

Gender Equality Action Plan Progress Report 2020 - 2024

Status Green = Achieved		Silver = Completed and Impactful		Status Amber = In Progress and on-going - continue to next		Status Red = Not Started /Change in Direction
No	Action Item	Rationale	Person/s Responsible	Measure of Success	Progress Update/Key Outcomes - success measures /Impact	SAT RAG Assessment
3.1	On renewal of SAT/GEAG, action a targeted recruitment drives to ensure membership representation from: <ul style="list-style-type: none"> AHSBBL Black, Asian, Black, Minority Ethnic employees Researchers Technical Staff Women@STEMM Representative 	Ensure that membership of the GEAG is representative while maintaining at least 40% of the under-represented gender.	Chair of GEAG	<u>AHSBBL</u> Baseline (existing breakdown): 14% Target: 40% (8 members) <u>Black, Asian, Minority Ethnic emp.</u> Baseline: 5% Target: 10% (2 members) <u>Researchers Representative</u> Baseline: 0% Target: 10% (2 members) <u>Technical Staff</u> Baseline: 0% Target: 10% (2 members) <u>UCD Women@STEMM Representative (1 member)</u> Min 40% of underrepresented gender on SAT.	GEAG Gender Breakdown 2023: 60%F/40%M Women STEM Representative 2023: 1 member Black, Asian, Minority Ethnic 2023: 2 members Area of University 2023 AHSBBL (5 members) STEMM (6 Members) Role 2023: Researcher (3 members) Technical (1 member) Academic (10 Members) Support (9 Members) Student (2 Members)	
3.2	Hold an EDI survey every two years. Apply learnings from UCD Culture & Engagement Survey promotion campaign (response rate 51%) to increase EDI survey response rate.	To assess whether there is an increase in employee satisfaction across key EDI KPIs and to raise awareness.	EDI Unit/EDI Data Sub-Group	EDI Survey Response Rate Baseline: 2019: 31% 2021: 35% 2023: 40%	EDI survey undertaken with 35% response rate in 2023 up from 31% in 2019.	
3.3	Develop and implement reporting templates to track progress of those with responsibility for implementation of policy and initiatives developed under the GEAP 2020-2024.	Progress on implementation of the institutional GEAP at local level will be monitored by the EDI Unit through the template. Reports will be submitted annually to the GEAG. Where significant challenges/issues arise or decisions are required, these will be escalated to the Chair of the GEAG. These reporting templates will eventually be incorporated into local action plans.	Template developed by EDI Unit and completed by those responsible for implementation. Monitored by EDI Unit and GEAG.	Report submitted annually to the EDI Unit. Target completion rate of ≥85%. Conduct an audit after the first year to establish usefulness of the template by users. Target ≥85% reporting the template as useful for reporting.	Athena SWAN School applications will be audited to identify progress with actions at local level.	

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3.4	<p>Address the relationship between the GEAG and EDI Group, with a recommendation prepared for implementation by end 2021.</p> <p>Run a leadership development programme for leaders in EDI to support the distributed leadership model in this area.</p>	<p>This will broaden the reach and impact of our EDI structures.</p> <p>There are many senior leaders in the area of EDI across the University. This leadership programme will reinforce this model and support these roles.</p>	Chairs of GEAG/EDI Groups and EDI Unit	<p>Decision and implementation within 6 months of Athena SWAN award.</p> <p>Leadership development programme carried out for leaders in EDI.</p>	<p>GEAG now a subgroup of the UMT EDI Group</p> <p>An EDI online module has been developed and embedded into the RISE (Leadership Development) programme for managers and those in leadership roles in UCD.</p>	RAG
4.1	A review of the Below-the-Bar practice will be carried out.	Women are overrepresented in this grade.	UMT/HR	<p>Review of continuation of BtB practice and actions implemented.</p> <p>If BtB practice continued, reduction in the percentage of women below-the-bar by 5% by 2023 with a corresponding increase above the bar.</p>	<p>Review complete: The process has been simplified. The overlap on pay scales has been removed & the need for an application by the employee has also been eliminated</p> <p>Data Measures: % Female staff below the Bar 2019 =55% 2020 =58% 2021=62% 2022=50% 2023=36</p>	RAG
4.2	Analyse the cohort of teaching staff and hold a focus group with female teaching staff to understand potential gender bias in recruiting and appointing women into teaching roles, gender related barriers to career progression and develop actions accordingly.	Develop actions to address any bias towards appointing female staff in teaching roles and gender related barriers to progression. This will be coordinated with Action 4.1, as there is significant overlap.	Teaching and Learning and EDI Unit	Report with recommendations presented to GEAG for discussion March 2022, and from there to UMT to agree actions.	<p>When analysed there was no gender imbalance in these teaching roles.</p> <p>Data Measures: Teaching only Gender breakdown (2023): 48% F, 45%M, 6% Unknown</p>	RAG
4.3	<p>Enhance data collection mechanisms for EDI related data, including ethnicity, to enable target setting for ethnicity by:</p> <p>(a) Developing data systems to voluntarily collect, monitor and report on ethnicity and race data disaggregated by gender (beyond staff recruitment) for staff and student data annually.</p> <p>(b) Developing a tailored employee and student communication awareness strategy to support data collection.</p>	<p>To identify actions to enhance academic and career pipeline for staff and students that belong to underrepresented ethnicities and/or races. This will include consideration between the intersection of gender and ethnicity.</p> <p>To encourage employees and students to complete the data systems as this data is collected on a voluntary basis.</p>	<p>HRIS/EDI Data Group/EAG</p> <p>EDI Data Group</p>	<p>Data systems developed to enable data to be collated on ethnicity for employees and students.</p> <p>50% completion rate by 2024 of the above data systems.</p>	<p>Employee Self-Service Diversity Screen developed and launched in Nov 2020 to capture data across 9 equality grounds for UCD employees. Completion rates at 38% Student Equal access survey available to students to complete an internal EDI survey as well which sits in infohub</p> <p>Data Measures: Full Completion Rate for Employee Self-Service Diversity screen: 35% 2020 38% 2023 Full completion rates for applicant Diversity Monitoring tool: 36% 2019 78% 2023 Campaign to be progressed further in 2022 re Employee Diversity screen including development of FAQs, publication of stats to date and action taken as a result of stats</p>	RAG

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	(c) Holding a flagship national event on EDI data collection which will include a specific reference to ethnicity definitions and data collection.	To identify the challenges around EDI data collection and discussion of a means of addressing these across the Higher Education sector. To showcase best practice data collection in Ireland and beyond.	EDI Unit	National event held with actions identified.	Event held in September 2020 with over 150 internal and external public and private sector participants. One output is the establishment of an EDI Data Practitioner Network by UCD in collaboration with the IUA across the University sector. This was chaired by UCD in its first year	
4.4	Heads of School to have developmental conversations to support Ad Astras to achieve permanent roles and reach required targets. Take into account any gaps in that period such as family related leave. Monitor conversion rates annually.	Ensure Heads of School support development of female staff. Ensure family related leave does not impact career progression meeting targets to be eligible for permanent contract. To increase numbers of females on permanent contracts.	HOS/HR/UMT	At least 80% of women in Ad Astra posts converted to permanent posts by 2024	In 2023 there were 25 requests for Ad Astra colleagues requesting permanent roles (start dates between September 2023 and January 2024). All of these were successful.	
4.5	Audit the success of Ad Astra scheme in supporting enhanced gender diversity and develop actions if gender underrepresentation is not adequately addressed through the scheme. Apply learnings from the SALI process during the audit of this scheme.	A review to consider the success of the Ad Astra scheme in addressing gender underrepresentation across the University and in Schools.	Resourcing/EDI	Report presented to UMT with recommendations of actions on enhancing gender diversity as required.	Gender breakdown of Ad Astras appointed up to end 2023; 59 women and 52 men. A report is prepared after each Ad Astra round and submitted to UMT including a gender review element Piloted gender target setting in these rounds -Gender balance at early career grade didn't change overall, target setting will continue to support addressing this along with associated activities such as Search Committees which were used for the SALI process.	
4.6	Expand exit interview survey to all leavers. Monitor annually for EDI and gender trends across grades, and report to GEAG and EDI Group on this. Where trends emerge, EDI Unit will liaise with relevant stakeholders to address issues.	To understand if there are gender and other EDI related reasons for people leaving UCD.	Culture and Engagement	Completion rate of exit interview survey to be increased by 4% each year. Annual reports prepared and actions arising implemented.	Exit Interview survey updated and mainstreamed into "End Date" process which ensures that all those who are leaving the University will be requested to complete the survey as part of the exit process. This process was launched in November 2021 with completion rates to be monitored annually. The 2023 completion rate was 30% which is up from 28% in previous year.	
4.7	Develop an annual reporting mechanism on the gender pay gap in line with legislation.	To oversee the development of gender pay gap annual reporting. This mechanism will be in line with the new gender pay gap legislation when introduced.	GEAG/EDI/Resourcing/EAG	Annual reporting system developed and launched.	UCD also held a Gender Pay Gap Webinar on 7 March 22 with IHREC Chief Officer and other panel members. UCD's EDI unit created a gender pay gap dashboard with external provider MakoData to enable the accurate GPG Reporting. UCD was the first HEI to launch this dashboard.	
4.8	Monitor and investigate reasons for any existing pay gap.	Investigate and redress grades where there is a gender pay gap to achieve gender pay parity.	GEAG/HR/Resourcing	Implement recommendations from investigation of gender pay gap to ensure pay parity with an annual report published on gender pay gap. Aim to have a 0% gender pay gap at each grade.	2023 Gender Pay Gap report which includes a set of actions is published on the EDI and UCD president's website. The University continues to see a downward trend in overall GPG. Data Measures: 11.92% mean in 2019 down to 9.33% mean in 2023 12.02 median in 2019 down to 7.19% median in 2023	

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4.9	Review how starting salary is determined for new hires and provide mandatory guidelines and training for managers on salary determination.	To remove the gender pay gap at starting salary a formula is applied thereafter for determining salaries through steady increments from starting point. This is where greatest risk of bias may occur regarding salary determination.	GEAG/HR/Resourcing	Review completed with guidelines and training rolled out for managers on salary determination. Aim to have a 0% gender pay gap relating to starting salaries.	This project is also an action in the GPG report. It was a collaborative project between Resourcing and EDI in relation to salary determination for new employees. There is a stronger emphasis on skills and qualifications rather than past salary so as not to continue any possible past salary issues or where people are coming from countries with a lower cost of living. A working group which includes stakeholders was also created. Actions undertaken include: <ul style="list-style-type: none"> ● Development of a HR salary determination support webpage for hiring managers ● Revised salary determination template (less manual more automation) 	
5.1.1	Revise our advertising strategy as follows: <ul style="list-style-type: none"> - Guidelines on "Inclusive Recruitment Practices" to be followed by Resourcing and Hiring Managers - Assess marketing materials - Use more job platforms e.g. publicjobs.ie/ to promote roles. - Require use of Search Champions to leverage diverse networks for faculty posts. Appoint a dedicated resource to source diverse talent.	To ensure opportunities are widely communicated and steps are taken to encourage applications from under-represented genders. Although the majority of respondents know where to find opportunities, only 29% of females and 35% of males agree that opportunities are widely communicated. Data in applications shows under-representation of gender amongst applicants. Using a Search Champion as part of the advertising strategy will ensure we are accessing networks not always directly available to HR and targeting the widest possible audience.	Resourcing /Hiring Managers	Increase the percentage of staff who feel opportunities are widely communicated in the EDI survey to 60% for both men and women by 2023. Increase the percentage of female applicants, those shortlisted and appointed for each grade by 2024 as follows: (baseline based on average over past 3 years) Appointment to Associate Professor: Applied: Baseline 29%/35% Shortlisted: Baseline 41%/45% Appointed: Baseline 31%/40% Appointment to Professor: Applied: Baseline 21%/Target 30% S/listed: Baseline 28%/Target 35% Appoint: Baseline 25%/Target 35% Appointment to Full Professor: Applied: Baseline 23%/Target 30% S/listed: Baseline 35%/Target 35% Appoint: Baseline 24%/Target 35% Annual Monitoring Report to Governing Authority and UMT on	Hiring managers are advised in assessment panel documentation and interview skills training to refer to the Inclusive Recruitment practises Actions taken to improve job adverts: <ul style="list-style-type: none"> - Job Adverts include an EDI statement about being an inclusive employer and welcoming applications from people across all equality grounds - Link included to EDI Strategy and EDI networks - Work at UCD website developed with a dedicated EDI webpage. Includes relevant award or membership logos: UCD's Athena SWAN institution level logo, School level award logo, Age Friendly University, Open Doors membership University of Sanctuary and any other relevant awards. - Undertook a review of the Job Advert/Job Profile template to ensure it is gender neutral. - - Mandatory EDI criteria are included in job descriptions. - Job platforms are regularly under review to promote applications from under-represented genders. - Search Committee guidelines published to assist hiring managers with proactively seeking applications from groups that are under-represented and advertising platforms broadened out to attract under-represented/other groups. Appointment to Associate Professor 2023: Applied 2023: 28% Shortlisted 2023:41% Appointed 2023: 50% Appointment to Professor 2023: Applied 2023:63% Shortlisted 2023: 84% Appointed 2023:83% Appointment to Full Professor 2023: Applied 2023: 36%	

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				progress against targets. Search committees used for all professor/Full Professor posts.	Shortlisted 2023: 56% Appointed 2023:40%	
5.1.2	<p>A. Carry out a review of our Job Description template to ensure it is gender neutral and provide more information to candidates including.</p> <ul style="list-style-type: none"> - Add a section to promote Flexible Working and other family friendly initiatives. - Ensure all aspects of the academic role are reflected and valued equally. <p>Prompt hiring managers to consider if roles can be advertised on a part-time/job share basis</p>	<p>To ensure the Job Descriptions attract the widest possible audience. 62% of female faculty feel that job descriptions are currently gender neutral.</p> <p>Job descriptions that are too long may lead to women or diverse candidates to self-select out of applying for the role as they feel they don't meet all of the criteria.</p> <p>It is important that Job Descriptions confirm that all facets of academic performance are valued.</p>	Resourcing/Hiring Manager/EDI	<p>EDI survey to measure increase in satisfaction with Job Descriptions – increase to 80% for women.</p> <p>Increase the number of applications from female candidates (see targets in 5.1.1).</p>	<ul style="list-style-type: none"> ● Expanded the Benefits section further to include family friendly leaves and support initiatives. https://www.ucd.ie/workatucd/benefits/ ● There is a dedicated Diversity webpage on the "Work at UCD" website. https://www.ucd.ie/workatucd/diversity/ ● Once Part-Time Policy approved, Resourcing Consultants to prompt hiring managers to consider if roles can be advertised on a part-time/job share basis, this could also be factored into staff planning stage. To include a prompt in the Job description template to aid as a reminder for Hiring Managers. ● 86% of Women in the EDI survey 2023 believe Job descriptions are written in a gender-neutral way (Target achieved) 62% in 2019 	
	<p>B. Provide briefing sessions for Chairs of selection panels to embed the guidelines for hiring managers around inclusive recruitment including encouraging hiring managers to use gender decoder on their role descriptions and support around setting targets.</p>	<p>Attract those who have caring responsibilities.</p> <p>Ensure that managers feel equipped to deliver on EDI requirements as part of the recruitment process. Reduce potential unconscious bias associated with gender in terms of shortlisting and appointments.</p>		100% of Heads of School briefed on inclusive recruitment.	<p>This is highlighted in documentation for hiring managers. Resourcing consultants promote it directly with hiring managers when supporting the recruitment of posts.</p> <p>A series of short videos have been developed for hiring managers in relation to the recruitment process. EDI is embedded in all videos and some additional specific EDI videos have also been developed.</p>	
5.1.3	<p>Review the online application form and update to give candidates the ability to note career gaps. Update the recruitment policy as to how these breaks are to be taken into consideration in the short-listing and interview process and incorporate into interview skills training provided by Resourcing.</p>	<p>It is important that candidates have an opportunity to note breaks in service (as they do in grant applications). This will allow for a fairer assessment of achievements to date and a more inclusive recruitment process.</p>	Resourcing/EDI	<p>Updated application form published.</p> <p>Utilise the next EDI survey to ascertain satisfaction that the recruitment process is inclusive – aim for 80% by 2024.</p>	<p>Overall guidance will be developed for applicants for roles in UCD which will include guidance on how to address career gaps when applying for roles. Also guidance to be provided to hiring managers when gaps are highlighted by the applicants.</p> <p>Data Measures (EDI Survey): 2023 86% of females are satisfaction with Job Descriptions</p>	

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					This is up from 62% in the 2019 survey 2023 70% of Employees agree the Recruitment process is inclusive. Not in the 2019 survey	
5.1.4	Set targets at the shortlisting stage for each School. This will be implemented on a comply or explain basis.	To encourage Schools to seek a greater pool of applicants of the under-represented gender applying for roles to support enhanced gender balance at the short-listing stage. To mainstream the responsibility for achieving this across the University through setting targets at local level.	EDI/Resourcing/ Heads of School	For Schools with >25% of the under-represented gender at the grade in question, targets will be set to achieve a gender balance of at least 40% of that gender on shortlists. In instances where gender balance is ≤25% at any grades in a School, a stretch target will be set for those grades in collaboration with the School.	Piloted the target setting as part of the Ad Astra fellow recruitment campaign (across 24 Schools). Gender targets were set based on gender breakdown of: current staff in the School, past applications to the School, Postdocs and a stretch target was then applied. Search committees, broad based advertising and other actions taken to achieve targets.	
5.1.5	Review the selection process to ensure it reflects "best practice" and is considered fair and transparent by all. This includes a range of measures: (a) Provide more guidance and training on the use of the EDI Criteria in Job Descriptions including sample questions for different criteria. Incorporate into interview skills training.	To ensure employees feel current assessment methods for roles are fair and sufficient. Only 26% of female respondents to EDI survey feel that current assessment methods were sufficient. To ensure that managers are aware of EDI as a critical element of the recruitment process.	Resourcing/EDI	Increase from 26% to 30% in 2021 EDI Survey and 40% in 2023 survey regarding satisfaction of women with current assessment methods. Sample questions developed and asked at all interviews. Guidance embedded into training.	Interview question bank includes sample questions for EDI criteria at different criteria/grades. Data Measures Gender balance on assessment panels 2019-20 (56%F/44%M) 2020-21 (57%F/43%M) 2021-22 (57%F/43%M) 2022-23 (57%F/43%M) Satisfaction of women with current assessment methods. EDI survey 2019 =26% EDI survey 2023=38%	

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	(b) Require all members of assessment panels to undertake the recruitment section in the new EDI awareness online commencing on a phased basis.	Focus groups indicated that further guidance is required on the use of EDI criteria when assessing as part of the recruitment process.	Resourcing/EDI/HOS/Unit	100% of assessment panels to have completed EDI awareness training by Dec 2021	This online programme is now complete and available to all staff. The recruitment section was made available as a separate module for recruitment panels. A link to this training was added to the Board of Assessors form and promoted as part of the interview skills training bundle. It is highlighted as pre-work prior to undertaking Unconscious Bias Awareness raising for recruitment panel members. New HoS are informed at HOS Induction about this training and is promoted at new staff orientation. It is also part of the new EDI Digital Ambassador badge. Through these different measures, large numbers of assessment panel members are undertaking this training.	
	(c) Develop and pilot a blind selection process for a sample of early career academic and professional posts and assess results to determine if this could be used more widely.	To reduce potential unconscious bias associated with gender in terms of shortlisting and appointments.	Resourcing/HOS or Unit	Pilot blind selection process and identify recommendations. Applied more widely if deemed feasible.	This is not possible via Access/People XD /core and would be possible to do manually. This action is therefore discontinued.	
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5.1.6	Introduce face-to-face mandatory unconscious bias awareness raising for assessment panel members and other key decision makers. Chairs of assessment panels will be prioritised until all panel members receive this awareness raising over a phased basis. Mainstream into existing sessions such as orientation, recruitment skills and leadership programmes by highlighting importance of unconscious bias awareness and referring to resources and further information.	To raise awareness amongst assessment panel members.	People and Organisation Development/EDI	By December 2022, all assessment panel members must have completed Unconscious Bias awareness raising to sit on an assessment panel.	Face-to-Face UB sessions were offered to GA, Extended Leadership Group and all EDI related groups in 2021. UB training tailored for assessment panels has been incorporated into an overall training bundle for assessment panels (includes Interview Skills training, Unconscious Bias training and the recruitment module in the EDI in Higher Education programme). An EDI Training and Awareness Raising Coordinator commenced in October 2021 to support the delivery and promotion of EDI related training programmes. General UB Awareness Raising sessions are also made available throughout the year. A new annual programme of EDI training was launched in Autumn 2022 for the first time. The EDI Digital Ambassador badge was launched in October 2023 – badge issued if a certain proportion of EDI training programmes are completed (combination of face-to-face and online). Data Measures: 2020 UB Training F =24 M=8, T=32 2023 UB Training F =218 M=70, T=288	
5.1.7	Continue to apply for funding for posts under the Senior Academic Leadership Initiative over the next two years and achieve funding for a minimum of one post each year in addition to the current two posts obtained.	To address female under-representation at Full Professor levels.	UMT/Resourcing/EDI	An increase of a minimum of 6 female Full Professors by 2024 as a result of these initiatives. This will be in addition to the female Full Professors	UCD successfully obtained funding for two Full Prof posts in the 2021 SALI application round and a further two Full Prof posts in the second round. UCD matched funded 2 additional posts i.e. 6 female Full Prof posts in total.	

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	Centrally fund the salary of successful recipients under the female professor strand of the SFI Research Professorship Programme 2020.			who emerge through other recruitment modes and through promotion.	Prof:2023 =44% 2023 up from 30% in 2019 Full 2023=32% 2023 up from 24% in 2019	
5.1.8	<p>Establish EDI Working Group on race and ethnicity to analyse data, benchmark externally and understand the experience and challenges of employees of different ethnicities. Identify and implement actions to enhance the career pipeline for employees that belong to under-represented ethnicities and attract people of different ethnicities to roles in UCD and set targets accordingly. This will include consideration between the intersection of gender and ethnicity.</p> <p>Pilot an intercultural awareness raising session with the EDI Multicultural sub-group and Race and Ethnicity Working Group with the aim of making this session more widely available across the University.</p>	<p>To enhance the academic and career pipeline for employees that belong to underrepresented ethnicities.</p> <p>To attract more people from different ethnicities to roles in UCD.</p> <p>To raise awareness around race and ethnic equality to enhance UCD's inclusive culture in this area.</p>	EDI Multicultural group/EDI Ethnicity Working Group/EDI Data Group	<p>Action plan developed to enhance the academic and career advancement of staff from an under-represented ethnicity and gender and to attract ethnic diverse people to roles in UCD.</p> <p>Increase in applicants from minority ethnicities for faculty roles by 5% by 2023.</p> <p>Pilot programme completed and availability of a minimum of two sessions per year on intercultural awareness in UCD.</p>	<p>Race and Ethnicity group was established in 2020. Consultation was undertaken with students and employees and a report developed with key findings and recommendations including around attracting ethnic minorities to work at UCD. This report was noted by UMT. An EDI Anti-Racism and Cultural Awareness group was established to translate the actions into an action plan.</p> <p>Data Measures: 16% of Applicants in 2019 to academic roles (including teaching) were from an Ethnic minority background In 2023 this has increased to 45%.</p> <p>Overall, 35% of Applicants in 2020 were from an Ethnic minority background, in 2023 this increased to 42%.</p>	
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5.1.9	<p>Review the content, delivery and promotion of the Orientation Programme. Provide orientation information earlier to all new recruits by:</p> <ul style="list-style-type: none"> Make family-related information more visible on the UCD webpage. Include links to orientation/ induction materials online in the offer letter. 	<p>To ensure orientation is meeting the requirements of new staff and supporting settling into UCD and to encourage more attendees from men and faculty in particular. 57% of women and 37% of men found the programme "useful/very useful". Many comments were made in focus groups regarding the difficulty of settling into Dublin due to housing, school and childcare challenges etc. This is particularly an issue for those moving from abroad.</p>	Resourcing/People and Organisation Development/ Culture and Engagement	<p>Increase the satisfaction rate of "useful/very useful" to 60% for women and men by 2023.</p> <p>Measure satisfaction with overall onboarding and settling into UCD experience during the first year.</p> <p>Achieve ≥60% satisfaction rate in 2021 and increase by 5% annually.</p>	<p>A review of UCD Orientation was undertaken in 2021. Aims: -support the integration of new employees into UCD as a workplace and community; - address actions regarding an induction checklist and the introduction of a buddy system for new employees The new process includes all components during an employee's first year: Orientation, Induction, training compliance, probationary process. "New to UCD" webpage developed on People and Org website and a similar page on EDI website covering EDI topics for new employees</p> <p>Offer Letter – the following link is now added: https://www.ucd.ie/peopledevelopment/ourservices/newtoud/</p> <p>Data Measures: 2023 survey data as per metrics:</p> <ul style="list-style-type: none"> 61% found it Extremely/very useful 57% of Women % found it Extremely/very useful 75% of Women % found it Extremely/very useful 71 % of new employees (less that a year) are satisfaction with supports in UCD 	
5.1.10	<p>Enhance the local level induction process as follows:</p> <p>a) Introduce online induction checklist with requirement for completion and sign-off by both Head of School and new employee. Include key EDI related information in the</p>	<p>To ensure a consistent approach is taken around those undertaking a local level induction process. Just under 60% of males and females attended local level induction. Many respondents indicated feeling</p>	HR/EDI/Line Manager	<p>For all new employees, 100% of induction checklists are signed off by HOS and employees.</p> <p>High level of awareness of EDI amongst recently hired employees to be measured through EDI</p>	<p>Universal Checklists have been developed with Resourcing to ensure consistency of information for new employees and managers. The Checklist directs new employees to HR Policies and EDI Policy.</p> <p>Data Measures: High level of awareness of EDI amongst recently hired</p>	

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	checklist.	very uncertain of some key elements of their position. "Useful/Very useful" rating in survey of 63% for females and 57% for males.		survey. 2021 70% 2023 80% Increase in those undertaking local induction by 10% each year to reach 100% by 2024. At least 80% of those joining UCD in the next 4 years will report induction as 'very useful'.	employees to be measured through EDI survey. 2023 81% 2023 =57% undertook local induction (Baseline data) (Further actions to be undertaken to encourage local level induction to take place). 2023 survey= 80% found Induction as 'very useful' Local Induction survey data shows 57% of new employees had a local induction with their line manager and was rated highly by both women and men where 90%F/89%M found it very useful/useful compared to 63%F/57%M in 2019.	
	b) Start a 'buddy' system for new employees as a guidance whilst settling in, to be assigned by the Head of School/Unit and to form part of an online induction checklist.	A large proportion of survey respondents and focus group participants indicated that a "buddy" - a formally named contact point for guidance while settling in - would be hugely beneficial.	Head of School/HRIS/ Resourcing	All new employees to be assigned a buddy.	Buddy system for new hires rolled out. A process and guidance document was developed by Resourcing. All buddies will be briefed by Resourcing.	
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5.1.11	Develop a faculty specific induction programme which will focus on the 3 pillars of academic activity. Ensure that the Faculty Promotion Process and related resources and supports are clearly understood on joining UCD.	The need to ensure that all faculty get the best possible start to their careers in UCD, and building on the already successful NAAP, a faculty specific induction programme is being developed for launch in 2020.	POD	The success measurement will be by survey of relevant career levels to test understanding and knowledge of the Faculty Promotions Process and related resources and supports in UCD. Target is 80% positive response rate. Further improvement targets to be set for subsequent years.	First faculty induction took place in Nov 2020. Comprised of half-day sessions w/ 3 members of UMT, plus some shorter follow up sessions and new page on POD website. 88% rated half day session as very good/excellent. 5 Faculty Inductions since Nov 2020 72 Faculty Attended <ul style="list-style-type: none"> • Female 41 • Male 30 • ND 1 Data Measure: 2023 update: 92% rated it as 'very useful' as an introduction to UCD's academic life Prof:2023 =44% 2023 up from 30% in 2019 Full 2023=32% 2023 up from 24% in 2019	

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5.1.12	<p>Increase levels of encouragement towards promotion as follows:</p> <p>a) Incorporate talent management training in induction for Heads of School to ensure they can identify readiness for promotion amongst their employees and encourage them to apply for promotion. This should include key research on topics such as pastoral burden falling to women, reluctance to apply early for promotion, lack of applications from part-time faculty etc.</p>	<p>46% of female respondents to the EDI 2019 survey indicated that they agreed that they have been encouraged to go for promotion. There is a lack of application for promotion to senior levels in particular.</p>	<p>POD</p>	<p>Increased promotions applications from women by 3% year on year.</p>	<p>Since Sept 2020 the Faculty promotions session with HOS has been bolstered to include Faculty Development and the role of Head of School in faculty promotions.</p> <p>P4G training for New Reviewers (including incoming HOS) covers the topic of Promotion for faculty, that they actively consider the reported gender disparity in applications for promotion and to make conscious efforts to counter this.</p> <p>As part of the new Rise Programme, management/ career progression is included throughout – e.g. succession planning and through the HR Insight series (e.g. expectations as a leader)</p> <p>P&G attend the HOS induction alongside the Chair of the Faculty Promotions Committee to provide an overview of the Faculty Promotions Process and the HOS role in particular. Each year in late September/early October a follow up letter is sent to all HOS which reaffirms some of the messages outlined in the HOS induction session.Data Measures:</p> <ul style="list-style-type: none"> • 2018/2019 = 27 F Applications • 2022/2023= 28 F Applications 	
	<p>b) Hold focus groups with Heads of School to identify barriers for faculty, including part-time faculty, in going for promotion and how they might be alleviated.</p>	<p>Greater insight from the line managers perspective as to the barriers experienced by their staff going for promotion. This would include exploring incentives and disincentives they experience, factors responsible for delays and gaining feedback on process.</p>	<p>EDI/Promotions and Grading</p>	<p>Set of recommendations from Heads of School to alleviate barriers for faculty for promotion, compiled and addressed.</p>	<p>Workshop was held in December 2021.</p> <p>Website was updated to address challenges identified. Exploring developing a Head of School 'Hub' on the promotions website which will hold all relevant documentation for HoS in one place</p>	
No	Action Item	Rationale	Person/s Responsible	Measure of Success	Progress Update/Key Outcomes - success measures /Impact	SAT RAG ASSESSMENT
5.1.13	<p>Workload: Request Head of School letter to accompany applications for promotion to cover topics such as workload, administration and committee membership so that this can be taken into consideration during the faculty promotions assessment process. In addition, actions 5.6.11 and 5.6.12 address workload allocation.</p>	<p>EDI Survey feedback indicated that an over heavy admin workload is one of the greatest inhibitors for progression for women. The Head of School needs to comment on these areas and to indicate if applicants have above average workload in these areas.</p>	<p>Promotions and Grading Faculty Promotions Committee</p>	<p>All Heads of School letter to cover these aspects.</p>	<p>Letter is sent to Heads of School each September which addresses items to be covered in the HoS letter including workload, as well as other relevant information. This is also covered as part of the Head of School Induction and is outlined on the HR Promotions and Grading website as a FAQ. A message to this effect is also in the Commentary section that a Head of School completes on Infohub System as well.</p>	

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5.1.14	Mentoring: Introduce a 'Career Mentor' Pilot programme for those who have committed to prepare for promotion distinct from more general mentoring.	To encourage submission of applications from men, and women particularly at the more senior levels.	POD	>70% mentees are satisfied with their mentor's help. Increase in percentage of applications from women.	Mentoring at UCD initiative is available with a stream specifically for Faculty who are preparing to submit an application for promotion within 12 months covering: <ul style="list-style-type: none"> • Considering my career in Academia • Mentee training • Promotions Process Data Measure: 2020 – 2022: (91 individuals (F;66 /M;25) engaged with one or more elements of the programme	
5.1.15	Caring Responsibilities: Incorporation of specific guidance on how caring responsibilities are considered during promotion should be incorporated into the promotion documentation and advertised to staff.	Feedback from focus groups indicated that there is a lack of transparency as to how caring responsibilities are considered in the faculty promotions process. 37% of women indicated that caring responsibilities were an inhibitor to promotion compared to 16% of men in the EDI Survey. Outputs of this will inform the approach to the guidance under Action 5.1.3 so that external recruitment and internal promotions are aligned.	Promotions and Grading/EDI	Reduction in percentage of women seeing caring responsibilities as an inhibitor to promotion in EDI from 37% currently to: <ul style="list-style-type: none"> • 27% in 2021 • 20% in 2023. 	A FAQ which outlines how caring responsibilities are taken into consideration has been uploaded to the P&G website. Data Measure: 2023 survey data Academic female= 14% rated it as low inhibitor to promotion Overall 16% rated it as low	
No	Action Item	Rationale	Person/s Responsible	Measure of Success	Progress Update/Key Outcomes - success measures /Impact	SAT RAG Assessment
5.1.16	Publications in high profile journals: Explore the option of using DORA or similar principles as a means of assessing research i.e. scientific content of a paper is more important than publication metrics or the identity of the journal in which it is published and to recognise the value of all research outputs as well as other types of contributions. Research sub-group to be established in 2020 to progress this.	Feedback from focus groups has indicated that the lack of women at senior faculty levels is a systemic issue and that the means of assessment for promotion is not supportive of women.	UCD Research	Implementation of DORA principles or similar in promotion policy.	A UCD statement on the Responsible use of Research Metrics was published on the UCD Research website recognising that many factors may impact upon an individual's research performance and/or research metrics, including career stage, career breaks, statutory leaves and part-time working, and reflecting the UCD EDI Policy and the University's ten equality grounds. https://www.ucd.ie/research/portal/responsibleuseofresearchmetrics/ One element of this is covered through the revisions to	

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					the Development Framework for Faculty where there is a new 'Research Culture' dimension. This dimension aims to advance a positive research culture in ways appropriate to the discipline and covers a range of types of activities including EDI type activities as well as supporting colleagues in their research development. This enables the totality of research contributions to be taken into account under the research heading.	
5.1.17	Exposure to high profile projects: Allow greater access to roles at College and University level for early career faculty through a Role Distribution System involving support from senior faculty.	Noted importance of networking and involvement with successful projects in career progression as well as an ongoing lack of encouragement. Tendency of such roles to be the preserve of the same few (by default) rather than open to all. 30% of women in the EDI survey indicated that lack of exposure to high profile projects was an inhibitor to promotion. Another aspect of this would be to ensure turnover and wider distribution of opportunities.	CPs/Heads of School	Reduction in percentage of women seeing exposure to projects as a barrier from 30% to: 25% in 2021 20% in 2023.	This is part of P4G conversations. There continues to be a reduction in the percentage of women seeing exposure to projects as a barrier. Data Measures: 2019 Survey=30% 2023 EDI survey= 20%	
5.1.18	In the promotions process, remove the requirement for a prima facie case to be made across all levels and send automatically for external review.	During the past three years, 79% of total female applications for promotion were sent for external review compared to 84% of male applications. More male applications were sent for review for the more senior grades which may be impacting the lower rates of success to Full Professors for women.	Promotions and Grading/FPC	100% of applications sent for external review.	A review has been commissioned to look at this. Data Measures: Since 2016 70% of men passed the Prima Facie Stage compared to 79% of women.	
No	Action Item	Rationale	Person/s Responsible	Measure of Success	Progress Update/Key Outcomes - success measures /Impact	SAT RAG ASSESSMENT
5.1.19	Engage College Principals to set college-specific targets for promotion by gender (and at School level in the larger Schools), and to report on progress with respect to these targets to the UMT.	Cascade model targets have not been met at various levels in the past two years at University level and some colleges have had very few female applications. Setting College level targets will place an onus on Colleges to meet their targets which should translate to University level targets being achieved.	UMT/EDI/Promotions and Grading	All Colleges to have targets set for promotions. A report to be submitted annually to UMT on progress.	Targets set based on cascade model target formula. 2023- EDI unit met all CP's/HRPS/VP for EDI individually to discuss targets and GPG. Targets to be rolled out in 2024/25 academic year.	

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5.1.20	<p>Implement real time monitoring by UMT of outcomes from FPC to include:</p> <p>gender breakdown of successful/unsuccessful applicants gender breakdown of those sent for external review gender breakdown of external assessors part-time and full-time applicants</p>	<p>Focus groups have identified a call for increased transparency in promotions; the availability of such objective data will facilitate evidence-based accounting of where delays occur and where there is a gender imbalance in progression, which in turn will spur investigation into its cause</p>	HR Promotions and Grading/FPC/EDI	<p>Increased promotions applications from women by 3% year on year.</p> <p>Increase the percentage of women that agree they have a clear understanding of the promotion process from 52% to 70% by 2023.</p>	<p>Real time reporting to UMT takes place.</p> <p>Data Measures:</p> <p>EDI Survey - clear understanding of the promotion process</p> <ul style="list-style-type: none"> 2023 survey 66% of Women understand the promotion process up from 52% in 2019 <p>Increased promotions applications from women</p> <ul style="list-style-type: none"> 2018/2019 = 27 F Applications 2022/2023= 28 F Application 	
5.1.21	<p>Increase guidance and reduce uncertainty regarding the promotion process:</p> <p>Make available sample applications of consenting candidates who have been through the process, ensuring good representation of gender, carers etc. Prepare and maintain an online promotion “FAQ”, listing questions that arise from candidates. Hold workshops on assembling promotion applications that specifically focus on the areas of teaching & learning and leadership & contribution.</p>	<p>Surveys and focus groups indicated a lack of understanding of the criteria, assessment and process for promotion. 52% of females agreed that they had a clear understanding of the process.</p> <p>To make every effort to clarify criteria and provide support for answering questions even of a discipline specific nature.</p> <p>The perception is that people only get promoted if research is excellent and not on the other criteria. These workshops would change this perception and demonstrate how to get promoted based on these criteria.</p>	Promotions&Grading/ FPC	<p>Increase the percentage of women that agree they have a clear understanding of the promotion process from 52% to 70% by 2023. Set baseline data from surveys as to whether people perceive you can be promoted on teaching. Increase of 10% in the following survey.</p>	<p>A list of those who have consented to share sample applications were finalised and information regarding this list is published on the new Faculty Promotions webpage.</p> <p>FAQs have been published on the Faculty promotions webpage.</p> <p>Candidate workshops have been held which focused on assembling applications specifically on the areas of teaching and learning and leadership and contribution. It is intended that in addition to the Chair of the Faculty Promotions Committee a candidate who has been through the process whose strengths lie particularly in these areas will be invited to share their experience and any advice with prospective candidates. Will be one of the three workshops going forward.</p> <p>Data Measures:</p> <p>2023 survey 66% of Women understand the promotion process (up from 52% in 2019)</p>	
No	Action Item	Rationale	Person/s Responsible	Measure of Success	Progress Update/Key Outcomes - success measures /Impact	SAT RAG ASSESSMENT
5.3.1	Develop a UCD Leadership Programme for women aspiring to be leaders in UCD.	The Aurora Leadership programme has received very high evaluations in UCD from participants. 100% would recommend to a colleague and 31% of those who have completed the programme have been promoted to a higher grade. However, places are limited (21 from UCD). There was strong support at a workshop with	POD/CPs/VPs/EDI	Leadership programme for women in place by 2024. UCD has currently committed to funding for Aurora until 2025.	Aurora is funded for 2023/24 – further discussions to take place around this. A proposal will be submitted to UMT in Spring 2024 for a new Women in Leadership programme.	

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		past Aurorans to develop a leadership programme in-house.				
5.3.2	<p>Introduce mandatory EDI training:</p> <p>a) Introduce mandatory EDI training via the e-learning EDI programme to encourage a culture of equality, diversity and inclusion for key groups initially.</p> <p>b) Embed EDI module/overt content in the People Management Programme and Leadership People Management Programme and P4G training.</p>	<p>To ensure that all those working in UCD have a clear understanding of the importance of EDI as a university imperative and how their roles are required to support a culture of equality, diversity and inclusion.</p> <p>To mainstream EDI including gender equality into existing programmes for managers.</p>	EDI/Resourcing/ POD	<p>Mandatory training</p> <p>100% of all interview panel members by end of 2021</p> <p>100% of all new employees commencing January 2021</p> <p>Completion of EDI Module by People Managers: ≥ 60%.</p> <p>Awareness of EDI amongst staff to reach 90% by 2023</p>	<p>EDI e-learning programme (IUA University initiative) completed and available to UCD employees. It is embedded into orientation/induction checklists/local EDI websites in Schools/Units etc and the new to UCD EDI webpage. It is also part of the Inclusive recruitment training bundle. It is now an essential requirement in order to get the EDI badge.</p> <p>EDI has been embedded into the Leadership Development Programme. This includes all people managers in UCD (approx. 700).</p> <p>EDI Survey 2023: Awareness of EDI amongst staff was 95%</p>	
5.3.3	<p>Introduce measurement mechanisms to more formally assess the impact of the P4G process on career development.</p> <p>At P4G workshops and reviewers training, participants will be requested to actively consider the reported gender disparity in applications for promotion and to make conscious efforts to counter this.</p>	<p>The P4G process contributes to development planning for faculty and encouragement for female faculty in particular to take earlier steps to planning their career progression. It is important therefore to assess if P4G is having the necessary impact.</p>	POD	<p>70% of both male and female staff find P4G useful/has supported career development.</p>	<p>P4G resumed in full in Spring 2021 following Covid.</p> <p>POD manager attends the P4G training for new reviewers and requests they actively consider the reported gender disparity in applications for promotion and to make conscious efforts to counter this.</p> <p>Data Measures (EDI Survey 2023)</p> <ul style="list-style-type: none"> • 79% women find P4G useful/has supported career development. • 75% overall find P4G useful/has supported career development. 	
No	Action Item	Rationale	Person/s Responsible	Measure of Success	Progress Update/Key Outcomes - success measures /Impact	SAT RAG ASSESSMENT

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5.3.4	Ensure that College Principals and Heads of School maintain a school plan for faculty leave, and that P4G discussions with faculty feed into this, to ensure equitable access to leave opportunities. Incorporate into School gender action plans. Review the Sabbatical Leave policy to ensure it supports all genders to avail of sabbatical leave	Focus on research leave and sabbatical as part of HoS training. 40% of those who took sabbaticals over the past 3 years were female. The completion of major research projects is seen by more women than men as a barrier to progression. P4G should incorporate discussions of research plans. This should in turn feed into Head of School planning of leave across the School on a three to 5-year horizon.	HR/HoS/CPs	Improved access to leave opportunities within parameters of existing policy. Of those taking sabbatical leave, 50% will be women by 2024 (increase of 10%). School Plan in place for faculty leave.	<p>Data over the course of the action plan didn't indicate that there was a specific gender element to the lack of take-up of sabbatical leave but take-up is a general issue across all genders.</p> <p>Data Measures: Research Sabbatical leave uptake 2019/20= 42 (19 F, 23 M) 45%F 2020/21= 59 (33 F, 26 M) 56%F 2021/22= 39 (21F, 18 M) 54%F 2022/23 =82 (32 F, 50 M) 39%F Average take-up over 4 years: 47%F/53%M</p>	
5.5.1	Review the success of the social levy scheme to ascertain if employees who take maternity leave are being backfilled and the scheme is being used to cover the cost of replacement. If not, set a target for uptake of the scheme.	The social levy scheme is specifically designed to ensure that employees are paid and cost of replacement is covered when an employee goes on maternity leave. This scheme has been in place since 2016 so it is timely to review the operation and effectiveness of the scheme.	EDI	100% of employees who are taking maternity leave to be replaced with funding from social levy.	<p>The amount available to Schools from the social levy has increased from €46k to €52k. This amount is transferred automatically to the Schools once an individual goes on family related leave (covers teaching replacement and phased increase in teaching on return). For Professional staff, there is a like-for-like replacement.</p> <p>Data Measures (Over 3 years 2021-23):</p> <ul style="list-style-type: none"> • 68% of Academic taking maternity leave replaced • 78% of PMS taking maternity leave replaced • Total 78% UCD Employees taking maternity leave were replaced <p>This action will continue into the next action plan i.e. ensuring that those who go on maternity leave are replaced,</p>	
No	Action Item	Rationale	Person/s Responsible	Measure of Success	Progress Update/Key Outcomes - success measures /Impact	SAT RAG Assessment

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5.5.2	Implement the guidance under UCD's new 'Support for Employees taking Family-Related Leave' policy.	This policy was developed in Autumn 2019 to provide a framework to ensure employees taking family leave are supported at all stage, particularly when they return to the University following the period of leave. Need to ensure implementation, promote awareness and measure impact.	EDI	<p>Measure the success of this policy through a range of measures:</p> <ul style="list-style-type: none"> Uptake of phased increase in teaching option by employees on return from maternity/adoptive leave of ≥80% Set a baseline target for employees' satisfaction with support before, during and after returning from maternity leave ascertained through the EDI survey. Increase satisfaction rate by 5% each year. 	<p>Phased increase in teaching amounting to 50% teaching buy-out over the academic year. An additional €500 grant for those who return from family related leave to support the re-establishment of their career in terms of networking, conferences and other such expenses.</p> <p>Phased increase in teaching facility is incorporated into other relevant documentation e.g. tick box in maternity/adoptive/surrogacy leave forms that are completed on taking this leave and returning from leave as a prompt.</p> <p>Data on uptake of this leave is not available centrally, however data should start to become available from the leave forms where people tick they are availing of this leave. Promoted through new HoS induction, orientation, local EDI webpages etc.</p> <p>Data Measures:</p> <ul style="list-style-type: none"> 2023 survey - 19% of those who went on maternity/adoptive leave took advantage of the phased increase in teaching option 2023 survey- 55% of respondents agreed that they received clear information about my rights and responsibilities prior to and during family leave 	
5.5.3	Monitor the use of the "buddy panel" by parents (anonymously) and the nature of the issues presented. Identify and address any themes that arise.	Buddy panel was launched in 2020 as a support for working parents. Need to promote this amongst employees.	EDI	<p>Increase in the numbers contacting the panel by 5% each year.</p> <p>Evaluation of satisfaction with the scheme - 80% of returnees are happy with support from buddy.</p>	<p>Parenting sessions for employees take place every year. Buddy panel is promoted as part of orientation, local level induction etc. Set baseline target the numbers contacting the panel in the EDI 2023 survey and question to be added to future surveys (Baseline: 54 people)</p> <p>Data Measure</p> <ul style="list-style-type: none"> 2023 EDI Survey 80% of respondents who use the buddies are happy with support. 	
No	Action Item	Rationale	Person/s Responsible	Measure of Success	Progress Update/Key Outcomes - success measures /Impact	SAT RAG Assessment

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5.5.4	Prepare a breastfeeding policy to ensure that those returning from maternity leave are aware of their entitlements and the supports available. Carry out audit of breastfeeding facilities to ensure that there are consistent facilities available and meet requirements.	To encourage females to return to the workplace following maternity leave by ensuring that the necessary supports are in place including breastfeeding,	EDI/Line Managers/Estate Services/SIRC	Set baseline satisfaction rate on quality of breastfeeding facilities and support through the EDI survey. To achieve $\geq 80\%$.	Breastfeeding policy for UCD community published since June 2022. Highlights that breastfeeding can take place anywhere on campus and that UCD supports increased breastfeeding rates in Ireland. 2 additional breastfeeding rooms in Newman and a Wellbeing room in Engineering in place. Guide developed as regards standard equipment required for rooms. Breastfeeding Conference took place in MoLI in November 2022 with internal speakers and external experts in attendance. UCD policy was formally launched at this event. Data Measures (EDI Survey 2023): <ul style="list-style-type: none"> 51% of respondents are satisfied/very satisfied with quality of breastfeeding facilities up from 30% in 2019 survey 58% of respondents are are satisfied/very satisfied with quality of breastfeeding supports 	
5.5.5	Develop a guidance document for managers and employees to support employees <ul style="list-style-type: none"> a) undergoing Fertility Treatment. b) experiencing the Menopause. 	Feedback during consultation was that it needed to be recognised by the University the challenges experienced by women undergoing fertility treatment and the menopause the supports and flexibility that may need to be put in place.	EDI	Guidelines developed for manager and employees. Impact measured through EDI survey – women undergoing fertility treatment and menopause feel supported. Positive response of $\geq 70\%$ in EDI Survey and increase of 10% in following survey.	Fertility Working Group in place. Consultation took place with employees who have undergone fertility treatment through focus groups and an anonymous suggestion box. A session also took place with HoS/HRPs. Policy has been developed.. Workshops took place with Employees and Managers in collaboration with the Menopause hub. Conference took place in March 2023 and new policy and guidelines launched. Mental Health and Wellbeing Support Colleagues to provide a support role for menopause. Dedicated webpage developed with support and resources. Menopause Cafes organised. Accreditation of Menopause Friendly Workplace through “Great Place to Work” and Menopause Hub. Plan to make a proposal for a pool of unpaid leave to support and provide additional leave if needed. Data Measures (EDI Survey2023): <ul style="list-style-type: none"> 73% of respondents felt UCD did not provide sufficient supports to those undergoing fertility treatment 34% of respondents felt UCD did provide sufficient supports to those on the menopause/perimenopause journey (up from 6% in the 2021 survey) 	
No	Action Item	Rationale	Person/s Responsible	Measure of Success	Progress Update/Key Outcomes - success measures /Impact	SAT RAG Assessment

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5.5.6	<p>Encourage the uptake of family related leave, amongst males and faculty particularly, through:</p> <p>A. Improved awareness of availability via websites, induction, through Vice-Principals for EDI and encouragement by line managers.</p> <p>B. Identify men at senior levels and faculty that take parental leave as role models to uptake of this leave.</p> <p>C. Increase paternity leave by two additional weeks to 4 weeks (additional 2 weeks unpaid), which does not have to be continuous once agreed with the line manager.</p>	<p>Uptake of parental leave by males and faculty is very low. Of those taking parental leave in 2019, only 11% were males.</p> <p>By increasing the amount of paternity leave available, this will help share the burden of parenting across all genders.</p>	<p>EDI/Line managers/VPs for EDI</p>	<p>Of those availing parental leave, increase the percentage of males to 20% by 2024.</p> <p>Male role models taking parental leave identified.</p> <p>Increase in length of paternity leave. Increase in uptake of paternity leave by 5% each year.</p>	<p>UCD set up an Engaging men in EDI working group chaired by two Senior male academics. Linking in with the national project on Engaging Men in Gender Equality where UCD is a lead HEI with two other HEIs.</p> <p>The working group held their first consultation event on the 30th April 2024 to better understand how to improve male engagement in EDI activities. Over 65 people registered for this.</p> <p>Data Measures:</p> <p>Parental leave uptake 2019=11% Men 2023=10% men</p> <p>Action to continue into next action plan.</p> <p>Increase in paternity leave was overtaken by Parents Leave and other legislation introduced since the development of this action plan. This element of the action will not proceed therefore as there is no requirement.</p>	
5.5.7	<p>Develop a flexible working framework, with a particular emphasis on ensuring engagement from managers, and monitor staff awareness and uptake. This will include the development of the following:</p> <p>A. Enhance the "Remote Working policy during Covid 19" which will then be revised to "Remote Working" following the period of Covid-19.</p> <p>B. A Part-Time Working policy including the transition from part-time back to full-time work.</p>	<p>To support working parents, particularly females, to remain in the workplace and progress in their careers by providing flexible working arrangements that meet their needs. Taking into consideration the challenges being experienced as a result of remote working during Covid 19, the existing policy will be enhanced to address these.</p> <p>Part-time working exists in UCD so it is important that there is a policy in place to support this.</p>	<p>EDI/Line Managers Employee Relations/Line Managers EDI/Line Managers</p>	<p>Development of flexible working framework and associated policies.</p> <p>Develop baseline in 2021 based on uptake of flexible working policies. Impact measured through an increased uptake of flexible working arrangements overall by 10% by 2024.</p>	<ul style="list-style-type: none"> Hybrid working piloted – large scale consultation took place across UCD. Policy is drafted and submitted to UMT. Part-time working policy drafted and submitted to UMT Flexible Working hub developed on the EDI website bringing together all flexible working options in one place. <p>Data Measures (EDISurvey 2023):</p> <p>2023 survey 46% of respondents said they had availed of flexible working up from 36% in the 2021 & 2019 Survey.</p>	
No	Action Item	Rationale	Person/s Responsible	Measure of Success	Progress Update/Key Outcomes - success measures /Impact	SAT RAG Assessment

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5.5.8	<p>Develop a business plan to consider the expansion of childcare places on campus.</p> <p>Maintain a register of local childcare facilities in the vicinity.</p>	<p>Focus groups indicated that the availability of childcare and access to UCD crèche is an issue. Access to childcare was rated poor or very poor by 14% of men and 22% of women.</p>	UMT/Bursar's Office	<p>Business Plan developed and recommendations made.</p> <p>Greater satisfaction around availability of childcare and information to be measured in EDI survey in 2021. Reduction in poor/very poor rating to 10% by both male and female.</p>	<p>Data Measures (EDI Survey 2023): 60% of respondents in the 2023 survey said they would avail of childcare facilities within the University</p>	
5.5.9	<p>Review the Carer's Leave Policy to bring it into line with UCD's EDI commitments. As part of this review, carry out focus groups with Carers to establish what types of supports would assist them in the workplace such as an online forum. Raise awareness around it once approved.</p>	<p>To identify what would support carers in the workplace. The majority of carers in Ireland are female.</p>	EDI/VPs for EDI	<p>Satisfaction levels of carers around supports in EDI survey to establish baseline in 2021. Increase by 10% by 2023.</p>	<p>Dedicated webpage for Carers updated regularly with relevant resources, seminars etc. New Work Life Balance legislation allows for 5 days unpaid leave for parents and carers and the right to request remote working. Dedicated Carers hub developed on the EDI website signposting to all entitlements and supports in one location.</p> <p>Data Measures (EDI Survey 2023): 36% of respondents in the 2023 survey felt UCD provide enough support for carers (up 10% from the 2021 EDI survey)</p>	
5.6.1	<p>Continue to increase awareness of EDI initiatives, gender equality actions and health and wellbeing activities using a range of channels including online social media platforms.</p>	<p>To support the development of an inclusive UCD community.</p> <p>Increase awareness of EDI initiatives, gender equality actions and health and wellbeing activities to support the development of an inclusive UCD community.</p>	Healthy UCD/EDI Unit/VPs for EDI/Employee Engagement Network	<p>Achieve a positive score of awareness of 85% for EDI initiatives and 85% for gender equality action plan awareness in the next EDI survey. Over time the disparity between female & male scores removed.</p> <p>Local level social committees established across the University.</p>	<p>EDI continues to run awareness raising events, EDI training courses and publish VP for EDI Newsletter and EDU Annual Report.</p> <p>Data Measures (2023 EDI survey):</p> <ul style="list-style-type: none"> 95% of respondents are aware of EDI initiatives (not asked in 2019 survey and flat from the 2021 survey) 88% are aware of the GEAP ((not asked in 2019 survey and flat from the 2021 survey) 	

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No	Action Item	Rationale	Person/s Responsible	Measure of Success	Progress Update/Key Outcomes - success measures /Impact	SAT RAG Assessment
5.6.2	Roll out the “Men Advocating Real Change” programme in UCD or similar.	To support a behavioural change in men and where they have a greater understanding of the important role they have to play in supporting a cultural change including participation in events and training programmes. A consistent theme throughout the application is a lower proportion of participation by men in training, events and activities	POD/EDI	Increase in number of men participating in EDI related training and activities in general by 20% by 2024.	<p>In 2023,UCD EDI established an Engaging Men in EDI working group.This group will be focusing on engaging men across all equality grounds including gender equality. It will also support the recommendation in the HEA National Review of Gender Equality in Irish Higher Education Institutions and feed into the national project. The Working Group will be responsible for identifying and implementing strategies and best practice with regards to engaging men in EDI with the intention of establishing a more long-term EDI sub-group of the University EDI group.</p> <p>The national Engaging Men in Gender Equality project will develop a toolkit on engaging men.</p>	
5.6.3	Complete the review of the Dignity and Respect policy, including extensive consultation, and implement the policies that arise from it on bullying and harassment and on sexual harassment and sexual misconduct	To address feedback received from individuals who have experienced dignity and respect related issues and reflect developments at national level. To demonstrate the University's commitment to Dignity and Respect and to addressing in particular Sexual Harassment and Sexual Misconduct through the development of a separate policy on this.	Working group of key stakeholders: EDI, Legal, Student Engagement, HR in consultation with the University community and external experts and stakeholders	Increased awareness levels among staff of the dignity and respect policies and supports available. Set baseline in the 2021 EDI survey and increase annual levels of awareness to reach 90% by 2023.	<p>New Bullying and Harassment policy and Sexual Misconduct policy launched on Sept 21. A D&R Implementation Plan was developed and a project manager appointed to oversee the implementation of the actions in the plan.</p> <p>Data Measures (2023 survey):</p> <ul style="list-style-type: none"> Dignity and Respect were perceived by respondents to be important in UCD, with 77% of respondents indicating that they felt it was very or extremely important to the university (question not asked in 2019 survey). 	

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5.6.4	Put in place a comprehensive awareness-raising programme supporting a zero-tolerance approach to bullying, harassment, sexual harassment and sexual misconduct, including information on supports available within the university. Embed the message into key programmes such as orientation, local level induction, peer mentor training and residential assistant training, and also invest in social media campaigns.	To increase awareness of support and options available for resolution around Dignity and Respect. 20% of EDI survey respondents indicated that they did not know how to report incidents of being unfairly treated under the equality grounds.	EDI, Student Engagement, POD,UMT,GA	<p>Increased awareness levels among staff of the dignity and respect policies and supports available. Set baseline in the 2021 EDI survey and increase annual levels of awareness to reach 90% by 2023.</p> <p>Reduction from 20% to 10% of EDI respondents that do not know how to report incidents of being unfairly treated by 2023.</p> <p>Capture the number of contacts made to designated supports: namely the Dignity and Respect Contact persons, EDI, Student Advisers and Student Union. Monitor on an annual basis.</p>	<p>Training programmes developed (see 5.6.5 and 5.6.6)</p> <p>D&R message is being embedded into relevant programmes including orientation for students and employees, HOS induction etc.</p> <p>D&R Support Service are raising awareness through their outreach activities with employees and students (roadshows, roving stands, satellite clinics etc).</p> <p>A D&R campaign had been rolled out with posters, banners etc across campus which promotes the training. A communications strategy has been approved for two years. Banners will also be placed in</p> <p>Data Measures (EDI Survey 2023):</p> <ul style="list-style-type: none"> 2023 survey – 22% said they would report instances where they feel you personally have been treated unfavourably under one or more of the UCD equality grounds but didn't know how to. (Up from 19% in 2021 survey, not asked in 2019 survey) 	

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5.6.5	Deliver Dignity and Respect training to all managers as part of the overall EDI training programme and embed into existing leadership programmes such as HOS Induction and Leadership Development Programmes.	Based on the themes arising from the Dignity and Respect review to date around enhancing the development and accountability of those with roles at all levels of responsibility, and especially those in positions of power	EDI,POD,Student Engagement,UMT	<ul style="list-style-type: none"> Increased awareness and understanding amongst managers of the Dignity and Respect policies & procedures. Baseline set in EDI survey 2021 - achieve 90% awareness in EDI survey by 2023. 100% of managers trained by the end 2022. 	Face-to-Face 1 day People Manager training commenced in June 2022. Delivered by Andrea Adams Consultancy using a bespoke training programme developed for UCD. 357 people managers completed training to date (52% of people managers in the University).	
5.6.6	Identify and train designated contacts and supports to enable an appropriate response if a colleague reports to them an experience of incident of bullying, harassment, sexual harassment or sexual misconduct.	To ensure that employees are fully supported throughout the dignity and respect process.	EDI	Increased satisfaction with support received among those who have reported bullying, harassment, sexual harassment and sexual misconduct.Baseline figure set in 2021 survey around the percentage of respondents satisfied with the level of support to achieve 90% by 2023.	Additional D&R Support Colleagues have been appointed to the panel to be more representative of the UCD population including researchers, ethnic minority groups and others.. All have received training from the DRCC as well as internal briefings.. Data Measures(2023 EDI Survey): 94% of respondents are happy with the level of support provided (Question not asked in 2019 survey)	
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5.6.7	Roll out bystander training for all employees across the University, building on the bystander training already in place for all incoming students.	To ensure that all members of the UCD community feel empowered to challenge unacceptable behaviour if they witness it. Bystander training, focusing on how bystanders can intervene to prevent sexual harassment, took place for first year students on a pilot basis in two UCD Colleges in 2019 and was rolled out for all first-year students in September 2020. Based on the learnings from the student rollout and adapted as necessary, the training will be rolled out for employees.	ESHTE Group,EDI,UMT	All employees to have received bystander training by 2023.	Online D&R training programme is available to all employees. This training is tailored specifically to the UCD context with the expertise of an external training provider and launched on Sept 22. Bystander training has been incorporated into the online training. It is also an essential training in order to obtain the EDI Digital Ambassador Badge rolled out in Autumn 2023. Usual comms channels are being used to increase engagement.	
5.6.8	Develop a robust monitoring and reporting process in relation to Dignity and Respect complaints. Use anonymous reporting tool as a means of establishing a baseline around dignity and respect issues and to target interventions where required. Use of tool to be reviewed regularly.	To increase transparency in relation to Dignity and Respect in UCD by reporting to the Governing Authority statistics on the number of reports in the anonymous tool and the number of informal contacts and formal complaints, along with time to	ESHTE Group,UMT,GA	Annual reports to the UMT and GA in relation to Dignity and Respect will include data on Anonymous Reports, informal contacts and formal complaints.	CMS developed for D&R Support Service to capture data. Report and Support tool enhanced further to direct individuals to request a call from the Support Service if they wish. Two D&R annual Reports now published (2021/22 academic year and 2022/23) with data. Means of collecting disclosures data (outside of D&R Support Service) has been piloted (e.g. D&R Support	

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		resolution for the latter.			Colleagues, Student Advisers) All formal complaints data captured and tracked throughout the entire formal complaint process. New CMS being looked at to capture this data more efficiently.	
5.6.9	Strengthen how we use the EDI Survey and Culture and Engagement Survey to assess how successfully our policies are being implemented and whether our culture is living up to our values. Where inadequacies are highlighted, report through the Chair of GEAG to UMT and apply corrective action.	To capture the perceptions and views of individuals to enable the University to set metrics and measure the success of the implementation of the new Dignity and Respect new policies and procedures and associated culture change.	EDI,Culture and Engagement,UMT,GA	Dedicated section on Dignity and Respect included in the EDI survey.	EDI survey now with a dedicated D&R section. The Exit Interview process also includes dedicated questions on bullying, harassment and sexual misconduct.	
No	Action Item	Rationale	Person/s Responsible	Measure of Success	Progress Update/Key Outcomes - success measures /Impact	SAT RAG Assessment
5.6.10	<p>Review Head of School Appointment Policy as follows:</p> <p>A. Colleges to have gender balance among Head of School appointments or to explain their inability to achieve gender balance and plan to resolve.</p> <p>B. Encouragement to identify Head of School elect up to one 1 year in advance of taking office to enable them to undertake relevant leadership and other programmes prior to commencing the role.</p> <p>C. Allow access to leadership programmes for those aspiring to leadership roles such as Head of School and ensure gender balance on these programmes and tailor as required.</p> <p>As part of consultation during review, hold focus groups to understand barriers to females taking up a Head of School role.</p>	<ul style="list-style-type: none"> All College Principals will be required to comply or explain with the gender balance requirements and outline a plan to resolve the lack of gender balance among Heads of School. All incoming Heads of School to have time to feel equipped with the necessary requirements to carry out the Head of School role and to feel supported. Ensure the necessary programmes are available for incoming Heads of School to avail of. To incorporate outputs of focus groups into the review of the HOS policy. 	UCD HR/EDI/POD/HOS/ CPs	<p>Increase in number of Heads of School who are women by 10% each year, to reach 40% by September 2024.</p> <p>Survey new Heads of School to ascertain if they felt supported/ equipped when taking on the role. Positive response of ≥80%.</p>	<p>Project group established being chaired by Registrar. Survey of all current and past Heads of School undertaken. Focus groups being held with HoS/CPs to get further insights.</p> <p>Data Measures:</p> <ul style="list-style-type: none"> 2019/20 =27% of HOS were women 2023/24 = 34%of HOS were women 	

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5.6.11	<p>Amend Head of Subject Appointment Process:</p> <p>(a) Requirement to have gender balance among Heads of Subject in each School and/or College.</p> <p>(b) Amend the Head of Subject role description to reflect the opportunity to develop future leaders and future Heads of School</p> <p>(c) Limit consecutive terms of office</p>	<p>Head of Subject is an important academic leadership role within Schools 35% of Heads of Subject are female.</p> <p>Some Heads of Subject occupy these roles for over 10 years.</p>	University Secretariat	<p>≥40% of Heads of Subject will be female by 2023.</p> <p>On survey, at least 75% of female Heads of Subject will report that the role has been valuable in developing leadership skills necessary to be Head of School.</p> <p>All Heads of Subject will be limited to serving 2 consecutive terms of office (comply or explain)</p>	Agreed to incorporate this action into the HoS review.	
5.6.12	<p>Actions to address Academic Council to enhance Gender Balance</p> <ul style="list-style-type: none"> • Implement the outcome of the AC Composition Review Working Group Review and update • Terms of Reference for all AC committees to reduce reliance on ex-officio roles and widen access to other members of faculty 	<p>Lack of gender balance of AC membership and its committees. Appointment process needs and membership needs to be revised to achieve greater balance. Currently women make up 31% of the membership of AC.</p>	Registrar, University Secretariat	Female representation of at least 40% on AC & its committees	<p>A Review Group was established to review the membership of the Academic Council. Gender balance was one of the key considerations.</p> <p>Data Measures: New membership now in place with gender balance of 48.5% (F) and 51.5% (M). All senior management committees are now gender balanced:</p> <ul style="list-style-type: none"> • UMT 42% (F)/58% (M) • GA 55% (F) and 45% (M) 	
No	Action Item	Rationale	Person/s Responsible	Measure of Success	Progress Update/Key Outcomes - success measures /Impact	SAT RAG Assessment
5.6.13	<p>Require each College to report the following regarding Committee membership and incorporate into School action plan:</p> <ul style="list-style-type: none"> • Number of College/School level committees and gender breakdown and participation rate • Appoint Heads of Subject for Committee membership so HOS is not over-burdened. 	<p>Lack of local level data regarding committee workload. Need to identify the gender breakdown of participants on committees, nature of committees and number of committees. Relieves some of the burden of Head of School.</p>	College Principals	<p>Detailed data regarding committee workload at local level which will enable targets to be set and tracking of gender balance and participation rate of faculty. Increase number of Heads of Subject and reduction in number of Heads of School on Committees. Use reports on CPS on Committee membership to set baseline and set % targets</p>	<p>Local Committee membership is being addressed through School Athena SWAN applications. This includes looking at the types of committees women are members of, are there female chairs etc. All schools are now engaged in Athena SWAN.</p> <p>The burden placed on the HoS is being dealt with under the HoS Review.</p>	

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5.6.14	<p>Further refine Equality Impact Assessment (EIA) process:</p> <ul style="list-style-type: none"> Implement revised EIA form Deliver training/briefing to VP EDI and School EDI reps regarding the use of the EIA Expand the use of the EIA tool across local level policy and procedure development, processes and planning etc Survey UMT, AC & GA once a year on the role of the EIA in approving policy 	<p>Focus groups around the EIA process identified challenges with completing the form and lack of understanding around it. Also it became clear that processes, framework, strategic planning etc also require the same impact assessment as well as policy development.</p>	<p>EDI/UCD HR/College Principals/ University Vice-Presidents/ University Secretariat</p>	<p>Positive feedback from 90% of users of EIA through separate surveys.</p> <p>100% attendance of VP EDI & School reps at training for EIA</p> <p>EIA to be used in at least 30% of local policy and procedure development by Dec 2022.</p> <p>Expanded use of EIA to process development and frameworks and School strategic planning. 100% of Schools to use EIA as part of their strategic planning process by 2024.</p> <p>Annual data from decision-making bodies across 3 years that can be used for trend identification</p>	<p>Equality Impact Assessments are a key element of the implementation of the Public Sector Duty. A Public Sector Duty sub-group was established in 2023. EIAs will form part of this group's work on the implementation of the public sector duty.</p>	
5.6.15	<p>Establish a reporting mechanism whereby Schools must report to College Principals on whether they have a WAM and how successful it is at distributing workload.</p>	<p>Lack of data as to whether Schools have/do not have WAM and how effective they are.</p>	<p>College Principals/HOS</p>	<p>Increase number of Schools with a WAM - Targets as per action 5.6.12</p>	<p>This will form part of the policy mentioned in 5.6.16</p>	
No	Action Item	Rationale	Person/s Responsible	Measure of Success	Progress Update/Key Outcomes - success measures /Impact	SAT RAG Assessment
5.6.16	<p>Organise seminar/workshop to analyse further the allocation of work. Establish a range of good practices that Schools can adopt for the development and operation of workload models to ensure gender bias does not occur. Ensure workload allocation forms part of the P4G discussions.</p> <p>Monitor WAM for gender bias on an annual basis using a standard reporting template. All Schools will be required to create representative committees to establish and operate Workload Models.</p>	<p>Given the variability of work between Schools within the University, a seminar/workshop is required to establish best practice for the development and operation of workload models in UCD, while ensuring that gender bias does not occur.</p>	<p>UMT/CPs/HOS/ HRPs</p>	<p>A guidelines document outlining the range of good practices that Schools can adopt to eliminate gender bias in workload.</p> <p>50% of Schools will have a workload model by 2021</p> <p>80% of Schools will have a workload model by 2023</p> <p>100% of Schools will have a</p>	<p>Workshops completed with faculty and Heads of School. A range of good practices were identified that Schools have adopted for the development and operation of WAM ensuring gender bias does not occur. The vast majority of schools have a form of WAM in place. As part of the next GEAP, a policy to communicate principles and guidance for academic workload distribution will be developed.</p>	

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				workload model by 2024		
5.6.17	Obtain a clearer understanding of why faculty undertake work outside of normal working hours, the type of work and the resulting gender implications. This research will be undertaken in the next EDI survey.	Faculty indicated that they undertake additional work outside normal working hours, on evenings and weekends. 64% of female survey respondents and 62% of male respondents stated that they always or mostly work evenings/weekends.	EDI	Action taken based on further research in the next EDI survey.	WAM - Workload allocation model	
5.6.18	Audit Core Meeting Hours policy implementation and take action if not being implemented such as increased targeted communication to managers.	To support a family-friendly work environment. 82% of respondents in the EDI survey reported that meetings are always or regularly complying held within core meeting hours. However, 20% of respondents to the survey who were researchers were not aware of the policy.	Culture and Engagement	As per action 3.4, require annual reports by HOS on gender balance of speakers at events, on panels etc. Reduce lack of awareness of this policy amongst respondents who are researchers from 20% to 10% in the next EDI survey.	Data Measures (EDI Survey 2023): <ul style="list-style-type: none"> 83% agree/strongly agree that Meetings in their School/Unit are scheduled to be within UCD core meeting hours of 9:30am-4:00pm (up from 34% in 2019 Survey) 75% of respondents are aware of the core meeting hour policy (no 2019 data and no change since 2021 survey) 	
5.6.19	Promote the implementation of the Guidelines for Embedding EDI which was launched in 2019. These guidelines promote gender balance at events, conferences, websites, speakers and members of panel discussions at conferences, pictures on walls etc. These guidelines will be reviewed further to ensure intersectionality is also considered and promoted.	Ensure there is visibility of all genders in order to make role models visible, particularly in areas where a gender is under-represented. 79% of female researchers felt that lack of role models was an important or very important inhibitor to progression.	HOS/CPS/University Relations/EDI	In EDI surveys, aim for a reduction in percentage of female researchers who feel lack of role models is an inhibitor to their progression from 79% to: <ul style="list-style-type: none"> 69% in 2021 60% in 2023 As per action 3.3, require annual reports by HOS on gender balance of speakers at events, on panels etc.	Links to these guidelines have been included in the President's protocol document for events, event management documentation held by University Relations and other relevant locations. Guidelines being updated periodically to include new content. Data Measures(EDI Survey 2023): <ul style="list-style-type: none"> 37% of female researchers who feel lack of role models is an inhibitor to their progression (down from 69% in 2019) 	
No	Action Item	Rationale	Person/s Responsible	Measure of Success	Progress Update/Key Outcomes - success measures /Impact	SAT RAG Assessment
5.6.20	Collect data on faculty participation in outreach as part of the Public Engagement Strategy and actions identified if there is gender imbalance.	To establish a university-wide understanding of public engagement within the University through education, training and recognition and maintain a record of public engagement activities in UCD. Once this is established it will be possible to properly assess staff participation in public engagement in all its facets including those outlined within the	UMT/UCD Research	Data on participation in outreach available.	UCD has developed a dedicated webpage on Public Engagement with resources. It has also established a Community of Practice with over 100 members. People can record their public engagement activity on their researcher profile. UCD has a dedicated project officer focusing on public involvement in research and engaged research. In addition to our introductory guide "Engage Your Research" and our Engaged Research Seminar Series, UCD is piloting 1:1 clinics for UCD Staff to troubleshoot or	

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		Athena Swan guidelines.			find out more about engaged research and public involvement in research. Data is collected and will be analysed to ascertain if any further actions are required from a gender perspective.	
5.6.21	Continue to Engage with College Principals and VPs for EDI to support Schools in their Colleges to prepare and submit Athena SWAN applications.	To support embedding EDI locally, it is important that there are School level Gender Action Plans	EDI Unit	Achievement of the following targets: All STEMM Schools to have applied for Athena SWAN bronze award by 2022. All Schools in the Colleges of Arts and Humanities, Social Sciences and Law and School of Business to have engaged with the process by 2022. One silver award to be obtained by 2023.	Schools continue to be supported to submit Athena SWAN applications Data Measures: <ul style="list-style-type: none"> 2 Schools have been awarded silver (1 in 2023 & 1 in 2024) , a further 5 schools will apply for silver in 2024/25 Business has received a Bronze award and the Colleges of Arts and Humanities are applying for a college level award. All STEMM schools engaged in the AS Process 	
5.6.22	Build into guidelines a phased approach including job shadowing in relation to rotation of co-chairs. Chairs should normally not chair a SAT for more than one application round. Organise annual workshops with chairs of implementation groups with external speakers to support implementation and sharing of good practice.	To avoid expert knowledge being lost and to ensure a smooth transition between chairs.	EDI Unit/HOS	Rotation of chair(s) of SAT for each application round. Job Shadowing to occur by the incoming chair.	<ul style="list-style-type: none"> Guidance for chairs developed Quarterly meetings take place with Athena SWAN chairs which include speakers, updates and workshops. Sharepoint established with a wide range of documentation and supporting materials for the chairs. New chairs receive an induction from EDI. Network of SAT Chairs/Implementation Committee chairs established and are brought together each trimester. This allows for information sharing, support in developing applications and implementing actions and speakers are invited at times, internal and external to share good practice in specific areas. 	
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<p>6.1</p>	<p>Hold a half-day consultation workshop on the operation of Gender Identity and Expression Policy to ascertain how the policy is working and to identify areas for improvement.</p> <p>Incorporate questions into the EDI survey to ascertain if issues are being experienced by people of different gender identities.</p>	<p>Need for clarity about how policy is working in practice, particularly, but not exclusively, from the vantage point of trans / non-binary staff and students.</p>	<p>EDI/EDI LGBTI Sub-Group/LGBTI Staff and student Networks</p>	<p>Workshop held with a diverse mix of stakeholders with at least 50 people in attendance.</p> <p>Measure through survey data/ focus group reports on satisfaction and experience in UCD (both positive and negative) from trans/non-binary staff students.</p>	<p>Consultation held in Nov 2020 with students of different gender identities to explore how well the policy and guidelines are supporting their needs and any gaps. This workshop was led by TENI. Training and Workshops took in April 2021 with employees to get the employee perspective. The outputs have been incorporated into an action plan - key elements are awareness raising and further user-friendly guidance materials.</p> <p>Data Measures (EDI Survey 2023)</p> <ul style="list-style-type: none"> • 50% of LGBTQ+ Respondent feel UCD creates an environment where they can be open about your gender identity (how you perceive your gender, as opposed to your legal and/or birth sex) at work • 43% said with some people but not everyone • 20% of LGBTQ+ respondents said they were aware of how to access support within UCD if they need that support in relation to transitioning gender 	
<p>6.2</p>	<p>Hold two awareness raising sessions, open to all employees, on gender identity policy and guidelines on an annual basis. Incorporate gender identity into other relevant training programmes such as the online EDI Awareness Raising programme and Dignity and Respect training.</p>	<p>Need for training and awareness raising identified in focus groups if gender identity and expression policy and supports.</p>	<p>EDI Unit</p>	<p>Sessions run successfully with 25 participants in attendance at each. Will evaluate those attending to confirm that the session has improved their awareness. Awareness and understanding of gender identity and expression amongst employees. To be measured in the next EDI survey: a target of 70% Trans/non-binary individuals report appropriate levels of resources are available to them.</p>	<p>Gender Identity forms part of the EDI programme of training with both dedicated sessions on gender identity and also embedded into other sessions.</p> <p>Data Measures (EDI Survey 2023): Are you aware of UCD's Gender Identity and Expression Policy?</p> <ul style="list-style-type: none"> • 56% of all respondents said yes • 58% of LGBTQ+ respondents said yes 	
<p>6.3</p>	<p>Complete signage project, which designates gender-neutral bathroom and changing facilities across campus.</p>	<p>Signage project, including online mapping of gender-neutral facilities, incomplete</p>	<p>EDI Unit/UCD Estates/UMT</p>	<p>Signage project complete by 2022. Trans/non-binary individuals report appropriate level of resources are available to them in focus groups/EDI survey.</p>	<p>All bathrooms have signage in relation to people being able to use the bathroom of the gender they identify with. Signage in relation to respect is located inside all bathrooms.</p>	

