

## Gender Equality Action Plan (GEAP) 2021-2024



3. Self-Assessment Process								
No.	Action	Further details	Accountability to SAT <sup>1</sup>	Responsibility	Start date	Milestones and End date	Success measure	Priority Level
3.1	Dissolve SAT and establish a new Equality Diversity and Inclusion Committee, creating a standing sub-committee to implement the Gender Equality Action Plan.	The School has an EDI officer but the remit of EDI in the School has expanded beyond this role. A committee is required to ensure the Action Plan is fully implemented and EDI is mainstreamed in School culture, policy and practice. The SAT chair (D. Healy) will become the Chair of the new EDI committee. The Committee Chair will be a member of the College EDI committee, the chair	EDI Structures & Oversight Sub-group leader	Dean	Feb 2021	Establish Committee by September 2021; appoint existing SAT and new members to the EDI Committee and appoint a chair as part of workload; set terms of reference; appoint sub-group leaders to lead implementation of the plan by December 2021.	Target to increase awareness of EDI issues among staff to 100% and among students to 80%. Note: The establishment of an EDI Committee was approved in principle by the School Executive and School	

<sup>1</sup> Each sub-group leader is responsible for approximately ten actions each over the three-year period. Where members move on, new EDI members will be asked to assume vacant sub-group leadership roles. To share the workload across the School, responsibility for implementing the action plan will be devolved to committees and post-holders who will be asked to add EDI as a standing item on their agendas, implement the relevant actions, and report on progress to the EDI Committee each year. We will also be working in partnership with UCD and College-level post-holders/ offices to implement actions, where appropriate.

		of which sits on UCD committee providing a clear channel of communication between the School, College and University The Student Union Appointed representative will be a member of the Committee.				Review of operation in May 2024	Committee in February 2021	
<b>3.2</b>	Ensure that the gender breakdown of the EDI Committee, like that of all School committees, complies with the Gender Balance on Committees policy (60/40 breakdown on a comply or explain basis).	Current SAT members are predominantly female (n=6/8). Members will be appointed on a rolling basis to ensure the EDI Committee meets the Gender Balance on Committees policy at University level. It commits to a gender balanced representation on a comply or explain basis. Like other committees in School, the Dean and Director will appoint members under workload policy. Some SAT members will join the EDI committee to ensure continuity.	EDI Structures & Oversight Sub-group leader	Dean	Sept 2021	Annual reporting on membership to the School via the workload form from September 2022	To ensure representation, the target membership is at least a 60/40% gender representation on a comply or explain basis	
<b>3.3</b>	Support the work of the Committee in operationalising the SAT Action Plan (and other EDI initiatives) by providing research assistance to gather,	Ensuring the effective implementation of the action plan requires research assistance (particularly for activities relating to data collation and analysis), which will	EDI Structures & Oversight Sub-group leader	Director of Law PhD Programmes HoS (RA); Director (admin support)	Jan 2022	Annual reporting on the completion of action points to the School from September 2022 onwards	Target of 100% completion of the programme of work laid out in GEAP	

	analyse and report on data; develop and implement evidence-led policies; and run EDI events aligned to the action plan.	be provided by the School. A PhD student will be employed (2-6hrs per week). Administrative assistance will also be provided by the School.				End date for employment of RA May 2024		
<b>3.4</b>	Conduct a staff survey every two years to measure progress against the Gender Equality Action Plan.	To monitor effectiveness of GEAP. The response rate to the Athena SWAN staff survey was 67% (71% of female and 52% of male employees participated)	EDI Structures & Oversight Sub-group leader	EDI Committee	April 2022	Completion of first staff survey in April 2022 and second staff survey in April 2024	Target response rate of 90% across all genders	
<b>3.5</b>	Conduct a student survey every two years to measure progress against the Gender Equality Action Plan.	To monitor effectiveness of GEAP. The response rate to the Athena SWAN student survey was 21%	EDI Structures & Oversight Sub-group leader	ED Committee	April 2022	Completion of first student survey in April 2022 and second student survey in April 2024	Target response rate of 30% across all genders	
<b>3.6</b>	Establish an equality forum within the framework of the staff-student forum to facilitate student input to the work of the committee.	Students provided valuable insights and suggestions via the surveys, focus groups and consultation processes. As a result, the SAT believes that students can make valuable contributions to the work of the new EDI Committee. The forum will be established as a point of contact for students to raise issues, and enable the Committee advocate for change at School, College and University Level. The forum will take place at	EDI Structures & Oversight Sub-group leader	EDI Committee, Associate Dean for Undergraduate Programmes, Student Advisor	Dec 2021	EDI committee contributing to college and university-level discussions on student EDI related issues from December 2021.  Student satisfaction with the forum/ committee will be measured via the 2022 and 2024 student surveys	Target of 80% student satisfaction with EDI performance	

		every staff-student forum. Efforts will be made to ensure balanced representation across gender and programmes. Satisfaction with the process will be measured via the student survey.						
3.7	Promote and measure awareness of UCD's equality-related training opportunities and policies in the School.	The staff survey showed that 29-90% (varies by training) of staff were unaware of EDI training and that 25-78% were aware of EDI policies. A range of figures is given here because respondents were asked about awareness of specific policies and training options and awareness was higher for some than others. Policy awareness will be promoted through a dedicated page on the School's website (see Action 5.6.8), the School's social media channels, and annual emails from the EDI Chair. Training opportunities will be communicated in annual emails from the EDI Chair and also on an ad hoc basis if needed to flag important training opportunities. Induction materials for new staff already contain EDI	EDI Structures & Oversight Sub-group leader	EDI Committee, Marketing, Alumni and Development Committee, IT Specialist/ website manager	Dec 2021	Activities will begin in December 2021.  Awareness will be measured via the 2022 and 2024 staff surveys.	Target to increase awareness of EDI training opportunities and policies to 100% of staff	

		policies. Awareness of policy and training will be measured via the staff survey.						
<b>4. Picture of the Institution</b>								
No.	Action	Further details	Accountability to SAT	Responsibility	Start date	Milestones and End date	Success measure	Priority Level
	<b>Access</b>							
4.1	Liaise with UCD Access and Lifelong Learning, School Widening Participation Officer and Sutherland Opportunities supported by Mason, Hayes & Curran Officer, to increase recruitment to access programmes amongst males.	Data show that recruitment to access programmes is lower among males. For instance, male recruitment figures for the three most important access paths are: University Access (39%M in 2020/21) Higher Education Access Route (32%M in 2020/21) scheme and the Disability Access Route (33%M in 2020/21). Meetings will first be held with stakeholders to gain their support for this work and strategies will include male video testimonials and removal of gendered language on website. Some measures are already in place in the school, e.g., Law in the Classroom can target boys	EDI Student Matters Sub-group leader	UCD Access and Lifelong Learning, School Widening Participation Officer, School Sutherland Opportunities supported by Mason, Hayes & Curran Officer, Law Programme Board, Module Coordinator (Law in the Classroom module) , website manager	Jan 2023	Meet with stakeholders by March 2023  Create video testimonials and launch campaign targeting under-represented students (e.g., males, those in DEIS schools) via website and existing access recruitment channels (e.g. the campaign will be promoted to stakeholders such as Access and Lifelong Learning, School Widening Participation Officer) and revise website by August 2023	Target to achieve a gender balance of at least 60/40 in access programmes  Target to increase engagement with the video campaign by 10% year-on-year [survey and website traffic data will be used for this purpose]	

		as well as girls in DEIS (Delivering Equality of Opportunity in Schools) schools. Advice from EDI and on GDPR will be sought to ensure that data protection obligations are met and that gender recording is completed in a sensitive and appropriate manner. Engagement with the video campaign will be tracked and Widening Participation (formerly Access) students surveyed to find out if they have seen the campaign and its impact on their programme choices.				Track website engagement and survey current access students about its impact by April 2024		
4.2	Revise the School's website and how we promote access routes, tailoring content to attract male as well as female applicants.	Admissions to access routes are dealt with by UCD Access and Lifelong Learning. Access routes are promoted through UCD Access and Lifelong Learning and the School's promotional materials. Access routes will be made more visible on the School website which will also address factors that may be off-putting to male applicants (as identified through the work set out in 4.1).	EDI Student Matters Sub-group leader	Law Programme Board, UCD Access and Lifelong Learning, EDI Committee, Marketing, Alumni and Development Committee, IT Specialist, Widening Participation Officer	Jan 2023	A new website section on access programmes by August 2023	Target to increase in traffic to this site by 10% year-on-year	
4.3	Request that University Registry Access	We encountered significant difficulties in	EDI Student Matters	Law Programme	Jan 2023	Request submitted by March 2023	Targets: University-level	

	instigate systematic data collection on students participating in the university's access programmes, including gender data.	obtaining figures on access participation. In some cases, the figures are only known to individual managers having charge of particular programmes. This is due to the absence of a central data portal recording access participation rates. Its absence makes it difficult to monitor gender breakdowns in these programmes. Data quality will be monitored to ensure the data system is useful and effective.	Sub-group leader	Board, UCD Access and Lifelong Learning, EDI Committee, Marketing, Alumni and Development Committee, EDI Unit, Widening Participation Officer, College Vice-Principal for Widening Participation		Annual reporting, with gender breakdown, implemented by April 2024	data system developed to record relevant data.  Annual School-level data analytics report, which also considers data quality and gaps, produced and shared with School  Achieve a 60/40% gender balance in access programmes	
	<u>Undergraduate programmes</u>							
4.4	Ensure gender parity is present at open days, summer schools and staff engagements with secondary schools.	Such information is not currently recorded but it is important to provide diverse gender role models within our recruitment activities to help attract a diverse student body. While gender parity in undergraduate programmes is evident overall males are somewhat under-represented in the Law (as opposed to Law and Business) programme	EDI Student Matters Sub-group leader	Marketing manager, University Admissions, School Liaison Officer, module coordinator on the Law in the Classroom module that works with children in disadvantaged schools.	Jan 2024	A list of School Liaison School Visits by April 2024  An annual gender breakdown report of recruitment activities, implemented by April 2024	Targets: Data system developed to record relevant data.  Annual School-level data analytics report, which also considers data quality and gaps, produced and shared with School	

		and the numbers are in danger of reducing further. Gender breakdowns will be monitored to ensure parity at recruitment events. Where possible visitor and student gender will also be measured (e.g., visitors to the law stand at option day will be invited to participate in a brief data collection survey). Data quality will be monitored to ensure the data system is useful and effective.					<p>Monitor gender breakdowns and take remedial action based on report findings if needed</p> <p>Ensure a 60/40 gender breakdown in School Liaison School Visits, summer schools and secondary school engagement activities.</p>	
4.5	Stabilise rates of male recruitment to undergraduate law programmes	As noted in 4.4., parity is present overall but needs continuous monitoring. Our figures represent the end result of a trend which begins at Leaving Certificate first preferences. While the feminisation of law is a national rather than a School issue, it is important to maintain parity as much as possible. Activities will include (a) workshops with current students to identify challenges and solutions (b) male video	EDI Student Matters Sub-group leader	Associate Dean of Undergraduate Studies, Law Programme Board, EDI Committee	Feb 2023	<p>Workshop held in April 2023</p> <p>Revised website by August 2023</p>	<p>Target: Maintain the 60/40% gender balance in law undergraduate programmes</p>	



		testimonials and removal of gendered language on website. [see section 5 for actions to support females to progress in the legal professions]						
4.6	Request that the EDI Committee provide an annual report to the School on (a) the overall gender breakdown among undergraduate students, (b) the gender breakdown within the two principal programmes, and (c) a comparison with the national and UK figures to enable monitoring of compliance with the School's targets and with national and international trends.	There is currently no systematic UCD analysis of the gender composition amongst undergraduate students. While the gender composition of the undergraduate constituency remains within the School's 60%/40% target, the situation should be systematically and continuously monitored to ensure gender balance is maintained. UCD already collects this data centrally but the provision of gender data to Schools isn't currently standard practice. Data quality will be monitored to ensure the data system is useful and effective.	EDI Student Matters Sub-group leader	UCD EDI Unit, ED Committee, Associate Dean of Undergraduate Studies, programme managers, programme coordinators	Jan 2023	Annual reporting, with gender breakdown, implemented by April 2024	<p>Targets:</p> <p>Data system developed to record relevant data.</p> <p>Annual School-level data analytics report, which also considers data quality and gaps, produced and shared with School</p> <p>Maintain a gender balance of at least 60%/40% within the undergraduate student population</p>	
4.7	Review and refine current academic and pastoral supports for intervening in the case of under-performing students in order to identify any gender	A higher proportion of males than females receive 2.2s in their degrees (e.g., 8%M/0%F in B&L programme in 2019). Males are less likely to achieve 1.1s (15% vs	EDI Student Matters Sub-group leader	EDI Committee, Teaching and Learning Committee, Associate Dean of	Aug 2023	Complete focus groups to explore the gender dimensions of the issue and identify potential solutions by April 2023	Monitor gender breakdown of UG peer mentor scheme annually and take remedial action if	

	<p>dimensions and evaluate whether and how these practices might be strengthened.</p>	<p>32% in Law between 2017-2019, respectively). There is formal monitoring and intervention within the School of students who fail by programme coordinators, managers and the student advisor. A university-level undergraduate peer mentor scheme also exists, along with an alumni mentoring scheme. All of these support practices need revision to better support male students throughout their studies, e.g. we will trial some of the measures proposed in Woodfield and Thomas' report Male Students: Engagement with Academic and Pastoral Support Services (Equality Challenge Unit, 2012) specifically (a) lobbying the university to ensure a gender-match between mentors and students as far as possible (b) embedding developmental activities within the curriculum through the academic advisor role and Legal &amp; Professional Skills module (c) reviewing language to</p>		<p>Undergraduate Studies, Programme Managers, Programme Coordinators, Student Advisor</p>		<p>Report to Governing Board September 2023</p> <p>Revised academic and pastoral supports by Dec 2023</p> <p>Measure staff and student perceptions in April 2022 [to set baseline] and April 2024 surveys</p>	<p>balance is not achieved.</p> <p>Evaluate student perceptions of the mentor programme via student surveys, with a target to increase satisfaction by 20% between 2022 and 2024 [2022 survey will be used to set a baseline]</p> <p>Measure staff/tutors' awareness of the importance of embedding developmental activities in the curriculum and the extent to which they are embedded, with a target to increase awareness and activities by 20% between 2022 and 2024 [2022 survey</p>	
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		minimise stigma associated with service engagement, e.g. , emphasising 'achievement,' 'development' and/or 'networking' rather than 'support' and (d) ensuring staff and tutors are aware of the importance of prompt responses to student emails.					will be used to set a baseline]	
	<b>Postgraduate programmes</b>							
<b>4.8</b>	Boost applications from men to postgraduate taught programmes and from women to PhD programmes.	Data reveal a small gender imbalance among taught postgraduate students in favour of women (e.g., 63% of students on taught masters programmes were female in the past three years). Activities will include (a) male video testimonials and removal of gendered language on website (b) the development of a mailing list to inform undergraduate students about postgraduate opportunities.	EDI Student Matters Sub-group leader	Associate Dean of Graduate Studies, Careers Officer, Teaching and Learning Committee, EDI Committee, College EDI Committee, Programme managers, Alumni office, with support from the UCD Careers Network, Director of Knowledge Exchange	Jan 2023	Development of a mailing list [opt-in personal email addresses / LinkedIn details] by January 2023  Revised website by August 2023	Target of reaching and maintaining a 60/40% gender breakdown in our postgraduate student population	
<b>4.9</b>	Maintain a dynamic and up-to-date School website and social	While the School has a very good website, the postgraduate content is	EDI Structures & Oversight	Marketing, Alumni and Development	Sept 2022	Updated website by August 2023	Increase traffic to website and social media	

	media accounts, with additional postgraduate student testimonials (60/40% balance) about where postgraduate students come from and their subsequent careers/outcomes.	too static at the moment. A dynamic website and social media accounts may help to broaden the appeal of the School to a wider range of prospective students. Gender balance has been taken into account and achieved for undergraduate students where the 45 testimonials are 51% female and 49% male; videos are regularly promoted on social media and the MyUCD website. Similar strategies will be used re: postgraduate students.	Sub-group leader	Committee, Marketing and Events Managers, IT Specialist, website manager, social media manager			followers by 15% year-on-year	
4.10	Promote the development at university level of a system to record gender data on postgraduate enquiries, applications, offers and acceptances, including non-EU candidates.	This dataset is required for monitoring of gender breakdowns but is not currently readily available. As data shows an increasing gender imbalance in favour of female applicants at taught postgraduate level and against female applications at research postgraduate level, it is important to monitor this situation. As this is an issue affecting all Schools, it will be pursued as a UCD initiative with the support of the College EDI Committee and EDI Unit.	EDI Student Matters Sub-group leader	School Law Office Associate Dean of Graduate Studies, Director of Law PhD Programmes, UCD EDI Unit, College EDI Committee, Law Programme Board and University Graduate Studies Board	Jan 2023	Submission made to College EDI Data Committee by Dec 2021  Annual reporting, with gender breakdown, implemented by April 2024	Targets: Data system developed to record relevant data.  Annual School-level data analytics report, which also considers data quality and gaps, produced and shared with School  Reach and maintain a 60/40% gender	

		Data quality will be monitored to ensure the data system is useful and effective.					breakdown in our postgraduate student population	
4.11	Establish a gender network of Law Schools in Ireland to investigate developing a databank for benchmarking and to share knowledge on gender equality and inclusion.	As noted above, our data show that the student intake is increasingly female (undergraduate and postgraduate taught but not at doctoral level). In order to develop a plan to address this issue, it is important to establish whether such bias is a systemic issue within the university sector or is unique to UCD (the latter is unlikely). Benchmarking data on the situation in other Irish universities and other UCD schools and in other professional Schools in UCD (such as Engineering/ Accounting) and a Law School network would help the university sector to monitor and address this. At the April meeting CHIULS expressed concerns about sharing sensitive data so further investigation/ discussion is required to explore whether and how this might be done. Any data sharing must also be in compliance with	EDI Structures & Oversight Sub-group leader	EDI Committee, Dean, UCD Vice President of EDI	Sept 2021	<p>Dean to discuss establishment of gender subcommittee within CHIULS (was agreed April 2021)</p> <p>Discussions with EDI Vice President to explore the option of creating a more detailed HEA dataset by January 2023</p> <p>Creation of a law gender network by April 2022 and a statistical databank of benchmarking data by January 2024</p>	A statistical databank of benchmarking data and a gender network of Law Schools	

		competition and data protection law.						
4.12	Formalise the local exit interview process for all leavers and promote the university exit interview process to staff who resign their posts.	It is very unusual for permanent academic staff to leave, apart from retirement, but it is important to understand their reasons for leaving, as well as the experiences of those who leave for other reasons. The data do not indicate strong gender disparities. 66% (12/18) of leavers were female though this may be because the majority of leavers (10) were professional/support staff who are predominantly female. Among academics, the breakdown was 50% male and 50% female. UCD introduced an exit interview questionnaire for those who resign in 2019 and this will be promoted at local level to leavers. Such data will inform how the University experience may be enhanced and help to make UCD a better place to work. Any gender dimension will be documented anonymously. Under the UCD GEAP (action 4.6),	Recruitment & Induction Sub-group leader	Culture and Engagement, Dean, Director of School	Jan 2024	Formalise the local exit interview process by February 2024  Record of uptake by April 2024	Target to achieve at least a 60/40 balance among leavers and increase retention of permanent staff by 50%  100% uptake of exit interview by staff	

		satisfaction with exist interviews will be monitored at university level.						
<b>5.1 Supporting and advancing women's careers: Key career transition points (academic staff)</b>								
No.	Action	Further details	Accountability to SAT	Responsibility	Start date	Milestones and End date	Success measure	Priority Level
5.1.1	Include UCD EDI-approved statement in job advertisements to expressly invite applications from underrepresented genders in categories where a given gender is underrepresented.	Among those disclosing their gender, 40% of applicants between 2018 and 2020 were female. At the shortlisting stage, 65% were female. However, due to the large proportion not stating their gender (n=70), it is difficult to determine the gendered dimensions of the application process. A UCD EDI Statement is included in all job advertisements, as recommended by HR based on UCD legal and external legal advice. Although this section focuses on academic staff, the stark gender imbalance among professional and support staff must also be addressed. Addressing gender disparities among professional/ support staff	Recruitment & Induction Sub-group leader	Dean, with support from Human Resources, EDI Committee	Sept 2022	Included from December 2022	Target of increasing male recruitment to professional and support staff by 5% and female applications for academic posts by 5%	

		will be difficult for the School to change because posts are generally advertised internally and the gender imbalance is replicated across the university. To address this, this action will be applied to all job advertisements within the School.						
5.1.2	<p>Improve the advertising strategy, recruitment and selection procedures through the following practices:</p> <p>a) Follow UCD Guidelines on “Inclusive Recruitment Practices”</p> <p>b) Assess marketing materials in terms of gender inclusiveness</p> <p>c) Use more job platforms e.g., publicjobs.ie/euractive to promote roles</p> <p>d) Use Search Champions to leverage diverse networks for faculty posts.</p>	<p>See rationale in 5.1.1. The UCD GEAP has various actions to address gender imbalance in recruitment and follow best practice in inclusive recruitment, e.g., ensure job advertisements are widely advertised, gender neutral; use gender-neutral language; have male and female contact person; and highlight flexible working, setting targets at each stage, ensuring staff with hiring responsibilities are familiar with best practice. The School will implement and monitor these measures locally for all job advertisements (academic and professional and support staff).</p>	Recruitment & Induction Sub-group leader	Dean, with support from Human Resources, EDI Committee	Sept 2022	<p>The production of a local ‘best practice’ guide with advice on additional measures to attract diverse candidates and briefing of staff with hiring responsibilities by December 2022</p> <p>Marketing materials updated to be gender inclusive and will be reviewed every four years</p> <p>Awareness and usefulness of local guide will be tracked via the 2022 and 2024 staff surveys.</p>	<p>100% of staff with hiring responsibilities to be aware of UCD’s inclusive recruitment policies</p> <p>Increase the gender balance for applicants, those shortlisted and appointed for each grade by 2024 and, at a minimum, meet the baseline targets set out in UCD GEAP (Action 5.1.1)</p> <p>Evaluate perceived usefulness and awareness of local</p>	



						Impact of search champions and job platforms on recruitment to be reviewed in April 2024	<p>guide/inclusive practices</p> <p>Review the impact of using more job platforms on the diversity of applicants and shortlists</p> <p>Evaluate efficacy of search champions/committees with diversity focus on increasing the number of applications and shortlists.</p>	
5.1.3	Communicate career and promotion opportunities widely in the School via emails from the Dean, induction, the HR partner and annual workload meetings.	Existing data suggests that the promotional blockage occurs between associate and full professor grades (though numbers at this level are small so it is difficult to draw meaningful conclusions about gender bias from the data. In the staff survey, 54% (7/13) of female and 50% (1/2) of male professional/support staff also said that career opportunities were not widely communicated in the School and 33% of	Recruitment & Induction Sub-group leader	Dean, with support from Human Resources, EDI Committee	Jan 2022	<p>Implemented by Sept 2022</p> <p>Staff surveys to measure satisfaction with measures in April 2024</p>	<p>Increase the proportion of staff saying that career opportunities are widely communicated to 90%</p> <p>Target of at least 60/40% gender representation at professor and full professor grades</p>	

		female (2/6) and 25% (2/8) of male academics said that opportunities for promotion were not widely communicated in the School. With regards to professional and support staff, this action may help to improve retention of under-represented genders.					Target to retain 100% of existing male professional and support staff and increase gender balance to at least 30/70%	
5.1.4	Introduce mandatory EDI and unconscious bias training for all internal members of interview panels.	The data reveal few gender differences in shortlisting, offers and overall success rates but as noted the high proportion not disclosing their gender makes it hard to identify gender disparities. Nevertheless, it is important to maintain a balance via mandatory unconscious bias training, which is being introduced by UCD in 2020.	Recruitment & Induction Sub-group leader	Dean, with support from Human Resources, EDI Committee, EDI Unit, UCD People and Organisation Development,	Sept 2022	Implemented by December 2022  Creation of a local record of such training by April 2024	Target of 100% of internal interview panel members trained by 2024	
5.1.5	Make the EDI policy available to external interview panel members.	The committee will examine the feasibility of offering online training to external members of interview panels but, in the meantime, will ensure the EDI policy is available to them.	Recruitment & Induction Sub-group leader	Dean, with support from Human Resources, EDI Committee, EDI Unit, UCD People and Organisation Development	Sept 2022	Implementation by Dec 2022  Creation of a local record of policy sharing by April 2024	Target of 100% of external interview panel members receiving the policy by 2024	
5.1.6	Institutionalise practices that are working well in the	A wide range of induction activities are in place (e.g., mentors are assigned to	Recruitment & Induction	Dean, Director of School, College	Dec 2022	A revised induction document that	Target of achieving/ maintaining	

	existing local inductions with the Dean and formally incorporate EDI policy awareness into local inductions.	all new academic staff) but not available to all staff. To address this, induction activities will be rolled out to all teaching staff, including occasional lecturers and tutors. Moreover, staff survey data show that just 40% of women and 16% of men recall having a local induction. It is important to note that these figures don't differentiate between recent and long-serving staff members (induction procedures have been enhanced in recent years and all new staff members are invited to participate). Among those who had an induction, the majority said it was satisfactory or highly satisfactory. The document will help to preserve local institutional knowledge (e.g., if staff move on), and ensure that effective practices are delivered consistently and in a standardised way to all staff. While most survey respondents were aware of UCD's Dignity and Respect policy (79%F/81%M), fewer were aware of other policies	Sub-group leader	Principal, Director of Tutorials, Admin Support Team		records School induction policy and practices (informal and formal and disaggregated by gender) by September 2023  Pulse survey of new hires' awareness of EDI-related policies in April 2024	participation by new staff in inductions at 100%  Achieve 100% awareness of EDI-related policies among new recruits. and 80% satisfaction with the revised local induction.	
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		(e.g., 37% of females and 54% of males said they were aware of UCD's Gender Identity and Expression policy). EDI-related policy awareness thus needs to be incorporated into inductions.						
5.1.7	Monitor attendance at and satisfaction with College and School induction sessions (including NAAP programme), with gender breakdowns, and enhance practices where necessary.	Attendance at UCD induction sessions is recorded at university level but such data are not systematically collected at School or College level. The record, along with the planned survey, will provide useful information on the quality of, and attendance at, induction sections. The survey will also provide an opportunity to learn which aspects are working well and which need improvement, enabling us to implement changes to maintain/ enhance satisfaction over time. As noted in 5.1.6, satisfaction rates are already quite high.	Recruitment & Induction Sub-group leader	Dean, College Principal, EDI Committee, EDI College Committee	Jan 2022	A record and review of induction training (disaggregated by gender) by September 2023  Pulse survey of new hires' experiences with induction in April 2024	Target of achieving a 100% awareness and 100% satisfaction rate with the induction process by 2024	
5.1.8	Introduce an annual promotions seminar for academic staff.	As noted above (5.1.3), existing data suggests that the promotional blockage occurs between associate and full professor grades (though numbers at this	Promotions & Career Progression Sub-group leader	Dean, EDI College Committee	Jan 2023	The addition of a promotions seminar to the School events calendar by September 2023	Target of reducing the gender differential between those who report	

		level are small so it is difficult to draw meaningful conclusions about gender bias from the data). Encouragement and support around promotion was identified as an important facilitator of career progression in focus groups, particularly for women. According to the staff survey, 47% of women and 58% of men reported having a clear sense of their career pathways. The (grade-specific) seminar will provide information, support, advice and feedback to those considering promotion. This will supplement existing College Level initiatives. UCD also has a Career Mentoring programme.				Satisfaction will be monitored via staff survey in April 2024	having a clear sense of their career pathways and those who don't to 5%.  Satisfaction with the seminar will be monitored, with a target of 80% satisfaction among participants	
5.1.9	Establish a small peer review committee for promotions applications.	In the staff survey, 42% of women (n=8) and 25% (n=3) of men said the lack of mentoring, coaching and constructive feedback inhibited career progression. UCD has developed new supports for staff around promotion (e.g., sharing successful applications on request and on a	Promotions & Career Progression Sub-group leader	Dean, Director	Sept 2022	Established by September 2023  Satisfaction will be monitored via staff surveys in April 2022 and April 2024	Target to invite 100% of applicants for promotion to take part in this process.  Satisfaction with the supports will be monitored, with a target of	

		voluntary basis). In conjunction with such initiatives, unsuccessful applicants will be given the opportunity to get feedback and advice, including practical steps to strengthen promotion application, from the Dean and a small peer review committee established on an ad hoc, voluntary basis for this purpose,					80% satisfaction among participants	
<b>5.2 Career Development (academic and professional/support staff)</b>								
No.	Action	Further details	Accountability to SAT	Responsibility	Start date	Milestones and End date	Success measure	Priority Level
	<b>Training</b>							
5.2.1	Develop a revised training policy that recognises two separate but overlapping strands of training needs, one for professional/support staff and one for academic and research staff.	The P4G process treats academic and professional/support staff the same. However, survey and focus group data show that academic/ research and professional/ support staff have different training needs, barriers and experiences. Overall, females were more likely to participate in training than men (69.5% vs 30.5% respectively). In the staff survey, 66% (8/12) of	Promotions & Career Progression Sub-group leader	Dean, Director, Research Committee, T&L committee	Jan 2024	The production of a revised training policy document by January 2024  Staff survey to measure satisfaction with training in April 2024	Target of 90% satisfaction with access to training	

		women and 41% (5/12) of men said they had been encouraged to undertake training. Qualitative comments suggested that professional/support staff (predominantly female) were most likely to note a lack of access to training.						
<b>5.2.2</b>	Communicate and promote the training policy via the P4G process and at School meetings.	See rationale under 5.2.1	Promotions & Career Progression Sub-group leader	Dean, Director, Research Committee, T&L committee, P4G reviewers	Dec 2021	Implemented by Jan 2022  Staff survey to measure awareness of training in April 2022 and April 2024	Target of 90% awareness of training policy	
<b>5.2.3</b>	Promote unconscious bias training to all staff when centralised training is available and monitor uptake.	Centralised training is currently unavailable (due for implementation by December 2022) and staff are not required to participate in unconscious bias training. As noted in 5.2.1, some staff feel they are not facilitated, to participate in training due to workloads and other issues. The surveys and focus groups identified some concerns around staff responses to issues of diversity (e.g., 9% of female students felt that they were occasionally treated unfavourably because of their gender),	Implementing EDI Practices Sub-group leader	Dean, EDI Committee with support from UCD People and Organisation Development	Dec 2021	The rollout of gender equality training to all staff by April 2024	Target of 100% completion rate	

		suggesting a need for greater training and awareness. Promoting participation (and the facilitation of participation by management) will help to address these issues and embed a culture of EDI in the School						
5.2.4	Ensure staff are facilitated to participate in training as set out in their P4G forms, recognising that academic and professional/support staff have separate training needs and barriers.	It is important to note that P4G documents are standardised at university level. However, discussions of training needs are considered part of the process and are recorded on the form in line with UCD's 70 (learning through experience):20 (learning through others):10 (learning through structured courses) development model. In addition to legal and mandatory training, staff will be encouraged (but not required) to undertake at least one Research, Administrative, or T&L training in line with career progression goals every three years, or 6 trimesters, and to develop other 'soft skills (e.g., wellbeing, time management). In the staff survey, 40% of male and	Promotions & Career Progression Sub-group leader	Dean, School Director, P4G mentors, HR partner	Dec 2021	An anonymised record of training participation (compiled by gender from HR statistics), and a reflection on its usefulness, maintained in individual P4G forms by September 2022  Briefing for reviewers and reviewees on incorporating training into the P4G conversation by September 2022  Satisfaction will be measured in staff surveys in April 2022 and April 2024	Increase awareness of and participation in training by 60% and 10% respectively	



		female staff felt that employees did not have access to career development opportunities.						
5.2.5	Introduce a reporting requirement on training courses for all staff at School level and keep a record of attendance at training courses with a gender breakdown.	Such information is not currently available at School level. A new section on training participation will be added to the academic workload form. Our data show that training participation is low but desired. This recommendation will help to embed a focus on career progression in School culture, and facilitate participation through workload allocations in line with the 70:20:10 development model.	Promotions & Career Progression Sub-group leader	Dean, EDI Committee, HR Partner	Jan 2022	Revised workload allocation form with training needs section included by January 2022  Note: This was approved at a School meeting (March 2021)  The creation of a training participation dataset, with gender breakdown at School level, from HR data by September 2022  Satisfaction will be measured in staff surveys in April 2022 and April 2024	Increase awareness of and participation in training by 60% and 10%, respectively	
	<b><u>Appraisal/ Development/ Progression</u></b>							
5.2.6	Implement university measurement mechanisms to formally assess the	UCD has committed to measure the impact of P4G on career progression to ensure that P4G is	Promotions & Career Progression	People and Organisation Development,	Jan 2022	Uptake will be tracked by April 2022	Target of 70% satisfaction with P4G and 70% finding it	

	impact of the P4G process on career development and implement recommendations at local level.	having a positive impact on female career progression (UCD GEAP, action 5.3.3). School data will provide an understanding of staff experiences locally and the opportunity to strengthen the programme where necessary. P4G has only undergone one full iteration to date. All staff participated but staff focus group participants expressed mixed views.	Sub-group leader	Dean, P4G reviewers		Satisfaction will be measured in staff surveys in April 2022 and April 2024	useful for career progression	
5.2.7	Develop a revised workload allocation policy that is fair, equitable and transparent, formalises the annual career progression discussion with the Dean, includes consideration of a better balance between teaching and administrative load and research activities, and addresses gender biases in workload allocation.	Our workload allocation model seems to represent good practice in this area. However, survey and focus group data reveal a sense among academic staff that the current workload structure does not achieve a balance between teaching, research and administrative activities and that certain activities are not always given adequate recognition. According to the staff survey, 32% of staff spend just 1-20% of their time on research. Half of female respondents said they spend 1-20% of their time on research compared to 22% of men.	HR & Admin Sub-group leader	Dean, with EDI Chair	Sept 2022	Analysis of workload allocation by gender by September 2022  The development and implementation of a revised workload/ career progression policy by September 2023	Target to achieve a 40/40/20 split across research, teaching and administrative activities for all non-professorial staff by 2024 and to reduce the gender differential in time spent on research activities to 5%	

		However, staff appreciate the career progression conversations that take place as part of the workload allocation meeting. A revised workload allocation/ career progression meeting, with a 10-year focus would allow for more useful developmental discussions aimed at career progression, especially for female and early career staff (as per focus group findings). This discussion should be linked to preparation for next research leave. The appointment of the next Dean will occur in September 2021 and it is important to institutionalise good practice.						
5.2.8	Introduce a mentoring policy for all staff, with separate strands for professional/support staff, and academic staff/researchers.	Survey and focus group data reveal a strong appetite for mentorship, meaningful career guidance and development opportunities (e.g., when asked what would most benefit their career development in the staff survey, mentoring was in the top 3 activities	Promotions & Career Progression Sub-group leader	Dean, P4G reviewers, Director of School	Jan 2023	The development and implementation of a mentoring policy by September 2023  The impact will be measured in staff surveys, including satisfaction with existing career	100% awareness of mentoring schemes, with 20% participation annually [the target is set low as schemes operate on a targeted and voluntary	

		mentioned, with 31% of staff saying that they would like such a scheme). UCD has introduced a new mentoring scheme, since our data were collected. The School's policy will be a formal policy but will operate on an informal basis, and work to coordinate, consolidate and implement existing mentoring schemes (e.g., the P4G process, Aurora leadership programme, NAAP, Ad Astra fellows and UCD mentorship programme) at School level. Where mentorship roles are taken on by School staff, this will be recorded on workloads to ensure that mentorship duties are balanced with other activities and across the School. P4G conversations will be used to connect staff to a mentor. The numbers of staff with mentors will be tracked via the P4G conversations.				supports like P4G, the effectiveness and usefulness of existing mentoring schemes (April 2024)	basis], with a satisfaction rate of 90%.	
5.2.9	Increase awareness of the UCD mentoring schemes via email, induction, HR partner and annual workload	Staff were unaware that a mentoring scheme already exists at university level (established in late 2020)	Promotions & Career Progression Sub-group leader	EDI Committee	March 2023	Invite representative of UCD mentorship programme to present at School	Target of 100% awareness of the UCD mentorship programme	

	meetings, and monitor awareness via staff surveys.					meeting September 2023  Staff survey will monitor awareness, uptake and satisfaction in April 2022 and April 2024		
<b>5.3 Career progression (students)</b>								
No.	Action	Further details	Accountability to SAT	Responsibility	Start date	End date	Success measure	Priority level
5.3.1	Continue to run the School Career Event Day in February for undergraduate students, and add strands for postgraduate students.	Students felt that not enough information was provided on career options beyond traditional barrister and solicitor routes, with men (76%) feeling better informed than women (65%). Doctoral candidates in particular highlighted a lack of guidance. It is envisaged that the postgraduate strand will take the form of a 'speed networking' event, using alumni networks (i.e., exchanging cards, LinkedIn ID or Twitter handles) and with a variety of speakers in law and non-law careers. The College is also starting a PhD careers	Research Matters & Student Progression Sub-group leader	Head of Career Development, Careers Network, Student Society	Feb 2022	The addition of postgraduate strands to the School Career Event Day by February 2023.  A post-event pulse survey will be carried out after the events to monitor their efficacy in terms of provision of relevant information and contacts made every February	Target of 10% increase in attendance year on year, plus a 50/50 gender breakdown in student attendees and staff	

		workshop in summer 2021.						
<b>5.3.2</b>	Liaise with the School Careers Officer, the Law representative in UCD Careers and students to identify career-related needs and develop a programme of bespoke careers sessions/ resources for postgraduate students.	See rationale in 5.3.1	Research Matters & Student Progression Sub-group leader	Associate Deans, Head of Career Development, Teaching and Learning Committee, CSSL Associate Dean Graduate Studies, student reps	Feb 2022	The development of a programme of career supports by September 2023	Increase male and female students' sense that they are informed about career pathways to 80%	
<b>5.3.3</b>	Create women-specific events at School level to supplement UCD and College level activities and monitor gender breakdown of attendees.	The School already operates several initiatives, e.g., Diversity in Law; careers events on diversity issues; Pathways to the Profession (uses 'wrap-around' supports including targeted outreach, routes to study, provision of scholarships, personal and academic support, internships, and mentoring) and alumni mentoring scheme where law students are the largest group. Future events to help high achieving women progress in the legal professions, will address gender dimensions (e.g., talks on how to become a woman partner) Student surveys reveal an appetite for more career guidance and	Research Matters & Student Progression Sub-group leader	Head of Career Development, Careers Office, [UCD Careers Network] Careers Law Officer, EDI College Committee	Sept 2021	Annual programme of careers events from September 2022	Target of a 60/40 gender breakdown among participants and speakers  Increase male and female students' sense that they are informed about career pathways to 80%	

		support. Diverse speakers will be invited to participate in these events. According to the student survey, men (76%) felt they were better informed than women (65%) about career pathways. Men were also slightly more likely to say that they were encouraged to pursue a career in academia (59%M vs 51%F).						
	<b><u>Grant application support</u></b>							
<b>5.3.4</b>	Establish a structured grant and publication standing sub-committee within the Research Committee.	This would operate on a voluntary and proactive basis and liaise with all staff to offer feedback on funding applications and peer review (e.g., of research papers). The data did not reveal significant gender differentials with regards to funding awards (though numbers are too low to draw meaningful conclusions). However, more men applied for externally funded projects (32M vs 18F). Grant values were higher among female staff in 2017/18 due to a female-led award coming to the School but otherwise male awards	Research Matters & Student Progression Sub-group leader	Research Committee, Head of Research	April 2023	The establishment of a grant and publication standing sub-committee by September 2023	Target to achieve a 60/40 gender balance in externally funded research grant applications and awards	

		are higher value. Support in this area may help to reduce disparities in this area.						
5.3.5	Formalise the discussion on grant applications at the annual workload/ career progression meetings with Dean, in particular to follow up on unsuccessful applications.	Our focus group data suggests a desire for greater encouragement and practical support among staff. This appears to be particularly pronounced among women. As successful grant applications offer a pathway to promotion, it is important to include this in career progression discussions. UCD records details of staff funding applications (successful and unsuccessful).	Research Matters & Student Progression Sub-group leader	Dean, Head of Research	Sept 2021	Established by September 2022	Target to achieve a 60/40 gender balance in research grant applications and awards  Target to return to the 40/40/20 breakdown between teaching, research and admin activities with a gender differential of 5% or less	
5.3.6	Conduct a research audit and ensure that staff have adequate space within their workloads to advance research and grant applications.	The audit will consider research outputs by gender (quality and quantity). According to the staff survey, 32% of all staff (including professorial staffs) spend just 1-20% of their time on research when the breakdown should be 40% teaching, 40% research and 20% admin (this breakdown applies to non-professorial staff only). Eleven percent of male respondents said	Research Matters & Student Progression Sub-group leader	Research Committee, Teaching and Learning Committee, Dean	Sept 2021	Research audit with gender breakdown completed by May 2023  Annual Meeting in the School involving T&L and Research Committees to discuss interconnectivity by May 2022	Target to return to the 40/40/20 breakdown between teaching, research and admin activities (non-professorial staff) with a gender differential of 5% or less in time spent on research	



		they spend 1-20% of their time on research compared to 38% of females. Focus group interviews suggest research is valued but is often displaced by teaching and admin commitments. Research and Teaching and Learning Committees operate separately, which risks creating silos. There is also a perceived lack of transparency around workload allocation.						
5.3.7	Establish a network of colleagues willing to share expertise and collaborate on grants with early-career <i>and</i> middle career staff (especially females at the levels of Assistant and Associate Professors) to encourage females to apply for larger value grants and hence enhance promotion prospects.	See rationale provided under 5.3.6. Research Groups and Centres will play a pivotal role in this, helping to match colleagues with similar interests and foster opportunities for networking and collaboration. A list of colleagues willing to share expertise and collaborate on grant writing will also be created by the Research Committee and shared with staff. A co-authorship policy already exists in the School.	Research Matters & Student Progression Sub-group leader	Research Committee, Research Manager, Research Groups and Centres	March 2023	Recirculate co-authorship policy and hold a research seminar on co-authorship (benefits, pitfalls, etc) by September 2023  Evaluate efficacy of this network in staff surveys in April 2024	Target of 10% of staff involved in collaborative research funding applications by 2024 [target is set at a low but realistic level as collaborations are not always desirable or suitable]	
5.3.8	Host a conference - Gendered Perspectives on Law and	To give dedicated time to promote and highlight the research activity done in	Research Matters & Student	Research Committee, Research	Jan 2023	Conference to be established by September 2023	Target to increase time spent on	

	Criminology to give dedicated time to promote and highlight the research activity in the School by academics and research students.	the school by Academic and Research Students. This will open to the whole College and University and include seminars, guest speakers and poster sessions. As noted above, female staff feel that they have less time to dedicate to research and this will encourage engagement and visibility of their activities [see also rationale in 5.3.6]. While the event will be targeted at all gender identities, women-specific strands will be included in the programme.	Progression Sub-group leader	Manager, Research Groups and Centres, College Vice Principal for Research, Innovation and Impact, College EDI Committee		Include a short survey/evaluation sheet on the efficacy and usefulness of the conference to providing dedicated time to promote and highlight the research activity in the School by academics and research students.	research among women to 40%, with a gender differential of 5% or less  Target to achieve 80% perception that conference has been useful in promoting and highlighting research.	
5.3.9	Continue to operate and institutionalise the internal grant review process for postdocs and doctoral students.	There was not enough data available to assess post-doctoral researchers' career progression experiences (1 survey participant) but, as this community is growing in the School, it is important to ensure that supports are provided to transition to the next academic stage. A grant review process for doctoral and postdoctoral students is	Research Matters & Student Progression Sub-group leader	Research Committee, Research Manager, Research Groups and Centres	Sept 2021	A document setting out the internal grant review process for students by September 2022  Small focus-groups to explore post-doctoral researchers' experiences (April 2024)	Target of 100% awareness among post-doctoral researchers of supports and 100% affirmative response to question 'I am given clear information on my career pathway'	

		already operated by the School's Research Manager but it is important to formalise and document this process. There are no baseline data for this process but small focus groups will be collected to study the career progression experiences of post-doctoral researchers, the effectiveness of existing supports and recommendations for improvement.					among focus group participants.	
<b>5.5 Flexible Working and managing career breaks</b>								
No.	Action	Further details	Accountability to SAT	Responsibility	Start date	End date	Success measure	Priority level
5.5.1	Adopt, communicate and promote awareness of university Family Friendly policies and policies which promote flexible working via induction and line managers.	Local measures to increase awareness in the School about UCD's flexible working arrangements are needed because the staff survey revealed a perception that flexible working was not supported and promoted in the School (just 23% felt it was supported). However, those who availed of flexible working rarely experienced any	HR & Admin Sub-group leader	Dean, Director of School, HR partner, EDI Committee	Feb 2022	Create a user-friendly information pack on policies for new and existing staff by September 2022	Increase perception among staff that flexible working is supported and promoted to 90%	

		difficulty. In other words, the issue is largely perceptual and staff who participated in focus groups said that they would favour a more proactive and planned approach to facilitate flexible working. The issue was more acute for support staff than academic staff. Since data was collected, the School had, with the support of HR and UCD, decided to introduce a flexitime system for professional/ support staff. The government suspended all flexi-time under Covid restrictions and staff working from home since March 2020 (for measures to ensure flexible working is supported at local level, see Action 5.5.4). The Dean and Director will be asked to promote awareness of these policies at annual workload discussions (or on an ad hoc basis where issues are raised by staff).						
5.5.2	Promote uptake of family-related leave, especially among men.	See rationale in 5.5.1. Figures show that just one male staff member has taken paternity leave since 2017. To address	HR & Admin Sub-group leader	Dean, Director of School, HR partner, EDI Committee	Feb 2022	Presentation by HR partner in November 2022	Increase perception among staff that flexible working is	

		this, the HR partner will be invited to address a School Committee meeting or a lunchtime forum.				Measure awareness in staff survey in 2024	supported and promoted to 90% , with a gender differential of 5% or less.	
<b>5.5.3</b>	Raise awareness of nursing facilities within the School via signage at the Sutherland reception desk, and an information pack, to be provided to relevant staff including student advisors and conference organisers.	Information about such facilities is not widely promoted in the School but is important if such facilities are to be available to those who need it.	HR & Admin Sub-group leader	EDI Committee	Nov 2021	Signage placed on Sutherland Reception Desk and an information pack prepared and circulated to relevant staff by January 2022.  Awareness to be measured in the staff and student surveys in 2022 and 2024	Target of 90% of staff and students saying that they are aware such facilities exist	
<b>5.5.4</b>	Implement and monitor uptake of UCD's family-friendly policies at local level.	While staff felt that caring responsibilities were understood and facilitated by management, some female academic staff pointed out in focus groups that caring responsibilities are not factored into travel allowances, for instance. While an overhaul of travel allowances is beyond the scope of this process, it is important to identify mechanisms that enable female staff (and any staff with caring	HR & Admin Sub-group leader	EDI Unit, Dean, EDI Committee, College EDI Committee, College Research Committee	Dec 2021	Review staff awareness of, uptake of, and satisfaction with, flexible working and family-leave measures in April 2024 survey  Submission to College EDI Committee on UCD covering creche costs at conferences that offer creche	Increase perception among staff that caring responsibilities do not adversely impact on career progression to 90%  In line with UCD GEAP targets:  Increase uptake of phased	

		responsibilities) to fully engage in academic activities, including early-stage academics (PhDs/ post-docs). The School will implement, promote and monitor the university's family-friendly and flexible working policies at local level, including the 'Support for Employees taking Family-Related Leave' which includes the phased return to teaching for academics returning from maternity, adoptive and carers leave. Professional and academic returnees are entitled to a €500 grant for re-skilling, networking and other such costs that will support them to re-establish their career following an extended period of being out of the workplace. The School will also implement and monitor the 'Remote Working' policies (as per UCD's GEAP, action points 5.5.2 and 5.5.7 in particular). The Dean and Director will be asked to promote these initiatives via annual emails, induction packs and a				facilities by April 2024.	increase in teaching option by 80%  Increase satisfaction among staff returning from maternity/ adoptive leave by 5%.  Measure the impact and satisfaction with Remote Working' policies (as per UCD's GEAP, action points 5.5.2 and 5.5.7 in particular) in the School.	
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		policy in a nutshell document.						
<b>5.6. Organisation and Culture</b>								
No.	Action	Further details	Accountability to SAT	Responsibility	Start date	Milestones and End date	Success measure	Priority Level
5.6.1	Host an annual EDI event for all staff and students at the start of the academic year to address issues relating to inclusion, 'sense of belonging' and perceptions of the cliquey nature of the School.	In the student survey, 50% of women and 37% of men described the School as 'cliquey' while 73% of women and 50% of men described it as 'stressful.' The event will ensure that EDI values are embedded in the student community. The School will host events across undergraduate, postgraduate and doctoral levels to address issues identified in survey and focus groups around diversity, inclusion and discrimination (i.e., a significant minority of students surveyed said that they had experienced or witnessed discrimination on the grounds of protected characteristics in the School). Gender differences were, for the most part, small but still	Implementing EDI Practice Sub-group leader	College EDI Committee, EDI committee, Student advisor, Module coordinator of the Legal & Professional Skills (first-year) module where consent is addressed with students	April 2022	The addition of an annual EDI event to the School event calendar by September 2022  Survey will be conducted in April 2024	Targets of: 20% student attendance  80% awareness of EDI issues  By 2024, increase the numbers of students who feel a sense of belonging to the School by 15%; reduce the numbers describing the school as 'cliquey' by 15% and the gender differential to be no more than 5%.	

		noteworthy (e.g., 49% of female students and 64% of male students said they were confident that complaints would be dealt with effectively). Student surveys will be used to measure student perceptions of School culture and to set specific targets to improve perception of School culture.						
<b>5.6.2</b>	Address the perceived lack of transparency in the School holding an externally facilitated discussion moderated by an external party.	Just 21% of staff (academic and support) believed the School to be transparent, with a gender breakdown of 42% of males compared to 10% of females. To find solutions and build an openness to a culture of transparency, a discussion moderated by external party (e.g., from HR or an independent facilitator) will take place to agree as a community how to address the issues.	HR & Admin Sub-group leader	Dean, Director HR	Jan 2022	Hold event in April 2022  Implementation of recommendations by November 2022	Target to increase the sense of transparency among staff to 70% with a gender differential of 5% or less	
<b>5.6.3</b>	Upload reports to School committee at least two days in advance of School Committee Meeting.	See rationale in 5.6.2. This will ensure that staff have sight of activities in advance of meetings. This practice has been implemented on an informal basis and will be placed on a formal footing.	HR & Admin Sub-group leader	Dean, All Committee Heads	Sept 2021	Protocol in place by Sept 2022	Target to increase the sense of transparency among staff to 70% with a gender differential of 5% or less	



5.6.4	Implement a promotion campaign to encourage staff and students to complete Dignity and Respect training.	This action, in conjunction with 5.6.1 and the other actions in this section, will implement measures set out in the UCD GEAP at local level and effectively address issues identified in student and staff surveys and focus groups around diversity, inclusion and discrimination (see 5.6.1 for rationale). Together, these actions are designed to eliminate unfavourable treatment and discrimination and ensure the School becomes a 'welcoming', 'inclusive', 'supportive' 'transparent' and 'equal' environment. In line with the UCD GEAP, all staff and students will be encouraged to undertake EDI training.	Implementing EDI Practices Sub-group leader	UCD EDI Unit, Dean, School Director, EDI Committee	Jan 2022	A promotion campaign to encourage staff and students to complete Dignity and Respect Training by September 2022  All staff undertake Dignity and Respect training by September 2023	By 2024, no difference between genders on these indicators and a 15% reduction in perceptions of gender discrimination (staff and students).  100% of staff having completed EDI Training	
5.6.5	Create a Charter to embed Dignity and Respect principles in School culture, policy and practice.	The focus groups revealed that staff were often uncomfortable speaking out on issues and many felt that their views were not heard or valued. The School's commitment to these principles will be stated at School meetings, in classrooms and in the School strategy document. Committees will be required to consider and embed these principles in	Implementing EDI Practices Sub-group leader	EDI Committee, Dean, All Committees	Jan 2022	EDI Charter will be in place by April 2022  Dignity and Respect statements for meetings and classrooms will be published by September 2022	Staff survey in 2024 will record that at least 80% of staff agree that they are aware of Dignity and Respect principles and that they are embedded in the School's culture,	

		practice and report on this (e.g., in annual reports, policy documents).					strategy and work practices	
<b>5.6.6</b>	Introduce an awareness-raising campaign at School level supporting a zero-tolerance approach to discrimination on any grounds, providing information on supports available within the university to all staff and students via orientation, local level inductions and social media.	See 5.6.1 for rationale. While perceived discrimination was low overall, some staff and students felt that they had been treated unfavourably on the basis of protected characteristics. It is important to clearly communicate the School's intolerance of such discrimination to all staff and students.	Implementing EDI Practices Sub-group leader	EDI committee, Marketing manager	Jan 2022	Implemented by September 2022  Awareness measured in 2024 staff and student surveys	Staff and student surveys in 2024 will show at least 90% of staff and students being aware of the School's zero-tolerance approach	
<b>5.6.7</b>	Create a dedicated EDI section on the School website.	The aim of this is to increase awareness of UCD EDI policies among staff and students. Surveys revealed that only a minority of staff and students were aware of relevant policies in this area (e.g., 15% of female and 26% of male students said they were unaware of any equality-related policies; 21% of female and 36% of male staff said they were unaware of these policies). Awareness of the EDI section and its content will be promoted via social media, in School	Implementing EDI Practices Sub-group leader	EDI Committee , Marketing, Alumni and Development Committee , IT specialist	Sept 2021	September 2022	The creation of a dedicated EDI space on the School website  By 2024, increase awareness of equality-related policies to 100% among staff and students	

		promotional materials, at School meetings and in class (via the inclusion of an EDI statement in course booklets and in committee policy documents)						
<b>5.6.8</b>	Promote awareness of Dignity and Respect contact points (i.e., Student Advisor (students) and Dignity and Respect Contact Persons (staff and students) among staff and students.	See 5.6.1, 5.6.6 and 5.6.7 for rationale.	Implementing EDI Practices Sub-group leader	EDI Committee	Sept 2021	Implemented by January 2022  Awareness will be measured in 2022 and 2024 staff and student surveys	Target of 90% awareness of Dignity and Respect contact points among staff and students	
<b>5.6.9</b>	Promote awareness of reporting procedures among staff and students.	E.g., via the EDI annual lecture, promoting the UCD report and support tool, promoting the student advisor and EDI webpage. A member of the EDI committee will be EDI-trained and assigned the role of EDI contact person for students. Approximately 17% of students and 36% of staff said they would 'never' feel comfortable reporting instances of discrimination. Approximately 20% of staff said they did not know how to report such instances. The survey will measure whether strategies to improve	Implementing EDI Practices Sub-group leader	EDI Committee	Jan 2022	Promotion activities will be in place by September 2022 and the EDI contact by December 2022	Target of 80% awareness of reporting procedures and reduction to 10% in discomfort reporting	

		awareness and willingness to report have been successful						
<b>5.6.10</b>	Promote training opportunities for early-career staff to assist career progression and build confidence to undertake leadership roles in the School and beyond.	Data suggest that female staff are under-represented on some committees such as the Teaching and Learning Committee (e.g., because membership is associated with holding certain posts). While training is not a pre-requisite for such roles, it may increase confidence among female staff to put themselves forward for such roles and help to ensure a gender balanced membership of the most influential committees	Implementing EDI Practices Sub-group leader	Dean, all School Committees	Sept 2022	September 2023	A greater gender balance across all School Committee memberships (target a minimum of 60/40%) by 2024	
<b>5.6.11</b>	Conduct a review of assessment and investigate whether there is a balanced distribution of workload with respect to gender.	Unequal marking loads highlighted as an issue in staff focus group. Women said that they spend a lot of time on teaching activities. A School policy was adopted in December 2020 to address heavy marking loads. Further data is needed to ascertain whether workload issues are gender balanced.	HR & Admin Sub-group leader	EDI, Teaching and Learning Committee	Sept 2022	Publication of results in April 2023.  Implementation of recommendations by September 2023	Target to achieve at least a 60/40% gender breakdown in marking and workload allocations on a comply or explain basis	
<b>5.6.12</b>	Ensure that more meetings and events (including Away Day) are scheduled within	Formal School meetings are held during core hours. However, according to the staff survey, only	HR & Admin Sub-group leader	EDI Committee	Sept 2021	September 2022	Staff Survey in 2024 will record that more than 50% agree that	

	core meeting hours to facilitate participation by people with caring responsibilities.	39% of female and 33% of males said that meetings are 'always' held during core hours. Focus groups revealed that other work commitments (e.g., events) often take place in evenings and weekends. Because there is a vocational dimension to the School (e.g., events often involve professional legal bodies or others), not all events can be held between 9.30am-4pm						they are 'Always' in this timeframe (+12% on current survey)	
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