

**Chemistry Athena Swan Action Committee/Self-Assessment Team:**

**Membership:**

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**Meeting 11:00 am Friday January 19th 2018, Head of School Office**

**Agenda: (initials of person presenting the item)**

1. **Review committee membership and name (SMD)**

* **Considerations:**
  + how often the team will meet;
  + how the SAT intends to monitor implementation of the action plan; GED CHECK
  + how the SAT intends to interact with staff;
  + whether the membership of the group will change;
  + what the internal and external reporting mechanisms of the team will be.

1. **Recap of where we are and timeline (ED (College) SMD (School))**

* **Performance against Action Plan (to be circulated for brief review) (SMD)**
* **Priorities/Items to address**
* Disaggregated student data – what we have? likely timeline? identifying the issues? (SB/NS)
* Implicit Bias and LEAD training - on-line process and implementation? (AMcD)
* Recruitment/leaving processes - historic issues? refining processes? (SMD/MEGL)
* Communication with decision-making School Committees (MEGL)
* Raising profile of AS activities and female researchers – website/newsletter? …etc
* Inclusive culture questionnaire
* **Proposal:** 
  + - Shared research assistant with School of Natural Science (SMD)

### Toward….

### Brief Look at the Silver Athena Swan Application Form:

### A picture of the department and its composition:

**Student data**

If courses in the categories below do not exist, please enter N/A.

1. **Numbers of men and women on access or foundation courses**.
2. **Numbers** **of men and women undergraduate students** – full- and part-time. Provide data on degree attainment and completion rate by gender.
3. **Numbers of men and women on postgraduate taught degrees** – full- and part-time. Also provide data on degree attainment and completion rate by gender.
4. **Numbers of men and women on postgraduate research degrees** – full- and part-time. Also provide data on completion rate by gender.
5. **Intake of undergraduates by gender** – full- and part-time. Comment on any gender differences and how the department supports underrepresented students.
6. **Ratio of course applications, offers and acceptances by gender for postgraduate taught and postgraduate research degrees** – comment on any differences between application and success rates.
   1. **Staff data**
7. **Proportion of all categories of academic staff by gender** – Look at the career pipeline and comment on and explain any differences between men and women. Where relevant, comment on the transition of technical staff to academic roles. Identify any issues in the pipeline at particular grades/levels.
8. **Leavers by grade and gender** – comment on the reasons staff leave the department.
9. **Proportion of men and women academic and research staff on fixed-term, open-ended, zero-hour and permanent contracts** – comment on what is being done to ensure continuity of employment and address any other issues. Where relevant, comment on any academic staff employed on a casual or adjunct basis.

### Supporting and advancing women’s careers

* + Reflect upon the key issues in the department, what steps have been taken and what support has been given to address any gender disparity.
  + Describe the initiatives implemented to address any issues and any impact to date.
  1. **Key career transition points**

1. **Recruitment**
2. **Induction** – describe the support provided to new staff at all levels.
3. **Personal Development Review** – describe any schemes (formal or informal) which are currently in place for staff at all levels
4. **Promotion** – provide data on staff applying for promotion, and comment on applications and success rates by gender and grade. Comment on any evidence of a gender pay gap in promotions at any grade.
   1. **Career development of students/postdoctoral researchers – supports and training provided.**
   2. **Flexible working and managing career breaks**
5. **Cover and support for maternity and adoption leave**
6. **Paternity, adoption and parental leave uptake**
7. **Flexible working**
   1. **Organisation and culture**
8. **Representation of men and women on committees** – provide a breakdown by committee and explain any differences in gender representation.
9. **Workload model** – describe the systems in place to ensure that workload allocation— including pastoral, administrative and outreach responsibilities—is fair,
10. **Timing of departmental meetings and social gatherings**
11. **Visibility of women as role models**
12. **Culture**
13. **Outreach activities** – state the proportion of men and women involved in outreach and engagement activities. Comment on the uptake of these activities by gender, where possible.
14. **HR policies** – describe how consistently HR policies about equality, dignity at work, bullying, harassment, grievance and disciplinary processes are applied and followed in practice. Describe how the application of HR policies in the department is evaluated.

### Any other comments: recommended 500 words

### Case studies: impacting on individuals: recommended 1000 words

**Two** individuals working in the department should describe how the department’s activities have benefitted them. The subject of one of these case studies should be a member of the self-assessment team (SAT), while the second case study should be related to someone in the department outside of the SAT. More information on case studies is available in the [Athena SWAN handbook](http://ecu.wpengine.com/wp-content/uploads/2014/07/Athena-SWAN-handbook-April-2014-v2.pdf).

### Action Plan

The Action Plan should be presented as a table, comprised of prioritised actions to address the issues identified in this application. For each action, an appropriate success/outcome measure should be defined, as well as the person/position(s) responsible for the action, and timescales for completion. The plan should cover current initiatives and your aspirations **for the next three years**. Actions, and their measures of success, should be **S**pecific, **M**easurable, **A**chievable, **R**elevant and **T**ime-bound (SMART).