UCD Gender Equality Action Plan 2024 – 2028

Key	Institution Priority	Description
GE	**Gender Equality**	
GE1	Attracting the under-represented gender to roles in UCD and supporting integration.	This priority focuses on a range of actions to attract under-represented genders to roles in UCD – this includes progressing target setting, developing promotional materials such as testimonials, videos to engage more with applicants and enhancing guidance materials for applicants and managers. It also encompasses actions around induction/orientation.
GE2	Enhancing gender balance at the more senior levels and in leadership roles.	This priority aims to increase further the gender balance at senior levels and in leadership roles for both academic and PMS staff. This will be undertaken through a range of measures including enhancing the faculty promotion process, workload allocation and developmental opportunities.
GE3	Building a flexible and inclusive working environment to support the Wellbeing of all (including parents and carers)	This priority includes actions to both enhance supports available for employees with a particular focus on parents and carers and raising awareness of supports available through training and a variety of communications methods.
GE4	Engaging men in gender equality and EDI	This priority aims to address the under-representation of men at EDI related events, training, participation in consultation etc through a range of measures at national and local level.
GE5	Aligning gender equality and EDI with Research Culture	This priority focuses on collaborating with the Research Culture initiative to get a greater understanding of the experiences of Postdoctoral researchers with a view to increasing the pipeline of female researchers into academia and embedding EDI more broadly into research.
AEG	**Additional Equality Grounds**	
AEG1	Continue building a safe and respectful environment free from bullying, harassment and sexual misconduct	This priority will build further on the work undertaken in relation to dignity and respect in UCD and continuing a sectoral leadership role in this area.
AEG2	Enhancing diversity and a sense of belonging from an ethnic minority perspective	This priority includes actions to encourage applications for roles in UCD from minority groups but also to increase the numbers who are successfully appointed in the University and to increase the visibility of minority groups through committee membership and other actions. It also includes supporting the integration of those from minority ethnic backgrounds into the University community.
AEG3	Ensuring people with disabilities with a focus on neurodiversity, are supported both as applicants and employees of UCD	This priority will build further on the UCD policy to ensure that those who have a disability are encouraged to apply for roles, get the accommodations they need and to create a greater awareness amongst managers around neurodiversity in particular.
AEG4	Build on the foundations put in place in relation to EDI data	A lot of work has been undertaken in relation to creating tools to enable EDI related data to be collated, analysed, and monitored. Actions under this priority will expand further on the data available, create visuals and make this data accessible to enable managers to achieve targets.
AEG5	Enhancing an inclusive culture and sense of belonging for our students	This priority includes a range of actions to ensure that students from all backgrounds feel they belong in UCD.

Priority (please see key above)	No	Rating	Action	Rationale	Responsibility	Timescale	*Success Measures
	1.1	High	Co-ordinate the Athena SWAN project roles appointed at School/College level and create a community of practice so that they can support Athena Swan work locally in an effective manner and reduce the burden on Athena Swan Chairs. In collaboration with Advance HE, run tailored information sessions and provide guidance and support to assist Schools to achieve silver level awards. Continue to support Schools level applications: first time, renewals and advancing to silver and gold.	To support Schools to apply for Athena SWAN awards, share learnings and build expertise. 68% of UCD Schools have awards. 2 UCD Schools have silver level awards.	EDI/Colleges/Schools	April 2024- Aug 2028	70% of SAT Chairs agree/strongly agree they feel more supported in the development of applications and implementation of action plans. 100% Schools to have an award by 2028 ≥ one departmental gold award application submitted. >20% of schools to have attained silver
	1.2	Medium	Support Professional Units to apply for Athena SWAN awards by: - Expanding the gender analytics tool to capture the necessary gender related data for professional units. - Establishing EDI Committee structures in Professional Units (similar to College Committees) to support Athena SWAN applications and EDI mainstreaming more broadly.	Expansion of Athena SWAN awards to take a more inclusive approach to gender equality and EDI. Ensure the local EDI structures are in place to support Athena SWAN applications in Vice-President areas. A plan to be put in place as to the best approach to be taken to applications e.g. combined applications	EDI/EAG/Vice-Presidents	Jan 2025 - Aug 2028	EDI structures/committee to be put in place in Vice-President areas. Plan in place as regards the approach to VP areas (PMS staff) applying for Athena SWAN. At least two Athena SWAN PMS applications to be made.

Priority (please see key above)	No	Rating	Action	Rationale	Responsibility	Timescale	*Success Measures
AEG4	1.3	High	Enhancement of EDI Data Collection a. Continue to raise the challenge through national committees of collecting data for all genders for applicants and employees on HR databases due to the limitations of the Access/People XD/Core HR system used by the majority of HEIs. Explore any alternative means to collecting this data including a request embedded into HR set-up forms to new employees to fill out the Core diversity self-service screen when they commence employment. b. Run a targeted campaign to increase completion rates by employees of their diversity details with a specific focus on equality grounds that have low completion rates but are high priority for Universities based on data that has to be reported on to the HEA (gender identity and ethnicity). c. Promote the exit interview process with a view to increasing completion rates	Enhance data collection both through a systems perspective and also through increasing data completion rates. 2023-The ESS diversity screen completion rate is currently at 38% completion rate. The 2023 completion rate for the exit interview survey is 30%	VP for EDI/HRDs EDI Culture & Engagement	Sept 2024 - August 2028	Enhanced functionality on HR systems to enable all genders to be collected. An incremental increase in the percentage of employees completing the ESS diversity screen: Baseline 38% overall completion Target: >=50% (2028) Also focus on increasing the completion rates for the follow equality grounds: Ethnic Origin baseline 2023=41% Targets: >= 55% Sexual Orientation Baseline 2023=36% Target =50% Gender Identity baseline =17% Targets: >=25% An incremental increase in the percentage of employees completing the exit interview Baseline: 30% Target: >=35% (2028)
AEG4	1.4	Medium	Expand reporting functionality to enable user-friendly reporting and visuals of intersectionality data with an initial focus on the intersectionality of gender with race/ethnicity with a view to expanding to all equality grounds over time.	To support initiatives in relation to intersectionality.	HRIS/EDI/EAG	Jan 2025 - April 2026	New Tableau dashboard developed that enables the creation of integrated data visuals and availability of intersectionality data.
	1.5	High	Hold a workshop with senior management on engaging men in EDI including Heads of School/Unit and College Principals/VPs for EDI to explore the outputs of the Engaging Men in EDI workshop held with employees and to identify next steps.	To engage with leaders (men in particular) on this topic as role models and management taking a leading role in this initiative is crucial to encourage male engagement more broadly.	Engaging Men in EDI Working Group CPs/VPs/HoS/HoU	October 2024	Increase male respondents in the next EDI survey to :>=35% Increase male participants in EDI events to an average of :>=30% (2023 survey 26% respondents were male)

Priority (please see key above)	No	Rating	Action	Rationale	Responsibility	Timescale	*Success Measures
GE4 AEG2	1.6	High	Review membership of the Gender Equality Action Group which will oversee the implementation of the next GEAP. a. Include an action in the development of the Anti-Racism Action Plan in relation to greater representation on committees from those of a race/ethnic minority background. b. Work with the Engaging Men in EDI Group to look at recommendations for expanding male participation on the GEAG and roll out the tailored national programme to engage men in EDI related activities, surveys and committees. c. Ensure the GEAG remains diverse and reflective of the new broader charter including PMS staff (VP and College areas), students and broader EDI agenda.	To ensure that the GEAG membership is reflective of the new broader charter. To increase representation on committees across UCD from minority ethnic groups as membership is very low. Data shows that male engagement in training, attendance at events, completion of surveys is very low ● 28% of male respondents participated in the 2023 EDI survey ● 14% engagement rate in EDI activities/events during the 2022/23 period.	GEAG Co-chairs EDI Anti-Racism & Cultural Awareness sub-group Engaging Men in EDI Working Group/ National Engaging Men in Gender Equality group	June 2024 - Sept 2024 Jan 2025 - June2027	**Overall gender balance** Baseline: 60:40 Goal: 60:40 (maintain or enhance further) **Minority Ethnic** Baseline: 2 members Target:>=3 members Representatives from PMS and intersectionality approach. Increase male respondents in the next EDI survey to :>=35% Increase male participants in EDI events to :>=30%
GE4 & AEG4	1.7	Medium	Engagement with UCD Community to monitor progress: - Continue to run periodic EDI surveys. Use UCD Work Vivo communications system to run regular pulse surveys in order to increase engagement particularly amongst groups that have a typically low response rate. - Identify actions to increase male participation in surveys and consultation over next 4 years and set targets	To ensure there is continued engagement with the UCD community to both raise awareness but also to measure impact. To address the lack of engagement in the EDI survey by men (28% on 2023)	EDI Engaging Men in EDI group	Jan 2025 - June 2027	Awareness of EDI >=90% Increase male respondents in the next EDI survey to :>=35%
	2.1.1	Medium	Continue to engage in the development of the University strategy to ensure EDI is reflected strongly and embedded into this strategy. Following the launch of the UCD strategy, review the EDI Policy and EDI Strategy to ensure alignment.	It is important that EDI is reflected strongly in the new UCD strategy to demonstrate the University's commitment to EDI and to ensure that EDI becomes embedded into local level strategic action plans. The EDI policy and strategy needs to align with the University strategy to support achievement of the university strategic goals.	UMT/EDI	March 2025 - Dec 2025	Awareness of EDI in >=95% by 2027 Currently at 87%

Priority (please see key above)	No	Rating	Action	Rationale	Responsibility	Timescale	*Success Measures
GE1	2.1.2	High	College Principals in the Colleges of Science, Business and Engineering and Architecture to engage with Schools in their Colleges to ensure actions are being taken to attract more women to roles in their Schools where under-represented. Inclusive recruitment methods as developed by the University including Search Committee models, target setting and other activities (see recruitment section 2 (2c)) to be adopted.	Actions in School/College action plans need to ensure that they are achieving their aims and addressing gaps identified from the data. The gender balance in the Colleges of Science and Business are below the HESA benchmark – School/College action plans need to address this gap. The gender balance in the College Engineering and Architecture is low but has increased and is above the HESA benchmark.	College Principals	Sept 2024 - Aug 2028	Increase in gender balance in the Colleges of Business (38%F) and Science (27%F) to reach the HESA benchmark

HESA Benchmark Data: College of Science (34% F) College of Business (45% F)

College of Engineering and Architecture to increase gender balance by ≥ 5% (currently 27%) |
| GE2 | 2.1.3 | High | Complete the Head of School Appointment policy review. In addition to an enhanced and transparent appointment process, put in place additional supports and measures such as succession planning, lead in time to enable development, training etc to alleviate the burden on Heads of School and to make the role more attractive. | This action was a bronze action carried over as the action is still ongoing. Women make up 34% of Heads of School (up from 27% in 2019). The number of female HoS needs to increase further but also the supports in place for all Heads of School in order to alleviate the burden and make the role more attractive. | Head of School Policy Review Group (chaired by Registrar and Deputy President) | Jan 25 - Aug 27 | Increase in number of Heads of School who are women to ≥ 40% by September 2027

Achieve a positive response rate of ≥70% in the survey from new Heads of School to determine if they felt supported and equipped when assuming their role. |
| AEG2 | 2.1.4 | Medium | Audit the diversity of membership on University level Committees from an ethnicity perspective as a priority followed by other equality grounds. Take steps to address gaps on committees where nominations are part of the process. Where membership is based on roles, establish if nominees in certain instances can take their place to enhance diversity on that committee and identify other measures that can be taken. Set targets for membership on ethnicity. | Gather data of the ethnicity of members of influential committees. Anecdotally ethnic minority membership is very low and actions need to be taken to increase representation and visibility of those from ethnic minority groups. | EDI/University Secretariat/CPs and VPs | Sept 2025 - June 2026 | Using baseline line data set ethnicity targets.

>=5%Increase from baseline across key University Committees |

Priority (please see key above)	No	Rating	Action	Rationale	Responsibility	Timescale	*Success Measures
GE2	2.2.1	High	Identify a set of specific measures to support women at Professor level to apply for Full Professor including the following: - Hold a promotions workshop specifically targeted at women at Professor grade to encourage applications for promotion. - College Principals/Heads of School to ensure that promotion to Full Professor is discussed in P4G conversations with those at Professor grade.	Data shows that women wait longer than men to apply for promotions. Actions need to be taken to support women apply for promotion in a reasonable timeframe. There has been a positive increase in the proportion of women at Professor grade – an emphasis needs to be placed on supporting application for promotion from women at these grades to achieve Full Professor grade (where the proportion of women is lowest at 32%)	FPC/Promotions and Grading/CPs/HoS	Sept 2024 - Aug 2028	Continue to increase the the number of women being promoted to full professor with the goal of getting to :>=40% (currently at 32%) by 2028
GE5	2.2.2	Medium	Engage with the Research Culture initiative to: a) identify actions to address the key issues of mentorship and developing a culture of discussions regarding personal and professional development. b) develop an EDI toolkit to provide a set of practical resources, designed to help Principal Investigators and researchers to engage with and understand EDI. The toolkit would include resources to equip researchers with the knowledge and tools to empower themselves, to better support diverse teams, and become role models themselves, embedding EDI into everyday practices to create real change in research culture. c) include a question in the Research Culture survey to understand what motivates women and men to take up research roles. Undertake specific consultation with Postgraduate students on the reasons why some are moving into research and why some will not.	Gender breakdown at all grades are slightly above the HEA benchmarking data except for lecturer level (48%F) compared to 52%F (2022 HEA Data). UCD also embarked on a Research Culture initiative in July 2021 to reinforce a positive research culture in UCD. A survey was conducted of all of those involved in research, More men than women had a positive response to the majority of topics covered. In order to ensure there is a pipeline of women going into academia, these issues need to be addressed.	Research Culture EDI Culture & Engagement	Jan 2025 - Dec 2025	Increase in the proportion of women applying for roles in academia by >=5%. High proportion of researchers understand how to embed EDI into their research. Embed question into Research Culture survey to get baseline and set target.
AEG4	2.2.3	Medium	Complete the hourly paid project to include: • Accurate data available as regards hourly paid workers • Reform of rates of pay and other contractual provisions.	The hiring of hourly paid workers needs to be reformed to ensure that there is a consistent approach. While there are 4,248 hourly paid workers registered in the areas of academic, research and professional support, this is not reflective of the number of hourly paid workers currently engaged by the University. Only 2,720 of the 4,248 workers have claimed hours worked. Standardisation of contractual provisions and limitations of use will ensure that hourly paid workers have better working conditions.	Hourly Paid Working Group led by HR Services	May 2024 - Dec 2026	Accurate data available as regards hourly paid workers.

Priority (please see key above)	No	Rating	Action	Rationale	Responsibility	Timescale	*Success Measures
GE1	2.2.4	High	Supporting and attracting the under-represented gender to apply for posts a) Develop case studies, podcasts and videos describing lived experiences, reflecting the diverse University community across equality grounds to break gendered stereotypes across disciplines. Also include those who have availed of flexible working such as family leaves etc. Make these available on the Work at UCD website. b) Enhance use of diverse platforms and networks to disseminate vacancies. c) Develop guidance for applicants as to how to showcase their skills and abilities in line with job criteria and other guidance to create a greater understanding around the recruitment process in UCD.	The main findings for academic posts are therefore that more men typically are applying than women, however once women apply they are normally more successful throughout the recruitment process. They are more likely however to turn down the post when offered. So actions need to focus on attracting and supporting more women to apply for posts and encouraging them to accept the posts	HR Services - Resourcing	Jan 2025 - Dec 2026	Updated Work at UCD website. Higher proportion of under-represented genders, applying for roles in UCD in under-represented areas (increase by ≥ 10%) - by 2028 Conduct regular evaluations to gather feedback from applicants
GE1 & AEG 4	2.2.5	Medium	Enhance data collection mechanisms to inform the following: - Reasons as to why offers of roles in UCD are not accepted by applicants (new to UCD) by gender. - Reasons as to why under-represented genders and ethnicities apply for roles in UCD to see how those motivations can be leveraged further.	Women are more likely however to turn down the post when offered than men. Need to get an understanding as to why people turn down roles when offered. To identity how best to attract ethnic minorities to UCD, need to understand their motivations for applying to UCD	HR Services - Resourcing EDI	Sept 2025 - April 2026	Reduction in proportion of women turning down roles in UCD by 5% by 2028.

Priority (please see key above)	No	Rating	Action	Rationale	Responsibility	Timescale	*Success Measures
GE1 & AEG4	2.2.6	Low	Develop EDI dashboard for Heads of School/Unit so that hiring managers have easy access to data such as gender, ethnicity, gender pay gap, EDI training uptake etc in their areas so that they are fully informed and can take action to address imbalances.	In order for managers to take the necessary actions as regards enhancing gender balance and balance across other equality grounds, they need to have access to the required data.	HRIS/EDI/EAG	Sept 2026 - Aug 2027	All colleges to have a EDI dashboard by 2027 containing data points to address imbalances
GE1	2.2.7	Low	Include in guidance materials for hiring managers to consider the grade necessary for assessment panels as less senior grades may meet requirements and also to consider other options for engaging the senior female if they are necessary to sit on a panel.	Feedback from consultation indicates that women feel overburdened particularly at senior grades to sit on committees, panels etc due to the fact that there is a smaller pool of women available at senior grades.	HR Services - Resourcing	Sept 2026 - Aug 2027	Monitor the gender balance of all assessment panels to ensure 60/40 targets are met. Feedback through EDI survey from senior women that they are not overburdened on assessment panels - ≥70% agree.
GE1	2.2.8	High	UCD to increase information for employees who are new to Ireland to enable their successful transition and integration into UCD through the revision of the Work at UCD website and enhancement of materials available for international employees coming to work in UCD. The Buddy panel will be expanded to include international employees that can support new international employees to UCD. Engagement to take place with UCD Global to share good practice in relation to support provided to international students and to transfer this to employees where relevant.	Feedback from consultation has indicated that international employees require more support once offered the role - before and after coming to UCD. Line Managers do not feel they have the knowledge or time to give the support needed.	HR Services - Resourcing	Sept 2024 - June 2025	International employees through surveys and focus groups feel supported in settling into UCD. Set baseline in survey and increase satisfaction levels thereafter by >=10% by 2027.
AEG2	2.2.9	High	Actions to attract those from minority ethnic groups to UCD: • continue to target diverse candidates through increasing our advertising reach to diverse members of society. • update Work at UCD website with videos and materials to reflect those from an ethnic minority background i.e. role models • continue to consult with those from ethnic minority backgrounds to understand reasons for coming to UCD	Applications from minority ethnic have increased but are still relatively low compared to applications from those of a white background. On average 20% of applicants prefer not to give their ethnicity. Applied = 19% Shortlisted=16% Appointed =12%	HR Services – Resourcing EDI	Jan 2025 - Dec 2025	Increase proportion of those applying from minority ethnic groups as follows: Applied: 3% each year

Priority (please see key above)	No	Rating	Action	Rationale	Responsibility	Timescale	*Success Measures
AEG2	2.2.10	High	Actions to support an increase in the proportion of those from ethnic minority groups being shortlisted and appointed. a. Ensuring greater diversity on recruitment panels where feasible in order to reflect better the more diverse candidate pool. b. Embedding ethnic diversity in the recruitment training bundle (unconscious bias, interview skills, anti-racism online module, videos) c. Research how qualifications in countries outside EU can be better understood in order to support hiring managers	Whilst there has been an increase in application from minority ethnic groups for roles in UCD, the proportions of those shortlisted and offered posts are lower. Shortlisted=36% Offered =41%	HR Services – Resourcing EDI UCD Global	Jan 2025 - Dec 2025	An increase of ≥10% of hiring managers undergoing recruitment skills training bundle (with anti-racism added). Increase the % of hiring managers who felt supported during the hiring process from 50% in the 2023% to 70% in the next survey Increase proportion of those shortlisted and offered posts from minority ethnic groups as follows: Shortlisted: 5% each year Offered:5% each year
AEG3	2.2.11	High	Include guidance for applicants in relation to disclosing a disability or are neurodiverse. Update job descriptions to include a statement around provision of reasonable accommodations if required to increase visibility of a welcoming UCD environment for people with disabilities.	3% of applicants for roles in UCD disclosed that they have a disability. A lot of resources have recently been developed to support managers as regards hiring people with disabilities. Whilst a lot of support is now in place for managers, support materials to applicants as regards disclosing a disability could be enhanced. 60% of those with a disability felt UCD was a welcoming environment in the 2023 survey.	HR Services – Resourcing EDI	Sept 2024 - June 2025	Increase the number of applicants disclosing they have a disability by ≥ 1% each year. Increase to 70% of new employees with disabilities felt UCD was a welcoming environment in the next EDI survey.
AEG3	2.2.12	Low	Explore further internship routes to support access to employment for graduates with disabilities.	To support graduates with disabilities to get valuable work experience.	EDI HR Services - Resourcing	Sept 2026 - Aug 2027	Increase the number of applicants disclosing they have a disability increase by 1% each year. Internships offered to graduates with disabilities - 3 by 2028

Priority (please see key above)	No	Rating	Action	Rationale	Responsibility	Timescale	*Success Measures
AEG1	2.2.13	Medium	Encourage local induction to be undertaken with new employees by building awareness of checklists when engaging with hiring managers through the Resourcing Consultant and through interview skills training. Develop draft induction templates as part of pre-boarding to support the hiring manager in delivering induction and to increase knowledge on EDI initiatives and support panels. Involve the local School EDI representative and College VP for EDI.	Local Induction survey data shows 57% of new employees had a local induction with their line manager and overall 84% of females and 85% of males found local induction Useful or Moderately useful. UCD would like to build on this initiative by the following actions.	HR Services – Resourcing POD EDI	June 2025 - Dec 2025	Increase the number of new hires who had a local level induction from 57% to :>=67% in the next EDI survey. Increase levels of satisfaction from 84% F,85% M to >=90% for both genders.
GE2	2.2.14	High	• The FPC to review the duration of the assessment period to identify how the assessment period can be reduced. Ensure applicants gain clarity on any reasons for temporarily slow processing times. • Further raise awareness around the personal circumstances option (such as maternity leave) and explicitly state that information provided can only ever count positively, never negatively. • Raise awareness of the changes and specifically the recognition of contribution to EDI activities that contribute to promotions. Include this as an FAQ. Leverage College VPs for EDI to also raise awareness around EDI activities. • Support those who have indicated they will be preparing an application for promotion by taking this into account when allocating work. Review the application form to ascertain if there are any aspects that could be simplified for applicants.	From 2017-2022 the average processing time increased. Consultation has shown that the duration for assessment and time needed to prepare an application are barriers to applying. Consultations have also shown that there is still some confusion about how additional information around personal circumstances are considered by the FPC. In the survey, only half of females and 60% of males are aware that it included recognition for one's contribution to EDI activities.	FPC Promotions and Grading	June 2024 - Aug 2028	Reduction in the duration of the assessment period to 7-9 months Increase in proportion of those that understand how EDI activities can contribute to promotion to >=70%

Priority (please see key above)	No	Rating	Action	Rationale	Responsibility	Timescale	*Success Measures
GE2	2.2.15	Medium	Enhance promotions support and materials: ● Heads of School to encourage more senior academics to sign up to be mentors and increase awareness of the mentoring programme. Highlight at Head of School Induction, Promotions Workshops etc. ● Self-promotion skills to be included as part of mentoring programme. ● FAQs to be updated regularly based on discussions at workshops. Include common misconceptions about criteria and how achievements are valued.	To address the gendered lack of understanding and perceived transparency in promotions criteria and the accounting of different disciplinary norms.	CPs/HoS Promotions and Grading POD	Sept 2024 - Aug 2025	Increase the overall number of females applying for promotion by 3% each year across all academic grades. Increased gender balance at Full Prof to 40% by 2028 (currently at 32% Female) .
GE2	2.2.16	High	Increase encouragement to go for promotion through general and targeted approaches: ● Establish a local committee of senior academics in Schools to assess readiness of colleagues in the School for promotion prior to P4G conversations so that those ready can be encouraged to apply based on achievements and activities consistent with a higher grade and disciplinary norms. Session to be provided by past FPC members with CPs and their Heads of School to ensure clarity around the promotions process. Set up an information hub for Heads of School regarding their role in faculty promotions on the Promotions and Grading website. ● College Principals in collaboration with Promotions and Grading/Faculty Promotions Committee to support the delivery of tailored workshops aimed at those in Professor grades with a gender component. Actively encourage mentorship at this grade in order to increase those at Full Prof grade over next 4 years. ● School to set up a system where a recently promoted buddy can support those applying for promotion from the perspective of completing the application form. ● Review avenues where disciplinary norms can be communicated. Disciplinary norms for their area can be provided by the candidate in their application, supported by	The overall numbers of female applicants have seen a recent upward trend up to 2021/22, though it fell again last year, underlining that the imperative to improve gender balance through promotions is a longer-term process. While this indicates that new supports are working well, the asymmetric success rate may reflect a tendency for women to wait longer and build up more achievements before applying, in some cases possibly in excess of requirements and therefore detracting from the following promotion. The number of men applying for promotion over the past 5 years has always been greater except for 2021/22 however. Typically more men apply across all grades except at the promotion to Professor grade	POD CP/HoS FPC Promotions and Grading	Sept 2024 - Aug 2028	Increase the overall number of females applying for promotion by 3% each year across all academic grades. Increased gender balance at Full Prof to 40% by 2028. Promotion Workshops for Professor to Full Professor (2 per year)

Priority (please see key above)	No	Rating	Action	Rationale	Responsibility	Timescale	*Success Measures
			the Head of School in their letter				
GE1 & GE2	2.2.17	High	Increase the numbers attending new faculty induction - Heads of School to encourage and support attendance and link to the new Buddy programme with buddies emphasising the role of the induction program in their professional development.	UCD Faculty induction was introduced in 2020-21 under the bronze GEAP and comprises a half-day session running twice a year. It provides an overview of the key services to assist faculty members assimilate themselves to UCD. 83 faculty have attended to date (approximately 30% of new faculty starters). In the academic year 2022/23, 92% rated it as 'very useful' as an introduction to UCD's academic life. So this induction is rated highly and is important to increase numbers attending.	HoS POD	Sept 2024 - Aug 2025	Since 2020/21 30% of new faculty members attended faculty induction. Target is to increase this to at least 50% by 2028.
GE2	2.2.18	High	Ensure P4G conversations include discussions on what people see as barriers to career progression. Leverage the existing Review Panel concept where reviewers (including alternate reviewers) are brought together by the Head of School/Unit to harvest themes that are arising from P4G conversations so that perceived barriers can be addressed. Reinforce the importance of this step with Heads of School/Unit.	Important that barriers to progression form part of P4G conversations. Alternate reviewers need to feed back the outputs of the discussions to Heads of School so that any perceived barriers can be addressed. 67% of faculty respondents to the EDI survey 2023 agree that career progression is discussed at P4G.	POD	Jan 2025 - June 2025	72% of people strongly/ agree that career progression is discussed at P4G in next EDI survey
GE2	2.2.19	Medium	Explore further with part-time faculty, the specific challenges being experienced in relation to career progression. Make clear in the Faculty Promotions policy and FAQs how part-time faculty are assessed for promotion.	During consultation, the issue of part-time faculty needing help meeting high expectations was also raised, making it difficult for them to progress in their careers.	Promotions and Grading FPC	Sept 2026 - Dec 2026	Increase the % of part-time faculty who said they understood the promotion process from 36% in the 2023 survey to 50% or above.
AEG3	2.2.20	Medium	Raise greater awareness of disability awareness training available for managers. Develop a toolkit/guide to enable managers to support people with disabilities throughout their career so that they can achieve their full potential.	Career development can also be challenging for those who have disabilities. 54% of managers feel they do not receive enough resources to support employees with disabilities and 46% of employees who responded they have a disability do not feel their manager understands how to support them.	EDI	Jan 2026 - Dec 2026	Reduce the proportion of managers that feel they do not receive enough resources to support employees with disabilities by 10% in the next EDI survey and reduce the proportion of employees who have a disability that feel their manager doesn't understand how to support them by 10%. Increase proportion of those attending disability awareness training by 10% by 2028.

Priority (please see key above)	No	Rating	Action	Rationale	Responsibility	Timescale	*Success Measures
GE5	2.2.21	Low	a. Host a workshop/seminar to brainstorm and connect UCD Gender Studies experts with other disciplines as to how gender can be mainstreamed into research in those disciplines. Showcase examples of where this has been done across disciplines. b. Develop an EDI toolkit as part of the Research Culture initiative to support researchers in embedding gender and EDI into research from a number of perspectives and support meeting the funding agency requirements. Explore further as to challenges experienced in applying for funding and disaggregate results by gender in order to understand and address reasons for gender disparities in terms of volume and value of grants. Review good practice actions in School gender action plans and promote these across UCD.	The requirement by research funding agencies to articulate a gender dimension in the research content offers an opportunity to mainstream gender and build awareness of gender issues in all other research disciplines	EDI Group/UCD Research/HoS	Sept 2026 - June 2027	Increase in funding applications and grants value/ volume obtained by women. Form a group to investigate best practices among colleges and schools, and use the findings to develop recommendations for closing the gap.
GE1 & GE5	2.2.22	Medium	Define and support academic and industry and other career paths with clear data and information on the size of the job opportunity pool available to Postdoctoral Researchers (The career outcomes for postdocs vary nationally and across disciplines). Review the Researcher Careers Framework to identify what enhancements can be made to support women to be in a better position to attain academic posts based on the feedback from the EDI Survey and Research Culture survey.	The EDI survey responses indicate more men than women are encouraged to apply for job opportunities, and this then translates to a higher proportion being encouraged to apply for academic positions; seeking to pursue an academic career; and responding that there are career opportunities in UCD. 39% of Female PMS employees who responded in the EDI survey said they receive encouragement from my manager to apply for a new role. 52% of female academic in the EDI survey 2023 said they have been encouraged to apply for promotion	POD Resourcing Careers	Jan 2026 - Dec 2026	Increase in the proportion of women who feel they are encouraged to apply for job opportunities by: PMS Female 55% Academic Female 70% Increase in the proportion of women applying for Assistant Professor roles in UCD to 55% by 2028.

Priority (please see key above)	No	Rating	Action	Rationale	Responsibility	Timescale	*Success Measures
GE2	2.2.23	High	Enhance P4G training and guidance by: • Engaging with managers to ensure key information is relayed to Alternate Reviewers to enable them to have meaningful discussions with reviewees. • Highlighting EDI as being an important element of the P4G conversation. Ensure that there is a link made between the mandatory EDI criteria in job descriptions in P4G conversations to ascertain how this criteria is being implemented. • Explicitly highlight the relevant aspects of the Faculty Promotions policy through the existing P4G training to raise awareness of the importance of this in the context of the P4G conversation.	The Faculty Promotions Policy states that applicants will utilise the P4G framework to support their preparation and related development. Furthermore, Faculty promotion procedures state that Faculty should be provided with advice through the P4G process about their promotion aspirations and the timing of their application and encourage applications from those they consider ready, particularly female candidates, for senior posts. In the 2023 EDI survey only 43% of respondents stated that they considered EDI perspectives in one or more elements of their P4G conversation. 59% of women and 47% of men used P4G to discuss their readiness for promotion.	POD Promotions and Grading	Jan 2025 - June 2025	Increase in the proportion of men and women that use P4G to discuss their readiness for promotion to: Men >= 62% Women >=74% Increase the number of respondents that stated that they considered EDI perspectives in one or more elements of their P4G conversations to 53%in the next EDI survey.
GE2	2.2.24	High	Ensure the challenge of undertaking P4G conversations by Heads of School who are temporary/earlier career grades is considered in the Head of School Review.	Some Reviewers and Reviewees felt that due to the nature of the Head of School role, in that it is temporary in nature and with a divergence in terms of faculty grades of Heads of School, it can be difficult to discuss developmental career options in a meaningful way and some participants found this difficult to navigate.	Head of School Policy Review Group	currently underway - Dec 2024	Reduction in the proportion of academic reviewers and reviewees who feel that it is difficult to discuss career options in a meaningful way. from 25% to 15% in next EDI survey

Priority (please see key above)	No	Rating	Action	Rationale	Responsibility	Timescale	*Success Measures
GE2	2.2.25	High	Workload Allocation Models: a.Update and socialise a policy/guidance based on best practice and consultation undertaken already with schools identified as having had some success in workload accounting and management. Establish mandatory minimum information to be captured in a WAM template that is to be made visible to all staff in a school. b. Include guidelines on the operation and use of transparent workload allocation models but each School is expected to draw up principles specific to that school. c. As part of WAM accounting, keep track of panel memberships, outreach event participation, ceremony attendance, etc across all academics in the school to ensure fair rotation and awareness of objective facts of good citizenship. Academics to be encouraged to avoid asking colleagues already doing more than their fair share. d. Establish a community of practice in workload accounting and management to enable a coordinated process where HoS and/or committees engaged in workload accounting development can engage with schools that have already established a working model, and for the latter schools to share experiences and highlight variations due to cultural differences across disciplines.	57% of female respondents disagreed that work was allocated in a fair and transparent way, compared to 39% of male respondents, and 35% of women stated that they do not feel they can speak to their line manager about workload, compared to 9% of men. 48% of 208 female survey respondents answering whether module/programme coordination was fairly rotated/recruited in their area (where applicable) disagreed, compared to 28% of men, and World Cafe participants pointed to junior faculty having heavier teaching and service workloads.	Registrar and Deputy President CPs and HoS	Sept 2024 - April 2025	Reduction in the proportion of women in the next EDI survey that feel they cannot speak to their manager about workload from 35% to 20% by 2028. Reduction in proportion of female respondents in the EDI survey that disagreed that work was allocated in a fair and transparent manner by 5% each year.
GE3	2.2.26	Medium	Roll out the EDI Ambassador Level 2 Badge (requiring additional training programmes to be completed) and move to next phase of the Badge (School/Unit level)	A new EDI programme of training was launched in 2022 with a broad range of online and face-to-face training programmes. Participation rates in training can be low, particularly in online training. To increase participation, a new initiative was piloted - Digital EDI Ambassador Badge to provide recognition to colleagues who engage in training. To encourage continued engagement at an individual and school/unit, phase 2 will be launched.	EDI	Oct 2024 - June 2025	Increase in the completion rates across all EDI online training programmes by 5% each year.

Priority (please see key above)	No	Rating	Action	Rationale	Responsibility	Timescale	*Success Measures
AEG3	2.2.27	Medium	Establish an EDI Neurodiversity Sub-group to translate key recommendations into an impactful set of actions.	UCD research funding was obtained to establish a neurodiversity research team that partnered with the EDI Neurodiversity Working Group. The "Making UCD a Neurodiversity Friendly Campus" report was launched at an event in April 2024. The next stage is to translate key recommendations into an impactful set of actions.

53% of respondents feel that UCD creates an environment where they can disclose any type of disability/disabilities. | EDI Neurodiversity sub-group | Sept 2024 - June 2025 | Neurodiversity action plan put in place.

Increase to 65% of employees who feel that UCD creates an environment where they can disclose any type of disability/disabilities by 2027. |
| GE1 | 2.3.1 | High | Through amendment to recruitment materials (see actions in the recruitment section), reduce stereotyping of PMS roles to encourage greater gender balance across all grades. Explore how to promote all PMS careers to current UCD students of all genders.

Through actions related to career progression, enable more promotion opportunities for PMS staff (see Section 2(3d) | There is a higher proportion of women in administrative grades up to and including SAO3. However it is noticeable that there is a sharp increase in the proportion of men once we reach the more senior levels and until recently there were more men at the highest three administrative grades but there is continued improvement: SAO3 grade (47%F in 2021 v 54%F in 2023) and SAO2 grade where the gender balance has increased from 40%F (2021) to 50%F (2023). However at SAO1 grade, there remains a higher proportion of men (20%F/80%M). | HR Services - Resourcing Career | Jan 2025 - Dec 2025 | Increase in the proportion of women at SAO1 grade from 20% to 25%. |

Priority (please see key above)	No	Rating	Action	Rationale	Responsibility	Timescale	*Success Measures
GE1	2.3.2	High	In addition to Action 2.2.4 in section 2.2 (development of guidance materials for applicants) to enhance the recruitment process as regards PMS staff: • Review job description templates to ensure they are jargon free and include this in the guidance documents for hiring managers. Identify how greater clarity can be provided around identifying duties and responsibilities. • Provide guidance as regards a more enhanced handover process.	Feedback from consultation sessions indicates some areas for enhancement including around language, generic job descriptions, duration of recruitment process for short-terms roles, and the need for support for onboarding such as through a video. 79% of employees who attended local induction find induction useful/very useful (EDI Survey 2023)	Resourcing	Jan 2025 - Dec 2025	Increase satisfaction levels on the recruitment process in the next EDI survey on the following questions for PMS staff: Relevant opportunities for securing a new position are clearly communicated PMS (52% of PMS in the 2023 EDI survey) increase to ≥ 62% in next EDI survey Are you aware of Job Families Framework (Professional & Support Staff) (48% of PMS in 2023 EDI Survey) increase to 60% in next EDI survey Greater clarity around duties and responsibilities from JDs (set baseline).
GE2	2.3.3	Low	Benchmark against the sector nationally and internationally regarding good practice in relation to promotional and secondment opportunities for PMS staff. Recommendations will be made on foot of this.	From the consultation sessions, PMS staff did indicate their dissatisfaction with the lack of a promotion scheme for PMS staff regardless of the expertise and qualifications they may have in a particular area of work.	Promotions and Grading	Sept 2026 - June 2026	Set baseline for satisfaction levels in next EDI survey regarding promotional opportunities - increase by 5% each year.
GE2	2.3.4	Medium	Review the secondment policy based on good practice to ensure that staff have access to a range of opportunities to gain skills and experience to advance their careers, to encourage considering advertising internally for vacancies where appropriate and that the recruitment process is as streamlined as possible.	From the consultation sessions, PMS staff did indicate their dissatisfaction with the lack of a promotion scheme for PMS staff regardless of the expertise and qualifications they may have in a particular area of work.	Resourcing EDI	Jan 2025 - Aug 2025	Set baseline for satisfaction levels in next EDI survey regarding promotional opportunities - increase by 5% each year.
GE2	2.3.5	Low	Develop best practice guidelines for the process of appointing employees to leadership opportunities such as chairing committees, membership of project groups etc to ensure transparency and fairness in terms of availing of opportunities including flexibility of grades and expressions of interest.	At the consultation sessions, the ability to access leadership opportunities for PMS staff that are non-role based was raised as an issue (e.g. chairing groups), as a lot of the time committees are formed by invitation and this lack of visibility opportunities limits others' participation. PMS staff feel there are opportunities to take on leadership roles - 37% in 2023 survey	University Secretariat	June 2026 - Dec 2026	PMS staff feel there are opportunities to take on leadership roles (increase from 37% to >= 50% by 2027.

Priority (please see key above)	No	Rating	Action	Rationale	Responsibility	Timescale	*Success Measures
GE2	2.3.6	Medium	UCD to host a Staff Career symposium to support staff career development with experts engaged to deliver clinics, seminars, workshops etc to enhance skills covering topics such as CV development, interview techniques, career guidance etc.	Development of supports and tools/techniques to support career development.	POD Resourcing EDI Careers	Spring 2026	increase the % of PMS employees who said they used the P4G process to discuss career progression from 57% in 2023 EDI survey to 75% or above in the next Survey
GE2	2.3.7	High	Mentoring and Work Shadowing: Highlight the current structured mentoring programme and raise greater awareness and understanding of the benefits in support of career development. Ensure Line Managers and alternate P4G Reviewers promote mentoring to PMS staff. Consider international best practice in terms of options which can be implemented at a local level e.g. work shadowing and how these may be adopted to UCD. Tailor guidelines to UCD based on good practice such as the Una Europa "Live my Life" programme. Initiatives can be endorsed at the UCD RISE programme to encourage managers /leaders to think about supporting some of these practices.	In the EDI 2023 survey 53% of PMS staff (51%F and 58%M) referenced that mentors were a very high or high attributing factor to past career success. 40% of PMS staff noted that a lack of mentors was a very high or high factor that inhibited their career progression (41% female and 36% male). Additionally, approximately 57% PMS staff attributed role models to past career success.	POD HOS/Unit	Jan 2025 - June 2025	Increase in PMS staff availing of mentorship opportunities from 53% in 2023 survey to ≥ 63% by 2028
GE4	2.3.8	High	Run a focused campaign to engage male managers and leaders from the PMS (and faculty) cohort in the RISE programme.	Overall, approx. 34% of faculty in their capacity as senior leaders and people managers have engaged with the programme from the eligible population, which is significantly lower than 62% of the eligible PMS population. 71% of the participants at the Core Module are PMS with only 29% academic participation. Female PMS colleagues are more than twice as likely to engage than male. Furthermore, 45% of Females continue their RISE journey and complete the Essential modules compared to 31% of males.	POD	Jan 2025 - June 2025	Increase in the proportion of faculty who engage in the RISE programme from 34% to 50% by 2028. Increase in the number of men that participate in RISE essential modules from 31% to 45%.
GE2	2.3.9	Medium	Develop a proposal for a new Aspiring Leaders Programme aimed at academics and PMS staff to now include a proportional representation of male colleagues (which would be determined by University HEA return data by grade and gender) Consider the continuation of central UCD funding for the Aurora Programme following the end of the current funding cycle due for completion in 2024.	Over the last 4 years, 84 females have participated in the Aurora leadership Programme delivered by Advance HE. Across all cohorts 26 females (30%) have changed roles and of these, 23 have been to a higher grade.	POD	Sept 2026 - June 2027	Increase in the number of women applying for promotion to academic roles by 5% and increase in the number of women that have moved roles by 10%.

Priority (please see key above)	No	Rating	Action	Rationale	Responsibility	Timescale	*Success Measures
GE1	2.3.10	High	Increase further the attendance at orientation (of all new employees) by automatically booking new employees into Orientation and to also advise the manager.	In the 2023 survey, 55% of respondents of less than 1 years' service indicated that they had attended a UCD Orientation session (up from 40% in the 2021 EDI survey). Among those who did not attend 38% responded that they could not attend due to other work commitments, and 21% said they were not made aware of the orientation. Of those who attended in 2022/23, 89% said it was useful/very useful (84%F/100%M).	POD	Sept 2024 - Dec 2024	Increase in the numbers attending orientation (less than 1 year's service) to 70% by next EDI survey. Increase in the number of new hires that find orientation useful/very useful to >=95% Increase in the number that found orientation useful/very useful in highlighting EDI initiatives & activities, from 42% to 55% by 2027
GE2	2.3.11	Medium	P4G Training and guidance documentation will be reviewed to include the following areas to enhance the conversation and experience: ● ensure equal value is placed on all elements of the P4G conversation - a key focus needs to be on career aspirations, workload, and visibility on projects ● reaffirm that leadership and contribution is reflected in the agreed objectives for PMS staff and features in the development planning conversation - managers should have the RISE programme as a development objective. ● Give guidance to reviewers as to how to prepare for the P4G meeting where the reviewee is in a different staff category. For example, draw a stronger connection and linkage in the conversation to the Job Families Framework and Technical Development Framework. Highlight Alternate Reviewer Guidance which covers reviewing those whose work the reviewer is not familiar with.	As part of this review of the P4G process, significantly more female PMS staff (77%) found the P4G process useful in supporting career development compared to 54% of males. However, discussing career development and career aspirations scored lower with fewer females (57%) than males (66%) respondents agreeing/strongly agreed. Where the Reviewer is a different staff category than the Reviewee e.g. PMS staff have a Faculty line manager/Reviewer, this can limit the conversation as they may not be as aware of opportunities to advise and encourage staff. The format for P4G for discussion for PMS staff refers to the relevant Job Families framework or the Technical Development Framework.76% of respondents see exposure to project work as an enabler to success but 29%F and 20% M have indicated that they have no exposure to project work.	POD	Jan 2026 - Dec 2026	Increase in the proportion of male PMS staff that found the P4G process useful in supporting career development by 5% each year. Increase in the proportion of women that discussed career development as part of P4G by 3% each year. Reduction in percentage of PMS staff that don't get access to project work: 29% to 20% F 20% to 15% M

Priority (please see key above)	No	Rating	Action	Rationale	Responsibility	Timescale	*Success Measures
GE2 / AEG4	2.3.12	Medium	**Workload for PMS Staff** Incorporate workload management into leadership programmes for managers (RISE), HoS Induction and other relevant training for managers. This involves having clear role descriptions; having clear plans in place; having good management practices like regular meetings to review priorities etc. Enhance EDI Survey to get a greater understanding of workload challenges including if workload is proportional with responsibilities identified in the job description, how work allocation aligns with personal career development goals and if they feel workload issues can be addressed.	In the 2023 EDI survey, 52.4% of female and 45.4% of male PMS staff said that heavy workload was a main factor which inhibited their career progression which suggests that the P4G conversation is not addressing this issue of workload.	POD EDI	Sept 2026 - June 2027	Reduction in the percentage of PMS staff that feel workload is a factor that inhibits progression by 2028. 52.4% to 40%F 45.4% to 35%M
AEG1	2.4.1	Medium	Incorporate the Report and Support tool into the D&R campaign periodically to raise awareness so that those affected are in a position to choose how they wish to report an incident.	The total number of anonymous reports made in 2022/23 was 60, which represents a fall of almost 50% when compared with the number of anonymous reports received in 2020/21 (111). There are a range of factors that may have impacted the number of anonymous reports made in 2022/23. An increased awareness of dedicated supports, reporting parties may be seeking direct support in the first instance.	D&R Oversight Group Culture & Engagement	Sept 2024 - Aug 2028	Increase in the number of people reporting anonymously through the Report and Support tool by 5%. Increase in the number of people contacting the DRSS by ≥10% by 2027 . 38% of those surveyed in the 2023 EDI survey were aware of the anonymous reporting tool Increase in the level of awareness of the tool to ≥ 45% in the EDI survey.
AEG1	2.4.2	High	Enhance data collection to include the following: - Intersectionality data such as gender and LGBTI and gender and race/ethnicity - More detailed information on disclosures made to the DRSS and review disclosures data made to other key contact points (D&R Support Colleagues, Student Advisers etc). - Develop automated workflow for formal complaints enabling data to be captured more efficiently and an automated means of making a formal complaint.	As the work in this area continues to evolve, further data collection requirements have been identified. Formal complaint data is currently gathered by means of an excel spreadsheet and the complaint form is e-mailed to EDI.	EDI D&RSS EAG HRIS	Jan 2025 - Dec 2025	More detailed data available from an intersectionality perspective. 45% in the 2023 EDI survey said they knew how to make a formal complaint. Increase to ≥ 55% in the next EDI survey.

Priority (please see key above)	No	Rating	Action	Rationale	Responsibility	Timescale	*Success Measures
AEG1	2.4.3	High	Make available all D&R related data to Colleges/VP areas (Anonymous Reporting Data, Disclosures Data and Formal Complaints data) relevant to their areas. Capture D&R actions taking place locally in D&R Annual Reports as a result of data received.	Data from the Report and Support tool is made available to Colleges/VP areas every six months for discussion at College Executive meetings. In order to have a holistic understanding of the prevalence of bullying, harassment and sexual misconduct, all D&R data relevant to the College should be made available to these areas.	EDI	Sept 2024 - Dec 2024	Levels of satisfaction in relation to D&R related actions taken by Colleges/VPs areas to increase by ≥10% in next EDI survey. (72% of respondents said their college/school was very committed/committed)
AEG1	2.4.4	High	Increase D&R training completion rates through: • Continued engagement with mangers, HR Partners, VPs for EDI • Promoting through the EDI Digital Badge • Making clear links to promotions, P4G conversations, leadership and people manager roles etc • Explore making D&R training mandatory for certain cohorts e.g. new employees	Training completion rate for online employee D&R training is low – 17% of employees. 52% of people managers have completed the face-to-face full day training. Actions are needed to increase completion rates.	EDI Heads of School/Unit	Sept 2024 - Aug 2028	Increase in training completion rates by employees by 5% each year.
AEG1 and AEG4	2.4.5	Medium	Continue the communications strategy further by installing more banners in high footfall areas and expanding the campaign to developing promotional materials aimed at specific equality grounds as guided by the data. One priority is race/ethnicity as this is the equality ground that harassment is most reported on.	This campaign has mainly involved banners externally and on social media to date. The campaign now needs to progress to identify positions in high-footfall buildings where wall decals could be installed to further spread the campaign message. It also needs to respond to the data.	D&R Oversight Group Culture & Engagement	Sept 2024 - Aug 2028	Increased awareness of D&R supports from 66% (2023 EDI survey) to ≥ 76% in next EDI survey.

Priority (please see key above)	No	Rating	Action	Rationale	Responsibility	Timescale	*Success Measures
AEG1	2.4.6	Medium	Create institutional acknowledgement of historical bullying, harassment and sexual misconduct experiences that allow for those impacted by these issues to tell their experiences. • Include a question in the next EDI survey to ascertain timescales as to when individuals experienced bullying, harassment or sexual misconduct. • Separate out bullying, harassment and sexual misconduct questions in addition to asking about Dignity and Respect as a whole. • Learnings to be shared from the research project on the experiences of those impacted by these issues as well as from the support and investigation perspective and enhancements to be made as required.	30% of women, 21% of men (28% overall) said that they had experienced some form of bullying, harassment or sexual misconduct at UCD or at a UCD related/organised event. Alongside the work done to address the contemporary issues, some of these may be related to historical harassment, bullying and sexual misconduct. Need to obtain more detailed data in relation to sexual misconduct and people's experiences.	EDI D&R Oversight Group	Jan 2025 - June 2026	Enhancement in the level of detail of reported incidents obtained within the next EDI survey to enable disaggregation by time and type of behaviour.

Priority (please see key above)	No	Rating	Action	Rationale	Responsibility	Timescale	*Success Measures
AEG1 & GE5	2.4.7	High	Development of scenarios to illustrate what to expect once an incident is reported. Scenarios should cover what the reported issue was, how it was handled and by whom, what the outcome was, what consequences were for the other party. This should include both informal resolution mechanisms and the formal process. Engage with the Research Culture project to identify steps to addressing the precarity issue (amongst researchers in the first instance) as a deterrent from reporting incidents. DRSS to target outreach with the researcher population.	Whilst the data indicates that the numbers of those reporting incidents have increased, there are still people who are reluctant to come forward for various reasons. Particularly those who are in a more precarious situation e.g. researcher. People are also sceptical that action will be taken against an individual where a complaint is upheld.	D&R Oversight Group EDI D&RSS Research Culture	Jan 2025 - June 2025	Increase in the proportion of people in the EDI survey that respond they would make a complaint. 60% of respondents in the 2023 EDI survey said they would make a formal complaint (15% of whom said, yes but didnt know how to). Increase this to 80% by 2028. Reduce the % of those saying they don't know how to make a complaint by 10% Reduction in number of researchers that would not make a complaint or don't know how to 25% from (58% in the 2023 survey)
AEG1	2.4.8	High	Complete the Domestic Violence/Abuse policy and guidance materials. Promote the supports available across the UCD Community. Provide training for key roles involved in supporting those impacted. Collaborate with women's Aid further on raising awareness amongst students.	In line with new legislation around Domestic Violence leave, a new policy needs to be developed and supporting materials.	EDI Domestic Violence Policy Working Group	currently underway - Oct 2024	Expand question in the EDI survey to include awareness of support for those impacted by domestic violence.
	2.4.9	High	Prepare case studies/scenarios for those supporting trans employees and trans students to help guide how to manage these situations and best support trans members of the UCD community. Develop a template that could be used for embedding information into one's own materials e.g. module descriptor. Continue to provide training on gender identity and expression and tailor programmes depending on the audience (e.g. lecturers).	It came through strongly in consultation sessions with employees that case studies for different challenging scenarios that do arise would be beneficial as well as a template that could be used for embedding information into their own materials.	EDI TENI LGBTI sub-group	Jan 2025 - August 2025	Increase in the proportion of EDI survey respondents that know how to support trans employees and students from 46% in the 2023 Survey to ≥% 65% in the next EDI survey. Increase in satisfaction levels of trans/non-binary employees that feel supported.

Priority (please see key above)	No	Rating	Action	Rationale	Responsibility	Timescale	*Success Measures
	2.4.10	Medium	Undertake a minor review of the Gender Identity and Expression policy to ensure it is fit for purpose and aligns with best practice. Re-engage with TENI (or other relevant advocacy organisation) to develop a programme of work to create a greater awareness amongst employees regarding trans colleagues and how they can be allies and support them. Under guidance by TENI, re-engage with trans and non-binary employees and students to get their input. Recommend to the D&R Oversight Group that one of the key focuses of the D&R campaign should be on LGBTQI. Seek to engage a researcher to carry out research on trans issues.	In the qualitative data of the employee survey, both trans/non-binary and cis people saw the potential for discrimination against trans/non-binary people with concerns for how trans colleagues would/are treated. The survey and world cafe data shows that much of the misunderstandings and lack of recognition of harm can be addressed by rolling out the training further. Of the 144 UCD research projects that explore gender in UCD, two look at or include trans issues.	EDI LGBTI sub-group	Sept 2025 - April 2026	Increase in the proportion of EDI survey respondents that know how to support trans/non binary employees and students from 48% to ≥%58%
GE3	2.4.11	High	Flexible Working Options/Hybrid Working: - Finalise the Hybrid Working policy to give clarity and consistency of application. - Clearly communicate the range of flexible working options available to employees.	A significant number of staff (47%) avail of flexible working arrangements, which indicates that there is awareness and a need for such policies. However survey responses may not include all forms of flexible working and particularly hybrid working - significant numbers avail of hybrid working (87% in 2020, with 76% indicating they would like to continue partially hybrid working) but may not view it as flexible working due to contractual working hours remaining the same.	Hybrid Working Policy Working Group	Sept 2024 - Dec 2024	Increase in the awareness of flexible working options by 3% each year to be measured in the EDI survey.
GE3	2.4.12	High	Line managers to be reminded to review workloads when granting flexible working (where working hours are reduced) by developing an agreed plan to ensure a correct workload that is reviewed regularly. Flexible Working Suite of Options to be updated to include this.	One major issue identified is that for 85% of respondents (86%F 83%M) workload was not reduced in line with reduction of working hours. Consultation through consultation workshops format indicated that employees taking flexible working were (a) grateful to get it and (b) conscious of not increasing colleagues' workload, (c) feel pressured not to say not to work requests if granted flexible working. Line managers need to be more proactive in assessing the impact of flexible working arrangements on an individual's workload.	EDI HR	Sept 2024 - Dec 2024	Reduction in the proportion of eligible respondents that did not feel their workload was reduced from 85% to 50% by 2027.

Priority (please see key above)	No	Rating	Action	Rationale	Responsibility	Timescale	*Success Measures
GE3	2.4.13	Medium	Look at options to support employees in relation to childcare including exploring the provision of additional childcare places in the UCD creche, after school clubs and expansion of the offering of on campus camps for older children during holiday periods.	The percentage of women who have availed of flexible working is higher (68%) than men (27%) which is a societal norm and most likely reflective of the tendency for women to be more involved with caring responsibilities. This trend is further demonstrated by women availing more of part time, shorter working years and career breaks while men avail more of flexible working hours and hybrid working.	UMT	Jan 2025 - June 2025	In the 2021 EDI survey 55% of respondents were dissatisfied with the levels of childcare offerings. Reduce this by 10% in the next EDI survey. Increase proportion of men that avail of flexible working to 40%.
GE1, GE2 AEG2	2.4.14	Medium	Update guidelines for Embedding EDI to promote gender balance and ethnicity and other equality grounds at events (to include conferring ceremonies), conferences, on websites, pictures on walls etc. to better reflect the UCD population and promote underrepresented groups.	UCD seeks to expand the visibility of diversity in all materials and events and will update guidelines to include UCD conferrings, a significant external facing event, to include consideration of gender and race within the platform party. In the 2023 survey,81% of respondents indicated there was gender balance in publicity materials produced by the University and 70% strongly agree that there is gender balance in chairs/speakers at events or seminars.	EDI	Sept 2025 - Dec 2025	In the 2023 survey,81% of respondents indicated there was gender balance in publicity materials produced by the University increase thai to over 90% by 2027 70% strongly agree that there is gender balance in chairs/speakers at events or seminars increase this to over 80% by 2027
GE3	2.4.15	Low	Audit all family leaves to: ● Ensure the language is inclusive of all families including the documentation required when applying for the leave. ● Ensure that the process of requesting leave is not unnecessarily overly bureaucratic in order to encourage people to avail of the leave.	Exclusive language and documentation required can be a barrier to some people availing of family leave.	HR Services – Operations EDI Employee Relations and Policy	Jan 2026 - June 2026	Increase the satisfaction levels with the process of applying for family leave from 65% in the 2023 EDI survey to ≥75% in the next EDI survey Achieve a 20% increase in the uptake of family-related leaves from those who are eligible to take it by 2027.
GE3	2.4.16	High	To increase the rate of cover provided for those that take maternity /adoptive/surrogacy leave as Schools/Units receive the social levy automatically once the individual goes on leave. Develop a means of monitoring the uptake of the phased increase in teaching and address any shortcomings.	Data indicates that the rates of cover could improve for those going on long-term family leave (59% academic and 69% PMS)	CPs/HoS	Sept 2024 - June 2025	Increase in maternity/adoptive/ surrogacy leave cover rates to: 70% for academic 80% for PMS staff

Priority (please see key above)	No	Rating	Action	Rationale	Responsibility	Timescale	*Success Measures
GE3	2.4.17	Medium	Develop clear communications outlining the requirements, benefits and supports around each type of leave and the appropriate stage in a child's development when most appropriate. This will include explainer videos and flowcharts published within parent networks and other support groups.	Consultation indicates that there appears to be some confusion over leave types and entitlements, which may limit uptake. In general guidelines were unclear and there was poor awareness around supports already in place. Take-up of some leaves is low.	EDI HR	April 2025 - Dec 2025	Increase awareness of family leave options in the next EDI survey. Set baseline in the next survey and increase by 5% by 2027 Increase take up of all family leaves by 20% by 2027
GE4	2.4.18	High	Implement findings from the national Engaging Men in Gender Equality project and UCD Engaging Men in EDI initiative in encouraging greater uptake of leave of family leave by men and highlight male role models taking parental leave (and other family leave).	There is a particularly low proportion of academic employees, particularly males taking family related leaves is a concern. Link back engaging men project. 27% of those who say they took family related leave 2023 survey were men.	Engaging Men in EDI Working Group	Currently underway - May 2025	Increase mens satisfaction levels with the process of applying for family leave was supportive from 56% in the 2023 EDI survey to >= 65%
GE3	2.4.19	High	Introduce short-term unpaid leave to allow for more flexibility for those that need it either because they are not eligible for other leave due or they may require additional time off e.g. Pregnancy loss, Fertility Leave etc	Feedback highlighted the high level of bureaucracy around applying for leaves and lack of flexibility.	EDI HR	Sept 2024 - Dec 2024	Increase the % awareness of family leave options in the next EDI survey. Create baseline question in Next EDI survey to understand reason why people who are eligible to take family related leave and don't
GE3	2.4.20	Medium	Explore sectorally and internationally how managers can be supported in balancing supporting family leaves with work that has to be completed.	Consultation highlighted the issue of backfilling and having more flexible/hourly-paid/a pool of staff (e.g. research assistants, teaching assistant, admin support) to cover the workload of those on family leave. 2023 academic =59% PMS=69%	EDI HR	Jan 2026 - June 2026	Increase in maternity/adoptive/ surrogacy leave cover rates to: 70% for academic from 59% 2023 80% for PMS staff from 69% 2023

Priority (please see key above)	No	Rating	Action	Rationale	Responsibility	Timescale	*Success Measures
GE3	2.4.21	High	Promote the Carer's Framework and continue to raise awareness around supports (internally and externally) and resources that are available for carers in one location. Expand the parent buddies to carers where they can act as a listening ear and help carers to navigate leaves and supports available internally and externally.	The EDI survey reported 36% of employees felt UCD provides sufficient support for carers. While a range of policies are offered in UCD, the World Café revealed that employees are not always aware of these policies. The EDI survey reported that just 1.5% of employees (male and female, part-time and fulltime, academic, research and support staff) have taken carers leave and while uptake is low, it's a similar trend nationally.	EDI	June 2024 - Dec 2024	Increase in proportion of those that felt UCD provides sufficient support for carers to >= 60% in next EDI survey (36% in the 2023 EDI survey.)
GE3	2.4.22	High	Raising Awareness around Caring Responsibilities and Impact - Promote awareness of family caregiving positively by committing to a webinar/event to coincide with National Carer's Week in June each year. This could also be an opportunity to promote relevant policies and supports for carers in UCD. - Raise awareness and 'normalise' caring in UCD, particularly among line-managers, through measures such as highlighting 'carer case studies' and Carer Champions among senior staff who have caregiving responsibilities and training around supporting carers. - Pilot an employee carers' club/network to enhance supports for family carers.	Both the EDI survey respondents and participants of the World Café highlighted the need to raise awareness of carers and different caring situations, especially among line-managers. As a World café participant put it "Carers may not feel as important as parents and do not receive the same recognition".	EDI Heads of School/Unit	June 2024 - Dec 2024	Increase in the proportion of carers that feel supported in UCD. Increase to: >=30% of carers feeling supported by UCD currently at 18%.
GE3	2.4.23	Medium	Explore a carers/parents conference grant or other support to enable employees with caring and parenting responsibilities to attend conference/training/ networking events. Offer more hybrid options for conferences, meetings and networking events and make recordings available to carers and others who may not have been able to attend due to caregiving responsibilities.	Having caring responsibilities continues to be an inhibiting factor for employees' career progression (EDI survey 2021; 2023). Over a third of employees (34.2%) indicated that taking family leave has negatively impacted on their career progression, and this applied more to females than male employees (F: 37%; M:23%). Furthermore, over two thirds of employees (68%) have been prevented from travelling and participating in conferences/meetings off campus because of caring responsibilities (F: 69% vs. M: 67%).	EDI	Sept 2025 - April 2026	Reduce the proportion of those that have been prevented from attending conferences due to caring responsibilities from 68% to 50% by 2028.

Priority (please see key above)	No	Rating	Action	Rationale	Responsibility	Timescale	*Success Measures
AEG5	2.4.24	Low	Embed questions in the EDI Student Survey to understand student perceptions of EDI in UCD. and to promote survey to encourage completion rates	To gather more qualitative data in relation to students' experiences in UCD.	Institutional Research EDI	Jan 2026 - Dec 2026	Increase in EDI Student Survey internal survey completion rates (5% in 2023) by ≥5% by 2027
AEG5	2.4.25	Medium	Faculty should continue to be supported to incorporate a diverse range of perspectives into their curriculum, including being made aware and supported to avail of the professional development opportunities in this area and existing principles and case studies around inclusive learning i.e. UCD T&L Teaching across Culture module, UDL badge, etc.	86% of staff who responded to the EDI survey agree/strongly agree that the UCD curriculum could be made more inclusive by budding staff capacity and confidence to embed EDI in their curricula. 82% of staff who responded to the EDI survey agree/strongly agree that the UCD curriculum could be made more inclusive by developing a set of guiding principles around embedding EDI in the curriculum 81% of staff who responded to the EDI survey agree/strongly agree that the UCD curriculum could be made more inclusive by developing case studies around embedding EDI in the curriculum	Teaching and Learning ALL UMT Education Group	June 2025 - Dec 2025	Academics agree/strongly agree that the UCD curriculum is inclusive Academics agree/strongly agree that they feel supported in making the UCD curriculum inclusive Set baseline question and targets based on baseline results
AEG5	2.4.26	Medium	In the design of their module and programme, UCD Faculty need to: - support schools that have done 'sense of belonging' to roll out supports in the light of findings to students from different backgrounds - roll out survey to whole university	Students who completed the Sense of Belonging survey as part of a research initiative in the UCD College of Science reported that they are 1) overburdened with continuous assessment, especially since the onset of the COVID-19 pandemic, which limits their opportunities to 2) socialise and develop their sense of belonging. This is important because sense of belonging has been shown to correlate with academic achievement, progression and retention. Students requested 3) more group work especially early in their academic journey, and in modules with large numbers of students, and this creates opportunities to get to know other students and ultimately make friends.	Teaching and Learning UMT Education Group	Sept 2025 - Dec 2025	Students feel UCD is an inclusive environmentl 80% of female and 75% of male respondents (388 responses to this question student survey.ie) believe that the assessments on their modules support the needs of diverse cohorts of students. increase this to 95% of females and 85% of males by 2027

Priority (please see key above)	No	Rating	Action	Rationale	Responsibility	Timescale	*Success Measures
AEG5	2.4.27	High	Create a university led action plan to increase completion rate amongst incoming first year students of Bystander Training. Implement reporting by gender. Develop a sustainable framework for the continued delivery of Consent Workshops in terms of ownership of the process and data collation.	53.7% of incoming first year students completed bystander training. Consent Workshops have been rolled out across disciplines in UCD by volunteer academics that incorporate these workshops into their lectures and who have undergone consent train-the-trainer workshops in the University of Galway. It is important that there is central ownership of the Consent Workshop programme in order to maintain sustainability and a consistent approach across all disciplines.	Dean of Students D&R Oversight Group	Sept 2024 - Dec 2024	Increase in proportion of incoming students completing bystander training to 70%. Consent Workshops run across all Colleges for incoming students.
AEG5	2.4.28	Medium	Explore the potential of rolling out intercultural awareness training for students including embedding into existing modules. Run the Anti-Racism Awareness Raising Campaign again during the course of this action plan.	Students also reported harassment on the grounds of race twice as often as harassment on the grounds of gender (50% Race and 23% Gender). UCD ran an anti-racism campaign in 2021/22 and this will be repeated. A dedicated role has been appointed in UCD Global to focus on intercultural awareness raising amongst students.	UCD Global EDI	Jan 2026 - Dec 2026	63% of UCD student respondents to student survey.ie said UCD provides information on anti-discrimination and harassment and 67% said UCD takes allegations of discrimination and harassment seriously. Increase these % by 20% by 2027
AEG5	2.4.29	High	Student Safety on Campus a) Adapt the existing communications relating to "Support during a Time of Crisis" and promote this more at key junctures or when incidents occur. b) Adapt the D&R Communications campaign as needed to focus on key messaging based on data. c) Engage with Campus Safety to ascertain if further actions can be taken to increase a sense of student safety on campus.	Overall 58% of reports to the DRSS, stated that the incident(s) took place on university property which could be in a variety of settings. From consultation sessions, students generally felt safe but at particular times of year such as Christmas or when incidents nationally or globally, some people from minority groups did not feel safe and more re-assurance and visibility of UCD support is appreciated at those times.	D&R Oversight Group Culture & Engagement	Sept 2024 - April 2025	63% of UCD student respondents to student survey.ie said UCD provides information on anti-discrimination and harassment and 67% said UCD takes allegations of discrimination and harassment seriously. Increase these % by 20% by 2027
AEG5	2.4.39	Medium	Research into the on-campus childcare needs of students and make recommendations for further support.	A creche facility is available on-site and children of students are prioritised. More research is required as to the numbers of students availing of the UCD creche facility. Feedback indicated that a more flexible childcare approach is needed by students as some may not require a full-time creche facility.	UMT Student Experience Group	Sept 2025 - June 2026	Further information obtained about the needs of students who have children as regards childcare through student focus groups.

Priority (please see key above)	No	Rating	Action	Rationale	Responsibility	Timescale	*Success Measures
AEG5	2.4.31	High	- Finalise and publish the Maternity Policy for students. - Enhance guidance materials available for students who are parents/carers so that they are aware as to what they may be entitled to financially and in terms of the types of flexibility that could be offered and other supports such as extenuating circumstances.	Enhance guidance materials available for students who are parents/carers so that they are aware as to what they may be entitled to financially and in terms of the types of flexibility that could be offered and other supports such as extenuating circumstances. Increase visibility of students who are parents.	UMT Student Experience Group	June 2024 - Dec 2024	Maternity Policy for students and guidance for students who are carers developed and published. Increase in student awareness of support for students who are parents and carers. Set baseline and target in UCD Student EDI survey. Aim for a 15% increase (on the baseline) by 2028.
AEG5	2.4.32	Low	When developing EDI policies for the UCD community of employees and students, engage with the recently developed Staff-Student forum to sense-check language and other aspects through a student lens to ensure the policy is student friendly and to seek advice on how best to raise awareness of the policy amongst students.	Feedback has indicated that policies for employees and students tend to be more employee focused with the language used and students are unaware of these policies.	EDI	Sept 2024 - Aug 2028	All EDI policies relating to both students and employees are run past the Staff-Student Forum. 65% of students in the 2023 student survey.ie felt that UCD demonstrates a commitment to diversity. UCD will increase that to >=75% BY 2027
AEG5	2.4.33	Medium	Review good practice elsewhere such as the Model Framework developed by the Carers Trust UK and the Carewell Project led by UCD for employees around supporting students with caring responsibilities to help identify good practice in this area.	The National Access Plan added a number of groups to their target groups including students who are carers.In terms of inclusion, a lot of campus life happens in the evenings at times when they are not able to engage with this. Accommodation in Residences is not designed for those who have caring responsibilities/are parents.	Student Experience Group EDI	Sept 2026 - June 2027	Student Support roles feel better equipped to support students who are carers. Greater awareness amongst students who are carers as to the supports available. Include survey questions in the next EDI Employee Survey to measure success and set a baseline. Aim for a 20% increase (on the baseline) in the following survey.

Priority (please see key above)	No	Rating	Action	Rationale	Responsibility	Timescale	*Success Measures
AEG5	2.4.34	High	Increase supports to enhance a Sense of Belonging amongst Postgraduate students and a feedback mechanism - Review the supports available to incoming undergraduate students that could be of benefit to Postgraduate Students and extend these supports where viable. - Raise awareness amongst postgraduate students as to the supports in place to encourage making connections and support integration and identify new activities. - Raise awareness as to how to provide feedback on an ongoing basis rather than just at the end of the trimester.	Postgraduate students however indicated that they do not feel as well supported even though they may be new to the University and Ireland and would benefit greatly from some of the supports received by undergraduate students such as peer mentors and guidance information. As part of this postgraduate students also identified the need for physical spaces (study and to meet up) and online platforms to support integration, particularly international students.	Dean of Postgraduate Studies	Jan 2025 - Dec 2026	Postgraduate students feel better supported and integrated into UCD. Include survey questions in the EDI Student Survey to measure success and set a baseline. Aim for a 10% increase (on the baseline) by 2027.
AEG5	2.4.35	High	Create a one-page document/infographic on gender identity supports/facilities that can be used to communicate to trans or non-binary students through social media.	Whilst it was acknowledged that a lot of work has been done in this area, feedback from students would indicate that there is a lack of awareness of these supports in place to support transgender students or those who are non-binary. Consultation with Student Support roles highlighted specific scenarios that can be challenging to manage such as field work or sports clubs that involve residential trips.	EDI	Jan 2025 - Dec 2025	Those in student support roles feel more equipped in supporting students who are trans or non-binary. Include survey questions in the next EDI Employee Survey to measure success and set a baseline. Aim for a 20% increase (on the baseline) in the following survey.
AEG5	2.4.36	Low	In the case of students who do not wish to change their name officially but have a preferred name, identify how systems can be used to raise awareness of preferred names.	Where students do not wish to change their name/gender on systems for various reasons, feedback during consultation indicated that there needs to be an efficient means of a student being able to make their lecturers/module co-ordinator aware of their preferred name and pronouns whilst in UCD without having to repeatedly inform all their lecturers.	Registry/Institutional Research	Sept 2026 - Aug 2027	Module coordinators feel better supported in supporting students across different gender identities. Include survey questions in the next EDI Employee Survey to measure success and set a baseline. Aim for a 10% increase (on the baseline) in the following survey. Students from minority backgrounds feel UCD is inclusive. Set baseline and target in Student EDI survey.