



**Department Application  
Ireland  
Bronze and Silver Award**



## **ATHENA SWAN BRONZE DEPARTMENT AWARDS**

Recognise that in addition to institution-wide policies, the department is working to promote gender equality and to identify and address challenges particular to the department and discipline.

## **ATHENA SWAN SILVER DEPARTMENT AWARDS**

In addition to the future planning required for Bronze department recognition, Silver department awards recognise that the department has taken action in response to previously identified challenges and can demonstrate the impact of the actions implemented.

Note: Not all institutions use the term 'department'. There are many equivalent academic groupings with different names, sizes and compositions. The definition of a 'department' can be found in the Athena SWAN awards handbook.

## **COMPLETING THE FORM**

**DO NOT ATTEMPT TO COMPLETE THIS APPLICATION FORM WITHOUT READING THE ATHENA SWAN AWARDS HANDBOOK.**

This form should be used for applications for Bronze and Silver department awards.

You should complete each section of the application applicable to the award level you are applying for.

Additional areas for Silver applications are highlighted throughout the form: 5.2, 5.4, 5.5(iv)

If you need to insert a landscape page in your application, please copy and paste the template page at the end of the document, as per the instructions on that page. Please do not insert any section breaks as to do so will disrupt the page numbers.

## **WORD COUNT**

The overall word limit for applications are shown in the following table.

There are no specific word limits for the individual sections and you may distribute words over each of the sections as appropriate. At the end of every section, please state how many words you have used in that section.

We have provided the following recommendations as a guide.

Department application	Recommended word count	Bronze
<b>Word limit</b>	<b>11,500</b>	<b>9878</b>
Recommended word count		
1. Letter of endorsement	500	490
2. Description of the department	500	495
3. Self-assessment process	1000	994
4. Picture of the department	2000	2,063
5. Supporting and advancing women's careers	6500	5826
6. Case studies	N/A	n/a
7. Further information	500	0
8. Additional word count relating to impact of COVID-19 pandemics (across all sections)	500	0

<b>Name of institution</b>	University College Cork		
<b>Department</b>	School of Biochemistry and Cell Biology		
<b>Focus of department</b>	<b>STEMM</b>		
<b>Date of application</b>	January 2021 (Nov. 2020 submission round)		
<b>Award Level</b>	<b>Bronze</b>		
<b>Institution Athena SWAN award</b>	<b>Date: November 2019</b>	<b>Level: Bronze</b>	
<b>Contact for application</b> Must be based in the department	Dr Anne Moore		
<b>Email</b>	anne.moore@ucc.ie		
<b>Telephone</b>	+353 21 4905424		
<b>Departmental website</b>	<a href="https://www.ucc.ie/en/biochemistry/">https://www.ucc.ie/en/biochemistry/</a>		

The School of Biochemistry & Cell Biology has chosen to opt in to the Professional, Managerial and Support Staff: Interim Process. The additional data, analysis and actions relating to Professional, Managerial and Support Staff should be considered as part of the award panel's assessment of whether the application meets the criteria for a Bronze award.

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## ABBREVIATIONS

AS	Athena SWAN
ASSG	Athena SWAN Steering Group
AWDM	Academic Workload Distribution Model
BSI	Biosciences Institute
CoMH	College of Medicine and Health
CPB	Cavanagh Pharmacy Building
CTO	Chief Technical Officer
EA	Executive Assistant
EMC	Executive Management Committee
HoC	Head of College
HoS	Head of School
L A/B	Lecturer, Above the Bar
L B/B	Lecturer, Below the Bar
MLD	Management and Leadership Development training
PDP	Professional Development Plan
PDR	Post-doctoral Researcher
PDRS	Performance & Development Review System
PG	Postgraduate
PGR	Postgraduate Researcher
PGT	Postgraduate Taught
PI	Principal Investigator
PPE	Personal and Professional Effectiveness training
PSS	Professional Administrative, Technical and Support Staff
RSO	Research Support Officer
SASC	School Athena SWAN Committee
SAT	Self-Assessment Team
SEA	Senior Executive Assistant
SEFS	College of Science, Engineering and Food Science
SL	Senior Lecturer
SM	School Manager
SRF	Senior Research Fellow
STO	Senior Technical Officer
TA	Teaching Assistant
TO	Technical Officer
UCD-SBBS	University College Dublin's School of Biomolecular & Biomedical Science
UG	Undergraduate
WG	Working Group of SAT
WGB	Western Gateway Building



## 1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

Recommended word count: Bronze: 500 words | Silver: 500 words

An accompanying letter of endorsement from the head of department should be included. If the head of department is soon to be succeeded, or has recently taken up the post, applicants should include an additional short statement from the incoming head.

Note: Please insert the endorsement letter **immediately after** this cover page.

**Section 1. Word Count: 490.**



# UCC

Coláiste na hOllscoile Corcaigh, Éire  
University College Cork, Ireland

## School of Biochemistry and Cell Biology

BioSciences Institute,  
University College Cork,  
Ireland

Email: r.oconnor@ucc.ie  
Tel: 353 214901312; Fax: 353 21 4901382

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26<sup>th</sup> January 2021

Dr. Victoria Brownlee  
Head of Athena SWAN Ireland  
Advance HE  
First floor, Napier House  
High Holborn  
London WC1V 6 AZ  
UK

**Re: School of Biochemistry and Cell Biology Athena SWAN Bronze award application**

Dear Dr. Browlee,

I am honoured to endorse this Athena SWAN (AS) Bronze award application from the School of Biochemistry and Cell Biology. The School has long been aligned with the principles of the Athena SWAN charter. Achieving this award and delivering on the actions identified will further develop an inclusive and diverse culture to enhance the experience of all staff and students. I am also particularly pleased that we were able to use the new "Interim Process" to include the School's professional, managerial and support staff in our self-assessment and action plan.

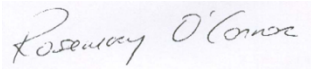
As a woman, I am pleased to have had the opportunity to be Head of School since late 2016 and Head of Department from 2008-2010 and am deeply appreciative of the guidance and support from previous Heads and colleagues. My recent priorities in supporting staff and students have been to address the large number of non-permanent staff contracts in the School and to annually distribute the School's research overhead income for the benefit of all academic staff and to support PhD students. I also continue to mentor and especially support female colleagues and early career researchers in Ireland and abroad.

In the School we are fortunate to have a high-achieving cohort of staff that range in age, life experience, and family responsibilities. The self-assessment process has demonstrated an overall positive and inclusive culture. However, it also identified areas for improvement through specific new interventions and actions. These include the lack of progression of early career female researchers and academic staff, lack of induction protocols for new staff and researchers, and less than ideal communication and transparency regarding workloads. There is also a gender disparity in some of our academic programmes. Our planned actions include initiatives for consistent mentoring of staff, a new staff handbook and new initiatives on communication and workload transparency. We will also seek to understand the factors that determine the progression of our undergraduate students from entry through different selection/decision points. We are committed to promoting these structural and cultural changes to achieve our collective goals of excellence in teaching and research in an equitable environment.

I would like to thank Dr. Tom Moore for representing the School at College ASSG for several years and for his leadership in preparing the groundwork for this application. I would like to acknowledge the dedication and focus of our SAT chair, Dr. Anne Moore, who has been an inspirational leader of the SAT team and has worked tirelessly to coordinate this application. I wish to sincerely thank all of the SAT for their hard work during an extremely challenging year, and in the absence of a key team member due to illness. I would also like to thank all School staff for their engagement and enthusiasm for AS, including Ms Mary Heapes for photography/graphics. I stand over the information presented (including qualitative and quantitative data) as an honest, accurate and true representation of the School.

Thank you for your consideration.

Yours sincerely,

A handwritten signature in cursive script that reads "Rosemary O'Connor". The signature is written in dark ink on a light-colored background.

---

Rosemary O'Connor, Ph.D.

Professor of Cell Biology,  
Head of School of Biochemistry and Cell Biology

## 2. DESCRIPTION OF THE DEPARTMENT

Recommended word count: Bronze: 500 words | Silver: 500 words

Please provide a brief description of the department including any relevant contextual information. Present data on the total number of academic staff, professional and support staff and students by gender.

The School of Biochemistry and Cell Biology was established in 2013, evolving from the Department of Biochemistry (established in 1945). The School is administratively embedded in the College of Science, Engineering and Food Science (SEFS) and is also a member of the School of Medicine in the College of Medicine and Health (CoMH).

The school's mission is to provide the highest standards of education and training in the broad area of Biochemistry and Cell Biology and to pursue and disseminate Biochemical and Cell Biology research that will further scientific knowledge and lead to improvements in health and welfare.

At the heart of the school is a cohort of 38 academic, support and research staff (61% female, **Table 4.2.1**). All permanent staff and some research staff contribute to the School's teaching, training and mentoring.

Our UG student body is 55-74% female depending on the degree programme (*see Section 4.1*). The School offers and is a key contributor to four BSc degree programmes and contributes to 6 other degree programmes in SEFS and in CoMH (**Fig. 2.1**). The School is responsible for the biochemistry and cell biology education of >2,000 undergraduate students per year. We offer three postgraduate MSc/MRes, Ph.D. training programmes and mentoring of postdoctoral researchers.

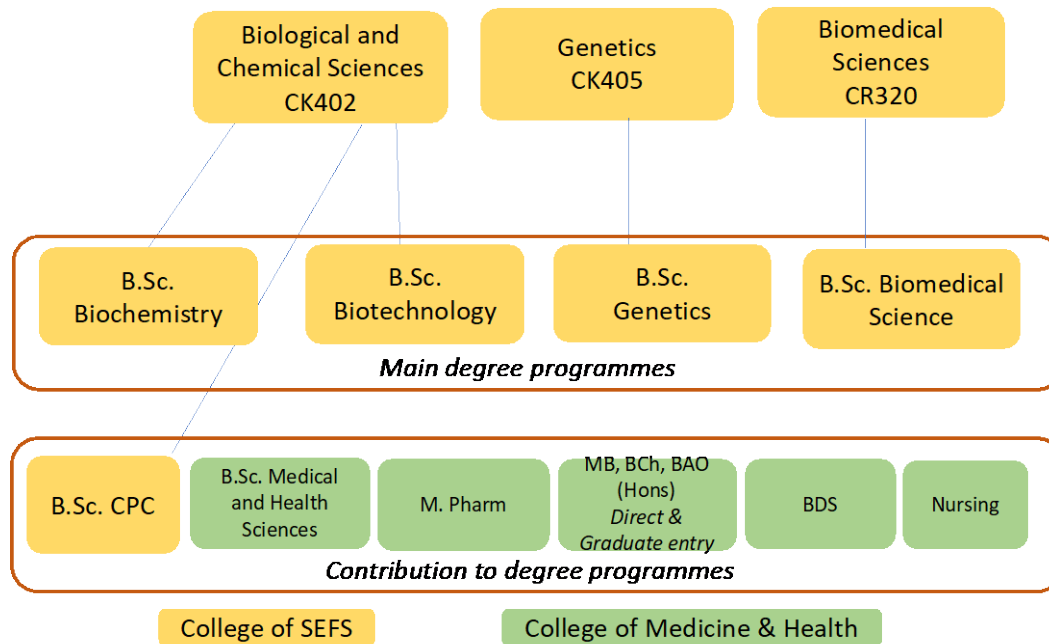
The school management structure (**Fig. 2.2**) follows the SEFS rules, with all academic staff, the recently appointed Chief Technical Officer (CTO; male) and School Manager (SM; female) reporting to the Head of School (HoS; female). Professional administrative staff report to the SM and professional technical staff report to the CTO. The HoS reports to the Head of College on leadership, financial and personnel matters and to College Council on academic matters. The HoS also chairs the Executive Management Committee (EMC) which includes all academic staff, the CTO, SM and one representative from the administrative (female), technical (female) and research staff (male) (**Fig. 2.2**). The EMC is the decision-making body within the school and is also where information on academic, student and research issues as well as HR policy are communicated and discussed. Four school committees report to the EMC and the School Manager is responsible for administering the school's committees and EMC documents. All staff and PGR are members of the School Assembly, which meets twice a year. This is a key meeting that promotes communication and co-operation within the School and is followed by a social event at the Christmas assembly.

The school has internationally recognised researchers in several areas and a strong track record in innovation, biotechnology and start-up companies. The school is located at three sites (**Fig. 2.4**). Six academic staff (67% female) are located in the research-only Biosciences Institute (BSI). Two male academic staff are located in the adjacent Cavanagh Pharmacy Building, and the remaining seven academic staff (30% female) are based in a

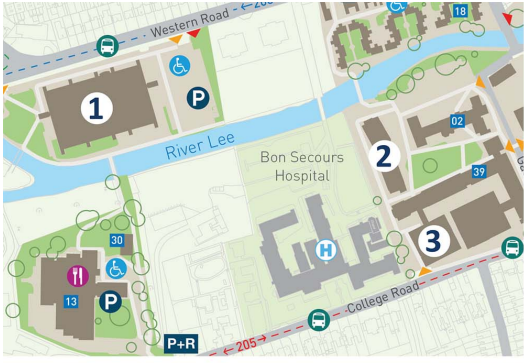
third-floor wing of the multi-use Western Gateway Building (WGB). Professional services staff are based in the BSI and the WGB. The undergraduate teaching and training laboratories are located in Biochemistry-WGB.

*Fig. 2.1 The undergraduate degree programmes offered by the School.*

*The 4 key degree programmes offered by the school and their associated entry points are indicated in the first and second row. The bottom row indicates degree programmes with input from the school.*







**Section 2. Word Count: 495.**

### 3. THE SELF-ASSESSMENT PROCESS

Recommended word count: Bronze: 1000 words | Silver: 1000 words



Describe the self-assessment process. This should include:

- (i) a description of the self-assessment team





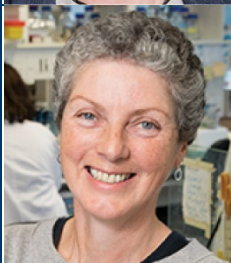

The self-assessment team (SAT) chair, Dr Anne Moore, was appointed by the Head of School (HoS) in January 2020. The HoS then sent an open invitation to all staff to join our SAT in January 2020. Some staff expressed a preference for a specific role and/or indicated the level of involvement that they wished to contribute and this was facilitated. Based on this response and in consultation with UCC's AS Project Officer, the SAT Chair and School Manager defined a "hub-and-spoke" organisation; where a core SAT reached out to working groups (WG) to maximise members' contributions (**Table 3.1, Table 3.2**). Each SAT core team member assumed responsibility for a specific theme and/or task and led WG discussions and feedback to the SAT.

Twenty-one staff members, of a total of 38 staff, contributed to the core SAT and WGs, (66% female). This is similar to the overall proportion of females in the school (61%; *section 4.2(i)*). All WGs had academic and professional administrative and technical staff (PSS) representation and were 50-75% female. Our core SAT is composed of 9 staff (78% female) representing professional administrative, research and academic staff. Currently, time involved in being a team member is not included in a formal workload allocation model; this will be examined in **Action 5.6.4**.

**Table 3.1 School of Biochemistry and Cell Biology core self-assessment team (SAT)**

	Name/position	Relevant experience/motivation	Role in SAT
	<b>Kathryn Bermingham</b> School Manager		Lead Student working group. Co-organised SAT framework. <i>On sick leave from Sept. 2020 to Feb 2021</i>
	<b>Olive Cosgrave</b> School of Biochemistry and Cell Biology PGR Administrator	I am passionate about progression for all Staff at all levels, and genuine equality for all staff and students, across the School and the wider University Community.	Communications Lead, Organised SAT Meetings, developed all dissemination activities Student and Staff data WG member
	<b>Orla Cox</b> RSO-academic	I want to actively support and participate in the School's commitment to providing equal and fair career opportunities and a balanced work culture for current and future staff.	Lead: Flexible Working WG



	Name/position	Relevant experience/motivation	Role in SAT
	<b>Susan Joyce</b> Lecturer	My motivation came from Aurora programme participation to support transparency and equity in process, mentoring, opportunity, and visibility for all school members.	Lead: Career transition WG
	<b>Andrew Lindsay</b> Lecturer	I am keen to ensure that all, irrespective of their gender, receive the supports that they need to reach their maximum potential.	Lead: Career Development WG
	<b>Justin McCarthy</b> Senior Lecturer	I believe that improving gender equality will make for a more positive work environment, with a higher justice and equal chance of career progression and promotion.	Deputy Lead: Organisation and Culture WG
	<b>Anne Moore</b> Senior Lecturer	I previously experienced AS-based positive changes in culture. I believe in developing sustainable policies and practices that support collegiate, equitable environments.	SAT Chair: Co-organised SAT framework. Lead Sections 2 and 3. Led interactions with EDI and SEFS ASSG, Collated feedback into application.
	<b>Rosemary O'Connor</b> Professor, Head of School	I want to support an environment and culture that enables all staff and students to reach their maximum potential with gender equality and diversity at its core.	Head of School, Lead: Organisation and Culture WG
	<b>Cora O'Neill</b> Professor, Deputy Head of School	I am motivated to achieve improvements in genuine equality for all staff and students in the School and University.	Lead: Staff Working Group

**Table 3.2 School of Biochemistry and Cell Biology Working Groups**

<b>Staff Student WG</b>	<b>Staff Role</b>	<b>Female/Male</b>
Cora O'Neill	Academic	F
Kathryn Bermingham	Professional Administrative	F
Olive Cosgrave	Professional Administrative	F
Grant Godsmark	Post-graduate researcher	M
<b>Career Progression WG</b>		
Susan Joyce	Academic	F
Martina Yordanova	Researcher	F
Pamela Daly	Professional Administrative	F
Paul Young	Academic	M
<b>Career Development WG</b>		
Andrew Lindsay	Academic	M
Gary Loughran	Researcher	M
Yvonne Brennan	Professional Administrative	F
Jennifer Duane	Professional Technical	F
<b>Flexible Working WG</b>		
Orla Cox	RSO-academic	F
Dmitri Papkovsky	Academic	M
Mary Heapes	Professional Technical	F
Margaret Dunlea	Professional Administrative	F
<b>Organisation and Culture WG</b>		
Rosemary O'Connor	Academic	F
Justin McCarthy	Academic	M
Tommie McCarthy	Academic	M
Noreen Casey	Professional Technical	F
Yvonne Brennan	Professional Administrative	F

(ii) an account of the self-assessment process

The School of Biochemistry and Cell Biology expressed an interest in submitting an application to the Athena SWAN Charter in late 2019. The SAT chair joined the College of SEFS ASSG at that time. The SAT reports to the HoS and updates the EMC on progress.

The SAT met on five occasions for 2 hours/meeting and also regularly discussed the proposal by MS Teams and email. SAT members attended workshops conducted by Advance HE in UCC (February 2020) and the Annual Athena SWAN President's Symposium (March 2020).

The SAT worked with the AS Project Officer, Ann King and the EDI unit to consult with staff through surveys, to plan focus groups and finalise the quantitative data. The SAT promoted its work and the AS charter with an awareness-raising campaign using posters and emails (**Fig. 3.1**). A dedicated AS section was added to the School website (**Fig 3.2**). Our survey of all staff in February 2020 elicited staff views from 74% of staff (28 of 38 staff). The responding staff categories and gender (**Table 3.3**) was a good representation

of each staff cohort. The lowest response rate was from research staff (3 responses from 9 research staff).

However, the COVID-19 pandemic caused a severe disruption to our SAT process. During this entire period all staff experienced significantly increased workloads/responsibilities and altered work-life balance. Thus, finding opportunities for the SAT to engage has been challenging. We deferred some student consultation due to the difficulty of assembling student focus groups and abnormal academic environment. The SAT resumed meeting in July 2020. National and international findings on the gendered impact of COVID-19 in academia were discussed. It was agreed that a school-based assessment of this issue could unnecessarily duplicate institutional-based efforts. Analysis of the February staff survey data underpinned the development of a follow-up staff survey in September to elicit further information on training, committee membership and outreach activities. Twenty-one staff members responded (62% female; 13 academics, 7 PSS and 1 researcher). Periodic updates of progress were presented at EMC.

As PSS staff are highly valued colleagues and their views and career advancement matter to us all, it was clear from early in the process that we would integrate PSS data into this “interim process” application. The SAT had planned to conduct PSS focus groups to better document their perspectives on career progression and promotion. However, COVID-19 prevented this exercise. Instead, a PSS-specific survey was conducted. Eight PSS staff responded, out of a total of 12 staff in the school in 2020, (50% administrative, 50% technical). As one of the two male PSS staff responded, the data was not gender disaggregated.

The WGs provided feedback to a well-developed draft of the application. Dr Ciara Heavin in the Department of Business Information Systems, UCC, acted as an external critical friend on a well-developed draft. A near final application and action plan was sent to all staff for feedback.

Fig. 3.1 School of Biochemistry and Cell Biology Athena SWAN poster



# The School of Biochemistry and Cell Biology is applying for an Athena SWAN Award.

We aim to create a productive, inclusive environment in which everyone is valued for their uniqueness, skills, talents and contributions, capitalising on inherent diversity.

We will work collaboratively as a School to influence change and to remove obstacles at major points of career development and progression.

In the coming months, we will develop an action plan based on our collective self-assessment.

These actions will act as our roadmap to implement context-specific, sustainable and positive structural and cultural changes to advance both equality of opportunity and diversity in the School in the coming years.

## How can you help?

We want to hear from you.

Your feedback will shape the School's action plan.

- Take part in our School Staff survey (February 2020).
- Participate in focus groups (Spring/Summer 2020).



School of  
**Biochemistry and  
Cell Biology**

UCC Athena SWAN: <https://www.ucc.ie/en/athenaswan/>  
School of Biochemistry and Cell Biology: [biochemistry@ucc.ie](mailto:biochemistry@ucc.ie)

Fig. 3.2 School of Biochemistry and Cell Biology Athena SWAN webpage

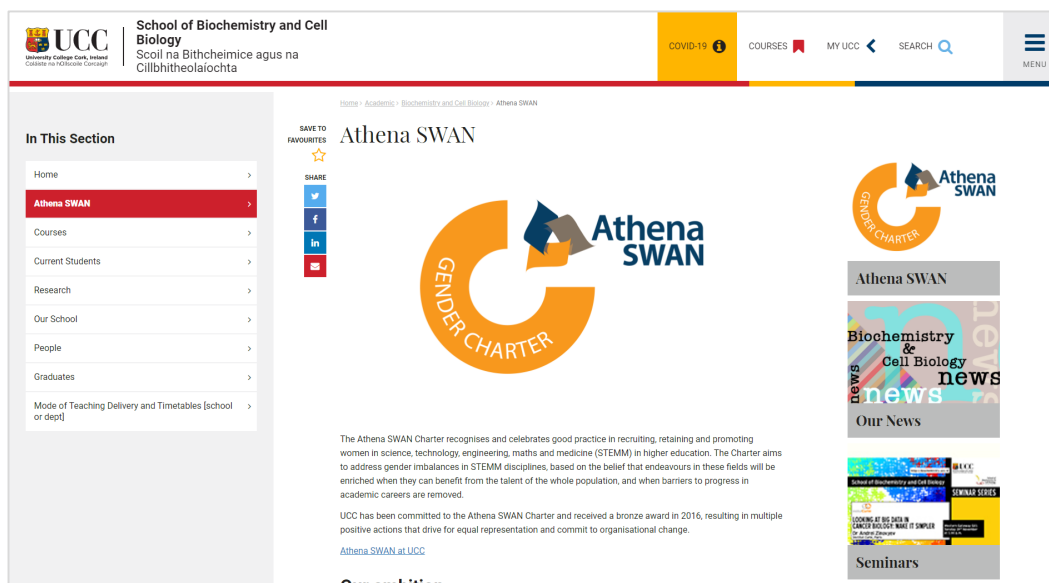


Table 3.3 Category and gender of staff who responded to March 2020 survey

Staff Category by Gender				
	Female	Male	%F	Grand Total
Admin/Technical	9	2	82%	11
Research	2	1	67%	3
Academic	6	7	46%	13
Blank	1	0	100%	1
<b>Grand Total</b>	<b>18</b>	<b>10</b>	<b>64%</b>	<b>28</b>

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

We are encouraged by the level of staff interest in Athena SWAN, as evidenced by staff volunteering to join the SAT, high responses to surveys despite the exceptional circumstances of COVID-19. We identified key actions that we believe will convert our commitment to Athena SWAN principles into tangible benefits to staff and students in the next 4 years. To achieve this, the core SAT will form the framework of the school **Equality, Diversity, Inclusion and Wellbeing (EDIW) Committee** which will report to EMC. Our AS Action Plan will be a standing EMC agenda item. The SASC chair will be a member of SEFS ASSG and ensure bidirectional information flow. The actions will be published in the AS section of the school website.

Current core SAT members will be invited to join the **EDIW committee** and will be replaced on a phased basis over three years, according to **Action 5.6.6**. An initial priority is to include more diverse perspectives in the **EDIW committee**. Specifically, we aim to address the current gender disparity in the core SAT group and to include a technical staff member (**Action 3.1**). We will also increase the UG and PG student perspective in the

**EDIW committee** these students will annually rotate on the **committee (Action 3.2)**. Another early initiative will be to increase the Athena SWAN dialogue with all students and to engage with the active student societies (**Action 3.2**).

The **EDIW committee** will meet at least quarterly and preferably bimonthly. It will monitor progress based on key milestones outlined in the Action Plan. The lead of each WG theme will focus on monitoring and coordinating action implementation with action owners. Progress reports from SASC meetings will be presented to EMC and School Assembly meetings and will be published on our AS webpage.

### **ACTIONS 3**

1. Existing SAT to become an EDIW committee (Equality, Diversity, Inclusion, Wellbeing), with balanced gender and staff cohort representation.
2. Increase the student voice in the school's Athena SWAN process.
  - A. Engage with UG and PG students and student societies to promote AS.
  - B. Include UG and PG students in EDIW.

*Fig. 3.3 Student Society activities*

*Placement talks - Peer Support (top); Biochemistry & Biotechnology Society committee members (centre); Charity fund-raising (bottom).*

**Section 3. Word Count: 994.**

## 4. A PICTURE OF THE DEPARTMENT

Recommended word count: Bronze: 2000 words | Silver: 2000 words

### 4.1. Student data

If courses in the categories below do not exist, please enter n/a.

(i) Numbers of men and women on access or foundation courses

N/A

(ii) Numbers of undergraduate students by gender

Full- and part-time by programme. Provide data on intake of undergraduates, completion rates and degree attainment by gender.

The school contributes to 10 undergraduate degree programmes, (**Fig. 2.1**), focusing on the BSc programme in Biochemistry and three jointly delivered programmes the- the BSc Genetics and BSc Biomedical Sciences both of which are direct entry programmes and the BSc in Biotechnology (where along with the BSc Biochemistry students enter via a general Biological and Chemical Sciences entry stream CK402). The school teaches biochemistry to approximately 440 1<sup>st</sup> year and 2<sup>nd</sup> year students in CK402, cohorts of which specialise in Biochemistry or Biotechnology in their third year. School staff have also developed integrated programmes with schools in CoMH, including the Pharmacy programme (2004), Graduate Entry Medicine programme (2008), and the BSc in Medical Health Sciences (2018). The school also coordinates and contributes to foundation year modules in the Medical and Nursing degree programmes.

All of these degree programmes are offered on a full-time basis only. The BSc Biomedical Science and the B.Sc. Biochemistry degree programmes are predominantly female (72-74% and 68-75%, minimum-maximum respectively) (**Table 4.1.1**). There is also a higher proportion of females in the B.Sc. Genetics programme (63-66%). The B.Sc. Biotechnology programme started in 2016 and our only undergraduate programme that is not predominantly female, (55% female). Overall, this data indicates that there is a high gender disparity in 2 degree programmes: the B.Sc Biomedical Science and B.Sc. Biochemistry.

We compared our findings to UK HESA and to a relevant Irish university. Specifically, HESA data for undergraduate headcounts in degree programmes containing the terms “molecular biology, biophysics and biochemistry” was used, as this reflects the focus of our degree programmes (**Table 4.1.2**). The female representation in all of our degree programmes is higher than what is observed in this HESA data (58-60%). Secondly, we compared our student body to undergraduate students in University College Dublin’s School of Biomolecular & Biomedical Science (UCD-SBBS). This school offers life sciences degree programmes in five areas; biochemistry, genetics, microbiology, neurosciences and pharmacology to approximately 280 students in third and fourth years. The Biochemistry and Genetics programmes each have approximately 40 to 54 students (13%-20% of UCD-SBBS undergraduates) respectively. The similar size and life science focus of this UCD school makes it an appropriate benchmark for us. Female representation in UCD-SBBS Biochemistry and Genetics degree programmes range from 47-61% and total female representation in all of the UG UCD-SBBS cohorts is 61%. Thus,



our school recruits and educates a higher proportion of females in biochemistry than comparator programmes in Ireland and the UK.

We recognise the potential threat of the low male uptake in all of our programmes but particularly in the B.Sc. Biochemistry and B.Sc. Biomedical Sciences. **One focus of our action plan is, therefore, to promote our degree programmes to male students, by increasing the visibility of male role models (Action 4.1).** To better understand this gender disparity, we will also hold focus groups with our undergraduate students to better understand if the student decision-making process on degree choice is gendered (**Action 4.1**). An analysis of gender ratios at key transition points in the 1<sup>st</sup> and 2<sup>nd</sup> years of CK402 will also provide insight into this disparity.

Completion rates are high overall, ranging from 96%/92% (F/M) in 2017, 96% in 2018 (both males and females) to 93%/86% (F/M) in 2019 (**Table 4.1.3, Fig 4.1**). The remaining students either changed to a different degree programme or did not graduate in the reporting period (**Table 4.1.4**). The majority of male and female students attained a 2H1 or 1H1 degree (**Table 4.1.5**). We do not observe any substantial gender difference in completion rates or degree level attained.

## ACTIONS 4

1. A. Ensure male student ambassadors are present at all programme recruitment events and male student testimonials are included in all media.  
B. Test further planned interventions, based on qualitative data from UG student surveys and focus groups, to increase 1st and 2nd year UG males to choose Biochemistry.

**Table 4.1.1 Number of Undergraduate students in each degree programme, according to gender, 2016-2019.**

*Note: numbers in Biomedical Sciences and Genetics are the total across all 4 years of these direct entry programmes programme, whereas the Biochemistry and Biotechnology programmes represent students studying these programmes in years 3 and 4 only.*

	2016/17			2017/18			2018/19		
	#F	#M	%F	#F	#M	%F	#F	#M	%F
Biomedical Sciences) Joint UCC/CIT (Years 1 to 4)	78	31	72%	83	30	73%	81	28	74%
Genetics (Years 1 to 4)	72	40	64%	67	34	66%	59	34	63%
Biochemistry (Year 3, 4)	60	28	68%	64	21	75%	59	22	73%
Biotechnology (Year 3, 4)	9	11	45%	19	21	48%	22	18	55%
<b>Total</b>	<b>219</b>	<b>110</b>	<b>67%</b>	<b>233</b>	<b>106</b>	<b>69%</b>	<b>221</b>	<b>102</b>	<b>68%</b>

**Table 4.1.2 Undergraduate full-time students studying molecular biology, biophysics and biochemistry in the UK (HESA data) compared to the 4 UG programmes in UCC School of Biochemistry and Cell Biology**

<b>Benchmarking UG Full-Time Headcounts 'Molecular biology, biophysics &amp; biochemistry' HESA</b>					
		Female	Male	%F	Total
2017	HESA	7180	5200	58%	12380
	UCC	219	110	67%	329
2018	HESA	7630	5370	59%	13000
	UCC	233	106	69%	339
2019	HESA	7860	5340	60%	13200
	UCC	221	102	68%	323

**Table 4.1.3 Completion rate by undergraduate students, 2017-19.**

	2017		2018		2019	
	F	M	F	M	F	M
*On-Time Completion	93%	89%	96%	98%	99%	95%
*Same-Course Completion	94%	94%	96%	100%	95%	97%
**Overall Completion	96%	92%	96%	96%	93%	86%

**Table 4.1.4 Progression of undergraduate students, 2017-19.**

	2017			2018			2019		
	#F	#M	%F	#F	#M	%F	#F	#M	%F
Intake	70	51	58%	81	49	62%	83	43	66%
Graduated Different Course	4	3	57%	3	0	100%	4	1	80%
Graduated Same- course	63	44	59%	75	47	61%	73	36	67%
Did Not Graduate	1	3	25%	3	4	43%	0	2	0%
<b>Total Graduates</b>	<b>67</b>	<b>47</b>	<b>59%</b>	<b>78</b>	<b>47</b>	<b>62%</b>	<b>77</b>	<b>37</b>	<b>68%</b>

**Table 4.1.5 Degree attainment of UG students by year, gender (2016-2019)**

		2017				2018				2019			
Course	Result	F	M	%F	%M	F	M	%F	%M	F	M	%F	%M
BSCBS	1H1	10	3	56%	30%	6	3	29%	33%	12	1	60%	17%
	2H1	4	5	22%	50%	12	5	57%	56%	8	4	40%	67%
	2H2	4	2	22%	20%	3	1	14%	11%	0	1	0%	17%
	3H	0	0	0%	0%	0	0	0%	0%	0	0	0%	0%
BSCGN	1H1	6	1	35%	10%	10	4	53%	40%	4	2	25%	29%
	2H1	8	5	47%	50%	8	6	42%	60%	7	3	44%	43%
	2H2	3	4	18%	40%	1	0	5%	0%	5	1	31%	14%
	3H	0	0	0%	0%	0	0	0%	0%	0	1	0%	14%
BSCBC	1H1	7	3	27%	21%	7	5	23%	42%	11	3	35%	33%
	2H1	10	10	38%	71%	22	5	71%	42%	17	5	55%	56%
	2H2	9	0	35%	0%	2	2	6%	17%	3	1	10%	11%
	3H	0	1	0%	7%	0	0	0%	0%	0	0	0%	0%
BSCBT	1H1	0	0	0%	0%	2	4	22%	40%	6	4	60%	40%
	2H1	0	0	0%	0%	6	5	67%	50%	4	5	40%	50%
	2H2	0	0	0%	0%	1	1	11%	10%	0	1	0%	10%
	3H	0	0	0%	0%	0	0	0%	0%	0	0	0%	0%

*Fig. 4.1 Successful graduate completions.*

*BSc in Biochemistry conferring (top); BSc in Biomedical Science conferring (centre); PhD conferring (bottom).*

(iii) Numbers of men and women on postgraduate taught degrees

Full- and part-time. Provide data on course application, offers and acceptance rates and degree completion rates by gender.

The school anchors two taught MSc courses; in Biotechnology (MSCBT) and in Molecular Cell Biology with Bio-innovation (MSCMCB). There is annual variation in the proportion of females in the MSCBT programme, whereas the MSCMCB is approximately gender balanced across the reporting period (**Table 4.1.6**). The data is similar to proportions observed in UCD-SBBS (58-62%) and in the UK (**Table 4.1.7, Table 4.1.8**) Approximately 16-25% of males and females who initially applied were accepted into these two MSc programmes. No gender disparity in the success rate was observed. Of the >120 PGT students, all students except 4 (1F, 3M) graduated over the reporting period.

**Table 4.1.6 Number of taught postgraduate students by year, gender (2016-2019)**

	2017			2018			2019		
	#F	#M	%F	#F	#M	%F	#F	#M	%F
MSc (Biotechnology)	24	9	73%	11	18	38%	18	13	58%
MSc (Molecular Cell Biology with Bioinnovation)	10	7	59%	7	6	54%	12	9	57%
<b>Total</b>	<b>34</b>	<b>16</b>	<b>68%</b>	<b>18</b>	<b>24</b>	<b>43%</b>	<b>30</b>	<b>22</b>	<b>58%</b>

**Table 4.1.7 HESA Postgraduate full-time taught students data compared to the 2 PGT programmes in UCC School of Biochemistry and Cell Biology**

		Female	Male	%F	Total
<b>2017</b>	HESA	330	295	53%	<b>625</b>
	UCC	34	16	68%	<b>50</b>
<b>2018</b>	HESA	380	290	57%	<b>670</b>
	UCC	18	24	43%	<b>42</b>
<b>2019</b>	HESA	360	280	56%	<b>640</b>
	UCC	30	22	58%	<b>52</b>

**Table 4.1.8 Number of applications, offers and acceptances to taught postgraduate students by year, gender (2016-2019)**

		Applications			Offers			Acceptances		
		#F	#M	%F	#F	#M	%F	#F	#M	%F
<b>2017</b>	MSCBT	96	67	59%	41	28	59%	24	11	69%
	MSCMCB	50	27	65%	30	18	63%	12	7	63%
	<b>Total</b>	<b>146</b>	<b>94</b>	<b>61%</b>	<b>71</b>	<b>46</b>	<b>61%</b>	<b>36</b>	<b>18</b>	<b>67%</b>
<b>2018</b>	MSCBT	69	69	50%	35	30	54%	12	18	40%
	MSCMCB	42	28	60%	28	19	60%	8	9	47%
	<b>Total</b>	<b>111</b>	<b>97</b>	<b>53%</b>	<b>63</b>	<b>49</b>	<b>56%</b>	<b>20</b>	<b>27</b>	<b>43%</b>
<b>2019</b>	MSCBT	91	51	64%	35	17	67%	19	13	59%
	MSCMCB	38	30	56%	33	25	57%	14	12	54%
	<b>Total</b>	<b>129</b>	<b>81</b>	<b>61%</b>	<b>68</b>	<b>42</b>	<b>62%</b>	<b>33</b>	<b>25</b>	<b>57%</b>

(iv) Numbers of men and women on postgraduate research degrees

Full- and part-time. Provide data on course application, offers, acceptance and degree completion rates by gender.

The majority of our postgraduate research students (PGR) are female (67% to 76%). (Table 4.1.9). This proportion is substantially higher than the 53-54% that is observed in HESA data (Table 4.1.10). and is higher than UCD-SBBS data. We aim to redress this disparity in postgraduate students **by attracting more male applicants to our PGR programmes and to better understand how male and female students are making decisions** about PG research compared to other career options, through focus groups (Action 4.2). As these PGR positions are recruited by individual Principal Investigators (PIs), we will first monitor the gender of applicants, offers and acceptances to PGR researchers (Action 4.2). and will highlight gender equity initiatives with recruiting PIs through Action 5.1.1 and Action 5.6.5.

**Table 4.1.9 Number research postgraduate students by year, gender (2017-2019)**

	2017			2018			2019		
	#F	#M	%F	#F	#M	%F	#F	#M	%F
Master of Research	1	4	20%	2	4	33%	3	2	60%
PhD (Science)	16	8	67%	18	6	75%	16	5	76%
PHD (Scholars)	1	0	100%	1	0	100%	0	0	0%
PhD (Molecular Cell Biology)	1	0	100%	0	0	0%	0	0	0%
<b>Total</b>	<b>19</b>	<b>12</b>	<b>61%</b>	<b>21</b>	<b>10</b>	<b>68%</b>	<b>19</b>	<b>7</b>	<b>73%</b>

**Table 4.1.10 Postgraduate research students studying molecular biology, biophysics and biochemistry in the UK (HESA data) compared to the UCC School of Biochemistry and Cell Biology**

PGR Full-Time Headcounts 'Molecular biology, biophysics & biochemistry' HESA					
		Female	Male	%F	Total
2017	HESA	925	830	53%	1755
	UCC	19	12	61%	31
2018	HESA	895	800	53%	1695
	UCC	21	10	68%	31
2019	HESA	950	805	54%	1755
	UCC	19	7	73%	26

(v) Progression pipeline between undergraduate and postgraduate student levels

Identify and comment on any issues in the pipeline between undergraduate and postgraduate degrees.

The over-representation of females in our UG programmes carries forward into our PG taught and research programmes. We are unable to tell if this is due to UG male underrepresentation or male UG choosing careers in industry and outside research. We will address this by investigating UG and PGT attitudes to career decisions in future focus groups (**Action 4.1.**).

## ACTIONS 4

2. Increase the proportion of male PGR.



*Fig. 4.2 Recognising Student Excellence.*

*Art Champlin Gold Medal Award (top); Eli Lilly Undergraduate and Postgraduate Awards for academic excellence in Biochemistry and Biotechnology – 3 awards given annually (bottom).*

#### **4.2. Academic and research staff data**

- (i) Academic staff by grade, contract function and gender: research-only, teaching and research or teaching-only

Look at the career pipeline and comment on and explain any differences between men and women. Identify any gender issues in the pipeline at particular grades/job type/academic contract type.

A snapshot of the school staff on 30<sup>th</sup> September 2019 (**Fig. 4.3**) demonstrates that females represented 61% of the entire staff. However, there is a gender disparity in roles; females are predominantly in PSS roles whereas males are predominantly in academic roles (**Fig. 4.3**).

Academic Staff: The overall number of academic staff has remained constant at fifteen since 2017 (**Table 4.2.1**). Women are represented at every academic grade. The percentage of female academic staff employed increased by one and male staff decreased by 2 between 2016-2019 (**Table 4.2.1**). The higher proportion of male academic staff sharply contrasts with the student data.

Analysis of the number and percentage of females at each academic grade reveals a gender disparity at lecturer below the bar (L-B/B) to lecturer above the bar (L-A/B) and senior lecturer (SL) (**Table 4.2.1**). The percentage of females employed below the bar remained constant at 100% (n = 2). Female representation above the bar (L A/B) is low (20-33%). However, at higher academic grades there is no gender disparity where currently equal, albeit low, numbers of women and men are employed at Professor (Scale 2) and Professor grades since 2018. The percentage of females at Prof (Scale 2) has increased in the reporting period. Thus, the school's academic staff has a higher proportion of males while the greatest gender disparity occurs at the early and mid-career levels; lecturer and senior lecturer scales.

For the last 10 years, the national Employment Control Framework prevented recruitment of new staff and all academic positions linked to new programmes are initially for a fixed term. Thus, most changes in staff grade between 2016-2019 were the result of promotion between grades. The career break by one male Prof (Scale 2) in 2016 resulted in promotion of one female SL to Prof (Scale 2) and the appointment of one new female staff member to the vacated SL position, the latter being the only new appointment. The number of males at L-A/B decreased from 4 to 2 due to the promotion of two men to SL and Professor grade respectively. This demonstrates that opportunities that presented during the reporting period were filled by 2 males and 1 female in the school.

We benchmarked with HESA "Biosciences" and with UCD-SBBS. This reveals consistency in the overall proportion of females to male numbers ranging from 46-50% (**Table 4.2.2**). However, in comparison to UCD-SBBS our school has a much lower female representation at the pre-professorship level (25% SL in UCC, 56% Associate Professor in UCD (**Table 4.2.3**). **This reduces the opportunity of female staff to be promoted to professor level in our school.**

Research Staff: The overall numbers of research staff decreased between 2016 and 2019 (33 to 24), the majority of whom are postdoctoral researchers (PDR), and the majority are female (64 to 70%) (**Table 4.2.1**). In 2019 this percentage has dropped to 40% (2 of 5 PDR). There is one male senior research fellow but no females at this level. **This suggests a leaky pipeline from the PDR to senior PDR (SPDR) level.** Although our overall proportion of female representation is similar to the national picture, **our data suggest that there is an attrition of females at the PDR to senior researcher transition and a barrier at the early, lecturer, academic levels. This identifies career points that will require attention if we wish to redress gender disparity.** We aim to address these disparities through a number of actions outlined in Section 5. **However, these numbers are small overall and we will continue to monitor this number and support our PDR staff in the coming years in their key career transition points (Actions 5.1.2, 5.1.3, 5.3.1, 5.3.2, 5.3.3, 5.3.4, 5.3.5, 5.3.6).**

#### **Table 4.2.1 Staff data by grade and gender (2016-2019)**

	2016			2017			2018			2019		
	Female	Male	%F	Female	Male	%F	Female	Male	%F	Female	Male	%F
<b>Academic LB/B</b>	2	0	100%	2	0	100%	2	0	100%	2	0	100%
LA/B	1	4	20%	1	4	20%	1	3	25%	1	2	33%
SL	1	2	33%	1	2	33%	1	2	33%	1	3	25%
PROF(2)	1	3	25%	1	2	33%	2	2	50%	2	2	50%
PROF	1	1	50%	1	1	50%	1	1	50%	1	1	50%
<b>Academic Total</b>	<b>6</b>	<b>10</b>	<b>38%</b>	<b>6</b>	<b>9</b>	<b>40%</b>	<b>7</b>	<b>8</b>	<b>47%</b>	<b>7</b>	<b>8</b>	<b>47%</b>
<b>Research</b>	0	1	0%	0	0	0%	1	0	100%	1	0	100%
RA	1	1	50%	1	1	50%	1	0	100%	1	0	100%
RSO-Admin	0	1	0%	0	1	0%	0	1	0%	0	1	0%
RSO-Academic	7	4	64%	7	3	70%	4	2	67%	2	3	40%
PDR	0	0	0%	0	0	0%	1	1	50%	0	0	0%
SPDR	0	2	0%	0	2	0%	0	1	0%	0	0	0%
RF	0	0	0%	0	0	0%	0	1	0%	0	1	0%
SRF	0	0	0%	0	0	0%	0	1	0%	0	1	0%
<b>Research</b>	<b>8</b>	<b>9</b>	<b>47%</b>	<b>8</b>	<b>7</b>	<b>53%</b>	<b>7</b>	<b>6</b>	<b>54%</b>	<b>4</b>	<b>5</b>	<b>44%</b>
<b>Professional and</b>	0	0	0%	0	0	0%	0	0	0%	1	0	100%
ADMIN [GRADES 5-7]	0	0	0%	0	0	0%	0	1	0%	0	1	0%
CTO	2	0	100%	2	0	100%	2	0	100%	1	0	100%
EA	1	0	100%	1	0	100%	1	0	100%	1	0	100%
LABAIDE	5	0	100%	4	0	100%	3	0	100%	3	0	100%
SEA	6	1	86%	5	1	83%	5	0	100%	5	0	100%
STO	0	1	0%	0	1	0%	1	0	100%	1	0	100%
TA	0	0	0%	0	0	0%	0	1	0%	0	1	0%
TO	14	2	88%	12	2	86%	12	2	86%	12	2	86%
<b>PSS Total</b>	<b>14</b>	<b>2</b>	<b>88%</b>	<b>12</b>	<b>2</b>	<b>86%</b>	<b>12</b>	<b>2</b>	<b>86%</b>	<b>12</b>	<b>2</b>	<b>86%</b>
<b>Grand Total</b>	<b>28</b>	<b>21</b>	<b>57%</b>	<b>26</b>	<b>18</b>	<b>59%</b>	<b>26</b>	<b>16</b>	<b>62%</b>	<b>23</b>	<b>15</b>	<b>61%</b>

Fig. 4.3 Female (A) and male (B) representation across academic, research and PSS cohorts

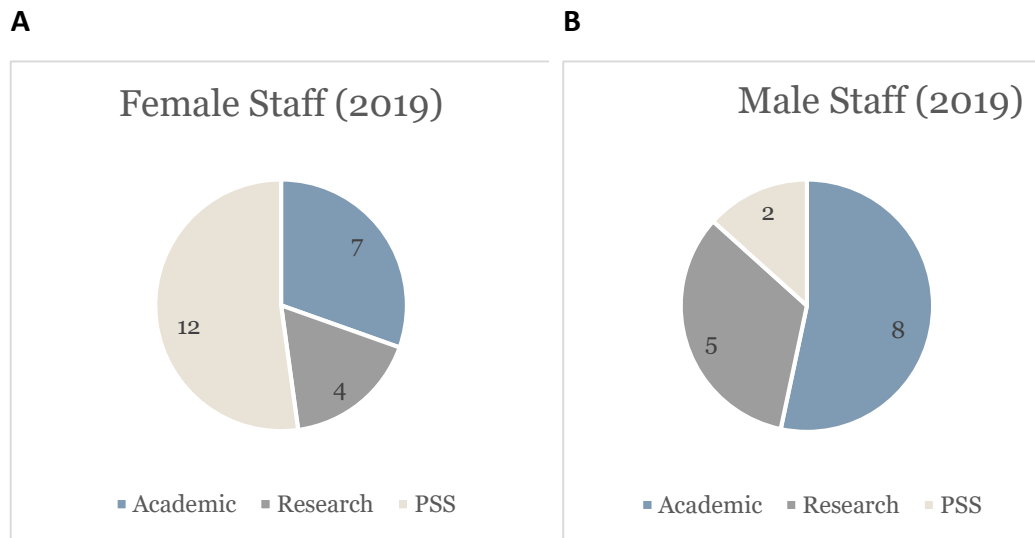


Fig. 4.4 Academic career pipeline; snapshot in 2019.

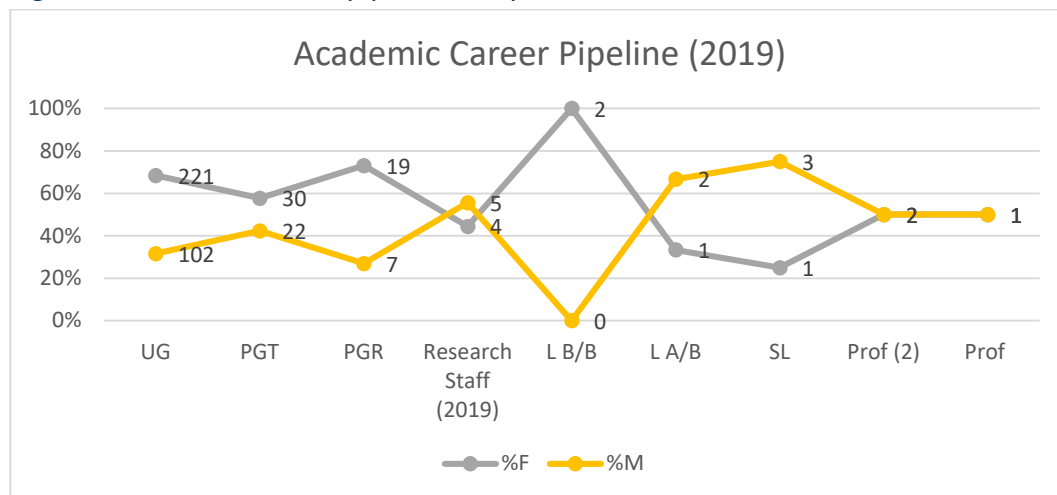


Table 4.2.2 Academic and research staff in the School of Biochemistry and Cell Biology compared to HESA data (2017-2019)

Benchmarking Academic & Research Staff in 'Biosciences' HESA (2016-2019)					
		Female	Male	%F	Total
2017	HESA	6385	7580	46%	13965
	UCC	14	16	47%	30
2018	HESA	6670	7735	46%	14405
	UCC	14	14	50%	28
2019	HESA	6720	7830	46%	14550
	UCC	11	13	46%	24

**Table 4.2.3 Academic and research staff in the School of Biochemistry and Cell Biology compared to UCD-SBBS data (2016-2018)**

UCD SBBS Staff Data by Grade (2016-2018)									
	2016			2017			2018		
	Female	Male	%F	Female	Male	%F	Female	Male	%F
<b>Academic</b> Assistant Professor	6.4	9	42%	7	10	42%	7	10	42%
Associate	7.51	6	56%	9	5	56%	7	5	56%
Professor	1	4.25	19%	2	5.25	19%	3	5	19%
Full Professor	1	2	33%	1	1.5	33%	1	2	33%
<b>Academic Total</b>	<b>9.51</b>	<b>12.25</b>	<b>44%</b>	<b>12</b>	<b>11.75</b>	<b>51%</b>	<b>11</b>	<b>12</b>	<b>48%</b>
<b>Research</b> PDR	12	13	48%	10	8	56%	12.63	9.5	57%
<b>Research Total</b>	<b>12</b>	<b>13</b>	<b>48%</b>	<b>10</b>	<b>8</b>	<b>56%</b>	<b>12.63</b>	<b>9.5</b>	<b>57%</b>

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Where relevant, comment on the transition of technical staff to academic roles.

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

Comment on the proportions of men and women on these contracts. Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.

Academic: 10-11 of the academic staff (80% of all staff) held permanent contracts, 4-5 academic staff held fixed term contracts, and one member of staff temporarily had a CID contract (**Table 4.2.5**). We currently have no academic staff on CID contracts. There is a gender disparity in permanent academic contracts, where women occupy 30-40% of the total permanent academic contracts (4 females of 10-12 permanent staff,) but up to 80% of the fixed-term contracts (**Table 4.2.5**) The permanent academic contracts held by male staff in 2019 are at LA/B (2); SL (3); Prof 2 (2) and Prof (1) levels, and by female staff; LA/B (1): SL (1), Prof 2(1) and Prof (1).

Due to a career break taken by a Prof (Scale 2), in 2017 one female was appointed in a fixed term contract (Prof Scale 2). A new female member of staff was appointed to a fixed term SL position. This SL position is listed as a permanent contract linked to the original female member of staff. The male on a CID contract was appointed to Professor grade. The number of males in fixed term positions reduced to 20% in 2019 as one male was appointed to a L-A/B permanent position.

Research: There are no permanent contracts for research staff and an average of 61% of fixed term contracts are held by females whereas 25% (1 of 4 in total) of CID contracts are held by female researchers (**Table 4.2.5**). These 4 CID positions are across the research pipeline; RSO-Academic (female), RSO-Academic, post-doctoral researcher (PDR) and Senior Research Fellow (SRF). The school supports UCC's advocacy efforts at a national level to address funding for research staff (**UCC Action item 3-2-3**). PDR research is considered as an employment contract and HR policy strongly discourage the creation of CID by retention or issue of three sequential research contracts.

The low proportion (30-40%) of female permanent academic staff is similar to that seen in the biosciences field, where 42% of permanent academic and research positions were held by females in 2018 (Table 4.2.6). UCD-SBBS has a similar proportion of females (44-46%) in permanent contracts in both academic and research settings. However, UCD-SBBS has researchers with permanent contracts; 25% to 50% of these being held by females. In contrast, our school has no permanent research positions. **The presence of permanent female research role models could be a positive influence on females for retention in academia, which is lacking in our school.** We aim to promote the retention and development of female research role models through our actions outlined in Sections 5.3, 5.6.

Part time staff: There are extremely low numbers of part time staff, compared to full-time staff in the school; one female academic and one female researcher employed in 2016 and 2018 respectively.

**Table 4.2.5 Academic and Research staff by contract type**

		2016			2017			2018			2019		
		#F	#M	%F	#F	#M	%F	#F	#M	%F	#F	#M	%F
Academic	Fixed Term	2	2	50%	3	2	60%	4	1	80%	4	1	80%
	CID	0	1	0%	0	1	0%	0	0	0%	0	0	0%
	Permanent	4	7	36%	4	6	40%	3	7	30%	3	7	30%
Research	Fixed Term	7	6	54%	7	4	64%	6	3	67%	3	2	60%
	CID	1	3	25%	1	3	25%	2	0	100%	1	3	25%
	Permanent	0	0	0%	0	0	0%	0	0	0%	0	0	0%
Total	Fixed Term	9	8	53%	10	6	63%	10	4	71%	7	3	70%
	CID	1	4	20%	1	4	20%	2	0	100%	1	3	25%
	Permanent	4	7	36%	4	6	40%	3	7	30%	3	7	30%

**Table 4.2.6 Academic and Research staff in the School of Biochemistry and Cell Biology compared to HESA benchmark data (2016-2019)**

	Open-ended/permanent					Fixed-term				
	Female		Male		All staff	Female		Male		All staff
	No.	%	No.	%		No.	%	No.	%	
HESA	3560	42%	4910	58%	8470	3110	52%	2825	48%	5935
UCC	6	35%	11	65%	17	8	73%	3	27%	11

(iii) Academic leavers by grade and gender and full/part-time status

Comment on the reasons academic staff leave the department, any differences by gender and the mechanisms for collecting this data.

Numbers leaving the School of Biochemistry and Cell Biology are extremely low (Table 4.2.7). Excluding research staff on fixed-term contracts, only two staff members left in 2016-9, one male on unpaid leave in 2016 and one male retired in 2018. Most research staff left because the research grant concluded, counted as “termination” by HR.

**Table 4.2.7 Staff leavers by grade, contract type and gender (2016-2019)**

All Staff Leavers by Grade and Gender 2016-2019						
Year	Category	Type of Leave	Female	Male	%F	Total
2017	Academic	Unpaid Leave	0	1	0%	1
	Research	Termination	2	2	50%	4
		Total		2	3	40%
2018	Research	Resignation	1	0	100%	1
		Termination	0	1	0%	1
		Total	1	1	50%	2
2019	Research	Termination	3	0	100%	3
		Resignation	1	0	100%	1
		Total	5	0	100%	5

**Section 4. Word Count: 2063.**

## 5. SUPPORTING AND ADVANCING CAREERS

Recommended word count: Bronze: 6000 words | Silver: 6500 words

### 5.1. Key career transition points: academic staff

#### (i) Recruitment

Break down data by gender and grade for applications to academic posts including shortlisted candidates, offer and acceptance rates. Comment on how the department's recruitment processes ensure that women (and men where there is an underrepresentation in numbers) are encouraged to apply.

UCC HR centrally manage recruitment of academic, administrative and technical staff. Selection committees for appointments within our school were gender-balanced, according to HR guidelines. Four academic appointments resulted from 5 advertised positions (**Table 5.1.1**).

There were lower female application rates at Lecturer level (B/B), (39% female) and at Professor scale 2 level (25% female) (**Table 5.1.1**). Low female application rate for L-B/B may reflect the leaky pipeline from PDR (*section 4.2(i)*). The proportion of females decreased at the short-listing stage compared to application stage (**Table 5.1.1**). **This suggests that there is a gender barrier at the early academic career point, where fewer females apply and even lower proportions are short-listed at the lecturer level. Action 5.1.1** aims to ensure a more inclusive recruitment process **and to better disseminate these opportunities to female scientists in our networks**. We will also adopt the new UCC action to appoint "Search Champions" to increase the talent pool, and therefore, broaden awareness of future positions. Actions relating to researcher career development, in Section 5.3, aim to enhance our research staff's success rate in being short-listed and offered academic positions.

Research: Research staff are appointed by PIs according to UCC HR's Policy on Research Recruitment. No data is available on the gender representation at the application stage. This gap is recognised and has been addressed by UCC in establishing a central HR system for research positions (**UCC Action Plan 4.1-1**). Between 2016-19 ten research staff were appointed at the different grades, (33-67% female) (**Table 5.1.2**). No females were appointed at RF or SRF positions; highlighting the leak of female talent at the PDR level.

### ACTIONS 5.1

1. Attract more female applicants to apply for advertised lectureship posts.



**Table 5.1.1 Academic recruitment data for School of Biochemistry by gender (2016-2019)**

	Applicants			Shortlisted			Appointed			Success Rates	
	#F	#M	%F	#F	#M	%F	#F	#M	%F	#F	#M
L B/B	21	33	39%	2	6	25%	0	1	0%	0%	3%
L A/B	10	11	48%	0	0	0%	0	0	0%	0%	0%
SL	6	6	50%	2	3	40%	1	0	100%	17%	0%
Prof											
Scale 2	2	6	25%	1	2	33%	1	0	100%	50%	0%
Prof	1	1	50%	1	1	50%	1	0	100%	100%	0%
<b>Total</b>	<b>40</b>	<b>57</b>	<b>41%</b>	<b>6</b>	<b>12</b>	<b>33%</b>	<b>3</b>	<b>1</b>	<b>75%</b>	<b>8%</b>	<b>2%</b>

**Table 5.1.2 Research staff recruitment data for School of Biochemistry by gender (2016-2019)**

Research Staff Appointments by Grade, Gender (2016 – 2019)												
	2016			2017			2018			2019		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F
RA	0	1	0%	0	0	0%	0	0	0%	0	0	0%
PDR	1	1	50%	0	1	0%	0	1	0%	1	0	100%
SPDR	0	0	0%	0	0	0%	0	1	0%	1	0	100%
RF	0	0	0%	0	0	0%	0	0	0%	0	1	0%
SRF	0	0	0%	0	0	0%	0	1	0%	0	0	0%
<b>Total</b>	<b>1</b>	<b>2</b>	<b>33%</b>	<b>0</b>	<b>1</b>	<b>0%</b>	<b>0</b>	<b>3</b>	<b>0%</b>	<b>2</b>	<b>1</b>	<b>67%</b>

(ii) Induction

Describe the induction and support provided to all new academic staff at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

HR centrally organize induction programmes for all new staff. The school has an induction checklist (defined by SEFS) The HoS organises local, informal induction. For newly appointed staff (2015-2019), 80% of female (4/5) and 67% of male (4/6) staff were aware of HR orientation, however uptake by both genders was low (1 female and no males). The individual who took this HR course neither agreed nor disagreed about its usefulness.

Newly appointed staff must complete a 1-year probation period followed by 2 years of establishment, within this period staff are advised to meet regularly with HoS and to participate and contribute as part of EMC meetings. The new colleague is mentored by a senior staff member who advises on process, career development and any issues and training during their probationary period and beyond. Feedback from newly appointed female academic staff (4/5 appointments, no male provided feedback) (Table 5.1.3) reveals a gradient of levels of instruction, during the establishment period, indicating an

inconsistent, person-specific experience. Four out of 14 responding females (22%) either agreed or were neutral with respect to receiving the support they needed. None of the male staff appointed provided feedback on induction. This suggests that we could improve and better formalise our **induction processes within the school, in order to provide consistent induction, orientation and support**. We believe that mentorship training for all mentors of new academic and research staff and mentee training for staff would begin to address inconsistency in the experience (**Action 5.1.2**).

Half of responding females (1 of 2) indicated that the realistic expectations of the position to which they were appointed was not outlined to them and a similar proportion stated that they received the information that they needed, suggesting that there may be a gap in successful communication and dissemination of organisation and culture during induction. **These findings underscore Action 5.1.3, development of an accessible, school-level information handbook, and Actions 5.6.6 which will also positively impact on research staff and PSS staff induction**

#### Induction: PSS

New PSS staff receive similar induction to academic staff and the HoS organises local, informal induction and mentoring. As all of the professional administrative and technical support staff (PSS) who responded to a PSS-only survey have worked in the school for >5 years, we do not have data specific to induction of PSS new staff to these roles cohort. (*Table 4.2.1, Section 4.2(i)*).

### **ACTIONS 5.1**

2. A. Ensure all mentors for new staff receive UCC mentor/mentee training. Training is logged.  
B. Invite all staff to partake in UCC mentor/mentee/coaching training.
3. Develop a detailed school-level staff electronic handbook, for all staff, with bespoke sections according to appointments to different academic levels, research and PSS positions.

**Table 5.1.3 New staff members' views on their induction to the School of Biochemistry and cell Biology**

*To what extent do you agree with the following statements?*

*I joined the School within the last 3 years, and...*

		F	%F	M	%M	Total
<b>When I joined the School, I was informally shown the ropes by colleagues, as needed.</b>	Agree Strongly	1	25%	0	0%	1
	Somewhat Agree	1	25%	0	0%	1
	Neither agree nor disagree	1	25%	0	0%	1
	Somewhat Disagree	1	25%	0	0%	1
	<b>Responded to Question</b>	<b>4</b>	<b>22%</b>	<b>0</b>	<b>0%</b>	<b>4</b>
	(blank)	14	78%	10	100%	24
<b>I was satisfied with the local induction/orientation arrangements offered to me when I joined the School</b>	Agree Strongly	0	0%	0	0%	0
	Somewhat Disagree	1	25%	0	0%	1
	Neither agree nor disagree	3	75%	0	0%	3
	Somewhat Disagree	0	0%	0	0%	0
	<b>Responded to Question</b>	<b>4</b>	<b>22%</b>	<b>0</b>	<b>0%</b>	<b>4</b>
	(blank)	14	78%	10	100%	24
<b>I got the support I needed to help me settle into my new role.</b>	Agree Strongly	0	0%	0	0%	0
	Somewhat Agree	2	50%	0	0%	2
	Neither agree nor disagree	2	50%	0	0%	2
	Somewhat Disagree	0	0%	0	0%	0
	<b>Responded to Question</b>	<b>4</b>	<b>22%</b>	<b>0</b>	<b>0%</b>	<b>4</b>
	(blank)	14	78%	10	100%	24

### (iii) Promotion

Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.

With the exception of across the bar promotions, academic promotions in UCC are competitive and they are benchmarked into three criteria: (i) Teaching and Examining; (ii) Research and Scholarly Activity; (iii) Contribution to Department/School, College/Faculty and University, and Community. To achieve promotion, staff must demonstrate excellence in all of these areas, scores are ranked and a specified number of promotions are awarded across UCC. Within the school, any staff member who is eligible is encouraged to apply. HR communicates all promotion processes by email and on the UCC web site, details are also disseminated at EMC meetings.

There is no formal promotion process for research staff. PDR research is considered as an employment contract and HR policy strongly discourage the creation of CID by retention or issue of three sequential research contracts.

There were 3 promotion calls from 2016-2019. One female applicant was unsuccessful in promotion across the bar. One male applicant was successful; one female applicant was unsuccessful in SL promotions in 2019. Feedback from HR to the female applicant identified that she scored lower than the promotion range in the area of contribution to academic citizenship and strategic initiatives at Department/School level. **This highlights the need to ensure that staff have the opportunity to be, and are represented in leadership roles on committees and in relevant initiatives at school and at college level in order to enhance promotion prospects through formal application (Action 5.6.6).** Professorial promotions were conducted in 2017, neither female or male applicants were successful.

In our staff survey, gendered perceptions of academic promotions were clearly observed. In assessing transparency and fairness of criteria for promotion 83% of males (5 of 6 respondents) but only 17% (1 of 6) females agreed that the promotion criteria in UCC are transparent and fair. Similarly, 67% of females strongly/somewhat disagreed that the promotion process was transparent and fair. Most females disagreed/strongly disagreed or were neutral that the process was free of gender bias, whereas the same number of males agreed/disagreed/neutral (33% per response) (Table 5.1.4). The majority of females strongly/somewhat disagreed or were neutral with respect to clarity of how promotion boards considered career breaks (Table 5.1.4). Male responses ranged equally across the “agree” to “disagree” response. In summary, a slightly higher proportion of both males and female respondents perceived the promotions to be unclear, lacking in transparency and that they were gendered. **Action 5.1.4 aims to create and implement targeted, school-based support to increase awareness of institutional processes, transparency, information and success in the promotions process. We will work with HR to provide presentations and advice to relevant staff cohort involved in promotion process. We will increase our representation in institution-level working group focussed on redefining promotion. This will increase the school’s voice in defining the process as well as increasing a two-way school-institution dialogue thereby providing further insight and clarity within the school.**

The majority of responding females (67%) neither agreed nor disagreed that they had access to training and mentoring needed to meet promotional criteria (**Table 5.1.4**). Male responses were equally spread across agree/disagree/neither (**Table 5.1.4**). There was no consensus in male responses. The majority of males (83%) but only 50% females somewhat/strongly agreed that school support was available to prepare and apply for promotion. To address this, **support, such as training and mentoring for staff to meet the criteria for promotion or to improve success at promotion will be developed (Action 5.1.2)**. There is an inconsistent and less than optimum response to school-based training and mentoring for promotion. **From this data, we view the creation and development of well-trained mentors within the school (Action 5.1.2) as central to addressing current gaps surrounding training and support for promotion.**

#### Promotion: PSS

There was one round of promotions for PSS administrative staff SEA grade IV- grade V (2016). One staff member applied and was unsuccessful. This PSS promotion process has changed considerably from previous years and it is now based on demonstrating competences and excludes personal references or other input. PSS staff have mixed feelings about the support that is available to them for promotion (**Fig. 5.1.1**). The school took action to support PSS staff to compete in these evolving processes, including encouraging and supporting PSS staff to participate in training programmes and identifying key roles. Based on the survey feedback, further action will be initiated. PSS staff provided feedback, in the survey (**Fig. 5.1.2**), with respect to training and awareness of the process but also highlighted that it is an institution-specific rather than school-level issue (**Fig. 5.1.2**). We will first conduct the previously planned focus groups with PSS staff **to best identify supports that these staff members believe to be important (Action 5.1.5) and to create supports, such as identifying champions for PSS staff to succeed in promotion efforts (Action 5.1.6)**. Results of the most recent PSS promotion round demonstrated an imbalance in promotions between PSS staff in central compared to school administrative roles. **Action 5.1.6** will further enhance school support for PSS staff. **As part of this action, the HoS will actively lobby at an institutional level for stronger transparency and clarity of PSS promotion process. to make this evolving process more appropriate for school-based PSS staff (Action 5.1.6).**

## ACTIONS 5.1

4. A. Develop targeted, school-based support integrated with UCC support structures for staff to apply for promotion.  
B. School staff member to be supported to join institution-level working group focussed on redefining promotion process.
5. Conduct surveys and focus groups with professional administrative and technical staff to define appropriate support for promotion process.
6. A. Prepare PSS staff to successfully compete in promotion process. Support staff in identifying appropriate training and awareness of promotion process.  
B. Advocate within UCC for PSS promotion process to be more appropriate to the job description within schools and area of activity.

**Table 5.1.4 Academic staff views on the promotion process in UCC**

*To what extent do you agree with the following statements regarding academic promotions in UCC?*

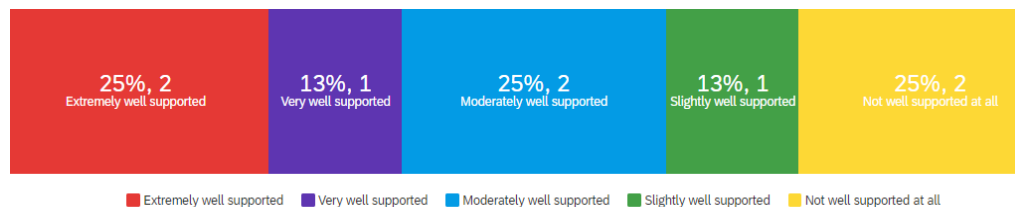
Statement	Response	F	%F	M	%M	Total
<b>The promotion <i>criteria</i></b> in UCC are transparent and fair	Agree Strongly	0	0%	0	0%	0
	Somewhat Agree	1	17%	5	83%	6
	Neither agree nor disagree	1	17%	0	0%	1
	Somewhat Disagree	3	50%	1	17%	4
	Strongly Disagree	1	17%	0	0%	1
	<b>Responded to Question</b>	<b>6</b>	<b>100%</b>	<b>6</b>	<b>86%</b>	<b>12</b>
	Academic Staff blank	0	0%	1	14%	1
<b>The promotion <i>process</i></b> in UCC is transparent and fair	Agree Strongly	0	0%	0	0%	0
	Somewhat Agree	1	17%	3	50%	4
	Neither agree nor disagree	0	0%	1	17%	1
	Somewhat Disagree	2	33%	2	33%	4
	Strongly Disagree	3	50%	0	0%	3
	<b>Responded to Question</b>	<b>6</b>	<b>100%</b>	<b>6</b>	<b>86%</b>	<b>12</b>

Statement	Response	F	%F	M	%M	Total
	Academic Staff blank	0	0%	1	14%	1
<b>I have access to the training and mentoring I need to help me meet the criteria for promotion or to improve my success at promotion</b>	Agree Strongly	1	17%	0	0%	1
	Somewhat Agree	1	17%	2	33%	3
	Neither agree nor disagree	4	67%	2	33%	6
	Somewhat Disagree	0	0%	2	33%	2
	Strongly Disagree	0	0%	0	0%	0
	<b>Responded to Question</b>	<b>6</b>	<b>100%</b>	<b>6</b>	<b>86%</b>	<b>12</b>
	Academic Staff blank	0	0%	1	14%	1
<b>The full range of work activities (including administrative, pastoral and outreach work) are taken into consideration in promotion decisions.</b>	Agree Strongly	2	33%	0	0%	2
	Somewhat Agree	0	0%	3	50%	3
	Neither agree nor disagree	0	0%	1	17%	1
	Somewhat Disagree	2	33%	2	33%	4
	Strongly Disagree	2	33%	0	0%	2
	<b>Responded to Question</b>	<b>6</b>	<b>100%</b>	<b>6</b>	<b>86%</b>	<b>12</b>
	Academic Staff blank	0	0%	1	14%	1
<b>It's clear how career breaks will be considered in promotion decisions.</b>	Agree Strongly	1	17%	0	0%	1
	Somewhat Agree	0	0%	2	33%	2
	Neither agree nor disagree	3	50%	2	33%	5
	Somewhat Disagree	1	17%	2	33%	3
	Strongly Disagree	1	17%	0	0%	1
	<b>Responded to Question</b>	<b>6</b>	<b>100%</b>	<b>6</b>	<b>86%</b>	<b>12</b>
	Academic Staff blank	0	0%	1	14%	1
<b>Academic promotions are free of gender bias</b>	Agree Strongly	2	33%	0	0%	2
	Somewhat Agree	0	0%	2	33%	2
	Neither agree nor disagree	1	17%	2	33%	3
	Somewhat Disagree	1	17%	2	33%	3
	Strongly Disagree	2	33%	0	0%	2

Statement	Response	F	%F	M	%M	Total
	<b>Responded to Question</b>	<b>6</b>	<b>100%</b>	<b>6</b>	<b>86%</b>	<b>12</b>
	Academic Staff blank	0	0%	1	14%	1
<b>I have opportunities in the School to get the experience I need in teaching, research and contribution activities to meet the criteria for promotion.</b>	Agree Strongly	2	33%	1	17%	3
	Somewhat Agree	2	33%	3	50%	5
	Neither agree nor disagree	0	0%	1	17%	1
	Somewhat Disagree	2	33%	1	17%	3
	Strongly Disagree	0	0%	0	0%	0
	<b>Responded to Question</b>	<b>6</b>	<b>100%</b>	<b>6</b>	<b>86%</b>	<b>12</b>
	Academic Staff blank	0	0%	1	14%	1
<b>I have the support I need in the School to prepare and apply for promotion</b>	Agree Strongly	2	33%	2	33%	4
	Somewhat Agree	1	17%	3	50%	4
	Neither agree nor disagree	2	33%	0	0%	2
	Somewhat Disagree	1	17%	1	17%	2
	Strongly Disagree	0	0%	0	0%	0
	<b>Responded to Question</b>	<b>6</b>	<b>100%</b>	<b>6</b>	<b>86%</b>	<b>12</b>
	Academic Staff blank	0	0%	1	14%	1

Fig. 5.1.1 PSS staff perspectives on support for career progress and promotion (n=8).

How well supported do you feel to progress in your career, including preparing for promotion?



What supports are working well? What could be improved?

“HOS & line-manager are very giving of their time in preparation for promotion interview, this is very much appreciated.”

“Communication could be improved.”



Fig. 5.1.2 PSS staff suggestions on support for career progress and promotion

What practical steps might the School take to support staff in their career development, including preparing for promotion?

*“Training with regard to Competency-based application forms and interviews would be beneficial. This may be more at HR/UCC level than at School level though.”*

*“Recognising certain work tasks that are of a higher grading than my own is sometimes difficult, as I just get on with the tasks that I am assigned. Therefore, it would be useful **if** the School were to point out such tasks, so that I am aware of them and can keep a note of these for my own preparations.” supports staff but it's the system itself needs to be looked at.”*

*“The School is not involved in the promotion process, nothing is required from your HoS”*

#### SILVER APPLICATIONS ONLY

##### 5.2. Key career transition points: professional and support staff

###### (i) Induction

Describe the induction and support provided to all new professional and support staff, at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

###### (ii) Promotion

Provide data on staff applying for promotion, and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.

##### 5.3. Career development: academic staff

###### (i) Training

Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

All staff have access to UCC training courses through Human Resources. Additional training available to researchers can be found at the Post-doc Hub and the Odyssey Programme, and is designed to prepare UCC researchers for many diverse career choices. Certain courses such as senior leadership training and the Aurora programme require an application and endorsement from HoS and HoC. The majority of female (83%) and male staff (89%) are clear about training opportunities available to them, they are satisfied

with them (72% and 73% of female and male staff respectively) and are supported to pursue them by their line managers

The number of academic staff training events increased from 2017 to 2019 (**Table 5.3.1**). In 2017, 5 of the 9 male academic staff trained in **Management and Leadership Development (MLD) (Table 5.3.2)**. There were a total of 9 training events attended by the 7 female academics. The majority of female academic staff training (60%) was in the Aspiring Leaders course (**Table 5.3.3**). The majority (80%) of academic staff taking **Personal and Professional Effectiveness (PPE)** training were female, across a range of courses (**Table 5.3.3**). There is a preference for academic staff to undertake MLD rather than PPE training (11 versus 5 in total), (6 MLD, 1 PPE).

Of the 9-17 research staff (42-50% female) in the school during the reporting period, there were only two events of researchers (both female) undertaking training in MLD and PPE (Table 5.3.4). Most participating researchers (88% female) opted to undertake training offered by the Post-Doc Development Hub (**Table 5.3.4**). **We view the identification of appropriate training for research staff, in particular, as critical to their career success and the development of future research leaders, by promoting MLD and PPE training for both research and early career staff (Action 5.3.1).**

Teaching and examining is a core criterion for promotion of academic staff within UCC. Three male staff indicated that they had completed the Postgraduate Certificate in Teaching & Learning in Higher Education in 2017 and 2018. One male academic completed a digital badge in Universal Design for Learning and completed a PG Cert in Life Coaching. **To determine how training impacts on career development, we will create a log of staff training within the school (Action 5.3.2). This action will create more complete training records for each staff member and it will improve our focus on training for all staff and inform discussions on training at school-wide gatherings.**

#### Training PSS staff

Overall, 55 PPE and 12 MLD courses were attended by PSS staff in 2017-2019 (**Table 5.3.1**). In our second staff survey, two female PSS staff members listed the following courses: Becoming and Staying Confident, Editing and Proofreading for Professionals, The UCC Effective Employee Digital Badge Programme. In our PSS-specific survey, all 7 staff who indicated that they had taken training courses found it relevant and useful. These results demonstrate that PSS staff are the staff cohort most engaged in training.

### **ACTIONS 5.3**

1. Promote a culture of Future Leaders by promoting researchers and early career academics training in particularly Management and Leadership and Personal and Professional Effectiveness
2. Develop a log of staff training records, including in teaching and learning, and rate of application to training courses. Review annually and present summarised review at School Assembly meetings.

**Table 5.3.1 Number of staff availing of training**

	Female	Male	%F
Academic	3	3	50%
Research	3	1	75%
PSS	9	2	82%
Total	15	6	71%

**Table 5.3.2 Staff training uptake, by course category and total number of sessions availed of (2017 – 2019).**

Staff Category	Course Category	2017			2018			2019			Total		
		F	M	%F	F	M	%F	F	M	%F	F	M	%F
Academic Staff	Management & Leadership Development	0	5	0%	2	0	100%	3	1	75%	5	6	45%
	Personal & Professional Effectiveness	2	1	67%	2	0	100%	0	0	0%	4	1	80%
	Staff Wellbeing	0	0	0%	0	1	0%	0	0	0%	0	1	0%
Research Staff	Management & Leadership Development	0	0	0%	0	0	0%	1	0	100%	1	0	100%
	Personal & Professional Effectiveness	0	0	0%	1	0	100%	0	0	0%	1	0	100%
	Training For Research	6	2	75%	4	0	100%	4	0	100%	14	2	88%
PSS	Management & Leadership Development	0	0	0%	8	1	89%	3	0	100%	11	1	92%
	Personal & Professional Effectiveness	17	2	89%	18	1	95%	17	0	100%	52	3	95%
Total		25	10	71%	35	3	92%	28	1	97%	88	14	86%

**Table 5.3.3 Academic Staff Training Courses 2017-2019**

Course Category	Course Name	F	M	%F
Management & Leadership Development	Change Management - Prosci	1	0	100%
	Developing Agile Leaders for Today's University	1	0	100%
	Senior Leadership Development: Aspiring Leaders	3	1	75%
	The Successful Team Leader	0	5	0%

Personal & Professional Effectiveness	Athena Swan Unconscious Bias	0	1	0%
	Critical Thinking for Effective Decisions	1	0	100%
	Editing & Proofreading for Academic Purposes	1	0	100%
	Networking with Confidence UCC Aurorians	2	0	100%
Staff Wellbeing	Mental Health Awareness for Managers	0	1	0%
Total		9	8	53%

**Table 5.3.4 Research Staff Training by Course Name 2017-2019**

Course Category	Course Name	F	M	%F
Management & Leadership Development	Lean Yellow Belt Training	1	0	100%
Personal & Professional Effectiveness	Introduction to Project Management	1	0	100%
Training for Research	Networking with Confidence	0	1	0%
	Post Doc Development Hub	14	1	93%
Total		16	2	89%

(ii) **Appraisal/development review**

Describe current appraisal/development review schemes for staff at all levels, including postdoctoral researchers and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.

Staff (including researchers with more than one year remaining on their contract) are requested to take part in UCC's Performance & Development Review System (PDRS) biannually. Training and documentation for self-assessment is provided to staff and HoS (reviewer) by HR. The objective is to examine work objectives, options, promotion, work life balance, training, future plans so that the needs of the individual are articulated, examined and communicated at local and UCC level. In the reporting period, all of the PSS staff except the newly appointed SM completed the PDRS review with the HOS or CTO. We do not have data on the number of research staff completing PRDS with their line manager. The majority of survey respondents (83% female, 70% male) stated that they had participated in it.

The PDRS process overall is viewed positively by staff; the majority of both female (87%) and male (76%) somewhat/strongly agreed that the process gave them an opportunity

to discuss their workload. A similar, high proportion also somewhat/strongly agreed that it gave them an opportunity to discuss career progression, promotion opportunities and work objectives and that they would feel comfortable discussing work-life balance with their line manager and/or PDR reviewer. However, **highly mixed responses, by both males and females, were received to other statements on the PDRS, including perceived benefits of the PDRS and ability to provide feedback.** Finally, whereas 50% (4/8) males felt PDRS review was an opportunity to discuss work/life balance, only 27% (4/15) females did.

Staff had positive views on discussing promotion within the PDRS framework and with respect to career development training. The majority of male (76%, 6 of 8) and female (74%; 11 of 15) respondents somewhat/strongly agreed that the PDRS provided an opportunity to discuss promotion opportunities.

Researchers: Of concern, only 50% of females (1 of 2) and 0% of male researchers (0 of 1) responding to the survey stated that they had a Professional Development Plan (PDP). It was indicated by this female researcher that their plan had identified specific training objectives, which were being met. **We view the identification of appropriate training for each staff member as critical to their career success and will better promote and use the PDP as an opportunity for research staff to identify and plan their training (Action 5.3.3).**

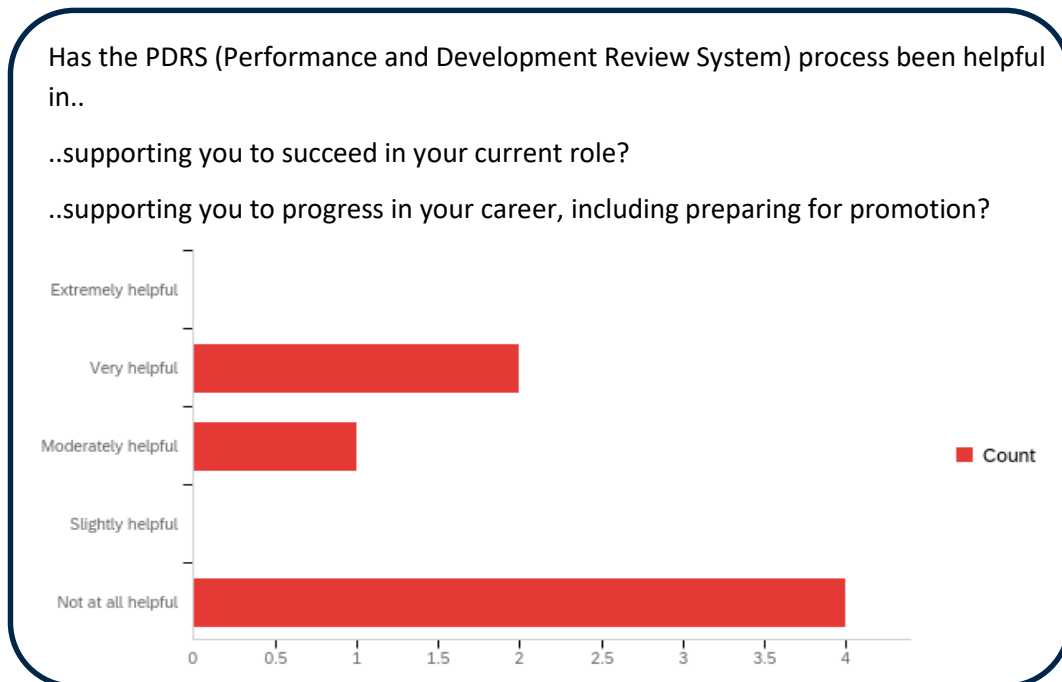
PSS staff: In our PSS-focussed survey, the majority of respondents indicated that the PDRS was not at all helpful (**Fig. 5.3.1**). We will further determine the views of professional administrative and support staff in future focus groups (**Action 5.1.4,**) and use these findings to develop a suitable PDRS scheme that supports their career development and workload balance.

### **ACTIONS 5.3**

3. Promote professional development plan (PDP) scheme with research staff as a training and career planning opportunity.

Fig. 5.3.1 PSS staff views on the PDRS system (n=7).

Note; both questions elicited the same result



(iii) Support given to academic staff for career progression

Comment and reflect on support given to academic staff, especially postdoctoral researchers, to assist in their career progression.

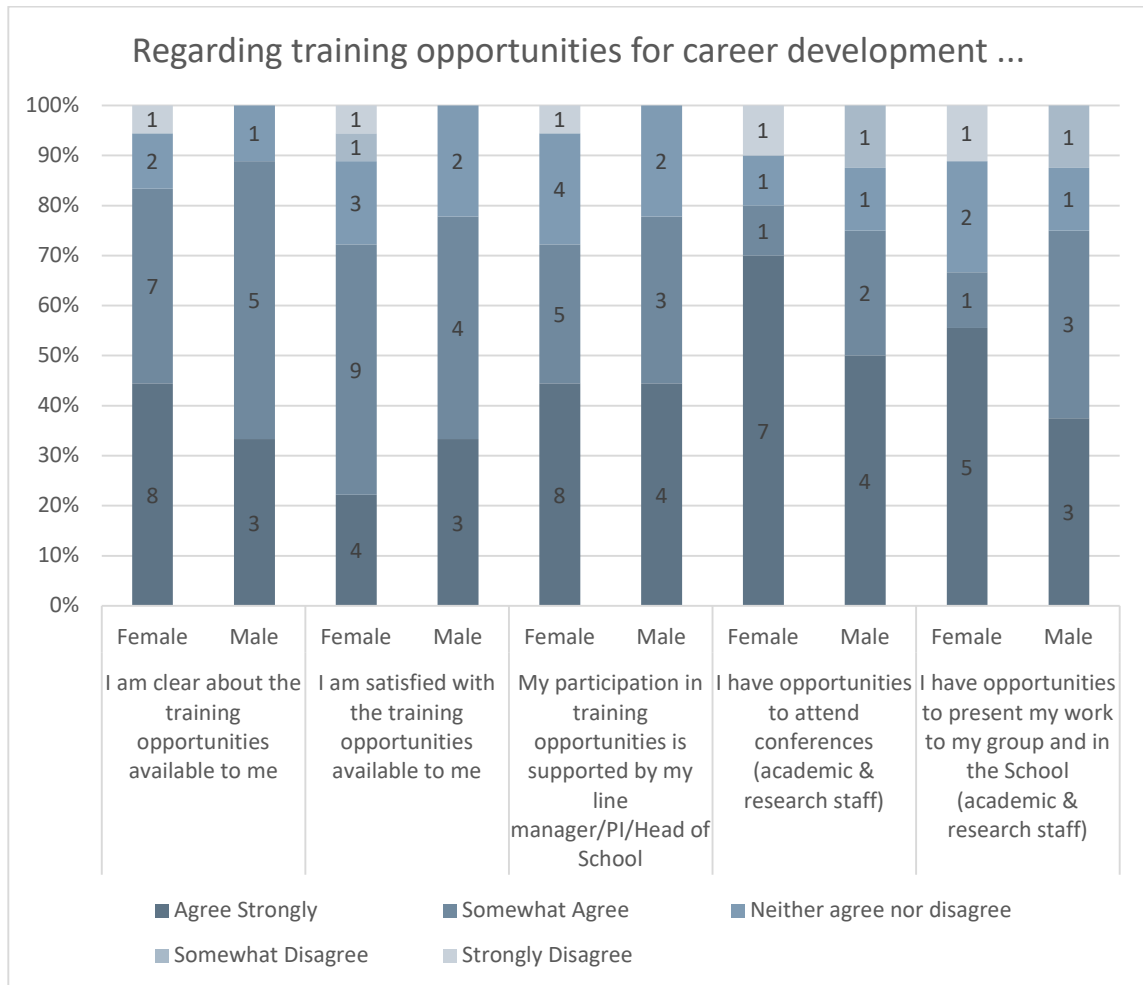
New academic staff are assigned mentors. Support for postdoctoral career development is provided centrally by the University through the UCC Career Management Structure for Research Staff. Staff are generally aware of training opportunities (Section 5.3 (ii)) (Fig. 5.3.2). The majority of staff (72% female, 77% male) respondents were somewhat/strongly satisfied with the training opportunities available to them (Fig. 5.3.2) and similar proportions were also positive about support from line managers for training. A higher proportion of male staff (66%) in contrast to female staff (45%) somewhat/strongly agreed that they had the opportunity to attend research conferences and to present their research (Fig. 5.3.2). A similar gendered perspective was seen with respect to opportunities to present their work internally (66% male, 34% female). We will act to address this (and to support researchers to also host external seminar speakers and thereby increase their network and build organisational experience (Actions 5.3.4).

The majority of female staff (67%) were neutral regarding access to the training and mentoring needed to help them meet the criteria for promotion and male responses were mixed. Most of the professional administrative and technical support staff (63%) were not positive about the support for career progression and promotion (Fig. 5.3.1). **We will work to formalise support provided to all staff for career progression (Actions 5.3; all).** The log of staff training (Action 5.3.2) will provide data on how training support will impact on career progression. Finally, to support female success in shortlisting, (Table 5.1.1) **we will promote training run by the UCC Careers Office with respect to successful job seeking (Action 5.3.5).**

## ACTIONS 5.3

5. Annual researcher-led conference and seminar series conducted in school.
6. Promote training run by the UCC Careers Office with respect to successful job seeking.

Fig. 5.3.2 Staff views regarding training opportunities for career development



(iv) Support given to students (at any level) for academic career progression

Comment and reflect on support given to students at any level to enable them to make informed decisions about their career (including the transition to a sustainable academic career).

The school provides a supportive environment for UG students by direct interaction and through support of the student-led Biochemistry & Biotechnology Society and Biomedical Sciences Society (**Fig 3.3**). We host information sessions on summer placement (**Fig. 5.3.3**) and careers days (**Fig 5.3.3**) and talks from alumni and representatives from academics, researchers and biotech companies in the region. The school has provided summer research bursaries to 3rd year UG students since 2016. Of the eight 2018 summer scholars (63% female), 2 females are now PGR, 4 have continued their education and 2 females have moved to industry. The school also supports UG students in applying for national and international competitive summer research and PGR scholarships, such as Amgen Scholars Programme. PG students are supported in developing skills to develop and manage their careers and complete at 15-30 credits of training PG modules in addition to their research training. PGR present at national and international conferences and are supported to attend training courses or visit collaborating institutions, to develop their own networks and promote their career development.



*Fig. 5.3.2 Summer Placement Support*

*Peer Support by UG students where 4th year Biochemistry students delivered presentations about placements they had obtained during the summer between 3<sup>rd</sup> and 4<sup>th</sup> year (top); Summer Scholarship Students 2019. Funding was secured from: Amgen, APC, Biochemical Society, IRC, SEFS, School of Biochemistry and Cell Biology (bottom).*

### Fig. 5.3.3 Careers Talk

Graduates working in pharma are asked back to talk to 3rd Year and 4th Year current Biochemistry students. Ciara Dunne, BSc Biochemistry and MSc Biotechnology graduate currently working as a manufacturing Team Lead at Janssen Biologics, Ireland returns to UCC to talk to current Biochemistry and Biotechnology students.

#### (v) Support offered to those applying for research grant applications

Comment and reflect on support given to staff who apply for funding and what support is offered to those who are unsuccessful.

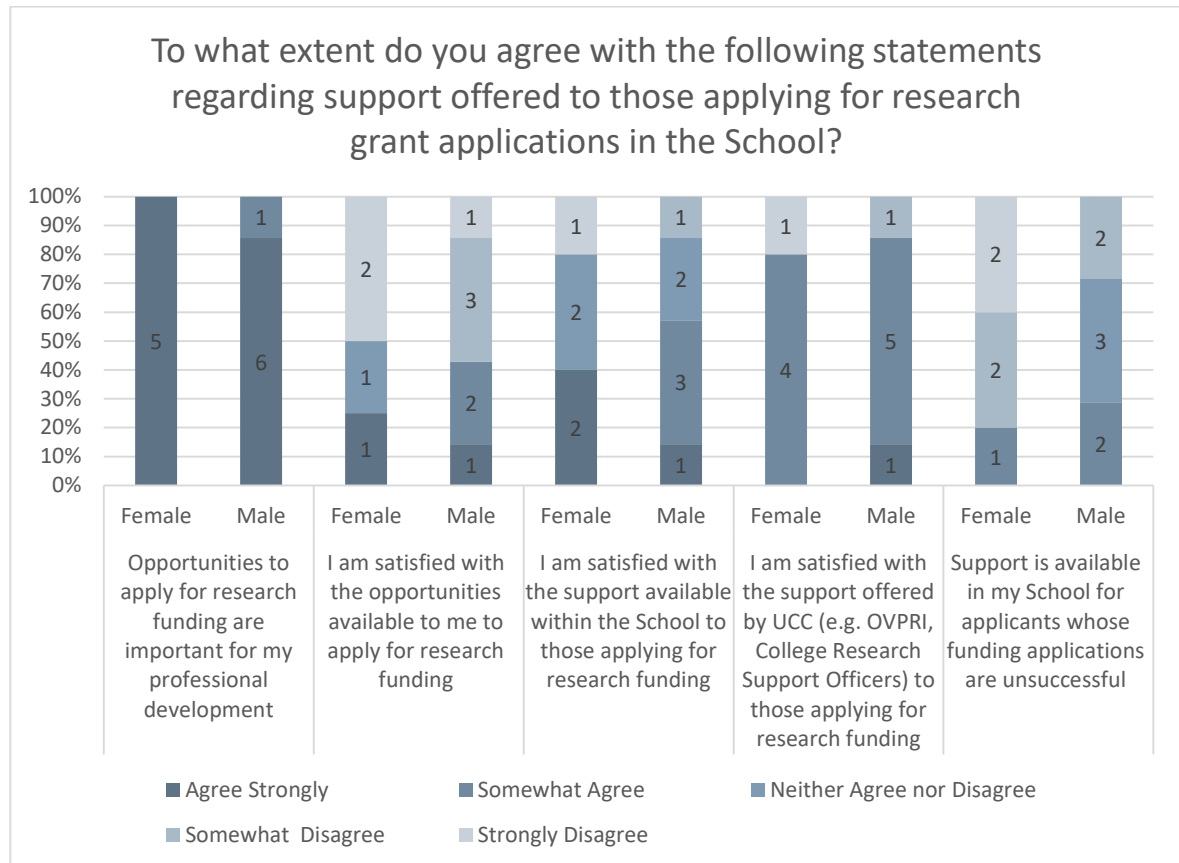
Currently, informal support for writing research grant applications from colleagues is available. Formal support comes from the Office of the Vice President for Research and Innovation (OVPRI). Opportunities for early career researchers (ECRs) to be named on large grants is on an *ad hoc* basis, and is at the discretion of the PI. A number of staff are members of SFI-funded centres, which have dedicated support structures for securing funding for senior and early career investigators.

All respondents in the staff survey somewhat/strongly agreed that applying for research funding is important for professional development (**Fig. 5.3.4.**). Female views on school-based supports for funding are highly mixed, however 57% of males somewhat/strongly agree that there were school-based supports for funding. The majority of staff (80% of females and 85% of males) somewhat/strongly agreed that OVPR Office provides support. In terms of support where funding applications are not successful, 80% of females (4/5) and 29% of males (2/7) somewhat/strongly disagreed that support is available for them; indicating that different levels of support or different perceptions of support exist for staff. **Thus, there is a gender disparity in perceptions of what school support is available for unsuccessful funding applications.** As an initial action to improve available supports, we will first monitor grant submission success rate (**Action 5.3.6**).

### ACTIONS 5.3

7. Develop a database of grants submitted by school staff to inform where school support could be invested to increase success rate.

Fig. 5.3.4 Staff satisfaction with grant supported provided by the School.



### SILVER APPLICATIONS ONLY

#### 5.4. Career development: professional and support staff

(i) Training

Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

(vi) Appraisal/development review

Describe current appraisal/development review schemes for professional and support staff at all levels and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.

(ii) Support given to professional and support staff for career progression

Comment and reflect on support given to professional and support staff to assist in their career progression.

## 5.5. Flexible working and managing career breaks

Note: Present professional and support staff and academic staff data separately

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

Explain what support the department offers to staff before they go on maternity and adoption leave.

The school follows UCC policy on maternity, parental, family and adoption leave. Maternity/adoption leave entitles employees to 24 weeks' adoptive leave and 16 weeks unpaid. The school follows the GENOVATE Guiding Principles for Managing and Organising Maternity leave. Seven staff members responded on their maternity leave, including one academic, one research and 5 PSS staff, with the 5 PSS staff (28%) also availing of parental leave. One male took paternity leave. (**Table 5.5.1**). We aim to maintain awareness and understanding by staff of all leave and flexible working policies, including Keep-in-Touch system by including details on the Staff Handbook (**Action 5.1.3**).

**Table 5.5.1 Number of male and female staff who responded about their leave in the School of Biochemistry and Cell Biology (2016-2019)**

	Female	%F	Male	%M	Grand Total
Maternity Leave	7	39%	0	0%	7
Paternity Leave	0	0%	1	10%	1
Parental Leave	5	28%	0	0%	5
I have not taken leave at the school	9	50%	9	90%	18
Grand Total	18	100%	10	100%	28

*Note: 2 females did not respond to this question, 5 females have taken both maternity leave and parental leave, % reflects the responses as a proportion of total responses from same gender*

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

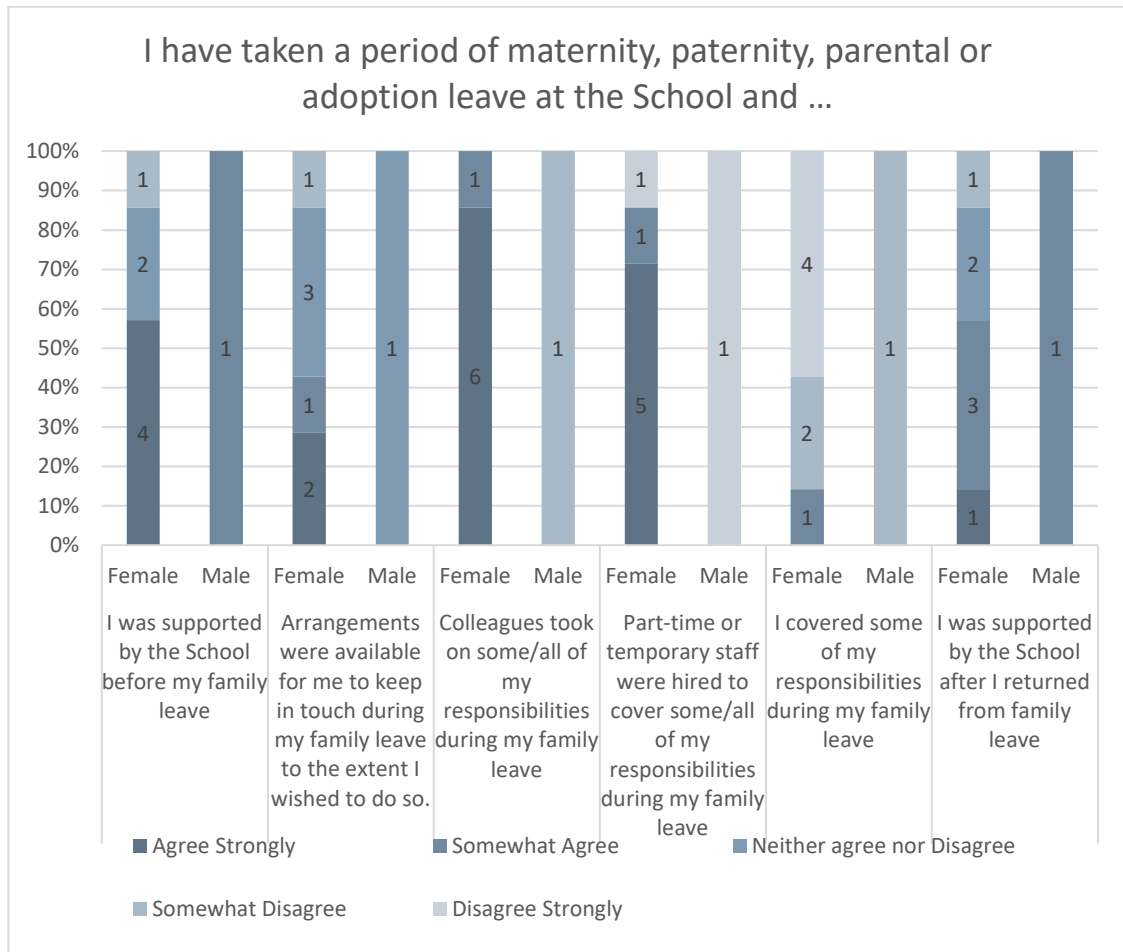
Explain what support the department offers to staff during maternity and adoption leave.

UCC's policy on maternity leave cover during 2016-2019 was for full backfill for professional and support staff, cover for teaching for academic staff and backfill for research staff if the funding agency supports this. Communications can be arranged for staff if they wish to avail, to provide reasonable contact during maternity leave and staff are entitled by agreement with HoS to work for a maximum 3 paid Keep in Touch Days (KIT).

Just over half of female staff (57%) strongly agreed that they were supported by the school during family leave. Within female staff, 43% somewhat/strongly agreed that

suitable arrangements were in place to keep in touch, 1 male neither agreed nor disagreed on this, and also disagreed that colleagues covered work in the 2 weeks duration of leave (Fig. 5.5.1). All female respondents agreed colleagues covered responsibilities, although one strongly disagreed that part time/temp staff covered their work, and one stated she covered some responsibilities whilst on leave. In general, staff report satisfaction with cover and support during maternity leave (Fig. 5.5.1).

Fig. 5.5.1 Staff views on support provided by the school with respect to family leave



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

Explain what support the department offers to staff on return from maternity or adoption leave. Comment on any funding provided to support returning staff.

One-to-one discussions with the HoS are offered, which include briefing on the range of enhanced supports available by University HR, such as the Academic Returners Grant Scheme (€5000), initiated in 2016, to support academics to re-establish their academic and independent research careers on return from maternity or adoptive leave. Staff engage with HoS/Manager to discuss how best they can be supported during the initial return to work period and to agree local level arrangements. **Just over half of** female staff (4/7, 57%), and the male staff member somewhat/strongly agreed that they were supported by the school when they returned to work a (Fig. 5.5.1). Requests for examples of difficulties elicited the following responses:

*“Allowed a transition period with maternity replacement staff member following two of my maternity leaves”.*

*“Colleagues did help with duties until I got back into the swing of things.”*

*“No helpful support.”*

*“Found it difficult to slot into my working relationships.”*

*“Not all of my pre-maternity leave duties were not returned to me, once I returned to work.”*

The mixed response suggests some suggests inconsistency in experience of maternity leave. **Action 5.1.3** should address some of this inconsistency. We also aim to improve communications for all those involved when a staff member is planning for and returning from leave (**Action 5.5.2**) and for improving the KIT system (**Action 5.5.1**).

(iv) **Maternity return rate**

Provide data and comment on the maternity return rate in the department.

Data of staff whose contracts are not renewed while on maternity leave should be included in the section along with commentary.

All staff members who took maternity leave returned to their position. One PDR and one EA took maternity leave in 2016/17 and both availed of the unpaid portion. One researcher returned to continue under pre-maternity grant contract. Five PSS staff took both maternity and parental leave and returned to their posts.

**SILVER APPLICATIONS ONLY**

Provide data and comment on the proportion of staff remaining in post six, 12 and 18 months after return from maternity leave.

(v) **Paternity, adoption, and parental leave uptake**

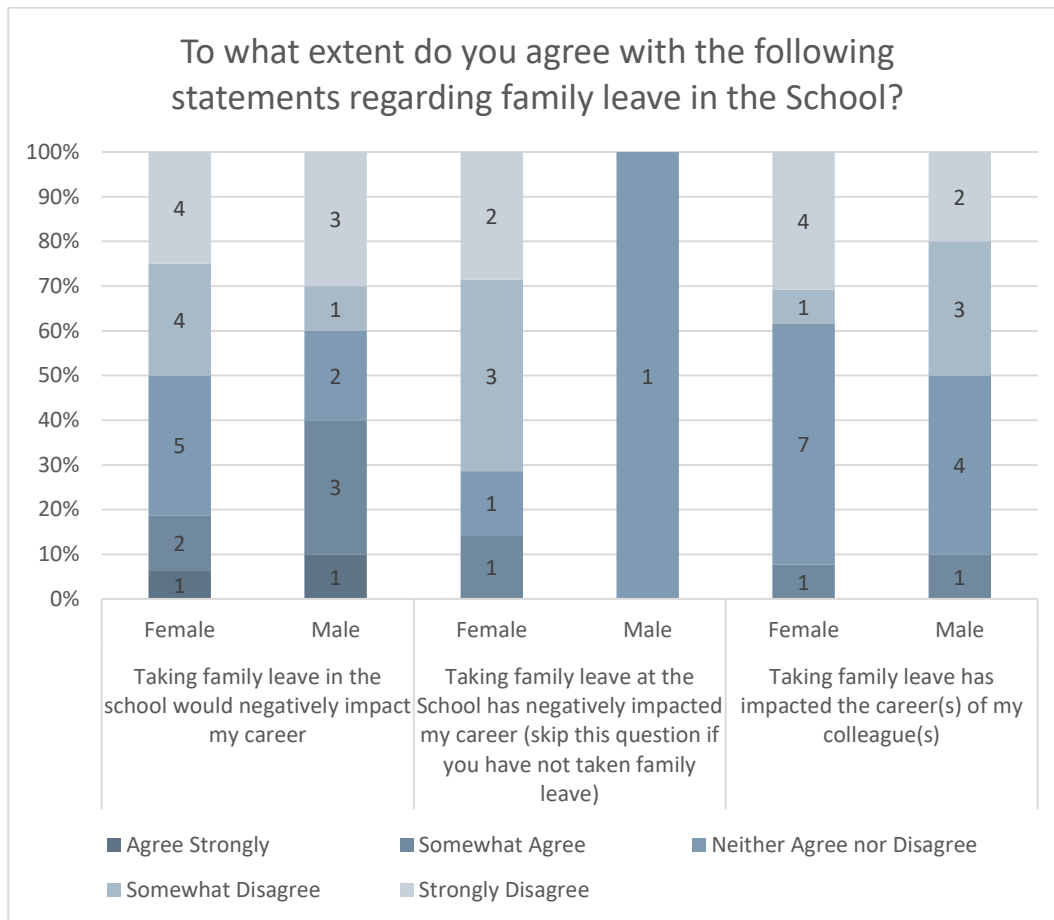
Provide data and comment on the uptake of these types of leave by gender and grade. Comment on what the department does to promote and encourage take-up of paternity leave.

The school follows UCC policies on family leave. One researcher (RSO) availed of paternity leave in 2019 and 5 female PSS staff availed of parental leave. No male staff took parental leave between 2016-2019.

Staff have mixed perceptions of how family leave impacts their careers. (**Fig. 5.5.2**): More males than females thought that taking family leave would negatively impact their career (19% females, 40% males). Most respondents (7/13 (54%) females, 4/10, (40%) males) were neutral on whether they felt that family leave had negatively affected a colleague’s career, but 4/13 females (31%) and 2/10 males (20%) strongly disagreed with this

statement. The school aims to foster a culture where family leave is viewed as a normal part of professional life. To re-enforce this concept, details and (possibly case studies) of family leave will be included in the staff handbook (**Action 5.1.3**).

*Fig. 5.5.2 Staff views on the impact of family leave on their career*



(vi) Flexible working

Provide information on the flexible working arrangements available.

UCC accommodates flexible working through a number of policies, including reduced working week, shorter working year scheme, unpaid leave of absence, flexible working hours policy, career breaks, sabbatical leave and unpaid leave of absence. In the staff survey, 13 of 18 females (72%) and 6 of 10 males (60%) indicated that they have caring responsibilities. In our PSS-focussed survey, 88% of responding staff indicated that they have caring responsibilities. There is a high level of awareness of the availability of flexible working and the provision of career breaks, within school staff. The majority of staff (78% females, 100% males) somewhat/strongly agreed that flexible working is supported in the school. Survey responses showed that staff were least aware of a shorter working year (56% of females and 70% of males). Three females and one male indicated that they work flexible hours. Many of the survey respondents indicated that they are able to work flexible hours if needed (72% (13/18) female, 80% (8/10) male). Most of these flexible working hours were arranged informally. Fewer male respondents were aware of flexible hours permission compared to females. The majority of females (13/18; 72%) and all

males agreed or strongly agreed that they would be comfortable discussing flexible working arrangements with their line manager/HOS. Thus, most staff agree that flexible working arrangements are supported within the school.

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

Outline what policy and practice exists to support and enable staff who work part-time after a career break to transition back to full-time roles.

No staff have transitioned from a part-time to a full-time role within the school during the reporting period. However, responses on the transition back to full time work after family leave show that support by the school following leave was mostly helpful, although some difficulties were highlighted such as difficulty re-establishing working relationships and not all prior duties returned to staff member (*see Section 5.5(iv)*).

### **ACTIONS 5.5**

1. **Improve Keep in Touch System. Increase awareness and/or availability by increasing number of KIT days or options for once a month for example, and/or unpaid KIT days on demand.**
2. **Initiate tri-partite meeting of HoS, staff member going on leave and staff member(s) covering work to ensure all parties have all agreed responsibility for actions, timelines and outcomes during leave.**

#### **5.6. Organisation and culture**

(i) **Culture**

Demonstrate how the department actively considers gender equality and inclusivity. Provide details of how the Athena SWAN Charter principles have been, and will continue to be, embedded into the culture and workings of the department.

The school ethos has historically followed the principles of the Athena SWAN Charter with a strong commitment to gender equality and inclusivity. The school did not use short-term contracts for the retention and progression of academics, until forced to do so in the economic downturn of 2009. **There is a gender disparity in satisfaction with the school culture, where a lower proportion of females, compared to males, are satisfied with the culture of the school. Most** females (61%; 11/18) and the majority of males (80%; 8/10) strongly/somewhat agreed that the prevailing culture and atmosphere is inclusive and friendly to all. Furthermore, 61% (11/18) females and 80% (8/10) males strongly/somewhat agreed that the school promotes clear values and expectations about how people should behave towards each other. The majority of staff (73% female, 100% male,) strongly/somewhat agreed that individuals are treated based on merit without regard to gender, civil or family status. **These findings demonstrate that actions are required to improve staff's satisfaction with the school culture and to clarify our values and expectations about behaviour.** The development of the school handbook (**Action 5.1.3**) will develop a shared vision of our culture and values and our approach to



inclusivity and diversity. In an all-staff workshop and in follow-up work, we will focus on the language, behaviours and other informal interactions that staff wish to promote in order to create a working environment that is acceptable to the vast majority of staff (**Action 5.6.1**). Outputs from these workshop discussions; including a clearer definition of what are our values, will be included in our revised handbook (**Action 5.1.3**) and discussed at School Assembly meetings. Promoting the school's shared values and culture through the Athena SWAN website will also raise awareness of what we value and what is our culture.

Furthermore, we believe that the tri-location of the school fragments social interactions and the experience of a shared culture. For example, the school does not have a staff room for socialising in any of the three locations. We aim to focus on this as part of our actions on culture and to also better include the student voice in shaping this culture. We will create a **Culture and Social Committee** who will focus on enhancing the number and type of social events, including virtual events (**Action 5.6.2**).

The majority of staff responding to our survey; 94% female (17/18 F respondents) and 100% male (10/10) had heard of Athena SWAN before taking the school survey, mostly from a colleague or from information disseminated from the President, UCC and/or Head of school/line manager. However, only one female and one male respondent indicated the school website as a source of information (Q30). Posters advertising the self-assessment process were widely posted in the 3 sites where the school is located (**Fig 3.1**). We established an Athena SWAN webpage to further raise awareness, which will be updated over time (**Fig. 3.2**). **Action 3.2** aims to increase student awareness of AS. We will continue to develop our communications of our AS initiatives and progress (**Action 5.6.3**).

## **ACTIONS 5.6**

1. Conduct an all-staff workshop to define values and culture, by consensus.
2. Create a Culture and Social Committee
3. Further develop Athena SWAN communications.

*Fig. 5.6.1 Recognition of our staff*

*Social event to thank two of our outgoing staff members for their years of service and collegiality on their retirement. Mary Murphy (top); Professor Tom Cotter (bottom).*

HR policies

Describe how the department monitors the consistency in application of HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Comment on how the department ensures staff with management responsibilities are kept informed and updated on HR policies.

HR policies are generally communicated directly to all staff from HR and some re-iterated in EMC meetings and by PIs on an *ad hoc* basis. Updates to HR policies are communicated via the Head of School, research supervisor, CTO, and the School Manager. The school adheres to HR policies and dignity in the workplace is a guiding principle for every member of staff. Confidentiality is maintained on personal issues. Staff are also advised to express any concerns that they have with supervisors/mentors or colleagues. Senior staff and the HoS are usually made aware of real or perceived issues and mediates where necessary. Most staff felt comfortable to report unfair treatment of themselves (66% F, 60% M) or others (61% F, 70% M) in the school. **However, this response indicates that a substantial number of our staff are not comfortable with the current process. We will increase staff's awareness of HR processes for equality, dignity at work, bullying,**

harassment, grievance and disciplinary processes, as a first step to empowering them to understand if and when these rights have been infringed and secondly to know what to do if needed. Specifically, we will conduct a workshop to improve staff's knowledge on available HR resources and UCC codes in relation to reporting unfair treatment. This workshop will include input from UCC HR on policies and supports surrounding these issues and from the University Staff Ombudsman (**Action 5.6.4**) coupled with awareness of union and union representation within UCC. This information will be charted and available as part of the school-level handbook (Action 5.1.3) for easy access if/when required. We believe that increased awareness of what is dignity in the workplace, how to recognise and step-by-step approaches on how to resolve grievances and disciplinary issues will lead to more staff being comfortable to confidentially report and resolve issues. Finally, our EDIW committee will work within UCC to drive institutional change to improve systems and processes that instil confidence in reporting unfair treatment.

The staff survey indicates that a slight majority of staff (>60% of both genders) are aware of most HR policies related to flexible working and career breaks, new staff orientation. **We consider it important that we increase our awareness and communication of UCC HR policies and arrange training by HR for all staff in the school, using multiple avenues.** This will be completed through The Staff Handbook (**Action 5.1.3**), AS website (**Action 5.6.3**) and school events (**Action 5.6.2**) and by mentors being aware of HR policies and processes (**Action 5.1.2**).

(ii) Representation of men and women on committees

Provide data for all department committees broken down by gender and staff type. Identify the most influential committees. Explain how potential committee members are identified and comment on any consideration given to gender equality in the selection of representatives and what the department is doing to address any gender imbalances. Comment on how the issue of 'committee overload' is addressed where there are small numbers of women or men.

**Table 5.6.1** shows the gender breakdown of membership of EMC and the four school committees. Some staff are members of more than one committee for >5 years. The chair and membership of these committees rotates on a collegial and voluntary basis that is linked to individual interests and motivation to lead particular initiatives. The HoS oversees this process and they encourage diversity of participation of academic staff at different career stages, gender balance and potential to enhance career progression. There is overall good gender balance in these committees, except for Graduate Education and the AS SAT (predominantly female). The heads of committees are distributed evenly across both genders.

Female staff are well represented amongst school officers. They are Directors of undergraduate programmes (1M and 1F) (Directorship of joint programmes rotates between the involved schools), and in a joint UCC-CIT board for the Biomedical Sciences programme (the same female) and the MSc programmes (1M, 1F). Programme coordinators and the Chair of the school Teaching and Learning Committee are members of the Colleges' relevant curriculum boards (SEFS (2M, 1F) and CoMH (2F, 1M CK402

board of studies (1F). Both male and female academics represent the school on college and university committees (**Table 5.6.2**). These staff ranged from lecturers (2F), to senior lecturer (2M, 1F) and professor (3M, 1F). As School and College committee activity is strongly recognized in the University promotion process, there is an increasing willingness to share access to these opportunities, **Action 5.6.3** has been designed to formalise our current process. Furthermore, during the PDRS review the impact of external committee participation on career development and personal growth will be discussed and reviewed.

## ACTIONS 5.6

4. A. Ensure staff awareness of HR processes relating to reporting unfair treatment.  
B. Work with University to improve systems and processes that instil confidence in reporting of unfair treatment.
5. Define a formal policy on committee membership and chairing.

**Table 5.6.1 Composition of Gender balance of School Committees, 2016 to 2019**

Representation of Female (F) and Male (M) members on School Committees (2016-2019)																
	2016				2017				2018				2019			
	F	M	%F	Head	F	M	%F	Head	F	M	%F	Head	F	M	%F	Head
Executive Management Committee (EMC)	11	15	42%	F	10	14	42%	F	10	14	42%	F	11	14	44%	F
Athena SWANS SAT	NA	NA		NA	NA	NA		NA	NA	NA		NA	7	2	78%	F
Teaching and Learning	2	4	33%	M	2	2	50%	M	2	3	40%	M	2	3	40%	M
Graduate Education	4	2	67%	F	5	1	83%	F	5	1	83%	F	6	1	86%	F
Research	4	4	50%	M	3	4	43%	M	4	5	44%	M	5	5	50%	M
Health and Safety	3	5	38%	M	3	5	38%	M	2	5	29%	M	4	5	44%	M

**Table 5.6.2 School representation on College and University Committees (2016-2019)**

<b>College of SEFS</b>	<b>F</b>	<b>M</b>
Executive Management Team	1	1
Graduate Studies Committee;	1	
Chair, Graduate Studies Committee		1
Teaching Learning and Student Experience Committee		1
<i>Academic Programmes and Curriculum Development Committee</i>	1	
Research Committee		2
Library Committee		1
Internationalisation Committee	1	1
<b>University level</b>	<b>F</b>	<b>M</b>
Academic Council; Entrepreneurship Implementation Group	1	
Academic Council; Graduate Studies Committee		1
Academic Council Sub-committee for External Examiner Reports		1
Biological Advisory Group	1	
Biological Services Unit Management Committee	1	1
Animal Welfare Body	1	
Chair of Animal Welfare Body		1
<i>Animal Ethics and Experimentation Committee</i>		1
Chair, University South Asian Regional Working Group on Internationalisation		1
Continuing Professional Development Directorate		1
Governing Body Committee for Strategy, Research and Innovation	1	
Academic Promotion Board for Professor Scale	1	

(iii) Participation on influential external committees

How are staff encouraged to participate in other influential external committees and what procedures are in place to encourage women (or men if they are underrepresented) to participate in these committees?

This is informally discussed amongst academic staff and is very often linked to research and training interests. Eight staff (4 female, 4 male), across the full range of staff grade, reported their membership of a range of external committees (**Table 5.6.3**). Female activity was noticeably higher compared to male participation. The underlying reasons for this requires further investigation. This activity is incongruent with early career female staff progression in the school. We will be addressing this issue in combination with outreach activities (**Actions 5.6.8, 5.6.9**).

**Table 5.6.3 Membership of influential external committees, by gender, 2016-2019**

<b>Member of National, International Society Committee</b>	<b>F</b>	<b>M</b>
American society for Microbiology	1	
Biochemical Society	1	
Irish Association for Cancer Research Council	1	1
Metabolomics Society	1	
Microbiology Society	1	
Pharmabiotic Research Institute France (Invited)	1	
Fellow of the Royal Society of Chemistry		1
<b>Grant Reviewing &amp; Accreditation Panels</b>	<b>F</b>	<b>M</b>
Croatian Agency for Science and Higher Education for PhD programme reaccreditation		1
Department of Biotechnology (DBT), Ministry of Science & Technology (India)	1	
European Molecular Biology Lab	1	
European Union; Horizon 2020	3	
Institute Pasteur	1	
International Society for IGF research	1	
Luxembourg National Research Foundation	1	
National Science Centre (NCN) Poland		1
Netherlands Organisation for Health Research and Development (ZonMw)	1	
Norwegian Research Council	1	
SPARKS charity,	1	
The Austrian Science Fund	1	
UK Medical Research Council (MRC),	1	
<b>Editorial Boards</b>	<b>F</b>	<b>M</b>
Austin Food Science Journal	1	
Food Science Journal (Bentham)	1	
Frontiers in Genetics specialized issue on Computational Epitranscriptomics		1
International Journal of Molecular Sciences	1	
PLoS One	1	2
Proceedings of the National Academy of Sciences, India.		1
Scientific Reports	1	
Sensors and Actuators B journal (Elsevier)		1
Vaccines	1	
<b>International Conference/Workshop Committee Organisation</b>	<b>F</b>	<b>M</b>
Elixir Node		1
Epitrans network		1
Advanced Study Course in Optical Sensors, ASCOS-2018		1
International Scientific Advisory Panel for Skin Vaccine Summit	1	
International organising committee for Microneedles-20xx conferences.	1	

(iv) Workload model

Describe any workload allocation model in place and what it includes. Comment on ways in which the model is monitored for gender bias and whether it is taken into account at appraisal/development review and in promotion criteria.

Comment on the rotation of responsibilities and if staff consider the model to be transparent and fair.

UCC operates an Academic Workload Distribution Model (AWDM), which is completed retrospectively and is not used to assign workloads in the school and not linked to promotion criteria. No review of gender bias is conducted at a school level using this model. It is reviewed every 2-3 years by a university Academic Advisory Group.

A slight majority of staff (61% female, 70% male) believe that their workload is reasonable (Fig. 5.6.2). However, the staff have very mixed opinions on workload distribution within the school (Fig. 5.6.2) There is no consistency among staff with respect to the clarity and transparency of the school's method of allocating workload or that workload allocation aligns with personal career development goals. No females and only 2/10 males strongly agreed that the school has a clear and transparent workload allocation system (Fig. 5.6.2). More males (70%) considered their workload to align with their career goals than females (55%).

“Improve transparency and fairness regarding allocation of work-loads (research and teaching) which affect work-life balance, health and wellbeing” (Male)

The school does not have a formal workload allocation model, but has a long-held principle to distribute teaching and administrative roles amongst all academic staff, so that each staff member has similar teaching loads and the same opportunity as others to carry out research. Only one member of academic staff has a full time teaching/training role. With respect to new staff, the standard practice in the school has always been to gradually increase teaching in successive years to permit them to establish their research. Administrative staff and technical staff work in teams that have been largely self-organized. The recent appointments of the school's first Chief Technical Officer (2018) and first School Manager (2019) has changed the reporting lines for these cohorts of staff from HOS to CTO or SM.

A higher proportion of female academics were familiar with the AWDM (84%; 5/6 respondents) compared to their male colleagues (57%, 4/7 respondents) (Fig. 5.6.3). More female (66%) than male academics (43%) understood how it worked. Staff were divided on the purpose of the AWDM. More females (50%) than males (29%) strongly disagreed with the statement that “*the AWDM enhances transparency and fairness in relation to workload distribution* (Fig. 5.6.3). The AWDM form does not seek information on pastoral care; which is known to unequally become the responsibility of female staff members and to which 2 female academics, but no male staff, in the school believe that they have disproportionate responsibility.

Overall, there a disconnect between awareness of the UCC AWDM model and its purpose and impact. **There is also a need to improve the clarity and transparency of the school's method of allocating workload and that workload allocation aligns with personal career development goals.** The school will address this issue by increasing the transparency of workload allocation as an initial action, we will make the teaching and administrative workload allocation process more transparent by publishing and presenting this workload distribution on an annual basis. As a more long-term initiative, we will also develop a workload allocation model that includes research workload. **(Action 5.6.6).**

## ACTIONS 5.6

6. Increase transparency of workload allocation.

Fig. 5.6.2 Staff views on workload

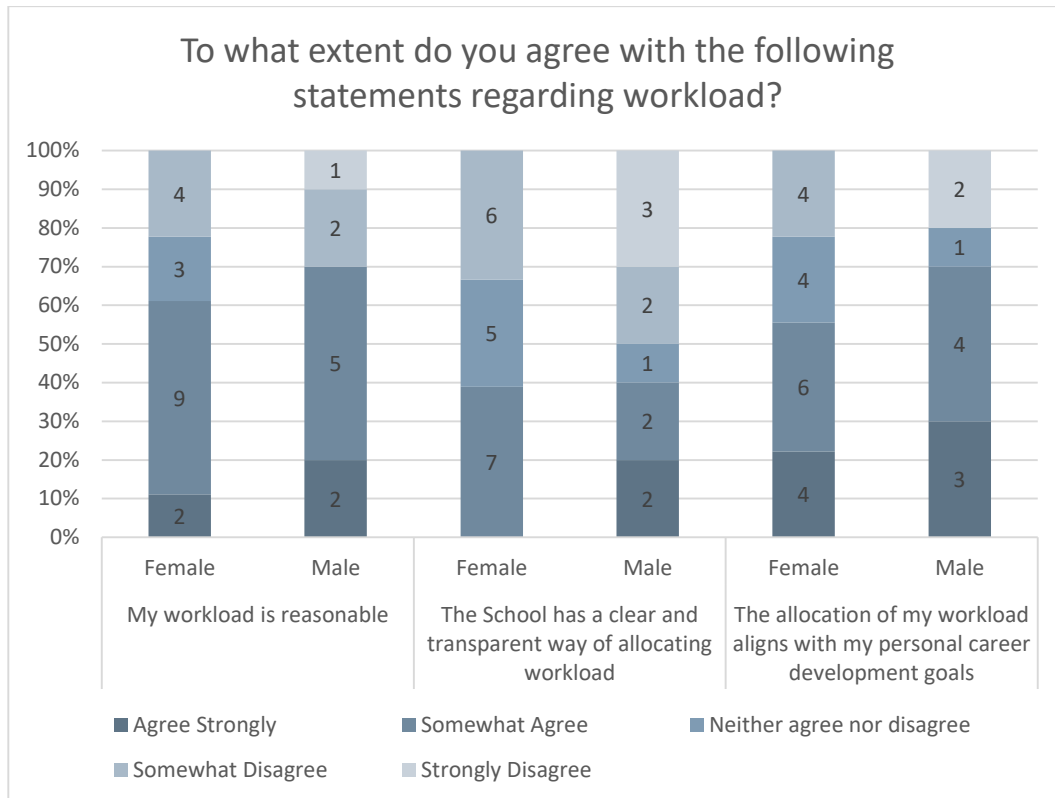




Fig. 5.6.3 Staff views on AWDM

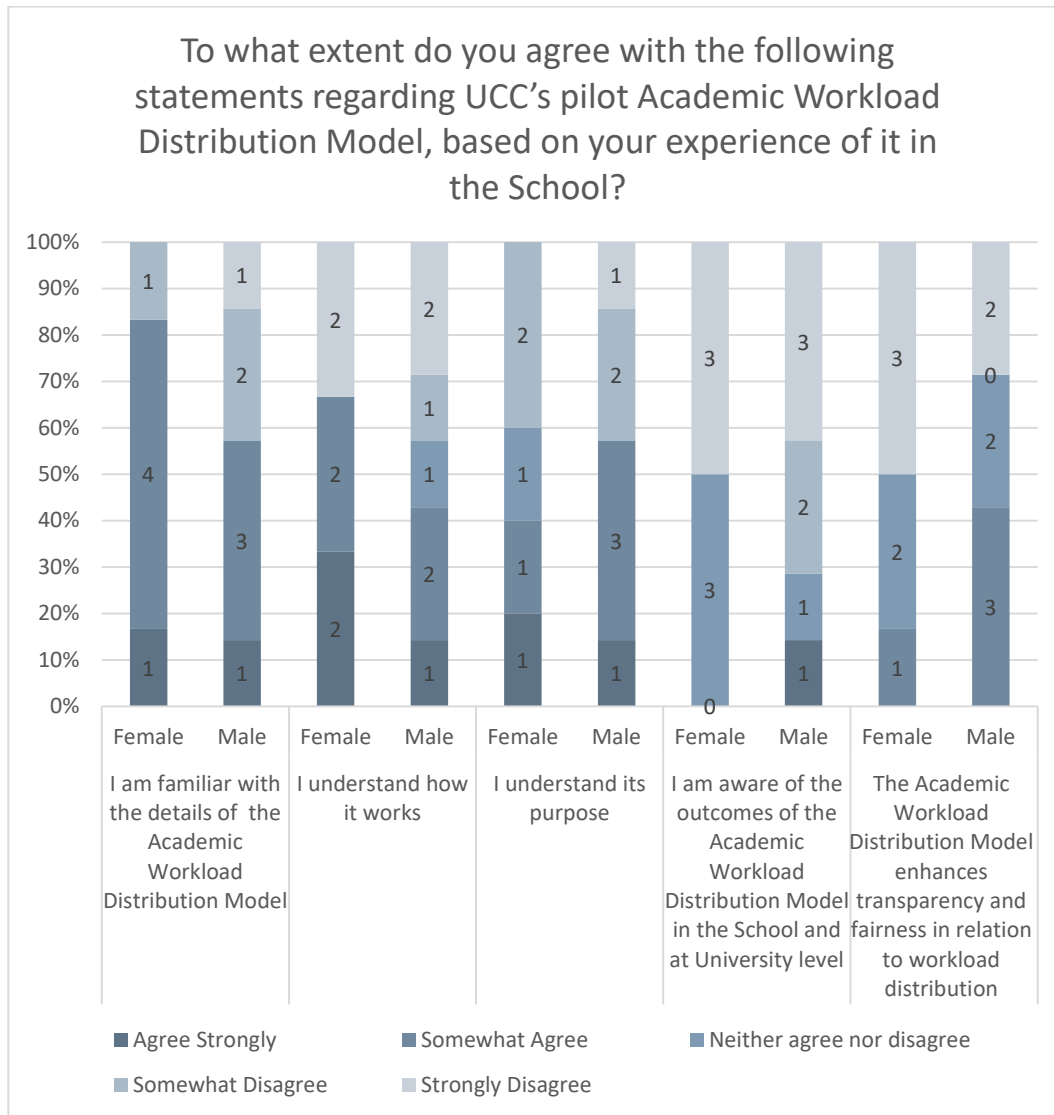
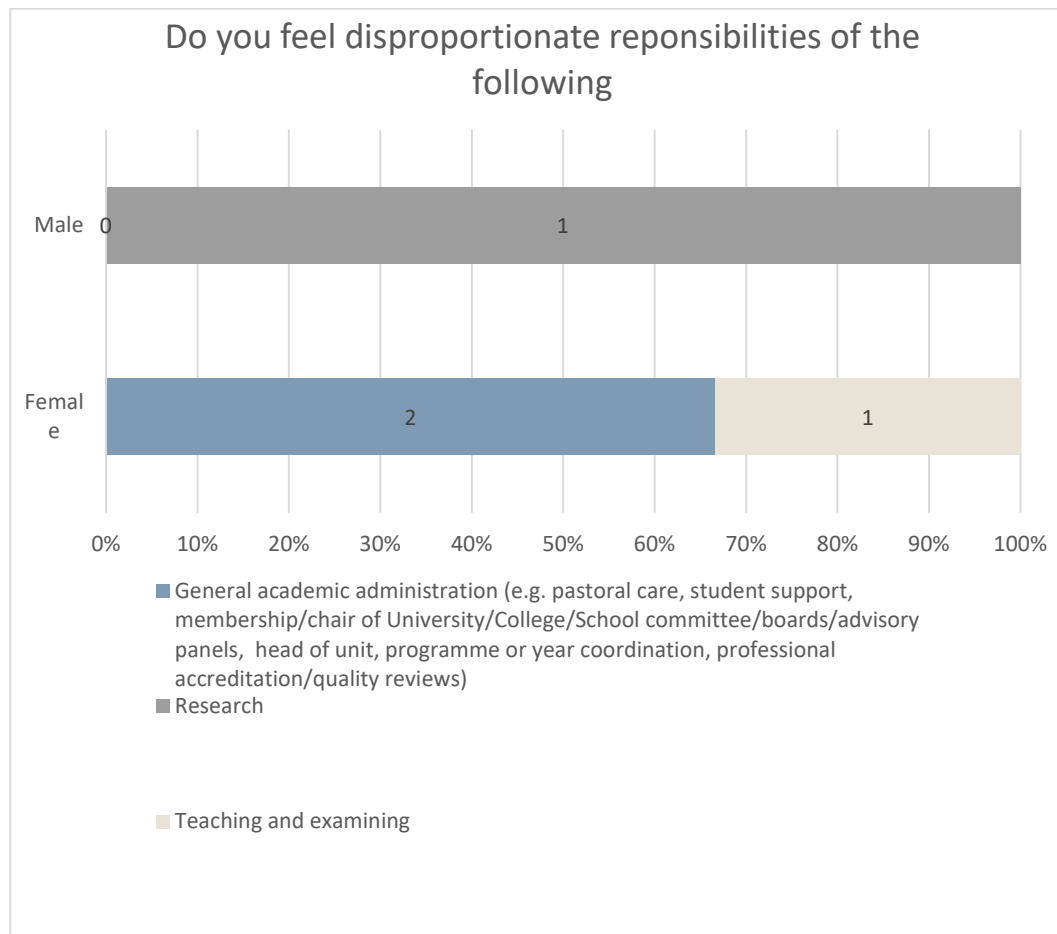


Fig. 5.6.4 Academic staff feelings with respect to workload allocation.



(v) Timing of departmental meetings and social gatherings

Describe the consideration given to those with caring responsibilities and part-time staff around the timing of departmental meetings and social gatherings.

The school maintains an active research seminar series, regular EMCs, all of which are scheduled 10am-4pm. Meetings are planned in advance and by consensus, using Doodle polls etc., to identify suitable times. There is extensive flexibility in start and finish times for all staff, which generally suits the staff's work schedules around commute, childcare or other needs.

The school comes together twice yearly for social events (Fig. 5.6.5), at Christmas and for final year student send-off. These events occur during the working day, providing staff with different levels of caring responsibilities to informally socialise with their colleagues and students. These currently may provide the only opportunities for staff to connect socially. Indeed, consistently the tri-location of the school (Section 2) was identified as factor that influenced contact and communication among colleagues for both male and female staff leading to a perceived lack of transparency, and communication among colleagues. Only 39% of females but 70% of males somewhat/strongly agreed that social events were scheduled at times that make it feasible to attend. (Fig.5.6.6). Staff commented on increasing communication and increasing social communication, in the survey:

*“Social communication and social interaction needs to be improved across the Biochemistry sites as the human aspect is decreasing due to digital transformation and high workloads” (Male)*

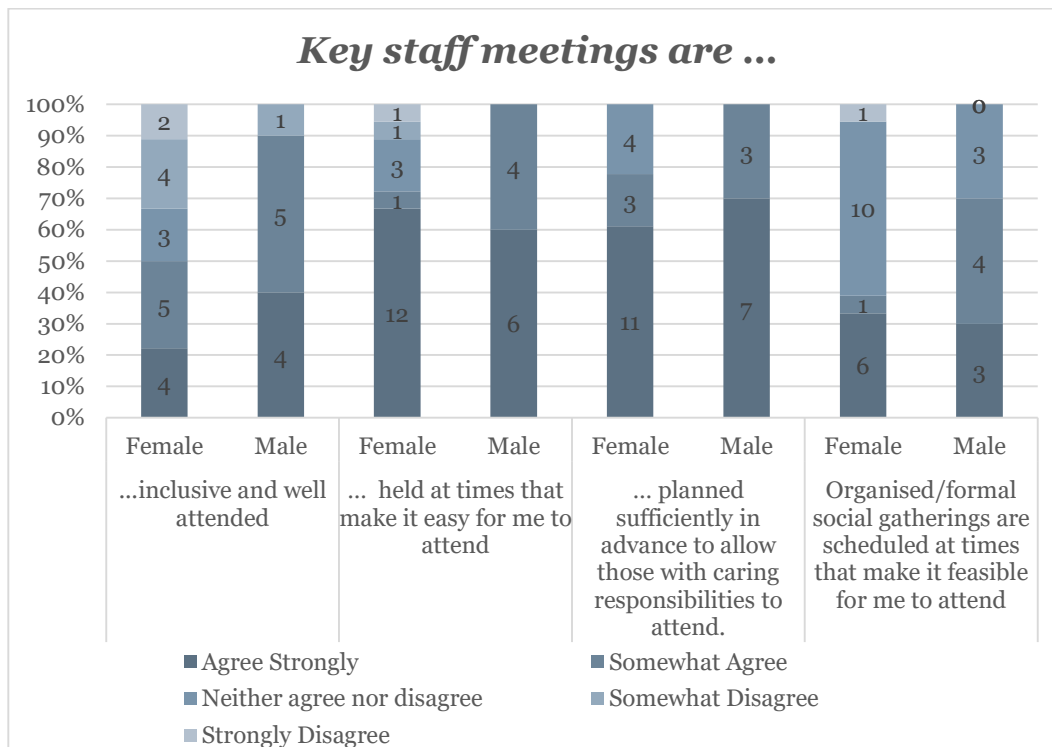
*“Improve internal dialogue, communications and have more than 1 social event per year, which is poorly attended...” (Female)*

*“Communication, being in different locations can lead to lack of communication and interaction. Regular admin meetings to keep everyone updated, discuss any issues etc.” (Female)*

We believe that enhancing communication and social interaction in the school is core to our culture and will take **Action 5.6.2** to address this. We will investigate how new working norms, due to COVID-19, such as virtual work practices, can be of benefit to increasing social interaction and to overcome barriers of physical location.

*Fig. 5.6.5 Coffee morning in Western Gateway atrium (top); BBQ at local pub/restaurant (bottom).*

Fig. 5.6.6 Staff views on workplace meetings and social activities (Q4)



(vi) Visibility of role models

Describe how the institution builds gender equality into organisation of events. Comment on the gender balance of speakers and chairpersons in seminars, workshops and other relevant activities. Comment on publicity materials, including the department’s website and images used.

The school’s website has an equal representation of male and female staff and students. Some female staff members are visible (e.g. in national newspapers, on television programmes, on the internet and in exhibitions) as role models for successful careers of women in science (Fig. 5.6.7). However, only one third of our invited, external seminar speakers have been female (Table 5.6.4).

The vast majority of staff (90% male and female) somewhat agreed or were neutral that (Fig.5.6.8) “In the School, we consider gender equality in images and words used in our website and in promotional material we produce”, and “The School considers the gender profile of presenters in planning outreach events”. This could be due to our previous lack of insight into this question. There was a similar neutrality in views with respect to gender equality for other events (Fig.5.6.8). Based on this data, we will aim to increase our proportion of female seminar speakers to 50%. We will better develop this insight in the future (Action 5.6.7).

**ACTIONS 5.6**

- 7. Increase the proportion of female external seminar speakers.

**Fig. 5.6.7 Visibility of role models**

Dr Susan Joyce invited speaker Wellcome Genome Campus Cambridge (top); Dr Anne Moore conducting TV interview (centre); Press release on Professor Rosemary O'Connor successful funding. Left-to-right Professor Rosemary O'Connor, Minister John Halligan, Minister of State for Training, Skills, Innovation, Research and Development; Professor Mark Ferguson, Director General SFI and Professor Kingston Mills, TCD (bottom).



**School of Biochemistry staff member, Dr Anne Moore, interviewed on national radio and TV about the Coronavirus.**

27 Apr 2020



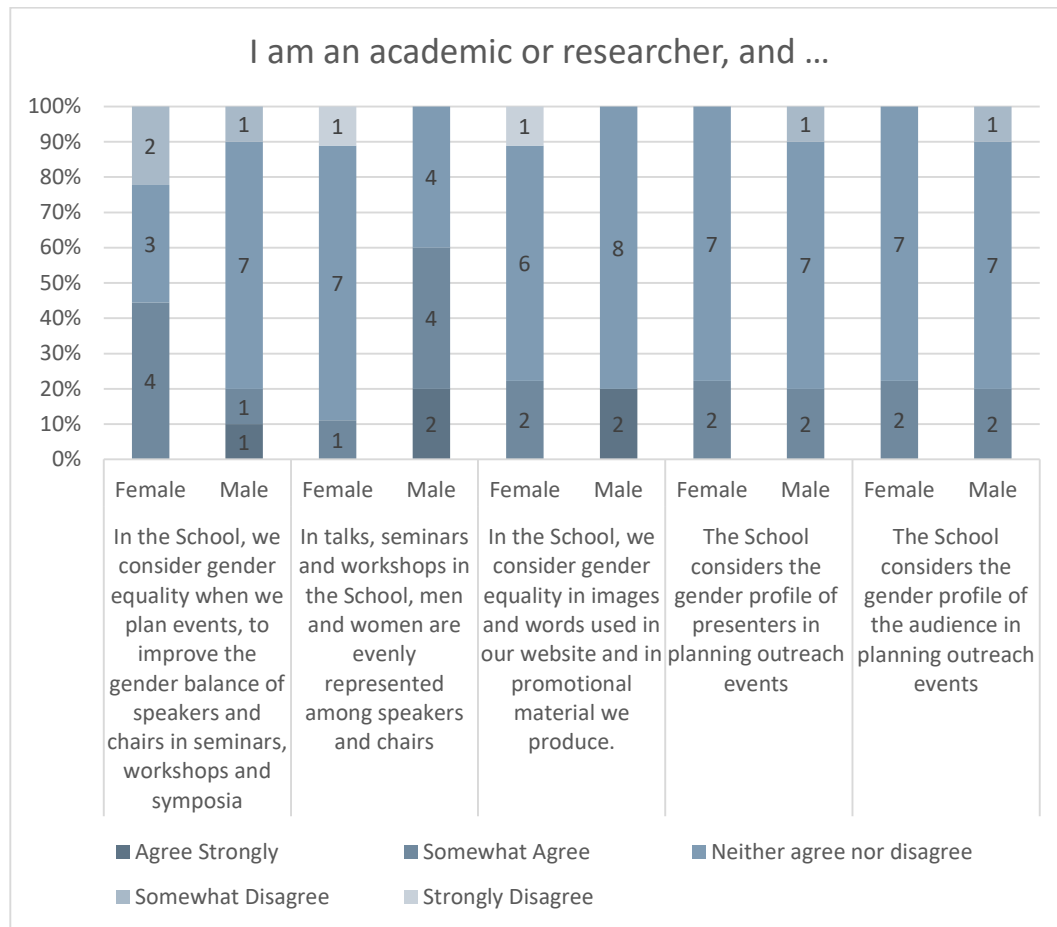
School of Biochemistry staff member Dr Anne Moore talks to RTE's Sean O'Rourke on radio, and on television to Anne Cassin on RTE's Nationwide, about the Coronavirus.

The direct links to three interviews are

**Table 5.6.4 School of Biochemistry and Cell Biology invited seminar speakers by gender (2016-2019)**

Year	Seminar Series		
	#F	#M	%F
2016	0	4	0%
2017	4	9	31%
2018	4	7	36%
2019	2	4	33%
Total	10	24	29%

Fig. 5.6.8 Academic, research and technical staff views on conferences, seminars and outreach activities in the School of Biochemistry and Cell Biology



(vii) Outreach activities

Provide data on the staff and students from the department involved in outreach and engagement activities by gender and grade. How is staff and student contribution to outreach and engagement activities formally recognised? Comment on the participant uptake of these activities by gender.

The school engages with the general public (**Fig. 5.6.7**), with secondary school students in their transition year (**Fig. 5.6.8, 5.6.10**), supporting their BT Young Scientist project (**Fig.5.6.11**) and with prospective UCC students (**Fig. 5.6.9**). Eight female and three male staff, representing 7 academic and 4 technical staff, indicated that they engaged in a range of outreach activities. There was a highly unequal outreach workload distribution to female staff as 73% of these activities were by female staff (**Table 5.6.6**). It is possible that the predominantly female outreach activity could be unconsciously influencing our recruitment of predominantly female UG and PGR to our programmes. We will address this firstly by more accurately recording outreach at a local level (**Action 5.6.8**) and by discussing methods of encouraging male staff to become involved in outreach activities (**Action 5.6.9**). Finally, as outlined in Section 4, we will co-develop outreach events with research staff and PGR (**Action 5.3.2**).

### ACTIONS 5.6

8. The school will annually record outreach activities by its staff and review the gender distribution of these activities.
9. Discuss the gender representation with respect to outreach activities.



**Table 5.6.6 All staff involvement in outreach, 2016-2019**

<b>Outreach</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
Undergraduate Open Days Spring and Autumn	1F	1F	1F	1F
Transition Year Student Engagement	1F	1F	2F	1F
Transition Year Easter Camp	3F, 1M	3F, 1M	3F, 1M	3F, 1M
DNA-based Disease Detection Workshops	1F	1F	1F	1F
Cell Explorers Workshops	1F, 1M	1F, 1M	1F, 1M	1F, 1M
Cork Science Week	1F	1F	1F, 1M	1F
National Science Week			1F	
EU Researcher Night			2F	2F, 1M
Primary School Outreach	1F	2F	1F	1F
Secondary School Visit	1M	1M	1M	1M
Newspaper/magazine articles			1F, 1M	
TV/Radio			1F, 1M	
Website and social media			1F	1F
B.T. Young Scientist			1F	
UCC and External Societies		1F	2F, 1M	

*Fig. 5.6.8 DNA Workshops with secondary school students*

*Fig. 5.6.9 School exhibition at UCC Open Day*

*Fig. 5.6.10 Transition Year Student partaking in School's TY programme – Bacteria that glow! Examples of bacterial colonies 'art work' produced the TY group.*

*Fig. 5.6.11 School supporting BT Young Scientist project*

## SILVER APPLICATIONS ONLY

### 6. CASE STUDIES: IMPACT ON INDIVIDUALS

Recommended word count: Silver 1000 words

Two individuals working in the department should describe how the department's activities have benefitted them.

The subject of one of these case studies should be a member of the self-assessment team.

The second case study should be related to someone else in the department. More information on case studies is available in the awards handbook.

**Section 5. Word Count: 5826.**

## 7. FURTHER INFORMATION

Recommended word count: Bronze: 500 words | Silver: 500 words

Please comment here on any other elements that are relevant to the application.

## 8. 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.



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## 8. ACTION PLAN

**Please note:** Priority actions are highlighted in beige

### 3. The Self-Assessment Process

Ref.	Planned Action/Objective	Rationale	Key Outputs & Milestones	Timeframe (start – end date)	Person Responsible	Success criteria & outcomes
3.1	Existing SAT to become an EDIW committee (Equality, Diversity, Inclusion, Wellbeing), with balanced gender and staff cohort representation.	<ol style="list-style-type: none"> <li>We aim to broaden the terms of reference of this committee beyond Athena SWAN action planning.</li> <li>The current SAT core group is predominantly female and does not have a technical support staff member.</li> </ol>	<ol style="list-style-type: none"> <li>EDIW committee terms of reference finalised and committee included in school structure (month 6).</li> <li>Gender balanced EDIW (month 6)</li> <li>Annual progress report presented at School Assembly.</li> </ol>	June 21 - May 22	HoS in consultation with EDIW chair & EMC	Gender balanced EDIW committee in year 1.
3.2	Increase the student voice in the School's Athena SWAN process. <ol style="list-style-type: none"> <li>Engage with UG and PG students and student societies to promote AS.</li> <li>Include UG and PG students in EDIW.</li> </ol>	We identified the need to address the gender imbalance at UG and PG stage of females. Equal representation of all staff and student cohorts will increase the school's success to implement this AS Action Plan.	<ol style="list-style-type: none"> <li>Meetings with student societies to promote AS. (year 1)</li> <li>Invite student representatives to EDIW (year 1).</li> <li>Promotion of AS by student organisations, e.g. joint initiatives, meetings, online events by EDIW &amp; student body (year 2-4).</li> </ol>	Feb 21 - Jan 25	EDIW chair in consultation with Head of T&L & Graduate Studies Committees.	Two student representatives (UG and PG) on EDIW year 1).  Significant (>50%) awareness of AS in student body (assessed in survey in Action 4.1 (year 2)).  Co-ordinated UG, PG and staff AS actions (year 2 onwards).

#### 4. A Picture of the Department

Ref.	Planned Action/Objective	Rationale	Key Outputs & Milestones	Timeframe (start – end date)	Person Responsible	Success criteria & outcomes
4.1	<p>A. Ensure male student ambassadors are present at all programme recruitment events and male student testimonials are included in all media.</p> <p>B. Test further planned interventions, based on qualitative data from UG student surveys and focus groups, to increase 1st and 2nd year UG males to choose Biochemistry.</p>	<p>The B.Sc. Biochemistry degree programme is predominantly female (68-75%, minimum-maximum). This is higher than HESA data (58-60%) and a benchmark school (47-61% female). Gender representation of student representatives at school recruitment events has not been systematically considered and utilised. Student focus groups will test further plans (e.g. for targeted outreach, case studies of male staff/students/alumni) and improve our understanding of student programme choices.</p>	<ol style="list-style-type: none"> <li>1. Male students and graduates identified who will participate in outreach events, for example recruitment events in person and online (yearly).</li> <li>2. Male student testimonials and narratives developed and included in school promotional material (year 1).</li> <li>3. Focus groups and surveys completed and analysed (year 2).</li> <li>4. Database containing 5 years data on numbers of males and females progressing through the CK402 programme.</li> </ol>	Sept 21 - Jan 25	EDIW chair in consultation with Programme Directors	<p>More males recruited to UG programmes by year 4. Specifically, the proportion of females in BSc programmes will be at benchmarked standards of 60% UG female by year 4.</p> <p>Baseline quantitative and qualitative data on UG student programme choice to underlie understanding of gender equality challenges.</p>
4.2	Increase the proportion of male PGR.	<p>The proportion of female PGR students is at 61% to 73% (min-max over reporting period), which is higher than HESA benchmark (53-54%).</p> <p>We will implement actions in relation to recruitment and selection, to increase the number of male PGR over 4 years and we will record where the gender disparity arises in the recruitment process.</p>	<ol style="list-style-type: none"> <li>1. Database of PGR recruitment by gender (application, shortlisting, offers) established (year 1). Outputs annually reviewed.</li> <li>2. Case studies of male PGR alumni included in recruitment and promotional material (year 1).</li> </ol>	Jan 22 - May 24	Student WG Lead and Graduate Studies Committee Chair	<p>Reduced female PGR proportion in 4 years to 60% PG female in 4 years.</p> <p>Developed institutional knowledge through analysed surveys and focus groups providing data on reasons for selecting PGR and on candidate selection</p>



Ref.	Planned Action/Objective	Rationale	Key Outputs & Milestones	Timeframe (start – end date)	Person Responsible	Success criteria & outcomes
		We will perform surveys to better understand the career motivations of male and female graduates, PGT and PGR to understand their decision-making process with respect to postgraduate choices and non-postgraduate paths.	<ol style="list-style-type: none"> <li>3. Recruiting PIs and staff on selection panels trained in unconscious bias awareness.</li> <li>4. Surveys and focus groups conducted with graduates, PGT, PGR and PGR alumni and PIs to understand their career choices (year 2).</li> <li>5. Survey completed by &gt;70% of graduates and PGR researchers; results analysed by EDIW (year 3).</li> </ol>			process; documented in EDIW report.

## 5. Supporting and Advancing Careers

Ref.	Planned Action/Objective	Rationale	Key Outputs & Milestones	Timeframe (start – end date)	Person Responsible	Success criteria & outcomes
5.1.1	Attract more female applicants to apply for advertised lectureship posts.	Low female application rate for lectureship position (39-48%; L B/B - L A/B) exacerbates addressing academic gender disparity.	<ol style="list-style-type: none"> <li>1. Annual review of vacancy advertising literature</li> <li>2. Implementation and sustained use of current best practices, e.g. the use of software tools to remove gendered language from all job advertisements and promotion of Athena SWAN initiatives.</li> <li>3. Information on the school's and university's Athena SWAN and EDI</li> </ol>	Aug 21 - Jan 25	HoS in consultation with HR	Increase in the number of females applying for academic positions to at least 60% by year 4.

Ref.	Planned Action/Objective	Rationale	Key Outputs & Milestones	Timeframe (start – end date)	Person Responsible	Success criteria & outcomes
			<p>initiatives included on advertisements.</p> <p>4. Increased dissemination of job adverts to staff's networks, including female networks such as WITS Ireland, ISPE Women in Pharma.</p>			
5.1.2	<p>A. Ensure all mentors for new staff receive UCC mentor/mentee training. Training is logged.</p> <p>B. Invite all staff to partake in UCC mentor/mentee/coaching training.</p>	<p>Results demonstrated that consistency of induction process could be improved. The majority of responding staff (3 of 4 F, 75%) neither agreed nor disagreed on local induction arrangements and 50% (2 of 4F) agreed that they got the support they needed during induction. Furthermore, a minority of staff (34% F, 33% M) somewhat/strongly agreed that they had access to the training and mentoring needed to help them meet the criteria for promotion or to improve success at promotion. UCC has recently developed a mentorship and life coaching scheme. We view the creation and development of well-trained mentors within the school as central to addressing current gaps surrounding induction and training and support for promotion. We aim to incorporate other efforts to improve career development planning into mentoring framework; e.g., provide</p>	<p>1. Defined number of trained mentors in the school (year 1 onwards), as evidenced in annual monitoring of numbers trained.</p> <p>2. Increased staff satisfaction with induction and mentoring (as assessed in year 4 survey).</p> <p>3. Increased staff satisfaction with respect to supports provided to improve success at promotion and career progression.</p>	June 21 - Jan 25	HoS, Career Progression WG Leader	<p>1. Quantifiable number of trained mentors and coaches in the school.</p> <p>2. Increased number of all staff (&gt; 50%) satisfied with induction process.</p> <p>3. Increase to &gt;70% staff satisfaction of support for career progression.</p> <p>4. Increased number of staff (&gt;2 academic staff, 1 PSS staff member per grade) promoted in 4 years.</p>

Ref.	Planned Action/Objective	Rationale	Key Outputs & Milestones	Timeframe (start – end date)	Person Responsible	Success criteria & outcomes
		consistent support and information, via mentors, for future opportunities, promotions and for career development to mentees. UCC has recently developed a mentorship and life coaching scheme. Staff will be encouraged to engage with this scheme.				
5.1.3	Develop a detailed school-level staff electronic handbook, for all staff, with bespoke sections according to appointments to different academic levels, research and PSS positions.	<p>The majority of responding staff (3 of 4 F, 75%) neither agreed nor disagreed on local induction arrangements. This action will provide consistent induction, orientation and information to all staff. Increase awareness and communication of school and college culture, values and processes. Staff thought that taking family leave would negatively impact their career (19% females, 40% males). This action will also contribute to fostering a culture where family leave is viewed as a normal part of professional life.</p> <p>This action will increase awareness of HR policies related to flexible working and career breaks and inform new staff orientation. Only 60% of staff of both genders are aware of these policies.</p> <p>Only 61% of female staff and 80% of male staff agree that the prevailing</p>	<p>1. Definition of handbook contents (month 6). outlining:</p> <p>a. School ethos, values and mission including Athena SWAN initiatives and training</p> <p>b. Logistics: (i) duties and obligations of the staff appointment (bespoke), (ii) staff contact details, (iii) central services, central equipment, roles, responsibilities, (iv) information on meeting timings during the day and during the year; (v) information about school and college committees and structures and contact details for key personnel in these committees, (vi) general facilities and SOPs (vi) workload allocation, dignity in the workplace (vii) HR policies overview and details on leave and flexible working policies.</p> <p>c. Support for career development and progression (i) objectives and process of PDRS, PDP framework, (ii) mentoring (iii) role-specific supports,</p>	Feb 21 - Jan 25	Career Progression WG Leader, SM	<p>1. Handbook available and disseminated to all staff (year 1).</p> <p>2. Increased positive responses on quality of induction; &gt;50% of respondents agree/strongly agree with induction/orientation arrangements (year 4).</p> <p>3. Decreased number of staff perceive that family leave will negatively impact on career (10% of both genders in year 4).</p>

Ref.	Planned Action/Objective	Rationale	Key Outputs & Milestones	Timeframe (start – end date)	Person Responsible	Success criteria & outcomes
		culture and atmosphere is inclusive and friendly to all. Defining and disseminating our culture and values aims to increase staff satisfaction with school culture.	e.g., support for applying for grant applications or PSS career structure. d. Annually review and update handbook3. Evaluation and feedback from staff on usefulness of handbook (year 2). 2. Handbook written (year 1). 3. Revision and updating of handbook (year 3 and annually).			4. Increased positive response by staff to future questions on awareness of HR policies (>80% female and male staff somewhat/strongly agree in year 4 survey).  5. Staff satisfaction of school culture increased to at least 80% of females and 90% males.
5.1.4	A. Develop targeted, school-based support integrated with UCC support structures for staff to apply for promotion.  B. School staff member to be supported to join institution-level working group focussed on redefining promotion process.	Only 17% of females agreed that promotion criteria and process are transparent and fair. Both men and women reported a lack of clarity in the process as well as concerns with the availability of supports to apply for promotion. Most females (67%) neither agreed nor disagreed that they had access to training and mentoring needed to meet promotional criteria. Male responses were equally spread across agree/disagree/neither with this statement.	1. Promotion call and criteria included as an agenda item and discussed at EMC.  2. Group of eligible and interested staff cohort assembled to receive further clear and transparent information on promotion process, including presentation by HR on the promotion call.  3. Champions identified to support the eligible group. Champions could include staff who previously succeeded in process or were	June 21 - Jan 25	Career Progression WG Leader, SM	Increased number of academic and PSS staff promoted in 4 years, from current number of 0 to at least 2 academic staff and at least 1 PSS staff member per grade in 4 years  One staff member on institution promotion-process working group.  Staff perception of (a) transparency and

Ref.	Planned Action/Objective	Rationale	Key Outputs & Milestones	Timeframe (start – end date)	Person Responsible	Success criteria & outcomes
			<p>members of previous promotion board(s).</p> <p>4. Model reviewed after the promotion call with staff, using a survey.</p> <p>5. School staff member part of institution-level working groups for defining promotion process.</p>			<p>fairness of promotion process and (b) access to supports increased to at least 50% of females (year 4 survey).</p>
5.1.5	Conduct surveys and focus groups with professional administrative and technical staff to define appropriate support for promotion process.	Conduct the focus groups that were originally planned with the professional administrative and technical staff but were deferred due to COVID-19. This will provide us with a better understanding of their perspectives on career development and progression. These results will help us to best define the most appropriate actions to support these colleagues in their career progression.	Focus groups completed and analysed. Supports for career progression identified.	June 21 - Jan 22	SAT chair	Support framework for PSS promotion defined.
5.1.6	<p>A. Prepare PSS staff to successfully compete in promotion process. Support staff in identifying appropriate training and awareness of promotion process.</p> <p>B. Advocate within UCC for PSS promotion process to be more</p>	Only 17% of females agreed that promotion criteria are transparent and fair. Both men and women reported a lack of clarity in the process as well as concerns with the availability of supports to apply for promotion. Most PSS staff (5 out of 8) felt moderately to extremely well supported in their career and in preparation for promotion. However, results of the most recent PSS promotion round	<p>1. PSS staff interested in promotion fully aware and utilising promotion supports within the school. PSS staff defined promotion plan.</p> <p>2. Staff received clear and transparent information on promotion process, including presentation by HR on the promotion call (survey response).</p>	Feb 22 - Jan 25	SM , CTO and HoS	<p>At least 1 PSS staff member across each grade promoted. Defined number of PSS staff have utilised supports to define and develop promotion plan.</p> <p>PSS staff satisfaction with transparency and</p>

Ref.	Planned Action/Objective	Rationale	Key Outputs & Milestones	Timeframe (start – end date)	Person Responsible	Success criteria & outcomes
	appropriate to the job description within schools and area of activity.	demonstrated an imbalance in promotions between PSS staff in central compared to school administrative roles. This action will further enhance school support for PSS staff and will actively lobby at an institutional level for stronger transparency and clarity of PSS promotion process.	3. Champions identified to support PSS staff during application. Champions could include staff who previously succeeded in process or were members of previous promotion board(s).			fairness of promotion process increased to at least 50% (year 4 survey).
5.3.1	Promote a culture of Future Leaders by promoting researchers and early career academics training in particularly Management and Leadership and Personal and Professional Effectiveness.	There were only two events of researchers (both times a female) undertaking training in Management and Leadership Development and Personal and Professional Effectiveness, compared to 16 training for research events. This may be preventing early career staff from developing as leaders. We will address this by increasing awareness of management and leadership training with researchers.	Increased PDR awareness of all training avenues (year 1-3), via email, PDP meetings and dissemination at School Assembly gatherings by invited HR personnel and staff members who have previously availed of training opportunities.	June 21 - Jan 25	Career Development WG Leader, SM	<ol style="list-style-type: none"> <li>1. Proportion of PDR training in management and leadership compared to research-based training increased to at least 50% of all events by year 4.</li> <li>2. High (&gt;60%) awareness of management training opportunities displayed in survey (year 4).</li> </ol>
5.3.2	Develop a log of staff training records, including in teaching and learning,	Currently, we rely on central HR records of training, which do not include records on training related to teaching and examining or other training that may be external to HR. This action will create a more	<ol style="list-style-type: none"> <li>1. Database of all training, including training for teaching, developed (year 1); updated annually.</li> <li>2. Training initiatives increasingly discussed within the school when</li> </ol>	June 21 - Jan 25	SM	Increased number of staff utilising training courses, from 21 to at least 40 in total by year 4.

Ref.	Planned Action/Objective	Rationale	Key Outputs & Milestones	Timeframe (start – end date)	Person Responsible	Success criteria & outcomes
		complete training records for each staff member. This data will improve our focus on training for all staff and inform discussions on training at school-wide gatherings.	summarised data is presented in school meetings.			
5.3.3	Promote professional development plan (PDP) scheme with research staff as a training and career planning opportunity.	<p>Only 50% of females (1 of 2) and 0% of male researchers (0 of 1) stated that they had a Professional Development Plan. Appropriate training for staff is critical to career success. The PDP provides an opportunity for research staff to tailor their training to enhance their ability to achieve their career goals.</p> <p>We will promote the professional development plan (PDP) scheme with research staff and their line manager PIs. The PDP will be discussed at School Assembly meetings and benefits to career planning will be highlighted. To ensure a consistent, high quality in the approach, we will refer staff to the most current information available and develop a checklist of topics to be covered for use during PDP reviews. We will monitor the use of PDP annually to ensure that there is uptake of this system..</p>	<ol style="list-style-type: none"> <li>1. High level of engagement by PIs and PDR with UCC Professional Development Plan supports (year 4 survey)</li> <li>2. Development and implementation of a checklist for discussion to ensure a consistent PDP experience (year 1).</li> <li>3. Source of up-to-date Information on researcher engagement with PDP disseminated to staff (line managers and researchers) <a href="https://www.ucc.ie/en/hr/research/devhub/pdp/plan/">https://www.ucc.ie/en/hr/research/devhub/pdp/plan/</a> (year 1)</li> <li>4. Demonstrated annual increase in utilisation of PDP by researchers (year 3).</li> <li>5. Anonymous survey feedback elicited from PDP participants (year 2) reviewed by EDIW committee; identified revisions made; level of success of action determined.</li> </ol>	Sept. 21 - Jan 25	Career Development WG Leader, SM, HoS	<ol style="list-style-type: none"> <li>1. Increase to &gt;75% by the end of year 3 the proportion of research staff with a professional development plan.</li> <li>2. Defined level of research staff satisfaction with respect to the training and mentoring needed to help them meet the criteria for promotion (survey response to be disaggregated by staff cohort; baseline unknown).</li> <li>3. Increase to &gt;70% the proportion of staff who respond 'very well' or 'extremely well' when asked how</li> </ol>

Ref.	Planned Action/Objective	Rationale	Key Outputs & Milestones	Timeframe (start – end date)	Person Responsible	Success criteria & outcomes
						well supported they feel to progress in their career.
5.3.4	Annual researcher-led conference and seminar series conducted in school.	Mixed staff response on support for presenting research internally (66% male, 34% female) and externally (66% male, 45% female). PGR and PDR to lead and run school seminar series and organise research conference, supported by Research Committee. PGR and PDR to present their research at school seminar series and research conferences.	<ol style="list-style-type: none"> <li>1. PGR and PDR driving the organisation of seminar series and research day.</li> <li>2. PDR presenting research at these events.</li> <li>3. Increased number of seminars by early career researchers and junior academic staff in school.</li> <li>4. Research day also to include careers talk/workshop for PGR and PDR; including invited talks from school alumni.</li> </ol>	Dec 20 - Sept 24	Research Committee chair	<ol style="list-style-type: none"> <li>1. Increase to &gt; 80% of staff satisfaction with opportunities to present research, as measured in survey in year 4 survey.</li> <li>2. Three annual day long school research conferences in years 1 - 3 with internal speakers and an invited external plenary speaker.</li> <li>3. School seminar series organised and driven by PGR and PDR.</li> </ol>
5.3.5	Promote training run by the UCC Careers Office with respect to successful job seeking.	The majority of female staff (67%) were neutral regarding access to the training and mentoring needed to help them meet the criteria for promotion and male responses were mixed. This action will support females to succeed in job offers, by more	<ol style="list-style-type: none"> <li>1. Annual Careers Office presentation at School Assembly and/or seminar series in order to promote careers supports available.</li> </ol>	Sept 21 - Jan 25	Research Committee chair & PIs	<p>Defined the number of male and female staff utilising training supports (year 2 &amp; 4 survey).</p> <p>Increase staff</p>



Ref.	Planned Action/Objective	Rationale	Key Outputs & Milestones	Timeframe (start – end date)	Person Responsible	Success criteria & outcomes
		formalised career planning awareness and knowledge of Careers Office supports for all research staff. We will monitor the uptake in this support and elicit responses on the success of this action.	2. Defined number of staff utilising these supports; gathered in year 2 and 4 survey.			satisfaction to 70% positive responses regarding access to training.
5.3.6	Develop a database of grants submitted by school staff to inform where school support could be invested to increase success rate.	Currently no insight into the number or success rates of grant applications by staff grade or gender.	1. Database developed. 2. Database annually reviewed and discussed at EMC.	Feb 21 - Jan 25	SM	Data available for at least 2 years. Improved consistency of support by school to staff in applying for grants, as identified in future staff survey.
5..5.1	Improve Keep in Touch System. Increase awareness and/or availability by increasing number of KIT days or options for once a month for example, and/or unpaid KIT days on demand?	Improve satisfaction with all processes surrounding family leave.	1. Current process for KIT reviewed. 2. KIT process included in staff handbook.	Aug 21 – Sept 24	Flexible Working WG Lead	Improved staff views on flexible leave, as documented in staff surveys. Increased staff satisfaction to >60% with flexible leave arrangements.
5.5.2	Initiate tri-partite meeting of HoS/line manager, staff member going on leave and staff member(s) covering work to ensure all parties have all agreed responsibility for actions, timelines and outcomes during leave.	Just over half of female staff (4/7, 57%), and the male staff member somewhat/strongly agreed that they were supported by the school when they returned to work. This action aims to increase satisfaction relating to cover during leave and increase satisfaction on return.	1. Record of tri-partite meetings being initiated. 2. Feedback on initiative.	Feb 21 – Jan 25	HoS, CTO, SM, PI	Staff satisfaction with parental leave return to work arrangements increased to >70% in year 4

## 5.6 Organisation and Culture

Ref.	Planned Action/Objective	Rationale	Key Outputs & Milestones	Timeframe (start – end date)	Person Responsible	Success criteria & outcomes
5.6.1	Conduct an all-staff workshop to define values and culture, by consensus.	Only 61% of female staff and 80% of male staff agree that the prevailing culture and atmosphere is inclusive and friendly to all. This will be addressed by collectively defining the values and culture of the school. This action will also improve staff's understanding of their rights to dignity and duties of responsibility and to know what to do if needed.	<ol style="list-style-type: none"> <li>1. Defined staff perceptions of current values and culture documented in workshop (years 1 and 3).</li> <li>2. SWOT report of school's current values (year 1).</li> <li>3. EDIW-derived Culture &amp; Values Statement; publicised on AS website, school website &amp; handbook (year 1).</li> <li>4. Increased staff knowledge of available resources to support the improvement of the school culture, assessed in staff survey (year 2 &amp; 4).</li> <li>5. Increased staff discussion on shared values and culture (ongoing).</li> </ol>	Dec 21 – Jan 25	EDIW chair	<p>At least 50% of all staff participating in workshop 1, &gt;70% participating in workshop 2.</p> <p>Culture &amp; values clearly defined and publicised.</p> <p>Staff satisfaction of school culture increased to at least 80% of females and 90% males (year 4).</p>
5.6.2	Create a Culture and Social Committee	Only 39% of females but 70% of males agreed that social events were scheduled at times that make it feasible to attend. Enhance social gatherings within the school to	<ol style="list-style-type: none"> <li>1. Social Committee membership identified (month 6).</li> </ol>	Feb 21 - Jan 25	HoS and EMC	Staff satisfaction with timing of social events improved to 80% for both genders (year 4 survey).

Ref.	Planned Action/Objective	Rationale	Key Outputs & Milestones	Timeframe (start – end date)	Person Responsible	Success criteria & outcomes
		further enhance culture and communication.	2. Social committee terms of reference agreed (month 8).  3. Social events periodically organised and enjoyed.			
5.6.3	Further develop Athena SWAN communications.	Continue to embed Athena SWAN into our school culture.	Content-rich AS website. AS website updated with information on (i) how the school actively considers gender equality and inclusivity in our culture, (ii) details of our action plan and news, events and information on our work to address equality and inclusivity (iii) details of training courses, such as Unconscious Bias and LEAD training for staff	Feb 21 - Jan 25	Organisation and Culture WG Lead	Athena SWAN principles embedded in school culture, as measured in future staff survey
5.6.4	A. Ensure staff awareness of HR processes relating to reporting unfair treatment.  B. Work with university to drive institutional change to improve processes relating to reporting unfair processes .	Only 66% of female staff and 60% of male staff feel comfortable reporting unfair treatment of themselves or others. We will address this by conducting a workshop, to include details on HR and trade union resources and the Staff Ombudsman office, to increase awareness of all options for all staff.	Workshop on HR processes relating to unfair treatment, dignity in the workplace, conducted (year 2).  Increased staff awareness of HR, trade union and ombudsman processes to explore and report unfair treatment, as evidenced in survey (year 4).  HR policies discussed in School Assembly meetings.	Mar 22 – Jan 25	Organisation and Culture WG Lead, EDIW chair	At least 50% of all staff participating in workshop 1, >70% participating in workshop 2.  Staff knowledge of available resources increased to at least 80% in 4 years' time.
5.6.5	Define a formal policy on committee	Define clear timelines and processes	1. Policy defined.	Feb 21 - May 23	HoS, EDIW chair, committee chairs	1. Staff recognition and understanding of policy.

Ref.	Planned Action/Objective	Rationale	Key Outputs & Milestones	Timeframe (start – end date)	Person Responsible	Success criteria & outcomes
	membership and chairing.	of rotation of committees so that staff can incorporate this activity into career plans. Ensure female staff have the opportunity to and are represented in leadership roles on committees and in relevant initiatives at school and at college level in order to enhance promotion prospects through formal application.	<ol style="list-style-type: none"> <li>2. Policy reviewed and shown to support rotation of committee members.</li> <li>3. Identification of suitable and available opportunities for committee membership by all staff member. Staff member representing school in these activities</li> </ol>			<ol style="list-style-type: none"> <li>2. Gender balance on committees is achieved. Defined number of lecturer grade staff representing the school at college/university committees from currently reported numbers.</li> </ol>
5.6.6	Increase transparency of workload allocation.	Only 61% of female staff and 70% of male staff believe that their workload is reasonable. There is no consistency among staff with respect to the clarity and transparency of the school's method of allocating workload. As an interim measure, we will make the teaching and administrative workload allocation process more transparent. As a more long-term initiative, we will also develop a workload allocation model that includes research workload.	<ol style="list-style-type: none"> <li>1. Annual presentation of clear teaching &amp; administrative workload allocation at EMC</li> <li>2. Pilot research workload model defined (month 16).</li> <li>3. Pilot model initiated and feedback analysed (month 18 to 36).</li> </ol>	June 21 - May 24	HoS, SM, CTO	<ol style="list-style-type: none"> <li>1. Consistent, positive responses by staff on workload allocation, as measured in staff surveys; &gt;80% of both genders satisfied with transparency of teaching and administrative workload allocation (year 4).</li> <li>2. Pilot research allocation model designed (year 2).</li> <li>3. Positive feedback on pilot model of transparent teaching workload model analysed (year 3).</li> <li>4. Pilot workload allocation model to include</li> </ol>

Ref.	Planned Action/Objective	Rationale	Key Outputs & Milestones	Timeframe (start – end date)	Person Responsible	Success criteria & outcomes
						teaching, administration and research designed (year 4).
5.6.7	Increase the proportion of female external seminar speakers.	Low proportion of female speakers. Low staff awareness of gender equality in seminar series.	Develop a gender-balanced long-list of potential external speakers for the school. Offer flexible scheduling/re-invitation if caring responsibilities prevents participation on a specific occasion. Investigate provision of supports for caring obligations.	June 21 - Jan 25	Research Committee Chair.	Gender neutral seminar speaker list.  At least 50% of staff strongly agree that school considers gender when planning events and that seminar series and events are gender equal (year 4 survey).
5.6.8	Annually record outreach activities by its staff and review the gender distribution of these activities.	Data shows women do disproportionate amount of school's outreach activity, but not all activity is recorded.	Outreach database developed.	Feb 21 - Jan 25	SM.	Formal recognition of outreach.
5.6.9	Discuss the gender representation with respect to outreach activities.	We identified that a low proportion of male staff report involvement in outreach activities. We wish to determine methods of how to balance outreach activities across male and female staff.	Defined outreach objectives.	May 22 - Jan 25	Organisation and Culture WG Lead.	1. Definition of gender balanced outreach objectives (year 2).  2. Increase gender balance in outreach activities (year 3 & 4).