The Athena SWAN journey and its impact on Gender Equality in the Faculty of Medicine and Health Sciences at Queen’s University Belfast.

Karen D McCloskey PhD, Professor of Cell Physiology Director, MDBS Gender Equality Office, Queen’s University Belfast
“This project has received funding from the European Union’s Horizon 2020 research and innovation programme under grant agreement No 692195”.

MultiCoop
Athena SWAN

ECU Athena SWAN Charter, 2005
To encourage and recognise commitment to advancing careers of women in STEMM employment in Higher Education and Research

Charter Extended to AHSSBL, 2015
Charter relates to women (men where appropriate):
• academic roles
• professional and support staff
• trans staff and students

In relation to:
• representation
• progression of students into academia
• journey through career milestones
• working environment for all staff

www.ecu.ac.uk
• QUB signed up to Charter in 2005
• First Institutional Athena SWAN Silver Award (only 9 holders)
• 15 Departmental (school) awards
• 2 Gold Awards
• 8 Silver Awards
• 5 Bronze Awards
• QUB recognised leader in Gender Equality
• EU Horizon 2020 SAGE Project
• 2016 USA-QUB Women in leadership conference
Vice Chancellor/University Management

SWAN Steering Group
EPS Faculty Dean, Director of QGI, Director of HR, EO Manager and Officer, SWAN Champions Group Chair, Heads of School, Director of GEO SMDBS Medicine (meets every 8 weeks)

Equality and Diversity Unit

SWAN Champions Group (6 weeks)

Queen’s Gender Initiative

School SWAN teams; 2 Champions
“Oh, you’ll love working here. Nobody treats you any differently just because of your age, race, or gender.”
“Gender equality is not an exercise in positive discrimination:

good practice benefits all,

but bad practice affects women more than men”
Case Study: School of Medicine, Dentistry and Biomedical Sciences

- 2010: First Athena SWAN team set up
- 2010: School applied for Silver Award
- 2010: Unsuccessful

- Dean established Gender Equality Office
- Director member of Senior Management Board
- School was challenged to improve structure and culture
- 2012: New application for Silver Award
- 2012: Successful

- 2012-2016: Implementation of Action Plan
- 2016: School Culture Survey
- 2016: Application for Silver Renewal
- 2016: Successful
Case Study: School of Medicine, Dentistry and Biomedical Sciences

Linkages of the Gender Equality Office within SMDBS

SMDBS Senior Management Board

Gender Equality Office

School Board

Research Centres
- Centre for Cancer Research & Cell Biology
- Centre for Experimental Medicine
- Centre for Infection and Immunity
- Centre for Public Health

Education Centres
- Centre for Medical Education
- Centre for Dentistry
- Centre for Biomedical Sciences Education
Case Study:
School of Medicine, Dentistry and Biomedical Sciences

Athena SWAN Silver Department award renewal application

Name of institution: Queen's University Belfast
Date of application: April 2016
Department: School of Medicine, Dentistry and Biomedical Sciences
Contact for application: Professor Karen McCluskey and Dr Michelle McKinley
Email: k.mccluskey@qub.ac.uk
Telephone: 02890 972388
Departmental website address: http://www.qub.ac.uk/schools/mdbs/
Date of previous award: May 2013
Date of university Bronze and/or Silver SWAN award: Silver May 2015
Level of award applied for: Silver

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UG and PGR Students in SMDBS
“According to the Higher Education Statistics Agency, just under 20% of all UK staff who hold the title of professor are women, though women make up nearly 45% of the sector's academic staff.

Women in non-academic roles constitute the majority, but few occupy the most senior roles.”

The Guardian
Senior Academics in SMDBS

YEAR: PROFESSOR

PERCENTAGE (%) OF STAFF

- Female
- Male
- Female UK 2014/15
- Male UK 2014/15

<table>
<thead>
<tr>
<th>Year</th>
<th>Female</th>
<th>Male</th>
<th>Female UK 2014/15</th>
<th>Male UK 2014/15</th>
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<tbody>
<tr>
<td>2010-2011</td>
<td>20% n=8</td>
<td>80% n=31</td>
<td></td>
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<tr>
<td>2011-2012</td>
<td>21% n=9</td>
<td>79% n=34</td>
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<tr>
<td>2012-2013</td>
<td>20% n=9</td>
<td>80% n=35</td>
<td></td>
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<tr>
<td>2013-2014</td>
<td>21% n=11</td>
<td>79% n=42</td>
<td></td>
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<tr>
<td>2014-2015</td>
<td>17% n=9</td>
<td>83% n=43</td>
<td></td>
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<tr>
<td>UK 14/15</td>
<td>73% n=1830</td>
<td>27% n=660</td>
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</table>
Research Staff in SMDBS

<table>
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<tr>
<th>YEAR: RESEARCH AC1-AC4</th>
<th>PERCENTAGE (%) OF STAFF</th>
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<tbody>
<tr>
<td>2010-2011</td>
<td>61 % n = 88</td>
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<tr>
<td>2011-2012</td>
<td>61 % n = 69</td>
</tr>
<tr>
<td>2012-2013</td>
<td>61 % n = 71</td>
</tr>
<tr>
<td>2013-2014</td>
<td>65 % n = 89</td>
</tr>
<tr>
<td>2014-2015</td>
<td>64 % n = 93</td>
</tr>
</tbody>
</table>

- Female
- Male
Scissors Plot Profile of SMDBS

YEAR
- F 2010/2011
- F 2014/2015
- M 2010/2011
- M 2014/2015

PERCENTAGE (%) OF STAFF

2010/2011
2014/2015

UNDER-GRAD  POST-GRAD  RESEARCHER  LECTURER  SNR LECTURER  READER  PROFESSOR
Case Study: School of Medicine, Dentistry and Biomedical Sciences

Senior Management Board

Tenure Review Board

Centre Senior Management Teams
- Medicine
- Dentistry
- Biomedical Sciences
- Cancer Research
- Experimental Medicine Research
- Public Health Research

Service Committees
- Education
- Research
- Gender Equality
- Outreach
- Engagement

Strategic Decision-making
Recruitment and Promotion
Operational Pastoral Support and Mentoring
Our First Award – Athena SWAN Silver 2012

Some members of the SMDBS Team
Action Plan Events and Initiatives

**Workshadowing Scheme**

**Women in Science ‘An audience with...’**

**Annual Gender Equality Lecture**

**Focus Groups**

**PhD-Postdoc Buddy Scheme**

**WeCAN (Womens Early Career Academic Network)**

**Mentoring**

**Key Performance Indicators**

GE objective in appraisal forms
Annual GE Lecture 2015
Professor Helen Whelton
Dean, School of Dentistry, Leeds
Mitchell Lecture 2015

CCRCB
Women in Science

‘An Audience with Prof Lisa Coussens’
International Women’s Day Coffee Morning
QUB SMDBS Honorary Graduand 2015
CCRCB Women in Science
‘An Audience with Prof Francoise Meunier’
Director General, European Organisation for Research and Treatment of Cancer
SMDBS - progress and development
SMDBS has already made significant progress in GE

0 Female (0%)
8 Male (100%)

Physiology Department, QUB - 1968
SMDBS has already made significant progress in GE

Physiology Department, QUB – 1980s
Academic Staff:
Biomedical Science
2016
7 Female (50%)
7 Male (50%)
Some reactions to our SWAN Award

Celebrate

Skeptical

Most people don’t care

CARE

DON’T CARE

money
Assessing the Culture

Welcome to the SMDBS Gender Equality Culture Survey

We invite you to take part in this Survey which should only take about 10 minutes of your time.

The aim of this survey is to help SMDBS understand its gender equality culture ahead of the SWAN Silver Renewal Application in April 2016. It is designed for male and female postgraduate research students, postdoctoral research assistants/fellows and holders of fellowships, as well as academic and non-academic staff. The survey explores your experience, knowledge and views on how SMDBS promotes gender equality.

The SMDBS Gender Equality Survey has been adapted from material published by the National HE STEM Programme. Many Schools in QUB (and other universities) have adopted a similar approach as part of their Athena SWAN activities. For SMDBS, retaining our Silver Athena SWAN is important for many reasons: promoting a positive and supportive culture for all; addressing inequalities where they exist and meeting the current NIHR funding eligibility criteria. Other funding bodies are likely to adopt similar criteria in due course.

The Survey focuses on key areas in university departments that impact significantly on gender equality and comprises 4 sections:

1. Participant information (demographics)
2. Workplace culture
3. Leadership and management commitment
4. Participation, career development and promotion practices
**Assessing the Culture**

**Q8: Culture in the SMDBS is welcoming:**

Answered: 305  Skipped: 15

**Q15: Work related social activities in my Centre are likely to be welcoming to both women and men (e.g. avoid times that frequently exclude part-time staff or those with caring responsibilities).**

Answered: 306  Skipped: 19

**Q26: School/Centre leadership roles demonstrate a visible commitment to diversity**

Answered: 301  Skipped: 19

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**Bar Chart**

- **Strongly agree**
- **Agree**
- **Disagree**
- **Strongly disagree**
- **Don't know**

0% to 100% axis.
What is Unconscious (Implicit) Bias?

**Implicit** or **unconscious bias** happens by our brains making incredibly quick judgments and assessments of people and situations without us realising.

i.e. it is unintentional

Our biases are influenced by our **background, cultural environment** and **personal experiences**.

We may not even be aware of these views and opinions, or be aware of their full impact and implications.
Impact of unconscious bias - recruitment/selection

Experiments using CV shortlisting highlight bias by gender and ethnicity

Example: A study of science faculties in higher education institutions (Moss-Racusin et al 2012) asked staff to review applications for a laboratory position.

The applications reviewed were identical.

Participants were randomly assigned an application attributed to a male student (John, n=63), or a female student (Jennifer, n=64).
• Male applicants were rated as significantly more competent and hireable than the (identical) female applicant.

• Panel members selected a higher starting salary to male applicants.

• Male applicants were offered more career mentoring than female applicants.

• The gender of the faculty participants did not affect responses, such that female and male faculty were equally likely to exhibit bias against female applicants.
Implicit biases are a form of bias pertaining to the mental processes of perception, memory, judgment and reasoning, also known as cognitive bias. Cognitive biases arise because our human decision-making processes are not just factual or objective, but are influenced by a variety of factors including:

- **information-processing short cuts**—technically referred to as heuristics that could include instances where we might use our intuition, or common sense based on what we think we know (see also, Social categorisation theory on p18)

- **motivational and emotional factors**, for example from our own personal experiences

- **social influences**, such as the media and stereotypes

(Schwarz, 2000)
Unconscious bias harms patients and staff
We have a duty to identify it and act

Narinder Kapur visiting professor of neuropsychology, University College London, London WC1E

Human bias can be defined as a disposition to think, feel, or act in a particular way; it may stem from longstanding personality attributes, from particular sets of knowledge or past experiences, or from current predispositions. Unconscious bias occurs when such tendencies are outside our awareness and conscious control. Some unconscious bias can seem positive—for example, intuition and “gut instinct”—but not always.

The Nobel Prize-winning psychologist, Daniel Kahneman, has pioneered the operation of fast and slow cognitive processing systems, where the fast, unconscious system is particularly prone to errors such as unconscious bias.1 In recent years our understanding of cognitive bias has advanced, both as a general phenomenon and as a problem within specific domains such as medicine.2 Inequalities in clinical decision making at senior levels raise the issue of conscious or unconscious racial bias in the NHS.3

Clinical decisions
In clinical decision making, several studies have shown that errors can occur that are based on unconscious bias.4 Consider continuing bias—that is, seeking information that supports a decision or viewpoint and ignoring or not seeking evidence that contradicts it.5

How staff are treated
Conscious and unconscious biases can also be evident at an organisational level in relationships among staff and in management settings such as disciplinary hearings.6 These proceedings are designed to be semi-judicial, often with legal professionals present.

A doctor may be dismissed for an “unwarranted breakdown in relationships with colleagues,” for example, because of unconscious racial bias in some members of the internal disciplinary panel.7 Because of their past dealings with these colleagues, unconscious racial bias in some members of the internal disciplinary panel.7
• Summarises **key concepts** and **current academic research**

• To alert **RS selection/appointment panellists** to potential biases that can arise when making judgments/decisions

• **Panellists** need to be aware:
  i. candidates present themselves **differently**
  ii. how to recognise **bias in oneself and others**
  iii. how to recognise **inappropriate advocacy**
  iv. how to recognise **unreasoned judgement**

• All panellists receive an electronic copy of the briefing in advance of any meeting, it is also read at the beginning of each meeting as a reminder.

https://royalsociety.org/topics-policy/publications/2015/unconscious-bias/
Research Councils announce an unconscious bias training programme for peer reviewers and funding decision-makers

24/11/2015

The Research Councils launch a new programme today for all peer reviewers and decision-makers, to raise awareness and reduce the impact of unconscious bias.

Over a period of three years, beginning in January 2016, more than 1,300 people involved in peer review from all seven Research Councils will be given access to high quality training designed and developed by the Research Councils and the consultants Pearn Kandola (www.pearnkandola.com). Together, we will translate this training into an online application and make it available to our geographically dispersed peer reviewers.

Unconscious bias is a normal component of our psychological makeup. Only by acknowledging and understanding our own unconscious bias can we find ways of learning how to reduce its effect and introduce techniques to eliminate bias in our organisations.

Professor Jackie Hunter, Chair of the Research Councils' Equality and Diversity Group and Chief Executive of the Biotechnology and Biological Sciences Research Council (BBSRC), said: "Raising awareness of unconscious bias strengthens the Research Councils' commitment to addressing equality and diversity. Together, the Research Councils invest £3 billion in research each year, covering all disciplines and sectors, to meet tomorrow's challenges today. Ensuring that fair decisions are made in peer review and funding is of the utmost importance."

- ends -
Preliminary Information

Whichever IAT you do, we will ask you (optionally) to report your attitudes toward or beliefs about these topics, and provide some general information about yourself. These demonstrations should be more valuable if you have also tried to describe your self-understanding of the characteristic that the IAT is designed to measure. Also, we would like to compare possible differences among groups in their IAT performance and opinions.

Data exchanged with this site is not personally identifying information is collected. IP addresses are anonymized.

Important disclaimer: In developing the IAT, we will mention possible interpretations that have been made at Project Implicit at Princeton, University of Virginia, Harvard University, and elsewhere. As a collaboration of universities, as well as the individual researchers who have contributed to this site, make no claim for the validity of these suggested interpretations. If you are unprepared to encounter interpretations that you might find objectionable, please do not proceed further. You may prefer to examine general information about the IAT before deciding whether or not to proceed.

I am aware of the possibility of encountering interpretations of my IAT test performance with which I may not agree. Knowing this, I wish to proceed.
TOPIC: European Community of Practice to support institutional change

- **Topic identifier:** SwefS-03-2017
- **Publication date:** 14 October 2015
- **Types of action:** RIA Research and Innovation action
- **Deadline:** 30 August 2017 17:00:00
- **Planned opening date:** 12 April 2017
- **Time Zone:** (Brussels time)

**Pillar:** Science with and for Society
**Work Programme Year:** H2020-2016-2017
**Work Programme Part:** Science with and for Society
**Call:** H2020-SwefS-2016-17

**Topic Description**

**Specific Challenge:**
Gender equality strategy in research and innovation policy is given a growing attention at the level research performing organizations, including universities and funding organisations, in particular through...
Faculty of Medicine, Health and Life Sciences

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<th>MHLS Faculty</th>
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<tbody>
<tr>
<td>Biological Sciences</td>
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<tr>
<td>Medicine, Dentistry &amp; Biomedical Sciences</td>
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<tr>
<td>Pharmacy</td>
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<td>Nursing and Midwifery</td>
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<tr>
<td>Gold Award</td>
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<tr>
<td>12th Dec 2016</td>
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<td>Silver Award</td>
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<table>
<thead>
<tr>
<th>Athena SWAN Award for School of Biological Sciences</th>
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<tbody>
<tr>
<td>Gold Award</td>
</tr>
<tr>
<td>12th Dec 2016</td>
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School of Medicine, Dentistry & Biomedical Sciences

Silver Award
12th Dec 2016

School of Biological Sciences
Gold Award
12th Dec 2016
Faculty of Medicine, Health and Life Sciences

Aims of Structural Innovation

1. Review SWAN structures in MHLS Schools
2. Develop an effective Faculty strategy
3. Propose an operational plan

- Meeting with PVC Prof Chris Elliot
- Focus Group with MHLS SWAN Champions
- MDBS Gender Equality Office
- QUB SWAN Champions Group
Outcomes at this stage

- SWAN enabler of GE in Schools
- Award is external validation
- Business-critical
- The right and fair thing to do

- Disproportionate responsibility on SWAN Champions and teams
- Concerns meeting Academic Standards
- SWAN is changing: more data, analysis, actions

SWAN requires both a ‘top-down’ and ‘bottom-up’ approach

MLHS Faculty Executive Board

School Management Boards

School SWAN Teams

MHLS Gender Equality Office

Academic lead

SWAN Champions

Clerical Officer

Data analyst

MHLS Faculty

Executive Board

Integrate policies and initiatives

Share good practice

Address challenges

Streamlining and efficiency

Advance positive culture in MHLS

Empower Faculty to lead the sector
1. Terms of reference for MHLS GEO established by FEB

2. GEO to report to FEB (standing agenda item)

3. Linkages from QUB SWAN Steering Group to Faculty – GEO conduit to Schools

4. Clerical officer (1.0 FTE)
   - admin support to the 4 Schools SWAN teams
   - meeting organisation, minutes, events, feedback

5. Data analyst (0.5 FTE)
   - data collation, data analysis,
   - provide annual data summary to School teams
   - data interpretation and interrogation
   - comparative analysis with UK sector (HESA/HEIDI)
   - data modelling

(NB post-May 2015 forms have additional data requirements)
Really Good CAREERS

An equal opportunity employer
The Athena SWAN journey and its impact on Gender Equality in the Faculty of Medicine and Health Sciences at Queen’s University Belfast.

Karen D McCloskey PhD, Professor of Cell Physiology Director, MDBS Gender Equality Office, Queen’s University Belfast