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School of Genetics and Microbiology Athena SWAN Bronze Application 2020 – Review of our Action Plan

Ref	Objective	Action	Rationale	Person responsible	Timeframe (Start/End)	Measure of Success
Equality, Diversity and Inclusion in SGM						
2.1 pg.5	Establish equality and gender-related issues as a cultural value of the School.	Create a new EDI position on the School Executive. This person will be the AS Champion. Due recognition will be giving in the workload allocation model (Action 5.32).	It is good practice to integrate equality issues into the leadership and decision-making body of the School.	HoS to appoint EDI representative to the School Executive	SGM Exec voted in Feb 2020 to create a new EDI position, to start Sept 2020	Future survey to include a question regarding support for EDI issues in the School, and at least 80% of respondents should agree that the culture is supportive.
3.1 pg.11	Maintain an active and engaged SAT.	SAT will continue to meet at least every two months, and more frequently at critical perions: fortnightly in the lead up to biennial surveys; weekly in the 6 months prior to a new Athena SWAN application. Up to 1/3 of members may rotate off and be replaced per year.	It is vital to the success of this EDI initiative that the actions are monitored and new ones devised as necessary. The current SAT has worked tirelessly, and to maintain that work-rate it will be helpful to rotate membership.	AS Champion	June 2020 onwards	High attendance (>70%) and engagement at future SAT meetings.
3.2 pg.12	Maintain awareness of and buy-in to EDI issues and initiatives within SGM.	Communicate AS and SAT updates through the School Committee and through the electronic noticeboards.	We have enjoyed very active and comprehensive engagement from our school during the AS preparation, planning and application process. We would like to maintain this.	AS Champion	Ongoing, starting Sept 2020	Future focus groups to show that EDI issues are prominent and valued in SGM.

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AS Champion/Director of EDI position established on School Exec.

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Active and engaged SAT established, merged into EDI committee

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News, awards, events (career-based and social) etc. shared on School website, Twitter a/c; display screens in both departments/buildings

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Ref	Objective	Action	Rationale	Person responsible	Timeframe (Start/End)	Measure of Success
Support of UG students in their academic development and progression to PG						
4.1 pg.16	Understand reasons for greater academic achievement of female UG students.	Conduct a longitudinal study of change in grades for male and female students over the years they are studying in SGM. Test for evidence of differential improvement/disimprovement by gender. Survey incoming UG students annually as to their reasons for choosing SGM subjects.	Female students are disproportionately achieving higher grades (Fig 4.3) and more academic prizes (Table 4.1) than males. We need to understand if this is due to inequalities within SGM or instead is due to disproportionate success in attracting talented female students.	DUGTL	Dec 2020 June 2023	High resolution understanding of the differences between male and female academic achievement in UG students in SGM. Evidence-based development of actions to counter any biases.

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Ref	Objective	Action	Rationale	Person responsible	Timeframe (Start/End)	Measure of Success
4.2 pg.17	Fortify PhD recruitment practices against potential gender bias.	Develop supports and protocols for the advertisement of PhD positions. This will include some standardised text to describe SGM and the general PhD work practices (as opposed to the actual project) which highlight the friendliness of the school. Policies on working hours and scheduling of meetings and social events to be included as well as images of mixed gender groupings. Run information sessions on gender bias in recommendation letters with the purpose of avoiding common pitfalls, but also recognising when a letter received is potentially biased.	Current PhD recruitment practices are entirely independent in each research group with no co-ordination or standardisation. This is vulnerable to bias.	DPGTL	Jan 2021 Sept 2021	
4.3 pg.17	Improve quality and ease-of-access for student data.	In conjunction with the Equality Office, compile SGM student data and maintain a regularly-updated local database.	Data are currently messy and difficult to compile, resulting in time-consuming, laborious work.	AS Champion and the Equality Office.	Biennially, to start November 2021	Availability of reliable and useful data for AS award renewal.

School PhD handbook updated accordingly and policy on work practice and scheduling also on school/dept websites as part of HoS/HoDs welcome.

Action slightly amended – rather than host information settings, request made that all staff complete unconscious bias training, with uptake evaluated every 6 months to ensure participation. Staff also suggested to include ‘I work flexibly and sometimes send email at irregular times, but do not expect response outside your normal working hours’ on email signature.

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Ref	Objective	Action	Rationale	Person responsible	Timeframe (Start/End)	Measure of Success
Career Progression and Gender						
4.4 pg.20	Improve quality and ease-of-access for staff data.	In conjunction with the Equality Office, compile SGM staff data and maintain a regularly-updated local database.	Data are currently messy and difficult to compile, resulting in time-consuming, laborious work.	AS Champion and the Equality Office.	Biennially, to start November 2021	Availability of reliable and useful data for AS award renewal.
4.5 pg.20	Understand reasons for and circumstances of staff departures	Design and implement exit survey	The current absence of an exit survey limits our ability to identify and remedy potential problems.	School Manager	Jun 2020 - Sept 2020	Exit survey in place with high (>70%) completion rate.
5.1 pg.22	Improve the recruitment of females onto the academic staff.	Enforce gender balance on selection panels (all panels are signed off by HoS). Also remind panel members that the gender ratios in the candidate shortlist should normally reflect the ratios in the applications.	We have identified recruitment of academic staff as a key weakness in the career pipelines for females in our school. This must be addressed from several angles, and ensuring a balanced selection panel is one of them.	HoS	With immediate effect.	Future focus groups to show that staff agree that the recruitment process is fair. The percentage of shortlisted females should mirror the percentage of applicant females.

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School Manager has this data.

Completed

Selection panels are gender balanced. Panel members have completed unconscious bias training from university. Four new academics recruited to School since 2020, 3F, 1M.

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Ref	Objective	Action	Rationale	Person responsible	Timeframe (Start/End)	Measure of Success
5.2 pg.22	Increase number of female applicants for academic positions within the School	Revise the text of advertisements, with reference to and learning from good practice elsewhere. For example future job advertisements should make specific mention of flexible working and leave entitlements. We will also use the extended job description to highlight the research work 2-4 SGM group leaders, to be exactly half females.	There are consistently fewer female applicants for jobs, despite a high proportion of high-achieving female graduates. In the 2019 recruitment process the proportion of female applicants was on 32%.	School Manager and HoDs.	Mar 2021 - Sept 2021	Proportion of female applicants for future positions vacant increased to over 45%.
5.3 pg.22	Increase numbers of senior, successful females in the School	Apply for a SALI Chair position for the School in the area of Microbial Genomics.	In the combined history of the two departments that comprise SGM there has never been a female Chair. In the Microbiology Dept there are currently no female staff above Associate Professor level.	HoS, DRes and HoDs	SGM will submit an application annually for the duration of this scheme until successful.	Award of a SALI Chair position.
5.4 pg.23	Make new staff feel welcome and introduce them and their research to their new colleagues.	Invite newly-appointed staff to present a research seminar to SGM. Follow this with a social event to encourage mingling.	Current staff introduction and induction is <i>ad hoc</i> . This action was trialled for our most recent (2016) hire and worked well. It is good to adopt it as standard practice for the school.	HoDs	With immediate effect	Future focus groups to indicate that new colleagues integrate well into SGM.

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Text of advertisements revised.

School was shortlisted for SALI Chair; submitted to HEA and awaiting outcome. Also, 'Chair' awarded 2020 (F), Current HoS (F), HoD (1F, 1M), School Manager (1F), Chief Tech. Officers (1F, 1M)

New academics to present at upcoming School Culture Day

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Ref	Objective	Action	Rationale	Person responsible	Timeframe (Start/End)	Measure of Success
5.5 pg.23	Provide a more welcoming and supportive introduction to all new members of our School	Create a staff booklet, to be presented to new School members, and also made available on the School website.	Focus group discussions highlighted that the current lack of any induction process is not satisfactory. Currently induction is <i>ad hoc</i> and therefore subject to large variation. An induction booklet can ensure consistency and accuracy of information on College and School procedures.	School Manager and AS rep to School Executive.	Jun 2021 - Sep 2021	Future survey to show that members of SGM are better-informed regarding school and university policies and entitlements.
5.6 pg.24	Increase understanding and awareness of the academic promotion process.	Include guidance, information on evaluation criteria, and links to relevant HR procedures in the staff booklet. Keep the booklet permanently available through SGM local webpage.	Only 37% (25/57) of survey respondents agreed that they understood the promotion process. Advance knowledge of the promotion procedure and evaluation criteria will allow staff to strategically prioritise their activities to enhance their chances of career advancement.	AS Champion and School manager	To be included in staff booklet by Jan 2021.	Future survey to show that understanding of the career progression system has increased from 37% to at least 60%.

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It was decided that links on School website are more easily accessible to staff than large staff handbook. School website updated with useful staff links to information from both School and university. All, especially new, staff members asked for feedback to ascertain any required updates.

Details of promotion process are on the School website under staff links.

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Ref	Objective	Action	Rationale	Person responsible	Timeframe (Start/End)	Measure of Success
5.7 pg.25	Ensure fairness in future promotion and recruitment evaluations with respect to the impacts of the Coronavirus lockdown.	Hold focus groups within SGM to better understand the practical implications of the lockdown on professional work. Seek suggestions of possible practical solutions to incorporate into the processes. Discuss with Faculty Dean.	Due to the closure of university campuses and all schools and childcare facilities, staff with young children have abruptly become full-time carers. Similarly, some staff will be now caring for unwell or elderly relatives. This naturally causes a drop in productivity similar to a period of maternity leave or carer's leave. This must be taken into consideration when considering candidates for promotion or appointment.	Designated member of SAT	To commence in Autumn 2020 and continue throughout academic year 2020-21	Future survey to ask if members of staff agree that differential impacts of the lockdown are adequately considered in the promotion process and at least 75% to agree.
5.8 pg.25	Provide timely advice to Assistant Professors on how to prepare for promotion.	HoDs to identify those eligible for promotion 1-2 years in advance and to meet with them to provide tailored advice regarding strategy for successful promotion. For example, promotion is based on performance in research, teaching and service, and the HoD may help the Asst. Prof. identify any weaknesses that need to be addressed before applying.	Most female academic staff in the department are at Asst Prof level and their progress to seniority depends on promotion.	HoDs.	HoDs to begin this practice in Jan 2021, with annual meetings thereafter.	Future survey to show that at least 80% Asst Profs feel supported and well-advised with regard to promotion application.

Also, since COVID, university promotion application form now includes section where candidate notes the impact of COVID on their work/progress.

HoD/HoS may suggest to staff to go forward. However, it is a personal decision to go forward, so no need to wait for invitation from HoD. HoS or HoD can be approached regarding promotion.

Also, planned annual ½ day workshop for those considering going for promotion. Mix of structured/unstructured format. Can bring draft application for feedback etc.

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Ref	Objective	Action	Rationale	Person responsible	Timeframe (Start/End)	Measure of Success
5.9 pg.25	Manage staff morale and keep staff motivated regarding career advancement.	HoS to meet with unsuccessful promotion applicants to discuss the feedback and consider how to prepare for reapplication.	Promotion is difficult to achieve and most people are not successful on their first attempt. Focus group discussion indicated that this is the source of disillusionment and is very demoralising.	HoS	HoS to begin this practice in June 2020	Future survey to show that >60% of staff feel supported through the promotion application process.
5.10 pg26	Take better advantage of training programmes on offer within TCD to the benefit of our female staff.	Host "coffee mornings" in SGM with short talks by previous participants in Aurora and other mentorship programmes, in order to provide an informal setting to learn from their experiences. Strongly encourage female academics and PD researchers to participate in training workshops, mentorship programmes and also the Aurora leadership programme, all available through the university. Provide relief from other duties and/or flexibility to facilitate this participation where necessary. Include information in staff booklet and periodically on the electronic noticeboards.	Survey revealed low participation in the training and mentorship schemes available and low awareness of their existence.	Designated member of SAT, HoS, and group leaders.	HoS to send announcement once per semester. SAT to organise coffee morning once per academic year.	Future surveys to show at least 20% participation in these schemes and at least 70% of staff being aware of them.

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This is now taking place.

College organised Aurora networking group for past participants.

Annual ½ day workshop (5.8) also includes info on mentorship programmes within school/university.

School website also updated with details on Aurora and other mentorship programmes available in university to all staff, as well as mentorship and training programmes designed for specific cohorts of staff.

In this way, information is available and accessible to staff throughout the year.

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Ref	Objective	Action	Rationale	Person responsible	Timeframe (Start/End)	Measure of Success
5.11 pg.27	Provide timely and useful advice to early-career researchers.	Develop a structured appraisal form in consultation with the relevant stakeholders – Assistant Professors and PD researchers – that will be tailored to academic and research careers and will be constructive in the first steps of their career. Liaise with FEMS HR partner, as appropriate.	Survey and especially focus groups revealed an appetite for more appraisal from Assistant Professors and PD researchers. Current lack is related to the fact that university probation review is not considered relevant to research careers and is viewed as a waste of time.	AS Champion in conjunction with an Asst Prof and a PD volunteer	Jan 2022 – Sept 2022	Future survey to show that the appraisal system is in use and that at least 75% of Asst Prof and PDs agree that it is constructive.
5.12 pg.27	Provide more structured support for early career academics.	Increase awareness of the mentorship programmes and strongly encourage Assistant Professors and PD researchers to identify a mentor and to schedule regular meetings. Include specific discussion of career progression supports available within TCD to understand low uptake and also encourage participation in those considered valuable by previous attendees.	We currently have low mentorship participation, and even though the HoS and HoDs do a lot of mentorship, this is vulnerable to inconsistencies.	AS Champion	Annually in Sept	Future survey and focus groups to show 100% mentorship for Assistant Professors and >50% mentorship for PDs.

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School website has links to relevant training programmes and mentorship schemes.

Focus group with ECRs (both academic and postdocs) following survey to discuss exact details re. what the cohorts would like and what is currently lacking, e.g. prefer mentorship within School or outside School?

Annual ½ day workshop (5.8) on promotions and mentorship also addresses Actions 5.11 and 5.12

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Ref	Objective	Action	Rationale	Person responsible	Timeframe (Start/End)	Measure of Success
5.13 pg.27	Increase recognition for the individuals conducting excellent research work in SGM.	HoS and HoDs to identify good candidates for TCD Fellowship and encourage them to apply, particularly female staff.	Fellowship is a distinction that is offered by TCD that also comes with some power and responsibility. The Fellows are part of the governance structure of TCD and indeed are in the formal legal name of the university. The current Fellows body is male-biased in number. Only 2 of the current 7 female staff are Fellows.	HoS, HoDs and DRes.	Annually in Jan	At least two new female Fellows in SGM over the next 5 years.
Support of PhD students and Postdoctoral Research Fellows in their career development						
5.14 pg.28	Provide more customised and consistent career mentorship to PD researchers.	Develop protocols and discussion checklists to facilitate PIs (group leaders) in taking greater responsibility for providing mentorship to PD researchers in their group, and to tailor that mentorship to their career goals. Provide guidance to PIs on how to effectively mentor based on good practice elsewhere.	Qualitative results of the survey indicated that many PDs feel despondent about the career prospects within academia and similarly unprepared for life in industry. Pessimism regarding careers is more prevalent among females only 21% of whom aspire to a career in academia.	School manager and DRes	Mar 2021 - Mar 2022	Future survey to show an increase in the number of PDs who aspire to a career in academia to at least 40% (similar to the rate in males).

As per 5.8, in addition to HoS/HoDs identifying candidates, as it is a personal decision to go forward, an invitation to go forward is not required. Information re applying for promotion is in staff links on website. ½ day workshop (5.8) also addresses this action.

Director of EDI (F) awarded Fellowship in 2023. Hopefully at least one more F will be awarded Fellowship in next two years.

This is now being done at university level (as part of university's Athena SWAN Silver Award).

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Ref	Objective	Action	Rationale	Person responsible	Timeframe (Start/End)	Measure of Success
5.15 pg.28	Create more opportunities for postdoctoral researchers to enhance their CVs and academic career prospects through gaining teaching experience	Lobby the university for a change in PD contracts to allow for a small number of hours (5-10 hours per year) of formal teaching. Change local practices to allow suitably qualified postdocs (as determined by HoD) to give up to 2 lectures per module. When <i>ad hoc</i> lecturing opportunities arise (e.g. due to illness or absence of lecturer) ensure that these are advertised to all research fellows in the school.	In the survey, 64.3% of research staff felt they were given insufficient opportunities for teaching. Further discussion in the focus groups indicated that this is felt to hamper career prospects. Focus groups also revealed a perceived unfairness and lack of transparency in how any <i>ad hoc</i> opportunities are allocated.	DRes to lobby the Research Committee for contract change. HoD to advertise any opportunities and to ensure suitability of any candidate.	DRes has already started lobbying. Policy on advertising <i>ad hoc</i> opportunities already adopted (and implemented once in Jan 2020).	Increase in proportion of postdoctoral researchers who feel they were given sufficient opportunities to gain teaching experience to over 60%.
5.16 pg.28	Enhance PD and PhD career development.	SGM to support creation of a PD and Grad Society to enable peer-to-peer support and to give the PD cohort a framework to learn from each other's experience n grant application, job applications, or any other issues. PD Society can also schedule workshops with SGM staff or external staff on grantsmanship etc.	Focus groups indicate that PDs would like more support for career progression. PD support is currently dependent on the PI and can be inconsistent. PD Societies exist in other research institutions and are a forum for the PD cohort to organise themselves around common goals.	PD Representative on SAT.	Sept 2021 - March 2022	Future focus groups to show that PDs feel that the PD and Grad Society is active and useful for them in their career development.

Early Career Researchers monthly Seminar Series for PGs and PDs has been extremely successful at enabling peer-to-peer support, shared experiences and social opportunities.

MicroSoc and GenSoc have hosted frequent career events, which are advertised to members and to wider audience via display screens, email and Twitter.

University-wide events circulated to PDs and PGs.

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Ref	Objective	Action	Rationale	Person responsible	Timeframe (Start/End)	Measure of Success
5.17 pg.29	Harmonise PhD supervision across SGM.	Revamp PhD thesis committee structures and practices to include more oversight from the thesis committee and greater monitoring of the progress and equality of treatment of PG students. Establish thesis committees from the first day of a PhD project. Establish clear roles and meeting schedules for the thesis committee and student. Ensure that students are aware of the role of the thesis committee and what they will provide for them.	Qualitative comments in the SGM survey indicated that PhD students can sometimes feel at the mercy of a single supervisor and they don't know what to do if they have problems of research progress or if they feel excessive demands are being placed on them.	DPGTL	Some steps already taken. Full roll-out intended for Sept 2021.	Future survey to show that at least 80% of PhD students report that they feel supported and know how to address problems should they arise.
5.18 pg.29	Generate greater clarity regarding rights and expectations of PhD students.	In consultation with academic staff and research students, establish clear work hour expectations and leave rights for PhD Students and detail these in the graduate student handbook.	Qualitative statements reflect lack of safeguards against overwork for PhD students and lack of clarity with regards to leave rights.	DPGTL	May-20 Sep-20	Future surveys to include a question regarding clarity of expectations and to show high satisfaction (>60%).
5.19 pg.29	Provide formal recognition of the supervision experience gained by PhD and PD members of SGM through assisting with UG project supervision.	SGM to provide a letter certifying the number of UG students where a PhD or PD assisted with supervision.	Focus group discussion indicated that these groups feel their work is informal and therefore unrecognised and that it would enhance their CV to be able to formally document their supervision experience.	HoDs to provide template letter to be used by Dept administrators.	Draft letter to be made available for use in Aug 2020	Future surveys to include a question regarding recognition of this work and to show high (>70%) satisfaction.

Detailed in updated School's PhD Handbook.

Detailed in updated School's PhD Handbook.

Detailed in updated School's PhD Handbook and department offices have copy of template.

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Ref	Objective	Action	Rationale	Person responsible	Timeframe (Start/End)	Measure of Success
5.20 pg.29	Clarify expectations for undergraduate student project supervision by research staff and postgraduates	Consult with staff, PD and PG researchers regarding suitable procedures. Update handbooks to provide detailed guidelines (e.g. what is expected of supervisor/student, how to deal with issues arising, etc)	The PhD focus group highlighted that it was unclear what is expected of supervisors and also unclear how problems that may arise are to be dealt with	DPGTL	May 2021 Aug 2021	Hold PhD student and PD focus group at end of the projects to discuss whether actions have been successful.
Support in accessing research funding						
5.21 pg.30	Improve quality and ease-of-access for grant application and success data.	In conjunction with the Equality Office and the TCD Research and Innovation Office, compile SGM grant application data and maintain a regularly-updated local database.	No data are currently retained on unsuccessful applications and there is no opportunity for follow-up with unsuccessful applicants.	AS Champion and the Equality Office.	Annually	Availability of reliable and useful data for more effective monitoring by HoS and delivery of training as necessary.

Following consultation with academic staff, research staff and students, expectations of both researcher and student are detailed in updated School's PhD Handbook.

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Ref	Objective	Action	Rationale	Person responsible	Timeframe (Start/End)	Measure of Success
5.22 pg.30	Increase research capacity for Assistant Professors (overwhelmingly female)	Create a fund within the School that will leverage the value of external grant funding by offering supplementary funds to research groups of Assistant Professors with successful IRC and other individual grants.	Current funding climate is very challenging, especially for those who are looking for funding for the first time. As our Assistant Professors group is biased towards females, this disproportionately affects females. Small grants are available (e.g. from the Irish Research Council; IRC) but these don't cover the full expenses of a project, and so those who don't have other funding or uncommitted funds may find themselves unable to support projects even if the personnel funding is granted. This action allows the School to leverage these small grants to the advantage of our Assistant Professors.	Director of Research	Starting academic year 2020-21, to run for an initial trial period of 3 years, funds allowing.	Future survey and focus groups should show that junior female staff feel that their research potential is magnified by SGM support.

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Ref	Objective	Action	Rationale	Person responsible	Timeframe (Start/End)	Measure of Success
Support for carers						
5.23 pg.31	Facilitate the return to work after maternity leave.	Identify a suitable "family room" in each building of SGM and earmark this for use for breastfeeding/expressing, and other family purposes. Focus group with interested parties to clearly understand their needs.	There is currently no designated family room in or near our building and everyone except academic staff has shared office space unsuitable for this use.	AS Champion	Co-ordinated effort to start in November 2020. Family room to be in place by April 2021.	Future survey to ask about suitability and comfort of breastfeeding and family support space in SGM and to show >80% satisfaction.

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Rooms in both Smurfit and Moyne buildings have been identified for 'family room' use as required.

Family section of School website publicises same, with information on how to avail.

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Ref	Objective	Action	Rationale	Person responsible	Timeframe (Start/End)	Measure of Success
5.24 pg.31	Enable those returning from maternity/adoptive leave to focus on research activity for the first 6 months after return.	Publicise (within the school booklet) and make use of the FEMS programme to provide continued teaching buyout after return from leave.	Ramping up research activity after a pause due to leave requires a major effort and a lot of time. Research productivity will be a major consideration in any future promotion application. However, some staff report that, as opposed to having a graduated return to teaching, they discovered upon return from maternity leave that in their absence they had been assigned additional teaching hours. This is probably due to a lack of understanding of the challenges of returning from leave and managing a young family. Collecting data for this AS application has highlighted these bad practices and brought realisation that we need more consistent consideration across SGM. Publicising this programme within the school will also help to dispel the myth that it is impossible to have an academic research career and a family.	HoS	With immediate effect.	Future survey and focus groups to show >60% of SGM are aware of this programme. Focus group discussion to indicate that the existence of this programme is encouraging.

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Ref	Objective	Action	Rationale	Person responsible	Timeframe (Start/End)	Measure of Success
5.25 pg.32	Remove or minimise financial and practical obstacles for primary carers (overwhelmingly women) to participate in work travel, e.g. conferences or field work.	Lobby the university Dean of Research (DoR) to create a fund that will cover expenses for care of dependents while the staff member is travelling for work.	Survey results indicate that 50% of males and 64% of females with caring responsibilities have been prevented from travelling to conferences. Additionally, 40% of males and 70% of females have had to pay for caring to attend certain work-related activities (incl. teaching). Expenses for family members are not currently eligible for reimbursement through the university travel fund or through most, if not all, research funding agency grants.	Aoife McLysaght (based on experience successfully introducing a similar scheme to a learned society https://www.smbc.org/smbc/HOME/TabId/37/ArtMid/1395/ArticleID/25/SMBC-Childcare-T.aspx).	Lobbying was initiated in Spring 2019. DoR has agreed to create a "Carer Fund" and this is due to be launched in summer 2020	Future survey to show a reduction in the number of staff who are unable to participate in work due to caring responsibilities <50%. Future survey to specifically ask about the impact of this scheme and show that it is helpful.

EDI Committee lobbied in with Dean of Research, (now Provost) re same.

She was very open to this suggestion, and we are currently awaiting details of fund.

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Ref	Objective	Action	Rationale	Person responsible	Timeframe (Start/End)	Measure of Success
HR and Governance						
5.26 pg.35	Ensure that essential meetings are scheduled to suit most people in order to make the School more meaningfully family-friendly.	Publicise School Athena SWAN core working hours policy at regular intervals and ensure all staff and research students are aware. Survey school members regularly on this and related points.	16% of research staff disagree strongly that meeting times suit their working hours. This contributes to a stressful atmosphere (36% of female and 42% of male survey respondents), and poor work-life balance (56% of research staff report inadequate balance).	HoS and HoDs	HoS already sent email during Athena Swan planning process. HoDs will enquire about meeting times in research groups at the beginning of each academic year.	Future survey to show that the number who disagree <i>strongly</i> that meetings are conveniently-timed to close to zero.
5.27 pg.35	Denormalise late hours culture.	Enforce a sign-in/sign-out book for after-hours working. Examine the book once per trimester to look for trends of overwork. This is also important for safety and security.	Survey revealed that 56% of research staff and 44% of PhD students feel they have inadequate work-life balance. Qualitative comments revealed a "good scientists work longer" perception.	HoS and HoDs	Sign-in book is now in place in both buildings. Monitoring will start in June 2020	Future surveys and focus groups to show proportion of research staff and PhDs with inadequate work-life balance to drop to below 30%. Focus groups to show improved perception of working hours.
5.28 pg.37	Foster a culture of zero-tolerance of bullying and harassment	Request an independent investigation of reported awareness of bullying in our school.	49.5% of respondents indicated that they are aware of at least one form of bullying in the school.	Investigation by Dean of Graduate Studies (DGradS)	Jan-20 Mar-20	Future survey to ask specifically about <i>recent</i> instances and to show no new cases.

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School events/meetings held during core working hours 10am – 4pm. Hybrid meetings facilitated as appropriate.

As per 4.2, if appropriate, staff encouraged to include 'I work flexibly and sometimes send email at irregular times, but do not expect response outside your normal working hours' on email signature.

Reference to work/life balance of staff and students on website, in handbooks, email signatures etc. and School members encouraged to be conscious of same. Safe App for after hours (5pm). Also, Lone working policy on website.

We successfully raised the issue with HR, who conducted an investigation and are managing/monitoring the situation.

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Ref	Objective	Action	Rationale	Person responsible	Timeframe (Start/End)	Measure of Success
5.29 pg.37	Demonstrate responsiveness to bullying issues, and mitigate against future occurrences.	Follow-up and implement any recommendations of the DGrads.	30.1% of respondents were not confident that the School would deal effectively with any complaints about sexual harassment, bullying or offensive behaviour.	HoS and members of the School Exec as appropriate	Jun-20 Jan-21	Future survey to show decrease in proportion of respondents who feel that their complaints would not be listened to to <10%.
5.30 pg.37	Actively monitor dignity and respect adherence in the School	Write questions in future survey that are specific to personal experiences and indicate a time period since the most recent survey. Also ask about SGM responsiveness and effectiveness of measures underway.	Existing survey asked about "awarenes" of bullying, and may have included very old cases or hearsay.	SAT	Sept 2022 Nov 2022	More precise data obtained from future surveys. Surveys to show improvement in perception around dignity and respect in SGM.
5.31 pg.37	Improve transparency and awareness of governance and strategic issues in school	Change School Committee meetings to include all PD members of SGM	Focus group discussions indicated a feeling of detachment from School activities and lack of awareness of strategic initiatives.	HoS and School Manager	HoS has already agreed to include PD in the School Committee starting academic year 2020-21	Future survey to ask about awareness and sense of inclusion in SGM governance and >70% should respond that they are satisfied that they are well-informed.

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We successfully raised the issue with HR, who conducted an investigation and are managing/monitoring the situation.

Will be taken into account in upcoming School survey (first term, AY 2023/24)

All PD researchers included in School Committee and invited to all meetings.

Now, all staff members are members of School Committee, along with student reps (UG and PG).

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~ Amber

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Ref	Objective	Action	Rationale	Person responsible	Timeframe (Start/End)	Measure of Success
Share of workload and responsibilities						
5.32 pg.39	Increase transparency of workload allocation for academic staff.	Generate document outlining annual workload allocation (actual work distribution) and workload allocation model (policy). This document should be shared at the AGM where the rationale behind decisions could also be discussed.	SGM workload allocation model was never formally implemented. 45.5% of academic staff believed that the workload allocation was not transparent, and 60% of research staff were unsure.	HoS and HoDs	July 2020 - Dec 2020	Forthcoming survey results would show at least 80% of staff saying the process is transparent.
School culture and collegiality						
5.33 pg.39	Make SGM social events more inclusive of those with caring responsibilities.	Organise social events to happen at different times on different occasions so that it can accommodate different schedules.	Focus group discussion indicated that social events (heretofore typically in early evening) are not convenient for some, but also that there is no one time that suits everyone. By varying the time and the day we hope to include everyone at least some of the time.	PD rep on the SAT	We already hosted one social evening on a Thursday. Starting academic year 2020-21 the days and times will be regularly varied.	Future survey to ask a question about the inclusivity of social events and at least 80% of respondents should indicate that the timing is not an obstacle to attendance.

✓

Workload model in place.

✓

Social events held at various times of day (morning, afternoon, evening) to facilitate all.

✓ Green

~ Amber

X Red

Ref	Objective	Action	Rationale	Person responsible	Timeframe (Start/End)	Measure of Success
Visibility and role models						
5.34 pg.40	Improve gender balance in the prestigious prize or named lectures of SGM.	Change the process for awardee selection to require a shortlist of 3 male and 3 female nominees, with the shortlist to be discussed and voted on by SGM staff.	The three named lectures/prizes within the school each have a strong male bias. The selection process is currently <i>ad hoc</i> . By requiring gender balance at the shortlisting stage we deliberately do not dictate the outcome but we expect to improve the gender balance of the awardees.	HoDs	With immediate effect.	Two female awardees over the next four instances of each award or lecture.
5.35 pg.40	Improve visibility of successful female scientists for our school community.	Require greater gender balance in the annual seminar series. Keep searching for speakers until series balance is achieved.	There is a strong male bias in our seminar series. Only 4/22 (18%) speakers in the 2018-19 seminars were female.	Department seminar series convenors.	July 2020 - Sept 2020	Achieve at least 60:40 gender ratio of speakers in 2020-21 academic year and thereafter.
5.36 pg.40	Highlight the achievements of female members of SGM.	Change the SGM electronic noticeboards on International Day of Women (and girls) in Science (11th Feb) and International Women's Day (8th Mar) each year to highlight recent achievements of women in SGM.	Qualitative survey results indicated a perception of low visibility of women in SGM.	SAT	Annually in Feb and Mar.	Future survey to show that >60% of females agree that women are visible role models in SGM.

✓

This has been happening since Bronze Award.

In addition, the two most recent Dawson Prize awardees (2018/2023) are F

✓

Seminar series expanded to be School Seminar Series. Speakers since Bronze Award have been 50/50 M/F and it is being actively monitored.

✓

Also, achievements of School members highlighted on display screens throughout the year and although no preference given to F, it is gender balanced.