

## UCD Gender Equality Action Plan September 2020

\* Where survey responses are not gendered in the success measure, the aim is to have the same positive response across male/female participants.

\*The UCD Athena SWAN institutional application and action plan were very near completion in March as Covid-19 became a worldwide epidemic. The action plan therefore reflects the situation in UCD prior to Covid-19. As a result, some actions in the action plan may be reinforced further and /or prioritised to support employees working remotely during this period.

\* A review of the UCD Dignity and Respect policy and procedure was underway as this Gender Equality Action Plan was in preparation and is expected to conclude later in 2020 following extensive consultation. Significant additional actions are expected to arise from the review and will be added to this Plan.

Description of the Institution						
No	Action	Rationale	Start Date	End Date	Role(s)/Areas Responsible	Success Measure
3.1	<p>On renewal of SAT/GEAG, action a targeted recruitment drive to ensure membership representation from:</p> <ul style="list-style-type: none"> <li>• AHSBBL</li> <li>• Black, Asian, Black, Minority Ethnic employees</li> <li>• Researchers</li> <li>• Technical Staff</li> <li>• Women@STEMM Representative</li> </ul>	<p>Ensure that membership of the GEAG is representative while maintaining at least 40% of under-represented gender.</p>	<p>Upon successful Award of Athena SWAN Bronze</p>	<p>Within 6 months of successful award</p>	<p>Chair of GEAG</p>	<p><b><u>AHSBBL</u></b>                      Baseline (existing breakdown): 14%                      Target: 40% (8 members)</p> <p><b><u>Black, Asian, Minority Ethnic emp.</u></b>                      Baseline: 5%                      Target: 10% (2 members)</p> <p><b><u>Researchers Representative</u></b>                      Baseline: 0%                      Target: 10% (2 members)</p> <p><b><u>Technical Staff</u></b>                      Baseline: 0%                      Target: 10% (2 members)</p> <p><b><u>UCD Women@STEMM Representative (1 member)</u></b></p> <p>Min 40% of underrepresented gender on SAT.</p>

3.2	Hold EDI survey every two years. Apply learnings from UCD Culture & Engagement Survey promotion campaign (response rate 51%) to increase EDI survey response rate.	To assess whether there is an increase in employee satisfaction across key EDI KPIs and to raise awareness.	April 2021 and every two years	2023	EDI Unit/EDI Data Sub-Group	EDI Survey Response Rate Baseline: 2019: 31% 2021: 35% 2023: 40%
3.3	Develop and implement reporting templates to track progress of those with responsibility for implementation of policy and initiatives developed under the GEAP 2020-2024.	Progress on implementation of the institutional GEAP at local level will be monitored by the EDI Unit through the template. Reports will be submitted annually to the GEAG. Where significant challenges/issues arise or decisions are required, these will be escalated to the Chair of the GEAG. These reporting templates will eventually be incorporated into local action plans.	November 2020	Ongoing	Template developed by EDI Unit and completed by those responsible for implementation. Monitored by EDI Unit and GEAG.	Report submitted annually to the EDI Unit. Target completion rate of ≥85%.  Conduct audit after first year to establish usefulness of the template by users.  Target ≥85% reporting the template as useful for report.
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.	This will broaden the reach and impact of our EDI structures.  There are many senior leaders in the area of EDI across the University. This leadership programme will re-enforce this model and support these roles.	Upon successful Award of Athena SWAN Bronze	Within 6 months of successful award	Chairs of GEAG/EDI Groups and EDI Unit	Decision and implementation within 6 months of Athena SWAN award.  Leadership development programme carried out for leaders in EDI.

## Picture of the Institution

No	Action	Rationale	Start Date	End Date	Role(s)/Areas Responsible	Success Measure
4.1	A review of the Below-the-Bar practice will be carried out.	Women are overrepresented in this grade.	April 2021	March 2022	UMT/HR	<p>Review of continuation of BtB practice and actions implemented.</p> <p>If BtB practice continued, reduction in the percentage of women below-the-bar by 5% by 2023 with a corresponding increase above the bar.</p>
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.	Develop actions to address any bias towards appointing female staff in teaching roles and gender related barriers to progression. This will be co-ordinated with Action 4.1, as there is significant overlap.	April 2021	March 2022	Teaching and Learning and EDI Unit	Report with recommendations presented to GEAG for discussion March 2022, and from there to UMT to agree actions.
4.3	<p>Enhance data collection mechanisms for EDI related data, including ethnicity, to enable target setting for ethnicity by:</p> <p>(a) Developing data systems to voluntarily collect, monitor and report on ethnicity and race data disaggregated by gender (beyond staff recruitment) for staff and student data annually.</p> <p>(b) Developing a tailored employee and student communication awareness strategy to support data collection.</p>	<p>To identify actions to enhance academic and career pipeline for staff and students that belong to underrepresented ethnicities and/or races. This will include consideration between the intersection of gender and ethnicity.</p> <p>To encourage employee and students to complete the data systems as this data is collected on a voluntary basis.</p>	<p>September 2020</p> <p>Sept 2020</p>	<p>June 2021</p> <p>June 2021</p>	<p>HRIS/EDI Data Group/EAG</p> <p>EDI Data Group</p>	<p>Data systems developed to enable data to be collated on ethnicity for employees and students.</p> <p>50% completion rate by 2024 of the above data systems.</p>

	(c) Holding a flagship national event on EDI data collection which will include a specific reference to ethnicity definitions and data collection.	To identify the challenges around EDI data collection and discussion of a means of addressing these across the Higher Education sector. To showcase best practice data collection in Ireland and beyond.	September 2020	September 2020	EDI Unit	National event held with actions identified.
4.4	Heads of School to have developmental conversations to support Ad Astras to achieve permanent roles and reach required targets. Take into account any gaps in that period such as family related leave. Monitor conversion rates annually.	Ensure Heads of School support development of female staff. Ensure family related leave does not impact career progression meeting targets to be eligible for permanent contract. To increase numbers of females on permanent contracts.	Sept 2020	Sept 2024	HOS/HR/UMT	At least 80% of women in Ad Astra posts converted to permanent posts by 2024
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.	A review to consider the success of the Ad Astra scheme in addressing gender underrepresentation across the University and in Schools.	Spring 2021	August 2021	Resourcing/EDI	Report presented to UMT with recommendations of actions on enhancing gender diversity as required.
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.	To understand if there are gender and other EDI related reasons for people leaving UCD.	September 2020	Ongoing	Culture and Engagement	Completion rate of exit interview survey to be increased by 4% each year.  Annual reports prepared and actions arising implemented.
4.7	Develop an annual reporting mechanism on the gender pay gap in line with legislation.	To oversee the development of gender pay gap annual reporting. This mechanism will be in line with the new gender pay gap legislation when introduced.	January 2021	December 2021	GEAG/EDI/Resourcing/EAG	Annual reporting system developed and launched.

4.8	Monitor and investigate reasons for any existing pay gap.	Investigate and redress grades where there is a gender pay gap to achieve gender pay parity.	January 2022	June 2022	GEAG/HR/Resourcing	Implement recommendations from investigation of gender pay gap to ensure pay parity with an annual report published on gender pay gap. Aim to have 0% gender pay gap at each grade.
4.9	Review how starting salary is determined for new hires and provide mandatory guidelines and training for managers on salary determination.	To remove the gender pay gap at starting salary as formula is applied thereafter for determining salaries through steady increments from starting point. This is where greatest risk of bias may occur regarding salary determination.	June 2022	December 2022	GEAG/HR/Resourcing	Review completed with guidelines and training rolled out for managers on salary determination. Aim to have 0% gender pay gap relating to starting salaries.

## Key Career Transition Points (Recruitment)

No	Action	Rationale	Start Date	End Date	Person(s)/Areas Responsible	Success Measure
5.1.1	<p>Revise our advertising strategy as follows:</p> <ul style="list-style-type: none"> <li>- Guidelines on “Inclusive Recruitment Practices” to be followed by Resourcing and Hiring Managers</li> <li>- Assess marketing materials</li> <li>- Use more job platforms e.g. publicjobs.ie/euractive to promote roles.</li> <li>- Require use of Search Champions to leverage diverse networks for faculty posts.</li> <li>- Appoint a dedicated resource to source diverse talent.</li> </ul>	<p>To ensure opportunities are widely communicated and steps are taken to encourage applications from under-represented genders. Although the majority of respondents know where to find opportunities, only 29% of females and 35% of males agree that opportunities are widely communicated.</p> <p>Data in applications shows under-representation of gender amongst applicants.</p> <p>Using a Search Champion as part of the advertising strategy will ensure we are accessing networks not always directly available to HR and targeting the widest possible audience.</p>	2020	2024	Resourcing/Hiring Managers	<p>Increase the percentage of staff who feel opportunities are widely communicated in the EDI survey to 60% for both men and women by 2023.</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)</p> <p><b>Appointment to Associate Professor:</b></p> <p><b>Applied:</b> Baseline 29%/35%</p> <p><b>Shortlisted:</b> Baseline 41%/45%</p> <p><b>Appointed:</b> Baseline 31%/40%</p> <p><b>Appointment to Professor:</b></p> <p><b>Applied:</b> Baseline 21%/Target 30%</p> <p><b>S/listed:</b> Baseline 28%/Target 35%</p> <p><b>Appoint:</b> Baseline 25%/Target 35%</p> <p><b>Appointment to Full Professor:</b></p> <p><b>Applied:</b> Baseline 23%/Target 30%</p> <p><b>S/listed:</b> Baseline 35%/Target 35%</p> <p><b>Appoint:</b> Baseline 24%/Target 35%</p>

						Annual Monitoring Report to Governing Authority and UMT on progress against targets.  Search committees used for all Professor/Full Professor posts.
<b>5.1.2</b>	<p>Carry out a review of our Job Description template to ensure it is gender neutral and provide more information to candidates including.</p> <ul style="list-style-type: none"> <li>- Add a section to promote Flexible Working and other family friendly initiatives.</li> <li>- Ensure all aspects of the academic role are reflected and valued equally.</li> <li>- Prompt hiring managers to consider if roles can be advertised on a part-time/job share basis</li> <li>- 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.</li> </ul>	<p>To ensure the Job Descriptions attract the widest possible audience. 62% of female faculty feel that job descriptions are currently gender neutral.</p> <p>Job descriptions that are too long may lead to women or diverse candidates to self-select out of applying for the role as they feel they don't meet all of the criteria.</p> <p>It is important that Job Descriptions confirm that all facets of academic performance are valued.</p> <p>Attract those who have caring responsibilities.</p> <p>Ensure that managers feel equipped to deliver on EDI requirements as part of the recruitment process. Reduce potential unconscious bias associated with gender in terms of shortlisting and appointments.</p>	<p>January 2021</p> <p>Sept 2021</p>	<p>June 2021</p> <p>Annual</p>	<p>Resourcing/Hiring Manager/EDI</p>	<p>EDI survey to measure increase in satisfaction with Job Descriptions – increase to 80% for women.</p> <p>Increase the number of applications from female candidates (see targets in 5.1.1).</p> <p>100% of Heads of School briefed on inclusive recruitment.</p>

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.	It is important that candidates have an opportunity to note breaks in service (as they do in grant applications). This will allow for a fairer assessment of achievements to date and a more inclusive recruitment process.	January 2021	April 2021	Resourcing/EDI	Updated application form published.  Utilise the next EDI survey to ascertain satisfaction that the recruitment process is inclusive – aim for 80% by 2024.
5.1.4	Set targets at shortlisting stage for each School. This will be implemented on a comply or explain basis.	To encourage Schools to seek a greater pool of applicants of the under-represented gender applying for roles to support enhanced gender balance at short-listing stage. To mainstream the responsibility for achieving this across the University through setting targets at local level.	2020	2024	EDI/Resourcing/ Heads of School	For Schools with >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. In instances where gender balance is ≤25% at any grades in a School, a stretch target will be set for those grades in collaboration with the School.
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:  (a) 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.  (b) Require all members of assessment panels to undertake the recruitment section in the new EDI awareness online commencing on a phased basis.	To ensure employees feel current assessment methods for roles are fair and sufficient. Only 26% of female respondents to EDI survey feel that current assessment methods were sufficient.  To ensure that managers are aware of EDI as a critical element of the recruitment process.  Focus groups indicated that further guidance is required on the use of EDI criteria when assessing as part of the recruitment process.	June 2020  Jan 2021	September 2020  Dec 2021 and ongoing	Resourcing/EDI  Resourcing/EDI/HOS/ Unit	Increase from 26% to 30% in 2021 EDI Survey and 40% in 2023 survey regarding satisfaction of women with current assessment methods.  Sample questions developed and asked at all interviews. Guidance embedded into training.  100% of assessment panels to have completed EDI awareness training by Dec 2021



	(c) 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.	To reduce potential unconscious bias associated with gender in terms of shortlisting and appointments.	June 2021	Dec 2021	Resourcing/HOS or Unit	Pilot blind selection process and identify recommendations. Applied more widely if deemed feasible.
<b>5.1.6</b>	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 and leadership programmes by highlighting importance of unconscious bias awareness and referring to resources and further information.	To raise awareness amongst assessment panel members.	September 2020	Annual	People and Organisation Development/EDI	By December 2022, all assessment panel members must have completed Unconscious Bias awareness raising to sit on an assessment panel.
<b>5.1.7</b>	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 in addition to the current two posts obtained.  Centrally fund the salary of successful recipients under the female professor strand of the SFI Research Professorship Programme 2020.	To address female under-representation at Full Professor levels.	January 2021	December 2024	UMT/Resourcing/EDI	An increase of a minimum of 6 female Full Professors by 2024 as a result of these initiatives. This will be in addition to the female Full Professors who emerge through other recruitment modes and through promotion.

<p><b>5.1.8</b></p>	<p>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 under-represented 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.</p> <p>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.</p>	<p>To enhance academic and career pipeline for employees that belong to underrepresented ethnicities.</p> <p>To attract more people from different ethnicities to roles in UCD.</p> <p>To raise awareness around race and ethnic equality to enhance UCD's inclusive culture in this area.</p>	<p>June 2020</p> <p>Sept 2020</p>	<p>December 2020</p> <p>Sept 2021</p>	<p>EDI Multicultural group/EDI Ethnicity Working Group/EDI Data Group</p>	<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>
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## Key Career Transition Points (Induction)

No	Action	Rationale	Start Date	End Date	Person(s)/Areas Responsible	Success Measure
5.1.9	<p>Review the content, delivery and promotion of the Orientation Programme.</p> <p>Provide orientation information earlier to all new recruits by:</p> <ul style="list-style-type: none"> <li>• Make family-related information more visible on the UCD webpage.</li> <li>• Include links to orientation/ induction materials online in the offer letter.</li> </ul>	<p>To ensure orientation is meeting the requirements of new staff and supporting settling into UCD and to encourage more attendees from men and faculty in particular. 57% of women and 37% of men found the programme “useful/very useful”. Many comments were made in focus groups regarding the difficulty of settling into Dublin due to housing, school and childcare challenges etc. This is particularly an issue for those moving from abroad.</p>	November 2020	June 2021	Resourcing/People and Organisation Development/ Culture and Engagement	<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 the first year. Achieve ≥60% satisfaction rate in 2021 and increase by 5% annually.</p>
5.1.10	<p>Enhance the local level induction process as follows:</p> <p>a) Introduce online induction checklist with requirement for completion and sign-off by both Head of School and new employee. Include key EDI related information in the checklist.</p>	<p>To ensure a consistent approach is taken around those undertaking a local level induction process. Just under 60% of males and females attended local level induction. Many respondents indicated feeling very uncertain of some key elements of their position. “Useful/Very useful” rating in survey of 63% for females and 57% for males.</p>	January 2021	August 2021	HR/EDI/Line Manager	<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.</p> <p>2021 70% 2023 80%</p> <p>Increase in those undertaking local induction by 10% each year to reach 100% by 2024. At least 80% of those joining UCD in the next 4 years will report induction as ‘very useful’.</p>

	b) Start a 'buddy' system for new employees as a guidance whilst settling in, to be assigned by the Head of School/Unit and to form part of online induction checklist.	A large proportion of survey respondents and focus group participants indicated that a "buddy" - a formally named contact point for guidance while settling in - would be hugely beneficial.	Jan 2021	Ongoing	Head of School/HRIS/Resourcing	All new employees to be assigned a buddy.
<b>5.1.11</b>	Develop a faculty specific induction programme which will focus on the 3 pillars of academic activity. Ensure that the Faculty Promotion Process and related resources and supports are clearly understood on joining UCD.	The need to ensure that all faculty get the best possible start to their careers in UCD, and building on the already successful NAAP, a faculty specific induction programme is being developed for launch in 2020.	June 2020		HR POD Team	The success measurement will be by 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.

## Key Career Transitions Points - Faculty Promotions

No	Action	Rationale	Timescale		Person(s)/Areas Responsible	Success Measure
5.1.12	Increase levels of encouragement towards promotion as follows:					
	<p>a) Incorporate talent management training in induction for Heads of School to ensure they can identify readiness for promotion amongst their employees and encourage them to apply for promotion. This should include key research on topics such as pastoral burden falling to women, reluctance to apply early for promotion, lack of applications from part-time faculty etc.</p> <p>b) Hold focus groups with Heads of School to identify barriers for faculty, including part-time faculty, in going for promotion and how they might be alleviated.</p>	<p>46% of female respondents to the EDI survey indicated that they agreed that they have been encouraged to go for promotion. There is a lack of application for promotion to senior levels in particular.</p> <p>To gain a greater insight from the line managers perspective as to the barriers experienced by their staff going for promotion. This would include exploring incentives and disincentives they experience, factors responsible for delays and gaining feedback on the process.</p>	<p>September 2021</p> <p>September 2021</p>	<p>Annual</p> <p>October 2021</p>	<p>POD</p> <p>EDI/Promotions and Grading</p>	<p>Increased promotions applications from women by 3% year on year.</p> <p>Set of recommendations from Heads of School to alleviate barriers for faculty for promotion, compiled and addressed.</p>
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.	EDI Survey feedback indicated that an over heavy admin workload is one of the greatest inhibitors for progression for women. Head of School needs to comment on these areas and to indicate if applicants have above average workload in these areas.	January 2021	Ongoing	Promotions and Grading Faculty Promotions Committee	All Heads of School letter to cover these aspects.

5.1.14	Mentoring: Introduce a 'Career Mentor' Pilot programme for those who have committed to prepare for promotion distinct from more general mentoring.	To encourage submission of applications from men, and women particularly at the more senior levels.	Sept 2021	Sept 2022	POD	>70% mentees satisfied with mentor's help. Increase in percentage of applications from women.
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>Feedback from focus groups indicated that there is a lack of transparency as to how caring responsibilities are considered in the faculty promotions process. 37% of women indicated that caring responsibilities were an inhibitor to promotion compared to 16% of men in the EDI Survey.</p> <p>Outputs of this will inform the approach to the guidance under Action 5.1.3 so that external recruitment and internal promotions are aligned.</p>	January 2021	June 2021	Promotions and Grading/EDI	Reduction in percentage of women seeing caring responsibilities as an inhibitor to promotion in EDI from 37% currently to: 27% in 2021 20% in 2023.
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.	Feedback from focus groups has indicated that the lack of women at senior faculty levels is a systemic issue and that the means of assessment for promotion is not supportive of women.	Summer 2020	Summer 2021	UCD Research	Implementation of DORA principles or similar in promotion policy.

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.	Noted importance of networking and involvement with successful projects in career progression as well as an ongoing lack of encouragement. Tendency of such roles to be the preserve of the same few (by default) rather than open to all. 30% of women in EDI survey indicated that lack of exposure to high profile projects was an inhibitor to promotion.  Another aspect of this would be to ensure turnover and wider distribution of opportunities.	Sept 2021	Ongoing	CPs/Heads of School	Reduction in percentage of women seeing exposure to projects as a barrier from 30% to: 25% in 2021 20% in 2023.
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.	During the past three years, 79% of total female applications for promotion were sent for external review compared to 84% of male applications. More male applications were sent for review for the more senior grades which may be impacting the lower rates of success to Full Professors for women.	Sept 20	Ongoing	Promotions and Grading/FPC	100% of applications sent for external review.
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.	Cascade model targets have not been met at various levels in the past two years at University level and some colleges have had very few female applications. Setting College level targets will place an onus on Colleges to meet their targets which should translate to University level targets being achieved.	May 2021	Sept. 2021	UMT/EDI/Promotions and Grading	All Colleges to have targets set for promotions. A report to be submitted annually to UMT on progress.

<p><b>5.1.20</b></p>	<p>Implement real time monitoring by UMT of outcomes from FPC to include:</p> <ul style="list-style-type: none"> <li>• gender breakdown of successful/unsuccessful applicants</li> <li>• gender breakdown of those sent for external review</li> <li>• gender breakdown of external assessors</li> <li>• part-time and full-time applicants</li> </ul>	<p>Focus groups have identified a call for increased transparency in promotions; the availability of such objective data will facilitate evidence-based accounting of where delays occur and where there is a gender imbalance in progression, which in turn will spur investigation into its cause and potential remediation.</p>	<p>October 2020</p>	<p>Ongoing</p>	<p>HR Promotions and Grading/FPC/EDI</p>	<p>Increased promotions applications from women by 3% year on year.</p> <p>Increase percentage of women that agree they have a clear understanding of the promotion process from 52% to 70% by 2023.</p>
<p><b>5.1.21</b></p>	<p>Increase guidance and reduce uncertainty regarding the promotion process:</p> <ol style="list-style-type: none"> <li>a) Make available sample applications of consenting candidates who have been through the process, ensuring good representation of gender, carers etc.</li> <li>b) Prepare and maintain an online promotion “FAQ”, listing questions that arise from candidates.</li> <li>c) Hold workshops on assembling promotion applications that specifically focus on the areas of teaching &amp; learning and leadership &amp; contribution.</li> </ol>	<p>Surveys and focus groups indicated a lack of understanding of the criteria, assessment and process for promotion. 52% of females agreed that they had a clear understanding of the process.</p> <p>To make every effort to clarify criteria and provide supports for answering questions even of a discipline specific nature.</p> <p>The perception is that people only get promoted if research is excellent and not on the other criteria. These workshops would change this perception and demonstrate how to get promoted based on these criteria.</p>	<p>Nov 2020</p>	<p>March 2021</p>	<p>Promotions and Grading/FPC</p>	<p>Increase percentage of women that agree they have a clear understanding of the promotion process from 52% to 70% by 2023.</p>
			<p>Sept 21</p>	<p>Ongoing</p>	<p>Promotions and Grading/FPC</p>	<p>Set baseline data from survey as to whether people perceive you can be promoted on teaching. Increase of 10% in following survey.</p>



### Career Development, Leaves and Flexible Working – Career Development

No	Action	Rationale	Start Date	End Date	Role(s)/Areas Responsible	Success Measure
5.3.1	Develop a UCD Leadership Programme for women aspiring to be leaders in UCD.	The Aurora Leadership programme has received very high evaluations in UCD from participants. 100% would recommend to a colleague and 31% of those who have completed the programme have been promoted to a higher grade. However, places are limited (21 from UCD). There was strong support at a workshop with past Aurorans to develop a leadership programme in-house.	Sept 2022	June 2023	POD/CPs/VPs/EDI	Leadership programme for women in place by 2024. UCD has currently committed to funding for Aurora until 2025.
5.3.2	Introduce mandatory EDI training: <ul style="list-style-type: none"> <li>a) Introduce mandatory EDI training via the e-learning EDI programme to encourage a culture of equality, diversity and inclusion for key groups initially.</li> <li>b) Embed EDI module/overt content in the People Management Programme and Leadership People Management Programme and P4G training.</li> </ul>	<p>To ensure that all those working in UCD have a clear understanding of the importance of EDI as a university imperative and how their roles are required to support a culture of equality, diversity and inclusion.</p> <p>To mainstream EDI including gender equality into existing programmes for managers.</p>	<p>January 2021</p> <p>Jan 2022</p>	<p>December 2023</p> <p>June 2022</p>	<p>EDI/Resourcing/POD</p>	<p>Mandatory training 100% of all interview panel members by end of 2021 100% of all new employees commencing January 2021</p> <p>Completion of EDI Module by People Managers: ≥ 60%. Awareness of EDI amongst staff to reach 90% by 2023</p>

<p><b>5.3.3</b></p>	<p>Introduce measurement mechanisms to more formally assess the impact of the P4G process on career development.</p> <p>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.</p>	<p>The P4G process contributes to development planning for faculty and encouragement for female faculty in particular to take earlier steps to planning their career progression. It is important therefore to assess if P4G is having the necessary impact.</p>	<p>Jan 2021</p>	<p>June 2021 and annually</p>	<p>POD</p>	<p>70% of both male and female staff find P4G useful/has supported career development.</p>
<p><b>5.3.4</b></p>	<p>Ensure that College Principals and Heads of School maintain a school plan for faculty leave, and that P4G discussions with faculty feed into this, to ensure equitable access to leave opportunities. Incorporate into School gender action plans. Review the Sabbatical Leave policy to ensure it supports all genders to avail of sabbatical leave</p>	<p>Focus on research leave and sabbatical as part of HoS training. 40% of those who took sabbaticals over past 3 years were female.</p> <p>The completion of major research projects is seen by more women than men as a barrier to progression. P4G should incorporate discussions of research plans. This should in turn feed into Head of School planning of leave across the School on a three to 5-year horizon.</p>	<p>Jan 2022</p>	<p>June 2022</p>	<p>HR/HoS/CPs</p>	<p>Improved access to leave opportunities within parameters of existing policy.</p> <p>Of those taking sabbatical leave, 50% will be women by 2024 (increase of 10%).</p> <p>School Plan in place for faculty leave.</p>

Career Development, Leaves and Flexible Working - Leaves/Flexible Working						
No	Action	Rationale	Start Date	End Date	Responsible	Success Measure
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.	The social levy scheme is specifically designed to ensure that employees are paid and cost of replacement is covered when an employee goes on maternity leave. This scheme has been in place since 2016 so it is timely to review the operation and effectiveness of the scheme.	January 2021	June 2021	EDI	100% of employees who are taking maternity leave to be replaced with funding from social levy.
5.5.2	Implement the guidance under UCD's new 'Support for Employees taking Family-Related Leave' policy.	This policy was developed in Autumn 2019 to provide a framework to ensure employees taking family leave are supported at all stage, particularly when they return to the University following the period of leave. Need to ensure implementation, promote awareness and measure impact.	2020	Annual	EDI	<p>Measure the success of this policy through a range of measures:</p> <ul style="list-style-type: none"> <li>• Uptake of phased increase in teaching option by employees on return from maternity/adoptive leave of ≥80%</li> <li>• 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.</li> </ul>

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.	Buddy panel was launched in 2020 as a support for working parents. Need to promote this amongst employees.	2020	Annual	EDI	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
5.5.4	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 and meet requirements.	To encourage females to return to the workplace following maternity leave by ensuring that the necessary supports are in place including breastfeeding,	March 2021	August 2021	EDI/Line Managers/Estate Services/SIRC	Set baseline satisfaction rate on quality of breastfeeding facilities and supports through the EDI survey. To achieve ≥ 80%.
5.5.5	Develop a guidance document for managers and employees to support employees a) undergoing Fertility Treatment. b) experiencing the Menopause.	Feedback during consultation was that it needed to be recognised by the University the challenges experienced by women undergoing fertility treatment and the menopause the supports and flexibility that may need to be put in place.	June 2021	December 2021	EDI	Guidelines developed for manager and employees. Impact measured through EDI survey – women undergoing fertility treatment and menopause feel supported. Positive response of ≥70% in EDI Survey and increase of 10% in following survey.

5.5.6	<p>Encourage the uptake of family related leave, amongst males and faculty particularly, through:</p> <ul style="list-style-type: none"> <li>(a) Improved awareness of availability via websites, induction, through Vice-Principals for EDI and encouragement by line managers.</li> <li>(b) Identify men at senior levels and faculty that take parental leave as role models to uptake of this leave.</li> <li>(c) Increase paternity leave by two additional weeks to 4 weeks (additional 2 weeks unpaid), which does not have to be continuous once agreed with line manager.</li> </ul>	<p>Uptake of parental leave by males and faculty is very low. Of those taking parental leave in 2019, only 11% were males.</p> <p>By increasing the amount of paternity leave available, this will help share the burden of parenting across all genders.</p>	2022	Ongoing	EDI/Line managers/VPs for EDI	<p>Of those availing of parental leave, increase percentage of males to 20% by 2024.</p> <p>Male role models taking parental leave identified.</p> <p>Increase in length of paternity leave. Increase in uptake of paternity leave by 5% each year.</p>
5.5.7	<p>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:</p> <ul style="list-style-type: none"> <li>a) Enhance the “Remote Working policy during Covid 19” which will then be revised to “Remote Working” following the period of Covid-19.</li> <li>b) A Part-Time Working policy including the transition from part-time back to full-time work.</li> </ul>	<p>To support working parents, particularly females, to remain in the workplace and progress in their careers by providing flexible working arrangements that meet their needs.</p> <p>Taking into consideration the challenges being experienced as a result of remote working during Covid 19, the existing policy will be enhanced to address these.</p> <p>Part-time working exists in UCD so it is important that there is a policy in place to support this.</p>	Sept 2020	Dec 2021	EDI/Line Managers	<p>Development of flexible working framework and associated policies.</p> <p>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>
			July 2020	Sept 2020	Employee Relations/Line Managers	
			September 2021	December 2021	EDI/Line Managers	

<p><b>5.5.8</b></p>	<p>Develop a business plan to consider the expansion of childcare places on campus.</p> <p>Maintain a register of local childcare facilities in the vicinity.</p>	<p>Focus groups indicated that the availability of childcare and access to UCD crèche is an issue. Access to childcare was rated poor or very poor by 14% of men and 22% of women.</p>	<p>January 2021</p>	<p>December 2021</p>	<p>UMT/Bursar's Office</p>	<p>Business Plan developed and recommendations made.</p> <p>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><b>5.5.9</b></p>	<p>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.</p>	<p>To identify what would support carers in the workplace. The majority of carers in Ireland are female.</p>	<p>October 2020</p>	<p>June 2021</p>	<p>EDI/VPs for EDI</p>	<p>Satisfaction levels of carers around supports in EDI survey to establish baseline in 2021. Increase by 10% by 2023.</p>

## Organisation and Culture – Culture and HR Policies

No	Action	Rationale	Start Date	End Date	Responsible	Success Measure
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.	To support the development of an inclusive UCD community.  Increase awareness of EDI initiatives, gender equality actions and health and wellbeing activities to support the development of an inclusive UCD community.	2020	Ongoing	Healthy UCD/EDI Unit/VPs for EDI/Employee Engagement Network	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.
5.6.2	Roll out the “Men Advocating Real Change” programme in UCD or similar.	To support a behavioural change in men and where they have a greater understanding of the important role they have to play in supporting a cultural change including participation in events and training programmes. A consistent theme throughout the application is a lower proportion of participation by men in training, events and activities	Jan 2022	June 2022	POD/EDI	Increase in number of men participating in EDI related training and activities in general by 20% by 2024.

5.6.3	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.	To address feedback received from individuals who have experienced dignity and respect related issues and reflect developments at national level. To demonstrate the University's commitment to Dignity and Respect and to addressing in particular Sexual Harassment and Sexual Misconduct through the development of a separate policy on this.	November 2019	Dec 2020	Working group of key stakeholders: EDI, Legal, Student Engagement, HR in consultation with the University community and external experts and stakeholders	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.
5.6.4	Put in place a comprehensive awareness-raising programme supporting a zero-tolerance approach to bullying, harassment, sexual harassment and sexual misconduct, including information on supports available within the university. Embed the message into key programmes such as orientation, local level induction, peer mentor training and residential assistant training, and also invest in social media campaigns.	To increase awareness of supports and options available for resolution around Dignity and Respect. 20% of EDI survey respondents indicated that they did not know how to report incidents of being unfairly treated under the equality grounds.	Jan 2021	Ongoing	EDI Student Engagement POD UMT GA	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: namely the Dignity and Respect Contact persons, EDI, Student Advisers and Student Union. Monitor on an annual basis.



5.6.5	Deliver Dignity and Respect training to all managers as part of the overall EDI training programme and embed into existing leadership programmes such as HOS Induction and Leadership Development Programmes.	Based on the themes arising from the Dignity and Respect review to date around enhancing the development and accountability of those with roles at all levels of responsibility, and especially those in positions of power	Sept 2021	June 2023	EDI POD Student Engagement UMT	Increased awareness and understanding amongst managers of the Dignity and Respect policies & procedures.  Baseline set in EDI survey 2021 - achieve 90% awareness in EDI survey by 2023.  100% of managers trained by end 2022.
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.	To ensure that employees are fully supported throughout the dignity and respect process.	Jan 2021	Feb 2021	EDI	Increased satisfaction with support received among those who have reported bullying, harassment, sexual harassment and sexual misconduct.  Baseline figure set in 2021 EDI survey around the percentage of respondents satisfied with the level of support provided to achieve 90% by 2023.

5.6.7	Roll out bystander training for all employees across the University, building on the bystander training already in place for all incoming students.	To ensure that all members of the UCD community feel empowered to challenge unacceptable behaviour if they witness it. Bystander training, focusing on how bystanders can intervene to prevent sexual harassment, took place for first year students on a pilot basis in two UCD Colleges in 2019 and was rolled out for all first-year students in September 2020. Based on the learnings from the student rollout and adapted as necessary, the training will be rolled out for employees.	Spring 2021	June 2023	ESHTE Group EDI UMT	All employees to have received bystander training by 2023.
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.	To increase transparency in relation to Dignity and Respect in UCD by reporting to the Governing Authority statistics on the number of reports in the anonymous tool and the number of informal contacts and formal complaints, along with time to resolution for the latter.	June 2021	Annual	ESHTE Group UMT GA	Annual reports to the UMT and GA in relation to Dignity and Respect to include data on Anonymous Reports, informal contacts and formal complaints.
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.	To capture the perceptions and views of individuals to enable the University to set metrics and measure the success of the implementation of the new Dignity and Respect new policies and procedures and associated culture change.	April 2021	June 2021 and every 2 years thereafter	EDI Culture and Engagement UMT GA	Dedicated section on Dignity and Respect included in the EDI survey.

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

No	Action	Rationale	Start Date	End Date	Responsible	Success Measure
5.6.10	<p>Review Head of School Appointment Policy as follows:</p> <p>(a) Colleges to have gender balance among Head of School appointments or to explain their inability to achieve gender balance and plan to resolve.</p> <p>(b) 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.</p> <p>(c) Allow access to leadership programmes for those aspiring to leadership roles such as Head of School and ensure gender balance on these programmes and tailor as required.</p> <p>As part of consultation during review, hold focus group to understand barriers to females taking up a Head of School role.</p>	<p>All College Principals will be required to comply or explain with the gender balance requirements and outline a plan to resolve the lack of gender balance among Heads of School.</p> <p>All incoming Heads of School to have time to feel equipped with the necessary requirements to carry out the Head of School role and to feel supported.</p> <p>Ensure the necessary programmes are available for incoming Heads of School to avail of.</p> <p>To incorporate outputs of focus group into the review of the HOS policy.</p>	Jan 2021	Dec 2021	UCD HR/EDI/POD/HOS/ CPs	<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. Positive response of ≥80%.</p>

5.6.11	<p>Amend Head of Subject Appointment Process:</p> <p>(a) Requirement to have gender balance among Heads of Subject in each School and/or College.</p> <p>(b) Amend the Head of Subject role description to reflect the opportunity to develop future leaders and future Heads of School</p> <p>(c) Limit consecutive terms of office</p>	<p>Head of Subject is an important academic leadership role within Schools 35% of Heads of Subject are female.</p> <p>Some Heads of Subject occupy these roles for over 10 years.</p>	Sept 2020	March 2021	University Secretariat	<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>
5.6.12	<p>Actions to address Academic Council to enhance Gender Balance</p> <ul style="list-style-type: none"> <li>- Implement the outcome of the AC Composition Review Working Group</li> <li>- Review and update Terms of Reference for all AC committees to reduce reliance on ex-officio roles and widen access to other members of faculty</li> </ul>	<p>Lack of gender balance of AC membership and its committees. Appointment process needs and membership needs to be revised to achieve greater balance. Currently women make up 31% of the membership of AC.</p>	2020	January 2021	<p>Registrar, University Secretariat</p> <p>Registrar, University Secretariat</p> <p>Registrar, University Secretariat</p>	<p>Female representation of at least 40% on AC &amp; its committees</p>

5.6.13	<p>Require each College to report the following regarding Committee membership and incorporate into School action plan:</p> <ul style="list-style-type: none"> <li>- Number of College/School level committees and gender breakdown and participation rate</li> </ul> <p>Appoint Heads of Subject for Committee membership so HOS is not over-burdened.</p>	<p>Lack of local level data regarding committee workload. Need to identify the gender breakdown of participants on committees, nature of committees and number of committees.</p> <p>Relieves some of the burden of Head of School.</p>	<p>June 2021</p> <p>January 2021</p>	<p>Annual</p> <p>Ongoing</p>	<p>College Principals</p> <p>College Principals</p>	<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>
5.6.14	<p>Further refine Equality Impact Assessment (EIA) process:</p> <ul style="list-style-type: none"> <li>- Implement revised EIA form</li> <li>- Deliver training/briefing to VP EDI and School EDI reps regarding the use of the EIA</li> <li>- Expand the use of the EIA tool across local level policy and procedure development, processes and planning etc</li> <li>- Survey UMT, AC &amp; GA once a year on the role of the EIA in approving policy</li> </ul>	<p>Focus group around the EIA process identified challenges with completing the form and lack of understanding around it. Also it became clear that processes, framework, strategic planning etc also require the same impact assessment as well as policy development.</p>	<p>Sept 2020</p>	<p>Dec 2024</p>	<p>EDI/UCD HR/College Principals/ University Vice-Presidents/ University Secretariat</p>	<p>Positive feedback from 90% of users of EIA through separate survey.</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>

## Organisation and Culture - Workload Allocation Models (WAM)

No	Action	Rationale	Start Date	End Date	Responsible	Success Measure
5.6.15	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.	Lack of data as to whether Schools have have/do not have WAM and how effective they are.	2021	2024	College Principals/HOS	Increase number of Schools with a WAM - Targets as per action 5.6.12
5.6.16	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. Ensure workload allocation forms part of the P4G discussions.  Monitor WAM for gender bias on an annual basis using a standard reporting template. All Schools will be required to create representative committees to establish and operate Workload Models.	Given the variability of work between Schools within the University, a seminar/workshop is required to establish best practice for the development and operation of workload models in UCD, while ensuring that gender bias does not occur.	Spring 2021	September 2021	UMT/CPs/HOS/ HRPs	A guidelines document outlining the range of good practices that Schools can adopt to eliminate gender bias in workload.  50% of Schools will have a workload model by 2021  80% of Schools will have a workload model by 2023  100% of Schools will have a workload model by 2024
5.6.17	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.	Faculty indicated that they undertake additional work outside normal working hours, on evenings and weekends. 64% of female survey respondents and 62% of male respondents stated that they <i>always</i> or <i>mostly</i> work evenings/weekends.	Autumn 2021	Autumn 2021		Action taken based on further research in next EDI survey.

Organisation and Culture - Timing of Gatherings /Visibility of Role Models						
No	Action	Rationale	Start Date	End Date	Responsible	Success Measure
5.6.18	Audit Core Meeting Hours policy implementation and take action if not being implemented such as increased targeted communication to managers.	To support a family-friendly work environment. 82% of respondents in EDI survey reported that meetings are always or regularly complying held within core meeting hours. However, 20% of respondents to the survey who were researchers were not aware of the policy.	2020	Ongoing	Culture and Engagement	As per action 3.4, require annual reports by HOS on gender balance of speakers at events, on panels etc.  Reduce lack of awareness of this policy amongst respondents who are researchers from 20% to 10% in next EDI survey.
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.	Ensure there is visibility of all genders in order to make role models visible, particularly in areas where a gender is under-represented. 79% of female researchers felt that lack of role models was an important or very important inhibitor to progression.	2020	Ongoing	HOS/CPs/University Relations/EDI	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, on panels etc.

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.	To establish a university-wide understanding of public engagement within the University through education, training and recognition and maintain a record of public engagement activities in UCD. Once this is established it will be possible to properly assess staff participation in public engagement in all its facets including those outlined within the Athena Swan guidelines.	December 2020	2021	UMT/UCD Research	Data on participation in outreach available.
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.	To support embedding EDI locally, it is important that there are School level Gender Action Plans	April 2020	November 2022		<p>Achievement of the following targets:</p> <ul style="list-style-type: none"> <li>- All STEM 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 award to be obtained by 2023</li> </ul>



<p><b>5.6.22</b></p>	<p>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.</p> <p>Organise annual workshop with chairs of implementation group with external speakers to support implementation and sharing of good practice.</p>	<p>To avoid expert knowledge being lost and to ensure a smooth transition between chairs.</p>	<p>Sept 2020</p>	<p>Ongoing</p>	<p>EDI Unit/HOS</p>	<p>Rotation of chair(s) of SAT for each application round.</p> <p>Job Shadowing to occur by incoming chair.</p>
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Gender Identity						
No	Action	Rationale	Start Date	End Date	Responsible	Success Measure
6.1	<p>Hold half-day consultation workshop on operation of Gender Identity and Expression Policy to ascertain how the policy is working and to identify areas for improvement.</p> <p>Incorporate questions into the EDI survey to ascertain if issues are being experienced by people of different gender identities.</p>	Need for clarity about how policy is working in practice, particularly, but not exclusively, from vantage point of trans / non-binary staff and students.	October 2020	Spring 2021	EDI/EDI LGBTI Sub-Group/LGBTI Staff and student Networks	<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>
6.2	Hold two awareness raising sessions, open to all employees, 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.	Need for training and awareness raising identified in focus group if gender identity and expression policy and supports.	Spring 2021	Annual		<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%.</p> <p>Trans/non-binary individuals report appropriate level of resources are available to them.</p>
6.3	Complete signage project, which designates gender-neutral bathroom and changing facilities across campus.	Signage project, including online mapping of gender-neutral facilities, incomplete	2021	2024	EDI Unit/UCD Estates/UMT	<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>

## List of Abbreviations

AC	Academic Council
AHSSBL	Arts, Humanities, Social Sciences, Business & Law
BtB	Below the Bar
CP	College Principal
DORA	San Francisco Declaration on Research Assessment
EAG	Enterprise Applications Group
EDI	Equality, Diversity and Inclusion
EIA	Equality Impact Assessment
ESHTE	Ending Sexual Harassment and Violence in Third Level Education
F	Female
FPC	Faculty Promotions Committee
GA	Governing Authority

GEAG	Gender Equality Action Group
GEAP	Gender Equality Action Plan
HOS	Head of School
HR	Human Resources
HRIS	Human Resources Information Systems
HRP	HR Partner
KPI	Key Performance Indicator
LGBTI	Lesbian Gay Bisexual Transgender Intersex
M	Male
NAAP	Newly Appointed Assistant Professor Programme
POD	People and Organisation Development
P4G	Performance for Growth
SALI	Senior Academic Leadership Initiative
SAT	Self-Assessment Team

SIRC	Safety, Insurance, Operational Risk, and Compliance Office
STEMM	Science, Technology, Engineering, Mathematics and Medicine
UCD	University College Dublin
UMT	University management team
VP	Vice-President
WAM	Workload Allocation Model
WG	Working Group