# Athena SWAN Bronze institution award application (Ireland)

**Name of institution:**     **University College Dublin**

**Date of application:**     **30<sup>th</sup> November 2016**

**Contact for application:**     **Professor Orla Feely**
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HR EXCELLENCE IN RESEARCH

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# Chapter 1 Letter of endorsement from the President

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22 November 2016

Dr. Ruth Gilligan,
Athena SWAN Manager,
Equality Challenge Unit,
First Floor, Westminster Tower,
3 Albert Embankment,
London SE1 7SP

Dear Dr. Gilligan,

I am delighted to endorse University College Dublin's application for the Athena SWAN Bronze Award and to take this opportunity to reiterate my own commitment to advancing gender equality.

Diversity is highlighted in the university's strategic plan as one of our core values, and one of our strategic objectives is the attraction and retention of an excellent and diverse cohort of students, faculty and staff. The Athena SWAN Gender Equality Action Plan presented in this submission will be a key part of delivering this objective.

I appointed Professor Orla Feely, Vice-President for Research, Innovation and Impact, as Athena SWAN sponsor for UCD because of her commitment to this agenda and her leadership experience within and outside the university. Professor Feely is Chair of the EU Advisory Group on Marie Skłodowska Curie Actions and a member of the Board of the Irish Higher Education Authority, and has served as Chair of the Irish Research Council and as a committee member of the national organisation Women in Technology and Science. These are all organisations that have led on gender equality. Professor Feely is a member of the University Management Team and reports directly to me.

Professor Feely and her team have led an extensive process of consultation, discussion and examination across UCD. I have been involved in a number of steps within the process, and have found it to be both thought-provoking and constructive.

It is clear that there is a gender gap in UCD from associate professor level upwards and in key leadership positions, most notably within the STEMM schools. We are committed to addressing this and have already put in place a number of actions to help narrow this gap, including:

- The establishment of an Equality, Diversity and Inclusion Group reporting to the University Management Team.
- The development of an Equality Impact Assessment Tool, which will enable and require all policy developers to ensure that UCD policies are inclusive and promote equality and diversity.
- The introduction of a social levy, to distribute the costs of leave.

- The appointment of a new HR Director leading to the development of a new HR strategy and faculty development processes integrating gender equality.

Further detailed steps are included in the Gender Action Plan contained in this submission, including

- The appointment of a Vice-President for Equality, Diversity and Inclusion.
- Gender balance targets for committee membership
- Broad roll-out of unconscious bias training
- Introduction of core meeting hours
- Gender targets for our new promotions process, based on the cascade model.

Since my appointment as President of UCD at the start of 2014, I have seen and supported clear changes in the culture of the university in relation to gender equality and diversity. I am confident that with a strong and committed team and our gender equality action plan we will continue to build on the good progress made to date and ensure over the next three years that UCD delivers on its commitment to be a model for Gender Equality among the Irish universities.

I commend to you University College Dublin's application for the Athena SWAN Bronze Award.

Yours sincerely,

Professor Andrew Deeks
President

**WORD COUNT: 528**

# Chapter 2 The self-assessment process

## 2.1 Self-Assessment Team

Diversity, gender equality and the Athena SWAN award are institutional priorities for UCD. A member of the University Management Team (UMT), the Vice-President for Research, Innovation and Impact, sponsors the Athena SWAN project. The UMT also established in 2015 the Equality, Diversity and Inclusion Group (EDIG) to drive and oversee the university's activities across this broader field. As the first action under the Gender Equality Action Plan (GEAP), a Vice-President for Equality, Diversity and Inclusion will be appointed, who will chair the EDIG and report annually to the Governing Authority.

The Athena SWAN Self-Assessment Team (SAT) was established in December 2014, with additional membership added in September 2015. It comprises a Steering Group (SG) and four working groups (WGs). The SAT reports to the UMT, a reporting line established prior to the formation of the EDIG, and also has a dotted line to the EDIG.
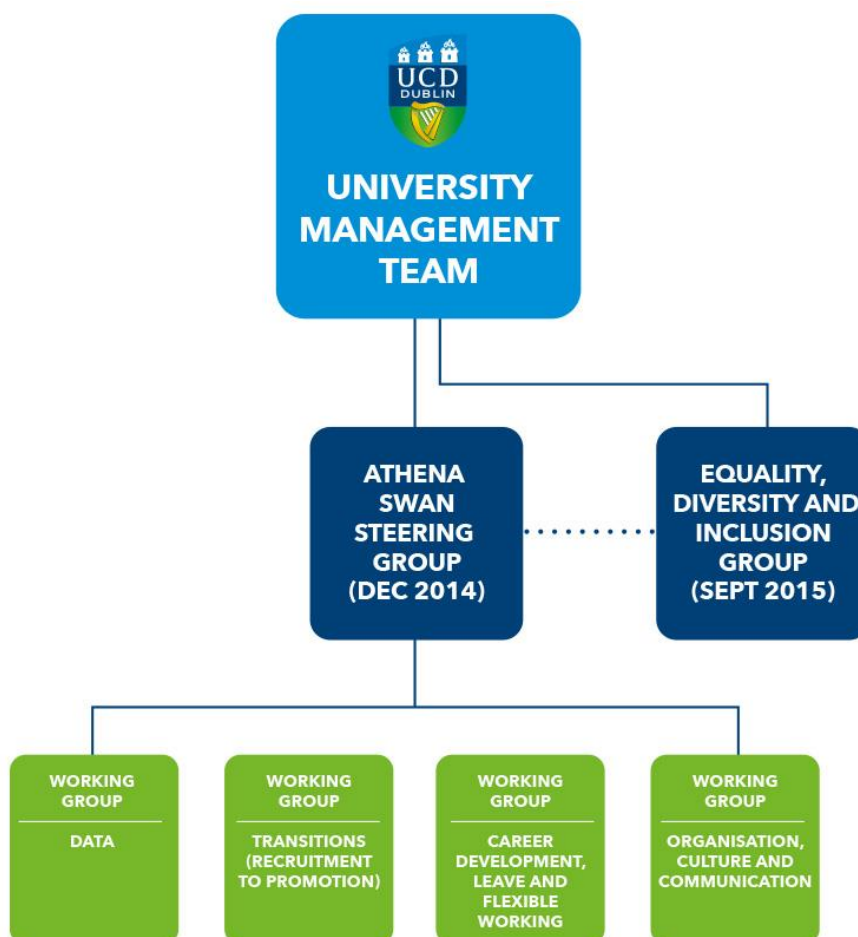


*Figure 2.1: Governance Structure*

The 2015 membership adjustment responded to the review of the original UCD Athena SWAN submission, adding representation from researchers and enhancing links between SG and WGs. Other members were also added at this time, mindful of the longer-term role for the SAT beyond assessment, and bringing expertise from domains such as data systems and internal communication.

Principles underpinning SAT composition included:

- Diversity (including gender balance)
- Participation from early career to senior leadership
- Disciplinary representation: STEMM (Science, Technology, Engineering, Mathematics and Medicine) and AHSS (Arts, Humanities and Social Sciences)
- Subject expertise (including equality and organisational change)
- Faculty and staff representation
- Links to other university committees
- Appropriate team size

SAT membership is as follows:

| Chair |
| --- |
| **Professor Orla Feely**<br>Vice President for Research, Innovation and Impact. Full Professor of Electronic Engineering. Member of UMT. Elected member of Governing Authority |
| **Steering Group Members (December 2014 to date)** |
| **Professor Dolores Cahill**<br>Full Professor in School of Medicine. Chaired Irish Government's Advisory Science Council Taskforce 'Towards a Framework for Researcher Careers'. SAT Working Group chair |
| **Rory Carey**<br>Director, Culture and Engagement, UCD HR. Manaages equality and diversity function, as part of the culture and engagement portfolio. Strong advocate of establishment of UMT EDI Group. |
| **Professor Joe Carthy**<br>College Principal and Dean of Science. UCD Aurora Champion. Supported the establishment of the Women in the Sciences Group. |
| **Dr Sinead Critchley**<br>Director of University Governance. UCD PhD Science Graduate 2002. Oversees support to senior governance committees and embeds institutional policy frameworks. |
| **Professor Michael Gilchrist**<br>Full Professor of Mechanical Engineering and Head of the UCD School of Mechanical & Materials Engineering. Member, Faculty Promotions Committee |
| **Professor Catherine Godson**<br>Chair, UCD Research Careers Committee. Director, UCD Diabetes Complications Research Centre |
| **Catherine Lynch**<br>Gender Project Manager. Chair, Ethnic Diversity and Inclusion Group. Former board member -European Women's Lobby; National Women's Council of Ireland |

| | |
|---|---|
| | **Dr Jennifer Mitchell**<br>Chair, Women in Science. Chair, SAT Working Group. Associate Dean for Study Abroad, College of Science. Lecturer in Microbiology |
| | **Professor Colin Scott**<br>Full Professor of EU Regulation and Governance and Principal, UCD College of Social Sciences and Law. Chair of UMT Group on Equality, Diversity and Inclusion. |
| | **Professor Torres Sweeney**<br>Professor of Animal Genomics at UCD. Over 200 peer reviewed publications and three patents. Has managed multiple EU Framework and national funding awards. |
| | **Dr Judy Walsh**<br>Lecturer in the field of human rights and equality law and the Director of the UCD Equality Studies Centre |

### Steering Group Members (September 2015 to date)

| | |
|---|---|
| | **Dr Lucy Cradden**<br>Research Staff Association Representative. Postdoctoral Researcher, School of Earth Sciences/Energy Institute, UCD Research Staff Association Committee Member. |
| | **Dr Katie Gaynor**<br>Research Staff Association representative (up to Jan 2016). |
| | **Dr Aoife Gowen**<br>Associate Professor in School of Biosystems and Food Engineering. Research is multidisciplinary, involving applications of hyperspectral imaging and chemometrics to biological systems. SAT Working Group member.  ERC award recipient. |
| | **Dr Naonori Kodate**<br>Lecturer, Social Policy. Research interests include comparative health and social care policy, patient safety, and gender equality in science education. Working Group member. |
| | **Maura McGinn**<br>Director of Institutional Research. Member of UMT Group on Equality, Diversity and Inclusion. Working Group member. |
| | **Mark Simpson**<br>Senior Manager for Engagement and Internal Communications with a university wide responsibility. |

### Equality and Related Data

Of the 17 Steering Group members (11 female and 6 male):
- 8 have school-age children
- 3 have other caring responsibilities
- 13 are or have been in dual-career relationships
- 3 work or have worked part-time

- 5 have taken maternity/paternity leave
- 2 have taken parental leave
- 3 have conducted research in the area of equality and diversity
- 5 have been involved in organisations with a significant activity profile around equality and diversity
- 5 are/have been members of a promotions committee and
- 11 are/have been members of other university committees.

*Table 2.1: Members of Steering Group*

| Working Group 1:  Transitions – From Recruitment to Promotion | | F/M |
|---|---|---|
| **Lead:**    Prof. Dolores Cahill | Athena SWAN Steering Group member | F |
| Dr. Jessica Bramham | UCD School of Psychology<br>Aurora programme participant | F |
| Dr. David Foster | UCD Career Development and Skills – Director | M |
| Prof. Michael Gilchrist | UCD School of Mechanical and Materials Engineering (HoS)<br>SG member | M |
| Prof. Lorraine Hanlon | UCD School of Physics | F |
| Anne Gray | Promotions, Grading  & Reward Manager, UCD HR | F |
| Elaine Hassett | Head of Resourcing, UCD HR | F |
| **Working Group 2:  Career Development, Leave and Flexible Working** | | |
| **Lead:**    Dr. Jennifer Mitchell | Athena SWAN Steering Group member | F |
| Prof. Padraig Dunne | UCD School of Physics (HoS). Sponsor, School of Physics Juno Award application | M |
| Assoc. Prof. Aoife Gowen | UCD School of Biosystems Engineering. Postdoctoral researcher 2007-2013; now Associate Professor. SG member | F |
| Naoimh O'Connor | UCD Careers Development and Skills | F |
| Niamh O'Donoghue | People & Organisation Development Manager, UCD HR | F |
| Justin Synott (to Sept 2015) | UCD Research. Formerly Human Resource Strategy for Researchers (HRS4R) Project Manager | M |
| **Working Group 3:  Communication, Organisation and Culture** | | |
| **Lead:**    Prof. Colin Scott | Athena SWAN Steering Group member | M |
| Marcellina Fogarty (from Sept 2015) | Equality and Diversity Manager, UCD HR | F |
| Prof. Donncha Kavanagh | UCD School of Business | M |
| Fiona Keane (to Sept. 2015) | HR Partner (Previously Equality & Diversity Manager) | F |
| Dr. Naonori Kodate | UCD School of Social Policy, Social Work and Social Justice SG member | M |
| Dr. Marie Meehan | UCD School of Biosystems Engineering | F |

| Working Group 4: Data | | |
|---|---|---|
| **_Lead:_** Catherine Lynch | Gender Project Manager | F |
| Susan Devereux | HRIS | F |
| Marcellina Fogarty | Equality and Diversity Manager (with responsibility for Diversity Monitoring Tool) | F |
| Maura Mc Ginn | Director of Institutional Research SG member | F |
| Paul O'Sullivan | HR Information Systems (HRIS) | M |

*Table 2.2: Members of Working Groups*

## 2.2 Self-Assessment Process

The SAT prepared the original institutional application in 2015, initiated a number of steps in response to the review of that application, and has prepared this revised submission. For the current submission, the data was updated to September 2015 and (where feasible) March 2016.

The decision to target November 2016 for the revised submission was made in order to allow ample time to reflect on the issues raised in the first assessment, to align with the new HR strategy and related processes, and to ensure a strong action plan could be put in place.

Since December 2014 the Steering Group has met 14 times, and there have been 21 working group meetings. The Athena SWAN application was approved by the UMT on 22 November 2016.

A summary of key milestones is as follows:

| Date | Milestone |
|---|---|
| **Jun 14** | Gender project manager appointed |
| | VPRII appointed project sponsor |
| **Dec 14** | SAT established |
| **Jan 15** | Aurora project commences |
| **Feb 15** | UCD President launches Athena SWAN in Ireland, for IUA |
| | Athena SWAN survey issued (faculty) |
| | Athena SWAN focus groups held |
| **Mar 15** | Academic Council action on 40% gender balance target |
| **Apr 15** | UMT establishes Equality, Diversity and Inclusion Group |
| | UMT leads on core hours for meetings |
| **Apr 15** | First institutional and school applications for Athena SWAN Award |
| | Seed funding scheme launched to support EDI research |
| | Unconscious bias internal trainer panel project commenced |

| Sep 15 | Equality Challenge Unit visit with SAT |
|---|---|
| | SAT expanded |
| | First meeting of EDIG |
| Jan 16 | UCD Gender Equality Seminar |
| Feb 16 | UCD Alumni conference on Women in Leadership |
| Mar 16 | International Women's Day social event takes place |
| | All-staff communication re key actions from seminar |
| | Seminar report published online |
| Jun 16 | Pride Flag raised at UCD for first time (policy amended to enable) |
| | Japanese Women in Leadership in Science and Society lecture |
| | UCD Festival includes Women in Leadership event |
| | HR Strategy and restructure announced - focus on culture and engagement, including equality, diversity and inclusion |
| July 16 | Higher Education Authority (HEA) Gender Equality Audit Report launched |
| Sep 16 | Social Levy introduced for a central fund to cover leave costs |
| | EDI reception, recognising the year's work and contributions |
| Nov 16 | Minister for Social Protection, Leo Varadkar TD and UCD President, Prof. Andrew Deeks, launch EDI website, annual report and EDI priorities |
| | UCD submits application for Athena SWAN Institutional Award |

*Table 2.3: Summary of milestones and events*



*Figure 2.2: Minister Leo Varadkar, TD, launches UCD's first Equality, Diversity and Inclusion Annual Report and Priority Actions with UCD President, Professor Andrew Deeks.*

As Table 2.4 indicates, the SAT initiated significant consultation across the university, through a survey, eight focus groups and a Gender Equality Seminar and World Café[1].

| Consultation Mechanism | Target Audience | Purpose | Participants – (Number and gender ratio) |
|---|---|---|---|
| **Survey (Feb 2015)** | Academic and research staff across all disciplines | Quantitative and qualitative information around 6 key areas | • **324** participants<br>• **F:M 6:4**<br>• Response rate: 26% |
| **Focus groups (Feb 2015)** | Academic and research staff across all disciplines | Build on data and insights collected during the survey. Encourage ideation around possible actions the university could take to improve gender equality. | • **8** focus groups<br>• **56** participants<br>• **F:M 3:1** |
| **Gender Equality Seminar and Workshop – World Cafe[2] (Jan 2016)** | All faculty and staff | Raise awareness of gender equality and develop ownership of future actions in this area, across UCD. It provided a key opportunity to feed back to the wider UCD community on work to date and to engage with the community to achieve a better understanding of the issues across the university. Together participants considered how the community can best translate university-wide ambitions into institutional and local action for real and sustainable change. | • **200** participants approx.<br>• **F:M 7:3**<br>• **19** table hosts + **4** room hosts (from across UCD)<br><br>Speakers inc. President; external academic (Prof. Jane Grimson); VP for Research, Innovation & Impact; UCD Gender Project Manager. |

*Table 2.4: Overview of the consultation process*



*Figure 2.3: Gender Equality Seminar workshop*

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[1] Highly participative round table facilitated event.
[2] Report published online (intranet)

Key messages emerged from the Gender Equality Seminar and Workshop consultation, as summarised in Figure 2.4.



**2**
The participation of the President and senior management in the Seminar was welcomed. **Commitment to equality** needs to come from the top, for equality measures to be successful. A combination of top down and bottom up approaches best supports gender equality.

**3**
Gender equality is relevant for the **whole UCD community** . All staff need to be included in the conversation. Real engagement requires not only that staff be invited to participate but that the content is inclusive and reflects all experiences.

**4**
It is time now to move from **discussion on policy to implementing actions** that impact positively on organisational culture Action planning and implementation are most effective when they consider the institutional, local and individual levels.

**1**
Participants **welcomed** both the topic of the conversation and the mode of engagement.

**KEY MESSAGES FROM GENDER EQUALITY WORKSHOP**
UCD DUBLIN

**5**
Gender equality is **everybody's responsibility** and can be mainstreamed across the University. Supports, including for staff development, will require resourcing to enable mainstreaming.

**6**
Equality measures include and **go beyond gender.** Commitment to equality requires that gender and other equality related identities and issues be considered. The nine grounds identified in the equality legislation provide an important and useful framework. Given the multiple issues and identities, consideration of all grounds is important to fully achieve gender equality.

**7**
**Culture** is fundamental to achieving equality, including gender equality. It is important to support an open and transparent culture which welcomes conversation, challenges and collective action to address inequality.

**8**
There was **notable consistency** in the actions proposed by participants which facilitates prioritisation of actions for implementation from the UCD Gender Equality Action Plan. These include unconscious bias training, mentoring, core hours for meetings and mainstreaming equality in decision-making and core processes such as quality assurance.

**9**
**Goals and targets** need to be set so that progress can be measured and monitored effectively.

**10**
Actions to increase women's confidence should focus on **building confidence in the system** , more than women's confidence in themselves.

*Figure 2.4: Key messages from Gender Equality Seminar and Workshop*

13

The results of all consultations and of the review of the initial Athena SWAN submission fed directly into the GEAP. In particular, at the workshop a number of priority actions were identified (see point 8 in Figure 2.4) and the university committed to deliver on these. A number of these have already been initiated, as outlined throughout this application. Some of the actions that have been taken, such as the introduction of a flat social levy to distribute the costs of maternity and related leave across the university, have the potential to be transformational in their impact and are signs of strong commitment by the university.

External consultation also took place. UCD is represented on the National Athena SWAN Coordination Committee and the Irish Universities' Association (IUA) Equality Network. For both original and revised applications, UCD established mock assessment panels which included colleagues from UK and Irish universities. Equality Challenge Unit representatives were invited to meet with the SAT following the outcome of the first application.

> A **Mock Assessment Panel** reviewed UCD's draft application, mirroring the process used by the Equality Challenge Unit.

In July 2016 the Irish Higher Education Authority (HEA) published a Gender Equality Audit report. The report set out gender equality objectives and recommendations for a range of stakeholders including higher education institutions (HEIs). Twenty two recommendations were made in relation to HEI leadership; governance and management; and embedding gender equality in the organisational culture. While these are not binding, they are taken very seriously by the university. The draft UCD Gender Equality Action Plan (GEAP) was reviewed in September 2016 to better align it with the HEA objectives. This alignment is highlighted later in this document (Section 5).

In parallel with the Athena SWAN process, the University has also developed and launched a new HR Strategy, *Growing Through People* (June 2016), which has enhanced organisational readiness to implement actions.

## 2.3 Future Plans for the SAT

The SAT will continue as a steady-state group to oversee implementation of the GEAP, reporting annually to UMT. The Steering Group will meet six times a year, and working groups at least twice a year.

A number of elements will specifically support the translation of university-level commitment into local action, including:
- A detailed communication and engagement strategy.
- Representation of each college on the Athena SWAN SG.
- Improved access to gender-disaggregated data.
- At least nine schools to be supported to apply for the Athena SWAN Departmental Award within three years, and 100% of STEMM schools to apply by 2021 (with local SATs in place).
- Role of HR Partners, as part of the new HR Strategy, in helping to bring the organisation's values and strategy alive locally.

**UCD's engagement with Athena SWAN has already delivered impact, evident in the level of participation in equality initiatives and implementation of specific actions[3]. We now seek to sustain momentum, develop engagement at every level of the university and enhance impact.**

| Action: | |
|---|---|
| **2.1** | Appointment of Vice-President for Equality , Diversity and Inclusion |
| **2.2** | Vice-President for EDI to report annually to Governing Authority on gender equality in UCD |
| **2.3** | Expand SAT membership |
| **2.4** | Support nine schools to apply for Departmental Athena SWAN Awards in the next three years (and all STEMM schools by 2021). |
| **2.5** | Establish and implement communication and engagement strategy, including annual surveys to drive embedded cultural change |
| **2.6** | Change information systems to facilitate access to gender disaggregated data across the university, at the institutional, college and school level. |

**WORD COUNT: 912**

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[3] Examples of actions are highlighted throughout the document, in text boxes.

# Chapter 3 A picture of the institution and its composition

## 3.1 Brief description of the institution

University College Dublin, founded in 1854, is Ireland's largest university. UCD is ranked within the top 1% of universities worldwide, with 11 subjects ranked in the top 100 for their discipline.

The UCD Strategy 2015-2020 states:

> ...we will promote gender balance and equality of opportunity among students and employees of the university. Furthermore, we will engage with leading edge national and international diversity programmes to ensure that we achieve the benefits of diversity throughout the university and at all levels of leadership.



*Figure 3.1: UCD Belfield campus*

## 3.1.1 Teaching and research focus

Excellence in teaching and in research are central to UCD. UCD offers a wide range of degree programmes, with strong support for incoming undergraduates. 50% of students take modules outside their principal subject areas.

The university's major research themes are:



*Figure 3.2: Major research themes*

Steps taken in the wake of the economic crisis of the last decade have had significant impact on Irish universities, with funding per student falling by 22% between 2007/2008 and 2013/2014, and limits on hiring and promotions.

## 3.1.2 Organisational Structure

The UCD President, Professor Andrew Deeks, took up office in January 2014. He chairs the University Management Team.

The Governing Authority guides the strategic direction of the university, with particular emphasis on overseeing policy, monitoring the performance of top management and working with the President to set UCD's strategic aims.

Academically, UCD is organised into 6 colleges and 36 schools[4], evenly divided between STEMM and AHSS (Figure 3.3). Each college is led by a College Principal (CP) and each school by a Head of School (HoS). (See Section 4.4.) The Gender Equality Action Plan (GEAP) makes it more explicit that VPs, CPs and HoS will be responsible for integrating gender equality within their domains, and will report on this to their managers (Action 3.1).
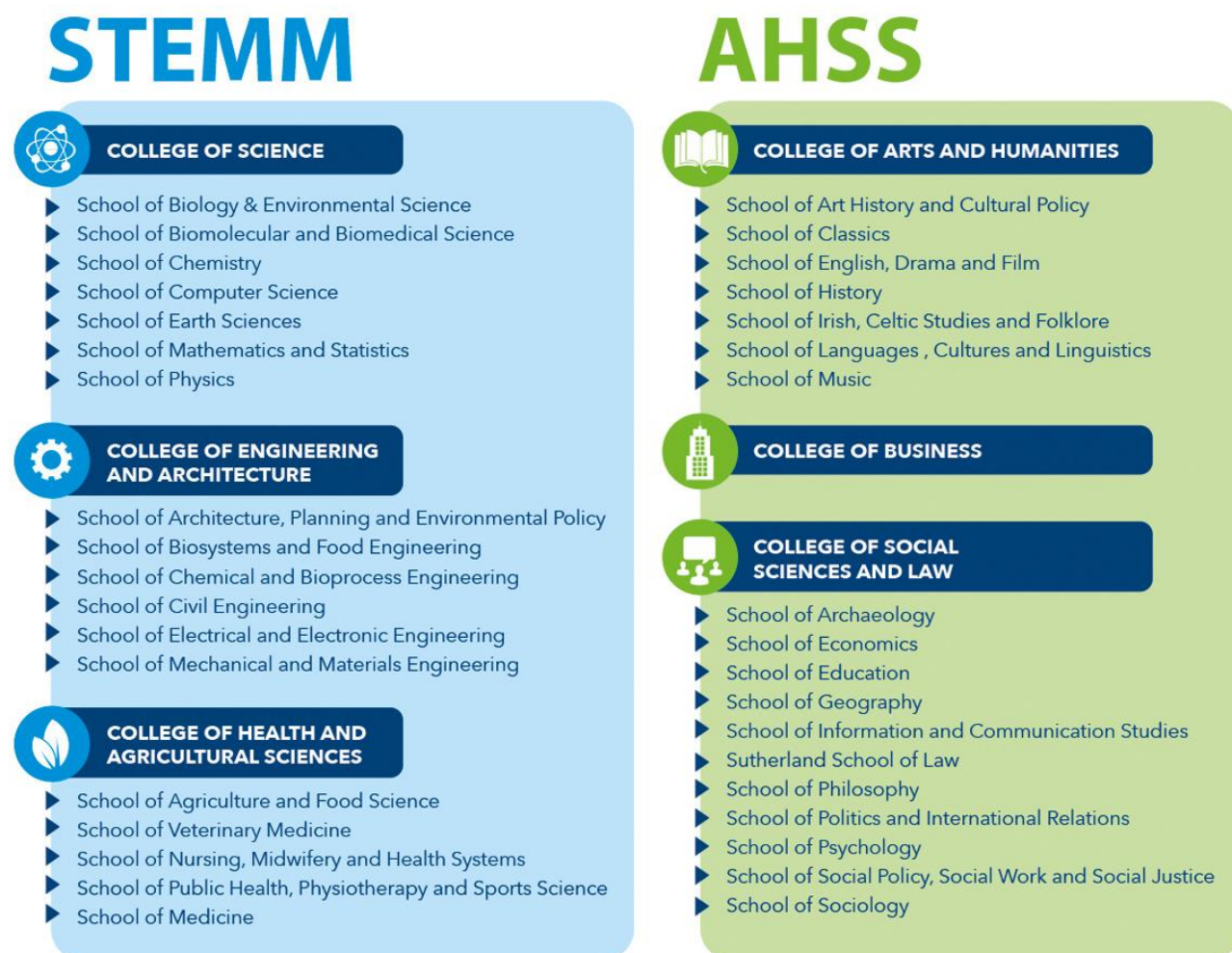
## STEMM

**COLLEGE OF SCIENCE**
- School of Biology & Environmental Science
- School of Biomolecular and Biomedical Science
- School of Chemistry
- School of Computer Science
- School of Earth Sciences
- School of Mathematics and Statistics
- School of Physics

**COLLEGE OF ENGINEERING AND ARCHITECTURE**
- School of Architecture, Planning and Environmental Policy
- School of Biosystems and Food Engineering
- School of Chemical and Bioprocess Engineering
- School of Civil Engineering
- School of Electrical and Electronic Engineering
- School of Mechanical and Materials Engineering

**COLLEGE OF HEALTH AND AGRICULTURAL SCIENCES**
- School of Agriculture and Food Science
- School of Veterinary Medicine
- School of Nursing, Midwifery and Health Systems
- School of Public Health, Physiotherapy and Sports Science
- School of Medicine

## AHSS

**COLLEGE OF ARTS AND HUMANITIES**
- School of Art History and Cultural Policy
- School of Classics
- School of English, Drama and Film
- School of History
- School of Irish, Celtic Studies and Folklore
- School of Languages, Cultures and Linguistics
- School of Music

**COLLEGE OF BUSINESS**

**COLLEGE OF SOCIAL SCIENCES AND LAW**
- School of Archaeology
- School of Economics
- School of Education
- School of Geography
- School of Information and Communication Studies
- Sutherland School of Law
- School of Philosophy
- School of Politics and International Relations
- School of Psychology
- School of Social Policy, Social Work and Social Justice
- School of Sociology

*Figure 3.3: UCD colleges and schools*

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[4] Each college has a number of administrative units associated with it, but these are not included in the "department" count. UCD also has 7 cross-cutting research institutes and an Innovation Academy, but essentially all faculty members in these units have their substantive employment within schools, and so these are not counted as "departments" for this assessment.

All units of the university, and the institution itself, undergo regular quality review, including internal self-assessment and review by a panel including international membership. As part of the GEAP, all quality reports will be required to comment on gender equality. (Action 3.2)

In 2016, following a referendum, UCD changed faculty titles, as follows:

| Old title | New title (2016-) |
|---|---|
| Lecturer | Lecturer/Assistant Professor |
| Senior Lecturer | Associate Professor |
| Associate Professor | Professor |
| Professor | Full Professor |

*Table 3.1 UCD faculty titles*

The new titles will be used throughout this document, even when referring to historical data.

| Action | |
|---|---|
| 3.1 | VPs, CPs, HoS and HoU will be responsible for integrating gender equality in policies and actions within their domains, consistent with university policy; and will report on this to their respective managers |
| 3.2 | Incorporate gender equality dimension into UCD's quality assurance process at school and unit level and in the institutional quality assurance report |

### 3.1.3 The number of students and staff

Sections 3.1.3 outline the number of staff and students. Section 3.2 examines staff data in greater detail, including the comparison with the national picture. There is a clear gender gap for faculty beyond the lecturer grade across the Irish university sector. While the picture in UCD is slightly better, the national benchmark is not an acceptable target. UCD seeks to secure gender balance across the university.

#### 3.1.3i        Students

In 2015/16 UCD had 27,869 students[5], 14,174 of them in STEMM. (Table 3.2). The percentage of female students was 53.4%; 52.2% in STEMM. Over the period 2014-2016 there has been a slight increase in the female student percentage.

| | | 2013/14 | | | | 2014/15 | | | | 2015/16 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Level | Male | Female | Total | % Female | Male | Female | Total | % Female | Male | Female | Total | % Female |
| **ALL UCD** | Undergraduate | 7,924 | 8,377 | 16,301 | 51.4 | 7,871 | 8,439 | 16,310 | 51.7 | 8,099 | 8,585 | 16,684 | 51.5 |
| | PG Taught | 2,958 | 3,032 | 5,990 | 50.6 | 2,913 | 3,132 | 6,045 | 51.8 | 3,019 | 3,395 | 6,414 | 52.9 |
| | PG Research | 895 | 897 | 1,792 | 50.1 | 896 | 908 | 1,804 | 50.3 | 858 | 930 | 1,788 | 52.0 |
| | Occasional | 795 | 1,476 | 2,271 | 65.0 | 877 | 1,715 | 2,592 | 66.2 | 1,002 | 1,981 | 2,983 | 66.4 |
| **UCD Total** | | **12,572** | **13,782** | **26,354** | **52.3** | **12,557** | **14,194** | **26,751** | **53.1** | **12,978** | **14,891** | **27,869** | **53.4** |
| **STEMM** | Undergraduate | 4,177 | 4,312 | 8,489 | 50.8 | 4,178 | 4,305 | 8,483 | 50.7 | 4,354 | 4,423 | 8,777 | 50.4 |
| | PG Taught | 1,215 | 1,158 | 2,373 | 48.8 | 1,283 | 1,420 | 2,703 | 52.5 | 1,381 | 1,503 | 2,884 | 52.1 |

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[5] As reported to HEA; Census taken March 1st of each year

| | | Female | Male | Total | %F | Female | Male | Total | %F | Female | Male | Total | %F |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | PG Research | 661 | 598 | 1,259 | 47.5 | 677 | 612 | 1,289 | 47.5 | 639 | 646 | 1,285 | 50.3 |
| | Occasional | 318 | 558 | 876 | 63.7 | 377 | 692 | 1,069 | 64.7 | 408 | 820 | 1,228 | 66.8 |
| **STEMM Total** | | **6,371** | **6,626** | **12,997** | **51.0** | **6,515** | **7,029** | **13,544** | **51.9** | **6,782** | **7,392** | **14,174** | **52.2** |
| *AHSS* | Undergraduate | 3,747 | 4,065 | 7,812 | 52.0 | 3,693 | 4,134 | 7,827 | 52.8 | 3,745 | 4,162 | 7,907 | 52.6 |
| | PG Taught | 1,743 | 1,874 | 3,617 | 51.8 | 1,630 | 1,712 | 3,342 | 51.2 | 1,638 | 1,892 | 3,530 | 53.6 |
| | PG Research | 234 | 299 | 533 | 56.1 | 219 | 296 | 515 | 57.5 | 219 | 284 | 503 | 56.5 |
| | Occasional | 477 | 918 | 1,395 | 65.8 | 500 | 1,023 | 1,523 | 67.2 | 594 | 1,161 | 1,755 | 66.2 |
| **AHSS Total** | | **6,201** | **7,156** | **13,357** | **53.6** | **6,042** | **7,165** | **13,207** | **54.3** | **6,196** | **7,499** | **13,695** | **54.8** |

*Table 3.2 Students by level of study*
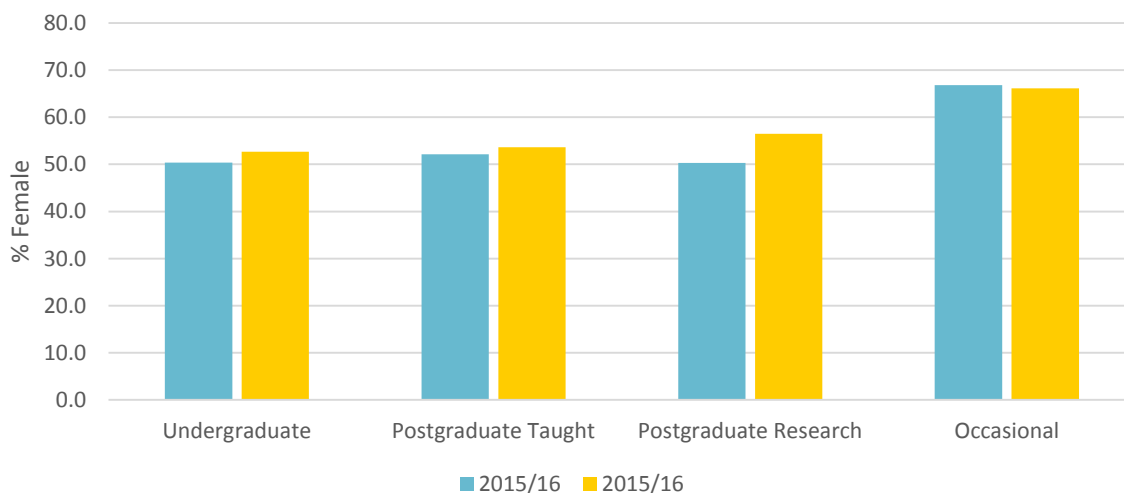


*Figure 3.4: Percentage of female students, STEMM and AHSS*

HEA figures for 2014/15 (Table 3.3 and Figure 3.5) show UCD student numbers in comparison to the Irish University Sector (IUS) across STEMM.

| | | University College Dublin | | | Irish University Sector | | | UCD | IUS |
|---|---|---|---|---|---|---|---|---|---|
| | **Field of Study** | **Female** | **Male** | **Total** | **Female** | **Male** | **Total** | **%F** | **%F** |
| *STEMM* | Natural sciences, mathematics & statistics | 1,253 | 1,410 | 2,663 | 6,952 | 7,483 | 14,435 | 47.1% | 48.2% |
| | Information & Communication Tech (ICT) | 121 | 725 | 846 | 1,184 | 4,622 | 5,806 | 14.3% | 20.4% |
| | Engineering, manufacturing and construction | 733 | 1,608 | 2,341 | 2,119 | 6,636 | 8,755 | 31.3% | 24.2% |
| | Agriculture, forestry, fisheries & veterinary | 1,228 | 967 | 2,195 | 1,231 | 973 | 2,204 | 55.9% | 55.9% |
| | Health and welfare | 3,645 | 1,479 | 5,124 | 15,348 | 5,637 | 20,985 | 71.1% | 73.1% |
| | ***Total STEMM*** | 6,980 | 6,189 | 13,169 | 26,834 | 25,351 | 52,185 | 53.0% | 51.4% |
| | ***AHSS*** | 6,526 | 6,027 | 12,553 | 34,396 | 27,017 | 61,413 | 52.0% | 56.0% |
| | **Total** | **13,506** | **12,216** | **25,722** | **61,230** | **52,368** | **113,598** | **52.5%** | **53.9%** |
| | ***% STEMM*** | ***51.7%*** | ***50.7%*** | ***51.2%*** | ***43.8%*** | ***48.4%*** | ***45.9%*** | | |

*Table 3.3  STEMM students by field of study[6]: Irish university comparison 2014/15*

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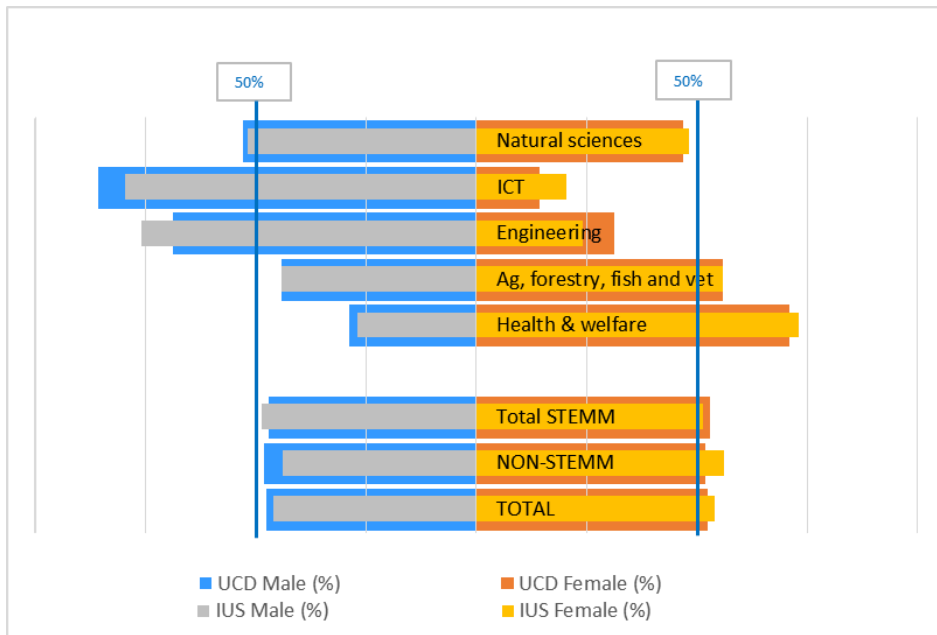[6] There are slight differences in the cohorts included in this table and Table 3.2.

*Figure 3.5: UCD and the Irish university sector student profile*

The percentage of UCD students in STEMM who are female is slightly higher than the equivalent national figure. The areas with lowest female participation are ICT and Engineering, Manufacturing and Construction. These are already the focus of outreach and engagement activity, including attention to the gender dimension, and this will be strengthened under the GEAP (Action 3.3). UCD's commitment to widening participation[7] provides clear opportunities in this regard.

Consideration of gender issues among students will also be improved by inviting a student representative to join the SAT under Action 2.3.
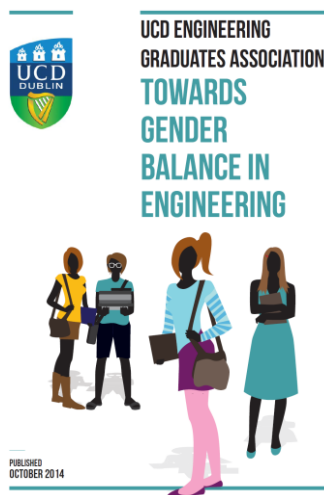


*Figure 3.6: UCD Engineering Graduates Association report (2014) on gender balance in Engineering*

| Action | |
|--------|---|
| **3.3** | Expand initiatives in ICT and Engineering to improve intake of female students and support their retention |

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[7] Widening participation is a strategic objective, supported by the Widening Participation (WP) Committee and in particular, the Access Office. The SAT links with the WP committee through the EDI Group.

### 3.1.3ii    Staff

In March 2016 UCD had 3,221 staff FTEs: 1,013 faculty, 402 research and 1,807 support. The percentage of female staff has remained consistent at 54% over the last 3 years. This varies by category: 41% of faculty and 63% of support staff are female.

| Category | March 2014 | | | | March 2015 | | | | March 2016 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | F | M | Total | %F | F | M | Total | %F | F | M | Total | %F |
| Faculty | 393 | 556 | 949 | 41% | 406 | 578 | 984 | 41% | 419 | 594 | 1,013 | 41% |
| Research | 145 | 192 | 337 | 43% | 154 | 215 | 369 | 42% | 176 | 226 | 402 | 44% |
| Support | 1,153 | 674 | 1,827 | 63% | 1,145 | 673 | 1,817 | 63% | 1,143 | 664 | 1,807 | 63% |
| Total | 1,690 | 1,423 | 3,113 | 54% | 1,704 | 1,466 | 3,170 | 54% | 1,738 | 1,483 | 3,221 | 54% |

*Table 3.4: Staff FTEs by category and gender*

Tables 3.5-3.7 show how these numbers break down across the STEMM colleges and schools.

| College | School | 2014 | | | 2015 | | | 2016 | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | F | M | %F | F | M | %F | F | M | %F |
| Science | Biology & Envtal Science | 9 | 15 | 37% | 9 | 16 | 36% | 8 | 15 | 35% |
| | Biomol & Biomed Science | 15 | 20 | 43% | 15 | 21 | 43% | 16 | 21 | 43% |
| | Chemistry | 3 | 16 | 16% | 3 | 16 | 16% | 2 | 17 | 11% |
| | Computer Science | 3 | 30 | 10% | 5 | 33 | 13% | 7 | 37 | 16% |
| | Earth Science | 1 | 12 | 8% | 1 | 11 | 8% | 2 | 11 | 15% |
| | Maths & Statistics | 9 | 30 | 23% | 10 | 30 | 25% | 12 | 33 | 27% |
| | Physics | 5 | 16 | 23% | 5 | 16 | 23% | 5 | 17 | 22% |
| **College of Science** | | **45** | **139** | **24%** | **48** | **143** | **25%** | **52** | **151** | **25%** |
| Engineering and Architecture | Arch, Plan & Envt Pol | 11 | 16 | 40% | 11 | 17 | 40% | 11 | 17 | 39% |
| | Biosystems & Food Eng | 1 | 9 | 10% | 1 | 8 | 12% | 2 | 8 | 21% |
| | Chemical & Biochem Eng | 2 | 8 | 20% | 2 | 11 | 16% | 2 | 10 | 17% |
| | Civil Eng | 3 | 10 | 23% | 3 | 10 | 23% | 3 | 10 | 23% |
| | Electrical & Electronic Eng | 1 | 14 | 7% | 2 | 19 | 10% | 2 | 22 | 8% |
| | Mechanical, Materials Eng | 1 | 16 | 6% | 1 | 16 | 6% | 2 | 18 | 10% |
| **College of Engineering & Architecture** | | **19** | **73** | **21%** | **20** | **80** | **20%** | **22** | **85** | **21%** |
| Health and Agricultural Sciences | Agriculture & Food Sci | 25 | 34 | 42% | 24 | 32 | 42% | 29 | 32 | 48% |
| | Medicine | 42 | 50 | 46% | 41 | 48 | 46% | 42 | 45 | 48% |
| | Nurs, Midwif & Health Sys | 41 | 5 | 89% | 43 | 7 | 86% | 44 | 8 | 85% |
| | PHPS Sci | 17 | 16 | 51% | 17 | 16 | 51% | 18 | 16 | 53% |
| | Veterinary Medicine | 33 | 26 | 56% | 36 | 29 | 56% | 33 | 30 | 53% |
| **College of Health & Agricultural Science** | | **157** | **130** | **55%** | **160** | **131** | **55%** | **167** | **130** | **56%** |
| **STEMM TOTAL** | | **221** | **342** | **39%** | **228** | **354** | **39%** | **240** | **366** | **40%** |
| **UCD TOTAL** | | **393** | **556** | **41%** | **406** | **578** | **41%** | **419** | **594** | **41%** |
| ***STEMM as proportion of UCD TOTAL*** | | *56%* | *62%* | | *56%* | *61%* | | *57%* | *61%* | |

*Table 3.5  Faculty FTEs by college and school*

Women currently make up 40% of STEMM faculty FTEs, almost identical to the percentage across the broader university.  Most of this figure comes from the College of Health and Agricultural Sciences, and in particular the School of Nursing, Midwifery and Health Systems.  The female percentages in the other two STEMM colleges are just 21% and 25%, and as low as 8% in the School of Electrical & Electronic Engineering.

**The under-representation of women among Science and Engineering faculty is one of the significant issues highlighted in this report. Many of the actions in the GEAP are designed to address this, in particular those relating to recruitment (Section 4.1.1).**

| College | School | 2014 | | | 2015 | | | 2016 | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | F | M | %F | F | M | %F | F | M | %F |
| Science | Biology & Envtal Science | 6 | 6 | 52% | 3 | 12 | 22% | 2 | 17 | 12% |
| | Biomol & Biomed Science | 14 | 12 | 53% | 15 | 16 | 48% | 11 | 13 | 46% |
| | Chemistry | 8 | 14 | 36% | 5 | 13 | 27% | 14 | 17 | 45% |
| | Computer Science | 4 | 21 | 14% | 2 | 21 | 7% | 3 | 10 | 20% |
| | Earth Science | 2 | 2 | 50% | 1 | 3 | 24% | 2 | 11 | 15% |
| | Maths & Statistics | 1 | 7 | 13% | 2 | 13 | 13% | 2 | 11 | 15% |
| | Physics | 7 | 12 | 36% | 3 | 12 | 20% | 5 | 10 | 34% |
| **College of Science** | | **42** | **75** | **36%** | **31** | **90** | **25%** | **39** | **89** | **30%** |
| Engineering and Architecture | Arch, Plan & Envt Pol | | 3 | 0% | 2 | 5 | 29% | 2 | 4 | 31% |
| | Biosystems & Food Eng | 2 | 9 | 18% | 2 | 5 | 29% | 2 | 4 | 34% |
| | Chemical & Biochem Eng | | 7 | 0% | | 7 | 0% | 1 | 7 | 13% |
| | Civil Eng | 3 | 8 | 27% | 4 | 5 | 44% | 3 | 7 | 29% |
| | Electrical & Electronic Eng | | 5 | 0% | 1 | 5 | 17% | 6 | 9 | 40% |
| | Mechanical, Materials Eng | 1 | 9 | 10% | 1 | 6 | 14% | 5 | 12 | 30% |
| **College of Engineering & Architecture** | | **6** | **42** | **13%** | **10** | **33** | **23%** | **19** | **43** | **31%** |
| Health and Agricultural Sciences | Agriculture & Food Sci | 11 | 4 | 73% | 14 | 9 | 62% | 10 | 14 | 41% |
| | Medicine | 44 | 35 | 56% | 49 | 39 | 56% | 42 | 37 | 53% |
| | Nurs, Midwif & Health Sys | 3 | | 100% | 4 | | 100% | 12 | | 100% |
| | PHPS Sci | 5 | 6 | 45% | 8 | 3 | 73% | 15 | 3 | 85% |
| | Veterinary Medicine | 3 | 8 | 24% | 1 | 6 | 14% | 2 | 8 | 20% |
| **College of Health & Agricultural Science** | | **65** | **53** | **55%** | **76** | **57** | **57%** | **80** | **61** | **57%** |
| **STEMM TOTAL** | | **113** | **169** | **40%** | **117** | **180** | **39%** | **137** | **193** | **42%** |
| **UCD TOTAL** | | **145** | **192** | **43%** | **154** | **215** | **42%** | **176** | **226** | **44%** |
| *STEMM as proportion of UCD TOTAL* | | *78%* | *88%* | | *76%* | *84%* | | *78%* | *85%* | |

*Table 3.6: Research FTEs by college and school*

42% of STEMM research staff are female, a figure again dominated by the 57% in the College of Health and Agricultural Sciences. In the other two colleges the percentage of women among research staff is lower, but is higher than the female faculty percentage. This gives one indication of the population of women in the pool of candidates for faculty recruitment.

| College | School | 2014 | | | 2015 | | | 2016 | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | F | M | %F | F | M | %F | F | M | %F |
| Science | Biology & Envtal Science | 12 | 12 | 52% | 13 | 15 | 46% | 14 | 15 | 49% |
| | Biomol & Biomed Science | 22 | 8 | 72% | 23 | 7 | 76% | 19 | 9 | 67% |
| | Chemistry | 11 | 17 | 41% | 11 | 12 | 47% | 14 | 10 | 59% |
| | Computer Science | 14 | 29 | 33% | 16 | 37 | 30% | 15 | 26 | 36% |
| | Earth Science | 5 | 9 | 35% | 6 | 5 | 55% | 8 | 9 | 46% |
| | Maths & Statistics | 6 | 3 | 66% | 7 | 4 | 65% | 6 | 4 | 59% |
| | Physics | 5 | 9 | 36% | 3 | 13 | 19% | 4 | 9 | 33% |
| **College of Science** | | **76** | **87** | **47%** | **79** | **92** | **46%** | **79** | **82** | **49%** |
| Engineering and Architecture | Arch, Plan & Envt Pol | 3 | 9 | 28% | 3 | 7 | 32% | 8 | 5 | 61% |
| | Biosystems & Food Eng | 3 | 1 | 68% | 3 | 1 | 69% | 2 | 1 | 67% |
| | Chemical & Biochem Eng | 4 | 8 | 33% | 5 | 11 | 32% | 4 | 10 | 30% |
| | Civil Eng | 0 | 4 | 4% | | 6 | 0% | 1 | 6 | 12% |
| | Electrical & Electronic Eng | 6 | 16 | 28% | 7 | 17 | 30% | 10 | 19 | 35% |
| | Mechanical, Materials Eng | 4 | 16 | 20% | 3 | 13 | 16% | 6 | 20 | 24% |
| **College of Engineering & Architecture** | | **20** | **53** | **28%** | **21** | **54** | **28%** | **30** | **59** | **34%** |
| Health and Agricultural Sciences | Agriculture & Food Sci | 37 | 24 | 61% | 33 | 21 | 61% | 36 | 17 | 67% |
| | Medicine | 113 | 54 | 68% | 128 | 57 | 69% | 141 | 47 | 75% |
| | Nurs, Midwif & Health Sys | 20 | 5 | 80% | 19 | 3 | 85% | 22 | 4 | 84% |
| | PHPS Sci | 24 | 13 | 66% | 26 | 12 | 68% | 23 | 14 | 62% |
| | Veterinary Medicine | 77 | 29 | 73% | 69 | 29 | 70% | 74 | 33 | 69% |
| **College of Health & Agricultural Science** | | **272** | **125** | **68%** | **275** | **123** | **69%** | **296** | **116** | **72%** |
| **STEMM TOTAL** | | **368** | **265** | **58%** | **374** | **270** | **58%** | **405** | **257** | **61%** |
| **UCD TOTAL** | | **1,153** | **674** | **63%** | **1,145** | **673** | **63%** | **1,143** | **664** | **63%** |
| *STEMM as proportion of UCD TOTAL* | | *32%* | *39%* | | *33%* | *40%* | | *35%* | *39%* | |

*Table 3.7  Support staff FTEs by STEMM college and school*

The proportion of female STEMM support staff in STEMM Colleges and Schools has increased from 58% in 2014 to 61% in 2016. Once again, the highest proportion is in the College of Health and Agricultural Sciences and the lowest in Engineering and Architecture.

## 3.2 Staff data

### 3.2.1 Proportion of all categories of academic staff by gender.

The gender breakdown of academic staff across grades is illustrated in Figure 3.7, with the data presented in Table 3.8. The familiar scissors form of the plot shows the gender gap in academic progression, which appears at Associate Professor grade and widens at more senior levels. Only 20.7% of UCD Full Professors and 17.8% of STEMM Full Professors are female. At each grade the percentage of female faculty in UCD STEMM is lower than that for the university as a whole.
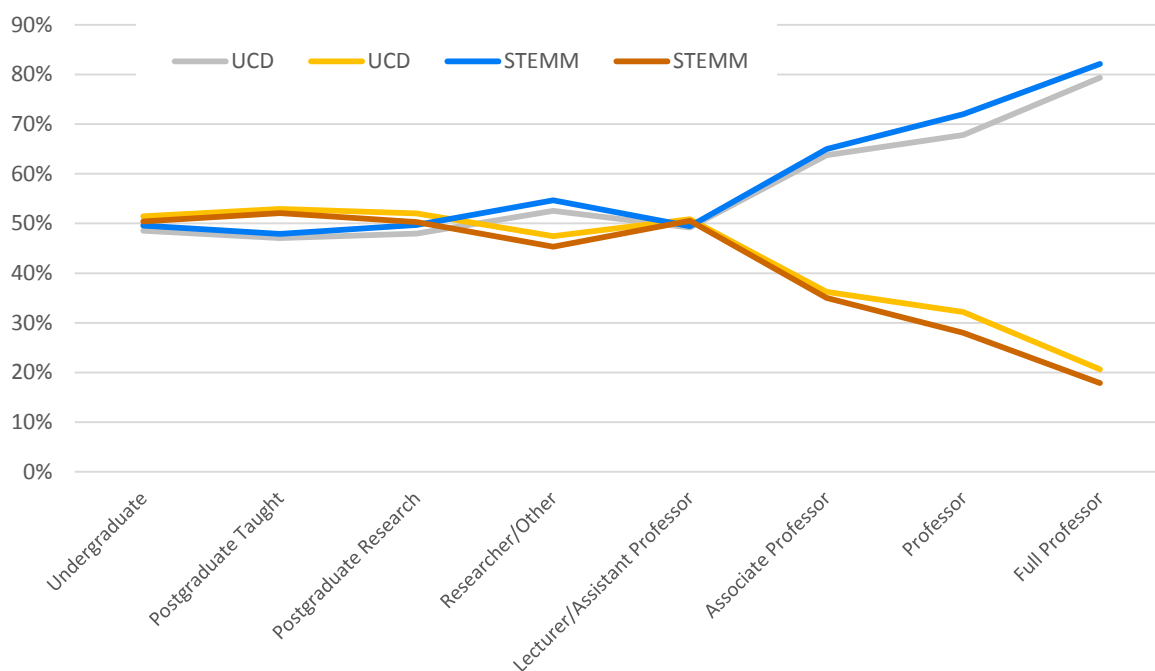


*Figure 3.7: % Female and Male Students, Researchers and Faculty by Grade: UCD & UCD STEMM*

| Grade | UCD[8] %F | UCD STEMM %F | UCD AHSS %F | Irish University Sector% Female[9] |
|---|---|---|---|---|
| Researcher | 47.5% | 45.3% | 55.9% | N/A |
| Lecturer/Assistant Professor | 50.8% | 50.6% | 51.2% | 50.0% |
| Associate Professor | 36.2% | 35.0% | 40.4% | 35.0% |
| Professor | 32.2% | 28.0% | 39.9% | 26.0% |
| Full Professor | 20.7% | 17.8% | 25.3% | 19.0% |

*Table 3.8 Gender and Grade Profile for UCD and Irish University Sector: March 2016*

More detailed data for the STEMM colleges are presented in Figure 3.8 and Table 3.9. Both the under-representation of women and the gender gap in academic progression are very clear from the data. The College of Health and Agricultural Sciences again has the highest female percentage at all academic levels.

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[8] These data refer to FTE. Elsewhere in the document, headcount may be used as appropriate. FTE figures are used at certain points to ensure consistency of published data, e.g. UCD is required to report to the HEA on the basis of FTE data.

[9] Source: Higher Education Authority (HEA) available at http://www.hea.ie/en/statistics/overview
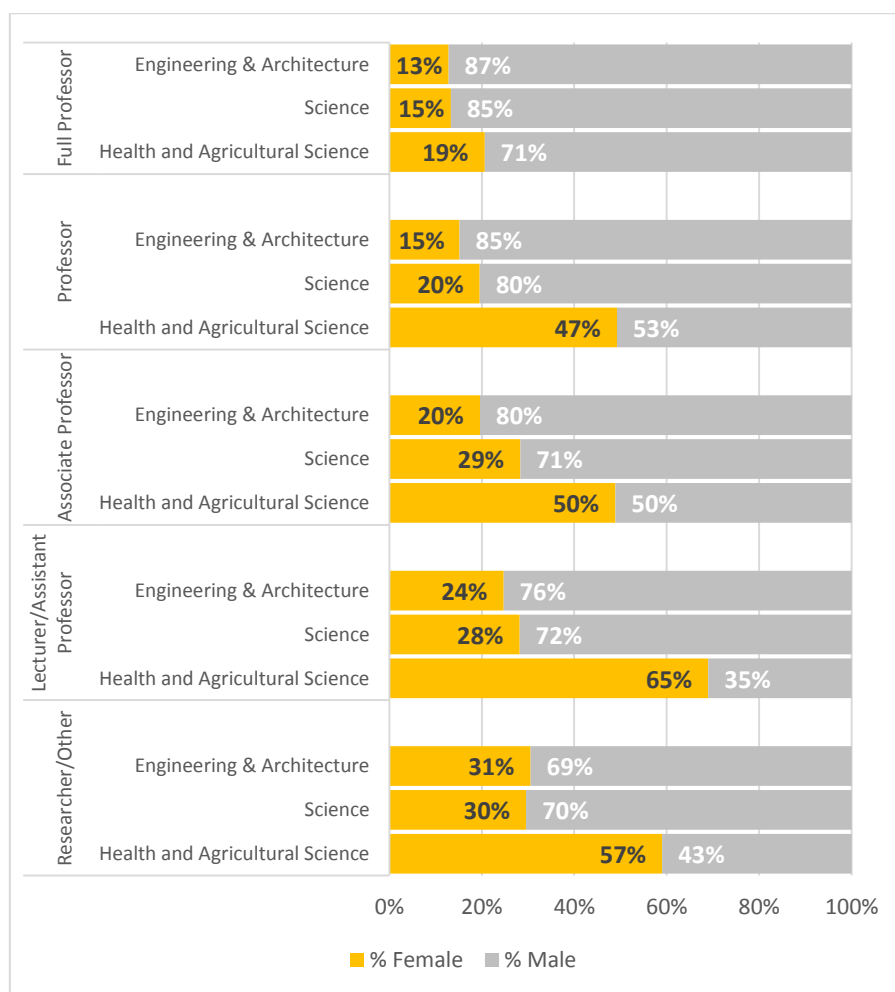
*Figure 3.8: Percentage female and male faculty and research staff by STEMM college*

| School | Lecturer/Assistant Professor | | | Associate Professor | | | Professor | | | Full Professor | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | F | M | %F | F | M | %F | F | M | %F | F | M | %F |
| Biology & Envtal Science | 2 | 7 | 22% | 3 | 5 | 38% | 3 | 1 | 75% | | 2 | 0% |
| Biomol & Biomed Science | 6 | 9 | 40% | 8 | 6 | 57% | 1 | 4 | 20% | 1 | 2 | 33% |
| Chemistry | 1 | 3 | 25% | 1 | 7 | 13% | | 1 | 0% | | 6 | 0% |
| Computer Science | 3 | 19 | 14% | 3 | 11 | 21% | | 3 | 0% | 1 | 4 | 20% |
| Earth Science | 2 | 4 | 33% | | 3 | 0% | | 2 | 0% | | 2 | 0% |
| Maths & Statistics | 9 | 18 | 33% | 3 | 9 | 25% | | 1 | 0% | | 5 | 0% |
| Physics | 2 | 5 | 29% | 1 | 6 | 14% | | 4 | 0% | 2 | 2 | 50% |
| **College of Science** | **25** | **65** | **28%** | **19** | **47** | **29%** | **4** | **16** | **20%** | **4** | **23** | **15%** |
| Arch, Plan & Envt Pol | 9 | 12 | 43% | 1 | 1 | 50% | | 1 | 0% | 1 | 3 | 25% |
| Biosystems & Food Eng | 1 | 1 | 50% | 1 | 2 | 33% | | 2 | 0% | | 2 | 0% |
| Chemical & Biochem Eng | 0 | 4 | 0% | 2 | 2 | 50% | | 3 | 0% | | 1 | 0% |
| Civil Eng | 0 | 3 | 0% | 2 | 5 | 29% | 1 | 1 | 50% | | 1 | 0% |
| Electrical & Electronic Eng | 1 | 8 | 11% | | 7 | 0% | 1 | 3 | 25% | | 4 | 0% |
| Mechanical, Materials Eng | 1 | 9 | 10% | | 7 | 0% | | 1 | 0% | 1 | 2 | 33% |
| **College of Eng & Arch** | **12** | **37** | **24%** | **6** | **24** | **20%** | **2** | **11** | **15%** | **2** | **13** | **13%** |
| Agriculture & Food Sci | 24 | 13 | 65% | 4 | 11 | 27% | 1 | 3 | 25% | 1 | 5 | 17% |
| Medicine | 28 | 14 | 67% | 9 | 8 | 53% | | 2 | 0% | 5 | 22 | 19% |
| Nurs, Midwif & Health Sys | 41 | 4 | 91% | | 2 | 0% | 2 | 1 | 67% | 1 | 1 | 50% |
| PHPS Sci | 8 | 9 | 47% | 7 | 1 | 88% | 2 | 1 | 67% | 1 | 5 | 17% |
| Veterinary Medicine | 22 | 16 | 58% | 7 | 6 | 54% | 3 | 2 | 60% | 1 | 6 | 14% |
| **College of Health & Ag Sci** | **102** | **56** | **65%** | **27** | **27** | **50%** | **8** | **9** | **47%** | **9** | **39** | **19%** |

*Table 3.9  STEMM faculty breakdown by school and gender[10]*

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[10] March 2016 data.  FTE figures are rounded by category.

**Closing the gender gap in academic progression is one of the priorities of the GEAP. Actions designed to address it include removal of barriers to female progression (e.g. through support following maternity leave), a new development system that will assist in preparation for promotions, clear expectations of academic leaders, unconscious bias training, and gender targets in promotions.**

## 3.2.2 Leavers by grade and gender

Reasons for academic staff leaving employment in UCD include retirement, end of contract and a small amount of natural mobility. The majority of leavers are at researcher grades, due to the end of the fixed-term contracts that are the norm for that cohort. The percentages of female leavers at the researcher and lecturer grades are higher than the male percentages, both across UCD and in STEMM. This needs to be investigated through a systematic increase in exit interviews (Action 3.4), and addressed based on the findings. At the senior grades the numbers leaving are very small, and largely due to retirements.

| Grade | 2013/2014 UCD | | 2013/2014 UCD STEMM | | 2014/2015 UCD | | 2014/2015 UCD STEMM | | Mar-16 UCD | | Mar-16 UCD STEMM | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | F | M | F | M | F | M | F | M | F | M | F | M |
| Lecturer/Assistant Professor | 21 | 16 | 14 | 11 | 15 | 11 | 9 | 3 | 16 | 5 | 10 | 2 |
| Associate Professor | 6 | 6 | 3 | 4 | 4 | 7 | 1 | 5 | 2 | 2 | 1 | 2 |
| Professor | 1 | 3 | 0 | 2 | 2 | 5 | 0 | 2 | 1 | 2 | 0 | 0 |
| Full Professor | 2 | 8 | 0 | 4 | 1 | 14 | 0 | 9 | 3 | 5 | 0 | 2 |
| **Total (Faculty)** | **30** | **33** | **17** | **21** | **22** | **37** | **10** | **19** | **22** | **14** | **11** | **6** |
| Researcher | 98 | 129 | 57 | 78 | 116 | 134 | 72 | 93 | 120 | 141 | 90 | 98 |
| **TOTAL** | **128** | **162** | **74** | **99** | **138** | **171** | **82** | **112** | **142** | **155** | **101** | **104** |

*Table 3.10 : Leavers by gender and grade*

| Grade | 2013/2014 UCD | | 2013/2014 UCD STEMM | | 2014/2015 UCD | | 2014/2015 UCD STEMM | | Mar-16 UCD | | Mar-16 UCD STEMM | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | F | M | F | M | F | M | F | M | F | M | F | M |
| Lecturer/Assistant Professor | 9% | 7% | 10% | 9% | 5% | 4% | 6% | 2% | 6% | 2% | 6% | 1% |
| Associate Professor | 7% | 4% | 5% | 4% | 5% | 5% | 2% | 5% | 2% | 1% | 2% | 2% |
| Professor | 4% | 5% | 0% | 5% | 8% | 9% | 0% | 6% | 4% | 4% | 0% | 0% |
| Full Professor | 6% | 6% | 0% | 5% | 3% | 9% | 0% | 11% | 4% | 4% | 0% | 3% |
| **Total (Faculty)** | **8%** | **6%** | **8%** | **6%** | **5%** | **6%** | **4%** | **5%** | **5%** | **2%** | **5%** | **2%** |
| Researcher | 68% | 67% | 50% | 46% | 75% | 62% | 62% | 52% | 68% | 62% | 66% | 51% |

*Table 3.11: Leavers by gender and grade as percentage of cohort (turnover rate)*

| Action | |
|---|---|
| **3.4** | Introduce exit interviews for faculty. |

## 3.2.3 Contract type

Tables 3.12 and 3.13 show the numbers on permanent and temporary contracts by gender, for the university and for STEMM. Almost all research staff are on fixed-term contracts – this is the norm within Irish universities. Among support staff there is no significant gender difference in permanence. Among faculty, more women than men are on temporary contracts. This is in part a pipeline issue – most temporary faculty contracts are at lecturer level and among recent hires, where the percentage of women faculty is highest – but there is evidence of a gender gap beyond the pipeline and this will be investigated further, including at the national level (Action 3.5).

| | | **2014** | | | **2015** | | | **2016** | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | **F** | **M** | **% F** | **F** | **M** | **% F** | **F** | **M** | **% F** |
| **Faculty** | Permanent | 341 | 509 | 40% | 360 | 530 | 40% | 361 | 530 | 41% |
| | Temporary | 132 | 104 | 56% | 130 | 111 | 54% | 123 | 105 | 54% |
| | **Total** | **474** | **613** | **44%** | **490** | **642** | **43%** | **484** | **634** | **43%** |
| **Research** | Permanent | 4 | 7 | 37% | 3 | 6 | 35% | 5 | 9 | 35% |
| | Temporary | 140 | 185 | 43% | 150 | 208 | 42% | 171 | 217 | 44% |
| | **Total** | **145** | **192** | **43%** | **154** | **215** | **42%** | **176** | **226** | **44%** |
| **Support** | Permanent | 707 | 407 | 63% | 700 | 404 | 63% | 712 | 404 | 64% |
| | Temporary | 365 | 210 | 63% | 360 | 206 | 64% | 366 | 219 | 63% |
| | **Total** | **1,072** | **618** | **63%** | **1,061** | **610** | **64%** | **1,078** | **623** | **63%** |

*Table 3.12   Employee FTEs by category and by contract type*

| | | **2014** | | | **2015** | | | **2016** | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | **F** | **M** | **% F** | **F** | **M** | **% F** | **F** | **M** | **% F** |
| **Faculty** | Permanent | 183 | 311 | 37% | 190 | 320 | 37% | 191 | 320 | 37% |
| | Temporary | 74 | 56 | 57% | 76 | 67 | 53% | 89 | 72 | 55% |
| | **Total** | **257** | **367** | **41%** | **266** | **387** | **41%** | **280** | **392** | **42%** |
| **Research** | Permanent | 2 | 7 | 26% | 2 | 6 | 29% | 4 | 9 | 30% |
| | Temporary | 111 | 162 | 41% | 114 | 174 | 40% | 133 | 184 | 42% |
| | **Total** | **113** | **169** | **40%** | **117** | **180** | **39%** | **137** | **193** | **42%** |
| **Support** | Permanent | 176 | 129 | 58% | 178 | 123 | 59% | 191 | 123 | 61% |
| | Temporary | 175 | 138 | 56% | 184 | 137 | 57% | 195 | 131 | 60% |
| | **Total** | **351** | **267** | **57%** | **362** | **260** | **58%** | **387** | **254** | **60%** |

*Table 3.13: STEMM employee FTEs by category and by contract type*

| Action | |
|---|---|
| **3.5** | Investigate gender dimension in permanency/fixed-term contracts. |

## 3.2.4 Pay audits

As part of the Athena SWAN process, UCD conducted an initial pay analysis, disaggregated by gender (Table 3.14). There are some gender variations – these are relatively small, and the balance changes. This will be kept under review (Action 3.6). A very small number of faculty can be granted a departure from the normal salary framework, subject to internal and external approval. Just two of these have been granted over the past three years (to two males).

| Grade | 2014 | | | 2015 | | | 2016 | | |
|---|---|---|---|---|---|---|---|---|---|
| | Female € | Male € | F/M | Female € | Male € | F/M | Female € | Male € | F/M |
| **Researcher/Other** | 39,813 | 42,302 | 0.94 | 40,805 | 40,066 | 1.02 | 37,942 | 38,353 | 0.99 |
| **Lecturer/Assistant Professor** | 63,170 | 64,470 | 0.98 | 61,652 | 64,942 | 0.95 | 62,038 | 64,465 | 0.96 |
| **Associate Professor** | 84,108 | 84,715 | 0.99 | 85,674 | 84,863 | 1.01 | 81,947 | 83,775 | 0.98 |
| **Professor** | 96,732 | 95,182 | 1.02 | 89,474 | 94,991 | 0.94 | 89,596 | 93,499 | 0.96 |
| **Full Professor** | 123,888 | 122,447 | 1.01 | 122,148 | 121,915 | 1.00 | 123,832 | 125,608 | 0.99 |

*Table 3.14  Average annual pay by gender and grade 2014-16*
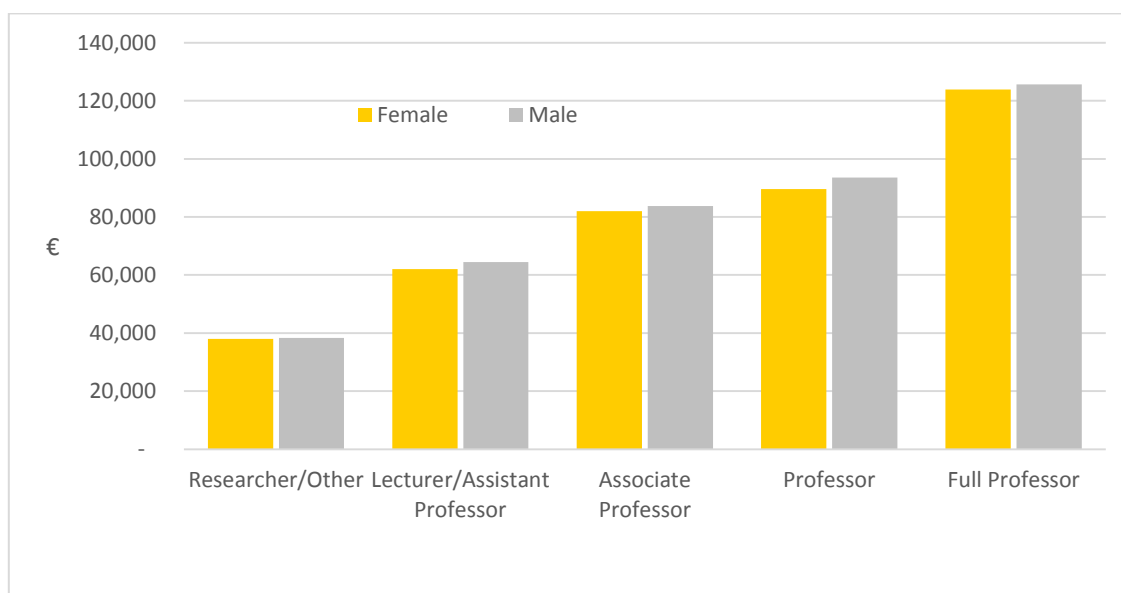


*Figure 3.9: Average annual pay by academic grade*

| Action | |
|---|---|
| **3.6** | Annual review of gender dimension in pay to ensure equality. Apply remedy where needed. |
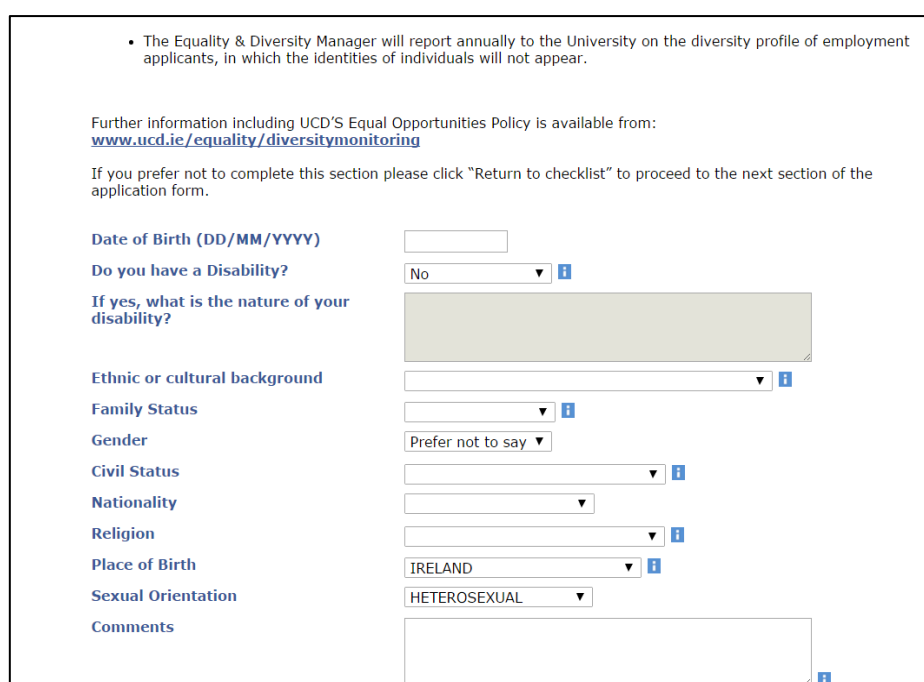
**WORD COUNT:  1362**

# Chapter 4 Supporting and advancing women's careers

## 4.1 Key Career Transition Points

### 4.1.1 Recruitment

Examination of gender equality in recruitment has, to this point, been hampered by the lack of comprehensive historical data. Gender is among the nine grounds covered by UCD's Diversity Monitoring Tool (launched 2012), but this is completed on a confidential and voluntary rather than a mandatory basis. Under the Gender Equality Action Plan (GEAP), steps will be taken towards a mandatory response on gender, with safeguards. (Included in Action 4.1 – see details in GEAP.)



*Figure 4.1: Diversity monitoring tool*

Diversity Monitoring Tool launched 2012
(covering 9 equality grounds, optional)

The variable response rate to the diversity question limits its reliability. Therefore, for the purposes of this assessment, we looked beyond the tool and undertook a manual examination of the raw recruitment data for 2013-2015. Table 4.1[11] shows the results of this assessment, across all disciplines. The planned automatic and mandatory collection of data at recruitment stage (see details of Action 4.1 in the GEAP) will increase our capacity to identify and therefore to address issues arising, including discipline-specific aspects.

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[11] Again, throughout this section the current grade titles are used, rather than the ones that applied at the time of the competitions in question.

| Year | Grade | Applied | | | | Shortlisted | | | | Appointed | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | F | M | Total | %F | F | M | Total | %F | F | M | Total | %F |
| **2013** | Researcher/Other | 796 | 1250 | 2046 | 39% | 205 | 214 | 419 | 49% | 53 | 79 | 132 | 40% |
| | Lecturer/Assistant Professor | 751 | 1233 | 1984 | 38% | 212 | 235 | 447 | 47% | 48 | 44 | 92 | 52% |
| | Associate Professor | 2 | 21 | 23 | 9% | 0 | 8 | 8 | 0% | 0 | 2 | 2 | 0% |
| | Full Professor[12] | 29 | 83 | 112 | 26% | 11 | 15 | 26 | 42% | 4 | 4 | 8 | 50% |
| | **University Total** | **1578** | **2587** | **4165** | **38%** | **428** | **472** | **900** | **48%** | **105** | **129** | **234** | **45%** |
| **2014** | Researcher/Other | 693 | 857 | 1550 | 45% | 225 | 197 | 422 | 53% | 69 | 90 | 159 | 43% |
| | Lecturer/Assistant Professor | 751 | 1344 | 2095 | 36% | 187 | 224 | 411 | 45% | 43 | 51 | 94 | 46% |
| | Associate Professor | 12 | 10 | 22 | 55% | 5 | 6 | 11 | 45% | 0 | 2 | 2 | 0% |
| | Professor | 2 | 23 | 25 | 8% | 2 | 3 | 5 | 40% | 0 | 1 | 1 | 0% |
| | Full Professor | 12 | 52 | 64 | 19% | 7 | 17 | 24 | 29% | 1 | 7 | 8 | 13% |
| | **University Total** | **1470** | **2286** | **3756** | **39%** | **426** | **447** | **873** | **49%** | **113** | **151** | **264** | **43%** |
| **2015** | Researcher/Other | 705 | 950 | 1655 | 43% | 206 | 180 | 386 | 53% | 86 | 92 | 178 | 48% |
| | Lecturer/Assistant Professor | 1230 | 2761 | 3991 | 31% | 247 | 360 | 607 | 41% | 57 | 54 | 111 | 51% |
| | Associate Professor | 46 | 106 | 152 | 30% | 7 | 10 | 17 | 41% | 1 | 3 | 4 | 25% |
| | Professor | 7 | 26 | 33 | 21% | 4 | 5 | 9 | 44% | 1 | 1 | 2 | 50% |
| | Full Professor | 34 | 118 | 152 | 22% | 11 | 24 | 35 | 31% | 0 | 4 | 4 | 0% |
| | **University Total** | **2022** | **3961** | **5983** | **34%** | **475** | **579** | **1054** | **45%** | **145** | **154** | **199** | **48%** |
| **2013 - 2015** | Researcher/Other | 2194 | 3057 | 5251 | 42% | 636 | 591 | 1227 | 52% | 208 | 261 | 469 | 44% |
| | Lecturer/Assistant Professor | 2732 | 5338 | 8070 | 34% | 646 | 819 | 1465 | 44% | 148 | 149 | 297 | 50% |
| | Associate Professor | 60 | 137 | 197 | 30% | 12 | 24 | 36 | 33% | 1 | 7 | 8 | 13% |
| | Professor | 9 | 49 | 58 | 16% | 6 | 8 | 14 | 43% | 1 | 2 | 3 | 33% |
| | Full Professor | 75 | 253 | 328 | 23% | 29 | 56 | 85 | 34% | 5 | 15 | 20 | 25% |
| | **University Total** | **5070** | **8834** | **13904** | **36%** | **1329** | **1498** | **2827** | **47%** | **363** | **434** | **797** | **46%** |

*Table 4.1: Number of applicants, those shortlisted and those appointed across the university for 2013-2015.*

There is a significant gender gap at the application stage, with just 36% of applications from women. At the entry-level faculty grade of Lecturer/Assistant Professor, the average percentage of women among those applying is just 34%, but the average percentage among those shortlisted is 44% and the average percentage among those appointed is 50%.

**The numbers appointed at grades above Lecturer/Assistant Professor are very small, and it is hard to draw reliable conclusions on a disaggregated basis. However, the aggregate data over the three senior grades and the three years does reinforce the emerging picture of female under-representation at each stage of the recruitment process.**

The GEAP includes a full review of recruitment and selection procedures, including equality proofing of job descriptions and advertisements (Action 4.1) and unconscious bias training for selection committees (Action 4.7). Search committees will also be required to identify and encourage suitable female applicants in areas where they are under-represented (Action 4.2).

---

[12] Note that there was no recruitment process for Professor in 2013.

| Actions: | |
|---|---|
| **4.1** | Complete full review of recruitment and selection procedures to ensure that they are gender-sensitive (including promoting gender balance and proofing for gender bias). Put plan in place to implement recommendations. |
| **4.2** | Require all faculty search committees to take steps to identify and encourage suitable female applicants in areas where they are under-represented, and to report on this. |

## 4.1.2 Induction

New staff are supported through a university-level orientation programme and a local induction. The university-level orientation includes information on the equal opportunities and dignity and respect policies, and relevant supports in the university. The Head of School is responsible for the design and delivery of induction within a school, and there can be inconsistencies here. There is also a researcher-specific orientation event and an annual induction for Heads of School.

Under Action 4.3, UCD will be more active in ensuring and supporting local induction, including coverage of gender equality. The Head of School induction is a key opportunity to highlight their responsibility on gender equality (see Action 4.11).

| Action | |
|---|---|
| **4.3** | Require schools to provide, actively and consistently, local induction to new staff, including coverage of gender equality, diversity and inclusion. Provide support for this. |

## 4.1.3 Personal Development Review

Under the new HR Strategy, UCD is developing a Performance and Development system, *Performance for Growth* (P4G), characterised by regular and ongoing feedback and development conversations. Appropriate skills training will be provided to support this initiative. This is an important development with clear potential to address challenges identified by the Athena SWAN assessment.

UCD is committed to integrating gender equality at all stages of P4G from design to evaluation, and has had detailed input from all staff categories.

**While women participate in development activities, their progression is still poorer than that of men. It is expected that the P4G programme, dovetailing with the new Faculty Development Framework and promotions process, will be one important input to address these issues.**

| Action | |
|---|---|
| **4.4** | Integrate gender equality in the Performance for Growth process (in development, implementation and review) to ensure it supports gender equality in all aspects of its operation. |

## 4.1.4 Promotion

A new Faculty Development Framework and Promotions System was launched in June 2016, replacing a system of fixed (and latterly infrequent) promotion rounds, which bring significant pressures for the applicants and the institution, with a rolling process where applicants apply at a time of their choosing. This was strongly welcomed by faculty.

> New Faculty Development Framework and Promotions System launched June 2016

Table 4.2 and 4.3 include data from the last two rounds under the old promotions system.

| Year | Promotion to | %F at grade below (2013 data[13]) | Applied | | | | Promoted | | | |
|------|-------------|------|------|------|------|------|------|------|------|------|
| | | | F | M | Total | %F | F | M | Total | %F |
| **2009** | Associate Professor | 51% | 25 | 33 | 58 | 43% | 8 | 8 | 16 | 50% |
| | Professor | 37% | 15 | 32 | 47 | 32% | 5 | 18 | 23 | 22% |
| | Full Professor | 26% | 5 | 9 | 14 | 36% | 4 | 3 | 7 | 57% |
| **2013** | Associate Professor | 51% | 69 | 80 | 149 | 46% | 33 | 47 | 80 | 41% |
| | Professor | 37% | 27 | 39 | 66 | 41% | 6 | 12 | 18 | 33% |
| | Full Professor | 26% | 9 | 29 | 38 | 24% | 3 | 11 | 14 | 21% |
| **2009 STEMM only** | Associate Professor | 52% | 12 | 20 | 32 | 37% | 3 | 6 | 9 | 33% |
| | Professor | 38% | 4 | 20 | 24 | 17% | 2 | 11 | 13 | 15% |
| | Full Professor | 19% | 1 | 7 | 8 | 13% | 1 | 3 | 4 | 25% |
| **2013 STEMM only** | Associate Professor | 52% | 31 | 49 | 80 | 39% | 15 | 33 | 48 | 31% |
| | Professor | 38% | 16 | 23 | 39 | 41% | 3 | 5 | 8 | 38% |
| | Full Professor | 19% | 3 | 26 | 29 | 10% | 1 | 10 | 11 | 9% |
| **2009-2013** | Associate Professor | 51% | 94 | 113 | 207 | 45% | 41 | 55 | 96 | 43% |
| | Professor | 37% | 42 | 71 | 113 | 37% | 11 | 30 | 41 | 27% |
| | Full Professor | 26% | 14 | 38 | 52 | 27% | 7 | 14 | 21 | 33% |
| **2009-2013 STEMM only** | Associate Professor | 52% | 43 | 69 | 112 | 38% | 18 | 39 | 57 | 32% |
| | Professor | 38% | 20 | 43 | 63 | 32% | 5 | 16 | 21 | 24% |
| | Full Professor | 19% | 4 | 33 | 37 | 11% | 2 | 13 | 15 | 13% |

*Table 4.2 Gender breakdown of applications and promotions in 2009 and 2013, across the University and in STEMM.*

---

[13] 2009 data on pool of eligible candidates not readily available, so 2013 data used as an estimate.

| Year | Promotion to | Success rate among female applicants | Success rate among male applicants |
|---|---|---|---|
| **2009** | Associate Professor | 32% | 24% |
| | Professor | 33% | 56% |
| | Full Professor | 80% | 33% |
| **2013** | Associate Professor | 48% | 59% |
| | Professor | 22% | 31% |
| | Full Professor | 33% | 38% |
| **2009 STEMM only** | Associate Professor | 25% | 30% |
| | Professor | 50% | 55% |
| | Full Professor | 100% | 43% |
| **2013 STEMM only** | Associate Professor | 48% | 67% |
| | Professor | 19% | 22% |
| | Full Professor | 33% | 38% |

*Table 4.3 Success rate for female and male applicants in 2009 and 2013, across the university and in STEMM.*

It is unclear how relevant data from the old promotions system will be to the new system, but the following points can be made about that system:

- In most cases, and particularly in STEMM, the percentage of women among applicants for promotion was lower than the percentage among those eligible.
- Success rates varied, but were typically higher for men than for women. At Full Professor level in STEMM, the problem of low numbers of women among those applying and promoted was particularly acute.

Consultation around promotions in the Athena SWAN survey raised a number of issues including lack of clarity around how leave is factored into the promotions process, unconscious bias, gender balance and limited communication on how decisions are made. In the light of this, the new promotions policy was equality proofed prior to its introduction by subgroups of the EDI Group and SAT Working Group on Transitions. Their recommendations noted the positive aspects of a rolling scheme but highlighted the potential impact of gendered perceptions of 'readiness' both by managers and applicants.

Responding to these concerns, the new promotions guidelines include at the outset the Equality and Diversity statement in Figure 4.2. A broad range of criteria are considered, as shown in Figure 4.3. The policy applies to part-time as well as full time faculty, and was modified to include those on temporary as well as permanent contracts. For periods of leave, the clock effectively stops, so that those periods do not count in time-bound assessments. The new Faculty Promotions Committee consists of four women and six men, all of whom have taken unconscious bias training.

**Equality and Diversity**

The University is committed to advancing equality of opportunity and in sustaining an environment that values and celebrates the diversity of its faculty and is steadfastly committed to non-discrimination on the grounds of age, civil status, disability, family status, gender, race (which includes nationality or ethnic origin), sexual orientation, religion, and membership of the Traveller community.

The mechanism and process for determining academic excellence in promotions shall uphold the University's commitment to Equality, Diversity and Inclusion.

Consideration will be given to any personal, family or non-academic circumstances since the candidate's last promotion or appointment, which may have impacted on performance for a limited period.

The University welcomes applications from both full-time and part-time faculty.

Recognising the objective of the University Strategy 2015-2020 to promote gender balance and equality of opportunity among students and employees of the University, the University acknowledges that females are under-represented at Professor and Full Professor level and encourages female academics to apply for promotion, at their discretion.

*Figure 4.2: Equality and diversity statement from promotions material*

**Research, Scholarship and Innovation**

Qualifications
Publication and Profile
Research Funding
Research Supervision and Management
Innovation and Impact

**Teaching and Learning**

Engagement with Student Learning
Enhancement of Practice: Personal and Professional Development
Module / Programme Design and Enhancement
Scholarship Dissemination and Esteem

**Leadership and Contribution**

Administration and Leadership
Recruitment and Outreach
Building Community
Building Support
Professional Service

*Figure 4.3: Range of activities considered in promotions applications*

Under the GEAP, annual gender equality targets will be introduced for the new process, with the measure being at least in proportion to the number of women at the grade below (the cascade model; Action 4.5). If the targets are not met, action will be taken. In addition, the new process will be reviewed in its entirety after a year of operation, including assessment of equality impact (Action 4.6).

The new promotions process began in Summer 2016, and no candidates have yet been promoted. Encouragingly, after a slow start, the percentage of female applicants at each of the three stages is currently almost equal to the female percentage at the grade below the promotional step. This is

a significant improvement on the previous system and promising for the cascade model. (Table 4.4)

| Promotion to | %F among applicants | %F at grade below |
|---|---|---|
| Associate Professor | 55% | 51% |
| Professor | 35% | 36% |
| Full Professor | 33% | 32% |

*Table 4.4  Percentage female applications for promotions (preliminary data)*

| Action: | |
|---|---|
| 4.5 | Introduce gender equality targets in promotion, with the measure being at least in proportion to the number of women at the grade below (cascade model). Monitor on an annual basis, and take action as required. |
| 4.6 | Conduct rigorous review of new promotions policy after one year, with equality impact assessment to the fore. Amend as necessary. |

## 4.1.5  Selection committees

UCD has clear policies and procedures in place for the appointment of selection committees. In January 2017, this will be further strengthened through the introduction of the gender balance policy, including Actions 4.7 and 4.8 around membership and unconscious bias training.  Awareness will be enhanced through actions to increase awareness of HR policies more broadly (Section 4.4.10). The university is cognisant of the risk of committee overload associated with gender balance targets, and will take measures to prevent, monitor and address this.  The policy also requires all selection committee members to participate in unconscious bias training.

New gender balance policy for committees

| Action: | |
|---|---|
| 4.7 | Mandatory unconscious bias training for all selection committee members. Delivery supported by new unconscious bias training panel. |
| 4.8 | Selection committee membership, and their Chairs, will consist of at least 40% women and at least 40% men.  (Comply or explain.) |

**The overall assessment of gender equality in transitions reveals gender equality gaps manifesting at each juncture: attraction, appointment and promotion.  UCD determines to address this through the series of actions described above, with an expectation that the cumulative effect of the actions can address the overall issue.**

## 4.2  Career Development

### 4.2.1  Support given to postdoctoral researchers for academic career progression

In Ireland, as elsewhere, only a minority of postdoctoral researchers will progress to faculty positions. Career progression typically involves moving outside academia, and postdoctoral training must prepare researchers for this pathway. Postdoctoral positions are fixed-term in nature, and mobility is a strong feature[14].  These structural issues affect family life, with a disproportionate effect on women.  UCD is working at a national level to address structural issues around researcher careers, including those relating to gender (Action 4.10).

In recognition of the importance of the postdoctoral career development, UCD established a Research Careers Framework (Figure 4.4), which outlines criteria and supports for career progression. Gender equality was a key consideration in the development of the framework. The university has adopted a HR Strategy for Researchers (HRS4R), again reflecting gender equality, and was the first Irish university to be awarded the EU HR Excellence for Researchers Award.
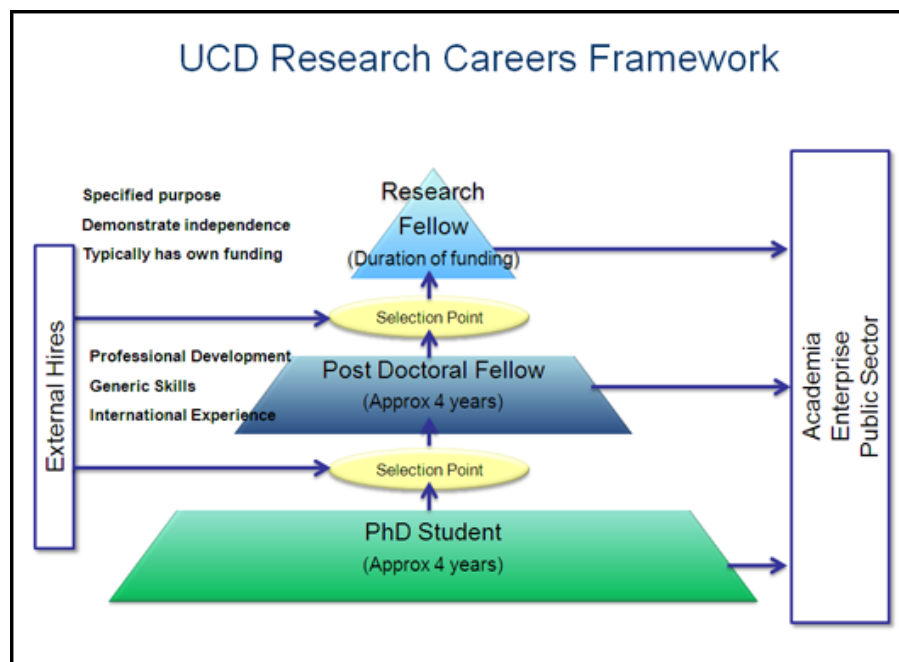




*Figure 4.4: Research careers framework*

Postdoctoral researchers receive a range of supports, including bespoke induction, mentoring and coaching.  Professional development training focuses on transferable skills and includes career development workshops, communication, and community engagement training.  Postdoctoral researchers are supported in applying for independent funding.  All postdocs have an exit interview.

In 2014, two roles were created (Research Careers Manager and Researcher Development Specialist) to manage and deliver dedicated career and professional development supports for

Online Postdoc Career Development support tool launched Sept. 2015

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[14] While this is also the situation in the UK, it is worth noting the different legislative provisions on fixed-term contracts between the two jurisdictions including in relation to permanency and redundancy.

postdoctoral researchers. An online system to support and record the postdoctoral development process from induction to exit was launched in September 2015.  Further data and insights will be sought (Action 4.9).

| Action: | |
|---|---|
| 4.9 | Develop targeted initiative with researchers (survey/workshop) to gather more reliable and focused data on issues and actions, including those relating to gender. |
| 4.10 | Continue work at a national level to support researcher careers, highlighting need to address impact of gender on progression opportunities. |

## 4.2.2  Training

Training plays an important role in staff development at UCD. A comprehensive and tailored Learning and Development programme is available through a number of providers[15], comprising generic and bespoke elements. Details are listed on the website www.ucd.ie/learninganddevelopment (Figure 4.5) and included in the staff eZine.  All academics can avail of the academic mentoring programme.



*Figure 4.5:  Learning and Development website*
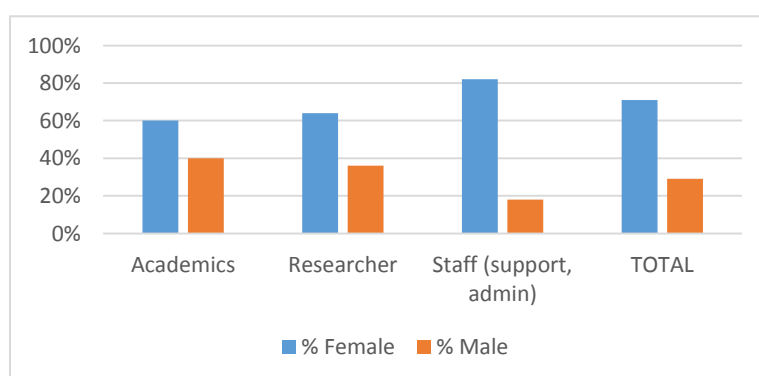


*Figure 4.6: Uptake of training programmes by staff category and gender, for 2015/2016 (up to Jan 2016).*

As Figure 4.6 shows, more women than men take up training opportunities. The challenge now is to translate uptake of development opportunities into career progression. This will be supported by linking professional development to the new promotions process (See Sections 4.1.3 and 4.1.4.)

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[15] Including HR – People Development & Organisational Effectiveness, Teaching and Learning, Access Office, IT Services. See http://www.ucd.ie/learninganddevelopment/

Leadership development training has generally been provided on a bespoke basis. Heads of School have access to an external coach and structured leadership training, which includes coverage of gender equality. A new programme of Leadership Development, in support of building a performance and development culture, is currently being developed. This will start with the Extended Leadership Group[16] and cascade throughout the institution from January 2017. This will include gender equality training (Action 4.11).

Leadership training specifically targeting women is provided through UCD's participation in the Aurora Programme. The third group of participants will be ready to start the training in January 2017. The Aurora programme has been highly successful, but more will be done in support of senior women (Action 4.12).

> Aurora Leadership Development Programme commenced, Jan 2015. 57 participants to date.

UCD, supported by the Equality Challenge Unit, piloted the Unconscious Bias Training for Trainers programme and established an internal panel of trainers. Unconscious bias training has been mandated for targeted groups of decision makers. It has already been delivered to UMT and the Faculty Promotions Committee, and selection committees are the next priority. Unconscious bias training is open to all staff and an online unconscious bias training programme is currently being developed to increase access.

> Internal panel of Unconscious Bias Trainers established– process commenced April 2016.

| Actions | |
|---|---|
| **4.11** | Integrate gender equality awareness into leadership development training and induction processes for all leaders. |
| **4.12** | Provide leadership development programmes for women, including senior women. Monitor and encourage uptake. |

---

[16] Includes UMT members and Heads of Schools.

## 4.3  Flexible Working and Managing Career Breaks.

### 4.3.1  Cover and support for maternity and adoption leave

Maternity leave with pay (26 weeks) is available to all employees who have completed at least 26 weeks of continuous employment. Leave is provided on a pro-rata basis for part-time/job-sharing employees. Employees may take up to an additional 16 weeks' unpaid leave immediately following the 26 weeks' maternity leave.

The policy is similar for an adopting mother or sole male adopter (with 24 weeks paid leave and 16 weeks unpaid). Time off (paid) for ante-natal medical appointments is facilitated through the Head of School/Unit.  Adopting parents are entitled to (paid) time off to attend preparation classes and required pre-adoption meetings.  While faculty are paid during these periods, there are other issues.

**Cover has been inconsistent, which can mean individuals having to make their own leave arrangements and/or assume increased teaching responsibilities on their return. Furthermore, there is a concern that taking this leave can result in people falling behind on their research without a chance to catch up.**

Two steps have been taken in response to this:

1. The introduction of the Social Levy in September 2016 represents a key milestone in UCD's journey towards gender equality.  There had been a concern that the impact of maternity leave cover on local budgets might act as a disincentive to implementing best practice. The levy, applied as a flat rate across the university, supports a central fund for cover, removing local concerns around the cost of leave within the unit.  The levy applies to family related leave (i.e. maternity, adoptive, paternity and parental leave) as well as sick leave and redundancy.

> Social Levy (university level) introduced Sept 2016. Leave related costs now covered through central fund.

2. In addition to this, in 2014 the College of Science introduced a scheme to support women's research on return from maternity or adoptive leave, by providing teaching cover for a semester. The College of Engineering and Architecture adopted this practice in 2015.

| Action: | |
|---|---|
| **4.13** | Review impact of social levy and provision of cover during maternity leave.  Explore the expansion of social levy funding to cover re-entry period following maternity leave |

### 4.3.2 Maternity return rate

Twenty one faculty took maternity leave in 2015. At 30 May 2016, 19 faculty and research staff were on maternity leave.

| Grade | Number |
|---|---|
| Researcher/Other | 7 |
| Lecturer/Assistant Professor | 10 |
| Associate Professor | 2 |
| **Total** | **19** |

*Table 4.5  Faculty on maternity leave (as of 30th May 2016).*

Table 4.6 shows a positive picture overall, revealing that the only Professor taking maternity leave returned, 95% of Lecturer/Assistant Professors returned and 93% of researchers returned. After 24 months, 79% of Lecturer/Assistant Professors and 67% of researchers who had taken maternity leave were still in post. The exit interviews in Action 3.4 will help to clarify issues around leaving.

| Grade | Number | Returned and in post at 24 months | % Returned and in post at 24 months | Did Not Return | % Did Not Return | Returned but Left Later | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Left within 6 mo | % Left within 6 mo | Left within 12 mo | % Left within 12 mo | Left within 24 mo | % Left within 24 mo |
| Researcher/ Other | 15 | 10 | 67% | 1 | 7% | 2 | 12% | 1 | 7% | 1 | 7% |
| Lecturer/ Assistant Professor | 19 | 15 | 79% | 1 | 5% | 3 | 16% | 0 | 0% | 0 | 0% |
| Professor | 1 | 1 | 100% | 0 | 0% | 0 | 0% | 0% | 0% | 0 | 0% |
| **Total** | **35** | **26** | **74%** | **2** | **6%** | **5** | **14%** | **1** | **3%** | **1** | **3%** |

*Table 4.6  Detailed breakdown of those returning from maternity leave (and in post up to 24 months post return), for 2014*

### 4.3.3 Paternity, adoption and parental leave uptake

September 2016 saw the introduction of new legislation on paternity leave. Previously there was no legal entitlement to paid leave, but in UCD three days' paid paternity leave was available and accommodated locally. The university was proactive in preparing for the anticipated legislation, responding to feedback from the Athena SWAN consultation (Feb 2015 focus groups). Measures now adopted go beyond what is required in national legislation and include two weeks' paid paternity leave. Table 4.7 suggests low uptake of paternity leave and/or lack of formal recording of leave heretofore.  The new measures are expected to resolve the issue.

> UCD's policy on Paternity leave implements requirements of new Paternity Leave and Benefit Act 2016, going beyond requirements including on pay.

| Year | 2013 | 2014 | 2015 | Total |
|---|---|---|---|---|
| Researcher/Other | 1 | | 1 | 2 |
| Lecturer/Assistant Professor | 1 | 2 | 1 | 4 |
| Associate Professor | | 3 | 1 | 4 |
| **Total** | **2** | **5** | **3** | **10** |

*Table 4.7  Uptake of paternity leave by academic and research staff from 2013-2015.*

No STEMM faculty member, and only one member from across the university, has availed of adoptive leave over the past three years.

The number of academic staff availing of parental leave entitlements is small, making it difficult to identify trends over a three-year period.  At Researcher and Lecturer/Assistant Professor levels only women took parental leave over the period 2013-2015, but at more senior levels the numbers (while smaller) were more balanced.

| Grade | 2013 | | 2014 | | 2015 | |
|---|---|---|---|---|---|---|
| | **Female** | **Male** | **Female** | **Male** | **Female** | **Male** |
| **Researcher/Other** | 1 | 0 | 2 | 0 | 2 | 0 |
| **Lecturer/Assistant Professor** | 6 | 0 | 8 | 0 | 9 | 0 |
| **Associate Professor** | 2 | 1 | 0 | 2 | 1 | 2 |
| **Professor** | 1 | 0 | 2 | 0 | 1 | 0 |
| **Full Professor** | 0 | 0 | 0 | 0 | 0 | 1 |

*Table 4.8  Uptake of parental leave, 2013-2015, by gender*

All employees of UCD are entitled to carer's leave. In the 2015 survey, more men reported having caring responsibilities for dependent children than women (56% of men and 44% of women) while more women reported having caring responsibilities for dependent adults (12% of men and 18% of women).

### 4.3.4  Flexible working

Information on flexible working and related HR policies is freely accessible on the HR website. Applications are usually from those employed on measured hour contracts, and so uptake is greater among staff than faculty. Consultation suggested that this is because the academic contract is inherently flexible and viewed positively by academics.

Among permanent faculty members, 5% of women and 4% of men are employed part-time. Among temporary faculty, 9% of both women and men are employed part-time.

Responding to concerns that part-time working can have negative consequences on career progression, the new promotions policy makes explicit reference to its application to faculty who are employed on a part-time basis.

## 4.4  Organisation and Culture

UCD seeks to move beyond compliance and non-discrimination to actively promote gender equality and balance.  Formal organisational elements and less formal cultural matters, including everyday practices, need to be considered. UCD recognises that aspects of how it is organised and governed (and the more general institutional culture) are central components of its capacity to address gender equality issues.

A policy impact assessment tool was finalised in November 2016, as part of the University Policy Development Framework, and will be piloted in early 2017.  The policy will require leaders to assess how any new university policy or strategy will contribute to equality (Action 4.14).  Existing policies will also be reviewed (Action 4.15).

| Actions: | |
|---|---|
| 4.14 | All new policies to be assessed before introduction to ensure they will contribute to equality. |
| 4.15 | Develop plan for the rolling review of existing policies to ensure they contribute to equality. |

### 4.4.1  Proportion of Heads of School/Faculty/Department by gender

The university operates a three tier system of academic management involving the University Management Team (UMT), colleges and schools.  Women are under-represented in leadership and management positions across the university.

One of the three (33%) College Principals in STEMM and one of the three (33%) in AHSS are women.  Three of the six (50%) College Vice-Principals for Research, Innovation and Impact (including two of the three in STEMM) are women.  Three of the six (50%) College Vice-Principals for Teaching and Learning (and one of the three in STEMM) are women.

At Head of School level, eight of 18 (44%) Heads in AHSS are women, but an acute problem persists in STEMM (see Figure 4.7), with only one female (acting) of 19 Heads at present (5%).

Head of Subject[17] is another important leadership position within Schools, and 19 of the 74 (26%) STEMM Heads of Subject are female. A comparison of Head of School and Head of Subject data shows, disappointingly, that holding the Head of Subject role is not necessarily having the envisaged positive impact on leadership progression for women.

The 2015 survey showed that only 9% of female respondents and 25% of male respondents consider women sufficiently represented in senior management.

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[17] The role of Head of Subject is to support the Head of School by providing academic leadership in the relevant subject area. Policy available online at
https://www.ucd.ie/registry/academicsecretariat/docs/headofsubjectrole_po.pdf
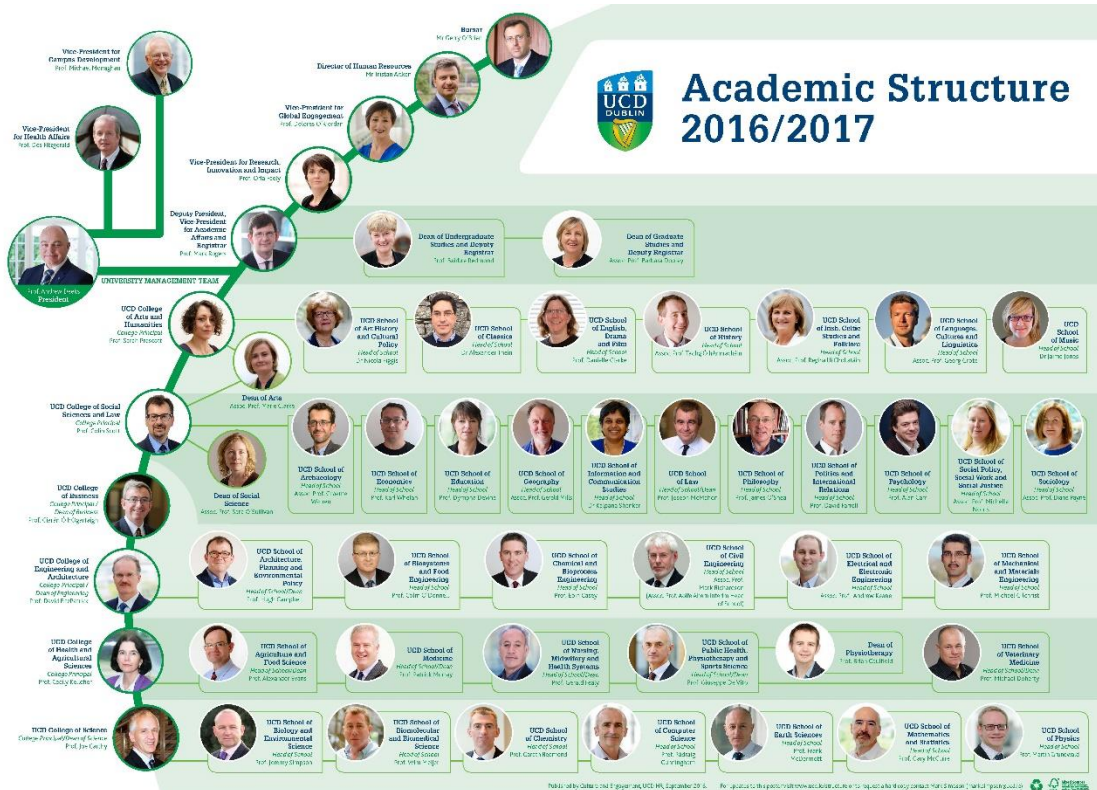
*Figure 4.7: UCD academic structure 2016/2017*

**The gender imbalance at Head of School level in STEMM is a significant problem. It will not be easy or quick to resolve, given the normal five-year term of Heads. Actions to improve female uptake of and appointment to these leadership positions are as follows:**

| Actions: | |
|---|---|
| 4.16 | Evidence of leadership in / commitment to gender equality will be taken into account in appointments to senior leadership positions, including VPs, College Principals and Heads of School, and in ongoing performance reviews. |
| 4.17 | Review and equality-proof Heads of School policy. |
| 4.18 | College Principals will take steps to achieve gender balance in the appointment of Heads of School, and will report to UMT on this. |
| 4.19 | Women faculty in STEMM disciplines will be surveyed to identify obstacles to their applying for Headship of School. |
| *Also 4.12* | *Provide leadership development programmes for women, including senior women.* |

### 4.4.2 Gender balance on the senior management team

In the past, female representation on the UMT has been low. In January 2014, following the appointment of the current President, the UMT had ten members, one of them female. Of the seven UMT members appointed since then, four are female. Now four of the twelve (33%) UMT members are female.

> Female representation on UMT has risen from 10% to 33% since 2014

Female representation on the seven UMT subgroups ranges from 27% to 75%. Only two of the subgroups have a female chair (four are chaired ex-officio by the President / Deputy President). Gender balance will continue to be monitored and plans are in place to introduce gender balance targets in committee appointments (see Action 4.20).

| UMT and Sub-Groups | Chair | Ex-Officio Members | Appointed Members | Female Members | Male Members | Total Members | % Female Members |
|---|---|---|---|---|---|---|---|
| UMT | Male | 12 | 0 | 4 | 8 | 12 | 33% |
| Research, Innovation & Impact Group | Female | 15 | 6 | 10 | 11 | 21 | 48% |
| Education Group | Male | 14 | 6 | 15 | 5 | 20 | 75% |
| Student Experience Group | Male | 11 | 4 | 7 | 8 | 15 | 46% |
| Global Engagement Group | Female | 21 | - | 8 | 13 | 21 | 38% |
| Communications & Branding Group | Male | 8 | 1 | 4 | 5 | 9 | 44% |
| Capital Projects Group | Male | 6 | - | 2 | 4 | 6 | 33% |
| Equality, Diversity and Inclusion Group | Male | 2 | 21 | 16 | 7 | 23 | 70% |

*Table 4.9  Gender breakdown of the University Management Team (UMT) and its subgroups.*

### 4.4.3  Representation of men and women on committees

The Governing Authority (GA) has two permanently constituted standing committees. 28% of the GA membership, which is defined by statute, is female. Female representation on GA standing committees is lower, and neither has a female Chair.

| Governing Authority and its sub-committees | Chair | Female | Male | Total | % Female |
|---|---|---|---|---|---|
| Governing Authority | Male | 11 | 29 | 40 | 28% |
| Finance, Remuneration and Asset Management Committee | Male | 2 | 8 | 10 | 20% |
| Audit and Risk Committee | Male | 1 | 5 | 6 | 17% |

*Table 4.10  Membership of Governing Authority and its subcommittees, by gender*

Academic Council[18] oversees academic activity, with responsibilities and membership defined by statute. Responsibilities include directing the educational matters of the university and considering matters of academic governance. Of 381 Academic Council members, 122 (32%) are female, with a clear gender gap in STEMM. (Table 4.11) This is a consequence of the low number of women in leadership and senior academic roles in STEMM.

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[18] https://www.ucd.ie/registry/academicsecretariat/docs/ac_tor.pdf

| College/Other | F | M | Total | % F |
|---|---|---|---|---|
| Arts and Humanities | 31 | 21 | 52 | **60%** |
| Business | 7 | 17 | 24 | **29%** |
| Social Sciences and Law | 22 | 45 | 67 | **33%** |
| **AHSS total** | **60** | **83** | **143** | **45%** |
| Engineering and Architecture | 4 | 35 | 39 | **10%** |
| Health and Agricultural Science | 31 | 67 | 98 | **32%** |
| Science | 7 | 56 | 63 | **11%** |
| **STEMM total** | **42** | **158** | **200** | **21%** |
| Student Representatives | 12 | 10 | 22 | **55%** |
| Other | 7 | 8 | 15 | **47%** |
| **Total** | **122** | **259** | **381** | **32%** |

*Table 4.11  Membership of Academic Council, by gender (November 2016).*

Academic Council actively promoted the 40% gender balance target in 2015, the impact of which is visible in the formation of 2015-2018 committees.  Seven of nine (78%) AC Committees now meet or exceed the 40% target compared with six of eleven for 2012-2015. 50% of chairs are female (Table 4.12). Particular attention will now be paid to committee overload (given the risk associated with gender targets) and overcoming limitations associated with ex-officio membership.

> Academic Council applied gender balance target with appointment of new subcommittees in Sept 2015

| Academic Council Committee | Chair | *Ex Officio* Members | Appointed Members | Female members | Male members | % F | % increase in female rep.[19] |
|---|---|---|---|---|---|---|---|
| **ACEC** Executive | Male | 18 | 3 | 10 | 11 | 47% | ↑ 16% |
| **UPB -** Uni. Programmes Board | Male | 33 | 10 | 19 | 24 | 44% | ↑ 5% |
| **ACCE (Examinations)** | Male | 4 | 9 | 7 | 6 | 54% | ↑ 23% |
| **ACCQ** Quality | Female | 4 | 17 | 10 | 11 | 47% | ↑ 12% |
| **ACCHDMA** Hon. Degrees, awards | Male | 8 | 6 | 4 | 10 | 29% | ↑ 5% |
| **ACCAC** Academic Centres | Female | 14 | 5 | 7 | 12 | 37% | ↑ 5% |
| **ACCSAC** (Student Appeals, conduct) | Female | 0 | 9 | 6 | 3 | 67% | New |
| **ACCSCC** Student Conduct, Capacity | Female | 2 | 7 | 5 | 4 | 44% | New |
| **ACCASP** Scholarships, Prizes | Female | 1 | 10 | 6 | 5 | 55% | New |

*Table 4.12  Membership of Academic Council Committees by gender, indicating % increase in female representation.*

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[19] Comparison with committee membership 2012-2015. In each case, women were the under-represented group.

The 2015 survey indicated that only 45% of male and 23% of female respondents agreed that women were sufficiently represented on university committees.
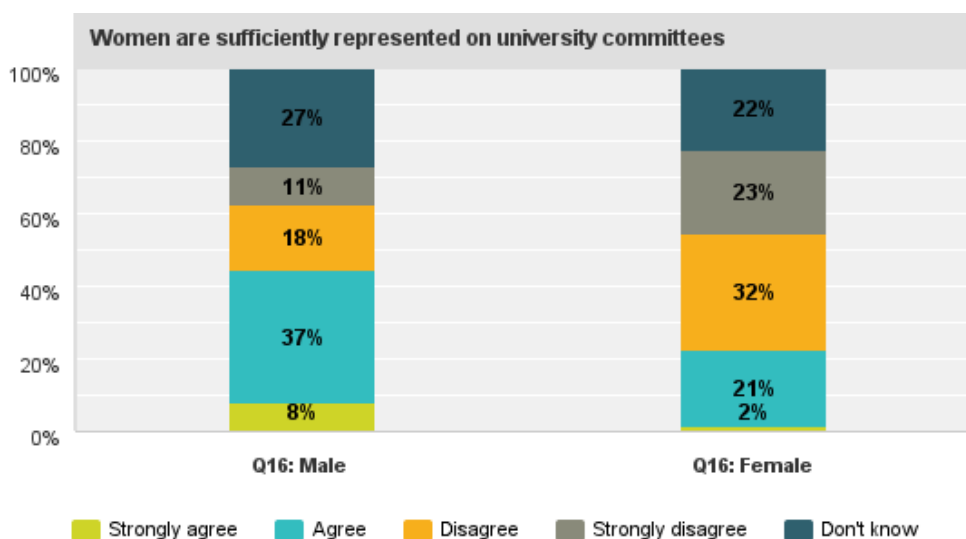


*Figure 4.8: Survey response to question of female representation on university committees.*

The new Gender Balance Policy (Action 4.20) is designed to address this.

| Action: | |
| --- | --- |
| **4.20** | Publish Gender Balance Policy, articulating UCD's commitment to a minimum gender balance of 40% women and 40% men on all decision making committees (and among their Chairs). Chairs of all committees to report on implementation (comply or explain). |

### 4.4.4 Workload model

UCD has implemented a new academic workload model in respect of all academic staff, with norm 40% teaching: 40% research: 20% contribution. Heads of School can use discretion in making adjustments to workload allocations across categories as appropriate. In practice, gender impacts on the allocation of tasks and it is unclear how task allocation is recorded or monitored.

In the 2015 survey, almost half (49%) of female respondents considered that gender impacts on the assignment of tasks that contribute to career progression, compared with 22% of male respondents. This issue was further explored in the Gender Equality Seminar workshops (Jan 2016).

UCD Gender Seminar workshop question "*how does the allocation of employment tasks impact gender equality in UCD?*" – explored by 6 groups.

Contributing factors identified by participants include the gendered nature of work, unconscious bias and the fact that senior academics (the majority of whom are male) have a greater say in task assignment.

Included in the new workload model is a system of monitoring for gender bias, and consideration of all forms of workload (Action 4.21).

Ongoing review and refinement of the workload model will include a comprehensive overlay with the planned roll out of a new framework to support performance and development conversations across all employees (Performance for Growth).

| Action: | |
|---|---|
| **4.21** | Monitor workload allocation models for gender bias on an annual basis and ensure transparency. Include both the extent and the nature of the workload. Include consideration of committee overload and outreach activities. |

### 4.4.5 Timing of institution meetings and social gatherings

The College of Science first introduced core meeting hours in 2014. The College of Engineering and Architecture and the College of Law and Social Sciences introduced core meeting hours in April 2015. UMT also changed its meeting time in April 2015.

UCD recognises the benefits of core meeting hours to plan their other responsibilities. A university-wide policy has been drafted and is to be implemented by March 2017.

> Core meeting hours introduced in three Colleges to date - College of Science, College of Engineering and Architecture, College of Law and Social Science. Initiative initially driven by UCD Women in the Sciences.

| Actions: | |
|---|---|
| **4.22** | Introduce university policy on core meeting hours to extend the practice to all colleges. |

### 4.4.6 Visibility of women as role models

In the 2015 survey, 51% of female respondents agreed that female role models are visible compared with 81% of male respondents. Only 17% of female respondents agreed that there is equal presence and participation of women as chairs and/or speakers at UCD compared with 39% of male respondents.
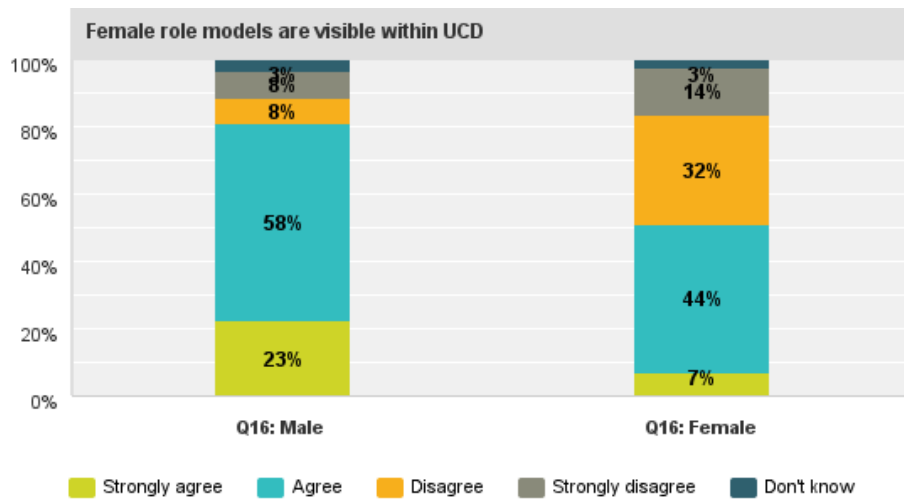
Figure 4.9: Survey responses regarding visibility of female role models within UCD.
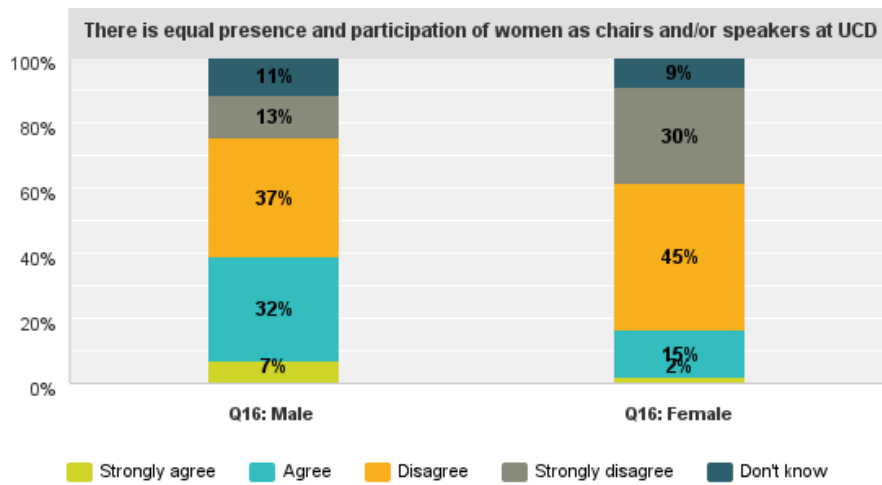


Figure 4.10: Survey responses on equal presence and participation of women as chairs and/or speakers at UCD events, by gender.



Figure 4.11: UCD Festival "Women in Leadership" event, June 2016. The Panel included Prof. Orla Feely, UCD VP for Research, Innovation and Impact (and UCD Athena SWAN Sponsor), Dr. Rhona Mahony, Master National Maternity Hospital (first female Master), Miriam O'Callaghan, Broadcaster, and Senator Alice Mary Higgins.

Other opportunities include the conferring of honorary degrees and Alumni Awards.

| Year | Total | Female | Male | % Female |
|------|-------|--------|------|----------|
| 2016 | 17 | 5 | 12 | 29% |
| 2015 | 16 | 7 | 9 | 44% |

*Table 4.13  Conferring of honorary degrees, by gender*

| Year | Total | Female | Male | % Female |
|------|-------|--------|------|----------|
| 2016 | 10 | 4 | 6 | 40% |
| 2015 | 14 | 7 | 7 | 50% |

*Table 4.14  Alumni Awardees, by gender*

UCD University Relations has a policy on gender balance, accessible on the website. However, many events are organised by other groups and are not subject to this policy.

UCD proposes to introduce a system for auditing the composition of panels, such as those at student welcome events, award events, seminars and other activities. (within Action 4.23) University Relations' policy on gender balance can be more actively promoted and monitored. The new Culture and Engagement Team (within HR), which includes both communications and equality managers, can help facilitate this.  This will support the active promotion of gender balance and address gender bias.

UCD women are excellent role models but they have not generally been as visible as men. This is changing, including as a result of targeted gender equality programmes, events and networks over the past two years.  These include the Athena SWAN consultation, EDI Group events, Aurora Leadership programme and high-profile panel discussions.  However, the aim must be to build on these (Action 4.23, 4.24) and have gender balance across all visible activities.  UCD will continue to combine a mainstreaming and targeted approach so that these interventions shift from being perceived as initiatives to part of our daily culture.

| Action: | |
|---------|---|
| **4.23** | Set norms around visibility of women in events, materials, communications, awards. Monitor and seek compliance with appropriate norms. |
| **4.24** | Hold annual and flagship events, such as for International Women's Day, Aurora Leadership Launch |

### 4.4.7 Childcare

There is a privately run crèche on the UCD Belfield campus, serving the whole university community (employees and students).  While the quality of care is high, there are capacity issues. Current capacity is at 112 places.  Crèche policy gives priority to the provision of childcare places for students. In practice, it is reported that approximately 85% of places are utilised by UCD employees and 15% by UCD students.  Waiting time is estimated at six months.

The annual UCD commuter survey shows that approximately half the employees who drive to work need their car for school runs. This was taken into account in new parking arrangements

introduced in September 2015, and the most recent survey revealed that this has had a positive impact.

| Action: | |
|---|---|
| **4.25** | Continue to monitor childcare provision, in terms of access, priority provision and capacity (engaging with the privately run on-site facility). |

### 4.4.8 Culture

The 2015 survey asked respondents to rate the culture of their work environment. The results were reasonably positive but there were clear gender differences. Forty one percent of female and 17% of male respondents do not consider the environment to be inclusive while 27% of female and 10% of male respondents do not consider it non-discriminatory. Seminar participants (2016) offered insights into how everyday practices could impact positively on gender equality and these are reflected in the GEAP (See Figure 2.4, key messages).
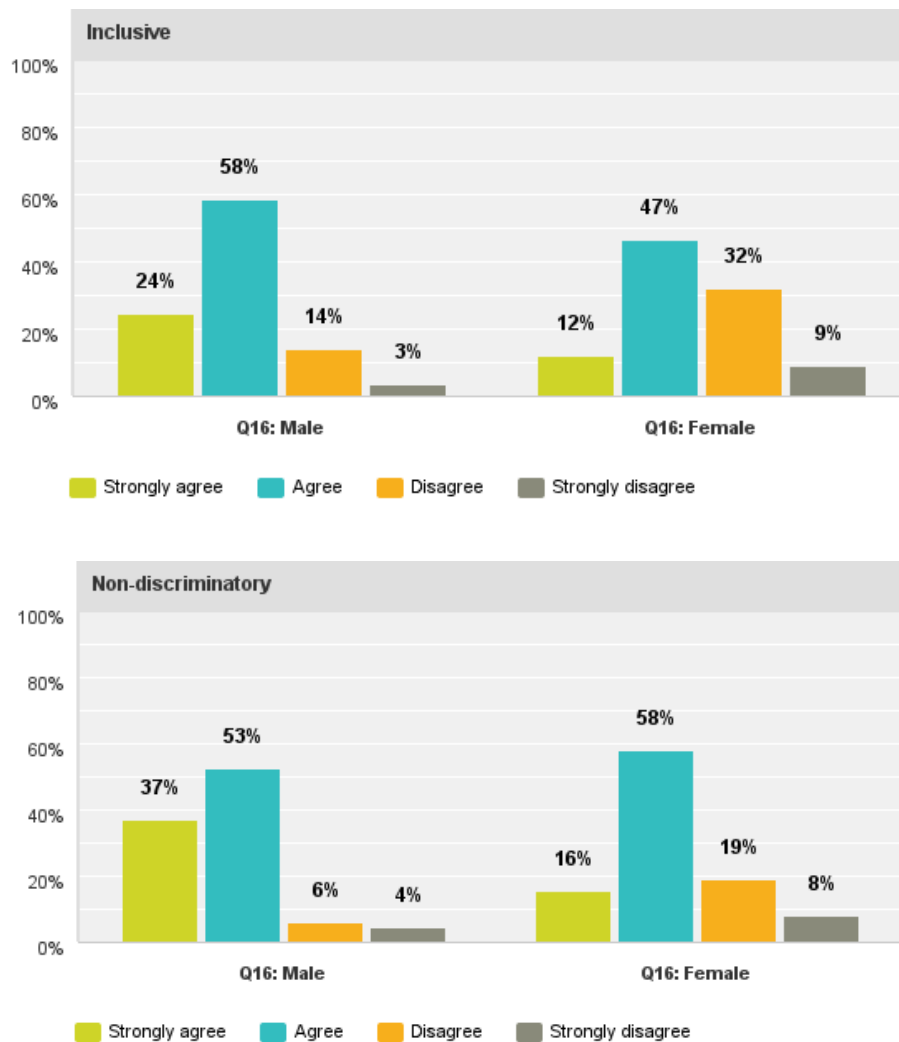


*Figure 4.12: Survey responses to question on work environment (by gender), i.e. "please rate the culture of your work environment (school, institute, unit) against the following [8] criteria", including inclusive, non-discriminatory.*

The University knows it must be proactive in this area. A first step was the decision to establish the UMT Equality, Diversity and Inclusion Group (EDIG) in April 2015. The first all-staff survey in ten years, the Culture and Engagement Survey, was

First all-staff Culture and Engagement Survey launched Sept 2016

issued in September 2016 and includes equality questions.  The new HR Structure includes a Culture and Engagement Team.

Local networks have done important work.  Women in the Sciences (WiTS), is a staff network which has led out on a number of initiatives prior to and during UCD's engagement with Athena SWAN. WiTS is represented on the SAT. Other staff networks have also played an important role in advancing university culture, including Women in Philosophy and the LGBT Network.

In research, a new strand of the internal seed funding scheme was launched in 2015 to support research in the area of Equality, Diversity and Inclusion, and this will be continued.  Training has been provided on integrating the gender dimension into research projects and proposals, and this will be expanded. (Action 4.27)  A new research centre for Gender, Feminisms and Sexualities is currently proposed.  In UCD 55% of ERC recipients in STEMM

> A new strand of the internal Seed Funding Scheme on Equality, Diversity and Inclusion was launched in 2015.

and 47% overall are female – these and other similar metrics are monitored and showcased.

**Equality is a key value for UCD and intrinsically linked to other values, including excellence, creativity and integrity. It is important to support an open and transparent culture, which welcomes conversation, challenges and collective action (see Figure 2.4, key messages). This involves changes in everyday behaviours and attitudes, as well as in policies and processes.**

UCD has adopted a mainstreaming approach to equality, as well as implementing targeted initiatives. This is reflected in the range of stakeholders responsible for equality actions (see GEAP), integrating equality into the quality assurance process (Action 3.2) and developing initiatives to integrate equality into our core business (such as Action 4.27).

| Action: | |
|---|---|
| **4.26** | Support development of WiTS and other gender equality networks. |
| **4.27** | Ensure that the gender dimension is integrated into all relevant research content and provide training and support for faculty and research staff on how to do this. |

### 4.4.9  Outreach activities

Student Recruitment Office data, summarised in Table 4.15, confirm that women are more likely to engage in centrally-managed outreach activities. There is no formal monitoring of locally-organised outreach activity. The new promotions policy and workload model includes consideration of outreach activities.

| Outreach Activities | No. Staff involved | Talks programme | | | Stands/ Coordination | | | Ambassadors | | | No. Visitors |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | F | M | %F | F | M | %F | F | M | %F | Total |
| Open Days | 500 | 50 | 48 | 51% | 67 | 30 | 69% | 70 | 46 | 60% | 14,000 |
| Higher Options | 242 | 1 | 1 | 50% | 105 | 73 | 59% | 36 | 26 | 58% | 25,000 |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Applying to UCD / Mature Student Open Evening | 73 | 4 | 1 | 80% | 34 | 19 | 64% | 9 | 6 | 60% | 300 |
| Summer Schools | 78 | 23 | 19 | 55% | 15 | 7 | 68% | 8 | 6 | 57% | 1,025 |
| School Liaison (Schools visits and Careers Fairs) | 13 | 7 | 4 | 64% | 1 | 1 | 50% | | | | 60,000 |
| Campus Tour Programme (Group tours) | 63 | 1 | 1 | 50% | 1 | | | 31 | 29 | 52% | 8,000 |
| Individual Campus Tours | 5 | 3 | 2 | 60% | | | | | | | 350 |
| Student Recruitment Network | 30 | 22 | 8 | 73% | | | | | | | |
| Total | 1004 | 111 | 84 | 57% | 223 | 130 | 63% | 154 | 113 | 58% | 108,675 |

*Table 4.15: Gender breakdown of staff involved in centrally organised UCD outreach activity for 2014/2015.*



*Figure 4.13: Group of school girls visit UCD and watch an experiment in action, with the Minister for Social Protection, Mr. Leo Varadkar, TD and the College Principal, Prof. Joe Carthy.*

Gender equality objectives are generally well reflected in outreach activities, with particular attention paid to disciplines where attraction of female students is an issue, such as Computer Science and Engineering. One example is the Science Apprentice series of books (produced by UCD and distributed nationally in October 2016), introducing primary school children to five areas of STEMM, which features equal numbers of female and male scientists and engineers. We will seek to improve this through Action 3.3.
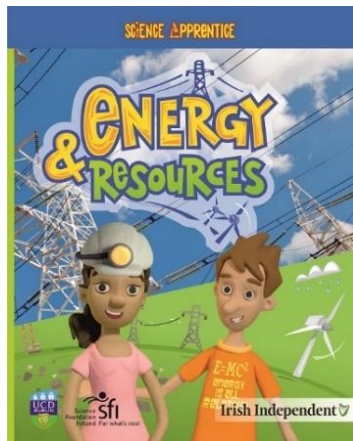
*Figure 4.14: UCD Science Apprentice book cover*

## 4.4.10  HR policies

The UCD Equal Opportunities Policy applies to all our HR processes, including recruitment and selection processes, promotions and access to learning and development opportunities.

The 2015 survey assessed awareness of equality related HR policies. Findings reveal gender differences and suggest scope for raising awareness (Figure 4.15). Limited awareness of equality related policies suggests that equality needs to be promoted and understood by employees at the early stages of employment in UCD and particularly by managers.  (See Action 4.3 on induction.) Actions in this area will prioritise the extended leadership team, including Heads of School/Units, so that they are equipped to support employees and develop work practices that positively impact on gender equality (Action 4.11).
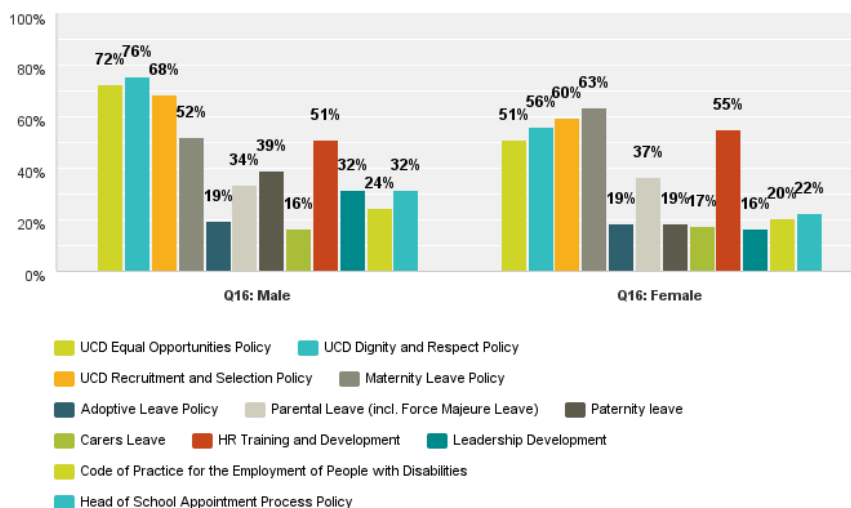


*Figure 4.15: Survey responses to question "Are you aware of the following equality related policies?"*

The Diversity Monitoring Tool, covering nine equality grounds, was launched in 2012 as a means of monitoring the effectiveness of equality policies.  A new university-wide policy development framework has been developed and will aid the evaluation of HR policies.

A review of the Dignity and Respect Policy is underway and a review of the Equal Opportunities Policy is planned. Both will be completed during the current academic year.  UCD Support Colleagues initiative is an innovative way of

> HR Roadshow brings the new HR Strategy out to the Community. A new approach to engaging the community, it highlights Equality, Diversity and Inclusion as a leading priority.

supporting the Dignity and Respect policy[20].

The EDI Group has developed an Equality Impact Assessment Tool to be used in the development of any new university policy.  It will be ready to launch by January 2017.  This is an important instrument, leading the way on implementing the new positive duty[21] set out in equality legislation. (Actions 4.14 and 4.15)  This tool will be key to ensuring that HR policies actively contribute to gender equality, beyond compliance.
**WORD COUNT: 4691**

> Equality Impact Assessment Tool approved by UMT November 2016. Developed by EDI Group, as part of university Policy Development Framework.

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[20] List of support colleagues, available online at http://www.ucd.ie/t4cms/D&R%20Colleagues%20-%20Bios%20v5.pdf
[21] Section 42 of the Irish Human Rights and Equality Commission (IHREC) Act has established a positive duty on public sector bodies to eliminate discrimination, promote equality of opportunity and treatment and protect human rights.

# Chapter 5  Any other comments

UCD's HR Strategy, *Growing though People*, sets out our ambition to invest, support, develop and nurture our talent. The substantial reorganisation of the HR structure ensures the deployment of resources to deliver on our aims and will facilitate the championing and mainstreaming of equality, diversity and inclusion across activities and related action planning implementation. An immediate area of prioritised focus includes facilitating schools and units in maximising the value of the annual Culture and Engagement survey and ensuring the implementation of appropriate actions to address EDI themes emerging will be aligned to Athena SWAN action planning activity. In addition, HR Partners (8) support the university's quality review processes and ensure inter alia the provision of data profiling and related assessment /diagnosis of people issues and any EDI themes arising.

UCD welcomes the HEA Gender Equality Report which sets out objectives for HEIs.  Table 5.1 below sets out how UCD's actions will meet the HEA objectives and/or reflect the specific recommendations.

**[WORD COUNT: 160]**

| | HEA Objective | HEA Recommendation | UCD Action | UCD GEAP No. |
|---|---|---|---|---|
| **1.1** | To foster gender balance in the leadership of HEIs | At the final selection steps, in the appointment process for new presidents (or equivalent), in so far as possible, the final pool of candidates will comprise an equal number of women and men.<br><br>If it has not been possible to achieve gender balance at the final selection step, the interview panel will account to the governing authority or equivalent for why this was not possible. | Search and selection procedures for the next UCD President will be at the time of the competition, and will be subject to EDI vetting according to the new policy.  This recommendation will be included in the EDI vetting. | |
| **1.2** | To ensure HEI leaders foster a culture of gender equality in their HEIs | In the appointment process for a new president, a requirement of appointment will be demonstrable experience of leadership in advancing gender equality. | As above. | |
| **1.3** | | In the appointment process for a new vice-president, a requirement of appointment will be demonstrable experience of leadership in advancing gender equality. | Evidence of leadership in / commitment to gender equality will be taken into account in appointments to senior leadership positions, including VPs, College Principals and Heads of School, and in ongoing performance reviews. | 4.16 |

| | HEA Objective | HEA Recommendation | UCD Action | UCD GEAP No. |
|---|---|---|---|---|
| **1.4** | To lead cultural and organisational change in their area of responsibility | The deans and heads of school/department, divisional directors and section/unit managers will be responsible for integrating gender equality in all processes and decisions made.<br><br>Evidence of leadership in advancing gender equality will be taken into account in appointments to these management positions. | VPs, CPs, HoS and HoU will be responsible for integrating gender equality in policies and actions within their domains, consistent with university policy, and will report annually on this to their respective managers.<br><br>Evidence of leadership in / commitment to gender equality will be taken into account in appointments to senior leadership positions, including VPs, College Principals and Heads of School, and in ongoing performance reviews. | 3.1<br><br><br><br><br><br><br>4.16 |
| **1.5** | To achieve gender equality in each HEI | Each HEI will, through a publicly advertised competitive process, appoint a vice-president for equality who will be a full academic member of the executive management team and who will report directly to the president. | Appointment of Vice-President for Equality, Diversity and Inclusion. | 2.1 |
| **1.6** | To ensure gender balance on all key decision-making bodies | Key decision-making bodies (concerned with resource allocation, appointment and promotions) in HEIs will consist of at least 40% women and at least 40% men. | Gender balance target has been set for decision-making bodies, including university committees (4.20) and selection committees (4.8). | 4.8<br>4.20 |
| **1.7** | | At least 40% of the chairs of key decision-making bodies (concerned with resource allocation, appointments and promotions) across the HEI will be of each gender in any given year. It is expected that over a three year period the ratio would be 50:50 women and men chairs. | Publish Gender Balance Policy, articulating UCD's commitment to a minimum gender balance of 40% women and 40% men on all decision making committees (and among their Chairs). Chairs of all committees to report on implementation (comply or explain). | 4.8<br>4.20 |
| **1.8** | To provide strategic oversight of organisational processes and policies in relation to gender equality | A gender equality sub-committee of the governing authority/body should be established.<br>The minutes of the sub-committee will be published within the HEI. | Vice-President for EDI to report annually to Governing Authority on gender equality in UCD. | 2.2 |

| | HEA Objective | HEA Recommendation | UCD Action | UCD GEAP No. |
|---|---|---|---|---|
| **1.9** | To support the mainstreaming of gender equality across the HEIs | Each HEI will establish an independent, academically-led gender equality forum, chaired by the vice-president for equality and comprising staff members drawn from across the HEI with sufficient influence and motivation to effect change. | EDI Group established, comprising staff members drawn from across the HEI with sufficient influence and motivation to effect change. | In place |
| **1.10** | To enhance the provision of support for staff members with caring responsibilities | Each HEI will establish a cross-institutional working group to develop a funded structure of family leave (inclusive of maternity, paternity, parental, adoptive and carer's leave) and develop mandatory guidelines to underpin this. | Social levy introduced to fund family leave (Sept. 2016). | In place |
| **1.11** | To increase gender awareness among staff | The HEI will adopt measures aimed at actively developing gender awareness among all staff. | Several actions. | 3.1 4.3 4.7 4.11 4.23 4.27 |
| **1.12** | To embed the gender dimension in teaching and learning and quality review processes | The gender dimension will be fully integrated into undergraduate and postgraduate curricula.

Face-to-face, unconscious-bias training will be fully integrated into initial teacher education. | Curriculum content not within scope for Athena SWAN, but is under separate consideration. All UCD students have the opportunity to take modules from across the university, including modules on equality, under the Horizons programme. | |
| | | At department level, self-assessment (departmental reviews) will include consideration of the gender dimension.

HEIs will include consideration of the gender dimension in the institutional quality assurance report. | Incorporate gender equality dimension into UCD's quality assurance process at school and unit level, and in the institutional quality assurance report. | 3.2 |
| **1.13** | To embed the gender dimension in research content | Ensure that the gender dimension is integrated into all research content and provide training and support for research staff on how to do this. | Ensure that the gender dimension is integrated into all relevant research content and provide training and support for faculty and research staff on how to do this. | 4.27 |

| | HEA Objective | HEA Recommendation | UCD Action | UCD GEAP No. |
|---|---|---|---|---|
| **1.14** | To ensure transparent distribution of work | Ensure HEI workload allocation models are transparent and monitored for gender bias on an annual basis.<br><br>Evidence of this will be taken into account in the performance development reviews of managers/supervisors, responsible for setting staff workloads. | Monitor workload allocation models for gender bias on an annual basis and ensure transparency. Include both the extent and the nature of the workload. Include consideration of committee overload and outreach activities. | 4.21 |
| **1.15** | To enable ender-disaggregated data-driven decision-making | A comprehensive gender-disaggregated data collection system will be in place in every HEI. | Change information systems to facilitate access to gender disaggregated data across the university, at the institutional and school level. | 2.6 |
| **1.16** | To gender-proof recruitment, selection and promotion procedures and practices | The recruitment, selection and promotion procedures currently used will be reviewed to ensure that they are gender-sensitive. | Complete full review of recruitment and selection procedures to ensure that they are gender-sensitive (inc. promoting gender balance and preventing gender bias). Put plan in place to implement recommendations. | 4.1 |
| **1.17** | To drive change through the use of positive action interventions for academic staff | Each HEI will introduce mandatory quotas for academic promotion, based on the flexible cascade model where the proportion of women and men to be promoted/recruited is based on the proportion of each gender in the grade immediately below. | Introduce gender equality targets in promotion, with the measure being at least in proportion to the number of women at the grade below (cascade model). Monitor on an annual basis and take action as required. | 4.5 |
| **1.18** | To drive change at professor level through the use of positive action interventions | A minimum of 40% women and 40% men to be full professors, at the appropriate pay scale. | UCD seeks to increase the number of women full professors through a broad range of actions in the GEAP. UCD has not adopted quotas. We are introducing gender equality targets in promotion, and also taking action on recruitment. | 4.1 4.5 |

| | HEA Objective | HEA Recommendation | UCD Action | UCD GEAP No. |
|---|---|---|---|---|
| **1.19** | To drive change through the use of positive action interventions for non-academic staff | In the final selection step in the appointment process for non-academic positions where the salary-scale reaches or exceeds €76,000, in so far as possible, the final pool of candidates must comprise an equal number of women and men.<br>If it has not been possible to achieve gender balance at the final selection step, the interview panel must account to the Governing Authority or equivalent for why this was not possible. | Non-academic staff are not part of the Athena SWAN GEAP, but many of the actions in the plan will benefit this cohort. | |
| **1.20** | Combat stereotyping of 'female' and 'male' roles and horizontal segregation among non-academic staff | Over time, achieve greater gender balance at all career levels (pay grades) within the institution. | Non-academic staff are not part of the Athena SWAN GEAP, but many of the actions in the plan will benefit this cohort. | |
| **1.21** | To ensure a roadmap for attainment of gender equality is developed in each institution | Each HEI will develop and implement a gender action plan (including goals, actions and targets), which will be integrated into the institution's strategic plan and into the HEI's compacts with the HEA. | UCD has developed a Gender Equality Action Plan (GEAP) as part of the Athena SWAN process. | |
| **1.22** | To support and recognise the embedding of gender equality across all aspects of the work of HEIs | HEIs will apply for and achieve an Athena SWAN institutional award within three years<br>TUs will apply for and achieve an Athena SWAN institutional award within three years of being formally established. | UCD applies for Athena SWAN in November 2016.<br>GEAP includes targets for departmental applications. | 2.4 |

*Figure 5.1  HEA Gender Equality Objectives and UCD Actions*

# 6 Action plan

## Vision

Members of the UCD community, of all genders, report that UCD is a great place to work and study.

## Objectives

The UCD Athena SWAN Gender Equality Action Plan seeks to:

- Contribute to equality objectives set out in UCD Strategic Plan 2015-2020, through:
  - ➢ Attracting and retaining an excellent and diverse cohort of students, faculty and staff
  - ➢ Promoting gender balance and equality of opportunity
  - ➢ Engaging in leading edge national and international diversity programmes
- Support the university to achieve the Athena SWAN Bronze Institutional Award and be in a strong position to attain the Athena SWAN Silver Award in 2019.

## Approach

UCD recognises that the excellence and impact we seek to deliver are enhanced through gender equality. Change is needed to meet our gender equality objectives; this includes changes in everyday behaviours and attitudes as well as in policies and procedures.

# GENDER EQUALITY ACTION PLAN

| No. | Action | Further details | Responsibility | Start date | End date | Success measure |
|-----|--------|-----------------|----------------|------------|----------|-----------------|
| 2.  The Self-Assessment Process | | | | | | |
| 2.1 | Appointment of Vice-President for Equality , Diversity and Inclusion | VP will chair the EDI Group | President GA | Feb 2017 | Immediate | VP appointed |
| 2.2 | Vice-President for EDI to report annually to Governing Authority (GA) and UMT on gender equality in UCD | The action supports good governance and accountability on gender equality | Vice-President for EDI | Dec 2017 | Annual | Annual Monitoring Report to Governing Authority and UMT |
| 2.3 | Expand SAT membership | Current membership, drawn from 4 colleges and support units, designed to support achievement of Bronze Award based on focus of Athena SWAN in Ireland on STEMM<br><br>Expanded membership, inc. student representation, will support broader focus | VPRII, as Chair of SAT | Following Bronze Award | Immediate | Membership includes all colleges and student representation |
| 2.4 | Support nine schools to apply for Departmental Athena SWAN Award in the next three years (and all STEMM schools by 2021) | 4 schools have expressed an interest or are working on applications | HoS | April 2017 | Dec 2019 | At least 2 schools apply in 2017, 3 in 2018 and 4 in 2019<br><br>All STEMM schools apply by 2021 |

| No. | Action | Further details | Responsibility | Start date | End date | Success measure |
|-----|--------|-----------------|----------------|------------|----------|-----------------|
| 2.5 | Establish and implement communication and engagement strategy, including annual surveys to drive embedded cultural change | Initial survey was implemented as part of Athena SWAN process

In the Athena SWAN gender equality survey 68% of respondents considered UCD's culture to be inclusive

New Culture and Engagement survey launched Oct 2016, including questions on equality. | SAT

HR | Jan 2017 | Annual | Culture and Engagement survey results reported to Governing Authority and UMT

Total favourable score on gender in the Culture and Engagement survey will be:
*Baseline: 68%*
2017: 72%
2018: 76%
2019: 80%

Survey shows high level of awareness of UCD Gender Equality Action Plan, reaching 85% by 2019 |
| 2.6 | Change information systems to facilitate access to gender disaggregated data across the university, at the institutional and school level | Draft project scope developed in December 2016. This will be amended based on experience using data for Institutional application.
Data will be available to schools to support Athena SWAN Award applications, via InfoHub | SAT
MSU
HR
University Secretariat | Dec 2016 | Sept 2017 | Project scope agreed – Dec 2016
Project initiated – March 2017
Data available to schools – partially by March 2017
System reviewed – May 2017
All data (as appropriate) available to HoS by Sept. 2017 |

| No. | Action | Further details | Responsibility | Start date | End date | Success measure |
|---|---|---|---|---|---|---|
| **3  Picture of the Institution** | | | | | | |
| 3.1 | VPs, CPs, HoS and HoU will be responsible for integrating gender equality in policies and actions within their domains, consistent with university policy, and will report annually on this to their respective managers | Athena SWAN / Equality, Diversity and Inclusion to be a recurring item at College Executive meetings and Unit Management meetings<br><br>Policy Management Framework and equality impact assessment tool to support this implemented Nov 2016 | VPs<br>CPs<br>HoS<br>HoU | Jan 2017 | Ongoing | All HoS and HoU receive unconscious bias training<br><br>VPs, CPs, HoS and HoU report annually to their line manager on achievements in gender equality<br><br>Annual Monitoring Report to Governing Authority and UMT reports on the application of the Equality Impact Assessment tool, in the implementation of the Policy Management Framework |
| 3.2 | Incorporate gender equality dimension into UCD's quality assurance process at school and unit level, and in the institutional quality assurance report | Quality assurance process includes internal self-assessment and reports of review panels, which include external members.  The latter are considered by UMT and GA, and are published on UCD QO website | QO | Mar 2017 | Ongoing | All quality self-assessment reports, quality review reports and institutional quality assurance report incorporate gender equality dimension |
| 3.3 | Expand initiatives in ICT and Engineering to improve intake of female students and support their retention | The UCD Engineering Graduates Association has delivered high-profile work on Women in Engineering<br><br>The % females in UCD Engineering and in Computer Science averages <20% over a ten year period | CPs<br>HoS | Jan 2017 | Ongoing | Intake and retention of female students in ICT and Engineering by 2019 will grow to:<br><br>Intake: ≥25% (*baseline: <20%*)<br><br>Retention: ≥95%<br><br>Performance over the intervening years will indicate that that these numbers are sustainable.<br><br>Focus groups held with undergraduate and postgraduate students in ICT and Engineering, with data analysed and reported |

| No. | Action | Further details | Responsibility | Start date | End date | Success measure |
|---|---|---|---|---|---|---|
| 3.4 | Introduce exit interviews for faculty | We do not currently have data on why more lecturers are leaving than higher grades or why a number of women who return after maternity leave subsequently leave | HR | Jan 2018 | Embed | Annual Monitoring Report to Governing Authority and UMT includes data on gender-related reasons for leaving UCD.  Action taken where necessary |
| 3.5 | Investigate gender dimension in permanency/fixed-term contracts | Fixed-term contracts have become more prevalent in Irish academia since the economic crisis, but the gender dimension has not received significant exposure<br><br>Early discussions indicate that this may also be a problem in other Irish universities, and that the sectoral level is the appropriate level at which to deliver progress<br><br>UCD will advocate via the Irish Universities Association that a sectoral investigation take place in relation to the gender dimension in  permanent / fixed term contracts | UMT<br>HR | In progress | July 2017 | Sectoral investigation launched and reported upon, providing baseline data and identifying targets<br>Annual Monitoring Report to Governing Authority and UMT includes gender-disaggregated data on contract type |
| 3.6 | Annual review of gender dimension in pay to ensure equality. Apply remedy where needed | Table 3.14 of the Athena SWAN application shows average pay by gender and grade.  The size and direction of the gap varies year on year. Averaged over the three years, the gap ranges from 0% for full professors to 2.7% for professors. | HRIS/GPM | Sept. 2017 | Jan 2018 | Annual Monitoring Report to Governing Authority and UMT includes data on gender dimension in pay<br><br>If the data (over three years) reveals a gap of ≥3% at any level, the situation will be investigated further, with corrective action taken if gender is found to be the reason for the gap |

| No. | Action | Further details | Responsibility | Start date | End date | Success measure |
|-----|--------|-----------------|----------------|------------|----------|-----------------|
| **4  Supporting and Advancing Women's Careers** | | | | | | |
| **4.1  Transition Points** | | | | | | |
| 4.1 | Complete full review of recruitment and selection procedures to ensure that they are gender-sensitive (inc. promoting gender balance and preventing gender bias). Put plan in place to implement recommendations | Detailed review near completion with specific recommendations arising. Indicative actions include:<br><br>Extension of Equality Impact Assessment Tool to proof all relevant documentation e.g. job descriptions, advertisements Reference Equal Opportunities in all job descriptions and include a specific statement on welcoming applications from women (and other under-represented groups)<br><br>Mandatory gender question in eRecruit, building on Diversity Monitoring Tool (inc. all genders and 'prefer not to say' option), to assist in reporting.<br><br>Baseline data for academic positions is as follows: total applications: 36% female; shortlists: 47% female; appointments: 48% female | HR | In progress | March 2017 | Female percentages at each stage of the academic recruitment process are as follows:<br><br>Applications:<br>*Baseline: 36%*<br>2017: 39%<br>2018: 42%<br>2019: 45%<br><br>Shortlists:<br>*Baseline: 47%*<br>2017: 48%<br>2018: 49%<br>2019: 50%<br><br>Appointments:<br>*Baseline: 48%*<br>2017: 49%<br>2018: 50%<br>2019: 50%<br><br>Annual Monitoring Report to Governing Authority and UMT includes data on each stage of the recruitment process |

| No. | Action | Further details | Responsibility | Start date | End date | Success measure |
|---|---|---|---|---|---|---|
| 4.2 | Require all faculty search committees to take steps to identify and encourage suitable female applicants in areas where they are under-represented, and to report on this. | Attraction is an issue in some disciplines and at more senior levels. The measure seeks to 1) proactively address the gender gap and 2) militate against unconscious bias | CPs<br>HoS<br>HR | April 2017 | Sept 2017 /Embed | Search champions in ICT and Engineering areas established<br><br>Increase in percentage of applications from women for academic positions to at least 45% by 2019 (from a baseline of 36%) |
| 4.3 | Require schools to provide, actively and consistently, local induction to new staff, including coverage of gender equality, diversity and inclusion.  Provide support for this. | Local induction is a key support for all our people.  It is also an opportunity to raise awareness of gender equality responsibilities and supports, in the context of local practice/policy implementation | HoS<br>HR | June 2017 | Embed | All schools provide consistent local induction with coverage of gender<br><br>(See also success measures under action 2.5) |

| No. | Action | Further details | Responsibility | Start date | End date | Success measure |
|-----|--------|-----------------|----------------|------------|----------|-----------------|
| 4.4 | Integrate gender equality in the Performance for Growth process (in development, implementation and review) to ensure it supports gender equality in all aspects of its operation | This will include:<br><br>Equality proofing competencies and other criteria<br><br>Including equality and diversity management as a core competency<br><br>Identifying and preparing female candidates for promotion | HR<br><br>CPs<br><br>HoS | In progress | Sept. 2017 *(development phase)* | Increase in percentage of female applicants for promotion (at least in proportion to the number of women at the grade below)<br><br>Targets are set using the cascade model. Targets for 2017 for applications from female candidates are:<br><br>≥50.8% for promotion from Lecturer/Assistant Prof. to Associate Prof.<br><br>≥36.2% from Associate Prof. to Prof.<br><br>≥32.2% from Prof. to Full Prof.<br><br>Targets reset annually based on the cascade model (as expectation is that the introduction of targets will have impacted positively on percentages at each level) |

| No. | Action | Further details | Responsibility | Start date | End date | Success measure |
|---|---|---|---|---|---|---|
| 4.5 | Introduce gender equality targets in promotion, with the measure being at least in proportion to the number of women at the grade below (cascade model). Monitor on an annual basis, and take action as required | This is a key action to help meet UCD's goal to close the gender gap that appears just beyond the lecturer level | FPC | March 2017 | June 2017/ Embed | Increase in percentage of women promoted<br><br>Targets are set using the cascade model. Targets for 2017 for promotion of female candidates are:<br><br>• ≥50.8% promoted from Lecturer/Assistant Prof. to Associate Prof.<br>• ≥36.2% promoted from Associate Prof. to Prof.<br>• ≥32.2% promoted from Prof. to Full Prof.<br><br>Targets reset annually, based on the cascade model (as expectation is that the introduction of targets will have impacted positively on percentages at each level) |
| 4.6 | Conduct rigorous review of new promotions policy after one year, with equality impact assessment to the fore. Amend as necessary | Closing the gender gap is a priority. Recent changes to the promotions policy should positively impact on gender equality. As a priority objective, UCD is committed to monitoring the effectiveness of the policy, identifying issues early on and building on progress | UMT | May 2017 | July 2017 – review completed Nov 2017 – actions taken | Recommendations implemented (will be informed by review outcomes) |
| 4.7 | Mandatory unconscious bias training for all selection committee members. Delivery supported by new unconscious bias training panel | Training for trainers commenced April 2015, training commenced June 2015. Unconscious bias training has been delivered to UMT, EDIG and FPC<br>14 internal trainers trained; 12 UB sessions; 112 participants | HR<br>Hiring Managers | July 2016 In progress | Embed Dec 2017 | All selection committee members trained<br>At least 10 trainers trained and actively supporting ongoing awareness |

| No. | Action | Further details | Responsibility | Start date | End date | Success measure |
|---|---|---|---|---|---|---|
| 4.8 | Selection committee membership, and their Chairs, will consist of at least 40% women and at least 40% men (comply or explain) | Selection criteria for membership will be reviewed to identify where opportunities could open up a new pool of female candidates | CP<br>HoS<br>HR | Jan 2017-communicate policy | June 2017--ready to implement /Embed | Annual Monitoring Report to Governing Authority and UMT includes data on committee membership and progress on gender balance target<br>40% target reached by Sep 2018<br>Members surveyed to avoid potential committee overload |
| **4.2 Career development** | | | | | | |
| **4.9** | Develop targeted initiative with researchers (survey/workshop) to gather more reliable and focused data on issues and actions, including those relating to gender | The Research Staff Association has been represented on the SAT since September 2015<br>UCD seeks to enhance direct postdoc engagement via targeted initiatives<br>Data from the Athena SWAN gender equality survey shows that 70% of postdoctoral respondents considered UCD's culture to be inclusive | HR<br>Researcher Careers Subcommittee of RIIG | April 2017 | April 2017 | Availability of more qualitative data on equality issues and actions<br>Total favourable score for equality, diversity and inclusion among researchers in Culture & Engagement survey increasing as follows:<br>*Baseline: 70%*<br>2017: 73%<br>2018: 76%<br>2019: 79% |
| **4.10** | Continue work at a national level to support researcher careers, highlighting need to address impact of gender on progression opportunities | UCD has played a leadership role in progressing researcher careers. Given our role, we seek to influence future national developments to ensure conditions support gender equality | VPRII | In progress | Ongoing | UCD providing clear input to national discussions, informed by internal consultation |
| **4.11** | Integrate gender equality awareness into leadership development training and induction processes for all leaders | Equality objectives and supports to be highlighted in induction for these roles | UMT<br>HR | In progress | Ongoing | All new entrants to these roles receive induction incorporating equality objectives and supports |

| No. | Action | Further details | Responsibility | Start date | End date | Success measure |
|---|---|---|---|---|---|---|
| **4.12** | Provide leadership development programmes for women, including senior women. Monitor and encourage uptake | Three groups have participated in the Aurora Programme (57 participants) since Jan 2015. Current cycle will be subject to full review in Dec 2017<br><br>Colleges also engage with Women's Executive Network and 30% Club (HR Director is Council Member) | UMT<br>HR | In progress<br>Dec 2017 – review<br>Dec 2018 - *(assess impact)* | Embed | Leadership Development Programme participation as follows:<br>• ≥40% of participants on leadership programmes for existing leaders are female<br>• ≥60% of participants on leadership programmes for potential/emerging leaders are female<br><br>Review and evaluation of leadership programmes carried out |
| **4.3  Flexible working and managing career breaks** | | | | | | |
| **4.13** | Review impact of social levy and provision of cover during maternity leave.  Explore the expansion of social levy funding to cover re-entry period following maternity leave | The Social levy was introduced in Sept. 2016. This is expected to address issues associated with maternity leave, including 1) inconsistencies in cover and 2) any potential deterrent to delivering best practice due to costs | UMT<br>Bursar<br>HoS | Sept 2017 | Embed | Costs do not impact on maternity leave cover. Any disincentive to cover maternity leave neutralised. Cover is provided for all academics on family related leave |
| **4.4  Organisation and Culture** | | | | | | |
| **4.14** | All new policies to be assessed before introduction to ensure they will contribute to equality | The university has implemented a policy management framework and equality impact assessment tool to ensure compliance, as of Nov 2016 | University Secretariat<br>HR<br>Policy owners | Jan 2017 | Embed | Gender Equality is mainstreamed in all policy development |

| No. | Action | Further details | Responsibility | Start date | End date | Success measure |
|---|---|---|---|---|---|---|
| **4.15** | Develop plan for the rolling review of existing policies to ensure they contribute to equality | Equality Impact Assessment Tool has been developed by EDI Group | University Secretariat HR | Sept 2017 | Embed | All policies assessed and amended when necessary, via rolling review over three-year window<br>Tool developed and implemented<br>UCD in strong position to meet new 'Positive Duty' objectives |
| **4.16** | Evidence of leadership in / commitment to gender equality will be taken into account in appointments to senior leadership positions, including VPs, College Principals and Heads of School, and in ongoing performance reviews | Leadership is critical to creating an inclusive culture. Our plan to close the gender gap relies on leaders to integrate gender equality into policy/practice and support all our people to develop | President Registrar UMT | Dec 2016 | Embed | Leaders and managers actively promote gender equality, and can report concrete examples |
| **4.17** | Review and equality-proof Heads of School policy | The review will identify opportunities to overcome barriers for women (see 4.18). The policy will need to be amended also to reflect new gender equality criteria for HoS (see 4.15) | UMT HR | April 2017 | June 2017 | New Heads of School gender equality criteria included<br>Recommendations to be progressed |
| **4.18** | College Principals will take steps to achieve gender balance in the appointment of Heads of School, and will report to UMT on this | Timescale for progress limited by five-year term of office of existing HoS | CPs UMT | Sept 2017- 1st report | Embed (annual report) | Increase in the number of female appointees to Head of School roles, reaching ≥ 40% of new appointments by 2019 |
| **4.19** | Women faculty in STEMM disciplines will be surveyed to identify obstacles to their applying for Headship of School | Leadership development opportunities will also be promoted.<br>Informs review of HoS policy (4.17) | SAT CPs | April 2017 | June 2017 | Obstacles identified and addressed |
| **4.20** | Publish Gender Balance Policy, articulating UCD's commitment to a minimum gender balance of 40% women and 40% men on all decision making committees (and among their Chairs). Chairs of all committees to report on implementation (comply or explain) | UCD has a gender balance target of 40%, applied already to AC committees. This is to be broadened out to apply to all university committees (and selection committees) | SAT/EDI Group University Secretariat HR | Jan 2017 | Embed | 90% of committees compliant by 2018. Others reported to UMT and GA, with explanation |

| No. | Action | Further details | Responsibility | Start date | End date | Success measure |
|---|---|---|---|---|---|---|
| **4.21** | Monitor workload allocation models for gender bias on an annual basis and ensure transparency. Include both the extent and the nature of the workload. Include consideration of committee overload and outreach activities | Evidence of fairness and transparency will be taken into account in performance development reviews of those responsible for setting staff workloads | Registrar HoS | Sept 2017-commence initiative | June 2018-*supports in place* Embed | Culture and Engagement survey will establish baseline satisfaction in 2017 Target: 3% positive increase per annum |
| **4.22** | Introduce university policy on core meeting hours to extend practice to all colleges | Policy will be communicated directly to all staff. Current practice in 3 of 6 UCD colleges (and 2 of 3 STEMM colleges) | UMT HR | Jan 2017 | March 2017 (effective) Embed | Culture and Engagement survey will establish baseline satisfaction in 2017. Target: 3% positive increase per annum |
| **4.23** | Set norms around visibility of women in events, materials, communications, awards. Monitor and seek compliance with norms | Promote gender balance in internal and external communications Increase awareness of UCDs gender equality objectives and how visibility of women impacts on this | University Relations SAT | June 2017 | Sept 2017 Embed | Policy document and guidelines developed Increased visibility of women in internal and external communications and awards Target: 50% key university awards awarded to women |
| **4.24** | Hold annual and flagship events, such as for International Women's Day, Aurora Leadership Launch | UCD's experience shows that these events raise awareness of gender equality, increase visibility of women and provide the forum for men to engage in the discussion/actions | EDI Group CPs | March 2016 | Embed / annual | 2 pan-university events per annum Lunchtime seminar series (4 events per annum) |
| **4.25** | Continue to monitor childcare provision, in terms of access, priority provision and capacity (engaging with the privately run on-site facility) | On site provision in UCD is a key support | Bursar | | Ongoing | Access to excellent childcare for staff |
| **4.26** | Support development of WiTS and other gender equality networks | Three staff networks have helped drive gender equality initiatives, inc. Women in the Sciences (WiTS), Women in Philosophy and the LGBTI Network | CPs | March 2017 | March 2018 – *review progress* | Network chairs report satisfaction with support from the university Other success measures as in 4.24 |

| No. | Action | Further details | Responsibility | Start date | End date | Success measure |
|-----|--------|-----------------|----------------|------------|----------|-----------------|
| **4.27** | Ensure that the gender dimension is integrated into all relevant research content and provide training and support for faculty and research staff on how to do this | As EU frameworks show, three elements need to be considered to achieve gender equality, i.e. equality in decision-making, equality in employment and sex and gender analysis in research content | Research, PIs, research community | March 2017 | Embed | By 2019, at least 80% of those applying for research grants have accessed training and support on the gender dimension in research<br><br>Continuing seed funding for research into Equality, Diversity and Inclusion, with impact case studies |

## List of Figures and Tables

# Glossary

**Abbreviations:**

| | |
|---|---|
| AC | Academic Council |
| ACCAA | Academic Council Committee on Assessment Appeals |
| ACCAC | Academic Council Committee on Academic Centres |
| ACCASP | Academic Council Committee for Academic Scholarship and Prizes |
| ACCD | Academic Council Committee on Discipline |
| ACCE | Academic Council Committee on Examinations |
| ACCHDMA | Academic Council Committee on Honorary Degrees and Major Awards |
| ACCQ | Academic Council Committee on Quality |
| ACEC | Academic Council Executive Committee |
| AHSS | Arts, Humanities and Social Sciences |
| CP | College Principal |
| EDI | Equality, Diversity and Inclusion |
| EDIG | Equality, Diversity and Inclusion Group (UMT Group) |
| EG | Education Group |
| EGA | Engineering Graduates Association |
| FPC | Faculty Promotions Committee |
| FRAMC | University Finance, Remuneration and Asset Management Committee |
| FTE | Full-Time Equivalent |
| GA | Governing Authority |
| GEAP | Gender Equality Action Plan |
| GPM | Gender Project Manager |
| HEA | Higher Education Authority |
| HEI | Higher Education Institute |
| HoS | Head of School |
| HoU | Head of Unit |
| HR | Human Resources |
| HRIS | HR Information Systems |
| HRS4R | Human Resources Strategy for Research |
| ICT | Information and Communication Technologies |
| IUA | Irish Universities Association |
| IUS | Irish University Sector |
| LGBTI | Lesbian, Gay, Bisexual, Transgender and Intersex |
| MSU | Management Support Unit |
| P4G | Performance for Growth |
| PD | Postdoctoral Researcher |
| PG | Postgraduate |
| PHPS Sci | Public Health, Physiotherapy and Sports Science |
| PI | Principal Investigator |
| QA | Quality Assurance |
| QO | Quality Office |
| RIIG | Research, Innovation and Impact Group |
| SAT | Self-Assessment Team |
| SG | Steering Group |
| STEMM | Science, Technology, Engineering, Mathematics, Medicine |
| UMT | University Management Team |
| UPB | University Programmes Board |
| VP | Vice President |
| VPRII | Vice President for Research, Impact and Innovation |
| WG | Working Group |
| WiTS | UCD Women in the Sciences |