



ACTION DETAIL SUMMARY

ACTIONS IN THIS PLAN ARE DERIVED FROM FOUR KEY DOCUMENTS WHICH ARE REFERENCED WITHIN SPECIFIC ACTIONS

DOCUMENTS AND THEIR LOCATIONS:

NUI Galway Athena SWAN Bronze Application May 2021 (AS)

NUI Galway Equality, Diversity and Inclusion Strategy 2020-21 (EDIS)

Consent Framework Implementation Plan (CF)

Gender Equality Action Plan 2 (GEAP2)

HEA National Review of Gender Equality in Irish Higher Education Institutions June 2016 (HEA)

NUI Galway Athena SWAN Bronze Application November 2017 (AS2017)

Dept of Education and Skills Gender Action Plan 2018-2020 (DES)

[AVAILABLE HERE](#)

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STATUS

		Not Started	In Progress - On track	In Progress - Delayed	At Risk	Complete
Total Actions:						
Total Actions Per Category:	Organisational Culture and Work-Life Balance					
	Gender Balance in Leadership and Decision-Making					
	Equal Opportunities in Recruitment and Career Progression					
	Integration of the Gender Dimension into Research and Teaching Content					
	Measures Against Gender-Based Violence Including Sexual Harassment					
	Embedding Gender Equality Including the Intersection of Other Characteristics Across NUI Galway					

GLOSSARY OF TERMS AND RESOURCES

Gender Balance: Representation of either women/men in any body not falling below 40% as a parity threshold

Gender Impact Assessment: Checks carried out on any policy/proposal to mitigate potential bias or discrimination

Quota: Positive measure instrument aimed at accelerating gender balance and representation by establishing defined proportion (percentage) or number of places/seats to be filled by, or allocated to, women and/or men under certain criteria

Target: Positive measure instrument aimed at setting clear goals and deadlines for progression

Positive measure/ Specific action: Measures targeted at particular groups and intended to eliminate and prevent discrimination or to offset disadvantages arising from existing attitudes, behaviours, or structures

Best Practice: Accumulation and application of knowledge about what works and what doesn't in terms of promoting gender equality

Adapted from the European Institute for Gender Equality Glossary & Thesaurus

[Office of the VP for Equality & Diversity Website](#)

[HEA Gender Policy Website](#)

[Council of Europe Gender Equality Website](#)



NUI Galway Gender Equality Action Plan 2021-2025

1. Organisational Culture and Work-Life Balance

SOURCE	#	RATIONALE	ACTION DETAIL	LEAD	RESPONSIBLE	START DATE	DUE DATE	STATUS	COMMENTS
AS 4.1, EDIS G4 No 6	1.1	To enhance feeling of inclusion of international staff. Measures of Success: Reduction of perceived racism in NUI Galway of 10% from HEA baseline, in 2023 culture survey	Embed a zero tolerance approach to racism on campus and work with ISN to launch an anti-racism campaign on campus.	VPED	HEO		Q 4 2021		
			Seek NUI Galway data from HEA national HEI survey on racism.	VPED	OVPED		Q2 2022		
			Implement features of the startswithaname initiative in CSE on pilot basis to ensure that people are addressed by name in the correct order with the correct pronunciation; explore the option of VOIP phone messages integrated into an email signature, develop a protocol for a standardised email signature to include integration of VOIP making it clear which is the persons first name and using pronouns to describe yourself.	VPED	Vice Dean EDI CSE		Q4 2023		
			Work with VP International on the Global Galway Project which focuses on the internationalisation of culture within the University.	VPED	VPED		Q4 2023		
AS 4.3, EDIS G4 No 1 and No 2	1.2	To ensure induction events at university and local levels welcome new staff and students and facilitate their integration into the university community successfully. Measures of Success: Increase the % of new staff attending induction training from 38% in AY 2019/20 by 20% annually over the	Stipulate attendance at induction as part of probation period and review.	HR Director	Learning & Development Manager		Q1 2022 onward		
			Restructure format of central induction to make it more accessible. Offer blended approach of face-to-face and online options when possible to do so after Covid-19.	HR Director	Learning & Development Manager		Q1 2022 onward		
			Monitor and report annual attendance at induction as a proportion of new employees, as part of annual HR report to UMT, EDICC and EDIC.	HR Director	HR Director		Q1 2022 onward		
			Engage our vibrant staff networks to support induction processes and enhance the experience of new staff members.	EDI Strategy Implementation WG					

		course of the Action Plan to 78% in AY2024-2025.						
AS 4.4	1.3	To enhance support for working parents including parents taking maternity/adoptive leave.	Mainstream Ramp-up and Managing Inclusively workshops within HR Training and offer at least annually from September 2021.	HR Director	HR Learning and Development Manager		Q3 2021 and at least annually thereafter	
			Survey staff who have availed of maternity/adoptive leave in the past 5 years to ascertain their views on a formal KIT policy.	HR Director	HR Employee Relations Manager		Q2 2022 (to feed into implementation of action 4.12)	
			Establish a Return-to-Work interview protocol to discuss workload allocation, flexible workload needs and other requests to aid parents transitioning back to work after maternity leave.	HR Director	HR Employee Relations Manager		Q2 2022 (to feed into implementation of action 4.12)	
AS 4.5, AS2017 4.16, 4.17, GEAP1 2.4, GEAP2 1.10	1.4	To implement a uniform workload model across all Schools and ensure consistency and fairness. Measures of Success: Transparent, consistent use of WAMs established across all schools/colleges by AY 2023-2024.	Oversee the implementation of a uniform workload model based on the agreed underpinning principles.	DPR	DPR		Q4 2022	
			Develop set of research expectations and standards as input to developing uniform workload models.	DPR	VPR		Q4 2022	
			Explicitly state and formally recognise contribution to Athena SWAN/EDI input and outreach activity in WAMs under allocation for Contribution.	DPR	Deans/Hos		Q4 2022	
			Integrate WAMs with new PMDS.	DPR	DPR, HR Director		Q4 2022	

AS 4.6, DES 35, HEA 1.1, GEAP2 1.7	1.5	To enhance flexible working and work-life balance post Covid-19 crisis.	Develop a Remote Working Policy.	HR Director	HR Director	AY 2021/22		
AS 4.7	1.6		Develop a Menopause policy, provide training to line managers and information to staff in the roll out of new policy.	VPED	VPED in consultation with HR Director	Q4 2023		
AS 4.8	1.7	To address differences between HR policies and practice	Develop specific training for new HoS and line managers on HR/Equality policies as part of their induction to HoS/managerial roles and leadership training.	HR Director	ER Manager and HR Director	Q4 2021		
			Include session on HR/Equality policies in management and leadership training programme	HR Director	ER Manager and HR Director	Q4 2021		
			Invite applicants for progression and promotion to describe and quantify the negative impact of Covid-19 on career outputs in progression application and future rounds of promotion.	DPR	DPR	Q2 2022 in advance of the call for the second round of academic promotions in 2022		
AS 4.10	1.8	To mitigate the impact of Covid-19 on workload for carers. Measures of Success: Target % staff response that think there are differences between HR policy and practice in the workplace to <50% in 2023 survey, and < 30% in 2025.	Deans of College to cost and identify a number of 1 year teaching posts in each college to assist teaching staff in the coming year to support the proposed hybrid teaching for AY 2021/22.	Deans of College	Deans of College	Q3/4 2021		
			Develop framework to offer academic staff one module off to be taken over the next 3 years to recoup time lost to significant increase in workload	Deans of College	Deans of College	From AY2021/22 to end of AY2023/24		
			Consult with Deans of College to agree a practical approach to alleviate the burden of increased workload – for example establish meeting free days, teaching free days, facilitate block teaching, i.e., teaching a lot one semester to free up another semester - would really help to get research back on track.	Deans of College	Deans of College	Q3 2021		

AS 4.11	1.9	To ensure that all PGR students are treated equally in relation to maternity leave irrespective of the source of their funding.	Submit proposal to the next call for Strategic Funds on provision of maternity pay (equivalent to postgraduate stipend) for university funded PGRs and others not in receipt of maternity pay from funders.	Dean Graduate Studies	Dean Graduate Studies		2022 Round of Strategic Funding		
			Dean Graduate Studies will continue to engage with IUA colleagues and lobby for sector wide policy on maternity pay for PGR students irrespective of the source of their funding.	Dean Graduate Studies	Dean Graduate Studies		AY2021/22		
AS 4.12	1.10	To increase awareness and uptake of supports for maternity and adoption leave	Update Maternity Leave policy and Manager's Guide to Managing Maternity Leave to include information on/signpost available grants and support, links to grant information and application forms on OVPEd website. Review tone and language in maternity leave policy and Manager's Guide to Managing Maternity Leave, change pronouns.	HR Director	ER Manager & HEO		Q3 2022		
			HR flag available supports during Roadshow presentations on leave.	HR Director	ER Team		Semester 1 AY 2021/22 and each semester thereafter		
			Include session on Maternity Leave Policies in management and leadership training programme (Ref. action 4.8) and 'Managing Inclusively' workshops.	HR Director	HR Director		Semester 1 AY 2021/22 and each semester thereafter		
AS 4.13	1.11	To establish clarity and agreement on workload reduction commensurate with reduction in FTE for staff availing of flexible working such as part-time working, parental leave, job-share arrangements.	Specify the reduction in workload commensurate with reduction in FTE for staff in application forms for reduced working arrangements i.e., part-time working, parental leave, job-sharing.	HR Director	HoS/Unit		Q2 2022		
			Amend application forms to include a description of the above. Both line manager and staff member sign to agree the workload reduction.	HR Director	ER Manager		Q2 2022		

AS 4.14	1.12	To support and enable staff who work part-time to transition back to full-time roles.	Create an option for staff to request a phased return to work when returning from career break/part-time role. Managers must consider the request and if not possible to approve the request, they must set out reasons in writing.	HR Director	ER Manager			Q2 2022 (in line with timeline for action 4.13)	
EDIS G4 No 9	1.13		Empower staff and students to question and challenge undesirable language and behaviour without fear of repercussion and with confidence in university support for those who speak up (e.g. Active Bystander training)	EDI Strategy Implementation WG					
DES 21, HEA 1.21, GEAP2 1.1	1.14	Implement Discipline/Unit gender action plans	Schools will develop and implement action plans via engagement with the Athena SWAN framework. Units will engage via the SSDF Equality Committee. Cross ref. 6.6.	Deans/ COO	Heads of School/Unit	01/01/2018	31/12/2021	In Progress-on track	OVPED working with Schools to engage with Athena SWAN. Four schools have now achieved departmental Bronze awards: the Schools of Medicine, Business and Economics, Physics and Nursing and Midwifery. Two further applications are in with Advance HE for evaluation and two further new submissions are planned for the April 2021 round.
DES 28, GEAP2 2.1	1.15.i	Address stereotyping of "female" and "male" roles	Human Resources will review job descriptions and criteria to ensure the language is open and inclusive of all genders.	HR Director/ HEO	HR Business Partners	01/04/2019	Ongoing	In Progress-on track	Mainstreamed via the Recruitment Policy approved in December 2020. Open source software is now used routinely, by OVPED and HR Business Partners, to gender proof language in job descriptions and adverts.
	1.15.ii		Human Resources will review professional and administrative job titles to ensure the title reflects the complexity and responsibility of the role.	HR Director	HR Project Team	01/01/2019	31/12/2019	In Progress- delayed	Consultation complete for Grades 2 & 3. In progress for Grades 4 & 5. Document issued outline job specs to union awaiting feedback on Grade 4 & 5. Sub group of SSDF considering suggested new titles. The subgroup looking at the competencies and titles have met and are working on the competencies first and then the titles once that is completed. Sub group of SSDF looking at this in line with job sizing process and procedure.
DES 30, HEA 1.4, GEAP2 1.3	1.16	All staff in leadership take responsibility for integrating gender equality in all processes and decision-making	The University will develop KPIs for senior managers in order to measure performance on integrating equality in processes, for example implementing specific actions: A) Use of Inclusive recruitment and promotion tools, B) Implementing Workload allocation guidelines, C) Uptake of leadership training, D) Uptake of EDI training, including unconscious bias, E) Ensure gender balance on committees at school/unit level	HR Director/ DPR/ COO	Relevant Deans/ Directors	TBC	TBC	Not Started	Agreement with the unions to work on a revision to implement a revised PMDS. Discussion delayed due to COVID-19. For professional services staff, PMDS is being worked on along side job sizing, now that the Academic Promotions scheme is working well. Discussion around PMDS are almost completed with the trade unions, and this will now come back for further discussions with managers and UMT around the planned PMDS for introduction and implementation before the roll out of the Job Sizing in September 2021.

DES 37, HEA 1.13, GEAP2 1.6	1.17	Embed gender equality awareness into Research	The University will embed gender equality awareness into all research content and provide training and support for research staff.	VPR	Research Office/ Graduate Studies Office/Head of RDC	01/01/2019	Mainstreamed	In Progress-on track	The Researcher Development Centre (RDC) provides professional development activities for researchers at NUI Galway. Gender equality training is available as both a stand alone item and incorporated into general professional development training. Research Office staff have undergone training on Gender Proofing Research and, together with the EC guidance and toolkit on the subject, support and advise academics and researchers on the gender dimension in funding applications - both from the perspective of human resources (balance in research teams) and content (analysing and taking into account gender in the research and innovation content of projects). Online training is available on the RDC website provided by Yellow Window - Gender Dimension in Research and workshops are planned too (virtual at the present time).
HEA 1.6, AS2017 4.15, GEAP2 1.8	1.18	Ensure Gender Balance in Decision-making	Chairs of key decision-making bodies, committees, and working group in the University will consist of at least 40% men and 40% women, with development over a three year period to 50:50. College/School/Unit executives will report composition and gender balance of committees annually to the OVPED, to be reported to UMT and GA.	HEO	Deans/Heads	01/06/2018	30/06/2020, mainstreamed	In Progress-on track	HEO running audits annually for reports. Results being reported annually to UMT, Academic Council, EDICC, EDIC and HEA.
GEAP2 1.13	1.19	Parent Support Programmes	The University will ensure there are appropriate facilities on campus for families and nursing mothers.	COO	Buildings & Estates Office	01/01/2017	31/12/2020	In Progress-on track	Buildings currently working on finalising all planned nursing and changing facilities. Signage needs to be updated as a matter of urgency once we return to Campus-based working in late Summer/Autumn 2021.
GEAP1 2.10, GEAP2 1.14	1.20	Increase Female Leadership Role Models	The University will develop an Adjunct/Visiting Prof programme linked to this agenda which, where appropriate, will link into established NUI Galway Public Lecture Series.	VPED	OVPED	01/01/2019	31/12/2020	In Progress-on track	First two visiting professors identified. Monitoring of gender of Visiting and Adjunct Prof appointments is now part of appointment policy.



NUI Galway Gender Equality Action Plan 2021-2025
2. Gender Balance in Leadership and Decision-Making

SOURCE	#	RATIONALE	ACTION DETAIL	LEAD	RESPONSIBLE	START DATE	DUE DATE	STATUS	COMMENTS
AS 3.1, GEAP2 4.7 GEAP1 4.7, 3.5, DES 26, HEA 1.16, AS2017 4.7, 4.12	2.1(i)	To increase the number and % of senior academic women in NUI Galway.	Support academic women's career progression by continuing the: i) Returner Grant for Research Active Academic Carers, (ii) Athena SWAN Mid-career Capacity Building Grant and (iii) Consolidation grant.						
		Measures of Success: The % of women at SL level rises to 47% by December 2022, 50% by Dec 2024, and to reflect the % of women at the LAB grade from Dec 2025 and onwards.		VPED	Chair(s) of ISAT	December 2022	December 2022-2025		
	2.1 (ii)		Continue to provide Academic Career Development Workshops each semester (established under the NUI Galway Promotions Project).	HR Director	HR Learning and Development Manager/ HEO/ AS Project Manager		From Q4 2021		
AS 3.2	2.2	To develop leadership capacity for women and create opportunities for women to explore leadership careers.	Continue to support the Aurora programme and develop a variety of additional leadership development training offerings suitable for colleagues taking on initial, middle and senior leadership roles.	HR Director	HR Director	Sept. 2022	Sept. 2022- Dec. 2025		
			Measures of Success: Increase the no. of women in Dean of College (Executive Dean) and HoS roles to 50%.	Develop a number of new leadership training offerings aimed at both mid and advanced career staff across the University.	HR Director	HR Director		Q3 2022	
AS 3.3	2.3	To increase the % women in leadership roles in Research centres/clusters	Establish framework to define and categorise research centres/clusters/groups and provide appropriate leadership training to encourage more women into these research leadership roles at mid and advanced career levels, as above.	VPR	VPR		Q4 2022		

<p>AS2017 4.14, GEAP1 2.10, GEAP2 4.11</p>	<p>2.4</p>	<p>Increase % of female Heads/Deans</p>	<p>The University will implement an Executive Leadership programme for women in senior academic grades/Heads of School to increase the number of women in academic leadership roles. This will be inclusive of a high profile mentorship programme involving members of the European Women Rectors Association.</p>	<p>VPED/ DPR/ HR Director</p>	<p>VPED/ DPR r/ HR Director</p>	<p>01/01/2019</p>	<p>020 and ongoing.</p>	<p>In Progress-on track</p>	<p>Currently the Aurora Programme and Advance HE Executive Leadership programmes are being used for this purpose until a tailored NUI Galway programme is ready to run. To date NUI Galway has supported 111 women, across professional services, academic and research categories on the Aurora Women's Leadership development programme, inclusive of 18 women in the Nov 2020 cohort.</p>
<p>DES 30, HEA 1.2,1.3,1.4, GEAP2 5.7</p>	<p>2.5</p>	<p>Leadership Appointment Criteria.</p>	<p>The University will ensure in appointment processes for all senior leadership roles, an essential requirement of appointment will be demonstrable experience of leadership in advancing gender equality to be included as a specific criterion in role descriptions.</p>	<p>HR Director</p>	<p>Human Resources</p>	<p>01/01/2019</p>	<p>31/12/2019</p>	<p>At Risk</p>	<p>Evidence of use in some posts, need to confirm complete integration into specifications on ongoing basis. A line will now be included in all senior positions encompassing this requirement.</p>



NUI Galway Gender Equality Action Plan 2021-2025

3. Equal Opportunities in Recruitment and Career Progression

SOURCE	#	RATIONALE	ACTION DETAIL	LEAD	RESPONSIBLE	START DATE	DUE DATE	STATUS	COMMENTS
AS 1.1	3.1	To continue to engage with a range of outreach activities targeted at schools and the local community to raise awareness and increase participation of women/men in STEMM disciplines where men & women are particularly under-represented.	<p>Develop an overarching institutional student recruitment strategy with specific actions at college level to improve UG student gender representation in STEMM where men & women are particularly under-represented. Actions will include planned school visits to girls/mixed schools, events with career guidance students targeting Junior Cert students to promote maths, engineering and computer science programmes, interactive workshops with primary schools. Update promotional material to raise profile of female/male role models, create short videos to highlight diverse and exciting career opportunities.</p> <p>Measures of Success: Increase the proportion of female undergraduate students in CSE, including MSAP, SCS & SoE. Target 42% female UG in CSE by September 2025. Increased representation of male UG in Health Sciences to 20% and Nursing & Midwifery to 12%</p>	VP Engagement	Student Recruitment Officer; Vice Dean EDI CSE and CMNHS; Vice Deans Student Recruitment and Public Engagement CSE	Strategy agreed by Q2 2022	AY 2023/24 and implemented annually thereafter		
AS 1.13, EDIS G1 No 2	3.2	To substantially reduce the GPG by 50% over the life of this Action Plan.	Continue annual analysis to monitor progress against target, identify trends and key drivers of the GPG	VPED	VPED		Conduct audit in Q3 annually based on March 31 st data. Report each year in Q4 2021-2025		
			Implement action 2.3 of AS 2021 to increase the % women in the Professoriate	VPED	DPR		December 2022		
			Implement action 2.9 to address the disproportionate no. of women employed on part-time teaching contracts	VPED	DPR, Director HR, Deans of College		Q2 2022		
EDIS G3 No 1	3.3		Disseminate learning from the GPG (gender pay gap) project to HEIs nationally.	EDI Strategy Implementation WG					

AS 2.1	3.4	To increase application rates from women for externally advertised academic posts. Measures of Success: Increased applications from women to 45% overall, to 35% at SL and 30% to EP grades overall.	Appoint new senior AO post in HR with specific responsibility to systematically implement AS and GEAP actions related to recruitment and selection.	HR Director	HR Director		Q3 2021		
			HEO brief HR AO on existing actions/requirements and evaluate effectiveness.	HR Director	HEO		Q3 2021		
			Improve adverts and job descriptions to provide more information on flexible working arrangements in schools. Include positive action statements for posts in schools where women/men are under-represented. Include information on AS activity in each school including logo in adverts.	HR Director	HR AO in conjunction with HR BPs		Q1 2022		
			Post owner/co-ordinator to identify journals, websites, networks to reach the under-represented gender at the outset of the recruitment campaign.	HR Director	Post owner/co-ordinator in conjunction with HR AO		Q3 2021		
			All members involved in recruitment and selection processes will be required to complete Module 2 of the new EDI in HE online programme.	HR Director	HR Learning & Development Manager		From Q3 2021		
AS 4.2, GEAP1 5.0, GEAP2 5.8, 5.10, AS2017 4.3,	3.5	Inclusive Recruitment Tools for staff.	Human Resources will review existing recruitment literature and develop specific guidelines for an Inclusive Recruitment Toolkit, to include: A) Consideration of current staff profile by grade and gender in planning, B) Writing inclusive job descriptions, C) Establishing a gender balanced selection committee, D) Training requirements, E) Fact sheets on unconscious bias in recruitment & selection.	HR Director/HEO	Human Resources	01/09/2018	31/08/2019	In Progress-delayed	The Inclusive Recruitment Toolkit has been finalised for inclusion in the recently approved recruitment policy. Access to Text software package was available to post owners to assist with drafting of both job specs and post adverts and ensure gender neutral language, via the OVPED and HR Business Partners during AY2019-20 as a pilot. This is now being replaced by open source equivalent tool. Training needs to be rolled out to all hiring managers. The new Recruitment Policy and Procedure was approved at the December 2020 meeting of Údarás na hOllscoile. Training on the new recruitment policy will be included in Manager Training on HR Policies commencing in March. This commenced and will continue throughout the rest of the year. 1 hour training slot
		To strengthen the career pipeline in CSE to support the academic career progression of female ECRs. Measures of Success: Number	CSE will benchmark the % of female researchers in Computer Science and Mathematics nationally/UK. If CSE is below subject norms, CSE will implement recruitment strategies which include search committees to identify and target potential applicants, adding 2 points of contact (one man and one women) on job adverts, to attract high performing ECR females into these schools, coupled with the provision of targeted training initiatives for female ECRs in support of developing research independence.	Dean CSE CC Vice Dean EDI	Dean CSE		Commence Q4 2021 and build over duration of Action plan (i.e. to Q2 2025)		

AS 2.2	3.6	<p>and % of Senior Female academics in CSE, but particularly in the disciplines of Computer Science and Mathematics will align with national and/or UK averages. Increase female job applicants by 10% over life time of action plan</p>	<p>CSE will assign experienced PIs to female researchers to support development of grant applications (e.g. SFI Fellowships) which support female researchers.</p>	<p>Dean CSE CC Vice Dean EDI</p>	<p>Dean CSE</p>	<p>Commence Q4 2021 and build over duration of Action plan (i.e. to Q2 2025)</p>		
AS 2.3, AS2017 4.12, GEAP2 4.9	3.7	<p>To increase the number of women in the Professoriate.</p> <p>Measures of Success: 26% female Professors and 47% female SLs by December 2022 (Baseline 24% Professor and 47% SL) 28% female Professors and 50% female SLs by December 2024 30% female Professors and 50% female SLs by December 2025.</p>	<p>Re-introduce the Associate Professor Grade to NUI Galway.</p> <p>Merge the PP and EP grades.</p> <p>HoS to have focussed career development conversations with female SLs as part of new 'Performance for Growth' PMDS scheme to encourage application for promotion to Professor via the new integrated promotions process. Identify gaps in career and agree workload allocation and development supports to address gaps.</p> <p>Provide up to 6 Consolidation grants each year for the life-time of this action plan to assist high performing women at SL/Associate Prof grades to apply for promotion to Professor.</p> <p>Support SALI applications for final 2 years of scheme. CSE will match any SALI awards to CSE for the duration of the scheme.</p> <p>Secure funding from Galway University Foundation (GUF) to develop a scheme to recruit 4 women Professors (1 per year of action plan) similar to SALI</p> <p>Support participation of 5 women at SL grade during pilot phase of the new Preparation for Academic Advancement programme (PAA), collaborative initiative with NUI Galway, UL, MU funded by GEEF.</p>	<p>DPR</p> <p>DPR</p> <p>DPR</p> <p>DPR</p> <p>DPR</p> <p>DPR</p> <p>DPR</p>	<p>DPR</p> <p>DPR</p> <p>HoS</p> <p>OVPED</p> <p>UMT, Dean of CSE</p> <p>VPED</p> <p>HEO</p>	<p>Complete by December 2022</p> <p>Complete by December 2022</p> <p>2022 'Performance for Growth' system will be finalised in 2021 and implemented in 2022</p> <p>2022 to 2025</p> <p>2020/21 and 2021/22 rounds</p> <p>Secure agreement by end 2021, implement initiative in years 2022 to 2025</p> <p>2021</p>		

AS 2.4, AS2017 3.8, GEAP2 1.12	3.8	To retain female academic staff at all grades, but at LAB in particular, to ensure a continued strong pipeline to SL and the professoriate. Measures of Success: The gender balance in applications for promotion/retention via the Retention Scheme reflects the balance in the eligible pool.	Communicate effectively the existence and purpose of the Retention Scheme, during regular information sessions and Dean/HoS briefings on the Academic Promotions Scheme.	DPR	DPR		Include information in the Retention Scheme during next information session on Academic PromotionScheme (August 2021) and thereafter at each session.		
			Monitor applications to the Retention Scheme annually by gender to see if a gender imbalance continues.	DPR	DPR & HEO		Q1 2021 and annually to 2025		
			Review the operation of the Retention Scheme to take an informed decision as to whether the scheme is fit for purpose and continued use.	DPR	DPR & HEO		Q1 2023		
			Monitor data on leavers by gender and grade annually via GPG reporting and AS reports from HR to EDICC including qualitative data from exit interviews.	DPR	HR Director		2022 - 2025		
AS 2.5	3.9	Support training and career development for all staff in a more holistic way across all career stages. Cross Ref. 3.21.	The newly appointed HR Learning & Development Manager will consult with HoS/Units to identify training needs across the staff categories, to subsequently develop a range of training and career development opportunities specific to the needs of staff categories and career stages.	HR Director	HR Director		2022 - 2025		
			Mainstream career development workshops currently offered by OVPED within HR Staff Training & Development	HR Director	HR Director, HR Learning & Development Manager in consultation with HoS/Units		AY2021-2022		
			Schedule more frequent training and career development opportunities across the year including outside of term time. Advertise well in advance to enable staff plan to attend, especially part-time staff.	HR Director	HR Learning & Development Manager		From September 2021 – December 2025		
			Monitor staff uptake of training and career development workshops to ensure that significantly oversubscribed workshop topics are offered on multiple occasions, at varying times of the day and week, to facilitate demand.	HR Director	HR Learning & Development Manager		Monitor on Semester basis		

		Measures of Success: See AS Action Plan 2021.	Complete an individual training needs analysis and development plan for each member of staff, linked to the reintroduction of annual development and performance review, to identify staff priorities for training.	HR Director	HoS/Unit	Annually from December 2022		
			Catalogue the wide variety of training programmes offered on LinkedIn Learning Platform and actively promote engagement across all staff categories. Monitor engagement with LinkedIn Learning in terms of uptake in numbers against staff headcount and evaluate effectiveness/satisfaction in next AS survey.	HR Director	HR Learning & Development Manager	December 2021		
			Restore a modified version of FEP from AY 2021/22 and ensure approval for training is linked to individual training needs analysis and development plan.	HR Director	HR Director	AY2021-2022		
AS 2.6, GEAP2 4.8, DES 26, GEAP1 2.10	3.10	To create mentoring opportunities for all staff. Measures of Success: See AS Action Plan 2021.	Relaunch a revised mentoring scheme for all staff categories at various career stages.	HR Director	HR Director and newly appointed HR Learning & Development Manager	September 2021		
			Seek EOI from experienced/senior staff in all staff categories to establish mentor panel.	HR Director	HR Director and newly appointed HR Learning & Development Manager	September 2021		
			HR advertise and promote the mentoring scheme centrally, HoS and Head of Unit promote at local school/unit level and encourage participation at all career stages.	HR Director	HR Learning & Development Manager in conjunction with Deans, Vice Deans EDI and Hos/Units	From January 2022 and ongoing		
			Provide regular training for mentors and mentees. Advertise dates well in advance and ensure training opportunities exist outside of term time and at various times to ensure part-time staff are able to access training.	HR Director	HR Learning & Development Manager	From September 2021. Review uptake and effectiveness in September 2022 and annually thereafter.		
			Promote awareness of mentoring schemes and encourage women to engage in mentoring via Athena SWAN communications and via the staff networks.	HR Director	HEO and AS Communications Working Group	From January 2022 and ongoing		

AS 2.7	3.11	To support postdoctoral researchers for academic career progression. Measures of Success: See AS Action Plan 2021.	Reserve 10% of places on CELT PG Certificate in Teaching & Learning for postdoctoral research staff.	VPR	Director CELT and VPR		From AY 2022/23		
			Explore options to create more opportunities for staff (academic and researchers) to pursue PG in Teaching & Learning including online and blended programmes. Develop proposal for creating additional capacity for PG studies in Teaching & Learning for academic and research staff.	VPR	Head of RDC & VPRI		Q1 2024		
			Collect data centrally and systematically on applications from researchers for progression to Research Fellow and Senior Research Fellow.	VPR	Head of RDC/HR		Q1 2023 and annually thereafter for the lifetime of this action plan.		
AS 2.8, AS2017 3.9, GEAP2 6.5	3.12	To review contract status for lecturers on contracts of indefinite duration as women are more likely to have CIDs.	Review all academic CID contracts.	HR Director	HR Director in consultation with Deans of College and DPR		Complete review process of all CIDs by Q2 2022		
			Re-categorise status to 'permanent' for those on indefinite contracts where the rationale for the post is linked to established programmes.	HR Director	HR Director in consultation with Deans of College and DPR		Implement status change for those eligible for permanent status by Q3 2022		
AS 2.9	3.13	To reduce the negative consequences of using precarious contracts as Women are more likely to hold TSS contracts.	Establish UMT-led working group to review TSS recruitment, employment terms and career support with a view to reducing the negative consequences of using precarious contracts.	HR Director	DPR, Director HR & Deans of College		Q2 2022		
			Survey TSS staff to ascertain the negative consequences for those who wish to pursue academic careers.	HR Director	DPR, Director HR & Deans of College		Q2. 2023		
			Identify appropriate career supports and pathway for progression where applicable.	HR Director	DPR, Director HR & Deans of College		Q2. 2023		

AS 2.10	3.14	To implement PMDS (paused in 2017) as the basis for individual career development support and performance management discussions.	Conclude consultation process on draft scheme.	HR Director	HR Director, DPR		Q4 2021		
			Develop training for Reviewers and Reviewees.	HR Director	HR Director, DPR		Q2 2022		
			Roll out training to all staff categories	HR Director	HR Director, DPR		Q2 2022 – Q4 2022		
AS 2.11	3.15	To mitigate career limiting impact for lecturers on fixed term contracts as 58% of lecturers on Fixed term contracts pursuing academic careers are women.	Establish requirement for all lecturer fixed-term posts > 1 year to adhere to applicable academic allocation of work for Contract A (60/20/20) and B (40/40/20), in line with school norms. Include requirement for probation supervisory meeting and equivalent career development support.	DPR	DPR & Deans of College		Q3 2022		
AS 4.2	3.16	To mitigate barriers to promotion for international staff who experience visa and visa-related travel restrictions.	Similar to the multiplier mechanism to formally discount time out for caring purposes in the assessment of applications for promotion, use staff consultation via focus groups and pulse survey to develop an appropriate method to formally quantify and discount disadvantage related to work permits, visa restrictions on travel for International Staff.	DPR	DPR & HEO		Q1 2022		
AS 4.9	3.17	To mitigate the negative impact of Covid-19 on career progression especially for carers. Measures of Success: See AS Action Plan 2021.	Hold a series of focus groups with academic carers at Lecturer and Senior Lecturer levels, to collect data on the experience of academic carers because of COVID-19; and how this has impacted on academic activity.	DPR	DPR and HEO		Q2 2023		
			Use feedback from focus groups to inform the development and application of a mechanism (similar to the multiplier to formally discount time out for caring purposes in the assessment of applications for promotion) to quantify and discount disadvantage related to Covid-19.	DPR	DPR and HEO		Q2 2023		
		To enable reporting on the proportions of men and women on Lecturer A and B contracts and by job	Complete a review of existing academic contracts to distinguish between Contract A and B lecturers.	HR Director	HR Director & HRISS		Q1 2022		

AS2017 4.8, GEAP2 4.10	3.23	Review impact of PhD Scheme.	The University will evaluate the PhD Scheme for Lecturers to ascertain its impact and review the scheme for the future.	DPR Institutional SAT		01/09/2019	31/12/2019	At Risk	The initial review of the PhD scheme included a review of progress reports to the Sabbatical Leave Sub Committee. The reports shows that 18 staff members enrolled in the programme (15 from SNM, 2 from SBE, 1 from SHS) since 2013. Available records show that in the SNM, 6 staff members successfully submitted PhDs, 4 withdrew from the scheme and 6 continue to engage with the scheme as of latest report submitted in AY 2018/19. No reports are on record from the SBE or SHS. Next steps: 1. Engage the EDI officer for CMNHS to survey registered applicants for the Scheme to ascertain how effective the scheme was to support their doctoral studies (those who submitted or on track to submit). Identify gaps in the scheme 2. If possible, identify academic staff in each school who do not have a PhD to establish if they were aware of the scheme and why they did/did not enrol in the programme 3. Identify any gender differences, if any.
GEAP1 3.3, GEAP2 5.11	3.24	Ensure equality and fairness in grading.	The University will develop a competency framework for the grading structure of professional and admin staff, including monitoring the impact on appointment and progression.	HR Director	Human Resources	01/01/2017	31/12/2019	At Risk	Draft completed and discussed with Unions. Now policy will include some revisions to include elements needed for remote working in the future. Sub group looking at this met on the 15th October with a view to progressing same for wider circulation at a consultation. Sub group met again at the end of November. A further meeting was planned for early February 2021 to review and conclude, following that it will be sent to the Unions for consultation. This is now going to form part of the Job sizing and will be externally reviewed to ensure best practice going forward
DES 21,28, HEA 1.17,1.18, AS2017 3.4, 3.6, GEAP2 6.1 i	3.25 i	Set 1, 3 & 5 yr targets for gender proportion of Senior level Academic and Professional staff above the flexible cascade model.	The University targets for gender proportion of Senior-level Academic staff by 2020 - 25% female Profs (AS), 45% female SLs (AS) Cross Ref. 3.7.	DPR	Executive Deans	01/01/2018	31/12/2020	In Progress-delayed	NUI Galway has given a commitment to have 25% women in the professoriate by 2020. As of end of December 2020 23.7% of the professoriate are women - 29% of PPs are women, 17.5% of EPs are women. While this is very significant progress over the past years, clearly there is still much work to be done in this area, even to achieve the modest professorial targets set out below. We have, however, surpassed the 2020 SL target by 1%. As of December 2020 46% of SLs are women. This indicates a strong pipeline for promotion and recruitment to the professoriate and augurs well for the future.
GEAP2 6.1 ii	3.25 ii		The University targets for gender proportion of Senior-level Academic staff by 2022 - 26% female Profs, 47% female SLs	DPR	Executive Deans	01/01/2018	31/12/2022	In Progress-on track	NOTE: in light of the challenge of getting to a 25% female professoriate by 2020, EDIC and Údarás na hOllscoile have accepted this is a very challenging target for the University to achieve and have agreed, while continuing to strive as energetically as possible to increase the % of women in the professoriate, to working over time to the 28% target in 2024 may be more realistic

GEAP2 6.1 iii	3.25 iii		The University targets for gender proportion of Senior-level Academic staff by 2024 - 28% female Profs (40% HEA), 50% female SLs	DPR	Executive Deans	01/01/2018	31/12/2024	In Progress-on track	Our target to have 50% of our SL cohort women by 2024 is comfortably within reach, and is likely to be achieved ahead of schedule.
GEAP2 6.1 iv	3.25 iv		<i>Please note that as of July 2019 there were 60% women at the most senior professional services grade of Secretary, and 56% women at Assistant Secretary grade. NUI Galway no longer recruits / appoints to Assoc Secretary grade. The University targets for gender proportion of senior grades of Professional, management, and support staff by 2020: Professional Services Technical - 10% women at CTO; Professional Services Library- 42% women at Senior Librarian; Professional Services Estates - commence Apprentice Programme for women.</i>	HR Director	Director of HR, Deans, Relevant UMT Lead for Professional Services Area	01/01/2018	31/12/2020	In Progress-delayed	At present females hold a higher % of posts in Professional Services up to and including Assistant Secretary level (10 Women, 7 men). There are 60% women at the most senior Professional Services grade of Secretary. Associate Secretary is the grade with a deficit of women in post. A report on the current status is now being prepared.
GEAP2 6.1 v	3.25 v		The University targets for gender proportion of senior grades of Professional, management, and support staff by 2022: Professional Services Administration - 45% women at Secretary; Professional Services Technical - 20% women at CTO; Professional Services Library- 45% women at Senior Librarian; Professional Services Estates - active Apprentice Programme for women	HR Director	Director of HR, Deans, Relevant UMT Lead for Professional Services Area	01/01/2018	31/12/2022	In Progress-on track	Discussion commenced in early March with some female technical staff, further meeting required. An action plan to be explored on what female staff see as the barrier they are experiencing to promotion. The first female CTO was appointed in late 2020.
GEAP2 6.1 vi	3.25 vi		The University targets for gender proportion of senior grades of Professional, management, and support staff by 2024: Professional Services Administration - 50% women at Secretary, and 40% women at Associate Secretary; Professional Services Technical - 25% women at CTO; Professional Services Library- 50% women at Senior Librarian; Professional Services Estates - active Apprentice Programme for women	HR Director	Director of HR, Deans, Relevant UMT Lead for Professional Services Area	01/01/2018	31/12/2024	In Progress-on track	A plan from initial discussion required to see how the percentage can be increased year on year in line with vacancies arising
DES 28, HEA 1.17, GEAP2 6.2	3.26	Review & monitoring of Promotion schemes.	The University will implement the Flexible Cascade model as a minimum for promotion and recruitment of academic and senior professional staff.	DPR / HR Director	Registrar's office/ Human Resources	01/01/2018	31/12/2020, ong	In Progress-on track	The scheme that has been implemented in agreement with the academic unions is based on individual achievement of the standards required, rather than on quotas. As such, a cascade model cannot apply directly. However, numbers are constantly monitored and any deviation from what would be expected in a flexible cascade model will be addressed if this arises. After two rounds this has not arisen. The proportion of women promoted has been higher than the proportion in the eligible pool.

AS2017 3.7, GEAP1 2.3, GEAP2 6.4	3.27	Realign NUI Galway Academic grades with sector.	The University will reintroduce an Associate Professor grade in addition to existing professorial posts.	VPED	UMT	01/01/2018	30/09/2020	In Progress- delayed	Reintroduction of the Assoc Prof Grade is now planned for AY 2020-2021 and will become part of the integrated SL-PP process currently in assessment phase for the second round of applications. Following evaluation of the first year (1st application round) the new promotions process has had initial evaluation and appears to be working well. It is planned that the Assoc Prof be slotted into the promotions process from the August 2021 application rounds depending on completion of negotiations with the staff unions. Core criteria and template for the Assoc Prof grade is complete and has received UMT approval.
AS2017 3.11, GEAP2 6.6	3.28	Ensure PTA staff are categorised appropriately.	The University will review PTA contracts, identify any staff categorised incorrectly and begin discussions with the DES regarding reclassification if appropriate.	HR Director	Human Resources	01/01/2019	31/12/2019	At Risk	Ongoing review of PTA contracts with a view to issuing contracts to all staff and have a process in place for the issuing of appropriate contracts. A number of CID contracts have been issued up to March 2020. This work is continuing during COVID-19 and new changes being introduced for Academic Year 20/21. A high level working group to be developed to identify and address issues of concern and ensure a clear process for the future, to avoid incorrect recruitment by the colleges.
GEAP1 3.4, GEAP2 6.9	3.29	Career progression for Prof/Support staff.	The University will work to introduce a promotion scheme for professional and admin staff, based on consultation sectorally with DPR and DES.	HR Director	Human Resources	01/12/2016	31/12/2020	At Risk	Negotiations to develop a scheme sectorally have progressed. We hope to secure approval to use the UCD Model which was approved by DES. Discussions also took place locally with unions since August 2020. Discussions with Unions are now completed. The proposal approved by UMT is that the scheme will commence in September 2021 to accept applications.



NUI Galway Gender Equality Action Plan 2021-2025
4. Integration of the Gender Dimension into Research and Teaching Content

SOURCE	#	RATIONALE	ACTION DETAIL	LEAD	RESPONSIBLE	START DATE	DUE DATE	STATUS	COMMENTS
EDIS G2 No 5	4.1		Support university and college leaders with responsibility for learning & teaching to lead the integration of awareness and principles of EDI across the undergraduate and post graduate taught curricula.		EDI Strategy Implementation WG				
DES 37, HEA 1.12, GEAP2 1.5, EDIS G5 No 6	4.2	Embed gender equality awareness into Teaching and Learning	Embed equality awareness (race, gender etc.) into teaching and learning in particular in undergraduate and postgraduate curricula.		T&L Committee, EDI Strategy Implementation DPR WG	01/01/2019	31/12/2020	In Progress- delayed	The Working Groups tasked with developing the next academic strategic plan have been constituted and will engage with Pádraic MacNeela and his team (Consent Framework) and with the Vice Dean EDI and team in CBPPL on inclusive curriculum, to explore how best to implement this action. Embedding the principles of equality, diversity and inclusion, inclusive of gender equality, was formally approved by QEC in March 2020 to become part of the quality review of taught programmes: QA006



NUI Galway Gender Equality Action Plan 2021-2025

5. Measures Against Gender-Based Violence Including Sexual Harassment

SOURCE	#	RATIONALE	ACTION DETAIL	LEAD	RESPONSIBLE	START DATE	DUE DATE	STATUS	COMMENTS
CF, EDIS G4 No 3	5.1		Establish and lead a cross-university working group to implement the Consent Framework Action Plan.	EDI Strategy Implementation WG					
EDIS G3 No 3	5.2		Provide leadership sectorally in the development of IUA guidelines to support the implementation of the Consent Framework.	EDI Strategy Implementation WG					
EDIS G3 No 9	5.3		Advocate for consideration and inclusion of domestic violence as part of the remit of work on gender equality at a national level.	EDI Strategy Implementation WG					
EDIS G4 No 4	5.4		Collaborate with HR to improve physical, social and mental wellbeing in our communities including recognition of the impact of domestic violence on our staff and students.	EDI Strategy Implementation WG					



SOURCE	#	RATIONALE	ACTION DETAIL	LEAD	RESPONSIBLE	START DATE	DUE DATE	STATUS
AS 1.2, DES 26, 28, HEA 1.15, 1.16, AS2017 4.1, GEAP2 2.6, 5.3	6.1	To ensure staff data including recruitment reports can be easily accessed by the SAT and School SATs.	Create a suite of AS specific data reports including Recruitment reports in CoreBI. Collate annual reports for SAT and School SATs. HR provide annual report to EDICC.	HR Director	ISS Director, COO & HR Director		Q3 2022	
			HEO will specify precise report requirements.	HEO	HEO		Q1 2022 following finalisation of AS Ireland consultation process	
6.2		To increase staff engagement with Athena SWAN consultation processes at an institutional level. Measures of Success: See AS Action Plan 2021.	Identify appropriate survey system (e.g. Banner 9, Ellucian).	Director of Planning and Institutional Research	Institutional Research Officer		Q3 2022	
			Agree bank of survey questions in consultation with school SAT Chairs.	Director of Planning and Institutional Research	AS Project Manager		Q4 2022	
			Deploy central survey.	Director of Planning and Institutional Research	AS Project Manager		Q1 2023 and 2025	
Comprehensive diversity data will			OVPEd communicate to all staff the proportion of staff who have provided their diversity data. Share findings on the diversity profile of the staff.	VPED	VPED/HEO		June 2021	
			VPED will provide update at academic council, SSDF meetings.	VPED	VPED		From June 2021 onwards	
			Vice Deans EDI co-ordinate reminder communications from HoS on bi-annual basis.	VPED	Vice Deans EDI & HoS		From September 2021 onwards	

AS 1.4, EDIS G2 No 3, G5 No 4	6.3	enable NUI Galway to consider the intersectionality of gender with other elements of identity.	Formally request staff networks to highlight the importance of gathering comprehensive data and promote engagement among members.		Chair EDICC and VPED Staff Network Chairs		From October 2021 onwards		
		Measures of Success: See AS Action Plan 2021.	Using an intersectionality frame, gather and publish data systematically on the protected characteristics and socio-economic status (where possible) annually to establish an evidence base for activities, policies and practice.		EDI Strategy Implementation WG				
			Institute a yearly audit guided by an intersectionality frame to assess progression of staff on the basis of gender, ethnicity, sexual orientation, disability status, and age.		EDI Strategy Implementation WG				
EDIS G2 No 2	6.4		Develop and communicate an evidence base of the impact of strategic intersectionality driven EDI initiatives.		EDI Strategy Implementation WG				
AS 1.5	6.5	To plan for the future of the ISAT.	Chair(s) will lead the process of appointing a new female Co-Chair for period 2021-2025.		Chair(s) ISAT	Chair(s) ISAT	June 2021		
			Reconfigure ISAT to operate with fewer members as Steering Group to oversee implementation of the action plan.		Chair(s) ISAT	Chair(s) ISAT	ISAT June meeting 2021		
			A call for new ISAT will issue in 2023 to plan assessment for 2025 silver application.		Chair(s) ISAT	HEO/AS Project Manager	Q4 2023		
6.6	To continue to support the integration of Athena SWAN principles and	Appoint AS Project Manager		VPED	VPED & HEO	Q1 2022			
		The AS Project Manager will further develop internal resources, advisory sessions and formalise the internal AS Chairs/Practitioners network		VPED	AS Project Manager	Q1 – Q4 2022 and ongoing in line with Charter developments			

AS 1.6, GEAP2 3.2		support, in a practical way, Schools to apply for AS awards, and to implement their Action Plans. Cross ref. 1.14. Measures of Success: See AS Action Plan 2021.	Future proof HR system to enable data reporting from restructuring and mergers in Colleges/Schools	VPED	HRISS and ISS Director		Q3 2022	
			ISAT Chair will assign an experienced internal AS panellist to act as internal reviewer for each School submission	VPED	ISAT Chair		Q4 2021 and ongoing as required	
			The Athena SWAN SAT will develop plans and timelines for all ASSCS/BPPL schools in conjunction with Vice Deans EDI to Encourage all Schools to apply for Athena SWAN Bronze in relation to the expanded charter.	VPED	Institutional SAT	01/01/2020	31/12/2021	In Progress-on track
AS 4.15	6.7	To promote positive behaviour and attitudes for trans staff and students.	Provide Trans 101 training each semester.	HEO	HEO		Q4 2021	
			Review language and use of pronouns in University policies via EIA.	HEO	HEO		Q1 2022	
			Collaborate with RCSI (lead), CIT and TENDI to roll out a series of open-source animations to support Trans 101 education in HEIs. The animations will be tested and piloted in RCSI, IADT, MTU and NUI Galway in summer 2021 with a view to a launch in semester 1 in AY 2021/22.	HEO	HEO		Q4 2021	
AS 4.16	6.8	To enhance inclusion of all gender identities.	Feed requirement into Student Digital Pathway project to create a field for preferred name and gender for those students who choose/are unable to formally change their name on student records.	HEO	HEO		Q3 2023	
EDIS G1 No 2	6.9		Achieve an institutional Athena SWAN Silver Award.	VPED				
EDIS G3 No 8	6.10		Engage actively in Athena SWAN evaluation panels and share learnings with both the institutional and departmental Athena SWAN SATs, in addition to those in GMIT and Sligo IT.	EDI Strategy Implementation WG				

EDIS G5 No 1	6.11		Develop and promulgate a shared understanding of equality/equality of opportunity across campus.	EDI Strategy Implementation WG					
DES 24, HEA 1.22, GEAP2 3.1	6.12	Achieve Athena SWAN award	The University will retain the Athena SWAN Bronze award until Silver is obtained, within 8 years of Bronze.	VPED	Institutional SAT	01/04/2018	31/05/2021	In Progress-on track	