

UCC Athena SWAN Institutional Action Plan

Priority actions are highlighted.

Action No.	Description of action	Rationale	Key outputs and milestones	Timeframe (start/end date)		Person responsible	Success criteria and outcome
Self –Assessment Process – Application Section 2							
2.1-1	Support submission of 6 School applications during 3 year action plan (2 in year 1).	Embed Athena SWAN in UCC. BEES, Pharmacy, BIS, INFANT, IPIC have expressed interest in applying	COMH and SEFS SAT to each identify at least 1 academic unit to apply in 2016/17.	Nov. 2016	Nov. 2017	SEFS, COMH SATs, Heads of College, Heads of Schools	At least 2 school/departmental-level applications submitted by Nov. 2017.
2.2-1	Expand representation of post-doctoral researchers on ASSG.	Augment researcher representation to ensure early-career researchers are represented on ASSG.	Open invitation through STEMM Colleges and UCC’s Researcher Association.	April 2016	June 2016	Chair, ASSG	At least one early-career stage researcher representative on ASSG by June.
Staff Data – Application Section 3							
3.1-1	SEFS to collaborate with schools to engage and support girls’ STEM education.	Lower numbers of female UG are a feature in most disciplines in which female SEFS academics and researchers are particularly underrepresented. AS 2016 focus groups emphasised the importance of outreach early in the education ‘pipeline’.	SEFS HoC to host forum for principals of local/regional girls’ secondary schools on engaging and supporting girls in STEM education. Annual UCC-sponsored conference for secondary school career guidance counsellors to include sessions on girls’ STEM education.	June 2016	Sept. 2016	SEFS HoC, Outreach Officer	Increase in SEFS collaboration with secondary education sector to support girls’ STEM education. Solicit feedback and repeat successful initiatives periodically.
3.2-1	Further focus groups with undergraduate	Data shows attrition of female students in some	Analyse student data to clarify patterns of attrition.	June 2016	October 2016	Chair, SEFS SAT	Student data analysed and AS 2016 focus groups conducted. Report to HoC, SAT. Actions

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	and postgraduate students	SEFS disciplines from UG to PG level. AS staff focus groups suggested lack of visible role models a factor. Data indicates fewer female PGR students in STEM.	Conduct UG and PG focus groups in SEFS, BIS				proposed by SAT to address issues raised.
3.2-2	Include Researcher Support Officer contracts in annual monitoring Focus groups with RSOs in 2016-2017 with RSOs to review career pathways	Data and focus group feedback suggest some researchers become employed in RSO roles. Clarify the extent of employment of researchers in RSO roles to better understand and support researcher career pathways,	RSO contracts included in annual monitoring / reporting to UMT by gender and contract type. Additional focus groups to be held in 2016-2017 with RSOs to review career pathways and identify further actions, if required.	Sept 2016	April 2017 and ongoing	HR Director, Director, IT Services, VP Research & Innovation	Data available to clarify role of RSO roles in researcher employment, actions developed to support career pathways.
3.2-3	Advocate for reform of funding models to better support senior-post-doctoral researchers	Limited availability of funding support nationally for senior-postdoctoral researchers a contributing factor to the attrition of women at senior post-doctoral level.	UCC OVPRI to advocate at national levels, HEA, IUA and HRB for reform of funding models to better support senior post-doctoral researchers.	April 2016	Ongoing	VP Research & Innovation	UCC OVPRI a leading advocate for reforms by funding bodies to support senior post-doctoral researchers.
3.2-4	Track data on researchers' career choices.	Identify reasons for attrition of women in researcher grades, particularly at senior post-doctoral level.	Collect and analyse data on researcher career transitions reported to SFI and other funders. Use surveys and questionnaires to understand former/departing UCC	Jan 2017	Ongoing	VP Research & Innovation, HR Director, HoC, HoS, Staff Development Committee	Annual reports to UMTO with analysis of data researcher career transitions, including actions to address issues raised.

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			researchers' motivations and their next destination.				
3.2-5	Use exit surveys (or equivalent mechanisms) for all exiting staff to identify reasons for leaving, destination.	Though TOR is low, data on reasons for leaving and next destination is limited. Improve understanding of reasons for staff departure, including gendered patterns.	Exit surveys designed, piloted and rolled out, data reported annually.	October 2016	October 2017	HR Director, College HR Business Partners, HoC, Staff Development Committee	Annual collection, analysis and reporting to UMTO on gender exit survey responses, including actions addressing issues raised.
3.2-6	Analyse UCC's pay structure to identify reasons for disparity between male and female pay.	Preliminary analyses revealed a differential in pay actually awarded as opposed to salary grades. Audit to explore reason for gap.	Project Worker Group, Bursar, Payroll, Chair, UCC Equality Committee convened April 2016. Terms of reference outlined and agreed.	June 2016	May 2017 (ongoing)	Payroll, Chair, Equality Committee, College HR Partners	Annual audit will be incorporated into UCC's internal audit, reported to the Audit Committee, with annual reports to GB
Supporting and Advancing Women's Careers: Key Transition Points – Application Section 4.1							
4.1-1	Gender monitoring - <ul style="list-style-type: none"> In recruitment for all staff In progression, promotion and retention processes Of staff data at all grades and by contract type (all types) 	Currently no systematic gender monitoring in recruitment : records managed manually & no short-listing data reported. Data on researcher recruitment not systematically collected. No systematic gender monitoring and reporting of promotions data. Gender monitoring recommended by GENOVATE Project.	New HR electronic CORE system roll-out enabling reporting of gender disaggregated data on rates of application, short-listing, offer and acceptance in all recruitment competitions. Gender monitoring to be in place in time for next call for promotions/ progression. Monitoring of staff data and by contract type to be phased in over 3 years of action plan	Dec. 2016	Jan. 2017 and ongoing	HR Director, Director, IT Services	Full gender monitoring in recruitment in place by September 2017. Annual reports to UMTS of gender disaggregated data on (a) Recruitment competitions. (b) Staff data , and by contract type (all types) Report gender disaggregated data to UMTS after close of each promotions/progression cycle, with recommendations for action based on findings.
				Dec. 2016	April 2019 and ongoing	SVP & Registrar	

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			2015 staff data analysed for Athena SWAN by September 2016, ASSG to update action plan (Responsible: AS Project Officer, ASSG)				Annual Report on Retention to AC to include gender.
4.1-2	Continuous revision of recruitment material to encourage applications from a more diverse range of applicants, specifically women where under-represented (e.g. in Computer Science and other SEFS units)	Data suggests lower rates of applications for academic posts from women (<i>Table 4.3</i>); for researchers, focus group data suggests lower levels of applications from women, consistent with data showing fewer female post-doctoral researchers and attrition at senior post-doc grade and above.	UCC recruitment materials to include statements– <ul style="list-style-type: none"> Affirming UCC’s commitment to Athena SWAN Specifically welcoming applications from women in selected STEM areas where there is significant underrepresentation of women. Highlighting UCC’s flexible working policies. 	Sept. 2016	Ongoing	HR Director, Equality Officer, HR Operations Manager	Increase in the number of applications from women for academic and researcher posts.
4.1-3	Assign a ‘search champion’ to each open academic and senior post-doctoral position in SEFS, on a ‘pilot’ basis for 1 year.	Data suggests lower rates of applications for academic posts from women (<i>Table 4.4</i>). Attrition of women in researcher grades (<i>Table 3.4</i>); AS 2016 focus group feedback suggests fewer applications from women at some researcher grades	‘Search champion’ will work with local unit and HR Research Officer to identify ways to encourage female applications, as well as internal applications from suitably qualified candidates.	May 2016	April 2017	Head of College, SEFS, PIs and Heads and Managers in SEFS, SEFS HR Business Manager.	Increase in numbers of applications from women applicants. Pilot reviewed after year 1, continued and expanded if successful.

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4.1-4	Integrate unconscious bias training into compulsory equality training for recruitment selection committees, and expand requirement for compulsory equality training to cover all researcher recruitment.	Equality training does not include unconscious bias training, and is not compulsory for researcher selection committees.	From September 2016, unconscious bias training incorporated into equality training for recruitment selection committees. Requirement for mandatory training expanded to include all researcher recruitment, phased in from 9/16 – 4/17.	Sept. 2016	April 2017 and ongoing	Manager Staff Welfare and Development, Equality Officer, HR Business Managers, Heads of College	Increase in representation of women at each recruitment stage (short-listing, offered post, appointed).
4.1-5	Target: minimum 40% representation of underrepresented gender on all recruitment selection committees.	Women underrepresented in senior academic and researcher grades.	Criteria for appointment to selection panels reviewed to ensure panels are diverse and gender balanced. Requirement for target minimum 40% in place.	Sept. 2016	Ongoing	Heads of Colleges / Schools, local HR Business Managers	Increase in representation of underrepresented gender on recruitment selection committees. Increase in number of women short-listed, invited to interview and appointed to academic and researcher posts.
4.1-6	HR induction programme to include information on Athena SWAN and flexible work/ leave policies.	Raise awareness of Athena SWAN in UCC. Promote equality as a core value of the institution.	New modules incorporated in Induction programme.	Sept. 2016	Ongoing	UCC Induction Team	Increased awareness of Athena SWAN and UCC flexible working and leave policies, measured by annual Athena SWAN staff survey.
4.1-7	Identify good models of local induction processes in STEMM Colleges (e.g. BEES) and expand to other units.	Among 189 new staff who responded to the AS 2015 survey, 24% (15M, 30F) were offered local induction; most (61% - 74%) found it useful.	Local models of good practice identified and disseminated. Model local induction to be piloted in other units.	Sept. 2016 Jan. 2017	Dec. 2016 Dec. 2017	SEFS, COMH Heads of College, local HR partners and Heads of Schools	Good practice models of local induction programmes identified by Dec. 2016. Piloted through 2017, with 50% take-up of piloted local induction process.

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		Of 98 respondents who were not offered an organised local induction, only 33% were satisfied with orientation arrangements. Only 44% felt they got the support they needed to help settle in their new role.	Review of pilot and further expansion.	Jan. 2018			Increase in reports of positive experience of local induction, measured by Athena SWAN staff survey.
4.1-8	Conduct a participatory assessment of how PDRS supports career progression generally and women's career progression, in particular.	Per AS 2015 survey, of 197 respondents (134F, 63M) who participated in PDRS as 'reviewees', 51% agreed it gave an opportunity to discuss career progression (54% of F respondents, 42% of M). Only 26% agreed they benefitted from the Review (10M, 41F), and only 30% (23M, 36F) agreed they had an opportunity to provide feedback on the review process.	Participants in current (2016) round of PDRS reviews to be invited to participate in an assessment of the effectiveness of PDRS review of work/development objectives in supporting career progression.	Nov. 2016	April 2017	Each relevant Line Manager, Manager HR Strategy & Organisational Development	Participatory assessment complete and gender disaggregated results analysed and reported to UMT, with recommendations for action to address issues identified.
4.1-9	Integrate gender equality (including unconscious bias training) into PDRS training schemes.	Ensure support given for career development through PDRS is free of unconscious bias and gender-aware.	Update Reviewer, Reviewee and Head of School Training to integrate gender equality training (including in unconscious bias).	Jan. 2017	July 2017	Manager Staff Welfare and Development, Equality Officer, Manager HR Strategy & Organisational Development	Gender equality and unconscious bias integrated in PDRS training. Improvement in staff perception of utility of PDRS in supporting their career development and progression, measured by responses to annual Athena SWAN staff survey.
4.1-10	Gender audit of criteria for key	Fewer women apply for promotions in UCC.	Institutional review of promotions schemes	April 2016	May 2017	Senior Vice President	Policies/practices revised to incorporate recommendations

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	recruitment and progression/promotion processes.	Only 11% of 161 female respondents to AS 2015 survey agreed that promotions in UCC are free of gender bias; this compares to 35% of 82 male respondents.	(approved by UMTO April 2016) will examine best practice internationally to address specific challenges for female academics. ToR of Review to – <ul style="list-style-type: none"> Consider inclusion of a gender audit of the criteria for key recruitment and progression/promotion /retention processes. Consider impact of promotions criteria on recruiting women to leadership positions, e.g. Head of School roles. Promotions review to report (with recommendations) to UMTO by May 2017.			Academic & Registrar	arising from review endorsed by UMTO (Dec 2017). Improvement in staff perception regarding gender bias in promotions criteria and processes, measured by AS staff survey. Increase in female application and success rates for progression/promotion/recruitment.
4.1-11	Require minimum 40% representation of underrepresented gender on promotions boards (LPEB, PPB).	In AS 2015 survey, only 11% of 161 female respondents agreed that promotions in UCC are free of gender bias; this compares to 35% of 82 male respondents. AS 2016 focus group feedback recommends gender balance on promotions boards.	As part of institutional review of promotions criteria, propose amendment to regulations governing membership of LPEB, PPB to require equal gender balance on promotions boards.	April 2016	May 2017	Senior Vice President Academic & Registrar	Improvement in staff perception regarding gender bias in promotions, measured by staff survey. Increase in the number of women applying for promotion, and being promoted.

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4.1-12	Mandatory gender equality training for all promotions board members (LPEB, PPB), and for Heads of Schools managing promotions applications.	In AS 2015 survey, only 11% of 161 female respondents agreed that promotions in UCC are free of gender bias; this compares to 35% of 82 male respondents.	Immediate effect mandatory training for all LPEB, PPB Board members and Heads of School, to include <ul style="list-style-type: none"> - Unconscious bias training - Training to develop gender competence in assessing criteria for progression/promotion 	April 2016	Dec. 2016	Head and Managers of Colleges/Schools in conjunction with HR	Improvement in staff perception regarding gender bias in promotions, measured by staff survey. Increase in the number of women applying for promotion, and being promoted.
4.1-13	Revised guidelines on how leave and part-time working is taken into account in progression/promotion and recruitment decisions.	46% of 83 male respondents and 55% of 160 female respondents to the AS 2015 survey agreed it's not clear how career breaks will be considered in promotion decisions in UCC. AS 2016 focus group feedback indicates staff perception that lack of clarity may disadvantage women. Regulations governing progression/promotion specify that "allowances may be made" for periods of leave but do not provide more specific guidance to decision makers.	As part of institutional review of promotions criteria, develop guidelines on how part-time work arrangements and maternity or other forms of carers' leave are taken into account in progression and promotion procedures. (Approved in new Maternity Leave policy April 2016.) Benchmark against international best practice and recent experience in UCC's Research Quality Review exercise where provision was made to account for periods of leave in relation to research output. Draw on GENOVATE Code of Practice on Gender Equality and Research Excellence.	April 2016	May 2017	Senior Vice President Academic & Registrar	Improvement in staff perception regarding gender bias in promotions criteria and processes, measured by staff survey. Increase in the number of women applying for promotion and being promoted.

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4.1-14	Expand informal schemes sharing successful promotion applications with prospective applicants.	Support women applying for promotion. AS 2016 focus group participants (SEFS academics) recommended increased access to examples of successful applications.	Pilot, in STEMM Schools, the expansion of existing informal schemes (e.g. BEES scheme) for sharing successful applications.	Jan. 2017	Ongoing	SEFS, COMH Heads of College and SATs, Head of Schools.	Pilot in place in 3 SEFS Schools by March 2017, in anticipation of next promotions round. Increase in staff reporting positive experience of support provided to help meet promotion criteria, measured by AS survey.
4.1-15	Promotions Seminars for women in STEMM.	Support women applying for promotion. AS 2016 focus group participants (SEFS academics) emphasized importance of learning from experience of senior women who have been promoted to senior grades. AS 2015 survey responses indicate need for improved mentoring to help meet promotion criteria.	Twice annual seminars targeting female STEMM staff (but open to all) at which senior women academics discuss career paths and experiences of promotion at UCC.	Oct. 2016	Annual	STEMM Heads of College, COMH and SEFS SATs, HR Partners; Staff Development Committee; Aurora Champions	Minimum attendance of 20 per seminar. Increase in applications from women in next promotions round.
4.1-16	Pilot SEFS mentoring scheme to support women's progression and promotion.	Low rates of applications for promotion from female SEFS academics. AS 2016 focus group feedback from SEFS academics emphasised the importance of mentoring/coaching to	SEFS SAT to oversee an assessment of how well existing mentoring programmes available in SEFS serve to support women to become eligible and to apply for promotion.	June 2016	Dec. 2016 and ongoing	SEFS HoC, SEF HR Business Partner, Staff Wellbeing Officer, SEFS Heads of School.	Pilot of SEFS-specific mentoring scheme for women from January 2017. Review after 1 year. Expand to COMH and across UCC from 2018

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		<p>support women's career progression and prepare for promotion.</p> <p>UCC has a range of successful mentoring schemes, but of varying reach (numbers enrolled) and scope (purpose of scheme).</p>	<p>Expand or supplement existing mentoring arrangements to support career progression/promotion.</p> <p>Pilot expanded/supplemental mentoring scheme from January 2017.</p>				
Supporting and Advancing Women's Careers: Career Development – Application Section 4.2							
4.2-1	Review training schemes offered to researchers.	Align training to address attrition of women from post-doctoral to senior post-doctoral grades.	<ul style="list-style-type: none"> Integrate gender equality into training schemes, monitor uptake rates assess participants experiences 	June 2016	June 2017	Initially SEFS & COMH SATs in conjunction with the HR Research Advisor	<p>Increased level application and success of women into senior post-doctoral grades.</p> <p>Positive feed-back from researchers on training programmes.</p>
4.2-2	Compulsory Living Equality & Diversity training for all UCC staff by 2017 (following IUA review).	Increase awareness of equality and diversity issues across UCC.	Following IUA review of LEAD programme, require LEAD training for all staff from 2017	Jan. 2017	Ongoing	Equality Officer	<p>Increase in number of staff completing LEAD training.</p> <p>Increase in positive staff perception that UCC promotes clear values about how people should behave towards each other, measured by AS staff survey.</p>
4.2-3	Open HR leadership development programmes to Vice Heads of academic units and Colleges, to prepare women for	Training for Vice Heads will prepare and encourage more women to apply for more senior leadership roles.	Phased expansion of HR leadership development programmes to include Vice Heads.	Sept. 2016	May 2017 and ongoing	UMTO, Heads of College, Director HR	Increase in numbers of Vice-Heads of Schools and Colleges completing HR leadership development training.

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	more senior leadership roles.						Increase in numbers of women in Headship roles.
Supporting and Advancing Women's Careers: Flexible Working and Managing Career Breaks – Application Section 4.3							
4.3–1	Reinstate full cover for maternity and adoptive leave for administrative / support staff.	AS (2015) survey identified lack of cover as creating difficulties in managing workloads, with negative impact on organisational culture.	New HR policy guidance developed on maternity/adoptive leave. Sept 2015-Sept 2017, roll out of reinstatement of maternity/adoptive leave cover extended from 50% cover, to 75% cover replacement. Sept 2017-Sept 2018, 100% cover reinstated.	Sept. 2015	Sept. 2018	UMTO, Director of HR, Bursar	100% cover for maternity/adoptive leave reinstated for administrative/support staff by academic year 2017-18.
4.3–2	Provide full cover for research staff while on maternity/adoptive leave; OVPRI to advocate for reform in funding models at national level.	Identified need by UCC Researchers' Association, AS 2015 Survey, AS 2016 Focus Groups, and HR data, on limited progression to senior levels for women in research careers. UCC HR Strategy for Researchers commits to implementation of European Charter for Researchers (including support for combining children and careers).	New HR policy guidance developed on maternity/adoptive leave, including updated planning and cover arrangements. Pilot researchers' maternity/adoptive leave cover in College of SEFS, followed by roll out across all Colleges.	April 2016	Ongoing	Head of SEFS and College manager, HR SEFS partner/ Cross-University Maternity and Family Leave Working Group, Bursar	Pilot researchers' maternity/family leave cover completed successfully and strategy developed for full roll out across all Colleges, following review and feed-back through survey data and focus groups. Cover for researchers on maternity/adoptive leave in place across all Colleges with positive feed-back on impact on organisational culture and career development of researchers.

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			U.C.C. OVPRI advocating at national levels, HEA, IUA and HRB for reform of funding models.	March 2016	review of pilot. Ongoing	OVPRI	U.C.C. OVPRI a leading advocate for reforms by funding bodies to support researchers taking maternity/adoptive leave.
4.3-3	Measures to address workload cover for academic staff on maternity/adoption leave.	AS Survey (2015), GENOVATE Experiences of Maternity Leave Survey (2014), AS Working Groups identified difficulties linked to workload reallocation, and inconsistencies in practice.	New HR policy guidance developed on maternity/adoptive leave, including updated planning and cover arrangements for academic staff, approved by UMT and implemented across the University.	April 2016	Ongoing	Director HR; Heads of Colleges and Schools/ Departments.	Supports in place for cover for academic staff on maternity/adoptive' leave commencing May 2016 across UCC. New policy guidance effectively communicated to Heads of academic units, and clear planning arrangements for workload allocation in place.
4.3-4	€5000 grant for teaching or research assistance for academic staff returning from maternity/adoptive leave.	GENOVATE Survey 2014 and AS Survey 2015 identified lack of support on return from leave as additional obstacle for women in combining careers and parenting roles.	Pilot transition €5000 support package in Colleges of SEFS and COMH. Roll out of transition support package for returning academic staff to all Colleges.	Sept. 2016 2017	Aug. 2017 2018 and ongoing	Heads of SEFS and COMH / SEFS and COMH HR Partners and / Bursar / College Financial Analysts / Director HR	Successful launch and positive evaluation of pilot scheme and roll out across all Colleges by 2018-19. Evidence of positive impact on transitions back to work following leave.
4.3-5	Development of comprehensive policy on Good Management of Maternity, Paternity	AS Survey 2015, GENOVATE survey 2014 reveal inconsistencies in practice at unit level, and variations in organisational culture and	New Guidance for all managers on maternity and paternity related policies at UCC approved by UMT.	April 2016	Ongoing	Director HR / HR Partners / IT supports/ Cross University Working Group	Roll out and successful implementation of Guidance, monitored through 1:1 interviews with staff availing of leave and feed-back from staff, heads and

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	and Adoptive Leave, including new Keeping In Touch days and Fathers at Work policies.	level of supports provided to parents. Absence of structured approach or University policy on 'Keeping in Touch' days, and potential importance on career development to provide safeguards against 'missed opportunities'.	Roll out and implementation of Guidance, with training for line managers including through Heads and Managers Forum and 1:1 coaching and open agenda workshops. Fathers at Work policy launched.	May 2016	Sept. 2017		managers, from workshops and coaching sessions. Evidence of positive impact on organisational culture relating to maternity, paternity leave and adoptive leave.
4.3-6	Review Promotion and Progression criteria to better accommodate maternity/adoptive leave.	AS Survey indicated need to clarify how maternity/adoptive leave is addressed in promotion/progression. GENOVATE Guiding Principles on Gender Equality and Research Excellence highlight potential for better practice in University context.	Review of Promotion and Progression criteria (see Action 4.1-13)	April 2016	Aug 2017	Senior Vice President Academic and Registrar	Promotion and progression criteria revised to better recognise maternity/adoptive leave. Code of Practice on Gender Equality and Research Excellence launched, including guidance on maternity, paternity and adoptive leave.
4.3-7	Review of flexible working policies and incorporation of best practice in HR Strategy for Researchers Action Plan in support for combining work and family.	AS 2016 Focus Groups highlighted difficulties combining work and family.	HR Strategy for Researchers Action Plan revised to include better support for combining work and family, children and careers.	Sept. 2016	Aug. 2017	OVPRI and HR	HR Strategy for Researchers Action Plan incorporates best practice in combining work and family. Flexible working accessible in practice to researchers.

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4.3-8	Development of Maternity Connections staff network and improved facilities for nursing mothers.	Need for support through informal peer-support measures, particularly for early career staff identified as potentially beneficial in career planning (AS Survey, AS working group feedback).	Establishment of a Maternity connections initiative, connecting volunteer members of staff with experience of pregnancy at work, maternity leave and life as a working parent for support and advice.	Aug. 2016	Ongoing	Equality and Welfare officers HR	Continuous feedback will be sought from staff through direct contact, focus groups and staff surveys.
				Sept. 2016	Sept. 2018	Director of Building and Estates	Improved facilities for nursing mothers across campus.
4.3-9	Launch of new interactive web portal highlighting UCC family leave and flexible working policies.	UCC Equality Committee and public forum on campus culture (February 2016) highlighted need for greater visibility and promotion of policies.	Interactive web portal modelled on best practice launched.	May 2016	April 2017	Director IT, Director HR, Equality Officer, HR Business Managers	Accessible web portal launched with positive feedback from staff (solicited through webpage).
Organisation and Culture – Application Section 4.4							
4.4-1	Offer incentive package (research leave and grant) to encourage Senior Lecturers to apply for Head of School roles.	Incentivise applications for Headship roles from Senior Lecturers, particularly women, by reducing the impact on their research careers.	Make provision for a period of research leave to follow term of School/Department Headship; Colleges to support the award of research activity of heads through provision of research support during leadership (up to €6,000).	Sept. 2016	April 2017 and ongoing	President; Heads of Colleges, Director of HR.	Incentive package agreed and in place by Spring 2017. Increase in number of applications from Senior Lecturers for Headship roles over succeeding three years. Target: minimum, by College, of 40% of either gender among Heads of School/ Department/ Discipline, Heads/ Directors of Research Centres/Units/Institutes.
4.4-2	Annual reporting to UMT of gender ratio of Heads of School	To foster a university-wide culture of recognising and tackling gender imbalance	UMT to review annually the gender balance among Heads of Schools.	Sept. 2016	Ongoing, annually	SVPA & Registrar; Heads of	Target: minimum, by College, of 40% of either gender among Heads of School/ Department/

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	and Department/ Discipline, Heads/ Directors of Research Centres/Units/Institutes.	To address gender imbalances among Heads of School.				Colleges; Director of HR	Discipline, Heads/ Directors of Research Centres/Units/Institutes.
4.4-3	Implement actions to achieve a minimum of 40% of men/women on UCC's strategic decision-making bodies.	To encourage better gender balance in strategic decision-making bodies Minimum 40% gender balance to also apply to Chairpersons of committees	Action plan for implementation agreed (work underway since 2015). Action plan roll out.	June 2015 Jan. 2017	Dec. 2016 Ongoing	President; SVPA & Registrar; Academic Secretary; Academic Secretariat	Minimum of 40% of either gender on UCC's strategic decision-making bodies achieved by Sept 2018.
4.4-4	College Councils to review nomination processes for membership of University-level strategic decision-making bodies.	Need to ensure that Colleges nominate suitably-qualified female staff for membership of strategic decision-making bodies, to support the goal of a minimum of 40% of men/women on strategic decision-making bodies.	All 4 Colleges to develop actions to achieve greater gender balance in nominations to University-level strategic decision-making bodies.	Sept. 2016	Sept. 2017	Heads of Colleges; College Managers; College HR partners	Improved gender balance among College nominees for membership of University-level strategic decision-making bodies.
4.4-5	Review composition of AC with particular reference to <i>ex officio</i> membership.	To break cycle where eligibility for membership is conditional on the role held and disadvantages women who are less likely to be in senior roles.	Review of AC membership completed and measures to address barriers to women caused by <i>ex officio</i> membership presented to UMT and GB.	Sept. 2016	June 2017	President; SVPA & Registrar; Academic Secretary; Members of AC	Increase in proportion of women on Academic Council by Sept 2018. Target: minimum 40% of either gender on strategic decision-making bodies.
4.4-6	Report gender disaggregated AWDM outputs and formulate actions to address any gender differences.	To allow UCC to identify and address any gender differences in workload. 45% of 374 respondents to the AS 2015 survey	Review of current pilot phase of AWDM completed with recommendations for reform.	Sept. 2016	Sept. 2017	SVPA & Registrar	Gender disaggregated data on workload available from Sept. 2017, and included in reports to UMTO.

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	Review local, unit-level workload distribution practices to identify models of good practice.	disagreed that their workload is reasonable. 53% of 374 AS survey respondents feel they have disproportionate responsibility for 'general academic administration' (of which 31%M, 69%F). 43% of respondents did not agree that allocation of workload aligns with personal career development goals.					Actions to address any gender differences in workload allocation patterns reviewed by Heads and Managers. Increase in positive responses to questions on workload on Athena SWAN staff survey.
4.4-7	Key meetings held during core, 'family-friendly' hours.	2015 AS survey responses indicate support for core hours of 10.00 – 16.00 hrs to accommodate staff with caring responsibilities.	Provide support and guidance to Colleges on 'family friendly' meetings.	June 2016	May 2017 and ongoing	Heads of Colleges; College Managers	Most (80%) of strategic University and College meetings to be held during core, 'family-friendly' hours.
4.4-8	Establish annual equality audit of UCC website, promotional material.	To increase the visibility of women as role models and to recognise diversity within the University community. To embed a culture of gender equality in UCC.	Review marketing/communications guidelines to incorporate equality, diversity and inclusion.	April 2016	Dec 2016 and annually, ongoing	Director of Marketing, Digital Estates Working Group, Equality Officer	UCC Web site and promotional materials reflect best practice in recognising equality and diversity.
4.4-9	Target a minimum of 40% of men/women among invited speakers at key UCC events, including at conferrings.	Improve gender balance and promote visibility of a diverse and inclusive range of role models	Gender balance to be proactively considered in inviting keynote speakers to UCC.	Sept. 2016	Ongoing	Heads of Colleges; Heads of School; Admissions Office; Director of Marketing	A minimum of 40% men/women among invited speakers at key UCC events by 2018.

Action No.	Description of action	Rationale	Key outputs and milestones	Timeframe (start/end date)		Person responsible	Success criteria and outcome
		As 2015 survey responses indicate staff perception that gender is not taken into consideration in planning events.					Improvement in positive response rate to relevant questions in annual AS survey.
4.4 -10	40% minimum gender balance (of men/women) among recipients of Alumni Achievement Awards and Honorary Degree Awards.	Explicitly promote institutional values of equality and diversity. Only 39% of AS survey respondents agreed that “the prevailing culture in UCC is female-friendly and inclusive”.	Numbers of awardees annually is low; achieve balance among awardees over successive three-year rolling periods.	Sept. 2016	Ongoing	President; Honorary Degrees Board	Minimum 40% balance of men & women achieved in awards over any three-year rolling period. Improvement in positive response rate on perception of UCC as having a female-friendly and inclusive culture in annual AS survey.
4.4-11	Name a significant building on campus after a woman.	Explicitly promote institutional values of equality and diversity. Of several buildings on UCC named after individuals, none are named after women.	President, on behalf of Athena SWAN, to formally request action from UCC Naming Committee.	June 2016	When complete	President; UCC Naming Committee; Buildings and Estates	A high-profile building on campus is named after a woman.
4.4-12	Assess unmet demand for staff childcare needs; propose actions to address it.	Improve support to increase applications from women in recruitment. AS 2016 Focus Groups indicate dissatisfaction with access to current Crèche facilities.	Action plan to address demand for staff childcare.	Sept. 2016	June 2017	Director HR; Equality and Welfare Officers	Strategy adopted by UMTO to address staff childcare demands.
4.4-13	President’s Athena SWAN Alumni Symposium.	Raise awareness of Athena SWAN and UCC’s commitment to equality on campus and beyond.	President to host female alumni at an annual public symposium to consider achievements and challenges	2016	Ongoing, annually	President	Symposium and Equality Award inaugurated and continue annually.

Action No.	Description of action	Rationale	Key outputs and milestones	Timeframe (start/end date)		Person responsible	Success criteria and outcome
		36% of AS 2015 survey respondents had not heard of Athena SWAN before taking the staff survey.	in improving equality on campus and beyond. Award ceremony celebrating extraordinary contributions to promoting equality and diversity.				Feedback from symposium to inform development of Athena SWAN action plan. Increased awareness of Athena SWAN on campus, measured by annual survey.
4.4-14	Undertake a gender audit of all HR employment and staffing policies.	AS 2015 survey responses indicate: 55% of 373 respondents (109M, 264F) disagreed that they would feel comfortable reporting if they felt unfairly treated (48M, 157F).	HR policies reviewed, and updated to reflect best practices. New interactive HR Equality web portal launched (see 4.3).	June 2016	May 2017	Director of HR, Equality Officer	Revised and updated HR policies adopted, reflecting best practices in equality and diversity in the workplace.
4.4-15	Pilot initiative with IHREC to develop best practice on implementing new positive duty on public bodies to promote equality.	2014 IHREC Act (s.42) imposes new positive duty to promote equal treatment and human rights. Equality Committee UCC has proposed pilot initiative to embed culture of equality across all UCC activities.	Pilot with IHREC to identify best practice. Best practice adopted and implemented in UCC's strategic planning and HR policies.	April 2016	Sept. 2018	Equality Committee (Staff and Student) of Governing Body; Equality Officer.	Equality and human rights embedded in all aspects of UCC's strategic planning, best practice reflected in employment and staffing policies.
4.4-16	Host an annual Equality Week to celebrate equality and diversity on campus, and to promote UCC's equality policies for students and staff.	To promote UCC's equality policies for students and staff.	Annual Equality Week hosted on campus.	Oct. 2016	Ongoing, annually	UCC Equality Committee	Annual Equality Week hosted on campus to celebrate equality and diversity on campus, and an increased awareness of UCC's equality policies for students and staff assessed by online survey.

Action No.	Description of action	Rationale	Key outputs and milestones	Timeframe (start/end date)		Person responsible	Success criteria and outcome
4.4-17	Participate in GLEN Diversity Champions Programme	Explicitly promote institutional values of equality and diversity. Prepare for expansion of Athena SWAN Charter in Ireland, including new commitment to “[tackle] the discriminatory treatment often experienced by trans people”.	Participate in GLEN Diversity Champions Programme. Apply for Workplace Quality Index Award; maintain the award on an ongoing basis.	(Jan) 2016	Ongoing	HR Director	<p>Successfully engage with the GLEN Diversity Champions Programme by acting on the recommendations of the LGBT Staff Network set out in the 2016 Equality Committee Report.</p> <p>Achieve Workplace Equality Index Award. Increase in positive staff perception that the prevailing culture in UCC is inclusive and LGBT-friendly, measured by survey responses and qualitative data.</p>