

GENDER EQUALITY ACTION PLAN

Some actions will require a subcommittee to be formed to draw in expertise from members not on the GEIT. Actions are prioritised from critical (1) to less critical (3).

CO M	College Office Manager	HR	Human Resources Partner
POD	Programme Office Director	SR	Student Reps
CMM	College Marketing Manager	EPB	Engineering Programme Board / Dean of Engineering
CWM	College Web Manager	DA/DE	Dean of Architecture / Dean of Engineering
VP EDI	VP Equality, Diversity & Inclusion	VP RII	VP Research, Innovation, Impact
HoS	Head of School	GSD	Graduate Studies Director
CP	College Principal	VP T&L	VP Teaching & Learning

3. The Self-Assessment Process

No.	Priority	Action	Further details	Accountability (SAT Member)	Responsibility	Start date	End date	Success measure
3.1	3	Gender Barriers to Career Progression	Track career progress of research graduates through LinkedIn groups and Final Destination Survey - adding questions on gender equality/barriers to UCD version. Track gender balance in Academic / Industry / Prof Org – develop working relationship w/ professional Institutions to track gender representation.	VP EDI	CO M /GSD	Jan 2020	Nov 2022	Establish database to collect graduate data from past 5 years (complete July 2020) Analysis on progression of women in profession or academia, Identification of obstacles to career progress (complete Jan 2021) Strategy to address obstacles through additional postgraduate training where possible (July 2022)
3.2	2	EDI College Website	Provide information portal for staff & Students about Athena SWAN and Equality, Diversity & Inclusion (EDI). Review Annually for content.	VP EDI	VP EDI /CWM	Sept 2018	embed	Complete, with annual revisions Monitor hits versus home page annually Improved awareness of EDI policies in Athena SWAN survey in 2022

3.3	1	Increase Survey Response Rate	<p>Increase response rate of underrepresented groups (teaching and postdoctoral staff, postgraduate research students) to 50% in 2022 to match student participation.</p> <p>Discuss survey aims with School Councils 3 months in advance. EDI reps visit School Councils on date of survey distribution.</p> <p>Target core taught research modules taken by research students in each school.</p>	VP EDI	VP EDI	Jan 2022	Nov 2022	Aim for 50% response across all staff and student cohorts
3.4	1	EDI at Unit level	<p>Nomination of EDI representatives for Schools and College/Programme Office, for embedment of EDI principles at unit-level. Review progress quarterly, with report from VP to College Executive & University EDI Group.</p> <p>Nomination of new EDI representatives Sept 2021</p>	VP EDI	HoS	April 2018	March 2022	Complete Increased awareness of EDI principles and perception of implementation of EDI principles on the next Athena SWAN survey in 2022
3.5	1	Gender Equality Implementation Team (GEIT)	Oversight of Athena SWAN Action Plan at college-level, with direct links to schools and units.	VP EDI	CP	May 2019	Nov 2022	Completion of all actions in plan, to be reported in subsequent Athena SWAN review. Establish new SAT Oct 2021.
3.6	1	GEIT Admin Support	<p>Hire part-time professional (administrative) support for GEIT.</p> <p>College VPs of RII, Internationalisation and the GSB are supported with PT professional (administrative) staff.</p>	VP EDI	CP	May 2019	Nov 2022	Hiring completed Sept 2019
3.7	1	Training EDI and GEIT	Dignity & Respect and Unconscious Bias to school/unit-level EDI representatives and the GEIT.	VP EDI	VP EDI	Jan 2019	Mar 2019	Training complete

4. Picture of the Institution

No.		Action	Further details	Accountability (SAT Member)	Responsibility	Start date	End date	Success measure
4.1	1	Widening Participation	Work with UCD Access & Lifelong Learning, VP T&L and WP School representatives to increase intake into Architecture and Engineering	WG4 Chair	POD / VP T&L / WP School Reps / UCD Access	June 2019	Nov 2022	Increase of Widening-Participation goals to 24% and 22% respectively for Architecture and Engineering by 2022
4.2	1	Marketing of Landscape Architecture	Target marketing at all-girl schools for Landscape Architecture with target of 35% by 2022	WG4 Chair	CMM	Sept 2019	Nov 2022	Reach 35% female enrolment by 2022 (approx. 2% increase annually)
4.3	1	Review CE visibility in Stage 1 Engineering	Review impact and structure of CVEN 10040 Creativity in Design	WG4 Chair	POD / VP T&L	May 2019	Jan 2020	Monitor female uptake in CE programme. Aim for 30% female participation rate by 2022 (approx. 2% increase annually)
4.4	1	Lecture Series	Annual Lecture series on current research from female academics in engineering schools and female engineers in practice	WG4 Chair	SR	Sept 2019	Embed as annual event	Monitor female uptake in CE, EEE (non-Biomed cohort), and MME programmes Aim for 30%/30%/25% female participation rate respectively by 2022 (approx. 2% increase annually)
4.5	1	Networking Session 1 st year engineers	Develop annual workshop/seminar in 2019 with participation of 4th and 5th year engineering students for 1st year engineering students	WG4 Chair	POD / EPB	Sept 2019	Dec 2019 Embed as annual event in February	Monitor female uptake in CE, EEE (non-Biomed cohort), and MME programmes Aim for 30%/30%/25% female participation rate respectively by 2022 (approx. 2% increase annually)
4.6	1	Field Trips	Introduce practical field trip to industry or construction sites into first year curriculum, to shift perception of Civil and Mechanical & Materials Engineering	WG4 Chair	POD / EPB	May 2020	Dec 2020 Embed	Monitor female uptake in CE, EEE (non-Biomed cohort), and MME programmes Aim for 30%/30%/25% female participation rate respectively by 2022 (approx. 2% increase annually)

4.7	1	Marketing and Web profile	Review all websites by end 2019, promotional material by mid 2020 and external facing information from end 2019 onwards for equal representation of gender (minimum 40%) and diversity.	WG4 Chair	CMM	May 2019	May 2020 Embed annual review	Target 40% female representation in images and gender neutral text. Improved perception of gender balance in Athena SWAN survey / focus groups in 2022 – compare to results from 2018 survey
4.8	1	Student Focus Groups	Focus groups with students of each school regarding sexism, dignity and respect from staff.	WG4 Chair	VP EDI / EDI representatives	Sept 2019	Dec 2019	Focus group completion Identification of source and nature of problems Strategy to address issues
4.9	1	Inclusive Teaching Practice	Provide introduction session on inclusive teaching practice to all schools, starting with EEE, MME and APEP in spring 2019, 3 remaining schools in autumn 2019 Invite participation in pilot study through modification of targeted modules Survey staff and students to evaluate initiative	WG4 Chair	VP EDI	April 2019	Dec 2021	Completion of introduction session Participation of 4 out of 6 schools in pilot study (2020) Improved sense of inclusion on survey compared to 2018 Athena SWAN survey
4.10	1	Dignity & Respect - Staff	EDI representatives to be trained as trainers and a College level workshop developed to provide training in dignity and respect, and unconscious bias for teaching staff (Unless UCD HR renew training). Offered monthly and designated as mandatory	WG4 Chair	VP EDI / EDI reps in coordination with College of Science	April 2020	Dec 2021	Improved perception on gender discrimination / bias in APEP and EEE on Athena SWAN survey in 2022
4.11	1	Dignity & Respect - Students	Introduce training in dignity & respect and intercultural sensitivity in orientation for incoming 1st year students and incoming PGT students across the college. Co-ordinated effort VP EDI, T&L from Sept 2019, with professional group to do 2 hour workshops.	WG4 Chair	VP EDI / VP T&L	April 2019	Sept 2019, Embed Annually	Improved perception on inclusion by students in Athena SWAN survey in 2022

4.12	3	UG completion rates	Work with Programme Office to identify reasons for decreasing completion rates	WG4 Chair	POD	July 2020	Jan 2021 Embed annual report	Identify cause and rectify if appropriate. Monitor completion rates for three years for reversal of trend.
4.13	3	Part-time Modes of Learning	Explore part-time modes of learning to attract a greater diversity of students Assess programme changes required and evaluate feasibility Implement if feasible	WG4 Chair	POD / CP / DA / DE	May 2021	Nov 2022 Report	Completion of report
4.14	2	Market PGT	Market CE, EEE, MME PGT programmes more aggressively nationally and internationally	WG4 Chair	CMM	July 2020	Nov 2022	Target 2% annual increase in female uptake
4.15	2	Application, Progression and completion in PGT programmes	Setup a system to monitor application, progression and completion in postgraduate taught	WG4 Chair	POD / CMM	Jan 2020	June 2020	System developed to capture admissions / progression Three years of complete admissions / progression / completion data for next Athena Swan review in 2022
4.16	2	Examine Grading Differentials	Examine outcomes from exam-based modules (anonymous grading) vs project-based modules in Biomed UG and across randomly selected Engineering PGT and UG Biomed modules over 3-year period to identify anomalies. If bias found, develop actions to redress.	WG4 Chair	VP EDI / VP T&L	Jan 2020	Sept 2020	Review grade distributions 2020/21 and 2021/22 for equivalent grading if required
4.17	2	Postgraduate Research Recruitment	Application guidelines to PGR degrees to be included in a prominent location on College/School websites, with databank of applications kept for future opportunities Review procedures for advertisements, shortlisting and	WG4 Chair	HoS / VP RII	July 2021	Dec 2021 report	Monitor application, shortlisting and offer rates for female applications to research-funded PG to 2022 Aim to achieve 26% in EEE by 2020

			interview procedures for postgraduate research positions across the college					
4.18	2	PGR Examination Panels	Aim for adequate gender representation on PGR examination panels, through quarterly monitoring of panels proposed, and active intervention by Graduate School Board in approval process. GS school representatives to identify realistic targets based on discipline.	WG4 Chair	VP EDI / GSD / GS school representatives	Sept 2020	Nov 2022	GS School Representatives identify realistic targets for discipline in coordination with HoS. Aim for a minimum improvement in CE and EEE to 15%. Targets monitored and implemented by GSB
4.19	1	Lecturer BtB	Review need for Lecturer/Assistant Professor Below the Bar grade	WG4 Chair	CP / HoS / HR	May 2019	Aug 2019	Lecturer BtB either no longer in use, or its use is clearly justified
4.20	1	New Academic Posts	HoS / Search Committees to seek outstanding female candidates. Use a 40% target for hiring to Lecturer AtB / BtB to match College research population.	VP EDI	VP EDI / HoS / Search Committees	Jan 2019	Nov 2022	Aim for 40% new female hires across College by 2022. Target to raise %F academics from 20% to 25% by 2022, including new female chairs and professorships (AP4.21/4.22).
4.21	1	New Female Professorships	HoS / Search Committees to identify outstanding candidates for new female full professorships over the next 5 years	VP EDI	VP EDI / HoS / Search Committees	Mar 2019	Nov 2022	Aim for 6 positions by 2022
4.22	1	New Industry Funded Chairs for Women	Solicit funding from Industry for funded Chairs for women over the next 3 years.	WG4 Chair	CP / HoS	Sept 2019	Nov 2022	Aim for 2 funded chairs in Engineering
4.23	2	Hourly-paid employment	Monitor hourly-paid employment (not students) in each school annually and report to College	WG4 Chair	CO M / HoS	Jan 2020	Aug 2020	System established. Aim for 2 years of complete data for next Athena SWAN review
4.24	2	Exit interviews	Introduce exit interviews for departing staff.	WG4 Chair	HoS / CP	Sept 2020	Embed	System in place by January 2021.
4.25	1	Focus Group APEP Staff –	Focus group with female APEP staff to discuss commitment and gender discrimination. Identification of	APEP School Rep	VP EDI / APEP Athena SWAN representative	May 2019	Sept 2019	Focus group complete

		Gender Discrimination	source and nature of problems. Develop and implement strategy to address					Improve level of commitment on next Athena SWAN survey in 2022 to match engineers
<h2>5. Supporting and Advancing Women's Careers</h2> <h3>5.1 Key Transition Points</h3>								
No.	Priority	Action	Further details	Accountability (SAT Member)	Responsibility	Start date	End date	Success measure
5.1.1	1	Review Job Advertisements	Review advertisements since 2015 and ongoing competitions by the summer 2020 to identify historical evidence of gender bias associated with criteria, wording and level of appointment when discretionary, and report to College Executive Board.	WG5.1 Chair	HoS / HR	May 2019	Sept 2019 Report	Complete review Establish trends in appointments Formulate new policy regarding advertisement and appointments
5.1.2	1	Unconscious Bias Training	Training for all participants on interview panels (academic, postdoc) to address apparent bias in shortlisting Record participation Annual progress reports from HoS to College Executive Linked to AP4.10	VP EDI	VP EDI / HoS / Unit Head	April 2020	Dec 2021	Template tracking training embedded. Completion of training.
5.1.3	1	Gender Screening of Advertisements	Working group of GEIT to develop system to ensure all advertisements are screened for gender bias Language guidelines and proofing process for advertisement copy to be implemented and agreed by GEIT and HR partner by end 2019, with introduction of process at school-level in 2020	WG5.1 Chair	CP/HoS/HR Working Group	May 2019	Dec 2019	Implemented across schools, with system to monitor use, in 2020 Volume of female applications tracked annually by school Aim to achieve application rates comparable to female representation at lower grade (varies by school)

			Annual reports from schools to College Executive					
5.1.4	1	Criteria for Academic Appointments	Review advertisement criteria for each academic grade and establish template for each grade to ensure proportionality to level of appointment Monitor advertisements for conformance and archive job advertisements by school, report to College Executive annually CP to take action where required to ensure compliance	WG5.1 Chair	CP/HoS/HR Working Group	May 2019	Dec 2019	Review complete Aim to achieve application rates comparable to representation at lower grade (varies by school)
5.1.5	1	Search Committees	Each competition to have a small 'search committee' to actively find and contact potential candidates Each search should contact at least 2 females for every 3 males until end 2022 and review progress Record of search committee contacts kept at school-level, reported to College Executive & GEIT annually	WG5.1 Chair	CP/HoS/HR Working Group	Sept 2019	Nov 2022	Volume of female applications tracked annually by school, with aim to achieve rates comparable to female representation at lower grade (varies by school)
5.1.6	2	Induction & Support	Formal induction programme and mentoring support for 2 years for early career researchers to be implemented by schools. Draw on experience of Colleges of Science, and Social Science & Law, who recently piloted a 1-year programme.	WG5.1 Chair	HoS / HR Working Group	April 2020	Dec 2020 Rolling Induction	Implemented Induction and mentoring programme Less than half of staff believed they were well supported at an early career stage (2018 survey), improve this to 75% in Athena SWAN survey in 2022
5.1.7	3	Hourly Paid Staff	Provide induction for new hourly-paid staff, coupled with awareness raising campaign to existing staff, to ensure they are familiar with their right to access career development and	WG5.1 Chair	HoS / VP EDI	Sept 2020	May 2021 Embed induction	Monitor uptake by PT temporary staff Improve perception rates to 75% across measures on Athena SWAN survey in 2022

			training opportunities available to academic staff.					
5.2 Career Development								
No.	Priority	Action	Further details	Accountability (SAT Member)	Responsibility	Start date	End date	Success measure
5.3.1	3	Capture Training	Coordinate with UCD HR, UCD Library and UCD Research to develop system to capture fuller profile of training	WG5.3 Chair	CO M	May 2019	May 2020	More complete profile of training by 2022 review
5.3.2	1	Dignity and Respect	Develop dignity and respect training for all new staff appointees as part of new induction AP Link to AP4.10 Monitor uptake and report to College Executive on annual basis	WG5.3 Chair	VP EDI	April 2020	Dec 2021 embed	Complete uptake by all new staff
5.3.3	2	Aurora Programme	Promote the awareness of Aurora programme with testimonials on the College website and active annual promotion, to ensure uptake amongst female staff to full annual quota of two positions.	WG5.3 Chair	CO M /HoS	Aug 2019	October 2019 Embed	Monitor uptake and report to College Executive on annual basis Achieve full participation each year (two places available annually).
5.3.4	2	Career Training	Develop in-college career guidance and training for post-docs, other research staff and early career academics on: research skills, career development, discussion of gender barriers and strategies for entry/promotion on the academic pathway, such as winning personal competitive funding	WG5.3 Chair	HoS / CP / VP RII	Sept 2020	May 2021, embed annual training	Training developed Improved participation rate in training Improved perception of support from 45% to 60% on Athena SWAN survey in 2022
5.3.5	3	PhD Career Workshop	Develop workshop(s) to assist PhD students interested in pursuing academic careers, with guidance	WG5.3 Chair	VP EDI / VP RII	Sept 2020	May 2021, embed	Training developed Improved participation rate in training

			regarding profile development, gender perspectives and competitive funding opportunities				annual training	Improved perception of support on Athena SWAN survey from 63% to 80% in 2022
--	--	--	--	--	--	--	-----------------	--

5.3 Flexible Working and managing career breaks

No.	Priority	Action	Further details	Accountability (SAT Member)	Responsibility	Start date	End date	Success measure
5.5.1	2	Return from Leave	Teaching workload is reduced for the returning semester of male and female faculty returning from adoptive/carer/career break/sick leave.	WG5.5 Chair	HoS	May 2019	Sept 2019	Implementation Improved perception of availability and support for taking leave on Athena SWAN survey in 2022
5.5.2	2	Creche Survey	Survey College staff and students on creche provision, to define our College child care needs	WG5.5 Chair	VPI EDI / CWM	Jan 2020	March 2020	Completion of Survey
5.5.3	2	Breastfeeding / Parenting Rooms	Investigate a breastfeeding / parenting room within the College sites	WG5.5 Chair	CP / HoS	July 2021	March 2022	Provision of accessible facilities
5.5.4	2	Changing Facilities	Investigate child changing facilities and dedicated parking for staff/students with children within the College sites	WG5.5 Chair	CP / HoS	July 2021	March 2022	Provision of accessible facilities
5.5.5	3	Working from Home	Investigate a College policy on working from home	WG5.5 Chair	CP / HoS	Jan 2021	June 2021	Development of policy
5.5.6	2	Career Break Monitoring	Record Career Breaks and Research Sabbatical Leave at a School & College level annually to monitor trends in coming years.	WG5.5 Chair	C OM / HoS	Jan 2020	June 2021 embed	Complete record of career breaks, by School, by 2022

5.4 Organisation and Culture

No.	Priority	Action	Further details	Accountability (SAT Member)	Responsibility	Start date	End date	Success measure
5.6.1	1	Wall of Graduates	Implement Wall of Graduates in each school	WG5.6 Chair	VP EDI / CMM / EDI School representatives	May 2019	Sept 2019	Improved sense of inclusion for students and staff on Athena SWAN survey in 2022, from 83% to 90%
5.6.2	3	Policy Awareness	Develop web-based marketing to increase awareness of policies, and create links on College EDI webpage	WG5.6 Chair	VP EDI / CWM	Sept 2019	Sept 2020	Benchmark 2022 survey data to current familiarity with policies, aim for 75% recognition rate
5.6.3	1	Committee Gender Balance	Implement a gender balance target for committees of 30% or linked to College- or school-level female academic staff representation Monitor committee membership annually for compliance to target	WG5.6 Chair	C OM / HoS	May 2019	Oct 2019	Compliance to target Revision of target annually relative to %F staff
5.6.4	1	Committee Membership	Implement a college- and school-level template and recording mechanism for tracking committee membership annually, that will be reported annually to the College Executive for monitoring and redress	WG5.6 Chair	C OM / HoS	May 2019	Oct 2019	Compliance to target of 30%, adjusted annually to reflect changes in gender balance
5.6.5	1	GSB/EPB/GEG Gender balance	Take immediate action to redress the long-running gender imbalance on the Graduate School Board, Engineering Programme Board and Global Engagement Group to meet the intermediate goal of 30% female representation	WG5.6 Chair	CP	Jan 2020	March 2020	Compliance to target of 30%, adjusted annually to reflect changes in gender balance
5.6.6	1	IT, H&S, EGA Gender balance	Reorganise the IT Committee, Health & Safety Committee and the EGA Gender Balance Subcommittee to	WG5.6 Chair	CP	Jan 2020	March 2020	Compliance to target of 30%, adjusted annually to reflect changes in gender balance

			meet the intermediate goal of 30% representation of either gender					
5.6.7	1	Research Centres	Monitor gender balance in research centres to assess compliance with SFI and EC mandates for at least 40% female researchers to encourage active recruitment of female faculty as PIs and recruit new female researchers to funded roles.	WG5.6 Chair	CP / VP RII	Jan 2020	March 2020	Compliance to target of 40%, adjusted annually to reflect changes in gender balance
5.6.8	1	Leadership Roles	Implement a college- and school-level template and recording mechanism for tracking gender balance in leadership roles annually, that will be reported annually to the College Executive for monitoring and redress to achieve more balanced representation	WG5.6 Chair	C OM / HoS	May 2019	Oct 2019	Compliance to target of 30%, adjusted annually to reflect changes in gender balance
5.6.9	1	Fixed Terms	Implement a college- and school-level policy for fixed terms for committee membership (2-3 years) and leadership roles (3-5 years) to ensure opportunities to serve are available and be report annually to the College Executive for monitoring and redress	WG5.6 Chair	CP / HoS	May 2019	July 2019	Establishment of policy Compliance to terms of office
5.6.10	2	External Contributions	Establish system to monitor external contributions of academic staff to identify any gendered differences	WG5.6 Chair	C OM / HoS	Jan 2021	June 2021	Establishment of system Monitor annually
5.6.11	1	Workload model	Develop a simple and transparent workload model template, to be implemented at school-level, with mechanism for tracking gender balance and workload distribution to be reported annually to the College Executive for monitoring.	WG5.6 Chair	HoS	Sept 2019	Mar 2020	Establish model Monitor annually for gender differences, improve sense of workload distribution to minimum 50% on Athena SWAN survey 2022

5.6.12	1	Core Hours	Monitor Core Hours policy implementation and provide option of meeting attendance in 'virtual' form where appropriate	WG5.6 Chair	C OM / HoS	July 2020	Dec 2020	Monitor annually, 100% implementation
5.6.13	2	Social Gathering	Implement a college- and school-level template and recording mechanism for tracking social gatherings and attendance annually, that will be reported annually to the College Executive for monitoring	WG5.6 Chair	C OM / HoS	July 2020	Dec 2020	Monitor annually for gender differences, improved data for Athena SWAN review 2022
5.6.14	3	Virtual Attendance	Offer the option of video conference to allow for 'virtual' attendance at of gatherings involving external speakers etc. for those not available whilst abroad/ at home with caring responsibilities	WG5.6 Chair	HoS / CP	Jan 2022	June 2022	Improved staff attendance at events / meetings
5.6.15	2	Women in Engineering & Architecture	Investigate the launch of a dedicated Women in Engineering & Architecture web page	WG5.6 Chair	VP EDI / CWM	July 2021	Dec 2021	Implemented and updated quarterly
5.6.16	2	Gender balance at Events	Create template to track gender representation at events, report to school and college executives each semester to monitor and redress, with target of 30% female representation.	WG5.6 Chair	C OM / HoS	July 2020	Dec 2020	Monitor annually, target of 30% female representation. Improved data for Athena SWAN review 2022
5.6.17	1	Research Showcase	Broaden metrics used to showcase research in the College. Female representation to match academic staff profile.	WG5.6 Chair	VP EDI / VP RII	Oct 2020	June 2021	Increase to 25% by 2022 (as per AP4.20-4.22)
5.6.18	1	Expand Outreach	Expand existing outreach activities in secondary schools in the region and on campus to encourage female students to study engineering.	WG5.6 Chair	CMM	Oct 2020	June 2021 embed	Target of 34% UG female entrants by 2022 (approx. 2% increase annually)

5.6.19	1	Monitor Outreach	Formalise monitoring of outreach activities across schools, with annual reports to College, with gender breakdown of conversion rates.	WG5.6 Chair	CMM	Oct 2019	Dec 2019 embed	Monitor annually for gender differences, improved data for Athena SWAN review 2022
--------	---	------------------	--	-------------	-----	----------	----------------	--

UCD College of Engineering & Architecture
Gender Equality Action Plan 2018-2022

NO.	ACTIVITY	PLAN START	PLAN DURATION	ACTUAL START	ACTUAL DURATION	PERCENT COMPLETE	PERSON RESPONSIBLE	PERIODS																									
								2018				2019		18		2020						2021					2022						
								3	6	9	12	15	18	21	24	27	30	33	36	39	42	45	48	51	54	57	60	63	66	69	72	75	78
SELF ASSESSMENT																																	
3.1	Gender Barriers to Career Progression	43	12			0%	COM																										
3.2	EDI College Website	8	6	8	6	100%	VP EDI																										
3.3	Increase Employee Response Rate	48	4			0%	VP EDI																										
3.4	EDI at Unit level	11	6	11	6	100%	HoS																										
3.5	Gender Equality Implementation Team (GEIT)	14	45	15		100%	CP																										
3.6	GEIT Admin Support	18	42			0%	CP																										
3.7	Training (GEIT & EDI)	18	1	18	1	100%	VP EDI																										
PICTURE OF THE COLLEGE																																	
4.1	Widening Participation	20	40			0%	POD/VP T&L / ACCESS																										
4.2	Marketing Landscape Architecture	24	36			0%	CMM																										
4.3	Review CE Visibility	18	8			0%	POD / VP T&L																										
4.4	Annual Lecture Series from Female Engineers	19	43			0%	SR																										
4.5	Networking Session for 1st year engineers	21	6			0%	POD / EPB																										
4.6	Field Trips to Industry or Construction Sites	28	9			0%	POD / EPB																										
4.7	Marketing and Web profile	18	12			0%	CMM																										
4.8	APEP UG Students	24	3			0%	VP EDI / APEP rep																										
4.9	Inclusive Teaching Practice	15	12	18	2	20%	VP EDI																										
4.10	Dignity & Respect - Staff	30	20			0%	VP EDI																										
4.11	Dignity & Respect - Students	23	37			0%	VP EDI / VP T&L																										
4.12	UG completion rates	31	9			0%	POD																										
4.13	Part-time Modes of Learning	40	18			0%	POD / CP / DA / DE																										
4.14	Market PGT	30	30			0%	CMM																										
4.15	Progression and completion in PG(taught)	25	6			0%	POD																										
4.16	Examining Grade Differentials	27	9			0%	VP EDI / VP T&L																										
4.17	Research-funded postgraduate recruitment	43	6			0%	HoS / VP RII																										
4.18	PGR Examination Panels	36	24			0%	VP EDI / GSD																										
4.19	Lecturer BtB	18	6			0%	CP/HoS/HR																										
4.20	New Academic Posts	15	45			0%	VP EDI/HoS/CP																										
4.21	New Female Professorships	15	45			0%	VP EDI/HoS/CP																										
4.22	New Industry Funded Chairs for Women	24	36			0%	VP EDI/HoS/CP																										
4.23	Hourly-paid employment	25	9			0%	CO M/HoS																										
4.24	Exit Interviews	36	24			0%	HoS/CP																										
4.25	Focus Group - APEP Staff	18	6			0%	VP EDI / APEP rep																										
KEY TRANSITIONS																																	
5.1.1	Job advertisements	18	6			0%	HoS/HR																										
5.1.2	Unconscious bias training	30	6			0%	VP EDI																										
5.1.3	Gender screening of job descriptions	18	9			0%	CP/HoS/HR																										
5.1.4	Criteria for academic grades	18	9			0%	CP/HoS/HR																										
5.1.5	Search Committees	18	12			0%	CP/HoS/HR																										
5.1.6	Induction & Support	28	9			0%	HoS/HR																										
5.1.7	Hourly Paid Staff	34	9			0%	HoS / VP EDI																										
CAREER DEVELOPMENT																																	
5.3.1	Capture Training	18	12			0%	COM																										
5.3.2	Dignity and Respect training	30	6			0%	VP EDI																										
5.3.3	Aurora programme	19	6			0%	CO M/HoS																										
5.3.4	Career Training	34	9			0%	HoS / CP / VP RII																										
5.3.5	PhD Career Workshop	34	9			0%	VP EDI / VP RII																										
FLEXIBLE WORKING & CAREER BREAKS																																	
5.5.1	Return from Leave	16	6			0%	HoS																										
5.5.2	Creche Survey	25	3			0%	VP EDI / CWM																										
5.5.3	Breastfeeding/Parenting Rooms	43	9			0%	CP/HoS																										
5.5.4	Changing Facilities	28	3			0%	CP/HoS																										
5.5.5	Working from Home	37	6			0%	CP/HoS																										
5.5.6	Career Break Monitoring	25	6			0%	CO M/HoS																										
ORGANISATION & CULTURE																																	
5.6.1	Wall of Graduates	18	4	18	1	25%	VP EDI / CWM																										
5.6.2	Policy Awareness	24	12			0%	VP EDI / CWM																										
5.6.3	Committee Gender Balance	18	6			0%	CO M/HoS																										
5.6.4	Committee Membership	18	6			0%	CO M/HoS																										
5.6.5	G5B & EPB Gender balance	25	3			0%	CP																										
5.6.6	IT, HoS, EGA Gender balance	25	3			0%	CP																										
5.6.7	Research Centres	25	3			0%	CO M / VP RII																										
5.6.8	Leadership Roles - Gender balance	18	6			0%	CO M/HoS																										
5.6.9	Fixed term Committee Membership	18	3			0%	CP/HoS																										
5.6.10	External Contributions	37	6			0%	CO M / HoS																										
5.6.11	Workload model	21	9			0%	HoS																										
5.6.12	Core Hours	31	6			0%	CO M/HoS																										
5.6.13	Social Gathering attendance	31	6			0%	CO M/HoS																										
5.6.14	Virtual Attendance	49	6			0%	HoS/CP																										
5.6.15	Women in Engineering & Architecture	43	9			0%	VP EDI / CWM																										
5.6.16	Gender balance at events	31	6			0%	CO M/HoS																										
5.6.17	Research Showcase	34	9			0%	VP EDI / VP RII																										
5.6.18	Develop Outreach	36	9			0%	CMM																										
5.6.19	Monitor Outreach	22	3			0%	CMM																										

UCD College of Engineering & Architecture
Gender Equality Action Plan 2018-2022

By Person Responsible

							Period Highlight: 18				Plan				Actual				% Complete								
							M				MR				N				S				FT				
							A				SAT				L				T								
							AS				AR				R				I								
							Athena Swan Survey 2022																				
NO.	ACTIVITY	PLAN START	PLAN DURATION	ACTUAL START	ACTUAL DURATION	PERCENT COMPLETE	PERSON RESPONSIBLE	PERIODS																			
								2018	3	6	9	12	15	18	21	24	2020	27	30	33	36	2021	39	42	45	48	2022
3.2	EDI College Website	8	6	8		100%	VP EDI																				
4.9	Inclusive Teaching Practice	15	12	18	2	20%	VP EDI																				
4.20	New Academic Posts	15	45	15		0%	VP EDI/HoS/CP																				
4.21	New Female Professorships	15	45	15		0%	VP EDI/HoS/CP																				
3.7	Training (GEIT & EDI)	18	1	18	1	100%	VP EDI																				
4.25	Focus Group - APEP Staff	18	6			0%	VP EDI / APEP rep																				
5.6.1	Wall of Graduates	18	4	18	1	20%	VP EDI / CWM																				
4.11	Dignity & Respect - Students	23	37			0%	VP EDI / VP T&L																				
4.8	APEP UG Students	24	3			0%	VP EDI / APEP rep																				
4.22	New Industry Funded Chairs for Women	24	36			0%	VP EDI/HoS/CP																				
5.6.2	Policy Awareness	24	12			0%	VP EDI / CWM																				
5.5.2	Creche Survey	25	3			0%	VP EDI / CWM																				
4.16	Examining Grade Differentials	27	9			0%	VP EDI / VP T&L																				
4.10	Dignity & Respect - Staff	30	20			0%	VP EDI																				
5.1.2	Unconscious bias training	30	6			0%	VP EDI																				
5.3.2	Dignity and Respect training	30	6			0%	VP EDI																				
5.3.5	PHD Career Workshop	34	9			0%	VP EDI / VP RII																				
5.6.17	Research Showcase	34	9			0%	VP EDI / VP RII																				
4.18	PGR Examination Panels	36	24			0%	VP EDI / GSD																				
5.6.15	Women in Engineering & Architecture	43	9			0%	VP EDI / CWM																				
3.3	Increase Employee Response Rate	48	4			0%	VP EDI																				
5.3.1	Capture Training	18	12			0%	CO M																				
5.6.3	Committee Gender Balance	18	6			0%	CO M/HoS																				
5.6.4	Committee Membership	18	6			0%	CO M/HoS																				
5.6.8	Leadership Roles - Gender balance	18	6			0%	CO M/HoS																				
5.3.3	Aurora programme	19	6			0%	CO M/HoS																				
5.6.7	Research Centres	25	3			0%	CO M / VP RII																				
5.5.6	Career Break Monitoring	25	6			0%	CO M/HoS																				
4.23	Hourly-paid employment	25	9			0%	CO M / HoS																				
5.6.12	Core Hours	31	6			0%	CO M/HoS																				
5.6.16	Gender balance at events	31	6			0%	CO M/HoS																				
5.6.13	Social Gathering attendance	31	6			0%	CO M/HoS																				
5.6.10	External Contributions	37	6			0%	CO M / HoS																				
3.1	Gender Barriers to Career Progression	43	12			0%	CO M																				
3.4	EDI at Unit level	11	6	11	6	100%	HoS																				
5.5.1	Return from Leave	16	6			0%	HoS																				
5.1.1	Job advertisements	18	6			0%	HoS/HR																				
5.6.11	Workload model	21	9			0%	HoS																				
5.1.6	Induction & Support	28	9			0%	HoS/HR																				
5.3.4	Career Training	34	9			0%	HoS / CP / VP RII																				
5.1.7	Hourly Paid Staff	34	9			0%	HoS / VP EDI																				
4.24	Exit Interviews	36	24			0%	HoS/CP																				
4.17	Research-funded postgraduate recruitment	43	6			0%	HoS / VP RII																				
5.6.14	Virtual Attendance	49	6			0%	HoS/CP																				
3.5	Gender Equality Implementation Team (GEIT)	14	45	15		100%	CP																				
3.6	GEIT Admin Support	18	42			0%	CP																				
4.19	Lecturer BB	18	6			0%	CP/HoS/HR																				
5.4.9	Fixed term Committee Membership	16	3			0%	CP/HoS																				
5.6.9	Fixed term Committee Membership	18	3			0%	CP/HoS																				
5.1.4	Criteria for academic grades	18	9			0%	CP/HoS/HR																				
5.1.5	Search Committees	18	12			0%	CP/HoS/HR																				
5.6.5	GSB & EPB Gender balance	25	3			0%	CP																				
5.6.6	IT, H&S, EGA Gender balance	25	3			0%	CP																				
5.5.4	Changing Facilities	28	3			0%	CP/HoS																				
5.5.5	Working from Home	37	6			0%	CP/HoS																				
5.5.3	Breastfeeding/Parenting Rooms	43	9			0%	CP/HoS																				
4.3	Review CE Visibility	18	8			0%	POD / VP T&L																				
4.1	Widening Participation	20	40			0%	POD/VP T&L/ ACCESS																				
4.5	Networking Session for 1st year engineers	21	6			0%	POD / EPB																				
4.15	Progression and completion in PG (taught)	25	6			0%	POD																				
4.6	Field Trips to Industry or Construction Sites	28	9			0%	POD / EPB																				
4.12	UG completion rates	31	9			0%	POD																				
4.13	Part-time Modes of Learning	40	18			0%	POD / CP / DA / DE																				
4.7	Marketing and Web profile	18	12			0%	CMM																				
5.6.19	Monitor Outreach	22	3			0%	CMM																				
4.2	Marketing Landscape Architecture	24	36			0%	CMM																				
4.14	Market PGT	30	30			0%	CMM																				
5.6.18	Develop Outreach	36	9			0%	CMM																				
4.4	Annual Lecture Series from Female Engineers	19	43			0%	SR																				