8. ACTION PLAN

The action plan should present prioritised actions to address the issues identified in this application.

Please present the action plan in the form of a table. For each action define an appropriate success/outcome measure, identify the person/position(s) responsible for the action, and timescales for completion.

The plan should cover current initiatives and your aspirations for the next four years. Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART).

	Action	Rationale	Steps	Timescale	Person Responsible	Success Measure
Section 3: *The self-assessment process*						
3.1.	Expand membership of AS SAT so that all six academic sections (Figure 2.1) are represented.	Currently not all sections represented on AS SAT.	Contact section leaders of sections with no representation and request nominations.	June 2019.	Current AS SAT Chair (MC).	All sections of school represented on AS SAT.
3.2	As part of the new staff appraisal system, P4G, to be introduced in UCD in 2019, staff in SoM will be asked what contribution they have made to EDI in SoM. Participation in SoM AS survey will suffice to meet the benchmark.	Participation in AS Survey is low.	Instructions will be circulated in May 2019 to staff for inclusion in their P4G and for staff members they are reviewing.	Partially in May/June 2019 reviews, and fully annually thereafter.	All P4G reviewers.	Participation in next AS Staff survey in June 2020 to be increased from 30% to minimum 40% and to 45% by 2022.
3.2A	Increase the number of staff participating in AS focus groups.	Numbers participating in focus groups is small.	a. Increase advertising of focus groups. Advertising to include the use of fliers, posters, AS champions at different sites, emails from HoS and EDI website.	a & b September 2020 and every 2 years thereafter.	Communications manager in School Office and EDI Chairperson.	Double the number of staff participating in focus groups following bi annual staff EDI/AS survey.

	Action	Rationale	Steps	Timescale	Person Responsible	Success Measure
			a. Hold AS focus groups at a number of different sites in SoM, including hospital sites.			
3.3	Appoint Chairperson for new SoM EDI group and establish SoM EDI group.	EDI group in the SoM to be identified with more than AS.	a. Release call for Expressions of Interest for Chairperson of SoM EDI group. b. SoM EDI Chairperson to be appointed. c. Call for volunteer members to be released. d. Nomination of individuals where section, site, grade, role, gender or career stage is not represented. e. SEMC will formally recognise participation in SoM EDI group as part of school workload.	a. June 2019. b. September 2019. c. September 2019. d. October 2019. e. September 2019.	a. HoS. b. HoS. c. Current AS SAT Chair. d. SLs and HoS. e. SEMC.	New EDI group formed in SoM with sections, sites, grades, roles, gender and career stage represented, and with student representation.
3.4	Further develop SoM EDI group.	New SoM EDI group needs terms of reference and working subgroups to carry out its functions.	a. Generate formal terms of reference for SoM EDI group. MC/DS b. Nominate sub group champions (leaders) to	a. October 2019. b. November 2019.	a. EDI Chairperson and EDI committee.	EDI group Terms of reference formulated, sub group leaders appointed

	Action	Rationale	Steps	Timescale	Person Responsible	Success Measure
			promote implementation and development of different sections of AS AP. c. Form SoM student EDI group (reporting to and represented on SoM EDI group) to promote awareness of EDI and AS within the SoM student cohort. Engage with student societies and class reps for student nominations.	c. January 2020.	b. EDI Chairperson and EDI committee. c. EDI Chairperson and EDI committee.	and student EDI group formed.
3.5	Lobby for VP for EDI in CHAS.	SoM requires CHAS VP for EDI to ensure CHAS representation at UCD EDI group and promote synergy and interaction among EDI and AS groups in CHAS schools.	HoS to lobby CHAS principal to appoint CHAS VP for EDI.	October 2019.	HoS and current AS SAT Chairperson.	CHAS VP for EDI appointed.
3.6	Put in place appropriate administrative support for SoM EDI group.	EDI group requires dedicated support.	a. Appoint new team member to School Office team whose brief is support for EDI group and communications.	a. Post advertised September 2019 and filled by	a. School Office. b. School Office. c. HoS.	Administrative support for EDI group to move to School Office. Dedicated EDI project manager to be appointed in academic

	Action	Rationale	Steps	Timescale	Person Responsible	Success Measure
			b. Administrative support for EDI group to move to School Office team c. School budget plan for 2020/2021 to include a new post of SoM EDI project manager with a view to appointing in September 2020.	October 2019. b. October 2019. c. Include in budget plan April 2020 and appoint in September 2020.		year 2020/21 and join School Office team.
3.7	Depending on outcome of this application EDI group and AS subgroup will decide whether to renew bronze application or apply for a silver award.	Awards are reviewed every three years. A silver award is more inclusive of PS staff.	a. Review impact of actions. b. Conduct focus groups and survey with PS staff to determine their needs and how a silver AS award could best improve their career progression and work-life balance. c. Review and refresh if necessary membership of AS subgroup to ensure compliance with ECU guidelines.	a. Sept 2021-January 2022. b. January-February 2022. c. February – March 2022. d. April 2022 to be ready	a. AS subgroup lead and EDI Chairperson. b. AS subgroup with HR. c. EDI Chairperson, HoS and SEMC. d. EDI Chairperson, HoS and SEMC.	Clear decision one year in advance of renewal ensuring enough time and adequate resources to make application in April 2023.

Action		Rationale	Steps	Timescale	Person Responsible	Success Measure
			d. Decide in consultation with HoS and SEMC whether to apply for renewal of bronze award or silver award in April 2023.	to submit in April 2023.		
Section 4: ***A Picture of the Department*** **Subsection 4.1:** ***Student data***						
4.1.1	Maintain current momentum of increasing proportion of male students on Radiography programme.	Males are underrepresented in Radiography courses.	a. Explore the issue of males in radiography and identify potential barriers to applications via group discussions with current male students, key stakeholders and school students attending outreach events. b. Formally contact the Irish Institute of Radiography and Radiation Therapy to say gender balance is an issue in recruitment and ask professional body to	a. 2019/20. b. September 2019. c. Annually starting in academic year 2019/20. d. Annually starting in academic year 2019/20.	a. Dean of Radiography and Radiography representative(s) on EDI group. b. Dean of Radiography and head of subject. c. Dean of Radiography, and head of subject.	Maintain minimum of 18% male students on Radiography programme. Increase to 20% by 2021/22.

	Action	Rationale	Steps	Timescale	Person Responsible	Success Measure
			promote radiography as a career for both males and females. c. Bring gender imbalance in radiography to the attention of secondary school career guidance teachers and provide them with material to promote radiography to male students. d. Include testimonials from male and female graduate radiographers in leadership positions in our marketing material.		d. Director of Strategic Development.	
4.1.2	The SoM International Office will get completion data for UCD Penang students including degree classification for assessment annually.	Completion data needs to be recorded for this group of students to assess if there is any gender imbalance in degree class attainment or completion rate within this student cohort.	International Office will contact Penang each year and get final completion data including degree classification for students. Data will be assessed by EDI group.	Annually.	Dean of International Studies and International Office.	Accurate details of completion rates and final degree classification for UCD Medicine Penang students and assessment of whether any gender imbalance exists. Supports put in place if required.

	Action	Rationale	Steps	Timescale	Person Responsible	Success Measure
4.1.3	CEMS and EDI group will identify and promote the visibility of females working in Emergency Medicine in order to encourage female participation in this area of medicine.	There is a need for gender balance in the paramedic workforce and in emergency medicine overall, currently it is heavily male dominated.	CEMS will engage with the EDI group to identify females working as paramedics and in emergency medicine. We will highlight these females on hospital sites, in the HSC in Belfield, on school website and in school literature.	Start January 2020 and ongoing.	CEMS Director and CEMS representative on EDI group.	Ongoing publicity campaign rolled out to encourage female participation in paramedic courses and in emergency medicine.
4.1.4	Maintain accurate records for completion rates on all Graduate Taught programmes.	We do not have accurate completion rate data for Graduate Taught Students and therefore do not know if supports are required to ensure students complete.	a. Calculate accurate completion rates for all postgraduate taught courses on an annual basis. b. Identify if barriers exist for student completion of postgraduate taught programmes and if so seek to remove them by putting in place appropriate supports.	Annually.	a. Dean for Graduate Taught Programmes and b. Office for Graduate Taught Programmes.	Accurate records of student completion maintained for graduate taught courses each year. Supports if required are put in place and completion rates improve accordingly.
4.1.5	Put in place system to monitor number and gender of applicants for PGRS positions on an annual basis.	We currently do not monitor gender of applicants for post graduate research positions so we	a. SoM Research Office (UCDMR) will include section on student registration form for supervisor to populate on number and gender of	a. Start Sept 2019 and ongoing thereafter.	a. Associate Dean for Research and UCDMR.	Data collected and analysed annually. Student recruitment procedures changed

	Action	Rationale	Steps	Timescale	Person Responsible	Success Measure
		cannot assess if gender bias exists in selection procedure which currently is informal system.	applicants for position student is filling. b. Data will be analysed annually for gender bias in selection of candidates and if it exists student recruitment and advertising procedures will be reviewed.	b. At end of each academic year.	b. Associate Dean for Research, UCDMR and Research Degree committee.	where gender bias is found.
4.1.6.	Record annually the numbers and genders of PGRS graduating and whether they have completed within the recommended timeframe. Track all students who have been on the register for over four years and their expected submission date. If required put in place supports to ensure timely completion.	We currently do not have accurate records of length of time for completion of research degrees so do not know if specific supports required for students.	a. UCDMR to record annually the numbers and genders of PGRS graduating and whether they have completed within the recommended timeframe and track all students on the register for over four years and their expected submission date to assess if some students never submit. b. If required put in place supports to ensure timely completion.	a. June and December each year (graduation dates) starting 2019. b. Ongoing.	a. Associate Dean for Research and UCDMR. b. Associate Dean for Research, UCDMR and Research Degree committee.	Data collected and analysed annually. Identification of vulnerable students taking longer to complete and supports put in place

	Action	Rationale	Steps	Timescale	Person Responsible	Success Measure
4.1.7	Collect information on what our students do post-graduation.	We do not have accurate information on what our students do post-graduation so we cannot assess if we are supporting them to have successful careers.	Proactively encourage students to inform UCD Alumni of their career choices post-graduation.	Annually starting Academic year 2019/2020.	Associate Dean for Teaching and Learning and All Programme leads.	Compilation of data on what our students do post-graduation to enable assessment of support needs.
4.1.7A	Identify if barriers exist for progression from undergraduate to postgraduate studies.	Required to complement action 4.1.7.	Conduct survey and focus groups with undergraduate and postgraduate students.	Annually starting academic year 2019/20.	Associate Dean for Teaching and Learning and Associate Dean for Research.	Appropriate supports put in place if data indicates that students are not supported to progress to postgraduate studies and pursue academic careers.
Subsection 4.2: *Academic and Research Staff Data*						
4.2.1	Provide supports to enable AP/Ls to achieve benchmarks required for promotion to Associate Professor.	Evidence suggests that supports required to enable AP/Ls to achieve the benchmarks required for promotion.	a. Introduce buddy system for all newly appointed AP/Ls, buddy will be either AP/L or Associate Professor who is in the same section and located close to new recruit to ensure they have	When new AP/L appointed.	a & b SLs. c & d HoS and SLs.	Survey AP/Ls at end of year one and year two of appointment indicates that AP/Ls consider they were supported by SoM from the outset.

Action	Rationale	Steps	Timescale	Person Responsible	Success Measure
		someone to go to for day to day routine queries about working in SoM. b. Introduce mentoring scheme for first two years of appointment at AP/L level. c. New AP/Ls will have reduced teaching for first semester appointed in order to facilitate writing of grant suitable for submission to external funding agency and/or UCD Advance scheme. d. New AP/Ls to be given research supports when appointed by SoM including research demonstrator/PhD or MSc student and consumable funding upon approval of research proposal by panel of SoM senior academics. e. Survey AP/Ls at end of year one and year two of appointment to assess if AP/Ls consider they were			

	Action	Rationale	Steps	Timescale	Person Responsible	Success Measure
			supported by SoM from the outset.			
4.2.2	Address the barriers that prevent female progression from Associate Professor to Professor and FP.	Females underrepresented at professorial level in SoM.	a. Conduct workshop for female academics to further explore barriers and challenges and supports that they need to address them. b. Address challenges identified at both section and school level. c. Improve external visibility of academic females by variety of methods such as media campaigns, social media, posters highlighting work of female staff in SoM, engagement with Women@STEM in UCD and nomination of female staff for external roles. d. Appoint search committees for professorial positions to encourage female applicants. e. Minister of State at the Department of Education	a. complete by May 2020. b. Ongoing. c. Ongoing. d. Whenever professorial positions advertised. e. As soon as scheme announced.	a. EDI Chairperson and EDI group. b. EDI Chairperson and EDI group. c. Director of Strategic Development and communications manager in School Office. d. HoS. e. HoS and SEMC.	Identification of barriers and challenges that exist for promotion beyond Associate Professor and steps taken to address the issues. Number of female applicants for professorial positions in SoM match the number of females working in that field. School competes for three "Female Only" professorships when this scheme is opened.

	Action	Rationale	Steps	Timescale	Person Responsible	Success Measure
			with special responsibility for Higher Education has announced that 45 female only professorial positions will be made available nationally. SoM will identify three priority areas that they will target and compete for female professors in those areas.			
4.2.3	Provide supports that enable clinical academics at AP/L and Associate Professor grades to reach the benchmarks for promotion and apply for vacant clinical professorial posts.	Analysis of data shows that female clinical academic staff are not represented at professorial level.	a. Hold focus groups and surveys to understand the career aspirations of female academic clinicians and to identify specific barriers and challenges, specifically associated with working less than 1 FTE for UCD, that exist within the SoM that might prevent female clinicians from reaching the benchmarks for promotion to professor grades and address those barriers and challenges where identified.	a. January 2020. b. March 2020. c. April 2020. d. Ongoing.	a. EDI Chairperson and EDI group. b. HoS. c. EDI Chairperson and EDI group. d. HoS and SEMC.	Supports provided to enable female clinical academics to progress to professor as assessed by proportion of female clinical academic staff applying for promotion matches the proportion of female staff at the grade below (cascade model). Impact expected by 2022.

	Action	Rationale	Steps	Timescale	Person Responsible	Success Measure
			b. Hold promotions workshop specifically for clinical academic staff to include how to reach clinical specific benchmarks under leadership and contribution. c. Improve external visibility of clinical female academics at hospital sites through use of poster campaigns highlighting work of female clinical academic staff. d. HoS, SEMC and search committees (Action 5.1.1) will identify and encourage existing female clinical academics to apply for professorial positions as they become available.			
4.2.4	Put in place support for AP/Ls on temporary contracts.	This group are vulnerable as often they are prevented from applying for grants when their contract does not	Each AP/L on temporary contracts will be assigned a professorial mentor specifically to advise on their recruitment into permanent positions including advising	When temporary AP/L is appointed.	SLs.	Over 60% of AP/Ls on temporary contracts progress to either Ad Astra Fellowship in UCD or to permanent position either in UCD or

	Action	Rationale	Steps	Timescale	Person Responsible	Success Measure
		cover period of award.	closely on applications to the Ad Astra "Research Fellow" tenure track scheme towards permanent lectureship.			elsewhere upon completion of contract.
4.2.5	Determine reasons why staff leave SoM and identify if common themes emerge that need to be addressed.	We do not know the reasons why all academic staff leave the school or retire early. Identification of issues could lead to development of actions resulting in retention of staff and improved staff satisfaction.	Conduct exit interviews for all academic staff to gain a better understanding of the reasons for leaving and if common themes are emerging that need to be addressed. HoS nominee will report back to HoS who will address issues identified.	When staff give notice that they are going to leave.	Dean/HoS or nominee.	Identification of issues (if any) with staff retention and action plan in place to address these issues. Impact of actions assessed by response to specific questions around them in AS survey.
Section 5: Supporting and advancing careers **Subsection 5.1:** *Key career transition points: Academic Staff*						
5.1.1.	Search committees for Professorial appointments to be tasked with not only	Number of applicants to professorial posts in SoM is very low.	Search committees formed for professorial positions (as in action 4.2.2.).	When professorial positions arise.	HoS.	Number of individuals applying for any

	Action	Rationale	Steps	Timescale	Person Responsible	Success Measure
	increasing the number of female applicants (Action 4.2.2) but to increase the number of applicants overall.					professorial position in SoM is no less than five.
5.1.2	SoM will collect accurate data on the gender of applicants, shortlisted candidates, those offered posts and those who accept posts to determine whether any gender bias occurs during the recruitment process and will take action if it does.	Current shortcomings in gender of applicants does not allow assessment of what stage in recruitment process that differences in gender profile of candidates emerges.	For each academic vacancy in the school the administrative office associated with the post will collect data on gender of candidates at each stage of recruitment process.	Whenever academic positions arise.	SLs and associated administrative teams.	Compilation of accurate data on gender of candidates for all academic vacancies in the school which can be used to assess if gender bias occurs in any stage of recruitment process.
5.1.3.	We will assess if the excess of female clinical tutors is due to more females accepting these roles than males.	Despite equal numbers of males and females applying for clinical tutor positions for three of four years analysed females have been in the majority by far.	We will conduct a focus group with male and female clinical tutors to determine reasons for choice of this role rather than other roles available in the clinical career trajectory, and to what extent these relate to perceived advantages of	September 2021.	EDI Chairperson and School Office team.	Determine reasons why clinical staff take on (or decline) clinical tutor roles and if we need to target potential male applicants to maintain current gender balance in this cohort.

	Action	Rationale	Steps	Timescale	Person Responsible	Success Measure
			teaching roles as being more family friendly than other clinical roles.			
5.1.4	Create an EDI webpage suitable for both prospective and current staff that summarises UCD and school-specific supports available to staff, including maternity/paternity/ parental leave policies, and the SoM's values in promoting a healthy work/life balance.	Required to support Action 5.1.4	EDI website created and details of school-specific supports available to staff, including maternity/paternity/parental leave policies, and the SoM's values in promoting a healthy work/life balance to be available there.	Action to be completed in Semester one 2019/20 (see also Action 5.6.1)	Communications manager in School Office team and EDI Chairperson and EDI group.	Website created which can be viewed by current and prospective staff where EDI policies and procedures, and commitment of school to EDI is evident. Usefulness of site will be assessed by staff response to specific question in AS biannual survey. Target is for >70% of staff to agree this site is useful.
5.1.5	Ensure gender balance on recruitment panels in SoM.	Currently some recruitment panels have very low levels of female representation.	For recruitment entirely within the school, interview panels of five to six will have at least two members of each gender, panels of seven to eight will have three, and larger panels will have 40% of each gender. For joint	September 2019 and onwards.	HoS.	Gender balance of applicants correlates with gender balance of successful applicants.

	Action	Rationale	Steps	Timescale	Person Responsible	Success Measure
			hospital appointments, achieve the same goal through choice of UCD representatives and through liaison with hospital HR.			
5.1.6	All assessment panel members must receive additional training in EDI policies, specifically involving unconscious bias awareness training and confirming familiarity with university EDI policies.	Required to ensure no gender bias in selection of candidates throughout recruitment process.	EDI Chairperson together with CHAS HR will identify UCD policies relating to EDI and relevant courses. Information will be made available through EDI website. All members of recruitment panels will need to confirm that they have completed all relevant training.	Start November 2019 for all recruitment panels thereafter.	EDI Chairperson and CHAS HR partner and Communications manager in School Office team.	Gender balance of applicants correlates with gender balance of successful applicants.
5.1.7	Assign one of the assessment panel members with responsibility for monitoring for bias and ensuring EDI policies are applied.	Required to ensure appropriate oversight and information about EDI practices during recruitment process.	Member of assessment panel will be assigned with responsibility for ensuring UCD and SoM EDI policies are applied.	Start November 2019 for all recruitment panels thereafter	HoS or nominee.	Gender balance of applicants matches gender balance of successful applicants.

	Action	Rationale	Steps	Timescale	Person Responsible	Success Measure
5.1.8	Implement a standardised local induction for all new staff at School level.	No standardised induction exists at school level at present.	a. Form working group within AS SAT to work with School Office and liaise with HoS and SLs to establish annual induction event. b. For first induction event invite all staff who started in SoM in the last three years. c. Distribute updated induction booklet to staff within one week of starting. d. Induction booklet to be revised annually and include information on promotion process and requirements, and School and University EDI policies.	a. Current AS SAT Chair (MC) and EDI Chairperson from 2020 onwards. b. Director of Strategic Development and School Office c. Director of Strategic Development and School Office d. Director of Strategic Development and School Office	Staff booklet ready by September 2019. Local induction events begin September 2019.	At least 50% satisfaction with local induction evident in AS staff survey in 2020 and increasing to minimum 70% in subsequent survey in 2022.

	Action	Rationale	Steps	Timescale	Person Responsible	Success Measure
5.1.9	Create a gender balanced panel of "critical friends" to advise staff on progress to promotions.	Low number of applicants for promotions, female staff don't feel supported to apply for promotions.	a. Members of staff with experience of assessing promotion applications will be invited to join panel of critical friends to advise staff on their readiness for promotion based on their CVs. Career progression b. Guidelines for panel members will be compiled by subgroup of EDI group with input from panel members and CHAS HR partner. c. Panel membership and how to contact will be made available on EDI website.	a. EDI Chairperson with support from HoS and CHAS HR partner to identify panel members. b. EDI Chairperson supported by EDI subgroup. c. School office will make information available on EDI website. d. Panel will be updated annually.	a. November 2019. b. Completed by end of February 2020. c. Available on SoM EDI website from beginning of April 2020. d. EDI Chairperson and school office.	Increase the number of respondents who agree that they understand the promotions process and have a clear sense of how they can progress to the next grade by at least 20% in next AS survey (2020) and by 2022 aim for at least 70% of respondents to agree or strongly agree that they are supported to go for promotion. Number of male and female applications for promotion at each level to reflect the proportions of male and female staff at the level below by 2022.
5.1.10	Host promotions workshops annually	Poor understanding of promotions process	a. EDI subgroup will consult with HoS, SLs and CHAS HR	a. November 2019.	a, b, c, d, & e	Increase the number of respondents who agree

	Action	Rationale	Steps	Timescale	Person Responsible	Success Measure
	for all staff, to include information about the process, supports available, and requirements for promotion at each level.	among all staff and low numbers of staff applying for promotion in SoM.	partner on content required for promotions workshop. b. Date will be set and potential contributors will be invited to participate c. Content will be finalised. d. Workshop will be advertised through targeted communications system e. 2 hour workshop will be hosted.	b. January 2020. c. March 2020. d. April 2020. e. May/June 2020. Steps a-e will be repeated annually.	EDI Chairperson and subgroup of EDI formed to support promotions.	that they understand the promotions process and have a clear sense of how they can progress to the next grade by at least 20% in next AS survey (2020) and by 2022 aim for at least 70% of respondents to agree or strongly agree that they are supported to go for promotion. Number of male and female applications for promotion at each level to reflect the proportions of male and female staff at the level below by 2022.
Subsection 5.3: *Career Development*						
5.3.1	Encourage uptake of T&L qualification courses and Aurora	T&L qualification helps academic staff	a. Workload involved in undertaking T&L qualifications (the majority of	a. September 2019 when	a. All subject heads and SLs.	a. Minimum of 6 people from SoM will be doing

	Action	Rationale	Steps	Timescale	Person Responsible	Success Measure
	Leadership programme.	meet the benchmarks for promotion. Aurora leadership programme provides female staff with one-to-one female mentor. This programme aims to support women to take on leadership roles and promote their careers.	whom are female) to be recognised and academic Staff to be given protected time to complete such courses where necessary. b. Since places are limited on the Aurora leadership programme SoM will Lobby CHAS principal to support more places on the programme and actively encourage female staff to apply to the programme.	courses resume. b. Start June 2019.	b. SoM representative on CHAS EDI group and HoS.	T&L qualification at any one time. b. Minimum of one extra place on Aurora leadership programme offered to CHAS participants by 2020/21.
5.3.2	Provide staff with school strategy so that their developmental strategy can align with school strategy.	Staff developmental strategies should align with school strategy to increase chances of promotion.	a. SoM to annually circulate an updated summary of SoM strategy to all mentors and mentees prior to P4G reviews, including its EDI strategy. b. SoM to review P4G evaluation processes after June 2020 evaluations, and implement additional measures where needed.	a. Start May 2019. b. July 2020.	a Director of Strategic Development. b. School Office and EDI group.	At least 70% of staff indicate in survey that they are aware of school strategy.

	Action	Rationale	Steps	Timescale	Person Responsible	Success Measure
5.3.3	Ensure Postdoctoral Researchers in SoM are aware of and engage in RS&CD framework.	To promote uptake of SoM postdoctoral staff to RS&CD framework.	a. All staff supervising postdoctoral researchers must make themselves aware of mechanisms of support available in UCD through RS&CD framework. The Medicine Research Office will send a printed copy of the framework information to each supervisor on appointment of each new postdoc, to be shared and discussed with the new postdoc. b. SoM supervisors will provide an annual report to UCDMR detailing staff who have availed of the opportunities through the RS&CD framework, and of the number of formal RS&CD meetings held with each postdoctoral fellow. c. SoM to formulate a policy in the school on teaching opportunities for	a. May 2019 and ongoing. b. May 2020. c. Already started, to be completed September 2019.	a. SoM Research Office, UCDMR. b. Supervisors of Post Doctoral researchers and UCDMR. c. Associate Dean for Research in consultation with Associate Dean for Teaching and Learning and SEMC.	Awareness of UCD RS&CD among postdoctoral researchers as captured in AS staff survey will be minimum 70%. Satisfaction ratings in 2020 survey will be used as baseline. Aim for 70% satisfaction by 2022.

	Action	Rationale	Steps	Timescale	Person Responsible	Success Measure
			postdoctoral researchers who wish to advance their academic career prospects and outline to researchers how to apply for such opportunities.			
5.3.4	Highlight internal mentoring available within UCD to all staff.	Staff indicated in AS survey that they feel mentoring would benefit their career development.	Internal mentoring schemes available in UCD (and in SoM Actions 4.2.1, 4.2.4 and 5.3.1) to be highlighted on EDI webpage in staff induction booklets, at promotion workshops and at induction sessions.	Start Sept 2019 and ongoing.	School Office team.	Staff survey indicates that at least 70% of staff are aware of mentoring services in UCD.
5.3.5	Ensure that all students are given equal opportunities to follow their career goals and flourish in UCD.	There are areas of medicine where females are under-represented. Majority of student award holders are female.	a. SoM will engage with UCD Medical and Surgery Societies to promote careers in medicine to females where females are under-represented. b. Launch a promotional media campaign highlighting successful clinical female	a. Starting January 2020 and ongoing. b. Starting April 2020 c. Ongoing	a. EDI Chairperson and EDI group . b. EDI Chairperson, EDI group with Director of Strategic Development.	Students will indicate in survey in Jan 2021 that there is equal opportunity for all in UCD and they are supported to follow their career goals (Minimum 60% satisfaction).

	Action	Rationale	Steps	Timescale	Person Responsible	Success Measure
			staff in areas where females are under-represented. c. SoM Graduate Studies will endeavour to ensure varied gender representation on PhD student's Doctoral Studies Panel, and will keep a record of this which will be monitored by EDI group. d. We will continue to monitor undergraduate and postgraduate prizes to determine if there is any consistent gender bias.	d. June 2020 and ongoing.	c. Chair of Research Degrees committee. d. AS SAT and programme office.	
5.3.6	Offer additional support mechanisms for unsuccessful grant applicants.	Currently research funding in Ireland is very competitive and analysis in SoM indicates that there are vulnerable staff cohorts who would benefit from additional supports for grant applications.	a. Hold an annual SoM research day where all school researchers can come together and present their work in flash presentations and poster formats to be followed by staff social event to support networking and identification of potential collaborations. b. Work with CHAS Research group to develop further	a. January 2020. b. September 2019 and ongoing. c. January – June 2020. d. Ongoing, start	a. Associate Dean for Research. b. Associate Dean for Research. c. Associate Dean for Research and EDI Chairperson. d. Associate Dean for Research.	Feedback after research events and through staff surveys will indicate minimum 50% staff satisfaction with supports offered by UCD and SoM for research grant applications.

Action	Rationale	Steps	Timescale	Person Responsible	Success Measure
		networking opportunities within the college to increase potential for research funding awards. c. Conduct survey and follow up focus group with female clinical academic staff on supports required to increase their research grant applications and their success rates and identify resources to support remedial actions (see also Action 4.2.3). d. Improve communication of grant support schemes to all SoM staff, and in particular target female clinical staff. e. Establish informal review system within SoM for unsuccessful grant applications.	semester one 2019. e. Start in November 2019 with aim to have in place by February 2020.	e. Associate Dean for Research and SoM Research Committee.	

Action		Rationale	Steps	Timescale	Person Responsible	Success Measure
Section 5 **Subsection 5.5:** ***Supporting and Advancing Women's Careers***						
5.5.1	Provide supports to address challenges identified in Focus Group discussions with parents.	Challenges identified for pregnant employees in SoM were: Parking in UCD or at hospitals sites after attending antenatal appointments. Maternity cover for academic staff not in place prior to leave date leading to staff being contacted about university business while on leave.	a. The school will pay for taxis from and back to UCD to Dublin-based hospitals for antenatal or pre-adoption appointments that are scheduled during working hours. b. SoM will organise maternity cover for academic staff to be in place at least one week prior to leave date. If there is a delay in recruitment SoM will appoint a member of academic staff with interim responsibility for teaching-related activities until the maternity leave cover is in	a. Start May 2019. b. Start May 2019. c. Start June 2019 to ensure all lecture theatres have adequate seating by September 2019.	a. HoS and School Office. b. Subject Heads and SLs and School Office. c. School Office.	a. Take up of this scheme will be monitored by School office who will collect receipts and manage payment of staff expenses. b. EDI group with school office will monitor timing of maternity cover appointments, we will aim for maternity cover to be in place before employee goes on leave in at least 95% of cases.

	Action	Rationale	Steps	Timescale	Person Responsible	Success Measure
		Lack of adequate seating in lecture theatres is a problem for heavily staff.	place. This action will be highlighted at focus group with HoS, SLs and line managers relating to staff entitlements around maternity, paternity, adoption and parental leave (Action 5.5.2a). c. SoM will liaise with campus services to ensure all lecture theatres have adequate seating for lecturers.			c. All lecture theatres will have adequate seating for staff.
5.5.2	Improve cover and support during maternity leave	Issues identified in Staff focus group that affect staff while on maternity leave include staff being contacted about teaching and research activities while on leave.	a. Conduct a focus group with line managers, SLs and HoS to review their awareness around maternity leave, paternity leave, parental leave and adoption leave policies to ensure consistency of treatment of staff across the school. On the basis of this focus group's findings, up-to-date educational material will be prepared and circulated annually to them, to refresh	a. To be completed by January 2020. b. June 2019 and onwards. c. June 2019 and onwards.	a and b. EDI group and School Office in conjunction with HR. c. UCDMR. d. UCDMR and Chair of research degree committee. e. Heads of subject.	Each staff member who takes leave will be invited by EDI Chairperson to share comments (confidentially) about satisfaction with implementation of supports. AS survey will include questions about satisfaction with supports offered while on maternity leave. We will aim for at least 70% of staff taking leave to

Action	Rationale	Steps	Timescale	Person Responsible	Success Measure
		their awareness. This material will also be available on the EDI website.

b.Contact with all staff during maternity leave about work related matters that requires a response will be kept to an absolute minimum. This will be incorporated into educational material to be circulated annually.

c. Transfer research related administrative tasks to the Medicine Research Office during maternity (particularly HR-related issues). Staff will be notified of this by newsletter and by line managers.

d. Nominate an interim academic supervisor for PhD students and postdoctoral researchers who will ensure day-to-day activities of the research group are | d. May 2019 and onwards.

e. June 2019 and onwards. | | indicate satisfaction with supports offered from 2020 onwards. |

	Action	Rationale	Steps	Timescale	Person Responsible	Success Measure
			continued. Research Degree committee will liaise with staff member going on leave about nomination of suitable supervisors for PhD students. Line managers will liaise with staff about supervision of postdoctoral researchers. e.Identify any outstanding correcting responsibilities in advance of maternity leave and identify a nominated academic staff member who will be tasked with this correcting. Ensure a grading rubrics/model answer is provided before the maternity leave, where possible.			
5.5.3	Improve supports for staff returning to work after maternity and adoption leave.	Staff who take maternity leave need support to ensure that their career development is not disadvantaged as a	a. Returning academics (AP/L or above grade) can apply for either a semester 'buy-out' from teaching, or monetary support (up to €15,000) for research-related activities to aid in the re-	a. Included in budget for 2019/20 so will be implemented from Sept	a. HoS and UCDMR. b. EDI group and School office. c. EDI group with HR.	AS survey will include questions about satisfaction with supports offered upon return to work after maternity leave. We would aim for at least 60% satisfaction

Action	Rationale	Steps	Timescale	Person Responsible	Success Measure
	result of taking that leave.	establishment of research during the transition back to work. b. Create awareness about the UCD Buddy system to all staff within the School to encourage participation (including volunteering to be a buddy) within this programme by disseminating regularly within the staff newsletter and advertising on the EDI website. c. Develop an information leaflet for all returning staff to highlight all supports available within UCD and SoM including parental leave rights, the buddy system, breastfeeding facilities and funding supports for academic staff. This leaflet will be sent to all staff by the School Office upon return to work.	2019 onwards. b. This information will be included in the staff newsletter regularly from June 2019 and on the EDI webpage once developed. c. Completed by July 2020 and reviewed annually.		with support upon return to work from 2020 onwards.

	Action	Rationale	Steps	Timescale	Person Responsible	Success Measure
5.5.4	Aim to increase the number of applications for research fellowships especially from female researchers.	Female postdoctoral researchers are seen as especially vulnerable when they take maternity leave. They need support to be ready and able to apply for research fellowships as they arise.	a. We will encourage supervisors of Postdoctoral Researchers to discuss funding opportunities for research fellowships during the RS&CD appraisal process and to actively support their postdocs and other researchers in applying for the schemes especially those designed for female applicants. b. We will liaise with UCDResearch to identify relevant fellowship schemes and advertise them to our postdocs. c. We will provide administrative support to females applying for fellowships who are on or have recently returned from maternity leave.	a. June 2019 and onwards. b. September 2019 and ongoing. c. From September 2019 onwards.	a. Associate Dean for Research. b. UCD Research and UCDMR. c. Associate Dean for Research and UCDMR.	25% increase in the fraction of female postdoctoral researchers applying for fellowships by 2021. We will capture satisfaction with support for fellowship applications in survey in 2020 and 2022, aim for 70% satisfaction.

	Action	Rationale	Steps	Timescale	Person Responsible	Success Measure
5.5.5	Improve culture in SoM around taking of paternity and parental leave and increase uptake.	Evidence suggests that there is a culture in SoM that is not conducive to taking of parental or paternity leave.	a. Identify cover for teaching for paternity leave seeking staff-members where possible well in advance of leave. Offer teaching opportunity to senior postdocs in pursuit of teaching experience to help with cover whenever possible (see Action 5.3.3). b. Explain the difference and provide greater awareness to male staff about their rights to take both parental and paternity leave in staff induction booklet, return to work information leaflet (Action 5.5.3) and staff e-zine notices. c. Call for staff taking paternity and parental leave to act as role models in SoM for how workload can be adjusted appropriately.	a. May 2019 and onwards. b. June 2019 and onwards. c. Appeal for role models at AS question and answer session (Action 5.6.1) and ongoing thereafter.	a. Heads of subjects and SLs. b. School office, EDI group with CHAS HR representative. c. EDI Chairperson.	100% increase in the number of academic staff taking paternity and parental leave by 2021. Aim for 60% of staff will indicate in response to staff surveys in 2020 and 2022 that the school supports and promotes the taking of parental and paternity leave.

	Action	Rationale	Steps	Timescale	Person Responsible	Success Measure
5.5.6	SoM will provide greater transparency and consistency around flexible working arrangements and will facilitate flexible working arrangments as far as is practical.	Feedback from staff indicates that there is a consistent approach within SoM to arrangements for flexible working.	a. Provide information to staff about flexible working arrangements available to staff in UCD in staff induction booklet and on the EDI website to increase transparency about such facilities within SoM. b. To facilitate attendance at meetings SoM will create greater awareness of conference calling equipment for school-related activities (teaching or research) by disseminating through SLs and school newsletters. c. Implement an appeals process (to HoS or his nominee) for staff members who have been refused flexible working arrangements by their line manager. Line managers in turn will have to strongly	a. Complete by December 2019. b. September 2019 and ongoing. c. To be in place by September 2019. d. From April 2020 and ongoing.	a. EDI group with CHAS HR representative. b. Communications manager and EDI Chairperson. c. AS SAT Chairperson and HoS. d. All committee Chairs.	Feedback from staff focus groups and staff surveys in 2020 and 2022 will indicate that at least 60% of staff believe that flexible working is promoted in the SoM. Less than 10% of staff will report any difficulty in negotiating flexible working.

	Action	Rationale	Steps	Timescale	Person Responsible	Success Measure
			justify flexible working cannot be facilitated. d. Committee Chairs will endeavour to ensure committee meetings can be rotated around by day and time to optimise participation and accommodate differing work schedules.			
5.5.7	Offer support to staff returning from career breaks.	No policy available in UCD on supports offered to staff returning from career breaks.	a. Line managers and HR will discuss with staff to identify what supports are required to aid their transition back to work after long career breaks and work with staff to identify approriate supports available in UCD. b. Professional training in systems that may have changed during periods of absence will be offered through the UCD People and	Within one month of staff returning to work.	a and b. Line managers and CHAS HR representative.	The number of cases will be low but where they do occur we aim that all such staff will indicate in staff survey that they have been offered support and that this has helped them in their transition back to the workplace.

	Action	Rationale	Steps	Timescale	Person Responsible	Success Measure
			Organisation Development programme.			
Section 5 **Subsection 5.6:** *Organisation and Culture*						
5.6.1	Embed Athena SWAN principles in the SoM.	Need to encourage engagement of SoM staff with AS, successful AP will require engagement with whole school.	a. Update our EDI website quarterly with updates on AS and implementation of the AP. b. Share the SoM AS application for AS bronze award with all staff. c. Hold AS question and answer session at all school meeting after submission.	a. Quarterly from Jan 2020 onwards. b. May 2019. c. June 2019. d. Every semester starting	a and b. EDI Chairperson. c. Communications manager and EDI Chairperson. d. HoS. e. All programme leads.	At least 70% of both staff and students will indicate awareness of EDI promotion in SoM in staff surveys in 2020 and 2022.

	Action	Rationale	Steps	Timescale	Person Responsible	Success Measure
			d. AS and EDI to be standing item at all school meetings and at SEMC monthly meetings. e. SoM commitment to EDI to be a feature of all school student orientation talks.	September 2019. e. Annually every September.		
5.6.2	Revise format of all school meetings.	Staff have indicated change in format of all school meetings would be welcome.	HoS to host a one hour all school meetings each semester and include an update on "what is happening in the school".	Start semester one 2019/20 and every semester thereafter.	HoS and school office.	Minimum 60% of staff will indicate in staff surveys in 2020 and 2022 that they believe all school meetings are informative and relevant.
5.6.3	Promote sense of community within SoM.	AS survey indicates that a sense of community is lacking in the SoM.	a. Include in school budget for 2019/20 School communications manager. b. Make school Christmas lunch an annual event. c. Mark International Women's Day each year with daytime social event to celebrate all women in in	a. Completed. b. Completed. c. Annually started March 2018.	a. HoS. b. School Office. c. EDI group. d. EDI group. e. EDI group. f. EDI group.	Minimum of 50% staff and students of both genders will report a sense of belonging to the school in staff survey by 2022.

	Action	Rationale	Steps	Timescale	Person Responsible	Success Measure
			SoM, include events at hospital sites. d. Mark International Men's Day each year with daytime social event to celebrate all men in SoM, include events at hospital sites. e. Hold focus group with students to identify why some students, especially female students do not feel a sense of belonging to SoM and address issues identified. f. Include promotion of sense of community for all (including students) in terms of reference of SoM EDI group.	d. Annually starting November 2019. e. Semester two 2019/20. f. October 2019.		
5.6.4	Improve awareness of how to report instances of unfair treatment.	Staff have indicated that they do not know how to report instances where they	a. CHAS HR representative to be invited to all school meeting to clarify to staff UCD policies and process on how to report instances	a. Semester one 2019/20.	a-c EDI Chairperson with CHAS HR representative.	At least 60% of staff in all categories indicate that they know how to report instances of unfair

	Action	Rationale	Steps	Timescale	Person Responsible	Success Measure
		feel they have been treated unfavourably.	where they feel they have been treated unfavourably. b. School in conjunction with HR to circulate policy details on dealing with instances where they feel that they have been treated unfavourably to all staff and include on SoM EDI webpages clear pointers to UCD and SoM policies around reporting problem solutions. c. UCD Dignity and Respect policy to be circulated to all line managers of academic, research and administrative staff to help them deal fairly with staff in both routine and exceptional circumstances.	b. Semester one 2019/20 c. Semester one 2019/20		treatment in staff surveys in 2020 and 2022.
5.6.5	Work towards minimum 40% representation of any	Not all committees in SoM are gender balanced. Expressions	a. Meet with committee Chairs of committees that do not have minimum 40%	a. Academic year 2019/20,	a. EDI Chairperson and HoS.	At least 50% of staff report transparency around how committee

Action	Rationale	Steps	Timescale	Person Responsible	Success Measure
one gender on all committees in SoM and increase number of applications for committee Chair roles when they arise.	of interest for committee roles are low.	representation of either gender to discuss membership and devise strategy to increase membership of underrepresented gender.

b. Rotate committee Chairs every four years.

c. Take gender representation into account when replacing or adding members to a committee.

d. Prioritise membership renewal of the EMS committee with a view to addressing gender balance.

e. Release call for expressions of interest for all committee Chairs when they become vacant and ensure it is clear in the call what | start Sept 2019.

b. Every four years (date will vary with committee).

c. Ongoing.

d. September 2019.

e. As committee Chairs become vacant (at least every four years). | b. HoS.

c. Committee Chairs.

d. Chair of EMS committee.

e. HoS. | Chairs and roles are allocated in SoM in staff surveys.
There are at least three expressions of interest for all roles advertised in SoM.
Gender balance on all committees achieved by September 2020 or justification given. |

	Action	Rationale	Steps	Timescale	Person Responsible	Success Measure
			experience required and what the job entails.			
5.6.6	Encourage all staff to participate on external committees.	Participation on external committees is important for career progression, currently we do not capture this data in SoM.	a. Generate online form which staff can populate with details of all external committee membership and activity. b. Generate database of SoM staff serving on external committees and monitor gender balance. c. Highlight staff activity on external committees as a means of encouraging others to participate.	a. Semester one 2019/20. b. Ongoing starting semester one 2019/20. c. Ongoing starting semester one 2019/20.	a, b and c School office.	By October 2020 we will have a database of staff participation on external committees with a minimum 70% of academic staff, 50% of research staff and 30% of PS staff report in AS survey in 2022 that they are encouraged to participate on external committees.
5.6.7	Improve transparency around allocation of workload in SoM.	Overwhelming sense of lack of transparency around workload model in SoM. Staff report not being aware of workload model.	a. Circulate document outlining SoM workload model and how it is implemented to all academic staff. b. Identify funding for personnel to ensure	a. February 2020. b. April 2020. (Budget planning for academic	a. HoS and SLs. b. HoS and SLs. c. HoS and SLs.	In staff survey in 2022 at least 60% of academic staff report that they know of and understand the workload allocation model in SoM. Changes made to workload allocation

	Action	Rationale	Steps	Timescale	Person Responsible	Success Measure
			workload model and data is updated more regularly. c. Survey workload model data to model to what extent shifts in teaching workload to more senior level would redress gender imbalanced teaching loads.	year 2020/21). c. Start September 2020 and ongoing.		reflected in self-reporting of workload.
5.6.8	Review the timings of meetings and social gatherings in SoM.	More females than males and high proportion of PS staff indicate that they do not think meetings are always held within core meeting hours.	a. Highlight core working hours to all staff via email, newsletters and EDI website. b. Survey PS staff on all sites on how implementation of the core working hours in SoM is working for them and address any issues that are identified. c. Schedule "all school meetings" for mornings/Lunchtime as much as possible to accommodate those who work mornings only.	a. Start August 2019 and ongoing. b. September – December 2019 for consultation and issues then addressed as soon as possible. c. Semester one 2019/20 and ongoing.	a. AS SAT Chair and School Office. b. AS SAT Chair and School Office c. Director of Strategic Development and School Office. d. Director of Strategic Development and School Office.	Identification of meetings not held within core working hours. Minimisation of out of hours meetings and solutions sought to ensure staff not disadvantaged as a result of such meetings 90% of staff report in school survey in 2022 that meetings are held regularly or always within core working hours in SoM.

	Action	Rationale	Steps	Timescale	Person Responsible	Success Measure
			d. Consider part time workers when scheduling social gatherings and guest lectures. Move guest lectures to morning or lunchtime spots as much as possible.	d. Semester one 2019/20 and ongoing.		
5.6.9	Ensure gender balance of role models in SoM.	SoM recognises the value of academic role models of both genders for our students. Due to the large number of female students on our programmes female role models and gender balance is essential.	a. Monitor gender balance of speakers and Chairpersons of seminars and workshops organised in the SoM. b. The reasons for any gender imbalance, if it occurs, will be identified and solutions sought to rectify it. c. SoM EDI webpage will highlight positive developments and features of EDI advancement in SoM and highlight female role models.	a. Start September 2019 and ongoing. b. September 2020 after review of previous year's data. c. Ongoing	a. School Office. b. School Office in conjunction with unit where gender imbalance occurs. c. EDI Chairperson and EDI group.	Database of speakers at SoM and analysis of gender balance compiled annually. Gender balance of speakers and Chairpersons at events in SoM. Role models in SoM are gender balanced based on results from analysis of data compiled in years 2019/20 and 2020/21.
5.6.10	Record staff and student participation in outreach activities in	We currently do not have any systematic method of collecting	Develop a self-reporting portal for staff and students to record outreach activities.	June – September 2019.	School office in conjunction with UCD IT services.	We will have accurate data on outreach activity and numbers and genders of participants for

Action	Rationale	Steps	Timescale	Person Responsible	Success Measure
the SoM and monitor for gender.	data on outreach activity in the school.				renewal of Athena SWAN awards.