



# **Institution Application Ireland**

## **Bronze and Silver Award**



|                                |  |                      |
|--------------------------------|--|----------------------|
| <b>Name of institution</b>     | NUI Galway   |                      |
| <b>Date of application</b>     | May 2021   |                      |
| <b>Award Level</b>             | <b>Bronze</b>  |                      |
| <b>Date joined Athena SWAN</b> | 2015   |                      |
| <b>Current award</b>           | <b>Date: April 2018</b>  | <b>Level: Bronze</b> |
| <b>Contact for application</b> | <b>Prof Donal Leech and<br/>Prof Anne Scott</b>  |                      |
| <b>Email</b>                   | <a href="mailto:Donal.leech@nuigalway.ie">Donal.leech@nuigalway.ie</a><br><a href="mailto:Anne.scott@nuigalway.ie">Anne.scott@nuigalway.ie</a> |                      |
| <b>Telephone</b>               | 0861749890   |                      |

## 1. LETTER OF ENDORSEMENT FROM THE HEAD OF INSTITUTION

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

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

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



28 May 2021

Dr Victoria Brownlee  
Head of Athena SWAN Ireland

Dear Dr Brownlee,

I am delighted to endorse this application from NUI Galway for the renewal of our Institutional Athena SWAN (AS) Bronze Award. I confirm that the information presented in this application (including qualitative and quantitative data) is an honest, accurate and true representation of our institution.

I also confirm my full support for the AS Action Plan. To ensure implementation of this Action Plan, the institutional SAT (ISAT) will be fully supported by me, both from a leadership and resource perspective.

This application builds on our commitment to gender equality, and progresses our 2018 Institutional Bronze award. Since then, we have continued to embed the Athena SWAN Charter principles across the University, building on both the recommendations of the NUI Galway Task Force on Gender Equality (2016) and our Athena SWAN Action Plan (2017). I am pleased to report that **78%** of the 2017 actions have been **fully** implemented and a number of the remaining actions are currently being implemented and/or are contained in our plan for implementation this year.

Since joining NUI Galway in 2018 I have made gender equality a priority of my presidency. Our strategy *Shared Vision, Shaped by Values* has respect at its core, representing a commitment to a culture of respect, and an undertaking to action as a consequence.

Since our 2017 application we can demonstrate considerable progress in gender equality:

- We have received 4 departmental Athena SWAN Bronze awards. A further 2 applications are under review, and 3 departmental applications (1 renewal and 2 first submissions) in process for April - June 2021 submission round.
- A new academic promotions process led by our Deputy President and Registrar, as committed to in our 2017 Action Plan, was introduced in 2019 with a significant increase in applications from women.
- Promotions and recruitment campaigns since 2016 have improved the proportion of women at **SL grade from 33% to 46%** (2017 AP target minimum 45%) and at the **PP grade from 16% to 28%**. Overall, women currently represent **23.7%** of the Professoriate. This is in line with our 2020-2021 GEAP 2 targets for SL and the professoriate.

I am heartened by our recent achievement in the THE Impact Rankings – a rank score of 71 (776 institutions world-wide) for SDG 5 (gender equality) and a rank score of 62 (669 institutions) for SDG 10 (reducing inequalities).

I am also pleased to report that a number of Irish Higher Education institutions now look to NUI Galway for advice and partnership in gender equality initiatives. In 2020 we were successful in three grant applications to the HEA's Gender Equality Enhancement Fund in partnership with a number of HEIs. We are leading a consortium of Irish Universities in a bid to generate a database and tool kit for schools of Mathematics across the Irish sector to help them to embed Athena SWAN.

However there is still much work to be done: the percentage of women in the Professoriate is too low, as are the number of applications from women for externally advertised academic posts. We are determined to address all of these issues.

With these challenges to the forefront of our minds, I as President and the University Management Team are fully committed to supporting the implementation of the Athena SWAN action plan 2021 across our University.

Yours sincerely,



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**Professor Ciarán Ó hÓgartaigh**

*BComm (Galway), DipPrAcc (UCD), PhD (Leeds), FCA (Ireland)*

**Uachtarán, OÉ Gaillimh, President, NUI Galway**

570 words

## List of Abbreviations

|        |  |
|--------|--|
| AC     | Academic Council                                       |
| AHSSBL | Arts, Humanities, Social Sciences, Business and Law    |
| AO     | Administrative Officer                                 |
| APC    | Academic Promotions Committee                          |
| AS     | Athena SWAN  |
| ASCB   | Athena SWAN Mid-career Capacity Building Grant         |
| CALPD  | Centre for Adult Learning and Professional Development |
| CID    | Contract of Indefinite Duration                        |
| CELT   | Centre for Excellence in Learning and Teaching         |
| CSO    | Central Statistics Office                              |
| D&I    | Diversity and Inclusion                                |
| EAG    | External Advisory Group on Gender Equality             |
| EAS    | Employee Assistance Service                            |
| EDI    | Equality, Diversity and Inclusion                      |
| EDIC   | Equality, Diversity and Inclusion Committee            |
| EDICC  | Equality, Diversity and Inclusion Campus Committee     |
| EIA    | Equality Impact Assessment                             |
| EOI    | Expression of Interest                                 |
| ESS    | Employee Self Service                                  |
| EP     | Established Professor                                  |
| FEP    | Further Education Policy                               |
| FTE    | Full-time equivalent                                   |
| FWH    | Flexible Working Hours                                 |
| GA     | Governing Authority                                    |
| GEAP   | Gender Equality Action Plan                            |
| GEEF   | Gender Equality Enhancement Fund                       |
| GPG    | Gender Pay Gap   |
| HEI    | Higher Education Institutes                            |
| HEA    | Higher Education Authority                             |
| HEO    | Head of Equal Opportunities                            |
| HoS    | Head of School   |
| HR     | Human Resources  |
| HRBP   | Human Resources Business Partner                       |
| ICT    | Information and Communications Technology              |
| IMI    | Irish Management Institute                             |
| ISAT   | Institutional Athena SWAN Self-Assessment Team         |
| ISCED  | International Standard Classification of Education     |
| ISN    | International Staff Network                            |
| KIT    | Keeping In Touch (days)                                |
| LAB    | Lecturer Above the Bar                                 |
| LBB    | Lecturer Below the Bar                                 |
| LFT    | Lecturer Fixed-Term                                    |
| LGBTQ+ | Lesbian, Gay, Bi-sexual, Transgender, Queer, persons   |

|            |   |
|------------|---|
| NUI Galway | National University of Ireland, Galway                      |
| ODPR       | Office of the Deputy President and Registrar                |
| OSGAA      | Office of the Secretary for Governance and Academic Affairs |
| OVPEd      | Office of the Vice-President for Equality and Diversity     |
| PAA        | Preparation for Academic Advancement Programme              |
| PDP        | Personal Development Plan                                   |
| PDR        | Post-doctoral Researcher                                    |
| PG         | Postgraduate  |
| PGT        | Postgraduate Taught   |
| PGR        | Postgraduate Research                                       |
| PI         | Principal Investigator                                      |
| PL         | Parental Leave  |
| PMDS       | Performance Management & Development System                 |
| PMSS       | Professional, Managerial and Support Staff                  |
| PP         | Personal Professor  |
| PTA Staff  | Part-time Teaching Assistant Staff                          |
| RCS        | Research Career Strategy                                    |
| RDC        | Researcher Development Centre                               |
| RF         | Research Fellow   |
| RGRAC      | Research Grant for Returning Academic Carers                |
| ROI        | Republic of Ireland   |
| SFI        | Science Foundation Ireland                                  |
| SALI       | Senior Academic Leadership Initiative                       |
| SAT        | Self-Assessment Team  |
| SEC        | School Executive Committee                                  |
| SL         | Senior Lecturer   |
| SRF        | Senior Research Fellow                                      |
| SSDF       | Support Services Directors Forum                            |
| START      | Schools Teaching Awareness of Randomised Trials             |
| STEMM      | Science, Technology, Engineering, Mathematics and Medicine  |
| TSS        | Teaching Support Staff                                      |
| UG         | Undergraduate   |
| UL         | University of Limerick                                      |
| ULFML      | Unpaid leave following maternity leave                      |
| MU         | Maynooth University   |
| UMT        | University Management Team                                  |
| UWN        | University Women's Network                                  |
| UoS        | University of Sanctuary                                     |
| VPED       | Vice-President for Equality and Diversity                   |
| VPR        | Vice-President for Research                                 |
| WAMS       | Workload Allocation Models                                  |
| WG         | Working Group   |

## College Acronyms

|        |   |
|--------|---|
| CASSCS | College of Arts, Social Science, and Celtic Studies |
| CBPPL  | College of Business, Public Policy and Law          |
| CSE    | College of Science and Engineering                  |
| CMNHS  | College of Medicine, Nursing and Health Sciences    |

### **School Acronyms**

|      |   |
|------|---|
| SBE  | School of Business and Economics                  |
| SCS  | School of Computer Science                        |
| SoM  | School of Medicine                                |
| SoP  | School of Physics                                 |
| SBE  | School of Business and Economics                  |
| SNM  | School of Nursing & Midwifery                     |
| SoC  | School of Chemistry                               |
| SPsy | School of Psychology                              |
| MSAP | School of Mathematics, Statistics & Applied Maths |
| SNS  | School of Natural Sciences                        |
| SHS  | School of Health Sciences                         |
| SoE  | School of Engineering                             |



## 2. DESCRIPTION OF THE INSTITUTION

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

Please provide a brief description of the institution, including any relevant contextual information. This should include:

- (i) information on where the institution is in the Athena SWAN process

NUI Galway was founded in 1845 as Queen's College Galway.



NUI Galway at a Glance:

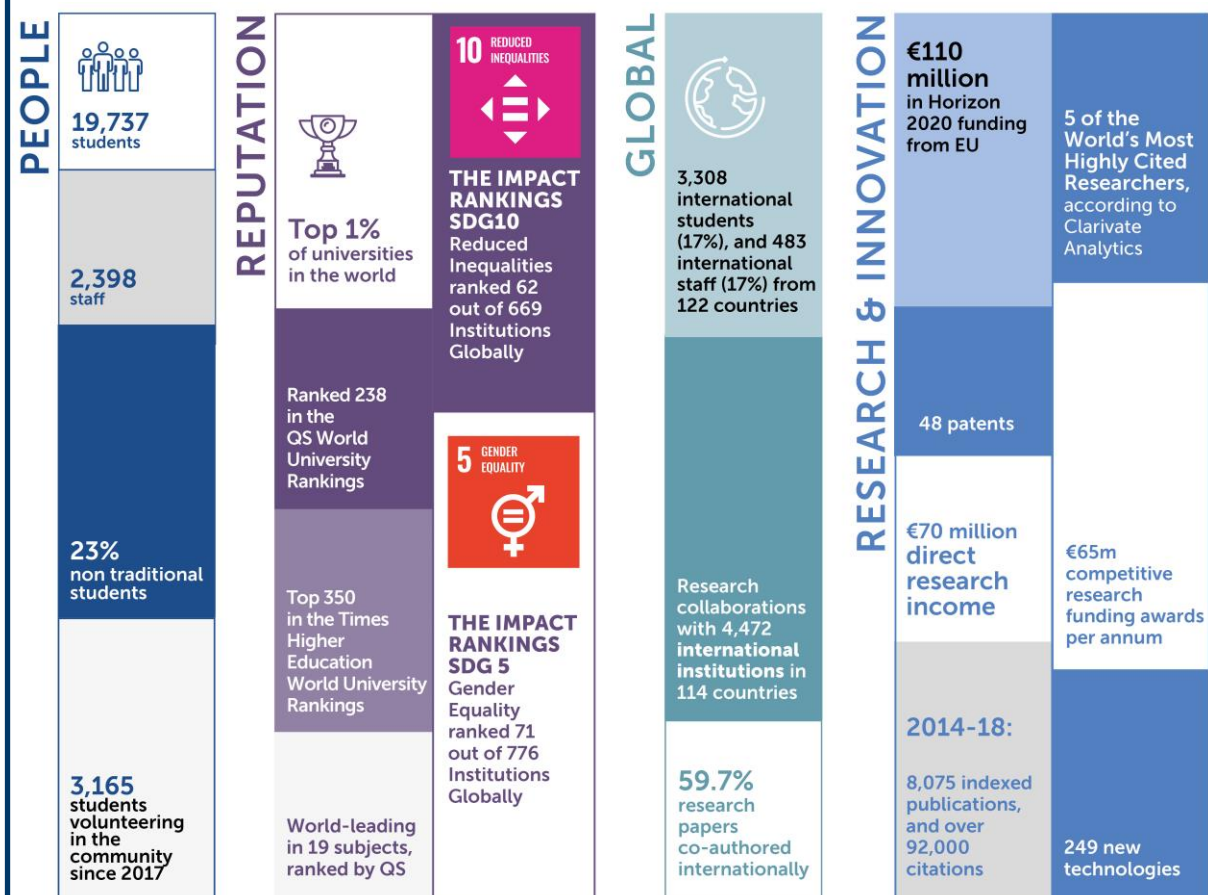


Figure 2.1: NUI Galway at a Glance 2020/21

NUI Galway is a Charter member since 2015 and achieved a Bronze Institution award in 2018 under the pre-2015 Charter. The institutional SAT has overseen the implementation of the AS 2017 action plan including the establishment of School SATs and submissions (AP 2017: 2.2) with a particular emphasis on STEMM schools to-date. Vice-Deans for EDI have been appointed in all 4 Colleges and provide leadership and support for AS activity.

Commitment to AS is explicit in:

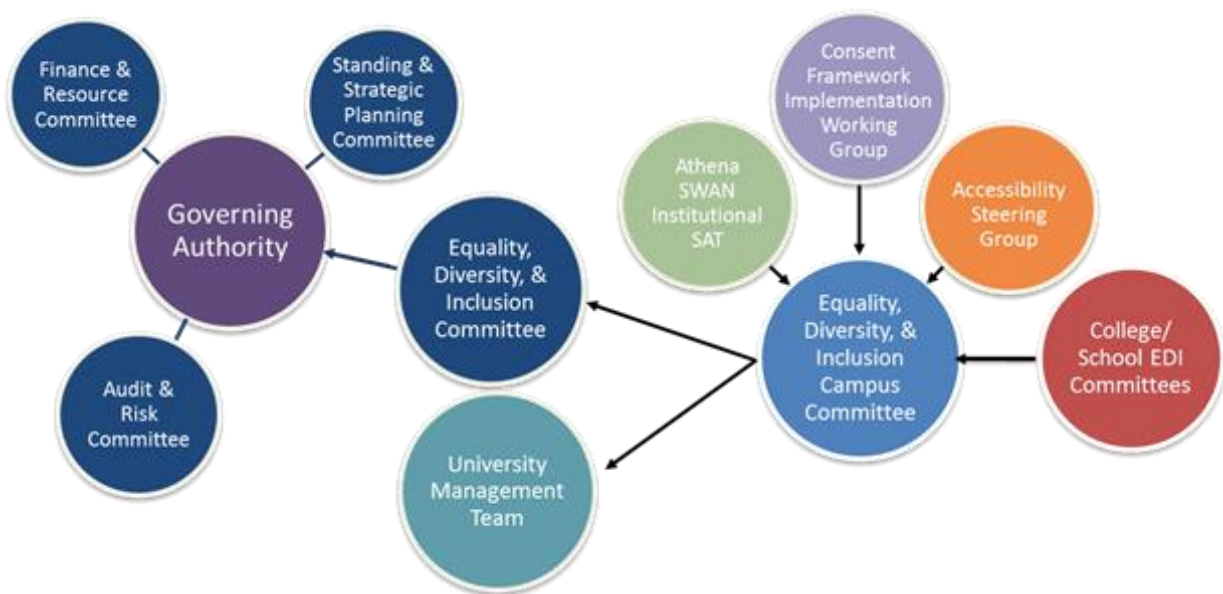
- University Strategy 2020-2025: “We will maintain our Athena SWAN Bronze Award and aim to achieve institutional Silver-level accreditation to further advance diversity and equality in the University”
- EDI Strategy 2020-2025: “Achieve an institutional Athena SWAN Silver Award”
- Research Strategy: “Fully integrate Athena SWAN Goals into Research Strategy”

Four Schools have attained Bronze departmental awards and 8 Schools are working on 2021 submissions:

**Table 2.1: Schedule of School Submissions**

| <b>School</b>   | <b>Submission Status</b>                 |
|---|--|
| <b>Medicine (SoM)</b>                                     | Bronze 2018, re-application in June 2021 |
| <b>Physics (SoP)</b>                                      | Bronze 2020                              |
| <b>Business (SBE)</b>                                     | Bronze 2020                              |
| <b>Nursing &amp; Midwifery (SNM)</b>                      | Bronze 2021                              |
| <b>Chemistry (SoC)</b>                                    | Resubmit May 2021 with minor revisions   |
| <b>Psychology (SPsy)</b>                                  | Resubmit May 2021 with minor revisions   |
| <b>Mathematics, Statistics &amp; Applied Maths (MSAP)</b> | April-June 2021 round                    |
| <b>Natural Sciences (SNS)</b>                             | April-June 2021 round                    |
| <b>Health Sciences (SHS)</b>                              | Submitted May 2021                       |
| <b>Engineering (SoE)</b>                                  | Nov 2021                                 |
| <b>Computer Science (SCS)</b>                             | Nov 2021                                 |
| <b>Law (SoL)</b>  | April 2022                               |


The Office of the Vice-President of Equality and Diversity (OVPED), established in 2016, leads on engagement with the AS Charter and embedding AS principles in the University.



**Figure 2.2: EDI Governance Structure**

AS activity is firmly embedded in the EDI and Governance Structure (Fig. 2.2). Progress reports are provided quarterly to the Equality, Diversity & Inclusion Campus Committee (EDICC) and bi-annually to UMT and Governing Authority (GA) via the Equality Diversity and Inclusion Committee (EDIC) (AP 2017: 2.4). The Chairs of our 3 staff networks, University Women's Network (UWN), LGBTQ+ network and International Staff Network (ISN) sit on the EDICC.

Actions from the AS 2017 action plan are included in a comprehensive Gender Equality Action Plan (GEAP) Fig. 2.3, which also include actions from the 2016 NUI Galway Report of the Gender Equality Task Force, 2016 HEA Review of Gender Equality in Irish HEIs, and 2018 Ministerial Gender Equality Action Plan: Accelerating Gender Equality in Irish HEIs. Progress reports on the GEAP are provided bi-monthly on the OVPED website.



NUI Galway  
OÉ Gaillimh

# GENDER EQUALITY ACTION PLAN 2019-2020

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

**DOCUMENTS AND THEIR LOCATIONS:**

Final Report of the Gender Equality Task Force, NUI Galway May 2016 (GEAP)

[AVAILABLE HERE](#)

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

[AVAILABLE HERE](#)

NUI Galway Athena SWAN Bronze Application November 2017 (AS)

[AVAILABLE HERE](#)

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

[AVAILABLE HERE](#)

## ACTION DETAIL SUMMARY

|                             |                        | STATUS      |                        |                       |         |          |
|-----------------------------|------------------------|-------------|------------------------|-----------------------|---------|----------|
|                             |                        | Not Started | In Progress - On track | In Progress - Delayed | At Risk | Complete |
| Total Actions:              |                        | 89          | 2                      | 21                    | 13      | 44       |
| Total Actions Per Category: | Institutional Culture  | 24          | 1                      | 10                    | 4       | 8        |
|                             | Governance             | 14          | 0                      | 0                     | 0       | 13       |
|                             | Athena SWAN            | 8           | 0                      | 2                     | 0       | 6        |
|                             | Training & Development | 14          | 1                      | 2                     | 4       | 6        |
|                             | Recruitment            | 13          | 0                      | 1                     | 1       | 7        |
|                             | Promotion              | 16          | 0                      | 6                     | 4       | 4        |

**Figure 2.3: Gender Equality Action Plan 2019-2020**

(ii) information on its teaching and its research focus

NUI Galway provides 69 UG, 192 PGT and 165 PGR degree pathways across 4 Colleges and 20 Schools (Table 2.2).

The Centre for Adult Learning and Professional Development (CALPD) offers part-time and evening courses.

**Table 2.2: NUI Galway Colleges and Schools**

| College of Arts, Social Sciences & Celtic Studies (CASSCS) | College of Medicine, Nursing & Health Sciences (CMNHS) | College of Science & Engineering (CSE)                         | College of Business, Public Policy & Law (CBBPL)  |
|--|--|--|---|
| School of English & Creative Arts (SECA)                   | School of Medicine (SoM)                               | School of Physics (SoP)  | J.E. Cairnes School of Business & Economics (SBE) |
| School of Psychology (SPsy)                                |  | School of Engineering (SoE)                                    |   |
| School of Education (SoE)                                  | School of Nursing & Midwifery (SNM)                    | School of Chemistry (SoC)                                      | School of Law (SoL)                               |
| School of Political Science & Sociology (SPSS)             |  | School of Mathematics, Statistics & Applied Mathematics (MSAP) |   |
| School of Languages, Literatures and Cultures (SLLC)       | School of Health Sciences (SHS)                        | School of Natural Sciences (SNS)                               | Shannon College of Hotel Management (SCHM)        |
| School of Geography, Archaeology and Irish Studies (SGAIS) |  | School of Computer Science (SCS)                               |   |
| School of History and Philosophy                           |  |  |   |
| Acadamh na hOllscolaíochta Gaeilge                         |  |  |   |

In 2019/20 we signed over 300 new research awards valuing €62m, and reached the milestone of €100m awarded from the EU since 2013. Our researchers are participating in over 180 European projects with partners in over 30 countries. We deliver an excellent research-led teaching and learning experience, with an overall recent student satisfaction rating of 82%.



(iii) the number of staff. Present data for academic and professional and support staff separately  
 NUI Galway employs 2398 staff: 779 academics, 663 researchers and 956 PMSS;<sup>1</sup> 384 within academic colleges and 572 in central support units.

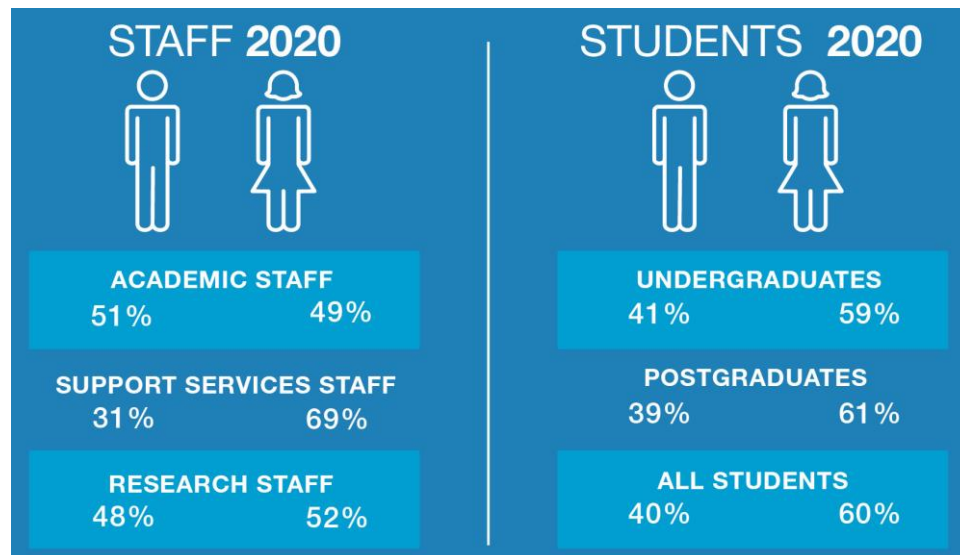


Figure 2.4: % Staff and Students by category and gender

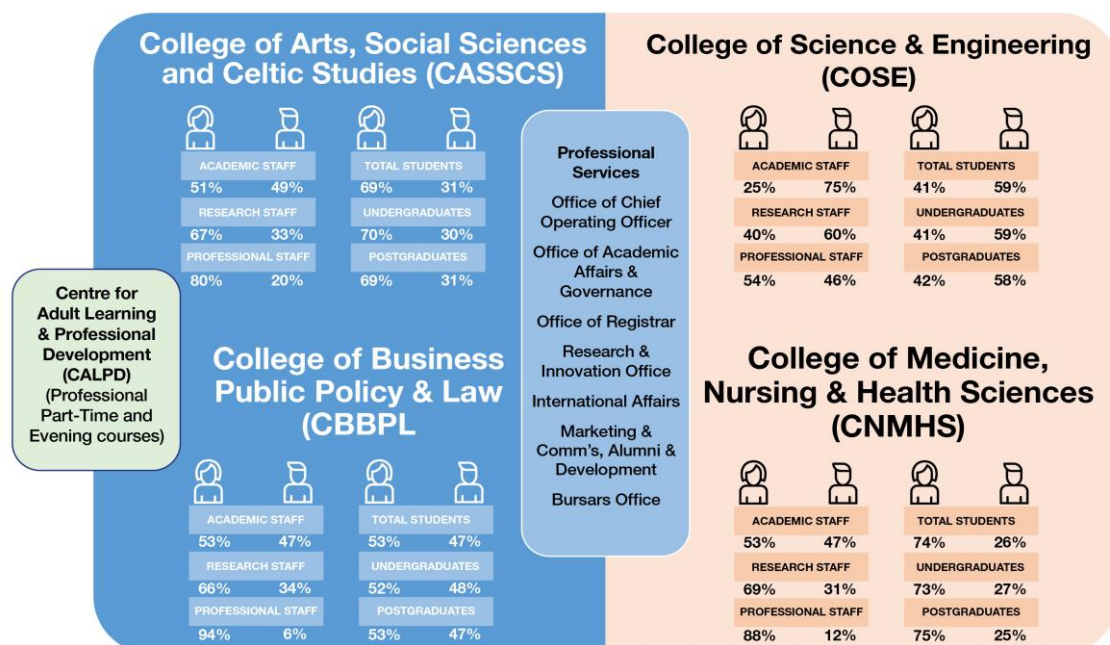


Figure 2.5: % Representation of Staff and Students by Gender and College

<sup>1</sup> PMSS staff includes Professional, Administration, Technical, Library, Trade/Craft workers and General Operatives.

- (iv) the total number of departments and total number of students

**Table 2.3: NUI Galway Students and Staff by College (2020)**

| College      | Number of Students (UG & PG) |            |              |            |               | %F         | Number of Staff (Academic, Research) |            |            |            |
|--------------|------------------------------|------------|--------------|------------|---------------|------------|--------------------------------------|------------|------------|------------|
|              | UG                           | %F         | PG           | %F         | Total         |            | Academic                             | % F        | Research   | % F        |
| CALPD        | 1,414                        | 60%        | 429          | 75%        | 1,843         | 64%        | 1                                    | 100%       | 0          | NA         |
| CASSC        | 5,217                        | 70%        | 1,259        | 69%        | 6,476         | 69%        | 203                                  | 52%        | 67         | 67%        |
| CBPPL        | 2,642                        | 52%        | 952          | 53%        | 3,594         | 53%        | 121                                  | 53%        | 29         | 66%        |
| CMNHS        | 2,015                        | 73%        | 985          | 75%        | 3,000         | 74%        | 235                                  | 66%        | 205        | 69%        |
| CSE          | 3,668                        | 41%        | 1,155        | 42%        | 4,824         | 41%        | 212                                  | 25%        | 358        | 40%        |
| Other        | -                            | -          | -            | -          | -             | -          | 7                                    | 57%        | 4          | 75%        |
| <b>Total</b> | <b>14,956</b>                | <b>59%</b> | <b>4,780</b> | <b>61%</b> | <b>19,737</b> | <b>60%</b> | <b>779</b>                           | <b>49%</b> | <b>663</b> | <b>53%</b> |

19,737 students registered to NUI Galway programmes in 2019/20; 75% UG, 25% PG. Over 20% UG are non-traditional students, mature students, socio-economically disadvantaged students, students with a disability, and ethnic minorities. The overall student population has grown by 5% over the past 3 years, mainly driven by growth in PG numbers (Figure 2.5). Student growth continued in 2020/21, in particular at UG following our pivot to online learning and increased intake in response to COVID-19.

Across the 20 Schools, 60% of the student body are women with a slight increase since 2017/1. Female students are under-represented in MSAP (28%) SoE (24%) and SCS (21%), predominately in the UG cohort (Table 2.4) and below the national average (HEA 2018/19) – Table 2.7. Conversely, men are particularly under-represented in Health Sciences, Nursing & Midwifery. School SATs are active in each of these Schools and have well developed actions to address under-represented students in place or planned. **Action 1.1**



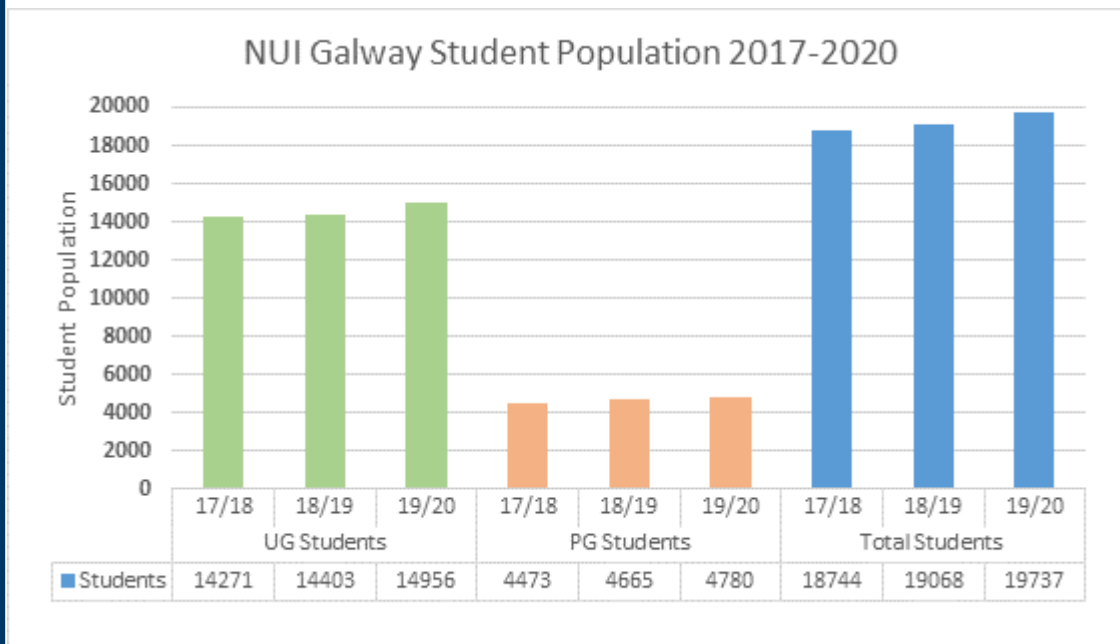
**Figure 2.6 From NUI Galway Open day Guide, 2019**

**Table 2.4: % Distribution of Students by gender at College/School (2017-2020)**

| College / School                          | 2017/18      |            | 2018/19      |            | 2019/20      |            |
|---|--------------|------------|--------------|------------|--------------|------------|
|   | Students     | %F         | Students     | %F         | Students     | %F         |
| <b>University</b>                         | <b>18747</b> | <b>58%</b> | <b>19070</b> | <b>58%</b> | <b>19737</b> | <b>60%</b> |
| <b>CALPD</b>                              | <b>1690</b>  | <b>64%</b> | <b>1710</b>  | <b>63%</b> | <b>1843</b>  | <b>64%</b> |
| <b>CASSCS</b>                             | <b>6092</b>  | <b>68%</b> | <b>6201</b>  | <b>69%</b> | <b>6477</b>  | <b>69%</b> |
| Acadamh                                   | 374          | 79%        | 428          | 75%        | 578          | 77%        |
| Education                                 | 370          | 67%        | 381          | 68%        | 400          | 66%        |
| Humanities**                              | 604          | 59%        | 620          | 60%        |              |            |
| English & Creative Arts**                 |              |            |              |            | 604          | 67%        |
| History & Philosophy**                    |              |            |              |            | 87           | 44%        |
| Geography and Archaeology**               | 114          | 66%        | 113          | 54%        |              |            |
| Geography, Archaeology & Irish Studies**  |              |            |              |            | 249          | 64%        |
| Language, Literature and Cultures         | 120          | 75%        | 140          | 71%        | 529          | 86%        |
| Political Science and Sociology           | 142          | 75%        | 121          | 72%        | 364          | 78%        |
| Psychology                                | 333          | 76%        | 328          | 79%        | 330          | 81%        |
| Arts*                                     | 4034         | 68%        | 4070         | 69%        | 3336         | 66%        |
| <b>CBPPL</b>                              | <b>3421</b>  | <b>49%</b> | <b>3529</b>  | <b>50%</b> | <b>3594</b>  | <b>53%</b> |
| Business & Economics^                     | 2749         | 47%        | 2840         | 48%        | 2843         | 50%        |
| Law                                       | 672          | 60%        | 689          | 58%        | 751          | 64%        |
| <b>CMNHS</b>                              | <b>2826</b>  | <b>73%</b> | <b>2826</b>  | <b>74%</b> | <b>3000</b>  | <b>74%</b> |
| Health Sciences                           | 491          | 87%        | 485          | 86%        | 607          | 85%        |
| Medicine                                  | 1529         | 59%        | 1515         | 59%        | 1566         | 59%        |
| Nursing & Midwifery                       | 806          | 94%        | 826          | 93%        | 827          | 93%        |
| <b>CSE</b>                                | <b>4718</b>  | <b>40%</b> | <b>4804</b>  | <b>41%</b> | <b>4823</b>  | <b>41%</b> |
| Chemistry                                 | 130          | 45%        | 140          | 47%        | 140          | 51%        |
| Mathematics, Statistics & Applied Maths   | 269          | 28%        | 304          | 27%        | 317          | 28%        |
| Natural Sciences                          | 824          | 57%        | 905          | 59%        | 927          | 59%        |
| Physics                                   | 249          | 33%        | 279          | 34%        | 293          | 35%        |
| Engineering & Informatics / Engineering** | 1803         | 22%        | 1820         | 22%        | 1352         | 24%        |
| Computer Science**                        |              |            |              |            | 501          | 21%        |
| Science*                                  | 1443         | 56%        | 1356         | 57%        | 1293         | 59%        |

\*Represents students under the Bachelor of Arts and Bachelor of Science omnibus degrees with insufficient data to allocate to school. Therefore, numbers for individual schools within CASSCS & CSE is not 100% accurate.

\*\* Several new schools were created in CASSCS and COSE in 2019/20. ^ Includes Shannon College of Hotel Management



**Figure 1.7: Student Populations 2017-2020**

There is a higher proportion of female students at UG and PG levels in all colleges except CSE (Table 2.5), with growth in CBPPL and CSE. There has been a slight increase in % F UG in CSE from 39% to 41% since 2017 reflecting implementation of AP 2017: 3.1 & 3.2.



**Figure 2.8 From NUI Galway's Guide for International Students, 2020**



**Table 2.5: % Students at UG, PGT, PGR by Gender at College/School level (2019/20)**

| Total Students: 2019/20<br>College/School  | UG         |            |              | PGT        |            |           |             | PGR        |            |             |
|--|------------|------------|--------------|------------|------------|-----------|-------------|------------|------------|-------------|
|  | Female     | Male       | Total        | Female     | Male       | N/A       | Total       | Female     | Male       | Total       |
| <b>CALPD</b>                               | <b>60%</b> | <b>40%</b> | <b>1414</b>  | <b>75%</b> | <b>25%</b> | <b>0%</b> | <b>429</b>  |            |            |             |
| <b>CASSCS</b>                              | <b>70%</b> | <b>30%</b> | <b>5217</b>  | <b>70%</b> | <b>29%</b> | <b>0%</b> | <b>970</b>  | <b>64%</b> | <b>36%</b> | <b>290</b>  |
| Acadamh                                    | 78%        | 22%        | 495          | 70%        | 30%        | 0%        | 83          |            |            |             |
| Education                                  | 54%        | 46%        | 59           | 68%        | 32%        | 0%        | 321         | 65%        | 35%        | 20          |
| English & Creative Arts                    | 68%        | 32%        | 447          | 66%        | 34%        | 0%        | 114         | 56%        | 44%        | 43          |
| Geography, Archaeology<br>& Irish Studies  | 69%        | 31%        | 170          | 44%        | 56%        | 0%        | 34          | 58%        | 42%        | 45          |
| History & Philosophy                       | 34%        | 66%        | 44           | 61%        | 39%        | 0%        | 18          | 48%        | 52%        | 25          |
| Language, Literature &<br>Cultures         | 91%        | 9%         | 399          | 72%        | 27%        | 1%        | 101         | 69%        | 31%        | 29          |
| Political Science &<br>Sociology           | 81%        | 19%        | 229          | 78%        | 22%        | 1%        | 116         | 37%        | 63%        | 19          |
| Psychology                                 | 82%        | 18%        | 114          | 84%        | 15%        | 1%        | 112         | 76%        | 24%        | 104         |
| Arts*                                      | 65%        | 35%        | 3260         | 69%        | 31%        | 0%        | 71          | 100%       | 0%         | 5           |
| <b>CBPPL</b>                               | <b>52%</b> | <b>48%</b> | <b>2642</b>  | <b>52%</b> | <b>47%</b> | <b>1%</b> | <b>837</b>  | <b>65%</b> | <b>35%</b> | <b>115</b>  |
| Business & Economics^                      | 50%        | 49%        | 2108         | 47%        | 52%        | 1%        | 669         | 56%        | 44%        | 66          |
| Law  | 60%        | 40%        | 534          | 71%        | 28%        | 1%        | 168         | 78%        | 22%        | 49          |
| <b>CMNHS</b>                               | <b>73%</b> | <b>27%</b> | <b>2015</b>  | <b>77%</b> | <b>22%</b> | <b>1%</b> | <b>811</b>  | <b>63%</b> | <b>37%</b> | <b>174</b>  |
| Health Sciences                            | 85%        | 15%        | 493          | 81%        | 17%        | 2%        | 90          | 92%        | 8%         | 24          |
| Medicine                                   | 60%        | 40%        | 1084         | 58%        | 41%        | 1%        | 346         | 55%        | 45%        | 136         |
| Nursing & Midwifery                        | 92%        | 8%         | 438          | 94%        | 6%         | 0%        | 375         | 93%        | 7%         | 14          |
| <b>CSE</b>                                 | <b>41%</b> | <b>59%</b> | <b>3668</b>  | <b>43%</b> | <b>56%</b> | <b>2%</b> | <b>584</b>  | <b>42%</b> | <b>58%</b> | <b>571</b>  |
| Chemistry                                  | 59%        | 41%        | 83           |            |            |           |             | 39%        | 61%        | 57          |
| Mathematics, Statistics &<br>Applied Maths | 25%        | 75%        | 265          | 35%        | 65%        | 0%        | 20          | 44%        | 56%        | 32          |
| Natural Sciences                           | 59%        | 41%        | 614          | 65%        | 31%        | 4%        | 159         | 55%        | 45%        | 154         |
| Physics                                    | 29%        | 71%        | 205          | 57%        | 43%        | 0%        | 49          | 38%        | 62%        | 39          |
| Engineering                                | 21%        | 79%        | 981          | 28%        | 72%        | 1%        | 188         | 33%        | 67%        | 183         |
| Science*                                   | 59%        | 41%        | 1250         | 54%        | 42%        | 4%        | 24          | 74%        | 26%        | 19          |
| Computer Science                           | 11%        | 89%        | 270          | 32%        | 68%        | 0%        | 144         | 34%        | 66%        | 87          |
| <b>Total University</b>                    | <b>59%</b> | <b>41%</b> | <b>14956</b> | <b>64%</b> | <b>36%</b> | <b>1%</b> | <b>3631</b> | <b>53%</b> | <b>47%</b> | <b>1150</b> |

Female students are more likely to progress from UG to PGT. Progression rates to PGR by gender is mixed across the schools with CBPPL showing an increase in % F students and CASSCS and CMNHS showing a decline in % F from UG to PGR (Table 2.6). Of note is higher % F at PGR compared to UG in the Schools of Physics, Maths, Engineering and Computer Science.

**Table 2.6: % Students at UG, PG by gender at College level (2017-2020)**

| College           | 2017/18      |             |              | 2018/19      |             |              | 2019/20      |             |              |
|-------------------|--------------|-------------|--------------|--------------|-------------|--------------|--------------|-------------|--------------|
|                   | U/G          | P/G         | Total        | U/G          | P/G         | Total        | U/G          | P/G         | Total        |
| <b>CALPD</b>      | <b>1306</b>  | <b>384</b>  | <b>1690</b>  | <b>1268</b>  | <b>442</b>  | <b>1710</b>  | <b>1414</b>  | <b>429</b>  | <b>1843</b>  |
| Female            | 60%          | 74%         | 64%          | 59%          | 73%         | 63%          | 60%          | 75%         | 64%          |
| Male              | 40%          | 26%         | 36%          | 41%          | 27%         | 37%          | 40%          | 25%         | 36%          |
| <b>CASSCS</b>     | <b>4793</b>  | <b>1296</b> | <b>6089</b>  | <b>4915</b>  | <b>1284</b> | <b>6199</b>  | <b>5217</b>  | <b>1259</b> | <b>6476</b>  |
| Female            | 68%          | 70%         | 68%          | 69%          | 68%         | 69%          | 70%          | 69%         | 69%          |
| Male              | 32%          | 30%         | 32%          | 31%          | 32%         | 31%          | 30%          | 31%         | 30%          |
| <b>CBPPL</b>      | <b>2663</b>  | <b>758</b>  | <b>3421</b>  | <b>2637</b>  | <b>892</b>  | <b>3529</b>  | <b>2642</b>  | <b>952</b>  | <b>3594</b>  |
| Female            | 49%          | 51%         | 49%          | 50%          | 50%         | 50%          | 52%          | 53%         | 53%          |
| Male              | 51%          | 49%         | 51%          | 50%          | 50%         | 50%          | 48%          | 46%         | 47%          |
| <b>COSE</b>       | <b>3595</b>  | <b>1123</b> | <b>4718</b>  | <b>3644</b>  | <b>1160</b> | <b>4804</b>  | <b>3668</b>  | <b>1155</b> | <b>4823</b>  |
| Female            | 39%          | 41%         | 40%          | 40%          | 42%         | 41%          | 41%          | 42%         | 41%          |
| Male              | 61%          | 59%         | 60%          | 60%          | 58%         | 59%          | 59%          | 57%         | 58%          |
| <b>CMNHS</b>      | <b>1914</b>  | <b>912</b>  | <b>2826</b>  | <b>1939</b>  | <b>887</b>  | <b>2826</b>  | <b>2015</b>  | <b>985</b>  | <b>3000</b>  |
| Female            | 72%          | 77%         | 73%          | 72%          | 77%         | 74%          | 73%          | 75%         | 74%          |
| Male              | 28%          | 23%         | 27%          | 28%          | 23%         | 26%          | 27%          | 25%         | 26%          |
| <b>University</b> | <b>14271</b> | <b>4473</b> | <b>18744</b> | <b>14403</b> | <b>4665</b> | <b>19068</b> | <b>14956</b> | <b>4780</b> | <b>19736</b> |
| Female            | 57%          | 61%         | 58%          | 58%          | 60%         | 58%          | 59%          | 61%         | 60%          |
| Male              | 43%          | 39%         | 42%          | 42%          | 40%         | 42%          | 41%          | 38%         | 40%          |

**Table 2.7: NUI Galway and HEA Bench Marking Data %F Students in ICT, Engineering and Mathematics (HEA student demographics 2018/19)**

| Students                      |  |  |  | ICT & Engineering |         |     | Mathematics & Statistics |         |     |
|-------------------------------|--|--|--|-------------------|---------|-----|--------------------------|---------|-----|
|                               |  |  |  | Total             | Females | % F | Total                    | Females | % F |
| <b>All Irish Universities</b> |  |  |  |                   |         |     |                          |         |     |
| <b>2016/17</b>                |  |  |  | 15093             | 3567    | 24% | 1922                     | 574     | 30% |
| <b>2018/19</b>                |  |  |  | 15823             | 4102    | 26% | 2229                     | 689     | 31% |
| <b>NUI Galway</b>             |  |  |  |                   |         |     |                          |         |     |
| <b>2016/17</b>                |  |  |  | 1930              | 434     | 22% | 202                      | 45      | 22% |
| <b>2018/19</b>                |  |  |  | 2003              | 478     | 24% | 264                      | 64      | 24% |

Measures to increase recruitment of female students into CSE have received significant attention and resourcing since our last application (AP 2017: 3.1 & 3.2) resulting in a 16% increase in the number of female students registering for Engineering since 2017 and a 13% increase in the number of female students registering for science. Female students now represent 38% of the CSE students, up from 34% combined in 2017.

- (v) list and sizes of science, technology, engineering, maths and medicine (STEMM) and arts, humanities, social science, business and law (AHSSBL) departments. Present data for academic and support staff separately

**Table 2.8: Distribution of Academic and Research Staff at College/School by Gender**

|  | Academic    |             | Research    |            | PMSS        |            |
|--|-------------|-------------|-------------|------------|-------------|------------|
| 2020                                   | Total       | % F         | Total       | % F        | Total       | % F        |
| <b>CMNHS</b>                           | <b>235</b>  | <b>66%</b>  | <b>205</b>  | <b>69%</b> | <b>91</b>   | <b>88%</b> |
| College                                | 4           | 25%         | 1           | 100%       | 13          | 92%        |
| Health Sciences                        | 36          | 89%         | 12          | 75%        | 10          | 100%       |
| Medicine                               | 163         | 58%         | 180         | 67%        | 56          | 84%        |
| Nursing & Midwifery                    | 32          | 88%         | 12          | 92%        | 12          | 92%        |
| <b>CSE</b>                             | <b>212</b>  | <b>25%</b>  | <b>358</b>  | <b>40%</b> | <b>135</b>  | <b>54%</b> |
| College                                | 2           | 0%          | 13          | 15%        | 26          | 50%        |
| Chemistry                              | 14          | 14%         | 28          | 39%        | 12          | 50%        |
| Computer Science                       | 26          | 12%         | 63          | 14%        | 19          | 53%        |
| Engineering                            | 52          | 23%         | 107         | 36%        | 32          | 50%        |
| Maths, Statistics & Applied Maths      | 33          | 18%         | 10          | 20%        | 5           | 100%       |
| Natural Sciences                       | 66          | 38%         | 109         | 60%        | 29          | 69%        |
| Physics                                | 19          | 26%         | 28          | 50%        | 12          | 25%        |
| <b>CASSCS</b>                          | <b>203</b>  | <b>52%</b>  | <b>67</b>   | <b>67%</b> | <b>85</b>   | <b>80%</b> |
| College                                | 5           | 40%         | 4           | 25%        | 15          | 87%        |
| Acadamh                                | 1           | 0%          | 1           | 100%       | 29          | 69%        |
| Education                              | 15          | 60%         | 1           | 0%         | 4           | 75%        |
| English and Creative Arts              | 30          | 47%         | 3           | 100%       | 9           | 78%        |
| Geography, Archaeology & Irish Studies | 28          | 43%         | 8           | 63%        | 8           | 88%        |
| History and Philosophy                 | 21          | 48%         | 4           | 25%        | 2           | 100%       |
| Languages, Literatures & Cultures      | 43          | 63%         | 7           | 71%        | 6           | 100%       |
| Political Science & Sociology          | 33          | 52%         | 14          | 57%        | 4           | 100%       |
| Psychology                             | 27          | 52%         | 25          | 84%        | 8           | 75%        |
| <b>CBPPL</b>                           | <b>121</b>  | <b>53%</b>  | <b>29</b>   | <b>66%</b> | <b>50</b>   | <b>94%</b> |
| College                                | 0           | NA          | 0           | NA         | 5           | 80%        |
| Business & Economics                   | 66          | 47%         | 19          | 63%        | 23          | 91%        |
| Law                                    | 33          | 58%         | 10          | 70%        | 13          | 100%       |
| Shannon College of Hotel Management    | 22          | 64%         | 0           | NA         | 9           | 100%       |
| <b>CALPD</b>                           | <b>1</b>    | <b>100%</b> | <b>0</b>    | <b>NA</b>  | <b>23</b>   | <b>91%</b> |
| <b>University</b>                      | <b>779*</b> | <b>49%</b>  | <b>663*</b> | <b>53%</b> | <b>956*</b> | <b>72%</b> |

Women are under-represented in CSE (except for SNS), in particular the SoC, MSAP, and SCS.

884 words

### 3. THE SELF-ASSESSMENT PROCESS

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

Describe the self-assessment process. This should include:

- (vi) a description of the self-assessment team

The ISAT was originally established in 2015. Membership was reconstituted in 2016 and renewed in 2019 to conduct the assessment for this application.

The ISAT has 26 members (16F; 10M) - Table 3.2. Membership was refreshed since our 2017 submission to achieve 40% men and women and include PGR student representation (AS 2017: 2.1). It is co-chaired by the Professor Anne Scott, VPED & Professor Donal Leech, Dean of Graduate Studies. The large membership ensures inclusion and representation from across the University community reflecting gender, staff category, grade, senior management and work-life balance experience. 18 members (70%) have caring responsibilities, 4 (3F, 1M) have recently availed of caring leave.

The 4 College Vice Deans EDI are ex-officio members providing a crucial link between the Institutional SAT and School AS activity. Members of the ISAT were invited to join their preferred working group and responsibility for sections or roles were assigned accordingly (Table 3.1).

**Table 3.1: ISAT Working Groups**

| Working Group | Role                                |
|---------------|-------------------------------------|
| WG1           | Self-assessment Process             |
| WG2           | Staff and Student Data and Analysis |
| WG3           | Career Transition Points            |
| WG4           | Career Support & Development        |
| WG5           | Culture                             |
| WG6           | Editorial                           |

The ISAT has met every 6-8 weeks since 2019 and provided oversight for the implementation of the AS action plan.

**Table 3.2: Description of ISAT Members**

| Name              | Gender Identity | Role at NUI Galway  | Role                           |
|-------------------|-----------------|---|--------------------------------|
| Kelsey Bruce      | F               | Postgraduate Researcher, School of Medicine                           | WG3                            |
| Miriam Byrne      | F               | Senior Lecturer, School of Physics, and Chair of Physics SAT          | WG5                            |
| Aoife Cooke       | F               | Head of Equal Opportunities   | WG2, WG6                       |
| Mary Dempsey      | F               | Senior Lecturer, School of Engineering                                | Vice Dean EDI, CSE, Ex-Officio |
| Catherine Emerson | F               | Lecturer Above the Bar, School of Languages, Literatures and Cultures | WG3                            |

| Name                 | Gender Identity | Role at NUI Galway   | Role                              |
|----------------------|-----------------|--|-----------------------------------|
| Dermot Flaherty      | M               | Administrative Officer, Academic Promotions                                  | WG2, WG3                          |
| Walter K. Gear       | M               | Executive Dean, College of Science and Engineering                           | UMT member                        |
| John Gill            | M               | Chief Operating Officer  | UMT member                        |
| Josephine Hynes      | F               | Director of HR   | WG2, UMT                          |
| Dónal Leech          | M               | Dean of Graduate Studies, and Professor, School of Chemistry                 | ISAT Co-Chair, WG2, WG6, UMT      |
| Sinéad Lydon         | F               | Lecturer (Below the Bar), School of Medicine                                 | Vice-Dean EDI, CMNHS, Ex-Officio  |
| Niall Madden         | M               | Senior Lecturer, School of Mathematics, Statistics and Applied Mathematics   | WG6                               |
| Nicola McNicholas    | F               | Head of Financial Planning   | WG1, WG5                          |
| Oonagh Meade         | F               | Postdoctoral Researcher and Honorary Research Lecturer, School of Psychology | WG6                               |
| Gerry Molloy         | M               | Senior Lecturer, School of Psychology  | Vice Dean EDI, CASSCS, Ex-Officio |
| Pól Ó Dochartaigh    | M               | Deputy President and Registrar (Chief Academic Officer)                      | UMT member                        |
| Claire O'Connor      | F               | Director of Planning & Institutional Research                                | WG 1, WG6                         |
| Seán O Farrell       | M               | Director Information Solutions and Services                                  | WG3                               |
| Róisín Nic Lochlainn | F               | Student's Union Welfare Officer  | Student Representative            |
| Shivaun Quinlivan    | F               | Lecturer (above the bar), School of Law                                      | Vice Dean EDI CBPPL, Ex-Officio   |
| Anne Scott           | F               | Vice President for Equality and Diversity                                    | ISAT Co-Chair, WG1, WG6, UMT      |
| Bríd Seoige          | F               | Head of Content, VP for Engagement Office                                    | WG5, WG6                          |
| Terry Smith          | M               | Professor, School of Natural Sciences  | WG1 & Chair SNS SAT               |
| Clare Walsh          | F               | Administrative Assistant, Office of the President                            | WG5                               |
| Tonya Watts          | F               | Equality and Diversity Project Manager, CMNHS                                | WG3                               |
| Chaosheng Zhang      | M               | Senior Lecturer, School of Geography and Archaeology                         | WG5                               |

(vii) An account of the self-assessment process

This assessment draws on data from staff and students record systems in addition to quantitative and qualitative data gathered from a series of staff consultations (AS 2017: 4.20) Table 3.3. Findings are presented throughout this application.

**Table 3.3: Staff Consultation**

|   | Attendance/Response rate<br>(% Total staff in category) | Response rate by gender |         |
|---|---|-------------------------|---------|
|   |   | % Women                 | % Men   |
| AS Culture Survey 2021 (AS 2017: 4.20)                    | 21% (n=495/2398)  | 68%                     | 32%     |
| 2 Town Hall Events 2021                                   | N = 99  | Unknown                 | Unknown |
| Career Development 'Pulse' Survey:<br>Academic Staff 2021 | 28% (n = 217/779)                                       | 72%                     | 27%     |
| Career Development 'Pulse' Survey:<br>Research Staff 2021 | 12.5% (n = 83/663)                                      | 72%                     | 27%     |
| Career Development 'Pulse' Survey:<br>PMSS Staff 2021     | 25% (n = 242/956)                                       | 81%                     | 18%     |
| COVID-19 Pulse Staff Survey 2020                          | 51% (n = 1,257)   | 67%                     | 32%     |
| AS Culture Survey 2018 (AS 2017: 4.20)                    | 25% (n = 574/2296)                                      | 63%                     | 33%     |

It has been an onerous process on the ISAT to get staff data, in particular the manual preparation of recruitment reports. This is also a significant challenge for School SATs.

**Action 1.2**

Response rates to institutional surveys remain low despite efforts to increase engagement via a series of shorter 'pulse' surveys. This may be linked to survey fatigue which has been exacerbated by intense online working since COVID-19. Women were more likely to engage in all processes. **Action 1.3**

Efforts are being made to establish the broader diversity profile of staff to enable consideration of intersectionality. In 2020, the university created a diversity section on the Employee Self Service (ESS) Core Portal and launched a campaign to encourage staff to disclose their personal characteristics including ethnicity, gender identity, religion, sexual orientation, family status and disability. To date ~800 staff members have provided personal data and efforts will continue to build on this. **Action 1.4**

Drafts of the application and action plan were published on the OVPED website and staff were invited to comment and provide feedback.

(viii) Plans for the future of the self-assessment team

The ISAT will appoint a new Co-Chair in September 2021 to replace Prof. Anne Scott on her retirement. The ISAT, having concluded the assessment for this application, will be reconfigured to operate with fewer members as a steering group to oversee the implementation of the action plan and report progress to the EDICC. **Action 1.5, 1.6**

898 words

## 4. A PICTURE OF THE INSTITUTION

Recommended word count: Bronze: 2000 words | Silver: 3000 words

### 4.1. Academic and research staff data

- (i) Academic and research staff by grade and gender, with consideration of intersectionality

Look at the career pipeline across the whole institution and between STEMM and AHSSBL subjects. Comment on and explain any differences between women and men, and any differences between STEMM and AHSSBL subjects. Identify any issues in the pipeline at particular grades/levels. Provide consideration of the intersection of gender and ethnicity.

24% of NUI Galway staff are international with the greatest ethnic diversity in the research staff category, > 50% researchers from 58 countries worldwide (22% EEA, 28% Non EEA).

#### Action 1.4

The academic career structure is Lecturer Below the Bar (LBB), Lecturer Above the Bar (LAB), Senior Lecturer (SL), Personal Professor (PP), and Established Professor (EP).

LBBs who complete a minimum of 1 year in post, after confirmation in post, may apply for progression to LAB. Promotion to SL and Professor grades is criterion-referenced.

Teaching Support Staff (TSS) are hired as teaching assistants to support academic teaching. The TSS FTE is ~ 80 FTE per annum.



Figure 4.1



**Table 4.1 Academic Staff STEMM and AHSSBL Schools (2017-2020)**

|   | 2017       |            |            | 2018       |            |            | 2019       |            |            | 2020       |            |            |
|---|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| Totals                                    | M          | F          | % F        | M          | F          | % F        | M          | F          | % F        | M          | F          | % F        |
| University Total                          | 386        | 344        | 47%        | 380        | 352        | 48%        | 393        | 377        | 49%        | 396        | 383        | 49%        |
| STEMM Total                               | 235        | 192        | 45%        | 229        | 196        | 46%        | 236        | 202        | 46%        | 238        | 209        | 47%        |
| AHSSBL Total                              | 149        | 149        | 50%        | 150        | 150        | 50%        | 156        | 170        | 52%        | 155        | 170        | 52%        |
| CALPD                                     | 0          | 1          | 100%       | 0          | 5          | 100%       | 1          | 0          | 100%       | 0          | 1          | 100%       |
| <b>CMNHS</b>                              | <b>80</b>  | <b>145</b> | <b>64%</b> | <b>80</b>  | <b>147</b> | <b>65%</b> | <b>78</b>  | <b>152</b> | <b>66%</b> | <b>79</b>  | <b>156</b> | <b>66%</b> |
| College                                   | 0          | 1          | 100%       | 4          | 2          | 33%        | 4          | 1          | 20%        | 3          | 1          | 25%        |
| Health Sciences                           | 4          | 29         | 88%        | 3          | 31         | 91%        | 4          | 31         | 89%        | 4          | 32         | 89%        |
| Medicine                                  | 73         | 84         | 54%        | 70         | 86         | 55%        | 66         | 94         | 59%        | 68         | 95         | 58%        |
| Nursing & Midwifery                       | 3          | 31         | 91%        | 3          | 28         | 90%        | 4          | 26         | 87%        | 4          | 28         | 88%        |
| <b>CSE</b>                                | <b>155</b> | <b>47</b>  | <b>23%</b> | <b>149</b> | <b>49</b>  | <b>25%</b> | <b>158</b> | <b>50</b>  | <b>24%</b> | <b>159</b> | <b>53</b>  | <b>25%</b> |
| College                                   | 1          | 0          | 0%         | 1          | 0          | 0%         | 2          | 0          | 0%         | 2          | 0          | 0%         |
| Chemistry                                 | 12         | 3          | 20%        | 12         | 4          | 25%        | 12         | 4          | 25%        | 12         | 2          | 14%        |
| Computer Science                          | 23         | 3          | 12%        | 22         | 3          | 12%        | 23         | 3          | 12%        | 23         | 3          | 12%        |
| Engineering                               | 37         | 8          | 18%        | 35         | 9          | 20%        | 40         | 10         | 20%        | 40         | 12         | 23%        |
| Maths, Statistics & Applied Maths         | 24         | 5          | 17%        | 23         | 5          | 18%        | 25         | 4          | 14%        | 27         | 6          | 18%        |
| Natural Sciences                          | 43         | 25         | 37%        | 41         | 24         | 37%        | 42         | 25         | 37%        | 41         | 25         | 38%        |
| Physics                                   | 15         | 3          | 17%        | 15         | 4          | 21%        | 14         | 4          | 22%        | 14         | 5          | 26%        |
| <b>CASSCS</b>                             | <b>98</b>  | <b>94</b>  | <b>49%</b> | <b>95</b>  | <b>89</b>  | <b>48%</b> | <b>96</b>  | <b>107</b> | <b>53%</b> | <b>98</b>  | <b>105</b> | <b>52%</b> |
| College                                   | 1          | 0          | 0%         | 1          | 0          | 0%         | 3          | 2          | 40%        | 3          | 2          | 40%        |
| Acadamh                                   | 0          | 0          | NA         | 0          | 0          | NA         | 0          | 0          | NA         | 1          | 0          | 0%         |
| Education                                 | 6          | 8          | 57%        | 6          | 7          | 54%        | 6          | 9          | 60%        | 6          | 9          | 60%        |
| English & Creative Arts                   | 15         | 16         | 52%        | 16         | 14         | 47%        | 16         | 15         | 48%        | 16         | 14         | 47%        |
| Geography, Archaeology & Irish Studies    | 17         | 12         | 41%        | 16         | 12         | 43%        | 17         | 12         | 41%        | 16         | 12         | 43%        |
| History and Philosophy                    | 12         | 8          | 40%        | 11         | 8          | 42%        | 11         | 10         | 48%        | 11         | 10         | 48%        |
| Languages, Literatures & Cultures         | 16         | 23         | 59%        | 15         | 23         | 61%        | 15         | 26         | 63%        | 16         | 27         | 63%        |
| Political Science & Sociology             | 17         | 16         | 48%        | 16         | 14         | 47%        | 15         | 20         | 57%        | 16         | 17         | 52%        |
| Psychology                                | 14         | 11         | 44%        | 14         | 11         | 44%        | 13         | 13         | 50%        | 13         | 14         | 52%        |
| <b>CBPPL</b>                              | <b>51</b>  | <b>55</b>  | <b>52%</b> | <b>55</b>  | <b>61</b>  | <b>53%</b> | <b>60</b>  | <b>63</b>  | <b>51%</b> | <b>57</b>  | <b>64</b>  | <b>53%</b> |
| College                                   | 0          | 0          | NA         | 0          | 0          | NA         | 0          | 0          | NA         | 0          | 0          | NA         |
| Business & Economics                      | 31         | 28         | 47%        | 33         | 31         | 48%        | 37         | 32         | 46%        | 35         | 31         | 47%        |
| Law                                       | 14         | 15         | 52%        | 13         | 17         | 57%        | 14         | 18         | 56%        | 14         | 19         | 58%        |
| Shannon College of Hotel Management       | 6          | 12         | 67%        | 9          | 13         | 59%        | 9          | 13         | 59%        | 8          | 14         | 64%        |
| <b>Total (all NUI Galway)<sup>2</sup></b> | <b>386</b> | <b>344</b> | <b>47%</b> | <b>380</b> | <b>352</b> | <b>48%</b> | <b>393</b> | <b>377</b> | <b>49%</b> | <b>396</b> | <b>383</b> | <b>49%</b> |

The academic category of staff is broadly gender balanced. Similar to the student profile, women are under-represented in CSE (except for SNS) and men are under-represented in

<sup>2</sup> Some academic staff are not directly aligned to a College; 7 in 2020, 5 in 2019, 2 in 2018, 4 in 2017



SHS and SNM. There have been notable improvements in Engineering and Physics since 2017, both schools have implemented actions to increase the number of academic women via AS activity. Engineering successfully appointed a new Professor under the SALI in 2020 and applications for Professorships in Chemistry and Economics are under assessment in the current round. **Actions 2.1, 2.2**

The profile of core-funded academic staff in NUI Galway is similar to the national average for 2019 (Table 4.2).

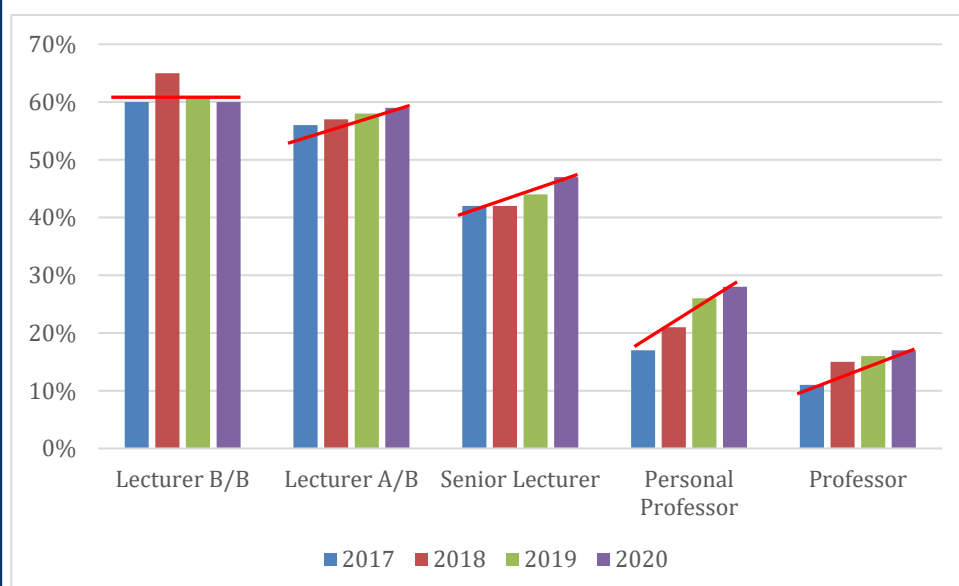
**Table 4.2: NUI Galway core-funded Academic Staff and the National Average for 2019**

| Dec-19<br>Academic Core Funded Staff                    | NUI Galway |     |     |     | Irish Universities |        |     |      |
|---|------------|-----|-----|-----|--------------------|--------|-----|------|
|   | %F         | #F  | %M  | #M  | %F                 | #F     | %M  | #M   |
| AHSSBL  | 49%        | 171 | 51% | 177 | 54%                | 1163.3 | 46% | 998  |
| STEMM   | 42%        | 150 | 58% | 203 | 43%                | 1054.5 | 57% | 1372 |
| OTHER   | 50%        | 44  | 50% | 0   | 48%                | 72.7   | 52% | 78   |
| <b>Professional, Management and Support core funded</b> |            |     |     |     |                    |        |     |      |
| AHSSBL  | 83%        | 1   | 17% | 18  | 86%                | 520.4  | 14% | 87   |
| STEMM   | 74%        | 84  | 26% | 29  | 67%                | 849    | 33% | 426  |
| OTHER   | 63%        | 346 | 37% | 200 | 63%                | 2208   | 37% | 1269 |

\*Source HEA Institutional Staff Profiles by Gender 2020 report

**Table 4.3: Academic Staff by grade and gender (2017 - 2020)**

|                              | 2017       |            |            | 2018       |            |            | 2019       |            |            | 2020       |            |            |
|------------------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
|                              | M          | F          | %F         | M          | F          | %F         | M          | F          | %F         | M          | F          | %F         |
| Lecturer Below the Bar (LBB) | 51         | 79         | 60%        | 40         | 73         | 65%        | 50         | 77         | 61%        | 48         | 71         | 60%        |
| Lecturer Above the Bar (LAB) | 151        | 195        | 56%        | 155        | 202        | 57%        | 156        | 215        | 58%        | 149        | 216        | 59%        |
| Senior Lecturer (SL)         | 72         | 52         | 42%        | 73         | 52         | 42%        | 63         | 50         | 44%        | 63         | 55         | 47%        |
| Personal Professor (PP)      | 54         | 11         | 17%        | 59         | 16         | 21%        | 68         | 24         | 26%        | 73         | 28         | 28%        |
| Established Professor (EP)   | 58         | 7          | 11%        | 53         | 9          | 15%        | 56         | 11         | 16%        | 63         | 13         | 17%        |
| <b>Total</b>                 | <b>386</b> | <b>344</b> | <b>47%</b> | <b>380</b> | <b>352</b> | <b>48%</b> | <b>393</b> | <b>377</b> | <b>49%</b> | <b>396</b> | <b>383</b> | <b>49%</b> |



**Figure 4.2: Proportion of women academic by grade (2017-2020).**

We are pleased to note %F improved year-on-year from LAB to Professor grades attributed to actions implemented in our 2017 action plan and GEAP. We have exceeded our target to increase % academic staff at SL to 45% by 2020 (AS 2017; 3.4) and are in reach of our target of 25% women in the combined Professor grades by 2020 (AS 2017; 3.6).

**Table 4.4: HEA Benchmark Data (Source HEA Institutional Staff Profiles by Gender 2020)**

| Academic Core Funded by Grade<br>NUI Galway | 2019 |        |     |        | 3 yr Average (2016-2018) |        |     |       |
|---|------|--------|-----|--------|--------------------------|--------|-----|-------|
|   | %F   | #F     | %M  | #M     | %F                       | #F     | %M  | #M    |
| Established Professor (EP)                  | 18%  | 12.5   | 82% | 55.8   | 13%                      | 8.8    | 87% | 56.4  |
| Personal Professor (PP)                     | 26%  | 21.5   | 74% | 61     | 18%                      | 11.5   | 82% | 51.7  |
| Senior Lecturer (SL)                        | 41%  | 45.9   | 59% | 66.3   | 40%                      | 42.8   | 60% | 64.8  |
| Lecturer (LAB & LBB)                        | 56%  | 228.4  | 44% | 180.5  | 52%                      | 200.4  | 48% | 183.9 |
| <b>Average Irish Universities</b>           |      |        |     |        |                          |        |     |       |
| Established Professor (EP)                  | 26%  | 151.1  | 74% | 432    | 24%                      | 130.1  | 76% | 404.8 |
| Associate Professor (PP)                    | 37%  | 162.4  | 63% | 276.4  | 34%                      | 129.9  | 66% | 254   |
| Senior Lecturer (SL)                        | 39%  | 397.8  | 61% | 634    | 39%                      | 373.6  | 61% | 579.2 |
| Lecturer (LAB & LBB)                        | 52%  | 1435.7 | 48% | 1339.3 | 51%                      | 1341.3 | 49% | 1287  |

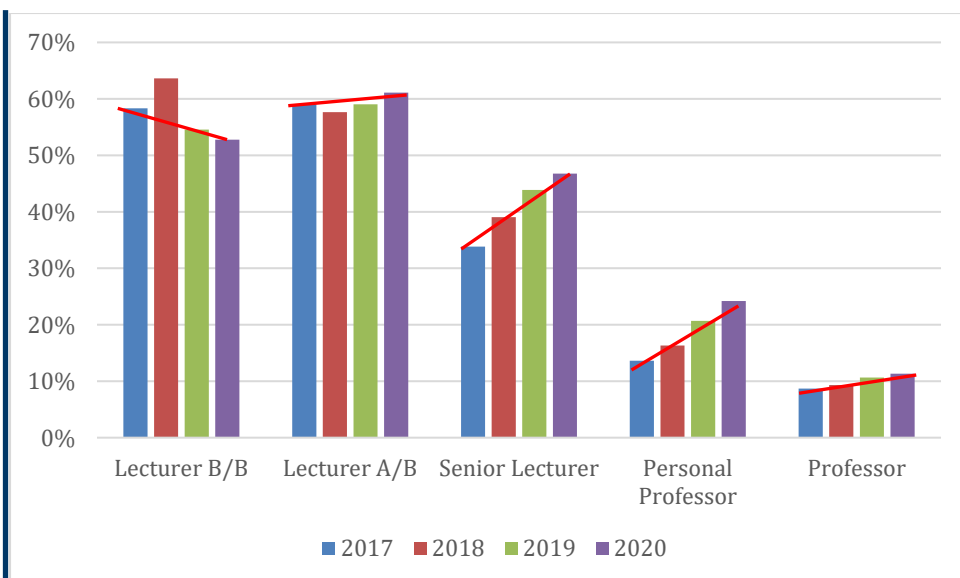
We note improved %F in core funded academic staff to a greater extent than the national average across all grades since 2016, with substantial increases in EP (13% average 2016-18 to 18% in 2019) and PP (18% average 2016-18 to 26% in 2019) – Table 4.4.

It should be noted that the PP grade in NUI Galway is similar to a Full Professor in other institutions, except the PP is appointed on a single salary point at the midpoint of the Professor salary scale. It is not directly comparable with Associate Professor grades in other Irish HEIs. The 24% women at Professor grades (PP and EP combined) in NUI Galway in 2019 can be compared to the 26% national average for % Professor. **Action 2.3**

**Table 4.5: Academic Staff by Grade and Gender STEMM (2017 - 2020)**

|              | 2017       |            |            | 2018       |            |            | 2019       |            |            | 2020       |            |            |
|--------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
|              | M          | F          | F %        | M          | F          | F %        | M          | F          | F %        | M          | F          | F %        |
| LBB*         | 30         | 42         | 58%        | 24         | 42         | 64%        | 30         | 36         | 55%        | 34         | 38         | 53%        |
| LAB *        | 82         | 118        | 59%        | 86         | 117        | 58%        | 86         | 124        | 59%        | 77         | 121        | 61%        |
| SL           | 43         | 22         | 34%        | 39         | 25         | 39%        | 32         | 25         | 44%        | 33         | 29         | 47%        |
| PP           | 38         | 6          | 14%        | 41         | 8          | 16%        | 46         | 12         | 21%        | 47         | 15         | 24%        |
| EP           | 42         | 4          | 9%         | 39         | 4          | 9%         | 42         | 5          | 11%        | 47         | 6          | 11%        |
| <b>Total</b> | <b>235</b> | <b>192</b> | <b>45%</b> | <b>229</b> | <b>196</b> | <b>46%</b> | <b>236</b> | <b>202</b> | <b>46%</b> | <b>238</b> | <b>209</b> | <b>47%</b> |

\* Includes Lecturer Fixed-Term mapped according to pay scale



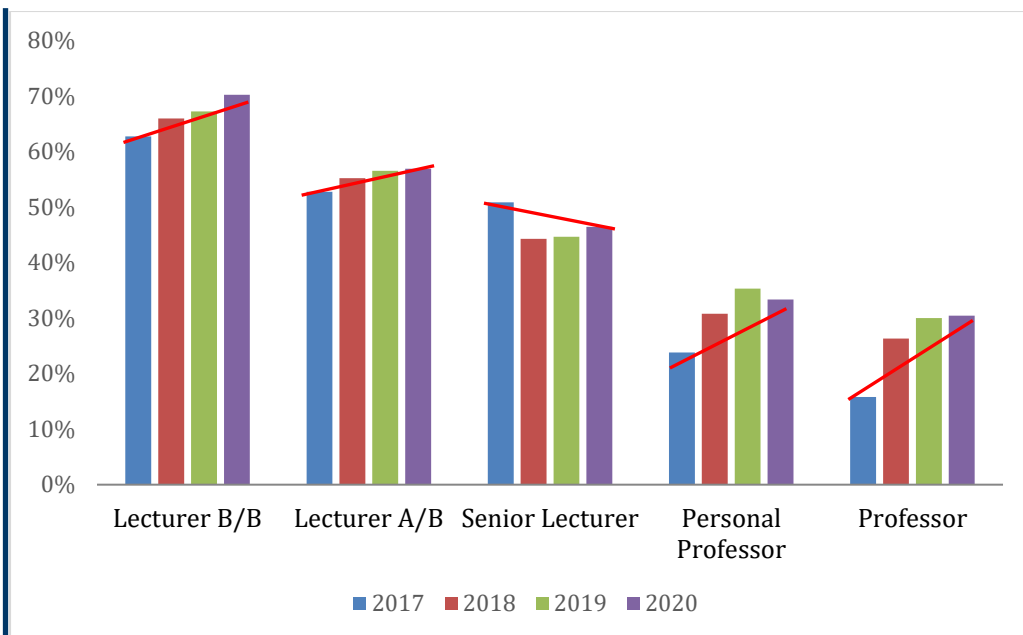
**Figure 4.3: Proportion of STEM female academic staff at each grade by year**

We note the positive impact of progression and promotion since 2017 on career progression for women in STEM resulting in increased %F from LBB to EP. The %F increase at SL from 34% to 47% is particularly encouraging and will increase the pool of women eligible for promotion in the future.

**Table 4.6: Academic Staff by Grade and Gender AHSSBL (2017 - 2020)**

|       | 2017 |     |     | 2018 |     |     | 2019 |     |     | 2020 |     |     |
|-------|------|-----|-----|------|-----|-----|------|-----|-----|------|-----|-----|
|       | M    | F   | F % | M    | F   | F%  | M    | F   | F % | M    | F   | F%  |
| LBB*  | 22   | 37  | 63% | 16   | 31  | 66% | 20   | 41  | 67% | 14   | 33  | 70% |
| LAB*  | 69   | 77  | 53% | 69   | 85  | 55% | 70   | 91  | 57% | 72   | 95  | 57% |
| SL    | 29   | 30  | 51% | 34   | 27  | 44% | 31   | 25  | 45% | 30   | 26  | 46% |
| PP    | 16   | 5   | 24% | 19   | 8   | 31% | 22   | 12  | 35% | 26   | 13  | 33% |
| EP    | 16   | 3   | 16% | 14   | 5   | 26% | 14   | 6   | 30% | 16   | 7   | 30% |
| Total | 152  | 152 | 50% | 151  | 156 | 51% | 157  | 175 | 53% | 158  | 174 | 52% |

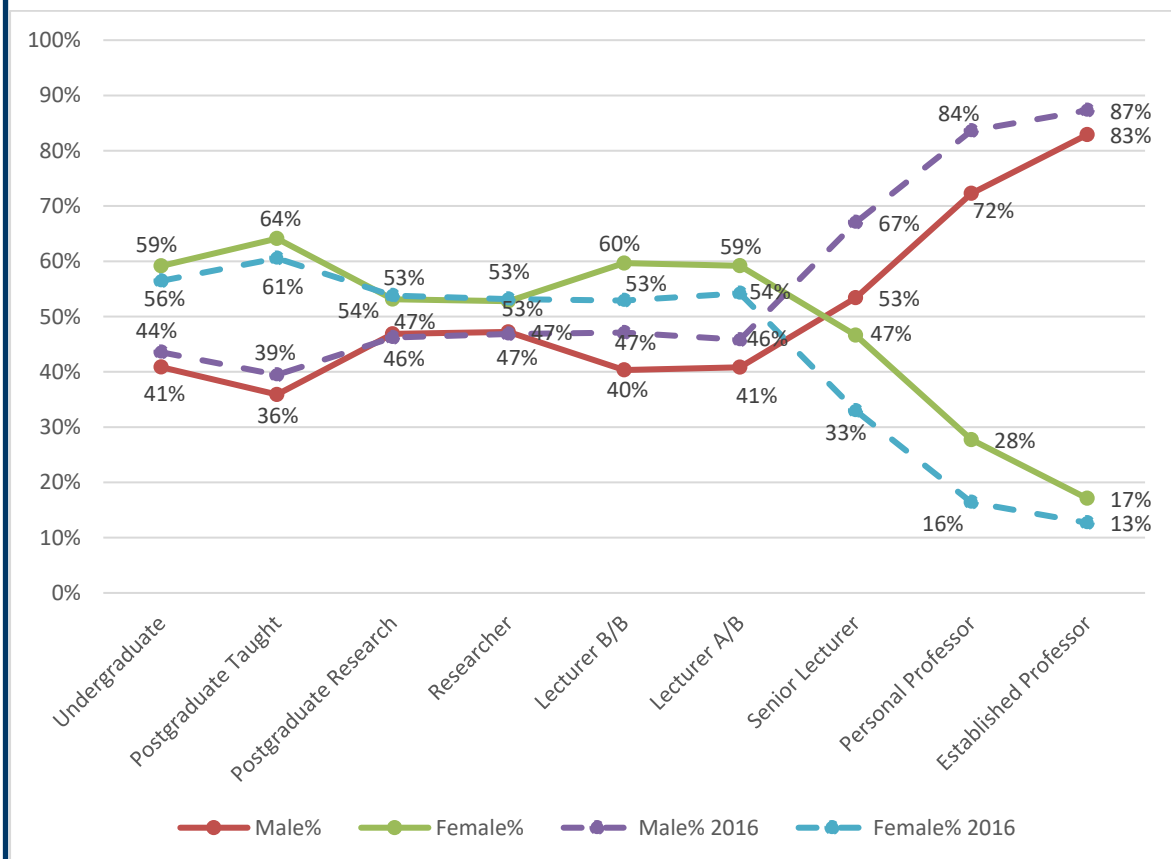
\* Includes Lecturer Fixed Term mapped according to pay scale



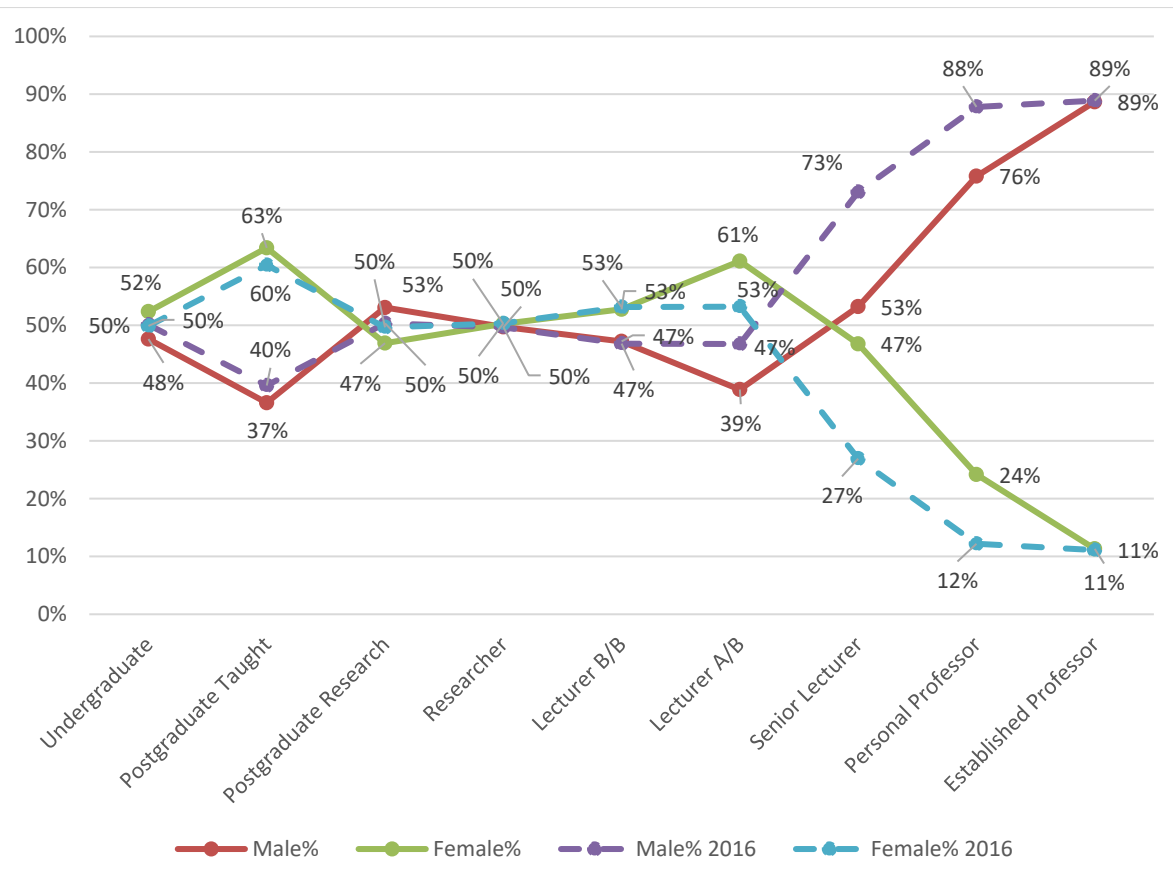
**Figure 4.4: Proportion of AHSSBL female academic staff at each grade by year (2017-20).**

Similarly, we observe the positive impact of progression and promotion since 2017 on career progression for women in AHSSBL, in particular the achievement of 33% at PP and 30% EP.

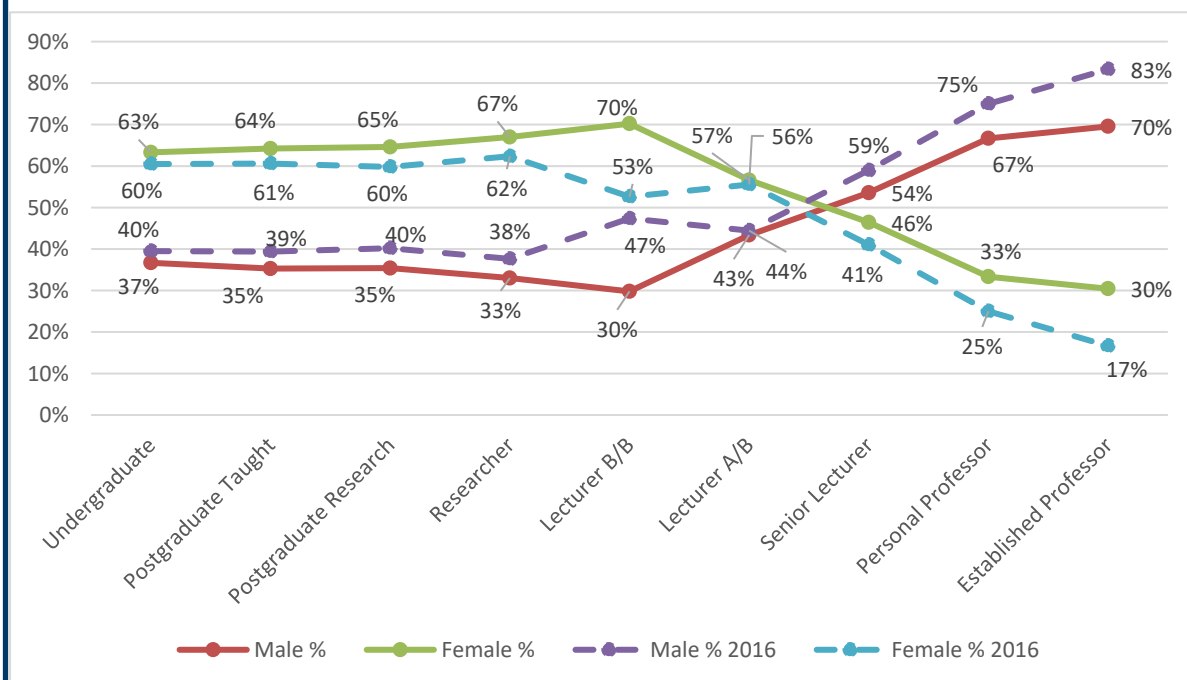
The data also flags the increasing %F at LBB which at 70%F in 2020 is higher than the %F PGR (64%) - Figures 4.5-4.7.



**Figure 4.5: Academic Career Pipeline All Staff and Students (2016 dashed line, 2020 solid line)**



**Figure 4.6: Academic Career Pipeline STEMM (2016 dashed line, 2020 solid line)**



**Figure 4.7: Academic Career Pipeline AHSSBL (2016 dashed line, 2020 solid line)**

**Table 4.7: Research Staff by Grade (2017-2020)**

|                               | 2017       |            |            | 2018       |            |            | 2019       |            |            | 2020       |            |            |
|-------------------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
|                               | M          | F          | F %        | M          | F          | F%         | M          | F          | F %        | M          | F          | F%         |
| <b>Research Assistant</b>     | 54         | 59         | 52%        | 57         | 76         | 57%        | 61         | 95         | 61%        | 61         | 80         | 57%        |
| <b>PDR/Research Associate</b> | 153        | 162        | 51%        | 159        | 169        | 52%        | 153        | 174        | 53%        | 155        | 182        | 54%        |
| <b>Research Fellow</b>        | 47         | 45         | 49%        | 63         | 56         | 47%        | 80         | 70         | 47%        | 79         | 82         | 51%        |
| <b>Senior Research Fellow</b> | 18         | 5          | 22%        | 16         | 9          | 36%        | 17         | 10         | 37%        | 18         | 6          | 25%        |
| <b>Total</b>                  | <b>272</b> | <b>271</b> | <b>50%</b> | <b>295</b> | <b>310</b> | <b>51%</b> | <b>311</b> | <b>349</b> | <b>53%</b> | <b>313</b> | <b>350</b> | <b>53%</b> |

The research staff category is broadly gender balanced with the exception of Senior Research Fellow (SRF). Numbers at SRF are proportionately small and requires a level of self-sufficiency in funding (Fig. 5.3). The nature of research contracts is such that the vast majority of contracts are for < 2 years.

Researchers are highly mobile in their early career stage as they seek out the best opportunities for their individual career pathway.

**Actions 2.1 – 2.11** address issues related to representation and career progress of women and men where applicable.

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

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

Overall, more academic women are employed on non-permanent contracts (fixed-term, Contract of Indefinite Duration (CID), Teaching Support Staff (TSS)).

84% of academic staff are employed on permanent contracts (56%M; 44%F), 10% on fixed-term lecturer contracts (31%M; 69%F) and 5% on contracts of indefinite duration (18%M; 82%F) – Table 4.1.1.

More men hold permanent contracts (56%) than women (44%) relative to their % profile (51%M; 49%F).

Women in both STEMM and AHSSBH are more likely to have fixed-term contracts (69%F in 2020), this ratio has increased since 2017 (63%). However, a significant proportion of these (n= 90 of 139) are clinical lecturers in the SoM; these are early career doctors attached to medical specialities who seek professional progression via contract posts rather than academic careers.

58% of lecturers on fixed-term contracts pursuing academic careers are women.

**Action 2.11**

Women are also more likely to have CIDs (82% in 2020) although this data is inflated as the majority of CIDs are located in the SoM and linked to clinical lecturers in the Medical Academies. **Action 2.8**

Women are also more likely to hold TSS contracts (62%F overall) and less likely to hold permanent TSS contracts (44%F). The vast majority of TSS are located in AHSSBL (87.5%). The numbers increased dramatically in 2020 with additional TSS contracted to support teaching during COVID-19. **Action 2.9**

**Research staff contract type:**

Given the fixed/short term nature of research contracts linked to funded research projects, all researchers (with the exception of 3) are on non-permanent contracts (fixed-term or CID). The gender representation reflects the gender profile of this category of staff.



**Figure 4.8: James Hardiman Library, NUI Galway**

**Table 4.8: Academic, Research and TSS by Contract Type (2017 - 2020)**

|                      |              | 2017       |            |            | 2018       |            |            | 2019       |            |            | 2020       |            |            |
|----------------------|--------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| Contract Type        |              | M          | F          | % F        | M          | F          | % F        | M          | F          | % F        | M          | F          | % F        |
| All University Staff |              |            |            |            |            |            |            |            |            |            |            |            |            |
| Academic             | Permanent    | 341        | 257        | 43%        | 342        | 267        | 44%        | 350        | 282        | 45%        | 363        | 291        | 44%        |
|                      | Indefinite   | 9          | 23         | 72%        | 9          | 34         | 79%        | 12         | 40         | 77%        | 8          | 36         | 82%        |
|                      | Fixed Term   | 37         | 64         | 63%        | 29         | 51         | 64%        | 31         | 55         | 64%        | 25         | 56         | 69%        |
|                      | <b>Total</b> | <b>387</b> | <b>344</b> | <b>47%</b> | <b>380</b> | <b>352</b> | <b>48%</b> | <b>393</b> | <b>377</b> | <b>49%</b> | <b>396</b> | <b>383</b> | <b>49%</b> |
| Research             | Permanent    | 1          | 0          | 0%         | 0          | 0          | NA         | 0          | 2          | 100%       | 0          | 3          | 100%       |
|                      | Indefinite   | 51         | 55         | 52%        | 53         | 58         | 52%        | 48         | 47         | 49%        | 44         | 40         | 48%        |
|                      | Fixed Term   | 220        | 216        | 50%        | 242        | 252        | 51%        | 263        | 300        | 53%        | 269        | 307        | 53%        |
|                      | <b>Total</b> | <b>272</b> | <b>271</b> | <b>50%</b> | <b>295</b> | <b>310</b> | <b>51%</b> | <b>311</b> | <b>349</b> | <b>53%</b> | <b>313</b> | <b>350</b> | <b>53%</b> |
| TSS <sup>3</sup>     | Permanent    | 8          | 12         | 60%        | 9          | 10         | 53%        | 9          | 8          | 47%        | 9          | 7          | 44%        |
|                      | Indefinite   | 36         | 69         | 66%        | 29         | 65         | 69%        | 26         | 63         | 71%        | 39         | 83         | 68%        |
|                      | Fixed Term   | 13         | 49         | 79%        | 18         | 44         | 71%        | 27         | 47         | 64%        | 45         | 82         | 65%        |
|                      | <b>Total</b> | <b>57</b>  | <b>130</b> | <b>70%</b> | <b>56</b>  | <b>119</b> | <b>68%</b> | <b>62</b>  | <b>118</b> | <b>66%</b> | <b>93</b>  | <b>172</b> | <b>65%</b> |
| STEMM Staff          |              |            |            |            |            |            |            |            |            |            |            |            |            |
| Academic             | Permanent    | 201        | 122        | 38%        | 199        | 126        | 39%        | 207        | 134        | 39%        | 216        | 141        | 39%        |
|                      | Indefinite   | 8          | 22         | 73%        | 7          | 30         | 81%        | 7          | 32         | 82%        | 5          | 29         | 85%        |
|                      | Fixed Term   | 26         | 48         | 65%        | 23         | 40         | 63%        | 22         | 36         | 62%        | 17         | 39         | 70%        |
|                      | <b>Total</b> | <b>235</b> | <b>92</b>  | <b>45%</b> | <b>229</b> | <b>196</b> | <b>46%</b> | <b>236</b> | <b>202</b> | <b>46%</b> | <b>238</b> | <b>209</b> | <b>47%</b> |
| Research             | Permanent    | 1          | 0          | 0%         | 0          | 0          | NA         | 0          | 1          | 100%       | 0          | 2          | 100%       |
|                      | Indefinite   | 49         | 51         | 51%        | 51         | 52         | 50%        | 48         | 42         | 47%        | 44         | 36         | 45%        |
|                      | Fixed Term   | 192        | 164        | 46%        | 209        | 195        | 48%        | 227        | 228        | 50%        | 236        | 245        | 51%        |
|                      | <b>Total</b> | <b>242</b> | <b>215</b> | <b>47%</b> | <b>260</b> | <b>247</b> | <b>49%</b> | <b>275</b> | <b>271</b> | <b>50%</b> | <b>280</b> | <b>283</b> | <b>50%</b> |
| TSS                  | Permanent    | 0          | 1          | 100%       | 0          | 1          | 100%       | 0          | 1          | 100%       | 0          | 1          | 100%       |
|                      | Indefinite   | 2          | 8          | 80%        | 2          | 7          | 78%        | 3          | 9          | 75%        | 3          | 8          | 73%        |
|                      | Fixed Term   | 1          | 9          | 90%        | 3          | 7          | 70%        | 5          | 8          | 62%        | 7          | 11         | 61%        |
|                      | <b>Total</b> | <b>3</b>   | <b>18</b>  | <b>86%</b> | <b>5</b>   | <b>15</b>  | <b>75%</b> | <b>8</b>   | <b>18</b>  | <b>69%</b> | <b>10</b>  | <b>20</b>  | <b>67%</b> |
| AHSSBL Staff         |              |            |            |            |            |            |            |            |            |            |            |            |            |
| Academic             | Permanent    | 140        | 135        | 49%        | 143        | 141        | 50%        | 143        | 148        | 51%        | 147        | 150        | 51%        |
|                      | Indefinite   | 1          | 1          | 50%        | 2          | 4          | 67%        | 5          | 8          | 62%        | 3          | 7          | 70%        |
|                      | Fixed Term   | 11         | 16         | 59%        | 6          | 11         | 65%        | 9          | 19         | 68%        | 8          | 17         | 68%        |
|                      | <b>Total</b> | <b>152</b> | <b>152</b> | <b>50%</b> | <b>151</b> | <b>156</b> | <b>51%</b> | <b>157</b> | <b>175</b> | <b>53%</b> | <b>158</b> | <b>174</b> | <b>52%</b> |
| Research             | Permanent    | 0          | 0          | NA         | 0          | 0          | NA         | 0          | 1          | 100%       | 0          | 1          | 100%       |
|                      | Indefinite   | 2          | 4          | 67%        | 2          | 6          | 75%        | 0          | 5          | 100%       | 0          | 4          | 100%       |
|                      | Fixed Term   | 28         | 52         | 65%        | 33         | 57         | 63%        | 36         | 72         | 67%        | 33         | 62         | 65%        |
|                      | <b>Total</b> | <b>30</b>  | <b>56</b>  | <b>65%</b> | <b>35</b>  | <b>63</b>  | <b>54%</b> | <b>36</b>  | <b>78</b>  | <b>68%</b> | <b>33</b>  | <b>67</b>  | <b>67%</b> |
| TSS                  | Permanent    | 8          | 11         | 58%        | 9          | 9          | 50%        | 9          | 7          | 44%        | 9          | 6          | 40%        |
|                      | Indefinite   | 27         | 53         | 66%        | 21         | 51         | 71%        | 17         | 47         | 73%        | 27         | 67         | 71%        |
|                      | Fixed Term   | 11         | 37         | 77%        | 14         | 34         | 71%        | 20         | 36         | 64%        | 31         | 70         | 69%        |
|                      | <b>Total</b> | <b>46</b>  | <b>101</b> | <b>69%</b> | <b>44</b>  | <b>94</b>  | <b>68%</b> | <b>46</b>  | <b>90</b>  | <b>66%</b> | <b>67</b>  | <b>143</b> | <b>68%</b> |

<sup>3</sup> Not all TSS staff are directly aligned to STEMM or AHSSBL Schools



- (iii) Academic staff by contract function, gender: research-only, research and teaching, and teaching-only

Comment on the proportions of men and women on these contracts and by job grade.

There are two main contracts in operation with different terms: Lecturer A (60% Teaching; 20% Teaching-related Research; 20% Admin/Contribution) and Lecturer B (40% Teaching; 40% Research; 20% Admin/Contribution).

The majority of lecturers hold Lecturer B contracts, however the CoreHR record system does not distinguish between contract types so it is not possible to comment on the proportions of men and women on Lecturer A and Lecturer B contract types. **Action 5.1**

Recruitment data for research posts is not collected centrally and therefore unavailable for analysis currently. Implementation of this action from the 2017 AS action plan has been delayed pending the upgrade of CoreHR. **Action 5.2**

- (iv) Academic leavers by grade and gender

Comment on the reasons academic staff leave the institution. Comment on and explain any differences between men and women, and any differences in schools or departments.

30 women and 22 men resigned from academic posts between 2017-20, the majority (n=33) of these from fixed-term lectureships (58%F; 42%M). Most academic leavers are in the SoM (n=32) which correlates with the higher number of clinical lecturer contract posts in the School.

Although the overall % of resignations by gender are proportionate to the profile of academic staff, the data shows that women are more likely than men to leave the university at LBB & LAB grades (Table 4.9), and raises a concern that 8 women resigned from permanent LAB posts. This is a loss of experienced mid-career academics from the career pipeline who would be otherwise well positioned to progress to senior academic roles.

Data from exit interviews indicate that men and women are leaving for international career opportunities. **Action 2.4**

**Table 4.9: Academic Leavers by grade and gender: Resignations (2017-2020)**

| Grade                         | Female | Men | %F  |
|-------------------------------|--------|-----|-----|
| Professor                     | 0      | 2   | 0   |
| Senior Lecturer               | 0      | 2   | 0   |
| Lecturer<Bar/Junior Lecturer  | 3      | 1   | 75% |
| Lecturer>Bar/College Lecturer | 8      | 3   | 73% |
| Lecturer Fixed Term           | 19     | 14  | 58% |
| Total                         | 30     | 22  | 58% |

**Table 4.10: Academic & Research Leavers (2017/18-2019/20)**

|                         | 2017/18   |           |              |            | 2018/19   |           |              |            | 2019/20  |          |              |           |
|-------------------------|-----------|-----------|--------------|------------|-----------|-----------|--------------|------------|----------|----------|--------------|-----------|
| <b>Contract Expired</b> | <b>M</b>  | <b>F</b>  | <b>Total</b> | <b>%F</b>  | <b>M</b>  | <b>F</b>  | <b>Total</b> | <b>%F</b>  | <b>M</b> | <b>F</b> | <b>Total</b> | <b>%F</b> |
| Academic                | 1         | 2         | 3            | 67%        | 2         | 3         | 5            | 60%        | 3        | 1        | 4            | 25%       |
| Research                | 17        | 27        | 44           | 61%        | 34        | 44        | 78           | 56%        |          |          |              |           |
| <b>Resigned</b>         |           |           |              |            |           |           |              |            |          |          |              |           |
| Academic                | 7         | 13        | 20           | 65%        | 9         | 11        | 20           | 55%        | 5        | 7        | 12           | 58%       |
| Research                | 43        | 34        | 77           | 44%        | 38        | 31        | 69           | 45%        |          |          |              |           |
| <b>Total</b>            | <b>68</b> | <b>76</b> | <b>144</b>   | <b>53%</b> | <b>83</b> | <b>89</b> | <b>172</b>   | <b>52%</b> |          |          |              |           |

**(v) Equal pay audits/reviews**

Comment on the findings from the most recent equal pay audit and identify the institution's top three priorities to address any disparities and enable equality in pay.

Appointments to academic posts are made on a fixed salary scale and follow clear guidelines on incremental placing in accordance with experienced and public sector requirements for new entrants. This largely ensures pay parity (Table 4.11).

**Table 4.11: Average earnings by Gender and Grade (2017 - 2020)<sup>4</sup>**

|            | 2018     |          |              | 2019     |          |              | 2020     |          |              |
|------------|----------|----------|--------------|----------|----------|--------------|----------|----------|--------------|
|            | <b>M</b> | <b>F</b> | <b>Ratio</b> | <b>M</b> | <b>F</b> | <b>Ratio</b> | <b>M</b> | <b>F</b> | <b>Ratio</b> |
|            | <b>€</b> | <b>€</b> | <b>F:M</b>   | <b>€</b> | <b>€</b> | <b>F:M</b>   | <b>€</b> | <b>€</b> | <b>F:M</b>   |
| <b>LBB</b> | 52692    | 52537    | 1.00         | 53779    | 53797    | 1.00         | 55697    | 56431    | 1.01         |
| <b>LAB</b> | 79120    | 79130    | 1.00         | 80962    | 80193    | 0.99         | 83260    | 81835    | 0.98         |
| <b>SL</b>  | 90869    | 91902    | 1.01         | 93298    | 94867    | 1.02         | 95742    | 94990    | 0.99         |
| <b>PP</b>  | 129979   | 129979   | 1.00         | 135108   | 135108   | 1.00         | 137810   | 137810   | 1.00         |
| <b>EP</b>  | 144476   | 135495   | 0.94         | 151633   | 144084   | 0.95         | 152733   | 149865   | 0.98         |

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

The University has completed 3 annual gender pay gap (GPG) reviews since 2018. The 2020 review reported a mean GPG of 18.7% (Median GPG = 12%) for the institution. The previous two reviews reported a mean GPG of 20% (median GPG = 18.4) (2018) and 17.9% (median GPG = 12%) (2019). Annual GPG analysis has enabled a deeper understanding of the underlying gender issues across recruitment, career progression, promotion, leavers.

<sup>4</sup> Excluding medical consultant joint appointments

The gap is most pronounced for the academic staff category (22.1% in 2020). A major driver is that 50% of academic men are at SL grade or above while only 25% of academic women are at SL or above. Additionally, a disproportionate number of women are employed on part-time teaching contracts and in lower administrative grades. Analysis of pay data by THE shows that the mean GPG in UK universities is 15.9% and the median gap is 16.5% (January 2020).

NUI Galway has put concrete measures in place to address this gap including a promotions project to support promotion of women to SL and PP, careful monitoring of applicant pools and shortlists for all posts, and a new academic promotions scheme providing bi-annual opportunities to apply for promotions to SL and Professor grades. NUI Galway's EDI Strategy 2020-2025 commits to reducing the gender pay gap by 50%. **Action 1.7 & 3.1**

1436 words

## 5. SUPPORTING AND ADVANCING CAREERS

Recommended word count: Bronze: 5000 words | Silver: 6000 words

### 5.1. Key career transition points: academic staff

#### (i) Recruitment

Break down data by gender and grade for applications, long- and shortlisted candidates, offer and acceptance rates. Comment on how recruitment processes ensure that women (and men in underrepresented disciplines) are encouraged to apply.

196 appointments to externally advertised academic vacancies were made in the data period. Success rates for women at shortlisting (47%F; 53%M) are proportionately better than application rates and further improve at appointment. However, analysis identifies a persistent gender imbalance in applications overall (36%F; 64%M) and at each grade, with the %F applications dropping from SL (29%F; 71%M) to EP (24%F; 76%M). This is unchanged since our last assessment despite several actions to address it: screening advertisements for gendered language, inclusion of an Equality of Opportunity statement in the recruitment brochures, search champions to identify networks and channels to advertise posts, requirement to have 30% men and women in applicant pools and a further requirement for gender balance in the final selection pool. **Action 2.1**

**Table 5.1: Recruitment Applications, Shortlisted, Offers and Appointments by Grade (AY 2017/18 - 2019/20)**

| Grade        | Applications |             | Shortlisted |            | Offers     |           | Appointments |           |
|--------------|--------------|-------------|-------------|------------|------------|-----------|--------------|-----------|
|              | Female       | Male        | Female      | Male       | Female     | Male      | Female       | Male      |
| LBB          | 862          | 1430        | 174         | 214        | 74         | 65        | 69           | 54        |
|              | 38%          | 62%         | 45%         | 55%        | 53%        | 47%       | 56%          | 44%       |
| LAB          | 340          | 516         | 68          | 46         | 27         | 6         | 25           | 6         |
|              | 40%          | 60%         | 60%         | 40%        | 82%        | 18%       | 81%          | 19%       |
| SL           | 64           | 153         | 20          | 28         | 12         | 8         | 10           | 7         |
|              | 29%          | 71%         | 42%         | 58%        | 60%        | 40%       | 59%          | 41%       |
| PP           | 34           | 91          | 7           | 9          | 6          | 3         | 5            | 3         |
|              | 27%          | 73%         | 44%         | 56%        | 67%        | 33%       | 63%          | 38%       |
| EP           | 53           | 169         | 15          | 31         | 5          | 11        | 4            | 9         |
|              | 24%          | 76%         | 33%         | 67%        | 31%        | 69%       | 31%          | 69%       |
| Dean         | 5            | 4           | 5           | 3          | 1          | 1         | 1            | 1         |
|              | 56%          | 44%         | 63%         | 38%        | 50%        | 50%       | 50%          | 50%       |
| VP           | 33           | 80          | 7           | 5          | 1          | 1         | 1            | 1         |
|              | 29%          | 71%         | 58%         | 42%        | 50%        | 50%       | 50%          | 50%       |
| <b>Total</b> | <b>1391</b>  | <b>2443</b> | <b>296</b>  | <b>336</b> | <b>126</b> | <b>95</b> | <b>115</b>   | <b>81</b> |

(ii) Induction

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

New staff are invited to a 1-day induction event, run monthly. Presentations include an overview of the governance and management structures, NUI Galway Strategic Plan 2020-2025, HR policies & procedures, leave schemes, EDI including Athena SWAN activity, introduction to unconscious bias workshop and Health & Safety.

Induction events prior to AY 2019/20 were infrequent; 2 events in 2017/18 and 1 in 2018/19. Consequently, many new staff in these years did not have an opportunity to attend central induction, which partly explains the low numbers. Central induction is held monthly since September 2019, and new staff are normally invited to attend the month that they join. Nonetheless, uptake remained low in 2019/20 and while this may have been impacted by COVID-19 since March 2020, fewer than half of new staff attend centralised induction in the data period (Table 5.2). Men and women generally evaluate induction as a positive experience. Induction is currently held on-line due to COVID-19 restrictions. **Action 4.1, 4.3**

**Table 5.2: Uptake of Central Induction by Gender**

|                | No. Induction Events | No. Joiners       | No. Attendees at Induction / % of Joiners | % Men Joiners Who Attended Induction | % Female Joiners Who Attended Induction |
|----------------|----------------------|-------------------|---|--------------------------------------|---|
| <b>2017/18</b> | 2                    | 159 (61%F)        | 71 (45%F)                                 | 37%                                  | 49%                                     |
| <b>2018/19</b> | 1                    | 255 (55%F)        | 14 (5%F)                                  | 5%                                   | 7%                                      |
| <b>2019/20</b> | 6                    | 328 (65%F)        | 124 (38%F)                                | 41%                                  | 36%                                     |
| <b>Total</b>   | <b>9</b>             | <b>742 (61%F)</b> | <b>209 (28%F)</b>                         | <b>26%</b>                           | <b>30%</b>                              |

**(iii) Promotion**

Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on any evidence of a gender pay gap in promotions at any grade.

A new criterion-referenced academic promotions scheme for both SL and Professor grades was introduced in December 2019 with a commitment to 2 calls annually (February and August).

Two rounds have been completed in 2020 for SL and PP under the new scheme. A third round is currently underway.

The scheme is overseen by the Academic Promotion Committee (APC) with membership from a broad range of disciplines. APC is gender-balanced (50%F; 50%M), and includes 2 external members to assist in maintaining objectivity and fairness. All members of the APC completed unconscious bias training.

Additionally, Professor Simonetta Manfredi and Lucy Vickers, School of Law and Centre for Diversity Policy Research and Practice, Oxford Brookes University facilitated equality training for the new APC to explore equality issues for promotion panels and to facilitate the development of a shared understanding on how to take equality considerations into account when assessing promotion applications.

Five staff information sessions and 3 briefing sessions with Deans/HoS have been held. A recording is also available online in addition to a dedicated website and detailed FAQs. 119 staff attended the information sessions in 2020 (n = 67F; 52M).

The new scheme formally takes 'time out' for caring purposes or non-academic circumstances into consideration in the assessment of applications, by applying a 'discount' for outputs relative to opportunity. This serves to remove disadvantage experienced by staff, particularly women, who have availed of part-time working, maternity, caring leave, sick leave. In the 2 rounds completed in 2020 for both SL and PP, 20 out of 34 successful applicants (59%) for promotion sought *discount for leave* in their applications.

In principle, NUI Galway is committed to gender quotas based on the flexible cascade model for academic promotions. Since this was introduced in 2016, application of quotas has not been required. The DPR and APC closely monitor and report on application and success rates by gender and by STEMM/AHSSBL.

### **Promotion to Senior Lecturer**

Overall, application rates for the 2 complete rounds in 2020 were broadly gender balanced (53%F; 47%M) and this reflects the overall gender profile of the LAB grade. 45% of applications were from STEMM (42%F; 57%M), Table 5.3.

Proportionately, more women (62%) from AHSSBL applied than men (38%) when compared with the eligible LAB grade (52%F; 48%M). This may be linked to time in post for lecturers, or may reflect that women were more likely to be 'stuck' at LAB historically, evidenced by the very low % women in senior academic grades prior to 2017. The move to bi-annual promotion rounds and a clear timetable should continue to redress this and provide an opportunity for academics to be promoted when they are ready and at the appropriate stage of their careers.

Applications from women in STEMM (42%) were more representative of the profile (46%F; 54%M).

Overall, application rates for promotion to SL from women continued to increase from 48% in 2017 to 53% in 2020. This may suggest greater confidence in the new scheme and greater clarity and awareness of the criteria and standards required for promotion.

**Table 5.3: Applications to Senior Lecturer Promotion Scheme (2 rounds 2020)**

|                   | Male | Female | Total | % F |
|-------------------|------|--------|-------|-----|
| Total Applicants  | 25   | 28     | 53    | 53% |
| STEMM Applicants  | 14   | 10     | 24    | 42% |
| AHSSBL Applicants | 11   | 18     | 29    | 62% |

**Table 5.4: Promotions to Senior Lecturer (2 rounds 2020)**

|                   | Male | Female | Total | % F |
|-------------------|------|--------|-------|-----|
| Total Applicants  | 10   | 19     | 29    | 66% |
| STEMM Applicants  | 7    | 9      | 16    | 56% |
| AHSSBL Applicants | 3    | 10     | 13    | 77% |

Outcomes for women in the 2020 rounds were positive, resulting in an overall success rate of 66%. Building on successful outcomes in the 2017 round, the 2020 rounds have had a positive impact on the pipeline at SL grade improving the % of women from 33% in 2016 to 47% (Fig. 4.4), above the 2019 national average of 39% (HEA Institutional staff profiles by gender, 2020). This achievement has exceeded the 2017 AS action to establish a target to increase the % of staff at SL to minimum 45% by 2020 and provides a strong pipeline for promotion to Professorship in the coming years.

### ***Promotion to Personal Professor***

Under the new professorship promotions scheme, there are 3 tracks; Research & Scholarship, Leadership, and a new pathway based on Teaching & Learning (AP 2017: 4.10).

The revised scheme for promotion to PP includes implementation of a series of actions from the 2017 action plan to increase opportunities and application rates from women for promotions to PP.

- The description of the scheme was revised to clearly articulate the criteria/standard of achievement in each pathway (AS 2017:4.10)
- Introduction of a new pathway based on Teaching & Learning Leadership was introduced. (AS 2017:4.10)
- The requirement to have reached the top of the SL salary scale to apply for promotion to PP has been removed. (AS 2017:4.11)

In addition to the new promotion scheme to PP, the previous scheme allowed one further round of applications concurrently in 2020.

**Table 5.5: Promotion to PP (2017-2020)**

|                              | 2017 |   |     | 2018 |     |     | 2019 |     |     | 2020 |     |     |
|------------------------------|------|---|-----|------|-----|-----|------|-----|-----|------|-----|-----|
|                              | M    | F | %F  | M    | F   | %F  | M    | F   | %F  | M    | F   | %F  |
| <b>Total Applicants</b>      | 7    | 3 | 30% | 16   | 11  | 41% | 4    | 4   | 50% | 5    | 4   | 44% |
| <b>Successful Applicants</b> | 2    | 0 | 0   | 8    | 7   | 47% | 3    | 3   | 50% | 2    | 3   | 40% |
| <b>% Success Rate</b>        | 29%  | 0 |     | 50%  | 64% |     | 75%  | 75% |     | 40%  | 75% |     |

28 academics were promoted to PP since 2017 (54%M; 46%F). In more recent years application and success rates for men and women have been balanced and appear to reflect the SL profile (although numbers are small). This is beginning to improve the % F in the Professoriate overall.



While the application of a multiplier to formally discount time-out for caring purposes or non-academic circumstances in the assessment of applications for promotion has been very successful, further consideration will be given to:

- i. mitigate the negative impact of COVID-19 on career progression especially for carers – **Action 4.9**
- ii. acknowledge and remove disadvantage related to work permits, visa restrictions on travel for international staff - **Action: 4.2**

The APC also assess applications for Retention under the new scheme.

Data on retention shows that women are far less likely to apply for promotion via the retention scheme (Table 5.6) and suggests that application of the scheme may compound gender inequality in senior academic grades. **Action 2.4**

**Table 5.6: Applications for Promotion via Retention by Gender (2016-2020)**

|                              | Male |  | Female | Total | % F |
|------------------------------|------|--|--------|-------|-----|
| <b>Total Applicants</b>      | 13   |  | 4      | 17    | 24% |
| <b>Senior Lecturer</b>       | 4    |  | 1      | 5     | 20% |
| <b>Personal Professor</b>    | 7    |  | 3      | 10    | 30% |
| <b>Established Professor</b> | 2    |  | 0      | 2     | 0   |

**Table 5.7 Success Rates for Promotion via Retention by Gender (2016-2020)**

|                              | Male | Female | Total | Success rate |      |
|------------------------------|------|--------|-------|--------------|------|
|                              |      |        |       | %M           | %F   |
| <b>Total <sup>5</sup></b>    | 11   | 2      | 13    | 85%          | 50%  |
| <b>Senior Lecturer</b>       | 4    | 1      | 5     | 100%         | 100% |
| <b>Personal Professor</b>    | 5    | 1      | 6     | 62.5%        | 33%  |
| <b>Established Professor</b> | 2    | 0      | 2     | 100%         | 0    |

While there was no gender difference in whether academic men and women respondents to the 2021 culture survey were likely to agree/strongly agree and disagree/strongly disagree that they receive support and encouragement to apply for promotion (Fig. 5.1), there is a need to improve support and encouragement for applicants. **Action 2.5**

|                          | STRONGLY AGREE | AGREE     | NEITHER AGREE NOR DISAGREE | DISAGREE  | STRONGLY DISAGREE |
|--------------------------|----------------|-----------|----------------------------|-----------|-------------------|
| Q1: Male                 | 8%<br>6        | 24%<br>18 | 28%<br>21                  | 20%<br>15 | 19%<br>14         |
| Q1: Female               | 6%<br>8        | 26%<br>34 | 32%<br>42                  | 21%<br>28 | 16%<br>21         |
| Q1: Non-binary           | 0%<br>0        | 0%<br>0   | 0%<br>0                    | 0%<br>0   | 0%<br>0           |
| Q1: Prefer not to say    | 0%<br>0        | 11%<br>1  | 11%<br>1                   | 33%<br>3  | 44%<br>4          |
| <b>Total Respondents</b> | 14             | 53        | 64                         | 46        | 39                |

**Figure 5.1: Q: I receive support and encouragement to apply for Promotion – Academic Staff (216 respondents)**

<sup>5</sup> 3 applications were ineligible on the basis that the offers were not deemed to be valid (2M;1F)

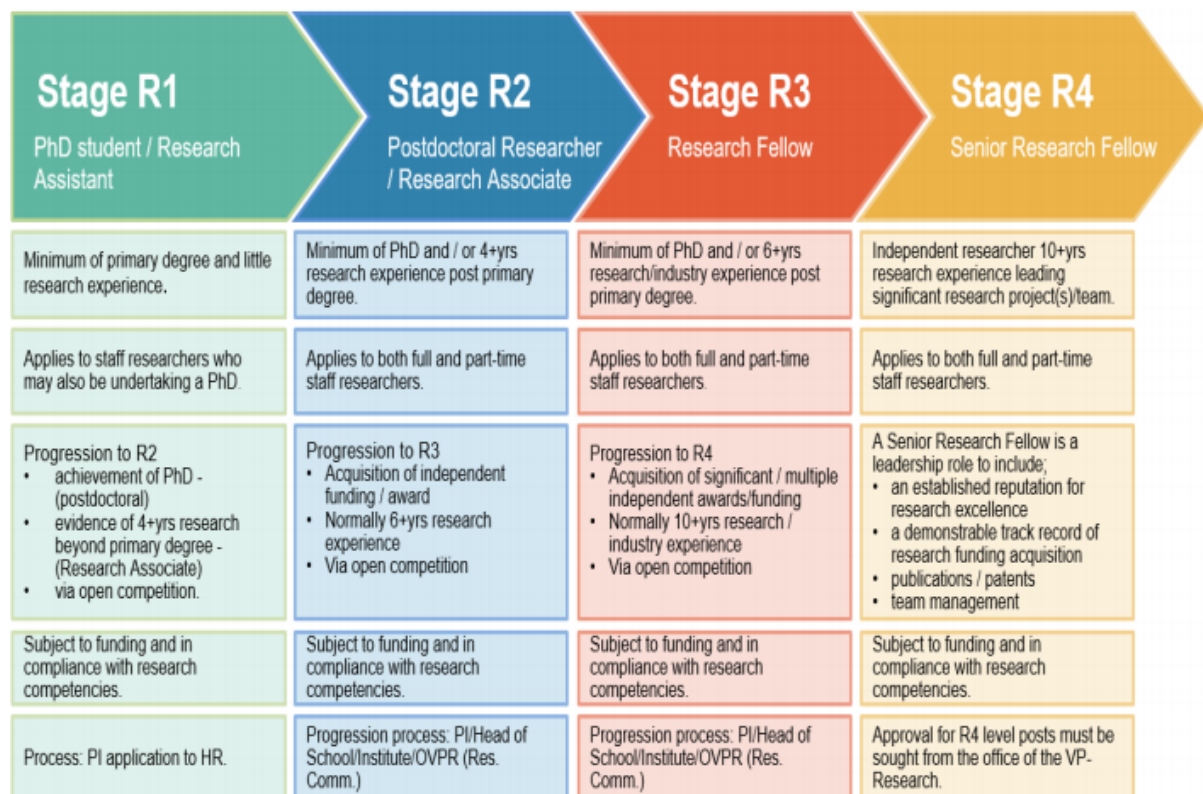
## Progression for Research Staff

Progression from RF to SRF is facilitated when an individual researcher a) achieves personal research funding, and b) meets the criteria and competencies of a higher research role (within the R1-R4 competency framework for Researchers) - Figure 5.2. The number of researchers who progress to SRF is low as the majority of research contracts are < 2 years (Table 5.8 & 5.9).

The RDC has developed a comprehensive Researcher Handbook, with the involvement of researchers, which contains information relevant to researchers, including: the R1-R4 competency framework, progression between levels, honorary titles, personal development planning. The handbook is publicly available and is included in job advertisements.

Bi-monthly induction workshops are delivered by staff at the RDC to ensure researchers are aware of supports and services and information on [EU Charter and Code for Researchers](#) including explanation of EU levels R1-R4 and how they are implemented.

NUI Galway successfully achieved the HR Excellence in Research Award in 2013 and has maintained and successfully renewed since then. The most recent application for renewal was successful in 2020.



**Figure 5.2 Competency Framework R1-R4 for Researchers**

**Table 5.8: Applications for progression to Research Fellow\***

|                              | 2018 |   |       | 2019 |   |       | 2020 |   |       |
|------------------------------|------|---|-------|------|---|-------|------|---|-------|
|                              | M    | F | Total | M    | F | Total | M    | F | Total |
| <b>Applicants</b>            |      |   |       | 1    | 2 | 3     | 1    | 1 | 2     |
| <b>Successful Applicants</b> |      |   |       | 1    | 2 | 3     | 1    | 1 | 2     |

**Table 5.9: Applications for progression to Senior Research Fellow\***

|                              | 2018 |   |       | 2019 |   |       | 2020 |   |       |
|------------------------------|------|---|-------|------|---|-------|------|---|-------|
|                              | M    | F | Total | M    | F | Total | M    | F | Total |
| <b>Applicants</b>            |      |   |       |      |   |       | 2    |   | 2     |
| <b>Successful Applicants</b> |      |   |       |      |   |       | 2    |   | 2     |

\*The data shown in Tables 5.8 and 5.9 above have been gathered manually. This is the only data available. **Action 2.7**

1427 words

## 5.2. Silver Applicationos only – n/a

## 5.3. Career development: academic staff

### (i) Training

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

Staff training opportunities are advertised on the Staff Training and Development website and via a monthly email. Each event is evaluated and can be disaggregated by gender.

The Centre for Excellence in Teaching & Learning (CELT) provides certificate, diploma, and masters courses in academic practice to support the professional development of academic staff, with a focus on teaching and learning. Applications (approx. 90 p.a.) for the CELT certificate in Teaching & Learning exceed available places (32 p.a.) with the priority given to academic staff. Feedback from researchers indicates that this is a barrier to career progression to academic posts. **Action 2.7**

**Table 5.10: Participation in CELT Postgraduate Certificate in Teaching and Learning**

|                | 2016/17 |    |     | 2017/18 |    |     | 2018/19 |    |     | 2019/20 |    |     |
|----------------|---------|----|-----|---------|----|-----|---------|----|-----|---------|----|-----|
|                | F       | M  | %F  | F       | M  | %F  | F       | M  | %F  | F       | M  | %F  |
| <b>PG Cert</b> | 11      | 12 | 48% | 12      | 16 | 43% | 15      | 13 | 54% | 20      | 12 | 63% |

Staff are encouraged to pursue further education/training via the Further Education Policy (FEP) Scheme to enhance personal and professional development. Significantly more women than men avail of this scheme (Table 5.11). The scheme was paused in 2020/21 in order to integrate the Linked-in Learning platform into staff training offerings. During consultations (COVID-19 pulse survey, 2021 Culture survey and Town Halls) staff expressed disappointment that the scheme was paused and called for it to be re-instated.

#### Action 2.5

**Table 5.11: Uptake of FEP by Gender**

| Academic Year |                | Male      | Female    | Total      | % Female   |
|---------------|----------------|-----------|-----------|------------|------------|
| 2017/18       | Academic       | 11        | 36        | 47         | 77%        |
|               | Administrative | 6         | 44        | 50         | 88%        |
|               | Other          | 18        | 19        | 37         | 51%        |
|               | <b>Overall</b> | <b>35</b> | <b>99</b> | <b>134</b> | <b>74%</b> |
| 2018/19       | Academic       | 9         | 30        | 39         | 77%        |
|               | Administrative | 9         | 37        | 46         | 80%        |
|               | Other          | 15        | 12        | 27         | 44%        |
|               | <b>Overall</b> | <b>33</b> | <b>79</b> | <b>112</b> | <b>71%</b> |
| 2019/20       | Academic       | 8         | 32        | 40         | 80%        |
|               | Administrative | 9         | 47        | 56         | 90%        |
|               | Other          | 13        | 19        | 32         | 59%        |
|               | <b>Overall</b> | <b>54</b> | <b>74</b> | <b>128</b> | <b>58%</b> |

109 women from all staff categories have participated on the Aurora programme since 2015/2016. Effectiveness was evaluated in 2019/2020, with 72.5% of participants agreeing that the programme successfully responded to their leadership challenges. **Action 3.2 – 3.3**

#### (ii) Appraisal/development review

Describe current appraisal/development review for academic staff at all levels across the whole institution. Provide details of any appraisal/development review training offered and the uptake of this, as well as staff feedback about the process.

Our appraisal and development process, PMDS, was paused in 2017 and the GEAP action to review and reintroduce a process has been delayed. This is a significant gap as PMDS underpins annual discussions on career development and promotion including consideration of workload allocation. Discussions with unions are underway to agree and implement a scheme in 2021/22. **Action 2.10**

(iii) Support given to academic staff for career progression

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

The OVPED established a career planning programme (Promotions Project Phase 1) for academic staff at lecturer and SL grades (2017 AS:4.7) to support career and leadership development.

To date 3 workshops have been held with 101 participants, 75% female (Table 5.12). **Action 2.5**

**Table 5.12: Career Development Workshop Attendees by Gender**

| Date of Workshop | Attendees |    | Total Attendees |
|------------------|-----------|----|-----------------|
|                  | M         | F  |                 |
| 30/05/2019       | 11        | 26 | 37              |
| 06/12/2019       | 5         | 20 | 25              |
| 14/12/2020       | 10        | 29 | 39              |
| Total            | 26        | 75 | 101             |

Phase 2 of the Promotions Project included provision of a Research Consolidation Grant of €3,000 for female SLs, to consolidate research development, as a key element of making a strong application for promotion to PP. 13 women received the grant in 2020, a further 15 grants are available in 2021. **Action 2.3 & 3.1**

We are collaborating on a new Preparation for Academic Advancement (PAA) programme, funded by the GEEF with UL (lead) and MU. In the pilot phase NUI Galway will provide 8 mentors to the programme and 5 participants. The focus will be on supporting women to apply for promotion to Professor within the next 2 years, taking the impact of COVID-19 on individuals' careers into consideration. **Action 2.3**

Analysis of formal mentoring for staff across the University has revealed an ad-hoc approach. NUI Galway joined the inter-institutional mentoring scheme run by the 30% Club and the Irish Management Institute (IMI) in 2017.

Feedback from Town Hall and the AS culture surveys strongly suggests that mentoring is not available consistently across the University and this needs to be addressed as a priority. **Action 2.6**

*"Having a properly functioning mentoring programme at different academic levels and throughout all Colleges, coordinated through HR, would be an important change."*

Only 40% academic respondents agreed/strongly agreed that “I am encouraged to take up career development opportunities” (Fig. 5.3). Men were more likely to disagree/strongly disagree (31%M; 20%F) which likely reflects the reality that career development supports have been made available via the OVPED, rather than HR, with a particular emphasis on support for women. **Action 2.5**

|                       | STRONGLY AGREE | AGREE     | NEITHER AGREE NOR DISAGREE | DISAGREE  | STRONGLY DISAGREE | NOT RELEVANT |
|-----------------------|----------------|-----------|----------------------------|-----------|-------------------|--------------|
| Q1: Male              | 9%<br>7        | 27%<br>20 | 31%<br>23                  | 23%<br>17 | 8%<br>6           | 1%<br>1      |
| Q1: Female            | 8%<br>10       | 35%<br>47 | 37%<br>49                  | 11%<br>15 | 9%<br>12          | 0%<br>0      |
| Q1: Non-binary        | 0%<br>0        | 0%<br>0   | 0%<br>0                    | 0%<br>0   | 0%<br>0           | 0%<br>0      |
| Q1: Prefer not to say | 0%<br>0        | 25%<br>2  | 13%<br>1                   | 38%<br>3  | 25%<br>2          | 0%<br>0      |
| Total Respondents     | 17             | 69        | 73                         | 35        | 20                | 1            |

**Figure 5.3: I am encouraged to take up career development opportunities – Academic Staff (215 respondents)**

The Researcher Development Centre (RDC), established in 2018, provides a central hub for continued professional development for all researchers. The RDC provides a dedicated website with career tools and information, courses and events, and IT to promote, register, record, and log training achievements. Each researcher has their own training log and personal development plan (PDP). The RDC also has a dedicated training room which can be used both for RDC training, and for researchers who wish to host their own events.

The RDC has offered grant writing, personal development planning and project management skills training in response to a survey of all research staff in 2019 (46% response rate) to review training needs, career goals, and suggestions for improvements. A detailed researcher handbook was launched in 2020. A minimum of 4 days p.a. is protected for training to encourage researchers to engage with training/CPD events. **Action 2.7**

### Career Progression and COVID-19

Female academic respondents to the 2020 COVID-19 Pulse survey were more concerned about the negative impact of COVID-19 on career progression (38%M; 56%F), promotion prospects (37%M; 53%F), probation period (4%M;10%F) and future employment prospects (25%M; 30%F) -Table 5.13. Conversely, male researchers were more likely to be concerned about the negative impact of COVID-19 in all aspects (Table 5.14).

**Table 5.13: Academic Staff – Are you concerned that COVID-19 will impact on your:**

|  | Yes | No  | Not applicable |
|--|-----|-----|----------------|
| <b>Career Progression</b>                            |     |     |                |
| Male   | 38% | 52% | 10%            |
| Female   | 56% | 41% | 4%             |
| <b>Promotion Prospects</b>                           |     |     |                |
| Male   | 37% | 48% | 14%            |
| Female   | 53% | 41% | 6%             |
| <b>Probation Period</b>                              |     |     |                |
| Male   | 4%  | 35% | 61%            |
| Female   | 10% | 36% | 53%            |
| <b>Future employment prospects in the University</b> |     |     |                |
| Male   | 25% | 48% | 28%            |
| Female   | 30% | 39% | 30%            |

**Table 5.14: Research Staff – Are you concerned that COVID-19 will impact on your:**

|  | Yes | No  | Not applicable |
|--|-----|-----|----------------|
| <b>Career Progression</b>                            |     |     |                |
| Male   | 70% | 25% | 5%             |
| Female   | 52% | 40% | 8%             |
| <b>Promotion Prospects</b>                           |     |     |                |
| Male   | 46% | 31% | 24%            |
| Female   | 31% | 43% | 26%            |
| <b>Probation Period</b>                              |     |     |                |
| Male   | 14% | 43% | 43%            |
| Female   | 7%  | 45% | 48%            |
| <b>Future employment prospects in the University</b> |     |     |                |
| Male   | 63% | 27% | 10%            |
| Female   | 58% | 38% | 4%             |

Qualitative responses suggested that the University should take steps to ensure academic promotional opportunities will continue and take increased teaching and administration workload and childcare responsibilities into consideration when assessing research outputs in future promotion rounds. **Action 4.9**

800 words



#### 5.4. Career development professional and support staff, Silver Applications Only – n/a

#### 5.5. Flexible working and managing career breaks

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

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

Explain what support the institution offers to staff before they go on maternity and adoption leave.

NUI Galway provides 26/24 weeks paid maternity/adoptive leave with an optional further 16 weeks of unpaid leave. Statutory benefit is enhanced to provide full pay to all staff regardless of length of service or contract type. Staff are entitled to paid leave for antenatal appointments/classes and pre-adoptive appointments.

Academic units receive budgets to provide for academic teaching vacancies (€10,000 per semester for Lecturer Type B, €20,000 per semester for Lecturer Type A). Full cover (1:1) is provided for PMSS staff on leave. Cover for research posts depends on funder rules. Where a funder does not cover backfill cover/project extension, the Research Office uses an overhead funds account to backfill maternity leave of staff funded from research overhead-bearing accounts.

‘Managing Inclusively’ workshops designed to equip managers to support and manage employees with caring responsibilities, manage leave approval fairly and consistently and support transitions back to work have been offered since 2018. However feedback from the staff consultation Town Hall meetings indicates that consistently applied WAMs and a transparent remote working policy would enhance flexible working and managing career breaks. **Actions 4.4, 4.5, 4.6**

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

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

Since 2017, mothers returning from maternity leave are invited to attend a dedicated ‘Ramp Up’ workshop, offered bi-annually. The programme has been evaluated 100% positively by participants via workshop training evaluation and the 2021 pulse survey.

“Ramp up training was lovely. Really great especially for a first time parent.”

From May 2017 until COVID-19 campus closure, Dr Rachel Hilliard, UWN & Dr Anne Fallon, SNM facilitated a monthly breastfeeding support group for staff and students with financial support from the OVPED.

On campus family-friendly facilities including 4 nursing rooms and 5 changing facilities are detailed on a Family-Friendly Campus Map.

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

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

The OVPED has established 2 grants to support academic staff re-engage with their research upon returning from long-term carer's leave.

1. Research Grants for Returning Academic Carers (RGRAC) – Sept 2016
2. Athena SWAN Mid-Career Lecturer Research Capacity Building Grants (ASCB) – June 2017

The RGRAC provides up to €10,000 to support all academic grades to re-engage with their research upon returning from long-term leave. As of August 2020, 21 staff have availed of this non-competitive grant. All staff who apply and meet the basic criteria of being research active prior to taking leave are awarded the grant.

The ASCB has supported 33 academics who took an extended period of leave connected with caring with a grant of €5,000. The grant is intended to help mitigate the impact of extended leave on research activities. In 2020/21, eligibility was extended to PDR/RF.

Effectiveness of both grants was evaluated in 2018. Many beneficiaries reported an increase in productivity, with some expressing a reduction in stress levels. 74% of all respondents considered the grant 'important' or 'very important' to their career goals. 100% respondents would recommend the grant to other colleagues. **Action 3.1**

PGR students may take maternity related leave. Their participation in their research programme is suspended and fees are not applicable. Some externally funded PGR students (e.g. SFI) receive funding for the equivalent duration of the statutory paid entitlement period, this results in inequalities in the treatment of PGRs depending on the source of their funding. **Action 4.11**

Feedback during the Town Hall meetings acknowledged that the supports offered were very helpful but suggested that there was a lack of knowledge/awareness of how to access or avail of these. **Action 4.12**

“I found it very difficult to find the form for maternity leave and the Returner’s grant, I wasn’t told anything about it until I went on my second maternity leave so I missed out there. No one told me. I didn’t know.”

“There needs to be more visibility on types of caring leave available to staff. It’s the not knowing, and the line manager doesn’t know either. The line manager should be educated on what is available.”

(iv) Maternity return rate

Provide data and comment on the maternity return rate in the institution. Data and commentary on staff whose contracts are not renewed while on maternity leave should be included in this section.

**Table 5.15: Uptake of Maternity Leave All Staff (2017/18 - 2019/20)**

| Year           | Category         | Maternity leaves | Returned<br>(from total leaves) | Return Rate |
|----------------|------------------|------------------|---------------------------------|-------------|
| <b>2017/18</b> | Academic         | 16               | 16                              | 100%        |
|                | Research         | 22               | 22                              | 100%        |
|                | PMSS             | 19               | 18                              | 95%         |
| <b>2018/19</b> | Academic         | 10               | 8                               | 80%         |
|                | Research         | 20               | 19                              | 95%         |
|                | PMSS             | 9                | 9                               | 100%        |
| <b>2019/20</b> | Academic         | 13               | 13                              | 100%        |
|                | Research         | 23               | 21                              | 91%         |
|                | PMSS             | 26               | 26                              | 100%        |
| <b>TOTAL</b>   | <b>All Staff</b> | <b>158</b>       | <b>152</b>                      | <b>99%</b>  |

Return rates for maternity leave is high across staff categories across the data collection period.

(v) Paternity, adoption, and parental leave uptake

Provide data and comment on the uptake of these types of leave by gender and grade for the whole institution. Provide details on the institution’s paternity package and arrangements.

The University provides 2 consecutive weeks paid paternity leave and enhances the statutory benefit to maintain full pay for staff during leave, since September 2016. 82% male respondents to the 2021 culture survey reported being aware of the paternity leave scheme. The uptake of paternity leave by male academics has seen an encouraging increase since the 2 weeks paid leave was introduced.

**Table 5.16: Paternity Leave Uptake**

| Staff Type   | 2017/18   | 2018/19   | 2019/20   |
|--------------|-----------|-----------|-----------|
|              | M         | M         | M         |
| Academic     | 2         | 4         | 7         |
| Research     | 10        | 6         | 4         |
| PMSS         | 9         | 7         | 7         |
| <b>TOTAL</b> | <b>21</b> | <b>17</b> | <b>18</b> |

Women are far more likely to avail of parental leave (Table 5.17). As per our 2017 submission, PMSS staff are most likely to avail of PL. This may be explained by the age profile of PMSS staff, and academic staff having more flexibility. Responses to the 2021 culture survey indicates a high level of awareness of the parental leave scheme 89% of respondents (90%F/87%M).

**Table 5.17: Uptake of Parental Leave All Staff**

| Staff Type   | 2017/18   |            |            | 2018/19   |            |            | 2019/20   |            |            |
|--------------|-----------|------------|------------|-----------|------------|------------|-----------|------------|------------|
|              | M         | F          | %          | M         | F          | %          | M         | F          | %          |
| Academic     | 0         | 14         | 100%       | 1         | 10         | 91%        | 2         | 13         | 97%        |
| Research     | 2         | 9          | 82%        | 0         | 10         | 100%       | 2         | 7          | 78%        |
| PMSS         | 10        | 112        | 92%        | 11        | 101        | 90%        | 8         | 90         | 92%        |
| <b>TOTAL</b> | <b>12</b> | <b>135</b> | <b>92%</b> | <b>12</b> | <b>121</b> | <b>91%</b> | <b>12</b> | <b>110</b> | <b>90%</b> |

Parent's Leave was introduced in Ireland in 2019 and enhanced in April 2021. HR has revised the Parent's Leave policy accordingly and advertised this leave to all staff by email. Data on the uptake of this leave is not available yet as the entitlement is so recent.

(vi) Flexible working

[Provide information on the flexible working arrangements available.](#)

A variety of leave schemes exist to support staff balance work and home lives, with varying levels of awareness reported in the 2021 culture survey (Table 5.18). The availability of these schemes is communicated to staff at induction, via the HR and OVPED websites and actively promoted in HR Roadshows each semester. Staff show more awareness of the applicable equality and leave policies than in the 2018 survey (62% overall).

**Table 5.18: All Staff - Which of the following policies/schemes are you aware of<sup>6</sup>?**

| Policy/Scheme  | Awareness        |
|--|------------------|
| Unpaid Leave of absence for Academic Staff                 | 61% (72%M /53%F) |
| Part-time Working  | 73% (69%M /74%F) |
| Special Unpaid Leave under the Shorter Working Year Scheme | 75% (67%M /80%F) |
| Meetings During Core Hours Policy                          | 67% (65%M /67%F) |
| Carer's Leave  | 62% (56%M /63%F) |

Overall, the majority of respondents to the 2021 culture survey (70%) felt their line manager was supportive of flexible working (part-time working, parental leave, job-share arrangements) showing an increase from 62% agreement in 2018. Men were more likely to agree (75%) than women (69%). 90% of respondents to the Covid-19 pulse survey expressed an interest in working remotely after the crisis is over. **Action 4.6**

There were mixed views in the qualitative responses to “how would you describe your transition to flexible working? Did you receive support during leave?.”

Some staff reported that a reduction in hours/pay did not always result in reduced workload, whereas others expressed a perception that this would be the case and consequently did not apply for flexible working. Similarly, 20% of respondents to the 2018 culture survey cited a lack of organisational support for workload management as a barrier to taking leave/part-time working. A further 11% perceived that there would be a negative impact on their career.

#### **Actions 4.5, 4.6, 4.8, 4.13**

“Part-time working would have suited me while child-rearing and looking after elderly parents. However, without a clear workload model, and lack of oversight of the detailed requirements of my job, I feel this would not in effect be a part-time role, but would still have the expectations of full-time work.”

Informal flexible working exists in practice in Schools/Colleges and to a lesser extent in administration units. More women (16%) reported having sought an informal flexible working arrangement in the last 3 years (e.g. adjustments to teaching or meeting times) than men (7%).

<sup>6</sup> Where a policy is applicable to a specific staff category, only the responses for that category are listed in the table.

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

Outline what policy and practice exists to support and enable staff who work part-time to transition back to full-time roles when childcare/dependent or caring responsibilities reduce.

There is no formal University policy on transitioning from a part-time to a full-time role. The part-time working scheme (PMSS/Research) and Job-Share scheme (Academic) allow staff members to reduce their hours temporarily, and then to return to their full-time contracts or extend the part-time hours permanently. **Action 4.14**

(viii) Childcare

Describe the institution's childcare provision and how the support available is communicated to staff. Comment on uptake and how any shortfalls in provision will be addressed.

NUI Galway has a campus-based crèche operated on a commercial basis by a third-party provider since 1999. It has 119 full-time places of which 30% are reserved for the children of students. A financial aid fund is in place for student parents.



Prior to COVID-19 restrictions parents of primary school children could avail of activity camps during school holidays at reduced rates in the onsite gym/leisure centre. It is anticipated that these will resume when restrictions permit.

(ix) Caring responsibilities

Describe the policies and practice in place to support staff with caring responsibilities and how the support available is proactively communicated to all staff.

NUI Galway has several policies and schemes to support the needs of carers including flexible working, parental, force majeure leave, career break and carers leave. All staff (and their partners and dependents) have access to Employee Assistance Service (EAS), a free independent and professional

counselling service which covers numerous topics including elder care support and parent coaching.

COVID-19 has presented extraordinary challenges for staff members with caring responsibilities. In the COVID-19 survey (June 2020), more female academics (47%) ranked caring responsibilities as their top challenge when compared to men (31%). **Action 4.9, 4.10**

“It is documented during Covid that female research publications has plummeted as they are again taking on a lot of extra caring roles. Perhaps some additional supports...for persons who have the most caring responsibilities.”

1348 words

## 5.6. Organisation and culture

### (i) Culture

Demonstrate how the institution actively considers gender equality and inclusivity. Provide details of how the charter principles have been, and will continue to be, embedded into the culture and workings of the institution and how good practice is identified and shared across the institution.

NUI Galway has well-established and robust governance structures in place to provide clear and consistent leadership, responsibility, accountability and oversight of gender equality and diversity (ref. 2(i)).

An external advisory group (EAG) provides external expertise, guidance, and assurance on progressing gender equality via an annual visit and report to UMT and GA. Members of the EAG 2017-2021 (Fig. 5.4 from left to right) include:

Professor Jane Grimson, TCD, Professor Tomas Brage, Lund University, Professor Lesley Yellowlees, University of Edinburgh, Professor Paul Walton, University of York, Professor Penny Andrews, NY Law School.



**Figure 5.4: Members of the EAG**



We are committed to developing progressive policies and practices to build an inclusive culture and remove barriers to equality and diversity. For example we will tackle any overt or covert racism on campus, and in a first for the Irish HE sector we led the development and launch of a new Domestic Violence Leave Policy in recognition of the prevalence of domestic violence and the impact it may have on our staff. We also wish to support colleagues through parenting challenges, the COVID pandemic and those who experience challenges during menopause. **Actions 4.1, 4.4, 4.6, 4.7, 4.9, 4.10**

An Active Bystander training programme co-funded by the OVPED has been rolled out across colleges with each Vice Dean EDI taking a lead in their respective Colleges. To-date CMNHS, CSE and CBPPL have hosted sessions to empower and upskill staff to safely intervene and challenge poor behaviours, and bring about cultural change by building a safe and supportive community. Staff Consultation at Town Hall Meetings suggest that there is racism experienced in NUI Galway – but we really do not have good data to evidence this. **Action 4.1**

The OVPED supports 3 staff networks: UWN, LGBT+ and ISN to empower these groups, create peer support for progression and consultation.

- (ii) HR policies : Describe how the institution monitors the consistency in application of its HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Include a description of the steps taken to ensure staff with management responsibilities are up to date with their HR knowledge.

HR operate a suite of policies and procedures to set standards of behaviour and address complaints in relation to bullying, harassment, grievance, and disciplinary processes. The OVPED manages the Equal Opportunities Policy and Grievance procedure.

Policies and procedures are reviewed regularly in consultation with management, staff representative groups and unions (Table 5.19).

**Table 5.19: HR Policies**

| Policy  | Revision Date | I am aware of HR policies on: |        |
|---|---------------|-------------------------------|--------|
|   |               | Male                          | Female |
| Harassment and Sexual Harassment Policy for Staff | 2020          | 78%                           | 73%    |
| Staff Anti-Bullying Policy                        | 2019          | 86%                           | 86%    |
| Equal Opportunities Policy & Grievance Procedure  | 2018          | 93%                           | 91%    |
| Academic Disciplinary Procedure                   | 2015          | 74%                           | 66%    |
| Code of Conduct for Staff                         |               |                               |        |
| Grievance Procedure                               | 2015          | 67%                           | 68%    |

Men and women reported high levels of awareness of these policies in the 2021 culture survey (Table 5.19). The vast majority of respondents (80%) agreed that they think there are differences between policy and practice in the workplace (71%M;83%F). **Action 4.8**

(iii) Proportion of heads of school/faculty/department by gender

Comment on the main concerns and achievements across the whole institution and any differences between STEMM and AHSSBL departments.

There are 4 Executive Deans of College (3M; 1F), Dean of Graduate Studies (M), Dean of Students (F).

Vacancies for Executive Deans are advertised externally and filled via recruitment competitions.

Heads of School are mostly recruited internally from within the school academic cohort. Overall, HoS are 60% men and 40% women (Table 5.20). This ratio is relatively unchanged since 2014 (AS application 2017). 80% of HoS are Professors (7F; 9M).

The % female HoS is disproportionately lower than the gender profile of senior academic women in CASSCS, CBPPL and CSE. Conversely, all HoS in CMNHS are women. **Action 3.2**

**Table 5.20: Heads of School by gender (2021)**

| College        |           | Male | Female | % Men | % Female | % M:F Senior Academic <sup>7</sup> |
|----------------|-----------|------|--------|-------|----------|------------------------------------|
| <b>CASSCS:</b> | 8 Schools | 6    | 2      | 75%   | 25%      | 63%: 37%                           |
| <b>CBPPL:</b>  | 3 Schools | 2    | 1      | 67%   | 33%      | 57%: 42%                           |
| <b>CMNHS:</b>  | 3 Schools | 0    | 3      | 0     | 100%     | 62.5%: 37.5%                       |
| <b>CSE:</b>    | 6 Schools | 4    | 2      | 67%   | 33%      | 80%: 20%                           |

(iv) Representation of men and women on senior management committees

Provide data by gender, staff type and grade and comment on what the institution is doing to address any gender imbalance.

It is established policy and practice that all committees, working groups, boards and panels at all levels from UMT to School committee, support services committees and Central services management committee comprise a min. 40% men and women.

<sup>7</sup> Senior Academic Grade = SL, PP and EP

**Table 5.21: Composition of Major Committees 2020/21**

| <b>Committee Membership 2020/21</b>                           | <b>% Male</b> | <b>% Female</b> | <b>Chair</b> |
|---|---------------|-----------------|--------------|
| <b>Údarás na hOllscoile - Governing Authority</b>             | 62.5%         | 37.5%           | Female       |
| <b>UMT</b>  | 53%           | 47%             | Male         |
| <b>Academic Council</b>                                       | 56%           | 44%             | Male         |
| <b>Finance &amp; Resource (GA sub-committee)</b>              | 70%           | 30%             | Male         |
| <b>Standing &amp; Strategic Planning (GA sub-committee)</b>   | 67%           | 33%             | Female       |
| <b>Equality, Diversity &amp; Inclusion (GA sub-committee)</b> | 56%           | 44%             | Female       |
| <b>Support Services Directors Forum</b>                       | 44%           | 56%             | Male         |
| <b>Academic Management Team</b>                               | 33%           | 67%             | Female       |
| <b>Research Committee</b>                                     | 47%           | 53%             | Male         |
| <b>Teaching &amp; Learning</b>                                | 41%           | 59%             | Male         |
| <b>Academic Promotions Committee</b>                          | 50%           | 50%             | Male         |
| <b>Graduate Studies Board</b>                                 | 50%           | 50%             | Male         |

The OVPED conducts an annual audit of the gender composition of committees and Chairs. The 2020/21 audit included **134** committees (Governing Authority and 3 sub-committees, UMT, 17 central committees, and 112 College/School level committees). Key findings show that majority of central committees comprise min. 40% men and women (Table 5.21). 77% of these central committees were chaired by men.

The GA sub-committees are currently being constituted with a new 4-year term of office for the GA commencing in February 2021.

The ODPR and OSGAA proactively consider gender balance when vacancies arise on central management committees.

52% of 112 Academic College/School Committees comprise min. 40% men and women. 69% comprise  $\geq$  min. 31% men and women.

Derogations were discussed and agreed with several Colleges/Schools (CMNHS, SoE, and SCS) where women/men are under-represented. Targets were agreed to ensure the gender balance of committees at least reflects the gender profile within the school.

**(v) Representation of men and women on influential institution committees**

Provide data by committee, gender, staff type and grade and comment on how committee members are identified, whether any consideration is given to gender equality in the selection of representatives and what the institution is doing to address any gender imbalances.

See above 5.5(iv)

**(vi) Committee workload**

Comment on how the issue of 'committee overload' is addressed where there are small numbers of men or women and how role rotation is considered.

The potential for committee overload is most likely to arise in Colleges/Schools where men or women are under-represented. As described above, derogations were discussed and agreed with Colleges/Schools (CMNHS, SoE, and SCS) where women/men are under-represented.

Targets were agreed to ensure the gender balance of committees at least reflects the gender profile within the school in order to ensure women or men are not overloaded with committee work.

The evolving implementation of consistent and transparent WAMS needs to ensure membership of, and contribution to committee work is properly reflected in the academic workload distribution model (Ref: 5.6(vi)) and is manageable within the 20% allocation of time for contribution for academics.

#### **Action 4.5**

##### **(vii) Institutional policies, practices and procedures**

Describe how gender equality is considered in development, implementation and review. How is positive and/or negative impact of existing and future policies determined and acted upon?

An Equality Impact Assessment (EIA) process have been introduced for (i) the development of all new policies and (ii) the revision of all existing policies as part of the normal policy review cycle. The EIA is designed to identify where a policy is promoting EDI and identify where it could be potentially discriminatory. During the pilot phase the OVPED assessed 15 policies. In June 2020, the GA approved the mainstreaming of the EIA process. Training was provided to heads of school/units in 2020.

##### **(viii) Workload model**

Describe any workload allocation model in place and what it includes. Comment on whether the model is monitored for gender bias and whether it is taken into account at appraisal/development review and in promotion criteria. Comment on the rotation of responsibilities and if staff consider the model to be transparent and fair.

Underpinning principles and guidance for Academic Workload Allocation/Distribution Models were approved in 2018 to aid academic planning and management and achieve transparency and equity in the distribution of academic work. It is expected that workload distribution for academic staff adheres to the agreed framework of principles while recognising school/disciplinary level differences.

While work is underway to map school level WAMs to these underpinning principles, implementation across schools is at different stages.

In the absence of a formal development review process, WAMs provide an opportunity to discuss workload on an annual basis. WAMs will form part of

formal development review process and feed into promotion processes in future. However, there is still significant work to be done to integrate these processes and ensure consistency across the institution. **Action 4.5**

COVID-19 has impacted workload and practices for all staff. The pivot to on-line teaching has resulted in a significant increase in workload for academic staff. Responses to the COVID-19 Remote Working Survey of Staff (2020) indicate gender differences in how staff rated their productivity in some aspects of work, compared to normal (Table 5.22). **Action 4.9 & 4.10**

**Table 5.22: Academic - Compared to normal, my productivity in the following aspects of work while working remotely is:**

|                                       | Higher by >20% | Higher by between 1% and 20% | About the same | Lower by between 1% and 20% | Lower by >20% | Not applicable |
|---------------------------------------|----------------|------------------------------|----------------|-----------------------------|---------------|----------------|
| <b>Research Activity (in general)</b> |                |                              |                |                             |               |                |
| Male                                  | 8%             | 13%                          | 26%            | 17%                         | 34%           | 2%             |
| Female                                | 8%             | 12%                          | 25%            | 17%                         | 29%           | 8%             |
| <b>Laboratory Activity</b>            |                |                              |                |                             |               |                |
| Male                                  | 0              | 0                            | 2%             | 1%                          | 33%           | 64%            |
| Female                                | 0              | 0                            | 2%             | 1%                          | 16%           | 80%            |
| <b>Grant application activity</b>     |                |                              |                |                             |               |                |
| Male                                  | 3%             | 8%                           | 40%            | 11%                         | 18%           | 20%            |
| Female                                | 3%             | 8%                           | 29%            | 8%                          | 17%           | 36%            |
| <b>Research Team Activity</b>         |                |                              |                |                             |               |                |
| Male                                  | 2%             | 6%                           | 30%            | 22%                         | 23%           | 17%            |
| Female                                | 3%             | 12%                          | 22%            | 17%                         | 17%           | 28%            |
| <b>Writing Papers</b>                 |                |                              |                |                             |               |                |
| Male                                  | 10%            | 16%                          | 35%            | 14%                         | 21%           | 4%             |
| Female                                | 9%             | 14%                          | 25%            | 16%                         | 24%           | 11%            |
| <b>Reviewer Activity</b>              |                |                              |                |                             |               |                |
| Male                                  | 4%             | 18%                          | 45%            | 8%                          | 12%           | 13%            |
| Female                                | 5%             | 12%                          | 36%            | 9%                          | 15%           | 23%            |
| <b>Teaching</b>                       |                |                              |                |                             |               |                |
| Male                                  | 8%             | 20%                          | 38%            | 16%                         | 13%           | 5%             |
| Female                                | 18%            | 16%                          | 35%            | 14%                         | 7%            | 9%             |
| <b>Assessment</b>                     |                |                              |                |                             |               |                |
| Male                                  | 13%            | 18%                          | 46%            | 11%                         | 9%            | 4%             |
| Female                                | 19%            | 18%                          | 41%            | 10%                         | 4%            | 9%             |
| <b>Contribution</b>                   |                |                              |                |                             |               |                |
| Male                                  | 9%             | 15%                          | 45%            | 15%                         | 12%           | 2%             |
| Female                                | 18%            | 17%                          | 41%            | 11%                         | 7%            | 6%             |
| <b>Administration</b>                 |                |                              |                |                             |               |                |
| Male                                  | 20%            | 20%                          | 37%            | 15%                         | 7%            | 2%             |
| Female                                | 30%            | 22%                          | 34%            | 6%                          | 3%            | 4%             |
| <b>Meetings</b>                       |                |                              |                |                             |               |                |
| Male                                  | 24%            | 21%                          | 35%            | 14%                         | 6%            | 0              |
| Female                                | 32%            | 27%                          | 30%            | 7%                          | 3%            | 1%             |
| <b>Overall workload</b>               |                |                              |                |                             |               |                |
| Male                                  | 20%            | 31%                          | 28%            | 13%                         | 7%            | 1%             |
| Female                                | 31%            | 36%                          | 23%            | 6%                          | 3%            | 1%             |

Qualitative responses reflect concerns with workload across several areas and the negative impact of COVID-19 on staff capability to manage their workload. **Action 4.10**

(ix) Timing of institution meetings and social gatherings

Describe the consideration given to those with caring responsibilities and part-time staff around the timing of meetings and social gatherings.

Since 2016, the University operates a “Meetings During Core Hours” policy which aims to support staff achieve an effective balance between work and life outside the university. Meetings must be held between the core hours of 10.00 and 16.00. This aims to facilitate those in caring roles, such as parents dropping children to school/childcare. Other events such as seminars are encouraged to be held between these core working hours.

(x) Visibility of role models

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

NUI Galway actively considers gender representation and the visibility of women in all university events and in the design of publicity materials. Events for International Women’s Day (IWD) and the AS Women in Leadership seminar series (AS 2017: 2.3) showcase the contributions of women over the past 5 years including the intersection with other factors; race, disability, age, and sexual orientation (Fig. 5.5, 5.6 and Tables 5.23, 5.24).



**Figure 5.5:** Justice Leona Theron speaks at the 2<sup>nd</sup> annual Sheehy Skeffington Distinguished Lecture series, hosted by the UWN





Figure 5.6: International Women's Week Programme March 2021.



**Table 5.23: Events at NUI Galway**

|   | Speaker(s)   | Host  | Year  |
|---|--|---|---|
| <b>Queer Women in Higher Education</b>  | Panel Discussion   | LGBT+ Staff Network                                 | 2019  |
| <b>Women on Supreme Courts</b>  | Justice Leona Theron   | School of Law                                       | 2019  |
| <b>NUI Galway Women in Innovation: Changing Perceptions and Inspiring Growth in Medtech</b>           | Panel  | InnovateHER Medtech                                 | 2019  |
| <b>First Steps to Success - Owning your Worth and Planning the Game Strategy</b>                      | Sonya Lennon and Dress for Success   | OVPED   | 2019  |
| <b>Excellence in higher education through gender equality: a personal and professional reflection</b> | Dr Máire Geoghegan-Quinn   | UWN   | IWD 2018  |
| <b>Daughter of the Dagda Art Exhibition</b>   | Opened by: Dr Máire Geoghegan-Quinn  | School of Medicine                                  | IWD 2018  |
| <b>The Promotion Project – Impact &amp; Successes</b>   | Rector Curt Rice   | OVPED   | 2018  |
| <b>Women Leaders: Insights and Opportunities</b>  | IWF Panel: Margaret Sweeney, Col. Maureen O'Brien, Fiona Tierney, Marian Corcoran. | OVPED   | 2018  |
| <b>Leading a University Through Times of Significant Change</b>                                       | Professor Kristin Ingólfssdóttir, first female Rector, University of Iceland       | OVPED and AS SAT                                    | Inaugural NUI Galway Athena SWAN Women in Leadership Seminar 2017 |
| <b>The Necessity of Advocacy</b>  | Dr Mary Robinson   | Irish Centre for Human Rights and the School of Law | 2017  |



**Figure 5.7: Women in Leadership Seminar**

**Table 5.24: Athena SWAN Women in Leadership Seminar Series**

| Event  | Keynote/Speakers   | Date |
|--|--|------|
| <b>Women in Leadership</b>                                       | Dr Orla Flynn, President GMIT<br>Ms Caroline Loughnane, Academic Secretary<br>Prof Carmel Malone, Head of SoM<br>Prof Laoise McNamara, Professor of Biomedical Engineering | 2020 |
| <b>Diversity and Inclusion: A corporate and personal journey</b> | Ms Mairéad Nayager, HR Director Diagio   | 2019 |
| <b>From Making Decisions to Decision-Making</b>                  | Prof Anne Du Paepa, first female Rector University of Ghent  | 2018 |
| <b>Leading a University Through Times of Significant Change</b>  | Professor Kristin Ingólfssdóttir, first female Rector, University of Iceland   | 2017 |

(xi) Outreach activities

Provide data on the staff involved in outreach and engagement activities by gender and grade. How is staff contribution to outreach and engagement activities formally recognised? Comment on the participant uptake of these activities by school type and gender.

Open Days for UG and PG courses are organised centrally. Each School organises a wide range of outreach activities annually e.g. ‘Under the Microscope’, a primary school microscopy outreach pilot programme; events during Engineer’s Week for primary school pupils; NUI Galway Youth Academy; the Community Knowledge Initiative; ALIVE; and the ‘Get Fit & Stay Fit’ initiative organised by the SoPsy. NUI Galway is actively involved in the Galway Science and Technology Festival.

The CMNHS has a Vice-Deans for Civic Engagement and the CSE has a Vice-Dean for Student Recruitment & Public Engagement which have a remit covering widening participation, outreach and all community engagement within the Colleges. Outreach is recognised by the President’s awards for Societal Impact (7M, 6F individual awardees since 2017). **Action 4.5**



Figure. 5.8: “Get Fit & Stay Fit” initiative as part of the START competition 2019 award ceremony workshop for primary school children.



Figure. 5.9: Challenging Discrimination - Misleor: Festival of Nomadic Cultures, 2020.



Figure.5.10: 'Uni 4 U', a primary schools initiative aimed at increasing participation, diversity and equality of opportunity in third level education organised by the Access Office at NUI Galway in 2018.

## (xii) Leadership

Describe the steps that will be taken by the institution to encourage departments to apply for the Athena SWAN awards.

Annual planning meetings with the OVPED, Deans and Vice-Deans EDI include scheduling of AS applications. **Action 1.2 - 1.6**

A new AS Project Manager post will be created to provide greater central support and streamline access to information and data for schools/colleges.

### **Action 1.6.**

The ISAT will continue to provide critical readers for draft school submissions.

### **Action 1.5, 1.6**

SAT members are encouraged to participate on AS panels to build capacity and experience.

Contribution to AS activity and assessments will be explicitly recognised in WAMs and the ‘contribution’ element for academic promotion. **Action 4.5**

1650 words

## 6. SUPPORTING TRANS PEOPLE

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

### (i) Current policy and practice

Provide details of the policies and practices in place to ensure that staff are not discriminated against on the basis of being trans, including tackling inappropriate and/or negative attitudes.

The Gender Identity and Gender Expression Policy was developed by the OVPED in consultation with key stakeholders including a representative group of transgender students, Students Union Welfare Officer, LGBT+ Staff Network, Trade Unions, and staff representatives.

This policy provides advice and guidance to support transgender, intersex and non-binary members of the NUI Galway community and details our framework for supporting gender transition for staff and students including formal and informal changing of personal records.



Figure 6.1: NUI Galway LGBT+ Ally Programme

The LGBT+ Ally programme led by the LGBT+ Staff Network promotes a safe and inclusive environment for staff and students of all sexual identities and genders. TENI have provided training to Ally members. **Action 4.15**

### (ii) Monitoring

Provide details of how the institution monitors the positive and/or negative impact of these policies and procedures, and acts on any findings.

To-date <10 students have formally changed their gender and name on university records and this process is working efficiently. The informal process is less successful due to the limitations of the student record system which as the 'authorative source' of data feeds into class lists, and Blackboard. Consequently, changes are managed at a local level, and this can result in mis-gendering and misnaming. **Action 4.16**

(iii) Further work

Provide details of further initiatives that have been identified as necessary to ensure trans people do not experience unfair treatment at the institution.

NUI Galway is collaborating with RCSI (lead), CIT and TENI 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.

191 words

## 7. FURTHER INFORMATION

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

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



Figure 6.2: Universities of Sanctuary

NUI Galway is proud to have been designated University of Sanctuary (UoS) status in 2019. This underpins our commitment to challenging inequitable access to third-level education, particularly for Irish Travellers, asylum seekers, refugees, and other vulnerable migrant groups. It also enables us to begin to address aspects of intersectional disadvantage. Our Schools of Sanctuary initiatives signify our commitment to expanding that same ethos to the Galway community and ensuring that Galway becomes a City of Sanctuary over the coming years. 80 words



**Figure 6.3: NUI Galway Schools of Sanctuary**

## **8. ACTION PLAN**

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

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

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

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



## LANDSCAPE PAGE



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### NUI Galway Athena SWAN Action Plan 2021-2025

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

| 1. Embedding Athena SWAN and Gender Equality in NUI Galway |  |  |   |   |  |   |
|--|--|--|---|---|--|---|
| No.  | Objective  | Action to date/rationale for objective   | Planned Actions   | Person/Group Responsible  | Measure(s) of Success  | Timeframe   |
| 1.1  | 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>Strenuous efforts, such as targeted outreach and recruitment drives, have been taken since our 2017 application to increase the number of women registering for Engineering and Science programmes: Female UGs now represent 38% of student cohort in recently merged CSE, compared with 34% for CoS and CoEI in 2017.</p> <p>Male UG students in Health Sciences is 15%,</p> | <p>Develop an overarching institutional student recruitment strategy with specific actions at college level to improve UG student gender representation. Actions will include planned school visits to girls/mixed schools, events with career guidance students targeting Junior Cert students to promote maths,</p> | VP Engagement with Student Recruitment Officer, Vice Dean EDI CSE and CMNHS, Vice Deans Student Recruitment and Public Engagement CSE | <p>Increase the proportion of female undergraduate students in CSE, including MSAP, SCS &amp; SoE. Target 42% female UG in CSE by September 2025</p> <p>Increased representation of male UG in Health Sciences to 20% and Nursing &amp; Midwifery to 12%</p> | Strategy agreed by Q2 2022 in advance of student recruitment drive for intake to AY 2023/24 and implemented annually thereafter |



|     |   |   |   |                                 |   |   |
|-----|---|---|---|---------------------------------|---|---|
|     |   | male UG students in Nursing & Midwifery is 7%. Target increase for Health Sciences: 20%.<br><b>Sections 2(iv) and 5.6(xii) of AS application</b>  | 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. |                                 |   |   |
| 1.2 | It has been an onerous process on the SAT and School SATs to get staff data, in particular the manual preparation of recruitment reports. | The OVPED has developed an AS reporting tool in the University CoreBI. However, there are discrepancies linked to structural/hierarchy issues in the CoreHR database, so effectiveness has been limited. <b>Sections 3.vii and 5.6(xii) of AS application</b> | 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.  | ISS Director, COO & HR Director | All schools provided with an AS specific suite of annual staff reports which can be used directly in AS applications, and for monitoring the impact of actions. | Q3 2022   |
|     |   |   | HEO will specify precise report requirements.   | HEO                             |   | Q1 2022 following finalisation of AS Ireland consultation process |

|     |  |   |  |                                |  |                  |
|-----|--|---|--|--------------------------------|--|------------------|
| 1.3 | Increase staff engagement with Athena SWAN consultation processes at an institutional level. | <p>School level survey response rates are much higher than central rates indicating high levels of engagement at school level. Develop more coherent survey mechanism at institutional level to a) leverage this engagement to feed into central consultation processes and b) streamline survey processes for schools.</p> <p>Institute a central survey system at an institutional level to feed into both the institutional and school level consultation processes (similar to the National Student survey). The central survey will include a bank of standard questions and each school will be able to add disciplinary specific questions.<br/><b>Section 3(vii) and 5.6(xii) AS Application.</b></p> | Identify appropriate survey system (e.g. Banner 9, Ellucian).          | Institutional Research Officer | Increased response rate to institutional culture consultation processes.   | Q3 2022          |
|     |  |   | Agree bank of survey questions in consultation with school SAT Chairs. | AS Project Manager             | Target:<br>(a) min. 50% staff response to AS Culture Survey each year from 2023 (Baseline 25% in 2017, 21% in 2021) and  | Q4 2022          |
|     |  |   | Deploy central survey.   | AS Project Manager             | <p>(b) min. 40% response to Research staff 'Pulse' Survey each year from 2023 (Baseline of 33% in 2021).</p> <p>Enable benchmarking across schools and institution from 2023</p> | Q1 2023 and 2025 |

|     |   |   |  |          |  |                        |
|-----|---|---|--|----------|--|------------------------|
| 1.4 | Data gathering is an important component to identifying inequality, initiating activity and evaluating progress. Comprehensive diversity data will enable NUI Galway to consider the intersectionality of gender with other elements of identity. | <p>NUI Galway initiated a project to gather diversity data on all 9 grounds via the Core Employee Self Service function on CoreHR.</p> <p>The function was finalised in semester 1 AY 2020/21 and a campaign to encourage staff to input their diversity characteristics launched in Jan 2021. To-date approx. 1/3 staff (n=800) have input some information on their personal characteristics.</p> <p>We aim to build trust and encourage more staff to input their personal diversity characteristics with regular updates and reminders. <b>Sections 3(vii), 4.1(i) and 5.6(xii)</b></p> | <p>OVPED communicate to all staff the proportion of staff who have provided their diversity data.</p> <p>Share findings on the diversity profile of the staff.</p> | VPED/HEO | <p>Increased engagement with effort to establish staff diversity profile.</p> <p>Target increased proportion of staff that provide diversity data to 40% by end 2021</p> <p>50% by end 2022</p> <p>60% by end 2023</p> <p>70% by end 2024</p> <p>80% by end 2025</p> <p>(Baseline is 33%).</p> | June 2021              |
|     |   |   | VPED will provide update at academic council, SSDF meetings.   | VPED     | <p>Data will establish reliable evidence base to inform future activities, policies and practice and enable reporting</p>  | From June 2021 onwards |

|            |                             |   |   |                                      |   |                             |
|------------|-----------------------------|---|---|--------------------------------------|---|-----------------------------|
|            |                             |   | Vice Deans EDI co-ordinate reminder communications from HoS on bi-annual basis.   | Vice Deans EDI & HoS                 | to HEA and AS on gender identity, ethnicity as currently required and additional characteristics in the future. | From September 2021 onwards |
|            |                             |   | Formally request staff networks to highlight the importance of gathering comprehensive data and promote engagement among members. | Chair EDICC and Staff Network Chairs |   | From October 2021 onwards   |
| <b>1.5</b> | Plan for future of the ISAT | Co-Chair Prof. Anne Scott will retire in June 2021.<br><br>Many members of current ISAT have been in place since 2017.<br><br><b>Section 3(viii)</b><br><br><b>Section 5.6(xii)</b> | Co-Chairs will lead the process of appointing a new female Co-Chair for period 2021-2025.   | Co-Chairs ISAT                       | Provide continuity in Chair roles for SAT   | June 2021                   |
|            |                             |   | Reconfigure ISAT to operate with fewer members as Steering Group to oversee   | Co-Chairs ISAT                       |   | ISAT June meeting 2021      |

|     |  |  |  |                        |   |  |
|-----|--|--|--|------------------------|---|--|
|     |  |  | implementation of the action plan.   |                        |   |  |
|     |  |  | A call for new ISAT will issue in 2023 to plan assessment for 2025 silver application. | HEO/AS Project Manager | Rotate ISAT membership and provide opportunities for staff members to get involved with AS work at institutional level building greater capacity across the university                          | Q4 2023  |
| 1.6 | Continue to support the integration of Athena SWAN principles and support, in a practical way, Schools to apply for AS awards, and to implement their Action Plans | <p>The HEO and Equality Manager provided central support to STEMM schools, SBE and Psychology to establish SATS, access data, link to resources, attended early SAT meetings. The Equality Manager post is vacant since Jan 2020.</p> <p><b>Section 5.6(xii)</b></p> | Appoint AS Project Manager   | VPED & HEO             | <p>Outstanding STEMM schools (SHS, Engineering and Computer Science) will submit applications.</p> <p>AHSSBL Schools will establish SATs, and plan for assessment and submission for awards</p> | Q1 2022  |
|     |  |  | The AS Project Manager will further develop internal resources, advisory sessions and  | AS Project Manager     |   | Q1 – Q4 2022 and ongoing in line with Charter developments |

|            |   |   |  |                        |   |   |
|------------|---|---|--|------------------------|---|---|
|            |   |   | formalise the internal AS Chairs/Practitioners network   |                        |   |   |
|            |   |   | Future proof HR system to enable data reporting from restructuring and mergers in Colleges/Schools                 | HRISS and ISS Director |   | Q3 2022   |
|            |   |   | ISAT Chair will assign an experienced internal AS panellist to act as internal reviewer for each School submission | ISAT Chair             |   | Q4 2021 and ongoing as required   |
| <b>1.7</b> | Reduce the GPG by 50% over the life of this Action Plan | <p>The 2020 mean GPG is 18.7%, NUI Galway has been monitoring the GPG since March 2018 and implementing interventions to try to reduce the GPG.</p> <p>The gap is most pronounced for the academic staff category (22.1% in 2020) so actions to address key</p> | Continue annual analysis to monitor progress against target, identify trends and key drivers of the GPG            | VPED                   | Year on year decrease in GPG towards reduction of 50% by 2025 | <p>Conduct audit in Q3 annually based on March 31<sup>st</sup> data.</p> <p>Report each year in Q4</p> <p>2021-2025</p> |

|  |  |  |  |                                    |  |               |
|--|--|--|--|------------------------------------|--|---------------|
|  |  | drivers for academic staff will be a priority. | Implement action 2.3 to increase the % women in the Professoriate  | DPR                                |  | December 2022 |
|  |  | <b>Section 4.1(v)</b>                          | Implement action 2.9 to address the disproportionate no. of women employed on part-time teaching contracts | DPR, Director HR, Deans of College |  | Q2 2022       |



## 2. Advancing Recruitment and Career Progression of Female Staff

|     | Objective  | Action to date/rationale for objective   | Planned Actions  | Person/Group Responsible         | Measure(s) of Success   | Timeframe |
|-----|--|--|--|----------------------------------|---|-----------|
| 2.1 | Increase application rates from women for externally advertised academic posts | Recruitment data identifies a persistent gender imbalance in application rates from women overall (36%F; 64%M) and at each grade with the %F applications dropping from SL (29%F; 71%M) to EP (24%F; 76%M).  | Appoint new senior AO post in HR with specific responsibility to systematically implement AS and GEAP actions related to recruitment and selection.  | HR Director                      | Increased applications from women to 45% overall, to 35% at SL and 30% to EP grades overall | Q3 2021   |
|     |  | <b>Sections 4.1(i) and 5.1(i)</b><br><br>Several actions have been implemented to address lower application rates from female academics; screening advertisements for gendered language, inclusion of an Equality of Opportunity statement in the recruitment brochures, Search Champions to identify networks and channels to advertise posts, requirement to have 30% men and women in applicant pools and a further requirement for gender balance in the final selection pool. | HEO brief HR AO on existing actions/requirements and evaluate effectiveness.   | 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. | HR AO in conjunction with HR BPs |   | Q1 2022   |

|  |  |  |  |  |  |              |
|--|--|--|--|--|--|--------------|
|  |  | <p>Review effectiveness and consistency of implementation across colleges and prioritise efforts to increase applications from women in schools where women are particularly under-represented.</p> <p><b>Section 4.1(i)</b></p> | <p>Include information on AS activity in each school including logo in adverts.</p>  |  |  |              |
|  |  |  | <p>Post owner/co-ordinator to identify journals, websites, networks to reach the under-represented gender at the outset of the recruitment campaign.</p> | <p>Post owner/co-ordinator in conjunction with HR AO</p> |  | Q3 2021      |
|  |  |  | <p>All members involved in recruitment and selection processes will be required to complete Module 2 of the new EDI in HE online programme.</p>          | <p>HR Learning &amp; Development Manager</p>             |  | From Q3 2021 |

|     |   |  |   |          |  |   |
|-----|---|--|---|----------|--|---|
| 2.2 | Strengthen the career pipeline in CSE to support the academic career progression of female ECRs | <p>Women academic are under-represented in CSE overall (25% in 2020), with the exception of SNS. Schools of MSAP (submitting June 2021) and Computer Science (submitting November 2021) are developing AS action plans. There have been notable improvements in Physics and Engineering since 2017; both schools having implemented actions to increase the number of academic women via AS activity.</p> <p><b>Sections 4.1(i),</b></p> | <p>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.</p> <p>CSE will assign experienced PIs to female researchers to support development of grant applications (e.g. SFI Fellowships) which support female researchers. (See also action 2.1)</p> | Dean CSE | <p>Number 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.</p> <p>Increase female job applicants by 10% over life time of action plan</p> <p>5 female fellowship grant applications obtained.</p> | Commence Q4 2021 and build over duration of Action plan (i.e. to Q2 2025) |
|-----|---|--|---|----------|--|---|

|     |   |  |  |     |  |   |
|-----|---|--|--|-----|--|---|
| 2.3 | Increase the number of women in the Professoriate | <p>NUI Galway has successfully increased the % women in the professoriate from 14% in 2017 to 24% in 2020. Our target is to continue to grow the % of women in the professoriate to <b>30%</b> by December 31<sup>st</sup> 2025.</p> <p><b>Section 4.1(i) and 5.3(iii)</b></p> | Re-introduce the Associate Professor Grade to NUI Galway<br>(See also actions 3.1, 3.3)  | DPR | 26% female Professors and 47% female SLs by December 2022<br>(Baseline 24% Professor and 47% SL) | Complete by December 2022   |
|     |   |  | Merge the PP and EP grades   | DPR | 28% female Professors and 50% female SLs by December 2024  | Complete by December 2022   |
|     |   |  | 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. | HoS | 30% female Professors and 50% female SLs by December 2025  | 2022<br>'Performance for Growth' system will be finalised in 2021 and implemented in 2022 |

|  |  |  |   |                  |  |  |
|--|--|--|---|------------------|--|--|
|  |  |  | 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 (see also action 3.1) | OVPED            |  | 2022 to 2025   |
|  |  |  | Support SALI applications for final 2 years of scheme. CSE will match any SALI awards to CSE for the duration of the scheme.  | UMT, Dean of CSE |  | 2020/21 and 2021/22 rounds   |
|  |  |  | 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  | VPED             |  | Secure agreement by end 2021, implement initiative in years 2022 to 2025 |
|  |  |  | 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.           | HEO              |  | 2021   |

|     |  |   |  |             |   |  |
|-----|--|---|--|-------------|---|--|
| 2.4 | Retain female academic staff at all grades, but at LAB in particular, to ensure a continued strong pipeline to SL and the professoriate. | <p>Women are more likely than men to leave the University at LBB &amp; LAB grades. 8 women resigned from permanent LAB posts from 2017-2020 compared to 3 men<br/><b>Section: 4.1(i), 4.1(iv).</b></p> <p>Data on retention from 2016 to 2020 shows that women are far less likely to apply for promotion via the retention scheme (22%F; 78%M), <b>Section 5.1(iii).</b></p> | Communicate effectively the existence and purpose of the Retention Scheme, during regular information sessions and Dean/HoS briefings on the Academic Promotions Scheme. | DPR         | The gender balance in applications for promotion/retention via the Retention Scheme reflects the balance in the eligible pool | Include information in the Retention Scheme during next information session on Academic Promotion Scheme (August 2021) and thereafter at each session. |
|     |  |   | Monitor applications to the Retention Scheme annually by gender to see if a gender imbalance continues.  | 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 & HEO   |   | Q1 2023  |
|     |  |   | Monitor data on leavers by gender and grade annually via GPG reporting and AS  | HR Director | Reduced gender imbalance in attrition rates of women from LAB by 50% over the   | 2022 - 2025  |

|     |   |   |   |   |   |                                     |
|-----|---|---|---|---|---|-------------------------------------|
|     |   |   | reports from HR to EDICC (ref. action 5.2).   |   | course of the action plan   |                                     |
| 2.5 | Support training and career development for all staff in a more holistic way across all career stages | <p>24% academic respondents disagreed/strongly disagreed that 'I am encouraged to take up career development opportunities'. Men were more likely to disagree (31%M; 20%F). <b>Sections 4.1(i), 5.1 (iii)</b></p> <p>Feedback from Staff Pulse surveys and Town Hall meeting indicated that training opportunities were limited and usually offered during term time which made it difficult for academic staff to attend due to workload.</p> <p>There was also a sentiment that training courses were not available to non-permanent staff. <b>Sections 4.1(i), 5.3(i) and 5.3(iii)</b></p> | 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. (See also actions 2.10, 2.11, 4.4.) | HR Director, HR Learning & Development Manager in consultation with HoS/Units | Increased satisfaction evidenced by:<br>Target of 70% agreement among academic staff that they are encouraged to take up career development opportunities (Baseline of 41%) | AY2021-2022                         |
|     |   |   | Mainstream career development workshops currently offered by OVPED within HR Staff Training & Development   | HR Learning & Development Manager   | Establish baseline uptake of training and career development workshops in 2022 and target increase of 15% in uptake year on year to 2025.                                   |                                     |
|     |   |   | Schedule more frequent training and career development opportunities across the year including outside of term time.<br>Advertise well in advance to enable staff plan to   |   | Establish baseline for engagement with LinkedIn Learning in AY 2021/22 and target increase of 15% year on year to 2025.   | From September 2021 – December 2025 |



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|  |  |  | attend, especially part-time staff.   |                                   |  |                             |
|  |  |  | 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 Learning & Development Manager |  | Monitor on Semester basis   |
|  |  |  | 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. (See also action 2.10.) | 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  | HR Learning & Development Manager |  | December 2021               |

|     |  |  |  |   |  |                               |
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|     |  |  | engagement with LinkedIn Learning in terms of uptake in numbers against staff headcount and evaluate effectiveness/satisfaction in next AS survey.       |   |  |                               |
|     |  |  | 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   |  | AY2021-2022                   |
| 2.6 | Create mentoring opportunities for all staff | <p>This is an outstanding action from the GEAP 4.8. Analysis of mentoring for staff across the University has revealed an ad-hoc approach with good practice examples happening in some colleges/schools; SBE and CASSCS and via the Aurora programme.</p> <p>Very few respondents to the Career Development surveys (2021) across all staff categories agreed that 'My workplace provides/has provided useful mentoring opportunities as mentor</p> | Relaunch a revised mentoring scheme for all staff categories at various career stages.   | HR Director and newly appointed HR Learning & Development Manager | Increased agreement with Career Development Survey question indicating availability of mentoring opportunities to 50% of academic staff (Baseline 28%) | September 2021                |
|     |  |  | Seek EOI from experienced/senior staff in all staff categories to establish mentor panel.  |   |  |                               |
|     |  |  | HR advertise and promote the mentoring scheme centrally, HoS and Head of Unit promote at local school/unit level and                                     | HR Learning & Development Manager in conjunction with Deans, Vice | Positive evaluation of the mentoring scheme as part of staff development elements of staff surveys (culture survey etc.).                              | From January 2022 and ongoing |

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|  |  | <p>or mentee' Academics: 28% (32%M; 27%F).</p> <p>PMSS: 17% (29%M; 13%F)</p> <p>Researchers: 36% (60%M; 29%F)</p> <p>Qualitative feedback in the Career Development Survey strongly indicated a desire for mentoring from staff at all levels.</p> <p>The existing academic mentoring scheme is currently under review by HR.</p> <p><b>Sections 4.1(i), 5.3(iii)</b></p> | encourage participation at all career stages.   | Deans EDI and Hos/Units                 | Target: 75% of participants rate the scheme positively in staff surveys.   |   |
|  |  |   | 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. (See also action 2.10) | HR Learning & Development Manager       | Review uptake of revised scheme after 1 year to establish baseline for no. of participants (i.e. mentees matched with mentor). Target 10% increase in participation from each staff category year on year thereafter. Ensure proportionate uptake among men and women in matching process. | 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.  | HEO and AS Communications Working Group | As above   | From January 2022 and ongoing   |

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| 2.7 | Support postdoctoral researchers for academic career progression | Research staff are unable to access the CELT PG Certificate in Teaching & Learning due to limited places. Feedback indicates that this is perceived as a barrier to their career progression to academic posts. <b>Sections 4.1(i), 5.3(i)</b> | Reserve 10% of places on CELT PG Certificate in Teaching & Learning for postdoctoral research staff.  | Director CELT and VPR | Minimum of 3 (from baseline of 0) researchers who intend to pursue academic careers will attain PG Cert in Teaching & Learning per annum; min. 10 by 2025 | From AY 2022/23 |
|     |  |  | Explore options to create more opportunity 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. | Head of RDC & VPRI    | Target increase in capacity on PG Cert programmes to 60 places p.a. to meet the needs of academic and research staff (Baseline of 32 places p.a.)         | Q1 2024         |

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|     |  |   | Collect data centrally and systematically on applications from researchers for progression to Research Fellow and Senior Research Fellow (See also action 5.2). | Head of RDC/HR  | Establish baseline data to be used to inform policy and initiatives to support career progression of research staff using the R1-R4 Competency Framework, as resources allow.                   | Q1 2023 and annually thereafter for the life-time of this action plan.     |
| 2.8 | Review contract status for lecturers on contracts of indefinite duration | The data indicates that women are more likely to have CIDs (82% in 2020) notwithstanding this data is inflated as the majority of these are located in the SoM and linked to clinical lecturers in the Medical Academies.<br>Although T&Cs for CIDs were enhanced in 2018 to harmonise access to development supports with the comparable permanent academic grade (2017 AP: 3.9), staff who acquire CID status via ongoing fixed-term lecturer contracts will not have been formally supported via a probationary supervisory process and confirmed in post.<br><br><b>Sections: 4.1(i), 4.1(ii)</b> | Review all academic CID contracts.  | HR Director in consultation with Deans of College and DPR | Enhanced employment status for staff on CIDs where there is no objective rationale to maintain indefinite status. This will reduce the unequal gender representation of academic staff on CIDs. | 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 in consultation with Deans of College and DPR |   | Implement status change for those eligible for permanent status by Q3 2022 |

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| 2.9  | Reduce the negative consequences of using precarious contracts | <p>Women are more likely to hold TSS contracts (62%F overall) although less likely to hold permanent TSS contracts (44%F). The vast majority of TSS are located in AHSSBL (87.5%). The numbers increased dramatically in 2020 with additional TSS contracted to support teaching during Covid19.</p> <p><b>Section 4.1(i), 4.1(ii)</b></p> | 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. | DPR, Director HR & Deans of College | <p>An established governance framework for the recruitment of TSS in evidence.</p> <p>Identify appropriate interventions to mitigate negative effects for those who wish to pursue and academic career.</p> | Q2 2022  |
|      |  |  | Survey TSS staff to ascertain the negative consequences for those who wish to pursue academic career.   |                                     |   | Q2. 2023 |
|      |  |  | Identify appropriate career supports and pathway for progression where applicable. (See also action 2.5.)   |                                     |   |          |
| 2.10 | Implement PMDS as the basis for                                | PMDS was paused in 2017 and an action in the GEAP to review and reintroduce a process has been   | Conclude consultation process on draft scheme.  | HR Director, DPR                    |   | Q4 2021  |

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|             | individual career development support and performance management discussions. | <p>delayed. This is a significant gap as PMDS underpins annual discussions on career development and promotion including consideration of workload allocation.</p> <p>Discussions with unions are underway with a view to a new scheme 'Performance on Growth' being agreed and implemented. In January 2021 Career Development Pulse Survey 31% of academic staff agree/strongly agree that they received support and encouragement to apply for Promotion.</p> <p><b>Sections 4.1(i), 5.3(ii)</b></p> | Develop training for Reviewers and Reviewees   |                        | <p>Staff satisfaction will be measured in 2023 culture survey.</p> <p>New question directly related to PMDS process will establish baseline for satisfaction rates with the new scheme.</p> <p>Staff can link development needs to training opportunities/workload allocation.</p> <p>Increased agreement that staff are aware of promotion opportunities and are encouraged to apply. Target increase from min. 50% in 2023 survey (Baseline 31%)</p> | Q2 2022           |
|             |   |   | Roll out training to all staff categories (see also related actions 2.5, 2.6, 2.7, 2.11) |                        |  | Q2 2022 – Q4 2022 |
| <b>2.11</b> | Mitigate career limiting impact for lecturers on                              | <p>58% of lecturers on</p> <p>Fixed term contracts pursuing academic careers are women.</p>   | Establish requirement for all lecturer fixed-term posts > 1 year to adhere to            | DPR & Deans of College | Within the life-time of this action plan academics on fixed-term contracts > 1 year  | Q3 2022           |



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|  | fixed term contracts | <p>Lecturers on fixed-term contracts are normally ineligible to apply for sabbatical leave, progression and promotion. It can serve to limit academic career progression as the allocation of teaching duties often reduces the opportunity to develop independent research careers and consequently, women may be less competitive when applying for permanent academic posts.</p> <p><b>Section: 4.1(i), 4.1(ii)</b></p> | <p>applicable academic allocation of work for Contract A (60/20/20) and B (40/40/20), in line with school norms.</p> <p>Include requirement for probation supervisory meeting and equivalent career development support. (See also actions 2.5, 2.10.)</p> |  | will develop career profile, across all functions of academic work, to be competitive for permanent academic posts. |  |
|--|----------------------|--|--|--|---|--|

### 3. Developing Women Leaders in NUI Galway – including increasing the proportion of Senior Academic Women.

| No.        | Objective   | Action to date/rationale for objective   | Planned Actions  | Person/Group Responsible | Measures of Success  | Timeframe                   |
|------------|---|--|--|--------------------------|--|-----------------------------|
| <b>3.1</b> | Increase the number and % of senior academic women in NUI Galway. | <p>50% of academic men are at SL grade or above whereas 25% of academic women are at SL or above.</p> <p><b>Section 4.1(v), Section 5.5(iii)</b></p> | <p>Support academic women's career progression by continuing the:</p> <p>i) Returner Grant for Research Active Academic Carers, (ii) Athena SWAN Mid-career Capacity</p> | Co-Chairs of ISAT        | <p>The % of women at SL level rises to 47% by December 2022, <b>50%</b> by Dec 2024, and to reflect the % of women at the LAB grade from Dec 2025 and onwards.</p> | <b>December 2022 - 2025</b> |

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|     |  |   | Building Grant and (iii) Consolidation grant. (See also actions 2.3, 2.4, 4.4)  |  |  |                      |
|     |  |   | Continue to provide Academic Career Development Workshops each semester (established under the NUI Galway Promotions Project).  | HR Learning and Development Manager/ HEO/ AS Project Manager |  | From Q4 2021         |
| 3.2 | Develop leadership capacity for women and create opportunities for women to explore leadership careers | <p>Currently 40% HoS are women and 1 of 4 College Deans is a woman.</p> <p>Since 2015/2016 the University has supported 109 women across all staff categories on the Aurora programme. Feedback to date has been positive with 72.5% of participants agreeing that the programme successfully responded to their leadership challenges.</p> <p><b>Section 5.3(i) and 5.6(iii)</b></p> | 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  | Increase the no. of women in Dean of College (Executive Dean) and HoS roles to 50% | Sept. 2022-Dec. 2025 |
|     |  |   | Develop a number of new leadership training offerings aimed at both mid and advanced career staff across the University.  | HR Director  |  | Q3 2022              |

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|            |   |   | (See also actions 2.3, 2.4, 3.1)  |     |  |         |
| <b>3.3</b> | Increase the % women in leadership roles in Research centres/clusters | Very few women hold leadership roles in research centres/clusters. The Vice Deans EDI conducted a preliminary audits of women in research leadership roles in 2020/21, however it is difficult to audit precisely the representation of women due to lack of consistency of definition of research centre/cluster across colleges.<br><br><b>Section 5.3(i), 5.6(iii)</b> | 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. (See also actions, 2.3, 2.4, 3.1, 3.2) | VPR | Transparent, informed decisions taken on appropriate supports required to develop competencies and establish target for women to take on leadership roles in Research centres/clusters | Q4 2022 |

**4.Enhancing Culture and Wellbeing at Work – NUI Galway is committed to listening to staff in order to enhance institutional culture, balancing work, wellbeing and caring responsibilities**

| No.        | Objective   | Action to date/rationale for objective   | Planned Actions  | Person/Group Responsible | Measures of Success   | Timeframe |
|------------|---|--|--|--------------------------|---|-----------|
| <b>4.1</b> | Enhance feeling of inclusion of international staff | Staff Consultation at Town Hall Meetings suggest that there is racism experienced in NUI Galway – but we do not have data to | Work with ISN to launch an anti-racism campaign on campus. (See also action 4.3) | HEO                      | Anti-racism campaign launched and visible across the University | Q 4 2021  |

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|  |  | evidence this. The EDI Strategy includes an action to embed a zero- tolerance approach to racism on campus and support anti-racism campaigns in the broader community |  |                   |  |         |
|  |  | <b>Section 5.1 (ii), 5.6(i)</b>   | Seek NUI Galway data from HEA national HEI survey on racism  | OVPED             | Baseline for perceived racism established  | 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 | Vice Dean EDI CSE | Reduction of perceived racism in NUI Galway of 10% from HEA baseline, in 2023 culture survey | Q4 2023 |
|  |  |   | Work with VP International on the Global Galway Project. This project, focuses on the internationalisation of  | VPED              | As above   | Q4 2023 |

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|            |   |   | culture within the University  |                                |  |                |
| <b>4.2</b> | Mitigate barriers to promotion for international staff who experience visa and visa-related travel restrictions | Input from the ISN indicates that visa and visa-related travel restrictions can prevent non-EU staff members travelling to conferences, collaborating with international colleagues, giving key note lectures - which limits opportunities in relation to meeting aspects of promotion criteria.<br><b>Section 5.1(iii)</b> | 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. (See also action 2.10) | DPR & HEO                      | % of colleagues from ethnic minorities being promoted is reflective of their profile in the academic population in NUI Galway.                           | Q1 2022        |
| <b>4.3</b> | Welcome and integrate new staff members   | < 50% of new staff attend centralised induction.<br><b>Section 5.1(ii)</b>  | Stipulate attendance at induction as part of probation period and review. (See also action 4.1)  | Learning & Development Manager | Increase the % of new staff attending induction training from 38% in AY 2019/20 by 20% annually over the course of the Action Plan to 78% in AY2024-2025 | Q1 2022 onward |
|            |   |   | Restructure format of central induction to make  | Learning & Development Manager |  |                |

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|     |   |   | it more accessible. Offer blended approach of face-to-face and online options when possible to do so after Covid-19.                                   |                                     |  |  |
|     |   |   | 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                         |  |  |
| 4.4 | Enhance support for working parents including parents taking maternity/adoptive leave | Feedback from both the Town Hall meetings and 2021 staff pulse surveys indicated that the Ramp-Up and Managing Inclusively Programmes were useful. There were mixed views on KIT days. Some colleagues also expressed a wish for a network/support group of staff who had already gone on mat/adoptive leave – so they could provide advice and support.<br><b>Section 5.5(i), 5.6(i)</b> | Mainstream Ramp-up and Managing Inclusively workshops within HR Training and offer at least annually from September 2021. (See also actions 2.5, 3.1.) | 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 Employee Relations Manager       | Use survey results to take an informed decision on the development of a formal KIT policy. | Q2 2022 (to feed into implementation of action 4.12) |
|     |   |   | Establish a Return-to-Work interview protocol to   | HR Employee Relations Manager       | Establish baseline satisfaction with support on  |  |

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|     |  |   | discuss workload allocation, flexible workload needs and other requests to aid parents transitioning back to work after maternity leave.       |           | returning from maternity leave measured by a survey of staff who have availed of maternity/adoptive leave in the past 5 years. |         |
| 4.5 | Implementation of a uniform workload model | Underpinning principles and guidance for Academic WAMs are approved. Vice Deans EDI have mapped school level WAMs to the underpinning principles in their Colleges: it is clear that implementation across schools is at different stages.<br><br><b>Section 5.5(i), (vi), 5.6(vi), (viii), (xi), (xii)</b> | Oversee the implementation of a uniform workload model based on the agreed underpinning principles. (See also action 4.13)                     | DPR       | Transparent, consistent use of WAMs established across <b>all</b> schools/colleges by AY 2023-2024                             | Q4 2022 |
|     |  |   | Develop set of research expectations and standards as input to developing uniform workload models.   | VPR       |  | Q4 2022 |
|     |  |   | Explicitly state and formally recognise contribution to Athena SWAN/EDI input and outreach activity in WAMs under allocation for Contribution. | Deans/Hos |  | Q4 2022 |



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|     |  |  | Integrate WAMs with new PMDS. (See action 2.10)   | DPR, HR Director                      |   |         |
| 4.6 | Enhance flexible working and work-life balance post Covid-19 crisis                                      | 90% respondents to the Covid-19 pulse survey expressed an interest in working remotely after the crisis is over, 58% expressed an interest in working remotely several times a week<br><b>Section 5.5(i), (vi), 5.6(i)</b>   | Develop a Remote Working Policy   | HR Director                           | Approval and implementation of a remote working policy  | 2021/22 |
| 4.7 | Develop supporting mechanisms to meet the specific needs of women in NUI Galway during menopausal stages | The average age of academic staff and PMSS staff is 48 which establishes a compelling case to develop supporting mechanisms to meet the specific needs of women during the menopause. A flagship goal of the University 2020-2025 strategic plan is to develop and implement a holistic strategy for staff health and wellbeing, building on the WorkPositive initiative, and achieve accreditation through the KeepWell Mark<br><br><b>Section 5.6(i)</b> | Develop a Menopause policy, provide training to line managers and information to staff in the roll out of new policy. | VPED in consultation with HR Director | Implementation of a framework to support women at work and seek accommodation during stages of the menopause. | Q4 2023 |
| 4.8 |  |  | Develop specific training for new HoS and line  |                                       |   | Q4 2021 |



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|             |  |  | 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.                   |                  |   |  |
|             |  |  | 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              |   | Q2 2022 in advance of the call for the second round of academic promotions in 2022 |
| <b>4.10</b> | Mitigate the impact of Covid-19 on workload for carers | Covid-19 has impacted normal workload and practices for all staff. The switch to on-line teaching has resulted in a significant increase in workload for academic staff, in particular carers. In the COVID-19 survey (June 2020), more female academics (47%) ranked caring responsibilities as their top | 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 | Practical approaches identified and published at college/school levels across all 4 colleges, modelled on those taken in SBE and elsewhere, to alleviate increased teaching | Q3/4 2021  |
|             |  |  | Develop framework to offer academic staff one module off to be taken   | Deans of College |   | From AY2021/22 to end of AY2023/24   |

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|             |   | challenge when compared to men (31%).<br>SBE are appointing 5 x 1 year teaching posts to assist teaching staff in the coming year. This is specifically designed to support the proposed hybrid teaching.<br><b>Section 5.5(ix), 5.6(i), 5.6(viii)</b>  | over the next 3 years to recoup time lost to significant increase in workload  |                       | workload resulting from COVID-19 impacts and restrictions.   |                                 |
|             |   |   | 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      |  | Q3 2021                         |
| <b>4.11</b> | All PGR students should be treated equally in relation to maternity leave irrespective of the source of their funding | PGR students may take maternity related leave of absence during which time their participation in their research programme is suspended and fees are not applicable. Some externally funded PGR students (e.g. SFI) receive funding for the equivalent duration of the statutory paid entitlement period, this results in | 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 | PGR students across NUI Galway are treated equally in relation to maternity pay irrespective of the source of their funding. | 2022 Round of Strategic Funding |
|             |   |   | Dean Graduate Studies will continue to engage with IUA colleagues and lobby  | Dean Graduate Studies |  | AY2021/22                       |

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|             |  | inequalities in the treatment of PGRs depending on the source of their funding.<br><b>Section 5.5(iii).</b>  | for sector wide policy on maternity pay for PGR students irrespective of the source of their funding.  |                  |  |  |
| <b>4.12</b> | Increase awareness and uptake of supports for maternity and adoption leave | Feedback during the Town Hall meetings acknowledged that the supports provided for leave were very helpful but suggested that there was a lack of knowledge/ awareness on how to access or avail of these. From basic registration data it appears for example that on average 24% of those returning from maternity/adoptive leave participate in the Ramp Up programme.<br><b>Section 5.5(iii)</b> | 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.<br><br>Review tone and language in maternity leave policy and Manager's Guide to Managing Maternity Leave, change pronouns. (See also action 3.1.) | ER Manager & HEO | Increased uptake of RGRAC by 10% year-on-year to 2025, from baseline of 43% of potentially eligible staff.<br>Increase uptake of 'Ramp Up' workshops by 10% year-on-year to 2025 from current baseline of 24% approximately. | Q3 2022  |
|             |  |  | HR flag available supports during Roadshow presentations on leave.   | ER Team          |  | Semester 1 AY 2021/22 and each semester thereafter |

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|      |   |   | Include session on Maternity Leave Policies in management and leadership training programme (Ref. action 4.8) and 'Managing Inclusively' workshops   | HR Director |  | Semester 1 AY 2021/22 and each semester thereafter       |
| 4.13 | 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. | Some staff reported that they experienced that a reduction in hours/pay while availing of flexible working did not always result in reduced workload, whereas others expressed a perception that this would be the case and consequently did not apply for flexible working such as part-time working, parental leave, job-share arrangements. <b>Section 5.5(vi) and (vii)</b> | 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. (See also action 4.5) | HoS/Unit    | Satisfaction with this action will be measured in next culture survey (2023) to establish baseline. Establish target for 25% increased satisfaction in 2025 survey | Q2 2022  |
|      |   |   | Amend application forms to include a description of the above.<br><br>Both line manager and staff member sign to agree the workload reduction.   | ER Manager  |  |  |
| 4.14 | Support and enable staff who work part-time to  | There is no formal University policy on transitioning from part-time to a full-time role. The part-time working scheme  | Create an option for staff to request a phased return to work when returning from career break/part-   | ER Manager  | Satisfaction with this action will be measured in next culture survey (2023) to establish  | Q2 2022 (in line with timeline for the above action 4.13 |

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|      | transition back to full-time roles.                                    | (PMSS/Research) and Job-Share scheme (Academic) allow staff members to reduce their hours temporarily, and then to return to their full-time contracts or extend the part-time hours permanently.<br><b>Section 5.5(vii)</b>           | time role. Managers must consider the request and if not possible to approve the request, they must set out reasons in writing.   |     | baseline. Establish target for 25% increased satisfaction in 2025 survey.  |         |
| 4.15 | Promote positive behaviour and attitudes for trans staff and students. | The LGBT+ Ally programme led by the LGBT+ Staff Network promotes a safe and inclusive environment for staff and students of all sexual identities and genders. TENI have provided training to Ally members.<br><br><b>Section 6(i)</b> | Provide Trans 101 training each semester.   | HEO | Increased awareness of, and inclusion of all sexual identities and genders, evidenced by levels of awareness in 2023 culture survey to establish a baseline and target 25% increase in 2025. | Q4 2021 |
|      |  |  | Review language and use of pronouns in University policies via EIA.   |     |  | Q1 2022 |
|      |  |  | Collaborate with RCSI (lead), CIT and TENI 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. |     |  | Q4 2021 |
| 4.16 | Enhance inclusion of all gender identities.                            | Limitations of the student record system which as the 'authoritative source' of data   | Feed requirement into Student Digital Pathway project to create a field for   | HEO | 100% of Trans staff and students who document a  | Q3 2023 |

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|  |  | feeds into class lists, and Blackboard. Consequently, informal name changes are managed at a local level, and this can result in mis-gendering and misnaming.<br><br><b>Section 6(ii)</b> | preferred name and gender for those students who choose/are unable to formally change their name on student records. |  | requested use of preferred name on staff/student record will be supported and facilitated to do so. |  |
|--|--|---|--|--|---|--|

#### 5. Developing an infrastructure to support easier access to data required for Athena SWAN and other EDI initiatives.

| No. | Objective   | Action to date/rationale for objective   | Planned Actions   | Person/Group Responsible | Measures of Success  | Timeframe |
|-----|---|--|---|--------------------------|--|-----------|
| 5.1 | Enable reporting on the proportions of men and women on Lecturer A and B contracts and by job grade | The CoreHR record system does not distinguish between contract types so it is not possible to comment on the proportions of men and women on Lecturer A and Lecturer B contract types<br><br><b>Section 4.1(iii)</b> | Complete a review of existing academic contracts to distinguish between Contract A and B lecturers<br><br>Create separate fields on CoreHr to record lecturer A and B contracts | HR Director & HRISS      | Data will be available to identify if there are gender differences by contract function which may lead to barriers for progression to senior academic roles. | Q1 2022   |
| 5.2 | Recruitment data for research   | Inclusion of research staff appointments disaggregated by gender, as part of the   | Complete the action from the 2017 action plan and with the new upgrade of   | HR Director              | Available data to monitor applicant rates by gender at   | Q4 2021   |



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|  | posts is not collected centrally and therefore unavailable for analysis currently. Implementation of this action has been delayed pending the upgrade of CoreHR | standard quarterly HR recruitment reports, will provide greater visibility of both the applicant and appointment pools for research staff. This is a necessary first step to target setting and evidence –based interventions to increase the numbers and % of women in both applicant and appointment pools.<br><b>Section 4.1(iii)</b> | COREHR to ensure that all research recruitment is processed centrally. (See also action 2.7.) |  | recruitment stages for research staff. |  |
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