Department Application

Ireland

Bronze and Silver Award

Dear Dr Hutch,

Thank you for your email requesting additional words on behalf of PBS. I can confirm that an additional 1000 words has been granted for the application to address the recent merger and related data sets of legacy units.

Warmest regards,

Victoria

Dr Victoria Brownlee

Head of Athena SWAN Ireland

Name of institution	Royal College of Surgeons in Ireland (RCSI)	
Department	School of Pharmacy and Biomolecular Sciences	
Focus of department	STEMM x	AHSSBL
Date of application	29th January 2021	
Award Level	Bronze x	Silver
Institution Athena SWAN award	Date: Nov 2018	Level: Bronze
Contact for application Must be based in the department	Dr Annie Curtis (Lead Champion)	
Email	anniecurtis@rcsi.ie	
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Departmental website	https://www.rcsi.com/dublin/about/faculty-of-medicine-and-health-sciences/school-of-pharmacy-and-biomolecular-sciences	

11,275 (word count includes 500 words for impact of COVID and 1000 words for merger as approved by Athena Swan Ireland)

ACRONYMS

Full word/phrase	Abbreviation used
Academic and research	A&R
Advanced Materials and BioEngineering Research	AMBER
School of Biomolecular and Biomedical Science	BBS
Batchelor of Science	BSc
Circa	ca.
Central Admissions Office	CAO
Chief Executive Officer	CEO
Centre for Mastery: Personal, Professional and Academic Success	CoMPPAS
Clinical research fellow	CRF
Equality and diversity	E&D
European Association for Haemophilia and Allied Disorders	EAHAD
Equality, Diversity and Inclusion	EDI
European Research Council	ERC
Female	F
Full-time equivalent	FTE
General Data Protection Regulation	GDPR
Higher education	HE
Higher Education Authority	HEA
Higher Education Institutions	HEI
Head of Department	HoD
Head of School	HoS
Human Resources	HR
Health Service Executive	HSE
Irish Association for Cancer Research	IACR
Irish Network of Healthcare Educators	INHED
International Pharmacy Commencement Programme	IPCP
Irish Research Council	IRC
Institute of Technology Tralee	ITT
Keep in touch	KIT
Lesbian, gay, bisexual, transgender and related communities	LGBT+
Male	M
Department of Molecular and Cellular Therapeutics	MCT
Master in Pharmacy	MPharm
Master of Science	MSc
not available	n.a.
National Pharmacy Internship Programme	NPIP
Office of Research and Innovation	ORI
Professional and support	P&S
School of Pharmacy and Biomolecular Sciences	PBS

Personal Development Planning	PDP
Postdoctoral researcher	PDR
Postgraduate	PG
Posgraduate diploma	PGD
Postgraduate researcher	PGR
Doctor of philosophy	PhD
Principal investigator	PI
Pharmacists in Industry, Education and Regulatory	PIER
Professional, managerial and support staff	PMSS
Pharmaceutical Society of Ireland	PSI
Royal College of Surgeons in Ireland	RCSI
Research fellow	RF
Self-assessment team	SAT
Science Foundation Ireland	SFI
Specific, measurable, achievable, realistic, time-bound	SMART
School of Pharmacy	SoP
Senior postdoc	SPD
School of Postgraduate Studies	SPGS
Senior research fellow	SRF
Strategic Academic Recruitment	StAR
Science, technology, engineering, mathematics and medicine	STEMM
Trinity Centre for Biomedical Engineering	TCBE
University College Cork	UCC
University College Dublin	UCD

Contents

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

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

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

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

January 2021

Dear Dr. Brownlee,

It is my greatest pleasure to present and endorse this application for an Athena Swan Bronze Application by the School of Pharmacy and Biomolecular Science (PBS) at RCSI.

My journey with Athena Swan, began when I was Professor at the School of Pharmacy, Queens University Belfast (QUB). I took on the role of Athena Swan Champion when we applied for a Silver Award in 2014. It was a real privilege to give something back in order to support, encourage and advance the careers of women in (STEMM). Fortunately, we were successful and it was particularly important for me, a working mother, coming from a working class background in Newcastle.

Although my academic journey has been successful, it has not been without challenges. I have experienced first-hand the devastating impact which gender inequality, bias and discrimination has on academia. Given my passion for EDI, I volunteered our department to be one of the first to begin a Bronze Award Application in 2018. However, we were forced to delay for a year due to the merger of the Department of Molecular and Cellular Therapeutics and School of Pharmacy to form a new School of PBS. The Athena Swan process has been a force for good within our newly merged school, not least bringing the two teams together for a common purpose. Our data demonstrate that whilst we are starting from a solid foundation, there are challenges we need to address. Women are well represented at all levels from undergraduate up to senior lecturer, but less so at Professorial level. Therefore we have compiled a set of actions to identify and support those individuals at that critical juncture. We face challenges in terms of administration burden and workload on our academics, and also support around preparing grant applications. Furthermore, COVID-19 has highlighted a whole new set of difficulties, whilst amplifying pre-existing ones. Given my own journey, I am deeply committed to embedding EDI in everything we do to improve culture and workplace practices so that every single member of staff can reach their full potential without impediment or bias.

On behalf of the School, we are fully committed to supporting and implementing the PBS Gender Equality Action Plan 2021-2025. As Head of School, I will ensure that all individuals involved in its implementation are properly resourced, supported and their contributions appropriately acknowledged. I was delighted to serve as Chair of the Self-Assessment Team (SAT), which has demonstrated great character, energy and commitment, and worked so diligently and collaboratively on this application through the SARS-CoV-2 pandemic. The Athena SWAN process was driven by our exceptional Athena SWAN champions Dr. Annie Curtis (lead champion) and Dr. Fiona O'Brien and Prof. Darran O'Connor (co-lead champions). I have no doubt that the SATs commitment and passion will continue and grow even stronger throughout the implementation phase. The information included in this submission (including the qualitative and quantitative data) is honest, accurate and a true representation of the School of Pharmacy and Biomolecular Sciences at RCSI.

Yours sincerely,

T. Robson

Tracy Robson, PhD, Head of School,

2a DESCRIPTION OF THE MERGER

Department of Molecular and Cellular Therapeutics and School of Pharmacy Merger into New School of Pharmacy and Biomolecular Sciences (PBS)
Recommended word count : 1000 | Actual Word Count: 467

Professor Tracy Robson assumed the position of Head of School of Pharmacy (SoP), RCSI on 1st July 2019, merging the SoP with the Department of Molecular and Cellular Therapeutics (MCT) to form a new School. This new School was renamed the **School of Pharmacy and Biomolecular Sciences (PBS)** following wide consultation with staff and senior management. Prof Robson held 1:1 meetings with all staff to identify strengths/ opportunities/issues relating to the merger.

Previously, MCT was governed by an Executive Committee (50%F) comprising of Head of Department (HoD), Academic Administrator (AA), Full Professor [Clinical] (Prof), Associate Professor [Research] (AP) and Laboratory Manager (LM) and 1 x elected academic staff member.

The School of Pharmacy had been governed by a Leadership Team (40%F) consisting of Head of School (HoS), Lead in Education, Lead in Research, Academic Quality and Operations Manager, and Technical and Laboratories Manager.

Both the MCT Executive and the SoP Leadership Team were gender balanced and were dissolved at the end of June 2019.

A new Leadership Team was formed in August 2019. The new School is managed by a Leadership Team consisting of HoS, Deputy Head (Programmes Innovation), Deputy Head (Education), Deputy Head (Research), Head of Academic Operations, Head of Laboratory Operations, Quality and Operations Manager, Academic Staff Representative, and 2 x HoS nominees.

These positions were advertised on the RCSI Staff portal and all were appointed via a competitive interview process (Figure 2).

Changes in positions due to merger

1 x Laboratory technician retired

1 x AP/Principal Investigator (PI) promoted to Deputy Head (Education)

1 x AP and Acting HoS promoted to Deputy Head (Programmes Innovation)

1 x AP/PI promoted to Deputy Head (Research)

1 x Senior Lecturer (SL) in Biochemistry, AA & Vice Dean for Student Support and Development promoted to Head of Academic Operations

1 x LM [MCT & Office of Research and Innovation (ORI)] promoted to Head of Laboratory Operations.

The leadership team consists of 5F and 5M. The HoS appointee's were chosen to ensure complete gender parity.

All staff were invited to a 'strategic away day' in Nov 2019 to facilitate integration and development of a new School strategy centred on growth of education and research programmes.

The merger has created a critical mass of teaching, research and support staff to transform this new School into an international leader in education and research focusing on new medicines and improved delivery of current medicines using personalized approaches. The merger has provided us with the opportunity to successfully respond to national calls with the award of a €7.88M Higher Education Authority Human Capital Initiative grant in Sept 2020. Since the merger PBS staff have been successful in securing €11.9M in external research grant funding during 2020 and has facilitated the promotion of 6 members of staff (all female) (promotions details page 34).

ACTION 1.1.1	Next recruitment round for SOP leadership team will include positive action to include women and also under-represented groups

2b DESCRIPTION OF THE SCHOOL

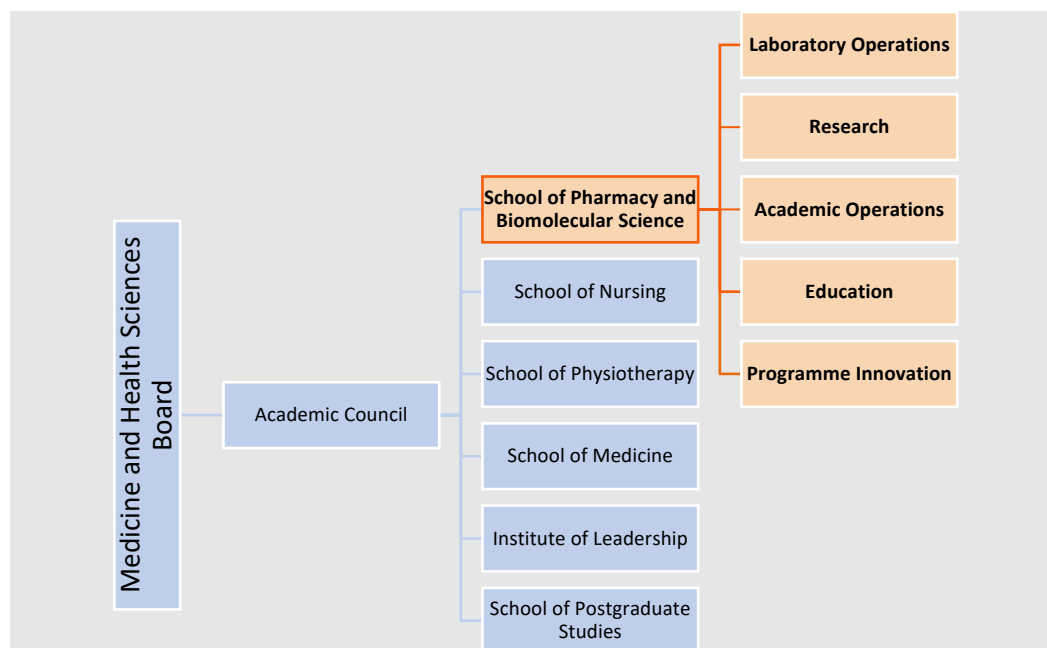Recommended word count: Bronze: 500 words | **Actual Word count: 524**

Figure 1. Organigram of School with RCSI University Faculty structure

PBS is one of 6 Schools/Institutes within RCSI; and second largest after the School of Medicine (Figure 1). PBS staff include graduates in pharmacy, science, biochemistry, biotechnology, with postgraduate qualifications in genetics, cancer biology, immunology and medical education amongst others.

Currently, PBS offers the 5-year, fully-integrated Master in Pharmacy (MPharm) as its principal undergraduate teaching programme and a new dual degree programme, BSc

International Clinical Pharmacy, with Soochow University, China, starting 2020 (no data yet available for section 4.1).

The MPharm replaced a BSc in Pharmacy degree and National Pharmacy Internship Programme (NPIP) which ran from 2009-2020. The MPharm is dedicated to producing pharmacy graduates who possess the knowledge, skills, attitudes and behaviours to meet the Core Competency Framework for pharmacists set out by the Pharmaceutical Society of Ireland (PSI). There are approximately 60 students per year across the first 4 years. (Table 1).

Table 1. 2020 Master of Pharmacy degree students by gender.

MPharm	Male	Female	%F
MPharm Y1-4	70	177	72
Total			**72**

Academic staff in the School also teach into Undergraduate Medicine, Graduate Entry Medicine, Physician Associates, Nursing Postgraduate and Physiotherapy programmes.

Governance Structure
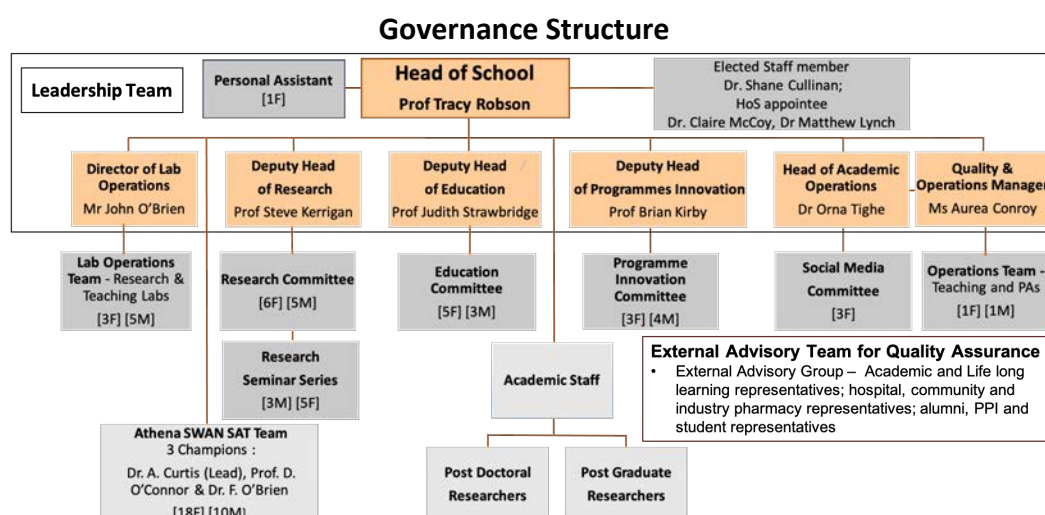
Figure 2. School of Pharmacy and Biomolecular Sciences Organigram

Data

Staff and student data were collected using headcounts and a census date of 31 December in 2017, 2018, and 2019. In some instances, we note data as of April 2020 in our narrative given the establishment of PBS in July 2019 and subsequent recruitments and career progressions and indicated in figures and tables for clarity.

Staff data

PBS is a relatively large school currently consisting of 90 full time staff (50%F) [April 2020]. Our academic and research staff of 50%F, demonstrates a healthy gender balance when

benchmarking against STEM disciplines in the university sector in Ireland, currently at 41%F.[1] Additionally, when compared to UK, PBS is in line and equal to the benchmarks of 46%F and 50%F, for academics in the areas of Biosciences and Pharmacy, respectively.[2] However, there is some disparity in gender balance across each level of staff within PBS (Figure 3).

PBS Academic and Research Staff April 2020

Post Docs (N=23): 47.8%F
Research Fellows/Sen. Post Docs (N=5): 60%F
Lecturer (N=14): 35.7%F
Senior Lecturer (N=12): 83.3%F
Associate Professor (N=9): 33.3%F
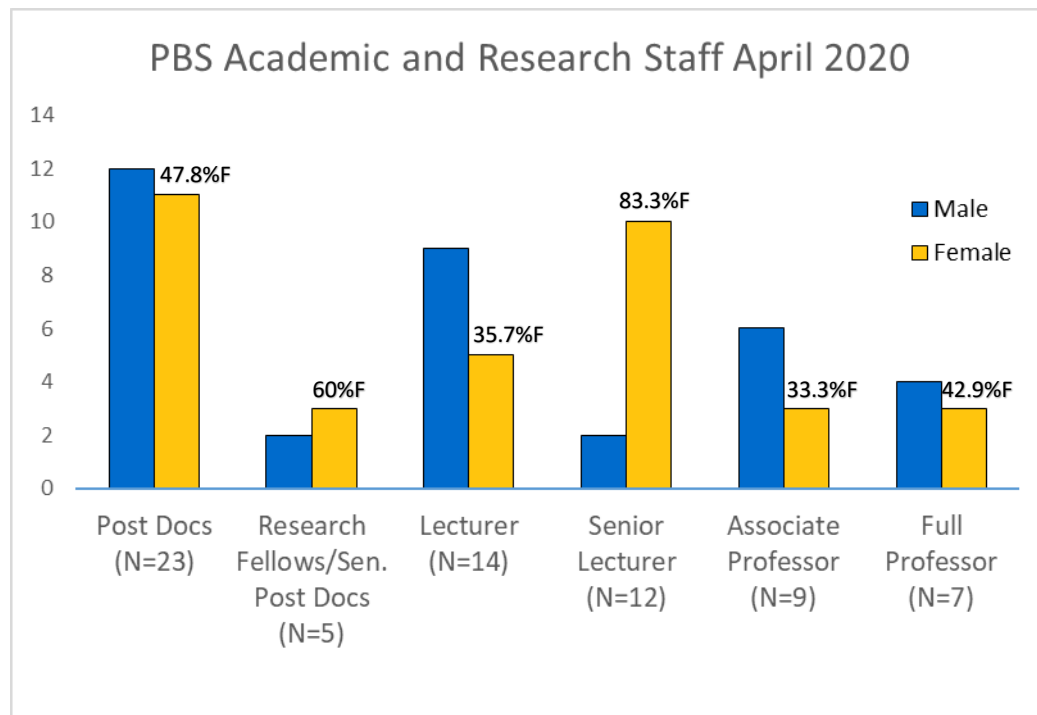Full Professor (N=7): 42.9%F

Figure 3. PBS academic and research staff (full-time) by gender April 2020. Gender imbalance at SL and AP level discussed page 30 and addressed with Action 4.2.1

There are 10 part-time staff within PBS (70%F), 1F, 2M (Professor [P], 0.5FTE), 1F (Senior Lecturer[SL], 0.5FTE), 2F (Practice Educator (PE), 0.5FTE), 1F (Research Assistant (RA), 0.3FTE), 1M (Chair Cardiovascular Research, 0.2FTE), 1F (Clinical Geneticist, 0.2FTE), 1F (Research Nurse, 0.85FTE).

Research group size varies, with two large groups (approx. 20 researchers) and the remainder with smaller groups (approx. 7 - 12 researchers). PBS research staff supervised 94 undergraduate research projects during the summer of 2019. 3 female academic staff members are teaching focused and they carry significant University-wide administrative loads; consideration is given at academic promotion to staff who are teaching focused but also deliver pedagogical research outputs (see **Action 5.1.3D**). Our research themes are included in Table 2:

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[1] Higher Education Authority, Higher Education Institutional Staff Profiles by Gender, July 2018, page 5

[2] Advance HE, Equality in higher education: statistical report 2018, Table 4.13, page 218.

Table 2: 2020 Research themes within PBS

PBS Research Themes
Chemistry and Pharmaceutical Sciences
Vascular Biology
Cancer
Health Professions Education
Biomaterials and Regenerative Medicine
Population Health and Health Services
Immunity, Infection and Inflammation
Neurological and Psychiatric Disorders

There are professional and support staff in the department. This includes a Head of Operations (1M), four Senior Technicians and two Technicians (2F, 4M), seven RAs (3F, 4M) and six Administrative staff (5F, 1M).

Table 3. 2020 professional and support staff by gender

Job role	Male	Female	%F
Professional and Support	10	10	50%
Total			**50%**

Student data

There are 14 male and 36 female postgraduate research students (PGR) supervised by staff in our school. This is significantly above the national benchmark of 53%[3]

Table 4. 2020 postgraduate researchers by gender

Student role	Male	Female	%F
Postgraduate research students	14	36	72%
Total			**72%**

3. THE SELF-ASSESSMENT PROCESS
Recommended word count: Bronze: 1000 words | **Actual Word count: 1026**

(i) A description of the self-assessment team
MCT formed a SAT in October 2018 to compile a draft application for Bronze submission and met 6 times between November 2018 and June 2019. Following the merger, the MCT

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[3] Higher Education Authority, 2018/19 Postgraduate Student Demographics

SAT was expanded to include representation across the whole School. Similar to the MCT SAT formation, all members of staff/researchers and PGR students were invited to volunteer to serve on the committee by the HoS. A third Athena SWAN champion from the former SoP was also recruited.

The PBS SAT was formally established in September 2019, chaired by the HoS. Membership is for a period of two years. In September 2019, the HoS met with the Athena SWAN Champions, Annie Curtis (lead champion), Darran O' Connor and Fiona O' Brien (co-leads) and the Athena SWAN Project Officer, Sarah Fink to discuss our Bronze submission.

Table 5. Membership of Athena SWAN Self-Assessment Team PBS. Roles as of April 2020.

	SAT Member	Gender	Role in School
WORK-STREAM 1 – GOVERNANCE			
1	Dr Jennifer Dowling (LEAD)	F	Senior Postdoctoral Researcher and Honorary Lecturer Immunology
2	Ms Anne Grady	F	Administrator to Head of School
3	Dr Alice Holton	F	Lecturer in Pharmacy, Population and Health Services
4	Dr Cian O' Leary	M	Lecturer in Pharmacy and PI Biomaterials and Regenerative Medicine
5	Dr Orna Tighe	F	Head of Academic Operations, Senior Lecturer in Biochemistry
WORK-STREAM 2 – DATA			
6	Dr Ingmar Schoen (LEAD)	M	StAR Research Lecturer and PI Vascular Biology
7	Prof Dermot Cox	M	Associate Professor Pharmacology and Nursing
8	Ms Soracha Ward	F	Final year Postgraduate student Vascular Biology
9	Dr Sarinj Fattah	F	Postdoctoral Researcher Pharmacy
10	Mr Luis Soriano	M	Postgraduate Student Biomaterials and Regenerative Medicine
WORK-STREAM 3 – EDUCATION			
11	Dr Jamie O' Sullivan (LEAD)	F	StAR Research Lecturer and PI Vascular Biology
12	Dr Gillian Moore	F	Postdoctoral Researcher Cancer Biology
13	Dr Sarah O' Neill	F	Senior Lecturer
14	Prof Steve Kerrigan	M	Deputy Head (Research), Associate Professor Pharmacology and PI Cardiovascular Infection
WORK-STREAM 4 – COMMUNICATIONS			
15	Dr Annie Curtis (LEAD) and Athena SWAN Lead Champion	F	StAR Research Lecturer and PI Circadian Biology

	SAT Member	Gender	Role in School
16	Ms Olwen Foley	F	Coordinator: Teaching and Laboratory Services
17	Dr Michelle Flood	F	Lecturer Pharmacy
18	Ms Melanie Healy	F	Coordinator: Operations
WORK-STREAM 5 – POLICY			
19	Dr Judith Coppinger (LEAD)	F	Lecturer and PI Respiratory Pharmacology
20	Dr Joan Ni Gabhainn	F	Lecturer and PI Ocular Immunology Group
21	Dr Cormac McDonnell	M	Postdoctoral Researcher Vascular Biology
22	Mr Conor Duffy	M	Postgraduate student Immunology
23	Dr Cathal Cadogan	M	Lecturer Pharmacy Practice and PI Pharmacy
WORK-STREAM 6 – IMPLEMENTATION			
24	Dr Sudipto Das (LEAD)	M	StAR Research Lecturer and PI Cancer Biology and Epigenetics.
25	Prof Darran O' Connor Athena SWAN Champion	M	Professor and PI Cancer Biology
26	Mr John O'Brien	M	Head of Laboratory Operations
27	Prof Tracy Robson (HoS and CHAIR)	F	Head of School and PI Cancer Biology
28	Ms Sarah Fink	F	*Athena SWAN Project Officer RCSI University
29	Dr Fiona O' Brien Athena SWAN Champion	F	Senior Lecturer and PI Clinical Paediatric Pharmaceutics

* Sarah Fink departed RCSI in August 2020.

The SAT is divided into six workstreams, each taking responsibility for particular sections/themes.

Table 6. Work-stream responsibilities

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
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

Because the SAT is made up of volunteers, we surveyed members to get a better picture of intersectionality within the SAT to ascertain any under/over representation.
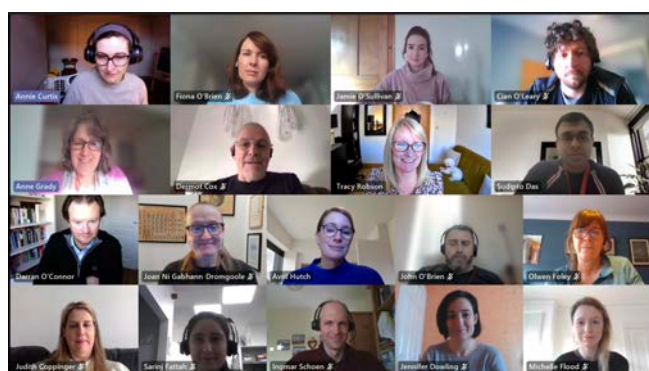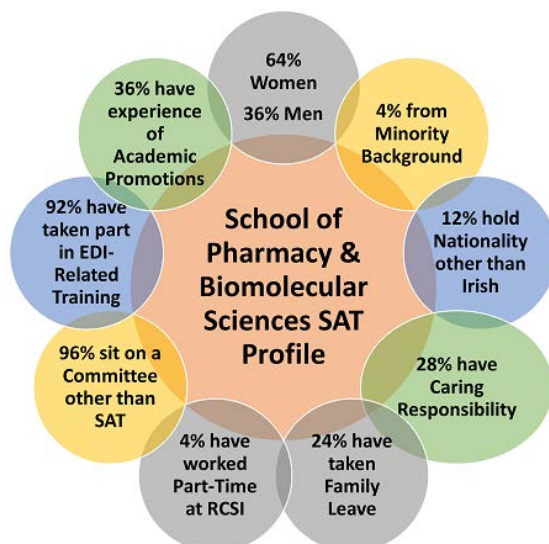

Figure 4. PBS SAT Team profile and picture taken during virtual SAT meeting January 2021.

A common factor amongst all members is their strong commitment to workplace equality and fairness. Despite positive action during SAT recruitment, male staff did not volunteer to the same degree as females. The SAT does recognise that there is an imbalance in the 64%F/36%M split and is taking action to redress this (**Action 3.1.1**). To ensure that the SAT reflects the diversity of the School and a range of experiences, we will consider balance when rotating membership. In September 2021, the HoS will put out a call for volunteers specifying the need to ensure the SAT is representative of the School. In particular, male/international staff/students will be encouraged to join.

ACTION 3.1.1	Encourage male/international staff/students to participate in the SAT committee to ensure gender/ethnicity balance reflective of the gender (48%F) /ethnicity (36%) representation of the school.

Academic members of SAT are recognised for their contribution through our annual Professional Development Plan (PDP). SAT members from other staff groups are recognised during annual PDP meetings for their commitment to this essential work.

(ii)   An account of the self-assessment process

Three full SAT meetings were held. Due to Covid-19 restrictions, SAT Champion & Workstream Lead meetings were held remotely after March 2020. Work-streams met 1-2 times in between the SAT Champion & Workstream Lead meetings, and continually collaborated on Microsoft Teams. Recording of minutes was rotated by the committee and shared on Microsoft Sharepoint.

Table 7: Full SAT Meeting Activity 2019-2021.

Date	Meeting Activity	Location
11 September 2019	HoS, Athena SWAN Champions & Project Officer	HoS Office, 123 St Stephens Green
27 February 2020	First SAT Team meeting	TR5, 123 Stephens Green
8 April 2020	SAT Committee Champion & Lead meeting	Remote, MS Teams
14 May 2020	SAT Committee Champion & Lead meeting	Remote, MS Teams
11 November 2020	SAT Committee Champion & Lead meeting	Remote, MS Teams
9 December 2020	SAT Team meeting	Remote, MS Teams
19 January 2021	SAT Team meeting	Remote, MS Teams

Table 8. Survey activity and response rates in the department

	Date	Participants and details
EDI Staff Survey	November 2019	86% response rate

RCSI's Quality Enhancement Office (QEO) manages all surveys for the University and provides results to the EDI Unit. Summary reports were provided to the SAT for further analysis and action development. The annual EDI Survey was circulated to PBS staff in November 2019. Encouragingly, the PBS response rate was 86% (compared to 63% University-wide) demonstrating the strong commitment from PBS to EDI. The survey included Athena SWAN specific questions, and results were disaggregated to include PBS feedback by gender or job category. Survey response rates throughout this submission reflect those who responded "**agree**" and "**strongly agree**" to the question, unless otherwise noted.

In order to gain further information on service to committees and grant support not covered by the EDI Staff Survey it was deemed necessary to circulate a supplementary school level survey on those topics in June 2020.

In July, August and September 2020, the Head of EDI/Athena SWAN Project Officer conducted 15 (73% F) one to one interviews with staff across all academic grades. These were conducted through MS Teams.

Table 9. One to one interview participants by gender

Gender	Number of participants
Male	4
Female	11
Total	**15**

Table 10. One to one interview participants by role

Role	Number of participants
Academic	12
Postdoctoral researcher (PDR)	2
Professional, managerial and support staff (PMSS)	1
Total	**15**

The interviews considered the ways in which staff describe their working experience in PBS and at RCSI. All workstream leads contributed questions for these interviews, based on a gap analysis of their data sets, which required further investigation through this format. Issues which were given visibility through this process were integrated in SAT considerations and action plan development.

This application was externally reviewed by two "critical friends" prior to submission: Dr Karen English, Maynooth University, and Dr Yvonne Galligan, Technological University Dublin. The final application and action plan was reviewed and endorsed by the SAT in January 2021.

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

Once we achieve the Bronze Award, the SAT will meet 3 times per year to track implementation, report on progress and measure impact of the action plan. Each workstream will also meet three times per year. Membership of the SAT is for a two-year period, at which point members will rotate. To ensure a smooth turnover of workload in years to come and full representation, a particular emphasis will be placed on ensuring that the committee has at least one member from each year group of PGR and MPharm students. Membership levels of the SAT will be maintained by sending a standing invitation to all members of the School to join.

 The existing workstreams will be responsible for implementation of key actions according our Action Plan 2021-2024. Timetable of reporting of PBS SAT to PBS School and Institution is described in Table 11.

Table 11. Timeline and Reporting Structure for SAT to PBS and Institution

Year	2021				2022				2023				2024			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
		T̄		T̄		T̄		T̄		T̄		T̄		T̄		
							Δ									
															K	

T̄ School of PBS SAT will report to PBS Leadership Team and PBS Staff meeting and solicit feedback

Δ Midterm review of PBS SAT with Senior Management Team and University Athena SWAN Self-Assessment Team

ᴷ Final review and report of PBS SAT to PBS Leadership Team, PBS Staff meeting, Senior Management Team and University Athena SWAN Self-Assessment Team
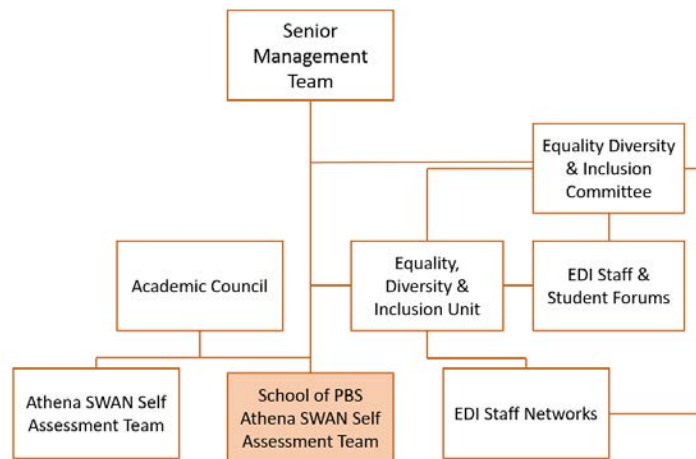

Figure 5. Institutional Governance

The PBS SAT and how it relates to the wider EDI infrastructure in relation to reporting structure and governance (Figure 5). The SAT will report to the PBS Leadership Team and PBS Staff meeting twice a year and will use that opportunity to solicit feedback and modify action plan if required. The PBS SAT will provide a mid-term (Q3, 2022) and end of year report (Q3, 2024) to Senior Management and University SAT.

ACTION 3.1.2	(A) To recruit an undergraduate student (one male and one female) to the SAT. The StEP programme will be used enhance UG engagement. (B) To promote gender equality principles across the school through posters, presentations and events. (C) To hold 3 SAT meetings per year, along with 3 meetings of each workstream. (D) SAT reports to PBS Leadership Team and Staff meeting twice a year.

	(E) SAT to provide mid-term and final review to PBS Leadership Team and Institutional SAT.
ACTION 3.1.3	Ensure that all actions are implemented and outcomes measured according to defined timelines.

Notably, in 2020 RCSI launched the Student Engagement and Partnership (StEP), to enhance engagement of UG and PG students at all committee levels across RCSI; we will follow their process for recruitment to our SAT, in line with recruitment to other School committees. RCSI recognises the importance of student engagement on committees, and runs an award each year which recognises students who have collaborated on a project/committee and where their contribution resulted in a significant change, enhancing the University.

Staff will be strongly encouraged by HoS to attend the University-organised "Men Championing Equality" seminars, to raise awareness amongst male members of staff about gender inequality. The seminars help establish peer groups of influential male leaders in the University, supporting them to step up beside women, and drive the adoption of actions across the organization to promote equality.

Current reporting channels will continue, including email, Microsoft Teams and Sharepoint, website updates, posters, School meetings and the utilisation of the University Moodle site.

(iv) COVID IMPACT **word count 580**

Since March 12th 2020, as a result of the COVID-19 pandemic, the Irish Government initiated three lockdowns. The first was March-May, in which schools closed in March and did not reopen until September. The second was October 21st for 6 weeks, in which schools remained open. The third began December 24th, and schools have not reopened since. This resulted in the delivery of the remainder of the 2019-2020, and the 2020-2021 academic year remotely. Remaining lectures and tutorials were delivered online, exams had to be repurposed for remote completion, marks and standards rewritten to account for this and even national legislation had to be amended to complete the training of final year pharmacy students. The majority of research effectively ceased while teaching and service roles expanded significantly. Naturally, such an abrupt shift had a profound impact on every aspect of our work practices. During this period, one-to-one interviews with staff were conducted to explore the challenges presented by adapting to this new environment as well as the opportunities it afforded.

Overwhelmingly, staff felt that the leadership in the School and the wider College deserved "*great credit*" for the "*care and understanding*" demonstrated as they reassured both staff and students alike that we would prevail, though many noted an "*expectation of immediacy that wasn't present before*" as tight deadlines to close out the academic year loomed. Workload increased substantially, especially in relation to student engagement with "*student queries every day*" extending throughout the summer which would normally "*be the time to get things done*". As a result, research

opportunities suffered. However, the perception was that more established academics "*kept publishing, kept submitting grant applications*". This exacerbated existing inequalities with "*the rich getting richer in terms of research, while the poor* [who were mainly focussed on education roles] *got poorer*". Some found working from home afforded a "*far superior work life balance*" and expressed that they would "*not be going back to normal*", but more prevalently, the challenge of juggling caring responsibilities with increasingly urgent demands meant that many were "*just surviving*" and trying to "*find hours here and there at the end of the day*". Overwhelmingly, the reopening of schools and childcare in September 2020 improved both the ability to perform and the mental state of staff

It should be noted that during the final preparation of this application in January 2021, schools and childcare closed from the beginning of January.

Postdoctoral staff described significant challenges in accessing research labs and progressing their research, though some noted the development of "*COVID-specific research plans with their supervisors*" helped them feel "*supported*". International researchers noted the anguish of watching matters deteriorate in their home countries with a degree of helplessness. The impact of the pandemic on funding opportunities for early investigators was perceived to have a long lasting effect on future opportunities in academia with some noting they "*would be unlikely to be able to stay in academia now*". For both genders, the negative impact of the pandemic on research opportunities was perceived as a block on career progression. This was due to the cancellation of funding calls and reduced capacity to perform or fund new research. This negatively impacting those without an established research group more significantly than those who could draw on recently completed work to continue maintaining a strong research output. More research active staff members (predominantly male) could pivot to COVID-related research. The impact of COVID on research on gender will be analysed in as part of **Action 5.3.8**.

SECTION 4: A PICTURE OF THE DEPARTMENT
Recommended word count: Bronze: 2000 words | Actual word count: 2138

4.1. STUDENT DATA

(i) Number of men and women on foundation courses

RCSI, the Institute of Technology Tralee (ITT) and Castel Education deliver the International Pharmacy Commencement Programme (IPCP) preparing international students to progress in the Irish Health education sector. The academic administration of the programme is supported by PBS. Applicant selection is managed by sponsors, i.e. the Kuwaiti Ministry of Education. All eligible candidates receive offers. Approximately 15 students annually are enrolled on this 1-year programme (Table 12). The completion rate was 100% for both genders. IPCP graduates enter into the 1st year of the MPharm.

Table 12. Number of students on foundation courses by gender and academic year. Student numbers have increased from 11 to 15 over the past 3 years, mainly due to an increasing number of male students.

Foundation	2017/2018			2018/2019			2019/2020		
	M	F	%F	M	F	%F	M	F	%F
IPCP	3	8	73%	7	8	53%	9	6	40%

(ii) Number of undergraduate students by gender

Prior to 2015 the pathway to registration as a pharmacist was through completion the BSc in Pharmacy followed by the NPIP. This pathway was gradually phased out (ending in 2019) to be replaced by the MPharm from 2015 onwards (Figure 6). This report incorporates data from academic year 2017/2018, 2018/2019 and 2019/2020. For the purposes of reporting, 2020 data is included in some tables. This is to allow for inclusion of the first cohort of MPharm graduating students. Any deviating data is explained in the figure legend.
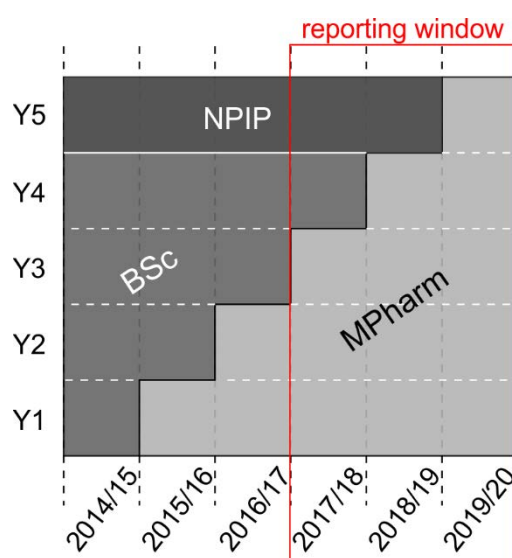
Figure 6. Transition from the 'old' programmes (BSc, NPIP) to the 'new' MPharm. This schematic highlights the contributions of these programmes to the reported numbers over the last 3 academic years.

The total number of undergraduate students has increased from 222 to 233 over the past 3 years (Table 13) and the percentage of female students has remained stable at 68-70%.

Table 13. Number of undergraduate students on Pharmacy programmes by gender and academic year. Numbers are based on the final HEA return which comprises students

registered on the 1st of March in each year. According to the most recent HEA University entrant's data (2017/2018) 71.8% female is the national benchmark.

Number of Undergraduates on Programmes	2017/2018			2018/2019			2019/2020		
	M	F	%F	M	F	%F	M	F	%F
BSc Pharmacy	16	35	69%	0	0	%	0	0	%
MPharm Y1-4	55	116	68%	68	156	70%	70	163	70%
Total	222		68%	224		70%	233		70%

The number of graduating students on the two programmes increased from 39 in 2017 to 51 in 2020 (Table 14); 60-65% females. From 2017-2020, 6 female and 5 male students either withdrew from the MPharm programme or left with an exit award.

Table 14. Number of graduates from UG Pharmacy programmes by gender and year. Numbers are based on the final HEA return which comprises students registered on the 1st of March in each year.

Number of students graduating	2017			2018			2019			2020		
	M	F	%F	M	F	%F	M	F	%F	M	F	%F
BSc Pharmacy	14	25	64%	16	35	69%	0	0	%	0	0	%
MPharm Y1-4	0	0	%	0	0	%	19	29	60%	18	33	65%
total	39		64%	51		69%	48		60%	51		65%

Both the BSc and MPharm programme have higher percentages of female graduates, in line with the most recent (2017/18) National Benchmark for UG Pharmacy graduates of 71.0%. Entry onto the programme is through the CAO system, the IPCP, graduate entry and direct overseas entry (Table 15).

Table 15. Admissions (number of registered students without repeat students) to the MPharm programme by entry route. CAO: applications managed by the Central Admissions Office. IPCP:

students progressing from the International Pharmacy Commencement Programme. Graduate / EU: 4-year graduate entry or Pharmacy Technicians EU applications handled by RCSI. Direct non-EU: other direct applications handled by RCSI.

UG Admissions	2017			2018			2019			2020		
entry route	M	F	%F	M	F	%F	M	F	%F	M	F	%F
CAO	7	39	85%	8	26	76%	14	19	58%	11	35	76%
IPCP	3	8	73%	2	7	78%	6	4	40%	8	7	47%
Graduate / EU	1	3	75%	3	5	63%	0	6	100%	2	3	60%
Direct non-EU	1	6	86%	3	4	57%	3	9	75%	1	1	50%
Total registered	68		82%	60		70%	61		62%	64		69%

PBS has no control over student admissions. Entry via CAO is entirely points based and managed by the HEA and then processed by RCSI's Admissions Department. Interviews are held for all graduate entry applicants by PBS; all eligible applicants are offered places. The number of applications and offers made by gender is not retained by Admissions. Monitoring of gender parity is additionally complicated by the involvement of sponsors of overseas students, i.e. the Kuwait Ministry of Education. We have identified a missed opportunity to monitor gender imbalances across the admissions process which will be addressed by **Action 4.1.1**.

ACTION 4.1.1	**A.** To collect data on the number of males and females applying through the CAO.
	B. In order to encourage more applications from male students, we will increase male role model visibility in our marketing material, open evenings, school visits, career fairs etc.
	C. In order to track gender related trends for the new MPharm programme, we will obtain MPharm graduate numbers from the SARA office by April each year and analyse by gender.

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

RCSI managed and delivered the National Pharmacy Internship Programme (NPIP), a 1-year course required for all BSc Pharmacy graduates in Ireland to practice clinically. This has now been superseded by the 5 year integrated MPharm programme (Figure 6). The significant drop in the number of postgraduate students reflects the cessation of the NPIP programme which included Trinity College and UCC pharmacy students (Table 16). The % female students on the MPharm is closer to parity than on the NPIP which is explained by the mainly Eastern Arabic students graduating/leaving with a BSc after year 4 (Table 16).

Table 16. Number of undergraduate students on Pharmacy programmes by gender and academic year. Numbers are based on the final HEA return which comprises students registered on the 1st of March in each year. * repeat students on the NPIP programme after its official cessation.

Postgraduates	2017/2018			2018/2019			2019/2020		
	M	F	%F	M	F	%F	M	F	%F
NPIP	53	84	61%	55	114	68%	6*	8*	57%
MPharm Y5	0	0	%	0	0	%	18	20	53%
Total	137		61%	169		68%	52		54%

The percentage of female PG graduates varied between 60-69% (Table 17) in line with the most recent (2017/18) national benchmark for PG Pharmacy graduates of 67.8%.

Table 17. Number of graduates from PG Pharmacy programmes by gender and academic year. Numbers are based on the final HEA return which comprises students registered on the 1st of March in each year. Please note that the first output of the MPharm programme was only in 2020. PG graduates from year 2018 refer to PG students of the academic year 2017-1/2018 in Table 16; differences arise from repeat students.

PG graduation	2017			2018			2019			2020		
	M	F	%F	M	F	%F	M	F	%F	M	F	%F
NPIP	52	117	69%	53	85	62%	54	109	67%	4	7	64%
MPharm Y5	0	0	%	0	0	%	0	0	%	14	20	59%
total	169		69%	138		62%	163		67%	45		60%

The first cohort of MPharm graduates 2020 shows a more balanced gender profile. To establish trends for the new MPharm, we plan to collect more detailed data through **Action 4.1.1c**.

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

Before the merger, no PhD or MSc data were recorded for the SoP.

Around two thirds of PhDs in PBS are supervised by former MCT staff, and their total number has remained constant over the last 3 years (Table 18). The proportion of female PhD students in MCT remained stable at ~55%, with Pharmacy PhDs rising by 10% in 2019 (overall ~60% female). This difference is probably related to the scientific disciplines; Pharmacy PhDs are commonly Pharmacy graduates (70%F; Table 13), the PhDs from the former MCT mainly come from a natural science background with gender balance closer to parity.

Table 18. Number of PhD students by year and gender, broken down by former departments to highlight differences in gender profiles.

PhD	2017			2018			2019		
	M	F	%F	M	F	%F	M	F	%F
MCT	11	14	56%	13	15	54%	12	16	57%
Pharmacy	*	*	%	7	14	66%	4	13	77%
total	25		56%	49		59%	45		64%

*no data available.

In 2018/19 more MSc students are associated with PIs in Pharmacy (Table 19) and the large majority of these are female (91%).

Table 19. Number of research MSc students by year and gender, broken down by former departments to highlight differences in gender profiles.

MSc by research	2017			2018			2019		
	M	F	%F	M	F	%F	M	F	%F
MCT	2	3	60%	2	2	50%	1	2	67%
Pharmacy	*	*	%	0	5	100%	1	10	91%
total	5		60%	9		78%	14		86%

*no data available.

As is common across many academic institutes, application and selection procedures for PhD recruitment vary. An internal survey was conducted which identified 8 PIs who had recruited PhD students between 2017-2019. Six led the application process themselves, one went through HR and one through the School of Postgraduate Studies; all were funded externally through grants awarded to PIs. Only 3 had retained complete data sets due to GDPR restrictions. 1 PhD position was filled by a female RA who had worked in the lab previously, without advertising the position. Some PhD candidates were appointed on externally funded individual IRC fellowships or similar and thus did not undergo an official application procedure within PBS/RCSI. Complete records only exist for the 2019 RCSI StAR funded PhD programme and the 2020 new joint PhD programme with Soochow University, China (Table 19) to demonstrate that we have improved PhD recruitment process; 23 of 31 applicants were female and of the 7 appointees, 5 were female.

Table 19: Recruitment data for PhD students through the StAR PhD programme and the Soochow PhD programme. Only applications made for projects offered by PBS (StAR) or PBS (Soochow) PIs were included in the analysis. The StAR PhD programme was newly established in 2018. Application data for 2018 was not archived, and there was no intake into PBS in 2020. The Soochow PhD programme was newly established in 2020.

PhD programme	applications			long-listed			short-listed			acceptances		
	M	F	%F	M	F	%F	M	F	%F	M	F	%F
StAR 2019	6	11	65%	2	8	80%	2	5	71%	1	2	67%
Soochow 2020	2	12	86%	2	12	86%	1	5	83%	1	3	75%
total	31		74%	24		83%	13		77%	7		71%

We recognise that PhD data, especially on recruitment and selection, is incomplete. While no explicit cases of bias have been identified, informal recruitment practices can lead to bias compromising gender equality and fairness. A new centralised recruitment process has been recently introduced by RCSI's SPGS, following best practice policies for unbiased advertisement, selection and onboarding; all PhD students are now recruited through this process (**Action 4.1.2**)

ACTION 4.1.2	All PIs must adhere to the SPGS recruitment and selection process for PGR students to ensure that the school is gender balanced and to maintain accurate record keeping. Ensure all PIs who are involved in recruitment decisions have received unconscious bias training.

(v) Progression pipeline between undergraduate and postgraduate student levels

The majority of Irish students progressed from the old BSc to the NPIP or through the MPharm programme which allows a transition from undergraduate to postgraduate between year 4 and 5. Irish students are required to complete Year 5 in order to be eligible to enter the PSI register. Likewise, following the old BSc programme, most Irish students go on to complete the NPIP, mandatory for entry onto the PSI register in Ireland. For both programmes, the retention of students between UG and PG was very high. It should be noted that our Kuwaiti cohort exit both programmes at Year 4 with a BSc and return home to continue their clinical training (Table 21). The fluctuation in the progression rate thus mainly reflects the variable proportion of Kuwaiti nationals among pharmacy students. One Canadian female student in 2018 did not progress to the NPIP for similar reasons.

Table 21. Progression of UG students (2017+2018: from BSc; 2019: from MPharm year 4) to PG Pharmacy programmes (2017+2018: NPIP, 2019: MPharm year 5).

Progression	Male			Female		
Pharmacy	PG	d.n.p.	%M	PG	d.n.p.	%F

2017	12	2	86%	23	2	92%
2018	12	5	71%	31	4	89%
2019	18	1	95%	20	8	71%

d.n.p. did not progress.

Pharmacy graduates, of note only females, also progressed to other RCSI postgraduate courses outside of the School (Table 22).

Table 22. Progression of UG students (2017+2018: from BSc; 2019: from MPharm year 4) to PG programmes other than NPIP and MPharm Year 5.

Progression	2018/2019			2019/2020		
Non-Pharmacy degrees	M	F	%F	M	F	%F
MSc by Research	0	4	100%	0	0	%
MSc Leadership	0	1	100%	0	0	%
PGD Clinical Leadership	0	1	100%	0	0	%
PGD Health Professions Education	0	0	%	0	0	%
PhD in RCSI	0	2	100%	0	1	100%
Total	8		100%	1		100%

PBS engages in the supervision of undergraduate research students mainly from the MPharm and Medicine degree, and students in some cases continue with a PG degree. From 2018 to 2020 (as research project occurred in second semester), a total of 50, 69, and 40 undergraduates performed research in PBS, with the numbers being dramatically reduced in 2020 due to the closure of research labs during SARS-CoV-2 pandemic (Table 23). The proportion of female students has increased from 46% to 73% over this time course.

Table 23. Supervised undergraduate research students by gender in PBS. "Scientific Research Skills": MPharm students only. "Student Selected Projects" and "Research Summer School": medical and pharmacy students. "StAR summer interns" and "External etc": external students with a biotechnology or basic science background.

UG Lab Research	2018	2019	2020

	M	F	%F	M	F	%F	M	F	%F
Student selected projects (Medicine)	9	3	25%	3	5	63%	2	1	33%
Research summer school (all UG programmes)	12	11	48%	9	18	67%	cancelled		%
Scientific research skills (MPharm)	n.a.		%	8	11	58%	9	20	69%
StAR summer internships (external to RCSI students)	3	2	40%	1	2	67%	cancelled		%
Erasmus etc.	3	7	70%	4	8	67%	0	8	100%
Total	50		46%	69		64%	40		73%

n.a. data not available. 2018-2020 data provided as this encompasses students from academic years 2017-2019

Some PIs reported that UG students who carried out research projects, then went on to apply for IRC PhD fellowships to continue a PhD in the same labs. Gathering information about student progression outside the former School of Pharmacy was complicated by not having this information in our database.

In general, the transition of undergraduates to PG programmes is low. The number of Pharmacy students who progress to do a PhD is similarly low; explained by the very high salaries afforded to newly qualified pharmacists entering the profession in Ireland. Funding has been obtained from the Higher Education Authority to roll out a suite of new postgraduate programmes by PBS in 2021, this is in addition to a suite of PG Pharmacy programmes that will be rolled out in 2022. This will provide an opportunity to establish a progression pipeline for both science and pharmacy students, which will be guided by **Actions 4.1.3a&b**. The existing strength in PBS research supervision could be leveraged for this purpose.

| ACTION 4.1.3 | **A.** Create research opportunities for Pharmacy students after their Y4 (e.g. research summer school) to identify candidates for PhD studentships.

B. Ensure potential candidates apply for various scholarship programmes such as IRC, PBS- Clement Archer scholarships or through positions which become available through individual PI grants. |
|---|---|

4.2. ACADEMIC AND RESEARCH STAFF DATA

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

Contract function & gender

The overall number and % of core female academic staff has remained relatively constant over the last three years. The 2-3 staff with a primary clinical affiliation, all medical consultants, are exclusively male. The percentage of female contract researchers (mainly PDRs) has dropped from 72% in 2017 to about 50% due to an increase in male recruits (7 in 2017 to 15 in 2019).

Table 24. Academic and research staff by contract function and gender.

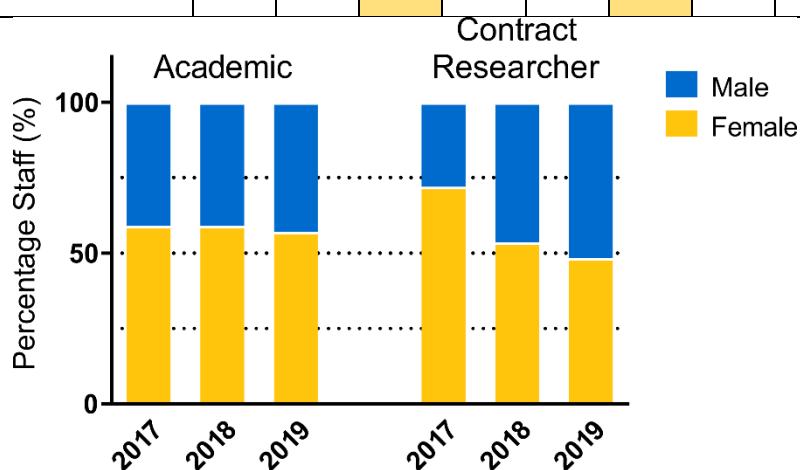| Staff	2017			2018			2019		
by Contract Function	M	F	%F	M	F	%F	M	F	%F
Core Academic	16	23	59%	16	23	59%	15	20	57%
Clinician	2	0	0%	2	0	0%	3	0	0%
Research Staff	7	18	72%	13	15	54%	15	14	48%

Figure 7. Gender balance among academic staff and contract researchers for 2017-2019. Data taken from Table 24.

Research & teaching duties Core academic staff members are expected to contribute to both education and research, while contract researchers are on research-only contracts. However, the School encourages contract researchers to make a small contribution to teaching to enhance future academic employability; those that contribute to teaching can apply for an Honorary Lectureship position. There are 5 Honorary Lecturers (HL, 4 females, 1 male) who have both research and teaching duties (this role is further discussed in section 5.3(iii)).

Job grade & gender

In 2019, there was gender parity (13:13) among researchers (PDR and SFF/CRF/RF/SPD) (Table 25). The proportion of female PDR has decreased over the past years due to more males among new recruits in 2018 (Figure 8). It is unclear if this reflects a gender bias in recruitment as our recruitment data is incomplete (section 5.1(i)). The gender balance at

higher academic levels has remained stable over the past 3 years; though there are fewer female Lecturers in 2019 (5/13) because these took on primary roles in other Departments within RCSI and were thus not counted as PBS staff by HR. The majority of SLs are female (83%; to understand this would require going further back in time) while at AP and full professorial level, there is significant under-representation of women (33% and 43%-50%, respectively) (Figure 9).

Table 25. Academic and research staff by job grade and gender. SRF: Senior Research Fellow. CRF: Clinical Research Fellow. RF: Research Fellow. SPD: Senior Postdoc.

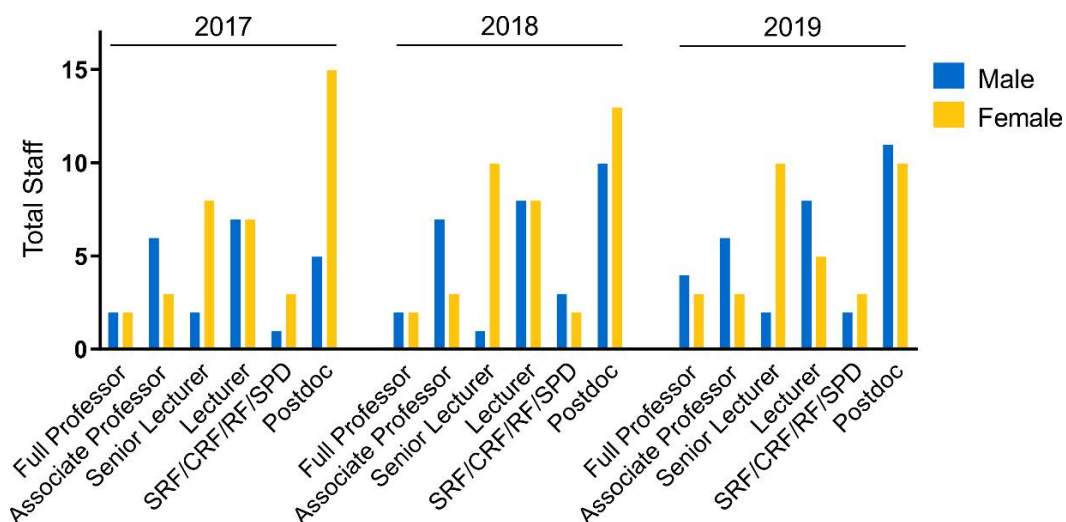| Staff	2017			2018			2019		
By grade	M	F	%F	M	F	%F	M	F	%F
Full Professor	2	2	50%	2	2	50%	4	3	43%
Associate Professor	6	3	33%	7	3	30%	6	3	33%
Senior Lecturer	2	8	80%	1	10	91%	2	10	83%
Lecturer	7	7	50%	8	8	50%	8	5	39%
SRF/CRF/RF/SPD	1	3	75%	3	2	40%	2	3	60%
Postdoc (PDR)	5	15	75%	10	13	57%	11	10	48%
total	61		62%	69		55%	67		51%

Figure 8. Absolute numbers of Academic and Research staff by grade, gender, and year. Data taken from Table 25.
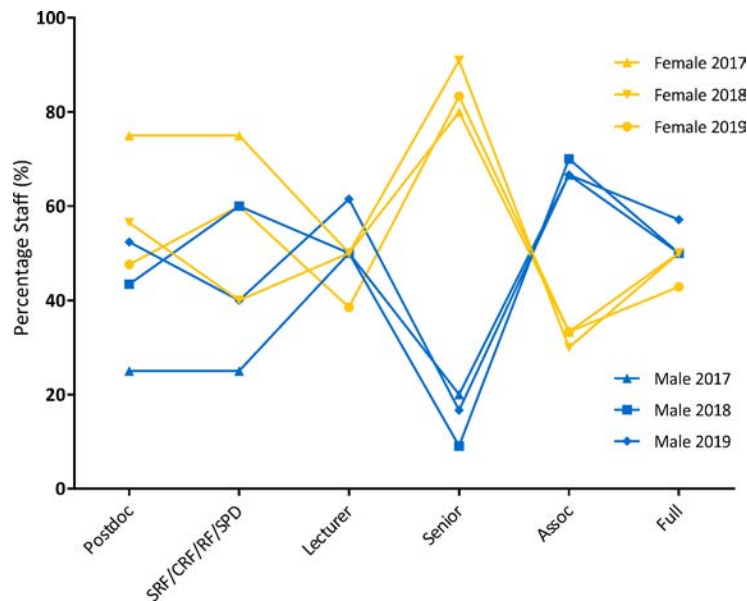
Figure 9. Scissor diagram showing the staff career pipeline from postdoctoral to professorial levels over the years 2017-2019. Data taken from Table 25.

When benchmarking against other Irish and UK universities, we refer to the female representation across all academic staff (postdoc upwards), among junior core academic staff (L and SL levels or equivalent), and among senior core academic staff (AP and Prof, or equivalent). Data are summarised in Table 26 and % female is visualised by Figure 10.

Table 26. Comparison of gender balance among research and academic staff within other HEI's in Ireland and the UK. Numbers for males (M) and females (F) are given as Whole Time Equivalents. UCC: University College Cork. BBS: School of Biomolecular and Biomedical Science. UCD: University College Dublin. Please note that the UK numbers for all academic staff include support staff.

Comparison	All academic staff			Junior academic staff			Senior academic staff		
HEI entity	M	F	%F	M	F	%F	M	F	%F
RCSI	138	148	52%	31	60	66%	37	17	31%
PBS, RCSI	33	34	51%	10	15	60%	10	6	38%
Pharmacy, UCC	16	17	52%	7	8	53%	5	5	50%
BBS, UCD	32	31	49%	15	14	48%	7	4	36%
All Irish Universities	2146	2611	55%	1869	1747	48%	680	285	30%
Bioscience Depts UK	7735	6670	46%	n.a.	n.a.	%	1170	325	22%
Pharma Depts UK	1230	1230	50%	n.a.	n.a.	%	170	55	24%

n.a. not available.

The gender profile in PBS is more balanced compared to the RCSI average, where females are substantially overrepresented among junior academic staff and underrepresented among senior academic staff. PBS has a higher proportion of females amongst junior

academic staff, but has less female academic staff at the senior level when compared with the smaller School of Pharmacy in Cork which is very close to gender parity across grades. PBS's gender profile and total staff numbers are very similar to the School of Biomedical and Biomolecular Sciences at University College Dublin, with the exception that PBS has more female junior academics.
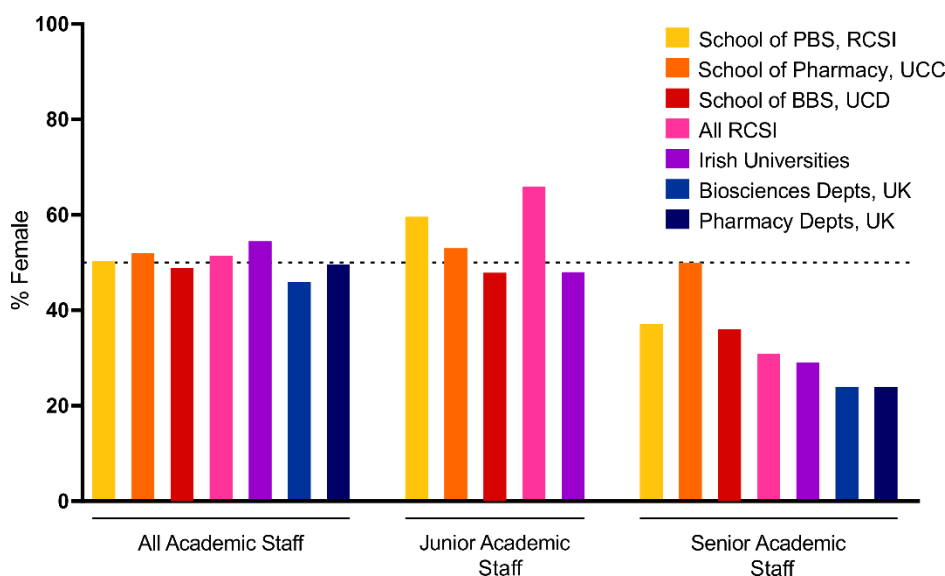

Figure 10. Visual comparison of gender balance among research and academic staff at different levels against other HEI in Ireland and the UK. Data taken from Table 26. Our closest Irish comparators are the School of Pharmacy at University College Cork (UCC) and the School of Biomolecular and Biomedical Science (BBS) at University College Dublin (UCD). Female representation among all staff (2018) is on par with our two comparators.

Across Irish Universities and disciplines (HEA 2018), similar to Bioscience and Pharmacy & Pharmacology departments in the UK (The Advance HE Statistics Report 2019), the underrepresentation of females at professorial levels is pronounced, with females at 30%, 22% and 24%, respectively (Figure 10). Encouragingly, in comparison to these discipline-specific (UK) or pan-disciplinary (Ireland) benchmarks, our career pipeline for female academics is stronger, and the gender gap at professorial levels is less pronounced with 38% of senior academic staff are female.

Based on our current gender profile, our main action is the transition of female academic staff from the SL level to the professorial level via promotion (Figure 9). The gender representation at professorial levels might still reflect hiring practice 10-15 years ago. Due to the more balanced gender recruitment over the past 5 years and a transparent promotion process, we expect to see a higher proportion of professorial female academic staff in the coming years, supported by **Action 4.2.1a-c**.

ACTION 4.2.1	**A.** Collect and analyse data on promotion process in terms of number of applications vs success rates.

	B. As a part of the PDP process, identify female staff who are planning to apply for promotion from senior lecturer to associate professor or associate professor to full professor. Through the PDP process, applicants will identify core areas of development in order to prepare their promotion application. **C.** Applicants to organize meetings with HoS to discuss promotion criteria and application development. Two female staff will attend dedicated promotions/women in leadership workshops per annum offered by RCSI HR.

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

Contract type

Most academic and research staff are 100% FTE with the exception of
- 2 (2017, 2018) or 3 (2019) male hospital consultants on 0.5FTE (0.2FTE) contracts
- 1 (2017, 2018) or 2 (2019) female SL/P on 0.5FTE contracts
- 1 male (0.8FTE) and 1 female (0.4FTE) postdoctoral fellow in 2018

Table 27. Academic and research staff by contract type and gender.

Staff	2017			2018			2019		
by Contract Type	**M**	**F**	**%F**	**M**	**F**	**%F**	**M**	**F**	**%F**
Full time permanent	15	17	53%	15	19	56%	15	17	43%
Part time permanent	2	1	33%	2	1	33%	3	2	33%
Full time temporary	8	22	73%	13	16	55%	15	15	50%
Part time temporary	0	0	%	1	1	50%	0	0	%

Most core academic staff are on full time permanent contracts with the exceptions provided in Table 27, as well as 3 lecturers (2 male, 1 female) who were recruited through the StAR Research Lectureship programme and who are on full-time temporary contracts. One female gained permanency in 2019 while another female was recruited on this programme in the same year.

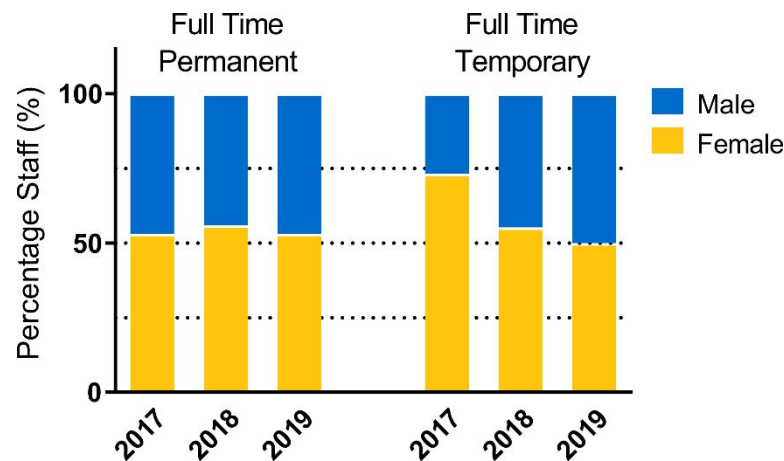All research contracts below the lecturer level are temporary. There are no zero-hour contracts.

Figure 11. Gender balance among academic and research staff on permanent vs temporary contracts for 2017-2019. Data taken from Table 27.

We have not identified a point for improvement with regards to contracts. All core academic staff currently have permanency, or have a mechanism in place to achieve permanency within 5 years (StAR lecturers). The gender representation on different contract types in 2019 is balanced.

(iii) Academic leavers by grade and gender and full/part-time status

Between 2017 and 2019, 8 females and 6 males left the School, all on full-time contracts. One professor (male) retired after 35 years of service from a permanent contract. The other leavers were postdocs on temporary contracts. Of the 8 female leavers, 6 resigned after 1.6 years (median, range 0.33-3 years), and 2 left at the end of their contract after 3.5 years (median, range 3-4 years). Of the 5 male postdocs who left, 1 resigned after 1.3 years, and 4 left at the end of their contract after 2.0 years (median, range 0.33-9 years).

Although numbers are small, there was a trend that female postdocs had a higher rate of resigning from their positions than their male colleagues, two within the first half year. The reasons are unknown and require further investigation. To this end, we plan **Action 4.2.2.**

ACTION 4.2.2	HR will conduct exit interviews pre-departure to inquire about reasons for leaving when resigning from contract.

SECTION 5: SUPPORTING AND ADVANCING CAREERS
Recommended word count: Bronze: 6000 words | Actual word count 5962

Section 5.1 Key career transition points: (Academic staff and postdocs)

(i)Recruitment (300 words)

<mark>REDACTED</mark>

It is RCSI institutional policy that all recruitment panels have at least 40% female representation with one panellist specifically tasked with having a gender equality view. In 2018, the University implemented a mandatory annual online unconscious bias training for all staff. To date, everyone within PBS has completed this training. Reminders are emailed and HR follows up with individual departments with names of individuals yet to complete training. HR prohibit individuals from interviews panels until training is completed. All PBS staff are invited to a half day classroom-based EDI training and to date 7 have competed this training, including 5 SAT members and the HoS.

All our job advertisements now 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.

ACTION 4.2.3	**A.** Employ an online gender-decoding tool to ensure that wording of all PBS job advertisements is equally encouraging to both genders. In particular, we will ensure that job descriptions are neither "strongly masculine coded" nor "strongly feminine coded".
	B. Ensure 40% male/female representation on all interview panels in line with RCSI policy on committee representation
	C. Ensure new interview panel members, particularly those external to the School, complete online unconscious bias training.

(ii) Induction

A half-day induction for new staff members is centrally provided by HR every 8 weeks. Led by HR, it covers an introduction and overview of different departmental functions across RCSI and includes a tour of all RCSI buildings. In 2019, an EDI component which includes an overview of RCSI EDI policies, training and awareness raising activities were introduced.

To ensure active uptake of induction, the RCSI Chief Executive Officer/Registrar now issues an email to both the new recruits and their manager ahead of the induction session.

Table 34. EDI Staff Survey 2019 – those reporting "strongly agree" and "agree"

	M	F
When I joined RCSI I was informally shown the ropes by colleagues as needed	83%	80%
I was satisfied with the formal induction/orientation arrangements offered to me when I joined RCSI	72%	92%
I got the support I needed to help me settle into my new role in RCSI	83%	78%
I got the information needed that was relevant to me	61%	61%

Feedback on induction is broadly positive. However, the lower response of 61% in terms of receiving relevant information prompted us to develop a comprehensive PBS tailored action around induction (**Action 5.1.1a-c**).

ACTION 5.1.1	**A**. Develop a bespoke PBS handbook and checklist, along with a near-peer buddy system. In addition, a slide deck on how to use this resource will be provided to all managers.
	B. When a new staff member joins, send out a staff welcome email and ensure their inclusion on the PBS website under "who we are".
	C. Invite newly-appointed academic staff to present a research seminar to PBS followed by a social event, within family-friendly hours.

(iii) Promotions

The academic promotions process is a competitive process that is determined centrally by RCSI. The expected maximum number of academic promotions available in any academic year is approved by the Senior Management Team (SMT).

Applications are assessed by the University's Academic Promotions Committee under the pillars Education, Research and Contribution to RCSI and Society using an assessment system ranging from 'Does not meet criteria' to 'Exceptional'.

Candidates must demonstrate at least 'Excellent' under two or more headings and at

least 'Good' under the third heading. 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 balance between accomplishments in research and education may vary considerably between individuals but both must be present for promotion to be granted; research can be pedagogical, facilitating progression along an education track.

The Head of School is required to provide a supporting statement for the promotions committee.

REDACTED

Despite the COVID-19 pandemic, the 2020 annual call for promotions will go ahead, with a 3 month extended deadline to accommodate the increased staff workload. Furthermore, the HoS has included a statement on the impact of COVID-19 on staff performance in their supporting statement for staff promotions. This is a HoS driven initiative which will continue for the next number of promotion cycles to support applicants whose tenure for promotion was adversely affected by COVID-19 (**Action 5.1.3D**).

Staff experience of the promotions process was examined. While the majority of academic staff (>75%) report that they understand the promotions process and criteria, only 34% of male and 17% of female staff agree that the process is fair and transparent. Moreover, only half of both male and female staff feel that promotions are free from gender bias.

Table 44. EDI Staff Survey 2019 – those reporting "strongly agree" and "agree"

	M	F
I understand the promotions process and criteria	75%	78%
The promotions **criteria** in RCSI are transparent and fair	34%	50%
The promotions **process** in RCSI is transparent and fair	34%	17%
It's clear how career breaks will be considered in promotion decisions in RCSI	18%	39%
Promotions in RCSI are clear of gender bias	45%	50%

Interviews with staff revealed the majority feel overburdened and that their workload does not align with career progression opportunities. Staff also indicated that timely advice/ support to prepare for promotion would be valuable **(Actions 5.1.2, 5.1.3a&b).**

> *"Growth in admin load and there was none of that 15 years ago. Academic work now is different. It just isn't feasible." – female academic*
>
> *"I don't think it is balanced at all at the moment." – male academic*
>
> *"The focus of [the School] is on teaching and a lot of service, and does it very well. But research is left flagging. I don't find [research goals] are aligned." – female academic*
>
> *"The workload model highlights ongoing issues with need for administrative support and being overburdened with service activity." – female academic*

Figure 12. Staff feedback from PBS interviews regarding the process and criteria for promotion

ACTION 5.1.2	Improve awareness of the criteria for academic promotion through communication with current staff and their line managers during PDP meetings to ensure clarity on information for promotions criteria and the process.
ACTION 5.1.3	**A.** Organize a female academic promotions workshop in conjunction with HR and PBS leads for Education and Research in the School which will highlight the key aspects that needs to be covered in the promotion application. This will further improve structure for individual meetings between staff and their line managers to assess current readiness for promotion. Individuals seeking to apply for promotion will be advised by line manager. **B.** Link female staff seeking to apply for promotion with cross-departmental Mentors (identified/agreed by staff and their line managers) as an independent reviewer. Mentor will be requested to review readiness for promotion and provide critical feedback on strategies and approaches for further development if needed. **C.** Encourage female staff to attend dedicated women in leadership programmes/ workshops offered by RCSI HR **D.** HoS will include a statement on the impact of COVID-19 on staff performance in their supporting statement for staff promotions.
ACTION 5.1.4	**A.** PDP meetings will examine the impact of COVID on career development opportunities that impact on promotion and the HoS supporting statements for staff going for promotion will explicitly call out these issues to be taken into consideration by the promotion panel over the years following COVID. **B.** The HoS will advise the promotions committee on how impact of childcare/healthcare challenges due to COVID-19 might be considered in subsequent promotion years.

Over 40% of academic staff (both male and female) report that the full range of work activities (*research, education and service)* are taken into consideration under promotions (Table 45).

Table 45. EDI Staff Survey 2019 – those reporting "strongly agree" and "agree"

	M	F

The full range of work activities (including research, education and service) are taken into consideration in promotion decisions at RCSI	42%	44%
I have opportunities to get the experience I need in teaching, research and contribution activities to meet the criteria for promotion	25%	39%
I have access to the training and mentoring I need to help me meet the criteria for promotions or improve my success at promotion	16%	39%

Notably, staff feedback indicated a twin-track for promotion (**Action 5.1.3D**) and a transparent workload model would be helpful in balancing expectations and facilitating academic promotion (Figure 13) (**Action 5.1.5**). In 2019, RCSI implemented new criteria stating that promotion though research can be pedagogical, facilitating progression along an education track.

> *"I have done ridiculous amount of teaching and research, were both full time roles." –*
> *female academic*
>
> *"Having to be excellent across [two] promotions categories is unrealistic. Need research and teaching career tracks and that will help everyone. You have to get excellent in two, but you are doing a lot in all three. It's unrealistic". – female academic*
>
> *I don't think it is balanced at all at the moment. Research is massive, [and my] teaching has increased … I am leading on courses. Administration is a lot.- male academic*

Figure 13. Staff feedback from PBS interview on aligning workload with promotion criteria and career development

ACTION 5.1.5	A pilot workload model has been established following extensive collaboration with staff. This model will now be used to ensure improved alignment with promotion criteria for staff (disaggregated by gender).

Promotion policy guidelines state that periods of leave including Maternity, Parental, Adoptive, Carers and Paternity Leave do not affect promotion eligibility. Despite this, only 39% female and 18% male PBS academic staff stated that they understand how career breaks would be considered in the promotions process (Table 44); this will be issue will be tackled with **Action 5.1.6**. Furthermore, as part of the Institutional Athena SWAN application, clarity has recently been provided in the promotions application for staff to indicate periods of statutory or RCSI approved leave.

ACTION 5.1.6	At the department level, guidelines will be provided on the role of career breaks in the academic promotion process during the individual PDP meetings between staff and their line managers.

Table 46. EDI Staff Survey 2019 – those reporting "yes"

	M	F
Have you applied for promotion in the last three years?	67%	39%

Interestingly, 67% of males have applied for promotion in the last 3 years compared to only 39% of females (Table 46). When asked why they did not apply for a promotion, the majority of female academic staff indicated that they did not feel confident that they would be successful. **Actions 5.1.3** will help provide additional support to assess current readiness for promotion or gaps. **Action 5.3.3b** will provide bespoke additional leadership training to females both at junior and senior academic levels in addition to further career training as described on page 45.

For non-faculty researchers, honorary appointments and promotions are available for those who contribute to RCSI teaching and/or research. Typically, applicants self-identify or are nominated by staff and HoS are invited bi-annually to nominate new appointments. Within PBS, there are 5 Honorary Lecturers (HL) (80% F) of 23 PDR. Collectively, the number of individuals applying for these positions appears low (**Action 5.1.7a-b**). Upon further analysis, we have only received one application for HL from a male PDR; this was successful. Furthermore, all 5 HLs were nominated by female PIs. A further action is to encourage male PIs to nominate their PDRs to apply for HL.

ACTION 5.1.7	**A.** Liaise with RCSI Post-doctoral Society to ensure all newly commencing research staff (disaggregated by gender) will be informed about honorary appointment opportunities within the school. PDP meetings will be used to inform research staff who may wish to apply if eligible. Eligibility criteria and application process for honorary appointments and promotions will be included in the PBS induction handbook. **B.** Collect and analyse data to identify the total number of PDR applications being submitted (disaggregated by gender) to identify if there is a low number of applications being submitted by male PDRs. **C.** Encourage male PIs to nominate their PDRs to apply for HL.

When 1:1 interviews were conducted with staff, participants who had been recruited or promoted in the last 3 years stated that their pay was standard and non-negotiable.

5.3 Career Development: academic staff

(i) Training
In the survey, staff were asked whether they had sufficient access to training and mentoring to support career development. The majority of staff were aware of training opportunities offered within RCSI (74% M, 87% F). Notably, only a small proportion of staff (26-30%) felt equal career development opportunities were offered to part-time workers (Table 47) (**Action 5.3.1**).

Table 47. EDI Staff Survey 2019 – those reporting "strongly agree" and "agree"

	M	F
I am aware of the range of training and development opportunities available within RCSI	74%	87%
Staff who work part-time are offered the same opportunities as those who work full-time	26%	30%

ACTION 5.3.1	**A**. Instruct line managers to discuss in detail, with their part-time staff, training and career development opportunities available to them and support their uptake. **B**. Use the PBS handbook to highlight that all developmental opportunities are available to both full time and part time staff in the PBS handbook.

To reflect upon the uptake of career development activities by gender, staff were asked about development training undertaken. Overall staff were more likely to take part in online or classroom-based training than other training; females were more likely to avail of training opportunities than males (Table 48). This is to be expected given the higher numbers of females among early career academics or PDRs. A breakdown of classroom-based teaching is presented in Table 49.

Table 48. EDI Staff Survey 2019 – those selecting the options

	M	F	%F
Classroom based training	10	19	65.5%
Formal 1:1 Mentoring	3	11	73%
Online training	14	21	60%
Work shadowing	0	3	100%
Project work	3	9	75%
On the job training	8	9	52%
None of the above	5	3	37.5%

A breakdown of the classroom-based training is detailed in Table 49. The majority of participants are female staff; however, this is to be expected given the higher numbers of female staff among early career academics or postdoctoral researchers. A high proportion of female staff take up development opportunities, however, male staff were less likely to engage in formal 1:1 mentoring opportunities (M:3 versus F:11; Table 48). Again, this may be expected given the higher number of early career stage females versus males in PBS, who are the most likely cohort to avail of this resource.

Table 49. Classroom-based training uptake by course, year and gender' now incorporates MCT 2016-2019, Pharmacy 2016-2019. We also include PBS 2020 data to provide a picture of the newly merged School.

School of Pharmacy	2016-17			2017-18			2018-19		
Course Type	M	F	%F	M	F	%F	M	F	%F
Human Resources	0	2	100	0	2	100	0	4	100
Information Technology	6	11	64.7	5	25	83.3	0	1	100
Personal Effectiveness	3	9	75	0	0	0.0	1	0	0.0
Professional Skills	0	8	100	0	0	0.0	1	0	0.0
Researcher Development	2	7	77.8	3	6	66.7	0	2	100
TOTAL	11	37	77.1	8	33	80.5	2	7	77.8
MCT	2016-17			2017-18			2018-19		
Course Type	M	F	%F	M	F	%F	M	F	%F
Human Resources	1	2	67	2	5	71	0	3	100
Information Technology	0	2	100	0	3	100	0	4	100
Personal Effectiveness	1	1	50	2	5	71	2	7	78
Professional Skills	0	2	100	0	2	100	0	2	100
Researcher Development	0	2	100	2	5	71	0	1	100
TOTAL	2	9	82	6	20	77	2	17	86
School of Pharmacy & Biomolecular Sciences	*2019-20*								
Course Type	M	F	%F						
Human Resources	7	7	50						
Information Technology	0	2	100						
Personal Effectiveness	0	4	100						
Professional Skills	0	6	100						
Researcher Development	6	4	40						
TOTAL	13	23	63.9						

In 2018, RCSI introduced mandatory annual online unconscious bias training for all staff. Based on HR returns for 2019, 100% of PBS completed this training. However, the PBS survey indicates that engagement with EDI training (e.g. Trans101 training) was only 65% M and 67% F) (**Action 5.3.2**).

Table 50. EDI Staff Survey 2019 – those reporting "yes"

	M	F
Have you participated in any equality, diversity and inclusion training either internal or external?	65%	67%

All training opportunities are advertised through RCSI social media, 'Workvivo', posters and staff emails. Additionally, the Staff Development Scheme allows staff to pursue RCSI postgraduate taught programmes appropriate to their career needs. RCSI provides an annual post-graduate diploma in medical education for academic staff and offers up to five days paid study/exam leave for approved courses. We will implement **Action 5.3.3** to help identify suitable training opportunities for staff within PBS disaggregated by gender.

Figure 14. Personal and professional development training opportunities available to staff in RCSI

ACTION 5.3.2	**A.** Liaise with HR to include gender equality training as a mandatory objective in the annual PDP process. **B.** Line managers to ensure that staff continue to complete unconscious bias training **C.** To include gender equality training is a standing agenda on the PBS staff meetings and leadership committee meetings
ACTION 5.3.3	**A.** Use PDP meetings to identify suitable training opportunities for female staff in RCSI/externally and discuss how/when they fit in to the staff member's plan/schedule for next 12 months. **B**. School to support two junior level female staff to participate in Aurora Women in Leadership programme. School to support one senior level staff member to participate in RCSI Institute of Leadership Master's programme or similar. **C.** Collect data and analyse the overall uptake of training opportunities by staff members disaggregated by gender

(ii) Appraisal/development review

A PDP process was introduced institutionally in 2015. It was noted in the RCSI Institutional Bronze Award application that uptake among research staff was particularly low. As a large proportion of staff in PBS are researchers this warranted investigation by the self-assessment team. In PBS, PDP is offered to both academic and research staff. 100% of permanent academic and support staff completed the process last year. Notably

substantially fewer PIs completed PDP meetings with members of their research team (M 42%, F 56%; Table 51). Thus, while a high percentage of academic staff have the opportunity to complete PDP, not all line managers are giving this same opportunity to their own research staff, many of whom are junior PDRs and would benefit from this process. Indeed only 55-58% research staff met with their PI for PDP. In the last year while 75% of female research staff have completed a PDP, only 55% of male researchers did (Table 52). **Action 5.3.4** will increase number of research staff engagement with PDP process.

Table 51. EDI Staff Survey 2019

Academic Staff regarding PDP	M	F
Proportion of staff aware of the PDP process	83%	97%
Proportion of staff who have participated in the PDP process as a "reviewee"	70%	73%
Proportion of staff who have participated as a line manager in completing PDP for your team	42%	56%

Table 52. EDI Staff Survey 2019

Research Staff regarding PDP	M	F
Proportion of staff who met with their PI to prepare a PDP	55%	58%
Proportion of staff who have a current PDP	55%	75%

ACTION 5.3.4	Line managers will be advised that a minimum of one annual PDP meeting with reporting staff is mandatory for all academic AND research staff in PBS.

The topics of promotion, work-life balance and workload were only discussed by about half of PDP reviewees with their managers. When asked if they benefited from participating in PDP as reviewees, only 31% males and 50% females responded positively (Table 53). Interview feedback indicate while staff value PDP that there is some dissatisfaction surrounding the process itself.

Table 53. EDI Staff Survey 2019 – PBS data on academic and research staff engagement with the PDP process

	M	F
Proportion of staff using the PDP process to discuss work objectives	81%	91%

Proportion of staff using the PDP process to discuss promotion opportunities	50%	45%
Proportion of staff using PDP to discuss career progression	81%	78%
Proportion of staff using PDP Ito discuss workload	57%	59%
Proportion of staff using PDP discuss work-life balance issues	37%	50%
Proportion of staff who report benefiting from participation in the PDP process	31%	50%

"The new process was very organised…approached like going for promotion…I actually felt it was well structured and I knew what I did well and where I need to contribute more too." – female academic

"More structured discussions around targeting promotions. For example, what committees are best for me and my role? I feel like there is a culture [in RCSI] to sit on a lot of committees and then not contribute. Then others left to lead." – female academic

"The challenging thing is managing PDP in a large department. I never had a PDP with my line manager [Head of School]." – male academic

"It's good for postdocs to talk about professional development. Postdocs can become data machines, but they should have 360 experience and build experience in other ways". – female academic

Figure 15. PBS Staff were asked if they had anything else to share about the PDP process and the responses quoted indicate that staff value PDP but that the process needs improvement. Table 54. Disaggregation of staff survey data based on the gender of line managers indicates disparities in the uptake and approach to PDP between male and female line managers.

In 2019 and 2020, all permanent academic and support staff completed a PDP. Therefore, we must assume that the majority of individuals who reported that they did not

	Male Line Manager		Female Line Manager	
Have you taken part in PDP in the last year?	**% F**	**% M**	**% F**	**% M**
Yes	**40**	**50**	**94**	**83**
No	**60**	**50**		
N/A or New Starter (<1 year service)			**6**	**7**
If you did not complete a PDP, why not?	**% F**	**% M**	**% F**	**% M**
Line manager did not require	**100**	**50**		
PDP not mandatory		**50**		
Of those who did PDP, did you discuss work life balance?	**% F**	**% M**	**% F**	**% M**
Yes			**63**	**80**
No	**100**	**100**	**38**	**20**
Of those who did PDP, did you discuss career progression?	**% F**	**% M**	**% F**	**% M**
Yes	**100**		**94**	**100**
No		**100**		
N/A			**6**	

participate in PDP with their line managers are postdoctoral researchers. Among those researchers with no PDP, the main reason reported was that their manager did not require it, despite staff PDP being mandatory across RCSI. Staff were more likely to take part in PDP if they had a female manager (94% uptake and 6% new starters) compared to a male manager (50% males, 40% females). Notably, a high proportion of staff with a female manager participated in discussions regarding work-life balance while no staff with male managers had this discussion during their PDP (Table 54). **Action 5.3.5** will provide support to line managers who have yet to engage in the PDP process, while **Action 5.3.6** will ensure an emphasis in the PDP discussion on work life balance.

ACTION 5.3.5	Liaise with HR to organize specific training and guidance (either as a separate document AND/OR formalized training) that can be offered to those conducting PDP.
ACTION 5.3.6	Liaise with HR to include section on the PDP form to encompass any work-life balance associated challenges faced by staff.

RCSI HR provide online resources and workshops for specific employee/manager PDP training to explain its purpose and benefits. In 2020 PDP became an online process with role-specific PDP templates for staff accessible through their individual HR staff profile. These are accessed and reviewed by both the staff member and their line managers at any time, allowing greater flexibility. This new system also allows monitoring of participation.

Section 5.3 (iii) Support given to staff for career progression

The results of our survey show 63% of female research staff were satisfied they could discuss their career progression with their PI (Table 55).

Table 55. EDI Staff Survey 2019 – those reporting "strongly agree" and "agree"

	M	F
I am a member of research staff and I am satisfied with the opportunities I have to discuss my career progression with my PI	73%	63%

Various supports are available to facilitate career progression and include the PDP process, the School Research Grant Reviewing process [4] and training offered by RCSI. Our survey showed male staff felt less encouraged to take up career development opportunities (47% M vs 76% F) (Table 56).

Table 56. EDI Staff Survey 2019 – those reporting "strongly agree" and "agree"

	M	F
I am encouraged to take up career development opportunities	47%	76%

Professional development support is provided through classroom-based training, formal 1:1 mentoring, online training (Section 5.3i). Online courses such as LinkedIn are available for all staff at any level. Places are offered for the Leadership Foundation in Higher Education, the Aurora programme which is specifically designed for women and the bespoke RCSI-led 'Managing Through People' course. RCSI supports 10-12 places on the Aurora programme annually. From PBS we have a minimum of at least one female applicant who is chosen for the programme each year.
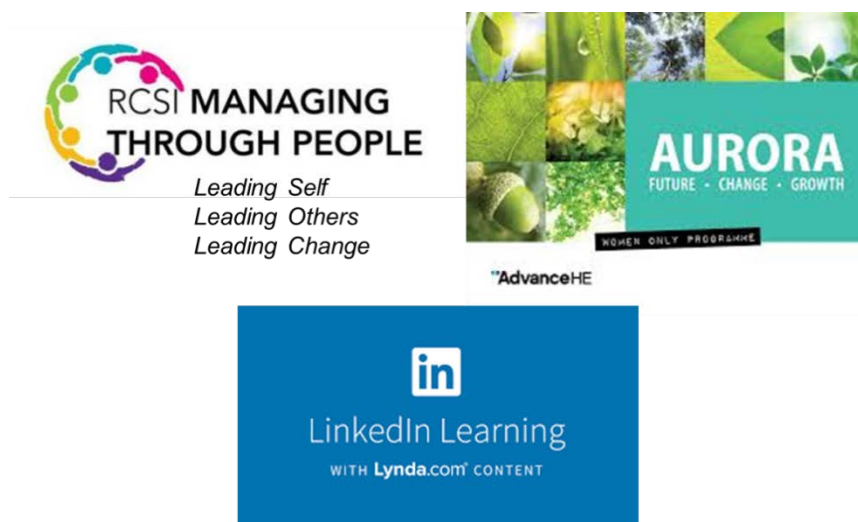

Figure 16. Illustration of some of the career supportive courses on offer in RCSI.

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[4] School support in which grant applicants submit their grant for internal review within the School 2 weeks before submission. Reviewers are assigned from a pool of PIs and senior PDRs to ensure balance of workload and provide PDRs grant reviewing opportunities

RCSI support staff to pursue RCSI postgraduate taught programmes. To date 24 staff within the School have completed a one year part-time postgraduate diploma in Health Professions Education; [12F, 12M] and 2F have registered for January 2021 intake. A further 5 staff are undertaking this programme in current academic year [3F, 2M], [October 2019–2020]. Many Masters programmes are also available including Healthcare Ethics and Law; Leadership and Healthcare Management. There are opportunities to learn about the benefits of Health and Wellbeing through the RCSI Inspire programme (Figure 17).

Figure 17. RCSI inspire events taking place over the summer 2019

One PBS female member of staff serves as the PDR representative for the School. One PDR was promoted to Honorary Lecturer (HL) in the last year, bringing the total promoted along this path to 5 in the last 3 years (80% F). In addition, 2 of these 5, both females, have taken up career progression training opportunities in the form of higher diplomas, on offer from the University. PDRs can avail of other opportunities including student supervision, project management, leadership & teamwork and career development, at RCSI. PDRs can participate in the PDP process, though many PDR line managers fail to do this. The Research Career and Development Framework Programme for postdoctoral promotion guidance is on offer to PDRs (Figure 18). This is modelled on the European Commission's Framework. The model offers recognition of a change in role title to reflect research achievements. Currently there are 23 PDRs (47.8% F) and 5 Senior Postdoctoral fellow/Research fellows (60% F). Of these, 2 PDRs in 2019 and 2 in 2020 successfully applied for the Research Career and Development Framework Programme. The low numbers of applicants has led us to include is addressed **in Action 5.3.7.**
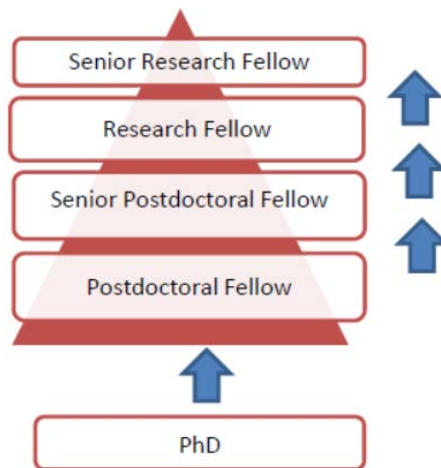
Figure 18. Schematic of the RCSI Research Career & Development Framework

PDRs within PBS can avail of the Vitae Researcher Development Framework, a professional development tool (Figure 19). Researchers are encouraged to use this framework as a planning tool and in PDP discussions.
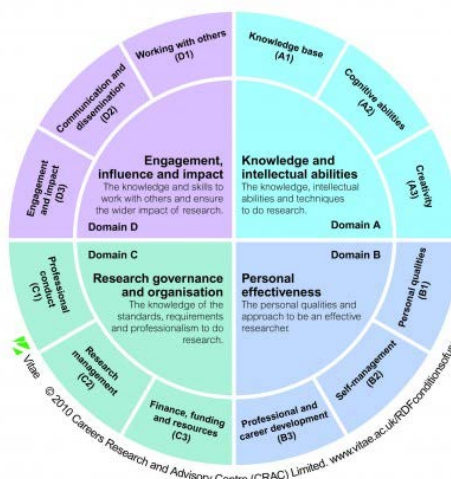
Figure 19: Researcher Framework Development tool available to RCSI staff.

ACTION 5.3.7	Line managers to encourage staff to apply the RCSI career and development framework during the PDP meeting and monitor uptake by gender of manager and staff Details of this framework and available supports to be included in the PBS handbook (refer to **Action 5.1.1**)

5.3(iv) Support given to students (at any level) for academic career progression

All postgraduate students are registered through the RCSI SPGS which provides comprehensive training and professional development (Figure 20). Additionally, personal and professional support for students is provided through RCSI's Centre for Mastery: Personal, Professional and Academic Success (CoMPPAS).

We asked PGR students for their feedback. We found 88% of students were happy with opportunities to discuss their career progression with their supervisor. While 100% of PGR students reported they were satisfied with their opportunities to discuss training and mentoring with their supervisor. Also encouraging, was that 74% of our PGR students were supported to take up opportunities for career development.
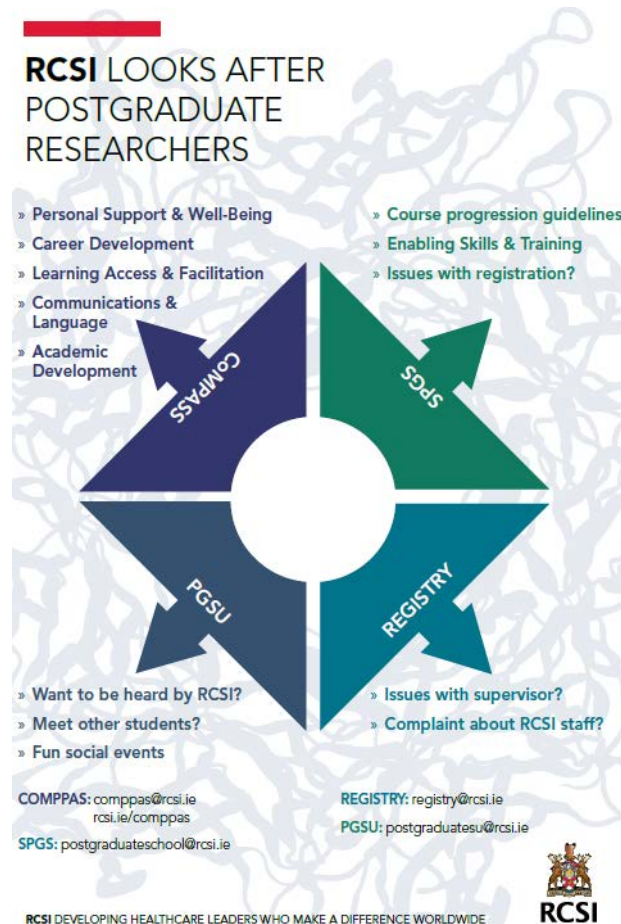

Figure 20. Supports available for postgraduate students through the RCSI School of Postgraduate Studies.

Section 5.3 (v) Support offered to those applying for research grant applications.

Research active academic staff were surveyed for the period 2017-2019. We received a 59% response rate (18 female staff and 8 male staff).

Research active academic staff:
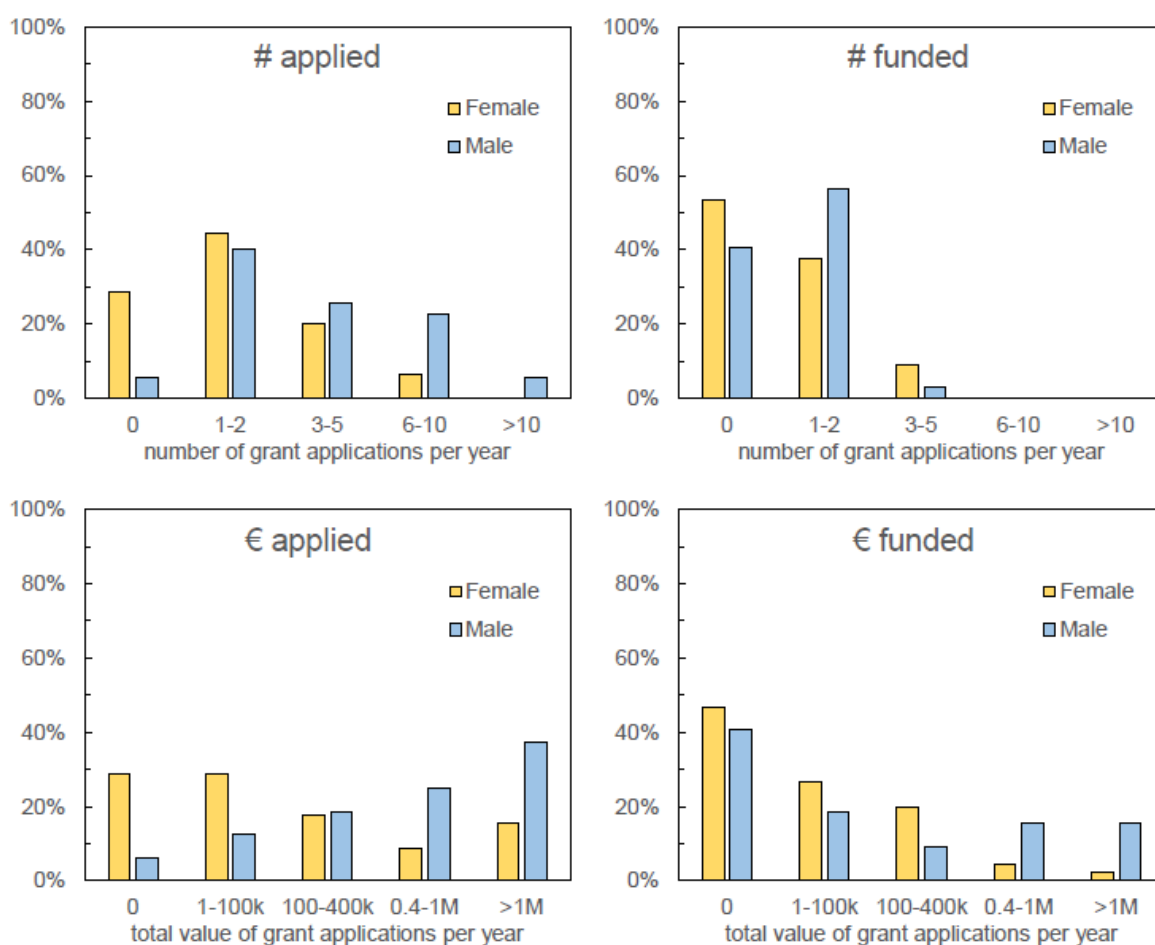
Figure 21. Survey on grant application activity and success of core academic staff (Lecturers to Professors) by gender. Top left: average number of grant applications per year and person. Top right: average number of funded grants per person. Bottom left: total funds requested over one year, per person, in categories of 0€, 0-100k€, 100k-400k€, 400k-1M€, or >1M€. Bottom right: total funds granted per person.

Female staff were less active in submitting grant applications compared to males. Over the 3-year period examined, 70% of female staff had applied for funding, while up to 90% of male staff submitted at least one application per year, with a high proportion (20%) submitting between 6-10 applications per year (Figure 21). Overall male staff applied for and secured more funding (>€500k) than their female colleagues.

When asked whether they considered the School supportive in applying for research grants, 72% of female and 82% of male staff agreed that they experienced a supportive environment (Table 57). Of note, staff commented that direct support from Head of School and RCSI research office was particularly important in this regard.

Table 57. EDI Staff Survey 2019 – those reporting "strongly agree" and "agree"

	M	F
(For those who have not yet reached the level of full professor): I am satisfied with the support I receive to apply for research funding	50%	33%

I am a member of research staff, and I am satisfied with the support I receive to apply for research funding	82%	72%

Specific feedback from staff has indicated that the broad research interests across the School means that it can be difficult to create synergies/collaborations within the School. In addition, several female staff commented that a significant proportion of their time is dominated by teaching activities and committees and as a result it can be hard to find dedicated time for research activities including grant writing.

> *"The department has improved significantly over the last year or two as there are now clear supports for staff when applying for funding, including an internal review to provide feedback in advance of the official application to the funding body" – Male academic*
>
>
> *"The major problem that many researchers face at RCSI is the workload from education, administration and leadership – there is insufficient protected research time" – Female academic*
>
>
> *"Reduced capacity to grant write while having roles in module co-ordination and caring responsibilities which have occurred due to COVID. I know this is an impossible and common concern for all PI's but a conversation in relation to buying out time to apply for large grants would be most welcome" – Female academic*

Figure 22: PBS Staff were asked how well they feel supported by the department in applying for funding.

ACTION 5.3.8	**A.** Strongly encourage academic and research staff to complete the "intent to submit" application on the RIMS research portal developed by the Office of research and innovation. This will allow us to collect data in terms of the total number of grants submitted annually vs overall success rate within PBS (disaggregated by gender). **B.** Review the feasibility of introducing short-term reduced service and teaching commitments to be reviewed on a case-by-case basis for those staff actively preparing large grant applications. **C.** Formalise and strengthen the existing internal PBS grant review process in PBS **D**. Analyse grant submission and success rates by gender annually beginning with 2018 to fully understand the impact of COVID-19 on grant applications by gender.

Importantly, 75% of the HLs within the department have repeatedly applied for research grants, with 50% successfully securing significant funding. In contrast however, the vast

majority (>65%) of postdoctoral researchers (both male and female), have not applied for research funding. Criticism was raised around the lack of support from their PI's for PDRs applying for grants. Staff have suggested that offering PDRs the opportunity to contribute to PI's grant applications and review process would be beneficial to them in their early career development.

ACTION 5.3.9	As a part of the PDP for PDRs, discussion regarding grant applications/fellowships and research funding will be emphasized in the career development section of the PDP documents.
	PI's will also be advised to engage in these discussions, providing specific feedback where necessary.
ACTION 5.3.10	The school has introduced an internal grant review process. The availability and structure of this service will be communicated to improve awareness and foster uptake through regular emails from the PBS Deputy head (research).
	Female PDRs will continue to be included in the reviewer panel to provide learning opportunities around writing/reviewing grant applications.

5.5 Flexible working and managing career breaks

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

All eligible RCSI staff are entitled to time off without loss of pay to attend ante-natal or post-natal appointments, 26 weeks paid maternity leave with no qualifying period, up to 16 weeks unpaid additional maternity leave and up to 2 weeks paid paternity leave.

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

Based on the PBS staff survey, 66% of female and 14% male staff report caring (childcare or adult) responsibilities. This survey also demonstrated an overall lack of awareness about policies and supports with 39% of male and 50% female staff being unaware of current maternity leave policies. 32% of female staff members were aware of the policies in relation to paternity leave compared with 48% of men (Table 58).

Table 58. EDI survey results on maternity and paternity leave those reporting "strongly agree" and "agree"

	M	F
Are you aware of the current RCSI Maternity Leave policy?	39%	50%
Are you aware of the current RCSI Paternity Leave policy?	48%	32%

Thus we propose the following action plans.

Action 5.5.1	**A**. Annual presentation by HR on maternity, paternity and parental leave entitlements and back to work supports (Mumager Scheme) to the School during one monthly School meeting. Information on maternity, paternity and parental leave to be included in the PBS booklet (**Action 5.1.1**). Links to relevant HR websites will also be provided in the booklet. **B**. Managers to provide support to male staff to take their full paternity leave by addressing workload ahead of the due date for the father to be.

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

Staff found that applying for family leave was straightforward (80-100% female v male; Table 59). Male staff were highly satisfied (100%), however only 70% of female staff felt supported by the School. Eighty percent of female staff and 100% of male staff reported applying for family leave straightforward. Additionally, while the levels are high, academic and research staff (A&R) reported lower levels of support (79%) and ease of application (86%) versus professional and support (P&S) staff (100%).

The recent survey found that only 50% of males and 60% of female staff had colleagues cover some of their responsibilities during family leave with the highest levels of part-time or temporary staff cover reported for P&S staff (50%).

Table 59. EDI Staff Survey 2019 – those reporting "strongly agree" and "agree"

	M	F	A&R	P&S
I was supported by my school, department, centre, office before my family leave	100%	70%	79%	100%
The process of applying for family leave was straightforward	100%	80%	86%	100%
Arrangements were available for me to keep in touch during my family leave to the extent that I wished to do so	50%	60%	58%	50%
Colleagues took on some/all my responsibility during my leave	50%	60%	55%	50%
Part-time or temporary staff were hired to cover some/all of my responsibilities during my family leave	17%	30%	21%	50%

There is a need for the School to clarify supports and expectations during maternity leave, paternal or adoptive leave in relation to communications about ongoing projects. We suggest the following action plan.

Action 5.5.2	Introduce optional "Keep in Touch (KIT) days" for all staff in line with HR family leave policies, allowing staff to stay up-to-date with progress on ongoing projects during periods of leave. Provide information on KIT days within the PBS information booklet.

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

Male staff reported higher level of support (100%) than female staff (70%) on return from family leave (Table 60). This demonstrates that 30% of females did not feel supported before or after their family leave.

Table 60. EDI Staff Survey 2019 – those reporting "strongly agree" and "agree"

	M	F	A&R	P&S
I was supported by my school, department, centre, office after I returned from family leave	100%	70%	79%	100%

RCSI provides protected time for research-active academic staff returning from maternity/adoptive leave. This includes six months relief from teaching duties. Additionally, majority of staff (83% male and 80% female) found meetings were scheduled at times that facilitated attendance (Table 61).

Table 61. EDI staff survey 2019 – those reporting "strongly agree" and "agree"

	M	F
Overall, meetings, seminars and other events are scheduled to commence and end at reasonable times within the working day to maximise my ability to attend.	83%	80%

RCSI also offers support to staff post-maternity/adoption leave in the form of 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, reassessing priorities and setting boundaries. However, only 22% of male and 41% of female staff in PBS were aware of this course (Table 62).

Table 62. EDI staff survey 2019 – those reporting "strongly agree" and "agree"

	M	F
Are you aware of that those returning from maternity leave can take part in Mumager - a back to work scheme	22%	41%

Awareness of the Mumager scheme will be addressed in **Action Point 5.5.1** and **5.5.3**.

Action 5.5.3	Develop a return to work section for managers and staff including information on "*Mumager*" course, parents and carers network and breastfeeding facilities etc in the PBS information booklet

(iv) Maternity return rates

Maternity leave and return rates were provided by HR and analysed by the Data Workstream (Table 63).

Table 63: Maternity leave and returns

Date leave started	Date returned to work	Job category	Contract Type	FT/PT Status
Nov-17	Nov-18	Non Academic Staff	Permanent	Full Time
Oct-17	Jun-18	Non Academic Staff	Permanent	Full Time
Dec-17	Jul-18	Contract Research Academic	Temp Contract	Full Time
Sep-17	Sep-18	Academic staff	Permanent	Full Time
Apr-17	Jan-18	Contract Research Academic	Temp Contract	Full Time
Dec-16	Jul-17	Contract Research Support	Temp Contract	Part-time

Between 2017-2019, 6 School members (1 academic, 2 non-academic staff, 2 contract academic researchers, 1 contract support researcher) took maternity leave. Five were on full time contracts. The median duration of leave was 8 months, with a range of 7-12 months), and no contracts ended while staff were on leave. All staff returned to the School following their maternity leave.

The part-time contract support researcher's contract came to an end, two years after their return at which point they left. The two other contract academic researchers resigned and left at different time points following their return (3 months and 12 months, respectively). The permanent, non-academic staff member resigned and left 10 months after their return. The other full-time, permanent, non-academic staff member remains in the School.

Due to the small numbers, no conclusions can be drawn. Furthermore, exit interview data are needed to determine if any of the resignations were related to maternity.

(v) Paternity, adoption and parental leave uptake.

Between 2017-2019, 2 female academic staff requested and were approved for parental leave. Paternity leave was taken by 1 male core support staff member. No academic staff

member had ever had a parental leave application rejected. No School member requested adoption leave during this time.

(vi) Flexible working

In order to investigate flexible working arrangements, PBS staff were asked on their views on flexible working possibilities (Table 64).

Table 64. EDI staff survey 2019 on flexible working – those reporting "strongly agree" and "agree"

	I am aware of this option		I have benefitted from this option	
	M	**F**	**M**	**F**
Career break	44%	56%	2%	0
Reduced working week	47%	53%	2%	11%
Sabbatical leave	40%	60%	0	2%
Shorter working year	45%	55%	2%	0
Unpaid leave of absence	48%	52%	0	0
Flexible working hours	42%	58%	6%	30%

Fewer than half of academic staff members (male and female) reported being aware of RCSI's flexible working option. Small minorities of academic staff members reported benefiting from these flexible working options. When asked in greater detail about flexible working more than twice as many females (69%) felt they could work flexible hours if needed compared to 31% males (Table 65). Additionally, a greater % of academic staff (83%) believed they could work flexible hours compared to support staff indicating this is an area that requires action.

Table 65. Staff experiences of flexible working

	M	**F**	**A&R**	**P&S**
I am able to work flexible hours if I need/wish to do so	31%	69%	83%	17%
I negotiate flexible working hours on an informal basis, locally, with my line manager	22%	78%	63%	37%

1:1 interviews highlighted some positive experiences from staff regarding flexible working.

> *"I work 1 or 2 days from home, I have been encouraged from my HoS to work from home"*

> *"I don't have to ask to work flexibly as long as it doesn't affect business as usual" PDR*

Figure 23. Staff 1:1 feedback on flexible working

In general, participants noted that flexible working is available as long as work is completed. However, several highlighted that this could depend on your role or line manager. They also noted that support staff have core hours that they need to be available.

These views are in line with RCSI institutional guidelines for flexible working indicating flexible working are agreed directly with the line manager or HoS. At the RCSI institutional level 64% female and 67% of male staff report that their HoS would generally be supportive of requests for flexible working. RCSI is currently rolling out an official policy on flexible working.

Participants raised some of the challenges around flexible working. They queried if there are senior role models that work flexibly. They also asked how flexible working related to changes in workload – such as teaching or administrative reduction and how it effects promotions. The creation of a formal flexible working policy was looked favourably upon.

> *"There is still a need to make sure that people can work flexibly and still get promoted. Flexible working shouldn't diminish promotions chances" - academic*
>
> *"I would find it helpful to have a more formal policy to allow for time off in lieu. This would take away the need to continually ask if it is ok, and make flexible working mare accessible." - PGR*

Figure 24: Staff experiences of flexible working

In order to address any disconnects in regards to flexible working policies between gender and across different roles (academic, administrative, research) we suggest the following action plans.

Action 5.5.4	RCSI as an institution is currently developing a formal flexible working policy. A HR representative will be invited to give an information session to all PBS staff related to the newly developed flexible working policy.
	This information will be included in the PBS information booklet.
	Assess impact of Covid-19 on longer term flexible working arrangements at School level in line with RCSI flexible working policy.

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

Within PBS, no individuals have transitioned from part-time work back to full-time work after career breaks.

5.6 Organization and Culture

(i) Culture

PBS prides itself on its promotion of EDI and the Athena SWAN Charter principles, and prior to the merging of MCT and the School of Pharmacy, MCT was the first department in RCSI to form a SAT.

Through 1:1 interviews we asked staff and PGRs about the PBS culture and environment. The collegial and inclusive environment within the School was reflected in the data and individual feedback. Responses were broadly positive, and interview participants often attributed this to the HoS.

Very collegiate. – female academic

It is inclusive in terms of Athena SWAN. There is an openness and sharing. – female academic

Collegial. People are very helpful…fairly accommodating, people are approachable. Very good. – male academic

It is really inclusive. It is really flexible, given current times that has really shone through. But the focus of the school has shifted to teaching and service. – female academic

Honestly, the people and staff are – you feel like you can talk to people. Most are friendly. – male academic

Figure 25. Staff experiences regarding the culture of PBS

Others noted that the culture is still evolving, both due to the recent merger and the timing of lockdown.

I guess as a school it is supportive, it is a new school. I have worked with the new colleagues previously so it wasn't as new to me. As a new school, my new colleagues are fantastic. – female academic

I would say in transition – I think we're still trying to merge two different cultures. We couldn't have got a better leader [HoS]. Change will take time…We aren't all used to the new norm. – male PMSS

Figure 26. Staff experiences regarding the culture of PBS

We explored the merger in more detail to better understand how it has shaped the culture of PBS, and asked interviewees to describe how the merger impacted their working life. Responses varied with some staff noted that it had changed little for them personally.

Day to day is the same. – female academic

It didn't really. [HoS] handles it really well. – female academic

> *Initially, it wasn't affecting me. But has impacted on my teaching.* – male academic

Figure 27. Staff experiences of merger and how it impacted their working life

The majority of participants described how it impacted their workload.

> *Workload allocation model has thrown up big differences between departments – [especially] between teaching and research load. In a great way the Athena SWAN process has helped drive these activities on a granular scale. We can actually see the data, you can't argue with an excel spreadsheet.* – female academic
>
> *Massively. I took on new role. A lot of challenges still.* – male PMSS
>
> *More committees. The teaching. There's more coming down the line. Committee load and teaching load have increased.* – female academic

Figure 28. Staff experience of the merger and how it impacted their workload

Feedback from staff is broadly positive about the culture in RCSI. More females (78%) than males (68%) reported in the staff survey that RCSI promotes clear values and expectations about how people should behave towards each other. 85% females and 81% makes reported that the culture and atmosphere at RCSI is inclusive of all (Table 66).

Table 66. EDI Staff Survey 2019 – those reporting "strongly agree" and "agree"

	M	F	A&R	P&S
RCSI promotes clear values and expectation about how people should behave towards each other	68%	78%	71%	70%
The culture and atmosphere in RCSI is inclusive to all	81%	85%	86%	75%
I would recommend RCSI as a good place to work	87%	85%	84%	85%

RCSI has developed an Institutional Gender identity and Expression policy, including cross-campus non-binary bathrooms to support individuals identifying as non-binary. PBS staff attend the RCSI Pride Network events and represent RCSI within the 'Dublin Pride Parade' to spread awareness of RCSI inclusivity.

As the previous Department of MCT was the first department to form a SAT in RCSI. We used our staff survey to gauge awareness of Athena SWAN, and found most of the School had heard of the Charter (Table 67).

Table 67. EDI Staff Survey 2019 – those reporting "yes"

	M	F	A&R	P&S
Before you were invited to take this survey, had you heard of Athena SWAN?	97%	93%	98%	85%

Table 68. EDI Staff Survey 2019 – those reporting "strongly agree" and "agree"

	M	F	A&R	P&S
I have a good understanding of Athena SWAN principles	83%	90%	90%	77%
I recognise how the principles of Athena SWAN are embedded into the culture and working of RCSI	77%	63%	71%	65%

In our school level survey 77-90% of all staff expressed that they had a good understanding of Athena SWAN principles (Table 68). However, participants emphasised that they would like more information on how these principles are embedded into the culture and working of the school. PBS SAT committee will report into the PBS Staff meeting and PBS Leadership Committee twice a year.

ACTION 5.6.1	**A.** Each year the HoS will hold an annual all-staff meeting where there will be a whole school discussion on the Athena SWAN Gender Equality action plan 2021-2024 – this will be used as a mechanism to solicit feedback and promote Athena Swan awareness. **B.** Athena Swan Logo to be used on all PBS branding, including website, twitter, powerpoint slides, PBS letter heads etc **C.** SAT will review annually to determine if action plan needs adjustment to tailor it to changing circumstances and/or redundant actions.

We used our 1-to-1 interviews to better understand if staff and PGRs understood and supported the role of the Charter in the School.

> *Athena SWAN can help us with our culture and attracting new people. We want it and we need it.* – male PMSS
>
> *Having Athena SWAN and the EDI unit has opened up a lot of doors and conversations. And I think we're doing OK.* – female academic

Figure 29. Staff experiences of Athena SWAN Charter and Prioritisation

Staff were asked what they would like to see prioritised for Athena SWAN.

> *Workload. Beginning middle and end.* – female academic
>
> *Leave and flexible working becomes less powerful if you don't model workload against it…a test of stamina is the only way to describe it. Particularly female*

academics…if you are slammed with teaching it becomes unattainable to go after research. – female academic

Figure 30. Staff feedback on key areas for Athena SWAN

RCSI has a number of staff networks related to EDI. PBS staff participate in the Age Friendly Network, Aurora Women's Network, Pride LGBT+ Network and the Parents and Carers Network. The EDI survey found that overall awareness of RCSI Staff Networks could be improved, particularly for the newer networks (Table 69).

Table 69 EDI Staff Survey 2019 on Staff Networks – those reporting "yes" by gender

	I am aware of this network		I have participated in this network		I would like to join this network	
	M	**F**	**M**	**F**	**M**	**F**
Age Friendly Network	5 (16%)	14 (34%)	0	< 5(12%)	0	< 5(12%)
Aurora Women's Network	13 (42%)	21 (51%)	0	6 (15%)	< 5(16%)	11 (27%)
Parents and Carers Network	8 (26%)	11 (27%)	0	0	0	< 5(12%)
RCSI Staff Men's Shed	9 (29%)	14 (34%)	0	0	< 5(16%)	0
Staff Pride LGBT+ Network	11 (35%)	21 (51%)	0	0	0	< 5(12%)
None of them	9 (29%)	<5 (12%)	< 5(16%)	< 5(12%)	< 5(16%)	< 5(12%)

ACTION 5.6.2	**A.** Increase awareness and ways to engage with the EDI networks by advertising events in monthly newsletter (to be launched in Feb, 2021), PBS booklet and standing item on agenda to announce at school meetings. **B.** Increase awareness to all staff of leadership courses both internal and external to RCSI.

(ii) HR Policies

RCSI maintains clear institutional-level policies surrounding misconduct, including grievance procedures, disciplinary procedures for handling bullying and harassment, sexual misconduct and violence, dignity at work policies and equal opportunity policies. Details of all of these policies are available in the staff portal under 'HR Policies and Procedures A-Z', as well as on WorkVivo. PBS follows the institutional policies on equality, dignity at work, bullying, harassment and grievance. The establishment of bi-annual workshop on addressing bullying and harassment provided to HoD/HoS, managers and PIs was noted as an action point in the institutional-level Bronze application, as well as establishing a case management system to report and track cases of bullying and harassment.
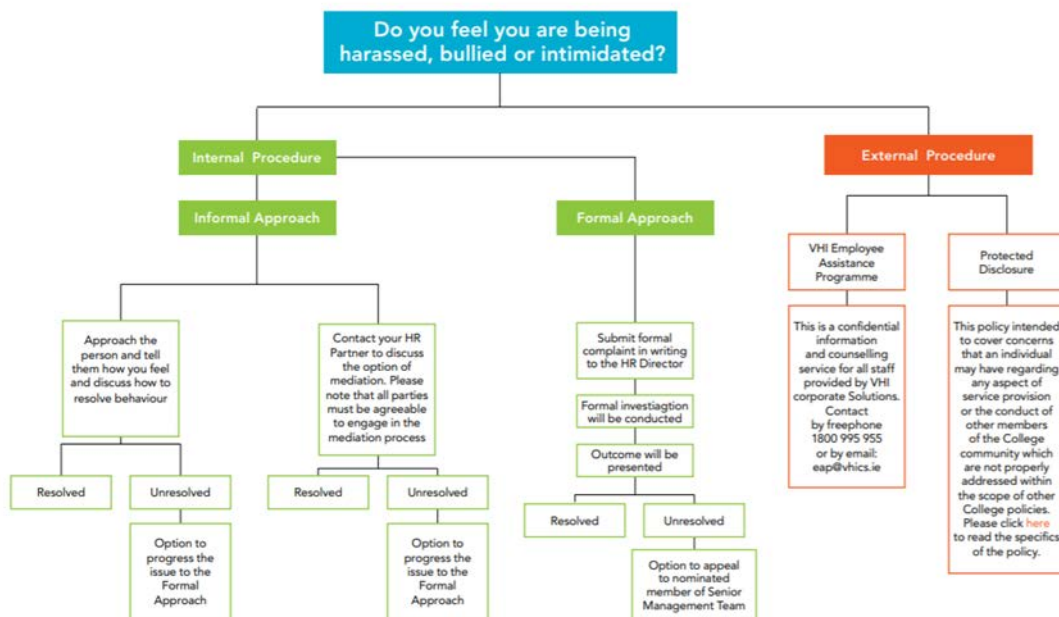
Figure 31. Dignity at Work Policy Flow Chart, available on the staff portal

Staff were asked how they would like to be kept up to date on HR policies. Members expressed that the nature of policies is that you look for them when you need more information on them, with one stating that they assumed information was available online. However, another member said that the layout of the website made finding this information difficult. A more pro-active approach to raising awareness of policies was suggested, such as a more comprehensive induction, and that School meetings should be used to inform staff about any large changes in HR policy.

In the PBS staff survey, most staff members did not report discrimination or unfair treatment (Table 70). However of those who did, women were more likely to have felt this way – with 21% of female staff members versus 13% of men. The rates were more similar between academic and research staff and professional and support staff.

Table 70 EDI Staff survey 2019- those reporting "yes"

	M	F	A&R	P&S
During your time in RCSI, do you feel that YOU have ever been discriminated against / unfairly treated?	13%	21%	17%	20%

Action 5.6.3	Include details of reporting procedures for unfair behaviour in the PBS information booklet, providing more clarity around HR policies and procedures for reporting mistreatment and unfair behaviour including a flowchart on reporting unfair treatment and discrimination.

(iii) Representation of men and women on committees

The majority of committee participation is driven by University-wide committees outside of the school. These are analysed and actioned through RCSI's Institutional Athena SWAN SAT. However, as a School these are considered in terms of work allocation and reviewed at PDP. PBS aims to ensure 40% representation of either gender on Committees, Boards, Panels over 5 people as demonstrated in Table 71.

Table 71. 2019 & 2020 School Committee Membership

	M	F	%F
Programme Innovation Committee	4	3	43%
Research Committee	6	5	40%
Education Committee	3	5	62%
Athena SWAN SAT	11	18	62%
Communications Committee	0	3	100%
Seminar Series Committee	3	5	60%

Table 72. EDI Staff Survey 2019 – those reporting "strongly agree" and "agree"

	M	F	A&R	P&S
There are equal opportunities to become involved in internal activities (i.e. interview panels, committees, working groups, presentations at conferences/ seminars)	52%	56%	55%	43%

The HoS takes an open and transparent approach to recruitment for internal activities by sending an invitation to all staff and students via email.

(iii)   Participation on influential external committees

Table 73. EDI Staff Survey 2019 – those reporting "yes"

	M	F	A&R	P&S
There are equal opportunities to become involved in external activities (e.g. participation in influential external committees)	35%	41%	34%	42%

PBS staff members serve on influential external committees broadly falling within three categories: research (funding bodies, journal editorial boards, societies/charities, external ethics committees); education (external examiners, national and international education associations) and policy (regulatory bodies, Health Services Executives). Staff are actively encouraged to participate in external committees and this forms part of the PDP discussion with line managers and is a promotion criterion for academic staff.

From the staff survey less than 50% of males, females and postgraduates felt that they were given equal opportunities to become involved in committees (Table 73). From the 1:1 interviews it was noted that barriers to external committee participation included lack of knowledge around opportunities and transparency in the selection process.

"[It goes] back to the processes, they are not transparent". – female academic

"There are barriers to leadership roles. Some people self-advocate very well and upsell small things, they play the game, they go to comms. If you don't jump up and down people overlook you". – female academic

Figure 32. Staff experiences of external committees

ACTION 5.6.4	All future calls for nominations on influential external committees which are received by PBS will be publicised to all staff and expressions of interest sought and a transparent selection process will be followed when more than one member of staff expresses interest.

Table 74. Selection of PBS Staff members and their service on influential external committees

Name	Role	Committee	M/F
Tracy Robson	Prof and HoS	President of the Irish Association for Cancer Research (IACR)	F
Sally Ann Cryan	Prof	SFI AMBER Centre Executive Management Team, AMBER Gender Equality Committee , Trinity Centre for Biomedical Engineering (TCBE) Committee,	F
Michelle Flood	SL	National Working Group for the HSE/HEI Making Every Contact Count	F
Helena Kelly	AP	Advisory Committee on Veterinary Medicine of the Irish Health Products Regulatory Authority (HPRA)	F
Brian Kirby	Prof	Council of the Pharmaceutical Society of Ireland	M

Fiona O'Brien	SL	Workstream Lead for European Paediatric Formulation Initiative	F
Annie Curtis	SL	President of the Irish Society for Immunology 2021-2026	F
Cian O'Leary	L	Secretary Matrix Biology Ireland, Member of the Pharmacists in Industry, Education and Regulatory (PIER)	M
Judith Strawbridge	Prof	Executive Committee Irish Network of Healthcare Educators (INHED)	F
Steve Kerrigan	Prof	European Sepsis Alliance Committee, International Society for Thrombosis and Haemostasis Scientific Standardization Committee in Biorheology	M
Darran O'Connor	Prof	Breast Cancer Now (UK) Grant Review Committee	M
Michell Lavin	CRF	Co-Chair of the European Association for Haemophilia and Allied Disorders (EAHAD) Women and Bleeding Disorders Committee	F
Maria Morgan	AP	Member of the Editorial Board for the journal Scientific Reports.	F
Claire McCoy	SL	Member of MS Society of Ireland Research Committee.	F
Ingmar Schoen	L	External examiner for two doctoral theses, ETH Zurich	M

Table 74 was compiled from the annual PBS report. As such data on external committee involvement is not systematically captured and may represent a missed opportunity to raise awareness of individual contributions and opportunities for other staff involvement.

ACTION 5.6.5	A. Each year record female appointments on external committee. B. End of year address by the Head of School to acknowledge staff achievements which will include roles on external committees.

(v) Workload

In the EDI Survey, PBS staff reported on their experience with workload (Table 75).

Table 75. EDI Staff Survey 2019 – those reporting "strongly agree" and "agree"

	M	F	A&R	P&S
My workload is reasonable	55%	44%	45%	32%
My department has a clear and transparent way of allocating workload	30%	34%	17%	32%
The allocation of workload aligns with my personal career development goals	49%	46%	43%	55%
There is an active management of workload in my department	39%	37%	32%	50%
I used the PDP process to discuss my workload	57%	65%	60%	73%

Prior to the SAT, the School workload was managed on a case-by-case basis by the HoS. The following steps were in place to balance workloads:

- Teaching loads are reduced for the first 6 months of staff returning from maternity leave.
- Academic staff recruited under the StAR programme have their teaching loads phased in over a 1-year period.
- Staff writing large grants are given protected time from teaching. (i.e. Horizon 2020 ERC or SFI Research Centre applications).

(vi) Timing of departmental meetings and social gatherings

RCSI introduced a core working hours policy in 2018. Core meeting hours are between 9.00am and 5.00pm, conducting meetings or responding to emails outside of these core working hours is actively discouraged by institutional and school leadership. The following statement is included at the bottom of all internal emails - *'If you receive this email outside of your normal working hours, you are not expected to respond until you return to work.'*

There is a high level of awareness and adherence to RCSI's core meeting hours (Table 76). Within PBS every effort is made to arrange PBS meetings between the hours of 10am to 4pm, to facilitate those with caring responsibilities/enable flexible working. Some key meetings are required to start at 9am to facilitate colleagues on international campuses, but staff are given advanced notice. The core monthly PBS staff meeting invitation and agenda is circulated two/three weeks in advance, the meeting is scheduled sometime between 11am-2pm. Refreshments are provided at certain events, to encourage attendance and facilitate social interaction. During COVID the HoS indicated that no meetings should be held on a Friday, so that staff could catch up and enter the weekend less stressed; this will be maintained.

	M	F	A&R	P&S
Are you aware of the RCSI core meeting hours policy? i.e. core meetings should take place between 9am and 5pm	87%	78%	86%	70%

Are the core meeting hours (between 9am and 5pm) adhered to in your Department?	80%	90%	91%	74%
Are you required to be in the office attend meetings outside of core working hours (i.e. 9am – 5pm)?	45%	29%	38%	30%
Key staff meetings are planned sufficiently in advance to allow those with caring responsibilities to attend.	41%	59%	51%	48%

Table 76 EDI Staff Survey 2019 – those reporting "yes"

However, there is still room for improvement in particular the low satisfaction with key meetings being planned in advance.

ACTION 5.6.6	Staff members will be informed at least 72 hrs prior to any meetings where possible accompanied by meeting agenda. During COVID and beyond no meetings to be held on a Friday based on dictate of HoS.
ACTION 5.6.7	The monthly PBS Research Seminar Series which currently runs 4-5pm, will be moved to lunch time with refreshments – to maximise opportunity for attendance and social interaction, in particular for those with caring responsibilities.

There are several institutional social gatherings across RCSI annually which PBS staff attend. However, school-specific social events are more limited. At present, the main PBS social gathering is the PBS Christmas party. PBS respondents report >74% agreement that organised social activities are scheduled at times that make it feasible to attend. PBS social events are considered to be inclusive; with the vast majority of respondents (M84% and F97%) agreeing that social activities are welcoming to both men and women (e.g. parties, team building).

(vii) Visibility of role models

The PBS website was updated in 2019 in line with a standard template across RCSI. Diversity was strongly considered in the selection of all photographs used. PBS staff members are listed by title under "Our People" and their names have live links to their biographies and publications. The publication section is automatically pulled from Scopus.

https://www.rcsi.com/dublin/about/faculty-of-medicine-and-health-sciences/school-of-pharmacy-and-biomolecular-sciences

ACTION 5.6.8	Email to all staff requesting updates on biographies /publication/achievements to be circulated every 6-months. Information provided to be used for updating the PBS section of the RCSI website.

There is a main news section on the RCSI website

https://www.rcsi.com/dublin/news-and-events/news

This section is managed by the RCSI Communications team who work with PBS staff to publicise their achievements. Gender diversity is considered in terms of images used and content.
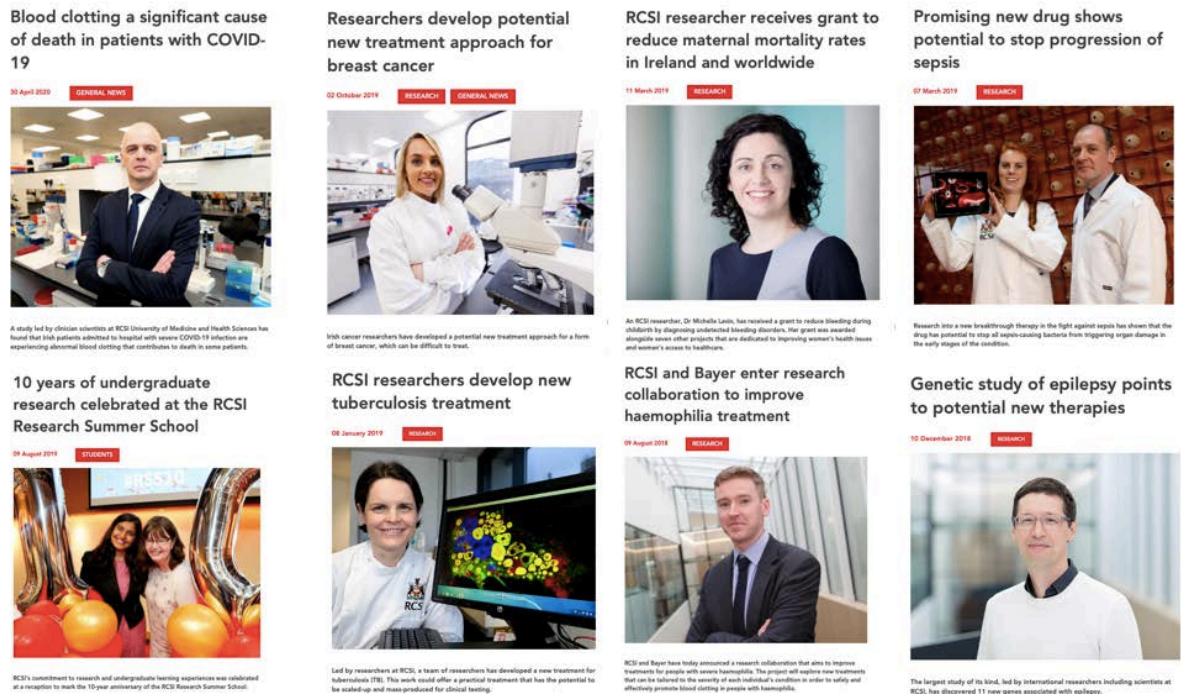

Figure 34. Screenshots from RCSI website (news section) celebrating PBS staff success.

RCSI's institution wide social media portal called "RCSItogether" highlights all the latest news from RCSI including published research, awards and upcoming events, managed by the Communications Department.
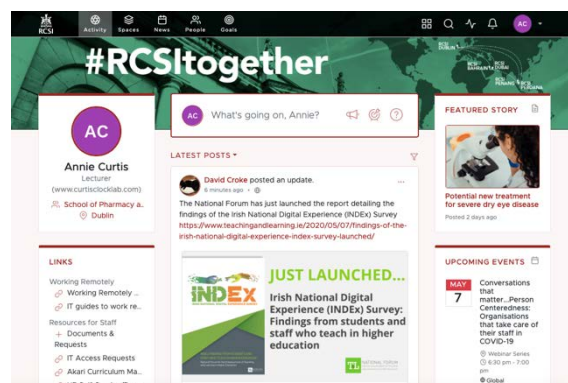
Figure 35 RCSItogether media portal screen shot

PBS also has its own Twitter account used to highlight all types of activity and achievements across research, teaching and service within the School. The Twitter account is run by the PBS Social Media Committee, which is comprised of two academics, one operations and a postgraduate student. Their main objective is to ensure that PBS news items are shared widely via all social media channels (both internal to RCSI such as RCSI together) and external such as Twitter and LinkedIn. Gender diversity is considered in all images and text used.

Figure 36. PBS Twitter page screen shot

We have been able to maintain good gender balance both for internal and external speakers (Table 77) for the PBS Research Seminar Series. We also ensure balance in both gender and seniority for PBS staff who chair this meeting

Table 77. Internal and External Speakers for the PBS Research Seminar Series

	External			*Internal*		
Year	**M**	**F**	**%F**	**M**	**F**	**%F**
2017-2018	4	3	43%	8	14	64%
2018-2019	4	4	50%	11	15	58%
2019-2020	0	1	100%	14	12	46%

To understand the visibility of role models, we asked staff the following question.

Table 78 EDI Staff Survey 2019 – those reporting "strongly agree" and "agree"

	M	**F**	**A&R**	**P&S**

There are people in the University that I can identify with as role models	71%	69%	67%	63%

Although the response was overall positive and gender neutral, we will encourage participation in Aurora and a newly relaunched Women's Network.

Figure 37. Screenshots from RCSI website of initiatives to enhance visibility of Role Models.

The portraits commissioned of nine RCSI female academic leaders included two female leaders from PBS, Prof. Tracy Robson (HoS) and Prof. Niamh Moran (Fig 37).

ACTION 5.6.9	Continue to record and track gender and seniority of invited speakers (both internal and external) and chairs for the PBS Research Seminar Series.

5.6 (xxviii) Outreach activities

PBS has an extensive record of community engagement and outreach initiatives (Tables 79-81). Surveys indicated that 80%+ of those surveyed were interested in taking part in outreach activities, however only approximately two-thirds of staff had actually taken part in an outreach activity.

Table 79 EDI Staff Survey 2019 – those reporting "yes"

	M	F	A&R	P&S
Have you participated in outreach activities through RCSI?	63%	63%	73%	32%

Table 80 EDI Staff Survey 2019 – those reporting "yes"

	M	F	A&R	P&S
Would you be interested in participating in outreach activities through RCSI?	83%	90%	87%	84%

Table 81 EDI Staff Survey 2019 – those selecting the options above

	M	F	A&R (#55)	P&S(#17)
Local Community	19%	29%	27%	23%
Transition Year Programme	29%	26%	27%	35%
Open Day/Evening	32%	36%	38%	(#4) 23%
Equality, Diversity and Inclusion Event	16%	9%	11%	(#3) 17%
School visit/careers fair	51%	39%	54%	17%

We spoke with staff to understand this trend further, whilst outreach participation seems to be of interest, there is a perception that outreach work is not valued to the same extent as other activities, such as research or teaching achievements. There is very little space in the promotions form to detail outreach activities which likely adds to this perception. Furthermore, time and workload issues were raised as barriers to outreach participation.

> *Oh yes, I do a lot of it. That is part of my service…want to feel that RCSI values it but it really helps your research profile. It's hugely rewarding to go and talk to kids… – female academic*
>
> *I do, I have done bits and pieces. I wanted to this year – but [Covid-19] got in the way. – male academic*
>
> *I encourage my staff and students to do it. The reality is, there is enough to be doing and I'm not prepared to disrupt my work life balance as a lot are outside core hours. If I had more time I would. – male academic*

Figure 38. Staff responses about outreach participation

Figure 39. Selection of PBS lead outreach activities

PBS staff have engaged with multiple types of outreach activity, including Famelab, Soapbox Science, Pint of Science, Intergenerational Day and Primary/Secondary School outreach and children's books. PBS staff have engaged with the media through the press, radio, television, podcasts and voxpops.

ACTION 5.6.10	**A**. Lobby the promotions committee to provide more space in promotions form to detail outreach activities.
	B. Extend the Social Outreach Committee to centrally coordinate these outreach activities and provide opportunities for all willing staff to engage. This will particularly include school visits wherein both male and female students will be encouraged to apply for the undergraduate programmes offered by PBS. This committee will collect data and evaluate outreach activities.
	C. Employ new Workload Model (WLM) to capture information around outreach activities and provide data on time commitment involved

FURTHER INFORMATION

TOTAL WORD COUNT: 11,275 (word count includes 500 words for impact of COVID and 1000 words for merger as approved by Athena Swan Ireland)

Action no.		Objective	Rationale	Action and outputs	Timeframe (start /end date)	Responsible	Accountable	Success measures and outcomes
1. MERGER OF MCT WITH SoP								
1.1.1		To ensure that gender/ethnicity is balanced on the SOP leadership team for subsequent calls.	Current SOP leadership team consists of 50% males and 50% females, we wish to maintain this for future teams and also consider under represented groups. Whilst key members are fixed for 4 years, the elected staff and HoS representatives are renewed every two years	Next recruitment round for SOP leadership team will include positive action to include women and also under represented groups.	Oct 2021 (for staff elected and HoS representatives), then July 2023 (for the whole committeam)	HoS	HoS	The 2021 and 2023 SOP leadership team will aim to achieve gender parity.
3. THE SELF ASSESMENT PROCESS								
3.1.1		To ensure that gender/ethnicity is balanced on the SAT committee	Current SAT committee consists of 36% males and 64% females. 20.68% international ethnicity	Encourage male/international staff/students to participate in the SAT committee to ensure gender/ethnicity balance reflective of the gender (48%) /ethnicity (36%) representation of the school.	March, 2021 - June 2021	SAT committee	SAT chair	The 2021 SAT team aims to achieve a gender and ethnic balance of >40% males and >30% ethnicity

3.1.2		To maintain the PBS Athen SWAN SAT committee post Bronze Award and implement the correct reporting structures	The PBS Athena SWAN SAT will continue post submission of Bronze Award application and decision and inform strategy and KPIs of School	A. To recruit an undergraduate (UG) student (one male and one female) to the SAT. The StEP program will be used to enhance UG engagement.	March, 2021 - June 2021	SAT committee	SAT Chair	SAT committee maintained following Bronze award application submission.
				B.To promote gender equality principles across the school through posters, presentations and events.	2021-2024		SAT Chair and HoS	A high proportion of staff surveyed in 2023 and 2024 will express a strong awareness of Athena Swan principles and how they are embedded within PBS culture increasing awareness by 5% and how they are embedded with the culture by 10%
				C. To hold 3 SAT meetings per year, along with 3 meetings of each workstream			SAT Chair Workstream Leads	Minutes recorded for each SAT meeting will be recorded and stored on the PBS share-point server
				D. SAT reports to PBS Leadership Team and Staff meeting twice a year	Q3, 2022 and Q3 2024		SAT Chair	Aim to organize at least three Athena SWAN events annually and monitor attendance/participation.
				E. SAT to provide mid term and final review to PBS Leadership Team and Institutional SAT			SAT Chair	Progress of SAT will be presented biannually to the PBS Staff and leadership committee.

								The PBS staff member sitting on the Institutional Athena SWAN SAT to provide feedback to PBS SAT about institutional Athena SWAN policy changes/progress.
3.1.3		To ensure effective implementation and monitoring of action points	Following submission of the Bronze award application, the action plan will need to be tracked in order to monitor progress	Ensure that all actions are implemented and outcomes measured according to defined timelines	Q2 and Q4 - 2021-2024	SAT committee	SAT chair and all work-stream leads	Progress across all action points will be monitored on a quarterly basis*

We would aim for >80% of the action points will be on track following each bi-annual meeting* |
								* Possible delays in implementation of the action plan might occur due to the COVID-19 pandemic
4. THE PICTURE OF THE DEPARTMENT								
4.1 STUDENT DATA								

4.1.1	To increase recruitment of males into the M.Pharm programme	Recent data shows that 68-70% of M.Pharm students are female.	A. To collect data on the number of males and females applying through the CAO	Q4-Q4 2021 - 2022	Data Workstream Lead	SAT chair	Data will be collected and analysed to establish whether more females applying through CAO.
		We do not know whether fewer males are applying or whether females reach the required grades.	B. In order to encourage more applications from male students, we will increase male role model visibility in our marketing material, open evenings, school visits (action 5.1.10), career fairs etc.	March, 2021 - March, 2024	PBS education committee	PBS Deputy head (Education)	Annual marketing campaign undertaken which highlights male role models.
		We have no control over the CAO process, which uses a grade-based non-biased approach to recruit students across Irish educational programmes, nor do we have control over Kuwaiti sponsored students entering the IPCP foundation programme.	C. In order to track gender related trends for the new MPharm program, we will obtain MPharm graduate numbers from the SARA office by April each year and analyse by gender.		Data workstream	SAT Chair, Data workstream Lead	5% increase of male students enrolled on the MPharm programme.
4.1.2	To generate an accurate record of recruitment of new post-graduate students (disaggregated by gender) into the School	Currently, there is no centralized process within RCSI for post-graduate recruitment in particular applications from male/female candidates and those that were shortlisted.	All PIs must adhere to the SPGS recruitment and selection process for PGR students to ensure that the school is gender balanced and to maintain accurate record keeping. Ensure all PIs who are involved in recruitment decisions have received unconscious bias training.	March, 2021 - Jan, 2024	Individual PIs and School of Post-graduate studies	Head of School (HoS) - PBS and Head of School post-graduate studies	A comprehensive record for all post-graduate applications (disaggregated by gender) and recruitment into the school. The data can be successfully used in the Silver award application

			However, the school of post-graduate studies are currently implementing a centralized process of post-graduate student recruitment and on-boarding				
4.1.3		To increase number of M.Pharm graduates (disaggregated by gender) transitioning to a PhD within the school	Overall proportion of Pharmacy students progressing to PhD within the school is very low see Table 23.	A. Create research opportunities for Pharmacy students after their Y4 (e.g. research summer school) to identify candidates for PhD studentships. B. Ensure potential candidates apply for various scholarship programmes such as IRC, PBS- Clement Archer scholarships or through positions which become available from individual PI grants.	March, 2021-Jan,2024 March, 2021-Jan,2024	Module lead for SRS module - M.Pharm programme and Head of Research Summer School	PBS Deputy head (Research)	An overall 10% increase of PhD applicants (disaggregated by gender) into the school from MPharm
4.2 ACADEMIC AND RESEARCH STAFF DATA							
4.2.1		To ensure gender balanced continuity in promotion process for female academic staff members to allow progression to senior roles.	Currently, there is a bottleneck whereas while 83% of senior lectures are female, 33% of associate professor and above levels are female.	A. Collect and analyze data on promotions process in terms of number of applications vs success rates. B. As a part of the PDP process, identify female staff who are planning to apply for promotion from senior lecturer to associate professor or associate professor to full professor. Through the PDP process,	Q3,2021 - Q4, 2022 March, 2021-Jan,2024	SAT, HR and HoS Line managers	HoS HoS	Results will allow to identify roadblocks with regards to career progression of female staff and this will then be escalated to HoS and/or HR for school level and/or institutional level actions respectively An overall 5% increase in progression of academic female staff members to senior lecturer and above levels to approach gender

				applicants will identify core areas of development in order to prepare their promotion application. C. Applicants to organize meetings with HoS to discuss promotion criteria and application development. Two female staff will attend dedicated promotions/women in leadership workshops per annum offered by RCSI HR.			parity across all academic grades
4.2.2		To identify reasons for resignation/ Leaving of female academic/research staff.	No identifiable reason for female academic/research staff leaving.	HR will conduct exit interviews pre-departure to inquire about reasons for leaving when resigning from contract.	From Jan, 2021, annually	HR, line managers and SAT	SAT chair and HoS	Data collected annually and analysed from these exit interviews will be used to identify common reason(s) of research staff (disaggregated by gender) leaving. Facilitate discussions at a school level to discuss potential measures/support for research staff career development

4.2.3		To ensure gender equality in recruitment process within PBS.	Currently recruitment of female academic and research staff are 47% at application stage with 56% of females accepting offers.	A. Employ an online gender-decoding tool to ensure that wording of all PBS job advertisements is equally encouraging to both genders and to maintain gender parity across recruitment processes. In particular, we will ensure that job descriptions are neither "strongly masculine coded" nor "strongly feminine coded".	March, 2021 - Jan, 2024	SAT and HoS	SAT chair and HoS	Gender decoding tool to be used for all subsequent PBS job advertisments.
				B. Ensure 40% male/female representation on all interview panels in line with RCSI policy on committee representation.				40% male/female representation on all interview panels will be maintained.
				C. Ensure new interview panel members, particularly those external to the School, complete online unconscious bias training.				All new interview panel members will have completed their unconscious bias trainings.
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5. SUPPORTING AND ADVANCING CAREERS								
5.1 Key career transition points								
5.1.1		To improve the induction process	61% of incoming male and females staff/PGRs received	A. Develop a bespoke PBS handbook and checklist, along with a near-peer buddy system. In addition, a slide deck on how to	Q3,2021 -	Communications workstream	SAT Chair	PBS specific handbook developed and provided to

		of new incoming staff/PGRs in PBS	relevant information specific to PBS upon starting their role in the school.	use this resource will be provided to all managers.	Q1,2022	lead and school administration staff		any new starting staff/PGRs within the school.
				B. When a new staff member joins, send out a staff welcome email and ensure their inclusion on the PBS website under "who we are".	Ongoing			>85% incoming male and female staff/PGRs members surveyed annually will be satisfied with the information provided during the induction process.
				C. Invite newly-appointed academic staff to present a research seminar to PBS followed by a social event, within family-friendly hours.	Ongoing			Regular emails sent to staff introducing new staff members and profile to be updated on the PBS website within two weeks of appo

New staff members present at research seminars in PBS and interact with other staff during social event following presentation |
| 5.1.2 | | To improve awareness/clarity on promotion process to enhance transparency | Survey results indicate 50% females staff indicated that the promotions criteria are transparent and only 17% of females find the process transparent. | Improve awareness of the criteria for academic promotion through communication with current staff and their line managers during PDP meetings to ensure clarity on information for promotions criteria and the process. | Q2, 2023 and Q2 2024 | Education Workstream Lead | SAT chair | Staff surveyed annually (disaggregated by gender) will report improved transparency of criteria by 20% and improve transparency of process by 25%. |

5.1.3	To provide enhanced assistance for development of promotion applications	Survey results indicate that 16% of males and 39% females receive adequate supports (training and mentoring) to help with their promotions applications.	A. Organize a female academic promotions workshop in conjunction with HR and PBS leads for Education and Research in the School which will highlight the key aspects that needs to be covered in the promotion application. This will further improve structure for individual meetings between staff and their line managers to assess current readiness for promotion. Individuals seeking to apply for promotion will be advised by line manager.	Q2, 2023 and Q2 2024	Line managers, HR and PBS leadership committee	Line managers and SAT chair	The annual EDI survey will demonstrate an increased level of support – 40% male and 50% female for staff satisfaction in relation to support for promotion.
			B. Link female staff seeking to apply for promotion with cross-departmental Mentors (identified/agreed by staff and their line managers) as an independent reviewer. Mentor will be requested to review readiness for promotion and provide critical feedback on strategies and approaches for further development if needed.	Annually			The annual EDI survey will demonstrate if the newly introduced cross-departmental feedback scheme was beneficial for staff in preparation of their promotion application.
			C. Encourage female staff to attend dedicated women in leadership programmes/ workshops offered by RCSI HR	Ongoing			Ensure that 2 female staff per annum attend a leadership workshop.
			D. HoS will include a statement on the impact of COVID-19 on staff performance in their supporting statement for staff promotions.	Q4 annually			Statement on COVID-related impact on staff performance included in all applications for promotion henceforth.
5.1.4		To provide understanding on	1:1 surveys indicate a significant impact of	A. PDP meetings will examine the impact of COVID on career development	2021	Education Workstream	SAT Chair and HoS	A survey or 1-on-1 interview will demonstrate an increased

	the impact of COVID-19 for PBS Staff as they prepare and apply for promotion	COVID-19 on staff progression, in particular those with caring responsibilities during COVID-19 pandemic.	opportunities that impact on promotion and the HoS supporting statements for staff going for promotion will explicitly call out these issues to be taken into consideration by the promotion panel over the years following COVID. B.The HoS will advise the promotions committee on how impact of childcare/healthcare challenges due to COVID-19 might be considered in subsequent promotion years.				level of staff (disaggregated by gender) satisfaction relation to development of promotion application. Measure the impact (disaggregated by gender) of the COVID statement on promotion outcomes through a comparative analysis of promotions across the University (COVID statement is unique to this School).
5.1.5		To apply a workload model across the school to improve alignment with promotion criteria for all PBS staff	Based on the 1-on-1 interviews female staff reported greater responsibility for teaching and administration negatively impacting promotion.	A pilot workload model has been established following extensive collaboration with staff. This model will now be used to ensure improved alignment with promotion criteria for staff (disaggregated by gender).	Q2, annually	Line manager, staff and PBS leadership committee	HoS	Reallocation of workload based on workload model for all staff leading to an overall increase in promotion application A 1-on-1 interview will demonstrate if the newly introduced workload model was beneficial for female staff in preparation of their promotion application and redistribution of their workload.
5.1.6		To improve clarity and transparency in relation to career breaks	Only 39% females and 18% males have stated that they understand how career breaks are	At the department level, guidelines will be provided on the role of career breaks in the academic promotion process during the individual PDP meetings between staff and their line managers.	Q2, 2022 and Q2 2024	Line managers	Line managers and HoS	50% females and 40% male will indicate that they understand the impact of career breaks on the promotion process.

5.1.7		To improve the awareness about honorary appointments available for female PDRs within PBS	Currently, there are only 5 (80% of these are females) honorary lecturers despite 23 postdoctoral researchers in PBS in the school. Eligible researchers require encouragement and support for preparing application for honorary appointment	A. Liaise with RCSI Post-doctoral society to ensure all newly commencing research staff members will be informed about honorary appointment opportunities within the school. PDP meetings will be used to inform research staff who may wish to apply if eligible. Eligibility criteria and application process for honorary appointments and promotions will be included in the PBS induction handbook. B. Collect and analyse data to identify the total number of PDR applications being submitted (disaggregated by gender) and success rates C. Encourage male PIs to nominate their PDRs to apply for HL.	Jan, 2021 - Jan, 2024	Line managers Education Workstream Lead Line managers	HoS SAT Chair HoS	Increase in an honorary appointments of female PDRs within PBS by 10% Analysis of survey results will allow determination of any gender bias in honorary appointment of PDRs. Analysis of survey results will indicate a 10% increase in applications for HL by male PDRs.
5.3 CAREER DEVELOPMENT: ACADEMIC STAFF								
5.3.1		To improve awareness about career development opportunities	Feedback shows that 30% female and 26% of male part-time staff members felt that they have the	A. Instruct line managers at PDP meetings to discuss in detail with their part-time staff training and career development opportunities available to them and support their uptake.	Jan, 2021	Line managers and Education	SAT chair	The annual EDI survey will demonstrate an increased awareness about training and career development opportunities available to

		amongst part-time staff in PBS	same career development opportunities as full-time staff in PBS	B. Use the PBS handbook to highlight that all developmental opportunities are available to both full time and part time staff in the PBS handbook.	Q2, 2022 and Q2 2024	Workstream Lead		them; up to 50% for females and 40% for males.
5.3.2		To increase participation in EDI training	The EDI survey indicated that 65% males and 67% females have attended EDI training.	A. Liaise with HR to include gender equality training as a mandatory objective in the annual PDP process.	Q2, 2022	HoS	SAT chair	The annual EDI survey will demonstrate an increased an increased attendance at EDI training up to 80% for males and females in 2022 and approaching 100% by 2024.
				B. Line managers to ensure that staff continue to complete unconscious bias training.	Q2, 2021, annually	Line managers and Education Workstream Lead	SAT chair and HoS	
				C. To include gender equality training is a standing agenda on the PBS staff meetings and leadership committee meetings.	Q2, 2021 annually	Secretary to school and Education Workstream Lead		EDI training maintained as a standing agenda for all PBS staff meetings. To be included in the minutes of every meeting circulated to all staff members
5.3.3		To help identify suitable training opportunities for staff within PBS	The EDI survey identified that 74% of males and 87% of females were aware of training opportunities. The	A. Use PDP meetings to identify suitable training opportunities for female staff in RCSI/externally and discuss how/when they fit in to the staff member's plan/schedule for next 12 months.	Q2, 2021, annually	Line managers	HoS	The Annual EDI survey will indicate that 90% of males and females demonstrate awareness of the training

		disaggregated by gender.	PDP meeting process will be amended to identify/highlight appropriate and available training opportunities for all staff in PBS.	B. School to support two junior level female staff to participate in Aurora Women in Leadership programme. School to support one senior level staff member to participate in RCSI Institute of Leadership Master's programme or similar.	Annua lly	HoS/HR	HoS	opportunities available to them. Two junior level female staff to participate in Aurora Women in Leadership or other programme annually.
				C. Collect data and analyse the overall uptake of training opportunities by staff members disaggregated by gender	Annua lly	Education workstream lead	HoS	Analysis of survey results will determine a 10% increase in staff participating in training courses relevant to them.
5.3.4		To increase number of research staff engagement in PDP process with their line managers.	Only 42% male PIs and 56% female PIs completed a PDP with members of their research team.	Line managers will be advised that a minimum of one annual PDP meeting with reporting staff is mandatory for all academic AND research staff in PBS.	Q1, 2021, annual ly	Education Workstream Lead and Line managers,	HoS	The Annual EDI survey will indicate that we have increased the number of PIs holding PDPs with their researchers up to 80% for both males and females by 2021 and by 90-100% by 2024. This will be checked through the HR online PDP portal.
5.3.5		To provide support to line managers for	No training currently provided to line managers in relation	Liaise with HR to organize specific training and guidance (either as a separate document AND/OR formalized training)	Q2, 2022	Education Workstream Lead, HR,	HoS	Line managers will demonstrate that they are adequately trained and

	carrying out PDP process.	to the actual PDP process.	that can be offered to those conducting PDP.	and Q2 2024	and line managers.		supported to carry out PDP process with staff. We will specifically ask staff in the PBS survey whether they have completed PDP training.
5.3.6		To enhance PDP process with special emphasis on challenges associated with work-life balance	Current PDP process does not include any specific category on challenges associated with work life balance. Specifically, COVID-19 has exacerbated work-life based challenges for several staff members within PBS	Liaise with HR to include section on the PDP form to encompass any work-life balance associated challenges faced by staff.	Q3, 2021 Annually at PDP	HR, and HoS	SAT chair	All staff members (disaggregated by gender) to highlight any work-life associated challenges during the PDP process. Survey or 1-on-1 interviews to capture level of satisfaction amongst staff with regards to work-life balance.
5.3.7		To encourage and support all post-doctoral researchers in PBS to apply to the RCSI research career and development framework	While, there are 23 post-doctoral researchers and 5 Senior post-doctoral/ research fellows of whom only 2 female researchers successfully applied to the RCSI research career and development framework.	Line managers to encourage staff to apply the RCSI career and development framework during the PDP meeting and monitor uptake by gender of manager and staff. Details of this framework and available supports to be included in the PBS handbook (refer to action 5.1.1).	Q1, 2021, annually	Line managers and Education Workstream Lead	HoS	>20% female post-doctoral researchers and 50% female research fellows will apply to the career and development framework as recorded by line managers during PDP meetings disaggregated by gender of staff and line manager.
5.3.8		To provide additional support to academic/research staff	Currently, the Office of research of innovation does not have complete data in terms of total number	A. Strongly encourage academic and research staff to complete the "intent to submit" application on the RIMS research portal developed by the Office of research and innovation. This will allow us to collect	Q2, 2022 and Q2 2024	Line manager's and deputy	Deputy head of research	Data analysed will allow us to ascertain the overall grant submissions by gender annually within PBS.

		(disaggregated by gender) involved in development/submission of large grant applications	of PBS grant applications submitted for academic staff. Feedback from 1:1 interviews shows significant proportion of time dominated by teaching and service commitments resulting in reduced time available to write research grant applications. This was further exacerbated due to COVID-19 .	data in terms of the total number of grants submitted annually vs overall success rate within PBS (disaggregated by gender). B. Review the feasibility of introducing short-term reduced service and teaching commitments to be reviewed on a case-by-case basis for those staff actively preparing large grant applications. C. Formalise and strengthen the existing internal PBS grant review process in PBS D. Analyse grant submission and success rates by gender annually beginning with 2018 to fully understand the impact of COVID-19 on grant applications by gender.		head of research PBS	PBS and HoS	Survey or 1-on-1 interviews to capture level of satisfaction amongst staff with regards to mentorship/support for development/submission of grant application. A 10% increase in grant applications submitted by PBS researchers (disaggregated by gender) Understanding of impact of COVID-19 on grant applications by gender. This information will be escalated up to the Senior Management Team and promotions committee by way of the HoS
5.3.9		To increase early career researchers to submit	65% males and 65% female PDRs have not	As a part of the PDP for PDRs , discussion regarding grant applications/fellowships and research funding will be emphasized in	Jan, 2021 -	Line managers	Deputy head of research	A 10% increase grant/fellowship applications from female and male PDRs

	grant/fellowship application	applied for research funding	the career development section of the PDP documents.	annually			
		Post-doctoral staff have indicated lack of support from their PI's in applying for grants/fellowship applications	PI's will also be advised to engage in these discussions, providing specific feedback where necessary.				
5.3.10	To provide grant/fellowship application writing support to post-doctoral female staff	PDRs have suggested opportunity to contribute to PI's grant applications/review process would be beneficial for early career development of female staff	The school has introduced an internal grant review process. The availability and structure of this service will be communicated to improve awareness and foster uptake through regular emails from the PBS Deputy head (research). Female PDRs will continue to be included in the reviewer panel to provide learning opportunities around writing/reviewing grant applications.	Q2, 2022 and Q2 2024	Line managers	PBS Deputy Head (research)	Survey or 1-on-1 interviews to capture level of satisfaction amongst PDRs (disaggregated by gender). We will capture information on the number of PDRs participating in the PBS grant review process. We would expect to see a 10% increase in applications of grants from female PDRs as a result of this experience and training.

		5.5. FLEXIBLE WORKING AND MANAGING CAREER BREAKS					

5.5.1		To increase awareness of maternity and paternity leave policy for all staff disaggregated by gender.	39% male and 50% female staff unaware of maternity leave policy. 48% male and 32% female staff unaware of paternity leave policy.	A. Annual presentation by HR on maternity, paternity and parental leave entitlements and back to work supports (Mumager Scheme) to the School during on monthly School meeting Information on maternity, paternity and parental leave to be included in the PBS booklet (Action 5.1.1).Links to relevant HR websites will also be provided in the booklet. B. Managers to provide support to male staff to take their full paternity leave by addressing workload ahead of the due date for the father to be.	Q2, 2022 and Q2 2024	Policy Workstream Lead, HR and Secretary to the School	SAT chair	A high proportion of staff (disaggregated by gender) surveyed in 2022 (>70%) and 2024 (>85%) will express a strong awareness of the institutional maternity, paternity and parental leave.
5.5.2		To improve communication about ongoing project(s) and PBS activities during maternity/paternity/ parental leave	50% male and 60% female staff had arrangements made available to keep in touch during their family leave.	Introduce optional "Keep in Touch (KIT) days" for all staff in line with HR family leave policies, allowing staff to stay up-to-date with progress on ongoing projects during periods of leave. Provide information on KIT days within the PBS information booklet.	2022 and 2024	Policy Workstream Leads , PBS leadership committee, and RCSI-HR	SAT chair and HoS	A high proportion of staff (disaggregated by gender) surveyed in 2022 (>70%) and 2024 (>85%) will demonstrate that introduction KIT days was beneficial for staff to keep in touch during periods of leave.

5.5.3		To improve awareness on back to work scheme for staff on maternity/adoptive leave	41% females and 22% male staff members are aware of the *Mumager*-back to work scheme for staff on maternity leave, which provides support on vital aspects associated with return to work.	Develop a return to work section for managers and staff including information on "*Mumager*" course, parents and carers network and breastfeeding facilities etc in the PBS information booklet	2022 and 2024	Policy Workstream Committee	SAT chair	A high proportion of female 60%, and male 50% staff surveyed in 2022 will demonstrate awareness of the back-to-work "Mumager" course.
5.5.4		To improve awareness on flexible working hours across all staff in PBS	31% male and 69% female PBS staff and in particular only 17% of professional and support staff report that they are able to work flexible hours if they need to do so.	RCSI as an institution is currently developing a formal flexible working policy. A HR representative will be invited to give an information session to all PBS staff related to the newly developed flexible working policy. This information will be included in the PBS information booklet Assess impact of Covid-19 on longer term flexible working arrangements at School level in line with RCSI flexible working policy.	Q2, 2022 and Q2 2024	Policy Workstream Lead and Head of School	SAT chair	A high proportion of male and female staff surveyed in 2022 (>70%) and 2024 (>85%) will demonstrate awareness of the institutional flexible working hour policy. This will allow staff to discuss flexible working during periods of leave with the line managers.
				5.6 ORGANISATION AND CULTURE				
5.6.1		To provide updates to all PBS staff with implementation of the Athena SWAN	75% males and 63% females are unsure how Athena SWAN principles are embedded into the	A. Each year the HoS will hold an annual all-staff meeting where there will be a whole school discussion on the Athena SWAN Gender Equality action plan 2021-2024 – this will be used as a mechanism	Q2 2021, annually	Governance Workstream Lead and Head of School	HoS and SAT chair	Staff surveyed in 2022 and 2024 will demonstrate an 80% M and 80% F awareness on progress and implementation of Athena

	principles and action plan	culture and working of the school	to solicit feedback and promote Athena Swan awareness. B. Athena Swan Logo to be used on all PBS branding, including website, twitter, powerpoint slides, PBS letter heads etc. C. SAT will review annually to determine if action plan needs adjustment to tailor it to changing circumstances and/or redundant actions.	Q2 2021 subject to success			SWAN principles and action plan. Review conducted will allow overall progress to be ascertained and focus areas that require special attention
5.6.2		To increase awareness of PBS staff in EDI networks in RCSI	EDI survey showed that 29% males and 12% of females had no knowledge of any of RCSI's EDI networks	A. Increase awareness and ways to engage with the EDI networks by advertising events in monthly newsletter (to be launched in Feb, 2021), PBS booklet and standing item on agenda to announce at school meetings.	Q2, 2022 and Q2 2024	Governance Workstream Lead	SAT chair and Deputy head of School (Research)	The EDI survey will demonstrate an increase in the number of males (90%) and females (95%) who are aware and participating in RCSI's EDI networks.
			16% male staff members indicated an interest in joining the Aurora Women's Network. This to an extent indicates the general interest for male academic staff to attend leadership courses	B. Increase awareness to all staff of leadership courses both internal and external to RCSI.	Q1 2022	Governance Workstream Lead and PBS leadership committe	SAT Chair and Deputy head of School (Research)	A high proportion of staff surveyed (disaggregated by gender) in 2022 (>60%) and 2024 (>75%) will demonstrate an increase in awareness of the various leadership training opportunities
5.6.3		To improve accessibility of HR policies and procedures for reporting	13% males and 21% females felt that they had been unfairly discriminated.	Include details of reporting procedures for unfair behaviour in the PBS information booklet, providing more clarity around HR policies and procedures for reporting mistreatment and unfair behaviour	Jan, 2021 - Jan, 2024	Policy Workstream Lead	SAT chair	Survey or 1-on-1 interviews (disaggregated by gender) will show an overall increase in awareness of staff on policies/procedures associated with reporting

		mistreatment and unfair behaviour		including a flowchart on reporting unfair treatment and discrimination.				mistreatment and unfair behaviour.
5.6.4		To increase knowledge around opportunities to be involved in committees external to PBS and internal to RCSI	35% males and 41% females felt that they were given equal opportunities to become involved in committees	All future calls for nominations on influential external committees which are received by PBS will be publicised to all staff and expressions of interest sought and a transparent selection process will be followed when more than one member of staff expresses interest.	Q2, 2022 and Q2 2024	Line managers, HoS, Communications Workstream Lead	SAT chair and HoS	Survey or 1-on-1 interviews (disaggregated by gender) will show an overall increase 60% in male and female staff awareness of and participation in internal RCSI committees (external to PBS).
5.6.5		To improve record keeping of participation of PBS staff on external committees	Data on external committee involvement is not systematically captured leading to missed opportunity to raise awareness	A. Each year record female appointments on external committee. B. End of year address by the Head of School to acknowledge staff achievements which will include roles on external committees.	Jan, 2021, annually Jan, 2024	Administrator to HoS and HoS	HoS	Up-to-date record of PBS staff (disaggregated by gender) participation on external committee appointments Head of School annually acknowledges staff on external committee appointments
5.6.6		To facilitate attendance at meetings for staff with caring responsibilities	Only 41% male and 59% female indicate that meetings are planned sufficiently in advance to accommodate those with caring responsibilities	Staff members will be informed at least 72 hrs prior to any meetings where possible accompanied by meeting agenda. During COVID and beyond no meetings to be held on a Friday based on dictate of HoS.	Q2, 2022 and Q2 2024	Chairperson of the meeting,	HoS	>75% of all staff surveyed will indicate improved satisfaction with regards to planning of meetings in advance

5.6.7	To alter timing of PBS research seminar series to maximise opportunity for attendance for those with caring responsibilities.	Moving the PBS research seminar series to hours within the middle of the day will facilitate more interaction, support those with caring needs and increase attendance	The monthly PBS Research Seminar Series which currently runs 4-5pm, will be moved to lunch time with refreshments – to maximise opportunity for attendance and social interaction, in particular for those with caring responsibilities.	Jan, 2021 - Jan, 2024	PBS research seminar series organization committee	PBS research seminar series organization committee	A 10% increase in attendance of female staff attending PBS research seminar series
5.6.8	To ensure continuous update of PBS staff profile on PBS section of the RCSI website to promote female role models.	Ensuring up-to-date profile of all PBS staff members will increase visibility of female PBS staff globally	Email to all staff requesting any updates on biographies/publication/achievements to be circulated every 6-month. Information provided to be used for updating the PBS section of the RCSI website.	Jan, 2021 every 6 months Ongoing	Administrator to HoS	HoS	Profile of all PBS staff up-to-date and continuously maintained on the PBS section of the RCSI website to promote female role models.
5.6.9	To maintain record of invited speakers and chairs for the PBS research seminar series by gender	Important to maintain gender and seniority balance for speakers and chairs of the PBS Seminar series talks	Continue to record and track gender and seniority of invited speakers (both internal and external) and chairs for the PBS Research Seminar Series.	Jan, 2021 - Jan, 2024	PBS research seminar series organization committee	PBS research seminar series organization committee	Up-to-date record of details pertaining to all speakers and chairs of the PBS seminar series. >40% of speaker at events are female
5.6.10	To increase the value of participation of staff involved in outreach activities within PBS.	There is perception amongst staff that while they are generally interested in participating in outreach activities, this work however is not given equal value when compared to	A. Lobby the promotions committee to provide more space in promotions form to detail outreach activities. B. Extend the Social Outreach Committee to centrally coordinate these outreach activities and provide opportunities for all willing staff to engage. This will	Jan, 2021 - Jan, 2024 Jan, 2021 -	Communications Workstream Lead and HoS HoS	SAT Chair and HoS Chair of the school engagemen	Increase of space allocation in promotion form to encapsulate complete details of outreach activities School Engagement and Outreach committee established to identify

			research or teaching achievements Workload pertaining to participating in outreach activities not accounted for	particularly include school visits wherein both male and female students will be encouraged to apply for the undergraduate programmes offered by PBS. This committee will collect data and evaluate outreach activities.	Jan, 2024		t & outreach committee	outreach activities specifically targeted at male and/or female students
				C. New Workload Model (WLM), will capture information around outreach activities and provide data on time commitment involved.	Jan, 2021 - Jan, 2024	PBS leadership committee, school engagement & outreach committee	HoS	A 10% increase in engagement of staff in outreach activities by 2024. Improved understanding of time commitments associated with outreach activities