

Athena SWAN Bronze Institution Award Application (Ireland)

Name of Institution: Maynooth University (MU)

Date of Application: 30th November 2017

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List of Abbreviations

AC	Academic Council
ATP	Administrative, Technical, Professional staff
AHSS	Arts, Humanities and Social Sciences
AIRO	All-Island Research Observatory
CTL	Centre for Teaching and Learning
EDIC	Equality, Diversity and Interculturalism Committee
EKI	Edward M. Kennedy Institute
F	Female
FTE	Full-time equivalent
GA	Governing Authority
GESG	Gender Equality Steering Group
GEAP	Gender Equality Action Plan
HC	Head Count
HEA	Higher Education Authority
HEI	Higher Education Institutions
HOD	Head of Department
HR	Human Resources
IRC	Irish Research Council
IUA	Irish Universities Association
IUS	Irish university sector
IVI	Innovation Value Institute
ISCED	International Standard Classification of Education
M	Male
MU	Maynooth University
MUSSI	MU Social Sciences Institute
NCG	National Centre for Geocomputation
NIRSA	National Institute for Regional and Spatial

PI	Principal Investigator
PMDS	Performance Management and Development Review
RA	Research Assistant
SAT	Self-Assessment Team
SFI	Science Foundation Ireland
SMLLC	School of Modern Languages, Literatures and Cultures
STEM	Science, Technology, Engineering and Maths
STEMM	Science, Technology, Engineering, Maths and Medicine
UE	University Executive
WG	Working Group

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1. Letter of Endorsement from the Head of Institution (497 words)



Oifig Uachtarán Ollscoil Mhá Nuad
Maynooth University Office of the President
Uachtarán: An tOllamh Pilib Ó Nualláin, MB, BCh, BAO, BSc, PhD
President: Professor Philip Nolan, MB, BCh, BAO, BSc, PhD

30th November 2017

Equality Charters Manager
Equality Challenge Unit
7th Floor, Queens House
55/56 Lincoln's Inn Fields
London
WC2A 3LI
United Kingdom

To whom it concerns,

I am pleased to present and endorse Maynooth University's re-application for an Athena SWAN Bronze Institutional Award, and to affirm my personal and leadership commitment, as well as our collective institutional commitment, to gender equality.

Maynooth University (MU) is Ireland's 'youngest' university, having been established just 20 years ago as an autonomous public research university, though it traces its origins to the foundation of its antecedent institution, St. Patrick's College Maynooth, a Roman Catholic seminary and college founded in 1795. MU is located just 15 miles from Dublin and is home to over 11,000 students and over 900 staff members. The university is distinctive in its mission and discipline mix: in contrast to the other six universities in Ireland, the majority of our academic staff and students are in AHSS.

MU first applied for an Athena SWAN Bronze institutional award in 2015. We learned a great deal from that process, and have taken care to address the feedback from that application, not least to gather better evidence on the culture of the university and experience of women and men who work here. We have also taken specific steps to progress towards gender equality. We now have at least 40% female representation on key governance boards and committees, including the Governing Authority, and on all promotions boards. The proportion of female Professors has increased to 31%, the second highest percentage in our sector. We are fortunate to have exceptional leaders in gender equality both on our Athena SWAN Self-assessment Team and our Equality, Diversity and Interculturalism committee.

The University's objective in applying for an Athena SWAN Bronze Award is to achieve meaningful progress in relation to a number of new challenges in advancing gender equality, at an important stage in the University's growth and future development. I am especially pleased that we have chosen to include AHSS and to also address intersectionality and transgender actions the application, one of the first Irish Universities to do so.

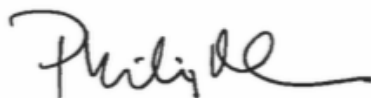
Equality and diversity will be central to the University's new strategic plan for 2018-22, and one of our strategic objectives is the attraction and retention of a diverse cohort of students and staff. The Athena SWAN Gender Equality Action Plan 2018-21 is central in delivering this objective, including in the following areas:

- Further action will be taken to increase the percentage of women promoted to all senior grades, with a specific strategy to recruit and promote more women in STEM implemented.
- A commitment to intersectionality is something MU seeks to progress in the wider higher education sector in Ireland
- A Vice-President for Equality, Diversity and Interculturalism will be appointed.

The action plan outlined in this application has my full support, the support of the university leadership team, and the support of the entire university community; its implementation will lead to real progress towards gender equality. I also look forward to further developing these issues as a member of a new Government Taskforce to consider solutions to gender inequality in Higher Education.

The information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the institution.

Yours sincerely



.....
Professor Philip Nolan
President
Maynooth University

2. Description of the Institution (884 words)

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

MU first applied for a Bronze Athena SWAN Institutional (Ireland) Award in 2015, under the application process confined to STEM.¹ A number of organisational change strategies have since been implemented in the University. The recommendations and actions in the Maynooth University Gender Equality Strategy and Action Plan 2014-2016, which were drawn up by a University Gender Equality Working Group in 2014 and published on the University website, have been implemented. Close to one-third (31%) of all Professors are now women (the figure is 42% female Professors in AHSS), the second highest % of female Professors nationally (the national average was 19% in 2016). A target to incrementally increase the number of female Senior Lecturers and Professor B staff in STEM from a very low base between 2015 and 2017 was also met but there is obviously a need for further significant improvement. The inadequacy of our analysis of 'culture' and our data was highlighted in the 2015 feedback. Both these issues have been addressed in the interim period by conducting an extensive staff 'culture' survey (which included 106 survey questions and space for detailed comments). An Athena SWAN Data Analysis Working Group, with ten members, was also established to oversee the collation and in depth analysis of all data.

(ii) Information on its teaching and its research focus

MU delivers teaching and research in Departments, Schools and research institutes/centres across three faculties (Figure 2.1): Arts, Celtic Studies and Philosophy (eight Departments/Schools); Social Sciences (twelve Departments); and Science and Engineering (eight Departments). The University has a much smaller STEM Faculty and subject offering than all other Irish universities and the majority of staff and students are in AHSS.²

¹ The School of Business and Department of Law are incorporated into the Faculty of Social Sciences at MU. For this reason we use the abbreviation AHSS in this application.

² For this reason we use the abbreviation STEM in this application.

Figure 2.1 Faculties, Departments and Research Institutes at MU 2017³

AHSS	AHSS	STEM
 Faculty of Arts, Celtic Studies and Philosophy	 Faculty of Social Sciences	 Faculty of Science and Engineering
DEPARTMENTS		
Ancient Classics English History Media Studies Music Philosophy School of Celtic Studies School of Modern Languages, Literatures and Cultures	Adult and Community Education Anthropology Applied Social Studies Design Innovation Economics, Finance & Accounting Education Geography Froebel/Early Childhood Education International Development Law Business Sociology	Biology Chemistry Computer Science Electronic Engineering Experimental Physics Mathematics and Statistics Psychology Theoretical Physics
RESEARCH INSTITUTES		
Humanities Institute	Edward M. Kennedy Institute IVI MUSSI: - NIRSA - NCG - AIRO	Hamilton Institute Institute of Immunology

(iii) The number of staff

The total number of staff in MU was 917 in December 2016. Academic staff comprised 39.6% of all staff, ATP staff 48% and Research staff 12.5% (Table 2.1). The total number of female staff was 520 (56.7% of all staff). Both the Academic and Research categories had a similar percentage of female staff (42.3% and 45.6% respectively). The ATP category has a much higher proportion of female staff members (71.4%), with a higher percentage in AHSS (91%). With the exception of some minor fluctuations in the Research category, there has been little change in the proportions within these three categories between 2014-2016.

³ We use the term ‘Department’ to refer to all these academic units in STEM and AHSS, in this application.

Table 2.1 All Staff by Category⁴ 2014-2016

HC Category	2014			2015			2016		
	Total	F	M	Total	F	M	Total	F	M
Academic	347	149	198	350	148	202	362	153	209
ATP	441	311	130	429	308	121	441	315	126
Research	110	47	63	116	54	62	114	52	62
All Staff	898	507	391	895	510	385	917	520	397
	Total	F	M	Total	F	M	Total	F	M
	% of Category			% of Category			% of Category		
Academic		42.9	57.1		42.3	57.7		42.3	57.7
ATP		70.5	29.5		71.8	28.2		71.4	28.5
Research		42.7	57.3		46.6	53.4		45.6	54.4
All Staff		56.5	43.5		57.0	43		56.7	43.3

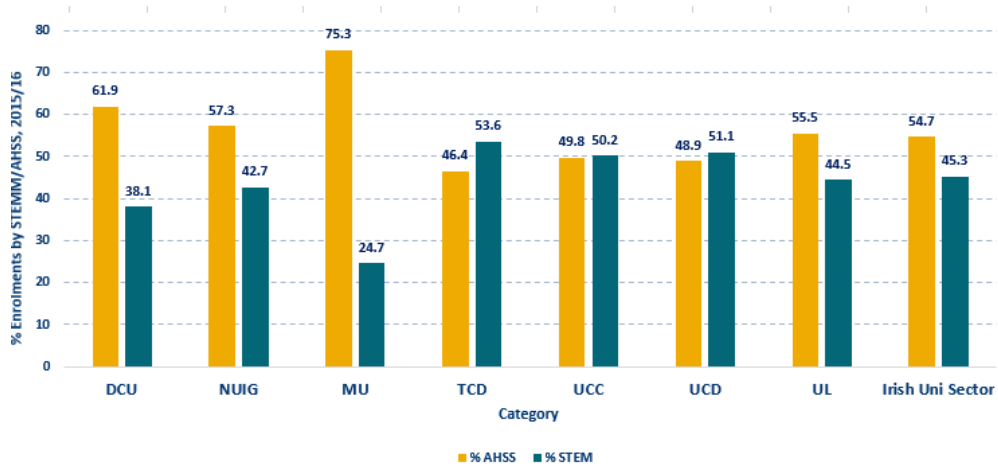
(iv) The total number of departments and total number of students

In 2015-16 there were 11,119⁵ students enrolled at MU, 9.2% of all students (119,798) in the seven Irish Universities. Over three quarters (75.3%) of students were enrolled on AHSS courses at MU compared to 54.7% in the sector nationally (Figure 2.2). STEM enrolments accounted for just 24.7% compared to a sector average of 45.3%.

⁴ Head Count (HC) data rather than Full Time Equivalent (FTE) data is used in this application. However, FTE data had to be used in certain sections.

⁵ Based on official data from the Higher Education Authority (HEA) and relates to all modes (full-time, part-time and remote) for Foundation, Undergraduate and Postgraduate students.

Figure 2.2 Total Enrolments AHSS and STEM Courses in Irish Universities 2015-2016



In 2015-16, female students accounted for 55.8% (6,207) of all students in MU, higher than the Irish University sector average of 54.7%. 81.4% (5,051) of these students were enrolled on AHSS courses - almost double that of the Irish University sector average of 43% (Figure 2.3).

Figure 2.3 Female Enrolments AHSS and STEM Courses in Irish universities 2015-2016

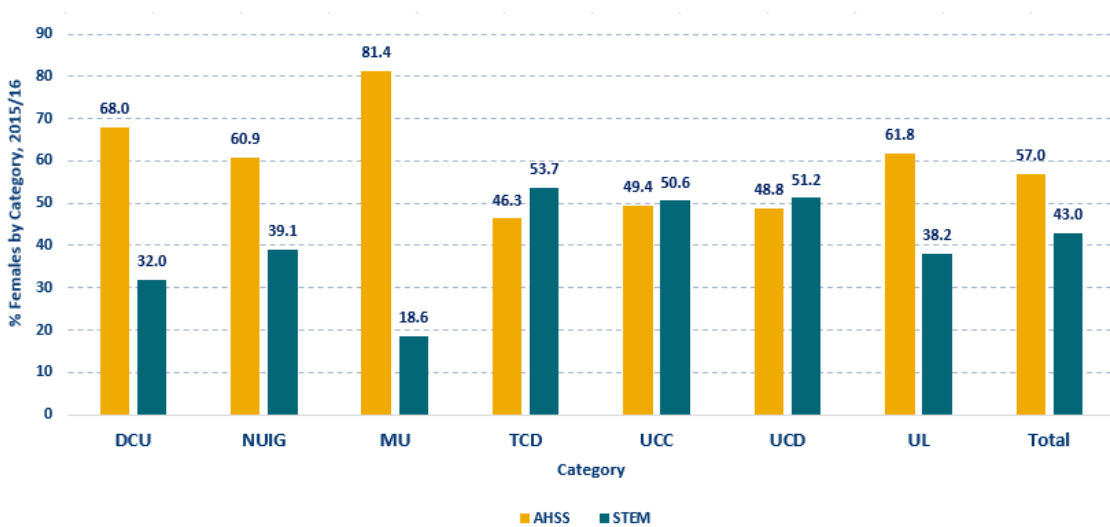
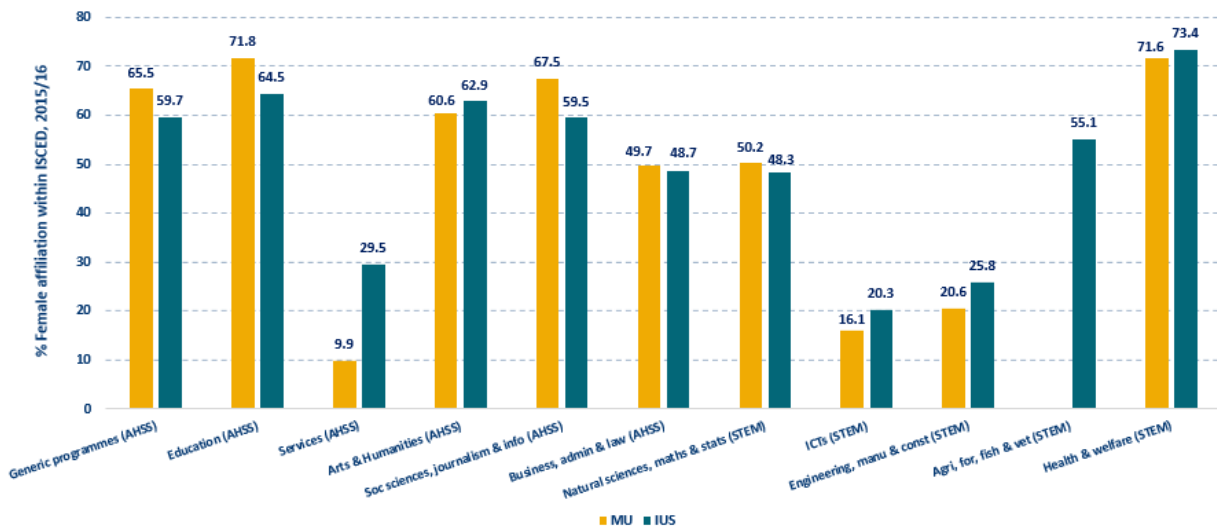


Table 2.2 Student Enrolments Category and Course Type 2013/14-2015/16

	2013/14				2014/15				2015/16			
	T	F	M	%F	T	F	M	%F	T	F	M	%F
All												
Undergrad	7,938	4,550	3,388	57.3	8,474	4,819	3,655	56.8	9,078	5,093	3,985	56.1
Postgrad	3,573	1,011	981	50.7	1,980	1,038	842	52.4	2,000	1,088	912	54.4
Other	100	56	44	56.0	47	23	24	48.9	41	26	15	63
Total (MU)	10,030	5,617	4,413	56	10,501	5,880	4,621	56	11,119	6,207	4,912	55.8
Total (IUS)	112,258	59,908	52,530	53.4	113,598	61,230	52,368	53.9	119,798	65,494	54,304	54.6
AHSS												
Undergrad	5,796	3,528	2,268	60.9	6,319	3,888	2,431	61.5	6,798	4,151	2,647	61.1
Postgrad	1,480	810	670	54.7	1,492	810	682	54.3	1,539	874	665	56.8
Other	100	56	44	56.0	47	23	24	48.9	41	26	15	63.4
Total (MU)	7,376	4,394	2,982	59.6	7,858	4,721	3,137	60.1	8,378	5,051	3,327	60.3
Total (IUS)	60,826	33,896	26,930	55.7	61,413	34,396	27,017	56	65,493	37,307	28,186	56.9
STEM												
Undergrad	2,142	1,022	1,120	47.7	2,155	931	1,224	43.2	2,280	942	1,338	41.3
Postgrad	512	201	311	39.3	488	228	260	46.7	461	214	247	46.4
Other	0	0	0		0	0	0		0	0	0	
Total (MU)	2,654	1,223	1,431	46.1	2,643	1,159	1,484	43.9	2,741	1,156	1,585	42.2
Total (IUS)	51,432	26,012	25,420	53.4	52,185	26,834	25,351	51.4	54,305	28,187	26,118	51.9

With the exception of ‘Services’ in AHSS, using the ISCED categorisation scheme (Figure 2.4), MU has a higher proportion of women in all categories. In contrast to this, the percentage of women in all STEM related categories is lower in MU than the Irish University sector average.

Figure 2.4 Female Enrolments in AHSS and STEM Courses (ISCED Categories) 2015-2016



The HEA Equal Access Survey Summary Report for 2016/17 (new entrants) indicates the percentage of ‘non-Irish’ students is 11% in MU. The percentage of ‘non-white’ students (i.e. African, other Black background, Chinese and other Asian background) was 5%.

(v) List and sizes of science, technology, engineering, maths and medicine (STEMM) and arts, humanities, Social Sciences, business and law (AHSSBL) departments.

55.1% of all staff (academic, ATP and research staff) in AHSS and 43.1% in STEM are female (Figure 2.5).

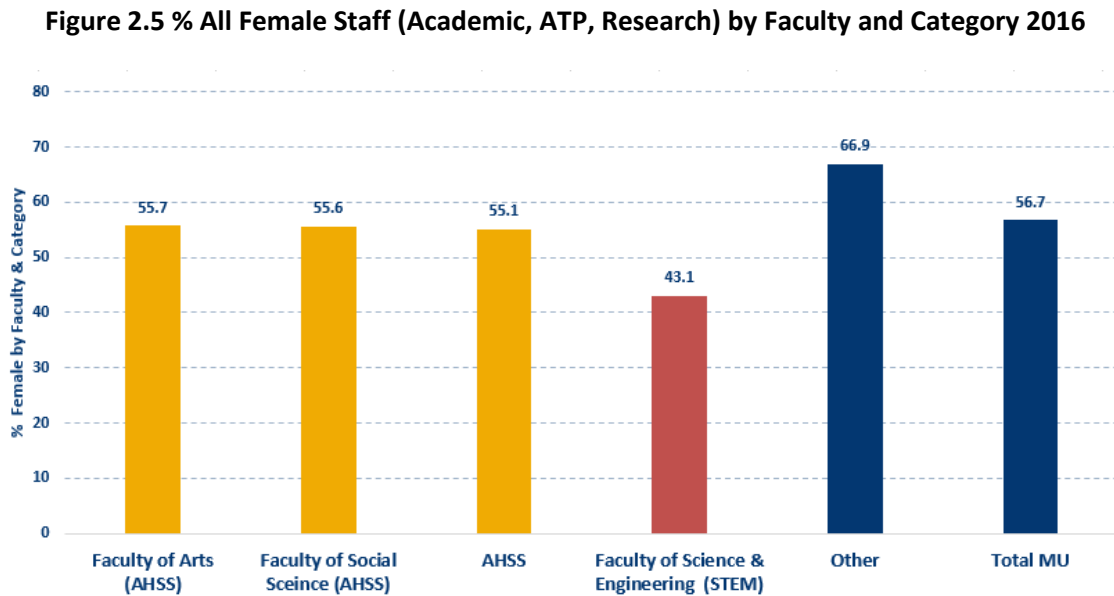


Figure 2.6 shows that while the AHSS figure is in a similar range to most other Irish universities, the percentage of all STEM female staff is the lowest in the sector at 39.7%. Medicine and Nursing Studies (typically predominantly female staff and students) are not offered at MU, which contributes to the comparatively smaller number and percentage of female staff and students in STEM.

Action 3.6

Agree with Departments the timing of submissions for Departmental Athena SWAN Awards

Figure 2.6 Female Staff (Academic, ATP, Research) in Irish Universities as % of All Staff in AHSS and STEM 2015⁶

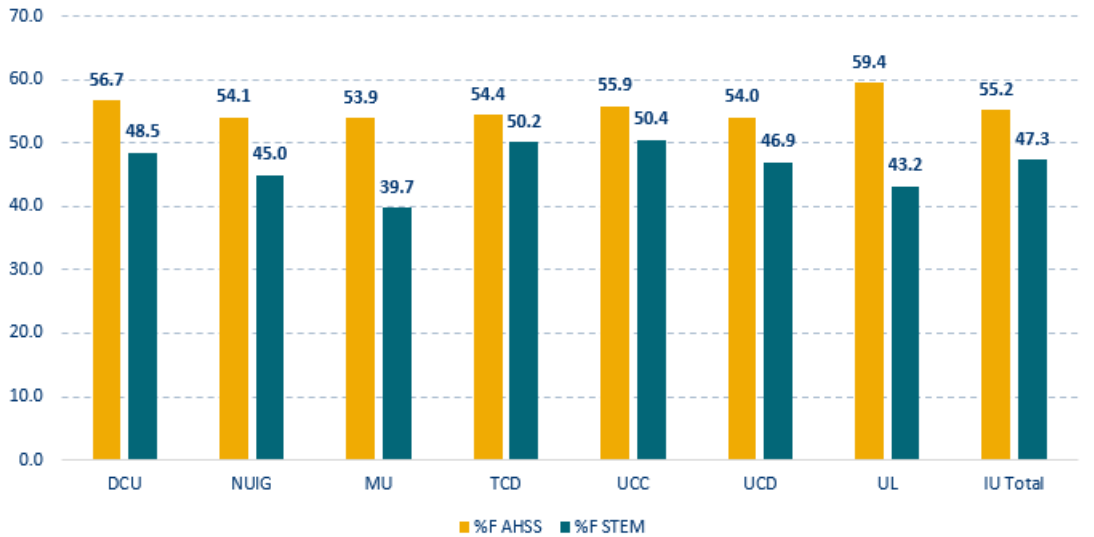


Table 2.3 Male and Female Staff (Academic, ATP, Research) in each Faculty 2014-2016

	2013/14				2014/15				2015/16			
	Total	F	M	%F	Total	F	M	%F	Total	F	M	%F
Faculty of Arts	137	82	55	59.9	133	76	57	57.1	140	78	62	55.7
Faculty of Social Sciences	233	138	95	59.2	235	136	99	57.9	248	138	110	55.6
AHSS	370	220	150	59.5	372	212	156	57.6	388	216	172	55.7
Faculty of Science and Engineering	216	81	135	37.5	223	93	130	41.7	209	90	119	43.1
STEM	216	81	135	37.5	223	93	130	41.7	209	90	119	43.1
Other	312	206	106	66.0	304	205	99	67.4	320	214	106	66.9
Total MU	898	507	391	56.5	895	510	385	57.0	917	520	397	56.7

⁶ Comparison with other HEIs is based on Whole Time Equivalent (WTE) of all core funded Academic and non-Academic staff. See HEA Higher Education Institutional Staff Profiles by Gender, 2016.

There is a considerable amount of variation in the percentage of all staff who are female in Departments, both in STEM and AHSS, ranging from 13% to 70% (Table 2.4). **Departmental Athena SWAN applications between 2018-2021 are particularly encouraged in our Athena SWAN GEAP in order to address the gender imbalance, particularly where there is a notable underrepresentation of male or female academic staff (examples include Education, Electronic Engineering, Computer Science, Maths Physics and Design Innovation).**

Table 2.4 All Male and Female Staff (Academic, ATP and Research staff) in each Department, 2016

AHSS					STEM				
Faculty of Arts, Celtic Studies and Philosophy	Total	F	M	%F	Faculty of Science and Engineering	Total	F	M	%F
Celtic Studies	18	9	9	50	Biology	56	36	20	64.3
Classics	7	2	5	28.6	Chemistry	27	17	10	63
English	16	9	7	56.3	Computer Science	29	4	25	13.8
History	22	11	11	50	Electronic Engineering	19	3	16	15.8
Media	12	8	4	66.7	Experimental Physics	16	4	12	25.0
Music	21	13	8	61.9	Maths and Stats	19	7	12	36.8
Philosophy	6	3	3	50	Maths Physics	7	1	6	14.3
Languages	30	21	9	70	Psychology	20	13	7	65
Humanities Institute	8	2	6	25	Hamilton Institute	7	2	5	28.6
Faculty Total	140	78	62	55.7	NCG	9	3	6	33.3
					Faculty Total	209	90	119	43.1
Faculty of Social Sciences	Total	F	M	%F					
Adult Education	17	10	7	58.8					
Anthropology	11	6	5	54.5					
Applied Social Studies	12	8	4	66.7					
Business	23	12	11	52.2					
Design Innovation	6	1	5	16.7					
Economics	21	11	10	52.4					
Education	22	17	5	77.3					
EKI	6	3	3	50					
Froebel	23	17	6	73.9					
Geography	25	11	14	44					
Kilkenny	3	3	0	100					
Law	18	9	9	50					
Sociology	20	11	9	55					
MUSSI ⁷	1	1	0	100					
NIRSA	21	9	12	42.9					
IVI	19	9	10	47.4					
Faculty Total	248	138	110	55.6					
AHSS	388	216	172	55.7	STEM	209	90	119	43.1
MU (AHSS, STEM + Other)	917	520	397	56.7					

There was a larger number of academic staff in AHSS (251) in 2015/16 compared to STEM (101), and within AHSS there was 93 staff in the Faculty of Arts, Celtic Studies and Philosophy and 158 staff in the Faculty of Social Sciences (Table 2.5).

⁷ The Director of MUSSI co-ordinates a number of research centres and institutes, including NIRSA and NCG, and works across these and the Faculty of Social Sciences Departments

In 2015/16, 48.6% of academic staff in AHSS were women compared to just 28.7% in STEM (Table 2.5).

Table 2.5 Male and Female Academic Staff in each Faculty 2014-2016

	2013/14				2014/15				2015/16			
	Total	F	M	%F	Total	F	M	%F	Total	F	M	%F
Faculty of Arts, Celtic Studies, Philosophy	85	39	46	45.9	88	39	49	44.3	93	43	50	46.2
Faculty of Social Sciences	149	79	70	53	151	77	74	51	158	79	79	50
AHSS	234	118	116	50.4	239	116	123	48.5	251	122	129	48.6
Faculty of Science and Engineering	104	29	75	27.9	102	30	72	29.4	101	29	72	28.7
STEM	104	29	75	27.9	102	30	72	29.4	101	29	72	28.7
Other⁸	9	2	7	22.2	9	2	7	22.2	10	2	8	20
Total MU	347	149	198	42.9	350	148	202	42.3	362	153	209	42.3

The proportion of female research staff in each Faculty is more similar. In 2015/16, 47% of research staff in AHSS and 44.7% of research staff in STEM were women (Table 2.6).

Table 2.6 Male and Female Research Staff in each Faculty 2013-2016

	2013/14				2014/15				2015/16			
	Total	F	M	%F	Total	F	M	%F	Total	F	M	%F
Faculty of Arts	16	10	6	62.5	12	6	6	50	15	6	9	40
Faculty of Social Sciences	43	25	18	58.1	44	25	19	56.8	51	25	26	49
AHSS	59	35	24	59.3	56	31	25	55.4	66	31	35	47
Faculty of Science and Engineering	51	12	39	23.5	59	23	36	39	47	21	26	44.7
STEM	51	12	39	23.5	59	23	36	39	47	21	26	44.7
Other	0	0	0	0	1	0	1	0	1	0	1	0
Total MU	110	47	63	42.7	116	54	62	46.6	114	52	62	45.6

⁸ Other refers to Academic full time positions that perform strategic administrative roles in the University (such as, in the offices of the President, Quality Promotion and VP Academic/Registrar/Deputy President).

The percentage of female ATP staff in 2015/16 was different in STEM (65.6%) and AHSS (84%). 68.7% of all female ATP staff are located outside academic Faculty Departments in the 'other' category. **Action 3.7 will result in new survey information that will capture the experience of all ATP staff in the University and will inform future organisational policies and Athena SWAN applications.**

Table 2.7 Male and Female ATP Staff 2014-2016

	2013/14				2014/15				2015/16			
	Total	F	M	%F	Total	F	M	%F	Total	F	M	%F
Faculty of Arts, Celtic Studies, Philosophy	36	33	3	91.7	33	31	2	93.9	32	29	3	90.6
Faculty of Social Sciences	41	34	7	82.9	40	34	6	85.0	39	34	5	87.2
AHSS	77	67	10	87.0	73	65	8	89	71	63	8	88.7
Faculty of Science and Engineering	61	40	21	65.6	62	40	22	64.5	61	40	21	65.6
STEM	61	40	21	65.6	62	40	22	64.5	61	40	21	65.6
Other	303	204	99	67.3	294	203	91	69.0	309	212	97	68.6
Total MU	441	311	130	70.5	429	308	121	71.8	441	315	126	71.4

Action 3.7	Undertake annual Athena SWAN survey of academic and ATP staff, with results reported to UE and GA
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3. The Self-Assessment Process (1,160 words)





(i) A description of the self-assessment team




Two members of the UE (the VP for Research and Innovation and the Director of HR) were nominated in January 2017 by the University President to champion this MU Athena SWAN 2017 application and to appoint a new SAT Chair. A temporary, part-time Athena SWAN Project Officer/Research Assistant was appointed in March 2017 to work with the Chair and team on the application. An expanded SAT (with thirty two members) and five working groups were also established.





Principles underpinning the SAT's composition included:





- Open call to all members of Faculties for expressions of interest in SAT membership in March 2017
- Diversity in background and experience (including gender, caring responsibilities, age, race and ethnicity, non-Irish staff, student representatives, administrative staff, and intersectionality)
- Participation from all grades, early career to senior management
- Subject expertise (including experience in gender equality, race, ethnicity and interculturalism, sexualities, transgender laws, employment law, family law/studies, Irish Traveller issues and policies and organisational change)
- Representatives from key University committees (including, Faculty Executives, UE, GA, GA Standing Committees, EDIC, Promotions Board, and AC)
- HR Equality Officer
- Student membership
- ATP staff representation





Table 3.1 Composition of the SAT

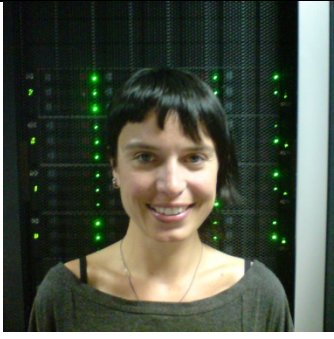



SAT Chair	
	<p>Professor Linda Connolly</p> <p>Director MUSSI. Gender equality expert. Member of GENOVATE and <i>Through the Glass Ceiling</i> projects on gender equality in HEIs. Coordinator and Member: Data Analysis Working Group.</p>
SAT Members	
	<p>Rosaleen McCarthy</p> <p>Director of Human Resources, Athena SWAN champion on UE and Member of the Equality, Diversity and Interculturalism Standing Committee. Member: Data Analysis Working Group, Care/ Leave Working Group.</p>
	<p>Professor Ray O'Neill</p> <p>Athena SWAN champion on UE. Professor in Experimental Physics. Former Dean of Graduate Studies. Member: Data Analysis Working Group, Culture Working Group.</p>
	<p>Claire McGing</p> <p>Athena SWAN Project Officer/Research Assistant. University Tutor and PhD candidate in Geography. Research includes gender, party recruitment and political representation. Sat on all Working Groups.</p>





	<p>Sarah Hawes</p> <p>HR Equality Officer. Secretary of the Equality, Diversity and Interculturalism Standing Committee. Member of IUA Equality Network. Member: Intersectionality Working Group, Care/Leave Working Group.</p>
	<p>Justin Gleeson</p> <p>Director of the All-Island Research Observatory (AIRO). Technical Manager of statistical and spatial projects at MU Social Sciences Institute. Member: Data Analysis Working Group.</p>
	<p>Professor Victor Lazzarini</p> <p>Dean of Faculty of Arts, Celtic Studies, and Philosophy. Professor of Music. Computer music specialist and composer. Member of UE and AC.</p>
	<p>Professor Fiona Lyddy</p> <p>Dean of Faculty of Science and Engineering. Professor in Psychology. Aurora 'role model'. Member of UE and AC. Member: Women in Science Working Group.</p>

	<p>Professor Maurice Devlin</p> <p>Former interim Dean of Faculty of Social Sciences. Jean Monnet Professor. Director of the Centre for Youth Research and Development.</p>
	<p>Dr Mark Maguire</p> <p>Dean of Faculty of Social Sciences. Anthropologist with expertise on security, international migration and cultural diversity. Member of AC.</p>
	<p>Professor Mary Corcoran</p> <p>Head of Department of Sociology. Associate Dean Faculty of Social Sciences. Chair of Equality, Diversity and Interculturalism Committee. Member of AC. Member: Data Analysis Working Group and Care/Leave Working Group.</p>
	<p>Professor Michael Doherty</p> <p>Head of Department of Law. Member of the Standing Committee on Equality, Diversity and Interculturalism. Expert in EU Employment and Equality Law. Member of AC.</p>

	<p>Professor Sharon Todd</p> <p>Head of Department of Education. Convenor of the Culture, Conflict and the Political in Education network. Member of GA. Member: Data Analysis Working Group.</p>
	<p>Dr Stephen O'Neill</p> <p>Senior Lecturer in English. Chair of the Research Committee, Faculty of Arts, Celtic Studies and Philosophy. Faculty representative to AC. Member: Culture Working Group.</p>
	<p>Professor Thomas O'Connor</p> <p>Professor of History and former Dean of Faculty of Arts, Celtic Studies and Philosophy. Director of the Humanities Institute.</p>
	<p>Dr Anne O'Brien</p> <p>Lecturer in Media Studies. Expert in gender representation and the media. Member: Data Analysis Working Group, Care/ Leave Working Group.</p>

	<p>Dr Valerie Heffernan</p> <p>Senior Lecturer in German in the School of Modern Languages, Literatures and Cultures. Expert in motherhood.</p>
	<p>Dr Mercedes Carbayo-Abengozar</p> <p>Lecturer in Spanish. Co-founder of WISPS (Women in Spanish and Portuguese Studies). Member: Care/Leave Working Group.</p>
	<p>Dr Alison Hood</p> <p>Senior Lecturer in Music. Dean of Teaching and Learning. Member of UE and AC. Chair AC Teaching and Learning Committee. Coordinator Culture Working Group.</p>
	<p>Dr Karen English</p> <p>Lecturer in Biology. SFI Starting Investigator. Member Care/Leave Working Group and Women in Science Working Group.</p>

	<p>Dr Elisa Fadda</p> <p>Lecturer in Computational Chemistry and Biophysics. Coordinator MU chapter of the Cell EXPLORERS Science Outreach Programme (SFI Discover Award 2016). Member: Women in Science Working Group.</p>
	<p>Professor Ronan Farrell</p> <p>Head of Department in Electronic Engineering. Associate Dean of Science and Engineering. Member of AC. Member: Culture Working Group.</p>
	<p>Dr Cr��idhe O'Sullivan</p> <p>Senior Lecturer in Experimental Physics. Expert in astronomical instrumentation. Member of the national (Ireland) Athena SWAN steering group. Member: Women in Science Working Group.</p>
	<p>Dr David Malone</p> <p>Senior Lecturer in Mathematics and Statistics and the Hamilton Institute. Member of the SFI CONNECT Centre. Member of IFUT MU executive. Member Data Analysis Working Group, Women in Science Working Group.</p>

	<p>Suzanne Scott</p> <p>School of Business, Senior Executive Assistant. Chair of the University's Departmental Administrators Forum. PhD candidate in Law. Member: Culture Working Group</p>
	<p>Professor Gerry Kearns</p> <p>Professor and Head of Department in Geography. Member of AC. Expert in HIV AIDs. Member Intersectionality Working Group.</p>
	<p>Dr Victoria Showunmi</p> <p>Senior Lecturer in Education. Expert in gender and leadership and young Black women and their well-being in education and employment. Coordinator Intersectionality Working Group.</p>
	<p>Dr Chandana Mathur</p> <p>Lecturer in Anthropology. Principle Investigator in MU Social Sciences Institute. Chair, World Council of Anthropological Associations. Member: Intersectionality Working Group.</p>

	<p>Dr Bernie Grummell</p> <p>Senior Lecturer in Education and Adult and Community Education. Member of Faculty of Social Sciences Research Committee. Expert in gender equality in HEIs. Member: Care/Leave Working Group.</p>
	<p>Dr Pauline Cullen</p> <p>Lecturer in Sociology. Gender expert for the National Women's Council of Ireland. Expert in activism on social justice and gender equality in organisations. Coordinator Care/Leave Working Group. Member: Data Analysis Working Group.</p>
	<p>Dr Fergus Ryan</p> <p>Senior Lecturer in Law. Chair of Faculty of Social Sciences Teaching and Learning Committee. Expert in family and transgender laws. Member: Intersectionality Working Group.</p>
	<p>Aoife Fennell</p> <p>Students Union Vice President for Welfare and Equality and member Union of Students in Ireland.</p>

Figure 3.1
SAT Membership Data



(ii) An account of the self-assessment process

In February 2017 a day-long event for all staff and stakeholders in the sector was organized by the new SAT Chair, on gender inequality in Irish HEIs. One hundred delegates attended, a number of important scholars and stakeholders in the Irish and UK HEI sector spoke and members of MU senior management, including the President, participated in the discussion.

Since March 2017, monthly SAT meetings have been held. The first meeting was an in depth reflection on the feedback from the 2015 institutional application to Athena SWAN and the second was a briefing session with Sarah Fink from the ECU on the new expanded Athena SWAN Ireland application process. A central data analysis team involving HR and AIRO (a quantitative analysis unit in the University), and overseen by the Athena SWAN Data Analysis Working Group, collated and analysed a wide range internal central data that was previously unavailable. Five working groups (comprising members of the SAT and additional members co-opted in some cases with relevant expertise, including the University Access Officer and the Communications Officer), held a total of four two-hour meetings between May and November 2017. A coordinator of each working group was nominated by the SAT and the majority of the SAT members joined a working group. These groups took responsibility for designing the survey, drafting sections of the submission, analyzing data and formulating actions in key areas. Some focus groups were also organized in areas identified where there was a need (for instance, staff from across the Faculty of Science and Engineering attended a Women in Science focus group).

The working group coordinators reported to full SAT meetings on the preparation and implementation of a detailed staff survey that encompassed intersectionality; the design and implementation of actions on maternity/adoption leave and organisational culture; the strengthening of the action plan in light of data analysis; survey and focus group feed-back; the experience of racial, ethnic and cultural minority women in the University; transgender issues; and strategies to address the position of Women in Science.

In May/June 2017, an extensive academic staff survey was conducted, which asked 106 questions including on culture, caring, maternity leave, HR policies and training, governance, workloads and intersectionality (race, ethnicity, disability, age, sexualities and family status). The survey was announced by the President in an email to all academic staff and it yielded a 40% response rate (33% of all staff in the Faculty of Arts, Celtic Studies and Philosophy responded, 23% in Science and Engineering 23% and 47% in Social Sciences). The results were fully analysed by all the SAT working groups, including by a dedicated Athena SWAN Data Analysis working group, and informed our detailed action plan. Our application also reports on central University data for three years 2014-16 and draws extensively on national benchmark data. Much of this is based on raw data from files and records that had to be inputted manually. A significant challenge in the application was the lack of central HR as well as sectoral data available on race and ethnicity and other intersectional equality indicators.

A full morning workshop with the President and UE members, led by the SAT Chair and a UE Athena SWAN Champion, focusing on reviewing the findings of both the staff survey and analysis of central HR data was held. Small group discussion among this group identified key actions for the Athena SWAN Gender Equality

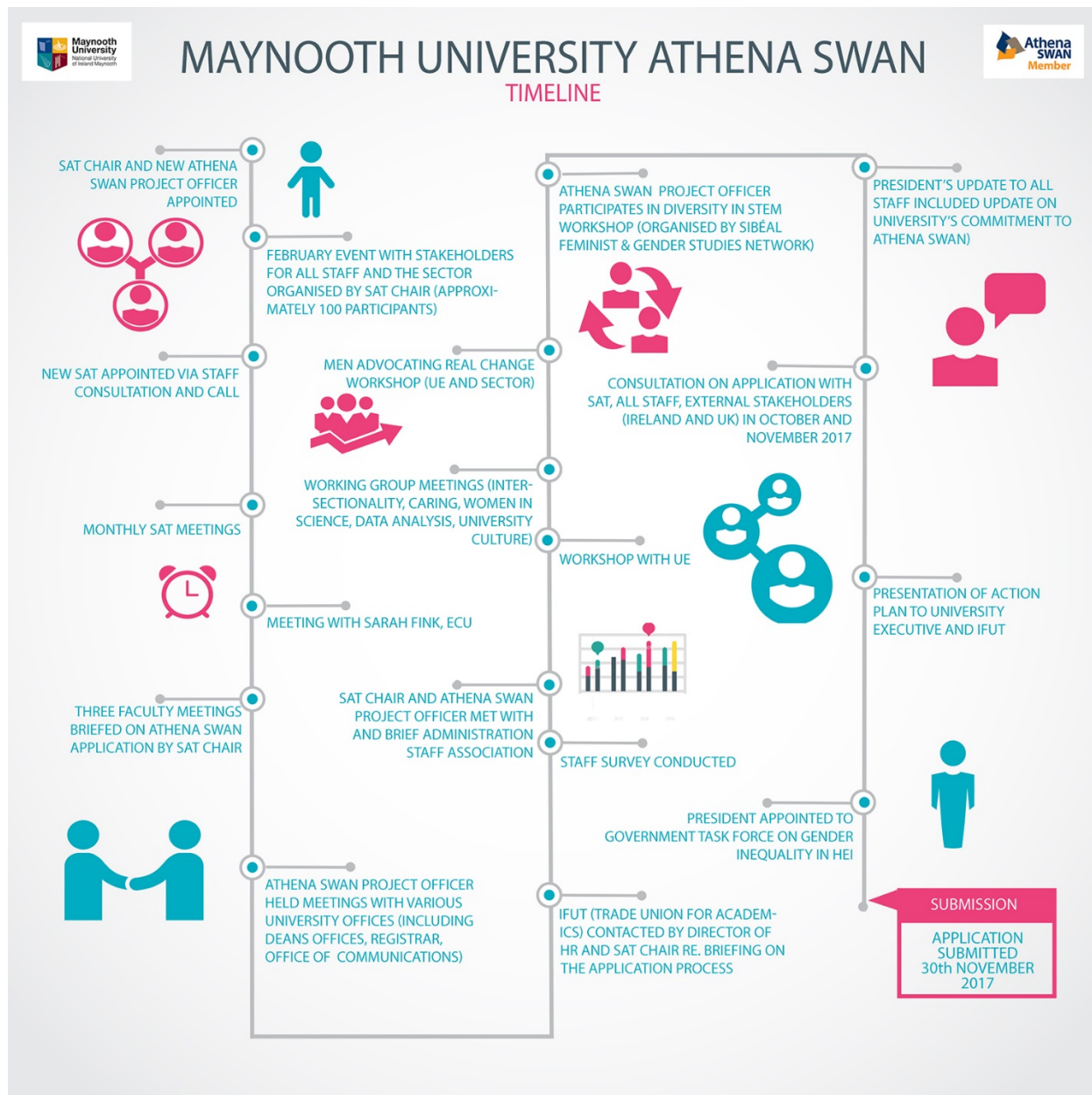
Action Plan. The UE discussed three versions of the GEAP and have fully approved the commitments made in it.

The draft Gender Equality Action Plan was presented to the SAT, UE, AC, EDIC and the University IFUT branch (the academic trade union) for approval and feedback in October. A number of progress review meetings on the application were held between the University President and SAT Chair. Significantly in November 2017 the President was appointed by the Minister for Higher Education to a new six-person Government Taskforce to operationalize the HEA strategy for gender inequality in third level institutions in Ireland.

Action 3.8	Launch an internal Equality Data Analysis system and gender equality dashboard
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Figure 3.2

MU Athena SWAN Application Timeline



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

A new Gender Equality Steering Group will be launched at MU in January 2018 to implement the Athena SWAN GEAP. This group and the Chair will act as the SAT for future University Athena SWAN institutional applications. It will also encourage and support Departments across all disciplines to apply for Athena SWAN awards. This group will also have a broader remit in terms of addressing gender related issues and promoting gender equality locally and nationally. In terms of governance it will work in close collaboration with the President, the VP for EDI, the UE, the HR Equality Officer/HR and the EDIC.

Action 3.1	Appoint a VP with responsibility for EDI
Action 3.2	Appoint a full-time Athena SWAN Co-ordinator
Action 3.3	Appoint an Athena SWAN Gender Equality Steering Group (GESG)

The MU Gender Equality Steering Group (GESG) will:

- ✓ Meet six times a year
- ✓ Lead on the progression of gender initiatives in the University including in relation to ECU Charters
- ✓ Oversee the Implementation of MU's Athena SWAN Gender Equality Action Plan 2018-21 and support action leads
- ✓ Report to UE and the VP for EDI and contribute to the Annual Audit and Report to GA on EDI
- ✓ Liaise with the VP for EDI on gender equality
- ✓ Support the HR Equality Officer in all equality initiatives
- ✓ Ensure up to date institutional data on gender is consistently provided to University management and Departments
- ✓ Support and encourage Departments to apply for Athena SWAN applications
- ✓ Co-ordinate Athena SWAN institutional and Departmental awards
- ✓ Promote the 2018-21 GEAP and all gender initiatives within the University community (including through the MU Athena SWAN website and twitter feed)
- ✓ Liaise with MU representatives on national gender equality committees
- ✓ Implement a number of cultural actions to specifically support the translation of University level commitment into local and national actions
- ✓ Prepare a detailed Athena SWAN Silver Institutional Application and GEAP, within the recommended guidelines, if this application for a Bronze award is successful

Figure 3.3 Equality, Interculturalism and Diversity Infrastructure at MU



4. A Picture of the Institution (1,128 words)

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

The Higher Education Authority in Ireland does not currently oblige or indeed advise Universities to gather data on race and ethnicity in Irish universities. In order to address this, the SAT incorporated racial, ethnic, cultural minority and transgender issues by establishing an Athena SWAN Intersectionality Working Group to evaluate and draw up specific actions. In addition, the staff survey gathered preliminary data on intersectionality that has not existed in the University or indeed the entire sector to date and which has informed key actions. The survey results (based on the categories used in the Irish Census of Population) revealed that 76% of women and 70% of men who responded to the survey stated they are 'white Irish.' On the question of age, 54% of the women who responded were <44 years compared to 42% of men. 79% of men and 87% of women indicated they are heterosexual. 6% of men and 4% of women indicated they have a disability. **MU is committed to developing an innovative intersectional approach to gender equality, diversity and interculturalism in the Irish University sector.**

Action 3.9	Continue to include intersectionality questions in our staff surveys and develop a new instrument, informed by international sectoral guidelines to gather internal data on the intersection of gender with race and ethnicity and to consider other intersectional categories referred to in the Irish Employment Equality Acts
Action 3.10	Work to persuade the Irish HEA and Government Department of Education to take proactive steps to generate absent sectoral data on the intersection of gender with race and ethnicity as well as other categories in the statutory Equality Act
Action 3.11	Fund a three year dedicated PhD Bursary to result in a report on gender inequality as experienced by racial, ethnic and cultural minorities in Irish third level institutions

The overall academic pipeline at MU is different to the academic pipeline for the sector (Figures 4.1 and 4.2). This is in part due to the distinctive staff/student profile of the institution and different range of subject offerings referred to in Section 2 (i.e. there is a smaller STEM faculty at MU with just a sub section of STEM subjects offered plus no courses in Medicine and Nursing Studies, in particular).

Figure 4.1 Career Pipeline for all Irish Universities (% of all Academic Positions by Gender) 2016 (HEA figure)

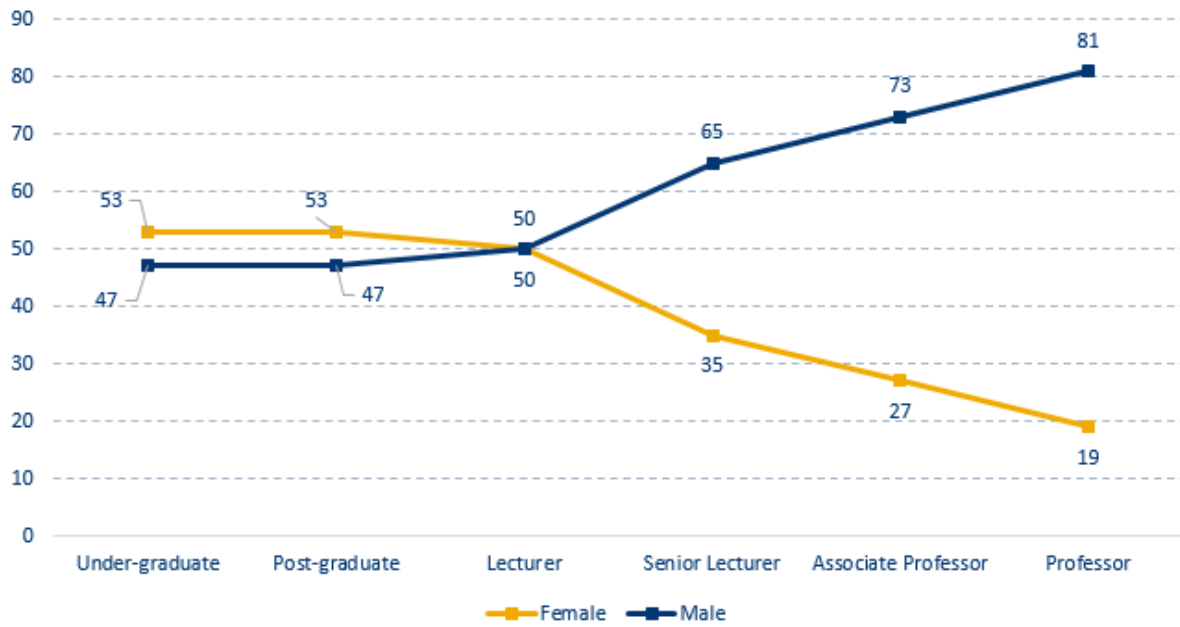
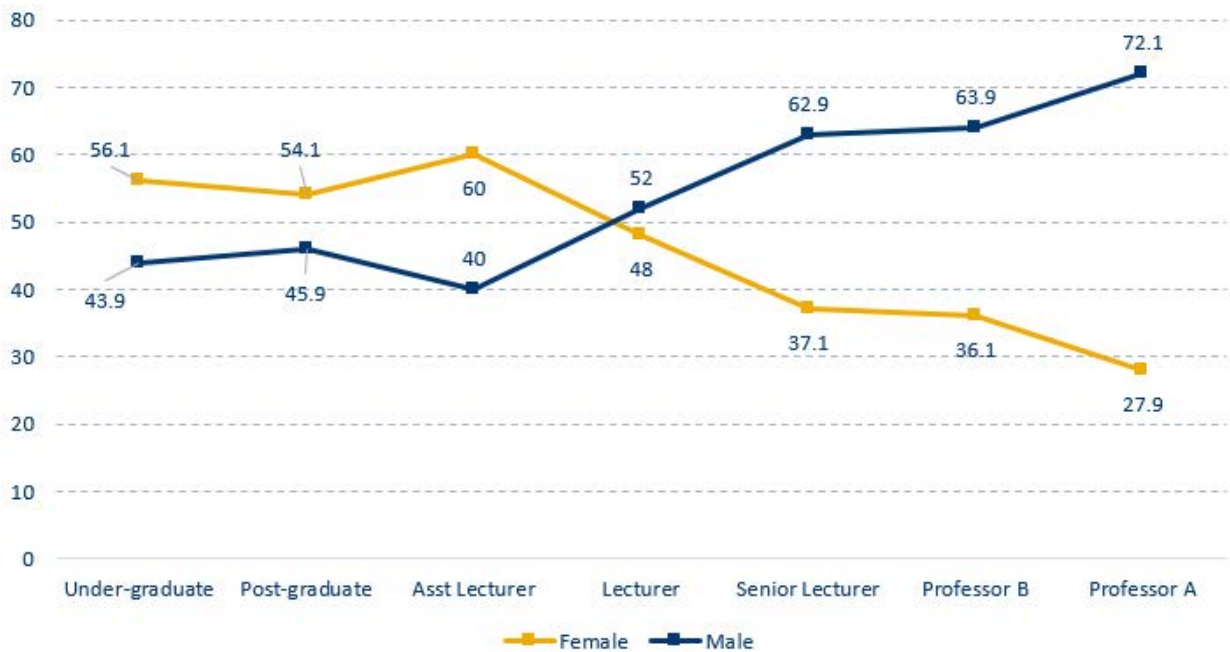
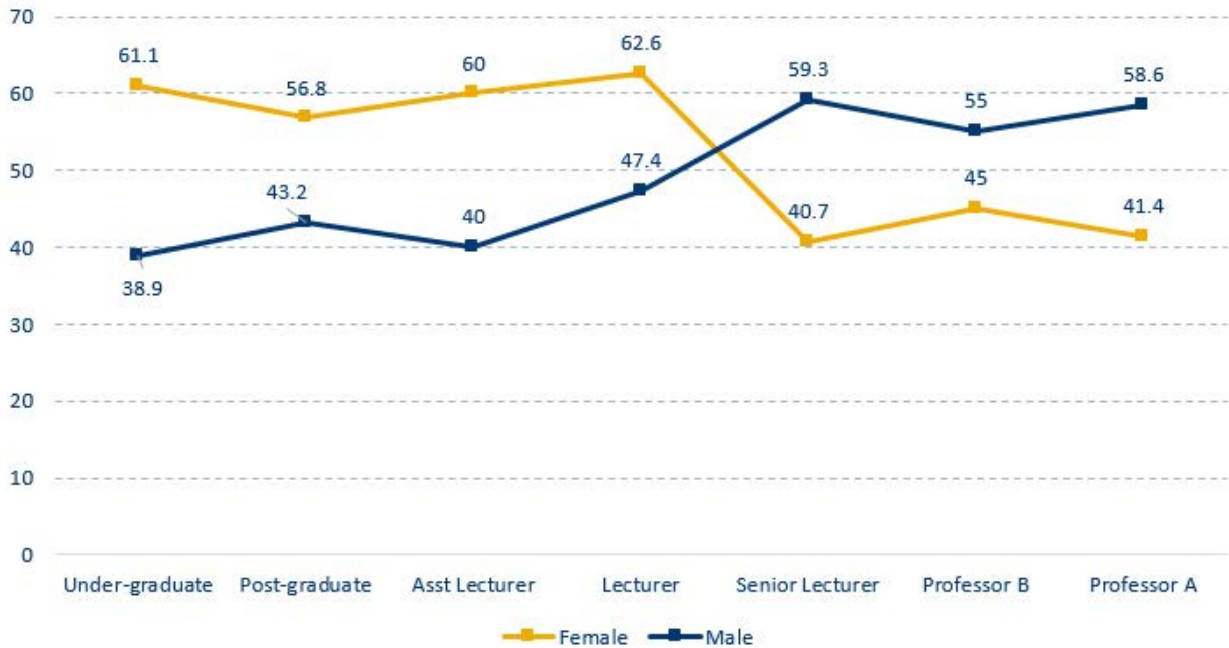


Figure 4.2 Career Pipeline at MU 2016 (% Students and Academic Staff) (all Faculties)



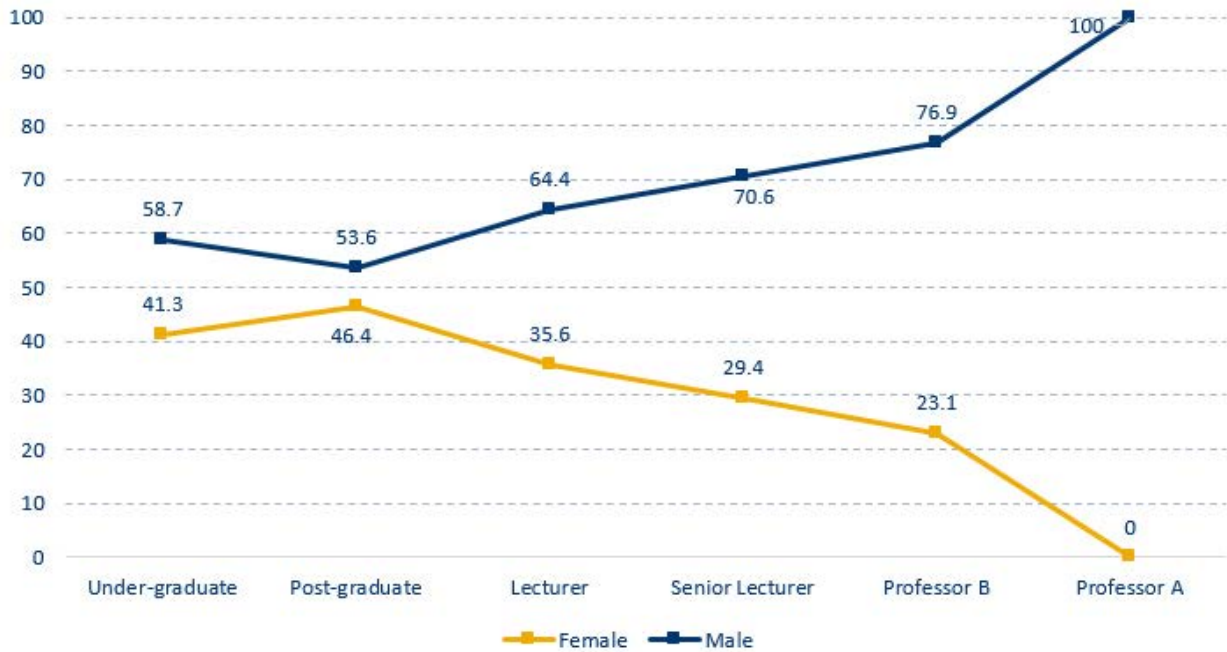
The academic pipelines for STEM and AHSS at MU generate distinctive trends both within the University and within the Irish HEI sector (Figures 4.3 and 4.4). The percentage of women who are in senior academic positions in AHSS, for instance, is relatively high (41.4% of A Professors are women, 45% of B Professors are women and the total female Professor figure is 42%).

Figure 4.3 Career Pipeline AHSS (% of Students and Academic Staff) 2016



Increasing the proportion of female academics in STEMM and retaining women in all academic grades is a widely recognised challenge in Irish Universities. **Dedicated actions to complement existing strategies (such as the recent increase in women in the Professor B category) will be implemented to address the STEM pipeline trends at MU (actions 4.1 to 4.3). Strategies proposed by the Athena SWAN Women in Science Working Group and the Faculty of Science and Engineering to increase the number of female staff and students in STEM subjects will be presented for approval to the President and UE by February 2019, and a comprehensive strategy will be implemented in 2019 to address these pipeline issues from early career to senior levels. Additional crosscutting actions in relation to recruitment, mentoring, promotion and leadership will further contribute to this.**

Figure 4.4 Career Pipeline STEM (% of Students and Academic Staff) 2016



<p>Action 4.1</p>	<p>Develop a dedicated University strategy to address the low percentage of female academic staff at all grades in a number of STEM subjects</p> <p>Develop appropriate text for job advertisements to explicitly attract female applicants including in subjects where women are absent or underrepresented</p> <p>Revise the promotions criteria to reflect reality of career breaks due to maternity and carers leave</p> <p>Improve the career pipeline from PhD through to postdoctoral and early career tenured positions particularly in STEM</p>
<p>Action 4.3</p>	<p>In conjunction with the actions on promotion and recruitment, develop and implement targeted strategies to attract more female staff at all grades in STEM subjects where women are underrepresented</p>

Table 4.1 Male and Female Academic Staff by Grade 2014-2016

	2014			2015			2016		
	T	F	%F	T	F	%F	T	F	%F
All Staff	Count HC			Count HC			Count HC		
Prof A	43	11	25.6	41	10	24.4	43	12	27.9
Prof B	18	5	27.8	18	5	27.8	36	13	36.1
Snr Lecturer	77	26	33.8	75	25	33.3	89	33	37.1
Lecturer	191	97	50.8	200	98	49	179	86	48
Asst. Lecturer	18	10	55.6	16	10	62.5	15	9	60
All Staff	347	149	42.9	350	148	42.3	362	153	42.3
AHSS									
Prof A	24	9	37.5	25	9	36	29	12	41.4
Prof B	12	4	33.3	13	4	30.8	20	9	45
Snr Lecturer	43	18	41.9	41	16	39	54	22	40.7
Lecturer	138	77	55.8	145	77	53.1	133	70	52.6
Asst. Lecturer	17	10	58.8	15	10	66.7	15	9	60
All Staff	234	118	50.4	239	116	48.5	251	122	48.6
STEM									
Prof A	12	1	8.3	9	0	0	9	0	0
Prof B	6	1	16.7	5	1	20	13	3	23.1
Snr Lecturer	32	7	21.9	32	8	25	34	10	29.4
Lecturer	53	20	37.7	55	21	38.2	45	16	35.6
Asst. Lecturer	1	0	0	1	0	0	0	0	0
All Staff	104	29	27.9	102	30	29.4	101	29	28.7

Table 4.2 Male and Female Research Staff by Gender and Grade 2014-2016

All Staff	2014			2015			2016		
	T	F	%F	T	F	%F	T	F	%F
	Count FTE			Count FTE			Count FTE		
Snr Res Fellows	29	14	48.3	36	22	61.1	20	12	60
Post-Doctoral	58	22	37.9	53	18	34	59	24	40.7
Research Assistants	12	8	66.7	23	11	47.8	23	9	39.1
All Others	11	3	27.3	4	3	75.0	12	7	58.3
All Staff	110	47	42.7	116	54	46.6	114	52	45.6
AHSS									
Snr Res. Fellows	24	13	54.2	25	18	72.0	16	12	75
Post-Doctoral	22	14	63.6	16	6	37.5	32	12	37.5
Research Assistants	9	6	66.7	14	6	42.9	11	3	27.3
All Others	4	2	50	1	1	100	7	4	57.1
All Staff	59	35	59.3	25	18	55.4	66	31	47
STEM									
Snr / Res. Fellows	5	1	20	11	4	36.4	4	0	0
Post-Doctoral	36	8	22.2	37	12	32.4	27	12	44.4
Research Assistants	3	2	66.7	9	5	55.6	12	6	50
All Others	7	1	14.3	2	2	100	4	3	75
All Staff	51	12	23.5	59	23	39	47	21	44.7

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

Table 4.4 below indicates there is a small number of temporary academic grade contracts across all Faculties. There are no zero-hour contracts in MU. Contract Lecturers are linked to specific purpose backfill arrangements (such as, sabbatical and maternity/other leave cover). MU contract staff enjoy the same general terms and conditions as permanent members of staff subject to scheme rules, for instance, (however, the opportunity to apply for a half year or full year sabbatical is only available to permanent academic staff every three or six years).

Higher education institutions in Ireland are involved in contracted research work under a range of programmes/schemes operated by state funding agencies such as Science Foundation Ireland, Enterprise Ireland, Health Research Board, IRC etc. and EU programmes (such as HORIZON 2020 and ERC grants). In these instances, all research posts that are funded by the Irish research agencies must be on the basis of fixed term or fixed purpose contracts, whose term shall not exceed the scheme/award duration. Such contracts must also include a specific clause providing for early termination before the specified expiry date of the contract in the event of the envisaged funding stream being terminated or reduced by the funding agency. A specific reference to such a clause must be included in the acknowledgement of the terms and conditions attaching to the offer of the post to be signed by the potential employee. The rates of pay for the posts must not be in breach of public sector pay policy. MU is obliged to observe these rules but locally provides other supports

and protections (for instance, the University fully covers maternity leave for contract staff on the exact same terms as permanent staff). Table 4.5 outlines the numbers of contract research staff by Faculty.

Table 4.3 Staff Contracts by Category and Gender 2016

Category	2016	
	All Staff	Female Male
Academic		55.6% 44.4%
ATP		64.2% 35.8%
Research		45.1% 54.9%
All Staff		48% 52%

Table 4.4 Lecturers by Contract Type 2016

	Total				Permanent				Contract			
	T	F	M	%F	T	F	M	%F	T	F	M	%F
Faculty of Arts, Celtic Studies, Philosophy	87	41	47	46.6	81	37	44	45.7	6	4	3	58.3
Faculty of Social Sciences	154	76	78	49.3	145	72	73	49.8	9	4	5	40.9
AHSS	241	116	124	48.3	226	109	117	48.3	15	7	8	48
Faculty of Science and Engineering	97	25	65	25.5	92	23	62	24.6	5	2	3	42.3
STEM	97	25	65	25.5	92	23	62	24.6	5	2	3	42.3
Other	10	2	8	20	9	2	7	22.2	1	0	1	0
Total MU	347	143	197	41.2	326	134	186	41.0	21	9	12	44.3

Table 4.5 Research Staff by Contract Type 2016

	Total				Permanent				Contract			
	T	F	M	%F	T	F	M	%F	T	F	M	%F
Faculty of Arts, Celtic Studies, Philosophy	15	6	9	38	0	0	0	0	15	6	9	38
Faculty of Social Sciences	30	14	17	45	1	1	0	100	29	13	17	43
AHSS	45	19	26	43	1	1	0	100	44	18	26	42
Faculty of Science and Engineering	62	29	33	46	0	0	0	0	62	29	33	46
STEM	62	29	33	46	0	0	0	0	62	29	33	46
Other	0	0	0	0	0	0	0	0	0	0	0	0
Total MU	107	48	59	45	1	1	0	100	106	47	59	44

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

All contract and permanent Lecturer positions in MU combine teaching and research. The percentage of all contract Lecturers who were women in 2016 was 48% in AHSS and 42% in STEM. The proportion of women on temporary Research contracts was in a similar range in AHSS (42%) and STEM (46%) in 2016. In both AHSS and STEM there is a higher proportion of men employed on a contract basis. **A new mentoring scheme (Action 5.3.3) will provide important career development support for contract staff**

Action 4.1	Improve the career pipeline from PhD through to postdoctoral and early career tenured positions particularly in STEM
Action 5.3.3	Launch a new mentoring programme with a gender equality focus for early career female academics, that includes training for mentees and mentors (senior academics)

(iv) Academic leavers by grade and gender

Table 4.6 below demonstrates the trends in academic staff leaving between 2013/14 and 2015/16. Reasons for leaving include end of a contract (non-renewal), end of funding and end of career (retirement and death). Other leavers include resignations from permanent contracts and mid contract on projects not yet completed. The reasons why academic staff leave the University are not currently recorded. Although the total numbers are small, a higher proportion of female staff left STEM positions.

Action 4.6	Introduce standard exit interviews for all staff who leave the University (academic, ATP and research staff)
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Table 4.6 Academic Staff who left the University 2013/14-2015/16

	2013/14				2014/15				2015/16			
	T	F	M	%F	T	F	M	%F	T	F	M	%F
Faculty of Arts, Celtic Studies, Philosophy	2	1	1	50	6	1	5	16.7	14	6	8	42.9
Faculty of Social Sciences	7	0	7	0	8	3	5	37.5	7	2	5	28.6
AHSS	9	1	8	11.1	14	4	10	28.6	21	8	13	38.1
Faculty of Science and Engineering	3	2	1	66.7	1	1	0	100	11	8	3	72.7
STEM	3	2	1	66.7	1	1	0	100	11	8	3	72.7
Total MU	12	3	9	25	15	5	10	33.3	32	16	16	50

Figure 4.5 Academic and Research Staff who left the University 2013/14-2015/16

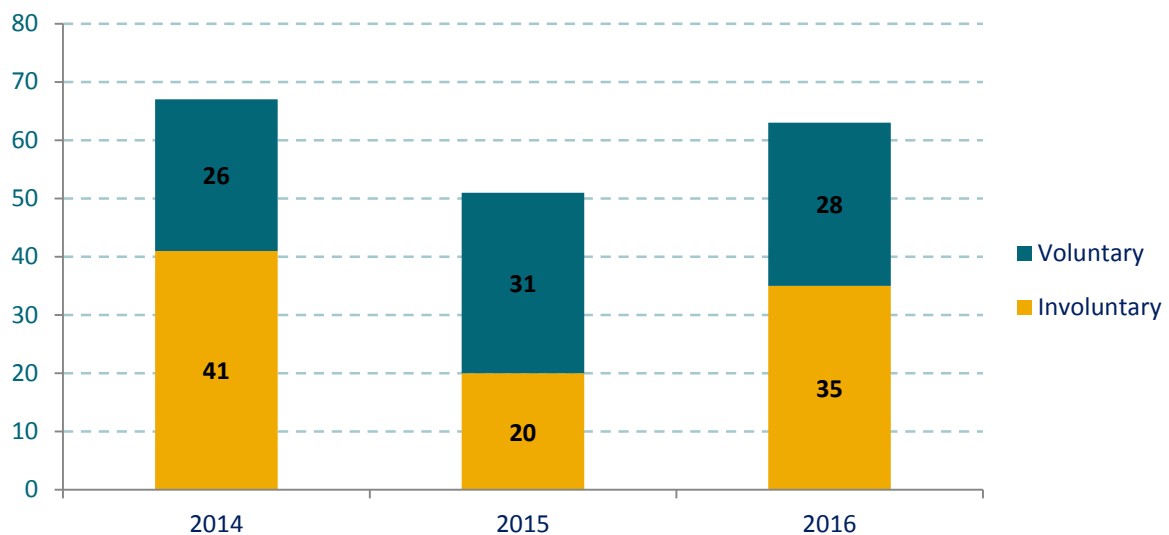
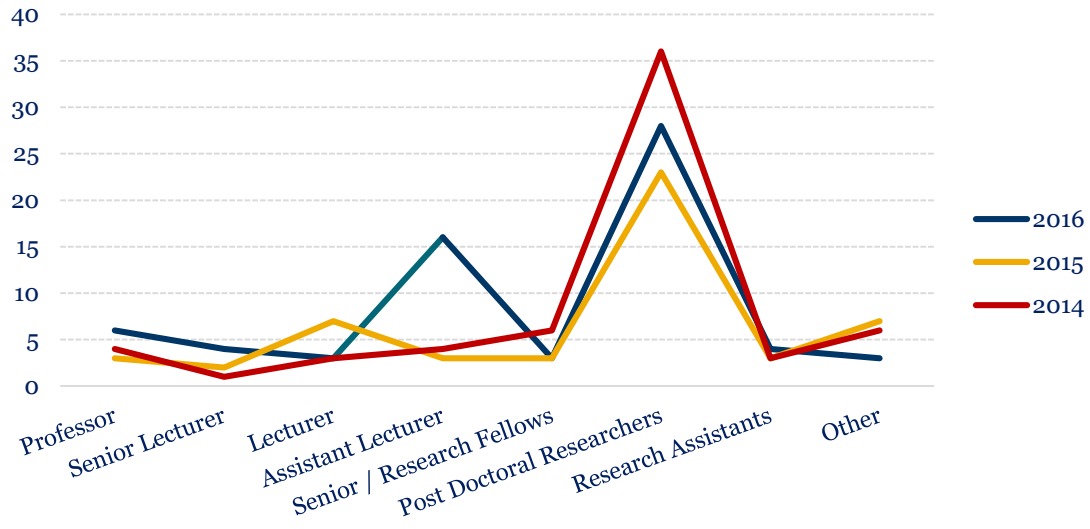


Figure 4.7 demonstrates that post-doctoral researchers have the highest leaving rate among both staff who 'voluntarily' resigned by giving notice during projects and those who left 'involuntarily' (for instance, due to the end of a contract).

Figure 4.6 Academic Leavers Numbers by Grade 2013/14-2015/16



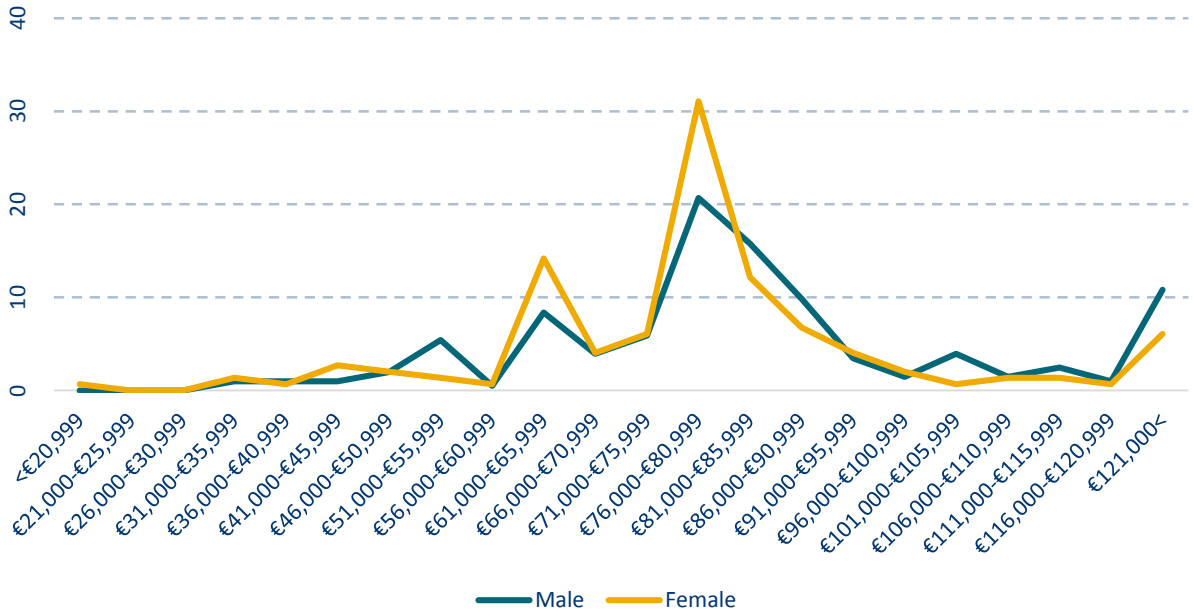
The new mentoring scheme (Action 5.3.3) and exit interviews (Action 4.6) will include research staff in order to identify the impact of mentoring on researchers’ employment destination and career progression. Exit interviews will also help identify any new actions that may be required to support contract staff.

(v) Equal pay audits and reviews

Figure 4.7 below details the percentage of Academic staff by gender and pay-bracket in 2016 at MU. Of the total number of academic staff,⁹ fifty five (15.6%) have a salary in excess of €100,999. Of these, fifteen are female and forty are male. 10% of all female academic staff earn in excess of €100,999 while 19.7% of all male academic staff are above this threshold. Figure 4.7 below shows that almost 50% of all female academic staff earnings are within the €76-€86k salary range.

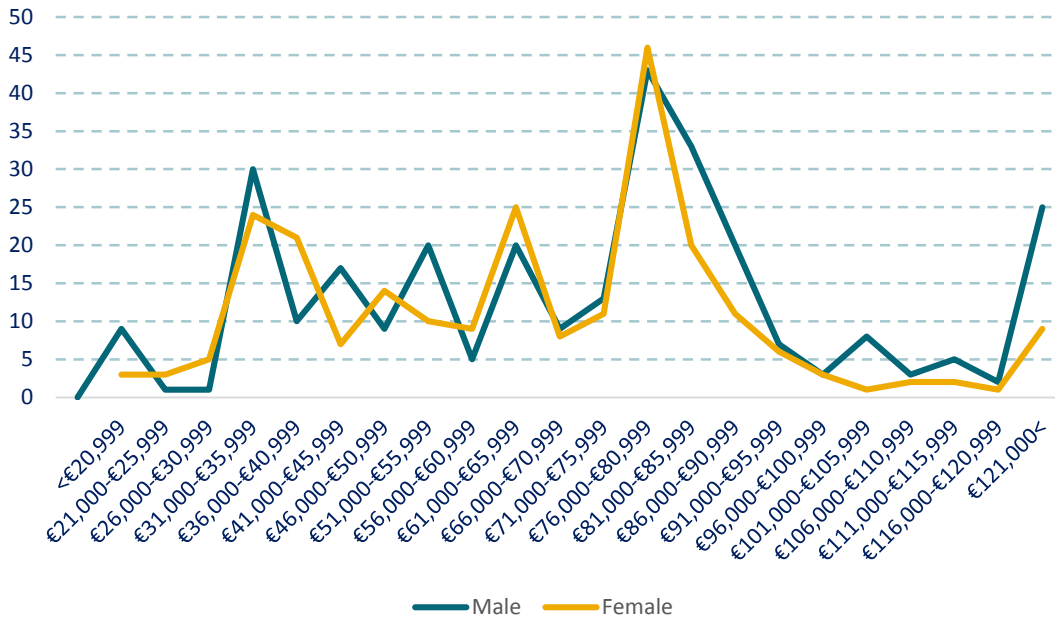
⁹ Note that this total figure of 351 is marginally different from the FTE figures used in previous sections (353.8). This figures as based on a particular point in time in 2016.

Figure 4.7 Academic Staff (%) by Gender and Pay-Bracket 2016



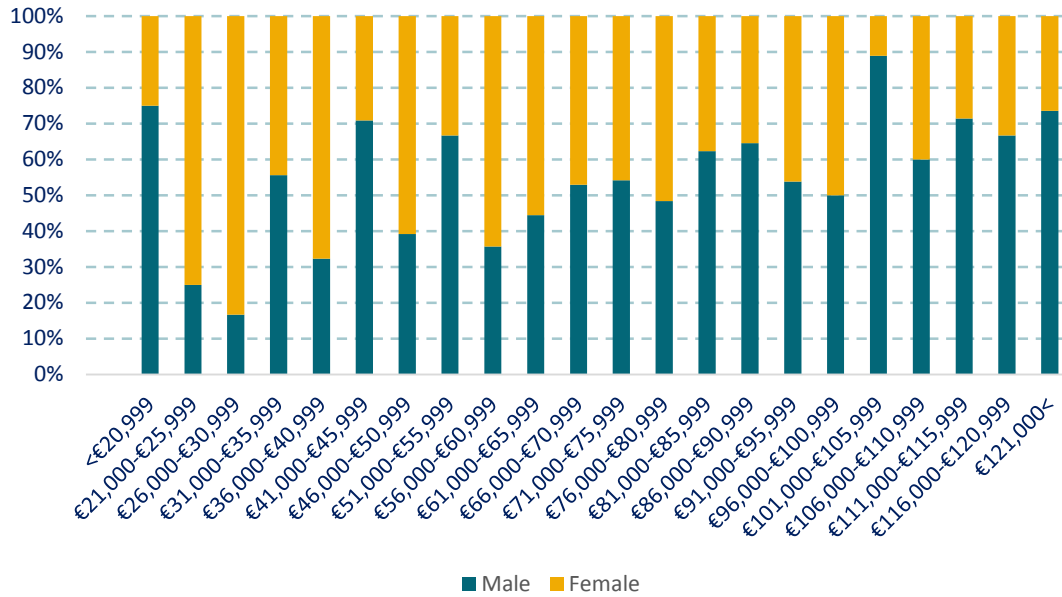
Action 3.4 states that the VP for EDI will co-ordinate a comprehensive annual Equality, Diversity and Interculturalism audit and will publish a report approved by the President and UE, including on pay differences.

Figure 4.8 Academic and Research Staff (%) by Gender and Pay-Bracket, 2016¹⁰



¹⁰ Figures 4.7 and 4.8 refer to data captured in 2016 and account for whole time equivalent academic and research employees.

Figure 4.9 Academic and Research Staff: Gender and Pay-Bracket, 2016



<p>Action 3.4</p>	<p>VP for EDI (in consultation with EDIC and Chair, the HR Equality Officer and the Athena SWAN Co-ordinator) will co-ordinate a comprehensive annual Equality, Diversity and Interculturalism audit and will publish a report approved by the President and UE. The report will include a specific section on Gender, with Departmental, Faculty and University data on: pay differences; promotions; recruitment and retention figures; women in leadership and committee participation; leaver data; students; intersectionality data, including on gender, race and ethnicity; Transgender issues; relevant policies; public image of the University</p>
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5. Supporting and Advancing Careers (4,440 words)

5.1 Key career transition points: academic staff

(i) Recruitment

Table 5.1 below provides details on gender at application, shortlisting and final acceptance stage for all advertised academic positions between 2014-2016. At the application stage there is a gender gap with an average of 40% of all applications made by female applicants from 2014-2016. 50.3% of applications for Assistant Lecturer positions were made by women whereas at Professor level the rate was 36.9%.

There is less of a gender gap visible at the shortlisting stage where 47.9% of shortlisted candidates for all academic positions were women. 22% of all female applicants were successfully shortlisted compared with 16% of male applicants between 2014-2016. 29.2% of the women shortlisted ultimately accepted posts (the figure for men was 24.6%).

Over the three year period (2014-2016), 52.3% of all new academic grade positions in MU were accepted by female applicants. As in other stages of the recruitment process, lowest female rates were recorded at the top scale with the percentage of new female professors recruited 41.7%. Again, the female shortlisting to acceptance success rate was higher than the male rate with the three year averages recorded at 29% and 24.5% respectively (see Table 5.2).

The difference between male and female rates of participation in both AHSS and STEM positions and courses within MU is also evident across all stages of the recruitment process. There is a difference in female rates at application stage (45.2% in AHSS and 27.1% in STEM), shortlisting stage (51.1 % in AHSS and 37.3 % in STEM) and final acceptance stage (58.7% in AHSS and 36% in STEM).

Overall, the data demonstrates that women are underrepresented in job applications, but can be relatively successful during the recruitment process.

Action 5.1.1	Conduct a comprehensive review of the academic recruitment process in each Faculty and of best practice, including an analysis of the language used in academic job advertisements in each of the faculties in order to attract more applications in underrepresented groups
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Table 5.1 Applications for Academic Positions 2014-2016

		Applied			Shortlisted			Accepted		
		T	F	%F	T	F	%F	T	F	%F
2014	Professor	109	40	36.7	21	9	42.9	4	2	50
	Snr Lecturer	81	25	30.9	17	11	64.7	3	2	66.7
	Lecturer	735	285	38.8	91	39	42.9	19	11	57.9
	Asst. Lecturer	230	131	57.0	74	42	56.8	29	14	48.3
	Other	5	2	40.0	3	1	33.3	1	1	100
	Total	1160	483	41.6	206	102	49.5	56	30	53.6
	2015									
2015	Professor	158	61	38.6	20	10	50.0	5	3	60
	Snr Lecturer	2	2	100	2	2	100	1	1	100
	Lecturer	624	230	36.9	97	47	48.5	24	13	54.2
	Asst. Lecturer	138	71	51.4	49	23	46.9	20	12	60
	Other	78	52	66.7	29	18	62.1	7	7	100
	Total	1000	416	41.6	197	100	50.8	57	36	63.2
2016										
2016	Professor	61	20	32.8	20	5	25	3	0	0
	Snr Lecturer	31	18	58.1	5	2	40	1	1	100
	Lecturer	1035	376	36.3	158	71	44.9	39	14	35.9
	Asst. Lecturer	189	78	41.3	59	26	44.1	16	8	50
	Other	39	20	51.3	12	9	75	4	3	75
	Total	1355	512	37.8	254	113	44.5	63	26	41.3
2014 – 2016										
2014 – 2016	Professor	328	121	36.9	61	24	39.3	12	5	41.7
	Snr Lecturer	114	45	39.5	24	15	62.5	5	4	80
	Lecturer	2394	891	37.2	346	157	45.4	82	38	46.3
	Asst. Lecturer	557	280	50.3	182	91	50	65	34	52.3
	Other	122	74	60.7	44	28	63.6	12	11	91.7
	Total	3515	1411	40.1	657	315	47.9	176	92	52.3

Table 5.2 Shortlisting and Acceptance Rate by Gender (All Positions) 2014-2016

		Shortlisted (% of applicants)			Accepted (% of shortlisted)		
		%T	%M	%F	%T	%M	%F
2014-2016	Professor	18.6	17.9	19.8	19.7	18.9	20.8
	Snr Lecturer	21.1	13	33.3	20.8	11.1	26.7
	Lecturer	14.5	12.6	17.6	23.7	23.3	24.2
	Asst. Lecturer	32.7	32.9	32.5	35.7	34.1	37.4
	Other	36.1	33.3	37.8	27.3	6.3	39.3
	Total	18.7	16.3	22.3	26.8	24.6	29.2

Table 5.3 Applications and Success Rates Academic Positions 2014-2016 (AHSS and STEM)

		Applied			Shortlisted			Accepted			
		T	F	%F	T	F	%F	T	F	%F	
All	Professor	328	121	36.9	61	24	39.3	12	5	41.7	
	Snr Lecturer	114	45	39.5	24	15	62.5	5	4	80	
2014-2016: Academic	Lecturer	2394	891	37.2	346	157	45.4	82	38	46.3	
	Asst. Lecturer	557	280	50.3	182	91	50	65	34	52.3	
	Other	122	74	60.7	44	28	63.6	12	11	91.7	
	Total	3515	1411	40.1	657	315	47.9	176	92	52.3	
	2015										
	2014-2016: AHSS	Professor	310	111	35.8	56	22	39.3	11	5	45.5
Snr Lecturer		112	43	38.4	22	13	59.1	4	3	75	
Lecturer		1539	675	43.9	250	119	47.6	55	27	49.1	
Asst. Lecturer		467	245	52.5	138	78	56.5	45	28	62.2	
Other		110	72	65.5	41	27	65.9	11	11	100	
Total		2538	1146	45.2	507	259	51.1	126	74	58.7	
2016											
2014-2016: STEM	Professor	18	10	55.6	5	2	40	1	0	0	
	Snr Lecturer	2	2	100	2	2	100	1	1	100	
	Lecturer	855	216	25.3	96	38	39.6	27	11	40.7	
	Asst. Lecturer	90	35	38.9	44	13	29.5	20	6	30	
	Other	12	2	16.7	3	1	33.3	1	0	0	
	Total	977	265	27.1	150	56	37.3	50	18	36	

(ii) Induction

The University's induction programme provides an overall introduction to the institution's policies and procedures. Sessions include an introduction to central services, health and safety and to equality and diversity issues. There were eighteen staff members in attendance at the most recent induction and eleven were women. Institutional inductions are scheduled to coincide with a number of new staff members joining the University over the coming months and it is proposed in the action plan to include dedicated, compulsory EDI and sexual harassment and bullying training.

Action 5.1.2	Introduce an expanded/revised induction scheme that includes compulsory EDI training for new staff and dedicated training on the Universities equality and sexual harassment policies
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Section 5.1 (iii) Promotion

Measures taken by the Irish government to address a crisis in the public finances placed a moratorium on recruitment and promotion in Irish universities between 2008 and 2011, which produced a large backlog of qualified applicants when the promotions process reopened.

In 2015, MU opened a new Academic Promotions Scheme. Only a very limited number of positions were filled in a previous round in 2011-12. A Professor A promotion round for all faculties is currently underway and the results will be communicated to all applicants in 2018. **Action 3.4 will monitor the results and impact of the A Professor round on the gender pipelines in each Faculty.** The primary objective of the University Academic Promotion Schemes is to retain and develop excellent academic staff, by encouraging, recognising and rewarding academic achievement, and supporting the professional development of academic staff.

Candidates who apply for promotion are assessed in three areas of activity: Research, Scholarship and Innovation (40%); Teaching and Educational Development (40%); and Service to the Department (or School or Institute) and University (20%).

Each promotion scheme stipulates a minimum number of years of service required at an academic grade in MU or a similar University or HEI. However, candidates with an atypical career path who can demonstrate exceptional achievement may request the President to vary or waive the normal eligibility requirements.

The result of the 2015/2016 Senior Lecturer and Professor B promotions round reflects the University's strong commitment to monitoring progress in gender equality in the promotions process and to progressing women's careers. Table 5.4 shows that women accounted for 45% of potential applicants for promotion, 41% of actual applications and 43% of successful applications. Female success rates were higher than men in the Professor B category, for instance, but were on a par with male applicants for promotion to Lecturer.

Overall, the proportion of successful female applications is higher than the proportion of actual female applications in both STEM and AHSS and female success rates are higher than for male applicants (the numbers of eligible women are of course low in STEM, however).

However, we recognise that further improvements need to be made to the promotions process to encourage more gender equality and diversity and this is reflected in our Action Plan. One-third of women who responded to the staff culture survey indicated that they felt their gender had negatively impacted on their promotion prospects compared to just 6% of men. 66% of respondents (68% of women and 59% of men) agreed that periods of leave and career breaks should be formally taken into account in the promotional criteria. An Athena SWAN Women in Science focus group held also revealed there is a degree of confusion among staff as to the criteria and procedures for academic promotion. A clear need to demystify the process was concluded from these consultations.

Action 5.1.3	Produce a policy proposal for the University Academic Promotions Review Committee as to how period/s of maternity and adoption leave taken by a candidate can be formally taken into account in the promotions process
Action 5.1.4	Evaluate the existing gender equality practices applied in promotions processes
Action 5.1.5	Introduce biennial promotion rounds for Senior Lecturer and Professor grades
Action 5.1.6	Implement a new HR strategy on promotion including a revised webpage with links to university policy, forms, guidance and additional resources for Academic Promotion applications
Action 5.1.7	Host workshops for each faculty, with a gender equality dimension included, to provide application advice to staff eligible to apply for promotion
Action 5.1.8	Hold briefing sessions, with a gender equality dimension, on the promotion process aimed at HODs

Table 5.4 Successful Academic Promotion Applications, 2015

		Potential Applications			Actual Applications			Successful Applications		
		T	F	%F	T	F	%F	T	F	%F
All Faculties	Prof B	72	23	32	38	13	34	19	7	37
	Snr Lecturer	187	91	49	85	36	42	34	14	41
	Lecturer	21	13	62	5	4	80	5	4	80
	Total	280	127	45	128	53	41	58	25	43

Table 5.5 Successful Promotion Applications 2015 (By Faculty)

		Potential Applications (%)	Actual Applications (%)	Successful Applications (%)
		%F	%F	%F
STEM	Prof B	25	33	27
	Snr Lecturer	38	33	50
	Lecturer	50	50	50
	Total	33	34	39
AHSS	Prof B	38	35	50
	Snr Lecturer	53	46	41
	Lecturer	63	100	100
	Total	51	45	48

Table 5.6 Promotion Success Rates 2015

		Success Rate %		
		%T	%F	%M
AHSS	Prof B	40	57	31
	Snr Lecturer	36	32	39
	Lecturer	100	100	N/A
	Total	39	42	37
STEM	Prof B	61	50	67
	Snr Lecturer	42	63	31
	Lecturer	100	100	100
	Total	52	60	48
All Faculties	Prof B	50	54	48
	Snr Lecturer	40	39	41
	Lecturer	100	100	100
	Total	45	47	44

Section 5.3 Career development: Academic staff

(i) Training

There are a variety of options for all employees to undertake professional development and skills training. Courses covering personal development and professional skills development are offered through both HR and the Centre for Learning and Teaching (CTL). Table 5.7 lists a sample of what is currently offered to staff. Table

5.8 demonstrates female staff were the most likely to avail of these opportunities. Female staff accounted for 70% of total participants on CTL courses in 2015.

Details on uptake of training by gender will now be collected on an annual basis as part of Action 3.4.

The majority of skills training and professional development are offered in-person. This is supported by feedback received through appraisals conducted with participants. While there is a move to make more training available online to allow for a greater variety of content with more flexibility of scheduling, respondents to the staff survey appreciate the positive impact that in-person training has. In response to a majority of staff in our culture survey expressing a desire for more training opportunities, **actions 5.1.2, 5.1.7, 5.3.1, 5.3.2, 5.3.3 all incorporate training opportunities.**

Table 5.7 Professional Development and Skills Training Offered

Type	Activity	Owner	Compulsory	Schedule	Mode
Professional Development	Recruitment training	Human Resources	Yes	Ongoing	In person
	Living Equality and Diversity (LEAD)	Human Resources	No	Ongoing	Online
	Centralised induction	Human Resources	Yes	Ongoing	In person
	Health and Safety	Health and Safety	Yes	Ongoing	In person
	Unconscious bias	Human Resources	No	Ongoing	In person
	Managing Mental Health in the Workplace	Human Resources	No	Ongoing	In person
	Aurora leadership development programme for women	Human Resources	No	Ongoing	In person
Skills Development	Postgraduate Diploma in Higher Education	Centre for Teaching and Learning	No	Ongoing	In person
	Moodle 3.3 Tour and Start of Term Refresher	Centre for Teaching and Learning	No	Ongoing	In person

Introduction to Moodle for New Staff	Centre for Teaching and Learning	No	Ongoing	In person
Creating and managing Moodle and Turnitin Assignments	Centre for Teaching and Learning	No	Ongoing	In person
Moodle Quizzes for Assessment and Feedback	Centre for Teaching and Learning	No	Ongoing	In person
Using Audience Response Systems in Lectures	Centre for Teaching and Learning	No	Ongoing	In person
Backing up, restoring and updating Moodle Courses	Centre for Teaching and Learning	No	Ongoing	In person

Table 5.8 Uptake of Professional Development Programmes

Staff Category	% of Uptake
Female ATP	32%
Male ATP	12%
Female Academic/Research	28%
Male Academic/Research	28%

Action 5.3.1	Extend face-to-face Unconscious Bias Training provision, make it compulsory for new HODs, and include content on how gender intersects with race and ethnicity and other intersectional categories
Action 5.3.2	Redesign and redevelop the existing online Equality and Diversity programme (LEAD), including a new focus on intersectionality, to complement face to face training opportunities

(ii) Appraisal/Development Review

The University does not have an agreed Performance Management and Development System in place currently. The University is, however, committed to introducing a new tailored Performance Management and Development system, fully in line with sectoral timeframes and guidelines.

Action 5.3.3	Review Performance Management and Development Systems in other Irish Universities and make a recommendation to UE
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(iii) Support given to academic staff for career progression

The Eochair Funding Scheme run by the VP for Research and Innovation Office is designed to support permanent academic staff in building an enhanced research profile, typically following a hiatus in research output (eg following administration, family or special teaching commitments etc.).

The staff survey revealed that there is a perceived lack of support for staff applying for academic positions and promotion within the University and in the sector. A number of interconnected actions will be implemented to address this.

Action 5.3.3	Launch a new mentoring programme with a gender equality focus for early career female academics, that includes training for mentees and mentors (senior academics)
Action 5.3.5	Revise sabbatical and research leave schemes to provide much more flexible forms of leave, including short periods of leave, that does not impose financial penalties and is incorporated into departmental workload allocations and models, which take account of gender equality

Action 5.1.7	Host workshops for each faculty, with a gender equality dimension included, to provide application advice to staff eligible to apply for promotion
Action 5.1.8	Hold briefing sessions, with a gender equality dimension, on the promotion process aimed at HODs

Action 5.1.5	Introduce biennial promotion rounds for Senior Lecturer and Professor grades
Action 5.1.6	Implement a new HR strategy on promotion including a revised webpage with links to university policy, forms, guidance and additional resources for Academic Promotion applications

5.5 Flexible working and managing career breaks

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

The University provides full backfill for replacement staff/academic positions when staff are on maternity leave. MU provides twenty six weeks statutory maternity leave plus sixteen weeks of unpaid leave, which is optional. Maternity leave must commence at least two weeks prior to the due date and at least four weeks must be taken after the birth. This is similar for adoption leave (twenty four weeks with the additional sixteen weeks optional). During a period of paid maternity/adoption leave, employees receive a 'top up' on the relevant Social Welfare Benefit from the Department of Social Protection to ensure they continue to receive a full salary. This provision for full pay is funded centrally by the University. Part-time, job share and employees working a 'shorter working year' receive paid maternity benefits on a pro-rata basis. The University treats contract staff the exact same way as permanent staff in the provision of pay and cover for maternity leave.

Prior to going on maternity leave, an employee can attend medical or related ante/post-natal care appointments without loss of pay. Employees are also able to attend one set of ante-natal classes (other than the last three) without loss of pay. This extends to adoption leave in which the employee may take time off to attend preparation classes/ pre-adoption meeting. In the case of international adoption, the employee may choose to use some or all of the initial adoption leave prior to the date of adoption.

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

Cover for maternity leave is funded by the University, however a number of issues were identified in the staff survey. 69% of academic staff who responded to the survey continued to work during maternity leave (including supervising PhD students, checking emails, responding to funding bodies and meeting publication deadlines). Actions to provide clear guidelines on expectations before, during and after such leave will be considered and introduced.

Action 5.5.1	Establish new Departmental and HR supports for staff taking maternity/adoption leave and guidelines for staff taking leave and managers that will cover preparing for leave, expectations during leave and supports available upon return to work
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(iii) Cover and support for maternity and adoption: returning to work

The University centrally provides full cover for backfill for staff on maternity and adoption leave. 81% of employees returning from maternity leave advised in the survey that no special arrangements were put in place to facilitate their re-engagement with research and other duties.

Action 5.5.2	Fund and facilitate a protected three month teaching-free period for staff post a period of maternity/adoption leave
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Our survey also showed that 29% of those who responded to the relevant question continued to breastfeed and/or express milk when they returned to work. The majority of these women were dissatisfied with the facilities available to them.

Action 5.5.3	Conduct an awareness raising campaign to highlight current and newly planned facilities on-campus for breastfeeding/ expressing milk
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(iv) Maternity Return Rate

97% of employees returned to their post after maternity leave between 2013 and 2016.

(v) Paternity, adoption, and parental leave uptake

The *Paternity Leave and Benefit Act 2016* provides for statutory paternity leave of two weeks within six months of the birth or adoption of a child. MU employees availing of this leave receive a 'top-up' of a Social Welfare Paternity Benefit to ensure a full salary, which is centrally funded and supported by the University.

Since the introduction of statutory paternity leave in 2017, eleven male staff members have availed of this leave: five ATP staff members and six academic/research staff members (one in STEM and five AHSS).¹¹

MU also offers up to eighteen weeks parental leave per child which may be taken as a block or spread out with the agreement of a HOD. Generally, the leave must be taken before the child reaches the age of eight (with some discretion in the case of adoption and until sixteen for a child with disabilities and/or long term medical issues). The employee has the right to return to work after a period of parental leave to no less than the same conditions before leave.

Between 2014 and 2016, fifty one staff members availed of parental leave:

- six female academic/research staff members (four in STEM, two in AHSS);
- one male academic/research staff member (AHSS);
- forty two female ATP staff members;
- two male ATP staff members.

56% of respondents to the staff survey indicated that they have dependent children, yet the uptake of parental leave is relatively low, especially among male staff but also among female academics. Reasons for this could include the perceived potential impact on career progression, particularly for academic staff.

There has been no uptake of adoption leave over the past three years.

¹¹ Figure as of 10th November 2017.

(vi) Flexible working

Flexible working is an umbrella term that covers a number of arrangements that employees can avail of to reconcile their work/life balance and caring commitments. Formal HR policies at MU cover part time work, a shorter working year, flexi-time arrangements and job share. Employees can apply directly for a flexible working arrangement through the employee self-service portal.

(vii) Transition from part-time to full-time after career break

If a full time employee requests to work part-time for a specified period, this is considered a temporary arrangement and they will be able to move back into their full time role at any stage. Part-time work is permitted on a 50% or an 80% workload basis, enabling an employee to increase to full time hours at any stage, as parenting/caring responsibilities may, for instance, reduce over time.

(viii) Childcare

The University's on campus crèche offers places for forty four children aged between one and five years. Opening hours support full time staff (8:45am – 6:15pm during term time/9am – 5:30pm outside of term time). However, provision is restrictive for staff with teaching commitments outside of these hours and who may wish to avail of only occasional childcare. The crèche operates a waiting list for places and in accordance with guidelines from the Higher Education Authority (HEA), a significant number of places are allocated to students as priority. The University directly subsidises the crèche financially.

Only 11% of respondents to our academic staff survey stated they had availed of the on campus crèche. Staff who had used the crèche expressed satisfaction with the quality of the service provided (92% of respondents). However, other staff also indicated they did not avail of the on campus crèche due to a shortage of places, age limitation (the crèche currently does not accept children under 12 months), restricted opening hours and affordability. **The University is fully committed to addressing the on campus child care needs of staff and students.**

Action 5.5.5	Complete a full review of on-campus childcare requirements and facilities in order to formulate an evidence based strategy in line with trajectories for growth in staff and student numbers. This will include conducting a dedicated survey of staff and students with children to establish future needs and to implement a plan
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(ix) Caring responsibilities

All staff can avail of a statutory career break of up to 104 weeks to allow for personal caring responsibilities (this can be taken twice during a career). This is administered through the Social Welfare Carers Benefit. The employee will accrue their annual leave allocation for the first thirteen weeks of carers leave and will have the right to return to a role with conditions that are equivalent to the position held before the period of leave.

Currently all available policies and supports are available online and promoted through the HR employee self-service portal. The Athena SWAN Care/Leave Working Group identified a need for a Parents and Carers Network in the University.

Action 5.5.4	Launch a <i>Parents and Carers Network</i> in the university
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5.6 Organisation and Culture

(i) Culture

Since 2012, rules in the University have been put in place to ensure minimum levels of gender balance for panels on GA, GA Standing Committees and AC Standing Committees. The University recommends a minimum of 40% representation of either gender on all committees and interview boards. A new policy from the Registrar’s office also recommends gender balance in the appointment of subject external examiners.

Such policies have enabled more female staff to contribute to the development of the University. However, the University recognises that more needs to be done to ensure that gender equality is fully reflected in all its activities and public image. The staff survey revealed that while 60% of male staff agreed that the cultural ethos of the University is one that supports equality of opportunity in relation to gender, the corresponding figure for female colleagues was 33%.

A number of actions in the Athena SWAN Gender Equality Action Plan will proactively improve the visibility of women and other underrepresented categories in the culture of the institution.

Action 3.5	Continue to develop the university’s Athena SWAN online and on campus communication strategy
Action 5.6.8	Achieve a minimum of 40% representation of either gender in future high profile university events in keeping with targets on formal University committees and boards (including honorary conferrings, alumni lectures, inaugural lectures, conferral speeches etc.)
Action 5.6.9	Host an Athena SWAN seminar series and annual ‘world cafes’ on campus
Action 5.6.10	Annual Intersectionality Lecture, to coincide with University Research Week
Action 5.6.11	Conduct a review of the university’s public image and include data in annual EDI report to President
Action 5.6.12	Develop a strategy for providing a more balanced representation of the University’s leadership e.g. at conferrings, on promotional materials

In relation to the student body, research has shown the potential for biases relating to student gender when anonymous marking is not used. External examiners have recommended anonymous marking for examinations at MU. **Action 5.6.1 will introduce anonymous marking in the University.**

(ii) HR policies

The Equality, Diversity and Interculturalism Committee (EDIC) is a joint standing committee of the GA and AC and one of its functions is to implement the HR Equality and Diversity Policy. HR is represented on the EDIC by the Director of HR and the HR Equality Officer who currently acts as Secretary.

HR policies from 2008, including the Bullying, Harassment and Sexual Harassment Policy (incorporating Dignity at Work), are currently being updated and are scheduled for final approval and release in 2018 (**Action 5.6.2**). This policy is supported by a network of contact officers who are available to confidentially discuss issues of bullying, harassment and sexual harassment and who are familiar with complaints processes.

A redrafted HR Equality Policy was recently presented to all Faculty meetings as part of the consultation process prior to its publication.

All HR policies are disseminated to managers and are covered in inductions for new staff. Equality and diversity training also incorporates all relevant HR policies. Gender equality and sexual harassment training is mandatory for new staff and new HODs as part of the next induction programme. All policies are also accessible through the HR website and the wider University policy website.

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

The number of women who are HODs has recently increased to 31% (the national HEA figure is 27%) and one of the three current Faculty Deans is a woman (Table 5.9). The lower proportion of senior women in STEM poses a challenge in appointing leaders (**see Action 4.1**). The current Dean of the Faculty of Science and Engineering is a woman and, since July 2017, the HOD in Chemistry is female. Seven of the eight academic Departments in STEM are headed by men. The situation is considerably better in AHSS where women are 35% of HODs. Only one senior academic female is head of a research institute in the University.

Consultation with staff in a Women in Science Athena SWAN focus group held, revealed that the position of HOD is generally not considered an attractive role by staff. This is in part due to the heavy administrative workload it requires with less time for research. For women who have had their research interrupted because of maternity leave, taking on the role of HOD may further limit their research capacity and need for work/life balance.

Action 5.6.3	A review of the role of HOD including how it can be made more attractive for eligible female candidates
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Table 5.9 % Female HODs, 2014 to 2017 (includes Faculty Deans)

	Female HODs			
	2014	2015	2016	2017
AHSS	43%	42%	26%	35%
STEM	22%	11%	11%	22%
Total MU	38%	33%	22%	31%

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

All seven University Presidents in Ireland are men and there has never been a female President of an Irish University. The UE at MU is a team of academic and administrative leaders (Vice Presidents and Deans) led by the President. The percentage of women on the UE has increased over the past four years, from just 25% (three women/nine men) in 2014 to a current rate of 39% (five women/eight men). **Action 3.7 states that UE data will be monitored and reported to GA with a view to identifying and implementing necessary actions on an annual basis.**

Table 5.10 UE Members, 2017

UE	
Role	Male/Female
President	Male
VP Academic, Registrar and Deputy President	Male
Bursar and Secretary	Male
Director of Human Resources	Female
VP for Research and Innovation	Male
VP for Estates and Capital Development	Female
Chief Information and Innovation Officer	Male
Dean of Arts, Celtic Studies and Philosophy	Male
Dean of Social Sciences	Male
Dean of Science and Engineering	Female
Dean of Graduate Studies	Female
Dean of Teaching and Learning	Female
Dean for Internationalisation	Male

Under Action 3.1, the University President will initiate a process to appoint a new Vice-President for Equality, Diversity and Interculturalism, who will be a full member of the UE.

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

As of September 2015, five out of the seven Irish universities had 40% or more women on their Governing Authority/body, ranging from 48% in TCD and MU down to 20% in UL, and a sector average of 39% women (HEA 2016).

Governing Authority

MU operates under the aegis of the Irish Universities Act (1997). Overall responsibility for the University is vested by the State in the GA, which approves the strategic direction of the University, the management and administration of its revenue and property and the general conduct of its affairs. 30 members are appointed in accordance with the Act and include staff, students, graduates and external organisations.

GA is currently composed of 43.3% women. For elected positions, namely staff and graduate panels, gender balance is mandatory.

The GA has also established six Standing Committees to assist it in the performance of its functions. The Terms of Reference refer to the need for gender balance when nominating members to these committees. Women currently account for at least one-third of members on all Standing Committees and are a majority of members on three.

Table 5.11 Gender representation of GA and GA Standing Committees, 2014-2018

GA (GA)¹²			
	Male	Female	% Female
2014-2015	17	13	43.3
2015-2016	16	12	42.9
2016-2017	14	14	50
2017-2018	17	13	43.3
GA Audit and Risk Assessment Standing Committee			
	Male	Female	% Female
2015-2016	3	3	50
2016-2017	3	2	40
2017-2018	3	2	40
GA Remuneration Standing Committee			
	Male	Female	% Female
2015-2016	4	2	33.3
2016-2017	4	2	33.3
2017-2018	4	2	33.3
GA Finance, HR and Development Standing Committee			

¹² Two Minister’s nominees have been outstanding since 2015-2016.

	Male	Female	% Female
2015-2016	6	3	33.3
2016-2017	6	3	33.3
2017-2018	6	3	33.3
GA Quality Standing Committee			
	Male	Female	% Female
2015-2016	4	5	55.6
2016-2017	5	4	44.4
2017-2018	2	5	71.4
GA Equality, Diversity and Interculturalism Standing Committee			
	Male	Female	% Female
2015-2016	1	7	63.6
2016-2017	4	7	63.6
2017-2018	4	8	66.7
GA Coiste Gaeilge na hOllscoile Standing Committee			
	Male	Female	% Female
2015-2016	4	3	42.9
2016-2017	5	7	58.3
2017-2018	5	7	58.3

Academic Council

Membership of AC is also defined by Statute. Each of the three Faculties elects three members of various grades to AC. Women currently comprise 37% of the AC membership and least 30% of AC committee membership, with the percentage considerably higher than this on a number of committees.

Table 5.12 Gender representation of AC and AC Standing Committees, 2014-2018

AC			
	Male	Female	% Female
2014-2015	44	31	41.3
2015-2016	46	30	39.5
2016-2017	46	29	38.7
2017-2018	46	27	37
Academic Programme Standing Committee			
	Male	Female	% Female
2014-2015	5	4	44.4
2015-2016	9	4	30.8
2016-2017	11	6	35.3
2017-2018	10	6	37.5
Campus Life Standing Committee¹³			

¹³ Standing Committee did not exist in 2014/2015.

	Male	Female	% Female
2014-2015	N/A	N/A	N/A
2015-2016	5	3	37.5
2016-2017	6	6	50
2017-2018	7	5	41.7
Research Standing Committee			
	Male	Female	% Female
2014-2015	13	6	31.6
2015-2016	6	6	50
2016-2017	7	9	56.3
2017-2018	9	7	43.8
Graduate and International Education Standing Committee¹⁴			
	Male	Female	% Female
2014-2015	N/A	N/A	N/A
2015-2016	4	4	50
2016-2017	6	2	25
2017-2018	4	5	55.6
Teaching and Learning Standing Committee			
	Male	Female	% Female
2014-2015	10	12	54.5
2015-2016	8	6	42.9
2016-2017	7	12	63.2
2017-2018	8	11	57.9
Honorary Degrees Standing Committee			
	Male	Female	% Female
2014-2015	4	4	50
2015-2016	4	4	50
2016-2017	5	3	30
2017-2018	5	3	30
Academic Staff Standing Committee			
	Male	Female	% Female
2014-2015	N/A	N/A	N/A
2015-2016	7	6	46.2
2016-2017	8	5	38.5
2017-2018	4	6	60
Academic Discipline Board			
	Male	Female	% Female
2014-2015	7	2	22.2
2015-2016	7	2	22.2
2016-2017	6	3	33.3
2017-2018	6	3	33.3
Examinations Appeals Board			

¹⁴ Standing Committee did not exist in 2014/2015.

	Male	Female	% Female
2014-2015	10	6	37.5
2015-2016	7	9	56.3
2016-2017	6	8	57.1
2017-2018	6	8	57.1

Action 3.4	VP for EDI (in consultation with EDIC and Chair, the HR Equality Officer and the Athena SWAN Co-ordinator) will co-ordinate a comprehensive annual Equality, Diversity and Interculturalism audit and will publish a report approved by the President and UE. The report will include a specific section on Gender, with Departmental, Faculty and University data on: Pay differences; Promotions; Recruitment and retention figures; Women in leadership and committee participation; Leaver data; Students; Intersectionality data, including on gender, race and ethnicity; Transgender issues; Relevant policies; Public image of the University
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(vi) Committee overload

As outlined above, rules on minimum levels of gender representation apply to GA staff panels, GA Standing Committees and AC Standing Committees. In addition, the University has a policy of recommending at least 40% representation of either gender on all other committees. The fact that historically there were fewer women (particularly senior women) available to fill committee positions led to overload on the part of senior women academics. This remains of concern in STEM which has a small number of senior female staff (**Action 4.1 aims to recruit and promote more women in all academic grades in STEM**).

The University has addressed committee overload by monitoring the composition of committees and widening the membership base within Faculties. **Annual Athena SWAN surveys (Action 3.7) will continue to monitor staff perceptions of equality in committee duties.**

(vii) Institutional policies, practices and procedures

The EDIC, which includes representatives from the UE, GA, AC and the student body, monitors and reviews the effectiveness of policies related to the University's equality and diversity objectives. An additional Athena SWAN representative will be co-opted onto the EDIC (**Action 5.6.4**).

(viii) Workload model

In 2014 the UE approved that the design and implementation of workload allocation models would be undertaken at departmental level. The University is in the process of also designing a centralised workload model which will be introduced in 2018. **Action 5.6.7 recommends training for HODs to ensure gender equality in monitoring of workloads and tasks at Departmental level, including examination of potential gender biases in workload allocations and duties/responsibilities.**

Action 5.6.6	Introduce a University Workload Allocation Model, with due regard to transparent processes and procedures in the allocation of work
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The survey conducted revealed some gender differences in the perceived fairness of workloads, with 55% of men compared to 47% of women agreeing that their workload is fair compared to the majority of their colleagues. The survey also indicated some gender differences in the tasks male and female staff are undertaking, with women spending more time teaching and less time on research, on average, than men.

(ix) Time of institution meetings and social gatherings

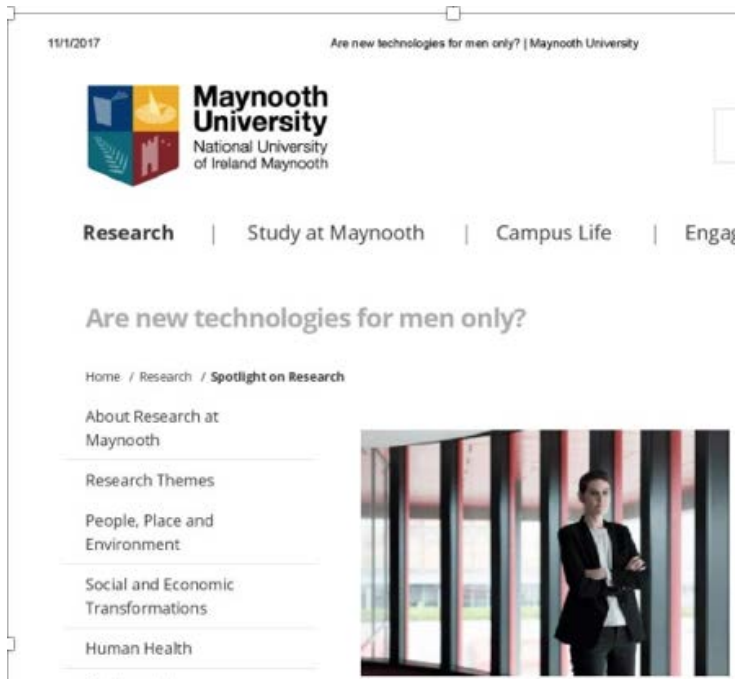
Core meeting hours in the University operate between 9am and 5:30pm and general University business meetings (including Faculty, Academic Council and Governing Body meetings) all take place in the middle hours of the day.

(x) Visibility of role models

Current actions to ensure female role models are visible include the Communications Office ‘Spotlight on Research’ section on the University’s website (see example below). Of the last twenty articles posted, twelve focused on research conducted by women (60%) and eight on men (40%).

The Maynooth Education Forum, which is hosted by the President, is intended as an opportunity for reflection and exchange of ideas among policymakers and key stakeholders. Twelve of the nineteen main speakers (63%) since the Forum’s inception in 2013 were women. **The visibility of racial, ethnic and cultural minorities is identified as an issue in our action plan as requiring specific monitoring and action, as this has not been implemented to date.**

Figure 5.1 Example 'Spotlight on Research' article, January 2017



We recognise from the analysis of new data gathered for this application that there are other specific issues that require clear action. There has been a significant gender imbalance in the awarding of Honorary Doctorates by the University and in the gender balance of speakers in our Alumni Lecture Series. Of the twenty people conferred with Honorary Doctorates over the past five years, only four were female (20%). The Alumni Lecture Series has featured fourteen speakers, only four of whom were female (29%).

The Athena SWAN survey revealed that staff, particularly female staff, perceive a lack of visibility of female leaders within the University, including racial, ethnic and cultural minority staff, and female staff were more critical of the public image of the University, which was perceived as giving more weight and visibility to men.

Actions 5.6.8-5.6.12 will significantly enhance the visibility of women and racial, ethnic and cultural minorities in all University activities

(xi) Outreach activities

At their most recent University Open Day (late June 2017), the total speaker count from various academic Departments was sixty one. Of those, twenty six were female (43%) and thirty five were male (57%). Of the seventy three staff who represented the University at Higher Options in the RDS this year¹⁵, forty two were female (58%) and thirty one male (42%).

Outreach to schools is largely covered by professional staff in the Admissions Office but, in addition, there are occasional career exhibitions which take place in local schools with colleagues from academic Departments

¹⁵ An annual event in Dublin that offers school students an opportunity to meet representatives from all third level institutions.

presenting on their area of expertise. The Admissions Office estimates that in the region of fifteen individuals go out to schools each year, of which eight are women (53%) and seven are men (47%).

The Faculty of Science and Engineering is heavily involved in outreach activities and the Dean's office monitors contributions from staff and postgraduates for gender balance. The Promoting Science Committee has five women (33.3%) and ten men (66.6%) on it.

For nearly two decades, the Departments of Experimental Physics, Biology and Chemistry have been assisting schools from all over the country by organising revision experiments from the Leaving Certificate syllabus. Two of the three co-ordinators of these programmes are women.

In May 2017, the Departments of Biology and Chemistry established a new science outreach programme, Cell EXPLORERS MU, for primary/post-primary schools located around Maynooth. The first visit of the programme took place at a local national school for girls and is run by two women academic staff members.



Figure 5.2 Maynooth University Cell Explorers Team



Figure 5.3 Students at Presentation Girls Maynooth National School participating in Cell EXPLORERS

Action 5.6.13 formalises the outreach work already being undertaken by women STEM staff and Actions 5.6.14-5.6.16 will enhance the visibility of STEM women role models and further encourage the study of STEM subjects

(xii) Leadership

The VP for EDI, Athena SWAN Chair and the MU Gender Equality Steering Group (GESG) will agree with Departments the timing of submissions for Athena SWAN departmental awards starting in 2018. Three Departments (Geography, Business and Biology) have agreed to apply, with Chemistry committed to applying in 2019. Five Departments per year will apply each year by 2021. The Athena SWAN Chair and Coordinator will organise dedicated training, support and data for departmental SATs.

6. Supporting Trans People (440 words)

(i) Current policy and practice

In July 2015, Ireland passed the Gender Recognition Act which enables transgender persons to receive full legal recognition of their preferred gender. Supporting transgender and gender diverse employees and students is identified as a key priority in the University and it is developing a suite of policies, processes and supports. 58% of respondents to the survey were unaware of any policies/procedures for transgender staff with only 6% agreeing that current policies and procedures were adequate.

Recent developments that aim to support transgender staff members include the appointment of a new HR Equality Officer with expertise and training in this area as well as training and experience in introducing supports for transgender and non-binary staff. As a result of this, a Gender Identity and Gender Expression Policy along with supporting guidelines have been drafted and will be launched in June 2018 (**Action 6.1**).

Additional changes made in 2017 include all core HR policies have been 'degenderised.' The Equality and Diversity policy pertaining to Equality and Human Rights has been redrafted to specifically address gender diversity and transgender issues, and there is a plan to roll out training around gender expression and identity for all front-line staff in 2018 once the policy and guidelines are finalised (**Action 6.2**).

Procedures to allow students, graduates and alumni to update their details to their recognised gender have been introduced in the registry department.

(ii) Monitoring

Staff are encouraged to undertake the Living Equality and Diversity (LEAD) training, which provides additional information on possible barriers a transgender person may face in the workplace, in conjunction with the compulsory recruitment training. The LEAD training is currently under review to be redesigned to fit in with unconscious bias training as well as gender expression and identity training (**Action 6.3**).

In addition to this, Maynooth Student Union representatives have undertaken gender identity awareness training through the Transgender Equality Network Ireland (TENI) and are vocal advocates for improving facilities for the student body.

(iii) Further work

This is a key priority for the University where action has started and will continue. The gender identity guidelines will outline clear provision on transgender staff and students accessing all facilities appropriate to their true gender (**Action 6.4**). Institution wide gender inclusive practices that have been initiated throughout 2017 include the introduction of gender neutral, universally accessible toilets in all new building developments with plans to double the current number in 2018, and all future development/ redevelopments must demonstrate intent for single cell, gender neutral toilets or justification must be provided if these are not included (**Action 6.4**). The newly appointed VP for EDI will address the particular needs of transgender staff and students.

Action 6.1	Launch a 'Gender Identity and Gender Expression Policy' for trans staff and students
Action 6.2	Gender identity awareness training for front-line staff and line managers
Action 6.3	Review procedures for staff and students seeking a preferred name change and recommend a policy
Action 6.4	New building developments/redevelopments will include provision for gender neutral/accessible toilet facilities

7. Further information (184 words)

The SAT would like to reiterate the very different legislative and policy context in which Irish universities operate in, in relation to race, ethnicity, transgender and related equality policies, in comparison to UK universities. The distinctive demographic profile of Irish society must also be considered (eg a much shorter history of multiculturalism and ethnic minority communities and workers arises). Ireland has predominantly been an emigrant nation rather than a destination for anything close to significant numbers of immigrants entering the UK for a number of decades. According to the most recent census of population in 2016, 12.0% of the total population identify as non-Irish, with the percentage in Co. Kildare (the county MU is located in) 11.8%. 82% of the usually resident population identified themselves as 'white Irish' in the 2016 Census. The Higher Education sector in Ireland does not currently request from Universities or centrally gather staff data on race, ethnicity, age, sexualities, disability and family status. Despite these legal, sectoral and societal factors, MU is committed to cultivating greater ethnic diversity and inter culturalism in all its activities and in the University sector.

Total word count in the application: 7,627 words

MAYNOOTH UNIVERSITY GENDER EQUALITY ACTION PLAN 2018-2021

Submitted: 28TH March 2018

- **Priority Actions are in bold**
- **Completed Actions/Achieved Milestones are in red**

Acronyms

GESG	Gender Equality Steering Group
EIA	Equality Impact Assessment
EDIC	Equality, Diversity and Interculturalism Committee
VPA	Vice President Academic

No.	Action	Rationale of Action	Initiation of Action	Completion of Action	Key Output and Milestone	Person/Group responsible	Measure of Success
SECTION 3: THE SELF ASSESSMENT PROCESS							
3.1	Appoint a VP with responsibility for EDI	To provide outstanding senior leadership on Equality, Diversity and Interculturalism (EDI) in the University, including on gender equality, intersectionality and transgender issues	January 2018	September 2018	Job description formulated and position advertised by end April 2018 Interviews for post end June 2018 VP in post September 2018	President	VP for EDI appointed and Athena SWAN Action Plan implemented by 2021 Annual staff surveys overall will indicate that strong institutional leadership is ensuring delivery of a range of important actions, to progress gender equality, intersectional and transgender issues
3.2	Appoint a full-time Athena SWAN Co-ordinator	To work with the Athena SWAN Chair, Gender Equality Steering Group (GESG), University staff and management to implement a three year institutional Gender Equality Action Plan, support Departmental applications and apply for an Athena SWAN silver institutional application by November 2021	March 2018	April 2018	Advertise post in March 2018 and hold interviews by May 2018 Co-ordinator in post June 2018	President, UE, Athena SWAN Chair, HR	Regular progress reviews on key equality indicators and actions will be provided to the GESG and wider University community Equality impact assessment tool will be introduced in the University The full implementation of a robustly monitored and evaluated Athena SWAN Action Plan from

		<p>To pilot, formulate, implement and support an Equality Impact Assessment (EIA) tool in relation to each Athena SWAN Action, which will ensure equality, diversity and inclusion principles are embedded and mainstreamed in core University policies</p> <p>To monitor and evaluate progress on each Action and produce quarterly reviews and reports on them for the GESG</p>					2018 to 2021 will be achieved
3.3	<p>Appoint an Athena SWAN Gender Equality Steering Group (GESG) and Working Groups</p>	<p>To implement, monitor progress on and evaluate a three year Bronze application Gender Equality Action Plan (GEAP)</p> <p>To oversee and plan future Athena SWAN institutional applications</p>	January 2018	December 2021	<p>The GESG will meet six times a year (2018-2021)</p> <p>Athena SWAN Working Groups will meet three times a year (2018-2021)</p> <p>An Athena SWAN Silver award will be achieved in 2021</p>	Athena SWAN Chair	<p>The Gender Equality Action Plan will be fully implemented with all milestones demonstrably met, by 2021, in a final evaluation of the plan</p> <p>The implementation of the Action Plan will engender institutional change in a number of critical areas in relation to gender, intersectionality</p>

							and transgender issues in the University Bronze and Silver Institutional and Departmental Awards will be secured and implemented in the University
3.4	VP for EDI (in consultation with EDIC and EDIC Chair, HR Equality Officer and Athena SWAN Co-ordinator) will produce a comprehensive annual Equality, Diversity and Interculturalism audit to complement an annual staff survey and will publish a report approved by the President and UE,	Annual equality audits will inform further applications to Athena SWAN, measure progress on each action included in the Gender Equality Action Plan (2018-21), inform an annual and final evaluation of progress on each action, and help identify any new actions identified in relation to gender equality issues, intersectionality and transgender issues	June 2018	Annual	A template to gather institution wide data will be designed, disseminated to the appropriate offices and returned by the end of December each year to the VP for EDI (2018-2021) VP EDI will publish an annual report, including any recommendations for action, for consideration by the President, University Executive, Academic Council and Governing Authority	VP for EDI, HR Equality Officer, EDIC, Athena SWAN Coordinator, HR	Annual comprehensive reporting on Gender and Equality will be mainstreamed in University governance structures New data generated will inform evidence based policy decisions and equality monitoring of all core University activities and decision making will be mainstreamed An annual audit and report will provide comprehensive University data in key policy areas, including: <ul style="list-style-type: none"> • Pay • Promotions • Recruitment and

					<p>Annual Report will be presented to UE in March, Academic Council in April and Governing Authority in May each year (2019-21)</p> <p>Annual Report will be published online in June each year (2019-21)</p>		<p>retention figures</p> <ul style="list-style-type: none"> • Women in leadership and committee participation • Leaver data • Students • Intersectionality data, including on gender, race and ethnicity • Transgender issues • Relevant policies <p>Evidence based progress on EDI issues will be transparently available to internal and external stakeholders</p>
3.5	Continue to develop the university's Athena SWAN online and on campus communication strategy	<p>To raise awareness of and disseminate MU's Athena SWAN goals, actions and activities among staff and students, and the wider public</p> <p>To present and raise awareness of the university's Gender Equality Action Plan and Working Group strategies</p>	Commenced	December 2021	Review of communication activities will be conducted annually in December (2018-2021) by the Athena SWAN Co-ordinator to assess the impact of the Athena SWAN communications and publicity strategy	Athena SWAN Co-ordinator, Communications Office	<p>Our active Athena SWAN webpage will be maintained and continually updated</p> <p>Our active Twitter account @MU_AthenaSWAN will be maintained</p> <p>A biannual Athena SWAN e-newsletter will be produced and sent to all staff</p>

		<p>To disseminate relevant statistics/information on gender equality</p> <p>To publicise on-campus events, focus groups, staff consultation and seminars on equality and diversity issues</p>			<p>Staff Equality survey conducted annually in June (2018-2021) will continually measure and monitor staff perceptions of gender equality in the University's online fora and communications</p> <p>Athena SWAN data dashboard will be launched and live in September 2018</p> <p>Athena SWAN e-newsletter will be sent to all staff in June and November each year (2018-2021)</p>		<p>A publicly accessible interactive Athena SWAN data dashboard (including staff and student data by gender) on the main University website live and updated regularly</p> <p>Awareness of issues and good practice will be monitored in the annual staff equality survey</p>
3.6	Agree with Departments the timing of Athena SWAN Award applications	Academic departments will apply for Athena SWAN departmental awards and address gender equality, intersectionality and transgender issues in their structures and	January 2018	November 2021	3 Departmental SAT's will be established in Geography, Business and Biology in January 2018 and will be meeting regularly	Athena SWAN Co-ordinator, Gender Equality Steering Group and Chair, HR (for provision of institutional staff data)	33% of all departments in the university (at least 9 Departments) will submit applications for Athena SWAN awards by December 2021

		culture			<p>by March 2018 and working towards submissions</p> <p>Three Departmental applications (Geography, Business and Biology) will be completed and submitted in November 2018 or April 2019</p> <p>Three additional Departments will have agreed to apply for an Athena SWAN award by December 2018 and will submit applications by April 2020</p> <p>Three more Departments commit to applying for an Athena SWAN award by December 2019 and will submit applications</p>		<p>Target: April 2019 – 3 Departmental Applications submitted</p> <p>April 2020 – 3 additional Departmental Applications Submitted</p> <p>April 2021- 3 additional Departmental Applications submitted</p>
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					between November 2020 and April 2021		
3.7	Undertake annual Athena SWAN survey of academic and ATP staff, with results reported to UE, AC and GA	<p>To extend the 2017 Athena SWAN Culture survey of academic staff conducted to ATP staff in 2018</p> <p>To support future Athena SWAN applications</p> <p>To inform University policies on gender equality and to measure progress annually</p> <p>To further incorporate the experience of ATP staff in the wider Athena SWAN agenda</p>	January 2018	Annual survey	<p>2017 Athena SWAN culture survey of academic staff was presented to University management (UE) and made available to all staff through several open fora by March 2018</p> <p>Annual EDI survey including ATP staff conducted in May 2018</p> <p>Annual Equality survey will be rolled out each year in May (2018-2021) to staff in all categories and results will be released both online to all staff in July each year</p>	VP EDI, HR, Athena SWAN Co-ordinator, Gender Equality Steering Group	<p>Annual gender equality surveys tailored to all categories of staff (ATP and academic) will provide critical data and facilitate equality monitoring</p> <p>A regular evaluation of staff perceptions of gender equality in several key areas (including intersectionality, workloads, maternity leave, promotion, equality policies, employee relations, HR, transgender policies etc.) each year (particularly among female staff, and racial, ethnic and cultural minorities underrepresented in the University) will be produced and will continually inform equality actions and University policies</p>

							The overall target will be for continual improvement in awareness and staff perceptions of practice
3.8	Launch an internal Equality Data Analysis system and gender equality dashboard	To provide accessible equality and diversity data to all Departments and the University	February 2018	December 2018	Begin design and population of dashboard February 2018 Launch dashboard September 2019	UE, HR, Athena SWAN Data Analysis Working Group	System to provide better access to all available core University data and inform gender equality policies and actions will be operationalised and will enable an evidenced based approach to addressing gender equality
3.9	Continue to include several questions on intersectionality in our staff surveys and develop a new instrument, informed by international sectoral guidelines, to gather internal data on the intersection of gender with race and ethnicity and other intersectional categories referred to in the Irish Employment Equality	To build on our 2017 Culture survey findings and further address the absence of core staff data on racial, ethnic and cultural minorities and other intersectional categories in Irish Universities There are nine stated grounds of discrimination in the workplace recognized in Irish law: Gender,	January 2018	This will be embedded into standard practice by November 2018	Review of best practice internationally, including ECU recommendations, and of statutory and sectoral obligations in Ireland, will be completed by July 2018 An Intersectionality Data Instrument will be launched at a symposium on	HR Equality Officer, Athena SWAN Co-ordinator, Athena SWAN Data Analysis and Intersectionality Working Groups	New instrument to gather data on intersectionality categories currently missing in Irish universities and which can be adapted across the Irish HEI sector will be developed, and will enable an evidence based approach to addressing these issues

	Acts	Civil Status, Family Status, Sexual Orientation, Religion, Age, Disability, Race (colour, nationality, ethnic or national origins), member of Traveller community which are currently not monitored or subject to equality impact assessment in the Irish university sector			Intersectionality and Irish Universities in November 2018		
3.10	Adopt a leadership role in convincing the Irish HEA and Government (Department of Education and Skills) to take proactive steps to generate absent sectoral data on the intersection of gender with race and ethnicity as well as other categories in the statutory Equality Act	<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>	January 2018	December 2021	<p>The University will engage with the Irish Government's Task Force on Gender Inequality in Higher Education (established by the Minister of State for Higher Education) to recommend that intersectional data be collected as part of the annual equality and diversity data returns</p> <p>Convene a national</p>	President, VP EDI	Missing intersectionality data in the sector will be collected in order to provide baseline statistics and to help understand the key issues involved in addressing the under-representation and experience of those who are members of racial, ethnic and cultural minorities, as well as the other groups identified in the Equality Act, will be implemented in Irish universities

					<p>symposium of key national stakeholders and international experts to address this issue and display leadership at MU in November 2018</p> <p>Aim to secure commitment to gather intersectionality data in Irish HEI's by December 2021</p>		
3.11	<p>Maynooth University will fund a three year dedicated PhD Bursary to result in a report on gender inequality as experienced by racial, ethnic and cultural minorities in Irish third level institutions</p>	<p>To address a lack of research into the experience of racial, ethnic and cultural minority staff in Irish third level institutions</p>	September 2018	September 2021	<p>Advertise PhD position April 2018</p> <p>Begin PhD September 2018</p> <p>Produce report in September 2020, present to GESG for feedback and launch online in November 2020</p> <p>Complete PhD September 2022</p>	<p>Dean of Graduate Studies, Athena SWAN Chair, Athena SWAN Intersectionality Working Group</p>	<p>A report on gender inequality as experienced by racial, ethnic and cultural minority staff in Irish Universities will be launched and published online and policy recommendations for the sector will be made</p> <p>This will lead to a better understanding of the experience of minorities in Irish Universities, and will inform further recommendations to</p>

							increase diversity. The report will be formally presented by Maynooth University to the Irish Universities Association
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SECTION 4: A PICTURE OF THE INSTITUTION

4.1	Develop a dedicated University strategy to address the lower percentage of female academic staff at all grades in a number of STEM subjects	Identify and agree a set of discipline appropriate targeted actions focused on increasing the participation of female staff and students in STEM subjects	April 2018	Review completed by February 2019 and embedded into standard practice by May 2019.	Equality Impact Assessment tool, including for recruitment, appointment of Head of Departments and Deans and promotion, will be introduced by June 2018 The rewording of post advertisements to explicitly attract female applicants including in STEM subjects where women are underrepresented and to encourage women and other underrepresented groups to apply will be implemented	President, HR, VP Research and Innovation, Athena SWAN Co-ordinator, Athena SWAN Women in Science Working Group, Dean of Science and Engineering, 2018 Promotions Review Group appointed by the President	Achieve an increase in female academic applications for advertised academic posts in STEM areas from current figure of 27.1% (three year average) to 35% by 2021 Achieve an increase in female applications for postdoctoral posts in STEM areas currently at 29.3% (three year average) to 38% by 2021
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					<p>March 2018 (see also Action 5.1.1)</p> <p>Revision of promotions criteria to formally recognise the impact of career breaks due to maternity and carers leave will be provided by the University Promotions Review Group by May 2018 (see also Action 5.1.3)</p> <p>A strategy report to increase the number of female students in STEM subjects will be produced by the Athena SWAN Women in Science working group in January 2019 and presented to the GESG, Faculty of Science and Engineering and UE</p>		
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4.2	Continue to implement and develop existing outreach activities in secondary schools in the region and on campus to encourage female students to study science subjects	To attract more female students at entry level in order to address the STEM pipeline	This is already embedded as standard practice for the University (identified as a strategic activity)	January 2018-December 2021	<p>Three online outreach activities aimed at female secondary school students will be released each year in January, May and September (2018-2021)</p> <p>A regular programme to profile on-line and in social media the diversity of STEM students attending MU will be established</p> <p>A strategy report to increase the number of female students in STEM subjects will be produced by the Athena SWAN Women in Science working group in January 2019 and presented to the GESG, Faculty of Science and Engineering and UE</p>	Athena SWAN Co-ordinator, Athena SWAN Women in Science Working Group, Dean of Science and Engineering, Communications Office	<p>Increase in number of STEM undergraduates are currently female from 41.3% to 45% by 2021 (with consideration of the particular profile of STEM disciplines in Maynooth University)</p> <p>3 additional scholarships per annum (2019-21) will be provided for female STEM students currently excluded from Irish Universities, because they are refugees or asylum seekers, with the securing of a University of Sanctuary designation</p>
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					<p>The strategy will address subjects where women are underrepresented across the sector (e.g. Electronic Engineering , Physics subjects and Computer Science) with appropriate targets and milestones</p> <p>A University of Sanctuary application with 6 scholarships per year for STEM students (50% for female students) will be submitted by January 2019</p>		
4.3	Develop and implement targeted strategies to attract more female staff into positions at all grades in STEM subjects, in conjunction with the actions on promotion and recruitment that	Women are significantly underrepresented in all grades, in a number of STEM subjects	February 2018	December 2021	Formally introduce a flexible cascade model as recommended in the Higher Education Authority Gender Review Report from the next scheduled	HR, Dean of Science and Engineering and HODs, Athena SWAN Women in Science Working Group	<p>Targets:</p> <p>An increase in female applications for positions in STEM where the figure is currently 27.1% (three year average) to 35% by 2021</p> <p>An annual increase in the</p>

	aim to target excellent female applicants (including in positive action job advertisements that state female applicants are encouraged to apply, see action 4.1)				<p>promotions round onwards</p> <p>Monitor the proportion of women and men to be promoted/recruited to ensure a consistency with the proportion of each gender at the grade immediately below</p>		<p>percentage of female staff applying for positions in STEM:</p> <p>December 2019 – 30% December 2020 – 33% December 2021 – 35%</p> <p>An increase in the percentage of applications by women for promotion in STEM from 33% to 38% at SL level (see table 5.5 on p.46 for relevant data)</p> <p>An increase in applications for postdoctoral positions from women in STEM subjects from 29.3% currently (three year average) to 38% by 2021</p>
4.4	Department of Experimental Physics will apply for Juno Supporter status and Juno Practitioner status	To take action to address gender equality issues and the participation of women in the Department of Experimental Physics, which currently has two female and six male members of	March 2018	March 2021	There are three levels of Juno award which the Department of Experimental Physics is eligible to apply for: <ol style="list-style-type: none"> 1. Supporter 2. Practitioner 	Department of Experimental Physics HOD, Dean of Science and Engineering	<p>Department of Experimental Physics will become a Juno Supporter Department with Juno Practitioner status</p> <p>The Department will meet and embed the six principles of Juno</p>

		academic staff.			<p>3. Champion</p> <p>Begin Supporter application – April 2018</p> <p>Key milestone is to start the Departments Juno journey by endorsing the five principles and making a commitment to work towards Practitioner and then Champion</p> <p>Begin Practitioner application – April 2020</p> <p>Department will demonstrate that its Juno journey is well underway. Qualitative and quantitative evidence is gathered and its initial action plan demonstrates how the Department will</p>	<p>Supporter and Practitioner Awards:</p> <ol style="list-style-type: none"> 1. A robust organisational framework to deliver equality of opportunity and reward 2. Appointment and selection processes and procedures that encourage men and women to apply for academic posts at all levels 3. Departmental structures and systems which support and encourage the career progression and promotion of all staff and enable men and women to progress and continue in their careers 4. Departmental organisation, structure, management arrangements and culture that are open, inclusive and transparent and encourage the participation of all staff 5. Flexible approaches and provisions that
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					<p>aim to achieve Champion status</p> <p>If Practitioner status is successful it can be converted into an Athena SWAN Bronze</p>		<p>enable individuals, at all career and life stages, to optimise their contribution to their department, institution and to SET</p> <p>6. An environment where professional conduct is embedded into departmental culture and behaviour</p> <p>The award of Juno Practitioner will indicate the department has demonstrated that it has met Principle 1: a robust organisational framework to deliver equality of opportunity and reward</p> <p>The Department will apply for practitioner status by April 2019</p> <p>This will result in the Department's enhanced ability to recruit excellent female academic staff</p>
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4.5	Develop a University strategy to address the underrepresentation of women from racial, ethnic and cultural minorities in all grades of staff	To ensure greater diversity among the academic staff and to foster an inclusive campus	October 2018	January 2021	<p>Intersectionality Working Group will meet three times per year (2018-2021) and will address through its activities how to improve the participation of ethnic, minority and cultural minority women in the University</p> <p>An Equality Impact Assessment tool incorporating intersectionality for recruitment and promotional practices will be mainstreamed by February 2019</p> <p>Positive action statements in post advertisements including to recruit more ethnic, cultural and minority women will be formulated (see action 4.1)</p>	President, HR, EDIC, Athena SWAN Intersectionality Working Group; EDIC	<p>The development of an instrument to gather reliable staff data on intersectionality in the University will accurately measure how diverse the workforce is and will provide a clear baseline for informing additional actions on intersectionality issues (including the underrepresentation of women from racial, ethnic and cultural minorities in positions)</p> <p>The data can be compared with the findings of future Equality surveys which will continue to measure perceptions of diversity within the University's workforce</p> <p>Future Equality surveys will indicate that staff are aware that the University is undertaking specific actions to address the underrepresentation of women from racial,</p>
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					<p>MU will apply for University of Sanctuary status by April 2019</p> <p>Report produced by Athena SWAN PhD Scholar in February 2020 (see action 3.11) will produce recommendations on how to increase the participation of racial, ethnic and cultural minority women students and staff in the University</p>	<p>ethnic and cultural minorities in all grades and improve the perception that the University's workforce is increasingly diverse</p> <p>MU will increase the number of undergraduate students to a target of 6 per Faculty (18 in total, 9 female students) who are refugees and asylum seekers and will secure a University of Sanctuary designation</p> <p>The development of a new instrument to gather data on intersectionality across the University in September 2018 and ultimately in the sector (action 3.9) will produce a benchmark necessary to analyse intersectional trends and better inform future planning and actions to increase the representation of categories of staff currently underrepresented in Irish</p>
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							Universities
4.6	Introduce standard exit interviews for all staff who leave the University (academic, ATP and research staff)	To generate a better understanding of why staff elect to leave the university and to assess whether a gendered work culture, work life balance or other gender issues are a factor	March 2018	Report January 2019	<p>Begin exit interviewing March 2018 and include questions on gender and equality issues</p> <p>Analyse the data and produce a report presented to EDIC in January each year (2019-2021)</p>	Director of HR, HR Equality Officer	<p>Data collected will inform gender equality actions and policies and will provide additional information on how to address the 'leaky pipeline' phenomenon that affects research staff, early career female staff and carers</p> <p>A better understanding of whether staff decide to leave the University because of gender inequality will be provided and reported on</p>

SECTION 5: SUPPORTING AND ADVANCING WOMEN'S CAREERS

5.1 Key career transition points: Academic staff

<p>5.1.1</p>	<p>Conduct a comprehensive review of the academic recruitment process in each Faculty and of best practice, including an analysis of the language used in academic job advertisements in each of the faculties in order to attract more applications in underrepresented groups</p>	<p>HR data analysed suggests that women are underrepresented in academic job applications but are relatively successful at interview stage</p> <p>The number of female applicants for positions in the University is lower in some disciplines (notably in STEM)</p>	<p>Commenced October 2017</p>	<p>February 2019</p>	<p>Survey rolled out to gather confidential feedback on the previous round of academic promotions March 2018</p> <p>Conduct review and make HR recommendations in July 2018</p> <p>Implement recommendations in December 2018</p> <p>Introduce and mainstream an Equality Impact Assessment tool on recruitment and promotional practices by February 2019</p>	<p>Director of HR, HR Equality Officer</p>	<p>There is a difference between female rates at application stage during 2014-2016</p> <p>Over that period applications for academic posts from women was 27.1% for STEM and 45.2% for AHSS</p> <p>Target: Increase to 35% female applications in STEM by 2021 Increase to 50% female applications in AHSS by 2021</p> <p>There is a difference in female rates at shortlisting stage (51.1% in AHSS and 37.3% in STEM)</p> <p>Target: Increase the number of women shortlisted in STEM from 37.3% to 45% by 2021</p>
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							<p>There is a difference in female rates at post acceptance stage (58.7% in AHSS and 36% in STEM)</p> <p>Target: Increase the number of women accepting posts in STEM from 27.1% to 35% by 2021</p>
5.1.2	<p>Introduce an expanded/revised induction scheme that includes compulsory EDI training for new staff and dedicated training on the Universities equality and sexual harassment policies</p>	<p>There is a need to reintroduce a redesigned induction programme, as it has been offered only on a limited basis in recent years, due to sectoral cutbacks imposed</p>	<p>February 2018</p>	<p>Ongoing, scheduled to reflect recruitment trends – minimum of 3 times per year</p>	<p>Induction held three times per year for new staff</p>	<p>HR</p>	<p>100% of new staff members will receive training and information about key EDI policies including Bullying Harassment and Sexual Harassment in their initial 4 months with the university. This will lead to a reduction in percentage of staff who feel that there is a lack of awareness of these issues</p>
5.1.3	<p>Produce a policy proposal for the University appointed Academic Promotions Review Committee as to how period/s of</p>	<p>62% of women who have taken maternity leave indicated in the 2017 Athena SWAN culture survey that they felt it had a</p>	<p>November 2017</p>	<p>January 2019</p>	<p>Survey on promotions will be distributed in March 2018 to all academic staff by the review groups</p>	<p>Gender Equality Steering Group, Academic Promotions Review Groups and Chairs, UE, President, GA</p>	<p>Recommendation on how to formally recognise and account for career breaks due to family leave will be implemented in next round of academic</p>

	maternity and adoption leave taken by a candidate can be formally taken into account in the promotions process	negative impact on their career progression 66% of survey respondents felt that statutory maternity/adoption leave and career breaks should be formally taken into account in promotional criteria			for SL and Prof B promotions appointed by the President Focus groups will be held in April 2018		promotions The impact of this action on staff who have taken carers, adoption or maternity leave will be measured and monitored in future Athena SWAN surveys with an expected improved result Target: Reduce percentage of women who perceive that care, adoption or maternity leave has had a negative impact on their promotion prospects from 62% to 30% by 2021
5.1.4	Evaluate the existing gender equality practices applied in promotions processes	33% of women in our survey felt that their gender had negatively impacted on their promotion prospects compared to 6% of men	January 2018	January 2019	An Equality Impact Assessment tool for recruitment and promotional practices will be introduced by February 2019 Cascade instrument/model will be formally introduced for all promotions rounds	President, VP EDI, Director of HR	A review of existing practices that has considered it necessary to formally introduce a flexible cascade model in January 2019. In line with sectoral developments and recommendations, this will ensure equality of opportunity and outcome for female applicants for promotion in all three faculties. The

					<p>and academic appointments, where it is required, in January 2019</p> <p>Annual Equality survey will continue to monitor perceptions of equality against equality of outcome in promotions statistics</p>		<p>proportion of women and men to be promoted will be monitored to ensure consistency with the proportion of each gender at the grade immediately below. This will ensure more women are promoted where there is significant underrepresentation</p> <p>In total, women accounted for 41% of actual applications and 43% of successful promotions in the 2015/16 promotion round to SL and Prof B</p> <p>Women accounted for 42% actual applications and 41% of successful applications for SL</p> <p>Women accounted for 34% actual applications and 37% successful applications for Prof B</p> <p>Target: The total number of women promoted in the</p>
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							<p>University to SL and Prof B will be increased from 43% to 50% by 2021</p> <p>Target: Increase the total number of applications for promotion by women from 41% to 48% by 2021</p> <p>Increase the number of applications for promotion to Prof B by women from 34% to 40% by 2021</p> <p>Increase the number of applications for promotion to SL from 42% to 50% by 2021</p> <p>Target: Record a decrease in the perception that gender had negatively impacted on promotion prospects from 33% to 16%</p>
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5.1.5	Introduce biennial promotion rounds for Senior Lecturer and Professor grades, to replace more infrequent promotions rounds in recent years due to austerity/a sectoral freeze on promotion imposed on the sector, and to create more equality of opportunity and outcome for all staff	Maximise regular opportunities for academic promotion after a long moratorium on appointments and continue to improve gender balance in senior grades	2019	Biennial	Start date: January 2019 for SL promotion round January 2020 for Prof B promotion round	President, Director of HR	<p>Increased regularity of promotions will allow academic staff at early-career and mid-career stages more regular opportunities to progress and will therefore have a positive impact on the 'leaky pipeline' of female academics at early career stage, particularly in STEM.</p> <p>Targets: Increase the total number of applications for promotion by women from 41% to 48% by 2021</p> <p>Increase the number of applications for promotion to Prof B by women from 34% to 40% by 2021</p> <p>Increase the number of applications for promotion to SL from 42% to 50% by 2021</p>
5.1.6	Implement a new HR strategy on supporting promotion including a revised webpage with	The 2017 Athena SWAN culture survey indicated there is a clear need to demystify	Academic Promotions Review process was initiated by the	January 2019	Webpage will be launched and populated by January 2019 and	Director of HR	Increased awareness of promotions processes and application guidelines will result in a higher

	links to university policy, forms, guidance and additional resources	and better support female staff in the promotions process This was also identified in a focus group held with academics in STEM	President in November 2017		strategy to support staff applying for promotion implemented Annual staff survey will continue to monitor staff satisfaction with new supports		number and higher quality of applications, including for female staff, and enhanced engagement with the promotions process. This will result in an increase in numbers of women applying and promoted Targets: Increase the total number of applications for promotion by women from 41% to 48% by 2021 Increase the number of applications for promotion to Prof B by women from 34% to 40% by 2021 Increase the number of applications for promotion to SL from 42% to 50% by 2021
5.1.7	Hold workshops for each faculty, with a gender equality dimension included, to provide application advice to staff eligible	Analysis of HR promotions data suggests that female applications at MU are more likely to be successful than their	Begin September 2018	Ongoing	Hold a general session annually for each academic promotion grade Hold a more	HR	Increased awareness and knowledge of what is required to apply for promotion will result in higher quality applications. (Awareness

	to apply for promotion and to encourage female applicants	male counterparts when they apply			targeted workshop open to the relevant staff group when each promotional round is announced		will be measured in the annual staff survey) This increase will result in an increase in the number of successful applications from women. 100% of eligible applicants will be invited to attend workshops with a targeted participation rate of 75% of eligible female staff
5.1.8	Hold briefing sessions, with a gender equality dimension on the promotion process that are aimed at the role of HODs	To ensure line managers are equipped to support diverse staff members, including female staff who may for instance have taken career breaks, to apply for promotion	September 2018	Annual	All current HODs will attend a briefing session by 2019 and an annual training session will be held in September in all future years	HR	100% of HODs will be able to support the application and provide advice for department staff, resulting in enhanced applications This will result in a higher percentage of successful applications from women Target: Minimum of 80% of all HODs will be trained by 2020
5.3 Career development: Academic staff							
5.3.1	Extend face-to-face Unconscious Bias	More female respondents to the	March 2018	Ongoing	In person training sessions are being	HR Equality Officer, Athena SWAN	Greater awareness and sensitivity to gender

	Training provision, make it compulsory for new HODs, and include content on how gender intersects with race and ethnicity and other intersectional categories	2017 Athena SWAN survey indicated that the equality training currently provided by the University should be improved and expanded			held annually 40% of Heads will be trained by end 2019, 75% by 2020, and all new heads from there on, leading to 100% trained by 2021.	Intersectionality Working Group	equality practices will be achieved among HODs and will be evident in future staff surveys HR data will monitor attendance in training sessions and will demonstrate increased participation in its training programmes and enhanced equality awareness skills among Heads 85% attendance targeted by 2021
5.3.2	Redesign and redevelop the existing online Equality and Diversity programme (LEAD), including a new focus on intersectionality, to complement face to face training opportunities	Intersectionality needs to be incorporated better in training opportunities	March 2018	Ongoing	From March 2018 intersectionality will be fully included in Equality and Diversity training programme and the revised LEAD programme	HR Equality Officer	Accessible online training resource for all staff will result in greater participation in Equality and Diversity training and increased awareness among staff Participation target is 150 participants throughout 2019 for in-person delivery, which represents approximately 15% of all staff (academic

							and administrative and support) undergoing training per annum. Completion rate of 60% of staff for training online by end of 2019
5.3.3	Launch a new mentoring programme with a gender equality focus for early career female academics, including a female to female mentoring stream, that includes training for mentees and mentors (senior academics)	In 2015, the University ran a pilot women's mentoring program, however it was discontinued due to sectoral cutbacks Female to female mentoring with an equality focus can improve rates of progression for female academics	April 2018	December 2021	Training to commence April 2018 Pairing of mentees with mentors to commence September 2018 (15 female to female pairs will be matched each year) Mentoring programme will begin January 2019 Programme will initially be focused on female academics, however it will be reviewed for expansion in 2019 to include administrative and support staff as	HR	A mentoring programme with a gender equality focus will support and advise early career female academics, in all faculties, and will in particular contribute to improving the STEM career pipeline in the University, resulting in a more even distribution of men and women at each grade over time 15 early career female academics will be mentored by senior female academics each year - 5 in STEM and 10 in AHSS) (45 in total by 2021) 45 represents approximately 25% of all female academic staff

					well as male participants Programme will be reviewed and evaluated in December 2021		
5.3.4	Review Performance Management and Development Systems in other Irish Universities and make a recommendation to UE	To meet the Development needs of all staff, including female staff, and to enhance performance and quality	March 2018	October 2018	Review will begin March 2018 Director of HR will make recommendations October 2018	Director of HR	Mentoring will be enhanced through PMDS
5.3.5	Revise sabbatical and research leave schemes to provide much more flexible forms of leave, including short periods of leave, that does not impose financial penalties and is incorporated into departmental workload allocations and models, which take account of gender equality	There is a low uptake of research sabbaticals among staff who have significant caring responsibilities, are financially and practically prevented from moving a family abroad for research leave, and who are on the lower pay scales and therefore cannot easily afford the amount currently deducted from their salary for sabbaticals	May 2018	September 2018	February 2018 VP Research and Innovation undertook a benchmarking exercise of sabbatical and research leave schemes in other Irish Universities September 2018 Draft policy approved New scheme launched in January	VP Research, HR, UE	The terms and conditions of sabbatical and research leave schemes will be reviewed and revised to ensure equity in access and uptake There will be a greater uptake of sabbatical and research leave from 2018 baseline by women and those with caring responsibilities, thus enhancing opportunities for research and publication, and resulting in increased likelihood of

					2019		<p>achieving promotion, on a basis of equality of opportunity for all</p> <p>The target will be uptake of sabbatical leave in proportion to percentage of male and female staff</p> <p>A survey will need to record this, establish a baseline in 2018 and observe improvement in statistics from there</p>
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5.5 Flexible working and managing career breaks

5.5.1	Establish new Departmental and HR online supports for staff taking maternity/adoption leave and publish new guidelines both for staff taking leave and managers that will cover preparing for leave, expectations during leave and supports available upon return to work	<p>79% of staff surveyed in 2017 who had taken maternity leave advised that no special arrangement was put in place to facilitate their re-engagement with research and teaching (including research supervision)</p> <p>69% of staff surveyed said they chose to continue to work to varying degrees while on maternity/adoption leave</p>	November 2017	Fully implemented January 2018	Publish an online HR toolkit and set of guidelines for staff and managers in August 2018 on how to manage maternity/adoption leave and support the staff taking such leave	HR	<p>Tool kit will better support both HoD and staff taking maternity leave and provide consistency in implementing the maternity leave policy</p> <p>With greater clarity of expectations and responsibilities, staff taking maternity leave will have a greater understanding of their rights and options</p> <p>Staff will also be better</p>
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		<p>To ensure that staff going on leave are fully supported by the institution and not disadvantaged in their career by taking leave</p> <p>To ensure HODs support staff before, during and after leave and in the case of STEM, to support lab management for PI's on leave</p>					<p>aware of supports and opportunities in place when returning to work</p> <p>HODs will be better equipped to manage maternity leave and aware of staff expectations</p> <p>Target: Aim to record the number of women who were informed of their rights while on leave and the options available to support them during leave and on return to work</p> <p>There will be a decrease in staff from 2017 baseline who report that no special provision was put in place to facilitate re-engagement</p>
5.5.2	Centrally fund and offer a protected three month teaching-free period to staff after a period of maternity/adoption	62% of staff who took maternity/adoption leave reported in the Athena SWAN 2017 survey that they felt these break/s had a	This practice will be introduced in September 2018 (start of academic year)	Fully implemented January 2019	Pilot programme to be presented to UE by end 2017 To be trialled in 2018	UE, HR	This initiative will create a 'phased' return to work situation which will allow returning female staff to focus on the interruption to their research

	leave	negative impact on their career and promotion prospects					<p>trajectory and will avoid any negative impact on promotions and future career progression. There will be a decrease in the proportion of staff from 2018 baseline of 62% who, when surveyed, perceived that family leave has a negative impact on promotion prospects.</p> <p>Target: A reduction from 62% to 40% of a negative perception of the impact of maternity leave on career/promotion prospects will be evident in Annual Equality surveys by 2021</p>
5.5.3	Conduct an awareness raising campaign to highlight current and newly planned facilities on-campus for breastfeeding/ expressing milk	A majority of survey respondents who breastfed/expressed milk when they returned to work were unsatisfied with, or unaware of, the facilities available to them	December 2017		A second parenting/ nursing room will be opened in April 2018 and will be made available to staff and postgraduate studies who are breastfeeding	HR Equality Officer, VP for Estates and Capital Development	<p>Future staff surveys will demonstrate increased satisfaction rates and awareness of facilities available</p> <p>Target: An increase in the number of survey respondents satisfied</p>

		Women can choose to continue breastfeeding upon their return to work if facilities are improved			<p>Awareness campaign will align with updated maternity leave policy information and toolkit in September 2018</p> <p>Athena SWAN biennial e-newsletter will publish the relevant information and webpage will also include details</p>		with facilities available from 32% to 75% will be recorded by 2021
5.5.4	Launch a <i>Parents and Carers Network</i> in the university	The Athena SWAN Care/Leave Working Group proposed this during the 2017 Athena SWAN consultation process to promote peer support, mentorship and disseminate/share information	February 2018	December 2021	<p>Will be launched in September 2018 to coincide with policy and toolkit launch</p> <p>Will be reviewed and evaluated in December 2021</p>	HR Equality Officer, Athena SWAN Care/Leave Working Group	<p>The network will support and improve the workplace experience of staff with significant caring responsibilities</p> <p>Beyond supporting a social connection, the network will also act as an advisory group for informing University practice and policies on caring</p> <p>Effectiveness will be reviewed and evaluated</p>

							annually as part of annual EDI survey and report
5.5.5	Complete a full review of on-campus childcare requirements and facilities in order to formulate an evidence based strategy in line with trajectories for growth in staff and student numbers. This will include conducting a dedicated survey of staff and students with children to establish future needs and to implement a plan	The Athena SWAN survey indicated that the current child care provision on campus does not meet the needs of many staff with childcare requirements (there are not enough places available in the University crèche, it does not take children under 1, and there is no flexible/occasional childcare provision option, for instance)	February 2018	September 2018	<p>March 2018 VPA requested by President to formulate plan for review.</p> <p>2018 Equality survey will ask all categories of staff about childcare needs</p> <p>Interim report will be presented to UE for evaluation in Sept 2018 Report's recommendations will be actioned by January 2019</p>	VPA, HR Equality Officer, Athena SWAN Co-ordinator, Athena SWAN Care/Leave Working Group	<p>Development of a staff and student childcare strategy to meet needs that is appropriate and evidence based</p> <p>Provisions will be made for childcare supports based on this strategy</p>
5.6 Organisation and Culture							
5.6.1	Seek approval from AC to pilot anonymous marking in the academic year 2018-2019, before rolling it out for all official University examinations	Research has shown that gender impacts grades External examiners have recommended anonymous marking for examinations at Maynooth University	Commenced	September 2019	Anonymous marking will be piloted in January 2019	Registrar, AC, Examinations Office	<p>Anonymous marking will give staff and students further reassurance over the integrity and fairness of the examinations process</p> <p>A source of potential gender bias will be</p>

							eliminated
5.6.2	Launch new HR staff policy on Bullying, Harassment and Sexual Harassment Policy (incorporating Dignity at Work), and expand relevant contact officer network	The current Bullying Harassment and Sexual Harassment (Dignity at Work) policy was written in 2008 and has been recently redrafted in 2017 by the HR Equality Officer in consultation with the EDIC. New commitments are included on 9 grounds for discrimination that are prohibited	January 2018	September 2018	Easy-read publication of bullying and harassment guidelines available by end 2018 New policy will be included in new staff induction	Director of HR, HR Equality Officer	New staff induction will involve 100% participation, training for HoD 100% participation, and full participation in revised EDI training in action 5.3.2 5 additional contact officers will be retrained by June 2018, which will bring total number to 10. An updated policy will enhance awareness of bullying and harassment among all staff and line managers, which can be further monitored and evaluated in the Annual Equality survey for Athena SWAN. A surveyed increase in awareness of good practice and staff satisfaction from 2017 baseline will result. Target: Percentage of female survey respondents in

							2017 who were confident that their HOD would appropriately manage complaints about gender-based bullying will increase from 64% to 80% by 2021
5.6.3	Conduct a review of the role of HOD including how it can be made more attractive for eligible female candidates	Proportion of female HODs is lower, particularly in STEM where there is a much smaller cohort of senior female staff available to serve in this role STEM staff suggested in a 2017 focus group on Women in Science that the position of HOD is generally not considered attractive by staff at eligible grades	April 2018	December 2021	Specific material on the HOD role in the female leadership programme sponsored by the University will be included (AURORA) from April 2018 An annual training and peer support session for female staff considering applying for the HOD position, including female staff with caring responsibilities who have already undertaken the role, will be scheduled (2018-2021) Specific incentives	VP EDI, HR	An increase in the proportion of female HODs will be recorded by 2021, with a target across the University of 40% female HODs and 33% in STEM averaged over three years 2019-2021

					to support female staff (including those who young children) in the HOD role, such as a research support scheme will be covered and questioned in the 2018 Equality Survey and actions subsequently proposed		
5.6.4	Include an Athena SWAN representative on the EDIC	To enhance how gender equality is considered in development, implementation and review of university policies	December 2017	Completed by June 2018	Member nominated in June 2018	EDIC, Gender Equality Steering Group	The principles of the Athena SWAN Charter will be further embedded into the EDI practices and governance of the university, with increased awareness of good practice as evidenced in annual survey
5.6.5	Incorporate gender equality into the Quality Review process for academic departments	To ensure gender equality is a factor under which departments are reviewed	January 2018	March 2019	Meeting with Co-ordinator of the Institutional Quality Review in March 2018 Gender incorporated as a KPI in future quality	Gender Equality Steering Group, Athena SWAN Co-ordinator, Quality Review Office and Committee, HR	Gender equality will be added as a key performance indicator in the Quality Review Process Athena SWAN Departmental Awards and Action Plans will be

					reviews by March 2019		considered a key indicator of quality in institutional review processes
5.6.6	Introduce a University Workload Allocation Model enhancing transparent processes and procedures in the allocation of work	<p>2017 Athena SWAN survey indicated some gender differences in the perceived fairness of workloads, with 55% of men compared to 47% of women agreeing that their workload is fair compared to the majority of their colleagues</p> <p>Staff survey also shows some gender differences in the tasks male and female staff are undertaking, with women spending more time teaching and less time on research, on average, than men</p>	January 2018	Ongoing	<p>First phase review of existing workload model by December 2018. Revised principles and practice guide by April 2019. New model implemented at Department level in the University by September 2019</p> <p>Consult with relevant stakeholders (relevant University committees and other stakeholders) on workload models in September 2018</p> <p>Continue to survey and analyse perceptions of fair workloads in</p>	UE, HODs, HR	<p>Anticipate future Athena SWAN surveys will show more equity in staff perceptions of overall workloads and duties allocated/conducted.</p> <p>Target: Increase the number of staff agreeing their workload is fair from 47% for women to 60% and 55% for men to 60% by 2021</p>

					Annual Equality survey		
					Introduce amended or new workload model identified in consultation process by May 2019		
5.6.7	Provide HODs with training on the allocation and monitoring of workloads during induction	To provide line managers with guidance on fair workload allocation	April 2018	Introduced following the finalisation of the Workload Allocation Model and embedded into standard practice by June 2019	Workload model will be finalised by May 2019	HR	100% participation of HODs in workload allocation training will create better awareness of gender issues and will result in an improved perception of fair workloads in Annual Equality surveys
5.6.8	Achieve a minimum of 40% representation of either gender in all future high profile university events in keeping with targets on formal University committees and boards (such as honorary conferrings, alumni lectures, inaugural lectures, conferral speeches	Data analysis conducted demonstrates a notable underrepresentation of women in some of these fora (e.g. honorary conferrings)	December 2017	December 2021	Equality Impact Assessment for the selection of candidates on each related selection committee will be introduced in January 2019 Annual EDI Audit will monitor related gender statistics	President, UE	The visibility of female role models and leaders will be increased to a minimum of 40% at all events and will be evident in annual Equality, Diversity and Interculturalism reports to GA Targets for awards granted to women and participation:

	etc.)						Honorary Degrees 50% Alumni lectures 50% Inaugural lectures 40%
5.6.9	Host an Athena SWAN seminar series and annual 'world cafes' on campus	To hold public events on campus that engage staff in gender equality issues, including on intersectionality and transgender issues	March 2018	December 2021	An Athena SWAN event for all staff will be held annually on International Women's day (two events were hosted in 2018, an event focused on the centenary of votes for women 'Citizen Woman' and a public information event in the library on the Athena SWAN 2017 survey findings and 2018 Action Plan) Annual event will be held on	Athena SWAN Co-ordinator, Faculty Deans	Public engagement events will inform staff and students of gender equality initiatives on-campus and provide a platform for extensive staff consultation. The outcome will be increased awareness of good practice and equality issues as evidenced in the annual staff equality survey

					<p>International Day against Homophobia, Transphobia and Biphobia</p> <p>World cafes will be held each June and November on specific equality issue, the first in June 2018 will focus on the experiences of cultural, minority, ethnic women</p>		
5.6.10	Annual Intersectionality Lecture will coincide with University Research Week	To highlight and give visibility to excellent research on racial, ethnic and cultural minority issues	October 2018	Annual event	Intersectionality lecture will be held annually (2018-2021)	Research office, Athena SWAN Intersectionality Working Group	An annual, high profile lecture will give visibility to the intersection of gender and racial, ethnic and cultural minority issues
5.6.11	Conduct a review of the university's public image and include data in annual EDI audit and report	37% of respondents to the Athena SWAN survey (46% of women and 20% of men) suggested that women are less visible in the University's promotional material, website etc.	January 2018	June each year	<p>2018-2019 Undergraduate Handbook represents a more diverse University community</p> <p>Processes and guidelines will be</p>	HR Equality Officer, Athena SWAN Co-ordinator, Communications Office	EDI data will record the representation of women as well as racial, cultural and ethnic minority staff in all publications, websites and media pieces will improve representation of women in public image of the

					<p>produced by January 2019</p> <p>Annual review and audit will be conducted (aligned with Action 3.4)</p>	<p>University</p> <p>The annual EDI audit and report will confirm an improving representation of the university as a diverse institution</p> <p>In addition, future Athena SWAN surveys will demonstrate increased awareness that MU is a more diverse community</p> <p>Annual Targets for percentage of survey respondents who believe the university values diversity: Baseline (2017 survey): 54% 2018 survey: 58% 2019 survey: 62% 2020 survey: 66% 2021 survey: 70%</p> <p>Greater diversity on all University publicity will be evident and recorded as increase from 2018 baseline in annual gender audit of the University (see also Action 3.4)</p>
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5.6.12	Develop a strategy for providing a more balanced representation of the University's leadership e.g. at conferrings, on promotional materials	To enhance the visibility of female leaders in the university, including at senior management level	January 2018	September 2018	<p>Publish a 'meet our female Professors' feature on the University website on International Women's Day 2018</p> <p>Monitor and record gender balance/ representation of women on the stage at 2018 conferrals</p> <p>Review gender participation at key University events in 2018 and submit all information for the Annual EDI Audit and report</p> <p>Athena SWAN Culture Working Group will present an annual appraisal of gender representation and leadership to the GESG</p>	President, Athena SWAN Co-ordinator, Communications Office, Athena SWAN Culture Working Group	Enhanced visibility of female leaders in all University activities will be achieved and demonstrated in Annual EDI audit and report
5.6.13	Adopt an outreach	To formalise the	Already embedded	Ongoing	Outreach visits will	Faculty of Science	An incremental increase

	programme in STEM that focuses on gender entitled ' <i>Be what you can see</i> ' and includes academics from STEM departments visiting local and regional schools, three times a year	outreach work already being undertaken in this area To encourage more girls in local/regional feeder schools to study science/engineering at MU by meeting inspirational female role models and leaders	as standard practice for the University (identified as a strategic activity)		take place three times a year (2018-2021) A strategy report to increase the number of female students in STEM subjects will be produced by the Athena SWAN Women in Science working group in January 2019 and presented to the GESG, Faculty of Science and Engineering and UE Two PhD scholarships for female students in STEM will be advertised in 2018 and 3 University of Sanctuary scholarships per year have been earmarked for female students in STEM	and Engineering, Admissions Office, Athena SWAN Women in Science Working Group	in the numbers of female students participating in the cohort of STEM subjects offered in the University will be recorded Baseline (2016): 41.3% Target: 45% of STEM undergraduates by 2021 will be female
5.6.14	Initiate a specific	To encourage more	January 2018	January 2019	Host a leadership	HR, Faculty of	A tailored programme will

	leadership program tailored to the particular disciplinary challenges in achieving equality in STEM subjects that women are significantly underrepresented in	female staff and students into STEM subjects			training programme for women in STEM in September 2019	Science and Engineering, Athena SWAN Women in Science Working Group	address discipline specific barriers that may be given less focus in generic training programmes
5.6.15	Develop the general visibility and visual website presence of women in STEM in the University, including by featuring this on the website during national science week	There is a lower percentage of female leaders in STEM than in AHSS	January 2018	This will be an annual practice	Women working in STEM at MU will be featured on the university webpage to coincide with national science week	Faculty of Science and Engineering, Athena SWAN Women in Science Working Group, Communications Office	Female role models in STEM will be afforded greater visibility in the public image of the University, and a higher number of women featured online EDI annual audit from 2018 will gather baseline data on female representation on the University website and will monitor progress
5.6.16	Two new Hume scholarships for excellent female students in sciences and engineering will be awarded	To attract more female postgraduate students in STEM subjects with low numbers of women	September 2018	Annual	2 postgraduate bursaries will be awarded each year (2018-21)	VP EDI, Dean Faculty of Science and Engineering	2 new prestigious funding opportunities will be provided per annum to female postgraduates in STEM subjects that women are particularly underrepresented in (6 scholarships in total 2018-2021)

SECTION 6: SUPPORTING TRANS PEOPLE							
6.1	Launch a 'Gender Identity and Gender Expression Policy' for trans staff and students	<p>Until recently there has been no formal procedures in place to support staff or students who transition or identify as transgender or gender diverse</p> <p>58% of respondents in the 2017 staff survey did not know whether transgender staff are supported and included in University policies and procedures</p>	January 2018	September 2018	<p>Draft of new policy completed in October 2017 by HR Equality Officer</p> <p>Policy opened for public consultation in March 2018</p> <p>Present policy forwarded to UE and will be presented to GA by June 2018</p> <p>Policy will be launched in September 2018</p> <p>Policy will be published on public website and introduced at new staff inductions and HOD training (2018-2021)</p>	Director of HR, HR Equality Officer	<p>New policy published on public website and introduced at new staff inductions and HOD training will address a knowledge and awareness gap, and enhance policies and practices</p> <p>Awareness of issues and good practice will be increased as evidenced in the annual staff equality survey</p> <p>Target: Reverse lack of awareness from 58% to 20% by 2021</p> <p>Transgender issues will be incorporated in the new Equality Impact Assessment tool rolled out</p>

6.2	Gender identity awareness training for front-line staff and line managers	To ensure adherence to policy and guidelines The 2017 Athena SWAN survey indicated that over 58% of respondents had no awareness of transgender policies in the University	April 2018	December 2021	Implemented by November 2018 and embedded as standard practice All HODS will be trained by April 2019 Training will be included in New Staff Induction by September 2018	Director of HR, HR Equality Officer	100 participants will have undertaken gender awareness training by mid-2019 that was previously unavailable Awareness of issues and good practice will be increased as evidenced in the annual staff equality survey
6.3	Review procedures for staff and students seeking a preferred name change and recommend a policy	Apart from a surname change due to marriage, students currently can only change their name through a formal name change process (a deed poll is required)	January 2018	November 2018	Review commenced in 2017 Working Group established as part of IT Management Steering Committee established in March 2018 A records system which has the capacity to reflect a name change will be in place by end-2018	VP EDI, Registrar, HR	Students and staff will be able to apply to change their name without any barriers or stigma

6.4	New building developments/ redevelopments will include provision for gender neutral/ accessible toilet facilities	To increase the number of single-cell gender neutral toilets across the campus and generate more inclusivity on campus	November 2017	April 2018	The VP for Estates and Capital, will provide update to the EDIC regarding developments to campus infrastructure and considerations impact for EDI matters at regular meetings	VP for Estates and Capital, HR Equality Officer	Currently there are 15 single-cell gender neutral toilets across the campus with developments and this will be increased to 20
6.5	Review how ongoing building developments can better support an inclusive campus, incorporating gender equality as a principle	Most new buildings in the University have a concept, including in the Irish language, as a name but others are named after prominent men	January 2018	April 2018	Gender equality monitoring in Buildings and Estates decision making will be incorporated and report on for the annual EDI Audit and Report	VP EDI, VP Estates and Capital, HR Equality Officer, Athena SWAN Co-ordinator	Annual EDI Report will assess whether gender is being considered an important factor and issue in decisions about buildings and will recommend new actions
6.6	Ask additional questions about the physical infrastructure of the campus on the annual Athena SWAN staff surveys, informed by ECU guidance on inclusive building design	Gender equality (including staff perceptions of safety) should be embedded in campus planning	May 2018	Annual	Annual EDI Audit and Report	Athena SWAN Co-ordinator, VP Estates and Capital	Principles of gender equality will be embedded in campus planning and infrastructure projects and the views of all staff on these issues will be annually surveyed