

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT (648 WORDS)



OLLSCOIL NA
GAILLIMHE
UNIVERSITY
OF GALWAY

Scoil na nEolaíochtaí
Bitheacha agus Ceimiceacha
School of Biological
and Chemical Sciences

15 February 2023

To: Ms Sarah Fink, Head of Athena SWAN Ireland

Re: Transfer award application – School of Biological and Chemical Sciences

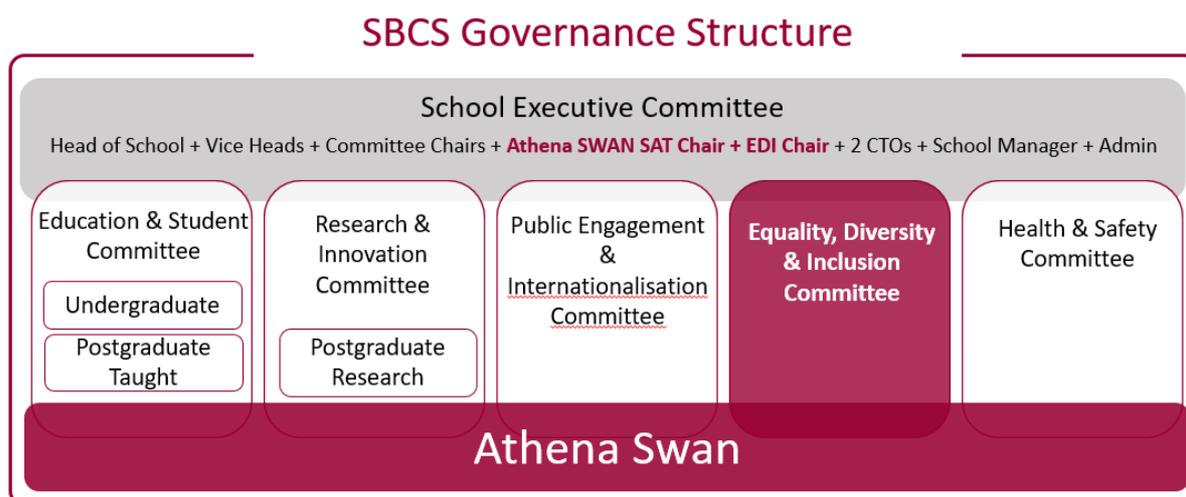
Dear Ms Sarah Fink,

I fully support the application by our self-assessment team (SAT) for an Athena SWAN Bronze Award for the new School of Biological and Chemical Sciences (SBCS), via the transfer award process. I recognise that Equality, Diversity, and Inclusion (EDI) actions play a vital role in helping every student and staff member to achieve their full potential.

SBCS was formally launched on September 1st, 2022, following restructuring of the College of Science and Engineering in 2021-22. SBCS comprises the former disciplines of Chemistry, Biochemistry, Microbiology and Plant and Agri-bioscience, which were previously constituents of the Schools of Chemistry (SoC) and Natural Sciences (SNS). This transfer award application brings together a unified action plan, derived from the AS Bronze Charters awarded to SoC and SNS in 2021.

Consideration given to gender equality impacts during SBCS formation.

EDI and the Athena Swan charter have been fully integrated into our School's governance structures as summarised below.



I recognise that the whole School must share responsibility for implementing the AS action plan and advancing EDI to bring about the needed culture change. We have formed a new Athena SWAN SAT, who has produced this action plan and will monitor and facilitate its implementation. I am requiring all SBCS Committees to place 'Athena SWAN action plan' as a standing item on their meeting agendas

and to report on their implementation progress to the School Board every semester. The SAT Chair is a member of the School Executive and will influence resource allocation, informing the Executive of impacts of decisions on implementation. As members of the College's EDI committee, the SBCS SAT Chair and co-Chair as well as the School Head of EDI contribute to enhancing Equality.

School priorities and/or key gender equality challenges or opportunities in the new SBCS, as determined by self-assessment and/or subsequent initiatives of the new department.

Our academic staff cohort, particularly at professorial level, is not gender balanced and we acknowledge that this needs to be urgently addressed through recruitment and promotion. Several of the actions identified by the SAT address this current deficit at academic level, as well as issues with progression of students and early career researchers, and broader cultural issues.

The action plan has 32 actions with 12 priority actions. We are focusing immediately on the following:

- Collection of baseline data for the new SCBS to ensure that the impacts of actions are measurable (Action 3.2).
- Proactive offering of career progression mentorship to encourage and ensure that all eligible staff apply for promotion at the earliest opportunity (Actions 5.1.5 and 5.3.2). Included in this will be promotion of the Aurora Women's Leadership Development programme (Action 5.3.5).
- Review and enhancement of School policies & supports for maternity leave and other types of caring leave to ensure that they are visible, easily accessible, and that all staff feel encouraged and supported to apply for leave (Actions 5.1.1 and 5.5.2).

Linked to the SoC 2021 AS Bronze Award, a female Established Professor of Chemistry was appointed through the Senior Academic Leadership Initiative (Action 4.2.1) and Professor Helen Blanchard will join us in March 2023.

Resourcing (financial; human) and recognition of gender equality work within the School.

I commit to providing the necessary financial and other support to fully implement this action plan. The work of the SAT Chair and co-Chair is recognised as 100% and 80%, respectively, of their administrative contribution in the SBCS for their workload allocation, and 50% for other SAT members.

I confirm that the information presented in the application is an honest, accurate and true representation of the School.

Sincerely



Prof. Olivier P. THOMAS

Head of the School of Biological and Chemical Sciences

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Scoil na nEolaíochtaí
Bitheacha agus Ceimiceacha
School of Biological
and Chemical Sciences

2. DESCRIPTION OF THE SELF-ASSESSMENT TEAM (296 WORDS)

The outgoing SAT chairs from the merging Schools of Natural Sciences (SNS) and Chemistry (SoC) led an open call for volunteers to join the new SBCS SAT. This strategy was specifically employed to retain SAT members from SNS and SoC, and to introduce new members. The SAT comprises 16 members (9F, 7M) and includes academic, technical, administrative, research and student members at various career and work-life stages (Table 1). 38% of current SAT members participated in a previous Athena Swan application (Table 1).

The SAT is chaired by a senior female academic, who previously chaired the SNS SAT. She has significant experience of the teaching, research and administrative activities of the School. The Chair was the only volunteer for the position and this appointment was ratified at the first meeting of the SBCS SAT. The co-Chair is a senior male academic, who previously chaired the SoC SAT to a Bronze award in 2021. Since the launch of the new School, the SAT has met every month to prepare the Award Transfer Application, and more frequently in advance of the transfer application submission. The frequency of meetings will be maintained at 6-8 week intervals.

To ensure equitable division of workload and tasks, the SAT is organised into four subgroups. All subgroups are comprised of members with and without previous SAT experience to facilitate a blending of transfer of knowledge, and fresh views. For each action a SAT liaison will be identified (see Action Plan), and tasked with the coordination and monitoring of progress. SAT liaisons will not be responsible for the delivery of actions but only for the facilitation of communication with relevant stakeholders and the review of progress. SAT liaison roles will be rotated amongst SAT members.

Table 1: Membership and responsibilities of SBCS SAT members

| Name and Gender | Position | Role on SAT | Employment status & work-life responsibilities | Previous SAT experience |
|------------------------|---|------------------------------|---|--------------------------------|
| Florence Abram (F) | Associate Professor/Senior lecturer; Microbiology | Chair. Member of Sub-group 4 | FT; L; Cc | Yes |
| Clara Costea (F) | Student, 3 rd year Genetics & Genomics | Member of Sub-group 1 | FT | No |
| Roisin Doohan (F) | Interim CTO, Chemistry | Member of Sub-group 3. | FT; L; Cc | Yes |
| Marcin Drozd (M) | Student, 3 rd year General Science | Member of Sub-group 1 | FT | No |
| Elaine Dunleavy (F) | Associate Professor/Senior Lecturer; Biochemistry | Member of Sub-group 3. | FT; Cc | No |
| Sara Farrona (F) | Lecturer, Plant & AgriBiosciences | Member of Subgroup 1. | FT; Cc; L | No |
| Padraig Hynes (M) | School Manager | Member of Sub-group 2. | FT: Cc | No |
| Peter McKeown (M) | Lecturer, Plant & AgriBiosciences | Member of Sub-group 3 | FT | Yes |
| Derek Morris (M) | Associate Professor/Senior Lecturer; Biochemistry | Member of Sub-group 2. | FT; Cc | Yes |
| Paul Murphy (M) | Established Professor; Chemistry | Co-Chair, Member Subgroup 1. | FT; Cc | Yes |
| James O'Gara (M) | Professor, Microbiology | Member of Sub-group 4. | FT; Cc | No |
| Bianca Pasat (F) | PhD candidate | Member of Sub-group 2. | FT | No |
| Gustavo Sambrano (M) | Postdoctoral Researcher | Member of Sub-group 3. | FT; T | No |
| Alma Siggins (F) | Lecturer, Microbiology | Member of Sub-group 4 | FT; Cc | No |
| Maria Tuohy (F) | Lecturer, Biochemistry | Member of Sub-group 2 | FT; Ca | No |
| Ashla Ward (F)* | Administrator, Biochemistry | Member of Sub-group 4 | FT; Ca; L | Yes |

M: Male; F: Female; FT: Full-time; P: Part-time; I: Contract of Indefinite Duration; T: Fixed-term Contract; J: Job-sharing; D: Dual-career; L: Availing or previously availed of flexible hours, or leave, including parental leave; Ca: Has or had parental and / or caring responsibilities, including elder- care; Cc: Current child-caring responsibilities Cp: Previous child-caring responsibilities S: Single-Parent
*on leave since 01/09/22

3. ACTION PLAN

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

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

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

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

School of Biological and Chemical Sciences, University of Galway

Athena SWAN Action Plan 2023-2027

Priority:

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| High | Medium | Low |
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| NUMBER | ACTION | RATIONALE | DETAIL | START | END | RESPONSIBILITY | SUCCESS MEASURES |
|---|---|--|---|------------|----------|---|---|
| Section 3: The Self-Assessment Process | | | | | | | |
| 3.1 | Maintain appropriate gender representation and appropriate staff and student membership of the Athena Swan (AS) Self-Assessment Team (SAT). | Provide staff and students with opportunities to join SAT and progress Equality, Diversity and Inclusion (EDI) agenda and activities. Broaden engagement with EDI of School staff and students in AS, to further embed AS Principles, and support implementation of the Action Plan. | Ensure appropriate gender representation, with min. 40% men and women and to include at least 1 Postgraduate Graduate Research (PGR) student and 1 Undergraduate (UG) student representatives. Regular expressions of interest sent to School colleagues and research students to expand SAT membership, while ensuring proportionate gender representation. 3 rd year UG student class representatives will be invited to contribute each year. | April 2023 | Mar 2027 | Head of School (HoS) and SAT chair with support of School Manager | The SAT will retain gender balance with a min. 40% men and women and will include postgraduate research and undergraduate student representatives to oversee implementation of the Action Plan. |

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| 3.2 | Baseline data collection to measure impact of AS Action Plan. | Collect baseline data based on new School of Biological and Chemical Sciences (SBCS) staff and student complement to ensure impact of actions are measurable. | Deploy culture survey in 2023 designed to collect baseline data. Review, merge and amend previous culture survey questionnaire to ensure focus on important data and action plan prior to distribution to staff and students. | April 2023 | Oct 2023 | SAT | Baseline data collected. |
| | | | Collect data from Human Resources (HR), Equality Office and School office to enable data not collected in culture survey to be obtained. | April 2023 | Oct 2023 | SAT | |
| | | | Analyse all data collected. | Oct 2023 | Oct 2024 | SAT | |

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| 3.3 | Monitor, measure and disseminate progress of EDI and AS Action Plan activities by means of staff and student surveys and via engagement with School committees. | Monitor and measure progress on Action Plan implementation. | Review and amend culture survey questionnaire to ensure focus on key issues prior to distribution to staff and students. | Sept 2024 | Every 2 years | SAT | Response rate in culture surveys over baseline to be collected in action 3.2 with a target of over 70% for staff and 50% for students. |
| | | Collect feedback from staff and students to inform prioritisation of specific actions. | Analysis of survey responses to assess progress, identify further actions and ensure awareness of existing and emerging EDI challenges. | Jan 2025 | Every 2 years | SAT | Identification of actions progressed and implemented, and actions needing further attention and focus through survey responses. |
| | | Engage and inform School about progress on AS actions implementation. | Provide regular update via School board meetings on progress on implementing AS Actions. All committees and School Board meetings have AS Action Plan on the agenda. | April 2023 | Mar 2027 | HoS, School Manager and SAT chair | Identification of new actions and implementation based on analysis. Increased awareness of and engagement in AS and EDI, evidenced by more positive survey responses to key questions, and attendance at AS / EDI events. |

Section 4.1: Student Data

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| <p>4.1.1</p> | <p>Appoint a SBCS staff point of contact for Alternative Pathway (AP) students.</p> | <p>Provide support and advice to AP students, create communications channels with students, and between students, and to serve as an advocate for AP students within SBCS.</p> | <p>Request expressions of interest from SBCS Academic staff for role of AP Student Point of Contact for an initial 3-year period.</p> <p>Undertake informal interviews with respondents to Expression Of Interest request and select AP Student Point of Contact by end June 2023.</p> <p>Conduct pulse surveys and follow-on Focus Groups targeting AP students to determine their level of satisfaction and identify particular challenges and issues of concern to AP students.</p> | <p>April 2023</p> <p>May 2023</p> <p>Oct 2023</p> | <p>May 2023</p> <p>May 2023</p> <p>Annually</p> | <p>HoS, School Manager and SAT liaison</p> <p>HoS, School Manager and SAT chair</p> <p>SAT liaison, Staff Point of Contact for AP Students and SBCS EDI committee</p> | <p>Appointment of SBCS AP Student Representative for a 3-year term.</p> <p>Improved communications with AP students, and between AP students and SBCS staff.</p> <p>Identification of key challenges and issues particular to AP student cohort and identification of actions to address issues identified.</p> <p>Increased awareness of AP students and their particular support needs among SBCS staff.</p> <p>Increased levels of satisfaction among AP students, as evidenced by responses to pulse surveys and Focus Groups.</p> |
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| 4.1.2 | Monitor recruitment, progression, retention, and achievement (to graduation) of students in UG programmes in the SBCS. | UG gender balanced recruitment is essential as well as an understanding of what influences pathway choice in SBCS. | <p>Monitor gender data from year 1 to year 4.</p> <p>Formalise gendered recording of student grades from year 1 to year 4.</p> <p>Survey students on pathway selection.</p> | <p>Dec 2023</p> <p>Dec 2023</p> <p>Sep 2024</p> | <p>Annually</p> <p>Dec 2026</p> <p>Every 2 years</p> | <p>SAT liaison, School Education and Students committee in consultation with UG degree Pathway and Programme directors.</p> <p>SBCS Education and Students committee</p> <p>SAT</p> | <p>Annual record of data on UG recruitment, retention and achievement from December 2023.</p> <p>Quantitative data on student recruitment, progression and achievement that informs future recruitment processes, and targeted actions where necessary.</p> |
| 4.1.3 | Analyse gender-disaggregated data on Postgraduate Taught (PGT) and PGR applications, offers and acceptances from the Customer Relationship Management (CRM) system. | Gender-disaggregated data on PGT/PGR applications/offers/acceptances are not available. | Obtain and analyse data on PGT/PGR applications / offers / acceptances from CRM system via the Admissions Office. | Mar 2024 | Annually | SAT liaison, SBCS Education and Students committee and Research and Innovation committee | <p>Annual record of all SBCS PGT/PGR student applicants and acceptances from Dec 2024.</p> <p>Quantitative data on student applications and acceptances to inform future recruitment processes, and targeted Actions where necessary.</p> |

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| 4.1.4 | Review selection processes and procedures for College of Science and Engineering (CoSE)-funded PGR Scholarships and Fellowships allocated to SBCS. | Identify the number of females applying for PGR Fellowship and Scholarship awards to determine if applicant numbers reflect the gender breakdown of UG and PGR students in SBCS. | Analyse applications for CoSE-funded PGR fellowships allocated to SBCS to identify gender-disaggregated applicant numbers. | Oct 2023 | Dec 2023 | SAT liaison, SBCS Research and Innovation committee and CoSE Vice-Dean for Research | Completion of a report on PGR Fellowship recruitment and selection processes with recommendations for improving gender balance among applicants and awardees. |
| | | | Review applications, and Fellowship/Scholarship awardee selection process and eligibility criteria with the CoSE PGR Fellowship selection panel. Ensure that panel members have undertaken relevant training e.g. unconscious bias training. | Jan 2024 | Feb 2024 | SBCS EDI and Research and Innovation committees in conjunction with CoSE Vice Dean for EDI and Vice Dean for Research | |
| | | | Ensure that the promotion and advertisement of CoSE-funded Fellowships and Scholarships strongly encourage female applicants for SBCS PGR awards. | Oct 2023 | Annually | SBCS EDI and Research and Innovation committees | |

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| 4.1.5 | Ensure gender balance (minimum 40% of each gender) at outreach and public engagement activities, at recruitment events for prospective students and at advisory sessions for current UG students. | Contribution to outreach, public engagement activities by staff and students, and contribution to volunteering by students, is not monitored and recorded in terms of gender. | Record gender of participants at outreach and public engagement activities. | April 2023 | Mar 2027 | SAT liaison, SBCS public engagement and internationalisation | Disaggregated gender data on staff and student outreach and public engagement activities and recruitment events. |
| | | Ensure female role models are represented at recruitment and outreach events and at advisory sessions where information is provided on pathway choices. | Formalise practice to ensure equal gender representation among staff and student participants at recruitment and outreach events. | Jan 2024 | April 2024 | SBCS public engagement and internationalisation and EDI Committees | Attain 40% female representation at recruitment and outreach activities and at UG advisory sessions. |
| | | | Update SBCS website on a regular basis to include promotional material showcasing role-models in a gender-balanced fashion. | Oct 2023 | Annually | School Manager and SBCS public engagement and internationalisation committee | Ensure visibility of female role models on promotional material on the SBCS website. |

| Section 4.2: Academic and Research Staff Data | | | | | | | |
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| 4.2.1 | Appoint one female established professor of Chemistry via the senior academic leadership initiative (SALI) | SALI is HEA funding initiative aimed at increasing the number of female professors and there are none currently in SBCS. | The School has been successful in securing HEA SALI funding and one SALI professor is currently being recruited. | Underway | Mar 2023 | SAT liaison, HoS in cooperation with Executive Dean | One female Established Professor appointed via SALI by end 2023. |
| 4.2.2 | Request staff who resign to complete a Leavers' exit questionnaire. | Information is not available about reasons academic and research staff resign from SBCS posts. Such information will enable the determination of resignations reasons, and if there is a gender dimension. | Request HR to ensure that all SBCS staff who resign complete a Leavers' exit questionnaire. Information on leavers who resigned from SBCS collated each year by gender and analysed in conjunction with HR. | Oct 2023 Sept 2024 | Aug 2024 Annually | SAT liaison, HoS, and HR Business partner (BP) HoS, and HR BP | Record of SBCS staff who resign allied to information from exit questionnaires available and reviewed. Analysis of data will identify possible gender-related reasons for resignations that enable targeted actions to correct any identified deficiencies. |

Section 5.1: Key Career Transition Points: Academic Staff

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| 5.1.1 | Implement recruitment measures to generate increased numbers of female applicants for advertised posts. | <p>To ensure increased number of female applications for all posts advertised.</p> <p>Increased female applicants will lead to more female appointments, thus resulting in greater female academic representation at all levels.</p> <p>To ensure that interview boards are fully compliant with University recruitment policies, including for research posts.</p> | <p>Appoint SBCS Search Champions for all Academic posts to be advertised, to identify and encourage female candidates. Champions to ensure the advertisement of posts through widest possible channels, and targeted advertisement of posts in cognate subject areas nationally and internationally.</p> | Jan 2024 | Mar 2027 | SAT liaison, HoS, HR-BP and School Manager | <p>Increased number of female applicants for all academic posts, rising from an average of 30% of applicants to >/=50% over 3 years.</p> <p>All interview boards continue to be gender-balanced and board members have up-to-date unconscious bias and interview skills training.</p> |
| | | | <p>Ensure that Interview board members receive required refresher UB and Interview skills training.</p> | Jan 2024 | Mar 2027 | HoS, HR-BP and SBCS EDI committee | |
| | | | <p>Publish detailed information on leave and family friendly policies on the School EDI website and insert a link to this information in every job advert/description.</p> | Jan 2024 | Mar 2027 | School Manager and SBCS EDI committee | |
| | | | <p>Review impact of action and associated measures after 2 years and revise as required.</p> | Jan 2026 | June 2026 | SAT and SBCS EDI Committee | |

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| 5.1.2 | Collect gender disaggregated data for all Boards of Assessors. | Gender data on Boards of Assessors are not currently systematically available. | Work with HR to systematically collect gender breakdown from Boards of Assessors for research and academic staff posts. | Sep 2023 | Annually | SAT liaison, SBCS EDI committee in conjunction with HR-BP | Data on gender breakdown for all Boards of Assessors from Sep 2023. |
| 5.1.3 | Implement measures to enhance induction for new staff including local School induction. | Implementation of local School induction will ensure that new recruits become familiar with SBCS people, core values, practices and expectations, as well as its AS and EDI vision and activities. | <p>Develop and maintain local induction for all SBCS staff, with specific appropriate induction elements for each staff cohort.</p> <p>Ensure that local induction includes discussions about SBCS core values and staff mentoring where applicable as well as commitment to Athena SWAN principles, and to EDI.</p> | Jan 2024 | Annually | SAT liaison, HoS, HR-BP, EDI committee | All newly appointed staff receive appropriate centralised and local induction within 3 months of appointment. |
| | | | | Jan 2024 | July 2024 | HoS, with SBCS EDI Committee and SAT | Awareness among new staff of SBCS core values and university mentoring program as well as commitment to AS principles, evidenced by survey responses indicating positive feedback about benefits of induction, and School culture. >50% of new staff receive induction by Sept 2024, rising to 80% of staff by Sept 2025, and 100% by Sept 2026. |

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| 5.1.4 | Implement a buddy system for newly recruited SBCS staff to assist in settling into new working environment. | Providing an SBCS buddy to new staff members will facilitate staff introductions to colleagues, and provision of useful information about SBCS, CoSE and University units, systems and key points of contact, which will enable new staff to settle in more quickly. | Request staff member to volunteer to participate in the buddy system. Assign a buddy to all new staff within 1 month of arrival for a period of 6 months (extended by mutual agreement) to support their integration into the School and University. | April 2023 | Mar 2027 | SAT liaison, HoS, and Vice Heads of School. | 100% of new staff have a buddy by Sept 2024. Measurable improvement in staff satisfaction with their integration, and knowledge of colleagues and of CoSE and University systems measured by pulse surveys of staff. |
| 5.1.5 | Implement measures to encourage staff to apply for promotion and support applications to improve success rate. | Fewer eligible female staff apply for promotion compared to their male counterparts. Address the lack of support reported by staff. Provide staff with the best chance of promotion through advice and support from experienced colleagues. | Identify female staff eligible for promotion and encourage them to apply during annual Performance Management Development System (PMDS) and by HoS. Conduct Focus Groups with eligible staff to identify barriers to women applying for promotion. Establish a champion matching system for SBCS academics applying for promotion. Request expressions of interest from SBCS staff to act as promotion champions. | Oct 2023 Jan 2024 April 2024 Jan 2024 | Annually Mar 2024 July 2024 Annually | SAT liaison, HoS, and Vice Heads of School HoS, SAT and SBCS EDI Committee HoS and SBCS EDI Committee HoS and SAT | Summary report of possible barriers to women applying for promotion. 100% of staff applying for promotion are appointed a champion by 2027. Increased number of applications from female staff eligible for promotion. Increased percentage of successful female Senior Lecturer and Professor applications in the SBCS by 2027. |

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| 5.1.6 | Implement the recommendations of the Academic Council (AC) working group on Researcher Career progression. | Lack of career progression and promotion opportunities for researchers was identified as a significant issue for researchers. | Liaise with AC and review University Management Team and AC approved Researchers Career support recommendations for SBCS research staff. Implement AC recommendations of the AC working group on Researchers Careers for SBCS researchers once approved. | Sep 2023 Dec 2023 | Dec 2023 June 2024 | HoS and SAT HoS and School executive committee | Implementation of career progression and promotion process and procedures established arising from AC working group recommendations for SBCS researchers. |
| Section 5.3: Career Development: Academic Staff | | | | | | | |
| 5.3.1 | Ensure that staff are encouraged to avail of training opportunities relevant to their role and career stage. | Address the lack of support and encouragement to upskill reported by staff. Address the absence of gender data relevant to uptake and effectiveness of training. | Promote training and career development events and opportunities to all staff via HoS email communications, PMDS meetings, Researcher Development Centre (RDC) and at School board meetings. Monitor uptake of, and obtain feedback of benefits of all training undertaken, by gender via survey. | April 2024 Sept 2025 | Annually Mar 2027 | SAT liaison, HoS with HR Staff Training Manager, Manager of RDC, and School Manager SAT | Increased participation of staff in training relevant to career progression. Availability of gender data related to the uptake and benefit of training by staff. |

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| 5.3.2 | Leverage the new PMDS appraisal system, once approved by the University to encourage staff development. | Lack of annual appraisal deprives staff of a formal supportive mechanism to discuss and develop their career development plans. | Include discussions at annual review about career development and promotion, training needs, and SBCS core values, including the core University value of Respect, and the importance of undertaking training. | Once PMDS is in operation Once PMDS is in operation | Annually Annually | SAT liaison, HoS and HR-BP SAT Liaison and HoS/line managers | 100% of staff undertaking PMDS/annual reviews report discussion on assessment of support needs associated with career development plans. |
| 5.3.3 | Monitor SBCS Principal Investigators (PI) training on responsibilities towards research staff. | Lack of support reported by researchers with regards to progressing their careers. There is a need for appropriate PI training so that all research staff receive appropriate career development support. | Liaise with the RDC to develop tools and training to support PIs in research staff development roles. | Sept 2024 | Mar 2027 | SAT liaison, SBCS Research and Innovation committee | >80% of PIs receiving training on their management responsibilities to research staff by 2027. Measurable increase in satisfaction among researchers with PI support provided for career progression. |
| 5.3.4 | Encourage and facilitate sabbatical leave uptake by eligible staff. | Identify challenges and barriers precluding some eligible staff applying for sabbatical leave. Review workload of eligible staff and identify if additional support is required to facilitate sabbatical leave. | Discuss barriers to sabbatical leave as part of annual review with eligible staff and identify solutions that will facilitate sabbatical leave. | May 2024 | Annually | HoS and Executive committee, SBCS EDI committee, and SAT liaison | Identification of barriers to staff taking sabbatical leave. Development and implementation of a plan to allow sabbatical leave to be taken by eligible staff. Increased uptake of sabbatical leave across SBCS. |

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| 5.3.5 | Promote the Aurora Women's Leadership Development programme to all eligible staff. | To address lack of encouragement for promotion and career development reported by females. | Annual communication to eligible staff, indicating SBCS commitment to the programme and encouragement to apply. | Sept 2023 | Annually | SBCS EDI committee, and SAT liaison | Increased awareness of the program and increase number of eligible staff applying and participating in Aurora from all staff grades by 2027. |
| | | | Provide advice and support to Aurora Programme applicants to increase success rates. | Sept 2023 | Annually | SBCS EDI committee, and SAT liaison | |
| 5.3.6 | Integrate and formalise careers information and further education opportunities into UG and PG curricula. | Final-Year UG and PGR student reported not to be aware of opportunities for further education and /or careers information, which may skew the gender balance in career progression. | Ensure curriculum time made available to integrate guidance on careers/further PG education/industry opportunities. | Oct 2024 | Annually | SBCS Education and Students, and Research and Innovation committees, and SAT liaison | Attendance of >50% of final year UG students at Career Education Workshops or Careers information events by 2027. |
| | | | Integrate Career Progression and Careers into Graduate Research Committee (GRC) annual evaluations. | Oct 2024 | Annually | SBCS Research and Innovation committee, EDI committee and SAT | Integration of further education and career options advice to Final Year UG and PG student cohorts in curricula. Increased awareness of further education and career options among UG and PG students as evidenced by >90% of survey respondents indicating satisfaction with information provided by 2027. |

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| 5.3.7 | Gather feedback on how the School is performing in relation to inclusive teaching and increase uptake of relevant training if required. | No current information is available on SBCS staff holding Universal Design for Learning (UDL) badges. | <p>Collect data on staff numbers attending Centre for Excellence in Learning and Teaching (CELT) inclusive teaching workshop and how many have UDL badges.</p> <p>Promote relevant CELT training and UDL badges amongst SBCS staff.</p> | <p>Oct 2024</p> <p>Oct 2024</p> | <p>annually</p> <p>Annually</p> | <p>SBCS EDI committee and Education and Students committee, and SAT liaison</p> <p>SBCS EDI committee</p> | <p>Data on number of UDL badges and attendance at CELT workshops by gender.</p> <p>50% increase in attendance at CELT training workshops and staff with UDL badges by 2027.</p> |
| 5.3.8 | Signpost information locally each semester to students on the University's employability award to students. | There is a lack of promotion of the employability award to students. Need to encourage and recognise student engagement in employability enhancement activities beyond their curriculum work. | Disseminate information relating to the employability award to SBCS students. | Oct 2024 | Annually | SBCS Education and Students committee, and SAT liaison | 80% of all students are aware of the employability award by 2027. |
| 5.3.9 | Proactively seek to ensure gender balance in students applying for and securing internship awards. | To ensure gender balance exists in number of applications and awards of UG summer research internships. | <p>Promote summer internships amongst all UG students, ensuring inclusive wording is employed.</p> <p>Work with the Women in STEM (WiSTEM) to advertise internships.</p> | <p>April 2024</p> <p>April 2024</p> | <p>Annually</p> <p>Annually</p> | <p>SBCS Research and innovation committee, Education and Students committee, EDI committee, and SAT liaison</p> <p>WiSTEM, and SAT liaison</p> | 40% of females securing internship awards by 2027. |

Section 5.5: Flexible working and managing career breaks

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| <p>5.5.1</p> | <p>Develop and distribute a School staff guide and checklist with information on supports provided, for maternity/ adoptive and other leave.</p> | <p>There is a need to ensure the provision of information and a consistent and formalised approach to managing maternity / adoptive leave, pre-, during and post-leave.</p> <p>Address the lack of support pre-, during- and post leave, reported by staff.</p> | <p>Develop a Staff Guide and checklist for staff to provide information on available supports, and ensure a consistent and formalised approach for female staff before and during maternity/adoptive leave.</p> <p>Make these guides and policy documents available to all staff via the School website.</p> | <p>April 2023</p> <p>April 2024</p> | <p>April 2024</p> <p>April 2024</p> | <p>HoS, HR partner, School Manager, SBCS EDI committee, and SAT liaison</p> <p>School Manager</p> | <p>All leave policies developed and published online.</p> <p>>80% of staff report they are aware of caring leave policies in survey.</p> <p>All relevant staff report satisfaction with support received.</p> |
| <p>5.5.2</p> | <p>Develop a staff reintegration and workload ramp-up policy and procedure for staff returning from maternity/adoptive leave across the School.</p> | <p>To address the lack of formal cover and support post maternity/adoptive leave. The challenging period immediately following return to work could be improved if a clear policy and some resource was available to help alleviate some of the teaching workload for a one semester ramp-up period.</p> | <p>Develop a consistent workload ramp-up policy and procedure for academic staff returning from maternity/adoptive leave across the School and establish a resource allocation from the School for the first semester following return to work after maternity /adoptive leave, equivalent to 50% of the University of Galway maternity allocation.</p> | <p>April 2023</p> | <p>April 2024</p> | <p>HoS, SBCS EDI committee, School Manager, and SAT liaison</p> | <p>An SBCS post-maternity leave return ramp-up policy is implemented.</p> <p>A School ramp-up support fund is made available to mitigate the teaching workload for the first semester for staff returning from maternity/adoptive or other leave.</p> <p>Relevant staff report satisfactory implementation of the workload ramp-up policy.</p> |

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| 5.5.3 | Promote flexible working and leave schemes among all SBCS staff. Encourage staff to consider such schemes if relevant to their circumstances. | Address the absence of a mechanism to actively encourage applications for flexible working and parental and/or paternity leave. Ensure that male staff are also aware of leave schemes and opportunities for flexible working and leave. | Provide regular communications to disseminate relevant information to staff about flexible working and leave schemes and encouragement to benefit from these schemes. | April 2023 | Mar 2027 | HoS, School Manager, SBCS EDI committee, and SAT liaison | Increased awareness of flexible working opportunities and leave schemes among staff, evidenced by increased numbers of staff availing of flexible working and leave schemes, including male staff. |
| | Liaise with HR regarding available flexible working and leave schemes and associated application processes. | | April 2023 | Mar 2027 | HoS, HR Business Manager, School Manager, and SBCS EDI committee | | |
| Section 6: Organisation and Culture | | | | | | | |
| 6.1 | Promote workshops and training courses for SBCS staff focused on Respect, Equality, and Collegiality, to include Anti-bullying and Active Bystander Training. | Some staff and students have indicated that the School environment is not collegial, supportive and / or inclusive. | Promote University EDI workshops including anti-bullying and active bystander training at School Board and Section meetings. | April 2023 | Annually | HoS, HR Business Manager, School Manager, Vice Heads of School, SBCS EDI committee, and SAT liaison | <p>>60% of staff have completed at least two relevant training courses or workshops by 2027.</p> <p>PGR and PGT students have access to relevant training courses by 2027.</p> <p>>90% respondents to culture survey indicate they know where to access equality and HR policies by 2027.</p> |
| | Work with the university to ensure PGR and PGT can also avail of these training courses. | | Liaise with HR and the Researcher Development Center to ensure scheduling of training courses on topics related to Dignity and Respect, Equality, Diversity, and Inclusion. Encourage all staff to complete trainings and monitor attendance. | Sept 2023 | Annually | SBCS EDI committee | |

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| | | | <p>Liaise with Dean of Students and Dean of Graduate Studies to ensure PGR and PGT can also access these courses.</p> <p>Clearly display on the School website links to the Anti-Bullying policy for staff and students.</p> | <p>Sept 2023</p> <p>April 2023</p> | <p>Sept 2024</p> <p>April 2023</p> | <p>SBCS EDI committee</p> <p>School Manager</p> | <p>>60% of staff and students indicating that the School is collegial, supportive and/or inclusive by 2027.</p> |
| 6.2 | Review the SBCS Workload Allocation Model (WAM) and monitor impact of these changes. | Ensure that work in the School is allocated on a transparent and fair basis irrespective of gender. | <p>Ensure workload distribution for academic staff in SBCS adheres to the agreed framework of principles set out in the 2023 WAM.</p> <p>Ensure workload meetings are conducted in advance of each new academic year to agree allocation of principal duties with staff members in order to allow adequate time to plan and prepare for the year ahead.</p> <p>Review the allocation of PMSS staff support hours to programmes and areas across the School to identify imbalances and solutions for a transparent and fair distribution of PMSS support.</p> | <p>July 2023</p> <p>July 2023</p> <p>Sept 2023</p> | <p>Aug 2024</p> <p>Annually</p> <p>Sept 2024</p> | <p>HoS, Vice Heads of School, and SAT liaison</p> <p>HoS, and Vice Heads of School</p> <p>HoS, School Manager and School executive committee</p> | <p>Measurable increase in satisfaction among academic staff, with WAM and timing of workload allocation meetings.</p> <p>All staff satisfaction with work allocation measured by staff surveys.</p> |

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| 6.3 | Improve perceptions of inclusivity and a sense of 'belonging' within the School. | Ensure a sense of inclusivity and belonging within the School. | Establish regular school-wide social events to improve engagement and communication among and between staff and PGR students, as well as sense of belonging and inclusivity across the School. | April 2023 | On-going | HoS, School Manager, SBCS EDI committee, and SAT liaison | <p>>40% attendance at social events</p> <p>>60% in positive responses around school culture in school surveys.</p> |
| 6.4 | <p>Establish principles for gender-balanced representation on all School committees, with inclusion of all staff, PDR, PGR students.</p> <p>Promote opportunities for leadership roles on School, College, and University committees with an emphasis on achieving greater inclusivity and gender representation.</p> | <p>Gender balance on all SBCS committees, and inclusivity of representation is an essential goal of the new School.</p> <p>There are currently not enough female staff in leadership roles.</p> | <p>Review committee memberships across the school and ensure inclusivity and proportional gender representation.</p> <p>Promote leadership role to female staff.</p> | <p>April 2023</p> <p>April 2023</p> | <p>Mar 2024</p> <p>On-going</p> | <p>HoS, School Manager and SAT liaison</p> <p>HoS and School Manager</p> | <p>PDR, PGR representation on all relevant School committees and proportionate gender staff representation on all School committees</p> <p>Proportional gender representation in School leadership roles and School representation at College and University.</p> |



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