Report on Equality, Diversity & Inclusion Culture Survey

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Section 1: Introduction

1.1 Introduction

The NUI Galway Equality, Diversity & Inclusion survey was designed with input from the Athena SWAN Institutional SAT and members of the EDICC in order to collect data to better understand the diverse profile and experience of staff within the university community. The purpose of the survey is to establish an evidence base for activities, policies and practice.

Aspects of the survey repeated questions from the 2015 Athena SWAN Culture Survey in order to monitor progress over time. The survey was expanded to include ethnicity, age, sexual orientation, disability and religion in order to get a more comprehensive assessment of workplace culture.

All staff were invited to complete the survey in October 2018. Findings from the survey will inform the work of the EDICC in AY 2019/20.

Overall, 574 staff members responded to the survey, representing 25% of total staff.

Table 1 **Distribution of Survey Respondents by Employment Category**

Staff Category	No. of respondents	% of staff category
Academic	236	41%
Research	69	12%
Support Services	219	38%
PTTA	23	4%
Other	27	5%
Total staff	574	25% of total staff

Of the respondents, 80% were permanent staff members, 84% worked full-time, and 62% reported having one or more caring responsibilities (54% male & 65% female respondents).

Table 2 **Distribution of Survey Respondents by Gender**

Staff Category	Female	Male	Transgender	Prefer not to say
Overall	63%	33%	<5 respondents	4%
Support Services Staff	77%	21%	<5 respondents	2%
Academic	52%	41%	<5 respondents	6%
Research	61%	37%		2%

63% of the respondents were female, <5 respondents (<1%) identified as transgender, and 4% (n = 20) chose not to disclose their gender.

84% of respondents identified as heterosexual, while 8% (n = 47) preferred not to disclose their sexual orientation.

Figure 1 **Distribution of Survey Respondents by Sexual Orientation**
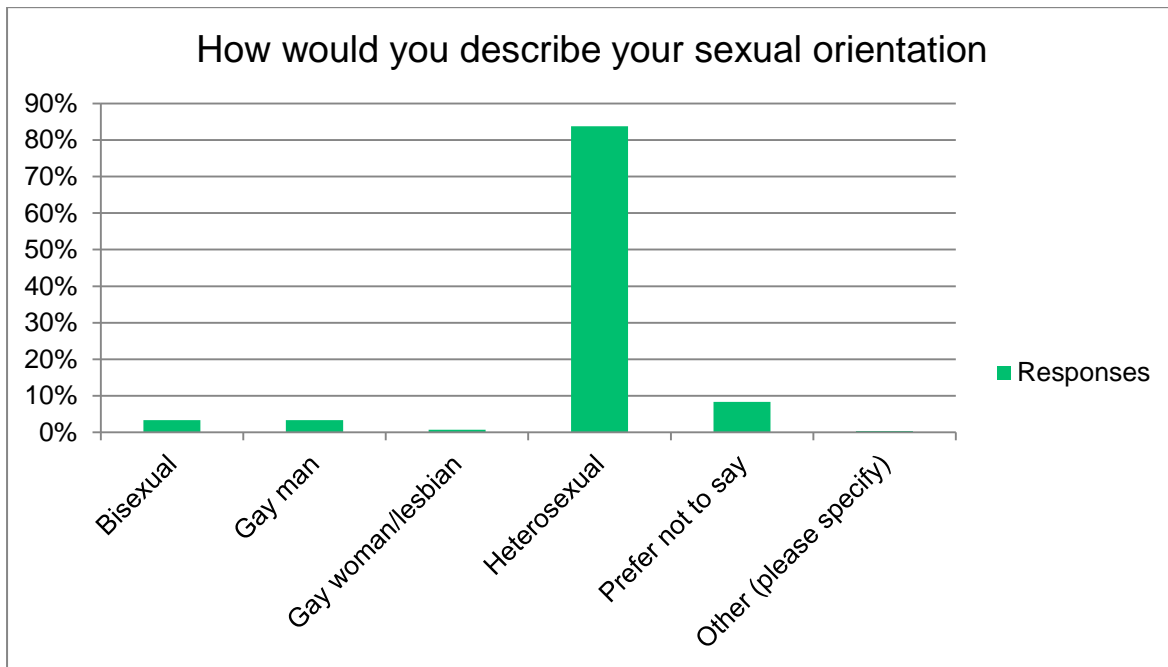
The vast majority of respondents (77%) described their ethnicity (with reference to the Irish Census categories) as White Irish, with a further 18% describing themselves as White Other. Of the respondents, 86% were native English speakers.

Seven percent (7%) of respondents identified as having a disability (with reference to the Disability Act 2005), of whom 43% had spoken to their manager about the impact of their disability on day to day functioning at work and had requested accommodation/adjustment at work.

1.2 Methodology

The survey included 68 questions across 6 substantive sections with a mixture of response types and some instances of branching and skip-logic. Some quantitative responses have been aggregated (e.g. answers specifying Agree and Strongly Agree/Disagree and Strongly Disagree).

To ensure that the analysis was objective and independent, MAPS was engaged to conduct the analysis of the data. For the purposes of analysis, responses to each open-ended question were divided into male and female responses and were further grouped according to the employment category identified by the respondent. The three categories used were:

1. Academic
2. Research
3. Support Services

Individual responses to open-ended questions were grouped into themes. For each question a commentary on the responses is provided with a short overall summary which draws together the main themes. Quotes are included to help give depth and clarity.

1.3 Overall Findings

The overall findings are presented under 6 broad themes:

1. General observations about the Institution and its culture
2. Leadership and Management Style
3. Dignity & Respect
4. Career Development and Promotion
5. Work-life Balance
6. Commitment to Equality & Diversity

In each area, staff members were asked to what extent they agreed/disagreed with a number of statements and were given an opportunity to add additional comments.

The number of responses provided to the open-ended questions varied across the questions. The quantitative findings are presented throughout the report in table format. The qualitative findings provide a summary of the main issues.

Section 2: Survey Results and Discussion of Findings

This section presents the survey findings under their 6 themes. Each section includes an assessment of the quantitative survey results and a more in-depth examination of the open-ended responses.

2.1 General observations about the Institution and its culture

Respondents were asked a range of questions about their experience and perceptions of institutional culture.

Figure 2 **Responses: From my experience I believe all staff are treated equally**
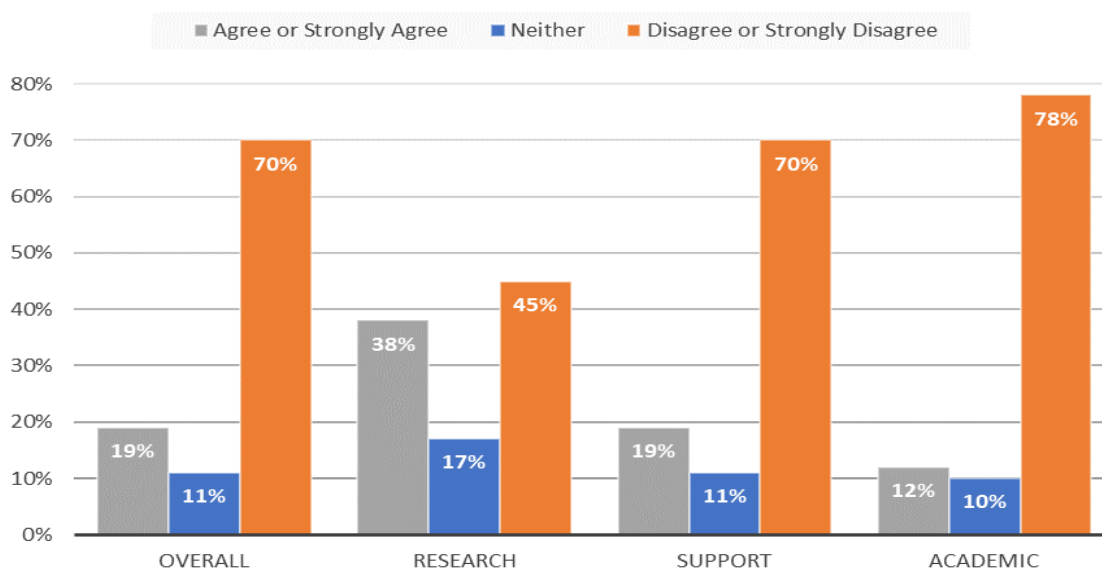
Figure 2 shows that most respondents (70%) either disagreed or strongly disagreed with the statement 'From my experience I believe all staff are treated equally'. More women (74%) than men (60%) disagreed across all staff categories, while academic staff members (78%) were most likely to disagree.

Similarly, the majority of respondents (55%) disagreed or strongly disagreed with the statement that 'The ethos of the University is one that supports equality of opportunity'. Of those that disagreed, a majority of academic and support services staff disagreed, while more research staff felt that the University supports equality of opportunity (42%) than not (34%).

Figure 3 **Responses: In my experience, people are readily accepted and made to feel welcome at NUI Galway irrespective of…**
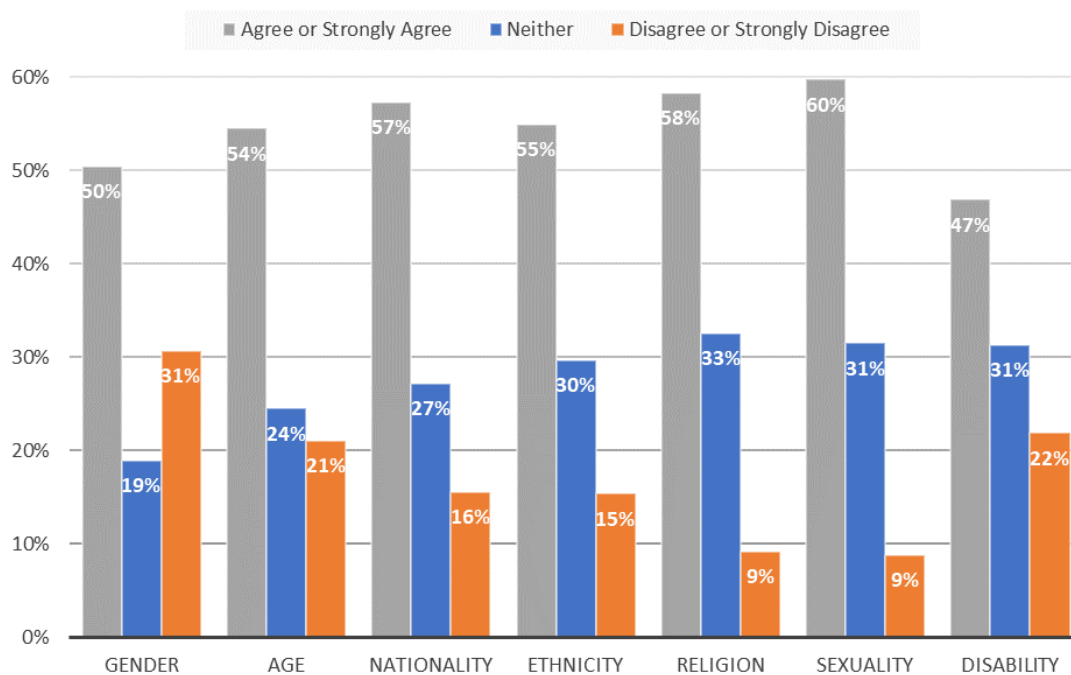
From Figure 3, it can be seen that from experience the majority of respondents believe that people are readily accepted and made to feel welcome at NUI Galway irrespective of their gender, age, nationality, ethnicity, religion, sexuality, and disability. The three most significantly highlighted areas in terms of negative experience were gender (31%), disability (22%) and age (21%). Areas of positive response included higher scores in sexuality (60%), religion (58%) and nationality (57%).

Figure 4 **Responses: Staff are treated equally irrespective of…**

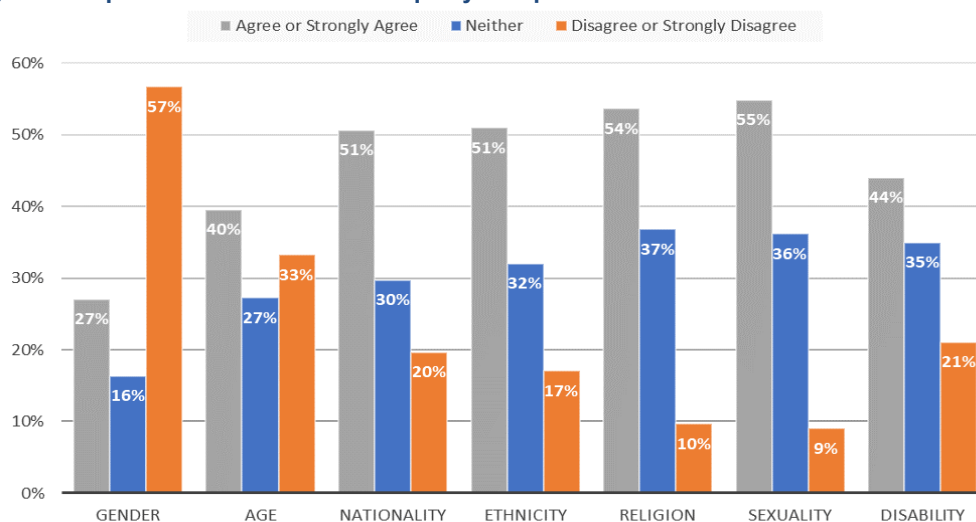Figure 4 shows that the perception of gender as an issue in terms of equal treatment continues to be a concern, with 57% of all respondents disagreeing with the statement 'Staff are treated equally irrespective of Gender'.

Open-ended comments by 272 staff members added further clarification about difficulties that might be faced by particular groups of staff at NUI Galway. While responses were general rather than specific in nature, the following themes emerged as difficulties or issues.

Table 3 **Open-ended responses to equal treatment by theme**

Theme	% of Responses
Gender	31%
Career Progression	20%
Disability	12%
Minority Groups	8%
Non-Irish	6%
Ageism	4%

Gender – Respondents grouped into the Gender theme felt that '*Women are discriminated against in terms of promotion'* and *'greatly disadvantaged in terms of career progression'*. Respondents also felt that women are *'overlooked for senior roles in NUIG' and that 'gender inequality'* is widespread across the University.

Career Progression – Respondents grouped into the Career theme felt that there was *a 'Lack of Career Progression'* options for Support Staff, Research Staff and those on temporary contracts.

Disability – Respondents grouped into the Disability theme felt that there is a *'lack of understanding among University Departments'* when it comes to *'accessibility for people with disabilities'.* Respondents felt that *'physical facilities remain inaccessible'* across the campus for those with disabilities and in particular for wheelchair users. Overall there was a sense that *'Staff with disabilities are not catered for adequately'* and that those with *'disabilities are not treated equally'.*

Minority Groups – Respondents grouped into the Minority theme felt that *'Minority groups are at a disadvantage by their nature'.* Respondents from a broad range of religious, ethnic, LGBT, and political minority groups indicated that they have experienced or witnessed bias during their time at the University*.*

Non-Irish – Respondents grouped into the Non-Irish theme felt that people who are not considered to be native Irish are *'subtly and overtly discriminated against in many ways.'* Respondents expressed that non-EU international staff in particular were treated as *'outsiders'.*

Ageism – Respondents grouped into the Ageism theme expressed their view that *'Age is a huge barrier to younger staff'* within the University and that *'older staff don't respect them'* as

much as they should. Respondents felt that it was '*Difficult for younger competent talent to attain senior roles'* as they can be viewed as *'too young for particular roles, especially when it comes to promotion.'*

Sixty-one percent (61%) of respondents overall did not agree that people at all levels within NUI Galway are respected, regardless of their role. A sizeable number of respondents **strongly** disagreed (22%), whilst very few respondents (2%) **strongly** agreed. Respondents from Support Services (67%) stood out as the group that disagreed most strongly with this statement, followed by Academics (61%) and Research staff (47%). Additional comments were provided by 298 respondents to explain why they did not agree that people at all levels within NUI Galway are respected, regardless of their role. In particular, respondents felt that people are *'treated badly'* and '*without respect'* when they are on a lower grade or hierarchal position. Overall, respondents felt that the University has a *'very hierarchical organisational culture'* in place, and that *'people are treated differently based on their grade rather than their individual capabilities'*.

There was also as strong sense that people working in administration are not as valued as academic staff and that there are '*inequalities between academic and support services staff'*.

'Support Staff are often treated badly by Academic Staff, who do not treat them with the respect they deserve.'

'I feel that people working in administration are not as valued as Academic Staff - we really are seen as support rather than an integrated into what we do in NUI Galway'.

'In some units there are inequalities between academic and support Staff. The use of the word Support Staff is part of the problem as the administrative Staff are not considered professionals in their own right by some Academic Staff.'

'There is a very noticeable division between Academic and Admin Staff which was a complete surprise to me when I started here. In my opinion there is much less value placed on Admin Staff - they're seen as interchangeable cogs irrespective of skills or experience.'

'Support Staff are sometimes spoken to with a high level of disrespect by some Academic Staff. I have never experienced such disrespectful and negative communication in a work place previous to NUI Galway and I find it shocking.'

To a lesser extent, examples of gender bias were provided; *'male voices "drown out" most female voices'* and that *'women are not rewarded nor respected in the University'*.

Approximately 20 respondents expressed a view that staff with less secure contract types '*are treated appallingly'* by some employees in the University and that they are not *'respected as much as those who are permanent'*.

When asked if they had been unfairly treated or discriminated against at NUI Galway on any of the grounds; gender, age, ethnicity, nationality, religion, sexuality, or disability, the vast majority of respondents answered no. Those who believe that they had been unfairly treated or discriminated against cited gender (29%), age (16%), and nationality (7%) as the most significant grounds. Of those, the vast majority of respondents did not formally report instances of unfair treatment or discrimination on the basis that they feel that their issues would be not resolved by University Management should they report it. A notable number of respondents also pointed out that they simply did not want any stigma or repercussions that they felt would come from lodging any formal report.

On a more positive note, the majority of staff agree/strongly agree that social activities (e.g. parties, team building) are welcoming to all staff members irrespective of their: Gender, Age, Nationality, Ethnicity, Religion, Sexuality, or Disability.

Fifty-two percent (52%) of respondents said they would recommend NUI Galway to others as a place to work. Research respondents (71%) were most positive when it came to recommending NUI Galway to others as a place to work, while the majority of Support Service Staff (58%) answered positively. Academics (24%) were least likely to recommend NUI Galway to others as a place to work.

In the qualitative responses, 127 respondents put forward reasons to explain why they would not recommend NUI Galway to others as a place to work. A number of themes emerged from the responses, most notably a lack of career development and promotional opportunities. Some respondents used the opportunity to explain why they would positively recommend the University to others as a place to work.

Figure 6 **How would you describe your School/Unit as a place to work?**

Staff were asked to select words from a given list to describe their school/unit as a place to work (choose all that apply: Supportive, Inclusive, Miserable, Competitive, Happy, Welcoming, Macho, Cliquey, Pressurised, Sexist, Other). Supportive (56%), Welcoming (45%) and Pressurised (41%) emerged as the words respondents would use most commonly to describe their school or unit as a place to work. Figure 6 shows that a generally positive sentiment is perceptible from the responses, despite many of the words provided to choose from having negative connotations.

2.2 Leadership and Management Style

Respondents were asked to what extent they agreed with 2 statements in relation to leadership and management style.

A. Members of senior management at NUI Galway are open and accessible

Overall, a slight majority of respondents (52%) disagreed that members of senior management at NUI Galway are open and accessible. Notably, a sizable proportion of respondents (71%) with a disability disagreed with this statement, whilst none (0%) strongly agreed.

Figure 7 **Responses: Members of senior management at NUI Galway are open and accessible**

Overall

Legend:
- Disagree
- Neither agree nor disagree
- Agree

Values: 52%, 29%, 19%
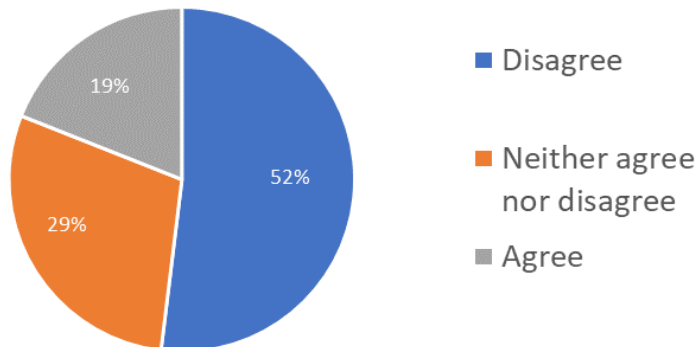
B. To what extent do you believe Managers in your School/Unit take equality and diversity issues seriously?

Respondents were asked to rank how seriously their managers take equality and diversity issues, with 1 being very seriously and 5 being not at all seriously. More respondents (43%) voted 1 or 2 noting a belief that managers in their schools or units take equality and diversity issues seriously, than voted 4 or 5 (31%). Research staff (38%) scored their managers more negatively than any other staff category, while Support Staff had a greater balance in the mid-range voting 3 (32%).

Figure 8 **Responses: Do you believe Managers in your School/Unit take equality and diversity issues seriously?**

Overall

20%, 23%, 26%, 19%, 12%

Legend: 1, 2, 3, 4, 5

Academics Staff

19%, 25%, 26%, 19%, 11%

Legend: 1, 2, 3, 4, 5

Research Staff

24%, 22%, 16%, 20%, 18%

Legend: 1, 2, 3, 4, 5

Support Staff

18%, 19%, 32%, 20%, 11%

Legend: 1, 2, 3, 4, 5
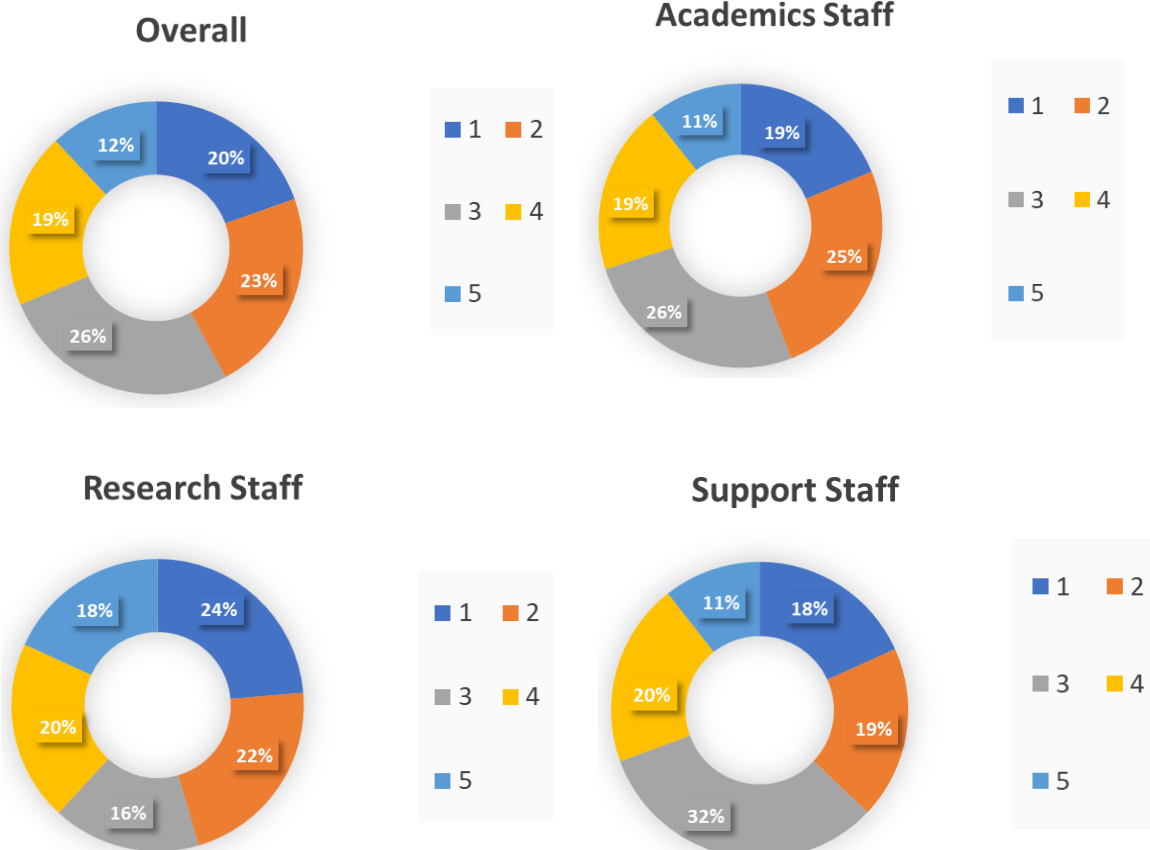
2.3   Dignity & Respect

In this section, respondents were asked their experience of bullying and harassment in the workplace and what, if any, action they took as a result.

While most respondents (72%) felt that they have not been on the receiving end of bullying or harassment in the past 12 months, support staff (25%) stood out as the group who cited the most incidences.

Of those who reported experiencing bullying or harassment in the past 12 months, the overwhelming majority (95%) indicated that they had not made a formal complaint. Although most respondents indicated that they would know where to go for assistance had they been bullied or harassed, a significant minority (43%) would not.

Respondents made clear that they did not want any stigma or repercussions that may come from lodging a formal complaint. Respondents voiced a lack of trust that their issues would be resolved by University management by making a formal complaint, especially if the complaint was against management and/or senior staff members.

2.4   Career Development and Promotion

Fewer than half of respondents (45%) either agreed or strongly agreed that they were encouraged to take up career development opportunities. Research respondents (57%) and newer entrants with less than 4 years' service (57%) were more likely to agree. Notably low scores were recorded from respondents identifying with a disability (19% Agree, 0% Strongly Agree). Notably, while men and women equally disagreed with the statement overall, more female academics (51%) than male academics (35%) agreed that they are encouraged to take up career development opportunities.

Figure 9 **Responses: I am encouraged to take up career development opportunities**
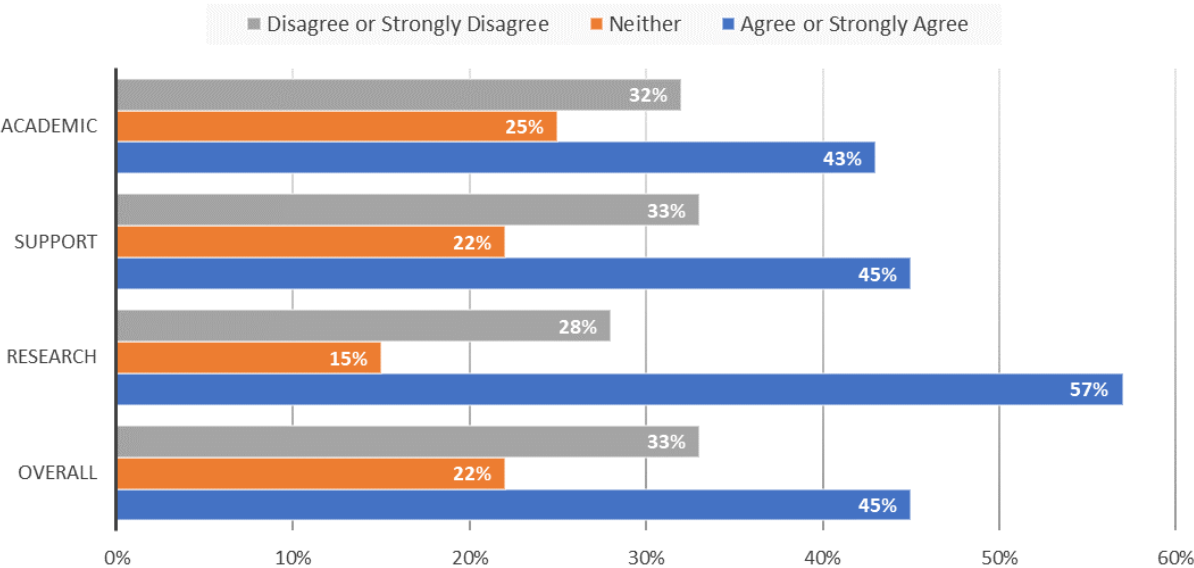
A large majority (74%) of respondents agreed or strongly agreed that they were aware of the training and development opportunities on offer. Researchers reported the lowest level of awareness (67%) while those in support services reported the highest (82%).

Respondents were asked to what extent they agreed with the statement: 'My workplace provides me with: Useful mentoring opportunities (as mentor or mentee), Useful networking opportunities, Opportunities for personal development, Opportunities for leadership and management development, I'm not sure what is provided'. Table 4 shows that more respondents disagreed (44%) than agreed (33%) that their workplace provides them with useful mentoring opportunities, while 55% of respondents either agreed or strongly agreed that their workplace provides them with opportunities for personal development.

Table 4 **Responses: My workplace provides me with…**

	Agree or Strongly Agree	Neither	Disagree or Strongly Disagree
My workplace provides me with:			
Useful mentoring opportunities (as mentor or mentee)	33%	23%	44%
Useful networking opportunities	42%	26%	32%
Opportunities for personal development	55%	18%	27%
Opportunities for leadership and management development	36%	28%	36%
I'm not sure what is provided	21%	33%	46%

Respondents were also asked if they had experienced any unfair barriers to their career progression. The majority of respondents (53%) reported having experienced unfair barriers to their career progression in NUI Galway. Academic respondents (27%), female respondents (31%) and those identifying with a disability (20%) were most likely to report having experienced unfair barriers. Researchers (51%), those with less than 4 years' service (51%) and those identifying as non-heterosexual (49%) were the least likely to experience any unfair barriers. Overall, only one-third of the responses recorded a clear "No" to this question.

Figure 10 **Responses: Do you feel you have experienced any unfair barriers to your career progression?**
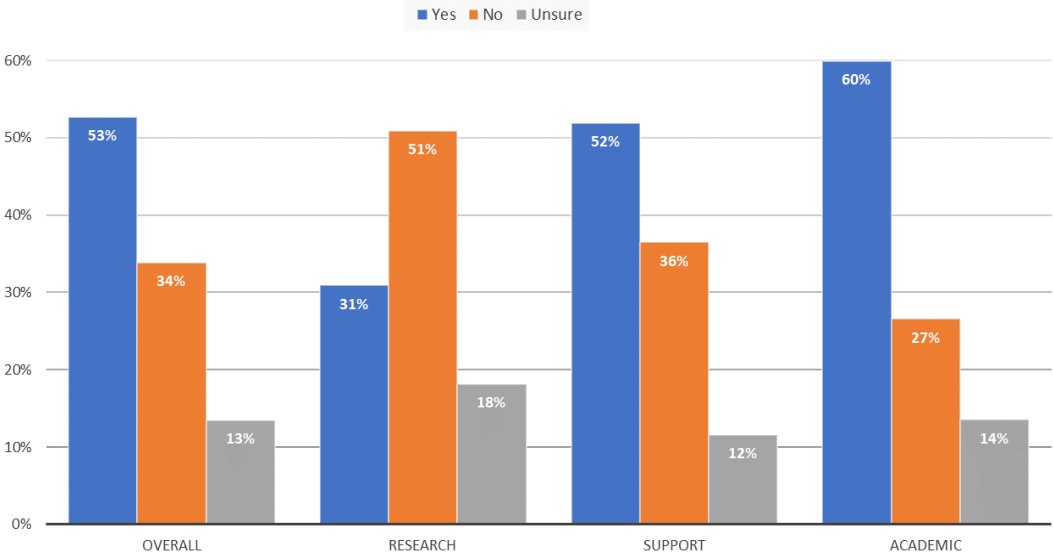
Only 12% of respondents believed that promotion processes in NUI Galway are fair and based on merit, with female respondents (10%) and those identifying as having a disability (9%) least likely to do so. Researchers (25%) were more likely to agree that promotion processes are fair and based on merit.

Overall, 41% of respondents said they understood the process and criteria, with higher percentages of academic respondents (53%) in agreement. Women (31%), researchers (32%) and newer entrants with less than 4 years' service (32%) were least likely to understand the process and criteria.

Figure 11 **Responses: I receive support and encouragement from my Manager to apply for Promotion**
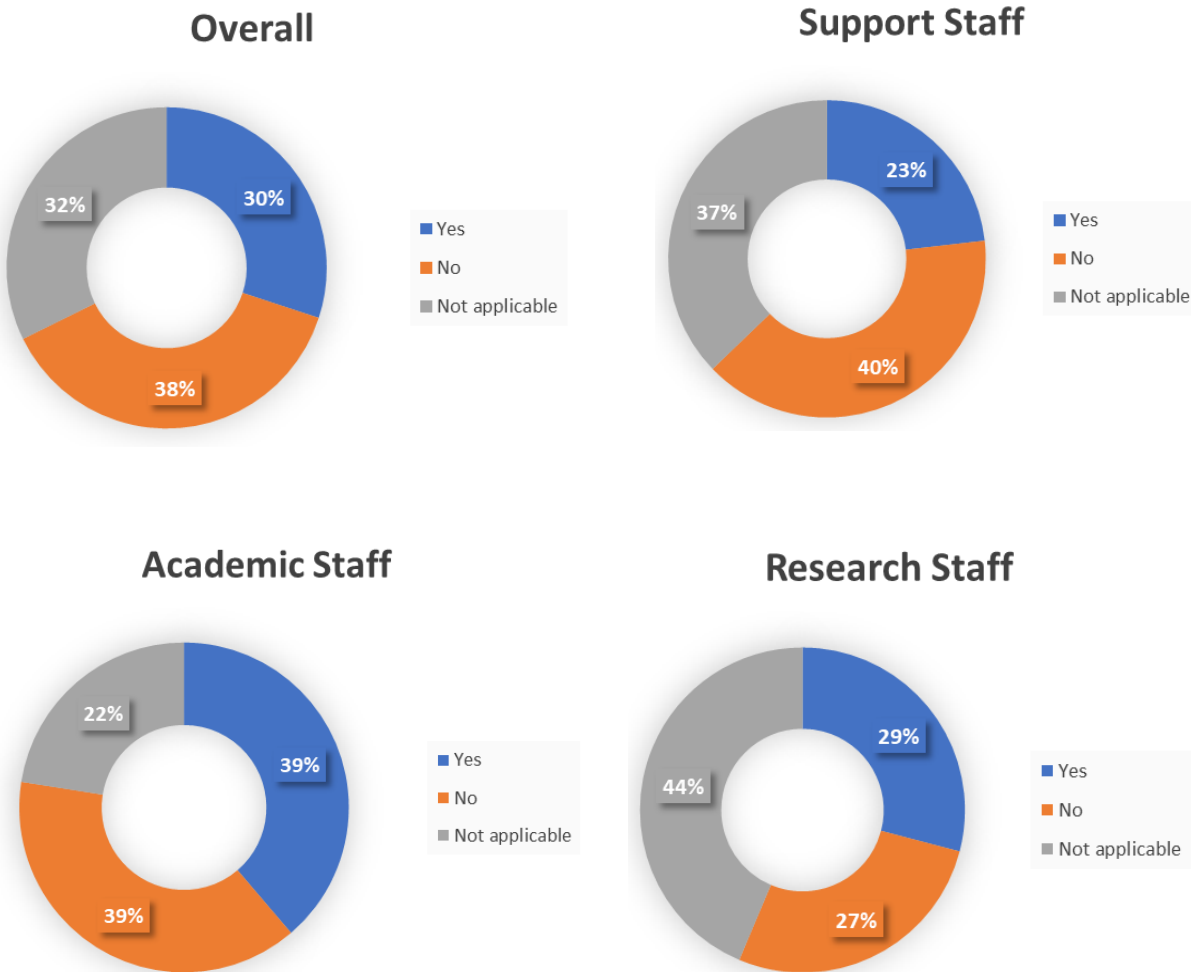
Overall more respondents felt they did not receive support and encouragement (38%) than those that did (30%). Academic staff were most likely to agree. Notably, significant numbers across all staff categories chose 'not applicable' in response to this question. This was highest for Researchers and Support Services Staff.

In summary, while a strong majority of respondents seem to be aware of training and development opportunities, significantly fewer feel encouraged to take them up.

2.5 Work Life Balance

The overall sentiment in this section suggests that management supports flexible working arrangements, and it is a key success factor for staff managing their work life balance.

Table 5 below shows that the majority of respondents (62%) felt that their manager supports flexible working, although a notable proportion of academics (32%) either disagreed or strongly disagreed, while researchers (81%) agreed most strongly.

Similarly, researchers (63%) were most likely to agree that they are able to strike the right balance between work responsibilities and home life. Whereas 41% of overall respondents indicated that they were unable to strike the right balance. Those with less than 4 years' service (59%) disagreed or strongly disagreed with the statement.

The majority of respondents (61%) agreed/strongly agreed that there is a long working hours culture in NUI Galway. In particular, 70% of those who identified as having caring responsibilities believe this to be the case.

Table 5 **Responses to questions of Work Life Balance**

	Agree or Strongly Agree	Neither	Disagree or Strongly Disagree
'I feel my Manager supports flexible working (such as part-time working, parental leave, job-share arrangements)'			
Overall	62%	24%	14%
Research	81%	10%	9%
Support	64%	16%	20%
Academic	54%	14%	32%
'I feel able to strike the right balance between my work responsibilities and my home life'			
Overall	44%	15%	41%
Research	63%	9%	28%
Support	55%	13%	32%
Academic	30%	19%	51%
'There is a long working hours culture at NUI Galway. Please indicate the extent to which you believe this statement to be true.'			
Overall	61%	20%	19%
Research	59%	13%	28%
Support	47%	26%	27%
Academic	72%	16%	12%

Responses also suggest a reasonable awareness among staff of the relevant leave policies and schemes (Table 6). Where a policy is applicable to a specific staff group, only the responses for that group are listed in the table below(*).

Table 6 **Responses: Which of the following policies/schemes are you aware of?**

Policy/Scheme	Awareness
Parental Leave	83%
Unpaid Leave of absence for Academic Staff	73%*
Part-time Working	68%
Career Break for Administrative, Library, Technical & Buildings Staff	65%*
Paternity Leave	63%
Special Unpaid Leave under the Shorter Working Year Scheme	61%
Meetings During Core Hours	55%
Carer's Leave	49%

Where staff were eligible to apply for one or more of the available leave schemes and did not, many indicated that financial afforability was a barrier (27%), others indicated a lack of organisational support for workload management (20%).

'Part-time working would have suited me while child-rearing and looking after elderly parents. However, without a clear workload model, and lack of oversight of the detailed requirements of my job, I feel this would not in effect be a part-time role, but would still have the expectations of full-time work.'

'Because at the time I knew that there would be nobody to replace me in my work and it would put more pressure on the rest of my unit.'

'Because I wouldn't be backfilled, my work piles up and it causes me more stress than it's worth.'

'Because the work doesn't go away and doing it in a shorter amount of time and for less money isn't tempting, particularly given that my work is fairly flexible.'

17% of respondents said they did not need to avail of the leave schemes, while 11% perceived that there would be negative impact on their career.

'As a mum of young kids there are times that I would love to reduce my working hours & take parental leave but I feel given the highly competitive environment that we work in that this would seriously damage my chances of promotion.'

'Because it would have a negative impact on my career and it would be viewed negatively when going for promotion.'

'Career-ending. If you're not overworking you are not taken seriously.'

While there appears to be substantial accommodation on the part of the university for those respondents that sought informal flexible working arrangements in the last 3 years (25% of respondents), the majority of respondents did not seek an informal arrangement.

2.6 Commitment to Equality & Diversity at NUI Galway

Of the overall respondents, 63% reported having not undertaken equality and diversity training at NUI Galway. Academic respondents (49%) were the group with the highest level of equality and diversity training. Researchers (81%) were least likely to have undertaken training.

A majority of respondents (53%) have undertaken unconscious bias training. As above, academic staff reported the highest rate of unconscious bias training participation (67%), whilst researchers reported the lowest (30%).

95% of respondents confirmed awareness of NUI Galway's involvement in the Athena SWAN Charter. A clear majority (74%) indicated familiarity with the Athena SWAN principles. Not surprisingly, academic respondents (83%) indicated the highest levels of awareness (Figure 12).

Figure 12 **Responses: Are you familiar with Athena SWAN principles?**
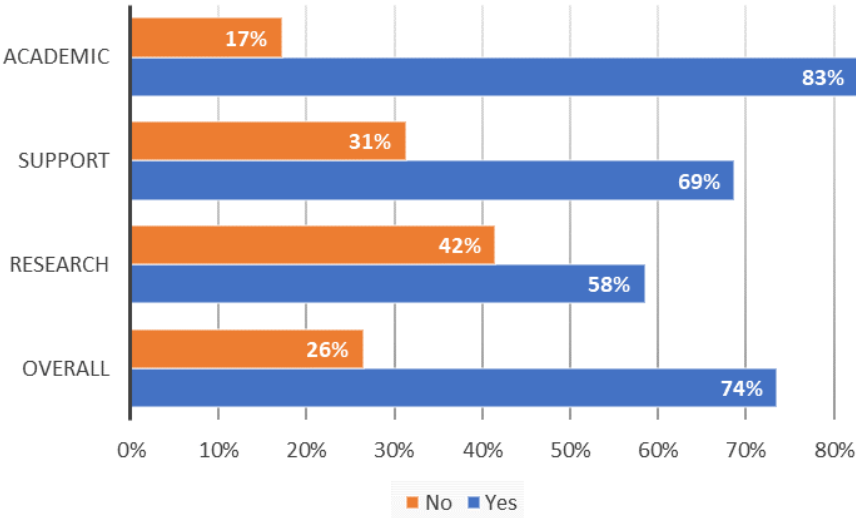
Figure 13 below shows that opinion is mixed amongst respondents when asked whether Athena SWAN has had a positive impact on addressing equality at NUI Galway. Overall, more respondents agreed (43%) than disagreed (30%), while a significant proportion (27%) felt that they do not know enough about Athena SWAN to comment. Academic staff were most likely to both explicitly agree (49%) and explicitly disagree (33%) in response to this question.
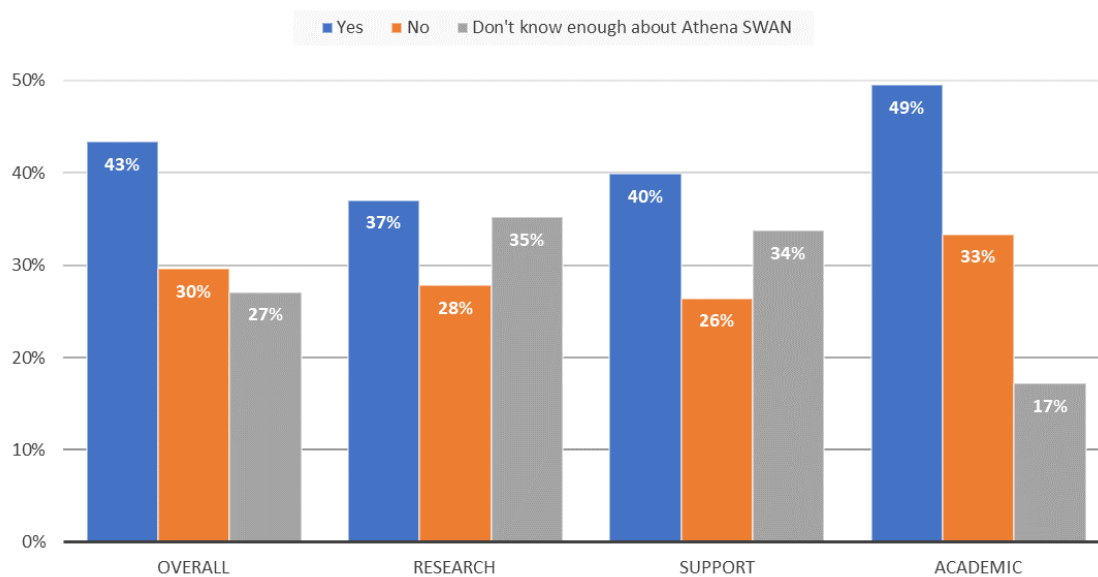
Respondents were asked to suggest what actions the university might take to enhance equality and diversity.

Open-ended responses were provided by 294 respondents to this question (53% female respondents and 48% male respondents). While a lot of responses were general in nature, the following themes emerged in order of importance:

- **Strive for greater equality across all levels of the University**

Many respondents felt the need to *'Provide equality and diversity training to Staff and students.'* A call for an increased focus on raising '*awareness of equality and diversity issues'* was made.

'Promote the vision of equality and not just asking for female representatives'

'Encourage and provide funding for equality and diversity events and Research at NUI Galway'

'Address inequalities of opportunities/facilities for Research Staff'

'Needs to be better training for all management level Staff in HR policies and procedures, especially unconscious bias training'

- **Greater opportunities for merit based promotion**

Some respondents felt that promotion **'***should be based on merit with clear criteria'* in all cases across the University. Respondents feel that factors such *as 'age or gender'* should never come into play when considering promotion.

'Apply the exact same promotion/ progression criteria in the case of ALL and equal workload across units/grades'

'To avoid nepotism, a clear merit based approach to promotion, allocation of resources and awards is required.'

'Promotion schemes should be based on merit (funding / Research and education output) only and not on artificial quotas'

'Advancement should be based on merit with clear criteria.'

'Examine merits of serving Staff members for promotion to senior level before deciding to fill vacancies at senior level.'

- **Improved operational reality of the Athena SWAN ethos**

Respondents grouped into this theme want to see real change as opposed to what is perceived to be '*token gestures'.* Some respondents feel that there is a need for more women in senior management posts, whilst others feel that the University should *'work at changing culture and mindsets'* amongst staff and students, in an effort to enhance equality and diversity.

'Keep a real commitment to AS. Not just being glad it was achieved and resting there. Implement cascade quotes and other aspects of the HEA report.'

'Work at changing culture and mindsets. Based on my experience and observations, there is currently a box ticking exercise going on in the University to protect research funding by acquiring Athena Swan certification. There is no change to the underlying culture or mindset.'

'Athena SWAN seems to be a badge/prize to be displayed externally with numerous 'exercises' completed to attain accreditation, but minimal practical and realistic shift in culture on the ground'

'Act up on equality rather than tick the Athena Swan boxes to get an ultimately meaningless label.'

'The Athena Swan initiative seems to be more about making the University look good and ensuring access to grant funding rather than actually addressing the equality and diversity problems.'

- **Stronger executive leadership**

Respondents grouped into this theme feel that there should be an emphasis placed on stronger leadership within the University. To achieve this, respondents suggested ideas such as *'Unconscious bias training for heads of discipline and management'* and improving '*channels of communication between senior management and University Staff.'* Respondents want university management to be at the forefront of creating an all-encompassing culture of tolerance and respect.

'Change culture of senior management to listen to the staff and students on the ground more.'

'Try to create a culture or tolerance and respect - this must come from the top and it must be meaningful and authentic'

'Training of line managers should be mandatory. You should not be able to be a line manager without equality and diversity training (not recruitment training)'

'More open management rather than decisions made behind the scenes'

'Unconscious bias training for heads of discipline and management regarding age and other grounds as well as gender'

- **Better support for non-Academic career paths**

Some respondents would like to see greater support for those employees of the University on non-Academic career paths, i.e. formal '*career progression paths'* for staff in support and research roles. Respondents also felt that perceived disparity in pay and respect between academic and non-academic staff should be addressed to help enhance equality and diversity at the University.

'Clear and transparent promotion scheme for Support Staff'

'Review promotional schemes and in-grade promotions for Support Staff. Also allow technical officers apply for internal posts'

'Introduce promotion scheme for admin Staff'

'Address inequality between Academic Staff and all others, there is a gulf in status, in pay, in respect, etc.'

'From my perspective, resolving the position of researchers, changing cultural misconceptions about their work and contribution, maybe introducing permanent research positions (CIDs don't mean anything).'

Respondents were also asked to suggest specific supports, which would make them feel more included. In response to this question, many respondents took the opportunity to indicate that they feel very included, whilst others expressed a desire for greater emphasis on mentoring from managers and senior staff as well as recognition for demanding workloads. The most prevalent responses to this question call for greater transparency from management and senior leaders on a broad range of matters from decision-making to promotions, other response themes included mentoring and more staff training opportunities.

There were 153 respondents who put forward suggestions about accommodation, catering, or social activities that they believe would lead to a more inclusive environment. Suggestions were broken down into themes where possible, with 6 main themes emerging (Table 7).

Table 7 **Responses: Suggestions about accommodation, catering, activities by theme**

Theme	% of Respondents
More social activities with a broader range of diversity	25%
Better planned physical layout/geography	14%
More diverse range of catering options and out-of-hours provisions	11%
Breakdown of workplace silo mentality	9%
Accommodation support	9%
More Family friendly Inclusion in terms of facilities and activities	7%

A sample of responses across themes highlights the range of suggestions.

- **Broader range of diverse activities**

'Would like to see the Sports and Social Club increase social activities.'

'Events to bring Research and administration Staff together to bring more understanding to the importance of both roles as successful Research requires efficient administration services and vice versa.'

- **Better planned physical layout/geography**

'Not having Departments housed across multiple different buildings. Having Staff rooms in all buildings.'

'We don't have access to a meeting room large enough to accommodate all our Staff at one go.'

- **More diverse range of catering facilities and options**

'The campus should be a living campus with restaurants and shops open in the evening time. The space is very segregated into work zones that shut down at night.'

'Accommodation, more affordable accommodation to be made available for overseas employees.'

- **Breakdown of workplace silo mentality**

'Perhaps fostering initiatives for more social interaction between admin and Academic Staff in general which would be an opportunity for better interaction in certain disciplines.'

'Researchers excluded from the professional community of their disciplines. Their role as Staff members in a specific discipline needs to be clarified - never invited to meetings, never invited to Staff Christmas parties etc.'

- **Accommodation Support**

'Temporary accommodation for new employees would be really helpful.'

'The University needs to take a more active role in monitoring the rental market for students and tackling the issue openly in the press.'

'Please provide a temporary (at least for 15 days since arrival or till he/she gets the accommodation if there is no busy) accommodation to all the Staffs till he he/she find one'

- **Family friendly inclusion in facilities and activities**

'Better acknowledgment of working parents, including basic things such as parking facilities near offices, park and ride is not an option for all.'

'For new parents, the waiting list in the College creche is tremendous. Some people cannot wait that long.'

The final question in the survey afforded respondents the opportunity to provide any further comments regarding the workplace culture at NUI Galway.

No specific themes emerged from the qualitative analysis of the responses to this question, although many respondents took the opportunity to vent their frustration at a very general sense of unfairness permeating the workplace culture.

Section 3: Conclusion

The overall sentiment amongst respondents comes across as significantly negative; a deep frustration and low morale is evident throughout most of the qualitative responses.

Despite a general perception that gender bias is still the most significant issue for equality emerging from the General Observations section, the sections which follow, focusing more on actual experiences, do not support this. Staff who identified as having a disability or as having a caring responsibility are the two groups that clearly emerge as feeling poorly supported and experiencing difficulties within the workplace.

The hierarchal structures, both formal and informal, within the University are identified as being the cause of much of the dissatisfaction amongst respondents. Grade hierarchy within staff categories and a sense that academic staff are more respected than support staff are consistent themes across responses in all sections

Notwithstanding the overall negativity, there are some positives that can be drawn from the survey responses. There were encouraging response trends to Q34 and Q35 where respondents were asked to choose words to describe their workplace and whether they would recommend NUI Galway as a place of work. Many more agreed than disagreed

that there was evidence of a real commitment to improving performance on matters relating to equality and diversity.

There is also good awareness amongst staff of the University trying to promote various initiatives to improve equality and diversity, such as Athena SWAN and the schemes promoting a healthy work life balance. There is a sense, however, that there is still significant work to be done to close the gap between the stated intentions of the University in this regard and the daily realities being experienced on the ground, based solely on the 25% of the staff group which responded to this survey.