

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

## DOCUMENTS AND THEIR LOCATIONS:

University of Galway Athena SWAN Bronze Application May 2021 (AS)

University of Galway Equality, Diversity and Inclusion Strategy 2020-25 (EDIS)

Consent Framework Implementation Plan (CF)

Gender Equality Action Plan 2 (GEAP2)

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

University of Galway Athena SWAN Bronze Application November 2017 (AS)

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

[AVAILABLE HERE](#)

[AVAILABLE HERE](#)

[AVAILABLE HERE](#)

[AVAILABLE HERE](#)

[AVAILABLE HERE](#)

[AVAILABLE HERE](#)

## ACTION DETAIL SUMMARY

		STATUS				
		Not Started	In Progress - On track	In Progress - Delayed	At Risk	Complete
<b>Total Actions:</b>		<b>72</b>				
<b>Total Actions Per Category:</b>						
	Organisational Culture and Work-Life Balance	<b>20</b>				
	Gender Balance in Leadership and Decision-Making	<b>5</b>				
	Equal Opportunities in Recruitment and Career Progression	<b>29</b>				
	Integration of the Gender Dimension into Research and Teaching Content	<b>2</b>				
	Measures Against Gender-Based Violence Including Sexual Harassment	<b>4</b>				
	Embedding Gender Equality Including the Intersection of Other Characteristics Across University of Galway	<b>12</b>				

## GLOSSARY OF TERMS AND RESOURCES

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

**Gender Proofing:** Checks carried out on any policy/proposal to ensure that any potential discriminatory effects have been avoided

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

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

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

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

*[Adapted from the European Institute for Gender Equality Glossary & Thesaurus](#)*

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

[HEA Gender Policy Website](#)

[Council of Europe Gender Equality Website](#)



# University of Galway Gender Equality Action Plan 2021-2025

## 1. Organisational Culture and Work-Life Balance

SOURCE	#	RATIONALE	ACTION DETAIL	LEAD	RESPONSIBLE	START DATE	DUE DATE	STATUS	COMMENTS
AS 4.1, EDIS G4 No 6	1.1	To enhance feeling of inclusion of international staff.  Measures of Success: Reduction of perceived racism in University of Galway of 10% from HEA baseline, in 2023 culture survey	Work with ISN to launch an anti-racism campaign on campus.	VPEDI	HEO		Q 4 2021	In Progress-Delayed	ISN held a Town Hall focusing on Race Equality and the wider dimensions of EDI in March 2022. This included presentations on the findings of the HEA report on Race Equality in Higher Education. EDI Programme Manager for Race Equality recruited in August 2022. E-module 'Let's Talk about Race in Higher Education' launched in 2021 for staff. The programme of work led by the Programme Manager for Race Equality will be supported by a Race Equality Committee which was established in September 2022. A Town Hall on Race Equality was held in November 2022 focusing on the policy and legislative context in Ireland and good practice/lessons from the UK. A key action is the launch of an anti-racism campaign in 2023, aimed at both staff and students.
			Seek University of Galway data from HEA national HEI survey on racism.	VPEDI	OVPEDI		Q2 2022	In Progress- On Track	The data from the HEA's national survey on race equality is disaggregated by institution type (University, IT or College) and is therefore not available at individual institution level. We have requested the university sector data from the HEA. In addition to the data gathered under the HEA national survey, we are administering an institutional survey in Q1 2023 in addition to a call for written submissions.
			Implement features of the startswithaname initiative in CSE on pilot basis to ensure that people are addressed by name in the correct order with the correct pronunciation; explore the option of VOIP phone messages integrated into an email signature, develop a protocol for a standardised email signature to include integration of VOIP making it clear which is the persons first name and using pronouns to describe yourself.	VPEDI	Vice Dean EDI CSE		Q4 2023	In Progress- On Track	The CSE EDI committee piloted the StartsWithAName initiative within the College. StartsWithAName is premised on respecting the correct use of people's names supported by individuals putting the phonetic pronunciation of their name on their e-mail signature/name badge/Zoom name etc. The pilot is also included in University of Galway's Institutional Athena SWAN Action Plan. The outcome of this initiative also included the production and launch of a video to create awareness and understanding ( <a href="https://www.universityofgalway.ie/science-engineering/edi/tstartswithaname/">https://www.universityofgalway.ie/science-engineering/edi/tstartswithaname/</a> ).  The Student Digital Pathways Project is including functionality within the registration system to enable students to voluntarily add a phonetic spelling of names as part of student profiles. There may also be an option to upload an audio file to aid pronunciations.
			Work with VP International on the Global Galway Project which focuses on the internationalisation of culture within the University.	VPEDI	VPEDI		Q4 2023	In progress - On Track	The programme plan to support race equality involves establishing cross-functional strategies and actions that consider the diverse needs and experiences of international staff and students. Both the VP International and VPEDI are members of the Race Equality Committee which is tasked with developing and implementing the race equality strategy and action plan. The aim is to launch this in Q2 2023 once an evidence baseline, and multi-faceted consultation process has been completed.  To date meetings have taken place to discuss the key dimensions of the project and to determine ways of collaboration, particularly in the context of the widening emphasis on race equality. ISN have grown in membership and representation since being established in 2019. By 2021, the Global Galway membership had increased to 150 registered members from approximately 35 countries. A number of targeted actions have been undertaken by ISN to enhance feelings of inclusion among international staff. This includes successfully campaigning to be represented in the Academic Council and Údarás na hOllscoile: Five executive committee members of the ISN were elected to the Academic Council, and the Co-Chair was elected to the Údarás na hOllscoile. ISN are also represented on the Equality, Diversity and Inclusion Committee (EDIC) and the Equality, Diversity and Inclusion Campus Committee (EDICC). These are significant milestones for the ISN and are in line with its objective of providing a clear voice and vision for diversity, inclusion, and representation at University of Galway. In addition, ISN have held online and on campus events for international staff.
AS 4.3, EDIS G4 No 1 and No 2	1.2	To ensure induction events at university and local levels welcome new staff and students and facilitate their integration into the university community successfully.  Measures of Success: Increase the % of new staff attending induction training from 38% in AY 2019/20 by 20% annually over the course of the Action Plan to 78% in AY2024-2025.	Stipulate attendance at induction as part of probation period and review.	HR Director	Learning & Development Manager		Q1 2022 onward	In Progress-on track	Attendance at induction will now be part of the probation policy and HR will be seeking approval that attendance will be a mandatory requirement from November 2022. A follow email is sent to all staff who do not attend induction and line managers are made aware of induction dates and encouraged to support staff attendance.
			Restructure format of central induction to make it more accessible. Offer blended approach of face-to-face and online options when possible to do so after Covid-19.	HR Director	Learning & Development Manager		Q1 2022 onward	In Progress-on track	The induction programme is being regularly updated to ensure that the content is up to date. In addition we are also looking at a return to in person induction. However the feedback from staff is for a hybrid approach to this programme. Update: Inductions are scheduled every 6 weeks and in 2023 the plan is to hold every second induction in person.
			Monitor and report annual attendance at induction as a proportion of new employees, as part of annual HR report to UMT, EDICC and EDIC.	HR Director	HR Director		Q1 2022 onward	Complete- To be monitored	This is now regularly monitored and recorded.

			Engage our vibrant staff networks to support induction processes and enhance the experience of new staff members.	EDI Strategy Implementation WG					While relevant for all staff, this has been an issue of particular importance for international staff. The International Staff Network present at staff induction and have worked in partnership with HR to produce a handbook to support international staff on-boarding.
AS 4.4	1.3	To enhance support for working parents including maternity/adoptive leave.	Mainstream Ramp-up and Managing Inclusively workshops within HR Training and offer at least annually from September 2021.	HR Director	HR Learning and Development Manager		Q3 2021 and at least annually thereafter	In Progress-Delayed	This is still being reviewed as this has now moved to HR. Update: Inclusivity Leadership is part of the requirements within the EDI/L&D joint tender. Submissions are due to close in Jan 2023.
			Survey staff who have availed of maternity/adoptive leave in the past 5 years to ascertain their views on a formal KIT policy.	HR Director	HR Employee Relations Manager		Q2 2022 (to feed into implementation of action 4.12)	In Progress-Delayed	Survey to be developed and rolled out in 2023
			Establish a Return-to-Work interview protocol to discuss workload allocation, flexible workload needs and other requests to aid parents transitioning back to work after maternity leave.	HR Director	HR Employee Relations Manager		Q2 2022 (to feed into implementation of action 4.12)	In Progress-Delayed	The return to work form should form part of the workload allocation model and HR can support HoD, HoS, Line managers and staff member with return to work conversation. The WLAM is currently at the consultation stage with meeting with the trade unions being organised.
AS 4.5, AS2017 4.16, 4.17, GEAP1 2.4, GEAP2 1.10	1.4	Measures of Success: Transparent, consistent use of WAMs established across all schools/colleges by AY 2023-2024.	To implement a uniform workload model across all Schools and ensure consistency and fairness.	Oversee the implementation of a uniform workload model based on the agreed underpinning principles.	DPR	DPR	Q4 2022	In Progress- On Track	Scheduled for completion in Q4 2022. A preliminary report is currently under consultation.
			Develop set of research expectations and standards as input to developing uniform workload models.	DPR	VPR	Q4 2022	Not Started	How broad or narrow should or can these guidelines be?	
			Explicitly state and formally recognise contribution to Athena SWAN/EDI input and outreach activity in WAMs under allocation for Contribution.	DPR	Deans/Hos	Q4 2022	Complete	Has been in the guidelines since Round 6, summer 2022, as an example activity in meeting the standard for promotion to SL	
			Integrate WAMs with new PMDS.	DPR	DPR, HR Director	Q4 2022	In Progress- On Track	WAM principles to be signed off by Dec 2022.	
AS 4.6, DES 35, HEA 1.1, GEAP2 1.7	1.5	To enhance flexible working and work-life balance post Covid-19 crisis.	Develop a Remote Working Policy.	HR Director	HR Director	AY 2021/22	In Progress- On Track	Draft policy in place. Update: Final policy to be signed off by UMT in December 2022.	
AS 4.7	1.6		Develop a Menopause policy, provide training to line managers and information to staff in the roll out of new policy.	VPEDI	VPEDI in consultation with HR Director	Q4 2023	In Progress-On Track	HR Director leading on development of Menopause policy HR Well-being seminar/ UWN delivered on Menopause.	
AS 4.8	1.7	To address differences between HR policies and practice	Develop specific training for new HoS and line managers on HR/Equality policies as part of their induction to HoS/managerial roles and leadership training.	HR Director	ER Manager and HR Director	Q4 2021	In Progress- Delayed	A manager induction programme is being developed. Update: Tender submissions due in Jan 2023. Induction programme should include external expertise on leadership/people management while also incorporating internal guidance/training on HR/EDI policies & procedures.	
			Include session on HR/Equality policies in management and leadership training programme	HR Director	ER Manager and HR Director	Q4 2021	In Progress- On Track	Various HR training is offered to managers and staff, through the Employee Relations Roadshows, the HRPB collaboration training for managers	
AS 4.10	1.8	To mitigate the impact of Covid-19 on workload for carers.	Deans of College to cost and identify a number of 1 year teaching posts in each college to assist teaching staff in the coming year to support the proposed hybrid teaching for AY 2021/22.	Deans of College/VD EDI	Deans of College/VD EDI	Q3/4 2021	Not Started	This action did not take place in 2021/22 and hybrid teaching has ceased. The impact of COVID-19 on staff's careers will need to be considered, although we haven't defined a follow up action at this time.	
			Develop framework to offer academic staff one module off to be taken over the next 3 years to recoup time lost to significant increase in workload	Deans of College/VD EDI	Deans of College/VD EDI	From AY2021/22 to end of AY2023/24	In Progress-Delayed	These actions have been paused until an evidence base has been established. The OVPEDI will launch an all staff survey that will include questions around the impact of Covid-19 which will help us to establish how best to support staff. The OVPEDI has met with the Vice-Deans EDI and discussions are still ongoing. There are concerns around the risk of increasing workload of other staff and/or the resources required. A scheme similar to the Athena SWAN mid-career funding scheme has been suggested as one of the most workable options. We are awaiting further discussion on possible scheme.	
			Consult with Deans of College to agree a practical approach to alleviate the burden of increased workload – for example establish meeting free days, teaching free days, facilitate block teaching, i.e., teaching a lot one semester to free up another semester - would really help to get research back on track.	Deans of College/VD EDI	Deans of College/VD EDI	Q3 2021	In Progress-Delayed	The first step is to identify the number of carers impacted in each College. If OVPEDI could take the lead on getting this data from HR we could then analyse options for mitigating the impact of Covid-19 on carers and the cost of various options. Identify a fund centrally to support the implementation of a framework similar to the mid-career scheme. MD As far as I am aware this has not been actioned at the CBPPL. I will follow up with the Dean to ask for a brief on why not. DC	
			Submit proposal to the next call for Strategic Funds on provision of maternity pay (equivalent to postgraduate stipend) for university funded PGRs and others not in receipt of maternity pay from funders.	Dean Graduate Studies	Dean Graduate Studies	2022 Round of Strategic Funding	In Progress- Delayed	Proposal not submitted, given the lack of sector wide policy on maternity pay for PGR students.	

AS 4.11	1.9	To ensure that all PGR students are treated equally in relation to maternity leave irrespective of the source of their funding.	Dean Graduate Studies will continue to engage with IUA colleagues and lobby for sector wide policy on maternity pay for PGR students irrespective of the source of their funding.	Dean Graduate Studies	Dean Graduate Studies		AY2021/22	In Progress- Delayed	Sector-wide policy not yet achieved. The majority of full-time PGR students receive a tax exempt scholarship payment under Section 193 of the Taxes Consolidation Act (TCA) 1997. Payment of a tax exempt scholarship to students on protected leave is not permitted as it breaches TCA legislation. The IUA Deans of Graduate Studies (DoGS) considered issuing a contract of employment to students for duration of protected leave. This was deemed inequitable as deductions will result in lower net pay to students on protected leave. The DoGS considered payment of 'top-up' scholarship to students prior to, and upon return from, protected leave. This approach will not support students during their protected leave. The DoGS considered retaining students as registered and paying their scholarship during protected. This is not permitted as it breaches TCA legislation. The DoGS continue to make representations to the HEA, DFHERIS and Minister FHERIS to seek a sector wide policy.	
AS 4.12	1.10	To increase awareness and uptake of supports for maternity and adoption leave	Update Maternity Leave policy and Manager's Guide to Managing Maternity Leave to include information on/signpost available grants and support, links to grant information and application forms on OVPED website.					In Progress- On Track	Policy <b>current being updated</b> and maternity related support details have been added to the latest reviewed policy. Pronouns have been amended in relation to reference to line managers. EDI advice sought in relation to language re. maternity leave application. Policy update complete, work now to remove some elements around replacement which will form part of a manager guide instead of being include in the employee policy	
			Review tone and language in maternity leave policy and Manager's Guide to Managing Maternity Leave, change pronouns.	HR Director	ER Manager & HEO		Q3 2022			
			HR flag available supports during Roadshow presentations on leave.	HR Director	ER Team		Semester 1 AY 2021/22 and each semester thereafter	Complete	Maternity related support details added to ER Roadshow	
		Include session on Maternity Leave Policies in management and leadership training programme (Ref. action 4.8) and 'Managing Inclusively' workshops.	HR Director	HR Director		Semester 1 AY 2021/22 and each semester thereafter		<b>Update:</b> "Managing Inclusively" training is a requirement under the current tender which will close in Jan2023. This workshop would include external expertise and internal processes and procedures - incorporating the ER roadshow.		
AS 4.13	1.11	To establish clarity and agreement on workload reduction commensurate with reduction in FTE for staff availing of flexible working such as part-time working, parental leave, job-share arrangements.	Specify the reduction in workload commensurate with reduction in FTE for staff in application forms for reduced working arrangements i.e., part-time working, parental leave, job-sharing.	HR Director	HoS/Unit		Q2 2022		This reduction in workload should form part of the Workload Allocation Model and <b>could be advised when approved application is sent for processing Update on this?</b>	
			Amend application forms to include a description of the above.							Workload allocation should be compatible with reasonable expectations of work-life balance, EDI principles, taking into account personal circumstances which may have an impact on workload, such as protected leave such as maternity leave, adoptive leave, parental leave, compassionate leave, force majeure leave, and carer's leave, or other family leave
			Both line manager and staff member sign to agree the workload reduction.	HR Director	ER Manager		Q2 2022	In Progress- On Track	Signed agreement on workload allocation to be included in approved application from.	
AS 4.14	1.12	To support and enable staff who work part-time to transition back to full-time roles.	Create an option for staff to request a phased return to work when returning from career break/part-time role. Managers must consider the request and if not possible to approve the request, they must set out reasons in writing.	HR Director	ER Manager		Q2 2022 (in line with timeline for action 4.13)	In Progress- On Track	Career break policy currently under review. We will look to see how request for part time role on return can be considered.	
EDIS G4 No 9	1.13		Empower staff and students to question and challenge undesirable language and behaviour without fear of repercussion and with confidence in university support for those who speak up (e.g. Active Bystander training)	EDI Strategy Implementation	WG					

DES 21, HEA 1.21, GEAP2 1.1	1.14	Implement discipline/Unit gender action plans	Schools will develop and implement action plans via engagement with the Athena SWAN framework. Units will engage via the <b>Professional Services Managers Forum</b> . <b>Cross ref. 6.6.</b>	Deans/VDs EDI/ <b>HR Director</b>	Heads of School/Unit	01/01/2018	31/12/2021	<p>The OVPEDI is working with Schools to engage with Athena SWAN. Nine schools have now achieved departmental Bronze awards: the Schools of Medicine, Business and Economics, Physics, Nursing and Midwifery, Health Sciences, Psychology, Mathematics, Statistics, and Applied Mathematics, Chemistry and Natural Sciences. One School has now achieved a departmental Silver award: the School of Engineering. Three new submissions are planned for the November 2022 round: Shannon College and the Schools of Law and Computer Science.</p> <p>CMNHS has recruited EDI PM role; this role is to enable the school to implement the AS implementation plans. VD-EDI also took on an interim chair of SoM AS committee which has now been passed to a new Chair. At the College, the VD-EDI has identified common actions between the AS implementation plans of the three schools and has taken the lead on these actions; funding is also provided for additional action. VD-EDI is also a member of all AS school committees and provides advice and support and liaises with OVPEDI and AS PM on identifying gaps and resources. AS is a standing item on EDI committee agenda. Training and additional spaces on the Aurora programme and/or AS mid-career funding are funded by the College, as required. The College devolves budget responsibility to Schools and Heads of School are encouraged to allocate resources in a fair and transparent manner mindful of workload distributions. The College is developing a WAM, as well as the schools. No concerns on action implementation have been raised by School SAT Chairs but commonalities were found between actions plans (each of over 100 actions) and school SATs will work together with VD-EDI and EDI PM to implement those efficiently. KW</p> <p>CASSCS is currently supporting three Schools that are establishing their SATs to embark on the Athena Swan process at Bronze level: (a) School of Political Science and Sociology, (b) School of Geography, Archaeology and Irish Studies and (c) School of Education. It is envisaged that these applications will be submitted in April or November 2024. CASSCS organises regular meetings between SAT heads and VP-EDI in order to facilitate information exchange about the process. VD-EDI in CASSCS is in discussion with 4 other Schools about the Athena Swan process in order to work out a timeline for their applications. JW</p> <p>CSE is considering how best to resource 4 Bronze Awards and 1 Silver Award with a 5th Bronze application in train along with the Award Transfer process for 2 of the 4 Bronze Awards in addition to reapplications. Vice Dean is 2 years requesting resources for Athena SWAN work to ensure efficiencies are made across schools and action plans implemented on time. A number of meetings have taken place and a report generated justifying the cost involved etc.</p> <p>The CSE supports School Athena Swan applications in the collation and validation of data. The College's Vice-Dean for Equality Diversity and Inclusion is an active advisor and contributor to School Athena Swan SATs. The College supports the Vice-Dean through a 40% buy-out of time for all EDI activity including Athena SWAN. Following a request for an Athena SWAN Project Manager, the College is considering how best to support the implementation of its Athena SWAN action plans (one of which is silver), as well as the continuing development of 1 further application and a legacy application. The College devolves budget responsibility to Schools and Heads of School are encouraged to allocate resources in a fair and transparent manner mindful of workload distributions.</p> <p>CSE assists Schools in the development of action plans through</p> <ol style="list-style-type: none"> <li>1. Regular meetings with SAT Chairs to share information and provide a forum for support.</li> <li>2. Athena SWAN is a standing item on the EDI agenda. Common actions identified across more than one School are implemented across Schools when appropriate.</li> <li>3. Vice Dean is a member of School SATs during the first application process and guides the SAT Chairs.</li> <li>4. Athena SWAN support documentation is available to all SAT Chairs and EDI Directors on the EDI Committee Teams site.</li> <li>5. College is working with the OVPEDI to assess outstanding gaps in support for Schools in light of recent appointments and new roles in the OVPEDI to inform consideration of additional support requirements within the College. MD</li> </ol> <p>As the new VD for CBPPL this is my understanding of actions under AS. The SBE has Bronze status and the School is actioning the feedback points from AS. Shannon College is due to submit its 1st accreditation application this month. The School of Law is working on its 1st application. As the new VD I plan to set up a College DEI Oversight Group in the next two months. This will give me a better oversight of DEI actions underway/planned. DEI SBE AS actions - Our bronze award came with 57 smart actions to complete - the status of those actions is as follows:</p> <ul style="list-style-type: none"> <li>9 actions completed</li> <li>38 actions are in progress</li> <li>And 10 not started</li> </ul> <p>Actions that have not been started are mainly actions completed within central units of the university - as there is overlap, we do not need to initiate the actions at school level.</p>
Mainstreamed via the Recruitment Policy approved in December 2020								

DES 28, GEAP2 2.1	1.15.i	Address stereotyping of "female" and "male" roles	Human Resources will review job descriptions and criteria to ensure the language is open and inclusive of all genders.	HR Director/ HEO	Partners	01/04/2019			
	1.15.ii		Human Resources will review professional and administrative job titles to ensure the title reflects the complexity and responsibility of the role.	HR Director	HR Project Team	01/01/2019		In Progress-On Track	Now job sizing is in place and there is available data, this work will now be completed by Q1 2023
DES 30, HEA 1.4, GEAP2 1.3	1.16	All staff in leadership take responsibility for integrating gender equality in all processes and decision-making	The University will develop KPIs for senior managers in order to measure performance on integrating equality in processes, for example implementing specific actions: A) Use of Inclusive recruitment and promotion tools, B) Implementing Workload allocation guidelines, C) Uptake of leadership training, D) Uptake of EDI training, including unconscious bias, E) Ensure gender balance on committees at school/unit level	HR Director/ DPR/ COO	Relevant Deans/ Directors	TBC		In Progress- On Track	PMDS Framework document now completed and feedback received. This policy will be for final approval at various committees in Q1 2023, with training then to support the implementation.
DES 37, HEA 1.13, GEAP2 1.6	1.17	Embed gender equality awareness into research	The University will embed gender equality awareness into all research content and provide training and support for research staff.	VPRI	Research Office/ Graduate Studies Office/Head of RDC Graduate Studies Office/Head of RDC	01/01/2019	Mainstreamed	In Progress-on track	The Researcher Development Centre (RDC) provides professional development activities for researchers at University of Galway. Gender equality training is available as both a stand alone item and incorporated into general professional development training. Research Office staff have undergone training on Gender Proofing Research and, together with the EC guidance and toolkit on the subject, support and advise academics and researchers on the gender dimension in funding applications - both from the perspective of human resources (balance in research teams) and content (analysing and taking into account gender in the research and innovation content of projects). Online training is available on the RDC website provided by Yellow Window - Gender Dimension in Research and workshops are planned too (virtual at the present time).
HEA 1.6, AS2017 4.15, GEAP2 1.8	1.18	Ensure Gender Balance in Decision-making	Chairs of key decision-making bodies, committees, and working group in the University will consist of at least 40% men and 40% women, with development over a three year period to 50:50. College/School/Unit executives will report composition and gender balance of committees annually to the OVPED, to be reported to UMT and GA.	HEO	Deans/Heads	01/06/2018	30/06/2020, mainstreamed	In Progress-on track	HEO running audits annually for reports. Results being reported annually to UMT, Academic Council, EDICC, EDIC and HEA.
GEAP2 1.13	1.19	Parent Support Programmes	The University will ensure there are appropriate facilities on campus for families and nursing mothers.	COO	Buildings & Estates Office	01/01/2017	31/12/2020	Complete	Buildings have completed works across campus in locations, Alice Perry, Sports Centre, O'Donoghue Centre, Hardimann Building, Lifecourse, Aras na MacLeinn.
GEAP1 2.10, GEAP2 1.14	1.20	Increase Female Leadership Role Models	The University will develop an Adjunct/Visiting Prof programme linked to this agenda which, where appropriate, will link into established University of Galway Public Lecture Series.	VPEDI	OVPEDI	01/01/2019	31/12/2020	In Progress-on track	First two visiting professors identified. Monitoring of gender of Visiting and Adjunct Prof appointments is now part of appointment policy.

## University of Galway Gender Equality Action Plan 2021-2025

### 2. Gender Balance in Leadership and Decision-Making

SOURCE	#	RATIONALE	ACTION DETAIL	LEAD	RESPONSIBLE	START DATE	DUE DATE	STATUS	COMMENTS
AS 3.1, GEAP2 4.7 GEAP1 4.7, 3.5,  DES 26, HEA 1.16,  AS2017 4.7, 4.12	2.1 (i)  2.1 (ii)	To increase the number and % of senior academic women in University of Galway.  Measures of Success: The % of women at SL level rises to 47% by December 2022, 50% by Dec 2024, and to reflect the % of women at the LAB grade from Dec 2025 and onwards.	Support academic women's career progression by continuing the: i) Returner Grant for Research Active Academic Carers, (ii) Athena SWAN Mid-career Capacity Building Grant and (iii) Consolidation grant.  i) Returner Grant for Research Active Academic Carers, (ii) Athena SWAN Mid-career Capacity Building Grant and (iii) Consolidation grant.  Continue to provide Academic Career Development Workshops each semester (established under the University of Galway Promotions Project).	VPEDI	Chair(s) of ISAT	Dec-22	December 2022-2025	In Progress-on track	Grants offered annually – number uptake 47% 2021.
				HR Director	HR Learning and Development Manager/ HEO/ AS Project Manager		From Q4 2021	Not Started	This is more lead by the Deputy President/Registrar
AS 3.2	2.2	To develop leadership capacity for women and create opportunities for women to explore leadership careers.  Measures of Success: Increase the no. of women in Dean of College (Executive Dean) and HoS roles to 50%.	Continue to support the Aurora programme and develop a variety of additional leadership development training offerings suitable for colleagues taking on initial, middle and senior leadership roles.  Develop a number of new leadership training offerings aimed at both mid and advanced career staff across the University.	HR Director	HR Director	Sept. 2022	Sept. 2022- Dec. 2025	In Progress-on track	A mid level leadership programme is being developed in partnership with the IUA as this is an issue facing all our University colleagues at the moment
				HR Director	HR Director		Q3 2022	In Progress-on track	This will be covered within the current tender which will be closing in January 2023
AS 3.3	2.3	To increase the % women in leadership roles in Research centres/clusters	Establish framework to define and categorise research centres/clusters/groups and provide appropriate leadership training to encourage more women into these research leadership roles at mid and advanced career levels, as above.	VPRI	VPRI		Q4 2022		No specific action to report.
AS2017 4.14, GEAP1 2.10, GEAP2 4.11	2.4	Increase % of female Heads/Deans	The University will implement an Executive Leadership programme for women in senior academic grades/Heads of School to increase the number of women in academic leadership roles. This will be inclusive of a high profile mentorship programme involving members of the European Women Rectors Association.	VPEDI/ DPR/HR Director	VPEDI/ DPR/HR Director	01/01/2019	2020 and ongoing	In Progress-Delayed	Currently the Aurora Programme and Advance HE Executive Leadership programmes are being used for this purpose until a tailored University of Galway programme is ready to run. To date University of Galway has supported 132 women, across professional services, academic and research categories on the Aurora Women's Leadership development programme, inclusive of 20 women in the Nov 2020 cohort and 21 in the Nov 2021 cohort. There will be at least 15 women on 2022-23 programme. In addition, 2 women and 2 men in senior leadership positions completed the IUA Executive Leadership programme. Two more senior staff members will complete the IUA Leadership programme commencing in 2023. In 2022, 8 women are in positions of Heads of School out of a total of 19 Schools (42%).
DES 30, HEA 1.2,1.3,1.4, GEAP2 5.7	2.5	Leadership Appointment Criteria	The University will ensure in appointment processes for all senior leadership roles, an essential requirement of appointment will be demonstrable experience of leadership in advancing gender equality to be included as a specific criterion in role descriptions.	HR Director	Human Resources	01/01/2019	31/12/2019	Complete	A line will now be included in all senior positions encompassing this requirement.

## University of Galway Gender Equality Action Plan 2021-2025

### 3. Equal Opportunities in Recruitment and Career Progression

SOURCE	#	RATIONALE	ACTION DETAIL	LEAD	RESPONSIBLE	START DATE	DUE DATE	STATUS	COMMENTS
AS 1.1	3.1	To continue to engage with a range of outreach activities targeted at schools and the local community to raise awareness and increase participation of women/men in STEM disciplines where men & women are particularly under-represented.	<p>Develop an overarching institutional student recruitment strategy with specific actions at college level to improve UG student gender representation in STEM where men &amp; women are particularly under-represented. Actions will include planned school visits to girls/mixed schools, events with career guidance students targeting transition year students to promote maths, engineering and computer science programmes, interactive workshops with primary schools. Update promotional material to raise profile of female/male role models, create short videos to highlight diverse and exciting career opportunities.</p> <p>Measures of Success: Increase the proportion of female undergraduate students in CSE, including MSAP, SCS &amp; SoE. Target 42% female UG in CSE by September 2025. Increased representation of male UG in Health Sciences to 20% and Nursing &amp; Midwifery to 12%</p>	Student Recruitment and Outreach Manager	Student Recruitment Officer; Vice Dean EDI CSE and CMNHS; Vice Deans Student Recruitment and Public Engagement CSE	Strategy agreed by Q2 2022	AY 2023/24 and implemented annually thereafter	In Progress- Delayed	<p>Student Recruitment and Outreach are preparing a five year strategy (due to be presented to UMT at end 2022/beg 2023). It will incorporate this action and a step-by-step approach to achieve the goals set out.</p> <p>Director of Student Recruitment and Outreach will meet with relevant Vice Deans for EDI in Oct 2022 to progress plans on the targeted activity identified in the action. Many of the activities (school visits, Taster Days etc.) are well established but will require additional focus on this goal and some of the other planned activities (such as videos) will be new or additional and will require more detailed planning.</p> <p>Key to success will be engaging and partnering with champions in the relevant College/Schools to deliver these valuable activities to future students.</p>
AS 1.13, EDIS G1 No 2	3.2	To substantially reduce the GPG by 50% over the life of this Action Plan.	<p>Continue annual analysis to monitor progress against target, identify trends and key drivers of the GPG</p> <p>Implement action 2.3 of AS 2021 (3.7 in GEAP 3) to increase the % women in the Professoriate</p> <p>Implement action 2.9 of AS 2021 (3.13 in GEAP 3) to address the disproportionate no. of women employed on part-time teaching contracts</p>	VPEDI	VPEDI		<p>Conduct audit in Q3 annually based on March 31<sup>st</sup> data. Report each year in Q4 2021-2025</p> <p>Report each year in Q4 2021-2025</p> <p>Dec-22</p> <p>Q2 2022</p>	In Progress- Delayed	<p>Progress towards significantly narrowing the gender pay gap has been slower than expected. Trends emerging in the gender pay gap data show a marginal improvement in the mean gap over the past 4 years from 20% in 2018 to 18% in 2021. Slight improvements are discernible on 2020 data, due to the net impact of employee movement (joiners -1.9% and leavers +1.5%) and pay changes (-0.2%). At this point, it is clear it will take a longer time to significantly reduce the gender pay gap. The to date evidence suggests that the 50% target is not appropriate/achievable as it was determined prior to the analysis of the GPG.</p> <p>Nonetheless the annual analysis and reporting of the GPG has enabled a deeper understanding of the underlying gender issues across recruitment, career progression, promotion, and leavers. Having initiated the GPG project in anticipation of new regulations under the Gender Pay Gap Information Act 2021, we have a comprehensive set of data to measure the future pay gap analysis against. We are currently in the process of completing the gender pay gap analysis for 2022 with the objective of publishing this data prior to the end of December.</p>
EDIS G3 No 1	3.3		Disseminate learning from the GPG (gender pay gap) project to HEIs nationally.	EDI Strategy Implementation WG					We have disseminated our learning from the GPG project to HEIs nationally via a series of presentations and panel participation in addition to the IUA EDI group. We were successful in our application to lead on a national project to analyse gender pay gap data in HE, develop models to test interventions and related impact to reduce the GPG and disseminate learning nationally.
AS 2.1		To increase application rates from women for externally advertised academic posts	<p>Appoint new senior AO post in HR with specific responsibility to systematically implement AS and GEAP actions related to recruitment and selection.</p> <p>HEO brief HR AO on existing actions/requirements and evaluate effectiveness.</p> <p>Improve adverts and job descriptions to provide more information on flexible working arrangements in schools. Include positive action statements for posts in schools where women/men are under-represented.</p> <p>Include information on AS activity in each school including logo in adverts.</p>	HR Director	HR Director		Q3 2021	Complete	New Head of Recruitment & Contracts has been appointed in May 2022. We have also met with the VP EDI, HEO to discuss HR Actions. This meeting will continue monthly to ensure that actions and information for meetings is in place.
		Measures of Success: Increased applications from women to 45% overall, to 35% at SL and 30% to EP grades overall.			HR Head of Recruitment & Contracts in conjunction with HR BPs		Q1 2022	ongoing	Current review of all job specification to set out key elements to be including in certain posts this will include flexible working arrangements, and other key responsibilities of certain posts.
					Post owner/co-ordinator				

			Post owner/co-ordinator to identify journals, websites, networks to reach the under-represented gender at the outset of the recruitment campaign.	HR Director	in conjunction with HR Head of Recruitment & Contracts		Q3 2021	completed	continued review ongoing
	3.4		All members involved in recruitment and selection processes will be required to complete Module 2 of the new EDI in HE online programme.	HR Director	HR Learning & Development Manager		From Q3 2021	In Progress- On Track	This will now be included in the training being developed for recruitment for hiring managers. Update: The requirement to complete this module forms part of the interview skills training (for board members).
AS 4.2, GEAP1 5.0, GEAP2 5.8, 5.10, AS2017 4.3,	3.5	Inclusive Recruitment Tools for staff.	Human Resources will review existing recruitment literature and develop specific guidelines for an Inclusive Recruitment Toolkit, to include: A) Consideration of current staff profile by grade and gender in planning, B) Writing inclusive job descriptions, C) Establishing a gender balanced selection committee, D) Training requirements, E) Fact sheets on unconscious bias in recruitment & selection.	HR Director/ HEO	Human Resources	01/09/2018	31/08/2019	In Progress-Delayed	The Inclusive Recruitment Toolkit has been finalised for inclusion in the recently approved recruitment policy. Access to Textio software package was available to post owners to assist with drafting of both job specs and post adverts and ensure gender neutral language, via the OVPEDIIIland HR Business Partners during AY2019-20 as a pilot. This is now being replaced by open source equivalent tool. Training needs to be rolled out to all hiring managers. The new Recruitment Policy and Procedure was approved at the December 2020 meeting of Udarás na hOllscoile. Training on the new recruitment policy will be included in Manager Training on HR Policies commencing in March. This has commenced and will continue throughout the rest of the year in 1 hour training slots. Two training session on interview skills with information on the recruitment & selection policy have been rolled out in Q4 2022, and will be ongoing in 2023
AS 2.2	3.6	To strengthen the career pipeline in CSE to support the academic career progression of female ECRs.  Measures of Success: Number and % of Senior Female academics in CSE, but particularly in the disciplines of Computer Science and Mathematics will align with national and/or UK averages.	CSE will benchmark the % of female researchers in Computer Science and Mathematics nationally/UK. If CSE is below subject norms, CSE will implement recruitment strategies which include search committees to identify and target potential applicants, adding 2 points of contact (one man and one woman) on job adverts, to attract high performing ECR females into these schools, coupled with the provision of targeted training initiatives for female ECRs in support of developing research independence.	Dean CSE/Vice Dean EDI	Dean CSE		Commence Q4 2021 and build over duration of Action plan (i.e. to Q2 2025)	In Progress- On Track	including 2 points of contact (1 man and 1 woman) on job advertisements has been implemented across all schools in CSE. Computer Science is currently working on the benchmarking exercise via their Athena SWAN application. Female ERCs are supported through targeted training initiatives organised by the Vice Dean for Research and Innovation. For academic recruitment, the School of CS has implemented the actions of setting up a new 3-person search committee for each new post, given the objective "to spread the word as widely as possible among potential applicants, and also to particularly encourage female applicants and applicants from under-represented groups." In addition, CS have male and female points of contact on all new academic job adverts. For academic posts, CS review the language in each job advert using a tool to detect and reduce masculine-coded language, and include a section in all job adverts about Equality, Diversity and Inclusion.  CS see some evidence that these measures are helping. In 2018, when CS advertised for a Lecturer Above the Bar (LAB), they had only 10% female applicants. However, in 2022, in the most recent LAB recruitment campaign by which time they had implemented these measures, CS had 70% male applicants, 24% female, and 6% unstated. There were 3 posts, and CS appointed 2 males and 1 female (33%).
		Increase female job applicants by 10% over life time of action plan	CSE will assign experienced PIs to female researchers to support development of grant applications (e.g. SFI Fellowships) which support female researchers.	Dean CSE/Vice Dean EDI	Dean CSE		Commence Q4 2021 and build over duration of Action plan (i.e. to Q2 2025)	Complete	Experienced PIs are assigned to female PIs to support the development of grant applications.
AS 2.3, AS2017 4.12, GEAP2 4.9	3.7	To increase the number of women in the Professoriate.	Re-introduce the Associate Professor Grade to University of Galway.	DPR	DPR		Complete by December 2022	Complete	This grade was introduced for the promotions round that closed on 28 Feb 2022.
			Merge the PP and EP grades.	DPR	DPR		Complete by December 2022	In Progress- On Track	This has been agreed with the academic unions and approved by Governing Authority for reintroduction in August 2023 as a successor to the PP grade. Current PPs must apply for transfer, showing they meet the criteria for EP. The unions had asked for a delay so that there would be additional final opportunities to apply for PP.
		Measures of Success: 26% female Professors and 47% female SLs by December 2022 (Baseline 24% Professor and 47% SL) 28% female Professors and 50% female SLs by December 2024	HoS to have focussed career development conversations with female SLs as part of new 'Performance for Growth' PMDS scheme to encourage application for promotion to Professor via the new integrated promotions process. Identify gaps in career and agree workload allocation and development supports to address gaps.	Deans of College/Vice Deans for EDI	HoS		'Performance for Growth' system will be finalised in 2021 and implemented in 2022.	Not Started	CBPPL - LAW HoS - I have an annual workload planning conversation with academic colleagues in the early new Year, and as of this past year I have added to it additional conversational topics of (a) research planning, and (b) promotions planning – where appropriate (e.g. I wouldn't do it with someone who has just been promoted or is about to leave/retire). So, all colleagues, including female SLs, now get a specific promotions-conversation of this sort annually.  SHANNON HoS- I am just completing a round of one to one meetings with staff. I have held appropriate conversations with all staff. For information – in Shannon we have only 1 SL. Remaining academic staff are LAB, LBB and TSS contract.
		30% female Professors and 50% female SLs by December 2025.	Provide up to 6 Consolidation grants each year for the life- time of this action plan to assist high performing women at SL/Associate Prof grades to apply for promotion to Professor. (Cross-ref. Action 2.1 (i))	VPEDI	OVPEDI		2022 to 2025	In Progress- On Track	SBE HoS – This action is delegated to Heads of Disciplines. MGMT - we focus on career development during our 1-to-1s and have focused conversations as per below where a colleague indicates promotion ambitions. I have emailed our two female SLs in Management on this specifically.  Consolidation grants are administered on an annual basis commencing in 2020. 10 women received the grant in 2020, and 6 women in 2021.

			Support SALI applications for final 2 years of scheme. CSE will match any SALI awards to CSE for the duration of the scheme.	VPEDI	UMT, Dean of CSE	2020/21 and 2021/22 rounds	2020/21 and 2021/22 rounds	Complete	The outcome of the 2020/21 SALI application was the awarding of a SALI post in Engineering and Health. A Professor of Engineering was appointed under SALI, and CSE appointed a second Professor in accordance with the agreement to match the award. The Professor of Older Adult Health post was filled in September 2022. Under the 2021/22 round, the outcome was the awarding of a SALI post in Chemistry. The recruitment process for the Professor of Chemistry has concluded. Under the 2021/22 round, the SALI evaluation process also recommended the approval of the post of Professor of Applied Economics for Public Policy. However, this post remains on the reserve list until further government funding is made available.
			Secure funding from Galway University Foundation (GUF) to develop a scheme to recruit 4 women Professors (1 per year of action plan) similar to SALI	VPEDI	VPEDI		Secure agreement by end 2021, implement initiative in years 2022 to 2025	Delayed	The initiation of this action is delayed due to changes in personnel in relation to both the VP Engagement and the VPEDI. The VPEDI will explore this possibility in relation to GUF funding in 2022
			Support participation of 5 women at SL grade during pilot phase of the new Preparation for Academic Advancement programme (PAA), collaborative initiative with University of Galway, UL, MU funded by GEEF.	VPEDI	HEO		2021	Complete	5 women participated in the pilot over 2021/2022. 4 women are participating in the PAA programme in the academic year 2022/2023
AS 2.4, AS2017 3.8, GEAP2 1.12	3.8	To retain female academic staff at all grades, but at LAB in particular, to ensure a continued strong pipeline to SL and the professoriate.  Measures of Success: The gender balance in applications for promotion/retention via the Retention Scheme reflects the balance in the eligible pool.	Communicate effectively the existence and purpose of the Retention Scheme, during regular information sessions and Dean/HoS briefings on the Academic Promotions Scheme.	DPR	DPR		Include information in the Retention Scheme during next information session on Academic Promotion Scheme (August 2021) and thereafter at each session.	Complete	It is referenced in all briefings on the promotions scheme.
			Monitor applications to the Retention Scheme annually by gender to see if a gender imbalance continues.	DPR	DPR & HEO		Q1 2021 and annually to 2025	In Progress- On Track	The numbers applying for retention have been relatively small
			Review the operation of the Retention Scheme to take an informed decision as to whether the scheme is fit for purpose and continued use.	DPR	DPR & HEO		Q1 2023	Not Started	Scheduled.
			Monitor data on leavers by gender and grade annually via GPG reporting and AS reports from HR to EDICC including qualitative data from exit interviews.	DPR	HR Director		2022 - 2025	In Progress- On Track	Data for 2020 and 2021 has been requested.
AS 2.5	3.9	Support training and career development for all staff in a more holistic way across all career stages.  Cross Ref. 3.21.  Measures of Success: See AS Action Plan 2021.	The newly appointed HR Learning & Development Manager will consult with HoS/Units to identify training needs across the staff categories, to subsequently develop a range of training and career development opportunities specific to the needs of staff categories and career stages.	HR Director	HR Director		2022 - 2025	In Progress- On Track	Work is ongoing at this point to procure training for all staff categories. Once PMDS is introduced in 22/23 then further training requirements may emerge. However the HR budget for training is limited so discussion on supporting training will need further future discussions. Update: Tender submissions for external providers will close in Jan 2023
			Mainstream career development workshops currently offered by OVPEDI within HR Staff Training & Development	HR Director	HR Director, HR Learning & Development Manager in consultation with		AY2021-2022	In Progress- On Track	The L&D unit support the OVEPI unit on rolling out workshops This will require further discussion to assess the work involved, as the L&D unit has a staffing of 2 FTE
			Schedule more frequent training and career development opportunities across the year including outside of term time.	HR Director	HR Learning & Development Manager		From September 2021 – December 2025	In Progress- On Track	A training calendar for the year is planned this will show the training available and when it will run. Currently a monthly email is sent out, by Learning and Development, but this will move to a yearly or bi annual calendar. Update: New staff registration site via Core Portal is now up and running since Nov 2022. The aim is to have all workshop s advertised at least 2 weeks in advance.
			Advertise well in advance to enable staff plan to attend, especially part-time staff.	HR Director	HR Learning & Development Manager			In Progress- On Track	
			Monitor staff uptake of training and career development workshops to ensure that significantly oversubscribed workshop topics are offered on multiple occasions, at varying times of the day and week, to facilitate demand.	HR Director	HR Learning & Development Manager		Monitor on Semester basis	In Progress- On Track	We are exploring the use of CORE for recording training more effectively. This will make reporting on training and development activities will be easier. Update: Staff Training Registration now established on CORE

			Complete an individual training needs analysis and development plan for each member of staff, linked to the reintroduction of annual development and performance review, to identify staff priorities for training.	HR Director	HoS/Unit		Annually from December 2022	In Progress- On Track	The PMDS framework will provide the opportunity for managers to ensure that all staff have any annual meeting to discuss their annual objectives in line with the College and School objectives. The PMDS form also has a section around training and development requirements.
			Catalogue the wide variety of training programmes offered on LinkedIn Learning Platform and actively promote engagement across all staff categories. Monitor engagement with LinkedIn Learning in terms of uptake in numbers against staff headcount and evaluate effectiveness/satisfaction in next AS survey.	HR Director	HR Learning & Development Manager		Dec-21	Complete	LinkedIn was carefully monitored and unfortunately due to the low take up of the platform, it was decided at UMT that we would not continue with the engagement of LinkedIn learning going forward. Update: LinkedIn Learning has been renewed until September 2023 so it will be promoted as an additional resource by L&D up until that point.
			Restore a modified version of FEP from AY 2021/22 and ensure approval for training is linked to individual training needs analysis and development plan.	HR Director	HR Director		AY2021-2022	Complete	Revised FEP is now in place
AS 2.6, GEAP2 4.8, DES 26, GEAP1 2.10	3.10.	To create mentoring opportunities for all staff.  Measures of Success: See AS Action Plan 2021.	Relaunch a revised mentoring scheme for all staff categories at various career stages.	HR Director	HR Director and newly appointed HR Learning & Development Manager		Sep-21	In Progress- On Track	Mentoring procedures is now in place and mentoring. L&D continuing to engage staff through mentoring champions and at College/School/Unit briefings, and mentee training scheduled and being delivered. A reminder email detailing what is in place for the coming Academic Year.
			Seek EOJ from experienced/senior staff in all staff categories to establish mentor panel.	HR Director	HR Director and newly appointed HR Learning & Development Manager		Sep-21	In Progress- On Track	Mentor champions have been identified across some colleges and professional service units and L&D plans to work with these individuals to create a cadre of colleagues to drive and sustain mentoring at local level.
			HR advertise and promote the mentoring scheme centrally, HoS and Head of Unit promote at local school/unit level and encourage participation at all career stages.	HR Director	HR Learning & Development Manager in conjunction with Deans, Vice Deans EDI and Hos/Units		From January 2022 and ongoing	In Progress- On Track	A further information email will be issued for the new academic year Update: Need to increase numbers of Professional Support Staff Mentors. A drive to encourage greater participation of Mentors will begin in early 2023 along with training to support.
			Provide regular training for mentors and mentees. Advertise dates well in advance and ensure training opportunities exist outside of term time and at various times to ensure part-time staff are able to access training.	HR Director	HR Learning & Development Manager		From September 2021.  Review uptake and effectiveness in September 2022 and annually thereafter.	In Progress- On Track	Scheduled and progressing
			Promote awareness of mentoring schemes and encourage women to engage in mentoring via Athena SWAN communications and via the staff networks.	HR Director	HEO and AS Communications Working Group		From January 2022 and ongoing	In Progress- On Track	Mentor Champions established
AS 2.7	3.11	To support postdoctoral researchers for academic career progression.  Measures of Success: See AS Action Plan 2021.	Reserve 10% of places on CELT PG Certificate in Teaching & Learning for postdoctoral research staff.	VPRI	Director CELT and VPR		From AY 2022/23	In Progress- On Track	New this term. VPRI and CELT to be consulted on progress.
			Explore options to create more opportunities for staff (academic and researchers) to pursue PG in Teaching & Learning including online and blended programmes. Develop proposal for creating additional capacity for PG studies in Teaching & Learning for academic and research staff.	VPRI	Head of RDC & VPRI		Q1 2024	In Progress-	
			Collect data centrally and systematically on applications from researchers for progression to Research Fellow and Senior Research Fellow.	VPRI	Head of RDC/HR		Q1 2023 and annually thereafter for the lifetime of this action plan.		
		To review contract status	Review all academic CID contracts.	HR Director	HR Director in consultation with Deans of College and DPR		Complete review process of all CIDs by Q2 2022	Not Started	This piece of work is ongoing

AS 2.8, AS2017 3.9, GEAP2 6.5	3.12	for lecturers on contracts of indefinite duration as women are more likely to have CIDs.	Re-categorise status to 'permanent' for those on indefinite contracts where the rationale for the post is linked to established programmes.	HR Director	HR Director in consultation with Deans of College and DPR		Implement status change for those eligible for permanent status by Q3 2022	In Progress	Update: HR project currently in place which includes the topic of CID, (entitlement, process and contract type) Project duration is being assessed at present, but expected to be completed by Q4 2023.
AS 2.9	3.13	To reduce the negative consequences of using precarious contracts as Women are more likely to hold TSS contracts.	Establish UMT-led working group to review TSS recruitment, employment terms and career support with a view to reducing the negative consequences of using precarious contracts.	HR Director	DPR, Director HR & Deans of College		Q2 2022	In Progress- On Track	Working group has been established and continues to work on developing new policies and procedures to address the issues and concerns with the engagement of staff in this category.
			Survey TSS staff to ascertain the negative consequences for those who wish to pursue academic careers.	HR Director	DPR, Director HR & Deans of College		Q2 2023	In Progress- Delayed	This may be moved to Q4 in 2023, to allow a period of time to ensure changes in the policy to engage TSS staff to have bedded in.
			Identify appropriate career supports and pathway for progression where applicable.	HR Director	DPR, Director HR & Deans of College		Q2 2023	In Progress- On Track	This will be something that will need to be covered off by PMDS link process. The numbers in this category of staff is large so will require a plan for individual career supports
AS 2.10	3.14	To implement PMDS (paused in 2017) as the basis for individual career development support and performance management discussions.	Conclude consultation process on draft scheme.	HR Director	HR Director, DPR		Q4 2021	ONGOING	Feedback received and being reviewed. Final draft will be circulated to committee in Q12023
			Develop training for Reviewers and Reviewees.	HR Director	HR Director, DPR		Q2 2022	ONGOING	Training has been developed for managers and staff on the PMDS
			Roll out training to all staff categories	HR Director	HR Director, DPR		Q2 2022 – Q4 2022		Training will be rolled out to all staff on this policy
AS 2.11	3.15	To mitigate career limiting impact for lecturers on fixed term contracts as 58% of lecturers on Fixed term contracts pursuing academic careers are women.	Establish requirement for all Lecturer fixed-term posts > 1 year to adhere to applicable academic allocation of work for Contract A (60/20/20) and B (40/40/20), in line with school norms.  Include requirement for probation supervisory meeting and equivalent career development support.	DPR	DPR & Deans of College		Q3 2022	In Progress- On Track	A Workload Allocation Model is being developed that specifically references this requirement. It is currently making its way through the University's structures with a view to sign-off by Q4 2022.
AS 4.2	3.16	To mitigate barriers to promotion for international staff who experience visa and visa-related travel restrictions.	Similar to the multiplier mechanism to formally discount time out for caring purposes in the assessment of applications for promotion, use staff consultation via focus groups and pulse survey to develop an appropriate method to formally quantify and discount disadvantage related to work permits, visa restrictions on travel for International Staff.	DPR	DPR & HEO		Q1 2022	In Progress- On Track	EDI Programme Manager for Race Equality leading on wide consultation on barriers and challenges pertaining to international staff. Q4 2002 and Q1 2023. The findings from this will help inform specific actions in relation to the promotions process.
AS 4.9	3.17	To mitigate the negative impact of Covid-19 on career progression especially for carers.  Measures of Success: See AS Action Plan 2021.	Hold a series of focus groups with academic carers at Lecturer and Senior Lecturer levels, to collect data on the experience of academic carers because of COVID-19; and how this has impacted on academic activity.	DPR	DPR and HEO		Q2 2023	Not Started	
			Invite applicants for progression and promotion to describe and quantify the negative impact of Covid-19 on career outputs in progression application and future rounds of promotion.	DPR	DPR		Q2 2022 in advance of the call for the second round of academic promotions in 2022	Complete	An additional specific box is now included in all application forms.
			Use feedback from focus groups to inform the development and application of a mechanism (similar to the multiplier to formally discount time out for caring purposes in the assessment of applications for promotion) to quantify and discount disadvantage related to Covid-19.	DPR	DPR and HEO		Q2 2023	Not Started	
AS 5.1	3.18	To enable reporting on the proportions of men and women on Lecturer A and B contracts and by job grade so we can identify if there are gender differences by contract function which may lead to barriers for progression to senior academic roles.	Complete a review of existing academic contracts to distinguish between Contract A and B lecturers.	HR Director	HR Director & HRISS		Q1 2022	In Progress- On Track	This piece of work will involved individually checking files which will mean this will take a bit longer to complete.
			Create separate fields on CoreHR to record lecturer A and B contracts.	HR Director	HR Director & HRISS		Q1 2022	In Progress- On Track	Fields in Core identified and set up in core to apply solution required

AS 5.2	3.19	So data will be available to monitor applicant rates by gender at recruitment stages for research staff.	Complete the action from the 2017 action plan- Recruitment data for research posts should be collected centrally- and with the new upgrade of COREHR to ensure that all research recruitment is processed centrally.	HR Director	HR Director		Q4 2021		Moving to all recruitment on CORE from Q1 2023. Work on system ongoing at present, with a change management plan for rolling out this change
DES 26,36, HEA 1.11, 1.16, GEAP1 3.1 AS2017 4.2, GEAP2 4.1	3.20.	To ensure appropriate EDI training for all staff.	The University will provide all Hiring Managers (Deans, Heads, Directors, Managers) in the University with specific training on Inclusive Recruitment & Selection, which should include training on the recruitment policy, the Inclusive Recruitment Toolkit, and unconscious bias.	VPEDI/ HR Director	HR Director/HEO Resources/ HEO		01/06/2019	31/12/2020	In Progress-delayed Specific training will be provided now that the Recruitment Policy and Inclusive Recruitment Toolkit are finalised - Ref Actions 5.8-5.10. This will include online training as part of the new EDI in HE online training which has a module directly focused on recruitment matters. This EDI in HE programme is available on LearnUpon LMS platform from late May 2021. Recruitment Policy and Procedure approved at the December 2020 meeting of Udarás na hOllscoile. <b>Update:</b> Interview Training Skills (for Board Members) took place in Oct/Nov 2022. These workshops included input from Head of Recruitment and Contracts and all attendees were asked to complete EDI modules and review the recruitment policy in advance of workshop. These workshops will be ongoing throughout 2023.
DES 26,36,38, HEA 1.11, 1.14, 1.16, GEAP2 4.3	3.21	Staff Review & Development.	The University will review and reintroduce a performance review process for all staff which should include best practice as outlined by the HEA: A) Ensure discussion of career development and promotion takes place annually, B) Ensure discussion of workload allocation takes place annually, C) Incorporate evidence of advancing gender equality as a criteria for review. <b>Cross ref. 3.9.</b>	HR Director	Heads of School/Units		Sep-21		WLAM consultation ongoing, feedback received on PMDS and this will be collated and distributed in Q1 2023
DES 26,36, HEA 1.11, 1.16, GEAP1 3.2, GEAP2 4.5	3.22	Ensure appropriate training for Managers.	The University will provide a gender-aware Leadership Induction Programme for all staff moving into leadership positions, to cover topics including HR and OVPEDI policy, gender equality best practice, and people management skills.	HR Director	Human Resources		01/01/2019	31/12/2020	Update: A pilot introduction to Leadership programme was launched in November 2022 in collaboration with CALPD.
AS2017 4.8, GEAP2 4.10	3.23	Review impact of PhD Scheme.	The University will evaluate the PhD Scheme for Lecturers to ascertain its impact and review the scheme for the future.	DPR	DPR		01/09/2019	31/12/2019	At Risk The initial review of the PhD scheme included a review of progress reports to the Sabbatical Leave Sub Committee. The reports shows that 18 staff members enrolled in the programme (15 from SNM, 2 from SBE, 1 from SHS) since 2013. Available records show that in the SNM, 6 staff members successfully submitted PhDs, 4 withdrew from the scheme and 6 continue to engage with the scheme as of latest report submitted in <b>AY 2018/19</b> . No reports are on record from the SBE or SHS. Next steps: 1. Engage the EDI officer for CMNHS to survey registered applicants for the Scheme to ascertain how effective the scheme was to support their doctoral studies (those who submitted or are on track to submit). Identify gaps in the scheme 2. If possible, identify academic staff in each school who do not have a PhD to establish if they were aware of the scheme, why they did/did not enrol in the programme 3. Identify any gender differences, if any.
GEAP1 3.3, GEAP2 5.11	3.24	Ensure equality and fairness in grading.	The University will develop a competency framework for the grading structure of professional and admin staff, including monitoring the impact on appointment and progression.	HR Director	Human Resources		01/01/2017	31/12/2019	In Progress- <b>This is now going to form part of the Job sizing and will be externally reviewed to ensure best practice going forward.</b>
DES 21,28, HEA 1.17,1.18, AS2017 3.4, 3.6, GEAP2 6.1 i	3.25 i	Set 1, 3 & 5 yr targets for gender proportion of Senior level Academic and Professional staff above the flexible cascade model.	The University targets for gender proportion of Senior-level Academic staff by 2020 - <b>25% female Profs (AS), 45% female SLs (AS) Cross Ref. 3.7.</b>	DPR	Executive Deans		01/01/2018	31/12/2020	In Progress-delayed University of Galway has given a commitment to have 25% women in the professoriate by 2020. <b>As of end of December 2020</b> 23.7% of the professoriate are women - 29% of PPs are women, 17.5% of EPs are women. While this is very significant progress over the past 5 years, clearly there is still much work to be done in this area, even to achieve the modest professional targets set out below. We have, however, surpassed the 2020 SL target by 1%. As of December 2020 46% of SLs are women. This indicates a strong pipeline for promotion and recruitment to the professoriate and augurs well for the future. CMNHS is exploring means to close GPG through promotions, recruitment and succession planning. KW

GEAP2 6.1 ii	3.25 ii		The University targets for gender proportion of Senior-level Academic staff by 2022 - <b>26% female Profs, 47% female SLs</b>	DPR	Executive Deans	01/01/2018	31/12/2022	In Progress-on track	NOTE: in light of the challenge of getting to a 25% female professoriate by 2020, EDIC and Údarás na hOllscoile have accepted this is a very challenging target for the University to achieve and have agreed, while continuing to strive as energetically as possible to increase the % of women in the professoriate, that working over time to the 28% target in 2024 may be more realistic.
GEAP2 6.1 iii	3.25 iii		The University targets for gender proportion of Senior-level Academic staff by 2024 - <b>28% female Profs (40% HEA), 50% female SLs</b>	DPR	Executive Deans	01/01/2018	31/12/2024	In Progress-on track	Our target to have 50% of our SL cohort women by 2024 is comfortably within reach, and is likely to be achieved ahead of schedule.
GEAP2 6.1 iv	3.25 iv		Please note that as of July 2019 there were 60% women at the most senior professional services grade of Secretary, and 56% women at Assistant Secretary grade. University of Galway no longer recruits / appoints to Assoc Secretary grade. The University targets for gender proportion of senior grades of Professional, management, and support staff by 2020: Professional Services Technical - 10% women at CTO; Professional Services Library- 42% women at Senior Librarian; Professional Services Estates - commence Apprentice Programme for women.	HR Director	Director of HR, Deans, Relevant UMT Lead for Professional Services Area	01/01/2018	31/12/2020	In Progress-delayed	At present females hold a higher % of posts in Professional Services up to and including Assistant Secretary level (10 Women, 7 men). There are 60% women at the most senior Professional Services grade of Secretary. Associate Secretary is the grade with a deficit of women in post. <b>A report on the current status is now being prepared.</b>
GEAP2 6.1 v	3.25 v		The University targets for gender proportion of senior grades of Professional, management, and support staff by 2022: Professional Services Administration - <b>45%</b> women at <b>Secretary</b> ; Professional Services Technical - <b>20%</b> women at <b>CTO</b> ; Professional Services Library- <b>45%</b> women at <b>Senior Librarian</b> ; Professional Services Estates - <b>active Apprentice Programme</b> for women	HR Director	Director of HR, Deans, Relevant UMT Lead for Professional Services Area	01/01/2018	31/12/2022	In Progress-on track	Discussion commenced in early March with some female technical staff, further meeting required. An action plan to be explored of what female staff see as the barrier they are experiencing to promotion. The first female CTO was appointed in late 2020.
GEAP2 6.1 vi	3.25 vi		The University targets for gender proportion of senior grades of Professional, management, and support staff by 2024: Professional Services Administration - <b>50%</b> women at <b>Secretary</b> , and <b>40%</b> women at <b>Associate Secretary</b> ; Professional Services Technical - <b>25%</b> women at <b>CTO</b> ; Professional Services Library- <b>50%</b> women at <b>Senior Librarian</b> ; Professional Services Estates - <b>active Apprentice Programme</b> for women	HR Director	Director of HR, Deans, Relevant UMT Lead for Professional Services Area	01/01/2018	31/12/2024	In Progress-on track	A plan from initial discussion required to see how the percentages can be increased year on year in line with vacancies arising
DES 28, HEA 1.17, GEAP2 6.2	3.26	Review & monitoring of Promotion schemes.	The University will implement the Flexible Cascade model as a minimum for promotion and recruitment of academic and senior professional staff.	DPR HR Director	DPR Human Resources	01/01/2018	31/12/2020, ong	In Progress-on track	The scheme that has been implemented in agreement with the academic unions is based on individual achievement of the standards required, rather than on quotas. As such, a cascade model cannot apply directly. However, numbers are constantly monitored and any deviation from what would be expected in a flexible cascade model will be addressed if this arises. After two rounds this has not arisen. The proportion of women promoted has been higher than the proportion in the eligible pool.
AS2017 3.7, GEAP1 2.3, GEAP2 6.4	3.27	Realign University of Galway Academic grades with sector.	The University will reintroduce an Associate Professor grade in addition to existing professorial posts.	DPR/VPEDI	DPR/UMT	01/01/2018	30/09/2020	Complete	February 2022 'Associate Professor' grade re-introduced in tandem with the 'Professor in' revised grade/post.
AS2017 3.11, GEAP2 6.6	3.28	Ensure PTA staff are categorised appropriately.	The University will review PTA contracts, identify any staff categorised incorrectly and begin discussions with the DES regarding reclassification if appropriate.	HR Director	Human Resources	01/01/2019	31/12/2019	ongoing	This work is ongoing and at this point we have now moved with GTA and TSS, staff being correctly categories for the information we have collected. This will be an ongoing exercises

GEAP1 3.4, GEAP2 6.9	3.29	Career progression for Prof/Support staff.	The University will work to introduce a promotion scheme for professional and admin staff, based on consultation sectorally with DPR and DES.	HR Director	Human Resources	01/12/2016	31/12/2020	Completed	Job sizing scheme now in place
-------------------------	------	--	---	-------------	-----------------	------------	------------	-----------	--------------------------------





## University of Galway Gender Equality Action Plan 2021-2025

### 6. Embedding Gender Equality Including the Intersection of Other Characteristics Across University of Galway

SOURCE	#	RATIONALE	ACTION DETAIL	LEAD	RESPONSIBLE	START DATE	DUE DATE	STATUS	COMMENTS	
AS 1.2, DES 26, 28, HEA 1.15, 1.16, AS2017 4.1, GEAP2 2.6, 5.3	6.1.	To ensure staff data including recruitment reports can be easily accessed by the SAT and School SATs.	Create a suite of AS specific data reports including Recruitment reports in CoreBI. Collate annual reports for SAT and School SATs. HR provide annual report to EDICC.	HR Director	ISS Director, COO & HR Director		Q3 2022	In Progress- On Track	Currently looking at the reports that are issued to ensure that they are addressing the information requested by the Committee. Work is ongoing now with HR Senior manager and HRBP to ensure information required at College and unit level is developed so that it can be easily accessed.	
			HEO will specify precise report requirements.	HEO	HEO		Q1 2022 following finalisation of AS Ireland consultation process			
	6.2.	To increase staff engagement with Athena SWAN consultation processes at an institutional level.  Measures of Success: See AS Action Plan 2021.	Identify appropriate survey system (e.g. Banner 9, Ellician).	Director of Planning and Institutional Research	AS Project Manager		Q3 2022	In Progress- On Track	Qualtrics identified by Data Manager as appropriate survey tool. EDI Programme Manager for Gender Equality (The remit of the proposed AS Project Manager was expanded) and a Data Manager are working with the DPIR to develop the central survey.	
			Agree bank of survey questions in consultation with school SAT Chairs.	Director of Planning and Institutional Research	AS Project Manager		Q4 2022	In Progress- On Track	Athena Swan Champions Network will be consulted in February 2023.	
			Deploy central survey.	Director of Planning and Institutional Research	AS Project Manager		Q1 2023 and 2025	In Progress- On Track	central survey which will be launched in late March/early April 2023.	
AS 1.4, EDIS G2 No 3, G5 No 4	6.3.	Comprehensive diversity data will enable University of Galway to consider the intersectionality of gender with other elements of identity.  Measures of Success: See AS Action Plan 2021.	OVPEDI communicate to all staff the proportion of staff who have provided their diversity data and share findings on the diversity profile of the staff	VPEDI	VPEDI/HEO		Jun-21	In Progress-on track	Reporting tools developed in 2020 and deployed in January 2021. The earlier findings on the staff diversity profile were collated and disseminated based on data gathered.	
			Share findings on the diversity profile of the staff.	VPEDI	VPEDI		From June 2021 onwards	In progress-delayed	Updates were provided to Academic Council prior to June 2021. Since then, there hasn't been an update on the diversity profile. It was identified that it is essential to have a dedicated Updates will be provided to Academic Council on an annual basis, commencing in 2023 when the EDI Data Manager has sought to update the diversity dataset.	
			VPEDI will provide update at academic council, Professional Services Managers Forum meetings.	VPEDI	VPEDI		From September 2021 onwards	In progress-delayed	The process is being revised in order to ensure that we are capturing the data requirements at national level. As noted above, the Data Manager has a pivotal role to play in this process.	
			Vice Deans EDI co-ordinate reminder communications from HoS on bi-annual basis.	VPEDI	Vice Deans EDI & HoS		From October 2021 onwards	In progress-delayed	Staff engagement with the revised data gathering/ management process will be embedded through the various EDI committees, networks and staff members with responsibilities for EDI and for staff data management.	
			Formally request staff networks to highlight the importance of gathering comprehensive data and promote engagement among members.	VPEDI	Chair EDICC and Staff Network Chairs					
			Using an intersectionality frame, gather and publish data systematically on the protected characteristics and socio-economic status (where possible) annually to establish an evidence base for activities, policies and practice.	EDI Strategy Implementation WG						
EDIS G2 No 2	6.4.		Develop and communicate an evidence base of the impact of strategic intersectionality driven EDI initiatives	EDI Strategy Implementation WG						
AS 1.5	6.5.	To plan for the future of the ISAT.	Chair(s) will lead the process of appointing a new female Co-Chair for period 2021-2025.	Chair(s) ISAT	Chair(s) ISAT		Jun-21	Complete	New female Co-Chair (VPEDI) appointed January 2022.	
			Reconfigure ISAT to operate with fewer members as Steering Group to oversee implementation of the action plan.	Chair(s) ISAT	Chair(s) ISAT		ISAT June meeting 2021	Complete	ISAT re-configured in June 2022 to oversee implementation of action plan. Co-option of additional members to ISAT required, to ensure gender balance of ISAT	
			A call for new ISAT will issue in 2023 to plan assessment for 2025 silver application.	Chair(s) ISAT	HEO/AS Project Manager		Q4 2023	Not Started		
		To continue to support the integration of Athena SWAN principles and support, in a practical way, Schools to apply for AS awards, and to implement their Action Plans. Cross ref. 1.14.	Appoint AS Project Manager	VPEDI	VPEDI & HEO		Q1 2022	Complete	The new EDI Programme Manager for Gender Equality was appointed in July 2022.	

AS 1.6, GEAP2 3.2	6.6.	Measures of Success: See AS Action Plan 2021.	The AS Project Manager will further develop internal resources, advisory sessions and formalise the internal AS Chairs/Practitioners network	VPEDI	AS Project Manager		Q1 – Q4 2022 and ongoing in line with Charter developments	In Progress-on track	The new EDI Programme Manager for Gender Equality has developed a suite of resources which are held on the EDI website and on Teams. The Programme Manager has also developed a comprehensive structured approach to supporting internal AS SAT Chairs and the wider SAT. This includes a series of advisory sessions for the duration of the SAT from inception to the submission of their application. The first meeting of University of Galway's Athena SWAN Champions Network took place on the 1st of December.
			Future proof HR system to enable data reporting from restructuring and mergers in Colleges/Schools	VPEDI	HRISS and ISS Director		Q3 2022	In Progress-on track	HRISS actively engaged in enabling data reporting from restructuring. EDI Data Manager engaged with HR and ISS to enhance data infrastructure and functionality.
			ISAT Chair will assign an experienced internal AS panellist to act as internal reviewer for each School submission	VPEDI	ISAT Chair		Q4 2021 and ongoing as required	In Progress-on track	The Head of Equal Opportunities and the EDI Programme Manager act as internal reviewers for school submissions. Staff members with expertise of undertaking applications and participating on the AS evaluation process nationally, also support this process where required.
			The Athena SWAN SAT will develop plans and timelines for all ASSCS/BPPL schools in conjunction with Vice Deans EDI to Encourage all Schools to apply for Athena SWAN Bronze in relation to the expanded charter.	VPEDI	Institutional SAT	01/01/2020	31/12/2021	In Progress-on track	The EDI Programme Manager for Gender Equality has developed a timeline to map applications/renewals across the university. The OVPEDI have engaged with the Vice Deans EDI on an ongoing basis to progress Athena Swan applications and action plans at the Colleges of ASSCS and BPPL.
AS 4.15	6.7.	To promote positive behaviour and attitudes for trans staff and students.	Provide Trans 101 training each semester.	HEO	HEO		Q4 2021		
			Review language and use of pronouns in University policies via EIA.	HEO	HEO		Q1 2022		
			Collaborate with RCSI (lead), CIT and TENI to roll out a series of open-source animations to support Trans 101 education in HEIs. The animations will be tested and piloted in RCSI, IADT, MTU and University of Galway in summer 2021 with a view to a launch in semester 1 in AY 2021/22.	HEO	HEO		Q4 2021		
AS 4.16	6.8.	To enhance inclusion of all gender identities.	Feed requirement into Student Digital Pathway project to create a field for preferred name and gender for those students who choose/are unable to formally change their name on student records.	HEO	HEO		Q3 2023		
EDIS G1 No 2	6.9.		Achieve an institutional Athena SWAN Silver Award.	VPEDI				In Progress- on track	Our aim is to apply for a Silver award in 2025.
EDIS G3 No 8	6.10		Engage actively in Athena SWAN evaluation panels and share learnings with both the institutional and departmental Athena SWAN SATs, in addition to those in GMIT and Sligo IT.	EDI Strategy Implementation WG					
EDIS G5 No 1	6.11		Develop and promulgate a shared understanding of equality/equality of opportunity across campus.	EDI Strategy Implementation WG					
DES 24, HEA 1.22, GEAP2 3.1	6.12	Achieve Athena SWAN award	The University will retain the Athena SWAN Bronze award until Silver is obtained, within 8 years of Bronze.	VPEDI	Institutional SAT	01/04/2018	31/05/2021	Complete	Renewed Bronze award 2021, valid until April 2025. A new institutional SAT will be established in 2024 in order to prepare our 2025 application for a Silver award.