



REPORT OF THE
GENDER
EQUALITY
TASK FORCE,
NUI GALWAY

***Promoting
Excellence
through
Gender Equality***

**FINAL REPORT OF THE
GENDER EQUALITY TASK FORCE,
NUI GALWAY**

MAY 2016

ACKNOWLEDGEMENTS

I would like to express my deepest appreciation to the members of the Task Force for their commitment, hard work and stimulating discussions over the past year. In particular, I would like to acknowledge the vital contribution of the external advisor, Professor Yvonne Galligan of Queen's University Belfast. On behalf of the Task Force as a whole, I would like to express our gratitude to the Project Manager, Nicola McNicholas, who supported all aspects of the work of the Task Force at every stage and without whom we would have been unable to operate effectively.

Furthermore I would also like to acknowledge with much appreciation the crucial role of the members of the university community who participated in the Task Force consultation in 2015, those who contributed feedback on our Draft Final Report in April 2016, and those who provided verbal comments. Your input has played a vital role in shaping the final set of recommendations.

I would also like to express my appreciation of the fact that the Task Force was given the freedom to set our own terms of reference and generally to operate independently both of Údarás na hOllscoile by whom we were established and to whom we report and of the University Management Team. The Task Force very much appreciates the speed with which the University proceeded to implement our first set of recommendations, including in particular the appointment of a Vice President for Equality and Diversity. The President, Professor Jim Browne, has always expressed his total commitment to the speedy implementation of our recommendations.

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Last but not least I would like to express my thanks to the two external reviewers Professor Lesley Yellowlees, Edinburgh University and Professor Eileen Drew, Trinity College Dublin who provided invaluable comments and advice on our Draft Final Report.

I sincerely hope that the recommendations of the Task Force will be implemented in full and in a timely fashion and that this will result in the elimination of gender inequality in NUI Galway ensuring that every member of staff is equally supported to reach their full potential. Finally, I would like to express my good wishes to the incoming Vice President for Equality and Diversity, Professor Anne Scott.

Professor Jane Grimson,
Chair, Gender Equality Task Force, NUI Galway
May 2016.

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LIST OF ABBREVIATIONS

AHSSBL	Arts, Humanities, Social Sciences, Business and Law
AS	Athena SWAN
COO	Chief Operating Officer
CV	Curriculum Vitae
DCU	Dublin City University
GAP	Gender Action Plan
GIA	Gender Impact Assessment
HEA	Higher Education Authority
HR	Human Resources
IHREC	Irish Human Rights & Equality Commission Act 2014
IRRP	Institutional Review of Research Performance (NUI Galway)
KIT	Keeping-in-Touch
KPI	Key Performance Indicator
MIT	Massachusetts Institute of Technology
NUI Galway	National University of Ireland, Galway
NUIM	Maynooth University
PMDS	Performance Management and Development System
REF	Research Excellence Framework (UK)
SAT	Self-Assessment Team (Athena SWAN)
STEMM	Science, Technology, Engineering, Mathematics and Medicine
TCD	Trinity College Dublin
UCC	University College Cork
UCD	University College Dublin
UCL	University College London
UK	United Kingdom
UL	University of Limerick
UMT	University Management Team (NUI Galway)
UWN	University Women's Network

FOREWORD

I heartily welcome this Report, which has been presented to NUI Galway at a crucial point in the history and development of the University.

Gender inequality is deeply embedded in culture and in society. It extends well beyond the frontiers of academia. The position of women in the field of higher education is, however, a notable example of the failure to challenge and change this deeply embedded culture. It is a failure to recognise the equal contribution made by women, both as academics and as support staff, to the promotion of excellence in universities. As noted in this Report, women are under-represented in senior positions in virtually every university throughout the world. Figures from the EU show that in 2014 only 20% of Higher Education institutions were led by a woman and women made up only 21% of full professors. Irish universities, and in particular NUI Galway, are no exception to this pattern, which has tended to continue virtually undisturbed over many years. The pattern has been recognised by the Higher Education Authority through the initiation of an enquiry presided over by Dr. Máire Geoghegan Quinn. Her report is expected to be presented in the near future.

The decision of the Employment Equality Tribunal in Dr. Micheline Sheehy Skeffington's case has served as an effective wake-up call to NUI Galway. The University has responded in principle by a prompt recognition of the need for change and on a practical level by its establishment of the Gender Equality Task Force in February 2015. In producing its Report, and in making its wide-ranging recommendations, the Task Force has worked with remarkable energy and speed. The extent and depth of its work is well displayed in this Report, entitled "Promoting Excellence through Gender Equality". The Report was presented to Údarás na hOllscoile at its meeting on 17 May 2016. The Report and its recommendations have been accepted and endorsed by an tÚdarás.

In welcoming this Report I would lay stress on its evidence-based approach. Its recommendations gain particular strength from the evidence which it has assembled and analysed. I appreciate also the Task Force's dispelling of the common myths surrounding the failure to promote women to senior positions – myths which, as a professional woman, I would be well familiar with. These myths feed into the prevalence of unconscious bias, and it is good to know that NUI Galway, in response to earlier recommendations by the Task Force, has already introduced wide-ranging unconscious bias training.

This Report is now in the hands of the University. NUI Galway must move directly to the implementation of its recommendations. Some of these can be implemented straight away or in the immediate future, and steps have already been taken in this direction. The implementation of some others will need planning and preparation but this must not relapse into delay. Changing the deep-seated culture and dispelling the myths are more difficult and will take longer. Sustained and committed leadership will be needed but I am confident that these changes will come into effect as the

advantages and improvements that grow from equality and diversity become apparent throughout NUI Galway.

The title of this Report – Promoting Excellence through Gender Equality – sums up its purpose. It is a sign of hope for NUI Galway, and for the wider university world. I believe that through the acceptance and implementation of its recommendations this hope can be fulfilled.

Catherine McGuinness

Chair of Údarás na hOllcoile

EXECUTIVE SUMMARY

This report is the Final Report of NUI Galway's Gender Equality Task Force, established by Údarás na hOllscoile in February 2015.

The remit of the Task Force is:

"To consider the University's present gender mix among staff, including academic and support staff, and advise the University what measures it should take to develop effective gender equality."

When Dr Micheline Sheehy Skeffington won her landmark gender equality case against NUI Galway, the impact of the decision of the Equality Tribunal required the University to take action to address gender inequality. In response, Údarás na hOllscoile decided to establish a Task Force. The Task Force has operated independently of the University both in terms of carrying out its work, and in making its recommendations.

Women are under-represented in senior positions in virtually every university throughout the world. Just 14% of the world's top 200 universities in 2015 were led by women. The latest figures from the EU show that in 2014, only 20% of Higher Education Institutions were led by a woman and women made up only 21% of full professors, yet they comprised 55% of the undergraduate population. Women are lost at each successive stage of the career path resulting in very few female academics or support staff reaching the top.

By comparison, 25% (2016) of the heads of Irish Higher Education Institutes (Universities, affiliated Colleges, Institutes of Technology, and Colleges of Education) are led by a woman, although there has never been a female President of an Irish university. The most recent (2013) figures for Ireland show that women comprised 19% of professors and 53% of undergraduates. The situation in NUI Galway is more acute, with women accounting for only 14% of full professors, the joint lowest in the sector. NUI Galway also has by far the highest proportion of women in junior (lecturer) positions compared to other Irish universities. More than four fifths (81%) of female academic staff at NUI Galway are at lecturer level, compared to only just over half of male academic staff. Across the sector as a whole, 70% of women are at lecturer level compared to 50% of men.

The Task Force found that the current climate in NUI Galway is not conducive to ensuring that all staff are supported to reach their full potential. Gender inequality is evident across the University with the result that many women feel undervalued and ignored. At a human level, this is clearly unacceptable. It also undermines the University's commitment to excellence by failing to develop the talents of its entire staff.

This Report challenges a number of the myths surrounding the under-representation of women in senior positions in universities. Firstly, it is often asserted that as women have only entered higher education at a rate comparable to, or greater than, that of men relatively recently, there has been insufficient time for them to progress up the career

ladder to the top. However, the data shows clearly that women 'leak' from the career pipeline disproportionately compared to men at each career stage.

Secondly, universities also assert that they are meritocratic institutions committed to excellence with the inevitable conclusion that women do not reach the top in academia because they are simply not as "excellent" as their male colleagues. The problem with this particular myth is that what constitutes excellence in academia (journal rankings, citation indices, peer review systems, membership of editorial boards and level of networking) has been shown to be highly gendered and to disadvantage women. Furthermore, there is a general consensus that diversity fosters creativity and innovation, essential characteristics of any university, and that more diverse teams are more successful. By failing to support and promote women, universities undermine their own commitment to meritocracy and excellence.

The third myth which is challenged in this report is that the reason women are not progressing at the same rate as men in their careers is that they have decided to opt out from the rigorous demands of an academic career. Such an assertion is simply not borne out by an examination of the career aspirations of women and men. This myth perpetuates the view that it is women and their attitudes and priorities that are the problem. Hence if it is desirable to have more women in senior positions then it is necessary to "fix the women" – and not the system, its organisation and culture. Yet it is the highly competitive, male oriented, long-hours culture in academia with its gendered view of what constitutes success and excellence which is the problem and which therefore has to change. Men and women have different leadership styles with women putting more emphasis on collaboration than men. This can have the effect of making women seem to be indecisive or deferential and unwilling to assert their own point of view. In turn this can be interpreted as women appearing to be less ambitious, when judged against a male corporate, competitive academic culture.

The findings in this Report together with those of the Equality Tribunal in the Dr Micheline Sheehy Skeffington case require NUI Galway to take immediate action to address the gender inequality which has developed as a result of the deeply embedded male-oriented culture within it.

Changing the culture of any organisation, particularly a university with long and much-valued traditions, is a complex and challenging task. The cultural elements of an organisation comprise an interlocking set of goals, roles, processes, values, communication practices, attitudes and assumptions that mutually reinforce each other and combine to resist change. Determined, committed and sustained leadership over a number of years is required and a willingness among the whole university community to challenge cultural norms and the status quo. Eliminating gender inequality will make NUI Galway a better place to work for everyone and a more successful university.

The Report contains 24 evidence-based recommendations, each of which is designed to tackle one or more aspects of gender inequality. The Task Force expects Údarás na hOllscoile and the University Management Team, led by the incoming Vice President

for Equality and Diversity, to develop an appropriate Gender Action Plan based on the recommendations. Progress in the implementation of this plan should be monitored closely by Údarás na hOllscoile.

While recognising that there are a large number of recommendations, the elimination of gender inequality is complex and multi-faceted and requires a coherent set of inter-dependent interventions across a wide range of areas.

The recommendations are grouped under 4 headings:

- Leadership and governance (recommendations 1.1 – 1.3)
- Policies and procedures (recommendations 2.1 – 2.11)
- Capacity building and training (recommendations 3.1 – 3.8)
- Monitoring and implementation (recommendations 4.1 – 4.2).

Many of the recommendations are applicable to all staff in the University, i.e. academic, support and research staff, whereas some are specific to individual groups:

- All staff: recommendations 1.1-1.3, 2.2, 2.5, 2.7-2.11, 3.1-3.2, 3.5-3.6, 4.1-4.2.
- Academic staff only: recommendations 2.1, 2.3-2.4, 2.6
- Support staff only: recommendations 3.3-3.4
- Research staff and postgraduate students only: recommendation 3.7
- Postgraduate research students only: recommendation 3.8

Ref	Issue & Area for Action	Action	Lead Responsibility
1 Leadership and governance			
Ensure that the University has in place appropriate arrangements to guarantee clear and consistent leadership, responsibility, accountability and oversight of gender equality and diversity			
1.1	Governance	In consultation with the newly appointed Vice President for Equality and Diversity, the University should put in place appropriate governance structures, including a Committee of Údarás na hOllscoile for Equality and Diversity and an external advisory group.	Chair of Údarás na hOllscoile/President/Vice President for Equality and Diversity/Rúnaí
1.2	Resources	Reflecting the importance of the role, the University should ensure that the Office of the Vice President for Equality and Diversity is fully resourced.	Vice President for Equality and Diversity/Chief Operating Officer
1.3	Committees	All committees and working groups within the University, (including the University Management Team, Academic Management Team, support and promotions committees and interview boards) should be comprised of a minimum of 40% women and 40% men by the end of 2016. Furthermore, a target should be established that by the end of 2018, 50% of the chairs of these major influential committees should be women.	Any staff member who has responsibility for creating and constituting a committee, working group or selection board

2 Policies and procedures			
Ensure that all policies and procedures – and their implementation – support all staff to reach their potential and achieve an appropriate work-life balance			
2.1	Gender quotas	The University should introduce mandatory gender quotas for all academic promotion assessments and competitions. If necessary this policy can be phased in over a maximum of two rounds. The quotas should be based on the flexible cascade model i.e. the quota to be promoted should be based on the number of women eligible for promotion at the grade below.	Registrar and Deputy-President
2.2	Guidelines for promotion	The University should develop comprehensive guidelines and application support materials for all promotion schemes.	Human Resources Training and Development in conjunction with Registrar and Deputy-President/Chief Operating Officer
2.3	Academic grades	The University should review its academic grading structure and consider introducing, on incremental scales, new grades of Associate Professor and Personal Chair.	President/Registrar and Deputy-President
2.4	Workload	The University should develop a set of core principles to underpin the individual workload models of Schools to ensure fairness, equity, balance and transparency.	Registrar and Deputy-President
2.5	Bullying and harassment	The University should review and update its bullying and harassment policies in accordance with legislation and best practice in the sector. A system of contact persons should be established. Training on the implications of policies should be provided for all staff engaged on University-related activities on and off campus, including field trips and clinical placements.	Chief Operating Officer/ Director of Human Resources/VP for Student Experience
2.6	Returners fund	The University should introduce a central fund to provide support to academic women returning from maternity/ adoptive leave to allow them to concentrate on key areas of their work and “buy out” some of their other roles for a minimum of one semester.	UMT
2.7	Funding of leave	The University should review existing cover provisions for staff on maternity, adoptive and parental leave ensuring that those with young children are not disadvantaged and are supported to achieve an appropriate work-life balance. Where necessary, a central fund should be established to cover any additional costs associated with the replacement.	UMT
2.8	Core hours	The University should introduce a core hours policy across all areas which states that all committee meetings should be held during the core hours of 10 am to 4 pm. Where that is not possible at least two weeks’ notice should be given.	Chief Operating Officer/ Registrar and Deputy-President

2.9	Parent Support Programme	The University should introduce a formal parent support programme.	Vice President for Equality and Diversity
2.10	Role models	Management at all levels should ensure that women are visible throughout the University and that there is gender balance in all public facing functions and activities, including on the web.	All staff
2.11	Gender Impact Assessment	A Gender Impact Assessment should be undertaken of the criteria used in all promotion and appointment policies and procedures within the University for all grades of staff, in order to ensure that they are gender-neutral and their implementation will not lead to unintended differential impacts on women and men.	Vice President for Equality and Diversity
3 Capacity building and training			
Introduce initiatives across the University to support gender equality and ensure that all staff are appropriately trained			
3.1	Unconscious bias training	Annual unconscious bias training should be compulsory for all members of the University and Academic Management Teams, Heads of School, Chairs of Committees, members of interview and promotion boards/panels, and other senior decision-makers.	Human Resources Training and Development
3.2	Management	The University should develop and implement a comprehensive and integrated induction programme for all staff assuming leadership roles.	Human Resources Training and Development
3.3	Competency framework	The University should finalise and implement the competency framework for each grade of support staff.	Human Resources Training and Development
3.4	Support Staff Promotion Scheme	The University should introduce a promotion scheme for support staff.	Chief Operating Officer
3.5	Mentoring	The University should extend and promote the mentoring system for all staff and provide training for both mentors and mentees.	Human Resources Training and Development
3.6	Women's Leadership Programme	The University should actively support women to develop their leadership skills through increased participation in the Aurora programme.	Vice President for Equality and Diversity/Registrar and Deputy-President /Chief Operating Officer/Equality Officer
3.7	Research Staff Development Centre	The University should establish and resource a centre for research staff which supports their career development and integration into the University community.	Vice President for Research/Human Resources
3.8	Postgraduate research students	The Dean of Graduate Studies, the Vice President for Equality and Diversity, and the Students Union should work together to provide a stronger sense of community among postgraduate research students.	Vice President for Equality and Diversity/Dean of Graduate Studies/Students Union Executive

4 Monitoring and implementation

Monitor progress towards the elimination of gender inequality through the regular collection and analysis of detailed data and the development and implementation of a comprehensive Gender Action Plan

4.1	Data collection	The University should regularly collect comprehensive quantitative and qualitative data relating to gender equality and use it to monitor progress over time. The Vice President for Equality and Diversity should present an Annual Report on progress to Údarás na hOllscoile.	Vice President for Equality and Diversity
4.2	Gender Action Plan	The University, under the leadership of the Vice President for Equality and Diversity, should develop a comprehensive Gender Action Plan which incorporates the recommendations in this report together with actions being developed as part of NUI Galway's next application for an Athena SWAN Bronze award.	Vice President for Equality and Diversity

INTRODUCTION

Background

This document is the Final Report of the Gender Equality Task Force established in February 2015 by Údarás na hOllscoile. It builds on the first¹ and second² Progress Reports which were approved by Údarás na hOllscoile at the meetings on 23rd June 2015 and 15th December 2015, respectively. There are a total of **24 recommendations**.

Membership of the Task Force comprised 16 individuals (7 external and 9 internal) who collectively have extensive experience across a range of areas relevant to the work of the group (see Appendix 1 Section 2 for details of their experience).

The remit of the Task Force is as follows:

“To consider the University’s present gender mix among staff, including academic and support staff, and advise the University what measures it should take to develop effective gender equality.”³

The overriding aim of the Task Force is to provide advice to Údarás na hOllscoile on how to bring about sustainable transformation on gender equality and diversity in the University in order to ensure that:

1. The contribution of all staff to the University is recognised and valued; and
2. All staff are equally supported in their work to achieve their full potential.

The detailed Terms of Reference⁴ of the Task Force are to be found in Appendix 1.

Since its establishment, the Task Force has met on seven occasions including a joint meeting with the Athena SWAN⁵ Self-Assessment Team. In addition to the consultation, the Task Force received presentations from a number of individuals on specific topics relevant to its work (see Appendix 2).

The recommendations contained in this report are based on the following:

1. National and international literature on gender equality generally and in academia in particular.

There is an extensive body of literature analysing the reasons for gender inequality in academia, as well as many recommendations for actions to address these inequalities. This report also draws on the literature from the business world which

¹ <http://www.nuigalway.ie/media/nuigalwayie/content/files/aboutus/Gender-Equality-Task-Force—Progress-Report-June.pdf>. Accessed: 19 February 2016

² <http://www.nuigalway.ie/media/nuigalwayie/content/files/aboutus/Gender-Equality-Task-Force—Second-Progress-Report.pdf>. Accessed: 19 February 2016

³ Extract from Údarás na hOllscoile Minutes of January 30, 2015 and subsequently amended at its meeting on December 15th, 2015.

⁴ <http://www.nuigalway.ie/media/nuigalwayie/content/files/aboutus/Task-Force-Terms-of-Reference.pdf>

⁵ The Athena SWAN Programme, run by the Equality Challenge Unit (<http://www.ecu.ac.uk>), was introduced in 2005 in the UK to address gender inequality in the UK higher education sector. Participating institutions and departments assess their culture and practice in respect of gender equality and develop and implement an action plan. They can achieve bronze, silver or gold awards based on their progress. The programme was extended to Ireland in 2015. NUI Galway submitted an application for an AS Bronze award, but was unsuccessful.

provides insights into gender equality generally and areas of common concern across all sectors and is particularly relevant to the University's support staff. This report does not seek to provide a detailed analysis of this literature but rather provides pointers for each of the recommendations to where supporting evidence can be found.

2. The Athena SWAN (AS) 10 principles, which can be found in Appendix 3.
NUI Galway has stated that it is committed to the AS principles and attainment of an AS award is part of the University's strategic plan, Vision 2020 (NUI Galway 2015).
3. The actions contained in NUI Galway's (ultimately unsuccessful) application for an AS Bronze award in April 2015⁶.
Not surprisingly there is an overlap between the recommendations contained in this report and the actions in the AS application.
4. The policies, procedures and actions undertaken by the 7 universities in the UK which have received AS Silver awards⁷.
NUI Galway has stated publicly⁸ that it seeks to become a national leader on gender equality in the Irish university system. Evidence of this could be provided, for example, through an AS Silver award. The University therefore needs to begin putting in place actions which will prepare it for a successful application in the future.
5. An analysis of the responses received to the Task Force's consultation carried out between August and October 2015.
The Task Force received almost 40 responses, both oral and written, to its consultation, many of which were very carefully considered and detailed. A summary of the key themes can be found in Appendix 4.
6. The results of the analysis of the NUI Galway AS survey⁹ as part of the University's submission for a bronze award.
There were 964 respondents to the AS Survey conducted in March 2015, i.e., before the Task Force had commenced its work. This represents a relatively high response rate from a staff of 2,310 employees at that time and therefore many of the quantitative and qualitative findings can be regarded as statistically significant. Importantly, there was substantial agreement between the qualitative findings of the AS survey and those of the Task Force consultation, involving a much lower number of participants.
7. The advice of external experts including Maria Hegarty (Equality Strategies Ltd) who reviewed the promotion and progression policies and procedures of the University and Jane Garvey (Equal Opportunities Unit, Queen's University Belfast) who analysed the responses to both the Task Force's consultation and the AS survey.
8. Feedback from the University on the Gender Equality Task Force Draft Final Report.

⁶ <http://www.nuigalway.ie/media/nuigalwayie/content/files/aboutus/Final-NUIG-Athena-SWAN-Bronze-institution-award-application-with-note.pdf>. The application was unsuccessful but the University plans to resubmit.

⁷ Cambridge University, University College London, Imperial College, Edinburgh University, Nottingham University, Warwick University, Queens University Belfast. No university has yet obtained a gold award.

⁸ In the advertisement for the Vice President for Equality and Diversity

⁹ <http://www.nuigalway.ie/media/nuigalwayie/content/files/aboutus/Athena-SWAN-Culture-Survey-report.pdf>

The recommendations are also based on the broad range of legal obligations under which universities operate, including: the Universities Act 1997; the Equality Act 2004 and a wide range of related employment legislation; the Irish Human Rights & Equality Commission (IHREC) Act 2014 (in particular, Section 42 of that Act); and relevant EU laws.

The positive duty of public bodies in respect of equality and the elimination of discrimination, as set out in Section 42 of the IHREC Act 2014, is given in full in Appendix 5.

Exploding myths about gender inequality in universities

There are many myths surrounding gender equality which are often cited as reasons for persisting gender inequality and are invoked by organisations to explain their inaction (KPMG, 2014). In the context of academia, there are three particularly common myths:

1. It is only a matter of time before women reach the top of the academic ladder.
2. “Universities and research institutes are ... liberal, meritocratic institutions united in a commitment to academic excellence” (Rees 2011) - only the best get to the top.
3. Women are not as ambitious as men and do not aspire to senior leadership roles in academia.

Myth 1 – It’s only a matter of time

It is often asserted that since women have only entered higher education in sufficient numbers relatively recently, there has been insufficient time for them to progress up the career ladder to the top. Curt Rice (2012) describes this myth as THAW – Time Heals All Wounds – and asserts that there is a significant body of evidence to show that the “thaw” is happening so slowly that “we won’t see the benefits in top leadership teams in our own lifetimes”.

The “*political arithmetic of gender in the academy*” (Grimson 2014) shows that women are not promoted from one grade to the next in proportion to their numbers at the lower grade (for example, see SHE Figures 2015 in EC 2016 and Mason et al 2013). Hence, time alone will not rectify the situation and “*there is no evidence of a spontaneous reduction in gender inequality over time*” (EC 2013). Specific actions are required to address the problem. Furthermore, underpinning this myth is the assumption that currently there are not enough suitably qualified and experienced women available (O’Connor 2014: 89).

Looking outside the academy to the wider world, it is clear that the business sector has reached the same conclusion and that if businesses want more women in top leadership positions then they must take positive steps to ensure this. For example, both Google and Facebook¹⁰ have introduced major programmes aimed at eliminating gender bias – both conscious and unconscious – in the workplace (Manjoo 2014). It is

¹⁰ See <https://managingbias.fb.com/>. Accessed 10 February 2016.

also clear from initiatives such as the 30% Club¹¹ that leading international companies are increasingly committed to achieving gender equality and, in particular, to ensuring that there are more women in senior positions. They recognise that gender diversity is both an ethical and a business imperative.

Myth 2 – Universities as meritocracies

The second myth challenges universities' perceptions of themselves as purely meritocratic institutions in which individuals are appointed and promoted solely on the basis of academic excellence. However, since talent and creativity are distributed in equal measure between men and women, by failing to retain and promote women, universities cannot be truly meritocratic and are not demonstrating absolute commitment to academic excellence. Indeed what constitutes academic excellence (e.g. journal rankings, citation indices, peer review systems, membership of editorial boards, and level of networking) is highly gendered and disadvantages women (for example, see van den Brink and Benschop 2011, Rees 2011, and Husu and Koskinen 2010). The loss of women's talent has major implications for research quality (Grimson 2014).

Research is a highly creative endeavour and *“since modern science is primarily carried out in groups, success depends not just on the creative individuals but also on creative groups”* (Rice 2011). There is extensive evidence from the business world that gender balanced teams are more innovative and creative (London Business School 2007) and that organisations with women in leadership positions perform better than those run just by men (McKinsey 2010, Noland et al, 2016). *“Gender balance yields creativity. Focusing on scientific quality (...) entails focusing on gender equity”* (Rice 2011) or as Professor Chris Brink, Vice Chancellor of Newcastle University, stated *“We value diversity because we are committed to excellence”* (ECU 2014). Similarly the Australian Universities Strategy for Women stated *“There are compelling productivity, governance and social justice reasons [to address] persistent patterns of gender inequality”* (Universities Australia 2010).

Castilla and Benard (2010) cited evidence that *“when an organizational culture promotes meritocracy (compared with when it does not), managers in that organization may ironically show greater bias in favour of men over equally performing women in translating employee performance evaluations into rewards and other key career outcomes”*. They refer to this phenomenon as the *“paradox of meritocracy”* supporting the view that there are many, often unconscious, biases within organisations which combine and interact to advantage men and disadvantage women.

Myth 3 – Women and ambition

According to the third myth, women have decided to opt out from the rigorous demands of an academic career. This is not borne out by studies of the career

¹¹ The 30% Club (<http://30percentclub.org/>) was established in the UK in 2010 and has a presence in US, South Africa and Ireland. It brings together CEOs and top executives to share experience in the elimination of gender inequality within their respective companies. Their initial focus was on achieving a minimum of 30% women on their boards but is now “extending to bettering the gender balance at each stage of the journey from schoolroom to boardroom”.

aspirations of female versus male academics. Lindholm (2004) suggests that women students are drawn to academic careers at a higher rate than men. The motivations of women and men academics for entering academic careers are virtually identical, with an equal proportion of both sexes giving top priority to research interest (Drew, 2013). Many women in academia seek a better work-life balance but so do many men (O'Connor et al 2015). Underpinning this myth is the belief that it is women's attitudes and priorities that are the problem. Therefore, if it is desirable to have more women in senior positions, then it is necessary to "fix the women" – and by association not the system, its organisation and culture. Blame is attached to "*women's lack of career planning, low self-esteem, lack of career ambition, poor political skills, poor ability to market themselves and lifestyle choices*" (O'Connor 2014: 107-108), thereby absolving senior management within institutions from assuming responsibility for addressing the situation.

All the evidence points to women being just as ambitious as men but systematic barriers in the workplace mean that talent alone is not necessarily enough. Far from facing one single barrier, women need to navigate around a series of small barriers or hurdles which combine together to produce a cumulative disadvantage for women - or "many molehills together make a mountain" (Valian 1999; LERU 2012). This phenomenon was noted in a seminal report on women in academia led by Nancy Hopkins of MIT (1999). The report concluded that there was evidence of discrimination against women in areas such as salary, resources, space and career opportunities. Individually they did not represent major barriers, but combined they resulted in proportionately far fewer women obtaining full professorships. Husu et al (2013) highlight the negative impact on women's careers of "things that do not happen" such as not being invited to give keynotes or join panels at conferences. Although for obvious reasons it can be difficult to detect and therefore remedy things that do not happen, they undoubtedly contribute to slowing down and even stopping career progression.

Outside academia, there is little evidence to support the notion that women do not want to reach the top. Indeed the McKinsey 2013 *Women Matter* Report concluded that women are as ambitious as men to reach the top within their organisations, but it also showed that women were significantly less confident than men that they would succeed. It is particularly important to note that confidence was defined "*as a perception of one's chances of success in the current environment, rather than confidence in one's own qualifications*". However, there is evidence to support the notion that men and women have different leadership styles with women putting more emphasis on collaboration than men. Women leaders are characterised as "taking care" while men leaders are characterised as "taking charge" (Warren 2009). This can have the effect of making women seem to be indecisive or deferential and unwilling to assert their own point of view (Flynn et al, 2011; McKinsey 2013). This in turn can be interpreted as women appearing to be less ambitious when judged against a male corporate culture (Rice 2012).

Quotas and positive action

Setting gender quotas for women means establishing a requirement that women must constitute a certain number or percentage of the members of a body or group. The literature on the effect of quotas and positive action is mixed and this was reflected in both the AS survey and also in the Task Force consultation. It should also be acknowledged that many women are uncomfortable with, and some are strongly opposed to, the introduction of gender quotas. For example, a senior administrator at the University of Cambridge stated quite clearly: *“I don’t believe in quotas or positive discrimination. I would like to get a senior post not because I am a woman but because I am the best candidate”* (Bostock 2014: 58). However, critically, she goes on to say *“It’s more about challenging the notion of how we define success in the workplace”*.

Mandatory quotas accompanied by sanctions have been shown to work, for example, in national parliaments and company boards (Wallon et al 2015). Governments and funding agencies are also beginning to look at requiring universities to take action to address gender inequality and linking this to funding. For example, the Research Council of Norway¹² has introduced gender quotas in the distribution of research funding and the goal of the Research Council of Sweden¹³ is to *“ensure that women and men have the same success rates and receive the same average grant amount taking into account the nature of the research and the type of grant”*. In the UK, the National Institute for Health Research has stated that it would only expect to shortlist medical schools for biomedical research centre/unit or translational research centre funding if the school holds an Athena SWAN Silver Award¹⁴.

In the Irish context, action would be required by the Higher Education Authority (HEA) to mandate progress on gender equality. The HEA has resumed the collection and publication of gender disaggregated data on Irish universities after a break of 7 years (O’Connor and Goransson 2014) and is currently undertaking an external review of gender equality in Irish universities¹⁵. The recommendations arising from this review will have implications not just for NUI Galway but for the Irish higher education system as a whole. The Task Force recognises that equality legislation and increased awareness of gender inequality as an issue has resulted in some progress being made. However, it is equally clear that that progress has been painfully slow and, as noted above, without further intervention beyond simple encouragement, gender inequality will not be eliminated in Irish universities for many decades. **The Task Force therefore supports the introduction of a link between HEA funding of higher education institutions in Ireland and their progress in eliminating gender inequality.**

The highly competitive, male oriented, long-hours culture in academia remains a barrier to women’s advancement and cannot be dismantled instantly. It is therefore essential

¹² <http://genderedinnovations.stanford.edu/Norway2014Policy.pdf> Accessed 29 November 2015

¹³ <http://www.vr.se/download/18.70a7940b146b8f937949f953/1403793852159/Strategy%2BGender%2BEquality%2BSRC%2B2014.pdf>. Accessed 29 November 2015

¹⁴ <http://www.nihr.ac.uk/about/patient-safety-translational-research-centres.htm>

¹⁵ <http://www.heai.ie/news/heai-review-gender-equality-higher-education>

to consider interventions which will address the legacy of discrimination for current staff. Positive action is embedded in Equality Legislation, with quotas as an important mechanism to challenge *the 'unjustifiable over representation of men'* (LSE, Gender Institute, 2015). The Task Force noted that NUI Galway in the 2013/2014 lecturer to senior lecturer promotion round introduced what was effectively a quota system by requiring that at least 30% of those promoted to be women¹⁶.

The Wallon et al (2015) study, one of the most comprehensive on the topic of quotas in academia, classifies quotas into three groups:

1. Legislated by government
2. Set by academic institutions
3. Required by funders.

They conclude that while the legislative route is a *"blunt instrument it would almost certainly lead rapidly to the desired gender balance"* with all the benefits which this would bring, not only to the women themselves but also to the institutions and the quality of research. The advantages of quotas set by the institution are that those most affected by the introduction of quotas would be involved in the decision making. Furthermore, the approach can be readily integrated into the institution's recruitment and promotion systems and the quota can realistically reflect the current proportions of men and women within an institution. However, as Wallon et al point out there is a real risk that *"without an external motivation, institutions could discuss the detail of a quota at length without ever implementing it!"*. The third group, namely the funders, requires institutions in receipt of funding to address gender imbalance. This is potentially a very powerful driver for change. But, as the authors of the report point out, it requires careful implementation to avoid the risk of scientifically meritorious applications being rejected because the institution in which the research work is to be conducted has failed to tackle gender imbalance.

While Wallon et al do not make any specific recommendation, they conclude that for hiring (and by implication also promotion) decisions, a **flexible cascade model**, where quotas are based on the percentage of women at the level immediately below for each type of position applied for at all career levels, to be the most widely used and accepted. Furthermore, in order to avoid endless internal debate, they suggest that they should be mandated by government with strong financial incentives for reaching the quota and strong sanctions for non-compliance. The main caveat the authors identify is that calculations of quotas could become complicated thus skewing targets and also the real risk of perpetuating small numbers due to low numbers at entry level in some disciplines (eg STEM). Additional measures would therefore be required to increase the number of women entering those disciplines.

The Task Force has given careful consideration to the introduction of quotas and concluded that an open, transparent and fair promotions and recruitment system which

¹⁶ In fact it was not necessary to apply the quota as the assessment process itself resulted in women comprising 39% of the successful applicants (see Table 2)

recognises and values the potential of different career trajectories of many women compared to most men and which takes fully into account the many different forms which contributions to research, teaching and community can take, will result in a more robust and sustainable system. These changes would benefit both new entrants and employees considering the first step in the ladder of promotions. **However, the Task Force also recognises that such aspirations need to be supported by positive incentives to drive change and that the introduction of gender quotas based on the flexible cascade model is appropriate and necessary.** The intention is that over time, quotas will become irrelevant once the new culture and approach becomes fully embedded within the University.

CONTEXT

National and international

Women are under-represented in senior positions in academia in virtually every university throughout the world. Only 20% of higher education institutions were headed by a woman across the EU in 2014 (EC 2015) and only 14% of the top 200 universities globally (Bothwell 2015). By comparison in 2016, 25% of the heads of Irish Higher Education Institutes (Universities, affiliated Colleges, Institutes of Technology, and Colleges of Education) are led by a woman, although there has never been a female President of an Irish university. Figure 1 shows that in 2014 while women outnumbered men at undergraduate level across the EU universities (55%), they comprised only 21% of full professors (Grade A).

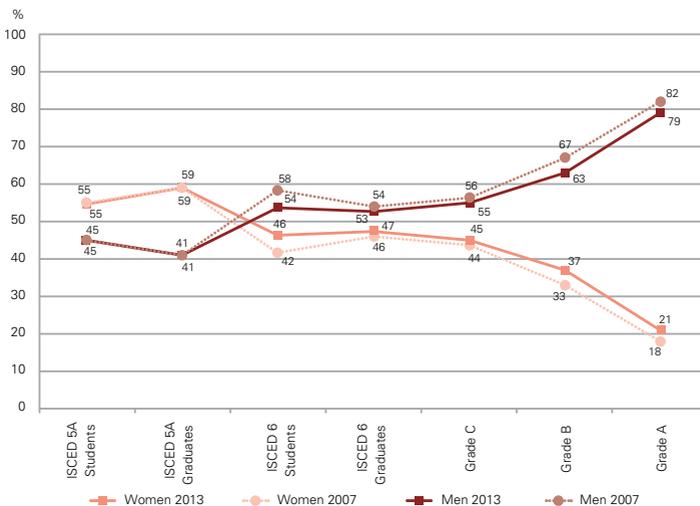


Figure 1: Proportion of men and women in a typical academic career, students and academic staff, EU-28, 2007–2013 (Source: EC 2016)

The most recent (2013) figures for Ireland are very close to the EU average with women comprising 53% of the undergraduate university population¹⁷ and 19% of full professors¹⁸ - see Table 1.

Table 1: Gender Breakdown by academic grade across the Irish Universities, December 2013 (Source HEA 2014)

	UCD		UCC		NUIG		NUIM	
	Head Count		Head Count		Head Count		Head Count	
	% Male	% Female						
Professor	80%	20%	84%	16%	86%	14%	77%	23%
Associate Professor	73%	27%	75%	25%	87%	13%	83%	17%
Senior Lecturer	63%	38%	67%	33%	70%	30%	67%	33%
Lecturer	48%	52%	50%	50%	48%	52%	55%	45%
Proportion of Senior Academic Staff	71%	29%	73%	27%	79%	21%	72%	28%

	TCD		UL		DCU		All Universities	
	Head Count		Head Count		Head Count		Head Count	
	% Male	% Female	% Male	% Female	% Male	% Female	% Male	% Female
Professor	86%	14%	69%	31%	83%	17%	81%	19%
Associate Professor	55%	45%	83%	17%	76%	24%	74%	26%
Senior Lecturer	62%	38%	61%	39%	67%	33%	65%	35%
Lecturer	51%	49%	52%	48%	50%	50%	50%	50%
Proportion of Senior Academic Staff	67%	33%	67%	33%	73%	27%	71%	29%

However, the national figures mask variations across the university sector in Ireland, with TCD and NUI Galway have the lowest percentage of female professors at 14%. While the percentage of female Associate Professors at TCD is 45%¹⁹, the percentage at NUI Galway is only 13%, again the lowest in the sector. It is important to note (see Recommendation 2.3) that the grade of Associate Professor at NUI Galway is not directly comparable to that of the other Irish universities – or indeed internationally.

¹⁷ <http://www.hea.ie/en/statistics/2012-13>

¹⁸ <http://www.hea.ie/news/gender-and-academic-staff>

¹⁹ The percentage of female Associate Professors in Trinity College increased from 16% in 2005 to 45% in 2015. While no formal analysis has been carried out to explain this increase, there is a general consensus that the establishment of WiSER (www.tcd.ie/wiser) – Women in Science and Engineering Research – in 2005 with its remit to promote the recruitment, retention, return and advancement of women in research has been a major factor.

NUI Galway

Table 1 demonstrates that female academic staff at NUI Galway have not progressed up the career ladder at the same rate as their counterparts in the other 6 Irish universities. Overall, women at NUI Galway are much less likely to be promoted than their male colleagues (see Tables 2 and 3).

Senior Lecturers

Table 2: Applications for Senior Lectureship at NUI Galway, 2001-2014

(Source: <http://www.nuigalway.ie/genderequality/factsandfigures/>)

Year	Number of applicants		Number shortlisted		Number successful		Success rate by gender		Successful candidates by gender	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
2001/02	18	6	14	5	6	4	33%	80%	60%	40%
2003/04	19	5	19	2	12	2	57%	40%	86%	14%
2006/07	26	9	21	5	16	4	62%	44%	80%	20%
2008/09	32	15	23	7	16	1	50%	7%	94%	6%
2013/14	54	50	28	29	19	12	35%	24%	61%	39%
TOTALS 2001-2014	151	85	105	48	69	23	46%	27%	75%	25%

Table 2 shows that overall, with the exception of 2001/02 when the numbers were very small, women are less likely to be promoted to senior lecturer at NUI Galway. Between 2001 and 2014, 46% of male applicants were successful compared to only 27% of female applicants. Furthermore, the success rate of women has dropped from 80% in 2001/02 to 24% in 2013/14. The 2008/09 round is a particularly egregious example with only one woman promoted out of a total of 17. It was on the basis of this round that Dr Micheline Sheehy Skeffington won her equality case.

Table 3 show the breakdown of applications by gender for Personal Professorships over the period 2009 – 2015.

Personal Professors

Table 3: Summary of applications for Personal Professorships at NUI Galway, 2009 – 2015

	Total	Male	Female	%Female
Applications considered	69	55	14	20%
Successful applications	33	27	6	18%
Unsuccessful applications	36	28	8	22%

Nearly half (49%) of the male applicants for Personal Professorships were successful compared to 43% of the female applicants. However, the numbers involved are small. Of greater significance is the fact that 80% of the completed applications were from male members of staff, while only 20% were from female staff. The pool of applicants

for Personal Professorships is drawn from the pool of Senior Lecturers, of whom 32% are female, but not all Senior Lecturers would be eligible for promotion at a particular time. It would therefore be reasonable to expect that the numbers applying for promotion would be at least proportionate to the numbers at Senior Lecturer level.

There are three different routes by which individuals can be promoted to Personal Professor, namely Regular, Fast-Track and Leadership. Under the Regular route, the holder of a Senior Lectureship, who has reached the top point of the salary scale, is eligible to apply for promotion to Personal Professor. Under Fast-Track, a Senior Lecturer, who does not meet the eligibility criteria set out for Regular Promotion may, exceptionally, apply for promotion to Personal Professor related to his/her external recognition by an internationally recognised academic body. Finally, in exceptional circumstances, applicants will be considered for promotion to Personal Professor on the basis of outstanding University Leadership. The breakdown of applications by gender and route is given in Table 4.

Table 4: Applications to Personal Professor at NUI Galway by gender and route 2009-2015

Note: Fast-track and Leadership routes were introduced in 2013

Breakdown	Application Category									
	Total	Regular	Male	Female	Fast-Track	Male	Female	Leadership	Male	Female
Total applications considered	69	54	43	11	9	8	1	6	4	2
Successful applications	33	27	23	4	4	3	1	2	1	1

The numbers applying for promotion via the Fast-track and Leadership routes are so small that it is not meaningful to compare the success rates of men and women. However, it is clear that significantly more men apply via the Fast-track route than women and it would be important to understand the reasons behind this (see Recommendation 2.11).

Many factors contribute to NUI Galway's poor performance on gender equality relative to the other universities in Ireland, which as a whole, performs relatively poorly on gender equality compared to many other European countries. The key factor is the culture within academia generally and in NUI Galway in particular, which is based on gendered notions of what constitutes success and excellence. Changing this culture represents a major leadership challenge because it comprises an interlocking set of goals, roles, processes, values, communications practices, attitudes and assumptions. The elements fit together as a mutually reinforcing system combined to prevent any change (Denning 2011). An entire university's culture cannot be changed by fiat nor by the recommendations contained in this report. The Task Force presents critical levers which can be pulled in order to effect the desired change towards gender equality.

Academic grading structures

There is one further factor, in addition to culture, which may contribute to exacerbating the “leaky pipeline”²⁰ and increasing gender inequality at NUI Galway. The academic grading structures at NUI Galway are unique among the Irish universities in respect of:

- The absence of an incremental Associate Professor grade.
- The absence of an incremental Personal Professor (Chair) grade; and
- The existence of the grade of University Teacher (now Lecturer A).

Professorial grades

Table 5 below illustrates the current professorial structures and salaries at the seven Irish universities.

Table 5: Professorial structures and salaries at Irish universities (Source: HEA)

	Professorial grades	Salary Scale
NUI Galway	(i) Established Professor (ii) Personal Professor	(i) €106-136k (ii) €121,766 (fixed single point scale)
UCD	(i) Professor (ii) Associate Professor	(i) €106 – 136k (ii) €78-103k
TCD	(i) Professor (ii) Associate Professor(called Professor in TCD) (iii) Associate Professor (equivalent to Senior Lecturer) (iv) Assistant Professor (equivalent to Lecturer)	(i) €106 – 136k (ii) €78-103k (iii) €69 – 88k (iv) €36 – 76.9k
UCC	(i) Full Professor (ii) Associate Professor	(i) €106-136k (ii) €86 – 100k
UL	(i) Professor (ii) Associate Professor	(i) €106-136k (ii) €78-103k
NUIM	(i) Professor (ii) Associate Professor	(i) €106 – 136k (ii) €78 – 103k
DCU	(i) Full Professor (ii) Personal Professor (by promotion) (iii) Associate Professor	(i) €106 – 136k (ii) €106 – 136k (iii) €78-103k

²⁰ The “leaky pipeline” is a term coined to describe the phenomenon whereby women are lost disproportionately at each successive stage of an academic career resulting in very few making it to the top. This metaphor has been criticised as being too passive and as providing an excuses for why so few women reach the top in academia.

The Associate Professor grade overlaps with the top of the Senior Lecturer grade in the other Irish universities, making the step up from Senior Lecturer to Associate Professor less significant. This supports a gradual career progression while ensuring that there is a clear requirement for significantly enhanced performance at each grade.

The equivalent grade at NUI Galway, the Personal Professor grade, is a single, fixed point, set at the mid-point of the Established Professor's scale, and therefore a significant step up from the top of the Senior Lecturer scale.

In all of the other Irish universities where the Associate Professor grade exists, the majority of Professorships awarded are Full Professorship (average of 64% across the 6 universities); while Associate Professorships constitute the minority of professorial appointments (average of 36%) – see Table 6.

Table 6: Proportion of Professors and Associate Professors at Irish Universities (Source: HEA, 2014)

	UCD				UCC				NUIG				NUIM			
	Headcount			% F	Headcount			% F	Headcount			% F	Headcount			% F
	M	F	Total	% F	M	F	Total	% F	M	F	Total	% F	M	F	Total	% F
Professor	137	33	170	19%	61	12	73	16%	63	10	73	14%	24	7	31	23%
Associate Professor	63	25	88	28%	29	9	38	24%	46	5	38	13%	19	4	23	17%

	TCD				UL				DCU			
	Headcount			% F	Headcount			% F	Headcount			% F
	M	F	Total	% F	M	F	Total	% F	M	F	Total	% F
Professor	74	14	88	16%	38	17	55	31%	38	8	46	17%
Associate Professor	35	27	62	43%	25	5	30	17%	14	5	19	26%

For comparative statistical purposes, the HEA treats the Personal Professor Grade at NUI Galway as the same as Associate Professors in other institutions. However, it is much closer to a Personal Chair in other institutions, which is awarded to individuals of outstanding achievement. The Associate Professor grade at other universities is a 6-point scale which overlaps at the lower end with the Senior Lecturer scale with a salary ranging from approximately €78k to €103k, whereas the Personal Professorship at NUI Galway is a single point of approximately €122k (see Table 5). The effect of the absence of an Associate Professor grade at NUI Galway is to increase the pressure on promotion to Senior Lecturer grade. The evidence for this can be seen from the fact that NUI Galway has the joint highest proportion (64%) of junior academic staff compared to senior academic staff (Senior Lecturer grade and above) as shown in Table 7. The sectoral average across all the Universities is significantly lower at 58%. While this pressure applies to both men and women its impact on women is greater since they are already disadvantaged at the Senior Lecturer grade. Table 7 shows that 80% of women at NUI Galway are at lecturer level compared to only 51% of men. The corresponding figures for the sector as a whole are 70% and 50%, respectively.

Table 7: Junior to Senior Academic Staff Ratios (percentages) (Source: HEA, 2015)

UCD			UCC			NUIG			NUIM		
Male	Female	Overall									
46	65	54	54	77	64	51	81	64	46	63	52

TCD			UL			DCU			TOTALS		
Male	Female	Overall	Male	Female	Overall	Male	Female	Overall	Male	Female	Overall
46	64	54	55	68	61	51	72	61	50	70	58

University Teachers (Lecturer A)

A second exacerbating factor contributing to NUI Galway's relatively poor performance in respect of gender equality is that it has retained the grade of University Teacher, whose equivalent in other institutions was abolished many years ago. Recently NUI Galway subsumed the University Teacher grade into the Lecturer Grade as Lecturer A. Lecturer A still remains distinct from the current lecturer grade (now Lecturer B) with different duties and responsibilities. The Lecturer A contract is primarily a teaching contract, with limited requirements for research activity and therefore by implication also limited time and resources to conduct research. Nearly three-quarters (71%) of University Teachers (Lecturers Grade A) are women, and it is certainly the case that, up until now, they have been a significantly disadvantaged group with virtually no possibility of promotion. The Task Force noted recent changes to the Lecturer A category. These include opening up of access to sabbatical leave and internal research funding opportunities, as well as the development of a separate Senior Lecturer promotion route for Lecturer A grade to run in 2016 (previously University Teachers competed with Lecturers in one Senior Lecturer/University Teacher scheme). The proposals to introduce a Professorial route based on excellence in teaching and scholarship and the possibility of Lecturer A staff transferring to Lecturer B contracts (and vice versa) may potentially open up prospects of progression for this cohort of staff. However, the Task Force considers that notwithstanding these changes there remains a serious risk that staff on Lecturer A contracts will not in fact have the same access to promotional opportunities as their colleagues on Lecturer B contracts. It will therefore be essential that this is monitored very closely (see Recommendation 4.1 and Appendix 6). Figure 2 shows the "scissors diagram" for NUI Galway with University Teachers and Lecturers combined whereas Figure 3 shows them as separate grades: the distorting effect of the University Teacher grade is clearly visible.

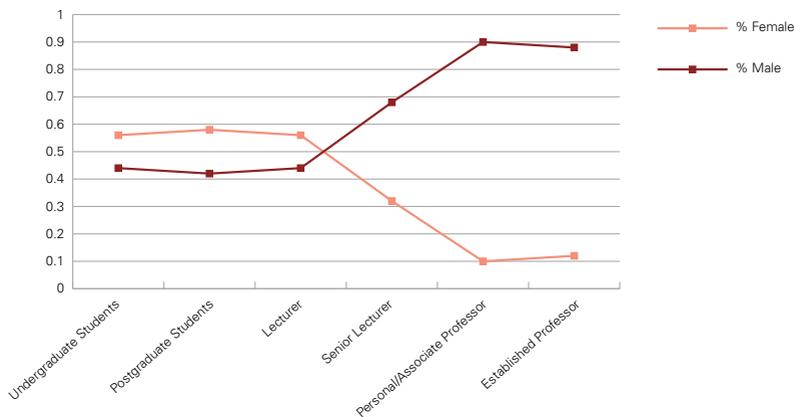


Figure 2: Proportion of men and women in academic career, students and academic staff, NUI Galway, 2013 (University Teachers – Lecturer A - included with Lecturers)

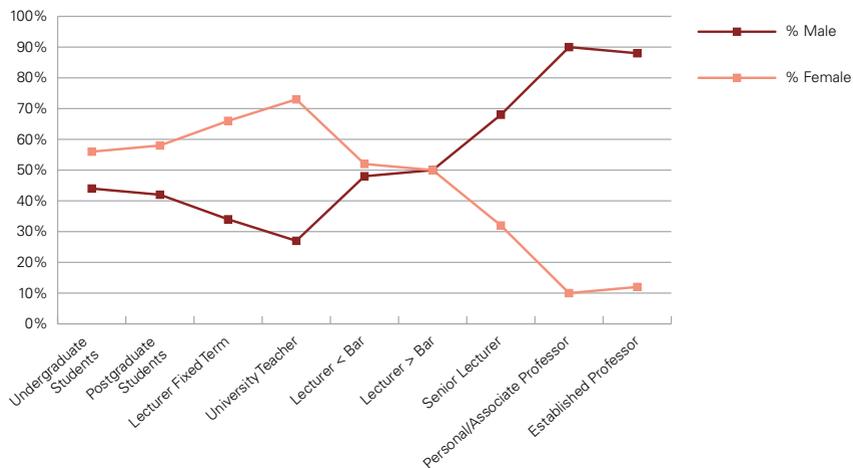


Figure 3: Proportion of men and women in academic career, students and academic staff, NUI Galway 2013 (University Teachers – Lecturer A – shown separately) (Source NUI Galway AS Bronze award application)

Support Staff

Universities are characterised by an unequal relationship between academic staff, on the one hand, and support staff, on the other. The effect of this inequality is exacerbated by the fact that men predominate in senior academic positions, while women predominate in the lower support grades. In certain circumstances this can lead to a lack of respect by academic staff of the critical role which support staff play in ensuring the successful delivery of its mission to conduct research, teach and serve the community. The overriding aim of the Task Force is to make recommendations to bring about sustainable transformation on gender equality in NUI Galway. The objective is to identify and put in a place a number of levers to drive the necessary cultural change across the entire University affecting everyone within the University. While some of the recommendations relate to specific groups within the community, many of the recommendations apply to all staff. In common with other universities, the gender profile of support staff is skewed with women comprising 89% of staff at lower grades (grades 1-5) but only 49% at higher grades (Administrative Officer and above) as shown in Table 8.

Table 8: Distribution by gender and grade of Support staff at NUI Galway

	Female	Male	Total	% Female
President	0	1	1	0%
Registrar/Bursar/ University Secretary	1	2	3	33%
Secretary	2	8	10	20%
Associate Secretary	0	3	3	0%
Assistant Secretary	6	2	8	75%
Administrative Officer	28	23	51	55%
Grade 5	53	29	82	65%
Grade 4	83	14	97	86%
Grade 3	126	9	135	93%
Grade 2	166	5	171	97%
Grade 1	17	3	20	85%

Support positions up to Administrative Officer are generally recruited internally. If a post remains vacant or is at senior level, an external recruitment competition applies. Unlike for academic staff, a promotion scheme for support staff has not operated in the University since 2008. The impact of the employment control framework has seen reductions in support staffing levels of 10-15% over the last 8 years. Furthermore, the University's ability to replace staff on leave with temporary staff has been seriously curtailed. The lack of promotions, the overall reduction in staff numbers and the inability to fill gaps in the workforce on a temporary basis have had a disproportionate impact on this largely female group.

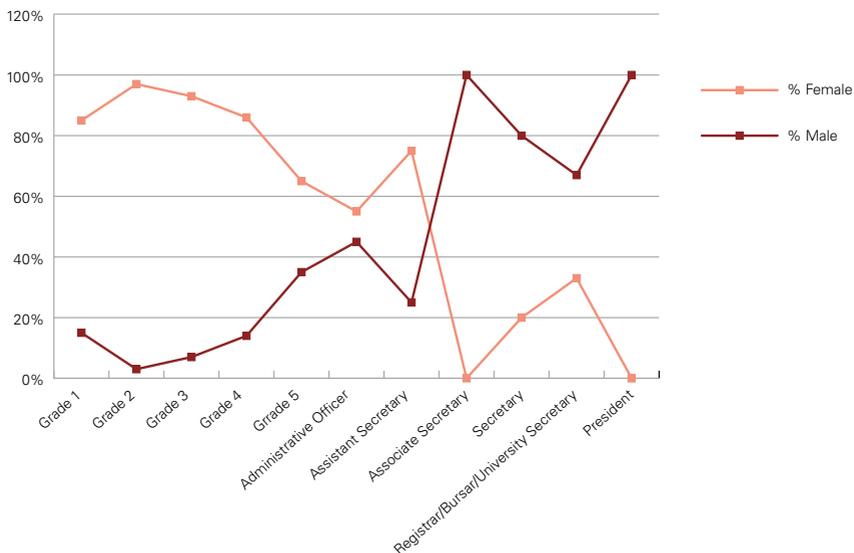


Figure 4: Proportion of men and women support staff, NUI Galway, 2015

The “leaky pipeline” analogy applies equally to support staff with women not progressing to senior roles in the same proportion as men. While 55% of the 51 staff at Administrative Officer grade and 75% of 8 staff at Assistant Secretary are female, their numbers diminish significantly at Associate Secretary Level and above. It is also clear (from Table 8 and Figure 4) that men are more likely to be recruited into senior posts than women, although the numbers are small.

Looking at the public sector more generally, both nationally and internationally, traditionally a key employer of women, the same pattern is evident; the structure is largely pyramidal with relatively few women compared to men rising to senior positions. Ireland, as elsewhere (e.g. New Zealand²¹), has begun to address gender equality through the Civil Service Renewal Plan²².

Most of the technical staff are in Science, Technology, Engineering and Mathematics (STEM) disciplines and therefore in keeping with general staff profiles in those disciplines, the majority are male as shown in Table 9.

²¹ <http://www.psc.nsw.gov.au/reports—data/state-of-the-sector/previous-editions/state-of-the-sector-2014/chapter-4—leadership-strength/women-in-senior-roles>

²² See <http://www.per.gov.ie/en/civil-service-renewal/>. Accessed: 19 February 2016.

Table 9: Distribution by gender and grade of Technical Staff at NUI Galway

	Female	Male	Total	% Female
Chief Technician	0	12	12	0
Senior Technician	30	49	79	38%
Technician	5	8	13	38%

The Task Force is also concerned about those in precarious or atypical employment and it is therefore important to gather and monitor data for these groups. The NUI Galway AS Bronze application noted that more women than men are employed on fixed-term contracts (see Table 10). Whereas 43% of those on permanent contract at NUI Galway in 2014 were female, 55% of those engaged on fixed term contracts were female. However, it should also be noted that while the proportion of women on fixed term contracts has increased marginally from 51% in 2012, the proportion of women on permanent contracts has also increased during the same period from 41% in 2012.

Table 10: Proportion of female and male academic and research staff on permanent and fixed term contracts (Source: NUI Galway, AS Bronze Application 2015)

Contract type	2012			
	Female	Male	Total	% Female
Permanent	336	493	829	41%
Fixed Term	264	250	514	51%

Contract type	2013			
	Female	Male	Total	% Female
Permanent	355	490	845	42%
Fixed Term	257	232	489	53%

Contract type	2014			
	Female	Male	Total	% Female
Permanent	372	490	862	43%
Fixed Term	287	235	522	55%

Summary

The formation of the Task Force has not been without controversy, with staff representative bodies in particular being critical of the method of its establishment and selection of members. The result was that the representative bodies not only refused to engage with the Task Force but also instructed their members not to engage. The Task Force deeply regrets that it was not possible to overcome this problem.

The Task Force concluded that the current climate in NUI Galway is not conducive to ensuring that all staff are supported to reach their full potential. The Micheline Sheehy Skeffington case was the second gender equality case in which the Equality Tribunal found against the University in 2014. Gender inequality is evident across the University, among academic and support staff, with the result that many women feel undervalued

and ignored. At a human level, this is clearly unacceptable but for the University this represents a significant loss of talent and undermines the University's commitment to excellence.

Eliminating gender inequality is complex and multi-faceted and since it involves changing the culture it will take a number of years. It is also highly contested (e.g. see Hakim 2011). There is no "quick fix" but there are actions which can be taken immediately which will make a difference even in the short to medium term. Respondents to both the Athena SWAN survey and the Task Force consultation expressed serious concerns about the culture within NUI Galway which was frequently perceived as being hostile to women. **What is therefore required as a matter of urgency is determined and sustained commitment to changing the culture throughout the University, led by the President and University Management Team, to one in which everyone's voice can be heard and in which all are equally valued and respected.** This will also help to rebuild trust which has been badly undermined in recent years. A renewed culture will not only benefit women through the elimination of gender inequality but will also eliminate other forms of discrimination and lead to a more inclusive university in which staff are happier and which is characterised by openness and transparency. Ultimately, NUI Galway will be a more successful university.

However, it will not be easy and will involve challenging cultural norms and the status quo. Studies have shown that while senior management in many universities agree that change is necessary and even desirable, there appears to be a reluctance to take a lead in effecting the fundamental changes which are required (O'Connor 2014 and Bagilhole & White 2011). By signing up to the Athena SWAN charter (see Appendix 3) and by publicly committing to eliminating gender inequality at the University, the President of NUI Galway has indicated his commitment to implementing the fundamental changes that are required. The Task Force is confident that the recommendations, if implemented in full and in a timely fashion, will make a significant contribution to changing the culture at NUI Galway and to the elimination over time of gender inequality.

RECOMMENDATIONS

The Task Force recommendations are based on what is generally regarded as best practice in the promotion of gender equality in organisations within and outside academia. Since the President of NUI Galway has stated clearly that he wants the University to become a leader in gender equality nationally, many of the recommendations are based on adherence to the Athena SWAN principles (see Appendix 3) and actions taken by Silver AS institutions in the UK. All seven universities in receipt of AS silver awards are research-led universities all of whom are clearly demonstrating their commitment to gender equality.

It is expected that the newly appointed Vice President for Equality and Diversity will be in post in June 2016. The Task Force is aware that its recommendations must be framed in the context of the incoming Vice President and her priorities and plans as well as taking account of the financial implications of some of the recommendations. The Task Force therefore concluded that it would be inappropriate for it to specify timelines for the implementation of the recommendations, as proposed in its original remit²³. This would require the development of a fully costed Gender Action Plan led by the Vice President for Equality and Diversity (see Recommendation 4.2).

Since its establishment, the Task Force has submitted two Progress Reports to Údarás na hOllscoile containing preliminary recommendations, implementation of which have either been completed or are in progress.

This Final Report contains 24 evidence-based recommendations, each of which is designed to tackle one or more aspects of gender inequality. The Task Force expects Údarás na hOllscoile and the University Management Team led by the Vice President for Equality and Diversity to develop an appropriate implementation plan based on the recommendations.

While recognising that there are a large number of recommendations, the elimination of gender inequality is complex and multi-faceted and requires a coherent set of inter-dependent interventions across a range of different areas

The recommendations are grouped under 4 headings:

- Leadership and governance (recommendations 1.1 – 1.3).
- Policies and procedures (recommendations 2.1 – 2.11).
- Capacity building and training (recommendations 3.1 – 3.8).
- Monitoring and implementation (recommendations 4.1 – 4.2).

²³ Údarás na hOllscoile approved this amendment to the Terms of Reference at its meeting on 15th December, 2015.

Many of the recommendations are applicable to all staff in the University, i.e. academic, support and research staff, whereas some are specific to individual groups:

- All staff: recommendations 1.1-1.3, 2.2, 2.5, 2.7-2.11, 3.1-3.2, 3.5-3.6, 4.1-4.2.
- Academic staff only: recommendations 2.1,2.3-2.4, 2.6.
- Support staff only: recommendations 3.3-3.4.
- Research staff and postgraduate students only: recommendation 3.7.
- Postgraduate research students only: recommendation 3.8.

1. Leadership and Governance

The following recommendations (1.1 – 1.3) are designed to ensure that the University has in place appropriate arrangements to guarantee clear and consistent leadership, responsibility, accountability and oversight of gender equality and diversity.

1.1 Governance

In consultation with the newly appointed Vice President for Equality and Diversity, the University should put in place appropriate governance structures, including a Committee of Údarás na hOllscoile for Equality and Diversity and an external advisory group.

Rationale and evidence:

The University has a unique opportunity to transform the institution to one which is a leader in gender equality and diversity in higher education in Ireland. Such a transformation requires major cultural changes across all areas together with committed, sustained and demonstrable leadership by the President (for example, see Recommendation 13 from genSET 2010²⁴). Currently at NUI Galway, responsibility for gender equality is divided among a number of different individuals and offices with little co-ordination; fragmented leadership; and no overall responsibility or accountability. The Equality Manager is located in the Human Resources Office and is responsible for the administrative aspects of equality issues e.g. maternity and parental leave. The Vice President for the Student Experience (a senior academic position) is also the University's Equality Officer. Up to 2008, the Equality Officer chaired the Equality Sub-Committee which reported the Governing Authority's Human Resources committee. The Equality Officer deals with equality issues related to staff, in conjunction with the Equality Manager and supports the University Women's Network, and works proactively to support equality initiatives in the student community. The University Secretary is currently overseeing the implementation of the Task Force's recommendations pending the appointment of the Vice President for Equality and Diversity, and the AS Self-Assessment Team is chaired by the Registrar and Deputy-President.

Given the magnitude of the task faced by NUI Galway, this fragmented structure is not fit for purpose and will not bring about the sustained change in culture which is required. The newly appointed Vice President for Equality and Diversity has a central role as the individual responsible for leading the transformation. She will be a full member of the UMT and be responsible and accountable for all aspects of equality and diversity across the University. Appropriate reporting lines and effective alignment of the role of the Vice President for Equality and Diversity for both academic (in particular

²⁴ genSET is an innovative project aiming to improve the excellence of European science through inclusion of the gender dimension in research and science knowledge making. It is a forum for sustainable dialogue between European science leaders, science stakeholder institutions, gender experts, and science strategy decision-makers, to help implement effective overall gender strategies. The funding for genSET was initially from the European Commission, FP7 programme. The EC phase of the project ended in March 2012, and genSET continues as a programme run by Portia Ltd. The Gender Summits were established as part of the project and continue to run as a platform supporting and advancing excellence and effectiveness of research and innovation at all levels, through the inclusion of gender (see <http://www.genderinscience.org/>. Accessed 11 February 2016

with regard to the Registrar and Deputy-President) and support staff (in particular with regard to the Chief Operating Officer) will be essential.

It is clear from the presentations made to the Task Force and wider discussions among members of the University community and at Task Force meetings, that the abolition of the Equality Committee in 2009 sent a signal to the community that equality matters were not high on the agenda of the leadership of the University. It should also be noted that a number of other committees including the Human Resources Committee were abolished at the same time. Critically, however, the abolition of the Equality Committee, meant that there was no obvious forum in which issues relating to gender equality could be raised and discussed. This meant that no-one was monitoring what was happening in relation to gender equality within the University. It is standard practice in all universities and indeed most other organisations to have a robust and appropriate governance structure for all issues relating to gender equality with clear accountability and responsibility. This commonly includes an oversight committee of senior leaders as well as a more broadly representative group including, for example, AS Champions across the University, HR experts, and student and staff representatives. In some universities, this committee also functions as the AS institutional Self-Assessment Team (SAT).

The Vice President for Equality and Diversity will therefore play a critical role in developing an appropriate internal governance structure for all equality and diversity issues, which ensures inter alia consistency of approach across all Schools and Units.

The post of Vice President for Equality and Diversity is unique in the Irish Higher Education sector and therefore the individual appointed will be responsible for shaping and developing the role. There is an undoubted risk that responsibility for eliminating gender inequality will be seen as exclusively the remit of the new Vice President alone, thereby letting others “off the hook”. Eliminating gender inequality is the collective responsibility of the UMT as a whole. NUI Galway must radically transform its culture to one which is open and transparent and supports all staff to reach their potential. This cannot be achieved by a single person, no matter how determined and skilled. It requires the full support of everyone from Údarás na hOllscoile, to the University Management Team (UMT), to Deans of Colleges and Heads of School, to Directors of support units and ultimately to all members of the University community. Such a major transformation requires a Standing Committee of Údarás na hOllscoile to provide the necessary oversight.

Equally important will be the support and advice of those external to the University who have the best interests of NUI Galway at heart and who can provide independent advice. Members of the external advisory group should be selected by the Vice President but could, for example, include:

- Representatives from AS silver award holders.
- Experienced researchers with expertise in gender equality in academia.
- Alumni.
- Representatives from Údarás na hOllscoile.
- Member(s) of the University Equality Committee (or equivalent), and
- One or two members of the Task Force to ensure continuity in the initial stages.

1.2 Resources

Reflecting the importance of the role, the University should ensure that the Office of the Vice President for Equality and Diversity is fully resourced.

Rationale:

The task of eliminating gender inequality at NUI Galway is significant and requires sustained investment over many years. In the short term, the development of the Gender Action Plan (see Recommendation 4.2), the planning and implementation of the recommendations contained in this report and the submission of a successful application for an institutional Athena SWAN Award (as set out in the University's Strategic Plan) require resources in terms of experienced administrators together with a sufficient budget. Failure to provide adequate resources will not only disempower the new Vice President for Equality and Diversity, but in so doing represent a significant waste of public money. The University has an obligation to ensure that the investment in this new post is sufficient to ensure success. Furthermore, failure to resource the Office of Equality and Diversity appropriately will set the University back further on the elimination of gender inequality. The Task Force notes with disappointment that the University has not proceeded with the appointment of two administrators as recommended in its Second Progress Report²⁵ and is concerned that the momentum which has been established by the work of the Task Force itself and the work of the Athena SWAN self-assessment team will be lost. Rather than going forward with the elimination of gender inequality, the University risks going backwards.

Under the Vice President, the Office for Equality and Diversity, should be fully resourced to include responsibility for the following:

- Participation of the University in the Athena Swan programme.
- Policies and procedures are in place to promote the career development and advancement of all women in the University to ensure that they can compete as equals in promotion competitions in the knowledge that gender will not be a negative factor in the selection process.
- Identifying and co-ordinating gender champions across the institution.
- Leading, monitoring and reporting on all aspects of gender equality across the University.

1.3 Committees

All committees and working groups within the University (including the University Management Team, Academic Management Team, support and promotions committees and interview boards) should be comprised of a minimum of 40% women and 40% men by the end of 2016²⁶. Furthermore, a target should be established that by the end of 2018, 50% of the chairs of these major influential committees should be women.

²⁵ Recommendation 5 of the Second Progress Report

²⁶ The Task Force notes that some committees are currently comprised of a number of (generally male) ex officio members and therefore achieving gender balance on these committees in the short term may be a challenge.

Rationale and evidence:

This recommendation applies to **all** committees, working groups, task forces, boards and panels at **all** levels throughout the University from UMT to College to School committees to support committees including Support Services Directors and Central Support Services Priorities Group²⁷. The proposed target of a minimum of 40% is in keeping with the target for state boards. Apart from the Údarás na hOllscoile, and the Academic Planning and Resource Committee (APRC), all the major influential committees fall below 40% target and only one is chaired by a woman - see Appendix 7. Commitment to gender equality requires commitment to ensuring that women can participate fully in decision-making.

Chairs of Committees (and members where appropriate) should be supported and trained. The University should establish standard procedures for the establishment and operation of committees. These should cover, for example, how members are selected, the term of office, how chairs (and vice-chairs, where appropriate) are selected, terms of references, reporting lines, and voting procedures where relevant. Committee Chairs must ensure that everyone's voice is heard and that everyone is free to voice their opinion on the matters under discussion in an atmosphere of mutual respect. Major committees should undertake an externally facilitated self-assessment of their effectiveness preferably annually. There is ample evidence from business and industry which is beginning to be recognised in academia, of the importance of diversity in enhancing both creativity (critical for research) and improving decision-making – to avoid “group-think” (McKinsey 2010, McKinsey 2015).

There is evidence to indicate *“that 30% is the proportion when critical mass is reached – in a group setting, the voices of the minority group become heard in their own right, rather than simply **representing** the minority”*²⁸.

There is both vertical (by grade) and horizontal (by discipline) segregation by gender in academia and therefore women may often be in a minority. Thus in seeking to implement this recommendation, the University must take into account the potential risk of over-burdening women, especially when their numbers at senior level are small (see Recommendation 5 of GenSET 2010). Where necessary and appropriate, consideration should be given to engaging external women for example on promotions committees and interview boards. In addition, the extra workload for women serving on several committees should be recognised in the workload model and in promotional criteria (see Recommendation 2.4).

²⁷ This Committee is responsible for staffing decision in Central Support Areas and reports to the UMT. The equivalent committee for academic staff is the Academic Planning and Resource Committee which reports to Údarás na hOllscoile.

²⁸ <http://staging.30percentclub.org/history/>. Accessed 27 January 2016

2. Policies and Procedures

The following recommendations (2.1 – 2.11) are aimed at ensuring that all policies and procedures – and their implementation – support all staff to reach their potential and achieve an appropriate work-life balance.

2.1 Gender quotas

The University should introduce mandatory gender quotas for all academic promotion assessments and competitions. If necessary this policy can be phased in over a maximum of two rounds. The quotas should be based on the flexible cascade model, i.e., the quota to be promoted should be based on the number of women eligible for promotion at the grade below²⁹.

Details of the flexible cascade model are given in Appendix 8 together with a possible approach to applying the model at NUI Galway.

Rationale and evidence:

There is a growing call for the introduction of gender quotas in many sectors (Wallon et al 2015, LSE 2015) in recognition of the fact that progress with voluntary approaches has been too slow. While the Task Force is confident that if fully implemented, the recommendations contained in this report will go a long way toward eliminating gender inequality at NUI Galway, it also recognises that the impact will initially be too slow and therefore come too late to benefit many women who are already in the University. While quotas are controversial and indeed not supported by some women who are concerned that if they are successful in obtaining promotion under a quota system then they can be accused of being promoted only because they are female rather than on merit. Equally, there is concern that less meritorious women will be promoted at the expense of more meritorious men, thereby threatening the University's commitment to excellence. However, it is precisely because gender inequality undermines excellence that measures such as quotas are required.

The criticisms of quotas are much more acute in situations where the number of promotions in any given competition is strictly limited as has been the case in Irish universities in recent years. The Task Force asserts that independent of any gender bias it is very difficult to have a fair, open and transparent promotion system when there is a severe limit to the numbers to be promoted in any one promotional round. The Task Force recognises that there are financial constraints which apply but there is a strong case to be made for the University to reconsider its financial priorities with a view to removing the limit in the medium term. The total cost of the last two rounds of promotions to Senior Lecturer was €672k which would equate to almost 1% of the annual Academic Payroll Budget. Promotions to Personal Professor since 2009 have cost €1.3m or 1.7% of the annual Academic Payroll Budget. It is essential that the University fully understands the negative consequences in terms of morale, motivation and trust of severe restrictions being applied to the number of promotions in any one round for everyone but especially for women.

²⁹ The Task Force acknowledges that implementation of this recommendation must adhere to all relevant legislation and case law.

2.2 Guidelines for promotion

The University should develop comprehensive guidelines and application support materials for all promotion schemes.

Rationale and evidence:

It is clear from the AS survey, the Task Force consultation and AS silver universities that uncertainty in relation to the criteria for promotions and the manner in which they will be applied is a common cause for concern among staff. In addition, therefore, to one-to-one coaching and mentoring (see Recommendations 3.5 and 3.6) and a pro-active programme of encouraging and supporting women to apply, there should be workshops bringing applicants through the process. Detailed, specific exemplars of what constitutes excellence for the various areas of academic activity, including teaching and service should be developed³⁰. Implementation of this recommendation will help to increase confidence and trust among staff that promotions processes and procedures are open, transparent and fair.

2.3 Academic grades

The University should review its academic grading structure and consider introducing, on incremental scales, new grades of Associate Professor and Personal Chair.

Rationale and evidence:

The grades of Associate Professor and Personal Chair on incremental scales are standard both in Ireland and in many other countries. NUI Galway is out of line with the sector in not having either incremental Associate Professor or Personal Chair grades. The absence of an incremental Associate Professor grade increases pressure on promotion to Senior Lecturer for both women and men. However, the impact on women is greater as they are already at a disadvantage relative to their male colleagues at this point in their careers. Evidence from the consultation indicates that some women become demoralised as a result because in spite of their hard work and talent, they see promotion to Senior Lecturer as unattainable. This is consistent with the external evidence which shows that women are less confident of reaching the top within an organisation compared to men (McKinsey 2013).

One important factor to consider when introducing an Associate Professorship grade is to ensure that it is not viewed as a less prestigious professorship that becomes the default professorial grade awarded to women.

Replacing the current Personal Professorship grade with incremental Associate Professor and Personal Chair grades at NUI Galway will have to be done carefully and in compliance with applicable law to ensure that existing staff whose career trajectory and aspirations are to obtain a Personal Professorship are not disadvantaged. Promotions from Senior Lecturer directly to Personal Chair should therefore be possible for exceptional individuals. However, the University must ensure that, as with the current Fast Track route to Personal Professor, there is equal access for both women and men.

³⁰ See <http://www.ed.ac.uk/human-resources/pay-reward/promotions-grading/academic-staff/procedures-criteria>

2.4 Workload

The University should develop a set of core principles to underpin the individual workload models of Schools to ensure fairness, equity, balance and transparency.

Schools and Colleges should work together on developing an appropriate workload model, which is integrated with related processes including the Performance Management Development System (PMDS) and Academic Activity Profiling³¹, to ensure that it accurately reflects the wide and diverse contributions of individuals across the organisation and that no individual or group is over-burdened. Workloads should be transparent and open for all staff to see.

Rationale and evidence:

It is common practice in universities to develop academic workload models adapted to specific disciplines although it is widely acknowledged that it is a difficult and complex task which needs constant refinement. For example, several of the action plans of the AS silver awardees include an action to monitor and improve their workload models. A number of the respondents to both the AS survey and the Task Force consultation made reference to the uneven distribution of work among staff. In particular, the view was expressed that women tend to be allocated more administrative responsibilities than their male colleagues (see also Misra et al 2011). Furthermore, in an effort to ensure better gender balance on committees, women may easily become over-burdened. This extra workload for women should be recognised in the workload model.

A number of the respondents to the consultation also made reference to the fact that it was not unusual for Heads of School to be at the lecturer grade. Out of the 16 Heads of School - 6 are women (4 at Senior Lecturer and 2 at Lecturer Above the Bar), and 10 are men (6 at Professor, 3 at Senior Lecturer, 1 at Lecturer Above the Bar). It is not appropriate for lecturers to take on these onerous roles except in exceptional circumstances. When a Lecturer Above the Bar becomes Head of School, they should be fully supported through a central fund which they can use at their discretion to enable them to continue their research; for example to “buy-out” teaching, or to fund a research assistant/postdoc. Following completion of their tenure in office, they should be given a one year sabbatical.

2.5 Bullying and harassment

The University should review and update its bullying and harassment policies in accordance with legislation and best practice in the sector. A system of contact persons should be established. Training on the implications of policies should be provided for all staff engaged on University-related activities on and off campus, including field trips and clinical placements.

Rationale and evidence:

Unfortunately, universities with their strong hierarchies and unequal power are places where bullying and harassment can occur and it would appear from the consultation process that NUI Galway is no different. Research has shown that academic settings

³¹ AAP is used to separately identify the different Academic Activities under Teaching, Research and Other components of activities carried out by Academics in the course of their duties for the University.

generate cultures and environments that cultivate and support bullies (Lester, 2012; Keashly & Nueman, 2010). A study by Clancy et al (2014) found that those involved in field research are at particular risk of sexual harassment and violence, with more than 65% of respondents in the study reporting some form of sexual harassment. In the consultation, a number of staff complained of bullying and harassment and of the manner in which complaints were dealt with by the University. It was also clear from the review of the policies that:

- There is some confusion with two policies in place - Staff-Anti Bullying Policy and a separate Harassment and Sexual Harassment Policy - and each found under different sections of the website.
- The policy on Harassment and Sexual Harassment explicitly states that the definition of harassment does not include the discriminatory grounds of gender, and
- The onus of implementation is placed on the Heads of Schools, without any explanation of what training is provided for them.

The bullying and harassment policies and procedures should be fully reviewed, combined into a single policy, updated and be linked directly to the Human Resources webpage under Conduct as a first port of call. It should also continue to be linked to Equality policies webpage.

Addressing the issues of harassment and sexual harassment and/or bullying is complicated and requires a range of strategies to respond to and support survivors. Often survivors find it extremely difficult to report on their own and follow through on complaints. Best practice in the field suggests developing champions at the various levels in the university structure is essential to create an open and supportive environment for those experiencing harassment and/or sexual harassment. Equally important is prevention, particularly through awareness raising.

The University should also establish a system of contact persons drawn from across the institution and at different levels of seniority who are fully trained to deal with informal resolution of complaints, where possible, before the situation escalates and becomes formal.

More generally, the University should ensure that where complaints - formal or informal - are made, that they are investigated swiftly and any recommendations arising are implemented in a timely and transparent manner (subject to any confidentiality considerations).

Consistent with best practice, there should be a requirement for all staff (existing and new) to complete an online module³² on harassment and sexual harassment prevention. Managers should report to the Vice President for Equality and Diversity on completion rates. New staff should take the module as part of the standard induction

³² See the following websites for examples of on-line trainings:
<http://www.hr.pitt.edu/training-development/faculty-st/human-reso>
<http://www.oeo.colostate.edu/sexual-harassment-awareness-training>
<http://www.vsu.edu/faculty-and-staff/training/sexual-harassment-prevention.php>

process. The University should consider in line with best practice, that service providers and contractors, as part of the procurement process, should be required to demonstrate that their staff have undergone appropriate training in bullying and harassment awareness.

2.6 Returners Fund

The University should introduce a central fund to provide support to academic women returning from maternity/adoptive leave to allow them to concentrate on key areas of their work and “buy out” some of their other roles for a minimum of one semester.

While the primary focus of this recommendation is on women returning from maternity/adoptive leave, the Task Force considers it appropriate that all staff on sick or carers leave for a continuous period of at least 6 months should be eligible for this scheme.

Rationale and evidence:

It is widely recognised internationally and also identified in the consultation and in the AS survey that taking time out for childcare responsibilities frequently has a detrimental effect on women’s careers (Mason et al 2013). In particular, it is their research that suffers most as they try to juggle new family responsibilities with work. All seven UK universities which have received AS silver awards have introduced specific measures to support women – and in many cases also men – both before, during maternity leave, and on return from maternity/adoptive/parental leave. Apart from the University of Edinburgh, all the other AS silver holders have in place a scheme, in some cases funded by philanthropy, to provide women returning from maternity/adoptive/surrogacy leave up to one year’s relief from teaching. The University of Edinburgh has a more general fund *“to allow women returning from maternity leave to focus on key areas of their activity and “buy out” some of their other roles temporarily, or to fund maintenance of key areas of their activity whilst on leave or to be used flexibly, for example, to fund a relative/friend to travel with them to a conference to provide childcare”*.

The Task Force recommends that the scheme should be evaluated after 3 years and consideration given to extending the “buy-out” period to a full year.

2.7 Funding of Leave

The University should review existing cover provisions for staff on maternity, adoptive and parental leave ensuring that those with young children are not disadvantaged and are supported to achieve an appropriate work-life balance. Where necessary, a central fund should be established to cover any additional costs associated with the replacement.

Rationale and evidence:

Existing provisions for maternity/adoptive leave cover are often insufficient and can vary depending on an individual College/Unit’s access to additional funding. This creates inconsistent practice across the University which can have a disproportionate impact on staff in certain areas.

Furthermore, it was clear from the consultation that the current practice of NUI Galway not to allow Units to retain the savings accruing from parental leave strongly discourages

staff – women and men – from taking parental leave. This practice is inconsistent with the University’s commitment to family friendly policies and the Task Force recommends that this practice cease and that Units retain the funding to be used to cover the activities which would have been carried out by the staff member while on parental leave.

2.8 Core hours policy

The University should introduce a core hours policy across all areas which states that **all** committee meetings should be held during the core hours of 10 am to 4 pm. Where that is not possible at least two weeks’ notice should be given.

The scheduling of meetings should take into account those who work part-time or have regular commitments at specific times of the week, such as teaching, to ensure that no-one is automatically excluded from attendance.

Rationale and evidence:

It is now widely regarded as best practice for organisations to adopt a core hours policy and such a policy is in place in all the AS Silver award holders. Not only does it allow those with parental responsibilities to attend meetings, it also begins to address the long working hours culture which has become an increasing feature of academic life in recent years with obviously negative impacts on work-life balance for both women and men.

In the University of Cambridge, for example, the Department of Chemistry has gone further and has “*developed a template of Laboratory and Performance Expectations. All group members (PhD student and staff) are required to sign the form which notes core hours and acknowledges adherence to dignity at work guidelines and expectations of professional behaviour.*”

2.9 Parent Support Programme

The University should introduce a formal parent support programme.

The programme should comprise four main elements:

1. Planning in advance of the maternity/adoptive/parental leave including the extent and means of contact during leave.
2. A specified number of Keeping-in-Touch days during maternity/adoptive leave.
3. A return to work session when the woman returns from leave,
4. A support network for parents of young children generally.

Rationale and evidence:

The maternity leave policy of NUI Galway (2014) states:

“Reasonable contact between the line manager in the University and the employee on leave is encouraged to facilitate communication for example to discuss the employee’s return to work or potential work related issues that may concern them. Such contact will not bring the maternity period to an end.”

However, it was clear from the consultation that the implementation of this is highly variable across the University with some staff, particularly support staff, complaining

that they were not notified of promotional and other opportunities while on leave. Others, on the other hand, complained about being contacted while on leave.

A Keeping-in-Touch (KIT) programme is provided on a statutory basis in the UK³³.

The first element of the parent support programme is to ensure that both the woman and her manager are fully informed in relation to entitlements and arrangements which need to be put in place in advance of the commencement of the leave. This appears to be reasonably well covered in NUI Galway's maternity policy and in the associated guide for managers managing maternity leave. However, what is missing is more practical advice for women prior to going on leave in relation to keeping their career on track (see also below). There also needs to be greater clarity in relation to responsibility for identifying suitable temporary replacement cover for teaching.

The second element of the parent support programme is the management of KIT. Under the UK system, women on maternity/adoptive/surrogacy leave are entitled to take up to 10 KIT days without affecting their entitlements. KIT days are days on which the employee chooses to work; for example, it could include meeting with postgraduate students, attending a conference or meeting. There should be a formal agreement with the woman on whether or not she works any KIT days, how many, when and whether or not she will be paid/have her leave correspondingly extended.

The third element of the parent support programme involves planning for return to work which goes beyond simply identifying the date of return. The aim must be to ensure a smooth transition back to work taking into account requests for flexible/part-time working.

Finally, an important feature of the AS silver award holders is a support network of parents with young children. Such a group can provide valuable advice and support in relation to balancing the demands of work and family and how to keep one's career on track, especially in the early stages of parenthood.

2.10 Role models

Management at all levels should ensure that women are visible throughout the University and that there is gender balance in all public-facing functions and activities, including on the web.

Rationale and evidence:

Much of the research on the importance of role models in academia has concentrated on the STEM fields where traditionally the number of women entering the pipeline is significantly less than the number of men. Furthermore, the situation is exacerbated by the fact that women are more likely to drop out of science careers than men (for example, RSE 2012). Many have attributed this to the lack of role models in the senior echelons of academia (Shen 2013).

Several of the AS silver universities have specific initiatives and programmes designed to improve the visibility of women. For example, the University of Edinburgh organises

³³ See www.legislation.gov.uk/uk/si/2006/2014/regulation/9/made#top

a special celebration of successful women on International Women's Day, and the University of Nottingham holds an annual event entitled "Celebrating women in SET". University College London (UCL) is committed to ensuring that no UCL-wide, or Faculty level events have all male speakers or panel members. The Task Force welcomes the fact that NUI Galway has already begun introducing similar initiatives. To celebrate International Women's Day 2016, the AS SAT hosted a lunch-time event entitled "Planning for Success: Insights from Women at NUI Galway" at which a number of women shared their insights and career experiences. The University Women's Network (UWN) has hosted a number of events of interest to women over the years including events to support the election of female governors to Údarás na hOllscoile. Notable speakers at UWN events include Professor Susan Vinnicombe OBE who is widely recognised for her work on women's leadership styles, and the issues involved in women developing their managerial careers.

In order to maintain a constant, visible focus on the importance of achieving gender equality, all statistics presented by the University, in all formats, should automatically include the gender breakdown. This should include all representations of staff, students and alumni numbers across all media including corporate promotional brochures, web pages, powerpoint presentations, fact sheets, student recruitment presentations to prospective students, and press releases.

It is not acceptable that women are not consistently represented among the platform party at graduation ceremonies at NUI Galway, a point made by a number of members of the community. It sends a poor signal to students (over 50% of whom are female) and their parents. Members of the platform party should be introduced to the audience.

Similarly there should be portraits of eminent women displayed across the campus. The Task Force welcomes the news that funding has been received from the Irish Research Council to mark the Centenary of 1916 with an exhibition of "Path-Breaking Women of NUI Galway". Led by the Centre for Global Women's Studies, the exhibition is a collaborative endeavour with the Gender Arc Research Network, the University Women's Network and the Mary Robinson Centre.

In order to increase the visibility of female role models on campus, the University's Naming Committee should be asked to give consideration to the naming of prominent buildings and lecture halls after eminent women associated with NUI Galway. The Task Force noted for example that there was a great opportunity to name the new Engineering Building after Alice Perry, who graduated in Engineering from NUI Galway in 1906³⁴. She was the first woman to graduate in Engineering from an Irish or British university and indeed was one of the first in the world.

Organisers of all events across the University and publicity material should ensure that they are gender balanced. And balance does not mean a single, token woman. This should include the University's web presence at local school level as well as at institutional level. It is good practice to devolve responsibility for the maintenance of

³⁴ <http://www.realizedvision.com/ap.php>. Accessed 15 February 2016.

local web pages to the Schools but the web policy should make reference to ensuring gender balance and visibility of women.

The University should introduce an annual award to recognise excellence in promoting gender equality – one individual award and one group award.

Finally, in addition to committing to the Athena SWAN principles (see Appendix 3), the University should demonstrate its commitment to increasing the participation of women in senior positions by joining the 30% Club.

2.11 Gender Impact Assessment

A Gender Impact Assessment should be undertaken of the criteria used in all promotion and appointment policies and procedures within the University for all grades of staff, in order to ensure that they are gender-neutral and their implementation will not lead to unintended differential impacts on women and men.

Confirmation of the completion of this review and the date of the review should be noted on each policy/procedure.

Rationale and evidence:

The promotion data presented in Section 2 shows clearly that women have not been as successful as men in promotion competitions at NUI Galway. This requires a careful examination not just of the policies and procedures themselves but also how they are implemented.

Results from empirical studies of the use of quantitative indicators of performance and of criteria of scientific excellence in assessment of intellectual competence and academic merit, show that implicit gender bias influences collection, analysis, and interpretation of performance data; affects assessment processes and decisions; and reinforces gender stereotypes (EU 2016). A Gender Impact Assessment (GIA) will allow the University to examine these issues systematically and comprehensively (EC 1998, Sauer 2013). It could also be argued that there is a legal requirement on the University to undertake such a GIA under the public duty in Section 42(2) of IHREC (see Appendix 5) which requires an assessment plus action plan, and under Section 36 of the Universities Act as well as the EU Directive on gender mainstreaming.

There are many factors contributing to differential promotions outcomes for women and men at NUI Galway and it is the purpose of the GIA to identify and address these. The Task Force has identified a number of issues which should be included as part of the assessment.

Research has shown that on average women in academia publish less than their male colleagues (Rørstad and Aksenses 2015), but this can largely be explained by women's position in the academic hierarchy i.e. there is a much stronger correlation between academic grade and publication rate than between gender and publication rate. Simply put, senior academics publish more than junior academics.

In order to account for interruptions in careers due to caring responsibilities, the traditional approach has been to simply "stop the clock" i.e. to give women longer

to reach the notional “standard” required. But that is no longer regarded as fair or equitable. Indeed a Dutch study showed that women lost out when applying for full professorships as a result of being older (Van den Brink 2010: 145).

The Task Force recommends that in order to eliminate any conscious or unconscious bias in the assessment of candidates there should be a focus on quality rather than simply quantity of publication (see GenSET 2010 Recommendation 8).

It is also interesting to note that the most recent evaluation round of the Research Excellence Framework (REF)³⁵ introduced a feature under which academics who had taken time out of their career could apply to be included in the REF but with a reduced number of publications. This has enabled many women who have taken maternity leave to be included with 2 journal publications during the evaluation period instead of the standard 4. This has had a positive effect on improving the returns by the universities as a whole and arguably even more importantly on the women, who previously had been dismissed as not being fully research active. It is to be welcomed that similar provisions have been included in the Institutional Review of Research Performance (IRRP) currently under way in NUI Galway. It will be essential for the Vice President for Equality and Diversity to monitor the impact of these provisions and to ensure that anyone who is to be treated differently is treated fairly and in an open and transparent manner.

The Task Force recommends that as part of the GIA process, the University should ensure that any potential differential impact of higher rates of maternity / adoptive / parental leave in units with a high female/male staff ratio is taken into account when they are being assessed for performance and consequential resourcing decisions.

The Task Force also recommends that particular attention is paid to the assessment of teaching and service, as well as research. There is evidence from many studies that women spend more time on teaching, administration and pastoral care than men (e.g. Misra et al. 2011), whether voluntarily or not (see also recommendation 2.4).

A GIA should also be conducted of all appointment policies and procedures, both internal and external, for both academic and support staff positions. This should cover ensuring that search committees, for example, make strenuous efforts to identify potential female candidates particularly in those areas where women are traditionally under-represented. Committees should aim to have gender-balanced shortlists. Where this is not the case, committees, as part of normal procedure, should be required to explain in detail the efforts which have been made to identify suitable female candidates. Advertisements should ensure that they are phrased using gender-neutral language and all NUI Galway recruitment advertisements should include a line indicating that applications from female candidates are strongly encouraged.

Finally, the Task Force recommends that the GIA also examines whether there is any differential impact between men and women of flexible and part-time working, both of which are regarded as desirable in order to achieve an appropriate work-life balance while at the same time retaining staff. A study in New Zealand (Baird et al 2014) found

³⁵ See <http://www.ref.ac.uk/about/guidance/faq/individualstaffcircumstancesref1b/>

that the use of flexible work arrangements and career breaks could have adverse effects on women by reducing their access to opportunities for career development and promotion. The low uptake of flexible working at senior levels by men and women also has an effect on the large numbers of women who have care responsibilities outside of work. The New Zealand study also found that the uptake of flexible working is improved where there is a culture that explicitly values its use, where there is more flexibility inherent in job design and work processes, and where it involves whole groups, not just individuals, at all levels throughout the organisation.

3. Capacity Building and Training

These recommendations (3.1 – 3.8) propose the introduction and/or further development of initiatives across the University to support gender equality and ensure that all staff are appropriately trained.

3.1 Unconscious Bias Training

Annual unconscious bias training should be compulsory for **all** members of the University and Academic Management Teams, Heads of School, Chairs of Committees, members of interview and promotion boards/panels, and other senior decision-makers.

The Vice President for Equality and Diversity should monitor and report on participation rates in the training.

Rationale and evidence:

Several studies have shown that unconscious bias is widespread and that its effect is to advantage men over women with men being over-rated and women being under-rated (by both women and men) (e.g. Moss-Racusin, C.A. *et al.*, Valian 1999). More generally, Merton (1968) concluded that the contribution of established researchers is consistently given more credit than is due, referred to as the “Matthew effect” (to those who have more shall be given). There is also the corresponding “Matilda effect” in Science which indicates that male scientists get credit for work over female scientists (Rossiter, 1993). Unconscious bias training, which is standard practice in many companies, enables participants to recognise their own biases thereby helping them to make better and more rational decisions. The initial unconscious bias training (i.e. the first time an individual staff member participates in the training) should be face-to-face lasting for a minimum of half a day. Thereafter, the annual refresher training can be delivered via an on-line module.

3.2 Management

The University should develop and implement a comprehensive and integrated induction programme for all staff assuming leadership roles.

The programme should cover inter alia training in all aspect of gender awareness including unconscious bias training, bullying and harassment awareness, gender equality impact assessment, workload management as well as comprehensive coverage of all the relevant personnel policies and their implementation, including flexible and part-time working and job-sharing. It should be compulsory for staff, both current management staff as well as new managers, to complete the programme upon assuming office.

Rationale and evidence:

Concern was expressed by staff in both the AS survey and the Task Force consultation that managers were not sufficiently aware of University policies and procedures particularly in respect of gender equality with the result that they were inconsistently applied across the University. It is essential that all those in leadership/management positions are fully informed/trained in respect of all the recommendations contained in

this report and their implementation. Fundamentally this recommendation is about the provision of leadership support for middle management within the University. It can often be difficult to encourage academics to put themselves forward for management positions such as Head of School or Dean of College. Yet these roles are crucial to the effective running of a modern university and to preserve a sense of collegiality. It is therefore essential that those who are willing to take on these roles are properly supported and their contribution fully acknowledged (see also recommendation 2.4).

3.3 Competency framework

The University should finalise and implement the competency framework for each grade of support staff.

In accordance with recommendation 2.11, this framework should be subject to a Gender Impact Assessment.

Rationale and evidence:

It is essential, that the University provides equal access to employment opportunities according to a person's ability to do the job and free from any arbitrary or irrelevant considerations. The University has developed a competency framework for academic roles to assist in achieving this aim, providing a systematic and objective method of assessing and selecting people. It is essential that a similar competency framework is established and rolled out for support staff. The primary objective of the framework must be to describe in detail all of the key qualities, attributes and behaviours necessary for effective performance in these roles.

Defining which competencies are necessary for success in particular roles will help the University and staff perform better in the following areas:

- Recruitment and Selection – by providing clear criteria in selecting who to employ, and making sure all candidates are assessed against a consistent framework.
- Performance Management (PMDS) – by providing clarity in relation to expectations in order to evaluate performance more effectively.
- Learning and Development – by helping the University and individuals identify areas to prioritise their learning and development needs.
- Career Development (Progression) – by providing clear expectations of what skills, knowledge and behaviours are needed at each level and by showing individuals how they can develop their career by building on their current skillset.

A competency framework will make it clear to staff what will be required if they should wish to seek promotion. Support staff should be supported through PMDS to develop new competencies through internal or, where relevant and feasible, external secondments”

3.4 Support Staff Promotion Scheme

The University should introduce a promotion scheme for support staff.

In accordance with recommendation 2.11, the associated policies and procedures should be subject to a Gender Impact Assessment prior to implementation.

Rationale and evidence:

The Task Force notes that there have been no promotions round for support staff since 2008 and that the only route open to these staff for promotion since then has been via open competition for advertised posts and temporary appointment to acting positions. It is also clear from the data (see Table 8) that men are more likely to be recruited into senior posts than women.

Given NUI Galway's stated commitment in *Vision 2020* to rebalancing the ratio of junior to senior staff in the support services, a ratio which disadvantages women disproportionately more than it does men, an action plan to support the development of support staff, with particular attention given to initiatives to advance gender equality, should be an immediate priority of the incoming Chief Operations Officer working with the Vice President for Equality and Diversity.

3.5 Mentoring

The University should extend and promote the mentoring system for all staff and provide training for both mentors and mentees.

Rationale and evidence:

There is widespread agreement that a well-designed and properly resourced mentoring programme benefits women (and men) and helps them to navigate the complex demands of their career. The Task Force understands that NUI Galway has a limited mentoring programme in place and this needs to be evaluated, adjusted as required and then rolled out across the University.

3.6 Women's Leadership Programme

The University should actively support women to develop their leadership skills through increased participation in the Aurora programme.

Rationale and evidence:

International evidence shows that women are less likely than men to put themselves forward for leadership positions and are slower to apply for promotion. Many universities have specific programmes in place which provide opportunities for women to develop their leadership skills. All the AS silver award holders have some form of leadership and coaching programme targeted at supporting women's career progression and in many cases these programmes have been running for a number of years with positive results.

Clearly in order to run such programmes within a university, there need to be sufficient numbers of women at the relevant point in their career to participate. Most of the AS Silver award universities are significantly larger than NUI Galway. For this reason, it could be more cost-effective for NUI Galway to fund participation of their staff in the well-established Aurora Programme. Launched in November 2013, Aurora is a women-only leadership development programme based in the UK. Over the last two years, 1473 women and 128 institutions and higher education sector bodies have engaged in Aurora and these include participants from a number of the Irish universities. Aurora is

open to both academic and support staff and to date 17 staff (a mixture of academic, research and support staff) from NUI Galway have completed or are completing the programme. As part of the Aurora programme, participants are assigned mentors, not necessarily from the same institution. It will be important to align this mentorship scheme with Recommendation 3.5 as there is a growing body of evidence to suggest that women today tend to be over-mentored but under-sponsored (Ibarra et al 2010).

In the same way that gender quotas are a means of improving gender balance over a reasonably short space of time, so carefully designed coaching schemes can help “fast-track” women up the academic ladder. One of the best examples of such a scheme was introduced in the University of Tromsø in 2011³⁶. The project, known as the Promotion Project, aimed to increase the percentage of women applying for promotion to professor. Female associate professors and senior lecturers who aspire to promotion are identified and supported until they have improved their CVs in order to maximise their chances of success and have submitted an application for promotion. Fundamentally the programme aims to increase the confidence of women who are thinking of applying for promotion and supporting them to put forward the best possible case filling in any gaps in their CV.

3.7 Research Staff Development Centre

The University should establish and resource a centre for research staff which supports their career development and integration into the University community.

Rationale and evidence:

University research everywhere relies heavily on PhD students but even more so on the postdoctoral/contract researchers and yet this community of researchers is virtually invisible at NUI Galway. The Task Force noted the significant work in this area by Sinead Beacom (HR Research Manager). NUI Galway achieved the HR Excellence in Research award from the European Commission in 2013. This award is in recognition of the University’s commitment to align its policies and procedures to the 40 principles of the EU Charter and Code for the conduct and recruitment of Researchers³⁷. The University is committed to retaining this award in its strategic plan. The absence of a formal Research Career Strategy (RCS) at NUI Galway was identified as a priority action item for the University and the RCS project commenced in March 2015.

In many countries, there is a sudden drop in the participation of women in academia and research generally at the transition between postdoctoral research and permanent academic position (e.g. Mason et al 2013, EC 2013). Furthermore, there is much anecdotal evidence of the vulnerability of contract researchers to bullying and harassment (see Recommendation 2.5 above).

A dedicated and resourced Research Staff Development Centre such as, for example, the Postdoc Development Centre at Imperial College London³⁸, or the more broadly

³⁶ See <http://www.projectstages.it/index.php/en/archivio-speed-en/item/133-troms2>. Accessed 15 February 2016.

³⁷ <http://ec.europa.eu/euraxess/index.cfm/rights/europeanCharter>. Accessed 16 March 2016

³⁸ <https://www.imperial.ac.uk/staff-development/postdoc-development-centre/>

based University of Bath's Researcher Development Unit³⁹ could provide a range of services including workshops, one-to-one support and mock interviews as well as supporting a network of representatives across the community.

3.8 Postgraduate Research Students

The Dean of Graduate Studies, the Vice President for Equality and Diversity, and the Students Union Executive should work together to provide a stronger sense of community among postgraduate research students.

Rationale and evidence:

Research postgraduate students are a very important community within any research university. While not all of this group would come within the remit of the Task Force as they are not staff of the University, the Task Force considered that they constitute a very significant and important group in the context of the academic career pipeline. Internationally, it is after completion of doctoral studies that women begin to drop out of research careers in a greater proportion to men. However, because they are a transient fragmented population, many of whom may work part-time, it is difficult to build a sense of community among them or indeed to have a forum at which they can raise their concerns. During the consultation, it became clear to the Task Force that many postgraduates at NUI Galway feel isolated and under-valued. This is particularly true for those female postgraduate researchers who are older and have children and for whom issues such as entitlement to maternity leave, childcare costs and balancing family responsibilities with their studies pose real challenges. The University has a duty to provide the support necessary to help them succeed and develop their careers. Where appropriate, research postgraduates should have access to the facilities provided by Research Staff Development Centre proposed in Recommendation 3.7.

³⁹ <http://www.bath.ac.uk/learningandteaching/rdu/>

4. Monitoring and Implementation

These recommendations (4.1 and 4.2) are concerned with monitoring progress towards the elimination of gender inequality through the regular collection and analysis of detailed data and the development and implementation of a comprehensive Gender Action Plan.

4.1 Data collection

The University should regularly collect comprehensive quantitative and qualitative data relating to gender equality and use it to monitor progress over time (see also Recommendation 4.2). The Vice President of Equality and Diversity should present an Annual Report on progress to Údarás na hOllscoile.

The data set should include data on recruitment; retention and promotion of academic and support staff including research staff; undergraduate and postgraduate students; leadership positions; and membership of **all** committees **and** working groups, including promotions committees. In addition to the quantitative data, a culture survey of all staff should be conducted at least every three years. Details of the proposed data set are given in Appendix 6. The data set should be updated to include any additional targets and indicators included in the Gender Action Plan (recommendation 4.2).

Rationale and evidence:

“If you can’t measure it, you can’t manage it” (Peter Drucker). When it comes to measuring the degree of gender equality in an organisation, it is essential to have a comprehensive set of Key Performance Indicators (KPIs) with associated targets based on a clearly defined unambiguous data set.

Since NUI Galway has signed up to the Athena SWAN charter, it is logical to use the data set which they have defined and since it is the University’s ambition to be a leader nationally, the appropriate dataset is that defined for applications for AS silver awards post May 2015 as this includes all staff in the university, not just academics (ECU 2015). This will also avoid duplication of effort.

4.2 Gender Action Plan

The University, under the leadership of the Vice President for Equality and Diversity, should develop a comprehensive Gender Action Plan which incorporates the recommendations in this report together with actions being developed as part of NUI Galway’s next application for an Athena SWAN Bronze award.

The plan should also aim to anticipate an application for an Athena SWAN Silver award, which would apply to all units - academic and support alike.

The plan should be based on the data set defined in Recommendation 4.1. The GAP should specify clearly defined SMART (Specific, Measurable, Realistic, Achievable, and Time bound) Key Performance Indicators, including targets, timelines, accountability and resources required. While the targets should be realistic, they should be ambitious.

Rationale and evidence:

Eliminating gender inequality is a complex and multi-dimensional challenge which must be tackled from many different angles involving everyone in the community. It is therefore essential to have a clear action plan with timelines. The original remit of the Task Force was to *“To consider the University’s present gender mix among staff, including academic and support staff, and advise the University what measures it should take and over what timescale to develop effective gender equality.”* However, Údarás na hOllscoile subsequently approved an amendment deleting the requirement to include a timescale for implementation. It is the responsibility of the Vice President for Equality and Diversity to lead the development of such a detailed Gender Action Plan (GAP). It involves not only prioritisation and scheduling of the actions (including those from the AS Bronze award application) but also the identification of the necessary financial and human resources.

The importance of the KPIs and targets was underlined by the feedback from the Equality Challenge Unit on NUI Galway’s 2015 unsuccessful application for an Athena Swan Bronze award.⁴⁰

⁴⁰ See <http://www.nuigalway.ie/media/nuigalwayie/content/files/aboutus/2015-Athena-SWAN-Award-Application-Feedback.pdf>

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APPENDIX 1: GENDER EQUALITY TASK FORCE, NUI GALWAY – TERMS OF REFERENCE

Also available at

<http://www.nuigalway.ie/media/nuigalwayie/content/files/aboutus/Task-Force-Terms-of-Reference.pdf>

Background

Following the decision of the Equality Tribunal in favour of Dr Micheline Sheehy Skeffington, Údarás na hOllscoile, NUI Galway at its meeting on December 16th, 2014, accepted the decision of the Tribunal and acknowledged failures both in the oversight of compliance with good practice and in ensuring the implementation of gender equality in its academic and administrative procedures and processes.

It was therefore decided as a matter of urgency to establish a Task Force to assist the University in its determination to address this very important matter appropriately. The Task Force would be asked to assess and advise on how best the University could establish a process and a timeframe for the eradication of gender inequality in the University.

After careful consideration, Údarás na hOllscoile decided that the following principles should be applied in the selection of individuals invited to participate in the work of the Task Force:

- *“The need to ensure a high level of expertise and experience relevant to the work of the Task Force.*
- *The need to have an external independent chairperson.*
- *The desirability not to have representation from the University Management Team and Údarás na hOllscoile in order to assure the independence of the Task Force.*
- *The desirability of affording considerable latitude and flexibility in the terms of reference for the Task Force.*
- *The flexibility for the Task Force to request and hear evidence as it sees fit.*
- *The need to ensure strong gender balance on the Task Force.”⁴¹*

⁴¹ Extract from Údarás na hOllscoile Minutes of January 30, 2015

Membership of the Task Force

The membership of the Task Force is comprised of individuals with extensive experience and expertise across a range of areas relevant to the work of the group. These include gender equality and diversity, human resource management, law, education, social policy, public administration, governance, mentoring, civil and human rights as well as the conduct of investigations and enquiries. The Task Force considers such depth and breadth of experience as essential to effectively address the complex and multi-faceted issue of gender inequality.

The membership is as follows:

Chair: Professor Jane Grimson - Former Vice Provost of Trinity College Dublin and Acting Chief Executive of the Health Information and Quality Authority; first woman President of Engineers Ireland and the Irish Academy of Engineering; co-founder of WiSER (Women in Science and Engineering Research), TCD; Chair of the Equality Committee, TCD.

External members

Liam Bluett – General Manager, Ballybane Enterprise Centre, Community Group mentor.

Norah Gibbons – Chair of the Child and Family Agency, Former Director of Advocacy Barnardos.

Professor Áine Hyland – Former Vice President, University College Cork; Chair of the Equality Committee; conducted promotions reviews in UCC and RCSI.

Dr John Kremer – Visiting Researcher, School of Psychology, Queen's University Belfast; expert in equality and diversity in the workplace (resigned due to work commitments November 2015).

Professor Gerry Loftus – Former Dean of the College of Medicine, Nursing and Health Sciences, NUI Galway.

Gráinne McMorrow – Senior Counsel, Sole Member of the Douch Commission of Investigation, International Human Rights expert, Founding Member of the Irish Women Lawyers Association, Member of the European Council's Venice Commission, Member of the Gender Equality Sub-Commission of the European Council's Venice Commission For the Protection of Democracy through Law, Professor of Law (Adjunct), NUI Galway, Former Chair of the Mental Health Act Commission Review Tribunals, Former President of NUI Galway Students Union.

Tadhg Ó hÉalaithe – Former Secretary General of the Department of Arts, Culture and the Gaeltacht, Former Director of Corporate and Learner Awards Services at the Higher Education and Training Awards Council.

Internal members

Dr Louise Allcock – Lecturer, School of Natural Sciences, NUI Galway, Member of the University Women's Network NUI Galway.

Maria de Almeida Silva – PhD student in the School of Law, NUI Galway.

Dr Nata Duvvury – Senior Lecturer, School of Political Science and Sociology, NUI Galway, Co-Director of Centre for Women’s Studies NUI Galway; expert in international gender equality and development, Member of the University Women’s Network NUI Galway.

Caroline Loughnane – Academic Secretary, NUI Galway, Founding Member of the University Women’s Network NUI Galway.

Dr Niall Madden – Lecturer, School of Mathematics, Statistics and Applied Mathematics, NUI Galway, Member of the NUI Galway Athena SWAN Self-Assessment Team.

Aoife McNena – HR Manager, NUI Galway, Member of the University Women’s Network NUI Galway.

Professor Donncha O’Connell – Head of the School of Law, NUI Galway; Member of the Law Reform Commission and formerly a member of the Legal Aid Board. Wrote SIPTU Equality Guide and trained their officers.

Professor Maura Sheehan – J.E. Cairnes School of Business and Economics; international expert in diversity in the workplace, Member of the University Women’s Network NUI Galway.

Natalie Walsh – Research Support Officer, Research Office, NUI Galway; PhD student; Member of the University Women’s Network NUI Galway.

External advisor: Professor Yvonne Galligan – Professor of Politics, Queen’s University Belfast and Director of Queen’s Gender Initiative.

Project Manager: Nicola McNicholas – Management Accountant, NUI Galway, Founding Member of the University Women’s Network NUI Galway and Athena SWAN Self-assessment Team, NUI Galway.

It was agreed that the Task Force may co-opt additional members where necessary.

Remit

The remit of the Task Force is as follows:

*“To consider the University’s present gender mix among staff, including academic and support staff, and advise the University what measures it should take to develop effective gender equality”.*⁴²

The overriding aim of the Task Force is to provide advice to Údarás na hOllscoile on how to bring about sustainable transformation on gender equality and diversity in the university in order to ensure that;

1. The contribution of all staff to the university is recognised and valued; and
2. All staff are equally supported in their work to achieve their full potential.

The Task Force will report directly to Údarás na hOllscoile and will be responsible for developing its own detailed terms of reference and methods of working.

⁴² Extract from Údarás na hOllscoile Minutes of January 30, 2015 and subsequently amended at its meeting on December 15th 2015.

Methodology

The general methodology devised by the Task Force to fulfil its Terms of Reference is set out below. These may be extended or amended by the Task Force during the course of its work in order to fulfil its remit.

The methodology consists of 4 main work streams namely, consultation, information gathering, research and analysis.

Consultation

1. The Task Force is committed to consultation to assist it and to inform its work.
2. The Task Force will consult widely with individuals, groups, and representative bodies within the university community where possible regarding their experience at NUI Galway with particular reference to gender-related issues.
3. This consultation process seeks to be as inclusive as possible and therefore the Task Force invites submissions from all those in the University community willing to participate in the process of eradicating gender inequality in NUI Galway.
4. Upon request, any such submissions will remain confidential.

Information Gathering

1. The Task Force will also gather information relevant to its aims and objectives and will seek disclosure where necessary of all relevant material both historical and current that touches on its Terms of Reference.
2. The Task Force will define a comprehensive set of data relating to gender equality to be collected annually by the university in order to be able to monitor progress over time. The baseline will be established in 2015. The dataset will include, for example, data on recruitment, retention and promotion of academic and support staff including research staff, and postgraduate students, leadership positions, membership of key decision making committees, including promotions committees, and other relevant data. This baseline will take into account the data collected as part of the university's Athena SWAN submission as well as previous reports on promotion to senior lectureship and personal professorships.

Research

1. The Task Force will take into account relevant published literature on gender equality where necessary.
2. The Task Force will oversee the identification of good practice in terms of gender equality that has been shown to be effective in other third-level institutions both nationally and internationally.

Analysis

1. The Task Force will analyse relevant information and data received with the help of external expertise if required.
2. The Task Force will oversee an examination and analysis of existing processes and structures related to gender equality in the University.

Working methods

- A minimum of 4 meetings at NUI Galway will be held in 2015.
- Members unable to attend in person will be able to participate via teleconference.
- Topics for the agenda will be generated by members of the Task Force in consultation with the Chair.
- Papers for meetings of the Task Force will be circulated by email at least one week in advance of the meeting.
- The Task Force may co-opt additional members.
- The Task Force may establish sub-groups to progress individual items of work; each sub-group will be chaired by a member of the Task Force.
- Non-members may be invited to attend meetings of the Task Force and/or of sub-groups as required.
- The Task Force will receive and consider any submissions from interested external parties on matters relevant to its work.
- The Task Force will develop a work programme with agreed timelines consistent with the objectives outlined above.
- Decision making will be based on consensus.
- The Secretariat for the Task Force will be provided by the University.

Sharing of information and resources (including confidential materials)

- Subject to there being no data protection/confidentiality issues, the Task Force will operate in an open and transparent manner unless a member specifically requests that a matter is to remain confidential to the group
- Members will be able to share information and resources through task force meetings and electronic communications.
- NUI Galway will facilitate the development of a public web space for the Task Force as well as a secure password-protected workspace for members of the Group to share resources.

Recommendations

The Task Force having analysed and considered the information and data received will proceed to frame its recommendations for submission to Údarás na hOllscoile. It is envisaged that these recommendations will be taken forward as part of the process of developing a systematic and comprehensive Gender Action Plan by the University which includes a clear monitoring and evaluation system together with on-going review and public reporting of progress.

In recognition of the urgency and importance of its work, the Task Force will endeavour to finalise its recommendations within the shortest possible timeframe. In that regard it is the intention of the Task Force to deliver its first report and initial recommendations to Údarás na hOllscoile at its meeting on 23rd June 2015.

Thereafter, it will report periodically to Údarás na hOllscoile and with a view to producing a comprehensive report by March 31st 2016.

Amendments to the Terms of Reference

The Task Force may amend the Terms of Reference during the course of its work.

APPENDIX 2: LIST OF PRESENTATIONS TO TASK FORCE

- Presentation by Prof Maura Sheehan, School of Business and Economics, NUI Galway on experience on gender equality in the corporate world.
- Presentation by Prof Kathy Murphy, Lead of the University's Athena SWAN Self-Assessment Team.
- Presentation by Prof Yvonne Galligan, Director of Queen's University Belfast Gender Initiative.
- Presentation by Chris McNairney, Director of HR NUI Galway.
- Presentation by Dr Nata Duvvury, on Work Environment / Sexual Harassment and Bullying.
- Presentation by Dr Pat Morgan, Equality Officer, NUI Galway outlining the current equality structures in NUI Galway.
- Presentation by Aoife Cooke Equality Manager, NUI Galway on changes in Senior Lecturer promotion scheme.
- Presentation by Aoife McNena (HR) and Aoife Cooke on the Support and Technical Staff Structure in NUI Galway.
- Presentation by Sinéad Beacom, HR Research Manager, on the Research Career Strategy in NUI Galway.
- Presentation by Aoife Cooke of the preliminary results of pay audit of Academic staff by grade by gender.
- Presentation by Jane Garvey of the analysis of the qualitative responses to the Athena SWAN Gender Equality Survey conducted by NUI Galway March 2015.
- Presentation by Maria Hegarty following the review of the policies and procedures as per Recommendation 4 of the Progress Report.

APPENDIX 3: ATHENA SWAN CHARTER PRINCIPLES

[Source: <http://www.ecu.ac.uk/equality-charters/athena-swan/about-athena-swan/>]

The Athena SWAN Charter is based on ten key principles. By being part of Athena SWAN, institutions are committing to a progressive charter; adopting these principles within their policies, practices, action plans and culture.

1. We acknowledge that academia cannot reach its full potential unless it can benefit from the talents of all.
2. We commit to advancing gender equality in academia, in particular, addressing the loss of women across the career pipeline and the absence of women from senior academic, professional and support roles.
3. We commit to addressing unequal gender representation across academic disciplines and professional and support functions. In this we recognise disciplinary differences including:
 - the relative underrepresentation of women in senior roles in arts, humanities, social sciences, business and law (AHSSBL).
 - the particularly high loss rate of women in science, technology, engineering, mathematics and medicine (STEMM).
4. We commit to tackling the gender pay gap.
5. We commit to removing the obstacles faced by women, in particular, at major points of career development and progression including the transition from PhD into a sustainable academic career.
6. We commit to addressing the negative consequences of using short-term contracts for the retention and progression of staff in academia, particularly women.
7. We commit to tackling the discriminatory treatment often experienced by trans people.
8. We acknowledge that advancing gender equality demands commitment and action from all levels of the organisation and in particular active leadership from those in senior roles.
9. We commit to making and mainstreaming sustainable structural and cultural changes to advance gender equality, recognising that initiatives and actions that support individuals alone will not sufficiently advance equality.
10. All individuals have identities shaped by several different factors. We commit to considering the intersection of gender and other factors wherever possible.

APPENDIX 4: KEY THEMES OF THE TASK FORCE CONSULTATION

Context

In June 2015 Professor Jane Grimson, Chair of the Gender Equality Task Force, emailed all NUI Galway members of staff setting out the remit of the Task Force and inviting submissions from any individuals and groups who were interested in sharing their perspectives and experiences in relation to gender equality at the University. She suggested that the submissions might include:

- Any views you may have regarding policies, programmes and/or procedures which would in your opinion ensure that gender equality is achieved.
- Individual experiences of specific instances in which gender inequality was evident.
- Views on specific policies and procedures and practices perceived as detrimental to gender equality.

Respondents could request that their submission be treated as confidential. The original submission deadline of 15 August 2015 was extended until 4 September 2015 to encourage as wide a range of views as possible.

Methodology

All submissions to the Gender Equality Task Force consultation were read by Professor Grimson and, prior to analysis, were anonymised by Professor Grimson, with all information pertaining to personal experiences or information which could potentially identify any individual being summarised or redacted.

Submissions were separated into male and female to identify issues which may be pertinent to a particular group of staff. The submissions were also considered by identified employment categories: academic; research; and support.

A small number of submissions were received anonymously with no indication of gender and / or employment category.

Thirty eight submissions were received from individual members of staff, 63% (24) from female members of staff, 29% (11) from male members of staff and 8% (3) were anonymous.

Of the 38 submissions, 71% (27) were from academic members of staff, 3% (1) from research members of staff, 21% (8) from support members of staff and 5% (2) were anonymous.

A summary of the 38 individual submissions by gender and employment category is included in Table A4.1.

Table A4.1: Individual submissions to Task Force Consultation by gender and employment category

	Academic	Research	Support	Not known	Total
Male	7	1	2	1	11
Female	18		6		24
Not known	2			1	3
Total	27	1	8	2	38

A letter was also received from the Public Administration and Community Division of SIPTU.

Summary of findings

The submissions received by the Gender Equality Task Force contained a range of views, issues and recommendations. As over 70% of the individual responses came from academic members of staff, many of the views expressed and issues raised are of particular relevance to academic staff.

Views expressed and issues raised in the submissions have been grouped and presented by gender and employment category in the main body of this report. Quotes are included to help give context and to add clarity.

The issues that were commented on most frequently by respondents related to

- The Gender Equality Task Force.
- Workplace culture and leadership.
- Gender inequalities and gender imbalances.
- Promotions and appointments.
- Maternity and parental leave and cover.

A number of respondents provided details of personal experiences which they hoped would assist the Task Force to understand how individual members of staff are affected by gender inequality in NUI Galway. All personal details remain confidential to the Chair of the Task Force.

The issues identified in the submissions to the Task Force were, in the main, similar to those raised in responses to the open-ended questions in the University's Athena SWAN Gender Culture Survey⁴³.

A number of submissions also included suggested actions that the respondents felt would contribute to the achievement of gender equality at NUI Galway.

In summarising the suggestions, similar suggestions put forward by individual respondents have been combined and, some amendments have been made to original wording in the interest of consistency and clarity.

- Expand and amend Vision 2020 to include Equality and Diversity as a fifth pillar, identifying major goals, key measures of success and targets for 2020.

⁴³ [http://www.nuigalway.ie/genderequality/athenaswanframework/Athena SWAN Culture Survey Report](http://www.nuigalway.ie/genderequality/athenaswanframework/Athena%20SWAN%20Culture%20Survey%20Report)

- Establish a set of performance metrics for gender equality, and monitor performance over a period of time.
- Establish gender quotas for all appointments and promotions.
- Set a specific timeline for removing gender quotas for promotions.
- Ensure gender balance on all promotion and recruitment panels, committees and decision making teams.
- Scrutinise present and past promotion policies for gender disadvantage.
- Ensure that all University staff, particularly those in leadership/management positions, engage in unconscious bias, diversity and equality training, and education.
- Ensure that senior management, and Chairs of promotion and appointment panels, complete equality and non-discrimination sensitization training.
- Provide training for members of staff in relation to gender theories and perspectives.
- Ensure that all members of staff understand the difference between gender representation and gender balance.
- Ensure that members of staff with leadership and management responsibilities complete mandatory training in people management.
- Place a greater emphasis on gender inequality, and its impact in the University, at staff induction programmes.
- Provide cover for the full period of maternity leave.
- Introduce actions to redress the disadvantages for academic female members of staff who take time out for children, particularly with regard to catching up on research output:
 - Create a focus group at School or College level to identify particular problems faced by female members of staff, and promote new ideas in addressing the problems.
 - Allow for a reduction in teaching and administration for a specific period of time.
 - Provide special training or retraining programmes.
 - Provide additional resources to support attendance at conferences and to re-engage in professional networks.
 - Establish a mentoring programme.
 - Provide support for collaboration in research output.
 - Introduce a formal mechanism into the process of evaluating academic output for promotion purposes which takes account of time away from academia for child care.
- Ensure that contribution to the wider community and teaching are evaluated separately, and are given equal weighting to research, in the evaluation of academic output.
- Amend the sabbatical leave policy to ensure that members of staff with young children who may not be in a position to take sabbatical leave abroad are not disadvantaged.

- Investigate the individual reasons why permanent academic members of staff, who recently left NUI Galway, chose to leave.
- Provide leadership training for lecturers so that female members of staff from all grades can more readily engage in leadership roles within the University, Colleges and Schools.
- Provide a staff mentoring programme that prepares members of staff for future leadership roles.
- Investigate the gender inequality that exists among support grades, particularly in terms of male representation at the lower grades.
- Introduce a mentoring programme for female support members of staff.
- Ensure that more support posts are open to members of staff who wish to work on a part-time basis.
- Consider including a statement in the advertisement for support posts which welcomes applications from staff who wish to avail of family friendly policies.
- Reinstate the Outreach officer posts that previously existed within the Colleges of Science and Medicine.

APPENDIX 5: POSITIVE DUTY OF PUBLIC BODIES (SECTION 42 OF IHREC ACT 2014)

1. A public body shall, in the performance of its functions, have regard to the need to —
 - a. eliminate discrimination,
 - b. promote equality of opportunity and treatment of its staff and the persons to whom it provides services, and
 - c. protect the human rights of its members, staff and the persons to whom it provides services.
2. For the purposes of giving effect to *subsection (1)*, a public body shall, having regard to the functions and purpose of the body and to its size and the resources available to it —
 - a. set out in a manner that is accessible to the public in its strategic plan (howsoever described) an assessment of the human rights and equality issues it believes to be relevant to the functions and purpose of the body and the policies, plans and actions in place or proposed to be put in place to address those issues, and
 - b. report in a manner that is accessible to the public on developments and achievements in that regard in its annual report (howsoever described).
3. In assisting public bodies to perform their functions in a manner consistent with *subsection (1)*, the Commission may give guidance to and encourage public bodies in developing policies of, and exercising, good practice and operational standards in relation to, human rights and equality.
4. Without prejudice to the generality of *subsection (3)*, the Commission may —
 - (a) issue guidelines, or
 - (b) prepare codes of practice in accordance with *section 31*, in respect of the development by public bodies of performance measures, operational standards and written preventative strategies for the purpose of reducing discrimination and promoting human rights and equality in the public sector workplace and in the provision of services to the public.
5. Where the Commission considers that there is evidence of a failure by a public body to perform its functions in a manner consistent with *subsection (1)* and that it is appropriate in all the circumstances to do so, the Commission may invite the public body to —
 - a. carry out a review in relation to the performance by that body of its functions having regard to *subsection (1)*, or
 - b. prepare and implement an action plan in relation to the performance by that body of its functions having regard to *subsection (1)*,or both.

6. A review or an action plan under *subsection (5)* may relate to — (a) equality of opportunity or human rights generally, or (b) a particular aspect of human rights or discrimination, in the public body concerned.
7. The Commission may, and, if requested by the Minister, shall, review the operation of *subsection (1)*.
8. For the purposes of assisting it in carrying out a review under *subsection (7)*, the Commission shall consult such persons or bodies as it considers appropriate.
9. Where the Commission carries out a review under *subsection (7)* it — (a) may, or (b) where the Minister has requested the review, shall, make a report of the review to the Minister and any such report shall include such recommendations as the Commission thinks appropriate.
10. The Commission shall cause a copy of the report to be laid before each House of the Oireachtas.
11. Nothing in this section shall of itself operate to confer a cause of action on any person against a public body in respect of the performance by it of its functions under *subsection (1)*.

APPENDIX 6: GENDER DATA SET

This data set represents the minimum set of data to be collected annually, analysed and progress reported to Údarás na hOllscoile as part of the Annual Report of the Vice President for Equality and Diversity. Items 1-7 below correspond to the data set required for an Athena SWAN (AS) Silver application⁴⁴. Items 8-11 are additional items which the Task Force recommends should also be collected and the rationale for their inclusion is given below. The data set should be updated to include any additional targets and indicators included in the Gender Action Plan (recommendation 4.2).

1. Staff numbers, by grade and gender, covering the career pipeline across the whole institution, with explanations of differences in data for men and women, and between STEMM and AHSSBL⁴⁵ disciplines.
2. Data on staff on fixed-term, open-ended/permanent and zero-hour contracts by gender.
3. Academic staff by contract function and gender: research-only, research and teaching, and teaching-only.
4. Staff leavers by grade and gender, with comment on different rates for men and women, and between disciplines.
5. Findings of equal pay audits/reviews.
6. At least three years of student data, with comment on differences in the data for men and women, and for full- and part-time students. In addition:
 - a. Numbers of men and women on access/foundation courses;
 - b. Numbers of undergraduates by gender;
 - c. Numbers of taught postgraduate students, by gender;
 - d. Numbers of research postgraduate students, by gender;
 - e. The progression pipeline from undergraduate to postgraduate degrees.
7. Data (numbers and percentages) on supporting and advancing women's careers is required, over a minimum of a three year period, in particular:
 - a. Recruitment (break-down of application data by gender and grade), long-listed and short-listed candidates, offer and acceptance rates;
 - b. Induction processes for new staff;
 - c. Promotions: number of applicants and success rates, and information on eligible cohorts; there should be clear differentiation between those on Lecturer A contracts and those on Lecturer B contracts;
 - d. Maternity return rates;
 - e. Paternity, shared parental, adoption and parental leave uptake.

⁴⁴ See <http://www.ecu.ac.uk/wp-content/uploads/2015/05/Institution-Application-26.05.15-FINAL.pdf>. Accessed 21 February 2016

⁴⁵ STEMM = Science, Technology, Engineering, Mathematics and Medicine
AHSSBL = Arts, Humanities, Social Sciences, Business and Law

8. Data (can simply be 'yes' or 'no') on dependent children per member of staff.
9. Number of years spent in each grade for all staff.
10. Data (number of incidents) regarding complaints (formal and informal via contact persons⁴⁶) of bullying and sexual harassment.
11. Culture survey.

Rationale and evidence:

The decision to base the data set on the data set required for Athena SWAN silver award application is both pragmatic to avoid duplication of effort but also represents best practice. The Equality Challenge Unit has refined its data requirements over the past decade and the current data set reflects these efforts to ensure broad coverage of gender equality issues across the entire university while at the same time avoiding the collection of irrelevant data i.e. it is a minimum data set.

However, in addition the Task Force recommends the collection of data relating to:

- Dependent children.
- Longitudinal data.
- Bullying and harassment.
- Culture survey.

Item 8: Dependent children

It is proposed that details of the number of dependent children per staff member – or at least whether or not they have any dependent children – is recorded. A number of studies both inside and outside academia have shown that having children benefits men but disadvantages women – sometimes referred to as the fatherhood bonus and the motherhood penalty, respectively. A comprehensive longitudinal study carried out by researchers at the University of California at Berkeley (Mason et al 2013) concluded that although childless men and women in the sciences achieve tenure at relatively similar rates, the probability of a young woman with a child achieving tenure is significantly less. Furthermore, they also show that while 70% of tenured male professors have children, only 44% of tenured female professors do. A Spanish study (Frutos et al 2010: 12) concluded that *“when it comes to men and women with the same personal and professional characteristics the same academic productivity, and both with children, we see that having children affects women much more negatively: a man with children is 4 times more likely to be promoted to Full Professor than a woman with children.”*

Item 9: Longitudinal data

There is a significant body of evidence that shows that women in academia spend longer in each grade before being promoted to the next grade. This difference cannot be accounted for only by women taking time out for maternity/adoptive/parental leave (see, for example, Misra et al 2011).

⁴⁶ See Recommendation 10

Item 10: Bullying and harassment

It is essential that there is rapid progress towards the elimination of bullying and harassment and this must be monitored.

Item 11: Culture survey

The Equality Challenge Unit also expects applicant universities to include a cultural survey which looks at attitudes towards and issues concerning gender equality. NUI Galway ran such a survey in 2015 as part of the University's application for an Athena SWAN Bronze award. This survey should be repeated every three years as part of monitoring progress towards the elimination of gender inequality.

APPENDIX 7: COMPOSITION OF MAJOR COMMITTEES

Committee	Numbers	% Female	Chair
Údarás na hOllscoile	40	40%	Female
Academic Planning & Resource Committee (APRC)	18	55%	Male
Finance & Resource Committee (FRC)	20	20%	Male
Standing & Strategic Planning Committee (STR)	19	32%	Male
Support Services Committee (SSC)	18	44%	Male
Sabbatical Leave and Leave of Absence (sub-committee of APRC)	10	30%	Male
Priorities (sub-committee of APRC)	11	45%	Male
University Management Team	8	25%	Male
Academic Management Team	15	27%	Male
Senior Lecturer Promotion Board	18	44%	Male
Personal Professor Promotion Committee	12	25%	Male

APPENDIX 8: IMPLEMENTATION OF THE FLEXIBLE CASCADE MODEL FOR QUOTAS FOR PROMOTION

The key idea behind the flexible cascade model is that the quotas at each career stage are based on the numbers at the career level directly below for each area and are determined by the institution. Thus, loosely speaking, if 50% of lecturers who are eligible to apply for promotion to Senior Lecturer are female then under the cascade model, at least 50% of those promoted should also be female, and so on through Associate Professor/Personal Professor. The same principle can also be applied to recruitment at all levels but determining the size of the potential pool of qualified applicants outside an institution is clearly difficult. The quotas must be based on realistic and attainable values and there should be a degree of flexibility; they should be based on running averages over, say, three rounds of promotions.

Since the quotas should be determined by the institution, the Task Force considered that it did not have sufficient information to be able to recommend precise values for the targets beyond the key principle of consistency with the grade below. However, the following represents a consideration of some of the issues which will need to be taken into account by NUI Galway in the development and implementation of a policy on gender quotas.

1. Under the 2013/2014 round of promotions to Senior Lecturer, NUI Galway introduced a fixed quota system under which a minimum of 30% of those promoted to Senior Lecturer should be female. As it happened, once the ranking of candidates had been completed, 39% of the successful candidates were female so the quota did not need to be applied. However, the intention was that a total ranking of the candidates who were deemed to be promotable from both panels - STEM (Science, Technology, Engineering, Mathematics and Medicine) and AHSSBL (Arts, Humanities, Social Sciences, Business and Law) - would be produced and the top candidates selected for promotion (the number selected according to the agreed limit of promotions in that round). If the percentage of female candidates in that group was less than 30% then the next ranked females would be promoted until the quota was reached bypassing higher ranked men. The advantage of this system is that it is simple to apply. However it suffers from two disadvantages:
 - a. The quota of 30% is arbitrary and is less than the percentage of women eligible to apply for promotion at the grade below (Lecturer) which was 45% (see Table A8.1) at the time and would therefore perpetuate the “leaky pipeline”
 - b. In order to apply the quota it is necessary to bypass higher ranked men leading to the accusation of promoting less qualified women over more qualified men.

Although it should be noted that in the absence of the application of the quota, that particular group of male applicants would not have been promoted anyway owing to the restriction on the total number to be promoted.

2. A potential concern is that the actual number of female applicants could be too low to apply the flexible cascade model. Table A8.1 below shows the percentage of female applicants, the percentage of successful applicants who were female and the percentage of eligible lecturers who were female at the time of the promotion round.

Table A8.1: Success rates of female applicants for promotion to Senior Lecturer at NUI Galway

Year	Percentage of applicants who were female	Percentage of successful applicants who were female	Percentage of eligible female lecturers
2001/2002	25	40	N/A
2003/2004	21	14	N/A
2006/2007	26	20	N/A
2008/2009	32	1	39
2013/2014	48	39	45

It is interesting to note that in 2013/2014 round the percentage of female applicants (48%) exceeded the percentage at the Lecturer level who were eligible to apply (45%), which is encouraging. It suggests that the application of the flexible cascade model in NUI Galway from Lecturer to Senior Lecturer is feasible as there are sufficient numbers of well qualified, eligible female applicants. However, research has shown that women tend to be more reluctant than men to apply for promotion and this is certainly reflected in the numbers applying for promotion to Personal Professorship at NUI Galway (see Table 3). Although women currently constitute 32% of Senior Lecturers (not all of whom would be eligible to apply for promotion), 80% of applications for Personal Professorships were from men with only 20% from women during the period 2009-2015. It is essential therefore if the flexible cascade model is introduced that positive and sustained efforts are made to encourage and support women to apply especially for professorial grades (see Recommendation 3.6).

3. The calculation of the quota should be kept as simple as possible while at the same time retaining a degree of flexibility.
 - a. It could be based on the percentage of eligible lecturers who are female (50% in 2015) across all disciplines. This would have the advantage of simplicity and also smooth out variations between different subject areas. But it could result in uneven application with those disciplines which have more women (e.g. Nursing) being disadvantaged compared to those with fewer women (e.g. Engineering) and vice versa.
 - b. There could be two different quotas for each of the promotions panels

– AHSSBL and STEMM i.e. the quota for AHSSBL would be based on the percentage of women lecturers in AHSSBL, and similarly for STEMM.

- c. Quotas could be calculated at College level.
 - d. It is not recommended that quotas are calculated at School level as the numbers are too small and calculations could become unnecessarily complicated.
 - e. Irrespective of the number of different quotas and the level at which they are applied it will be essential to ensure rigour and clarity in relation to how the lists from AHSSBL and STEMM are combined in order to select the successful candidates. Indeed it may be necessary to apply the quotas before combination.
 - f. Since each round of promotions is a separate competition with a new pool of applicants, some of whom may have applied previously, the Task Force recommends that the quota is calculated based on a rolling average over 2-3 rounds. Thus in one round, the number of women promoted could exceed the quota whereas in the following round it could be slightly less.
4. The following represents one possible approach to applying a gender quota using the flexible cascade model at NUI Galway:
- a. Calculate quotas according to one of the methods above;
 - b. Decide whether a prima facie case exists (see also below) for promotion for each candidate;
 - c. Divide the pool of “promotable” candidates into men and women;
 - d. Rank men and women separately;
 - e. Apply the quota to give the number of successful female and male candidates;
 - f. Consider all those on either side of the cut-off i.e. those that have just made the cut-off and those who have just missed out.

Although not part of the formal recommendations, the Task Force also recommends that the University considers the abolition on the limit – over the medium term - on the numbers to be promoted from Lecturer to Senior Lecturer. As a general principle, it is very difficult to have a fair, open and transparent promotions system when there is a tight restriction on the number of individuals to be promoted in any one round. Clearly, the limit on the numbers to be promoted adversely affects both women and men and for everyone who is deemed “promotable” (has a prima facie case), the impact of being unsuccessful is significant. Giving unsuccessful candidates useful and meaningful feedback under such circumstances is difficult and this undermines trust and confidence in the system.

However, the Task Force considers that the impact is not gender neutral but rather has the unintended consequence of disadvantaging women more. Women are more successful in recruitment and promotions systems which are clear, open, transparent and fair as compared to ones which are more arbitrary and/or subject to bias. As with any assessment system, there are generally a small group of candidates who cluster at the top and about whom there is consensus among panel members that this group should be promoted. Equally, there is usually a reasonable consensus as to the group of candidates who do not meet the criteria and for whom there is no prima facie case. The

reality is, however, that the majority of candidates will cluster in the middle and there is therefore a serious risk of introducing a degree of arbitrariness and unconscious bias. Furthermore, women generally also are slower to apply for promotion than men, preferring to wait until they feel they have a very strong case, whereas men are less risk adverse. Therefore, the impact of being unsuccessful is potentially greater for women.

