

University College Dublin

Gender Equality Action Plan

December 2016-December 2019



HR EXCELLENCE IN RESEARCH

Action plan

Vision

Members of the UCD community, of all genders, report that UCD is a great place to work and study.

Objectives

The UCD Athena SWAN Gender Equality Action Plan seeks to:

- Contribute to equality objectives set out in UCD Strategic Plan 2015-2020, through:
 - Attracting and retaining an excellent and diverse cohort of students, faculty and staff
 - Promoting gender balance and equality of opportunity
 - Engaging in leading edge national and international diversity programmes
- Support the university to achieve the Athena SWAN Bronze Institutional Award and be in a strong position to attain the Athena SWAN Silver Award in 2019.

Approach

UCD recognises that the excellence and impact we seek to deliver are enhanced through gender equality. Change is needed to meet our gender equality objectives; this includes changes in everyday behaviours and attitudes as well as in policies and procedures.

GENDER EQUALITY ACTION PLAN

No.	Action	Further details	Responsibility	Start date	End date	Success measure
2. The Self-Assessment Process						
2.1	Appointment of Vice-President for Equality , Diversity and Inclusion	VP will chair the EDI Group	President GA	Feb 2017	Immediate	VP appointed
2.2	Vice-President for EDI to report annually to Governing Authority (GA) and UMT on gender equality in UCD	The action supports good governance and accountability on gender equality	Vice-President for EDI	Dec 2017	Annual	Annual Monitoring Report to Governing Authority and UMT
2.3	Expand SAT membership	Current membership, drawn from 4 colleges and support units, designed to support achievement of Bronze Award based on focus of Athena SWAN in Ireland on STEMM Expanded membership, inc. student representation, will support broader focus	VPRII, as Chair of SAT	Following Bronze Award	Immediate	Membership includes all colleges and student representation
2.4	Support nine schools to apply for Departmental Athena SWAN Award in the next three years (and all STEMM schools by 2021)	4 schools have expressed an interest or are working on applications	HoS	April 2017	Dec 2019	At least 2 schools apply in 2017, 3 in 2018 and 4 in 2019 All STEMM schools apply by 2021

No.	Action	Further details	Responsibility	Start date	End date	Success measure
2.5	Establish and implement communication and engagement strategy, including annual surveys to drive embedded cultural change	<p>Initial survey was implemented as part of Athena SWAN process</p> <p>In the Athena SWAN gender equality survey 68% of respondents considered UCD's culture to be inclusive</p> <p>New Culture and Engagement survey launched Oct 2016, including questions on equality.</p>	SAT HR	Jan 2017	Annual	<p>Culture and Engagement survey results reported to Governing Authority and UMT</p> <p>Total favourable score on gender in the Culture and Engagement survey will be: <i>Baseline: 68%</i> 2017: 72% 2018: 76% 2019: 80%</p> <p>Survey shows high level of awareness of UCD Gender Equality Action Plan, reaching 85% by 2019</p>
2.6	Change information systems to facilitate access to gender disaggregated data across the university, at the institutional and school level	<p>Draft project scope developed in December 2016. This will be amended based on experience using data for Institutional application.</p> <p>Data will be available to schools to support Athena SWAN Award applications, via InfoHub</p>	SAT MSU HR University Secretariat	Dec 2016	Sept 2017	<p>Project scope agreed – Dec 2016</p> <p>Project initiated – March 2017</p> <p>Data available to schools – partially by March 2017</p> <p>System reviewed – May 2017</p> <p>All data (as appropriate) available to HoS by Sept. 2017</p>

No.	Action	Further details	Responsibility	Start date	End date	Success measure
3 Picture of the Institution						
3.1	VPs, CPs, HoS and HoU will be responsible for integrating gender equality in policies and actions within their domains, consistent with university policy, and will report annually on this to their respective managers	Athena SWAN / Equality, Diversity and Inclusion to be a recurring item at College Executive meetings and Unit Management meetings Policy Management Framework and equality impact assessment tool to support this implemented Nov 2016	VPs CPs HoS HoU	Jan 2017	Ongoing	All HoS and HoU receive unconscious bias training VPs, CPs, HoS and HoU report annually to their line manager on achievements in gender equality Annual Monitoring Report to Governing Authority and UMT reports on the application of the Equality Impact Assessment tool, in the implementation of the Policy Management Framework
3.2	Incorporate gender equality dimension into UCD's quality assurance process at school and unit level, and in the institutional quality assurance report	Quality assurance process includes internal self-assessment and reports of review panels, which include external members. The latter are considered by UMT and GA, and are published on UCD QO website	QO	Mar 2017	Ongoing	All quality self-assessment reports, quality review reports and institutional quality assurance report incorporate gender equality dimension
3.3	Expand initiatives in ICT and Engineering to improve intake of female students and support their retention	The UCD Engineering Graduates Association has delivered high-profile work on Women in Engineering The % females in UCD Engineering and in Computer Science averages <20% over a ten year period	CPs HoS	Jan 2017	Ongoing	Intake and retention of female students in ICT and Engineering by 2019 will grow to: Intake: $\geq 25\%$ (<i>baseline: <20%</i>) Retention: $\geq 95\%$ Performance over the intervening years will indicate that that these numbers are sustainable. Focus groups held with undergraduate and postgraduate students in ICT and Engineering, with data analysed and reported

No.	Action	Further details	Responsibility	Start date	End date	Success measure
3.4	Introduce exit interviews for faculty	We do not currently have data on why more lecturers are leaving than higher grades or why a number of women who return after maternity leave subsequently leave	HR	Jan 2018	Embed	Annual Monitoring Report to Governing Authority and UMT includes data on gender-related reasons for leaving UCD. Action taken where necessary
3.5	Investigate gender dimension in permanency/fixed-term contracts	<p>Fixed-term contracts have become more prevalent in Irish academia since the economic crisis, but the gender dimension has not received significant exposure</p> <p>Early discussions indicate that this may also be a problem in other Irish universities, and that the sectoral level is the appropriate level at which to deliver progress</p> <p>UCD will advocate via the Irish Universities Association that a sectoral investigation take place in relation to the gender dimension in permanent / fixed term contracts</p>	UMT HR	In progress	July 2017	<p>Sectoral investigation launched and reported upon, providing baseline data and identifying targets</p> <p>Annual Monitoring Report to Governing Authority and UMT includes gender-disaggregated data on contract type</p>
3.6	Annual review of gender dimension in pay to ensure equality. Apply remedy where needed	Table 3.14 of the Athena SWAN application shows average pay by gender and grade. The size and direction of the gap varies year on year. Averaged over the three years, the gap ranges from 0% for full professors to 2.7% for professors.	HRIS/GPM	Sept. 2017	Jan 2018	<p>Annual Monitoring Report to Governing Authority and UMT includes data on gender dimension in pay</p> <p>If the data (over three years) reveals a gap of $\geq 3\%$ at any level, the situation will be investigated further, with corrective action taken if gender is found to be the reason for the gap</p>

No.	Action	Further details	Responsibility	Start date	End date	Success measure
4 Supporting and Advancing Women's Careers						
4.1 Transition Points						
4.1	Complete full review of recruitment and selection procedures to ensure that they are gender-sensitive (inc. promoting gender balance and preventing gender bias). Put plan in place to implement recommendations	<p>Detailed review near completion with specific recommendations arising. Indicative actions include:</p> <p>Extension of Equality Impact Assessment Tool to proof all relevant documentation e.g. job descriptions, advertisements Reference Equal Opportunities in all job descriptions and include a specific statement on welcoming applications from women (and other under-represented groups)</p> <p>Mandatory gender question in eRecruit, building on Diversity Monitoring Tool (inc. all genders and 'prefer not to say' option), to assist in reporting.</p> <p>Baseline data for academic positions is as follows: total applications: 36% female; shortlists: 47% female; appointments: 48% female</p>	HR	In progress	March 2017	<p>Female percentages at each stage of the academic recruitment process are as follows:</p> <p>Applications: <i>Baseline: 36%</i> 2017: 39% 2018: 42% 2019: 45%</p> <p>Shortlists: <i>Baseline: 47%</i> 2017: 48% 2018: 49% 2019: 50%</p> <p>Appointments: <i>Baseline: 48%</i> 2017: 49% 2018: 50% 2019: 50%</p> <p>Annual Monitoring Report to Governing Authority and UMT includes data on each stage of the recruitment process</p>

No.	Action	Further details	Responsibility	Start date	End date	Success measure
4.2	Require all faculty search committees to take steps to identify and encourage suitable female applicants in areas where they are under-represented, and to report on this.	Attraction is an issue in some disciplines and at more senior levels. The measure seeks to 1) proactively address the gender gap and 2) militate against unconscious bias	CPs HoS HR	April 2017	Sept 2017 /Embed	Search champions in ICT and Engineering areas established Increase in percentage of applications from women for academic positions to at least 45% by 2019 (from a baseline of 36%)
4.3	Require schools to provide, actively and consistently, local induction to new staff, including coverage of gender equality, diversity and inclusion. Provide support for this.	Local induction is a key support for all our people. It is also an opportunity to raise awareness of gender equality responsibilities and supports, in the context of local practice/policy implementation	HoS HR	June 2017	Embed	All schools provide consistent local induction with coverage of gender. (See also success measures under action 2.5)

No.	Action	Further details	Responsibility	Start date	End date	Success measure
4.4	Integrate gender equality in the Performance for Growth process (in development, implementation and review) to ensure it supports gender equality in all aspects of its operation	<p>This will include:</p> <p>Equality proofing competencies and other criteria</p> <p>Including equality and diversity management as a core competency</p> <p>Identifying and preparing female candidates for promotion</p>	<p>HR</p> <p>CPs</p> <p>HoS</p>	In progress	Sept. 2017 <i>(development phase)</i>	<p>Increase in percentage of female applicants for promotion (at least in proportion to the number of women at the grade below)</p> <p>Targets are set using the cascade model. Targets for 2017 for applications from female candidates are:</p> <p>≥50.8% for promotion from Lecturer/Assistant Prof. to Associate Prof.</p> <p>≥36.2% from Associate Prof. to Prof.</p> <p>≥32.2% from Prof. to Full Prof.</p> <p>Targets reset annually based on the cascade model (as expectation is that the introduction of targets will have impacted positively on percentages at each level)</p>

No.	Action	Further details	Responsibility	Start date	End date	Success measure
4.5	Introduce gender equality targets in promotion, with the measure being at least in proportion to the number of women at the grade below (cascade model). Monitor on an annual basis, and take action as required	This is a key action to help meet UCD's goal to close the gender gap that appears just beyond the lecturer level	FPC	March 2017	June 2017/ Embed	<p>Increase in percentage of women promoted</p> <p>Targets are set using the cascade model. Targets for 2017 for promotion of female candidates are:</p> <ul style="list-style-type: none"> • ≥50.8% promoted from Lecturer/Assistant Prof. to Associate Prof. • ≥36.2% promoted from Associate Prof. to Prof. • ≥32.2% promoted from Prof. to Full Prof. <p>Targets reset annually, based on the cascade model (as expectation is that the introduction of targets will have impacted positively on percentages at each level)</p>
4.6	Conduct rigorous review of new promotions policy after one year, with equality impact assessment to the fore. Amend as necessary	Closing the gender gap is a priority. Recent changes to the promotions policy should positively impact on gender equality. As a priority objective, UCD is committed to monitoring the effectiveness of the policy, identifying issues early on and building on progress	UMT	May 2017	July 2017 – review completed Nov 2017 – actions taken	Recommendations implemented (will be informed by review outcomes)
4.7	Mandatory unconscious bias training for all selection committee members. Delivery supported by new unconscious bias training panel	Training for trainers commenced April 2015, training commenced June 2015. Unconscious bias training has been delivered to UMT, EDIG and FPC 14 internal trainers trained; 12 UB sessions; 112 participants	HR Hiring Managers	July 2016 In progress	Embed Dec 2017	<p>All selection committee members trained</p> <p>At least 10 trainers trained and actively supporting ongoing awareness</p>

No.	Action	Further details	Responsibility	Start date	End date	Success measure
4.8	Selection committee membership, and their Chairs, will consist of at least 40% women and at least 40% men (comply or explain)	Selection criteria for membership will be reviewed to identify where opportunities could open up a new pool of female candidates	CP HoS HR	Jan 2017-communicate policy	June 2017- ready to implement /Embed	Annual Monitoring Report to Governing Authority and UMT includes data on committee membership and progress on gender balance target 40% target reached by Sep 2018 Members surveyed to avoid potential committee overload
4.2 Career development						
4.9	Develop targeted initiative with researchers (survey/workshop) to gather more reliable and focused data on issues and actions, including those relating to gender	The Research Staff Association has been represented on the SAT since September 2015 UCD seeks to enhance direct postdoc engagement via targeted initiatives Data from the Athena SWAN gender equality survey shows that 70% of postdoctoral respondents considered UCD's culture to be inclusive	HR Researcher Careers Subcommittee of RIIG	April 2017	April 2017	Availability of more qualitative data on equality issues and actions Total favourable score for equality, diversity and inclusion among researchers in Culture & Engagement survey increasing as follows: <i>Baseline: 70%</i> 2017: 73% 2018: 76% 2019: 79%
4.10	Continue work at a national level to support researcher careers, highlighting need to address impact of gender on progression opportunities	UCD has played a leadership role in progressing researcher careers. Given our role, we seek to influence future national developments to ensure conditions support gender equality	VPRII	In progress	Ongoing	UCD providing clear input to national discussions, informed by internal consultation
4.11	Integrate gender equality awareness into leadership development training and induction processes for all leaders	Equality objectives and supports to be highlighted in induction for these roles	UMT HR	In progress	Ongoing	All new entrants to these roles receive induction incorporating equality objectives and supports

No.	Action	Further details	Responsibility	Start date	End date	Success measure
4.12	Provide leadership development programmes for women, including senior women. Monitor and encourage uptake	Three groups have participated in the Aurora Programme (57 participants) since Jan 2015. Current cycle will be subject to full review in Dec 2017 Colleges also engage with Women's Executive Network and 30% Club (HR Director is Council Member)	UMT HR	In progress Dec 2017 – review Dec 2018 - (<i>assess impact</i>)	Embed	Leadership Development Programme participation as follows: <ul style="list-style-type: none">• ≥40% of participants on leadership programmes for existing leaders are female• ≥60% of participants on leadership programmes for potential/emerging leaders are female Review and evaluation of leadership programmes carried out
4.3 Flexible working and managing career breaks						
4.13	Review impact of social levy and provision of cover during maternity leave. Explore the expansion of social levy funding to cover re-entry period following maternity leave	The Social levy was introduced in Sept. 2016. This is expected to address issues associated with maternity leave, including 1) inconsistencies in cover and 2) any potential deterrent to delivering best practice due to costs	UMT Bursar HoS	Sept 2017	Embed	Costs do not impact on maternity leave cover. Any disincentive to cover maternity leave neutralised. Cover is provided for all academics on family related leave
4.4 Organisation and Culture						
4.14	All new policies to be assessed before introduction to ensure they will contribute to equality	The university has implemented a policy management framework and equality impact assessment tool to ensure compliance, as of Nov 2016	University Secretariat HR Policy owners	Jan 2017	Embed	Gender Equality is mainstreamed in all policy development

No.	Action	Further details	Responsibility	Start date	End date	Success measure
4.15	Develop plan for the rolling review of existing policies to ensure they contribute to equality	Equality Impact Assessment Tool has been developed by EDI Group	University Secretariat HR	Sept 2017	Embed	All policies assessed and amended when necessary, via rolling review over three-year window Tool developed and implemented UCD in strong position to meet new 'Positive Duty' objectives
4.16	Evidence of leadership in / commitment to gender equality will be taken into account in appointments to senior leadership positions, including VPs, College Principals and Heads of School, and in ongoing performance reviews	Leadership is critical to creating an inclusive culture. Our plan to close the gender gap relies on leaders to integrate gender equality into policy/practice and support all our people to develop	President Registrar UMT	Dec 2016	Embed	Leaders and managers actively promote gender equality, and can report concrete examples
4.17	Review and equality-proof Heads of School policy	The review will identify opportunities to overcome barriers for women (see 4.18). The policy will need to be amended also to reflect new gender equality criteria for HoS (see 4.15)	UMT HR	April 2017	June 2017	New Heads of School gender equality criteria included Recommendations to be progressed
4.18	College Principals will take steps to achieve gender balance in the appointment of Heads of School, and will report to UMT on this	Timescale for progress limited by five-year term of office of existing HoS	CPs UMT	Sept 2017- 1st report	Embed (annual report)	Increase in the number of female appointees to Head of School roles, reaching $\geq 40\%$ of new appointments by 2019
4.19	Women faculty in STEM disciplines will be surveyed to identify obstacles to their applying for Headship of School	Leadership development opportunities will also be promoted. Informs review of HoS policy (4.17)	SAT CPs	April 2017	June 2017	Obstacles identified and addressed
4.20	Publish Gender Balance Policy, articulating UCD's commitment to a minimum gender balance of 40% women and 40% men on all decision making committees (and among their Chairs). Chairs of all committees to report on implementation (comply or explain)	UCD has a gender balance target of 40%, applied already to AC committees. This is to be broadened out to apply to all university committees (and selection committees)	SAT/EDI Group University Secretariat HR	Jan 2017	Embed	90% of committees compliant by 2018. Others reported to UMT and GA, with explanation

No.	Action	Further details	Responsibility	Start date	End date	Success measure
4.21	Monitor workload allocation models for gender bias on an annual basis and ensure transparency. Include both the extent and the nature of the workload. Include consideration of committee overload and outreach activities	Evidence of fairness and transparency will be taken into account in performance development reviews of those responsible for setting staff workloads	Registrar HoS	Sept 2017- commence initiative	June 2018- supports in place Embed	Culture and Engagement survey will establish baseline satisfaction in 2017 Target: 3% positive increase per annum
4.22	Introduce university policy on core meeting hours to extend practice to all colleges	Policy will be communicated directly to all staff. Current practice in 3 of 6 UCD colleges (and 2 of 3 STEMM colleges)	UMT HR	Jan 2017	March 2017 (effective) Embed	Culture and Engagement survey will establish baseline satisfaction in 2017 Target: 3% positive increase per annum
4.23	Set norms around visibility of women in events, materials, communications, awards. Monitor and seek compliance with norms	Promote gender balance in internal and external communications Increase awareness of UCDs gender equality objectives and how visibility of women impacts on this	University Relations SAT	June 2017	Sept 2017 Embed	Policy document and guidelines developed Increased visibility of women in internal and external communications and awards Target: 50% key university awards awarded to women
4.24	Hold annual and flagship events, such as for International Women's Day, Aurora Leadership Launch	UCD's experience shows that these events raise awareness of gender equality, increase visibility of women and provide the forum for men to engage in the discussion/actions	EDI Group CPs	March 2016	Embed / annual	2 pan-university events per annum Lunchtime seminar series (4 events per annum)
4.25	Continue to monitor childcare provision, in terms of access, priority provision and capacity (engaging with the privately run on-site facility)	On site provision in UCD is a key support	Bursar		Ongoing	Access to excellent childcare for staff
4.26	Support development of WiTS and other gender equality networks	Three staff networks have helped drive gender equality initiatives, inc. Women in the Sciences (WiTS), Women in Philosophy and the LGBTI Network	CPs	March 2017	March 2018 – <i>review progress</i>	Network chairs report satisfaction with support from the university Other success measures as in 4.24

No.	Action	Further details	Responsibility	Start date	End date	Success measure
4.27	Ensure that the gender dimension is integrated into all relevant research content and provide training and support for faculty and research staff on how to do this	As EU frameworks show, three elements need to be considered to achieve gender equality, i.e. equality in decision-making, equality in employment and sex and gender analysis in research content	Research, PIs, research community	March 2017	Embed	By 2019, at least 80% of those applying for research grants have accessed training and support on the gender dimension in research Continuing seed funding for research into Equality, Diversity and Inclusion, with impact case studies

