ATHENA SWAN BRONZE INSTITUTION AWARD APPLICATION (IRELAND)

Name of Institution:	CORK INSTITUTE of TECHNOLOGY (CIT)
Date of Application:	NOVEMBER 2018
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Glossary of Terms

21	Second class honours, grade 1
22	Second class honours, grade 2
AC	Academic Council
AL	Assistant Lecturer
AS	Athena SWAN
CCAD	Crawford College of Art & Design
CID	Contract of Indefinite Duration
CIT	Cork Institute of Technology
CSM	Cork School of Music
DIT	Dublin Institute of Technology
DT	Distinction
ECF	Employment Control Framework
EDI	Equality, Diversity and Inclusion
ERT	Emergency Response Team
FBH	Faculty of Business & Humanities
FES	Faculty of Engineering & Science
GB	Governing Body
H1	First class honours
HE	Higher Education
HEI	Higher Education Institution
HoD	Head of Department
HoF	Head of Faculty
HoS	Head of School
IEB	Institute Executive Board
IOT	Institute of Technology
LCG	Lecturer Career Grade
LGBTI+	Lesbian, gay, bisexual, transgender, intersexed
M1	Merit, Grade 1
M2	Merit, Grade 2
ML	Maternity Leave

MTU	Munster Technological University
PG	Postgraduate
PI	Principal Investigator
PL	Parental Leave
PMDS	Performance Management Development System
PMSS	Professional, Management and Support Staff
PS	Pass
RC	Recommended (in the context of a research Masters or PhD)
RCF	Researcher Career Framework
ROI	Republic of Ireland
RPL	Recognition of Prior Learning
SAT	Self-Assessment Team
SL1	Senior Lecturer Grade 1
SL2	Senior Lecturer Grade 2 (Head of Department grade)
SL3	Senior Lecturer Grade 3 (Head of School grade)
STEMM	Science, Technology, Engineering, Maths, Medicine
STO	Senior Technical Officer
SU	Students Union
THEA	Technological Higher Education Association
TLU	Teaching and Learning Unit
TOR	Terms of Reference
TRA	Thematic Research Areas
TUI	Teachers Union of Ireland
TY	Transition Year
WTE	Whole-time Equivalents
UCC	University College Cork
UL	University of Limerick
UG	Undergraduate

1. Letter of Endorsement from the President of Cork Institute of Technology (CIT)

Dr Ruth Gilligan,
Athena SWAN Manager,
Equality Challenge Unit - Advance HE
First Floor, Westminster Tower
3 Albert Embankment
London SE1 7SP

Dear Dr Gilligan,

I am pleased to endorse Cork Institute of Technology's application for an Athena Swan Bronze Award.

In CIT's Strategic Plan 2018-2023, **Inclusivity** is specifically listed as the first of five core values whereby '*we strive to support and nurture inclusivity, diversity and equality, recognising the value they have to the future of our students, staff and the wider community'.* Furthermore, we identify the engagement and empowerment of staff as a strategic enabler, committing to actions and initiatives that seek to '*ensure and promote a culture of inclusion, diversity and equality where staff are respected and valued across the Institute'.*

Since my appointment in September 2017, I have worked with colleagues to achieve increased diversity in key decision-making bodies. At senior management level, two of our three Vice Presidents are female. I have expanded membership of Institute Executive Board (IEB) to include representation of all academic management grades. To further broaden participation in decision-making processes, I have established the Senior Management Steering Group (SMSG), a new forum, chaired by myself, consisting of some 26 staff representatives of all management grades across CIT. The inaugural SMSG meeting was devoted to gender equality, with members reviewing our Athena SWAN application and Action Plan.

CIT is a community of enthusiastic and committed students and staff. Development of policies is done with the involvement of all, ensuring no disconnect between strategy and culture. For example, we amended Academic Council Standing Orders to ensure that a minimum of 40% representation of either gender is built into the election process for academic staff representatives. This action, implemented in 2016, has had a positive impact on the percentage of elected staff who are female.

In our Action Plan, costed fully and approved by the IEB, we commit to extending gender thresholds into executive boards and committees. This work is already underway in the Faculty of Engineering & Science.

CIT's I WISH week-long initiative for female secondary students is one practical example of how CIT actively seeks to increase the number of women choosing to study and work in STEMM. We will continue to identify, highlight and celebrate female role models for our staff, students and prospective students, across the full range of STEMM disciplines.

At the time of this application, CIT and IT Tralee are finalising a submission for designation as a Technological University. From January 2019, CIT will include a colleague from IT Tralee on its Athena SWAN Self-Assessment

Team (SAT). CIT also has strong collaborations with University College Cork which will now extend into Athena SWAN activity, with each institution agreeing to reserve a seat for the other on its SAT.

Earlier this year, a large audience responded very enthusiastically to a lecture entitled:

Female Leadership: Persistence of the Glass Ceiling

delivered by Professor Margaret Linehan, Head of School of Humanities. This, along with commentary provided by staff who participated in the survey and follow-up focus groups, shows keen interest among staff in gender equality.

Survey responses indicated a need to promote, actively and consistently, an increased awareness of all policies and procedures. Key to this will be the development of a communications and engagement plan regarding all EDI initiatives, Athena SWAN included.

As an Institute physically and literally without walls or fences, CIT champions EDI in its core 'business' activity of Higher and Further Education. I look forward to working with colleagues to implement our Athena SWAN Action Plan. It will give recognition and formal structure to what is a fundamental ethos across all CIT activities, encompassing students, staff and community engagement.

Yours sincerely,

Dr Barry O'Connor

President, Cork Institute of Technology

Word Count = 587

2.   The Self-Assessment Process

2.1   Description of the Self-Assessment Team (SAT)

CIT commenced its Athena SWAN (AS) process in January 2017 through the appointment by the President of Dr Orla Flynn, VP for External Affairs, as Chair of a Steering Group comprising Dr Áine Ní Shé, then Head of Mathematics and CIT/THEA nominee to the national AS Steering Committee, Deirdre Casey, Head of Human Resources (HR) and Dr Niall Smith, Head of Research. CIT signed up to the AS charter in July 2017, and the SAT was established in August 2017. Twenty members were selected by the Steering Group and President; six factors contributed to selection per *Figure 1*. The Steering Group was subsumed into the SAT (*Table 1*).

Figure 1: Selection of SAT

CIT is applying for the AS Bronze Award under the pre-2015 Charter; this submission focuses on academic staff in the Science, Technology, Engineering, Mathematics & Medicine (STEMM) disciplines.

Four Sub-Groups of the SAT were formed: (i) Data (ii) Recruitment to Promotion & Career Development (iii) Leave & Flexible Working (iv) Organisational Culture. Additional staff outside the SAT were co-opted in some cases (*Table 2*), including staff who previously expressed an interest at town hall conversations.

Table 1: Members of CIT AS SAT

CIT Self-Assessment Team Members (September 2017 to November 2018)

Dr Orla Flynn (Chair)
Vice President (VP) External Affairs
Member: Academic Council (AC), Institute Executive Board (IEB)
Aurora mentor and role model
Member Organisational Culture Sub-group
Maternity Leave

Mr Aaron Buckley (June to November 2018) [1]
Students Union (SU) President
Member: AC, Governing Body (GB)
Member Organisational Culture Sub-group

Ms Deirdre Casey
Human Resources (HR) Manager
Chair, Leave & Flexible Working Sub-Group
Maternity Leave

Mr Donogh Coleman
Lecturer Career Grade (LCG), Department Civil, Structural & Environmental Engineering
Involved I WISH[2]
Member Data sub-group

Ms Maria Cullinane
LCG, Department Process, Energy & Transport Engineering
Former Branch Chair, Teachers Union of Ireland (TUI)
Involved IWISH
Member Leave & Flexible Working Sub-Group
Maternity Leave; Parental Leave

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[1] *Previously Mr Sam Dawson (September 2017 to June 2018)*
[2] *www.I WISH.ie*

Dr Joe Harrington
Senior Lecturer Grade 3 (SL3) Head of School (HoS) Building & Civil Engineering
Chair, Recruitment to Promotion and Career Development sub-group
Member: AC

Ms Katherine Keane
Senior Lecturer Grade 2 (SL2) Head of Department (HoD) Architecture
Member: AC
Member Data sub-group

Ms Stephanie Kelly
Students Union VP Education
Member: AC, GB
Member Data sub-group

Mr Michael Loftus
SL3 Head of Faculty (HoF) Engineering & Science
Member: AC, IEB
Chair, Data sub-Group
Faculty sponsor – female leadership training initiatives & female CIT STEMM Community Leadership Team

Dr Ramona Marfievici
Researcher Nimbus, maternity leave cover for Dr Annemarie McCarthy
Active member of N2Women and GradCohort
Member Organisational Culture Sub-group

Dr Annemarie McCarthy
Researcher, Department Physical Sciences (on maternity leave, and subsequently parental leave, since October 2017)

Dr Áine Ní Shé
Acting Registrar & VP Academic Affairs
Chair, Organisational Culture sub-group
Member: National AS Committee
Member: AC, IEB

Dr Eileen M. O'Leary
Assistant Lecturer (AL), Department Physical Sciences
Member of the Teaching and Learning Unit (TLU)
Member Recruitment to Promotion and Career Development sub-group

Ms. Jennifer O'Leary
PhD Student, Department Biological Sciences
Focus on postgraduate student perspective

Dr Donagh O'Mahony
SL2, Acting Head, Department Physical Sciences
Member: AC
Member Data sub-group

Ms Chris O'Sullivan
Senior Technical Officer (STO), Information Technology Services
Representative from SIPTU Union
Member Leave & Flexible Working sub-Group
Maternity Leave

Prof. Dirk Pesch
SL2 Head Nimbus Research Centre
Member: AC
Member Recruitment to Promotion and Career Development sub-group

Dr Susan Rea
Senior Fellow Researcher, Group Lead Nimbus
"Train the Trainer" Unconscious Bias training May 2018.
AS Panel Training, July 2018
Member Organisational Culture sub-group

Prof. Roy Sleator
Senior Lecturer Grade 1 (SL1) Department Biological Sciences
Senior Scientist, BioExplore Research Centre
Member Recruitment to Promotion and Career Development sub-group

Dr Niall Smith
SL2 Head of Research at CIT, Director of Blackrock Castle Observatory
Member of AC
Member Leave & Flexible Working sub-Group

Ms Norma Welch
Senior Administrator, Faculty Engineering & Science
Aurora graduate
Member Organisational Culture sub-group
Co-founder, CIT I WISH campus week
Maternity Leave, Parental Leave, Work Share

13 of the above have/had caring responsibilities.

Additional Supports for the CIT SAT

Ms Nicola Griffin
Administrator, External Affairs
Support for data (gathering, analysis, formatting) and documentation

Mr Niall Cremin
Finance
Support for costing Action Plan

Table 2: Additional Members of Sub- Groups

Sub-Group 1 - Data Group		
Dr David Goulding	HoD, Mathematics (Acting)	
Sub-Group 4 - Organisational Culture		
Mr John O'Sullivan	LCG, Department of Electrical & Electronic Engineering Former Chair of TUI Cork Colleges Branch	
Mr Joe Kehoe	LCG, Department of Construction	
Dr Violeta Morari	LCG, Department of Mathematics Current member of national TUI equality committee	
Mr Tadhg Leane	Head of Strategic Development	
Dr Catherine Frehill	Strategic Planning Unit, Munster Technological University (MTU) Academic Affairs Project Lead	
Dr Svetlana Slepneva	AL, Department of Physical Sciences	

2.2 Account of Self-Assessment Process

Jan '17

Athena SWAN Steering Group established

Log of all Athena SWAN meetings and activities

Jan '17 – Jul '17

Steering Group met 8 times, also met successful applicants from UCC and UL

5 presentations on Athena SWAN delivered to senior staff groups and to all staff

Jul '17

CIT signed up to Athena SWAN Charter and became an Athena SWAN member

Aug '17 – Dec '17

SAT established

THEA workshop in Dublin

Unconscious Bias training for SAT

Four sub-groups formed

Staff survey conducted

Two focus groups

Jan '18 - Mar '18

Two further focus groups

Sarah Fink (Equality Challenge Unit) visited CIT, met SAT

National training workshop in Limerick (March)

Data gathering ongoing

Apr '18 - Aug '18

5 presentations on four campuses to all staff on survey findings

Preliminary issues and actions identified by each sub-group

Commence preparation of submission document

Sep '18 - Nov'18

Long-term administrative resource appointed for Athena SWAN

Finalisation of submission document; Action plan costed

Regular bulletins to staff on data and actions

Workshop on actions with Senior Staff (31 October)

Panel review (07 November)

Figure 2: SAT Timeline

2.2.1 CIT AS SAT: Formation and Operation

Figure 2 indicates the timeline for the SAT to date in CIT. The SAT met monthly and considered:

- Updates from National Committee
- Updates from four sub-groups
- Discussion on emerging issues/actions
- Discussion on submission document/future of SAT

The difficulty of data gathering was discussed regularly.

Action 2.2.1 A comprehensive gender-disaggregated data collection system will be implemented, covering recruitment, promotions and pay grades to enable improved gender-disaggregated data-driven decision-making and reporting.

A log of all activities was available to staff throughout the process *via* the CIT Staff Gateway internal document repository.

2.2.2 Staff Survey and Focus Groups

A staff survey was emailed to 1,505 staff (October 2017), with a follow-up reminder in November. 404 complete and partially complete anonymous responses (27% response rate) were received. Given there were 1,070 WTE staff this was considered a satisfactory response rate. Workload pressures were cited by some staff as a barrier to completing the survey.

Action 2.2.2 CIT will conduct a follow-up survey in Q2 2019, collaboratively with IT Tralee, with a target of 50% response rate.
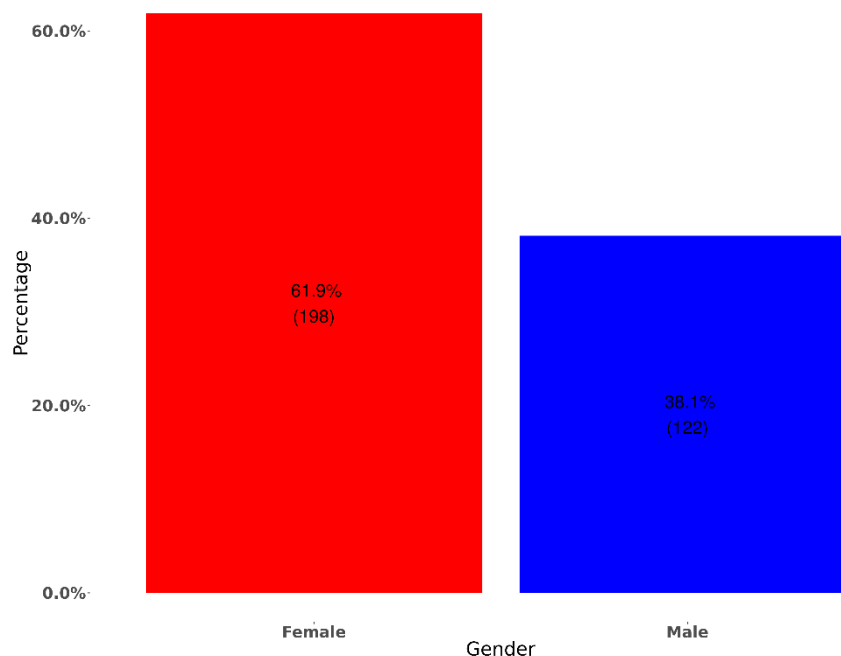
Figure 3: Survey Responses by Gender
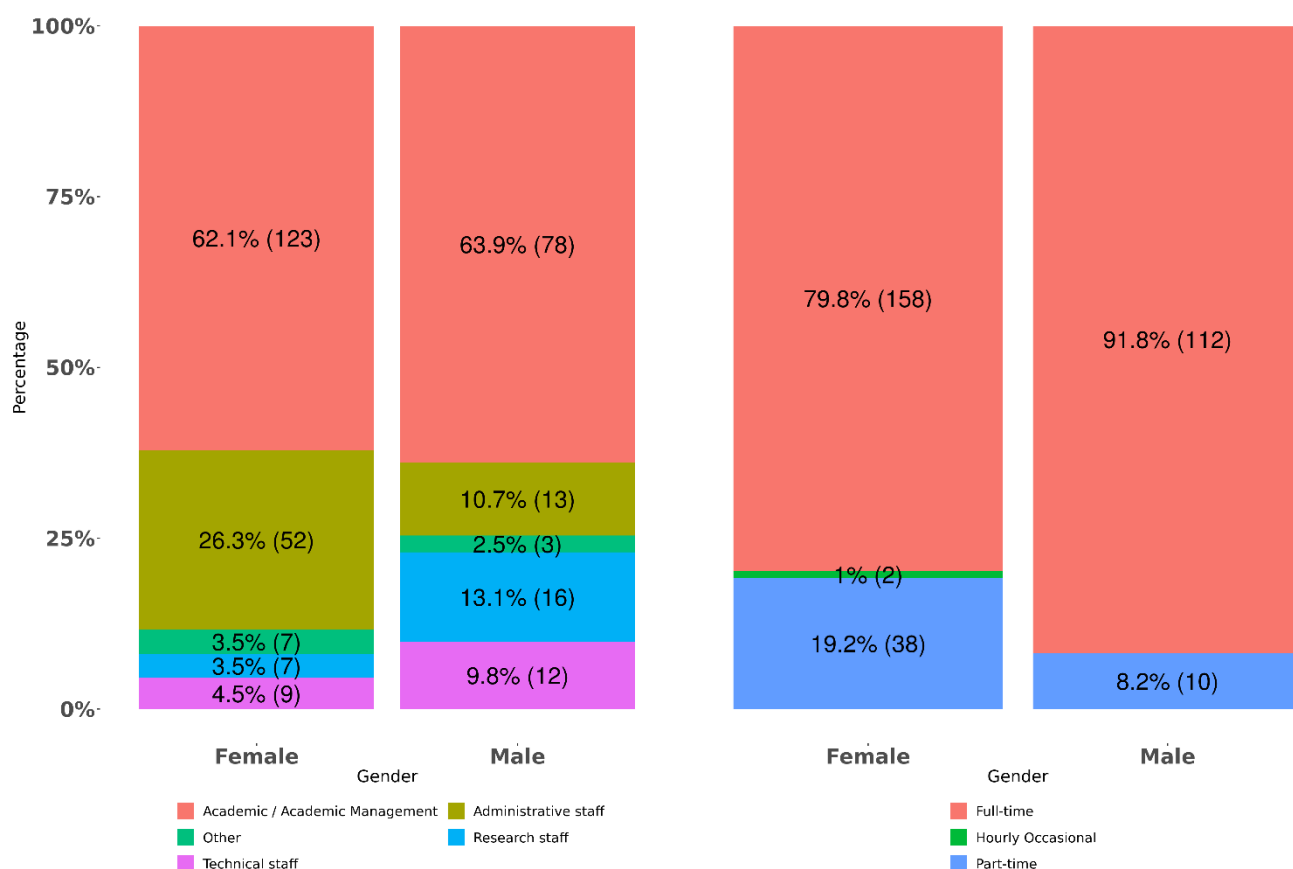
Figure 4: Survey Responses by Staff Category and by Full-time/Part-time Staff

Four follow-up voluntary open-call focus groups (size: 6 – 8 participants) were then conducted by an external facilitator, with groups organised based on the survey responses from topics with:

- significant **negative** commentary/feedback
- **variance** between male and female responses
- high **numbers** of comments

Working Environment and Organisational Culture

Experience of Various Types of leave

Progressions and Promotions

Discussions on Performance Reviews

Figure 5: Athena SWAN Focus Groups

2.2.3 External Interactions (other than those in *Figure 2*)

- Focus group facilitator presented to SAT on findings (February 2018)
- One SAT member attended Unconscious Bias "Train the Trainer" 2-day workshop (May 2018)
- One member participated in AS (AS) panel training
- One member has been an observer on panels
- Dr Ní Shé represents CIT on the AS National Committee
- Dr Flynn attended inaugural AS Network meeting (October 2017)
- Pre-submission reviews (November 2018), chaired by Prof. Linehan (HoS Humanities) and colleagues from UCC, IT Tralee
- Pre-submission reviews by sub-group members
- Draft submission shared with DIT for feedback
- Data shared with DIT, WIT, IT Carlow, AIT for benchmarking

2.2.4 Consultation and Reporting Structures (other than those in *Figure 2*)

The current SAT reporting structure is represented in *Figure 6.* The SAT Chair reports directly to the President on AS activities. AS has been included as an agenda item for IEB four times, including sign-off of the costed submission (November 2018). HR provide substantial data input to the SAT.

The SAT Chair (VP for External Affairs) also reports on AS directly to Governing Body.
Also:

- Chair of SAT met with Students Union Executive (October 2017)
- Regular email communications to staff (ongoing)
- AS Senior Staff workshop (October 2018)
- AS submission formal launch (29 November 2018)
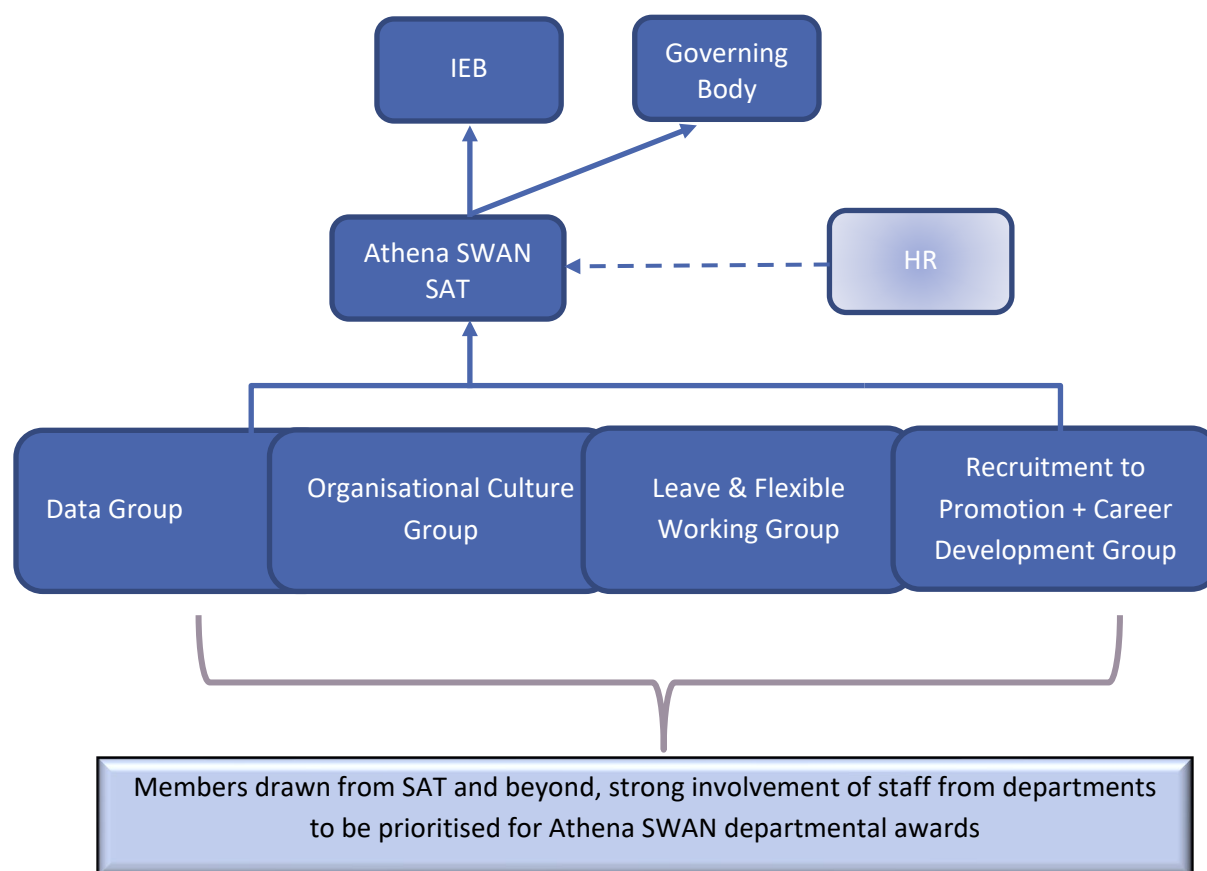
Figure 6: Current Structure of the CIT SAT

2.3   Plans for the future of the SAT

An expanded SAT will continue to meet monthly until the end of the 2018/2019 academic year.
Budget provision has been made for a senior appointee to lead on Equality, Diversity and Inclusion (EDI) initiatives from 2019/20 onwards; this will require restructuring of the IEB and the establishment of a cross-institute staff/student committee on EDI.

Action 2.3.1 An appointment will be made at VP level to lead on EDI initiatives across the Institute.
Action 2.3.2 The new appointee will also assume the role of Chair of the AS SAT.
Action 2.3.3 The SAT membership will be expanded in preparation for the next submission under the post-2015 Charter.
Action 2.3.4 A Governing Body sub-committee on gender equality will also be established.

The focus of the SAT going forward will be on:
- Overseeing the implementation of the Action Plan including communication and engagement; communication generally has been flagged as an issue across all the focus groups
- Supporting departments preparing for departmental submissions

- Working with partners in IT Tralee to prepare for MTU[3] AS bronze institution application

> **Action 2.3.5** A communications and engagement plan is developed for all EDI initiatives (including Athena SWAN).
> **Action 2.3.6** Support is provided through the SAT for departments who are seeking department-level AS awards – three departments in CIT have intention to submit during 2019 and 2020.
> **Action 2.3.7** Two administrative posts will be allocated to support the AS process.

To facilitate the implementation of the actions above, a new structure for the SAT will be as per *Figure 7.*
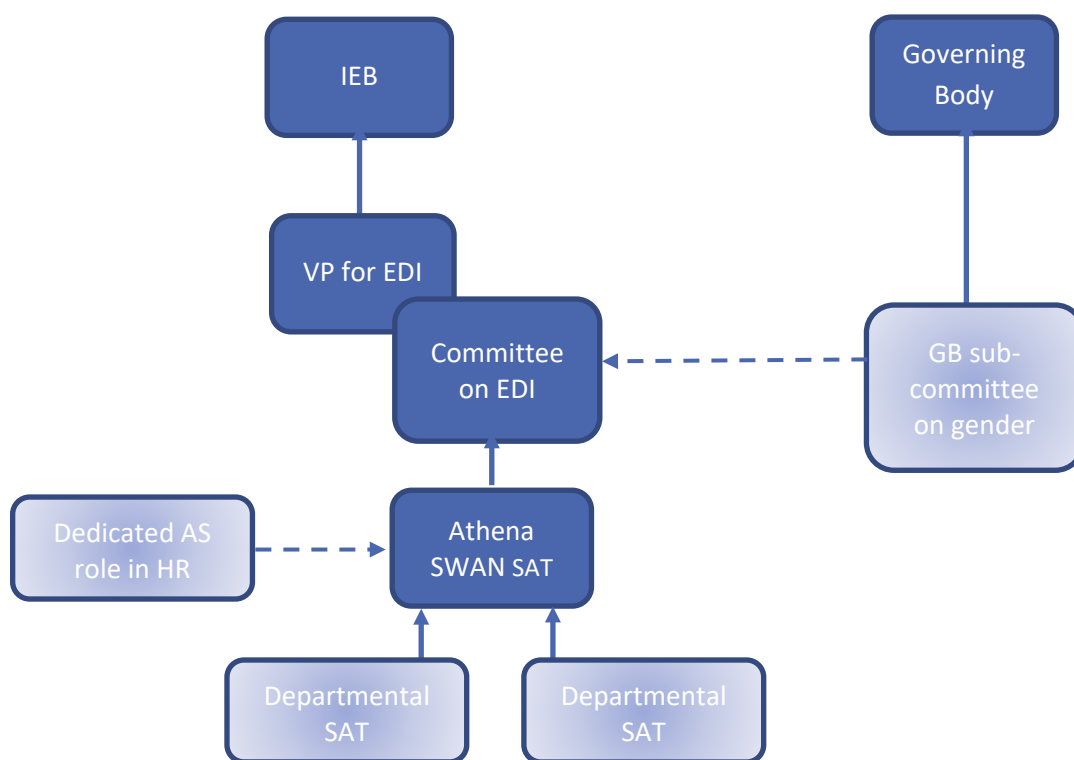
Figure 7: Future Structure of the CIT SAT

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[3] *CIT and IT Tralee are working towards designation as Munster Technological University; see section 5.3*

Summary Actions for Section 2

Action Number	Action
2.2.1	CIT will implement a comprehensive gender-disaggregated data collection system, covering recruitment, promotions and pay grades to enable improved gender-disaggregated data-driven decision-making and reporting.
2.2.2	Commit to follow-up survey in early 2019, collaboratively with IT Tralee.
2.3.1	Make appointment at VP level to lead on EDI initiatives across the Institute, and resourcing of office.
2.3.2	Establish EDI staff/student group with reporting line to IEB.
2.3.3	Consult with staff from non-STEMM areas and expand SAT to include representation from these areas.
2.3.4	Establish a gender sub-committee of CIT Governing Body.
2.3.5	Develop and implement a communications and engagement plan for all EDI initiatives (including Athena SWAN).
2.3.6	Support first three functional units preparing for AS departmental award submissions through cross-representation on institute and local level SATs.
2.3.7	Provide administrative resource x 2 specifically for AS to assist with (i) organisational support for activities (Grade III) and (ii) ongoing data gathering (Grade V).

3. A Picture of the Institution and its Composition

3.1 Brief Description of the Institute

CIT, formerly Cork Regional Technical College, was established in 1973, originating as the Crawford Municipal Technical Institute (1912); prior to that the Royal Cork Institution. Its constituent colleges of Art and Music date to the mid 1800's. There are two Faculties: Engineering & Science (FES) and Business & Humanities (FBH).

Figure 8: Overview of CIT

CIT Cork School of Music (CSM)   CIT BISHOPSTOWN (main campus)   National Maritime College of Ireland (NMCI)   CIT Crawford College of Art & Design (CCAD)
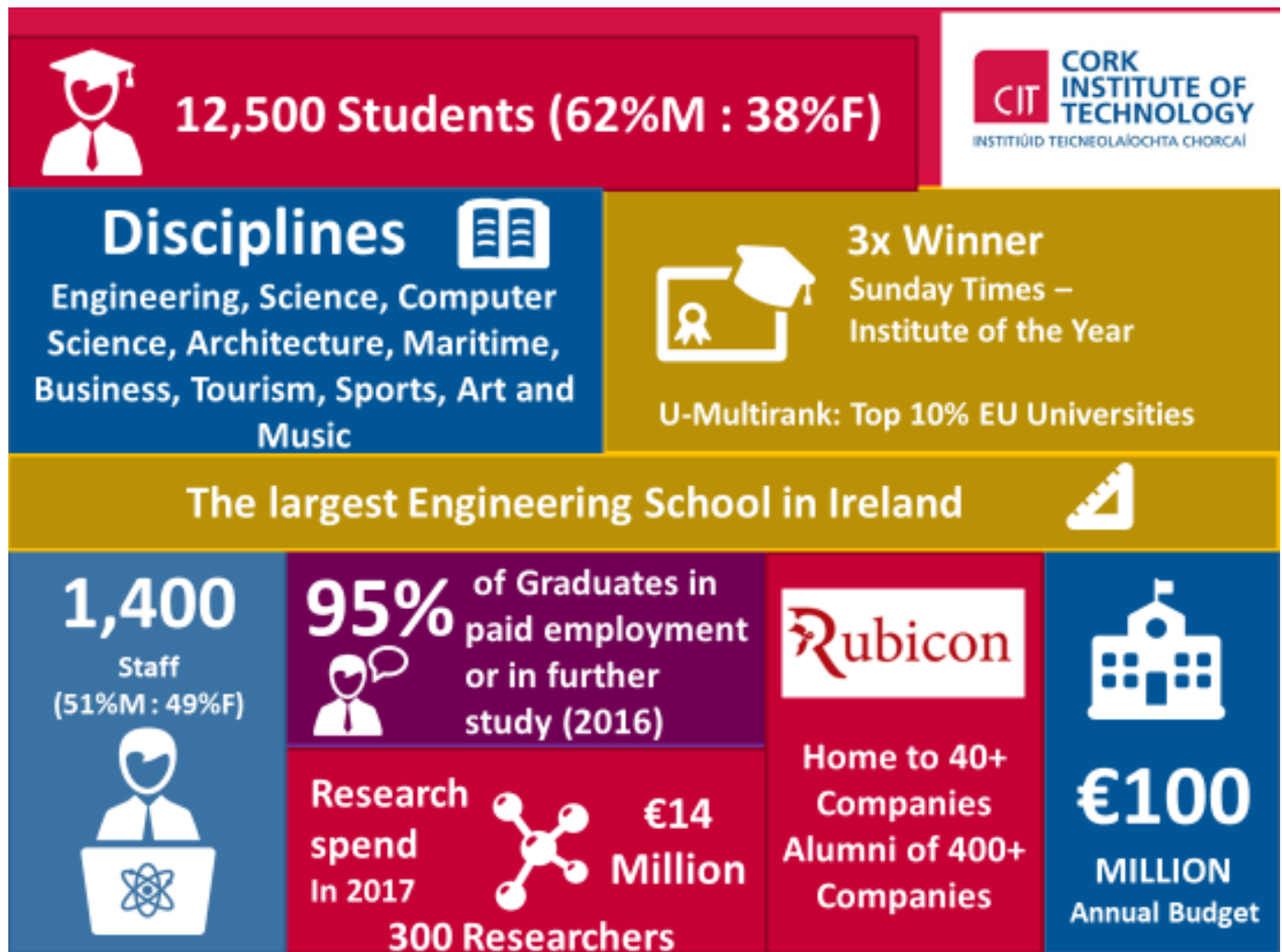
Figure 9: Four main campuses of CIT
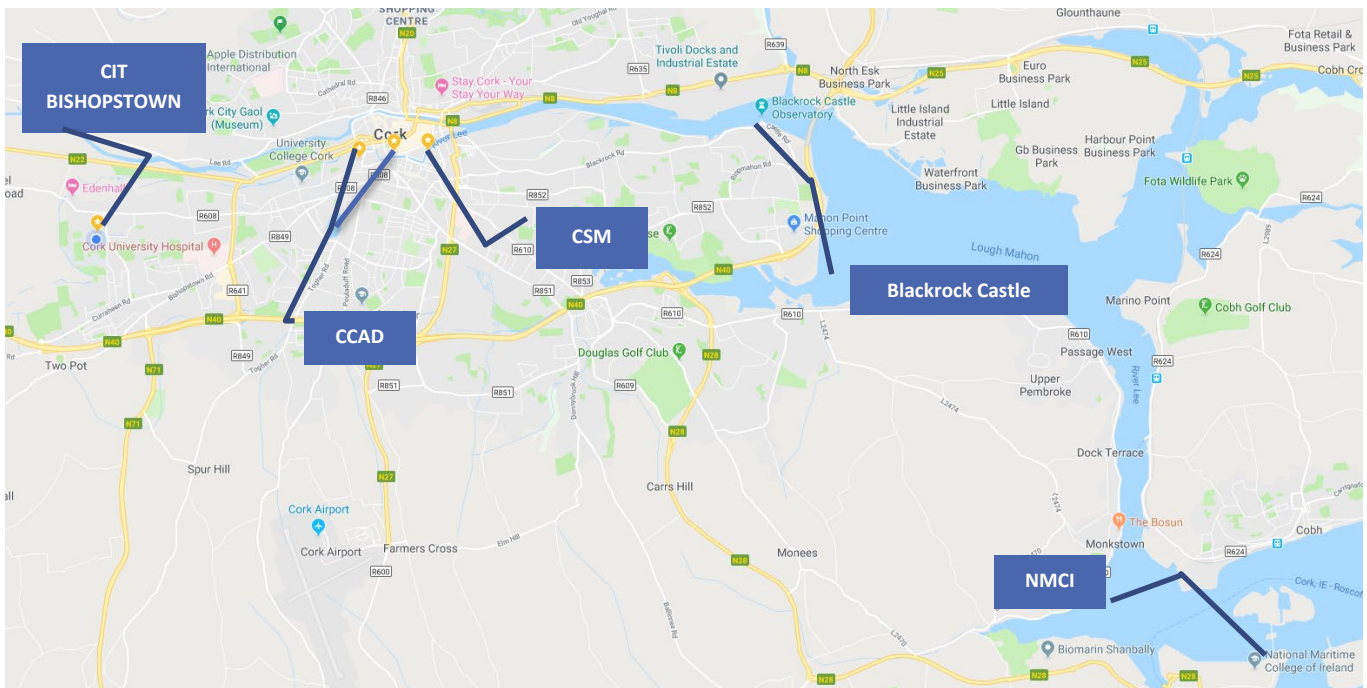
Figure 10: Map of CIT Campuses

3.1.1   Organisational Structure

The Institute Executive Board (IEB) comprises the President, the Heads of the Faculties of Engineering & Science (FES) and Business & Humanities (FBH), the VPs, the Head of Strategic Development, and the MTU Project Director, whose remits are indicated in *Figure 11*.There is a three-tier academic management structure with Faculties, Schools and Departments.
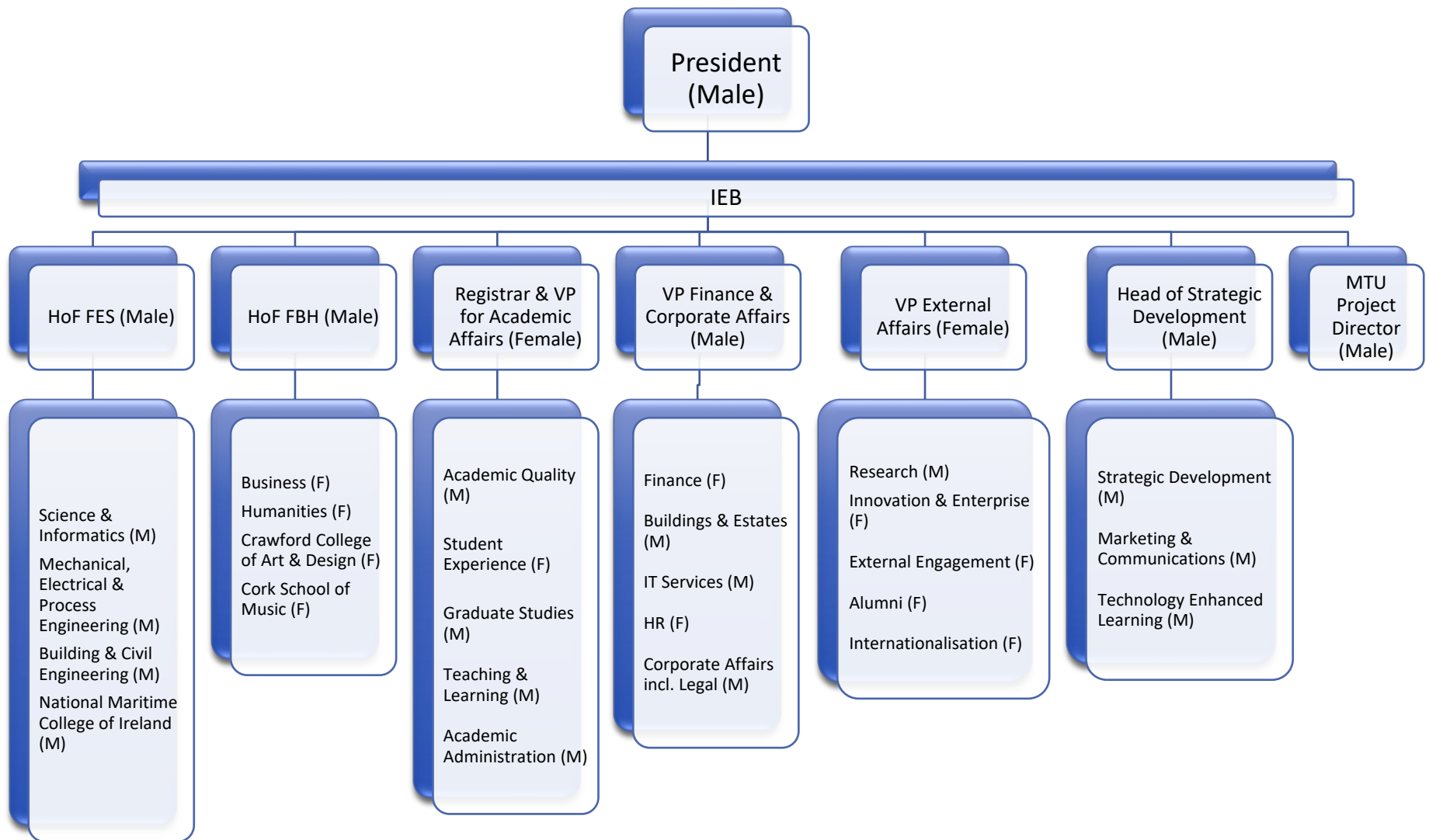
Figure 11: Organisational Structure

President (Male)

IEB

- HoF FES (Male)
  - Science & Informatics (M)
  - Mechanical, Electrical & Process Engineering (M)
  - Building & Civil Engineering (M)
  - National Maritime College of Ireland (M)
- HoF FBH (Male)
  - Business (F)
  - Humanities (F)
  - Crawford College of Art & Design (F)
  - Cork School of Music (F)
- Registrar & VP for Academic Affairs (Female)
  - Academic Quality (M)
  - Student Experience (F)
  - Graduate Studies (M)
  - Teaching & Learning (M)
  - Academic Administration (M)
- VP Finance & Corporate Affairs (Male)
  - Finance (F)
  - Buildings & Estates (M)
  - IT Services (M)
  - HR (F)
  - Corporate Affairs incl. Legal (M)
- VP External Affairs (Female)
  - Research (M)
  - Innovation & Enterprise (F)
  - External Engagement (F)
  - Alumni (F)
  - Internationalisation (F)
- Head of Strategic Development (Male)
  - Strategic Development (M)
  - Marketing & Communications (M)
  - Technology Enhanced Learning (M)
- MTU Project Director (Male)

3.1.2   Information on Teaching and Research Focus

CIT delivers modularised and semesterised programmes within academic departments (*Figure 16*, *Figure 17*); modules are shared across multiple programmes.

Research activities in CIT are aligned according to thematic area, (*Table 3)*, with three large-scale research centres (Nimbus, CAPPA, BioExplore), and eight research groups. All three centres and five of the eight groups are in FES/STEMM.

Table 3: Research Active Staff and PG Students by Entity (headcount)

Thematic Research Area	STAFF			PG		
	♂	♀	% ♀	♂	♀	% ♀
ICT (**Nimbus**, Riomh, Sigma)	52.0	23.0	30.7%	37.0	3.0	7.5%
Photonics (**CAPPA**)	18.0	7.0	28.0%	15.0	10.0	40.0%
Lifesciences (**BioExplore**)	4.0	18.0	81.8%	18.0	35.0	66.0%
Marine, Environment & Sustainable Energy (SIRIG, Halpin, MESSO)	18.0	7.0	28.0%	13.0	5.0	27.8%
Health (Spraoi)	3.0	3.0	50.0%	5.0	3.0	37.5%
Entrepreneurship (Hincks)	5.0	5.0	50.0%	7.0	6.0	46.2%
Education & Experiential Learning (EdTech, E3L)	6.0	6.0	50.0%	2.0	2.0	50.0%
Creative & Performing Arts	30.0	25.0	45.5%	1.0	2.0	66.7%
Total	**111.0**	**74.0**	**40.0%**	**98.0**	**66.0**	**40.2%**
Total within FES	**95.0**	**58.0**	**37.9%**	**88.0**	**56.0**	**38.9%**

High concentrations of female researchers and postgraduate students in the life-sciences area can be attributed to a strong pipeline of female undergraduate students entering CIT with biology as a subject, and the high number of female role models in the Department of Biological Sciences. ICT and Engineering have the opposite context (*Table 4*).

Table 4: Departmental Breakdown of Student Numbers (2016/17)

FES Departments - % Female Students 2016/17	%
Architecture	39.9%
Biological Sciences	65.0%
Civil, Struct. & Env. Eng.	13.8%
Computer Science	11.7%
Construction	3.1%
Craft Studies	0.0%
Electrical & Electronic Eng.	4.4%
Mathematics	32.2%
Mechanical, Biomedical & Manufacturing Eng.	12.6%
Maritime Studies	4.4%
Physical Sciences	29.9%
Process, Energy & Transport Eng.	16.4%

CIT's incubator, the Rubicon Centre, supports emerging start-up companies through programme delivery, some of which are female-only. While female participation in mixed-gender entrepreneurship programmes is low (< 30%), participation is higher in female-only programmes (over 60 participants between 2015 - 2017). Female participation in the CIT Prize for Innovation increased from 16.2% in 2015 to 35.4% in 2017, supported by significant female involvement (lecturers in the School of Business, Innovation & Enterprise Manager, staff in the Rubicon Centre, entrepreneurship interns). CIT will continue its commitment to female entrepreneurship programmes.

3.1.3 Number of Students and Staff

Students

Table 5 and *Table* 6 indicate the higher education student headcount for CIT and FES respectively for 2015 - 2017. While females comprise 37.9% of the overall student body on average over this period, the average number of females engaging in STEMM disciplines is 21.9%.

Table 5: Number of Higher Education Students (All CIT) (headcount)

ALL STUDENTS (Head Count)	2015				2016				2017		
Level	👨	👩	% 👩		👨	👩	% 👩		👨	👩	% 👩
Undergraduate	6557	3880	**37.2%**		6987	4036	**36.6%**		7151	4212	**37.1%**
Postgraduate (PG) Taught	340	314	**48.0%**		349	329	**48.5%**		387	380	**49.5%**
PG Research	123	64	**34.2%**		115	68	**37.2%**		103	73	**41.5%**
Total	**7020**	**4258**	**37.8%**		**7451**	**4433**	**37.3%**		**7641**	**4665**	**37.9%**

Figure 12: Trend of % Female Students (ALL CIT)

From *Figure 12* the overall trend at UG level is static but increasing at PG level; due to growing numbers enrolled in taught Masters in the School of Business and strong research activity in the Department of Biological Sciences.

Table 6: Number of FES Students (headcount)

FES STUDENTS (Head Count)	2015			2016			2017		
Level	♂	♀	% ♀	♂	♀	% ♀	♂	♀	% ♀
Undergraduate	4252	1149	**21.3%**	4620	1215	**20.8%**	4676	1323	**22.1%**
PG Taught	209	72	**25.6%**	209	70	**25.1%**	235	79	**25.2%**
PG Research	100	43	**30.1%**	99	49	**33.1%**	90	52	**36.6%**
FES Total	**4561**	**1264**	**21.7%**	**4928**	**1334**	**21.3%**	**5001**	**1454**	**22.5%**

Figure 13: Trend of % Female Students (FES/STEMM)

The trend of increased female student registrations is constant or increasing across all categories. The CIT PG research data mirrors that of FES.

Figure 14 provides a snapshot of yearly initiatives involving both primary and secondary schools to raise awareness of STEMM as a career especially among females.

Further detail is provided later in Section *4.4.9 Outreach activities*.

| I WISH - 100+ girls aged 14 - 16 hosted annually for one week | Roadshow with contributions from female students, alumni and industry representatives |
| Engineering Your Future - Transition Year annual taster week | Other: Science Week, VEX robotics, Coder Dojo, CWIT Speed Networking |

FES Initiatives to increase female student numbers
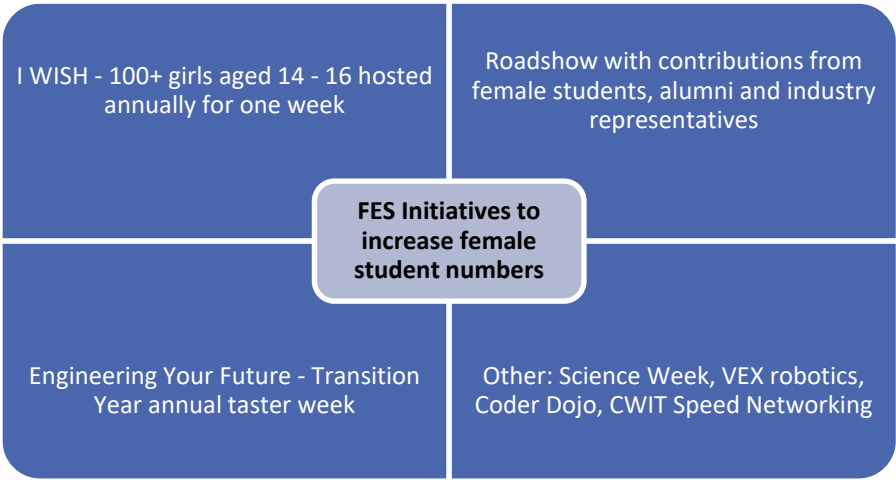
Figure 14: Female STEMM Pipeline Initiatives (FES)

The I WISH initiative[4] has revealed that girls engage in STEMM courses when (i) they are presented as enabling them to make a difference in the world and (ii) they have been involved in at least three STEMM-based intervention activities.

Action 3.1.1 Continue support for STEM outreach activities into the future.

Action 3.1.2 Develop a support network for female students in male-dominated disciplines.

Staff

Staffing across all categories is presented as WTE in *Table 7*. The three-year average of female staff is 48.3%, with an upward trend over the period; the greatest proportion is among Professional, Management and Support Staff (PMSS) (60.7%). The three-year average in FES is lower, at 27.7%, also with an upward trend.

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[4] *http://www.I WISH.ie/*

Table 7: All Staff and % Female Staff (WTE)

All Staff	2015			2016			2017		
	👨	👩	%	👨	👩	%	👨	👩	%
Academic Staff	332.6	250.0	42.9%	341.7	267.4	43.9%	351.9	287.3	45.0%
PMSS	135.4	202.7	60.0%	132.2	209.4	61.3%	137.6	215.6	61.0%
Research/Specialist	58.8	16.6	22.0%	49.6	23.4	32.1%	57.8	19.0	24.7%
Entire Institution	**526.7**	**469.4**	**47.1%**	**523.5**	**500.1**	**48.9%**	**547.3**	**521.9**	**48.8%**
FES/STEMM	**278.7**	**101.1**	**26.6%**	**280.2**	**111.2**	**28.4%**	**303.8**	**118.2**	**28.0%**

The percentage of female academic and PMSS is increasing. Research numbers are variable with no discernible trend. For FES there is a slight increase in percentage of female staff overall.
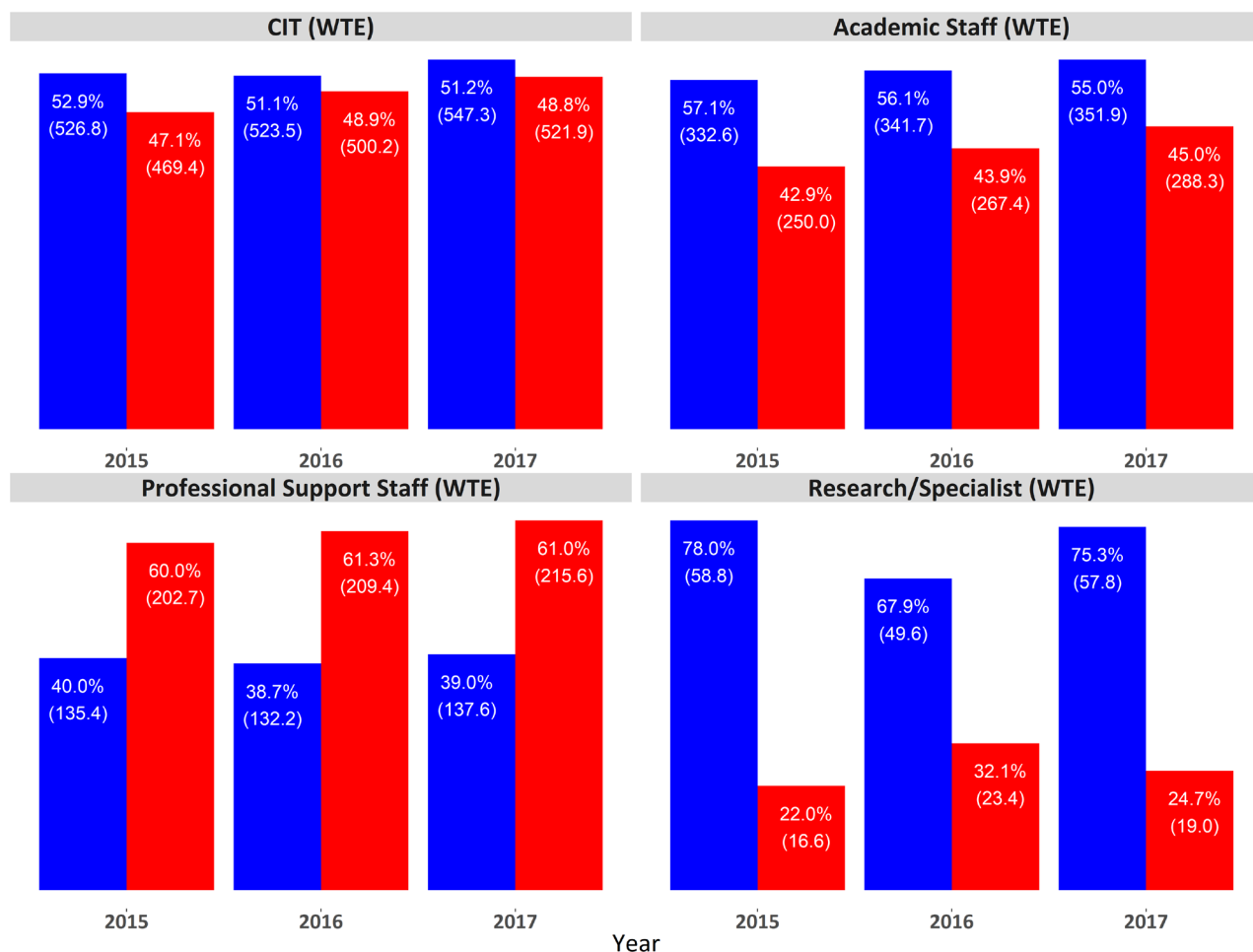
Figure 15: All Staff by Category and Gender

Professorial Title Designation

CIT introduced the title of Professor in 2015[5], the first Professors being designated during 2016/2017. Neither promotional nor competitive positions, the title is designated by the President on the recommendation of a panel, following an application process, with criteria published in advance. The panel comprised 4 males and 1 female with no formal training in advance.

Table 8: Designation of Professor Title

Professor Title Designation	2017		
	♂	♀	% ♀
Applications	12	4	25%
Designated	11	2	15%

Not only was the number of female applicants low, so too was the success rate. The designation process commits to briefing and support for staff in advance of making an application and to supporting unsuccessful candidates with feedback and additional supports. As the process has only run once, the impact of the feedback is unknown. The next call will be in 2019.

Action 3.1.3 Training will be provided for selection panel members, to include unconscious bias training;

Action 3.1.4 Develop and publish CIT Gender Balance Policy, stating CIT's commitment to a minimum gender balance of 40% women and 40% men on all decision-making committees (including selection panels)

Action 3.1.5 Mentoring supports will be made available for women who are considering applying for promotion or professorial designation.

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[5] *See briefing document for Ireland applicants*

3.1.4 Total Number of Departments

Faculty of Engineering and Science (FES):

3 Schools
1 College
12 Departments

School of Building & Civil Engineering
- Architecture
- Civil, Structural & Environmental Engineering
- Construction

School of Mechanical, Electrical & Process Engineering
- Electrical & Electronic Engineering
- Mechanical, Biomedical & Manufacturing
- Process, Energy & Transport Engineering
- Centre of Craft Studies

School of Science & Informatics
- Physical Sciences
- Biological Sciences
- Computer Science
- Mathematics

National Maritime College of Ireland (NMCI)
- Maritime Studies

Figure 16: FES Schools and Departments

Faculty of Business and Humanities: (FBH)

2 Schools
2 Colleges
14 Departments

* The School of Music is a constituent college of CIT

School of Business
- Accounting & information Systems
- Management & Enterprise
- Organisation & Professional Development
- Marketing & International Business

School of Humanities
- Applied Social Studies
- Sport, Leisure & Childhood Studies
- Tourism & Hospitality

Crawford College of Art & Design
- Fine Art & Applied Art
- Media Communications
- Arts in Health & Education

School of Music*
- Keyboard Studies
- Musicianship & Academic Studies
- Orchestral Studies
- Pop, Trad, Jazz, Voice & Theatre Studies

Figure 17: FBH Schools and Departments

3.1.5 List and Sizes of STEMM Departments Including Proportion of CIT Total

Table 9: Academic Staff in FES, by School and Department - Whole Time Equivalents (WTE)

Academic Staff FES/STEMM Total	2015 ♂	2015 ♀	2015 % ♀	2016 ♂	2016 ♀	2016 % ♀	2017 ♂	2017 ♀	2017 % ♀
Head of Faculty	1.0	0.0	0.0%	1.0	0.0	0.0%	1.0	0.0	0.0%
School of Science & Informatics (Total)	**53.5**	**47.2**	**46.9%**	**60.0**	**47.8**	**44.3%**	**65.3**	**55.9**	**46.1%**
Head of School	1.0	0.0	0.0%	1.0	0.0	0.0%	1.0	0.0	0.0%
Department of Biological Sciences	8.0	15.5	66.0%	10.0	16.5	62.3%	10.0	20.5	67.2%
Department of Mathematics	8.5	11.5	57.5%	10.0	11.5	53.5%	11.0	13.5	55.1%
Department of Physical Sciences	13.0	8.0	38.1%	15.0	7.5	33.3%	15.4	8.4	35.3%
Department of Computer Science	23.0	12.2	34.7%	24.0	12.3	33.9%	27.9	13.5	32.6%
School of Building & Civil Engineering (Total)	**29.5**	**11.4**	**27.9%**	**29.4**	**11.9**	**28.8%**	**32.0**	**12.8**	**28.6%**
Head of School	1.0	0.0	0.0%	1.0	0.0	0.0%	1.0	0.0	0.0%
Department of Architecture	10.0	4.5	31.0%	9.9	5.0	33.6%	11.0	5.0	31.3%
Department of Civil, Structural & Environmental Engineering	9.5	4.9	34.0%	9.5	4.9	34.0%	10.0	5.8	36.7%
Department of Construction	9.0	2.0	18.2%	9.0	2.0	18.2%	10.0	2.0	16.7%
School of Mechanical, Electrical & Process Engineering (Total)	**103.8**	**9.7**	**8.5%**	**108.8**	**13.0**	**10.7%**	**114.8**	**13.0**	**10.2%**
Head of School	1.0	0.0	0.0%	1.0	0.0	0.0%	1.0	0.0	0.0%
Department of Electrical & Electronic Engineering	21.0	0.0	0.0%	22.0	1.0	4.3%	21.0	1.0	4.5%
Department of Mechanical, Biomedical & Manufacturing Engineering	20.0	4.0	16.7%	20.0	5.0	20.0%	23.0	5.0	17.9%
Department of Process, Energy & Transport Engineering	20.0	4.7	19.0%	20.0	6.0	23.1%	20.0	6.0	23.1%
Centre of Craft Studies	41.8	1.0	2.3%	45.8	1.0	2.1%	49.8	1.0	2.0%
National Maritime College of Ireland (Total)	**14.0**	**4.1**	**22.7%**	**15.0**	**4.1**	**21.5%**	**16.0**	**3.1**	**16.2%**
Maritime Studies	14.0	4.1	22.7%	15.0	4.1	21.5%	16.0	3.1	16.2%
Academic Staff FES/STEMM Total	**201.8**	**72.4**	**26.4%**	**214.2**	**76.8**	**26.4%**	**229.1**	**84.8**	**27.0%**
CIT Total Academic Staff	**332.6**	**250.0**	**42.9%**	**341.7**	**267.4**	**43.9%**	**351.9**	**287.3**	**45.0%**
FES/STEMM as proportion of CIT Total (for each category)	**60.7%**	**28.9%**	**12.4%**	**62.7%**	**28.7%**	**12.6%**	**65.1%**	**29.4%**	**13.2%**

Figures in the last row of the table above represent the percentage of academic staff in FES as a proportion of academic staff overall, e.g. in 2015, 60.7% of the male staff in CIT were from FES. The final percentage for each year (e.g. 12.4% for 2015), is the percentage of all academic staff in CIT who are female FES academic staff.

Highlighted boxes flag that the School of Mechanical, Electrical & Process Engineering has the lowest percentage of female academic staff (small upward trend), while the Department of Biological Sciences has the highest (small upward trend).

Overall, female staff in FES are becoming a slightly higher percentage of all academic staff in CIT (12.4% to 13.2% over the three years).

Table 10: Research Staff in FES, by School (WTE)

Research Staff FES/STEMM	2015			2016			2017		
	👨	👩	% 👩	👨	👩	% 👩	👨	👩	% 👩
School of Science & Informatics	11.0	1.0	8.3%	11.0	2.8	20.3%	14.1	3.1	18.0%
School of Building & Civil Engineering	0.0	0.0	N/A	0.0	0.0	N/A	1.0	0.0	0.0%
School of Mechanical, Electrical & Manufacturing Engineering	35.0	7.8	18.2%	27.0	10.0	27.0%	32.5	8.0	19.8%
National Maritime College of Ireland	4.0	0.0	0.0%	4.6	0.0	0.0%	5.1	1.0	16.4%
Research FES/STEMM Total	**50.0**	**8.8**	**15.0%**	**42.6**	**12.8**	**23.1%**	**52.7**	**12.1**	**18.7%**
CIT Total Research Staff	**58.8**	**16.6**	**22.0%**	**49.6**	**23.4**	**32.1%**	**57.8**	**19.0**	**24.7%**
FES/STEMM Research as proportion of CIT Total Research	**85.0%**	**53.9%**	**11.7%**	**85.9%**	**54.7%**	**17.5%**	**91.2%**	**63.7%**	**15.8%**

Although the School of Science & Informatics has a 3-year average of 45.7% female academic staff, the equivalent for research staff is only 15.5%, albeit with an increasing trend; the School of Mechanical, Electrical & Process Engineering has a 3-year average of female research staff of 21.6%, with a slight upward trend.

There is a bulge in 2016 in both CIT and FES.

Table 11: Professional, Management and Support Staff (PMSS) in FES, by School (WTE)

PMSS FES/STEMM	2015			2016			2017		
	♂	♀	%♀	♂	♀	%♀	♂	♀	%♀
School of Science & Informatics	8.0	10.6	57.0%	8.0	10.4	56.5%	10.0	13.3	57.1%
School of Building & Civil Engineering	3.0	3.0	50.0%	3.0	3.0	50.0%	3.0	3.0	50.0%
School of Mechanical, Electrical & Manufacturing Engineering	31.0	8.0	20.5%	32.0	7.0	17.9%	31.0	7.1	18.6%
National Maritime College of Ireland	4.0	4.0	50.0%	3.0	5.0	62.5%	4.0	5.0	55.6%
PMSS FES/STEMM Total	**43.0**	**24.6**	**36.4%**	**43.0**	**22.4**	**34.3%**	**44.0**	**25.4**	**36.6%**
CIT Total PMSS	**135.4**	**202.7**	**60.0%**	**132.2**	**209.4**	**61.3%**	**137.6**	**215.6**	**61.0%**
FES/STEMM PMSS as proportion of CIT Total PMSS	**31.8%**	**12.1%**	**7.3%**	**32.5%**	**10.7%**	**6.6%**	**32.0%**	**11.8%**	**7.2%**

3.2 Staff Data

3.2.1 Proportion of all Categories of Academic Staff by Gender

Recruitment is generally at Assistant Lecturer (AL) grade; "progression" from Assistant Lecturer (AL) to Lecturer Career Grade (LCG) is automatic, dependent on qualifications, length of time, and satisfactory service. Casual Lecturers are hourly-paid. The Senior Lecturer 1 grade (SL1) is the only non-management promotional grade for lecturers. Heads of Department (HOD) are at SL2 grade and are permanent, with substantial administrative responsibility. Heads of School (HOS), also permanent, are at SL3 grade. Neither HOD nor HOS are viewed as standard promotional outlets for academic or research staff. CIT has implemented a Researcher Career Framework (RCF) since 2015, defining research staff grades.

Table 12: Categories of Academic Staff (ALL CIT) by Gender (WTE)

All CIT Academic Staff	2015			2016			2017		
	♂	♀	%♀	♂	♀	%♀	♂	♀	%♀
Casual Lecturer	26.90	12.70	32.1%	21.8	15.9	42.2%	18.3	12.0	39.6%
AL	43.20	61.90	58.9%	56.2	65.6	53.9%	67.6	82.4	54.9%
LCG	214.50	157.90	42.4%	216.5	166.4	43.5%	218.8	173.4	44.2%
SL1	21.00	3.50	14.3%	19.2	4.5	19.0%	19.2	3.5	15.4%
SL2	19.00	10.00	34.5%	19.00	11.00	36.7%	19.0	12.0	38.7%
SL3	8.00	4.00	33.3%	9.00	4.00	30.8%	9.0	4.0	30.8%
Total	**332.6**	**250.0**	**42.9%**	**341.7**	**267.4**	**43.9%**	**351.9**	**287.3**	**44.9%**

While the 3-year average % of all female academic staff in CIT is 43.9%, the equivalent for female SL1 is only 16%, with slightly increasing trend over that period.

Table 13: Categories of Academic Staff (FES) by Gender (WTE)

FES Academic Staff	2015				2016				2017		
	👨	👩	% 👩		👨	👩	% 👩		👨	👩	% 👩
Casual Lecturer	9.2	2.8	23%		13.7	9.1	40%		8.2	2.0	20%
AL	22.8	17.8	43.8%		31.8	16.4	34.0%		44.2	24.4	35.6%
LCG	151.9	49.7	24.7%		153.4	57.4	27.2%		156.0	55.4	26.2%
SL1	13.0	2.0	13.3%		13.0	2.0	13.3%		13.0	2.0	13.3%
SL2	10.0	3.0	23.1%		9.0	3.0	25.0%		10.0	2.0	16.7%
SL3	5.0	0.0	0.0%		5.0	0.0	0.0%		5.0	0.0	0.0%
Total	**211.9**	**75.3**	**26.2%**		**225.9**	**87.9**	**28.0%**		**236.4**	**85.8**	**26.6%**

The 3-year average % of female academic staff in FES is 26.6% (no discernible trend); the equivalent female SL1 staff in FES is only 13.3%, unchanging over the period.

Table 14: Categories of Research Staff (ALL CIT) by Gender (WTE)

Research Staff	2015				2016				2017		
	👨	👩	% 👩		👨	👩	% 👩		👨	👩	% 👩
Research Assistant	1.0	1.0	50%		0.0	4.4	100%		1.5	4.1	72%
Researcher	3.0	1.0	25%		2.0	1.0	50%		2.0	1.4	40%
Senior Researcher	26.0	8.0	24%		22.6	11.0	33%		26.6	8.8	25%
Research Fellow	17.0	4.0	19%		16.0	3.8	19%		19.0	2.8	13%
Senior Research Fellow	8.0	0.0	0%		8.0	0.0	0%		7.0	0.0	0%
Total	**55.0**	**14.0**	**20.0%**		**48.6**	**20.2**	**29.3%**		**56.1**	**17.1**	**23.3%**

Table 15: Categories of Research Staff (FES) by Gender (WTE)

FES Research Staff	2015 ♂	♀	% ♀	2016 ♂	♀	% ♀	2017 ♂	♀	% ♀
Research Assistant	1.0	0.0	0%	0.0	1.0	100%	1.5	1.0	39%
Researcher	3.0	0.0	0%	2.0	0.0	0%	2.0	0.0	0%
Senior Researcher	26.0	6.0	19%	21.6	9.0	29%	25.6	7.8	23%
Research Fellow	14.0	3.0	18%	12.0	2.8	19%	15.0	1.8	11%
Senior Research Fellow	7.0	0.0	0%	7.0	0.0	0%	7.0	0.0	0%
Total	**51.0**	**9.0**	**15.0%**	**42.6**	**12.8**	**23.1%**	**51.1**	**10.6**	**17.2%**

For CIT and FES, the % of female research fellow and senior research fellow is below 20%, and falling, although numbers overall are low.

Benchmarking

Table 16: CIT Student and Staff Data Benchmarked against all Institutes of Technology (IoTs) (3-year average data)

Benchmarking 3-Year Average 2015 - 2017	CIT ♂	ALL IoTs ♂	CIT ♀	ALL IoTs ♀
UG	63%	56%	37%	44%
PG	54%	54%	46%	46%
AL	48%	51%	52%	49%
LCG	57%	55%	43%	45%
SL (1/2/3)	72%	66%	28%	34%

Figure 18: Benchmarked 3-Year Averages against Institute of Technology Sector

The volume of male-dominated engineering activity in CIT explains the different graph shapes for CIT and the IOT sector (*Figure 18)*.

The below-national ratio of women in senior posts in CIT has been identified as an issue for action. The percentage of women in senior academic roles (SL1/SL2/SL3) is considerably lower in FES than elsewhere in CIT. There are two females in senior management in FES (SL2/SL3) from 17 positions, with no female at SL3 level. This has an impact on diversity of decision-making, given that Faculty and School Executives and Board of Studies are drawn from those in SL1/SL2/SL3 positions.

Additional benchmarking was carried out using data from three other IOTs, with specific focus on the SL1 grade. National data for the SL1 grade was only available for 2017.

Table 17 indicates CIT's percentage of female SL1 is well below comparator institutes and the national percentage for 2017.

Table 17: SL1 Benchmark Data against 3 IOTs

SL1 - Whole Institute	2015			2016			2017		
	👨	👩	% 👩	👨	👩	% 👩	👨	👩	% 👩
CIT	21.00	3.50	14.3%	19.2	4.5	19.0%	19.2	3.5	15.4%
IOT_1	3.00	1.00	25.0%	3.00	1.00	25.0%	2.0	1.0	33.3%
IOT_2	4.00	3.00	42.9%	4.00	2.00	33.3%	5.0	3.0	37.5%
IOT_3	3.00	1.00	25.0%	3.00	1.00	25.0%	3.0	1.0	25.0%
ALL IOTs							120.9	60.5	33.4%

Figure 19: 2017 SL1 Benchmark

SL1 - STEMM	2015			2016			2017		
	♂	♀	% ♀	♂	♀	% ♀	♂	♀	% ♀
CIT	**13.0**	**2.0**	**13.3%**	**13.0**	**2.0**	**13.3%**	**13.0**	**2.0**	**13.3%**
IOT_1	2.0	1.0	33.3%	2.0	1.0	33.3%	2.0	1.0	33.3%
IOT_2	4.0	1.0	20.0%	4.0	0.0	0.0%	5.0	1.0	16.7%
IOT_3	1.0	0.0	0.0%	1.0	0.0	0.0%	2.0	0.0	0.0%

Figure 20: SL1 Benchmark Data against 3 IOTs

Action 3.1.4 Develop and publish CIT Gender Balance Policy, stating CIT's commitment to a minimum gender balance of 40% women and 40% men on all decision-making committees (including selection panels) – membership of the Faculty Executive Board will thus be opened to female members of academic staff who do not hold the grade of SL3.

Only 27% of female respondents agreed/strongly agreed that they had access to the training and mentoring needed to help meet the criteria for promotion and to improve success at promotion.

Action 3.1.3 Regular training – including unconscious bias training – will be provided for all members of selection boards.

Action 3.1.4 Develop and publish CIT Gender Balance Policy, stating CIT's commitment to a minimum gender balance of 40% women and 40% men on all decision-making committees (including selection panels).

Action 3.1.5 A mentoring scheme will be introduced with the aim of increasing the number of women applying for SL1/SL2/SL3/Professorial positions.

Action 3.2.1 Review and "gender-proof" all existing and new policies including those relating to recruitment and promotion.

Action 3.2.2 Reviews and report on staff promotions as part of internal audit.

Action 3.2.3 Establish a gender equality network to provide additional supports for women working in male-dominated areas.

3.2.2   Retiring/Resigning Staff by Grade and Gender

Table 19 indicates that the levels of staff turnover outside of natural retirements are low. In all areas there are similar patterns for male and female staff, except for casual lecturers and researchers which each have double the levels of male staff leaving over females. For the researchers there are no pension contributions currently paid in the IOT sector, and research work is generally on a contract basis, dependent on funding, so turnover of staff is always higher here. There are also more males than females working as researchers in CIT.

The patterns are almost identical for the STEMM leavers.

Table 19: Retiring/Resigning Staff by Grade and Gender

All Leavers by Grade & Gender	2015			2016			2017		
	♂	♀	% ♀	♂	♀	% ♀	♂	♀	% ♀
SL (1/2/3)	1.0	0.0	0.0%	2.0	0.0	0.0%	0.0	1.0	100.0%
LCG	7.0	3.0	30.0%	5.0	5.0	50.0%	9.0	5.0	35.7%
AL	4.0	4.0	50.0%	1.0	1.0	50.0%	2.0	3.0	60.0%
Casual Lecturer	21.0	12.0	36.4%	22.0	8.0	26.7%	7.0	7.0	50.0%
Total	**33.0**	**19.0**	**36.5%**	**30.0**	**14.0**	**31.8%**	**18.0**	**16.0**	**48.1%**
Researcher	16.0	3.0	15.8%	20.0	6.0	23.1%	11.0	10.0	47.6%
Overall Total	**49.0**	**22.0**	**31.0%**	**50.0**	**20.0**	**28.6%**	**29.0**	**26.0**	**47.3%**

Table 20: FES/STEMM Retiring/Resigning Staff by Grade and Gender

FES/STEMM Leavers by Grade & Gender	2015 ♂	2015 ♀	2015 %♀	2016 ♂	2016 ♀	2016 %♀	2017 ♂	2017 ♀	2017 %♀
SL (1/2/3)	1.0	0.0	0.0%	1.0	0.0	0.0%	0.0	1.0	100.0%
LCG	6.0	2.0	25.0%	1.0	0.0	0.0%	4.0	2.0	33.3%
AL	1.0	1.0	50.0%	1.0	0.0	0.0%	0.0	2.0	100.0%
Casual Lecturer	11.0	5.0	31.3%	13.0	2.0	13.3%	4.0	3.0	42.9%
Total	**19.0**	**8.0**	**29.6%**	**16.0**	**2.0**	**11.1%**	**8.0**	**6.0**	**42.9%**
Researcher	16.0	3.0	15.8%	20.0	6.0	23.1%	11.0	10.0	47.6%
Overall Total	**35.0**	**11.0**	**23.9%**	**36.0**	**8.0**	**18.2%**	**19.0**	**16.0**	**45.7%**

The low level of staff turnover is one indicator of a reasonably positive working environment in CIT. Focus groups confirmed that broadly "*CIT is not a bad place to work*."

3.2.3 Proportion of Staff on Fixed-term, Open-ended, Zero-hour and Permanent Contracts

Table 21: Staff Contract Types (ALL STAFF, WTE)

All Staff (WTE)	2015 ♂	2015 ♀	2015 %♀	2016 ♂	2016 ♀	2016 %♀	2017 ♂	2017 ♀	2017 %♀
Faculty Academic Staff									
Permanent	226.5	119.6	34.6%	227.0	124.7	35.5%	238.5	134.2	36.0%
Temporary	38.3	24.0	38.5%	34.6	23.4	40.3%	29.1	29.0	49.9%
CID	67.7	106.5	61.1%	80.1	119.3	59.8%	84.4	125.1	59.7%
Total	**332.5**	**250.1**	**42.9%**	**341.7**	**267.4**	**43.9%**	**352**	**288.3**	**45.0%**
Professional, Management & Support Staff									
Permanent	83.0	108.8	56.7%	83.4	109.2	56.7%	84.4	114.0	57.5%
Temporary	21.7	35.2	61.9%	16.8	40.7	70.8%	23.3	43.7	65.2%
CID	30.7	58.8	65.7%	32.0	59.5	65.0%	30.0	57.9	65.9%
Total	**135.4**	**202.8**	**60.0%**	**132.2**	**209.4**	**61.3%**	**137.7**	**215.6**	**61.0%**
Research/Specialist Staff									
Permanent	0.0	0.0	N/A	0.0	0.0	N/A	0.0	0.0	N/A
Temporary	46.8	12.2	20.7%	30.6	18.2	37.3%	30.2	13.8	31.4%
CID	12.0	4.4	26.8%	19.0	5.2	21.5%	27.6	5.2	15.9%
Total	**58.8**	**16.6**	**22.0%**	**49.6**	**23.4**	**32.1%**	**57.8**	**19**	**24.7%**

The high percentages of female academic staff with Contracts of Indefinite Duration (CID) compared to permanent posts may be related to date of employment; legislation introduced in 2001 saw a reduction in the number of casual part-time positions and greater number of pro-rata contracts offered, which eventually converted to CID[6].

Table 22: Staff Contract Types (FES STAFF)

FES Staff (WTE)	2015			2016			2017		
	♂	♀	%	♂	♀	%	♂	♀	%
Faculty Academic Staff									
Permanent	160.5	45.8	22.2%	164.0	49.0	23.0%	177.0	53.0	23.0%
Temporary	1.0	1.0	50.0%	5.0	0.0	0.0%	5.9	4.9	45.4%
CID	27.2	21.6	44.3%	29.2	23.7	44.8%	29.3	23.8	44.8%
Total	**188.7**	**68.4**	**26.6%**	**198.2**	**72.7**	**26.8%**	**212.2**	**81.7**	**27.8%**
Professional, Management & Support Staff									
Permanent	38.0	20.8	35.4%	39.0	18.4	32.1%	38.0	19.9	34.4%
Temporary	2.0	2.0	50.0%	1.0	1.0	50.0%	2.0	2.5	55.6%
CID	3.0	1.8	37.5%	3.0	3.0	50.0%	4.0	3.0	42.9%
Total	**43**	**24.6**	**36.4%**	**43**	**22.4**	**34.3%**	**44**	**25.4**	**36.6%**
Research/Specialist Staff									
Permanent	0.0	0.0	N/A	0.0	0.0	N/A	0.0	0.0	N/A
Temporary	38.0	7.2	15.9%	24.0	14.2	37.2%	25.6	9.3	26.6%
CID	9.0	1.0	10.0%	15.0	1.8	10.7%	22.0	1.8	7.6%
Total	**47**	**8.2**	**14.9%**	**39**	**16.02**	**29.1%**	**47.6**	**11.1**	**18.9%**

In FES, the academic female dependence on CID is lower, but there are also slightly fewer females on permanent contracts, given that academic female staff comprise 27% of FES staff overall.

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[6] *Protection of Employees (Part Time Work) Act 2001 - http://www.irishstatutebook.ie/eli/2001/act/45/enacted/en/html*

3.2.4　Equal Pay Audits/Reviews

Table 23 indicates the headcount and WTE of male and female staff at pay bands of €10K intervals.

Highlighted sections of *Table 23* indicate that there are considerably more females in lower-paid and part-time/work share positions. These categories of staff contribute to the higher proportion of females overall under €40,000 compared to males (over 3x).

Higher-paid categories of staff (between €80,000 and €110,000) also include fewer females compared to males, due to the higher number of full-time male staff than females in this bracket (almost 3x).

Table 23: Academic and Academic Line Management Pay (2017)

	All Academic Staff					
	Headcount	WTE	Headcount	WTE	% Headcount	% WTE
<€20,000	7.0	3.0	27.0	8.9	79.4%	74.7%
€20,000-€29,999	5.0	2.7	18.0	8.9	78.3%	76.5%
€30,000-€39,999	9.0	6.4	25.0	20.3	73.5%	76.1%
€40,000-€49,999	46.0	44.7	49.0	44.5	51.6%	49.9%
€50,000-€59,999	34.0	33.6	39.0	37.8	53.4%	53.0%
€60,000-€69,999	35.0	34.8	45.0	44.5	56.3%	56.1%
€70,000-€79,999	59.0	59.0	56.0	56.0	48.7%	48.7%
€80,000-€89,999	123.0	123.0	43.0	43.0	25.9%	25.9%
€90,000-€99,999	9.0	9.0	5.0	5.0	35.7%	35.7%
€100,000-€109,999	7.0	7.0	3.0	3.0	30.0%	30.0%
€110,000-€119,999	0.0	0.0	0.0	0.0	N/A	N/A
€120,000-€129,999	0.0	0.0	0.0	0.0	N/A	N/A

Word Count = 1911

Summary Actions for Section 3

Action Number	Action
3.1.1	Continue to support FES initiatives aimed at increasing the pipeline of female students into STEMM disciplines.
3.1.2	Develop support networks for female students involving female staff as role models and mentors.
3.1.3	Provide regular training for all interview board/selection committee members on relevant topics, including unconscious bias.
3.1.4	Develop and publish CIT Gender Balance Policy, stating CIT's commitment to a minimum gender balance of 40% women and 40% men on all decision-making committees (and among their Chairs). Chairs of all committees to report on implementation (comply or explain). In the meantime, open membership of Executive Boards to female members of academic staff who do not hold the grade of SL3.
3.1.5	Introduce a mentoring scheme specially to increase the number of women applying for - and successful in - SL1/SL2/SL3/Professorial positions.
3.2.1	Review and "gender proof" all existing policies, recruitment material and job adverts.
3.2.2	Include a review of staff appointments and promotions in the schedule of internal audits and publish all results routinely.
3.2.3	Establish a gender equality network in the Institute with regular events to support colleagues at all levels

4.   Supporting and Advancing Women's Careers

4.1   Key Career Transition Points

4.1.1   Recruitment
Academic Recruitment

Academic recruitment has been at Assistant Lecturer (AL) grade during the years 2015 - 2017.

Table 24: Academic Recruitment (all CIT)

All Academic Staff		Applied			Shortlisted			Appointed		
		♂	♀	%♀	♂	♀	%♀	♂	♀	%♀
2015	Assistant Lecturer	190.0	89.0	31.9%	58.0	23.0	28.4%	11.0	2.0	15.4%
2016	Assistant Lecturer	219.0	152.0	41.0%	152.0	51.0	25.1%	13.0	13.0	50.0%
2017	Assistant Lecturer	92.0	68.0	42.5%	40.0	32.0	44.4%	7.0	6.0	46.2%
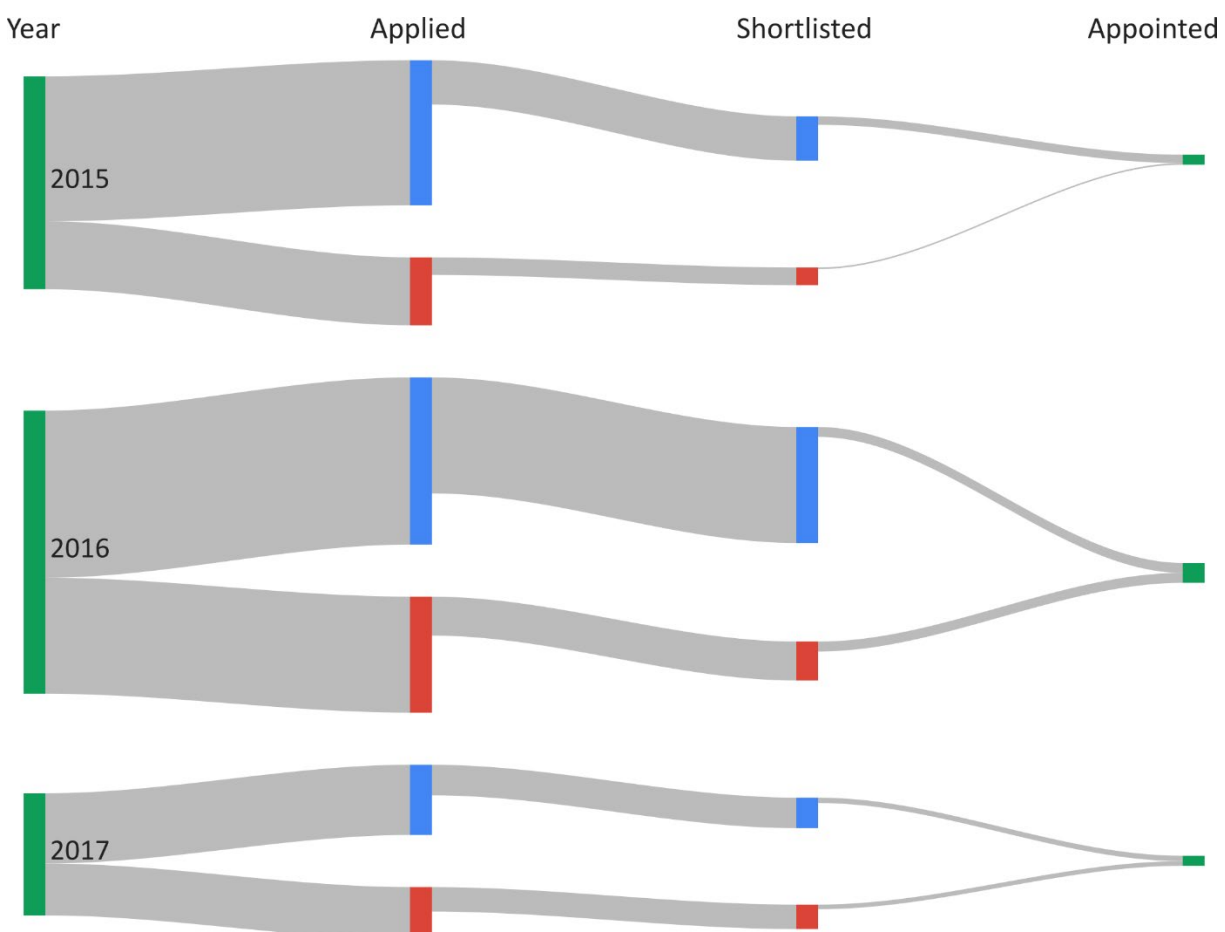
Figure 21: Academic Recruitment (All CIT)

In 2016 and 2017 the percentage of women appointed was broadly proportionate to the numbers of women applying for positions; this was not the case in 2015, when all AL appointments were in FES.

Table 25: Academic Recruitment (FES)

FES Staff		Applied		%	Shortlisted		%	Appointed		%
2015	Assistant Lecturer	190.0	89.0	31.9%	58.0	23.0	28.4%	11.0	2.0	15.4%
2016	Assistant Lecturer	151.0	58.0	27.8%	81.0	25.0	23.6%	12.0	5.0	29.4%
2017	Assistant Lecturer	47.0	30.0	39.0%	23.0	17.0	42.5%	5.0	3.0	37.5%
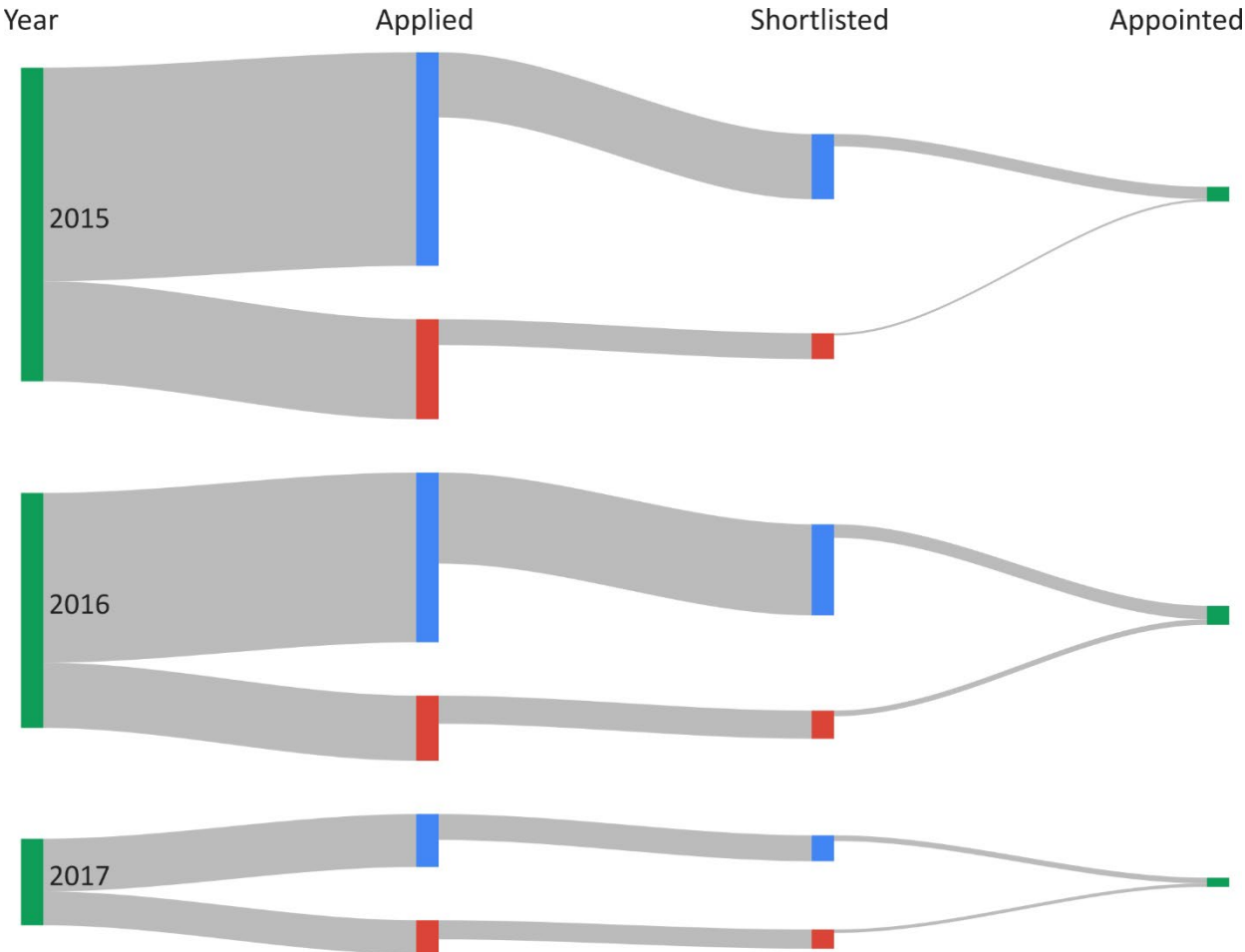
Figure 22: Academic Recruitment (FES)

The FES data shows a recruitment pattern in 2015 not in line with 2016 and 2017, where the proportions of women shortlisted and recruited were broadly similar to the proportion of female applicants.

Inadequacies in the recruitment data were discovered during analysis, as the data did not include applicants who were not appointed in the first instance but placed on a panel and subsequently appointed.

Action 2.2.1 Implement a comprehensive gender-disaggregated data collection system, covering recruitment, promotions and pay grades to deliver more accurate gender-disaggregated data.

Researcher Recruitment

Table 26: Researcher Recruitment (All CIT)

Research Staff		Applied		%	Shortlisted		%	Appointed		%
2015	Researcher	2.0	1.0	33.3%	2.0	1.0	33.3%	0.0	1.0	100.0%
	Snr Researcher	16.0	5.0	23.8%	5.0	1.0	16.7%	5.0	1.0	16.7%
2016	Research Assistant	9.0	4.0	30.8%	6.0	3.0	33.3%	0.0	1.0	100.0%
	Researcher	70.0	26.0	27.1%	34.0	17.0	33.3%	6.0	8.0	57.1%
	Snr Researcher	33.0	6.0	15.4%	18.0	5.0	21.7%	3.0	1.0	25.0%
2017	Research Assistant	4.0	0.0	0.0%	2.0	0.0	0.0%	1.0	0.0	0.0%
	Researcher	90	26	22.4%	50	14	21.9%	9	2	18.2%
	Snr Researcher	6	5	45.5%	4	3	42.9%	1	1	50.0%
	Research Fellow	11	8	42.1%	7	3	30.0%	3	0	0.0%

Limited training is in place for selection/interview committee members. Unconscious bias training was presented to AS SAT members and to senior management.

Focus groups flagged a need to overhaul the current recruitment/interview process. However, 90% of the newly-appointed female survey respondents agreed/strongly agreed that their interview panel was balanced with respect to gender. 69% of the same respondents agreed/strongly agreed that the job description in the advertisement was well-written and clear.

Action 3.1.3 Address perceived bias at selection level through the provision of comprehensive training for selection boards.
Action 3.1.4 Develop and publish CIT Gender Balance Policy, stating CIT's commitment to a minimum gender balance of 40% women and 40% men on all decision-making committees (including selection panels).
Action 3.2.1 Revise all recruitment policies and procedures, including the wording of advertisements to ensure contribution to gender equality.

Policies
The Research staff recruitment policy is presented in the Researcher Career Framework.
An Institute of Technology Recruitment Policy document circa 1992 is available and in use.

4.1.2   Induction and Mentoring

Only 50% of newly-appointed female survey respondents agreed that they got the support they needed to settle into their role in CIT. A lack of support for induction and mentoring at departmental level was observed (52.6% of new staff said they had not been offered a local induction/orientation on joining CIT). The designation of an AS champion in each Department will help to address this.

In 2015/16, the Teaching & Learning Unit (TLU) piloted a staff induction and mentoring programme; this is now available to all newly-appointed lecturing staff. Also, a pilot peer mentoring scheme, involving peer observation and feedback sessions, was initiated for established staff.

A mentoring module was launched on CIT's MA in Teaching and Learning in Higher Education in 2017/2018; all 12 candidates were female. Mentoring focus groups were also facilitated in the Nimbus Research Centre with a view to supporting and developing a mentoring culture among research staff.

Table 27: Staff participating in Staff Mentoring Programme

FES/STEMM Staff (WTE)	2015			2016			2017		
	♂	♀	% ♀	♂	♀	% ♀	♂	♀	% ♀
Mentors	N/A	N/A	N/A	4.0	12.0	75.0%	16.0	31.0	66.0%
Mentees	N/A	N/A	N/A	6.0	11.0	64.7%	24.0	23.0	48.9%
Total	N/A	N/A	N/A			**69.85%**			**57.45%**

Policies

CIT policies on induction and mentoring are presented in the CIT Staff Induction Booklet, available on the CIT website.

Action 4.1.1 Support the delivery of induction and mentoring by a gender-balanced team
Action 4.1.2 Designate and train an AS champion in each department.

4.1.3 Personal Development Review

Performance Management and Development System (PMDS) was initially introduced nationally in 2005, but implementation in CIT was patchy, due to workload issues among management. In recent years, agreement was reached with unions that such a system should be put in place. So far, little has happened on this in CIT.

Feedback from the survey and focus groups indicated that many staff wish to be involved in review and development activities. Focus group feedback: "*No formal process means implicit processes are being put in place or there can be the impression that an implicit process is in place*". Focus groups also flagged that HR needs to operate in a capacity of real support for people through considerable change.

Overall, 30% of staff indicated that they had participated informally in a discussion on performance with management. Only 25% of females indicated that they had participated, against 40% of males. However, 72% of the females who had discussed performance with their manager agreed/strongly agreed that they had benefitted from this.

Action 3.2.3 Introduce a gender equality network in CIT to support women at all levels.
Action 4.1.3 Address the re-introduction of some form of performance development such as PMDS.
Action 4.1.4 Establish a career development awareness programme with additional resources in HR to support this.

4.1.4 Promotion

This includes progression (merit based and non-competitive) from AL to LCG, and promotion (to SL1); also, PMSS (promotion to Senior Technical Officer (STO)), research career framework promotion (Researcher to Senior Researcher to Research Fellow).

Table 28: Staff Survey, Feedback on promotion, 207 responses

Mean scores by male and female respondents (1 - 5) (where 1 = strongly disagree, 5 = strongly agree)	♂	♀
The progression/promotion *criteria* in CIT are transparent and fair	2.6	2.5
The progression/promotion *process* in CIT is transparent and fair	2.5	2.5
I have access to the training and mentoring I need to help me meet the criteria for promotion/progression	2.9	**2.6**
The full range of work activities (including administrative, pastoral and outreach work) are taken into consideration in promotion decisions	2.4	2.4
It's clear how career breaks will be taken into consideration in promotion decisions	2.1	2.1
Academic promotions in CIT are free from gender bias	3.8	**3.0**
I have opportunities to get the experience I need to meet the criteria for promotion	3.3	**2.9**
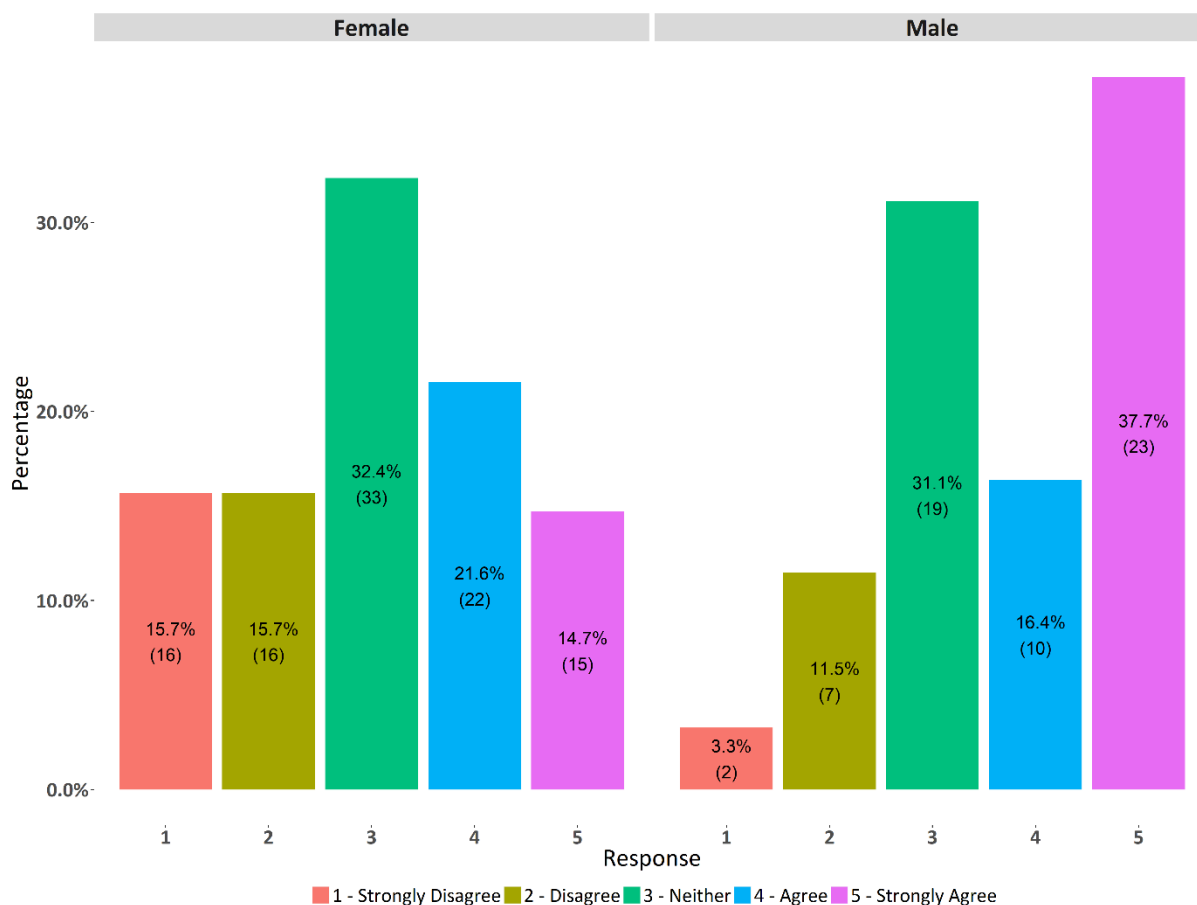
Figure 23: Staff Survey, Perceptions that Promotions are free from gender bias

This topic generated a negative response from the survey participants, and many comments.

Female respondents were less in agreement than males that promotions were free from gender bias. A wider range of responses came from females, and fewer females strongly agreed with the statement.

Only 27% of female respondents agreed/strongly agreed that they had access to the training and mentoring needed to help meet the criteria for, and to improve success at, promotion.

Action 3.1.3 Deliver training for all selection panels.

Action 3.1.5 Establish a mentoring scheme to increase the numbers of females applying for – and successful in – competitions for senior positions.

Action 4.1.5 Ensure that demonstrated commitment to/leadership in gender equality will be taken into account for all appointments to senior roles, to ensure that those in positions of responsibility for the promotion of others are those who themselves have demonstrated a commitment to gender equality.

SL1 Promotions

In 2015, 10 internal SL1 promotional posts were filled. Five posts each were allocated to FES and FBH.

Table 29: SL1 Promotions (ALL CIT)

ALL Staff - SL1 Promotions	2015		
	👨	👩	% 👩
Applications	56.0	33.0	37.1%
Shortlisted	12.0	8.0	40.0%
Successful	7.0	3.0	30.0%
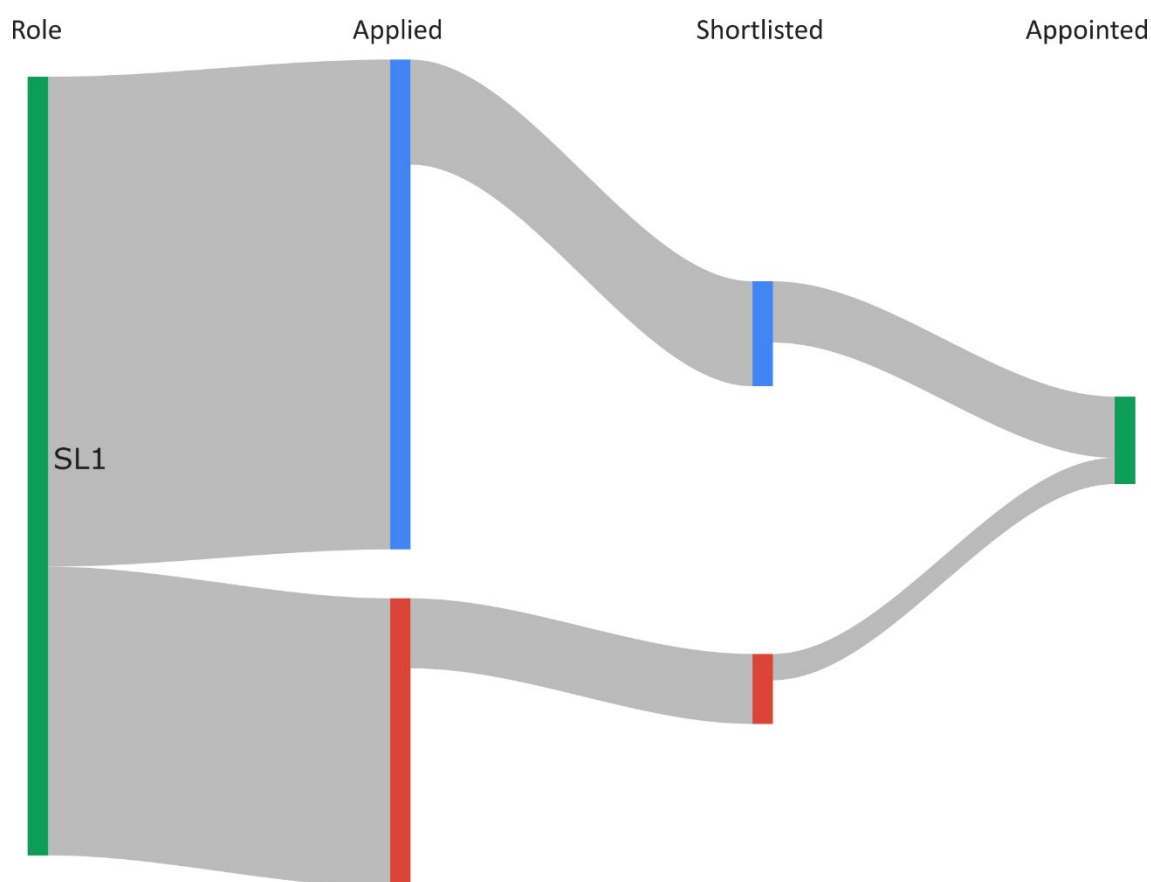
Figure 24: SL1 Promotions (ALL CIT)

The ratio of applications was 63:37 (M:F) from 89 applications. The breakdown from the 20 shortlisted candidates was similar (60:40). However, 70% of the successful appointees were male.

Table 30: SL1 Promotions (FES)

FES/STEMM Staff - SL1 Promotions	2015		
	👨	👩	% 👩
Applications	38.0	16.0	29.6%
Shortlisted	6.0	4.0	40.0%
Successful	3.0	2.0	40.0%
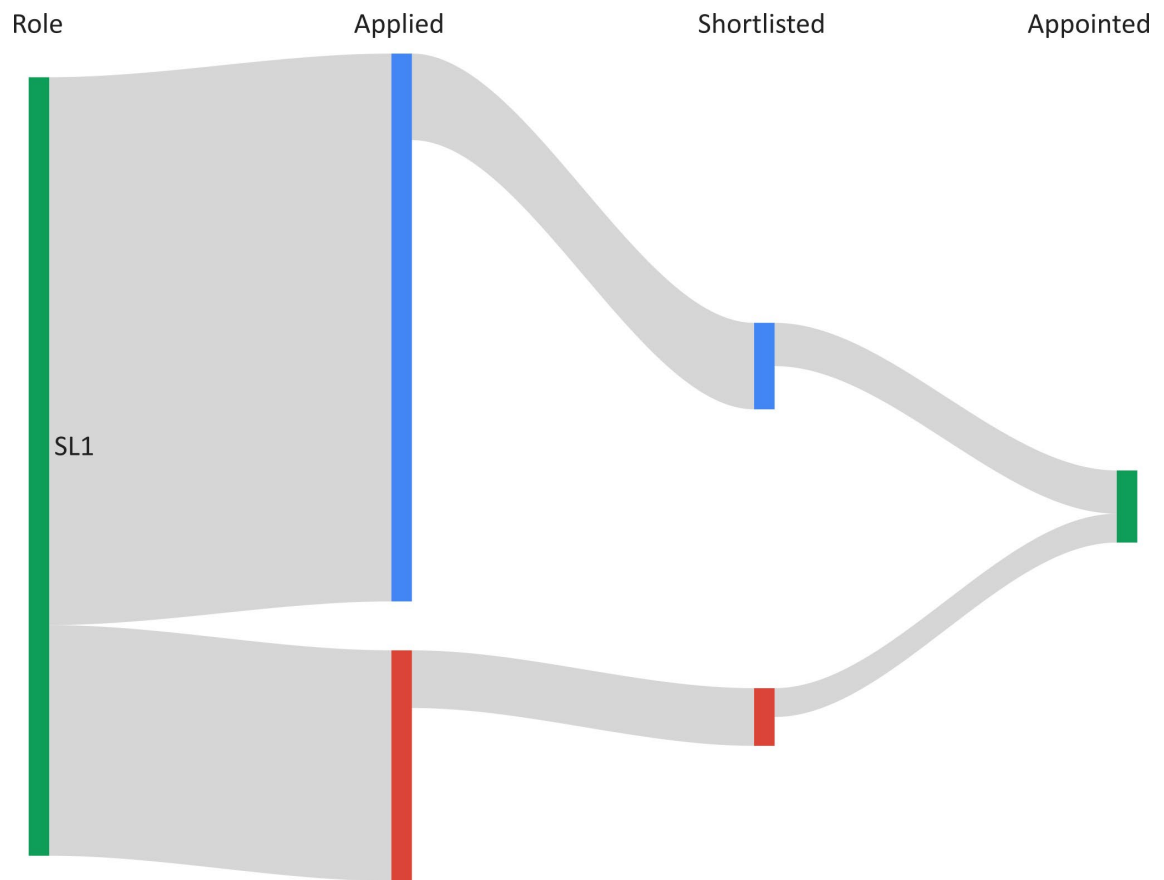
Figure 25: SL1 Promotions (FES)

In FES, 30% of the 54 applicants were female, but 40% of the shortlisted candidates were female, and 40% of the successful candidates were female. Given that in FES 27% of academic staff are female, this suggests a proportionate level of applications and a greater than proportionate level of females shortlisted and appointed. The data therefore suggests that in FES, female applicants have at least as good a chance of being successful as males.

From survey: "*It's difficult to undertake the research and training to self-develop when you are caring for small children and working reduced hours, and this may hamper promotion*."

Action 3.1.5 Introduce a mentoring scheme aimed at increasing the numbers of women applying for – and successful in – competitions for such posts.

Action 4.1.6 Review promotion and progression criteria to specifically reference how time on family leave is taken into consideration.

Appointment of President

This post was advertised in 2013 and 2016. Gender breakdown of applicants is not available for 2013 as the process was managed externally. A male candidate was appointed in 2013; no appointment was made by the selection board in 2016. The current President, male, was subsequently appointed by the Governing Body on an interim basis.

Table 31: Appointment of President at CIT

President	2013				2016			
	♂	♀	Total	% ♀	♂	♀	Total	% ♀
Applicants	N/A	N/A	26.0	N/A	10.0	2.0	12.0	16.7%
Number on Selection Board	4.0	1.0	5.0	20.0%	4.0	1.0	5.0	20.0%

The HEA National Review on Gender Equality (2016) recommends that at the final selection step, in so far as is possible, the final pool of candidates should comprise an equal number of women and men. This gender-disaggregated data is not known for the final pool for either 2013 or 2016.

Action 2.3.4 Establish a Governing Body sub-committee on gender equality.

The most recent two appointments at Vice President level were female (2014, 2017).

Table 32: Senior Recruitments SL2/SL3 – All CIT

SL2, SL3 Appointments (All CIT)	2015			2016			2017		
	♂	♀	% ♀	♂	♀	% ♀	♂	♀	% ♀
Applications	26.0	29.0	53%	20.0	12.0	38%	19.0	16.0	46%
External Applications	17.0	23.0	58%	18.0	9.0	33%	4.0	0.0	0%
Successful	2.0	3.0	60%	1.0	0.0	0%	6.0	2.0	25%

Table 33: Senior Recruitments SL2/SL3 - FES

SL2, SL3 Appointments (FES)	2015			2016			2017		
	♂	♀	% ♀	♂	♀	% ♀	♂	♀	% ♀
Applications	0.0	0.0	N/A	0.0	0.0	N/A	15.0	7.0	32%
External Applications	0.0	0.0	N/A	0.0	0.0	N/A	4.0	0.0	0%
Successful	0.0	0.0	N/A	0.0	0.0	N/A	2.0	1.0	33%

The SL2/SL3 grades (HOD, HOS) carry significant administrative workloads and responsibilities. The trend appears to be downward although numbers are small. In FES the percentages applying for and being appointed to senior positions are proportionally greater than the percentage of academic women currently working in FES (27%).

Progression

Academic recruitment is generally at AL grade, and progression to LCG is not a competitive process. Candidates who satisfy the criteria are prompted by HR to progress; 100% of presenting candidates progressed during the period. PhD-holders can progress more quickly than those without.

Table 34 lists progression data for the period 2015 – 2017 for the FES/STEMM constituency:

Table 34: Progression Data for the FES/STEMM departments

FES/STEMM Staff Progressions	2015 - 2017	
	♂	♀
AL to LCG	12.0	12.0
Technician to Technical Officer	1.0	1.0
Researcher Progression	1.0	4.0

Policies

Arrangements for AL to LCG progression are set out in Circular 03/05. Guidance documents are available for staff (i) who hold PhD (ii) who do not hold PhD (iii) who are deemed to be special cases.

4.1.5 Selection Committees

The appointment of Selection Committees involves standard procedures across the IoT sector. In most cases the Selection Committee is chaired by a Governing Body member who is not a CIT staff member.

The gender-disaggregated data for composition of selection panels and chairperson is presented in Table 35 for 2017, for academic and research posts in CIT and in the FES.

The ratio of M:F on interview panels in 2017 was 119:60, or 2 to 1. For the FES it was 85:38, or 2.2 to 1.

Table 35: Gender-disaggregated data on Selection Panels (All CIT and FES)

Academic & Research Posts (All CIT)	2017		
	👨	👩	% 👩
Chairs of panels	16.0	24.0	60.0%
Composition of selection panels	119.0	60.0	33.5%
Candidates appointed	24.0	16.0	40.0%

Academic & Research Posts (FES)	2017		
	👨	👩	% 👩
Chairs of panels	10.0	17.0	63.0%
Composition of selection panels	85.0	38.0	30.9%
Candidates appointed	22.0	6.0	21.4%

Policies

Training for selection/interview committee members is limited, if at all. Focus groups feedback is that the selection process is outdated and needs modernisation.

Action 3.1.4 Develop and publish CIT Gender Balance Policy, stating CIT's commitment to a minimum gender balance of 40% women and 40% men on all decision-making committees (including selection panels).
Action 3.1.3 Provide regular training – including on unconscious bias - to all members of selection boards.

Word Count = 1276

Summary Actions for Section 4.1

Action Number	Action
4.1.1	Support and facilitate a staff induction and mentoring programme delivered by a gender-balanced team on an institute-wide basis.
4.1.2	Designate and train an AS champion in each Department who can provide training to staff at all levels from front-line to management.
4.1.3	Engage with all unions with a view to re-establishing a formal performance development system such as PMDS.
4.1.4	Support and increase the visibility of - and funding for - available training opportunities for all staff by instigating an Institute-wide database of training opportunities, including specific female leadership initiatives. Develop a comprehensive career development awareness programme and provide additional resources in the HR Office.
4.1.5	Evidence of demonstrated leadership in / commitment to gender equality will be taken into account in appointments to senior management positions, including VPs, Heads of Faculty, Heads of School, Heads of Departments and as part of ongoing performance reviews.
4.1.6	Review Promotion and Progression criteria to specifically reference the time taken for maternity/paternity/adoptive leave.

4.2   Career Development

4.2.1   Support Given to Post-Doc Researchers for Academic Career Progression

The Researcher Career Framework outlines the current policies and supports for career progression and personal development. The focus is on performance development, setting individual objectives and working on a development plan.

4.2.2   Training

Training has been available in recent years to female staff through the Aurora Leadership Programme. There were 12 participants from CIT in the three years 2015 - 2017.

From survey, "*It is surprising in an Institute of Technology that there is no clear member of HR staff with responsibility for staff training.*"

Action 4.2.1 Allocate and appoint resources to manage, analyse and report on all institute-wide data sets.

Action 4.1.4 Support and increase the visibility of – and funding for - training opportunities for all staff including specific female leadership initiatives; also implement a career development awareness programme with additional resources in HR for support.

Since 2014, a Staff Doctorate Scheme has been in place; PWT and CID academic staff are eligible to apply. Successful applicants are funded for 4 years – CIT covers the cost of tuition fees; a timetable alleviation of up to 3 contact hours per week was in place up to and including 2017-2018.

Table 36: Staff Doctoral Scheme 2015 - 2017

Staff Doctoral Scheme	2015 - 2017		
	(male)	(female)	% (female)
Staff graduated (All CIT)	17.0	8.0	32.0%
Staff graduated (FES)	8.0	3.0	27.3%

Senior staff in CIT have had the following training opportunities:

Table 37: Training Opportunities for Senior Staff

Course Title	Year
Conflict resolution	2016
Recruitment & Selection	2016
Interview Training	2016
Conflict Management	2016
Introduction to Leadership (Headship)	2015/2016

Word Count = 145

Summary Actions for Section 4.2

Action Number	Action
4.2.1	Allocation and appointment of key resources to manage and analyse all institute-wide data sets, e.g. data analyst role.

4.3   Flexible Working and Managing Career Breaks

Survey responses indicated that 73.3% of respondents had not taken formal maternity, paternity, parental or adoptive leave, although 49.7% indicated that they had caring responsibilities of some type, which could include staff not eligible for or availing of leave, but with children or ageing relatives.
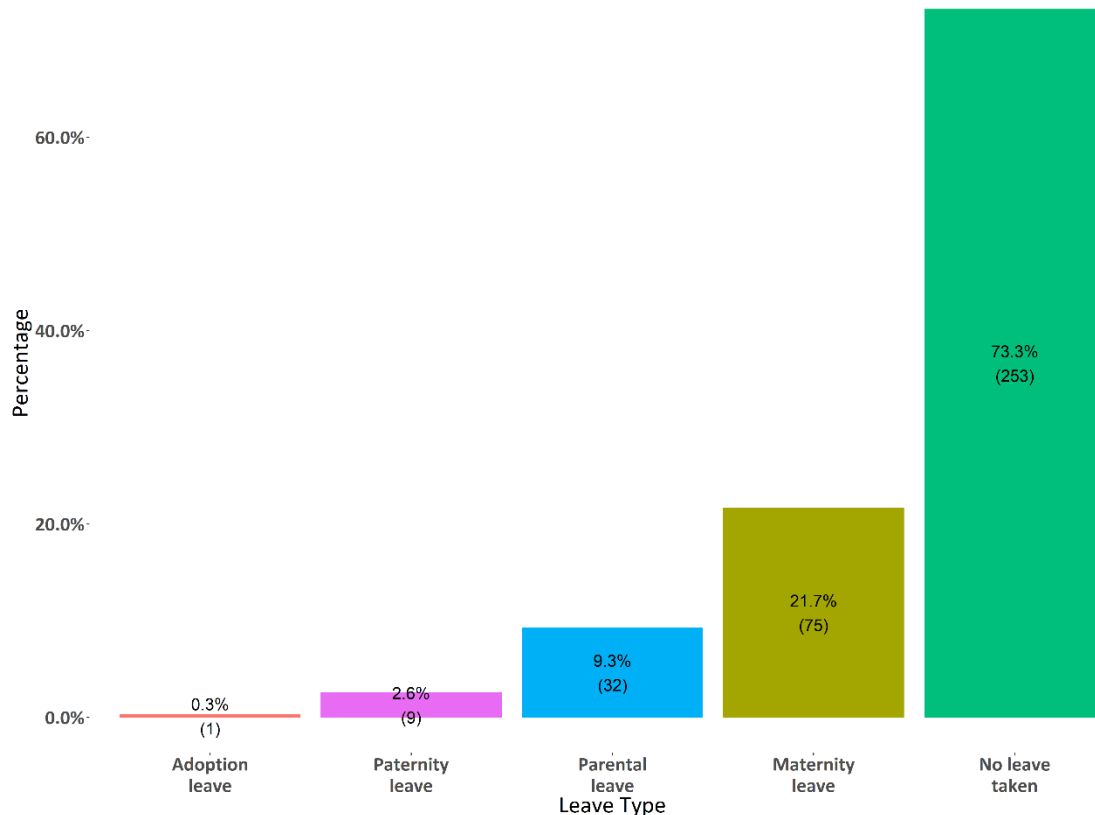
Figure 27: Survey - Leave Types Availed of

69.7% indicated that they were aware of, or had benefitted from, career break options, 42.2% aware of Reduced Working Week option, 26.1% aware of the Shorter Working Year option, 52.1% aware of unpaid leave of absence, 34.6% aware of Flexible Working Hours option.

Apart from Career Break and Unpaid leave, these options are not open to academic staff.

Focus groups indicated general unhappiness with the level of information provided about leave options and entitlements, and the bureaucracy associated with engaging with HR. Academic staff expressed frustration at the leave options available to them.

Action 4.3.1 Update the HR website to ensure greater transparency and awareness of staff entitlements regarding policies and leave options.

Action 4.3.2 Provide management training and the development of "Family Leave Toolkits" to enable greater consistency across CIT in how staff availing of leave are supported. This action also will deliver a specific resource in HR to report on leave.

Action 4.2.1 Provide a resource to analyse institute-wide data sets.

4.3.1 Cover and Support for Maternity and Adoptive Leave

CIT's maternity leave scheme, open to all staff categories, irrespective of contract type and without any eligibility threshold, provides continuation of full pay for the duration of paid maternity leave (26 weeks). An additional 16 weeks unpaid is a statutory entitlement.

While academic staff on maternity leave generally have their teaching hours covered, administrative aspects are not always covered. Furthermore, duties of administrative staff are not always fully covered by replacement hours. This places an increased burden on others, often impacting on academic staff workload.

Action 4.3.3 Commit to fully covering maternity and adoptive leave for all staff.

Action 4.3.4 Engage with funding bodies to ensure research staff taking maternity leave have funded cover and are supported for a period on return.

4.3.2 Maternity Return Rate

Table 38: Maternity Leave and Return Rate

Leave (Female only)	2015	2016	2017
Maternity Leave	48	26	20
Unpaid Maternity Leave	15	14	15
Return rate	100%	100%	90%

CIT's Policy on the Protection of Pregnant Employees Regulations states: "*CIT will provide and maintain a suitable, smoke-free room or area where pregnant and nursing mothers may take their rest breaks in a degree of privacy and calm*". While nursing facilities have been made available when requested there is currently no designated area.

Action 4.3.5 Address – beyond the minimum statutory requirements - the needs of nursing mothers returning to the workplace.

Table 39: Staff Survey: Impact on career of family leave

Mean scores by male and female respondents (1 - 5) (where 1 = strongly disagree, 5 = strongly agree)	♂	♀
Taking family leave at CIT would negatively impact my career	2.7	3.0
Taking family leave at CIT has negatively impacted my career	2.3	2.5
I was supported by my Department/School/Unit prior to my family leave*		4.2
Arrangements were made for me to keep in touch to the extent I wished*		3.6
Colleagues took on some/all of my duties during my leave*		3.7
Part-time/temporary staff hired to cover some/all responsibilities while I was on leave*		3.3
I covered some of my work responsibilities while on leave*		2.5

* Very low levels of male responses

From survey, "*I did avail of Parental Leave, taking one day per week. It negatively impacted in that I had to do 5 days' work in 4. Very stressful at the time as no-one was picking up the workload on the 5th day. It was relief to come back to work full time.*"

54% of staff overall (55% of female staff) agreed/strongly agreed that arrangements were available to keep in touch during family leave to the extent desired; however, comments were mixed, and the focus group also highlighted expectations of continuing to do work, such as meeting students, while on leave. It has been agreed to deliver a "Keeping-in-Touch Days" trial in the Department of Biological Sciences for a one-year period, before review and institute-wide implementation.

50% of female staff reported receiving support from their department after returning from leave.

Action 4.3.6 will establish a Maternity Connections Staff Network to gather feedback from recent maternity leave returners about their experiences; this will inform appropriate Institute supports.

Action 4.3.7 will pilot voluntary "staying in touch" days in the Department of Biological Sciences for a one-year period.

Action 4.3.8 will consider measures to address workload issues for returning staff including the introduction of grants to support getting back up to speed (subject to a maximum amount per annum).

From survey, "*I returned to new modules because while I was out on leave my modules were given to other members of staff. This put me under a lot pf pressure upon my return. In addition, I was asked to attend a few meetings while I was on maternity leave (e.g. 6 weeks after birth) which I attended.*"

Action 4.3.9 Formalise a workload management model that is fair and transparent.

Action 4.3.10 Review the timetabling allocation guidelines to make reference to flexible working arrangements.

Action 3.2.1 Review all relevant policies including best practices in the existing "Excellence in HR Strategy 4 Researchers".

4.3.3   Paternity, Adoptive and Parental Leave Uptake

CIT introduced a Paternity Leave policy granting 3 days entitlement in 2016. However, since August 2017 this policy is now in line with The Paternity Leave and Benefit Act 2016[7], providing statutory paternity leave of 2 weeks.

Paternity leave uptake has risen since being introduced; as is uptake on parental leave, the majority of which is taken by female staff.

Table 40: Paternity and Parental Leave

Paternity and Parental Leave	2015			2016			2017		
	👨	👩	%👩	👨	👩	%👩	👨	👩	%👩
Paternity Leave	N/A	N/A	N/A	2.0	0.0	0.0%	12.0	0.0	0.0%
Parental Leave	2.0	35.0	94.6%	1.0	37.0	97.4%	1.0	52.0	98.1%

4.3.4   Flexible Working

The staff survey indicated:

Table 41: Staff Survey: Views on Flexible Working

I am able to work flexible hours if needed	38%
No opportunity for flexible working is available to me	17%
I do not know if I am allowed to work flexible hours	29%
No response	16%

From survey, "*I have a sense that these options are not available to those in senior management, which is a major barrier to women being promoted at a younger age, or at least at a similar age to their male peers.*"

The academic contract of employment addresses work location and working hours obligations as follows:
> "*It is understood that your place of work will principally be the university at campus but that it may be varied from time to time to include other locations consistent with the requirements of your work. Taking account of the provisions of the Organisation of Working Time Act 1997, you will work such hours as are reasonably necessary for the proper performance of your duties and responsibilities*".

For all other staff, CIT also operates a Shorter Working Year scheme and reduced working hours arrangements.

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[7] http://www.irishstatutebook.ie/eli/2016/act/11/enacted/en/html

The 2019 survey will include a focus on male uptake of leave options.

Action 3.2.1 Review all family policies to ensure they are same-sex parenting friendly, with flexible work opportunities relevant to all staff. The Bereavement and Study Leave policies will also be included to ensure they are more sympathetic to staff, as focus groups and town hall feedback was that HR is seen as "… *more concerned with paperwork than people*".

Word Count = 784

Summary Actions for Section 4.3

Action Number	Action
4.3.1	Update HR website to ensure that all staff can easily access information on Family Leave policies, entitlements, and options.
4.3.2	Establish a comprehensive Family Leave toolkit to assist management and staff availing of leave to ensure consistency of awareness and implementation across CIT. Required attendance at HR workshops (on family leave policies and approaches) for managers of staff availing of family leave, but also open to all staff. Designated resource in HR to deal with - and report on - all leave-related queries.
4.3.3	Provide full cover for maternity and adoptive leave for all staff.
4.3.4	Provision of full cover for research staff and postgraduate students who may be on maternity/adoptive leave. Engage with, and lobby, funding agencies to ensure awareness of this as an issue.
4.3.5	Identify & allocate appropriate designated area for nursing mothers to avail of for as long as required (eliminating the current 6-month limit on employee entitlements regarding nursing mothers).
4.3.6	Develop Maternity Connections staff network for women who return from maternity leave, to provide mutual support and to explore any issues that arise.
4.3.7	Implement a maximum of 5 voluntary 'Staying in Touch' days on a pilot basis in the Department of Biological Science for a one-year period and a full roll-out pending success.

4.3.8	Investigate and cost a range of measures to address workload cover for academic staff on return from maternity/adoptive leave, e.g. phased return to work or funded time to upskill.
	In the immediate term, put a system in place to offer a grant of up to €5000 per applicant for teaching or research assistance for academic staff returning from maternity/adoptive leave, subject to a competitive process and a maximum of €40K per annum for the next three years.
	For research staff a 6-month post-leave protected research period will be piloted for 3 years.
4.3.9	Formalisation of a workload management model that is fair and transparent, and it should be tracked. Key words for the model include: acknowledgement, recording, rewarding, fair, reasonable and transparent. Review existing workload allocations including Croke Park Hours.
	Develop a handbook for Heads of Function covering workload allocation (principles informing same), managing colleagues about to take leave, allocation of duties.
	Training for management and heads of function.
4.3.10	Review the timetabling guidelines, the review process to be led by Academic Council, but to involve consultation with the wider staff and student constituencies. Consider specific references to flexible work arrangements.
	Ensure, through relevant timetabling guidelines and handbook for Heads of Function, that the principle of conserving a lecturer's allocation of modules insofar as possible on return from maternity/carers' leave is adhered to.

4.4 Organisation and Culture

4.4.1 Proportion of Heads of School/Faculty/Department by Gender
CIT currently operates a three-tier academic management structure:
- 2 Faculties (SL3)
- 8 Schools (SL3)
- 26 Departments (SL2)

Other central posts (e.g. Research, Quality Enhancement) at academic management grades include three SL3 and five SL2 posts.

Table 42: Academic Senior Management by Gender (All CIT)

SL2/SL3 Academic Management	2018		
	(male)	(female)	% (female)
SL2	19.0	12.0	38.7%
SL3	9.0	4.0	30.8%
Total	**28.0**	**16.0**	**36.4%**

Table 43: Academic Senior Management by Gender (FES)

SL2/SL3 Academic Management (FES)	2018		
	(male)	(female)	% (female)
SL2	10.0	2.0	16.7%
SL3	2.0	0.0	0.0%
Total	**12.0**	**2.0**	**14.3%**

Table 7 shows that females comprise 43.9% of the overall CIT academic staff, whereas only 36.4% of academic management are female, and only 30.8% of the SL3 tier are female.

The data for FES is similar: *Table 9* indicates that 27% of academic staff in FES are female. However, females in management in FES/STEMM make up only 14.3%, with none at the higher tier.

The under-representation of females in management won't be easy to address in the short-term given that all management positions are appointed on a permanent basis, and vacancies usually only arise following the retirement or promotion of a post-holder.

The 2018 age profile of senior staff (SL1/SL2/SL3 – WTE) is listed in *Table 44.*

Table 44: Age Profiles of Senior Staff (SL1/SL2/SL3) by Gender at end 2017

All CIT SL1/SL2/SL3	End 2017		
	👨	👩	% 👩
Under 46	14.2	1.0	6.6%
Age 46 – 51	9.0	7.5	45.5%
Age 51 – 55	10.0	6.0	37.5%
Age 56 – 60	8.0	3.0	27.3%
Age 61 – 65	6.0	2.0	42.9%

From *Table 44,* men are being promoted at a younger age and in larger numbers than women.

Action 3.1.4 Establishes a Gender Balance Policy for CIT and define targets of minimum 40% of each gender on all decision-making bodies by 2020. Mechanisms for implementing this are also defined.

Action 3.1.5 Establish a mentoring scheme to increase the numbers of females applying for – and successful in – competitions for senior positions.

Action 4.1.5 Ensure that demonstrated commitment to/leadership in gender equality will be taken into account for all appointments to senior roles, to ensure that those in positions of responsibility for the promotion of others are those who themselves have demonstrated a commitment to gender equality.

4.4.2   Gender Balance on the Senior Management Team

Institute Executive Board (IEB)

The IEB forms the CIT senior management team. The composition and gender breakdown is per *Table* 45*:*

Table 45: Composition of IEB

Institute Executive Board (IEB)	2015			2016			2017		
	👨	👩	% 👩	👨	👩	% 👩	👨	👩	% 👩
President	1.0	0.0	0.0%	1.0	0.0	0.0%	1.0	0.0	0.0%
Vice Presidents	2.0	1.0	33.3%	2.0	1.0	33.3%	1.0	2.0	66.7%
Heads of Faculty/College	3.0	0.0	0.0%	2.0	0.0	0.0%	2.0	0.0	0.0%
Head of Strategic Development	1.0	0.0	0.0%	1.0	0.0	0.0%	1.0	0.0	0.0%
Total	**7.0**	**1.0**	**12.5%**	**6.0**	**1.0**	**14.3%**	**5.0**	**2.0**	**28.6%**

Figure 28: Gender Breakdown of IEB

The additional female who joined the IEB in October 2017 is Acting Registrar and VP for Academic Affairs. Prior to this, gender balance was poor as highlighted in *Table 45*.

In June 2018, the Director of the MTU project (male) joined the IEB. In September 2018, the President also included additional HOS nominees from FES and FBH (one male, one female), and the Chair of the Heads of Department group (male).

Action 3.1.4 Develop and publish CIT Gender Balance Policy, stating CIT's commitment to a minimum gender balance of 40% women and 40% men on all decision-making committees.

The staff survey indicated that there are differences, by gender, as to how staff view the diversity of decision-making (*Figure 29*), with fewer female respondents agreeing with the statement, and, in general, a wider spread of responses overall from this cohort.
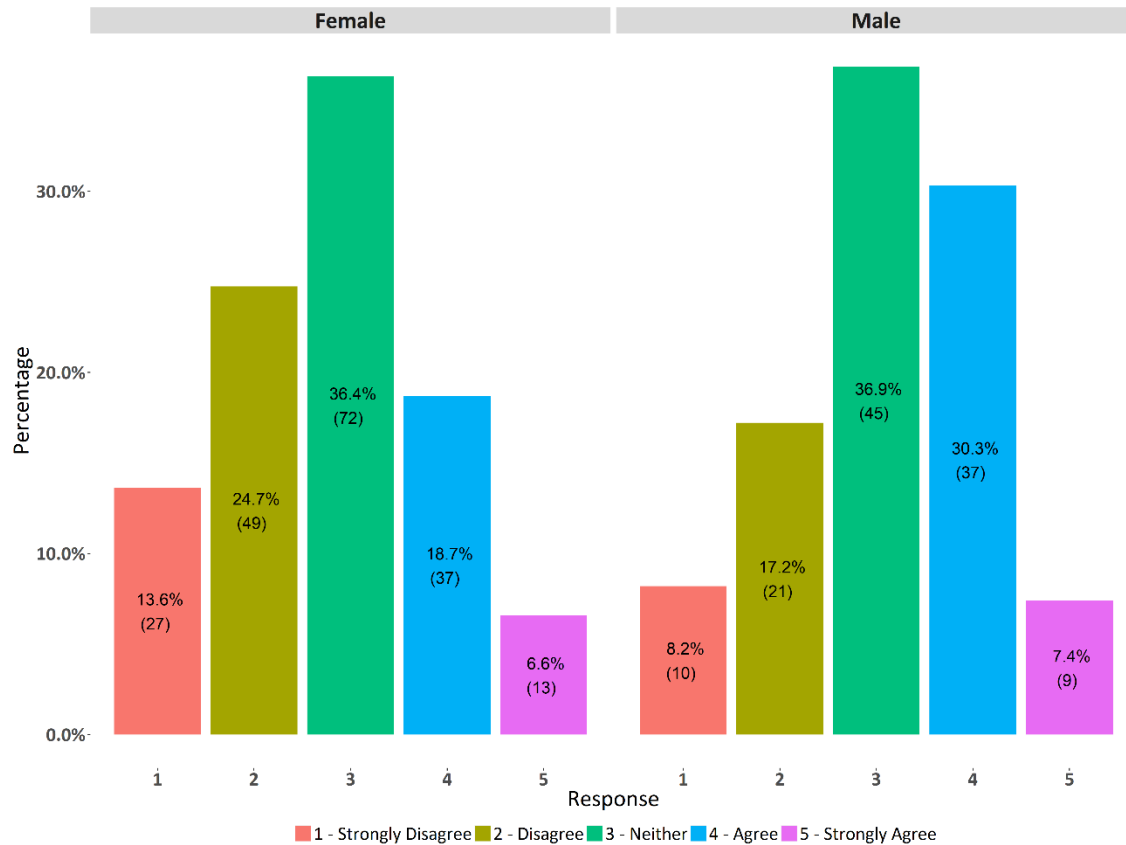
Figure 29: Management & Policy Makers Represent a Diverse Set of Views

4.4.3   Representation of Men and Women on Committees

Governing Body

The composition of the CIT Governing Body is defined by the Institutes of Technology Act 2006; there are 19 members including the Chair and President. The breakdown is provided in *Table 46*. There is a statutory requirement for gender balance for the two academic staff nominees, and a recommendation for overall gender balance.

Table 46: CIT Governing Body

Governing Body	2015		%	2016		%	2017		%
Members	12.0	7.0	36.8%	12.0	7.0	36.8%	11.0	7.0	38.9%

Figure 30: CIT Governing Body

Governing Body sub-committees are described in *Table 47*, with imbalances in five of six committees.

Table 47: Governing Body Sub-Committees

Sub-Committees of Governing Body	2018			
	👨	👩	% 👩	Chair
Arts	2.0	8.0	80.0%	F
Audit and Risk	3.0	1.0	25.0%	M
Finance	4.0	3.0	42.9%	M
MTU	5.0	2.0	28.6%	M
Staff Appointments	6.0	1.0	14.3%	M
Strategic Development	8.0	0.0	0.0%	M

| | | **Action 2.3.4:** Establish a Gender Equality sub-committee of Governing Body |

This sub-committee will have responsibility for ensuring that Governing Body committees adhere to the 40% targets.

Academic Council

CIT's Academic Council (AC) has 105 members, with equal numbers of academic management and elected academic staff. The term of office for elected members is three years. The last elections were held in 2016.

Gender quotas for elected staff were introduced prior to the 2016 election, with a minimum of 40% of each gender required for each constituency.

Table 48 suggests that this has had an effect, and, along with increased numbers of ex-officio females, has contributed to a more gender-balanced AC. It can take up to a year to fill all vacancies post-election, as initially there may not be enough nominees. Informal feedback indicates that this may be due to workload, timetabling, reluctance to go forward for election, timing/duration of meetings, lack of awareness of and/or interest in Academic Council. While current procedure advocates that meetings end by 4pm, typically meetings run overtime.

Table 48: Academic Council Composition

Academic Council	2015			2016	2017		
	(male)	(female)	% (female)		(male)	(female)	% (female)
Ex-Officio	39.0	18.0	31.6%	ELECTIONS	33.0	21.0	38.9%
Elected members	28.0	12.0	30.0%		25.0	16.0	39.0%
Total	**67.0**	**30.0**	**30.9%**		**58.0**	**37.0**	**38.9%**

| Elected Members | Whole Council |

2015 70.0% (28) / 30.0% (12)
2016 60.5% (26) / 39.5% (17)
2017 61.0% (25) / 39.0% (16)

2015 69.1% (67) / 30.9% (30)
2016 64.6% (64) / 35.4% (35)
2017 61.1% (58) / 38.9% (37)

Year
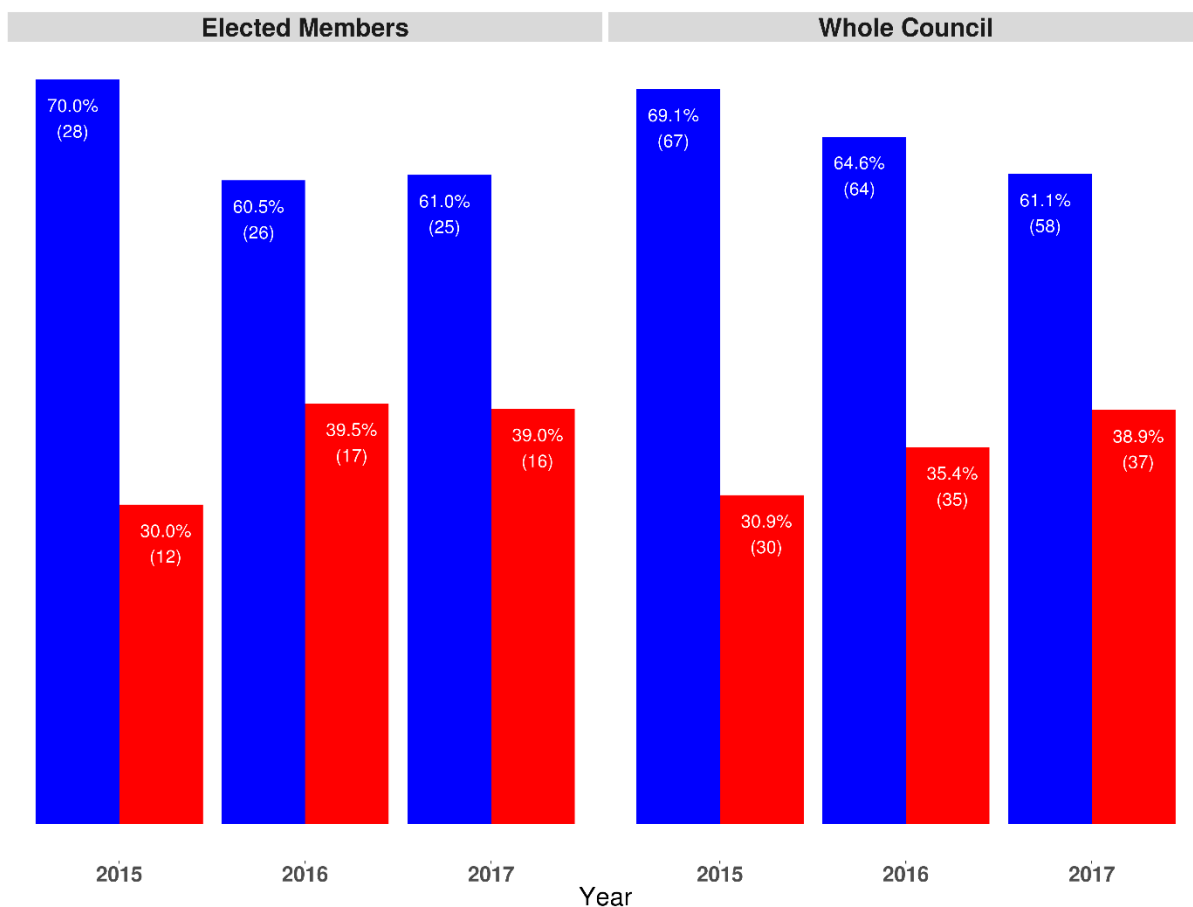
Figure 31: Academic Council by Gender

Action 4.4.1 Survey staff to ascertain overall awareness levels of Academic Council (AC) and the importance of engagement with AC for those interested in career progression. Responses will determine nature of future communication around AC.

Action 4.4.2 Review the nomination and election processes for AC, to ensure they support gender equality.

Committees of Academic Council

The President and Registrar are ex-officio members of all committees of AC. *Table 49* and *Figure 32* illustrate the gender balance on these committees.

The high concentration of research activity in male-dominated FES has an influence on the composition of the Research & Innovation committee.

There is a concern that the implementation of gender quotas may result in the minority gender being over-stretched.

Table 49: Academic Council Committees

Committees of Academic Council	2015 - 2017			
	👨	👩	% 👩	Chair
Academic Planning & Review	6.0	6.0	50.0%	🟥
Admissions	5.0	4.0	44.4%	🟦
Learning Resources	5.0	5.0	50.0%	🟥
Regulations	5.0	5.0	50.0%	🟥
Research & Innovation	11.0	5.0	31.3%	🟦
Standing Orders	3.0	3.0	50.0%	🟦
Executive	10.0	6.0	37.5%	🟦
Total	**45.0**	**34.0**	**43.0%**	
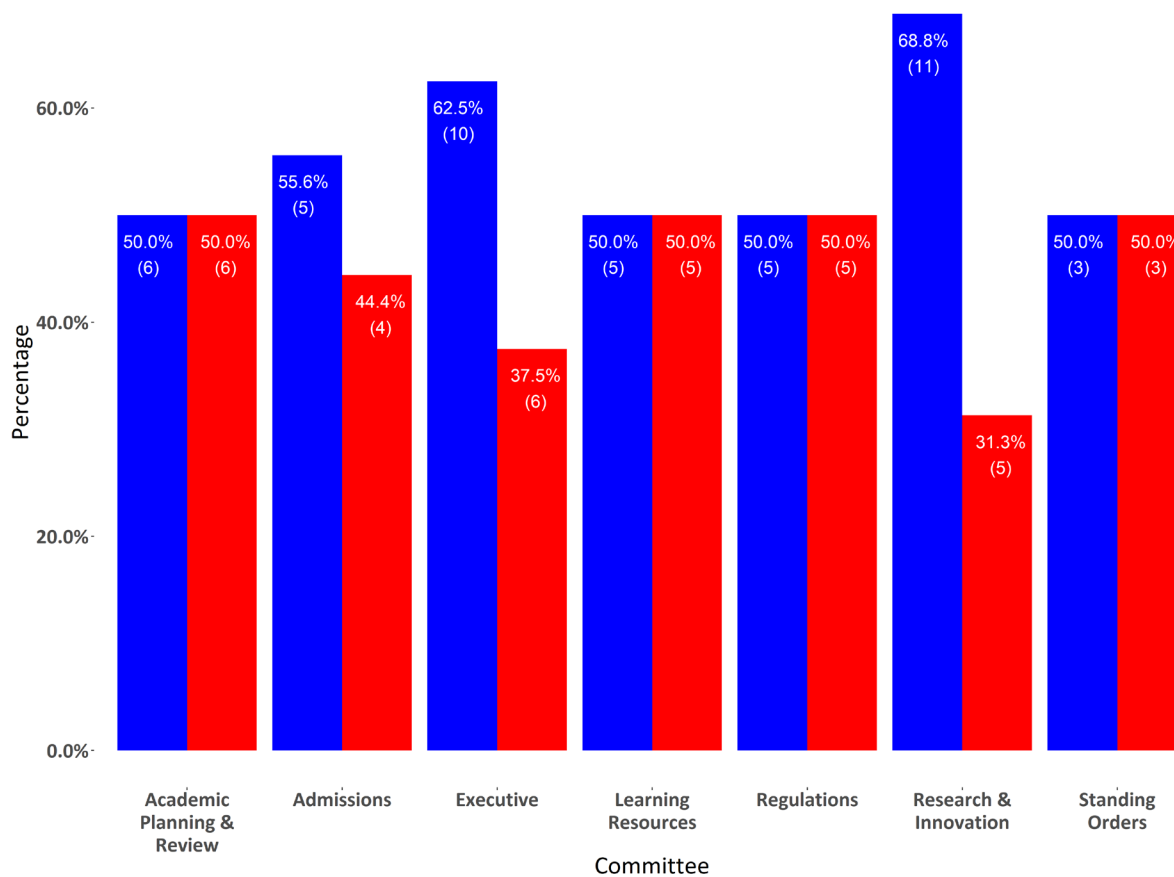
Figure 32: Academic Council Committees

Discussions among SAT members noted the significant involvement of academic staff in quality assurance processes such as institutional review, validation and accreditation panels.

Action 4.4.4 Ensure that language used in submissions is gender-neutral.
Action 4.4.5 Commit visiting panels to be gender balanced in line with CIT policy.

4.4.4   Workload Model

The survey indicated dissatisfaction among both male and female respondents as to the allocation of workload in a fair and transparent manner. However, overall, staff agreed that their workload was reasonable (All: 3.17, females: 3.15). 35 of 45 comments on this topic in the survey were from females.

From the staff survey (on workload), "*There are times in the year where the workload isn't reasonable especially at the start of the academic year and it can impact on work life balance.*"
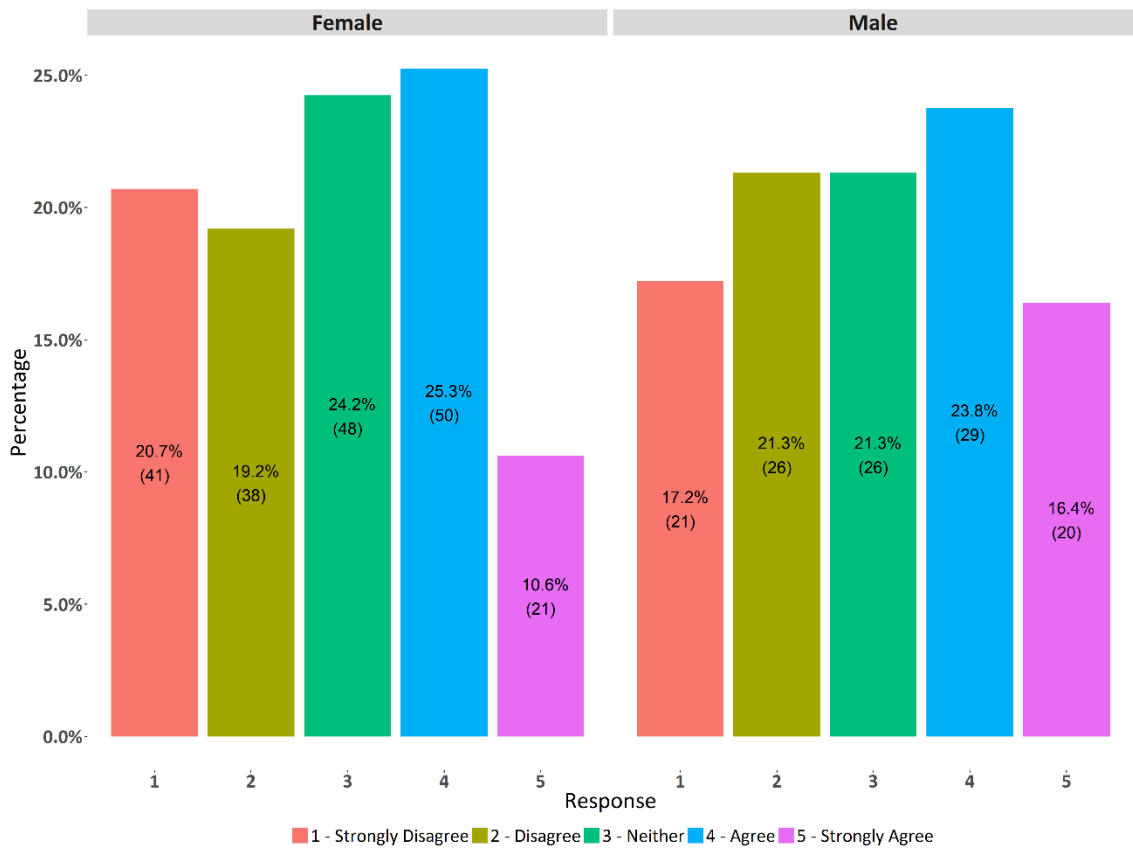
Figure 33: Workload is Allocated in a Fair and Transparent Manner

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Action 4.3.9 Formalise a workload allocation model that is fair and transparent.

Academic Council approved a set of timetabling guidelines in May 2015. The main overarching criterion is student experience, though there is reference to lecturer workload.

When a lecturer is replaced for maternity/adoption leave or for extended sick leave, the timetable may change to accommodate the replacement. It can be difficult to restore that lecturer's timetable upon their return.

Action 4.3.10 Review timetabling and module allocation guidelines to support, as far as is practicable, those with caring responsibilities.

Responsibilities such as Class/Course Coordinator, AC member, peer mentor, membership of Institute boards/committees can entail many additional administrative hours even while enhancing the CV.

Action 4.3.9 Develop a handbook for Heads of Function on workload allocation, to ensure better consistency and transparency across CIT.

In cases where conversations with managers on performance had taken place (30.1%), there was reasonable agreement that there was an opportunity to provide feedback (mean = 3.82) and to discuss workload (mean = 3.76).

4.4.5 Timing of Institution Meetings and Social Gatherings

There was a very clear response from male and female survey respondents that key meetings should be held between specified core times, e.g. 10 a.m. to 4 p.m. The high lecture contact hours could mean that such an action excludes staff from attending meetings.

At present, many meetings of Academic Council and Governing Body exceed 2.5 hours' duration and continue past 17:00.
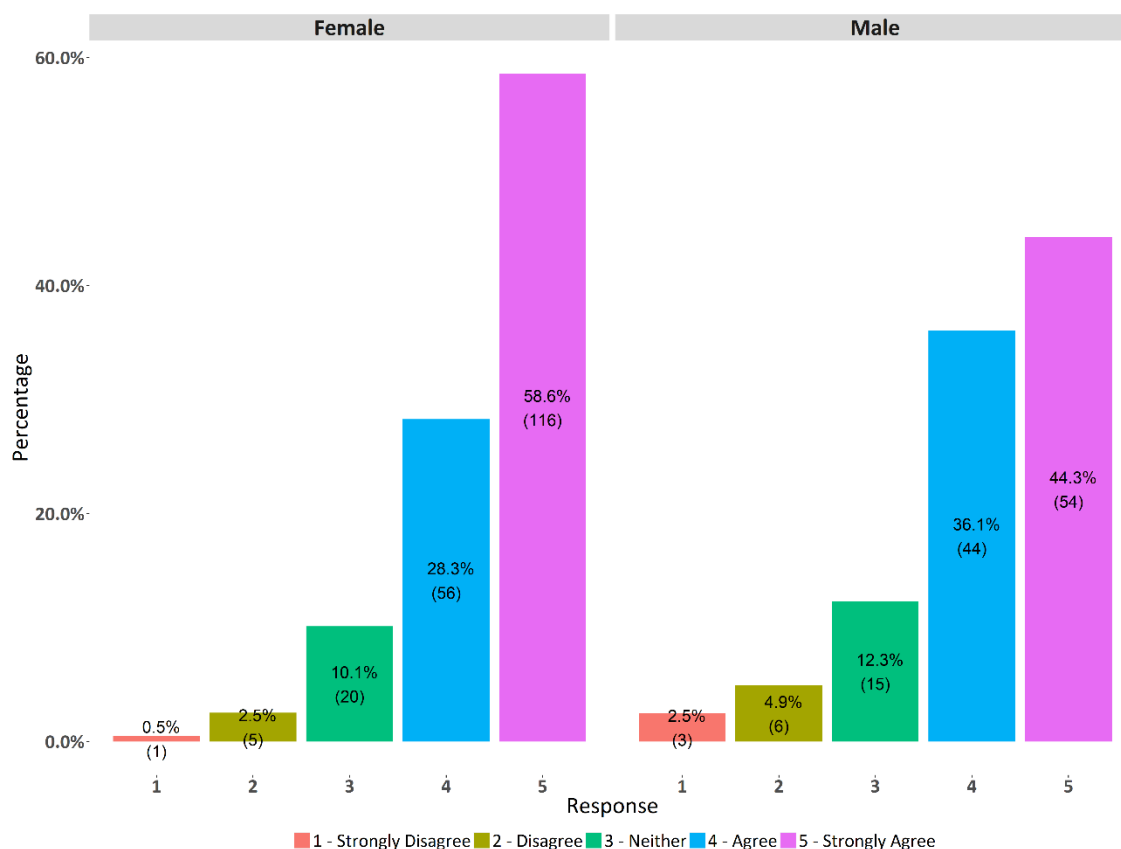
Figure 34: Staff Survey - Preferred times for Key Meetings

> **Action 4.4.3**: All meetings should be held during core hours, with defined start <u>and</u> end times, and adequate notice to be given. Also training for Chairs of meetings. To be reviewed after two years.

Overall there was reasonable satisfaction that key staff meetings are inclusive and well-attended (Overall: 3.35; F: 3.37; M: 3.35) and held at times that facilitate attendance (Overall: 3.71; F: 3.64; M: 3.86).

Other results indicated that key staff meetings are planned with adequate notice for those with caring responsibilities (Overall: 3.49; F:3.42, M: 3.65) and organised/formal social gatherings are scheduled at times that make it feasible for people to attend (Overall: 3.53; F: 3.48; M: 3.65).

4.4.6 Visibility of Women as Role Models

There are many accomplished women in senior positions in CIT. Two of the three current VPs are women. The VP for External Affairs has worked in senior management since 1999 at HoD, HoS and as Head of College and Faculty, sitting also on numerous internal and external boards. The permanent post held by the Acting Registrar and VP for Academic Affairs is that of Head of Mathematics, the first female Head of Mathematics in the Irish HE sector. Two women have the designated title of Professor, as outlined in *Table 50*.

Two of the leads in CIT's outreach work in STEMM are women (Dr Mary Moloney and Norma Welch); these women lead I WISH activities, connecting CIT to the national I WISH initiative.

From the survey, "*The percentage of women interested in my field is very small in comparison to men causing a natural imbalance.*"

Action 4.4.14 addresses the visibility of women in CIT, including at prize-givings, conferrings and other public events.

Table 50: Senior Female Role Models in CIT

Professor Margaret Linehan (HoS of Humanities), recently recognised by the British Academy of Management for contribution to the field.

Professor Irene Sheridan (Head of CIT Extended Campus), Board Member, QQI[8], previously first female Head of any Electronic Engineering Department in Ireland.

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[8] *Quality & Qualifications Ireland; www.qqi.ie*

Captain Sinead Reen (Head of Department of Maritime Studies at National Maritime College of Ireland)

Ireland's first female Master Mariner:
https://www.irishtimes.com/life-and-style/people/meet-ireland-s-first-female-master-mariner-1.3704624

Dr Breda Kenny (HOS of Business), elected board member of European Council for Small Business and Entrepreneurship, appointed external expert evaluator to the European Institute of Innovation & Technology in 2018.

Aiveen Kearney, Head of CIT Cork School of Music

Catherine Fehily, Head of CIT Crawford College of Art & Design

CIT also promotes visibility of female student role models. Female students typically constitute ~15% of multidisciplinary teams for national/international engineering competitions. In 2016/2017, 60% of the teams elected female team leaders.

Six multidisciplinary teams won national / international awards in 2017/18; of these, 5 had elected female team leaders (*Figure 35* and *Figure 36*).

Figure 35: StrydeTech, Engineers Ireland Innovative Student of the Year 2018

Figure 36: Poster featuring award-winning CIT Students at Universal Grand Challenge Awards 2018

The President of CIT Students Union has been male every year, bar one.

Six venues/lecture theatres in CIT Bishopstown were given designated names in 2008 (all male). The Doolan Room in CIT CSM is named after the late Bridget Doolan (former Principal of the CSM).

Action 4.4.6 A significant new building/venue in CIT will be named after a woman, and any future naming of venues will be done in a manner to move towards compliance with the targets established by the CIT Gender Balance Policy (**Action 3.1.4**).

Within FES, given the strong emphasis on addressing female pipeline issues, care is taken to ensure gender balance in Q&A panels for outreach events. Photographic evidence via Faculty social media posts suggests this is the case (*Figure 37*).

Figure 37: Faculty of Engineering & Science (FES) Facebook page

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Action 4.4.5 Establish gender balance targets for all external panels.
Action 4.4.7 Establish planning guidelines for events and internal activities to ensure compliance with the Gender Balance Policy targets.

The gender balance of graduate profiles on the CIT website and in CIT's Undergraduate Prospectus is satisfactory. The Marketing Unit requests departments to submit one image of each gender per programme.

4.4.7 Childcare

There are no childcare facilities in CIT, and no arrangements in place to facilitate childcare nearby.

20% of staff responded in the survey that specific supports were available after returning to work, but 23% articulated specific difficulties relating to childcare after returning to work.

60% stated that childcare facilities on campus would help, (66 female, 8 male responses).

A significant – but unsuccessful - effort was made to provide CIT with a crèche ~10 years ago. The challenges involved in realising this project are significant; a private provider may be the solution.

Action 4.4.8 Conduct a staff and student survey specifically on creche needs and include a creche in the campus masterplan.

4.4.8 Culture

The survey and focus groups indicated that CIT is generally deemed "a nice place to work", with collegiality among peers, especially within departments. However, feedback also indicates a need for improved collegiality across CIT.

There was a reasonably high level of satisfaction in relation to employees' perception of how fairly they are treated in relation to the nine grounds of equality (*Figure 38*).
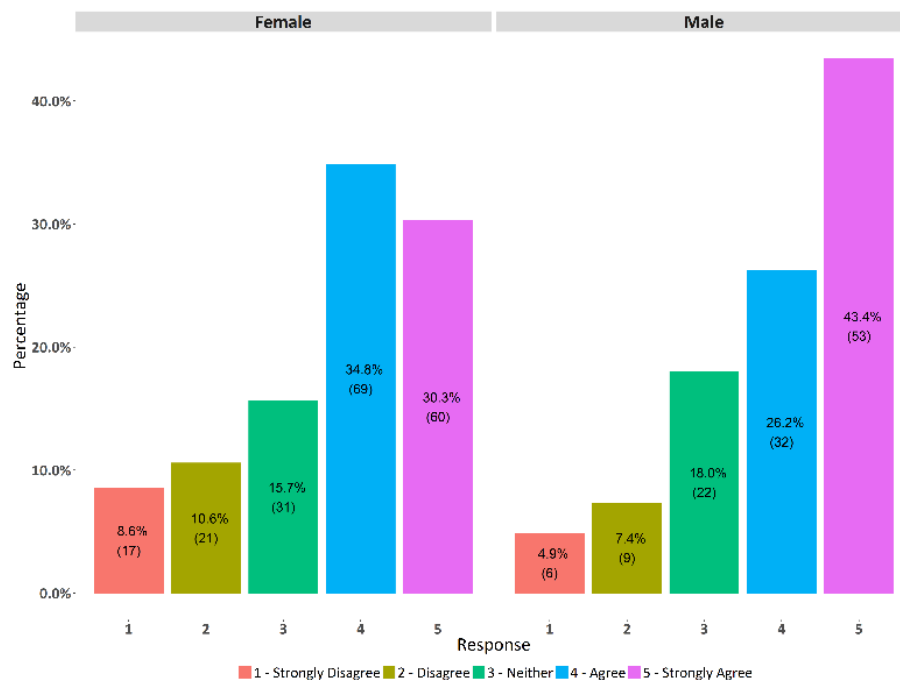
Figure 38: I am treated fairly, based on merit
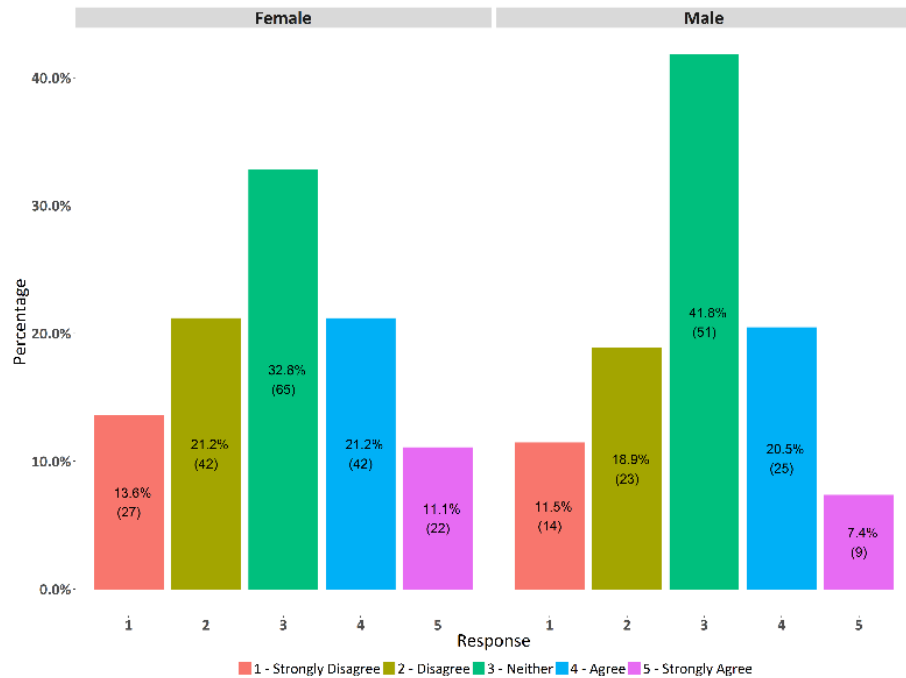
Figure 39: CIT promotes clear values and expectations about how people should behave towards each other

The response is more negative for how CIT promotes expectations of how people should treat each other (*Figure 39*).

Although positive overall, there are different-shaped graphs for the responses from women and men as to how female-friendly it is to work in CIT, with more negative responses from females.
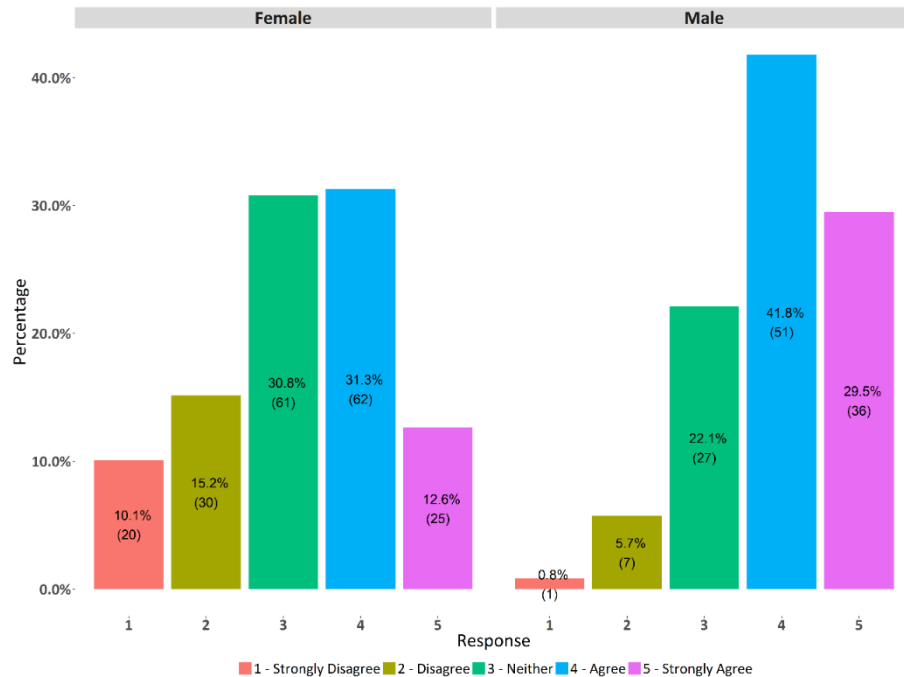
Figure 40: Survey Response re Female Friendliness of CIT

The Staff Social committee is chaired by a female academic and it demonstrates a reasonable balance in relation to gender, category and grade of staff.

Action 4.4.9 Provide 4 – 6 designated parking for staff or students with temporary difficulties with movement, e.g. women over 28 weeks pregnant or with maternity-related health issues.

Action 4.4.10 Audit physical environment for opportunities to make the physical environment more female friendly, particularly in male-dominated areas (discussed by the Organisation & Culture Subgroup).

4.4.9   Outreach activities

CIT holds its Open Day in November, with a smaller event in May. It hosts an annual *Sci Fest*[9] event in April. Staff of academic departments participate on a voluntary basis in these events; numbers have not been recorded to date in a gender-disaggregated manner. It is likely that gender balance overall will be aligned with Department ratios. The AS Departmental submissions will capture this data at local level.

Action 2.3.6 Support functional units preparing for AS departmental award submissions through cross-representation on institute and local level SATs.

CIT runs two initiatives aimed at giving transition year students the opportunity to sample STEMM programmes:
- "I WISH" week for female students
- *Engineering Your Future* week (in association with Engineers Ireland)

CIT operates a 50:50 quota system for males and females, though this is not required by Engineers Ireland. Female application rates are higher for the female-only I WISH than for *Engineering Your Future.*

There tends to be significant female involvement as role models and mentors for the female-focused programmes such as I WISH. Central supports for outreach also have strong female involvement (Access Office, Science for Life Officer).

The Access Service Linked Schools[10] Programme supports increased participation in higher education by students who experience socio-economic disadvantage. It also delivers *Science for Life*[11] workshops to students of 22 local "linked" secondary schools:

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[9] *http://scifest.ie/*
[10] *http://www.cit.ie/studentlife.access_disability.Linked_Schools_Programme*
[11] *http://www.cit.ie/studentlife.access_disability.science_for_life*

Table 51: Linked Schools

Single sex (female)	5
Single sex (male)	3
Co-educational	14

CIT collaborates with industry partner Dell-EMC in the VEX Robotics programme; the aim is to expand VEX Robotics nationally with a focus on counties with low level STEMM intervention and on direct targeting of female students.

Figure 41: Images from I WISH, CIT SciFest and TY Engineering

Action 3.1.1. Continue to support and fund these activities.

4.4.10 HR policies

Most academic staff are members of Teachers Union of Ireland (TUI) which has representation rights for all academic grades from AL up to and including SL3. Contracts of employment and key policies (e.g. disciplinary, grievance, progression, incremental credit) are agreed nationally by the Department of Education and Skills and the TUI.

More locally, HR policies are consulted upon and agreed with relevant staff unions as appropriate (e.g. Bullying and Harassment, Career Break, Jobshare, Sick Leave). Policies such as these are normally in line with those for the sector.

The number of disciplinary cases is small. The number of grievances (collective and individual) is higher, with these normally being invoked on behalf of the staff member(s) concerned by union representatives. Generally, the number of grievances referred externally is small. In recent years, and in line with national agreements, significant work has been undertaken on addressing casualisation in CIT.

The staff survey indicated how comfortable staff are in reporting unfair actions against themselves or others (*Figure 42* and *Figure 43*) with the female response considerably more negative than the males, (female mean of 2.78 compared to overall mean of 3.35).
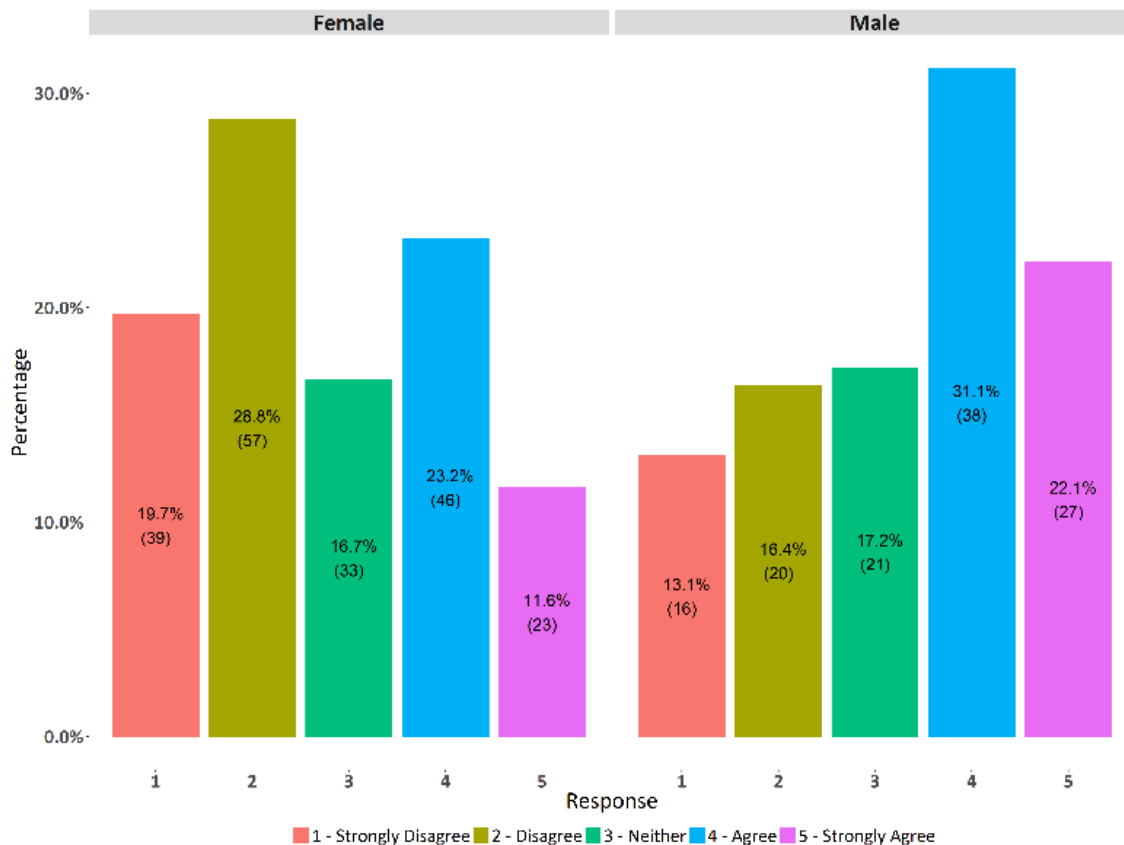
Figure 42: If I felt unfairly treated, I would report it
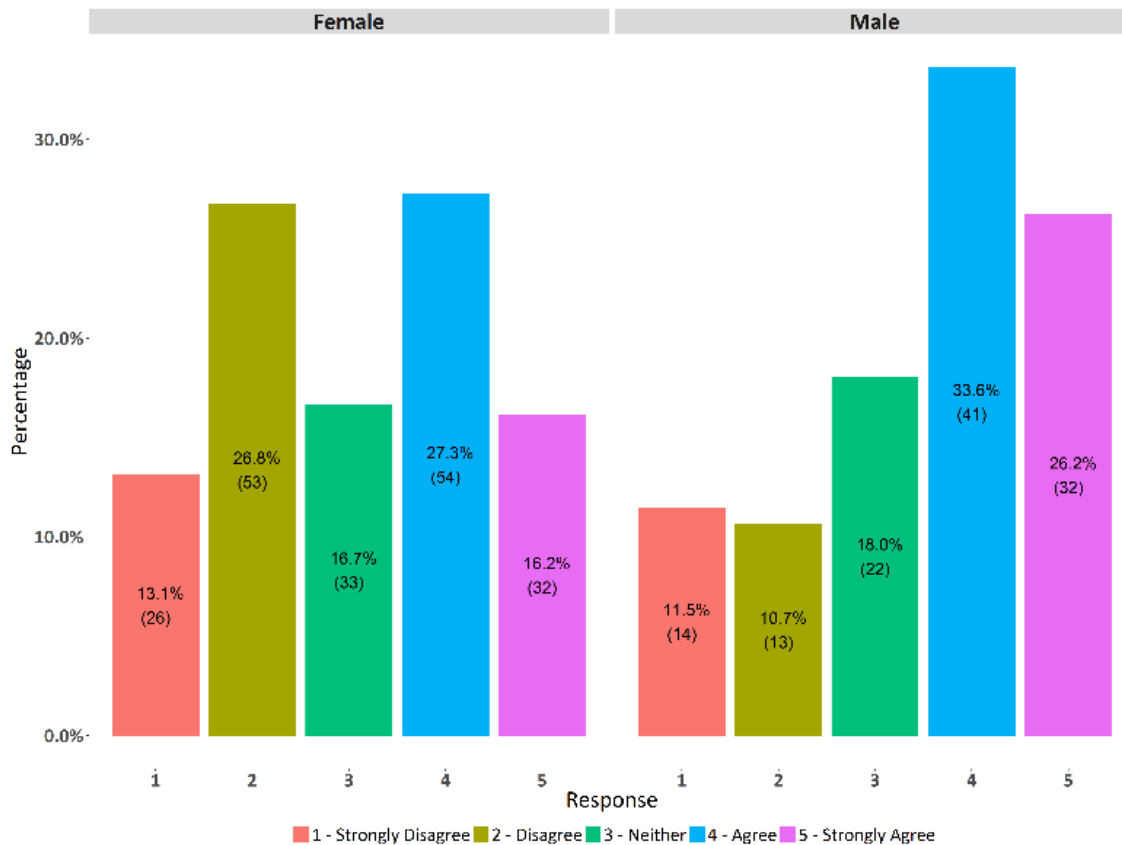
Figure 43: If I witnessed others unfairly treated I would feel comfortable reporting it

Action 3.2.1 Revise all recruitment policies and procedures, including the wording of advertisements to ensure contribution to gender equality. This includes Protected Disclosure Policy.

Action 4.3.1 Update the HR website to ensure greater transparency and awareness of staff entitlements regarding policies and leave options.

Word Count = 2029

Summary Actions for Section 4.4

Action Number	Action
4.4.1	Survey (1) members of Academic Council (2) all (academic) staff of CIT in relation to procedures at Academic Council, awareness of Academic Council, degree to which they are made aware of Academic Council in their own departments.
4.4.2	Review nomination process for Academic Council and its committees and working parties to ensure gender balance is considered.
4.4.3	Develop Institute policy on meeting hours - meetings should generally be held during core hours, with start-time and end-time provided, and adequate notice to be given. Implement training for Chairs of meetings to ensure they are operated in a timely and efficient manner.
4.4.4	CIT will include consideration of the gender dimension in the institutional quality assurance report, and the report (and others like it) will be written using gender-neutral language.
4.4.5	Review of guidelines re programme validation and programmatic review panels so that consideration is given to gender balance.
4.4.6	Name a significant new building on campus after a woman and ensure that any future venues named are done so to move closer to compliance with the Gender Balance Policy targets (40% male, 40% female)
4.4.7	Establish planning guidelines for gender balance re conferences, conferrings, other events, etc. (chairs, guest speakers). CIT's Conferring and Prizegiving ceremonies, and other public-facing events - to be used as an opportunity to give greater visibility to female role models as follows: (i) MC role rotated (ii) Guest speakers Celebrate our own women through social media and articles and photographs on the CIT web site. Include an annual event to showcase women in Sci/Eng – Improving visibility in CIT of inspirational women in STEM.
4.4.8	Staff and students to be surveyed specifically on their requirements for Crèche facilities. Provision of creche to be included in the CIT Masterplan.
4.4.9	Designated parking places for those with temporary mobility issues such as staff or students who are at least 28 weeks pregnant (4 - 6 spaces).
4.4.10	Building and Estates to audit physical environment for opportunities to make the physical environment more female friendly, particularly in male-dominated areas.

Word Count (Section 4) = 4234

5.   Any Other Comments

5.1   AS Departmental Awards

Per *Figure 16*, FES comprises three schools and one college. In selecting the entities for which CIT will initially seek AS Departmental Awards, the following were considered:

- Inclusion of entities which exhibit varying degrees of gender balance. Lessons learned in relation to these entities should subsequently be transferrable to all areas of CIT;
- Inclusion of a research-intensive entity;
- Inclusion of entities of sufficient scale to maximise impact in a sustainable manner.

Initial priorities are:

- School of Building & Civil Engineering (traditional STEMM area with variations across engineering, architecture, construction)
- School of Science & Informatics (features significant variation in gender balance by constituent department, with female dominance in the life sciences and male dominance elsewhere)
- Nimbus Research Centre (CIT's largest dedicated research entity)

5.2   Preparation in CIT for LGBTI+ in the next phase of AS implementation

CIT appreciates that it needs to be proactive in the creation of a workplace environment that is inclusive and sensitive to the needs of all, including the estimated 10% of the population who are members of the LGBTI+ community. It is committed to adhere to best practices and engage with the agencies and entities which have paved the way for others to follow.

The Transgender Equality Network of Ireland (TENI, www.teni.ie) is a representative organisation for transgender people in Ireland which seeks to improve conditions and advance the rights and equality of trans people and their families. Its 2017 report "*Supporting Transgender Inclusion in the Workplace: Guidelines for Employers and Employees*" provides guidance in relation to the development of workplace environments in which trans people can realise their full potential. On the proposal of FES, CIT introduced gender neutral bathrooms in 2017, which is one measure that trans people identified as being important in this context.

> **Action 5.2.1** CIT will develop a comprehensive approach in relation to LGBTI+, which will address policies and procedures in relation to diversity and inclusion, establishment of a staff LGBTI+ society, and creation of an annual programme of events to celebrate diversity and inclusion.

5.3   MTU and other Sectoral Relationships

In 2015, CIT together with its partner, IT Tralee, successfully completed Stage 3 of a 4-stage process to become the Munster Technological University (MTU). This process was superseded by the Technological University Act (2018), and the two partners are working towards a merger and designation date in 2019.

CIT have been working on AS since January 2017 and are submitting for an institutional bronze award in November 2018 under the pre-2015 Charter. Both CIT and IT Tralee signed up to the post-2015 Charter in 2017. Dr Helena McMahon has been designated to lead on AS submissions inclusive of the SAT in Tralee, preparing for a future submission under the post-2015 Charter. Dr McMahon has attended AS panels as an observer and participated in a CIT pre-submission review. From January 2019, Dr McMahon will be invited to attend as a member of the CIT SAT.

CIT and IT Tralee have committed to prioritising EDI as part of the MTU process, and AS designation will be an immediate priority. Discussions are already underway for a joint survey of staff in both institutions in Q3 2019.

Action 5.3.1 will see a colleague from IT Tralee appointed to the CIT SAT to ensure sharing of good practice and collaboration on a range of initiatives.

Given CIT's geographic location close to UCC and close relationships with UCC, it has been agreed that CIT and UCC will develop a protocol to enable each institution to have a seat on the other's SAT.

Action 5.3.2 will facilitate sharing between CIT and UCC of good practice/lessons learned, allow collaboration on events/initiatives where the opportunity arises, and provide support to each other in promoting the AS Charter across the sector.

Word Count = 497

Summary Actions for Section 5

Action Number	Action
5.2.1	Develop an Institute Gender Identity & Gender Expression policy
5.3.1	Appoint a colleague from IT Tralee to sit on the expanded CIT SAT from January 2019.
5.3.2	Establish an open seat on both CIT/UCC Self-Assessment teams for the other institution, to facilitate sharing of good practice/lessons learned, collaborate on events/initiatives where the opportunity arises, and support each other in promoting the AS Charter across the sector.

Total Overall Word Count = 8287

Figure 44: CIT SAT at launch of Athena SWAN Bronze application on 29 November 2018

6.   Action Plan

Colour Key:	Priority Actions	Action Commenced

Note: Most costs are per annum

Section 2 - Self-Assessment Process						
Action No.	**Issue Identified**	**Action**	**Time scale**	**Person Responsible**	**Success Measure**	**Cost**
2.2.1	Preparation of the Athena SWAN submission for the Bronze institutional award demonstrated that gathering gender-disaggregated data in CIT is currently done manually. This is time-consuming, inefficient and error-prone. IT tools can be deployed throughout HR to simplify this requirement, whether through Core+ or a bespoke system. Inadequacies in the recruitment data were discovered during analysis, as the data presented did not include applicants who were not appointed in the first instance but who were placed on a panel and subsequently may have been appointed. In addition, regular reporting and monitoring of various forms of leave will give greater institutional understanding of where the needs are and assist with planning.	CIT will implement a comprehensive gender-disaggregated data collection system, covering recruitment, promotions and pay grades to enable improved gender-disaggregated data-driven decision-making and reporting. This will also allow the monitoring and reporting on the uptake of all forms of leave, by grade, gender, staff category and type of leave. This option is available in the existing CORE HR system and can be implemented quickly.	01/04/2019	HR Manager	IT System in operation by 01/04/2019 Gender disaggregated data reported to IEB and SAT after close of each promotions/progression cycle, with actions based on analysis of each cycle. Data included on: (a) Recruitment competitions, (b) Staff data, and by contract type (all types) (c) leave types	

2.2.2	Need to continue receiving information from staff about their experience of CIT. Use of the survey flagged as a mechanism for measuring progress on many actions. Seeking to increase response rate for the next survey (previous response rate 27%).Seeking to work with IT Tralee on a collaborative initiative with a common survey in early 2019	Conduct follow-up staff survey in Q2 2019, undertaken collaboratively with IT Tralee. Further annual surveys undertaken in 2020 and 2021.	31/03/2019	SAT Chair	Survey conducted in Q2 2019. Survey response rate increased from 27% to 50%. Future surveys in 2020 and 2021 to have response rates of over 60%.	
2.3.1	Senior leadership position is needed to ensure gender equality is heard as an issue and acted on, with appropriate resourcing.	Make appointment at VP level to lead on EDI initiatives across the Institute, and resourcing of office, in line with the recommendations of the HEA Gender Action Plan 2018.	01/12/2019	President/IEB	VP appointed by 31/12/2019 Costing includes cost of salary plus office.	€ 122,124.00
2.3.2	Inclusive and representative group needed to consider all issues relating to equality, diversity and inclusion, including gender issues. Implementation of gender action plan.	Establish Equality, Diversity and Inclusion staff/student group with reporting line to IEB. Specific gender sub-group to examine *inter alia* issues such as committee membership, composition of interview panels, validation panels, accreditation panels, external examiners.	30/09/2019	President/IEB	Groups established, Terms of reference (TOR) agreed by 31/05/2019 First meeting held by 31/10/2019	
2.3.3	Next Athena SWAN application will be under the post-2015 Charter which will require a broader and more representative SAT	Consult with staff from non-STEMM areas and expand SAT through open invitation to include representation from these areas.	01/06/2019	SAT Chair	Expanded SAT in place in time for beginning of academic year 2019/2020	
2.3.4	The 2016 HEA report on gender equality in Irish HEIs recommended that a sub-committee of Governing Body be established specifically to consider gender-related issues.	Establish a gender sub-committee of CIT Governing Body.	31/10/2019	Chairman of GB & President	Committee established and populated by 31/10/2019 TOR agreed	

Action No.	Issue Identified	Action	Time scale	Responsibilities	Success Measure	Cost
2.3.5	Lack of awareness among staff of issues associated with gender equality, within an overall context of equality, diversity and inclusion.63% of survey respondents had heard of Athena SWAN (64% of female respondents).	Develop and implement a communications and engagement plan for all EDI initiatives (including Athena SWAN).CIT is planning to implement a Staff Engagement tool called WorkVivo from January 2019. This will enable improved engagement with staff, better communications, and the ability to quick survey staff on specific issues on a regular basis.	31/02/2019	SAT Chair	Plan in place by 31/02/2019 including timeline for implementation. Survey outcomes in Q3 2019 indicate increased awareness of Athena SWAN and other EDI initiatives. Target 80% of staff to record awareness of Athena SWAN in next survey, up from 63% in 2017.	€ 5,000.00
2.3.6	Planning is underway for Departmental submissions; however, support will be needed and the experience to date of the current SAT will be essential.\n\nThe Department of Physical Sciences is preparing an application to the *Institute of Physics Project Juno Initiative,* which promotes diversity in Physics and is an AS reciprocal award. The department will commit to become a Project Juno supporter in 2019 and will apply to become a Project Juno Practitioner by 2020. http://www.iop.org/policy/diversity/initiatives/juno/index.html	Support first three functional units preparing for AS departmental award submissions through cross-representation on institute and local level SATs.	30/06/2019	SAT Chair & HOF & HOS	Departmental SAT's established and operating in three departments by 30/06/2019 with AS Champions designated in each.\n\nThree Departmental areas (and expected submission dates) are: > School of Building & Civil Engineering (November 2019) > School of Science & Informatics (April 2020) > Nimbus Research Centre (April 2020)	
2.3.7	Athena SWAN and gender-related work should not be an additional extra load on existing staff. The management and organisation of meetings, events and activities requires a resource at Grade 3. A Grade V resource is needed for gathering, collation and presentation of data, as well as report-writing.	Provide administrative resource x 2 specifically for Athena SWAN to assist with (i) organisational support for activities (Grade III) and (ii) ongoing data gathering (Grade V).	01/09/2018 01/09/2019	President	Both staff appointed and in place by 01/09/2019.	€ 72,489.00
Section 3 - A Picture of the Institute and its Composition						
Action No.	Issue Identified	Action	Time scale	Responsibilities	Success Measure	Cost

3.1.1	The student data indicates that female students are underrepresented in traditionally male-dominated areas of engineering, e.g. mechanical and electronic engineering, but strong in Biological Sciences. Continued efforts - in partnership with industry and alumni - are needed to address this historic imbalance. Female student population in FES in 2017 stands at 22.5%	Continue to support FES initiatives aimed at increasing the pipeline of female students into STEMM disciplines.	Annual - review each year	HOF & HOS & HOD	Current list of outreach events at least maintained, with annual analysis of outreach activities and impact to steer future actions. Continued increase in female applications for STEM outreach courses - FES/STEM % female students to be 30% by 2021, an increase of 2% per annum each year from 2017 to 2021.	
3.1.2	Females often receive encouragement to engage in STEM disciplines in higher education and can be further supported once they commence their studies as students through the establishment of support networks and the hosting of specific events to encourage female students. Examples include speed networking (Connecting Women in Technology (CWIT)) and proposed "CIT Empowering Women to Lead" to be held on the 4th March 2019.	Develop support networks for female students involving female staff as role models and mentors.	Annual - review each year	SAT Chair	Publish events at start of Semester 1 yearly. Measure of how many female students engage in these initiatives. Target growth of 10% participating per annum. Focus group feedback delivered quarterly to support growth targets.	

| 3.1.3 | Lack of gender balance on interview boards/selection committees, as evidenced by the table in Section 4.1.5, which indicated that in 2017 selection panels in CIT were comprised of only 33.5% women, and for FES posts this was 30.9%.

Also only 36% of female staff agreed/strongly agreed that academic promotions in CIT were free from bias. | Provide regular training for all interview board/selection committee members on relevant topics, including unconscious bias.

This action also linked to Action 3.1.4 which sees the development of a Gender Balance policy stating CIT's commitment to a minimum of 40% of women and men on all decision-making committees. | 01/02/2020 | HR Office | Training programme agreed by 20/06/2019 (to include unconscious bias training) and established by 01/09/2019 for all involved in selection processes.

90% of people involved in interview/selection panels to have received training by 31/01/2020.

A minimum of 40% male and female members of all selection boards by 01/02/2020.

Perception by female staff that academic promotions in CIT are free from bias to increase to 50% in 2020 and 60% by 2021.

Increase in female applications and success rates for promotion and recruitment (by 10%). | €
15,000.00 |

3.1.4	CIT does not currently have a Gender Balance Policy, and the development of this policy will be critical to underpin many other actions in this plan. The policy will establish targets and provide clear leadership on CIT's ambitions regarding gender equality. Given the permanent nature of existing senior posts in the Institute, and the age profile, it will be some time before all key decision-making bodies will be gender balanced.The Executive Board of the Faculty of Engineering & Science is male-dominated and, due to the nature of CIT contracts of employment, this situation is unlikely to change significantly for many years to come.	Develop and publish CIT Gender Balance Policy, stating CIT's commitment to a minimum gender balance of 40% women and 40% men on all decision-making committees (and among their Chairs). Chairs of all committees to report on implementation (comply or explain). In the meantime, open membership of Executive Boards to female members of academic staff who do not hold the grade of SL3.	31/01/2020	SAT Chair President	Policy developed in consultation with a wide range of staff and students; published and promoted widely within CIT.

"Comply or Explain" reporting mechanism at all levels.

Compliance with gender balance targets and reporting on non-compliance.

A minimum of 40% of members of the Faculty Executive Board will be female, and 40% male.

The balance of 20% of members will be appointed based on grade, independent of gender. | |
| **3.1.5** | Institute-wide, only 15% of SL1 grades are held by women but 45% of academic staff are female.

In FES female SL1 = 13%, and female FES academic staff = 27%.

Institute-wide less than 40% of SL2 and SL3 positions are held by women.
In FES this is 17% for SL2 positions and 0% for SL3 positions.

In the survey only 27% of female respondents agreed/strongly agreed that they had access to the training and mentoring needed to help meet the criteria for promotion and to improve success at promotion. | Introduce a mentoring scheme specially to increase the number of women applying for - and successful in - SL1/SL2/SL3/Professorial/VP/President positions.

Action linked to 4.1.8 which aims to increase the number of external applications from females for positions in STEM roles in CIT. | 01/09/2021 | Registrar & VP for Academic Affairs | Establish mentoring scheme; target improved success rates by 2021 of 10% over 2015 - 2017 success rates, for each competition where there is under-representation.

Review impact of mentoring scheme after promotion cycles, and where necessary identify actions to refine to improve or enhance effectiveness of scheme in increasing the numbers of applications from female applicants. | |

3.2.1	No audit yet carried out on current recruitment policies and job adverts to determine if they are written in a manner that explicitly encourages women to apply.All existing policies should be reviewed to ensure they support equality. There is some evidence that not all policies currently support an equality focus, e.g. guidelines for interview panels, policies relating to nursing mothers.Good practices elsewhere to be researched and utilised. From the staff survey, "*I would like to take some parental leave, but the only option is to take it as a block which would not help with my childcare responsibilities. I would like to have the option of reduced hours over a semester*"	Review and "gender proof" all existing policies, recruitment material and job adverts.Prior to their introduction, all new policies will be assessed to confirm that they positively contribute to equality. This action also includes the review and update of the following:HR Strategy 4 Researchers Action PlanBereavement PolicyStudy Leave PolicyThere is also a requirement for all family policies to be same sex parenting friendly.	01/02/2020	HR Manager SAT Chair/VP for EDI	Updated HR Recruitment Process; increase by 10% the number of women applying for positions over the 2017 baseline by 01/02/2020 All existing policies to be reviewed in consultation with representative bodies and unions. Changes to be recorded along with the reasons for changes, and communicated widely via multiple channels: > email to all staff > new staff engagement platform >focus groups >Union forums Proactive approach taken to the development and introduction of new policies, with support and assistance from the new EDI unit in CIT.	€ 20,000.00
3.2.2	Percentages of females at senior grades lower in CIT than nationally, with 28% of SL1/2/3 grades held by women in CIT compared to 34% nationally for all IOTs. 15.4% of SL1 grades in CIT held by women against 33.4% nationally for all IOTs. Staff perception that promotions in CIT are free from bias could be improved; only 36% of female respondents agreed/strongly agreed that the academic promotions process in CIT was free from bias. Only 23% of female respondents agreed/strongly agreed that the promotions process in CIT was transparent and fair.	Include a review of staff appointments and promotions in the schedule of internal audits and publish all results routinely. Benchmark performance in CIT against those of peer organisations.	01/05/2019	President HR Manager	Results of promotions audits published and considered twice per year by the EDI group and the Gender Sub-Committee of Governing Body, and reported to IEB, alongside benchmarked data from the most recently-published sectoral data (usually data from the previous year).	€ 2,000.00

Action No.	Issue Identified	Action	Time scale	Responsibilities	Success Measure	Cost
3.2.3	Lack of a supportive network for women at all levels in the Institute, especially for those working in male-dominated areas.Only 44% of female respondents agreed/strongly agreed that the prevailing atmosphere and culture in CIT is female-friendly and inclusive, compared with 89% of male respondents.	Establish a gender equality network in the Institute with regular events to support colleagues at all levels	01/09/2019	President	Network established; improvements in female survey scores on satisfaction and female-friendliness from 44% to 60% by 31/12/2019 and to 80% by 31/12/2021.	

Section 4 – Supporting and Advancing Women's Careers

Action No.	Issue Identified	Action	Time scale	Responsibilities	Success Measure	Cost
4.1.1	Staff induction currently takes place; the requirement is for the delivery team to be gender-balanced and to ensure that all new staff are informed of induction activities. Survey: only 50% of newly-appointed female respondents agreed that they got the support they needed to settle into their role in CIT.	Support and facilitate a staff induction and mentoring programme delivered by a gender-balanced team on an institute-wide basis.	01/09/2019	Led by HR Office with support from Registrar's Office/ Head of TLU	Gender-Balanced Team established for staff mentoring and induction	
4.1.2	Lack of support for the induction and mentoring of new staff at departmental level - 52.6% of new staff surveyed said they had not been offered a local induction/orientation on joining CIT.	Designate and train an Athena SWAN champion in each Department who can provide training to staff at all levels from front-line to management.	01/09/2019	Head of School SAT Chair	Champion designated and trained in each Department: * 100% of STEM Departments seeking AS Departmental Awards by 01/09/2019 * 100% of STEM Departments by 31/03/2020 * 100% of all CIT Departments by 31/10/2020	

4.1.3	Survey comments and outputs from focus groups indicated a desire for formal discussions with line managers on a range of topics including performance, career development, and promotional opportunities. Female respondents in the survey were less likely than male respondents to avail of relevant conversations with line managers. This needs to be formalised so managers are aware of the career-development ambitions of all staff. The staff survey indicated that 72% of FEMALE respondents who had discussed their performance with their Head of Department agreed/strongly agreed that they had benefitted from their participation in the conversation. Currently only 30% of staff had engaged with their manager in a conversation on performance.	Engage with all unions with a view to re-establishing a formal performance development system such as PMDS.	01/09/2021	VP for Finance & Admin	PMDS system agreed and established by 01/09/2021. Equitable access to line managers for conversations on relevant topics such as promotion and career development. During the 3-year action plan it is realistic to aim for achieving agreement and establishing PMDS system. For future Action Plans, staff engagement with PMDS, in terms of quantity and quality, as well as resulting benefits, can be measured.	
4.1.4	Feedback from the staff survey, the focus groups, and a workshop with senior staff indicated a lack of awareness of available training opportunities across the institute. In the survey only 27% of female respondents agreed/strongly agreed that they had access to the training and mentoring needed to help meet the criteria for promotion and to improve success at promotion.	Support and increase the visibility of - and funding for - available training opportunities for all staff by instigating an Institute-wide database of training opportunities, including specific female leadership initiatives. *This is underway and will be made available through an option in the existing CORE HR package.* Develop a comprehensive career development awareness programme and provide additional resources in the HR Office.	01/10/2020	HR Manager	Database in place by 01/10/2020, easily accessible to staff seeking a range of training opportunities. Career Development Framework established. Staff surveys indicate a qualitative improvement on this issue (>60% by 2021) Regular reporting on the numbers availing of training (institute-wide) can be the basis for future actions. Resource appointed to HR Office by 31/01/2020.	€ 57,439.00

4.1.5	In an attempt to ensure that those in positions of responsibility for the promotion of others are those who themselves have demonstrated a commitment to gender equality, the HEA recommended in its 2016 Report on Gender Equality in Irish Higher Education that all appointments to senior positions should take into account evidence of leadership in and commitment to gender equality.	Evidence of demonstrated leadership in / commitment to gender equality will be taken into account in appointments to senior management positions, including VPs, Heads of Faculty, Heads of School, Heads of Departments and as part of ongoing performance reviews. One-year lead-in time for development of and consultation on this criterion.	30/06/2021	President	Evidence of demonstrated leadership in/commitment to gender equality included in criteria for all promotions to senior roles, plus agreed narrative as to how this will be taken into account during the process - by 30/06/2021.	
4.1.6	While the overall mean for the survey question, "Taking leave in CIT would negatively impact on my career" was low (mean 2.9), the response from women was slightly more in agreement (3.0) than the male respondents (2.7). Also, the survey asked "It is clear how career breaks will be considered in promotion decisions in CIT" - the overall response to this was negative (mean 2.11), with the female response slightly less negative at 2.13	Review Promotion and Progression criteria to specifically reference the time taken for maternity/paternity/adoptive leave.	01/09/2019	VP for Finance and Admin HR Manager & IEB	Clear and transparent criteria for promotion, well understood across the institute. Measured by focus groups and improved qualitative response on 2020 survey (mean >= 3.0).	
4.2.1	The current Athena SWAN submission process - including data gathering and analysis - has highlighted a deficit in business intelligence capacity in CIT.	Allocation and appointment of key resources to manage, analyse and report on all institute-wide data sets, e.g. data analyst role.	01/09/2019	President	Resource in place by 01/09/2019. Data gathering, analysis and reporting for Athena SWAN Departmental submission is supported by new position.	€ 67,951.00

4.3.1	High number of comments in both the survey and the focus groups indicating lack of awareness of various types of leave or specific entitlements. Also, a feeling of inconsistency as to how staff were treated depending on where they worked in CIT, specifically in terms of information given. From the staff survey, "*The policies related to family leave are not available online to staff or if they are they are outdated and incorrect*".	Update HR website to ensure that all staff can easily access information on Family Leave policies, entitlements, and options.The WorkVivo staff engagement platform being implemented in January 2019 will allow greater visibility of all policies and procedures in CIT.	01/09/2019	HR Manager	Clear presentation of information on the CIT HR website by 01/09/2019, easy to access, with FAQ section and personal follow-up contact details provided. Verified through focus groups and usability testing. Internal availability of policies through staff engagement platform. Staff survey (2020) indicates improved qualitative response.	€ 6,000.00
4.3.2	Apparent lack of transparency and consistency across the Institute in relation to how issues such as family leave are handled. From the staff survey, *"Other 3rd level educational institutes allow academic staff to work a 3-day week and do 10hrs of a lecturing load."*	Establish a comprehensive Family Leave toolkit to assist management and staff availing of leave to ensure consistency of awareness and implementation across the institute (e.g. institute policies, FAQs, lists of available options, pre- and post-leave meetings etc.). Required attendance at HR workshops (on family leave policies and approaches) for managers of staff availing of family leave, but also open to all staff. Designated resource in HR to deal with - and report on - all leave-related issues including maternity leave.	01/02/2020	HR Manager & VP for EDI	Family Leave Toolkit developed and implemented. Staff surveys indicate a qualitative improvement on this issue. Positive feedback from focus groups. HR Workshops organised on an annual basis. Attendance recorded and reported. 100% of management staff to have completed training by 01/02/2020 HR resource identified and designated by 31/10/2019	€ 1,500.00

| 4.3.3 | Currently not all maternity/adoptive/parental leave is covered for non-academic staff. This has a knock-on impact on the work of others, including academic staff. There were many comments in the survey highlighting this as an issue.From the staff survey:"*When I took parental leave and when I was job sharing, my academic hours were reduced but no effort was made to reduce the level of course administration duties I undertook. My lecturing hours were covered by part time employees who didn't take up any of the course administration duties.*"Only 46% of all staff agreed/strongly agreed that part-time/temporary staff were hired to cover some/all of responsibilities while on family leave. | Provide full cover for maternity and adoptive leave for all staff. | 01/09/2021 | President | All maternity leave is covered - any exceptions to be reported and explained to EDI group/SAT.

Staff surveys indicate a significant qualitative and quantitative improvement on this issue (46% to 60%) by 01/09/2021. | € 138,383.00 |

| 4.3.4 | As all funding for research in the IoT sector is competitively won, overhead funding is limited, and it is difficult to properly support female researchers whose careers have been interrupted due to maternity leave. | Provision of full cover for research staff and postgraduate students who may be on maternity/adoptive leave, initially on a pilot basis.

Engage with, and lobby, funding agencies including the Higher Education Authority (HEA), (Science Foundation Ireland (SFI) and Enterprise Ireland (EI) . Lobbying by both CIT and the Technological Higher Education Association (THEA). | 01/09/2020 | VP for External Affairs | Issue of maternity cover for research staff and PG students is on the agenda of national funding bodies on a regular basis.

Budget provision costed at max. €45K for full cover for all researchers who are on maternity/adoptive leave.

Researchers' maternity/adoptive leave cover completed successfully on a pilot basis by 01/09/2020, and strategy subsequently developed for full roll out, following review and feed-back through survey data and focus groups.

Ultimately provision of cover for researchers on maternity/adoptive leave in place across Institute with positive direct and survey-based feed-back on impact on organisational culture and career development of researchers. | € 44,935.00 |

4.3.5	While the number of overall responses was low, there were a number of strong comments about the lack of facilities and importance placed by the Institute on the provision of appropriate nursing facilities. This has not been prioritised by CIT to date.	Identify & allocate appropriate designated area for nursing mothers to avail of for as long as required (eliminating the current 6-month limit on employee entitlements regarding nursing mothers).	31/01/2020	HR Manager& Head of Buildings & Estates	Room identified, allocated and equipped with fridge and resting facilities. All pregnant women advised by a designated HR contact of the facilities in advance of departure on maternity leave to enable choices to be made prior to returning to work. Continuous feedback will be sought from staff through direct contact, focus groups and staff surveys, with the success measure being improved facilities for nursing mothers across all campuses.	€ 5,000.00
4.3.6	There were some comments in the survey and focus group about isolation post-leave. A Maternity Connections network would allow women to share experiences and contribute to institutional knowledge as to issues and future actions.	Develop Maternity Connections staff network for women who return from maternity leave, to provide mutual support and to explore any issues that arise.	30/06/2019	HR Manager	Maternity Connections Staff Network established and promoted by 30/06/2019 100% of women signalling intent to avail of maternity leave informed and invited to join by designated HR contact by 01/09/2019 Learnings and feedback captured through Network focus groups and used to inform further maternity-related policy development.	

| 4.3.7 | There were varied responses in relation to the attractiveness of "staying in touch" days; only 18.3% of female respondents indicated agreement that arrangements were in place to keep in touch during family leave to the extent that they wished to do so. Some respondents were very clear that this was not something they were interested in during this time. | Implement a maximum of 5 voluntary 'Staying in Touch' days on a pilot basis in the Department of Biological Science for a one-year period and a full roll-out pending success. | 01/09/2020 | HR Manager & Head of Department of Biological Science | Pilot completed during the 2019/20 year and feedback sought from participants via face-to-face discussions. One measure of success is positive feedback during these discussions.
Linked to Action 4.3.2 which relates to "Leave Toolkits" and management training.

Readiness to roll out initiative across all departments in CIT in 2020/21. | |
| 4.3.8 | Difficulties in returning to work after maternity/adoptive leave and coping with the additional responsibilities in addition to the efforts required to catch up on things missed while off, e.g. upskilling in technology-enhanced learning, getting back up to speed on a research topic etc. have all been flagged in the comments on the staff survey and in focus groups.While overall the survey indicated that women felt supported by their departments prior to taking maternity/adoptive/parental leave (mean 4.2), they felt less well-supported after returning from same leave (mean 3.5), and there were a number of comments regarding the difficulties faced on returning to work. | Implement a pilot system for three years to offer a grant of up to €5000 per applicant for teaching or research assistance for academic staff returning from maternity/adoptive leave, subject to a competitive process and a maximum of €40K per annum for the next three years.The overall objective is the development of a strategy for full roll out following review and feedback through survey data and focus groups that will provide evidence of positive impact on transitions back to work following leave.For research staff a 6-month post-leave protected research period will be piloted for 3 years. | 01/10/2019 | HR ManagerVP EDISAT Chair | Process and procedures developed for applying for and allocating €5K grant funding, up to a maximum of €40K, which is included in Budget for 2019/20.

Funding call made available in time for 01/10/2019

Range of additional options identified and costed by 01/10/2020 with a view to further consulting with staff and rolling out same.
Staff surveys indicate a qualitative improvement on this issue, i.e. evidence of positive impacts on transitions back to work following leave. | € 40,000 |

4.3.9	Workload was not seen by staff as being allocated in a fair and transparent manner (overall mean 2.9) with male and female respondents recording similar responses. The development of a handbook for all Heads of Function will ensure consistent application of the model across the Institute. Lack of consistency and transparency on a range of issues was raised in the focus groups and in comments in the staff survey. From the staff survey, "*Flexibility is available but the workload means you do not avail of this, and there is a culture of catching up on work at home at night / early mornings, which means that any colleagues with family / care responsibilities need incredible partners/ wives / husbands*"	Formalisation of a workload management model that is fair and transparent, and it should be tracked. Key words for the model include: acknowledgement, recording, rewarding, fair, reasonable and transparent. Review existing workload allocations including Croke Park Hours. Develop a handbook for Heads of Function covering workload allocation (principles informing same), managing colleagues about to take leave, allocation of duties.Training for management and heads of function.	30/11/2019 01/06/2020	Registrar & VP for Academic AffairsHR Manager	Development and implementation of a Workload Management model (by 30/11/2019) and Workload Allocation Handbook (by 01/06/2020) to ensure transparency and consistency. 80% of management received training by 31/12/2020 100% of management trained by 31/12/2021	
4.3.10	Historic timetabling guidelines had little regard for the caring responsibilities of staff. While there is generally some flexibility in the system, a formal review and revision would send a strong signal of the importance placed by CIT in supporting those with caring responsibilities. The related issue of conserving as far as possible a lecturer's timetabled allocation of modules following return from leave was raised in the survey commentary, and also discussed by the Organisation & Culture group.	Review the timetabling guidelines, the review process to be led by Academic Council, but to involve consultation with the wider staff and student constituencies. Consider specific references to flexible work arrangements. Ensure, through relevant timetabling guidelines and handbook for Heads of Function, that the principle of conserving a lecturer's allocation of modules insofar as possible on return from maternity/carers' leave is adhered to.	31/10/2020	Registrar & VP for Academic Affairs	Updated timetabling guidelines developed and promoted across CIT using the website, the staff engagement platform, through Academic Council and through the Timetablers' Group by 31/10/2020. Qualitative survey response used to elicit feedback and determine effectiveness.	

4.4.1	Involvement in Academic Council can be used as evidence of engagement when promotions are being considered, and all staff should be encouraged to go forward for election to Academic Council during their working careers. It is not clear that this is well understood across all areas of the Institute.	Survey (1) members of Academic Council (2) all (academic) staff of CIT in relation to procedures at Academic Council, awareness of Academic Council, degree to which they are made aware of Academic Council in their own departments.	31/03/2021	Registrar & VP for Academic Affairs	Survey findings used to implement revised communication system for the work of Academic Council Survey completed by 31/03/2020, revisions agreed and implemented by 31/03/2021.	
4.4.2	Academic Council is not gender balanced, mainly due to the dominance of males in the ex officio positions. The Head of FES proposed the introduction of a minimum gender quota of 40% from each gender across all constituencies for elected members of Academic Council. This has had some impact on the overall composition of Council. The AC Committees for the most part are balanced, with some exceptions, however more works needs to be done in this area. Further work is needed to ensure that women are not doing extra work to satisfy gender balancing desires.	Review nomination process for Academic Council and its committees and working parties to ensure gender balance is considered.	31/01/2020	Registrar & VP for Academic Affairs	Processes for nominating and electing members to Academic Council and its committees and working parties will have been reviewed by 31/01/2020 to include text on the importance of diversity on Academic Council. Monitoring of gender balance across constituencies to ensure compliance with minimum 40% requirement.	
4.4.3	Academic Council meetings are supposed to finish at 16:00 but on occasion may run to 18:00. This makes participation very difficult for those with caring duties. Similarly, Governing Body meetings have run on to 19:00 from time to time. There is overwhelming agreement from both male and female staff that key meetings should be held during core working hours.	Develop Institute policy on meeting hours- for a pilot of two years meetings should generally be held during core hours, with start-time and end-time provided, and adequate notice to be given. Implement training for Chairs of meetings to ensure they are operated in a timely and efficient manner.	31/12/2019	PresidentIEB	Policy developed by 30/06/2019, with full consultation with staff unions, and policy published. Monitoring of feedback by SAT during two-year pilot phase through focus groups and survey. 80% of Chairs to have received training by 31/12/2019 100% of Chairs to have received training by 20/06/2020	

4.4.4	The Organisation and Culture sub-group discussed the use of language in official CIT documents and noted the consistent reference to the President and other senior positions using male-orientated language such as "he". Gender-neutral language should be adopted throughout all official CIT documents.	CIT will include consideration of the gender dimension in the institutional quality assurance report, and the report (and others like it) will be written using gender-neutral language.	30/06/2020	President SAT Chair/VP EDI	All official documents written using gender-neutral language. Reviewed and confirmed by SAT by 30/06/2020.	
4.4.5	External panels visiting CIT should be called on to respect our commitment to gender equality. This was discussed by the SAT and the Organisation & Culture subgroup.	Review of guidelines re programme validation and programmatic review panels so that consideration is given to gender balance.	30/06/2019	Registrar & VP for Academic Affairs	Guidelines for validation panels to be amended by 30/06/2019 to include an explicit commitment to gender equality in terms of panel composition. "Comply or Explain" approach to composition of panels. 100% of external panel reports to include a statement as to gender balance of the panel by 30/06/2020	
4.4.6	Six venues/lecture theatres in CIT Bishopstown were given designated names in 2008 (all male). Apart from the Rory Gallagher Theatre and the James Barry Theatre, the new names are not generally used. The Doolan Room in CIT CSM is named after the late Bridget Doolan (former Principal of the CSM) and is the only venue on any campus of CIT to be named after a woman. The new Learning Resources Centre and the proposed new Arena are two likely candidates for named facilities over the next decade.	Name a significant new building on campus after a woman and ensure that any future venues named are done so to move closer to compliance with the new Gender Balance Policy targets (40% male, 40% female).This work will be done via a separate committee, reporting to the SAT.	30/06/2021	PresidentIEB	A significant venue(s) or building(s) in CIT will be names after a woman during the next three years. Two options are immediately possible: the new Sports Arena and the Learning Resource Centre, both of which projects are at very early stage. Committee established by 30/09/2019 and gender-disaggregated metrics on all existing named venues will be published within 3 months of that date.	€500.00

4.4.7	Increasing the visibility of women in all contexts is important in terms of signalling the idea that "women belong here". The Organisation and Culture sub-group discussed many ways in which the visibility of women in CIT could be increased. Best practices in other organisations were examined, e.g. UCC. The staff survey indicates that there is room for improvement in relation to consideration of gender balance in the organisation of conferences, seminars, outreach activities, etc, with an overall mean of 3.43 agreeing that gender equality is considered in images and words used on the website and in promotional material, but a lower mean of 3.07 from the female respondents. Only 39% of all survey respondents agreed/strongly agreed that men and women were evenly represented among speakers and chairs of events. In 2018 as part of the I Wish initiative, a call has gone out to develop a collection of artefacts BY and ABOUT women in STEMM. This will be available for the January 2019 I Wish Campus week. FES are committing €5K to this initiative. Also planned is the "Empowering Women to Lead" event in March 2019.	Establish planning guidelines for gender balance re conferences, conferrings, other events, etc. (chairs, guest speakers).The Institute's Conferring and Prizegiving ceremonies, and other public-facing events - to be used as an opportunity to give greater visibility to female role models as follows: (i) MC role rotated (ii) Guest speakersCelebrate our own women through social media and articles and photographs on the CIT web site. Include an annual event to showcase women in STEMM.	15/10/2019	PresidentVP for EDI (new post)	Target a minimum of 40% of men/women among invited speakers at key internal and external CIT events, including conferring, prize-giving events and panels. Improved visibility of women in CIT, as evidenced by improved qualitative response in annual survey (from 39% to 60% by 2021). Events delivered each year - and reported in annual EDI report.	€ 8,000.00
4.4.8	20% of staff responded in the survey that specific childcare supports were available after returning to work, but 23% of staff articulated specific difficulties relating to childcare after returning to work. 60% stated that childcare facilities on campus would assist, (66 female, 8 male responses).	Staff and students to be surveyed specifically on their requirements for Crèche facilities. Provision of creche to be included in the CIT Masterplan.	31/01/2020	President Students Union leadership	Survey completed by 01/10/2019. Clarity as to demand for childcare provision on campus and actions identified as to how to address this demand, either on campus or close by.	€ 500.00

Action No.	Issue Identified	Action	Time scale	Responsibilities	Success Measure	Cost
4.4.9	The provision of parking spaces for those with temporary specific needs (such as those in the last trimester of pregnancy or those who have suffered an injury) was raised in the commentary in the staff survey. A small number of specially-designated parking spaces should be reserved for this purpose.	Designated parking places for those with temporary mobility issues such as staff or students who are at least 28 weeks pregnant (4 - 6 spaces).	30/11/2019	VP for Finance & Administration	4 - 6 parking spaces designated by means of special signage and awareness raised through a promotional campaign.	€ 500.00
4.4.10	Some areas of CIT are not very female-friendly, as they are male-dominated in terms of both staff and students. While we are mindful of health and safety, particularly in more remote areas of the campus, this action is also concerned with issues to do with access to toilets, etc.	Building and Estates to audit physical environment for opportunities to make the physical environment more female friendly, particularly in male-dominated areas.	20/06/2019	Building & Estates Manager	Audit report issued to SAT and IEB by 20/06/2019, and actions taken where needed. Improved qualitative responses in annual survey.	
Section 5 - Any Other Comments						
Action No.	**Issue Identified**	**Action**	**Time scale**	**Responsibilities**	**Success Measure**	**Cost**
5.2.1	CIT does not have a comprehensive approach in relation to LGBTI+, addressing policies and procedures in relation to diversity and inclusion.	Develop an Institute Gender Identity & Gender Expression policy	20/12/2020	VP for EDI	Policy developed and activities initiated through development of a comprehensive action plan and strategy by 31/12/2020. Positive qualitative responses in annual survey.	

5.3.1	CIT and IT Tralee plan to merge and become the Munster Technological University (MTU) at some point in 2019/2020. IT Tralee have not yet submitted for an Athena SWAN award, and CIT will be preparing for a submission under the post-2015 Charter, so it makes sense for the two institutions to work together on this initiative, implementing a common survey of staff, collaborating on actions, and sharing best practice, even at this pre-merger stage. This is underway.	Appoint a colleague from IT Tralee to sit on the expanded CIT SAT from January 2019.	31/01/2019	Chair SAT	IT Tralee staff member participating on CIT SAT by 31/01/2019. Collaboration on staff surveys and other activities, overseen and reported by SAT, included in MTU deliverables. Joint survey delivered before June 2019. Support for each other's activities and initiatives. Documented and shared good practices.	
5.3.2	There is a need to remain connected with national activities and events through the National Steering committee and the Athena SWAN network. However, working with local and regional partners to share good practice and, where practicable, deliver joint initiatives, would also be beneficial. CIT and IT Tralee will already be working more closely with each other due to the forthcoming MTU merger, but UCC, also in Cork, already has the bronze institutional award and three departmental awards. A willingness to share good practice and potentially collaborate on initiatives is extremely welcome.	Establish an open seat on both CIT/UCC Self-Assessment teams for the other institution, to facilitate sharing of good practice/lessons learned, collaborate on events/initiatives where the opportunity arises, and support each other in promoting the AS Charter across the sector. This has already been agreed in principle by the two institutional SAT's.	01/02/2019	SAT Chair	Protocol developed by 31/01/2019 to enable regular CIT presence at UCC SAT meetings and vice versa.	
						€607,321.00