Theme 1: Career Development and Progression for Staff and Students

	Planned Action	Rationale	Steps	Timeframe	Person responsible	Success Criteria
Action Number 1.1	We will establish a SoM specific **mentoring** programme. Senior staff will be invited to act as mentors for staff that will be targeted to apply for academic promotion. Mentors will commit to work with mentees for up to 1 year while they complete their application for promotion. The scheme will be available for all faculty, but females will be given priority if mentors become overloaded. We will also increase awareness of the UCD mentorship programme to all staff to complement the SoM programme.	The number of applicants for promotion is very low in comparison with other schools in CHAS. The number of female applicants between 2018/19 and 2022 was zero. According to the staff survey, awareness of UCD mentorship programme is at 35.8%. Mentorship has been a <u>key factor in all surveys</u>, to promote career development.	1. Invite senior faculty to volunteer to mentor academic staff for promotion and form a mentors panel. Mentors will commit to meeting their mentee once a month for up to a year 2. Mentors will undergo UCD mentors training 3. Work with section leaders and HoS to identify faculty who have not applied for promotion in the last five years and target those who are eligible for promotion, particularly females. 4. Match mentors with mentees who have done the UCD training for mentees. 5. Evaluation of mentors and mentees on the perceived benefits of the programme and areas for continual improvement. 6. Evaluation of the number of mentees that engaged and then going on to successfully applying and achieving promotion.	1. September 2023 2. December 2023 3. Sept-December 2023 and then ongoing. 4. Feb 2024 5. June 2024 and annually thereafter. 6. June 2025 and annually thereafter.	1. HoS and AD for EDI. 2. AS EDI and EDI Administrator 3. HoS and AD for EDI. 4. AD for EDI and Mentoring Working Group Chair	1. Mentors panel formed with minimum 6 mentors by September 2023 and 10 mentors by January 2024. 2. Awareness of the UCD mentorship programme to increase to 70% in the next staff survey. 3&4. Engagement of 10 F and 5 M mentees with mentorship scheme. 5. 70% satisfaction rate from mentors and mentees on programme. 6. 70% of mentees will apply for promotion.

	Planned Action	Rationale	Steps	Timeframe	Person responsible	Success Criteria
Action Number 1.2	We have identified barriers that prevent women from applying for **promotion**. We will hold promotion workshops annually with specific themes for each workshop focused on the benchmarks for promotion. These workshops will target different grades e.g. promotion from Assistant to Associate Professor and from Associate Professor to Professor. We will hold at least one workshop biannually for clinical staff (see also action 1.3 below).	In the past 3 years, the number of applicants for promotion is very low in comparison with other schools in CHAS. Clinical staff working 0.5 FTE need mentoring on how to address the criteria for promotion as their career path differs from that of nonclinical staff.	1. Workshops to be held at annually, focusing on different aspects of promotions criteria- research, scholarship & innovation, teaching & learning and leadership & contribution. 2. Profile those who have been promoted and their advice on the process, where they are willing. 3. Conduct focus groups with different grades of staff to understand further the barriers to progression & action/address barriers as required. Of urgency, a focus group will be held for women to address barriers and concerns with networking, and understand how to positively action this issue.	1. Yearly from June 2023 2. Ongoing basis, in line with when people are promoted. 3. Yearly from July 2023.	1-3. AD for EDI, EDI Administrator and EDI committee representatives.	1. Completion of workshops Yearly from June 2023. Feedback from workshops will be sought on the day. 2. Ongoing basis, as people are promoted- this will be assessed on a 6 monthly basis 3. Focus groups will occur on a yearly basis in the Summer trimester, to align with the workshops. 4. Awareness of assessment criteria for promotion and promotion process to be at 80% in staff survey for all staff grades.

	Planned Action	Rationale	Steps	Timeframe	Person responsible	Success Criteria
Action Number 1.3	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.	Actions in the 2019 AS AP have resulted in an increase in the proportion of female clinical professors, however females are still underrepresented at this level. Clinical academics have different career paths to non-clinical academics and there is need for specific guidance on how to meet the benchmarks for promotion.	1. Hold focus groups and surveys to understand the career aspirations of female academic clinicians and to identify specific barriers and challenges 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.	1. Feb-March 2024 2. Specified actions will be noted from completion of focus groups-timing will be allocated at that point.	1. EDI committee representatives & EDI administrator	1. Engagement of staff with focus groups (minimum 5 staff per focus group), with comprehensive analysis to identify barriers and actions in place to address barriers. 2. In AS/EDI survey in 2025 60% of clinical academics will report that they are encouraged to apply for promotion, and they know how to do so. 3. Current clinical staff will apply for vacant clinical professorial positions when eligible to do so.

	Planned Action	Rationale	Steps	Timeframe	Person responsible	Success Criteria
Action Number 1.4	Offer further support for **research grant applications**. Work with the AD for research and UCD Research to ensure staff are aware of supports for grant applications and offer additional supports where required. Increase the profile of the SoM Grant Advisory Scheme, including providing staff with positive examples of engagement.	Currently research funding in Ireland is very competitive and analysis in SoM indicates that there are specific staff cohorts who would benefit from additional supports for grant applications. Some staff have indicated in the staff survey that they do not feel supported when applying for research grants. Furthermore, in the staff survey, 48.5% of staff were not aware of the SoM Grant Advisory Committee.	1. Ensure full details of the SoM Grant Advisory scheme is available on the SoM EDI and Research website pages and circulate details to all staff by email on a yearly basis. Profile positive examples of engagement with this committee on the SoM EDI and research website. 2. Hold an annual SoM research and networking day followed by staff social event to support networking and identification of potential collaborations. The AD for Research will advise on the format which will be dictated by school priorities e.g. Translational Medicine, all school researchers present their work in flash presentations and poster formats and examples of excellence profiled in detail (similar to 2023 format). 3. Encourage researchers and especially female researchers to apply for more funding to enhance the value of grants through highlighting discrepancy between value of male and female grant awards at research days and networking events. 4. Grant advisory committee will be tasked with advising not just on research strategy but on budget also.	1 -3 : Annually from Jan 2024 4. Ongoing from Sept 2023.	AD for Research, SoM Grant Advisory Committee, EDI Administrator.	1. Awareness of Grant Advisory Committee increases to 80% in staff survey. 2.Use of Grant Advisory Committee increases by 10% over the next 4 years 3. The average value of female awards will match the average value of male awards in four years.

	Planned Action	Rationale	Steps	Timeframe	Person responsible	Success Criteria
Action Number 1.5	Improve gender balance of membership on SoM committees and gender balance of **committee chairs**.	Gender balance and representation is a key message. Currently, the majority of committees in the SoM are chaired by males but committee membership is predominately female. Committee chair positions are to be for a set period of time (maximum five years) to ensure chair positions are rotated and females serving on those committees will be encouraged to apply for chair positions. Gender balance on committees to be addressed by committee chairs.	1. Committee chairs to be rotated every four/five years, as per TOR. 2. Committee chair positions will be advertised in the SoM and expressions of interest sought from within and outside of the committee. 3. AD for EDI will meet with committee chairs to emphasise the need for gender balance on committees. Minimum of 40% of any one gender should be represented where possible.	1.Commitee membership will be reviewed by the EDI committee annually and AD for EDI and/or HoS will meet with committee chair to discuss gender if gender balance is not appropriate.	HoS, Section leaders, Associate Deans, with AD for EDI.	1-3. Within 4 years, there will be a minimum of 60:40 gender balance among committee chairpersons in the SoM. Committees will be gender balanced with minimum 40% of either male or female representation.

	Planned Action	Rationale	Steps	Timeframe	Person responsible	Success Criteria
Action Number 1.6	Improve staff knowledge and use of the **allocation of workload** in SoM.	Staff report not being aware of workload model.	1. Highlight SoM workload model in induction booklet and on School website and how it is implemented to all academic staff. 2. Explain SoM workload model at annual promotions workshop and ensure staff know the importance of demonstrating how they adhere to the model at P4G and in promotion applications.	1. November 2023/2024/2025 2. May 2024 and annually thereafter	HoS and Associate Deans, with AD for EDI.	1. In staff survey, 90% of staff should be aware of workload model. 2. In the staff survey, 70% of staff should indicate that they discussed the allocation of workload model at their P4G

	Planned Action	Rationale	Steps	Timeframe	Person responsible	Success Criteria
Action Number 1.7	Work with CHAS post doc forum and CHAS RIIG to assist post-docs to develop their careers and address their needs. We will include **initiatives for post docs** listed as research assistants or project officers in the college for whom the UCD RS&CD framework is not available.	Through the CHAS post doc forum and focus groups with post-docs in the SoM we have identified specific needs of post docs in our college and School and also that there is a cohort who cannot avail of the RS&CD framework. We will work with the CHAS post -doc forum to support post docs to address their needs. Supports will include grant writing workshops, career guidance and CV writing.	1. Meet with CHAS post doc-forum and outline supports that the School can provide. 2. Work with SoM AD for Research and CHAS VP for Research to identify staff in SoM and CHAS that can deliver workshops on grant writing and CV writing. 3. Deliver grant and CV writing workshops for all post-doc staff in CHAS. 4. Organise career guidance workshops for post docs on careers in both industry and academia.	1. Spring trimester 2024 2-4. Academic Year 2024/25 at agreed times. These sessions will be held annually thereafter.	SoM AD for Research, CHAS VP for Research, EDI Administrator.	2-4. Completion of workshops, with general feedback gathered. Feedback should show 80% satisfaction rate with workshops. 1-4. Survey of Post-Docs would indicate that 70% feel supported by UCD SoM and 70% feel their careers have progressed since they came to UCD.

	Planned Action	Rationale	Steps	Timeframe	Person responsible	Success Criteria
Action Number 1.8	We will continue to **monitor degree completion and grade attainment by gender** for all our programmes as per action 4.10 below and if changes occur examine for correlations with changes in assessment strategies.	There was a marked improvement in award levels over the last four years which included the period of the Pandemic when assessment strategies were altered.	1. We will monitor annually degree attainment and grades for all our programmes as per action 4.10 below. 2. Where we notice significant changes in grade distribution we will examine to see if there are changes in assessment strategies 3. Assessment strategies that are deemed to be effective and result in an improvement in student performance will be retained.	1, 2 &3. Spring 2024 and annually thereafter	EDI Research subgroup and AD for T&L	Assessment strategies identified that encourage and improve student performance.

		Planned Action	Rationale	Steps	Timeframe	Person responsible	Success Criteria
Action Number 1.9		Provide career guidance talks for SoM students on **how to progress to an academic career.** Work with GRAM to organise guidance for GR students wishing to pursue an academic career. Work with Medicine Research to assist faculty with advertisement of GR studentships to ensure equality of opportunity for all potential candidates.	In the student survey, not all students were aware of how to progress to an academic career. Feedback from GRAM has indicated that GR students would like to have more career guidance, specifically in how to apply for academic positions.	1.Work with MedSoc and Radiography Society to deliver career guidance for their members on how to pursue an academic career. 2. Work with GRAM to assess the aspirations and needs of their members and to identify relevant personnel to deliver career guidance workshops, taking the gender of speakers into account. 3. Work with Medicine Research to offer supports for faculty wishing to advertise GR studentship positions in their research groups.	Ongoing initiatives, beginning in the academic year 2023/24.	EDI committee- Student working group.	1.Career guidance talks delivered with a minimum of 15 students per workshop. Feedback will be collected after each workshop, with 80% satisfaction aimed for. 2.In the student survey, % awareness of how to pursue an academic career in each cohort should increase from baseline by 10% each year. 3.The number of GR studentships advertised in the School will increase by 10% each year.

	Planned Action	Rationale	Steps	Timeframe	Person responsible	Success Criteria
Action Number 1.10	EMS will continue to work with defence forces to encourage and promote **female participation in emergency medicine**	There has been a modest increase in the proportion of females participating on paramedic courses. We aim to maintain this momentum.	1. CEMS will identify females working as paramedics and in emergency medicine and will highlight these females in CEMS marketing material, using social media, and on school website. 2. Contact career guidance counsellors in secondary schools, to highlight Emergency Medicine as a career and the need for more females in this profession.	1. September 2024 2. Ongoing annually.	CEMS Director and CEMS representative on EDI committee.	No decrease in the numbers of female participants on EMS courses.

	Planned Action	Rationale	Steps	Timeframe	Person responsible	Success Criteria
Action Number 1.11	**Increase proportion of male students in Radiography** where male students are underrepresented.	Males are underrepresented in Radiography, at less than 20%. This is representative of the population of radiographers in Ireland, however efforts should be made to increase this to improve the gender balance in the workforce.	1. Contact career guidance counsellors in secondary schools, to potentially attend secondary schools and other outreach events to highlight Radiography as a career for everyone. 2. Ensure males are evident in marketing materials. 3. Complete a focus group every 2 years to ensure male students consider Radiography is an inclusive programme .	1. September 2024 2. Ongoing. 3. Next focus group to be conduction in Feb 2025.	AD for Radiography and Radiography Representative on EDI committee.	Maintain minimum of 15% male students on Radiography programme. Increase to 20% within 3 years.

	Planned Action	Rationale	Steps	Timeframe	Person responsible	Success Criteria
Action Number 1.12	HoS and Heads of Sections will work towards providing more **<u>uniformity on supports for research for newly appointed AP/Ls</u>** at section level. Supports offered will be modelled on the UCD supports for AdAstra fellows for research active staff and other supports will be offered to staff wishing to establish research as appropriate following discussion with HoS and Heads of Sections.	*Currently* research supports for new staff are not uniform throughout the School. We recognize that one size does not fit all and there is a need to discuss supports for staff at section level with an aim of making supports at this level more uniform.	HoS will work with Heads of Sections to provide guidance on how to support the research activity of newly appointed AP/Ls. Support offered will be in line with resources available in the SoM and the UCD support model for AdAstra fellows will be the model of choice where appropriate.	September 2024	HoS and Section Leaders and AD for Research	Newly appointed AP/Ls will report that they are supported to do research when they join the SoM. – evident at minimum 70% satisfaction in the staff survey.

	Planned Action	Rationale	Steps	Timeframe	Person responsible	Success Criteria
Action Number 1.13	We **<u>will task search committees for professorial posts to increase the number of applicants of all genders</u>** to apply for positions in the School, particularly in areas with fewer female applicants (e.g. emergency medicine), or fewer male applicants (e.g. Radiography). We will continue to monitor data to ensure faculty gender balance is maintained in the School.	This strategy has worked well over the last four years and we would like to maintain momentum to increase the diversity of applicants applying for professorial posts.	Search committees will be gender balanced and will be specifically tasked with encouraging applications from all genders to apply for positions in the School and in particular where there are fewer applicants of a particular gender.	Spring 2023 and onwards	HoS	Gender balance of applicants correlates with gender balance of successful applicants.

	Planned Action	Rationale	Steps	Timeframe	Person responsible	Success Criteria
Action Number 1.14	Collect **information on what our students do post-graduation**. We will work with UCD alumni who have put in place a system to collect data on what students do post-graduation, together with the UCD Careers Network Dashboard that is in place. We will target SoM annual alumni events to collect further data on what students are doing at different stages 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. While a system is in place to collect data on what students do post-graduation it will take time to build up a comprehensive set of data that is representative of our students. There is an annual SoM alumni event which we will use as an occasion to survey graduates and collect further data.	1. Consistently with UCD Alumni who have a 3-year plan to develop their alumni network and collect data. 2. Engagement of EDI at specific alumni events to interact with alumni directly and collect data on what supports they would consider useful in retrospect.	1. Currently in progress-UCD alumni have a 3-year plan from January 2023. 2. One alumni event per year, usually held in June of each year. Beginning June 2024.	UCD Alumni, EDI committee representative, Associate Dean for Teaching and Learning and All Programme leads.	1. Compilation of data on what our students do post-graduation to enable assessment of support needs. 2. Engagement occurs at alumni event once per year. Information from a minimum of 20 alumni on EDI requirements.

	Planned Action	Rationale	Steps	Timeframe	Person responsible	Success Criteria
Action Number 1.15	Specific attention will be given to **career development for PSS.**	As we work towards preparing for applying for a Silver award we need to expand our actions to include PSS who have expressed an interest in furthering their career development and potential.	Hold a series of focus groups with different staff levels to understand what needs are required for supporting professional development. Specific actions will be drawn up based on the analysis of this focus group.	Autumn 2023 and onwards. Specific timelines will be dictated by action list.	Director, SoM and representative on EDI committee.	1.Completion of focus groups with a minimum of 5 participants per staff grade. 2.Compilation of specific actions to support career development for PSS

	Planned Action	Rationale	Steps	Timeframe	Person responsible	Success Criteria
Action Number 1.16	Further UCD SoM **engagement with WiMIN.**	Final year medical students have been offered membership with WiMIN, paid for by SoM in the academic year 2022/23.	1.Engage with students who have taken up opportunity to join WiMIN via survey, to understand what the benefits to this initiative were. 2.Increase UCD student members by 10% each year. 3.Liaise with WiMIN to investigate opportunities to promote female leadership, support and experience.	September 2023 and ongoing.	EDI committee representatives	1&2: 50% of final year medical students will be WiMIN members within 4 years. 2.Successful liaison with WiMIN and promotion of their mission through UCD SoM student body.

	Planned Action	Rationale	Steps	Timeframe	Person responsible	Success Criteria
Action Number 1.17	<u>**Support faculty on temporary academic contracts**</u> so that they will be a position to apply for permanent positions either within the SoM/UCD or elsewhere when their contract expires.	We have a number of academic staff and PSS of both genders on temporary contracts.	1. Engage with temporary staff when they start in the School to highlight supports available in the School such as the grant advisory committee and the buddy scheme. 2. Ensure temporary staff are invited to Promotions workshops so that they are aware of the success criteria for academic promotion. 3. Ensure temporary staff are aware of and encourage them to engage with UCD supports for example people development programme, New Assistant Professor development programme and University Certificate in Teaching and Learning. 4, Highlight mentoring/development schemes for example Aurora programme for female academics and Thrive programme for researchers.	Start September 2023 and action will be ongoing	Heads of Section and Associate Deans for Research and for Teaching and Learning.	70% of those on temporary academic positions will leave UCD to take up a permanent role either in UCD or elsewhere upon completion of their contract. 90% of those on temporary academic contracts will report in the staff survey that they were supported to develop their careers while at UCD upon completion of their contracts.

Theme 2: Culture and Belonging - further development of the sense of community in the SoM

	Planned Action	Rationale	Steps	Timeframe	Person responsible	Success Criteria
Action Number 2.1	Further development of School of Medicine **EDI website** and focus on increasing website traffic. Development of social media presence for SoM EDI.	The staff survey showed that 16.7% of staff did not know the SoM EDI website existed and website traffic is currently low. A review of the website highlighted key areas of positivity and key areas for improvement. As we move towards applying for a Silver Athena Swan award, additional information on the website would be useful such as clear guidance on who to contact for EDI issues, focus on issues specifically related to staff and/or students and keeping events up to date. Due to the nature of modern communication, it is important to promote EDI activities and raise awareness using social media. An effective website is important for informing staff of EDI initiatives and to embed EDI in the SoM.	1. Development of website sub-group of the EDI committee to re-design website and develop social media activity over a 6-month period. The re-design will be based on results from surveys and website assessment. Sub-group will consist of a mixture of staff and students. 2. Once this review is completed, the website will be relaunched through key initiatives including social media campaign and the ASMs. 3. EDI website and social media will become a standing item at EDI committee meetings. 4. The website review will be repeated yearly by a mix of staff and students and actions taken as required.	1. Completion by Autumn 2023 2. Relaunch- October 2023 3. Ongoing from October 2023 4. Yearly (May each year)	1-4. EDI communications subcommittee & SoM communications officer.	1. Website analytics will be monitored and brought to each EDI committee meeting. From September 2023, a focus on increasing website traffic by 10% per year. Social media analytics will be monitored and brought to each EDI committee meeting. From September 2023, a focus on increasing social media traffic by 10% per year. Increase of awareness to 80% of staff and students within 3 years. 2. Completion of launch within timeframe. 3. Ongoing, documented, actionable standing item, with discussion at 100% of meetings 4. Completion of website review, with key actions identified and actioned.

	Planned Action	Rationale	Steps	Timeframe	Person responsible	Success Criteria
Action Number 2.2	Continually improve the **sense of community** in our SoM, considering its geographic spread. We will continue to organize community events for staff and students. We will retain key community events- staff BBQ, Christmas lunch, graduation dinner and EDI coffee morning. We will also hold 2 coffee mornings for staff per semester to and at least one per semester will be held at a SoM clinical site.	Analysis has shown that community events have improved the sense of community in the SoM for both staff and students. To date, community events have been well received. We aim to keep these in place and expand them to our clinical sites. The SoM is geographically spread, with significant numbers of staff working predominantly on clinical sites. The staff survey had low uptake from clinical staff, then thus there is a need to engage them further.	1. Maintain current community events including the summer BBQ, Christmas Lunch and Graduation Dinner. 2. Expand community events to include an EDI coffee morning per semester and a small social event in each clinical site.	New coffee mornings will begin in Autumn trimester 2023. Community events will be ongoing.	EDI administrator will organise the logistics of the coffee mornings and advertise. Minimum 2 EDI committee representatives will attend the coffee mornings at the clinical sites.	1. All specified community events will run each year. 2. We will increase our overall attendance at events by 10% per year. 3. In the staff survey, feeling of community in the SoM will increase by 5% per year. Additional- Clinical based staff will engage further with EDI initiatives such as the staff survey. It is hoped that we get a response rate of 40% from clinical staff in the next staff survey and increasing by 5% for each additional survey.

	Planned Action	Rationale	Steps	Timeframe	Person responsible	Success Criteria
Action Number 2.3	Increase engagement and relevance of **All School Meetings**. We will work with the HoS and staff to find a format for ASMs that is relevant for all staff.	The 2022 survey noted that 16.1% of academic staff and 31.6% of PSS did not find the ASM relevant to their role.	1. Complete a brief survey (3-5 questions) on all staff to investigate preferred format and areas for inclusion in All-School meeting. 2. From that survey, amend the agenda and format as necessary. Consider the option of a hybrid event.	1. September 2023 2. Changes made on time for ASM in December 2023	1. EDI committee 2. Programme team and EDI Associate Dean to relate to SEMC.	1. Attendance at ASM increase by 10% for each subsequent year. 2. Relevance of ASM to increase by 10% in each subsequent staff survey.

	Planned Action	Rationale	Steps	Timeframe	Person responsible	Success Criteria
Action Number 2.4	Develop resources to **enhance local induction** in the SoM. Revise induction booklet, develop an induction checklist and make series of videos for the SoM website that staff can easily access.	Survey data indicates that not all staff are happy with local induction in the school. Differences exist between sites and sections, thus amendments in the current documentation needs to be made. This will allow Heads of Sections or representatives to have a checklist of what is required for staff induction & make it a 'live' document so new staff will have time to adjust into their new role. This will assist in addressing the challenging time commitments of individuals and present a consistent approach to induction. These will be particularly beneficial for staff who are off-site.	1. Programme team to liaise with each Head of Section or representative to review induction document and induction checklist 2. Development of videos and online resources for new staff.	1. June 2024 2. September 2024-January 2024.	Programme director or representative and Heads of Sections. EDI committee representatives. Specified team, including communications manager for video development.	During the pilot phase, checklists will be reviewed collaboratively to quantitatively review. Completion of video and online resources, with rollout to new staff. In the next staff survey, a specific question will be asked to new staff about usefulness of this document. Target is 70% satisfaction.

	Planned Action	Rationale	Steps	Timeframe	Person responsible	Success Criteria
Action Number 2.5	Complete focus groups for different strands of **clinical tutor to assess their needs.** Host specific event for clinical tutors, to address their needs and raise their profile in SoM.	Understanding the needs of clinical tutors is crucial to ensure recruitment and retention of staff. Clinical tutors that feel part of the SoM, will be beneficial for student learning. Information collated from a Focus Group with Radiography clinical tutors suggested that integration of clinical tutors into all aspects of the SoM is important.	1. Complete focus groups with clinical tutors to assess their requirements. Document actions required and develop an action plan.	November 2023	EDI committee representatives and EDI administrator	From 2024, 70% of clinical tutors will report in staff survey and at focus groups that they feel part of the SoM community, and that the post has enhanced their career prospects.

	Planned Action	Rationale	Steps	Timeframe	Person responsible	Success Criteria
Action Number 2.6	**Target more male recruitment of clinical tutors.** We have good information from focus groups with Radiography tutors on why they take up this role. We will conduct further focus groups with clinical medicine tutors to assess this from the medicine perspective.	Clinical tutors are an important group that serve as role models for our students. Currently the roles are female dominated.	1. A focus group will be completed with male clinical tutors who are in place to determine why males apply for these positions. 2. AD for EDI will discuss findings with the SEMC and advertising of clinical tutor positions will be modified to ensure positions are attractive to all genders.	1. May 2024 2. July 2024	Associate Dean for EDI	Our cohort of clinical tutors will be gender balanced with a minimum of 40% representation of any one gender within three years.

	Planned Action	Rationale	Steps	Timeframe	Person responsible	Success Criteria
Action Number 2.7	Gather data on SoM staff **external committee work and outreach activities**. Profile them on the SoM EDI website.	It is important to highlight areas where UCD SoM staff are active outside of their UCD roles to ensure that they get credit for this work.	We have established an online portal for staff to detail their outreach and external committee activities. We will remind staff to use this portal every six months. We will review this data and highlight gender balanced staff profiles and their activities on the SoM website as deemed appropriate.	October 2023 and every 6 months thereafter.	EDI committee, Comms Manager, EDI administrator	1.Completed collation of data and review, yearly. 2.Profile of staff members on EDI website every 2 months from Feb 2024.

	Planned Action	Rationale	Steps	Timeframe	Person responsible	Success Criteria
Action Number 2.8	Develop a group of **EDI champions for SoM**.	This action is aimed at improving awareness of AS and EDI among staff in the SoM to promote a sense of community. The level of awareness of EDI initiative among academic staff is below the university average. EDI champions will be staff and students across the SoM. Their aim will be to champion EDI at events, liaise with peers, and improve general awareness of EDI in the SoM.	1. EDI Champions will be selected from each section in the SoM. The number of champions from any one site/section will be dependent on the number of staff at that location. 2. EDI champions will be members of the EDI committee. 3. Champions will initially be volunteers but if there are locations where no one volunteers, senior staff at that location will be tasked with nominating an individual. 4. There will be minimum 40% of male and 40% female representation among the champions.	October 2024- onwards. Rolling recruitment.	AD for EDI	1-4. Recruitment of EDI champions and embedding of position. Success will be that at least 80% of academic staff and 80% of PSS will report in staff surveys that they are aware of EDI and AS initiatives in the SoM and they feel part of the School community.

Theme 3: Promotion of family friendly policies and healthy work-life balance in the SoM.

	Planned Action	Rationale	Steps	Timeframe	Person responsible	Success Criteria
Action Number 3.1	The School will implement the **UCD Hybrid working policy** and will promote and implement work-life balance and family friendly policies.	Staff have indicated that there is a benefit in being able to avail of hybrid working. Current hybrid working arrangements are a pilot scheme to enable each School in UCD to determine the optimum arrangements for staff that also supports the School's activities. UCD will review these policies and in time formulate a more permanent policy taking feedback from all schools into consideration.	Together with the Section Heads, Director of Administration, Administration managers and HR, the SoM will provide feedback to UCD on the optimum hybrid working arrangements for staff and for the SoM, implement the UCD hybrid working policy and ensure that the activities of the School are well supported.	This will be ongoing and align with UCD goals for hybrid working.	AD for EDI	1. Continued positivity around hybrid working at 80% in the staff survey.

	Planned Action	Rationale	Steps	Timeframe	Person responsible	Success Criteria
Action Number 3.2	Continue to develop **supports for women returning from maternity leave**. We will highlight the need for staff to be proactive and plan their return to work with their line managers before they go on leave. The School has committed to implementing the UCD phased return to teaching policy for staff returning to work after extended leave. Resources required need to be identified before the staff member returns to work.	Feedback from staff interviews indicated that supports were available to staff upon return to work after family related leave. However, in the staff survey 50% of women returning to work after maternity leave reported that further supports could be improved.	1. Document, created by the EDI committee, detailing all UCD and School specific support available to anyone taking family-related leave will be distributed to anyone applying for family-related leave. 2. Publish Family Support Document on the SoM website 3. Remind Section leaders and line managers to meet with anyone taking family related leave of 24 months or more to arrange supports including phased return to teaching before the individual goes on leave.	1. Completed and requires full implementation. 2. Sept 2023- then ongoing. 3. Annual reminder at SEMC beginning October 2023.	AD for EDI and Heads of Sections	Qualitative interviews will show that additional support is of benefit. Uptake of phased return to teaching return and €500 training grant will be at 100%. All research active staff will apply for and be awarded SoM specific return to work research grant.

	Planned Action	Rationale	Steps	Timeframe	Person responsible	Success Criteria
Action Number 3.3	Assessment of whether **core meeting hours** are being adhered to.	Staff reported that some meetings in the School are still held outside of core meeting hours.	Regular audit/review of the timings of meetings. Understand why some meetings are being held outside of work hours and what actions may need to be taken to address this. Short survey (1-2 questions) circulated to all staff to ascertain if meetings are being held consistently outside of hours.	March 2023/2024/2025	EDI administrator	In staff survey, staff will report that 90% of meetings are held within core meeting hours.

	Planned Action	Rationale	Steps	Timeframe	Person responsible	Success Criteria
Action Number 3.4	**Improve uptake of parental and paternity leave among staff,** in conjunction with supporting Post Docs to get teaching experience. We will work to make it easier for staff to take parental and paternity leave by encouraging the school to form a panel of post docs, research fellows and clinical tutors that are keen to increase their teaching experience. We will work with the VP for T&L to enable post docs to get paid for teaching hours .	Staff still face difficulties in taking paternity or parental leave, thus uptake of paternity and parental leave is low. Some categories of staff (post-docs and research fellows) have indicated that they would like to gain experience in teaching. UCD has a policy which prevents research staff from being paid for teaching activity.	1. Profile staff who have taken parental and paternity leave on the EDI website and how it benefited their work-life balance. 2. Compile a panel of research staff who are interested in gaining experience in teaching and profile their expertise. Members of this panel will be called upon to take up teaching of staff who are on parental or paternity leave. 3. CHAS VP for T&L is currently working on a strategy to enable research staff in the SoM to get paid for teaching hours. The SoM supports this ambition and will pay research staff for teaching on an hourly basis once a strategy to do this is in place.	1.September 2024 2. September 2024-January 2025 3. Ongoing engagement.	1. EDI administrator and AD for EDI 2. Section Heads 3. CHAS VP for T&L and HoS	In the next School survey 100% of staff taking parental and paternity leave will report that they were supported by the School.

Theme 4: Further Embed the culture of EDI in the SoM & continue to make the SoM a safe place for all.

Action Number 4.1	Planned Action	Rationale	Steps	Timeframe	Person responsible	Success Criteria
	We will publish an **EDI annual report** for the School.	There is a need to improve awareness of EDI initiatives in the SoM.	The EDI committee will work with the Comms manager to produce an annual report of EDI initiatives in the SoM and their impact. We will include an update on the status of our AS AP-23.	Autumn 2024 and annually thereafter.	AD for EDI and Communications Manager	EDI annual report published on the SoM website and emailed to all staff annually.

	Planned Action	Rationale	Steps	Timeframe	Person responsible	Success Criteria
Action Number 4.2	Form a **new EDI committee** with new AD for EDI. In addition to all SoM sections being represented, we will ensure that all academic and PSS grades are represented. Ensure gender balance is such that the ratio of males and females on the committee is 60:40 so that no one gender has less than 40% representation. Invite student representation onto the main EDI committee. Formal recognition of EDI work in the School will be highlighted in the call for EDI committee members. Each staff grade will be represented proportionally according to their representation in the School.	The current AD for EDI will have been in post for over 5 years. In line with EDIs aim of rotating leadership positions a new AD for EDI will be appointed. While each section in the School is represented on the EDI committee there is a need for more male and senior staff representation to ensure the workload is evenly distributed and to further embed AS principles in School. The EDI committee in Academic year 2023/24 will aim to be comprised of at least 50% of the current AS SAT/current EDI committee. Whilst a student subcommittee is in place, it would be useful to get student input into all Athena Swan and EDI initiatives	1. HoS will release a call for expressions of interest for post of AD for EDI. 2. AD for EDI will invite undergraduate and postgraduate student nominations for student representation on the EDI committee. 3. AD for EDI will invite staff nominations and liaise with Heads of Section and HoS to encourage more male and more senior participation. HoS will nominate individuals if appropriate representation is not achieved through a call for volunteers.	1.June 2023 2&3. Sept 2023 and yearly after that.	1. HoS 2. AD for EDI 3. AD for EDI and HoS.	EDI committee formed that is representative of all grades of staff and that is gender balanced and includes student representation.

	Planned Action	Rationale	Steps	Timeframe	Person responsible	Success Criteria
Action Number 4.3	The EDI committee will be divided into **working groups,** each with a lead member and with responsibility for specific AS actions thus ensuring the workload is distributed throughout the committee and offering leadership opportunities for members. EDI will continue to be a standing item at ASMs. Actions in the AP-23 that require funding will be budgeted for annually in the SoM.	There is a need to distribute the EDI workload in an equitable manner. Communication of EDI matters and financial support are key for progression.	1. Working groups themes and members will be discussed and decided at the first meeting of the new EDI committee. 2. ASMs are held twice per year- in December and usually before Summer. EDI key areas will be presented at these meetings. 3. EDI activities will be budgeted for by the financial manager of SoM and approved by HoS as required.	1. September 2023 2. Twice per year as organised. 3. Ongoing basis. Yearly discussion of budget, aligned with the financial year budgeting.	AD for EDI, HoS, Financial Manager.	1.Working groups established and reporting back at each EDI committee meeting. 2. Completion of representation of EDI at ASM. 3.EDI annual report published on the SoM website and emailed to all staff.

	Planned Action	Rationale	Steps	Timeframe	Person responsible	Success Criteria
Action Number 4.4	Implementation of the AS AP-23 and **preparing for an application for a Silver AS award in 2027** will be included in the remit of the EDI committee. The EDI committee in 2023/24 will aim to be comprised of at least 50% of the current AS SAT/current EDI committee. In Sept 2025 a new AS SAT will be formed as described for the EDI committee above (Actions 4.2/4.3) to prepare for the School's application for a Silver award in 2027.	The School will need to apply for a Silver AS award in 2027 and to plan appropriately.	1. Terms of reference of the EDI committee will be amended to specifically state that the EDI committee will work towards preparing for a Silver AS award in 2027 2. A new AS SAT will be formed in Sept 2025 with appropriate representation as per the EDI committee	1.October 2023 2. Sept 2025- Silver Submission in 2027.	AD for EDI	1.Updated TOR. 2. Formation of AS SAT in 2025.

	Planned Action	Rationale	Steps	Timeframe	Person responsible	Success Criteria
Action Number 4.5	We will revise **how we survey our staff as our response to AS and EDI survey**s has remained at approximately 30%. We will aim to use more frequent, but shorter surveys to address specific EDI topics. We will continue to advise staff and P4G reviewers to raise contribution to EDI at P4G meetings.	Response to EDI and AS surveys is low. Anecdotal feedback from staff is that the surveys are too long, and they do not have time to complete them. The number of surveys that UCD staff are asked to complete annually is increasing. We need to ease the burden on staff.	Instead of running one large survey annually, short, focused surveys consisting of 2 or 3 targeted questions will be run no more than every 3 months. In 2026, if deemed necessary, we will run one larger survey to meet our needs for an application for a silver AS award.	November 2023 and Ongoing	EDI committee, AD of EDI	Response rate to smaller, targeted surveys will reach 40% of target staff in 2024, 45% in 2025 and 50% by 2026.

	Planned Action	Rationale	Steps	Timeframe	Person responsible	Success Criteria
Action Number 4.6	Develop **branding** for SoM EDI.	Athena Swan and EDI awareness in the SoM is clear from the staff survey. We would like to expand and personalise this in the SoM to engage people further, particularly those in clinical sites and students.	1. Taking advice from the Marketing/Communications team, EDI committee and key stakeholders, we will develop a slogan and brand for SoM EDI work. 2. We will launch this aligned with a community event and include branding on all material going forward.	1. Brand/slogan development to be completed by June 2024. 2. Launch in Sept 2024	Marketing manager and EDI committee representatives.	1.Completion of branding project. 2.In EDI surveys, 80% of respondents will be aware of EDI initiatives and the branding/slogan.

	Planned Action	Rationale	Steps	Timeframe	Person responsible	Success Criteria
Action Number 4.7	Ensure that **all students are given equal opportunities** to follow their career goals and flourish in UCD.	There are areas in medicine where females are underrepresented and not all students feel part of the SoM community. In particular, international students have expressed a desire for more career guidance and mentorship in the School.	1. EDI student representative to engage with student societies (e.g. MedSoc, Radiography Society etc) to organise and promote career guidance events and highlight areas of medicine (e.g. surgery and emergency medicine) where females are underrepresented. 2. In conjunction with student EDI group organise Q&A online events for students with personnel from UCD Career guidance office and experienced clinical and research staff from the SoM to discuss their successful career paths and the importance of mentoring.	September 2023. Events will be scheduled in line with student requirements but will occur at least annually.	AD for EDI working with student representatives	We will survey satisfaction with career guidance offered and students sense of community in the SoM through focus groups (including one specifically with international students) and student surveys. The number of students who report they are satisfied with supports offered in the School to increase from baseline by 5% each year.

	Planned Action	Rationale	Steps	Timeframe	Person responsible	Success Criteria
Action Number 4.8	Ensure all staff and students are **aware of how to report instances of bullying / sexual harassment / other gender and EDI issues**. We will further highlight in the SOM how to report instances of bullying and harassment and unfair treatment. We will work with UCD D&R support persons to ensure the whole school is aware of their services. including Dignity and Respect and mental health services.	The 2022 survey revealed that 25.4% of academic staff and PSS do not know how to report bullying. 27.1% of academic staff and 10.5% of PSS do not know how to report sexual harassment/sexual violence. All staff and students need to know how to report instances of unfair treatment in the School.	1. Circulate the UCD D&R policy to all staff and students. 2. Invite UCD D&R support persons to visit the Health Science Ctr and clinical sites throughout the academic year. 3. Continue to include talk on EDI and D&R as part of the student orientation events. 4. Ensure Induction booklet for new staff includes clear guidelines on D&R support services and how to report instances of bullying in UCD. Promote Introduction to UCD Online Module which includes EDI, D&R and Bystander Training. 5. Review new D&R Training Reports when made available by UCD EDI and develop targeted communications to encourage uptake. Encourage uptake of D&R People Manager and Employee Training Sessions. 6. Promote Dignity & Respect Support Service, embed campus campaigns locally via social media and liaising with the support service. 7. Promote Staff and student supports and Report and Support Tool.	1. September 2023 and yearly reminder after that. 2. During Spring trimester 2024, and yearly after that. 3. September 2023 and yearly reminder after that. 4. Autumn trimester 2023 and annually 5. Scheduled for EDI committee when training reports are made available. 6&7. Ongoing basis.	AD for EDI, EDI committee, Communications Manager.	In the next staff and student survey, 80% of staff and students will be aware of reporting mechanisms.

	Planned Action	Rationale	Steps	Timeframe	Person responsible	Success Criteria
Action Number 4.9	Staff in SoM will be asked what **contribution they have made to EDI in SoM during their P4G.** The importance and recognition of contribution to EDI in the developmental framework for academic promotion will be highlighted at P4G meetings with academic staff.	Embedding a culture of EDI in the SoM and encouraging staff to take personal responsibility for EDI in the SoM	1. All academic staff will be sent the developmental framework for academic promotion in March of each year prior to the start of P4G reviews. They will be reminded of the formal recognition of contribution to EDI in the promotion pathway. 2. All staff will asked to consider if they have contributed to EDI which they could include as part of their P4G review.	March 2024, March 2025, March 2026, and March 2027.	EDI committee and all P4G reviewers.	Staff will be asked about discussion in P4G in next staff survey. Aim for it to increase to 50% initially and by 10% each year after that.

	Planned Action	Rationale	Steps	Timeframe	Person responsible	Success Criteria
Action Number 4.10	Monitor **key student and staff gender indicators** (as per AP-19) annually to assess for any gender imbalances or issues.	To ensure no gender bias emerges in the future we will continue to key gender analytics relating to students and staff. Areas previously collated in the previous AP will be collated continuously going forward.	EDI administrator will collate gender data released on the HR gender analytics dashboard and other school specific data including, but not limited to: • Student award holders each year • All Undergraduate Student Degree Attainment and completion rates, including Penang data. • GR student RSP members and chairs (new) • Numbers and genders of GRS graduating and whether they have completed within the recommended timeframe • Completion rates on all Graduate Taught programmes. • Number and gender of applicants for GRS positions on an annual basis. • Number of staff exiting SoM and the reasons why - with time we expect UCD HR will collect more data that will yield a clearer picture as to why staff leave the School • Recruitment 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. • Gender analysis of SoM committee membership and chairs Staff training completion and attendance at workshops. Data will be analysed by the EDI committee.	Six monthly beginning October 2023.	EDI committee and EDI administrator	1. Review completion every 6 months with key trends documented and identified. Actions put in place where necessary. 2. Concerning or interesting trends will be discussed at SEMC as required.

Theme 5: Embrace and develop EDI research and education excellence in the SoM.

	Planned Action	Rationale	Steps	Timeframe	Person responsible	Success Criteria
Action Number 5.1	Assemble an **EDI education and research group** for the SoM, to enhance the evidence base in the area and identify key areas for training for staff and students.	The evidence base on EDI specific to Health Sciences is lacking in areas, nationally and internationally. Academic staff are motivated by learning and research, and this would give staff from multidisciplinary areas in the SoM an opportunity to come together to use expertise to develop and support embedding of an inclusive culture of support and equality in the School.	1. Assign a chair of this EDI sub-group in Summer Trimester 2023 and identify staff interested in being members of EDI research group 2. Inaugural meeting to identify areas for research based on school needs and staff and student survey feedback and consider where funding for such research would come from (e.g., university seed funding, HEA etc). Group will decide 1-2 areas and decide how to distribute workload and progress research. 3. Chair of committee will sit on the EDI committee and update this committee at each meeting of targets and progress.	1. July 2023-October 2023. 2. November 2023. 3. Ongoing from November 2023.	AD of EDI will nominate a chair of this group who will then be responsible for actions during the 4-year period. Chair of this committee will be responsible once in post.	1&2. Establishment of committee chair and members, with an appropriate term of reference. 3. Attendance of committee chair at EDI meetings. Anticipated 1-2 publications/ conference submissions per year on EDI related issues. Applications for university and national funding will be made based on applicability to the stated agenda.

	Planned Action	Rationale	Steps	Timeframe	Person responsible	Success Criteria
Action Number 5.2	In conjunction with UCD HR, the SoM will support **mandatory EDI training** for recruitment panel members when UCD wide policy is introduced.	Training is crucial to embedding a culture of EDI and gender awareness. We await the introduction of mandatory EDI training for recruitment panel members	1.The SoM AD for EDI feeds into UCD EDI. Once the training is ready to roll out, a plan will be devised for local SoM roll out. 2.Unconscious bias training is in place in UCD, and this information will be circulated to SoM staff to encourage uptake.	1. EDI training timeframe is reliant of UCD EDI progress and will be monitored. 2. From Sept 2023, with website updated and reminders sent for each iteration of the training.	1.AD of EDI 2. Communications Manager	1.Further targets will be put in place pending UCD roll out. 2.Uptake in unconscious bias training will be at 6 SoM participants per year.

	Planned Action	Rationale	Steps	Timeframe	Person responsible	Success Criteria
Action Number 5.2	Examine the potential to introduce **EDI and gender training into the curriculum** in the SoM.	Training healthcare students in EDI issues is important for patients and aids in promoting intercultural awareness and a culture of inclusion.	1. Conduct curriculum mapping for modules in the SoM to understand where EDI is currently being taught and complete a gap analysis. 2. Examine with the AD for T&L the feasibility of a module or set of lectures on EDI in healthcare and/or Unconscious Bias in Medicine.	1. January 2023-Jan 2024. 2. January 2024-September 2025	1&2--EDI committee representatives, AD of Teaching and Learning.	1. Completion and local circulation of curriculum mapping and gap analysis. 2. Documented discussions and plan in place to develop EDI training, if deemed appropriate.