



**Department Application
Ireland
Bronze and Silver Award**



ATHENA SWAN BRONZE DEPARTMENT AWARDS

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

ATHENA SWAN SILVER DEPARTMENT AWARDS

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

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

COMPLETING THE FORM

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

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

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

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

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

WORD COUNT

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

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

We have provided the following recommendations as a guide.

Name of institution	University College Cork	
Department	School of Law	
Focus of department	AHSSBL	
Date of application	January 2021 (November 2020 submission round)	
Award Level	Bronze	
Institution Athena SWAN award	Date: November 2019	Level: Bronze
Contact for application <small>Must be based in the department</small>	Dr. Louise Crowley	
Email	l.crowley@ucc.ie	
Telephone	021 4903879	
Departmental website	https://www.ucc.ie/en/law/	

Department application	Recommended Word Count	Actual Word Count
Word limit	11,000	10,986
<i>Recommended word count</i>		
1. Letter of endorsement	500	516
2. Description of the department	500	498
3. Self-assessment process	1,000	1,296
4. Picture of the department	2,000	2,387
5. Supporting and advancing women's careers	6,000	6,289
6. Case studies	n/a	n/a
7. Further information	500	0
Additional word count relating to impact of the Covid-19 pandemic (across all sections)	500	n/a

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List of Abbreviations

AS: Athena SWAN

CAO: Central Applications Office

COBL: College of Business and Law

DARE: Disability Access Route to Education at UCC

DEIS: Delivering Equality of Opportunity in Schools

EBCL: Evening BCL

EDI: Equality, Diversity and Inclusion

HEI: Higher Education Institute

HEA: Higher Education Authority

HEAR: UCC Plus+

HESA: Higher Education Statistics Agency (UK)

HoD: Head of Department

HR: Human Resources

L A/B: Lecturer Above Bar

L B/B: Lecturer Below Bar

MATLHE: Masters in Teaching and Learning in Higher Education

MU: Maynooth University

PDRS: Personal and Development Review System

PDS: Performance Development Plans

PG: Postgraduate

PGCert: Postgraduate Certificate in Teaching and Learning in Higher Education

PGDip: Postgraduate Diploma in Teaching and Learning in Higher Education

PGR: Postgraduate Research

PGT: Postgraduate Taught

PSS: Professional Support Staff

RICU: Research Institute, Centre and Units

SAT: Self-Assessment Team

SL: Senior Lecturer

TCD: Trinity College Dublin

UCC: University College Cork

UG: Undergraduate

UL: University of Limerick

WAM: Workload Allocation Model

WG: Working Group

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

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

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

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

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29th January 2021

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

Dear Dr. Brownlee,

I am writing to express my unreserved support for the application by the School of Law, in the College of Business & Law, University College Cork, for a departmental-level Athena SWAN (AS) Bronze Award.

I was delighted to initiate the application process for the AS award. Taking up my post in May 2019, it was my task to develop a new School Strategic Plan. I ensured that the strategic plan development process was fully aligned with the AS process, with the SAT Chair, Prof. Louise Crowley, having a key role in both. Many actions already taken to implement the newly adopted Strategic Plan are specifically designed to further the equality agenda including (1) the development of a new workload model which is more sensitive to equality issues, (2) a stronger focus on staff welfare and development through the establishment of a senior Director role with a seat on the School Executive, and (3) a greater voice given to part-time, research contract and administrative staff in the School governance structures. A new Equality and Diversity Committee will take forward the implementation of the AS action plan.

Despite the challenges of the pandemic, our School embraced the opportunity to contribute to the SAT's work, with 100% participation in our AS staff survey. This enthusiasm reflects shared School values and a long-standing commitment to equality work. Most recently, for example, Prof. Crowley developed UCC's Bystander Intervention programme, now being implemented across Irish HEIs, following its commendation by the Minister for Higher Education.

The datasets prepared for the AS application are of huge value in enabling us to monitor and address the equality challenges we identified through our self-assessment. In that regard, the SAT Chair established a bespoke Irish Law School Athena SWAN network in March 2020 to support the sharing of data among participating Irish law schools, to inform their respective AS applications and provide a forum for the shared consideration of sector wide concerns.

Our self-assessment affirmed our core strengths and also highlighted areas for improvement. We plan actions to address the attrition of male students at PGR level and to address lower rates of applications from women for senior academic roles. We will improve recruitment practices to address the poor experience reported by our part-time teaching staff.

Covid-19 brought many new challenges for School staff, particularly those with caring obligations, and the impact of these will be felt for some time to come. Our action plan will help us respond to these challenges. Responsibility for implementing the plan is shared across the School, and to avoid over-burdening staff, we have secured funds for a new post that will provide dedicated administrative support for this work.

Finally, I would like to express my thanks to the exceptionally dedicated members of the SAT who pursued their vision for the School application and action plan, during the most challenging of times, and to the School of Law and the College of Business and Law for their support.

The information presented in this application, including both qualitative and quantitative data, provide an honest and accurate representation of the School of Law.

Yours sincerely,



Professor Mark Poustie

Dean, School of Law, UCC

Word Count: 516

2. DESCRIPTION OF THE DEPARTMENT

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

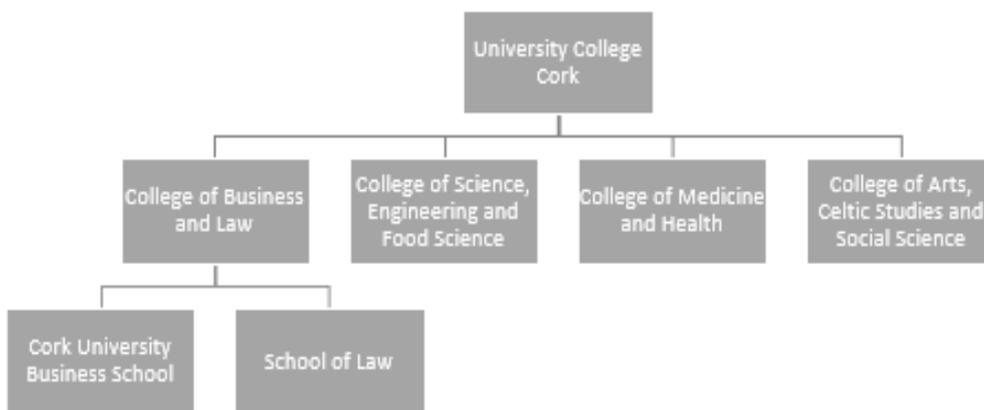
Please provide a brief description of the department including any relevant contextual information. Present data on the total number of academic staff, professional and support staff and students by gender.

First established as a Faculty in 1849, the School of Law at UCC is a modern academic law school with committed, research active staff and a range of law programmes at undergraduate and postgraduate level. Ranked in the top 150 law schools globally (QS Rankings by Subject), the School of Law is based in Áras na Laoi on the main UCC campus. The School is one of two schools within the College of Business and Law.

Figure 2.1 Áras na Laoi, University College Cork, Main Campus



Figure 2.2 Position of the School of Law within University College Cork



The School offers a wide range of programmes – including six BCL programmes and the part-time EBCL, (undergraduate), one graduate LLB and seven taught masters programmes (PGT). The student body is diverse, with a range of dedicated quotas to provide multiple entry routes, including mature years, part-time and international students. In 2019 60% of the UG student cohort were female (Table 2.1).

The School had 29 academic, 8 research and 9 professional support staff (PSS) in 2019. Females are generally well-represented in the School, in 2019, accounting for 67% of staff, with particularly high representation in research (88%) and PSS (89%) positions (Table 2.1). Females are also well-represented at each academic grade (Figure 2.5).

Table 2.1 Staff and students in School of Law, by gender (2019)

Staff and students in School of Law, by gender (2019)¹					
		Female	Male	%F	Total
Staff	Academic	16	13	55%	29
	Research	7	1	88%	8
	PSS	8	1	89%	9
	Total	31	15	67%	46
Students	UG Students*	357	230	61%	587
	PGT*	59	52	53%	111
	PGR*	21	10	68%	31
	Total	437	292	60%	729
Total		468	307	60%	775

Since the September 2019 snapshot, the academic staff number has increased to 32 (19F, 13M), 13 research staff (12F, 1M) and 8 PSS (7F, 1M). Following a recruitment process, five new academic appointments were made in 2020; four at L B/B (3F, 1M) and one at full professorial level (F). One staff contract also ended in this period following an unsuccessful application for a lectureship post. Additionally, 4 staff members were promoted to Professor (scale 2) (3F, 1M).

¹2019 staff data is based on a snapshot as of 30/9/2019 and our 2019 student data is based on a snapshot as of 01/03/2019 and data for other years reported are based on corresponding snapshot dates.

Figure 2.5 Academic Staff by Grade and Gender (2019)

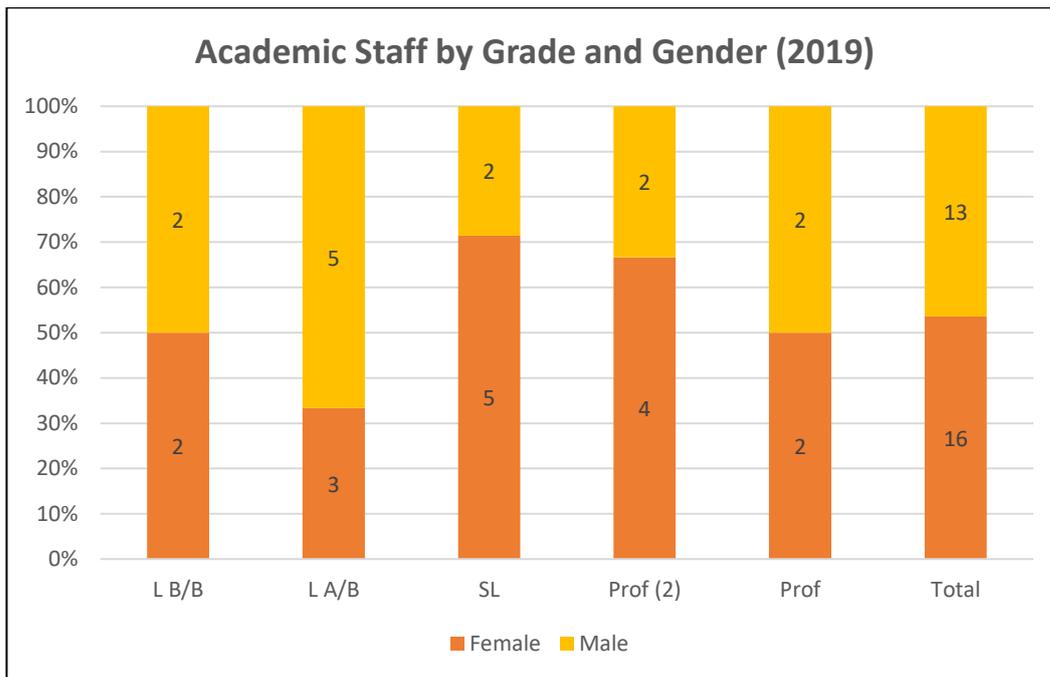
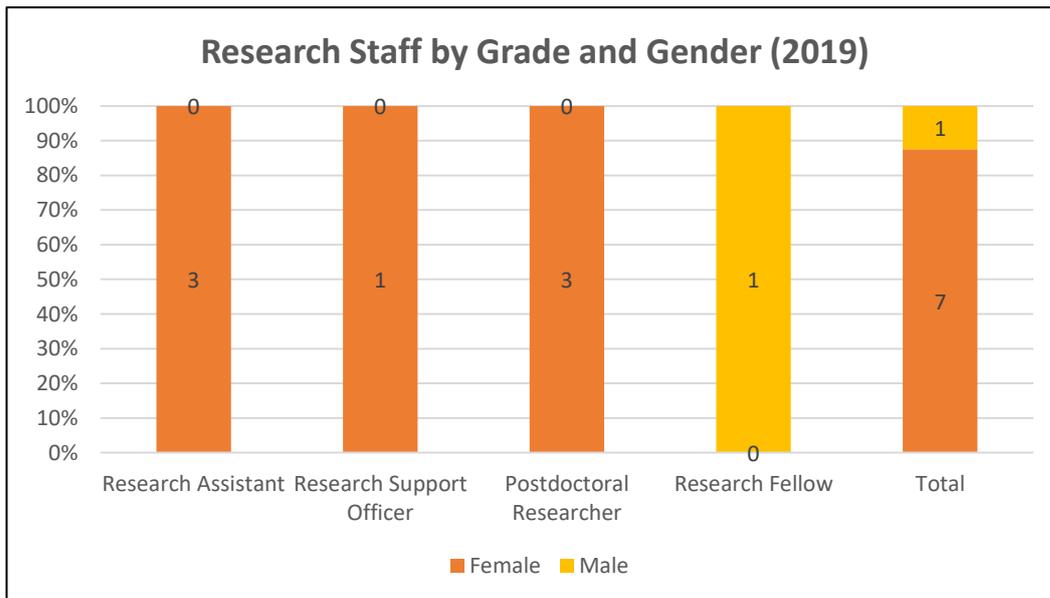


Figure 2.6 Research Staff by Grade and Gender (2019)



Skills-based learning and clinical legal education are hallmarks of the School’s legal education and the School leads internationally with six Clinics, which provide students with a unique opportunity to apply their academic learning in practice. (Figure 2.7). The School also has four RICUs (Figure 2.8).

Figure 2.7 Clinic Directorship

Clinic	Directorship
Child Law Clinic	Male
Environmental Law Clinic	Male
Family Law Clinic	Female
Human Rights Law in Practice Clinic	Male
IT Law Clinic	Male
Sports Law Clinic	Male and Female

Figure 2.8 RICU Directorship

Research Centre	Directorship
Centre for Children's Rights and Family Law	Female
Centre for Criminal Law and Human Rights	Female
Centre for Law and the Environment	Male and Female
Centre for Research in Sports Economics and Law	Male and Female

The Dean of the School is Professor Mark Poustie (M). The Dean is supported by a new governance framework implemented in November 2020; comprising a Deputy Dean (M) and 4 Vice Deans (3F and 1 M).

3. THE SELF-ASSESSMENT PROCESS

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

Describe the self-assessment process. This should include:

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

The Law SAT was formed in October 2019. There are 16 members 11F (69%) and 5M (31%), providing representation across academic, research, PSS, PhD and UG roles. The gender representation reflects the School’s staff composition, 31F (67%) and 15M (33%). The SAT includes staff and students from different career stages, contract types and experiences. The SAT Chair is also a member of the University Athena SWAN Steering Group.

SAT members formed five working groups to address the different sections of the application: 1. Student and Staff Data; 2. Key Career Transition Points; 3. Career Development; 4. Flexible Working and Managing Career Breaks; 5. Organisation and Culture.

Table 3.1 Composition of Law SAT

Composition of Law SAT				
Photo	Name/Position	Gender	Relevant Experience/Motivation	Role in SAT
	Prof. Louise Crowley Professor	F	Member UCC ASSG; Chair UCC Staff/Student Data WG; Member COBL EDI/AS Committee; Director Bystander Intervention programme. <i>“I am dedicated to the development of a robust framework to ensure all staff and students can fulfil their professional and personal goals in a fair and inclusive environment.”</i>	Chair School SAT; Chair Picture of the School; Chair Student/Staff Data WGs.
	Prof. Mark Poustie Dean School of Law	M	<i>“As Dean I initiated the School’s application for Athena SWAN as I am committed to supporting gender equality and keen to ensure we have the necessary policies and supports in place to make that happen and as a leader in the UCC community.”</i>	Picture of the School, Career Development WGs member.

	<p>Katie Power Part-time lecturer</p>	<p>F</p>	<p>Part-time staff liaison, Teaching Fellow CIRTL, PhD candidate School of Education. <i>"I am committed to ensuring that part-time staff have a voice in the School and am delighted to contribute towards an inclusive and progressive working environment".</i></p>	<p>Chair Organisation and Culture WG</p>
	<p>Dr. Stephen Coutts Lecturer</p>	<p>M</p>	<p><i>"My motivation is to gain an insight into the performance of the School in including people from diverse backgrounds."</i></p>	<p>Member Student/Staff Data and Organisation and Culture WGs</p>
	<p>Dr. Darius Whelan Senior Lecturer</p>	<p>M</p>	<p>Member of UCC Athena SWAN WG on Flexible Working & Leave. <i>"Interested in employment equality law; taught employment law for a number of years."</i></p>	<p>Chair Flexible Working/ Managing Career Breaks WG</p>
	<p>Deirdre Kelleher PhD Candidate</p>	<p>F</p>	<p><i>Member COBL EDI/AS Committee. "I am interested to explore flexible working practices for everyone, but particularly those with family and other commitments, with a view to ensuring a healthy and sustainable work/life balance."</i></p>	<p>Chair Key Career Transition Points WG, Member Flexible Working/Managing Career Breaks WG.</p>
	<p>Michael Boland PhD Researcher</p>	<p>M</p>	<p><i>"I was delighted to join the SAT as it offered a chance to consider the gendered nature of Irish legal education. AS is a hugely important project in the context of SDG 5 on gender equality."</i></p>	<p>Member Student/Staff Data and Career Development WGs.</p>

	Dr. Claire Murray Lecturer	F	<i>"I want to contribute to the development of a work environment that is inclusive and supportive for all colleagues and students."</i>	Chair WG on Career Development, member WG Key Career Transition Points
	Rose Wallace Athena SWAN Support Officer	F	<i>"To contribute towards the promotion of equality and inclusivity for all staff and students across the School of Law"</i>	Member of all WGs
	Dr. Kay Taaffe School Manager	F	<i>"As School Manager I joined to understand how we can best embed a positive and enabling culture to benefit all staff and students."</i>	Member Student/Staff Data WG.
	Prof. Caroline Fennell Professor	F	Led UCC Institutional Bronze application and award. Established UCC EDI Unit when Registrar. Chair Independent National Anti-Racism Committee	Internal oversight.
	Jessica Butler UG Student	F	<i>"I was delighted to be involved with AS, it allowed me to present the undergraduate opinion on matters of equality and diversity."</i>	Member Student/Staff Data and Organisation and Culture WGs.
	Pat Rice Senior IT/Multimedia Technical Officer	M	<i>"I grew up as a carer for my Mum, I'm interested in support for non-traditional carers, including male carers, caring for adults and caring for siblings with special needs. I wonder who cares for the carer."</i>	Member Career Development and Flexible Working/Managing Career Breaks WGs.

	Dr Louise Forde Postdoctoral researcher	F	<i>"I am committed to actions that support the removal of barriers to participation and representation in HE, and have a particular interest in supporting early-career researchers."</i>	Member Student/Staff Data and Career Development WGs.
	Dr Bénédicte Sage-Fuller Director (Law and French) BCL and	F	<i>"For the past 12 years, I have had the privilege to work with students in the discovery of another legal culture, through a foreign language, to guide them through the study of Comparative Law."</i>	Member Flexible Working/Managing Career Breaks
	Samantha Williams PhD Candidate	F	<i>"I am committed to actions which actively pursue and ensure equality within the School and broader University."</i>	Member Key Career Transition Points

(ii) an account of the self-assessment process

Initially SAT and WG meetings took place on a face-to face basis however due to the Covid-19 pandemic, meetings were conducted via Microsoft Teams since March 2020. The SAT met regularly (see Table 3.2), with WGs meeting contemporaneously to analyse data and develop actions. WG contributions continuously updated the evolving application and action plan, overseen by the SAT meeting as a collective, led by the SAT Chair and AS support officer.

UCC's EDI AS Project Officer attended SAT meetings, provided guidance on the process, feedback on drafts, administered the staff survey and facilitated the pulse surveys. Prof. Ciara Heavin, lead UCC BIS AS SAT, acted as internal reader, Profs Ivana Bacik (TCD) and Katie Farrell (University of Glasgow) acted as external critical friends.

The School of Law's commitment to the Athena SWAN agenda is evidenced by the 100% participation rate in the staff survey which underpins the assessment and action plan presented. The survey data was supplemented with responses to follow up emails sent to all staff, and pulse surveys to researchers and part-time temporary staff in December 2020.

The plan to secure student responses to issues arising from the self-assessment process was hampered by the Covid19 pandemic. We recognise the importance of engagement with students and the need to understand and interrogate their experiences. However, given the additional pressures faced in adjusting to a new academic experience we elected to defer to the new EDI Committee, prioritising engagement with students post-application submission.

Separately, in conducting the self-assessment, it became evident that historically the School recording processes relied excessively on paper-based methods, resulting in data gaps. Currently, in line with the School’s Quality Enhancement Plan, the process of digitalising records to create a centrally based data storage has begun.

To inform the work of this application, the SAT Chair established a bespoke Irish Law school AS network to support the sharing of data amongst Irish law schools to inform their AS applications and provide a forum for the shared consideration of sector-wide concerns. The participating schools (with varying levels of engagement) are University of Limerick, University College Dublin, Trinity College Dublin, Maynooth University, NUI Galway and Carlow IT. Prof Crowley collates, hosts and shares the database.

The AS application was a standing item at all Law Executive and School Meetings from July 2019-January 2021.

Table 3.2 SAT Engagement

Date 2019/2020	SAT activity and key milestones
15 August 2019	<ul style="list-style-type: none"> • Expression of Interest submitted to UCC EDI office.
2 October 2019	<ul style="list-style-type: none"> • Inaugural meeting of SAT. • Athena SWAN Project Officer presentation on application process. • Terms of Reference agreed.
Nov-Dec 2019	<ul style="list-style-type: none"> • Law staff survey design, planning, including SAT meeting 21 Nov.
24 Jan 2020 24 Jan 2020 27 Jan 2020	<ul style="list-style-type: none"> • SAT members form working groups. • Student representatives co-opted to SAT. • SAT chair attends AS adjudication panel as observer.
9 Feb 2020 10 Feb 2020 24 Feb 2020	<ul style="list-style-type: none"> • Staff survey issued. • SAT meeting 10 Feb. • SAT attendance at Advance HE seminars on Data analysis/SMART action planning and Applying for a Bronze Award presented by Dr Victoria Brownlee.
2 March 2020 4 March 2020 6 March 2020 16 March 2020 26 March 2020 30 March 2020	<ul style="list-style-type: none"> • SAT meeting - discussion of staff and student data. • Established cross Irish HEI Law School Network. • Attendance at UCC Presidents AS annual symposium. • SAT meeting via Teams with WG presentations. • Staff survey data shared with SAT. • SAT meeting – Chairs report on survey data.
6 April 2020 14 April 2020 27 April 2020	<ul style="list-style-type: none"> • Rose Wallace AS support officer commences new role. • SAT meeting with presentations from WGs re survey data. • SAT meeting with updated WG

29 April 2020	<p>presentations/submissions.</p> <ul style="list-style-type: none"> • Advance HE workshop with Tamara Szucs/Victoria Brownlee on Data Analysis/SMART action planning (online via Zoom).
12 May 2020	<ul style="list-style-type: none"> • Chair presentation of Law application progress at College AS/EDI Committee meeting.
26/28 May 2020	<ul style="list-style-type: none"> • Advance HE workshop with Tamara Szucs “Spotlight on Recruitment” (online via Zoom).
23/24 June 2020	<ul style="list-style-type: none"> • Advance HE workshop with Victoria Brownlee on Data Analysis in Athena SWAN applications (online via Zoom).
25 June 2020	<ul style="list-style-type: none"> • AS support officer observes AS adjudication panel.
July 2020	<ul style="list-style-type: none"> • SAT member panelist on AS adjudication panel.
5 August 2020	<ul style="list-style-type: none"> • SAT meeting via Teams-discussion of draft application and action plan documents.
20-31 August 2020	<ul style="list-style-type: none"> • Working Group meetings via Teams-each WG reviewed their section of the application and action plan documents. WG Chairs produced a revised version of their sections.
9 October 2020	<ul style="list-style-type: none"> • SMART Action Planning Workshop delivered to SAT members by Athena SWAN Project Officer via Teams.
20-29 October 2020	<ul style="list-style-type: none"> • Working Group meetings via Teams-each WG reviewed their section of the action plan and produced revised sections with completed actions.
13 November 2020	<ul style="list-style-type: none"> • SAT meeting via Teams-SAT reviewed draft application and action plan as a whole.
December 2020	<ul style="list-style-type: none"> • AS Support Officer liaised with WG Chairs to finalise contributions.
27 January 2021	<ul style="list-style-type: none"> • SAT meeting via Teams- agreed final draft of School application and action plan.

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

Following submission, the SAT will transition to a School EDI Committee, led at first by the SAT Chair who in consultation with the Dean will develop a succession plan for the implementation of the action plan. The EDI Committee will conduct a post-submission AS staff survey to interrogate issues arising from the self-assessment process and will specifically explore the impact of Covid-19. The EDI Committee will present a report at every School meeting and will produce a written annual review.

The Chair of the SAT has been approached by a private law firm to develop a bespoke Bystander Intervention in-house training programme and remuneration will fund a new post which will provide dedicated administrative support for the implementation of the School AS action plan.

3.3 Actions
3.3.1: Existing SAT will transition to the new EDI Committee.
3.3.2: The new EDI Committee will conduct a post-submission General Athena SWAN staff survey and thereafter a staff EDI survey every 2 years.
3.3.3: (1) Promote Athena SWAN principles and School of Law progress on AS actions on School website, social media and at public and outreach (including online) events. (2) Create an Athena SWAN promotional banner for display within the School of Law.

Section 3 Word Count: 1,296

4. A PICTURE OF THE DEPARTMENT

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

4.1 Student data

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

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

N/A

- (ii) Numbers of undergraduate students by gender

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

The School of Law offers 6 distinct undergraduate degree offerings, one of which (BCL) is a three-year full-time degree (also offered part-time by night over four years-EBCL) and 5 (BCL Clinical, BCL International, BCL Law and Business, BCL Law and French and BCL Law and Irish) four-year full-time degrees. BCL, BCL International and BCL Clinical have a shared BCL Pathways first year, after which students elect their preferred degree programme. Each programme has a Programme Director (Figure 4.1.2.1).

Figure 4.1.2.1 UG Programme Directorship

UG Programme	Director
BCL	Female
EBCL	Male
BCL Clinical	Female

BCL International	Male
BCL Law and Business	Male**
BCL Law and Irish	Male
BCL Law and French	Female

**Currently replacing female on sabbatical

Law has consistently had a strong female student representation at UG level, with an average of 60% female students in the three intakes from 2016-2019 but with clear distinctions evident between degree programmes. The overall strong female representation at UCC UG level is in line with national benchmarking data, evidenced in Table 4.1.2.2.

Since its introduction in 2016/17 there has been an almost equal gender representation in BCL (Law and Business), whereas the two joint-honours language degrees are significantly female dominated. There is arguably a gender dimension in respect of the law and language programmes given that languages can be regarded as a ‘female’ skill evidenced also in second-level take-up rates.² Work must be undertaken to attract more male students through student engagement and dedicated promotional efforts - Actions 5.6.7.3 and 5.6.8.2. Separately, a significantly greater number of female students are opting for the 4-year routes from BCL pathways, involving an additional year of study abroad or year in legal practice. The only UG programme with a majority of male students is the 3-year BCL option (see Table 4.1.2.1). The motivations behind these consistent student choices need to be further interrogated and will be explored through a universal UG student survey in 2021-2022. As mentioned, due to the impact of the pandemic we were unable to engage with students but will prioritise student engagement post-submission (Action 4.1.2.1).

Table 4.1.2.1 UG Students by Degree Programme (2017 – 2019)

UG Students by Degree Programme (2017 - 2019) ³									
Course	2017			2018			2019		
	Female	Male	%F	Female	Male	%F	Female	Male	%F
BCL	68	64	52%	62	63	50%	40	59	40%
BCLP- Pathways	58	44	57%	55	49	53%	70	42	63%
BCLB-Business	15	15	50%	30	29	51%	41	42	49%
BCLC- Clinical	29	16	64%	40	19	68%	33	16	67%
BCLF-French	62	13	83%	63	14	82%	69	13	84%
EBCL-Evening	25	26	49%	31	29	52%	25	22	53%

² See <https://www.cso.ie/en/releasesandpublications/ep/p-wamii/womenandmeninireland2016/education/>

³ The figures in Tables 4.1.2.1 and 4.1.2.2 are slightly different due to different data snapshot dates. Enrolments are taken in September and headcounts are taken in March.

BCLGA- Law and Irish	25	7	78%	25	7	78%	24	10	71%
BCLI- International	39	25	61%	41	24	63%	55	26	68%
Total	321	210	60%	347	234	60%	357	230	61%

The national benchmarking demonstrates that UCC School of Law UG data is in line with other Irish Law schools (Table 4.1.2.2) UCC Law data can also be considered relatively in line with the HESA UG law benchmark. (Table 4.1.2.3).

The student data reflects the higher proportion of females in the legal profession, 52% of solicitors in Ireland in 2018 were female,⁴ however in 2019 only 34% of partners in the largest seven firms were female.⁵ The School invites female legal practitioners as guest speakers for both UG and PGT programmes, and supports student promotion of female careers in law, including the annual Women in Law Forum.

Table 4.1.2.2 UG Enrolments Benchmarking (Full and Part-Time combined) (HEA) (2017-2019)

UG Enrolments Benchmarking (Full and Part-Time combined) (HEA) (2017-2019)									
	2017			2018			2019		
	Female	Male	%F	Female	Male	%F	Female	Male	%F
NUIG	250	186	57%	255	203	56%	312	236	57%
MU	344	247	58%	562	363	61%	730	431	63%
TCD	413	252	62%	421	248	63%	420	241	64%
UCD	307	229	57%	311	204	60%	330	196	63%
UL	283	224	56%	292	224	57%	296	229	56%
UCC	325	213	60%	342	241	59%	360	232	61%
HEA Total	1922	1351	59%	2183	1483	60%	2448	1565	61%

Table 4.1.2.3 UG Enrolments Benchmarking (UCC, HEA & HESA) (2017-2019)

UG Enrolments Benchmarking (UCC, HEA & HESA) (2017-2019)										
		2017			2018			2019		
		Female	Male	%F	Female	Male	%F	Female	Male	%F
Full-Time	UCC	297	183	62%	309	208	60%	332	208	61%
	HEA Total	1882	1302	59%	2142	1439	60%	2410	1529	61%
	HESA Total	39180	21500	65%	41085	21810	65%	43160	22245	66%
Part-Time	UCC	28	30	48%	33	33	50%	28	24	54%
	HEA Total	40	49	45%	41	44	48%	36	36	50%
	HESA Total	5510	3395	62%	5605	3280	63%	5985	3250	65%
Total	UCC	325	213	60%	342	241	59%	360	232	61%
	HEA Total	1922	1351	59%	2183	1483	60%	2446	1565	61%
	HESA Total	44690	24895	64%	46690	25090	65%	49145	25495	66%

⁴ See <https://www.lawsociety.ie/gazette/in-depth/women-lead-the-way-in-profession/>

⁵ See <https://www.lawsociety.ie/gazette/Top-Stories/dawn-of-the-gedi/>

The outlier in this female dominated student intake arises in respect of the mature year day entry route, which is the one UG entry route with a predominance of male students, to be interrogated in planned UG surveys. (Table 4.1.2.4).

Table 4.1.2.4 UG First Year intake by Entry Path (2017-2019)

UG First Year intake by Entry Path (2017-2019)*									
	2017			2018			2019		
	Female	Male	%F	Female	Male	%F	Female	Male	%F
HEAR	10	2	83%	6	5	55%	10	3	77%
DARE	3	3	50%	4	4	50%	8	6	57%
HEA Mature (day entry route)	4	8	33%	6	7	46%	3	5	38%
FETAC	7	7	50%	11	7	61%	14	2	88%
EBCL**	0	0	0%	22	13	63%	0	0	0%
International Headcount (EU)	14	6	70%	11	4	73%	12	4	75%
International Headcount (Non - EU)	0	0	0%	0	2	0%	0	0	0%
School Leavers	72	37	66%	63	43	59%	72	43	63%

* There is no total row as the numbers will not add up due to some intakes being non additive and being counted twice.

**Intake every two years.

The mature year day entry route is the only entry route requiring a written assessment and interview. The interviews in 2017 and 2018 were conducted by one female and one male academic, in 2019 were conducted by two females. The lower number of female mature students might reflect a gendered basis for student choices, possibly including caring responsibilities, making females less available during the day. This will be explored in the planned post-submission student survey (Action 4.1.2.1).

Figure 4.1.2.2 Mature Day Year Applications by Gender 2016-2019

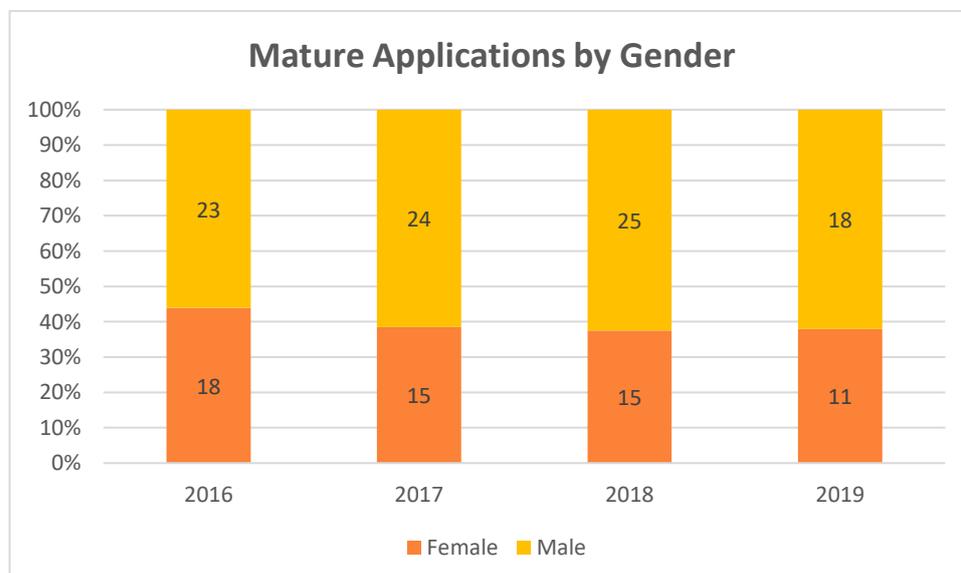
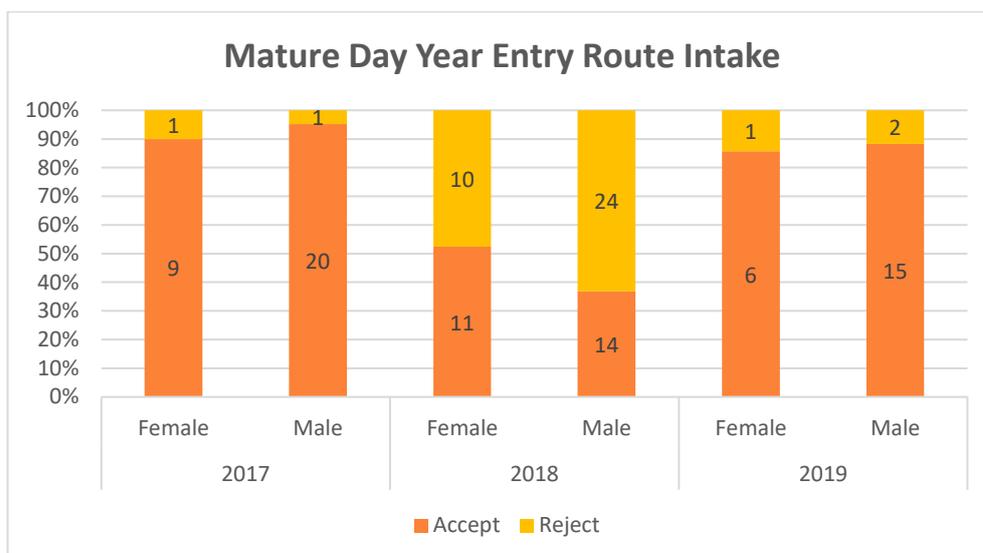


Figure 4.1.2.3 Mature Day Year Entry Route Intake 2017-2019



*Acceptances are those offered a place by the School

**Rejections are those who were not offered a place post-interview. Not all applicants are shortlisted for interview.

Table 4.1.2.5 outlines high UG completion rates. There is no significant disparity between female and male UG students for intake years 2014/15 and 2015/16, however in 2013/14 there is a clear gendered disparity in the numbers of those not graduating, with only 62%(M) graduating compared to 86%(F). Whilst at first glance this might be regarded as an out-of-pattern disparity, further investigation uncovered that of the 2011 BCL intake 83% of those who did not graduate were male and of the 2012 intake 73% of those who did not graduate were male. Although most recent data suggests a significant improvement in these numbers, it is evidently an issue in need of both interrogation and action (Actions 4.1.2.1 and 4.1.3.1).

Table 4.1.2.5 UG Completion Rates (2014-2016 intake)

Total UG Completion Rates									
	2013/14			2014/15			2015/16		
	F	M	%F	F	M	%F	F	M	%F
Intake	100	73	58%	75	58	56%	109	80	58%
Graduated on Time	71	35	66%	58	43	57%	78	54	59%
Graduated Late	15	10	66%	6	6	57%	5	7	42%
Graduated Different Course	12	4	75%	8	7	53%	7	6	54%
Did not Graduate	14	28	33%	10	9	53%	23	16	59%
Total Graduates	86	45	66%	65	49	57%	83	64	56%
On-Time Completion Rates	71%	48%		77%	74%		72%	68%	
Same-Course Completion Rates	74%	56%		76%	72%		70%	73%	
Overall Completion Rates	86%	62%		87%	84%		76%	80%	

Pursuant to School policy, the Deputy Dean writes to each student who fails their autumn examination(s) to encourage a meeting with their personal tutor for advice on supports and options available.

Table 4.1.2.6 demonstrates that the overall gendered percentage of students achieving a first-class honours degree award is very even, reflected through all levels of award. However, the individual yearly outcomes demonstrate a greater variance in the award levels secured on a gendered basis, with no obvious pattern emerging. Comparing, for example, the award of first-class honours in 2018 with 2019 the gendered division is difficult to explain.

Table 4.1.2.6 All UG Degree Attainment

All UG Degree Attainment						
		Female	Male	% of F	% of M	Total
2016	1H1	11	4	20%	11%	15
	2H1	35	25	63%	66%	60
	2H2	9	8	16%	21%	17
	3H	1	1	2%	3%	2
	Pass	0	0	0%	0%	0
2017	1H1	6	5	9%	12%	11
	2H1	53	29	76%	71%	82
	2H2	10	5	14%	12%	15
	3H	0	1	0%	2%	1
	Pass	1	1	1%	2%	2
2018	1H1	12	14	17%	27%	26
	2H1	47	30	65%	58%	77
	2H2	12	7	17%	13%	19
	3H	1	1	1%	2%	2
	Pass	0	0	0%	0%	0
2019	1H1	14	3	23%	6%	17
	2H1	40	29	65%	62%	69
	2H2	8	14	13%	30%	22
	3H	0	0	0%	0%	0
	Pass	0	1	0%	2%	1
Total	1H1	43	26	17%	15%	69
	2H1	175	113	67%	63%	288
	2H2	39	34	15%	19%	73
	3H	2	3	1%	2%	5
	Pass	1	2	0%	1%	3

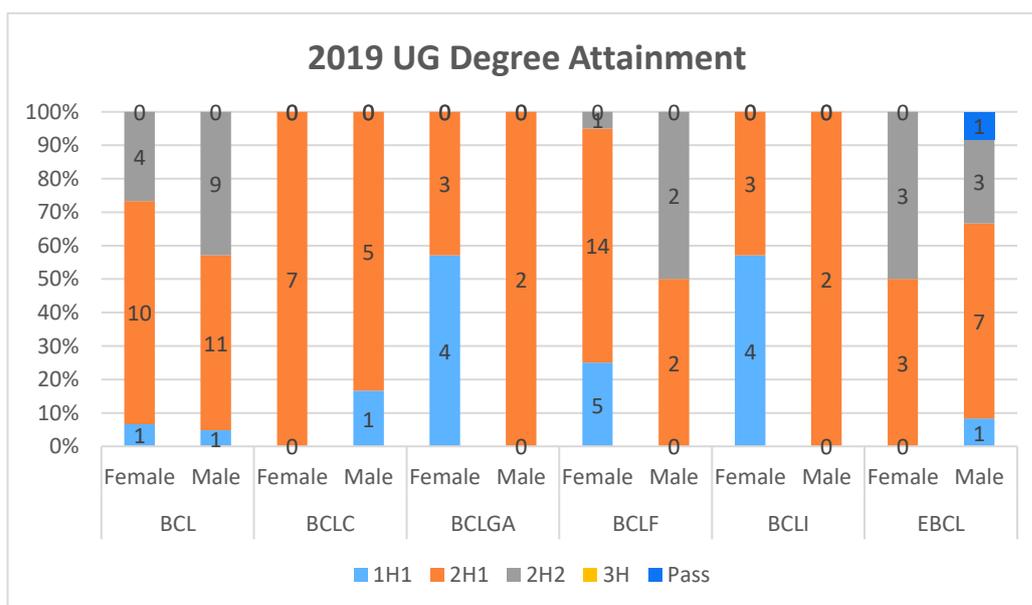
Comparative data provided by Maynooth University (MU), shared through the Law School AS network, demonstrates that female students there generally outperformed males.

Table 4.1.2.7 Benchmarking HEA UG Degree Attainment (2017-2018)

Benchmarking HEA UG (only honours degree) - Degree Attainment (2017-2018) ⁶		2017		2018	
		%F	%M	%F	%M
1H1	UCC	14%	17%	16%	30%
	HEA Total	19%	17%	17%	18%
2H1	UCC	72%	69%	68%	54%
	HEA Total	62%	61%	66%	62%
2h2 and lower	UCC	13%	15%	17%	13%
	HEA Total	18%	23%	18%	21%

The following graphs provide a breakdown of UCC Law awards by degree programme. In 2019 1H1s in the BCLGA, BCLF and BCLI were dominated by female students while in 2018 and 2017 1H1s in the BCL were dominated by males. For all three years no female and one male achieved a 1H1 in the EBCL. The post submission UG survey will explore the challenges across the range of student experiences.

Figure 4.1.2.8 2019 UG Degree Attainment



⁶ The UCC figures in Tables 4.1.2.6 and 4.1.2.7 are slightly different due to the fact that sometimes the HEA use different conditions on their reporting than UCC.

Figure 4.1.2.9 2018 UG Degree Attainment

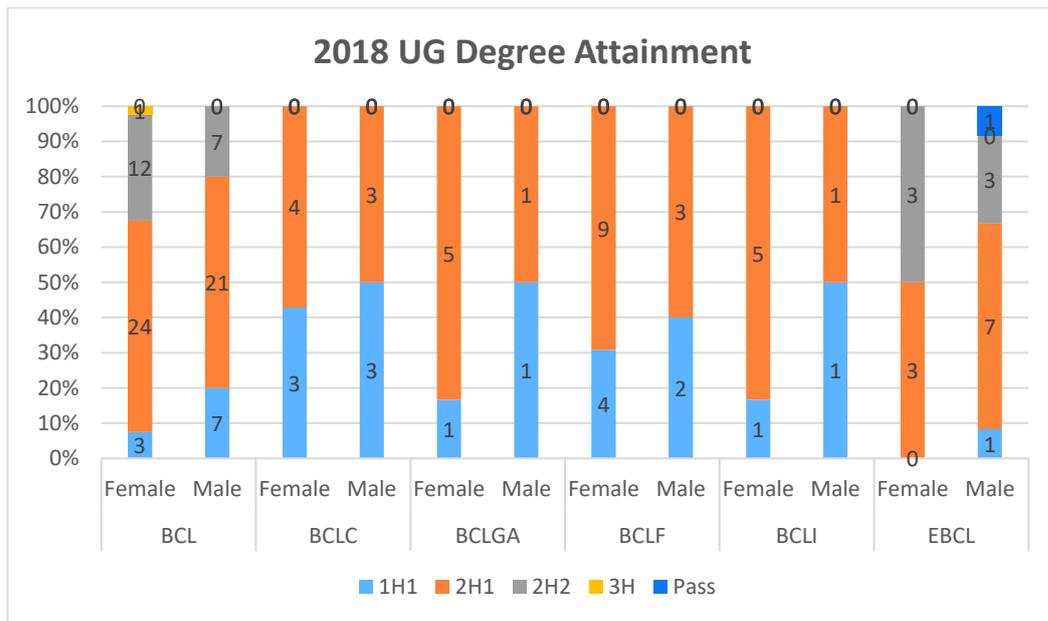
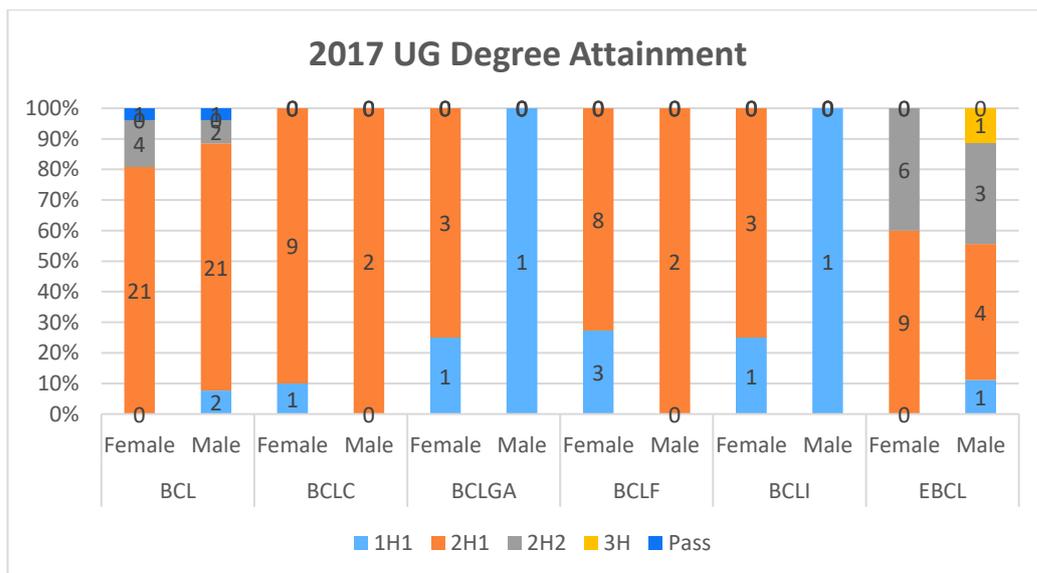


Figure 4.1.2.10 2017 UG Degree Attainment



4.1.2 Actions

4.1.2.1: (1) Conduct a survey with current UG students to interrogate their programme choice. Include questions to identify the challenges students face in completing course work and/or passing examinations. Conduct dedicated survey with current UG Mature Year students to interrogate their reasons for returning to study, their degree choice and if they have any caring responsibilities.

(2) Survey all PGT Law students on entry to their PGT programme to understand why they selected this programme, why they selected full-time or part-time study, and uncover their pre-entry perceptions and understanding of the programme and its profile.

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

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

The School of Law offers seven taught level 9 masters programmes (PGT) and the LLB, a taught postgraduate level 8 programme (Figure 4.1.3.1).

Figure 4.1.3.1 PGT Programme Information

PG(T) Programme name	Programme acronym	Duration (months)	Director
LLM Children's Rights and Family Law	CR/FL	12	F
LLM Marine and Maritime law	M/M	12	M
LLM Environmental and Natural Resources law	Env/NR	12	M
LLM Intellectual Property and E-law	IP/E	12	M
LLM International Human Rights law and Public Policy	IHR	12	M
LLM Business Law	BL	12	F
LLM	LLM	12	F
LLB	LLB	24	F

There is near equal gender balance overall in the PGT student cohort, with a slight predominance of female students (Tables 4.1.3.1 and 4.1.3.2). This is in line with the sector norm (Table 4.1.3.3). Males are in the marginal majority amongst part-time students and females amongst full-time students, reflecting HEI trends, although the disparity is a reducing trend. However, UCC is not in line with HESA trends where the data demonstrates that more females than males engage in part-time study (Table 4.1.3.4). Action 4.1.2.1 will explore why UCC PGT students are selecting full-time or part-time study.

Part-time study makes it possible to study with more flexibility. The School's high part-time numbers demonstrate the range and flexibility of the programmes available.

Table 4.1.3.1 PGT Students, Full- and Part-Time (2017 - 2019)

PGT Students, Full- and Part-Time (2017 - 2019) ⁷										
		2017			2018			2019		
		Female	Male	%F	Female	Male	%F	Female	Male	%F
Full Time	LLM	20	12	63%	22	20	52%	24	17	59%
	LLB	18	13	58%	21	16	0%	18	16	53%
	Total	38	25	60%	43	36	54%	42	33	56%
Part Time	LLM	14	25	36%	13	18	42%	13	14	48%
	LLB	1	0	100%	4	3	57%	4	5	44%
	Total	15	25	38%	17	21	45%	17	19	47%
Total		53	50	51%	60	57	51%	59	52	53%

Table 4.1.3.2 PG Taught Headcounts (Aggregated Full and Part-time, 2017-2019)

PG Taught Headcounts (Aggregated Full and Part-time, 2017-2019)										
		2017			2018			2019		
		Female	Male	%F	Female	Male	%F	Female	Male	%F
LLM		34	37	48%	35	38	48%	37	31	54%
LLB		19	13	59%	25	19	57%	22	21	51%
Total		53	50	51%	60	57	51%	59	52	53%

Table 4.1.3.3 PGT Masters Enrolments Benchmarking (HEA) (2017-2019)

PGT Masters Enrolments Benchmarking (HEA) (2017-2019)										
		2017			2018			2019		
		Female	Male	%F	Female	Male	%F	Female	Male	%F
Full-Time	NUIG	84	42	67%	96	45	68%	50	27	65%
	MU	28	22	56%	30	9	77%	33	16	67%
	TCD	52	40	57%	46	42	52%	67	41	62%
	UCD	55	56	50%	72	44	62%	83	51	62%
	UL	23	12	66%	29	12	71%	21	12	64%
	UCC	39	24	62%	43	36	54%	42	33	56%
	HEA Total		281	196	59%	316	188	63%	296	180
Part-Time	NUIG	10	13	43%	11	10	52%	10	7	59%
	MU	3	2	60%	4	2	67%	4	2	67%
	TCD	0	0	0%	0	0	0%	0	0	0%
	UCD	9	10	47%	15	17	47%	16	29	36%
	UL	8	8	50%	8	12	40%	7	16	30%
	UCC	16	25	39%	18	21	46%	17	18	49%
	HEA Total		46	58	44%	56	62	47%	54	72

⁷ The headcount data in Table 4.1.3.1 is taken in March and the HEA enrolment data in Table 4.1.3.1 is taken in September which explains the minor discrepancies.

Table 4.1.3.4 PGT Enrolments Benchmarking (UCC, HEA &HESA) (2017-2019)

PGT Enrolments Benchmarking (UCC, HEA &HESA) (2017-2019)										
		2017			2018			2019		
		Female	Male	%F	Female	Male	%F	Female	Male	%F
Full-Time	UCC	39	24	62%	43	36	54%	42	33	56%
	HEA	300	204	60%	331	193	63%	296	180	62%
	HESA	6705	4890	58%	7175	4805	60%	7830	4885	62%
Part-Time	UCC	16	25	39%	18	21	46%	17	18	49%
	HEA	47	58	45%	57	63	48%	54	72	43%
	HESA	3445	2830	55%	3,475	2760	56%	3,210	2445	57%
Total	UCC	55	49	53%	61	57	52%	59	51	54%
	HEA	347	262	57%	388	256	60%	350	252	58%
	HESA	10150	7720	57%	10650	7565	58%	11040	7330	60%

Table 4.1.3.5 provides a breakdown of the gendered composition of the PGT programmes. Full-time and part-time numbers are combined given the high number of part-time students. Whilst there is a female majority overall in each of the 3 years, there is a significant gender split in certain programmes. In the LLM (CR/FL), there are more females and in the LLM (M/M), there are more males. We must explore the reasoning behind the gendered nature of programmes cohorts, to be addressed in the survey with PGT students (Action 4.1.2.1).

Table 4.1.3.5 PG Taught Full-time and Part-time Headcounts (2017-2019)

PG Taught Full-time and Part-time Headcounts (2017-2019)										
	2017			2018			2019			
	F	M	%F	F	M	%F	F	M	%F	
LLB	19	13	59%	26	19	58%	22	21	51%	
LLM	7	5	58%	5	1	83%	5	1	83%	
LLM (Business Law)	5	10	33%	3	7	30%	4	4	50%	
LLM (Criminal Justice)	0	3	0%	0	0	0%	0	0	0%	
LLM (Children’s Rights & Family Law)	9	3	75%	11	5	69%	11	4	73%	
LLM (Environmental & Natural Resource Law)	2	2	50%	8	8	50%	6	11	35%	
LLM (International Human Rights Law &Public Policy)	8	4	67%	5	5	50%	4	3	57%	
LLM (Intellectual Property and e-Law)	2	3	40%	3	5	38%	3	3	50%	
LLM (Marine and Maritime Law)	1	6	14%	0	6	0%	3	5	38%	
LLM (Practitioner)	0	1	0%	0	1	0%	1	0	100%	
Total	53	50	52%	61	57	52%	59	52	53%	

The application success rates for both genders (2017-2019) demonstrates an almost equal success rate relative to application numbers, 35%F and 37%M (Table 4.1.3.6). Relying on available, relevant AS Law School network data, MU data demonstrates offers to 43%F and 46%M, translating into acceptances of 89%F and 88%M. The variability in

the conversion rates of the application process across UCC Law programmes reflects the practice of applicants submitting multiple applications but selecting one offer. The column acceptances/applications represents the overall success rate of applications that translated into acceptance of offers.

Table 4.1.3.6 PGT Courses (Full-time and Part-time) Success Rates (2017-2019)

PGT Courses (Full-time and Part-time) Success Rates (2017-2019)							
		Offers as % of same gender applicants		Acceptances as % of same gender applicants		Acceptances as % of same gender offers	
		Female	Male	Female	Male	Female	Male
Full-Time	2017	71%	84%	30%	38%	42%	45%
	2018	70%	71%	42%	36%	60%	51%
	2019	67%	75%	36%	31%	53%	41%
	Total	69%	76%	35%	35%	51%	46%
Part-Time	2017	50%	76%	32%	57%	64%	75%
	2018	54%	50%	42%	50%	79%	100%
	2019	45%	58%	32%	38%	71%	64%
	Total	49%	64%	35%	47%	72%	74%
Total		65%	74%	35%	37%	54%	50%

Most UCC Law PGT students are awarded their degree with no gender disparities emerging in completion rates (Table 4.1.3.7). The School does not have a formal policy for programme directors' engagement with students who wish to withdraw. In practice programme directors meet with students to discuss their options, often resulting in students changing to part-time registration. Action 4.1.3.1.

Table 4.1.3.7 PG Taught Completion Rates by Intake Year

PG Taught Completion Rates by Intake Year									
	2014			2015			2016		
	F	M	%F	F	M	%F	F	M	%F
Intake	38	20	66%	27	14	66%	33	24	58%
Graduated on Time	35	17	67%	21	12	64%	26	17	60%
Graduated Late	0	1	0%	3	1	75%	2	4	33%
Graduated Different Course	5	4	56%	2	3	40%	9	4	69%
Did not Graduate	3	2	60%	3	1	75%	5	3	63%
Total Graduates	35	18	66%	24	13	65%	28	21	57%
On-Time Completion Rates	92%	85%		78%	86%		79%	71%	
Same-Course Completion Rates	79%	70%		81%	71%		58%	71%	
Overall Completion Rates	92%	90%		89%	93%		85%	88%	

Table 4.1.3.8 shows that the data is variable, with more males attaining a 1H in 3 of the 4 years considered, with females more likely to secure a 2H1. This is relatively in line with MU data, where females are more likely to secure a 2H1, but near equal numbers of males and females achieving a 1H1.

Table 4.1.3.8 PGT Degree Attainment (2016-2019)

		PGT Degree Attainment (2016-2019)															
		2016				2017				2018				2019			
		F	%F	M	%M	F	%F	M	%M	F	%F	M	%M	F	%F	Male	%M
LLM	1H1	6	23%	6	40%	7	24%	6	32%	7	30%	3	18%	8	29%	12	40%
	2H1	15	58%	8	53%	20	69%	8	42%	12	52%	9	53%	18	64%	17	57%
	2H2	4	15%	1	7%	2	7%	5	26%	4	17%	5	29%	2	7%	1	3%
	3H	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
	Pass	1	4%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
	Graduated	26	63%	15	37%	29	60%	19	40%	23	58%	17	43%	28	48%	30	52%
LLB	1H1	1	25%	0	0%	0	0%	0	0%	1	8%	0	0%	0	0%	0	0%
	2H1	1	25%	0	0%	2	40%	4	67%	8	67%	4	67%	9	75%	4	44%
	2H2	1	25%	0	0%	2	40%	1	17%	2	17%	2	33%	3	25%	5	56%
	3H	0	0%	0	0%	1	20%	1	17%	1	8%	0	0%	0	0%	0	0%
	Pass	1	25%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
	Graduated	4	100%	0	0%	5	45%	6	55%	12	67%	6	33%	12	57%	9	43%
Total Graduates	30	67%	15	33%	34	58%	25	42%	35	60%	23	40%	40	51%	39	49%	

4.1.3 Actions

4.1.3.1: (1) Formalise Directors/Supervisors' engagement with UG, PGT and PGR students, including PhD students, who wish to withdraw, and circulate this as School policy.

(2) Track the withdrawal information of all students to systematically capture and analyse reasons for student withdrawal.

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

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

The School of Law offers a one-year LLM by Research (LLM (R)), and a structured three-year fulltime PhD programme, both of which can be completed part-time, over two and

six years respectively. The PhD programme includes a first-year track, with students formally registering for the PhD programme on successfully completing year 1.

The LLM(R) has a very low uptake (given its similarity with PhD track), only 4 students registered in the last 3 years (2F, 2M). The PhD cohort is predominantly female, especially in 2018 (74%) and 2019 (68%). The part-time cohort are also predominantly female peaking in 2019 at 80%. This is significant as PhD study is the main entry path to an academic career (Action 4.1.4.1).

Table 4.1.4.1 PG Research Headcounts (2015-2019)

		PG Research Headcounts (2015-2019)														
		2015			2016			2017			2018			2019		
		F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F
Full Time	PhD (Law)	16	15	52%	16	15	52%	15	12	56%	18	5	78%	16	8	67%
	LLM (R)	0	1	0%	1	0	100%	1	1	50%	0	0	0%	1	1	50%
	Total	16	16	50%	17	15	53%	16	13	55%	18	5	78%	17	9	65%
Part Time	PhD (Law)	6	2	75%	7	3	70%	6	4	60%	4	3	57%	3	1	75%
	LLM (R)	1	1	50%	1	1	50%	1	0	100%	1	0	100%	1	0	100%
	Total	7	3	70%	8	4	67%	7	4	64%	5	3	63%	4	1	80%
Total		23	19	55%	25	19	57%	23	17	58%	23	8	74%	21	10	68%

High PGR female enrolments reflect HEA and HESA averages in 2017, but UCC full-time female enrolments in 2018 were significantly higher than equivalent HEI and HESA averages (Tables 4.1.4.2 and 4.1.4.3). Action 4.1.4.2 will interrogate this level of enrolment.

Table 4.1.4.2 PGR Enrolments Benchmarking (HEA) (2017- 2019)

		PGR Enrolments Benchmarking (HEA) (2017- 2019)								
		2017			2018			2019		
		Female	Male	%F	Female	Male	%F	Female	Male	%F
Full-Time	NUIG	10	3	77%	6	2	75%	5	5	50%
	MU	6	7	46%	9	7	56%	10	7	59%
	TCD	14	16	47%	11	14	44%	15	10	60%
	UCD	14	11	56%	11	11	50%	7	12	37%
	UL	12	11	52%	14	13	52%	16	10	62%
	UCC	16	13	55%	18	5	78%	17	9	65%
	HEA Total	72	61	54%	69	52	57%	70	53	57%
Part-Time	NUIG	3	6	33%	3	6	33%	3	4	43%
	MU	1	3	25%	2	1	67%	1	1	50%
	TCD	6	6	0%	3	5	0%	4	3	0%

	UCD	6	9	40%	4	8	33%	5	5	50%
	UL	1	1	50%	1	2	33%	1	3	25%
	UCC	7	4	64%	5	3	63%	4	1	80%
	HEA Total	24	29	45%	18	25	42%	18	17	51%
FT & PT Total	UCC	23	17	58%	23	8	74%	21	10	68%
	HEA	96	90	52%	87	77	53%	88	70	56%

Table 4.1.4.3 PGR Enrolments Benchmarking (UCC, HEA & HESA) (2017-2019)

PGR Enrolments Benchmarking (UCC, HEA & HESA) (2017-2019)										
		2017			2018			2019		
		Female	Male	%F	Female	Male	%F	Female	Male	%F
Full-Time	UCC	16	13	55%	18	5	78%	17	9	65%
	HEA	72	61	54%	112	74	60%	70	53	57%
	HESA	840	805	51%	805	720	53%	825	770	52%
Part-Time	UCC	7	4	64%	5	3	63%	4	1	80%
	HEA	31	37	46%	21	29	42%	18	17	51%
	HESA	305	295	51%	305	295	51%	295	295	50%
Total	UCC	23	17	58%	23	8	74%	21	10	68%
	HEA	103	98	51%	133	103	56%	88	70	56%
	HESA	1145	1100	51%	1110	1015	52%	1120	1065	51%

Unsurprisingly total PGR applications are female dominated, with an average of 87% female applicants in 2016-2019 (Table 4.1.4.4) an issue also to be interrogated through the post-submission focus group, Action 4.1.4.2.

The success rate by gender demonstrates a 90% application success rate for male applicants (albeit only 8 full-time and 2 part-time over three years) compared to 22% for female applicants. This contrasts with MU data, where male PhD applicants are less likely to receive an offer. While this can be somewhat explained by the disproportionately large number of female applicants, this data is concerning. Attempts to explain and understand the low success rate for female applicants have proven exceptionally challenging but have revealed that local and centrally held data relating to both EU and non-EU applications is significantly lacking. The PGR application process will be explored to understand why the female success rate is significantly lower than the male success rate, Action 4.1.4.3. This pressing issue will be further interrogated by exploring the application process experience with existing PGR students in the post-submission focus group, Action 4.1.4.2.

Table 4.1.4.4 PG Research Applications, Offers, and Acceptances

PG Research Applications, Offers, and Acceptances												
		Applications			Offers			Acceptances			Success Rates	
		F	M	%F	F	M	%F	F	M	%F	F	M
Full-Time	2017	9	1	90%	2	1	67%	2	1	67%	22%	100%
	2018	21	1	95%	5	1	83%	5	1	83%	24%	100%
	2019	22	6	79%	4	6	40%	4	6	40%	18%	100%

	Total	52	8	87%	11	8	58%	11	8	58%	21%	100%
Part-Time	2017	9	0	100%	2	0	100%	2	0	100%	22%	0%
	2018	4	2	67%	1	1	50%	1	1	50%	25%	50%
	Total	13	2	87%	3	1	75%	3	1	75%	23%	50%
Total		65	10	87%	14	9	61%	14	9	61%	22%	90%

From 2016-2019, 9 females and 6 males were awarded a PhD and 2 male students were awarded an LLM (Research) degree. (Table 4.1.4.5).

Table 4.1.4.5 PG Research Degree Attainment

PG Research Degree Attainment						
			Female	Male	%F	Total
PhD (Law)	2016	AWARDED	3	1	75%	4
	2018	AWARDED	1	5	17%	6
	2019	AWARDED	5	0	100%	5
LLM (Research)	2016	AWARDED		1	0%	1
	2018	SECOND CLASS HONOURS		1	0%	1

4.1.4 Actions

4.1.4.1: Staff to expressly include in their School website profiles that they welcome PhD applicants to demonstrate availability of male and female supervisors whilst also exhibiting a diversity of role models for potential PhD students.

4.1.4.2: Conduct a focus group with PhD students to understand why they selected this programme/why they chose UCC School of Law.

4.1.4.3: Interrogate the PGR application assessment process to support the EDI Committee interrogation of the identified significantly lower female success rate.

(v) Progression pipeline between undergraduate and postgraduate student levels

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

The identified gender imbalance in applications and enrolments on PGR programmes (**Figure 4.1.5.1**) suggests a leaky pipeline, with males being lost in the transition from PGT to PGR. We need to encourage male applications by inviting all LLM students to the annual PhD symposium to showcase research opportunities and staff areas of expertise, Action 4.1.5.1.

Figure 4.1.5.1 Progression Pipeline from UG to PG (2016-2019)

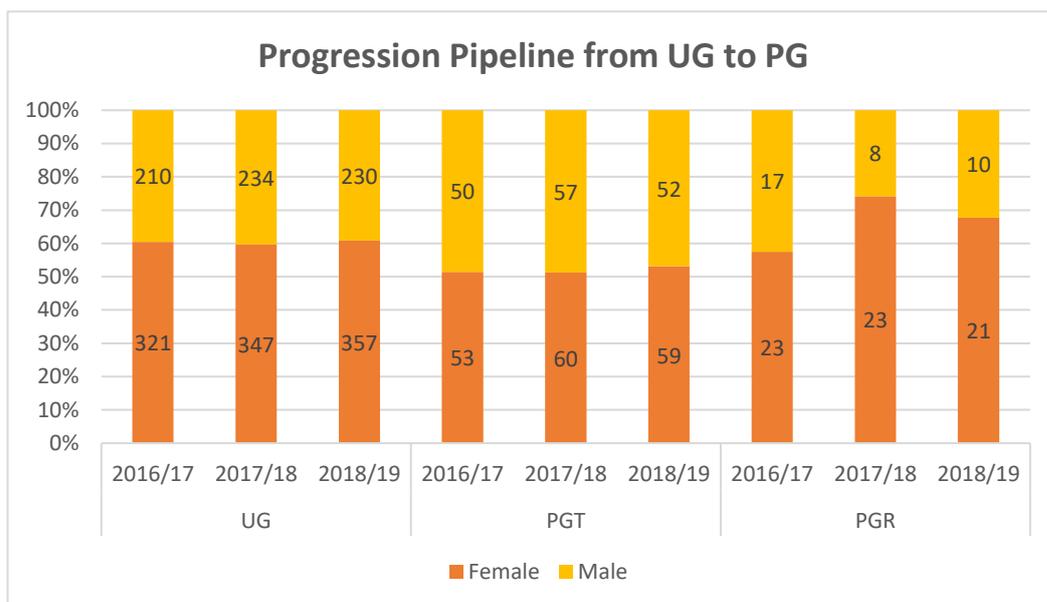


Table 4.1.5.1 PGT and PGR Pipeline comparisons over three years (2017, 2018, 2019)

PGT and PGR Pipeline comparisons over three years (2017, 2018, 2019)											
Total Applications				Offers				Acceptances			
PGT (n)	F	PGR (n)	F	PGT (n)	F	PGR (n)	F	PGT (n)	F	PGR (n)	F
712	56%	75	87%	493	53%	23	61%	257	54%	23	61%
PGT success rate for female applicants = 35%; male applicants = 37%											
PGR success rate for female applicants = 22%; male applicants = 90%											

4.1.5 Actions

- 4.1.5.1: (1) Invite all LLM students to the annual School PhD Symposium.
 (2) Facilitate an information session for LLM and current PhD students/early career researchers, with a gender balanced representation of PhD students and early career researchers, to discuss career pathways, opportunities etc; hosted by one male and one female academic staff member.

4.2 Academic and research staff data

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

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

Figure 4.2.1.1 Progression Pipeline (2019)

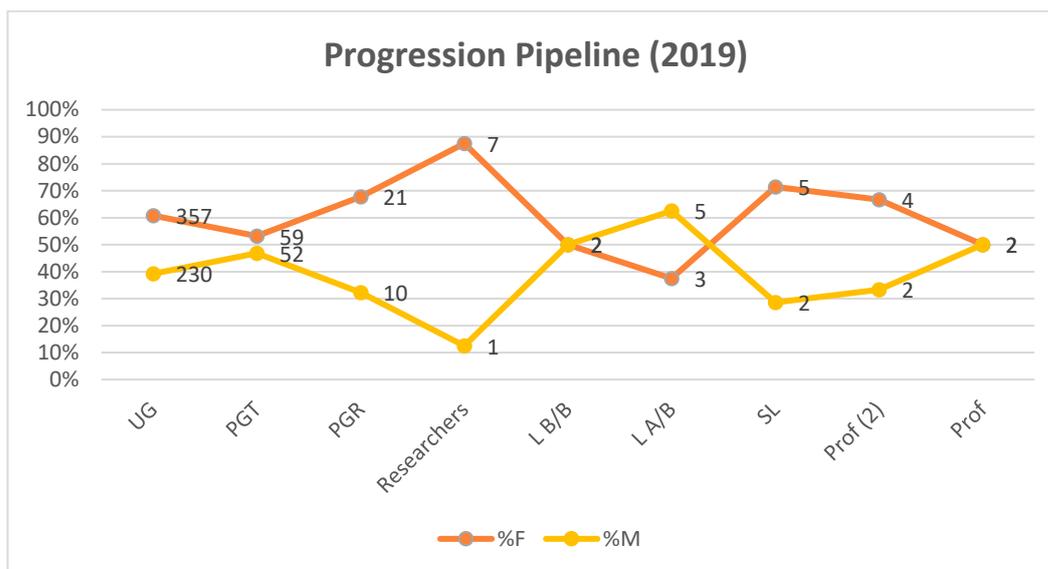


Table 4.2.1.1 demonstrates that in the School, there are slightly more female academic staff than male in the period between 2016-2019, with 55% female in 2019. This is in line with comparative data, shared through the Law School network, where there was 55%F at University of Limerick (UL), and 48%F at MU for the same period. Additionally, there is strong representation of female staff at the higher academic grades. There are three categories with significant gendered disparity; more females at SL and Prof (2) and more males at L A/B. At LB/B and Prof there are equal numbers of males and females. Responses from the staff survey highlight issues with promotion, to be discussed in section 5.1.3.

While MU data shows there has been no female Professor A for the period 2016-2019, in 2018/19 there was 50% female representation at Professor B (1F). UL law data shows that in 2019 there was 50% female representation at Associate Professor level (equivalent to SL at UCC).

The gendered profile of researchers is significantly less even. Table 4.2.1.1 demonstrates that in 2019, 88% of the research staff were female, 75%F in 2018 and 100%F in 2017 and 2016. This is in line with MU data where all research staff were female, with one exception (11 F and 1 M on research contracts since 2016). UL Law 2019 data reports 60% female researchers.

A researcher staff survey was issued in December 2020. Due to the low number of male respondents the data was not gender disaggregated. Figure 4.2.1.2 demonstrates that a career in academia is preferred by 83.5% of respondents. Given that research roles, particularly at PDR level, are often seen as stepping-stones to a lectureship role, the relative absence of male research staff will potentially impact on the future pipeline of the School. Action 4.1.5.1 will provide exposure to career opportunities in academia to all LLM and PhD students and Action 5.1.1.3 will ensure a tracking of researcher recruitment processes and outcomes.

Figure 4.2.1.2 Responses to Researcher Staff Survey-Future Career Plans

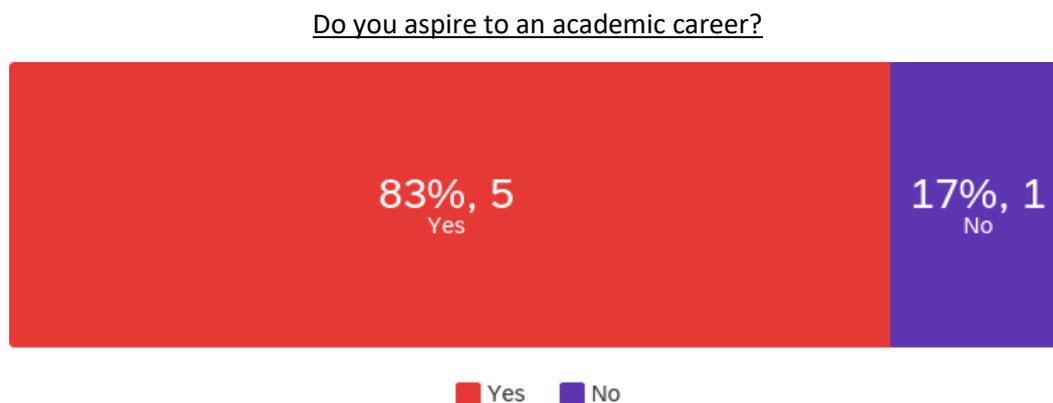


Table 4.2.1.1 Academic Staff by Grade and Gender (2016 - 2019)

Academic Staff by Grade and Gender (2016 - 2019)													
		2016			2017			2018			2019		
		F	M	%F	F	M	%F	F	M	%F	F	M	%F
Academic	L B/B	4	4	50%	4	5	44%	2	2	50%	2	2	50%
	L A/B	2	2	50%	2	2	50%	5	6	45%	3	5	38%
	SL	3	2	60%	3	2	60%	3	2	60%	5	2	71%
	PROF(2)	4	2	67%	4	2	67%	4	2	67%	4	2	67%
	PROF	2	1	50%	2	1	0%	2	1	50%	2	2	50%
	Total	15	11	58%	15	12	56%	16	13	55%	16	13	55%
Research	RA	1	0	100%	1	0	100%	2	0	100%	3	0	0%
	RSO	0	0	0%	0	0	0%	0	0	0%	1	0	100%
	PDR	1	0	100%	0	0	0%	1	0	100%	3	0	100%
	RF	0	0	0%	0	0	0%	0	1	0%	0	1	0%
	Total	2	0	100%	1	0	100%	3	1	75%	7	1	88%
Total	16	11	59%	14	12	54%	18	14	56%	23	14	62%	

- **SILVER APPLICATIONS ONLY**

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

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

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

Table 4.2.2.1 demonstrates that whilst there are relatively equal numbers of males and females in the School on permanent contracts, other contract types demonstrate gendered disparities. Over the past four years, while numbers on academic non-permanent contracts have been small, the majority of those on academic fixed-term contracts have been male. In 2019, there are 2 males on academic fixed-term contracts, compared to 1 female. All research staff are on fixed-term contracts from 2016-2019.

In 2019 collectively, there are more females than males on fixed-term contracts (73%, 8F, 3M), reflecting the higher proportion of females undertaking research degrees and the increased female research staff in 2019. The disparity between males and females on less stable fixed-term temporary contracts was raised in the December 2020 pulse surveys with researchers and part-time temporary teaching staff. 100% (3) of male part-time staff respondents are on hourly-occasional contracts compared to 75% (9) of female respondents. 25% (3) of female part-time temporary staff respondents and 78% of researcher respondents are on fixed-term/specified-purpose contracts. Table 4.2.2.1 demonstrates that most of those researchers are female.

Table 4.2.2.1 Academic and Research Staff by Contract Type (2016-2019)

Academic and Research Staff by Contract Type (2016-2019)													
		2016			2017			2018			2019		
		F	M	%F	F	M	%F	F	M	%F	F	M	%F
Academic	Fixed Term	0	1	0%	0	2	0%	1	2	33%	1	2	33%
	CID	2	1	67%	2	1	67%	2	1	67%	2	1	67%
	Permanent	13	9	59%	13	9	59%	13	10	57%	13	10	57%
Research	Fixed Term	2	0	100%	1	0	100%	3	1	75%	7	1	88%
Total	Fixed-Term	2	1	67%	1	2	33%	4	3	57%	8	3	73%
	CID	2	1	67%	2	1	67%	2	1	67%	2	1	67%
	Permanent	13	9	59%	13	9	57%	13	10	57%	13	10	57%

The equivalent UK comparative data suggests that this gendered picture of the contract types held by academic and research staff is in line with sectoral norms (Table 4.2.2.2).

Similarly, at MU female staff greatly outnumber male staff in fixed-term full-time (87.5% F on average since 2016) and research only contracts (92% F since 2016).

Table 4.2.2.2 Academic and Research Staff by Contract Type 2018 HESA

Academic and Research Staff by Contract Type 2018 HESA										
	Open-ended/permanent					Fixed-term				
	Female		Male		All staff	Female		Male		All staff
	No.	%	No.	%		No.	%	No.	%	
HESA	2245	50%	2270	50%	4515	820	57%	620	43%	1440
UCC	14	57%	11	43%	25	4	57%	3	43%	7

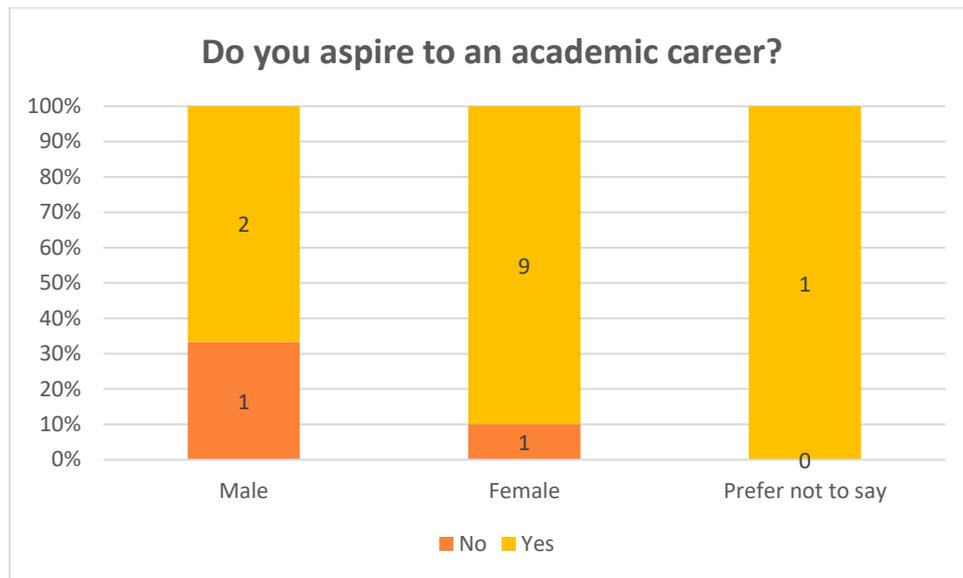
Part-time permanent status is not common for academic staff in the School, with one male academic in a part-time post in four years (Table 4.2.2.3). However, most respondents to the survey agreed that flexible working is facilitated (see section 5.5.6).

Table 4.2.2.3 Academic and Research Staff by FT/PT Status (2016-2019)

Academic and Research Staff by FT/PT Status (2016-2019)													
		2016			2017			2018			2019		
		F	M	%F									
Academic	Part-Time	0	1	0%	0	0	0%	0	0	0%	0	0	0%
	Full-Time	15	10	60%	15	12	56%	16	13	55%	16	13	55%
Research	Part-Time	0	0	0%	0	0	0%	0	0	0%	5	0	100%
	Full-Time	2	0	100%	1	0	100%	3	1	75%	2	1	67%
Total	Part-Time	0	1	0%	0	0	0%	0	0	0%	5	0	100%
	Full-Time	17	10	63%	16	12	57%	19	14	58%	18	14	56%

In 2019 there were 24 part-time temporary teaching staff in the School, including legal practitioners and 5 researchers (100%F) working on an hourly occasional basis. In response to a question about career plans, 85% (11/13) of respondents to the part-time teaching staff survey, aspire to an academic career (Figure 4.2.2.1).

Figure 4.2.2.1 Responses to Part-time Staff Survey-Future Career Plans



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

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

Table 4.2.3.1 shows little fluctuation in staff across all levels from 2016 to 2019. While the number of female staff members leaving the School is greater than the number of males, the numbers are small and there is little detail on why staff left. There is an Institutional commitment to conduct online exit interviews and the School will draw on relevant information from the institutional exit interviews, subject to the consent of the interviewee, to be analysed by the EDI Committee (Action 4.2.3.1).

Table 4.2.3.1 Academic and Research Leavers 2016-2019

Academic and Research Leavers 2016-2019				
Year	Job Title	Contract Type	Gender	Reason
2017	Lecturer B/B	Fixed Term Full-Time	Female	Resignation
	Professor	Permanent Full-Time	Female	Resignation
	Research Assistant	Fixed Term Full-Time	Female	Resignation
	Postdoctoral Researcher	Fixed Term Full-Time	Female	Termination
2019	Lecturer B/B	Fixed Term Full-Time	Male	Termination
	Research Fellow	Fixed Term Full-Time	Male	Termination

4.2.3 Actions

4.2.3.1: (1) School will engage with central HR to secure the relevant information from the Institutional exit interviews of departing colleagues' responses, subject to the consent of the departing staff member.

(2) School to develop policy and practice of exit interviews for researchers.

Section 4 Word Count: 2,387

5. SUPPORTING AND ADVANCING CAREERS

Recommended word count: Bronze: 6000 words | Silver: 6500 words throughout the following sections:

5.1 Key career transition points: academic staff

(i) Recruitment

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

In the period 2015-2018 there were a limited number of appointments within the School. There were five competitions (Table 5.1.1.1) and the position of Professor of Human Rights remains unfilled. Three of the four lectureships were filled by males.

Table 5.1.1.1 Academic Recruitment 2015-2018

Academic Recruitment 2015-2018												
Year	Competition	Applicants			Shortlisted			Appointed			Success Rates*	
		F	M	%F	F	M	%F	F	M	%F	F	M
2016	Lecturer B/B	25	21	54%	5	1	83%	0	1	0%	0%	5%
2017	Lectureship	11	15	42%	2	3	40%	0	1	0%	0%	7%
2018	Lectureship	20	26	43%	6	3	67%	1	1	50%	5%	4%
	Professor	8	19	30%	3	5	38%	0	0	0%	0%	0%
	Dean	3	9	25%	2	4	33%	0	1	0%	0%	11%
Total		67	90	43%	18	16	53%	1	3	25%	1%	3%

*Success rates refer to appointed candidates as a % of same gender applicants

Recruitment is determined largely by central University processes; posts are publicly advertised. Whilst only 42% of applicants for lectureships in 2015-18 were female, females were well-represented at shortlisting stage, but this did not translate to appointment in most cases (Table 5.1.1.1). Additionally, for Professorship posts in 2011-20 only 27.5% of applicants were female. A similar trend emerged in MU data where

levels of female applicants were low but there was a high rate of conversion to the shortlisting stage, suggesting that this issue is not confined to UCC School of Law (Action 5.1.1.1) Of note, although outside the 3-year period under consideration, five new academic appointments were made in 2020, four at L B/B (3F, 1M), one at full professorial level (F).

The recruitment of researchers within the School is dominated by female applicants and female appointments. Recruitment of research staff in UCC is managed locally by individual PIs. The data in Table 5.1.1.2 is from HR records and is incomplete. This will be addressed through Action 5.1.1.2.

Of the 9 respondents to the researcher survey, 78% (7) are on fixed term/specified purpose contracts, 11% (1) on an hourly occasional contract and 11% (1) on a permanent contract; 56% of respondents work on a part-time basis. The flexibility afforded by a part-time role was identified by a number of respondents as an attractive feature of the researcher role:

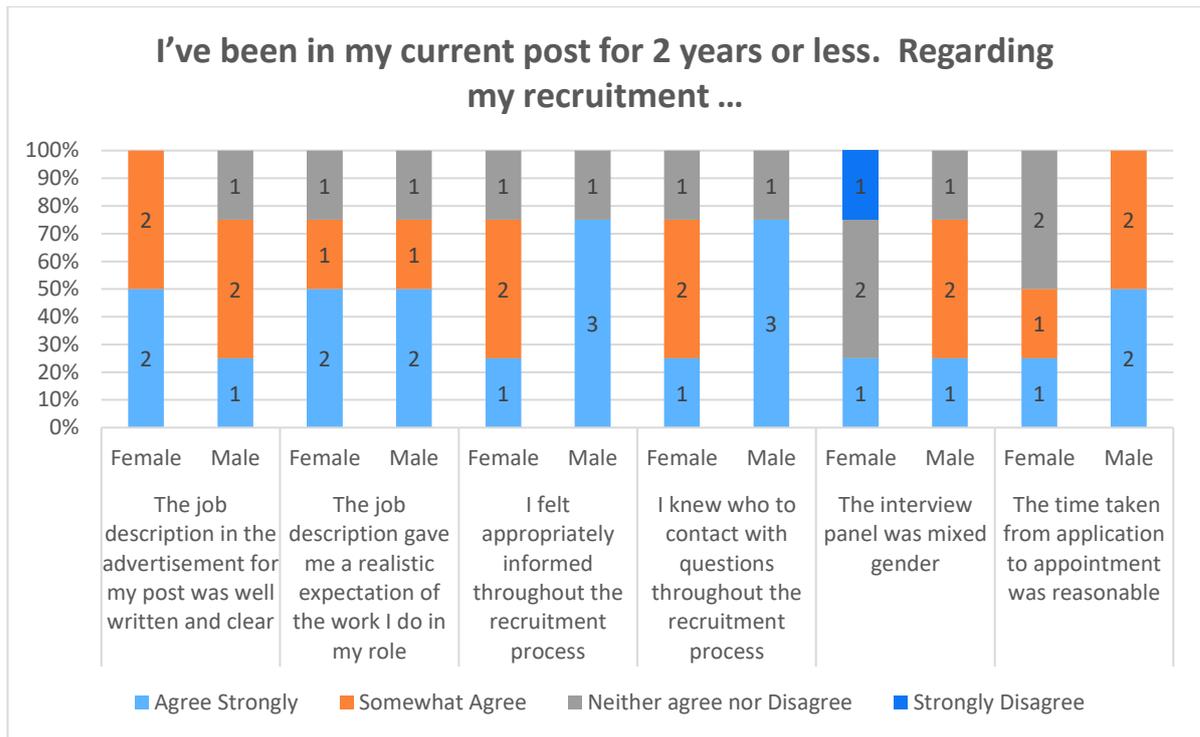
“The flexible nature of research in academia is very appealing to me as this kind of work does not need to be carried out on a strict 9-5 timetable. Instead, I can work at convenient times that work for me while consistently meeting deadlines. Having to commit to specific hours would be a deterrent for me as it would not be possible given my caring responsibilities.”

Table 5.1.1.2 Researcher Recruitment 2015-2018

Researcher Recruitment 2015-2018					
Year	Competition	Appointed			%F
		Female	Male		
2016	RA	1	0		100%
2018	RA	1	0		100%
2019	RA	1	0		100%
	RSO	1	0		100%
	PDR	2	0		100%
Total		6	0		100%

The staff survey indicates general satisfaction with the recruitment process with no one disagreeing/disagreeing strongly that their job description was well-written and clear or gave a realistic expectation of the work they would do. Equally, both female and male respondents indicated that they felt appropriately informed and would know who to contact during the recruitment process (Figure 5.1.1.1).

Figure 5.1.1.1 Responses to Staff Survey-Recruitment Satisfaction



*graph includes research and academic staff respondents

Table 5.1.1.3 demonstrates a good mix of male and female membership on selection committees. However, of the five selection committees there was only one female chair. This might have been necessitated for gender balance given the female Dean at the time of these appointments (automatically on selection committee as Head of School), and more female chairs will now be appointed given that the position of Dean is now held by a male.

Recruitment and Selection, and Equality Training, in line with University policy, is now obligatory for members of selection committees to eliminate unconscious bias (Action 5.1.1.3).

Unconscious bias training is available for all UCC staff and the integration of this training as part of the compulsory equality training for recruitment selection committees is a key 2020-2024 recruitment-related commitment implemented as part of the Institutional Athena SWAN application.

Table 5.1.1.3 Selection Committee Data

Selection Committee Data				
	Post	Position on Committee	Gender	Gender of Successful Candidate
2016	Lecturer B/B	Chairperson	Male	Male
		Head of School	Female	

		Board Member	Female	
		Board Member	Male	
		Extern	Female	
2017	Lectureship	Chairperson	Female	Male
		Head of Department	Female	
		HR Representative	Female	
		Extern	Female	
		Board Member	Male	
2018	Lectureships	Chairperson	Male	1 Male, 1 Female
		HR Representative	Female	
		Board Member	Female	
		Board Member	Male	
		Extern	Male	
	Professor	Chairperson	Male	Position not filled
		HR Representative	Female	
		Board Member	Female	
		Board Member	Male	
		Extern	Female	
		Extern	Male	
	Dean	Chairperson	Male	Male
		HR Representative	Female	
		Board Member	Female	
		Board Member	Male	
		Extern	Female	
	Extern	Male		

As regards part-time temporary staff, significant concerns regarding the annual recruitment process were shared by many of the respondents, with issues being highlighted relating to late communication of decisions re teaching allocations, late issuing of contracts and the obligation to apply annually despite long-term service (Action 5.1.1.4).

5.1.1 Actions

5.1.1.1: (1) Develop guidance for writing equality-focused post descriptions and advertisements, including statements encouraging applications from the underrepresented groups.

(2) Head of School to appoint a search champion, to propose ways to attract female applicants. The champion will proactively contact female colleagues across networks to promote the position and encourage applications from all talented candidates, especially females.

5.1.1.2: Systematically collect information on researcher recruitment at school level.

5.1.1.3: Keep formal record of selection committee membership participation in Recruitment and Selection, and Equality Training, in line with University policy which requires selection committee members to complete Recruitment and Selection, and Equality Training.

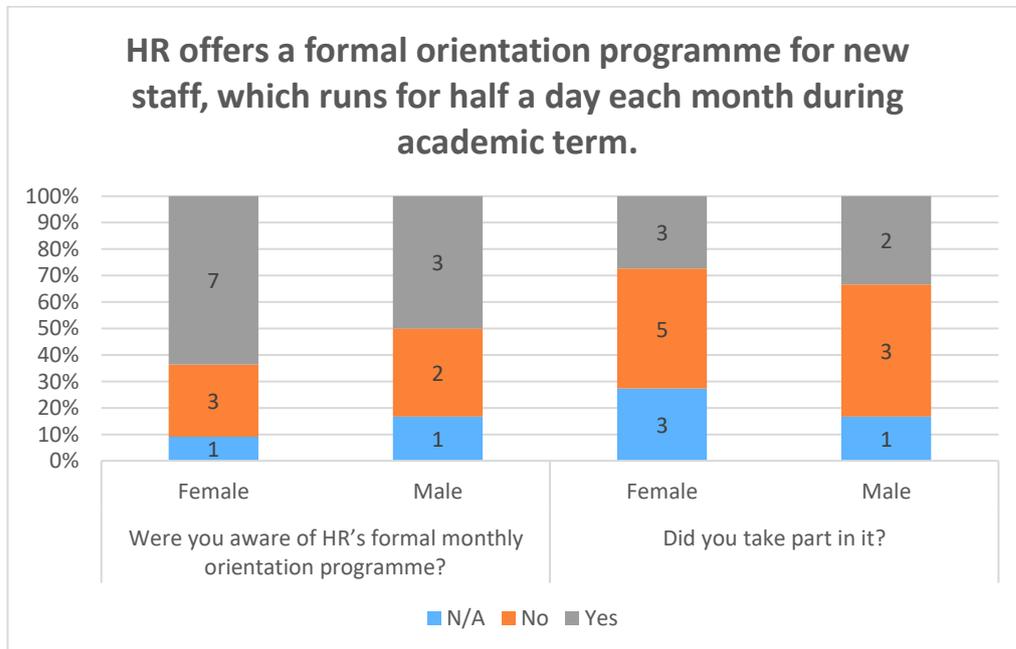
5.1.1.4: Enhance process for recruitment of part-time temporary staff.

(ii) Induction

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

New fulltime staff members receive a full overview of University HR policies in their University induction. Staff members of 3 years or less were asked about the University orientation programme in the staff survey. Of the respondents, 64% of females and 50% of males indicated awareness of the programme, however only 27% of females and 33% of males participated. (Figure 5.1.2.1). This low uptake is concerning as those staff may not be aware of existing HR policies. Separately, university policy means that fixed-term staff do not typically qualify for HR orientation.

Figure 5.1.2.1 Responses to Staff Survey-Orientation Awareness and Participation

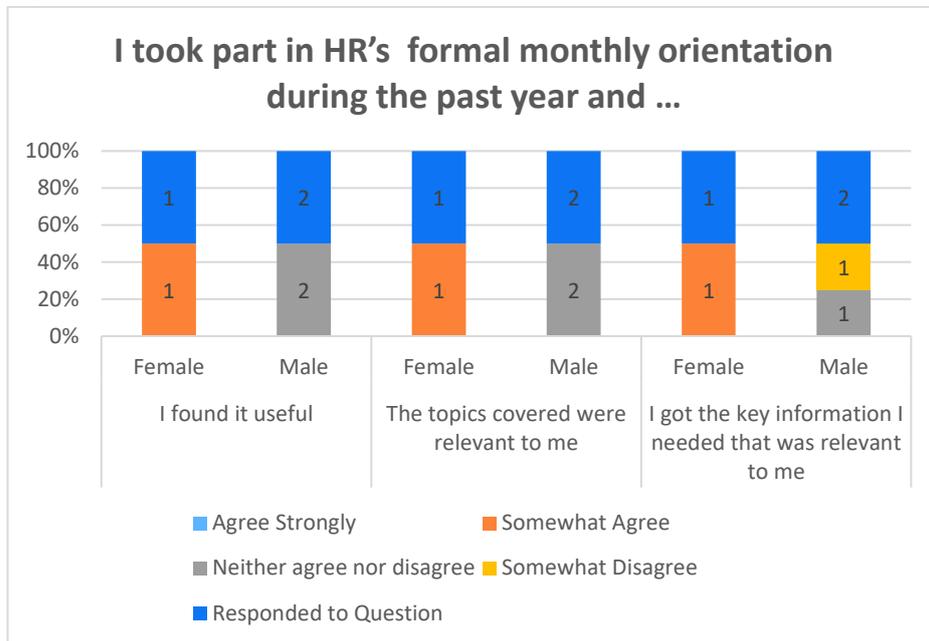


*graph includes research and academic staff respondents

In terms of impact, 100% of participating female respondents agreed strongly/somewhat agreed that the programme was useful, the topics covered were relevant and they

received key information, while 100% of males were neutral on those issues, one male was neutral and one somewhat disagreed (Figure 5.1.2.2).

Figure 5.1.2.2 Responses to Staff Survey-Orientation Satisfaction



*graph includes research and academic staff respondents

The staff survey data demonstrated the need for a local orientation and in 2020 the School developed and delivered a dedicated School of Law orientation for new full-time staff which involved a Dean's welcome, staff presentations and a Q&A. An online orientation (Q&A) was held for part-time temporary staff in 2020, and part-time temporary staff were included in staff supports for digital and e-learning.

5.1.2 Actions
5.1.2.1: Review the new Law orientation programmes introduced for full and part-time staff in 2020 and adduce staff feedback following the 2021 orientation to identify what aspects might enhance the orientation programme.

(iii) Promotion

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

Table 5.1.3.1 demonstrates a 100% success rate for all applicants for progression across the merit bar in 2017. 6 Females and 2 Males applied for the University internal SL promotion scheme in 2018/19, with 2 females promoted and no males (Table 5.1.3.2).

Table 5.1.3.1 Progression Across the Merit Bar 2017

Progression Across the Merit Bar 2017							
Applicants			Promoted			Success Rates	
Female	Male	%F	Female	Male	%F	Female	Male
3	2	60%	3	2	60%	100%	100%

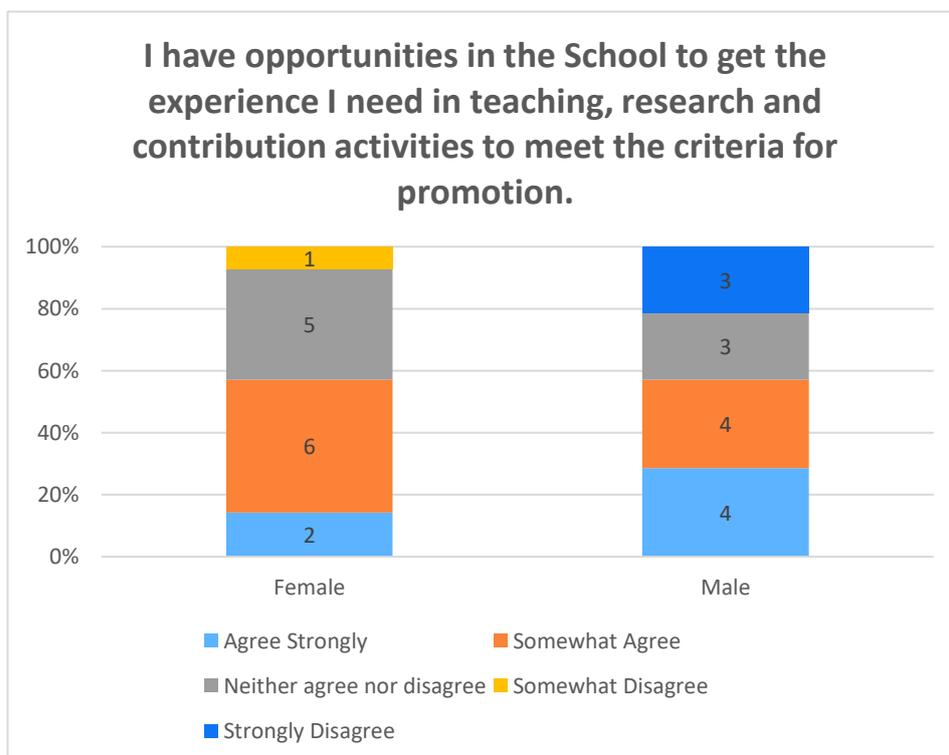
Table 5.1.3.2 Promotion to SL 2018/19

Promotion to SL 2018/19							
Applicants			Promoted			Success Rates	
Female	Male	%F	Female	Male	%F	Female	Male
6	2	75%	2	0	100%	33%	0%

In November 2020, four Law staff members (3F,1M) applied for promotion through the University internal Promotion scheme, and three (2F,1M) were promoted to Professor (scale 2), representing a 67% female and a 100% male success rate. The School now has 14 Professors (9F, 5M). Actions 5.3.2.1 and 5.3.3.1.

The issue of promotions gave rise to rich data in the Staff Survey.

Figure 5.1.3.1 Responses to Staff Survey-Experience to meet Promotion Criteria



*graph includes research and academic staff respondents

The transparency and fairness of UCC promotion criteria and promotion processes are regarded differently by male and female staff. 86% of male respondents either disagreed/strongly disagreed that promotion criteria in UCC are transparent and fair, but

only 36% of female respondents held the same views. 79% of male and 50% of female academics disagreed/disagreed strongly that the promotion process was transparent and fair. It is not clear why male respondents are less satisfied, however we will address any information gaps through Action 5.3.3.1.

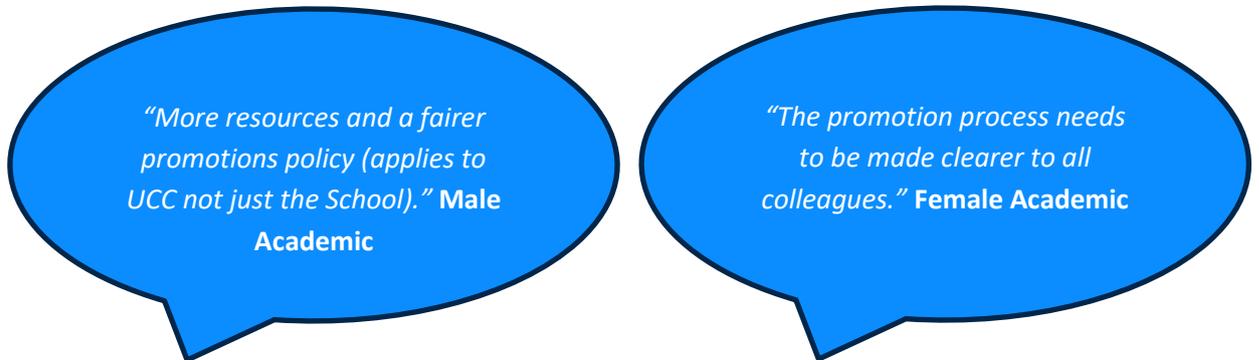


Figure 5.1.3.2 Responses to Staff Survey-Promotion Criteria

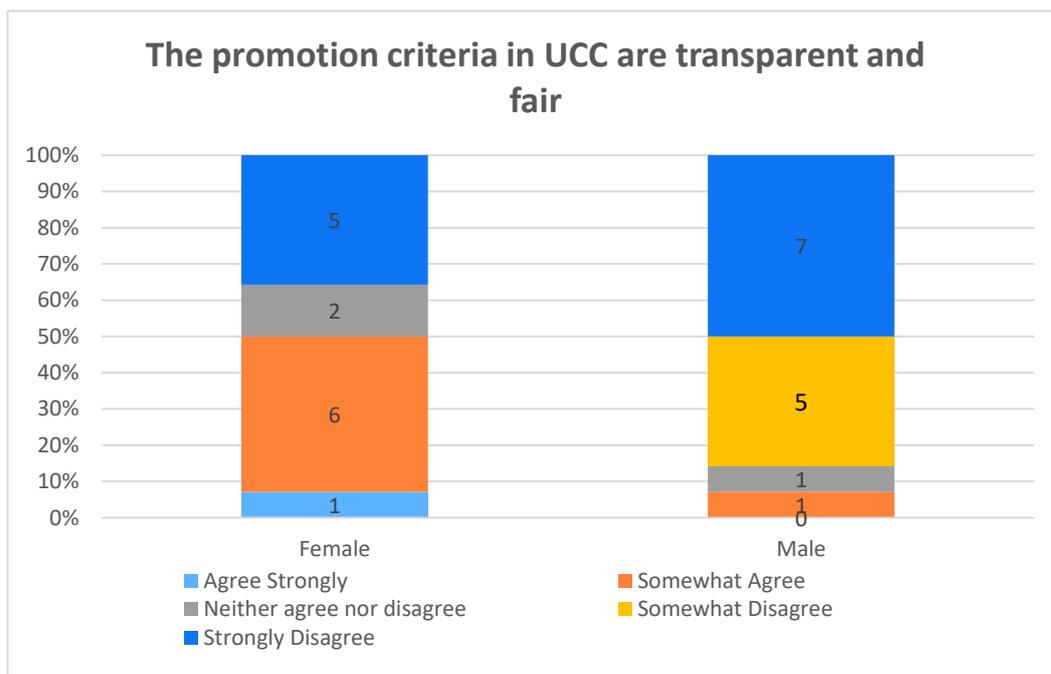
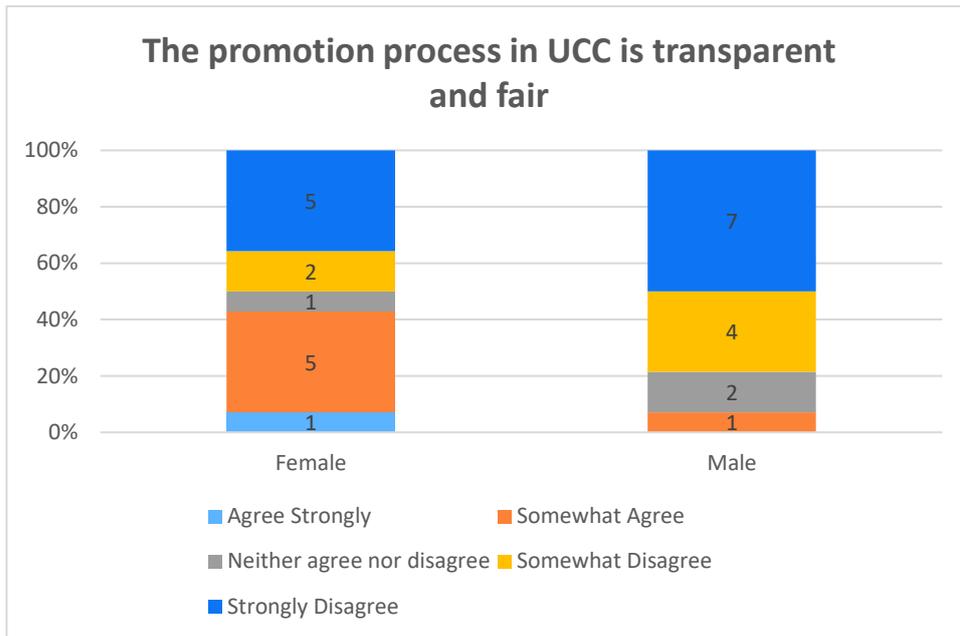
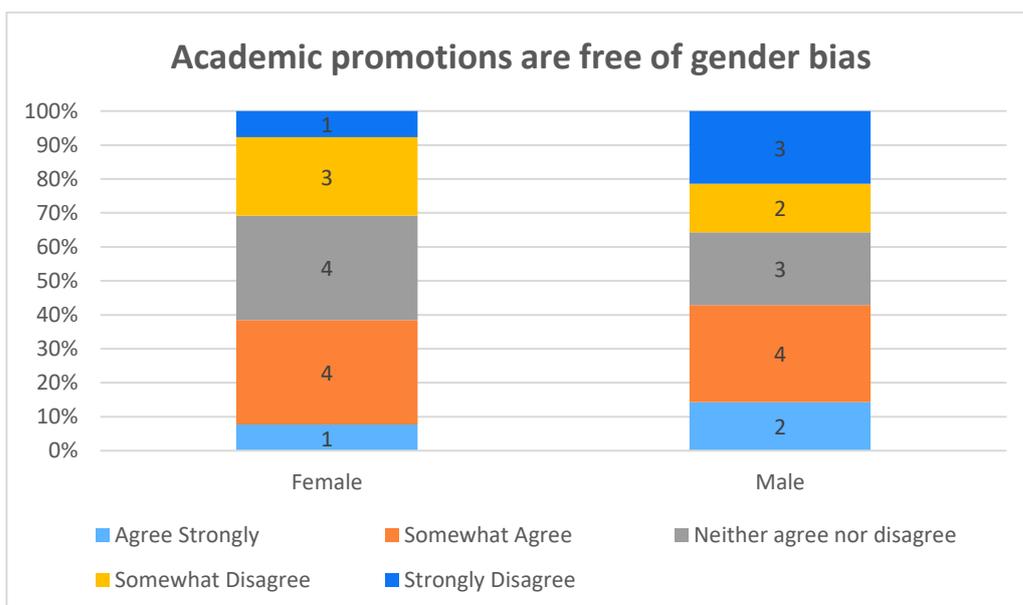


Figure 5.1.3.3 Responses to Staff Survey-Promotion Process



Similarly, low numbers of male and female staff (43% and 38% respectively) agreed/agreed strongly that academic promotions are free from gender bias (Figure 5.1.3.4). The University completed a review of the promotion process in 2017/18, led by the Registrar, resulting in significant adjustments to address gendered imbalances, which were commended in the University’s successful bronze renewal application.

Figure 5.1.3.4 Responses to Staff Survey-Promotion and Gender Bias



Only 29% of female academics and 21% of male academics agreed/strongly agreed that they had access to the training and mentoring required to meet the criteria for promotion or to improve success at promotion.

Figure 5.1.3.5 Responses to Staff Survey-Access to Training and Mentoring for Promotion

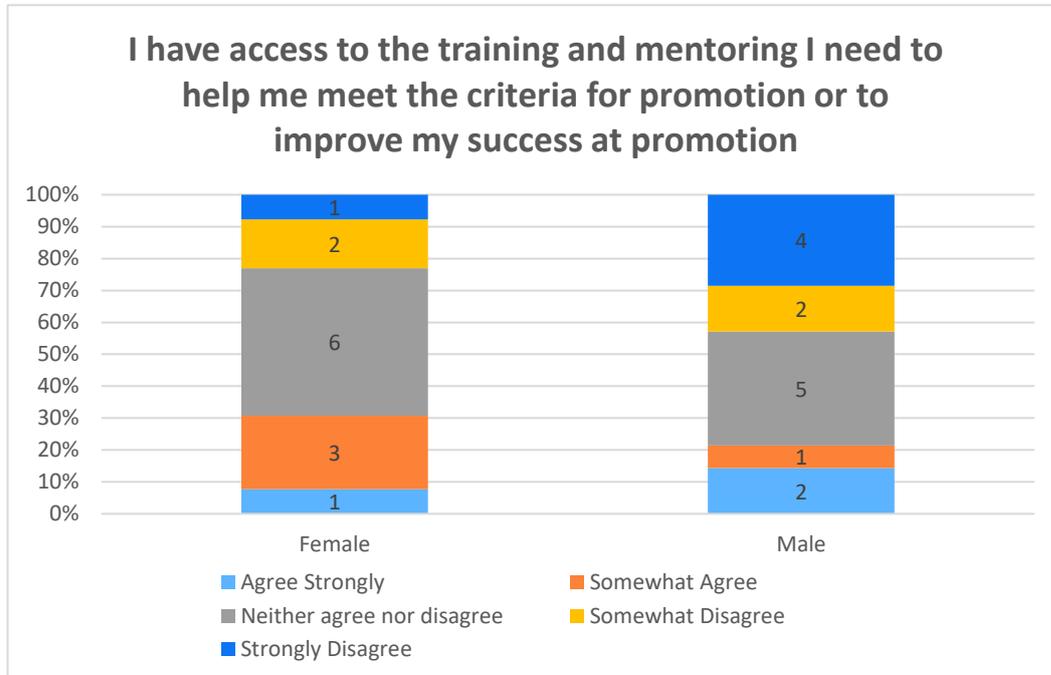


Table 5.1.3.3 shows higher female attendance at each briefing session.

Table 5.1.3.3 Promotions Briefing Session Attendees by Gender and Grade

Promotions Briefing Session Attendance by Gender and Promotions round (2017-2020)			
	PAMB 2017	SL 2019	Prof (2) 2020
Female	1	3	3
Male	0	2	2
%F	100%	60%	60%
Total	1	5	5

One colleague called for:

"[i]ncreased clarity around the value the School (and the University) places on different elements of work - confused messaging (primarily from the University) on what is valued, what is important in terms of the University's goals, promotion criteria etc." Male Academic

Action 5.3.3.1 will address these issues.

5.3 Career development: academic staff

(i) Training

Academic and research staff in the School of Law have access to centralised university training courses run by HR. The training provided is divided into the following categories: research; management and leadership development; personal and professional effectiveness. The courses are advertised to staff through the all-staff mailing list. Whilst the overall take-up numbers by Law academic staff are low (Table 5.3.1.1; Table 5.3.1.2; Table 5.3.1.3 Table 5.3.1.4) there was no uptake at all by male academic or research staff during the relevant period. This is problematic and will be addressed through Action 5.3.3.1.

The School also holds specific training at School level, for example, Nvivo research training, and training for part-time temporary staff, which is not currently captured in this central data (See Action 5.3.1.1). Many academic and research staff in the School have also undertaken training in Teaching and Learning, 50% (11F, 5M) of all current School of Law full-time academic staff have a teaching qualification. Three part-time temporary staff members have a teaching qualification and four are currently undertaking one.

Six members of staff (83%F, 17%M) have undertaken leadership training, 2 (100%F) have completed the Aurora programme and 3 (100%F) will undertake leadership training in 2021. See Action 5.3.1.2.

Table 5.3.1.1 Number of Trainings Availed by Gender and Staff Category 2016-2019

		Number of Trainings Availed by Gender and Staff Category 2016-2019											
		2016/17			2017/18			2018/19			Total		
		F	M	%F	F	M	%F	F	M	%F	F	M	%F
Academic	Personal & Professional Effectiveness	3	0	100%	2	0	100%	2	0	100%	7	0	100%
Research	Training for Research	0	0	0%	1	0	100%	3	0	100%	4	0	100%
	Management & Leadership Development	0	0	0%	0	0	0%	1	0	100%	1	0	100%
	Personal & Professional Effectiveness	1	0	100%	0	0	0%	0	0	0%	1	0	100%
PSS	Management & Leadership Development	0	0	0%	1	0	100%	5	2	71%	6	2	75%
	Personal & Professional Effectiveness	6	1	86%	2	1	67%	10	0	100%	18	2	90%
	Staff Wellbeing	1	0	100%	0	0	0%	0	0	0%	1	0	100%
Total		11	1	92%	6	1	86%	21	2	91%	38	4	90%

Table 5.3.1.2 Number of Staff Availing of Training 2016-2019

Number of Staff Availing of Training 2016-2019													
		2016/17				2017/18				2018/19			
		F	F uptake rate	M	M Uptake rate	F	F uptake rate	M	M uptake rate	F	F uptake rate	M	M uptake rate
Academic		3	21%	0	0%	2	15%	0	0%	2	13%	0	0%
PSS		1	11%	1	100%	2	29%	1	100%	4	44%	1	100%
Research		1	50%	0	0%	1	100%	0	0%	2	67%	0	0%
Total		5	20%	1	8%	5	24%	1	8%	8	30%	1	7%

Table 5.3.1.3 Academic Staff Training by Course Name (2017-2019)

Academic Staff Training by Course Name (2017-2019)			
	2017	2018	2019
Identifying & Responding to Students in Distress	2	1	0
Gender Equality Awareness Training	0	0	1
Mentoring for Female Academics	0	0	1

Retirement Planning: Financial Aspects	0	1	0
Voice Care & Vocal Fitness	1	0	0
Total	3	2	2

All uptake was by female staff

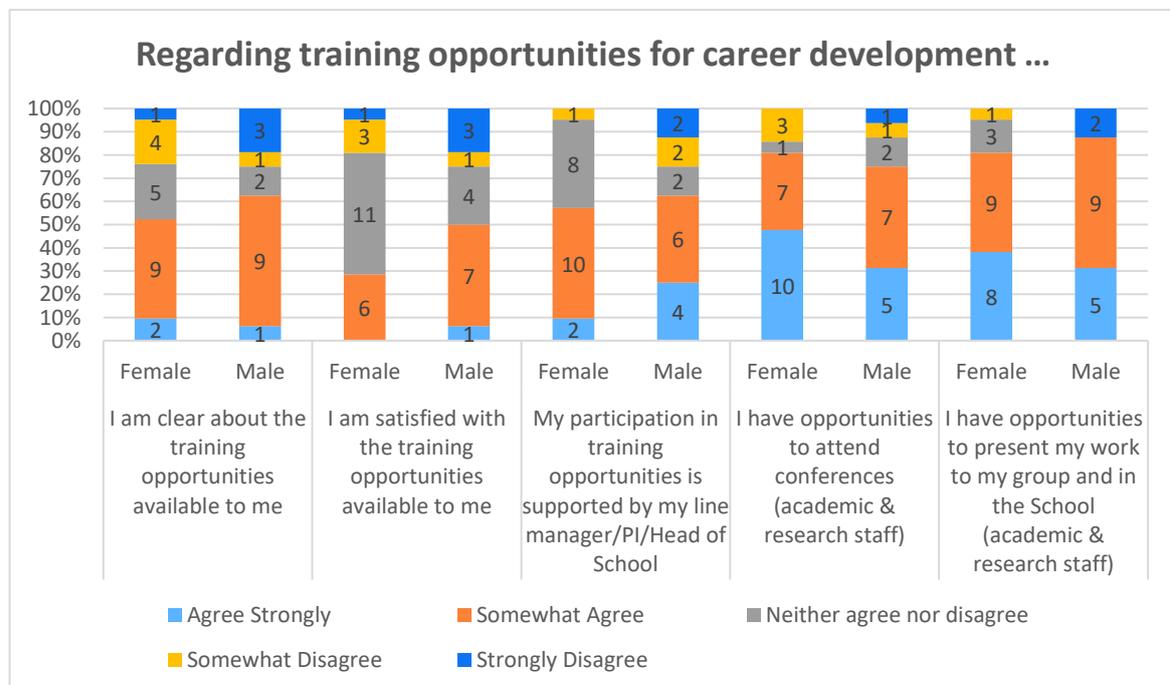
Table 5.3.1.4 Research Staff Training by Course Name (2016-2018)

Research Staff Training by Course Name (2016-2018)			
	2016	2017	2018
Post Doc Development Hub	0	1	3
Lean Yellow Belt Training	0	0	1
Introduction to Project Management	1	0	0
Total	1	1	4

All uptake was by female staff

Of the 37 respondents, as regards being satisfied with the training opportunities offered, 19% of females somewhat/strongly disagreed compared to 25% of males (Action 5.3.1.3). Most respondents were satisfied with support offered by their line manager/PI/Head of School to attend training opportunities, (63%M, 57%F) with the small minority disagreeing with this view being predominantly male (Figure 5.3.1.1).

Figure 5.3.1.1 Responses to Staff Survey-Training Opportunities and Career Development



The issue of support for early career and part-time temporary staff, was raised in the staff survey:

"I am not aware of any problems related to gender per se in the School. However, there is room for improvement in the support offered to early career and part-time staff, who shoulder heavy burdens without the security or remuneration enjoyed by more established staff." **Male Academic**

The School appointed a Director of Staff Welfare & Development (F) in November 2020, who will work with staff, including early career, part-time temporary staff, and postdocs, to identify development needs and welfare issues.

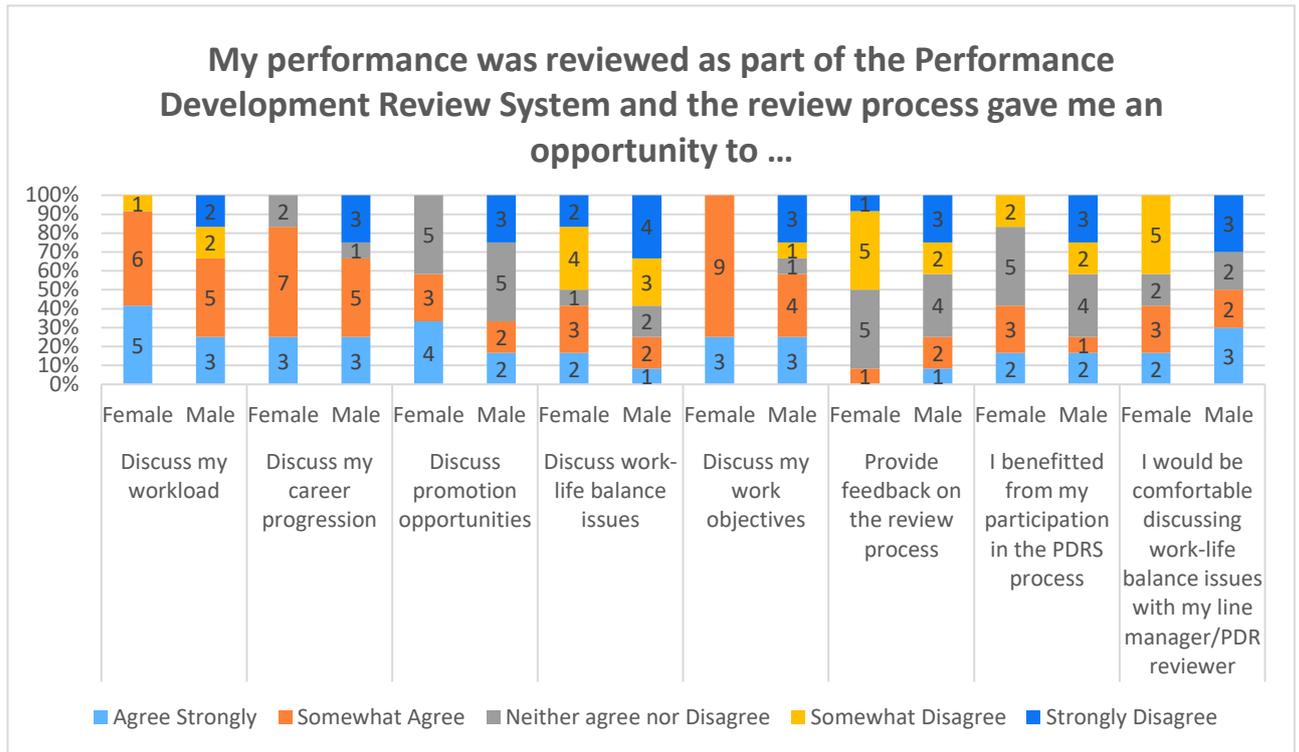
5.3.1 Actions
5.3.1.1: Systematically gather and analyse gender disaggregated data of School level engagement with HR/UCC training.
5.3.1.2: Provide opportunities for all law staff to access leadership and Aurora training opportunities for professional development.
5.3.1.3: The Director of Staff Welfare and Development will conduct a training and career progression supports-needs-analysis of all staff in the School of Law.

(ii) Appraisals and development review

PDRS for academic and PSS staff, are organised locally. Every staff member should undertake a PDRS every two years. Reviews allow mutual agreement of a reviewee's work and promotion objectives. Work-life balance and individual training needs may be discussed. The Dean of Law serves as reviewer in the Law PDRS process. HR offers reviewer and reviewee training, however, there has been no uptake of this training in the review period. Reviewer training is cyclical, and the Dean of Law is undertaking PDRS reviewer training in Spring 2021.

To maximise its impact and benefit, it is important that the PDRS process is understood and utilised effectively by all staff (Action 5.3.2.1).

Figure 5.3.2.1 Responses to Staff Survey-Performance Development Review System Satisfaction



The survey indicates that staff who participated in the PDRS process generally regarded it positively, providing an opportunity to discuss workload, promotion/career progression and work objectives, although male respondents were less positive about their opportunities to discuss promotion/career progression (Table 5.3.2.1). Fewer respondents saw it as an opportunity to discuss work/life balance issues. The PDRS information session proposed in Action 5.3.2.1 will highlight the PDRS process as an opportunity to raise issues relating to work/life balance.

10 staff members who responded to the survey had not participated in the PDRS process. Exploration of the data from the 2019 PDRS process, explains that of the 28 eligible staff eligible, 22 had PDRS meetings; 6 were exempt because of sabbatical, parental or other leave; or being on probation. Anyone beyond the 28 was not within the remit of the PDRS scheme.

Post-Doctoral and Senior Post-Doctoral researchers complete PDPs in partnership with their PIs, which is organised locally. These plans cover the development of professional research skills; personal effectiveness, career development and teaching and learning. There were few responses to related questions in the staff survey, so they were explored through a pulse survey with PGRs (Figures 5.3.2.3 and 5.3.2.4) which indicated high levels of satisfaction amongst the majority of PGRs.

Figure 5.3.2.3 Responses to Researcher Staff Survey-Support for Current Role

My PI is proactive in communicating with me and I have access to the information, people and supports I need to do my job well.

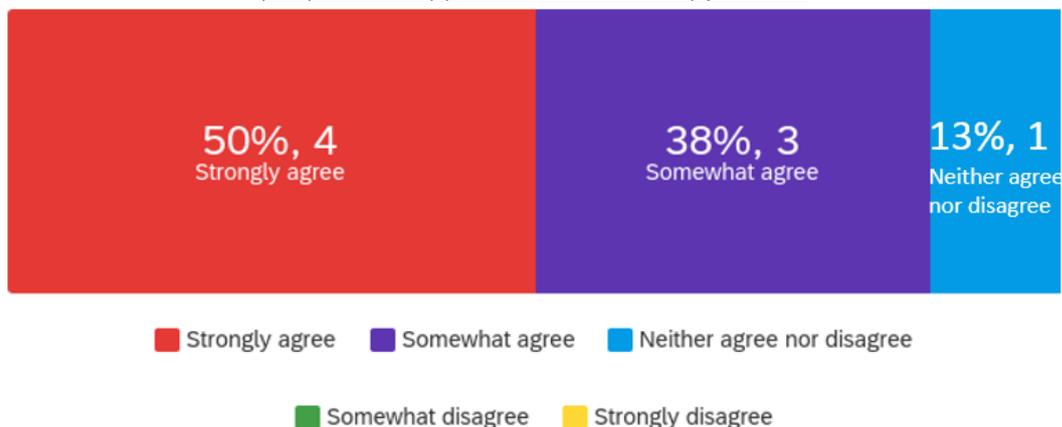
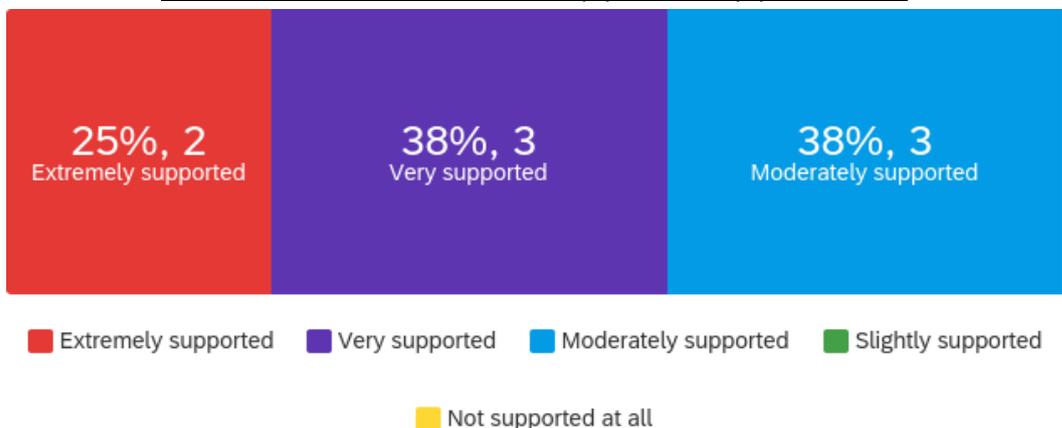


Figure 5.3.2.4 Responses to Researcher Staff Survey-Support for Career Development

How well supported do you feel in terms of your access to your PI and to training, mentors and networks that will help you develop your career?



5.3.2 Actions

5.3.2.1-Facilitate a School of Law PDRS discussion to encourage all eligible staff to utilise the PDRS to discuss career progression and available supports.

iii) Support given to academic staff for career progression

The university offers training to support career progression for academic staff, including mentoring and coaching. The central data available (Table 5.3.3.1) indicates relatively low uptake in the period 2016-2019 (Action 5.3.3.1). New academic staff are allocated

academic mentors for a 12-month period, in line with university policy. The Director of Staff Welfare and Development has oversight of the co-existing internal mentoring scheme within the School. The Director will lead a consultation with all staff about the supports needed to better support career progression (Action 5.3.1.3 above).

Table 5.3.3.1 Mentoring Training Uptake 2016-2019

Mentoring Training Uptake 2016-2019		
	Female	Male
Mentoring (Newly Appointed Staff & Their Mentors)		1
Mentor/Mentee Workshop	1	
Mentoring for female academics in 2018/19	1	
Total	2	1

*Uptake was 1 PDR, 1 SL, and 1 Prof 2

5.3.3 Actions
<p>5.3.3.1: (1) Engage with the HR Manager, in conjunction with the School Director of Staff Welfare and Development, to facilitate liaison with the School, whereby the HR Manager will advise on training opportunities and information sessions relating to the promotion process and mentoring programmes. Additionally, the HR Manager will, at School Meetings, actively encourage attendance at those sessions.</p> <p>(2) Promote the School and University mentoring schemes for all staff, particularly male staff seeking promotion to SL and Professor levels.</p>

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

The School of Law is committed to providing support to students. The principal means by which the School supports UG students is through the Personal Tutor Scheme. Each UG student is assigned an academic staff member as their personal tutor for the duration of their studies. The tutor advises the student on subject choices, further study and career opportunities; providing guidance as required.

Given the intensified pressures being experienced by students during the Covid-19 pandemic, and the different learning and teaching experience in the 2020/21 academic year, the School of Law has created a Student Support Framework, , whereby the School will proactively engage with all Law students to provide an accessible pathway to information and supports.

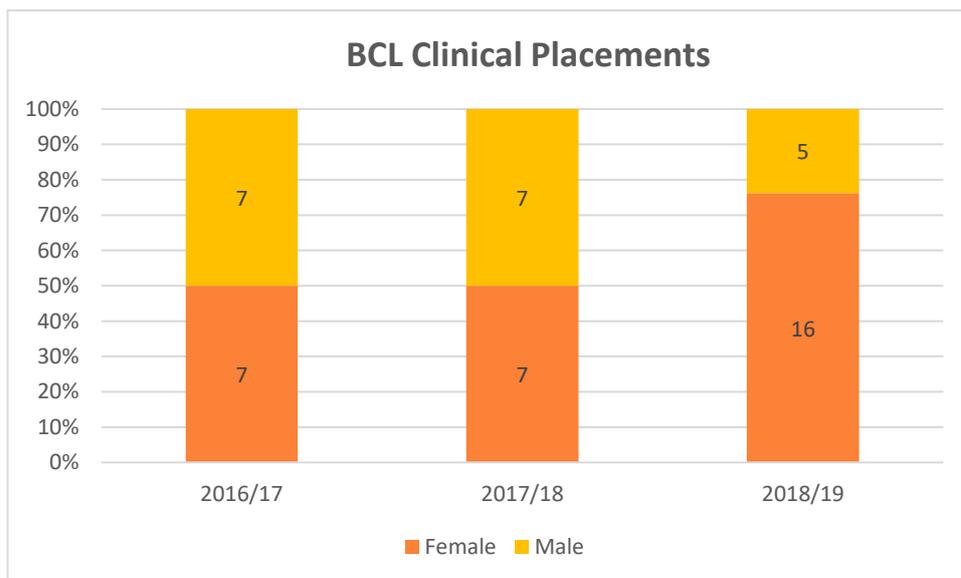
Each PGT programme Director works closely with students registered on that programme. The Director is the point of contact through the application process and once

registered, is the academic mentor for those students, ensuring appropriate supports are in place. Students who express an interest in further academic study/research are supported by their Programme Director and dissertation supervisor. Students are also referred to the School’s Director of Graduate Studies to discuss funding opportunities to pursue PhD studies in the School of Law.

The School has a strong history of providing students with work placement opportunities, traditionally through the Vacation Placement scheme (summer placements) and more recently for students on the BCL (Clinical) (year-long work placements). The Clinical Legal Education Co-ordinator works with the Southern Law Association and the Cork Bar to develop internship opportunities in Cork city and county and engages with a wide range of firms and courts services, nationally and internationally.

Figure 5.3.4.1 demonstrates a significant gender disparity for 2018/19 with 16 females compared to 5 males on placement. For 2019/20, 9 female and 5 male students secured placements. In 2020/21, there are 17 students due to go on placement, 12 females and 5 males.

Figure 5.3.4.1 BCL (Clinical) Placements



This trend is influenced by the fact that more females are applying to progress from BCL Pathways to BCL Clinical, and females are also performing better in interviews. For the years 2016-2019 we do not have data on progression from Pathways to Clinical because of the direct CAO entry route.

Figure 5.3.4.2 Pathways to BCL Clinical Applicants, Offers and Success Rates

Pathways to BCL Clinical Applicants, Offers and Success Rates						
	Applicants		Offers		Success Rates	
	F	M	F	M	F	M
2019/20	17	6	13	5	76%	83%

2020/21	22	12	18	6	82%	50%
Total	39	18	31	11	80%	61%

In terms of the interview panels for progression to the Clinical programme, in 2020/21, one female interviewer was present for all interviews. Five of the second interviewers were female and one male. For the 2019/20 selection one female interviewer was present for all interviews and there were eight female interviewers and two males. Although the School has a greater number of female staff, females are overrepresented and male colleagues will be pro-actively recruited in future years (see Actions 5.3.4.1 and 5.3.4.2). The data suggests that the interview is more challenging for male applicants and highlights a need for additional supports, which Action 5.3.4.3, in line with the School Quality Enhancement Plan completed after a University Quality Enhancement Review process in 2020, seeks to address.

Since 2018, all School of Law PhD students are assigned two academic supervisors and an advisor. An induction session is organised each October for incoming students who are furnished with the PhD in Law handbook, and information about their programme of study and various supports available. Most PhD researchers will also be offered opportunities to teach in the School, developing essential skills for future careers in academia. At various points during the year, seminars are organised in the School of Law for PhD researchers.

5.3.4 Actions
5.3.4.1: Proactively recruit male colleagues as interviewers for BCL Clinical placements.
5.3.4.2: Clinical Placement Officer to undertake Unconscious Bias training.
5.3.4.3: (1) Appoint a Liaison Officer to develop stronger links with the UCC Career Service, which supports the development of interview skills and provides interview practice. (2) Introduce interview preparation skills training for all first-year students in conjunction with the UCC Careers Service.

v) Support offered to those applying for research grant applications

The School has a strong success rate with PhD researchers securing external research funding, supported by the targeted supports developed by the Director of Graduate Studies in Law and the College Research Manager. With supervisors, they work with the PhD researchers, providing feedback on draft applications. Since 2018, 7 PhD researchers in the School of Law have secured fully funded postgraduate funding from the IRC from a total of 27 in the discipline of Law (25.9% of the total). This is the joint highest rate along with NUIG Law School.

Responses to the staff survey indicate satisfaction with the supports available within the School for those applying for research funding. The School Development Fund supports staff/researchers, inviting applications from academic and research staff (including PHD students) for financial support up to €1000 per annum for research endeavours, with a higher limit applied for those going outside the EU and the total available fund increased from €9k to €15k.

Figure 5.3.5.1 Responses to Staff Survey-Support for Research Grant Applications

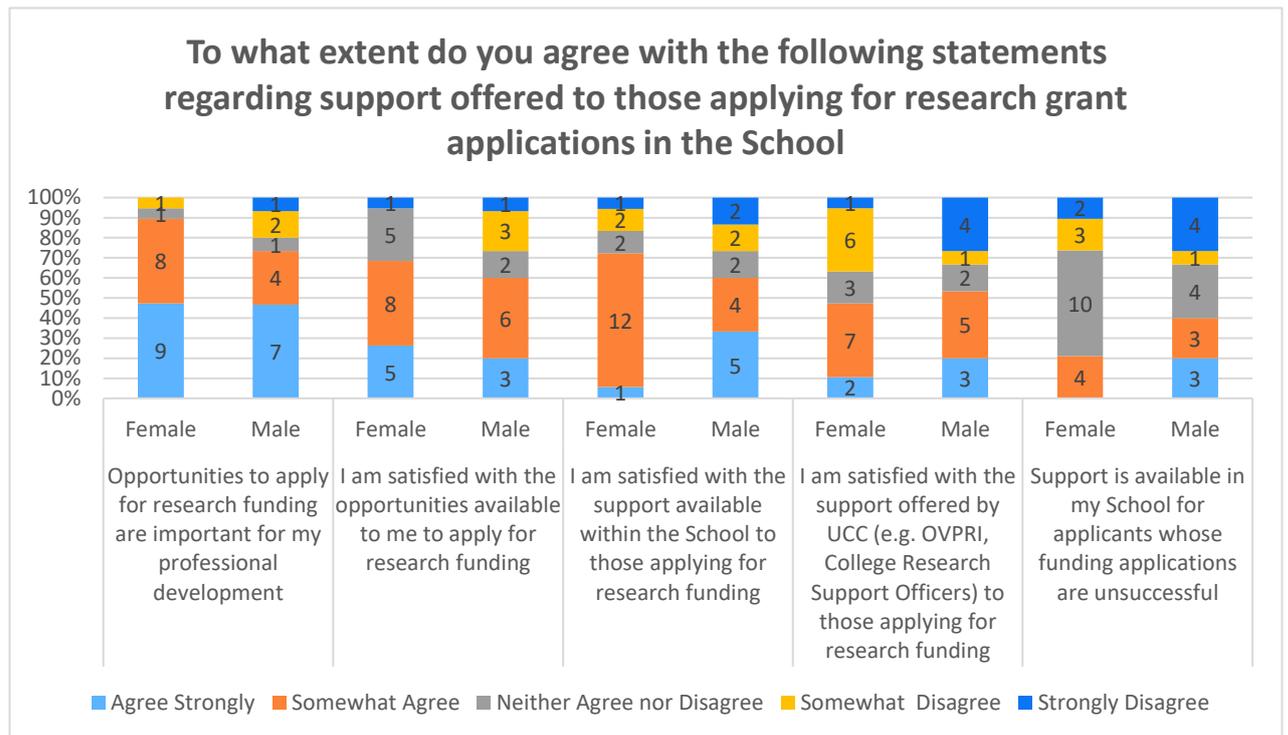


Table 5.3.5.1 Research Funding Applications, Success and Amount Awarded

		Applications			Success			Values		
		F	M	%F	F	M	%F	F	M	%F
Irish Research Council	2017	5	1	83%	2	1	67%	€ 119,033.00	€ 23,472.00	84%
	2018	11	4	73%	5	1	83%	€ 221,910.00	€ 202,400.00	52%
	2019	11	5	69%	3	4	43%	€ 202,000.00	€ 490,400.00	29%
	Total	27	10	73%	10	6	63%	€ 542,943.00	€ 716,272.00	43%
European Funding	2017	0	0	0%	0	0	0%	€ 0.00	€ 0.00	0%
	2018	2	0	100%	1	0	100%	€ 209,685.00	€ 0.00	100%
	2019	0	0	0%	0	0	0%	€ 0.00	€ 0.00	0%
	Total	2	0	100%	1	0	100%	€ 209,685.00	€ 0.00	100%
Other Funding Bodies	2017	0	1	0%	0	1	0%	€ 0.00	€ 100,000.00	0%
	2018	4	0	100%	3	0	100%	€ 28,000.00	€ 0.00	100%
	2019	2	0	100%	2	0	100%	€ 18,917.00	€ 0.00	100%
	Total	6	1	86%	5	1	83%	€ 46,917.00	€ 100,000.00	32%
	2017	5	2	71%	2	2	50%	€ 119,033.00	€ 123,472.00	49%

Total Funding	2018	17	4	81%	9	1	90%	€ 459,595.00	€ 202,400.00	69%
	2019	13	5	72%	5	4	56%	€ 220,917.00	€ 490,400.00	31%
	Total	35	11	76%	16	7	70%	€ 799,545.00	€ 816,272.00	49%

The staff funding successes demonstrate significantly more applications (and awards) from female staff but male staff secure larger amounts of funding when successful. Staff sharing of experiences and approaches would provide a fruitful interrogation of these interesting trends. (Action 5.3.5.1).

5.3.5 Actions

5.3.5.1: (1) Develop School based grant funding support sessions, particularly for early career academics and researchers, linked to the UCC Research Strategy including local workshops focused on grant writing, financial planning for research grants, research ethics and data management plans.

(2) Facilitate a staff workshop to share approaches to funding sources and applications.

5.5 Flexible working and managing career breaks

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

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

UCC employees are entitled to 42 weeks maternity/adoptive leave; 26 weeks paid and 16 weeks unpaid. During the reporting period, five female staff members (3 academics and 2 PSS) took maternity leave.

In accordance with UCC policy, Law staff are offered one-to-one meetings with the Dean, which includes offering “*Keep in touch (KIT) days*” during maternity leave, preparing for return to work, bringing themselves 'up to speed' and career progression supports.

There is an institutional commitment to provide fully costed cover for maternity/adoptive leave for academic staff, using a centrally ringfenced budget and a minimum Lecturer B/B standard of cover, and to guarantee the centralised recruitment process happens in a timely manner, which is followed by the School of Law. However, the survey responses indicate some dissatisfaction with the current practice:

"[Need for] ...Increased support for colleagues returning from family leave (primarily female colleagues) who shouldn't have to feel like they are asking other colleagues for a favour to cover responsibilities during family leave and then worrying about getting all their roles and responsibilities back upon return to work." **Male Academic**

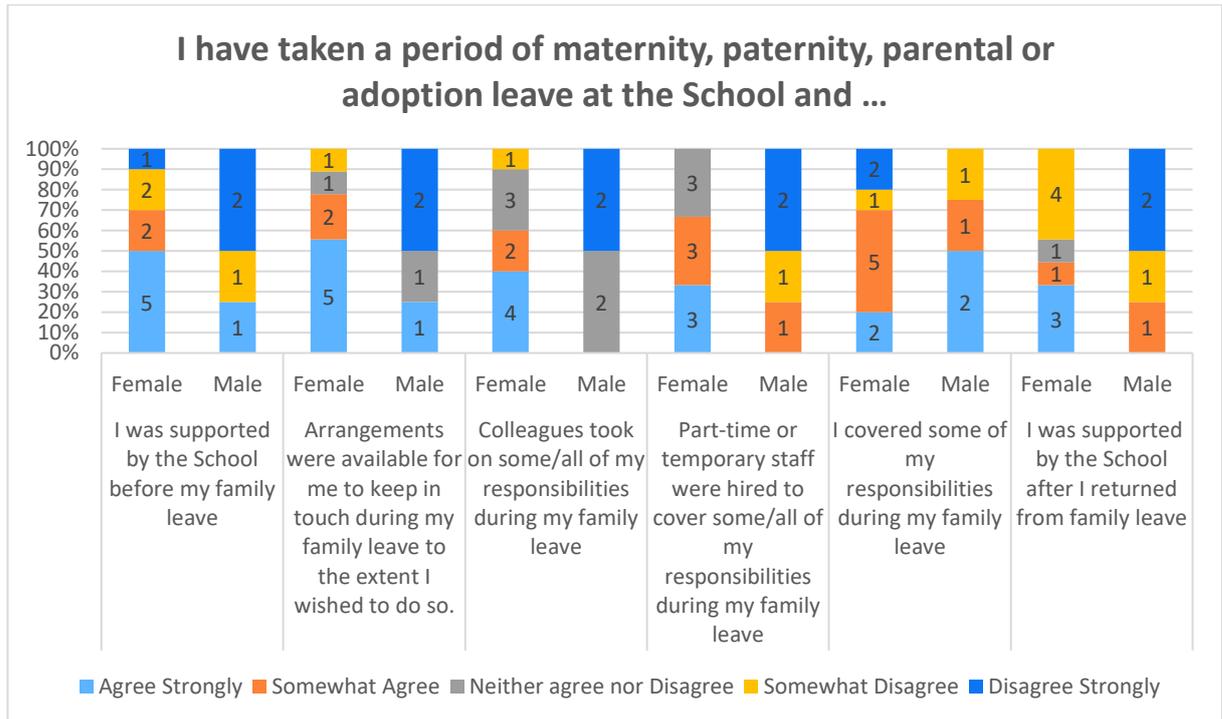
5.5.1 Actions

5.1.1.1: (1) Ensure that the School of Law recruitment process for replacement of staff on maternity or adoptive leave is conducted in line with the revised university policy of fully costed cover for maternity and adoptive leave for academic staff, which uses a centrally ringfenced budget and a minimum standard of cover. (2) Implement the new University Leave and Return Planning template, once implemented at University level (UCC Institutional AS Application committed to the introducing template in 2021).

(ii) Cover and support for maternity and adoption leave: during leave
Explain what support the department offers to staff during maternity and adoption leave.

The relevant staff survey responses suggest a relatively high level of dissatisfaction or neutrality relating to arrangement of support to cover work during leave, and arrangements to keep in touch where desired (Figure 5.5.2.1). Some staff reported that on occasions during maternity leave, they needed to continue some work, e.g. on research projects.

Figure 5.5.2.1 Responses to Staff Survey-Family Leave Satisfaction



5.5.2 Actions

5.5.2.1: Ensure those taking maternity/paternity/adoptive leave are supported and are aware of supports available, including adequate teaching replacement, the Academic Returners grant, provision of School of Law support, including arranging UCC visitor car parking for “keep in touch” days.

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

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

UCC provides an Academic Returners grant (up to €5,000) to enable staff to keep their academic and research careers on track, however, awareness levels regarding this grant could be improved. 31 members of staff 18F (58%) and 13M (42%). responded to an email circulated to explore levels of awareness. 7 (39%) of female respondents were aware of the grant, compared to 10 (77%) of male respondents. Table 5.5.3.1 shows the number of Law staff availing of the grant and the amount spent each year.

Figure 5.5.3.1 Academic Returners Grant

Academic Returners Grant		
Year	Number of School of Law Staff Availing	Amount Spent
2017/18	1	2536.35
2018/19	3	6035.7
Total	4	8572.05

The survey responses separately indicate shortcomings in relation to handovers when a colleague is taking family leave and it seems that in the absence of a formal process, it is currently undertaken on a goodwill basis. This needs to be examined and current practice reviewed (Action 5.5.1.1 above).

"I think that measures should be taken to ensure that when colleagues return from a period of family leave, they should be better supported in terms of their return to work both personally and professionally. Identifying a plan for moving forward in their career is important. Furthermore, more account should be taken of the challenges of returning to work after having a child including childcare responsibilities, more flexi time and possibly a reduced workload to take account of the transition and additional caring role." **Female Academic**

Furthermore, there is no specific space provided in Áras na Laoi for breastfeeding, expressing or other family matters. There is a nursing mother/baby changing unit/first aid room in the Biosciences Institute, which is beside Áras na Laoi. The Quality Enhancement Plan is committed to looking at the issue of space in Áras na Laoi (Action 5.5.3.1).

5.5.3 Actions

5.5.3.1: (1) Conduct an Equality Space audit, in line with the School Quality Enhancement Plan, and in conjunction with the UCC Space Committee, which will assess the adequacy of the following space /facilities in Áras na Laoi:

- Facilities for breastfeeding/expressing/baby changing
- Spaces for daily prayer
- The physical accessibility of Áras na Laoi from a disability perspective.

(2) Given the current very limited space availability in Áras na Laoi, raise with the Space Committee and the UCC Athena SWAN steering group the need for a breastfeeding/ expressing/baby changing room in Áras na Laoi. In the interim request access to the family room in the Biosciences Institute for staff, students and visitors.

(iv) **Maternity return rate**

Provide data and comment on the maternity return rate in the department. Data of staff whose contracts are not renewed while on maternity leave should be included in the section along with commentary.

Table 5.5.4.1 shows five instances of maternity leave during the relevant period. Five leavers returned to work and are still in post.

Table 5.5.4.1 Maternity Leave Uptake

Maternity Leave Uptake				
		No of Staff	Took additional unpaid leave	Returned
2017	Academic	1	Yes	Yes
	PSS	1	Yes	Yes
2018	Academic	1	No	Yes
2019	Academic	1	Yes	Yes
2020	PSS	1	Yes	Yes

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

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

No Law staff have availed of paternity or adoptive leave during the period, seven colleagues took parental leave (Table 5.5.5.1). In the staff survey, one staff member who previously availed of paternity leave stated:

“Took very brief paternity leave - which I had to interrupt to provide teaching cover for a colleague on research leave when their appointed replacement experienced difficulties. Although this was not ideal from my point of view I was given support and received a clear and public expression of gratitude for stepping in.” Male Academic

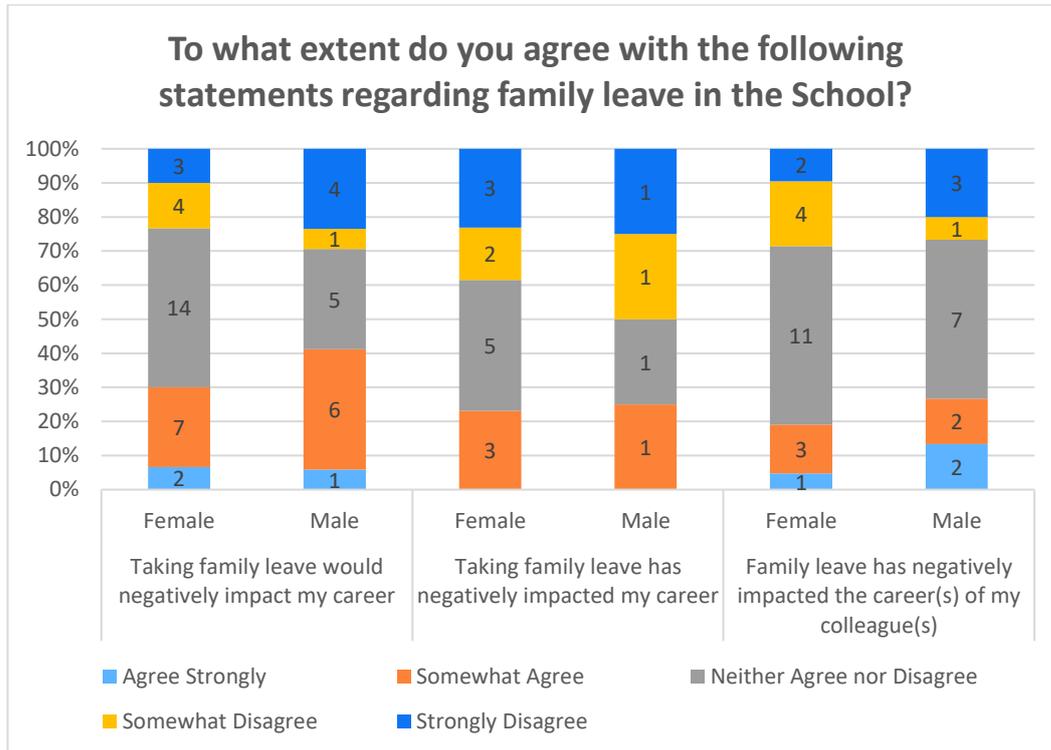
This will be addressed in Action 5.5.2.1.

Table 5.5.5.1 Parental Leave Uptake 2016-2019

Parental Leave Uptake 2016-2019		
	Number of staff (all Female)	Number of Days
Academic	1	358
PSS	6	293
Total	7	651

The staff survey shows that 24% of staff felt taking family leave had negatively impacted their career, 18%F and 6%M, while 34% of staff felt that family leave would negatively impact their career, 19%F and 15%M (Figure 5.5.5.1). This demonstrates a perception of family leave as a detrimental career choice which will be addressed by Action 5.5.6.1.

Figure 5.5.5.1 Responses to Staff Survey-Statements Regarding Family Leave



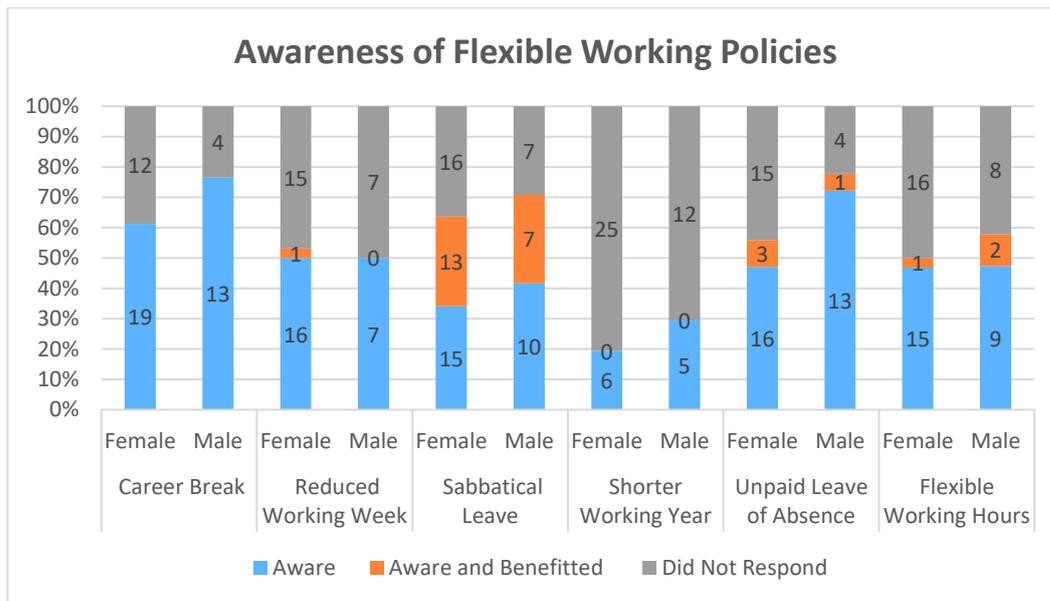
(vi) Flexible working

Provide information on the flexible working arrangements available.

UCC accommodates flexible working through a number of schemes including reduced working week policy, shorter working year scheme, unpaid leave of absence, and flexible working hours.

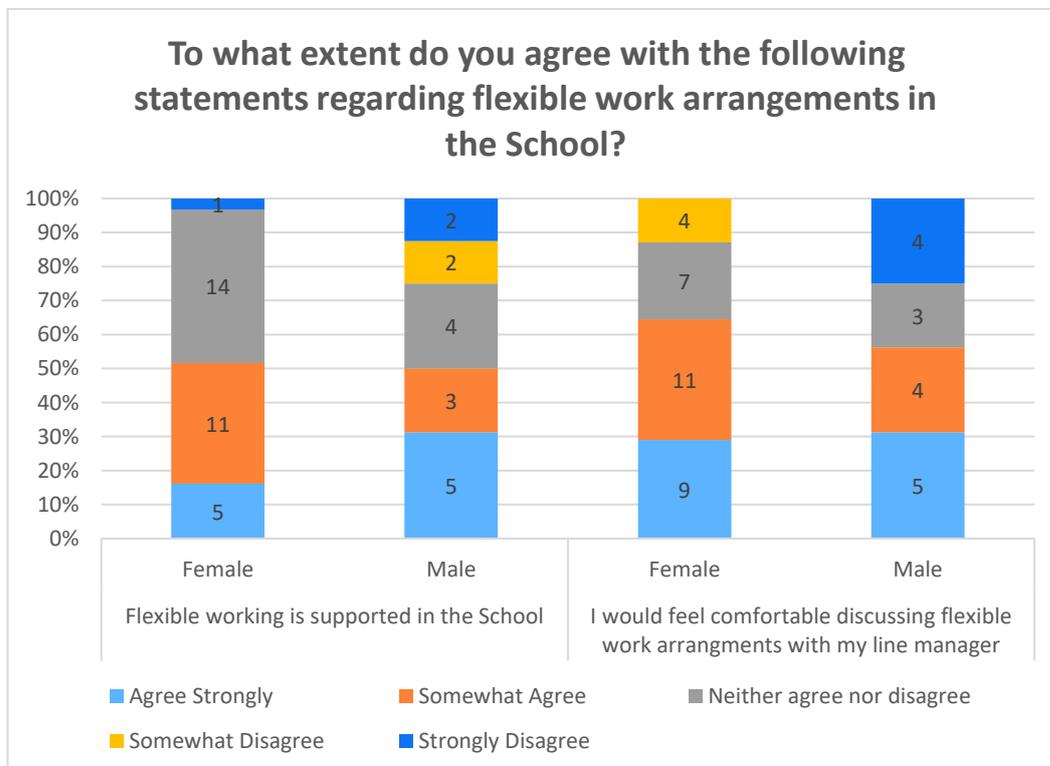
Although it is difficult to be certain, if a non-response to the question is an indicator of lack of awareness of policies, there appears to be a significant number of staff who lack awareness of all of the policies, in particular, shorter working year, reduced working week, flexible working hours and sabbatical leave (Figure 5.5.6.1). It is evident that these policies need to be better disseminated in the School. Action will be taken to ensure the enhanced dissemination of the fact and detail of all HR policies - Action 5.5.6.1 below.

Figure 5.5.6.1 Responses to Staff Survey-Awareness of Flexible Working Policies



As regards the view that flexible working is supported by the School, only 3% of female respondents disagreed/strongly disagreed with this, as compared with 25% of male respondents (Figure 5.5.6.2). Evidently a large majority of staff agree that the School supports flexible working.

Figure 5.5.6.2 Responses to Staff Survey-Flexible Work Arrangements



UCC has a sabbatical leave policy, allowing academic staff to apply for six-months leave after three years of continuous service and 12 months after six years of continuous

service. The School of Law strongly supports sabbatical leave applications, 14 academic staff 9F (64%) and 5M (36%) have benefited from sabbatical leave in the last three years which allows them to focus exclusively on research endeavours (Table 5.5.6.1).

Table 5.5.6.1 Sabbatical uptake 2017-2019

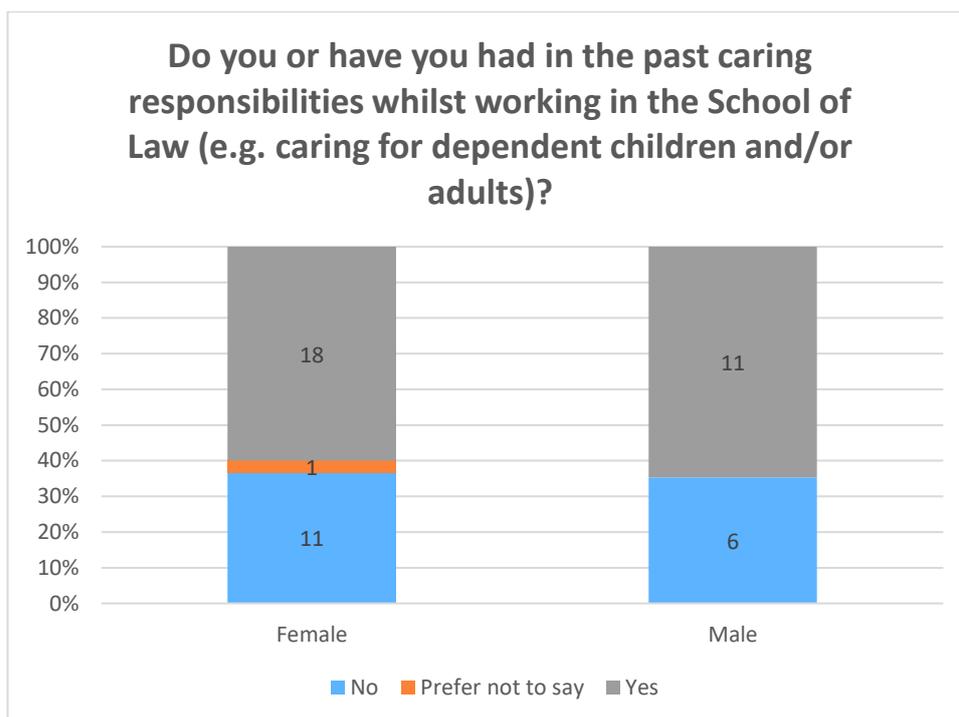
Sabbatical uptake 2017-2019									
	2017			2018			2019		
	Female	Male	%F	Female	Male	%F	Female	Male	%F
L B/B	0	0	0%	0	0	0%	0	0	0%
L A/B	1	0	100%	1	2	33%	0	1	0%
SL	2	0	100%	1	1	50%	1	0	100%
Prof (2)	1	1	50%	0	0	0%	2	0	100%
Prof	0	0	0%	0	0	0%	0	0	0%
Total	4	1	80%	2	3	40%	3	1	75%

29 members of staff, 18F (62%) and 11M (38%), reported having caring roles. Some concern was expressed in the staff survey that insufficient account was taken of these responsibilities, but particularly in respect of the role of caring for dependent adults, see Action 5.5.6.3.

“Athena SWAN doesn't seem to look at caring for a sick adult family member, it focuses purely on parenting needs. The impact of caring for a sick adult family member impacts both sexes. Remote working from home for the professional team and the academic teams should be highlighted, as this can significantly reduce stress for the caregiver.” **Male PSS**

“...acknowledge the situation of staff with significant family carer responsibilities - currently invisible at UCC.” **Female Academic**

Figure 5.5.6.3 Responses to Staff Survey-Caring Responsibilities



Covid-19 has increased challenges for staff while working from home and maintaining work-life balance. Some staff may need to avail of Covid-19 special leave or may be impacted by illness or isolation. There is now a University Working from Home policy for the duration of the pandemic. In the EDI Committee-led staff survey, the School will review the implications of Covid-19 on staff workload, both generally and from a gendered perspective, recognising the challenges but also potential opportunities arising from staff working from home. It is envisaged that the development of a longer-term working from home policy (supported by proposed Government legislation) will effect a significant culture change in UCC for all staff.

5.5.6 Actions

5.5.6.1: (1) Invite HR Business Partner and UCC colleagues who have utilised leave entitlements (as role models), to attend a dedicated law staff meeting biennial to promote awareness of staff leave entitlements. The Dean will also discuss these options at individual PDRS meetings.

(2) Promote university leave and flexible working policies amongst staff.

5.5.6.2: (1) Advocate for the establishment of a University Working from Home policy beyond the pandemic.

(2) Add questions relating to Covid-19 to forthcoming post AS submission Law staff survey, to understand the staff experience of working from home.

5.5.6.3: Advocate for central university supports for staff with family caring responsibilities.

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

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

During the reporting period, no one has transitioned from a part-time to a full-time role after a career break.

5.6 Organisation and culture

(i) Culture

Demonstrate how the department actively considers gender equality and inclusivity. Provide details of how the Athena SWAN *May 2015* Charter principles have been, and will continue to be, embedded into the culture and workings of the department.

The School of Law is guided by our mission of “shaping a just society” and is deeply committed to promoting equality in staff and student recruitment, based on our belief that the principles of equality, diversity and inclusion significantly inform the student learning experience. The School proudly promotes and cultivates a positive, inclusive culture and collegial atmosphere amongst staff and students.

In the course of renovating and upgrading teaching and office spaces in our building in 2010, we included a new kitchen area which is shared by staff members and PGR/PhD students for morning and lunch breaks. Separately a common room was developed which is primarily for student downtime and social engagement but is also used by the School to mark social and special celebrations (see Figure 5.6.1.1).

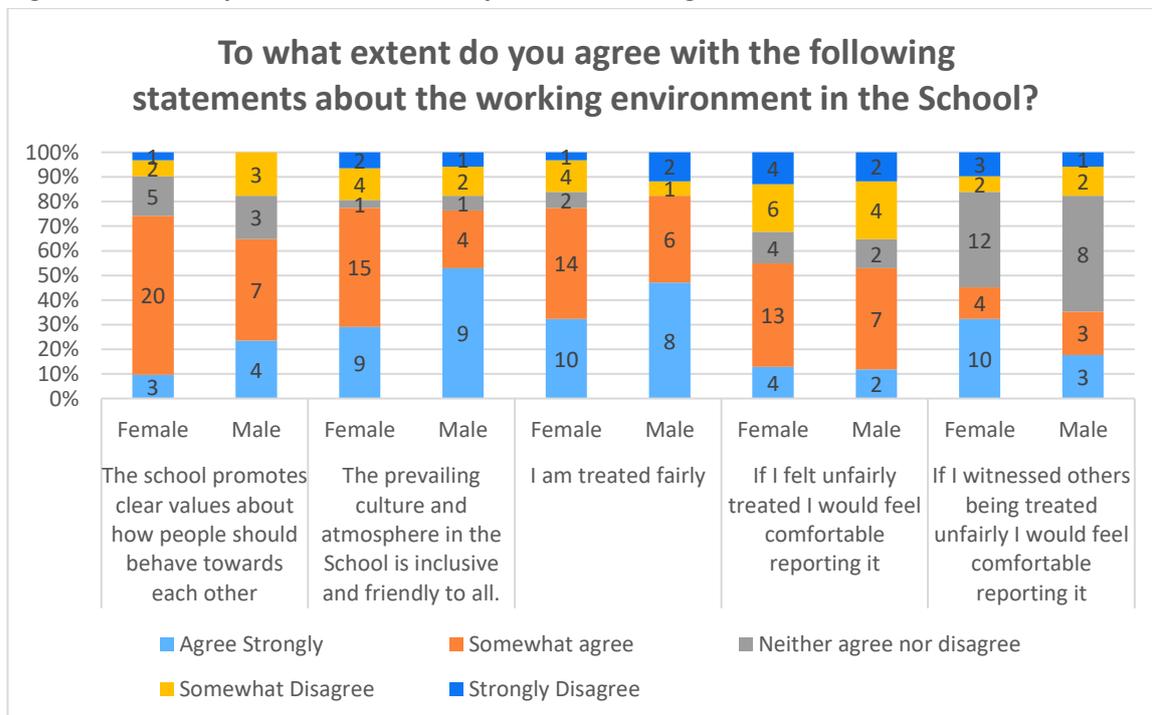
Since the onset of the Covid-19 crisis, the positive culture and strong interpersonal relations in the School have been evidenced by a weekly online staff social event, a virtual coffee morning in aid of ARC cancer support (led by a first year BCL student), and the Cork Simon 2020 Christmas jumper day demonstrating the strength and collaborative culture in the School.

Figure 5.6.1.1 Christmas jumpers for Homeless charity Cork Simon in 2018 and 2019



The data collected from the staff survey demonstrates staff satisfaction with the atmosphere and culture of the School. Figure 5.6.1.2 demonstrates that the predominant view amongst all staff is that the School promotes clear values about how people should behave towards each other. Less favorable were the views expressed in relation to reporting unfair treatment, a majority more comfortable reporting unfair treatment of a colleague, than reporting personal unfair treatment. Given the close-knit nature of the School such reporting may be difficult, and a College level structure may provide a more accessible route for staff, Action 5.6.1.2.

Figure 5.6.1.2 Responses to Staff Survey-School Working Environment



The following quotes were provided in the staff survey:

“The School is a great place to work with excellent colleagues at all levels and roles and a genuine and strong commitment to equality and fairness. At time the School is however constrained by the University system in which it operates.” **Male Academic**

“The School has a strong culture of fairness and equality.” **Female Academic**

However, improvements can be made and are evidently required (Action 5.6.1.1):

“A more open culture around what people need to support them. It's a pretty competitive environment, and people are understandably slow to give an impression of weakness. This can be challenging for people who are going through difficult periods either professionally or personally. People need to know that it's ok to ask for help.” **Male Academic**

Part-time temporary staff members reported a positive and inclusive experience in the dedicated pulse survey, see Figures 5.6.1.3 and 5.5.1.4.

Figure 5.6.1.3 Responses to Part-time Temporary Staff Survey-School Working Environment

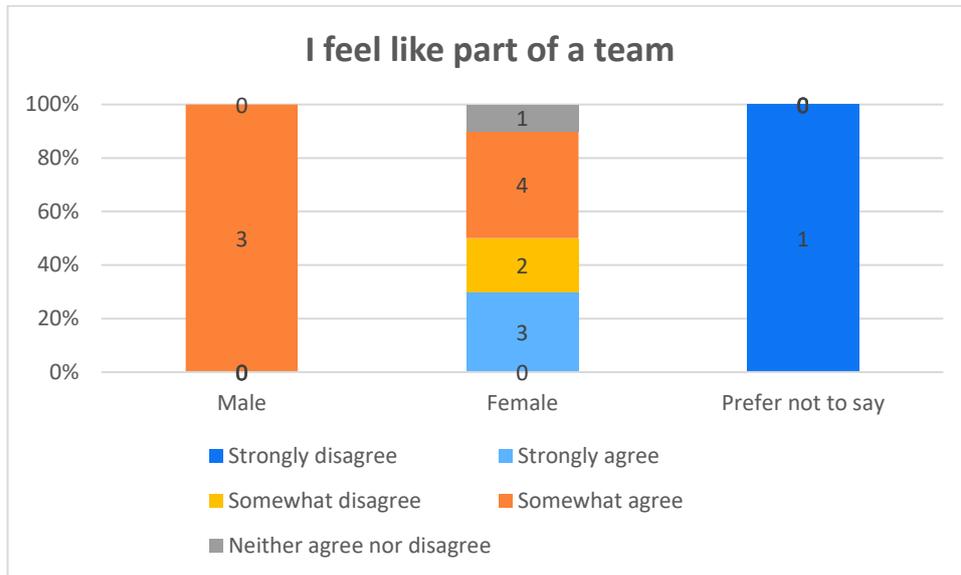
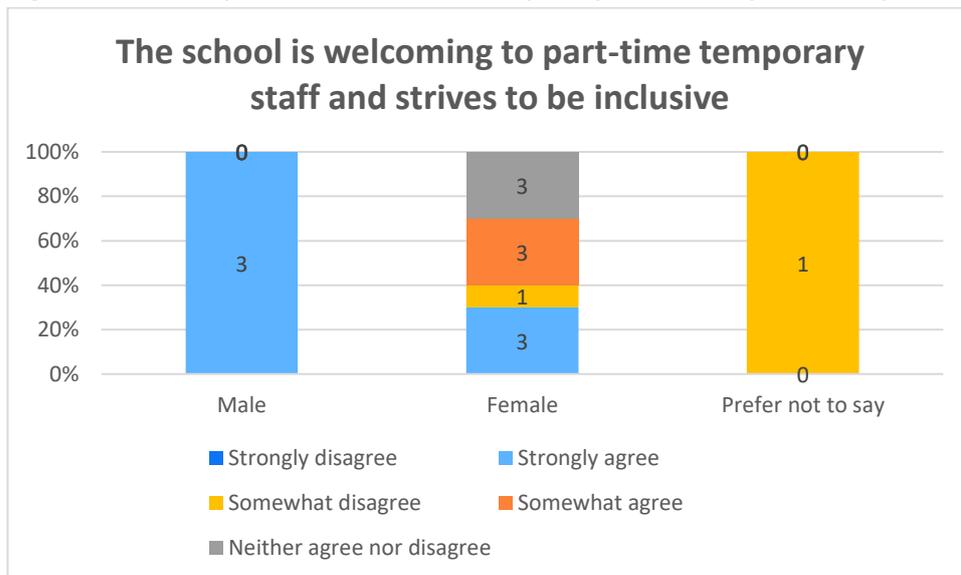


Figure 5.6.1.4 Responses to Part-time Temporary Staff Survey-Inclusivity



5.6.1 Actions

5.6.1.1: As part of the next School of Law “away day”, include a dedicated workshop on School culture, to be considered in light of the school mission of contributing to a just society. Consideration must be given to positive and impactful improvements that can be made to the School organisation and culture.

5.6.1.2: Explore development of College level reporting structure.

(ii) HR policies

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

The School of Law operates in the context of UCC's framework for HR policy. Many of the School's HR procedures are administered by UCC's central administration, some of them delegated to a HR partner. The new HR Manager to the COBL (F) commenced in October 2020, the incumbent (F) having left the post in early 2020. The HR Manager attends School of Law meetings.

HR rules and policies are communicated to staff through various means, in the first instance directly from HR through emails to all UCC staff, including from the dedicated HR Staff Wellbeing Officer. Details of any significant change or new policy are presented at School meetings. Communication in respect of HR policies are also made through the university's website and through central statutory committees and councils within Law, the COBL and University committees.

A post-survey email from the SAT Chair sought to identify staff awareness levels of policies for equality, dignity at work, bullying, harassment, grievance and disciplinary measures. Of the 31 respondents, 18F (58%) and 13M (42%), 9 (50%) female respondents and 8 (62%) males reported being aware of all relevant policies.

The University ensures that all staff are mentored for the first year of their employment and HR issues and policies are amongst the matters covered by a mentor. Separately both the University and the School operates voluntary mentoring schemes, providing staff with options to seek guidance on relevant policies, career advancement and other matters.

(iii) Representation of men and women on committees

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

The School of Law has thirteen internal committees which provide a delegated model for decision-making, reporting to the School Executive or School Meeting on issues that arise. Generally, there is equal or greater participation of females to males on these committees (Figure 5.6.3.1).

Figure 5.6.3.1 Internal Committees as at January 2020

Committee Name	Membership of Committee 2018/2019	Chair of Committee
School Executive	Total – 11 Female – 7 Male – 4	Chair - Male
Athena SWAN Committee	Total – 14 Female – 9 Male - 5	Chair - Female
Curriculum Committee	Total – 7 Female - 5 Male - 2	Chair - Male
Exams Committee	Total – 9 Female - 7 Male - 2	Chair - Male
Graduate Studies Committee	Total – 7 Female - 3 Male - 4	Chair -Female
International Committee	Total – 10 Female - 6 Male - 4	Chair - Male
Liaison Committee	Total – 3 staff plus external practitioners Female - 2 Male - 1	Chair - Female
Marks and Standards Committee	Total – 6 Female - 2 Male - 4	Chair - Male
Postgraduate Committee	Total – 8 Female - 5 Male - 3	Chair - Female
Quality Review Committee	Total – 10 Female - 6 Male - 4	Chair - Male
Special Circumstances Committee	Total – 3 Female - 2 Male -1	Chair - Female
Student Council Committee	Total – 1 plus students Female - 0 Male - 1	Chair - Male
Undergraduate Recruitment Committee	Total – 11 Female - 7 Male - 4	Chair - Female

In January 2020, of the thirteen Law school committees, the position of Chair is held by six females and seven males. In 2019 a sub-committee of the School Executive was established to improve governance transparency and a new Governance framework was implemented in November 2020 with the appointment of a Deputy Dean and Vice-Deans as outlined in section 2, to enhance the existing committee structure.

The Deputy Dean and Vice Deans were appointed following open invitation from the Dean for expressions of interest, and interview. The Deputy Dean (M) and Vice Deans (3F, 1M) will chair their respective committees in line with their identified expertise (Action 5.6.3.1).

No official record is kept of committee membership. The recent School Quality Review confirmed that a formal recording of staff membership of the internal committees is required (Action 5.6.3.1).

All committees report to the School Executive, comprised of the Dean(M); Deputy Dean (Student Welfare and Affairs)(M); Vice-Dean (Teaching, Learning & Curriculum)(F); Vice-Dean (Internationalisation)(M); Vice-Dean (External Engagement)(F); Vice-Dean (Research)(F); Director of Staff Welfare and Development(F); Athena-SWAN Lead (F) and subsequently EDI Committee Chair; School Manager(F); and a College Lecturer (F).

5.6.3 Actions

5.6.3.1: (1) Review the impact of the new governance framework and the positions of Chair for the internal committees in the School of Law.

(2) Create a record of committee membership to be reviewed on an annual basis by the School Executive to allow ongoing review of members to ensure gender balance in opportunities for participation and leadership.

(iv) Participation on influential external committees

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

The School of Law supports staff to engage with key influential committees in the University and beyond, and all new appointments to external committees are noted by the Dean at School meetings. External committees can be categorised between external to Law but within UCC, and external to UCC.

While there seems to be an equal gender division in terms of representation on influential external committees, no official record is kept by the School (Action 5.6.4.1).

Figure 5.6.4.1 represents a snapshot of staff participation on influential committees within the COBL. 42 positions are held on 13 committees, 25F (60%) and 17M (40%). All full-time staff are members of the College Assembly and the College Council.

Figure 5.6.4.1 Examples of Influential Committee Membership Within College of Business and Law

Examples of Influential Committee Membership Within COBL⁸	
Committee Name	Membership of Committee
BLC (Law and Business) Board of Studies	Total-4 Female-3 Male-1
College Athena SWAN EDI Committee	Total-5 Female-4 Male-1
College Curriculum Committee	Total-6 Female-4 Male-2
College Executive Management Committee	Total-6 Female-3 Male-3
Exam Board Chairs Panel	Total-9 Female-5 Male-4

Figure 5.6.4.2 represents a snapshot of staff participation on influential committees within UCC. In total 44 committee positions are held on 34 committees, 24F (55%) and 20M (45%). All Professors are ex-officio members of Academic Council.

Figure 5.6.4.2 Examples of Influential Committee Memberships Within University College Cork

Examples of Influential Committee Memberships Within University College Cork⁹	
Committee Name	Membership of Committee
Academic Board	Total-4 Female-2 Male-2
Lecturer Establishment and Promotions Board	Total-2 Female-2 Male-0
AC Exams Appeal Committee	Total-1 Female-1 Male-0
Athena SWAN EDI Committee	Total-1 Female-1 Male-0

⁸ Information taken from the 2020 Quality Review.

⁹ Information taken from the 2020 Quality Review.

Governing Body	Total-1 Female-1 Male-0
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Figure 5.6.4.3 represents a snapshot of staff participation on external committees. No School central database is maintained but following an email request, 12 staff reported being members of 36 external committees, 7F (58%) and 5M (42%). This demonstrates the School's influence in national policy-making and is in line with the School's commitment to actively contribute to society. The School's commitment to tackling equality issues is evident, as one female respondent advised the Citizens' Assembly on Gender Equality, another female respondent holds the position of Commissioner of the Irish Human Rights and Equality Commission and is Chair of the Independent Anti-racism Committee.

Figure 5.6.4.3 Examples of Participation on influential external committees (external to UCC)

Examples of Participation on influential external committees (external to UCC)¹⁰	
Committee Name	Membership of Committee
Editorial Board of Youth Justice: An International Journal	Female
Advisory Board to the Tusla Specialist Investigation Team (Cork),	Male
Mental Health Commission Legislation Working Group	Female
Board of Trustees of the British and Irish Legal Information Institute (BAILII)	Male
National Advisory Committee on Ending Sexual Violence in Irish HEIs	Female
Aarhus Convention Compliance Committee	Female
Heads of Irish Law Schools	Male
Irish Human Rights and Equality Commission	Female
Scientific Committee of the European Environment Agency	Male

¹⁰ Information provided by staff in response to an email from the Chair of the Organisation and Culture WG.

5.6.4 Actions

5.6.4.1: Formal record to be kept of staff participation on influential external committees.

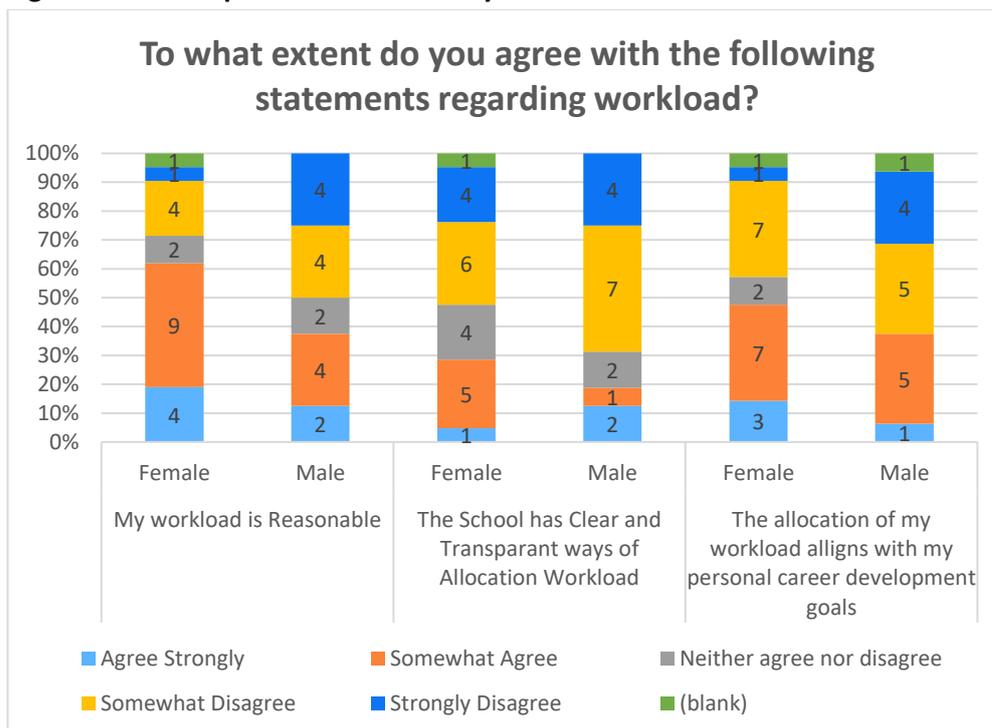
(v) Workload model

Describe any workload allocation model in place and what it includes, for example teaching, pastoral, administrative and outreach responsibilities. Comment on ways in which the model is monitored for gender bias and whether it is taken into account at appraisal/development review and in promotion criteria. Comment on the rotation of responsibilities and if staff consider the model to be transparent and fair.

The timing of the survey is important as the School, under the leadership of the new Dean (May 2019), introduced a new workload model (post-completion of staff survey) to better reflect the breadth of work undertaken by staff.

Figure 5.6.5.1 demonstrates greater male dissatisfaction with the old workload model.

Figure 5.6.5.1 Responses to Staff Survey-Workload Model



*graph includes research and academic staff respondents

The following quotes were provided in the staff survey:

“Workload allocation needs to be more transparent - this will cultivate a better culture.”
Female Academic

“Sort out the Workload Allocation Model.” **Male Academic**

The old workload model was premised on 150 hours of teaching contribution whereas the new model comprises 1500 hours, broken-down as follows:

Figure 5.6.5.2 New Workload Model Composition

Teaching, Examining and Student Support	Research and Engagement	Academic Citizenship
600 hours or 40% of time	600 hours or 40% of time	300 hours or 20% of time

The absence of a workload model for PSS is an area for action, which it is suggested, reflects a perceived divide between the treatment of academic versus PSS staff:

“One area for improvement is an apparent divide between academic versus professional staff. This is sometimes reflected, for example, in the absence of a workload model or distribution for professional staff, around which there is often no clarity and no boundaries (often driven by University-wide systems).” **Female PSS**

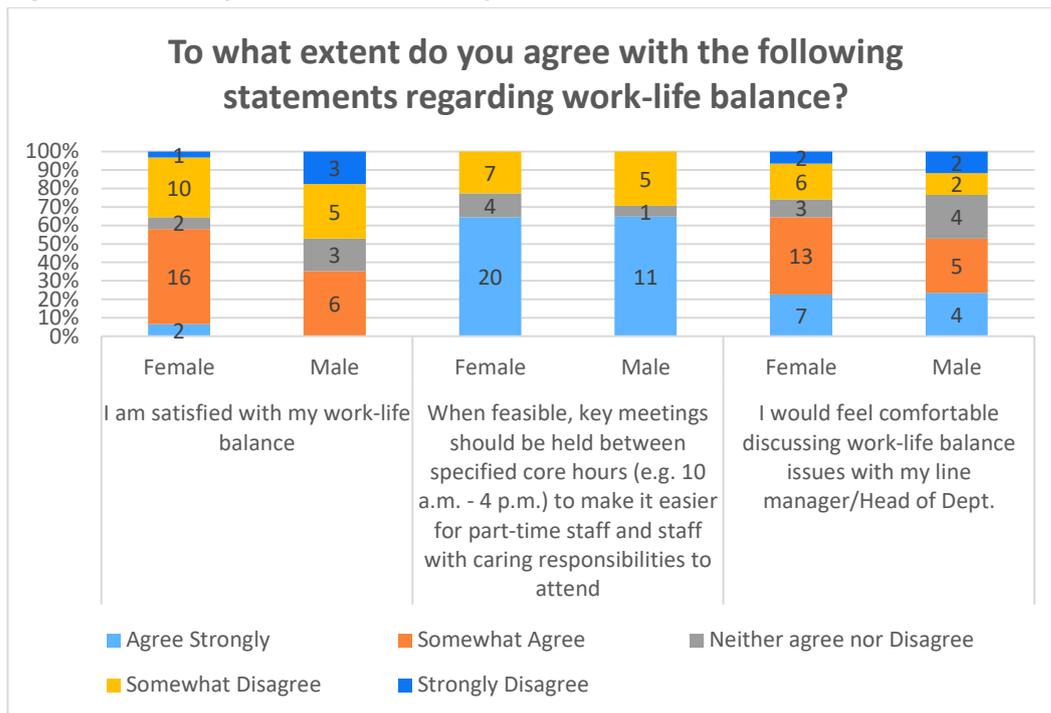
5.6.5 Actions
5.6.5.1: Monitor the implementation of the new Workload Model from a gendered perspective.
5.6.5.2: Conduct a review into the introduction of a Workload Model for PSS.

(vi) Timing of departmental meetings and social gatherings

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

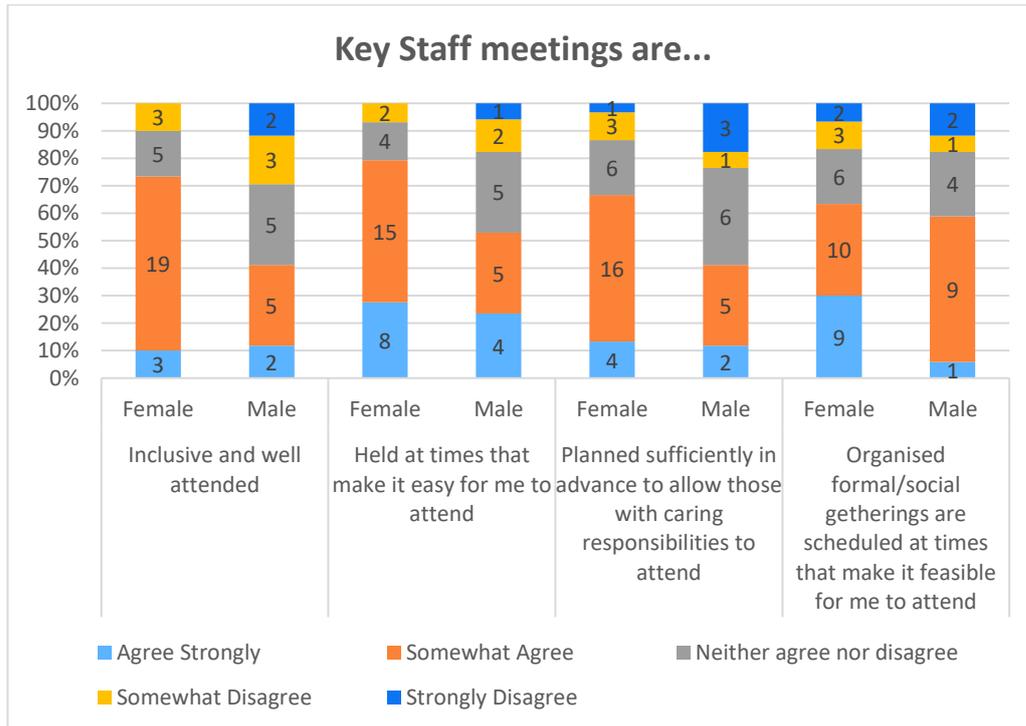
Key staff meetings are held within the core hours of 10am-4pm. This is in line with staff preference as evidenced in the staff survey; 64.5% of staff strongly agreed that meetings should be held within this time to accommodate part-time temporary staff and those with caring responsibilities (Figure 5.6.6.1).

Figure 5.6.6.1 Responses to Staff Survey-Work-life Balance



School meetings are held once a month, typically from 11-1pm on Tuesdays. An email invitation is sent to all staff with 5-7 days' notice, to allow maximum attendance. 57% of staff responding to the staff survey either strongly agree/somewhat agreed that meetings are planned sufficiently in advance to allow those with caring responsibilities to attend (Figure 5.6.6.2). Since early 2020 student representatives attend school meetings.

Figure 5.6.6.2 Responses to Staff Survey-Key Staff Meetings



At minimum there are four social gatherings a year with notice given to staff in advance to allow them to attend. The Law dinner and Law Ball are organised by the Student Law Society and staff have the option to attend. A majority of staff 63% (F) and 59% (M) regard these events as feasible to attend.

Regarding social gatherings, the School previously held regular coffee mornings for staff and there have been requests for these to be re-introduced (Action 5.6.6.2). During the Covid-19 pandemic a staff social gathering is held online every Friday morning.

5.6.6 Actions
5.6.6.1: Introduce a coffee morning each month for all staff.

(vii) Visibility of role models

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

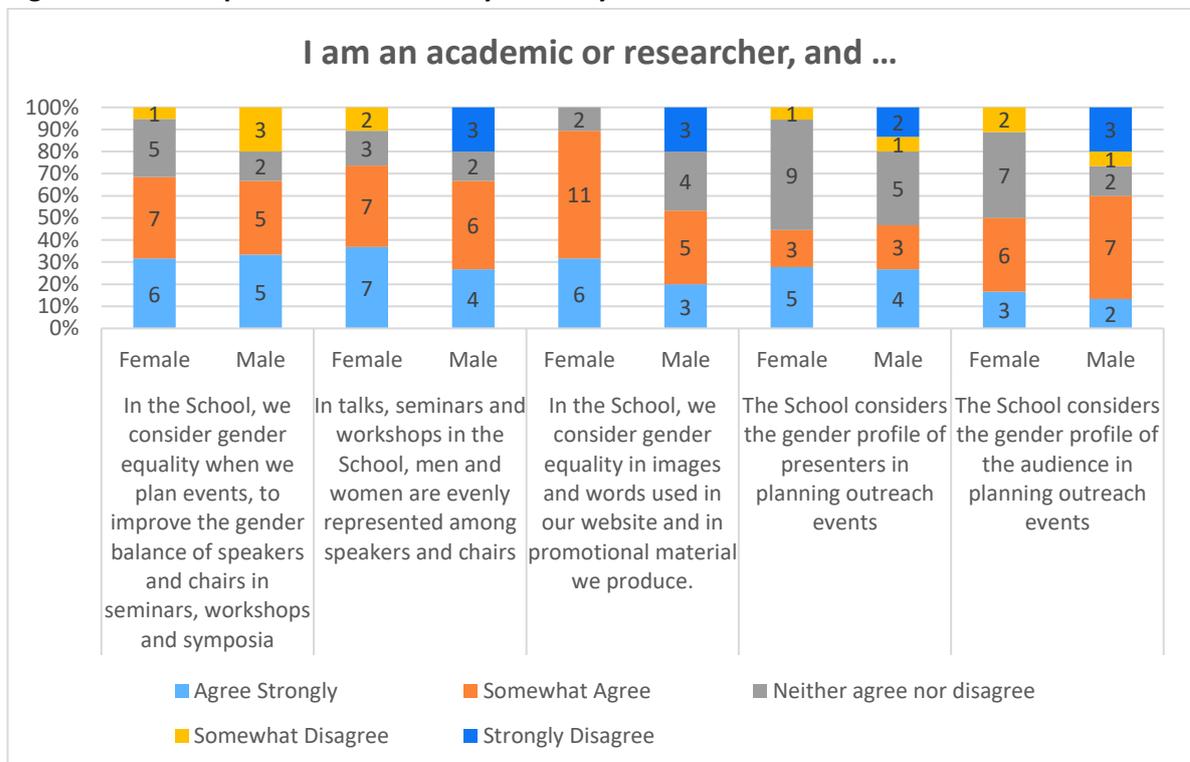
All School staff are ambassadors for the internal and external activities of the School. There are many examples of the stellar work of UCC School of Law, who are visible as activists and role models in Ireland and abroad, see Action 5.6.7.1 regarding future profiling of graduates to promote their achievements as role models to current and incoming students.

The School of Law is very active in the organisation of a wide range of conferences and seminars, with an excellent balance of female and male invited speakers. Based on information obtained from staff through email, 24F and 23M speakers were invited to the School during 2016-2019. Although an events calendar has been established, no record is maintained of invited speakers and this needs to be proactively managed (Action 5.6.7.2).

The School of Law has 10 Adjunct Professors 4F (40%) and 6M (60%). The COBL's 2020 call prioritised female and international-based nominations.

Figure 5.6.7.1 demonstrates a strongly positive staff experience as regards event planning and gender equality.

Figure 5.6.7.1 Responses to Staff Survey-Visibility of Role Models



The School has a very active Marketing and Communications Officer who, in striving to promote the School is driven by a dedication to gender equality. The school website has rolling images of students at different locations on the UCC campus. These images contain both female and male students and there is clear equality in representation., however ethnic diversity could be improved.

Figure 5.6.7.2 Screenshot of School Website



We ensure that our UG and PG prospectuses include gender-balanced images. The current UG brochure features three female and three male students. However, across the seven PG programme promotional leaflets, images of females are used six times, but males just once. The website banner images of students features a balanced number of females and males. Our website has an active "News and Events" section which showcases stories about School staff, students and alumni. Notably, the majority of stories featured in 2020 focused on achievements and initiatives led by females. (Action 5.6.7.3).

The PhD programme does not have the same level of promotion as the UG/PGT programmes. The programme is advertised by the Marketing and Communications Officer on social media where gender balanced images are used. News stories on various PhD students and initiatives also feature on the School website but again, the majority in 2020 are female focused (Action 5.6.7.3).

The strong commitment of the School to cross-societal engagement is evident through student intake for both day and evening programmes and this has positive repercussions for role model visibility with peer groups and future applicants. The School leads the way in UCC for the provision of second-chance education opportunities, with up to 25 mature day student places offered annually (approximately 15% of intake) and the delivery of the BCL programme by night on a part-time basis. The School has secured external funding to increase access to under-represented and economically disadvantaged communities. This pro-active support of various routes to law should be promoted to support and encourage new applicants (Action 5.6.7.4).

5.6.7 Actions

- 5.6.7.1: (1) Celebrate the achievements of UCC School of Law graduates (male and female) in publicity materials.
- (2) Commence recording the showcasing of alumni and review this annually to monitor the representation of genders.

5.6.7.2: (1) Formal record to be kept of gender representation of invited speakers to the School, aligned with the Events Calendar.

(2) Data to be presented to the School on an annual basis to ensure staff awareness of the need for gender balance when inviting speakers.

5.6.7.3: (1) Ensure there is a gender balance and ethnic diversity in female and male (student and supervisor) narratives and profiles in School documentation and on the School website relating to UG, PGT and PhD programmes.

(2) Increase online presence of PhD students with a particular emphasis on male role models.

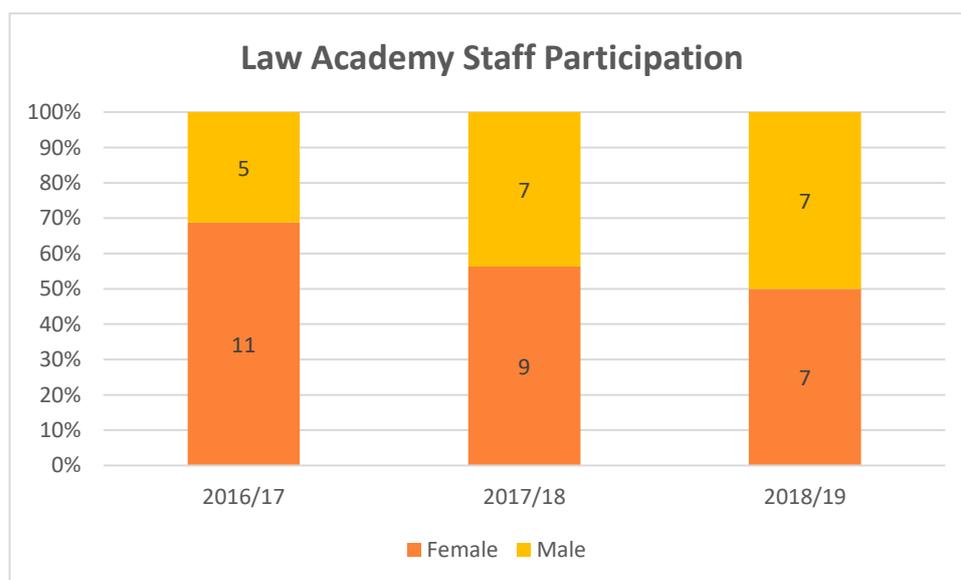
5.6.7.4: Marketing of the diversity of students in both day and evening programmes to include reference to the School's commitment to diversity through intake numbers.

(viii) Outreach activities

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

Many outreach events occur within the School of Law, such as Open Days, the Law Academy and Career Fairs. The Law Academy is run twice a year by a female staff member for senior secondary school students, with other academic staff contributing to the programme, see Figure 5.6.8.1. The Academy allows students to attend Law lectures and live life as a Law student for a day.

Figure 5.6.8.1 Law Academy Staff Participation



There has been a predominance of female students taking part in the Academy every year (Figure 5.6.8.1). This is in line with the predominance of female students studying law at UCC. Secondary Schools select the students who attend the Academy, the School of Law has no control over those who attend. The School needs to proactively canvas secondary school Guidance Counsellors to encourage increased male student attendance (Action 5.6.8.1).

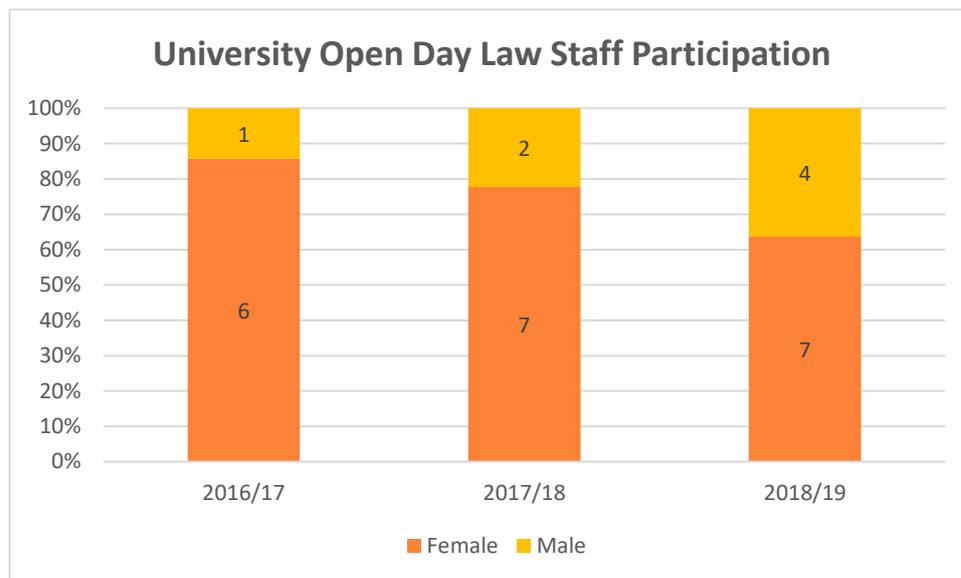
Figure 5.6.8.2 Law Academy Participation 2016-2019

Law Academy Participation 2016-2019			
Month	Year	Male	Female
February	2016	37	74
October	2016	39	66
February	2017	51	87
October	2017	47	66
February	2018	41	103
October	2018	n/a	n/a
February	2019	n/a	n/a
October	2019	26	76

The School participates in outreach activities run by UCC PLUS+, a programme which provides links to under-represented school leavers and supports students entering UCC via the HEAR scheme. The Easter School welcomes DEIS secondary school students to campus to participate in a 5-day University taster programme. An academic from the School (F) gives a talk about the degree options, a Q&A is hosted by another member of staff (F) and an interactive Moot Court is run by a UCC law graduate (M). These outreach activities provide an insight into Law at UCC and are important opportunities to encourage more male students to study law (Action 5.6.8.2).

During UCC Open Days, staff contribution has mainly rotated between the same staff (mostly female) volunteering to participate at the event.

Figure 5.6.8.3 University Open Day Law Staff Participation



Whilst on average more female members of staff traditionally supported Open Days, the position has changed in more recent years. To ensure a greater rotation amongst a broader cohort of staff, the new workload model allocates hours to staff who participate in student recruitment events.

The School of Law successfully runs a number of innovative clinics, see Figure 5.6.8.4. The Clinics are led by academic staff (3F, 3M) with students contributing to the workload and outputs every year. These Clinics are run in alignment with the School mission and are a huge benefit both in terms of student enrichment and community engagement. Although student numbers are small, more females than males have taken the Clinics over the three-year period.

Figure 5.6.8.4 Clinic Participation

Clinic Participation			
Child Law			
	Female	Male	Total
2016/17	3	2	5
2017/18	4	2	6
2018/19	8	1	9
Total	15	5	20
Human Rights Law in Practice			
	Female	Male	Total
2016/17	7	3	10
2017/18	5	5	10
2018/19	3	2	5
Total	15	10	25
Family Law			
	Female	Male	Total
2016/17	4	2	6
2017/18	5	1	6

2018/19	9	3	12
Total	18	6	24
Environmental Law			
	Female	Male	Total
2016/17	N/A	N/A	N/A
2017/18	N/A	N/A	N/A
2018/19	1	3	4
Total	1	3	4
IT Law			
	Female	Male	Total
2016/17	3	4	7
2017/18	3	4	6
2018/19	5	2	7
Total	11	9	20
Sports Law			
	Female	Male	Total
2016/17	8	7	15
2017/18	10	9	19
2018/19	6	8	14
Total	24	24	48

Staff at the School support a wide range of student activities and initiatives on a regular basis. For example, staff frequently support activities organised by the UCC Student Law Society. Annual highlights include the Women in Law Forum, which provides a platform for female role models, and the Student Law Conference. Beyond these annual flagship events, staff contribute regularly as speakers/chairs at UCC Student Law Society events and promote the range of careers events organised by students. The School also plays an advisory role for the *Cork Online Law Review* run by the Student Law Society. Staff contribute to other student initiatives including the UCC Free Legal Advice Centre (FLAC), UCC Environmental Society and UCC Green Campus.

5.6.8 Actions

5.6.8.1: Engage with school guidance counsellors to encourage more male second-level students to participate in UCC Law outreach activities.

5.6.8.2: Identify a male academic and a male UG student to present at UCC PLUS+ outreach talks, aimed at prospective students.

Section 5 Word Count: 6,289

6 FURTHER INFORMATION

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

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

7 ACTION PLAN

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

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

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

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

UCC School of Law Athena SWAN Action Plan

High Priority	Medium Priority	Lower Priority
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Section 3 The Self-Assessment Process

Section 3.3.3 Plans for the Future of the Self-Assessment Team

Reference	Planned Action	Rationale	Key Outputs and Milestones	Timeframe (start/end date)		Person Responsible	Success Criteria and Outcome	Priority
3.3.1	Existing SAT will transition to the new EDI Committee.	The new School of Law committee will provide oversight of the implementation of the School Athena SWAN Action Plan and progress Athena SWAN initiatives within broader EDI content.	<p>Produce an annual progress report every December and review the Action Plan on a quarterly basis.</p> <p>Embed a review of the Action Plan and activities as a standing agenda item at School of Law meetings, School of Law Executive meetings and School of Law Student Council meetings.</p>	February 2021	May 2021	Director of Staff Welfare and Development and Dean of School of Law	EDI Committee established and completion of quarterly and annual reviews.	
				February 2021	Ongoing			

3.3.2	The new EDI Committee will conduct a post submission General Athena SWAN staff survey and thereafter a staff EDI survey every 2 years.	Post Athena Swan submission survey will seek to capture and explore outstanding issues arising in the self-assessment process including the impact of the COVID-19 pandemic on staff. Subsequent surveys will ensure that staff wellbeing and equality issues remain under review.	Secure ethical approval from UCC Ethics Committee. Distribution of surveys to all staff, including researchers and part-time staff. Gathering and analysis of data.	May 2021	Ongoing	EDI Committee Chair and Director of Staff Welfare and Development	90% of staff complete surveys Data analysed by EDI Committee and report on findings included in Athena SWAN annual report.	
3.3.3	(1) Promote Athena SWAN principles and School of Law progress on AS actions on School website, social media and at public and outreach (including online) events. (2) Create an Athena SWAN	Demonstrate our commitment to equality as a core value of the School and proactively raise awareness of Athena SWAN.	(1) Promote Athena SWAN Law initiatives on website and social media channels. (2) Design an AS Law School banner.	February 2021 April 2021	Review annually and include in School of Law Annual Report June 2021	School of Law Marketing and Communications Officer and EDI Committee Chair	(1) Inclusion of Athena SWAN logo on School of Law home page. Athena SWAN activity updated and promoted on website and social media channels. (2) Inclusion of banner at four	

	promotional banner for display within the School of Law.		<p>Display AS banner in School of Law.</p> <p>Highlight Athena SWAN commitment at all School of Law public events, including use of promotional Athena SWAN banner.</p>				<p>public events in 2021 (including online).</p> <p>Include question in post Athena SWAN submission staff survey on staff awareness of gender equality/Athena SWAN and the activities conducted by the School to demonstrate commitment to the Athena SWAN agenda.</p>	
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Section 4.1 Student Data

Section 4.1.2 Student Data (UG)

Reference	Planned Action	Rationale	Key Outputs and Milestones	Timeframe (start/end date)		Person Responsible	Success Criteria and Outcome	Priority
4.1.2.1	(1) Conduct a survey with current UG students to interrogate their	(1) There is a gender disparity in UG student programmes. 83% females in Law	(1) & (2) Survey forms created for UG and PGT students.	May 2021 (UG and PGT surveys	April 2022	EDI Committee Chair, UG Programme	(1) and (2) 70% of UG students and 70% of PGT students on entry	

	<p>programme choice. Include questions to identify the challenges students face in completing course work and/or passing examinations. Conduct dedicated survey with current UG Mature Year students to interrogate their reasons for returning to study, their degree choice and if they have caring responsibilities.</p>	<p>and French and almost 76% in Law and Irish. Only UG programme with a majority of male students (average 47% female in 2017-2019) is the BCL. The data has identified a significant majority of male students amongst those who do not graduate. In 2013/14, only 62%(M) graduated compared to 86%(F), reflecting a pattern in previous years (for 2011 BCL intake 83% of those who did not graduate were male and of the 2012 intake 73% of those who did not graduate were male). The Mature Year is the only entry route where male students are in the majority.</p>	<p>Application for ethical approval for surveys. Survey administered to UG and PGT students.</p>	<p>administered, and PhD focus group conducted in Sept 2021)</p>		<p>Directors, PGT Programme Directors and Director of Graduate Studies</p>	<p>into their programme complete the survey. Survey responses analysed by EDI Committee. EDI Committee produces report on findings with a view to actioning findings.</p>	
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	(2) Survey all PGT law students on entry to their PGT programme to understand why they selected this programme, why they selected full-time or part-time study, and uncover their pre-entry perceptions and understanding of the programme and its profile.	(2) There is a significant gender imbalance in the student make up in certain programmes PGT such as the Child and Family Law and Maine and Maritime Law. We need to explore the reasons for these gender imbalances.						
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Section 4.1.3 Student Data (PG Taught)

Reference	Planned Action	Rationale	Key Outputs and Milestones	Timeframe (start/end date)		Person Responsible	Success Criteria and Outcome	Priority
4.1.3.1	(1) Formalise Directors/Supervisors' engagement with UG, PGT and PGR students, including PhD students, who wish to withdraw, and	(1) The School does not have a formal policy for Directors/Supervisors' engagement with students who wish to withdraw from their programme.	(1) Creation of draft student withdrawal policy. Presentation of policy to School of Law meeting for approval.	February 2022	September 2022	Vice Dean for Student Welfare and Affairs	(1) New policy on Directors/Supervisors' engagement with students who wish to withdraw created and communicated to all staff.	

	circulate this as School policy.						100% of students withdrawing have a discussion with their Director/Supervisor and reason recorded.	
	(2) Track the withdrawal information of all students to systematically capture and analyse reasons for student withdrawal.	(2) The School of Law doesn't currently hold centralised data on reasons for student withdrawal.	(2) Enable the collection of baseline data that the EDI Committee will analyse for gendered trends.	September 2022	Review at the end of every semester	UG/PG Programme Directors and PhD Supervisors	(2) Information on student withdrawals reported to School of Law meeting. Information analysed by EDI Committee and included in Athena SWAN annual report 2023.	

Section 4.1.4 Student Data (PG Research)

Reference	Planned Action	Rationale	Key Outputs and Milestones	Timeframe (start/end date)		Person Responsible	Success Criteria and Outcome	Priority
4.1.4.1	Staff to expressly include in their School website profiles that they	To demonstrate availability of male and female supervisors whilst also	Formal request communicated to all academic staff members.	March 2021	May 2021	Director of Graduate Studies and	80% of staff will have included this information on their profile.	

	welcome PhD applicants to demonstrate availability of male and female supervisors whilst also exhibiting a diversity of role models for potential PhD students.	exhibiting a diversity of role models for potential PhD students	Report on progress delivered at School meeting			Vice Dean for Research		
4.1.4.2	Conduct a focus group with PhD students to understand why they selected this programme/ why they chose UCC School of Law.	Predominance of females on the PhD programme (78% female in 2018, 67% in 2019). Need to understand why this gender imbalance is occurring, noting that a PhD is the main entry path to an academic career.	Focus group questions established for PhD students. Application for ethical approval for focus group. Focus group conducted with PhD students.	PhD focus group conducted in Sept 2021	August 2022	EDI Committee Chair and Director of Graduate Studies	(70% of PhD students participate in focus group. Focus group responses analysed by EDI Committee. Findings included in EDI Committee report with a view to actioning findings.	
4.1.4.3	Interrogate the PGR application assessment process	The PGR application success rate by gender demonstrates a 90%	Query the Non-EU applications process	February 2021	December 2021	Director of Postgrad Research, Vice	Responses received from the	

	to support the EDI Committee interrogation of the identified significantly lower female success rate.	success rate for all male applicants (albeit only 8 full-time and 2 part-time over the three years) whereas only 22% of female applicants were successful.	with the International Office. Query the EU applications process with the Admissions Office.			Dean for Research and EDI Committee Chair	International and Admissions Offices. Responses analysed by the EDI Committee in collaboration with the Director of Postgrad Research. Vice Dean for Research, in consultation with the Director of Postgrad Research and the EDI Committee Chair, to forward proposals for change to PGR application processes to University Graduate Studies office, in light of findings.	
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Section 4.1.5 Progression Pipeline between Undergraduate and Postgraduate Students

Reference	Planned Action	Rationale	Key Outputs and Milestones	Timeframe (start/end date)		Person Responsible	Success Criteria and Outcome	Priority
4.1.5.1	<p>(1) Invite all LLM students to the annual School PhD Symposium.</p> <p>(2) Facilitate an information session for LLM and current PhD students/early career researchers, with a gender balanced representation of PhD students and early career researchers, to</p>	<p>(1) In 2017-19 56% of PGT applications and 87% of PGR were female. There is a need to address the low number of male students in the pipeline from PGT to PhD.</p>	<p>(1) Invitation issued to all LLM students to attend PhD symposium.</p> <p>(2) Host a dedicated information session for LLM students to facilitate discussion of career pathways.</p>	<p>March 2021</p> <p>March 2022</p>	<p>Invitation to be issued annually</p> <p>Event to be hosted annually</p>	<p>Director of Graduate Studies and PGT Programme Directors</p>	<p>(1) Demonstrate research/academia as a career pathway to LLM students by providing an insight into the challenges and opportunities of a PhD student in UCC.</p> <p>50% LLM student attendance at April 2021 Symposium.</p> <p>(2) 60% LLM student attendance at career pathway session.</p>	

	discuss career pathways, opportunities etc; hosted by one male and one female academic staff member.							
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Section 4.2 Academic and Research Staff Data

Section 4.2.3 Academic Leavers

Reference	Planned Action	Rationale	Key Outputs and Milestones	Timeframe (start/end date)		Person Responsible	Success Criteria and Outcome	Priority
4.2.3.1	(1) School will engage with central HR to secure the relevant information from the Institutional exit interviews of departing colleagues' responses, subject to the consent of the departing staff member.	(1) Analysing the results of the exit interviews will help to better understand why staff leave the School and identify any evidence of gender disparity.	(1) Securing responses from central HR.	Feb 2022	Ongoing	Director of Staff Welfare and Development, EDI Committee Chair and Individual PIs.	(1) Feedback from exit interviews analysed by EDI Committee. Findings shared with the Dean of the School of Law and actions agreed.	
	(2) School to develop policy and	(2) Introducing researcher exit	(2) School of Law researcher exit	Feb 2022	Dec 2022		(2) Policy relating to conducting	

	practice of exit interviews for researchers.	interviews will allow the School to better understand the experience of researchers in the School, the reason for leaving and their career plans.	interview policy established for the School. Researcher exit interview policy presented at School of Law meeting for approval.				researcher exit interviews imbedded in school practice.	
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Section 5.1. Key Career Transition Points: Academic Staff

Section 5.1.1 Recruitment

Reference	Planned Action	Rationale	Key Outputs and Milestones	Timeframe (start/end date)		Person Responsible	Success Criteria and Outcome	Priority
5.1.1.1	(1) Develop guidance for writing equality-focused post descriptions and advertisements, including statements encouraging applications from	(1) The School must cultivate an outward facing reflection of the School's commitment to equality at all levels of recruitment.	(1) Guidance developed for writing equality-focused post descriptions and advertisements by EDI Committee.	May 2021	June 2022	Dean and EDI Committee Chair	(1) Updated templates incorporating equality focused post descriptions and advertisements utilised for all Law posts.	

	<p>the underrepresented groups.</p> <p>(2) Head of School to appoint a search champion, to propose ways to attract female applicants. The champion will proactively contact female colleagues across networks to promote the position and encourage applications from all talented candidates, especially females.</p>	<p>(2) Recent recruitment processes saw significantly fewer female applicants.</p> <p>The School needs to show the measures being taken to promote equality in order to encourage female to apply for positions.</p>	<p>(2) Meeting of EDI Committee to review guidance and identify search champion.</p> <p>Appointment of search champion by EDI Committee.</p> <p>Search champion to liaise with the Dean regarding identified potential candidates.</p>	September 2022	Ongoing	EDI Committee Chair and Dean of School of Law	(2) An increase in the proportion of female applicants for Law posts to 40% by 2025.	
5.1.1.2	Systematically collect information on researcher recruitment at School level	Data reported in the application from HR records is incomplete. We need to track information on researcher recruitment to record (a) numbers of	Creation of formal researcher recruitment recording process at school level Law staff notified of formal recording process.	May 2021	Sept 2021	School Manager	Formal recording process on researcher recruitment in place at school level.	

		applicants, shortlisted and appointed candidates for research posts, by gender, and (b) gender composition of researcher recruitment panels.						
5.1.1.3	Keep formal record of selection committee membership participation in Recruitment and Selection, and Equality Training, in line with University policy which requires selection committee members to complete Recruitment and Selection, and Equality Training.	There is no formal record of training undertaken by selection committee members. Members of selection committees must complete Recruitment and Selection, and Equality Training, in line with University policy, to eliminate unconscious bias.	Formal recording process in place for staff who have undertaken Recruitment and Selection, and Equality Training. Establish process to confirm that nominated members of selection committees have completed Recruitment and Selection, and Equality Training prior to finalising committee composition.	Feb 2021	Ongoing	School Manager	Creation of formal recording process. Accurate record of staff who have undertaken Recruitment and Selection, and Equality training. Completion of Recruitment and Selection, and Equality Training by all members of selection committees.	

5.1.1.4	Enhance process for recruitment of part-time temporary staff.	Significant concerns regarding the annual recruitment process were shared by many of the part-time temporary staff respondents to the pulse survey, with issues being highlighted relating to late communication of decisions re teaching allocations, late issuing of contracts and the obligation to apply annually despite long-term service.	Review of part time temporary teaching allocation and notification process.	January 2022	June 2022	School Manager and Deputy Dean	Identified deadlines for notification of teaching responsibilities to part-time temporary teaching staff. All part-time temporary teaching contracts to be issued by the School in advance of the commencement of each academic term.	
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Section 5.1.2 Induction

Reference	Planned Action	Rationale	Key Outputs and Milestones	Timeframe (start/end date)		Person Responsible	Success Criteria and Outcome	Priority
5.1.2.1	Review the new Law orientation programmes introduced for full and part-time staff in 2020 and adduce staff feedback	The survey data demonstrated the need for a local orientation programme for staff. In Sept 2020 the School developed and	Creation of feedback form Get feedback from staff through dedicated feedback	August 2021	Review annually	School Manager and Dean	Feedback collected from 80% of new full-time and part-time staff following next orientation	

	following the 2021 orientation to identify what aspects might enhance the orientation programme.	delivered a dedicated School of Law orientation for new full-time staff and an online orientation was held for part-time staff in October 2020. These new local orientations need to be reviewed and staff feedback collected to identify improvements that might enhance the staff experience.	form, following next orientation. Review of School of Law orientation content.				Feedback analysed by Dean and School Manager to see what improvements can be made.	
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Section 5.3 Career Development: Academic Staff

Section 5.3.1 Training

Reference	Planned Action	Rationale	Key Outputs and Milestones	Timeframe (start/end date)		Person Responsible	Success Criteria and Outcome	Priority
5.3.1.1	Systematically gather and analyse gender disaggregated data of School level engagement with HR/UCC training.	Currently there is no record of attendance at School level training.	System in place to record attendance at School training. Record of staff members who have attended School training.	Feb 2021	Ongoing	School Manager and EDI Committee Chair	Record of attendance at School training sessions on a gender disaggregated basis.	

			EDI Committee analysis of gendered disaggregated levels of participation.				Data analysed by the EDI Committee to identify any gender disparities.	
5.3.1.2	Provide opportunities for all Law staff to access leadership and Aurora training opportunities for professional development.	Staff participation in leadership training is very low. Six members of staff (83%F, 17%M) have undertaken leadership training, 2 (100%F) have completed the Aurora programme and 3 (100%F) will undertake leadership training in 2021.	Communicate leadership training opportunities to all staff as they arise through email and at School meetings. Organise an information session for interested staff to support their applications, hosted by 2 staff members who have completed leadership training, one male and one female.	September 2022	Ongoing	School Manager and Dean of School of Law	Leadership training information session held annually. At least two members of the School of Law attend leadership training annually, including one male and one female.	
5.3.1.3	Conduct a training and career progression supports-needs-analysis of all staff in the School of Law.	19% of females and 25% of males somewhat disagreed or strongly disagreed that they were satisfied with the training opportunities	Develop a survey for staff to identify what training and supports are needed.	September 2021 December 2021	Biannual review	School Manager, Dean of School, Director of Staff Welfare and	Development of a School training strategy which is informed by the supports-needs-analysis and delivery of	

		available. Analysis will identify what supports are needed.	Secure ethical approval from UCC Ethics Committee. Circulate the survey to staff in all categories in the School. Analyse the results of the survey. Develop School level training in response to the identified needs.	Spring 2022 September 2022		Development and Chair EDI Committee	appropriate training over the relevant timeframe. Record of training sessions that take place. Review of staff training-needs every two years. Conduct survey with staff following action implementation to assess satisfaction levels with training opportunities available.	
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Section 5.3.2. Appraisals and Development Review

Reference	Planned Action	Rationale	Key Outputs and Milestones	Timeframe (start/end date)		Person Responsible	Success Criteria and Outcome	Priority
5.3.2.1	Facilitate a School of Law PDRS discussion to encourage all	In the staff survey, 50% of females and 58% of males disagreed that the	Facilitate the PDRS information and discussion session.	September 2021	March 2022	Dean of the School of Law, HR Manager and Director	60% attendance of School of Law staff at the PDRS discussion session.	

	eligible staff to utilise the PDRS to discuss career progression and available supports.	PDRS is an opportunity to discuss work/life balance issues.	Respond to shortcomings in the process identified during School discussion and identified in the staff survey relating to the opportunity to discuss work/life balance issues.			of Staff Welfare and Development	75% Staff report satisfaction with opportunities to discuss work/life balance in their PDRS in next EDI Committee-led School staff survey following implementation of this action.	
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Section 5.3.3 Support Given to Academic Staff for Career Progression

Reference	Planned Action	Rationale	Key Outputs and Milestones	Timeframe (start/end date)		Person Responsible	Success Criteria and Outcome	Priority
5.3.3.1	(1) Engage with the HR Manager, in conjunction with the School Director of Staff Welfare and Development, to facilitate liaison with the School, whereby the HR Manager will advise on training opportunities and	(1) Only 24% of female academics and 21% of male academics agreed or strongly agreed that they had access to the training and mentoring required to meet the criteria for promotion or to improve success at promotion.	(1) Agree timing and communication pathways with HR Manager for the delivery of details relating to UCC HR training opportunities and information sessions relating to the promotion process and mentoring programmes.	September 2021	Ongoing	Director of Staff Welfare and Development and College HR Manager	(1) 60% staff participation in training and supports by the end of 2023. 75% Staff report satisfaction with provision of information in next EDI Committee-led	

	<p>information sessions relating to the promotion process and mentoring programmes. Additionally, the HR Manager will, at School Meetings, actively encourage attendance at those sessions.</p> <p>(2) Promote the School and University mentoring schemes for all staff, particularly male staff seeking promotion to SL and Professor levels.</p>	<p>79% of male and 50% of female academics disagreed or disagreed strongly that that promotion process was transparent and fair.</p> <p>There was no uptake by male academic or research staff of the mentoring training offered between 2016-2019.</p> <p>(2) In 2019 there were 5F and 3M are SL. In November 2020, 4 Law staff members (3F,1M) applied for promotion through the University internal Promotion scheme, and three (2F,1M) were promoted to Professor (scale 2).</p>	<p>HR Manager to provide updates on available promotion support programmes as they arise, at School of Law meetings</p> <p>Survey conducted with staff in 12 months to measure staff satisfaction following these measures.</p>				<p>School staff survey following implementation of this action.</p> <p>(2) At least 2 male academic staff participate in mentoring programme in 2022.</p>	
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Section 5.3.4 Support Given to Students (at any level) for Academic Career Progression

Reference	Planned Action	Rationale	Key Outputs and Milestones	Timeframe (start/end date)	Person Responsible	Success Criteria and Outcome	Priority
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5.3.4.1	Proactively recruit male colleagues as interviewers for BCL Clinical placements.	There is a female majority on the interview panels that select the first-year students for the BCL Clinical programme. One female interviewer was present for all interviews. Five of the second interviewers were female and one male. For the 2019/20 one female interviewer was present for all interviews and there were eight female interviewers and two males.	Email request from Clinical Placement Officer requesting volunteers, highlighting need for equal gender representation Dean of School of Law to follow up on request at next School meeting.	September 2021	Ongoing	Clinical Placement Officer and Dean of School of Law	50% male representation on the BCL interview panels.	
5.3.4.2	Clinical Placement Officer to undertake Unconscious Bias training.	There is a gendered split in the interview success rate for the BCL (Clinical) programme with more successful females. The Clinical Placement Officer must undertake training to	Clinical Placement Officer to liaise with HR Manager to identify and arrange training opportunity.	February 2021	October 2021	Clinical Placement Officer and HR Manager	Clinical Placement Officer undertakes unconscious bias training before next BCL Clinical interview process.	

		eliminate any unconscious bias.						
5.3.4.3	<p>(1) Appoint a Liaison Officer to develop stronger links with the UCC Career Service, which supports the development of interview skills and provides interview practice.</p> <p>(2) Introduce interview preparation skills training for all first-year students in conjunction with the UCC Careers Service.</p>	<p>(1) and (2) School records demonstrate a gendered split in the interview success rate for the (BCL (Clinical) programme with significantly more successful females. The School does not currently provide interview training to any UG or PG students. The issue of skills training was also flagged in the 2020 Quality Review and will be addressed in action 13 of the School Quality Enhancement Report.</p>	<p>(1) Engage with the Careers Service to make group sessions available for all first-year students on interview preparation and technique.</p> <p>(2) Highlight annually to all Law students the one-to-one interview training sessions provided by the Careers Service.</p> <p>Keep a record of student engagement with interview training, on a gender disaggregated basis.</p>	September 2021	Ongoing	UG Programme Directors and the Clinical Education Coordinator	(1) and (2) 60% of first year students attend group sessions or one-to-one training on interview preparation and techniques delivered by May 2022.	
Section 5.3.5 Support Offered to Those Applying for Research Grant Applications								

Reference	Planned Action	Rationale	Key Outputs and Milestones	Timeframe (start/end date)		Person Responsible	Success Criteria and Outcome	Priority
5.3.5.1	<p>(1) Develop School-based grant funding support sessions, particularly for early career academics and researchers, linked to the UCC Research Strategy, including local workshops focused on grant writing, financial planning for research grants, research ethics and data management plans.</p> <p>(2) Facilitate a staff workshop to share approaches to funding sources and applications.</p>	<p>(1) and (2) There is a gendered split in the applications and funding success rate (total 76% female applicants and 70% success rate for 2017-2019) and male staff secure larger amounts of funding when successful. These workshops will support all staff to make funding applications and successfully manage a project.</p>	<p>(1) Organise a series of grant funding support sessions, focused on the themes of grant writing, financial planning for research grants, research ethics, and data management plans.</p> <p>(2) Staff sharing of funding application experiences.</p>	May 2021	September 2023	Vice-Dean for Research and College Research Support Officer.	<p>(1) and (2) 50% attendance from academic and research staff at the grant funding support sessions.</p> <p>Following information/training sessions and staff workshop, issue evaluation form to participants to get feedback to inform future support sessions.</p> <p>10% increase in male applicants for research grants.</p>	
Section 5.5 Flexible Working and Managing Career Breaks								

Section 5.5.1 Cover and Support for Maternity and Adoptive Leave: Before Leave

Reference	Planned Action	Rationale	Key Outputs and Milestones	Timeframe (start/end date)		Person Responsible	Success Criteria and Outcome	Priority
5.5.1.1	<p>(1) Ensure that the School of Law recruitment process for replacement of staff on maternity or adoptive leave is conducted in line with the revised university policy of fully costed cover for maternity and adoptive leave for academic staff, which uses a centrally ringfenced budget and a minimum standard of cover.</p> <p>(2) Implement the new University Leave and Return Planning template, once implemented</p>	<p>(1) Staff survey data shows concern around the support for staff returning from maternity leave, including a call for <i>"Increased support for colleagues returning from family leave..."</i></p>	<p>(1) School of Law implements University policy on replacement of staff on maternity and adoptive leave.</p> <p>(2) School adopts Leave and Return Planning Template following implementation of</p>	February 2021	Ongoing	Dean of School and School Manager	<p>(1) Dean provides written reports to EDI committee regularly on implementation of (a) this process and (b) (when in place) the Leave and Return Planning template.</p> <p>School Manager to engage in an informal chat with staff who have returned from leave to provide insights into whether people felt supported.</p>	

	at University level (UCC Institutional AS Application committed to introducing the template in 2021).		University policy and template.					
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Section 5.5.2 Cover and Support for Maternity and Adoptive Leave: During Leave

Reference	Planned Action	Rationale	Key Outputs and Milestones	Timeframe (start/end date)		Person Responsible	Success Criteria and Outcome	Priority
5.5.2.1	Ensure those taking maternity/paternity /adoptive leave are supported and are aware of supports available, including adequate teaching replacement, the Academic Returners grant, provision of School of Law support, including arranging UCC visitor car parking for “keep in touch” days.	Awareness levels regarding the existence of the Academic Returners grant could be improved. In response to an email from the SAT Chair 7 (39%) of female respondents and 10 (77%) of male respondents reported being aware of the grant.	Information relating to support for maternity and adoptive leave to be included in HR Manager information sessions to all staff at School meetings. Dedicated school communication process to be developed in collaboration with the College HR Manager to provide information to relevant staff about supports available, in a timely manner.	February 2021	Ongoing	Dean of School, School Manager and College HR Business Manager	Survey data in 2021-2022 shows at least 80% of staff are aware of supports available. New communication process established for members of staff taking maternity, paternity and adoption leave.	

Section 5.5.3 Cover and Support for Maternity and Adoptive Leave: Returning to Work

Reference	Planned Action	Rationale	Key Outputs and Milestones	Timeframe (start/end date)		Person Responsible	Success Criteria and Outcome	Priority
5.5.3.1	<p>(1) Conduct an Equality Space audit, in line with the School Quality Enhancement Plan, and in conjunction with the UCC Space Committee, which will assess the adequacy of the following space /facilities in Áras na Laoi:</p> <ul style="list-style-type: none"> -Facilities for breastfeeding/expressing/baby changing -Spaces for daily prayer -The physical accessibility of Áras na Laoi from a disability perspective. 	There is currently no designated family room in Áras na Laoi.	<p>(1) Audit of Áras na Laoi conducted.</p> <p>Issue raised with UCC Space Committee and UCC Athena SWAN Steering Group.</p>	April 2022	July 2022	Dean of School and EDI Committee Chair	<p>(1) Space Audit report is published.</p> <p>Response received from UCC Space committee.</p> <p>Response received from UCC Athena SWAN steering group.</p>	

	(2) Given the current very limited space availability in Áras na Laoi, raise with the space committee and the UCC Athena SWAN steering group the need for a breastfeeding/expressing/baby changing room in Áras na Laoi. In the interim request access to the family room in the Biosciences Institute for staff, students and visitors.		(2) Access to family room in Biosciences institute for Áras na Laoi staff, students and visitors requested.				(2) Access is secured to space in Biosciences building. Staff are notified on induction and via email from EDI Committee twice yearly (November and May) that space in Biosciences is available.	
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Section 5.5.6 Flexible Working

Reference	Planned Action	Rationale	Key Outputs and Milestones	Timeframe (start/end date)		Person Responsible	Success Criteria and Outcome	Priority
5.5.6.1	(1) Invite HR Business Partner and UCC colleagues who have utilised	(1) The staff survey shows that 24% of staff felt taking family leave had negatively	(1) Invitation to present information and share colleagues' experiences issued to	January 2023	Ongoing	Dean and EDI Committee Chair	(1) School meeting minutes document presentation by HR	

	<p>leave entitlements (as role models), to attend a dedicated law staff meeting biennially to promote awareness of staff leave entitlements. The Dean will also discuss these options at individual PDRS meetings.</p> <p>(2) Promote university Leave and Flexible working policies amongst staff.</p>	<p>impacted their career, 18%F and 6%M, while 34% of staff felt that family leave would negatively impact their career, 19%F and 15%M</p> <p>(2) Many staff lack awareness of all leave related polices, but in particular, the Shorter Working Year (81% of females and 71% of males did not respond), the Reduced Working Week (47% of females and 50% of males did not respond), the Flexible Working hours (47% of females and 42% of males did not</p>	<p>HR Business Partner on a biennial basis</p> <p>Include question on staff awareness levels in next School staff survey following implementation of this action.</p>	<p>September 2023</p>	<p>Annually every September</p>	<p>School Manager and EDI Committee Chair</p>	<p>Business Partner and others.</p> <p>(2) University policies notified to all new staff on induction; promoted to existing staff every September on an annual basis via email from EDI Committee.</p> <p>75% Staff report awareness of leave related policies in</p>	
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		respond) and the Sabbatical Leave policies (36% females and 29% males did not respond). Details need to be better disseminated in the School.					the EDI Committee-led School staff survey following implementation of this action.	
5.5.6.2	(1) Advocate for the establishment of a University Working from Home policy beyond the pandemic.	Covid-19 has highlighted the challenges of working from home for all staff, most especially those with caring responsibilities, but also a range of benefits in the long-term.	(1) Submit for favourable consideration, the development of a long-term University Working from Home policy to the Academic Council Staff Development Committee. Issue of supporting a longer-term university working from home policy is raised with Head of College of Business & Law.	January 2022	June 2022	EDI Committee Chair	(1) Issue of a long-term University Working from Home policy placed on the agenda of the Academic Council Staff Development Committee. Response received from Head of College of Business and Law. Response received from UCC Athena SWAN Steering Group.	

	(2) Add questions relating to Covid-19 to forthcoming post AS submission Law Staff survey, to understand the staff experience of working from home.		Issue of supporting a longer-term university working from home policy is raised with UCC Athena SWAN Steering Group. (2) Questions added to forthcoming Law Athena SWAN Covid-19 survey regarding staff working from home experiences.	February 2021	September 2021		(2) Questions concerning School of Law staff working from home experience added to the staff survey.	
5.5.6.3	Advocate for central university supports for staff with family caring responsibilities.	29 staff reported having family caring responsibilities. Some concern was expressed in the staff survey that insufficient account was taken of the role of caring for dependent adults.	Issue is raised with Head of College of Business & Law the UCC Athena SWAN Steering Group and the UCC Academic Council Staff Development Committee.	September 2021	September 2022	EDI Committee Chair	Response received from Head of College of Business and Law. Response received from UCC Athena SWAN Steering Group. Response received from UCC	

							Academic Council Staff Development Committee.	
Section 5.6 Organisation and Culture								
Section 5.6.1 Culture								
Reference	Planned Action	Rationale	Key Outputs and Milestones	Timeframe (start/end date)		Person Responsible	Success Criteria and Outcome	Priority
5.6.1.1	As part of the next School of Law 'away day', include a dedicated workshop on School culture, to be considered in light of the school mission of contributing to a just society. Consideration must be given to positive and impactful improvements that can be made to the School organisation and culture.	The data collected from the Athena SWAN School Staff survey calls for a more supportive work environment. Staff have called for improvements that will impact positively on their everyday "quality of life" and that will allow staff to feel that it's OK to ask for help: "A more open culture around what people need to support them. It's a pretty competitive environment, and	<p>Include a dedicated "School culture" workshop in the next School away day to be held in 2021.</p> <p>Anonymously document the contributions of staff to inform the analysis of the EDI Committee.</p> <p>Develop proposed actions to promote positive culture within the school.</p> <p>Actions agreed at School meeting.</p>	May 2021	March 2022	Head of School, School Manager, EDI Committee Chair	<p>All staff attending 2021 School away day given the opportunity to contribute to workshop on school culture.</p> <p>Data gathered from the away day workshop to be analysed by EDI Committee, actions planned, and report presented at next School of Law meeting for discussion and agreement in</p>	

		people are understandably slow to give an impression of weakness. This can be challenging for people who are going through difficult periods either professionally or personally. People need to know that it's ok to ask for help"- Male academic.					respect of the proposed actions.	
5.6.1.2	Explore development of College level reporting structure.	A majority of respondents to the staff survey (male and female) indicated they are more comfortable reporting unfair treatment of a colleague, than reporting personal unfair treatment, possibly discouraged by the close-knit nature of School of Law community.	EDI Committee Chair meets with COBL HR Manager to explore existing reporting structure and investigate establishment of College level support. EDI Chair consults with Dean of School of Law and Head of COBL to discuss draft proposals.	January 2023	September 2023	EDI Committee Chair, HR Manager COBL, Dean of Law School, Head COBL	Draft proposal for College level reporting plan completed. Consultation with Dean of School and Head COBL completed.	

Section 5.6.3 Representation of Men and Women on Committees

Reference	Planned Action	Rationale	Key Outputs and Milestones	Timeframe (start/end date)		Person Responsible	Success Criteria and Outcome	Priority
5.6.3.1	<p>(1) Review the impact of the new governance framework and the gendered breakdown of the positions of Chair of internal committees in the School of Law.</p> <p>(2) Create a record of committee membership to be reviewed on an annual basis by the School Executive to allow ongoing review of members to ensure gender balance in opportunities for participation and leadership.</p>	<p>(1) Whilst there is almost gender parity amongst internal committee chairs, it is important to afford committee membership opportunities to junior colleagues.</p> <p>(2) No official record is kept of the membership of committees at school level.</p>	<p>(1) Review of Committee Chair positions conducted.</p> <p>(2) Develop a new process of recording the composition of School committees with the annual publication of records to law school staff.</p> <p>As roles rotate, invite staff to apply, offering training and up-skilling for committee participation roles where necessary.</p>	March 2021	March 2025	Deputy Dean and School Manager	Report of internal committee membership, including Chair, presented as part of the EDI Committee annual report to the School of Law.	

Section 5.6.4 Representation on Influential External Committees

Reference	Planned Action	Rationale	Key Outputs and Milestones	Timeframe (start/end date)		Person Responsible	Success Criteria and Outcome	Priority
5.6.4.1	Formal record to be kept of staff participation on influential external committees.	Information from staff demonstrates essentially an equal gender division in terms of representation on influential external committees. However, a formal School record of staff representation on these committees does not exist.	Develop a new process of recording Law School staff participation on influential external committees (both external to the School of Law, but within UCC, and separately external to UCC).	September 2021	Ongoing	School Manager	Information on staff membership on influential committees collated and circulated amongst School of Law staff. Feedback from staff regarding availability of opportunities discussed in PDRS sought in the next EDI Committee-led School staff survey following implementation of this action.	

Section 5.6.5 Workload Model

Reference	Planned Action	Rationale	Key Outputs and Milestones	Timeframe (start/end date)		Person Responsible	Success Criteria and Outcome	Priority
5.6.5.1	Monitor the implementation of the new Workload	A new Workload Model was developed in 2020 in response to	Monitor the roll-out and impact of the new workload model two	September 2021	June 2024	Dean of School in consultation	Feedback from staff analysed by EDI Committee.	

	Model from a gendered perspective.	Staff dissatisfaction with the existing model (evidenced in the survey responses) and will be implemented in September 2021. The impact of the new workload model needs to be assessed once embedded.	years post implementation. Invite written feedback from all staff as to efficacy and impact of the new model.			with the Law Executive EDI Committee Chair	Report on the implementation of the new Workload Model produced by the EDI Committee. Tracked impact of new workload model from a gender perspective Report presented to School of Law committee.	
5.6.5.2	Conduct a review into the introduction of a Workload Model for PSS.	The absence of a workload model for PSS is highlighted in the staff survey, regarded as reflecting a perceived divide between the treatment of academic and administrative staff.	Review conducted by EDI Committee. Invite feedback from PSS staff. Findings furnished to the Dean and subsequently reported to the School of Law Meeting.	September 2021	June 2022	Dean, School Manager and EDI Committee Chair	EDI Committee to conduct the review and report on the findings regarding the introduction of a Workload Model for PSS. Report furnished to Dean and presented at School of Law meeting.	

Section 5.6.6 Timing of Departmental Meetings and Social Gatherings								
Reference	Planned Action	Rationale	Key Outputs and Milestones	Timeframe (start/end date)		Person Responsible	Success Criteria and Outcome	Priority
5.6.6.1	Introduce a coffee morning each month for all staff.	To ensure inclusion and participation by providing an opportunity for all staff to meet regularly in an informal manner and to cultivate the more frequent use of the social space to support staff engagement.	Organising monthly coffee mornings. Regular internal communication to staff (especially new staff) to encourage participation.	September 2021	Ongoing	Director of Staff Welfare and Development	Monthly coffee morning Virtual coffee morning when face to face meetings are not possible.	
Section 5.6.7 Visibility of Role Models								
Reference	Planned Action	Rationale	Key Outputs and Milestones	Timeframe (start/end date)		Person Responsible	Success Criteria and Outcome	Priority
5.6.7.1	(1) Celebrate the achievements of UCC School of Law graduates (male and female) in publicity materials. (2) Commence recording the	(1) Currently there seems to be an ad hoc record of gender representation of graduates in publicity materials. (2) In order to promote alumni as	(1) Commence recording the showcasing of School of Law male and female graduates and conduct an annual review of the record. (2) Feature alumni activists who are	Record to be taken immediately and on an ongoing basis. Review of the record to be taken once a year	Ongoing	Marketing and Communications Officer and Deputy Dean	(1) Equal gender representation in showcasing alumni achievements. (2) Creation of formal recording	

	showcasing of alumni and review this annually to monitor the representation of genders.	role models to current and future students, across genders, and to encourage students to recognise UCC as a gender equal environment to study law, the School must ensure that sharing of information of alumni is conducted in a gender equal way.	pursuing the equality agenda.	– beginning at end of academic year 2021.			process and annual review to show equal gender representation within the showcasing of alumni achievements.	
5.6.7.2	(1) Formal record to be kept of gender representation of invited speakers to the School, aligned with the Events Calendar. (2) Data to be presented to the School on an annual basis to ensure staff awareness of the need for gender	(1) and (2) The data secured from staff demonstrates a good balance of female and male invited speakers to School events. However, no formal record is maintained of these events or the speakers and this needs to be proactively managed.	(1) and (2) Formal record of all invited speakers on an annual basis. Proactive management of invited speakers to the School. Visibility and promotion of role models, both male and female.	Records to be maintained immediately and on an ongoing basis.	Ongoing	Vice Dean for External Engagement, Marketing and Communications Officer	(1) and (2) Creation of formal recording process and annual review regarding gender representation of invited speakers for the School.	

	balance when inviting speakers.							
5.6.7.3	<p>(1) Ensure there is a gender balance and ethnic diversity in female and male (student and supervisor) narratives and profiles in School documentation and on the School website relating to UG, PGT and PhD programmes.</p> <p>(2) Increase online presence of PhD students with a particular emphasis on male role models.</p>	<p>(1) and (2) The AS self-assessment process identified female dominated data regarding applications for PGR. 87% of applications for 2017-2019 were female.</p> <p>Across the seven postgraduate programme promotional leaflets, images of females are used six times, and males just once with very limited ethnic diversity.</p> <p>In the News and Events section of School website, the majority of stories featured this year to date have focused on achievements and</p>	<p>(1) Formal record maintained of gender and ethnic diversity representation within documentation on the School website and an annual review of the record.</p> <p>(2) Proactive management of the visibility of male PhD supervisors and students to encourage participation of males in the PhD programme.</p>	Record to be maintained immediately and on an ongoing basis.	Ongoing	Marketing and Communications Officer and Vice Dean for External Engagement.	<p>(1) and (2) Creation of formal recording process and annual review regarding gender and ethnic diversity representation in the documentation on the School of Law website for UG, PGT and PhD programmes.</p> <p>Equal gender visibility and enhanced ethnic diversity in promotional documentation.</p> <p>Increased representation of male staff, students and alumni on the “News and Events” section of the</p>	

		initiatives led by women.					school website by the inclusion of at least 1 story every two months on a male member of staff/student or alumni.
5.6.7.4	Marketing of the diversity of students in both day and evening programmes to include reference to the School's commitment to diversity through intake numbers.	The strong commitment of the School to diversity in its student intake and its commitment to multiple pathways to the study of law provides a range of positive role models for peer groups and future applicants to these programmes. There is a need to leverage this in the marketing of the School and its programmes.	Ensure representation of a diversity of students when marketing both the day and evening programmes of the School. Proactively develop an external awareness of the range of entry routes available through distribution and dissemination of promotional materials.	Record to be taken immediately of promotional efforts and on an ongoing basis. Review of this record to be taken once a year – at end of term, May/June 2021.	Ongoing	Chair Undergraduate Recruitment Committee	Profiles of current students gathered annually and used in marketing endeavours to support and encourage gender and ethnic diversity within the School student population. Creation of formal recording process and annual review of promotional and marketing endeavours to support student recruitment efforts.

Section 5.6.8 Outreach

Reference	Planned Action	Rationale	Key Outputs and Milestones	Timeframe (start/end date)		Person Responsible	Success Criteria and Outcome	Priority
5.6.8.1	Engage with school guidance counsellors to encourage more male second-level students to participate in UCC Law outreach activities.	There is a significant dominance of female students participating in Law Outreach activities such as the Law Academy. Engaging more male second level students in outreach activities may result in more males opting to study law at UCC.	When promoting School of Law outreach activities with Guidance Counsellors at mixed gender and single gender (boy) second level schools, expressly reference the traditional low take-up by male students, and encourage the engagement with such activities amongst male students.	February 2022	October 2022	Chair Undergraduate Recruitment Committee	10% increase in male attendance at Law Academy in October 2022.	
5.6.8.2	Identify a male academic and a male UG student to present at UCC PLUS+ outreach talks, aimed at prospective students.	No male staff member currently participates in the School's engagement with UCC PLUS+ activities. A male member of staff and a male UG student could encourage an uptake	Appoint a male member of staff to this role. Appoint a male UG student to speak at the next outreach talk.	August 2021	Ongoing	Vice Dean for Student Welfare and Affairs and Chair of the Undergraduate Recruitment Committee.	Male staff member and male UG student participate in the next UCC PLUS+ outreach talk. Improved proportional	

		of male students to study law at UCC.					gender representation at UCC+ talks and related activities.	
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