

The UCD School of Veterinary Medicine Silver Athena SWAN Action Plan 2024-2028

The Athena SWAN Silver Application Action Plan (SiAP) is organised into short, medium and long term goals

Actions are mapped to 4 **priority areas** for the School.

The VetEDIAS management team (VMT) is responsible for the overall monitoring of progress. Working groups (1-4) of the VetEDIAS (Vet EDI/Athena SWAN Committee) are responsible for specific actions. Each WG chair assigns actions to individuals and monitors progress reporting back to the VMT. Two subcommittees (SC 1&2) are being created to deal with specific, complex actions and will report to VMT directly.

NB: UCD is applying for Silver Award; the SVM's SiAP has strong alignment to the 2024-2028 UCD GEAP to increase the SMART element of our goals.

Priority Areas (🚩 indicates top rated action)	
Priority Area 1 (P1)	Career Progression for Academic Faculty and Researchers
Priority Area 2 (P2)	Career Progression for PMS Staff
Priority Area 3 (P3)	Embedding EDI across the student learning experience
Priority Area 4 (P4)	A Supportive and Inclusive Working Environment and Culture



Committee Groups	Responsibility for Silver AP
VetEDIAS Management Team (VMT)	Progress and Implementation
Working Group 1 (WG 1)	Career Progression and Mentorship, Academic and Research Staff
Working Group 2 (WG2)	Career Progression and Mentorship, PMS Staff
Working Group 3 (WG3)	Student Related Issues
Working Group 4 (WG4)	Community Communication and Inclusiveness

Colour code for delivery:	
Short Term	Jun-25
Medium term	Jun-26
Long term	Dec-27

SiAP Number	Action	Start date	End date	Responsibility	Success Measure and Impact
Governance and assessment of the department's gender equality context and, where relevant, wider equality context					
SiAP 1 (P1, P2, P4)	Promote more equitable gender participation in HR EDI training and EDI/Student committee representation: -Seek Eols from SVM for new UCD Working Group on 'Engaging Men in EDI'. Implement recommendations that come from this group. - Greater communication via P4G meetings of the role of Athena SWAN/EDI in Faculty Development framework. (Aligned with UCD-GEAP 5.1.6, 5.3.2, 5.6.1, 5.6.4, 5.6.5)	Feb-24	Jun-24	HoS, VMT	1. Greater uptake of EDI training by males with an improved ratio of female:male participation of 2:1 from 3.8:1 in 2022 (EDI Events 54F vs 14M in 2022), thereby reflecting gender profile of school (65%F). 2. Gender balance on committees: while 40% F/M is desirable - success would be to achieve at least a 33% F/M minimum that is reflective of the gender profile of the school is achieved.

SiAP Number	Action	Start date	End date	Responsibility	Success Measure and Impact
SiAP 2 (P1, P2, P4)	Promote Institutional change for key EDI training to be mandatory for supervision of research students/promotion application. Promote positive impact of training on staff core competencies/promotion and development framework. (Aligned with UCD-GEAP 5.1.6, 5.3.2)	Jun-24	May-26	HoS, VMT	Change in UCD policy for mandatory EDI training for research student supervisors, interview panels and those applying for promotion Major benefit in the development of an EDI culture across the University Community
SiAP 3(P3, P4)	Diversified and targeted methods for collecting school-level data and feedback at SVM-level from staff and students by: -Pulse surveys focussed on individual priority actions-Satisfaction rating as a means of measuring change-Using subgroups/focus groups on key action points -In class polls to monitor change in the student population - Suggestion boxes in various locations-Feedback from Networking/ induction events (Aligned with UCD-GEAP 4.3)	Jan-24	Jun-25	VMT & WG4	Adoption of diverse methods for data collection and staff/student feedback. Increased engagement with:- 70% response rates for pulse surveys and polls around priority actions/areas- Multiple, timely opportunities for giving feedback on the SiAPData to inform current/future action plans will be comprehensive and fully representative of the SVMs wider community.
SiAP 4 (P4)	Work with EDI Unit to improve data management systems for collecting/collating SVM data such that gender analytics dashboard is fit for purpose and capable of filtering and analysing data. (Aligned with UCD-GEAP 4.3)	Jun-24	May-26	VMT, UCD EDI Unit, UCD HR	Implementation of streamlined UCD data collection system that captures gender and other core metrics with integrated analytic tools will ensure SVM can more efficiently monitor SiAP progress.
SiAP 5 (P3, P4)	Enhance dissemination of School-level information on SiAP Progress using multiple methods: Notice boards/ screens in key areas- hospital, common room, café. 'Action of the month' highlighted, with brief description and progress (via website and notice boards) with suggestion box +/- QR code for anonymous online feedback.	Jan-24	Dec-24	VMT & WG4	Highlight progress/positive changes that occur as a result of the SiAP. Agenda items for School Forum: 2 or 3 relevant 'staff' actions, and staff/ student liaison meetings 1/2 'student' actions.
SiAP 6 (P1,P2,P4)	Adopting a Voluntary sharing of work spaces to provide an inclusive work environment to align with hybrid working practices, maximizing the use of SVM office and building spaces. - In conjunction with SiAP 6, additional voluntary, agreed sharing of office space, will be sought to make space available for new staff. - The reassignment of larger office spaces as they become available, into multiuser spaces.	Jan-24	Dec-27	WG1	In staff surveys, 100% of new staff will report that office space was available for them on the day they started.

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SiAP 7 (P3, P4)	Creation of designated ' quiet spaces' for people to work and study-supporting neurodiversity in SVM	Mar-24	Sep-25	WG1,WG2,WG4	Report to SVM management by Sept 2024, with budgetary implications, on potential for creation of quite spaces within Vet Sciences building. Dedicated quiet spaces in place by Sept 2025.
SiAP 8 (P1, P2, P4)	Implement, improve and monitor existing local staff induction programme . - Each section appoint a local induction co-ordinator to ensure that all new staff are introduced to all section members and across the school. - Operate a buddy system for new staff. Seek feedback from new starters for improvements to induction. - New Staff: a month after starting, request confirmation email that induction has occurred and that they feel supported. - Twice yearly new staff networking event promoting inclusion for new staff (Aligned with UCD-GEAP 5.1.10, 5.1.11)	Feb-24	Dec-27	WG1,WG2	Greater than 80% new staff agree that SVM local induction process met their needs.
SiAP 9 (P1, P2, P4)	Specific local induction to the UCD Veterinary Hospital (UCDVH), for staff on short term contracts. (Aligned with UCD-GEAP 5.1.10, 5.1.11)	Feb-24	Dec-24	WG1	Annual review to ensure induction has occurred using exit form and level of satisfaction with induction process (with >80% satisfaction target)
SiAP 10(P4)	To ensure continued progress and delivery on the SiAP , the following steps will be undertaken:-A VetEDIAS Committee term iof 4 years in keeping with the AS application cycle-staggered replacement of Co-Chairs (1 every two years) with support from outgoing Chair as required-Onboarding for new Chairs in conjunction with the EDI unit - Biennial turnover of 50% of committee members with peer buddy induction process-Development of an SVM VetEDIAS induction handbook distributed to new members within 1 week of joining to ensure clarity of ToR and WG structure (Aligned with UCD-GEAP 5.1.10, 5.6.22)	Jan-24	Jun-24	VMT	Clear pathways for how the committee functions and resources available using induction handbook and peer buddy system for onboarding new VetEDIAS members/Chairs . Smooth transition and retention of the ' corporate knowledge' ensuring continued forward momentum of the SiAP- resulting in higher completion rates- with delivery on 90% of actions.

SiAP Number	Action	Start date	End date	Responsibility	Success Measure and Impact
SiAP 11	<p>Improve communications and training around bullying, harassment and sexual misconduct.</p> <ul style="list-style-type: none"> - Information/ poster campaign on the complaints process and how to report unfavourable treatment. - Increase the transparency regarding the management of the complaint process - Development of a systematic tiered approach to reported complaints in association with the D&R unit - SVM seminars/workshops on dealing with microaggressions with D&R unit with one tailored to postgraduate students - Promote uptake of D&R training, especially for line managers and post graduate student supervisors <p>(Aligned with UCD-GEAP 5.6.4, 5.6.5)</p>	Apr-24	Apr-25	WG1, WG2	<p>>90% of all staff and students are aware of UCD policies on Sexual Misconduct and Bullying & Harassment.</p> <p>While the aim is for a culture of zero tolerance to all bullying/harassment/sexual misconduct, an increased awareness of policies often sees an initial increase in reporting of bullying/harassment/sexual misconduct incidents. Therefore, the desired effect is to effect is a sustained decrease in cases subsequent to expected spike.</p>
SiAP 12 (P1,P2) 	<p>Formation of a WAM committee in the SVM (Aligned with GEAP 5.6.15 & 5.6.16) to undertake</p> <ul style="list-style-type: none"> -Review of workload models and work allocation audit acertaining reasons work undertaken outside normal hours (Aligned with GEAP 5.6.17). -Focus group with different staff cohorts to understand workload management and why females greater disageement regarding their workload being reasonable/ and hapinness with work-life balance. Depending on results, implement positive change using potential facilitators for improving work life balance/working conditions e.g. - time management workshops for managers and staff - moderation of expectation if excessive work allocation. 	Jun-24	Dec-26	WG1, WG2	<p>Work load reviewed such that:</p> <ul style="list-style-type: none"> - 50% decrease in unpaid out of hours work (by 2026) -40% drop in the percentage of staff, especially female staff, performing unpaid work out of hours from 2022 survey -Uptake of HR training by 50% of staff to support better work-life balance - Link with staisfaction metrics as part of SiAP19 and SiAP30
SiAP 13 (P1,P2) 	<p>Review of staffing gaps for the School to assess the amount of extra work by staff above their work allocation</p> <p>To work with the HR partner to:</p> <ul style="list-style-type: none"> - Audit to ensure the correct line manager assigned in the SVM - Information seminar with HR partner with line managers to improve efficiency in recruitment - Earlier and more streamlined advertisement for replacement staff. - Monitoring of staffing gaps /shortages - Recruitment of short term administrative and/or teaching supports if failure to recruit professional staff to ease teaching/administrative burden 	Jun-24	Jun-25	HoS, VMT	<p>Reduction in staffing gaps by 50% by 2026 with ongoing monitoring to ensure recruitment timely and effective</p> <ul style="list-style-type: none"> -Alternative interim staff employed to reduce staffing deficits/excessive workload if recruitment failure. -Correct line management in place

SiAP Number	Action	Start date	End date	Responsibility	Success Measure and Impact
SiAP 14(P1,P2, P4) ⊕	Increased supports for management of Stress, Mental well-being to prevent burnout of staff. SVM to achieve this by:- Recognition of National Workplace Wellbeing Day (May 3rd 2024, May 2nd 2025):- Increasing awareness of UCD supports e.g. Recognising and minimising workplace stress with MBTI - Tailored workshops for staff on mental well-being in high stress environments especially the veterinary hospital - Addressing excessive workload allocation - Promotion/ Facilitation of available of Stress reduction management techniques e.g. yoga, meditation, social interactions, exercise(Aligned with UCD-GEAP 5.6.1, 5.6.4, 5.6.15, 5.6.16)	Jun-24	May-26	WG4	Year-on-year 15% decrease in staff stress levels as compared to 2022 baseline data (60% decrease by 2026), monitored by feedback and annual pulse surveys
SiAP 15 (P1,P2)	Hold a focus group to clarify reasons why - P4G and Mentoring perceived as being insufficient in providing career advice /coaching for female staff and how these can be improved Encouragement of staff interested in coaching others to undertake HR training in 'Essential Coaching Skills' and use this skill set to the benefit of staff. Monitor mentoring uptake to ensure staff that want to avail of mentoring are being supported, especially male staff, ensuring it is available and across all staff cohorts.	Jun-24	Apr-25	WG1, WG2	Pulse survey results show >80% of academic and PMS staff aware of mentoring supports available in SVM, with >80% satisfaction for those staff engaged in mentoring. Marked reduction in female staff who say they want career advise/coaching to < 15% This will ensure that all staff cohorts feel supported in progressing their career
SiAP 16 (P1,P2) ⊕	A range of measures are required to make the P4G process more effective for both Academic and PMS staff: Actions include - Biannual School level P4G gender disaggregated report to be provided by our HR partner (March and Sept), this will provide: (i) Transparency on P4G training /funding requests and awards (ii) Collation of School specific barriers to career progression for different staff cohorts - Increasing awareness of choice option in P4G reviewer and potential alternative funding sources for training. (Aligned with UCD-GEAP 5.3.3)	Mar-24	Dec-27	HoS, WG1, WG2	Staff feedback will show increased satisfaction (>60% for all staff) with P4G process, with decreased issues/ barriers to career progression highlighted by staff

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SiAP 17 (P1, P2, P4)	UCD HR to support delivery and dissemination of information: <ul style="list-style-type: none"> - Seminars for staff on current flexible/hybrid working option - Manager-specific seminar suite to cover EDI, HR, peer support and coaching - Quarterly updates on relevant HR changes by UCD HR partner to VetEDIAS committee; information updated on VetEDIAS website and communicated to staff. (Aligned with UCD-GEAP 5.5.7)	Apr-24	May-26	WG1, WG2 & SVM HR partner	Annual pulse survey to assess staff satisfaction in provision of HR information (>80% satisfaction)
SiAP 18 (P1,P2,P4) ⊗	Improve communication, culture and recording around family related leave <ul style="list-style-type: none"> - Focus group for staff and managers to develop solutions to challenges of staff taking family related leave and to support managers to facilitate the process. - Ensure clear tracking and communication of financial supports to SVM for staff going on maternity leave. - Information/ poster campaign on the leave entitlements and supports also targeting males (paternity leave) and line managers. - Safe reporting system of complaints of unfavourable treatment. (Aligned with UCD-GEAP 5.5.2, 5.5.6)	Sep-24	Aug-25	HoS, WG1, WG2	More accurate collection of data around family related leave to assess scale of the problem. Sustained decrease (20% year-on-year minimum) in staff reporting unfavourable treatment due to caring responsibilities or pregnancy/maternity.
Embedding policy, practice and supports to advance academic and research staff careers					
SiAP 19 (P1) ⊗	A review of the workload models across faculty cohorts (nonclinical and clinical academics) to assess fairness in workload allocation/volume. (Aligned with UCD-GEAP 5.6.15, 5.6.16, SiAP 12) <ul style="list-style-type: none"> - A detailed assessment of work commitments by Academic staff in terms of teaching, research, clinical, contribution and outreach to assess where gender discrepancies are occurring - Review and remediation of recurring workload challenges outlined in the P4G report (SiAP 16) 	Jun-24	Jun-25	HoS, VMT	Pulse survey so that: <ul style="list-style-type: none"> - >70% of females happy with their work-life balance by 2026 -40% drop in the percentage of staff, especially female staff, performing unpaid work out of hours ->80% females feel that workload issues will be dealt with transparency in workload allocation
SiAP 20 P1,P2	Seminar/information session on taking sabbaticals provided by HR partner. SVM senior management in conjunction with CHAS/ UCD to examine budgeting alternatives to support faculty, especially in early/mid career to take sabbaticals. (Aligned with UCD-GEAP 5.3.4)	Sep-24	Dec-25	HoS, WG1	An increase in sabbatical leave uptake; target of 1-2 faculty per year. Outputs e.g., networking collaborations and skill sets acquired, disseminated by participants to SVM at School Forum post sabbatical.

SiAP Number	Action	Start date	End date	Responsibility	Success Measure and Impact
SiAP 21 P1,P2	Run a series of seminars in 2024/ 2025 at SVM and CHAS level regarding the new UCD promotional framework. These will include: - Highlighting significant changes to the framework document - Recently promoted staff at different levels sharing their journey - Clinical promotional pathways (Aligned with UCD-GEAP 5.1.12, 5.1.21c)	Sep-24	Dec-25	WG1	Collect data post seminars to ensure >80% of staff have clear understanding of new promotion framework.
SiAP 22 (P1) ⊗	Clinical faculty to be supported to ensure greater opportunities for promotions. These linked actions encompass - A review of the 50% 'on': 50% 'off' clinics workload model to facilitate equality of opportunity for career progression for clinical academic staff. - Renew mentoring of academic staff to support promotion applications to higher grades, focussing on female and clinical faculty. - Ensure the full remit of clinical activity is benchmarked against indicators of achievement in UCD Promotions framework. (Aligned with UCD-GEAP 5.1.12)	Jun-24	Dec-26	WG1	Clinical staff supported so that: -at least 3 promotion applications submitted/year. -Promotion of Faculty with high clinical activity to senior academic positions by Dec 26. Target for one promotion to Full Professor, and two from Assoc Prof to Professor level. This would provide evidence that the revised Promotions Framework with improved benchmarking allows for fair assessment of clinical activity.
SiAP 23 (P1)	Co-ordinate with other schools in CHAS regarding the development of a UCD clinical career pathway for faculty with 80% clinical commitment. Generate report to CHAS CP, CHAS VP EDI, UCD EDI and GEAG (Q2 2026) on potential promotion mechanisms for staff with 80% clinical commitment. (Aligned with UCD-GEAP 5.1.12)	Jan-25	May-26	WG1	A promotional pathway for academic clinical staff with 80% clinical commitment established. This will provide equality of opportunity for all academic staff
SiAP 24 (P1)	Refine our faculty mentoring programme to tailor (a) level of mentoring dependent on different academic levels (b) encourage greater mentoring take up by male staff. (c)female staff with high clinical activity mentored to submit promotion applications for senior academic positions (Professor and Full Professor). (Aligned with UCD-GEAP 5.1.12)	Sep-24	Dec-27	WG1, WG2,	Increased uptake of mentoring by male staff (aim for min 30% mentors/mentee female/male in each cycle in line with School gender profile. Promotion applications to senior academic positions (Professor and Full Professor) of clinical academics VN academic staff member to go for promotion
SiAP 25(P1, P4)	SVM will support CHAS Postdoctoral Forum in delivery of supports to postdoctoral staff by:- Inclusion in SVM mentoring programme- Promotion of career development supports available in CHAS and UCD	Mar-24	Dec-27	WG1	Integration of postdoctoral researchers into SVM mentoring framework (by Dec 2024). Pulse survey with >70% of postdocs availing of UCD and CHAS career development supports/networking opportunities .This will positively impact transferable skill development and career progression of postdoctorate researchers.

SiAP Number	Action	Start date	End date	Responsibility	Success Measure and Impact
SiAP 26 (P1,P4)	Communicate to SVM managers on maternity leave entitlement of research staff, including formal recognition of maternity leave. (Aligned with UCD-GEAP 5.5.2, 5.5.6)	Jun-24	Dec-24	WG1,	Feedback obtained from PDRAs (Q1 2025) via CHAS Postdoc Forum to ensure clarity on maternity, parental and related leave entitlements. "Refresher" information sessions for PDRAs and PIs if issues remain.
SiAP 27 (P1, P4)	Monitor percentages of female staff in researcher and 'teaching only' posts. Actively promote female research role models with positive recruitment practices for minority gender (if gender imbalances are being maintained).	Jan-24	Dec-26	WG1	Return to at least 50% female researchers in the SVM by 2026 Ensure 'teaching only' posts reflect professional gender profile.
SiAP 28 (P1,P2)	Report from HR partner on P4G process regarding the facilitators and barriers to career progression for Faculty/Researchers (Aligned with UCD-GEAP 5.3.3)	Jan-25	May-26	WG1, WG2	Faculty survey feedback will show increased satisfaction with P4G process (<10% staff disagreeing with usefulness of P4G for career development)
Embedding policy, practice and supports to advance professional, managerial and support staff careers					
SiAP 29 (P2, P4)	Promote professional profiles of PMS staff by: - Updating the UCD staff directory - Encourage training and development of LinkedIn profile (UCD offering) via P4G.	Jan-24	Dec-24	WG2 & Line managers	>70% of PMS staff reporting that professional profile has positively impacted their skill sets and career prospects by highlighting training undertaken. 50% report improved Networking opportunities
SiAP 30 (P2)	Collect and collate data from different PMS staff cohorts regarding the training opportunities, time for career development and financial supports (if required) they are afforded. Develop workload practice guidelines for PMS staff including standardised minimal time allowance/ training opportunities that can be used by all staff within that cohort.	Jun-24	May-26	WG2 & line managers	Using pulse survey and HR training records to show - 100% of PMS staff provided the option of availing of career development training - Increase in the training undertaken and decreased negative feedback re same in the P4G feedback
SiAP 31 (P2,P4) ⊗	Support career progression for PMS staff through: - Deliver seminars/information sessions with UCD HR on steps to be undertaken to further career progression for differing cohorts of PMS staff (link with SiAP 17) (Aligned with UCD-GEAP 5.1.21c) - SVM PMS staff who have been promoted/ underwent job sizing in recent past to present in workshop/Q&A format on steps they took. - Promote participation in Mentoring/Coaching opportunities available within SVM and UCD	Apr-24	May-26	WG2 & SVM HR partner	>70% of PMS staff agreeing that 'There are opportunities to progress my career in UCD' >80% have a 'a clear sense of career pathway to progress to the next grade'. Expected impact is an increase in promotional applications from different cohorts of PMS Staff
SiAP 32 (P2)	Time allocation for Veterinary nursing staff for training/Committee work to enhance their career progression and job satisfaction	Mar-24	Jun-25	HoS, line managers, & WG2	15% year-on-year increase in numbers of Vet Nurses undergoing training courses Greater participation of Veterinary Nursing on Committees and career enhancing activities.

SiAP Number	Action	Start date	End date	Responsibility	Success Measure and Impact
SiAP 33 (P2)	Development of viable career pathways for non-standardised jobs/ roles e.g. vet nurses within the UCD job framework. - Alignment with technical officer grades and promotion pathways - Improved flexibility in rostering	Jun-25	Dec-27	HoS, line managers, VMT & WG2	Improved career pathway structure mapped by Dec 2024. >80% improvement reported after seminar series regarding understanding career pathways available to them. Feedback sought via focus group format, with staff reporting clarity in understanding and structure of career pathways (>80% satisfaction).
SiAP 34 (P2)	Action the report to SVM from UCD HR on P4G process for PMS staff (SiAP 16) in addition to feedback from 2023 workshop collating successes/challenges raised regarding the P4G process and addressing the challenges to facilitate positive change and maintain engagement. (Aligned with UCD-GEAP 5.3.3)	Jan-25	May-26	WG2 & line managers	>70% of PMS staff finding their P4G conversation useful
Embedding policy, practice and supports for the student experience					
SiAP 35 (P1, P3)	The new UCD Centre for Veterinary Education (CVE) will provide training for educators of veterinary medicine. This will target: - New Faculty, especially pedagogical assessment training - Interns, residents, technical staff especially for small group teaching/ tutoring - uptake of training by the CVE will be monitored to ensure gender balance with an increased male participation encouraged.	Sep-24	May-26	HoS, VMT & UCD CVE	Gender balance in uptake of CVE training across faculty grades at 33% male uptake in line with SVM gender profile. Data sourced from CVE annually on uptake across genders and evaluation data.
SiAP 36 (P3, P4) ⊕	A (C)EMS/ work placement subgroup has been formed combining all stakeholders involved , and will: - Survey (with VSC) of all students experiences while on work placement to inform change - develop supports/reporting systems to protect our diverse student population - introduce skill-set /resilience training for the student population -promote EDI awareness/ training across placement hosts	Dec-23	Dec-26	VMT, WG4	All students (100%) on (C)EMS / workplacement will -have a support and reporting structure in place - have received resilience training - have awareness of supports to deal with discrimination on placement if it occurs. Report showing >50% drop in the frequency of unfavourable treatment by Dec 2026, with annual decreases thereafter.
SiAP 37 (P3,P4)	In conjunction with UCD CVE, curricular mapping is integrating implementation of EDI into the professional strand of both MVB and BSc curricula. (Aligned with UCD-GEAP 5.6.1, 5.6.4)	Feb-24	Dec-27	VMT, WG3	EDI component introduced to each year of both the MVB and BSc veterinary programmes Student poll will show >90% of students who took EDI modules report improved awareness of internal and external EDI challenges.

SiAP Number	Action	Start date	End date	Responsibility	Success Measure and Impact
SiAP 38 (P3, P4)	Incorporate teaching on resilience and wellbeing as part of VN and MVB curricula. - Delivery (2023) of the pilot HEA National Student Mental Health and Suicide Prevention Framework - This is to be extended and expanded depending on the results of pilot (Aligned with UCD-GEAP 5.6.1, 5.6.4)	Sep-23	Aug-26	WG3	Student feedback to assess: - how useful the modules have been to augment their personal 'toolkits' on handling stress (aim for >80% positive feedback) - they support the wider implementation of the Framework This pilot if successful it will have a positive impact on their student journey and future professional mental resilience.
SiAP 39 (P3, P4)	Examination of prerequisite entry requirements that may disadvantage students from lower socio-economic groups and removal if possible.	Sep-24	Sep-27	HoS, WG3, UCD Admissions &UCDALL	Increase in applications from disadvantaged backgrounds via HEAR (UCD Access) in 2025 applications and onwards vs 2023 baseline data trends (10% year-on-year increase), with gender and diversity data collected to ensure trends can be identified. Actions will be modified if skew in gender/diversity evident, such as improved communication campaign.
SiAP 40 (P1, P3)	The Postgraduate Education Committee (PGEC) will communicate annually to faculty to meet regularly with their postgraduate students to discuss research progress and project management.	Jan-24	Dec-24	WG3 & UCD Admissions	>80% postgraduate respondents showing satisfaction with SVM and PI supports for their research.
SiAP 41 (P3, P4)	Action to help address the shortfall in postgraduate stipends: - In concert with UCD, lobby funding bodies to increase postgraduate stipends. - Ensure equitable and transparent distribution of demonstrator and hourly-paid work to SVM postgraduate students. - Increase funding for SVM DVMS students as per increased stipends for postgraduate students.	Sep-23	Sep-25	VMT, WG3 & UCD Admissions	SVM/ UCD research-funded postgraduate students on €25,000 stipends by Sept 2025, with parallel increases for SVM DVMS students. This will ensure students from diverse economic backgrounds receive sufficient financial support to enable them to undertake postgraduate studies.
SiAP 42 (P3, P4)	In consultation with UCD EDI and GEAG, capture data on applications, offers, acceptances, retention rates and non-completion rates for postgraduate research degrees in SVM. Capture gender and other protected characteristics for all those applying for PhD and DVMS positions across SVM (Aligned with UCD-GEAP 4.3)	Sep-24	Sep-25	WG3& UCD Admissions	Via collaboration with UCD EDI and GEAG, system in place for the collection of complete and accurate data for the following cohorts: post graduate/DVMS posts shortlisted, offered, enrolled, & completed.
SiAP 43	Analyse data for completion rates across MVB and VN programmes to monitor completion rates of veterinary medicine and veterinary nursing students.	Jan-24	Aug-24	WG3	Provide targeted support to students that have extended programme completion times.
SiAP 44 (P3, P4)	Evaluate factors that are influencing career choice in students during secondary school cycle using a developed and approved questionnaire. Send newsletters to Secondary Schools to inform of outcomes (target all-male schools).	Jan-24	Jan-25	VMT, WG3	Identify if reasons for gender imbalance in applications are evident, and develop new actions depending on outcome. Assess if trends in F/M applications alter over coming 4 years.

SiAP Number	Action	Start date	End date	Responsibility	Success Measure and Impact
Community, culture, inclusion and belonging					
SiAP 45 (P1,P2,P4) ⊕	Re-establish the SVM dedicated staff common room to promote staff networking. This action will require a number of linked steps - A separate area has been identified as a potential space for the final year MVB student common room. The first step will be rehousing of staff currently in this area to new shared offices. - To achieve point 1, SVM will trial a voluntary scheme of office sharing to free up the new student common room. - Once point 2 has been achieved, the existing shared space will be repurposed for use by students. - Students will relocate from current common room to the new shared space.	Jan-24	Dec-24	VMT, WG4	Pulse survey of staff by June 2025 to measure satisfaction (aim for >80%) with re-established common room in terms of increased networking opportunities. This will foster recognition of staff and enhance formal and informal networking opportunities, enabling greater career progression opportunities and increased staff wellbeing
SiAP 46 (P4)	Support Networking opportunities to prevent staff isolation and support well being and integration via organisation of regular online/ hybrid informal events e.g. coffee mornings or lunches in staff common room (link to SiAP 50).	Jun-24	Jan-27	VMT &WG4	No staff reporting SVM as being 'stressful' and cliquy'. This will ensure that staff feel an increased sense of belonging to the community, increased sense of wellbeing and improved work-life balance
SiAP 47 (P4)	Support and celebrate staff who undertake outreach activities - Awareness campaign to highlight role of outreach in career progression and promotion frameworks - Showcase staff outreach activities at School forum and School executive meetings - Provision of SVM administrative support to outreach activities (Aligned with UCD-GEAP 5.6.20)	Jun-24	Dec-24	WG4	No staff disagree or strongly disagree to survey question on outreach activity: 'Do you agree or disagree that the following are valued by senior staff/your line manager in your School?'. 100% staff aware of positive impact that outreach activities have on career progression.
SiAP 48 (P4)	1. Organise SVM EDI events and participate in CHAS EDI Celebration events and ensure dissemination of information on CHAS EDI events across SVM 2. Communicate CHAS EDI event calendar by several means (email, posters, social media) to maximise visibility 3. SVM to lead on Pride Events across CHAS	Oct-23	Jun-25	VMT & WG4	Survey to show that >80% of SVM staff and students agree that SVM is an inclusive environment.
SiAP 49 (P3, P4)	1. Increase the focus on diversity in the Schools presentation at the UCD open day 2. Stream some events to allow for greater access to socially disadvantaged students, including quotas for minority groups to the transition year programme 3. Perform pulse survey to assess if open day influences career choice by secondary school students	Jun-24	May-26	HoS & WG4	Assess impact over 3 year cycle through pulse survey. If no evident change, reassess approach. Desired impact is an increased reach of Vet Medicine and Vet Nursing programmes amongst school students from minority backgrounds as well as increased interest amongst male students

SiAP Number	Action	Start date	End date	Responsibility	Success Measure and Impact
SiAP 50 (P4)	<p>Creating an accessible and inclusive building infrastructure</p> <ol style="list-style-type: none"> 1. Improving access to and throughout the Vet Sciences building (access doors, fire doors, signage, etc) 2. Information campaign to highlight correct use of facilities e.g. automated doors which are broken on average twice a month 3. SVM to request funding for side access route to building (Aligned with UCD-GEAP 6.3) 	Sep-23	Jun-27	HoS, VMT, WG4 & UCD Estates	<p>Reduction in calls to repair automated doors (no more than one/3 months)</p> <p>Annual pulse survey of SVM staff with a disability, on accessibility across SVM to ensure changes are having desired impacts and/or where to improve.</p> <p>Physical barriers will be reduced, staff and students with disabilities will feel a greater sense of belonging to the community.</p>
SiAP 51 (P4)	<p>Create a culture where staff and students with protected characteristics can become visible and identify/become role models of their communities (such as non-binary, LGBTQIA+, ethnic minority, neurodiverse and disabled).</p> <p>Achieve via:</p> <ul style="list-style-type: none"> - Improved communication strategy (to encompass posters, social events, Staff-Student Liaison Committee, as well as social media) - Liaise with students and staff with protected characteristics to develop communication strategy - Delivery of suitable physical spaces/infrastructure and building access needs 	Sep-24	Dec-27	HoS, VMT, WG4	<p>Survey to show that >80% of SVM staff and students agree that SVM is an inclusive environment.</p> <p>Delivery of suitable physical spaces/ building infrastructure across SVM and UCD</p>