



Athena SWAN Bronze Institution Award Application (Ireland)

Name of institution:	National University of Ireland, Galway (NUI Galway)
Date of application:	30 November 2017
Contact for application:	Professor P. Anne Scott Vice-President for Equality and Diversity
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List of Abbreviations

AMT (O)	Academic Management Team (Operational)
AMT (S)	Academic Management Team (Strategic)
AC	Academic Council
APRC	Academic Planning and Resource Committee
AS	Athena Swan
CID	Contract of Indefinite Duration
CEC	College Executive Committee
CELT	Centre for Excellence in Learning and Teaching
D&I	Diversity and Inclusion
ECU	Equality Challenge Unit
EDIC	Equality, Diversity and Inclusion Committee
EDICC	Equality, Diversity and Inclusion Campus Committee
FRC	Finance and Resource Committee
FWH	Flexible Working Hours
GA	Governing Authority
GEAP	Gender Equality Action Plan
HEI	Higher Education Institutes
HEA	Higher Education Authority
HEO	Head of Equal Opportunities
HoS	Head of School
HR	Human Resources
IMI	Irish Management Institute
IUA	Irish Universities Association
KPI	Key Performance Indicator
LAB	Lecturer Above the Bar
LBB	Lecturer Below the Bar
LFT	Lecturer Fixed-Term
LGBT	Lesbian, Gay, Bi-sexual, Transgender persons
NUI Galway	National University of Ireland, Galway
OVPEd	Office of the Vice-President for Equality and Diversity
OVPSE	Office of the Vice-President for the Student Experience
PG	Postgraduate
PGT	Postgraduate taught
PGR	Postgraduate research
PI	Principal Investigator
PMDS	Personal Development and Performance System
PP	Personal Professor
QUB	Queen's University Belfast
RCS	Research Career Strategy
ROI	Republic of Ireland
SAT	Self-Assessment Team
SEC	School Executive Committee
SL	Senior Lecturer
SSC	Support Services Committee
STEMM	Science, Technology, Engineering, Mathematics and Medicine
STR	Standing and Strategic Planning Committee
UG	Undergraduate
ULFML	Unpaid leave following maternity leave

UMT	University Management Team
UWN	University Women's Network
VPED	Vice-President for Equality and Diversity
VPSE	Vice-President for the Student Experience
VPR	Vice-President for Research
WLM	Workload Model

College Acronyms

CASSCS	College of Arts, Social Science, and Celtic Studies
CBPPL	College of Business, Public Policy and Law
CoEI	College of Engineering and Informatics
CoS	College of Science
CMNHS	College of Medicine, Nursing and Health Sciences

School Acronyms

SoNS	School of Natural Sciences
SoC	School of Chemistry
SoHS	School of Health Sciences
SoMSA	School of Mathematics, Statistics and Applied Mathematics
SoM	School of Medicine
SoNM	School of Nursing & Midwifery
SoP	School of Physics

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1. Letter of Endorsement from the Head of Institution

28th November 2017

Dr Ruth Gilligan
Equality Challenge Unit
First Floor, Westminster Tower
3 Albert Embankment
London
SE1 7SP

Dear Dr Gilligan,

As President of National University of Ireland, Galway I wholeheartedly support NUI Galway's application for an Athena Swan Bronze Award. In our Strategic Plan (2015 – 2020), NUI Galway commits to work towards being a university that provides a fair, supportive and encouraging working environment with which students and staff can engage responsibly. A core aspect of furthering this strategic aim is our commitment to implementing the principles of the Athena Swan Charter.

Our context is somewhat unusual insofar as we have had a difficult recent history on gender equality matters. We continue to have very significant issues, including challenges around gender equality and promotions where unfortunately we have 4 cases against the University currently in the courts related to both the 2008/09 and the 2013/14 promotions rounds.

However, notwithstanding the clear issues that we face, the University's commitment to gender equality is undimmed. When the University lost the Micheline Sheehy Skeffington case (2008/09 promotions round) in November 2014, I personally asked the University's Governing Authority to establish a task force to examine gender equality matters across the University. This Task Force was established in February 2015, under the chair of Prof Jane Grimson, former Vice-Provost, Trinity College Dublin. It produced a number of interim recommendations, including:

- The appointment of a Vice-President for Equality and Diversity (VPED),
- Unconscious bias training (UCB) for all members of the University Management Team (UMT), other senior managers and all members of interview boards.

As President, I ensured that the interim recommendations were actioned immediately. The final report of the Gender Equality Task Force was approved by the Governing Authority in May 2016 and the 24 recommendations contained in the report were approved unanimously. The development and implementation of a gender equality action plan (GEAP) on the basis of these recommendations has been prioritised by the VPED. The GEAP was approved by Governing Authority on November 1, 2016 and the UMT, under my leadership, has moved quickly to ensure the full implementation of the action plan.

Furthermore following the 2008/09 promotions round, when only one woman and 16 men were promoted I instigated a review of our Senior Lecturer (SL) promotion process, including the introduction of a quota to ensure that a minimum of 30% of those promoted were women. In the 2016/17 round this quota was increased to a minimum of 40% women to be promoted. In fact in this recent round of promotions to SL I am delighted to report that once again we did not need to exercise the quota as 58% of those promoted to SL are women.

While academic promotions is a very important issue, I realise that the gender equality issues facing the University go well beyond issues with our academic promotions process and, in that context, the future development of equality at the University relies in large part on us successfully implementing the ambitious plans described herein; prioritising, as it does, a significant increase in the female professoriate and in the support and preparation of women to move into leadership positions in the University.

We can now point to significant progress. Professor Anne Scott was appointed as VPED in June 2016. We have introduced a returner grant to support academic women returning from maternity leave which has been very positively received. By November 2017, approximately 400 members of university staff, including all those who hold management positions, have received unconscious bias training. This continues to be rolled out as we refresh interview boards and appoint new managers into the University.


We have been actively improving our structures and practices in order to advance gender equality across all our key decision-making committees and working groups and are ensuring a minimum of 40% membership of women and men on these groups. NUI Galway has a very active University Women's Network which was instrumental in ensuring the current governing body is comprised of 40% women. In November 2016 we introduced a core hours meeting policy to ensure that those with caring responsibilities can participate fully in decision-making and strategic developments across the University.

In addition to seeking the establishment of our own Task Force, I personally petitioned the Higher Education Authority to initiate a review of gender equality across the Irish Higher Education Sector. This national review has been completed with wide-reaching recommendations for the sector (many of which overlap with those of the NUI Galway Task Force), the Department of Education and Skills and the research funding bodies.

I wish to pay tribute to the work of Professor Jane Grimson and the Gender Equality Task Force, and to the Chair and members of the Athena Swan institutional SAT for their significant work to foster a supportive inclusive culture in our university. I fully support this application and will ensure the support of UMT, from both a leadership and financial perspective, for the implementation of the Athena Swan Action plan.

There is deep and genuine commitment to driving cultural change at NUI Galway. The vision is for a diverse, inclusive and empowering culture that challenges and supports all members of our community to achieve their potential.

Yours sincerely,



James J. Browne PhD, DSc, MRIA, C.Eng
Uachtarán - President

Word Count 849

1. Letter of Endorsement from the Incoming Head of Institution

28th November 2017

Dr Ruth Gilligan
Equality Challenge Unit
First Floor, Westminster Tower
3 Albert Embankment
London
SE1 7SP

Dear Dr Gilligan,

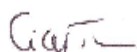
As President of NUI Galway from 8 January 2018, I fully endorse this institutional application for the Athena Swan Bronze Award. I confirm my full support for the AS Action Plan. To ensure implementation of this Action Plan, the institutional SAT will be fully supported by me, both from a leadership and resource perspective.

Two key priorities for NUI Galway are: a) to increase the number of women in the professoriate; and b) to increase the number of women in leadership positions in the institution.

In order to progress these priorities, we will take a multifaceted approach to appointments and promotions, particularly to chair and leadership positions in NUI Galway. We will rigorously apply the Gender Equality Tool Kit specified in the Action Plan, including special efforts to encourage and support applications from senior women.

As President, I will ensure visible support for the gender equality agenda by giving personal example in support of this agenda, ensuring that colleagues see it as pervasive and necessarily led by the entire leadership of the University. I am determined that we will together have a culture of equality and diversity as a core value of our University.

With best wishes,



Professor Ciarán Ó hÓgartaigh
Incoming President, NUI Galway

Word Count 200

2. The self-assessment process

Describe the self-assessment process. This should include:

- (i) *a description of the self-assessment team (SAT), including members' roles (both within the institution and as part of the team) and how and why the team were selected; for example, any consideration of gender balance, members' expertise or experience with gender and/or equality issues, work-life balance arrangements or caring responsibilities.*

This description should be displayed as a table (maximum 20 words about each SAT member) which is not included in the word count.

NUI Galway initially established a SAT in October 2014 to prepare an application for a Bronze Award in April 2015, which was unsuccessful. Between the 2015 and 2017 submissions the NUI Galway Gender Equality Task Force was established and it reported in May 2016. The SAT met with the Task Force during their consultation process. Feedback on our 2015 submission suggested that it might have been beneficial for the AS application to have been informed by the Task Force.

Cognisant of the feedback on our AS application, and with input from key committees and leaders in NUI Galway, UMT and Governing Authority, a GEAP was developed to implement the recommendations of both the NUI Galway Gender Equality Task Force, and the HEA National Review of Gender Equality in HEIs. This was approved in November 2016.

Key elements of the GEAP have already been implemented since 1 September 2016 including the establishment and resourcing of the OVPED with 3 full-time staff. Such measures provide concrete evidence of how seriously NUI Galway is taking issues of gender equality, and investing in support mechanisms to drive culture change and improve the working environment for all colleagues in the University, especially women. This AS action plan builds on the GEAP.






The SAT was reconstituted in September 2016 to include 18 women and 10 men, 8 of whom were members of the original SAT.


The diverse group includes colleagues balancing home and work responsibilities (including job-share/part-time working); dual-career, and single parent families; recent experience of academic promotion processes; different career stages; senior management, and leadership experience within trade unions. The SAT is chaired by the VPED, Professor Anne Scott. Expressions of interest were sought via an open call to all staff and through the Deans and Heads of School/Units. Six SAT sub-groups were established to work on different sections of the submission.








The SAT is quite large however there was a deliberate decision to include AHSSBL and Support Services staff in preparation for the expanded charter criteria (*Table 2.1.1*).






Action 2.1 - Restructure SAT to achieve minimum 40% men and women and include 2 PGR student members (1 male and 1 female).

Table 2.1.1: Athena SWAN Self-Assessment Team

Picture	Name*	M/F	Position	SAT Role/ Sub-group **
	Anne Scott (Chair of SAT) <i>Member UMT, Chair NUI Galway Equality, Diversity and Inclusion Campus Committee (EDICC), Associate member European Women Rectors Association, Chair National AS Steering Committee.</i>	F	Vice President for Equality and Diversity	Chair University SAT 6
	Miriam Byrne <i>Chair Institute of Physics Juno Committee at NUI Galway.</i>	F	Senior Lecturer, School of Physics	5
	Aoife Cooke <i>Member Equality, Diversity, and Inclusion Campus Committee, Member Juno Committee, Founding member University Women's Network.</i>	F	Head of Equal Opportunities	Project Manager 6
	Claudia Costache <i>Member CoEI Athena SWAN SAT.</i>	F	Postdoctoral Researcher, School of Engineering and Informatics	2,4
	Roisin Doohan <i>Member CoS Equality and Diversity Working Group.</i>	F	Senior Technical Officer, School of Chemistry	2,4
	Catherine Emerson <i>Chair Examinations Appeals Committee 2012-2015, Acting Head French 2014, Chair Irish Federation of University Teachers 2010-2014, Participant Aurora Programme 2017.</i>	F	Lecturer Above the Bar, School of Languages, Literatures and Cultures	3,4
	Yvonne Finn <i>Member CMNHS Progressive Alliance of Clinical Educators.</i>	F	Lecturer Above the Bar, School of Medicine	3
	Dermot Flaherty	M	HR Systems Manager, Human Resources Office	2

Picture	Name*	M/F	Position	SAT Role/ Sub-group **
	John Gill ■ <i>Member University Management Team.</i>	M	Chief Operating Officer with responsibility for HR, Buildings, IT, Procurement, Health & Safety, and Commercial Services	2
	William Golden ■ <i>Aurora Mentor, Formerly Dean of College, Director of Research Institute, and Head of School.</i>	M	Personal Professor, J.E. Cairnes School of Business & Economics	2
	Magdalena Hajdukiewicz ■ <i>Member Women in Technology and Science Ireland, Volunteer for Engineers Ireland STEPS, Member CoEI Athena SWAN SAT.</i>	F	Postdoctoral Researcher, School of Engineering and Informatics	4
	Victoria Hogan ■ <i>Early career researcher, PhD focused on work-life balance in academia.</i>	F	Lecturer Above the Bar, School of Health Sciences	5
	Adrienne Keane ■ <i>Member University Women's Network.</i>	F	Project Manager, Information Solutions and Services	2
	Valerie Ledwith ■	F	Lecturer Above the Bar, School of Geography and Archaeology	3
	Dónal Leech ■ <i>Founding member Equality Committee 1998-2001, Dean representative EDICC, Chair CoS Equality and Diversity Working Group.</i>	M	Dean, College of Science	3
	Niall Madden ■ <i>Member NUI Galway Gender Equality Task Force, Member CoS Equality and Diversity Working Group.</i>	M	Senior Lecturer, School of Mathematics, Statistics and Applied Mathematics	1

Picture	Name*	M/F	Position	SAT Role/ Sub-group **
	Anne Marie McDonagh <i>Member University Women's Network, Participant in Aurora Programme 2015.</i>	F	HR Business Partner College of Science & College of Engineering & Informatics, Human Resources Office	3
	Nicola McNicholas <i>Project Manager NUIG Gender Equality Task Force, Founding member UWN, Participant Irish Management Institute Networking Mentor Programme 2017, Aurora Mentor.</i>	F	Management Accountant, Bursar's Area	1,3
	Pat Morgan <i>First female Dean of Science and Graduate Studies in University, Founding member UWN, Member UMT, Member GA, NUI Senate member, Aurora Mentor.</i>	F	Vice-President for the Student Experience	1,6
	Pól Ó Dochartaigh <i>Formerly Dean of Arts at Ulster, President of German Studies Association in GB and Ireland, Chair Athena Swan SAT 2014-16, Member UMT, Member GA.</i>	M	Registrar and Deputy President (Chief Academic Officer)	6
	Claire O'Connor	F	Director of Planning and Institutional Research	2,4
	Nathan Quinlan <i>Member CoEI Athena SWAN SAT.</i>	M	Senior Lecturer, School of Engineering and Informatics	2
	Shivaun Quinlivan <i>Member University Women's Network Committee, Member SIPTU Equality Sub-Committee, Irish National Legal Expert to EU on Disability/Non-Discrimination 2002-2007.</i>	F	Lecturer Above the Bar, School of Law	5,6

Picture	Name*	M/F	Position	SAT Role/ Sub-group **
	Ann Ryan ■ <i>Participant in Aurora Programme 2016, Participant in Irish Management Institute Networking Mentor Programme 2017.</i>	F	Head of Research Development, Research Office	4,5
	Andrew Shearer ■ <i>Head School of Physics 2013-2017, Chair Examinations Appeal Committee 2016.</i>	M	Personal Professor, School of Physics	4
	Terry Smith ■ <i>Vice President for Research, 2008-2012, Member Governing Authority, Aurora Mentor, Member University Women's Network.</i>	M	Professor, School of Natural Sciences	1,3
	Clare Walsh ■ <i>Member University Women's Network, Member NUI Galway Equality Committee 2002-2009.</i>	F	Administrative Assistant, Office of the President	5,6
	Chaosheng Zhang ■ <i>President of Society for Environmental Geochemistry and Health, Former and Founding Head of Ryan Institute GIS Centre.</i>	M	Senior Lecturer, School of Geography and Archaeology	1

*Experience/responsibilities:

C: Has parental and/or caring responsibilities, including elder care.

D: Dual career

F: Full-time

P: Part-time

S: Single Parent

X: Current or recent experience of availing of flexible leave, including parental leave.

**AS SAT Sub-groups:

1: Self-assessment process; communication and consultation

2: Data analysis

3: Career transition points

4: Career Support & Development

5: Culture

6: Editorial

- (ii) *an account of the self-assessment process, with details of:*
- *When the team was established;*
 - *how often the team has met;*
 - *what the focus of the meetings has been;*
 - *how the team has consulted with members of the institution and students;*
 - *what consultation (if any) has occurred with staff or individuals outside of the institution;*
 - *what the internal and external reporting mechanisms of the team are.*

The SAT met monthly beginning September 2016, developing a bronze application which was submitted, again unsuccessfully, in April 2017. The SAT built up considerable momentum during 2017, continuing to implement and ultimately refine the action plan for this resubmission. This resubmission is informed by more in-depth analysis of data outputs from improved data collection, more reflection on the staff culture survey conducted in 2015 (*Table 2.1.2 and 2.1.3*) and the GEAP which was developed to implement the recommendations of both the NUI Galway Gender Equality Task Force and the Report of the HEA Expert Group (2016).

Table 2.1.2: Distribution of Survey Respondents by Employment Category

Staff Category	No. of respondents	% of staff category
Academic	428	46%
Research	148	33%
Support Services	388	56%
Total	964	46% of total staff

Table 2.1.3: Distribution of Survey Respondents by Gender

	Female	Male	Total
Respondents to survey	653	311	964
Response rate by gender %	68%	32%	100%

The SAT consulted widely internally. Staff Town Hall meetings were held in October 2016, March 2017 and November 2017; drafts of the application and action plan were circulated to all staff; and the resulting staff input, including responses to the feedback on the last application informed this submission.

The SAT also consulted with the Students' Union Class Representative Council, groups of STEM post-graduate research students and post-doctoral researchers, STEM College Executives, the UMT and the Academic Management Team (AMT).

On two occasions (November 2016 and 2017), Ms Sarah Fink, ECU, facilitated workshops for the SAT focused on feedback from each prior application and actions and analysis.

The SAT consulted externally with:

- Ms Denise Price, Queen's University Belfast (QUB), who presented on QUB's experience of engaging with AS at a Town Hall meeting for NUI Galway staff in November 2016,

- The External Advisory Group on Gender Equality for NUI Galway; Professor Yvonne Galligan, QUB, Professor Paul Walton, University of York, Professor Jane Grimson, Former Vice Provost of Trinity College Dublin and Professor Tomas Brage, Lund University,
- Colleagues from the University of Ulster who visited NUI Galway in 2015,
- Ms Katie Farrell, University of Glasgow, Nov 2017.

Five members of the SAT observed panel assessments in the ECU and one member is a panellist.

(iii) *plans for the future of the SAT, including:*

- *how often the team will continue to meet;*
- *how the SAT intends to monitor implementation of the action plan;*
- *how the SAT intends to interact with staff;*
- *how the team will engage with STEMM departments to encourage them to apply for awards;*
- *whether the membership of the group will change;*
- *what the internal and external reporting mechanisms of the team will be.*

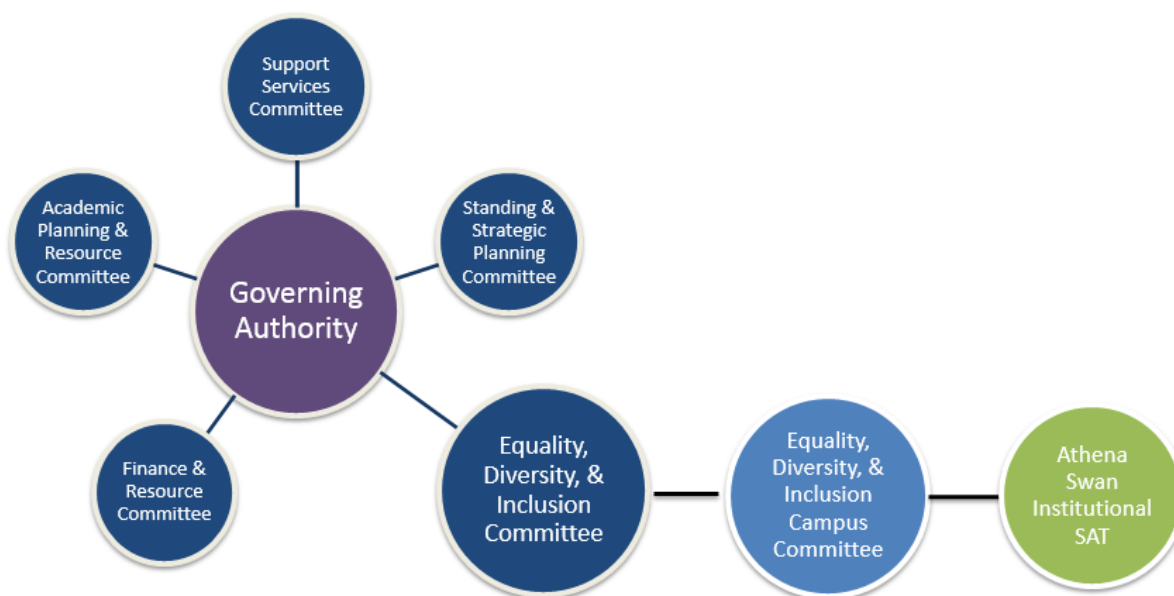


Figure 2.1.1: Organisational Structure showing Athena SWAN SAT

The SAT is a working sub-committee of the Equality, Diversity & Inclusion Campus Committee (EDICC), which is also chaired by the VPED (*Figure 2.1.1*).

The SAT will meet every 6 weeks, and more frequently as required, to oversee the implementation of the AS Action Plan, monitor institutional and school data, support school submissions, and report progress into the EDICC.

The SAT will continue to consult with the AS Steering Group in QUB on evolving structures and mechanisms to support the renewal of the institutional application and school submissions as the AS Charter expands in Ireland.

Progress reports will be (i) provided to UMT and GA *via* the EDICC, (ii) published on the AS website and (iii) communicated locally *via* School-level SATs/Equality Committees. The SAT will develop an

AS blog to ensure widespread understanding of the Charter, our action plan and progress on implementation.

Action 2.2 – Support submission of departmental bronze applications by our 8 STEMM Schools.

Action 2.3 – Communicate progress and expansion of the Athena SWAN charter in NUI Galway to all staff and ensure understanding and embedding of principles.

Action 2.4 – Provide bi-annual progress reports (October and April) on AS activity and implementation of the action Plan to UMT and GA via the EDICC.

To ensure integration of the institutional and school-level submissions there is an overlap in membership of the SAT. Fifteen members of the Institutional SAT are from STEMM Colleges, including the Dean of the College of Science (CoS), and they report regularly to their school and college executive teams. The VPED, as SAT Chair, provides regular briefings to GA, UMT, Academic Council, college and school executives. School-level SATs have been established in three Schools (Physics, Medicine, and Engineering and Informatics) and aim to submit departmental applications in AY 2017/2018. Three Schools: Nursing and Midwifery; Humanities; and Natural Sciences have formed equality committees and aim to submit applications during 2019.

The overall composition and membership of the SAT will be reviewed by the EDICC, with input from the UMT, on a three-year rolling basis to ensure appropriate and diverse representation.

Word count: 924

3. A picture of the institution and its composition

3.1 Brief description of the institution:

To set the context for the application, please provide a brief description of the institution, including any relevant contextual information. This should include:

- (i) *Information on its teaching and its research focus;*
- (ii) *The number of students and staff (academic and support staff separately);*
- (iii) *The total number of departments in the institution;*
- (iv) *List and sizes of STEMM departments (academic and support staff separately);*
- (v) *The percentage of STEMM departments as a proportion of all institution departments.*

NUI Galway was founded in 1845 as Queen's College Galway. Women were first admitted in 1879, with the first woman (Bessie Anderson) graduating in 1888. NUI Galway is ranked among the top 1% of universities worldwide for the quality of its teaching and research (Times Higher and QS rankings).

We are a research-led university with a direct research income of €52.6 million (2015/16). NUI Galway has five priority research areas; Applied Social Sciences and Public Policy; Biomedical Science and Engineering; Environment, Marine and Energy; Humanities in Context; and Informatics, Data Analytics, Physical and Computational Science. The University has a unique commitment to the Irish language and plays a lead role nationally in providing courses through Irish.



Figure 3.1.1: Quadrangle Building NUI Galway

NUI Galway offers over 60 undergraduate degrees, 585 postgraduate programmes and a wide range of part-time diplomas and degrees across its five colleges.

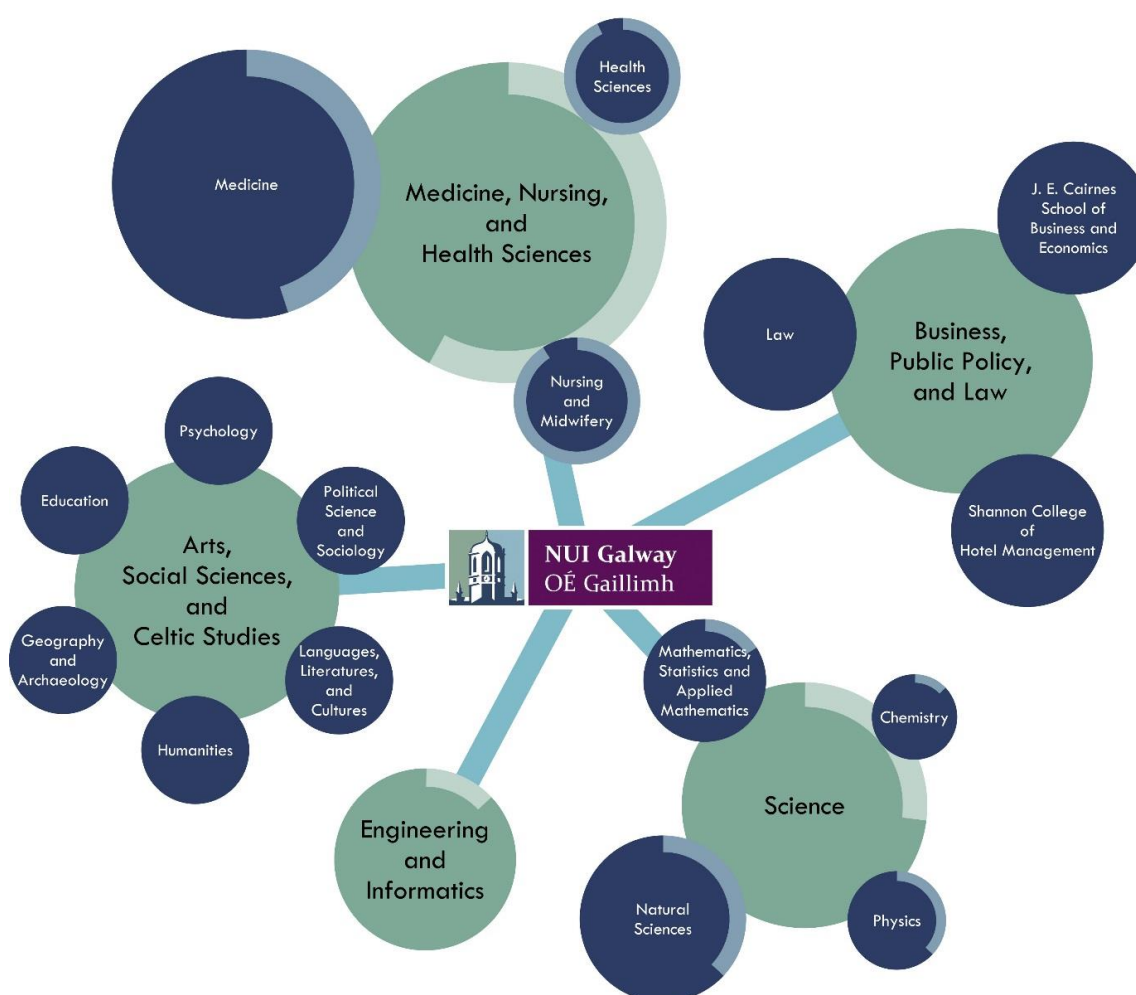
STEMM Colleges

1. College of Engineering and Informatics (CoEI)
2. College of Medicine, Nursing and Health Sciences (CMNHS)
3. College of Science (CoS)

Non-STEMM Colleges

4. College of Arts, Social Science, and Celtic Studies (CASSCS)
5. College of Business, Public Policy and Law (CBPPL)

Within the five colleges, there are 17 schools and 60 academic disciplines. In Figure 3.1.2, for STEMM, the circle sizes are indicative of relative academic staff numbers, and the lighter shade on the rim indicates the percentage of female academic staff.



Scale for STEMM colleges and schools

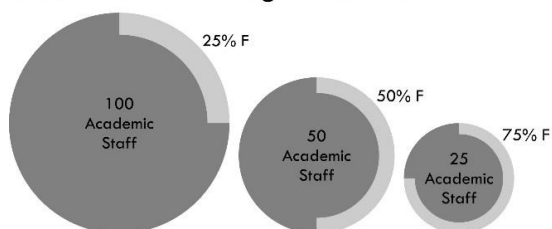


Figure 3.1.2: NUI Galway Colleges and Schools



Figure 3.1.3: Students at NUI Galway

NUI Galway has 18,212 students (2016/17); 79% undergraduate (UG) and 21% postgraduate (PG). Over 15% of UG's are non-traditional students, including mature students, socio-economically disadvantaged students, students with a disability, and ethnic minorities. In 2016, 200 students completed PhDs.

The student body is 57% female (*Table 3.1.1*). Most colleges have an equal or majority female UG population with the exception of the CoEI. Within STEMM, the numbers of UG female students range from 16% (CoEI) to 73% (CMNHS). The national average for female UG engineering students is 20% (*Figure 3.1.4*).

Overall, female students are in the majority (59%) at PG level (*Table 3.1.1*). The percentage of female PGs in the CoEI is the lowest at 29%, and lower than some comparators nationally (*Figure 3.1.4*). A key collective issue to address is the lower proportion of female UG students in STEMM, and particularly, the CoEI (**Actions 3.1 - 3.3**).

Action 3.1 – Implement a ‘student recruitment programme of activity’ to promote STEMM as a career choice for female students. The initial focus for AY 2017/18 is on Engineering, with the lowest percentage of female students in NUI Galway.

Action 3.2 – Expand the ‘student recruitment programme of activity’ to the CoS to address the low proportion of female UG students in Chemistry, Physics, and Maths, Statistics & Applied Maths.

Action 3.3 - Host an annual Athena SWAN event to promote visibility of female STEMM role models.

The University introduced anonymous marking from semester 1 in AY 2017/18 to ensure that no unconscious bias such as gender or ethnicity prevails in the assessment of student progression and achievement.

Table 3.1.1: Students (UG & PG) by College 2016

College	STEMM	Number of Students (UG & PG)					
		UG	%F	PG	%F	Total	%F
Acadamh na hOllscolaíochta Gaeilge ¹	No	392	70%	22	95%	414	71%
Adult & Continuing Education	No	1,437	62%	278	61%	1,715	62%
College of Arts, Social Sciences & Celtic Studies	No	4,587	66%	1,242	67%	5,829	66%
College of Business, Public Policy, & Law	No	2,478	48%	692	48%	3,170	48%
College of Engineering & Informatics	Yes	1,194	16%	441	29%	1,635	19%
College of Medicine, Nursing, & Health Sciences	Yes	1,950	73%	666	75%	2,616	73%
College of Science	Yes	2,341	48%	492	53%	2,833	49%
Total		14,379	56%	3,833	59%	18,212	57%

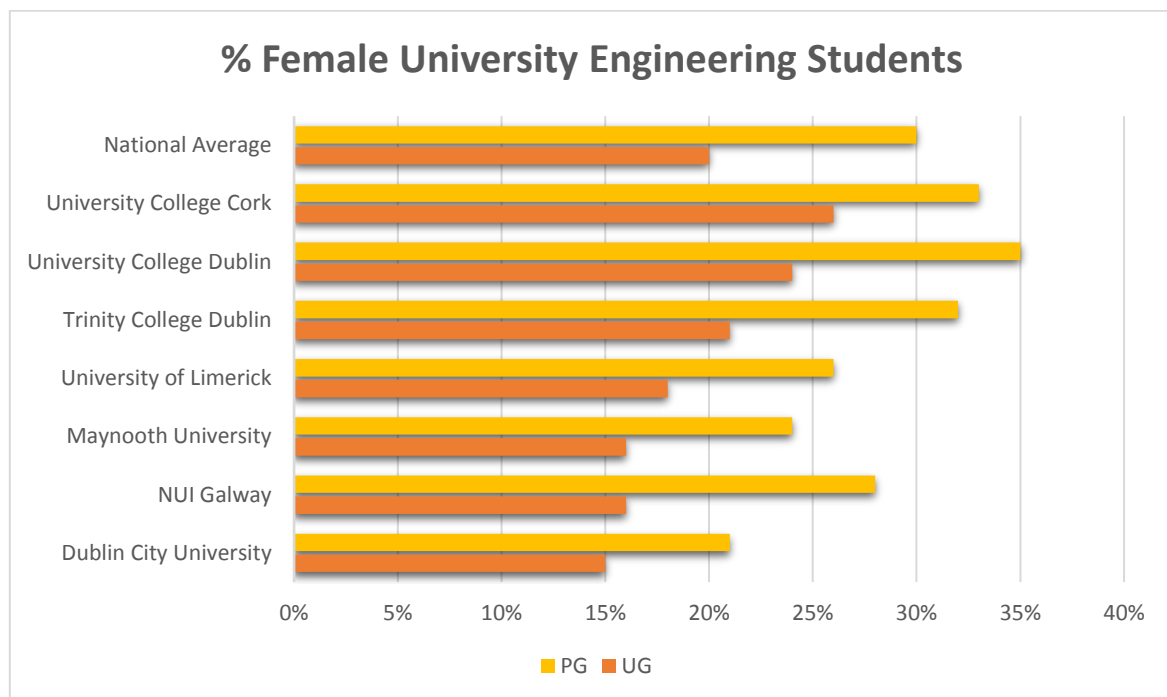


Figure 3.1.4: Female University Engineering students (HEA by ISCED Codes, March 2015)

Word count: 368

¹ Acadamh na hOllscolaíochta Gaeilge is an Irish-language institute within NUI Galway

3.2 Staff data

(i) Proportion of all categories of academic staff by gender – Look at the career pipeline across the whole institution and in STEMM departments. Comment on and explain any differences between men and women, and, where relevant, any differences between STEMM departments, or between STEMM and non-STEMM departments. Identify any issues in the pipeline at particular grades/levels. Where relevant, comment on the transition of technical staff to academic roles.

NUI Galway employs 2,244 staff: 691 academics, 521 researchers, 904 support services staff² and 128 Part-Time Assistants³ (PTA). STEMM staff comprise 47% of total staff, with slightly fewer women in all staff categories in STEMM (*Table 3.2.1, Figure 3.2.1*). This is broadly similar to the other Irish universities overall (HEA Institutional Staff profiles, 2017).

Table 3.2.1: % Female Staff NUI Galway and STEMM (2016)

	Academic		Research		Support Services		Part-Time Assistant (PTA)	
	Total	% Female	Total	% Female	Total	% Female	Total	% Female
University	691	44%	521	53%	904	70%	128	65%
STEMM	403	41%	428	51%	208	65%	20	60%
% STEMM / University	58%		82%		23%		16%	

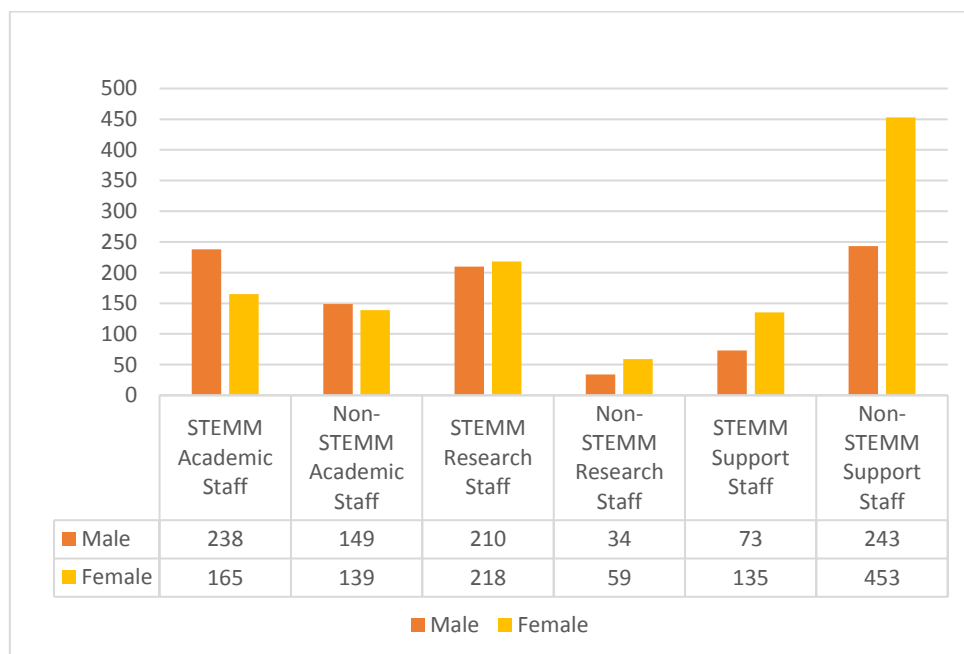


Figure 3.2.1: % Female Staff NUI Galway and STEMM (2016)

² Support Services Staff include Administration, Technical, Trade/Craft workers and General Operatives

³ PTA staff can have a range of responsibilities including administration and/or teaching. Given their contract type, PTAs are not required to fulfil key elements of the academic role and are paid on an administrative salary scale.

Table 3.2.2: Administrative, Technical & PTA Staff by Gender STEMM (2016)

	Male	Female	% Female
Administrative Staff	6	106	95%
Technical Staff	58	28	33%
PTA	83	45	65%

Within the PTA cohort, staff have a range of responsibilities encompassing administration and/or teaching. The University is engaging in a process to review the contracts of PTA staff which may result in some reclassification of contracts. Where appropriate the University will seek authorisation from the Department of Education and Skills (DES) to reclassify such contracts.

Analysis of STEMM School data (*Figure 3.2.3*) shows the percentage of female academic staff ranges from 13% (SoC) to 93% (SoHS).

Actions 4.2 - 4.5 aim to address under-representation of female academic staff (page 36).

Table 3.2.3: STEMM Schools (Academic, Research and Support Staff) 2016*

	Academic		Research		Support	
	Total	% Female	Total	% Female	Total	% Female
College of Engineering & Informatics						
College Office	5	0	0	0	4	100%
School of Engineering & Informatics	63	14%	154	29%	42	45%
Subtotal	68	13%	154	29%	46	50%
College of Medicine, Nursing & Health Sciences						
College Office	1	0	0	0	4	75%
School of Health Sciences	28	93%	12	100%	10	100%
School of Medicine	149	45%	114	70%	53	83%
School of Nursing & Midwifery	33	91%	12	92%	9	89%
Subtotal	211	58%	138	75%	76	86%
College of Science						
College Office	1	0	1	0	4	75%
School of Chemistry	15	13%	24	46%	11	45%
School of Maths, Statistics & Applied Maths	31	16%	1	0	5	100%
School of Natural Sciences	57	37%	83	61%	53	57%
School of Physics	20	25%	27	33%	13	38%
Subtotal	124	27%	136	52%	86	56%
Total (STEMM Schools)	403	41%	428	51%	208	65%
Total (Non STEMM Schools)	288	48%	92	62%	696	71%
Total (all NUI Galway)	691	44%	520	53%	904	70%

* Staff funded from central College funds are listed under the College Office heading. The remainder of staff are distributed in the Schools.

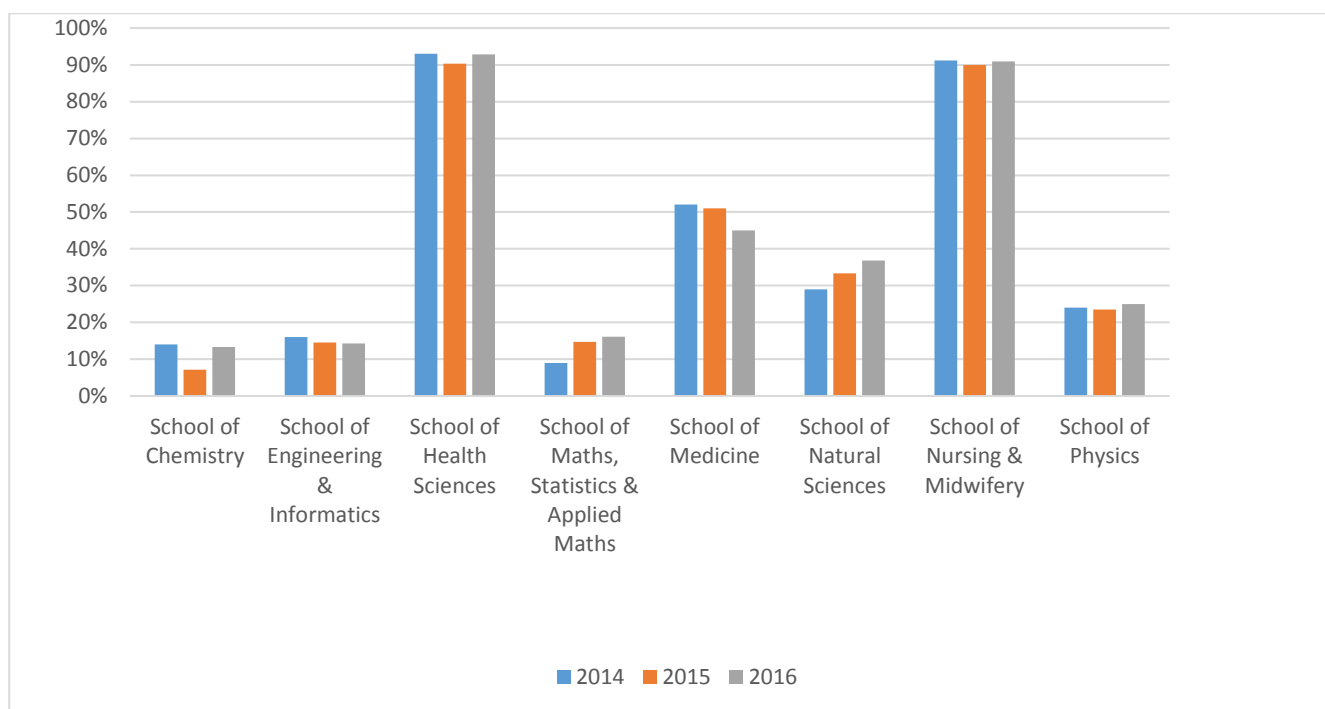


Figure 3.2.2: Female Academic Staff in STEM Schools (2014-2016)

The academic career structure at NUI Galway is: Lecturer Below the Bar (LBB), Lecturer Above the Bar (LAB), Senior Lecturer (SL), Personal Professor (PP) and Established Professor (EP). Within the lecturer grades, a number of academics (29 women and 11 men) formerly titled University Teachers (UT) have contracts with more emphasis on teaching and learning, with a requirement to remain current with their disciplinary area. In 2015, the University introduced a new Lecturer Type A contract, which changed the nomenclature from UT to Lecturer and provides a new teaching-focused pathway to promotion, access to sabbatical leave, travel grants and research funding. This creates new opportunities for more women to progress to senior academic grades (*Table 4.1.12, page 42*).

Lecturers (LBB) who have completed a minimum of one year in post, subsequent to confirmation in post, may apply for progression to LAB. Promotion to SL is internally competitive, while the other promotion routes are criterion-referenced.

Analysis of academic staff by gender and grade in the University (*Table 3.2.4*) and STEM (*Table 3.2.5*) highlights that women are accessing permanent entry-level lectureships in NUI Galway in slightly greater numbers to men. This reflects national data where 50% of lecturers are women (*Table 3.2.6*). Overall, the percentage of female academics remained relatively unchanged at ~40% from 2014-2016 (*Table 3.2.4 and 3.2.5*). The majority of academic staff is in the LAB grade with proportionally more women suggesting that women progress proportionately to LAB. The bottleneck for the promotion of women is at SL level for the University and STEM, similar to other Irish universities (*Table 3.2.6*).

SL promotions in 2017 significantly improved female SL representation to 40% overall (*Figure 4.1.3, page 34*).

Action 3.4 – Establish target to increase the % of staff at SL to minimum 45% women by 2020.

Action 3.5 – Introduce an Athena Swan mid-career lecturer research capacity building grant.

Table 3.2.4: All Academic Staff by Gender and Grade (2014-2016)

	2014			2015			2016		
	Male	Female	Female %	Male	Female	Female %	Male	Female	Female %
Lecturer (Below Bar)	67	78	54%	71	82	54%	73	82	53%
Lecturer (Above Bar)	126	169	57%	139	179	56%	147	174	54%
Senior Lecturer	74	34	31%	65	35	35%	61	30	33%
Personal Professor	45	5	10%	49	6	11%	51	10	16%
Established Professor	57	8	12%	56	8	13%	55	8	13%
Total	369	294	44%	380	310	45%	387	304	44%

Table 3.2.5: STEMM Academic Staff by Gender and Grade (2014-2016)

	2014			2015			2016		
	Male	Female	Female %	Male	Female	Female %	Male	Female	Female %
Lecturer (Below Bar)	37	39	51%	40	42	51%	37	42	53%
Lecturer (Above Bar)	72	103	59%	78	101	56%	87	99	53%
Senior Lecturer	46	19	29%	41	18	31%	38	14	27%
Personal Professor	28	1	3%	30	2	6%	36	5	12%
Established Professor	39	6	13%	39	6	13%	40	5	11%
Total	222	168	43%	228	169	43%	238	165	41%

Table 3.2.6: HEA Benchmark Data (Institutional Staff Profiles 3 Year Average, Dec 2014-Dec 2016, WTE)

	NUI Galway		All Irish Universities	
	%Male	%Female	%Male	%Female
Lecturer	46%	54%	49%	51%
Senior Lecturer	67%	33%	64%	36%
Associate Professor ⁴	87%	13%	71%	29%
Professor	88%	12%	79%	21%

The number of women at PP grade doubled from 5 to 10 in the data period (*Table 3.2.4*), with a proportionally bigger increase in STEMM (*Table 3.2.5*). This trend at PP is encouraging and accounts for the corresponding decrease of women at SL.

NUI Galway is below the sectoral average for professors (*Table 3.2.6*).

Action 3.6 - Establish target to increase the % of staff at professorship grades to minimum 25% women by 2020.

It should be noted that the PP grade in NUI Galway is similar to a Personal Chair in other institutions, with a single salary point on the EP salary scale compared with a 6-point Associate Professor (AP) salary scale which overlaps with the SL grade in other Irish universities. The absence of an

⁴ NUI Galway does not have an Associate Professor equivalent grade.

incremental AP grade increases pressure on promotion to PP. While the impact disadvantages all academic colleagues by comparison to the rest of the Irish university system, the SAT's view is that the consequent disadvantage may be greater for women as promotion to PP may look unattainable to many.

Action 3.7 - Introduce a new Associate Professor grade in addition to existing professorship grades.

The chronic under-representation of women at professorship grades will be addressed as a priority in **Actions 4.2 to 4.5** and **4.10 to 4.13** under Section 4 (iv) on promotions.

In the Research category, women are well represented in the University and STEMM at approximately 50% (*Table 3.2.7 and 3.2.8*). The greatest attrition rate in the career pipeline exists in the CoS with 53% female postgraduate students (*Table 3.1.1*), 52% female researchers, falling to 27% female academic staff (*Table 3.2.3*). In CoEI, women represent 29% of postgraduate students (*Table 3.1.1*) and researchers yet only 13% of academic staff (*Table 3.2.3*). Senior research fellows who must have attained a level of self-sufficiency in funding represent less than 4% of our researchers overall, but are disproportionally men. Research career support is discussed in section 4.2 (page 46).

The School of Medicine (SoM) has a cohort of staff in joint University and Health Service Executive posts. Although numbers are small, the proportion of women in these concurrent clinical roles (*Table 3.2.9*) is lower (half) than that of all academic women in the SoM overall (*Table 3.2.3*).

Table 3.2.7: Researcher Career Pipeline All NUI Galway (2014-2016)

	2014			2015			2016		
	Male	Female	% F	Male	Female	% F	Male	Female	% F
Research Assistant	48	66	58%	52	62	54%	51	71	58%
Postdoctoral Researcher/Research Associate	114	122	52%	121	141	54%	124	162	57%
Research Fellow	42	31	42%	54	41	43%	56	42	43%
Senior Research Fellow	14	3	18%	16	4	20%	12	2	14%
Total	218	222	50%	243	248	51%	244	277	53%

Table 3.2.8: Researcher Career Pipeline STEMM (2014-2016)

	2014			2015			2016		
	Male	Female	% F	Male	Female	% F	Male	Female	% F
Research Assistant	39	49	57%	40	48	55%	46	58	56%
Postdoctoral Researcher/Research Associate	97	102	51%	102	111	52%	105	123	54%
Research Fellow	40	25	38%	53	34	39%	48	36	43%
Senior Research Fellow	12	3	20%	14	4	22%	10	2	17%
Total	188	179	49%	209	197	49%	209	219	51%

Table 3.2.9: Staff with joint clinical and academic posts by gender and grade (SoM) 2014-2016

	2014			2015			2016		
	Male	Female	%Female	Male	Female	%Female	Male	Female	%Female
Lecturer (Below Bar)	0	1	100%	0	0	0%	0	0	0%
Lecturer (Above Bar)	1	2	67%	4	4	50%	7	3	30%
Senior Lecturer	7	4	36%	8	5	38%	8	3	27%
Personal Professor	3	1	25%	3	1	25%	5	1	17%
Established Professor	11	1	8%	11	1	8%	12	1	8%
Total	22	9	30%	26	11	30%	32	8	20%
Clinical Lecturer ⁵	61	18	23%	61	18	23%	58	18	24%

(ii) Leavers by grade and gender – across the whole institution and in STEMM departments.
Comment on the reasons staff leave the institution. Comment on and explain any differences between men and women leavers, and any differences in STEMM departments.

Table 3.2.10 shows the number of academic and research staff by gender who left the university, other than retirements.

Table 3.2.10: Turnover Rate (%) by reason & gender – All NUIG Academic & Research Staff (2014-2016)

	2014				2015				2016			
	M	F	Total	%F	M	F	Total	%F	M	F	Total	%F
Contract Expired	31	27	58	47%	30	44	74	59%	49	54	103	52%
Academic	1	0	1	0%	2	1	3	33%	1	4	5	80%
Research	30	27	57	47%	28	43	71	61%	48	50	98	51%
Redundancy	10	19	29	66%	15	9	24	37%	18	16	34	47%
Academic	1	0	1	0%	0	1	1	100%	2	0	2	0%
Research	9	19	28	68%	15	8	23	35%	16	16	32	50%
Resigned	58	32	90	36%	50	39	89	44%	38	42	80	53%
Academic	14	8	22	36%	18	10	28	36%	10	18	28	64%
Research	44	24	68	35%	32	29	61	48%	28	24	52	46%
Total	99	78	177	44%	95	92	187	49%	105	112	217	52%

⁵ Clinical Lecturers are full-time clinical staff who give a number of lectures each academic year and supervise undergraduate student placements. Clinical Lecturers have an FTE of 0.03.

Table 3.2.11: Turnover Rate (%) by reason & gender – STEMM Academic & Research Staff (2014-2016)

	2014				2015				2016			
	M	F	Total	%F	M	F	Total	%F	M	F	Total	%F
Contract Expired	31	20	51	39%	25	27	52	52%	33	34	67	55%
Academic	1	0	1	0	1	0	1	0	1	2	3	67%
Research	30	20	50	40%	24	27	51	53%	32	32	64	50%
Redundancy	9	14	23	61%	14	8	22	36%	13	12	25	48%
Academic	0	0	0	0	0	1	1	100%	1	0	1	0
Research	9	14	23	61%	14	7	21	33%	12	12	24	50%
Resigned	50	25	75	33%	38	32	70	46%	34	30	64	47%
Academic	11	4	15	27%	10	10	20	50%	9	14	23	61%
Research	39	21	60	35%	28	22	50	44%	25	16	41	39%
Total	90	59	149	40%	77	67	144	47%	80	76	156	49%

As expected, researchers accounted for the greatest number of leavers. The majority of all leavers resigned, with a noticeable increase in academic women resigning (*Table 3.2.10*). While qualitative data on leavers is not available centrally, further analysis of quantitative data revealed that 12 of the 14 academic women resigning in STEMM in 2016 (*Table 3.2.11*) fully completed fixed-term contracts in the SoM; they were recorded as ‘resigned’ rather than ‘contract expired’ to reflect their option to renew for a further fixed-term period. Most of the fixed-term lectureship roles in the SoM are joint appointments with the HSE and are intended for doctors who are preparing for (i) post-graduate examinations, (ii) higher specialist training posts or (iii) having completed higher training posts, are using 1 to 2 years in joint posts to prepare for consultant clinical positions.

Of note, 3 (25%) of these women who ‘resigned’ (SoM) in this period went on to consultant and/or professor posts.

Action 3.8 – Conduct structured qualitative surveys (exit interviews) centrally to systematically record reasons for staff resigning.

(iii) Proportion of men and women academic and research staff on fixed-term, open-ended, zero-hour and permanent contracts – across the whole institution and in STEMM departments.

Comment on what is being done to ensure continuity of employment and to address any other issues. Where relevant, comment on any academic staff employed on a casual or adjunct basis.

The data show more women were employed on fixed-term contracts, with yearly increases in the numbers on Contracts of Indefinite Duration (CID) (*Table 3.2.12*).

Table 3.2.12: Academic & Research Staff by contract type All Colleges (2014-2016)

	All University Colleges									
	Contract Type	2014			2015			2016		
		M	F	% Female	M	F	% Female	M	F	% Female
Academic	Permanent	328	227	41%	335	241	42%	336	238	41%
	CID	3	4	57%	5	9	64%	8	14	64%
	Fixed Term	38	63	62%	40	60	60%	43	52	55%
	Total	369	294	44%	380	310	45%	387	304	44%
Research	Permanent	0	0	0	1	0	0	3	0	0
	CID	58	49	46%	58	56	49%	48	58	55%
	Fixed Term	160	173	52%	184	192	51%	193	219	53%

CIDs in STEMM comprise 95% (*Table 3.2.13*). In 2016, 20 of 22 academic staff on CIDs (*Table 3.2.13*) are in the CMNHS (13 women, 7 men). Four medical academies, established in the West and North West of Ireland, linked to NUI Galway affiliate regional hospitals (Sligo, Mayo, Ballinasloe and Letterkenny) circa 2010 to provide clinical training for an increased number of non-EU medical students. This resulted in the appointment of local female General Practitioners to new part-time lecturing posts. Appointments were temporary, initially due to the non-guaranteed nature of the income stream. However academic staff have now acquired CIDs giving them security of employment and since 2017, equal access to academic promotion schemes.

Action 3.9 – Enhance academic CID contracts to harmonise access to career development supports, in particular access to sabbatical leave, with the comparable permanent academic grade.

Continued employment for researchers on CIDs is largely dependent on research funding. The majority of research CID staff are evenly spread across the 3 STEMM Colleges (*Table 3.2.13*). While numbers decreased in the CoS and CoEI, there was a steady increase in the number in the CMNHS with a corresponding increase in the number of female CID researchers.

This is partly explained by the appointment of researchers with a specific requirement for nursing qualifications (traditionally more women) to a new Clinical Research Facility (CRF) funded by the Health Research Board (HRB). The CRF has expanded giving rise to increased recruitment with staff members acquiring CIDs over time. On a positive note, in 2017, 4 of the female researchers in this category obtained academic lectureships. The SAT sees potential for female CID researchers with the right career support and well-developed research profiles to develop academic careers.

Action 3.10 – Provide focused career supports, including individual career pathway counselling sessions, for CID research staff as part of the implementation of the Research Career Development Strategy.

Table 3.2.13: Academic and Research Staff by contract type, STEMM Colleges (2014-2016)

		All STEMM Colleges								
		2014			2015			2016		
Contract Type		M	F	% Female	M	F	% Female	M	F	% Female
College of Engineering & Informatics										
Academic	Permanent	49	9	16%	51	8	14%	54	8	13%
	CID	0	0	0	0	0	0	0	0	0
	Fixed Term	3	1	25%	5	2	29%	5	1	17%
	Total	52	10	16%	56	10	15%	59	9	13%
Research	Permanent	0	0	0	1	0	0	1	0	0
	CID	27	7	21%	30	10	25%	18	8	31%
	Fixed Term	68	24	26%	88	37	30%	90	37	29%
	Total	95	31	25%	119	47	28%	109	45	29%
College of Medicine, Nursing & Health Sciences										
Academic	Permanent	55	80	59%	54	81	60%	59	78	57%
	CID	2	3	60%	4	8	67%	7	13	65%
	Fixed Term	19	49	72%	20	41	67%	22	32	59%
	Total	76	132	63%	78	130	63%	88	123	58%
Research	Permanent	0	0	0	0	0	0	0	0	0
	CID	7	14	67%	8	19	70%	7	25	78%
	Fixed Term	23	65	74%	21	70	77%	28	78	74%
	Total	30	79	72%	29	89	75%	35	103	75%
College of Science										
Academic	Permanent	85	21	20%	87	21	19%	87	24	22%
	CID	0	1	100%	0	1	100%	0	1	100%
	Fixed Term	9	4	31%	7	7	50%	4	8	67%
	Total	94	26	22%	94	29	24%	91	33	27%
Research	Permanent	0	0	0	0	0	0	1	0	0
	CID	20	24	55%	18	20	53%	14	18	56%
	Fixed Term	43	45	51%	43	41	49%	50	53	51%
	Total	63	69	52%	61	61	50%	65	71	52%

Table 3.2.14 shows more women on fixed-term/part-time contracts, particularly in STEMM. Within the academic category, 70% are in the SoM (55% women and 45% men). This correlates with the joint appointment fixed-term lectureship roles in the SoM (page 27).

In the research category, 76% of all fixed-term/part-time contracts are in the STEMM Colleges, of which 35 (73%) are held by women (*Table 3.2.14*). Further investigation has revealed that there are a variety of reasons for the employment of staff on part-time contracts (including women availing of equality leave schemes) none of which raised a specific concern.

The University does not employ staff of any grade on zero contract hours.

Table 3.2.14: Academic and Research Staff by contract type (2014-2016)

			2014			2015			2016		
Contract Type	FT/PT		M	F	% Female	M	F	% Female	M	F	% Female
All University Staff											
Academic	Permanent	FT	300	204	40%	307	214	41%	304	213	41%
		PT	28	23	45%	28	27	49%	32	25	44%
	CID	FT	2	0	0	2	0	0	3	0	0
		PT	1	4	80%	3	9	75%	5	14	74%
	Fixed Term	FT	13	16	55%	16	19	54%	18	20	53%
		PT	25	47	65%	24	41	63%	25	32	56%
	Total	FT	315	220	41%	325	233	42%	325	233	42%
		PT	54	74	58%	55	77	58%	62	71	53%
Research	Permanent	FT	0	0	0	1	0	0	2	0	0
		PT	0	0	n/a	0	0	n/a	1	0	0
	CID	FT	55	33	38%	54	37	41%	45	36	44%
		PT	3	16	84%	4	19	83%	3	22	88%
	Fixed Term	FT	152	133	47%	158	148	48%	176	173	50%
		PT	8	40	83%	26	44	63%	17	46	73%
	Total	FT	207	166	45%	213	185	46%	223	209	48%
		PT	11	56	84%	30	63	68%	21	68	76%
STEMM Staff											
Academic	Permanent	FT	162	92	36%	166	93	36%	170	94	36%
		PT	27	18	40%	26	17	40%	30	16	35%
	CID	FT	1	0	0	1	0	0	2	0	0
		PT	1	4	80%	3	9	75%	5	14	74%
	Fixed Term	FT	12	11	48%	14	12	46%	13	13	50%
		PT	19	43	69%	18	38	68%	18	28	61%
	Total	FT	175	103	37%	181	105	37%	185	107	37%
		PT	47	65	58%	47	64	58%	53	58	52%
Research	Permanent	FT	0	0	n/a	1	0	0	1	0	0
		PT	0	0	n/a	0	0	n/a	1	0	0
	CID	FT	51	29	36%	52	30	37%	36	31	46%
		PT	3	16	84%	4	19	83%	3	20	87%
	Fixed Term	FT	126	104	45%	135	115	46%	155	133	46%
		PT	8	30	79%	17	33	66%	13	35	73%
	Total	FT	177	133	43%	188	145	44%	192	164	46%
		PT	11	46	81%	21	52	71%	17	55	76%

(iv) Evidence from equal pay audits/reviews. *If available, comment on the findings from the most recent equal pay audit and plans to address any disparities.*

NUI Galway systematically applies a set of rules in determining incremental placing on a fixed salary scale at job-offer stage. A preliminary analysis of pay by gender at each grade reveals parity of earnings. Table 3.2.15 shows a slight gap at the Established Professor grade in 2016 which is attributable to one externally funded person, who is not subject to the fixed salary scale.

Table 3.2.15: Average earnings by Gender & Grade (2014-2016)

	2014			2015			2016		
	Male	Female	Proportion (F of M)	Male	Female	Proportion (F of M)	Male	Female	Proportion (F of M)
Lecturer (Below the Bar)	49,371	51,164	1.04	49,971	51,853	1.04	49,924	52,330	1.05
Lecturer (Above the Bar)	74,504	73,967	0.99	74,432	74,042	0.99	74,992	74,524	0.99
Senior Lecturer	85,205	83,891	0.98	86,251	84,325	0.98	86,629	84,837	0.98
Personal Professor	121,766	121,766	1.00	121,766	121,766	1.00	121,766	121,766	1.00
Established Professor	133,783	130,106	0.97	132,951	130,106	0.98	135,518	127,553	0.94

* Note salaries have been mapped to A PRSI scale to get a true reflection of earning at grade

Word count: 1421

4. Supporting and advancing women's careers

For each of the following sections (4.1, 4.2, 4.3 and 4.4):

- *Provide data/statistics (numbers and percentages) for at least the past three years, with commentary on their significance. Where possible and relevant, use clearly-labelled graphical illustrations.*
- *Reflect upon the key issues in the institution, what steps have been taken and what support has been given to address any gender disparity.*
- *Describe the initiatives implemented to address any issues and any impact to date.*
- *Comment upon any plans for the future, including how any gaps in the data will be addressed, and refer to specific, numbered actions that appear in the Action Plan.*
- *Provide data obtained via consultation where possible.*

4.1 Key career transition points

- (i) **Recruitment** – *comment on job application, short-listing, offer and acceptance rates by gender and grade across the whole institution and in STEMM departments, commenting on any differences. Comment on how the institution's recruitment processes ensure that women are encouraged to apply. Additionally, please comment on how processes and criteria for short-listing and selection comply with, and build upon, the institution's policies for equality and diversity, and recruitment and selection.*

If the dataset is large, please break it down into the different disciplines or units.

An action in our 2015 submission was to develop a mechanism to record and report on recruitment and headcount data by gender and staff category. This has been implemented yielding results (from April 2016) in Tables 4.1.1 and 4.1.2 below. The next phase will be to expand this mechanism to research posts which here-to-fore has been devolved to the schools/units given the volume of recruitment and need to fill vacancies within a tight timeframe.

Action 4.1 - Record recruitment data for research posts centrally, including by gender.

Data on applications for academic posts are presented in Table 4.1.1 and Figure 4.1.1.

On average fewer women applied for all academic posts (39%) with the exception of CMNHS (56%). The lowest rate for female applicants is in the CoEI (17%).

Table 4.1.1: Applications for Academic Posts Total University and STEMM (2014-2016)

	2014				2015				2016			
	Male	Female	Total	% F	Male	Female	Total	% F	Male	Female	Total	% F
Total University	565	465	1030	45%	681	391	1072	36%	685	382	1067	36%
CoEI	76	13	89	15%	231	56	287	19%	151	23	174	13%
CMNHS	60	86	146	59%	50	67	117	57%	66	71	137	52%
CoS	203	122	325	38%	160	66	226	29%	199	89	288	31%
Total STEMM	339	221	560	39%	441	189	630	30%	416	183	599	31%
Total Non STEMM	226	244	470	52%	240	202	442	46%	269	199	468	43%

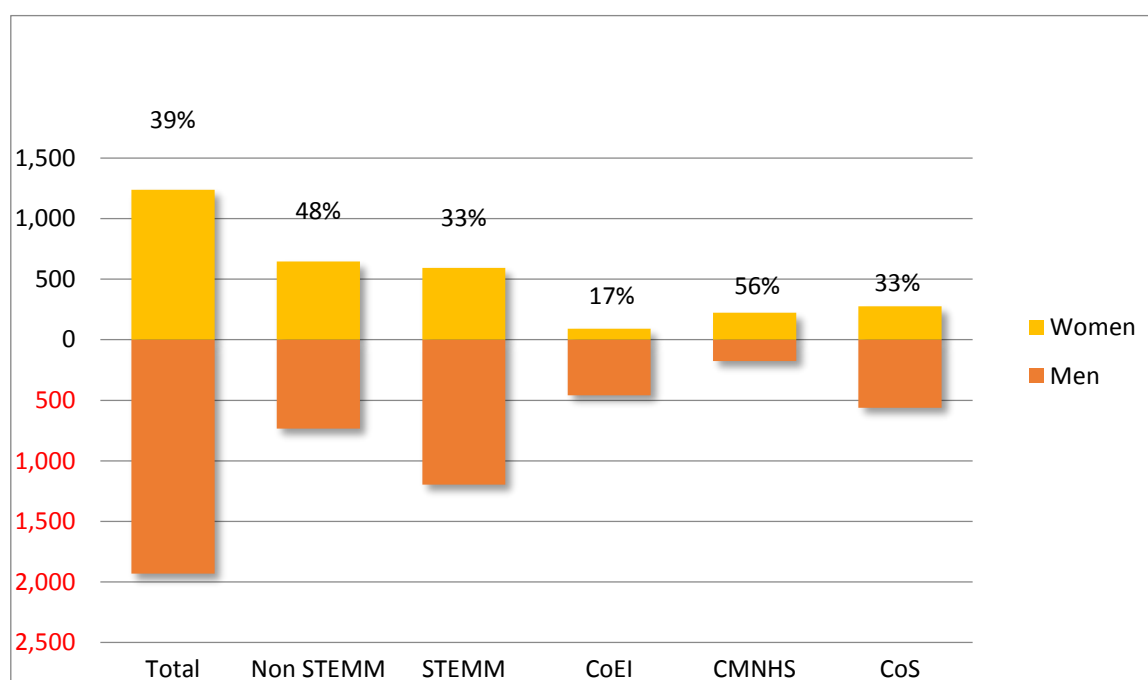


Figure 4.1.1: Average Total Applications to Academic Posts by gender (2014-2016)

From 2014-2016, there were 197 academic appointments (*Table 4.1.2*). Of these 139 were in STEMM; 65 women (47%) and 74 men (53%). Table 4.1.2 reveals a) a decrease in the number of appointments overall and in STEMM from 2014 to 2016 and b) the percentage of successful female applicants dropped from 53% to 40% with a greater decrease in STEMM from 56% to 37%.

Success rates for female academics in STEMM (46%) are better proportionally than application rates (33%) (*Figures 4.1.1 and 4.1.2*) although disproportionately better at lecturer grades (*Table 4.1.4*). At EP, the success to application ratio is broadly similar for men and women however the low number of female applicants is a key issue (*Table 4.1.3*).

Table 4.1.2: Successful Applicants for Academic Posts by gender (2014-2016)

	2014				2015				2016			
	Male	Female	Total	% F	Male	Female	Total	% F	Male	Female	Total	% F
Total University	34	39	73	53%	33	31	64	48%	36	24	60	40%
CoEI	5	1	5	20%	13	3	16	19%	5	1	6	17%
CMNHS	12	23	35	66%	6	14	20	70%	11	8	19	42%
CoS	7	5	12	42%	9	6	15	40%	6	4	10	40%
Total STEMM	24	29	53	56%	28	23	51	45%	22	13	35	37%
Total Non STEMM	10	10	20	50%	5	8	13	62%	14	11	25	44%

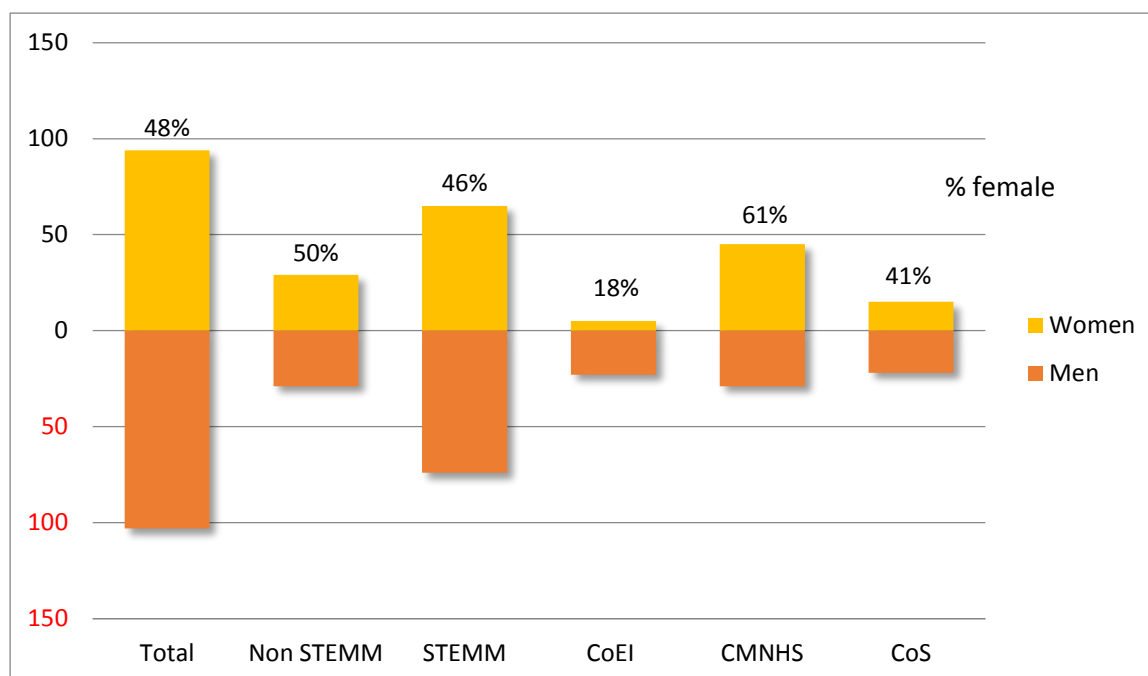


Figure 4.1.2: Average Successful Applications to Academic Posts by gender (2014-2016)

Table 4.1.3: Average Total Applicants for Academic Posts by Grade (STEMM) 2014-2016

	COLLEGE OF ENGINEERING & INFORMATICS			COLLEGE OF MEDICINE, NURSING & HEALTH SCIENCE			COLLEGE OF SCIENCE		
	F	M	% Female	F	M	% Female	F	M	% Female
LBB	10	65	13%	64	26	71%	142	299	32%
LAB	33	131	20%	23	14	62%	6	21	22%
SL	0	0	n/a	7	11	39%	0	0	n/a
PP	7	63	10%	6	15	29%	0	1	0
EP	2	17	11%	0	0	n/a	5	19	21%
LFT	40	182	18%	109	109	50%	115	219	34%
Total	92	458	17%	209	175	54%	268	559	32%

Table 4.1.4: Average Total Successful Applicants for Academic Posts by Grade (STEMM) 2014-2016

	COLLEGE OF ENGINEERING & INFORMATICS			COLLEGE OF MEDICINE, NURSING & HEALTH SCIENCE			COLLEGE OF SCIENCE		
	F	M	% Female	F	M	% Female	F	M	% Female
LBB	1	2	33%	6	1	86%	7	7	50%
LAB	0	5	0	5	0	100%	0	0	0
SL	0	0	0	1	1	50%	0	0	0
PP	0	3	0	0	1	0	0	1	0
EP	0	3	0	0	0	0	1	1	50%
LFT	4	10	29%	32	26	55%	6	13	32%
Total	5	23	18%	44	29	60%	14	22	39%

The key issues emerging from the available data on recruitment are;

- Fewer women apply for academic posts in STEMM resulting in a reduced pool of women in the career pipeline;
- There is a slight decreasing trend in application rates and a more significant decrease in appointment rates for women in STEMM (*Tables 4.1.1, 4.1.2*);
- The number of women applying for academic posts in the CoEI and CoS is relatively low;
- Few women apply for professorships in STEMM.

Actions 4.2 – 4.5 are developed to address these issues.

Action 4.2 – Develop an ‘Inclusive Recruitment Toolkit’ to provide guidance and assistance to hiring managers (e.g. Deans, Heads of School/Discipline) to increase application rates from women in STEMM at all grades and conduct unbiased assessments of qualified candidates.

Action 4.3 – Amend internal post approval request forms for new academic posts to include the existing profile of academic staff by grade and gender.

Action 4.4 - Appoint a relevant search champion for each open academic vacancy in STEMM disciplines where women are under-represented (Chemistry, Engineering, Physics, and Maths, Statistics & Applied Maths) to identify ways to reach and encourage more women to apply for posts.

Action 4.5 – Establish a requirement for gender representation in applicant pools, a minimum of 30% female representation for academic posts in STEMM.

(ii) **Induction** – *describe the support provided to new staff at all levels across the whole institution and in STEMM departments, commenting on any differences.*

For a number of years (5) due to the recruitment moratorium in the Irish sector, induction was conducted locally at school level rather than centrally. A centralised 1-day induction event has been re-established since April 2016 on a quarterly basis and provides information on structure, governance, strategic objectives and enables networking. Proportionally more women availed of central induction in 2016 (*Table 4.1.5*). The OVPED presents at this event to ensure new staff are aware of the EDI structure in NUI Galway, including the Athena SWAN Charter and supports for women's careers.

A local induction is also held at Unit/School level to support new staff to familiarise themselves with their role and responsibilities, work environment and colleagues.

Table 4.1.5: Uptake of Central Induction by gender (2016)

Total attendees 2016 (3 events)	Female	Male	% Female	Attendees who provided feedback
95	56	39	59%	28

Overall, the feedback is positive, although unavailable by gender.

Action 4.6 – Revise evaluation forms for all training programmes and events to include gender.

(iii) **Personal Development Review** – *describe any schemes (formal or informal) which are currently in place for staff at all levels, including post-doctoral researchers, across the whole institution and in STEMM departments, to discuss, support and encourage their career progression. Where possible, comment on any differences across the institution, as well as any consideration of promotion and work-life balance during the review. If available, provide details about the frequency and take-up of these schemes. Comment about any training provided for staff carrying out reviews and staff feedback about the review process.*

Career Development

Career development supports vary by staff category. Early stage academics are supported via the probation process and an annual performance management and development appraisal (PMDS) thereafter.

Probation

New academics are normally appointed on a three-year probationary period. This is overseen by a supervisory group comprising HoS/discipline, Dean, and a senior colleague from the

school/discipline. The probation process provides a development opportunity for the HoS/Discipline to provide career guidance and identify supports for new staff.

Performance Management & Development System (PMDS)

NUI Galway introduced a formal PMDS in 2013 in part as a response to a national agreement and to support staff in realising their potential. The key outputs from PMDS are an agreed set of yearly targets and an agreed development plan. All reviewers and reviewees receive training on PMDS, including a module on equality of opportunity.

Respondents to the culture survey expressed mixed views on the operation of PMDS. More women (37%) than men (27%) disagreed/strongly disagreed with the statement that PMDS offered an opportunity for personal development. Some suggested implementation was not uniform across the University and that staff development opportunities identified through PMDS did not materialise, generating a perception that PMDS was more about management than development.

PMDS is currently under review and a revised scheme will be implemented, following anticipated agreement with trades unions in 2018.

Mentoring

An Academic Mentoring Scheme focused on career development is available for academic staff, with more women seeking formal mentoring. NUI Galway is committed through implementation of a specific action in the GEAP to extending and promoting the existing mentoring scheme to all staff including professional staff and providing mentor and mentee training. HR Business Partners actively work with Deans to support mentoring and develop individualised development plans. NUI Galway joined the inter-institutional mentoring scheme run by the 30% Club and the Irish Management Institute (IMI) in 2017.

Aurora Leadership Development Programme

NUI Galway actively supports women to develop their leadership skills through increased participation in the Aurora programme. Since 2015, the University has funded 38 women from all staff categories to attend the programme (*Table 4.1.6*). As part of the programme, all participants are matched with a mentor. Feedback from participants and mentors in 2016 was unanimously positive. A further 19 women have been selected (via a direct application and selection process) to commence the 2017/18 programme.

Table 4.1.6: Participants on the Aurora programme by category (2015-2017)

	2015	2016	2017
Academic	1	6	10
Support Services	1	7	9
Research	0	2	2
TOTAL	2	15	21

In order to provide a more cohesive and formal approach to career development in NUI Galway a career-planning programme will be introduced.

Action 4.7 - Establish a career-planning programme for both early-career stage academics and mid-career academics.

Sabbatical leave

Academic staff are eligible to apply for one year's sabbatical leave after their first four years in post and every seven years thereafter, subject to a satisfactory report for the previous leave, and school capacity. Between 2014 and 2016, 121 academics applied for sabbatical leave; 73 (61%) men and 48 (39%) women. This is broadly commensurate with the proportion of eligible academic men (59%) and women (41%).

In 2010, sabbatical leave ceased to support the completion of PhDs⁶. In response to research findings from the Working Group on Academic Career Advancement in NUIG that this decision may impact adversely on women, a new PhD scheme with protected time to support lecturers to undertake a PhD was introduced.

Action 4.8 – Complete a staff survey in relevant STEMM schools to evaluate the PhD scheme for Lecturers.

- (iv) **Promotion** – *provide data on staff applying for promotion, across the whole institution and in STEMM departments, and comment on applications and success rates by gender and grade.*

Provide details on the promotions process, including how candidates are identified, and how the process and criteria are communicated to staff.

Comment on the criteria for promotion, including detail about how career breaks are taken into account. Comment also on if and how the full range of work-related activities (including administrative, pastoral and outreach work) are taken into consideration.

Provide details of any training or mentoring offered to become eligible for or improve success at promotion, both in advance of an application and with regards to staff who have been unsuccessful. Where possible, comment on the perceptions staff hold of the promotions process.

The academic career structure at NUI Galway is described in section 3.2 Staff Data (page 23). Headcount data by gender for LBB and LAB grades do not suggest a difference in progression rates by gender.

Promotion to SL is limited by headcount and budget; consequently it is extremely competitive. An aberrant round of promotion to SL in 2008/09 resulted in only one woman and 16 men being promoted. This outcome resulted in the establishment of a working group in 2010 led by Professor Liz Doherty, Emeritus Professor of HR Management at Sheffield Hallam University, to explore the barriers to the progression of academic women. The work concluded in a report to GA titled 'Academic Career Advancement in NUI Galway' setting out a series of recommendations including those outlined below (*Table 4.1.7*).

⁶ A PhD is normally required for academic staff on appointment. However, there are some schools where staff have come from professional backgrounds and in most cases have pursued PhDs since commencing their academic career.

Table 4.1.7: Recommendation of the Working Group to GA – Report on Academic Career Advancement in NUI Galway, 2010

Action	Recommendations from the Report on Academic Career Advancement in NUI Galway, 2010
1	It is clear that the SL promotion scheme is perceived to operate unfairly, in particular in the way that the research criterion is seen to count most. The working group do not consider this to be the intention of the University and recommend that a piece of work needs to be done to further develop the teaching and contribution criteria so that they are better calibrated to measure excellence and to discriminate more between applications. This work is more likely to be successful if the views of academic staff are taken into account in the development process. It is therefore recommended that schools should be asked their views about the definition of satisfactory, good and excellent teaching and contribution and how these might be measured. It is further recommended that a member of the Working Group should analyze the last round of SL applications to identify what impressed the board of assessors sufficiently to allocate higher marks for teaching and contribution. It is recommended that the outcomes from both processes should be fed back to a task group charged with the responsibility of developing the promotion criteria.
2	Staff expressed concern that the SL promotion process is based on a norm-referenced competition (i.e. limited by budget and headcount and therefore competitive with applicants ranked against peers) rather than a criterion-referenced process to select all those who meet specified criteria. Considering that so few promotion opportunities are available the Working Group recommends that the University provides clear communications about the process involved – that shortlisting is criterion referenced, but final selection is awarded to candidates with the most outstanding performance.
3	There was strong support for introducing gender awareness training for promotion board members. The Working Group considers this to be a priority and recommends that this should be developed. It is proposed that it should include good interviewing practice and gender-awareness.
4	The findings have shown that the decision not to allow sabbaticals to be used to complete PhDs may well impact adversely on women. To counteract this it is recommended that a new scheme be introduced to enable and support staff to complete their PhDs. This is considered to be in the interests of both individuals and the University.
5	Academic staff felt particularly strongly that leadership roles (Head of School, Head of Discipline etc.) should be allocated on the basis of open, transparent competition. Whilst it is university policy that this should happen, it is not always that case in practice. It is recommended that attention is paid to this process so that it is operated consistently, transparently and provides equality of opportunity.

The implementation of the above recommendations resulted in a thorough revision of the SL Promotion scheme for the subsequent round in 2013/14, with the specific purpose of removing gender bias. The key changes to the promotion scheme are set out in Table 4.1.8.

Table 4.1.8: Changes to the 2013/14 Senior Lecturer Promotion Scheme

Action	Changes to the 2013/14 Senior Lecturer Promotion Scheme
1	Applicants have an option to allocate a greater weight to one of the 3 overall promotion criteria, namely: Teaching; Research; and Contribution. The purpose of this adjustment in weightings is to enable candidates to play to their strengths and was designed to specifically offset any perception that the research criterion counted most, as this was perceived to disadvantage women.
2	A detailed marking scheme linked to a range of precise criteria to minimize subjectivity was introduced.
3	The Teaching and Contribution criteria were reviewed and further developed to measure excellence and to discriminate more between applications.
4	Provision for discounting protected leave and periods of unpaid leave was expanded to include maternity, parental or unpaid leave.
5	The SL Promotions Board was reconstituted to be broadly gender balanced (43% women, 57% men).
6	All members of the SL Promotions Board attended at least one workshop on gender equality awareness training.
7	External examiners were asked to complete a pro-forma assessment form designed to provide a standardised input into the selection process.
8	A HR/Equality representative attended all interviews to observe the process and provide advice.
9	A positive action measure was provided for, namely the introduction of a gender quota, to ensure that a minimum of 7 women were promoted out of 20 available posts.

The final outcome in the 2013/14 round resulted in 12 women (39%) and 19 men (62%) being promoted (*Table 4.1.9*). Women in STEMM fared better with a 47% success rate, commensurate with the proportion of women applying.

Table 4.1.9: Promotion to Senior Lecturer 2013/2014

Promotion to Senior Lecturer 2013/2014				
	Male	Female	Total	% Female
Total Applicants	54	50	104	48%
Successful Applicants	19	12	31	39%
STEMM Applicants	31	27	58	47%
Successful STEMM Applicants	8	7	15	47%

As a result, application of the quota was not required. However, the unprecedented increase in the number of applications from women suggests that it may have encouraged more women to apply.

In the interest of transparency, it should be noted that 3 of the successful applicants were promoted following applications to the scheme's appeals process. A robust appeals process identified a small number of transcription errors in the scoring sheets. External auditors were asked to review all scores and in doing so identified data entry errors for 14 individuals (men and women). This impacted the outcome of 3 candidates (1 candidate in STEMM and 2 in non-STEMM, coincidentally all women). While it was unfortunate that data entry errors occurred, it was an unintended consequence of introducing a degree of granular marking, which resulted in each assessment sheet holding 19 individual scores for different aspects of an application. Further, there was an unprecedented number of applications (104) generating approximately 16,000 pieces of data. Scores were transcribed manually by assessors in 2013/14. The process has since been automated and several stages of external auditing of scores have been introduced to ensure any transcription errors are picked up before results are released.

Following the 2013/14 round, further improvements were made to the scheme. Professor Lucy Vickers, School of Law and Centre for Diversity Policy Research and Practice, Oxford Brooks University conducted a gender equality review of the revised draft scheme in 2016. Professor Vickers reported that "overall, the process seems fair and open, with no overt issues of gender bias". Professor Vickers made a number of recommendations to mitigate gender bias from entering the existing and future schemes (*Table 4.1.10*).

Table 4.1.10: Recommendations for the SL Promotion scheme – Gender Equality Review by Prof. Lucy Vickers

Recommendations for the SL Promotion scheme – Gender Equality Review	
1	It would be useful to hold open training sessions (e.g. a 'road show') in which the promotion process is discussed and to provide examples of realistic benchmarks. This recommendation was intended to address the possibility that the language used in the scheme suggests outstanding performance in every area of work, which may be off-putting to some staff who, may not feel comfortable claiming such high standards of excellence across the board. This would likely affect women more given the research which shows that female staff are often more deterred from applying unless they are confident of success.
2	Ensure that promotions panels do not discount pastoral care. The review flagged a risk of pastoral care being awarded few marks and a risk of double counting postgrad research supervision under the heading of 'Learning, Teaching and Assessment'.
3	Consider with promotions panel how contact teaching hours will be taken into account in the assessment and publicise via promotions 'road show'.
4	Ensure panel is aware of ways in which student feedback on teaching can be gender biased.
5	Provide more information to applicants on what 'research resources and other professional circumstances' are and how they are counted in the assessment.
6	Ensure that the promotions panel is aware that not all staff have had equal opportunity to contribute to the university and considers how open the opportunities are for gaining the chance to contribute.
7	Consider how other equality related circumstances are treated, whereby reductions in expectation can be made for a wider range of circumstances such as caring duties, ill health and disability, which can reduce performance on an ongoing basis, even if formal leave is not taken.

8	The university should consider introducing a more regular round of promotions as lack of certainty on the part of staff about when the next round is likely to be, may encourage some staff to submit applications too early, in case the next round is a long way off. Research suggests women are less likely to apply speculatively, and are likely to wait until they are confident of success. A lack of a clear timetable for when the promotions rounds will take place may disadvantage women in the process.
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The above recommendations were implemented in the following ways to the 2016/17 SL Promotion scheme and process (*Table 4.1.11*).

Table 4.1.11: Changes to the 2016/17 SL Promotion Scheme

Action	Changes to the 2016/17 SL Promotion Scheme
1	The draft scheme was further revised to include points 2, 3 and 5 listed in Table 4.1.10.
2	A series of well-attended 'road shows' (124 participants, 56% women, 44% men) were held in February 2017 for applicants providing detailed information on the scheme, including discussion on benchmarks and standards expected.
3	A well-attended workshop (54 participants, 63% women, 37% men) titled 'Preparing an application for academic promotion' was facilitated by Professors Simonetta Manfredi and Lucy Vickers, Centre for Diversity Policy Research and Practice, Oxford Brookes University for applicants. The workshop focused on research findings on gender differences in career behaviour and self-presentation, a case study approach looking at male and female applications for academic promotion and how to present participants' own career achievements to demonstrate impact.
4	A website was developed providing a suite of material to support applicants including a wide range of exemplar material from previously successful applicants; video interviews with previously successful candidates offered advice on preparing for promotion, impact case studies.
5	The SL promotions panel attended gender equality training with the key aims of exploring equality issues by drawing on research and practice, and facilitating the development of a shared view among the panel on how to take equality considerations into account when assessing applications.

Additionally, the 2016/17 SL promotions scheme was further enhanced by a range of measures to ensure a fair, transparent and inclusive scheme (*Table 4.1.12*).

Table 4.1.12: Further actions implemented to 16/17 SL Promotion Scheme

Action	Further actions implemented to 16/17 SL Promotion Scheme
1	The provision of information workshops for potential applicants
2	The provision of a gender quota to ensure that a minimum of 40% women would be promoted. In the event the imposition of this quota was not required, however it is likely to have encouraged more women to apply for promotion.
3	The development and application of a multiplier to enable the SL Promotions Panel to assess output relative to opportunity for any applicant who has taken leave; maternity, adoptive, parental, sick, disability-related sick and carer's.
4	A promotion pathway for teaching focused contacts (Lecturer Type A, see page 23) was introduced and refined over the last 2 rounds, resulting in the promotion of 5 women (4 in ABL and 1 in STEMM) in the 2016/17 round.
5	The provision to allocate a greater weight to one of the 3 overall promotion criteria (teaching, research or contribution) to dispel the perception that research counts most and provides evidence that applicants can make successful applications with greater emphasis on teaching and contribution.
6	The granularity of feedback provided to unsuccessful candidates helped develop their applications for the next round.
7	Comprehensive training for the assessment panel on gender equality and unconscious bias.
8	Gender balance on the SL Promotions Panel.
9	The appointment of two external advisors to oversee the assessment process. The external advisors confirmed that they were satisfied that the process had been conducted in a fair and equitable manner, and that there was consistency of marking across all candidates.

The 2016/17 round of promotions to SL resulted in 33 promotions, 19 women (58%) and 14 men (42%) (Table 4.1.13). Consequently, application of the 40% gender quota was not required. As in 2013/14, women in STEMM continued to achieve promotion rates commensurate with application rates.

Table 4.1.13: Promotion to Senior Lecturer 2017

Promotion to Senior Lecturer 2017					
	Male	Female	Prefer not to say	Total	% Female
Total Applicants	49	51	2	102	48%
Successful Applicants	14	19	0	33	58%
STEMM Applicants	26	20	0	46	43%
Successful STEMM Applicants	9	7	0	16	44%

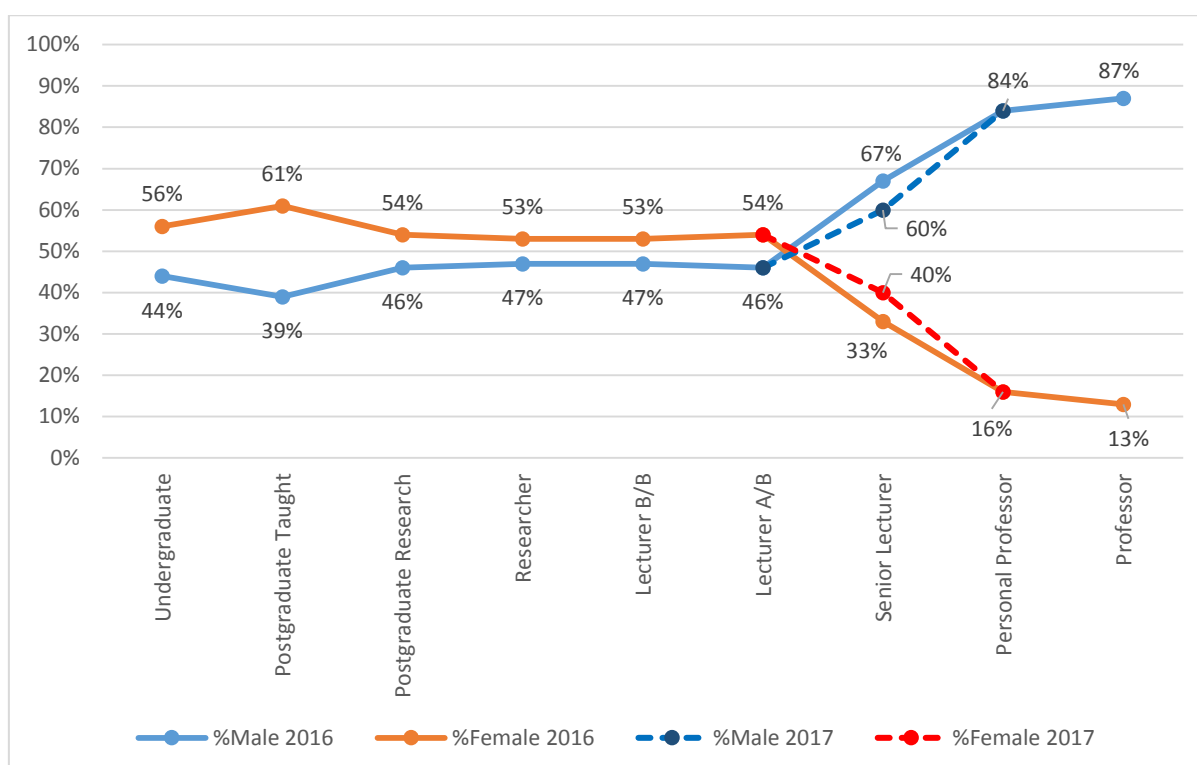


Figure 4.1.3: Academic Career Pipeline (all Academic Staff 2016) with update from SL promotions round 2016/17

The 2017 round of promotions has had a positive impact on the pipeline at the SL grade across the University improving the percentage of women at SL from 33% to 40% (*Figure 4.1.3*), above the national average (HEA Institutional staff profiles by gender, 2017).

This is a very positive development as it increases the pool of qualified women eligible to apply for promotion to Professorship in the coming years.

The University has committed to building a new Senior Lecturer scheme in consultation with trade unions and employee representatives with immediate effect. While there is no pre-determined outcome, feedback suggests that a move to a criterion-referenced scheme is desired by the academic community. Actions implemented to-date (*Tables 4.1.11 and 4.1.12*) to develop a fair, transparent and inclusive promotion scheme will be enshrined in any new promotion scheme.

Promotion to Personal Professorship

Staff may apply for promotion to PP on 2 occasions annually. Promotion to PP is criterion referenced and is not competitive. Applicants may apply under the Regular, 'Fast Track' or 'Outstanding University Leadership' categories. A sub-set of the PP Promotions Board collaborating with the Director of Centre for Excellence in Teaching & Learning (CELT), are close to finalising a new pathway for promotion to PP on the basis of Teaching & Learning Leadership. This has potential to increase promotion prospects for women to PP.

Action 4.9 – Introduce a new pathway for promotion to PP based on Teaching and Learning Leadership.

From 2014-2016, 14 women applied for promotion to PP with a yearly increase (*Table 4.1.14*). Overall women fared better than men with a success rate of 50% compared with 36% for men in the data period. Of the 14 women who applied, 7 were promoted, 1 application is still in process.

Table 4.1.14: Promotion to Personal Professor (2014-2016)

Applications by category*	2014				2015				2016			
	Male	Female	Total	%F	Male	Female	Total	%F	Male	Female	Total	%F
Regular	8	2	10	20%	6	3	9	33%	5	1	6	17%
Fast-track	2	1	3	33%	1	1	2	50%	4	5*	9	56%
Leadership	1	0	1	0%	0	1	1	100%	1	0	1	0
Total	11	3	14	21%	7	5	12	42%	10	6	16	40%
Promoted	3	1	4	25%	4	5	9	56%	3	1	4	25%

*Assessment of one female candidate is not complete

The improvement at PP level may be attributed to a number of factors, including the promotions board receiving unconscious bias training, and increased gender balance on the board since 2015. However, findings from research in NUI Galway in 2014 to explore the operation of the PP scheme suggest that SLs are poorly informed about the three promotion pathways and lack clarity about what would distinguish a successful SL application from a successful PP application. Women were considerably less clear than men.

Action 4.10 – Revise the description of the PP promotion scheme to clearly articulate the criteria/standard of achievement expected in each pathway within the scheme.

The key challenge is to increase the pool of eligible women and support more women to apply for promotion. **Actions 4.10 – 4.12** will further support the promotion of women to SL and PP.

Action 4.11 – PP Promotions Board will review the requirement to have reached the top of the SL salary scale in order to apply for promotion to PP.

Action 4.12 - Introduce a mentoring scheme modelled on the “Promotions Project” (University of Trømsø, Curt Rice (2011)⁷) aimed at increasing the percentage of women applying for promotion to professorship grades.

Research Promotions

The research promotion process complies with the EU Charter & Code for Researchers for the conduct and recruitment of research staff. Promotion opportunities for research staff are heavily dependent on securing research independence. A draft competency framework for research promotions at all grades has been developed. The attrition of female researchers at Senior Research Fellow level (*Tables 3.2.7 and 3.2.8*) will be considered as part of the implementation of the Researcher Career Strategy (*Section 4.2, page 45*).

Promotion for Support Services Staff

Promotion opportunities for support staff exist via internal merit-based competition for vacant/new posts. There were 92 such opportunities in 2016/17 (72% female, 28% male successful applicants). An historic personal promotion scheme was closed in 2011 due to restrictions in the Irish public service. In the AS staff survey, qualitative comments from this largely female group reported a sense of unfairness in relation to this. A specific action in the GEAP to introduce a promotion scheme for Support Services Staff has been approved by GA.

⁷ Further detail available at: <http://curt-rice.com/2011/06/19/the-promotion-project-getting-more-women-professors/>

- (v) **Selection committees** – *Provide details of how selection committees for recruitment, promotion and retention are formed. Comment on how gender balance is taken into consideration. Comment on how the issue of ‘committee overload’ is addressed where there are small numbers of women.*

Since September 2016, all selection committees comprise a minimum of 40% men and 40% women. This is monitored by HR to ensure full compliance. The University recognises the need not to over-burden women particularly in schools where women are under-represented. Accordingly, hiring managers are encouraged to seek members from cognate disciplines, industry partners and provide opportunities for early stage female academics to act on selection committees with appropriate training.

4.2 Career development

- (i) **Support given to postdoctoral researchers for academic career progression** – *comment and reflect on support given to postdoctoral researchers to assist in their career progression.*

In 2016, NUI Galway officially committed to establishing a Research Development Centre (RDC) to support researcher training and career development. The business plan and 1 full-time staff member were approved in June 2017, with the appointment planned for early 2018.

NUI Galway’s efforts to support its research staff was recognised with the award of the HR Excellence in Research logo by the European Commission in 2013. The University Research Committee is monitoring progress on the implementation of the associated action plan and there will be an external EU evaluation in 2018.

In line with the University’s Strategic Plan, Vision 2020, all research staff were surveyed to inform the development of the Research Career Strategy aimed at supporting career development of postdoctoral researchers (*Table 4.2.1 and 4.2.2*) in 2015.

Table 4.2.1: Distribution of Research Staff Survey Respondents by Gender

Research	Female	Male	% Female	% Research Staff Category
Respondents to survey	72	70	51%	29%

Table 4.2.2: Distribution of Research Staff Survey Respondents by Grade

	No. of respondents by Grade	% of Respondents by Grade
Research Associate	11	8%
Research Assistant	28	20%
Post-doctoral researcher	64	45%
Research Fellow	19	13%
Senior Research Fellow	8	6%
Other	12	8%

Participants were asked about their career choices and perceived obstacles for career progression (*Figure 4.2.1*). Unfortunately, analysis of the responses was not conducted by gender.

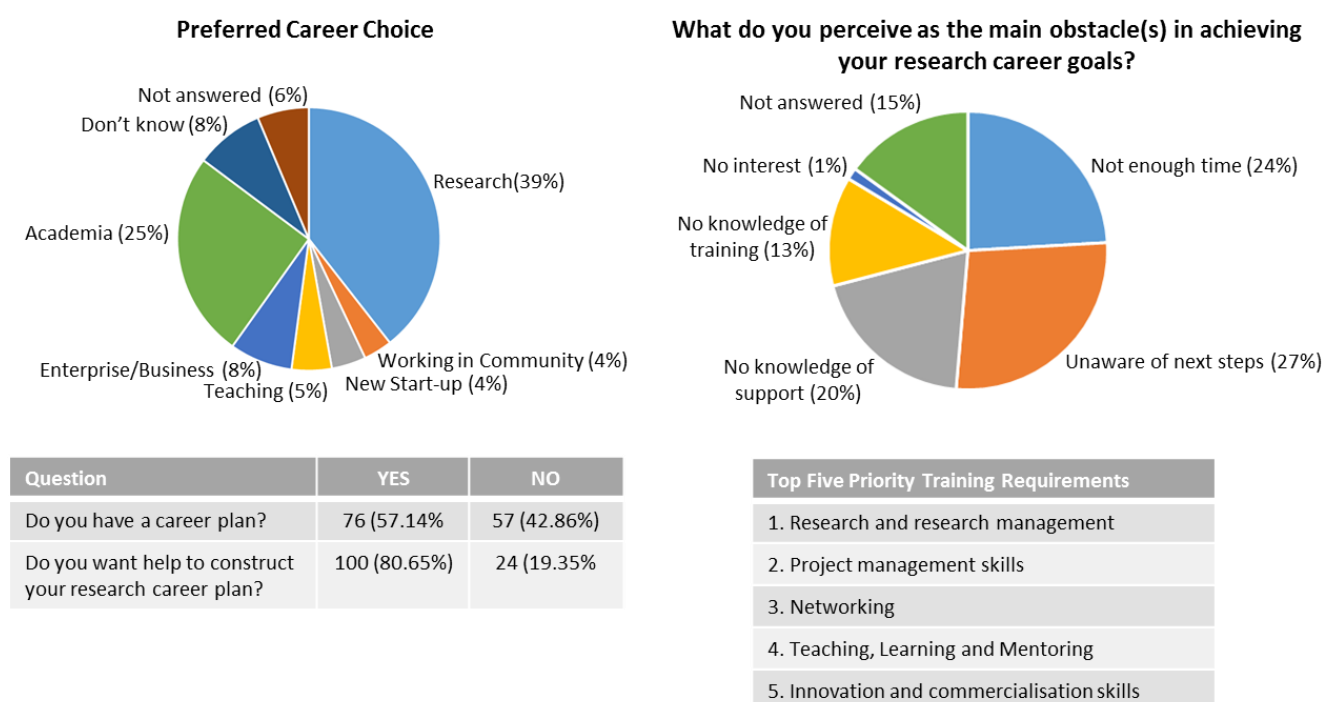


Figure 4.2.1: Research Staff Survey Responses 2016

In response to the survey findings, a programme of training opportunities was provided for all researchers (*Table 4.2.3*) and competencies for research posts have been introduced.

Table 4.2.3: Uptake of Researcher-specific training by gender (2015 & 2016)

Training	Male participants	Female Participants	Total Participants	% Female Participants
Project Management for Researchers	41	39	80	49%
Interview Training for Researchers	15	21	36	58%
CV Workshop for Researchers	12	24	36	67%
Social media workshop	2	6	8	75%
Research Leadership Training ¹	5	9	14	64%
Individual career pathway counselling sessions ²	13	32	45	70%

¹Delivered by the Leadership Foundation for Higher Education

²Career pathway advisory sessions, individual, available upon request

Additionally, researchers are encouraged to avail of a suite of on-line training modules (*Table 4.2.4*) provided in NUI Galway.

Table 4.2.4: On-line Training Modules provided to researchers through Epigeum

<ul style="list-style-type: none"> • An introduction to research skills • Getting published • Ethics 1 – Good research practice • Ethics 2 – Working with Human subjects • Managing your research project • Research Methods (separate modules for Arts and Humanities, Social Sciences, Sciences, and literature review) • Research Integrity • Intellectual property in the research context • Academic entrepreneurship • Research student supervision • Research student recruitment and preparing to supervise • Supervising research students • The PhD Examination and beyond • Workshop on using Turnitin (used to detect plagiarism) • Developing your Research Career/Leadership • Managing a research team <p>* There is no central record of the uptake of Epigeum modules to date. However we have recently gained access to a new Impact tool for the Research Integrity module, as part of a national consortium, which will be used to track future uptake.</p>

- (ii) **Training** – *describe the training available to staff at all levels in the institution, including any equality and diversity training, leadership training, or other training opportunities related to career progression. Provide details of uptake and how existing staff are kept up-to-date with training.*

Staff Training and Development offers a comprehensive suite of training and development opportunities open to all staff (*Figure 4.2.2*). Uptake and evaluations have not been recorded by gender to-date (**Action 4.6**).

Welcome and Information for Staff	Professional Skills Training
Induction and Orientation	Project Management in the Real World
Induction for New Staff	Project Management Masterclasses
Policies and Procedures Training	Introduction to Finance for the Non Financial Manager
Training Support for PMDS Reviewers	Effective Presentation Skills
Training Support for PMDS Reviewees	Creating a Compelling PowerPoint Presentation
Procurement Policy and Procedures	Chairing an Effective Meeting
Equality & Diversity - LEAD (Living Equality and Diversity) Programme	Minute-taking
Unconscious Bias Training	Report Writing
NUI Galway Recruitment and Selection Procedure (Support Services)	Writing for the Web
Academic Competency Framework training for Interview Board members	Social Media
Interview Skills and NUI Galway Recruitment Procedure Training for Chairs of Interview Boards	Conflict Resolution Skills
Mentoring Workshop for Mentors	Powerful Performance Conversations
Mentoring Workshop for Mentees	Critical Conversations
Agresso Reporting for Recurrent Accounts	Getting Engaged – Why it Matters for Performance
Agresso (Web Ordering)	Personal Development
Agresso (Running Research Reports)	Time Management
The Child Protection Awareness Programme	Work Life Balance
Data Protection Policy	Stress Management, Mindfulness, Personal Effectiveness
IT Security Awareness Training	Influencing and Personal Impact
Supporting the Student	Life Planning
Supporting and Responding to Students in Distress (Support staff)	Retirement Planning
Supporting and Responding to Students in Distress (Academic staff)	Mid-Career Life Planning
Teaching in a Cross-cultural Environment	Language Classes
An Introduction to Cultural Awareness and Cross-Cultural Communication: Skills for working with International Students	Dioplóma sa Ghaeilge/Diploma in Irish
Management/Leadership Development Programmes	Information Technology
Management Programmes	Applications
Management Development Programme (Phase I)	Web Training
Management Effectiveness Programme (Phase II)	Editing University Web Sites in Site Manager
Coaching	Health and Safety
Leadership Programmes	Health and Safety
Quality/Customer Service	Core Health and Safety Training
Customer Service Training	1. First Aid
Career Pathways	Occupational First Aid, Initial Training
How to prepare for that Interview	First Aid Refresher Training

Figure 4.2.2: Training & Development Programmes E-Book

The Centre for Excellence in Teaching & Excellence (CELT) offers certificate, diploma and masters courses in Academic Practice to support the professional development of academic staff, with a focus on teaching and learning.

Staff are encouraged to pursue further education/training via the Further Education Policy (FEP) Scheme to enhance their personal and professional development. Significantly more academic women than men avail of further education opportunities under this scheme (*Table 4.2.5*).

Table 4.2.5: Uptake of Further Education Policy by Category and Gender (All Colleges)

	2014				2015				2016			
	F	M	Total	%F	F	M	Total	%F	F	M	Total	%F
Academic	39	17	56	70%	28	9	37	76%	41	9	50	82%
Research	12	10	22	55%	13	4	17	76%	11	13	24	46%

4.3 Flexible working and managing career breaks

- (i) **Cover and support for maternity and adoption leave** – *explain how staff are supported before they go on maternity leave. Discuss arrangements for covering work during absence, arrangements to enable staff to keep in touch during absence, and how staff are supported on their return. Comment on any differences in maternity leave provision for staff on fixed-term contracts. Comment on any funding provided to departments to support returning staff.*

All staff are entitled to 26 weeks of paid maternity leave and an optional further 16 weeks of unpaid regardless of length of service, funder or contract type. Staff are entitled to paid leave for ante-natal appointments and classes. Reasonable contact between the staff member and manager is encouraged during maternity leave to ‘keep in touch’ or when work-related issues arise that may concern staff members, provided that such contact is welcome.

Responses to the Athena SWAN culture survey highlighted the perception that taking maternity leave has a detrimental effect on women’s research outputs. Nearly all respondents (78 of 92) reported that no special arrangements were in place on return from leave to facilitate re-engagement with research activities. Some of the qualitative comments (*Figure 4.3.1*) highlight the difficulties women experienced on returning.

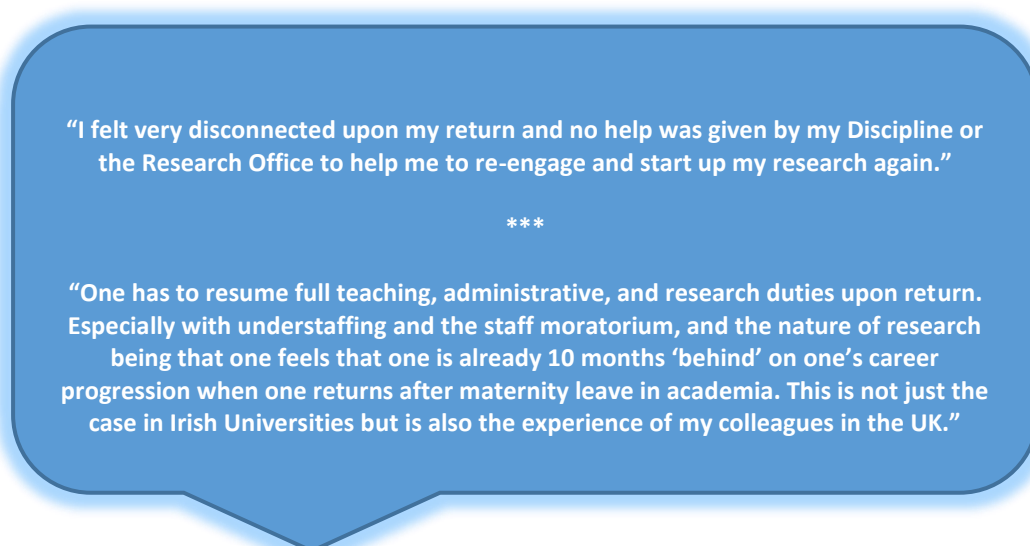


Figure 4.3.1: Qualitative Responses to AS Survey (female academics)

In recognition of the challenges women may experience returning from maternity/caring leave the University established a grant of up to €10,000 in September 2016 to support academic women

returning from leave to re-engage with their research. To-date, 8 women have applied and obtained this grant.

From September 2016 enhanced maternity replacement cover has been provided to enable the replacement of teaching for academics, and full cover for support services staff.

‘Managing Inclusively’ workshops have been introduced for line managers to support parents before, during and after caring leave.

Simultaneously, ‘Ramp Up’ workshops for mothers returning from maternity/adoptive leave have been introduced. To-date 15 women have participated in the Ramp-Up programme and 54 line managers have participated in the ‘Managing Inclusively’ workshops. Initial feedback from these initiatives has been resoundingly positive.

- (ii) **Maternity return rate** – provide data and comment on the maternity return rate in the institution and, where possible, the proportion of staff remaining in post 6 and 12 months after return from maternity leave.

From 2014-2016, 152 women availed of maternity or adoptive leave with a 99% return rate overall (Table 4.3.1). The percentage of women availing of unpaid leave following maternity leave (ULFML) varied by staff category (Table 4.3.2). The number of academic women taking unpaid leave has declined each year. This will be explored further in the next culture survey (Action 4.20).

Table 4.3.1: Uptake of Maternity/Adoptive leave and Maternity Return Rate All Staff (2014-2016)

Year	Staff Category	Total	Returned	Return Rate	In post after 12 months	12 Month Stay Rate
2014	Academic	10	10	100%	10	100%
	Research	11	11	100%	11	100%
	Support	34	34	100%	34	100%
2015	Academic	14	13	93%	13	100%
	Research	12	12	100%	12	100%
	Support	26	26	100%	26	100%
2016	Academic	13	12	92%	10	83%
	Research	10	9	90%	9	100%
	Support	22	21	95%	21	100%
Total		152	148	97%	146	99%

Table 4.3.2: % Uptake of Unpaid Maternity Leave All Staff (2014-2016)

Staff Category	2014			2015			2016		
	Total	Unpaid	% Unpaid	Total	Unpaid	% Unpaid	Total	Unpaid	% Unpaid
Academic	10	8	80%	14	7	50%	13	5	38%
Research	11	6	55%	12	5	42%	10	6	60%
Support	34	25	74%	26	24	92%	22	14	64%
Total	55	39	71%	52	36	69%	45	25	56%

- (iii) **Paternity, adoption and parental leave uptake** – *comment on the uptake of paternity leave, adoption leave and parental leave by gender and grade. Discuss whether the rates of uptake for this leave have changed. Provide details on the institution’s paternity package and arrangements.*

Parental leave

From 2014-2016, 286 women and 24 men availed of parental leave (Table 4.3.3). A discernible pattern is that fewer academics and researchers availed of parental leave and very few men. This may be explained by academic staff having more flexibility than support staff in relation to their ‘office hours’.

Action 4.13 – Hold series of College ‘road-shows’ to increase awareness of and promote family leave schemes among academics, researchers and managers, and encourage men in particular to avail of parental and paternity leave.

Table 4.3.3: Parental Leave by category & gender All Staff (2014-2016)

Staff Category	2014			2015			2016		
	Female	Male	% Male	Female	Male	% Male	Female	Male	% Male
Academic	11	1	8%	14	1	6%	11	0	0
Research	2	1	33%	3	2	40%	8	2	20%
Support	77	5	6%	93	6	6%	67	6	8%
Total	90	7	7%	110	9	8%	86	8	9%

Responses to the AS culture survey indicate that most staff (88% men and women equally) are aware of or know where to find information on equality leave schemes. While most respondents (80%) also reported their HoS/Unit would generally be supportive of requests for flexible working, 17% disagreed with the same statement – with more women (116) than men (38) disagreeing. In response to qualitative comments from staff, who reported not being able to avail of leave previously, an action to provide the pay savings arising from parental leave, previously accruing centrally, to the staff member’s School/Unit to fund replacement cover was implemented. This is intended to support managers to grant leave more easily while avoiding increased work burden on colleagues.

Paternity Leave

Statutory paternity leave of two weeks, together with a new paternity benefit came into effect on 1 September 2016. The University pays a ‘top up’ to the statutory paternity benefit to maintain full pay for new fathers. Table 4.3.4 indicates that the introduction of this new legislation and provision of enhanced payment has resulted in a marked increase in the uptake of paternity leave.

Table 4.3.4: Uptake of Paternity Leave (2014-2016)

Staff Category	2014	2015	2016
Academic	0	0	6
Research	1	1	5
Support	3	1	4
Total	4	2	15

4.4 Organisation and culture

- (i) **Proportion of Heads of School/Faculty/Department by gender – across the whole institution and in STEMM departments. Comment on the main concerns and achievements, and any differences in STEMM departments.**

There are seven Deans (*Table 4.4.1*): one for each of the five Colleges (all male), Dean of Graduate Studies (female) and Dean of Internationalisation (male). Term of office for these posts is normally 4 years with the possibility of renewing for a second term.

Table 4.4.1: Deans by Gender STEMM and University (2014-2016)

		STEMM				University			
		Female	Male	Total	%F	Female	Male	Total	%F
Deans	2014	0	3	3	0	1	6	7	14%
	2015	0	3	3	0	1	6	7	14%
	2016	0	3	3	0	1	6	7	14%

Each college has a College Executive Committee (CEC) chaired by the Dean.

Table 4.4.2 provides the gender breakdown of these committees for STEMM from 2014-2016. The CMNHS has increased female representation from 50% to 67%, while female representation in the CoEI increased from 15% to 20% as the overall committee size reduced. The CoS had no female members in the data period, as the executive was constituted solely from *ex-officio* post-holders (Head of School and Director of Research Institute). Since January 2017, the CoS Executive Committee was re-structured and now comprises 38% women. The CoEI, because of the small number of female academic staff, is experiencing difficulty balancing gender and is working with the OVPED to achieve policy compliance.

Table 4.4.2: Membership STEMM CEC by gender (2014-2016)

	2014			2015			2016		
	Female	Male	% F	Female	Male	% F	Female	Male	% F
CoEI	2	11	15%	2	10	17%	2	8	20%
CMNHS	3	3	50%	3	3	50%	4	2	67%
CoS	0	8	0	0	8	0	0	8	0

Vacancies for Head of School are advertised internally. There are slight gender differences from 2014 to 2016 (*Table 4.4.3*), partly explained by a new school being created in 2015 with an incumbent male HoS. The data show an increase from 25% to 38% of female HoSs in STEMM.

Table 4.4.3: Heads of School by gender (2014-2016)

		STEMM				University			
		Female	Male	Total	%F	Female	Male	Total	%F
Head of School	2014	2	6	8	25%	7	9	16	44%
	2015	3	5	8	38%	7	10	17	41%
	2016	3	5	8	38%	6	11	17	35%

Overall, there is a need to increase the number of women in academic leadership roles, in particular Deans and above. It is therefore crucial to increase the number of women in senior academic grades and within this develop the talent pool of women who aspire to leadership positions. NUI Galway will continue to actively support women to develop their leadership skills through participation in the Aurora programme and the Leadership Foundation (of which NUI Galway is a member) Executive programmes with a view to significantly increasing the number of women in leadership roles (Dean and above).

Action 4.14: Implement an Executive Leadership Programme for women in senior academic grades/HoS.

- (ii) **Gender balance on the senior management team** at institution level. *Comment on the numbers of men and women on the senior management team (SMT) and plans to address any disparity.*

The 3 pillars of the organizational structure of NUI Galway are:

- (i) The University Management Team (UMT)
- (ii) Governing Authority (GA)
- (iii) Academic Council (AC)

The UMT, reporting to the President, has responsibility for delivering aspects of the Strategic Plan (Figure 4.4.1). UMT comprises three women (33%) and six men (67%).

Since 2014 the number of women on UMT has increased from one to three (Figure 4.4.2).

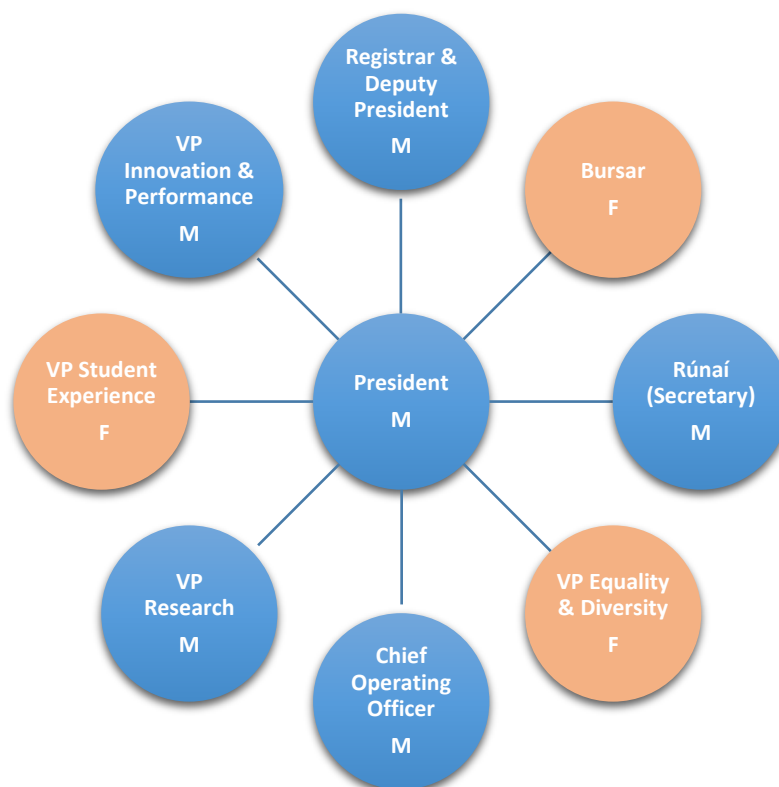


Figure 4.4.1: UMT Structure

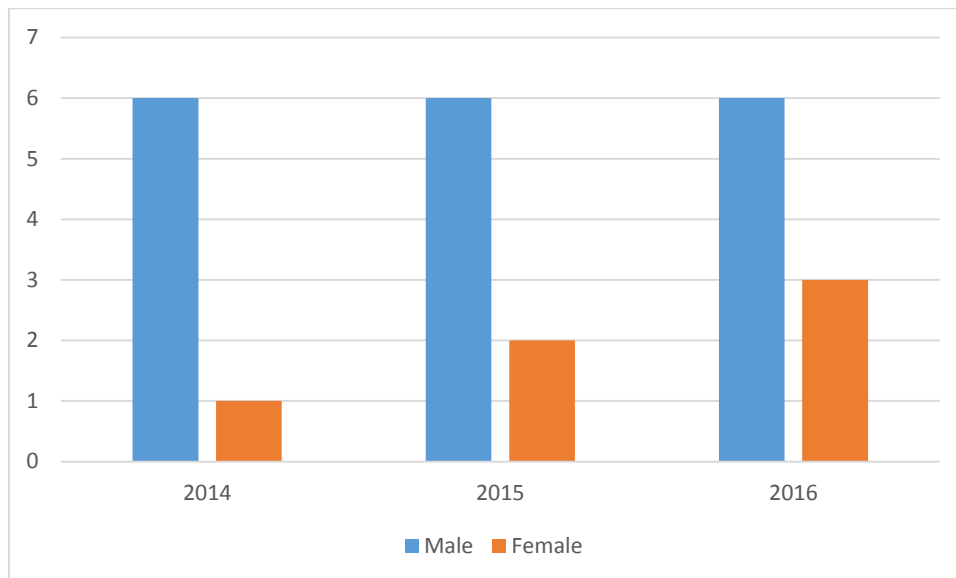


Figure 4.4.2: UMT by Gender 2014-2016

- (iii) **Representation of men and women on committees** – provide a breakdown by committee and explain any differences in gender representation. Explain how potential members are identified and comment on any consideration given to gender equality in the selection of representatives. Identify the most influential committees in the institution and comment on how women are encouraged to participate in these and other influential external committees. Comment on how the issue of ‘committee overload’ is addressed where there are small numbers of women.

Governing Authority

GA is responsible for managing and controlling the affairs of NUI Galway. Membership consists of elected staff members and external appointees, with an external female chair. GA was reconstituted in 2016 and comprises 16 women (40%) and 24 men (60%) (*Table 4.4.4*). External bodies were asked to consider gender balance in their nominations. The University has a thriving women’s network (UWN) who successfully campaigned prior to election to encourage the nomination of women which resulted in more women standing for election.

There are five influential sub-committees that draw membership from GA (*Table 4.4.4*);

1. Academic Planning and Resource Committee (APRC),
2. Finance & Resource Committee (FRC),
3. Support Services Committee (SSC),
4. Standing and Strategic Planning Committee (STR) and
5. Equality, Diversity and Inclusion Committee (EDIC).

Table 4.4.4: Membership of Governing Authority committees by gender

	F	M	Total	F %	Chair
Governing Authority (GA)	16	24	40	40%	F
Academic Planning & Resources Committee	6	14	20	30%	F
Finance & Resource Committee	7	13	20	35%	M
Support Services Committee	6	12	18	33%	M
Standing & Strategic Planning Committee	5	16	21	24%	F
Equality, Diversity and Inclusion Committee	6	5	11	55%	F

Three of the 5 sub-committees are chaired by women. Chairs of committees with under-representation of men or women are in the process of reconstituting to comply with the University's policy on gender balance on key-decision making committees. Compliance is monitored by the OVPED annually and reported to GA.

Academic Council

Academic Council (AC) is the chief academic authority and, subject to review by GA, controls the academic affairs of NUI Galway, including curriculum, instruction and education. A working group recently brought forward a proposal to radically change the membership of AC to ensure an overall membership of 40% women and 40% men. These recommendations were approved by GA, November 2017. Election will follow in spring 2018 with a view to having AC fully compliant with the min 40% gender balance by September 1st 2018.

Action 4.15: Deans of College, Heads of School, Support Services Directors and UMT will report composition and gender balance of committees and working groups annually.

- (iv) **Workload model** – *describe the systems in place to ensure that workload allocation—including pastoral, administrative and outreach responsibilities—is fair, and whether this is taken into account at personal development review and in promotion criteria. Comment on workload distribution and any differences with regard to gender. Comment on the rotation of responsibilities; for example, those with a particularly heavy workload (such as leading on preparing an Athena SWAN submission) and those that are particularly valuable for an individual's career progression. State whether staff are aware of the details of the workload model and its outcomes, whether they consider it to be transparent and fair, and whether there are any gender differences in this regard.*

NUI Galway introduced a workload model in 2010 designed to recognise the totality of work outputs – teaching, research and contributions including community and outreach activities. Responses from the AS staff survey indicate variations in the perception that the WLM operates fairly and effectively across schools. While 43% of respondents agreed their workload was fair compared to peers (42% women, 44% men), 37% disagreed (36% women & 39% men). Several women commented on their perception of unequal distribution of workloads. Some felt this inequality was gender-related as there was a tendency for women to be allocated a disproportionate amount of administrative and teaching duties.

A number of female respondents expressed concern that opportunities to participate on committees, senior leadership roles and activities which could benefit career progression appear to

be allocated on a 'grace and favour' basis. The policy requirement to have a min. 40% men and women on key decision making committees will address the latter concerns.

Action 4.16 – Institute a set of core principles to underpin the individual workload models of Schools to ensure fairness, equity, balance and transparency; and ensure that women have an appropriate workload balance which will support their career development.

Action 4.17 – The data from WLMs will be published by the Head of School and will be available to all staff members in each school for review.

- (v) **Timing of institution meetings and social gatherings** – *provide evidence of consideration for those with caring responsibilities and part-time staff; for example, what the institution considers to be core hours and the systems in place to prevent particular staff being excluded from specific activities.*

As part of the culture survey (2015), staff were asked whether social activities are welcoming to both men and women. The majority of respondents overall (70%) agreed. The majority of men (79%) and women to a lesser extent (65%) also agreed that meetings, seminars and other events were scheduled at reasonable times within the working day. In 2016, a 'Meetings during Core Hours' policy was implemented to support participation of all staff members with caring responsibilities. Satisfaction with the 'Meetings during Core Hours' policy will be measured in the next staff survey (**Action 4.20**).

- (vi) **Visibility of women as role models** – *comment on the gender balance of speakers and chairpersons in seminars, workshops and other relevant activities. Comment on publicity materials, including the institution's website and images used.*

Since its inception in 2012 NUI Galway's University Women's Network (UWN) has raised awareness of female role models. It has hosted events of interest to women including events to encourage women to stand for election to GA. Notable speakers at network events include Professor Susan Vinnicombe OBE who is widely recognised for her work on women's leadership styles.

On International Women's Day (IWD) 2016, the SAT hosted an event "Planning for Success: Insights from Women at NUI Galway" at which senior women shared their insights on career progression.

The Task Force recommendation to consider the naming of prominent buildings after eminent women was implemented with three recent high profile events. The new Engineering Building (~14,000 m²) was renamed the Alice Perry Engineering Building to coincide with IWD 2017, honouring an NUI Galway alumna who was the first woman Engineering graduate in the British Isles. The renaming event included an exhibition and round table discussion for secondary level students to promote engineering as a career choice for female students.



Figure 4.4.3: Naming Ceremony for Alice Perry Engineering Building (Prof Anne Scott, VPED, Ms Caroline Spillane, Director Engineer's Ireland, & Prof Peter McHugh, Dean of CoEI)

The upper floor of the original Quadrangle's Aula Maxima (built in 1845) was renamed the Emily Anderson Concert Hall honouring an NUI Galway alumna, in recognition of her seminal translations of the letters of Mozart and Beethoven. An exhibition entitled "Path Breaking Women of NUI Galway" was launched in March 2017 to give visibility to extraordinary NUI Galway staff, students and alumni.

The "NUI Galway/Athena Swan Women in Leadership Seminar Series" was launched on October 3rd 2017. The inaugural seminar was given by Prof Kristín Ingólfssdóttir, the first female rector in the University of Iceland (2005-2015). This event was received very positively and was attended by over 70 colleagues from across the University.

The Marketing and Communications Office is committed to ensuring that where possible all University publicity material is gender balanced and women are equally visible. Through the quarterly staff newsletter, *Ollscéala*, there is a conscious effort to feature the achievements of women and regular updates on gender equality. Figure 4.4.4 is one such example. SAT/E&D committee members proactively promote the achievements and awards of women in their school.



Figure 4.4.4: “Women in Science” Celebration hosted by President of Ireland (Dr Róisín Dwyer, Dr Michelle Kilcoyne, Dr Adrienne Gorman, Dr Sharon Glynn, Professor Laoise McNamara, Dr Elaine Dunleavy, Professor Grace McCormack and Dr Eva Szegezdi attended a “Women in Science” celebration hosted by the President of Ireland, Michael D. Higgins and his wife, Sabina, highlighting the achievements of women in scientific research and industry)

Alumni Awards recognise individual excellence and achievements among NUI Galway's 80,000 graduates worldwide. Award winners were gender balanced in the data period (*Figure 4.4.5*). Fewer women than men were awarded honorary degrees in the same period (*Figure 4.4.6*).

Action 4.18 - Establish target of minimum 40% men and women to be awarded Alumni Awards and Honorary Degrees.

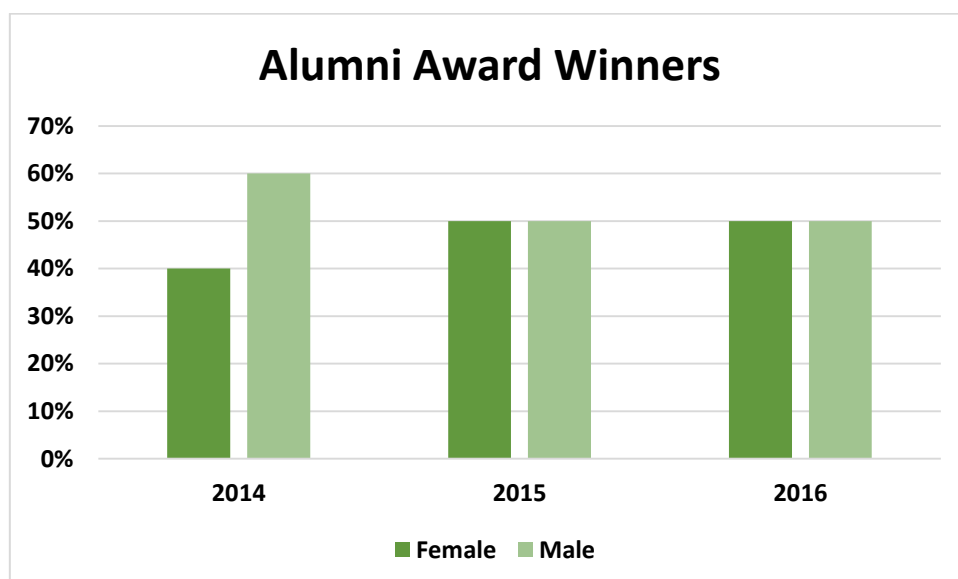


Figure 4.4.5: Alumni Award Winners by Gender (2014-2016)

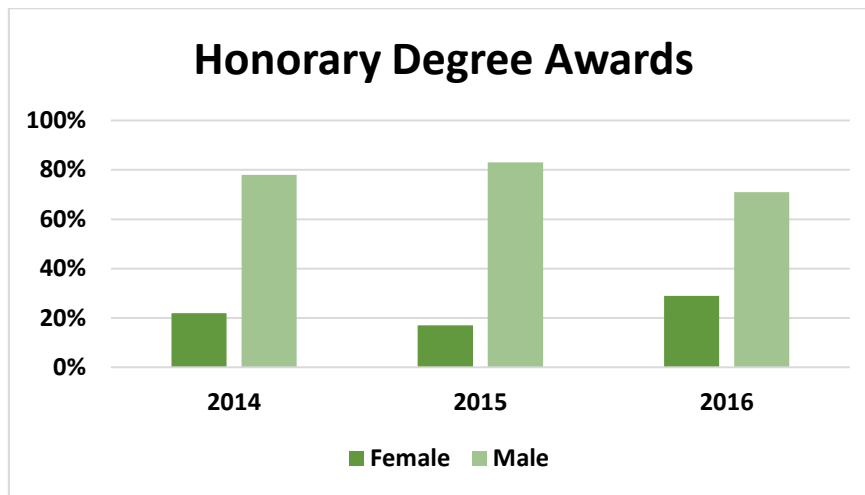


Figure 4.4.6: Honorary degree awards by Gender (2014-2016)

Each year the President's Excellence Awards recognise outstanding contributions of staff for

1. Teaching Excellence
2. Research Excellence

Figure 4.4.7 details the gender breakdown of nominees and awardees of the President's Excellence in Teaching Awards since 2014. It shows more men were nominated but an improvement in the number of female awardees over the period. Further analysis shows that significantly more men were nominated by students, which is consistent with research on gender bias in student evaluations.

Action 4.19 – Update the information and nomination procedure for President's Excellence in Teaching awards to include a description of the impact of unconscious bias and a link to unconscious bias training.

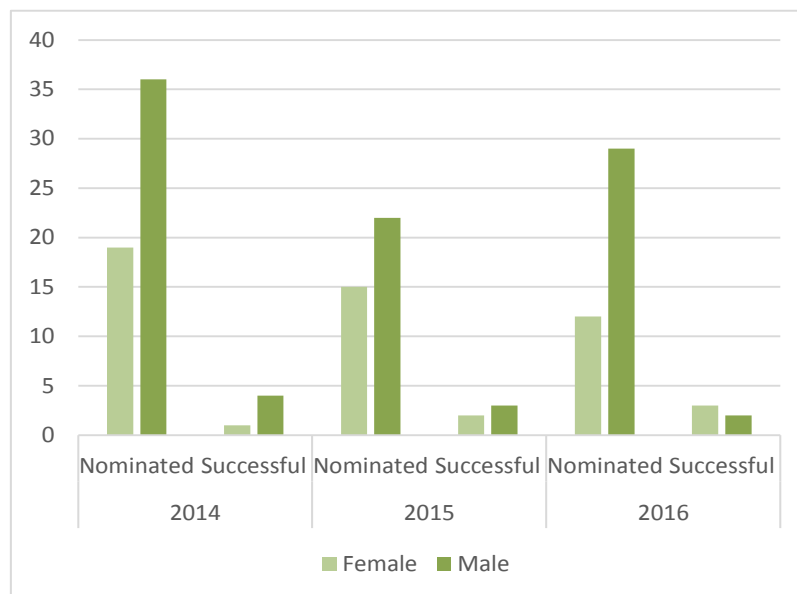


Figure 4.4.7: President's Excellence in Teaching Awards by Gender (2014-2016)

Research Excellence awards were initiated in 2014 and recognize staff at different stages of their research career (early and established) and additionally for excellence as research supervisors. Figure 4.4.8 details an increased number of early stage women nominated and successful women awarded over the period. Fewer women are nominated in the Established category; one woman received an award in 2015. This is not surprising as so few women are Senior Research Fellows (*Table 3.2.7, page 25*). Female research supervisors are nominated in broadly similar levels to male supervisors and 40% of awardees are women.

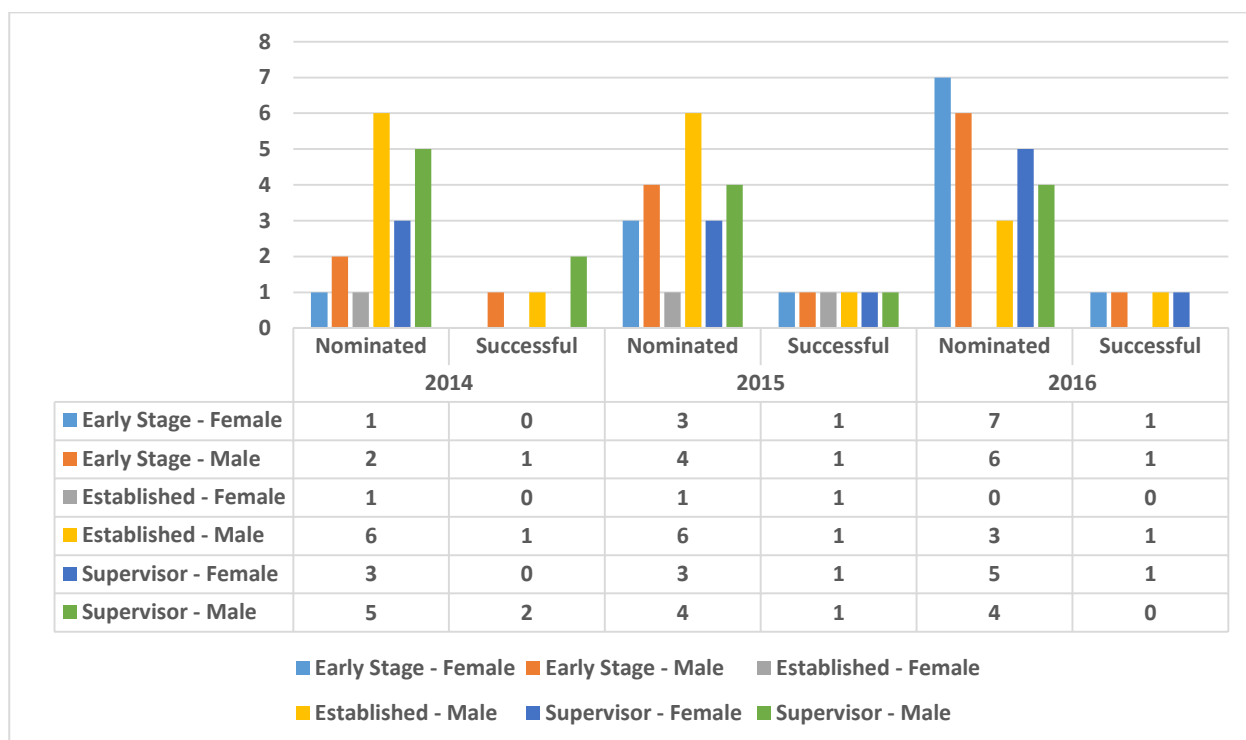


Figure 4.4.8: President's Excellence in Research Awards by gender (2014-2016)

(vii) **Childcare** – describe the institution's provision to support childcare and how it is communicated to staff. Comment on the uptake and how any shortfalls in provision will be addressed.

NUI Galway has a campus-based crèche operated by a third-party provider since 1999. It has 84 full-time places of which 30% are reserved for the children of students. A financial aid fund is in place for student parents. Parents of primary school children can avail of summer, Easter and Halloween activity camps at reduced prices in the onsite gym/leisure centre.

In October 2016, a working group of the OVPED, UWN, Staff Social Club and the OVPSE hosted a forum to solicit views of staff and students on parenting and work-life balance issues and an interest in establishing a parent's network.



Figure 4.4.9: Suggestions from staff on parenting and work-life balance issues

In response to suggestions, NUI Galway has hosted a children's Christmas gathering and Family summer party with over approximately 300 - 400 people in attendance at each event.

A monthly breastfeeding meeting is facilitated by Ms Anne Fallon (SNM) and Dr Rachel Hilliard (University Women's Network), to provide peer-to-peer support for breastfeeding mothers on campus.

(viii) **Culture** – demonstrate how the institution is female-friendly and inclusive. 'Culture' refers to the language, behaviours and other informal interactions that characterise the atmosphere of the institution, and includes all staff and students.

NUI Galway is aware of the challenges it faces and is committed to developing a more inclusive culture. A culture survey in 2015 (*Table 2.1.2 and 2.1.3*, page 14) yielded quantitative data and qualitative responses to 12 open-ended questions. The data were analysed and results presented to the UMT. A report of the responses to the survey was circulated to all staff *via* the gender equality website.

Overall the survey found that perceptions regarding gender equality within the institution as a whole were quite negative, particularly among women (*Table 4.4.5*). Although perceptions of the institutional culture were not positive, the majority perceived the culture at a local level to be largely positive and inclusive.

Table 4.4.5: Responses to AS Culture Survey 2015

	Agree			Neither Agree nor Disagree			Disagree		
	M	F	Overall	M	F	Overall	M	F	Overall
<i>Staff are treated equally irrespective of gender</i>	50% (147)	22% (137)	31% (284)	12% (36)	19% (119)	17% (154)	37% (111)	59% (366)	52% (477)
<i>The ethos of the university is one that supports equality of opportunity</i>	38% (109)	20% (119)	25% (228)	15% (42)	17% (106)	17% (148)	47% (133)	63% (384)	58% (517)
<i>Women and men are equally visible in my workplace</i>	35% (98)	20% (115)	25% (213)	10% (27)	8% (47)	8% (74)	55% (152)	72% (425)	67% (577)
<i>I think positive action is required to promote gender equality</i>	61% (168)	79% (456)	73% (624)	17% (46)	15% (87)	15% (133)	6% (38)	22% (62)	12% (100)
<i>Overall from a gender equality point of view, I think this is a good place to work.</i>	37% (103)	20% (119)	26% (222)	21% (59)	24% (139)	23% (198)	42% (115)	56% (327)	51% (442)

A number of significant measures to improve institutional culture have been introduced since the 2015 survey, including the following:

- Setting up the Task Force on Gender Equality;
- Development and approval of a GEAP;
- Prioritised implementation of the interventions laid out in the GEAP;
- Establishment of the Equality, Diversity & Inclusion Campus Committee (EDICC) which reports into the newly established Equality, Diversity & Inclusion Committee of the Governing Authority.
- The University has also signed up to Diversity Charter Ireland and joined the 30% Club (Ireland) in August 2016. NUI Galway is actively engaged in initiatives with both these bodies.

Action 4.20 – Repeat the staff culture survey in April 2018 (on a two-year basis thereafter), in order to measure impact of actions and assess trends and perceptions of staff over time.

(ix) **Outreach activities** – state the proportion of men and women involved in outreach and engagement activities. Comment on the uptake of these activities by gender, where possible.

NUI Galway is committed to community engagement and outreach and these activities are enshrined in the Strategic Plan 2015-2020 which commits to promoting ‘engagement of younger students with education, science and technology through a range of school outreach activities, including our Youth Academy’ (Table 4.4.6). The CoS has appointed a Vice Dean for STEMM promotion and the CoEI has appointed a Vice Dean for Student Recruitment & Internationalisation.

Table 4.4.6: Representative Outreach Activities across STEMM

Event	Organising Unit	Staff	Student participants	Audience
Youth Academy courses Oct/Nov 2016	Student Recruitment and Outreach	8F, 3M	17F, 6M	240 primary school students (115F, 125M)
Cell EXPLORERS Teams	NUI Galway Team, University of Limerick Team, Athlone Institute of Technology Team	14F, 2M (NUIG team = 8F, 1M)	102F, 41M (NUIG students = 77F, 36M)	Total reach 6600 members of public (Gender known for school visits only; NUI Galway visits 266F, 256M)
Cell EXPLORERS Galway Science and Technology Festival Workshops 2016	GSTF Cell EXPLORERS	5F, 0M	28F, 6M	Adults: 184 F, 105 M Children: 232F, 176M
ReelLIFE SCIENCE 2016	National Centre for Biomedical Engineering Science	18F, 9M	26F, 6M	2,082 primary and secondary school students (~ 50:50 M:F)
Science on Screen	CÚRAM/Galway Film Centre	6F, 4M	10F, 6M	75F, 74M
CÚRAM Artist in Residence Culture Night Event	CÚRAM	2F, 1M	2F, 2M	84F, 36M
CÚRAM at the National Ploughing Championships	CÚRAM (with SFI)	2F, 1M	4F, 4M	~ 250 (gender breakdown unknown)
Bright Club Galway	SoPs & CÚRAM	2M, 1F	6F, 3M	78F, 52M
Hackathons (Galway and Roscommon)	Insight Centre for Data Analytics	1M, 1F	9F, 2M	56F school students & Moms + 2 Dads
Tech4Moms	Insight Centre for Data Analytics	1M	2F	15F parents
App-making workshops	Insight Centre for Data Analytics	1M	5F, 3M	46M, 48F secondary school students
Pint of Science	SoM and SoNS	8F, 5M	3F, 1M	167 (gender breakdown unknown ~60%F)
FameLab Galway 2016	College of Science	4F, 5M	5F, 4M	~120 (gender breakdown unknown)
TY Friday (Transition Year student groups visit SoMSA on Fridays)	SoMSA	5F, 15M	N/A	85F, 130M (12 visits total, 4 boys schools, 1 girls school, 7 mixed schools)

Academic staff in the Youth Academy Programme each semester offer approximately 20 bespoke courses to ~350 10-12 year olds assisted by students (*Fig. 4.4.10*). A graduation ceremony officiated by the President marks the end of the 6 week course.

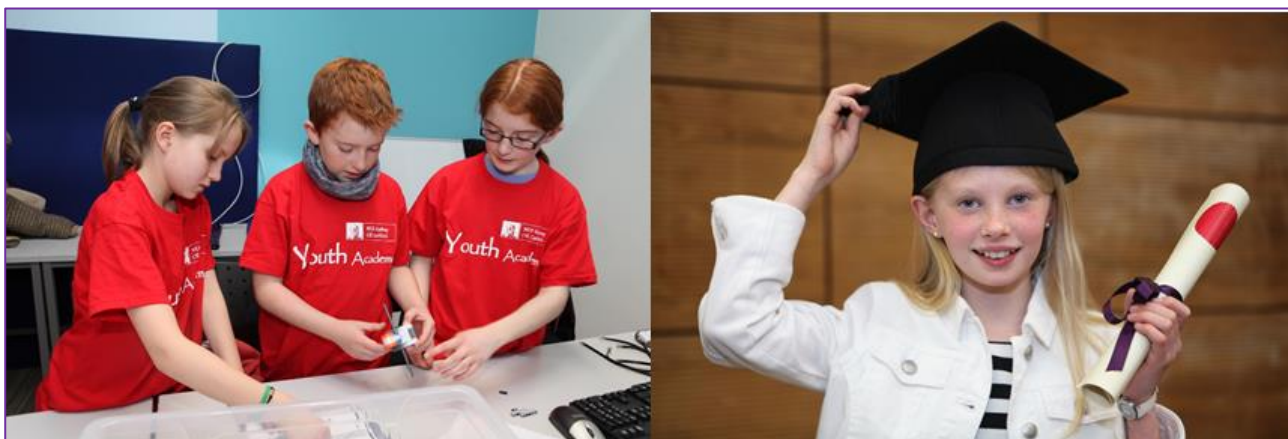


Figure 4.4.10: Youth Academy Participants

(A) Students from the engineering course at the Youth Academy and (B) Ella Conway 4th class in Lissycasey National School, Co Clare receiving her certificate at the Youth Academy Graduation.

The Cell EXPLORERS programme provides science activities to the public and equality and inclusiveness are embedded within its ethos (*Figure 4.4.11*). The programme promotes gender equality in accessing STEMM subjects and engages approximately equal numbers of girls as boys in STEMM activities in schools.



Figure 4.4.11: Cell Explorers Participants and Mentors

(A) Cell EXPLORERS offer hands on science activities to engage young people in modern biology. Students from Galway Educate Together and St James Bushy Park National Schools extracting DNA with Anna Trego, their NUI Galway Cell EXPLORERS Mentor. (B) Cell EXPLORERS demonstrators from the NUI Galway team at the Galway Science & Technology Festival 2015.

In 2014, ReelLife Science was expanded to 4,000 primary and secondary school students to communicate a scientific topic via a three-minute video.



Figure 4.4.12: ReelLife Science Participants

(A) Giving Outreach the Thumbs-Up are (l-r) Cmdr. Chris Hadfield, Canadian Space Agency and Charlie O'Connell, Scoil Éanna, Bullaun, Co. Galway. (B) Reaching for the Stars are (l-r) Justina Smidtaite, Scoil Bhríde, Shantalla, Galway and Charlie O'Connell, Scoil Éanna, Bullaun, Co. Galway.

STEMM staff and students in Cúram contribute extensively to outreach (Fig. 4.4.13).



Figure 4.4.13: Cúram research centre outreach activities

(A) Audience for Science on Screen documentaries at an Taibhdhearc Theatre. (B) CÚRAM students at the Ploughing Championships with SFI

Many activities are targeted specifically to address gender imbalances in STEMM e.g., Women in Engineering and Hackathon for Girls (*Table 4.4.6*)

More women are engaged in outreach activities than men (*Table 4.4.6*). Contributions to outreach activities will be recognised appropriately in WLMs and promotion criteria (**Action 4.16**).

- (x) **HR policies** – describe how consistently HR policies about equality, dignity at work, bullying, harassment, grievance and disciplinary processes are applied and followed in practice. Describe how the application of HR policies in the institution is evaluated.

NUI Galway has a suite of policies and procedures to address complaints in relation to equality, bullying, harassment, grievance and disciplinary processes. As there was concern about their effectiveness, a working group with representatives from staff, senior management, HR Office, OVPED and Unions was established to review and update NUI Galway's policies and procedures for managing bullying and harassment complaints. This revised policy was approved by UMT in April 2017. Work is continuing to introduce a mediation process, a network of trained 'contact persons' and training for Heads of School on the changes.

NUI Galway has commenced the process of establishing an Employee Engagement Forum Group comprising staff and management representatives. Its main role will be to create a forum for the sharing of ideas and information, and the identification of opportunities for change and development through policy review. SAT Chair, Prof Anne Scott, will participate on the forum to ensure gender considerations are central to discussions.

Word count: 5222

Total Word count: 8984

5. Any other comments

Please comment here on any other elements that are relevant to the application. For example, please mention any other gender-specific initiatives that may not have been covered in the previous sections.

NUI Galway Athena SWAN Action Plan 2017-2020

Specific, Measurable, Achievable, Relevant and Time-bound (SMART)

<u>ACTION</u>	<u>RATIONALE</u>	<u>DETAIL</u>	<u>START (Milestones)</u>	<u>COMPLETE</u>	<u>RESPONSIBILITY</u>	<u>SUCCESS MEASURE</u>
2.1	Improve gender balance on SAT and increase student involvement.	<p>Action: Restructure SAT to achieve gender balance of minimum 40% men and women and include 2 PGR student members (1 male, 1 female).</p> <p>1. At the January 2018 SAT meeting, the Chair will seek expressions of interest from female SAT members to move from Institutional to School level SATs thereby reducing the size of the SAT, achieving gender balance, and passing on knowledge and expertise to School level.</p> <p>2. The HEO will attend a meeting with Postgraduate Research Reps in December 2017 to provide an overview of the Athena SWAN charter and role of student Reps on Institutional SAT. Students will elect representatives at the meeting.</p>	<p>1. 1 Jan 2018</p> <p>2. 1 Dec 2017</p>	<p>1. 31 Jan 2018</p> <p>2. 31 Dec 2017</p>	<p>1. SAT Lead – Prof Anne Scott, VPED & Chair SAT</p> <p>2. SAT Lead – Ms Aoife Cooke, HEO</p>	<p>The SAT will be gender balanced with a min. 40% men and women and will include Postgraduate student representatives throughout the 3 year action plan.</p>
2.2	Embed Athena SWAN principles in the structure of the University.	<p>Action: Support submission of departmental bronze applications by our 8 STEMM Schools during the life-time of the action plan.</p> <p>1. The VPED, HEO and an Institutional SAT member from each STEMM College will meet with all Deans of STEMM Colleges in the first instance to plan for each School to establish a SAT and project plan to prepare a School level submission. (This is already well advanced in some schools, i.e. SoM and CoEI will submit applications in November 2017. The SoP will submit an application for Champion accreditation to Project Juno in April 2018 which, if successful, can be converted to an AS Silver award).</p>	<p>1. 1 Jan 2018</p>	<p>1. 28 Feb 2018</p>	<p>1. SAT Lead – Prof Anne Scott, VPED</p> <p>In collaboration with relevant SAT members from STEMM Schools and Deans</p>	<p>All 8 STEMM schools will have operational SAT/Equality & Diversity committees and will submit an AS bronze application by 2020.</p> <p>3 schools will submit by April 2018 2 schools will submit by April 2019 3 schools will submit by November 2020</p>

		<p>2. The School of Nursing & Midwifery and School of Natural Science have established E&D committees and will be encouraged and supported to develop an application for submission in 2019 via Institutional SAT members, Deans, and the OVPED.</p> <p>3. The HEO and an Institutional SAT member from the School will give presentations on AS to the School of Chemistry, School of Health Sciences, and the School of Mathematics, Statistics and Applied Mathematics at school meetings in March and April 2018. The dates will be confirmed with the HoS and School Administrator in Jan 2018.</p> <p>4. Informed by the ECU resource guidelines, The HEO and Equality Manager will draft an NUI Galway specific resource document to support Schools access to data and provide information on preparing an application. This resource will be available on the OVPED website, as well as in hardcopy for School SAT meetings. The HEO and Equality Manager will also provide first support to School SATs.</p>	<p>2. 1 Jan 2018</p> <p>3. 1 Mar 2018 (SATs in place by 1 Sep 2018)</p> <p>4. 8 Jan 2018</p>	<p>2. 30 Apr 2019</p> <p>3. 30 Nov 2020</p> <p>4. 28 Feb 2018</p>	<p>2. SAT Lead – Ms Aoife Cooke, HEO</p> <p>3. SAT Lead – Ms Aoife Cooke, HEO</p> <p>4. SAT Lead – Ms Aoife Cooke, HEO</p> <p>In collaboration with Equality Manager</p>	
2.3	Embed Athena SWAN principles in the culture of the University through pro-active communication with staff.	<p>Action: Communicate progress and expansion of Athena SWAN in NUI Galway to all staff, ensure understanding and embedding of the principles as outlined in action points. The OVPED has worked to develop an Athena SWAN webpage which provides comprehensive information on Athena SWAN developments in NUI Galway and nationally and will be developed in line with the communication strategy.</p> <p>1. To increase engagement, the HEO and Equality Manager will convene and lead a SAT communications working group to develop a communication strategy which will be embedded in the OVPED and all SATs.</p>	<p>1. 1 Dec 2017 (WG in place by 31 Jan 2018)</p>	<p>1. 31 Mar 2018</p>	<p>1. SAT Lead – Ms Nicola McNicholas In collaboration with HEO and Equality Manager</p>	<p>Increased engagement with staff evidenced by increased response rate to next AS culture survey (April 2018) by 10%. Staff contributions to AS blog in terms of comments & content. Increased attendance at AS events by 30% on previous event figures, more men in attendance at AS events (minimum 10% male attendees).</p>

		<p>2. The HEO and Equality Manager will attend media training to include creating a blog, managing communications, and developing strategy.</p> <p>3. The communication plan will include roll out of school level presentations described in Action 2.2.3, as well as other presentations, workshops as requested.</p> <p>4. The communication plan will include the creation of an AS blog in which progress can be reported, information disseminated, and events advertised.</p> <p>5. The communication plan will include hosting at least 2 AS events annually, to include a Women in Leadership seminar series. The Inaugural Women in Leadership seminar was held on 3 Oct 2017.</p>	<p>2. 1 Feb 2018</p> <p>3. 1 Mar 2018</p> <p>4. 1 Apr 2018 (1st blog post by 31 Apr 2018) (8 posts by 31 Dec 2018)</p> <p>5. 1 Jan 2018 (2nd event to be held by 30 Apr 2018)</p>	<p>2. 28 Feb 2018</p> <p>3. 31 Dec 2020</p> <p>4. 31 Dec 2020</p> <p>5. 31 Dec 2020</p>	<p>2. SAT Lead – Ms Aoife Cooke, HEO</p> <p>3. SAT Lead – Ms Aoife Cooke, HEO</p> <p>4. SAT Lead – Ms Nicola McNicholas, In collaboration with Equality Manager</p> <p>5. SAT Lead – Ms Nicola McNicholas In collaboration with Equality Manager</p>	
2.4	Embed Athena SWAN principles in the structure of the University.	Action: The SAT will provide bi-annual progress reports (October and April) on AS activity and the implementation of the action plan to UMT & GA via the EDICC.	2 Nov 2017 (Reports due every April and Oct thereafter)	31 Oct 2020	SAT Lead – Prof Anne Scott, VPED	Formal record on Athena SWAN charter and NUI Galway's progress reviewed and noted by UMT and GA throughout the 3 year action plan.

3.1	Address the low proportion of female UG students in STEMM, particularly in the CoEI.	<p>Action: Implement a 'student recruitment programme of activity' to promote STEMM as a career choice for female students as outlined in action points.</p> <p>The scheduling of events has been informed by research conducted by the Student Recruitment Team in AY 2016/17 as to when second level students make decisions on their first preference for University courses.</p> <p>Registration forms to attend Open Days have been redesigned to include gender and programme interest. The Student Recruitment team has collated registration forms from 6,600 registrants by gender and subject area of interest which has been analysed to establish a baseline for measuring increased attendance and interest in STEMM.</p> <p>1. The initial focus for AY 2017/18 is on Engineering, with the lowest percentage of female UG students in NUI Galway.</p> <p>CoEI SAT members and the Vice Dean for Student Recruitment & Internationalisation, CoEI are working with the Student Recruitment team to develop and implement a calendar of events to promote Engineering as a career choice for female students, which will be used as a pilot programme to roll out to other STEMM schools.</p> <p>2. Host an annual event for second level teachers and career guidance counsellors to encourage them to promote STEMM subject choices for female students at Junior & Leaving certificate exams and University, and promote increased attendance at NUI Galway open days (2 open days for UG students and 2 for PG students annually). Review and refine annually.</p> <p>3. Visits to 26 high priority schools nationally have been scheduled. The predominantly co-ed schools</p>	<p>1. 1 Sep 2017 (17/18 event plan in place by 1 Oct 2017)</p> <p>(Review of 17/18 pilot plan by 30 Jun 2018)</p> <p>2. 1 Sep 2017 (Event scheduled and registration open by 1 Jan 2018)</p> <p>3. 1 Sept 2017</p>	<p>1. 31 Aug 2018</p> <p>2. 1 Feb 2018</p> <p>3. 31 Aug 2018</p>	<p>1 – 6. SAT Lead – Dr Nathan Quinlan</p> <p>In collaboration with Student Recruitment Team and CoEI SAT.</p>	<p>Increase in the number of female students participating in NUI Galway recruitment events/open days with a target increase of 10% on baseline figures, year on year over the 3 years of the action plan.</p> <p>Baseline no. of registrants for Engineering: Total registrants: 506 Male registrants: 327 (65%) Female registrants: 170 (34%)</p> <p>And</p> <p>Increase in the number of female students applying for Engineering programmes in NUI Galway with a target increase of 5% year on year from 2018 to 2020.</p> <p>Increases in application rates will be measured twice a year; following the 1 Feb 2018 CAO deadline and 1 July 2018 deadline.</p> <p>The AY 2017/18 first preference applications and enrolments by gender will be established as the baseline against which future applications will be measured.</p>
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		<p>have been carefully selected to ensure female students are included. 5 schools visited in October 2017, 5 schools will be visited in December 2017, 6 schools in January 2018, dates for remaining schools to be confirmed by 28 February 2018.</p> <p>4. 8 Information Evenings will be held nationally between November 2017 and March 2018 to promote NUI Galway generally. A specific theme to encourage prospective female students to choose Engineering in NUI Galway is planned for the information session scheduled to take place in Castlebar in November 2017. Prof Laoise McNamara, Vice Dean for Student Recruitment and Internationalisation (VDSR&I), will attend this meeting to promote Engineering as a career choice and will be complimented by an online social campaign targeting female students in Mayo. The national Information Evenings will take place between November 2017 and March 2018.</p> <p>5. A new recruitment initiative in collaboration with Engineers Ireland titled 'Engineering Taster Days' to give prospective students a flavour of third level Engineering studies has been planned for 2 days on 27 & 28 November 2017. At this time, 500 students are registered by school for this event with a good mix of female/male and co-ed schools registered. Individual registration will provide the numbers by gender.</p> <p>6. A compelling new recruitment video to promote Engineering as a career choice for second level female students (https://www.youtube.com/watch?v=j-YAQFaBL3A) has been developed by the VDRS&I in collaboration with the Student Recruitment Team,</p>	<p>(16 scheduled visits complete by 31 Jan 2018) (Remaining 10 visits scheduled by 28 Feb 2018)</p> <p>4. 1 Nov 2017 (1st event complete by 30 Nov 2017) (Remaining 7 events scheduled by 31 Dec 2017)</p> <p>5. 1 Sept 2017</p> <p>6. 1 Nov 2017</p>	<p>4. 31 Mar 2018</p> <p>5. 30 Nov 2017</p> <p>6. 1 Feb 2018</p>		
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		<p>with funding from the OVPED, as part of a suite of videos to promote Engineering overall in NUI Galway as well as by discipline.</p> <p>The recruitment video has been designed to showcase how varied careers in Engineering can contribute to the betterment of society and will be prominently featured in the 2018 CAO Recruitment Campaign to encourage more female students to choose Engineering in NUI Galway. The CAO student Recruitment Campaign will be developed by January 2018 ahead of the first CAO deadline, i.e. 1 February 2018.</p>				
3.2	Address the low proportion of female UG students in STEMM, particularly in Chemistry, Physics, Maths.	<p>Action: Expand the ‘student recruitment programme of activity’ to the College of Science to address the low proportion of female UG students in the Schools of Chemistry, Physics, and Maths as outlined in action points.</p> <p>1. CoS and CoEI SAT members and Vice-Deans will meet to review the CoEI ‘student recruitment programme of activity’ and share insights.</p> <p>2. CoS SAT members from each school will liaise with the new Vice-Dean for STEMM Promotion in the College of Science and work with the Student Recruitment team to develop and implement a calendar of events similar to the programme piloted by Engineering.</p> <p>The programme of activity will be agreed in advance of AY 2018/19. The events will include at least: school visits, information evenings, and new recruitment materials.</p> <p>3. The College will establish baseline of registrants (to attend recruitment events) with Student Recruitment team in order to monitor and report on progress of the recruitment programme of activity.</p>	<p>1. 1 Mar 2018</p> <p>2. 1 Apr 2018</p> <p>3. 1 Apr 2018</p>	<p>1. 31 Mar 2018</p> <p>2. 31 Aug 2018</p> <p>3. 30 Apr 2018</p>	<p>1. - 3. SAT Lead Chemistry – Dr Roisin Doohan Physics – Dr Miriam Byrne Maths – Dr Niall Madden</p> <p>In collaboration with Vice-Dean for STEMM Promotion in the CoS and the Student Recruitment team.</p>	<p>Increase in the number of female students participating in NUI Galway recruitment events with a target increase of 10% on baseline figures (2018) each year from Sep 2018 to Dec 2020.</p> <p>Increase in the number of female students applying for Chemistry, Physics, and Maths programmes in NUI Galway with a target increase of 5% each year to 2020.</p> <p>Increases in application rates will be measured twice a year; following the 1 Feb 2019 CAO deadline and 1 July 2019 deadline. The AY 2018/19 first preference applications by gender will the baseline against which future applications will be measured.</p>

3.3	Address the low proportion of female UG students in STEMM, and particularly in the CoEI.	<p>Action: Host an annual Athena SWAN event to promote visibility of female STEMM role models including NUI Galway students, Researchers, Academics, Alumni, Local/National/International prominent figures.</p> <p>The annual events commenced in Jan 2017 with the success of the naming event for the Alice Perry Engineering Building in March 2017. A second Athena SWAN event titled 'Innovation at Play' was held by the CoEI on 26 Oct 2017. These events will be developed in collaboration with the Institutional SAT and through the appropriate College SAT, with the SAT Lead ensuring that the events take place each year.</p>	1 Jan 2017	31 Dec 2020	<p>SAT Lead – Dr Magda Hajdukiewicz</p> <p>In collaboration with CoEI SAT and Student Recruitment team.</p>	Although it may not be directly measurable in its own right the success of this visibility measure will support Action 3.1 by increased attendance at recruitment events, application rates and enrolment of female students. A baseline of attendance at these events was established in Jan 2017 with a target increase of 10% per year over the 3 year action plan.
3.4	Bottleneck for the promotions of women is at SL for the University and STEMM	<p>Action: Establish target to increase the % of staff at SL to min. 45% women by 2020. Ensure at least 1 SL promotion round will occur before 31 Dec 2020.</p> <p>To note, a target of 40% was set by the SAT in the April 2017 Action Plan, as this target has been achieved ahead of schedule, a new target was agreed by the UMT on 21 Nov 2017.</p> <p>The OVPED monitor staff data disaggregated by gender annually. The HEO will provide headcount data by gender to the SAT annually. The SAT will monitor the % of men and women at SL grade.</p> <p>The recommendations implemented to the 2017 promotion scheme and process will continue to be actioned and enshrined in the process throughout the action plan with annual review as outlined above.</p>	1 Dec 2017	31 Dec 2020	SAT Lead – Prof Pól Ó Dochartaigh, Registrar & DP	Proportion of women at SL will increase to minimum 45%.

3.5	Bottleneck for the promotions of women is at SL for the University and STEM.	<p>Action: Introduce an Athena SWAN Mid-career Research Capacity Building Grant of up to €5,000 to support identified research activity for women in STEM who have taken caring leave in the past 10 years.</p> <p>Terms of reference for the grant were agreed by the SAT in July 2017. Approximately 10 grants will be available annually – to a target of 40 such grants awarded by September 2020.</p> <p>The Vice Deans for Research in each College are responsible for allocating the grants. The first round of grants was allocated by September 2017 with funds drawn down by 30 September 2017. 13 grants were allocated in this round.</p> <p>Subsequent calls for the grants will be issued by May 2018, May 2019 and May 2020. The SAT will consider the application and uptake rates annually.</p>	<p>1 Jul 2017</p> <p>(1st round completed 30 Sep 2017)</p> <p>(2nd round to complete by 30 Sep 2018 and so on until Sep 2020)</p>	30 Sep 2020	<p>SAT Lead – Dr Ann Ryan</p> <p>In collaboration with VPED, Vice-Deans of Research in Colleges.</p>	<p>Over the 3 year plan 40 mid-career women who availed of caring leave at a time prior 1 September 2016 will be supported to develop their research outputs towards making a successful application for promotion to SL in the first instance.</p> <p>For grant awardees, at least one measurable research output will be linked to acquisition of the grant.</p>
3.6	Women are significantly under-represented at Professor grades despite gender balance at LBB and LAB grades.	<p>Action: Establish target to increase the % of staff at Professorship grades to a minimum 25% women by 2020.</p> <p>This target was agreed by the UMT on 21 Nov 2017.</p> <p>The OVPED monitor staff data disaggregated by gender annually. The HEO will provide headcount data by gender to the SAT in June annually (allowing for outcomes from the PP promotions round). The SAT will monitor the % of men and women at Professor grades.</p> <p>The actions 3.7 and 4.10 – 4.13 set out how this target will be supported and achieved.</p>	<p>1 Dec 2017</p> <p>(20% Female Professors by 30 April 2019 following 3 rounds of promotion to PP)</p>	31 Dec 2020	SAT Lead - Prof Pól Ó Dochartaigh, Registrar & DP	Proportion of women at Professor grades will increase to minimum 25%.

3.7	<p>NUI Galway is below the sectoral average for female professors. One reason for this is the absence of the Associate Professor grade as it exists in the rest of the Irish University System. Therefore NUI Galway staff are disadvantaged by having only 1 promotional grade opportunity above SL.</p>	<p>Action: Introduce an Associate Professor grade in addition to existing professorship grades.</p> <ol style="list-style-type: none"> 1. Consult College Deans to propose the introduction of a new AP grade to see if this proposal is desired by the academic community and agree a method of consultation with staff. 2. Deans consult with staff via College and School committees - Cross college consultation completed by mid-November 2017 has confirmed that there is a desire to see the introduction of this Associate Professor Grade in order to increase promotional opportunities at NUI Galway and to align with the rest of the Irish university System. 3. Research the cost implications of introducing AP grade and negotiate change with HEA. 4. Draft description of AP grade. 5. Consult NUI Galway staff and trade union representatives on draft AP grade description. 6. Progress approval for new grade through governance structures with view to final approval by summer 2019. 7. Implement a pilot of the scheme in AY 19/20 	<p>1. 1 Jul 2017</p> <p>2. 1 Sep 2017</p> <p>3. 1 Jan 2018</p> <p>4. 1 Jan 2018</p> <p>5. 1 Apr 2018</p> <p>6. 1 Oct 2018</p> <p>7. 1 Sep 2019</p>	<p>1. 31 Aug 2017</p> <p>2. 31 Dec 2017</p> <p>3. 31 Dec 2018</p> <p>4. 31 Mar 2018</p> <p>5. 30 Sep 2018</p> <p>6. 30 Jun 2019</p> <p>7. 30 Sep 2020</p>	<p>1. – 7. SAT Lead – Prof Anne Scott, VPED and Prof Pól Ó Dochartaigh, Registrar & DP</p>	<p>An additional grade opportunity for academic promotions will be introduced in NUI Galway by Sept 2020. This will improve the career pipeline by providing a more manageable trajectory for promotion to the Professoriate relieving pressure on promotion to PP.</p> <p>Senior academic grades in NUI Galway will be aligned with the rest of the university sector in Ireland.</p>
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3.8	There is no central repository of data on leavers providing a record of reasons staff resign from the institution.	<p>Action: Conduct structured qualitative surveys (exit interviews) centrally as part of the 'Leavers checklist' to systematically record reasons for staff resigning.</p> <p>1. The SAT will form a working group to produce an on-line structured qualitative exit interview survey template which will be provided to Human Resources.</p> <p>2. HR will include the survey in Leaver's check list by 1 April 2018 to ensure implementation.</p> <p>3. Reports on leaver's data will be provided annually by HR to UMT and College Deans for review and identification of any relevant trends/issues which may need attention.</p>	<p>1. 1 Dec 2017</p> <p>2. 1 Apr 2018</p> <p>3. 1 Jan 2019</p>	<p>1. 30 Mar 2018</p> <p>2. 30 Apr 2018</p> <p>3. 31 Dec 2020</p>	<p>1 - 3. SAT Lead – Mr John Gill, COO</p> <p>In collaboration with working group and HR Operations Manager.</p>	By Dec 2019 and thereafter HR, UMT and College Deans will have access to qualitative data on the reasons women resign in order to identify relevant trends which require further investigation and action.
3.9	More women were employed on fixed-term contracts with a year on year increase in the numbers on CIDs overall, 95% of whom are in STEMM.	<p>Action: Enhance academic CID contracts to harmonise access to career development supports, in particular access to sabbatical leave, with the comparable permanent academic grade.</p> <p>1. Review of academic CID contracts to begin in June 2018 and amendment of contracts of employment as necessary to provide all available career development supports.</p> <p>2. Communicate this development and issue new contracts to all academic CID Staff.</p>	<p>1. 1 Jun 2018</p> <p>2. 1 Aug 2018</p>	<p>1. 31 July 2018</p> <p>2. 31 Dec 2018</p>	<p>1. – 2. SAT Lead – Prof Pól Ó Dochartaigh, Registrar & DP</p>	20% of academic staff on CIDs will have successfully applied for sabbatical leave by 30 Dec 2020.
3.10	Continued employment of research staff on CIDs is less secure as it is largely dependent on grant funding.	<p>Action: Focused career supports, including individual career pathway counselling sessions, will be offered for CID research staff to support their career development and employability as part of the implementation of the Research Career Strategy.</p> <p>1. A Research Career Strategy has been developed in response to survey findings (2015). A Research Development Centre is currently being developed and will be established in 2018 (funding & business plan was approved in June 2017).</p>	<p>1. 1 Jun 2017</p>	<p>1. 30 Jun 2018.</p>	<p>1 – 4. SAT Lead – Dr Ann Ryan</p> <p>In collaboration with Dean of</p>	<p>A suite of career development supports will be available to CID Researchers through the Research Development Centre by 31 Dec 2020.</p> <p>In a Research Development survey in AY 20/21 at least 60% CID Research Staff will agree they feel supported</p>

		<p>2. Recruitment of full-time resource for RDC.</p> <p>3. Review and revise Research Career Strategy to ensure that CID researchers are appropriately supported in career development, in particular with regard to training, which will support their transition to academic posts.</p> <p>4. The RDC will survey Research Staff, including CID staff, to confirm training supports needed, career development aspirations, and feeling of career support; as well as ensure the implementation of the Research Career Strategy.</p>	<p>2. 1 Feb 2018</p> <p>3. 1 Sep 2018</p> <p>4. 1 Oct 2018 (1st Survey conducted by Jun 2019)</p>	<p>2. 30 Aug 2018</p> <p>3. 30 Sep 2018</p> <p>4. 31 Dec 2020</p>	Graduate Studies and HR Business Partner Research.	in career development and training.
4.1	Recruitment data for research posts is currently unavailable. The SAT is unable to analyse recruitment flow statistics for researchers.	<p>Action: Record recruitment data for research posts centrally, including by gender. This will allow monitoring of applications and success rates. A mechanism was introduced for all posts other than research posts in April 2016. This mechanism will be expanded to research posts.</p> <p>1. Provide training and guidance on new process/system for PIs, during the operational roll-out.</p> <p>2. SAT will review this new data annually for information relating to career progression and to highlight any trends which may need further investigation.</p>	<p>1. 1 Jul 2018</p> <p>2. 1 Jan 2019</p>	<p>1. 31 Dec 2018</p> <p>2. 31 Dec 2020</p>	<p>1 – 2. SAT Lead – Mr Dermot Flaherty</p> <p>In collaboration with HR Manager Research, Head of Research.</p>	<p>Baseline for research recruitment data available by 31 Dec 2019.</p> <p>Data available for 100% of research posts advertised by 31 Dec 2020 including gender disaggregated data.</p> <p>Information will be analysed by the SAT.</p>

4.2	Fewer women apply for academic posts in STEMM resulting in a reduced pool of female applicants for selection; The number of women applying for academic posts in the CoEI and CoS is relatively low; Few women apply for professorships in STEMM.	<p>Action: Develop an 'Inclusive Recruitment Toolkit'.</p> <p>This action is to provide guidance and assistance to hiring managers (e.g. Deans, Heads of School/Disciplines) to increase application rates from women in STEMM at all grades and conduct unbiased assessments of qualified candidates.</p> <p>1. A Working Group of the SAT will review the existing recruitment literature and consult internally with relevant Hiring Managers to develop NUI Galway specific guidelines on recruitment to include;</p> <ul style="list-style-type: none"> • Considering staff profile by grade and gender when planning to fill a new post • Writing inclusive job descriptions • Guidance on establishing gender balanced selection committees (without over-burdening women) • Training requirement for selection committee • Fact sheet on unconscious bias in recruitment & selection <p>2. Recruitment policy will be updated and approved to include the inclusive recruitment guidelines.</p> <p>3. Hiring managers e.g. Deans, Heads of School/Disciplines will attend training on 'Inclusive Recruitment', inclusive of the policies & toolkit above.</p>	<p>1. 1 Sep 2018</p> <p>(Draft Guidelines developed by 1 Jan 2019)</p> <p>2. 1 Apr 2019</p> <p>3. 1 May 2019</p>	<p>1. 31 Mar 2019</p> <p>2. 30 May 2019</p> <p>3. 31 Aug 2019</p>	<p>1 – 3. SAT Lead – Prof Donal Leech, Dean CoS</p> <p>In collaboration with SAT working group and HR Business Partners.</p>	<p>Increased application rates from women, particularly in the CoEI and under-represented disciplines in the CoS (Chemistry, Physics, Maths) - Target increase of 10% in each School.</p>
4.3	Stimulate reflection on existing staff profile to inform decisions on new posts, including grade and	<p>Action: Amend internal post approval request forms for new academic posts to include the existing profile of academic staff by grade and gender.</p> <p>This requires the Head of School to be mindful of the gender profile of staff by grade in the School when allocating new posts.</p> <p><u>And</u></p>			<p>SAT Lead – Prof Pól Ó Dochartaigh, Registrar & DP</p> <p>In collaboration with APRC and College Deans.</p>	<p>By APRC meeting January 2019, all internal post approval requests for new academic posts will include a staff profile by gender and grade.</p> <p>Heads of School and Deans of College are cognisant of</p>

	area of specialism, to increase the likelihood of attracting and recruiting women.	<p>Highlights the School profile by gender and grade to the approving committee for new posts (APRC) as they are approving new posts/vacancies.</p> <p>1. APRC will review and approve the update to request forms.</p> <p>2. College Executives to disseminate the requirement and rationale through College and School Committees.</p>	<p>1. 1 Feb 2018</p> <p>2.1 Jun 2018</p>	<p>1. 31 May 2018</p> <p>2. 30 Jun 2018</p>		staff profile by gender and grade and this should inform decisions around allocating new posts/filling vacant posts.
4.4	Fewer women apply for academic posts in STEM resulting in a reduced pool of female applicants; The number of women applying for academic posts in the CoEI and CoS is relatively low; Few women apply for professorship in STEM.	<p>Action: Appoint a relevant search champion for each open academic vacancy in STEM disciplines where women are under-represented (Chemistry, Engineering, Physics & Maths) to identify ways to reach and encourage more women to apply.</p> <p>Head of Schools in Chemistry, Engineering, Physics, and Maths to appoint search champion as posts become available.</p> <p>Review the impact of the search champion via a report from HR Business Partners in collaboration with Deans/HoS annually.</p>	<p>1 Jan 2018</p> <p>(Review 1 Jan 2019)</p> <p>(Review 1 Jan 2020)</p>	31 Dec 2020	<p>SAT Lead – Prof Donal Leech, Dean CoS</p> <p>In collaboration with HR Business Partners.</p>	Increase the application rate for academic posts from women in STEM - target increase of 10% in each School.

4.5	Increase the pool of candidates for academic posts in STEMM to ensure women are adequately represented in the pool of shortlisted candidates.	<p>Action: Establish a requirement for gender representation in applicant pools, a minimum 30% of female representation for academic posts in STEMM.</p> <p>Where this is not possible the selection panel must provide a detailed explanation of why, and what actions they've taken to encourage women to apply, and receive permission from the President or their nominee to proceed with the recruitment process.</p> <p>This requirement will be highlighted in Inclusive Recruitment Training linking with Action 4.2.</p>	1 Apr 2018 (31 Aug 2019 Training of Hiring Managers completed in line with action 4.2)	31 Dec 2020	SAT Lead – Mr John Gill, COO In collaboration with Prof Anne Scott, VPED	By calendar year 2020, at least 80% of posts in STEMM will have at least 30% female applicants.
4.6	Feedback on centralised induction is not available by gender.	<p>Action: Revise evaluation forms for all training programmes and events to include gender.</p> <p>HR Training and Development will include demographic question on gender as a standard part of Induction feedback form, as well as all other training feedback.</p>	1 Nov 2017	31 Dec 2017	SAT Lead – Ms Aoife Cooke, HEO In collaboration with Staff Training & Development Manager.	Access to gender disaggregated data on induction and training in order to establish baseline. Gender differences can then be analysed in the uptake & experience of training programmes and events, and specific training needs arising from this analysis will be identified.
4.7	Provide formalised support to staff in order to set career objectives at an early/mid stage in their career and provide coherent structure to	<p>Action: Establish career planning programme for both early-career stage academics and mid-career academics.</p> <p>1. Convene SAT working group to review research and develop programme plan (with input from focus groups of LBB and LAB), to include CV analysis, networking, mentorship opportunities, and structured review of progress against agreed objectives.</p>	1. 1 Jan 2018	1. 31 May 2018	1 – 3. SAT Lead – Dr Pat Morgan, VPSE	50% of staff at both LBB and LAB attend career-planning workshop over 3 years of action plan.

	career development supports in the University.	<p>2. Develop content of career development workshops with facilitator and establish workshop schedule.</p> <p>3. Roll-out career planning workshops each semester for both early-stage and mid-career academics.</p>	<p>2. 1 Jun 2018</p> <p>3. 1 Jan 2019 (Evaluate feedback from first 2 rounds of workshops in December 2019)</p>	<p>2. 31 Dec 2018</p> <p>3. 31 Dec 2020</p>		
4.8	In 2010, sabbatical leave ceased to support the completion of PhDs ⁸ . In response to research findings from the Working Group on Academic Career Advancement in NUIG that this decision may impact adversely on women, NUIG introduced a new PhD scheme with protected	<p>Action: Complete a staff survey in relevant STEMM schools to evaluate PhD scheme for Lecturers.</p> <p>This survey should establish; How many staff are eligible to access the PhD scheme for protected time? How many staff who were eligible to avail of the scheme actually did? If not, why not? If yes, how did participants rate the scheme in terms of support and how could it be improved?</p> <p>Any gender differences in the uptake and feedback will be analysed for issues or concerns that may need further action.</p>	1 Sep 2019	31 May 2020	<p>SAT Lead – Prof Pól Ó Dochartaigh, Registrar & DP</p> <p>In collaboration with Graduate Studies Office.</p>	<p>Baseline data will be available to provide quantitative data on uptake of scheme and qualitative data on satisfaction with the scheme.</p> <p>This will inform future development of the scheme to ensure it supports at least 20% of eligible women who wish to undertake a PhD in STEMM to do so by 31 Dec 2020.</p>

⁸ A PhD is normally required for academic staff on appointment. However, there are 2 STEMM schools in (Health Sciences and Nursing & Midwifery) where staff have come from professional backgrounds and in most cases have pursued PhDs since commencing their academic career.

	time to support Lecturers to undertake a PhD.					
4.9	Women are significantly under-represented at Professor grades despite gender balance at LBB and LAB grades.	Action: Introduce a new pathway for promotion to PP based on Teaching and Learning Leadership. <ol style="list-style-type: none"> 1. Complete the approval process for the new pathway in Personal Professor Scheme. 2. Communicate the approved scheme to all staff. 3. Provide information workshops on the new scheme and criteria. 	1. 1 Dec 2017 2. 1 Mar 2018 3. 1 Apr 2018	2. 28 Feb 2018 2. 31 Mar 2018 3. 31 Dec 2018	SAT Lead – Prof Pól Ó Dochartaigh, Registrar & DP	<p>A new Pathway in the PP Promotions scheme: Promotion to Personal Professor on the basis of Teaching and Learning Leadership is available.</p> <p>A 20% increase in female applications to PP (on average of 2014-16 application figures) by Dec 2020 coming via this pathway.</p>
4.10	Findings from 2014 research in NUI Galway to explore the operation of the PP scheme suggests that SLs are poorly informed about the three promotion pathways and lack clarity about the standard required. Women	Action: Revise the description of the PP promotion scheme to clearly articulate the criteria/standard of achievement expected in each pathway within the scheme. <ol style="list-style-type: none"> 1. Establish SAT Working group to review the description of promotion criteria in PP promotions scheme documentation. Part of this review process will include consultation with both members of the PP Promotions Board and the SL and PP cohorts. 2. Draft explicit descriptions of required performance criteria per PP promotional pathway, for approval by PP Promotions Board and UMT. These criteria explain clearly the level of achievement expected for promotion within each pathway, and how this level is distinguished from that expected within the SL Promotion scheme (and any newly emerging Associate Prof Scheme). 	1. 1 Apr 2018 2. 1 Jan 2019 (Draft ready to pilot by 30 Jun 2019)	1. 31 Dec 2018 2. 31 Dec 2020	1 – 3. SAT Lead – Prof Willie Golden In collaboration with the Working Group and PP Promotions Board.	<p>70% women at SL grade report being well informed about the promotion criteria and standards required to distinguish a successful PP application.</p>

	noted considerably more lack of clarity.	3. Provide training to Deans, Heads of School, and Disciplines on how best to support and provide well-informed guidance about the PP promotion scheme.	3. 1 Jul 2019	3. 31 Dec 2020		
4.11	Women are significantly under-represented at Professor grades despite gender balance at LBB and LAB grades.	<p>Action: PP Promotions Board will review the requirement to have reached the top of the SL salary scale in order to apply for promotion to PP.</p> <p>Relaxing the requirement would enable SLs who have met the level of achievement required for promotion to PP to apply as soon as they are ready without an additional delay, which may serve to exclude more women than men as so few women were promoted to PP prior to 2014.</p> <p>1. SAT will submit a recommendation to the PP Board highlighting SL profile and data from 2009-2017 on PP application and success rate by gender and pathway.</p> <p>2. PP Promotions Board will review recommendation and supporting data and, and reach a conclusion which will be reported to UMT and Academic Council for approval/action.</p>	<p>(Review impact in Nov 2019 following 2 rounds of PP assessment)</p> <p>1. 1 Jan 2018</p> <p>2. 1 Apr 2018</p> <p>(Review impact in Nov 2019 following 2 rounds of PP assessment)</p>	<p>1. 30 Mar 2018</p> <p>2. 31 May 2018</p>	<p>1 - 2. SAT Lead – Prof Pól Ó Dochartaigh, Registrar & DP</p> <p>In collaboration with Deans of Colleges.</p>	More women apply for promotion to PP sooner with a target increase of 30% in application rates from November 2018 to December 2020

4.12	Women are significantly under-represented at Professor grades despite gender balance at LBB and LAB grades.	<p>Action: Introduce a mentoring scheme modelled on the “Promotions Project” (University of Trømsø, Curt Rice (2011)⁹) aimed at increasing the percentage of women applying for promotion to Professorship grades.</p> <p>1. Establish project budget of €25,000 p.a. (tri-partite funding OVPED, Registrar, and relevant Colleges) to enable supports identified.</p> <p>2. Content of career-planning workshops will be developed by a SAT working group.</p> <p>3. Female SLs will be invited to attend career-planning workshops focused on promotion to PP facilitated by the OVPED. The first round of workshops will take place in Mar and Apr 2018. On the basis of attendance at these workshops, including critical evaluation of candidates CVs, women close to meeting the standard required for promotion to PP will be prioritised for immediate support which will include tailored mentoring and preparing an application.</p> <p>4. Identify candidates and agree a programme of mentorship, supported time and/or development workshops tailored to the needs of the individual candidates. Roll out this process through the 3 years of the action plan.</p>	<p>1. 1 Dec 2017</p> <p>2. 1 Jan 2018</p> <p>3. 1 Mar 2018</p> <p>4. 1 May 2018 (50% female SLs attend career planning by Mar 2019)</p>	<p>1. 31 Jan 2018</p> <p>2. 28 Feb 2018</p> <p>3. 30 Apr 2018</p> <p>4. 31 Dec 2020</p>	<p>1 - 4. SAT Lead – Prof Anne Scott, VPED</p> <p>In collaboration with SAT working group, College Deans, and Heads of School/ Discipline.</p>	
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⁹ Further detail available at: <http://curt-rice.com/2011/06/19/the-promotion-project-getting-more-women-professors/>

4.13	Fewer Academic women than Support Service staff availed of parental leave. Very few men availed of parental leave.	<p>Action: Hold series of College ‘road-shows’ to increase awareness of and promote family leave schemes among academics, researchers and managers, and encourage men in particular to avail of parental and paternity leave.</p> <p>The Equality Manager and HEO will liaise with SAT lead from each College to schedule date for annual road show in each College.</p> <p>First ‘Road Show’ event was held in the School of Physics in November 2017.</p>	1 Jan 2018 (By 31 Aug 2019 increase uptake of male parental leave by 20%)	30 Dec 2020	<p>SAT Lead – Ms Aoife Cooke, HEO</p> <p>In collaboration with Equality Manager and SAT lead from each College.</p>	<p>Increase uptake of Academic parental leave by 10% by 31 Dec 2020.</p> <p>More men will avail of parental (and other equality related leave schemes), Target increase of 50% over the next 3 years, i.e. 16 men by 2020.</p>
4.14	There is a need to increase the number of women in academic leadership roles	<p>Action: Implement an Executive Leadership Programme for women in senior academic grades/HoS.</p> <ol style="list-style-type: none"> 1. Content of the programme will be developed. 2. Schedule dates for first year of programme (18/19) and launch the programme. 3. Identify and confirm participants 	<p>1. 1 Sept 2018</p> <p>2. 1 Jan 2019</p> <p>3. 1 Feb 2019</p>	<p>1. 31 Dec 2018</p> <p>2. 31 Jan 2019</p> <p>3. 30 Mar 2019</p>	<p>SAT Lead – Dr. Pat Morgan</p> <p>In collaboration with HEO</p>	<p>Target 30% females in leadership roles (Deans and above) by 31 Dec 2020.</p> <p>15 women will attend the programme per year.</p>

4.15	College executive committees and school executive committees are required to have composition of min. 40% men and women.	<p>Action: Deans of College, Heads of School, Support Services Directors and UMT will report composition and gender balance of committees and working groups annually.</p> <p>Governing Authority agreed, from Sept 2017, gender composition is a standing item on the agenda of all committees and working groups. Chair will confirm composition meets 40% requirement, or indicate the timeline for re-composition, which will be noted in the minutes at the first meeting each Academic Year – allowing Deans, HoS, to monitor composition.</p> <p>The OVPED will audit this information annually in June and report to AC, UMT and GA. Baseline data on gender balance of committees was established in June 2016. All committees were last audited in August 2017.</p>	1 Jun 2018	30 Jun 2020	SAT Lead – Ms Aoife Cooke, HEO	Key decision making committees including CEC and SEC will comprise min. 40% men and women and the composition quota will be imbedded in standard and practice.
4.16	While 43% of survey respondents agreed their workload was fair compared to peers (244 women & 122 men), 37% disagreed (213 women & 108 men) . Several women perceived unequal	<p>Action: Institute a set of core principles to underpin the individual workload models of Schools to ensure fairness, equity, balance and transparency; and ensure that women have an appropriate workload balance which will support their career development.</p> <p>1. A first draft of principles has been drafted and circulated for consultation in the Schools and Colleges. Feedback to be received from the Deans and Heads of Schools.</p> <p>2. Integrate feedback from academics in Schools and Colleges to draft document. Meet with the 5 Deans of College to go through feedback and decide next steps.</p> <p>3. Fully develop final draft document with agreed principles and take through approval process: College Executive, AMT Strategic, Academic Council.</p>	<p>1. 1 Sep 2017</p> <p>2.1 Dec 2017</p> <p>3. 1 Jan 2018</p>	<p>1. 30 Nov 2017</p> <p>2. 30 Dec 2017</p> <p>3. 30 Apr 2018</p>	<p>SAT Lead – Prof Anne Scott, VPED</p> <p>In collaboration with Deans, Heads of School.</p>	<p>Agreed and approved common set of principles to underpin WLM in Schools and Colleges to ensure fairness, equity, balance and transparency.</p> <p>More staff, particularly women will report satisfaction that their workload is fair compared to peers and that all contributions are recognised in the WLM.</p> <p>Evidenced by 30% increased satisfaction, i.e. 70% staff, in next staff survey.</p>

	distribution of workloads.	4. Schools will map their WLM to agreed principles and modify model where necessary.	4. 1 May 2018	4. 30 Jun 2018		
4.17	Qualitative comments in the 2015 staff culture survey referred to the lack of transparency of the WLM.	<p>Action: The data from workload models will be published by the Head of School (on internal website) and will be available to staff members in each School for review.</p> <p>Following completion of Action 4.16, publish WLMs by September 30th 2018.</p>	1 Jul 2018	31 Dec 2018	SAT Lead – Prof Anne Scott, VPED	Target increase to 70% of respondents reporting fair and transparent workloads on the next staff survey.
4.18	Fewer women than men were awarded honorary degrees in the 2014-2016 period.	<p>Action: Establish target of minimum 40% men and women to be awarded Alumni Awards and Honorary Degrees.</p> <p>UWN will begin to promote nominations for both Alumni Awards and Honorary Degrees annually.</p> <p>The Chair of the Alumni Awards and Honorary Degree committees will ensure a minimum of 40% men and women among the list of awardees annually.</p>	1 Sep 2018	31 Dec 2020	<p>SAT Lead – Ms Clare Walsh and Dr Pat Morgan</p> <p>In collaboration with the Chairs of Committees and UWN.</p>	There will be a minimum of 40% female awardees in 2019 and 2020.

4.19	More men were nominated for the President's Excellence in Teaching Awards, including nominations from students.	<p>Action: Update the information and nomination procedure for President's Excellence in Teaching Awards to include a description of the impact of unconscious bias and a link to unconscious bias training.</p> <p>The nomination form will ask proposers to confirm they have completed unconscious bias training.</p> <p>The Chair of the panel will confirm that assessors have attended unconscious bias training.</p>	1 Jan 2019	31 Dec 2020	<p>SAT Lead – Shivaun Quinlivan</p> <p>In collaboration with CELT</p>	<p>50% of those proposing will confirm they have undertaken unconscious bias training.</p> <p>Increase in female nominations by 20% on baseline figures by Dec 2019.</p>
4.20	Monitor and measure impact of AS Action Plan	<p>Action: Repeat the Staff Culture Survey in April 2018 (on a two-year basis thereafter), in order to measure impact of actions and assess trends and perceptions of staff over time.</p> <p>A SAT survey working group will review and update the existing survey tool in March and conduct a second staff culture survey in April 2018. The responses will be analysed externally and the working group will publish and disseminate the report findings in September 2018.</p>	<p>1 Feb 2018</p> <p>(Update complete by 31 Mar 2018)</p> <p>(Survey open by 1 Apr 2018)</p>	30 Sep 2018	SAT Lead – Ms Claire O'Connor	Increase in satisfaction by 25% across all categories measured.