Department Application
Bronze and Silver Award

ATHENA SWAN BRONZE DEPARTMENT AWARDS

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

ATHENA SWAN SILVER DEPARTMENT AWARDS

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

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

COMPLETING THE FORM

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

This form should be used for applications for Bronze and Silver department awards.

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

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

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

WORD COUNT

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

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

We have provided the following recommendations as a guide.

Department application	Bronze	SoBT
Word limit	**10,500**	**9,864**
Recommended word count		
1.Letter of endorsement	500	500
2.Description of the department	500	492
3. Self-assessment process	1,000	896
4. Picture of the department	2,000	1,992
5. Supporting and advancing women's careers	6,000	5,984
6. Case studies	n/a	n/a
7. Further information	500	n/a

Name of institution	Dublin City University
Department	School of Biotechnology
Focus of department	STEMM
Date of application	24/06/2022
Award Level	Bronze
Institution Athena SWAN award	Date: Sept 2020　　　Level: Bronze
Contact for application Must be based in the department	Naomi Walsh
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Departmental website	https://www.dcu.ie/biotechnology

Acronyms

AS	Academic Staff
AP	Action Plan
BT	Biotechnology
DCU	Dublin City University
EDI	Equality, Diversity & Inclusion
F	Female
FSH	Faculty of Science and Health
FTE	Full-Time Equivalent
GCB	Genetics and Cell Biology
HEA	Higher Education Authority
HESA	Higher Education Statistics Agency (UK)
HoS	Head of School
HR	Human Resources
L&D	Learning and Development
M	Male
MDPM	Masters in Diagnostics and Precision Medicine
MSBE	Masters in Bioprocess engineering
PDR	Postdoctoral Researcher
PGR	Postgraduate Researcher
PI	Principal Investigator
PRD	Performance Review & Development
PSS	Professional Support Staff
RS	Research Staff
SAT	Self-Assessment Team
SoBT	School of Biotechnology
STEMM	Science Technology Engineering Maths Medicine

Contents

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT
Recommended word count: Bronze: 500 words | Silver: 500 words

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DCU Glasnevin Campus
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June 22nd, 2022

Dear Assessment Panel,

As Head of School and SAT member, I wish to convey my unequivocal support and commitment to the Athena SWAN Bronze application from the School of Biotechnology, Faculty of Science and Health at Dublin City University.

DCU is a young, ambitious and vibrant University, with a mission 'to transform lives and societies' through education, research, innovation and engagement and is fully committed to equality, inclusion and social justice. I have just been appointed HoS, and I am committed to embedding the principles of Athena SWAN across all our activities.

Additionally, to the establishment of the Athena SWAN SAT, there is also Athena SWAN representation at all staff meetings and now formal input to our School Management Committee. This represents a significant change that has arisen following active encouragement of females to take-up these positions of responsibility and leadership. Female staff now occupy a much higher proportion of our senior academic staff (Professor/Full Professor) at 75%F. They also play a significant role on our School Committees (Teaching Convenor and Associate Dean for Research), while two of my female colleagues served with distinction as HoS over a six-year period from 2014-2020.

While female representation at a senior level across all activities is a fundamental School objective, progression and creating a supportive working environment for all female staff is an equally important priority. Progression starts with our undergraduate and postgraduate research cohorts, and while our gender balance is commensurate with the STEM sector, we are actively working to ensure gender parity is represented on marketing materials, visibility at open days and conversion events. We will ensure all successes within the School, and externally, are showcased via various platforms.

In promoting staff progression, we have adopted a School-based mentoring scheme.

We will also host dedicated promotional workshops and create peer-support networks. These initiatives will empower staff to apply for promotion and increase the number of female colleagues to Associate Professor.

The School will apply an equitable and transparent work allocation model, promote HR policies to facilitate awareness and up-take of flexible working and maternity/paternity/parental/carers, sabbatical leaves as well as HR policies on reporting procedures. A new department handbook will ensure awareness for all staff, especially new starters, of the department supports available.

I am very proud of the ongoing efforts of all our staff within School, who have worked tirelessly in contributing to the data gathering, analysis and data mining that have formed the basis of this application. The demographic profile of our staff changed significantly and positively, with new staff recruitment transforming the gender balance within this STEM environment. Despite this, we recognise that there is further improvement needed, and look forward to implementing the action plan.

This application endorses the progress that we have made to date and provides further impetus to our endeavours to embed the Athena SWAN principles in all our activities in the coming years. I can confirm that the information presented in the application (including qualitative and quantitative data) is an honest, accurate, and true representation of the School.

Yours Sincerely,

Professor Paul A. Cahill
Head - School of Biotechnology
Chair of Vascular Biology & Therapeutics
Faculty of Science and Health Dublin City University

2. DESCRIPTION OF THE DEPARTMENT
Recommended word count: Bronze: 500 words | Silver: 500 words

Dublin City University (DCU) *School of Biotechnology* (SoBT) is an internationally-focused centre for excellence in teaching and innovation, boasting state-of-the-art facilities. SoBT is unique with established expertise across many scientific disciplines including Bioprocess Engineering, Biochemistry, Bioinformatics, Cancer, Genetics, Immunology, Microbiology, Molecular Cell Biology and Virology.

As of 30th September 2021, 21 academic staff are employed in the SoBT (20/21 permanent positions); 3 Prof (1M:2F); 4 Associate Prof (4M:0F); 14 Assistant Prof (7M:7F) ███████████
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There are 12 professional support staff (PSS) (10/12 permanent positions) consisting of 9 technical officers (2M:7F) including ██████████████████████████████████████
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There are 9 research staff on temporary pensionable contracts, 2 full-time research assistants (1M:1F) and 7 postdoctoral researchers (PDRs) (2M:5F), including 2F on part-time fixed-hours (FTE 0.8). Postgraduate researchers (PGRs) and PDRs deliver seminars, and PGRs provide paid tutorial laboratory support for undergraduate (UG) labs. To provide an expanded academic learning experience for PDRs (research centre-affiliated) in 2021, 7 PDRs were allocated teaching responsibilities (4M:3F).

The SoBT is 1 of 7 schools in the Faculty of Science and Health (FSH), with over 500 students representing 9% UG and 18% PGR student enrolment in the FSH (2021). SoBT offers three BSc degrees in Genetics and Cellular Biology (GCB), Biotechnology (BT) and BioProcessing (available from September 2022). In 2021/22, SoBT introduced a new common entry option, where students opt to specialise in any of the degrees from 2nd year (Figure 2.1).

The school also teaches onto degrees led by the School of Chemistry (SoC), namely Analytical Science (the SoBT directs the biology option from 3rd year); and Environmental Science and Technology (Chair is rotated with the SoC).

SoBT also offers two taught MSc degrees in Diagnostic and Precision Medicine (MDPM) and Bioprocess Engineering (MSBE).

Overall, the majority of the students in SoBT are female. Ratios have remained stable over the last few years (M:F): 2019/2020 - 41%:59%; 2020/2021 - 42%:58%; 2021/2022 - 39%:61%.

Figure 2.1: Images from SoBT used in promotional marketing.

The executive management is led by the interim Head of School(M); Research Convenor(M); Teaching Convenor(F); Chief Technical Officer(M); Biological Safety Officer(M); 3 Senior Academics (2M, 1F); PGR rep(M); PDR rep(F) – consisting of 7M:3F (30%F) overall (Figure 2.2). Prof Cahill formal appointment as HoS will commit to creation of gender balanced executive management committee (min 40% under-represented gender) from Sept 2022 [AP2.1].
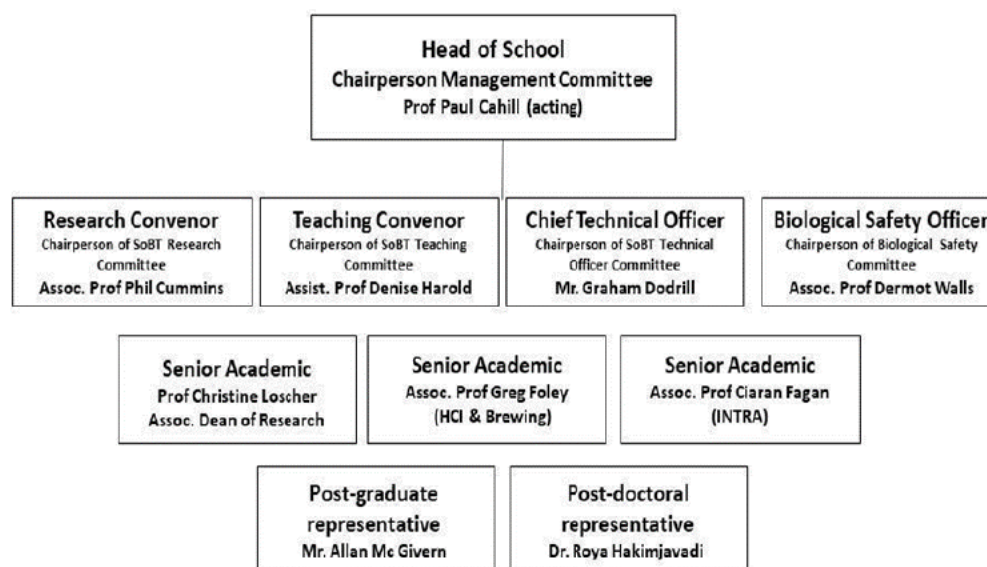
The SoBT hosts the National Institute for Cellular Biotechnology (Director:M; associate directors 2M:1F (25%F)). SoBT academics are affiliate members of the NICB, with 3F assistant Prof labs located in NICB. Members of SoBT staff have senior Faculty roles including 1 Prof(F) appointed as Associate Dean for Research in 2019, 1 Assoc. Prof(M) is currently Lead for Teaching Innovation, and 1 Prof(F) is a representative on the Faculty Quality Review 2022.

Summary of ACTIONS – 2.0 Description of the department

AP2.1	Reconfigure SoBT executive management committee members to increase gender balance to 40% of under-represented gender

492 words

3. THE SELF-ASSESSMENT PROCESS
Recommended word count: Bronze: 1000 words | Silver: 1000 words

(i)   a description of the self-assessment team

The SoBT SAT consists of 11 members and was first established in September 2020.

The SAT Chair volunteered for the role, and invited members from academic, research, technical roles to join, along with student representatives. The SAT has representation across all cohorts, except Associate Professor and administrator grades. This will be rectified when the SAT turns to implementation of the AP.
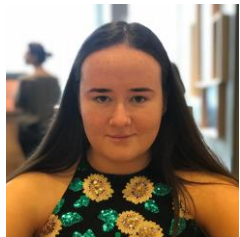
The SoBT SAT meets approximately every 6-8 weeks. Initially, the SAT* consisted of 4M:7F (64%F); however, with new members and individuals rotating off the SAT, the final team from September 2021 consists of 5M:6F (55%F).

The SAT was divided into sub-group responsibilities (Table 3.1). Each sub-group had a designated leader, who together with the working group members had responsibilities for key issues and sections within the submission.
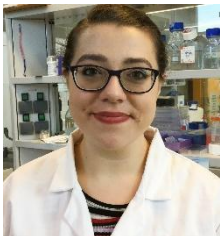
Table 3.1: Details of the backgrounds and responsibilities of the SAT members

Name, gender, role in department	Research, expertise and outside the department	Work stream role
Paul A Cahill (M), Full Professor	Chair of Vascular Biology & Therapeutics Enjoys politics, international travel, cinema and radio.	Head of SoBT §1.0 & §5.1. Analysis, reflection, incorporation of findings and AP
Denis Collins (M), Senior research fellow	PI Cancer Biotherapeutics, investigating targeted-therapies and immune response. Enjoys running and playing the guitar, but not at the same time.	Gathering of staff data. §4.2. Review and editing of submission and AP
Neil Conlon (M), Postdoctoral fellow	Researches HER2-driven cancers and repurposing already approved therapies for hard-to-treat cancers. Enjoys running, reading, and travelling.	Review of EDI survey. §5.3. Review and editing of submission and AP

Alex Eustace (M), Assistant Professor	Researches genomics and translational oncology. Father to 3-boys. Enjoys watching his sons play GAA, and getting his weekly miles in!	§4.1. Review and editing of submission. SMART AP.
Aisling Fennell (F), UG Biotechnology student	Third-year Biotechnology student. Class representative in first-year and involved in many societies in DCU. Enjoys swimming, running and reading.	Review of §4.1 and submission.
Emma Finlay (F), Senior technical officer	Research population genetics. Provides bioinformatics research support, teaches undergraduates/graduates. Enjoys paper crafts, knitting, sewing, and baking with her children.	Review of staff survey. §4.1, §4.2, §5.1 Bench-marking data and graphics. Review and editing of submission and AP.
Ciara Hegarty (F), UG Biotechnology student	Class rep for her first-year. Interest in disease research, treatment and development. Enjoys baking, art and travelling.	Review of §4.1 and editing of submission. SMART AP.
Janosch Heller (M), Assistant Professor	Research into deciphering astrocyte changes in diseases. From Germany, enjoys exploring the Irish countryside, cooking/baking, novels and reality TV shows.	Training and development data analysis. §5.5: Review and editing of submission and AP.

Christine Loscher (F), Full Professor	PI Immunomodulation Research. Associate Dean for Research. Mum to 4-children and a dog! Found at football-sidelines, gymnastics and Irish-dancing Feiseanna!	Review of submission. Analysis and reflection, of findings on data and AP.
Amira Mahdi (F), Postdoctoral fellow	Research focuses on finding novel therapeutics for HER2+ positive breast cancer. Enjoys baking, listening to podcasts and hiking.	§3.0: §5.6: Review and editing of submission. SMART AP.
Naomi Walsh (F), Assistant Professor (Chair of SAT)	PI Translational Cancer Genomics and 3D Organoid research group. Mother of 3-children. Enjoys running and playing Gaelic football.	§2.0: §3.0: §5: SMART AP. Writing, review and editing of submission.

* Previous SAT members included Niamh Bookey (F) (PGR), Nicola Gaynor (F) (PDR), Konstantinos Grintzalis (M) (Assistant Prof).

(ii)   an account of the self-assessment process

A total of 12 formal SAT meetings were held from 28th September 2020 – June 2022. Due to COVID-19 and a hybrid teaching scheme, all meetings have been held via Zoom. During the first initial meeting, the DCU Athena SWAN Co-ordinator from the EDI Unit presented to the team providing guidance, support, and experience. The SAT also discussed and agreed to the Terms of Reference, and agreed tasks and responsibilities.

The following meetings involved planning/arranging for collection of data and staff consultation, dataset analysis, drafting actions plans, division of sub-group responsibilities. A shared *Google Drive* folder was set up in which the Chair uploaded documents such as forms, survey templates and reports, successful applications from other departments, minutes/agenda from previous meetings and section drafts of the application for all to review. A specific page of the SoBT website was published in April 2022 highlighting the role of the SAT.

Over subsequent meetings, each SAT member would report back on preliminary data gathering efforts, analysis and draft questions for the Culture and Diversity survey. The final meetings in 2022 provided constructive updates and feedback to draft section applications and were reviewed and discussed.

A number of different meetings and consultations have taken place with the SAT including with HR, Registry, Quality Promotions Office, and the HR EDI unit.

The Chair of the SAT provides monthly updates at the SoBT staff meetings, and represents the SoBT SAT at the Faculty of Science and Health Management Committee. The Chair is also a member of the DCU SAT which provides an opportunity to link local actions to institutional processes. The SAT Chairs from all the FSH Schools formed an internal peer support network, meeting virtually every 6-8 weeks as applications progressed. Here, the Chairs advise and provide a support network to each other.

The SoBT Chair is the EDI champion for the DCU PPI (public and patient involvement) Ignite, promoting gender equality in PPI. SAT members have attended Athena SWAN Ireland engagement events for department level applications.

The SAT Chair contribution to the Athena SWAN is recognised through the SoBT workload model.

Two previous members of the DCU Institutional Bronze award SAT volunteered to be members of the SoBT SAT to bring expertise.

The survey

The staff and PGR student culture and diversity survey was conducted in September 2021. There were 53 respondents (Figure 3.1) equating to an overall response rate of 65%. Follow-up 1:1 interviews took place between Dec 2021 - May 2022 to seek better understanding of views from surveys to engage additional ideas for the Action Plan.

A supplementary survey will be rolled out Nov-Dec 2022 to promote better engagement, inclusion of newer staff member opinions and refine questions in areas of diversity identified in the initial survey **[AP3.1].**
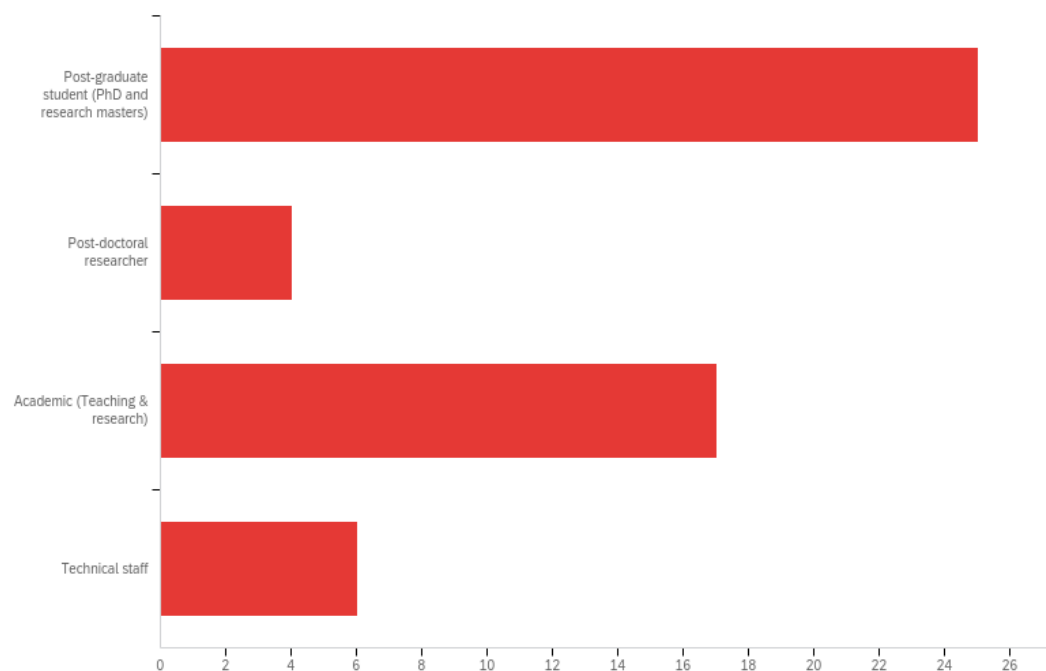
Figure 3.1: SoBT student and staff categories who responded to EDI Culture and Diversity Survey in September 2021

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

Following submission of our current BRONZE application, our attention will turn to implementation of the AP, with a focus on prioritisation. Implementation of the AP will be the overall responsibility of the Chair, with support from 3 new sub-committee leads designated from the SAT.

Each sub-committee arose from key issues highlighted from our survey and 1:1 interviews. Each sub-committee will meet at least every 4-months to ensure progression of actions, with additional coordination meetings with the SAT Chair and sub-committee leads between the main SAT meetings **[AP3.2]**.

Subcommittee 1: *Undergraduate and Postgraduate Recruitment and Support*
- Promote gender diversification in undergraduate, postgraduate recruitment through marketing, career counselling and access outreach, UG/PGR-taught research internships in research labs
- Commitment to transparent recruitment procedures for PhD students

Subcommittee 2: *Staff Recruitment, Career Development and Promotion*
- Transparency in HR policies, committee membership
- Mentorship
- Peer support groups and workshops

Subcommittee 3: *SoBT Culture, Working Environment (flexible working/career breaks) and EDI lead*
- Development and initiation of annual EDI staff/student survey
- Commitment to properly integrate SoBT academic and research members
- Facilitation of work from home hybrid model, where possible

The current Chair will serve for another 6-months post-application submission to ensure continuity. SAT membership will be renewed for a 3-year period from September 2022-2025, and an updated Terms of Reference will be developed then. SAT sub-committee membership contribution will be agreed and recognised through the school workload model, in addition to the Chair allocation **[AP3.3]**.

The SAT membership will be rotated and expanded in a gender-balanced manner, recruiting both technical and professional staff to reflect new Athena SWAN guidelines and will include an EDI representative in the SoBT. The SAT will also engage with researchers through societies such as the Biological Research Society (BRS) to promote involvement in the SAT **[AP3.4]**.

Summary of ACTIONS – 3.0 The self-assessment process

AP3.1	Expand/repeat survey and 1:1 interviews to collect intersectional data and new staff members
AP3.2	Structure existing SAT into subcommittees to focus on key issues
AP3.3	Formalise new SAT structure and recognition of workload and promotions
AP3.4	Inclusion/rotation of all grade/cohort representation on SAT. Achieve appropriate gender balance and staff/student roles in SoBT

896 words

4. A PICTURE OF THE DEPARTMENT

Recommended word count: Bronze: 2000 words | Silver: 2000 words

4.1. Student data

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

(i) Numbers of men and women on access or foundation courses

n/a

(ii) Numbers of undergraduate students by gender

UG degree programmes in Biotechnology (BT) and Genetics and Cell Biology (GCB) are full-time, 4-year degrees, with higher female participation in GCB relative to BT (Table 4.1). However, female participation in BT is increasing, and in 2021/22 the intake into BT was 50%F (Figure 4.1). These figures are consistent with international/national trends; benchmark data shows 50-68%F depending on biological or technical programmes (Table 4.2).

Table 4.1: UG SoBT students registered in degree programmes, years 1-4 combined

UG programme	2021/22					2020/21				2019/20			
	M	F	N	Total	%F	M	F	Total	%F	M	F	Total	%F
BSc Biotechnology (BT)	68	68	-	136	50	69	55	124	44	65	51	116	44
BSc Genetics and Cell Biology (GCB)	38	106	1	145	73	36	105	141	75	43	106	149	71

N=non-binary students captured only for 2021/22 incoming students
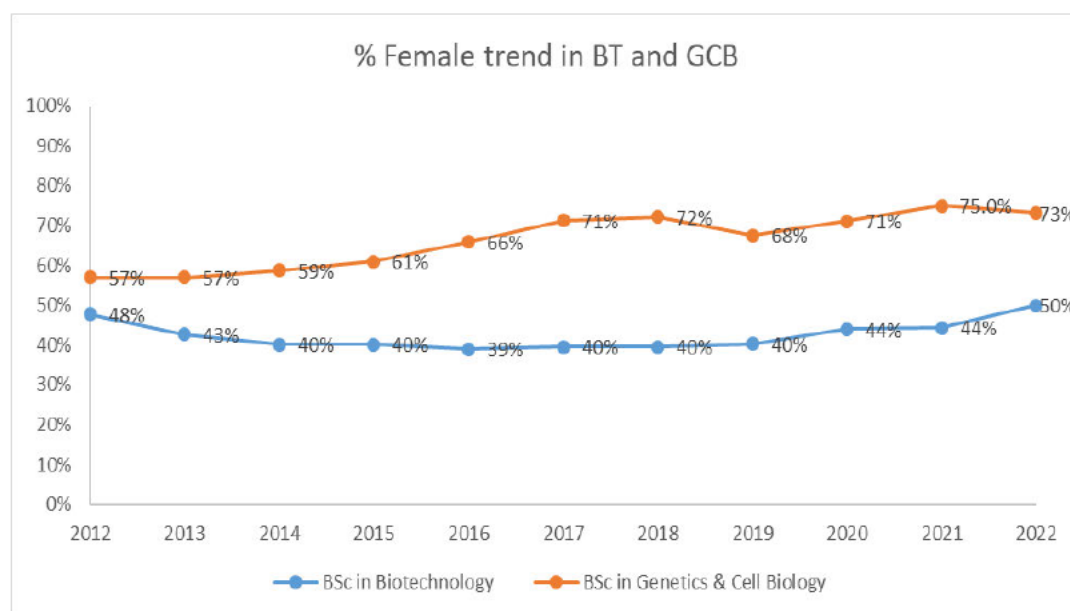
Figure 4.1: Percentage female trend across UG degrees BT and GCB from 2012 to 2022.

Table 4.2: International (HESA)[1] and National (HEA[2], UCC[3]) benchmark data for undergraduate students in similar topics

Benchmark source	#M	#F	Total	%F
DCU School of Biotechnology 2021/22	106	175	281	62
UCC School of Biochemistry and Cell Biology 2019/20	102	221	323	68
HEA Honours degree in Natural sciences, mathematics and statistics 2020/21	7621	9280	16927	55
HESA Molecular biology, biophysics and biochemistry 2020/21	5680	8315	14020	59
HESA Bioengineering, medical and biomedical engineering 2020/21	3280	3340	6630	50
HESA Biotechnology 2020/21	625	675	1300	52

Equal numbers of males (M) and females (F) apply, are offered places, and take-up positions in BT; however, for GCB **almost twice as many Fs apply, are offered a place and take-up positions** (Table 4.3). Acceptance criteria for UG courses are based on CAO points, and completion of key science modules in secondary school. A future key emphasis of the SoBT will be to encourage gender parity in the UG programmes by targeted strategic approaches [AP4.1.1].

Table 4.3: Number of applications, offers and acceptance to UG programmes BT and GCB.

Year	UG	Applications					Offers					Acceptances				
		#M	#F	#N	Total	%F	#M	#F	#N	Total	%F	#M	#F	#N	Total	%F
21/22	BT	256	323	0	579	**56**	19	24	0	43	**56**	14	19	0	33	**58**
	GCB	253	524	7	784	**67**	8	33	1	42	**79**	7	28	1	36	**78**
	Total	509	847	7	1363	**62**	27	57	1	85	**67**	21	47	1	69	**68**
20/21	BT	254	244	1	499	**49**	20	13	0	33	**39**	16	11	0	27	**41**
	GCB	233	512	3	748	**69**	10	28	0	38	**74**	9	20	0	29	**69**
	Total	487	756	4	1247	**61**	30	41	0	71	**58**	25	31	0	56	**55**
19/20	BT	252	248	0	500	**50**	12	17	0	29	**59**	11	14	0	25	**56**
	GCB	236	458	0	694	**66**	10	31	0	41	**76**	8	28	0	36	**78**
	Total	488	706	0	1194	**59**	22	48	0	70	**69**	19	42	0	61	**69**

[1]https://www.hesa.ac.uk/news/25-01-2022/sb262-higher-education-student-statistics
[2]https://hea.ie/statistics/data-for-download-and-visualisations/key-facts-figures-2020-2021/
[3]https://www.ucc.ie/en/media/academic/biomedicalscience/biochemistry/documents/athenaswan/220217 UCCSchoolofBiochemistryCellBiologyDepartmentalBronzeApplicationJune2021REDACTED.pdf

There is no clear pattern between males/females for GCB or BT for degree grade attainment. Grade inflation due to the pandemic and the switch to remote work with increased continuous assessment was observed, but does not favour males/females (Figure 4.2). However, in 2020/21, males attained more H1 grades (75%M vs 29%F) in GCB; and females outperformed males in BT (56%M vs 71%F) - this may be a once off observation due to COVID-19, but will be monitored annually **[AP4.1.2].**
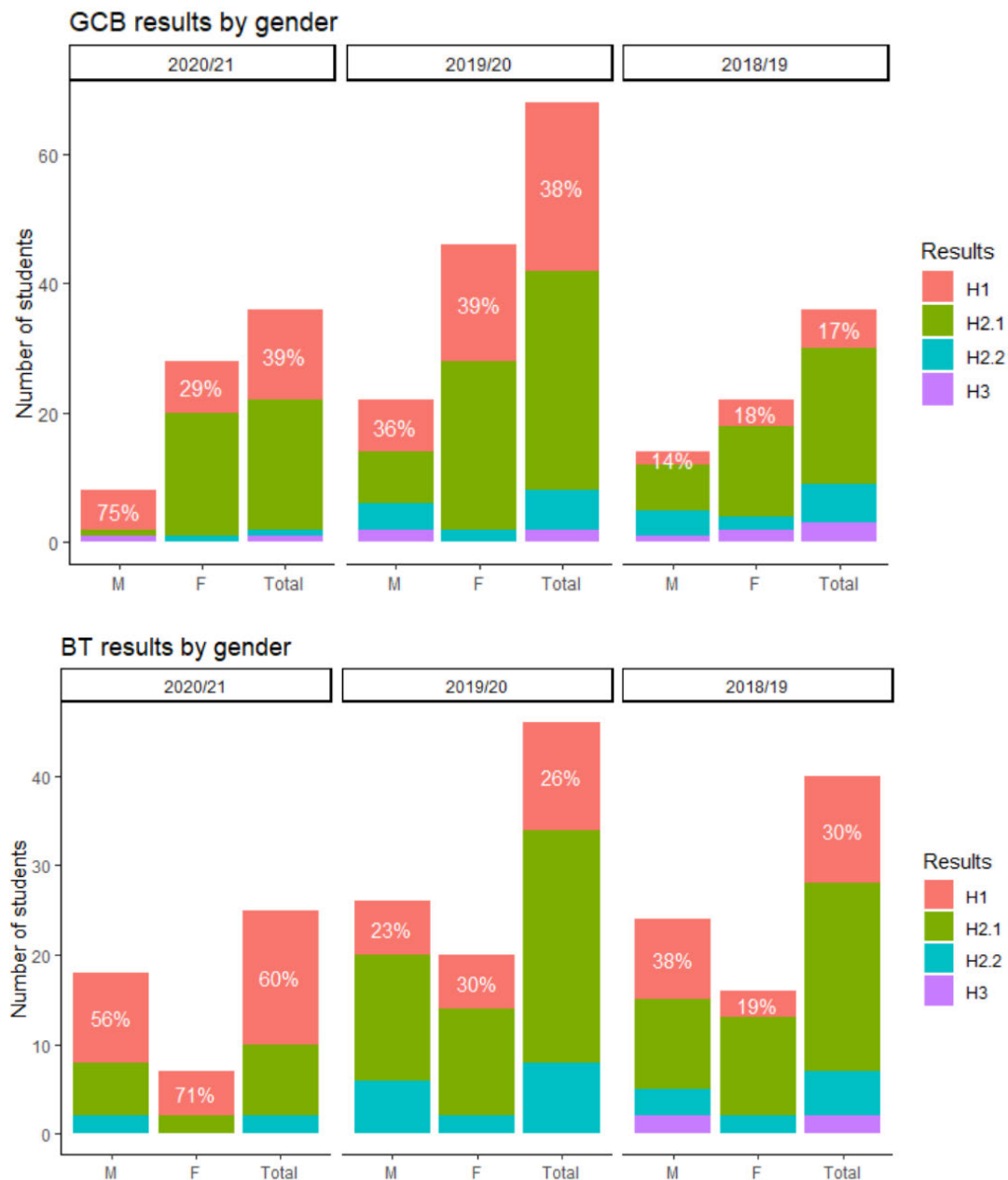
Figure 4.2: The number of M/F students achieving each result in GCB and BT programmes and percentage who received a H1 grade.

Course completion rates within the 4-year GCB and BT programmes ranged considerably. The average completion rates for BT are strong for both genders (87%M:87%F). GCB has lower overall completion rates (59%M:78%F), with males tending to have poorer completion rates compared to females (Figure 4.3). However, within 5-years the GCB male completion rate rises to >80%.

This is comparable with HEA national completion rates in Biology and Biochemistry[2] of 72-77% in new entrants 2008-2011. Nationally, in that time period, completion of Biology and Biochemistry was lower for males (66, 69, 76% respectively) than for females (76, 76, 78%). UCC biochemistry[3] had higher completion rates, with 86-95% of students graduating in the same degree year but they showed a similar pattern of worse completion by males. Since females dominate the GCB programme, greater rates of male completion require careful scrutiny and targeted action approaches **[AP4.1.2].**
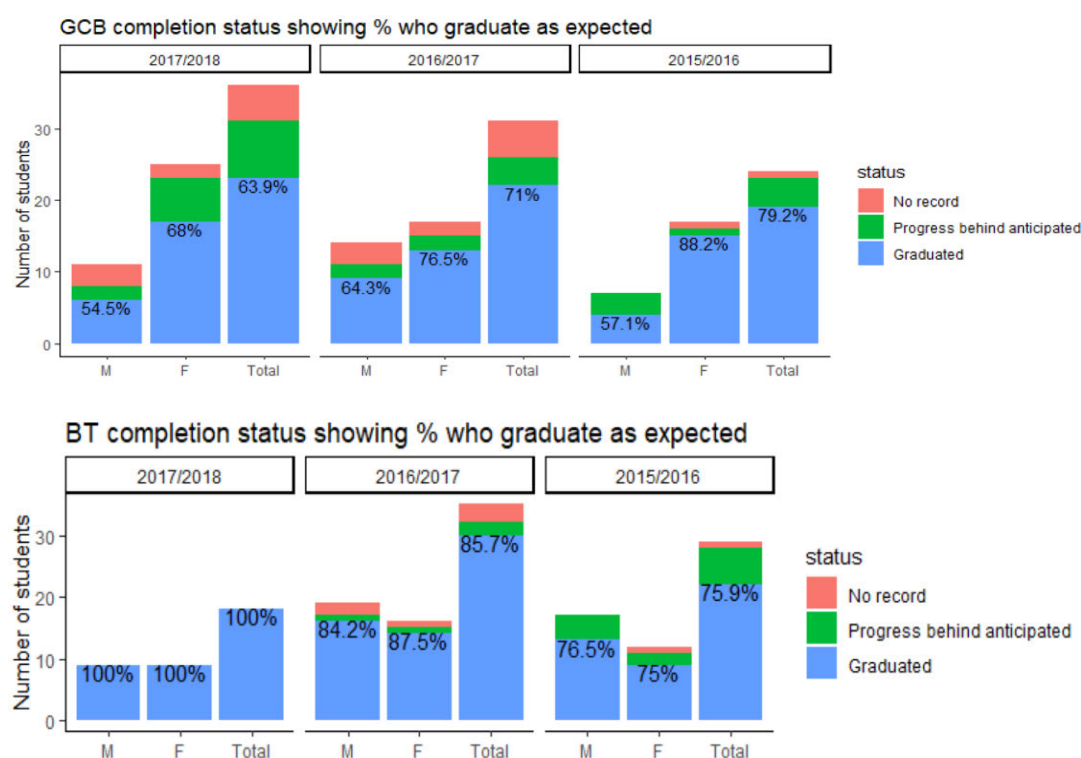
Figure 4.3: 4-year completion rates for UG courses GCB and BT from year of entry by gender.

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

The SoBT has two taught MSc programmes: MSc Diagnostics and Precision Medicine (MDPM) and MSc Bioprocess Engineering (MSBE). There is a consistent trend of higher female participation in MDPM (>70%F). The opposite occurs for MSBE (37%F). This disparity occurs within both full/part time MSc (Table 4.4). This is reflective of national trends where equal numbers of M/Fs complete taught masters in natural science subjects but biological taught master's students are 58-62%F while engineering taught master's students are only 40-44%F (Table 4.5).

Table 4.4: Numbers of M/F taught postgraduate students registered 2019-2021.

Programme	2021/22				2020/21				2019/20			
	#M	#F	Total	%F	#M	#F	Total	% F	#M	#F	Total	%F
MSc Diagnostics and Precision Medicine (Full-time)	6	17	23	74%	4	13	17	76%	3	10	13	77%
MDPM (Part-time)	3	10	13	77%	5	7	12	58%	3	5	8	63%
MSc Bioprocess Engineering (Full-time)	12	8	20	40%	12	3	15	20%	7	7	14	50%
MSBE (Part-time)	13	6	19	32%	11	8	19	42%	7	4	11	36%

Table 4.5: National benchmarking data, taught masters by subject, gender, per year

| HEA (Source)[2]	2021/22				2020/21				2019/20			
	#M	#F	Total	%F	#M	#F	Total	%F	#M	#F	Total	%F
All natural sciences, mathematics and statistics	570	585	1155	50%	589	585	1174	50%	477	515	992	52%
Biology/Bio-chemistry and related sciences	194	265	459	58%	166	266	432	62%	164	251	415	60%
Engineering	328	255	583	44%	343	241	584	41%	341	230	571	40%

Female applications outnumber males in MDPM; and males outnumber females in MSBE (Table 4.6). Despite this, conversion from application to acceptances, proportional to gender is equal in 2020/21 between both MScs (Figure 4.4).

Table 4.6: Number of applications, offers and acceptances to taught postgraduate students by year, gender (2021-2019).

		Applications				Offers*				Acceptances			
		#M	#F	Total	%F	#M	#F	Total	%F	#M	#F	Total	%F
2021/22	MDPM	25	66	91	73%	unavailable				10	20	30	67%
	MSBE	50	40	90	44%					23	11	34	32%
	Total	75	106	181	59%					33	31	64	48%
2020/21	MDPM	27	40	67	60%	15	24	39	64%	8	17	25	68%
	MSBE	50	31	81	38%	33	20	53	38%	21	10	31	32%
	Total	77	71	148	49%	38	44	92	51%	29	27	56	50%
2019/20	MDPM	23	33	56	59%	15	24	39	64%	5	13	18	72%
	MSBE	60	36	96	38%	21	18	39	46%	9	11	20	55%
	Total	83	69	152	49%	36	42	78	55%	14	24	38	64%

* 2021/22 MDPM offers unavailable at this time but can be accessed at a later date
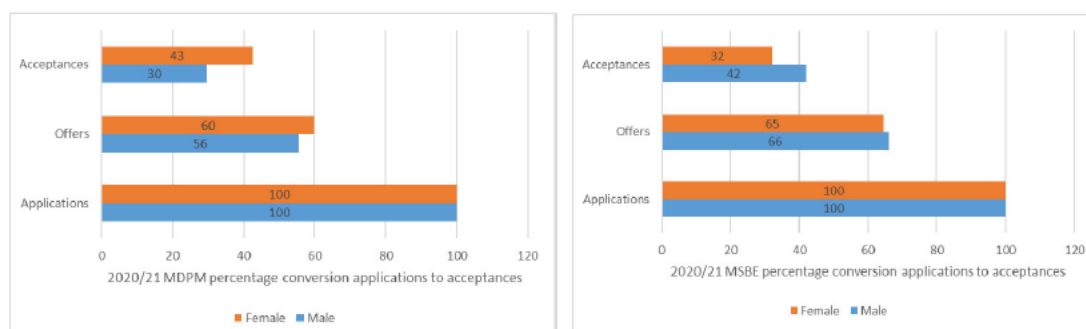
Figure 4.4. Percentage conversion rates from application to acceptance for MDPM and MSBE in 2020/21.

A detailed review of the M/F lecturer ratio on teaching in the MScs was conducted. No female has ever chaired either MSc. [AP4.1.3]. In 2021/22, 46% of the MDPM teaching is by females; whereas in MSBE only 25% of teaching is by females (Table 4.7). The majority of staff teaching the MSBE are highly specialised external staff, highlighting the lack of appropriately qualified senior experts in the bioprocessing engineering field [AP4.1.3].

Table 4.7: MSc Diagnostics and Precision Medicine review of gender of staff delivering onto teaching modules.

Gender in teaching modules*	2021/22				2020/21				2019-2020			
	#M	#F	Total	%F	#M	#F	Total	%F	#M	#F	Total	%F
MDPM	7	6	13	46%	8	4	12	33%	6	5	11	45%
MSBE	9	3	12	25%	9	3	12	25%	9	3	12	25%
Overall Total	16	9	25	36%	17	7	24	29%	15	8	23	35%

Year to year changes in teaching modules reflect shared modules

Figure 4.5: Promotional images for MDPM

A full review of the marketing for MDPM/MSBE was undertaken in 2019. The information video delivered by the MDPM Chair (M) features both M/F representative images relating to precision medicine [DCU MSc in Diagnostics and Precision Medicine | Michael Freeley] and emphasize the inclusion of males (Figure 4.5).

The information video delivered by MSBE Chair (M) features promotional material of males/females [M.Sc. in Bioprocess Engineering]. The prospective video of the microbial bioprocessing facility is delivered by Chair of BT (F) and features both M/Fs [https://www.youtube.com/watch?v=j2bKuAHb3lM]. Marketing material highlights the promotion of gender inclusion in the MSBE programme where targeted images of females are emphasized (Figure 4.6).

Figure 4.6: Promotional images used in the advertisement of MSBE
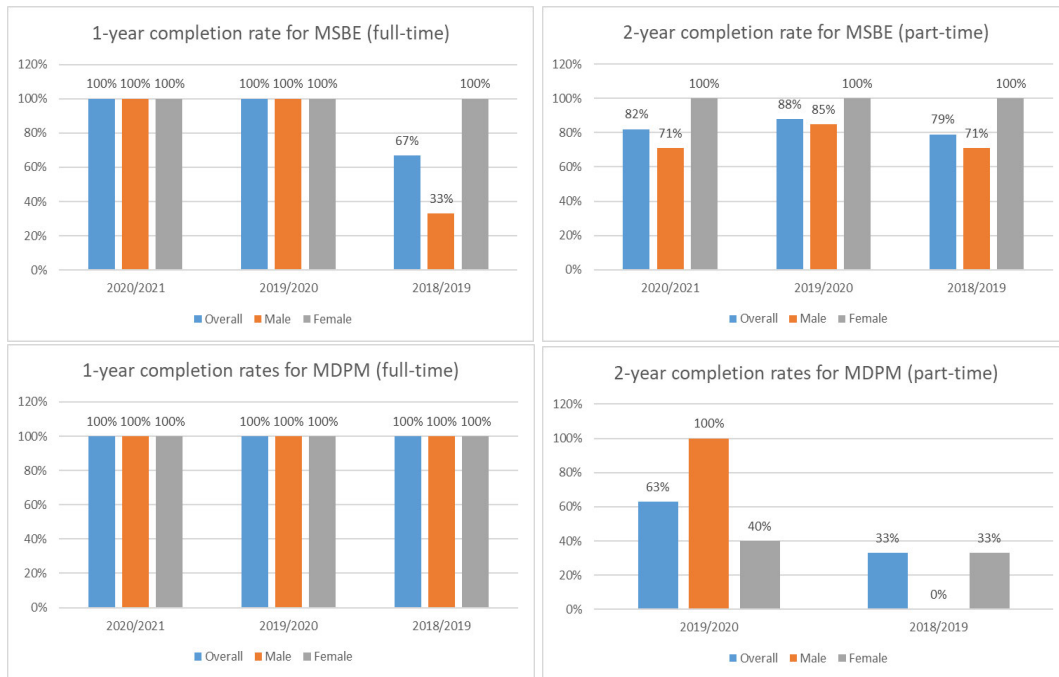
Figure 4.7: Completion rates for 1-year full-time and 2-year part-time taught MSc MSBE and MDPM.

Both MDPM/MSBE (full-time) have 100% completion rates. 100%F part-time MSBE students complete within 2-years, with male completion rates averaging 76%M. The MDPM is a newer course and part-time 2-year average completion rates are low (50% M:37%F). This may be to do with the low numbers enrolled (Figure 4.7), but also reflects that the majority of part-time students are employed outside the course, but still complete the MDPM in 3-years.

Degree attainment grades fluctuate in both MSc programmes, although males tend to achieve a greater number of H1s proportional to their gender in MSBE (except 2020/21) (Table 4.8), whereas in MDPM, females achieve higher grades (Table 4.9). Data on grades between full-time and part-time are not available **[AP4.1.4].** The SoBT will work closely to identify potential causes of relative female under-achievement and completion in MSc by surveying students about their work, employer supports, family and caring responsibilities, etc. **[AP4.1.4].**

Table 4.8: Numbers and percentage of MSBE students with grade category by gender

MSc Bioprocess Engineering (Full-time)						
	2020/21		2019/20		2018/19	
Grades	#M (%)	#F (%)	#M (%)	#F (%)	#M (%)	#F (%)
H1 (70%+)	2 (22%)	2 (33%)	12 (57%)	0 (0%)	7 (64%)	4 (40%)
H2.1 (60-69%)	7 (78%)	3 (50%)	8 (38%)	12 (75%)	3 (27%)	5 (50%)
H2.2 (50-59%)	0 (0%)	1 (16%)	1 (5%)	4 (25%)	1 (9%)	1 (10%)
Total	9	6	21	16	11	10

Table 4.9: Numbers and percentage of MDPM students with grade category by gender

MSc Diagnostics and Precision Medicine (Full-time)						
	2020/21		2019/20		2018/19	
Grades	#M (%)	#F (%)	#M (%)	#F (%)	#M (%)	#F (%)
H1 (70%+)	3 (43%)	6 (43%)	4 (67%)	16 (73%)	1 (50%)	2 (100%)
H2.1 (60-69%)	4 (57%)	5 (36%)	2 (33%)	6 (27%)	1 (50%)	0
H2.2 (50-59%)	0	3 (21%)	0	0	0	0
Total	7	14	6	22	2	2

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

Most PGR students in the SoBT are female (average 64%F) (Table 4.10). Data from the HEA 2020/21[2] shows that while nationally 50% of PhD students are female, in Biology-based degrees that rises to 55%F. HESA[1] 2020/21 shows that 46%F science PGRs, with 64%F in Biology and 27%F in Engineering and Technology.

Table 4.10: Newly registered research postgraduate (PhD, PhD-track and taught MSc)

Year	Male	Female	Total	% Female
2019/20	4	6	10	60 %
2020/21	2	6	8	75 %
2021/22	4	6	10	60 %

PGRs are recruited through grant applications from staff (research/academic) and the students themselves (scholarships). Collection of data relating to gender on applications, offers and acceptances are not collected centrally, so we conducted a survey to gather information. More females applied, had interviews and were offered PGR positions (Table 4.11). Not all supervisors contributed to the survey, and it does not account for self-funded students, therefore the SoBT will work with student information system (SIS) recruitment support to facilitate transparency on PGR hiring within the School **[AP4.1.5]**.

Table 4.11: Number of applications, interviews, offers and acceptances to research postgraduate students by year, gender

		Applications				Interviews				Offers & Acceptance			
Research PhD/MSc		#M	#F	Total	%F	#M	#F	Total	%F	#M	#F	Total	%F
2021/22	PhD/MSc	57	59	116	51%	6	6	12	50%	2	2	4	50%
2020/21	PhD/MSc	28	41	69	59%	7	10	17	59%	1	3	4	75%
2019/20	PhD/MSc	20	36	46	57%	6	8	14	57%	2	2	4	50%

(iv)   Progression pipeline between undergraduate and postgraduate student levels

Both UG and taught MSc students can conduct a research laboratory project, where they gain skills and knowledge of a research career. Support is offered to students wishing to pursue PGR. Workshops are held for PGR students linking them with academic supervisors and they get assistance in grant applications e.g. provision of references and support letters.

UG and PGR awards recognise student achievements and are delivered annually (Table 4.12). Between 2019-2021, 8 (4M:4F) SoBT UG/taught MSc students went on to undertake PGR in the SoBT, accounting for 29% of the total research student population over the 3-year period. SoBT students have received some of the highest accolades from University President (Figure 4.8).

Table 4.12: UG and PGR awards for excellence and achievement by year, gender.

	2021/22				2020/21				2019/20			
	#M	#F	Total	%F	#M	#F	Total	%F	#M	#F	Total	%F
Michael O'Connell Memorial Award (UG top ranked GCB student)		1	1	100%		1	1	100%		1	1	100%
Orla Benson Award (PGR) for travel	1		1	0%		1	1	100%		1	1	100%
Allergan Biomedical Award (PGR) for research				NA		1	1	100%	1		1	0%
FSH Outstanding Graduate Researcher (PGR)		1	1	100%		2	2	100%	1		1	0%
Total	1	2	3	67%	0	5		100%	2	2	4	50%

Figure 4.8: Recognising student excellence. PGR Yongda Li receiving his Orla Benson award from DCU President Daire Keogh (above) and Dr Molly Williams after winning the Chancellors medal with Professor Michelle Butler, Executive Dean, DCU Faculty of Science and Health; Brid Horan, DCU Chancellor; Molly Williams; Prof Daire Keogh, DCU President; Prof Anne Parle McDermott, School of Biotechnology (below).

Summary of ACTIONS – 4.1 Student data

AP4.1.1	Increase participation of under-represented genders in UG programmes through secondary school engagements such as transition year talks, open days, marketing and public images
AP4.1.2	Increase/monitor the proportional grades and completion rates of males in GCB UG programme such as module coordinators supporting under-represented genders resulting in better engagement and higher quality of submitted work to keep up progress and momentum for completion.
AP4.1.3	Address the gender imbalance in taught MSc programmes by: • Identifying female role models and expert lecturers to teach onto MSc modules. Create capacity for female Chairs to lead MSc by introducing shadow chair roles. • Reinforcing existing marketing material to target males (MDPM) and females (MSBE) by inclusion of case studies of under-represented students
AP4.1.4	Increase achievement/completion rates in taught MSc programmes to ensure more gender balance, part/full time students by: • Conducting student focus groups and survey to identify barriers • Capturing grades based on part/full time status
AP4.1.5	Address the gender imbalance in PGR in SoBT by: • Engaging with SIS recruitment to register gender of PhD applicants, offers and acceptances recruited by Principal Investigators. • Enhancing recruitment of male applicants to our PGR programmes. PIs to complete unconscious bias training annually, and ensure gender balanced recruitment panels • Carrying out focus groups with postgraduates to better understand the decisions made by both males and females in choosing PG research in SoBT.

4.2. Academic and research staff data

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

As of September 30th 2021, females represent 60% of the combined SoBT academic, PSS and research staff (17M:25F). There are gender disparities in roles, with males dominating academic roles and females dominating research/PSS roles (Figure 4.9).

Academic staff (AS): There are currently 21 permanent full-time AS (12M:9F, 43%F) (Table 4.13). Women are represented at all academic grades except Associate Professor. Percentage female AS has increased (37% to 43%) during the reporting period.

Gender disparity is observed at all levels except for Full Professor grade, where currently equal, (1M:1F) employed at Full Professor grade since 2020. Percentage females at Associate Professor level has decreased from 29% (5M:2F) to 0% (4M:0F) over 3-years due to retirements (1M:1F) and promotion to Prof (1F). Four new hires at Assistant Professor between 2019-2021 resulted in 3M and 1F positions.

We benchmarked our data with HEA[2] and UCC School of Biosciences[3]. This revealed similar overall percentages of female academics (SoBT 43%F vs UCC 47%F), higher than the HEA national average in STEMM subjects (42%F). The SoBT has more female Assistant Professors (SoBT 6F vs UCC 1F), but lower Associate Professors (SoBT 0F vs UCC 1F). Nationally, the 2020 HEA data shows university lecturers 48%F, Senior lecturers 41%F, Associate Lecturers 37%F and Professors 27%F.

We observe a "leak" in the progression for females from Assistant to Associate Professor in SoBT, in line with national data. The numbers are small (4 Associate Professors), thus the proportion of females at this grade could be increased relatively quickly. Recruitment and promotion policies are outside the remit of SoBT but a number of school-supported University-led initiatives are in place to encourage female leadership (Aurora Women in Leadership programme and staff mentoring). SoBT is committed to providing support for positive action measures in promotional opportunities by developing targeted APs to address shortcomings **(Section 5.1)**. A **"support group"** for Assistant Professors will meet 3-times/year which **aims to ensure a ~40-50% proportion of females applying for future promotions [AP4.2.1].**
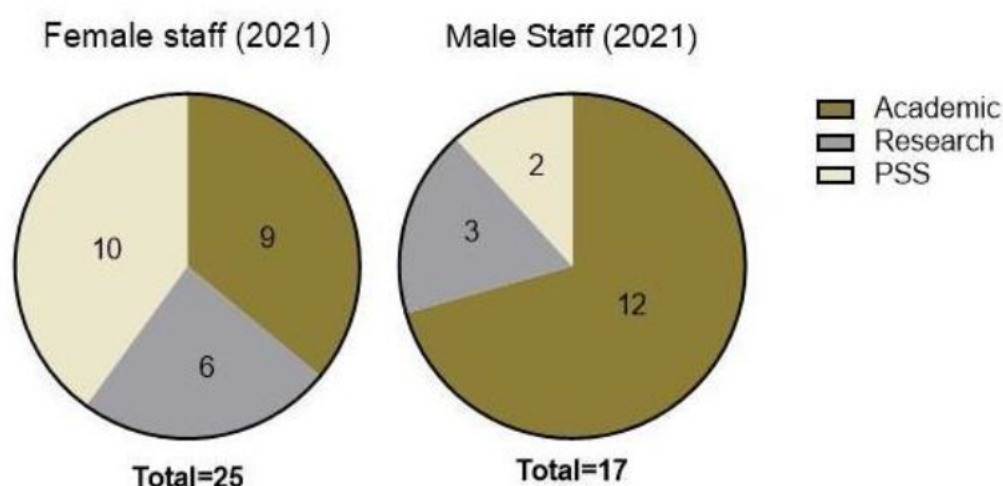
Figure 4.9: Female and male representation across academic, research and PSS cohorts in 2021

Table 4.13: Overview of percentage of academic grades held by women in SoBT and benchmark data from UCC and HEA

Academic grade	DCU SoBT %F (#N)	Benchmark data UCC	Benchmark data HEA
Full Professor	50% (1F)	50% (1F)	
Professor	100% (1F)	50% (2F)	Professor; 27%F
Associate Professor	0% (0F)	25% (1F)	Associate Lecturer; 37%F
Assistant Professor (A/B)	46% (6F)	33% (1F)	Senior Lecturer; 41%F
▬▬▬▬	▬▬▬	▬▬▬	Lecturer 48%F
Academic total	43% (9F)	47% (7F)	

Research staff (RS): RS numbers decreased between 2019-2021 (13 to 9) (Table 4.14). The majority of RS are female PDRs (77%F, 89%F, 67%F, respectively). There was 1F at senior research fellow level in 2018/19, and 0 in subsequent years. **This suggests a leaky pipeline in progression to senior PDR.** All 9 RS are on temporary contracts, of which 7 are full-time (3M:4F; 57%F) and 2F (100%F) are part-time. Although we observe a higher proportion of female RS, our data suggests **there is an attrition of females at the PDR to senior researcher transition creating a barrier at early, academic levels.** This is outside the remit of the SoBT as RS contracts tend to be linked with short-term external funding from independent grants or awards linked to academics. However, SoBT will promote PDR participation in the **DCU Researcher Career Framework** which supports the professional and career development of PDRs **[AP4.2.2].**

Professional Support Staff (PSS): There 12 professional/support staff, of these 9 are permanent full-time (2M:7F; 78%F), ████████████████████████
████████ PSS roles are female-dominated (83%F) with no change in full-time positions over the reporting period (Table 4.14). 83%F is higher than 63%F reported by the HEA for Professional, Management and Support staff in STEMM **[AP4.2.3].** Flexible working contracts may bias for female applicants. In our EDI survey, 5/6 (100%F) PSS disagree that they have "*been made aware of, or encouraged to, apply for promotional opportunities*". We aim to understand the gender disparity in PSS through focus groups to gain an insight into the job description/opportunities, and promotion **[AP4.2.3].**

Table 4.14: Full-time School Staff, by grade / type, for most recent three years

Grade	2020/21			2019/20			2018/19		
	#M	#F	%F	#M	#F	%F	#M	#F	%F
Academic									
Prof (Full)	1	1	50%	1	1	50%	1	0	0%
Prof	0	1	100%	0	1	100%	0	1	100%
Assoc Prof	4	0	0%	4	1	20%	5	2	29%
Assist Prof*	7	7	50%	7	5	42%	7	4	36%
Total	12	9	43%	12	8	40%	13	7	39%
Research									
RA	1	1	50%	0	2	100%	2	3	60%
PDR	2	5	71%	1	6	86%	1	6	86%
Senior PDR fellow	0	0	0%	0	0	0%	0	1	100%
Total	3	6	67%	1	8	89%	3	10	77%

Professional Support Staff (PSS)									
CTO	1	0	0%	1	0	0%	1	0	0%
Snr/TO	1	7	88%	1	7	88%	1	7	88%
SLA	0	1	100%	0	1	100%	0	1	100%
Sec/AA	0	2	100%	0	2	100%	0	2	100%
Total	2	10	83%	2	10	83%	2	10	83%
Overall Total	17	25	60%	15	26	63%	18	27	60%

* Includes grades below and above the bar.

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

AS: 20 of 21 AS have permanent/CID contracts, with 1F on FT temporary pensionable contract (hired to cover sabbatical leave). 20 staff are full-time ▆▆▆▆▆▆. There is a gender disparity in permanent academic contracts, where women occupy 37-40% of the total permanent academic contracts, but fluctuations occur in the fixed-term contracts due to variability in roles (Table 4.15). Due to extended career breaks taken from 2019 by 2F staff, 1F and 1M were appointed in a fixed term contract (grade of Assistant Professor).

RS: There are no permanent/CID contracts for RS with 67% of fixed-term contracts held by females in 2021/2020 (Table 4.15). 2F (100%F) are on part-time 0.8 FTE hours. 73% of fixed term or part-time research staff (3M:8F) are female. PDR research is considered as an employment contract and HR policy strongly discourages the creation of CID by retention or issue of three sequential research contracts. RS are mostly dependent on AS gaining successful external funding to support researchers, this is an unsustainable model which excludes the long-term growth and security of the role. University research administration support is provided to researchers wishing to gain independence by applying for their own fellowships. Within the reporting period, 1M and 1F temporary internal research fellows with independent early researcher funding were subsequently awarded permanent academic positions in 2019 and 2020, highlighting the importance of [AP4.2.2].

PSS: Of 12 female PSS, ▆ are permanent full-time, ▆ is permanent part-time and ▆ are temporary/contract positions. The majority of permanent positions are held by females (2M:9F, 82%), with females holding both fixed-term and permanent part-time roles. PSS positions have remained consistent over the reporting period.

Table 4.15: Academic, PSS and research staff by grade on fixed-term, permanent/CID by full/part-time contracts by gender

	2021/20			2020/19			2019/18		
Grade	**#M**	**#F**	**%F**	**#M**	**#F**	**%F**	**#M**	**#F**	**%F**
Academic									
Fixed term	0	1	100%	2	1	33%	4	0	0%
Part-time	0	0	0%	0	0	0%	1	0	0%
Permanent FT	12	7	37%	10	6	38%	9	6	40%
Part-time	0	1	100%	0	1	100%	0	1	100%
Total	12	9	43%	12	8	40%	14	7	33%
Research									
Fixed term	3	6	67%	1	8	89%	3	10	77%
Part-time	0	2	100%	0	4	100%	0	1	100%
Permanent	0	0	0%	0	0	0%	0	0	0%
Total	3	8	73%	1	12	92%	3	11	79%
Professional Support Staff									
Fixed term	0	1	100%	0	1	100%	0	1	100%
Part-time	0	1	100%	0	1	100%	0	1	100%
Permanent FT	2	9	82%	2	9	82%	2	9	82%
Part-time	0	1	100%	0	3	100%	0	2	100%
Total	2	12	86%	2	14	88%	2	13	87%

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

Between 2018-2020, 27 all staff (10M:17F, 63%F) left the SoBT (Table 4.16). The majority of staff left due to end of contract 18/27, (67%), with 12/18 female (67%F). Five staff resigned (1M:4F; 80%F), 1M died in service and two (1M:1F) did not take-up their roles due to external offers. The majority of staff leavers (end of contract/resignations) were on temporary contracts 6M:12F (67%F), this likely reflects the higher number of females in PSS and research temporary contract positions.

Table 4.16: Staff leavers by grade contract type and gender (2020-2018)

Year	Category	Type of leave	#M	#F	%F	Total
2018	Researcher	End of contract	0	1	100%	1
2019	Researcher PSS	End of contract Resignation Death in service End of contract	3 0 1 0	3 2 0 1	50% 100% 0% 100%	6 2 1 1
2020	Academic Researcher PSS	End of contract Retirement End of contract Resignation Not taken up End of contract Not taken up	2 1 0 1 1 1 0	4 0 2 2 0 1 1	67% 0% 100% 67% 0% 50% 100%	6 1 2 3 1 2 1
Total			10	17	63%	27

Summary of ACTIONS - 4.2 Academic and research staff data

AP4.2.1	Departmental support for positive action measures to increase promotion of female academics within the SoBT: • Targeted actions: Create a working group to meet 3 times/year to inform, encourage and promote participation in promotional calls with support from HoS.
AP4.2.2	Increase recruitment of PDRs to the DCU Researcher Career Framework: • Engage with HR/RIS and PRD scheme to formally apply the RCF to new and existing PDR staff • HoS and academic PIs will assist PDR in career development by providing teaching opportunities and completion of an annual performance review.
AP4.2.3	Assess gender balance and promotional opportunities for PSS • Ensure positive action in recruiting males to PSS positions • Conduct focus survey to understand the promotional and career advancement opportunities

Section 4 total: 1992 words

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS
Recommended word count: Bronze: 6000 words | Silver: 6500 words

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

Over the last 3-years, there has been recruitment at multiple levels (Table 5.1). However, for senior positions such as Head of School (2021) and Full Prof (2019), the majority, if not all applicants were male. Ultimately, these positions were not appointed due to lack of candidate suitability.

Of the 11 appointments to Assistant Prof, only 36% were awarded to females, with 33%F applicants and 32%F interviewed. However, in 2021, this grade accounted for 50%F in the SoBT. Females dominate RS and PSS recruitment (100%F). No Associate Prof positions were advertised, which is currently a male dominated grade.

All HR recruitment advertisements state "*Dublin City University is an equal opportunities employer. In line with the Employment Equality Acts 1998 – 2015, the University is committed to equality of treatment for all those who engage with its recruitment, selection and appointment processes. The University's Athena SWAN Bronze Award signifies the University's commitment to promoting gender equality and addressing any gender pay gaps. Information on a range of university policies aimed at creating a supportive and flexible work environment are available in the DCU Policy Starter Packs*".

In addition, the University introduced online mandatory unconscious bias training for all staff sitting on interview panels as part of DCU's Essential eLearning. To encourage all staff opportunities to participate in interview panels, we will send out internal emails to promote the training refreshers annually [AP5.1.1]. It is institutional policy for all recruitment panels to have at least 40%F representation, and SoBT will work alongside HR to monitor that all recruitment panels have an EDI representative [AP5.1.2].

Table 5.1: Academic, research and PSS recruitment data for SoBT by gender

		Applicants			Interviewed			Appointed		
		#M	#F	%F	#M	#F	%F	#M	#F	%F
2021	Academic									
	Head of School	2	0	0%	1	0	0%	n/a*	n/a	n/a
	Head of School	1	0	0%	1	0	0%	1	0	0%
	Assistant Prof	24	3	11%	7	2	22%	1	2	67%
	Research									
	Post-doctoral researcher	1	2	67%	1	2	67%	0	2	100%
	PSS									
	Secretary/Accounts	0	6	100%	0	3	100%	0	1	100%
2020	Academic									
	Assistant Prof	32	17	35%	10	5	33%	4	0	0%
	Research									
	Research Assistant	5	8	62%	0	1	100%	0	1	100%
2019	Academic									
	Full Prof	21	6	22%	4	2	33%	n/a	n/a	n/a
	Assistant Prof	26	20	44%	13	7	35%	2	2	50%

*n/a = not appointed

(ii)   Induction

HR centrally organises induction and orientation programmes for all new staff quarterly. Between 2019-2021 only 27% of new SoBT staff (2M:1F) completed the *"New Staff Orientation Induction"*. Although this number may be affected by the COVID-19 pandemic of the time, the future uptake of training will be monitored **(Section 5.3, [AP5.3.1])**. The HoS organises local, informal induction which consists of tours, introductions, secretarial and laboratory assistance, and informal mentoring. There is no formal mentorship programme in SoBT for new staff. As part of 1-1 interviews, newly recruited Assistant Prof AS (<3-years) stated they had a lack of awareness of department support and would have benefited significantly from assigned mentorship particularly to provide *"guidance on research, teaching and bureaucratic structures"*. Therefore, a dedicated department handbook **[AP5.1.3]** and 1:1 mentorship scheme will be initiated for all new AS **[AP5.1.4]**.

(iii)   Promotion

There are 3 routes to promotion available for AS: the annual academic promotion scheme (to Associate Prof), Faculty calls (to Prof and Full Prof) and targeted promotion calls. The academic promotion scheme is a merit-based, competitive process that encompasses an extensive application form with no interview component. Staff are assessed based on a set of criteria agreed by DCU's Academic Promotions Committee (APC). The School also provides targeted gender-balanced promotions dependent on disciplinary needs and budget availability. Unsuccessful staff through the annual academic promotion scheme can be considered for promotion through the targeted promotion scheme when available and as set out in the Policy for Targeted Promotion to Associate Professor Grade. This involves an interview. Faculty calls for promotion to Prof and Full Prof are also implemented according to School need.

HR communicates all promotion opportunities by email and hosts information sessions. Over the 3-year reporting period (2019-2021) **there has been a strong promotion of females in the SoBT (100%F success rate). However, the numbers applying are very low** (Tables 5.2-5.4).

Table 5.2: Academic promotions by grade applied for, 2019

Year	2019					
	Applicants			**Successful**		
Grade applied for	**#M**	**#F**	**%F**	**#M**	**#F**	**%F**
Full Prof	0	0	0	0	0	0
Prof	0	0	0	0	0	0
Assoc Prof	0	1	100	0	1	100

Table 5.3: Academic promotions by grade applied for, 2020

Year	2020					
	Applicants			**Successful**		
Grade applied for	**#M**	**#F**	**%F**	**#M**	**#F**	**%F**
Full Prof	0	1	100	0	1	100
Prof	0	1	100	0	1	100
Assoc Prof	2	0	0	0	0	0

Table 5.4: Academic promotions by grade applied for, 2021

Year	2021					
	Applicants			Successful		
Grade applied for	#M	#F	%F	#M	#F	%F
Full Prof	0	0	0	0	0	0
Prof	0	1	100	0	1	100
Assoc Prof	No call					

In our EDI staff survey, 77% of all academic staff (71%M and 83%F) agree/strongly agree that they are *"aware of the opportunities for promotion"*; whereas only 50% (38%M and 67%F) *"feel encouraged to apply for promotional posts within the school"*. However, 88%M and 71%F agree that *"there is a fair and transparent process for appointments in the School"*, but fewer females feel fairly treated regardless of gender in relation to promotion (43%F) compared to their male counterparts (56%M).

Therefore, the SoBT will encourage future applications for Associate Prof positions and promotions with support programmes **(Section 4.2 [AP4.2.1])**. The HoS will host a formal workshop outlining the promotional process to encourage more applicants, particularly females. This will increase awareness of the promotional application and peer support for staff regarding the promotion process to help increase number of applicants **[AP5.1.5]**.

100%F (5/5) PSS do not agree that they are aware of the promotional opportunities, and furthermore only 20%F agree that they have been encouraged to apply for promotions, or that there is a fair and transparent process for appointments. As there is no formal University opportunity for promotion, we will conduct a survey to identify opinions on barriers and opportunities for PSS **[AP5.1.6]**. Furthermore, the newly launched Professional Development Framework will also help to support the understanding of skills and competencies among PSS for various grades **(Section 5.3 [AP5.3.3])**.

There is no formal promotion process for RS, contracts are often for a restricted period, tied to a specific research project. PDR research is considered as an employment contract and HR policy strongly discourages the creation of CID by retention or issue of three sequential research contracts. This may explain the observed low agreement from research staff with statements regarding promotion in Table 5.5, however only 1 researcher responded to the survey. We will **increase recruitment of PDRs to the DCU Researcher Career Framework (Section 4.2 [AP4.2.2])** to assist in career development and promotional opportunities for research staff.

Table 5.5: EDI survey questions and response percentages by grade and gender

	AS		RS	PSS
Percentage agreement to the statements	%M	%F	%F	%F
I have been made aware of opportunities for promotion or available posts in my department	63%	83%	0% (0/1)	0% (0/5)
I feel encouraged to apply for promotion or available posts in my department	38%	67%	0% (0/1)	20% (1/5)

There is a fair and transparent process for appointments to available posts in my department	88%	71%	0% (0/1)	20% (1/5)
I believe that I have been fairly treated regardless of my gender in relation to: promotion	56%	43%	100% (1/1)	20% (1/5)

Summary of ACTIONS – 5.1 Key Career transition points

AP5.1.1	Ensure all staff to complete mandatory online unconscious bias training and refresh annually to encourage opportunities to sit on interview panels
AP5.1.2	Monitor 40%F gender and EDI representation on all SoBT interview panels
AP5.1.3	Create department handbook to increase awareness of department supports such as induction, orientation, eLearning and maternity/paternity leave procedures for new starters.
AP5.1.4	Initiate formal mentorship scheme for new starter staff members
AP5.1.5	Increase the number of staff (both males and females) applying for promotion by initiating a workshops led by HoS outlining the application and promotional process for staff and encouragement of take-up of University-wide mentoring programme
AP5.1.6	Clarify the promotional opportunities for PSS by conducting a survey to identify barriers and opportunities.

893 words

5.3.   Career development: academic staff

(i)   **Training**

In the past 3-years, staff within the SoBT have undertaken a wide variety of training, with female staff participating in a greater number of training events, grouped based on discipline development (Table 5.6). From our EDI survey 83%F agree/strongly agree that DCU *"provide high quality and effective training to progress careers"*.

Table 5.6: Uptake of training and development courses 2019-2021

	2021		2020		2019		Total	
	%M	%F	%M	%F	%M	%F	%M	%F
Personal Development	0	0	67	33	17	83	42	58
Professional Development	59	41	24	76	33	67	39	61
Academic Development	38	62	67	36	0	100	46	54

There are many training opportunities available to all staff within the SoBT through the University's Learning and Development (L&D) unit, which provides over 70 courses annually. All training opportunities are circulated via email monthly and are available on the L&D webpage. The Teaching Enhancement Unit (TEU) provides professional support for teaching staff. Research and Innovation Support (RIS) provides training on research integrity, data management and research impact metrics to all staff. Training and development courses can be booked via the staff Core portal and completion is recorded here. As part of women in leadership initiative DCU offers female staff to complete the "Aurora Leadership Development Programme". Specific EDI training schemes such as "EDI in HE", "let's take about race", "bystander intervention" and "unconscious bias" are available to all staff as part of the DCU essential online eLearning. These schemes are not all mandatory, therefore to broaden staff understanding and awareness of EDI, and to build a more inclusive culture, we will promote awareness and encourage uptake of these courses through the new Performance Review & Development (PRD) scheme **[AP5.3.1]**.

(ii)   Appraisal/development review

In 2020, the PRD scheme (which is currently in pilot phase with a small selection of units across DCU) was initiated. Once the pilot programme is completed (end-2022), the scheme is expected to be adopted by all Schools in 2023. The review period will run annually from April-October, and training will be provided to all staff by the L&D unit. All staff who are past their probationary period are eligible to engage with the process, and it will have three core components: 1) past performance review; 2) future career objective setting; and 3) development needs identification and development planning.

From 2023, the PRD scheme will embed training objectives of staff in annual reviews, which will be monitored and recorded **[AP5.3.1]**.

AS: The HoS undertakes an annual interview/review of the staff member to review career goals, research, teaching and administration strategies. Identification of career development and training for staff is a critical part of progression therefore we will encourage active engagement of all staff in the PRD scheme, and upon initiation we will survey staff for feedback on the processes from 2023 onwards **[AP5.3.2]**.

PSS: The recently launched DCU Professional Development Framework provides clarity on the behavioural competencies that lead to excellence for professional, support and administrative staff. It serves as a tool for staff, managers and mentors to enhance career planning, personal development and performance conversations. Additionally, the University has developed a new programme for PSS at P3 and P4 levels (Emerge programme) which supports career development. Uptake is not available yet, but we will encourage staff to take-up this opportunity **[AP5.3.3]**.

RS: The Research Career Framework (RCF) is designed to attract and retain the best postdoctoral researchers to DCU, provide them with significant professional development and offer the best opportunities in terms of their wider career path. It consists of three levels (Figure 5.1). Researchers are expected to undertake teaching activities (<50 hours/ annum), this allows professional development opportunities within mainstream academia. RS currently complete an annual performance review with their direct supervisors. Implementation of the RCF will be linked to the PDR scheme (rollout end 2022), researchers will complete their annual review/training and are eligible to apply for promotion to the next levels once they have completed their probationary period. Once initiated we will monitor uptake and feedback on the process from RS **[AP5.3.4]**, further addressed in (**Section 4.2 [AP4.2.2]).**
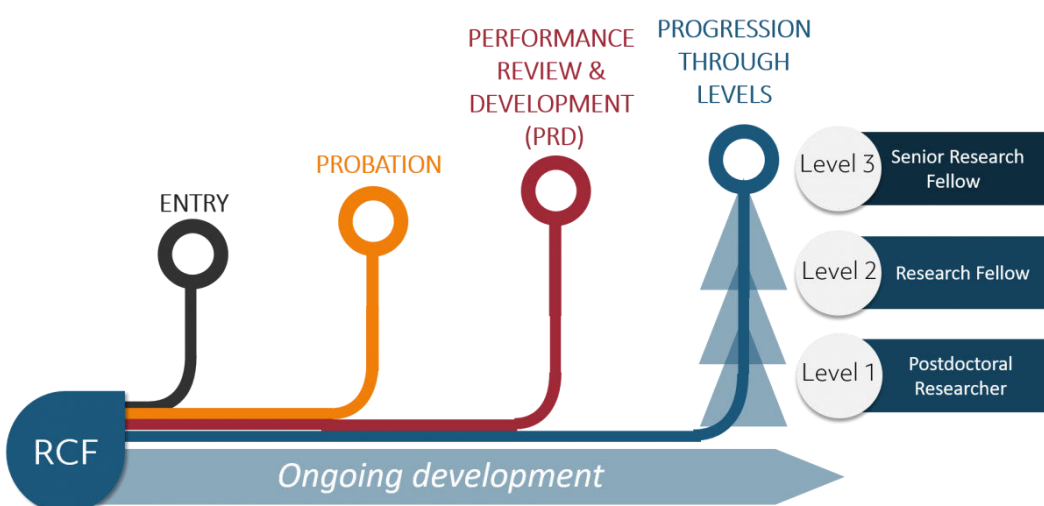

Figure 5.1. DCU's Researcher Career Framework

(iii)   Support given to academic staff for career progression

Support is given to AS for career progression through a series of educational and online training opportunities via the HR L&D unit. From our EDI survey, 83% of academics agree that *"high quality and effective training is provided to progress their careers, and feel supported applying for grants and funding"*.

The academic and promotional framework is in place, and we aim to further encourage AS promotional opportunities by providing peer support groups and workshops **(Section 4.2 [AP4.2.1] and Section 5.1 [AP5.1.5]).**

In 1-1 interviews with AS on career progression support, fall-off of School-wide research presentations was highlighted due to COVID-19 workload and on-campus activities. The research diversity of the SoBT means that not all academics and researchers are aware of the breadth of research. School-led research seminar series could provide a sense of inclusion and collaboration among staff, therefore, we will begin a bi-weekly researcher-led seminar series over the summer 2022 **[AP5.3.5]**.

Incorporation of RCF for RS/PDRs **[AP5.3.4]**, **(Section 4.2 [AP4.2.2])** aims to address the support for career progression via implementation of research career framework for PDRs.

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

DCU Careers Service provides substantial support to students, including career fairs, a variety of online career resources including online booklets and guides, tip sheets, videos and podcasts as well as access to job boards, careers quick query clinics to access one-on-one consultations, blogs and further study resources. The graduate studies office offers information on scholarships and funding.

High-performing students on our UG courses and taught Masters programmes are encouraged to consider PhD research. A new **FSH Undergraduate Academic Achievement Awards initiative** was implemented in 2020/2021 which awarded the highest ranking 2nd year students on each UG programme to assist high-performing students distinguishing themselves in future PhD grant scholarship applications. 1M in BT and 1F in GCB have been successful in these awards to date.

The SoBT does not have an annual PhD scholarship scheme; and 1-1 interviews with UG/PGR students found a *"lack of knowledge of postgraduate opportunities within the school (or elsewhere)"*. DCU does provide a linking service of supervisors/projects to interested students in applying for funding such as the IRC Government of Ireland Postgraduate Scholarship Programme. Since 2019, there are 5 PhD students in the SoBT funded by the IRC (representing 25% of PGRs starting between 2019-2021).
The SoBT recognises the importance of student academic progression so will address this by holding annual i) information sessions on opportunities for research such as summer scholarships for 1st/2nd year students and ii) SoBT-specific workshops to match students with academics and research projects for applications to nationally funded scholarships for 3rd/4th year, and taught MSc students **[AP5.3.6]**.

DCU also has a very strong alumni and research network. The SoBT maintains very close ties with past graduates and collaborators working in the biopharmaceutical, research and academic institutes. A seminar series is held for final year UG and taught-MSc students whereby industry/research professionals are invited to give guest lectures, providing insight into career paths and research opportunities. In 2021/22, 83% of guest speakers were female. To highlight gender role models, we will concentrate efforts to promote gender parity in presentations **[AP5.3.7]**.

BioTranslate is the SoBT structured PhD programme where PGR students are supported in developing their careers by completing 30-credits of graduate training elements in a range of generic and scientific support modules across multiple subject areas as well as their research projects, thus providing an individualised programme that is tailored to the PGRs specific needs. DCU provides funding support for travel and conference attendance for every registered PGR to aid students in developing their own networks and promote career development.

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

DCU's Research Support Team from the Office of the Vice President for Research (OVPR) has full-time staff dedicated to each Faculty, as well as staff who specialise in different funding schemes such as IRC, SFI, MSCA, and Horizon Europe. The SoBT Research Convenor alerts staff to internal and external funding opportunities on a monthly basis through email and school meetings. One-one meetings, group forums and research mock interviews are offered to academics/researchers applying for grants.

From our survey, a high proportion of staff (75%M and 83%F) feel supported when applying for grants or funding opportunities. Informally, colleagues in the School share successful grant applications to assist others with grant application writing. To explore this further, we asked 1-1 participants to provide feedback on support they have received when applying for funding, and specifically what support is offered to those who are unsuccessful:

"The OVPR has provided excellent support in grant writing and financial budget management, but writing grants etc. are not included in the SoBT workload model, as far as I am aware" - female academic

"I am not familiar with any supports for unsuccessful grant applications" – male academic

The number of females applying for grants is substantially lower than males (Figure 5.2). The number of female grant applications has remained similar across the 3-years, while the proportion of females in the SoBT has increased from 39-43%. The pandemic response and workload acknowledgment for grant applications may account for low female applications, therefore targeted APs are underway to increase grant submissions, particularly for females. We will focus our efforts to encourage grant submission plans into annual PRD scheme, the inclusion of grant writing in workload allocation and development of peer support networks **[AP5.3.8].**
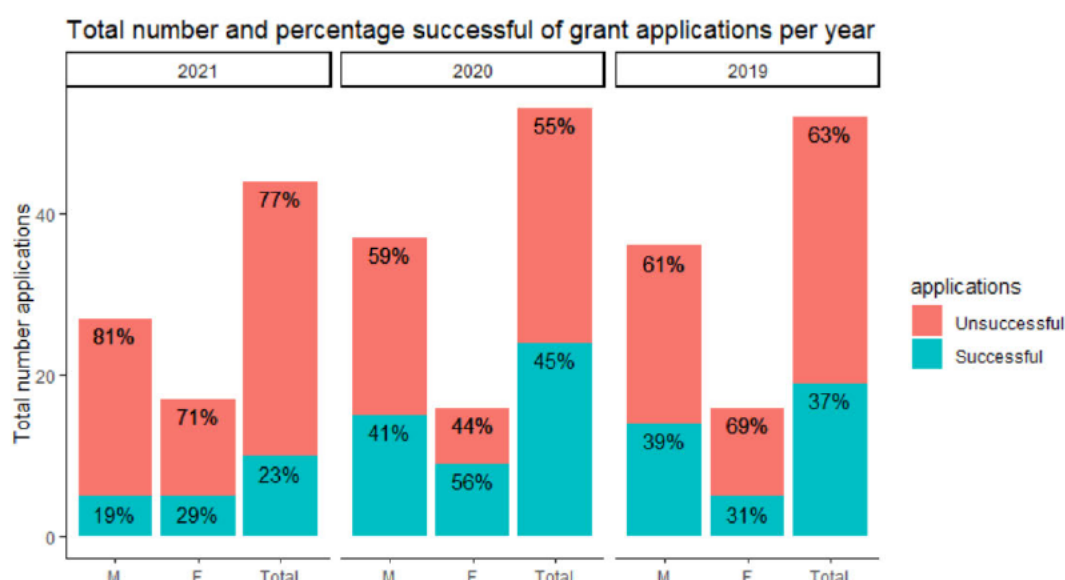
Figure 5.2: Total number and percentage of successful and unsuccessful grants by gender, by year in reporting period.

The average success rate is 39%F compared to 33%M, potentially indicating that females apply only if confident of success. There is no University support for unsuccessful grants, and SoBT will address this by the implementation of focus groups to define opportunities and criteria to provide "seed money" for unsuccessful grant submissions [AP5.3.9].

Summary of ACTIONS – 5.3 Career Development: academic staff

AP5.3.1	Implementation of annual training and development course plan for all staff in newly initiated PRD scheme
AP5.3.2	Gain feedback of implementation and usefulness of PRD in appraisal/developmental review from all staff in survey
AP5.3.3	Promote the new professional development framework and encourage participation in the Emerge programme for admin/secretaries within the SoBT
AP5.3.4	Promote PDR career advancement by monitoring uptake and gain feedback from PDRs to the research career framework
AP5.3.5	Promote knowledge and research expertise among academic staff by re-establishing academic-led staff seminars
AP5.3.6	Promotion of PGR opportunities within the SoBT to UG and taught-MSc programmes by holding workshops specifically aimed at students
AP5.3.7	Promote gender parity (60:40) in speakers invited to SoBT seminar series to highlight women/men in leadership roles
AP5.3.8	Increase submitted research grants, particularly female lead grants by including grant writing in PRD and workload allocations and development of peer support network
AP5.3.9	Define opportunities for unsuccessful grants at department level by holding focus groups to ascertain criteria for "seed money" support.

5.5.   Flexible working and managing career breaks

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

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

DCU HR has a range of family leave policies. These include parental, maternity, adoption, compassionate, force majeure, paternity and carers' leave.

For maternity/adoption leave, all DCU staff are entitled to 26-consecutive weeks of statutory paid leave, and public holidays that fall within this period. Employees can also avail of up to 16-weeks' unpaid leave after the paid leave. Maternity leave is not considered as sick leave or annual leave. Staff are entitled to attend all ante-natal medical appointments without loss of pay.

Linked to the University's Athena Swan application and AP 2017, DCU has developed a maternity leave toolkit for managers and staff. As part of this, DCU runs a Maternity Buddy scheme, keep-in-touch (KIT) days for when they are on leave, and a teaching-free period on return from maternity leave for AS. Maternity Buddy Scheme is offered to all expectant parents through pregnancy, maternity leave and until 6-months after their return to work. A buddy has first-hand experience of becoming a parent and can share their personal experience of the transition to the dual role of parent and employee. The scheme is employee led – whereby the expectant parent and buddy meet at their convenience.

In our EDI survey, 33%M (3/9) and 50%F (6/12) responded to state that they have availed of maternity/adoption/paternity or caring leave during their time in the SoBT (Figure 5.3).
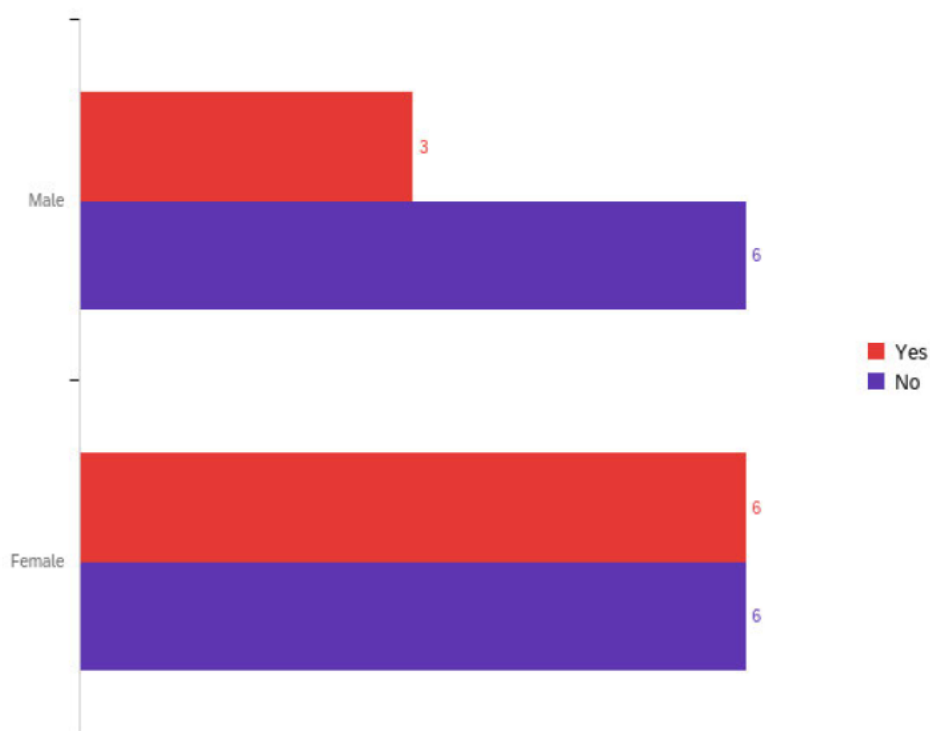
Figure 5.3: EDI survey 2021 results on uptake of maternity/paternity/adoptive or carers leave in the SoBT, by gender.

Our EDI survey further asked colleagues to reflect on whether they think taking maternity/paternity/adoptive/carers leave has or would negatively affect their career, 58%F (7/12) and 33%M (3/9) agreed with this statement.

Of the staff who took leave, we also asked to what extent they agree or disagree with the following statement whether they *"felt supported prior to taking leave"* (Table 5.7).

Table 5.7: EDI Staff survey 2021 - those reporting "strong agree" or "agree"

	%M	%F	%F academic	%F research	%F PSS
I felt supported prior to taking this leave	100%	83%	67%	N/A	100%

Only 67%F AS agreed that they felt supported prior to taking this leave. We aim to maintain staff awareness and understanding of all leave and flexible working policies, by including details in the SoBT department handbook [AP5.1.3].

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

Before commencing leave, all staff are encouraged to meet with line managers to discuss arrangements for covering workload during the leave. Colleagues may be required to take on all or some of the workload, or additional staff may be hired. Depending on the staff member's role, these responsibilities could include education duties, administrative support and the supervision of PGR or RS.

DCU exclusively provides 3-KIT days for staff on maternity leave without affecting maternity pay. KIT days are optional and the activities to be undertaken should be agreed in advance. Staff will be entitled to apply for paid time-off in lieu (on their return from maternity leave) for any KIT days worked. The administration of KIT days is managed locally.

Of the staff who took leave, we also asked to what extent they agree with the following statement whether they *"felt supported during this leave"* (Table 5.8).

Table 5.8: EDI Staff survey 2021 - those reporting "strong agree" or "agree"

	%M	%F	%F academic	%F research	%F PSS
I felt supported during this leave	100%	67%	33%	N/A	100%

Again, all males (100%M) felt supported with only 67%F felt supported during leave. **Furthermore, only 33%F academics felt supported during leave compared to 100%F PSS. This may highlight the different roles and responsibilities of staff in the SoBT.** Our survey did not specifically ask opinions on how teaching, research and administration duties were covered and what support was offered to those academics actively supervising students and staff. We will address these issues in the new version of the EDI survey with an aim to gain insight into how to improve the experience of females on leave [AP5.5.1] linked to **(Section 3.1 [AP3.1.1]).**

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

Teaching-Free Period of one semester is available to AS with teaching responsibilities on return from Maternity Leave. The uptake is confirmed in advanced with the HoS. They meet twice during the no-teaching period to discuss progress regarding the successful reintegration into the workplace.

Breastfeeding mothers are accommodated for up to 2-years after giving birth, without loss of pay, for breastfeeding breaks. The SoBT provides Mothers' Rest Room on site for which access is available through the Health & Safety office.

EDI survey responses for those returning to work after leave showed the poorest response among females. Only 33%F (33%F academics and 33%F PSS) felt supported (Table 5.9). **This highlights a clear deviation between male and female experience within the SoBT, particularly on the supports available on return to work [AP5.5.1].**

Table 5.9: EDI Staff survey 2021 - those reporting "strong agree" or "agree"

	%M	%F	%F academic	%F research	%F PSS
I felt supported after this leave	100%	33%	33%	N/A	33%

Furthermore, only 1F responded to state that she was aware of maternity initiatives on return on maternity leave, but had not availed of any scheme. This indicates that such entitlements are not well understood or taken-up, therefore SoBT-level workshops will be offered to all staff by HR to provide further information on such benefits and HR policies

[AP5.5.2]. This information will also be included in the SoBT department handbook **[AP5.1.3].**

(iv)   Maternity return rate

In the last 3-years, there have been five periods of maternity leave in the SoBT (Table 5.10. Two permanent employees and three RS on temporary research contracts. Given the nature of externally funded research posts, DCU provides policy addendum information to PIs when RS avail of maternity leave. RS will receive normal pay, less the State Maternity Benefit. The top-up on the State Maternity Benefit to full-pay tends to be covered from the respective external research grant, where allowable. In the event that this is an ineligible expense/insufficient funds, the PI can submit a proposal to DCU seeking funding for cover, but this is assessed on a case-case basis. It is the responsibility in the first instance of the PI to identify funding for replacing staff. Documentation of contract renewal during/after maternity leave is not available, therefore we will liaise with HR to report **[AP5.5.3].**

Table 5.10: Maternity leaves and returns between 2019-2021

Date leave started	Date returned to work	Job category	Contract type	Unpaid leave taken	Departure from SoBT
Jan 2019	July 2019	PDR - Contract research	Temporary	No	N/A*
Aug 2020	Sept 2020	PDR - Contract research	Temporary	No	N/A
Mar 2020	Aug 2020	PDR - Contract research	Temporary	No	N/A
April 2020	Oct 2020	Assistant Prof - academic	Permanent	Yes	No
Oct 2020	May 2021	Prof - academic	Permanent	No	No

*N/A=not available at this time

> **SILVER APPLICATIONS ONLY**
> Provide data and comment on the proportion of staff remaining
> in post six, 12 and 18 months after return from maternity leave.

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

DCU provides a period of 2-consecutive weeks paid paternity leave available to a relevant parent on the birth/adoption of a child (and for stillbirths after 24-weeks of pregnancy). This allows the relevant parent to provide/assist in the care of the child/ provide support to the mother/relevant adopting parent.

In the past 3-years, 3 males have taken paternity leave in the SoBT (Table 5.11). No staff members between 2019-2021 took-up adoptive leave.

Table 5.11: Paternity leave taken between 2019-2021

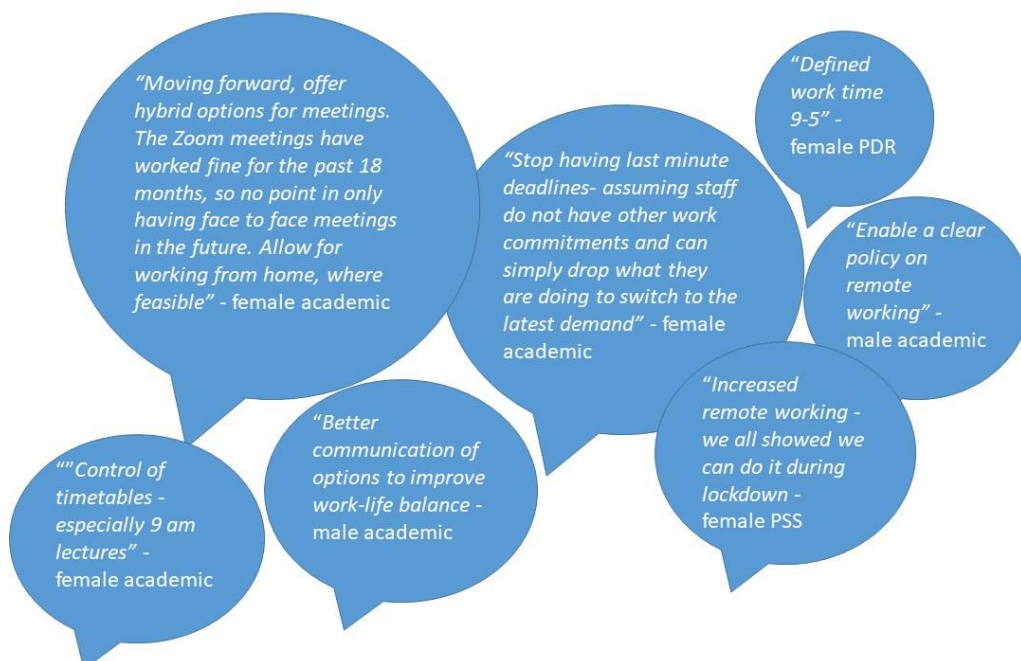| Month and year of leave	Job category	Contract type
March 2019	Assistant Prof - academic	Permanent
July 2020	Assistant Prof - academic	Permanent
June 2021	Assistant Prof - academic	Permanent

From our EDI survey, 24% of all staff (42%F) sought parental/unpaid leave. Of these 100%F (5/5) "*felt supported to apply*" "*had their request approved*" and "*availed of the leave*". However, only 60%F agreed that they "*were provided with adequate information for the application*". Therefore, **[AP5.5.2]** workshop and **[AP5.1.3]** handbook will also include essential information on the application processes for applying for parental/unpaid leave.

(vi)   Flexible working

42%F staff stated that they have availed of flexible working schemes such as parental leave, part-time, job-share etc., with 80%F seeking flexible working arrangements to facilitate childcare, and other reasons including study. However, 50%F stated that they believed "*availing of flexible working schemes would negatively impact their career*".

Only 20%F have availed of informal flexible working schemes (such as adjustment to teaching times, meeting times, early starts etc.), and 100% (2/2) stated that their requests were accommodated. Therefore, awareness of such opportunities should be communicated regularly to staff, and included in SoBT HR workshops **[AP5.5.2]** and the department handbook **[AP5.1.3]**, and through interactions with experienced mentors **[AP5.1.4].**

In our EDI survey, 83% of all staff (75%M and 92%F) strongly agree/agree that the SoBT has a culture that makes it possible to achieve a work-life balance. Below are some comments as to what the department can do to improve work-life balance.

"*Moving forward, offer hybrid options for meetings. The Zoom meetings have worked fine for the past 18 months, so no point in only having face to face meetings in the future. Allow for working from home, where feasible*" - female academic

"*Defined work time 9-5*" - female PDR

"*Stop having last minute deadlines- assuming staff do not have other work commitments and can simply drop what they are doing to switch to the latest demand*" - female academic

"*Enable a clear policy on remote working*" - male academic

""*Control of timetables - especially 9 am lectures*" - female academic

"*Better communication of options to improve work-life balance* - male academic

"*Increased remote working - we all showed we can do it during lockdown* - female PSS

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

No staff have transitioned from a part-time to a full-time role within the SoBT during the reporting period. However, L&D unit provides staff with a workshop/course upon request for Returning to Work after Extended Leave. The aims of the workshop are to enable participants to identify issues around re-integrating into the workplace and meet with other colleagues who have similar experiences.

Summary of ACTIONS – 5.5 Flexible working and managing career breaks

AP5.5.1	Improve experiences of females on maternity leave - gain insight into how to improve the support offered by the SoBT before, during and after maternity leave by adding specific questionnaire to EDI survey
AP5.5.2	Improve knowledge and up-take of entitlements relating to maternity/adoptive/paternity and parental leave by HR hosted SoBT workshops (linked with **Section 5.1 [AP5.1.3 and 5.1.4]**)
AP5.5.3	Liaise with HR to document, record and report on contract renewal during/after maternity leave.

5.6.   Organisation and culture
(i)   Culture

The SoBT ethos has traditionally followed the principles of the Athena SWAN charter with a strong commitment to gender equality and inclusivity. From June 2022 onwards, the SAT Chair will be a member of the SoBT executive committee **[AP5.6.1]**.

Our EDI survey questioned the awareness levels of Athena SWAN among staff and students. 83% of all surveyed had heard of Athena SWAN prior to the survey (91%M and 80%F) due to inclusion in updates and briefings at the SoBT staff meetings (Table 5.12).

Table 5.12: EDI staff/student survey 2021 - those reporting "yes"

	%M	%F	% F academic	%F* research	%F PSS
Before you were invited to take this survey, had you heard of Athena SWAN?	91%	80%	100%	63%	80%

* includes PhD research students

We also assessed the perceived culture of the SoBT - the majority of staff agree or strongly agree that they perceive the culture in the SoBT to be friendly, collaborative, inclusive, supportive, non-discriminatory and non-sexist (Figure 5.4).
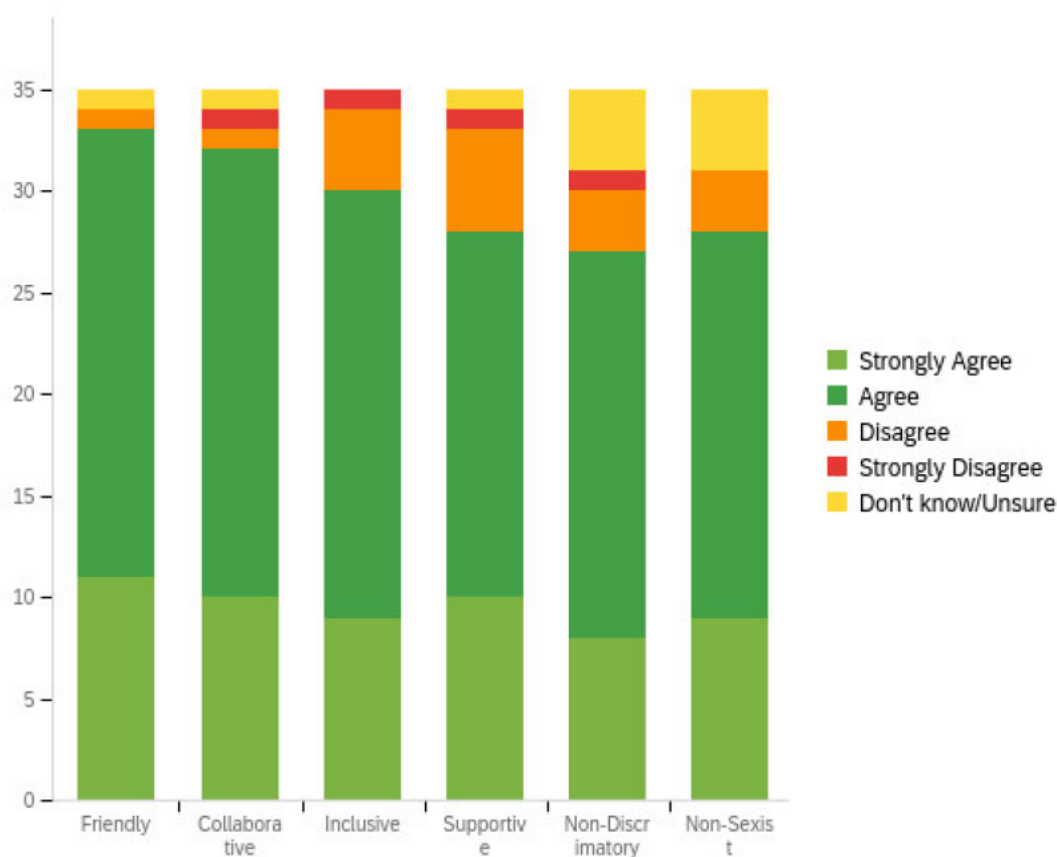
Figure 5.4: EDI survey. Graph of responses from all staff (grades and gender) to the statement "To what extent do you agree with the following: I perceive the culture in my affiliated department to be".

The majority of all staff find the SoBT to have a culture that makes it possible to achieve a work-life balance. However, based on grade, fewer PSS (20%F) and researchers (50%F) believe that the department is genuinely committed to building a diverse workforce compared to 67%F academics. Similar results around genuine interest in the well-being of students and staff, and access to leadership roles was also found (Table 5.13).

Table 5.13: EDI staff survey 2021 - those reporting "strongly agree" and "agree"

	%M	%F	%F academic	%F research*	%F PSS
SoBT has a culture that make it possible to achieve a work-life balance	71%	85%	100%	78%	75%
Your department leadership/executive management are genuinely committed to building a diverse workforce	77%	47%	67%	50%	20%
Senior leadership/executive management in your department shows genuine interest in the well-being of students and staff	75%	42%	67%	38%	20%

I have fair and equal opportunities to take up leadership roles or roles on decision-making committees	62%	53%	83%	50%	20%

*includes PhD research students

These findings highlight that actions are needed to improve staff and student's satisfaction and clarity regarding the SoBT vision for our culture, values and leadership opportunities. To address this, the SoBTs shared values, visions and diversity initiatives will be promoted through the SoBT Athena SWAN website **[AP5.6.2]**. In addition, the development of the department handbook **(Section 5.1, [AP5.1.3])** will develop a shared vision of our culture and values on our approach to inclusivity and diversity.

Comments from the EDI survey revealed more mixed views with emphasis on transparency and cultural diversity. Within the SoBT, 41% (39%F) of PGRs and staff identify with an ethnicity other than White Irish. **This indicates that diverse culture exists and needs to be promoted in the SoBT.** We will develop a workshop to identify the views of staff/PGRs on language, behaviours and other informal interactions **[AP5.6.3]**. A Cultural and Social Committee will be set up to increase the number of social events (virtual and in-person) with an emphasis on EDI for all **[AP5.6.4]**.

> "Level of respect and professionalism shown to others is down to each individual, where it is lacking it can have very negative impact" - Female PSS

> "More transparent and equitable process regarding recruitment, sabbaticals, COIDs - although I feel this is more a HR issue than a School issue" - Female academic

> "Majority of department is non-sexist, but have come across a few members that have been sexist" - Female PhD student

> "Cultural differences has made the work environment sexist to be in sometimes" – Female research PhD student

> "A history of discrimination against some individuals" - Male academic

(ii) HR policies

The HoS attends HR orientation where responsibilities in relation to EDI and implementation of HR policies are defined. The HoS/those with management responsibilities have access to "Policy Toolkits" which provide guidance on ensuring fair implementation of HR policies including leaves, etc. The HoS attends monthly University Heads and Deans meetings, at which HR and EDI practices and policy changes are highlighted and discussed. These are subsequently raised at executive and school meetings to ensure consistent implementation. Staff are also advised to express any concerns that they have with supervisors/mentors or colleagues, and are made aware of real or perceived issues and mediates where necessary.

Table 5.14: EDI Staff survey 2021 - those reporting "strong agree" or "agree"

	%M	%F	Total
If I felt unfairly treated, I would feel comfortable reporting it.	44%	58%	52%
If I witnessed others treated unfairly, I would feel comfortable reporting it.	67%	67%	67%

From our EDI survey, only 52% of staff felt comfortable to report unfair treatment of themselves (44%M:58%F) or others 67% (67%M:67%F) in SoBT (Table 5.14). **This response indicates that a substantial number of our staff are not comfortable with the current reporting process.** We will increase staff awareness of the processes provided by HR for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. We need to ensure all staff are aware of their rights, and understand the reporting process. DCU HR will shortly launch an updated Dignity and Respect policy for staff, alongside a new Sexual Misconduct policy, with a plan to hold staff workshops to disseminate the new policies. We will take this opportunity to link in with HR and encourage SoBT staff to attend these workshops, to improve staff's knowledge on available DCU HR resources and policies regarding reporting unfair treatment [AP5.6.5]. Furthermore, the staff survey indicated that 64% of all staff (80%M and 50%F) know where to access equality related policies or who to contact for information. Therefore, it is **important we increase our awareness and communication of HR policies and knowledge of reporting procedures** through incorporating the information through the department handbook (Section 5.1, [AP5.1.3]), SoBT Athena SWAN website updates [AP5.6.2] and assignment of mentors knowledgeable in HR policies (Section 5.1, [AP5.1.4]), and EDI training initiatives (Section 5.3, [AP5.3.1]. These initiatives implemented to inform and empower staff to acknowledge, report and resolve unfair work issues will improve dignity and culture in the workplace.

(iii) Representation of men and women on committees

Table 5.15 shows the gender breakdown of membership of the executive management committee and the main SoBT committees. Some staff are members of more than one committee. The HoS oversees the membership of the committees, which rotates on a voluntary basis usually linked to a person's own interests and motivations. Oversight by the HoS ensures equity of roles, diversity of participation of academic staff at different career stages and grades, gender balance and potential to enhance career progression.

The Chairs of committees are distributed (60%M:40%F) over the reporting period. The executive management and Athena SWAN committees are detailed in Section 2 and 3, respectively. The teaching committee (30%F) consists of the teaching convenor(F), Chairs of the UG programmes (4M and 2F including joint/shared programmes), Chairs of MSc(2M), HoS(M) and CTO(M). The research committee (44%F) consists of the research convenor Assoc Prof(M), Prof(F), 4 Assistant Profs(2M:2F), CTO(M), TO(F) and PDR rep (M). Some committees such as marketing and website design are small and only contain 2M, no females.

In our culture and leadership EDI survey, 100%F agree that men and women are equally visible in leadership roles in the SoBT. 83%F feel adequately represented in the SoBT leadership/executive management committees.

Both male and female academics represent the school on University committees (Table 5.16). These staff ranged from CTO(M), TO(M), Assistant Professor(1F), to Assoc Prof(2M, 1F) and Prof(3M, 1F).

In our EDI survey, 61% of staff (73%M:50%F) feel *"supported to take up leadership roles on decision-making committees"*. Committee activity is strongly recognised in DCU's promotion process, therefore we will promote these opportunities among staff and monitor gender balance on an ongoing basis [AP5.6.6]. Furthermore, once the PRD scheme is implemented, the contribution of committee service can be included in the career development and personal plan to be discussed and reviewed annually with HoS (Section 5.3, [AP5.3.3]).

Table 5.15: Representation of Males (M) and Females (F) on school committees

	2021/2022				2020/2021				2019/2020			
Department committees	#M	#F	%F	Chair	#M	#F	%F	Chair	#M	#F	%F	Chair
Executive Management	7	3	30%	M	7	3	30%	M	5	5	50%	F
Athena SWAN	5	6	55%	F	5	6	55%	F	4	7	64%	F
Teaching Committee	7	3	30%	F	7	2	22%	F	7	2	22%	F
Research	5	4	44%	M	5	5	50%	M	6	2	25%	M
Marketing and webpage	2	0	0%	M	2	0	0%	M	2	0	0%	M

Table 5.16: School representative on University Committees

University Committees	#M	#F
Athena SWAN Self-Assessment Team		1
Biological Safety Committee	2	1
Health and Safety Steering Group	2	
Faculty Occupational Health and Safety Committee	1	
Heads and Professors group	1	
Life Sciences and Health Strategic Committee Member	1	
Biodesign Europe		1
FSH Quality Review		1
The PPI Ignite Network at DCU		2

President's Research Awards Review panel		1
Aurora Mentorship programme		1
Research Committee	1	
Task force committees	1	

(iv)   Participation on influential external committees

This metric is informally captured among AS, and usually reflects their research and training interests. Participation on influential external committees is not collated, and few staff members reported external engagement on external committees [3M:2F], via an existing staff quality review survey. Therefore, we will aim to increase the reporting **[AP5.6.7]** via formal inclusion in the PRD process **(Section 5.3, [AP5.3.3])**. In the next EDI survey, all staff will be specifically asked to report their roles on membership to national and international society committees, grant review and accreditation panels, editorial boards, international conference/workshop committee organisation **(Section 3.1, [AP3.1.1])**. These activities are important in early female career progression **(Section 5.1, [AP5.1.6])**.

(v)   Workload model

A workload allocation model operates at School level, designed to capture teaching and administrative activities. Our survey found that 66% (58%F) of staff agreed/strongly agreed that the workload model was fair and transparent; and 92%F agree/strongly agree that the SoBT has a *"culture that makes it possible to achieve a work-life balance"*. 1-1 interviews raised concerns on the lack of research duties included in the workload allocation.

During the pandemic 57% of staff agreed/strongly agreed that the SoBT supported the workload balance. However, specific to workload during the pandemic only 45%F agreed/strongly agreed that the SoBT provided support in workload balance.

Therefore, we will address these issues by increasing the transparency of workload allocation and work closely with the HoS, teaching and researcher convenors to define a clear model to reflect teaching, administration and research commitments in staff workload allocation **[AP5.6.8]**.

"The burden of 'schooling' children while trying to cope with hybrid teaching and keeping the postgraduate students morale up was a challenge. Not all departments in DCU or funding agencies appeared to understand the pressures that academics were under."

"Head of school role does not receive the support and recognition it deserves and hence leading to the current [leadership] crisis across all schools" - Female academic

"No workload and childminding responsibilities were considered during pandemic lockdown"

"Access to leadership roles within the school could be more transparent - they are not gender biased but led by seniority" - Female academic

"I have no distractions at home, and don't need access to a lab, and found working from home ideal

(vi)   Timing of departmental meetings and social gatherings

The majority of School meetings are scheduled to be within core hours of 10 am–4 pm, allowing for the opportunity for all staff attendance. Staff meetings take place every 3-weeks, with 2-weeks advance notice. Meeting minutes are circulated after the meeting to keep everyone updated, especially those unable to attend.

Since the COVID-19 pandemic, all meetings take place on ZOOM. Staff voted to continue the meetings to facilitate access and flexibility for all. Our survey found that during the pandemic, 95% of all staff (91%F) agreed/strongly agreed that they were "*provided with support and guidance in information updates through emails and bi-weekly meetings*."
Prior to COVID-19, each academic PI and associated research staff/students would host a coffee morning in the SoBT. Annual Christmas party for all SoBT staff and students; graduations and staff celebration of student awards etc. However due to COVID-19 restrictions these gatherings were paused, a special emphasis has been initiated to restart these social gatherings with a focus on being equally inclusive of all positions, genders and cultures **[AP5.6.9]** and will be facilitated in-part through the creation of a new social cultural committee **[AP5.6.4].**


(vii)   Visibility of role models

The SoBT website was updated in 2021 in line with the standard DCU template to feature the distinct research outputs and expertise of the department. All staff are listed, and links to full research and teaching biographics. Some female staff members are visible in national newspapers, television and radio programmes, internet - social media platforms and in exhibitions) (Figures 5.5). We have an active website (Figure 5.6), social media Twitter account *@DcuBiotech* maintained within the school that highlights all research, teaching and outreach activities.

Figure 5.5: SoBT Prof Christine Loscher, Inspirational female leaders at DCU highlighted as part of Accenture's Women on Walls, 2021
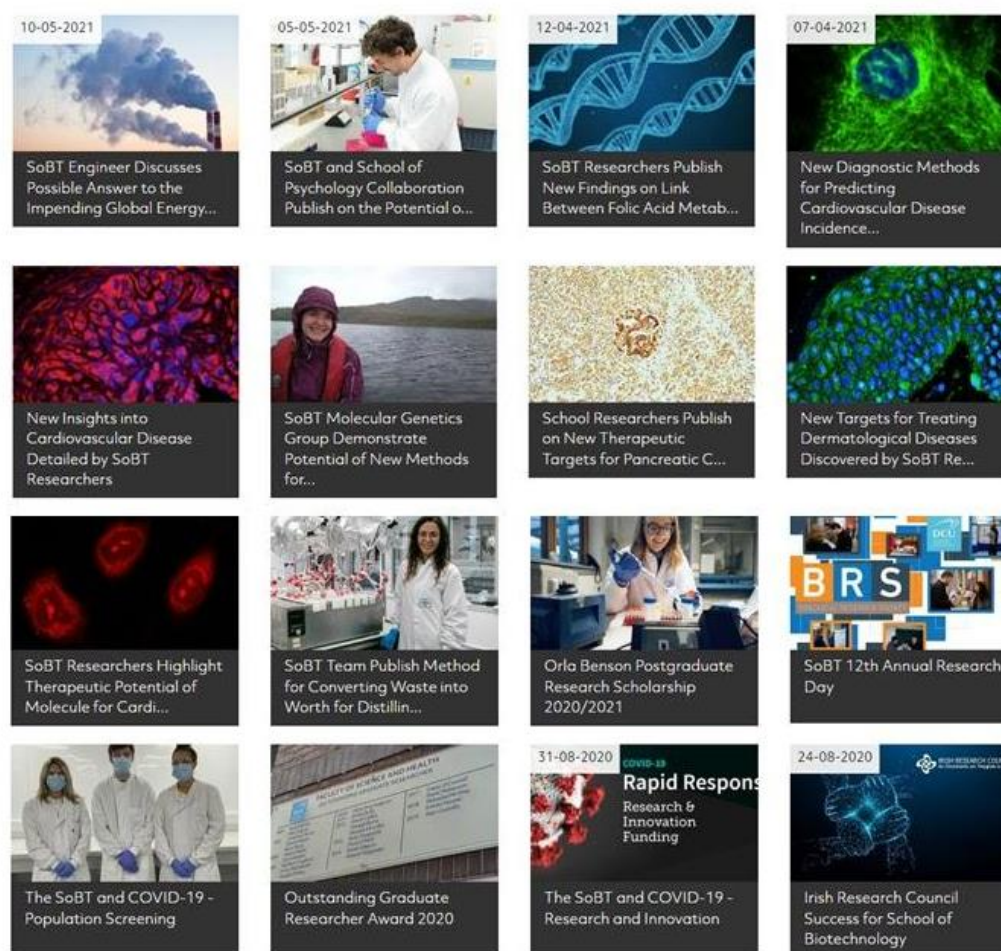
Figure 5.6: Overview of research highlights from SoBT website.

The FSH has dedicated communications, media and PR sections which allows for staff to notify the communications team of pioneering research, funding success or awards. In our EDI survey, 58%F agreed/strongly agreed that the department "*utilises all staff equally as visible role models such as in staff inductions, graduation, open day and such events*". Based on this data, we will firstly conduct a review on the current diversity of imagery used to promote the visibility of the SoBT. Following this we aim to increase the visibility of staff within the department by supporting women to engage with DCU FSH communications team to take-up media training, and to profile male and female-led research findings and teaching successes more regularly, and maintain frequent website updates **[AP5.6.10]**.

DCU President's Awards are awarded to staff and students who have been recognised for their outstanding contributions in their fields of endeavour and in the pursuit of DCU's mission to transform lives and societies. Many SoBT students and staff have been recognised for their contributions in research, innovation and engagement (Figure 5.7).

Figure 5.7: Recipients and nominations for DCU's President's Awards from SoBT students, staff and PSS.

(viii)   Outreach activities

Service and contribution to university and society/engagement is one of the three pillars of DCU academic achievement (along with research and scholarship and teaching and learning). In the promotion process to Associate Professor, for example, Service and Contribution to University and Society is scored out of 50 points (the other two are scored out of 100).

The SoBT is active in outreach education and actively engages with the public for open days etc. (Figure 5.8), primary and secondary school students facilitating on-campus/site visits. In 2021/2022, 1M and 2F staff members provided workshops for transition year students providing interactive learning on cancer, biochemistry and coding. We also host international visiting scientists and students from across the World.

Figure 5.8: DCU SoBT Open Day

The Biological Research Society (BRS) is a social and representative body for academic & research staff and students within the SoBT. The BRS is composed of a committee (2M:7F) of PGR and PDR that are entrusted to represent its members year-round and organise social and outreach events. The BRS hosts the SoBT annual research conference allowing a showcase of poster and oral presentations.

In 2020, the BRS were nominated for the Presidents Engagement Awards in the student category (Figure 5.9). In 2022, the newly organised BRS committee has restarted social

events such as the annual research day and regular coffee morning meetings to encourage engagement, collaboration and support among early career researchers from all areas in the SoBT.

Outreach activities in the school are not formally documented, therefore this gap will be addressed via collaboration with the BRS [AP5.6.11].

Figure 5.9: BRS website highlighting outreach activity of PGRs and PDRs from SoBT.

Summary of ACTIONS – 5.6 Organisation and culture

AP5.6.1	Promote principals and ethos of Athena SWAN in SoBT by inclusion of SAT Chair on SoBT executive committee
AP5.6.2	Improve staff satisfaction and clarity regarding SoBT vision for culture, values and leadership by regular updates of the SoBT Athena SWAN website
AP5.6.3	To build a consensus on values, culture and inclusivity we will conduct a workshop for all staff and students
AP5.6.4	Create a culture and social committee for inclusion and awareness of other cultures and ethnicities
AP5.6.5	Increase staff awareness of HR policies and processes regarding reporting unfair treatment by conducting informative workshop with HR to create awareness of reporting procedures
AP5.6.6	Define a formal policy on leadership roles on decision making committees, particular emphasis with gender balance
AP5.6.7	Increase the reporting of staff on external committees by developing a comprehensive database for staff to detail roles

AP5.6.8	Increase transparency of workload allocation by including research component along with annual presentation of clear teaching, administrative allocation for all academic staff
AP5.6.9	Re-initiation of SoBT social gatherings with a focus on being equally inclusive of all positions, genders and cultures
AP5.6.10	Increase equality of role models in staff inductions, graduations, open days and leadership roles by providing media training to interested staff as part of their annual PRD
AP5.6.11	Track staff outreach activities to create a structured and comprehensive activity database

Section 5 Total: 5984 words

SILVER APPLICATIONS ONLY

6.   CASE STUDIES: IMPACT ON INDIVIDUALS
Recommended word count: Silver 1000 words

Two individuals working in the department should describe how the department's activities have benefitted them.

The subject of one of these case studies should be a member of the self-assessment team.

The second case study should be related to someone else in the department. More information on case studies is available in the awards handbook.

7. FURTHER INFORMATION
Recommended word count: Bronze: 500 words | Silver: 500 words

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

8. ACTION PLAN

The action plan should present prioritised actions to address the issues identified in this application.

Please present the action plan in the form of a table. For each action define an appropriate success/outcome measure, identify the person/position(s) responsible for the action, and timescales for completion.

The plan should cover current initiatives and your aspirations for the next four years. Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART).

See the awards handbook for an example template for an action plan.

Table 8.1 Action plan

App Ref. Priority	Objective / Planned Action	Rationale	Actions (outputs)	Timeline	Responsibility	Measures of success
2.0 Description of the department						
2.1 `High`	Increase gender balance to 40% of under-represented gender on SoBT executive management committee	The gender ratio of current SoBT executive management committee is 7M:3F (30%F)	Update the current status of the SoBT executive management with staff/student representation with at least 40:60 gender balance	Sept 2022, 3-year rotation	Implementation: HoS Oversight: SAT Chair	Under-represented gender will be at least 40% represented on executive committee
3.0 The self-assessment process						
3.1 `High`	To encourage and promote annual SoBT EDI survey with a focus on intersectionality in order to gather more comprehensive data based on previous survey	Survey response rate was 65%, with some grades not represented. In addition, between Oct 21 and Oct 22 there will be at least 6 new hires so the SAT are keen to provide an opportunity for them to input.	Develop and disseminate an EDI survey to all staff within the School annually, with communications and encouragement of uptake from the HoS. Particular attention will be given to staff not previously represented in the 2021 survey, and specific targeted areas	Nov-Dec 2022 (then annually thereafter)	Implementation: SAT sub-committee 3 lead. Oversight: SAT Chair	>75% response rate in EDI survey among all grades in 2022; increasing to 90% by 2025. More detailed data collected and used for future planning.

			highlighted from existing survey			
3.2 High	To create sub-committees of the SAT to support particular actions within the action plan, with leads appointed for each.	A number of key issues were identified through survey and 1:1 interviews that require targeted actions with the support of subcommittees	Create 3 sub-committees with leads appointed for each to support the implementation of key action areas within this plan. Lead 3 designated as EDI champion	September-Dec 2022	Implementation and oversight: SAT Chair	Athena SWAN internal leadership and governance in place to effectively support, and successfully implement the AP across the 4-year period
3.3 High	To ensure the workload spread and recognition of SAT activity	At present, only the SAT Chair has AS work recognised in their workload model	Liaise with HoS and SAT sub-committee leads for workload recognition	On-going. SAT and HoS in June 2022.	Implementation and oversight: SAT, SAT Chair and HoS	Contributions of SAT sub-committee leads incorporated into their workload allocation annually
3.4 Med	To reconstitute the SAT in Sept 2022 for a 3-year period to ensure equal SoBT cohort representation	There was no representation of staff at Associate Prof or Admin grades in the current make-up of the SAT. In addition, there was limited engagement from PGRs in SAT.	i) Issue an open call to all staff in the School to ensure all grades are represented on the SAT and there is an appropriate gender balance ii) Communicate opportunity to be involved in the SAT to PGRs through Biological researchers society (BRS) to increase representation	September – October 2022-2025	Implementation: SAT sub-committee 1 lead Oversight: SAT chair and HoS	New SAT comprises of all cohort reps within the SoBT to promote inclusion for all

4.0 A picture of the department					
4.1 Student data					
4.1.1 Med	Increase participation of under-represented genders in UG programmes	i) Gender disparity GCB is 73%F and BT is 50%F in 2021. ii) Gender representatives at school recruitment events not systematically considered.	i) Identify GCB males and BT female graduates/ students to participate in outreach events such as such as transition year talks, open days, marketing and public images ii) Include GCB male and BT female student narratives in school promotional material iii) Conduct targeted focus groups and surveys with the aim of understanding the disparities in UG programme choice between genders.	i) Yearly, Sept 2022-2025 recruit during 1st semester of 4th year cohort ii) Update promotional marketing materials with FSH yearly iii) Bi-annually, 2nd semester, start March 2023	Implementation: SoBT marketing lead, along with SAT sub-committee lead 1 Oversight: SAT Chair	Increase GCB male participation to 40% by year 4. Maintain gender parity in BT course (50%F) Baseline quantitative and qualitative data on UG programme choice underlying gender disparity obtained, analysed and monitored annually
4.1.2 Med	Increase/ monitor the proportional grades and completion rates of males in GCB UG programme	Under-represented males in GCB tend to score lower and have poorer completion rates compared to females	i) Include gender separation on grades in yearly UG review ii) Hold focus groups with males in GCB to create support network	i) Yearly UG review ii) Hold support sessions 2-	Implementation: GCB programme chair and designated tutors Oversight: Teaching conveyor and SAT	UG programmatic report of grades by gender in yearly review Increase in male completion rates in

			among students (yrs 1-4) ii) Create space and opportunity for students own network development	times a year in 1st semester (Oct) and 2nd semester (Mar) iii) Encourage development of students own support network		GCB up to 70% by year 4
4.1.3 <mark>High-Med</mark>	Address the gender imbalance in taught-MSc	Males have traditionally held both the MSc chair positions. 46%F and 25%F teach MDPM and MSBE, respectively. In 2021, MDPM is 74%F which is higher than benchmarking data at 58%F. MSBE is 40%F which is lower than benchmarking data at 44%F. Review of marketing images already conducted.	i) Initiate shadow MSc chair roles for female staff to increase capacity of F to take on the MSc chair role ii) Maintain reporting on gender of lecturers and supervisors on MSc iii) Increase F role models and expert lecturers in MSBE via external invited speaker sessions and inclusion of more F research supervisors iv) Case study of under-represented genders included in recruitment and promotional material	i) Sept 2022 ii & iii) Yearly, to be collated in end of year MSc report iv) Sept-Dec 2022 identify appropriate case studies	Implementation: MDPM & MSBE chairs Oversight: Teaching conveyor, HoS and SAT	Female lecturer/ supervision of MSBE increased to 30% by year 4. Increase F participation in MSc chair roles by 50%. Male recruitment to MDPM to 40% by year 4 Female recruitment to MSBE increased to 50% by year 4.

4.1.4 High	Increase degree completion and higher grade attainment rates for F in taught-MSc (full/part time)	Part-time completion rates for MDPM and MSBE are low. Grades are not collected by part-time status	i) Conduct student focus group and survey specifically about work, employer supports, family and caring responsibilities to allow for further understanding and analyse of issues. ii) Collect part-time MSc grades to be included in future analysis	i) Yearly, to be included in the MSc review survey, May 2023 ii) Yearly, to be included in end of year MSc review, May 2023	Implementation: MDPM and MSBE chairs with SAT sub-committee lead 1 Oversight: SAT chair ii) Faculty of Science and Health Institutional Research and Analysis Officer to include in Power BI	Increase part-time 2-year completion rate to 80% in MDPM Detailed grades by gender in MSBE and MDPM captured and monitored for disparities
4.1.5 Med	Address the gender imbalance in PGR recruitment by increasing proportion of male PGRs	The proportion of female PGR students is 60-73% (min-max over reporting period), which is higher than the HEA benchmarking of 55% in biology-based degrees.	i) Develop a database of PGR application, interview and recruitment disaggregated by gender so trends can be easily tracked. ii) PIs and staff involved in recruitment to complete unconscious	i) Sept 2023 ii) Annually	Implementation: Student information services (SIS) & SAT sub-committee lead ii & iii) PhD supervisors	Increase male PGR proportion in 4 years to 50% Accurate institutional knowledge and transparency of PGR hiring policy obtained and used in future Informed data underscoring the

			bias online training course.		Oversight: HoS and SAT chair	reasons for PGR choice in biology-based PhDs to inform marketing and publication of positions
			iii) Ensure all recruitment panels are gender balanced.	iii) June 2022		
			iv) Perform focus groups to better understand the decisions for choosing biology-based PG research	iv) July 2022 as part of annual PGR tutor review	iv) PGR tutor administrator	

4.2 Academic and research staff data						
4.2.1 **High**	Increase promotion of female academics within the School	SoBT has 0F Associate Professors and low numbers of females applying for promotion with 0F Assistant Profs applying for promotion in 2020	Create a "support group" for both M and F Assistant Profs to support them in preparing and applying for promotion	Meet 3x/year (1st semester, 2nd semester and summer). Start Sept 2022 for 2023 round of promotions Dec and July	Implementation: SAT sub-committee lead 2 Oversight: HoS and SAT Chair	Increase proportion of females applying for promotion by 40-50%
4.2.2 **Med**	Increase PDR participation on DCU Researcher Career Framework (RCF)	Lack of females at PDR grade to senior researcher transition	Formally induct PDR onto the DCU researcher career framework (prospectively and retrospectively).	Academic year 22/23	Implementation: Supervisors of PDRs; HR and RIS office. Oversight: HoS during annual	100% of PDR on RCF, by year 4. Increase PDR from level 1 to level 2/3

			Provision of teaching and tutoring opportunities		performance review and development scheme (PRD)	on the DCU RCF by 25%, by year 4
4.2.3 Med	Assess gender balance and promotional opportunities for PSS	PSS are 83%F and has remained unchanged over the reporting period 100% PSS disagree that they have been made aware of or encouraged to apply for promotional opportunities	Promote male recruitment with specific marketing campaigns etc. Conduct focus group/survey to understand the barriers and challenges surrounding promotional and career advancement among PSS	2022-2026	Implementation: SAT sub-committee lead 2, & CTO Oversight: SAT Chair and HoS	Increase male PSS by 8%, year 4 A clear understanding of the barriers around promotional / career progression opportunities and actions to address these barriers identified and added to AP as required
5.0 Supporting and Advancing Women's careers						
5.1 Key career transition points: academic staff						
i) Recruitment						
5.1.1 High	Increase staff completion of online unconscious bias training to encourage	Uptake and completion of online unconscious bias training is low and offers opportunity	i) Ensure all staff with people management responsibilities complete mandatory	Annually from September 22	Implementation: SAT sub-committee lead 2 Oversight: HoS and SAT chair	100% of staff have completed training by September 2023

		opportunities to sit on interview panels	for fair allocation of staff on interview panels	online unconscious bias training. ii) Collate annual completion from HR iii) Send out internal reminder emails each semester to all staff iv) All new starters to complete within first month in department			
5.1.2 High		In line with DCU representation a minimum of 40:60 gender balance representation will be monitored on interview panels, one member of the panel will be designated the EDI rep	Low conversion rates between interview and appointed academic position in SoBT	Monitoring of at least 40%F representation on interview panels in accordance with DCU policy; internal nomination of EDI lead on panel	Ongoing, and for all future department interview panels (July 2022 – ongoing)	Implementation: HoS Oversight: SAT Chair	At least 40%F representation on interview panel, rotation of EDI role among SoBT staff
ii) Induction							
5.1.3 High		Increased awareness of department support for new starters, including training and orientation.	i) Low numbers of new academic staff (3/11; 27%) completed new staff orientation during the reporting period ii) New staff members reported a	Create a dedicated department handbook for all new starters to include induction orientation, training, phone numbers, essential e-Learning,	Jan 2023	Implementation: Department administrator Oversight: SAT sub-committee 2 lead, SAT chair and HoS	90% completion of central induction within 1st month. 100% of all new starters are aware of

		lack of awareness of departmental support during 1:1 interviews.	maternity/paternity leave procedures etc.			department supports by year 3
5.1.4 High	Initiate formal mentorship scheme for new staff members	No formal mentorship programme exists for new staff members and newly joined colleagues expressed a wish for it in one to one conversations.	New staff members on starting will be assigned an experienced staff mentor within the department. Mentorship will be recognised as part of staff workload.	Sept 2022 - onwards	Implementation: Departmental staff mentors Oversight: HoS and SAT sub-committee lead 2	100% (target 5/5) new starters will be offered mentors for 1st year
iii) Promotion						
5.1.5 Med	Increase the number of academic staff (both males and females) applying for promotion	Low numbers of eligible academic staff applied for promotion during the reporting period.	i) Introduce dedicated "promotional rounds" support programme for all Assist Prof to Assoc Profs linked to [AP4.2.1]. ii) Conduct a promotion workshop for all staff to inform on the criteria and process of promotion by HoS iii) Encourage staff take-up of University-wide mentoring programme	i) 3 times (1st semester, 2nd semester and summer). Start Sept 2022 for 2023 round of promotions ii & iii) Jan 2023	Implementation: SAT sub-committee 2 lead and HoS Oversight: HoS & SAT Chair	Increase to 2-3 the number of eligible academics applying for promotion at each round Provision of support network for junior staff undergoing promotional rounds. Increase percentage of AS agreeing (>80%) that they are aware of promotional opportunities and

						feel encouraged to apply.
5.1.6 Med	Clarify the promotional opportunities for PSS and research staff	<20% of PSS and research staff report awareness of promotion opportunities	Implement a PSS and research focus group to understand the barriers to promotional opportunities with these cohorts.	Sept 2023	Implementation: SAT sub-committee lead 3 Oversight: SAT chair and HoS	Departmental specific understanding of PSS and research staff challenges and opportunities Development and implementation of specific APs as a result of findings within the focus group

5.3 Career development: academic staff

i) Training

5.3.1 Med	Implementation of annual training and development course plan for all staff in newly initiated PRD scheme	Specific training and development courses not included in annual review, but to be included in new PRD scheme	All staff to include training and development plan in annual PRD scheme	Jan 2023	Implementation: All academic staff and HoS Oversight: SAT sub-committee lead 2	100% of staff have annual training plans in place as part of the PRD scheme, by year 3
5.3.2 Med	Gain feedback of implementation and usefulness of PRD in appraisal/	PRD scheme to be rolled-out to all departments by end-2022, therefore was	Include specific section on PRD in the appraisal and developmental review from all staff in	Jan 2023	Implementation: SAT sub-committee lead 2 & all staff	More detailed data collected on uptake and usefulness of PRD scheme. >80%

	developmental review from all staff in survey	no feedback was collated during 1st survey on the uptake and usefulness of the scheme	next EDI survey [AP3.1.1]		Oversight: HoS and SAT	of staff agreeing that PRD is beneficial to their appraisal/ development review, by year 4

ii) Appraisal/development review

5.3.3 Med	Increase opportunities for professional staff (admin & secretaries) to take-up professional development training	No data collated on new programme initiated for PSS to challenge their personal and professional growth	Encourage PSS to engage with Professional Development Framework and Emerge programme and include in annual PRD.	Sep 2023, annually thereafter	Implementation: PSS Oversight: HoS & sub-committee lead 2 and SAT Chair	100% PSS aware of, and engaging with, the Professional Development Framework; 2 staff participating in Emerge programme annually.
5.3.4 Med	Promote PDR career advancement by monitoring uptake and gain feedback from PDRs to the research career framework (RCF)	The RCF for PDRs is linked to the roll out of the new PRD scheme, therefore was no feedback was collated during 1st survey	Include specific section on uptake of RCF by PDRs in next EDI survey. Linked to [AP3.1.1] and [AP4.2.2]	June 2023	Implementation: EDI survey by sub-committee lead 2 Oversight: HoS and PI/supervisors	Detailed feedback collected on RCF from PDRs. 100% increase of all RS onto the RCF, by year 3

iii) Support given to academic staff for career progression

5.3.5 High	Promote knowledge and research expertise among academic staff	A recent fall off of SoBT academic research presentations means new academics are unaware of the	Hold SoBT academic-led seminar series during the summer months to highlight the diverse research among staff	June 2022, then annually each summer term.	Implementation: SAT sub-committee lead 2 & 3 Oversight: HoS and SAT	Increase in positive research career support to academics measured in next EDI survey to >80%

		breadth of research and potential collaborations	and promote inclusion and collaboration.			Increase SoBT academic grant collaboration submissions by 25%
iv) Support given to students (at any level) for academic career progression						
5.3.6 High	Promotion of PGR opportunities within the SoBT to UG and taught-MSc programmes	1-1 Interviews reported lack of knowledge of PGR opportunities in the SoBT and elsewhere among UG and PGR students 25% of SoBT PGR are scholarship funded	i) Hold information sessions on opportunities for research such as summer scholarships for 1st/2nd year students ii) Hold SoBT-specific workshops to match students with academics and research projects for applications to nationally funded scholarships for 3rd/4th year, and taught MSc students	Nov of 1st Semester 2022, and annually	Implementation: SAT sub-committee lead 1 Oversight: HoS, research convenor & SAT Chair	Increase summer scholarships in the SoBT by 30%, year 3 Increase scholarship PGRs to 40%, year 4
5.3.7 Med	Promote gender parity in speakers invited to SoBT seminar series	83% of speakers at SoBT seminar series in 21/22 were female	Generate panel of potential speakers with gender balance	22/23 academic year, annually	Implementation: Research convenor Oversight: SAT sub-committee lead 1 and SAT chair	Increase male speakers at SoBT seminar series to 40%, by year 4

v) Support offered to those applying for research grant applications						
5.3.8 High	Increase submitted research grants, particularly female lead grants	Approx. 50% fewer females compared to males submit grants for external funding	i) Incorporate grant submissions into annual PRD ii) Include grant submission/writing in annual workload model iii) Develop SoBT peer support mechanisms such as grant review sessions, presentations, collaboration initiations	22/23 academic year, then annually	Implementation: Research convenor, HoS and SAT sub-committee lead 3 Oversight: SAT Chair	Increase female grant submissions by 30% by year 4.
5.3.9 High	Define opportunities for unsuccessful grants at department level	No existing supports for unsuccessful grants	Host focus group to ascertain potential opportunity and criteria to provide "seed money" support for unsuccessful grants	July-Aug 2022	Implementation: Research convenor, HoS and SAT sub-committee lead 3 Oversight: SAT Chair	Plan of action for proposed unsuccessful grants to be considered for SoBT directed funding.
5.5 Flexible working and managing career breaks						
5.5.1 Med	Improve awareness of policies and procedures maternity, paternity, parental, adoptive and carers leave as well as formal and informal flexible	33%F responded that they felt supported after taking leave. 42%F took parental/unpaid leave and only 60% agreed that they were provided with	Updated EDI survey to specifically ask how teaching, research and administration duties were covered and what support was offered to those academics actively supervising	Sept 2023, and annual updates in EDI survey and handbook.	Implementation: SAT sub-committee lead 3 Oversight: SAT chair and HoS	Increase staff satisfaction to >70% with awareness of leave arrangements in EDI survey

		working among all SoBT staff.	adequate information for the application. Only 20%F availed of informal flexible working schemes.	students and staff **[linked to AP3.1.1]**. Include all information in the department handbook **[linked to AP5.1.3]** and utilisation of experienced mentors for new starters **[linked to AP5.1.4]**.			
5.5.2 Med		Improve knowledge and up-take of entitlements relating to maternity/adoption/ paternity and parental leave by HR hosted SoBT workshops	1F responded to EDI survey to state she was aware of the schemes but had no availed of them, indicating such entitlements are not well understood or taken-up	SoBT directed workshop by HR on all policies, procedures and entitlements for leave.	Sept 2023, all information to be updated in handbook	Implementation: SAT sub-committee lead 3 Oversight: SAT chair and HoS	Increase awareness and uptake of leave entitlements by 70% in EDI survey, by year 4
5.5.3 High		Obtain contract renewal details for temporary staff during/after maternity	Data on contract renewal during/after maternity leave for temporary contract staff not provided by HR	Liaise with HR to formally record and report this data	July 2023	Implementation: HR & SAT sub-committee lead 3 Oversight: SAT chair and HoS	Formally report on % temporary staff contract renewal during/after maternity leave.
5.6 Organisation and culture							
i) Culture							
5.6.1		Embed Athena SWAN into	Formally induct the principles of Athena	i)Update the School's Executive Management	On-going, June 2022	Implementation: HoS and SAT Chair	Permanent position for Athena SWAN

High	executive management of SoBT	SWAN charter into SoBT executive management. 83% of all staff are aware of Athena SWAN prior to the EDI survey.	Board membership to include the Chair of SAT. ii) Continue to include Athena SWAN on agenda of SoBT meetings			Chair on executive management Increase awareness of Athena SWAN to 100% in EDI survey by year 2.
5.6.2 Med	Improve staff satisfaction and clarity regarding SoBT vision for culture, values and leadership by updating SoBT Athena SWAN website	In our EDI survey, fewer PSS (20%F) and researchers (50%F) believe that the department is genuinely committed to building a diverse workforce compared to 67%F academics.	Highlight SoBTs shared values, visions and diversity initiatives in the SoBT dedicated Athena SWAN website and development of future comms and marketing stategy for increasing awareness of culture, vision and strategy	On-going, update quarterly	Implementation: Marketing coordinator and SAT Chair Oversight HoS	Increase strongly agree/agree reports from researchers and PSS to 70% at EDI survey by year 3.
5.6.3 Med	To build a consensus on values, culture and inclusivity within the School through workshops.	47%F and 77%M agree that the SoBT are committed to building a diverse workforce.	i) Conduct a school-wide workshop open to all staff which will document and define staff perceptions of values and culture ii) Publicise values and cultures documented from workshop in dedicated SoBT AS	Bi-annual June 2023 and 2025 Update 3-months after workshops	Implementation: SAT sub-committee lead 2 & 3 Oversight: SAT Chair	50% representation of all staff grades and PGR to participate in workshop 1 >60% in workshop 2 Values and cultures clearly defined and published. Increase staff awareness levels of these values

			website and update handbook			to >80%.
			iii) Increase staff and PGR understandings and discussion of shared values and culture	Ongoing		Staff and PGR satisfaction of school culture to increase to 75%F and >90%M.
5.6.4 Med	Create a culture and social committee for inclusion and awareness of other cultures and ethnicities	41% (39%F) identify as non-white Irish and EDI survey highlighted cultural differences among staff & students. Enhancement of social gatherings will increase culture awareness and communication	i) Establish a social committee and identify key staff for membership ii) Develop and agree Term of reference of committee iii) Organise social events periodically that are well advertised, attended and enjoyed by all staff and PGRs	i) Jan 2023 ii) April 2023 iii) June 2023- 2025	Implementation: SAT sub-committee lead 3, BRS and SAT Chair Oversight: HoS	Staff and PGR satisfaction on EDI survey on cultural diversity improved to 80% for all (year 4).
ii) HR policies						
5.6.5 High	Increase staff awareness of HR policies and processes regarding reporting unfair treatment	Only 52% of staff felt comfortable to report unfair treatment of themselves (58%F, 44%M) or others 67% (67% F, 67% M) in the school.	Conduct informative workshop to create awareness of reporting procedures. Promote HR policies via key access avenues such as SoBT handbook,	Annual workshop/ reminders Jan 23- Jan 26	Implementation: SAT sub-committee lead 2, department administrators Oversight: HoS and SAT chair	60% of all staff participate in workshop 1 75% all staff participating in workshop 2-3

		Therefore, we will address this by conducting a workshop including HR reps to increase awareness to all staff	Athena SWAN website, and via mentorship.			Staff confidence to recognise and report unfair practices increases to 80% in EDI survey, year 4
iii) Representation of men and women on committees						
5.6.6 Med	Define a formal policy on leadership roles on decision making committees, particular emphasis with gender balance	61% of staff (73%M:50%F) feel *"supported to take up leadership roles on decision-making committees"*. As school and University committees are strongly recognised in promotion we will define clear rotation of roles	i) Define policy ii) Reviewed and open transparency of roles and rotations by adding section to SoBT website and shared folder which openly lists committees and members iii) Identification of opportunities for staff in University roles and gender balanced representation	i) Jan 2023 ii) Mar-Jul 2023 iii) Sept 2022 - 2024	Implementation: Committee chairs, HoS, SAT sub-committee lead 2 Oversight: SAT Chair	>90% all staff agree on understand policy in SoBT in EDI survey, by year 3 80% staff respond to feeling encouraged to take up leadership roles. Minimum 40%F participation on committees achieved, year 4
iv) Participation on influential external committees						
5.6.7 Med	Increase the reporting of staff on external committees	Only 2M:2F reported external engagement of external committees via an	i) Include reports in annual PRD review with HoS ii) Develop a comprehensive and	i) Jan 2023, annually ii) Sept 2022, and align	Implementation: SAT sub-committee lead 2 & 3, HoS	Reporting of external committee membership included in EDI

| | | existing staff quality review | accessible database for staff to detail roles on external committees | with HoS directed promotion workshops [AP5.1.6] | Oversight: SAT Chair | survey, with >70% reporting their roles.

Inclusion of external memberships in annual PRD review for all staff

Publication of accurate information on external participations on committees. |
|---|---|---|---|---|---|---|
| v) Workload model | | | | | | |
| 5.6.8

High | Increase transparency of workload allocation | 75% academics (86%F and 67%M) feel there is a fair and transparent workload model as per the EDI survey. However, 1-1 interviews identified a lack of inclusion of research activities such as PhD supervision, grant applications, publication, writing etc. Highlighting only teaching and administrative | i) Update the current workload allocation model to include research component and ensure it is clearly defined

ii) Annual presentation of clear Teaching, administrative &research workload allocation for all academic staff | i) July 2022

ii) Annually | Implementation: HoS, teaching and research convenors.

Oversight: SAT Chair | Consistent, positive responses by staff on workload allocation, as measured in staff surveys and 1-1 interviews; >90% of both genders satisfied with transparency of teaching, administrative research load. |

		inclusion.				
iv) Timing of departmental meetings and social gatherings						
5.6.9 High	Re-initiation of SoBT social gatherings	COVID-19 restrictions caused cancellation/ postponement of many social staff/student engagements	i) Implement poll to schedule optimal timing for gatherings ii) Book and advertise social engagements that will promote a positive culture of inclusion iii) Collaborate with the BRS committee to organise social events for that are inclusive of both PGRs and staff	On-going	Implementation: Social cultural committee and SAT sub-committee lead 3, department administrator Oversight: HoS and SAT chair	100% of existing social events restarted Increase in new social & cultural initiatives by new social cultural committee to 2/year. >80% staff awareness and positive perceptions of committee in EDI survey
v) Visibility of role models						
5.6.10 Med	Increase equality of role models in staff inductions, graduations, open days and leadership roles	58%F found that staff was used equally in visible roles in SoBt in EDI survey	i) Provide media training to interested staff as part of annual PRD process (target 2/year) ii) Engage with DCU communications to profile male and female academics on their research successes within the SoBT	i) Jan 2023, annual and refresher courses ii) Circulate reminders to all staff to engage with communications in advance.	Implementation: SoBT marketing committee, DCU communications department, SAT sub-committee lead 3 Oversight: SAT chair, HoS	Increase staff take-up of media training to 2/year >90% male and female staff report visibility of positive role models in the EDI survey Increase exposure of staff successes by

			iii) Conduct review of current material on website (including images and language used) to ensure equality in representation of gender and ethnicity. iv)Review and update website and social media to include and highlight research and teachings successes	iii) Website will be assessed every quarter and updated as necessary due to staff turnover to ensure equality in genders represented		>90% in media, to be measured in future EDI surveys. Strong profile developed of staff through website and social media
vi) Outreach activities						
5.6.11 High	Track staff outreach activities to create a structured and comprehensive activity database	The School does not currently maintain an exhaustive list of outreach activity	Develop an accessible and comprehensive database detailing outreach activities and external committee membership of all SoBT - linked with reporting features in [AP5.6.7]	i) Sept 2022, reminders send out quarterly, updated and collated for reporting annually ii) Align with HoS directed promotion workshops to increase awareness of importance of these rolls	Implementation: SAT sub-committee lead 2 & 3, HoS Oversight: SAT Chair	Publication of accurate information on 100% staff outreach activities via website and/ shared documents. Increased awareness of importance of these roles in promotions by 100% as measured through future EDI surveys.

				in promotion [linked to AP5.1.6]		