


# Section 3: Action Plan

+ Action Plan to address identified issues

High priority action identified with the symbol: 

Priority area or objective	Planned action	Rationale	Key outputs and/ or milestones	Timeframe (start and end dates)	Roles responsible	Success indicators: outcomes and impacts sought
<b>Section A: The self-assessment process</b>						
A1a 	Track and raise awareness of Gender Barriers to Career Progression	There continues to be gender disparity in career progression in both academia and industry. We can do more to prepare students to navigate this. The response to student survey Question 7.6 querying the “ways that [their] university programme could have prepared you	Establish connections with professional bodies and networking organisations including <a href="#">Engineers Ireland</a> , <a href="#">Engineering Graduates Association</a> , <a href="#">Royal Town Planning Institute</a> , <a href="#">Irish Landscape Institute</a> , and <a href="#">Royal Institute of Architects</a> , UCD Women+ In STEM, to keep abreast of knowledge held in those organisations	2024 (embed)	CP / VP EDI  <b>Suggested Internal Supports:</b> Career & Skills Consultant for College of Engineering and Architecture.	Connections have been used to iterate careers training.  Student survey shows no gendered response regarding preparation for obstacles in career path.

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		better to overcome obstacles in [their] desired career path” should show diminished need. The 2023 survey responses to this question were as follows: response rate was: F 42%, M 55%; GNB 2%; Prefer Not to say 0%.	regarding career barriers.			
A1b	See A1a	See A1a	Annual lecture by guest speaker specifically focused on experiences and tips regarding gendered career barriers.	2024 (embed)	See A1a	Lecture embedded. Internal career registration data <sup>14</sup> shows no gendered response.
A1c	See A1a	See A1a	Lobby HEA to add questions relevant to gender-related (and other) career barriers in their survey for graduates.	2024 (embed)	See A1a	Questions added to HEA graduate outcomes survey, providing useful data for our Athena SWAN process.

<sup>14</sup> Note to implementation team: <https://intranet.ucd.ie/careers/> For internal career registration data and cleaned up Graduate Outcomes Survey.


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						This data has been used to review careers training.				
A1d	See A1a	See A1a	Establish a longitudinal account of the opinions among our own students and graduates about gendered barriers in their profession and our role in preparing for them.	2025 (embed)	See A1a	Internal career registration data shows no gendered response.  This account has been used to review careers training.				
A1e	See A1a	See A1a	College wide review of Career skills and education, with a view to ensuring short, medium and long term career objectives.	2025 (embed)	See A1a	Review complete. Internal career registration data shows positive trends overall and no gendered response.				
A2	Increase survey response rate	Response rate of 2023 Survey: <table border="1" data-bbox="689 1145 936 1374"> <tr> <td>STAFF</td> <td>Ttl Resp. Rate</td> </tr> <tr> <td>Academic</td> <td>56%</td> </tr> </table>	STAFF	Ttl Resp. Rate	Academic	56%	Communicate the progress of previous action plans to all stakeholders to encourage and improve engagement with future data gathering exercises.	2027	VP EDI  <b>Suggested Internal Supports:</b> liaison with Programme Managers in College	Achieve 20% response across all staff and student cohorts.
STAFF	Ttl Resp. Rate									
Academic	56%									

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		<table border="1"> <tr> <td data-bbox="683 368 817 501">Profess . incl. Tech.</td> <td data-bbox="817 368 936 501">21%</td> </tr> <tr> <td data-bbox="683 501 817 601">Faculty (other)</td> <td data-bbox="817 501 936 601">2%</td> </tr> <tr> <td data-bbox="683 601 817 700">Researcher</td> <td data-bbox="817 601 936 700">20%</td> </tr> <tr> <td data-bbox="683 700 817 762"></td> <td data-bbox="817 700 936 762"></td> </tr> <tr> <td data-bbox="683 762 817 890">STUDENTS</td> <td data-bbox="817 762 936 890">Ttl Resp. Rate</td> </tr> <tr> <td data-bbox="683 890 817 991">UG</td> <td data-bbox="817 890 936 991">47.78 %</td> </tr> <tr> <td data-bbox="683 991 817 1091">Master Taught</td> <td data-bbox="817 991 936 1091">23.7%</td> </tr> <tr> <td data-bbox="683 1091 817 1251">PG Certs and Dip</td> <td data-bbox="817 1091 936 1251">2.8%</td> </tr> <tr> <td data-bbox="683 1251 817 1378">Master Research*</td> <td data-bbox="817 1251 936 1378">0%</td> </tr> </table>	Profess . incl. Tech.	21%	Faculty (other)	2%	Researcher	20%			STUDENTS	Ttl Resp. Rate	UG	47.78 %	Master Taught	23.7%	PG Certs and Dip	2.8%	Master Research*	0%	Develop reusable resources highlighting progress for use in promotion of next College Athena Swan application.		Office, GSD and School Managers for promotion	
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		<table border="1" data-bbox="689 371 936 435"> <tr> <td data-bbox="689 371 819 435">PhD</td> <td data-bbox="819 371 936 435">23.7%</td> </tr> </table> <p data-bbox="689 443 936 507">* There are few such students.</p> <p data-bbox="689 547 936 842">Note: Gender Non Binary was at 4% and 1% in Undergraduates and Masters Taught. “Prefer Not To Say” was also 1% of answers in Undergraduate.</p>	PhD	23.7%				
PhD	23.7%							
A3	Review operations of Gender Equality Implementation Team (GEIT)	The GEIT was successfully formed, including high-level roles, but review needed to ensure effectiveness and seamlessness with other EDI stakeholders	Conduct a review of the working of GEIT and identify improvements that can be made in how progress is tracked and how EDI reps and committees function, to support the HoS and the EDI strategy.	2024-28	<p data-bbox="1491 882 1666 1145"><b>CP Suggested Support:</b> Bronze Renewal Internal Review Group</p> <p data-bbox="1491 1185 1666 1281">UCD EDI can assist with this process.</p> <p data-bbox="1491 1313 1568 1345">GEIT</p>	Report on review of processes presented to GEIT. Identified process changes implemented. College Athena SWAN implementation and monitoring mechanisms deemed appropriate by GEIT for College 2028 Silver Award application. Silver Award applied for.		


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					School Heads of EDI	

### Section B: Picture of the institution


Priority area or objective	Planned action	Rationale	Key outputs and/ or milestones	Timeframe (start and end dates)	Roles responsible	Success indicators: outcomes and impacts sought
B1 	Review 1st/2nd year UG programme statistics periodically and target marketing at programme(s) with the worst UG gender balance.	While UG gender balance is improving (Female Representation in UG Programmes: 35.24% within the College; School of Civil Eng. 31% Female UG students, School of Electrical and Electronic Eng 39% and School of Mechanical and Materials Eng. 23.7%), some programmes remain quite low.	Embedded process with annual report to GEIT. Specific recommendations regarding programmes to target with realistic measurable targets set. Specific recommendations regarding advisory sessions for 1st year engineers choosing 2nd year programmes.	Sept 2023-Aug 2024	CP/CMM  <b>Suggested Internal Supports:</b> Programme Managers in College Office.  Programme Directors; Heads of School	Success measure to reflect the improvements in programmes with poor gender balance annually. Aim for 35%/35%/30% female participation rate in CE/EEE/MME respectively by 2027.





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B2	Networking Session 1st year engineers	Action carried forward because it was interrupted by covid. The goal is to help 1st years make more informed choices regarding their courses. Encouraging female participation.	Provide annual workshop/Peer Mentoring Session with participation of 4th and 5th year engineering students to encourage female participation across all engineering streams for 1st year engineering students	Jan-May 2024	CP / 1st year engineering coordinator <b>Suggested Internal Supports:</b> Student representative drawn from an UG or PG students' group in UCD	Monitor female uptake in CE, EEE (non-Biomed cohort), and MME programmes  Aim for 35%/35%/30% female participation rate in CE/EEE/MME respectively by 2027.
B3 	Lectures from alumni and industry leaders targeted at 1st years.  Tie in to first year networking event(s) prior to programme selection.	Encouraging female participation.	Event held.	Jan-May 2024	CP (Dean of Engineering) / 1st year engineering coordinator <b>Suggested Internal Supports:</b> HOS; Engineering undergraduate Programme Directors; College	Monitor female uptake in CE, EEE (non-Biomed cohort), and MME programmes  Aim for 35%/35%/30% female participation rate in CE/EEE/MME respectively by 2027.

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					Alumni Relations Officer; College Marketing Manager, Programme Manager (for admin)	
B4 	Offer women research staff opportunities to guest lecture. Tie in to networking event(s).	In a survey of PhDs and postdocs run under the previous GEAP, women disproportionately identified a lack of teaching opportunities as a barrier to progression in an academic career. In the staff survey, women were less likely to agree / strongly agree that Early career employees are well supported in my School/Unit (18% F vs 35% M agreed or	Schools to identify opportunities for early career research staff to guest lecture in topics related to their own expertise across the taught offerings.  At least 2 female research staff speak at networking events each year.	Jan-May 2024	HoS / VP EDI; College VPs(all);	Decrease in survey responses indicating a lack of teaching experience and/or support for early career researchers, with gender parity in such responses.



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		strongly agreed)				
B5 	Increase contribution of female lecturers to stage 1/2 teaching in all programmes.	<p>% of students that felt their School lacks female role models.</p> <p>APEP 10% [F 10% and M 0]  BFE 0 respondents indicated they felt their School lacked female role models  CBE 19% [F%13%; M% 6%]  CE 13% [F 13%, M 0]  MME 50% [F% 40%; M% 10%]  EEE 24% [F% 15%; M% 8%]</p> <p>MME 50% (F% 40%; M% 10%)  EEE 24% (F% 15%; M% 8%)  CBE 19% (F%13%; M% 6%)</p>	Complete a review within each School and taught programme to identify 1st/2nd year modules that are, and that can be coordinated by female academics. Increasing the contribution of female lecturers to Stage 1 and 2 teaching should not adversely impact their overall workload or reduce visibility at Stages 3,4 and 5. The initial target is to achieve 3 full modules' lectures delivered by female academics in each of Stage 1 and Stage 2..	Sept 2024-May 2025	HoS / Programme directors / 1st year coordinator	“Lack of female role model” statistics to drop by 50% e.g. MME to drop from 50% to 25%.


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		of				
B6 	Student focus groups	25% of survey respondents who identify as female students agree / strongly agree that they would describe their school as misogynistic. Marked increase in the student survey respondents indicating that they are treated differently based on their gender or other protected characteristic. This action appeared in the original action plan but was not completed due to Covid.	To unpack this issue, we will hold focus groups with students of each school regarding sexism, dignity and respect from staff to identify the source and nature of the problems.  Following the feedback from the focus groups we will develop a strategy to address issues, firstly by bringing the outputs of the focus group into the dignity and respect training our incoming UGT and PGR students receive, as well as staff D&R refresher training.	Jan 2024-Dec 2025 [this provides the opportunity to run over two academic years]	VP EDI / EDI reps	Sources of misogyny and perception of misogyny identified. This information then used to inform D&R training.  Absence of perception of misogyny using non-survey based student feedback mechanisms
B7	Create a recurring inclusive teaching practice share.	In the student survey, 28% of survey respondents identifying as	Utilise the existing College liaisons with Widening Participation and Access and	Sept 2024-May 2025	VP T&L  <b>Suggested Internal</b>	<10% of female disabled students feel that there are barriers to them thriving.

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		female disabled students felt that there are barriers to them thriving.	Lifelong Learning to help identify barriers.  Incorporate lessons from this process into teaching and learning practice share process.		<b>Supports:</b> CEA Ed.Tech	
B8 	Dignity & Respect - Staff	EDI training was conducted for all staff on a one-off basis. Most participants in D&R and UB training found it beneficial and asked for refresher training. Staff Survey indicates still occasional discrimination (F% 57%, M% 40%), not full knowledge of what to do in case of D&R breach (2023 F%42%, M% 53% combined responses to what to do when you are treated	Raise awareness of Dignity and Respect training and encourage participation at School level, particularly for new staff at all levels.  Encourage further uptake of University for All data and digital badge awards as evidence of meeting some of the inclusivity criteria (liaise with Access and Lifelong Learning).  Work with UCD training providers in Dignity and Respect and EDI to ensure attendance can be	Sept 2023-Aug 2024	CP / HoS	90%+ compliance with training.  Increased EDI awareness in surveys.  Monitor responses indicating unfavourable treatment.

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		unfavourably and when you witness others being treated unfavourably) when culture negatively impacts, etc.(2023 F%38%; M% 59% indicated they “disagreed” or “strongly disagreed” that they knew who to speak to if impacted by School/Unit culture	tracked for compliance monitoring purposes  Work with UCD EDI to set up an EDI training day for each school taking place every 4 years, with emphasis on recapping EDI D&R and UB principles and group discussions  Policy awareness raising through standing EDI item on agendas of School Council meetings.			
B9	School coffee morning after a core class of circa week 4 of each semester.	Fewer than 20% of any student minority group (other than religious women, and men with a disability) said that they feel included in their school.	Run school coffee morning in each School ensuring at least 5+ Faculty in attendance to chat with students.	Implemented within AY Sept 2023- Aug 2024 with Schools to identify optimal timing to	HoS Internal support: School Managers  <b>Suggested Internal Supports:</b>	Perception of inclusion increases to 30% across all minority groups.

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				embed event in annual cycle	EDI Committees; Student Reps (UG and PGT) and associated student societies	
B10	Part-time Modes of Learning  Assess programme changes required and evaluate feasibility Implement if feasible	Explore part-time modes of learning to attract a greater diversity of students	Completion of report	Sept 2023-Aug 2024	VP EDI  <b>Suggested Internal Supports:</b> VP T&L	Completion of report. Agreed upon changes implemented, facilitating part-time modes of learning.
B11	Market PGT	Increase in female uptake, particularly in under-represented schools	Market and monitor gendered intake to CE, EEE, MME PGT programmes nationally and internationally	Sept 2023-Aug 2026	VP for Internationalisation/CMM  <b>Suggested Internal Supports:</b>  Director of	Target 2% annual increase in female uptake


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					Institutional Research Admissions Reports  College Office Programme Team for Registration Numbers per year.	
B12	Examine Grading Differentials	Previous analysis (AP4.1.6 in 2018 plan) of biomed and selected other engineering UG and PGT modules' grades has shown no gender bias but a higher rate of A+ grades for exam only modules, as compared to the fully continuous assessments.	Examine outcomes from exam-based modules (anonymous grading) vs project-based modules in Biomed UG and across randomly selected Engineering PGT and UG Biomed modules over 3-year period to identify anomalies. Review grade distributions 2020/21 and 2021/22 for equivalent grading if required	Sept 2023-Aug 2026	VP EDI / VP T&L	Identification of gender bias in grading if present, and steps taken to address it if necessary.


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			If gender bias found, develop actions to redress.			
B13 	Postgraduate Research Recruitment	<p>PGR Students Breakdown 21.22 (March 2022)</p> <p>APEP[F 52% M 48%]  BFE [F 59% M 39%]  CBE [F 46% M 54%]  CE [M 44% F 56%]  EEE [F 27% M 73%]  MME [F 30% M 70%]</p> <p>The purpose of this action is to increase numbers of female Postgraduate Researchers to enhance academic pipeline .</p>	<p>Schools to review the numbers at School councils and overall College -level monitoring at appropriate College meetings.</p> <p>Application guidelines to PGR degrees to be included in a prominent location on College/School websites.</p> <p>Review procedures for advertisements, shortlisting and interview procedures for postgraduate research positions across the college</p> <p>EEE and MME School EDI committees to form a working group to enhance female PGR</p>	Sept 2023-Aug 2026	HoS/ All Principal Investigators  <b>Internal support</b> College's Graduate Research Board Report Representative,	Increase % of female PGR students in all Schools where imbalance is noted, particularly EEE/MME, to HEA average of 33%.



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		To provide opportunities for female uptake of available scholarships and to provide opportunities to develop partnerships with industry/associations	recruitment in those Schools, developing and promoting best practices around advertising, shortlisting, and final selection of candidates.  <u>Application for Gender Equality Enhancement Fund (GEEF) during 23.24 academic year.</u>			
B14	PGR Examination Panels	Not all schools achieved a minimum improvement to 15% for external examiners.	Regular monitoring of panels by the School Head of Graduate Studies. Active intervention by the School Head of Graduate Studies in the approval process where needed, to address gender representation to achieve at least 25% female representation at Examination panels at School level. This	Policy Creation and Adoption Sept 2023-Aug 2024;  Monitoring and review of panel composition: Sept 2023-Aug 2026	CP/HoS/School Heads of Graduate Studies	Minimum of 15% of all external examiners for each School are female.  Female gender representation on PGR Examination Panels at School level reaches 25%




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			<p>should be actioned in such as way that it does not over-burden existing female staff.</p> <p>Draft and Implement a new College-wide policy that female students do not normally face an all-male panel.</p>	(embed)		
B15	Hourly-paid employment	<p>Monitor for gender bias in hourly-paid employment (excluding students). Unaccounted for in UCD HR statistics are hourly-paid staff. Anecdotally, there are hourly-paid staff in each school, but records are only kept in APEP.</p>	<p>School Offices to monitor hourly-paid employment (excluding students) in each school annually and report to College.</p> <p>Mid-point review: COD brings aggregate data from School Offices to GEIT, which develops interventions as deemed necessary.</p>	Sept 2023-Aug 2026	<p>COD / HoS</p> <p><b>Suggested Internal Supports:</b> Head administrator in each School/Unit keeps annual record.</p>	<p>Monitoring embedded: GEIT has access to data on hourly paid staff across the College and has assessed for statistically significant different gender balance compared with contract staff.</p> <p>If such differences are detected, GEIT to recommend changes to hourly paid hiring practices and continue to monitor for improvement.</p>


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B16	Exit interviews	Ensure that each exiting staff member and research staff has an opportunity to evaluate their time in UCD and ensure Exit Interview allows for capture of any gender disparity that may have been encountered during the individual's time in UCD.	Implement Exit interviews in each school as part of HR process for all staff	Sept 2023 - Aug 2026	HoS/Head of Unit and Line Managers	Embed process i.e. the opportunity for an interview was offered regardless of whether or not it is taken up and ensure communication around completion of exit interview in place for all leavers.  Ensure exit interviews monitored to see if there are any gendered aspects related to reason for exit.
<b>Section C: Key Transition Points in Supporting and Advancing Women's Careers</b>						
C1 	Track and facilitate inclusive recruitment practices for academic, professional and technical roles	While female application rates have improved, this progress needs to be built upon continually	Repeat review of all job ads in College with gender decoder tool every 5 years.  Roll out College-tailored recruitment checklist with pointers on job	2024 (embed)	HoS / HR / VP EDI  <b>Suggested Internal Supports:</b>  University	Continued tracking of progress in female application rates to positions in academic, technical and professional categories in College, aiming for a target of 40% female applications to starting


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			<p>description creation including proportionality to grade for academic, technical and professional roles.</p> <p>Track in online system whether hiring panel underwent UB training, used gender decoder tool, used search committee, where advertised.</p> <p>Use these data to analyse factors contributing to %F rate success across academic, technical and professional roles.</p>		<p>EDI unit</p> <p>HR Resourcing Consultant</p>	<p>academic positions across the College.</p>
<p>C2</p> 	<p>Adoption and monitoring of Induction checklist and Buddy System implemented</p>	<p>More than ¼ of staff survey respondents reported having no local induction</p>	<p>Achieve &gt;90% compliance with induction checklist, ensuring all elements covered with new staff.</p> <p>HR process of identification of</p>	<p>2024-2026 and ongoing</p>	<p>HoS, Line Managers</p> <p>CEA HR Partner</p>	<p>Improved proportion (&gt;85%) of staff survey respondents indicating local induction received including allocation of “buddy”.</p>

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			“buddy” upon commencement of employment.			
C3 	New Academic Posts	30% of the College’s academics are female.  Over the past 3 academic years (20.21, 21.22 and 22.23) we have hired 25 female staff members in the role “Lecturer Above/Below the Bar “and “Teaching Only.” representing 33% of the total Accepts in these roles.	HoS / Search Committees to seek outstanding female candidates.	2023-2026	HoS  <b>Suggested Internal Supports:</b>  UCD EDI training  HR Gender Analytics Dashboard  HR partner	Use a 40% target for hiring to new Lecturer AtB / BtB to match the College research population and with an aspiration to achieve 50% male/female representation in new hires.
C4 	Increase Female Professorships through new	30% of the College’s academics are female. 20% of the College’s professors	HoS / Search Committees to identify outstanding candidates	2023-2026	CP / HoS  <b>Suggested Internal Supports:</b>	Hire or promote 4 women to full professor by 2026.


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	recruitment and promotion	<p>/ full professors are female. 25% of applicants for promotion to these grades were female, with 50% success rate across both genders.</p>	<p>for new female full professorships.</p> <p>Heads of School to encourage promotion-readiness of female staff and advise application when deemed appropriate. The purpose is to offset typical bias of lower application rates from women and to ensure a pipeline of female Associate Professors and female Professors.</p> <p>Review and identification of female staff who have not applied for promotion in 7 years with the purpose of encouraging promotion application readiness.</p>		<p>College Mentoring programmes Use of recruitment data of relevance available on HR Gender Analytics Dashboard, access available to CP, Heads of School, VP EDI and VP EDI admin support.</p>	


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C5 	New Industry Funded Chairs for Women	30% of the College's academics are female. 20% of the College's professors / full professors are female.	Solicit funding from Industry for funded Chairs for women.	2023-2026	CP	Aim for 2 funded faculty positions in Engineering, ideally at professor or full professor.
C6	Increase female representation in Technical staff	18% (2023, 16% in 2018) of College Technical staff are female and female representation in technical staff has increased by 2% in five years  warranting further action	Repeat review of all job ads in College with gender decoder tool every 5 years.  Roll out College-tailored recruitment checklist with pointers on job description creation including proportionality to grade for academic, technical and professional roles.  Track in online system whether hiring panel	2023-2026	Heads of School; Principal Investigators  Chair of Recruitment Panel  Internal support: HR Resourcing Consultant	Numbers of Technical F% applicants over four years are at 11% so target is 30%  Target for increase is 30% increase in female representation in new hires

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			<p>underwent UB training, used gender decoder tool, used search committee, where advertised.</p> <p>Use these data to analyse factors contributing to %F rate success across academic, technical and professional roles.</p>			
<b>Section D: Career Development</b>						
D1 	Capture a full profile of offered training for staff.	UCD HR tracks participation on approximately 40 training courses on career development offered annually. Training offered by UCD Library, UCD Research or research centres is not captured, partly due to GDPR restrictions.	<p>Amend training booking forms to include the statement “your data may be used in statistical data gathering purposes”.</p> <p>Noting F% in Faculty Promotions training over 4 years as follows:</p>	Sept 2025-Aug 2026	<p>VP EDI</p> <p><b>Suggested Internal Supports:</b></p> <p>Although EDI Dashboard contains list of some training statistics, all Training</p>	Complete profile of training by next review

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			<p>Faculty Promotions Training Professor - %F participants 25%</p> <p>Faculty Promotions Training Associate Professor - %F participants 0%</p> <p>Faculty Promotions Training Lecturer/Assistant Professor Above Bar - %F participants 42%</p>		units within UCD are not included and other non-HR training providers include Agile, the library, UCD Research and IT Services.	
D2 	Consolidate information about mentoring schemes across the university. Circulate to staff.	39.4% want more mentoring (12%f,26%m), 33% want developmental conversation (F 13%,M 18%), 40.4%	<p>Review mentoring offered in College, enhancing where necessary.</p> <p>Training developed</p>	Sept 2024-Dec 2024	VP EDI / VP RII/UCD HR Project Coordinator (with resp. for Mentoring)	<p>Increase the perception of support from 53% to 65% for next review.</p> <p>Other survey responses cited in rationale</p>



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	<p>Identify gaps in offerings. P4G reviewers encouraged to explicitly discuss career development and mentoring.</p> <p>Grant proposal writing training for researchers.</p>	<p>want career advice (F 15%, M 20%), 18.1% want coaching (F 8%,M 9%), 20.9% say lack of mentoring / coaching inhibited career</p>	<p>and delivered. P4G reviewers advised.</p> <p>Feedback from mentors/mentees, evaluation of grant proposal writing training participants. Feedback from reviewers on usefulness of training and how they utilise UCD supports to develop the careers of their employees.</p>		and P4G)	<p>reduce by 50%.</p> <p>Monitoring and feedback embedded.</p>
D3 	<p>PhD workshops and training for PhD students interested in pursuing an academic career.</p>	<p>University- or college-wide training was not developed so far, but the survey shows demand.</p>	<p>Workshops and trainings developed, with guidance regarding profile development, gender perspectives, and competitive funding opportunities.</p> <p>Training developed and communicate about supports offered</p>	<p>Jan 2024 - Aug 2024</p>	VP RII	<p>Improved participation rate in training</p> <p>Utilise feedback from trainees, trainers, mentors and mentees to evaluate effectiveness of PhD training methods</p>

Priority area or objective	Planned action	Rationale	Key outputs and/ or milestones	Timeframe (start and end dates)	Roles responsible	Success indicators: outcomes and impacts sought
			<p>centrally.</p> <p>Feedback from mentors/mentees,</p> <p>Evaluation of grant proposal writing training participants.</p> <p>Feedback from reviewers on usefulness of training and how they utilise UCD supports to develop the careers of their employees.</p>			
D4 	All academic vacancies at postdoc or higher to be announced across School to PhDs, postdocs,	36.7% disagree or strongly disagree that opportunities for new/permanent positions within their School are	Regular communication of opportunities embedded in Schools.	Sept 2023-Dec 2023 and rolling	HoS	Survey response regarding opportunities being widely communicated reduces to <15%.

Priority area or objective	Planned action	Rationale	Key outputs and/ or milestones	Timeframe (start and end dates)	Roles responsible	Success indicators: outcomes and impacts sought
	and staff with a message encouraging applications.	widely communicated within the School (2023 F 16%, M 18%, PNTS 2%). Mixed answers on whether they know where to find info / encouragement applying for positions. (F 48% and M 50% (with 2% preferring not to say) agreeing or strongly agreeing that they receive support and information on School, UCD and external job opportunities				
<b>Section E: Flexible Working and managing career breaks</b>						
E1	Ensure line managers are	Assist managers to support employees	Raise awareness of policies related to leave	Sept 2023 - Dec 2023	CP / HoS / HR Partner	Eliminate difficulties in securing leave


Priority area or objective	Planned action	Rationale	Key outputs and/ or milestones	Timeframe (start and end dates)	Roles responsible	Success indicators: outcomes and impacts sought
	aware of statutory rights and best practice of taking family related leave and during the leave	with caring responsibilities & enable employees who are parents & carers to continue to develop in their careers whilst also balancing family commitments. In 2023 of those taking family related leave 19.1% had experienced difficulties securing leave and during their leave (e.g. modules being changed during the leave, being asked to grade papers while on maternity, or colleagues complaining they are not available)	and the HR Guidelines for Support for Employees taking Family Related Leave through regular and annual School Councils and meetings and College-Level forums and meetings  Run a focus group with parents/carers returning from leave to get feedback on how the action is working once implemented.			(2023-survey date only)
E2	Create a culture that supports and raises awareness of breastfeeding and	The closest breastfeeding/parenting room to the engineering	Provision of bookable and access-controlled rooms in the CEA buildings that can be	Sept 2024 - Aug 2025	CP; Estates	A breastfeeding and breast-pumping facility to be available in at least 2 of the CEA

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	enables employees/students who are breastfeeding to feel supported when they return to work/study.	building is a three-minute walk away.	used for breastfeeding, pumping, parenting and wellbeing purposes for all staff and students.			buildings.
E3	Support UCD staff and students with families and campus visitors by providing changing facilities in the CEA buildings	The closest changing room to the engineering and materials science building is a three-minute walk away.	Install folding changing tables in bathrooms. These will only be placed in the gender neutral facilities.	Jan 2024-Dec 2025	CP; Estates	At least 1 such facility in each of the CEA buildings.
E4	Gender neutral bathrooms	There is currently no gender neutral bathroom in the engineering and material science building.	Construct gender neutral bathrooms in engineering and material science	Jan 2024-Dec 2025	CP	Availability of a gender neutral bathroom.
E5	Increase awareness of sabbatical leave/possibilities for sabbatical leave.	Research Sabbatical Leave aims to support the University's	Increase awareness of sabbatical leave and ask Schools to support	Sept 2023-Aug 2024	HoS /CP/ VP RII Internal	Increase number of staff making use of

<b>Priority area or objective</b>	<b>Planned action</b>	<b>Rationale</b>	<b>Key outputs and/ or milestones</b>	<b>Timeframe (start and end dates)</b>	<b>Roles responsible</b>	<b>Success indicators: outcomes and impacts sought</b>
		<p>strategy by increasing the quality, quantity and impact of research, scholarship and innovation. Very few staff in the College make use of the possibility to go on Sabbatical Leave.</p> <p>Over three academic-year period 2019.20 to 2021.22, 5 females availed of a Career Break with 1 female availing of a Research Break</p>	mechanisms for staff to take sabbatical leave.		supports: HR partner; School Managers	sabbatical leave across the College

### **Section F: Organisation and Culture**

<b>Priority area or objective</b>	<b>Planned action</b>	<b>Rationale</b>	<b>Key outputs and/ or milestones</b>	<b>Timeframe (start and end dates)</b>	<b>Roles responsible</b>	<b>Success indicators: outcomes and impacts sought</b>
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Priority area or objective	Planned action	Rationale	Key outputs and/ or milestones	Timeframe (start and end dates)	Roles responsible	Success indicators: outcomes and impacts sought
F1 	Social events	21% of student survey respondents (and a higher % of females) report that they do not feel part of the College and find it difficult to take part in the College.	Review School- and College-level actions and events, engaging with relevant student societies. Develop an enhanced offering of social events for students.  Launch inclusive event for Athena Swan renewal kick-off (students and staff) College-wide	Sept 2023-Aug 2026	VP RII / VP Internationalisation/ Student rep/UCD Global; School Staff Student Committees	A record of school and college level actions and events.  Increased sense of inclusion reported by students when next surveyed..
F2	Schools to be provided with a list of policies along with graphics and other resources for snappy, impactful policy awareness raising at School Council meetings.	Certain policies and practices show low awareness in survey. Staff request supports that already exist.  2023: all respondents indicated awareness of Dignity and Respect policy and EDI policy. Only 5 policies had over 50% of respondents	Information about policies consolidated and circulated. Brief policy awareness segments embedded into School Council meetings	Sept 2023-Dec 2023	VP EDI / School Heads of EDI  <b>Suggested Internal Support:</b> HR Partner	Halve the number of employees who are unaware of each policy.


Priority area or objective	Planned action	Rationale	Key outputs and/ or milestones	Timeframe (start and end dates)	Roles responsible	Success indicators: outcomes and impacts sought
		<p>with awareness of them(Maternity, Out of Office, Core Hours, Dig. and Respect and EDI).</p> <p>Subjects involved include: workload models, pastoral care duties, outreach activities, flexible working arrangements, career development opportunities, gender pay gap action plan, permanency, reporting tools, gender balance of speakers, gender balance of marketing materials, who to speak to regarding concerns of culture, training opportunities, work-life balance policies including core hours email,</p>				




Priority area or objective	Planned action	Rationale	Key outputs and/ or milestones	Timeframe (start and end dates)	Roles responsible	Success indicators: outcomes and impacts sought
		core hours meetings, Friday meetings, and leave policies.				
F3	Committee Membership: Implement a proportional gender balance target per School/Unit for committees to ensure appropriate female academic staff representation, and to monitor committee membership annually for compliance to target	This measure's success point varied widely, with only two schools meeting the targets across the three years. Committee membership in most Schools across the three years does not match with female representation generally in the School, suggesting further improvements are still required. The original Bronze application's target of 30% female representation may be unrealistic and	Annual reporting on membership gathered at the University census date and presented at College Executive for discussion.	June 2024 and ongoing annually	Heads of School and College Principal with support from School Managers and College Office for data collection  <b>Suggested Internal Support:</b> already a recording template in place distributed and maintained by College office VP EDI administrator, suggest	Gender balance proportionate to numbers of female staff per School/College on all College and School committees

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		an accurate target may be achieved by linking School gender balance with the percentage of females on committees.			ongoing use and liaison with VP EDI to ensure collecting relevant data	
F4	Review School and College allocation of international posts to ensure gender balance in representation.	No female role holders (School International Reps - where they exist - or at VP level)	Schools to create School Head of Internationalisation and associated committee.  College-level committee to be established		HoS/CP/VP Internationalisation	Improvement in gender balance in International posts across School and College
F5	Assess best practice for internationalisation	Identify challenges incoming international staff have to access supports and resources. Propose suitable supports and resources to the university.	Gather feedback from recent hires on induction and onboarding.  Review UCD local practice.  Review National	2026	VP EDI / HR Partner	Recommendations requiring job role changes reviewed at UMT  Collated recommendations reviewed by GEIT/CEB for adoption at College


Priority area or objective	Planned action	Rationale	Key outputs and/ or milestones	Timeframe (start and end dates)	Roles responsible	Success indicators: outcomes and impacts sought
			<p>examples of internationalisation supports for those with caring responsibilities including females</p> <p>Review International best practice to devise recommendations on measures to be implemented to support staff -</p> <p>Establish an International Staff support Hub and local Creation of resource list/how to get started” for incoming international staff</p> <p>Awareness of training opportunities to be raised among line managers and PIs, e.g. to support PDs through research careers framework.</p>			<p>level.</p> <p>School and College-level induction processes reflect best practices identified in reviews.</p>
F6	Monitor gender	Compliance with	Annual reporting	June 2024	VP RII	40% target reached in

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	balance in Research Centres to assess compliance with SFI and EC mandates.	SFI and EC mandates requiring at least 40% female researchers in order to encourage active recruitment of female faculty as PIs and to recruit new female researchers to funded roles. Only one Research Centre – UCD Inclusive Design Research Centre of Ireland – consistently attained the target over 3 years.		- Dec 2024	Support for Action: Research Manager	all externally-funded Centres
F7 	Leadership roles: Implement a college- and school-level template and recording mechanism for	Overall, the College did not meet the target of 30%. However there was a small increase in 2021/2022.	Establish best practice in recruitment to School and College leadership roles via Expression of Interest.  Continue to monitor using template	Sept 2023-Aug 2026	VP EDI / CO D  <b>Suggested Internal Support:</b> already a recording template in	Proportional representation of genders in leadership roles across the College.

Priority area or objective	Planned action	Rationale	Key outputs and/ or milestones	Timeframe (start and end dates)	Roles responsible	Success indicators: outcomes and impacts sought
	tracking gender balance in leadership roles annually, that will be reported annually to the College Executive for monitoring and redress to achieve more balanced representation		Midpoint review to see if best practice EOIs are sufficient or if further barriers to women applying for leadership roles exist.		place distributed and maintained by College office VP EDI administrator, suggest ongoing use and liaison with VP EDI to ensure collecting relevant data	
F8 	All Schools to implement and communicate workload models / accounts that include teaching, research, engagement and external contributions	19.1% of Staff (% F 35.29%, % M 52.9%) disagree / strongly disagree with “I feel confident that any issue I raise about my workload will be addressed.” A lack of consistency and sustainability in models impacts on	Complete the roll-out of workload models / accounts across all Schools.  Investigate and develop best practice to best use workload models / accounts to improve workload balance. Specific challenges identified, e.g. capturing not only	Sep 2024- August 2026	HoS/University VP EDI	To decrease from 19.1% to 12%

Priority area or objective	Planned action	Rationale	Key outputs and/ or milestones	Timeframe (start and end dates)	Roles responsible	Success indicators: outcomes and impacts sought
		<p>successful rollout and it is unclear the degree to which these models have improved workload distribution. Four Schools have workload models, and two do not. However the creation of a workload “account” rather than a “points-based” model is underway in one School, which can be mirrored by the remaining Schools.</p> <p>External contributions are currently poorly monitored, and may contribute to unequal workload.</p>	<p>position but level of engagement with a committee to root out nominal memberships, and strategies developed.</p> <p>Establish system to monitor external contributions of academic staff to identify any gendered differences</p>			

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F9	Offer the option of video conference to allow for ‘virtual’ attendance” at all gatherings for those not available whilst abroad/ at home with caring responsibilities.	Ensure IT infrastructure is in place across the College to support active engagement with hybrid meeting delivery	Provision of hybrid meeting facilities in all buildings in the College of Eng and Arch	December 2025	CP	Work from home practices are enabled and supported in the college.
F10	Research Showcase: Broaden metrics used to showcase research in the College. Female representation to match academic staff profile.	The College Research & Innovation Showcase Series - piloted in 2021 -highlights existing and emerging research opportunities via collaboration with Research Centres and institutes and engagement with spin-out companies.	Monitoring gender balance of speakers  Monitor the Wall of Fame publications to ensure at least 1 publication per School with female representation.	June 2024 - Dec 2024	VP RII	Gender balance of speakers at events

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		The College is committed to increasing the representation of women to 24% by 2022 and all three of the most recent Showcases have achieved a 25% target.				
F11 	Outreach	Outreach (student recruitment) is monitored at College-level. Marketing is managed by the College Marketing Manager. Schools provide staff representation at events targeted at student recruitment (e.g. University Open Day; UCD Engineering Open	Gender of attendees and speakers/academic participants recorded per event  Outreach coordination in conjunction with the Widening Participation Committee, to be added to the remit of the College Marketing Committee.  Continued enhancement of existing outreach activities in secondary	June 2024-May 2025 (embed)	College Marketing Team /Widening Participation Committee	Increase from 33% to 40% in female participation in new entrants to all undergraduate programmes in the College over Action Plan lifespan



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		<p>Evening; RDS Higher Options Event; UCD Engineering Your Future event for TY students; UCD Summer School), however staff involvement depends on availability at the time and is not monitored or tracked..</p>	<p>schools in the region and on campus to encourage under-represented groups and female students to study in the College of Engineering and Architecture.</p> <p>Schools/Programmes with lowest female representation to develop appropriate interventions.</p> <p>Measure annual increase in female participation in Undergraduate programmes</p>			