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OF THE YEAR



Institution Application Ireland

Bronze Award
November 2018

University of Limerick





UNIVERSITY of LIMERICK
OLLSCOIL LUIMNIGH

Athena SWAN Bronze Institution Award Application (Ireland)

Name of institution	University of Limerick
Date of application	30 th November 2018
Award Level	Bronze
Date joined Athena SWAN	September 2014
Current Award	Date: April 2015 Level: Bronze
Contact for application	Dr Marie Connolly
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Institution application	Bronze	Actual
• Word limit	10,500	Words
<i>Recommended word count</i>		
1. Letter of endorsement	500	521
2. Description of the institution	500	1,098
3. The self-assessment process	1,000	1,254
4. A picture of the institution	2,000	1,396
5. Supporting and advancing careers	5,000	5,862
6. Supporting trans people	500	435
7. Further information	500	100
	Total	10,666
Less 232 words for reference to in-text action items		
	Grand total:	10,430

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1 Letter of endorsement from the head of institution

Dr. Ruth E Gilligan
Associate Director
Equality Charters
Advance HE
First Floor, Westminster Tower
3 Albert Embankment
London, SE1 7SP

30 November 2018

Dear Dr. Gilligan,

I enclose the University of Limerick's Institutional Athena SWAN Bronze Award application. Gender equality and equity is at the heart of our ethos, and in 2015 we were one of the first institutions in Ireland to gain a Bronze Institution Award. I have chaired the Athena SWAN Steering Committee (ASSC) since assuming the position of President in May 2017, and my aim has been to maintain this momentum.

Our current strategic plan commits the institution to equality and diversity, and to the Athena SWAN process as a mechanism for driving and measuring institutional change. We are the highest in Ireland regarding female representation at full professor level, rising from 8% in 2007 to 32% in 2018 - eight points above the national average. 37% of our associate professors are female, three points above the national average and 116% increase since 2015. During autumn 2017, I restructured the Executive Committee of the University so that 8 of the 12 members are women, surpassing the target of 40% females set by the Minister for State for Higher Education Mary Mitchell O'Connor TD. UL was first in Ireland to introduce a grant of €21k per returning academic carer – the grant provides recipients six months free from teaching duties to catalyse their research. Thirty-two women have availed of this grant since 2015, which represents a commitment of €0.9m. Resourcing this grant is just part of my commitment to supporting staff through maternity, adoptive, parental and carers leave.

In January 2018, I appointed Professor Ita Richardson to the Executive Committee as Special Advisor in Equality & Diversity to support the development of the expanded AS charter and I am committed to going further, appointing a Vice President and two additional two staff to this area.

Communications and training are key to sustaining cultural change. In 2018, the Higher Education Authority (HEA) funded UL to host the first Catalyst MARC (Men Achieving Real Change) Programme in the higher education (HE) sector globally. I was a full programme participant along with eight university/institute of technology (IoT) presidents and 50 senior

colleagues (70% male). Each member of the Executive Committee will now undertake similar programmes.

As a national leader on gender equality in education, I am keen to extend our field of influence in diversity and inclusion. I am strongly committed to providing access to the University with a particular focus on refugees and asylum seekers. Indeed, UL was awarded the status of University of Sanctuary in 2017 by City of Sanctuary in the UK. Amongst other attributes, I believe our commitment to equality and diversity underpins the recent announcement in the Sunday Times Good University Guide that UL is **Irish University of the Year 2019**. Furthermore, our strong focus on addressing gender issues for staff and students has led to UL being ranked third in the EU for gender equality.

Our submission focuses on sustaining a culture that is conducive to equality and diversity, and I trust our application captures my strong commitment.

The information presented throughout is an honest, accurate and true representation of the University, and I endorse the enclosed submission in the strongest possible terms.

Kind regards,

A handwritten signature in black ink, appearing to read 'Dr. Fitzgerald', written in a cursive style.

Dr. Des Fitzgerald
President

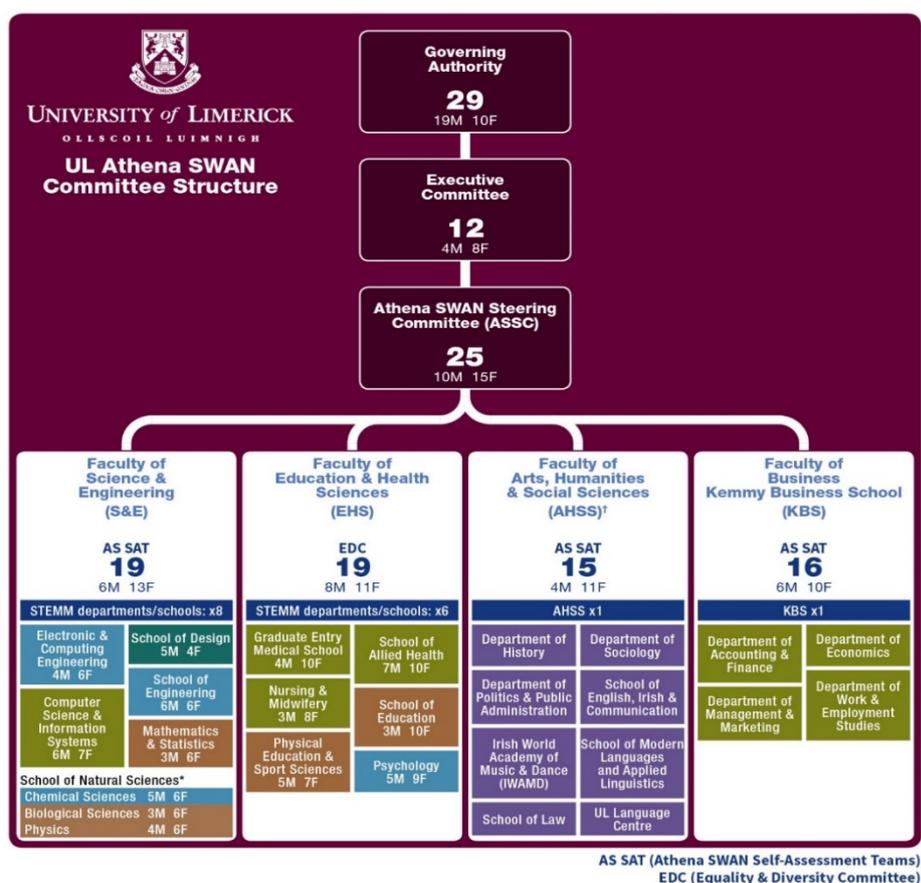
Section 1 word count: 515/500

2 Description of the institution

(i) Where UL is in the Athena SWAN process

Established in 1972, the University of Limerick (UL) is an independent, internationally focused university with 14,768 students (48%F) and 1,724 staff (55%F). UL offers programmes in disciplines including arts, business, engineering, design and architecture, health (including medicine), information and communication technology, law, mathematics and natural sciences.

UL is proud of being one of the first institutions in Ireland to achieve an Athena SWAN (AS) Bronze Institution Award (July 2015). Since then, we have worked diligently to embed AS across all faculties and departments (see Figure 2.1 and section 3(i)).



- **Departments/Schools awarded Bronze AS**
Department of Biological Sciences, Department of Physics, Department of Mathematics & Statistics, School of Education and Department of Physical Education & Sport Sciences
 - **Departments/Schools AS Application Submitted April 2018**
School of Design
 - **Departments/Schools AS application to be submitted in November 2018**
Department of Computer Science & Information Systems (CSIS), Graduate Entry Medical School (GEMS), School of Allied Health, Department of Nursing & Midwifery, Kemmy Business School (KBS)
 - **Planned AS application submission 2019**
Faculty of Arts, Humanities & Social Sciences
 - **Departments/Schools to resubmit their AS application in 2019/2020**
School of Electronic & Computing Engineering, School of Engineering, Department of Chemical Sciences and Department of Psychology
- * Newly formed School of Natural Sciences in September 2018 includes the Department of Chemical Sciences, Department of Biological Sciences and Department of Physics.
- † School of Law included in AHSS

Figure 2.1 UL Athena SWAN structures

UL conducted an attitude survey with open to all members of staff in March 2018. The response rate was 53%; Table 2.1 shows response rates by gender.

Table 2.1 Staff survey response rates by gender

	M	F	Non-binary*	Other**	Overall
N	192	469	3	167	831
%	23%	56.5%	0.4%	20.1%	53%

*As the three non-binary respondents are <5, we will not be reporting their responses to protect anonymity (a survey condition).

**‘Other’ comprises respondents who did not give their gender. Because respondents in this category did not answer some of the remaining survey questions, gender comparisons in tables and graphs in this application are restricted to female and male only.

Action 2.1 Produce an annual Athena SWAN report on the Action Plan (2019–2023) to raise awareness and improve engagement with AS and gender equality initiatives and achievements.

At 32% (national average¹ = 24%), UL has the highest percentage of full female professors (salary range €114,740–€144,187) in Irish universities.

Current AS teams include 219 (133F, 86M, 61%F) staff members.

Table 2.2 UL AS membership by gender*

Committee/Team	M	F	Total
ASSC (chaired by President)	10	15	25
Faculty of Science and Engineering (S&E)	6	13	19
Faculty of Education and Health Sciences (EHS) Equality & Diversity Committee (EDC) (chaired by dean)	8	11	19
Faculty of Faculty of Arts, Humanities and Social Sciences (AHSS) AS SAT (chaired by dean)	4	11	15
Kemmy Business School (KBS) SAT (chaired by dean)	6	10	16
S&E SAT teams x 8 (chaired by head of department)	36	47	83
EHS SAT teams x 6 (chaired by head of department)	27	54	81
Internal UL Athena SWAN Network (project chairs/leads/AS champions) (chaired by Head of Equality and Diversity)	13	18	31

*Not unique individuals (several members sit on multiple committees)

The extent to which AS has been embedded at UL is evident in the responses from the AS staff attitude survey. 93% of those who responded to an awareness question (682: 438F, 182M and 62 other) responded positively. Furthermore, 79% (372F, 152M and 53 other) were aware that UL had an action plan relating to gender equality.

¹ The national average comes from the HEA so where relevant in tables, we label national average figures as ‘HEA avg’.

UL is the national leader in the Republic of Ireland (ROI) in having the most academic units² with AS Bronze awards (four departments and one school), (see Figure 2.1 and Table 2.2).

Table 2.3 Current academic unit AS award holders

Unit	Level	Awarded	Renewal
Department of Life Sciences	●	Sep-15	Apr-19
Department of Mathematics & Statistics	●	Sep-15	Apr-19
Department of Physical Education & Sport Sciences	●	Nov-16	Apr-20
Department of Physics	●	Nov-17	Apr-21
School of Education	●	Nov-17	Apr-21



Members of the School of Education being presented with their Bronze AS Award by the Minister for State for Higher Education Mary Mitchell O'Connor.



Members of the Department of Physics being presented with their Bronze AS Award by the Minister for State for Higher Education Mary Mitchell O'Connor.

² We use the term 'unit' to mean academic departments and schools, and professional/support services.

Table 2.4 Current academic unit AS award submissions

Unit	Charter	Level	Submission
Graduate Entry Medical School	Expanded	●	Nov-18
Kemmy Business School	Expanded	●	Nov-18
School of Allied Health	Expanded	●	Nov-18
Department of Computer Science & Information Systems/Lero	Pre-May '15	●	Nov-18
Department of Nursing and Midwifery	Expanded	●	Nov-18

In 2018, an AS internal UL network (18F, 13M) was established to share knowledge and experience, survey data, action plans, best practice initiatives and lessons learned amongst AS leads. The network promotes and hosts events and liaises with the newly establish National AS Practitioners Network led by UL. Twenty institutions attended the network’s inaugural meeting in UL in October 2018. Its purpose is to share best practice across universities, colleges and IoTs and to provide support to institutions commencing their AS journeys.



Some attendees at the inaugural meeting of the National Athena SWAN Network Meeting in UL October 2018

The Head of Equality and Diversity (HE&D) (also UL’s AS manager) has delivered workshops and conducted one-to-one meetings in number of Irish HE institutions. The THEA workshop in Dublin attracted 70 senior participants from IoTs.

(ii) Information on teaching and research focus

UL delivers a range of STEMM AND AHSSBL undergraduate (UG) and postgraduate (PG) programmes, up to doctoral level, across four faculties to 15,000 students.

UL values research excellence across all disciplines, and is proud of our reputation for delivering collaborative, interdisciplinary, impactful and translational research. with international academic and industrial partners. UL hosts three multidisciplinary institutes: the Bernal Institute, the Health Research Institute and Lero – the Irish Software Research Centre, in addition to externally funded specialist research centres.

We are recognised for world-leading achievements in materials, advanced manufacturing, software, health and applied mathematical sciences. UL researchers have attracted in excess of €215 million in funding awards since 2014.

The inaugural Times Higher Education (THE) Europe Teaching rankings (July 2018), places UL first in Ireland and third among more than 240 universities across Europe for its work environment incorporating staff and student gender balance.

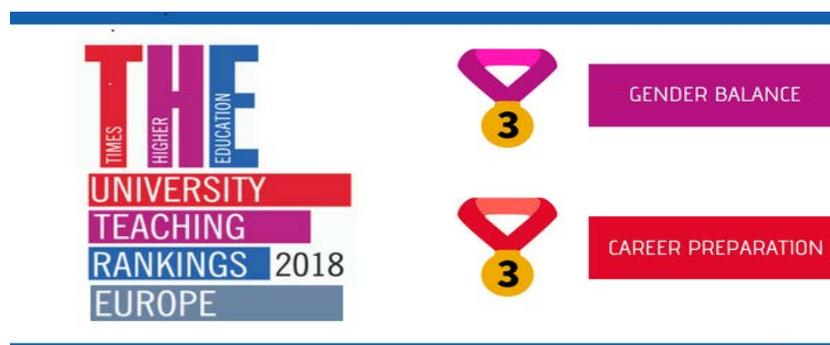


Figure 2.2 UL recognition by THE rankings 2018

(iii) Staff numbers

As of July 2018, UL's total of 1,724 staff members (55%F) comprises 713 academics (49%F), 278 research staff (42%F) and 733 professional/support staff (67%F).

Table 2.5 UL staff profile by gender, July 2018

Category	Total	M	F	%F
Academic	713	363	350	49%
Research	278	160	118	42%
Professional/Support	733	245	488	67%
Total	1,724	768	956	55%

Table 2.6 Overall UL STEMM and AHSSBL staff profile by gender, July 2018

Category	Total	M	F	%F	HEA avg %F
STEMM	705	404	301	43%	41%
AHSSBL	264	110	154	58%	50%
Academic other*	22	9	13	59%	41%
Total	991	523	468	47%	45%

* Academics working in professional/support units, such as the Center for Teaching and Learning, Office of the Vice President Research, etc.

(iv) Total number of departments and students

UL comprises two STEMM faculties (Science and Engineering (S&E); Education and Health Sciences (EHS)) and two AHSSBL faculties (Arts, Humanities and Social Sciences (AHSS) and Kemmy Business School (KBS)), which host 26 constituent academic units (14 STEMM and 12 AHSSBL). Figure 2.3 outlines the schools/departments within each faculty.

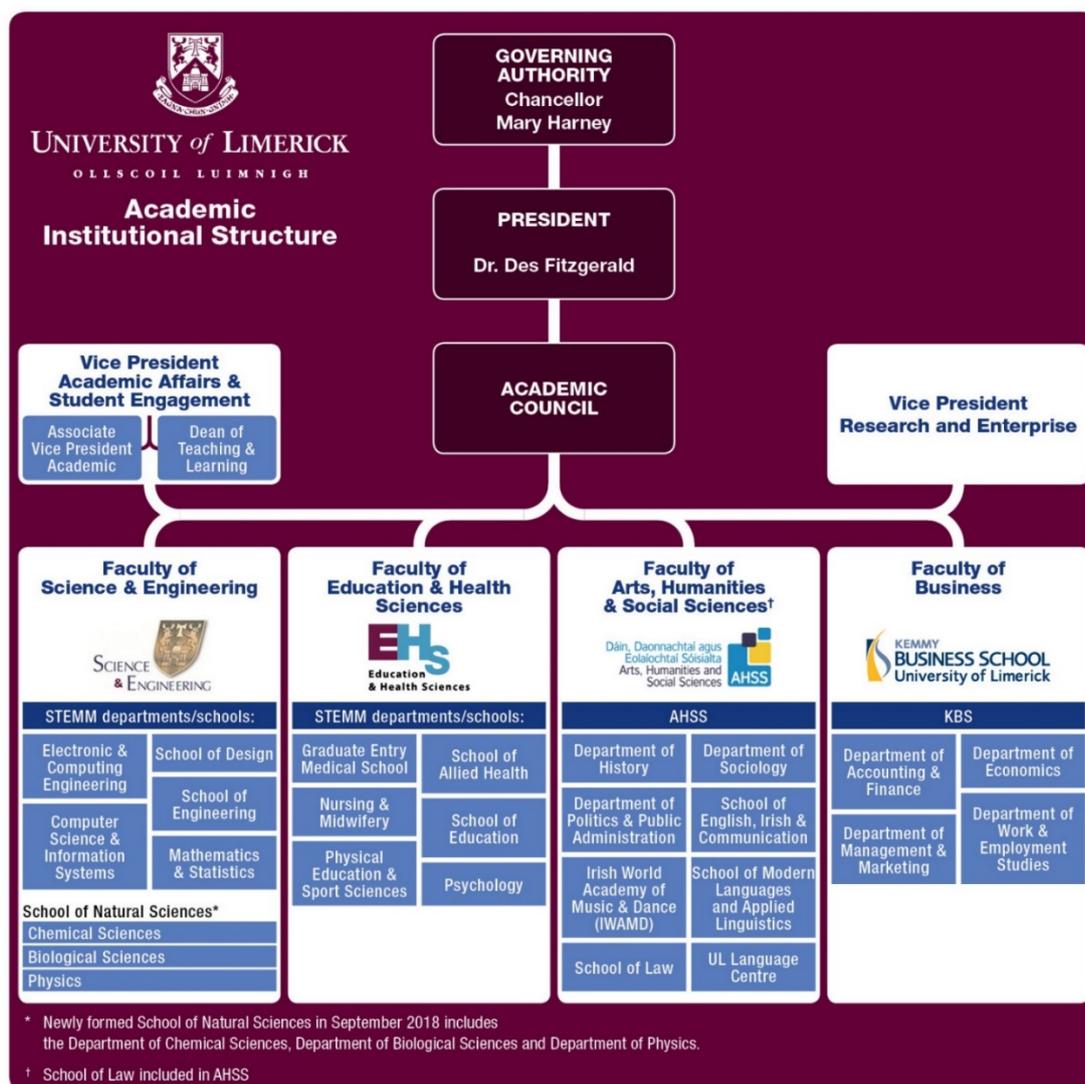
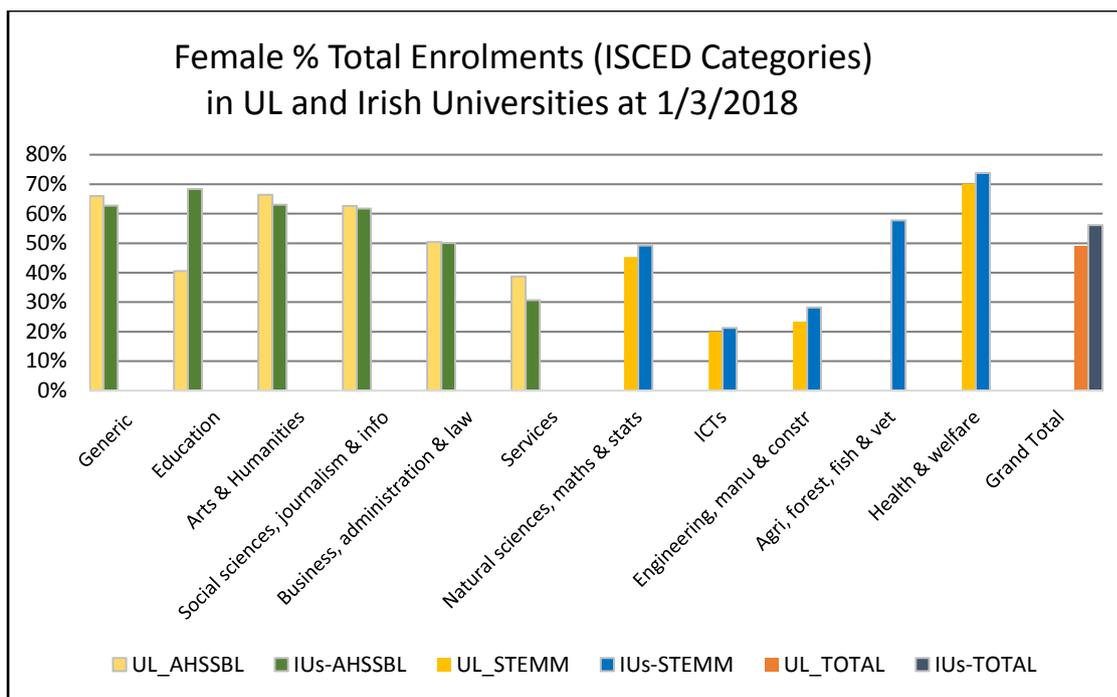


Figure 2.3 UL academic structure

The enrolment figure of 14,768 (48%F) for 2017/18 includes 11,723 UG, 2,230 taught PG and 815 research PG students. The proportion of female students has remained below the national average since 2014/15 (Table 2.6) across all disciplines (Figures 2.4, 2.5, 2.6, 2.7). However, the percentage of UG females has grown since 2014 from 44% to 47% in 2018. This improvement reflects an increase of 1,678 UG students, of whom 1,021 are female (61%).

Note that in a number of graphs to follow, HEA core data for UL have been used for comparison with other Irish universities. This gives rise to slight variances between UL's own headcount and the HEA's reported core data for UL. For example, in Figure 4.4, the HEA percentage of UL professors is 31% while UL's is 32%.



Source: HEA Statistics for Irish Universities (IUs)

Figure 2.4 Percentage female total enrolments in Irish universities 2018

Figure 2.4 depicts UL percentage female enrolments by education categories (left bars) against the average for other Irish universities (right bars). This shows that female student enrolments in UL (49%) are less than the national average (56%). Within STEMM, the percentage of UL female undergraduate students (39%) is lower than the national average (52%) (**Action 2.2**).

Action 2.2 Increase the proportion of undergraduate female students in STEMM subjects.

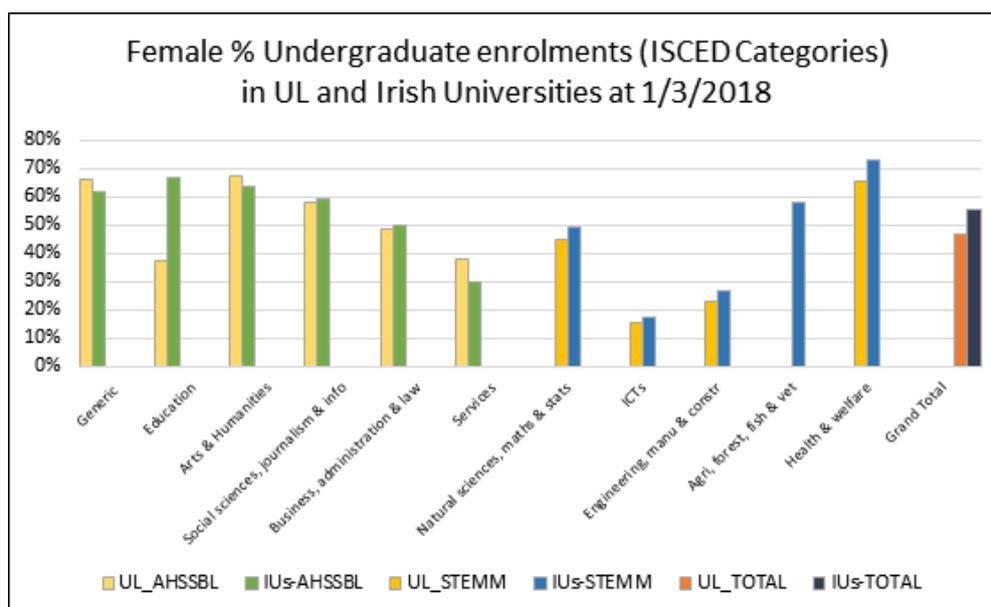


Figure 2.5 Percentage female undergraduate enrolments universities 2018 (Source: HEA Statistics for Irish Universities)

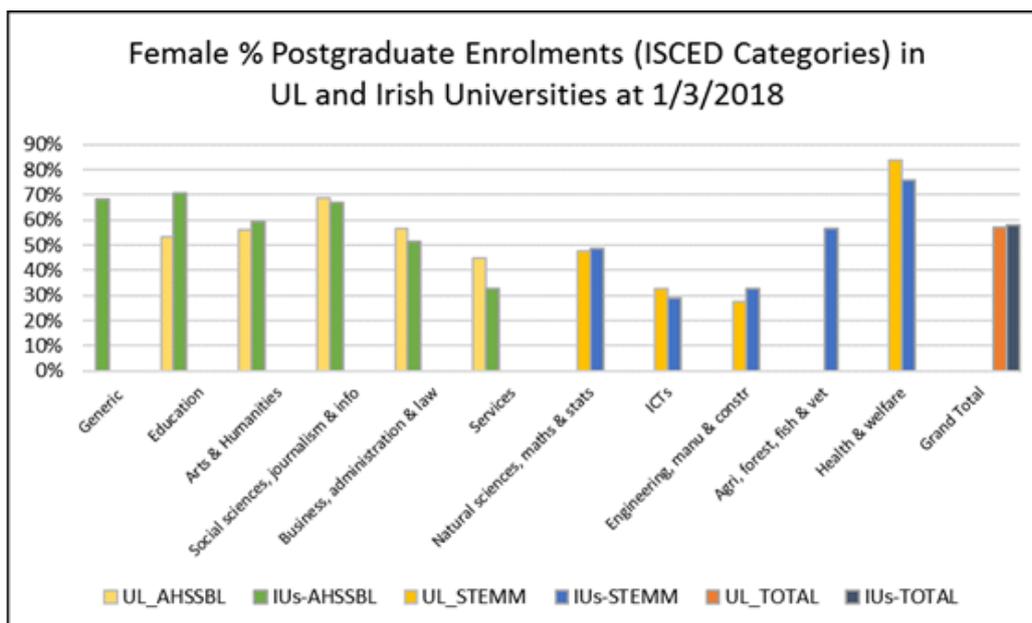


Figure 2.6 Percentage female postgraduate enrolments universities 2015–2018 (Source: HEA Statistics for Irish Universities)

The percentage of female undergraduates in teacher education in UL (37%) is less than the national average (67%) but UL is the leading educator of second level (high school) teachers in Ireland. With 71% of qualified teachers being female (cso.ie; EU figure = 64% women), we hypothesise that STEMM programmes, comprising the largest offering of teacher education in UL, are not attracting female applicants. This requires specific examination (**Action 2.3**).

Action 2.3 Investigate why fewer women are taking teacher education programmes in UL.

Table 2.7 Overall student numbers by programme type and gender, 2014/15–2017/18

	Total	M	F	%F	HEA avg %F
2017/18					
UG	11,723	6,268	5,455	47%	56%
PG taught	2,230	963	1,267	57%	60%
PG research	815	418	397	49%	52%
Total	14,768	7,649	7,119	48%	56%
2016/17					
UG	11,725	6,324	5,401	46%	55%
PG taught	1,843	822	1,021	55%	59%
PG research	831	422	409	49%	51%
Total	14,399	7,568	6,831	47%	56%
2015/16					
UG	11,104	6,011	5,093	46%	54%
PG taught	2,182	951	1,231	56%	57%
PG research	829	428	401	48%	51%
Total	14,115	7,390	6,725	48%	55%
2014/15					
UG	10,045	5,611	4,434	44%	54%
PG taught	2,192	980	1,212	55%	55%
PG research	841	442	399	47%	54%
Total	13,078	7,033	6,045	46%	54%

The proportion of females in STEMM subjects has seen increases from 2014/15 to 2017/18: 38% to 40% at UG level (absolute increase = 404 female students), 59% to 60% at taught PG level and 43% to 46% for postgraduate research. In non-STEMM disciplines since 2014, the proportion of females increased from 54% to 55% at UG, 50% to 52% at taught postgraduate and 54% to 56% at research postgraduate levels. In absolute terms, the increase in female UG students across UL is greater in non-STEMM than STEMM (619 vs. 404) (**Action 2.1**).

Table 2.8 Student numbers by STEMM and AHSSBL programmes by gender, 2014/15–2017/18

	STEMM				AHSSBL				Total	
	Total	M	F	%F	Total	M	F	%F	Total	%F
2017/18										
UG	6,730	4,045	2,685	40%	4,993	2,223	2,770	55%	11,723	47%
PG taught	1,427	577	850	60%	803	386	417	52%	2,230	57%
PG research	587	317	270	46%	228	101	127	56%	815	49%
Total	8,744	4,939	3,805	44%	6,024	2,710	3,314	55%	14,768	48%
2016/17										
UG	6,632	4,072	2,560	39%	4,727	2,176	2,551	54%	11,359	45%
PG taught	1,012	409	603	60%	790	370	420	53%	1,802	57%
PG research	582	314	268	46%	219	100	119	54%	801	48%
Total	8,226	4,795	3,431	42%	5,736	2,646	3,090	54%	13,962	47%
2015/16										
UG	6,260	3,884	2,376	38%	4,323	1,973	2,350	54%	10,583	45%
PG taught	1,410	573	837	59%	804	388	416	52%	2,214	57%
PG research	581	315	266	46%	216	103	113	52%	797	48%
Total	8,251	4,772	3,479	42%	5,343	2,464	2,879	54%	13,594	47%
2014/15										
UG	6,042	3,761	2,281	38%	3,994	1,843	2,151	54%	10,036	44%
PG taught	1,467	608	859	59%	755	380	375	50%	2,222	56%
PG research	583	330	253	43%	228	104	124	54%	811	46%
Total	8,092	4,699	3,393	42%	4,977	2,327	2,650	53%	13,069	46%

Analysis shows that in STEMM and non-STEMM subjects, proportions of female students are increasing or remaining the same at all levels, with no reductions recorded. However, the average difference between STEMM (42%F) and non-STEMM (53%F) subjects of 11% in 2014 remained constant in 2017/18 (44% to 55%) at 11%. The lowest proportion of women in STEMM is at UG level (40% in 2017), but it seems that once women are in the STEMM education system, they are more likely to stay for taught (60%) and research (46%) PG qualifications. This suggests that actions to increase the number of women in STEMM disciplines should focus on pre-UG level and recruitment into HE (**Action 2.2**).

(v) AHSSBL and STEMM units

Table 2.9 AHSSBL and STEMM academic and research staff numbers by unit and gender, 2017/18 (July 2018)

Category	Unit	Total	M	F	%F
AHSSBL	Accounting & Finance	28	16	12	43%
	Associate Vice President Academic	1	0	1	100%
	Dean's Office AHSS	1	0	1	100%
	Dean's Office KBS	1	1	0	0%
	Economics	16	9	7	44%
	English, Irish, Communication	34	13	21	62%
	History	8	6	2	25%
	Irish World Academy of Music and Dance	23	7	16	70%
	Language Centre	8	1	7	88%
	Law	25	11	14	56%
	Management & Marketing	32	15	17	53%
	Modern Languages & Applied Linguistics	40	12	28	70%
	Politics & Public Administration	17	10	7	41%
	Sociology	16	7	9	56%
	Work and Employment Studies	14	2	12	86%
	AHSSBL Total	264	110	154	58%
STEMM	Allied Health	61	3	58	95%
	Biological Sciences	38	18	20	53%
	Chemical Sciences	83	59	24	29%
	Computer Science and Information Systems	57	44	13	23%
	Dean's Office EHS	1	0	1	100%
	Dean's Office S&E	1	1	0	0%
	Design	44	35	9	20%
	Education	46	25	21	46%
	Electronic & Computer Engineering	37	32	5	14%
	Engineering	85	68	17	20%
	Graduate Entry Medical School	84	37	47	56%
	Mathematics & Statistics	38	28	10	26%
	Nursing & Midwifery	34	1	33	97%
	Office of Research	3	0	3	100%
	Physical Education & Sport Sciences	44	24	20	45%
	Physics	28	20	8	29%
	Psychology	21	9	12	57%
STEMM Total	705	404	301	43%	
Academic other		22	9	13	59%
Totals		991	523	468	47%

Table 2.10 AHSSBL and STEMM professional and support staff numbers by unit and gender, 2017/18 (July 2018)

Category	Unit	Total	M	F	%F
AHSSBL	Accounting & Finance	3	0	3	100%
	Dean's Office AHSS	7	1	6	86%
	Dean's Office KBS	13	0	13	100%
	Economics	1	0	1	100%
	English, Irish, Communication	3	0	3	100%
	History	1	0	1	100%
	Irish World Academy of Music and Dance	5	1	4	80%
	Language Centre	2	1	1	50%
	Law	4	1	3	75%
	Management & Marketing	4	1	3	75%
	Modern Languages & Applied Linguistics	3	0	3	100%
	Politics & Public Administration	1	0	1	100%
	Sociology	1	0	1	100%
	Work and Employment Studies	1	0	1	100%
	AHSSBL total	49	5	44	90%
STEMM	Allied Health	11	0	11	100%
	Biological Sciences	8	0	8	100%
	Chemical Sciences	15	7	8	53%
	Computer Science and Information Systems	18	8	10	56%
	Dean's Office EHS	7	2	5	71%
	Dean's Office S&E	14	3	11	79%
	Design	21	17	4	19%
	Education	10	2	8	80%
	Electronic & Computer Engineering	11	9	2	18%
	Engineering	36	21	15	42%
	Graduate Entry Medical School	40	8	32	80%
	Mathematics & Statistics	5	1	4	80%
	Nursing & Midwifery	12	1	11	92%
	Office of Research	30	10	20	67%
	Physical Education & Sport Sciences	8	3	5	63%
	Physics	6	3	3	50%
	Psychology	5	1	4	80%
	STEMM total	257	96	161	63%
Professional/ Support	Accounts (Administration)	34	6	28	82%
	Associate Registrar	1	0	1	100%
	Associate Vice President Academic	5	2	3	60%
	Buildings and Estates	43	36	7	16%
	Cooperative Education & Careers Division	25	6	19	76%
	Graduate and Professional Studies	7	2	5	71%
	Human Resources Division	27	6	21	78%
	Information Technology Division	77	36	41	53%
	International Education Division	24	1	23	96%
	Library & Information Services Division	55	12	43	78%
	Marketing and Communications	5	1	4	80%
	Office of Academic & Registrar	10	4	6	60%
	Office of Corporate Secretary	7	0	7	100%
Office of Director of Finance	3	2	1	33%	

	Office of President	10	4	6	60%
	Procurement & Contracts	11	5	6	55%
	Quality Support Unit	5	1	4	80%
	Sports and Recreation	10	5	5	50%
	Student Academic Administration	15	2	13	87%
	Student Admissions	9	1	8	89%
	Student Affairs	30	9	21	70%
	Teaching and Learning	10	3	7	70%
	Technology Transfer Office	4	0	4	100%
	Professional/Support total	427	144	283	66%
Totals		733	245	488	67%

Section 2 word count: 1,098/500

3 The self-assessment process

(i) A description of the self-assessment team

The ASSC has 25 members (15F, 10M) (Table 3.1) including six members (4F, 2M) of UL's Executive Committee. To ensure cohesion, ASSC academic members are members of their faculty AS SAT. Four members (2F, 2M) of the ASSC have been AS panellists while another four (2F, 2M) have been observers.

Since 2015, the ASSC has been chaired by the UL President.

The deans of the two STEMM faculties (1M, 1F) are members of the committee. The deans of the two AHSSBL faculties (1F, 1M) joined the committee prior to the commencement of the expanded charter in Ireland in November 2017. All four-faculty executive deans are AS champions for the institution.

Following an open call, the ASSC now includes representation from each of the work groups in UL.

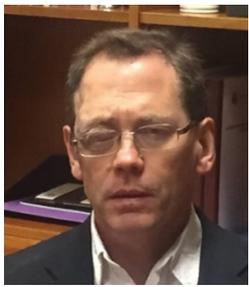
Since 2015, Advance HE delivered four AS workshops to the ASSC and faculty/department AS SATs and facilitated department feedback clinics (48: 31F, 17M). Colleagues from Ulster University visited UL to share their experience (AS Launch 2015 (170: 136F, 34M), presented at the IWDC 2016 and attended an ASSC meeting. UL is an AS leader as evidenced by its establishment of the National AS Network, to promote best practice within the ROI.

Table 3.1 ASSC membership

	Title and name	Job title	ASSC role
	Professor Seán Arkins	Professor, Biological Sciences	Department representative on ASSC and S&E SAT. Member of ASSC Supporting and Advancing Careers Team.
	Professor Ursel Bangert	Bernal Professor of Physics	Department representative on ASSC and S&E SAT. Institutional SAT member of Supporting and Advancing Careers Team.

	Title and name	Job title	ASSC role
	Dr. Marie Connolly	Head of Equality & Diversity/AS Manager,	Lead of AS submission. Former Chair National ASSC. Led establishment National AS Network. Former GEM EU Progress-funded project manager.
	Dr. David Corcoran	Head of Department (HoD) & Senior Lecturer, Physics	Led the successful submission for Department of Physics AS Bronze Award. Department representative on ASSC.
	Dr. Christine Cross	HoD & Senior Lecturer, Work & Employment Relations	Department representative on ASSC; member of Attitude Survey Team. Co-chair of KBS AS SAT.
	Dr. Desmond Fitzgerald	President of UL	Chair of ASSC
	Ciara Jo Hanlon	President, Student Life (Students' Union)	Member of ASSC and Supporting and Advancing Careers Team
	Professor Ailish Hannigan	Associate Professor of Biomedical Statistics, Graduate Entry Medical School (GEMS)	School representative on ASSC and member of Attitude Survey Team. Member of EHS EDC. Chair of GEMS SAT.

	Title and name	Job title	ASSC role
	Dr. Sara Hayes	Lecturer, School of Allied Health	School representative on ASSC and member of Organisation and Culture Team. Member of EHS EDC.
	Dr Alan Hegarty	Senior Lecturer, Mathematics & Statistics	Department representative on ASSC and S&E SAT. Member of ASSC Organisation and Culture Team.
	John M. Kelly	Senior Technical Officer, Physics	Department representative on ASSC and member of Department of Physics SAT.
	Professor Helen Kelly Holmes	Dean Faculty of AHSS, Chair in Applied Languages, School of Modern Languages & Applied Linguistics	Faculty representative on the ASSC and team leader of Attitude Survey Team. Chair of the Faculty of AHSS SAT.
	Maureen Keogh	AS Administrator, Human Resources	Member of ASSC and Supporting and Advancing Careers Team. Member of S&E, KBS, AHSS SATs and EHS EDC.

	Title and name	Job title	ASSC role
	Dr Louise Kiernan	Lecturer, School of Design	School representative on ASSC and S&E SAT. Member of ASSC Organisation and Culture team.
	Dr Fathima Laffir	Research Fellow, Bernal Institute	Bernal Institute representative on ASSC and S&E SAT. Member of ASSC Supporting and Advancing Careers Team.
	Professor Edmond Magner	Dean, Faculty of S&E	Faculty representative on ASSC. Chair of S&E SAT. Team leader of ASSC Organisation and Culture Team.
	Ciara McCaffrey	Deputy Librarian, Library & Information Services Division	Professional/Support staff representative on the ASSC.
	Professor Rachel Msetfi	Dean, Faculty of EHS	Faculty representative on ASSC. Chair of EHS EDC. Team leader of ASSC Student Data Team.
	Professor Orla Muldoon	Professor of Psychology	Department representative on ASSC and member of Supporting and Advancing Careers Team.

	Title and name	Job title	ASSC role
	David T. O'Connor	Research Postgraduate, School of Engineering	Postgraduate representative on ASSC and S&E AS SAT.
	Lorcan O'Donnell	Deputy President/Welfare Officer, Student Life	Member of ASSC and Trans Support Team.
	Professor Philip O'Regan	Dean, KBS	School representative on ASSC. Co-Chair of the KBS AS SAT.
	Professor Ita Richardson	Associate Professor, Computer Science & Information Systems and Lero	ASSC and S&E SAT. AS Champion. President's special advisor on Equality and Diversity. Team leader of Trans Support Team.
	Dr. Patrick Ryan	HoD, Psychology	Department representative on ASSC and EHS EDC; on Supporting and Advancing Careers Team. Submission editor. UL representative on AS National Steering Committee.
	Dr. Mary Shire	Vice President Research & Enterprise	Member of ASSC

Members of the ASSC have a range of experiences (Table 3.1 and Figure 3.1). While the membership reflects the current profile of UL, we will take opportunities to broaden membership, seeking representatives from underrepresented groups to join the committee.

Action 3.1 Review and expand the membership of the ASSC to ensure that ethnic and underrepresented groups are represented and that gender representation is 50/50 female/male.

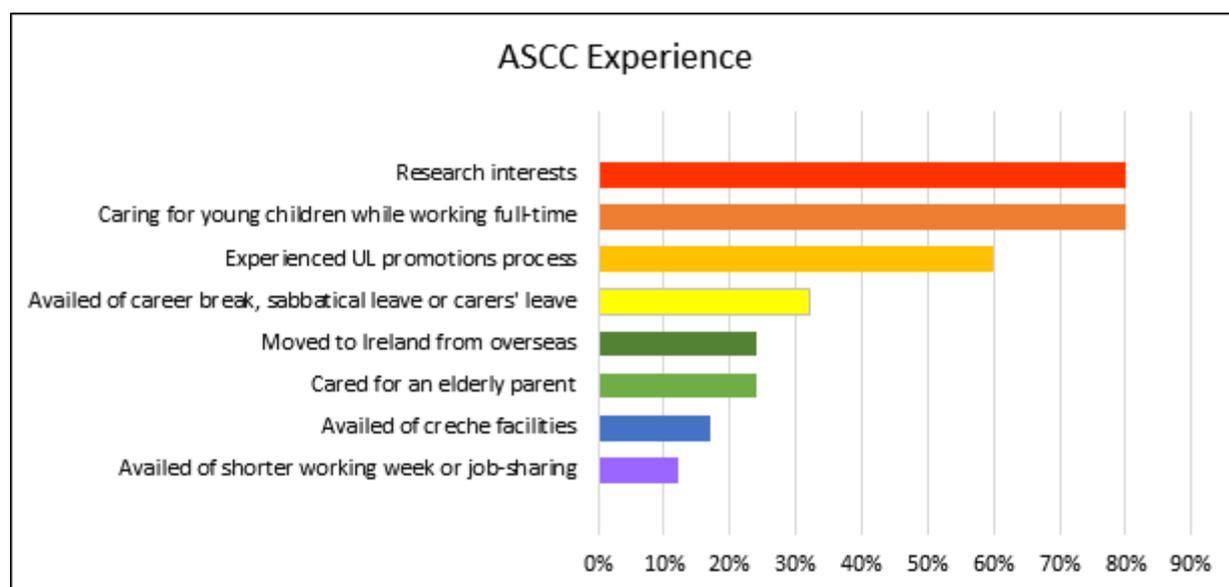


Figure 3.1 ASSC members' experience

(ii) An account of the self-assessment process

Chaired by the President, the ASSC reports to the Executive Committee (Figure 2.1). The HE&D presents to GA an annual report highlighting progress on gender equality and intersectionality issues.

ASSC meetings occur every quarter but met every two months for one year prior to submitting the renewal application. The chairs of each faculty AS SAT are members of the ASSC (Figure 2.1).

Since 2015, 20 ASSC and 30 faculty AS SAT meetings have been held (Table 3.2), the focus of which is to implement institution actions at faculty level, oversee and support department submissions and implement new initiatives. The E&D section coordinates the schedule, sets agendas, monitors action follow-up and provides data and updates from ASSC.

Table 3.2 Record of ASSC & AS SAT meetings, 2015 to 2018

Year	2015	2016	2017	2018	Total
ASSC	7	4	4	5	20
S&E AS SAT	6	5	4	3	18
EHS AS SAT (EHS EDC since March 2018)	3	3	4	2	12
FAHSS AS SAT (est. 2017)			2	2	4
KBS AS SA Committee (est. 2017)			3	5	8
Total AS no. of meetings	16	12	16	15	62

The AS action plan is reviewed at each ASSC meeting. Progress that is behind target is highlighted and action agreed. The actions fall into three categories: (i) require institutional input, (ii) require faculty input and (iii) require HR input. Sub-groups of faculty AS SATs are responsible for implementing faculty-focused actions. The process is effective and provides cross-institution involvement in the delivery of the AS action plan.

The impact of AS can be measured by our progress in completing 53 of the 54 actions in the 2015 action plan. Those actions included key transformational projects such as the implementation of the Research Grant for Academic Carers, compulsory unconscious bias training for promotions board members, reviewing the WAM and initiating the pilot eWAM, reviewing promotions processes and the sabbatical leave policy, engaging all STEM departments in AS and tender-proofing all role profiles.

Timetabling is one area where it was not possible to implement improvements – this project is currently underway at institutional level and will be informed by the AS staff survey.

The results of the staff surveys from 15 departments (since 2015, Figure 2.1) were presented at ASSC meetings. Actions requiring institution support are added to the institution plan to ensure they are implemented and tracked. A formal tracking system is required to support this process (**Action 3.2**).

Action 3.2 Identify and implement a formal system for tracking progress on AS actions at institution and faculty level.

We consulted across the institution to prepare for this submission under the expanded charter. We conducted one staff focus group in 2016 and 2017 and two in 2018 (professional/support (15F) and academic/research (11F, 1M)). Participants were invited by an open-call email. Comprehensive feedback provided a rich data source that informed the action plan.

Feedback from the staff survey and focus groups suggested that AS was not perceived to affect support staff so the response rate of 54% (compared to 53% overall) from professional/support staff is gratifying. The response from male academics (27%); research staff (11%);, female researchers (28%), and attendance at the focus groups (1M academic) suggests that wider engagement with AS is a priority (**Action 3.3**).

Action 3.3 Conduct AS awareness-raising focus groups with male staff and researchers (male and female).

Five ASSC teams were established to address all aspects of the application and analyse data (Table 3.3). Members of faculty SATs were assigned to specific tasks, and each member of the ASSC was involved in compiling the institution submission. Additional staff and student representatives were invited to join teams where they had a particular interest/expertise. The draft submission was continually reviewed by the ASSC and critically reviewed externally. The ASSC signed off on the application.

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

The President has committed to the appointment of a VP for Equality, Diversity and Inclusivity as per a Gender Taskforce recommendation.

The ASSC will continue to meet on a quarterly basis to oversee the implementation of the action plan. The membership of the ASSC will be reviewed annually to ensure inclusivity and broaden its diversity (**Action 3.1**). Specifically, we aim to have a 50/50 gender representation by September 2020 (**Action 3.1**). Through open calls, each academic unit will nominate an AS champion from the unit's SAT (**Action 3.5**). The AS champions will attend quarterly UL AS Network events, and this will be recognised through the workload allocation model (WAM) (**Action 3.5**). The aim of the institution is to achieve an AS Silver Award ahead of our next renewal date (target date November 2021), when the impact of AS will be clearly visible (**Action 3.7**).

Action 3.4 Nominate AS champions within each faculty, school/department and professional/support area.

Action 3.5 Include AS champion work in the workload model.

Action 3.6 Provide faculty, school and department SATs with ongoing support.

Action 3.7 Achieve an Institutional Silver Award by November 2021.

Table 3.3 ASSC teams and tasks

Teams	Tasks	Additional members*
1. Attitude Survey	Compiled/analysed staff survey and focus group results	Elayne Ahern, Grace McMahon, Elaine Smith, PhD candidates
2. Student Data Section 2 (iv)	Gathered, collated, analysed student data; benchmarked against national data	Dermot Cleary, Institutional Research Officer
3. Staff Data Sections 2, 4, 5.1, 5.3, 5.5	Analysed/ benchmarked relevant institutional data on career transition /development to identify challenges/opportunities Generated evidence-based actions	Dr. Sandra O'Brien, Technical Officer, Psychology
4. Organisation and Culture Section 5.6	Analysed staff survey responses re. organisation and culture; Collated faculty data Generated evidence-based actions	Dr. Deirdre Ní Eidhin, Physics and S&E SAT; Bernie Quilligan, S&E SAT member; Dr. John Walsh, KBS; Dr. Gráinne Walshe, Manager, Science Learning Centre
5. Trans Support Section 6 (i), (ii), (iii)	Collated/analysed relevant data Generated evidence-based actions	Dr. Aoife Neary, SoEd SAT member and Intersectionality Researcher, Alena Kiel, Student Council LGBTQI+ Representative and PhD student; Dr. Lucy Smith, Head of Student Counselling; Sarah Hogan, Student Representative
Action Plan	Input from all teams and coordinated at ASSC Actions requiring institutional support	

*Additional to those already named in Table 3.1

With additional resources (see section 5.6 (i)), HR's Equality & Diversity (E&D) section will oversee the action plan and provide ongoing support to faculty/school/department SATs, including critique of submissions, delivering workshops and providing crucial data. The E&D section extracts the staff data from CORE but the process is inefficient and requires manual data analyses. A bespoke interactive data platform that permits access to data for analysis and review is required (**Action 3.8**). The analyses on all faculties will then be reported on an annual basis by the HE&D to the ASSC, EC and GA.

Action 3.8	Establish a central data platform for faculties/schools/departments on SharePoint.
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A four-year plan will be initiated to support professional/support divisions with applying for accreditation and the Faculty of AHSS with a November 2019 application (**Action 3.9**).

Action 3.9 Agree a four-year plan for engaging the all professional/support divisions in the process of seeking accreditation to the expanded charter.

Annual reporting to GA will be extended to Executive Committee and Management Council to ensure the institution remains committed at a strategic level (**Action 3.10**).

Action 3.10 Present an annual AS Progress report to Governing Authority, Executive Committee and Management Council.

To increase awareness, the AS website will be regularly updated with information and associated communications.

An Equality, Diversity & Inclusion (EDI) committee was established in 2018. Chaired by the special advisor (equality and diversity) to the President, the committee will implement a campus-wide EDI strategy. UL's responsibilities under the Public Sector Duty Bill and the Irish Human Rights and Equality Commission will be set out in the EDI strategy (**Action 3.11**).

Action 3.11 Finalise and secure formal approval for and implement the Equality, Diversity & Inclusion strategy.

Resources are required to effectively implement both the EDI strategy and the AS actions across the institution, particularly within faculties (**Action 3.12**).

Action 3.12 Investigate the feasibility of appointing assistant deans for Equality & Diversity.

A member of the EDI committee, the HE&D, is responsible for ensuring that UL's E&D policy is updated in line with relevant legislation and best practice. The revised policy will set out our continuing commitment to ensuring equality for staff and those to whom we provide services.

Action 3.13 Update the Equality & Diversity policy.

Section 3 word count: 1,254/500

4 A picture of the institution

4.1 Academic and research staff data

(i) Academic and research staff by grade, gender and ethnicity

Grade and gender

The number of academics (including research staff) is currently 991 (468F, 523M). Women account for 47% of academic and research staff, 1% more than in 2015 (Table 4.1 and Figure 4.1).

Table 4.1 Overall academic and research staff by AHSSBL/STEMM and gender, 2015–2018

Year	Category	Total	M	F	%F
2015/16	AHSSBL	257	109	148	58%
	STEMM	700	412	288	41%
	Academic other	16	4	12	75%
	Total	973	525	448	46%
2016/17	AHSSBL	265	112	153	58%
	STEMM	728	418	310	43%
	Academic other	14	4	10	71%
	Total	1007	534	473	47%
2017/18	AHSSBL	264	110	154	58%
	STEMM	705	404	301	43%
	Academic other	22	9	13	59%
	Total	991	523	468	47%

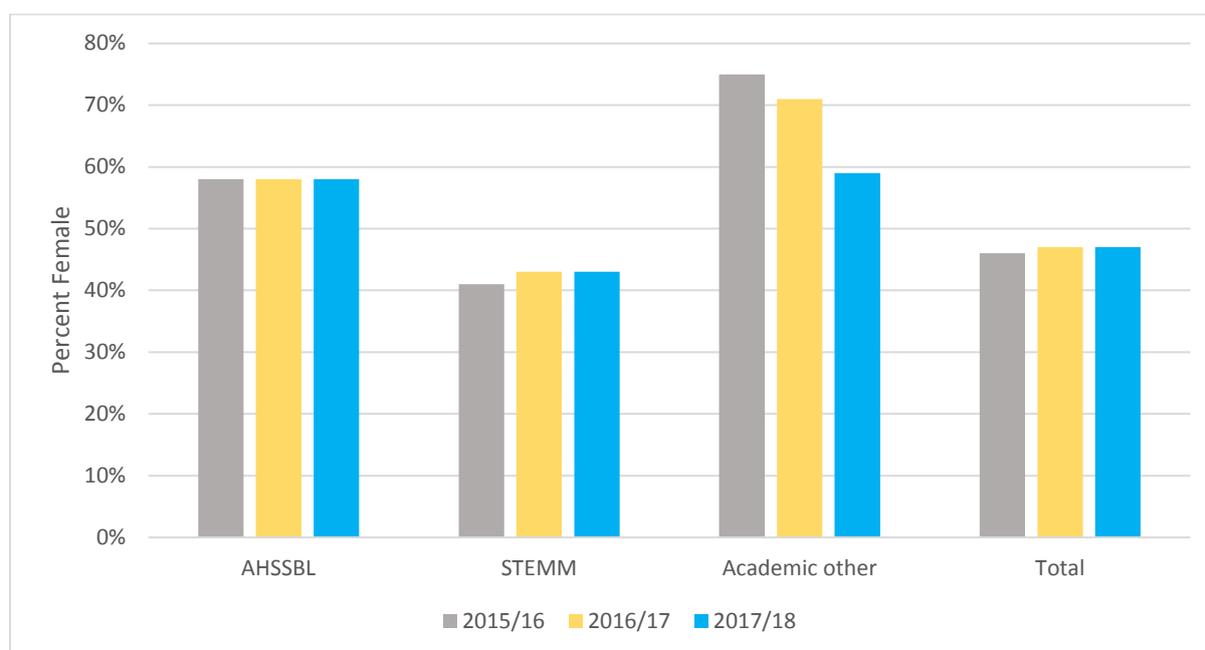


Figure 4.1 Overall academic and research staff by AHSSBL/STEMM and gender, 2015–2018

Figure 4.2 highlights that we have a higher than average percentage of female academic and research staff in AHSSBL compared to other universities in Ireland (58% vs. 50%) while the

representation in STEMM is close to the average (43% vs 41%) and increased by 2% since 2015. Most of this growth occurred between 2016 and 2017 and was maintained in 2018.

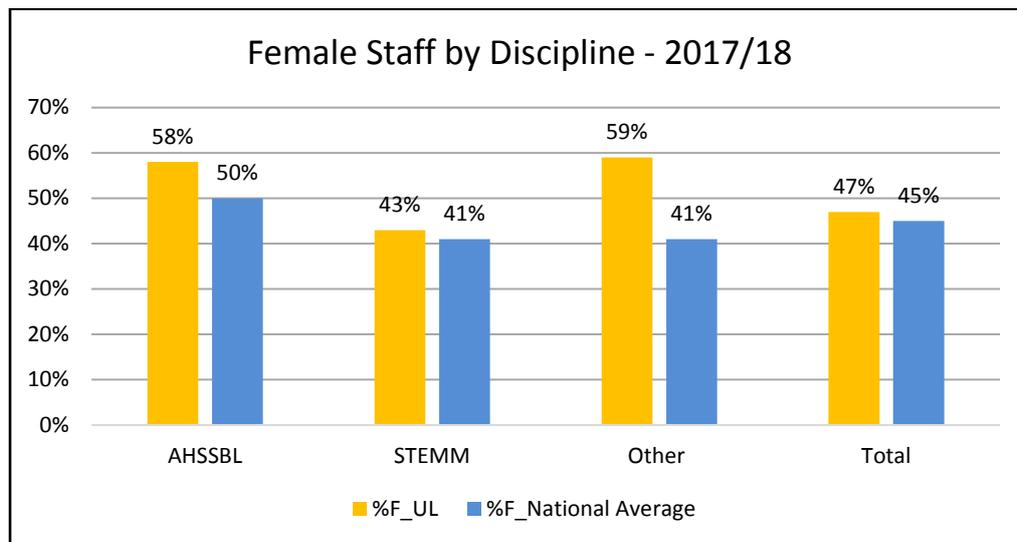


Figure 4.2 UL female staff compared to national average

We note a decrease in female representation in the Academic ‘other’ category, which includes academics working in the Centre for Teaching and Learning and the Office of the Vice President Academic Affairs & Student Engagement (VPAASE) (75% to 59%). This is due to growth in the numbers of male employees (from four to nine) in this category. UL is above the national average in AHSSBL with the highest percentage (56% HEA, 58% UL; 58%F, 42%M) in all Irish universities. In STEMM, we are at a similar level (40%) to the national average (41%) (Figure 4.3).

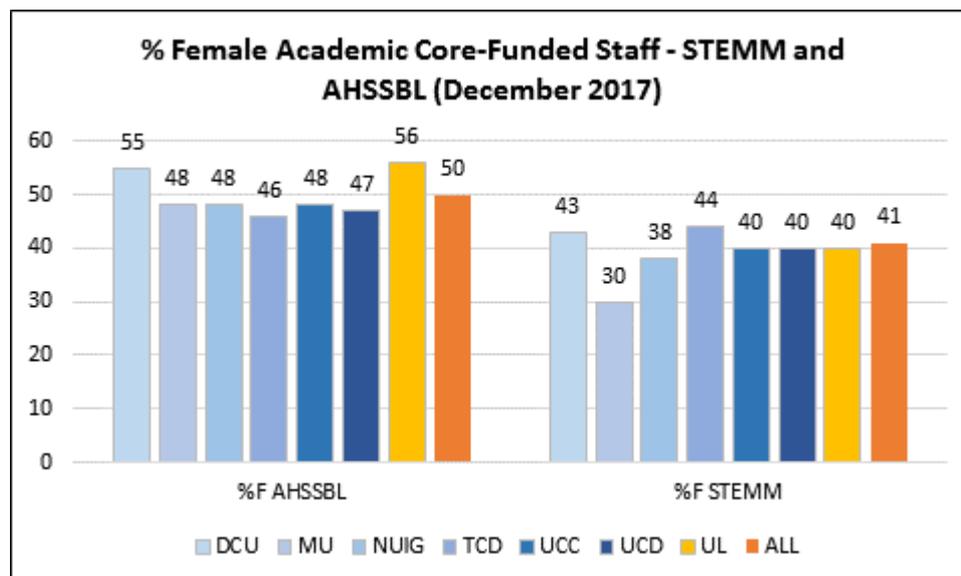


Figure 4.3 UL female academic staff numbers compared with other Irish universities for 2016 (Source: HEA core-funded statistics December 2017)

Action 4.1 Review and revise the measures aimed at attracting female candidates in STEMM.

Table 4.2 Overall academic and research staff by grade and gender, 2015–2018

Academic year	Category	Total	Male	Female	% Female	HEA avg %F*
2017/2018	Professor	75	51	24	32%	24%
	Associate Professor	76	48	28	37%	34%
	Senior Lecturer	100	57	43	43%	41%
	Lecturer Above the Bar	202	94	108	53%	51%
	Lecturer Below the Bar	128	62	66	52%	
	Clinical	55	15	40	73%	n/a
	College Teacher	23	9	14	61%	n/a
	Teaching Assistant	54	27	27	50%	n/a
	Senior Research Fellow	21	19	2	10%	n/a
	Research Fellow	33	18	15	45%	n/a
	Research Assistant	69	33	36	52%	n/a
	Postdoc Researcher	155	90	65	42%	n/a
	Total	991	523	468	47%	
2016/2017	Professor	76	55	21	28%	21%
	Associate Professor	66	39	27	41%	29%
	Senior Lecturer	98	60	38	39%	36%
	Lecturer Above the Bar	222	103	119	54%	51%
	Lecturer Below the Bar	113	54	59	52%	
	Clinical	58	19	39	67%	n/a
	College Teacher	25	8	17	68%	n/a
	Teaching Assistant	58	32	26	45%	n/a
	Senior Research Fellow	26	23	3	12%	n/a
	Research Fellow	38	20	18	47%	n/a
	Research Assistant	63	26	37	59%	n/a
	Postdoc Researcher	164	95	69	42%	n/a
	Total	1,007	534	473	47%	
2015/2016	Professor	71	50	21	30%	19%
	Associate Professor	61	34	27	44%	27%
	Senior Lecturer	84	55	29	35%	35%
	Lecturer Above the Bar	220	107	113	51%	50%
	Lecturer Below the Bar	120	52	68	57%	
	Clinical	42	20	22	52%	n/a
	College Teacher	20	7	13	65%	n/a
	Teaching Assistant	57	30	27	47%	n/a
	Senior Research Fellow	25	22	3	12%	n/a
	Research Fellow	42	22	20	48%	n/a
	Research Assistant	80	44	36	45%	n/a
	Postdoc Researcher	151	82	69	46%	n/a
	Grand total	973	525	448	46%	

* National average data from HEA website for female core-funded staff December 2017, 3-yr average Dec 2014-2016, and 3-yr average Dec 2013-2015 respectively.

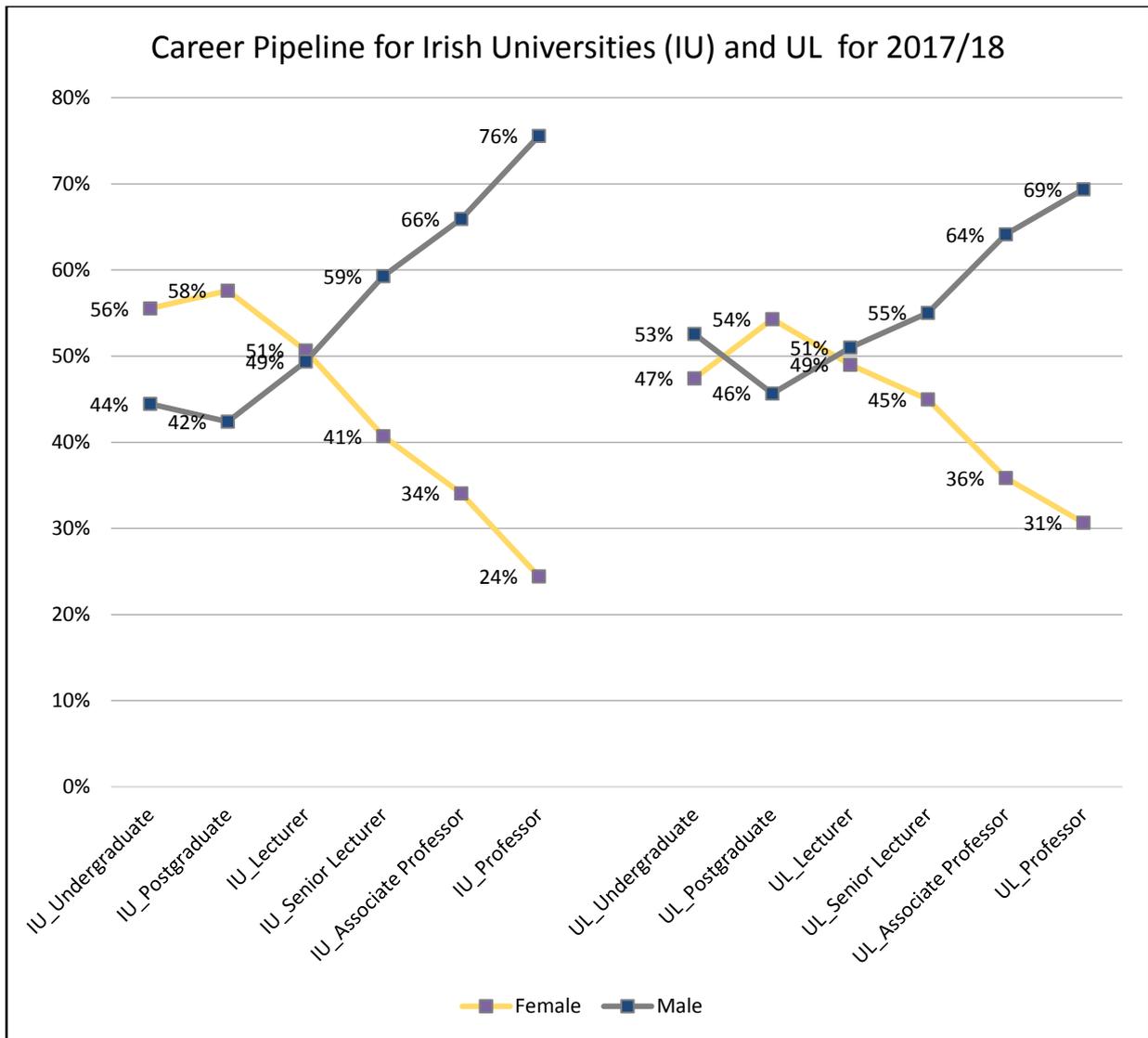


Figure 4.4 Academic career pipeline in UL based on HE core-funded figures versus all Irish universities (Source HEA Statistics)

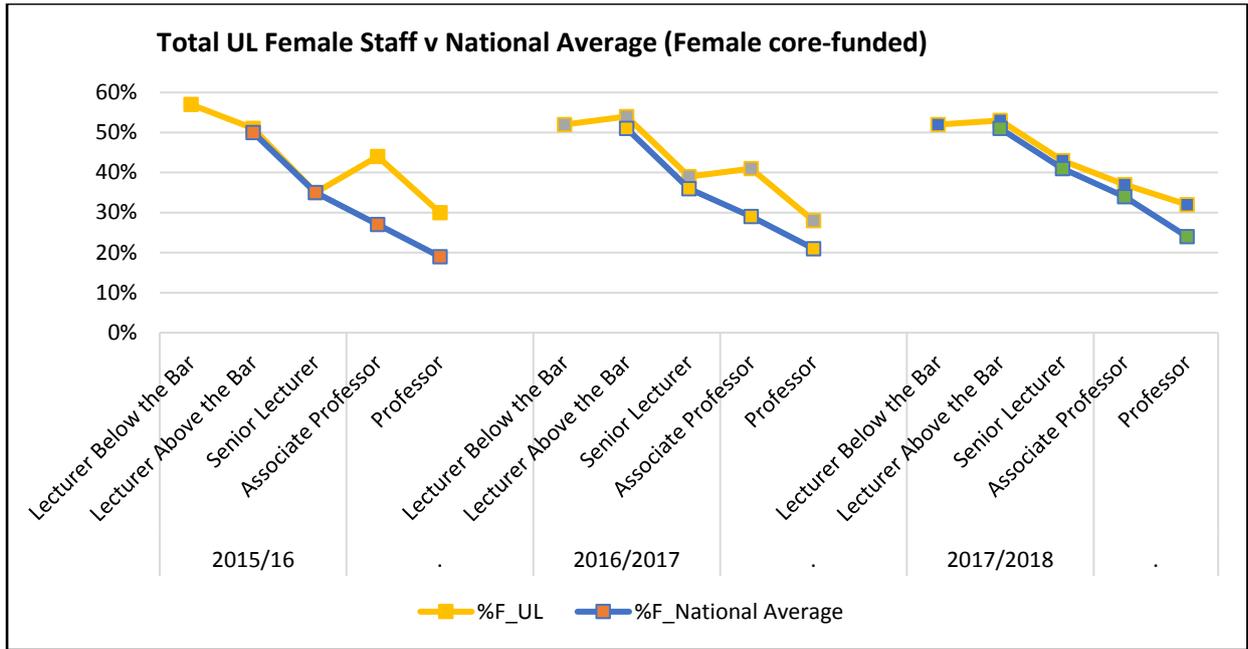


Figure 4.5 Total UL female staff vs. national average (female core-funded staff)

Table 4.3 Academic and research staff by AHSSBL/STEMM, by grade and by gender, 2017/18

Category	Unit	Total	M	F	%F
AHSSBL	Professor	19	14	5	26%
	Associate Professor	26	13	13	50%
	Senior Lecturer	39	18	21	54%
	Lecturer Above the Bar	64	23	41	64%
	Lecturer Below the Bar	51	21	30	59%
	Clinical	0	0	0	0%
	College Teacher	15	5	10	67%
	Teaching Assistant	34	10	24	71%
	Senior Research Fellow	0	0	0	0%
	Research Fellow	1	0	1	100%
	Research Assistant	6	1	5	83%
	Postdoc Researcher	9	5	4	44%
	AHSSBL total	264	110	154	58%
STEMM	Professor	54	36	18	33%
	Associate Professor	47	33	14	30%
	Senior Lecturer	60	39	21	35%
	Lecturer Above the Bar	137	71	66	48%
	Lecturer Below the Bar	72	39	33	46%
	Clinical	55	15	40	73%
	College Teacher	7	4	3	43%
	Teaching Assistant	20	17	3	15%
	Senior Research Fellow	21	19	2	10%
	Research Fellow	30	18	12	40%
	Research Assistant	57	28	29	51%
	Postdoc Researcher	145	85	60	41%
STEMM total	705	404	301	43%	
Academic other	Professor	2	1	1	50%
	Associate Professor	3	2	1	33%
	Senior Lecturer	1	0	1	100%
	Lecturer Above the Bar	1	0	1	100%
	Lecturer Below the Bar	5	2	3	60%
	Clinical	0	0	0	0%
	College Teacher	1	0	1	100%
	Teaching Assistant	0	0	0	0%
	Senior Research Fellow	0	0	0	0%
	Research Fellow	2	0	2	100%
	Research Assistant	6	4	2	33%
	Postdoc Researcher	1	0	1	100%
	Academic other total	22	9	13	59%
Grand total	991	523	468	47%	

The number of women at full professorial level shows a 41% increase from 17 (2014) to 24 (2018). For men, an increase of 34% is noted (38 in 2014; 51 in 2018). Women’s representation at full Associate Professor increased by 116% since 2014 (6 to 13) whereas a 24% increase for male associate professors was noted (25 to 31). The number of women at this level increased (aggregate) from 19% in 2014/15 to 44% in 2015/16, primarily because more women were appointed to the role of Assistant Dean and HoD (see tables 5.6.2; 5.6.3). This decreased to 37% in 2017/18 (**Action 4.2**).

Of the 24 female professors, 18 (75%) are in STEMM (Table 4.3). However, these females are predominantly in EHS – two full female professors are in S&E (Table 4.4).

Table 4.4 Science and Engineering senior grades by gender, 2017/18

Grade	Total	M	F	%F
Professor	27	25	2	7%
Associate Professor	32	25	7	22%
Senior Lecturer	29	27	2	7%
Total	88	77	11	13%

- Action 4.2** Set targets to increase the number of females at Professor and Associate Professor levels by 10% in the next three years through recruitment and promotions process strategies.
- Action 4.3** Enhance supports, including one-to-one mentoring and coaching, for female senior lecturers and associate professors in STEMM.
- Action 4.4** Secure funding from the DES on the government approved Female Professorships, initially in S&E.

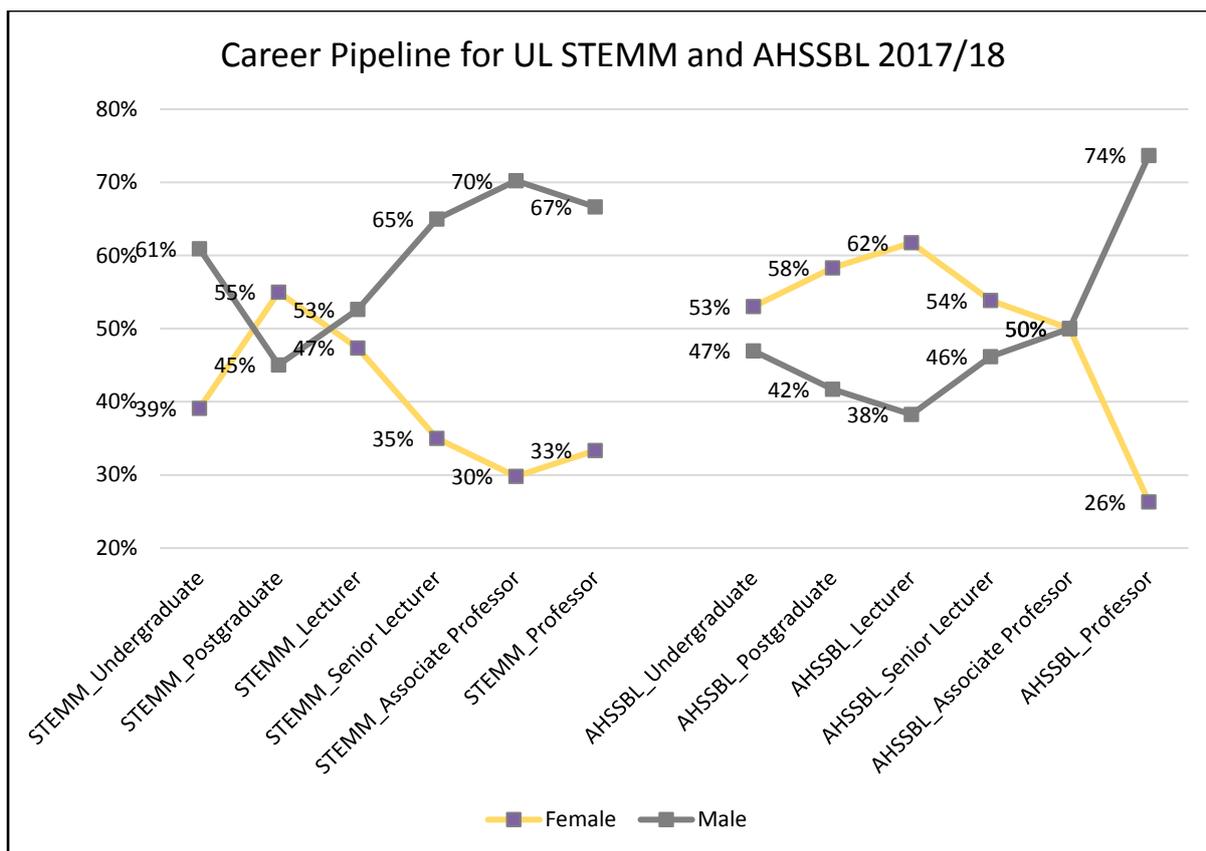


Figure 4.6 The academic staff pipeline in UL STEMM and AHSSBL

National data for STEMM academic staff by grade are not available; however, at 40%, STEMM total academic core-funded female staff in UL is similar to the national figure of 41%. While STEMM female postgraduates comprise 55%, there is a steady pipeline decline from here to Associate Professor level, and an increase at Professor level to 33%.

Within AHSSBL, women are progressing up to Associate Professor level. The leak of females occurs in these faculties from Associate level (50:50 at Associate Professor to 1:3 at Professor level). There is a leakage of men up to Lecturer level and of women from postgraduate level (53%F) onwards in STEMM.

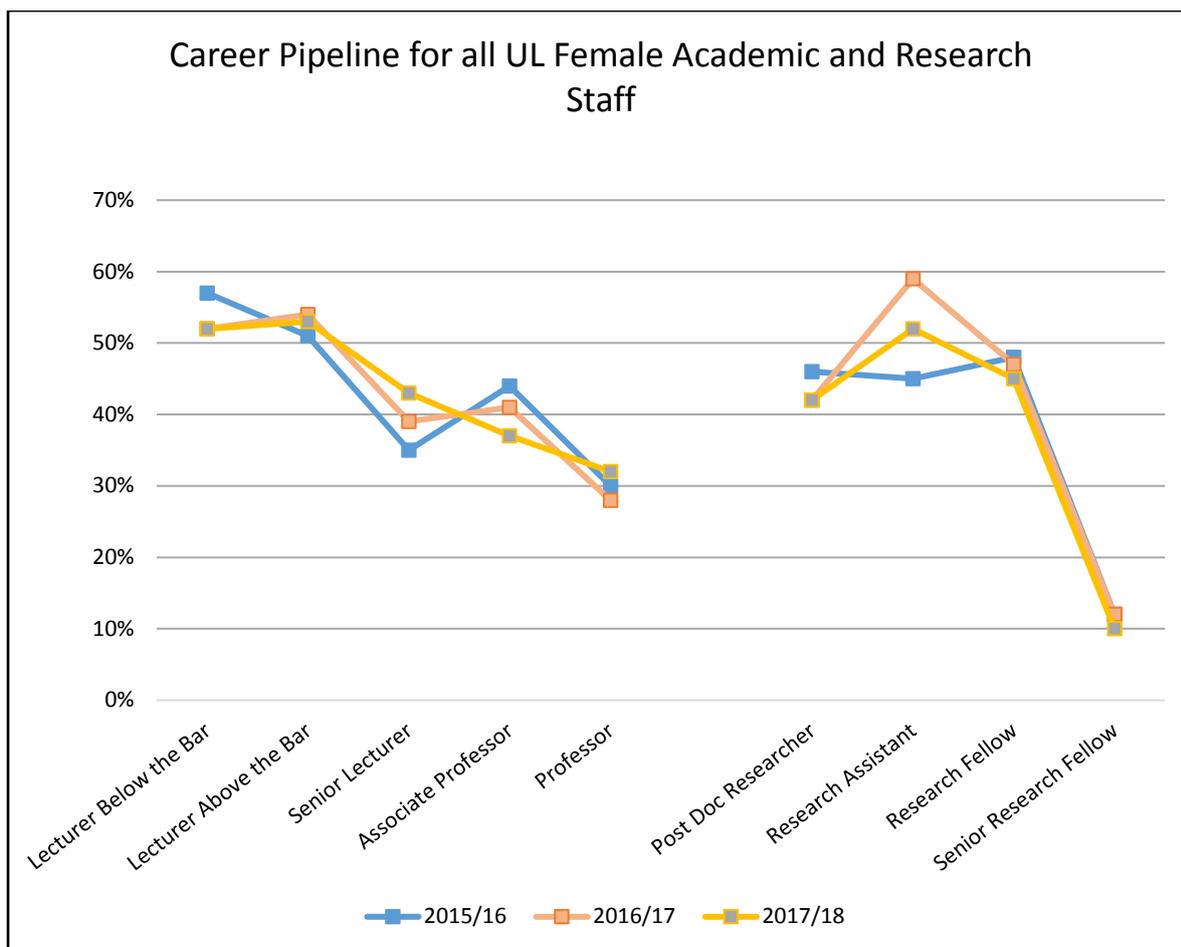


Figure 4.7 'Academic career pipeline based on HEA core-funded figures for UL versus all Irish Universities' Source HEA statistics for student and staff data.

In comparing the career trajectories of women in academic and research-focused roles (Figure 4.7), we see that 87% of female researchers are in STEMM (Table 4.3: 103/118) but men are better represented at senior levels. Only two (12%) female researchers are senior research fellows (SRF) and are in STEMM. At levels below SRF in STEMM, female researchers comprise 44% of the total.

In AHSSBL, there are few researchers at any level (10F, 6M) nor in other academic roles (5F, 4M), i.e. 60% female in total (Table 4.3). There are no SRFs of either gender in AHSSBL or other academic units.

- Action 4.5** Raise awareness of the Research Careers and Development Framework.
- Action 4.6** Undertake a specific focus group with researchers to explore barriers to career progression, especially for women.

Ethnicity

Because collating data on race and ethnicity in the Irish HE sector is not legislated for, HEA data were unavailable. Our student population represents 87 countries. One in five staff

identify as a member of an ethnic minority, (Figure 4.8 & Table 4.5), which is similar to the population in Ireland.

Table 4.5 Staff survey responses for ethnicity

Ethnic census categories	Total		Male		Female		Census 2016
	No.	%	No.	%	No.	%	%
White Irish	529	80.3	138	72.3	391	83.5	82.2
Other White background	98	14.9	40	20.9	58	12.4	9.5
Other ethnic background*	23	3.5	10	5.2	13	2.8	5.6
Prefer not to say	9	1.4	3	1.6	6	1.3	2.6
Total	659	100	191	100	468	100	100

* "Other ethnic background" above and in the figure below included responses such as Irish Traveller, Black African, Asian Irish, Chinese and mixed background

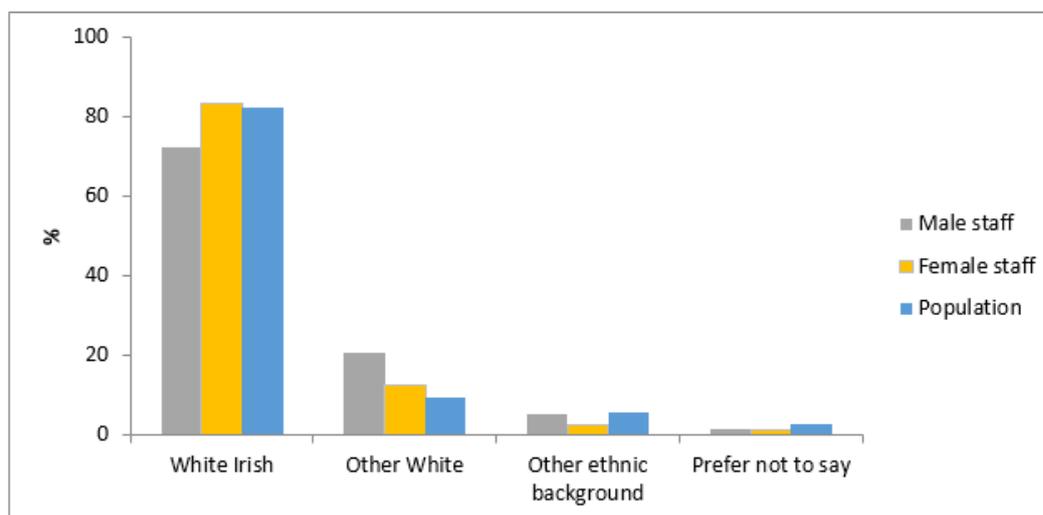


Figure 4.8 Staff survey responses for ethnicity

Limited nationality data are available from HR, so the purpose of the AS survey, which included intersectionality questions, was to gather data on more equality and diversity variables. We need robust intersectional data, which are currently lacking in UL and across the sector in Ireland.

- Action 4.7** Put processes in place to ensure that ethnicity data are captured through staff surveys and agree a process for collecting intersectional through eRecruitment.
- Action 4.8** Lobby the HEA and the Department of Education and Skills (DES) and the Gender Taskforce to generate sectoral and national intersectional data on race and ethnicity in addition to the other categories specified in relevant legislation.

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

Table 4.6 Academic & research staff by contract type

Year	Category	Contract	Total	M	F	%F
2015/16	AHSSBL	CID/Permanent	163	71	92	56%
		Fixed-term/specific-purpose	94	38	56	60%
		% Fixed-term/specific-purpose	37%	35%	38%	
	STEMM	CID/Permanent	302	189	113	37%
		Fixed-term/specific-purpose	398	223	175	44%
		% Fixed-term/specific-purpose	57%	54%	61%	
	Academic other	CID/Permanent	8	3	5	63%
		Fixed-term/specific-purpose	8	1	7	88%
		% Fixed-term/specific-purpose	50%	25%	58%	
2016/17	AHSSBL	CID/Permanent	171	76	95	56%
		Fixed-term/specific-purpose	94	36	58	62%
		% Fixed-term/specific-purpose	35%	32%	38%	
	STEMM	CID/Permanent	320	196	124	39%
		Fixed-term/specific-purpose	408	222	186	46%
		% Fixed-term/specific-purpose	56%	53%	60%	
	Academic other	CID/Permanent	8	2	6	75%
		Fixed-term/specific-purpose	6	2	4	67%
		% Fixed-term/specific-purpose	43%	50%	40%	
2017/18	AHSSBL	CID/Permanent	167	75	92	55%
		Fixed-term/specific-purpose	97	35	62	64%
		% Fixed-term/specific-purpose	37%	32%	40%	
	STEMM	CID/Permanent	317	193	124	39%
		Fixed-term/specific-purpose	388	211	177	46%
		% Fixed-term/specific-purpose	55%	52%	59%	
	Academic other	CID/Permanent	11	3	8	73%
		Fixed-term/specific-purpose	11	6	5	45%
		% Fixed-term/specific-purpose	50%	67%	38%	

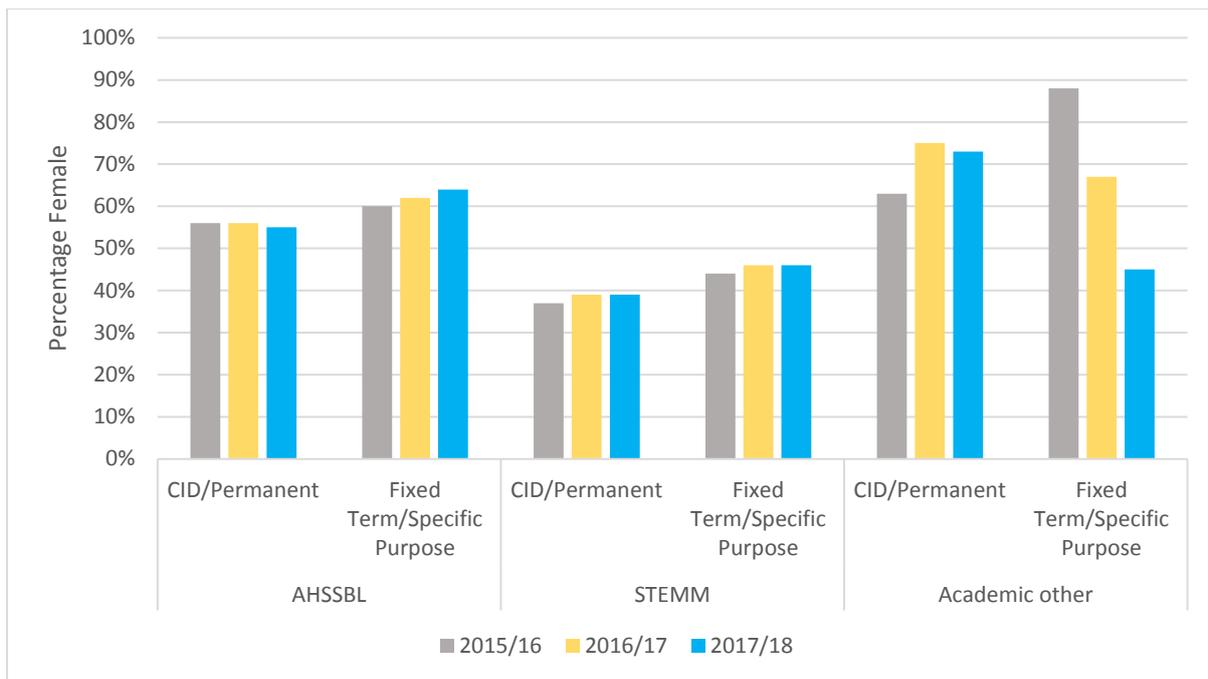


Figure 4.9 Percentage female academic and research staff by contract type

The proportion of females on fixed-term/specific-purpose contracts in STEMM has remained stable at 59% (Table 4.6). The equivalent figure for men is 52%. In AHSSBL, 40% of women and 32% of men are on fixed-term/specific-purpose contracts. Both figures have remained stable. Numbers in the Academic ‘other’ category are small: 6/9 men and 5/13 women are on fixed-term/specific-purpose contracts. Half of Academic ‘other staff’ are on such contracts.

Women are more likely to be on fixed-term/specific-purpose contracts as when compared to men, they are in time-bound roles, such as postdoctoral positions (see comment below). The Research Careers and Development Framework (**Action 4.5**) intends to address the issue of short contracts (**actions 4.9 to 4.10**). The AS principles commit us to addressing the negative consequences of using short-term contracts for the retention and progression of staff in academia, particularly women. While recently regularising many contracts, further investigation is required.

“One of the Athena Swan principles is to commit addressing the negative consequences of using short-term contracts for the retention and progression of staff in academia, particularly women. UL needs to address this situation urgently. One of the reasons why so many leave this field is because there is no job security. I would rather a lower paid secure job however I would miss the elements of my career which keep me motivated. It's simply depressing to work so hard, short contract, after short contract with no end in sight.”

Female academic staff member

Action 4.9 Undertake a comprehensive review of all fixed-term and specific-purpose contracts issued in the past three years.

Action 4.10 Investigate the reasons behind the rise in the usage of fixed-term and specific-purpose contracts for academic staff to ascertain if there are gender differences.

Table 4.7 Full-time and part-time academic and research staff, 2015–2018

Year	Sub-status	Total	M	F	%F
2015/16	Full-time	1,481	713	768	52%
	Part-time	188	41	147	78%
	Total	1,669	754	915	55%
	% Part-time	11.3%	5.4%	16.1%	
2016/17	Full-time	1,514	718	796	53%
	Part-time	207	47	160	77%
	Total	1,721	765	956	56%
	% Part-time	12.0%	6.1%	16.7%	
2017/18	Full-time	1,529	721	808	53%
	Part-time	193	47	146	76%
	Unspecified	2	0	2	100%
	Total	1,724	768	956	55%
	% Part-time	11.2%	6.1%	15.3%	

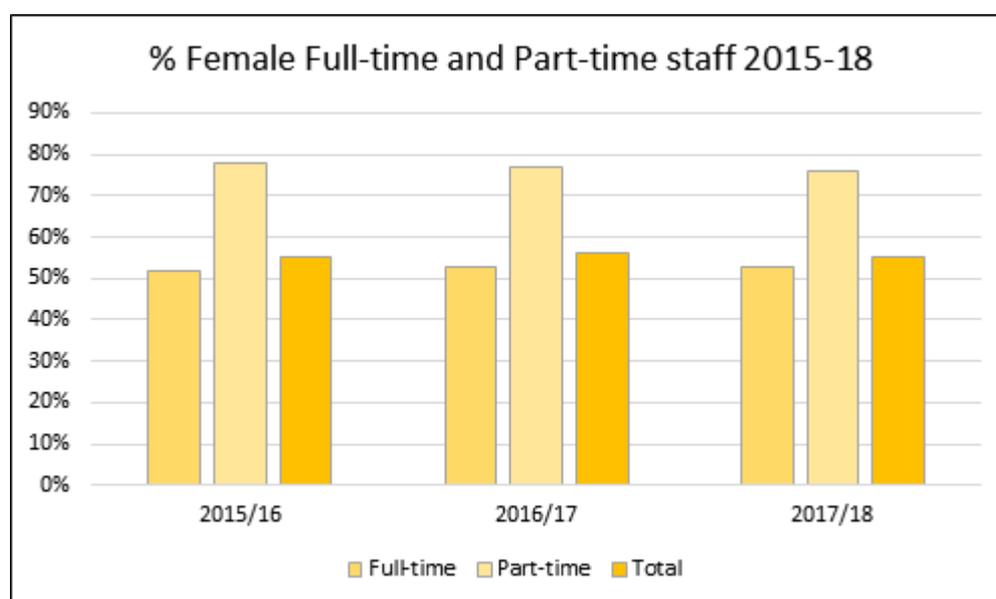


Figure 4.10 Full-time and part-time staff (all) 2015-2018

Overall, 11% of employees work part time, of whom 76% are female (2018). We need to establish if part-time contracts are by choice for women with young families/caring responsibilities (**Action 4.11**). Findings from other AS departments indicate that opportunities for promotion for part-time academic staff are limited. We will address this (**Action 4.12**).

Action 4.11 Hold career progression focus groups with part-time staff to establish if part-time working is by choice.

Action 4.12 Amend the promotions procedures to specifically consider academic part-time careers.

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

Table 4.8 Distribution of academic staff by contract function and gender, 2015–2018

		Male		Female		%F
Category	Contract function	Number	Distribution	N	Distribution	
2015/16						
AHSSBL	Research & teaching*	84	77%	107	72%	56%
	Research only	10	9%	7	5%	41%
	Teaching only	15	14%	34	23%	69%
	AHSSBL total	109		148		58%
STEMM	Research & teaching*	210	51%	148	51%	41%
	Research only	160	39%	112	39%	41%
	Teaching only	22	5%	6	2%	21%
	Clinical	20	5%	22	8%	52%
	STEMM total	412		288		41%
2016/17						
AHSSBL	Research & teaching*	88	79%	103	67%	43%
	Research only	8	7%	11	7%	54%
	Teaching only	16	14%	39	25%	58%
	AHSSBL total	112		153		71%
STEMM	Research & teaching*	219	52%	155	50%	41%
	Research only	156	37%	112	36%	42%
	Teaching only	24	6%	4	1%	14%
	Clinical	19	5%	39	13%	67%
	STEMM total	418		310		43%
2017/18						
AHSSBL	Research & teaching*	89	81%	110	71%	55%
	Research only	6	5%	10	6%	63%
	Teaching only	15	14%	34	22%	69%
	AHSSBL total	110		154		58%
STEMM	Research & teaching*	218	54%	152	50%	41%
	Research only	150	37%	103	34%	41%
	Teaching only	21	5%	6	2%	22%
	Clinical	15	4%	40	13%	73%
	STEMM total	404		301		43%

*Academic contracts

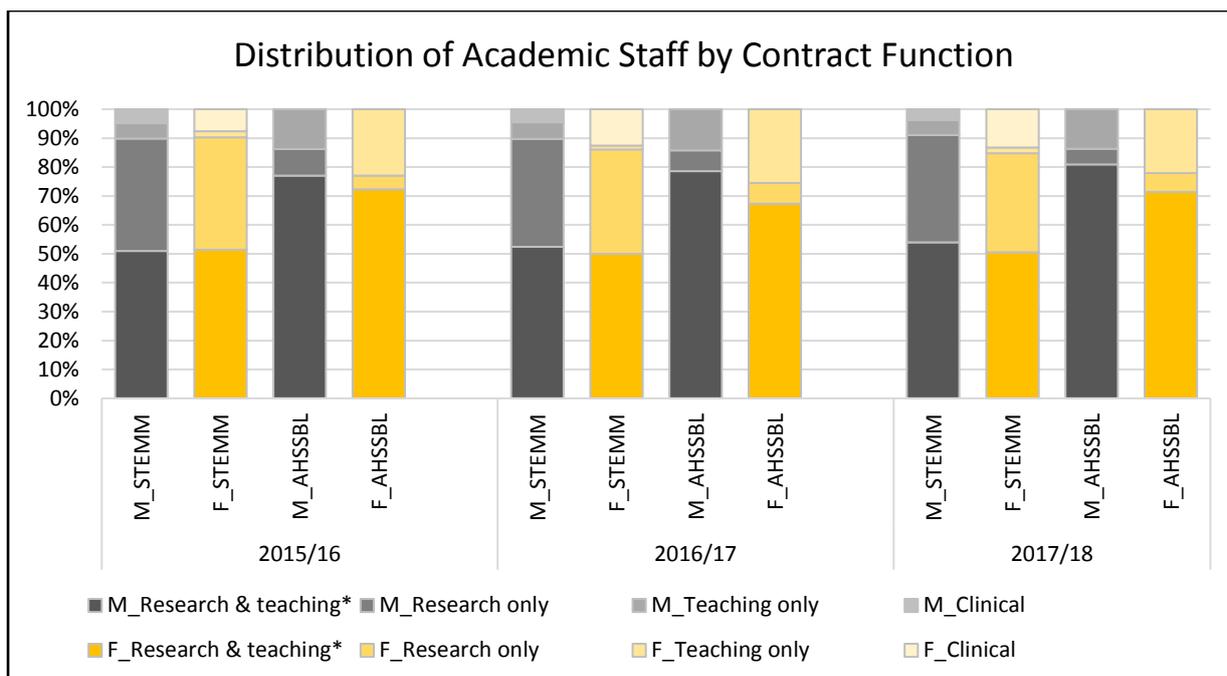


Figure 4.11 Distribution of academic staff by contract function and gender

There is little difference between STEMM male and female numbers since 2015 (Table 4.7; Figure 4.10). There has been an increase in women in clinical roles since 2016 (55: 40F, 15M). While small in number, these roles are concentrated within GEMS, Allied Health and Nursing & Midwifery and are without a clear career structure (**Action 4.13**). AHSSBL has more teaching-only females and these positions are concentrated in Languages. A new College Teacher grade, with formal career pathway was introduced in 2017.

Action 4.13 Hold focus groups with clinical staff to review clinical career structures.

Nationality

Staff nationality (HR core data) is highlighted in Figures 4.12 and 4.13, which compare the data to the Irish Census general population data (2016). The proportion of UL staff which is non-Irish is higher than the national average (Figure 4.12). Of those who identify as non-Irish, the range of nationalities within UL is broader than that found in the 2016 census data (Figure 4.13). This shows UL's success as an employer of staff from a range of countries - a cause for celebration.

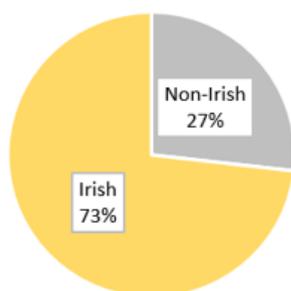
Action 4.14 Celebrate UL's diverse culture by hosting events and ensuring representation on key committees.

Action 4.15 Ensure imagery used on all promotion materials is gender balance and includes age and ethnic groups and family friendly images.

Table 4.9 UL staff by nationality

Nationality	2015/16			2016/17			2017/18		
	Total	M	F	Total	M	F	Total	M	F
Irish	1,261	530	731	1,275	521	754	1,262	518	744
British	78	45	33	78	47	31	79	46	33
Other EU	120	63	57	132	69	63	128	64	64
Other European	11	7	4	7	4	3	8	4	4
North American (USA/Canada)	33	15	18	35	15	20	29	11	18
Asian	53	31	22	52	34	18	56	39	17
Middle East	12	10	2	14	10	4	13	10	3
African	13	11	2	13	10	3	18	14	4
Australian/New Zealand	5	2	3	4	1	3	6	3	3
Central/South American	7	6	1	7	6	1	9	7	2
Other	76	34	42	104	48	56	116	52	64
Total	1,669	754	915	1,721	765	956	1,724	768	956

UL Staff by Nationality - 2017/18



Population usually resident in Ireland by Nationality - Census 2016

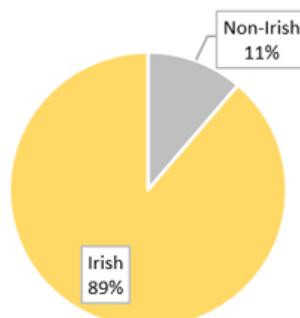


Figure 4.12 UL staff by nationality 2017/18 compared with nationality census 2016

Top 10 Non-Irish Nationalities of UL Staff - 2017/18



Top 10 Non-Irish Nationalities - Census 2016

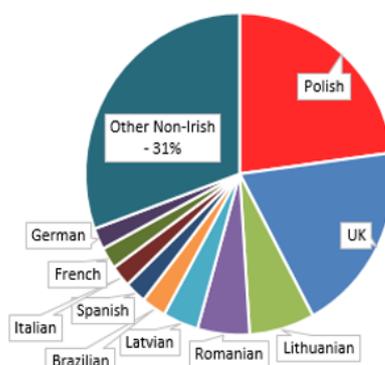


Figure 4.13 Top-10 non-Irish nationalities at UL compared with nationality census 2016

(iv) Academic leavers by grade and gender

Table 4.10: Profile of full-time and part-time leavers across STEMM departments

	2015				2016						2017				2018			
	F		M		F		M		Unknown		F		M		F		M	
	F/T	P/T	F/T	P/T	F/T	P/T	F/T	P/T	F/T	P/T	F/T	P/T	F/T	P/T	F/T	P/T	F/T	P/T
Academic	4	4	5	4	8	3	11	2			7	12	10	1	8	5	7	1
Researcher	31	9	47	3	24	6	43	5	2	1	20	3	36	4	17	1	18	
Admin staff	4		2		4		2				4	1	2		3	1		
Total	39	13	54	7	36	9	56	7	2	1	31	16	48	5	28	7	25	1

Table 4.11: Profile of full-time and part-time leavers across AHSSBL departments

	2015				2016				2017				2018			
	F		M		F		M		F		M		F		M	
	F/T	P/T	F/T	P/T	F/T	P/T	F/T	P/T	F/T	P/T	F/T	P/T	F/T	P/T	F/T	P/T
Academic	5				3	1	4	1	5		1		5			1
Researcher	4		1		4		2		2				1			
Admin staff	1								1		1					1
Total	10		1		7	1	6	1	8		1	1	6			2

Table 4.12: Profile of full-time and part-time leavers (Professional/Support)

	2015				2016				2017				2018			
	F		M		F		M		F		M		F		M	
	F/T	P/T	F/T	P/T	F/T	P/T	F/T	P/T	F/T	P/T	F/T	P/T	F/T	P/T	F/T	P/T
Academic	1		1						2					1		1
Researcher	2								1					1		4
Admin staff	5	1	5		6	1	3		4		2		5	1	2	
Total	8	1	6		6	1	3		7		2		5	3	2	5

Table 4.13 Reasons for leaving (full-time and part-time) by category and gender

Reason for leaving	STEMM			AHSSBL		Profess/Support	
	M	F	Unknown	M	F	M	F
Resigned	10	14		1	4	2	3
End of project	5						
Offered a new post		1					1
End of contract	156	111	3	4	11	6	4
No reason	32	53		7	17	10	23
Total	203	179	3	12	32	18	31

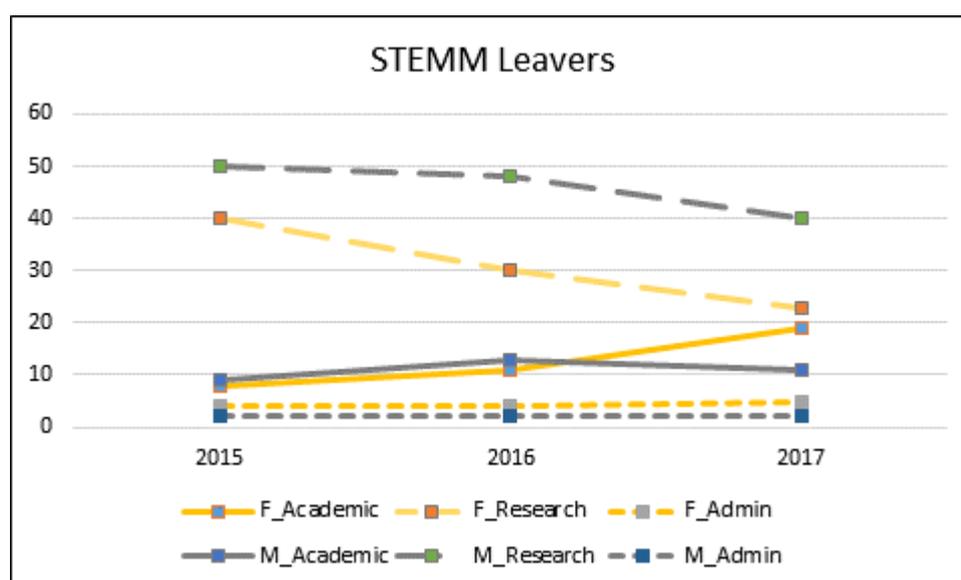


Figure 4.14 Academic and research STEMM leavers

Since 2015, more males than females in academic and research roles in STEMM have left employment in UL whereas this is the reverse in PSS and AHSSBL roles (albeit administrative leaver numbers are low). Researchers are most likely to leave because contracts tend to be specific purpose or fixed term. This is borne out by the predominant reason given for leaving was the end of the contract, and the high concentration of leavers of both genders was in STEMM, which has more researcher contracts. 30% did not give a reason for leaving. There is a need to examine the leaving rates by contract function to account for gender (**Actions 4.16 and 4.17**).

Action 4.16 Examine the leaving rates by contract function to establish if there are any gendered patterns.

Action 4.17 Formalise an automated system for gathering leaver data.

(v) Equal pay audits/reviews

Undertaking an equal pay audit is not a legislative requirement in Ireland. As an agreed action item in the 2015 submission, we conducted an initial equal pay audit in 2016 followed by an additional report in 2017. The report was produced and circulated as part of

UL's commitment to monitoring equality and providing analysis and recommendations in relation to policy and practice for the payment of staff.

This first equal pay audit was based on one equality strand – gender. The audit examined academic staff by level. Analyses of top-of-scale Professor grade staff shows no (or negligible due to the multiplier used) difference between the actual salary for men and women.

Table 4.13 shows that the gender differences in mean pay gap figures in Table 4.14 are generally caused by having more males in certain grades.

In effect, the rate of pay for any academic grade is equal for females and males who have similar experience and who are carrying out equal or equivalent duties. To that extent, there is no issue relating to equal pay in UL.

We will conduct pay audits every three years and will address other strands of pay, such as starting salaries, every two years.

Action 4.21 Conduct a comprehensive equal pay audit, including professional/support salaries, every two years and report the findings to GA.

Table 4.13 Full Time Staff by Gender by Grade by Scale

Full Time Staff - Gender Count by Grade and Scale																							
Grade	Gender	Headcount	Average Years in University	Average Years in Grade	Scale Points																		
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	9999	
Professor	Female	18	13	5	-	1	1	2	3	9											2		
	Male	41	13	7	-	1	2	1	2	35											-		
Associate Professor	Female	18	19	1	-	-	3	5	3	7											-		
	Male	36	22	3	-	1	1	7	6	19											2		
Senior Lecturer	Female	24	15	6	-	-	1	-	1	4	2	4	12								-		
	Male	45	17	7	-	1	-	-	1	2	6	8	26								1		
Lecturer Above the Bar	Female	101	14	8	-	1	6	8	9	8	2	1	61								5		
	Male	93	15	10	-	-	10	10	11	8	-	1	51								2		
Lecturer Below the Bar	Female	59	7	4	4	3	9	4	5	4	9	16	1	2							2		
	Male	48	8	5	4	4	1	6	6	4	2	19	-	-							2		
Teaching Assistant	Female	16	5	2	14	1															1		
	Male	13	2	1	12	1															-		
Senior Research Fellow	Female	1	15	1	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Male	16	12	6	2	-	-	2	-	1	1	1	1	1	1	-	2	2	1	1	-		
Research Fellow	Female	9	10	4	2	1	1	2	-	-	-	-	-	-	-	1	-	-	-	-	2		
	Male	17	7	3	5	3	-	3	-	-	-	-	1	1	-	-	1	1	1	-	1		
Post-Doctoral Fellow	Female	41	6	2	18	3	4	2	3	2		5									4		
	Male	64	3	1	29	11	3	3	4	3	1	7									3		
Research Assistant	Female	13	2	1	4	-	1	-	1	2	-	-	-	-	-	1	1	1	2		-		
	Male	11	3	2	1	1	1	-	-	2	-	1	-	-	1	1	-	-	-		3		

Table 4.14 Full Staff by Gender and Gender Pay Comparison

Full-Time Staff by Grade and Gender Pay Comparison							
Grade	Gender	Average Years in Grade	Headcount	% of Total Headcount	Mean Salary	Mean Pay Gap	Mean Pay Gap %
Professor	Female	5	18	31%	€ 126,595	-€7,646	-5.80%
	Male	7	41	69%	€ 134,242		
Associate Professor	Female	1	18	33%	€ 94,570	-€2,895	-3.00%
	Male	3	36	67%	€ 97,464		
Senior Lecturer	Female	6	24	35%	€ 85,225	-€852	-1.00%
	Male	7	45	65%	€ 86,077		
Lecturer Above the Bar	Female	8	101	52%	€ 70,723	€163	0.23%
	Male	10	93	48%	€ 70,559		
Lecturer Below the Bar	Female	4	59	55%	€ 46,334	-€633	-1.36%
	Male	5	48	45%	€ 46,967		
Teaching Assistant	Female	2	16	55%	€ 28,432	-€386	-1.35%
	Male	1	13	45%	€ 28,818		
Senior Research Fellow	Female	1	1	6%	€ 65,032	-€1,077	-1.63%
	Male	6	16	94%	€ 66,109		
Research Fellow	Female	4	9	35%	€ 50,593	-€3,828	-7.21%
	Male	3	17	65%	€ 54,422		
Post-Doctoral Fellow	Female	2	41	39%	€ 39,453	-€553	-1.39%
	Male	1	64	61%	€ 40,006		
Research Assistant	Female	1	13	54%	€ 26,536	-€1,319	-5.84%
	Male	2	11	46%	€ 27,855		

Section 4 word count: 1,396/2,000

5 Supporting and advancing careers

5.1 Key career transition points: academic staff

(i) Recruitment

UL selects staff on merit. Job vacancies are advertised on UL's eRecruitment site, University Vacancies, Research Gate, Irish Jobs and through relevant networks. HR oversee recruitment processes, ensuring panels are in compliance with approved procedure

Guidelines on the composition of recruitment boards are detailed in HR policies, including a compulsory minimum 30% gender representation on all boards. In a review of selection boards from the past three years, 80+% boards included 35–40% gender representation. UL is committed to a 40% gender representation on *all* selection boards from January 2019 (**Action 5.1.1**).

Action 5.1.1 Raise the gender representation on selection boards to 40%.

This could be problematic, particularly in S&E, where the smaller cohort of senior female staff may be overburdened. Amended guidelines will address this concern, and the use of external experts explored to ensure this target is achieved (**Action 5.1.2**).

Action 5.1.2 Review the composition of selection boards for senior posts to provide for the inclusion of additional external experts, where necessary, to ensure compliance with the minimum 40% gender representation.

UL undertook a self-assessment of recruitment and promotions policies and practices as part of the Gender Taskforce (GT) set up by the DES. The taskforce requested that institutions review current practices against the best practices identified. Against the 10 most frequent good practice initiatives, UL has initiated actions in eight categories and commenced analysis for the remaining two. UL was the first institution to offer the MARC (Men Achieving Real Change) programme within the sector and will offer further gender-awareness programmes (**Actions 5.1.3 and 5.1.4**).

Action 5.1.3 Deliver compulsory face-to-face equality and diversity/gender awareness training workshops to all new staff during their probation period.

Action 5.1.4 Design and deliver a bespoke, compulsory, face-to-face equality and diversity/gender awareness training workshop to new and current managers.

UL is undertaking six 'aspirational' initiatives proposed by the GT. Initiatives have commenced in two but we have yet to undertake the establishment of search committees before advertising positions, to encourage qualified applications from underrepresented groups (**Action 5.1.5**).

Action 5.1.5 In circumstances where gender is underrepresented, use search committees before advertising positions.

All 2015 Bronze application actions have been carried out. While advertisements and recruitment packages now carry an AS statement, we know from focus group feedback that we need to make it more visible (**Action 5.1.6**).

Action 5.1.6 Ensure the AS statement is visible on all recruitment advertisements and packages.

HR and the KBS led a European PROGRESS-funded project on Gender Equality in Decision Making (GEM), the outcome of which was the publication of a Best Practice Guide *'Tailoring Organisational Practices to Achieve Gender Equality'*. It promotes the importance of systematically integrating gender awareness into organisational policies and processes. The guide addresses recruitment and selection, performance management and progression/promotion. As part of this research, UL's recruitment and selection policies and processes were analysed for potential bias.

It is compulsory for all promotions board members to complete online unconscious bias training prior to inclusion on a board - 100% compliance has been achieved. The training is compulsory for selection board members but because recruitment procedures await formal updating, data are not available for all boards (**Action 5.1.7**).

Action 5.1.7 Update recruitment procedures to ensure that compulsory completion of the online unconscious bias training is tracked by the competition owner prior to the recruitment process being undertaken.

Since 2015, all job descriptions are gender-proofed by HR. We are committed to specifying equality and diversity in management and supervisory job descriptions (**Actions 5.1.8 and 5.1.9**).

Action 5.1.8 Update all Role Profiles to include the requirement to show "demonstrable evidence of leadership in equality and diversity" in all senior management job descriptions.

Action 5.1.9 Include the requirement to show "commitment to equality and diversity" in all manager and supervisory job descriptions.

Data indicate that 190 (140F, 50M) staff have availed of HR interview board skills training in the last four years.

Table 5.1 Interview skills training by category and gender, 2015–2018

Category	2015		2016		2017		2018		2015/18
	F	M	F	M	F	M	F	M	Total
STEMM	4	0	11	1	21	9	33	14	93
AHSSBL	0	0	5	1	2	2	6	3	19
Professional/Support	10	2	13	4	12	3	23	11	78
Total	14	2	29	6	35	14	62	28	190

Significantly, more STEMM and professional/support board members have undertaken the training, which is compulsory forthwith (**Action 5.1.10**).

Action 5.1.10 Ensure potential selection board members complete interview skills training before serving on the board.

Following a review of two pilot workshops on unconscious bias training in 2018, HR's E&D section and ASSC academic members will design and deliver an in-house bespoke programme (**Action 5.1.11**).

Action 5.1.11 Design and deliver a bespoke, face-to-face equality awareness/unconscious bias training programme for staff

Table 5.2 Academic recruitment by gender, 2015–2018

Recruitment type	Posts*	Applied			Shortlisted			Successful			Short/ Apps		Success/ Short		Success/ Apps	
		M	F	%F	M	F	%F	M	F	%F	M	F	M	F	M	F
2015/16																
Professor	6	72	27	27%	22	9	29%	2	0	0%	31%	33%	9%	0%	3%	0%
Associate Professor	2	1	5	83%	1	4	80%	0	2	100%	100%	80%	0%	50%	0%	40%
Senior Lecturer	4	21	21	50%	7	10	59%	1	1	50%	33%	48%	14%	10%	5%	5%
Lecturer above The Bar	6	116	41	26%	25	7	22%	3	1	25%	22%	17%	12%	14%	3%	2%
Lecturer below The Bar	18	162	130	45%	50	43	46%	7	8	53%	31%	33%	14%	19%	4%	6%
Teacher	3	19	15	44%	4	5	56%	1	1	50%	21%	33%	25%	20%	5%	7%
Teaching Assistant	22	148	116	44%	35	31	47%	12	7	37%	24%	27%	34%	23%	8%	6%
Other	15	40	32	44%	24	15	38%	6	4	40%	60%	47%	25%	27%	15%	13%
Total	76	579	387	40%	168	124	42%	32	24	43%	29%	32%	19%	19%	6%	6%
2016/17																
Professor	9	30	18	38%	15	10	40%	3	4	57%	50%	56%	20%	40%	10%	22%
Associate Professor	2	4	0	0%	4	0	0%	1	0	0%	100%	-	25%	-	25%	-
Senior Lecturer	5	27	30	53%	5	11	69%	1	3	75%	19%	37%	20%	27%	4%	10%
Lecturer above The Bar	1	1	2	67%	0	1	100%	0	1	100%	0%	50%	-	100%	0%	50%
Lecturer below The Bar	25	260	187	42%	38	53	58%	9	10	53%	15%	28%	24%	19%	3%	5%
Teacher	6	65	94	59%	14	11	44%	3	1	25%	22%	12%	21%	9%	5%	1%
Teaching Assistant	16	93	75	45%	19	18	49%	7	6	46%	20%	24%	37%	33%	8%	8%
Other	11	34	44	56%	25	25	50%	4	2	33%	74%	57%	16%	8%	12%	5%
Total	75	514	450	47%	120	129	52%	28	27	49%	23%	29%	23%	21%	5%	6%
2017/18																
Professor	4	61	13	18%	16	3	16%	2	0	0%	26%	23%	13%	0%	3%	0%
Associate Professor	2	7	7	50%	3	5	63%	0	1	100%	43%	71%	0%	20%	0%	14%
Senior Lecturer	2	13	11	46%	1	3	75%	0	1	100%	8%	27%	0%	33%	0%	9%
Lecturer above The Bar	4	16	10	38%	9	3	25%	2	2	50%	56%	30%	22%	67%	13%	20%
Lecturer below The Bar	25	125	105	46%	43	47	52%	3	12	80%	34%	45%	7%	26%	2%	11%
Teacher	3	4	15	79%	1	8	89%	0	2	100%	25%	53%	0%	25%	0%	13%
Teaching Assistant	17	158	91	37%	27	22	45%	11	5	31%	17%	24%	41%	23%	7%	5%
Associate Teacher	1	12	6	33%	4	2	33%	0	0	0%	33%	33%	0%	0%	0%	0%
Other	32	52	42	45%	29	35	55%	13	8	38%	56%	83%	45%	23%	25%	19%
Total	90	448	300	40%	133	128	49%	31	31	50%	30%	43%	23%	24%	7%	10%
Grand total	241	1541	1137	42%	421	381	48%	91	82	47%	27%	34%	22%	22%	6%	7%

*Not all positions filled

Table 5.3 Research recruitment by gender, 2015–2018

Recruitment type	Posts*	Applied			Shortlisted			Successful			Short/ Apps		Success/ Short		Success/ Apps	
		M	F	%F	M	F	%F	M	F	%F	M	F	M	F	M	F
2015/16																
Senior Research Fellow	4	44	6	12%	8	0	0%	4	0	0%	18%	0%	50%	-	9%	0%
Research Fellow	7	50	22	31%	7	5	42%	1	4	80%	14%	23%	14%	80%	2%	18%
Postdoctoral Researcher	50	600	208	26%	85	37	30%	22	15	41%	14%	18%	26%	41%	4%	7%
Research Assistant	24	179	101	36%	32	17	35%	10	9	47%	18%	17%	31%	53%	6%	9%
Other	10	21	66	76%	4	22	85%	1	9	90%	19%	33%	25%	41%	5%	14%
Total	95	894	403	31%	136	81	37%	38	37	49%	15%	20%	28%	46%	4%	9%
2016/17																
Senior Research Fellow	6	36	4	10%	6	2	25%	4	0	0%	17%	50%	67%	0%	11%	0%
Research Fellow	10	87	21	19%	12	7	37%	6	2	25%	14%	33%	50%	29%	7%	10%
Postdoctoral Researcher	61	757	253	25%	114	57	33%	30	19	39%	15%	23%	26%	33%	4%	8%
Research Assistant	22	256	172	40%	20	34	63%	7	14	67%	8%	20%	35%	41%	3%	8%
Other	11	24	60	71%	7	33	83%	0	8	100%	29%	55%	0%	24%	0%	13%
Total	110	1160	510	31%	159	133	46%	47	43	48%	14%	26%	30%	32%	4%	8%
2017/18																
Senior Research Fellow	2	8	1	11%	4	0	0%	2	0	0%	50%	0%	50%	-	25%	0%
Research Fellow	9	56	26	32%	10	7	41%	6	3	33%	18%	27%	60%	43%	11%	12%
Postdoctoral Researcher	37	296	124	30%	84	43	34%	15	11	42%	28%	35%	18%	26%	5%	9%
Research Assistant	16	103	72	41%	17	26	60%	4	9	69%	17%	36%	24%	35%	4%	13%
Other	13	89	98	52%	21	28	57%	3	5	63%	24%	29%	14%	18%	3%	5%
Total	77	552	321	37%	136	104	43%	30	28	48%	25%	32%	22%	27%	5%	9%
Grand total	282	2606	1234	32%	431	318	42%	115	108	48%	17%	26%	27%	34%	4%	9%

*Not all positions filled

Table 5.4 Applications for AHSSBL and STEMM academic positions, 2015–2018

	Recruitment type	Posts*	Applied			Shortlisted			Successful			Short/ Apps		Success/ Short		Success/ Apps	
			M	F	%F	M	F	%F	M	F	%F	M	F	M	F	M	F
Total	Professor	19	163	58	26%	53	22	29%	7	4	36%	33%	38%	13%	18%	4%	7%
	Associate Professor	6	12	12	50%	8	9	53%	1	3	75%	67%	75%	13%	33%	8%	25%
	Senior Lecturer	11	61	62	50%	13	24	65%	2	5	71%	21%	39%	15%	21%	3%	8%
	LAB	11	133	53	28%	34	11	24%	5	4	44%	26%	21%	15%	36%	4%	8%
	LBB	68	547	422	44%	131	143	52%	19	30	61%	24%	34%	15%	21%	3%	7%
	Teacher	12	88	124	58%	19	24	56%	4	4	50%	22%	19%	21%	17%	5%	3%
	Teaching Assistant	55	399	282	41%	81	71	47%	30	18	38%	20%	25%	37%	25%	8%	6%
	Associate Teacher	1	12	6	33%	4	2	33%	0	0	0%	33%	33%	0%	0%	0%	0%
	Other	58	126	118	48%	78	75	49%	23	14	40%	62%	64%	29%	19%	18%	12%
	Total		241	1541	1137	42%	421	381	48%	91	82	47%	27%	34%	22%	22%	6%
AHSSBL	Professor	6	40	32	44%	16	11	41%	3	1	25%	40%	34%	19%	9%	8%	3%
	Associate Professor	4	5	7	58%	5	6	55%	1	2	67%	100%	86%	20%	33%	20%	29%
	Senior Lecturer	2	15	11	42%	6	4	40%	0	1	100%	40%	36%	0%	25%	0%	9%
	LAB	2	16	10	38%	11	4	27%	0	1	100%	69%	40%	0%	25%	0%	10%
	LBB	33	318	244	43%	77	83	52%	7	15	68%	24%	34%	9%	18%	2%	6%
	Teacher	4	59	94	61%	5	13	72%	2	1	33%	8%	14%	40%	8%	3%	1%
	Teaching Assistant	31	141	151	52%	37	41	53%	11	15	58%	26%	27%	30%	37%	8%	10%
	Associate Teacher	1	12	6	33%	4	2	33%	0	0	0%	33%	33%	0%	0%	0%	0%
	Other	6	5	3	38%	5	2	29%	4	2	33%	100%	67%	80%	100%	80%	67%
	Total		89	611	558	48%	166	166	50%	28	38	58%	27%	30%	17%	23%	5%
STEMM	Professor	11	115	25	18%	34	10	23%	4	2	33%	30%	40%	12%	20%	3%	8%
	Associate Professor	2	7	5	42%	3	3	50%	0	1	100%	43%	60%	0%	33%	0%	20%
	Senior Lecturer	9	46	51	53%	7	20	74%	2	4	67%	15%	39%	29%	20%	4%	8%
	LAB	9	117	43	27%	23	7	23%	5	3	38%	20%	16%	22%	43%	4%	7%
	LBB	34	221	175	44%	52	60	54%	12	15	56%	24%	34%	23%	25%	5%	9%
	Teacher	4	3	20	87%	1	7	88%	0	2	100%	33%	35%	0%	29%	0%	10%
	Teaching Assistant	20	237	119	33%	39	25	39%	17	1	6%	16%	21%	44%	4%	7%	1%
	Other	48	113	90	44%	68	64	48%	17	10	37%	60%	71%	25%	16%	15%	11%
	Total		137	859	528	38%	227	196	46%	57	38	40%	26%	37%	25%	19%	7%
Professional /Support	Professor	2	8	1	11%	3	1	25%	0	1	100%	38%	100%	0%	100%	0%	100%
	LBB	1	8	3	27%	2	0	0%	0	0	0%	25%	0%	0%	-	0%	0%
	Teacher	4	26	10	28%	13	4	24%	2	1	33%	50%	40%	15%	25%	8%	10%
	Teaching Assistant	4	21	12	36%	5	5	50%	2	2	50%	24%	42%	40%	40%	10%	17%
	Other	4	8	25	76%	5	9	64%	2	2	50%	63%	36%	40%	22%	25%	8%
	Total		15	71	51	42%	28	19	40%	6	6	50%	39%	37%	21%	32%	8%

Table 5.5 Applications for AHSSBL and STEMM research positions, 2015–2018

	Recruitment type	Posts*	Applied			Shortlisted			Successful			Short/ Apps		Success/ Short		Success/ Apps	
			M	F	%F	M	F	%F	M	F	%F	M	F	M	F	M	F
Research	Senior Research Fellow	12	88	11	11%	18	2	10%	10	0	0%	20%	18%	56%	0%	11%	0%
	Research Fellow	26	193	69	26%	29	19	40%	13	9	41%	15%	28%	45%	47%	7%	13%
	Postdoc Researcher	148	1653	585	26%	283	137	33%	67	45	40%	17%	23%	24%	33%	4%	8%
	Research Assistant	62	538	345	39%	69	77	53%	21	32	60%	13%	22%	30%	42%	4%	9%
	Other	34	134	224	63%	32	83	72%	4	22	85%	24%	37%	13%	27%	3%	10%
	Total	282	2606	1234	32%	431	318	42%	115	108	48%	17%	26%	27%	34%	4%	9%
AHSSBL	Research Fellow	2	6	5	45%	2	0	0%	0	0	0%	33%	0%	0%	-	0%	0%
	Postdoc Researcher	13	86	72	46%	11	22	67%	2	9	82%	13%	31%	18%	41%	2%	13%
	Research Assistant	12	74	97	57%	16	29	64%	4	9	69%	22%	30%	25%	31%	5%	9%
	Other	1	14	25	64%	2	4	67%	0	0	0%	14%	16%	0%	0%	0%	0%
	Total	28	180	199	53%	31	55	64%	6	18	75%	17%	28%	19%	33%	3%	9%
STEMM	Senior Research Fellow	12	88	11	11%	18	2	10%	10	0	0%	20%	18%	56%	0%	11%	0%
	Research Fellow	24	187	64	25%	27	19	41%	13	9	41%	14%	30%	48%	47%	7%	14%
	Postdoc Researcher	134	1561	512	25%	269	115	30%	64	36	36%	17%	22%	24%	31%	4%	7%
	Research Assistant	48	458	243	35%	52	48	48%	16	23	59%	11%	20%	31%	48%	3%	9%
	Other	31	113	182	62%	30	74	71%	4	20	83%	27%	41%	13%	27%	4%	11%
	Total	249	2407	1012	30%	396	258	39%	107	88	45%	16%	25%	27%	34%	4%	9%
Research Other	Postdoc Researcher	1	6	1	14%	0	5	100%	1	0	0%	0%	500%	-	0%	17%	0%
	Research Assistant	2	6	5	45%	3	0	0%	1	0	0%	50%	0%	33%	-	17%	0%
	Other	2	7	17	71%	1	0	0%	0	2	100%	14%	0%	0%	-	0%	12%
	Total	5	19	23	55%	4	5	56%	2	2	50%	20%	18%	56%	0%	11%	0%

*Not all positions filled

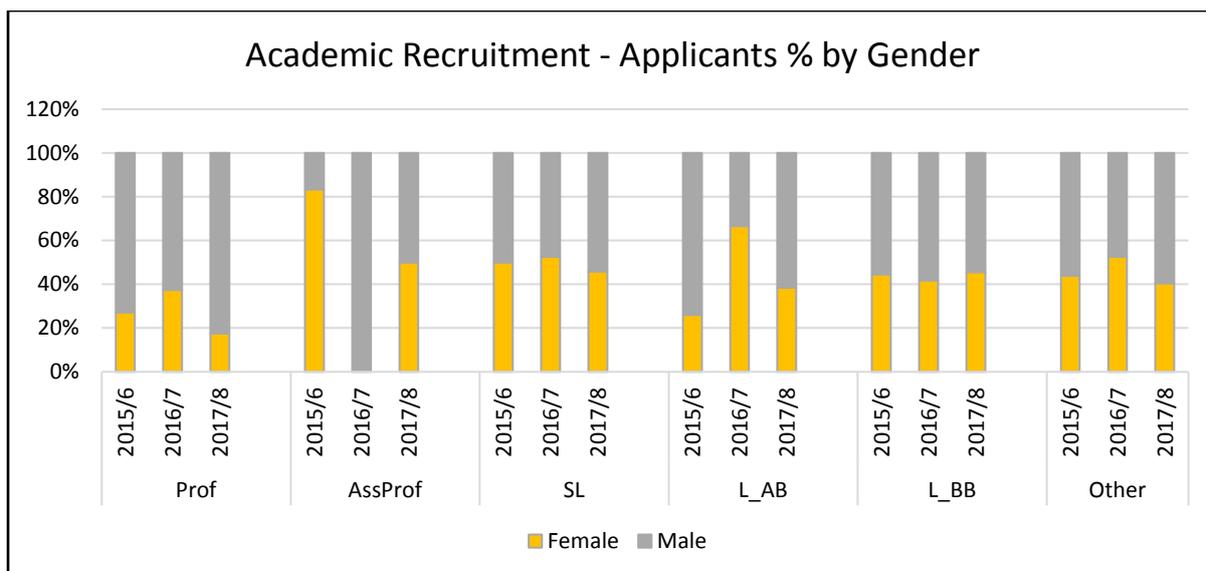


Figure 5.1 Academic recruitment applications by type and gender, 2015–2018

Women accounted for 42% of all academic applications (1,137 of 2,678) and 47% of successful appointments (Table 5.2). For Ass Prof. and Senior Lecturer positions, 75% and 71%, respectively of applicants were female. The number of successfully filled posts at these grades was low (4F and 7M).

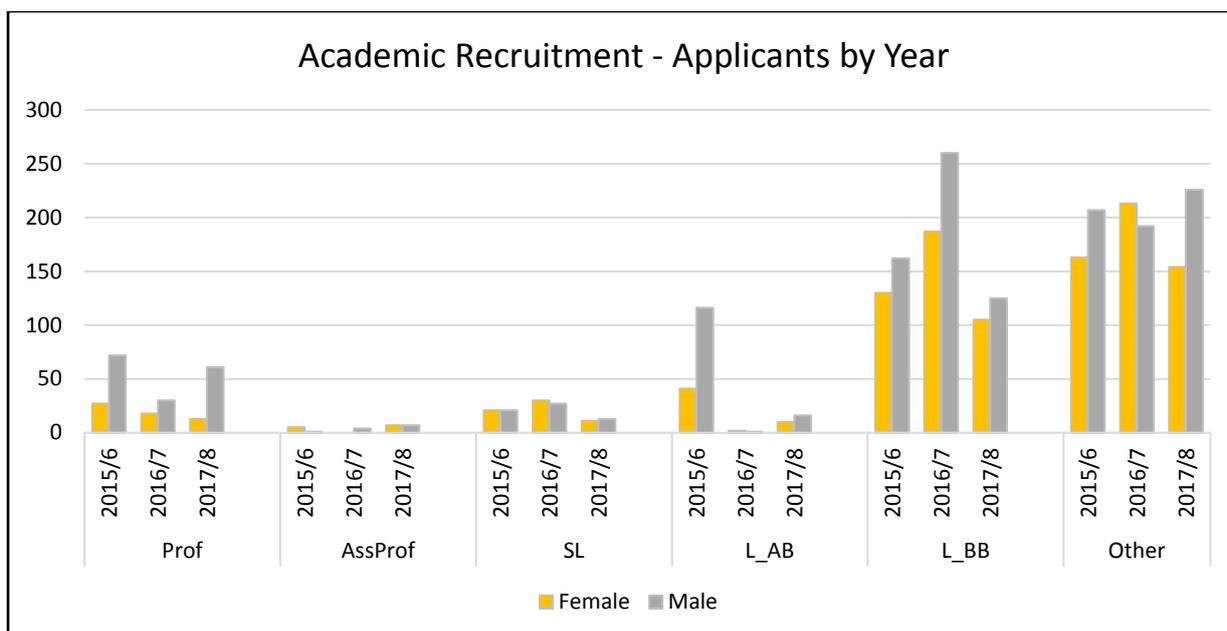


Figure 5.2 Academic recruitment by year, 2015–2018

Overall, women accounted for 58% of successful appointments (38/66) in AHSSBL and 40% (38/95) in STEMM. Applications from women in STEMM were lower (38%) than in AHSSBL (48%). In STEMM and AHSSBL, women are more likely to be shortlisted than men (Table 5.4) although the difference is more marked in STEMM. In STEMM, shortlisted men are more likely to be appointed than women, but the reverse is true in AHSSBL.

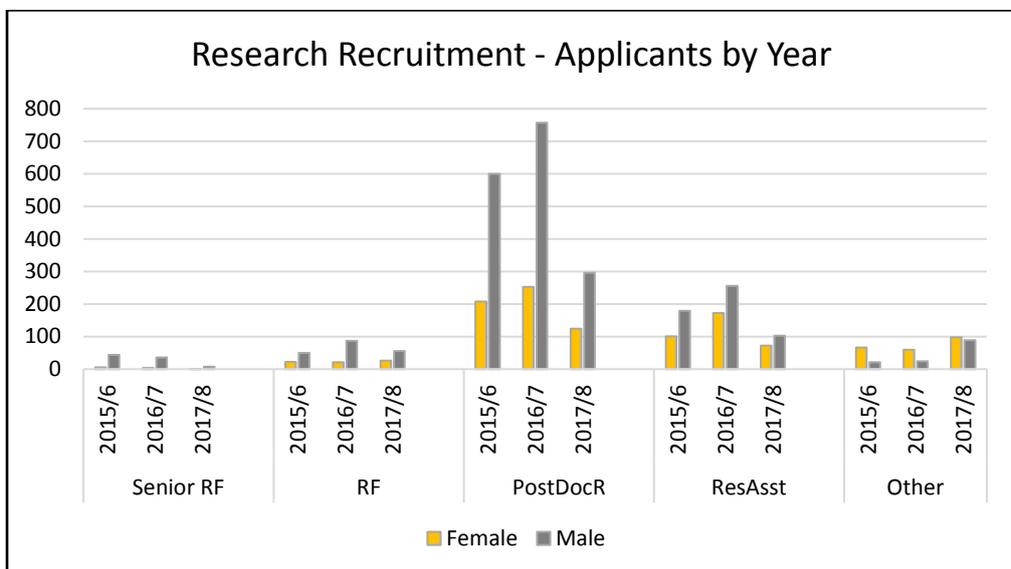
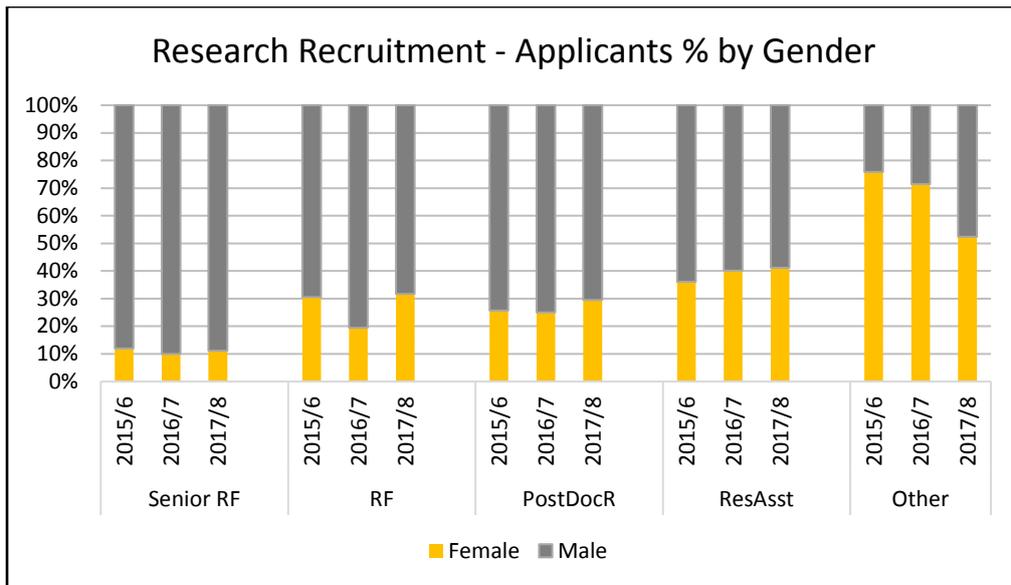


Figure 5.3 Research recruitment by year and gender, 2015/16–2017/18

One-third of applications for research posts are from females although females are more likely than male to be shortlisted and shortlisted women are more likely to be appointed than men. The proportion of applicants who are female decreases with increasing seniority and, with the exception of senior research fellow posts, women applicants are more likely to be appointed than men.

There are few research positions in AHSSBL (24) when compared to STEMM (195 posts). Within STEMM no female was successful in securing a SRF post while below this level females represented 41% of successful applications. A key action is to identify the impact of systemic factors that gave rise to improvements in 2015/16 (48%F successful) and 2016/17 data so that we can learn more about the 2018 data.

Action 5.1.12 Carry out an intensive review of research posts, including an examination of the systemic factors that caused the downturn in female advancement in 2018.

Table 5.6 Professional/Support recruitment by gender, 2015–2018*

Year	Posts	Applied				Shortlisted				Successful			
		M	F	%F	T	M	F	%F	T	M	F	%F	T
2015	101	451	841	65	1292	113	293	72	406	11	64	85	75
2016	81	824	1148	58	1972	108	261	71	369	17	58	77	75
2017	137	688	1212	64	1900	196	429	69	625	27	72	73	99
Total	319	1963	3201	62	5164	417	983	70	1400	55	194	78	249

*Not all positions filled

Table 5.7 Professional/support staff by grade and gender, 2017/18 (July 2018)

Area	Grade	Total	M	F	%F
Administration	Director	13	9	4	31%
	Administrator	50	1	49	98%
	Executive Administrator	92	17	75	82%
	Head	1	1	0	0%
	Long-service Increment (LSI) Administrator	17	0	17	100%
	LSI Executive Administrator	8	2	6	75%
	LSI Senior Administrator	10	1	9	90%
	LSI Senior Executive Administrator	11	1	10	91%
	Manager	1	1	0	0%
	N2011 Administrator	34	4	30	88%
	Research Officer	2	0	2	100%
	Seconded Professor	1	1	0	0%
	Senior Administrative Officer 1 (SAO 1)	50	25	25	50%
	SAO 2	12	5	7	58%
	SAO 3	11	11	0	0%
	Senior Administrator	110	6	104	95%
Senior Executive Administrator	72	19	53	74%	
IT	Analyst Prog 2 2007	13	9	4	31%
	Analyst Prog.1 (2007)	3	3	0	0%
	Analyst Programmer 3	14	8	6	43%
	Computer Lab Attendant	11	0	11	100%
	Computer Operator	3	1	2	67%
	N2011 Analyst Programmer 1	8	4	4	50%
	N2011 Computer Operator	3	2	1	33%
	Sen. Comp Operator 2007	1	0	1	100%
	Print Operator 1	2	0	2	100%
	Print Operator 11	2	2	0	0%
Library	Assistant Librarian	1	0	1	100%
	Assistant Librarian I	12	4	8	67%
	Library Assistant 1	15	3	12	80%
	Library Attendant (Monthly0	10	1	9	90%
	Senior Library Assistant	8	1	7	88%

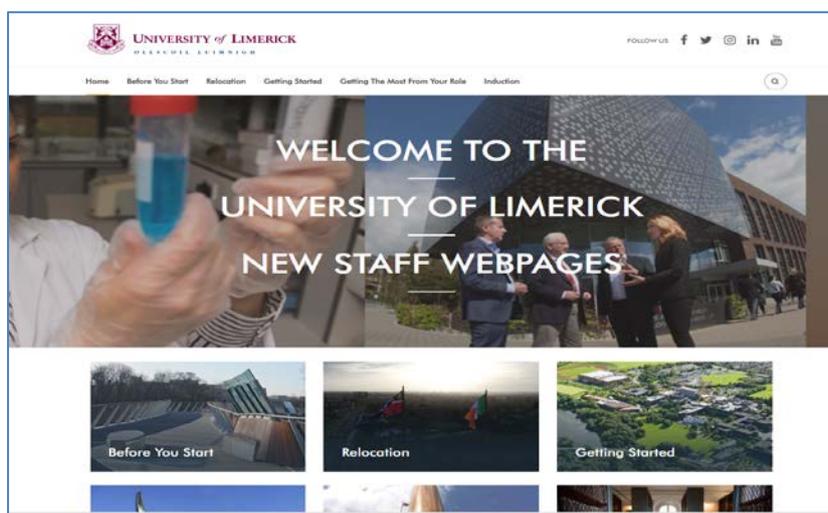
	Sub Librarian	4	2	2	50%
Support	Athletic Grounds Specialist	1	1	0	0%
	Groundsperson/Service Staff Basic	3	2	1	33%
	N2011 Porter/Attendant	6	6	0	0%
	Porter Attendant	18	18	0	0%
	Senior Porter/Attendant	4	4	0	0%
Technical	Chief Technical Officer	14	8	6	43%
	Laboratory Attendant	1	1	0	0%
	N2011 Laboratory Attendant	2	2	0	0%
	N2011 Technical Officer Excl Sto	5	4	1	20%
	N2011 Technical/Senior Technical Officer	3	3	0	0%
	Senior Laboratory Attendant	2	2	0	0%
	Teaching Technology Advisor	1	0	1	100%
	Technical Officer	1	1	0	0%
	Technical Officer Excl Sto	6	5	1	17%
	Technical/Senior Technical Officer	1	1	0	0%
	Technical/Senior Technical Officer 2007	58	42	16	28%
	Technical/Snr Technical Officer 2018	2	1	1	50%
Total		733	245	488	67%

Recruitment data (table 5.7) indicate that more women (62%) apply for professional/support roles. Females are more likely to be successful in securing such roles (78%) and represent 67% of total professional/support staff. However, females only represent 35% at director level, the most senior professional/support position (€114,740 to €144,187), and while females represent 52% at Senior Administrative Officer (SAO) 1 and SAO2 (€55,884,088 to €102,780), there is no female at SAO3 (€88,088 to €116,911) – Table 5.8.

Action 5.1.13 Put in place further career development programmes and supports for professional/support staff.

Action 5.1.14 Promote professional/support staff involvement in the mentoring scheme.

(ii) Induction



During the review period, 172 staff (112F, 60M) undertook induction, indicating that 50% of new entrants (338 new starts – 154F; 184M) are attending induction. However, 75% of survey respondents who attended induction found it useful. Making the on-line induction programme compulsory for all new hires will ensure an increase in the uptake (**Action 5.1.15; Action 5.1.16**).

Induction should also be taking place at faculty/division level. However, only 20% of AS survey respondents attended faculty induction (18%F, 25%M) (**Action 5.1.17**).

Action 5.1.15 Survey all new employees on their experience of induction.

Action 5.1.16 Finalise and launch the online induction training programme (compulsory).

Action 5.1.17 Record the completion of faculty/division-level induction in the probation reports of all new members of staff.

Probation

New staff complete a one-year probation period, which includes meeting their line manager every three months to discuss current and future career objectives and culminates in a review at the end of the year. Reports are submitted to HR on quarterly basis to ensure issues are highlighted and supports can be triggered to address development needs.

(iii) Promotion

LBBs can progress across the merit bar to LAB through a centrally advertised competition. Women were more successful in progressing above the merit bar in 2018 Table 5.8.

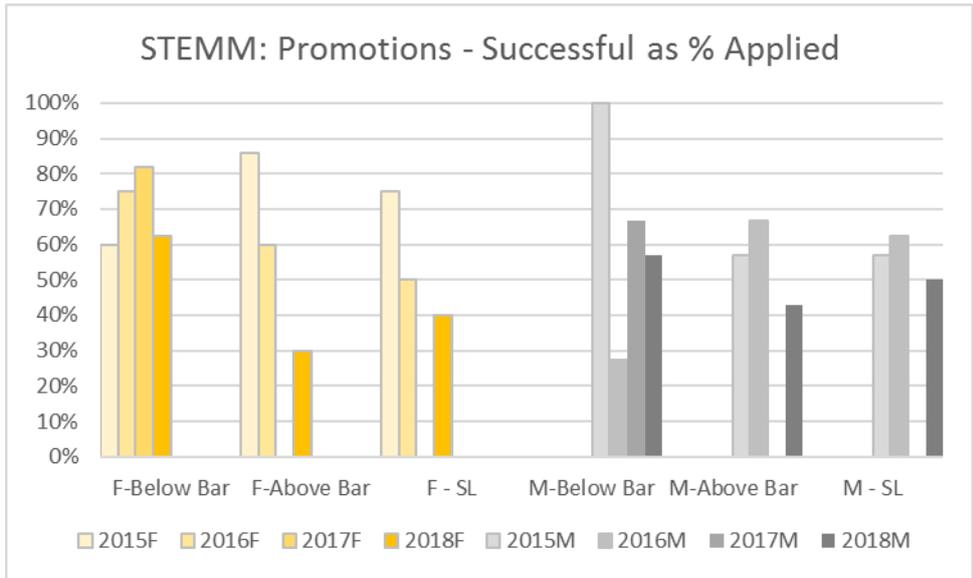


Figure 5.4 STEMM promotions

LBBs with tenure-track contracts must secure tenure within a five-year timeframe to earn a CID. Successful applicants transfer to the pay-scale of LAB and are granted multi-annual (permanent) status. Progression is based on individual performance, assessed relative to disciplinary norms against the criteria and benchmarks of (i) excellent scholarship and research output, (ii) excellent teaching and curriculum development and (iii) satisfactory service to UL and the wider community. The policy was reviewed in 2016 to remove the criterion of a minimum two years' service prior to applying.

LBBs can progress to Senior Lecturer and from Senior Lecturer to Associate Professor and, for internal promotion, to Professor (personal chair) with respect to four assessment criteria: (i) research and scholarship, (ii) academic leadership, (iii) teaching and learning, and (iv) contribution to UL and the wider community.

Table 5.8 Promotions: LBB to LAB, 2015–2018

Year	Cat.	Eligible at promotion deadline			Applied to Lecturer above the Bar				Successful			
		M	F	%F	M	F	% eligible M who applied	% eligible F who applied	M	F	% successful M applicants	% successful F applicants
2015	STEMM	14	8	36%	7	5	50%	63%	7	3	100%	60%
	AHSSBL	9	14	61%	1	9	11%	64%	0	3	0%	33%
	Total	23	22	49%	8	14	35%	64%	7	6	88%	43%
2016	STEMM	30	28	48%	11	8	37%	29%	3	6	27%	75%
	AHSSBL	17	24	59%	2	9	12%	38%	2	7	100%	78%
	Total	47	52	53%	13	17	28%	33%	5	13	38%	76%
2017	STEMM	31	34	52%	6	11	19%	32%	4	9	67%	82%
	AHSSBL	19	22	54%	8	5	42%	23%	3	3	38%	60%
	Total	50	56	53%	14	16	28%	29%	7	12	50%	75%
2018	STEMM	33	21	39%	7	8	21%	38%	4	5	57%	63%
	AHSSBL	20	22	52%	9	5	45%	23%	5	5	56%	100%
	Total	53	43	45%	16	13	30%	30%	9	10	56%	77%

Table 5.9 Lecturer above the Bar (LAB) to Senior Lecturer (SL)

Year	Cat.	Eligible at promotion deadline			Applied to Senior Lecturer (SL)				Successful			
		M	F	%F	M	F	% eligible M who applied	% eligible F who applied	M	F	% successful M applicants	% successful F applicants
2015	STEMM	52	44	46%	14	7	27%	16%	8	6	57%	86%
	AHSSBL	15	32	68%	14	12	93%	38%	6	5	43%	42%
	Total	67	76	53%	28	19	42%	25%	14	11	50%	58%
2016	STEMM	15	31	67%	12	5	80%	16%	8	3	67%	60%
	AHSSBL	85	75	47%	7	10	8%	13%	5	5	71%	50%
	Total	100	106	51%	19	15	19%	14%	13	8	68%	53%
2018	STEMM	67	57	46%	14	10	21%	18%	6	3	43%	30%
	AHSSBL	22	37	63%	6	13	27%	35%	2	5	33%	38%
	Total	89	94	51%	20	23	22%	24%	8	8	40%	35%

Note: Promotions from LAB to SL did not occur in 2017.

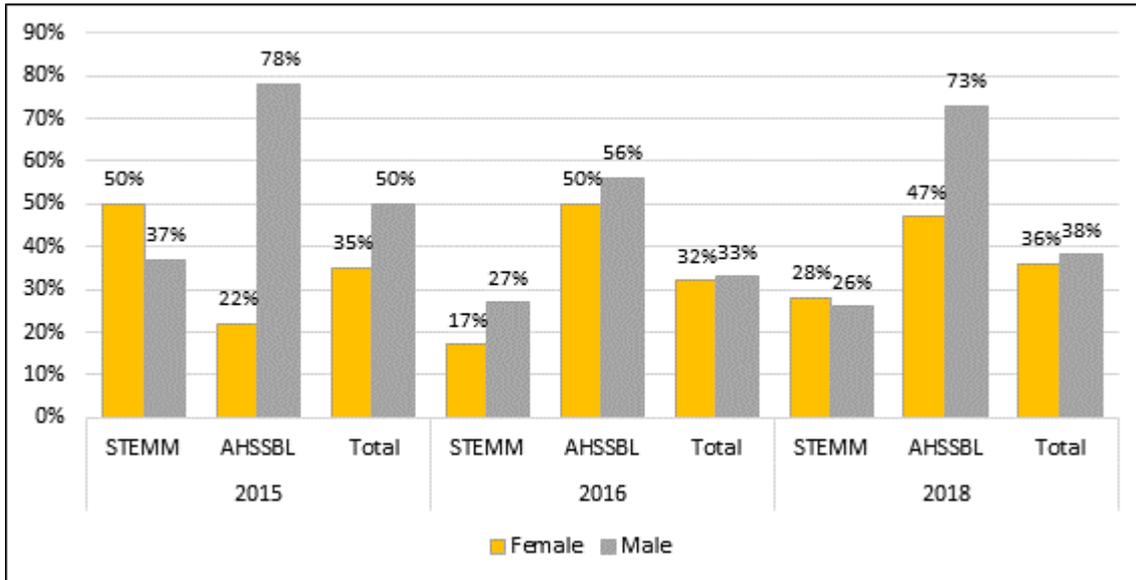


Figure 5.5 Promotions Application Rates for (LAB) to SL

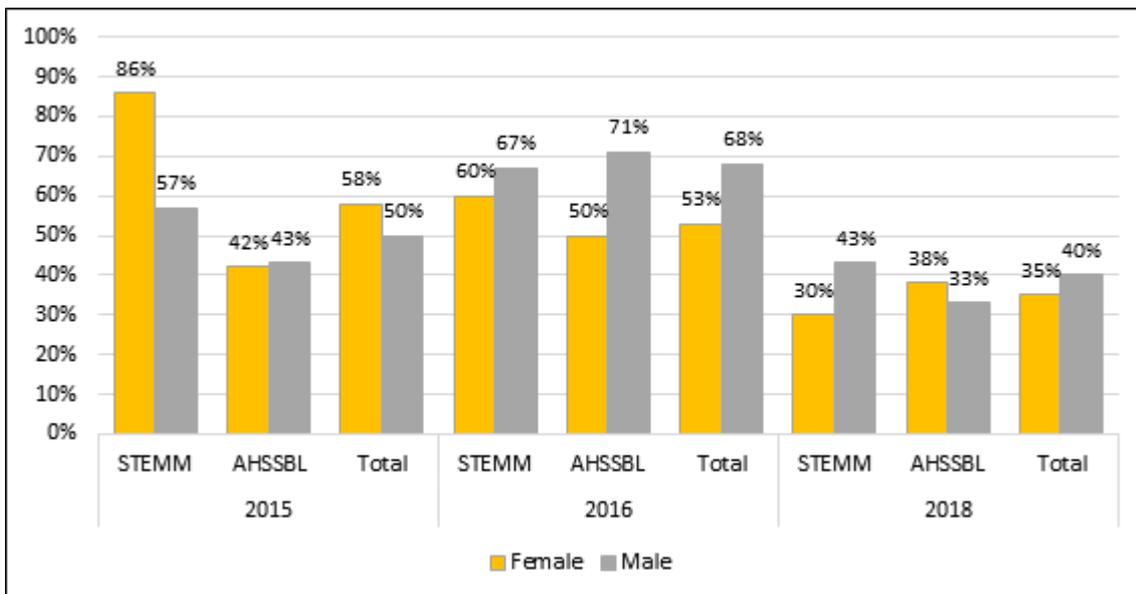


Figure 5.6 Promotions success rates for LAB to SL

Promotion from LAB to SL saw a deterioration in the female success rate in 2018 (Table 5.10). There was a larger number of applications in 2018 due to there being no promotions process in 2017. While similar to the male success rate of 40%, 35% was a disappointing result compared to 53% in 2016 and 58% in 2015 (**Actions 5.1.19 and 5.1.20**).

Table 5.10 Senior Lecturer (SL) to Associate Professor (AP)

Year	Cat.	Eligible at promotion deadline			Applied to Associate Professor (AP)				Successful			
		M	F	%F	M	F	% eligible M who applied	% eligible F who applied	M	F	% successful M applicants	% successful F applicants
2015	STEMM	19	8	30%	7	4	37%	50%	4	3	57%	75%
	AHSSBL	9	9	50%	7	2	78%	22%	2	1	29%	50%
	Total	28	17	38%	14	6	50%	35%	6	4	43%	67%
2016	STEMM	30	12	29%	8	2	27%	17%	5	1	63%	50%
	AHSSBL	9	10	53%	5	5	56%	50%	3	2	60%	40%
	Total	39	22	36%	13	7	33%	32%	8	3	62%	43%
2018	STEMM	31	18	37%	8	5	26%	28%	4	2	50%	40%
	AHSSBL	11	15	58%	8	7	73%	47%	3	2	38%	29%
	Total	42	33	44%	16	12	38%	36%	7	4	44%	33%

Note: Promotions from SL to AP did not occur in 2017

Table 5.10 shows that in 2018, 33% of females were promoted from SL to AP (4/12). Of the 28 applicants, 43% (12) were females and 57% (16) were male. While the 2018 results are disappointing, the percentage of women reaching AP level has continued to increase from 6% in 2007 to 37% in 2018 (Table 4.2). Over the past three years, while the number of women promoted to AP increased, i.e. 2015 (4), 2016 (3) and 2018 (4), the overall percentage of women being promoted at this level has fallen from 67% in 2015 to 33% in 2018 (see Table 5.10) and requires exploration. It is noted that men were more likely to apply in 2015 and application rates were similar in 2018.

Application forms and processes have been streamlined and reviewed in response to feedback. Colleagues report that the application process remains onerous and adds significantly to workload. Survey comments and focus group feedback highlights the need for mentoring and support in completing the promotion/progression application.

In all academic promotions, the UL promotions board is notified of, and advised to be cognisant of periods of leave taken by applicants when assessing promotion applications as per our commitment in our action plan. However, there appears to be uncertainty (focus group) about the 'stop the clock' policy in relation to promotion and how breaks in service are recorded on the promotion form. Half of female and 14% of male staff survey respondents believed they were disadvantaged in promotion competitions (**Actions 5.1.19 and 5.1.20**).

"The [promotion] process is onerous and is weighted towards those with a significant research record. It does not properly recognise those with onerous teaching and administrative loads." (Female)

"A lot of the administrative workload is borne by women in the School and this is not appreciated/recognised by the promotions panel." (Female)

Action 5.1.18 Formalise the calculation process within the promotions procedures to account for absences due to sick leave, maternity leave and carers leave.

Action 5.1.19 Utilise external best practice promotions models to inform the Promotions Review Process

Researcher roles and teaching-only roles are assessed under the job evaluation process. Men and women differ in their opinions on the transparency and fairness of the promotions/job evaluation process: 41% of men reported that the process was transparent and fair compared to 24% of women.

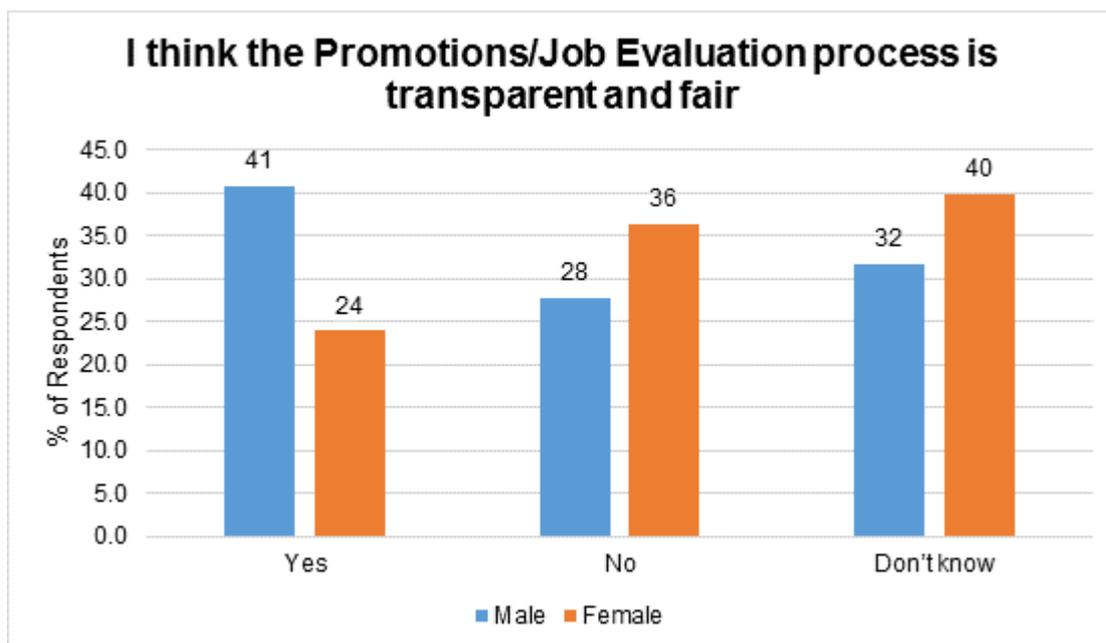


Figure 5.7 Fairness of the promotions/job evaluation process

Many respondents called for greater transparency around the process, e.g. information about decision-making process, the scoring process and the importance attached to research versus other areas, (also noted in focus groups). One female respondent who has been unsuccessful in promotion stated, “more transparency is needed. Feedback has been inconsistent and needs to be given in a much more structured manner. It also should be accountable” (**Action 5.1.20 to 5.1.22**).

Action 5.1.20 Review HoD training to ensure that HoDs are adequately prepared to mentor colleagues and help them prepare for promotion and progression.

Action 5.1.21 Introduce formal training for promotions board representatives and deans on giving feedback to candidates.

Action 5.1.22 Consider deconstructing scoring categories so that more specific criteria can be identified and more specific feedback given to candidates to help them understand the outcome.

Concerns were expressed about the capacity of the promotions process to assess a broad range of disciplines and to have an awareness of disciplinary-specific norms and measures of quality. One female colleague indicated a problem with the “one size fits all” approach to promotion, again highlighted in the focus groups (**Action 5.1.23**).

Action 5.1.23 Examine the potential for operating separate discipline-specific promotions processes.

Of note, female academic staff commented more comprehensively about the promotions process overall.

A WiSE (Women in Science and Engineering) network comprising academic, research and support staff has been established as a forum to discuss career progression and perceived barriers (**Actions 5.1.24 and 5.1.25**).

Action 5.1.24 Support the WiSE Network by providing information sessions and impartial advice for academic/professional/support women considering applying for promotion.

Action 5.1.25 Provide specific one-to-one mentoring on promotions.

Job evaluation

From 2015 to 2018, a formal job evaluation system was used for all support and technical staff. At UL, we use the Hay system of job evaluation, which evaluates the job, not the person. In the first instance, members of a joint working group review applications to ensure they provide sufficient information for evaluation. The composition of the group is monitored for balance.

Teachers and researchers (and other job families, IT and administrative staff, librarians, educational developers and practitioners) apply to have their roles evaluated. Applications provide a detailed role profile, including job description and competency requirements. Roles are evaluated by external independent experts using the Hay methodology. The evaluators recommend the level to which the role would be appropriately graded. The process was extended in 2016 to include college teachers, who focus primarily on teaching and therefore do not have a typical academic trajectory (CUSH Report).

From 2015 to 2018, 87 posts, including four research and nine teaching posts, were evaluated. The number of research posts being evaluated is low and suggests that research staff were unaware of the job evaluation process. Staff feedback suggests that the use of the Hay system for researchers and college teachers “is problematic” (**Actions 5.1.26 and 5.1.27**).

Action 5.1.26 Facilitate focus groups with research staff to ascertain their knowledge of and satisfaction levels with the job evaluation process.

Action 5.1.27 Review the appropriateness of the Hay job evaluation process for evaluating researcher and college teacher posts.

Table 5.11 Professional/Support job evaluation applications by gender, 2015–2018

Grade	Year	Total	Male	Female	% Female
Technical	2015/16	3	0	3	100%
	2016/17	4	0	4	100%
	2017/18	0	0	0	0%
Prof/Support	2015/16	12	1	11	92%
	2016/17	21	0	21	100%
	2017/18	33	7	26	79%
Research	2015/16	2	1	1	50%
	2016/17	2	2	0	0%
	2017/18	0	0	0	0%
College Teacher	2015/16	1	0	1	100%
	2016/17	2	0	2	100%
	2017/18	6	0	6	100%

Table 5.12 Professional Support Staff Job Evaluation 2015 – 2018 by STEM/ AHSSBL/ support divisions

Grade	Year	Total	Male	Female	% Female
STEMM	2015/16	4	1	3	75%
	2016/17	10	2	8	80%
	2017/18	6	1	5	83%
Non-STEMM	2015/16	1	0	1	100%
	2016/17	2	0	2	100%
	2017/18	11	0	11	100%
Prof/Support	2015/16	13	1	12	92%
	2016/17	17	0	17	100%
	2017/18	23	7	16	70%
Total	2015/16	18	2	16	89%
	2016/17	29	2	27	93%
	2017/18	40	8	32	80%
Grand total	2015/18	87	12	75	86%
Upgraded	2015/18	68	10	58	85%
		78%	83%	77%	

Of the women who applied for an upgrade through the job evaluation mechanism in the previous three years, 77% (58F) were successful. This mechanism is currently suspended at the direction of the DES. As women are most likely to be disadvantaged by this measure (67% of support staff are women), we need to strongly lobby the DES to have the process restored. Professional/support staff are extremely frustrated with the current situation and have sought at governmental levels to have the scheme re-instated (**Action 5.1.29**).

Action 5.1.28 Engage with the DES to restore the job evaluation process.

Staff highlight that the cessation of the job evaluation process has created a divide between academic and support staff. They have also requested that, on reinstatement, the scheme be reviewed to ensure it is transparent and fit for purpose.

Action 5.1.29 If successful with action 5.1.29, review the operation of the job evaluation process with a view to ensuring it is both transparent and fit for purpose.

It should be clear why the job evaluation process differs from the promotions process for academics (Focus Group August 2018). The promotion of professional/support staff working on a part-time basis (pro rata) also needs to be accounted for (**Action 5.1.31**).

“Women are more likely to be on administrative grades despite educational qualifications (PhD etc) however career progression for administrative staff is appalling.”

“The job evaluation process should measure productivity pro-rata, to account equally for those working part-time and who have taken family or carers leave.”

(Support staff)

Action 5.1.30 Review all promotions processes to ensure the procedures provide for part-time working for academic, research and professional/support staff on a pro-rata basis.

Section 5.1 word count: 2,123

5.3 Career development: academic staff

(i) Training



In 2018, the Research Strategy Board established a Talent Development working group. The group’s recommendations include strategic recruitment, enhancement of clear promotion and development frameworks, and a clear and comprehensive programme for talent development. A review of the Tenure Track commenced in September 2018, benchmarking it against similar processes to ascertain training needs.

HR provides development opportunities for staff. In 2017, HR provided 146 workshops to 2,479 attendees (61%F). Tracked attendance participation and programme evaluation are standard.

A Leadership Development programme to support succession planning has been completed by 92 academics (53F; 39M) and 98 support staff (88F; 10M).

In general, the lower number of male staff availing of developmental programmes requires examination (**Action 5.3.1**).

In the past three years, 395 staff (291F; 104M) have availed of career development programmes.

Table 5.13 Academic and research career development programmes

Category	2015		2016		2017		2018		Total		Total
	F	M	F	M	F	M	F	M	F	M	
STEMM	32	7	37	26	100	13	15	6	184	52	236
AHSSBL	18	3	9	13	10	0	1	2	38	18	56
Professional/Support	21	21	7	0	39	12	2	1	69	34	103
Total	71	31	53	39	149	25	18	9	291	104	395

In 2018, UL secured HEA funding to part-fund the first Catalyst MARC (Men Achieving Real Change) Programme in the HE sector globally. Attended by nine university/IOT presidents (including UL's President) and 51 senior delegates (16F; 35M) and delivered by Catalyst, MARC is a unique 'best practice' leadership development programme.



MARC Leaders Workshop (l-r) Prof. Andrew Deeks, UCD; Prof. Philip Nolan, NUIM; Dr. Des Fitzgerald, UL; Prof Patrick O'Shea, UCC; Prof. Brian Norton, DIT; Dr. Graham Love, HEA; Mr Paul Hannigan, Letterkenny IT; Dr Brendan McCormack, IT Sligo

Engaging senior male managers in equality initiatives is a priority, and plans are advancing to offer the programme to senior management internally (**Action 5.3.1**).

Action 5.3.1 Increase the engagement of male staff on career development programmes.

E-Learning Equality & Diversity Training

UL led on the implementation of LEAD (Living Equality and Diversity Programme) in 2010 as a HR online sector initiative. Comprising modules that cover equality, inclusion and diversity, the programme is relevant to all staff, especially those with responsibility for recruitment.

The uptake of this programme has been low (**Action 5.3.2**).

Action 5.3.2 Review and relaunch the LEAD programme and include as a compulsory element of induction training from 2019.

(ii) **Appraisal/development review**

Staff members with contracts of 10 months or more participate in annual, individual performance development review (PDR) with their line manager. Reviewees and reviewers are required to attend PDRS training (Table 5.14). One-quarter of staff reported PDRS training as not being useful.

Table 5.14 PDRS reviewer and reviewee training

Category	2015		2016		2017		2018		Total		Total
	F	M	F	M	F	M	F	M	F	M	
STEMM	5	3	14	5	40	27	51	24	110	59	169
AHSSBL	1	0	8	1	18	11	13	7	40	19	59
Professional/Support	17	7	4	6	76	62	12	8	109	83	192
Total	23	10	26	12	134	100	76	39	259	161	420

Action 5.3.3 Drive the implementation of the ePerformance system as part of the Core HR systems upgrade.

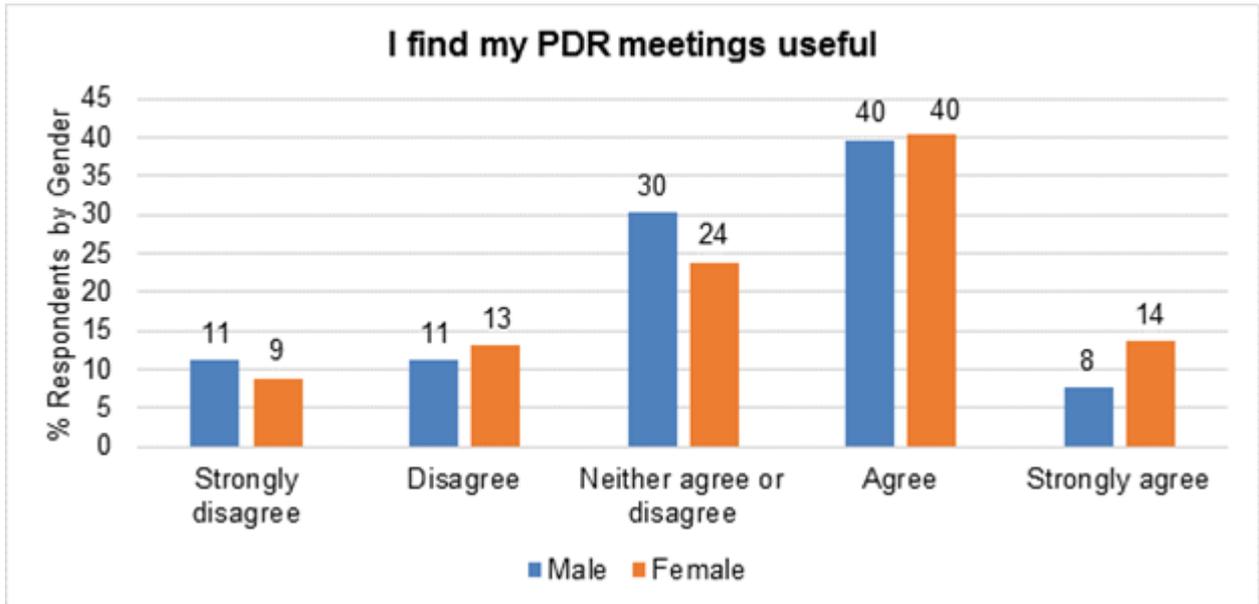


Figure 5.8 I find my PDR meetings useful

Comments were noted that the process is dependent on the line manager reflecting that some managers are not performing PDRS meetings effectively. PDRS training needs to be reviewed (**Actions 5.3.4 and 5.3.5**).

“Many line managers do not have the skills and training for this aspect of their work..... the process amounts to no more than box-ticking.” (Academic)

““It works when the line manager is good at them...” (Academic)

“There should be a 3 monthly check in to see how targets are being met and if not, what needs to be done.” (Technical/professional)

Action 5.3.4 Update the content of the PDRS training programme for reviewees and reviewers.

Action 5.3.5 Put in place a directive that each HoD/line manager provides the dean/division director with an annual report on PDRS completion rates.

(iii) Support given to academic staff for career progression



UL supports researchers through the HR Strategy for Researchers (HRS4R), which is in line with the requirements of the EU HR Excellence in Research accreditation. The HRS4R provides a researchers' career framework, which outlines criteria for progression (promotion) from post-doctoral researcher to research fellow to senior research fellow.

New postdoctoral researchers have a one-year probation, reviewed by their supervisor every quarter to discuss career objectives.

A 2017 a review of training for research staff by HR/Research Office developed a Research Development Programme which was launched in March 2018.



Since 2015, 843 Research Staff (482F and 361M) – Table 5.15, have participated on Research training programmes.

Table 5.15 Research focused programmes

Category	2015		2016		2017		2018		Total		Total
	F	M	F	M	F	M	F	M	F	M	
STEMM	78	66	159	132	85	61	25	34	347	293	640
AHSSBL	28	7	53	19	14	6	5	6	100	38	138
Professional/Support	11	6	13	20	8	3	3	1	35	30	65
Total	117	79	225	171	107	70	33	41	482	361	843

Career Development for Mid-Career Academic Women

UL offers gender specific programmes such as the Career Development for Mid-Career Academic Women. Previously, four women attended the Aurora Leadership Programme in Ireland and the UK. Following feedback, running an in-house modular based programme for

16 staff proved more effective. Four Programmes designed to support academics/researchers to develop individual professional profile and integration with their work environment have been completed to-date. 72 female academics (62 STEM – 10 AHSSBL) have participated on the programme, returning highly positive feedback. A Women in Leadership programme was also delivered – the feedback was ‘very good’ (**Actions 5.3.6 and 5.3.7**).

“This programme is the most influential personal development course of my academic career.” Lecturer AHSSBL

“ I would recommend this course to any woman working in the University.an incredibly positive experience.” Lecturer AHSSBL

Action 5.3.6 Identify and roll out a suitable Women in Leadership programme.

Action 5.3.7 Organise an International Women & Leadership Conference with the Faculty of AHSS.

UL offers the Springboard Career Development Programme for early career female staff. Over 118 staff (55F STEM; 20AHSSBL and :47Professional Support) have participated on the programme. Further programmes will be rolled out annually (**Action 5.1.13**).

Postdoctoral research fellowships

EHS has created the Succeed and Lead Fellowship programme for post-docs, an aim of which is to attract excellent, ambitious and talented postdoctoral researchers. Four of the five current fellows are women.

The faculties of S&E & AHSS co-funded a PhD Scholarship to examine female participation and non-participation in STEM subjects in secondary and tertiary education.

Action 5.3.8 Implement an additional 4 year AS Doctoral Scholarship to focus on intersectional analysis of gender equality in HE to address the underrepresentation of women from racial, ethnic and cultural minorities. Ensure scholarship opportunities are openly advertised.

Tenure-track talent development supports

Over 50% of academics on tenure track have been women. Early career academics can avail of a mentor through the Formal Mentoring Scheme. Those seeking to progress across the merit bar may submit portfolios for informal review to an interim-review panel. This review occurs in advance of the progression closure date allowing candidates opportunity to integrate feedback prior to application (**Action 5.3.9**).

Action 5.3.9 Extend the interim review process beyond progression level to all academic promotions.

Mentoring

Since the inception of the UL Mentoring scheme in 2007, 105 pairs were successfully matched with 64 (44F, 20M) mentors. Initially set up for women only, the scheme is now available to all staff. A 2016 review led to a relaunch in February 2017. Numbers still show a low uptake by AHSSBL and professional/support staff (**Action 5.3.10**).

Table 5.16 Mentees by gender by faculty

Breakdown	Number of mentees	Male	Female
Mentees STEMM	68	14	54
Mentee AHSSBL	12	1	11
Professional Support	25	3	22
Total number of mentees	105	18	87

Table 5.17 Mentors by gender by faculty

Breakdown by faculty	Number of mentors	Male	Female
Mentors EHS	15	8	7
Mentors S&E	14	11	3
Mentors KBS	10	1	9
Mentors AHSS	8	0	8
Total mentors faculty	47	20	27
Support staff	Number of mentors	Male	Female
Mentors	17	0	17
Total trained mentors UL	64	20	44

In 2018, the mentoring programme was extended to doctoral students in SSPC and training was provided to both mentors and mentees (**Action 5.3.11**).

Action 5.3.10 Roll out a campaign to engage all staff in the mentoring programme

Action 5.3.11 Undertake a review of the SSPC Mentoring programme in 12 months with a view to extending the model to other areas.

Research coaching

HR provides a Research Coaching Programme but the majority of respondents were not aware of it (73%F, 63%M). Gender differences were negligible between those who had/had not availed of research coaching and between STEMM/non-STEMM disciplines (**Action 5.3.12**).

Action 5.3.12 Consider the merits of relaunching the Research Coaching Programme.

Section 5.3 word count: 911

5.5 Flexible working and managing career breaks

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

All maternity/adoption polices are available online. Attendance at antenatal clinics during pregnancy is granted as paid time off. UL stipulates that all maternity/adoptive leave absences must be covered (**Actions 5.5.1 and 5.5.2**).

- Action 5.5.1** Provide line managers with a maternity checklist that clearly sets out responsibilities for ensuring appropriate arrangements are made for cover.
- Action 5.5.2** Develop specific research funders guidelines on maternity leave provisions and strategically place on the UL HR website.

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

Formal supports to stay in touch during maternity/adoption leave are not permitted by Irish labour law. Staff may continue to receive email correspondence, and formal HR notifications are sent by post.

Because of the nature of their contracts, hourly paid staff are not entitled to paid maternity leave; the uncertainty of returning was highlighted by some STEMM hourly paid staff in the survey (**Action 5.5.3**).

- Action 5.5.3** Clarify and regularise the nature of the contract and maternity leave entitlements for hourly paid staff.

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



Research Grant for Returning Academic

Research Grant for Returning Academic Carers (RGRAC)

The RGRAC (worth €0.9m to date, grant plus cover) provides additional support (€21k) to minimise the impact of extended leave on research. Returning carers can avail of six months' protected research time or hire a research assistant for the period of the leave.

Table 5.18 Research Grant for Returning Academic Carers

Year	STEMM	AHSSBL	Total
2015	2	0	2
2016	3	4	7
2017	10	4	14
2018	5	4	9
Total	20	12	32

Of the 32 females who have availed of the grant since 2015, six have been promoted to Lecturer (3) and Senior Lecturer (3).

“I have to say that the research grant was a god send for me. During this time I got a 4 paper accepted that I don’t think I would have managed if I was back on full teaching commitments. The grant has allowed me to maintain a momentum with my research. Long may this opportunity for returning carers continue!”* Female STEMM academic

Following 2017 focus group feedback (8F), we plan to set up a new parents network (**Action 5.5.4**). A pilot workshop for new mums delivered in 2018 indicated that females are more comfortable discussing parenting issues/challenges and the emotional pressures of returning to work in a single-gender workshop. This feedback has been actioned and further workshops will commence in 2019 (**Action 5.5.5**).

Action 5.5.4 Support the setting up of a New Parents Network through the RGRAC group.

Action 5.5.5 Roll out further workshops for new parents, including single-gender options.

(iv) Maternity return rate

Since 2015, 234 staff availed of maternity leave, 102 availed of extended unpaid leave and two resigned.

Table 5.19 Maternity leave

Year	Maternity leave			Unpaid maternity leave			Resigned
	STEMM	AHSSBL	Professional/Support	STEMM	AHSSBL	Professional/Support	
2015	32	15	19	8	5	8	0
2016	40	13	14	15	9	10	1
2017	33	12	14	19	7	3	1
2018	16	13	13	8	5	5	0
Total	121	53	60	50	26	26	2

Managers meet staff returning from maternity leave. Three-quarters of staff surveyed felt supported by UL during leave and two-thirds felt supported on their return (**Action 5.5.6**).

Action 5.5.6 Put a checklist in place to help managers provide better support to returning staff.

(v) Paternity, adoption, and parental leave uptake

Twelve males availed of statutory paternity leave since its introduction in 2017: six professional/support and six academic/research (one STEMM and five AHSSBL). Funded by UL, the salaries of those on leave is ‘topped-up’ by a social welfare paternity benefit.

Parental leave

As UL permits staff to take parental leave on a reduced hours basis, the take-up is positive.

Table 5.20 Parental leave

Category	2015				2016				2017				2018			
	T	M	F	%F	T	M	F	%F	T	M	F	%F	T	M	F	%F
STEMM	16	1	15	94	20	0	20	100	21	0	21	100	18	0	18	100
AHSSBL	2	0	2	100	4	0	4	100	3	0	3	100	7	0	7	100
Profess./Support	21	0	21	100	27	0	27	100	28	0	28	100	19	1	18	95
Total	39	1	38	97	51	0	51	100	52	0	52	100	44	1	43	98

Taking parental leave in blocks of four-to-six weeks has been proposed along with spreading the cost over 12 months (**Action 5.5.7**).

Action 5.5.7 Review the possibility of spreading payment over 12 months for staff wishing to avail of parental leave in four-to-six-week blocks.

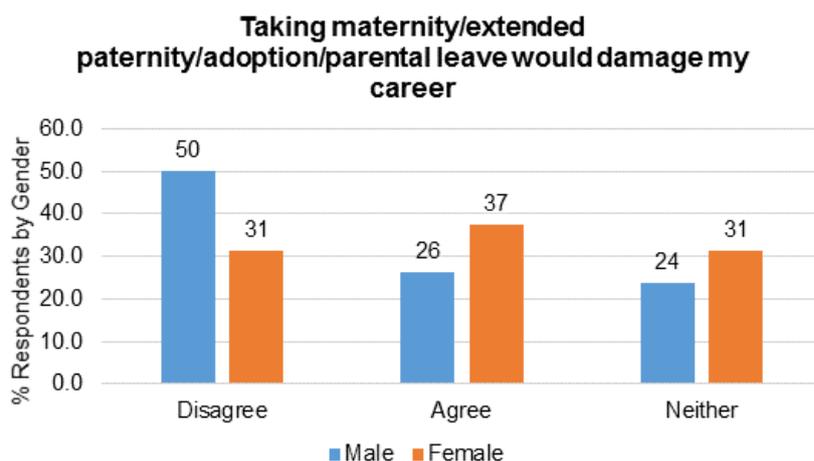


Figure 5.9 Taking maternity/extended paternity/adoption/parental leave would damage my career

Over two-thirds of females reported that taking such leave could damage careers (**Action 5.5.8**).

Action 5.5.8 Publicise case studies of staff who have availed of parental leave, reduced hours and job sharing and have also progressed in their careers.

(vi) Flexible working

Formal flexible working options include flexi-time, part-time working, shorter working year, career breaks and professional development leave. The Flexible Working Hours policy is available to administrative employees only and subject to the operational needs of UL. As decisions on flexible working hours and flexi-leave are managed locally, no central data are available on how this is operationalised. Academic and technical staff use the flexible nature of their contract on an informal basis.

Survey feedback indicates that availability of flexitime is largely dependent on the division/department manager and is neither widely nor consistently available (**Action 5.1.4**).

“I feel there has been much work on gender inequality for Academic staff but none for non-academic staff. Those who have flexible working arrangements had to fight protracted battles to be allowed to avail of these.” Female professional/support

“Thanks to the division and line managers I work with I can avail of the flexible working arrangements which has enhanced my work life balance tenfold and made me more motivated.” Female professional/support

As UL highlights that flexible working arrangements are available, the policy on flexitime needs to be reviewed (**Action 5.5.9 and 5.5.10**).

Action 5.5.9 Formalise the flexitime policy to provide an open and transparent process.

Action 5.5.10 Gather flexitime data centrally.

No differences in flexible working between STEM, AHSSBL and professional/support staff were noted. More females (58%) than males (47%) reported working flexibly, either currently or in the past.

Professional/Sabbatical leave

UL offers sabbatical leave, special research leave and professional development leave. The latter may have an element of payment attached to it depending on the replacement costs.

Table 5.21 Sabbatical leave

Category	2015/16				2016/17				2017/18			
	T	M	F	% F	T	M	F	% F	T	M	F	% F
STEMM	12	5	7	58%	3	2	1	33%	9	4	5	56%
AHSSBL	10	5	5	50%	7	4	3	43%	15	8	7	47%
Total	22	10	12	55%	10	6	4	40%	24	12	12	50%

While females represent 50% of staff undertaking sabbaticals, the requirement to move overseas was cited as a challenge: 46% of female respondents cited family reasons for not going on sabbatical. In response, UL introduced research leave as an option to be taken in Ireland. More women in STEMM (83%) than in AHSSBL (33%) availed of research leave in 2018.

Table 5.22 Special research leave

Category	2015/16				2016/17				2017/18			
	T	M	F	%F	T	M	F	%F	T	M	F	%F
STEMM	2	0	2	100%	3	0	3	100%	6	1	5	83%
AHSSBL	5	1	4	80%	0	0	0	0%	9	6	3	33%
Total	7	1	6	86%	3	0	3	100%	15	7	8	53%

Career breaks (1–5 years) can be used for professional development, caring responsibilities, etc.

Table 5.23: Number of staff availing of career breaks by faculty and gender

Category	2015/16				2016/17				2017/18			
	T	M	F	%F	T	M	F	%F	T	M	F	%F
STEMM	14	6	8	57%	15	7	8	53%	11	6	5	45%
AHSSBL	8	5	3	38%	2	0	2	100%	3	0	3	100%
Professional /Support	12	2	10	83%	6	2	4	67%	5	3	2	40%
Total	34	13	21	62%	23	9	14	61%	19	9	10	53%

Ninety percent of returners from career break reported no difficulties when returning to work (no gender difference).

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

Part-time working provides employees the option of fixed part-time (reduced hours/days) or temporary reduced working time (limited period and for personal reasons). Moving from full-time to part-time work is at the manager's discretion.

A fixed part-time employee who wishes to return/move to full-time work can apply in the normal way for full-time vacancies. Employees on temporarily reduced working time can return to full-time work subject to operational requirements and their manager's agreement.

(viii) Childcare

UL provides a crèche for children (currently 51) of staff (38) and students (13) and notifies new staff about the facility. A crèche/UL liaison committee facilitates communication, monitors and reviews the allocation of places and advises on crèche policy initiatives, changes or proposals (but has not met for some time). The crèche reports annually to the Executive Committee. A review of the crèche's terms of reference is currently underway (**Action 5.5.11**).

Action 5.5.11 Review the crèche's terms of reference and develop closer links with the crèche management.

One-fifth of survey respondents had availed of the crèche, and most who had (92%) were satisfied with it. However, staff commented on the need to provide more resources, improve facilities (including afterschool supervision) and have more flexible opening hours (currently 08h30 to 18h00) (**Action 5.5.12**).

Action 5.5.12 Survey staff and students with children to establish current and future childcare needs.

The lack of baby-changing facilities on campus was highlighted in the survey (**Action 5.5.13**).

Action 5.5.13 Place baby-changing facilities in disability restrooms and rename them as accessibility restrooms.

A mother and baby room is available to breastfeeding mothers. Feedback from surveys indicates the need to have an additional breastfeeding room on the north campus (**Action 5.5.14**).

Entitlement to lactation or breastfeeding breaks for working mothers is afforded up to 26 weeks after the date of confinement. UL is looking to extend this to the child's second birthday (**Action 5.5.15**).

Action 5.5.14 Place a second breastfeeding room in place on the north campus.

Action 5.5.15 Review the entitlement to lactation/breastfeeding breaks up to the child's second birthday.

(ix) Caring responsibilities

Shorter working year

In addition to job share, career break, parental leave and leave of absence, a shorter working year scheme (unpaid special leave annually for two to 13 weeks, payment spread over 12 months) is available to staff to balance work-life and caring commitments. As set out in Table 5.24, while open to all staff, female professional/support staff primarily avail of the shorter working year.

Table 5.24 Shorter working year

Year	Category	Total	Male	Female	% Female
2015	STEMM Prof/Support	41	7	34	83%
2016		42	7	35	83%
2017		36	6	30	83%
2018		47	4	43	91%
2015	AHSSBL Prof/Support	68	6	62	91%
2016		70	5	65	93%
2017		77	3	74	96%
2018		90	4	86	96%

Feedback from staff is that information on the crèche and other family-friendly policies are very difficult to find.

Action 5.5.16 Assemble all family-friendly policies under one clearly accessible section of the new HR website.

Section 5.5 word count: 1,120

5.6 Organisation and culture

(i) Culture

UL's prioritisation of gender equality helped to achieve a bronze institutional AS award in 2015. 69% of survey respondents agree that the 'ethos is one that supports equality of opportunity for all genders'. We value diversity and remain committed to supporting a culture of gender equality as is evident in the establishment of the E&D unit (2016). There has been a positive cultural change with regard to gender equality and inclusivity, as reflected in the number of staff (219: 133F, 86M) involved in AS activities. 53% of 2018 survey respondents noted the positive impact of AS on gender equality. Commitment is evident in the allocation of funding (e.g. >€0.9 million since 2015 to returning academic carers), resources (the appointment of a VP of EDI and two planned ED posts (**Actions 5.6.1 and 5.6.2**) and a central fund to support AS activities and events (**Action 5.6.2**). The Dean AHSS has committed to appointing the first Assistant Dean Equality & Diversity (**Action 5.6.3**).

Action 5.6.1 Appoint a VP for Equality, Diversity and Inclusivity.

Action 5.6.2 Appoint two additional posts to the Equality & Diversity section.

Action 5.6.3 Increase funding to support AS initiatives.

Action 5.6.4 Appoint the first Assistant Dean Equality & Diversity in the Faculty of AHSS.

The major growth in the representation of females at executive management level from 22% in 2015 to 67% in 2018 (section (iv) below) has had a significant impact on people's perceptions of women and men in leadership roles.

Improved reporting on AS initiatives to management committees and faculty boards has ensured that AS informs key decisions (**Actions 5.1.1 and 5.1.18**).

(ii) HR policies

HR policies are reviewed regularly; changes are published and communicated directly to staff by email. HR oversees the implementation of the Equality and Diversity policy (updated June 2017). The EDI committee was established in 2018 to prioritise the implementation of a campus-wide EDI strategy (**Action 4.13**). The Dignity & Respect policy underpins staff training (Table 5.25) to be mandatory from hereon with refresher training every four years (**Action 5.6.5**).

Table 5.25 Dignity and respect training by gender 2015–2018

Year	2015		2016		2017		2018		Totals
	M	F	M	F	M	F	M	F	
STEMM	6	9	19	39	23	32	58	44	230
AHSSBL	3	1	7	16	23	36	24	33	143
Professional/Support	4	3	19	47	43	88	32	84	320
Totals	13	13	45	102	89	156	114	161	693 (432F, 261M)

Action 5.6.5 Introduce mandatory dignity and respect training for all staff.

Training on HR policies is mandatory for incoming deans and HoDs. HR personnel are available for confidential discussions relating to grievances, bullying and harassment (including sexual harassment). However, female respondents are 25% less likely to report unfair treatment. A confidential 16-person (11F, 5M) Designated Contact Persons Panel supports this process (**Actions 5.6.6 and 5.6.7**)

Action 5.6.6 Investigate why female staff are unlikely to report incidents of unfair treatment/bullying and harassment.

Action 5.6.7 Ensure the dignity and respect training programme clearly sets out the supports available to staff to report incidents.

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

Table 5.26 Deans by gender 2015–2018

Year	2015			2016			2017			2018		
	M	F	%F									
STEMM	1	1	5%	1	1	50%	1	1	50%	1	1	50%
AHSSBL	2	0	0%	2	0	0%	2	0	0%	1	1	50%
GPS	1	0	0%	1	0	0%	0	1	100%	0	1	100%
Teaching & Learning*	0	1	100%	0	1	100%	0	1	100%	0	1	100%
Total	4	2	33%	4	2	33%	3	3	50%	2	4	67%

*Not an executive dean. The other five deans are executive deans and members of Executive Committee.

Table 5.27 Assistant deans by gender 2015–2018

Year	2015			2016			2017			2018		
Gender	M	F	%F									
STEMM												
EHS	1	1	50%	2	1	33%	2	1	33%	2	1	33%
S&E	3	1	25%	3	1	25%	3	1	25%	2	2	100%
Total STEMM	4	2	33%	5	2	29%	5	2	29%	4	3	75%
AHSSBL												
AHSS	2	0	0%	2	1	33%	1	2	67%	1	2	67%
KBS	1	3	75%	2	3	60%	2	3	60%	2	3	60%
Total AHSSBL	3	3	50%	4	4	50%	3	5	63%	3	5	63%

Table 5.28 Heads of academic unit by gender 2015–2018

Year	2015			2016			2017			2018		
Gender	M	F	%F	M	F	%F	M	F	%F	M	F	%F
EHS	3	3	50%	3	3	50%	2	4	67%	3	3	100%
S&E	9	1	10%	8	2	20%	7	2	22%	6	3	33%
AHSSBL	7	5	42%	7	5	42%	7	5	42%	7	5	42%
Total	19	9	32%	18	10	36%	16	11	41%	16	11	41%

Female faculty executive deans rose from one (25%) in 2015 to two (50%) in 2018. Assistant deans rose from 5 (42%) in 2015 to 8 (53%) in 2018.

A change to the appointment of HoDs was introduced in 2016. HoDs (for staff at L/SL level) are appointed on the associate professor salary scale and granted six months' research leave and a research grant of €6,000 on completion. This has resulted in the number of female HoDs in S&E, increasing from 10% (2015) to 33% (2018) (Table 5.28).

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

Chaired by the Chancellor (F), Governing Authority (GA) is appointed in accordance with the Universities Act, 1997 and has overall authority for the affairs of UL. Staff, student and alumni representatives are elected. Appointment to the GA for internal staff is through open election for all staff.

Table 5.29 Governing Authority membership by gender, 2015–2018

Year	Total	Male	Female	%F
2015	35	25	10	29%
2016	33	23	10	30%
2017	34	24	10	29%
2018	29	19	10	34%

Chaired by the President, Executive Committee is the senior management committee with responsibility for corporate performance and operational efficiency. Resulting from the

appointment of three female deans (2 Exec Deans – 1 Dean GS) and the appointment of the Director Strategic Projects and the EDI Special Advisor (2F) to the EC female representation increased from 22% to 67% during 2015-2018. The restructure resulted in an overall change from four to eight females.

Table 5.30 Executive Committee membership by gender, 2015–2018

Year	Total	Male	Female	%F
2015	9	7	2	22%
2016	9	7	2	22%
2017	12	8	4	33%
2018	12	4	8	67%

Table 5.31 Management Council by grade and gender, 2015–2018

Year	Grade	Total	M	F	%F
2015	Professor (Academic/Professional)	15	7	8	53%
	Associate Professor	40	29	11	28%
	Professional Support	11	7	4	36%
	Total	66	43	23	35%
2016	Professor (Academic/Professional)	16	8	8	50%
	Associate Professor	39	27	12	31%
	Professional Support	12	7	5	42%
	Total	67	42	25	37%
2017	Professor (Academic/Professional)	18	10	8	44%
	Associate Professor	36	23	13	36%
	Professional Support	13	9	4	31%
	Total	67	42	25	37%
2018	Professor (Academic/Professional)	15	6	9	60%
	Associate Professor	36	22	14	39%
	Professional Support	14	10	4	29%
	Total	65	7	27	42%

Chaired by the VPAASE (F), Academic Council is responsible for the academic affairs of UL. The percentage of female members decreased in 2016/17 and increased in 2018.

Table 5.32 Academic Council by grade and gender, 2015–2018

Year	Grade	Total	Male	Female	%F
2015	Professor	15	7	8	53%
	Associate Professor	30	21	9	30%
	Total	45	28	17	38%
2016	Professor	16	8	8	50%
	Associate Professor	30	21	9	30%
	Total	46	29	17	37%
2017	Professor	16	8	8	50%
	Associate Professor	30	21	9	30%
	Total	46	29	17	37%
2018	Professor	23	12	11	48%
	Associate Professor	29	19	10	34%
	Lecturer	6	4	2	33%
	Senior Lecturer	1	0	1	100%
	Student reps.	4	2	2	50%
	Total	63	37	26	41%

Faculty Management Committee (FMC) is the senior management committee in each faculty (Table 33) responsible for strategy and operations. It is comprised of HoDs, assistant dean(s), faculty manager and directors of research institutes and chaired by a dean.

Table 5.33 Faculty Management Committees by grade and gender, 2015–2018

Year	Faculty type	Grade	Gender				Faculty type	Grade	Gender			
			Total	M	F	%F			Total	M	F	%F
2015/16	STEMM	Professor	2	1	1	50%	AHSSBL	Professor	2	1	1	50%
		Associate Professor	22	16	6	27%		Associate Professor	18	12	6	33%
		SAO 1	2	0	2	100%		SAO 1	2	1	1	50%
		Research Director	3	3	0	0%		Research Director	0	0	0	0%
		Admin	1	0	1	100%		Admin	0	0	0	0%
		Total	30	20	10	33%		Total	22	14	8	36%
2016/17	STEMM	Professor	2	1	1	50%	AHSSBL	Professor	2	1	1	50%
		Associate Professor	19	11	8	42%		Associate Professor	20	12	8	40%
		SAO 1	2	0	2	100%		SAO 1	2	1	1	50%
		Research Director	3	3	0	0%		Research Director	0	0	0	0%
		Admin	1	0	1	100%		Admin	0	0	0	0%
		Total	26	14	12	46%		Total	24	14	10	42%
2017/18	STEMM	Professor	2	1	1	50%	AHSSBL	Professor	2	0	2	100%
		Associate Professor	18	11	7	39%		Associate Professor	20	13	7	35%
		SAO 1	2	0	2	100%		SAO 1	2	1	1	50%
		Research Director	3	2	1	33%		Research Director	0	0	0	0%
		Admin	1	0	1	100%		Admin	0	0	0	0%
		Total	25	14	11	44%		Total	24	14	10	42%

Since 2015, the gender balance in both STEMM and AHSSBL FMCs has increased (Table 5.34). Women now comprise 43% of all four FMCs (36% in 2015), indicating progress at institutional level. This is as a direct consequence of women securing management positions (e.g. Assistant Dean, HoD).

We will facilitate women to (i) take on managerial roles (ii) chair departmental and faculty sub-committees (iii) undertake leadership training programmes (**Action 5.6.8**).

Action 5.6.8 Put measures in place to achieve 50% gender representation on senior management committees/sub committees.

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

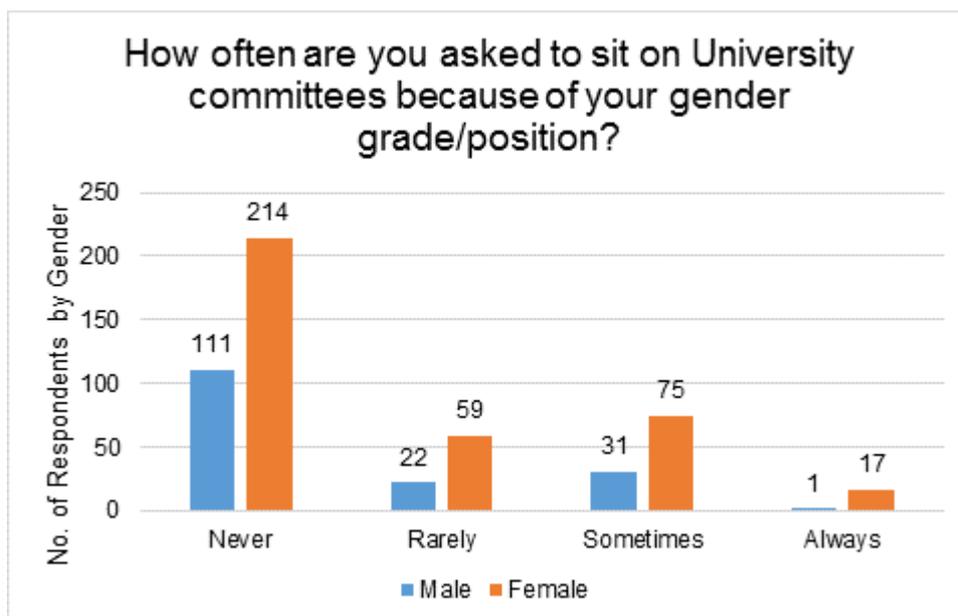
GA has five sub-committees, three of which are chaired by women.

Table 5.34 Governing Authority sub-committee membership by gender, 2016–2018

Sub-committee	Chair	Gender	2016	2017	2018
Audit & Risk	M	M	4	4	3
		F	2	2	2
		%F	33	33	40
Finance, Human Resources & Asset Management	F	M	23	24	8
		F	8	9	5
		%F	26	28	38
Joint Honorary Doctorate	F	M	6	5	4
		F	1	1	3
		%F	14	16	43
Nominating	M	M	6	6	5
		F	3	3	4
		%F	33	33	44
Student Access, Equality & Student Affairs	F	M	7	7	5
		F	6	6	7
		%F	46	46	58

(vi) Committee overload

Committee duties are monitored within the workload model. We aim to achieve 40% (up from 30% in 2015) gender representation on all selection boards – this is challenging in S&E because of the low number of senior female academics (11, 13%) and may inadvertently lead to overburdening of such staff. More females than males (4.7% versus 0.6%) reported that their position on UL committees was because of their gender. **Actions 5.6.9 and 5.6.10** should help lighten committee overload.



Note: Total male respondents to this question = 165; total female respondents = 365

Figure 5.10 How often are you asked to sit on University committees because of your gender or grade/position?

Action 5.6.9 Where feasible, amend recruitment and selection procedures to allow for a higher representation of additional members, such as postdocs, professional/support staff or external senior female members, to serve on committees.

Action 5.6.10 Recognise committee participation by gender within the WAM.

(vii) Institutional policies, practices and procedures

UL promotes equality of opportunity. Gender equality is facilitated through the screening of all policies and practices, and then implemented through consultative processes with staff, students, external stakeholders and union representatives.

The HE&D and Employee Relations Officer review policies from an equality perspective. If screening indicates that a policy is misaligned to the ethos, the policy is amended in consultation with stakeholders. A standardised mechanism for monitoring and reviewing policies from an equality perspective is required (**Action 5.6.11**).

Action 5.6.11 Devise and apply an Equality Impact Assessment process when monitoring and reviewing policies from an equality perspective.

GA formally approves all institutional policies. UL generates feedback through the staff survey, focus groups and ongoing consultation between HR and staff and student union representatives.

(viii) Workload model

UL's WAM was designed to enable the equitable distribution of work among academic staff. The model provides HoDs and deans with a framework for planning workload. Reviewed in 2017/18 A new WAM framework is being approved and a pilot electronic system will commence in EHS in 2019 (**Action 5.6.12**). We plan to extend the operation of the model to ensure that gender is considered (**Action 5.6.13**).

75% (58%F; 56%M) of academic respondents to the survey reported working in excess of their contracted hours (**Action 5.6.14**).

Action 5.6.12 Implement a pilot eWAM in EHS

Action 5.6.13 Ensure that gender is considered within the WAM

Action 5.6.14 Develop an 'out of hours' communications protocol.

(ix) Timing of institution meetings and social gatherings

UL's operating hours are 09.00 to 17.15. All regular meetings take place between 10.00 and 16.00. Formal policies clearly state this and compliance is monitored through staff surveys. Social gatherings happen at various times to provide flexibility to those with caring responsibilities.

Action 5.6.15 Ensure that all regular management meetings occur between 10h00 and 16h00 and that policies are in place to support this.

(x) Visibility of role models

Women hold the prominent leadership positions of Chancellor, VPAASE, Vice-President Research & Enterprise and five executive deanships. They provide the campus community with visible female role models. Websites are reviewed to ensure genders and ethnicity are represented.

However, Figure 5.11 highlights that we need to enhance efforts to ensure that gender equality is reflected in our activities and profile.

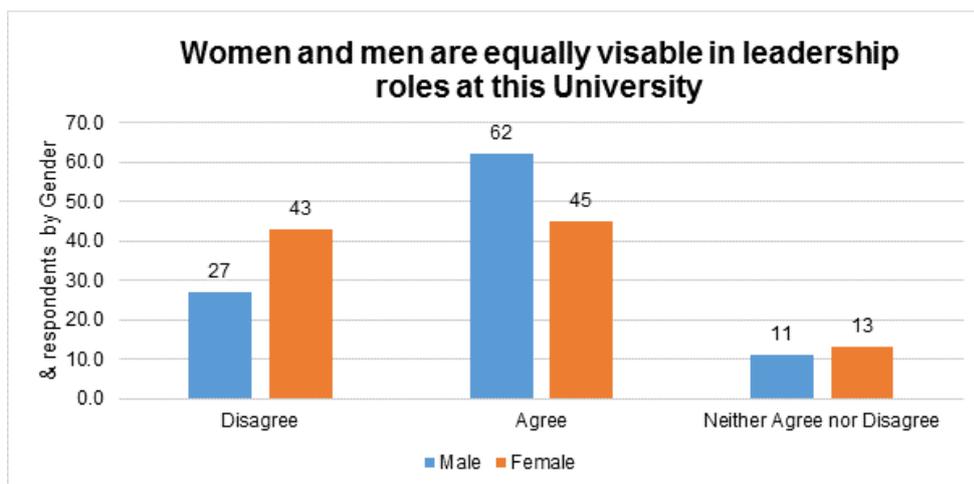


Figure 5.11 Visibility of women and men in leadership roles

Females comprise approximately 40% of STEMM CDs and 60% of AHSSBL CDs. Most CDs are at Lecturer level, with smaller numbers at higher levels (Table 5.35). There was an increase in 2017/18 STEMM course directors at lecturer below the bar level.

In its Research Impact series, UL highlights the work of a range of female academics: 13 research impact case studies have been presented (6F, 7M) since 2015, including ones that showcase the achievements of UL female STEMM staff and graduates. Twenty podcasts (10F, 16M) have been produced since the UL Research Impact Podcast Series was launched in 2017.

Action 5.6.16 Ensure that the numbers of Research Impact case studies and podcasts are gender balanced.

UL celebrated its 10th International Women’s Day conference in 2018. In collaboration with industry partners the conference is an opportunity to showcase the achievement of women in various contexts. Since 2015, over 800 (primarily women) have attended the conference (**Action 5.6.17**). With the exception of one year, all chairs have been women.

Table 5.35 Speakers and attendance at International Women’s Day conferences by gender, 2015–2018

Year	Conference title	Speakers				Attendance			
		Total	M	F	%F	Total	M	F	%F
2015	Embracing the Past Informing the Future in STEMM	7	2	5	62.5%	190	21	169	89%
2016	Embracing Gender Equality & Diversity	7	2	5	62.5%	200	16	184	92%
2017	Changing Mindsets	10	4	6	55%	220	23	197	90%
2018	#PressforProgress	15	6	9	60%	235	24	211	90%

Action 5.6.17 Implement a direct and specific advertising campaign to engage and attract male delegates to the International Women’s Day conference.



Figure 5.12 International Women’s Day Pictures

Mindful of equality for both genders we will run an International Men’s Day Event annually.

Action 5.6.18 Organise an International Men’s Day event to be held annually in November.

(xi) Outreach activities

UL excels in education and public engagement (EPE) and has developed a comprehensive programme to raise awareness of STEMM. The target audiences are pupils, parents, teachers, students, partners and the general public. Staff engage extensively in outreach activities, which is recognised within the WAM. Since 2015, 1,048 staff (440F, 608M) have been involved in key STEMM-focused outreach activities involving over 33,000 participants.

Table 5.36 Key STEMM-focused outreach events by gender, 2015–2018

Year	Participants			Volunteers/ Supervisors		
	M	F	%F	M	F	%F
2015	1,678	1,517	47%	147	92	38%
2016	2,149	1,994	48%	172	126	42%
2017	2,114	2,234	51%	159	134	46%
2018	653	718	52%	130	88	40%
Annual totals	6,594	6,463	49%	608	440	42%
One-off events all years	3,454	3,439	50%			
Overall totals	16,642	16,365	50%	1,216	880	

Some outreach activities with schools, are not monitored for participant levels nor gender **(Action 5.6.19)**. Additionally numbers of volunteers/supervisors are not recorded for one-off events, which makes the dataset incomplete.

Action 5.6.19 Collect participant data by gender on UL outreach volunteers and supervisors.

Because females are underrepresented in STEMM, we engage in activities specifically designed for them. Several dedicated outreach positions within STEMM research centres are currently held by females. UL was first in Ireland to create a Professor in STEM Education (F). She is also the director of the UL-hosted EPI-STEM (National Centre for STEM Education).

Table 5.37 Key STEMM-focused outreach activities

Annual Events	Audience	2015				2016				2017				2018			
		Participants		V/S		Participants		V/S		Participants		V/S		Participants		V/S	
		F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M
S&E Graduate Career Information evenings	Post- primary school pupils, parents and general public	130	270	8	15	80	209	6	7	145	115	5	9	114	250	6	10
UL Honours Maths helpdesk	Post- primary school pupils	71	79	6	6	75	60	9	4	33	41	3	3	33	41	3	3
Science & Engineering Summer Camps	Post-primary school pupils	45	40	1	1	22	36	1	1	21	32	1	1	21	40	1	1
Cyber Summer Camps	Post-primary school pupils	14	46	3	10	32	100	3	14	34	80	4	10				
BT Young Scientist Exhibition	General Public	40,000 M&F		5	8	40,000 M&F				40,000 M&F		5	8	40,000 M&F		4	8
Maths & Science Fair	General Public	5,000 M&F															
Postgraduate Careers Fair	Third-level students			2	7			2	11			2	10	0	0		
Women in Eng TY Programme	Post-primary school pupils					10		2	2	11		6	2	11		2	10
Engineers TY programme	Post-primary school pupils	5	15	1	18	4	14	1	18	11	8	6	20				
Limerick for Engineers Week Showcase	Primary and post-primary pupils	1,200 M&F		1	17	2,500 M&F		10	22	2,800 M&F		8	16	3,000 M&F		8	25
Career Fair	General Public	c. 300 M&F		3	6	c. 400 M&F		5	8	c. 300 M&F		2					
UL Open Days	Prospective Students	10,500 M&F		27	27	11,000 M&F		27	32	12,000 M&F		21	36	14,000 M&F		28	35
Women in Maths Day						37	12	10	2								
Attendance at Chemical Sciences/SSPC Science Lab Demonstrations for Teachers	Science Teachers	12	2	6	11	8	5	2	3	12	0	2	3	12	3	2	3
UL Leaving Cert Support Progs - Chemical Sciences	Leaving Cert Students	40	60	4	3	40	60	4	3	40	30	3	3	30	20	2	3
Transition Year Science programmes attendance	Transition Year Students					18	22	10	6	15	21	1		28	20	10	6
S&E Summer Bursaries	2nd & 3rd year S&E students	8	12	9	12	7	17	7	22	12	18	17	5	18	11	9	15
Pint of Science	General Public	8	5	7		6	2	5	1	6	1	5	1	2	4	5	1
Frontiers of Physics	Physics Teachers													88	30	4	8
WISTEM																	
School visits to UL														68	87	4	2
Science Week																	
Cell Explorers: Fantastic DNA Primary School Workshop	Primary pupils	25	28			82	84			37	66	10	4				
STEMM Lecture How to build an Iron Man Suit x3	Primary pupils	282	318							104	104	3	1				
The Ugly Animal Roadshow	Primary pupils					270	330			398	268	3	1				
Head Games: Experiments about the Mind Workshop	Primary pupils	48	40			55	61			54	83	3					
Animal Science	Primary/Second-level/Third-level/Public					182	180	3	1	67	97	4	1				
Gross Germs Workshop	Primary pupils	20	30			12	12	2	2								
Science Magic Workbench Space, Bank of Ireland, Limerick	General Public aged 5-18									30	35	1	2				
Secrets of a Superhero Sunday, town centre Ennis.	General Public aged 5-18									31	25	1	1				
FameLab Science Communication Event	Third-level presenters, approx. 50 adults in attendance	4	8	3	2	2	7	3	2	1	8	1	8				

V/S: Volunteers / Supervisors. F: Female. M: Male

UL has secured national and international research funding in STEMM education and outreach. Examples include the EPE programme in SSPC (Figure 5.13), and Lero’s Scratch programme with schools and its work on the national curriculum for post-primary computer science.

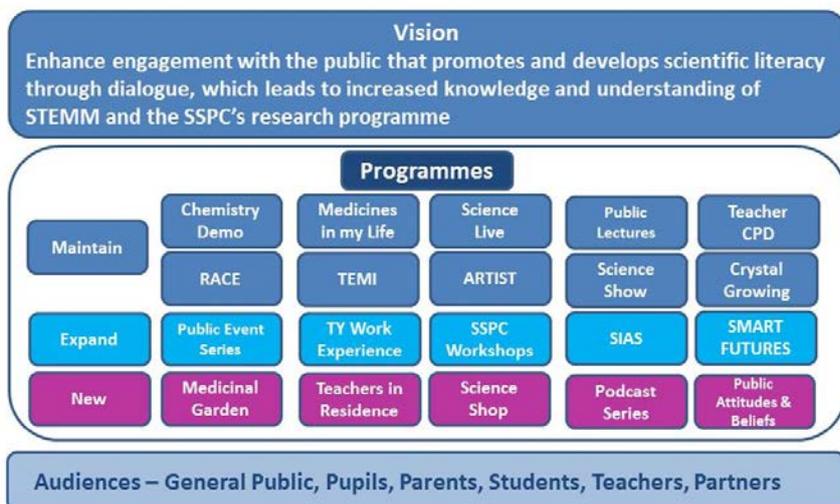


Figure 5.13 SSPC Pharm5 EPE Plan

Developing what has been achieved, our next action is to develop evaluation methodologies for impact of outreach. We acknowledge that the programmes need to align and cohere better to enhance impact.

UL collaborates with companies on outreach programmes that are grounded in research. In collaboration with J&J, the WiSTEM²D programme provides scholarships to individual female students (20 since 2016); funding for collaborative research programmes undertaken by students (61 since 2016); and a mentoring programme by J&J staff for UL female students in STEMM programmes.



Niamh Sheahan, Aeronautical Engineering; Jessica Silva, Biomedical Engineering; and Janice O’Gorman, Pharmaceutical and Industrial Chemistry at the launch of year 2 of the WiSTEM²D collaboration with Johnson & Johnson, 13 September 2017.

Table 5.38 2017/18 WISTEM²D scholarships (all female)

	Name	Course
1.	Anastasija Klemanska	Industrial Biochemistry
2.	Aoife Clarke	Mechanical Engineering
3.	Ciara Olsthoorn	Chemical and Biochemical Engineering
4.	Ciara Springall	Product Design and Technology
5.	Elora McFall	Applied Physics
6.	Lisa Daly	Design and Manufacture Engineering
7.	Maram Youssef	Aeronautical Engineering
8.	Meryn McNea	B. Tech. (Education) in Materials & Engineering Technology
9.	Nell Hartney	Mathematics and Physics
10.	Roisin Hurley	Mechanical Engineering

Staff visit primary and post-primary schools to promote STEMM at UL. For example, the Engineering Ambassadors programme promotes engineering and the SOPHia project promotes physics to female students UL open days, career information evenings, the President’s Volunteer Award and Limerick for Engineering and Science also promote female engagement (**Action 5.6.20 – 5.6.21**).

Action 5.6.20 Enhance the linkage and coordination of outreach activity to maximise impact.

Action 5.6.21 Develop methodologies to evaluate the impact of outreach.



WISTEM²D students at the 2017 International Women’s Day conference

Breaking Barriers for Women in STEM



The image displays four project posters from the WiSTEM²D project. The top-left poster is titled 'MENTOR SUPPORT PROGRAMMES' and includes sections for 'Background', 'Aims', 'Research Question', 'Methodology', 'Results', and 'Recommendations'. The top-right poster is 'FEMALE SELF-PERCEPTION', featuring an 'Introduction', 'Self-Perception Survey', 'Rationale', 'Self-Study - Conclusion', and 'Recommendations'. The bottom-left poster is 'PEER ISOLATION', with sections for 'Background', 'Aims', 'Research Question', 'Methodology', 'Results', and 'Recommendations'. The bottom-right poster is 'STEREOTYPING & SOCIAL BIAS', including an 'Introduction', 'Background', 'Aims', 'Research Question', 'Methodology', 'Results', and 'Recommendations'. Each poster contains text, tables, and various charts.

Sample of WiSTEM²D project work



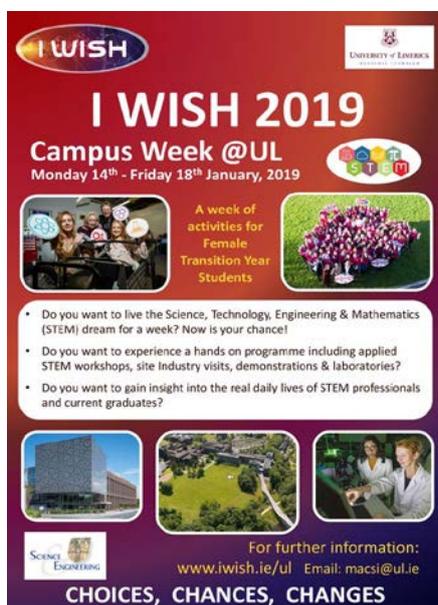
WiSTEM²D students visit Johnson & Johnson Vision Care



UL School of Engineering student ambassadors



Rang 3, GaelscoilChaladh an Treoigh visit to UL in Oct 2018 (School of Engineering & GEMS)



Department of Maths & Stats rolling out IWISH initiative for Transition Years Students from 2019

(xii) Leadership

In 2015, the STEMM deans agreed a schedule by which all STEMM academic units would submit AS applications during 2019 (Figure 2.1). This was achieved almost a year ahead of schedule on 30 November 2018. The KBS is submitting an application in November 2018 and Faculty of AHSS will submit in November 2019. An Assistant Dean EDI will be appointed in AHSS to drive the EDI agenda in the faculty and support the institution's application for a Silver AS Award in 2021 (**Action 5.6.4**).

The internal UL AS Network brings SATs together to share best practice and build capacity. The Network will host four workshops on AS issues per year (**Action 5.6.22**). In addition, we will continue to lead on the National AS Network to promote the sharing of best practice among sector partners (**Action 5.6.23**).

Action 5.6.22 Hold quarterly UL AS Network events.

Action 5.6.23 Lead on the development of the National AS Practitioners Network Ireland.

Section 5.6 word count: 1,708

Section 5 in total: 5,862/5,000

6 Supporting trans people

(i) Current policy and practice

Chaired by the Special Advisor to the President on Equality & Diversity, the Trans Support Team is a subgroup of ASSC and includes representatives from HR, Student Life, Student Counselling, the LGBTQ+ community and LGBTQ+ researchers. Along with the Transgender Equality Network Ireland (TENI), the group inputs to UL's Gender Identity and Gender Expression draft policy, which will be launched in April 2019 (**Action 6.1**) along with corresponding training (**Action 6.2**).

Action 6.1 Finalise and launch the Gender Identity and Gender Expression policy.

Action 6.2 Provide training on the Gender Identity and Gender Expression policy to all members of staff.

UL hosted talks by transgender advocates Sam Blanckensee, Jack Halberstam and Jessica Lynn and also by UL trans colleagues to the AS national network. Since 2013, the UL-led Hate and Hostility Research Group has collaborated with TENI on collecting data and identifying effective solutions through the group's Stop Transphobia and Discrimination (STAD) system. The STAD report 2014–2016 was launched in December 2017.

The HE&D is a member of the EU-funded ESHTe (End Sexual Harassment and Violence in Third Level Education) committee, which launched the It Stops Now programme in November 2018. Following a poster campaign and staff /student focus groups on the programme in 2017, the programme was launched campus-wide in November 2018. It will be fully available to staff and students during 2018/19 (**Action 6.3**).

Action 6.3 Roll out the It Stops Now programme to students and to staff working with students.

UL hoisted the Trans Flag on International Trans Day Visibility in 2018. The institution is currently developing a Flag Flying policy (**Action 6.4**).

Action 6.4 Finalise the Flag Flying policy.



In 2017, gender-neutral restrooms were assigned within all campus buildings so that no group of people, particularly those with disabilities, was disadvantaged in relation to access to such facilities. New buildings at UL will include gender-neutral restrooms (**Action 6.5**).

Action 6.5 Include gender-neutral restrooms in the design specification of all new buildings on campus.

The Student Life LGBTQ+ society Out in UL hosts events and campaigns on transgender for its members and other students. In 2018, Student Life staff participated in training on supporting trans students. As part of SoUL (societies of UL) week, the UL Student Law Society hosted its first ever LGBTQIA+-themed conference in October 2018 in collaboration with the UL Law Society and Out in UL.

(ii) Monitoring

The Gender Identity and Gender Expression policy will include reference on how its impact will be monitored (e.g. through surveys run by Student Life (students), the Quality Support Unit (graduating students) and ASSC (staff). In addition, designated contact persons will receive training in LGBTi issues (**Action 6.7**). We will continue to gather feedback through STAD and recommend effective ways to prevent transphobia and discrimination (**Action 6.8**).

Action 6.6 Include reference in the Gender Identity and Gender Expression policy to how the impact of the policy will be monitored.

Action 6.7 Provide designated contact persons with training in LGBTi issues.

Action 6.8 Gather feedback through STAD and recommend effective ways to prevent transphobia and discrimination.

(iii) Further work

Implementing the new UL policy requires specific changes to support trans people. We will continue to hold open talks and to work with support groups through our research groups and the Trans Support Team. In addition, we intend carrying out the work specified below.

Action 6.9 Update forms and the Student Record System to reflect multiple gender fields.

Action 6.10 Degender HR policies.

Action 6.11 Hold trans workshops for ASSC, Executive Committee, SATs and EDI committee members and the wider campus community, including students.

Action 6.12 Engage with Limerick's GOSHH (Gender Orientation, Sexual Health, HIV) service to facilitate the promotion of equality and wellbeing.

Action 6.13 Support UL Student Life and Out in UL to host annual transgender health and awareness weeks.

Section 6 word count: 435/500

7 Further information

University of Sanctuary

UL is widely acknowledged for achievements in broadening participation in HE. The Access Office promotes and supports the participation of students from traditionally underrepresented groups through pre-entry second-level-school-based activities, post-entry student support and outreach work in the community.

Sanctuary status is a key statement about our commitment to providing safe spaces for marginalised groups and discussing the EDI agenda.



Pictured at the launch of UL as a University of Sanctuary: Dr Máiréad Moriarty, Chair UL's Sanctuary Committee, Tiffy Allen, Coordinator Places of Sanctuary Ireland, President Desmond Fitzgerald and Donnah Vumma, scholarship recipient.

Broadening the diversity of staff and students at UL is a key priority. We have already committed €1.8m of sanctuary scholarships over five years and plan to increase the number of scholarships from 24 to 36 in 2019.

Section 7 word count: 100/500

Overall 29 Nov pm: 10,870 less 200 for reference to bolded actions = 10,670

8 Action plan

Priority key (Pr.)	<u>Immediate (1)</u> Action has commenced and will be implemented within 12 months	<u>Short-to-medium term (2)</u> Action will be implemented within 18 to 24 months	<u>Long term (3)</u> Action will be implemented within 24 to 36 months
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#	Action	Rationale	Person responsible	Timeframe		Measure of success	Pr.
				Start	End		
2. Description of institution							
2.1	Produce an annual Athena SWAN report on the Action Plan (2019–2023) to raise awareness and improve engagement with AS and gender equality initiatives and achievements.	<p>AS survey highlighted differences in awareness of AS and the action plan between academic, research staff and professional/support staff.</p> <p>The survey also highlighted women being more engaged in AS than men.</p> <p>There is a need for the survey to capture intersectional data through the use of compulsory gender questions.</p>	President HE&D	April 2020	April every 2 years	<p>AS Survey conducted every 2 years including intersectional data</p> <p>Staff response rate of at least 80%</p> <p>Response rate from male academic staff increased to 50% and from male researchers to 30% by 2020</p> <p>Increased response rate from professional and support staff</p> <p>100% response rate to Q on gender</p> <p>AS success publicised on the AS website and other campus-wide communication platforms. An annual celebratory event hosted by the President.</p>	2

#	Action	Rationale	Person responsible	Timeframe		Measure of success	Pr.
				Start	End		
2.2	Increase the proportion of undergraduate female students in STEMM subjects.	The data show that while 48% of all our students are female, only 44% are in STEMM. Women are underrepresented in UG teacher education in comparison to the national average. Men are underrepresented in health sciences (nursing & midwifery, allied health) which is common across sector.	Dean EHS Dean S&E	June 2020	Jan 2021	Online marketing materials developed that depict women in STEMM careers and men in the Health Sciences. A comprehensive review of the gender distribution for teacher education subjects undertake setting out clear actions	
2.3	Investigate why fewer women are taking teacher education programmes in UL.	Women are underrepresented in UG teacher education in comparison to the national average.	Dean EHS Dean S&E	Jan 2020	Dec 2021	An increase by 10% in the number of women undertaking Teacher Education Programmes in UL within 3 years.	2
3. Self-assessment process							
3.1	Review and expand the membership of the ASSC to ensure that ethnic and underrepresented groups are represented and that gender representation is 50/50 female/male.	There is a need to broaden the membership profile of the ASSC.	Chair ASSC HE&D	Jan 2019	Every 2 years	The memberships of the ASSC is diverse and balanced (50/50 gender) and includes representatives from unrepresented/marginalised groups. Membership is reviewed annually through an open call with all	1

#	Action	Rationale	Person responsible	Timeframe		Measure of success	Pr.
				Start	End		
						groups of staff and students represented.	
3.2	Identify and implement a formal system for tracking progress on AS actions at institution and faculty level.	As set out in 3 (ii), the action plan falls into a number of categories and actions are tracked on a quarterly basis to faculty SATs and the ASSC. A formal system is required to enhance this process.	Faculty deans IT HE&D	April 2019	Sept. 2019	A formal electronic tracking system is in place with access provided to Faculty SAT's and the ASSC	1
3.3	Conduct AS awareness-raising focus groups with male staff and researchers (male and female).	The poor response rate from males staff overall (23%) male academic staff (27%) and particularly male Research Staff (11%) and female researchers (28%) indicates a clear need to conduct As Awareness Raising focus groups with a publicity campaign persuading these groups that AS is about improving working practices for all and engaging them in the process	HE&D Executive Deans Directors of Research Institutes	End of term – June 2019	Dec 2020	3 focus groups held in 2019 – 1 All Male staff - 10 attendees secured through direct invitation to male staff only 1 Male Research Staff focus group held – direct invitation to all male research staff 1 Female Research staff – through direct invitation to all male research staff	2

#	Action	Rationale	Person responsible	Timeframe		Measure of success	Pr.
				Start	End		
3.4	Review the ASSC membership annually ensuring inclusive and diverse representation.	As the diversity of the student and staff population grows in UL there is a need to annually review the membership of the ASSC to ensure it is inclusive and representative	Chair ASSC HE&D	January 2019	Annually	ASSC membership reviewed annually to ensure it is representative. 50:50 Gender representation achieved	
3.5	Nominate AS champions within each faculty, school/department and professional/support area.	To further embed and support AS activities at faculty and department level.	Deans HODs	Jan 2019	Ongoing	All faculty/schools/departments have identified a staff and student AS champion. New AS Champions identified within PSS. UL Athena SWAN Network is expanded with increased attendance at the quarterly AS Network meetings. 100% of schools/departments engaged with Athena SWAN. Roll out commenced to PSS Divisions	2
3.6	Include AS champion work in the workload model.	To support and encourage wider engagement of staff in AS and ensuring staff can dedicate the necessary time needed preparing for AS awards and implementation of AP ensure work is	Deans HODs	Jan 2019		100% staff involved in preparation of AS submissions will have their work recognised and approved within workload model by 2019. AS Champions attend quarterly AS Network meetings	2

#	Action	Rationale	Person responsible	Timeframe		Measure of success	Pr.
				Start	End		
		accounted for within WAMs.					
3.7	Provide faculty, school and department SATs with ongoing support.	<p>The E&D office provide support to all faculty ASSAT's and to departments preparing submissions. With the expansion to all faculties and all departments, additional dedicated resources are required to continue to support the embedding of AS in the Institution. (President's Letter).</p> <p>5 Schools/Departments currently hold awards. 5 schools/departments are submitting in Nov 2018. FAHSS submitting target submission date Nov 2019. 4 Schools are preparing re-submission.</p>	HoDs HE&D E&D Office	Nov '18	Nov '19	<p>FAHSS submission Nov 2019</p> <p>A minimum 8 Faculty/School successful awards in place by April 2019</p> <p>A further 3 awards in place by Nov 2019</p>	2
3.8	Achieve a Silver AS Award by November 2021	By Nov 2019 all STEM department will have submitted applications. Essential to measure impact and set clear targets	Chair ASSC HE&D	Nov 2018	April 2021	A Silver AS application submitted in April 2021 clearly setting out the impact of AS in the institution	3

#	Action	Rationale	Person responsible	Timeframe		Measure of success	Pr.
				Start	End		
3.9	Establish a central data platform for schools on SharePoint.	Faculties/Schools/ Departments currently collect all staff data from the HE&D & the AS Administrator who in turn have to extract the data from Core which is unreliable at times and involves manually examining the data in	HRD HRIS HE&D	Dec 2018	Dec 2019	SharePoint platform established. Accurate & reliable staff data. Institutional and school data collected annually and easily accessible by AS Champions within all schools. Data reported on an annual basis for all faculties by the HE&D as part of the Annual AS Report	2
3.10	Agree a four-year plan for engaging the all professional/support divisions in the process of seeking accreditation to the expanded charter.	With the submission of the FAHSS all faculties and all departments will have submitted applications at least once demonstrating the level of involvement and commitment to AS in UL. Professional/Support staff feel excluded and outside the parameters of AS.	HE&D	Jan 2020	2024	A 4-year plan for engaging central divisions in place. Presentation to all Division Directors to present on AS at Central Division/Department Meetings clearly setting out the value of AS for ALL Staff A minimum of 2 central divisions having submitted application by 2022	3
3.11	Present an annual AS progress report to Governing Authority, Executive Committee and Management Council.	Currently reporting to the GA annually. Expand this to formally report annually on the AS progress to the Executive Committee and Management Council	HE&D Chair	Oct 2019	Annual	All senior institutional committees are fully informed of AS progress and impact and the institution remains committed at a strategic level	3

#	Action	Rationale	Person responsible	Timeframe		Measure of success	Pr.
				Start	End		
3.12	Finalise and secure formal approval for and implement the Equality, Diversity & Inclusion strategy.	To provide a formal cohesive institutional framework for all EDI activities	Chair EDI Committee	Dec 2018	Dec 2019	Executive Committee approval in place. Launch to all staff	1
3.13	Investigate the feasibility of appointing assistant deans for Equality & Diversity in each faculty.	As proposed by the Dean AHSS and in order to ensure delivery on the AS and EDI strategy there is a need to have a dedicated leadership role in each faculty that will ensure cohesive and aligned processes and procedures to embed the EDI ethos	Deans	Oct 2019	October 2021	Scoping exercise with report to ASSC from each faculty outlining capacity and obstacles to this. Assistant Dean EDI in AHSS appointed	3
3.14	Update the Equality & Diversity policy.	The E&D Policy requires updating In line with 'Best Practice' and the Public Sector Duty Bill continuing commitment	Head E&D GA	In process	March 2019	New policy reviewed and ratified by March2019	1
4. A picture of the institution							
4.1	Review and revise the measures aimed at attracting female candidates in STEMM	If numbers do not grow in 2019, revise the measures aimed at attracting female candidates Prevent a return to historical default and to ensure that process and operations are continually	VP COO HRD Deans HoD -HoS	Autumn 2019	Ongoing	Content of Advertisements is gender-proofed. Recruitment panels confirmed as UCB trained and verified for gender balance.	1

#	Action	Rationale	Person responsible	Timeframe		Measure of success	Pr.
				Start	End		
		refreshed and foregrounded in recruitment.				Search committees utilised in circumstances where gender is under-represented (Action 5.1.5) Only in exceptional circumstances will a single gender competition go ahead. Explanation to be presented on file. Comparison to baseline shows increase across AS lifecycle	
4.2	Set targets to increase the number of females at Professor and Associate Professor levels by 10% in the next three years through recruitment and promotions process strategies.	To increase the representation of women at full SL, Associate Professors and Professor levels	VP&COO VPA&SE HRD HE&D L&D M Deans/HoD/HoS	Jan 2019	Dec 2022	A comprehensive review of the promotions procedures (Actions 4.17; 5.1.18; 5.1.20) has been undertaken with additional supports (one to one coaching) in place for staff at SL levels. Search committees utilised to target female applicants for Assoc. Professors positions. 10% increase in female Associate Prof and Prof posts by 2022	2
4.3	Enhance supports, including one-to-one mentoring and coaching, for female senior lecturers and associate professors in STEMM.	To minimise impact of any leak point and to address low number of professors in STEMM	President Dean S&E Dean EHS VPA&SE VP&COO	Immediate	Ongoing	An increase by 20% in the number of SL promoted to Associate Professors by 2020.	2

#	Action	Rationale	Person responsible	Timeframe		Measure of success	Pr.
				Start	End		
						A 50% representation of women at Associate Professor level by 2023	
4.4	Secure funding from the DES on the government approved Female Professorships, initially in S&E.	To avail of Government funding for 45 female Professorships over 3 years announced in Nov 2018	President Dean S&E Dean EHS VPA&SE VP&COO HRD HE&D	Spring 2019	2021	Funding secured for 2 Female Professors appointed in Science & Engineering by 2021 Funding secured for a further 2 Professorships by 2023	2
4.5	Raise awareness of the Research Careers and Development Framework.	To enhance communication to researchers regarding career development so that potential for progression is maximised	Deans L&D M HE&D HoD / HoS	Jan 2019	March 2019	Campaign undertaken to promote the Research Careers and Development Framework. Specific survey undertaken. 70% response rate from Researchers to the survey and a minimum 70% satisfaction rate with the supports.	1
4.6	Undertake a specific focus group with researchers to explore barriers to career progression, especially for women	To formulate a needs analysis that will support action to increase number of senior researchers in STEMM	Deans EHS HE&D HRO Research	Immediate	Summer 2019	Progressively move to 40% of senior researchers in STEMM by 2022	1

#	Action	Rationale	Person responsible	Timeframe		Measure of success	Pr.
				Start	End		
4.7	Put processes in place to ensure that ethnicity data are captured through staff surveys and agree a process for collecting intersectional through eRecruitment.	<p>Ethnicity data not captured currently.</p> <p>Staff Survey provided some data but there is a need to put processes in place to capture</p> <p>To allow for collation and analysis of E&D data in the absence of a statutory obligation</p>	HRD HE&D	Dec 2019	On-going	<p>Questions on intersectionality included in all institutional and department surveys to inform our data.</p> <p>Reports on AS activity to show analysis of intersectionality data on annual basis.</p> <p>eRecruitment equality questionnaire amended to include compulsory responses to gender, including a non-binary gender option and a comment box. ethnicity and nationality</p>	3
4.8	Lobby the HEA and the Department of Education and Skills (DES) and the Gender Taskforce to generate sectoral and national intersectional data on race and ethnicity in addition to the other categories specified in relevant legislation	<p>Intersectional data is not currently collected by the third level sector in Ireland, which prevents national benchmarking on important indicators</p> <p>Sectoral intersectional data is necessary to support future Athena SWAN applications with a much needed focus on intersectionality</p>	HE&D	May 2019	Jan 2021	<p>Best Practice guidelines agreed at a sectoral level for gathering data.</p> <p>Substantial increase in the data collected at an institutional and sectoral level</p>	3

#	Action	Rationale	Person responsible	Timeframe		Measure of success	Pr.
				Start	End		
4.9	Undertake a comprehensive review of all fixed-term and specific-purpose contracts issued in the past three years.	The increase in these contracts needs to be explained to ensure reasonable rationale for usage that is in keeping with AS strategic ethos	HRD HE&D HRO Comps & Bens	Sept 2019	March 2020	Full report presented to EC in March 2020 with explicit focus on data related to female staff and clear regularisation actions outlined	3
4.10	Investigate the reasons behind the rise in the usage of fixed-term and specific-purpose contracts for academic staff to ascertain if there are gender differences.	Depending on the outcome of Action 4.7 seek to regularise fixed-term and specific-purpose contracts as required.	HRD HRO Recruitment HE&D	Sept 2019	March 2020	Full report presented to EC in March 2020	3
4.11	Hold career progression focus groups with part-time staff to establish if part-time working is by choice.	To generate a non-anecdotal evidence base for how 76% of PT staff are female	HR	Oct 2019	April 2020	Report to AS steering committee April 2020	2
4.12	Amend the promotions procedures to specifically consider academic part-time careers.	To bring clarity to how promotion decision-makers can fairly use data on PT work profiles	VPA&SE VPCOO DHR HE&D HRO Recruitment	Sept 2018	April 2019	Procedures explicitly detail how Part time working is considered within the promotions process. Promotion Documentation is amended to capture PT data. Amendments are listed for communication in workshops.	2
4.13	Hold focus groups with clinical staff to review clinical career structures.	To understand the needs of this new but expanding staff category and how it is	Director HR Dean EHS HoDs EHS	Jan 2020	June 2021	Report to Dean EHS and then Exec Committee July 2019	3

#	Action	Rationale	Person responsible	Timeframe		Measure of success	Pr.
				Start	End		
		assimilated into appropriate career structures				A Career Framework for Clinical Staff in place	
4.14	Celebrate UL's diverse culture by hosting events and ensuring representation on key committees.	To integrate and embed the change from historical homogenous profile of UL activity	President DIED EDI Special Advisor HE&D	Ongoing	Annual	Calendar events (festivals, celebrations) that promote diversity. Stronger links with International Education established. Stronger representation of ethnic minority groups on key committees.	1
4.15	Ensure imagery used on all promotion materials is gender balance and includes age and ethnic groups and family friendly images	To celebrate and promote UL's diverse culture	HMC HE&D EDI Special Advisor	Dec 2019	Dec 2020	Strong images of diversity on all institution materials HE&D a member of the Marketing and Branding Review Committee which has considered all EDI aspects. New materials visible on all promotional materials.	1
4.16	Examine the leaving rates by contract function to establish if there are any gendered patterns.	Lack of detailed information available on leavers	HRO Comps & Bens	March 2019	June 2020	Data reviewed and report compiled for presentation to the ASSC	2
4.17	Formalise an automated system for gathering leaver data.	Lack of detailed information available on leavers	HRD	Feb 2019	Feb 2020	Pilot automated system in place and completed in year 1 by 40% of leavers.	3

#	Action	Rationale	Person responsible	Timeframe		Measure of success	Pr.
				Start	End		
						A decision whether the system is effective and whether to roll out further in place	
4.18	Conduct a comprehensive equal pay audit, including professional/support salaries, every three years and report the findings to GA.	To monitor change against 2015-17 baseline and benchmark against external comparators	COO Director Finance	2019	2020	Negligible gender differences in pay rates. Complete and accurate database.	3
5. Supporting and advancing careers							
5.1 Key career transition points: academic staff							
5.1.1	Raise the gender representation on selection boards to 40%.	The current gender representation or both gender is 30%. 80+% boards included 35–40% gender representation.	DHR HE&D	Jan 2019	Jan 2019	All promotions and selection boards include of minimum 40% gender representation	1
5.1.2	Review the composition of selection boards for senior posts to provide for the inclusion of additional external experts, where necessary, to ensure compliance with the minimum 40% gender representation	Within STEMM reaching 40% gender representation will be difficult	DHR HE&D	Jan 2019		Recruitment and selection board procedures updated to provide for additional external representation where required	1
5.1.3	Deliver compulsory face-to-face equality and	While eLearning UBT is available the	HE&D L&D M	June 2019	Oct 2019 & annual	A 2 hour face to face UB training programme designed and	2

#	Action	Rationale	Person responsible	Timeframe		Measure of success	Pr.
				Start	End		
	diversity/gender awareness training workshops to all new staff during their probation period	recommendation from the GT is that face to face training should also be provided	Members of ASSC			delivered to all new staff during their probation 50% attendance rate in 2019 – 60% 2020 – 80% 2021	
5.1.4	Design and deliver a bespoke, compulsory, face-to-face equality and diversity/gender awareness training workshop to new and current managers.	While eLearning UBT is available the recommendation from the GT is that face to face training should also be provided to new and current managers In consistency in the application of certain schemes (e.g. flexitime) are applied need to be addressed in training.	HE&D L&D M Members of ASSC	March 2019	Ongoing	A bespoke 2 hour compulsory face to face UB training programme designed and delivered to new and current managers including content on how gender intersects with race and ethnicity and other intersectional categories.	1
5.1.5	In circumstances where gender is under-represented, use search committees before advertising positions.	In order to source suitably qualified applicants for specialised posts internal search committees should be used before advertising the posts allow candidates adequate time to apply	HR Recruitment Manager Competition Owners Deans/HoDs	Jan 2020	Dec 2020 & Ongoing	All competitions will have a mixed gender application pool.	2
5.1.6	Ensure the AS statement is visible on all recruitment advertisements and packages.	Feedback received that the AS Statement is not visible on all adverts.	HRO Recruitment	Nov 2018	Ongoing	All adverts clearly display the University's AS message inviting applications from all sections of the community	1

#	Action	Rationale	Person responsible	Timeframe		Measure of success	Pr.
				Start	End		
5.1.7	Update recruitment procedures to ensure that compulsory completion of the online unconscious bias training is tracked by the competition owner prior to the recruitment process being undertaken.	Evidence that all promotions boards undertake the on-line Unconscious Bias Training but not all selection boards have compiled as the responsibility has fallen between HR and the competition owner	Competition Owner	March 2019		The recruitment and selection policies have been updated to ensure that a section of the pack requires evidence that all members of the board have completed the on-line UBT.	1
5.1.8	Update all Role Profiles to Include the requirement to show “demonstrable evidence of leadership in equality and diversity” in all senior management job descriptions.	To ensure this competency is clearly sought in Senior Management Roles, all Role Profiles/Job Descriptions need to be updated	HE&D HRO Recruitment	March 2019		All Role Profiles updated to include the requirement to demonstrate the competency of “demonstrable evidence of leadership in equality and diversity” for senior management roles	1
5.1.9	Include the requirement to show “commitment to equality and diversity” in all manager and supervisory job descriptions.	To ensure this competency is clearly sought in middle Management/Supervisory Roles, all Role Profiles/Job Descriptions need to be updated	HE&D HRO Recruitment	March 2019		Role Profiles for Middle Managers/Supervisors updated to include the competency	1
5.1.10	Ensure potential selection board members complete interview skills training before serving on the board.	Selection board members need to be trained in how to conduct effective interviews and therefore attending interview skills training	HRO L&D	Jan 2019	Ongoing	All Selection Board members have attended Interview Skills training.	3

#	Action	Rationale	Person responsible	Timeframe		Measure of success	Pr.
				Start	End		
		should be a requirement for all					
5.1.11	Design and deliver a bespoke, face-to-face equality awareness/unconscious bias training programme for staff.	Having piloted 2 Unconscious Bias programmes and reviewed the feedback we have identified the need to design a bespoke UBT programme internally.	HoD Psychology HoD KBS HE&D L&D M Members of ASSC	April 2019	Dec 2019	A new 2 hour UBT programme in place 2 workshops delivered by Dec 2019 2 Workshops Annually	1
5.1.12	Carry out an intensive review of research posts, including an examination of the systemic factors that caused the downturn in female advancement in 2018.	Analysis reveals that females are significantly less likely to apply for research posts and therefore fewer females are advancing to the more senior levels (Research Assistant, Postdoc, Research Fellow)	HRO Research HE&D	March 2020		An increase by 18% of the number of women apply for research posts from 32% to 50% by 2021	2
5.1.13	Put in place further career development programmes and supports for professional/support staff.	While more females apply for Professional and support roles and are more successful in securing roles 78% only 35% are at Director level and there are no females at SAO3 level female	L&D M HE&D	April/Sept 2019	1 prog. annually	Further career development programme in place for PSS At least 1 Springboard programme for Support staff annually. Increase by 10% the representation of females at Director and SAO1 to SAO3 levels in the next 3 years through securing funding to advertise	1

#	Action	Rationale	Person responsible	Timeframe		Measure of success	Pr.
				Start	End		
						posts at this level and supporting women to go forward.	
5.1.14	Promote professional/support staff involvement in the mentoring scheme.	The uptake of mentoring by PSS has fallen. Promote the scheme to PSS.	L&D M HE&D Division Directors	Sept 2019	Annual	Scheme promoted to all PSS. Increase of 10% each year in the uptake. Feedback in Staff Survey demonstrates an increase uptake of the scheme and an increase in valuing the scheme.	2
5.1.15	Survey all new employees on their experience of induction.	Only 50% of all new employees are undertaking Induction Training.	L&D M	Sept 2019	Ongoing	A positive increase in the feedback from staff on the induction programme content and the value of the programme in the staff survey	1
5.1.16	Finalise and launch the online induction training programme (compulsory).	A new on-line induction training programme has been developed. There is a requirement to make it compulsory	L&D M	Jan 2019	Ongoing	An increase to 60% Y1; 70% Y2 and 80% Y3 in the uptake of Induction Training A formal tracking system in place -	1
5.1.17	Record the completion of faculty/division-level induction in the probation reports of all new members of staff.	The probation report which should be forwarded on a quarterly basis to HR to contain detail of completion of the on-line Induction Programme	Mangers HoDs Supervisors	Sept 2019	Ongoing	Formal process for tracking completion of the on-line Induction Training Programme in place with 60% compliance in Y1; 70% Y2 and 80% Y3.	2
5.1.18	Formalise the calculation process within the promotions procedures to	Uncertainty and lack of transparency in relation to how absences such as	VPA&SE VP&COO HR Review Team	Oct 2018	March 2019	Following a thorough review of the progression and promotions process a transparent process for	1

#	Action	Rationale	Person responsible	Timeframe		Measure of success	Pr.
				Start	End		
	account for absences due to sick leave, maternity leave and carers leave.	Maternity Leave, career breaks are calculated within the Promotions Process exists				calculating absences is provided for within the procedures. Survey analysis in 2020 reveals a 30% increase in satisfaction levels with the Promotions processes.	
5.1.19	Utilise external best practice promotions models to inform the Promotions Review Process	A review of the promotions policies is due to commence. Ensure Best Practices models are considered	VPA&SE VP&COO HR Director HR Review Team	Oct 2018	Dec 2019	A thorough review of the Progression and Promotions process is completed. A revised best practice progression/promotions process is in place and communicated. Increased satisfaction level feedback evident in the Staff Survey.	1
5.1.20	Review HoD training to ensure that are adequately prepared to mentor colleagues and help them prepare for promotion and progression.	Evidence suggests lack of support from HoDs to staff preparing their Promotions Portfolio	T&D M HE&D	Sept 2019	Ongoing	Increased satisfaction from staff with regard to the support provided by HODs with the Promotions Process	2
5.1.21	Introduce formal training for promotions board representatives and deans on giving feedback to candidates.	Evidence presented sets out dissatisfaction from staff with the feedback received when unsuccessful in the promotions process	T&D M	April 2019		Formal Feedback Training Programme in place. Increased competency demonstrated by Deans/HoDs in providing feedback. Increased satisfaction level with the feedback provided.	2

#	Action	Rationale	Person responsible	Timeframe		Measure of success	Pr.
				Start	End		
5.1.22	Consider deconstructing scoring categories so that more specific criteria can be identified and more specific feedback given to candidates to help them understand the outcome.	Many respondents called for greater transparency around the process, information in relation to scoring, the decision making process etc.	VPA&SE VP HRD Deans HR Review Team	Nov 2018	June 2019	Promotions Policies reviewed and new policies in place. Improved feedback processes in place. All Deans/ have undertaken training. Agreement in place to give more specific scoring feedback.	2
5.1.23	Examine the potential for operating separate discipline-specific promotions processes.	Concern was raised in relation to all promotions applications being reviewed together with a call for discipline-specific processes including relevant experts.	VPA&SE VP HRD Deans HR Review Team	Nov 2018	June 2019	Within the review of the Promotions Policies, consideration to undertaking discipline-specific process undertaken and an outcome agreed.	2
5.1.24	Support the WiSE Network by providing information sessions and impartial advice for academic/professional/support women considering applying for promotion.	Support to be provided to the newly formed WiSE Network	HE&D Deans Guest Speakers	Jan 2019	Each quarter	At least 3 WiSE network meetings held in 2019. Detailed discussion on Promotions provided.	1
5.1.25	Provide specific one-to-one mentoring on promotion.	The need for specific one to one mentoring/support with promotions was identified.	HE&D T&D M Deans HoD	On completion of the Promotions review		More men engaged in providing Mentoring Support on the promotions processes. A 'Connecting Women' – Engaging Men to enable female success has been rolled out.	2

#	Action	Rationale	Person responsible	Timeframe		Measure of success	Pr.
				Start	End		
5.1.26	Facilitate focus groups with research staff to ascertain their knowledge of and satisfaction levels with the job evaluation process.	The Job Evaluation process is currently suspended. If approval is secured to reinstate the process there is a requirement to undertake discussion with Research Staff	HRD ER M T&D M	Jan 2020 (or on re-instatement of the JE Process)		Job Evaluation process re-instated. Revised scheme for researcher agreed	1
5.1.27	Review the appropriateness of the Hay job evaluation process for evaluating researcher and college teacher posts.	The Job Evaluation process is currently suspended. If approval is secured to reinstate the process a requirement to undertake a review as to the effectiveness of the process for some posts e.g. researchers	HRD ER M	Jan 2020 (or on re-instatement of the JE Process)		A comprehensive review undertaken.	1
5.1.28	Engage with the DES to restore the job evaluation process.	Huge dis-satisfaction and frustration was evident in relation to the suspension of the Job Evaluation Process	President VP&COO HR Director	Jan 2020 (or on re-instatement of the JE Process)		Job Evaluation process restored.	1
5.1.29	If successful with action 5.28, review the operation of the job evaluation process with a view to	If approval is secured to reinstate the process a requirement to undertake a review of its effectiveness	HRD ER M HE&D	Jan 2020 (or on re-		Job Evaluation process restored. A full review of the process undertaken and improvements in place	3

#	Action	Rationale	Person responsible	Timeframe		Measure of success	Pr.
				Start	End		
	ensuring it is both transparent and fit for purpose.	was highlighted in the focus groups and survey responses in relation to evaluating the post as opposed to the job holder		instate ment			
5.1.30	Review all promotions processes to ensure the procedures provide for part-time working for academic, research and professional/support staff on a pro-rata basis.	Academic and PSS are frustrated that the current system does not provide for evaluating a role on a pro rata part time basis. Therefore, staff, predominantly female staff due to work part time do not have a clear career path.	HRD ER M HE&D	Jan 2020 (or on re-instate ment		A process to account for part-time working within the promotions and Job Evaluation Process in place	2
5.3 Career development: academic staff							
5.3.1	Increase the engagement of male staff on career development programmes.	There is a need to explore why fewer males than females avail of development opportunities. The need to engage senior male managers in equality initiatives is a priority.	HE&D L&D M President	June 2019 January 2020	Sept 2019 Annually for 3 years	A focus group held with senior male managers on engagement in development programmes. 20% Increased participation of male staff in training programmes each year for the next years. Data published annually. Funding secured and 1 further MARC or similar programme delivered to senior/middle	1

#	Action	Rationale	Person responsible	Timeframe		Measure of success	Pr.
				Start	End		
						managers each year (80%M – 20%F participation for the next 3 years)	
5.3.2	Review and relaunch the LEAD Programme and include as a compulsory element of Induction Training from 2019.	The uptake of this programme has been low. A review of the content of the programme is underway at a sectoral level with a view to redesigning and re-launching it in 2019.	HE&D L&D M	October 2018	January 2020	Tender processed. Developer in place and new programme content finalised. Programme launch 2019 and e EDI (LEAD) Training included as compulsory element of Induction Training from January 2020	1
5.3.3	Drive the implementation of the ePerformance system as part of the Core HR Systems Upgrade.	There is a clear need to increase participant rates in PDRs and to update the PDRs system.	HRD HE&D L&D M	2019	2021	The Core upgrade in place including access to the ePerformance option. Process agreed and roll out commenced.	2
5.3.4	Update the content of the PDRS Training Programme for reviewee's and reviewers.	Feedback on the PDRs process is that it is useful when performed effectively.	HRD Deans HE&D L&D M	March 2019	Dec 2021	PDRs Training content reviewed and updated. An on-line programme in place. Reviewer Training undertaken every 3 to 5 years. Improved proportion of staff accessing the training 20% increase annually.	1

#	Action	Rationale	Person responsible	Timeframe		Measure of success	Pr.
				Start	End		
5.3.5	Each HoD/Line Manager provides Dean/Division Director with an annual report on PDRS completion rates.	A quarter of staff did not find the PDRs useful.	HRD Deans HODs L&D M HE&D	October 2019	On-going	Evidence of increased participation rates in PDRS one-to-one review meetings provided by Deans/Division Directors to Exec. Committee. An increase to 70% of staff who find their one to one PDRs useful.	2
5.3.6	Identify and roll out a suitable Woman in Leadership programme.	The feedback from the Women in Leadership Programme was extremely positive with a number of female staff wishing to participate in further programmes.	HE&D L&DM	June 2019	Annually	An excellent Woman in Leadership Programme in place and 1 programme rolled out annually achieving 90% satisfaction rates.	2
5.3.7	Organise an International Women & Leadership Conference with the Faculty of AHSS.	As part of the Women in Leadership Programme engage with external women in academia through the organisation of an Internal Women & Leadership Conference	Dean FAHSS AD FAHSS HE&D	March 2020	March 2020	Hosting 1 International Women in Leadership Conference	3
5.3.8	Implement an additional 4 year AS Doctoral Scholarship to focus on intersectional analysis of gender equality in HE to	Add to the already successful EHS/AHSSBL & S&E to attract excellent,	All Faculty Deans	Sept 2019	Sept 2023	7 Doctoral Scholarships in place. 2 Athena SWAN focused scholarships addressing the underrepresentation of women	3

#	Action	Rationale	Person responsible	Timeframe		Measure of success	Pr.
				Start	End		
	address the underrepresentation of women from racial, ethnic and cultural minorities. Ensure scholarship opportunities are openly advertised.	ambitious and talented postdoctoral researchers.				from racial, ethnic and cultural minorities	
5.3.9	Extend the interim review process beyond progression level to all academic promotions.	The interview review process has been highly successful. There have been numerous calls to extend it to other promotional levels.	HRD All 4 Faculty Deans	January 2020	Annually	Interview reviews extended to L to SL levels in 2020 To SL to Assoc Prof 2021	3
5.3.10	Roll out a campaign to engage all staff in the mentoring programme.	The mentoring scheme has been highly successful in certain areas of the institution with excellent feedback received in the review. There is however a need to promote the scheme more fully and engage more mentors and mentees.	HE&D L&D M	March 2019	Annually	A 30% increase in the number of PSS staff availing of mentoring. A 20% increase in the number of academic/research staff availing of the scheme with a 90% satisfaction rate for its usefulness and effectiveness.	1
5.3.11	Undertake a review of the SSPC Mentoring programme in 12 months with a view to extending the model to other areas	This is the first year of the scheme in SSPC utilising external mentors for PhD students.	SSPC Representative HE&D	Sept 19	Sept 2022	Scheme Reviewed. Scheme extended to CONFIRM and other areas over a 4 year period.	2
5.3.12	Consider the merits of relaunching the	The majority of respondents were not aware of the	Research Officer T&D M	January 2020	June 2020	Review completed and the decision to whether there is value	3

#	Action	Rationale	Person responsible	Timeframe		Measure of success	Pr.
				Start	End		
	Research Coaching Programme	Research Coaching Programme (62.6%M, 73.4% F).				in relaunching the scheme agreed.	
5.5 Flexible working and managing career breaks							
5.5.1	Provide line managers with maternity checklist clearly setting out responsibilities for ensuring appropriate cover.	The University stipulates that all maternity leave is to be covered. The staff survey reveals that at times this is not clearly followed.	HRD HRO Comps & Bens	May 2019	Sept 2019	Checklist in place and strategically placed on the HR Website and communicated to all Managers through Communicated to management Council. Detail included in HoD Training Workshops and Manager Workshops	2
5.5.2	Develop specific research funders guidelines on maternity leave provisions and strategically place on the UL HR website.	Funding bodies provide different maternity leave provisions which at times cause confused. There is a need to clarify the conditions pertaining to certain research contracts	HRO Research	March 2019	Updates as required	Guidelines on Funding Body Maternity Leave strategically placed on the HR & Research Websites.	1
5.5.3	Clarify and regularise the nature of the contract and maternity leave entitlements for hourly paid staff.	Because of the nature of contracts hourly paid staff are not entitled to paid maternity leave and the uncertainty of returning after maternity leave was highlighted by some hourly-	HRD HRO Comps & Bens	June 2019	Updates as required	Clarity provided in relation to entitlement to Maternity Leave Cover and return to work for hourly paid staff. Contracts regularised where feasible.	2

#	Action	Rationale	Person responsible	Timeframe		Measure of success	Pr.
				Start	End		
		paid staff in the staff survey in STEMM				Department Staff Surveys see an increase of 80% in satisfaction rates in relation to information on entitlements for hourly paid staff	
5.5.4	Support the setting up of a New Parents Network through the RGRAC group.	A focus group of new parents held in 2017 (8F) established interest in the setting up of a new parents network/support group	HE&D	Sept 2019	Jan 2020	Network for new parents established 2 meetings held in 2019	3
5.5.5	Roll out further workshops for new parents, including single-gender options.	A pilot workshop for New Mums took place in 2018. The feedback was that females are more comfortable in a single gender workshop discussing parenting issues/challenges.	HE&D L&D M	April 2019		1 single gender + 1 mixed workshop delivered in 2019. 2 annually from 2020.	2
5.5.6	Put a checklist in place to help managers provide better support to returning staff.	Managers are requested to meet with their staff on return from Maternity Leave. 74% of staff surveyed felt they had been supported by the University during leave receiving information, job opportunity details etc. and 69% felt they received support on their return	HRO Comps & Bens HE&D	June 2019	June 2020	Survey staff on their return to ensure this is happening and to identify additional supports that would be welcomed. An increase from 74% to 100% staff reporting support on return to work.	2

#	Action	Rationale	Person responsible	Timeframe		Measure of success	Pr.
				Start	End		
5.5.7	Review the possibility of spreading payment over 12 months for staff wishing to avail of parental leave in four-to-six-week blocks.	Taking parental leave in blocks of 4 to 6 weeks has been proposed along with spreading the cost over 12 months. This is currently not available.	HE&D	July 2019	Nov 2019	A facility in place to spread the cost over 12 months for staff wishing to take parental leave in 4 to 6 week blocks resulting in an increase of take up by male staff members by at least 5 staff per annum.	2
5.5.8	Publicise case studies of staff who have availed of parental leave, reduced hours and job sharing and have also progressed in their careers.	37% of females reported that taking parental leave, reduced hours, job sharing etc. would damage their careers	HE&D	March 2021	January 2022	Case Studies in place on the UL Intranet Site of examples of women who availed of reduced/personalised hours for a time but have also progressed in their careers. A reduction to 10% in the next staff survey of staff who feel taking reduced working hours would damage their careers.	3
5.5.9	Formalise the flexitime policy to provide an open and transparent process.	From the survey data it appears that the availability of flexitime is largely dependent on the area staff work in.	HRD HRO E R	Oct 2019	March 2020	The availability of flexitime is formalised. Access to flexitime is in line with the formal policy.	3
5.5.10	Gather flexitime data centrally.	Data was unavailable on the uptake of flexitime in the institution	HRD HRO ER	March 2020	Sept 2020	A formal flexitime system is in place providing uptake data. Satisfaction rates with regard to the availability and access to flexitime in the staff survey is increased by 30%	3

#	Action	Rationale	Person responsible	Timeframe		Measure of success	Pr.
				Start	End		
5.5.11	Review the crèche's terms of reference and develop closer links with the crèche management.	There is a need for closer involvement with the University's Crèche.	DSA SAE&D HE&D	January 2019	Annually	An active liaison committee is in place with agreed improvement measures highlighted annually.	2
5.5.12	Survey staff and students with children to establish current and future childcare needs.	The extension of Crèche opening to 18h30 and some resourcing concerns were highlighted in the survey.	DSA Crèche Owner Crèche Liaison Committee Chair	April 2020	Sept 2020	Survey data used to inform a full review of on campus childcare requirements. Extended opening hours to 18h30. Links in the PDF Documents working and included on the new HR Website – Information for new staff	3
5.5.13	Place baby-changing facilities in disability restrooms and rename them as accessibility restrooms.	The need for baby changing facilities throughout the campus was highlighted	Director Buildings & Estates	Jan 2020	Dec 2023	2 Baby Changing facilities in place in the main building Y1 1 facility in each of the key campus buildings Y2	2
5.5.14	Place a second breastfeeding room in place on the north campus.	The lack of a breastfeeding room in the North Campus was highlighted	Director Buildings & Estates	Feb 2019	Dec 2019	Facility identified and new facility in place for end 2019	2
5.5.15	Review the entitlement to lactation/breastfeeding breaks up to child's second birthday.	New breastfeeding mothers have sought to have breastfeeding breaks extended to the child's 2 nd birthday in line with some Public Sector bodies	HRO Comps & Bens	June 2010	Sept 2019	Review undertaken and a decision to extend the entitlement to Lactation/Breastfeeding breaks up to the child's 2 nd birthday in place	3

#	Action	Rationale	Person responsible	Timeframe		Measure of success	Pr.
				Start	End		
5.5.16	Assemble all family friendly policies under one clearly accessible section of new HR website.	Feedback from staff is that information on the Crèche and other family friendly policies are very difficult to find on the intranet.	HRO Comps & Bens	March 2019	April 2019	All family friendly policies easily accessible on the new HR Website. 80% satisfaction in staff survey on access to relevant information.	1
5.6 Organisation and culture							
5.6.1	Appoint a Vice President for Equality, Diversity and Inclusivity.	GTF recommendation that each HEI will through a publicly advertised competitive process appoint a Vice-President/Director for EDI reporting directly to the President.	GA President	April 2019	Sept 2019	GA Approval secured. A formal recruitment process in place. Vice President for EDI appointed and Athena SWAN Action Plan implemented by 2023 Staff survey indicate strong institutional EDI leadership.	1
5.6.2	Appoint two additional posts to the Equality and Diversity section.	It is evident from the growth in this area that the E&D office is under resourced. In order to continue with the University's plan to seek a Silver Award by 2022 and to deliver on the key actions as committed in the Action Plan additional resources are required.	HRD	March 2019	Dec 2019	Recruitment process in place. Equality Manager Athena SWAN Projects Officer posts filled.	1

#	Action	Rationale	Person responsible	Timeframe		Measure of success	Pr.
				Start	End		
5.6.3	Increased funding to support AS initiatives.	Demonstrate commitment of University to AS	HE&D	Jan 2019	Annual plan	Budget increase to support events such as the Annual International Women's Day Conference 1 Women in Leadership Conference 3 Speaker Events Annually 3 Special Training workshops	1
5.6.4	Appoint the first Assistant Dean Equality and Diversity in the Faculty of AHSS.	Demonstrate commitment of Faculty to ASSH	Dean AHSS	June 2019		Appointment of AD in place	1
5.6.5	Introduce mandatory dignity and respect training for all staff.	Ensure ongoing and improved awareness of dignity and respect	HRO ER HE&D L&D M	June 2019		Mandatory training for new and existing Staff. Refresher training for all staff every 4 years.	1
5.6.6	Investigate why female staff are unlikely to report incidents of unfair treatment/Bullying and Harassment.	If 25% of female respondents reported that they would not report an incident of bullying and harassment it is necessary to investigate why not and	HE&D HRO ER	March 2019	Dec 2019	Decrease from 25% in the % of female respondents less likely to report unfair treatment.	2

#	Action	Rationale	Person responsible	Timeframe		Measure of success	Pr.
				Start	End		
		seek further responses from all staff					
5.6.7	Ensure the dignity and respect training programme clearly sets out the supports available to staff to report incidents.	The survey demonstrated differences in Line Managers understanding of issues related to sexual harassment. It is important that they are aware that the DCP can support this process.	HRO ER HE&D	March 2020	March 2021	Programme amended to include supports available to staff Increase from 31% of don't knows in response rates to line managers understanding of issues relating to sexual harassment.	1
5.6.8	Put measures in place to achieve a minimum of 50% gender representation on senior management committees and sub-committees	Senior Management Committees currently have a 43% female representation. Measures should be put in place to achieve 50% representation	President Deans	January 2022	On-going	50% gender balance achieved on all Senior Management Committees	3
5.6.9	Where feasible, amend recruitment and selection procedures to allow for a higher representation of additional members, such as postdocs, professional/support staff or external senior female members, to serve on committees.	Remove the risk of committee overloading of senior female staff particularly in STEMM	DHR HRO Recruitment	June 2020	Dec 2020	Amended recruitment and selection procedure	1

#	Action	Rationale	Person responsible	Timeframe		Measure of success	Pr.
				Start	End		
5.6.10	Recognise committee participation by gender within the WAM.	There is a need to recognise committee work in the WAM	Deans Line Managers	March 2019	June 2020	Inclusion of committee work in initially in the new pilot eWAM and further in the rolled out WAM to all academic units.	2
5.6.11	Devise and apply an Equality Impact Assessment process when monitoring and reviewing policies from an equality perspective.	Ensure all policies have a strong equality focus	HE&D HRO ER	June 2020	On-going	All policies new and existing are reviewed from an equality perspective	2
5.6.12	Implement a pilot eWAM in EHS	A clear need to have an institutional WAM Framework was identified. EHS volunteered to pilot the eWAM.	Deans HE&D ITD	March 2019	March 2020 - 2023	Pilot electronic WAM system rolled out in EHS. Successfully reviewed and decision to roll out to all faculties in place	1
5.6.13	Ensure that gender is considered within the WAM.	Ensure that gender is included in WAM	HRD Deans HE&D	March 2021	Dec 2023	Training provided to Deans/HODs ensuring the inclusion of gender in the WAM	3
5.6.14	Develop an 'out of hours' communications protocol.	75% of academic respondents claimed they were working in excess of their contracted hours. The wellbeing of our staff is crucial. Introducing an 'out of hours' protocol may help	DHR HRO ER HE&D	June 2019	Jan 2020	Culture of not sending or reading emails outside of working hours in place. Reduction from 75% to 40% of academic respondents working in excess of contracted hours.	3

#	Action	Rationale	Person responsible	Timeframe		Measure of success	Pr.
				Start	End		
		improve work life balance in the University					
5.6.15	Ensure that all regular management meetings occur between 10h00 and 16h00 and that policies are in place to support this.	Enable staff with caring responsibilities to attend all meetings	EC members Deans Chairs Division Directors	Sept 2019	March 2020	Policy in place stipulating that all meetings held between 10.00 and 16.00	2
5.6.16	Ensure that the numbers of Research Impact case studies and podcasts are gender balanced.	Assist in developing role models in STEMM	VPR	June 2019	On-going	50/50 Gender representation in all case studies and podcasts	3
5.6.17	Implement a direct and specific advertising campaign to engage and attract male delegates to the International Women's Day conference.	Attendance at the IWDC is predominantly male. The aim is to have a greater representation of both genders at the conference supporting our aim of engaging men in the conversation.	All attendees	Annual		Each female participants registers a male colleague. 20% increase in male attendance Year 2. 30% Year 3.	2
5.6.18	Organise an International Men's Day event to be held annually in November.	Mindful of equality for all an annual International Men's Day should be organised.	HE&D	Nov 2010	Annually	An annual event is held and well represented with positive feedback in the Staff Survey on the initiative	2
5.6.19	Collect participant data by gender on UL outreach volunteers and supervisors.	Improve the gender balance of volunteers and supervisors at outreach	Faculties	2019	On-going	Collation of participation data and improvements in gender balance	1

#	Action	Rationale	Person responsible	Timeframe		Measure of success	Pr.
				Start	End		
		events to better reflect the gender balance in society					
5.6.20	Enhance the linkage and coordination of outreach activity to maximise impact.	The need to enhance the linkages to ensure impact of activities	EpiSTEM & Faculties	January 2019	On-going	Shared rolling calendar of outreach activities with objectives & audiences identified	2
5.6.21	Develop methodologies to evaluate the impact of outreach.	Currently there is no formal evaluation of outreach activities to measure their impact	EPISTEM Relevant research centres Deans	January 2019	Ongoing	Measure in place to track follow thought from schools to increased student registrations	3
5.6.22	Hold quarterly UL AS Network events.	The internal UL AS Network brings SATs together to share best practice and build capacity.	HE&D AS Co-ordinator	January 2019	Annually	The Network will host three workshops on AS issues per year	3
5.6.23	Lead on the development of the National AS Network Ireland.	UL has led on the implementation of AS since 2015 through the HE&D who acted as former chair of the National Network.	HE&D	January 2019	December 2019	HE&D elected chair for 2019 Terms of Reference for the Network in place. 3 Meetings held in 2019	1
6. Supporting trans people							
6.1	Finalise and formally launch the Gender	To put in place an informed Gender Identity	HE&D Trans Team Committee members	April 2018	April 2019	In consultation with the Trans Support and Intersectionality teams and relevant stakeholders	1

#	Action	Rationale	Person responsible	Timeframe		Measure of success	Pr.
				Start	End		
	Identity and Gender Expression policy.	and Gender Expression policy Training and communications strategy required	HE&D HR L&D	Sept 2019	Annual	the Gender Identity and Gender Expression policy is finalised and launched. Policy published and available on public website.	
6.2	Provide training on the Gender Identity and Gender Expression policy to all members of staff.	There is currently no formal procedures in place to support staff or students who transition or identify as transgender or gender diverse To communicate the policy and ensure all staff and students are aware of its contents To Raise awareness of gender-neutral pronouns	HE&D	April 2019	Dec 2019	Information workshops held. Feedback positive Knowledge of policy in Staff Survey receive 100% In Excess of 100 Staff will have undertaken gender awareness training by end 2019 with strong programme evaluation	1
6.3	Roll out the It Stops Now programme to students	To effectively communicate the It STOPS Now	SU Welfare Office HE&D	Nov 2018	Annual Sept	High attendance from students at the workshop including all 1 st year students	2

#	Action	Rationale	Person responsible	Timeframe		Measure of success	Pr.
				Start	End		
	and to staff working with students	Programme to Students and Staff working with Students		August 2019		Excellent student Feedback on the Programme All 1 st year students in attendance	
6.4	Finalise the Flag Flying policy.	To ensure that the trans flag can be flown as requested	Special Advisor on Equality & Diversity; Buildings		Nov 2019	Flag Flying policy agreed by GA ensuring protocol is in place to fly the Trans Flag annually	3
6.5	Include gender-neutral restrooms in the design specification of all new buildings on campus.	To provide an appropriate environment for transgender people	Buildings Special Advisor on Equality & Diversity; Buildings	April 2018	Ongoing	All new and refurbished buildings will include gender-neutral restrooms	3
6.6	Include reference in the Gender Identity and Gender Expression policy to how the impact of the policy will be monitored.	To ensure the effectiveness of the policy the impact of the policy needs to be monitored (e.g. through surveys run by Student Life (students), the Quality Support Unit (graduating students) and ASSC (staff) and HR	SU QSU ASSC HR	April 2020	Bi-annual	Bi- annual staff equality survey shows 100% awareness of the policy and Trans issues	3
6.7	Provide designated contact persons with training in LGBTi issues.	There is a clear need that all designated contact persons need to receive training in LGBT issues.	HE&D HR L&D	Jan 2020	Dec 2020	DCP feedback demonstrates full understanding of LGBTi	1

#	Action	Rationale	Person responsible	Timeframe		Measure of success	Pr.
				Start	End		
6.8	Gather feedback through STAD and recommend effective ways to prevent transphobia and discrimination.	We will continue to gather feedback through STAD and recommend effective ways to prevent transphobia and discrimination.	HE&D Trans Team	June 2018	As published	Best Practice initiatives introduced informed by the STAD reports	3
6.9	Update forms and the Student Record System to reflect multiple gender fields.	To provide and keep correct records for transgender and non-binary students There is a need to update fields in the Core HR System to reflect multiple gender fields.	VPA&SE DSA Director ITD	Sept 2019	Nov 2021	Student record system and corresponding forms changed Procedures in place for students and staff seeking a preferred name change	1
6.10	Degender HR policies.	To provide a supportive environment for transgender people To include gender neutral pronouns	HRD HE&D	Jan 2020	Nov 2021	All new HR policies degendered; 60% of existing policies degendered	3
6.11	Hold trans workshops for ASSC, Executive Committee, SATs and EDI committee members and the wider campus community, including students.	To raise staff and students' awareness and acceptance levels of transgender and non-binary students To Raise awareness of gender-neutral pronouns	UL Student Life HE&D HR	June 2019	Nov 2021	75% of ASSC, EC, SATs and EDI committee members have attended training; 50 staff members attend training annually; 50 students attend training annually	2

#	Action	Rationale	Person responsible	Timeframe		Measure of success	Pr.
				Start	End		
6.12	Engage with Limerick's GOSHH (Gender Orientation, Sexual Health, HIV) service to facilitate the promotion of equality and wellbeing.	There is a clear need to raise awareness within the student and staff community on ensuring UL provides a safe environment for all students and staff	SU President Director SA VPAS&E HR	Sept 2019	Annual	Zero incidents reported in 2019. Campaign undertaken and positive feedback received in the Staff and Student Surveys	2
6.13	Support UL Student Life and Out in UL to host annual transgender health and awareness weeks.	To create a culture of awareness and acceptance for transgender and non-binary students include as part of Charity Week	SU President SU Welfare Officer Director SA	Feb 2019	Annual	1 week per year	1

List of abbreviations and acronyms

Acronym	Meaning
AHSS	(Faculty of) Arts, Humanities and Social Sciences
AHSSBL	Arts, humanities, social science, business and law (departments)
AP	Associate Professor
AS	Athena SWAN
ASSC	Athena SWAN Steering Committee
avg	average
BSc	Bachelor of Science
CAO	Central Applications Office
CID	Contract of indefinite duration
CPD	Continuing professional development
CSL	Clinical Skills Laboratories
DARE	Disability Access Route to Education
DES	Department of Education and Skills
DN&M	Department of Nursing and Midwifery
E&D	Equality & Diversity (section)
EDI	Equality, Diversity and Inclusion
EHS	(Faculty of) Education and Health Sciences
ESHTE	End Sexual Harassment and Violence in Third Level Education
EU	European Union
F	Female
FMC	Faculty Management Committee
FTE	Full-time equivalent
GEMS	Graduate Entry Medical School
HE	Higher education (sector)
HE&D	Head of Equality and Diversity
HEA	Higher Education Authority
HEAR	Higher Education Access Route
HoD	Head of Department
HR	Human Resources
HSE	Health Service Executive
IoT	Institute of Technology
J&J	Johnson & Johnson
KBS	Kemmy Business School
L	Lecturer
LAB	Lecturer above the Bar
LBB	Lecturer below the Bar
LGBTi	Lesbian, gay, bisexual, transgender, intersex
LGBTQ	Lesbian, gay, bisexual, transgender, queer
LGBTQIA+	Lesbian, gay, bisexual, transgender, queer, intersex and allies
M	Male
MARC	Men Achieving Real Change
MSc	Master of Science
N	Sample size
NMBI	Nursing and Midwifery Board of Ireland
P	Professor
PDRS	Performance and Development Review System
PG	Postgraduate

PhD	Doctor of Philosophy
Res	responses
RGRAC	Research Grant for Returning Academic Carers
ROI	Republic of Ireland
S&E	(Faculty of) Science and Engineering
SAH	School of Allied Health
SAO	Senior Administrative Officer
SAT	Self-assessment team
SL	Senior Lecturer
SRF	Senior research fellow
THEA	Technological Higher Education Association
UG	Undergraduate
UL	University of Limerick
UNHCR	United Nations High Commissioner for Refugees
VPAASE	Vice President Academic Affairs & Student Engagement
WAM	Workload allocation model
WiSE	Women in Science and Engineering