UCD School of Economics Gender Equality Action Plan (GEAP)

1. The Self-Assessment Process						
Objective: Ensure buy-in by entire SoE for EDI initiatives, including the SoE AS Action Plan.						
No.	**Action**	**Further details/Rationale**	**Responsibility**	**Start date**	**End date**	**Success measure**
3.1	Build our EDI policies and AS action points into the new five-year SoE plan.	To ensure that the AS Action Plan is a prominent aspect of long-term SoE goals.	HoS	2020:Q1	2025:Q2	New SoE five-year plan with EDI policy embedded and circulated to 100% of staff.
3.2	Establish an EDI committee that oversees the integration of EDI into the SoE. This includes:					
	• Setting the terms of reference for the SoE EDI Committee.	To establish well-functioning EDI committee to implement AS Action Plan.	Chair of EDI Committee	2020:Q1	2020:Q1	Terms of reference developed and included on EDI section of SoE webpage.
	• Holding an annual SoE EDI meeting.	To give all staff a voice in EDI issues and SoE decisions.	Chair of EDI Committee	2020:Q2	Ongoing	Annual minuted meeting with minutes distributed to 100% of staff.
	• Having EDI as a standing item on SoE meetings and SoE Executive Committee meetings.	To maintain EDI as a SoE area of focus.	School Manager	2019:Q4	Ongoing	Updates on AS/EDI shared, minuted, and distributed to 100% of staff.
	• Ensuring gender proportional representation of females and males on SoE EDI Committee.	To ensure female voice in SoE decisions and address gender imbalance in SAT.	Chair of EDI Committee	2020:Q2	Ongoing	Gender balance on EDI Committee matches gender balance in overall staff.
	• Including EDI policies in SoE induction, including induction meetings and handbook.	To embed new staff in SoE inclusive culture. As preparations for silver AS award begin, this will expand to include inclusion along multiple dimensions.	Chair of EDI Committee	2019:Q4	Ongoing	Induction meeting held with and handbook distributed to 100% of new staff.

	• Creating EDI section on SoE website with branded AS Bronze logo to highlight EDI policies, advertise upcoming EDI events, and provide links to other EDI initiatives inside and outside UCD.	To increase awareness of SoE EDI policies and EDI issues.	School Manager	2020:Q2	Ongoing	EDI section on SoE webpage created.
	• Highlighting ISWE involvement, AS award (if received) in all media.	To promote studying in the SoE to underrepresented groups.	Senior Executive Assistant	2020:Q3	Ongoing	ISWE/AS branding included in 100% of media.

Objective: Establish the Irish Society for Women in Economics (ISWE) to support SoE EDI initiatives, improve visibility of female role models, and provide a forum for mutual support among female economists from secondary school onwards.

No.	Action	Further details/Rationale	Responsibility	Start date	End date	Success measure
3.3	Establish the ISWE via an initial SoE fund of €10,000.	To provide a mechanism for increased support for female economists at all levels including career progression and role model visibility. As preparations for silver AS applications begin, consider how this can also support greater EDI initiatives.	Deputy Head of PG Programmes and Research; Chair of EDI Committee	2020:Q3	2020:Q3	Terms of reference for ISWE established and included on EDI section of SoE webpage. Account for ISWE with funds set up. Minimum of two events per year held (one on careers, one on research).

Objective: Develop procedures for regular data collection and analysis to support gender tracking and revise staff and student surveys so as to achieve a 10% and 20% increase in respective participation rates for surveys in 2023:Q1 when applying for of AS Bronze renewal (if awarded).

No.	Action	Further details/Rationale	Responsibility	Start date	End date	Success measure
3.4	Use UCD's gender analytics dashboard and in-school record keeping to track student and staff data and then disseminate on the SoE's EDI website. This includes:	To measure success of Action Plan and update/refine approaches if needed to meet targets. Include data on ethnicity and race to prepare for eventual AS Silver application once UCD				

		central administration collates the necessary data as laid out in its Gender Equality Action Plan 2020-2024.				
	• General student data.	To measure success of Action Plan targets.	School Manager	2020:Q2	Ongoing	Annual report to School Executive that is minuted and then distributed to SoE.
	• General staff data.	To measure success of Action Plan targets	HoS	2020:Q2	Ongoing	Annual report to School Executive that is minuted and then distributed to SoE.
	• Data on those who switch between JH and single major degrees.	To achieve 50/50 gender balance in switchers, and thus achieve a 10% increase in the share of women in single majors.	Deputy Head of Undergraduate Programmes	2020:Q1	Ongoing	50/50 gender balance in switchers, and thus achieve a 10% increase in the share of women in single majors.
	• Data on applications, progression, and completion rates for research PG students.	To develop heretofore missing information on potential gender issues.	PhD Director	2020:Q1	Ongoing	Information distributed at annual minuted meeting with minutes distributed to 100% of staff.
	• Track post-UCD placement of postdocs.	To track trends in the market to better prepare postdocs for the job market.	Deputy Head of PG Programmes and Research	2020:Q2	Ongoing	Annual report presented to the SoE Executive Committee, with results minuted.
	• Track post-UCD placement of research PG students.	To track trends in the market to better provide students with skills needed for career progression.	PhD Director	2019:Q3	Ongoing	Annual report presented to the SoE Executive Committee, with results minuted.
	• Maintain records on SoE staff participation in external committees.	To facility equitable administrative allocation.	School Manager	2019:Q2	Ongoing	Worksheet provide to School Executive for annual meeting to allocate workload for next academic year.
	• Disseminate gender analytics data (subject to GDPR restrictions) on the EDI section of SoE website.	To increase awareness of Action Plan success. As UCD begins to collect data beyond gender, use this as a springboard for AS Silver	Chair of EDI Committee	2020:Q2	Ongoing	Information included on SoE EDI webpage.

		application.				
3.5	Conduct student/staff surveys and focus groups every 4 years.	To measure success of Action Plan. Also use this as part of preparations for eventual AS Silver application.	Chair of EDI Committee	2023:Q1	2023:Q1	Initial data for AS renewal application collected. Increase response rate over initial student survey by 20% and over initial staff survey by 10%.

**2. Picture of the Department – Student Data**

Objective: Increase the share of female applicants to the JH programme by 20% to achieve a 10% increase in female share of the JH programme by 2022:Q3

No.	Action	Further details/Rationale	Responsibility	Start date	End date	Success measure
4.1	Develop online "Careers in Economics" videos.	To dispel the perception that economics degrees lead to a narrow set of careers.	Senior Executive Assistant	2020:Q1	2020:Q3	Eight videos with equal gender representation posted on SoE website.
4.2	Include 2 "taster lectures" on field topics in the first year 'Introduction to Economics' module.	To dispel the perception that economics degrees lead to a narrow set of careers and to increase retention and progression rates among JH students by 5%.	Deputy Head of Undergraduate Programmes	2020:Q1	Ongoing	All first-year economics students (approx. 475) taking the 'Introduction to Economics' will attend the tasters lectures. Retention and progression rates increased by 5%.
4.3	Ensure gender representation in:	To increase role model visibility.				
	• Promotional events using a 40/60 staff gender representation.	• This covers events such as UG Open Day, Economics Open Evening, PG Open Day, etc.	Senior Executive Assistant; MSc Director; PhD Director	2019:Q3	Ongoing	40/60 gender split at promotional events.
	• Promotional materials using a 50/50 gender representation. Specifically highlight EDI (including AS certification).	• This includes printed and online materials aimed at UG and PG students.	Senior Executive Assistant; MSc Director; PhD Director	2019:Q3	Ongoing	Equal gender representation in 100% of media.
4.4	Hold an annual ISWE Career Event on careers for women in economics. Specific steps include:	To dispel myths about careers in economics.				
	• Inviting 500 female secondary school students to annual ISWE event.	To increase role model visibility and awareness of SoE inclusivity.	Chair of ISWE	2020:Q3	Ongoing	50 secondary school students per year attending.
	• Inviting all UG and PG	To increase role model	Chair of ISWE	2020:Q3	Ongoing	Attendance by 30 UG women

	women studying economics.	visibility and interest in switching to single majors.				and 15 PG women.
	• Discussing PG programmes in career progression.	To encourage female PG applications.	Chair of ISWE	2020:Q3	Ongoing	Attendance by 30 UG women and 15 PG women.
	• Discussing the MSc Quantitative Economics degree as a stepping stone for later PhD study.	To increase awareness of PhD level studies among underrepresented groups.	MSc Director	2020:Q3	Ongoing	Attendance by 30 UG women and 15 PG women.
	• Discussing the nature of PhD studies, the structure of the SoE PhD programme, and potential career paths for PhD graduates.	To increase awareness of the SoE's PhD programme, thus increasing female application rates.	PhD Director	2020:Q3	Ongoing	Attendance by 30 UG women and 15 PG women.
	• Participation by 3 current female PhD to discuss their experiences.	To increase awareness of and interest in research PG studies, encouraging more female students to apply for the MSc Quantitative Economics.	Chair of ISWE; PhD Director	2020:Q3	Ongoing	Participation by 3 research PG women.
4.5	Include a new section in the SoE UG handbook on EDI policies. Include slides about EDI policies and culture in first week of lectures in core modules.	To increase female retention and completion rates by 5% by communicating and promoting SoE commitment to diversity to students.	Deputy Head of Undergraduate Programmes; Chair of EDI Committee	2020:Q3	2022:Q4	EDI section included in SoE UG handbook. Also include a question on the usefulness of the handbook in further student surveys (AP3.5).
4.6	Send targeted emails regarding EDI events (including ISWE events) to all economics students (JH, SH, and PG).	To increase awareness of SoE EDI policies and inclusivity.	Chair of EDI Committee	2020:Q1	Ongoing	1 email per trimester (minimum).

See also: AP3.2 (branding of EDI on SoE webpage and materials)

Objective: Increase the share of women in SH applications by 20% to increase enrolment share by 10% by 2022.

No.	Action	Further details/Rationale	Responsibility	Start date	End date	Success measure
4.7	Increase awareness of SH requirements and entry/exit	To promote studying in the SoE to underrepresented				

	routes by:	groups.				
	• Presenting data on CAO applications by gender at the annual SoE Open Evening for secondary school students.	• Make it clear that women choosing SH are just as prepared as men.	Deputy Head of Undergraduate Programmes	2019:Q4	Ongoing	Annual presentation to 50 secondary school students.
	• Including information on module options and ability to switch from JH to single majors in marketing material.	• Make it clear that switching is an option. Note that there are no limits on the number of students on who can switch.	Deputy Head of Undergraduate Programmes	2019:Q4	Ongoing	Marketing material includes programme options.

See also: **AP3.2** *(branding of EDI on SoE webpage and materials),* **AP4.1** *(careers in economics videos),* **AP4.2** *(taster lectures),* **AP4.3** *(gender representation at promotional events and in media),* **AP4.4** *(ISWE career event),* **AP4.6** *(EDI event communication)*

Objective: Achieve 50% female representation in switchers from JH to single majors by 2022:Q3.

No.	Action	Further details/Rationale	Responsibility	Start date	End date	Success measure
4.8	Host annual lunch for UG female students and female staff. At this event:	To increase role model visibility and interest in switching.	Chair of ISWE	2020:Q3	Ongoing	Attendance by 20 UG women.
	• Include presentation on PG programmes (AP4.11) highlighting career paths arising from the MSc programmes.	To dispel the perception that the MSc in Quantitative Economics leads to careers in male orientated industries.	MSc Director	2020:Q3	Ongoing	Attendance by 20 UG women.

See also: **AP4.7** *(disseminate CAO data on SH and highlight JH/single majors switching)*

Objective: Increase the share of female taught PGs applications to the MSc in Applied Economics and the MSc in Behavioural Economics by 20% each to increase the female enrolment share in each by 10% by 2022.

No.	Action	Further details/Rationale	Responsibility	Start date	End date	Success measure
4.9	Require a 40/60 gender split among SH and JH UG class representatives.	To ensure equal ability to voice concerns and increase female UG engagement with the SoE.	Deputy Head of Undergraduate Programmes	2020:Q3	Ongoing	40/60 gender split among SH and JH UG class representative.
4.10	Include information on EDI, the SoE ISWE involvement, and AS	To increase awareness of SoE's EDI policies.	MSc Director	2020:Q3	Ongoing	100% of MSc candidates receive one email about SoE's

						EDI policies.
	award (if received) in one-on-one contact with MSc Director to students offered a MSc place.					

See also: AP3.2 (branding of EDI on SoE website and media), AP4.3 (gender representation at promotional events), AP4.4 (ISWE career event), AP4.8 (annual staff/student lunch)

Objective: Increase share of female taught PGs in MSc Quantitative Economics by 20% by 2022.

No.	Action	Further details/Rationale	Responsibility	Start date	End date	Success measure
4.11	Offer the highest GPA female applicant to the MSc in Quantitative Economics programme a fee waiver annually.	To increase female MSc acceptance rates.	MSc Director	2020:Q3	Ongoing	1 MSc fee waiver offered to incoming MSc Quantitative student. Also, extend an invitation to speak at ISWE career event (AP4.4) to each winner.

See also: AP3.2 (branding of EDI on SoE website and media), AP4.3 (gender representation at promotional events), AP4.4 (ISWE career event), AP4.8 (annual staff/student lunch), AP4.9 (gender representation in class representatives), AP4.10 (EDI in one-on-one taught PG contact)

Objective: Increase the share of female research PGs applications by 20% to achieve 10% increase in enrolment share by 2022.

No.	Action	Further details/Rationale	Responsibility	Start date	End date	Success measure
4.12	Include information on EDI, the SoE ISWE involvement, and AS award (if received) in one-on-one contact between potential supervisor and students offered a research PG position.	To increase awareness of SoE EDI policies and inclusivity.	PhD Director	2020:Q3	Ongoing	100% of research PG candidates receive one email about SoE's EDI policies.
4.13	Conduct an "exit interview" to identify what outgoing students believe will encourage applications and offer acceptance by potential students.	To feed into future revisions of promotional materials.	Deputy Head of PG Programmes and Research	2020:Q2	Ongoing	Exit interview conducted with 100% of outgoing research PG students.

See also: AP3.4 (data collection, including postgrad placements), AP4.3 (gender representation at promotional events), AP4.4 (ISWE career event), AP4.11 (fee waiver for MSc in Quantitative Economics)

	3. Picture of the Department – Staff Data					
Objective: Increase the number of female associate professors by 50% by 2023 via a minimum of 3 female assistant professor promotion applications by 2021.						
No.	**Action**	**Further details/Rationale**	**Responsibility**	**Start date**	**End date**	**Success measure**
4.14	HoS will directly approach all assistant and associate professors for one-on-one meeting regarding individual career progression.	To evaluate an individual's readiness for promotion and, when gaps are identified, develop a plan to achieve readiness.	HoS	2019:Q3	Ongoing	Annual meeting between HoS and 100% of assistant and associate professors conducted.
4.15	Assign all staff a mentor from within the SoE.	To provide staff an additional sounding board for when to apply for promotion.	HoS	2018:Q4	Ongoing	100% of all staff assigned a mentor.
4.16	Establish a school-funded, external mentor award of €3,000.	To support reciprocal travel between a SoE staff member and a high-profile external mentor, providing another sounding board for promotion readiness and fostering external research networks.	Deputy Head of PG Programmes and Research	2020:Q1	Ongoing	1 award per year issued with funding to cover a two-year period.
4.17	Hold annual SoE workshop on promotions for all staff and one specifically for female staff led by ISWE.	To disseminate information on promotions process to all staff and re-focus SoE culture regarding promotions. Note that this will specifically include male and female staff who have recently been promoted.	School Manager; HoS; Chair of ISWE	2018:Q4; 2020:Q3	Ongoing	Annual promotions workshop held and attended by 15 staff (male & female); Annual ISWE career progression event held and attended by 8 female staff.
4.18	Conduct post-promotion decision meetings with all staff applying for promotion.	To gather information on how best to develop future applications and to provide SoE support to rectify noted areas needing improvement.	HoS	2019:Q3	Ongoing	Post-promotion decision meetings conducted with 100% of staff who applied for promotions.

Objective: Achieve one female promotion to professor and one female promotion to full professor by 2021.

No.	Action	Further details/Rationale	Responsibility	Start date	End date	Success measure
4.19	HoS will directly approach candidates at relevant grades and work with them to prepare promotion applications for submission to professor and full professor.	To evaluate an individual's readiness for promotion to professor and, when gaps are identified, develop a plan to achieve readiness.	HoS	2020:Q2	Ongoing	At least one meeting between HoS and staff member eligible to apply for professor or full professor position held.
4.20	Apply for a Senior Academic Leadership Post (SALI) by 2019:Q3.	To provide external funding to hire a new, female full professor. If unsuccessful, apply again in subsequent rounds.	HoS	2019:Q3	Ongoing	SALI Application submitted in September 2019.

See also: AP4.15 (mentoring), AP4.17 (promotions workshop), AP4.18 (post-promotion meetings)

Objective: Have a female HoS by 2024 (i.e. one of the next two heads will be female; current head continues on to 2021). This timeline gives time for promotion of a female to full professor and an induction period before taking on the HoS role. This also ensures visibility of female voice in SoE decisions.

No.	Action	Further details/Rationale	Responsibility	Start date	End date	Success measure
4.21	Provide additional €,1000 annual research support to HoS.	To encourage uptake of the role of HoS.	HoS	2019:Q2	Ongoing	€1,000 deposited in HoS's research account.

Objective: Achieve proportional distribution of female and male staff across teaching and administrative roles (i.e. half of women in an administrative role assigned to research roles, the other half assigned to teaching roles, with the same for men) by 2020:Q3.

No.	Action	Further details/Rationale	Responsibility	Start date	End date	Success measure
4.22	Allocate workload with a specific gender-conscious approach. This will involve:					
	• Shifting assignment of administrative and teaching roles from HoS to School Executive Committee.	To ensure gender balance in those making assignments and provide HoS with additional support in dealing with issues when unpopular roles are assigned. Also flattens SoE administrative hierarchy increasing voice of all staff in workload decisions.	School Executive	2020:Q1	Ongoing	One annual meeting of the SoE Executive Committee conducted to allocate administrative and teaching assignments.

	• Altering the gender composition of Deputy Head of Undergraduate Programmes and Deputy Head of PG Programmes and Research positions each time they are filled.	To ensure visibility of female voice in SoE decisions.	School Executive	2020:Q3	Ongoing	Gender of the two Deputy Head positions rotated on a rolling basis.
	• Introducing deputy positions under the PhD Director and MSc Director.	To lower the burden of these roles and ease transition into the Director roles.	HoS	2019:Q3	Ongoing	Two deputy director positions created and assigned.
	• Achieving a gender split across PhD Director, Deputy PhD Director, MSc Director, and Deputy MSc Director so that one male/one female are involved with the PhD programme and the same for the MSc programmes.	To ensure visibility of female voice in SoE decisions.	School Executive	2021:Q3	Ongoing	Gender split across 4 director/deputy directors positions achieved (one male/one female for each programme).
	• Including workload allocation as a standing item for all SoE Executive Committee, SoE meetings and annual Away Day.	To provide a venue in which all staff have an opportunity to provide equal voice on key issues.	School Manager	2019:Q3	Ongoing	Standing item on minuted meetings, the minutes of which are distributed to all staff.

Objective: Achieve continuation and sustainability of the above (AP4.14-AP4.22) by including the above in the SoE upcoming five-year plan.

See also: AP3.1 (SoE five-year plan)

Objective: Stabilise female postdocs share of at least 40% over rolling three-year window (rolling window due to small numbers) by 2022.

No.	Action	Further details/Rationale	Responsibility	Start date	End date	Success measure
4.23	Have all principal investigators (PIs) undergo unconscious bias training prior to hiring postdocs.	To level the playing field for underrepresented groups in the interview process. This will be phased in as additional PIs seek to hire.	Deputy Head of PG Programmes and Research	2019:Q4	Ongoing	100% of PIs have undergone unconscious bias training.

Objective: Maintain female staff share in BDIC and teaching only contracts of at least 40% over a rolling three-year window by 2022 (rolling window due to small numbers).

No.	Action	Further details/Rationale	Responsibility	Start date	End date	Success measure
4.24	Establish a gender focus for BDIC job searches and improve attractiveness of the positions by:					
	• Requiring 100% of SoE members on job market delegations, search committees, and interview boards to undergo unconscious bias training.	To level the playing field for underrepresented groups in interview process. As individual staff take on this and other roles (e.g. AP4.23) this will be phased in.	Head of Hiring Committee	2019:Q4	Ongoing	100% of staff involved in the hiring process have undergone unconscious bias training.
	• Requiring all BDIC shortlists to have at least 40% of female candidates.	To ensure greater gender equality in BDIC positions.	Head of Hiring Committee	2020:Q1	Ongoing	40% of BDIC shortlisted candidates are female.
	• Converting BDIC travel fund to BDIC staff research grant.	To provide additional research support for such fixed-term contract staff.	School Manager	2019:Q3	Ongoing	A €2,400 (current figure) research account with annual top-ups.
	• Shifting BDIC contracts from current three-year length to five-year length.	To appeal to female candidates who may value stability in order to establish a research record before advancing to their next role.	HoS	2020:Q1	Ongoing	All BDIC contracts are five-year positions.

Objective: Implement face-to-face exit interviews for all leaving staff by 2019:Q3.

No.	Action	Further details/Rationale	Responsibility	Start date	End date	Success measure
4.25	Establish exit interviews with all staff (incl. postdocs).	To identify barriers to career progression and their potential solutions.	HoS	2019:Q3	Ongoing	Exit interviews conducted with 100% of all staff who leave the SoE.

4. Supporting and Advancing Careers: Key Career Transition Points						
Objective: Increase the share of female job applications to the SoE by 10% by 2022.						
No.	**Action**	**Further details/Rationale**	**Responsibility**	**Start date**	**End date**	**Success measure**
5.1	Establish a norm of inclusive in job searches. This will be achieved by:					
	• Including a male and female contact email in job descriptions for informal queries.	To increase interest and applications among potential female applicants.	Head of Hiring Committee	2019:Q3	Ongoing	One male and female SoE staff member named in job description.
	• Distributing UCD and other job openings through ISWE channels (email list, social media, etc.).	To better disseminate information to potential female candidates.	Chair of ISWE	2020:Q3	Ongoing	100% of job openings distributed through ISWE mailing list and social media.
	• Using gender neutral job descriptions.	To eliminate any gender bias and explicitly refer to policies which support gender equality in the SoE.	Head of Hiring Committee	2019:Q3	Ongoing	Assess gender neutrality of 100% of job descriptions.
	• Including the SoE's dedication to flexible working arrangements in job descriptions.	To increase interest among potential female applicants.	Head of Hiring Committee	2019:Q3	Ongoing	Description of SoE's flexible working arrangements in 100% of job descriptions.
	• Having at least one of each gender in all delegations attending job market meetings.	To better appeal to female applicants.	Head of Hiring Committee	2019:Q3	Ongoing	At least one female SoE staff member in attendance at all job market meetings.
Objective: Achieve a minimum of 40% of each gender in all short-lists on average over a three year window (due to small number of hires) by 2019:Q3.						
No.	**Action**	**Further details/Rationale**	**Responsibility**	**Start date**	**End date**	**Success measure**
5.2	Improve inclusiveness in short listing. This will be achieved by:					
	• Requiring 100% SoE staff	To level the playing field for	HoS	2023:Q3	Ongoing	100% of SoE staff have

	have unconscious bias training. To be enforced via workload model.	underrepresented groups in interview process. This will be supported by the phasing in under AP4.23-24.				undertaken unconscious bias training by target date; interim targets of 30% by 2020:Q3; 50% by2021:Q3; 75% by 2022:Q3.
	• For all hires at professor and full professor, identify, directly contact, and encourage female applicants to apply if applicant pool seems unlikely to reach above the 40% target.	To increase the number of female applications for senior level positions.	Head of Hiring Committee	2019:Q4	Ongoing	Eligible female candidates are directly targeted and encouraged to apply for senior positions.
	• Including a budget plan for SoE provision of off-line unconscious bias training.	To level the playing field for underrepresented groups in interview process.	HoS	2020:Q2	Ongoing	Resources for provision of off-line unconscious bias training included in the SoE five-year plan.

***See also: AP4.23** (100% of PIs have unconscious bias training by 2020)*, **AP4.24** *(100% of staff involved with hiring to have unconscious bias training by 2020)*

Objective: Include EDI information for new SoE inductions by 2020:Q2.

No.	Action	Further details/Rationale	Responsibility	Start date	End date	Success measure
5.3	Implement induction with a strong EDI component by:					
	• Achieving 100% participation of new staff in UCD induction.	To embed new staff in UCD culture and broaden their network.	School Manager	2019:Q3	Ongoing	100% participation by new staff in UCD-level induction.
	• Allocating all new staff a "welcome buddy".	To embed new staff in SoE and increase the network of those they can ask for help when needed.	HoS	2020:Q3	Ongoing	100% of new staff allocated a "welcome buddy".
	• Developing a SoE welcome pack for new hires that specifically covers EDI policies.	To develop awareness of EDI policies and culture.	School Manager	2020:Q2	Ongoing	SoE welcome pack distributed to 100% of new hires.
	• Including specific EDI information (what to do if, and whom to contact)	To increase EDI awareness among new staff via a multifaceted approach.	Chair of EDI Committee	2020:Q3	Ongoing	EDI included in welcome pack that is distributed to 100% of new and existing staff.

	in welcome pack.					
	• Including meeting between Chair of EDI Committee and all new SoE staff as part of induction.	To reinforce awareness of EDI policies and culture beyond written methods.	Chair of EDI Committee	2020:Q3	Ongoing	Meeting between Chair of EDI Committee and 100% of new staff.

Objective: Increase the number of female associate professors by 50% by 2023 via a minimum of 3 female assistant professor promotion applications by 2021.

See also: AP3.1 (SoE five-year plan), AP4.14 (one-on-one HoS meetings on individual promotion opportunities), AP4.15 (SoE mentor), AP4.16 (external mentor award), AP4.17 (annual SoE promotions workshop), AP4.18 (post-promotion meetings)

Objective: Achieve one female promotion to professor and one female promotion to full professor by 2021.

See also: AP3.1 (SoE five-year plan), AP4.15 (SoE mentor), AP4.17 (annual SoE promotions workshop), AP4.18 (post-promotion meetings), AP4.19 (HoS approach potential candidates), AP4.20 (SALI application)

Objective: Achieve proportional distribution of female and male staff across teaching and administrative roles (i.e. half of women in an administrative role assigned to research roles, the other half assigned to teaching roles, with the same for men) by 2020:Q3.

See also: AP3.1 (SoE five-year plan), AP4.22 (allocate workload with a gender-conscious approach)

Objective: Increase research PG supervision so that the average points per staff member is equal across males and females by 2023:Q3.

No.	Action	Further details/Rationale	Responsibility	Start date	End date	Success measure
5.4	Encourage co-supervision of research PG students involving assistant and associate professors.	To increase the number of research PG students supervised by assistant professors, improving the OBRSS points for female staff members, and better distributions of supervision workload across the SoE.	PhD Director	2020:Q1	Ongoing	25% of each intake cohort of research PG students will be co-supervised.

5. Supporting and Advancing Careers: Career Development						
Objective: Require 100% of staff partake in at least one professional development course every three years by 2023:Q3.						
No.	**Action**	**Further details/Rationale**	**Responsibility**	**Start date**	**End date**	**Success measure**
5.5	Require that all staff engage in at least one professional development course every three years, including a teaching course every six years for academic staff.	To keep staff skills current and, for academic staff, to advance teaching methodology, especially regarding inclusive teaching methods.	HoS	2020:Q3	Ongoing	100% of staff participate in a professional development course every three years and one teaching course every six years for academic staff.
5.6	Conduct a workshop series on grants as part of professional development.	To Increase grant activity.	Deputy Head of PG Programmes and Research	2019:Q3	Ongoing	Conduct 4 workshops over 2 years.
5.7	Ensure that 100% of staff are P4G compliant.	To encourage all staff to consider how their short-term goals align with their long-term agenda and UCD goals.	HoS	2019:Q4	Ongoing	100% staff participation.
See also: AP4.14 (one-on-one HoS meetings on individual promotion opportunities), AP4.15 (SoE mentor), AP4.16 (external mentor award), AP4.17 (annual SoE promotions workshop), AP4.22 (allocate workload with a gender-conscious approach)						
Objective: Increase the number of female associate professors by 50% by 2023 via a minimum of 3 female assistant professor promotion applications by 2021 via mentoring.						
See also: AP4.14 (one-on-one HoS meetings on individual promotion opportunities), AP4.15 (SoE mentor), AP4.16 (external mentor award), AP4.17 (annual SoE promotions workshop), AP4.22 (allocate workload with a gender-conscious approach)						
Objective: Improve research support for BDIC staff by providing additional research funding by 2020.						
See also: AP4.24 (longer BDIC contracts, additional BDIC research support)						
Objective: Achieve a 10% increase in the proportion of postdocs stating "very satisfied/satisfied" to the statement "*I am given clear information about career pathways*" in the follow-up survey conducted as part of the reapplication for the AS Bronze Award.						
No.	**Action**	**Further details/Rationale**	**Responsibility**	**Start date**	**End date**	**Success measure**
5.8	Provide mock interviews to 100% of graduating research PG students, postdocs and staff approaching the end of a fixed-term contract.	To provide them with the interview skills needed for career progression.	PhD Director	2019:Q3	Ongoing	Provide mock interviews to 100% of graduating research PG students, postdocs and staff approaching the end of a fixed-term contract on the job market.
5.9	Promote research PG students	To increase visibility and	PhD Director	2019:Q3	Ongoing	Include 100% of research PG

	and postdocs seeking jobs on the SoE webpage.	career opportunities for postdocs.				students and postdocs on the job market on a dedicated section of the SoE webpage.

*See also: **AP3.4** (data collection), **AP5.11** (grant review)*

Objective: Achieve a 10% increase in the proportion of students stating 'very satisfied/satisfied' to the statement "*I am given clear information about career pathways*" in the follow-up student survey conducted as part of the reapplication for the AS Bronze Award.

No.	Action	Further details/Rationale	Responsibility	Start date	End date	Success measure
5.10	Provide €500 funding to research PG students interviewing at European Job Market Meetings.	To encourage academic careers, particularly for underrepresented groups.	PhD Director; HoS	2019:Q3	Ongoing	Have 50% of each finishing cohort take part in the European Job Market Meetings.

*See also: **AP3.4** (data collection), **AP5.8** (mock interviews), **AP5.9** (job candidates on website)*

Objective: Increase SoE grant capture by 10% by increasing the number of applications by 20% by 2023. This increase must be consistent across genders (i.e. a 10% increase in female grant capture and male grant capture).

No.	Action	Further details/Rationale	Responsibility	Start date	End date	Success measure
5.11	Introduce an internal grant review system that:					
	• Introduces internal grant review for all research PG grant applications.	To increase success rate of grant applications by providing feedback and the opportunity to learn from others' applications.	PhD Director; Deputy Head of PG Programmes and Research	2019:Q3	Ongoing	A minimum of 10 research PG grant applications reviewed annually.
	• Introduces voluntary internal grant review for postdocs and staff.	To increase success rate of grant applications by providing feedback and giving staff the opportunity to learn from the more experienced grant applicants.	Deputy Head of PG Programmes and Research	2019:Q3	Ongoing	Four grant proposals reviewed internally per year.
	• During internal grant review, include suggestions for co-application between professors/full professors and assistant/associate professors.	By encouraging professors/full professors to include early-career researchers on proposals, this will both provide mentoring and establish track records for assistant	Deputy Head of PG Programmes and Research	2019:Q3	Ongoing	One joint grant submission by a professor/full professor and an assistant/associate professor per year.

		and associate professors.				
	• Include a funding plan for a part-time SoE grant administrator in SoE five-year plan.	To provide additional SoE support for grant applications and administration to encourage more grant activity.	HoS	2020:Q2	Ongoing	Concrete funding plan for a part-time grant administrator.

*See also: **AP4.14** (one-on-one HoS meetings which includes grant discussion as part of progression), **AP5.6** (four-part grant workshop)*

6. Supporting and Advancing Careers: Flexible Working and Managing Career Breaks						
Objective: Develop a SoE Family Friendly Policy by 2020:Q2.						
No.	**Action**	**Further details/Rationale**	**Responsibility**	**Start date**	**End date**	**Success measure**
5.12	Introduce a Family Friendly Policy that:					
	• Includes Family Friendly Policy in EDI information provided to new staff and distribute to existing staff annually.	To encourage a SoE culture where all staff feel they are supported in maintaining work/life balance and keep them informed of their rights as UCD staff.	Chair of EDI Committee	2020:Q2	Ongoing	Family Friendly Policy provided to 100% of staff. Noted and minuted in first SoE meeting each academic year, with minutes distributed to 100% of staff.
	• Upon notification of intent to take leave, HoS meets with and discusses provisions in the Family Friendly Policy and agrees on specifics with individual staff member.	To encourage a SoE culture where all staff feel they are supported in maintaining work/life balance and keep them informed of their rights as UCD staff.	Chair of EDI Committee	2020:Q2	Ongoing	One meeting between HoS and staff member to specifically implement SoE Family Friendly Policy to support individual needs.
	• Includes in Family Friendly Policy specific supports prior to taking maternity leave (see AP Box 5.12 for details).	To encourage a SoE culture where all staff feel they are supported in maintaining work/life balance and keep them informed of their rights as UCD staff.	Chair of EDI Committee	2020:Q2	Ongoing	Family Friendly Policy distributed annually to all staff. Noted and minuted in first SoE meeting each academic year, with minutes distributed to 100% of staff.
	• Includes in Family Friendly Policy specific supports while on maternity leave (see AP Box 5.12 for details).	To encourage a SoE culture where all staff feel they are supported in maintaining work/life balance and keep them informed of their rights as UCD staff.	Chair of EDI Committee	2020:Q2	Ongoing	Family Friendly Policy distributed annually to all staff. Noted and minuted in first SoE meeting each academic year, with minutes distributed to 100% of staff.
	• Includes in Family Friendly Policy specific supports after returning from maternity leave (see AP Box 5.12 for	To encourage a SoE culture where all staff feel they are supported in maintaining work/life balance and keep them informed of their rights	Chair of EDI Committee	2020:Q2	Ongoing	Family Friendly Policy distributed annually to all staff. Noted and minuted in first SoE meeting each academic year, with minutes distributed to

details).	as UCD staff.				100% of staff.
• Includes in Family Friendly Policy specifics regarding SoE commitment to family-friendly working hours (see AP Box 5.12 for details).	To encourage a SoE culture where all staff feel they are supported in maintaining work/life balance and keep them informed of their rights as UCD staff.	Chair of EDI Committee	2020:Q2	Ongoing	Family Friendly Policy distributed annually to all staff. Noted and minuted in first SoE meeting each academic year, with minutes distributed to 100% of staff.
• Includes in Family Friendly Policy specific supports for those availing of paternity, adoptive, or parental leave (see AP Box 5.12 for details).	To encourage a SoE culture where all staff feel they are supported in maintaining work/life balance and keep them informed of their rights as UCD staff.	Chair of EDI Committee	2020:Q2	Ongoing	Family Friendly Policy distributed annually to all staff. Noted and minuted in first SoE meeting each academic year, with minutes distributed to 100% of staff.
• Includes in Family Friendly Policy specific supports for those encountering unexpected family challenges (see AP Box 5.12 for details).	To encourage a SoE culture where all staff feel they are supported in maintaining work/life balance and keep them informed of their rights as UCD staff.	Chair of EDI Committee	2020:Q2	Ongoing	Family Friendly Policy distributed annually to all staff. Noted and minuted in first SoE meeting each academic year, with minutes distributed to 100% of staff.
• Includes in Family Friendly Policy specific supports for those transitioning from part time to full time work (see AP Box 5.12 for details).	To encourage a SoE culture where all staff feel they are supported in maintaining work/life balance and keep them informed of their rights as UCD staff.	Chair of EDI Committee	2020:Q2	Ongoing	Family Friendly Policy distributed annually to all staff. Noted and minuted in first SoE meeting each academic year, with minutes distributed to 100% of staff.

7. Supporting and Advancing Careers: Organisation and Culture						

Objective: Increase staff events by nine events per year by 2020.

No.	Action	Further details/Rationale	Responsibility	Start date	End date	Success measure
5.13	Hold monthly lunches hosted by the SoE for staff, postdocs, and PhD students.	To promote collegiality and provide a venue for informal discussion.	School Manager	2019:Q1	Ongoing	Monthly lunches during term with a target of 40 attendees at each.
5.14	Hold annual Away Day for faculty and administrators.	To promote collegiality and provide all staff an opportunity to have an equal voice on key issues.	School Manager	2019:Q3	Ongoing	Annual Away Day that includes a minimum of 65% of faculty and administrators.
5.15	Hold family friendly annual event for all staff, postdocs, and research PG students.	To promote collegiality and improve understanding of one another's individual family demands.	School Manager	2020:Q2	Ongoing	Annual family friendly event that includes a minimum of 50% of staff, postdocs, research PG students (and their families).

Objective: Achieve responses in staff survey so that 0% feel uncomfortable reporting instances where they personally feel they have been treated unfavourably and so that 100% of staff know whom they should approach if an issue around equality or inclusion needs to be addressed.

No.	Action	Further details/Rationale	Responsibility	Start date	End date	Success measure
5.16	Improve dissemination of EDI contacts point in SoE by:					
	• HoS verbally reading out information on EDI contacts and policies at first SoE school meeting of each academic year.	To take a proactive and multifaceted approach to raising awareness of EDI concerns.	HoS	2020:Q3	Ongoing	Annual announcement at minuted meeting with minutes distributed to 100% of staff.
	• Including specific EDI information on SoE EDI webpage on whom to contact for EDI concerns.	To provide specific designate names and contact information for EDI concerns.	Senior Executive Assistant	2020:Q3	Ongoing	List of contacts on EDI section of SoE webpage that includes a minimum of two contacts of each gender. Information also distributed to students and staff annual via email.

*See also: AP3.1 (embed EDI in five-year plan), **AP3.2** (EDI Committee and increased SoE EDI visibility, **AP5.3** (EDI in SoE induction)*

Objective: Achieve proportional distribution of female and male staff across teaching and administrative roles (i.e. half of women in an administrative role assigned to research roles, the other half assigned to teaching roles, with the same for men) by 2020:Q3.

See also: **AP3.1** *(embed EDI in five-year plan)*, **AP4.22** *(allocate workload with a gender-conscious approach)*						
Objective: Maintain complete and up-to-date records on internal and external committee activity by 2019:Q3 and include this in workload allocation.						
*See also: **AP3.4** (data collection and record keeping), **AP4.14** (annual one-on-one meetings with HoS), **AP4.22** (allocate workload with a gender-conscious approach)*						
Objective: Achieve proportional distribution of female and male staff across teaching and administrative roles (i.e. half of women in an administrative role assigned to research roles, the other half assigned to teaching roles, with the same for men) by 2020:Q3						
*See also: **AP4.21**(female HoS), **AP4.22** (allocate workload with a gender-conscious approach)*						
Objective: Increase role model visibility by ensuring that 50% of female external seminar speakers are female by 2020:Q3.						
No.	**Action**	**Further details/Rationale**	**Responsibility**	**Start date**	**End date**	**Success measure**
5.17	Achieve 50% female representation in external seminar series.	To increase visibility of role models and improve female networking opportunities.	Head of Seminar Committee	2020:Q3	Ongoing	50% of female representation in external seminar series.
*See also: **AP4.1** (videos of alumni with 50/50 gender representation), **AP4.3** (gender representation at promotional events and in media), **AP4.4** (ISWE career event)*						
Objective: Establish an annual ISWE research event with a high-profile female economist as its keynote to increase role model visibility to begin in 2020/21.						
No.	**Action**	**Further details/Rationale**	**Responsibility**	**Start date**	**End date**	**Success measure**
5.18	Annual ISWE research workshop.	To increase visibility of female economists' research and improve networking opportunities.	Chair of ISWE	2021:Q2	Ongoing	Annual workshop with target of 12 presentations and 40 attendees.
Objective: Increase role model visibility by achieving a female share in SoE external roles (external examiner/viva examiners) of 40% by 2022/23.						
No.	**Action**	**Further details/Rationale**	**Responsibility**	**Start date**	**End date**	**Success measure**
5.19	Ensure the next SoE external examiner is female (Dublin campus).	To increase role model visibility.	HoS	2020:Q2	Ongoing	One female external examiner in SoE in place.
5.20	Monitor gender composition of PhD viva examiners and encourage the use of female examiners/chairs when this falls below 40% over a two year window.	To ensure female representation as internal examiners/chairs matches female representation in the SoE.	PhD Director	2019:Q3	Ongoing	40% of viva examiners/chairs are female.
Objective: Achieve gender proportionality at outreach events.						
*See also: **AP4.3** (gender representation at promotional events and in media), **AP4.22** (Allocate workload with a gender-conscious approach)*						