	<p>Increase awareness of promotion/progression processes, through use of diverse media; to clarify how various activities contribute to successful promotion.</p> <ul style="list-style-type: none"> - Department provides an annual promotions workshop, in addition to University workshops. - Department provides feedback on proposals, 	Begin Q1 2021 (annually)	Communications workstream, HR	Communications workstream lead, HoD	All female staff and managers are aware of promotion / progression processes of result of annual awareness raising campaign.

		<p>and full draft applications at two stages.</p> <ul style="list-style-type: none"> - Department will enhance their website to create a comprehensive resource outlining promotion/progression opportunities and processes; signposted by social media, internal newsletters, email and mandatory promotion/progression discussion at PDP. 				
5.1.3d	Low number of promotion applications in the last 3 years.	Develop communications strategy to familiarise staff with supports available for career-breaks and how these are handled in the promotions process.	<p>Begin Q1 2022</p> <p>Review Q1 2024</p>	Communications workstream, HR	Communications workstream lead	<p>Communications strategy developed.</p> <p>All staff are aware of career break supports and how these are handled in the promotions process.</p>
5.1.3e	Only 22% male and 27% female use PDP process to discuss promotion opportunities.	Promote and support staff to attend HR-run training sessions. Encourage managers to use PDP as a tool to actively support career aspirations of junior staff.	Begin Q1 2021	Education workstream, HR, Managers	Managers, HoD	>50% of males and females use PDP to discuss promotional opportunities.

5.1.3f	Impact of COVID-19 on future promotions is not yet apparent / see also 5.3.3.	Monitor impact of COVID-19 on promotions to ensure female staff are not penalised for additional teaching/administrative work incurred during COVID-19.	Q3 2020 onwards	Education workstream, HR, Managers	HoD	Impact of COVID-19 is included in applications for promotions and considered by promotions assessment panels.
5.3 Career development						
5.3.1a	60% of male and 86% of female are aware of upcoming training events.	Ensure all staff are aware of upcoming training events by listing same at departmental meetings.	Starting Q1 2021	HR, Learning & Development, Education workstream	Education workstream lead, HoD	>90% of all staff are aware of training events.
5.3.1b	The proportion (50% male and 29% female) of staff discussing specific training plans as part of the PDP is low.	Ensure managers encourage female staff to agree specific training objectives as part of the PDP process.	Training uptake to be reviewed Q1 (when PDP commences) and Q4 (end of PDP cycle) annually	HoD and Line-managers	Education workstream lead	>90% of staff include and complete training objectives as part of PDP.
5.3.1c	Currently, 67% of staff who complete training are female (see Table 36).	<p>Continue to monitor uptake of training by gender over the next three years to increase uptake by gender with particular focus on the impact of COVID-19.</p> <p>Encourage male participation (e.g. poster campaign, inclusion in newsletter and departmental meetings).</p> <p>Where possible, record future departmental training events</p>	Training uptake to be reviewed Q2 annually	Learning & Development, Education workstream, Data workstream	Education workstream lead, HoD	<p>Increase male participation in training by 20% and maintain strong female participation in training.</p> <p>Departmental repository for recorded online training made available to all staff.</p>

		to support staff who are unable to attend / promote flexibility.				
5.3.2a	PDP is held three times per year and provides an opportunity to plan and review objectives. PDP uptake (47% male and 57% female) is lower within the department than at the University level (69%). Staff report that unless PDP is driven by individual managers / PIs uptake is low.	Encourage participation of the PDP process through dedicated PDP training for managers at departmental level. HoD issues annual reminders to managers and PIs to complete PDP with all staff.	PDP uptake to be reviewed in Q4 2022	HoD and Line-managers, Communications workstream, HR, Data workstream	Communications workstream lead	All managers/PIs complete dedicated PDP training. >90% of staff complete PDP.
5.3.2b	Work-life balance (14% male and 17% female) or workload (38% male and 17% female) are not routinely discussed at PDP.	Liaise with HR to improve PDP form to include a section on work-life balance and workload.	Document developed in 2021. Implemented in 2022. Evaluated in 2023 EDI Staff Survey and 1-to-1 interviews.	Communication workstream, HR, EDI Unit HoD and Line-managers to implement. QEO and Athena SWAN project Officer to conduct evaluation.	Athena SWAN Champions, HoD	100% of staff discuss work-life balance and workload with managers as part of PDP process.
5.3.3a	Male academics reported less concern about the effect of	Monitor the gendered effect of COVID-19 on departmental	Analyse data in Q2 annually to end 2024	Data workstream, Implementation workstream	Data workstream lead	Complete and share reports on the effects of COVID-19 on PI output

	COVID-19 on their career (section 5.3).	publications and funding over the next two years.				by gender with HR, Academic Promotions Board and Office of Research and Innovation (ORI). Ensure HoD, managers and PIs consider impact of COVID-19 on publications and funding as part of PDP (see action 5.1.3e).
5.3.3b	Academics with caring duties appear more concerned about the effect of COVID-19 on their career.	Liaise with HR to agree supports for staff with caring duties, including considerations being given to those with caring duties as part of the PDP process, and provide a departmental information pack on supports available.	Start Q3 2021	HR, Implementation workstream	Implementation workstream lead, HoD, Line managers	Departmental information pack for staff with caring duties developed/disseminated.
5.3.3c	50% of male and 56% female researchers were satisfied with their opportunities to discuss career progression.	Ensure all managers/PIs fully understand and apply the RCSI Researcher Career and Development Framework. Career progression for researchers is discussed in all PDP review meetings.	Start Q3 2020	PIs, Office of Research and Innovation (ORI), Education workstream	Education workstream Lead, HoD	100% of male and female researchers a satisfied with their opportunities to discuss career progression.
5.3.4	Need to support postgraduate researchers in	Undertake training needs assessment of postgraduate researchers to identify	Annually	PIs, SPGS, Education workstream	Education workstream lead	One dedicated career development training offered to department

	transition to sustainable academic careers.	departmental training opportunities supplementary to those provided by School of Postgraduate Studies (SPGS).				postgraduate researchers per annum.
5.3.5a	64% of male and 57% of females are satisfied with the support in applying for research funding.	Invite ORI to host a workshop to highlight the full range of supports available for staff applying for research funding.	Annual, commencing Q3 2021	ORI, Implementation workstream	Implementation workstream lead	>75% staff report satisfaction in the support for applying for research funding.
5.3.5b	Male academics had greater success with funding applications in 2017 and 2019 (see Figure 12).	Collect and analyse grant funding data including rate of success and amount by gender. Develop departmental level peer review mechanism to help increase the proportion of female academics applying for funding.	Annual, commencing Q4 2020	Data workstream, ORI	Data workstream lead	Annual reports on funding success analysed by gender included in the annual departmental reports. Increase the proportion of female-led successful funding applications by 5% by 2024 (average success rate of funding is approximately 10% according to ORI).
5.5 Flexible working and managing career breaks						
5.5.1a	43% of female staff indicated they did not feel supported before taking leave.	Develop department level formal transition and handover procedures for family leave. Develop/roll out fact sheet to highlight family leave procedures to line managers and relevant staff.	Guidance developed 2021, implemented Q1 2022.	EDI Unit, HR, Policy workstream	Policy workstream lead	Fact sheet on family leave shared with all managers and staff annually. >90% of family-leave returners report that their department was

						supportive before and upon their return from leave.
5.5.1b	Female staff report lack of support/understanding of impact of fertility treatment.	Ensure all managers understand the time required and ensure flexibility for female staff undertaking IVF or other fertility treatments through information on staff portal and department level briefing. Create a culture whereby female staff are comfortable discussing fertility challenges and treatment with line managers.	Q1 2022	Communications workstream, EDI Unit, Departmental administrator and operations manager	Communications workstream lead, HoD	Increased awareness by line managers and PIs of impact of fertility treatment. Female staff are effectively supported/provided flexibility to support treatment.
5.5.2	50% male and 57% female report keep-in-touch arrangements during leave.	Define keep-in-touch (KIT) days for managers and PIs and provide optional KIT days to staff going on family leave (ensure KIT is voluntary as not all staff will wish to avail of same).	Q3 2021	Managers, PIs, HR, Policy workstream	Policy workstream lead	KIT days defined for all managers and PIs. Staff who wish to avail of KIT days have the option (not mandatory).
5.5.3a	50% male and 57% female staff felt unsupported on their return from family leave.	Encourage participation in Parents and Carers Network to ensure regular and frequent support for new parents. Create parental buddy scheme within the department for new parents.	Parents and Carers Network meets three times annually Subject to demand – six month	EDI Unit, Line managers, Policy workstream	Policy workstream lead, HoD	>90% of family-leave returners report that their department was supportive upon their return from family leave. All staff returning from family leave are partnered with a buddy (fellow parent) within RCSI.

			commitment with monthly check-ins			
5.5.3b	Uptake of resources such as breastfeeding rooms is low due to a lack of awareness of this and other services available.	Develop/launch a campaign to establish the department as a breast feeding supportive environment. Ensure all new starters and managers are aware of breast feeding room locations. Include note on breastfeeding rooms in departmental Induction pack.	Q3 2021 Induction pack to be updated Q2 2021.	Communications workstream, EDI Unit, Departmental administrator and operations manager	Communications workstream lead, HoD	All new starters and managers are aware of location of breastfeeding rooms and recognise department as a breast feeding friendly environment.
5.5.4	Uptake of resources such as Mumager are low due to a lack of awareness of this and other services available.	Develop departmental Return-to-Work handbook for staff returning from maternity leave - highlight to line managers and relevant staff Include note on Mumager in departmental Induction pack.	Guidance developed 2022, implemented Q1 2023	HR, EDI Unit, Policy workstream	Policy workstream lead	All staff returning from maternity leave complete the Mumager programme. Improved awareness of availability of return to work support for line managers and family-leave returners.
5.5.5	2 paternity leaves and 3 parental leave periods (all female taken between 2017 – 2019).	Increase awareness of paternity leave entitlements with managers and PIs to ensure male staff take full paternity leave complement. Increase awareness of paternal leave entitlements with managers and PIs to ensure all staff have the opportunity to	Q1 2022	Managers, PIs, HR, Policy workstream	Policy workstream lead, HoD	All managers and PIs are aware of paternity and parental leave entitlements and support staff to take same. All staff are aware of paternity and parental entitlements and have

		take parental leave as required. Share information on RCSI New Fathers Network with all male staff returning from paternity leave.				the opportunity to take same as required. All male staff returning from paternity leave have the opportunity to join the New Fathers network.
5.5.6a	38% male and 52% of female have availed of flexible working.	Encourage discussion of guidelines for flexible working options in PDP check-list and liaise with HR (subject to availability of new post-COVID-19 RCSI institutional flexible working policy).	Guidance developed in 2021. Implemented in 2022. Evaluated in 2023 EDI Staff Survey and 1-to-1 interviews.	HR, Policy workstream, Communications workstream, HoD, Line managers	Communications workstream lead	>75% of staff able to access some form of flexible working. 100% of staff aware of flexible working options available to them.
5.5.6b	Satisfaction with work-life balance is as low as 54% within some staff groups. To improve this it is necessary to know what staff consider important.	Undertake annual survey of work-life balance by gender. Produce report to identify relevant actions.	Annual survey in Q4 Report in Q4 2023	QEO, EDI Unit, HoD, Line managers, Policy workstream, Data workstream	Data workstream lead	Increase work-life balance satisfaction on EDI survey to >75%. Identification of particular staff groups who report low satisfaction.
5.6 Organisation and culture						
5.6.1a	75% male and 83% female report a good understanding of the Athena SWAN principals.	By including Athena SWAN as standing agenda item at departmental meetings raise awareness and understanding	Start Q2 2021	Communications workstream, HoD	Communications workstream lead	100% of male and female staff report a good understanding of the Athena SWAN principles.

		among all departmental staff on Athena SWAN principles				
5.6.1b	Staff report lack of inclusion in cross-departmental actions / initiatives (see page 56).	Ensure continuation of virtual departmental meetings / option to participate online, particularly in post-COVID-19 era so that staff who are off-site / in different geographic locations are included in departmental meetings.	Q3 starting 2020	Communications workstream, HoD	Communications workstream lead	All staff report a more inclusive culture within the department by 2024 (tracked annually in empirical data).
5.6.1c	Staff report fragmentation within the department based on area of research or geographic location.	Ensure annual team building away-day for all staff is re-instated post-COVID-19. Launch virtual Coffee-doc mornings for all staff to provide an opportunity for informal social gatherings.	Q3 2023 Monthly from October 2020	Communications workstream, Administrative operation manager	Communications workstream lead, HoD	Department is fully integrated and staff report a greater sense of inclusion (tracked annually in empirical data).
5.6.1d	Lack of awareness of EDI staff networks in college and department.	Promote awareness of EDI staff networks (e.g. EDI, Carers', Pride networks) by advertisement of these events within the department.	Start Q2 2021	Communications workstream, Education workstream, EDI	Communications workstream lead	>80% of staff report knowledge of events 25% increase in participation by staff and students in EDI network event.
HR policies						
5.6.2a	Staff awareness of how to report unfair behaviour is 18% amongst female staff and 42% amongst male staff.	Develop awareness campaign around reporting of unfair behaviour / harassment and its reporting in coordination with HR/EDI.	Start Q1 2021	EDI Unit, HR, Policy workstream, Communications workstream	Communications workstream lead	100% of staff aware of institutional reporting policy and process.

5.6.2b	36% of female and 58% male staff are comfortable reporting unfair treatment. 39% female and 70% male report that they would be comfortable reporting if they witnessed unfair behaviour.	<p>Require two female and two male staff members to attend disclosure training and raise awareness of internal complain system as required.</p> <p>Highlight institutional protected disclosure mechanisms to all staff.</p> <p>One male and one female member of staff to participate in new working group to develop RCSI anonymous online report and support mechanisms.</p>	<p>Q2 2022</p> <p>Q4 2020</p>	HoD, HR, Policy workstream	Policy workstream lead	<p>Two female and two male staff member have attended training and act as staff liaison for departmental disclosures.</p> <p>Increase % of female staff who report they would be comfortable reporting in annual EDI survey.</p> <p>80% of staff report that they are comfortable reporting unfair treatment (based on feedback on annual survey).</p> <p>Two department staff participate in the development of new report and support mechanisms.</p>
5.6.2c	In 1-to-1 interviews staff indicated confusion on where to source important information on policies and procedures (Staff portal, WorkVivo,	<p>Use departmental meetings to inform staff of existing and new HR policies.</p> <p>Advocate for departmental representative on Institutional policy review group who relays updates to the department.</p>	Start Q1 2021	HoD, HR, Policy workstream, Communications workstream	Communications workstream lead	<p>All staff are aware of any existing and new HR policies.</p> <p>One member of staff participates in the Institutional policy review group.</p>

	emails from management, etc).					
Representation of men and women at committees						
5.6.3a	From 2017 - 2019 female staff consistently reported higher representation on internal departmental committees (see page 61).	Ensure balanced representation of male and female staff on internal committees.	Q2 2021 (membership is set at 2 years in duration)	Policy workstream, HoD	Policy workstream lead	50 / 50 representation of male and female staff on internal committees.
5.6.3b	By 2019 gender balance on committees external to department but internal to RCSI is balanced (50%).	Ensure balanced representation of male and female staff on committees external to department but internal to RCSI. Promote open calls for committee membership at departmental level meetings.	Q3 2020 Monthly	Policy workstream, HoD	Policy workstream lead	50 / 50 representation of male and female staff on committees external to department but internal to RCSI.
5.6.3c	RCSI does not currently have an open call process for committee membership.	Develop proposal for open calls / nomination process for committee members and submit to the Dean for consideration.	Q4 2021	Policy workstream, HoD, Athena SWAN Champions	HoD	Greater transparency in committee appointments process to ensure female staff have an equal opportunity to participate on influential RCSI committees.
5.6.3d	RCSI has a Gender Equality on Committees Policy which requires a minimum of 40% male	The department will adopt a Gender Equality on Committees Policy to ensure 40% representation of both genders on any Committees,	Q1 2020	Policy workstream	Policy workstream lead, HoD	Minimum 40% male or female representation on all internal departmental committees.

	or female membership.	Board, and Panels that comprise more than 5 people.				
Participation in influential external committees						
5.6.4a	In 2019 56% of representatives on external committees were females.	Ensure all staff are made aware of opportunities to participate in external Committees through departmental meetings.	Start Q1 2022	HR, Policy workstream	Policy workstream lead	Increase the number of female staff participating in leadership roles, participating in high level RCSI Committees.
5.6.4b	43% of professional staff report that they are satisfied with networking opportunities.	Encourage and highlight staff networking opportunities relevant to professional staff.	Start Q1 2022	HR, Policy workstream	Policy workstream lead	70% of staff report that they are satisfied with networking opportunities.
Workload model						
5.6.5a	36% female and 48% male staff state that the department has a clear and transparent way of allocating workload. There is no formal workload allocation model within RCSI.	Promote workload allocation principles for line managers and staff in conjunction with HR.	Document developed in 2021. Implemented in 2022.	HR, HoD, Policy workstream, Governance workstream	Governance workstream lead	>75% of staff agree there is an active management of workload in the department.
5.6.5b	18% female and 44% male staff report that they used the PDP process to discuss workload.	Include workload into PDP form to ensure all managers / Pls discuss workload (see 5.3.2b).	Start Q1 2021	Governance workstream, HR	Governance workstream lead, HoD	75% of staff use PDP process to discuss workload management (by 2022) and 100% by 2024.
Timing of departmental meetings and social gatherings						
5.6.6a	In 1-to-1 interviews staff indicated difficulty with	Promote implementation of core hours of 10am - 4pm for departmental meetings.	Start Q3 2020	HoD, Implementation workstream	Implementation workstream lead	All staff report that meetings and other events are scheduled to

	managing caring roles and 9am meeting starts or 5pm finishes.	Move weekly departmental meeting from 9am to 11.30am				commence and end at reasonable times within the working day to maximise ability to attend.
5.6.6b	65% female and 45% male staff stage that key staff meetings are planned sufficiently in advance to allow those with caring responsibilities to attend.	Implement a minimum notice period for planned departmental meetings (2 weeks).	Q2 2021	Implementation workstream, Administration & Operational manager	Implementation workstream lead	All departmental and SAT meetings are planned 2 weeks in advance to support those with caring needs.
Visibility of role models						
5.6.7	79% female and 54% male staff report visibility of role models.	<p>Update the departmental website to include all staff and updated biographies.</p> <p>Engage with RCSI Communications Department to profile male and female academics and male- and female-led research findings within the department.</p> <p>Include female role model profile in bi-annual department newsletter.</p> <p>Support female staff to become members of Women on Air (advocacy organisation)</p>	<p>Website will be assessed every quarter and updated as necessary due to staff turnover</p> <p>Annual campaign</p>	Communications workstream, RCSI Communications Dept	Communications workstream lead, HoD	<p>Increased evidence of strong female and male role models within the department.</p> <p>Strong profile developed for female staff internally through Website and newsletter and externally on national media.</p> <p>>90% of male and female staff report awareness of positive role models in the department in EDI staff survey.</p>

		which promotes female speakers in the media).				
Outreach activities						
5.6.8a	More female than male staff participated in outreach (Table 70).	Encourage more male participation in departmental and RCSI outreach events to ensure gender balance.	Q1 2020	Communications workstream	Communications workstream lead	Gender balance in outreach participation.
5.6.8b	<p>Use a beacon event to address the issues highlighted above in relation to female career advancement and enhance women's career in academia.</p> <p>This can be organised together with other departments for optimal use of available resources and best possible impact for the entire RCSI community.</p>	<p>Develop beacon project in partnership with three Athena SWAN department award holders/applicants within RCSI (School of Pharmacy and Biomolecular Science; Department of Anatomy; and Department of Physiology).</p> <p>COVID-19 friendly beacon project (Soapbox @RCSI: Bringing top female academics to talk science with the public on the streets) to provide an opportunity to female researchers to present their research.</p>	Q2 2021 and Q2 2022	Communications workstream, Athena SWAN Champions of three departments involved	HoD in the three departments, RCSI Communications department	20 female academics are provided with an opportunity to publicly present their research and enhance their profiles with the support of a parallel communications strategy.

*Grey shading indicates priority actions.