



# UCD Gender Equality Action Plan 2020 – 2024



## Interim Progress Report - May 2022



## **Table of Contents**

**Introduction**

**Progress Report**

- **Description and Picture of the Institution**
- **Key Career Transition Points**
- **Career Development, Leaves and flexible Working**

**Athena SWAN Schools Update**

**Conclusion/Next Steps**

**Appendices**

## 1. Introduction

The University is currently mid-way through the implementation of the UCD Gender Equality Action Plan (GEAP) 2020 – 2024 which is part of the Athena SWAN bronze award accreditation process. Athena SWAN accreditation recognises the steps taken by institutions to achieve gender equality and commitments made by institutions to address any gaps. The purpose of this report is to provide an update on the progress of the implementation of the actions in the GEAP which includes a description of the activity that has taken place to address each action and also the data to demonstrate impact of each action as per the success measures outlined in the GEAP. In order to successfully apply for an institutional silver Athena SWAN award, the ability to demonstrate the impact of actions is essential. As this is a four-year action plan, the timeline for the commencement of the implementation of actions is spread across 4 years.

In summary, there are 71 overall actions in the GEAP and 45% have been completed to date. A number of other actions are in progress with a very small proportion not yet due to start. Whilst a lot of actions have been completed, we will continue to track the impact of these actions over the course of the duration of the action plan. The following provides a flavour of some achievements to date:

- Membership of the UMT, Academic Council and GA is now gender balanced for the first time
- Development of a new Bullying & Harassment policy and Sexual Misconduct policy and launch of the new Dignity and Respect Support Service
- Data systems which now enables us to capture and monitor diversity characteristics
- Faculty Induction Programme
- Senior Academic Leadership Initiative (4 HEA funded Full Professor posts and 2 UCD funded Full Prof posts)
- Faculty cascade model targets achieved across all promotions levels in 2020/21
- Collaborative development and launch of online programmes - EDI in Higher Education online programme and Lets Talk Race online module
- Inclusive Recruitment Guidelines supported by an Inclusive Recruitment Training Bundle
- Publication of Search Committees Guidelines document
- EDI Module in the Leadership and People Management Programme

This document also provides an overview of the progress of Schools in relation to the achievement of Athena SWAN accreditation. School level gender equality action plans are extremely important as they support the mainstreaming of university level policy and initiatives and allows for specific actions to address the gaps and challenged specific to the different disciplines. 53% of Schools currently hold Athena SWAN bronze awards and are implementing action plans.

Whilst the implementation of the action plan is managed by the EDI Unit, undertaking these actions involves a wide range of stakeholders across UCD. We would sincerely like to thank everyone who has been involved in the implementation of actions, both at institutional level and through School level action plans. We would also like to thank the members of the Gender Equality Action Group who provide oversight of activities to achieve gender equality across UCD. We will continue to implement these actions in order to achieve gender equality and apply for a silver award at institutional level in 2024.

Professor Colin Scott and AP Emma Sokell (Co-chairs of the GEAG)

## 2. Progress Report

### Section 1: Description of the Institution

**Action 3.1:** On renewal of SAT/GEAG, action a targeted recruitment drive to ensure membership representation from the following areas which are under-represented:

- AHSBBL
- Black, Asian, Black, Minority Ethnic employees
- Researchers
- Technical Staff
- Women@STEMM Representative

Success Measure	Update	Status
AHSBBL	5 Members	In Progress
Black, Asian, Minority Ethnic	2 Members	
Researchers	2 Members	
Technical Staff	2 Members	
Women@STEM Representative (1 member)	Min 40% of underrepresented gender on SAT will be represented	
		38% Male

Membership will be renewed for September 2022 through expression of interest and request for nominations.

**Action 3.2:** Hold EDI survey every two years. Apply learnings from UCD Culture & Engagement Survey promotion campaign (response 51%) to increase EDI survey response rate to 40% by 2024.

Success Measure:	Update:	Status
Baseline: 2019: 31% 2021: 35% 2023: 40%	<ul style="list-style-type: none"> <li>• 2021 the EDI survey received a 35% completion rate.</li> <li>• There was also a high level of awareness of EDI with 87% of respondents aware of EDI initiatives and 83% aware of the gender equality action plan. Awareness increased with length of service.</li> </ul>	Complete

**Action 3.3:** Develop and implement reporting to track progress of those with responsibility for implementation of policy and initiatives developed under the GEAP 2020-2024

Success measure:	Update:	Status
Report submitted twice annually to the EDI Unit.	Survey under development to HoS/Units to identify how well university policy/initiatives are being embedded, challenges experienced and how they can be supported by EDI.	In Progress

Target ≥ 85% reporting the template as useful for report.		
---	--	--

**Action 3.4:** Address the relationship between the GEAG and EDI Group, with a recommendation prepared for implementation by end 2021. Run a leadership development programme for leaders in EDI to support the distributed leadership model in this area.

Success Measure:	Update:	Status
Decision and implementation within 6 months of Athena SWAN award	The GEAG is now a sub-group of the UMT EDI Group	Complete
Leadership development programme carried out for leaders in EDI.	EDI module now included as part of the Leadership Development programme for roll out in Autumn 2022.	Complete

## Section 2: Picture of the Institution

**Action 4.1:** A review of the Below-the-Bar practice will be carried out.

Success measure:	Update	Status
Review of continuation of BtB practice and actions implemented. If BtB practice continued, reduction in the percentage of women BtB by 5% by 2023.	2020 58.1% female 2021 54.7% female The process for progress from Lecturer / Assistant Professor Below the Bar to Above the Bar has been simplified. The overlap on the Lecturer / Assistant Professor Below the Bar and Above the Bar pay scales has been removed and this means when a Lecturer / Assistant Professor reaches Point 12 on the Below the Bar scale they will move directly to Point 3 on the Above the Bar scale. The default is to advertise both pay scales.	Complete

**Action 4.2:** Analyse the cohort of teaching staff and hold a focus group with female teaching staff to understand potential gender bias in recruiting and appointing women into teaching roles, gender related barriers to career progression and develop actions accordingly.

Success Measure:	Update	Status
Report with recommendations presented to GEAG for discussion March 2022.	Data currently under review to firstly establish who is/should be included in the teaching cohort and to consider any gender bias.	In Progress

**Action 4.3:** Enhance data collection mechanisms for EDI related data including ethnicity by:

- (a) Developing data systems to collect, monitor and report on ethnicity and race data disaggregated by gender (beyond staff recruitment) for staff and student data annually.
- (b) Developing a tailored employee and student communication awareness strategy to support data collection.
- (c) Holding a flagship national event on EDI data collection which will include a specific reference to ethnicity definitions and data collection.

Success Measure:	Update	Status
Data systems developed to enable data to be collated on ethnicity for employees and students. 50% completion rate by 2024 of the above data systems.	<p>Employee Self Service tool developed to collect diversity data. Current completion rate is 35%. (see Appendix 1 for ethnicity breakdown)</p> <p>A Data event was held in September 2020 with over 150 internal and external public and private sector participants. One output is the establishment of an EDI Data Network across the University sector which UCD currently chairs.</p> <p>Campaign to increase completion rates due to commence.</p>	Complete

**Action 4.4:** Heads of School to have developmental conversations to support Ad Astra colleagues to achieve permanent roles and reach required targets. Take into account any gaps e.g. family-related leave. Monitor impact annually.

Success Measure:	Update	Status
80% of women in Ad Astra posts converted to permanent posts by 2024.	<p>Not completed until 2024. Discussions will also be held on an individual basis with applicants, giving assurances around the road to permanency.</p> <p>To ensure those taking family related leave s are not disadvantaged in any way, individuals have the opportunity to account for circumstances that may have impacted their outputs - EDI Statement on Ad Astra webpage to this effect.</p>	In Progress

**Action 4.5:** Audit the success of Ad Astra scheme in supporting enhanced gender diversity and develop actions if gender underrepresentation is not adequately addressed through the scheme. Apply learnings from the SALI process during the audit of this scheme.

Success Measure:	Update	Status
Report presented to UMT with recommendations of actions on enhancing gender diversity as required.	A report on Ad Astras was submitted to UMT including the impact on gender balance in Schools. A total of 88 Ad Astra's were appointed between September 2019 – February 2021 (53%F/47%M). Gender targets set as part of new round of Ad Astra appointments.	Complete

**Action 4.6:** Expand exit interview survey to all leavers. Monitor annually for EDI and gender trends across grades, and report to GEAG and EDI Group on this. Where trends emerge, EDI Unit will liaise with relevant stakeholders to address issues.

<p><b>Success Measure:</b></p> <p>Completion rate of exit interview survey to be increased by 4% each year. Annual reports prepared and actions arising implemented.</p>	<p><b>Update</b></p> <p>Exit Interview survey updated and mainstreamed into “End Date” process which ensures that all those who are leaving the University will be requested to complete the survey as part of the exit process. This process was launched in November 2021. Completion rates will be monitored annually. Emerging themes will be identified from the data obtained and made available at a level which ensures anonymity.</p>	<p><b>Status</b></p> <p>Complete</p>
--	--	--------------------------------------

**Action 4.7:** Develop an annual reporting mechanism in line with the new gender pay gap legislation.

**Action 4.8:** Monitor and investigate reasons for any existing pay gap.

**Action 4.9:** Review how starting salary is determined for new hires and provide mandatory guidelines and training for managers on salary determination

<p><b>Success Measure:</b></p> <p>Annual reporting system developed and launched.</p> <p>Implement recommendations from investigation of gender pay gap to ensure pay parity with an annual report published on gender pay gap. Aim 0% GPG.</p> <p>Review completed with guidelines and training rolled out for managers on salary determination. Aim to have 0% GPG</p>	<p><b>Update (May2022):</b></p> <p>Gender Pay Gap Legislation in place since July 2021 – currently awaiting regulations to be published. EDI is working with Institutional Research and HRIS to agree methodology to used and clean the data. The gender pay reports will be reviewed annually in the following format:</p> <ul style="list-style-type: none"> <li>● Gender pay gap as a whole</li> <li>● Gender pay broken down by grade</li> <li>● Gender pay gap broken down by quartiles</li> </ul> <p>Legislation requires data effective in a point in June to be used and a report with data and an action plan to address pay gaps to be published in December 2022.</p>	<p><b>Status</b></p> <p>In Progress</p>
--	--	---

### Section 3: Key Career Transition Points (Recruitment)

**Action 5.1.1:** Revise our advertising strategy as follows:

- Guidelines on “Inclusive Recruitment Practices” to be followed by Resourcing and Hiring Managers
- Assess marketing materials
- Use more job platforms e.g. publicjobs.ie/euractive to promote roles.
- Require use of Search Champions to leverage diverse networks for faculty posts
- Appoint a dedicated resource to source diverse talent.

<p><b>Success Measure</b></p> <p>Increase the percentage of staff who feel opportunities are widely communicated in the EDI survey to 60% for males and females by 2023.</p>	<p><b>Update</b></p> <p>62% of staff agreed they knew where to find opportunities for securing a new position in UCD. <b>(See appendix 2)</b></p>	<p><b>Status</b></p> <p>Complete</p>
--	---	--------------------------------------



<p>Increase the percentage of female applicants, those shortlisted and appointed for each grade by 2024 as follows: (baseline based on average over past 3 years) (see <b>Appendix 3</b> for baseline targets)</p>	<p>See <b>Appendix 3</b> for progress against targets. All targets were exceeded except for one target for appointments at Full Professor in UCD (33% F achieved where target was 35%)</p>	
--	--	--

**Further Update on Actions:**

- Hiring managers are advised in assessment panel documentation to refer to the Inclusive Recruitment practices and on website.
- Actions taken to improve job adverts:
  - Job Adverts include an EDI statement about being an inclusive employer and welcoming applications from people across all equality grounds
  - Link included to EDI Strategy and EDI networks
  - Included relevant award logos or name awards: UCD’s Athena SWAN institution level logo, School level award logo, Age Friendly University, Open Doors membership c and any other relevant awards etc.
  - Undertook a review of the Job Advert/Job Profile template to ensure it is gender neutral.
- Mandatory EDI criteria in job descriptions
- Job platforms regularly under review to promote applications from under-represented genders. This has formed part of the Ad Astra pilot on target setting also.
- Search Committee guidelines published to assist hiring managers with proactively seeking applications from groups that are under-represented.

**Action 5.1.2:** Carry out a review of our Job Description template to ensure it is gender neutral and provide more information to candidates including.

- Add a section to promote Flexible Working and other family friendly initiatives.
- Ensure all aspects of the academic role are reflected and valued equally.
- Prompt hiring managers to consider if roles can be advertised on a part-time/job share basis
- Provide briefing sessions for Chairs of selection panels to embed the guidelines for hiring managers around inclusive recruitment including encouraging hiring managers to use gender decoder on their role descriptions and support around setting targets.

<p><b>Success Measure:</b>          EDI survey to measure increase in satisfaction with Job Descriptions – increase to 80% for females.          Increase the number of applications from female candidates (see targets in 5.1.1)          100% of Heads of School briefed on inclusive recruitment.</p>	<p><b>Update</b>          66% F agreed job descriptions agreed in gender neutral way          49% F agreed job descriptions are written in a way that attracts people from all equality grounds. (see <b>appendix 4</b> for data)</p>	<p><b>Status</b>           In Progress</p>
---	---	--

**Further Update on Actions:**



- Expand the Benefits section further to include family friendly leaves and support initiatives. <https://www.ucd.ie/workatucd/benefits/>
- There is a dedicated Diversity webpage on the “Work at UCD” website. <https://www.ucd.ie/workatucd/diversity/>
- Once Part-Time Policy approved, Resourcing Consultants to prompt hiring managers to consider if roles can be advertised on a part-time/job share basis, this could also be factored into staff planning stage. To include prompt in template Job description template to aid as a reminder for Hiring Managers.
- Briefing sessions not yet undertaken – will incorporate target setting as part of briefing

**Action 5.1.3:** Review the online application form and update to give candidates the ability to note career gaps. Update the recruitment policy as to how these breaks are to be taken into consideration in the short-listing and interview process and incorporate into interview skills training provided by Resourcing.

Success Measure:	Update	Status
<ul style="list-style-type: none"> <li>● Updated application form published</li> <li>● Utilise the next EDI survey to ascertain satisfaction that the recruitment process is inclusive – aim for 80% by 2024.</li> </ul>	Currently under development. Will also include guidance for assessment panels on how to assess applications that include career gaps and support for applicants as how to address career gaps in their applications for roles.	In Progress

**Action 5.1.4:** Set targets at shortlisting stage for each School. This will be implemented on a comply or explain basis.

Success Measure:	Update	Status
<p>For Schools with &gt;25% of the under-represented gender at the grade in question, targets will be set to achieve a gender balance of least 40% of that gender on shortlists.</p> <p>In instances where gender balance is under 25% at certain grades in a School, a stretch target will be set for those grades in collaboration with the School.</p>	<p>Targets will be set with Schools. Briefings will be held with HoS to advise them on meeting targets and inclusive recruitment.</p> <p>Currently piloting the target setting as part of the Ad Astra recruitment campaign (24 Schools) - targets were based on current gender balance in school for the relevant grade, average applicant gender balance data for the school, HESA data in UK for the discipline and current PhD gender balance.</p>	In Progress

**Action 5.1.5:** Review the selection process to ensure it reflects “best practice” and is considered fair and transparent by all. This includes a range of measures:

- Provide more guidance and training on the use of the EDI Criteria in Job Descriptions including sample questions for different criteria. Incorporate into interview skills training.
- Require all members of assessment panels to undertake the recruitment section in the new EDI awareness online commencing on a phased basis
- Develop and pilot a blind selection process for a sample of early career academic and

professional posts and assess results to determine if this could be used more widely.

Success Measure:	Update	Status
<ul style="list-style-type: none"> <li>● Increase from 26% to 30% in 2021 EDI Survey and 40% in 2023 survey regarding satisfaction of women with current assessment methods</li> <li>● Sample questions developed and asked at all interviews. Guidance embedded into training.</li> <li>● 100% of assessment panels to have completed EDI awareness training by Dec 2021.</li> <li>● Pilot blind selection process undertaken, and recommendations made. Applied more widely if deemed feasible.</li> </ul>	<p>23% agreed current assessment methods are sufficient with 30% neither agreeing or disagreeing (see <b>appendix 5</b> for data)</p> <p>EDI related questions embedded into Interview Questions bank for interviewers</p> <p>This online programme is now complete and available to all staff. Promoted as part of interview skills training bundle and Orientation for new staff.</p> <p>Assessing feasibility of being able to do this and the practice around this elsewhere.</p>	<p>In Progress</p>

**Action 5.1.6:** Introduce face-to-face mandatory unconscious bias awareness raising for assessment panel members and other key decision makers. Chairs of assessment panels will be prioritised until all panel members receive this awareness raising over a phased basis. Mainstream into existing sessions such as orientation/ recruitment skills/leadership programmes by highlighting importance of Unconscious Bias awareness and referring to resources and further information.

Success Measure	Update	Status
<p>By December 2022, all assessment panel members must have completed Unconscious Bias awareness raising to sit on an assessment panel.</p>	<p>UB training tailored for assessment panels has been incorporated into an overall training bundle for assessment panels to include: Interview Skills training, Unconscious Bias training and the recruitment module in the EDI in Higher Education programme.</p> <p>An EDI Training and Awareness Raising Co-ordinator commenced in October 2021 to support the delivery and promotion of EDI related training programmes.</p> <p>General UB Awareness Raising sessions will also be made available throughout the year.</p>	<p>In Progress</p>

**Action 5.1.7:** Continue to apply for funding for posts under the Senior Academic Leadership Initiative over the next two years and achieve funding for a minimum of one post each year. Centrally fund the salary of successful recipients under the female professor strand of the SFI Research Professorship Programme 2020.

Success Measure:	Update	Status
<p>An increase of minimum 6 female Full Professors by 2024 as a result of both initiatives. This will be in addition to the female Full Professors who emerge through</p>	<p>UCD successfully obtained funding for two Full Prof posts in the 2021 SALI application round. UCD committed to matching this funding for a further two Full Prof posts. UCD also successfully obtained funding</p>	<p>Complete</p>

other recruitment modes and through promotion.	for 2 posts in the first round i.e. 6 posts in total: 4 Full Prof posts (funded by HEA) and 2 Full Prof Posts (funded by UCD).	
--	--	--

**Action 5.1.8:** Establish EDI Working Group on race and ethnicity to analyse data, benchmark externally and understand the experience and challenges of employees of different ethnicities. Identify and implement actions to enhance the career pipeline for employees that belong to underrepresented ethnicities and attract people of different ethnicities to roles in UCD and set targets accordingly. This will include consideration between the intersection of gender and ethnicity. Pilot an intercultural awareness raising session with the EDI Multicultural sub-group and Race and Ethnicity Working Group with the aim of making this session more widely available across the University.

Success Measure:	Update	Status
<p>Action plan developed to enhance the academic and career advancement of staff from an under-represented ethnicity and gender and to attract ethnic diverse people to roles in UCD.</p> <p>Increase in applicants from minority ethnicities for faculty roles by 5% by 2023.</p> <p>Pilot programme completed and availability of a minimum of two sessions per year on intercultural awareness in UCD.</p>	<p>Race and Ethnicity group established. Four consultation sessions were organised with under-represented ethnicities. A report is under development with key findings and recommendations including around attracting ethnic minorities to work at UCD.</p> <p>Face-to-face cultural awareness will form part of the EDI programme of events commencing in September.</p>	In progress

## Section 4: Key Career Transition Points (Induction)

**Action 5.1.9:** Review the content and delivery of the Orientation Programme. Provide orientation information earlier to all new recruits.

Success measure:	Update	Status
<p>Increase the satisfaction rate of “useful/very useful” to 60% for women and men by 2023.</p> <p>Measure satisfaction with overall onboarding and settling in to UCD experience during first year. Achieve ≥60 satisfaction rate in 2021 and increase by 5% annually.</p>	<p>A review of UCD Orientation was undertaken in Jan-Sept 2021. Rebrand the Orientation process around a central theme “Shaping my Future in UCD”, integrating new employees and highlighting the benefits, culture and community activities. The new process will include all components during an employee’s first year: Orientation, Induction, training compliance, probationary process.</p> <p>64% of male and 61% of female respondents found orientation useful/very useful</p>	Complete

**Action 5.1.10** Enhance the local level induction experience.

Success measure:	Update	Status
<p>For all new employees, 100% of induction checklists signed off by HOS and employee. High level of awareness of EDI amongst recently hired employees to be measured through EDI survey - 2021 70% 2023 80%</p> <p>Increase in those undertaking local induction by 10% each year to reach 100% by 2024.</p> <p>At least 80% of those joining UCD in the next 4 years will report induction as 'very useful'</p> <p>All new employees to be assigned a buddy.</p>	<p>Online induction checklists have been developed. The key requirement for completion sign-off by both Head of School/Unit and new employee will form part of the "Shaping my Future in UCD" strategy.</p> <p>Buddy system under development</p> <p>85% of survey respondents found induction useful/very useful (<b>see appendix 6</b>)</p> <p>77% agreed or strongly agreed they were aware of the EDI Strategy (<b>see appendix 7</b>)</p>	<p>In Progress</p>

**Action 5.1.11:** Develop a faculty specific induction programme. It will focus on the 3 pillars of academic activity and ensure that the Faculty Promotion Process and related resources and supports are clearly understood on joining UCD.

Success Measure:	Update	Status
<p>Survey of relevant career levels to test understanding and knowledge of the Faculty Promotions Process and related resources and supports in UCD. 2021 Target is 80% positive response rate. Further improvement targets to be set for subsequent years.</p>	<p>4 Faculty Inductions since Nov 2020. 51 Faculty attended</p> <ul style="list-style-type: none"> <li>Female 31/Male 19/ND 1</li> </ul> <p>92% rated it as 'very useful' as an introduction to UCD's academic life.</p>	<p>Complete</p>

## Section 5: Key Career Transition Points (Promotions)

**Action: 5.1.12:** Increase levels of encouragement towards promotion as follows:

- Incorporate talent management training in induction for HoS to ensure they can identify readiness for promotion amongst their employees and encourage them to apply for promotion. As part of this training, highlight key research e.g. pastoral burden falling to females, reluctance to apply early for promotion.
- Hold focus groups with HoS to identify barriers for faculty, including part-time faculty, in going for promotion and how they might be alleviated.

Success measure:	Update	Status
<ol style="list-style-type: none"> <li>Increased promotions applications from women by 3% year on year</li> <li>Set of recommendations from Heads of School to alleviate barriers for faculty for promotion, compiled and addressed.</li> </ol>	<p>Applications increased by 3%: 2019/20: 46% F/54% M 2020/21: 49% F/51% M (See <b>appendix 8</b> for data)</p> <p>Since Sept 2020 the Faculty promotions session with HOS includes Faculty Development and the role of Head of School in faculty promotions.</p>	<p>In Progress</p>

	<p>P4G training for New Reviewers covers the topic of promotion for faculty, that they actively consider the reported gender disparity in applications for promotion and to make conscious efforts to counter this.</p> <p>Workshop was held in December 2021 with Heads of School. Exploring developing a Head of School 'Hub' on the promotions website. Intention is to hold a similar style workshop once a year and as needs emerge update the 'Hub' in real time.</p> <p>(See <b>appendix 9</b> for barriers to promotions)</p>	
--	---	--

**Action: 5.1.13:** Workload: Request Head of School letter to accompany applications for promotion to cover topics such as workload, administration, and committee membership so that this can be taken into consideration during the faculty promotions assessment process. In addition, actions 5.6.11 and 5.6.12 address workload allocation.

<p><b>Success Measure:</b> All Heads of School letter to cover these aspects.</p>	<p><b>Update</b> Letter is sent to Heads of School each September which addresses items to be covered in the HoS letter including workload, as well as other relevant information. This is also covered as part of the Head of School Induction and is outlined on the HR Promotions and Grading website as a FAQ. A message to this effect is also in the Commentary section that a Head of School completes on Infohub System.</p>	<p><b>Status</b>  Complete</p>
---	--	--

**Action 5.1.14:** Mentoring: Introduce a 'Career Mentor' Pilot programme for those who have committed to prepare for promotion distinct from more general mentoring.

<p><b>Success measure:</b> &gt;70% mentees satisfied with mentors' help. Increase in percentage of applications from women.</p>	<p><b>Update</b> Mentoring at UCD initiative is available with a stream specifically for Faculty who are preparing to submit an application for promotion within 12 months. 2020 – 2022: (91 individuals (F:66 /M:25) engaged with one or more elements of the programme. 4 mentees completed the mentee evaluation in 2021. Overall, the experience has been positive with 80% confirming that 'Mentoring at UCD' met their expectations.</p>	<p><b>Status</b>  Complete</p>
---	--	--

**Action: 5.1.15:** Caring Responsibilities: Incorporation of specific guidance on how caring responsibilities are considered during promotion should be incorporated into the promotion documentation and advertised to staff.

<p><b>Success measure:</b> Reduction in percentage of women seeing caring responsibilities as an inhibitor to promotion in EDI from 37%</p>	<p><b>Update</b> FAQ which outlines how caring responsibilities are taken into consideration has been uploaded to the P&amp;G website.</p>	<p><b>Status</b>  Complete</p>
---	--	--

currently to: 27% in 2021 20% in 2023.		
--	--	--

**Action 5.1.16:** Publications in high profile journals: Explore the option of using DORA or similar principles as a means of assessing research i.e. scientific content of a paper is more important than publication metrics or the identity of the journal in which it is published and to recognise the value of all research outputs as well as other types of contributions. Research sub-group to be established in 2020 to progress this.

<b>Success measure:</b> Implementation of DORA principles or similar in promotion policy.	<b>Update</b> One element of this is covered through the revisions to the Development Framework for Faculty where there is a new 'Research Culture' dimension. This enables the totality of research contributions to be considered under the research heading. A UCD statement on the Responsible use of Research Metrics was published on the UCD Research website	<b>Status</b> Complete
--	---	---------------------------

**Action 5.1.17:** Exposure to high profile projects: Allow greater access to roles at College and University level for early career faculty through a Role Distribution System involving support from senior faculty.

<b>Success measure:</b> Reduction in percentage of women seeing exposure to project as a barrier to promotion from 30% to: <ul style="list-style-type: none"> <li>● 25% in 2021</li> <li>● 20% in 2023.</li> </ul>	<b>Update</b> To be incorporated into the WAM actions. 51% seen Exposure to high profile projects as an important/very important barrier to promotion. To be incorporated into Workload Allocation model project. (See Appendix x)	<b>Status</b> In Progress
--	--	------------------------------

**Action 5.1.18:** In the promotions process, remove the requirement for a prima facie case to be made across all levels and send automatically for external review.

<b>Success measure:</b> 100% of female applications sent for external review.	<b>Update</b> UMT recognises that the prima facie case requirement may be viewed by some as a barrier to promotion., A new review has been commissioned to look at this along with the appeals section of the policy as there are some issues regarding this that have come to light since the FP Appeals Committee came into operation. For promotion to Associate Prof and Prof, a higher proportion of women established a prima facie case – 87% and 84%. For promotion to Full Prof, a higher proportion of males established a prima facie case – 59% v 68%.	<b>Status</b> In Progress
--	---	------------------------------

**Action 5.1.19:** Engage College Principals to set college-specific targets for promotion by gender (and at School level in the larger Schools), and to report on progress with respect to these targets to the UMT.

Success measure:	Update	Status
All Colleges to have targets set for promotions. A report to be submitted annually to UMT on progress.	Cascade model targets at College level being prepared. A communication will then go to College Principals explaining the rationale for these targets. The performance of Colleges against these targets will be published annually in the FPC report and the EDI Annual report. Where targets are not met, CPs should discuss at the College Executive.	In Progress

**Action 5.1.20:** Implement real time monitoring by UMT of outcomes from FPC including gender breakdown.

Success Measure:	Update	Status
Increased promotions applications from women by 3% year on year. Increase percentage of women that agree they have a clear understanding of the promotion process from 52% to 70% by 2023.	Real time reports continue to be submitted to UMT following the President’s approval of the FPC recommendations on a monthly basis since October 2020. 49% of women agree they have a clear understanding of the promotions process (28% neither agree nor disagree) see <b>appendix 10</b>	Complete

**Action 5.1.21:** Increase guidance and reduce uncertainty regarding the promotion process:

- a) Make available sample applications of consenting candidates who have been through the process, ensuring good representation of gender, carers etc.
- b) Prepare and maintain an online promotion “FAQ”, listing questions that arise from candidates.
- c) Hold workshops on assembling promotion applications that specifically focus on the areas of teaching & learning and leadership & contribution.

Success measure:	Update	Status
Increase percentage of females that agree they have a clear understanding of the promotion process. Increase from 52% to 70% by 2023.  Set baseline data from survey as to whether people perceive you can be promoted on teaching. Increase of 10% in following survey.	1) A list of those who have consented to share sample applications has now been finalised and information regarding this list is published on the new Faculty Promotions webpage. 2) FAQs have been agreed for agreement and are published on the Faculty promotions webpage.  The September 2021 candidate workshop on focused on assembling applications specifically on the areas of teaching and learning and leadership and contribution. Will be one of the three workshops going forward.	Complete

## Section 6: Career Development, Leaves and Flexible Working – Career Development



**Action 5.3.2:** Introduce mandatory EDI training:

- 1) Introduce mandatory EDI training via the e-learning EDI programme to encourage a culture of equality, diversity and inclusion for key groups initially.
- 2) Embed EDI module/overt content in the People Management Programme and Leadership People Management Programme.

Success measure:	Update	Status
<p>100% of all interview panel members by end of 2021</p> <p>100% of all new employees commencing January 2021</p> <p>Completion of EDI Module by People Managers: ≥ 60%.</p> <p>Awareness of EDI amongst staff to reach 90% by 2023</p>	<p>There was also a high level of awareness of EDI with 87% of respondents aware of EDI initiatives and 83% aware of the gender equality action plan. Awareness increased with length of service.</p> <p>EDI e-learning programme (IUA University initiative) completed and available to UCD employees. Recruitment section of programme part of assessment panel training bundle. EDI has been embedded into the Leadership Development Programme as an optional module.</p> <p>The LDP programme will include all people managers in UCD (approx. 700) and will run over 24/36 months.</p> <p>The pilot will commence at the end of April 2022, and the EDI module will be rolled out from Trimester 2022/23.</p>	<p>Complete</p>

**Action 5.3.3:** Introduce measurement mechanisms to more formally assess the impact of the P4G process on career development. At P4G workshops and reviewers training, participants will be requested to actively consider the reported gender disparity in applications for promotion and to make conscious efforts to counter this.

Success Measure:	Update	Status
<p>70% of M and F staff find P4G useful/has supported career development.</p>	<p>P4G resumed in full in Spring 2021.</p> <p>EDI Survey 2021 - 67% of women respondents and 69% of men respondents said it has supported career development.</p> <p>The Review of the implementation of P4G was completed in February 2022: 77% of respondents agreed or strongly agreed that they created their development plan for the coming year; 63% agreed /strongly agreed that they explored their career aspirations (where relevant).</p>	<p>Complete</p>

**Section 7 Career Development, Leaves and Flexible Working - Leaves/Flexible Working**

**Action 5.5.1:** Review the success of the social levy scheme to ascertain if employees who take maternity leave are being back filled and the scheme is being used to cover the cost of replacement. If not, set target for uptake of the scheme

<b>Success measure:</b> 100% of employees who are taking maternity leave to be replaced with funding from social levy.	<b>Update</b> 49% replaced in 2019, 42% in 2020 and 57% in 2021 (See appendix x for data)	<b>Status</b> In Progress
---	--	------------------------------

**Action 5.5.2:** Implement the guidance under UCD’s new ‘Support for Employees taking Family-Related Leave’ policy.

<b>Success Measure:</b> Measure the success of this policy through a range of measures: Uptake of phased increase in teaching option by employees on return from maternity/adoptive leave of ≥80% Set baseline target for employees’ satisfaction with support before, during and after returning from maternity leave ascertained through the EDI survey. Increase satisfaction rate by 5% each year.	<b>Update</b> Guidance documents updated to incorporate an additional €500 grant for those who return from maternity/ adoptive leave to support the re-establishment of their career in terms of networking, conferences and other such expenses. Looking at incorporation of phased increase in teaching facility into other relevant documentation to encourage an increase in uptake. Schools/Units to report on uptake of phased increase in teaching. 64% rated experience of taking family related leave as excellent/good.	<b>Status</b> In Progress
---	--	------------------------------

**Action 5.5.3:** Monitor the use of the “buddy panel” by parents (anonymously) and the nature of the issues presented. Identify and address any themes that arise.

<b>Success measure:</b> Increase in the numbers contacting the panel by 5% each year. Evaluation of satisfaction with the scheme - 80% of returnees are happy with support from buddy	<b>Update</b> 44% were neither satisfied or dissatisfied with the Parent Buddy Programme with a further 24% satisfied or very satisfied. Work is being undertaken to promote this panel more or consider a different format e.g. a network for parents. Training sessions for managers and employees have been arranged each year for employees returning from maternity/adoptive/surrogacy leave and for managers as to how they can support employees.	<b>Status</b> In Progress
---	---	------------------------------

**Action 5.5.4 and 5.5.5**

Prepare a breastfeeding policy to ensure that those returning from maternity leave are aware of their entitlements and the supports available. Carry out audit of breastfeeding facilities to ensure that there are consistent facilities available within these rooms and meet requirements.

Develop a guidance document for managers and employees to support employees: Undergoing Fertility Treatment/Experiencing the menopause.

Success measure:	Update	Status
<p>Set baseline satisfaction rate on quality of breastfeeding facilities and supports through the EDI survey. To achieve <math>\geq 80\%</math>.</p> <p>Guidelines developed for manager and employees. Impact measured through EDI survey – women undergoing fertility treatment and menopause feel supported. Positive response of <math>\geq 70\%</math> in EDI Survey and increase of 10% in following survey.</p>	<p>Breastfeeding/Lactation policy drafted. Consultation with key stakeholders has taken place. Discussions taking place with Estate Services regarding Breastfeeding rooms in terms of facilities and number of breastfeeding rooms. 71% were currently dissatisfied/very dissatisfied with facilities currently. (see appendix x for data)</p> <p>84% of respondents did not feel sufficient supports were provided for people undergoing fertility treatment and 46% of people undergoing the menopause did not feel supported. (see appendix x for data)</p>	<p>In Progress</p>

**Action 5.5.7:** Develop a flexible working framework, with a particular emphasis on ensuring engagement from managers and monitor staff awareness and uptake. This will include the development of the following:

- a) Enhance the “Remote Working policy during Covid 19” which will then be revised to “Remote Working” following the period of Covid-19.
- b) A Part-Time Working policy including the transition from part-time back to full-time work.

Success measure:	Update	Status
<p>Development of flexible working framework and associated policies. Develop baseline in 2021 based on uptake of flexible working policies. Impact measured through an increased uptake of flexible working arrangements overall by 10% by 2024.</p>	<p>Preparing a webpage on the flexible working framework. Hybrid working being piloted - policy to be developed as part of this pilot.</p>	<p>In Progress</p>

**Action 5.5.8:** Develop a business plan to consider the expansion of childcare places on campus. Maintain a register of local childcare facilities in the vicinity.

Success measure:	Update	Status
<p>Business Plan developed and recommendations made. Greater satisfaction around availability of childcare and information to be measured in EDI survey in 2021. Reduction in poor/very poor rating to 10% by both male and female.</p>	<p>Meeting took place with Oakmount creche to get update on UCD staff/student usage of creche and waiting lists etc. Summary document and discussions taking place with key stakeholders. Research into good practice in other institutions taking place. Paper to be submitted to UMT. 55% of respondents are very dissatisfied with availability of creche places.</p>	<p>In Progress</p>

**Action 5.5.9:** Review the Carer’s Leave Policy to bring it into line with UCD’s EDI commitments. As part of this review, carry out focus groups with Carers to establish what types of supports would assist them in the workplace such as an online forum. Raise awareness around it once approved.

Success Measure:	Update	Status
<p>Satisfaction levels of carers around</p>	<p>Dedicated webpage for Carers updated regularly with relevant</p>	

supports in EDI survey to establish baseline in 2021. Increase by 10% by 2023.	resources, seminars etc. Information from EDI survey being analysed. Policy proposal will be prepared for UMT to get clarity on potential of monetary supports beyond legislation requirements. 50% of respondents reported experience of taking family leave (carers) as excellent/good.	In Progress
--	---	-------------

## Section 8 Organisation and Culture – Culture and HR Policies

**Action 5.6.1:** Continue to increase awareness of EDI initiatives, gender equality actions and health and wellbeing activities using a range of channels including online social media platforms.

<b>Success Measure:</b> Achieve positive score of awareness of 85% for EDI initiatives and 85% for gender equality action plan awareness in next EDI survey. Over time disparity between female & male scores removed. Local level social committees established across the University	<b>Update</b> EDI continues to run awareness raising events – see EDI Annual Report 2020/21. <a href="https://www.ucd.ie/equality/information/publications/ediannualreports/">https://www.ucd.ie/equality/information/publications/ediannualreports/</a> 87% of respondents aware of EDI initiatives 83% aware of the gender equality action plan.	<b>Status</b>  In Progress
--	--	----------------------------------

### **Action 5.6.3 – 5.6.5/5.6.7:**

Complete the review of the Dignity and Respect policy, including extensive consultation, and implement the policies that arise from it on bullying and harassment and on sexual harassment and sexual misconduct.

Put in place a comprehensive awareness-raising programme

Embed the message into key programmes such as orientation, local level induction, peer mentor training

<b>Success measure:</b> Increased awareness levels among staff of the dignity and respect policies and supports available. Set baseline in the 2021 EDI survey and increase annual levels of awareness to reach 90% by 2023. Reduction from 20% to 10% of EDI respondents that do not know how to report incidents of being unfairly treated by 2023. Capture the number of contacts made to designated supports	<b>Update</b> Dignity and Respect review completed and recommendations approved by UMT and GA. A D&R Implementation Plan has been developed and a project manager appointed to oversee the implementation of the actions in the plan. 77% of respondents perceived D&R to be important in UCD. (See appendix x) A 3 tier training programme will be rolled out across UCD including Bystander Training. AN EDI Training and Awareness Raising Co-ordinator has been appointed to support this and other EDI related training and awareness raising initiatives.	<b>Status</b>  Complete
---	---	-------------------------------

**Action 5.6.6:** Identify and train designated contacts and supports to enable an appropriate response if a colleague reports to them an experience of incident of bullying, harassment, sexual harassment or sexual misconduct.

<p><b>Success Measure:</b> Increased satisfaction with support received among those who have reported bullying, harassment, sexual harassment and sexual misconduct.</p> <p>Baseline figure set in 2021 EDI survey around the percentage of respondents satisfied with the level of support provided to achieve 90% by 2023.</p>	<p><b>Update</b> New D&amp;R Support Service established with 3 full-time employees.</p>	<p><b>Status</b>  Complete</p>
--	--	--

**Action 5.6.8:** Develop a robust monitoring and reporting process in relation to Dignity and Respect complaints. Use anonymous reporting tool as a means of establishing a baseline around dignity and respect issues and to target interventions where required. Use of tool to be reviewed regularly.

<p><b>Success measure:</b> Annual reports to the UMT and GA in relation to Dignity and Respect to include data on Anonymous Reports, informal contacts and formal complaints.</p>	<p><b>Update</b> A D&amp;R Annual Report will be submitted to UMT in Autumn 2022 to include data on formal complaints, disclosures and anonymous reports. System under development to capture disclosures.</p>	<p><b>Status</b>  In Progress</p>
---	--	---

**Action 5.6.9:** Strengthen how we use the EDI Survey and Culture and Engagement Survey to assess how successfully our policies are being implemented and whether our culture is living up to our values. Where inadequacies are highlighted, report through Chair of GEAG to UMT and apply corrective action.

<p><b>Success measure:</b> Dedicated section on Dignity and Respect included in the EDI survey.</p>	<p><b>Update</b> EDI survey was circulated in May 21 with dedicated D&amp;R section. The Exit Interview process also includes dedicated questions on bullying, harassment and sexual misconduct</p>	<p><b>Status</b>  Complete</p>
---	---	--

## Section 9; Organisation and Culture – Leadership Roles & Committee Membership by Gender/Institutional Policies

**Action 5.6.10:** Review Head of School Appointment Policy as follows:

- a) Colleges to have gender balance among Head of School appointments or to explain their inability to achieve gender balance and plan to resolve.
- a) Encouragement to identify Head of School elect up to one 1 year in advance of taking office to enable them to undertake relevant leadership and other programmes prior to commencing the role.
- b) Allow access to leadership programmes for those aspiring to leadership roles such as Head of School and ensure gender balance on these programmes.

As part of consultation during review, hold focus group to understand barriers to females taking up a Head of School role.

Success measure:	Update	Status
<p>Increase in number of Heads of School who are women by 10% each year to reach 40% by September 2024.</p> <p>Survey new Heads of School to ascertain if they felt supported/equipped when taking on the role.</p> <p>Positive response of ≥80%.</p>	<p>In the Academic structure 2021/22 14 out of 37 heads of schools are now female (38%). Head of School policy to be reviewed.</p>	<p>In Progress</p>

**Action 5.6.11:** Amend Head of Subject Appointment Process:

- a) Amend process to include requirement to have gender balance among Heads of Subject in each School and/or College.
- b) Amend the Head of Subject role description to reflect the opportunity to develop future leaders and future Heads of School
- c) Limit consecutive terms of office

Success measure:	Update	Status
<p>≥40% of Heads of Subject will be female by 2023.</p> <p>On survey, at least 75% of female Heads of Subject will report that the role has been valuable in developing leadership skills necessary to be Head of School.</p> <p>All Heads of Subject will be limited to serving 2 consecutive terms of office (comply or explain)</p>	<p>Discussions taking place with University Secretariat in relation to reviewing the Head of Subject policy.</p>	<p>In Progress</p>

**Action 5.6.12:** Actions to address Academic Council to enhance Gender Balance

- Implement the outcome of the AC Composition Review Working Group
- Review and update Terms of Reference for all AC committees to ensure gender balance and to reduce reliance on ex-officio roles and widen access to other members of faculty

Success measure:	Update	Status
<p>Female representation of at least 40% of AC membership &amp; its committees</p>	<p>Review Group established to review the membership of the Academic Council. Gender balance was one of the key considerations. New membership now in place with gender balance of 48.5% (F) and 51.5% (M). All three senior management committees are now gender balanced: UMT - 42% (F)/58% (M) and GA 55% (F) and 45% (M).</p>	<p>Complete</p>

**Action 5.6.13:** Require each College to report the following regarding Committee membership and incorporate into School action plan:

- Number of College/School level committees and gender breakdown and participation rate
- Appoint Heads of Subject for Committee membership so HOS is not over-burdened.

Success measure:	Update	Status
<p>Detailed data regarding committee workload at local level which will enable targets to be set and tracking of gender balance and participation rate of faculty.</p> <p>Increase in number of Heads of Subject and reduction in number of Heads of School on Committees. Use reports from CPS on Committee membership to set baseline and set % targets thereafter.</p>	<p>Reporting Template for Heads of School under development</p>	<p>In Progress</p>

**Action 5.6.14:** Further refine Equality Impact Assessment (EIA) process:

- Implement revised EIA form
- Deliver training/briefing to VP EDI and School EDI reps regarding the use of the EIA
- Expand the use of the EIA tool across local level policy and procedure development, processes and planning etc
- Survey UMT, AC & GA once a year on the role of the EIA in approving policy

Success measure:	Update	Status
<p>Positive feedback from 90% of users of EIA.</p> <p>100% attendance of VP EDI &amp; School reps at training for EIA</p> <p>EIA to be used in at least 30% of local policy and procedure development by Dec 2022.</p> <p>Expanded use of EIA to process development and frameworks and School strategic planning. 100% of Schools to use EIA as part of their strategic planning process by 2024.</p> <p>Annual data from decision-making bodies across 3 years that can be used for trend identification</p>	<p>Equality Impact Assessments are a key element of the implementation of the Public Sector Duty. An application for funding to the HEA as regards a PSD implementation project (analysis of equality and human rights issues) was successful and EIAs will form part of this project.</p>	<p>In Progress</p>

## Section 10: Organisation and Culture - Workload Allocation Models (WAM)

**Action 5.6.15 – 5.6.17**

Establish a reporting mechanism whereby Schools must report to College Principals on whether they have a WAM and how successful it is at distributing workload.

Organise seminar/workshop to analyse further the allocation of work. Establish a range of good practices that Schools can adopt for the development and operation of workload models to ensure gender bias does not occur.

Obtain a clearer understanding of why faculty undertake work outside of normal working hours, the type of work and the resulting gender implications. This research will be undertaken in the next EDI



survey

<p><b>Success measure:</b> Increase number of Schools with a WAM - Targets as per action 5.6.15.</p> <p>A guidelines document outlining the range of good practices that Schools can adopt to eliminate gender bias in workload.</p> <ul style="list-style-type: none"> <li>● 50% of Schools will have a workload model by 2021</li> <li>● 80% of Schools will have a workload model by 2023</li> </ul> <p>100% of Schools will have a workload model by 2024</p>	<p><b>Update</b></p> <p>Draft workshop outline prepared for approval. Workshops proposed for September 2022. Engagement with key stakeholders to take place.</p> <p>75% of men and women respondents said they regularly work weekends/evenings to get work done.</p>	<p><b>Status</b></p> <p>In Progress</p>
---	---	---

## Section 9: Organisation and Culture – Leadership Roles & Committee Membership by Gender/Institutional Policies

**Action 5.6.18:** Audit Core Meeting Hours policy implementation and take action if not being implemented such as increased targeted communication to managers.

<p><b>Success measure:</b> Reduce lack of awareness of this policy amongst respondent who are researchers from 20% to 10% in next EDI survey.</p>	<p><b>Update</b></p> <p>84% of men and women agreed that meetings were held withing core meeting hours of 9.30am – 4pm.</p>	<p><b>Status</b></p> <p>Complete</p>
---	---	--------------------------------------

**Action 5.6.19:** Promote the implementation of the Guidelines for Embedding EDI which was launched in 2019. These guidelines promote gender balance at events, conferences, websites, speakers and members of panel discussions at conferences, pictures on walls etc.

These guidelines will be reviewed further to ensure intersectionality is also considered and promoted.

<p><b>Success measure:</b> In EDI surveys, aim for a reduction in percentage of female researchers who feel lack of role models is an inhibitor to their progression from 79% to: 69% in 2021 60% in 2023 As per action 3.3, require annual reports by HOS on gender balance of speakers at events,</p>	<p><b>Update</b></p> <p>As per action 3.4 (reporting templates) and through the EDI survey. Action to be taken if policy not adhered to.</p> <p>64% of females researcher respondents considered role models as a factor contributing to career progression compared to 40% of male researchers (see appendix )</p>	<p><b>Status</b></p> <p>Complete</p>
---	---	--------------------------------------

on panels etc.

**Action 5.6.20:** Collect data on faculty participation in outreach as part of the Public Engagement Strategy and actions identified if there is gender imbalance

Success Measure:	Update	Status
Data on participation in outreach available.	To be included as part of reporting templates for Heads of School under development	In Progress

**Action 5.6.21:** Continue to Engage with College Principals and VPs for EDI to support Schools in their Colleges to prepare and submit Athena SWAN applications

Success measure:	Update	Status
Achievement of the following targets: <ul style="list-style-type: none"> <li>All STEMM Schools to have applied for Athena SWAN bronze award by 2022</li> <li>All Schools in the Colleges of Arts and Humanities, Social Sciences and Law and School of Business to have engaged with the process by 2022.</li> <li>One silver School to be obtained by 2023</li> </ul>	See Section x below in relation to Schools update	In Progress

**Action 5.6.22:** Build into guidelines a phased approach including job shadowing in relation to rotation of co-chairs. Chairs should normally not chair a SAT for more than one application round.

Organise annual workshop with chairs of implementation group with external speakers to support implementation and sharing of good practice.

Success measure:	Update	Status
Rotation of chair(s) of SAT for each application round.  Job Shadowing to occur by incoming chair.	Guidance materials for chairs developed – resource hub. Induction for new chairs takes place.  Quarterly meetings take place with Athena SWAN chairs which includes speakers, updates and workshops.	Complete

## Section 11 Gender Identity

**Action 6.1:** Hold half-day consultation workshop on operation of policy and guidelines in practice with the cohort of students and employees most impacted by the policy to ascertain how the policy is supporting them and to identify what steps would provide further support. Incorporate questions into the EDI survey to ascertain if issues are being experienced by people of all genders.

Success measure:	Update	Status
------------------	--------	--------

<p>Workshop held with a diverse mix of stakeholders with at least 50 people in attendance.</p> <p>Measure through survey data/ focus group reports on satisfaction and experience in UCD (both positive and negative) from trans/non-binary staff students.</p>	<p>Consultation held in Nov 2020 with students of different gender identities to explore how well the policy and guidelines are supporting their needs and any gaps. This workshop was led by TENI.</p> <p>Training and Workshops took place in April with employees to get their perspective.</p> <p>The outputs have been incorporated into an action plan – key elements are awareness raising and further user-friendly guidance materials.</p>	<p>Complete</p>
---	---	-----------------

**Action 6.2:** Hold two awareness raising sessions, open to all staff, on gender identity policy and guidelines on an annual basis. Incorporate gender identity into other relevant training programmes such as the online EDI Awareness Raising programme and Dignity and Respect training.

<p><b>Success measure:</b></p> <p>Sessions run successfully with 25 participants in attendance at each. Will evaluate those attending to confirm that the session has improved their awareness.</p> <p>Awareness and understanding of gender identity and expression amongst employees. To be measured in next EDI survey: target of 70%. Trans/non-binary individuals report appropriate level of resources are available to them.</p>	<p><b>Update</b></p> <p>Gender Identity is included in the EDI Online Awareness raising programme and will form part of the overall EDI training programme of training to be rolled out in Autumn 2022.</p> <p>54% of respondents were aware of the Gender Identity policy and 71% aware of gender-neutral bathrooms. (see appendix for data)</p>	<p><b>Status</b></p> <p>Complete</p>
---	---	--------------------------------------

**Action 6.3:** Complete signage project, which designates gender-neutral bathroom and changing facilities across campus

<p><b>Success measure:</b></p> <p>Signage project complete by 2022.</p> <p>Trans/non-binary individuals report appropriate level of resources are available to them in focus groups/EDI survey.</p>	<p><b>Update</b></p> <p>Engagement taking place with Estate Services to progress signage across UCD.</p>	<p><b>Status</b></p> <p>In Progress</p>
---	--	---

### 3. Athena SWAN Schools Update

The vast majority of Schools in UCD are engaged in the Athena SWAN process and are involved in different stages of implementation. This ranges from preparing a first application to the implementation of gender equality action plans to applying for a renewal of their award or going for a silver award. Schools are supported centrally by the EDI Unit with the development of their application in a variety of ways (see appendix 18 for further information on support). The intention is to ensure Schools are equipped with the knowledge, tools (e.g. templates), data and one-to-one support to enable them to be in a position to prepare an Athena SWAN application so that it is owned by the School. Schools are also supported in the implementation of their action plans.

A full review was undertaken recently by a sub-group of the GEAG to assess UCD's internal School Athena SWAN process and the experiences of Schools and Self-Assessment Teams. UCD Athena SWAN Schools process has matured and expanded since its launch in November 2017. This review was initiated at the mid-point of the first cycle of schools which are implementing four-year gender equality action plans. The review seeks to ensure a sustainable and scalable model to support UCD Schools:

- achieve Athena SWAN awards;
- successfully renew applications/apply for Silver status (if impact achieved);
- resubmit applications in the event of unsuccessful submissions;
- promote inclusive working practices, achieve their gender equality objectives, and advance UCD's commitment to an equitable working environment.

Recommendations from this review are currently being implemented.

#### Current Status

53% of Schools within UCD hold an Athena SWAN award i.e. 21 out of 37 schools (see appendix 19). Two further Schools will obtain a bronze award pending minor revisions. In terms of the pipeline, two Schools are actively engaged in preparing first time bronze level applications for submission in April and November 2022 whilst four Schools are preparing renewal applications in November 2022/April 23 (2 seeking bronze renewal and two seeking silver applications) (See Appendix 20 for full pipeline of Schools). KPIs set by the University in relation to the achievement of Athena SWAN bronze awards were 20 Schools by end 2022 – UCD has achieved 21 currently with a further two awards pending minor revisions and a further School being submitted in June. The University is therefore ahead of KPIs set and five of 6 Colleges are meeting or ahead of KPIs set (KPIs at institutional level and College level are available in Appendix x).

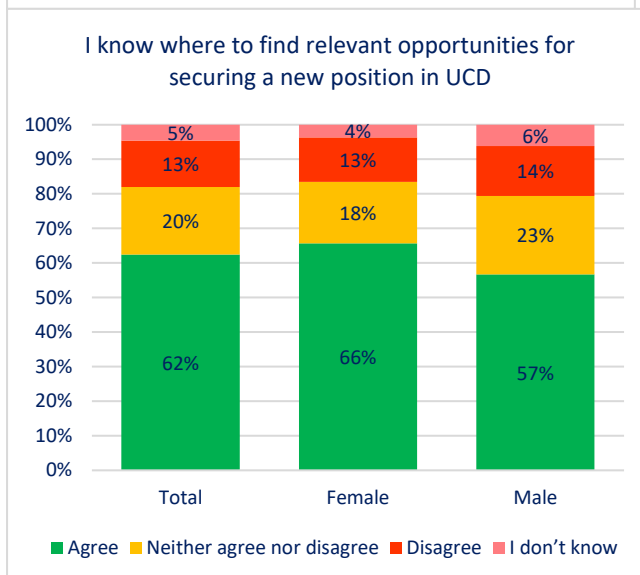
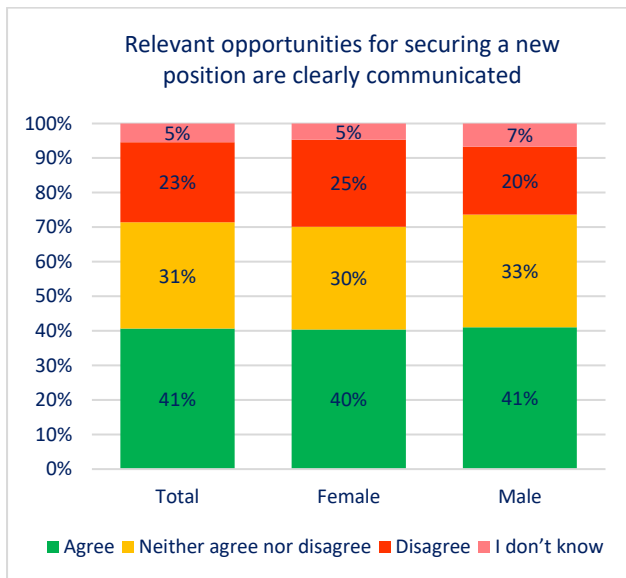
## Appendices

### Appendix 1: Data from the Employee Self Diversity Screen (2022)

UCD Employee Ethnicity (Academic & Non-Academic)		Employee %
<b>White</b>		<b>84.8</b>
	Irish	62.9
	Irish Traveller	0.1
	Roma	0.4
	Any other White background	36.6
<b>Black or Black Irish</b>		<b>1.3</b>
	African	93.3
	Any other Black background	6.7
<b>Asian or Asian Irish</b>		<b>9.7</b>
	Chinese	26.3
	Indian / Pakistani / Bangladeshi	36.0
	Any other Asian background	37.7
<b>Other including mixed background</b>		<b>4.2</b>
	Arabic	6.1
	Mixed Background	93.9
	Other	0.0
<b>TOTAL</b>		<b>100</b>

Job Type	Ethnicity	Employee %
<b>Academic</b>	White	83%
	Asian or Asian Irish	8%
	Other including mixed background	6%
	Black or Black Irish	1%
	Prefer not to say	2%
<b>Research</b>	White	73%
	Asian or Asian Irish	19%
	Other including mixed background	1%
	Black or Black Irish	1%
	Prefer Not to say	6%
<b>Support</b>	White	92%
	Asian or Asian Irish	4%
	Other including mixed background	1%
	Black or Black Irish	1%
	Prefer Not to say	2%

## Appendix 2: Opportunities for securing new positions



### Appendix 3: Recruitment Targets and Progress

#### Success Measure:

- Increase the percentage of female applicants, those shortlisted and appointed for each grade by 2024 as follows: (baseline based on average over past 3 years)
  - **Appointment to Associate Professor:**
    - Applied: Baseline 29%/35%
    - Shortlisted: Baseline 41%/45%
    - Appointed: Baseline 31%/40%
  - **Appointment to Professor:**
    - Applied: Baseline 21%/Target 30%
    - S/listed: Baseline 28%/Target 35%
    - Appoint: Baseline 25%/Target 35%
  - **Appointment to Full Professor:**
    - Applied: Baseline 23%/Target 30%
    - S/listed: Baseline 35%/Target 35%
    - Appoint: Baseline 24%/Target 35%
- Annual Monitoring Report to Governing Authority and UMT on progress against targets.
- Search committees used for all Professor/Full Professor posts.

#### Increase the percentage of female applicants, those shortlisted and appointed for each grade by 2024 as follows: (baseline based on average over past 3 years)

Full Professor	Baseline*	Target	Current (F)
Applied	21%	30%	43%
Shortlisted	28%	35%	53%
Appointed	25%	35%	33%

Professor	Baseline*	Target	Current (F)
Applied	23%	30%	56%
Shortlisted	35%	35%	70%
Appointed	24%	35%	67%

Associate Professor	Baseline*	Target	Current (F)
Applied	29%	35%	64%
Shortlisted	41%	45%	75%
Appointed	31%	40%	100%

Assistant Prof above the bar	Baseline*	Target	Current (F)
Applied	33%	N/A	33%
Shortlisted	41%	N/A	41%
Appointed	49%	N/A	43%

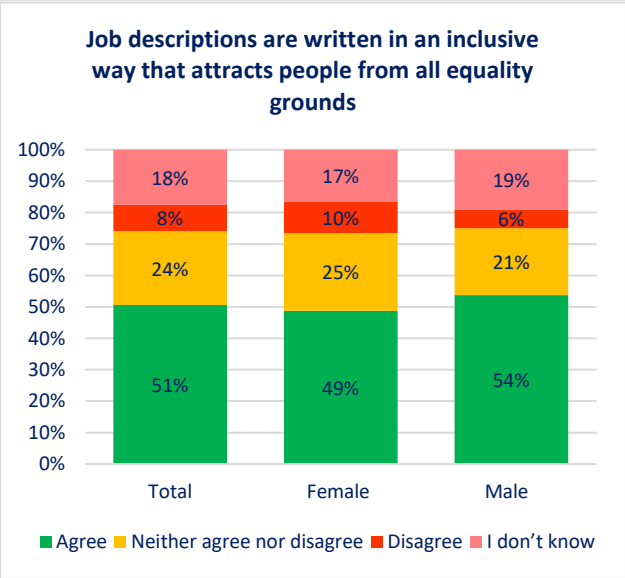
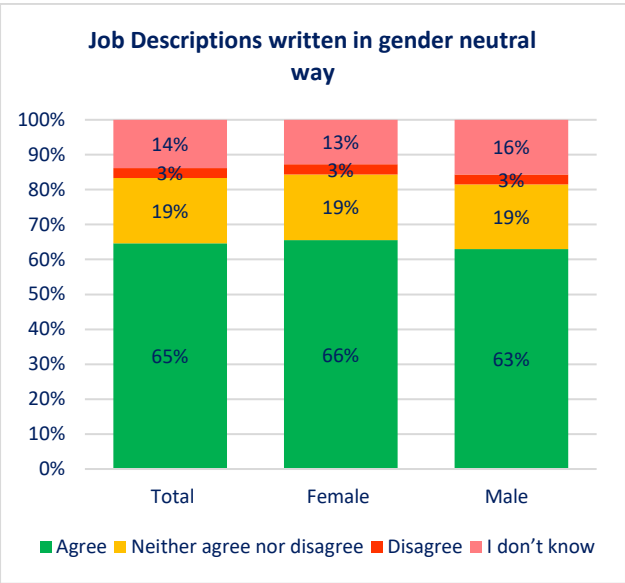
Assistant Prof below the bar	Baseline*	Target	Current (F)
------------------------------	-----------	--------	-------------



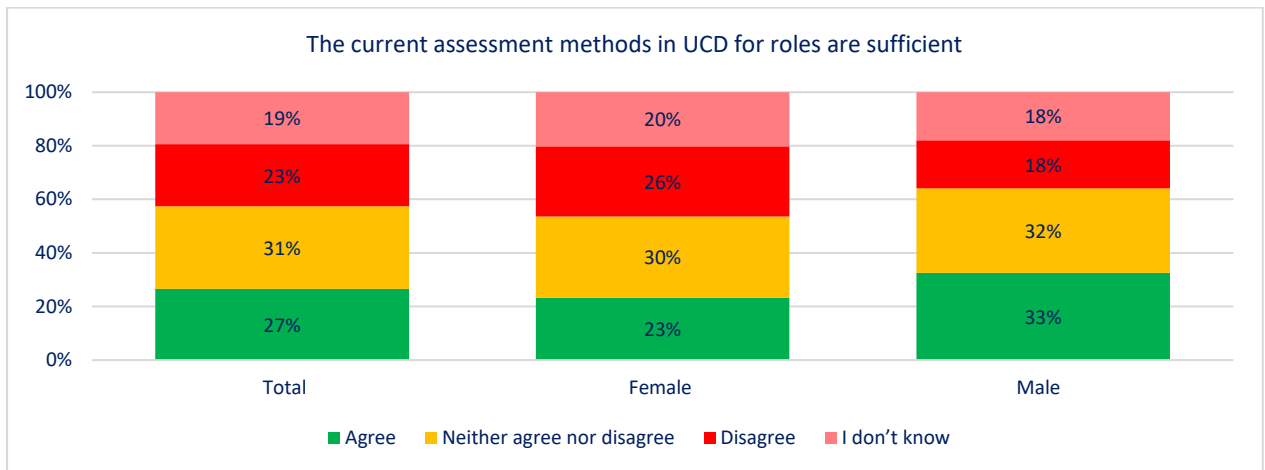
Applied	32%	N/A	32%
Shortlisted	47%	N/A	31%
Appointed	51%	N/A	33%

\*Rolling 3 Year average

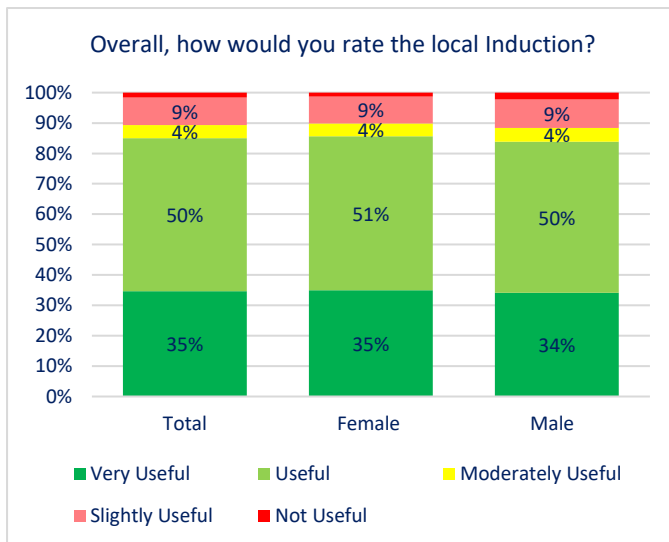
**Appendix 4: Satisfaction with Job Descriptions**



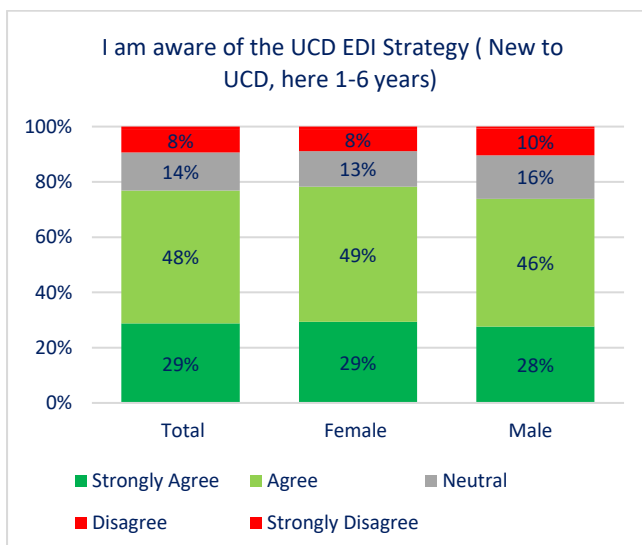
## Appendix 5: Current assessment method for UCD Roles



## Appendix 6: Local Induction



## Appendix 7: Awareness of EDI Strategy

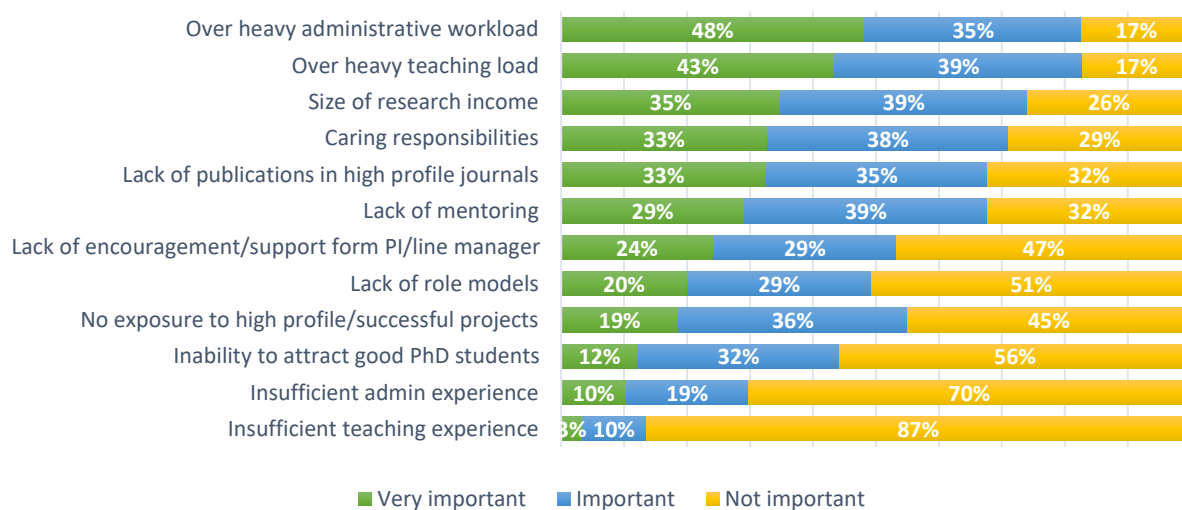


## Appendix 8: Cascade Model Targets

Year	Promotion to	Actual Applications				Successful Applications				*Targets
		F	M	Total	%F	F	M	Total	%F	
2019/2020	Associate Professor	10	23	33	44%	9	15	24	38%	49.70%
	Professor	14	6	20	88%	12	3	15	80%	41%
	Full Professor	5	5	10	33%	2	3	5	40%	30%
	<b>Total 2019/20</b>	<b>29</b>	<b>34</b>	<b>63</b>	<b>46%</b>	<b>23</b>	<b>21</b>	<b>44</b>	<b>52%</b>	
2020/2021	Associate Professor	21	17	38	55%	19	11	30	63%	51%
	Professor	9	11	20	45%	7	8	15	47%	39%
	Full Professor	4	8	12	33%	3	3	6	50%	36.50%
	<b>Total 2020/21</b>	<b>34</b>	<b>36</b>	<b>70</b>	<b>49%</b>	<b>29</b>	<b>22</b>	<b>51</b>	<b>57%</b>	

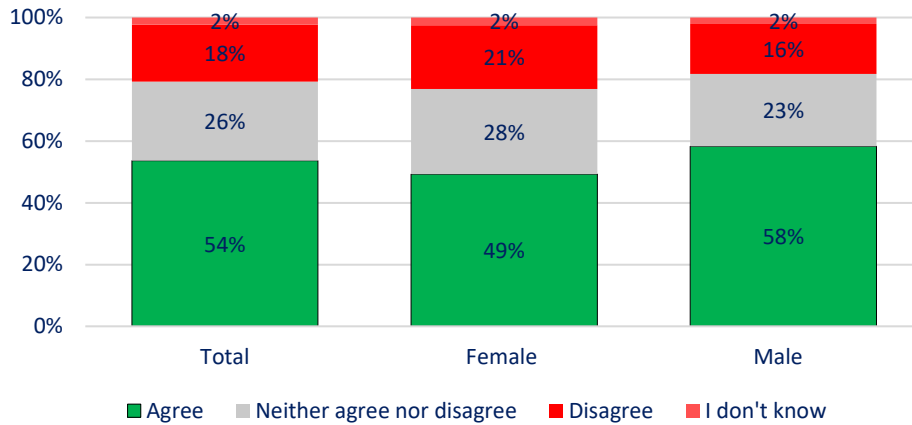
## Appendix 9: Factors inhibiting career progression

### Faculty - factors inhibiting career progression



## Appendix 10: Clear understanding of the Promotions Process

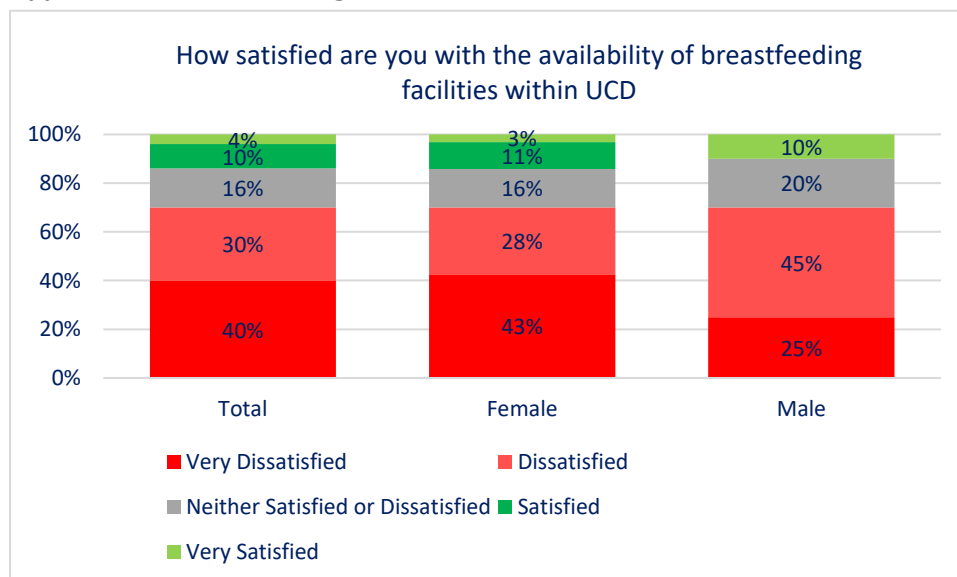
I have a clear understanding of the promotions process at UCD



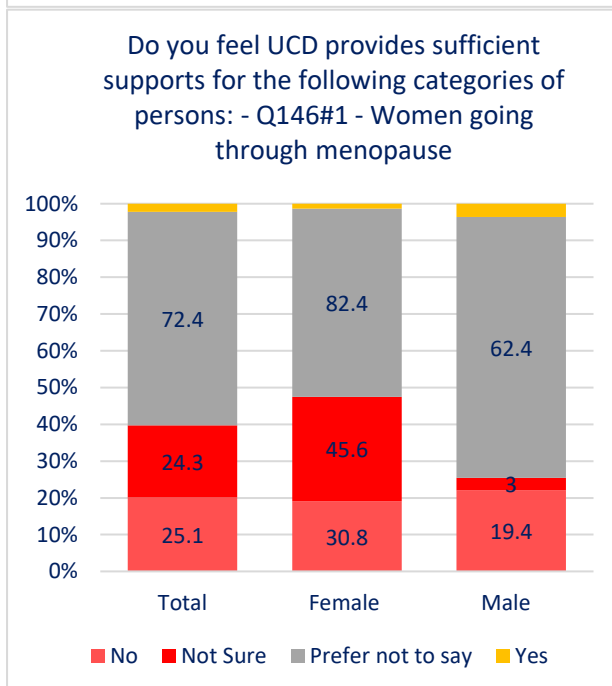
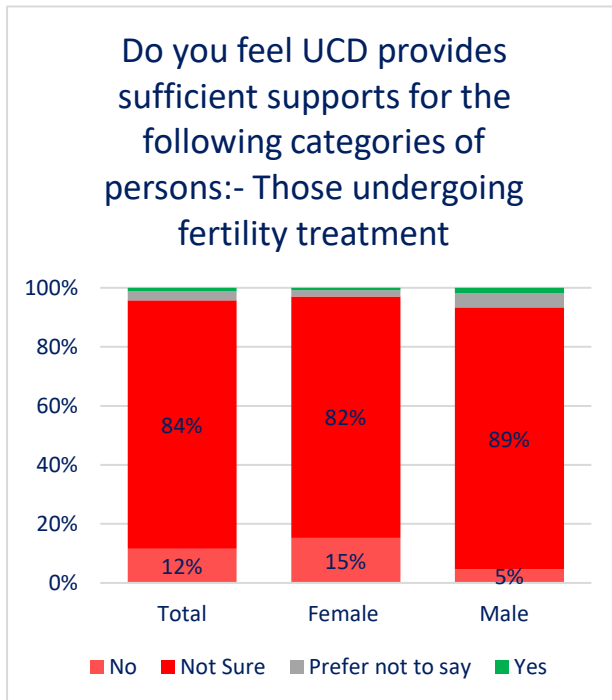
## Appendix 11: Maternity Leave Cover

Year	Went on Maternity Leave	Replaced whilst on Maternity Leave	% Replaced
2019	139	68	49%
2020	113	47	42%
2021	116	66	57%

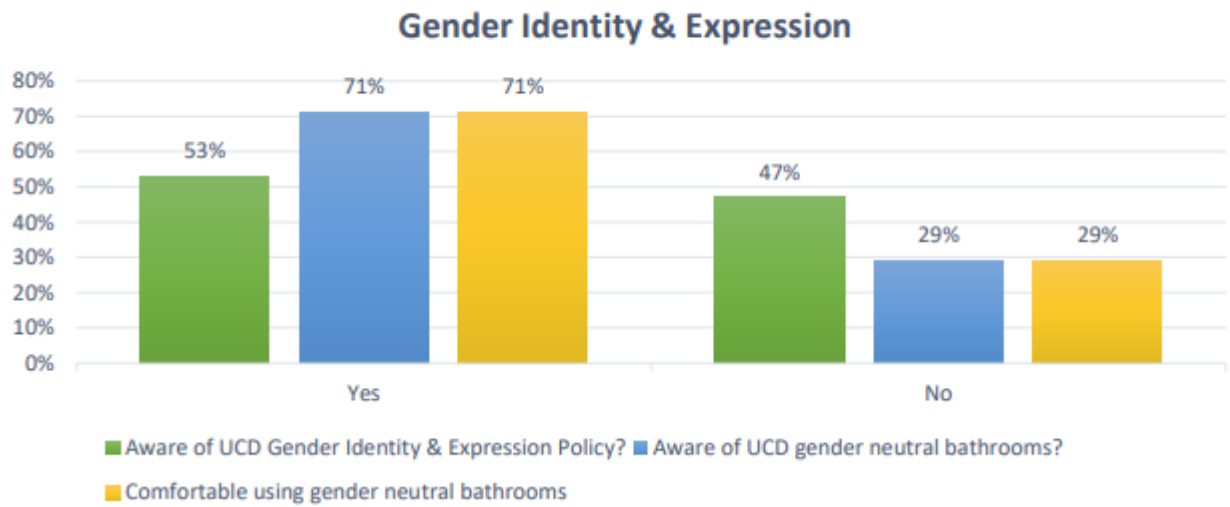
## Appendix 12: Breastfeeding Facilities



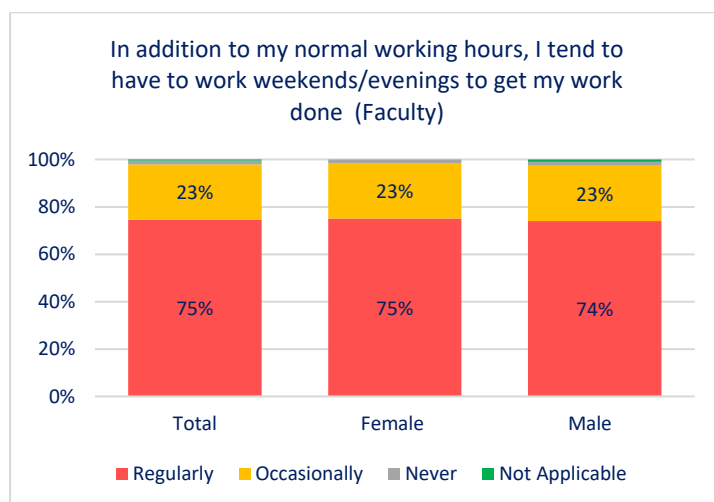
### Appendix 13: Supports for Women: Menopause and Fertility Treatment



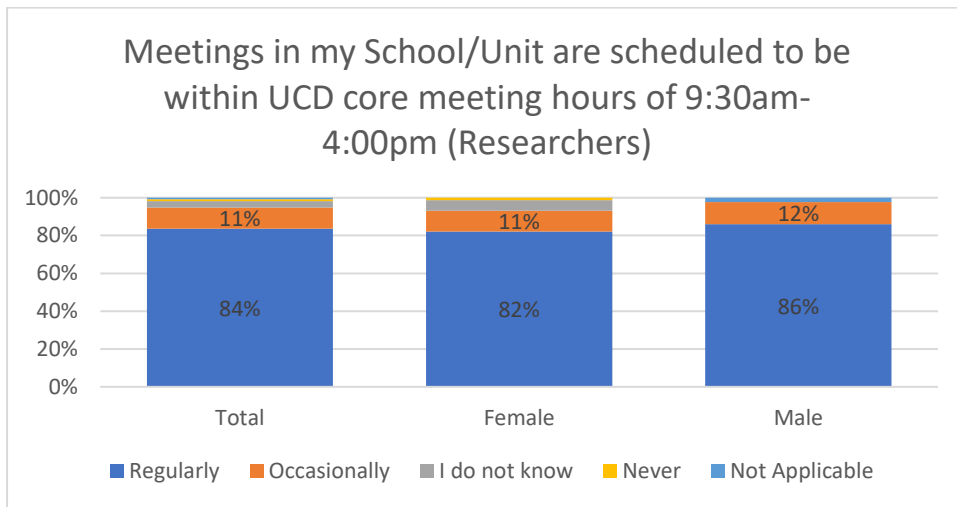
## Appendix 14: Gender Identity and Expression Awareness



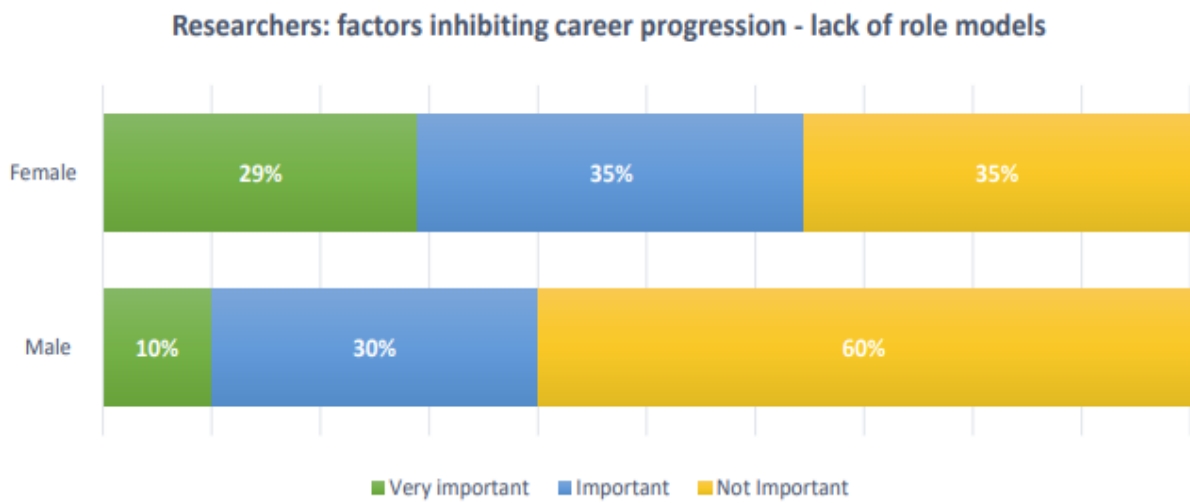
## Appendix 15: Working outside normal work hours



**Appendix 16: Meetings scheduled within Core Meeting Hours**



**Appendix 17: Factors Inhibiting Career Progression - Researchers**



## Appendix 17

### Overview of UCD EDI Unit Current Supports for Athena SWAN Schools

#### UCD Athena SWAN School Resources:

- **UCD Athena SWAN Schools webpage** (resources, thought leadership series)
- **UCD School Athena SWAN toolkit and suite of resources** (presentations, committee project management resources, guidance documents, off-the-shelf consultation tools (template employee and students surveys and focus group materials), providing benchmarking data reports for Schools, data visuals templates, successful applications).

#### Consulting and support:

- 1-2-1 meetings with Chairs, Heads of School, attending SAT meetings, on-going advice regarding analysis, sourcing data, guidance on process and action planning. Answering email and phone queries. Provides on-going guidance to Heads of School and Self-Assessment Team Chairs throughout process.
- **All School Information meetings/presentations on Athena SWAN**
- **On-boarding of SAT:** supports the establishment and onboarding of the School Self-Assessment Team, presentations, and guidance on process.
- **Regular Communications and check-ins** with Chairs and providing Advance HE updates
- **Promoting and organising Athena SWAN workshops**
- **External Review:** Matching Schools with Athena SWAN committees from external universities to review applications 'critical friends'.
- **Employee and Student Consultation:**
  - Template surveys for staff and students and instructions and guidance resources on administering survey
  - Organising facilitators and facilitating focus groups as part of the Athena SWAN consultation process.

#### Central Data Systems:

- Continued enhancements and expansion to Gender Analytics Dashboard. Sourcing ad hoc data reports. Consultation with Athena SWAN Chairs on further data requirements and developing associated support tools.

#### Mock assessments Panel (GEAG and EDI Unit):

- Organised four times a year. Panel members and EDI Project Officer review documents and provide detailed feedback reports, meeting with Heads of School and SAT to support SATS address feedback before submission to Advance HE.
- **Review and feedback** by EDI Project Officer of applications and action plans as required.

#### Athena SWAN Debrief

- Post application submission, the EDI Unit consults with Athena SWAN Chairs to get feedback and enhance UCD Athena SWAN Schools process.

#### Bronze Athena SWAN Chairs Implementation Network

- Meetings (twice annually) to support Schools with Athena SWAN awards on progress and implementation of School action plans, identify areas for development and support required, provide networking opportunities for Chairs and platform for sharing good practice across UCD Schools.

#### Annual UCD Athena SWAN events and webinars:

- UCD Athena SWAN Schools Conference (October 2020). UCD Athena SWAN workshop led by Advance HE on applying for Silver (February 2021), action planning, applying for Bronze.



## Appendix 18: School Level Awards Breakdown by College

Key:  Bronze Award  Award Pending Revisions  Application process started

College	School	Athena SWAN Award Held
<b>Arts &amp; Humanities</b> (14% of Schools have an Athena SWAN award)	Art History & Cultural Policy	No Award
	Classics	No Award
	English, Drama & Film	No Award
	History	Bronze Award, Application process started
	Irish, Celtic Stud & Folklore	No Award
	Languages, Cultures and Linguistics	Bronze Award
	Music	No Award
<b>Social Sciences &amp; Law</b> (45% of Schools have an Athena SWAN award)	Archaeology	Bronze Award
	Economics	Bronze Award
	Education	No Award
	Geography	No Award
	Information & Comms Studies	No Award
	Law	Bronze Award
	Philosophy	No Award
	Politics & Int Relations	Bronze Award
	Psychology	Bronze Award
	Social Policy, Social Work and Social Justice	No Award
Sociology	No Award	
Business	Business	Bronze Award, Pending Revisions
<b>Engineering and Architecture</b> (100% of Schools have an Athena SWAN award)	Architecture, Planning and Environmental Policy	Bronze Award
	Biosystems & Food Engineering	Bronze Award
	Chem & Bioprocess Engineering	Bronze Award
	Civil Engineering	Bronze Award
	Electrical and Electronic Engineering	Bronze Award
	Mechanical and Materials Engineering	Bronze Award
<b>Health &amp; Agricultural Sciences</b> (100% of Schools have an Athena SWAN award)	Agriculture & Food Science	Bronze Award
	Medicine	Bronze Award
	Nursing, Midwifery and Health Systems	Bronze Award
	Veterinary Medicine	Bronze Award
	Public Health, Physiotherapy and Sports Science	Bronze Award
<b>Science</b> (57% of Schools have an Athena SWAN award)	Biology & Environment Science	Bronze Award
	Biomolecular and Biomedical Science	Bronze Award
	Chemistry	Bronze Award
	Computer Science	Bronze Award, Pending Revisions
	Earth Sciences	No Award
	Mathematics & Statistics	Bronze Award, Application process started
	Physics	Bronze Award

## Appendix 29: Athena SWAN Schools Pipeline

	Awards	Renewal Pipeline
<b>College of Arts &amp; Humanities</b>	<b>1</b>	
Languages, Cultures and Linguistics	Bronze	Silver (April 2024)
<b>College of Social Sciences &amp; Law</b>	<b>5</b>	
Archaeology	Bronze	Bronze Renewal (Nov-Jan2022/23)
Economics	Bronze	Silver (April 2024)
Law	Bronze	TBC pending progress (Apr 2025)
Politics & Int Relations	Bronze	TBC pending progress (Apr 2025)
Psychology	Bronze	TBC pending progress (Apr 2025)
<b>College of Engineering and Architecture</b>	<b>6</b>	<b>Bronze Renewal/Deferral TBC</b>
Architecture, Planning and Environmental Policy	Bronze	
Biosystems & Food Engineering	Bronze	
Chem & Bioprocess Engineering	Bronze	
Civil Engineering	Bronze	
Electrical and Electronic Engineering	Bronze	
Mechanical and Materials Engineering	Bronze	
<b>College of Health &amp; Agricultural Sciences</b>	<b>5</b>	
Agriculture & Food Science	Bronze	Sliver (Nov-Jan 2022/23)
Medicine	Bronze	Bronze renewal (Apr 2023)
Nursing, Midwifery and Health Systems	Bronze	TBC pending progress (Apr 2025)
Veterinary Medicine	Bronze	Silver (November 2023)
Public Health, Physiotherapy and Sports Science	Bronze	TBC pending progress (Apr 2025)
<b>College of Science</b>	<b>4</b>	
Biology & Environment Science	Bronze	Sliver seeking deferral Apr 2024
Biomolecular and Biomedical Science	Bronze	Sliver* (Nov 2023 Covid deferral)
Chemistry	Bronze	TBC pending progress (Apr 2025)
Physics	Bronze	TBC pending progress (Apr 2025)
<b>Total</b>	<b>21</b>	

## Appendix 20: UCD KPIs - 2022 Achievement to Date

	2022 KPI Goal	2022 Actuals
UCD	20	21 (with 2 more pending minor revisions)
AHSSBL	3	6
STEMM	17	15

### Breakdown by College:

Arts & Humanities	1	1
Social Sciences & Law	2	5
Business	0	0
Engineering and Architecture	6	6
Health & Agricultural Sciences	5	5
Science	6	4