Section 4: Action Plan

4.1 Action Plan

UCD School of Biology and Environmental Science Gender Equality Action Plan 2024- 2027

Timeframe: shade the start/end date columns

Immediate: Apr 2024 – Mar 2025	Medium: Apr 2025 – Mar 2026	Long Term: Apr 2026 – Mar 2027

High Priority Actions Icon: [green box] **include beside the top priority actions in the plan.**

1 Actions to support temporary staff members							
No.	**Objective**	**Action**	**Rationale**	**Start Date**	**End Date**	**Responsibility**	**Success Measure**
1.1 [green box]	Increase awareness of SBES and UCD EDI policies among PDRs; Increase PDR awareness and participation in UCD Research Career Framework	a) Re-design the induction for PDRs to better embed EDI processes and policies in the induction. PIs are responsible to enact the delivery of this content. Key elements of the redesign will be: a.i short video a.ii signpost where they can get information a.iii signpost supports showing options available re D&R a.iv re-introduce local contacts (covid) a.v PI responsible to ensure students access the materials (with a checklist) a.vi have in person induction two times a year	a) According to survey data 74% of PDRs were not aware of mentoring schemes (e.g. Research Careers Framework) and associated supports/ opportunities. Focus group highlighted that some PDRs are being informed by peers and not PIs. Focus group data showed that PDRs would benefit from an induction process	Nov 2024	Apr 2026	SBES Head of RIIC and PIs, EDI Committee Administrative Lead	100% of newly starting PDRs receive induction through their PI >60% PDRs (including 60% of F PDR) feel comfortable reporting EDI issues always or most of the time (survey data) 100% of PDRs are aware of UCD Research Career Framework >60% of PDRs participate in UCD Research Career Framework mentoring

			specifically targeted to them to highlight SBES and UCD supports and policies				Improve satisfaction of PDRs regarding mentoring opportunities (+50% of baseline existing data)
		b) Develop a formal mentoring scheme for PDR with UCD Alumni-	83%F and 70%M PDR replied that they were not aware of any mentoring scheme. Comments in the survey indicate that they would benefit from mentoring schemes outside their PI and/or research team				
1.2	Empower PDRs with the confidence to address EDI issues	Organise workshops to empower PDRs to address EDI issues, manage power dynamics, and have difficult conversations. First workshop organised for November 2024, to be repeated every 2 years.	57% (66% F, 50%M) of PDRs report they are never comfortable with reporting EDI issues or don't know if they are. Only 30% report they are always or most of the time comfortable with reporting EDI issues.	Apr 2024	Apr 2026	EDI co-chairs, EDI admin lead	>60% PDRs (including 60% of F PDR) feel comfortable reporting EDI issues always or most of the time (survey data)
1.3	Improve PDR awareness of teaching opportunities	a Include description of teaching opportunities in PDR induction. b Formally recognize PDR co-supervision of taught MSc and UG final year project students	Focus Group showed that PDRs feel a need for developing teaching skills as part of their career development.	Jan 2025	Mar 2026	SBES HoT&L and SBES HoS	An increase (+50%) in the uptake of recognised teaching against the baseline of data available at the school level.

1.4	Increase engagement of PDRs in networking events at SBES and CoS	a Organise an annual PDR focused seminar day to showcase their research and improve networking opportunities b Organise SBES informal networking events (Potentially including PGR) c Continue to promote CoS PDR networking events	28.3% of PDRs expressed they have not taken part in any networking activity	Nov 2024	Apr 2025	EDI Committee Admin Lead and PDR representatives	a >50% of PDRs participating in annual PDR seminar day b 90% PDR engagement with networking events
1.5	Improve PDR funding application success	Development of grant writing guidance and support for postdoctoral researchers	Focus group comments highlighted that PDR need more support with developing their funding application writing skills to improve their career opportunities	Mar 2025	Sep 2025	SBES RIIC	An increase in the number of grant applications from PDR (+25%) against the baseline of data existing at the school level. An increase of success rate against the same baseline (should be in line with national rate, between 10% and 25% overall success rate)
1.6	Support temporary staff in teaching only roles	Provide mentorship, training opportunities and appropriate representation on school committees.	Teaching only roles do not have a clear career trajectory	Sep 2024	Sep 2027	SBES EDI Committee, EDI Co-chairs, HoS	80% of staff in teaching only roles are satisfied with training, mentorship opportunities and representation in the school
1.7	Support temporary Research Support staff in their career progression	a Increase uptake of training among this cohort. b Improve gender balance among this group for training	50% F and 17% M have not attended any training as part of their career progression	Apr 2025	Apr 2027	SBES RIIC, PI's	Training uptake to be increased by 10% for each gender. Reduction of gender imbalance to a ratio of 2:1 F:M
1.8	Provide skill based training opportunities for	Provide skill based hands on practical training opportunities for Research Support staff outside their	There is no formal skills based training offered in UCD for	Sep 2026	Apr 2027	CTO's, SBES RIIC, PI's	Development of programme across the School and College of Science and

	temporary Research Support staff	research groups		that particular cohort				recording of uptake by this cohort
1.9	Increase networking and representation among temporary Research Support staff	a b c	Set up Research Assistants (RAs)/Research Scientists (RSs)/Research Coordinators (RCs) rep Set up targeted mailing list for this cohort Set up of informal gatherings/coffee mornings specifically for RAs/RSs/RCs to encourage cross networking across the school	Focus group data suggest this group is underrepresented in School committees and that they could benefit from a targeted mailing list. Focus group data also suggest that the nature of the work of RAs/RSs/RCs can be quite insular among their research groups	Sep 2024	Sep 2026	EDI Administrative Lead, RA/RS/RC representatives	Add on a rep to School Committees where appropriate Recording of emails sent out and responses received to measure use of list. Informal gatherings and events are widely participated in (>40%), with positive feedback (>75%)
1.10	Mentoring for all temporary PMS staff	Extend buddy scheme to all temporary PMS staff		A more indepth induction running over a longer time was raised at the discussion group for this cohort	Apr 2025	Apr 2026	CTO, HoS, PIs	All new starting PMS temporary staff to be paired with a buddy in the school

2) Actions to support, retain, and promote permanent staff

No.	Objective	Action		Rationale	Start Date	End Date	Responsibility	Success Measure	
2.1	Increase number of female academic staff applying for leadership roles	a	Encourage female academic staff to apply for leadership roles in the School, College and University through P4G conversations.	Current workload model has facilitated a more even distribution of workload. Further effort is needed to ensure that teaching and leadership roles are more equitably distributed across the School.	Apr 2024	Oct 2027	HoS School Exec	a	Increased number of female leadership applications (+50%) against the baseline of existing data.
		b	Introduce fixed term limits for all leadership posts and committee positions in SBES					b	Increased turnover (+25%) in leadership posts
2.2	Encourage and support eligible staff to apply for Associate Professor and Professor grades	a	Actively encourage eligible staff to apply for promotion during P4G discussion	Low number of staff at Associate Professor grade or above (12, 6F 6M) compared to Assistant Professor grades (24, 10F 14M)	Apr 2024	Sep 2027	HoS EDI Admin Lead		Number of promotion applications across all grades increase by 50% compared to 2020-24 baseline
		b	Encourage eligible staff to attend promotion workshops organised by the CoS						
		c	Organise monthly promotion 'writing sessions' where staff working on their promotion can come together in a room for focus time to work on promotion package						
2.3	Address publication gap for female Assistant Professors	a	Investigate why female Assistant Professors publish less and how the publication gap compares to other UCD schools and institutions across Ireland and globally: focus groups, detailed data analysis (taking into	Examination of SBES publication output over 2019-22 shows that female Assistant Professors (33%) only publish 18% of the publications	Sep 2024	Oct 2027	EDI committee, EDI co- chairs, HoS	a	Report with a list of factors that are affecting lower publication rates in female Assist. Prof.
								b	A specific programme of actions to improve publication output of

#	Objective	Action	Rationale	Start	End	Responsibility	Success measure
		consideration research area), surveys, literature research b Develop a programme to improve publication output of female staff at Assistant Prof level (based on outputs from SrAP 2.3a). Potential options are organising writing courses, writing groups or a writing retreat, and including a discussion on publication output in P4G conversation	compared to 82% by male counterparts. This trend is reversed at higher grades with 70% of the publication output coming from females (55% of cohort)				female staff at Assistant Prof level c Increased publication output (min +25%)
2.4	Promote inclusive hiring of academic staff	Include submission of "Diversity statement" (1 page) as a requirement in academic posts applications in addition to research and/or teaching statements to outline how a candidate will advance and contribute to the School EDI work.	Staff Focus Group (50%F 50%M) showed that all participants believed that SBES was inclusive and respectful and had a good EDI culture.	Jan 2025	Dec 2027	HoS, School Exec.	Diversity statement included in academic staff applications and correlated to higher rates (+25%) of applications from underrepresented groups (measured against the existing baseline).
2.5	Identify potential female candidates to apply for academic positions	Continue to systematically use "Search Champions" to identify potential female candidates to apply for academic positions. This action is continued from the Bronze Application (BrAP 9.1)	Female applicants still represent less than 50% of applications for academic positions. The proportion of female applicants for Assistant Professor (Above the Bar) was higher in 2022 and 2023 (32% and 28% respectively), representing a 13% increase compared to 2014-2018.	Jan 2025	Dec 2027	HoS, School Exec	Increase the number of female applicants to academic posts (+20%) and correlate shortlisted/appointed members of staff back to the activities of the Search Champions.
2.6	Improve and	a Review workload model (for	Current workload	June	Apr	HoS, School	Indicators of distribution of

	review workload model for academic staff		faculty) in consultation with staff to ensure fair representation and distribution of high workload roles b Include Mentoring as part of workload model	model data shows similar gender numbers in teaching loads, regarding number of modules and supervision of UG/taught students . New academic staff offers the opportunity to reduce workload while taking into account specific discipline requirements	2025	2026	Exec	workload model to demonstrate a more even distribution relative to the existing baseline (2020-2023). Increase the rank by cumulative proportion to quantify increased evenness, where the rank is based on staff ordered by decreasing working load, and the cumulative proportion is the fraction of staff at a certain rank with a given workload.
2.7	Understand the reasons behind staff resignations	a	Promote university online exit interviews. b Record qualitative reasons for staff resignation through exit interviews/questionnaires. This action is redeveloped from an incomplete action from the Bronze Action Plan (BrAP 10.2)	There is currently no qualitative information on staff resignations	Apr 2025	Mar 2027	HoS	Recorded qualitative reasons for >50% of staff resignations
2.8	Improve training opportunities for Technical and Administrative staff	a b	Increase training uptake by encouraging and accommodating hands on training opportunities for specific skills identified during P4G meeting with relevant schools and units across the university Work with UCD HR Training and Development and staff in the school to assess and accommodate training needs	23%F and 18%M Technical and Administrative staff have not undertaken any training Issues highlighted to reflect these percentages included: HR Training and Development catalogue is not skills-based focused	Apr 2025	Oct 2027	CTO I, HoS	Increased uptake in training across all genders by 20%. Establish a base survey among this cohort for satisfaction with skills based training in UCD

				for tech and admin staff Timing of HR training does not accommodate technical and administrative times of heavy workload throughout the academic year				
2.9	Support Administrative staff career progression	a	Develop mentoring programmes for administrative staff within the School and/or College of Science. Include recognition of time involved in mentoring others and reallocate duties as appropriate. b Review and establish points of engagement based on the UCD GEAP 2024-2028 on the progression of administrative staff careers, upon its release.	Among the administrative staff, the promotional pathways provide extremely limited opportunities for advancement without leaving the school. This carries a large business continuity risk for the school, that if a member of administrative staff wants to be promoted their expertise will be lost within the school.	Oct 2025	Oct 2027	HoS, EDI committee, EDI co-chairs	Have an uptake of 40% of staff in a mentoring programme, either as a mentee or mentor.
2.10	Support Technical Staff career progression	a	Develop a mentoring programme for technical staff within the School and/or College of Science. Include recognition of time involved in mentoring others and reallocate duties as appropriate. b Review and establish points of engagement based on the UCD	There is a limited promotion pathway for technical staff, with a Masters Degree required to attain promotion to STO. CTO I and CTO II grades arise only on resignation	Apr 2026	Oct 2027	CTO I, EDI co-chairs	Have an uptake of 40% of staff in a mentoring programme, either as a mentee or mentor.

		GEAP 2024-2028 on the progression of technical staff careers, upon its release.	or retirement for the former and the creation of the role on a business needs only basis for the latter.				
2.11	Support Administrative and Technical Staff	a Introduce fixed term limits for committee positions in SBES as appropriate b Review distribution of activities and rotation of activities for technical and administrative staff where appropriate	There is no current review of distribution of activities or formal rotation on committees for this cohort in the school	Apr 2025	Apr 2027	CTO I, HoS	New committee memberships across the school to reflect the rotation of PMS staff where appropriate Monitor the rotation of activities where appropriate
2.12	Support new PMS staff	Extend buddy scheme to permanent technical and admin staff	There was highly positive feedback from academic staff where a buddy system is already in place. Focus group responses from PMS staff highlighted the need for an extended induction period for this cohort.	Apr 2025	Apr 2027	CTO I, HoS	All new staff to have participated in the buddy scheme
2.13	Improve diversity among PMS staff	Establish search committees as a standard measure for PMS positions to encourage suitable diverse candidates to apply *a priori*, extending our Bronze AP9.1	100% of PMS staff surveyed identified as Caucasian	Apr 2025	Sep 2027	CTO I, HoS,	An increase (+20%) in applications from a diverse ethnic, sexual orientation and gender background

3) Actions to support students

No.	Objective	Action	Rationale	Start Date	End Date	Responsibility	Success Measure
3.1	Increase awareness of EDI policies among students	Improve visibility and clarity and distribution of information on EDI processes by: redesign SBES website having students as a key audience; design, produce and distribute flyers/posters for the labs and social areas, including bathrooms. Include EDI information within Virtual Learning Environment	Only 30-40% students are aware of the different UCD EDI policies	Sep 2024	Sep 2026	Head of subjects, HoT&L, HoPG	Flyers and posters are distributed (85% of identified areas covered) and this is reflected by surveys to students (>60% aware of EDI policies and processes)
3.2	Increase awareness and confidence in reporting tools and processes to address EDI issues among undergraduate students	a The UCD College of Science has provided slides highlighting D&R and Harassment/Bullying services to UGs. All lecturers and module coordinators are asked to include these slides in their lectures to bring them to the attention of students. b Design effective orientation for UG students in 3rd and 4th years through modules that most students take (for example the Research Project for 4th year) c Organise a seminar event delivered by D&R in 4th year at the start of research project since this is often the first time for students to work with a supervisor	43% of undergraduate students report they don't know how to report or are not comfortable with reporting EDI issues	Aug 2025	Oct 2027	Head of subjects, HoT&L, Module coordinators for 4th year projects	At least 70% of undergraduate students know how to report EDI related issues At least 60% of undergraduate students are comfortable with reporting EDI related issues Both assessed via survey
3.3	Improve reporting options for EDI issues for undergraduate	Establish a rotating school level confidence persons for UGs to go to, these are clearly highlighted during UG orientation meetings and	43% of undergraduate students report they don't know how to	Apr 2025	Nov 2026	HoS, EDI committee	Four academic staff identified (one per UG major) to engage as per the action description; A report

	students	on website.	report or are not comfortable with reporting EDI issues; In focus group students reported they would feel more comfortable engaging with a local confidence person rather than UCD wide processes/services				to the school meetings is delivered to document the engagement. Measure the reduction of underreporting by comparing SBES internal engagement with confidence persons against UCD Dignity and Respect UG reporting baseline
3.4	Increase awareness of SBES and UCD EDI policies among postgraduate students	Re-design the specific induction package for postgraduate students to better embed EDI processes and policies in the induction. The student supervisors are responsible to enact the delivery of this content. Key elements of the redesign will be: a.i short video a.ii signpost where they can get information a.iii signpost supports showing options available re D&R a.iv re-introduce local contacts (covid) a.v supervisor responsible to ensure students access the materials (with a checklist) a.vi have in person induction two times a year a.vii highlight opportunities in RSP	48% of postgraduate students report they don't know how to report or are not comfortable with reporting EDI issues	Aug 2026	Oct 2028	Chair of Graduate Studies Committee; Postgraduate research student supervisors; Directors of taught PG programmes	For postgraduate research students: During 1st RSP, at the end of the meeting, when supervisor leaves, RSP advisors check that: 1 - the student is aware of EDI processes and policies and 2 - the student knows of and is comfortable with reporting processes for EDI related issues. If the student is not aware, the RSP panel clarifies the processes. Target: 100% of RSP report to confirm this activity For taught postgraduate students (survey based): At least 70% of taught postgraduate students know how to report EDI related issues At least 60% of taught postgraduate students are comfortable with reporting

								EDI related issues
3.5	Increased confidence in reporting EDI issues among PGR students	Organise workshops to empower PGR students to address EDI issues, manage power dynamics, and have difficult conversations. First workshop organised for May 3, 2024, to be repeated every 2 years.	51% (61% F, 23%M) of PGR students report they are never comfortable with reporting EDI issues or don't know if they are. Only 30% report they are always or most of the time comfortable with reporting EDI issues.	Apr 2024	Apr 2026	EDI co-chairs, EDI admin lead	>60% PGR students (including 60% of F PGR students) feel comfortable reporting EDI issues always or most of the time (survey data)
3.6	Increase engagement and representation of undergraduate students in school governance	Increase representation of UG on all school committees except for school executive committee	Undergraduate students not represented in any of the SBES committees except EDI committee	Sep 2024	Nov 2026	School Exec	At least one undergraduate rep established in each SBES committee, starting with SAB and T&L by Nov 2024 and filling remaining places by Nov 2026
3.7	Improve visibility of cost of living issue for postgraduate students and the urgency with which it needs to be addressed	SBES to engage in UCD internal and external conversation regarding increase of PGR stipends and any actions to counteract increasing cost of life	By far the single biggest issue reported by postgraduate research students is the insufficient stipend increases to counterbalance the increase in cost of living	Oct 2027	Oct 2029	EDI committee/co-chairs, HoPG, PG reps	Issue is present on the agenda of higher UCD level committee meetings (e.g. CoS EDI committee, CoS Head of Schools Forum, UCD Graduate Studies Committee)
3.8	Monitor career progression of PGR	Systematically maintain contact with PGR students after graduation to monitor their career progression through LinkedIn and UCD Alumni	BrAP8 was not completed, due to COVID19 and the delay in the hiring process for a new EDI administrative staff	Jun 2025	Dec 2027	HoS, EDI committee	A new member of the administrative staff has been hired officially. Data will be collected for >60% of PGR students

4) Actions to continue to embed and promote EDI (Including and focus on broader EDI elements)

No.	Objective	Action	Rationale	Start Date	End Date	Responsibility	Success Measure
4.1	Continue to embed, promote and monitor EDI (Including and focus on broader EDI elements) across all staff and students	a Increase general awareness of EDI in SBES including information on how to report instances of harassment and bullying to both the school and UCD EDI Unit and how to move towards a better work-life balance. This will be broadcasted in induction booklets, student guides, and via the School's twitter (@UCDSBES) and Instagram (@ucdsbes) accounts. Additional information will be made available through the UCD "campus" portal online. Posters provided by the UCD EDI unit will be displayed around the school, specifically in UG teaching labs and PG/staff kitchen/recreational areas. Additionally, an annual 'report card' summarising progress made per action plan will be distributed to the School to highlight impact. b Continue to monitor EDI data through annual surveys and data reports, disaggregate data by specific cohorts of research funded staff (postdoctoral vs research support staff)	Only 41% of UG and 57% of PG students feel that EDI communication happens regularly in SBES, Staff focus groups have indicated that very little information around D&R is made available. Continue to collect and monitor data on EDI progress	Oct 2024	Oct 2027	EDI committee, EDI admin lead	Staff and student-specific surveys to demonstrate that >85% of staff and students are uptaking the correct information and know where to turn when needed >85% of respondents agree that communication around EDI happens regularly in SBES

4.2	School to commit to establish and fund distinct awards to formally recognise EDI Activities	Determine the different categories that an award applicant will fall into, e.g., (1) Undergraduate and Taught MSc students, research postgrads, post-docs and other temporary staff, (2) Other temporary staff and (3) Permanent staff. A minimum list of 'EDI Activities' an applicant for the award needs to have completed will also be established. The nomination process will be formalised to determine whether applicants can self-nominate or be nominated by others. This action was redeveloped from the incomplete BrAP 1.7	An award formally recognising efforts in promoting EDI was a target of BrAP 1.7	Jan 2025	Jan 2026	EDI committee, EDI admin lead	The establishment of three awards delivered to UG/PG students/temporary staff and permanent staff A publicly available list of award categories and application guidelines.
4.3	Monitor and maintain gender balance on School committees, seminar series, RSPs etc, to ensure female/male representation	a Keep a record of all members of School committees, RSP panel members, speakers at all seminar series and any other school activities to monitor and maintain gender balance. Gender composition will be monitored yearly b As membership in these committees/panels/seminars are not static and modified across different periods of time, actively ensure that gender is considered when creating panels or filling positions going forward. This will require liasing with the school office and individual committees/seminar organisers.	Only 11% of UG students believe that there are diverse gender role models in the school.	Apr 2024	Oct 2027	EDI committee, EDI admin lead	A unified gender based record is now available, and comparable to some of the records currently available for which there is gender composition. All categories available in the database by gender. Gender balance will be quantified and reported yearly for all panels/committees, with the aim of staying within max 60% and min 40% representation for any gender.

4.4	Keep a record of all staff involved in hiring whether they have completed unconscious bias training.	a	Include a designated section on unconscious bias training in the induction handbook provided to new staff highlighting its importance and how to access such training. This information will also be included as a reminder in each SBES EDI newsletter.	The Staff focus group revealed that very few new staff members have completed the unconscious bias training. There is no formal means of recording staff who have completed it.	Jan 2025	Oct 2027	EDI committee, EDI admin lead; HoS	A survey to new staff showing >85% are aware of where to access unconscious bias training. And >85% of staff has taken the training
		b	Include a question relating to both whether or not staff members are involved in the hiring process and if they have completed unconscious bias training as part of the yearly SBES EDI review survey.					
4.5	Promote and communicate how the department actively considers gender equality, and EDI more broadly, in organisation of meetings and events	a	Continuously monitor the ratio of females and males in all aspects, through engagement with SBES members via yearly EDI surveys and focus groups, and through UCD HR data analytics.	Continue to collect, monitor and communicate data on EDI progress	Apr 2024	Oct 2027	EDI committee, EDI admin lead	> 85% of staff and students are aware of EDI issues and progress in SBES. >75% of staff and students report that communication on EDI happens regularly in SBES.
		b	Maintain the monthly SBES EDI Newsletter informing school members of the latest EDI related updates and news in SBES and the CoS.					
		c	Include a "SBES profiles of the month" section in the new SBES EDI newsletter, where 2-3 staff members can voluntarily give a short description of themselves, how they got involved in the school, and how EDI impacts their day-to-day experience in SBES.					

4.6	Improve the sense of belonging across students and staff in SBES after having moved to different locations throughout the O'Brien Science Centre and UCD campus	a	To reduce the potential fracturing of cohesion within the school after the relocation of many SBES members in summer 2023 due to the redevelopment of parts of the building (Science Phase III), frequent informal networking and social events will be organised where all are welcome to attend (e.g. coffee mornings, cake sales, speed networking, "Who am I?" seminars). These will rotate between the various locations of the school on the UCD campus. Information on the progress and development of Science Phase III will be communicated as available and appropriate	Both staff and student focus groups have indicated a sense of alienation after the school moved from being based in one building to being split between several locations. They also indicated a lack of information on general updates relating to Science Phase III	Aug 2023	Oct 2027	EDI committee, EDI admin lead, HoS	A +25% increase in networking activities following the relocation as compared to the 3 years before the relocation (2021-2023). Information on Science Phase III distributed at least once per quarter (via the newsletter, HoS dedicated emails and the newly introduced communication platform workvivo)
4.7	Raise awareness and increase inclusion around other elements of EDI: Race, Ethnicity, Socioeconomic background, LGBTQIA++, Religion, Disability	a b	Posters and flyers pertaining to days/weeks celebrating the various elements of EDI will be distributed, with coffee mornings or social events organised around each one where appropriate, potentially in collaboration with the wider CoS or UCD EDI community. Quantify how many staff/students in the school have undertaken disability awareness training/neurodiversity training and how many include dyslexia/neurodivergent-friendly colour palettes and fonts in their slides via the yearly EDI staff survey.	14% of UG Stage 3&4 students identify as bisexual, 10% as Gay men/women and 7% as bisexual Only 3% of all staff respondents identify as bisexual and 4% as gay men/ women. Among academic staff, 4% identify as bisexual and none of the academic staff respondents identify as gay. There is very little data on UG, PG and staff relating to neurodiversity. Less	Apr 2024	Oct 2027	EDI committee, EDI admin lead	>85% undertaking disability awareness training; Two moments of engagement per year with lectures to include dyslexia-friendly colour palettes in slides; Each year 4 EDI days/weeks/events (e.g., International Day for the Elimination of Racial Discrimination, World Day for Cultural Diversity, Dialogue and Development, Ramadan, Diwali, International Rainbow week, Pride, IDAHOBIT,

		c	Investigate the reasons for the lack of representation of LGBTQIA++ and racial/ethnic diversity among staff cohorts and develop an action plan to address the lack of LGBTQIA++ representation and racial/ethnic diversity among staff cohorts. d Liaise with UCD estates, the Science Welcome centre and staff members on the possibility of designated neurodivergent-friendly periods or areas with reduced/dimmed light and sound and Autism-friendly lab/office hours.	than 50% of staff are UDL badge holders.				Neurodiversity Week, World Down Syndrome Day, World Autism Awareness Day) highlighted through posters, flyers and newsletter; Action plan developed to address lack of LGBTQIA++ representation and racial/ethnic diversity among staff >75% of academic staff complete the Universal Design for Teaching and Learning (UDL) badge. >30% of staff complete EDI Ambassador Badge
4.8	Share best practises on soliciting high survey response rates with other schools within UCD		A presentation will be given to the UCD College of Science EDI committee highlighting methods we have used to encourage high response rates among students and staff	UCD SBES had high response rates for both staff (80%) and students (43%)	Sept 2024	April 2025	EDI Co-chairs	Implementation of our approach by at least one other school in UCD.

Appendix I: Letter of approval for extended word count

Please see following page

From: **Athena Swan Ireland** <athenaswanireland@advance-he.ie>
Date: Wed, 22 May 2024 at 12:42
Subject: Word count extension- Athena Swan Ireland UCD School of Biology and Environmental Science
To: evelyn.doyle@ucd.ie <evelyn.doyle@ucd.ie>, Eimear O'Reilly <eioreilly@ucd.ie>
Cc: Athena Swan Ireland <athenaswanireland@advance-he.ie>

Dear Evelyn

This email is to confirm we have granted a word count extension of 500 words for the Athena Swan Ireland application from UCD School of Biology and Environmental Science for the purposes of section 2.4.

We ask that in include this email in your application upon submission.

Best Regards

Irene Byrne

National Advisor Athena Swan Ireland

At Advance HE we work flexibly to support colleagues have a healthy work/life balance. I'm emailing you now as it works for me. I respect your working arrangements may be different so please respond when convenient for you.

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