



**Department Application**

Bronze and Silver Award



<b>Name of institution</b>	University College Cork	
<b>Department</b>	Dental School and Hospital	
<b>Focus of department</b>	<b>STEMM</b>	
<b>Date of application</b>	June 2020	
<b>Award Level</b>	<b>Bronze</b>	
<b>Institution Athena SWAN award</b>	<b>Date: 2016, 2019</b>	<b>Level: Bronze</b>
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<b>Department application</b>	<b>Recommended</b>	<b>Actual</b>
<b>Word limit</b>	<b>11,000</b>	<b>10,269</b>
<i>Recommended word count</i>		
1. Letter of endorsement	500	791
2. Description of the department	500	570
3. Self-assessment process	1,000	1,160
• Impact of Covid-19 pandemic	500	443
4. Picture of the department	2,000	2,057
5. Supporting and advancing women's careers	6,000	5,248
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## LIST OF ACRONYMS AND ABBREVIATIONS USED IN THE DOCUMENT

AS-Athena SWAN

BDS- Bachelor in Dental Surgery

BDSG- Bachelor in Dental Surgery Graduate Entry

CAO-Central Applications Office

CoMH-College of Medicine and Health

CPD-Continuing Professional Development

CUDSH- Cork University Dental School and Hospital

DCLinDent- Doctorate in Clinical Dentistry

DEC-Dental Executive Committee

EPL-Evaluation of Previous Learning

HESA- Higher Education Statistics Agency

HoAU-Head of academic unit

HSE-Health Services Executive

MDPH-Masters in Dental Public Health

OHRC- Oral Health Research Centre

PAC- Post-Graduate application centre

PDP- Professional Development Plan

PDRS- Performance and Development Review System

PG-Post-Graduate

SAT-Self Assessment Team

SHO-Senior House Officer

SL- Senior Lecturer

TCD-Trinity College Dublin

UG- Under-graduate

WG- Working group



## 1- LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

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

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

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

Dr. James Greenwood-Lush  
Head of Athena SWAN  
Advance HE  
Napier House  
4 High Holborn  
London, WC1V 6AZ

June 26<sup>th</sup> 2020

Dear Dr. Greenwood-Lush,

As the first female Dean of UCC's Dental School & Hospital since its foundation in 1913, and the second woman to hold this position in an Irish Dental School, I am pleased to enthusiastically endorse this application.

Earning Athena SWAN accreditation for the School was one of my priorities when I became Dean in 2018. Our School SAT, led by my colleague Dr. Cristiane Da Mata, convened for the first time in October 2018 and has met monthly since then. The self-assessment process has opened new conversations about how we work and challenged us to consider how inequalities manifest themselves in our working lives. Participating in this exercise has been a highlight of my term as Dean and I commend our SAT for their honesty, openness and generosity in this work.

As Dean, I am leading the School through a period of transformative change. In 2023, the School will relocate from Cork University Hospital, our home since 1982, to a new, five-story state-of-the-art Dental School currently under construction in Cork Science & Innovation Park in Curraheen, in Cork's western suburbs. The new facility will provide the capacity we need to meet the increased demand (particularly internationally) for our undergraduate Bachelor in Dental Surgery programme.

Our relocation and expansion offers a unique opportunity to refocus our priorities, values and activities. Our Athena SWAN work is an integral part of our strategic planning for the future of the Dental School. Our student body and our patient population are increasingly diverse. Achieving optimal healthcare experiences and outcomes and eliminating healthcare disparities requires us to develop new cultural competencies. Our new building will, by design, facilitate community and inclusion by prioritising shared social areas, accessible facilities and purpose-built prayer facilities.

We want to build an environment that allows all members of our staff and student body to reach their full potential and promotes equality both when it is obvious and easy to deliver but also in situations which are more complex and demanding. We have already made progress by achieving gender balance among our visiting speakers (increased from 25% female in 2016). A greater challenge, for our School

and our discipline, is the underrepresentation of males at undergraduate level. Like other health sciences disciplines, Dentistry has been increasingly “feminized” in recent decades. We will expand our outreach activities, particularly in boys’ schools.

Despite the “feminization” of Dentistry, and although nine of our seventeen academic staff are women, all the School’s Professors are male. None of our professors were appointed by promotion in the School; rather, all were recruited to their posts. This is because University promotions criteria do not fully account for the unique demands of providing clinical education in a teaching dental hospital. Our academic staff spend long hours in dental clinics, both supervising and teaching students who are treating patients, and treating patients themselves. This is on top of a full, classroom-based teaching load and administrative and pastoral tasks. Developing research portfolios of the scale and depth envisaged in the University’s promotions regulations is simply not feasible. We will continue to press the University’s senior management to address this challenge. Moreover, all our Professors are Consultants, and with fewer women Consultants in Dentistry, this mitigates against prospects for a gender-balanced Professoriate in our discipline. We will use search champions in future Professorial recruitment competitions to attract more women applicants. We will also do more to encourage and support academic staff, including women, to consider pursuing consultant training.

The current pandemic has challenged us in fundamental ways, but we are adapting and finding new ways to work. Signs of new, unexpected opportunities are also emerging. Our core aspirations for the future of the School have not changed, and Athena SWAN will remain integral to achieving those aspirations. We will adapt our action plan as needed to respond to the new realities as they become clear. Four members of the School’s Executive Committee are on the SAT and the Committee is fully committed to the Action Plan. For this application, the School contributed financial support, with the College of Medicine & Health, for the employment of a Data Analyst in UCC’s EDI Unit, who provided dedicated assistance with data analysis and presentation.

The information supplied here (including the qualitative and quantitative data) is an accurate, honest and a true reflection of the School. We have turned the spotlight on our environment in a way that has not always been comfortable but that has made us think about how we might be better. I hope this application demonstrates our commitment to becoming better, fairer and more inclusive.

Sincerely,



Dr Christine McCreary

**Word count: 791**

## 2- DESCRIPTION OF THE DEPARTMENT

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

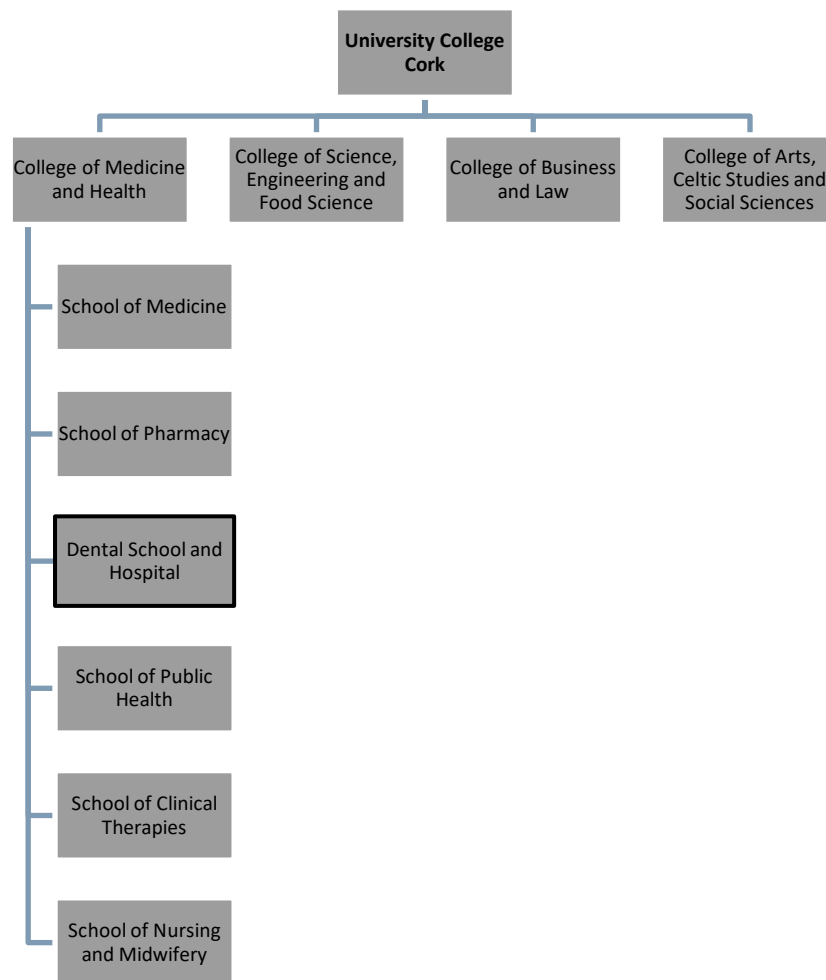
*Please provide a brief description of the department including any relevant contextual information. Present data on the total number of academic staff, professional and support staff and students by gender.*



*UCC Dental School & Hospital, on the campus of Cork University Hospital*

Cork University Dental School & Hospital (CUDSH) was established in 1913 and is one of six constituent schools in UCC's College of Medicine & Health (Figure 1). CUDSH is located in a 90-chair facility on the campus of Cork University Hospital.

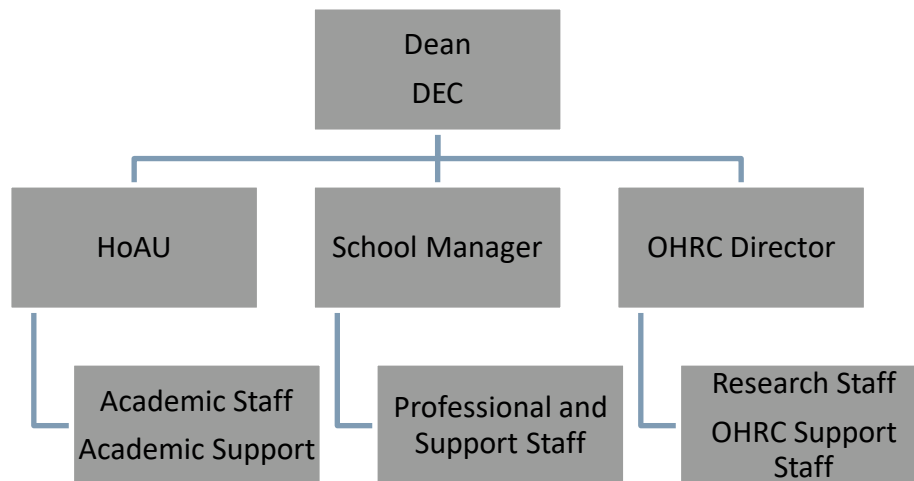
Figure 1- Schools in the College of Medicine and Health, UCC



Currently, the School offers a Bachelor in Dental Surgery (BDS) undergraduate degree, with intake of approximately 55 Irish and international students a year, Diplomas in Dental Hygiene and Dental Nursing, and 25 CPD courses annually to qualified dentists. The School is committed to excellence and leadership in teaching, practice and research involving close collaborative relationships with health service providers, and national and international educators and researchers. CUDSH has a service agreement with the HSE to provide care for patients in the region and a range of primary, secondary and tertiary level treatments.

The School is organised into three academic units, namely, Restorative Dentistry, Oral Health and Development and Dental Surgery. Each one has an academic lead, or HoAU.

*Figure 2: School's reporting structure*



The academic staff is comprised of Lecturers, Senior Lecturers, Lecturer specialists (dentists with specialist training), Senior Lecturer Consultants (dentists with consultant's training and PhD) and Professors. All academic staff are involved in teaching (theoretical and demonstration/supervision in labs/clinics), module coordination, research and patient treatment.

UG training emphasises clinical experience. Our academic staff are supported in delivering UG clinical training by colleagues in various specialized roles, aggregated in our data as "academic support staff" (Table 1). These include:

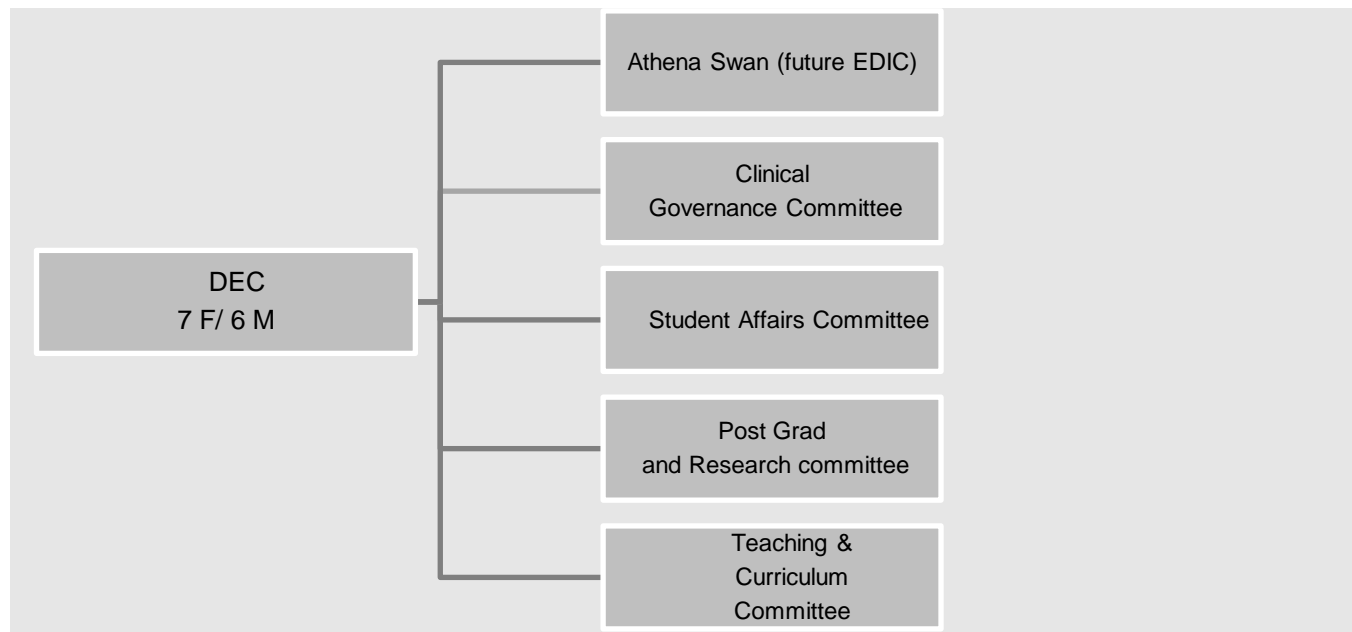
- dentists who are primarily employed in other clinical/professional settings outside the University, who supervise and train students in clinical and lab settings on a sessional basis.
- Clinical Fellows (CF) and Senior House Officers (SHO). These are advanced training posts, to develop clinical skills. CFs and SHOs and CFs also teach UG students
- Dental Hygiene Tutors, Dental Nurse Tutors and some lab technicians.

All the School's research staff work in the Oral Health Research Centre (OHRC) and undertake research only. As we are a teaching hospital, clinical qualification is required for most academic posts in CUDSH. Our research staff are trained in allied disciplines but are not themselves dentists; therefore they typically do not progress to academic roles in our School. We present staff data in this application by four categories: academic, academic support, research and PSS staff.

*Table 1: CUDSH staff and students by gender 2018*

		Female	Male	%M	Total
<b>Academic</b>	Lecturer B/B	1	1	50%	2
	Lecturer A/B	2	0	0%	2
	Senior Lecturer	2	0	0%	2
	Lecturer/Specialist	3	1	25%	4
	Senior Lecturer/Consultant	1	3	75%	4
	Professor	0	3	100%	3
	<b>Total</b>	<b>9</b>	<b>8</b>	<b>47%</b>	<b>17</b>
<b>Academic Support Staff</b>	Clinical Fellow	2	0	0%	2
	Dental Hygienist Tutor	4	0	0%	4
	Dental Nurse Tutor	3	0	0%	3
	SHO	3	3	50%	4
	Lab Tutors (technician)	0	1	100%	4
	Clinical/LabTutors (practicing dentists)	12	9	43%	21
	<b>Total</b>	<b>24</b>	<b>13</b>	<b>35%</b>	<b>37</b>
<b>Research Staff</b>	Research Assistant	3	0	0%	3
	Research Support Officer	3	0	0%	3
	<b>Total</b>	<b>6</b>	<b>0</b>	<b>0%</b>	<b>6</b>
<b>Professional and Support Staff</b>	Administrative	30	5	14%	35
	Dental Nurses & Nursing	46	0	0%	46
	Radiographer	2	0	0%	2
	Technicians	8	2	20%	10
	<b>Total</b>	<b>86</b>	<b>7</b>	<b>8%</b>	<b>93</b>
<b>Staff Total</b>	<b>125</b>	<b>28</b>	<b>18%</b>	<b>153</b>	
<b>Students</b>	UG	202	75	32%	277
	PG	3	2	40%	5
	<b>Student Total</b>	<b>205</b>	<b>77</b>	<b>27%</b>	<b>282</b>

Figure 3: CUDSH Committee structure



The AS SAT reports to the School Executive Committee (“DEC”) through four of its members, who sit on both committees, including the Dean and the School Manager. Athena SWAN is a standing item on the DEC agenda.

The School is going through an exciting transformation with the building of a €35m new Dental School and Hospital in Cork Science & Innovation Park in Curraheen, on the western city boundary, with an anticipated move date in 2023.

The new building will accommodate a growing number of students, from the current 55 to 72 students per annum, with the increase mainly in International students. As a result of the increase in student numbers, we will also have an increase in staff numbers. The new School modern architecture will help reshape the way we work, with open plan offices and communal meeting rooms forming a more cohesive working environment. Staff, students and patients will share a lot of the social spaces.

We feel this is the right time to strengthen our Equality and Diversity Ethos and a great opportunity to build on a strong and inclusive culture.





Photo 2: Architectural proposal of new Dental School

**Word count: 570**

### **3- THE SELF-ASSESSMENT PROCESS**

**Recommended word count: Bronze: 1000 words | Silver: 1000 words**

*Describe the self-assessment process.*

(i) a description of the self-assessment team

Dr Cristiane da Mata is a Lecturer in Restorative Dentistry and a member of the College of Medicine and Health Athena Swan (AS) self-assessment team (SAT). In June 2018 she was invited by Dr Christine McCreary, Dean of the Dental School, to lead the Dental School AS application.





Dr da Mata met with Dr Abina Crean, who successfully led the UCC School of Pharmacy AS application, for guidance around SAT composition, action planning and the overall application process.






In order to offer all members of staff equal opportunity to join the SAT, an email was sent by the Dean of the School inviting participation. Five of the SAT members joined through this process. The other members were identified by Dr da Mata in consultation with the UCC AS Project Officer and were approached in person by Dr da Mata.





The SAT includes colleagues with a diverse range of experiences, career histories and personal backgrounds, in order to fully represent the views and experiences of all our staff. The SAT also includes PG students. The Dean and three other members of DEC are also members of the SAT, which ensures high-level commitment to our AS strategy and action plan. Senior members of each academic unit are also SAT members, so AS discussions and actions can be communicated back to all staff through their unit meetings.




The SAT is predominantly female (75%F), as shown on Table 2, but has a more favourable male/female ratio when compared to the department (82% F).

*Table 2: SAT membership.*

Name	Role on SAT	Role in DSH	Importance of AS
 Christine McCreary	Picture of the Department Working Group ("WG")	Consultant Dean	"Athena SWAN accreditation is one of the major goals for my time as Dean."
 Cristiane da Mata	Chairperson Member of CoMH AS SAT	Lecturer	"Promoting women in academia is necessary and it is everybody's responsibility".
 Siobhan Lynch	Picture of the Department WG lead	School Manager	"It's important sometimes to step back and see how we perform in this area and how we can make a change."
 Mary Keelan	Organization and Culture WG	PA to Dean	"I believe fairness & equality in the workplace is vitally important & believe Athena Swan can contribute to this in a practical way".
 Mary Doherty	Career Development WG	Secretary	"Support to promote equality in all areas is necessary; equality in opportunity, support systems and pay."

Name	Role on SAT	Role in DSH	Importance of AS
 Phil Scannel	Organization and Culture WG	Dental Nurse	“I would like to see a concerted effort in the recruitment of males into both Dental Nursing and Dental Hygiene”.
 Mairead Harding	Key Transition Points WG lead	Senior Lecturer	“I have experienced occasions of gender bias and occasions where respect irrespective of gender allowed flourishing. I wish to share examples of optimal practice with equality and diversity.
 Frank Burke	Key Career Transition Points WG	Senior Lecturer Consultant	“I believe in Athena Swan because it helps my colleagues maximize their potential”.
 Graham Quilligan	Career Development WG lead	Senior Lecturer Consultant	“Getting married and becoming a father has helped me understand just how challenging the work/life balance is for both men and women and it is imperative that we have a transparent, fair and equal culture in our workplace to benefit all’
 Lecturer Specialist	Key Transition Points WG	Lecturer Specialist	“Athena SWAN is important as I want to be in a working environment where everyone’s skills and talents are valued.”

Name	Role on SAT	Role in DSH	Importance of AS
Paul Brady			
 Fred Burkett	Organization and Culture WG	Department Operative	“This award will motivate us to examine our policies, improve communication and reinforce good practice”
 Helen Nwokoye	Career Development WG	Senior Radiographer	“Equal career development and progression for both males and females is essential.”
 Sinead Brosnan	Picture of the Department WG	Senior House Officer 2019	“Gender Equality is important to me, it benefits everyone in the workplace.”
 Elizabeth-Ann Ryan	Organization and Culture WG lead	Clinical Tutor and Lecturer	“I believe providing a more inclusive environment in the workplace is important”.
 Naghmeh Kamali	Career Development WG	Post-doctoral researcher	“It is very important to look after high profile educated females whose professional lives could end without the proper support. Job security and support from their peers is key.”

Name	Role on SAT	Role in DSH	Importance of AS
 Clare Murphy	Picture of the Department WG	Dental Hygiene Tutor	"Increased support for women's careers is important for me"
 Ann O'Keefe	Picture of the Department WG  (role in the SAT is shared with Clare Murphy)	Dental Hygiene Tutor	"Promoting good communication is important to me".
 Eimear Hurley	Key Transition Points WG	Lecturer	"I believe it is important for all men and women to work in an environment that is fair and equal."
 Khaleel Al Khaled	Organization and Culture WG	PhD student	"It is important to achieve fair and good employment practice regardless of any individual differences".
 Siobhan Shakeshaft	Organization and Culture WG	Dental Nursing Tutor	"Recognising the contribution of women teachers is important for me."

(ii) an account of the self-assessment process

The SAT began to meet in October 2018, and met monthly until the submission of the application. AS has been a standing item on DEC agenda since the SAT was established.

All staff attended a presentation about AS by UCC's Athena SWAN Project Officer during the CUDSH Clinical Governance Day (annual training day) in December 2018.

Members formed 4 working groups (WGs), according to roles, experience and preference. The chair liaised closely with these subgroups, who had separate meetings and shared their work at the monthly SAT meetings.

Financial support was obtained from the CoMH, and was used to support the employment of a full-time AS data analyst in UCC's EDI Unit, Madison Bick, who assisted with data presentation and interpretation. The CUDSH also funded backfill for some of Dr da Mata's clinical sessions in the writing phase of the application.

There was intense email exchange between the WGs, the SAT chair, data analyst and AS Project Officer.

In March 2019, a mock review panel of AS applications was conducted by AS Project Officer together with Dr da Mata and the WG leads. This exercise provided the group with a better understanding of the AS application and review processes.

A staff survey was circulated in March 2019 through Google forms. Fifty-one respondents returned the survey (34%), 12 males and 43 females. It was found subsequently, that many staff members do not use their UCC email address regularly (primarily staff in academic support roles and some professional support staff such as dental nurses, whose work is not desk-based or who work limited hours in CUDSH). This helps understand the low response rate. The survey response rate raises to 74% if these groups are excluded. Alternative email

addresses will be sought from all staff before the next survey round to ensure increased levels of participation (AP 3.2).

A student survey was administered in order to assess school support to students with caring responsibilities. This survey will be expanded in future to explore other issues affecting students (AP 3.2).

Two focus groups were also undertaken in 2019: one group of 4 female staff members explored recent experiences of maternity leave; another of 4 male academics explored experiences of Family Friendly and Flexible Working policies. More focus groups are planned to assess staff views on mentoring programmes and supporting grant applications (APs 5.1.8, 5.3.8).

The data are reported for 2016-2018. This was the most recent data available for our originally-planned submission date of November 2019. Following delays in accessing data centrally, the SAT decided in September 2019 to defer submission to April 2020 to allow time to fully reflect on all the data and to consult with School staff on the draft action plan. The additional time allowed for fuller discussion of the issues at SAT meetings. These have been invaluable in 'normalising' explicit discussions about gender equality in the School.

Regarding benchmarking, as there are only two Dental Schools in Ireland - CUDSH and the School of Dental Science at TCD- we have benchmarked against TCD data, as well as UK HESA data to provide a comparison across the UK sector.

Valuable feedback and suggestions on the draft application and action plan were received from Ms. Judith Bell, HR Manager at the University of Leeds, and internally by CoMH and CUDSH SAT members and by several Chairs of other UCC award-holding School SATs.

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

This self-assessment process led the SAT to wider discussions on Equality, Diversity and Inclusion ("EDI"). We feel that in moving to the new Dental School



these discussions must continue and evolve, and our SAT should become a forum for raising and addressing wider EDI issues, and for promoting good practice in the School. Therefore, an EDI Committee (“EDIC”) will replace the AS SAT (AP 3.1) in order to progress the AS agenda, and discuss EDI concerns. The terms of reference will be expanded and an expression of interest will be sent to all staff, inviting new members. The EDIC chair will report to the DEC, attending a meeting every second month.

The SAT will meet every three months after the application date, to ensure that the action plan is being implemented and to identify any new issues arising. WGs will be monitoring the implementation of actions and reporting to the SAT (AP 3.1).

Action Point 3.1- Convene an Equality, Diversity and Inclusion Committee to replace the SAT.

Membership will be reviewed every year from the application date, and specific arrangements for rotation of members will be included in the terms of reference. Every effort will be made to increase male participation (AP 5.6.3). An UG international student will be invited to join the committee (AP 3.1).

A staff/student survey will be conducted every two years from the application date, in order to assess the appropriateness and success of the proposed actions and to identify new issues arising (AP 3.2).

Action Point 3.2- Administer a survey to staff and students every 2 years to monitor progress in the Action Plan and identify new issues arising.

We will work to raise awareness of the School’s AS and EDI work and gather feedback from and update staff and students on progress with the Action Plan. We plan an annual Athena SWAN reception to celebrate progress and share ambitions for the coming year. The first annual reception was planned for March

2020, but had to be cancelled due to the COVID-19 pandemic (AP 3.3). Progress of AS Action Plan will also be communicated to staff every 2 months, during the School coffee morning (AP: 5.6.1).

Action Point 3.3- Hold an annual AS reception, implement AS noticeboard and feedback box.

**Word count: 1160**

### COVID-19 and its impact on this application

The SAT had already conducted the self-assessment and this application had largely been drafted when we were hit by the COVID-19 pandemic. We were due to submit the application by the end of April but the changes in working patterns for all staff, including the lead author, affected progress. Therefore, the extension of the application deadline was most welcome.

The University closed down its physical campus on the 13<sup>th</sup> of March and staff started to work remotely. This had an immediate impact on the way the School delivers its service to students and patients. All the teaching and assessment of students moved to an online platform, and all student and staff clinical activity was suspended. We are aware of the huge impact this crisis is having on staff, students, and the global community, particularly on individuals who fell sick, or are from a high risk group, those who lost loved ones, those caring for children and responsible for home schooling and also those caring for elderly dependents. Recent literature has raised awareness regarding the gendered impact of remote working and these impacts are currently being discussed at School, College and University level. The UCC Deputy President and Registrar has recently issued an email to all staff acknowledging all these factors and advising that the University is currently developing a policy on working from home, adapting supports and working practices appropriately.

However, it is still early to ascertain the impact these changes will have on the School's structure and culture.

It is already known that teaching of first, second and third year Dentistry will be delivered online for the first term of the 2020 academic year. Fourth and fifth year students will come back to the hospital but might not be able to treat patients immediately. Measures such as social distancing and increased biosecurity will mean the lab and clinical spaces will accommodate fewer students per session, and fewer patients will be seen during each session.

This will affect the way we work tremendously, with many changes in working patterns already anticipated.

We still don't know how the AS Action Plan will be impacted by all the changes imposed by the COVID-19 pandemic. We have reviewed and adjusted the timeline of all the actions, to avoid unreasonably burdening staff responsible for implementation. The Dean has renewed her commitment to AS and indicated that she and her DEC colleagues will prioritise support for implementing the action plan.

In the short term, we will administer a survey to assess the immediate impact of COVID-19 on staff, and any gender-related issue concerning remote work will be closely monitored (AP 3.4).

Action Point 3.4: Administer a survey to assess the immediate impact of COVID-19 on staff.

**Word count: 443**

#### **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

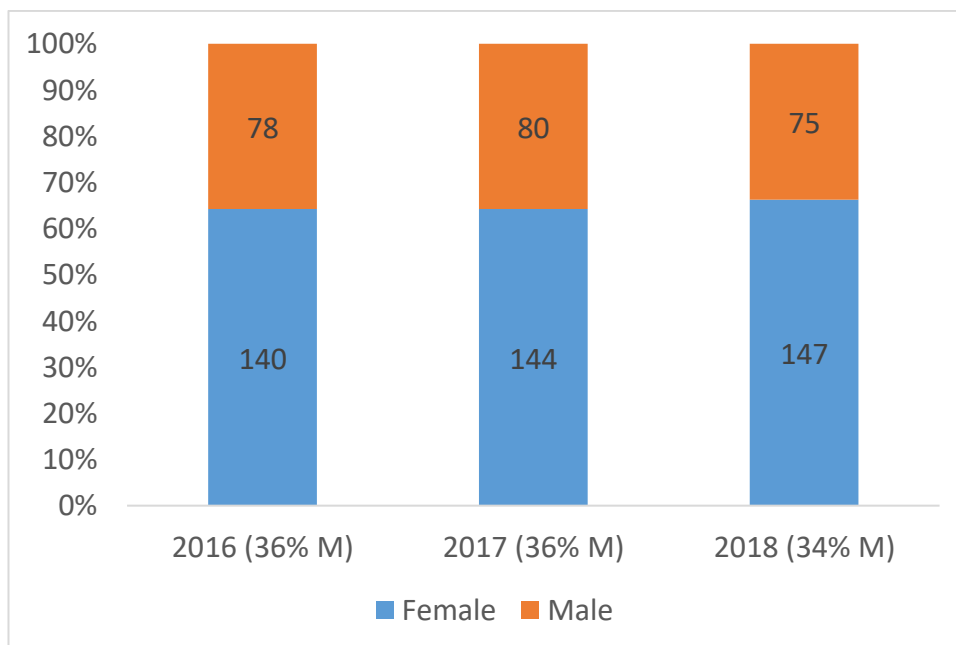
n/a

- (ii) Numbers of undergraduate students by gender

*Full- and part-time by programme. Provide data on course applications, offers, and acceptance rates, and degree attainment by gender.*

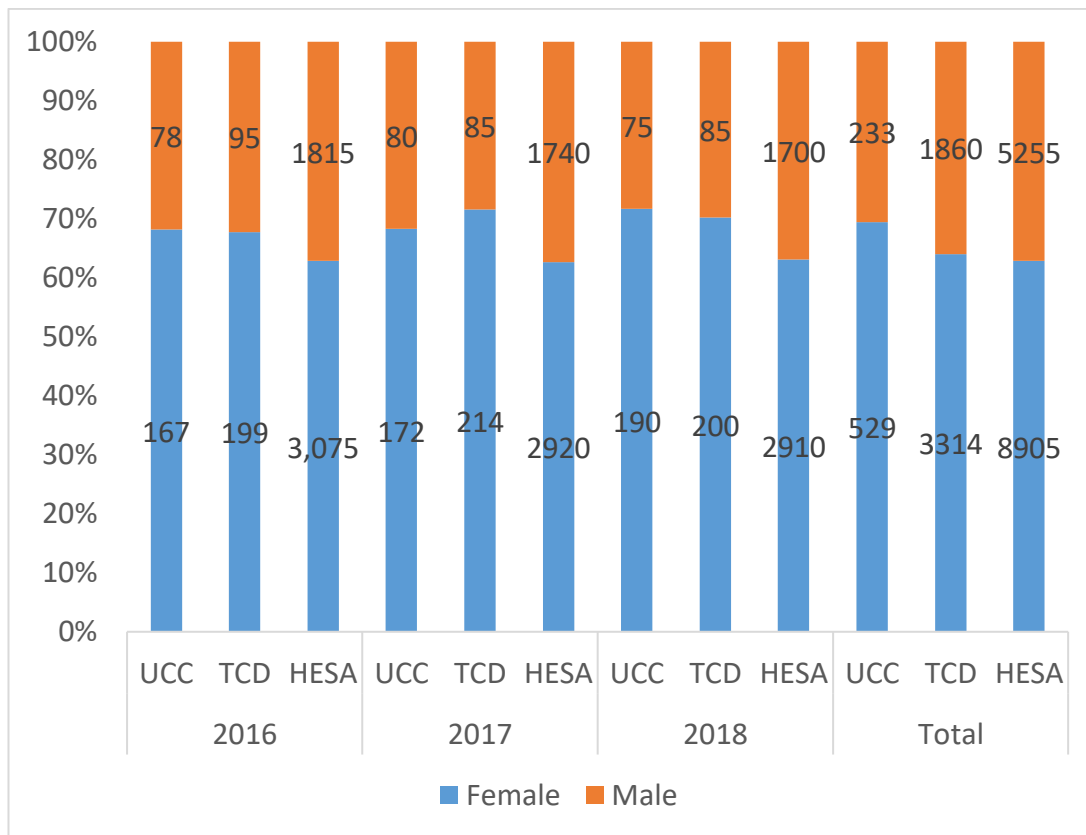
#### Bachelor in Dental Surgery (BDS)

Figure 4: Total BDS students by gender



The Bachelor in Dental Surgery (BDS) degree is a five year full-time programme and is the largest programme offered by the CUDSH. Most of our students are female (Figure. 4). In TCD's School of Dental Science, the proportion of male BDS students is similar to CUDSH, varying from 28% (2016) to 32% (2018) (Figure 5). HESA data indicates slightly better UG gender balance in the UK.

Figure 5: Total BDS students UCC vs TCD School of Dental Science and HESA, by gender



The BDS has highly competitive entry processes. Students can apply through the Central Applications Office (**CAO**)- based on points achieved at Irish Leaving Certificate, the Mature Student Entry Route, or via UCC’s International Office for students coming from abroad (International BDSG and International). **International BDSG** are students who have a previous degree (usually a BSc) which permits them to complete the programme in a four-year period. They are recruited through the Atlantic Bridge agency, and come from Canada. They are first selected by Atlantic Bridge, which generates a shortlist of applicants. From this shortlist, CUDSH uses an EPL (Evidence of Previous Learning) test and CV analysis to select students. The other **International** students come from East Asia, and are also recruited by agencies. Their selection process consists of CV analysis and an interview, done by CUDSH.

**Table 3: BDS (All Entry Paths Combined) Applications, Offers and Acceptances (2016-2019)**

		Female	Male	Total	%M
<b>2016</b>	Applications	360	166	<b>526</b>	32%
	Offers	41	22	<b>63</b>	35%
	Acceptances	26	13	<b>39</b>	33%
	% Accepting Offers	63%	59%	<b>62%</b>	-
<b>2017</b>	Applications	349	209	<b>558</b>	37%
	Offers	33	21	<b>54</b>	39%
	Acceptances	25	13	<b>38</b>	34%
	% Accepting Offers	76%	62%	<b>70%</b>	-
<b>2018*</b>	Applications	502	317	<b>819</b>	39%
	Offers	53	38	<b>91</b>	42%
	Acceptances	38	25	<b>63</b>	40%
	% Accepting Offers	72%	66%	<b>69%</b>	-
<b>2019</b>	Applications	379	191	<b>570</b>	34%
	Offers	29	22	<b>51</b>	43%
	Acceptances	23	15	<b>38</b>	39%
	% Accepting Offers	79%	68%	<b>75%</b>	-

\* Data for BDSG (Atlantic Bridge) entry path was only included for year 2018 due to a lack of available gender-disaggregated data in the other years

**Table 4: BDS (All Entry Paths Combined) Success rates (applicants receiving offers, as % of same-gender applicants) (2016-2019)**

	F	M	Total
<b>2016</b>	11.4%	13.3%	<b>12.0%</b>
<b>2017</b>	9.5%	10.0%	<b>9.7%</b>
<b>2018</b>	10.6%	12.0%	<b>11.1%</b>
<b>2019</b>	7.7%	11.5%	<b>8.9%</b>
<b>Total</b>	<b>9.8%</b>	<b>11.7%</b>	<b>10.5%</b>

Tables 3 and 4 show that:

- Overall, there is a higher proportion of females applying in all years analysed, ranging from 61% to 68%.

- Success rates are very similar, but marginally higher for males during the reporting period (Table 4).
- Females are more likely than males to accept offers.

We analysed data for each entry path separately, as they have different selection processes.

Table 5: BDS applications, offers, acceptances by entry path and by gender (2015-2019)

		EU*				International				International Graduate Entry**			
		F	M	Total	%M	F	M	Total	%M	F	M	Total	%M
<b>2016</b>	Applications	336	148	<b>484</b>	31%	24	18	<b>42</b>	43%	224		<b>224</b>	0%
	Offers	25	12	<b>37</b>	32%	16	10	<b>26</b>	38%	39		<b>39</b>	0%
	Acceptances	20	6	<b>26</b>	23%	6	7	<b>13</b>	54%	18		<b>18</b>	0%
	% Accepting Offers	80%	50%	<b>70%</b>	-	38%	70%	<b>50%</b>	-	46%		<b>46%</b>	-
<b>2017</b>	Applications	334	196	<b>530</b>	37%	15	13	<b>28</b>	46%	240		<b>240</b>	0%
	Offers	23	14	<b>37</b>	38%	10	7	<b>17</b>	41%	29		<b>29</b>	0%
	Acceptances	19	9	<b>28</b>	32%	6	4	<b>10</b>	40%	21		<b>21</b>	0%
	% Accepting Offers	83%	64%	<b>76%</b>	-	60%	57%	<b>59%</b>	-	72%		<b>72%</b>	-
<b>2018</b>	Applications	325	163	<b>488</b>	33%	19	7	<b>26</b>	27%	158	147	<b>305</b>	48%
	Offers	26	7	<b>33</b>	21%	13	5	<b>18</b>	28%	14	26	<b>40</b>	65%
	Acceptances	22	6	<b>28</b>	21%	8	3	<b>11</b>	27%	8	16	<b>24</b>	67%
	% Accepting Offers	85%	86%	<b>85%</b>	-	62%	60%	<b>61%</b>	-	57%		<b>60%</b>	-
<b>2019</b>	Applications	370	177	<b>547</b>	32%	9	14	<b>23</b>	61%	-	-	-	-
	Offers	23	9	<b>32</b>	28%	6	13	<b>19</b>	68%	-	-	-	-
	Acceptances	19	7	<b>26</b>	27%	4	8	<b>12</b>	67%	-	-	-	-
	% Accepting Offers	83%	78%	<b>81%</b>	-	67%	62%	<b>63%</b>	-	-		-	-

\*\*BDSG (Atlantic Bridge) data by gender only available for year 2018

\*CAO applications includes all candidates who selected Dentistry as an option regardless of points achieved

Table 6: BDS success rates by gender, by entry path (offers as % of same gender applicants)

	CAO			International			BDSG		
	F	M	Total	F	M	Total	F	M	Total
<b>2016</b>	7.4%	8.1%	<b>7.6%</b>	66.7%	55.6%	<b>61.9%</b>	17.4%		<b>17.4%</b>
<b>2017</b>	6.9%	7.1%	<b>7.0%</b>	66.7%	53.8%	<b>60.7%</b>	12.1%		<b>12.1%</b>
<b>2018</b>	8.0%	4.3%	<b>6.8%</b>	68.4%	71.4%	<b>69.2%</b>	8.9%	17.7%	<b>13.1%</b>
<b>2019</b>	6.2%	5.1%	<b>5.9%</b>	66.7%	92.9%	<b>82.6%</b>	-	-	-
<b>Total</b>	<b>7.1%</b>	<b>6.1%</b>	<b>6.8%</b>	<b>67.2%</b>	<b>67.3%</b>	<b>63.5%</b>	14.0%		<b>14.0%</b>

Tables 5 and 6 enable a closer analysis of the low proportion of male UG by entry path, and they show that:

- There is a higher proportion of female applicants for all entry paths, and for most of the years analysed. The higher numbers of female applicants is particularly pronounced in the CAO entry path, varying from 63% to 69% in the reporting period.
- Success rates are similar among male and female applicants for most of the years and entry paths. Isolated differences can be seen (substantially higher success rate for one gender) and will be monitored.
- BDSG males performed substantially better than females in 2018, but this is the only year we have data for this cohort, and therefore, no conclusions can be drawn.
- CAO has a higher proportion of females accepting offers, compared to males, for most of the years. An explanation for this could be that for more males Dentistry is not their first choice, and they accept their first choice offer elsewhere. Our plans to attract more male students might contribute to changing this, over time. (APs 4.1.4, 5.6.7, 5.6.9).

Additionally, fewer than 20% of all BDSG applicants through Atlantic Bridge feature on the shortlist of applicants Atlantic Bridge provides UCC, and gender



data has usually not been provided, either with respect to candidates longlisted by Atlantic Bridge or on the shortlist of candidates provided to UCC. Further, CUDSH has not systematically kept records of numbers of shortlisted candidates. This has emerged as an important data gap that need to be addressed (AP: 4.1.1).

Although data is incomplete, it is clear that more females are applying in all years analysed and via all entry paths. We have no direct control over the recruitment of International and BDSG students, but we will work to increase the proportion of male CAO applicants (AP 4.1.4, 5.6.7, 5.6.9). BDSG data by gender will be collected and records of shortlisted applicants by gender will be kept (AP 4.1.1).

Success rate data will be monitored and although there is no clear trend at the moment, we will review our internal selection processes to ensure they are free of bias, especially given the prospective increase in International and BDSG student numbers in the new Dental School (APs: 4.1.2, 4.1.3).

Action Point 4.1.1: Engage with Atlantic Bridge to understand their shortlisting processes and identify any gender related issues. Keep records of shortlisted candidates by gender.

Action 4.1.2: Gender proof the recruitment processes for all courses which use interviews/CV for student selection by reviewing the eligibility criteria and CV analysis and interview processes; and introduce gender blind CV/application analysis.

Action 4.1.3: Unconscious Bias training to be delivered to all staff and interview panels.

Turning to degree attainment, Table 7 illustrates the number of BDS students graduating with different degree classes, namely: First Class Honours (1H1), Honours or Pass.

Table 7: Undergraduate degree class: proportion of males and females obtaining specific degree classifications

Graduation Year	Student Gender	1H1	%	Honours	%	PASS	%	Total
2014	Female	0	0%	11	37%	19	63%	30
	Male	1	7%	6	43%	7	50%	14
2015	Female	0	0%	9	27%	24	73%	33
	Male	1	7%	5	36%	8	57%	14
2016	Female	1	4%	7	27%	18	69%	26
	Male	0	0%	2	15%	11	85%	13
2017	Female	0	0%	4	14%	24	86%	28
	Male	0	0%	1	6%	16	94%	17
2018	Female	0	0%	9	35%	17	65%	26
	Male	0	0%	2	17%	10	83%	12

Overall, no clear trend can be seen from the data, with mixed levels of attainment by both males and females through the period analysed. This will be kept under review.

Table 8: BDS Progression to graduation by gender

Graduation Year (Intake year)	Gender	Intake	Graduated On Time	Graduate +1 or +2	Graduated from Different Course	Graduated from BDS	Did Not Graduate
2016 (2011)	F	28	25 (89%)	1 (4%)	0 (0%)	26 (93%)	2 (7%)
	M	20	13 (65%)	6 (30%)	5 (25%)	14 (70%)	1 (5%)
2017 (2012)	F	29	26 (90%)	2 (7%)	2 (7%)	26 (90%)	1 (3%)
	Male	19	15 (79%)	2 (11%)	1 (5%)	16 (84%)	2 (11%)
2018 (2013)	Female	29	24 (83%)	3(10%)	1 (3%)	26 (89%)	2 (7%)
	Male	13	9 (69%)	3(23%)	1 (8%)	11 (85%)	1(23%)

Completion rates varied between 70% to 85% among males and 89% to 93% among females. There is a higher proportion of females graduating from Dentistry, but numbers are small, and percentages have to be interpreted with caution. These differences were not considered a cause for concern.

Reasons recorded for students withdrawing include financial reasons, change of course, students' choice (course is not for them) or health issues.

### **Dental Hygiene (2 years full time) and Dental Nursing (1 year full or part-time)**

*Table 9: Dental Hygiene and Dental Nursing Headcounts (2016-2018)*

<b>All students are female</b>		<b>Diploma in Dental Nursing</b>	<b>Diploma in Dental Hygiene</b>
<b>2016</b>	Full-Time	0	14
	Part-Time	39	0
	<b>Total</b>	<b>39</b>	<b>14</b>
<b>2017</b>	Full-Time	10	14
	Part-Time	35	0
	<b>Total</b>	<b>45</b>	<b>14</b>
<b>2018</b>	Full-Time	8	14
	Part-Time	33	0
	<b>Total</b>	<b>41</b>	<b>14</b>

*Table 10: Dental Hygiene (Full-Time) applications, offers, and acceptances by gender (2016-2018)*

		Female	Male	%M	Total
<b>2016</b>	Applications	45	2	4.26%	<b>47</b>
	Offers	14	0	0.00%	<b>14</b>
	Acceptances	14	0	0.00%	<b>14</b>
<b>2017</b>	Applications	53	1	1.85%	<b>54</b>
	Offers	14	0	0.00%	<b>14</b>
	Acceptances	14	0	0.00%	14
<b>2018</b>	Applications	57	2	3.39%	59
	Offers	14	0	0.00%	14
	Acceptances	14	0	0.00%	14

Table 11- Dental Nursing Full-Time applications, offers and acceptances (2016-2018)

All applicants are female		Full-Time	Part-Time	Total
2016	Applications	45	39	84
	Offers	10	39	49
	Acceptances	10	32	42
2017	Applications	44	40	84
	Offers	10	40	50
	Acceptances	10	36	46
2018	Applications	41	33	74
	Offers	10	33	43
	Acceptances	10	28	38

From Tables 10 and 11 we can see that:

- There were 5 male applicants in Dental Hygiene throughout the reporting period, and no offers were made to males.
- Over the 3 years analysed, no males have applied for the Dental Nursing Diploma, part-time or full-time (Table 11).

We will work to attract more males to all our UG courses, especially Dental Hygiene and Dental Nursing. We have received recent inquiries from the Armed Forces about the Dental Hygiene programme and have had a student from the Navy in the past. We will invite Army and Navy representatives to the School for a presentation advertising all UG courses (AP 4.1.4). We will also improve advertising materials and the School website to include more males, develop targeted outreach activities (APs 5.6.7, 5.6.9), and also gender-proof our recruitment and selection processes (APs 4.1.2, 4.1.3).

Action Point 4.1.4: Promote Dentistry, Dental Nursing,, Dental Hygiene programmes to the Army and Navy.

Table 12: Dental Hygiene and Dental Nursing degree attainment (2016-2018)

Graduation Year	Programme	PT/FT	1H	2H1	2H2	Distinction	Pass	Total
2016	Dental Nursing	Full-Time	0	0		3	4	7
		Part-Time	0	0		9	27	36
	Dental Hygiene	Full-Time	1	7			5	13
2017	Dental Nursing	Full-Time	3	3			2	8
		Part-Time				10	19	29
	Dental Hygiene	Full-Time	2	10			2	14
2018	Dental Nursing	Full-Time	4	4				8
		Part-Time				9	17	26
	Dental Hygiene	Full-Time	1	9			3	13
2019	Dental Nursing	Full-Time	1	4				5
		Part-Time				8	13	21
	Dental Hygiene	Full-Time	2	10			1	13
<b>Total</b>			<b>14</b>	<b>47</b>		<b>39</b>	<b>92</b>	<b>192</b>

Full-time dental nursing students outperformed their part-time counterparts, with only full-time students achieving 1H, 2H1. This can be explained by the fact that part-time students are working in dental practices and have less contact hours, and certainly less study time. All students are females.

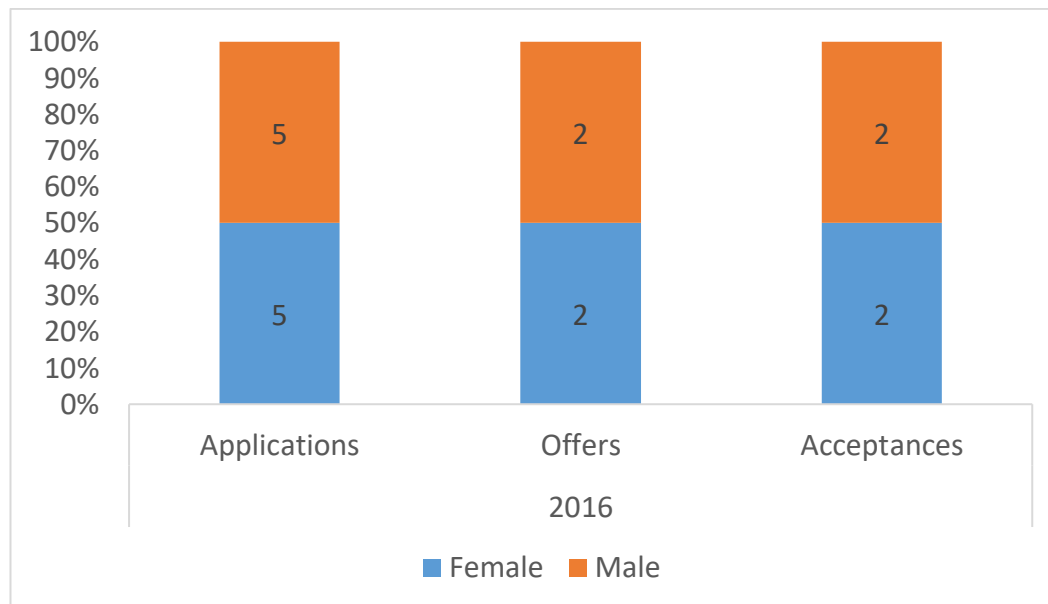
Benchmark data was not available for the Dental Hygiene or Dental Nursing programmes.

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

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

The Doctorate in Clinical Dentistry (DClinDent) is a 3-year, full-time programme in Orthodontics and Oral Surgery, with an intake of students in October of every third year. During the reporting period, there was only one group of DClinDent Ortho students. There were no differences in applications, offers and acceptances by gender (Figure 6). All students completed the programme on time.

Figure 6: DClInDent Ortho number of applications, offers and acceptances by gender



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

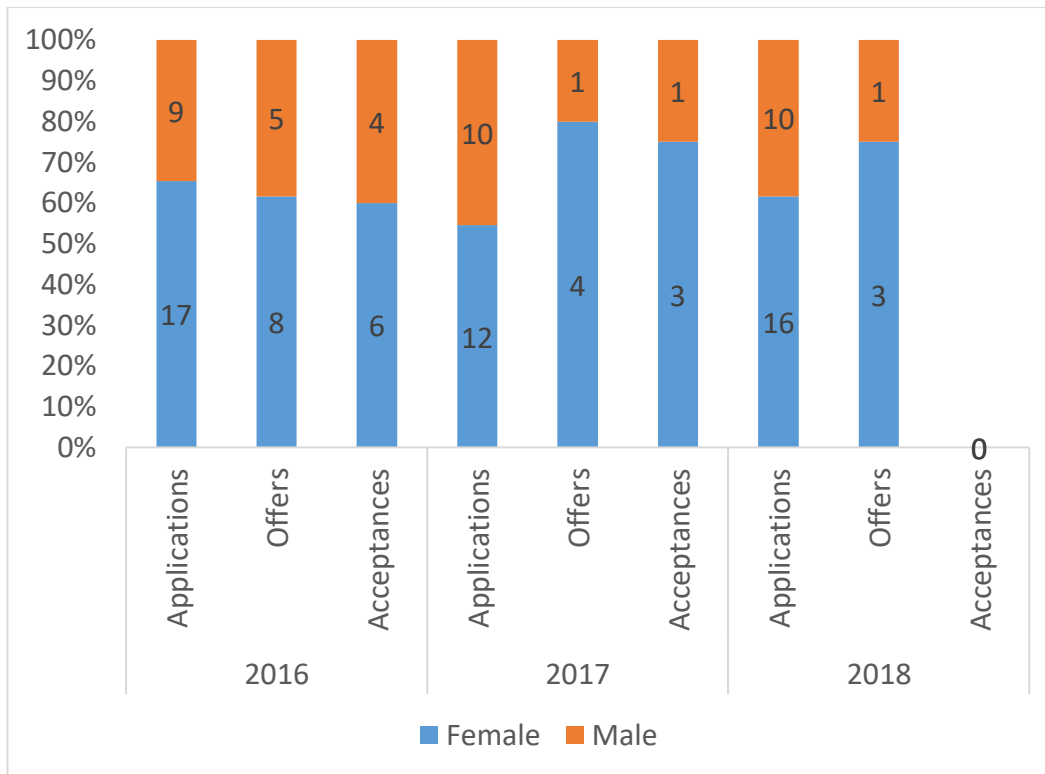
*Full- and part-time. Provide data on course application, offers, acceptance and degree completion rates by gender.*

CUDSH offers two PGR degrees: PhD and Masters in Dental Public Health (MDPH).

PhDs are research programmes with some taught modules. Prospective students contact the School and depending on their area of interest, they are directed to an academic expert. PAC applications follow informal supervision agreements, so offer and acceptance rates are 100%. We currently have 3 females and 2 males enrolled in the programme.

The MDPH is a one year full-time course, and applications are through PAC.

Figure 7: MDPH numbers of applications, offers and acceptances by gender



A higher proportion of females have applied to the MDPH in the reporting period, although the difference in male and female applications is not as pronounced as it is at UG level. No clear trend can be seen in the number of offers and acceptances by gender, as numbers are very small.

Table 13: MDPH completion rates

Intake year	Intake			Graduated			Graduated different course			Did not graduate		
	F	M	%M	F	M	%M	F	M	%M	F	M	%M
2016	6	3	33%	5	3	38%	0	0	0%	1	0	0%
2017	2	0	0%	1	0	0%	1*	0	0%	0	0	0%
2018	0	0	0%	0	0	0%	0	0	0%	0	0	0%

Completion rates for the MDPH show no clear trend, with numbers being very small. Note that the intake numbers vary slightly from number of acceptances for the respective years, due to some students withdrawing after acceptance.

- (v) Progression pipeline between undergraduate and postgraduate student levels

Overall, male representation increases between UG (32%) and PG (40%) levels. In our self-assessment we identified male under-representation in UG courses as one of our main challenges and will undertake a range of activities to address this (AP: 4.1.2, 4.1.3, 4.1.4, 5.6.7, 5.6.0).

#### 4.2- ACADEMIC AND RESEARCH STAFF DATA

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

*Look at the career pipeline and comment on and explain any differences between men and women. Identify any gender issues in the pipeline at particular grades/job type/academic contract type.*

Table 14: Staff by grade and gender (2015-2018)

		2015			2016			2017			2018		
		F	M	%M	F	M	%M	F	M	%M	F	M	%M
<b>Academic</b>	L B/B	1	1	50%	1	1	50%	1	1	50%	1	1	50%
	L A/B	1	1	50%	3	1	25%	2	1	33%	2	0	0%
	SL	1	1	50%	1	1	50%	1	1	50%	2	0	0%
	L Specialist	2	0	0%	2	0	0%	2	1	33%	3	1	25%
	SL/ Consultant	1	2	67%	1	2	67%	1	1	50%	1	3	75%
	PROFESSOR	0	5	100%	0	4	100%	0	4	100%	0	3	100%
	<b>Total</b>	<b>6</b>	<b>10</b>	<b>63%</b>	<b>8</b>	<b>9</b>	<b>53%</b>	<b>7</b>	<b>9</b>	<b>56%</b>	<b>9</b>	<b>8</b>	<b>47%</b>
<b>Academic Support</b>	Clinical Fellow	4	1	20%	3	1	25%	3	1	25%	2	0	0%
	Hygienist Tutor	5	0	0%	5	0	0%	5	0	0%	4	0	0%
	Nurse Tutor	2	0	0%	2	0	0%	3	0	0%	3	0	0%
	SHO	3	2	40%	2	3	60%	3	2	40%	3	3	50%
	LAB Teachers	0	1	100%	0	1	100%	0	1	100%	0	1	100%
	Clinical Teachers	9	9	50%	12	9	43%	13	9	41%	12	9	43%
	<b>Total</b>	<b>23</b>	<b>13</b>	<b>36%</b>	<b>24</b>	<b>14</b>	<b>37%</b>	<b>27</b>	<b>13</b>	<b>33%</b>	<b>24</b>	<b>13</b>	<b>35%</b>
<b>Research</b>	Research Fellow	1	0	0%	1	0	0%	0	0	0%	0	0	0%
	Research Assist	2	0	0%	2	0	0%	2	0	0%	3	0	0%
	Res.Sup. Officer	2	0	0%	2	0	0%	3	0	0%	3	0	0%
	<b>Total</b>	<b>5</b>	<b>0</b>	<b>0%</b>	<b>5</b>	<b>0</b>	<b>0%</b>	<b>5</b>	<b>0</b>	<b>0%</b>	<b>6</b>	<b>0</b>	<b>0%</b>
<b>Grand Total</b>	<b>34</b>	<b>23</b>	<b>40%</b>	<b>37</b>	<b>23</b>	<b>38%</b>	<b>39</b>	<b>22</b>	<b>36%</b>	<b>39</b>	<b>21</b>	<b>35%</b>	



Overall, our staff body is predominantly female, including our research staff and academic support staff.

Academic staff is predominantly male, and numbers have been quite static over the last 4 years. From Table 14 we can see that:

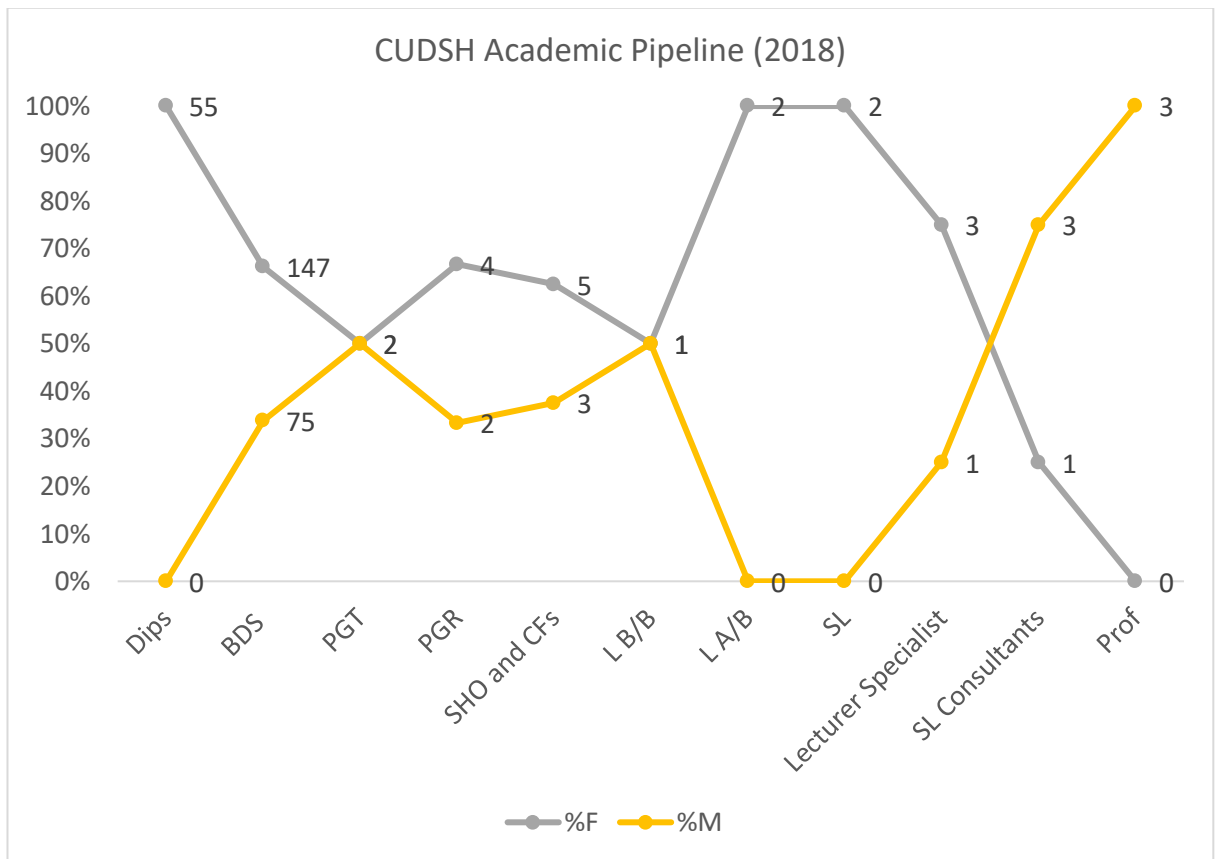
- There are slightly more males than females among academic staff, in most of the years analysed.
- There are similar proportions of males and females at Lecturer levels, with some variations from year to year, but numbers are very small.
- There are more females at Lecturer specialist level in all years.
- There is a higher proportion of males at SL - Consultant and Professor grades. 100% of Professors are males, for all years presented.

The lack of females at Professor level is one of the School's main challenges. We will work to recruit females to Professor posts and work to improve mentoring arrangements for females (AP 5.1.1, 5.1.8).

SL-Consultants undergo a longer period of training compared to Lecturer - Specialist and are on higher salaries. Most of our SL - Consultants are males. We will advertise Lecturer posts linked to Consultant's training. By promoting this training and making it more accessible, we hope to increase the number of females training to become Consultants, and qualifying. We have had equal or higher number of females compared to males, at Lecturer level (AP 4.2.1).

Action Point 4.2.1: Offer the possibility of Consultant training attached to new Lectureship posts.

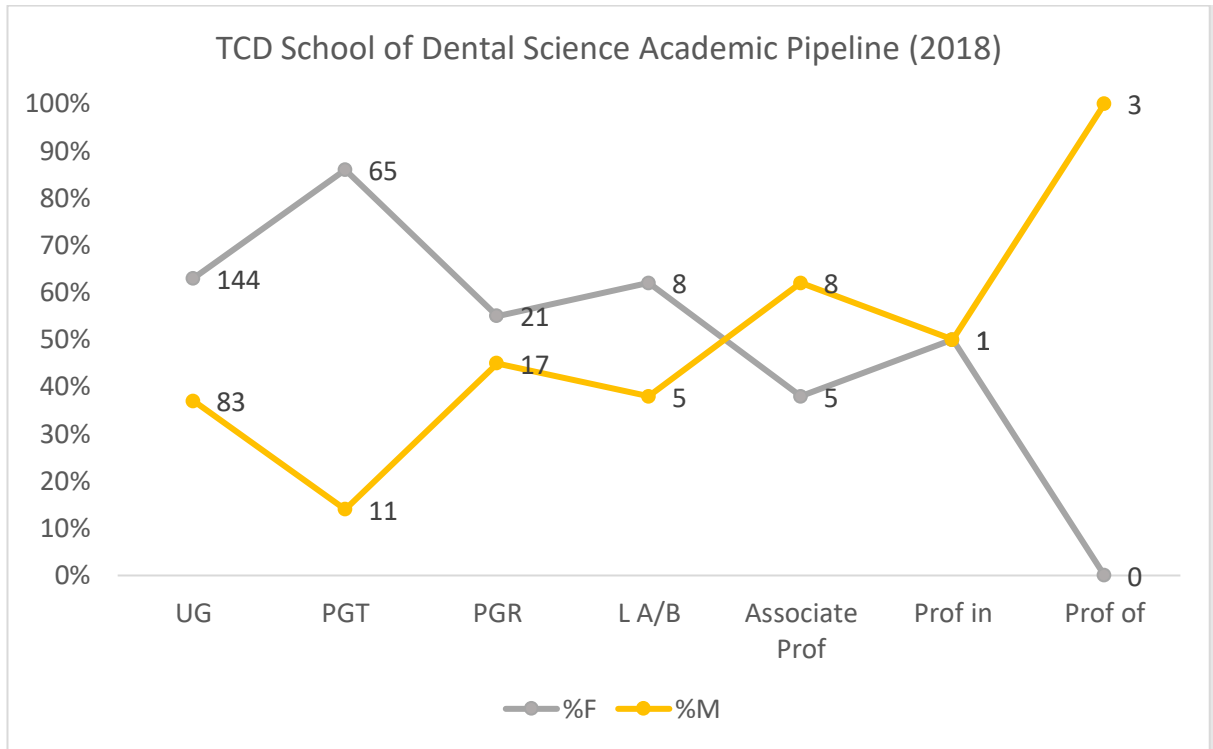
Figure 8: CUDSH academic pipeline 2018



The main challenges for our School regarding the career pipeline is male underrepresentation at UG level and female under-representation at SL-Consultant and Professor level. In order to address these, a number of actions will be implemented. These are discussed further in the relevant sections of this application (APs 4.1.4, 4.2.1, 5.1.1, 5.1.2, 5.1.3, 5.1.6).

Benchmark data from TCD School of Dental Science suggests they face similar challenges. Although they have females at Professor level, the proportion of male Professors is much higher (Figure 9).

Figure 9: TCD School of Dental Science academic pipeline 2018



The research staff in OHRC consists of 100% females. However, they are research-only staff, trained in diverse disciplines and are not usually clinically qualified in dentistry. Therefore, they do not feed into the academic pipeline in the School.

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

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

Table 15: Breakdown of academic, academic support and research staff by contract function (2015-2018)

Contract Type	2015			2016			2017			2018			
	F	M	%M	F	M	%M	F	M	%M	F	M	%M	
<b>Academic</b>	Fixed Term	0	0	0%	2	0	0%	2	1	33%	3	2	40%
	Permanent	6	10	63%	6	9	60%	5	8	62%	6	6	50%
<b>Academic Support</b>	Fixed Term	11	3	21%	12	4	25%	16	3	16%	13	3	19%
	Permanent	10	9	47%	10	9	47%	9	9	50%	9	9	50%
	Permanent Sessional	2	1	33%	2	1	33%	2	1	33%	2	1	33%
<b>Research</b>	Fixed Term	2	0	0%	2	0	0%	2	0	0%	5	0	0%
	Permanent	3	0	0%	3	0	0%	3	0	0%	1	0	0%
<b>Grand Total</b>	<b>Fixed Term</b>	<b>13</b>	<b>3</b>	<b>19%</b>	<b>16</b>	<b>4</b>	<b>20%</b>	<b>20</b>	<b>4</b>	<b>17%</b>	<b>21</b>	<b>5</b>	<b>19%</b>
	<b>Permanent</b>	<b>10</b>	<b>9</b>	<b>47%</b>	<b>10</b>	<b>9</b>	<b>47%</b>	<b>9</b>	<b>9</b>	<b>50%</b>	<b>9</b>	<b>9</b>	<b>50%</b>
	<b>Permanent Sessional</b>	<b>11</b>	<b>11</b>	<b>50%</b>	<b>11</b>	<b>10</b>	<b>48%</b>	<b>10</b>	<b>9</b>	<b>47%</b>	<b>9</b>	<b>7</b>	<b>44%</b>

The proportion of academic staff on fixed-term contracts increased from 0% in 2015 to 29% in 2018 (n=5) (Table 15). Though numbers are very low, in each of most recent 3 years reported, more female academics had fixed-term contracts, and higher proportions of female academics had fixed-term contracts than male academics.

Compared to TCD’s School of Dental Science, (Table 16), women academics in CUDSH are slightly more likely to have a fixed term contract and men slightly less likely to have one, though numbers are low (Table 16).

*Table 16: Academic staff by contract type and gender: CUDSH vs TCD School of Dental Science (2018)*

	TCD School of Dental Science					CUDSH				
	Female		Male		All staff	Female		Male		All staff
	No.	%	No.	%	No.	No.	%	No.	%	No.
Permanent	13	72%	13	72%	26	6	67%	6	75%	12
Fixed-term	5	28%	5	28%	10	3	33%	2	25%	5
<b>Total</b>	<b>18</b>	<b>50%</b>	<b>18</b>	<b>50%</b>	36	<b>9</b>	<b>53%</b>	<b>8</b>	<b>47%</b>	17

Sixteen percent of all UCC’s academic staff were employed on fixed-term contracts in 2018 (n=139) compared to 29% of CUDSH staff (n=5). Though numbers are low, we acknowledge the AS Charter Principle that recognises the negative impacts on staff retention and progression, particularly for women, associated with the use of short-term contracts. We will prioritise the use of permanent contracts over fixed-term contracts in future, where permanent contracts can reasonably be offered, and aim to reduce the proportion of School academic staff on fixed-term contracts (29% in 2018) to at least 16% (in line with the proportion of UCC academic staff on fixed-term contracts in 2018) or less. (AP: 4.2.2).

Action 4.2.2: Prioritise the use of permanent contracts over fixed-term contracts for academic roles in future, where permanent contracts can reasonably be offered.

Among research staff, fixed term contracts accounted for 40% of all research contracts in years 2015, 2016 and 2017 (Table 15). In 2018, fixed-term contracts became the majority, and only 17% of research staff were on permanent contracts in that year.

For researchers, contracts are usually fixed term, and attached to grants. We will recruit a Lecturer in Translational research, to lead the School's research agenda and to support and develop CUDSH research staff (AP 4.2.3). This person will also be responsible for training researchers and developing their skills, so that they become more competitive for future jobs or research grants.

Action Point 4.2.3- Recruit a permanent Research Lecturer funded by the university, to develop the research agenda and train/mentor researchers.

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

*Comment on the reasons academic staff leave the department, any differences by gender and the mechanisms for collecting this data.*

The School is relatively small and academic staff turnover rates are very low (Table 17). Overall, there is no evidence of a gender trend among leavers.

Table 17: Academic leavers (academic and academic support) 2016-2018 by grade and gender.

		2016		2017		2018	
		Full-time	Part-time	Full-time	Part-time	Full-time	Part-time
<b>Female</b>	Academic Support	0	0	1	0	3	0
	L B/B	0	0	0	0	0	0
	L A/B	0	0	0	0	0	0
	SL	0	0	0	0	0	0
	Prof (scale 2)	0	0	0	0	0	0
	Prof	0	0	0	1	0	0
	<b>Total</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>0</b>
<b>Male</b>	Academic Support		0	2	0	0	0
	L B/B	0	0	0	0	0	0
	L A/B	0	0	0	0	1	0
	SL	0	0	0		0	0
	Prof (scale 2)	0	0	0	0	0	0
	Prof	1	0	0	0	0	
	<b>Total</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>0</b>

Over the years analysed, 9 academic staff left, 5 females and 4 males. Out of these, 6 were training posts of limited duration. Two professors (1 male and 1 female) and one Lecturer B/B (male) left during this period. The female Professor took up a more senior role in a UK university before returning to UCC as Head of CoMH. The male Professor took up a senior position in the University of Singapore. The Lecturer B/B returned to his home country.

There were no research leavers in the reporting period.

**Word Count: 2057**

## 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

*Break down data by gender and grade for applications to academic posts including shortlisted candidates, offer and acceptance rates. Comment on how the department's recruitment processes ensure that women (and men where there is an underrepresentation in numbers) are encouraged to apply.*

Table 18: Applications, shortlisting and appointments for academic and academic support posts, by grade and gender (2015-2018)

	Competition	Applicants			Shortlisted			Appointed			Success Rates*	
		F	M	%M	F	M	%M	F	M	%M	F	M
<b>2016</b>	Lecturer A/B	4	0	0%	4	0	0%	1	0	0%	25%	0%
	Lecturer A/B	1	1	50%	1	0	0%	1	0	0%	100%	0%
	SHO	8	6	43%	5	2	29%	0	2	100%	0%	33%
	SHO	5	3	38%	3	3	50%	0	1	100%	0%	33%
	Clinical tutors	4	0	0%	1	0	0%	1	0	0%	25%	0%
	D. Nurse Tutor	4	0	0%	2	0	0%	1	0	0%	25%	0%
<b>2017</b>	Specialist in Restorative	1	3	75%	1	2	67%	0	1	100%	0%	33%
	SHO	4	2	33%	4	2	33%	1	0	0%	25%	0%
	Clinical tutor	1	2	67%	1	2	67%	1	0	0%	100%	0%
<b>2018</b>	L. specialist	0	2	100%	0	2	100%	0	1	100%	0%	50%
	SHO	8	7	47%	7	2	22%	3	1	25%	38%	14%
<b>Total</b>		<b>40</b>	<b>26</b>	<b>39%</b>	<b>29</b>	<b>15</b>	<b>34%</b>	<b>9</b>	<b>6</b>	<b>40%</b>	<b>23%</b>	<b>23%</b>

\*Success rates are appointed candidates as a proportion of applicants of same gender



Table 19: Selection committee by competition and gender (2015-2018)

	Competition	Female	Male	%M
<b>2016</b>	Lecturer A/B	1	4	80%
	Lecturer A/B	2	1	33%
	SHO	1	2	67%
	SHO	1	2	67%
	Clinical tutors	1	2	67%
	Dental Nurse Tutor	3	0	0%
<b>2017</b>	Specialist in Restorative	1	3	75%
	SHO	1	2	67%
	Clinical Tutor	1	2	67%
<b>2018</b>	Lecturer specialist	3	1	25%
	SHO	1	2	67%
<b>Total</b>		<b>16</b>	<b>21</b>	<b>57%</b>

Although our recruitment numbers are low, we can see from Table 18 that:

- There was a higher number of female applicants for academic and academic support posts in the reporting period, and females were more likely to be shortlisted than males.
- For Lecturer posts, the majority of applicants were females.
- For senior posts such as Lecturer specialist and SL Consultant, a higher percentage of applicants were males and only males were appointed.

The female underrepresentation at SL- Consultant and Professor levels is one of our School's main challenges. In the most recent selection process for SL - Consultant, no females applied. Moreover, all our Professors are consultants, and with fewer women consultants in dentistry to apply for roles, this compounds the challenge of improving gender balance at senior levels. We will create opportunities for Lecturers to train to become SL Consultants, and encourage women to apply (AP 4.2.1). We will also assign 'search champions' to attract more female applicants in future recruitment competitions for SL-Consultant and Professor posts (AP: 5.1.1). Additionally, actions related to

recruitment and selection will be implemented (APs 4.1.2, 4.1.3, 5.1.2, 5.1.3, 5.1.4,).

Action Point 5.1.1: Assign a 'search champion' to each academic unit to recruit females to open Professor and Consultant positions.

Action Point 5.1.2: Gender-proof recruitment advertisements through the use of a software to check for gender bias.

Action Point 5.1.3- Write post advertisements from a gender/equality perspective following guidelines being developed by the university and ensure all job advertisements have a male and female contact person.

The department policy is to have mixed gender interview panels. However, it was noticed that for some recruitment processes there was a high proportion of same gender, with some of them consisting of 80% males (Lectureship in Restorative), or 100% females (Dental Nurse tutor) (AP 5.1.4.).

Action Point 5.1.4: Ensure gender balance at all interview panels, aiming for 50% male and 50% female representation.

Research staff recruitment is managed locally and the School hasn't collected this data up to now. UCC will implement e-recruitment for research staff and we will then start monitoring this data.

## (ii) Induction

*Describe the induction and support provided to all new academic staff at all levels. Comment on the uptake of this and how its effectiveness is reviewed.*

UCC has an induction (orientation) programme, which new staff are encouraged to attend. The staff survey showed that among the staff members who had taken up post in the last 5 years (n=26), 33% were not aware of this programme (25% M, 35% F), and only 33% attended it. A higher proportion of males responded they had attended the Induction programme (3/4), compared to females (4/17). HR

had no records of Dental Hospital staff participation in the Induction programme during the reporting period. One explanation for this could be that they might have attended just some of it and not completed the whole course.

The location of our School at Cork University Hospital, 2.2 km from UCC's main campus, where HR courses are delivered, is a barrier to staff attending the UCC orientation programme. This is only going to become more of a barrier once we move into the new building, which is located even further away from the main campus. Informal induction occurs locally, and 63% of staff survey respondents (3/3 M, 9/16 F) stated that they were satisfied with the local induction/orientation arrangements when they joined the School.

In anticipation of the move to our new location, we will improve the School's orientation programme and make it more specific to the Dental Hospital staff, while still encouraging attendance at the University orientation programme. Online access to UCC Orientation could facilitate attendance by our staff (AP 5.1.5).

Action 5.1.5: Introduce a systematic and CUDSH specific Induction programme and engage with HR for delivery of UCC Orientation programme online. Email all staff introducing new members of staff with photo and short biography.

### (iii) Promotion

*Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.*

Promotion opportunities in Irish Universities, including UCC have been severely affected after the 2008 recession. Academic promotions recommenced in UCC in 2011 but on a strictly limited basis, creating a backlog of academic staff meeting the criteria. Our School saw growing levels of staff's dissatisfaction during this period and the transparency and fairness of the promotion process were put into

question (as shown by survey results in Figure 9). In 2016, a review was undertaken in UCC of all academic progression and promotions schemes and new promotion criteria and weightings were established.

During the reporting period, there was only one call for promotion across the merit bar, in 2017 (Table 20). There was also a call for promotion to Senior Lecturer (2018), with no CUDSH applicants. There was no call for promotion to Professor level in the reporting period, and the last call was in 2015.

*Table 20: Applicants and successful applicants to Promotion across the merit bar, by gender (2017).*

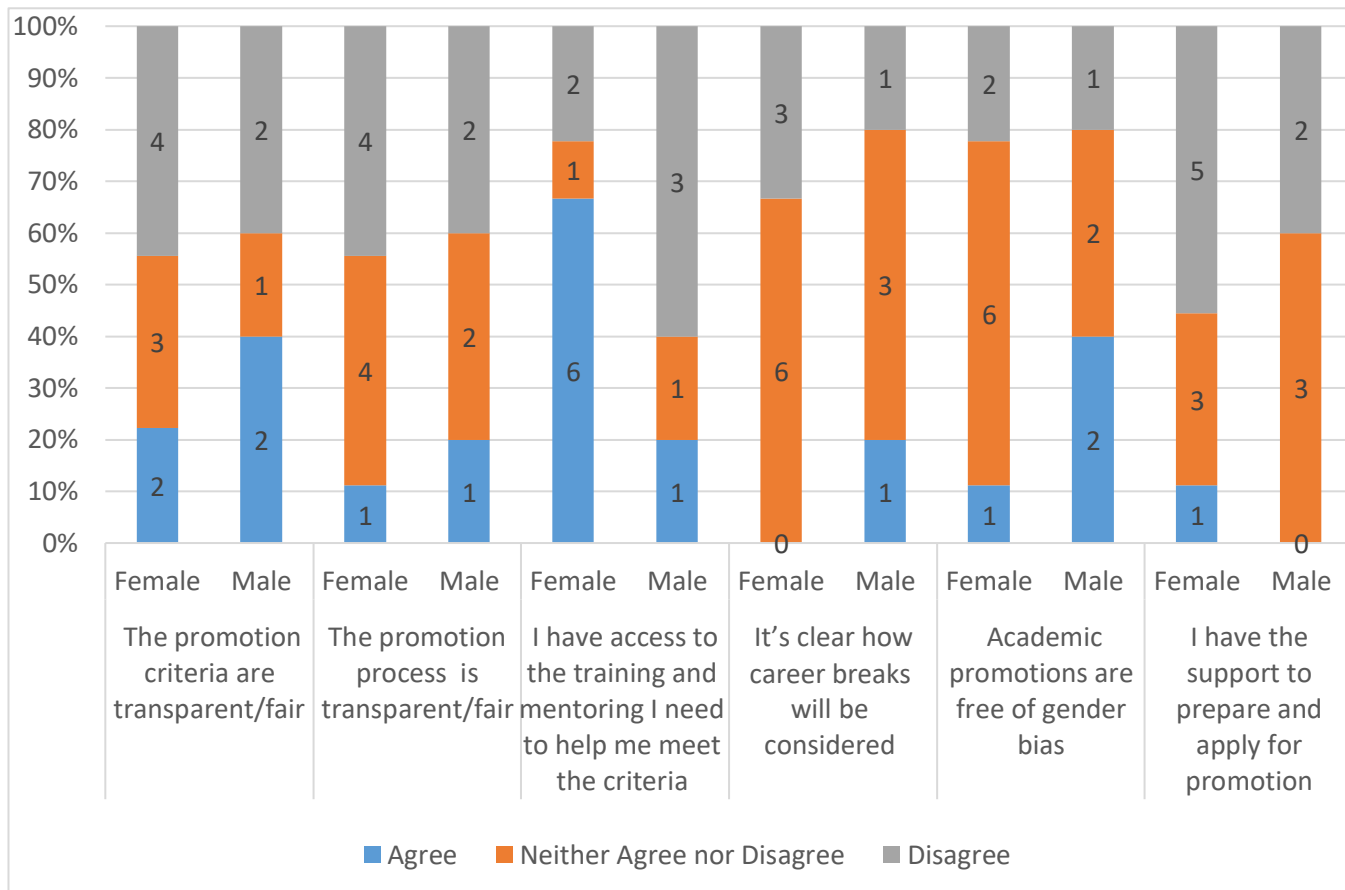
Applicants			Promoted			Success Rate	
Female	Male	%M	Female	Male	%M	Female	Male
1	2	67%	1	1	50%	100%	50%

It is significant that all of our current Professors were recruited to their posts, and that no SL in our School has been promoted to Professor in recent years through UCC's promotion scheme. The promotions criteria do not recognise the unique demands on academic staff providing clinical education in a teaching dental hospital. In addition to full lecturing loads and administrative and pastoral work, our academic staff spend long hours in CUDSH clinics, supervising and teaching students who are treating patients. They also treat patients themselves. With much less time available, developing research portfolios that can compete with those of peers in other disciplines is simply not feasible. These effects are particularly felt by women. We will continue to press the University's senior management to address this challenge (AP 5.1.6.).

Action Point 5.1.6: Raise, at central university, the problem of the current promotion criteria, which does not recognise the level of clinical commitment of our Lecturers, including patient treatment.

Not surprisingly, in light of limited promotions opportunities and the challenges academics in our discipline face in meeting promotions criteria, academic staff respondents in the staff survey (5 M and 9 F) expressed dissatisfaction with, and a lack of confidence in the promotion criteria and support available, as illustrated below (Figure 10).

*Figure 10: Number of males and females who agree to the below statements regarding promotion*



Overall, there is low understanding of the UCC promotion process and a lack of support systems, as perceived by staff. Numbers are very small, and therefore no gender pattern was identified.

A local session to clarify the new promotion criteria and weightings will be delivered to all academic staff, including senior staff who might be mentoring academics on the process (AP 5.1.7).

Action 5.1.7: Invite representatives from HR to give a presentation to academic staff on changes to the progression/promotion schemes.

As discussed in section 5.1.1, to prepare staff for future promotion, we will create opportunities for Lecturers to train to become SL Consultants, and encourage women to apply (AP 4.2.1).

Mentoring is a powerful tool that can help people progress in their careers and coach them towards promotion. A mentoring programme is in place for academic staff and mentors are appointed to all new academic staff. UCC offers Mentor/Mentee workshops, mentoring for newly appointed staff and their mentors, and mentoring for female academics. However, staff's experience on mentoring arrangements is not known. A focus group will be undertaken to gather their views and potentially improve mentoring programmes, especially targeting females (AP 5.1.8).

Action Point 5.1.8: Conduct a focus group with female academic staff to gather views on the current mentoring scheme and mentoring training programmes.

#### SILVER APPLICATIONS ONLY

### 5.2 KEY CAREER TRANSITION POINTS: PROFESSIONAL AND SUPPORT STAFF

(i) Induction

Describe the induction and support provided to all new professional and support staff, at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

(ii) Promotion

Provide data on staff applying for promotion, and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.

### 5.3-Career development: academic staff

#### (i) Training

*Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?*

UCC offers a wide range of training to all staff. All training courses are advertised through email and usually take place in the UCC campus.

*Table 21: Academic staff training uptake 2016 to 2018, by grade and gender (number of training sessions availed)*

	2016			2017			2018		
	F	M	%M	F	M	%M	F	M	%M
<b>Management &amp; Leadership Development</b>	3	3	50%	0	0	0%	3	0	0%
<b>Personal &amp; Professional Effectiveness</b>	3	2	40%	5	1	17%	5	1	17%
<b>Policy-Led Staff Development</b>	0	1	100%	0	0	0%	0	0	0%
<b>Training For Research</b>	2	1	33%	0	2	100%	2	0	0%
<b>Staff Wellbeing</b>	0	0	0%	0	0	0%	1	0	0%
<b>Grand Total</b>	<b>8</b>	<b>7</b>	<b>47%</b>	<b>5</b>	<b>3</b>	<b>38%</b>	<b>11</b>	<b>1</b>	<b>8%</b>

In all years analysed the majority of training sessions were availed of by female academics (67%, 62% and 89% in years 2016, 2017, 2018, respectively). When we look at the number of staff availing of training, 5 female academic staff availed of 21 training sessions (71%), whereas 5 males availed of 10 (32%).

In particular, Management and Leadership training was undertaken by 6 females and 3 males in the reporting period. Unconscious Bias training was delivered to School staff during Clinical Governance Day in December 2019 (n=80).

Table 22: Research Staff Training Uptake 2016\* to 2018, by gender

	2017			2018		
	Female	Male	%M	Female	Male	%M
<b>Personal&amp;Professional Effectiveness Training for Research</b>	5	0	0	2	0	0%
	2	0	0%	1	0	0%
<b>Grand Total</b>	<b>7</b>	<b>0</b>	<b>0%</b>	<b>3</b>	<b>0</b>	<b>0%</b>

\*No uptake in 2016

It is clear from the data that training uptake levels are low amongst all staff. One of the reasons for this might be the location of the School in relation to campus, where all trainings occur. Additionally, working around clinical hours (9 to 12 and 14:00 to 17:00) may hamper the ability of many staff to attend training. Therefore, the Dean/School manager will provide a list of development needs arising from appraisal/ development reviews so that these courses can be facilitated onsite at the CUDSH building. Staff will also be consulted so that training courses that are of interest to them be delivered at the CUDSH. This has already been discussed with HR, which has agreed to deliver training locally. After COVID-19, the idea of online training has been normalised and this could be another alternative to overcome the problem of training location (AP 5.3.1).

Action Point 5.3.1: Deliver training to CUDSH staff on site or online and encourage male participation.

(ii) [Appraisal/development review](#)

*Describe current appraisal/development review schemes for staff at all levels, including postdoctoral researchers and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.*

All Academic staff are encouraged to have a Performance and Development Review (PDR) on a two yearly basis. A PDR form, which includes items such as work goals and knowledge and skills development, is completed by academic staff



and emailed to the Dean (who conducts all reviews) prior to the meeting. The last PDRs took place in Nov 2018, with 100% uptake.

The survey results showed that the majority of respondents who have had a PDR, agreed that the process provided them with the opportunity to discuss workload (80% of males and 75% of females), career progression (80% of males and 75% of females) and promotion opportunities (60% of males and 58% of females). However, only 42% of females against 80% of males, agreed that the PDRS had provided them with the opportunity to discuss work-life balance. Through AS, we aim to develop a culture where these conversations can be normalised, to allow, especially females, to discuss these issues with their line managers.

UCC offers a variety of training programmes which are relevant to PDRs, such as Review Training (3-hour session), Reviewer Training (1-day session), HoS training (1-day session), as well as refresher training/walkthrough briefing sessions. Uptake of these is low in the department, and throughout the reporting period, only one male professor had taken part in the PDR training. Better understanding of the process may improve staff's perception and benefit from PDRs (AP 5.3.2).

Action Point 5.3.2- Ensure academic staff undertake PDR training for reviewers and reviewees before the next PDR round.

Currently, no PDRs are undertaken for research, academic support, or PSS staff, due to a lack of manpower. The DEC has included a senior administration position in the new School Staffing Strategic Plan, who will also assist the School Manager and HoAU in conducting the PDRs (AP 5.3.3).

Action Point 5.3.3- PDRs to be conducted for Research, Academic support and Professional/ Support staff, with support for line managers from a new senior administrator.

(iii) Support given to academic staff for career progression

*Comment and reflect on support given to academic staff, especially postdoctoral researchers, to assist in their career progression.*

Career development is supported in the School through assignment of a mentor to all academics at post uptake (continuing throughout their career), performance development reviews, and research leave, which allows staff to engage in activity to enhance his or her research standing.

Other examples of staff support for career progression include the “Aurora: Women in Leadership” programme. Female academics have been supported by the department to attend this one year training programme. It includes monthly workshops, materials and mentorship targeted at supporting women to develop and explore issues relating to leadership roles and responsibilities. Two women have participated in the Aurora training in 2017 and one in 2019. The feedback has been very positive and one of these females has moved to a senior position since training completion.

Overall, the survey showed positive results regarding career development, though women are generally less clear about training opportunities and the support of their line manager/PI/Dean (Table 23).

*Table 23: Staff survey results relating to career development*

Career Development	Gender	Agree	Neither agree or disagree	Disagree
I am clear about the training opportunities available to me	Female	54%	14%	32%
	Male	75%	17%	8%
I am satisfied with the training opportunities available to me	Female	55%	10%	35%
	Male	54%	27%	18%
My participation in training opportunities is supported by my line manager/PI/Head of School	Female	63%	23%	14%
	Male	75%	8%	17%

A number of actions related to mentoring (AP 5.1.8), training (AP 5.3.1), promotion (AP 5.1.6) and appraisal/development review will be implemented

(APs 5.3.2, 5.3.3) and they are expected to impact on career development opportunities for staff.

The majority of research staff are employed based on research grants and are on fixed-term contracts. The development of a researcher's career, through mentoring, a PDRS, and training will be supported by the School, to ensure they can become highly competitive when research grants are over. This will be part of the role of the Lecturer in Translational Research (AP 4.2.3).

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

*Comment and reflect on support given to students at any level to enable them to make informed decisions about their career (including the transition to a sustainable academic career).*

For many students, the financial prospects of an academic career in dentistry are not as attractive as working in clinical practice. Therefore, attracting candidates to some training or academic posts has been challenging as shown by small number of applicants for academic posts. Additionally, dentists must work in practice before they are eligible for any training position. We currently have an underrepresentation of males at Lecturer level and in research roles, and an under-representation of females at Professor level. Applicants for these roles are typically motivated by an interest in research. To attract more candidates, and more diverse candidates, to Lecturer roles and trainee posts, we need to cultivate our UG students' interest in research.

The importance of fostering undergraduate students' interest in research/academic careers has been highlighted recently by the Post-Graduate and Research Committee. Currently, only a small number of UG students take part in research projects, depending on their interest. Therefore, we will promote research within the CUDSH, through a yearly Research Day (AP 5.3.4). Additionally, students will be supported to participate at Research conferences (AP 5.3.5).

A formal session on career choices for dentists, with an emphasis on academic careers, will be delivered to all 4<sup>th</sup> and 5<sup>th</sup> year students (AP 5.3.6). We expect that hearing first-hand accounts of their career paths from academics and researchers, and sharing information to promote clinical training and research opportunities in dentistry, will stimulate students' interest in these pathways and lead to increased expressions of interest in and applications to these opportunities.

Action Point 5.3.4- Create a Research Day to promote research among undergraduate students and increase awareness of and interest in academic careers.

Action Point 5.3.5- Support students to attend and present at IADR (International Association of Dental Research) Irish Division conferences..

Action Point 5.3.6- Deliver a session on career choices for BDS4 and BDS5 students, with an emphasis on academic careers.

Although SHOs and Clinical Fellows are not considered students, these training posts are important stages towards an academic career. Therefore, mentoring will be provided to all clinical trainees, in addition to PG students (AP 5.3.7).

Action 5.3.7: Assign mentors to all Post Graduate students/ Post-Doctoral Researchers/clinical trainees.

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

*Comment and reflect on support given to staff who apply for funding and what support is offered to those who are unsuccessful.*

UCC offers a range of courses to those preparing grant applications, such as Grant Writing/Scientific Writing, the Importance of Networking and Research Integrity, and Research Data Management.

During the grant application process, internal peer-review of proposals can be arranged and the Research Office provides support on finding and applying for funding. UCC has a HRB Clinical Research facility which assists with every aspect of conducting clinical trials, from study design, data management and analysis to quality and regulatory affairs and budget planning.

We don't currently collect data on grant applications by academic staff. We will start collecting data in order to inform future research support actions. Additionally, a focus group with all academic staff involved in research will be conducted to gather their views on possible ways to support them on grant applications (AP 5.3.8).

Action Point 5.3.8- Collect data on research grant applications/awards from all academic units and conduct a focus group with academic staff to gather views on how to best support them in research grant applications.

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##### 5.4 CAREER DEVELOPMENT: PROFESSIONAL AND SUPPORT STAFF

- (i) Training  
Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?
- (vi) Appraisal/development review  
Describe current appraisal/development review schemes for professional and support staff at all levels and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.
- (ii) Support given to professional and support staff for career progression  
Comment and reflect on support given to professional and support staff to assist in their career progression.

## 5.5-Flexible working and managing career breaks

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

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

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

UCC employees (permanent and fixed-term) are entitled to 26 weeks paid maternity/adoptive leave and 16 weeks unpaid leave.

The maternity/adoption leave policy and guidance is available online and staff have a meeting with their head of unit/line manager before going on maternity leave to discuss arrangements for their period of leave.

The staff survey showed that the majority of female respondents felt supported by the School before their leave (9/12).

However, focus groups participants think a more structured process is needed, to be followed by HoAUs and line managers before, during and after maternity leave, as illustrated by the quotes below:

*“From my experience, the planning - there is no planning. It’s up to you”*

*“But communication regarding longer leave, no, I had to make the first move and find out for myself how many annual leave days I had left. And then try and work out when I could come back and that way.” (Female participant)*

UCC has clear guidelines in relation to staff maternity leave entitlements. However, the fine details of how this information is filtered through to staff and also the impact maternity leave has on females career and how to minimise them, is something that needs refinement at local level.

UCC HR are available to coach managers on how best to comply with the relevant policies and how to support the initiatives designed to provide a positive environment for staff availing of family leave. HoAUs and line managers will undergo training in relation to maternity leave support (AP 5.5.1)

Action Point 5.5.1: Training for HoAUs and line managers in managing maternity/paternity/adoption leave.

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

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

Staff on maternity leave choose if they wish to keep in contact with the School and receive emails during maternity leave. The School understands this may vary according to personal circumstances and staff remain in the email distribution lists and are informed of social events and important School activities.

Academic staff have their clinical teaching covered while on maternity leave but the remaining teaching and administrative responsibilities are shared among other members of the department. Some of their work remains undone until their return. Administrative staff have full maternity leave cover when required.

The focus group results revealed that this erratic maternity leave backfill for academics is problematic. Some female participants reported having had their workload significantly increased before going on maternity leave, in order not to overload colleagues that were assuming some of their responsibilities, such as module coordination. An increase in workload as a result of covering for their female colleagues on maternity leave was also reported by males in their focus group.

*“The back-up for maternity leave has always been a bit nebulous, particularly on the academic side. I’ve had quite a few incidents where my workload has increased as a result of covering modules that I’m never teaching, for maternity leave.” (Female participant)*

UCC has now renewed its AS Bronze award and has expressed its commitment to providing full replacement maternity leave cover for academics (2019-2023). The

SAT will monitor this closely, especially after the likely COVID-19 crisis, to ensure local commitment.

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

*Explain what support the department offers to staff on return from maternity or adoption leave. Comment on any funding provided to support returning staff.*

Support available on returning to work includes protected time and facilities for mothers who are breastfeeding, flexible working, parental leave, parent's leave (2 weeks within 12 months of the birth or adoption placement date of the child), and returners grant.

The Returners Grant Scheme was introduced by UCC in 2016, to support academic staff returning from maternity leave. The grant of up to €5,000 can be used for training, attending conferences, backfill of clinical sessions, or anything that is deemed necessary to help them settle back into their role. Three academics have used the grant during the period and spoke highly of the scheme.

In the female focus group, flexibility of working hours with the possibility of remote work was mentioned as key to female's career progression by female academics, especially after returning from maternity leave. Some women mentioned having the flexibility they need within their academic units, whereas others could not say the same.

*'So I feel at a local level it can be [family friendly], I have found within my Department there's a lot of flexibility... And between ourselves I feel we have worked [out] a very family friendly environment. But I think at a Dental Hospital level I don't think it's the same across the board, that I would sense.'* (Female participant)

*"I think I'd be afraid to ask [if I could work from home], I'd be afraid it would affect my potential [for a] future role or future progression. I think you are always worried*



*about what other people think, because the way the clinics are set up its 9 to 5 and that's the way they are set up.” (Female participant)*

A more transparent School policy in relation to remote work will be disseminated across the School and championed by the Dean (Action 5.5.2).

Action Point 5.5.2: Dean to champion practice of remote work (work from home) by academic staff, up to 1/5 of working week.

(iv) Maternity return rate

*Provide data and comment on the maternity return rate in the department. Data of staff whose contracts are not renewed while on maternity leave should be included in the section along with commentary*

The maternity return rate of the 4 academic staff members (2016-2017) was 100%. For the support staff members, 6 out of 7 returned to work after maternity leave (Table 24).

Table 24: Return rate after period maternity leave for the reporting period

	2016			2017		
	Total	Returned	%Returned	Total	Returned	%Returned
Academic Staff	1	1	100%	3	3	100%
PSS	6	5	83%	1	1	100%
<b>Total</b>	<b>7</b>	<b>6</b>	<b>86%</b>	<b>4</b>	<b>4</b>	<b>100%</b>

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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

*Provide data and comment on the uptake of these types of leave by gender and grade. Comment on what the department does to promote and encourage take-up of paternity leave and shared parental leave.*

Statutory entitlement to paternity leave was introduced in Ireland in 2016. Since then, university staff are entitled to a period of two consecutive weeks paid leave on the birth/adoption of a child. There has been one eligible candidate in the reporting period and he took 11 days. Information on paternity leave is available in the staff handbook. No CUDSH staff member has been eligible or applied for adoption leave since 2015, and no academic staff member has availed of parental leave (Table 25).

*Table 25: Parental leave uptake, by gender and grade (2015-2018)*

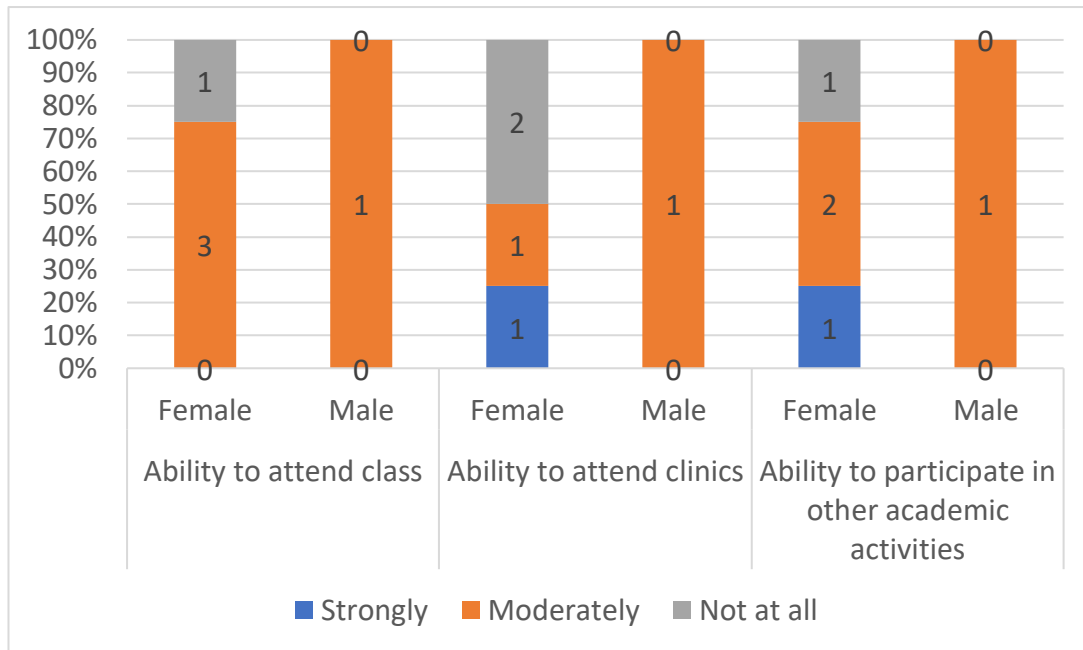
		Female	*% of F	Male	% of M	Total
<b>2016</b>	Academic Staff	0	0%	0	0%	<b>0</b>
	Research Staff	1	20%	0	0%	<b>1</b>
	PSS	9	11%	0	0%	<b>9</b>
<b>2017</b>	Academic Staff	0	0%	0	0%	<b>0</b>
	Research Staff	1	20%	0	0%	<b>1</b>
	PSS	11	13%	0	0%	<b>11</b>
<b>2018</b>	Academic Staff	0	0%	0	0%	<b>0</b>
	Academic Support	1	4%	0	0%	<b>1</b>
	Research Staff	0	0%	0	0%	<b>0</b>
	PSS	9	10%	0	0%	<b>9</b>

\* % reflect uptake as a proportion of staff of same category, gender and year

Our SAT discussions led to an interest in better understanding the experiences of our students with caring responsibilities. The School usually facilitates students informally, but it was not known if the level of support currently provided was sufficient. We conducted a survey to assess the number of students with caring

responsibilities and the impact of this on their academic activities. Four females and one male reported having caring responsibilities, which included caring to older person, children or family members with disabilities/chronic illnesses.

*Figure 11: Answer to the survey question: “How much your caring responsibilities interfere with the following”.*



Three out of five students said they feel moderately supported by the School. The other two didn't feel supported at all.

The results of the survey highlighted the need for an action to pro-actively engage with these students and create a formal support net for them (AP 5.5.3).

Action Point 5.5.3: Advertise the School's support to students with caring responsibilities.

(vi) Flexible working

*Provide information on the flexible working arrangements available.*

Table 26: Uptake of flexible working arrangements by gender, 2016-2018

		Female	%F	Male	%M
<b>Career Break</b>	Academic	0	0%	1	100%
	PSS	1	100%	0	0%
<b>Shorter Working Year</b>	PSS	2	100%	0	0%
<b>Additional unpaid special leave</b>	PSS	9	90%	1	10%
<b>Unpaid Leave of Absence</b>	Academic	0	0%	2	100%
	PSS	1	100%	0	0%
<b>Total</b>		<b>13</b>	<b>76%</b>	<b>4</b>	<b>24%</b>

UCC makes provision for a range of flexible working arrangements for all employees, and these include career break, reduced working week, shorter working year and unpaid leave of absence. During the reporting period, 2 academic male staff members took unpaid leave of absence.

The staff survey showed that the great majority of staff are aware of these policies but only a few have benefitted from them, as shown in the graph below. Noticeably, the majority of staff benefiting from these policies are women (Figure 12).

Figure 12: Responses to survey question by gender

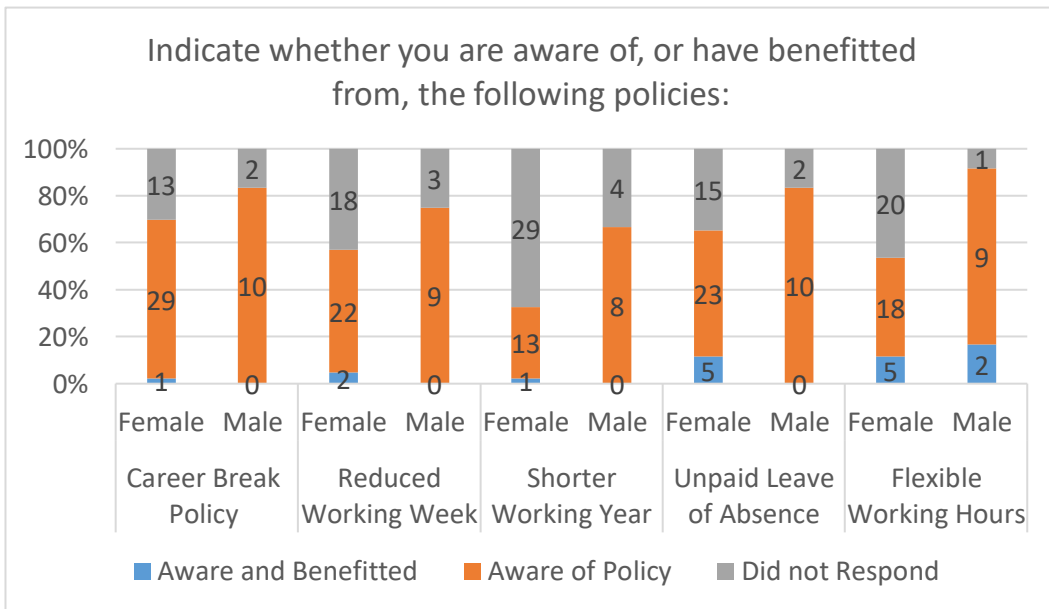


Figure 13: Staff responses to the question “Do you agree that flexible working is supported in the School?” by gender

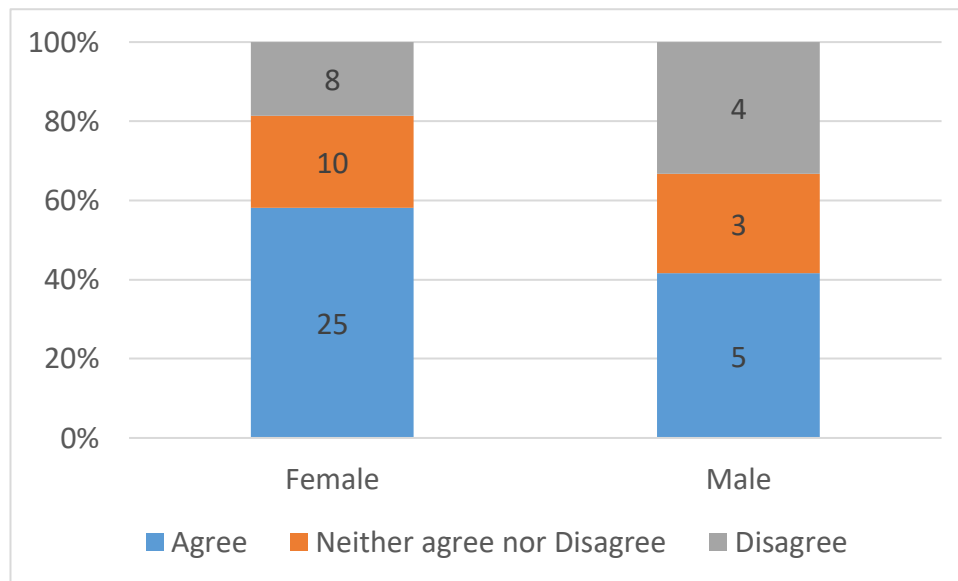


Figure 13 shows mixed responses about the School’s support to flexible working arrangements. Focus groups pointed to an inconsistency in regards to the understanding of what flexible working means and what is allowed, in particular “working from home”.

*“There is too much flexibility in how informal arrangements for flexible working are offered across the School, so it’s up to the head of department to decide...but then someone makes a decision about something for one person and somebody at another department makes a completely different one regarding the same issue...it is not fair”. (Female participant)*

Working around clinical hours was also mentioned as being a deterrent to flexible working arrangements.

*“There is a lack of flexibility in some respects in terms of working patterns. That we’re a hospital and we work 9 to 5 so in terms of core delivery of patient care we don’t have much elbowroom in non-clinical areas” (Male Participant)*

We will aim to create a more transparent way of allowing “work from home” up to a certain limit to all academic staff (AP 5.5.2).

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

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

Staff who take up reduced working week (RWW), unpaid leave (UL) or shorter working year (SWY) retain the right to return to their contracted working week/year at the end of the agreed period. In the reporting period, 1 female member of staff availed of reduced working week, 2 females availed of shorter working year and 1 male and 1 female took a carer break. There is no explicit policy on supporting staff to transition back to working following a period of leave (except for maternity leave). UCC has committed to developing comprehensive flexible work policies with guidelines to support managers in facilitating flexible work requests (in terms of hours/location), including an equality audit of RWW and UL schemes.

## 5.6. Organisation and culture

### (i) Culture

*Demonstrate how the department actively considers gender equality and inclusivity. Provide details of how the Athena SWAN Charter principles have been, and will continue to be, embedded into the culture and workings of the department.*

As a provider of public oral health services, community engagement is at the heart of our mission. We strive to provide a service that is outward-looking, inclusive and people-centred, and to leverage institutional knowledge and resources for the social good. Our students and staff are proud of the work we do to promote public health in our local community and beyond. Student and staff volunteers run our annual, high-profile “Mouth Cancer Awareness Day,” providing free screening and cancer prevention advice to the public.



*Student dental nurses and staff at a recent Mouth Cancer Awareness Day*

Every summer, our fourth-year students provide dental care in remote Nepalese communities without other access to care. We hold many social activities in the School throughout the year to help raise funds to support students’ travel costs.



*CUDSH 4<sup>th</sup> year students treating patients in Nepal*

In a School of our size, which is relatively small, activities like this help us to create a positive, friendly working environment. The School coffee room provides a shared space for socialising, and is heavily used by all staff, as well as for organized coffee/cake mornings, Christmas raffles, and fund-raising activities.

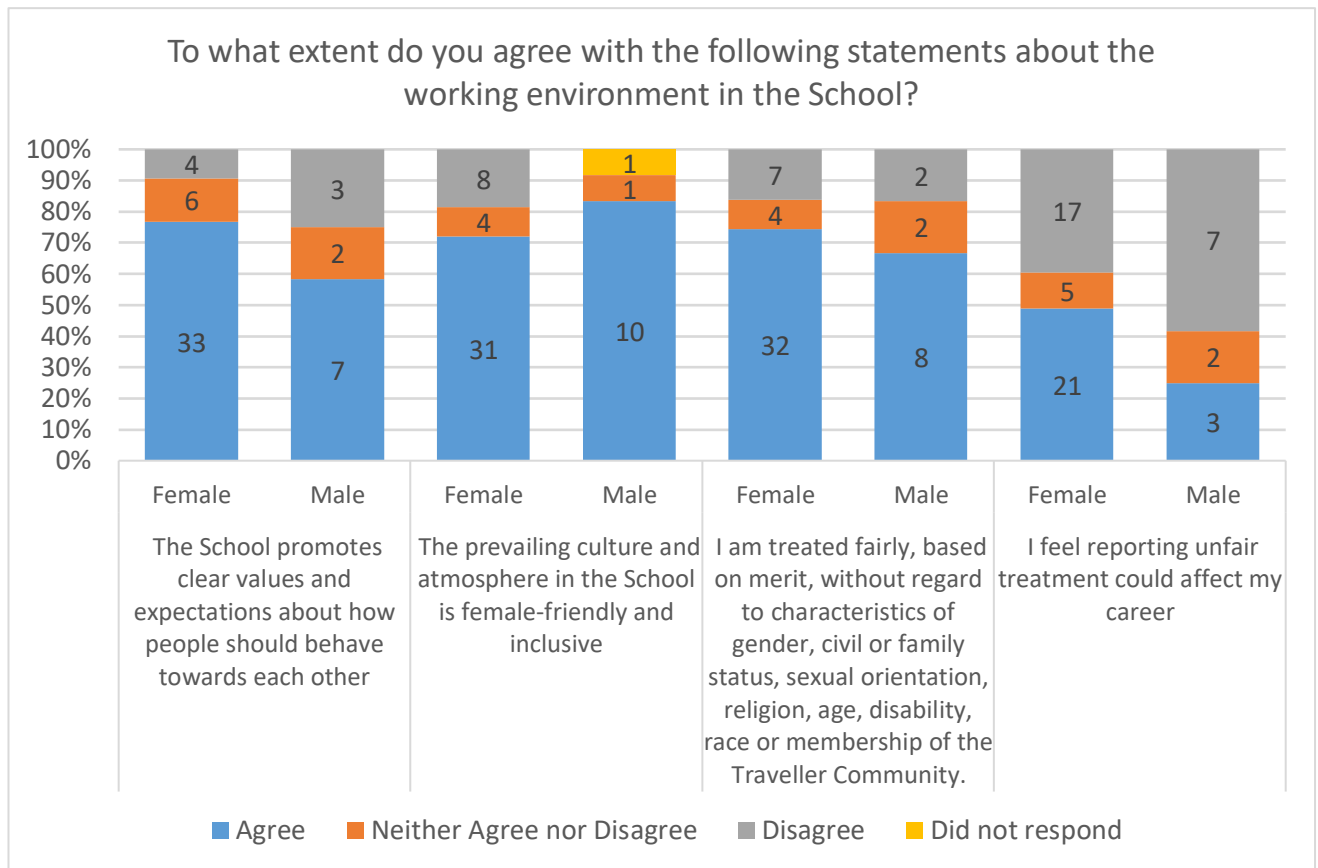


*CUDSH coffee room*

Most participants in our staff survey agreed that the School has a friendly and inclusive culture (Fig. 14).



Figure 14: Staff perceptions of School culture



We held a focus group of male staff to explore the gender gap in the perception of the School as promoting clear values and expectations about behaviour. This helped us identify a need for improved communication within the School. As a relatively small School, our social activities and relationships have evolved naturally and informally. This has many benefits, but it risks inadvertently excluding some staff. We are keen to address this, particularly as the School prepares to expand in size. We will launch a “Sharing the news” coffee morning, which will be held monthly and will aim to share information, meet new staff and celebrate staff’s achievements (AP: 5.6.1). Survey data on reporting unfair treatment (Fig. 14) is discussed in the next section.

**Action Point 5.6.1:** Hold a monthly coffee morning to share information with staff, meet new staff and celebrate staff and School’s achievements.

Since beginning our Athena SWAN work, we have prioritized promoting the Charter principles and sharing information on progress with all staff. AS presentations were featured during the School's annual all-staff Clinical Governance Day in each of the past two years, with presentations about the self-assessment process, informing staff about the School's main challenges and organising Unconscious Bias training, with very high uptake (November 2018, n=82). An AS reception for staff and students, to inform staff and students of our new commitments and plans resulting from the AS analysis, was scheduled for March 2020, and is being rescheduled due to the pandemic (AP 3.3).

(ii) HR policies

*Describe how the department monitors the consistency in application of HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Comment on how the department ensures staff with management responsibilities are kept informed and updated on HR policies.*

The School manager communicates regularly with central university HR to discuss any staff issues, current policy and potential training for staff. She also monitors the application of HR policies in each academic unit through an open door policy, where all staff are welcome to report cases where it is felt policies for equality, bullying and harassment, have been breached.

The staff survey (Fig. 14 above) showed the majority of males (9/12) and females (29/42) would feel comfortable reporting unfair treatment of others. However, 25% of males (n=12) and 49% of females (n=42) believe reporting unfair treatment could affect their career.

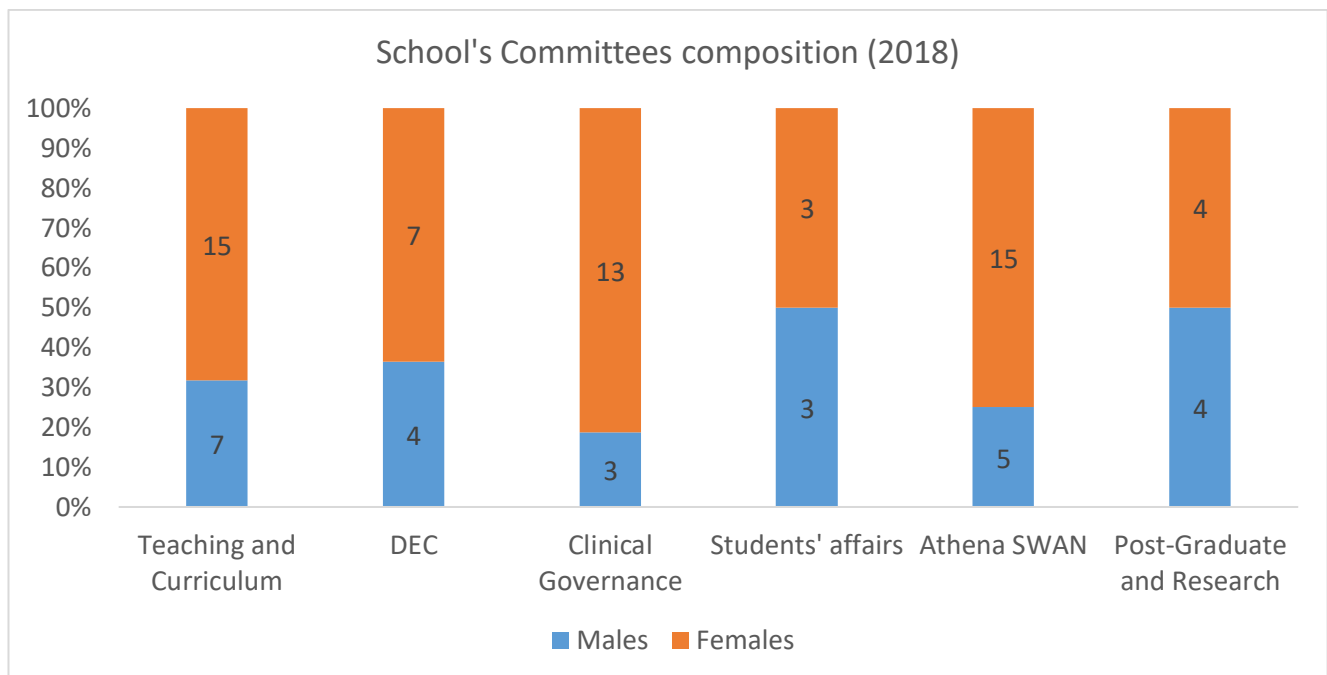
We will make sure that staff are aware of and fully understand the University's policies and processes governing matters such as bullying and the right to dignity and respect at work, and that they understand the options available for raising and reporting concerns when issues do arise. Proactively disseminating and explaining these policies will help create a culture in which unfair treatment and

bad behaviour can be addressed (AP 5.6.2). UCC plans a review its Duty of Respect and Right to Dignity (DRRD) Policy, and will develop clear guidelines and identify Dignity at Work advisors for all Schools.

Action Point 5.6.2: Deliver talks to all staff regarding Bullying and Duty of Respect and Right to Dignity policies.

(iii) Representation of men and women on committees

Figure 15 depicts all of the School's committees by gender, in 2018.



Although gender balance is sought in all committees, this is difficult to achieve due to our staff being predominantly female. The low proportion of males in some committees reflects the proportion of male staff in the School. Some committees such as the AS SAT and Teaching and Curriculum, have student participation, but this is not a requirement in all committees. Rotation of roles and members is usually encouraged but with no formal arrangement to ensure it

occurs. At the moment, committee members are identified by chairs after consultation with their committee, and invited to participate.

Arrangements will be put in place to ensure rotation of committee members, and avoid overload of committee participation of the same staff members. (AP 5.6.3).

Action Point 5.6.3: Review terms of reference of every committee to include annual rotation arrangements, inviting expression of interest to join the committees. Each committee to appoint a vice chair to potentially be nominated for chair on rotation.

(iv) Participation on influential external committees

*How are staff encouraged to participate in other influential external committees and what procedures are in place to encourage women (or men if they are underrepresented) to participate in these committees?*

The majority of academic staff serve on external committees such as University committees and professional and funding bodies, other educational institutions, journal editorial boards, specialist groups, government and third sector. There are fewer males on external committees, but because they might serve on multiple committees, the total number of external committees represented by males and females is equal.

Opportunities to join these committees are usually advertised on an informal basis, and senior members of staff who sit in these committees consult with HoAUs and Dean to align potential candidates for committee membership according to their appraisal/development review needs.

(v) Workload model

The University's Academic Workload Model (AWLM) started being used in the Dental Hospital in 2015. The aim is to track all activities undertaken by academics, such as teaching, research and administration, and ensure workload is fairly distributed among staff.

However, the staff survey highlighted a low level of understanding and satisfaction with this model. Among academic staff, only 40% of males (2/5) and

22% of females (2/9) said they understand how the AWDM works. No males or females think it enhances transparency and fairness in relation to workload distribution.

In order to improve staff understanding of the AWDM, we invited a representative from UCC to deliver a session to all academics (AP: 5.6.4). Due to the COVID-19 pandemic, this had to be cancelled, but it will be organised in the future.

Action Point 5.6.4: A training session will be delivered to academics to clarify details of the AWDM.

#### (vi) Timing of departmental meetings and social gatherings

School meetings and social gatherings usually happen before/after clinical times, which are from 9:00 to 12:00 and from 14:00 to 17:00. Because of the intense clinical activity, meetings are often scheduled during lunch hour or before clinics start in the morning. Many School meetings are rotated across different days to facilitate part-time staff or staff with prior commitments on specific days. The staff survey showed that 70% of females and 82% of males agree that when feasible, key meetings should be held between specified core hours.

Because of the difficulty of scheduling meetings around clinical times, committee members will be consulted on suitable days and times for meetings. Meeting dates will be circulated to staff at the beginning of term to facilitate planning and attendance, and lunch will be provided in all meetings which are held at lunch time (AP 5.6.5).

Action Point: 5.6.5- Ensure committee meetings are held at times that all members can attend and lunch to be provided by the School to all meetings held at lunch time.

Social events usually take place during work hours (Christmas lunches, final year



students' reception). Many events are held separately by each academic unit and this was criticised by survey respondents and focus groups participants. So, in 2019 a single Christmas lunch was held for staff from all academic units (n=80) and feedback was very positive. To promote a family friendly environment, we will have a

Summer event in the future for all staff and their families, after consulting with staff about best format and date for this (AP:5.6.6).

Action Point: 5.6.6: Have a family Summer event for all staff to promote a family friendly and inclusive environment.

#### (vii) Visibility of role models

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

A conscious effort is made on the CUDSH website and in promotional and recruitment material to ensure balanced gender and diversity coverage. However, for some courses such as Dental Hygiene and Dental Nursing, the advertisement material needs to be improved to include males (AP 5.6.7). The images below are currently used on the Undergraduate, Dental Hygiene and Dental Nursing sections of the School website.



Action Point: 5.6.7: Include/increase male role models in Dentistry, Dental Hygiene and Dental Nursing outreach activities and advertisement material and School website. .

In the last two years a deliberate effort has been made to ensure gender balance among speakers that have been invited to participate in seminars at the hospital. Table 27 shows there has been an improvement in gender balance of speakers over the years, with 50% of female/male speakers in 2018.



Table 27: Invited speakers by gender for years 2016, 2017 and 2018

Year	Male	Female
2016	6	2
2017	3	4
2018	5	5

When looking at external examiners, in the reporting period we had had 11 males and 4 females. We aim to continue increasing the number of female external examiners and achieve gender balance for future appointments (AP 5.6.8).

Action Point 5.6.8: Achieve gender balance among male and female external examiners.

#### (viii) Outreach activities

*Provide data on the staff and students from the department involved in outreach and engagement activities by gender and grade. How is staff and student contribution to outreach and engagement activities formally recognised? Comment on the participant uptake of these activities by gender.*



The School's outreach activities include an School Open Day for transition year students as well as school visits. We also take part in the Cork Life Learning festival and give oral health talks in the community.

The School Open Day started in 2019. The department usually receives queries from students or parents/relatives in relation to transition year work experience. In 2019, those who expressed interest were invited to attend an open day, either in April or



December, and had a guided tour of the School. Career guidance teachers in schools were also notified of these. This has been particularly successful in attracting male TY students (Table 28).

*Table 28: Participating staff/students in outreach activities in 2019 by gender and grade*

Grades	Open Day		Cork Lifelong festival		Crann Centre Paediatric talk	
	F	M	F	M	F	M
Manager	1					
Consultant/Specialist	1		2		1	
Dental Nurse	1					
Dental Nurse tutor	1					
Lab technician		1				
Lecturer B/B		1				
BDS Students	2		7	3		
SHO				1		1
Transition year student participants	5	16	N/A	N/A	N/A	N/A

Dental hygiene also has outreach activity for primary schools every year, when dental health educational talks are given by Dental Hygiene students. As Hygiene is 100% females, the talks are delivered by female tutors and students. In order to attract male students to Dental hygiene, Nursing and also Dentistry, the SAT will suggest prioritizing boys' schools for the delivery of these talks, and adding males to the team (AP 5.6.9).

Action Point: 5.6.9: Prioritise all boys' schools for the delivery of educational talks and add male role models to the team of Hygienists, Dental Nurses and Dentists.

To monitor the outreach activities and support all participating staff and students, we will develop a system to collect information about these activities, with a view to being able to plan associated workload allocations and include consideration of engagement issues in review processes (AP 5.6.10).

Action Point: 5.6.10: Collect information about all School's outreach activities including the gender breakdown of participating staff and students, and event participants.

#### CUDSH Athena Swan SAT



Word Count: 5248

**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.

**FURTHER INFORMATION**

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

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

## **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.

**Athena SWAN – ACTION PLAN. PRIORITY ACTIONS ARE HIGHLIGHTED IN YELLOW**

Action No.	Description of action	Rationale	Key outputs and milestones	Timeframe (start/end date)		Person responsible	Success criteria and outcome
Self –Assessment Process – Application Section 3							
3.1	Convene an Equality, Diversity and Inclusion Committee to replace the SAT, and EDIC chair reporting to DEC every two months.	<p>SAT discussions raised the need for a vehicle to embed a consistent consideration of broader diversity and equality issues in the School, as well as to drive implementation of the AS Action Plan.</p> <p>EDIC chair sitting at DEC meetings every two months will help embed Equality and Diversity issues at highest levels of School decision making.</p>	<p>Invite expression of interest to participate in the committee (timing with rotation of AS SAT members)</p> <p>Develop terms of reference, including Athena Swan Action Plan implementation and planning for a future Silver application.</p> <p>Committee to have 4 meetings a year, to review AS progress</p> <p>Record members’ information and date of start</p> <p>Invite UG student to join the committee</p>	Nov 2020	Nov 2020	Dean AS SAT chair	<p>School informed of the EDIC members (chair will be the same as AS SAT).</p> <p>Publish Terms of reference on the School website.</p> <p>Progress on Action Plan recorded on a database containing all self-assessment data and actions implemented.</p> <p>Progress of Athena Swan Action Plan will be recorded in the minutes of each DEC meeting.</p>
				Dec 2020	Jan 2021		
				Meet Sep, Dec, March, June.	Yearly		
				Sep 2020	Yearly		
				Sep 2020	Sep 2020		
3.2	Administer a survey to staff and students every 2 years to monitor progress with the Action Plan and	A survey with staff is needed to assess the impact of the action plan and identify new issues arising/ need to modify actions.	<p>Collect staff’s alternative email address to maximise number of respondents.</p> <p>Review previous survey and amend it if necessary.</p>	Jan 2021	Jan 2021	EDIC chair	<p>Increase in response rates to at least 50% in the staff survey.</p> <p>50% response rate in students’ survey.</p>

Action No.	Description of action	Rationale	Key outputs and milestones	Timeframe (start/end date)		Person responsible	Success criteria and outcome
	identify new issues arising.	Low response rate to previous survey due to low use of School email by some staff groups.	Design a student survey.  Launch a campaign before survey to maximise response rates (using noticeboard and posters around the School).  Administer the staff survey  Administer the students' survey.	Jan 2021  April 2021  May 2021  May 2020	Jan 2021  Every 2 years  Yearly  Yearly		
3.3	Hold an annual AS reception, implement AS noticeboard and feedback box	Increase awareness of Athena SWAN and of progress with the School's EDI work.  Although the great majority of staff (93%) had heard of AS before taking the survey, some respondents were still unaware of it.  Need to keep staff and students aware of progress with Action Plan.  Need to raise awareness regarding broader Equality and Diversity issues.  Feedback regarding actions implemented and any issues	Organise reception and send invitations to AS reception to all CUDSH staff and students.  List main issues and actions to be presented  Invite students and staff to share experience of equality /diversity in the School  Athena Swan Feedback box to be introduced at first reception.  Install noticeboard Notices to go on the board will be decided by the SAT in their tri-monthly meetings and will also be published on the School website.	Mar 2021  Jan 2021  Mar2021  Mar 2021  Sep 2020  Next meeting Sep2020	Yearly—  Yearly  Yearly  Mar 2021  Sep 2020  Every EDIC meeting	EDIC chair Dean	CUDSH Annual AS Reception launched 2021 and repeated annually, with attendance by at least 50% of staff and 50% of students by year 3.  Increase in staff and students' awareness of AS and related EDI issues =100% of staff stating they have heard of Athena Swan in the staff survey.  Noticeboard placed on a visible area in the CUDSH.  Feedback box introduced.

Action No.	Description of action	Rationale	Key outputs and milestones	Timeframe (start/end date)		Person responsible	Success criteria and outcome
		arising will be highly important to ensure success of AS initiative.					
3.4	Administer a survey to assess the immediate impact of COVID-19 to staff	<p>COVID-19 is already presenting with huge challenges to academia, and working from home seems to be impacting all staff but especially females.</p> <p>Many modules will continue to be online for the next academic year.</p> <p>Understanding staff's experiences of this will be key to better support them and deliver the AS action plan.</p>	<p>Develop and administer survey.</p> <p>Report to the SAT on outcomes of the survey identifying the issues</p> <p>SAT to propose actions to DEC.</p>	Sep 2020	Nov 2020	EDIC chair	<p>Survey administered to all staff.</p> <p>A minimum of 50% response rate.</p> <p>Issues impacting staff identified.</p> <p>Actions proposed to DEC</p>
<b>Student Data – Application Section 4.1</b>							
4.1.1	<ul style="list-style-type: none"> <li>Engage with Atlantic Bridge to understand their shortlisting processes and identify any gender related issues. Keep records of shortlisted candidates by gender.</li> </ul>	<ul style="list-style-type: none"> <li>It is not known exactly what criteria are used by the Atlantic Bridge to shortlist candidates and if any gender bias may be present.</li> <li>Data on candidates by Atlantic Bridge by gender is scarce.</li> <li>Currently, we don't keep records of all candidates shortlisted by the Atlantic Bridge after the DSH selection process takes place.</li> </ul>	<p>Contact Atlantic Bridge and make our commitment to AS principles clear; find out about their shortlisting processes.</p> <p>Identify any gender issues in their shortlisting process if present, and propose actions to Atlantic Bridge to address them.</p>	Immediate start	Ongoing	Dental School Office EDIC chair DEC	<p>Clarity on Atlantic Bridge shortlisting criteria.</p> <p>Any gender related issues identified in Atlantic Bridge shortlisting criteria, and actions to address them proposed.</p> <p>Data by gender collected from Atlantic Bridge and monitored by EDIC.</p>
				2021	Yearly		

Action No.	Description of action	Rationale	Key outputs and milestones	Timeframe (start/end date)		Person responsible	Success criteria and outcome
		This makes it impossible to draw conclusions regarding the proportion of shortlisted applicants and success rates by gender for Canadian students.	DSH to keep records of all candidates sent by the Atlantic Bridge for DSH selection.  EDCI and DEC to review this data annually.	2022	Yearly		Data on number of shortlisted candidates by gender collected and monitored.
4.1.2	<ul style="list-style-type: none"> <li>Gender proof the recruitment processes for all courses which use interviews/CV for student selection by reviewing the eligibility criteria and CV analysis and interview processes; and introduce gender blind CV/application analysis.</li> </ul>	<ul style="list-style-type: none"> <li>Currently, there is an under-representation of males at UG level.</li> <li>Although data for International students is scarce and no trend can be seen in favour of either gender, we need to ensure that the selection process of these students is free of gender bias, especially with the prospective increase of International students in the new School.</li> </ul>	DEC to review eligibility criteria and the post-application processes for all courses and report to EDIC.  Introduce CV gender blind assessment.	March 2021  Selection round 2022	June 2021  2022	DEC  Dental Nursing and Dental Hygiene Tutors  Dental School office	<p>Report on reviewed eligibility criteria and post-recruitment process to EDIC.</p> <p>Reviewed eligibility criteria and recruitment processes implemented in the 2022 selection round.</p> <p>Gender blind CV analysis implemented in the 2022 student selection round.</p>
4.1.3	Unconscious bias training to all staff and interview panels	Historically, uptake of any training is poor. Given the diversity of our School community, including patients and students, and the likely increase in student and staff numbers in the new building, raising awareness of unconscious bias is essential.	Training on unconscious bias was delivered to all staff (n=80) during the Clinical Governance Day in Dec 2019.  A yearly refresher course will be organized for the staff involved in student and staff recruitment.	Dec2019  April 2021	Every 2 years  Yearly	Dean School manager	100% completion of Unconscious bias training by 2023



Action No.	Description of action	Rationale	Key outputs and milestones	Timeframe (start/end date)		Person responsible	Success criteria and outcome
4.1.4	Promote Dentistry, Dental Nursing and Dental Hygiene programmes to the Army and Navy.	<p>Currently, there are no males in Dental Hygiene or Dental Nursing and applications from male applicants is close to none in both courses.</p> <p>There is also under-representation of males in Dentistry.</p> <p>Army/Navy have visited the School in the past, interested in the Dental Hygiene programme and one student from the Navy has graduated from the course</p>	<p>Make contact with Army/Navy representatives</p> <p>Send invitation to School visit/presentation together with updated advertising materials for the UG programmes.</p> <p>Presentation to be delivered to Army/Navy representatives</p>	Jan 2022	-	Dean	Session and advertising materials delivered before registration for students open in 2023.
				Feb 2022	Feb 2022	Head of Restorative Dentistry academic unit	
				May 2022	May 2022	Dental Nursing Tutors and Dental Hygiene Tutors	
Academic & Research Staff Data – Application Section 4.2							
4.2.1	Offer Consultant training attached to new Lectureship posts.	<p>The number of applications to Lectureship posts is low.</p> <p>Attaching Consultant training to advertised posts will make them more attractive to both genders.</p> <p>There is under-representation of females at Consultant level.</p> <p>Consultant training can be undertaken while working as a Lecturer. The majority of our Lecturers are females.</p>	<p>Write job description to include Consultant training for new lecture posts advertised</p> <p>Monitor new Lectureship posts being advertised to ensure training is included in the job description</p> <p>Monitor the number and gender profile of applicants to Lectureship posts</p>	April 2023	April 2023	Dean HoAUs EDIC chair	To increase the number of applicants to Lectureship posts.
				Yearly	Yearly		
				Yearly	Yearly		

Action No.	Description of action	Rationale	Key outputs and milestones	Timeframe (start/end date)		Person responsible	Success criteria and outcome
		This will help increase the number of females at Consultant level.					
4.2.2	Prioritise the use of permanent contracts over fixed-term contracts for academic roles in future, where permanent contracts can reasonably be offered.	The proportion of academic staff on fixed-term contracts increased from 0% in 2015 to 29% in 2018 (n=5). More female academics have fixed-term contracts than men	<p>Prior to expiration or renewal of academic fixed-term contracts, review contracts by gender and length of service.</p> <p>In renewing or extending fixed-term contracts, prioritise offering appropriate job security through permanent contracts.</p> <p>Monitor and report annually on gender disparities in the proportions of men and women academics on fixed-term contracts annually,</p> <p>Reduce or eliminate gender disparities by proactively offering permanent contracts over fixed term contracts in every case for which this is suitable.</p>	Immediate	Immediate	Dean School manager	Reduction in the proportion of academic staff on fixed-term contracts from 29% (2018) to 16% (in line with UCC proportion) or less by 2024.
4.2.3	Recruit a permanent Research Lecturer funded by the	The School has identified a need for leadership to mentor researchers and set a	The inclusion of a Translational Research Lecturer in the new hospital staffing strategic plan has	Completed	---	Dean DEC	Lecturer in Translational Research to be appointed by 2023

Action No.	Description of action	Rationale	Key outputs and milestones	Timeframe (start/end date)		Person responsible	Success criteria and outcome
	university, to develop the research agenda and train/mentor researchers.	<p>research strategy for the School. Researchers' employment is based on grants, leaving them with no job security.</p> <p>100% of the researchers in the DSH are females.</p> <p>Uptake of training by researchers is low and</p>	<p>already been discussed and agreed by DEC.</p> <p>Discuss at College level</p> <p>Advertise post/Appoint successful candidate</p>	2022	2023		A detailed plan for training and mentoring researchers to be presented by the appointed candidate
Supporting and Advancing Careers: Key Career Transition Points : Academic Staff – Application Section 5.1							
5.1.1	Assign a 'search champion' to females to open Professor and Consultant positions	Under-representation of females at Consultant and Professor levels.	<p>Identify" search champion" for each recruitment competition</p> <p>"Search champion" to propose ways to encourage female applications, as well as internal applications from suitably qualified candidates</p>	Jan 2023	2023	Dean HR HoAUs	Increase in number of female applicants to posts of Professor and Consultant.
5.1.2	Gender-proof recruitment advertisements through the use of a software to check for gender bias	<p>There is an under-representation of males at Lecturer level and females at Professor and Consultant level.</p> <p>Applicants to Lectureship and clinical tutor posts were 100% females in 2016.</p>	<p>Decide on software to be used for advertisement gender decoding</p> <p>Pilot initiative for all post advertisements in 2023</p> <p>Monitor applications by gender after introduction of software.</p>	Jan 2023	Jan 2023	HR HoAUs EDIC chair	<p>All advertisements to be reviewed for gender bias</p> <p>Report on applications by gender to DEC</p>

Action No.	Description of action	Rationale	Key outputs and milestones	Timeframe (start/end date)		Person responsible	Success criteria and outcome
		For the two last Specialist Lecturer competitions, there was a low proportion of female applicants (0% and 25%).					
5.1.3	Write post advertisements from a gender/equality perspective following guidelines being developed by the university and ensure all job advertisements have a male and female contact person.	There is an under-representation females at Professor level.  Simple messages at recruitment level could signal the School's commitment to gender equality and encourage applications from underrepresented genders.	EDIC to discuss a DSH specific statement about the department's commitment to equality and diversity.  Liaise with Dean	Jan 2022	March 2022	Dean EDIC chair	Introduction of DSH equality statement on all job advertisements from April 2022
5.1.4	Ensure gender balance at all interview panels, aiming for 50% males and 50% females.	Although most of our panels take into account gender balance when nominating panel members, this does not happen in all academic units. Some panels have 100% same gender members (Dental Nursing).	Training staff on "Recruitment and Selection Training".  Maintain list of potential interview panel members  Monitor gender balance at panels.	Immediately  Sep 2020  Yearly	Ongoing  Yearly  Yearly	School Manager HoAUs	Data for the next AS application (renewal) to show gender balance at all staff recruitment interview panels
5.1.5	Introduce a systematic and CUDSH specific Induction	Although there is a UCC Induction programme, uptake is low and staff survey showed people did not find	All staff starting in the department should have an Orientation meeting with the School manager.	From Sep 2020		School manager	100% of Induction checklists to be completed and returned to the head

Action No.	Description of action	Rationale	Key outputs and milestones	Timeframe (start/end date)		Person responsible	Success criteria and outcome
	programme and engage with HR for delivery of UCC Orientation programme online. Email all staff introducing new members of staff with photo and short biography.	<p>the current programme relevant.</p> <p>Having a DSH induction booklet, with specific information on the School's policies and procedures may make orientation more relevant, when coupled with the UCC programme.</p> <p>Online delivery of the UCC Orientation programme would make attendance more likely.</p> <p>The SAT identified a need to introduce new members of staff through a welcoming email with new staff member's photo and short biography</p>	<p>A Dental Hospital specific booklet will be developed and distributed to all current staff plus new staff as they start</p> <p>We will engage with HR for delivery of Online Orientation</p> <p>Collect mugshot and short biography from all staff starting in the School.</p> <p>Email to be sent to all staff introducing and welcoming new staff members.</p>	<p>Ongoing</p> <p>July 2020</p> <p>Immediate</p> <p>Immediate</p>	<p>Sep 2020</p> <p>Sep 2020</p>		<p>of academic unit or line manager.</p> <p>100% of new starters reporting satisfaction in relation to the Induction (Orientation) programme in the 2023 survey</p> <p>Increase in staff's participation in the UCC Orientation programme</p>
5.1.6	Raise, at central university, the problem of the current promotion criteria, which does not recognise the level of clinical commitment of our Lecturers,	<p>Under-representation of females at Professor level in the School.</p> <p>All of our current Professors (all males) were recruited to their posts.</p> <p>The clinical workload leaves very little if no time for research, and this is not</p>	<p>DEC members to draft a letter to director of HR</p> <p>Follow up on HR response</p>	Jan 2021	2021	DEC	Letter to be sent to Director of HR

Action No.	Description of action	Rationale	Key outputs and milestones	Timeframe (start/end date)		Person responsible	Success criteria and outcome
	including patient treatment.	taken into account in by current promotion criteria.					
5.1.7	Invite representatives from HR to give a presentation to academic staff on changes to the progression/promotion schemes.	The staff survey has evidenced staff's dissatisfaction with lack of clarity in relation to promotion criteria/process. Only 11% of females and 40% of males agree that academic promotions are free of gender bias	Liaise with HR in relation to dates and course format (face to face or remote)  Send email inviting all academic staff to participate	In advance of the next promotion call	In advance of the next promotion call	Dean School manager	Majority of academic staff participating (55%+).  Improvement in staff's understanding in relation to UCC's current promotion criteria, demonstrated by responses to staff survey.
5.1.8	Conduct a focus group with female academic staff to gather views on the current mentoring scheme and mentoring training programmes	Uptake of mentoring training is low.  The level of engagement of academic staff with their mentors, and the effectiveness of mentoring as perceived by staff are not known.	Identify and email potential participants.  SAT to organise focus groups (conductor, venue, date).  Report to the SAT on outcomes of the survey identifying the issues.  SAT to propose actions to DEC. .	March 2022  April 2022  May 2022  July 2022	March 2022  April 2022  May 2022  July 2022	EDIC chair	Completion of one focus group and report on issues and actions delivered to DEC
<b>Supporting and Advancing Careers: Career Development: Academic Staff – Application Section 5.3</b>							
5.3.1	Deliver training to CUDSH staff on site or online.	Training uptake is generally low and the fact that most trainings are off site might be one of the reasons.  Female academics availed of more training sessions (72%) compared to males (28%) in the reporting period.	Liaise with UCC HR to arrange delivery of courses onsite in CUDSH.  Compile a list of training needs after staff appraisal/development reviews.	Completed  Nov 2021	Yearly  Every second year	Dean School manager	Increase in training uptake by all academics.  Increase in staff satisfaction with access to training opportunities, measured in next staff survey

Action No.	Description of action	Rationale	Key outputs and milestones	Timeframe (start/end date)		Person responsible	Success criteria and outcome
			Doodle poll with staff to identify UCC training that might be of interest.  Organise dates and times for courses to be delivered in the CUDSH.  Prioritise course delivery during Orientation week (increased staff availability).	Jan 2021  Yearly  Starting in 2021	Yearly  Yearly  Yearly		
5.3.2	Ensure academic staff undertake PDR training for reviewers and reviewees before the next PDR round.	Uptake of PDR training is low.  Overall, the majority of staff members (52%) did not feel they had benefitted from their participation in the PDRS process.	Liaise with HR to organise onsite training on PDRs for reviewers and reviewees before the next PDR round.  Letter from dean inviting academics , HoS, HoAUs to participate in the training.	Sep 2021  Sep 2021	Sep 2021  Sep 2021	Dean School manager	80% of reviewers and reviewees to undertake PDR training
5.3.3	PDRs to be conducted for Research, Academic support and Professional/ Support staff.	Only academic staff currently undertakes PDRs with the School Dean, and this is in part due to the lack of manpower.  It has been raised by the DEC that a senior administrator is needed to share administrative duties with the current manager. This	DEC has approved the creation of the post as part of the new Dental School staff strategic plan.  Advertise post/Appoint candidate.  PDRs for research, academic support and professional/support staff to	Completed  2023  2024	Completed  2023  2024	School manager Dean DEC	PDRs to be offered to all staff (not only academics) by 2024.

Action No.	Description of action	Rationale	Key outputs and milestones	Timeframe (start/end date)		Person responsible	Success criteria and outcome
		would help alleviate the overall workload for line managers managing staff PDRs.	start in next University PDRS round.				
5.3.4	Create a Research Day to showcase research being done across the Hospital	<p>Number of applicants for academic posts is low.</p> <p>All 4<sup>th</sup> year students undertake a Literature Review project. No opportunities exist for presenting their work.</p> <p>There is a need to foster research culture at undergraduate level in order to encourage undergraduate students to consider a career in academia.</p>	<p>Pilot a Research Day pilot with best research projects done in 4<sup>th</sup> year.</p> <p>Extend research day to include all undergraduates and staff undertaking research.</p> <p>Undertake a feedback survey to staff and students after the Research day in 2022.</p>	<p>Jan 2021</p> <p>Jan 2022</p> <p>Jan 2022</p>	<p>Jan 2021</p> <p>Yearly</p> <p>Yearly</p>	<p>Post-Graduate and Research committee chair</p>	<p>100% students participation.</p> <p>Positive feedback in relation to the Research Day, given through the staff and student feedback survey.</p>
5.3.5	Support students to attend and present at IADR (International Association of Dental Research) Irish Division conferences.	<p>Number of applicants for academic posts is low. Promoting research at undergraduate level will broaden student's horizons in terms of career choices, and help increase interest in academic careers.</p> <p>Some students already take part in conferences but the financial burden lies on them (if they need to travel to present their work).</p>	<p>List of students undertaking research and their supervisors to be compiled (collect data).</p> <p>Email sent to all students undertaking research inviting them to present at IADR Irish Division conferences.</p> <p>Advertise Irish Division IADR conference throughout the School.</p>	<p>Starting May 2021 (IADR is October time).</p> <p>June 2021</p> <p>Jun and Sep</p> <p>Yearly</p>	<p>Yearly</p> <p>Yearly</p> <p>Yearly</p> <p>Yearly</p>	<p>Post-Graduate and Research committee chair HoAUs Dean</p>	<p>Increase in the number of students taking part in these conferences compared to previous years.</p> <p>Positive feedback from students regarding IADR conference in the students' survey</p>



Action No.	Description of action	Rationale	Key outputs and milestones	Timeframe (start/end date)		Person responsible	Success criteria and outcome
			Financial support to be provided by the School regarding printing posters and travel costs for presenting students.  Include question about IADR conference in students' survey 2023.	2023	Every survey round		
5.3.6	Deliver a session on career choices for BDS4 and BDS5 students, with an emphasis on academic careers.	Number of applicants for academic posts is low.  Promoting research at undergraduate level means broadening students' horizon in terms of career choices, and will help increase interest in an academic careers.	Identify guest speakers and local Lecturers/researchers to deliver session.  Year leads to be contacted regarding including session on the lecture timetable.  Session delivered to all 4th and 5 <sup>th</sup> year students.	May 2021  May 2021  Sep 2021	Yearly  May 2021  Yearly	Teaching and Curriculum Committee chair	50% attendance by BDS4, BDS5 students in year 1. Positive response to session on career choices as shown by students' survey
5.3.7	Assign mentors to all Post Graduate students/ Post-Doctoral Researchers/clinical trainees.	Mentoring is a powerful tool to guide students.  The survey showed that only a minority of researchers have a PDP in place. Mentoring could guide them in their career development.	Decide on mentoring arrangements at the Post-Grad and Research committee  Create a list of possible mentors and assign to mentees.	Sep 2021  Oct 2021  Jan 2021	Sep 2021  Dec 2021  Jun 2021	Post-Grad and Research Committee chair HoAUs	All post-graduate students and trainees to have a mentor

Action No.	Description of action	Rationale	Key outputs and milestones	Timeframe (start/end date)		Person responsible	Success criteria and outcome
			Develop a mentoring form template with the input of HoAUs.  Disseminate mentoring format/form among HoAUs.	Jun 2021			
5.3.8	Collect data on research grant applications/ awards from all academic units and conduct a focus group with academic staff to gather views on how to best support them in research grant applications.	We currently do not collect data on grant applications submitted/awarded in the School. The applications by gender and grade are not known and this makes planning support to grant application difficult.  Hearing from academic staff about types of support that could be beneficial to them, will help us design actions to better support them.	Collect data from each academic unit on grant applications and awards.  Conduct an analysis across grades and gender of bids and successful bids taking into account number of bidders as a percentage of potential bidders.  Organise focus groups.  Focus groups results to be forwarded to and analysed by the EDIC.  Issues to be discussed and actions proposed by EDIC.	June 2021  Aug 2021  Jan 2022  April 2022  Jun 2022	Sep 2021  Nov 2021  Feb 2022  April 2020  Jun 2022	Post-graduate and Research committee chair HoAUs EDIC chair	Report to DEC of analysis of bidding activity in the School, including recommendations as to how to further improve School research support activity, and addressing any gender disparities.
Supporting and Advancing Careers: Flexible Working and Managing Career Breaks – Application Section 5.5							
5.5.1	Training for line managers and HoAU in managing	The focus group results pointed to the need for a more structured process to be followed by unit heads and	Liaise with HR regarding training format, possible dates and venues.	Jan 2022	Jan 2022	School manager	100% of HoAUs and line managers to undergo training by June 2022.

Action No.	Description of action	Rationale	Key outputs and milestones	Timeframe (start/end date)		Person responsible	Success criteria and outcome
	maternity/paternity/adoption leave.	line managers before, during and after maternity leave. Females mentioned lack of information and having to seek out information by themselves on entitlements and supports available.	Invite line managers/HoAUs to participate and decide on a date suitable for the majority.  Consider delivering the training online to facilitate attendance.	Feb 2022  Feb 2022	Feb 2022  Feb 2022		
5.5.2	Dean to champion practice of remote work (work from home) by academic staff across the School, up to 1/5 of working week.	Although flexibility does exist in the School, managerial positions in relation to this seem to vary and staff on the same grade but from different academic units, might have different levels of flexibility (shown by survey and focus groups).	Establish a maximum of 20% of working hours to happen remotely if employee wishes too.  Review flexible arrangements/ needs of staff and department yearly.  Disseminate to all HoAUs.	March 2021	March 2021	Dean HoAUs	100% of academic staff agreeing that they have flexibility regarding remote work in the next staff survey
5.5.3	Advertise the School's support to students with caring responsibilities.	The results of the student survey showed that students with caring responsibilities do not always feel they are supported by the School.	Paragraph to be added in the students' handbook regarding the School's commitment to support students with caring responsibilities.  Advertise this on AS noticeboard.  Chair of Students' affairs committee to inform students' reps so information can be passed on to students.  Contact person within the Dental School office will	Sep 2020  Sep 2020  Sep 2020  Sep 2020	Sep 2020  Every year  Yearly  Yearly	Dental School office HoAUs	100% of students' with caring responsibilities agreeing that they receive support from the School, as shown by the students' survey 2021.

Action No.	Description of action	Rationale	Key outputs and milestones	Timeframe (start/end date)		Person responsible	Success criteria and outcome
			report student's needs to HoAUs.  HoAUs will contact student to put arrangements such as change in clinical session times.	Sep2020	Yearly		
<b>Supporting and Advancing Careers: Organisation and Culture – Application Section 5.6</b>							
5.6.1:	Hold a monthly coffee morning to share information with staff, meet new staff and celebrate staff and School's achievements.	Communication in the School has been identified by survey respondents as an area for improvement.	Organise dates of coffee morning and circulate them among staff in the beginning of the academic year.  Dean and School manager to decide on contents of the meeting each month.  EDIC chair will communicate progress of AS Action Plan every 2 months.	Aug 2022	Yearly	Dean School manager EDIC chair	Increase in positive feedback on staff's survey regarding communication in the School.
				Aug 2022	Monthly		
				Sep 2022	Monthly		
5.6.2	Deliver talks regarding Bullying and Duty of respect and Right to Dignity.	49% of females and 25% of male survey respondents feel that reporting unfair treatment could affect their career.  The School needs to make UCC policy regarding the Duty of Respect and Right to Dignity clear to all staff and inform staff of processes by	Invite guest speaker from HR to give a presentation aiming to increase awareness/ understanding of UCC's policy, including the processes by which complaints are handled.  Messages around Bullying/Duty of respect and Right to Dignity to be posted on AS noticeboards.	Dec 2021	Dec 2021	EDIC chair School manager	Increased in the proportion of staff expressing willingness to report unfair treatment, measured in the next survey.
				Jan 2022	Yearly		

Action No.	Description of action	Rationale	Key outputs and milestones	Timeframe (start/end date)	Person responsible	Success criteria and outcome
		which complaints are handled.				
5.6.3	Review terms of reference of every committee to include annual rotation arrangements at the same time of the year for all committees. Each committee to appoint a vice chair.	<p>Committee rotation is rare, and committee membership tends to stay the same, or have little alteration for years. This can result in overload of committee membership by same members of staff, and lack of opportunities for others to participate, as the School is so small.</p> <p>Committee rotation at the same time of the year for all committees will allow for members to swap committees if they wish. This may be necessary in such a small School, with small numbers of academic staff.</p>	<p>Email all committee chairs about keeping records of date of post uptake by all members.</p> <p>Committees to review their terms of reference to include yearly rotation of members (normally after 3 years after post uptake of each member, including chairs).</p> <p>To promote membership rotation at the same time of the year, to facilitate for members to swap between committees.</p> <p>Dean to email all potential members informing of the upcoming rotation and inviting expression of interest to be sent to each committee chair.</p> <p>Dental Executive to review important committee rotation once a year.</p>	Nov 2020	Dean Committee chairs	<p>Committee Terms of Reference amended to provide for rotation.</p> <p>Increase in rotation noted in annual DEC review.</p> <p>Membership rotation to be noted in the next AS self-assessment exercise (Silver)</p>

Action No.	Description of action	Rationale	Key outputs and milestones	Timeframe (start/end date)		Person responsible	Success criteria and outcome
5.6.4	A training session will be delivered to academics to clarify details of the AWDM.	<p>Survey results show that only 40% of males and 20% of females understand how the WLDM works.</p> <p>The model itself, and the aims for using it need to be clarified.</p>	Training on the current WLDM to be delivered to the all academics.	May 2021	May 2021	Dean	Increased staff awareness in relation to the AWDM as shown by next staff survey
5.6.5	Ensure committee meetings are held at times that all members can attend and lunch to be provided by the School to all meetings held at lunch time.	<p>The survey showed that 40% of females do not think that Key staff meetings are scheduled at times that make it feasible for them to attend.</p> <p>Consulting committee members yearly and circulating meeting dates and time in advance (beginning of academic year) will help staff plan their attendance.</p> <p>Because of clinical times, many meetings have to happen at lunch time.</p>	<p>Doodle poll to be conducted by all committees at the end of each academic year for planning of dates and times of the following year's committee meetings.</p> <p>Meeting dates and times to be circulated to all committee members at the start of the academic year.</p> <p>Email to be sent to all committees informing of lunch ordering arrangements.</p>	<p>Aug 2021</p> <p>Aug 2021</p> <p>Aug 2021</p>	<p>Yearly</p> <p>Yearly</p> <p>Aug 2021</p>	Committee chairs HoAUs	Improved responses from both genders regarding key meeting times in next staff survey

Action No.	Description of action	Rationale	Key outputs and milestones	Timeframe (start/end date)		Person responsible	Success criteria and outcome
5.6.6	Have a family Summer event for all staff to promote a family friendly and inclusive environment	<p>The fact that some events such as Christmas parties were separated by academic units was raised during SAT discussions.</p> <p>A unified Christmas party was held in 2019 with 80 attendees and very positive feedback.</p> <p>Including families in School events will help keep promoting a family friendly environment.</p>	<p>EDIC to consult with staff regarding desirable format and dates through a doodle pool.</p> <p>Budget to be approved by School manager.</p> <p>Organisation of the event to be divided among EDIC members.</p> <p>Include a specific question about School events and inclusivity in the staff survey 2023.</p>	<p>Jan 2022</p> <p>Jan 2022</p> <p>Feb 2022</p> <p>Jan 2023</p>	<p>Every year</p> <p>Every year</p> <p>June 2022</p> <p>Jan 2023</p>	<p>Dean</p> <p>School manager</p> <p>EDIC chair</p>	<p>Participation of 60% staff and positive feedback as shown by next staff's survey.</p>
5.6.7	Include/increase male role models in Dentistry, Dental Hygiene and Dental Nursing outreach activities and advertisement material and School website.	<p>The School's challenges include under-representation of males in UG Dentistry, no males in Dental Hygiene or Dental Nursing.</p> <p>Male role models may encourage prospective male students to apply.</p>	<p>New advertising material will be compiled for the dental hygiene and dental nursing programmes which will include males.</p> <p>Website images will be changed to include/ increase male role models.</p> <p>Outreach data to be collected and monitored for gender balance of presenters (AP: 5.6.10).</p>	<p>Sep 2021</p> <p>Sep 2021</p>	<p>Dec 2021</p> <p>Dec 2021</p>	<p>Dental Nursing Tutors and Dental Hygiene Tutors</p> <p>EDIC chair</p>	<p>School promotion material routinely reviewed for gender balance and to ensure images used represent the diversity of our staff, students and patient communities.</p> <p>Male role models routinely participating in n at Dental Hygiene and Dental Nursing outreach activities and advertisement material.</p>

Action No.	Description of action	Rationale	Key outputs and milestones	Timeframe (start/end date)		Person responsible	Success criteria and outcome
5.6.8	Achieve gender balance among external examiners.	In the reporting period,, the department had 11 male and 4 female external examiners.	<p>Email to be sent to all HoAUs raising the issue of female under-representation among external examiners.</p> <p>HoAUs to compile a list of potential male and female external examiners to DEC.</p> <p>Year leads (who appoint external examiners) to meet and discuss next appointments to ensure gender balance.</p>	<p>May 2021</p> <p>May 2021</p> <p>May 2021</p> <p>June 2021</p>	<p>May 2021</p> <p>May 2021</p> <p>May 2021</p> <p>June 2021</p>	Dean	Equal numbers of male and female newly appointed external examiners in the next School self-assessment (Silver).
5.6.9	Prioritise all boys' schools for the delivery of educational talks and add male role models to the team of Hygienists, Dental Nurses and Dentists.	Under-presentation of males at BDS and no males at Dental Hygiene and Dental Nursing diplomas.	<p>Interview with previous Dental Hygiene male student to be recorded and played at outreach activities.</p> <p>Selection of 2 local all-boys School for delivery of outreach.</p> <p>Invite expression of interest to participate in these activities.</p> <p>Ensure male and female representation among staff</p>	<p>Jan 2022</p> <p>Jan 2022</p> <p>March 2022</p>	<p>Jan 2022</p> <p>Jan 2022</p> <p>March 2022</p>	<p>School manager</p> <p>Dental Hygiene and Dental Nursing tutors</p>	2 yearly outreach activities delivered to all boys schools with gender balance among staff and student presenters.



Action No.	Description of action	Rationale	Key outputs and milestones	Timeframe (start/end date)		Person responsible	Success criteria and outcome
			and students who deliver the sessions.				
5.6.10	Collect information about all School's outreach activities including the gender breakdown of participating staff and students, and event participants.	<p>Our data shows the majority of staff delivering outreach activities are females.</p> <p>Data on outreach activities participation is collected erratically across the School.</p>	<p>Advertise the importance of outreach activities at DEC with a view to being able to plan associated workload allocations and include consideration of engagement issues in review processes.</p> <p>Create a system for data collection of outreach activities.</p> <p>Monitor gender balance in outreach activities.</p> <p>Report to Dean on participants of outreach and gender balance.</p>	<p>Nov 2021</p> <p>Nov 2021</p> <p>Nov 2021</p> <p>Jan 2022</p> <p>Feb 2023</p>	<p>Nov 2021</p> <p>Nov 2021</p> <p>Yearly</p> <p>Yearly</p>	<p>Dean EDIC chair HoAUs</p>	<p>Readily available data on outreach activities from each academic unit</p> <p>Increase male participation in these activities</p>