Introduction

6 June 2023

Dear SOM Staff and Students

We're pleased to share with you some initial findings and proposed actions identified by the Athena Swan Self-Assessment Team over the course of their initial analysis.

The purpose of this document is to give you an indication of the findings and draft actions as a point-in-time update on our progress towards submitting the School's first Athena Swan Bronze Application in the November 2023 submission round.

Per the usual process, the Self-Assessment Team (SAT) was established in 2022 and has been working since the latter half of 2022 to prepare for the submission. This has involved monthly SAT meetings and additional Working Group meetings; working with the EDI Unit to gather and analyse data; and getting the opportunity to hear from guest speakers from our own and other universities about their experiences of applying for Athena Swan accreditation and raising equality, diversity and inclusion in their professional environments.

Please note that the data, findings and draft actions we are sharing here are in **draft form**. As more data becomes available and there is more opportunity for drafting, the Working Groups are adjusting their findings and proposed actions. This is an iterative process and will continue throughout the next months until we submit our application to AdvanceHE. We will also benefit from multiple reviews of our draft application over the coming months, including from four external 'critical friends' who have experience with Athena Swan applications.

A note on the format of the content we are sharing: Five Working Groups were established in January 2023 to divide the sections of the application and concentrate on thematic areas. Each group has provided the findings included in this document, however you will notice the format is not consistent. This is part of the iterative process, and we will be relying on technical writing expertise later in the process to ensure a consistent 'look and feel' to the application document.

Our thanks to all staff members and students who are representing their departments and programmes on the SAT, to ensure a diverse and widespread representation of our School. Without their effort, enthusiasm and dedication, this application and the resulting actions our School is committing to take would not be possible.

Please use the feedback form linked on our website to share your thoughts and feedback, and we hope to see you at the School of Medicine Athena Swan Townhall on 13 June to discuss further.

Kind regards

Professor Mark McEntee
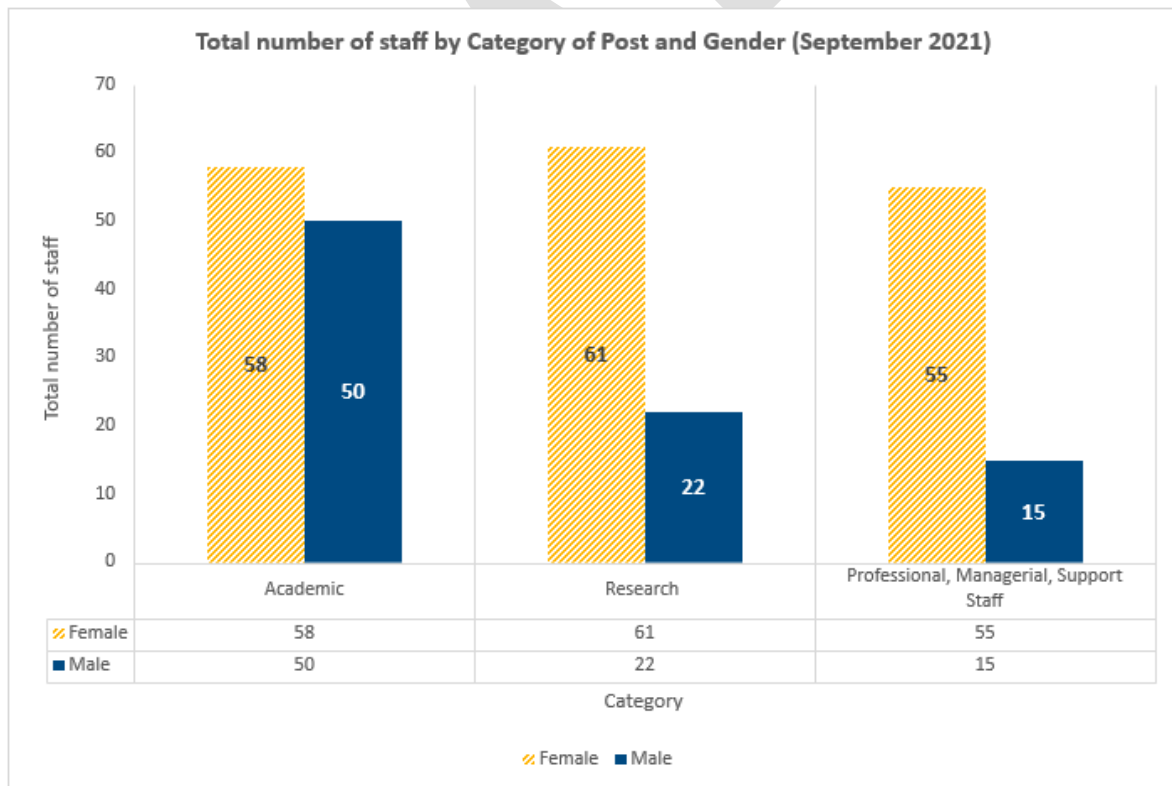SAT Chair

Professor Aideen Sullivan
SAT Deputy Chair

Contents

# Section 2: An assessment of the department's gender equality context and, where relevant, wider equality context

1. Overview of the department and its context

- The School of Medicine is comprised of twelve clinical (7) and non-clinical (5) units. In a snapshot, recorded in September 2021, the total number of core staff employed in the SoM was **261** (174 F, 87 M, **67% female**).
- 108 (58F, 50M) staff were categorised as academic; 83 (61F, 22M) were research staff and 70 (55F, 15M) as PMS staff (figure 1). The SoM also employs 641 Clinical Senior Lecturers (CSLs), a large group of hourly occasional academic staff, who support learning and teaching in the school. As records of CSLs employed are recorded manually, the gender category is not always known (figure 2). However, where gender is known, the majority of this group are male (**32% female**).

Figure 1: Total numbers and relative percentages of core staff in SoM by category of post and gender

Total number of staff by Category of Post and Gender (September 2021)

	Academic	Research	Professional, Managerial, Support Staff
Female	58	61	55
Male	50	22	15

Figure 2: Total numbers of Clinical Senior Lecturers on Hourly Occasional contracts in SoM.

Total number of Non-HRIS recorded Clinical Senior Lecturers by Gender

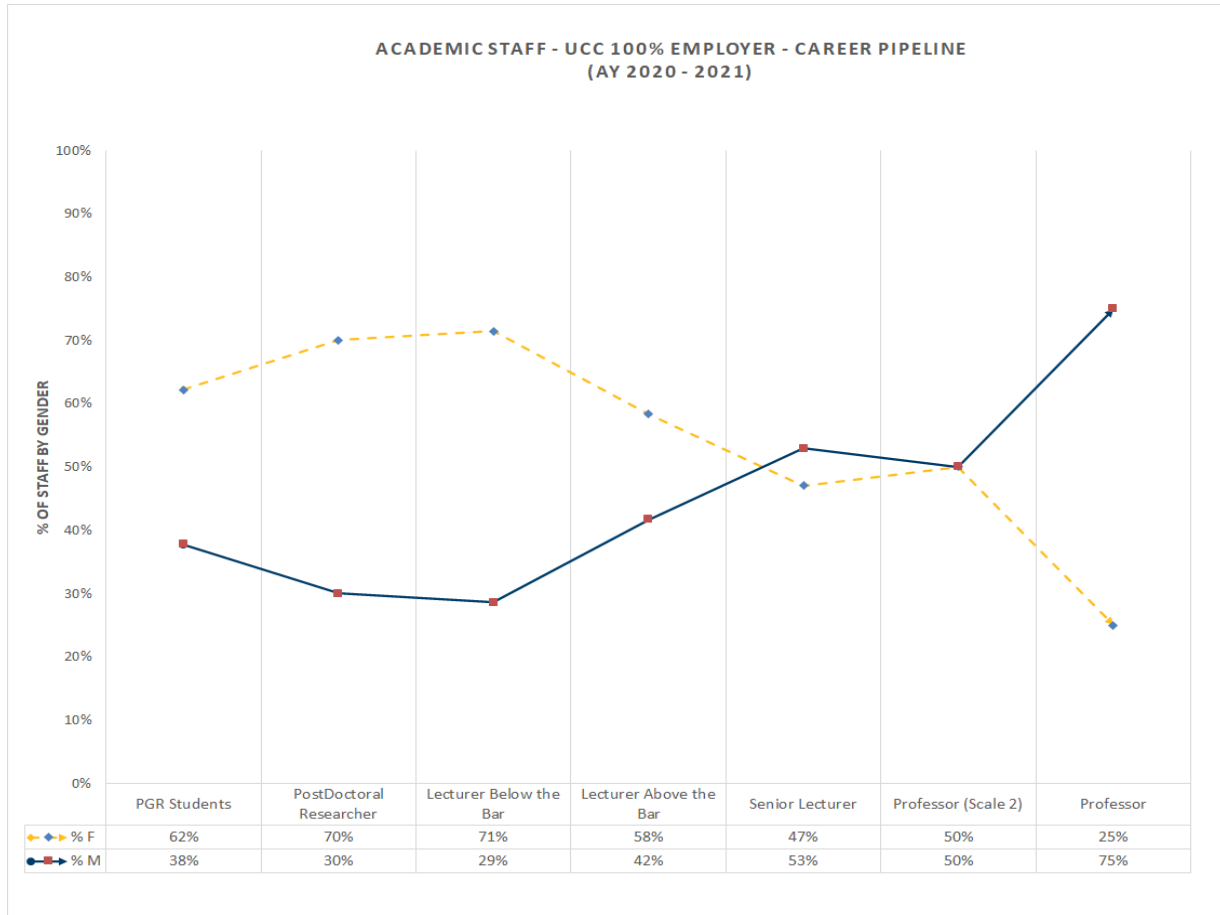|	Academic (Clinical Senior Lecturers on Hourly Occasional Contracts)
Unknown	60
Male	394
Female	187
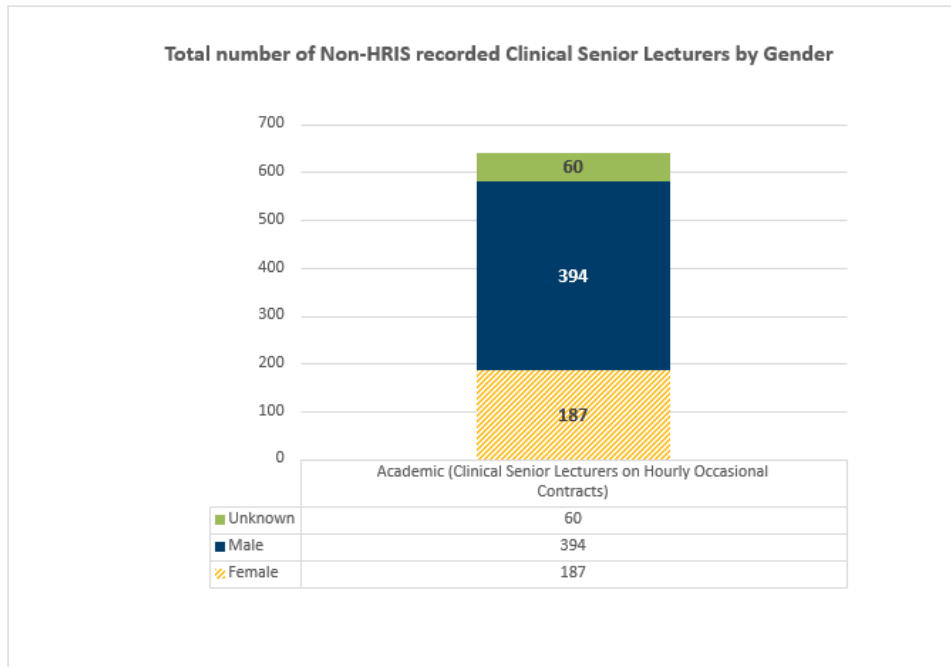
- 73% of research staff (61F, 22M) and 79% of all PMS staff (58F, 15M) (figure 3) in SoM are female.

Figure 3: PMS staff disaggregated by gender and grade.

PMS Staff by Gender and Grade (September 2021)

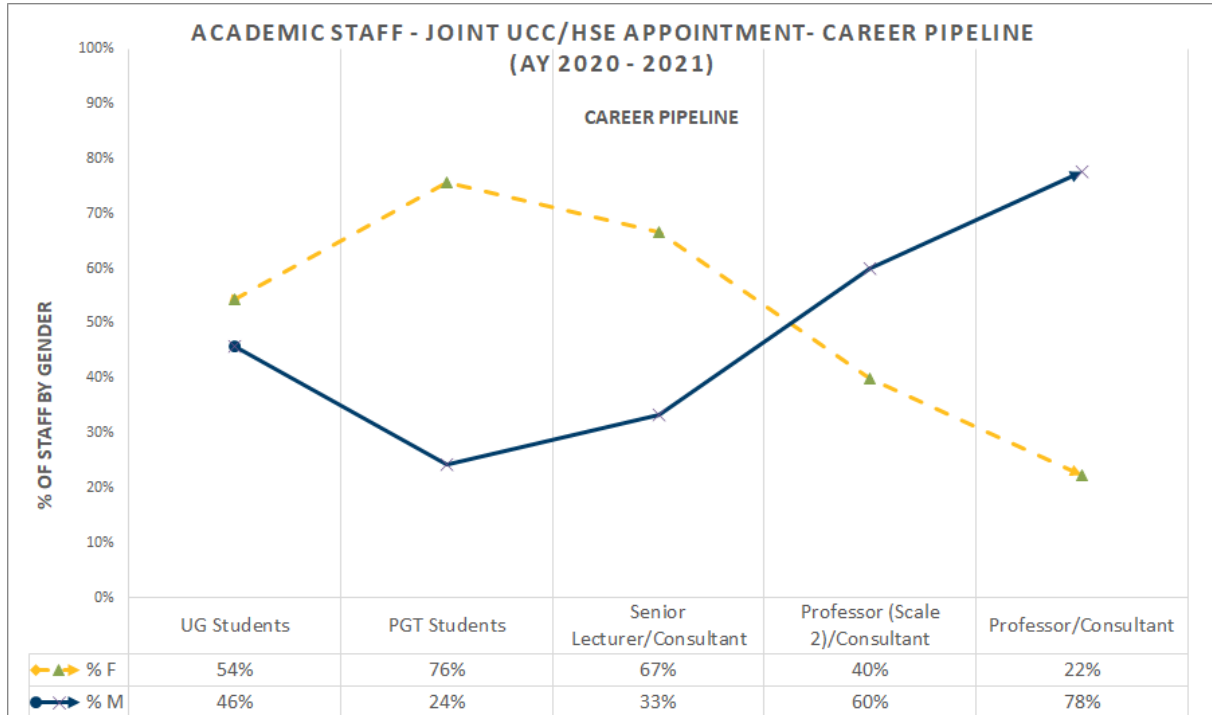|	Executive Assistant	Senior Executive Assistant	Grade 5 - 7	Laboratory Aide	Technical Officer/Prosector	Senior Technical Office/Prosector	Chief Technical Officer	Departmental Operative	Clinical Tutor	Clinical Research Reporting Officer
	Administrative			Technical				Support Staff/Other		
Female	10	14	13	1	2	13	1	1	0	0
Male	0	1	3	0	3	6	0	0	1	1

- 'Leaky pipelines' for both academic (figure 4) and more clinically-orientated (figure 5) staff illustrate higher numbers of female students and junior staff, whereas more males are employed at more senior levels. The key cross-over point is at Senior Lecturer level.

Figure 4: Pipeline for academic staff

ACADEMIC STAFF - UCC 100% EMPLOYER - CAREER PIPELINE
(AY 2020 - 2021)

	PGR Students	PostDoctoral Researcher	Lecturer Below the Bar	Lecturer Above the Bar	Senior Lecturer	Professor (Scale 2)	Professor
% F	62%	70%	71%	58%	47%	50%	25%
% M	38%	30%	29%	42%	53%	50%	75%

Figure 5: Pipeline for joint UCC/HSE appointed academic staff (does not include hourly occasional CSLs)

ACADEMIC STAFF - JOINT UCC/HSE APPOINTMENT- CAREER PIPELINE (AY 2020 - 2021)

CAREER PIPELINE

|	UG Students	PGT Students	Senior Lecturer/Consultant	Professor (Scale 2)/Consultant	Professor/Consultant
% F	54%	76%	67%	40%	22%
% M	46%	24%	33%	60%	78%

Student data

- **Fifty-nine percent of students in the School of Medicine are female**

In 2020/21 there were a total of 1794 students registered SoM programmes, with an overall majority of female students (59%). Amongst all categories of student, women are in the majority: undergraduate (n=1319, 54% F), postgraduate-taught (n=393, 76% F) and postgraduate-research (n=82, 62% F).
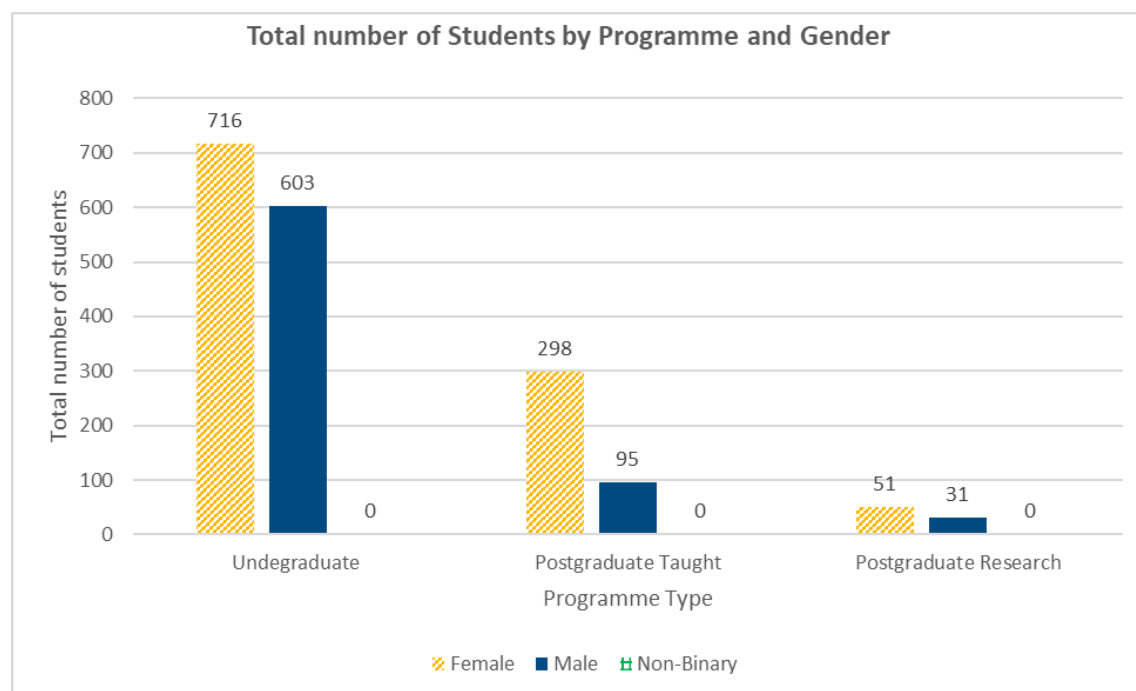
- **Between 2018 and 2021, women were in the majority in undergraduate programmes (51-75%), with the exception of Paramedicine programmes (0-42%).**

Gender distribution at undergraduate level is consistent with national and UK benchmarks, and the profiles of the relevant health professions.

Reporting Academic Year	Degree Programme	Female	Male	Non-Binary	% Female	Total	Grand Total
2018-2019	DEM- MB BCh BAO	376	257	0	59%	633	
	GEM- MB BCh BAO	150	148	0	50%	298	
	BSc Medical and Health Sciences	22	13	0	63%	35	

	BSc (Hons) in Paramedic Studies	3	13	0	19%	16	
	Diploma in Military Operations Special Forces Medical Care	0	21	0	0%	21	
	Diploma in Paramedical Science	49	76	0	39%	125	**1128**
2019-2020	DEM- MB BCh BAO	373	257	0	59%	630	
	GEM- MB BCh BAO	159	151	0	51%	310	
	BSc Medical and Health Sciences	54	22	0	71%	76	
	BSc (Hons) in Paramedic Studies	21	57	0	27%	78	
	BSc (Hons) in Paramedic Studies (Practitioner Entry	1	13	0	7%	14	
	Diploma in Military Operations Special Forces Medical Care	0	23	0	0%	23	
	Diploma in Paramedical Science	41	56	0	42%	97	**1228**
2020-2021	DEM- MB BCh BAO	379	239	0	61%	618	
	GEM- MB BCh BAO	161	162	0	50%	323	
	BSc Medical and Health Sciences	83	27	0	75%	110	
	BSc (Hons) in Paramedic Studies	71	134	0	35%	205	
	BSc (Hons) in Paramedic Studies (Practitioner Entry	10	21	0	32%	31	
	Diploma in Paramedical Science	12	20	0	38%	32	**1319**

- **Between 2018 and 2021, women were in the majority in postgraduate taught programmes with the exception of the Master's in Surgical Science (23%), Sports and Exercise Medicine (37%) and Health Professions' Education (17%).**

Gender distribution in postgraduate taught programmes is linked to the gender distribution in the health professions from which the students are drawn. Most PGT programmes in the School of Medicine

are open to nursing and /or allied health graduates, who are predominantly female. The representation of female students taking PGT programmes in the School of Medicine UCC (65%) is higher than both the School of Medicine PGT programmes in University of Galway (54%), and the HEA average (59%) for School of Medicine PGT programmes. This may be due to the suite of programmes on offer.

- **Between 2018 and 2021, the majority of postgraduate research students were female (61%).**

Benchmarking data shows similar figures in the University of Galway (61-66%), and the HEA average of 60%.

> **Proposed Actions to address gender balance amongst all School of Medicine students**
> 1. All programme promotional materials e.g. advertising, website to directly target under-represented gender groups through visibility of role models.
> 2. All outreach activities, including those focused on student recruitment include staff and students from under-represented gender groups.

- **There is a lack of data on Postgraduate Research Student recruitment and progression.**

At present, there is no systematic collection of data on the number of students who apply for, are offered, and enrol in PGR programmes. Data collected centrally through the online applications process does not capture the informal processes that determine whether a student makes a formal application. Once registered, there is no tracking of individual students and there it is impossible to discern whether men and women have systematically different reasons for not completing their degree within a certain timeframe.

> **Proposed Actions to address the data deficit on Postgraduate Research Students**
> 3. Systematize data collection of PGR applications for yearly data on the number of informal and formal applications and offers by gender.
> 4. Collect individually-tracked PGR student data. (This action will be achieved by the initiation of the PGR Education Manager system, currently scheduled for Jan 2024)

2. Embedding policy, practice and supports to advance academic and research careers

2.2.a, Recruitment practices – compliance with institutional policy

Recruitment to academic and research posts in the department adheres to institutional policy on recruitment, which includes gender-balanced panels and training for assessors: **Yes**

2.2.b, Recruitment: application, shortlist and appointment rates by gender and grade.

The SoM adheres to UCC's policies and procedures for recruitment. UCC is committed to being a fully inclusive global university which actively recruits, supports and retains colleagues from all sectors of society. Equality, Diversity and Inclusion (EDI) are core values under UCC2022 Strategic Plan.

Main findings in relation to recruitment practices in SoM between 2018 and 2021.

Gender Composition of Selection Committees

- In general, there is a good female representation in the selection committees in SoM as Members, Chairpersons, HR representatives and Externs. However, female representation as Chairperson in research recruitment panels at 37% is lower than males although they dominated the selection panels' members at 80%.
- The female representation as Chairs is higher in academic than in research selection panels at 61% and 37% respectively.
- There is a low male representation as HR panel members and a general low extern representation both in academic and research selection committees.
- In some recruitment competitions during this period there was no gender representation data reported.

Proposed actions to address gender balance in recruitment panels

1. Formalise the representation requirements for selection committees to ensure HR and external representation and adequate panel numbers.

2. Enhance staff representation in selection committees and provide EDI training to all staff who are involved in the recruitment process.

3. Improve female representation as Chairpersons in selection panels for research positions.

4. Provide guidance on gender representation data collection and reporting in advance of future recruitment competitions.

Gender Balance in Academic Recruitment

- In general, good gender balance was seen at the application and shortlisting stages (total % female portion 47% and 52% respectively) in SoM between 2018 and 2021.
- However, 83% of the individuals appointed during this period are females while 17% are males.
- If we compare the success rate (Success rate is a ratio of appointments (either M or F) to a number of applications by gender) across the three years, then females have 10% higher success rate than males.
- There was only one professor position advertised during the three-year period and a female candidate was selected for this post.

Gender Balance in Research Recruitment

- Females do better than males at application (63%), shortlisting (64%) and awarding (78%) stages.
- Success rate of female applicants for research positions is 6% higher than male applicants.
- Currently SoM does not collect data regarding recruitment rates of current/past research staff; since this is the primary pathway for promotion in research roles we currently cannot disambiguate gender distribution in research staff recruitment and promotion.

Proposed actions to address gender balance in academic and research recruitment

1. Undertake a review of gender balance in the recruitment process across all programmes in SoM.

2. Improve data collection and reporting of gender distribution in academic and research positions.

3. Improve data collection and reporting of recruitment rates from current/past research staff.

2.2.c, Promotion: central management

Academic promotion processes, including eligibility criteria, are managed centrally by the institution: **Yes**

2.2.d, Promotion: application and success rates by grade, gender

- While applications for promotion to SL (M: 8 F:8) and Prof Scale 2 (M: 5, F:6) were fairly evenly split between male and female, there was a higher number of applications from progression above the bar from female applicants than male (M: 2, F: 7).

UCC Promotion Rounds	Promotion Calls	Applications (Stage 1)		Success Rate (Stage 1)		Success Rate (Stage 2)		Success Rate (Overall)	
		Female	Male	%F	%M	%F	%M	%F	%M
2018 - 2019	Promotion to SL	8	8					25%	0%
2019 - 2020	Promotion to Professor Scale 2	6	5	50%	40%	100%	100%	50%	40%
2021 - 2022	Progression Across Merit Bar	7	2	86%	100%	100%	100%	86%	100%
TOTAL		21	15	43%	27%	122%	100%	52%	7%

- In the University Survey, 28% (5) females and 12% (2) males who completed the survey either agreed or strongly agreed that they were **not aware of opportunities that they had to progress.** It is notable that at the time of this survey there had been very few calls for progression or promotion over the last 10 years and this is highlighted in staff comments. Since the timing of this survey, there has been an overhaul of the processes for both progression and promotion.

Action: *Monitor impact of new PAMB and Progression policies on staff perceptions of institutional and local supports for career development.*

- Research staff are predominantly hired on fixed-term contracts and therefore are not eligible for promotion. Currently research staff who wish to remain employed at SoM will apply for advertised research positions and will be re-recruited.

Action: *Consider development of permanent research roles to allow for promotion where staff would like to remain employed at SoM.*

2.2.e, Staff development reviews

The institution operates a development review process, or equivalent, for academic and research staff. A survey of the Departments/Disciplines in the School indicates that 12 of them use a performance and development review system (PDRS or equivalent) for academic staff, while 4 do not. Among the former, 6 use it once a year or more, and 6 once every 2 years of less. As per this survey, in the last PDRS cycle, 47 female and 23 male academic staff participated. Fewer departments use PDRS for research staff (9, vs 7 which do not), 5 of them doing so once a year or more. In the last PDRS cycle, 14 female and 4 male research staff participated. These figures must be put in context of data from UCC's Culture and Values Survey, in which more male staff (36%; 8/22) than female staff (17%; 8/47) answered that they had participated in PDRS in the last 12 months. Some research staff report not having access to institutional or department-level development review processes. For this staff category, most development reviews

are conducted as prescribed by external funding agencies, or on a case-by-case basis with the staff member's line manager or laboratory head.

The Simitive online performance review platform has been rolled in 2021 out across the University enabling all performance and development reviews to be submitted online. However, the survey of the Department/Discipline shows various levels of engagement with this system: among the Dept/Disciplines using PDRS, only half use Simitive while the others still use in person meetings with HoD and a paper-based process. It is worth mentioning that while Simitive is an online platform, the process also involves meetings, either in person or online. Three meeting options are offered: 1) One-to-One between Reviewer and Reviewee, 2) Inclusion of a colleague for the area in a neutral capacity – mutually agreed (the review is still between Reviewer and Reviewee, the colleague provides context), 3) 3: Peer Committee comprising of Reviewer, Reviewee, a colleague sitting in and a colleague from elsewhere in the University of the same staff category and grade.

Examples of developmental support provided by the departments/disciplines to academic and research staff include a formal mentoring scheme (12) or induction process (7), handbooks (4) or various other forms of EDI training (most commonly unconscious bias training, but also Aurora and Vista targeting female staff, and IMI leadership courses).

There can be a lack of clarity regarding who (e.g., head of discipline or HoD?) is in charge of various activities (induction, PDRS). Some departments have a large proportion of staffs affiliated with research centres, which provide activities such as induction.
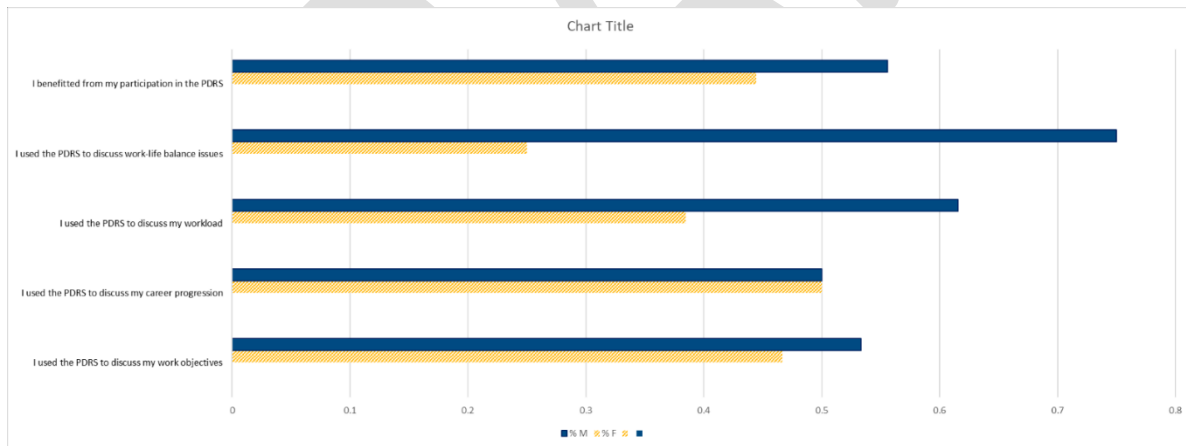
Figure X: Results from the UCC's Culture and Values Survey (May 2022) on questions related to staff engagement and views on PDRS (numbers indicate the % of male/female School participants who agreed/strongly agreed with the various statements). While the small participation rate limits possible conclusions, these data suggest that male staff tend to engage more and/or are slightly more satisfied with the process.

Action: *Promote the Staff Development Process so that all academic and research staff engage with the process at least once a year. Encourage staff to use the Simitive platform, as it enables participants to*

track the process and assess development goals and progress toward these goals year over year. The first step is to assess why the Simitive platform is not used more widely. If the reason is lack of familiarity with it, training opportunities should be multiplied.

2.2.f, Engagement with supports for career development, including applying for research funding, developing excellence in T&L

- A higher proportion of female relative to male Academic and Research staff, undertook "Career & Personal Development Skills" training. Although there were similar proportions of female and male Academic staff did "Management & Leadership Development" and "EDI Skills" training, a greater proportion of female than male Research staff took part in these training opportunities.

Academic staff

		Female	Male	% F	% M	Total
2018 - 2019	Management & Leadership Development	6	5	55%	45%	11
	EDI Skills	0	1	0%	100%	1
	Career & Personal Development Skills	12	1	92%	8%	13
2019 - 2019	Management & Leadership Development	5	7	42%	58%	12
	EDI Skills	0	0	0%	0%	
	Career & Personal Development Skills	13	2	87%	13%	15
2020 - 2019	Management & Leadership Development	8	5	62%	38%	13
	EDI Skills	3	3	50%	50%	6
	Career & Personal Development Skills	21	9	70%	30%	30
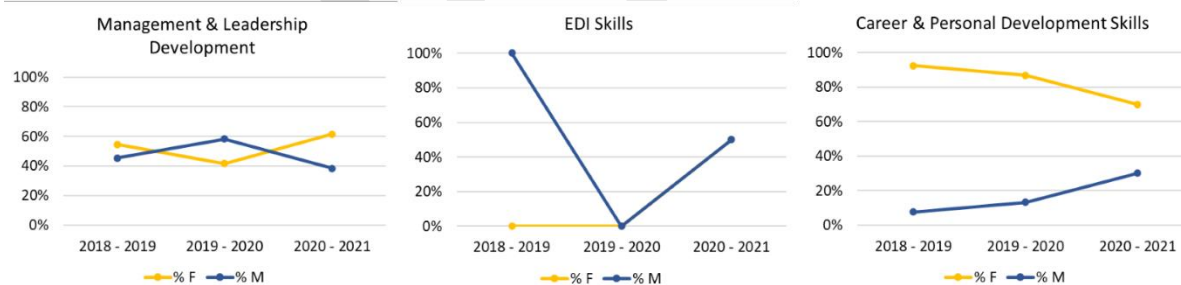
Research Staff

		Female	Male	% F	% M	Total
2018 - 2019	Management & Leadership Development	7	0	100%	0%	7
	EDI Skills	0	0	0%	0%	0
	Career & Personal Development Skills	18	7	72%	28%	25
2019 - 2019	Management & Leadership Development	1	4	20%	80%	5
	EDI Skills	0	0	0%	0%	0
	Career & Personal Development Skills	6	0	100%	0%	6
2020 - 2019	Management & Leadership Development	5	0	100%	0%	5
	EDI Skills	3	0	100%	0%	3
	Career & Personal Development Skills	18	8	69%	31%	26
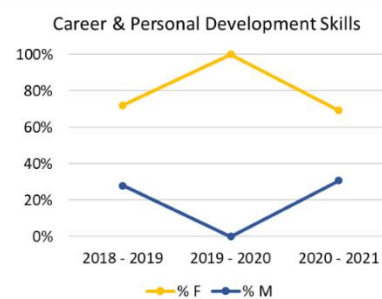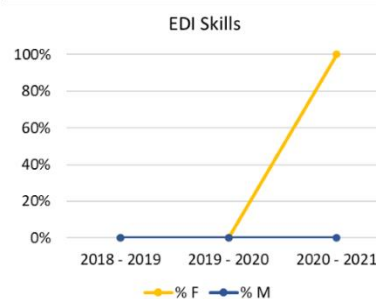
Action Point: Incentivise more male representation, participation and involvement in general at relevant career progression support training/courses with the intention to encourage male-female peer supported learning and professional development during these training/courses. Determine what supports can facilitate increased uptake of relevant career progression support training/courses by males in general.

Support in Applying for Research funding:

- For staff, there is limited access to institutional or department-level assistance for funding applications. UCC does run some research skills training workshops that cover grantsmanship, project management, research integrity, data management, and commercial engagement among other skills. Most ssistance in applying for research funding is delivered on a case-by-case basis by the staff member's line manager, laboratory head or peers.
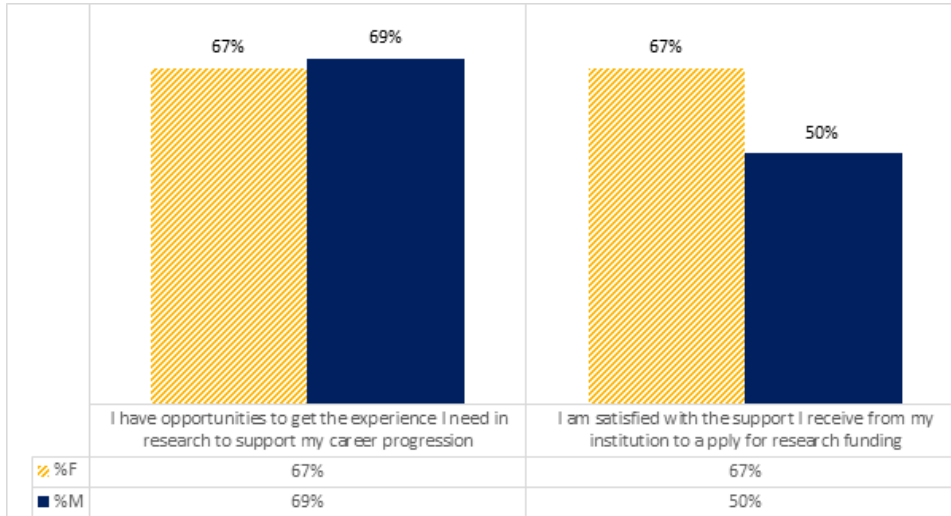
Academic Staff

	I have opportunities to get the experience I need in research to support my career progression	I am satisfied with the support I receive from my institution to apply for research funding
%F	67%	67%
%M	69%	50%

Figure X: Academic staff perceptions of career support for research. The graph shows the percentage of males and females that either agreed or strongly agreed with the statements.

Research Staff

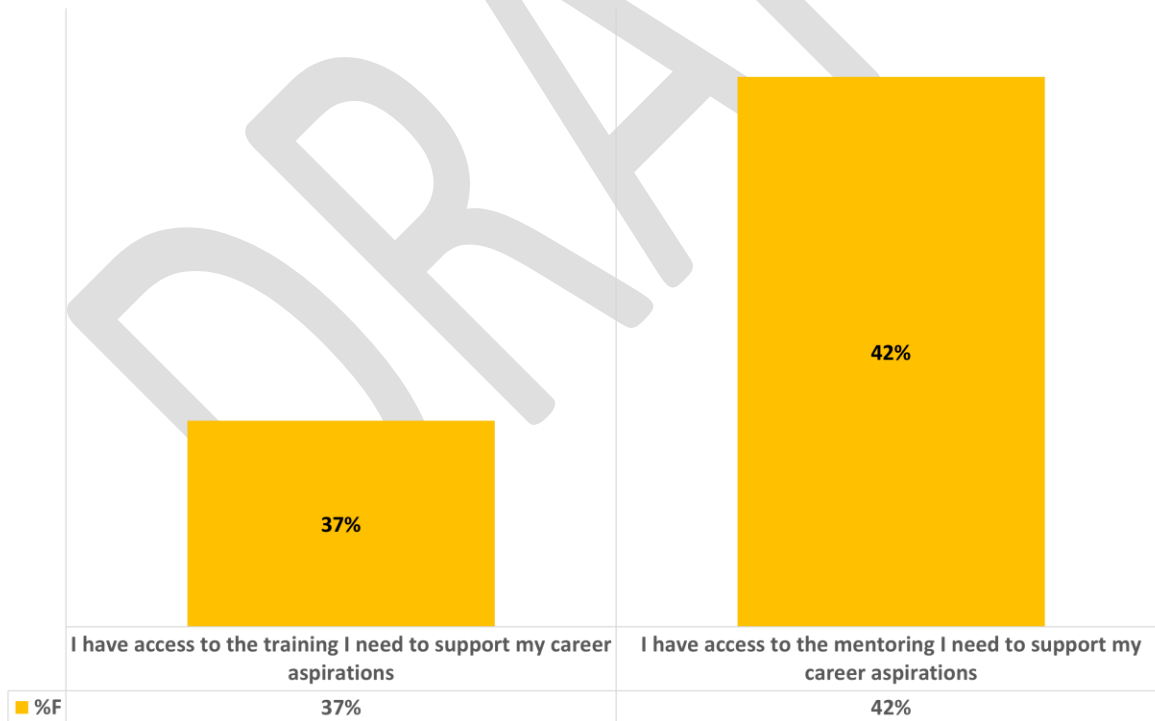|	I have access to the training I need to support my career aspirations	I have access to the mentoring I need to support my career aspirations
%F	37%	42%

Figure X: Research staff perceptions of career support for research. The graph shows the percentage of males and females that either agreed or strongly agreed with the statements.

Supports for developing excellence in Teaching and Learning

- Most institutional support for the development of excellence in teaching and learning is coordinated by the Centre for Integration of Research, Teaching and Learning (CIRTL). Of the 30 staff members that took part in these programmes from 2018-2021, the majority were female academics.

Academic Staff

Reporting Academic Year	Programme	Female	Male	% Female	Total
2018-2019	PG Certificate	3	1	75%	4
	PG Diploma	1	0	100%	1
2019-2020	PG Certificate	5	2	71%	7
	PG Diploma	0	1	0%	1
2020-2021	PG Certificate	2	4	33%	6
	PG Diploma	1	0	100%	1
	Masters	1	0	100%	1
TOTAL		13	8	62%	21

Figure 2: Academic staff engaging in CIRTL programmes 2018-2021

- CIRTL also offers grants to support the development of teaching and learning. Awardee data is not available for small grants (< 3000 euro) but is available for large teaching and learning grants. Based on this data, we are aware that in the period of 2019-2021 nobody from SoM received any of these grants. It will be important to determine whether this was due to a low application rate from SoM or a low success rate.

- At a College level, the development of excellence in teaching and learning is supported through the annual teaching and learning showcase, which creates an opportunity for academics to share best practice in their teaching.

- On a departmental level, support seems to be more informal and mediated through mentoring and annual progress reviews.

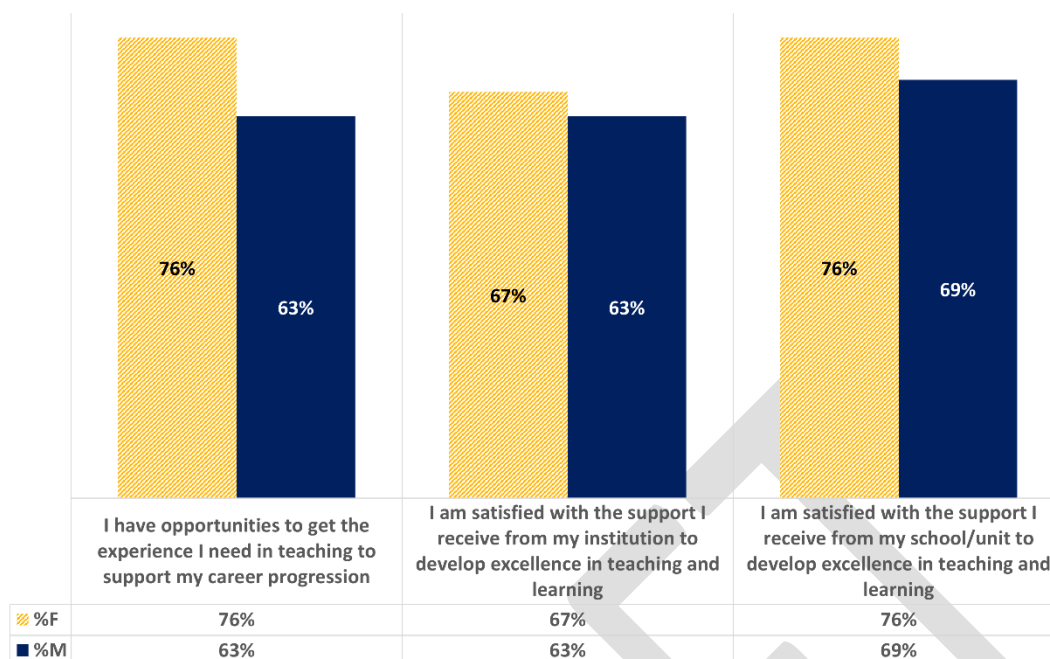|	I have opportunities to get the experience I need in teaching to support my career progression	I am satisfied with the support I receive from my institution to develop excellence in teaching and learning	I am satisfied with the support I receive from my school/unit to develop excellence in teaching and learning
%F	76%	67%	76%
%M	63%	63%	69%

Figure X: Engagement of Academic staff with institutional and local level supports for excellence in teaching and learning. The graph shows the percentage of males and females that either agreed or strongly agreed with the statements.
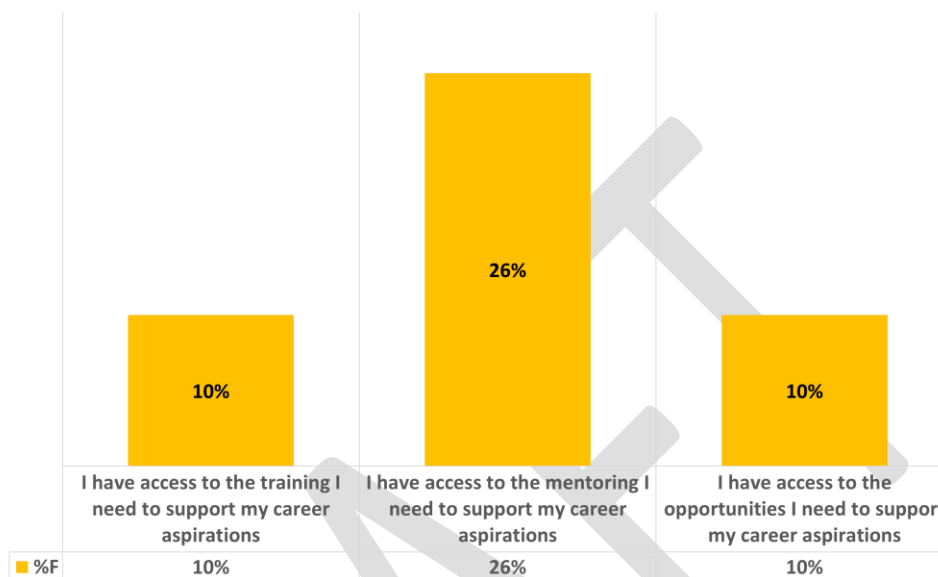
Research Staff

Reporting Academic Year	Programme	Female	Male	% Female	Total
2018-2019	PG Ceritifcate	2	1	67%	3
	PG Diploma	1	0	100%	1
	Masters	0	1	0%	1
2019 - 2020	PG Ceritifcate	1	1	50%	2
	PG Diploma	1	1	50%	2
TOTAL		5	4	56%	9

Figure 3: Research staff engaging in CIRTL programmes 2018-2021. No research staff enrolled in CIRTL programmes in 2020-2021.

- Very few male research staff completed the survey. Therefore, there are major gaps in the data here.
- Very few female research staff felt that they had opportunities to gain experience in teaching and learning or develop excellence in this area.

Action: *Invite research staff for a focus group interview to determine the reasons behind the low satisfaction rates with teaching and learning supports within the University.*

	I have access to the training I need to support my career aspirations	I have access to the mentoring I need to support my career aspirations	I have access to the opportunities I need to support my career aspirations
■ %F	10%	26%	10%

Figure 6: Engagement of research staff with institutional and local level supports for excellence in teaching and learning. The graph shows the percentage of females that either agreed or strongly agreed with the statements.
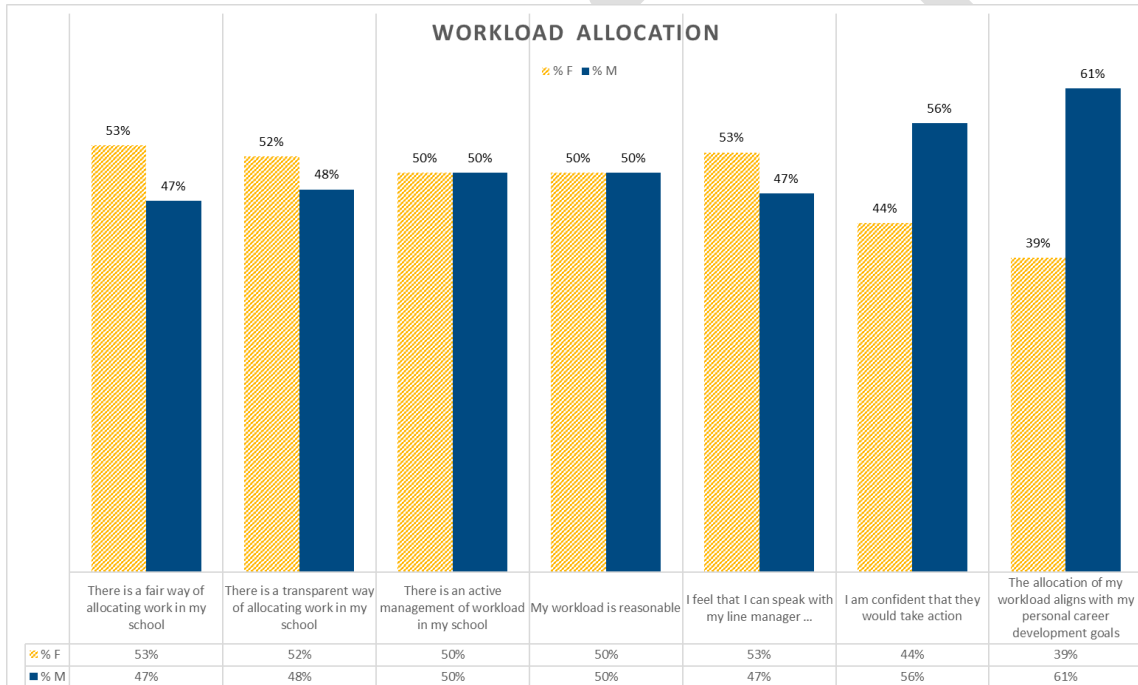
2.2.g, Workload: allocation and management

Based on a survey sent to the respective Heads, 13 Departments/Disciplines have a process in place to manage workload (2 do not, one reported "unclear"). Workload allocation is adjusted as required (2), yearly (7), every 2 years (1), less than once every 2 years (1), in most units based on an assessment of the workload of individual academic staff in your department. Thirteen Departments/Disciplines take into account the breadth of academic roles and responsibilities when managing workload, while 2 only consider teaching activities. There is considerable variation in the way different Departments/Disciplines assess and manage workload. In 7 Departments/Disciplines, the process involves open informal discussions at weekly or monthly departmental meetings. In only two other departments, workload is allocated once a year based on workload data captured in a spreadsheet including activities across teaching and examination, administration, research and other contributions. While this data-driven approach may seem more objective, efforts to implement a single standard School-level Workload Assessment Form have been hampered by the extreme heterogeneity of roles, teaching formats, research and administrative activities throughout the School, and the resulting difficulty of assigning fair and consistent workload metrics. Only a minority of SoM staff reported having
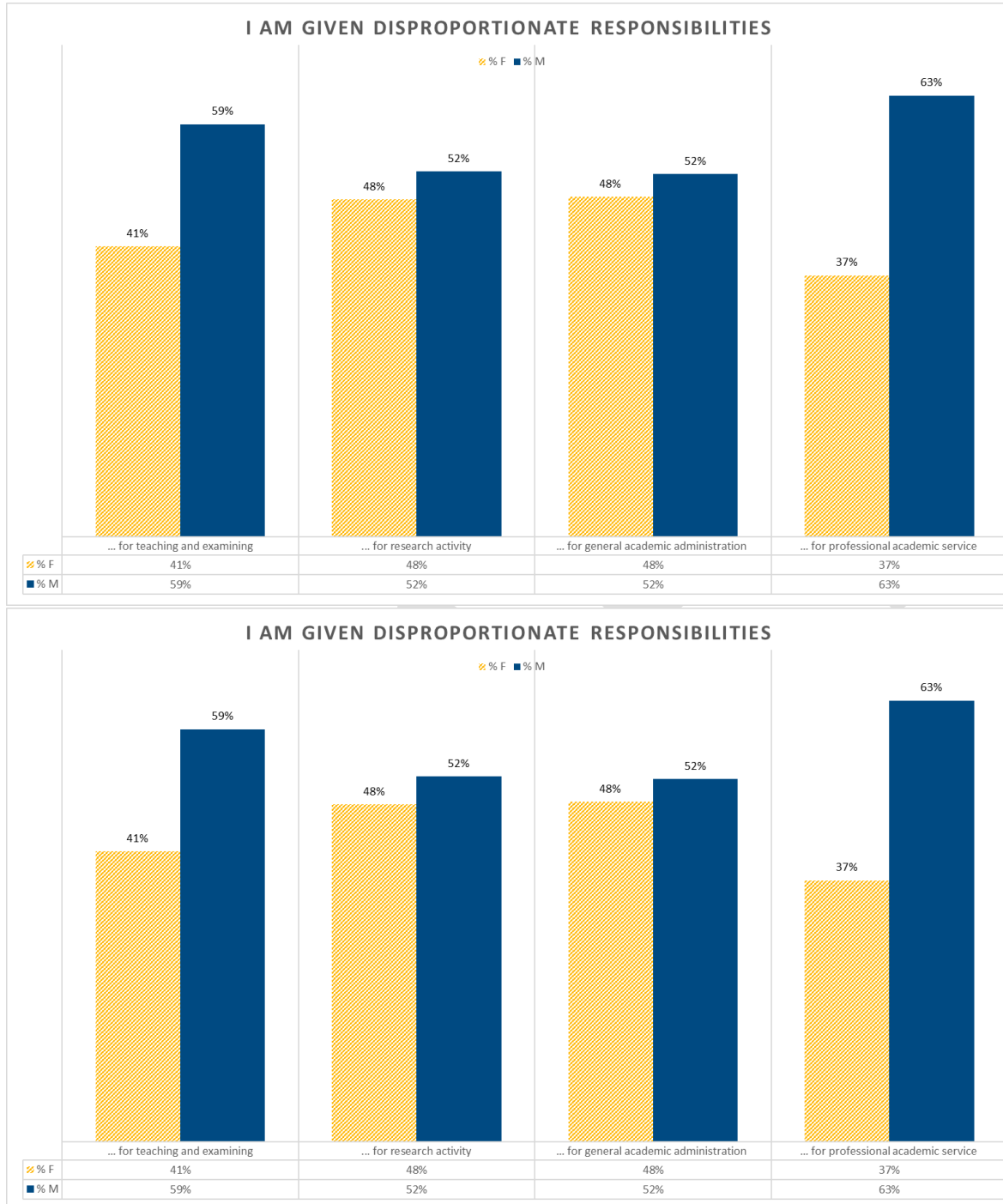
participated in UCC's Workload Distribution Model (26% of female, 35% of male staff). A large percentage of staff disagreed or strongly disagreed that the AWDM offers a fair framework for distributing work (female: 50%; male: 57%) or that it offers a transparent framework for distributing work (female: 40%; male 57%). However, response rate was very low (female: 10; male 7) and these answers may not be representative.

For research staff, there is no institutional or department-level management of workload allocation. Workload allocation is performed on a case-by-case basis by the staff member's line manager or laboratory head.

Questions related to workload allocation figured prominently in UCC's Culture and Values Survey (May 2022). In this survey, 70% of female and 60% of male staff considered that their workload has increased or greatly increased since September 2021 (no staff reported a decrease), possibly reflecting the effect of the recent pandemic. Other relevant results are summarized below.

WORKLOAD ALLOCATION

	There is a fair way of allocating work in my school	There is a transparent way of allocating work in my school	There is an active management of workload in my school	My workload is reasonable	I feel that I can speak with my line manager ...	I am confident that they would take action	The allocation of my workload aligns with my personal career development goals
% F	53%	52%	50%	50%	53%	44%	39%
% M	47%	48%	50%	50%	47%	56%	61%

Figure X: Proportion of staff agreeing or strongly agreeing with statements related to workload allocation (36-37 female staff; 20 male staff). Full questions 5 and 6 were "*I feel that I can speak with my line manager if my workload gets too heavy for me or my work colleagues*" and "*If I spoke to my line manager about workloads being too heavy, I am confident that they would take action to address it for me and/or my colleagues*". There was no obvious gender difference in most answers, although fewer female staff agreed with the statement "*The allocation of my workload aligns with my personal career development goals*"

I AM GIVEN DISPROPORTIONATE RESPONSIBILITIES

	... for teaching and examining	... for research activity	... for general academic administration	... for professional academic service
% F	41%	48%	48%	37%
% M	59%	52%	52%	63%

I AM GIVEN DISPROPORTIONATE RESPONSIBILITIES

	... for teaching and examining	... for research activity	... for general academic administration	... for professional academic service
% F	41%	48%	48%	37%
% M	59%	52%	52%	63%

Figure X: Proportion of staff agreeing or strongly agreeing with statements related to the allocation of various types of responsibilities (37 female staff; 19 male staff). Examples of "*General academic administration*" included pastoral care, student support, committee or panel roles, head of unit, programme or year coordination, professional accreditation/quality reviews. Examples of "*Professional academic service*" included conference/symposium organisation, external examining, external professional review, academic editing and review, consultancy, national/international policy development, public engagement. More male staff agree with the statements "*I am given*

disproportionate responsibilities for teaching and examining" and "*I am given disproportionate responsibilities for professional academic service*".

Relevant quotes from UCC's Culture and Values Survey:

Female:

- Workload for teaching is allocated and managed where possible. Workload related to research is not at all. The main place the workload has increased for academics is in relation to administration. All academics in my unit do their own administration.
- Staff in smaller departments have a disproportionately higher teaching load. Smaller departments have less technical and admin staff to support research activities
- We have a severe shortage of administrative support for all activities in our School
- The academic workload is simply too high, with very low administrative support.

Male:

- My only problem with my own workload is the amount of administrative duties
- I have participated in [redacted] cycles of the AWDM, and there was no feedback or follow-up after either. totally pointless exercise
- There is no workload model, it has never been mentioned or discussed
- My line manager is very fair and approachable with regards to workload

Actions:

1) *Develop a standard workload assessment tool to deploy in all departments in the School. A draft version of an Excel spreadsheet has already been developed. It captures workload related to teaching, research and academic workload, as well as key diversity data (gender, ethnicity, caring responsibilities) and will be circulated to heads of departments and staff that it can be refined based on their feedback.*

2) *There is currently little data on the workload of research staff. A survey will be designed and deployed to capture this information so that, in a second step, we can ensure that workload is fairly allocated in this staff category.*

3. Embedding policy, practice, and supports to advance professional, managerial and support staff careers.

Description of the working group population - Professional, managerial and Support Staff (PMS)

The classification of PMS staff encompasses a diverse range of roles and responsibilities. This includes positions such as assistants and technical officers at various levels, administrative staff, lab aides, departmental operatives, clinical research officers, clinical tutors, and practice education coordinators and tutors. The wide array of roles within the PMS staff highlights the multifaceted nature of their contributions and the importance of each position within the organisation.

Issues Identified

Issues Identified

Misclassified Roles
- Posts titles like Clinical Tutor are wrongly listed as PMS roles, affecting career progression opportunities

Gender Disparity in the Recruitment Process
- Administrative roles are predominantly filled by female candidates compared to technical roles

Poor Engagement with PDRS
- Insufficient data on PDRS completion

Disparity in Training Participation
- Noticeable difference in participation rates: 81% females; 19% males

Disparities in Access & Support
- Training Support: 46% of females vs 80% of males
- Access to Mentoring: 41% of females vs 60% of males
- Line Manager Engagement: 38% of females vs 80% of males

Access to Career Opportunities
- Poor ratings for line manager engagement and mentoring
- Workload Alignment - Only 27% of PMS staff feel their workload aligns with career development goals

- It is important to note that certain post titles, such as Clinical Tutor, are currently listed as PMS roles but should not be classified as such. Staff members in these roles are not eligible for promotional opportunities within the Admin or Technical Services categories, nor would they be considered for academic or research-related opportunities. It is necessary to clarify and

appropriately categorise these roles to ensure fair and accurate career progression paths for staff members in line with their job responsibilities and professional aspirations.

- From the beginning of the recruitment process and throughout the appointment phase, it is evident that administrative roles tend to be predominantly filled by female candidates compared to technical roles. This gender disparity persists throughout the entire process.

- Insufficient data is available regarding the engagement with the Performance and Development Review System (PDRS). Based on the UCC Cultures & Values Survey responses, it was observed that most staff members did not have their PDRS completed. However, only two PMS staff members responded to the survey questions related to this process.

- The university offers training courses to support staff members' ongoing learning and career advancement. However, there is a noticeable disparity in participation between females, who account for 81% of attendees, and males, who represent only 19% of participants in internal training programs. This may indicate a potential gender disparity in accessing and engaging with professional development opportunities.

- There are notable differences in the perceptions of access to training support, mentoring, and line manager engagement between females and males. Specifically:
  - Training support for career advancement: 46% of females agreed that they have access to training support to advance their careers, whereas a higher percentage of males (80%) reported having such access.
  - Access to mentoring: 41% of females agreed that they had access to the mentoring necessary to support their careers, while a higher percentage of males (60%) acknowledged having access to mentoring.
  - Line manager engagement and support: 80% of males stated that their line managers actively engage with and support their career aspirations, in contrast to 38% of females who agreed with this statement.
  - These findings highlight potential disparities in the support and opportunities provided to females compared to males within the organisation. It underscores the need to address any existing gender-related biases, ensure equal access to training and mentoring programs, and foster an inclusive culture that supports the career aspirations of all staff members, regardless of gender.

- The survey results indicate that access to opportunities supporting career aspirations was consistently rated low by all staff members. Furthermore, PSS staff rated their line managers'
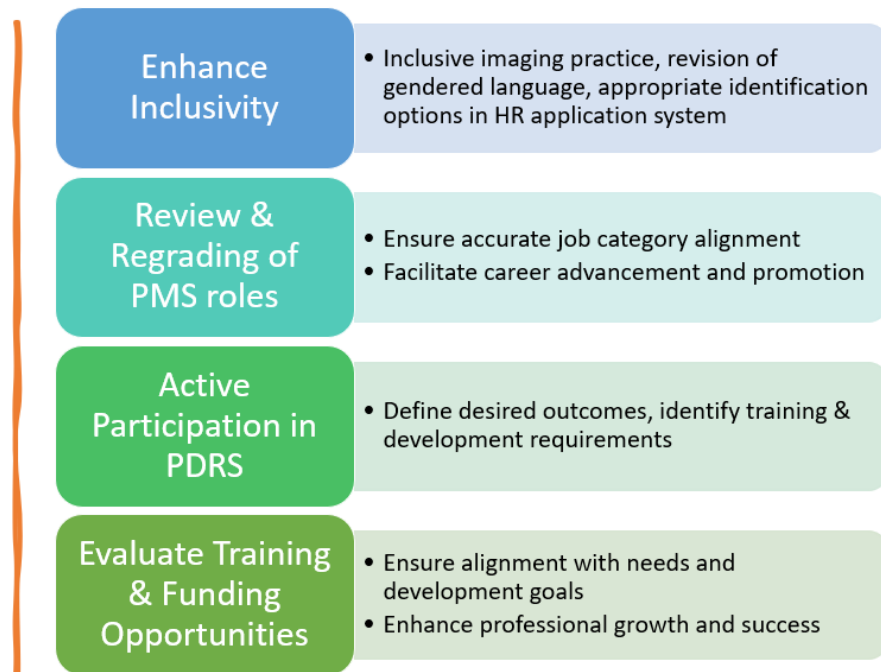
engagement and support towards career aspirations poorly. The mentoring aspect also received a low rating across the board.

- Only 27% of PMS staff members agreed that the allocation of their workload is aligned with their personal career development goals.

It is important to conduct further research, gather feedback, and engage in dialogue with staff members to understand the underlying reasons better and address any potential barriers or biases identified regarding the above issues.

Action Points

Action Points

Enhance Inclusivity
- Inclusive imaging practice, revision of gendered language, appropriate identification options in HR application system

Review & Regrading of PMS roles
- Ensure accurate job category alignment
- Facilitate career advancement and promotion

Active Participation in PDRS
- Define desired outcomes, identify training & development requirements

Evaluate Training & Funding Opportunities
- Ensure alignment with needs and development goals
- Enhance professional growth and success

1. Explore potential avenues within the HR department to enhance inclusivity. For instance, we can consider implementing measures such as inclusive imaging practices, revising gendered language, and incorporating appropriate identification options within the application system. By addressing these areas, we can work towards fostering a more inclusive environment.

2. The Human Resources department to initiate a comprehensive review and regrading process for PMS staff roles. The objective is to ensure that these roles accurately correspond to the appropriate job categories and facilitate opportunities for career advancement and promotions.

3. To ensure active participation in the Performance and Development Review System (PDRS) and align individual staff goals with the organisation's strategic objectives, it is important to establish

clear objectives and expectations. By implementing these measures, management and staff can actively engage in the PDRS process, fostering a culture of continuous improvement and alignment with organisational goals. This includes:

- o Clearly define the desired outcomes and targets for both management and staff within the PDRS framework.
- o Encourage the identification and communication of training and development requirements during the PDRS process. This allows for addressing skill gaps and enhancing professional growth.
- o Emphasise the importance of individual staff goals within the PDRS discussions. This ensures that employees' personal objectives are aligned with the broader goals of the organisation.
- o Reinforce the connection between individual performance and the strategic objectives of the organisation. This helps employees understand how their contributions contribute to the overall success of the organisation.

4. A comprehensive evaluation to assess the training and funding opportunities available for PMS staff. The purpose of this review is to ensure that the training programmes and funding options provided adequately meet the needs and development goals of PMS staff members. By examining these opportunities, we aim to enhance professional growth and support the ongoing success of our PMS team.

4. Evaluating culture, inclusion and belonging

a. Provide information on how the department ensures that culture and practices support inclusion and belonging. This should include, but is not limited to, information on how the department actively considers gender equality, and EDI more broadly, in:

**+ organisation of meeting and events;**

Of the School-level committees reviewed to date (Medical Student Board, Research & Postgraduate Affairs, and Undergraduate Curriculum Committee) neither gender equality, gender balance nor EDI more broadly have been considered in the Terms of Reference nor is gender balance reflected in the committee membership.
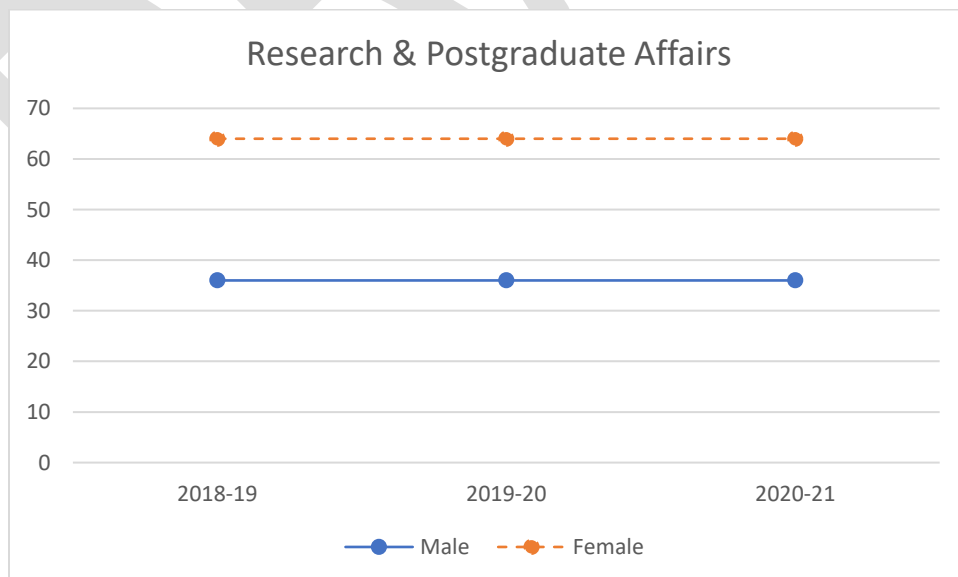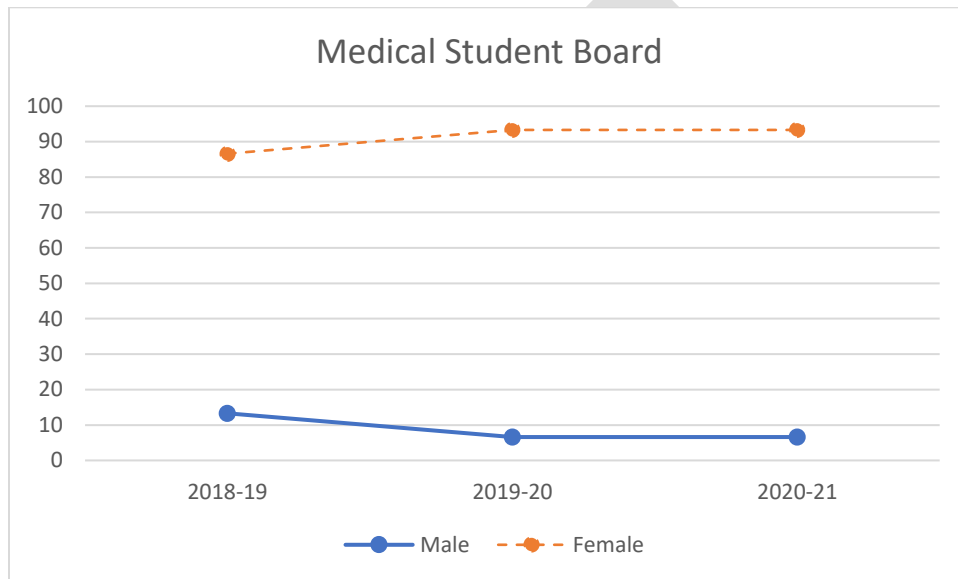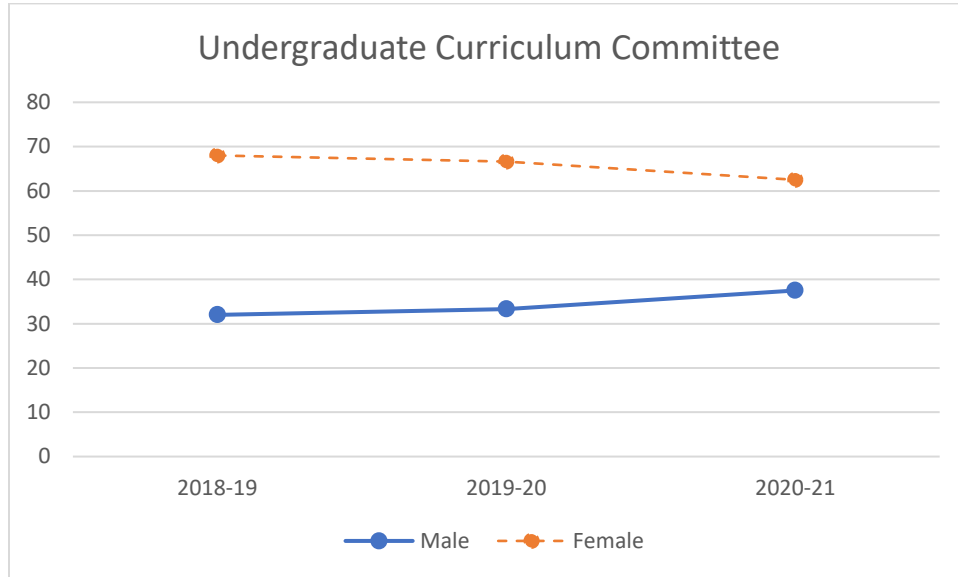
Medical Student Board

Research & Postgraduate Affairs

- Gender balance and EDI more broadly need to be included in committee Terms of Reference and in the recruitment of committee members.
- We have only been able to access membership and gender data for a limited number of School-level committees. This should be extended to all Department- and Discipline-level committees in the School.

+ images and text used in department spaces and on the School/ Department/Discipline websites;
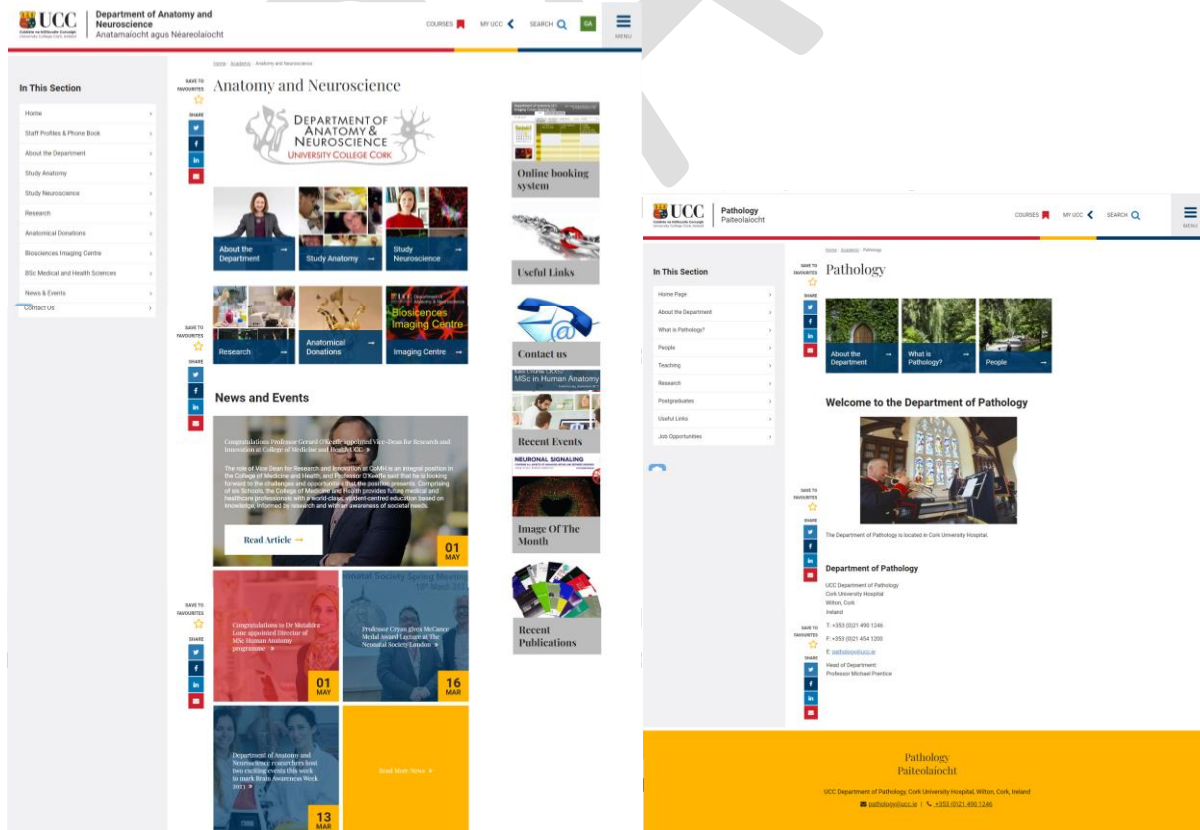
Of the twelve of School and Department/ Discipline landing/ home pages reviewed (static images e.g., excluding news items/ rolling news stories) 25% had text relating to gender or EDI more broadly e.g., reference to International Women's Day. 50% of pages, where there were images of people, included males and females and of those 25% included images of non-white people, with the majority being white.

- In general, School and Department/ Discipline landing/ home pages are lacking gender balance and ethnic diversity.
- Several landing pages have no photos / no photos of people.
- Some of the photos used on several landing pages were stock photos, and not authentic to UCC.

+ student curricula, pedagogy, and assessment.

StudentSurvey.ie (2021, 2020, 2019, 2018)

There is a need to address how student learning experiences might be more effectively connected to problems or issues within society, when it comes to concept of reflective and integrative student learning experiences. This issue is evident in a review of pooled data within the student surveys (2018-2021 inclusive). The surveys preceding 2021 provide an overview of participant numbers at an institutional level. The School response rates from the 2021 survey amounted to a total of n=21.

During the current academic year, about how often have you connected your learning to problems or issues in society?	2018		2019		2020	
	% Never	% Sometimes	% Never	% Sometimes	% Never	% Sometimes
PGT	11%	26%	7%	31%	7%	28%
UG First Year			20%	12%		
UG Final Year	18%	38%	14%	41%		

During the current academic year, about how often have you connected your learning to problems or issues in society?

	% Never	% Sometimes	% Never	% Sometimes	% Never	% Sometimes
	2018		2019		2020	
UG Final Year	18%	38%	14%	41%		
UG First Year			20%	12%		
PGT	11%	26%	7%	31%	7%	28%

PGT ▨ UG First Year ■ UG Final Year ■
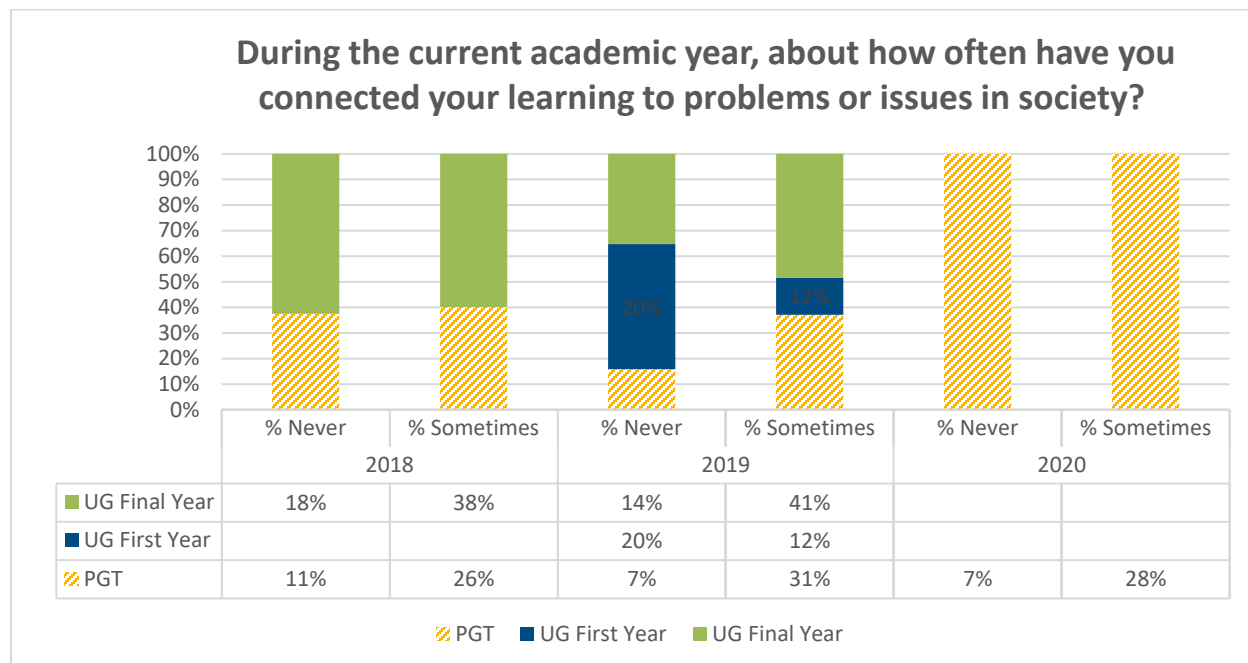
- Encourage students across programmes in the School to engage in the national StudentSurvey which broadly assesses whether programmes capture diverse perspectives (political, religious, racial/ethnic, gender, etc.) in discussions or assignments as well as the student environment e.g., contact among students from different backgrounds (social, racial/ethnic, religious, etc.).

- Design and development of learning and teaching experiences across programmes in the School which focus upon nurturing diverse perspectives (political, religious, racial/ethnic, gender, etc.) in discussions or assignments.

b. Comment and reflect on the School's current understanding of, and capacity to identify and address, issues and opportunities relating to equality grounds in addition to gender, as well as capacity to identify and address intersectional inequalities for staff and students.

Departments and Disciplines in the School have adopted local-level practices to promote gender diversity and EDI more broadly. Examples of good practice include having EDI as a standing agenda item at Departmental or Discipline meetings where staff can bring up any gender equality/EDI issues. Other approaches include ensuring that all staff are aware of the University's EDI Unit or appointing an EDI liaison to report on all EDI activities relevant to the Department/ Discipline.

c. Provide information on the department's culture as it relates to gender equality and, where relevant, EDI more broadly, by presenting consultation findings by gender and staff category on the following areas:

+ values and traditions of the School;

+ formal and informal structures and interactions that characterise the working and learning environment of the department, including leadership practices and behaviours;

Satisfaction with working hours

Satisfaction with Working Hours		
	% F	**% M**
Yes	52%	72%
No	48%	28%

Satisfaction with Working Hours

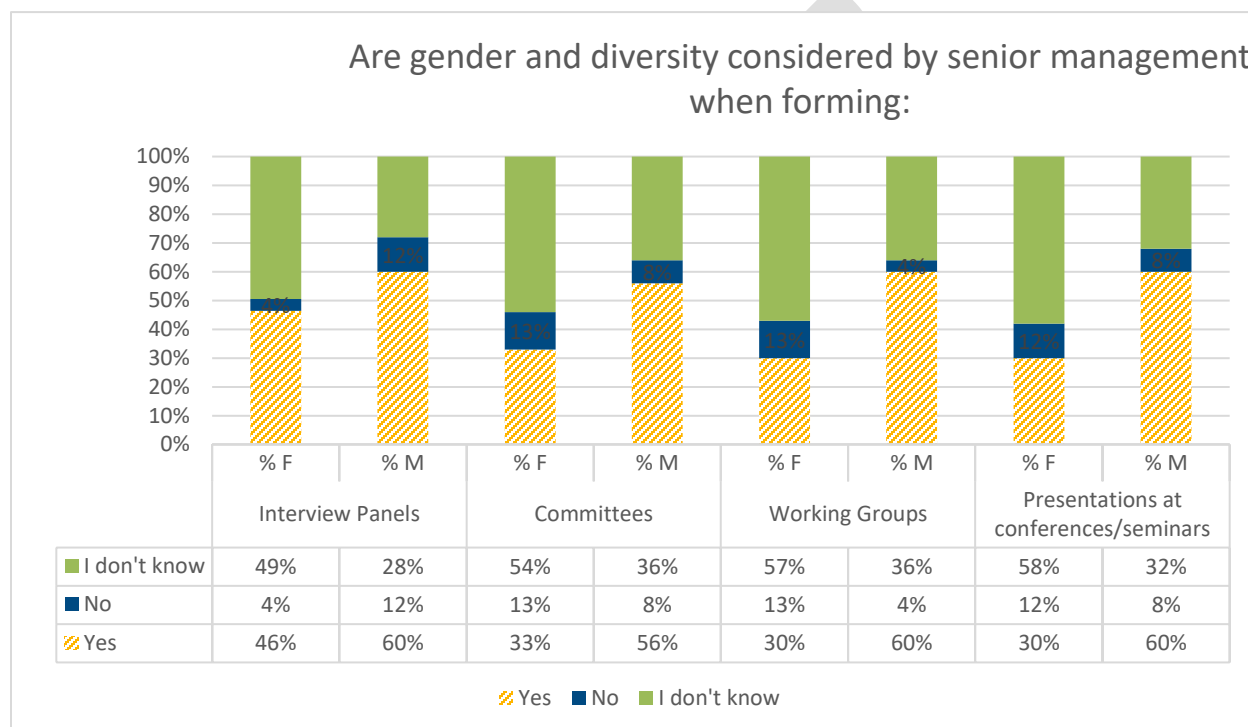|	% F	% M
■ No	48%	28%
▨ Yes	52%	72%

▨ Yes ■ No
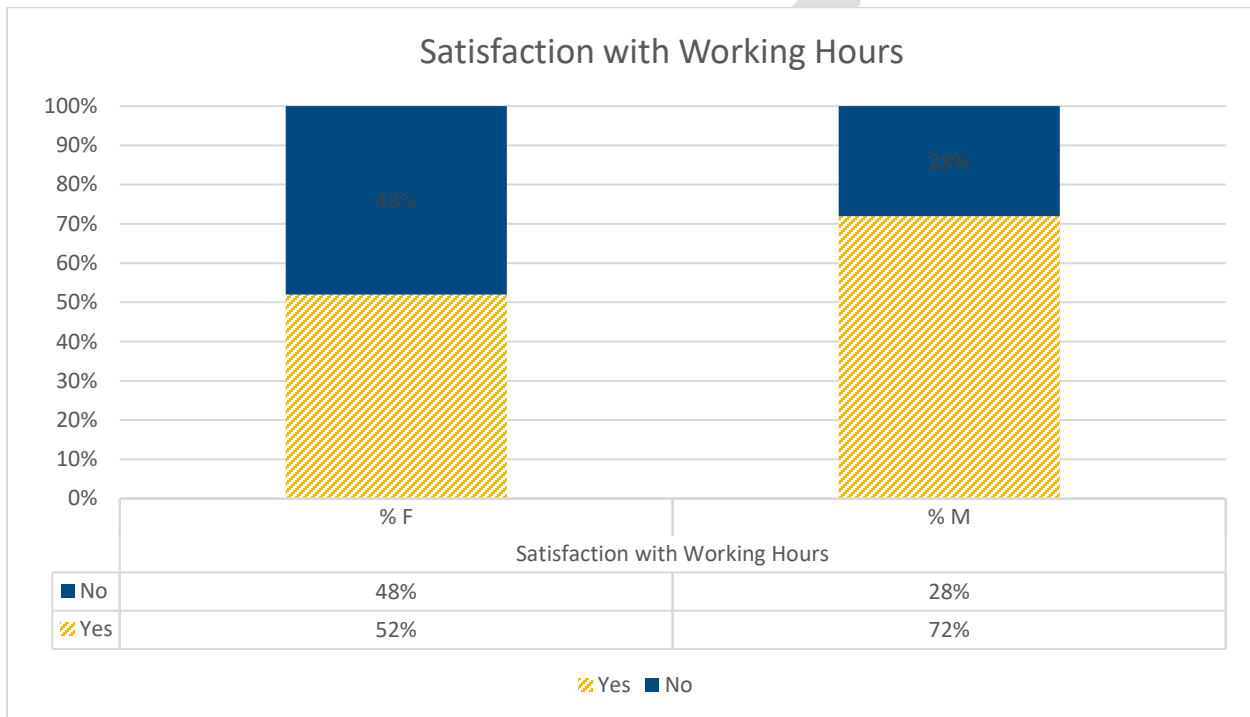
Fewer female staff (52%) were satisfied with their working hours relative to 72% of males, and that appears to be driven by academic and professional support and services/administrative staff. 68% of female staff were required to attend meetings (virtual or in person) outside of standard working hours (i.e. 9am – 5pm) relative to 32% of male staff.

Whilst 68% of male staff were aware that key meetings should take place between the core hours of 10am and 4pm, only 50% of female staff were. Research staff were least aware of core working hours. With the exception of technical staff (82%), core working hours were only adopted approximately 50% of the time. Female staff felt there was a higher expectation to respond to emails outside of working hours. Academic staff were least likely to be aware of Code of Practice on the Right to Disconnect from the Workplace.

- All staff and School-associated clinical/ HSE staff need to be informed of standard working hours.
- Adopt core meeting hours under Athena Swan for meetings (10am-4pm).
- Increase awareness of Code of Practice on the Right to Disconnect from the Workplace.

Are gender and diversity considered by senior management when forming:	Interview Panels		Committees		Working Groups		Presentations at conferences/seminars	
	% F	% M	% F	% M	% F	% M	% F	% M
Yes	46%	60%	33%	56%	30%	60%	30%	60%
No	4%	12%	13%	8%	13%	4%	12%	8%
I don't know	49%	28%	54%	36%	57%	36%	58%	32%

Are gender and diversity considered by senior management when forming:

|	% F	% M	% F	% M	% F	% M	% F	% M
	Interview Panels		Committees		Working Groups		Presentations at conferences/seminars	
I don't know	49%	28%	54%	36%	57%	36%	58%	32%
No	4%	12%	13%	8%	13%	4%	12%	8%
Yes	46%	60%	33%	56%	30%	60%	30%	60%

Female staff in general did not agree that gender and diversity are considered by senior management when forming interview panels (46% female; 60% male), committees (33% female; 60% male), working groups (30% female; 60% male) or presentations at conferences / seminars (30% female; 60% male).

- Amend Terms of Reference of School committees to include a statement on gender diversity/ representation and EDI more broadly.
- Encourage open and transparent processes for appointing staff to interview panels, committees, and working groups to ensure gender balance.
- Aim to achieve 50% male/ 50% female representation at conferences and presentations associated with the School.
- Adopt governance/oversight structure to ensure Terms of Reference are adopted and updated by School committees.

+ negative practices and behaviours and how these are managed by the School;

	Witnessed Discrimination		Experienced Bullying		Confidence in Handling of Bullying Complaint	
	% F	% M	% F	% M	% F	% M
Agree Strongly	16%	9%	7%	9%	10%	9%
Agree	9%	22%	15%	4%	25%	35%
Neither Agree nor Disagree	23%	9%	13%	22%	26%	26%
Disagree	11%	9%	10%	4%	16%	17%
Strongly Disagree	41%	52%	56%	61%	23%	13%

Negative practices and behaviours and how these are managed by the School

	Witnessed Discrimination		Experienced Bullying		Confidence in Handling of Bullying Complaint	
	% F	% M	% F	% M	% F	% M
Strongly Disagree	41%	52%	56%	61%	23%	13%
Disagree	11%	9%	10%	4%	16%	17%
Neither Agree or Disagree	23%	9%	13%	22%	26%	26%
Agree	9%	22%	15%	4%	25%	35%
Agree Strongly	16%	9%	7%	9%	10%	9%
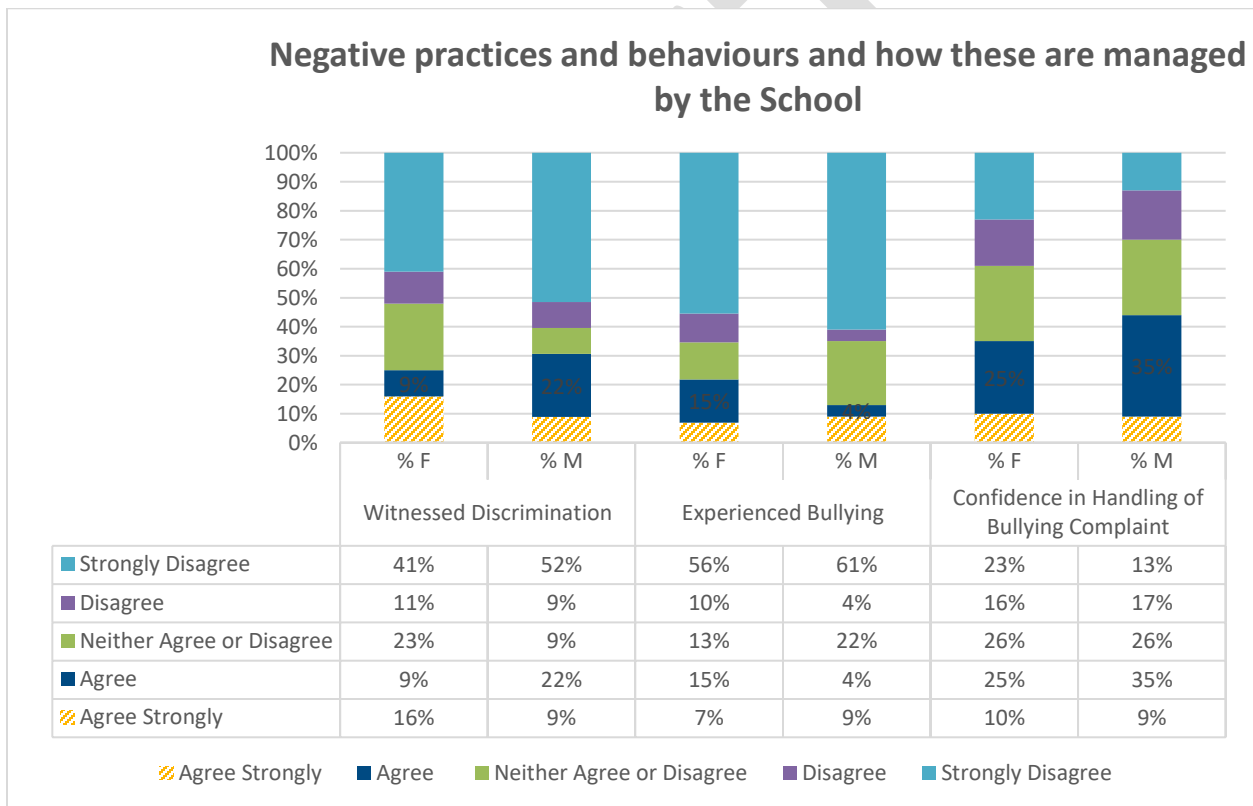
21% of School respondents to the University's EDI survey had witnessed (either strongly agree or somewhat agree) discrimination, and this was highest amongst academic staff, and did not diverge between male and female respondents. Of those who experienced discrimination and/or unfair treatment in the workplace, 41% of respondents identified this to be gender based with the majority of those being female. 22% of female respondents have experienced bullying (strongly agree or somewhat agree). 37% (35% of female respondents and 44% of male respondents) felt that a complaint about bullying or harassment would not be handled appropriately.

- Increase awareness of the University's Duty of Respect and Right to Dignity at Work policy across all staff in the School, but in particular technical staff.
- Increase confidence that incidents of bullying and discrimination will be dealt with by the School in an effective manner e.g., and awareness campaign on how a complaint will be handled.
- Increase awareness of SpeakOut and Bystander Intervention training for all staff in the School.
- Determine the opportunities for, and uptake of bullying and discrimination awareness training by, senior staff with line manager responsibilities in the School.

+ flexible working opportunities in the School;

The leave data requires further interrogation, but key points include, 25% of female respondents have benefited from flexible working hours compared to 14% of male respondents. Generally, however, low percentages of both male and female respondents have benefited from leave options. Of note only 10% of academic respondents, all female, have ever taken sabbatical leave.

- Increase awareness of policies and flexible working opportunities amongst both male and female staff.
- Develop structures at School/Departmental/Discipline level to facilitate uptake of Sabbatical Research Leave.

+ management of, and attitudes towards, family leave in the School.

Regarding Family Leave, most respondents (89%) did not take any form of family leave. However, 4% of respondents took paternity leave and 2% took maternity leave. Additionally, 9% of respondents reported taking parental leave. No respondents reported taking carer or adoption leave. The data for parental leave is not disaggregated by gender, making it difficult to analyse potential gender disparities in leave uptake.

Out of the respondents to the questions regarding awareness of the UCC Maternity Leave and Paternity Leave policies, 40 identified as female and 17 as male. Roughly half of the respondents are aware of these policies. Notably, there were similar reports of awareness of maternity and paternity leave policies between both genders across both questions. However, regarding awareness of parental leave eligibility for parents of children up to the age of 13 years, 73% of the female respondents indicated awareness, compared to 59% of the male respondents. Thus, a higher percentage of female respondents were aware of this eligibility of parental leave compared to their male counterparts.

Family Leave	Supports were put in place to facilitate my re-engagement		Negative impact on my career progression		Supportive of the need to balance my work with caring responsibilities	
	% F	% M	% F	% M	% F	% M
Agree Strongly	0%	17%	7%	0%	10%	17%
Agree	10%	0%	3%	0%	28%	8%
Neither Agree or Disagree	67%	75%	80%	75%	52%	67%
Disagree	17%	0%	3%	0%	3%	0%
Strongly Disagree	7%	8%	7%	25%	7%	8%

When asked a series of questions about the extent to which respondents agreed with statements related to family leave, the majority of respondents selected the neutral option. For each of these questions, there were either 29 or 30 female respondents and 12 male respondents. Regarding the supports put in place to facilitate re-engagement upon return from leave, 17% of female respondents agreed or strongly agreed that supports were in place, while 10% of male respondents shared the same sentiment. However, a higher percentage of female respondents (24%) disagreed or strongly disagreed with the statement compared to male respondents (8%). When asked about the impact of taking family leave on their career progression, 10% of female respondents agreed or strongly agreed that family leave had a negative impact on their career progression, while none of the male respondents agreed with the statement. Additionally, 10% of female respondents disagreed or strongly disagreed, compared to 25% of male respondents. Regarding the support of line managers in balancing work with caring responsibilities, 38% of female respondents agreed or strongly agreed that their line managers were supportive, while 25% of male respondents expressed the same sentiment.

These findings provide valuable insights into the availability, awareness, experiences, and perceptions of family leave and supports for caring responsibilities at UCC. The data points to potential areas for improvement, such as

- Enhancing communication about family leave policies.
- Addressing concerns about workload management during family leave.
- Creating supportive environments for discussing caring responsibilities.

Summary of draft actions to date

Organisation of meeting and events
Action 1: Gender balance and EDI more broadly need to be included in committee Terms of Reference and in the recruitment of committee members.
Images and text used in School spaces and on the School/ Department/Discipline websites
Action 2: Review all School/ Department/Discipline websites to ensure gender balance and ethnic diversity in imagery used and ensure that they reflect the diversity of the School and it's programmes of study.

Action 3: Encourage the use of images authentic to the School and the University rather than stock imagery.

Student curricula, pedagogy, and assessment

Action 4: Encourage students across all programmes in the School to engage in the national student survey, StudentSurvey.ie.

Action 5: Design and develop learning and teaching experiences across programmes in the School which focus upon nurturing diverse perspectives (political, religious, racial/ethnic, gender, etc.) in discussions or assignments.

Formal and informal structures and interactions that characterise the working and learning environment of the department, including leadership practices and behaviours

Action 6: All staff and school-associated clinical/ HSE staff need to be informed of standard working hours.

Action 7: Adopt core meeting hours under Athena Swan for meetings (10am-4pm).

Action 8: Increase awareness of Code of Practice on the Right to Disconnect from the Workplace.

Action 9: Implement open and transparent processes for appointing staff to interview panels, committees, and working groups to ensure gender balance.

Action 10: Aim to achieve 50% male:50% female representation at conferences, seminars, and presentations associated with the School.

Action 11: Adopt governance/oversight structure to ensure Terms of Reference are adopted and updated by School committees.

Negative practices and behaviours and how these are managed by the School

Action 12: Increase awareness of the University's Duty of Respect and Right to Dignity at Work policy across all staff in the School, but in particular technical staff.

Action 13: Increase confidence that incidents of bullying and discrimination will be dealt with by the School in an effective manner e.g., awareness campaign on how a complaint will be handled.

Action 14: Increase awareness of SpeakOut and participation in Bystander Intervention training for all staff in the School.

Action 15: Determine the opportunities and uptake of training specifically relating to bullying and discrimination amongst senior staff with line manager responsibilities in the School.

Flexible working opportunities in the School

Action 16: Increase awareness of policies and flexible working opportunities amongst both male and female staff.

Action 17: Develop structures at School/Departmental/Discipline level to facilitate uptake of Sabbatical Research Leave.

Management of, and attitudes towards, family leave in the School

Action 18: Enhance communication about family leave policies.

Action 19: Address concerns about workload management during family leave.

Action 20: Create a supportive environment for discussing caring responsibilities**.**