



# Athena Swan Ireland Renewal Application: Departments

## Applicant information

Name of institution	University College Dublin
Name of department	School of Medicine
Date of current application	June 2023
Level of previous award	Bronze
Date of previous award	April 2019
Contact name	Dr. Marie-Louise Ryan
Contact email	Marielouise.ryan@ucd.ie
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Section	Words used
Section 1: An overview of the department and its Athena Swan work	3,422/3,500
Section 2: An evaluation of the department's progress, opportunities and issues	4,296/4,500
Section 3: Action plan	N/A
<b>Overall word count</b>	<b>7,718/8,000*</b>

**Please note: 1000 extra words granted by Athena Swan in March 2023 and 1000 extra words allowed as the SoM have clinical and non-clinical staff. TOTAL ALLOCATION- 8000 words.**

\* For information on text included in the word count, please see our [Word Allocation Guidance](#). **Do not remove application headings or question text from your application document. Doing so may invalidate your application.**

## University College Dublin- School of Medicine Commitment to the **Athena Swan Ireland Principles**


In committing to the principles of the Athena Swan Ireland charter, we recognise that we join a global community with a shared goal of addressing systemic inequalities and embedding inclusive cultures in research.

In determining our priorities and interventions, we commit to:

- 1 adopting robust, transparent, and accountable processes for Athena Swan work, including:
  - a embedding equality, diversity, and inclusion in our culture, decision-making and partnerships, and holding ourselves and others in our institution accountable.
  - b ensuring active leadership from senior staff, with those in senior roles at the forefront of taking action, and inspiring and fostering dedication and involvement from staff at all levels.
  - c collecting equality monitoring data to measure, understand and publicly report on challenges and progress, taking steps when necessary to support and encourage disclosure.
  - d undertaking transparent self-assessment processes to ensure priorities, interventions and actions are evidenced-based and inform our continuous development.
  - e distributing tasks appropriately, formally recognising and rewarding work and ensuring there is not a disproportionate burden on underrepresented groups.
- 2 making and mainstreaming sustainable structural and cultural changes to remedy the effects of structural inequalities and social injustices, which manifest as differential experiences and outcomes for staff.
- 3 tackling behaviours and cultures that detract from the creation of an institutional campus culture that is safe, respectful and supportive, including condemning sexual violence and harassment, bullying, discrimination, unfair treatment, or exploitation of staff.
- 4 addressing unequal gender representation across academic disciplines and professional, managerial and support functions, including examining gendered occupational segregation, and elevating the status, voice, and career opportunities of under-valued and at-risk groups.
- 5 fostering collective understanding that intersectional inequalities must be accounted for in the development of effective equality analysis and actions.
- 6 mitigating the equality impacts of short-term and casual contracts for staff seeking sustainable careers.
- 7 supporting flexibility and the maintenance of a healthy 'whole life balance' and mitigating the equality impact of career breaks and caring responsibilities.
- 8 fostering collective understanding that individuals have the right to determine and affirm their gender, and to implementing inclusive and effective policies and practices that are cognisant of the lived experiences and needs of trans and non-binary people.

  
**Alison Johns**

Chief Executive, Advance HE

  
**Stephen Marston**

Chair of the Board of Directors, Advance HE

 **AdvanceHE**



## **Additional Word Count Confirmation from Athena Swan**

On Fri 24 Mar 2023, 09:08 Sarah Fink, <[sarah.fink@advance-he.ie](mailto:sarah.fink@advance-he.ie)> wrote:

Hi Eimear

This email is to confirm that the School of Medicine can have an additional 1000 words for their renewal submission.

No further detail is needed – and we have noted this in our records as well.

Best wishes

Sarah

**Sarah Fink**

Head of Athena Swan Ireland

*Pronouns: She/her*

*At Advance HE we work flexibly to support colleagues have a healthy work/life balance. I'm emailing you now as it works for me. I respect your working arrangements may be different so please respond when convenient for you.*

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## Abbreviations List

<b>AD</b>	Associate Dean
<b>AP</b>	Action Plan
<b>AP/L</b>	Assistant Professor/Lecturer
<b>AS</b>	Athena Swan
<b>ASM</b>	All School Meeting
<b>BHLS</b>	Biomedical, Health and Life Sciences
<b>CEMS</b>	Centre for Emergency Medicine Science
<b>CHAS</b>	College of Health and Agricultural Sciences
<b>Comms</b>	Communications
<b>CRC</b>	Clinical Research Centre
<b>EA</b>	Executive assistant
<b>EDI</b>	Equality, Diversity and Inclusion
<b>EMS</b>	Emergency Medical Science
<b>Eol</b>	expressions of interest
<b>F</b>	Female
<b>GAC</b>	Grant Advisory Committee
<b>GEAP</b>	Gender Equality Action Plan (UCD)
<b>GEM</b>	Graduate Entry Medicine
<b>GER</b>	Graduate Entry Radiography
<b>GT</b>	Graduate Taught
<b>HoS</b>	Head of School
<b>HSE</b>	Health Service Executive
<b>M</b>	Male
<b>MC</b>	Associate Professor Marguerite Clyne, Associate Dean for EDI
<b>MLR</b>	Dr. Marie-Louise Ryan, Assistant Professor in Diagnostic Imaging
<b>PSS</b>	Professional and Support Staff
<b>P4G</b>	Performance for Growth
<b>RCSI</b>	Royal College of Surgeons in Ireland
<b>RIIG</b>	Research, Impact and Innovation Group
<b>SAT</b>	Self-Assessment Team
<b>SBI</b>	Systems Biology Ireland
<b>SEA</b>	Senior Executive Assistant
<b>SEMC</b>	School Executive Management Committee
<b>SL</b>	Section Leader
<b>SoM</b>	School of Medicine
<b>TOR</b>	Terms of Reference
<b>T&amp;L</b>	Teaching and Learning
<b>UCD</b>	University College Dublin
<b>UGM</b>	Undergraduate Medicine

<b>UMT</b>	University Management Team
<b>WiMIN</b>	Women in Medicine in Ireland Network

**Please note:**

**Original action plan in the 2019 Bronze application: abbreviated to AP-19.**

**New action plan for the 2023 Bronze renewal: abbreviated to AP-23**

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## Section 1: An overview of the department and its Athena Swan work

### 1. Letter of endorsement from the head of the department

**Insert (with appropriate letterhead) a signed letter of endorsement from the head of the department. The letter should comment on:**

- + the link between the Athena Swan Ireland principles and the departmental strategy;**
- + leadership of the head of department in advancing equality, including any involvement in the self-assessment or specific actions;**
- + evidence of how the department's equality work is led and supported by the department's senior management;**
- + key priorities, achievements and challenges relating to gender equality as discerned from the self-assessment;**
- + where relevant, key priorities, achievements and challenges relating to additional equality grounds, as discerned from the self-assessment;**
- + Priority actions to address the issues and opportunities identified.**

### **Confirm the following:**

**The information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the department. Confirmed**



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Belfield, Dublin 4, Ireland

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**Foireann Chláir an Leighis, UCD**  
An Coláiste Ollscoile Baile Átha Cliath  
Ionad Eolaíocht Sláinte, C134  
Belfield, Baile Átha Cliath 4, Éire

15<sup>th</sup> June 2023

Dear Ms Fink

I strongly endorse this application for renewal of our Bronze Athena SWAN award. Athena SWAN has played an important role in embedding EDI in our School. In addition to gender equality our staff and students have championed initiatives including anti-racism, widening student participation, inclusive teaching and learning, disability, and neurodiversity. I confirm that the information presented in this application (including qualitative and our community quantitative data) is an honest, accurate and true representation of the School.

The self-assessment process was led by Dr. Marie-Louise Ryan, Assistant Professor of Diagnostic Imaging and Associate Professor Marguerite Clyne, Associate Dean for EDI in the School, and a member of our School Executive. EDI and Athena SWAN were supported by administrative staff (0.5 FTE SEA) and our Communications Manager. Dr. Ryan was relieved of one teaching module in recognition of time required for writing this application and I have personally ensured that resources are available for EDI related events. Going forward these supports will be maintained and an annual budget of minimum €5,000 allocated to support events included in our action plan.

In 2019 we identified three critical challenges, academic promotions, low female representation at professorial level, and the lack of a sense of community in our large and geographically dispersed School.

I am acutely aware of the low number of applications for academic promotion in our School. Both myself and other senior faculty have participated in promotions workshops to encourage applications. Of five applications made over three years (2020-2022) three applications from men were successful. While I anticipate that there will be more individuals promoted soon, we still have much work to do. We are making career progression especially for females a key priority in our action plan.

To further support career progression, we established a grants advisory committee for staff writing research proposals. To assist faculty with caring

responsibilities we introduced a School specific research grant worth up to €15,000 upon return to work after family-related leave and are committed to implementing the UCD policy of a phased return to teaching after maternity or adoptive leave. Further actions include implementation of a mentoring scheme for staff wishing to prepare for promotion and targeting of eligible staff to encourage them to apply.

Since our last application we have appointed two female Full Professors, of Medicine and Therapeutics and Surgery respectively. The proportion of female clinical professors is now 25% up from 14% in 2019. These appointments contribute to much-needed diversity among our clinical faculty and provide valuable role models for our students which is over 60% female.

There is a large discrepancy between the number of males and females chairing key school committees and promotion of women will be important for addressing this issue. We are aiming for a minimum of 60:40 gender balance among committee chairpersons in the School. Furthermore, the EDI committee and the AS SAT requires significantly more male involvement, particularly males at Senior Level. Should men not volunteer for these committees I will personally be approaching appropriate personnel to fill these gaps.

Other initiatives such as supporting family friendly work practises, and events such as School coffee mornings, Christmas lunch, a summer BBQ and celebration of international women's day have done much to improve our sense of community. I was delighted that in our survey 70% of academic staff respondents and 81% of support staff indicated that they believe the School values EDI initiatives.

Our challenge now is to deliver further impact by implementation of our new action plan. Promotions and mentoring are key priorities going forward, with the aim of significantly increasing the number of applications for academic promotion in the School. Our target is a minimum of four applications for academic promotion annually from the School and at least 50% from women,

I look forward to supporting and working with the EDI committee to deliver our action plan and ensuring that we are in a strong position to apply for a Silver award in 2027.

Thank you for considering our application



Professor Michael Keane  
Full Professor of Medicine and Therapeutics  
Dean of Medicine and Head of School

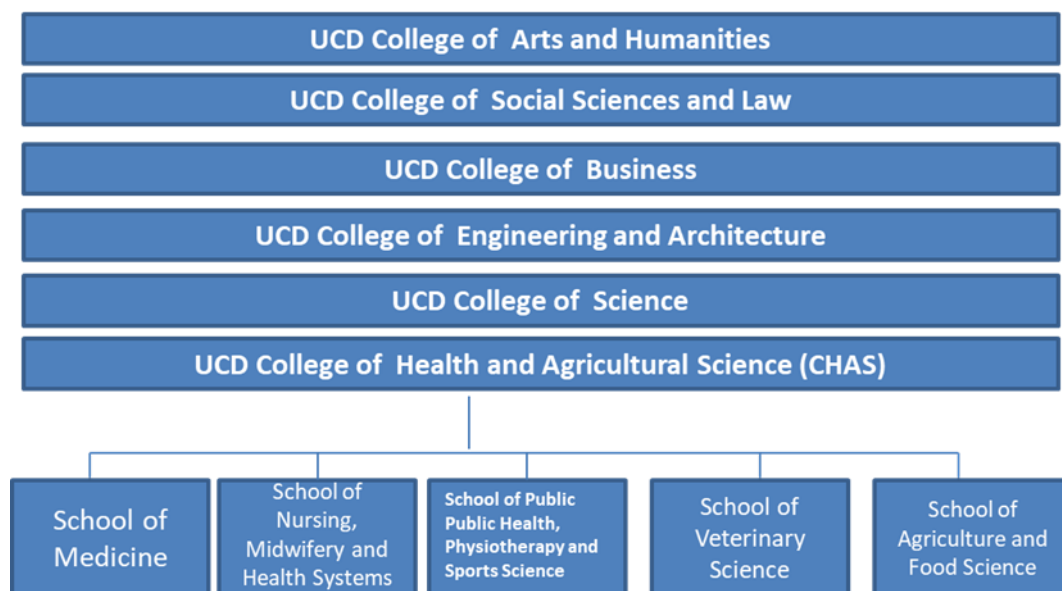
## 2. Description of the department

**Provide a brief introduction to the department, including any relevant contextual information. This should include information on:**

- + teaching and research focus, including discipline coverage and any areas of specialism;**
- + the total number of staff by gender and category of post;**
- + the total number of students by programme type and gender;**
- + information on location/s.**
- + any changes to the department's context since the previous award (e.g. structural changes, significant expansions).**

There are six colleges in UCD each with a college principal who is a member of the University Management Team (UMT). UCD School of Medicine (SoM), College of Health and Agricultural Sciences (CHAS) (Figure 1) is the largest School in UCD with 514 staff (Table 1) and over 3,500 students (Table 2). The SoM is led by the Dean and Head of School (HoS) with six Associate Deans (ADs), 4F and 2M, and six academic section leaders (SLs), 3F and 3M, of teaching and research staff aligned with subject areas or clinical specialities. The SoM supports UCD in its strategic objective of promoting respect, wellbeing, and greater understanding of engagement with EDI across the university.

*Figure 1- UCD Organisational Structure and SoM in CHAS.*



## Location

Our staff are distributed across the UCD Belfield campus and clinical sites (Figure 2A). Clinical training programmes are delivered at Dublin hospitals within a radius of approximately 10km from Belfield (Figure 2B) and across the country through affiliated hospitals, and our primary care clinical training network. At Belfield the Health Science Centre, the Charles Institute, Systems Biology Ireland (SBI) and The Conway Institute are interconnected (Figure 3).



**A**

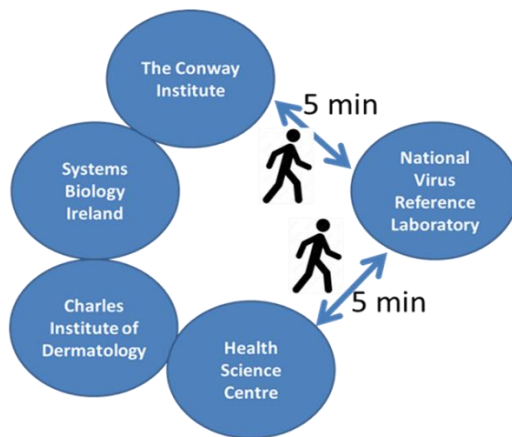
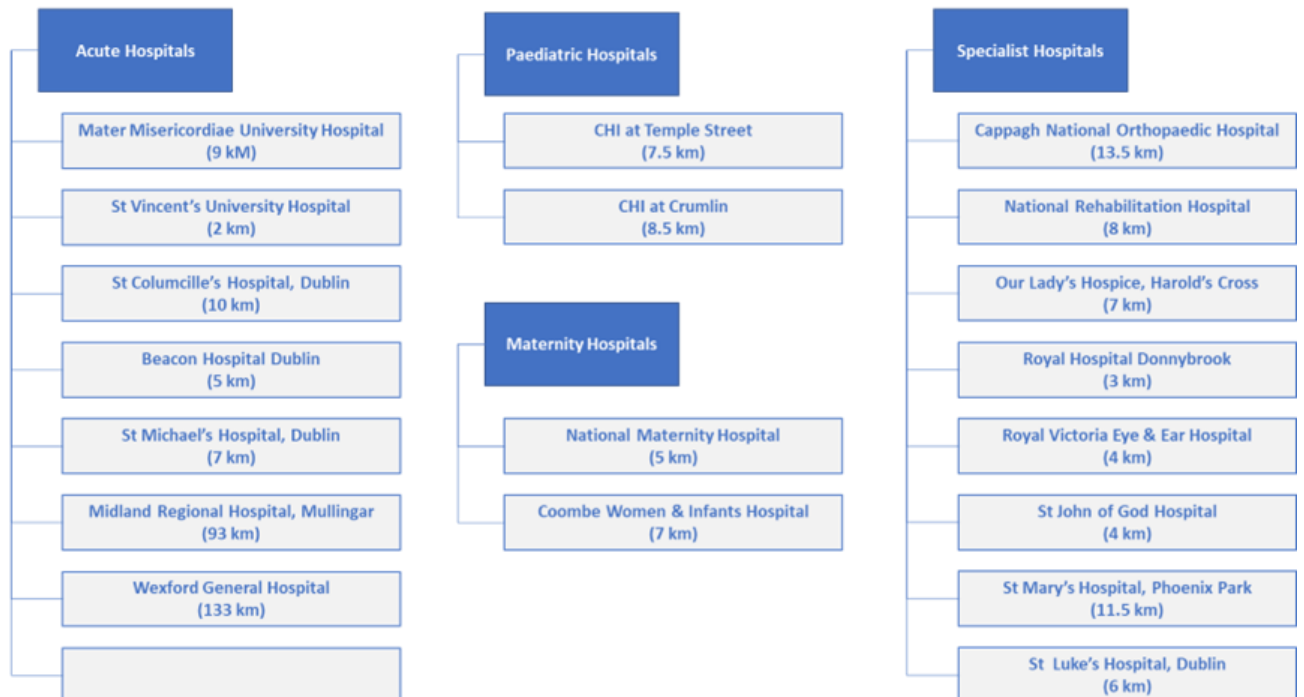


Figure 2- Location of SoM staff at (A) the UCD Belfield campus and (B) location of acute, general and specialist hospitals affiliated with the School. The distance of each site from the Belfield campus is indicated in brackets.

**B**



*Figure 3- The Health Science Centre, The Conway Institute, Systems Biology Ireland and The Charles Institute of Dermatology on the Belfield Campus*

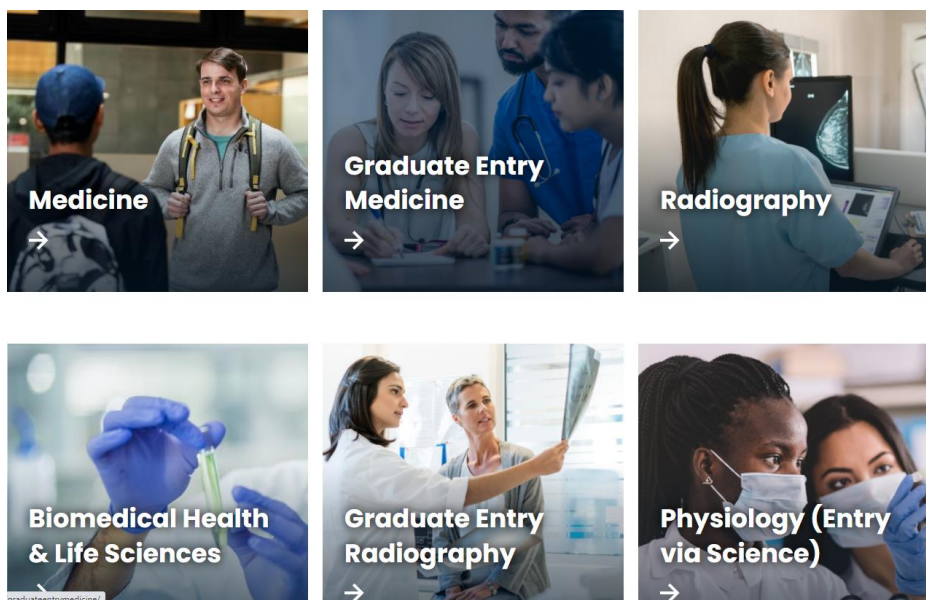


## Teaching and Learning (T&L)

We train doctors, radiographers, paramedics, and scientists through direct and graduate entry degree programmes in Medicine and Radiography, professional qualifications in Emergency Medical Science (EMS), and BSc awards in Physiology and Biomedical, Health and Life Sciences (BHLS) (Figure 4). Intake to Radiography increased from 40 to 100 students commencing 2017/2018 and Graduate Entry Radiography (GER) commenced in 2019/2020.

We deliver over fifty graduate taught (GT) programmes with a strong healthcare focus, ranging from certificate to Masters degree awards, offered on a full-time, part-time, occasional and distance learning basis.

*Figure 4- Undergraduate degree programmes offered at UCD SoM*



## Research Focus

Our research portfolio includes biomedical, clinical, and translational research extending from bioinformatics, molecular investigations of disease to clinical research evaluating therapeutic strategies.

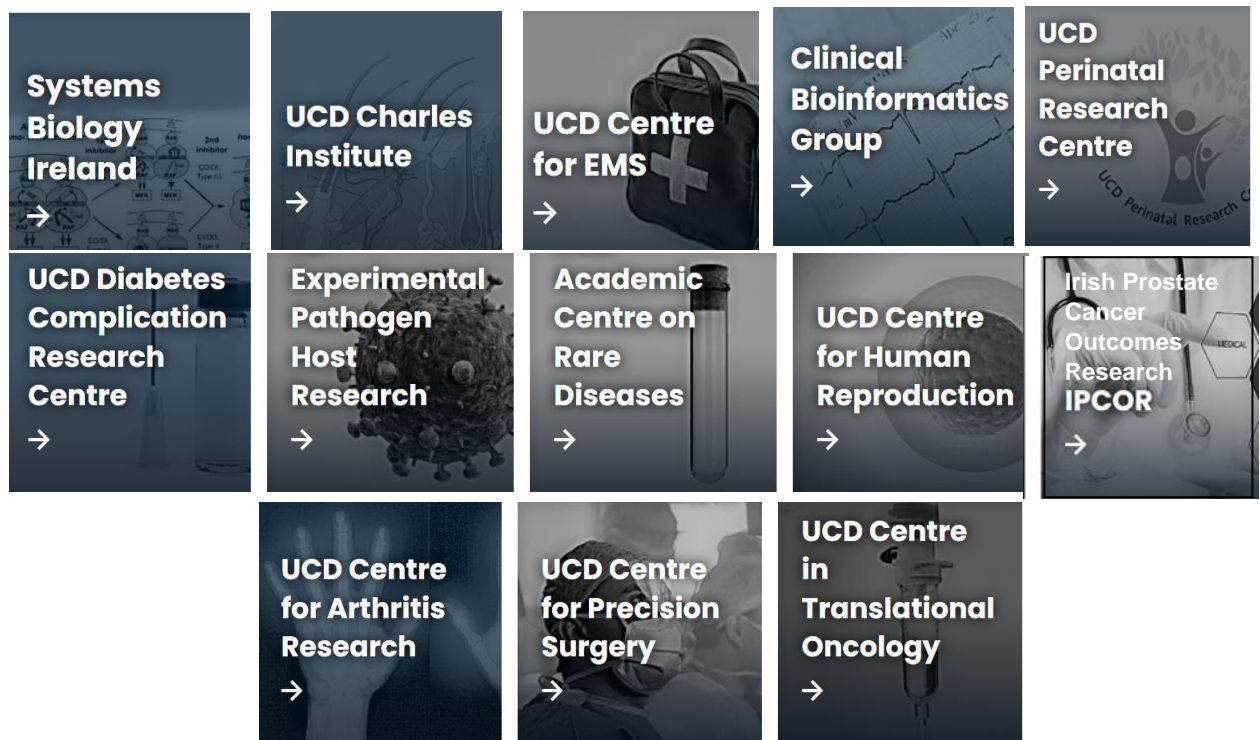
With 155 principal investigators, we have grants under management worth approximately €110m and annual research income of approximately €20m. A Clinical Research Centre (CRC) composed of two units on hospital sites provides an infrastructure for clinical and translational research. Graduate research (GR) students,



including clinicians undergoing higher specialist training and clinical tutors, pursue MSc, MD or PhD degrees.

We also have 13 other academic research centres (Figure 5), each representing a programme of research on a thematic area with leadership provided by senior faculty, 3F & 10M. The percentage of female leaders (21.4%) is close to that of female professors in the SoM (22.7%).

*Figure 5- Academic Research centres in UCD SoM*



## Our Staff

We have 514 staff, 60% F, compared with 63% in 2018/2019 (Table 1). 51% of academic staff are female compared with 47% in 2018/2019 (Table 1, Figure 6). The increase in female academic staff is largely due to an increase in female Assistant Professor/Lecturers (AP/L). Overall, the percentage of female professorial staff has increased from 17.4% to 22.7% due to promotion of one female to professor in 2019, appointment of two female full professors and a decrease in male professors (Table 1, Figure 7).

### Progress and Impact Box 1

**Impact of actions 5.1.1, 5.1.4, 5.1.5, 5.1.7:** Adherence to UCDHR guidelines for recruitment panels, tasking of search committees to increase numbers of female applicants and inclusion of EDI policy in job descriptions and at interview resulted in a gender balance of applicants, and a high proportion of female appointments including two female clinical academic full professors.

Research and administrative and professional support staff (PSS) are predominately female at 62% and 83% respectively.

In 2018, UCD approved the implementation of an institutional *Student and Academic Services Review* to enable sustainable growth and ensure students have a quality experience.

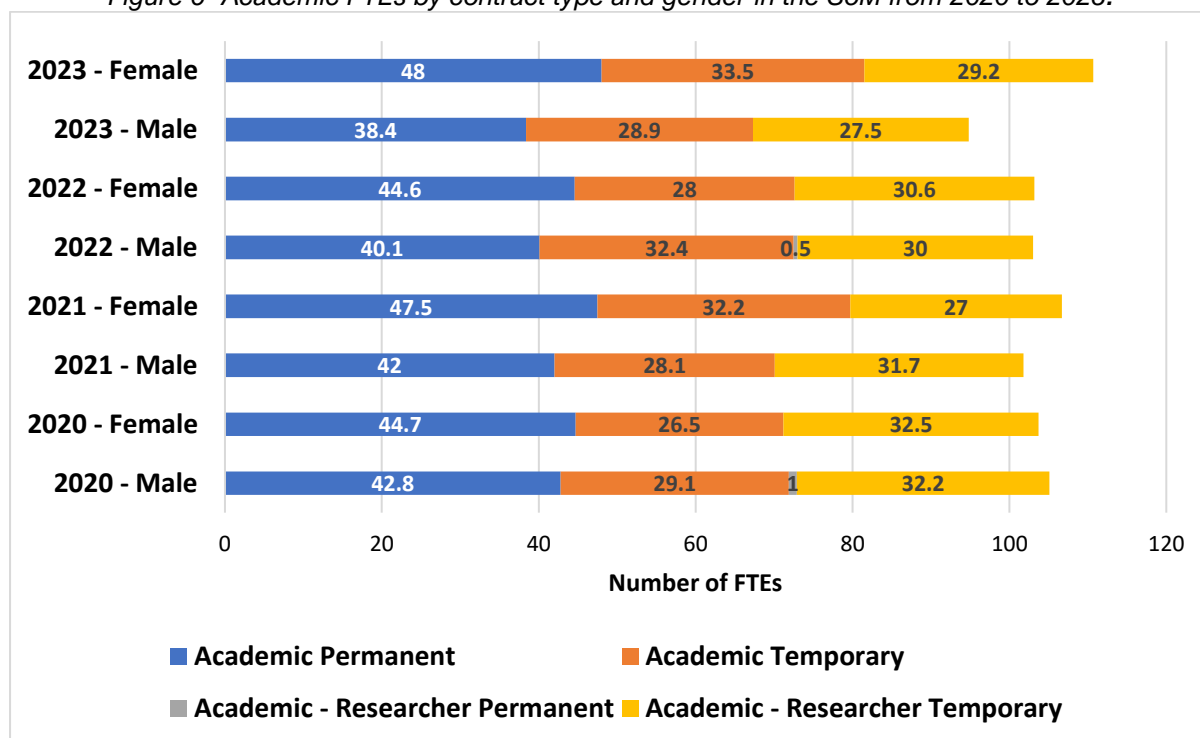
In 2019 a SoM director, for student and academic services administration, was appointed who implemented a new administration and PSS model.

Administrative and PSS Managers (n=13) report to the Director who chairs the Managers Group which meets on regularly to; enhance communication between Belfield-based and staff on clinical sites, identify synergies and collaborative opportunities, and discuss University and School initiatives. Administrative and PSS span 13 teams based in Belfield and 9 clinical sites. Since 2020, 19 administrative and PSS roles have been upgraded.

Table 1- Total Number and Gender of Staff in SoM in Academic Years 2018/2019 and 2022/2023

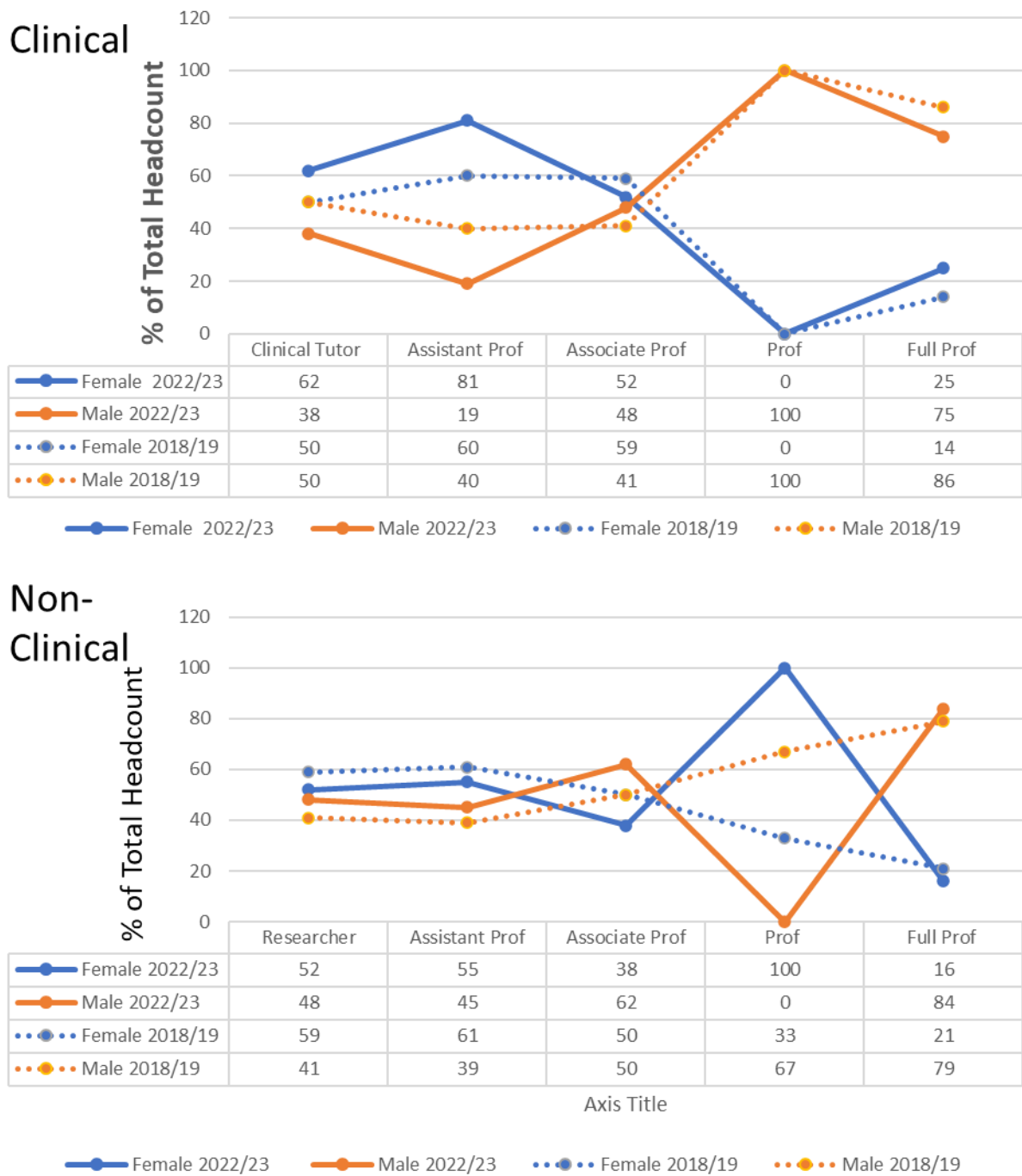
HEADCOUNT		2018/2019			2022/2023		
Category	Sub-Category	F	M	% F	F	M	% F
Academic	Full Professor	4	15	21	3	16	16
Non-Clinical	Professor	1	2	33	2	0	100
	Associate Professor	5	5	50	5	8	38
	Lecturer / Assistant Professor	19	11	63	21	17	55
	Demonstrator		1	0		1	0
Non Clinical Academic Staff total		29	34	46	31	42	42
Academic	Full Professor	3	18	14	5	15	25
Clinical	Professor		3	0		4	0
	Associate Professor	13	9	59	14	13	52
	Lecturer / Assistant Professor	15	10	60	26	6	81
	General Practitioner	3	1	75	2	1	66
	Clinical Tutor	20	20	50	26	16	62
	Demonstrator				1		100
Clinical Academic Staff Total		54	61	47	74	55	57
Research	Research Fellow	18	15	55	3	3	50
	Post Doctoral Fellow PD2	7	4	64	3	5	38
	Post Doctoral Fellow PD1	29	20	59	22	22	50
	Research Scientist	2	3	40	23	17	58
	Researcher	7	1	88			
Research Staff Total		63	43	59	51	47	52
Research	Administration Manager	4		100	7	3	70
Support	Specialist	2	1	67			
	Clinical Research Nurse Mgr	2		100	3		100
	Clinical Research Nurse	26	2	93	25	1	96
	Other Nurse	1		100			
	Research Assistant	33	11	76	37	21	64
	Project Manager	8	3	73	13	13	50
	Technician/Laboratory Attendant		1	0			
Research Support Staff Total		76	18	81	85	38	69
Research Total		139	61	70	136	85	62
Support	Administration Director	1	1	50	1	1	50
	Administration Manager	18	1	95	30	3	91
	Senior Executive Assistant	32	4	89	28	7	80
	Executive Assistant	9	2	82	1	1	50
Administrative Staff Total		60	8	88	60	12	83
	Educational Technology Mgr		1	0		1	0
	Educational Technologist	1	1	50	1	1	50
	Lab Mgr/Chief Technician	2		100	2		100
	Senior Technician	4	5	44	4	5	44
	Technician		1	0		1	0
	Laboratory Attendant	2		100	2		100
Technical Staff Total		9	8	53	9	8	53
Support Staff Total		69	16	81	69	20	78
Total		291	172	63	310	204	60

Figure 6- Academic FTEs by contract type and gender in the SoM from 2020 to 2023.



Note: Clinical tutors included in temporary academic staff numbers.

Figure 7- Comparison between academic career pipeline for clinical and non-clinical academic staff in the SoM for academic years 2022/2023 and 2018/2019





## Our Students

The number of students in the SoM increased from 2,611 (62.4% F) in 2018/19 to 3,550 (64.1% F) in 2021/22 (Figure 8 and Table 2).

Figure 8- Total number and gender of students in the SoM in academic years 2018/19 and 2021/22

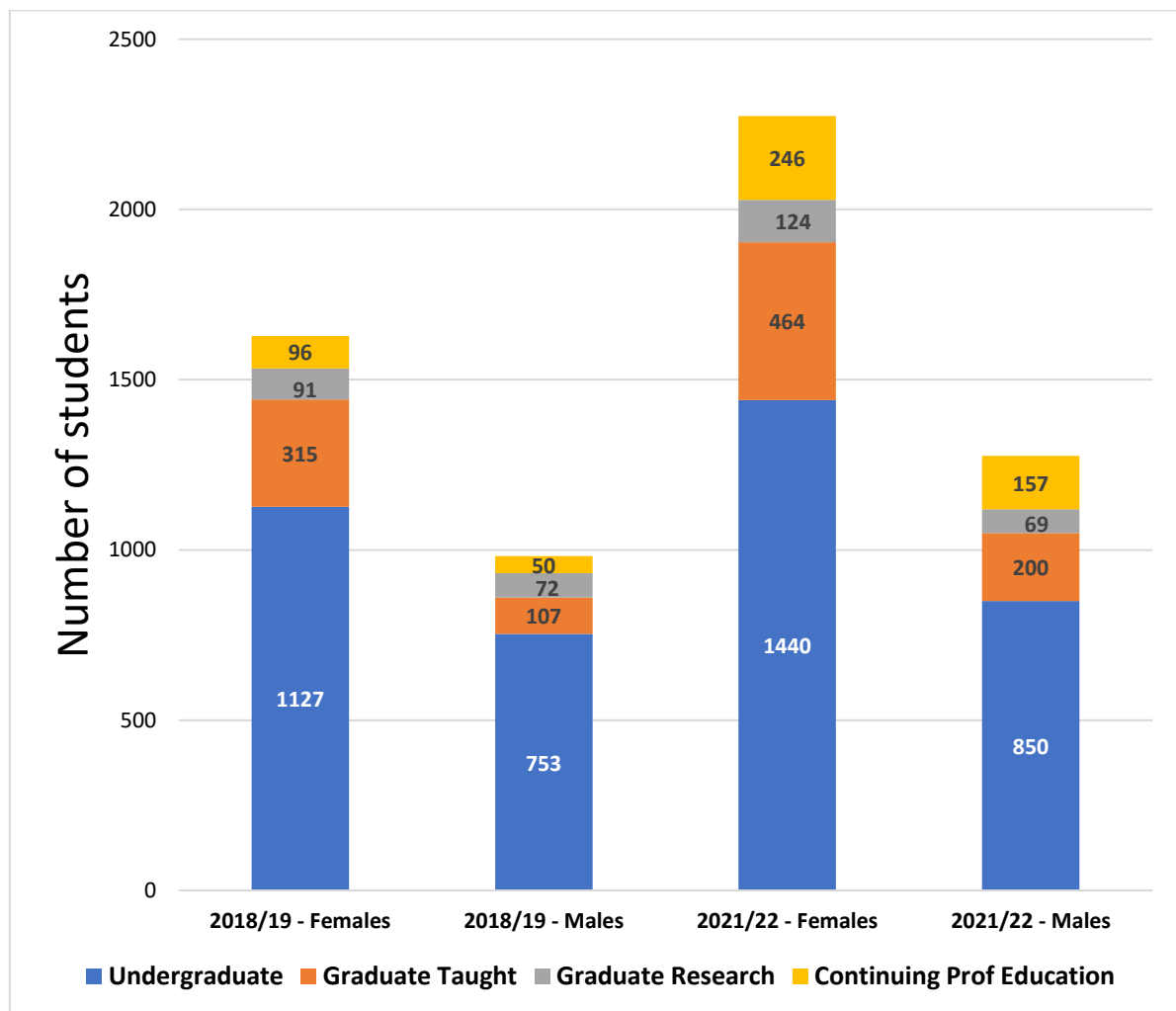


Table 2- Total Number and gender of students in SoM programmes in academic years 2018/19 and 2021/22

	Headcount per Academic Year by Gender					
	2018/2019			2021/2022		
Programme	F	M	%F	F	M	% F
Undergraduate	1127	753	59.9	1440	850	62.7
Graduate Taught	315	107	74.6	464	200	69.9
Graduate Research	91	72	55.8	124	69	63.9
Continuing Professional Education	96	50	65.8	246	157	60.3
Total	1629	982	62.4	2274	1276	64.1

## Undergraduate students

Our student intake on undergraduate courses is over 60% female (Table 3).

Together with RCSI, the SoM operate Penang Medical College. Students do 2.5 years preclinical training in UCD before returning to Penang, Malaysia for clinical training. however the student number in this cohort is in decline due to competition from American and European Schools. Hence, the SoM has diversified international student intake which represents 31% of our student cohort, up from 23% in 2016.

Table 3- Total intake by gender for undergraduate programme in the SoM for Academic Years 2018/2019 to 2021/2022

Programme	2018/19			2019/20			2020/21			2021/22		
	M	F	% F	M	F	% F	M	F	% F	M	F	% F
<b>UGM</b>	46	81	<b>63.8</b>	54	78	<b>59.1</b>	63	100	<b>61.3</b>	51	85	<b>62.5</b>
<b>Medicine</b>												
<b>Penang</b>	22	34	<b>60.7</b>	18	31	<b>63.3</b>	16	19	<b>54.3</b>	19	22	<b>53.6</b>
<b>GEM</b>	65	46	<b>41.4</b>	59	82	<b>58.1</b>	59	59	<b>50</b>	45	59	<b>56.7</b>
<b>Radiography</b>	12	85	<b>84.5</b>	18	84	<b>82.3</b>	14	82	<b>85.4</b>	11	81	<b>88</b>
<b>BHLS</b>	9	30	<b>76.9</b>	12	26	<b>68.4</b>	12	32	<b>72.7</b>	5	32	<b>86.5</b>
<b>Physiology</b>	7	5	<b>41.7</b>	3	8	<b>72.7</b>	2	9	<b>81.8</b>	4	9	<b>69.2</b>
<b>Total</b>	161	281	<b>63.6</b>	164	309	<b>65.3</b>	166	301	<b>64.4</b>	135	288	<b>65</b>

The high proportion of females registered with the SoM is comparable with figures for similar programmes from the Higher Education Authority (Table 4).

Table 4- Higher Education Authority figures for Academic year 2021/22 showing student breakdown by gender for medicine, medical diagnostics and biological science related degrees.

Subject	% Male	% Female
<b>Medicine</b>	43	57
<b>Medical diagnostics and therapies</b>	29	71
<b>Biological and related science</b>	39	61
<b>Biology</b>	32	68

The low numbers of males in radiography and BHLS correlates with the proportion of male applicants, average 17% and 23% respectively between 2020 and 2023. Actions to increase the proportion of males in Radiography were hampered due to Covid (Action 4.1.1, 2019 AP-19). Further actions are required to increase the proportion of male applicants to radiography and BHLS. Radiography students are discussed further in section 2.

Action Box 1 Action Number	Description
1.11	Increase proportion of male students in Radiography where male students are underrepresented.

## Degree attainment

Tables 5-10 show degree attainment for undergraduate programmes in SoM for UGM GEM, Radiography, GER, BHLS and Physiology respectively.

Table 5- Degree Attainment UGM

Academic Year	Award	M	F	Total	% M	% F
2019/2020	1 <sup>st</sup> Class Honours	6	5	11	11	6.6
2020/2021		16	23	39	2.7	3.1
2021/2022		8	9	17	15.4	13.4
<b>Total all years</b>		<b>30 (18.4%)</b>	<b>37 (17.2%)</b>	<b>67</b>	<b>44.7</b>	<b>55.3</b>
2019/2020	2 <sup>nd</sup> Class Honours, Grade 1	21	42	63	39	56
2020/2021		35	47	82	60.3	63
2021/2022		29	46	75	55.8	68.6
<b>Total all years</b>		<b>85 (52.2%)</b>	<b>135 (62.8%)</b>	<b>220</b>	<b>38.6</b>	<b>61.4</b>
2019/2020	2 <sup>nd</sup> Class Honours, Grade 2	18	25	43	33	33
2020/2021		6	4	10	10.3	5.4
2021/2022		14	11	25	26.9	16.4
<b>Total all years</b>		<b>38 (23.3%)</b>	<b>40 (18.6%)</b>	<b>78</b>	<b>48.7</b>	<b>51.3</b>
2019/2020	Pass	9	3	12	17	4
2020/2021		1	0	1	1.7	0
2021/2022		0	0	0	0	0
<b>Total all years</b>		<b>10 (6.1%)</b>	<b>3 (1.4%)</b>	<b>13</b>	<b>76.9</b>	<b>23.1</b>
<b>Total students</b>		<b>163</b>	<b>215</b>	<b>378</b>	<b>43.1</b>	<b>56.9</b>

Table 6- Degree Attainment GEM

Academic Year	Award	M	F	Total	% M	% F
2019/2020	1 <sup>st</sup> Class Honours	0	5	5	0	100
2020/2021		0	1	1	0	100
2021/2022		1	1	2	50	50
<b>Total all years</b>		<b>1 (0.8%)</b>	<b>7 (4.7%)</b>	<b>8</b>	<b>12.5</b>	<b>87.5</b>
2019/2020	2 <sup>nd</sup> Class Honours, Grade 1	23	34	57	45.1	79.8
2020/2021		32	44	76	69.6	74.6
2021/2022		22	42	64	55	73
<b>Total all years</b>		<b>77 (61.1%)</b>	<b>120 (80.5%)</b>	<b>197</b>	<b>39.1</b>	<b>60.9</b>
2019/2020	2 <sup>nd</sup> Class Honours Grade 2	22	12	34	43.1	25
2020/2021		5	3	8	10.9	5
2021/2022		14	6	20	35	10.5
<b>Total all years</b>		<b>41 (32.5%)</b>	<b>21 (14.1%)</b>	<b>62</b>	<b>66.1</b>	<b>33.9</b>
2019/2020	Pass	5	1	6	8.3	16.7
2020/2021		2	0	2	100	0
2021/2022		0	0	0	0	0
<b>Total all years</b>		<b>7 (5.6%)</b>	<b>1 (0.7%)</b>	<b>8</b>	<b>87.5</b>	<b>12.5</b>
<b>Total students</b>		<b>126</b>	<b>149</b>	<b>275</b>	<b>45.8</b>	<b>54.2</b>

Table 7 - Degree Attainment Radiography

Academic Year	Award	M	F	Total	% M	% F
2019/2020	1 <sup>st</sup> Class Honours	0	5	5	0	100
2020/2021		0	1	1	0	100
2021/2022		1	1	2	50	50
<b>Total all years</b>		<b>1 (2.1%)</b>	<b>7 (3.7%)</b>	<b>8</b>	<b>12.5</b>	<b>87.5</b>
2019/2020	2 <sup>nd</sup> Class Honours, Grade 1	5	31	36	13.9	86.1
2020/2021		11	61	72	15.3	84.7
2021/2022		10	57	67	14.9	85.1
<b>Total all years</b>		<b>26 (54.2%)</b>	<b>149 (80.4%)</b>	<b>175</b>	<b>14.9</b>	<b>85.1</b>
2019/2020	2 <sup>nd</sup> Class Honours Grade 2	3	9	12	25	75
2020/2021		5	8	13	38.5	61.5
2021/2022		13	12	25	52	48
<b>Total all years</b>		<b>21 (43.7%)</b>	<b>29 (15.9%)</b>	<b>50</b>	<b>42</b>	<b>58</b>
2019/2020	Pass	0	0	0	0	0
2020/2021		0	0	0	0	0
2021/2022		0	0	0	0	0
<b>Total all years</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total students</b>		<b>48</b>	<b>185</b>	<b>233</b>	<b>20.6</b>	<b>79.4</b>

Table 8- Degree Attainment GER

Academic Year						
2021/2022	1 <sup>st</sup> Class Honours	2 <sup>nd</sup> Class Honours Grade 1	2 <sup>nd</sup> Class Honours Grade 2	Pass	Total	% F
	0	6	4	0	10	100

Table 9- Degree Attainment BHLS

Academic Year	Award	M	F	Total	% M	% F
2019/2020	1 <sup>st</sup> Class Honours	4	5	9	44.4	55.6
2020/2021		1	9	10	10	90
2021/2022		2	11	13	15.4	84.6
<b>Total all years</b>		<b>7 (41.2%)</b>	<b>25 (55.6%)</b>	<b>32</b>	<b>21.9</b>	<b>78.1</b>
2019/2020	2 <sup>nd</sup> Class Honours, Grade 1	4	9	13	30.8	69.2
2020/2021		3	6	9	33.3	66.7
2021/2022		2	5	7	28.6	71.4
<b>Total all years</b>		<b>9 (52.9%)</b>	<b>20 (44.4%)</b>	<b>29</b>	<b>31</b>	<b>69</b>
2019/2020	2 <sup>nd</sup> Class Honours Grade 2	1	0	1	100	0
2020/2021		0	0	0	0	0
2021/2022		0	0	0	0	0
<b>Total all years</b>		<b>1 (5.9%)</b>	<b>0 (0%)</b>	<b>1</b>	<b>100</b>	<b>0</b>
2019/2020	Pass	0	0	0	0	0
2020/2021		0	0	0	0	0
2021/2022		0	0	0	0	0
<b>Total all years</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total students</b>		<b>17</b>	<b>45</b>	<b>62</b>	<b>27.4</b>	<b>75.6</b>

Table 10- Degree Attainment Physiology

Academic Year	Award	M	F	Total	% M	% F
2019/2020	1 <sup>st</sup> Class Honours	0	3	3	0	100
2020/2021		1	4	5	20	80
2021/2022		2	1	3	66.7	33.3
<b>Total all years</b>		<b>3 (27.3%)</b>	<b>8 (33.3%)</b>	<b>11</b>	<b>27.3</b>	<b>72.7</b>
2019/2020	2 <sup>nd</sup> Class Honours, Grade 1	3	4	7	42.9	57.1
2020/2021		1	5	6	16.7	83.3
2021/2022		1	7	8	12.5	87.5
<b>Total all years</b>		<b>5 (45.4%)</b>	<b>16 (67.7%)</b>	<b>21</b>	<b>23.8</b>	<b>76.2</b>
2019/2020	2 <sup>nd</sup> Class Honours Grade 2	3	0	3	100	0
2020/2021		0	0	0	0	0
2021/2022		0	0	0	0	0
<b>Total all years</b>		<b>3 (27.3%)</b>	<b>0 (0%)</b>	<b>3</b>	<b>100</b>	<b>0</b>
2019/2020	Pass	0	0	0	0	0
2020/2021		0	0	0	0	0
2021/2022		0	0	0	0	0
<b>Total all years</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total students</b>		<b>11</b>	<b>24</b>	<b>35</b>	<b>31.4</b>	<b>68.6</b>

Increases occurred in the number of students, without any gender bias, awarded 1<sup>st</sup> class honours in the UGM, GEM, BHLS and physiology programmes between 2019/20 and 2021/22 compared with 2015/16 to 2017/18. Likewise the percentage of GEM students awarded 2nd class honours grade 1 grades also rose. This could be influenced by the style of examination which was largely continuous assessment or open book exams during Covid.

Statistical analysis revealed that the proportions of females compared to males in GEM and in Radiography that were awarded a First Class Honours or Second Class Honours Grade 1 was significantly different, p value <0.001 in each case (Fisher's exact test).

Action Box 2 Action Number	Description
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.

## Completion rates

Completion rates for our undergraduate courses is high except for BHLS and Physiology (Table 11). The high attrition is due to students leaving to take up places on UGM courses and students exiting with general BSc degrees at the end of third year to do GEM.

Table 11- Number and gender of students who have withdrawn from undergraduate programmes

Academic Year	2018/2019		2019/2020		2020/2021		2021/2022	
Programme	M	F	M	F	M	F	M	F
UGM	0	1	0	1	5	3	0	6
GEM	4	3	4	2	1	1	1	0
Medicine Penang	1	0	0	0	0	0	3	0
Radiography	2	8	1	4	0	4	2	6
GER	N/A	N/A	N/A	N/A	0	1	0	1

<b>BHLS</b>	8	11	2	5	2	8	2	1
<b>Physiology</b>	2	2	2	N/A	3	1	1	5

## Graduate Taught

More females than males register for our GT courses (Table 12), thus a greater number of females than males withdraw each year and apply for LOA. However pro-rata, male students (18/19 5.4%, 19/20 8.7%, 20/21 5.2%, 21/22 6.7%) are more likely to withdraw than female students (18/19 3.4%, 19/20 3.7%, 20/21 3.8%, 21/22 3.8%). Reasons cited are work related pressures (particularly through the pandemic), financial reasons, lack of access to clinical areas linked to the programme or physical/mental health-related issues.

*Table 12- Number and gender of students registered to graduate taught courses.*

	Academic year											
	2018/19			2019/20			2020/21			2021/22		
<b>Graduate taught</b>	<b>M</b>	<b>F</b>	<b>% F</b>	<b>M</b>	<b>F</b>	<b>% F</b>	<b>M</b>	<b>F</b>	<b>% F</b>	<b>M</b>	<b>F</b>	<b>% F</b>
<b>Registered</b>	112	328	<b>75</b>	127	384	<b>75</b>	213	613	<b>74</b>	209	497	<b>70</b>
<b>Withdrawn</b>	6	11	<b>65</b>	11	14	<b>56</b>	11	23	<b>68</b>	14	19	<b>58</b>
<b>LOA</b>	1	2	<b>67</b>	1	6	<b>86</b>	1	4	<b>80</b>	0	6	<b>100</b>

Males predominate in EMS courses (Table 13). Entry to courses is determined by the HSE or the defence forces and the SoM has no control over participation. Female participation on EMS courses is highlighted by CEMS and SoM via social media and in marketing material (Figure 9).



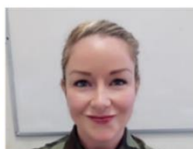


Figure 9- Marketing material used by CEMS and SoM for EMS courses.

## EMS Student Testimonials



Corporal Niall Carty



Corporal Kerrie O'Halloran



Dr Carl Byrne

### Progress and Impact Box 2

**Progress of action 4.1.3:** Female participation on the MSc EMS programme has ranged from 33 to 42% since 2018/19 (Table 13) while previously the highest percentage of women on any EMS course was 30%.

Table 13- Number and gender of Graduate taught students on EMS courses in UCD SoM and number of withdrawals

Academic year	Major Description	M	F	% F	Withdrawn M	Withdrawn F
<b>2021/2022</b>	Grad Dip EMS(AdvParamedic)(T3)	6	0	<b>0</b>	0	N/A
	Grad Dip EMS (Adv Paramedic)FT	6	1	<b>14</b>	0	0
	MSc EMS (Adv Paramedic)FT	7	0	<b>0</b>	3	N/A
	MSc EMS (Immediate Care)FT	7	5	<b>42</b>	0	0
<b>2020/2021</b>	Grad Dip EMS (Adv Paramedic)T3	4	1	<b>0</b>	0	1
	MSc EMS (Adv Paramedic)FT	1	0	<b>0</b>	0	N/A
	MSc EMS (Immediate Care)FT	9	6	<b>40</b>	0	1
<b>2019/2020</b>	Grad Dip EMS(AdvParamedic)T3	5	1	<b>17</b>	0	0
	Grad Dip EMS (Adv Paramedic)FT	19	4	<b>17</b>	0	0
	MSc EMS (Adv Paramedic)FT	2	0	<b>0</b>	0	N/A
	MSc EMS (Immediate Care)FT	6	3	<b>33</b>	0	0
	PD EMS (IC)FT	1	1	<b>50</b>	0	0
<b>2018/2019</b>	Grad Dip EMS(AdvParamedic)T3	15	4	<b>21</b>	1	0
	Grad Dip EMS (Adv Paramedic)FT	21	4	<b>16</b>	1	0
	MSc EMS (Adv Paramedic)FT	1	0	<b>0</b>	0	N/A
<b>Total</b>		<b>95</b>	<b>44</b>	<b>32</b>	<b>5</b>	<b>2</b>

Action Box 3 Action Number	Description
1.10	EMS will continue to work with defence forces to encourage and promote female participation in emergency medicine.
4.10	Monitor key student and staff gender indicators (as per AP-19) annually to assess for any gender imbalances or issues.
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.

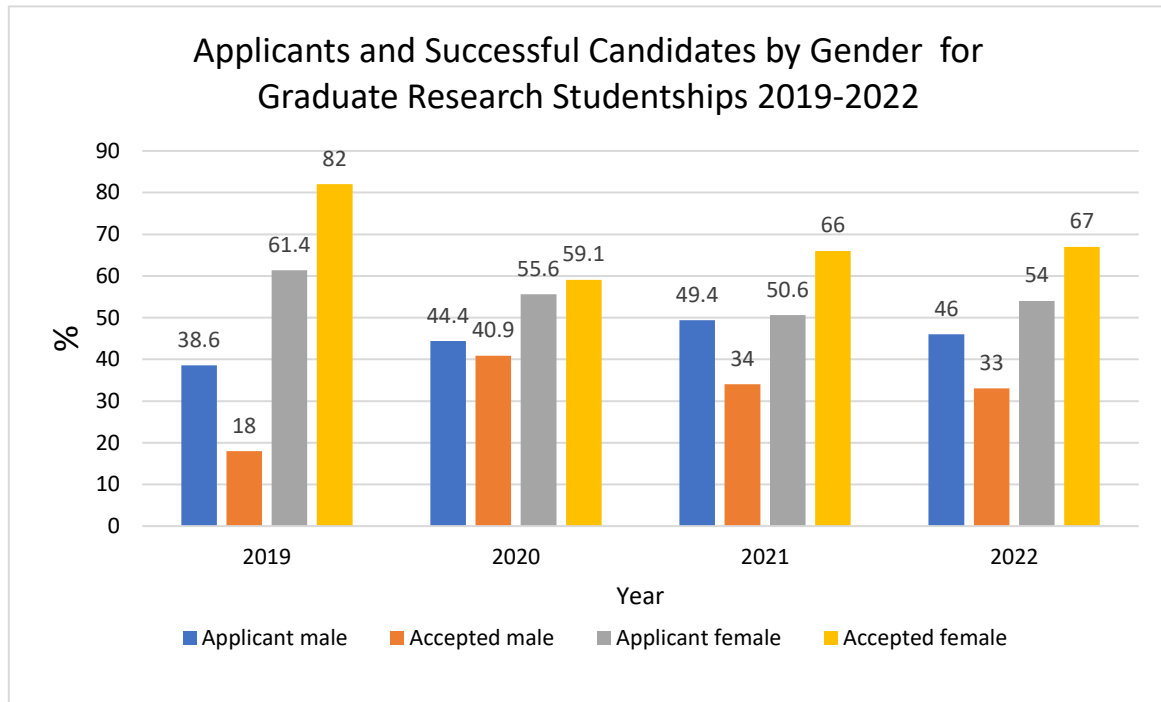
## Graduate Research

Females predominate in our GR student cohort (Table 14). Faculty were invited to submit data on recruitment of GR students at student registration. For 48 of 139 (34.5%) GR positions between 2019 and 2022 females were more successful than males (Figure 10). This may be linked to female attainment of higher grades in primary degree awards compared to males.

Table 14- Number and gender of Graduate Research students in academic years 2019/20 to 2021/22

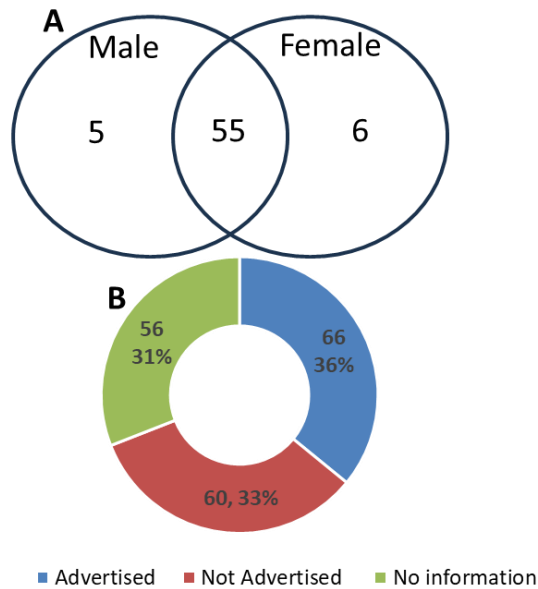
Degree Level		Academic Year											
		2019/20				2020/21				2021/22			
		M	F	Total	% F	M	F	Total	% F	M	F	Total	% F
Full-Time	Doctorate	53	80	133	60.2	67	96	163	58.9	56	101	158	63.9
Part-Time	Doctorate	14	13	27	48.1	12	11	23	47.8	8	13	21	61.9
Full-Time	Masters Degree	9	10	19	52.6	11	7	18	38.9	5	10	15	66.7
Total		76	103	179	57.5	90	114	204	55.9	69	124	194	63.9

Figure 10: Applicants and Successful Candidates by Gender for Graduate Research Studentships 2019-2022



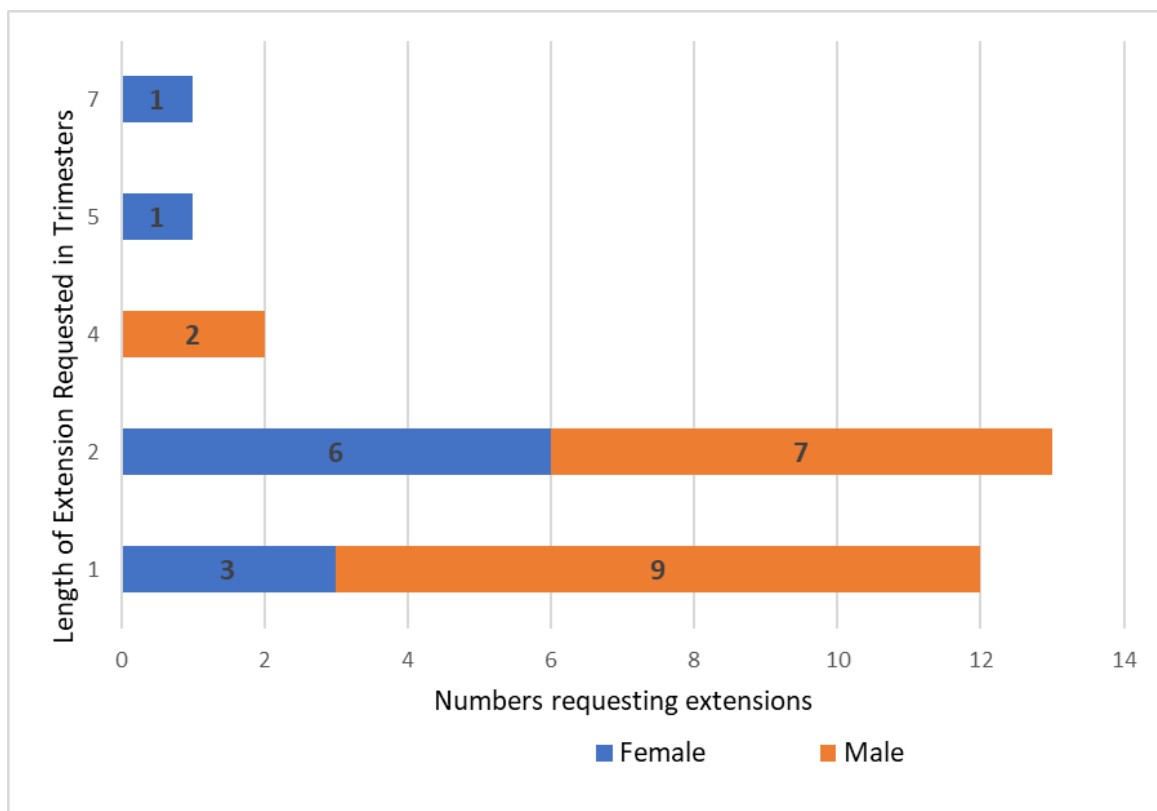
55/66 GR positions that were advertised attracted both male and female applicants (Figure 11A). A high proportion of GR studentships were not advertised (Figure 11B). Possible reasons for this could be funding linked to the student.

Figure 11- Data from 2019-2022 on (A) 66 GR positions and number of positions that had male and female applicants or applicants of only one gender. (B) Numbers and percentages of GR positions advertised or not advertised.



More males than females sought extensions of registration (Figure 12).

Figure 12- Numbers and Gender of GR students seeking extensions of registrarion between 2019 and 2022



Since 2018/2019, 22 students (10F, 12M) withdrew from GR programmes or failed to complete a thesis. Reasons cited by males and females included medical circumstances, issues with supervisor, family commitments, clinical commitments, lack of research progression and career goals.

### Progress and Impact Box 3

**Progress of actions 4.1.5 and 4.1.6:** Monitoring of advertisement of GR positions and gender of applicants reveals that we need to advertise GR positions more widely to ensure equality of opportunity (Action box 4).

Analysis indicated no gender difference in reasons for withdrawal. As Covid was highly disruptive of research in this period there is a need to continue to monitor reasons for withdrawal as work patterns return to normal (Action box 4).

Action Box 4 Action Number	Description
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.
4.10	Monitor key student and staff gender indicators (as per AP-19) annually to assess for any gender imbalances or issues.

### 3. Governance and recognition of equality, diversity and inclusion work

**Provide a description of the department's structures to advance equality. This should include:**

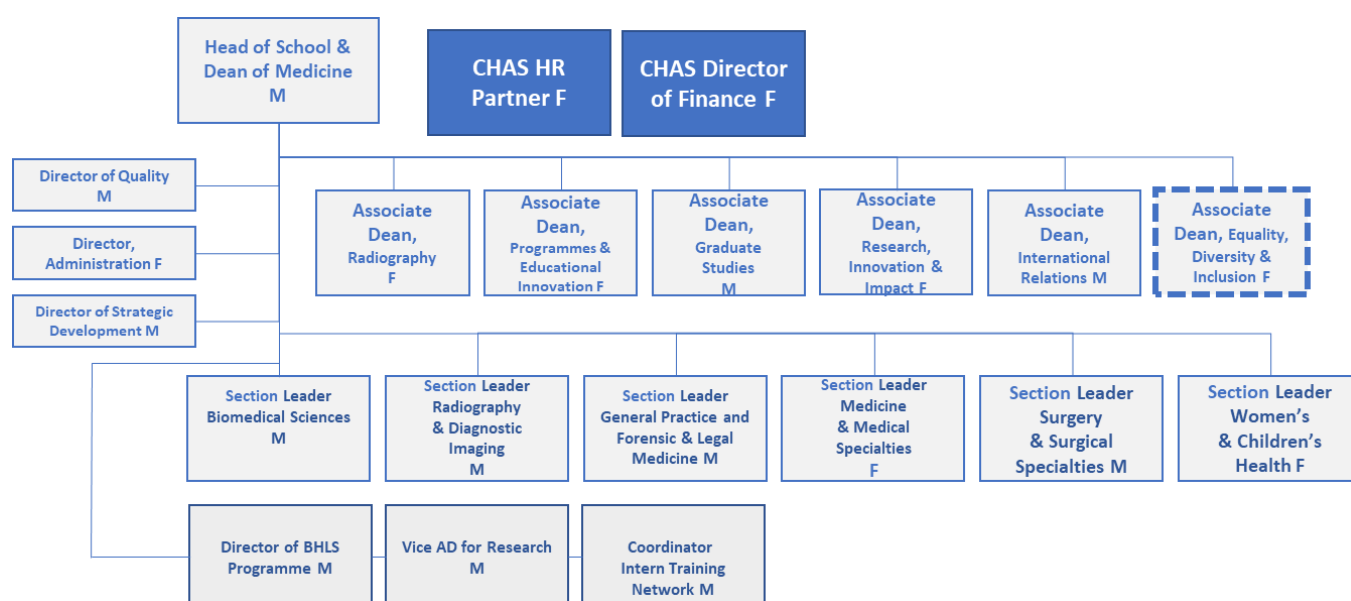
- + an organigram of the department's key management and/or committee structures, with headcount by gender, that includes the formal reporting structures in place to carry out and support Athena Swan activity and, if applicable, wider EDI work;**
- + information on the relationship of department structures with institutional Athena Swan structures and, if applicable, EDI structures, including mechanisms for sharing the findings of self-assessment as well as good practice;**
- + information on support provided by the institution for the application;**
- + information on formal processes in place to resource, distribute, recognise and reward Athena Swan and, where applicable, EDI work, referencing institution-level policies**
- + information on resource provision for the action plan and associated activities to ensure effective implementation.**

The School Executive Management Committee (SEMC) (10M, 9F) (Figure 13) is the most senior committee within the SoM. Chaired by the HoS it meets 10 times per year and comprises ADs, SLs, programme leads and senior administrative staff from SoM and CHAS. These staff update the SEMC on activities in their sections/domains and each section/domain has input into discussion about key decisions. A Communications manager, appointed in 2020, manages communications in the School including the SoM twitter account and website. All School Meetings (ASMs) are opportunities for staff to be updated on SoM developments and to seek clarity or raise issues of concern with the HoS and ADs.

#### Progress and Impact Box 4

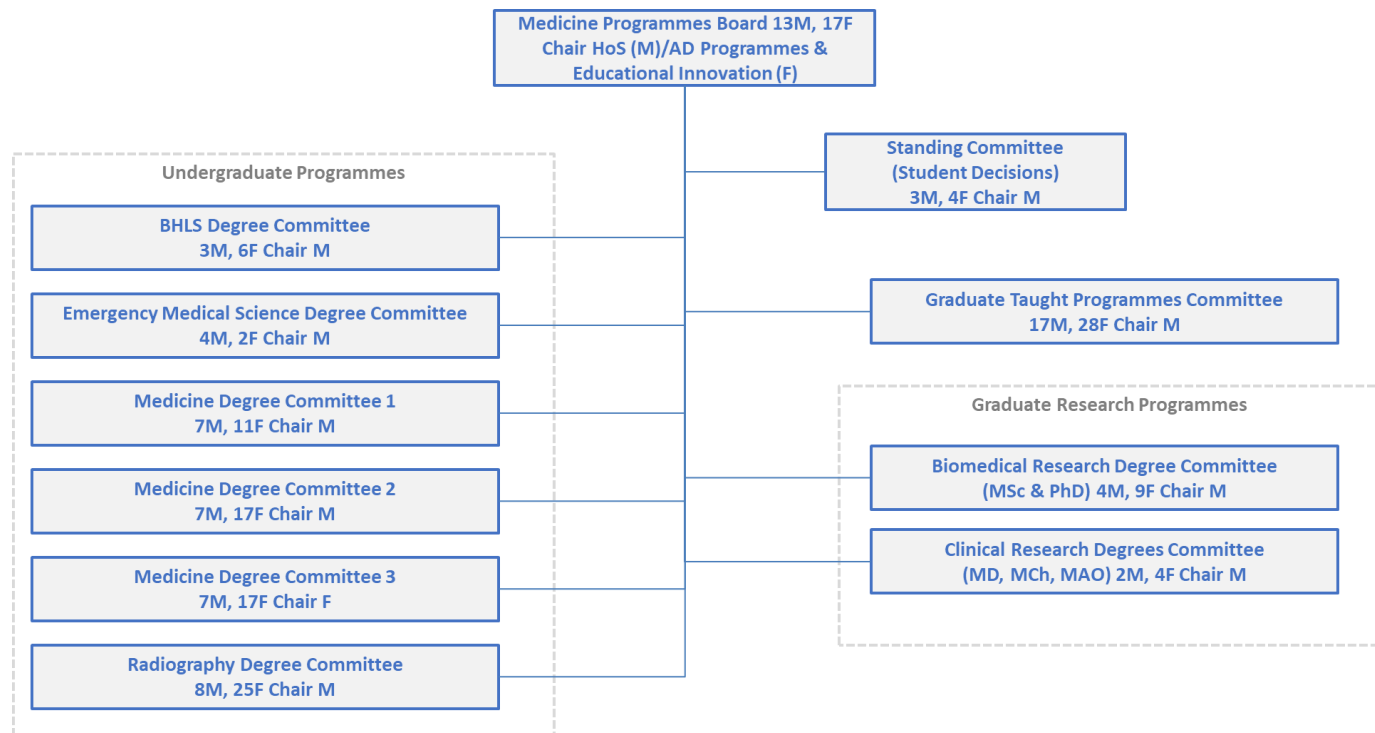
**Progress of action 5.6.3:** Appointment of a Communications manager in AP-19 has resulted in centralisation of communications in the School that ensures that all staff are included in relevant messaging.

Figure 13- Composition of SoM Executive Management Committee



Academic governance in the SoM is managed by different committees represented at the Medicine Programme Board (Figure 14). The gender balance for membership is 32% male and 68% female and for committee chairs it is 83% male and 17% female. Committee membership and chairpersons are discussed further in section 2.

Figure 14- Academic Governance Structures in SoM and Gender Representation on Committees

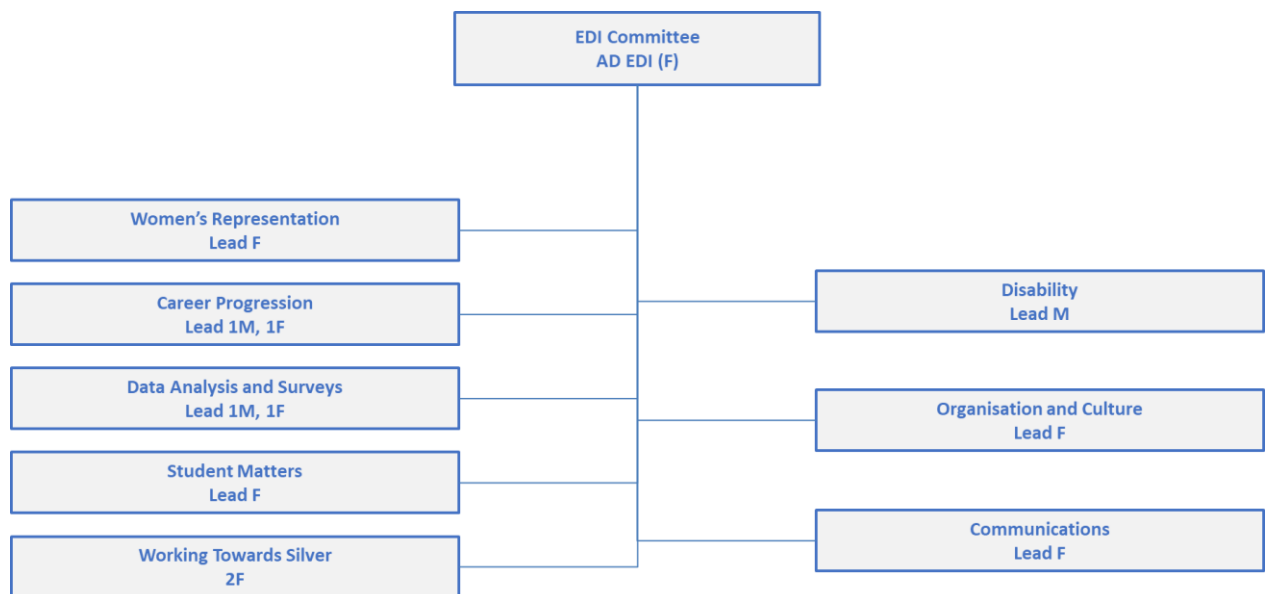


In 2019, the EDI committee, chaired by the AD for EDI, was formed with responsibility for EDI and the AS AP. The AD for EDI is a member of the SEMC where they report on EDI initiatives and actions including policies being implemented at college and university level. The EDI committee and AS SAT is supported by an administrative staff member, 0.5 FTE. SoM website has an EDI section, and a key responsibility of our comms manager is to support EDI in communicating its activities to staff, students, and alumni.

The EDI committee is predominantly female (6M, 22F, 78%F), (Action Box 7) composed of members from the previous AS SAT and new members and is divided into working groups each led by different members of staff (Figure 15).

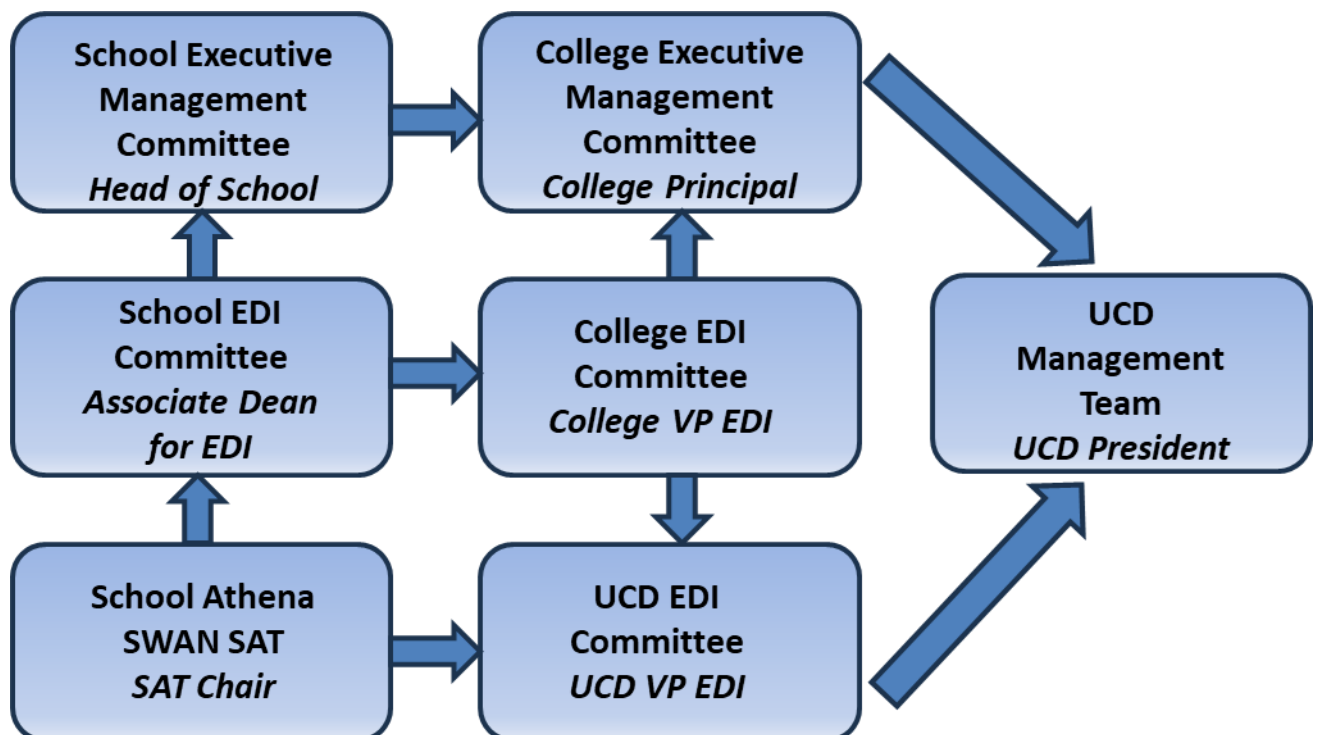


Figure 15- EDI Committee Working Groups and Gender of Leaders



The AD for EDI is a member of CHAS EDI, a forum for ADs for EDI across CHAS to meet, share best practises and pool resources for implementation of EDI initiatives. Reporting structures for the EDI Committee are shown on Figure 16.

Figure 16- Reporting Structures for SoM EDI committee and AS SAT. The chairs of each committee are indicated in *italics*.



AS and EDI is supported by a UCD HR EDI project officer with responsibility for AS and by the UCD HR Strategic EDI manager. AS Implementation Network meetings enable AS Chairs to share best practises and resources and be updated on UCD supports and requirements of Advance HE for AS awards. Departmental AS APs are published on the HR website. UCD gender analytics dashboard provides school specific gender reports. UCD HR provide template staff and student surveys.

The SoM academic workload model is based on time allocation of 40% research, 40% teaching and 20% contribution. The EDI committee and AS SAT are formal school committees. Furthermore, the UCD developmental framework for academic promotion, recognises contribution to EDI and development of an inclusive culture in UCD as part of the appraisal system for promotion applications. Recognition for EDI will be included in calls for EDI committee members and will be highlighted at School promotions workshops (Action Box 7).

While a high percentage of respondents in the staff survey agreed that EDI initiatives were valued in the School and were aware of the AS charter, awareness of EDI initiatives in the School was lower (Table 15). Actions 2.3, 2.4 2.9 and 4.1, Action box 5, described below are designed to make EDI more visible in the School.

*Table 15- Responses to questions on EDI and AS awareness in the staff AS survey*

	Awareness of the Athena Swan Charter and SoM Bronze Award		Awareness of EDI initiatives in the School.		Feeling that EDI issues are important at School level	
	Academic Staff					
	F	M	F	M	F	M
Agree	83%	100%	65.6%	72%	75%	70.8%
Disagree	16.6%	0	34.3%	28%	25%	29.2%
	Professional and Support Staff					
Agree	96.4%	80%	84%	88.9%	62.9%	72.7%
Disagree	3.6%	20%	16%	11.1%	37.1%	27.3%

Action Box 5 Action Number	Description
<b>1.15</b>	Specific attention will be given to career development for PSS.
<b>2.2</b>	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.
<b>2.3</b>	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.
<b>2.8</b>	Develop a group of EDI champions for SoM.
<b>4.1</b>	We will publish an EDI annual report for the School.

#### 4. The self-assessment process

- a. Provide information on the preparation and delivery of this application by the department. This should include:**
- + a description of the self-assessment team (SAT), including comment on the roles and responsibilities of individuals, and how these were assigned. The gender of SAT members, their professional/student role in the institution and their specific role in the SAT should be noted in a table;**
  - + information on how the chair was appointed and on what supports or resources the institution and/or department has given the chair to lead the self-assessment process;**
  - + comment on whether the self-assessment team is representative of the department, including if there is adequate representation of senior staff.**

## The AS SAT



The AS SAT has 19 members (14F, 5M, 74% F) (Table 16). With representation from all sections, academic grades and PSS. Like the EDI committee the proportion of females on the SAT is above the proportion of female staff in the SoM overall (Table 1). Action Box 7 lists actions designed to address this discrepancy.






In June 2021, there was a call for expressions of interest (Eoi) for Chairs of the AS SAT for renewal of our bronze award in 2023. Based on her personal statement of interest, experience to date and length of time in UCD Dr. Marie-Louise Ryan (MLR), Assistant Professor in Diagnostic Imaging was selected to co-chair the SAT and Associate Professor Marguerite Clyne (MC), AD for EDI who co-chaired the AS SAT in 2019 agreed to be co-chair.






Administrative support for AS was provided by the EDI admin support. MLR was relieved of teaching duties for one module in Autumn trimester 2022. The HoS approved all costs for events to support EDI and AS.






A call for members of the AS SAT was released in late 2021. After volunteers came forward individuals from sections or grades not represented were invited to join.

*Table 16- Description of AS SAT members and their role in AS renewal application*


Name and (Gender)	Background	Role in SoM	Role in AS SAT
<b>Marie-Louise Ryan (F)</b> 	Works Full-time Young children	Assistant Professor Diagnostic Imaging	Co-Chair Analysed Data Facilitated focus groups Organised staff and student surveys Wrote Application
<b>Marguerite Clyne (F)</b> 	Works Full-Time Adult children	Associate Professor Women and Children's Health SoM AD EDI Chair of AS SAT for bronze application, 2019	Co-chair Analysed Data Wrote Application

Name and (Gender)	Background	Role in SoM	Role in AS SAT
<b>Margaret Tiuchta (F)</b> 	Works Full-Time Polish Young children	International Relations Manager Co-lead on EDI Working Towards Silver group	Compiled data Actions on career progression for P&S staff
<b>Catherine Lovett (F)</b> 	Works Full-time	International Relations programme manager	Compiled and analysed data
<b>Smaranda Sava (F)</b> 	Works Full-time Hungarian	International Relations Senior Administrator Member of UCD EDI committee	Compiled and analysed data
<b>Eoin Brennan (M)</b> 	Works Full-Time Young children	Assistant Professor Biomedical Ad-Astra Fellow Lead on EDI Career Progression group	Collected Data Reviewed website Wrote application
<b>Tomás Barry (M)</b> 	Works Full-time Young children	Associate Professor General Practise	Promotions and Mentoring subgroup

Name and (Gender)	Background	Role in SoM	Role in AS SAT
<b>Julie Freeman (F)</b> 	Works Full-time Single parent, teenage children	Senior Technical Officer Biomedical Member of EDI organization and culture group c	Career development
<b>Dearbhaile Dooley (F)</b> 	Works Full-time	Assistant Professor Biomedical Member of EDI women's representation group	Gender equality
<b>Marion Maher (F)</b> 	Works Full-time	Assistant Professor Diagnostic Imaging PhD student (research interest EDI)	Facilitated focus groups with Radiography students
<b>James Reynolds (M)</b> 	Works Full-time	Postdoctoral Research Fellow Level II	Facilitated focus group with research staff Developed actions
<b>Ciara O'Hanlon (F)</b> 	Works Full-time Young children	School Office Team Lead Co-lead on EDI Working Towards Silver group	Developed actions to support career progression of P&S staff

Name and (Gender)	Background	Role in SoM	Role in AS SAT
<b>Suzanne Murphy (F)</b> 	Works Full-time Adult children	PA to SoM Dean and HoS	Reviewed application
<b>Carel LeRoux (M)</b> 	Works Full-Time South African School going children	Full Professor Clinical Surgery and Surgical Specialties	Reviewed application
<b>Nia Clendennan (F)</b> 	Works Full-time Young children	Assistant Professor Clinical General practice	Reviewed application
<b>Margaret Gallagher (F)</b> 	Works full-time Psychiatrist Mater Hospital	Clinical Tutor Medicine and Medical Specialties	Reviewed application Moving towards silver subgroup
<b>Michael Keane (M)</b> 	Works full-time Children	Full Professor Dean and HoS Member of EDI organization and culture group	Reviewed all actions and provided feedback on feasibility. Reviewed application overall. Discussed and reviewed action plan.



Name and (Gender)	Background	Role in SoM	Role in AS SAT
<b>Gisela Tuchszer (F)</b> 	Works Full-time Young adult children	Senior Administrator Admin Support Team Member of Multicultural Employee Network UCD	Admin support to SAT Facilitated events. Data Analysis

- b. Outline the process of self-assessment undertaken in preparation for this application. This section should include:**
- + an overview of the approach taken to evidence-gathering and analysis. Details of consultation response rates, disaggregated by gender, should be provided;**
  - + information on plans for evaluating progress, including action plan implementation, over the coming four-year period. This should make reference to how often the SAT will meet, and how SAT succession and turnover will be planned and managed;**
  - + information on how the findings and activity of the self-assessment team are, and will continue to be, communicated to senior management and the wider department.**

## The self-assessment process

EDI group leads updated the **RAG** coding on the AP-19 for actions they had responsibility for. MC and MLR met with clinical staff to discuss their hopes for AS in the SoM. SAT meetings were held every 6-8 weeks through 2021, 2022 and 2023.

In Sept 2022, the SAT was addressed by Dr. Patrick Buckland, a teaching fellow from Mary Immaculate College, Limerick with research interest in the careers of female academics in Ireland and the UK (Figure 17). Dr. Frances Stafford of Women in Medicine in Ireland Network (WiMIN) also addressed the committee about the work of WiMIN in advancing the careers of women in medicine.

Tasks were assigned to SAT members. Quantitative and qualitative data was collected via a series of surveys (Table 17) and focus groups (Table 18). MC and MLR attended the WiMIN annual conference in November 2022. MC was an observer review of an application for renewal of a bronze award in a Medical School in March 2023.



*Figure 17 – Dr. Patrick Buckland presenting to the SAT- An Exploration of the Career Social Mobility Beliefs of Senior Female Academic Leaders: A Social Identity Approach.*

Table 17- Details of Surveys used to inform the SoM AS Bronze Renewal Application

Survey	Description	Response rate
<b>EDI/AS staff Survey 2021</b>	A combined survey for academic and PSS staff.  The response rate of our surveys in 2019 and 2022 was 30%.	25% overall Respondents: 55% Faculty 45% Non-faculty 65% F, 35% M
<b>Translational Research Survey 2021</b>	The AD for Research, surveyed all academic staff in the SoM, to understand research challenges and potential opportunities for support.	20% 54F and 71M.
<b>Student Racism Survey 2021</b>	This survey aimed to understand student issues with racism in UCD and their knowledge of how UCD handles racism.	167 students, 5%
<b>EDI/AS Staff Survey 2022- Academic</b>	A survey tailored for academic staff, allowing impact of specific actions in 2019 AS AP to be assessed.	22.1% overall 51F, 39M, 4PNTS
<b>EDI/AS Staff Survey 2022- PSS</b>	A survey tailored for PSS, allowing impact of specific actions in 2019 AS AP to be assessed.	56.2% overall 37F, 12M, 1PNTS
<b>EDI/AS Student Survey 2023</b>	All undergraduate and graduate students in the SoM invited to participate.	5.1% overall 123F, 52M, 5 non-binary, 3PNTS

Table 18- Details of Focus Groups used to Inform the SoM AS Bronze Renewal Application

Focus Groups	Description	Participants
<b>Barriers to Promotion 2021</b> <b>Reference AP 4.2.1; 4.2.2; 5.1.10; 5.3.6</b>	Focus group with academic staff to discuss the barriers to apply for and to obtaining promotion in the SoM.	4F and 5M academic staff ranging from Assistant to Full Professors.
<b>Clinical Female staff 2022</b> <b>Reference AP 4.2.3; 5.1.3</b>	MLR and MC met with clinical academic staff to discuss how AS can address the needs of and engage with females working in a clinical environment.	5F
<b>Male Radiographers 2022</b> <b>Reference AP 4.1.1</b>	This focus group aimed to determine the factors that influence males in deciding to choose female dominated radiography as a career.	6M students from all 4 years of the degree
<b>Post Doc 2022</b> <b>Reference AP 5.3.3; 5.6.3</b>	The aim was to follow up on issues raised through the CHAS Post-Doc forum and the staff survey 2022.	6 post docs 5M, 1F
<b>Clinical Tutor 2022 11(Radiography)</b> <b>Reference AP 5.1.3</b>	The aim was to understand the recruitment, role, and requirements of clinical tutors, who are an integral part of our curriculum and student clinical experience.	19 Clinical Tutors, 13F and 6M
<b>Return from Maternity Leave 2022</b> <b>Reference AP 5.5.2; 5.5.3</b>	3 women returned from maternity leave within 6 months were interviewed about their experience before, during and after maternity leave, together with their understanding of the UCD policy- Support for Employees taking Family-Related leave.	3F

The response rate of our staff and student surveys is disappointing and likely due to survey fatigue and the length of the survey as feedback from staff was that they found it very long. Actions to address this are listed in Action Box 6.

Action Box 6 Action Number	Description
<b>4.5</b>	<p>We will revise how we survey our staff as our response to AS and EDI surveys 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.</p> <p><u>Note-</u> While we will survey our students, we will also increase the number of focus groups we run with students and engage with our student EDI group to ensure we get representative feedback.</p>

## Plans for the future of the SAT and Implementation of AS AP

In September 2023, MC will have been the head of EDI for six years and will step down from that position. Action Box 7 outlines plans for EDI and implementation of the AS AP.

<b>Action Box 7 Action Numbers</b>	<b>Description</b>
<b>4.2</b>	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.
<b>4.3</b>	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.
<b>4.4</b>	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.
<b>4.9</b>	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.

## Section 2: An evaluation of the department's progress, opportunities, and issues

### 1. Evaluating progress against the previous action plan

- a. Insert the most recent iteration of the action plan associated with the previous department award. The action plan should be 'RAG' rated (rated 'red,' 'amber' or 'green') depending on progress.**

**RAG Coded Previous Action Plan (AP-19)**



Action	Rationale	Steps	Timescale	Person Responsible	Success Measure	Actions taken/Evidence of Progress/Impact	
Section 3: The self-assessment process							
3.1.	Expand membership of AS SAT so that all six academic sections (Figure 2.1) are represented.	Currently not all sections represented on AS SAT.	Contact section leaders of sections with no representation and request nominations. (G)	June 2019.	Current AS SAT Chair	All sections of school represented on AS SAT.	In Sept 2019, following our successful application for a Bronze AS award the AS SAT was disbanded, and an EDI committee was formed. The remit of the EDI committee included implementation of the AS AP. Following a call for volunteers over 40 individuals from across all sites and sections of the school joined the EDI committee. This was divided into 8 different subgroups, each led by one or two individuals. Each subgroup had responsibility for implementation of specific actions. The AS SAT was reconvened separate to the EDI committee in September 2021 to evaluate EDI progress and actions in line with AS requirements. All sections are represented on the EDI committee and AS SAT.
3.2	As part of the new staff appraisal system, P4G, to be introduced in UCD in 2019, staff in SoM will be asked what contribution they have made to EDI in SoM. Participation in SoM AS survey will suffice to meet the benchmark.	Participation in AS Survey is low.	Instructions will be circulated in May 2019 to staff for inclusion in their P4G and for staff members they are reviewing. (G)	Partially in May/June 2019 reviews, and fully annually thereafter	All P4G reviewers.	Participation in next AS Staff survey in June 2020 to be increased from 30% to minimum 40% and to 45% by 2022.	Section leaders are reminded at the time of P4G meetings to advise reviewers to include EDI in the conversation, however despite this in the 2022 staff survey just under 50% of academic staff and just over 50% of P&S staff said that EDI was not discussed at their P4G review (total 38% female and 41% male). Participation in the 2020 and 2022 EDI surveys was approximately 30% each, similar to the response rate to the initial EDI survey reported on in our 2019 AS application. This action will be ongoing to increase the impact desired and we also include new actions

Action		Rationale	Steps	Timescale	Person Responsible	Success Measure	Actions taken/Evidence of Progress/Impact
							to enhance our survey responses in the new AP-23.
<b>3.2 A</b>	Increase the number of staff participating in AS focus groups.	Numbers participating in focus groups is small.	a. Increase advertising of focus groups. Advertising to include the use of fliers, posters, AS champions at different sites, emails from HoS and EDI website. (G) b. Hold AS focus groups at a number of different sites in SoM, including hospital sites. (G)	a & b: September 2020 and every 2 years thereafter .	Communications manager in School Office and EDI Chairperson.	Double the number of staff participating in focus groups following biannual staff EDI/AS survey.	Due to increased staff workload caused by the Covid-19 pandemic and remote working, it was difficult to hold focus groups. During the AS self-assessment process, focus groups were held as a method of obtaining qualitative feedback (See Table 18). Ensuring participation from each group did not pose any issues and the number of volunteers required was reached. Focus groups were held on UCD campus and hospital sites. We will hold focus groups as part of our new actions outlined in our AP-23 and do not anticipate that there will be any problems engaging staff.
<b>3.3</b>	Appoint Chairperson for new SoM EDI group and establish SoM EDI group.	EDI group in the SoM to be identified with more than AS.	a. Release call for Expressions of Interest for Chairperson of SoM EDI group. (G) b. SoM EDI Chairperson to be appointed. (G) c. Call for volunteer members to be released. (G)	a. June 2019.  b. September 2019. c. September 2019.	a. HoS.  b. HoS.  c. Current AS SAT Chair.	New EDI group formed in SoM with sections, sites, grades, roles, gender and career stage represented, and with student representation. (G)	Assoc Prof Marguerite Clyne was appointed as the chairperson for the new SoM EDI group and in August 2022 she was appointed to the newly created position of Associate Dean for EDI in the SoM. Prof. Denis Shields stepped down as co-chair of the EDI committee in September 2021 and Dr. Fiona McGillicuddy has replaced him.

Action	Rationale	Steps	Timescale	Person Responsible	Success Measure	Actions taken/Evidence of Progress/Impact
		d. Nomination of individuals where section, site, grade, role, gender or career stage is not represented. (G) e. SEMC will formally recognise participation in SoM EDI group as part of school workload. (G)	d. October 2019.  e. September 2019.	d. SLs and HoS.  e. SEMC.		There was an excellent response for members to join the EDI committee and all sites and sections are represented. Students are represented and have their own EDI sub-group on the committee.  We do need to improve the gender balance on this committee and engage more senior members of staff to be involved. We include actions in our new AP-23 to address this.
3.4	Further develop SoM EDI group.	New SoM EDI group needs terms of reference and working subgroups to carry out its functions.  a. Generate formal terms of reference for SoM EDI group. (G) b. Nominate subgroup champions (leaders) to promote implementation and development of different sections of AS AP. (G) c. Form SoM student EDI group (reporting to and represented on SoM EDI group) to promote awareness of EDI and AS within the SoM student cohort. Engage with student societies and class reps for student nominations. (G)	a. October 2019.  b. November 2019.  c. January 2020.	a. EDI Chairperson and EDI committee. b. EDI Chairperson and EDI committee.  c. EDI Chairperson and EDI committee.	EDI group Terms of reference formulated, subgroup leaders appointed, and student EDI group formed.	Terms of reference for the SoM EDI group are in place and subgroup leaders have been appointed to promote implementation of actions within the group. The 8 different subgroups are Women's Representation, Data Analysis, Focus Groups and Surveys, Disability, Communications, Career Progression, Organisation and Culture and Student Matters. Members of the student matters group are undergraduate and graduate research students, and it is led by academic staff member, Dr. Melinda Halasz.
3.5	Lobby for VP for EDI in CHAS.	SoM requires CHAS VP for EDI	October 2019.	HoS and current AS	CHAS VP for EDI appointed.	The SoM supported the appointment of Prof Torres Sweeny of the School of

Action		Rationale	Steps	Timescale	Person Responsible	Success Measure	Actions taken/Evidence of Progress/Impact
		to ensure CHAS representation at UCD EDI group and promote synergy and interaction among EDI and AS groups in CHAS schools.	HoS to lobby CHAS principal to appoint CHAS VP for EDI. (G)		SAT Chairperson.		Veterinary Medicine as the Vice Principal for EDI in CHAS. She chairs the CHAS EDI group and is a member of the UCD EDI group and the CHAS executive committee. Assoc Prof Marguerite Clyne is deputy chair of the CHAS EDI providing a direct link between CHAS and the School EDI committees.  We have also created a post of Associate Dean for EDI in the SoM.
3.6	Put in place appropriate administrative support for SoM EDI group.	EDI group requires dedicated support.	a. Appoint new team member to School Office team whose brief is support for EDI group and communications. (G)  b. Administrative support for EDI group to move to School Office team (G) c. School budget plan for 2020/2021 to include a new post of SoM EDI project manager with a view to appointing in September 2020. (G)	a. Post advertised September 2019 and filled by October 2019. b. October 2019. c. Include in budget plan April 2020 and appoint in September 2020.	a. School Office.  b. School Office.  c. HoS.	Administrative support for EDI group to move to School Office. Dedicated EDI project manager to be appointed in academic year 2020/21 and join School Office team.	Due to budget constraints in the SoM in Sept 2020 it was decided that EDI and AS would be supported by existing admin staff.  Following improvement in the School financial situation a new admin post was created in Nov 2022, with minimum 50% dedicated time for EDI support.
3.7	Depending on outcome of this application EDI group and AS subgroup will decide whether to renew	Awards are reviewed every three years. A silver award is more inclusive of PS staff.	a. Review impact of actions. (G)	a. Sept 2021-January 2022.	a. AS subgroup lead and EDI Chairperson.	Clear decision one year in advance of renewal ensuring enough time and adequate resources	The 2022 staff survey had sections specific for academic staff and PSS so that key issues around PSS needs could be evaluated. Following detailed review of our AP-19 and the impact of our actions to date and consultation with the

Action		Rationale	Steps	Timescale	Person Responsible	Success Measure	Actions taken/Evidence of Progress/Impact
	bronze application or apply for a silver award.		b. Conduct focus groups and survey with PS staff to determine their needs and how a silver AS award could best improve their career progression and work-life balance. (G)	b. January-February 2022.	b. AS subgroup with HR.	to make application in April 2023.	“working towards silver” subgroup the AD for EDI informed the SEMC that the SoM would apply to renew their bronze Athena SWAN award in 2023.
			c. Review and refresh if necessary, membership of AS subgroup to ensure compliance with ECU guidelines. (G)	c. February –March 2022.	c. EDI Chairperson, HoS and SEMC.		
			d. Decide in consultation with HoS and SEMC whether to apply for renewal of bronze award or silver award in April 2023. (G)	d. April 2022 to be ready to submit in April 2023.	d. EDI Chairperson, HoS and SEMC.		
Section 4: A Picture of the Department Subsection 4.1: Student data							
4.1.1	Maintain current momentum of increasing proportion of male students on Radiography programme.	Males are underrepresented in Radiography courses.	a. Explore the issue of males in radiography and identify potential barriers to applications via group discussions with current male students, key stakeholders and school students attending outreach events. (G)	a. 2019/20.	a. AD of Radiography and Radiography representative(s) on EDI group.	Maintain minimum of 18% male students on Radiography programme. Increase to 20% by 2021/22.	Male radiographer student numbers have fluctuated from 12.2% intake in 2018; 19.6% intake in 2020; 13.8% intake in 2021 and 11% intake in 2022. For GER, male students have increased from 16.7% in the 2020 intake to 20% for both the 2021 and 2022 intake, although overall numbers are low. We have moved this action to our new AP-23.

Action	Rationale	Steps	Timescale	Person Responsible	Success Measure	Actions taken/Evidence of Progress/Impact
		b. Formally contact the Irish Institute of Radiography and Radiation Therapy to say gender balance is an issue in recruitment and ask professional body to promote radiography as a career for both males and females. (R) c. Bring gender imbalance in radiography to the attention of secondary school career guidance teachers and provide them with material to promote radiography to male students. (R) d. Include testimonials from male and female graduate radiographers in leadership positions in our marketing material. (G)	b. September 2019.  c. Annually starting in academic year 2019/20.  d. Annually starting in academic year 2019/20.	b. Dean of Radiography and head of subject.  c. Dean of Radiography, and head of subject.  d. Director of Strategic Development.		

Action		Rationale	Steps	Timescale	Person Responsible	Success Measure	Actions taken/Evidence of Progress/Impact
4.1.2	The SoM International Office will get completion data for UCD Penang students including degree classification for assessment annually.	Completion data needs to be recorded for this group of students to assess if there is any gender imbalance in degree class attainment or completion rate within this student cohort.	International Office will contact Penang each year and get final completion data including degree classification for students. Student matters. Data will be assessed by EDI group. (G)	Annually.	Dean of International Studies and International Office.	Accurate details of completion rates and final degree classification for UCD Medicine Penang students and assessment of whether any gender imbalance exists. Supports put in place if required.	<p>The total number of students on this programme has been trending downwards since 2021 as has the % of females. The decrease in student number is due to international competition for these students. The gender balance is now approximately 50%</p> <p>The EDI committee will continue to evaluate these trends in AP-23.</p>
4.1.3	CEMS and EDI group will identify and promote the visibility of females working in Emergency Medicine in order to encourage female participation in this area of medicine.	There is a need for gender balance in the paramedic workforce and in emergency medicine overall, currently it is heavily male dominated.	CEMS will engage with the EDI group to identify females working as paramedics and in emergency medicine. We will highlight these females on hospital sites, in the HSC in Belfield, on school website and in school literature. (A)	Start January 2020 and ongoing.	CEMS Director and CEMS representative on EDI group.	Ongoing publicity campaign rolled out to encourage female participation in paramedic courses and in emergency medicine.	<p>The SoM has no control over student registration for these courses. If direct registration for courses in emergency medicine becomes available in UCD targeting of females will become a priority.</p> <p>CEMS and the SoM have engaged in highlighting female engagement in paramedic courses and have encouraged the defence forces to highlight females who participate in their courses also using social media and marketing material.</p> <p>In our last application the highest % of women on any EMS course was 30%. Notably female participation on the MSc EMS programme has ranged from 33 to 42% since 2018/19 (Table 13).</p>
4.1.4	Maintain accurate records for completion rates on all Graduate Taught programmes	We do not have accurate completion rate data for Graduate Taught Students	a. Calculate accurate completion rates for all postgraduate taught courses on an	Annually.	a. Dean for Graduate Taught Programmes and	Accurate records of student completion maintained for graduate taught courses each year.	We have maintained accurate records for completion of GT studies by monitoring withdrawal rates and LOA rates for students.

Action		Rationale	Steps	Timescale	Person Responsible	Success Measure	Actions taken/Evidence of Progress/Impact
		and therefore do not know if supports are required to ensure students complete.	annual basis. Data analysis (G)  b. Identify if barriers exist for student completion of postgraduate taught programmes and if so seek to remove them by putting in place appropriate supports. Student matters (A)		b. Office for Graduate Taught Programmes.	Supports if required are put in place and completion rates improve accordingly.	Analysis shows that pro-rata male GT students are more likely to withdraw than female students for a variety of reasons. This action will be ongoing and maintained in our AP-23. We have included comments and learning in section 1.
4.1.5	Put in place system to monitor number and gender of applicants for PGRS positions on an annual basis.	We currently do not monitor gender of applicants for post graduate research positions so we cannot assess if gender bias exists in selection procedure which currently is informal system.	a. SoM Research Office (UCDMR) will include section on student registration form for supervisor to populate on number and gender of applicants for position student is filling. (G) b. Data will be analysed annually for gender bias in selection of candidates and if it exists student recruitment and advertising procedures will be reviewed. (G)	a. Start Sept 2019 and ongoing thereafter.  b. At end of each academic year.	a. Associate Dean for Research and UCDMR.  b. Associate Dean for Research, UCDMR and Research Degree committee.	Data collected and analysed annually. Student recruitment procedures changed where gender bias is found.	A system has been put in place whereby when a PI applies to register a GR student they are asked if the position was advertised and what the gender of the applicants were. This information is voluntary, and we have collected data on approximately one third of GR student positions between 2019 and 2022. Analysis shows that females are more successful than males when applying for research studentships. Further analysis shows that a proportion of GR positions in the School are not advertised. We will continue this action and have included a new action in our AP-23 to work with Medicine Research to help faculty advertise positions to ensure equality of opportunity for candidates.
4.1.6	Record annually the numbers and genders of PGRS graduating and whether they have completed within the	We currently do not have accurate records of length of time for completion of	a. UCDMR to record annually the numbers and genders of PGRS graduating and whether they have	a. June and December each year	a. Associate Dean for Research	Data collected and analysed annually.	We have recorded the numbers of students graduating each year and the time taken to completion. Most students graduating between 2019 and 2021 completed within the recommended



Action		Rationale	Steps	Timescale	Person Responsible	Success Measure	Actions taken/Evidence of Progress/Impact
	recommended timeframe. Track all students who have been on the register for over four years and their expected submission date. If required put in place supports to ensure timely completion.	research degrees so do not know if specific supports required for students.	completed within the recommended timeframe and track all students on the register for over four years and their expected submission date to assess if some students never submit. (G) b. If required put in place supports to ensure timely completion. (G)	(graduation dates) starting 2019.  b. Ongoing.	and UCDMR.  b. Associate Dean for Research, UCDMR and Research Degree committee.		timeframe. However over 3 years (2019-2021) 14/99 (7M, 7F) students were late completing. The reasons for late completion were varied ranging from academic reasons to time management and work commitments for part time students. The university was closed for three months in 2020 due to the Covid pandemic and laboratories had restricted access due the need for social distancing during the following academic year. All students affected by the pandemic were eligible for an extension of one trimester with no fees liable. 29 students (11F, 18M) availed of an extension of registration between Sept 2020 and January 2023. The main reason for extensions requested were restrictions on access to labs and not able to collect patient data however females also reported difficulty due to caring responsibilities and medical issues including mental health. The HEA have provided funds for student stipends and consumable costs for those requiring longer time to complete due to Covid. Students who have had difficulties in completing within the recommended timeframe have been supported in the SoM by the School and university graduate research committees. We recognise that this period was unusual due to the pandemic and so while this action is complete for this period will maintain it in our AP-23.
4.1.7	Collect information on what our students do post-graduation.	We do not have accurate information on what our students	Proactively encourage students to inform UCD Alumni of their career	Annually starting Academic year	Associate Dean for Teaching and	Compilation of data on what our students do post-graduation to	The SoM EDI committee and SAT have liaised with the UCD Alumni on an ongoing basis in 2022. We will continue to work with UCD Alumni, as they aim to

Action		Rationale	Steps	Timescale	Person Responsible	Success Measure	Actions taken/Evidence of Progress/Impact
		do post-graduation so we cannot assess if we are supporting them to have successful careers.	choices post-graduation. (A)	2019/2020.	Learning and All Programme leads.	enable assessment of support needs.  Communications manager has established alumni newsletter to encourage alumni to engage with the school	gather more comprehensive data in the future.
4.1.7A	Identify if barriers exist for progression from undergraduate to postgraduate studies.	Required to complement action 4.1.7.	Conduct survey and focus groups with undergraduate and postgraduate students. (A)	Annually starting academic year 2019/20.	Associate Dean for Teaching and Learning and Associate Dean for Research.	Appropriate supports put in place if data indicates that students are not supported to progress to postgraduate studies and pursue academic careers.	The SoM Graduate research association (GRAM) have engaged with undergraduate students and informed us that undergraduate students would like more information on how to apply for graduate research positions. This information is included as a key part of BHLS and physiology career sessions offered by the School. A further support is that with the formation of GRAM students now have a point of contact with current research students to address further questions they might have. Ongoing and further supports for students are included in our AP-23
Subsection 4.2: Academic and Research Staff Data							

Action		Rationale	Steps	Timescale	Person Responsible	Success Measure	Actions taken/Evidence of Progress/Impact
4.2.1	Provide supports to enable AP/Ls to achieve benchmarks required for promotion to Associate Professor.	Evidence suggests that supports required to enable AP/Ls to achieve the benchmarks required for promotion.	a. Introduce buddy system for all newly appointed AP/Ls, buddy will be either AP/L or Associate Professor who is in the same section and located close to new recruit to ensure they have someone to go to for day to day routine queries about working in SoM. (A) b. Introduce mentoring scheme for first two years of appointment at AP/L level. (A) c. New AP/Ls will have reduced teaching for first semester appointed to facilitate writing of grant suitable for submission to external funding agency and/or UCD Advance scheme. (A) d. New AP/Ls to be given research supports when appointed by SoM including research demonstrator/PhD or MSc student and consumable funding upon approval of research proposal by	When new AP/L appointed d.	a & b	Survey AP/Ls at end of year one and year two of appointment indicates that AP/Ls consider they were supported by SoM from the outset.	Supports have been put in place and are discussed further in Section 2 a. The buddy system for newly appointed AP/Ls has been trialed in the Biomedical Section, the largest section in the School. b. All our AdAstra fellows were automatically given a mentor and newly appointed Ap/Ls can avail of the UCD Newly Appointed Assistant Professor Development Programme which includes mentee training and guidance on how Newly Appointed Assistant Professors can access and make the most of mentoring at UCD. c, d and e. Supports for new Ap/Ls are not uniform throughout the different sections in the School. New actions in AP-23 will address this.
					SLs.		
					c & d		

Action		Rationale	Steps	Timescale	Person Responsible	Success Measure	Actions taken/Evidence of Progress/Impact
			<p>panel of SoM senior academics. (A)</p> <p>e. Survey AP/Ls at end of year one and year two of appointment to assess if AP/Ls consider they were supported by SoM from the outset (G).</p>		HoS and SLs.		
4.2.2	Address the barriers that prevent female progression from Associate Professor to Professor and FP.	Females underrepresented at professorial level in SoM.	<p>a. Conduct workshop for female academics to further explore barriers and challenges and supports that they need to address them. (G)</p> <p>b. Address challenges identified at both section and school level. (A)</p> <p>c. Improve external visibility of academic females by variety of methods such as media campaigns, social media, posters highlighting work of female staff in SoM, engagement with Women@STEM in</p>	<p>a. Complete by May 2020.</p> <p>b. Ongoing.</p> <p>c. Ongoing.</p>	<p>a. EDI Chairperson and EDI group.</p> <p>b. EDI Chairperson and EDI group.</p> <p>c. Director of Strategic Development and communications manager in School Office.</p>	<p>Identification of barriers and challenges that exist for promotion beyond Associate Professor and steps taken to address the issues.</p> <p>Number of female applicants for professorial positions in SoM match the number of females working in that field.</p> <p>School competes for three "Female Only" professorships when this scheme is opened.</p>	<p>a. We have identified barriers that exist for female academics to apply for promotion, discussed in section 2.</p> <p>b. Barriers are being addressed in some sections, but further actions are required to address these barriers across the school.</p> <p>c. We have highlighted female role models within the school on the SoM website and we have also used events such as International Womens Day and International Day of Women and Girls in Science to highlight the achievements of our female staff. Recordings of events have been uploaded on our website. We have equal numbers of males and female presenters in the Charles Institute seminars and in the Medical Graduate Association (MGA) Clinical Influencers podcasts available on the School website. We have promoted relevant events via email and social media.</p>

Action		Rationale	Steps	Timescale	Person Responsible	Success Measure	Actions taken/Evidence of Progress/Impact
			UCD and nomination of female staff for external roles. (G)				<p>We applied for three SALI (national competition for female only full professorships) posts, but these did not progress past the university screening stage. Reviewers' comments were that we did not demonstrate that the school lacked female full professors.</p> <p>Despite our efforts between March 2018 and March 2022 only 6 applications for promotion were made within the School, one female and four males were promoted.</p> <p>The number of applicants for professorial posts also continues to be very low, see 5.1.1 below.</p> <p>Career progression is a priority theme in our AP-23. We will retain this action for 2023-27 and have also included new actions to increase impact.</p>
4.2.3	Provide supports that enable clinical academics at AP/L and Associate Professor grades to reach the benchmarks for promotion and apply for vacant clinical professorial posts.	Analysis of data shows that female clinical academic staff are not represented at professorial level.	a. Hold focus groups and surveys to understand the career aspirations of female academic clinicians and to identify specific barriers and challenges, specifically associated with working less than 1 FTE for UCD, that exist within the SoM that might prevent female clinicians from reaching the benchmarks for promotion to	a. January 2020.	a. EDI Chairperson and EDI group.	Supports provided to enable female clinical academics to progress to professor as assessed by proportion of female clinical academic staff applying for promotion matches the proportion of female staff at the grade below (cascade model). Impact expected by 2022.	<p>a. Two discussion groups were held with clinical academic staff to address barriers for staff working less than 1 FTE for UCD and issues identified including difficulty in accessing UCD online services while working on HSE sites.</p> <p>b. Promotion workshops have been held for all staff and they have been attended by clinical staff but we have not yet organised one specifically for clinical academic staff.</p> <p>c. Access to hospital sites has been limited for the public due to Covid and only recently have restrictions been</p>

Action	Rationale	Steps	Timescale	Person Responsible	Success Measure	Actions taken/Evidence of Progress/Impact
		<p>professor grades and address those barriers and challenges where identified (G).</p> <p>b. Hold promotions workshop specifically for clinical academic staff to include how to reach clinical specific benchmarks under leadership and contribution (R).</p> <p>c. Improve external visibility of clinical female academics at hospital sites through use of poster campaigns highlighting work of female clinical academic staff (R).</p> <p>d. HoS, SEMC and search committees (Action 5.1.1) will identify and encourage existing female clinical academics to apply for professorial positions as they become available (G)</p>	<p>b. March 2020.</p> <p>c. April 2020.</p> <p>d. Ongoing.</p>	<p>b. HoS.</p> <p>c. EDI Chairperson and EDI group.</p> <p>d. HoS and SEMC.</p>		<p>relaxed. We will include this action in our AP-23.</p> <p>d. Two females have been appointed to key professorial positions in the SoM (Medicine and Surgery) and two more females are in the process of being appointed to professorial appointments (Pathology and Obstetrics /Gynaecology). This action will be ongoing as it is clearly having an impact.</p>

Action		Rationale	Steps	Timescale	Person Responsible	Success Measure	Actions taken/Evidence of Progress/Impact
4.2.4	Put in place support for AP/Ls on temporary contracts.	This group are vulnerable as often they are prevented from applying for grants when their contract does not cover period of award.	Each AP/L on temporary contracts will be assigned a professorial mentor specifically to advise on their recruitment into permanent positions including advising closely on applications to the Ad Astra "Research Fellow" tenure track scheme towards permanent lectureship. (A)	When temporary AP/L is appointed.	SLs.	Over 60% of AP/Ls on temporary contracts progress to either Ad Astra Fellowship in UCD or to permanent position either in UCD or elsewhere upon completion of contract.	All newly appointed staff engage with the UCD Newly Appointed Assistant Professor Development programme. We have not recruited AdAstra fellows in the School since 2019. 15 AP/Ls on temporary contracts (7F and 8M) left the SoM over three years because their contracts ended.  It is difficult to collect data on where staff go to when leaving the School due to the large size. See Action 4.2.5
4.2.5	Determine reasons why staff leave SoM and identify if common themes emerge that need to be addressed.	We do not know the reasons why all academic staff leave the school or retire early. Identification of issues could lead to development of actions resulting in retention of staff and improved staff satisfaction.	Conduct exit interviews for all academic staff to gain a better understanding of the reasons for leaving and if common themes are emerging that need to be addressed. HoS nominee will report back to HoS who will address issues identified. (A)	When staff give notice that they are going to leave.	Dean/HoS or nominee.	Identification of issues (if any) with staff retention and action plan in place to address these issues. Impact of actions assessed by response to specific questions around them in AS survey.	UCD HR are responsible for carrying out exit interviews on all staff. Collated data across UCD for 2022 is currently available, however not specific to the SoM. Completion rate across UCD is low at 23% as participation in an exit interview is voluntary. Job security, salary and promotional opportunities were selected as the most frequent reasons for leaving UCD. However, it was encouraging to see 63% of staff leaving noted a healthy organisation culture and 66.9% agreeing that UCD supports equality. In general, some results of the SoM 2022 staff survey could align to retention- including 70.1% of academic staff and 79% of PSS agreed they had access to career development opportunities and 63% of PSS agreed that the amount of work allocated is reasonable.
Section 5: Supporting and advancing careers							

Action		Rationale	Steps	Timescale	Person Responsible	Success Measure	Actions taken/Evidence of Progress/Impact
<b>Subsection 5.1:</b> <b>Key career transition points:</b> <b>Academic Staff</b>							
5.1.1.	Search committees for Professorial appointments to be tasked with not only increasing the number of female applicants (Action 4.2.2) but to increase the number of applicants overall.	Number of applicants to professorial posts in SoM is very low.	Search committees formed for professorial positions (as in action 4.2.2.). (G)	When professorial positions arise.	HoS.	Number of individuals applying for any professorial position in SoM is no less than five.	Between 2019 and 2022 (4 years) there has been a professorial post advertised in the SoM each year. The number of applicants for each post were 2, 6, 6 and 4 respectively. It is encouraging that after 2019 the number of applicants for each post, while still low was either close to our target or exceeded the target. We therefore consider this action successful. We will continue this action in our AP-23 to ensure that the number of applicants for each professorial is at least five.
5.1.2	SoM will collect accurate data on the gender of applicants, shortlisted candidates, those offered posts and those who accept posts to determine whether any gender bias occurs during the recruitment process and will act if it does.	Current shortcomings in gender of applicants does not allow assessment of what stage in recruitment process that differences in gender profile of candidates emerges.	For each academic vacancy in the school the administrative office associated with the post will collect data on gender of candidates at each stage of recruitment process. (G)	Whenever academic positions arise.	SLs and associated administrative teams.	Compilation of accurate data on gender of candidates for all academic vacancies in the school which can be used to assess if gender bias occurs in any stage of recruitment process.	The SoM has collated accurate data on the gender of applicants, shortlisted candidates, those who were offered posts and those who accepted posts and these are reviewed periodically. No gender bias was noted by the SAT.



Action		Rationale	Steps	Timescale	Person Responsible	Success Measure	Actions taken/Evidence of Progress/Impact
5.1.3.	We will assess if the excess of female clinical tutors is due to more females accepting these roles than males.	Despite equal numbers of males and females applying for clinical tutor positions for three of four years analysed females have been in the majority by far.	We will conduct a focus group with male and female clinical tutors to determine reasons for choice of this role rather than other roles available in the clinical career trajectory, and to what extent these relate to perceived advantages of teaching roles as being more family friendly than other clinical roles. (A)	September 2021.	EDI Chairperson and School Office team.	Determine reasons why clinical staff take on (or decline) clinical tutor roles and if we need to target potential male applicants to maintain current gender balance in this cohort.	Focus groups were carried out with clinical tutors in Radiography to assess what their interest was in the role, with 6 males and 13 females participating. This is discussed in Section 2. An action in AP-23 is to carry out similar focus groups for medical clinical tutors.
5.1.4	Create an EDI webpage suitable for both prospective and current staff that summarises UCD and school-specific supports available to staff, including maternity/paternity/parental leave policies, and the SoM's values in promoting a healthy work/life balance.	Required to support Action 5.1.4	EDI website created and details of school-specific supports available to staff, including maternity/paternity/parental leave policies, and the SoM's values in promoting a healthy work/life balance to be available there. Communications (G)	Action to be completed in Semester one 2019/20  (see also Action 5.6.1)	Communications manager in School Office team and EDI Chairperson and EDI group.	Website created which can be viewed by current and prospective staff where EDI policies and procedures, and commitment of school to EDI is evident. Usefulness of site will be assessed by staff response to specific question in AS biannual survey. Target is for >70% of staff to agree this site is useful.	The SoM EDI webpage was developed to be suitable for prospective and current staff and students. It provides detail of the SoM EDI committee, Athena Swan Charter, EDI supports for staff and students, EDI events across the SoM and wider UCD, and links and guidance on key EDI policies and training. 81.9% of academic staff and 78.4% of PSS stated awareness of the EDI website in the 2022 survey. However, we were not able to assess if staff found this site useful. We include actions in our AP-23 to further develop our website and assess staff use of it.

Action		Rationale	Steps	Timescale	Person Responsible	Success Measure	Actions taken/Evidence of Progress/Impact
5.1.5	Ensure gender balance on recruitment panels in SoM.	Currently some recruitment panels have very low levels of female representation.	For recruitment entirely within the school, interview panels of five to six will have at least two members of each gender, panels of seven to eight will have three, and larger panels will have 40% of each gender. For joint hospital appointments, achieve the same goal through choice of UCD representatives and through liaison with hospital HR. (G)	September 2019 and onwards.	HoS.	Gender balance of applicants correlates with gender balance of successful applicants.	In line with UCD policy, all interview panels comply with HR guidelines for gender balance on recruitment panels. A proportion of applicants do not state their gender making it difficult to assess gender of applicants accurately. However, data suggests that females have been more successful than males in recruitment competitions in the School over the last four years.
5.1.6	All assessment panel members must receive additional training in EDI policies, specifically involving unconscious bias awareness training and confirming familiarity with university EDI policies.	Required to ensure no gender bias in selection of candidates throughout recruitment process.	EDI Chairperson together with CHAS HR will identify UCD policies relating to EDI and relevant courses. Information will be made available through EDI website. All members of recruitment panels will need to confirm that they have completed all relevant training. (R)	Start November 2019 for all recruitment panels thereafter.	EDI Chairperson and CHAS HR partner and Communications manager in School Office team.	Gender balance of applicants correlates with gender balance of successful applicants.	This action was in line with anticipated UCD actions. To date, these have not been progressed in a significant way. We will maintain this action in our AP-23 and assess its impact.

Action		Rationale	Steps	Timescale	Person Responsible	Success Measure	Actions taken/Evidence of Progress/Impact
5.1.7	Assign one of the assessment panel members with responsibility for monitoring for bias and ensuring EDI policies are applied.	Required to ensure appropriate oversight and information about EDI practices during recruitment process.	Member of assessment panel will be assigned with responsibility for ensuring UCD and SoM EDI policies are applied. (G)	Start November 2019 for all recruitment panels thereafter	HoS or nominee.	Gender balance of applicants matches gender balance of successful applicants.	Knowledge of EDI and ability to demonstrate how one would promote EDI if appointed to UCD is a requirement for all positions in the SoM. Questions on EDI and how one would contribute to EDI is routine in academic interviews in the SoM. The Chair of the panel ensures that EDI policies and guidelines are adhered to.
5.1.8	Implement a standardised local induction for all new staff at School level.	No standardised induction exists at school level at present.	<p>a. Form working group within AS SAT to work with School Office and liaise with HoS and SLs to establish annual induction event (A).</p> <p>b. For first induction event invite all staff who started in SoM in the last three years (R).</p> <p>c. Distribute updated induction booklet to staff within one week of starting (G).</p>	<p>a. Current AS SAT Chair (MC) and EDI Chairperson from 2020 onwards.</p> <p>b. Director of Strategic Development and School Office</p> <p>c. Director of Strategic Development and School Office</p>	<p>Staff booklet ready by September 2019.</p> <p>Local induction events begin September 2019.</p>	At least 50% satisfaction with local induction evident in AS staff survey in 2020 and increasing to minimum 70% in subsequent survey in 2022.	<p>a and b. Organisation and culture group discussed annual induction event. A bespoke induction occurred for new Ad Astra staff in 2021 and there is a specific induction programme for new clinical tutors annually in August.</p> <p>However general School specific induction events have not taken place. Discussions with the Organisation and Culture subgroup of the EDI committee concluded that local inductions are most effective and so it was decided that staff would receive local induction and also be strongly encouraged/advised to attend UCD induction programme.</p> <p>c. Induction booklet compiled, is available on the EDI website and available for all new staff.</p> <p>d. Induction booklet is revised annually.</p> <p>The results of the 2022 staff survey indicated that satisfaction with induction was not at the level anticipated. Covid-</p>

Action		Rationale	Steps	Timescale	Person Responsible	Success Measure	Actions taken/Evidence of Progress/Impact
			d. Induction booklet to be revised annually and include information on promotion process and requirements, and School and University EDI policies. (G)	d. Director of Strategic Development and School Office			19 and subsequent remote working significantly impacted staff induction and meeting people and getting to know local amenities and teams.  Actions on Induction in the School are included in our AP-23.
5.1.9	Create a gender balanced panel of “critical friends” to advise staff on progress to promotions.	Low number of applicants for promotions, female staff don't feel supported to apply for promotions.	<p>a. Members of staff with experience of assessing promotion applications will be invited to join panel of critical friends to advise staff on their readiness for promotion based on their CVs. Career progression. (R)</p> <p>b. Guidelines for panel members will be compiled by subgroup of EDI group with input from panel members and CHAS HR partner. (R)</p> <p>c. Panel membership and how to contact</p>	<p>a. EDI Chairperson with support from HoS and CHAS HR partner to identify panel members .</p> <p>b. EDI Chairperson supported by EDI subgroup .</p> <p>c. School office will make</p>	<p>a. November 2019.</p> <p>b. Completed by end of February 2020.</p> <p>c. Available on SoM EDI</p>	<p>Increase the number of respondents who agree that they understand the promotions process and have a clear sense of how they can progress to the next grade by at least 20% in next AS survey (2020) and by 2022 aim for at least 70% of respondents to agree or strongly agree that they are supported to go for promotion.</p> <p>Number of male and female applications for promotion at each level to reflect the proportions of male and female staff at the level below by 2022.</p>	We have not progressed this action and instead have promoted the UCD mentorship program run by UCD HR. We have included further actions on mentorship and promotion in AP-23.

Action	Rationale	Steps	Timescale	Person Responsible	Success Measure	Actions taken/Evidence of Progress/Impact
		will be made available on EDI website. (R)	information available on EDI website. d. Panel will be updated annually. Career progression	website from beginning of April 2020. d. EDI Chairperson and school office.		
5.1.10	Host promotions workshops annually for all staff, to include information about the process, supports available, and requirements for promotion at each level.	Poor understanding of promotions process among all staff and low numbers of staff applying for promotion in SoM.	<p>a. EDI subgroup will consult with HoS, SLs and CHAS HR partner on content required for promotions workshop. Career progression (G)</p> <p>b. Date will be set and potential contributors will be invited to participate (G)</p>	<p>a. November 2019.</p> <p>b. January 2020.</p> <p>EDI Chairperson and subgroup of EDI formed to support</p>	<p>a, b, c, d, &amp; e</p> <p>Increase the number of respondents who agree that they understand the promotions process and have a clear sense of how they can progress to the next grade by at least 20% in next AS survey (2020) and by 2022 aim for at least 70% of respondents to agree or strongly agree that they are supported to go for promotion. Number of male and female applications for promotion at each level to reflect the proportions of male and female staff at the level below by 2022.</p>	<p>We have held workshops around academic promotion through CHAS. 5 workshops were held online in summer 2020. A total of 68 staff from the SoM (60% F and 40% M) attended over the five workshops). We have also held a School specific workshop with approximately 40 attendees and further workshops are planned at School level.</p> <p>While all our actions have been completed the impact desired has not been achieved. The numbers of people applying for academic promotion is very low. Academic promotion is a priority theme in our AP-23.</p>

Action		Rationale	Steps	Timescale	Person Responsible	Success Measure	Actions taken/Evidence of Progress/Impact
			c. Content will be finalised. (G) d. Workshop will be advertised through targeted communications system (G) e. 2 hour workshop will be hosted. (G)	c. March 2020. d. April 2020. e. May/June 2020.	promotions		
<b>Subsection 5.3:</b> <b>Career Development</b>							
<b>5.3.1</b>	Encourage uptake of T&L qualification courses and Aurora Leadership programme.	T&L qualification helps academic staff meet the benchmarks for promotion.  Aurora leadership programme provides female staff with one-to-one female mentor. This programme aims to support women to take on leadership roles	a. Workload involved in undertaking T&L qualifications (the majority of whom are female) to be recognised and academic Staff to be given protected time to complete such courses where necessary. (G) b. Since places are limited on the Aurora leadership programme SoM will Lobby CHAS principal to support more places on the programme and actively encourage female staff to apply	a. September 2019 when courses resume.  b. Start June 2019.	a. All subject heads and SLs.  b. SoM representative on CHAS EDI group and HoS.	a. Minimum of 6 people from SoM will be doing T&L qualification at any one time.  b. Minimum of one extra place on Aurora leadership programme offered to CHAS participants by 2020/21.	A minimum of 6 people have been enrolled on the T&L certificate qualification at any one time.  Our target to ensure that a minimum of one extra place on Aurora leadership programme was offered to CHAS participants by 2020/2 has been reached and the number of participants from the SoM has increased.

Action		Rationale	Steps	Timescale	Person Responsible	Success Measure	Actions taken/Evidence of Progress/Impact
		and promote their careers.	to the programme. (G)				
5.3.2	Provide staff with school strategy so that their developmental strategy can align with school strategy.	Staff developmental strategies should align with school strategy to increase chances of promotion.	a. SoM to annually circulate an updated summary of SoM strategy to all mentors and mentees prior to P4G reviews, including its EDI strategy. (G) b. SoM to review P4G evaluation processes after June 2020 evaluations, and implement additional measures where needed. (G)	a. Start May 2019.  b. July 2020.	a. Director of Strategic Development.  b. School Office and EDI group.	At least 70% of staff indicate in survey that they are aware of school strategy.	The SoM strategy is available on the SoM website, has been emailed to all staff and has been addressed at the All School Meetings. A new School Strategy document was published in 2022 and circulated to all staff in March 2022 to coincide with the P4G process.
5.3.3	Ensure Postdoctoral Researchers in SoM are aware of and engage in RS&CD framework.	To promote uptake of SoM postdoctoral staff to RS&CD framework.	a. All staff supervising postdoctoral researchers must make themselves aware of mechanisms of support available in UCD through RS&CD framework. The Medicine Research Office will send a printed copy of the framework information to each supervisor on appointment of each new postdoc, to be shared and discussed	a. May 2019 and ongoing.	a. SoM Research Office, UCDMR.	Awareness of UCD RS&CD among postdoctoral researchers as captured in AS staff survey will be minimum 70%.	a and b. Due to Covid and staff working remotely we did not advance actions a and b. However, a focus group with Postdoctoral staff showed that PostDocs are aware and largely engage with the RS&CD framework.  Instead of action a and b we instigated formation of a PostDoc forum at college level to promote interaction of PostDocs with CHAS EDI and CHAS research and provide a forum where postdocs could interact and learn from one another and have a voice at college level.  c. We are currently working on a

Action	Rationale	Steps	Timescale	Person Responsible	Success Measure	Actions taken/Evidence of Progress/Impact
		<p>with the new postdoc. (R)</p> <p>b. SoM supervisors will provide an annual report to UCDMR detailing staff who have availed of the opportunities through the RS&amp;CD framework, and of the number of formal RS&amp;CD meetings held with each postdoctoral fellow. (R)</p> <p>c. SoM to formulate a policy in the school on teaching opportunities for postdoctoral researchers who wish to advance their academic career prospects and outline to researchers how to apply for such opportunities (A)</p>	<p>b. May 2020.</p> <p>c. Already started, to be completed September 2019.</p>	<p>b. Supervisors of Post-Doctoral researchers and UCDMR.</p> <p>c. Associate Dean for Research in consultation with Associate Dean for Teaching and Learning and SEMC.</p>	<p>Satisfaction ratings in 2020 survey will be used as baseline. Aim for 70% satisfaction by 2022.</p>	<p>strategy with the CHAS VP for T&amp;L to enable post docs to engage in teaching at School and College level and get rewarded financially for their work. Currently UCD regards post docs as trainees, and it is difficult for them to be paid for extra work that they do in the University such as contributing to teaching. This is an issue raised by post docs through their forum.</p> <p>Because there is a large turnover in research staff due to the temporary nature of these positions and from discussion at focus groups and feedback from the PostDoc forum it has been identified that there is a need, to continually engage with PostDocs and researchers and actions to do this are included in our AP-23.</p>



Action		Rationale	Steps	Timescale	Person Responsible	Success Measure	Actions taken/Evidence of Progress/Impact
5.3.4	Highlight internal mentoring available within UCD to all staff.	Staff indicated in AS survey that they feel mentoring would benefit their career development.	Internal mentoring schemes available in UCD (and in SoM Actions 4.2.1, 4.2.4 and 5.3.1) to be highlighted on EDI webpage in staff induction booklets, at promotion workshops and at induction sessions. (A)	Start Sept 2019 and ongoing.	School Office team.	Staff survey indicates that at least 70% of staff are aware of mentoring services in UCD.	UCD provides a faculty mentoring service, although this is not specific to the SoM. Our aim was to ensure 70% of staff were aware of the mentoring services in UCD. This was done by highlighting the service available through our website and by directly emailing staff. From our survey responses more males (57.7%) reported that they are aware of mentoring services than females (44.7%). However, for both males and females, the awareness of the mentoring available was significantly less than the targeted 70%. Actions on mentoring are included in our AP-23.
5.3.5	Ensure that all students are given equal opportunities to follow their career goals and flourish in UCD.	There are areas of medicine where females are under-represented.  Majority of student award holders are female.	a. SoM will engage with UCD Medical and Surgery Societies to promote careers in medicine to females where females are under-represented (R). b. Launch a promotional media campaign highlighting successful clinical female staff in areas where females are under-represented (A). c. SoM Graduate Studies will endeavour to ensure varied gender representation on PhD student's Doctoral Studies	a. Starting January 2020 and ongoing.  b. Starting April 2020  c. Ongoing	a. EDI Chairperson and EDI group.  b. EDI Chairperson, EDI group with Director of Strategic Development.  c. Chair of Research Degrees committee.	Students will indicate in survey in Jan 2021 that there is equal opportunity for all in UCD and they are supported to follow their career goals (Minimum 60% satisfaction).	a. Engagement with student societies was hampered due to the Covid-19 pandemic. The societies struggled to maintain student involvement, and therefore it was decided by the EDI committee to postpone engagement initially, with it forming a key action going forward. b. We have used the UCD Medicine twitter account to highlight the achievements of women in areas such as emergency medicine and surgery where females are traditionally under-represented. In addition, we have used significant days such as International Womens Day to highlight the achievements of female academics within the SoM and of our alumni. This important action will be ongoing.

Action		Rationale	Steps	Timescale	Person Responsible	Success Measure	Actions taken/Evidence of Progress/Impact
			<p>Panel and will keep a record of this which will be monitored by EDI group. (A)</p> <p>d. We will continue to monitor undergraduate and postgraduate prizes to determine if there is any consistent gender bias. (A)</p>	d. June 2020 and ongoing.	d. AS SAT and programme office.		<p>c. Monitoring of the composition of our Research Studies Panels (RSPs) has revealed that the majority (~60%) are chaired by males but the proportion chaired by females is increasing year on year. However, of concern is that over three years over 40% of panels each year had all male members. This needs to be monitored to ensure females are appointed to RSPs where their expertise is appropriate.</p> <p>d. Over the years 2019-2022 more females than males were awarded academic prizes and medals in line with the greater numbers of female students registered on our courses.</p> <p>No students indicated in the 2023 survey that they felt they were not supported in developing their careers. 8.7% indicated that they did not know if they were supported.</p>
5.3.6	Offer additional support mechanisms for unsuccessful grant applicants.	Currently research funding in Ireland is very competitive and analysis in SoM indicates that there are vulnerable staff cohorts who would benefit from additional	a. Hold an annual SoM research day where all school researchers can come together and present their work in flash presentations and poster formats to be followed by staff social event to support networking and identification of	a. January 2020.	a. Associate Dean for Research.	Feedback after research events and through staff surveys will indicate minimum 50% staff satisfaction with supports offered by UCD and SoM for research grant applications.	<p>a. An Annual Research Day for Staff was held in 2020, and 2021. It was not held in 2022 for logistical reasons.</p> <p>b. Our AD for Research is part of the CHAS Research Committee and engages with CHAS and other colleges to promote networking and collaboration. Events include annual CHAS Graduate Research Student event, a postdoc research event and UCD STEM research</p>

Action	Rationale	Steps	Timescale	Person Responsible	Success Measure	Actions taken/Evidence of Progress/Impact
	supports for grant applications.	<p>potential collaborations. (G)</p> <p>b. Work with CHAS Research group to develop further networking opportunities within the college to increase potential for research funding awards. (G)</p> <p>c. Conduct survey and follow up focus group with female clinical academic staff on supports required to increase their research grant applications and their success rates and identify resources to support remedial actions (see also Action 4.2.3). (G)</p> <p>d. Improve communication of grant support schemes to all SoM staff, and in particular target female clinical staff (G).</p>	<p>b. September 2019 and ongoing.</p> <p>c. January – June 2020.</p> <p>d. Ongoing, start semester one 2019.</p>	<p>b. Associate Dean for Research.</p> <p>c. Associate Dean for Research and EDI Chairperson.</p> <p>d. Associate Dean for Research.</p>		<p>Day. In addition, a Post-Doc forum has been established in CHAS and a Graduate Student Association (GRAM) in the SoM have been formed which also aids in promotion of collaboration.</p> <p>b. We have engaged with female clinical staff and with WiMIN to identify the needs of female clinical academics and how best to support them.</p> <p>c. Grant funding schemes are communicated via email to all staff by the SoM Research support team.</p> <p>d. We have targeted female staff returning from maternity leave to avail of the Research Return grant. To date two female clinical members of academic staff have availed of this scheme.</p> <p>e. We have established a Grant Advisory Scheme in the School and female staff who have engaged with it have been successful. We need to promote more awareness of this scheme in the SoM.</p> <p>46% and 44% of academic staff responded in the staff survey that they do not agree the School and UCD respectively supports applications for research funding. While this may</p>

Action		Rationale	Steps	Timescale	Person Responsible	Success Measure	Actions taken/Evidence of Progress/Impact
			e. Establish informal review system within SoM for unsuccessful grant applications (G).	e. Start in November 2019 with aim to have in place by February 2020.	e. Associate Dean for Research and SoM Research Committee.		indicate that 54% and 58% respectively feel the School and UCD does support them in obtaining funding the % of people who do not feel supported is too high and we would like to reduce this number. Actions to further support staff to apply for research funding are included in our AP-23.
<b>Section 5</b>							
<b>Subsection 5.5:</b>							
<b>Supporting and Advancing Women's Careers</b>							
<b>5.5.1</b>	Provide supports to address challenges identified in Focus Group discussions with parents.	Challenges identified for pregnant employees in SoM were:	a. The school will pay for taxis from and back to UCD to Dublin-based hospitals for antenatal or pre-adoption appointments that are scheduled during working hours. Womens Representation NOTE We have been advised that this action would have tax liabilities for staff availing of it (G, modified action completed)	a. Start May 2019.	a. HoS and School Office.	a. Take up of this scheme will be monitored by School office who will collect receipts and manage payment of staff expenses.	a. We were not able to progress this action as outlined in the AP as the finance office indicated that paying for taxis would be classed as Benefit in Kind and result in staff being taxed.  We have instead pursued an action at university level to implement a Reduced Mobility parking scheme. This action has been successful and UCD has recently launched a pilot parking scheme whereby parking spaces are reserved specifically for those with restricted mobility to include pregnant employees. This is additional car parking spaces to

Action	Rationale	Steps	Timescale	Person Responsible	Success Measure	Actions taken/Evidence of Progress/Impact
	<p>Parking in UCD or at hospitals sites after attending antenatal appointments.</p> <p>Maternity cover for academic staff not in place prior to leave date leading to staff being contacted about university business while on leave.</p> <p>Lack of adequate seating in lecture theatres is a</p>	<p>b. SoM will organise maternity cover for academic staff to be in place at least one week prior to leave date. If there is a delay in recruitment SoM will appoint a member of academic staff with interim responsibility for teaching-related activities until the maternity leave cover is in place. This action will be highlighted at focus group with HoS, SLs and line managers relating to staff entitlements around maternity, paternity, adoption, and parental leave (G).</p> <p>c. SoM will liaise with campus services to ensure all lecture theatres have adequate seating for lecturers. (G)</p>	<p>b. Start May 2019.</p> <p>c. Start June 2019 to ensure all lecture theatres have adequate seating by September 2019.</p>	<p>b. Subject Heads and SLs and School Office.</p> <p>c. School Office.</p>	<p>b. EDI group with school office will monitor timing of maternity cover appointments, we will aim for maternity cover to be in place before employee goes on leave in at least 95% of cases.</p> <p>c. All lecture theatres will have adequate seating for staff.</p>	<p>current spaces reserved for those with a disability.</p> <p>b. Maternity cover is arranged for academic staff so that there is a handover period in place before the person goes on leave.</p> <p>c. Lecture theatres all have adequate seating.</p>

Action		Rationale	Steps	Timescale	Person Responsible	Success Measure	Actions taken/Evidence of Progress/Impact
		problem for heavily pregnant staff.					
5.5.2	Improve cover and support during maternity leave	Issues identified in Staff focus group that affect staff while on maternity leave include staff being contacted about teaching and research activities while on leave.	<p>a. Conduct a focus group with line managers, SLs and HoS to review their awareness around maternity leave, paternity leave, parental leave and adoption leave policies to ensure consistency of treatment of staff across the school. Based on this focus group's findings, up-to-date educational material will be prepared and circulated annually to them, to refresh their awareness. This material will also be available on the EDI website. (G)</p> <p>b. Contact with all staff during maternity leave about work related matters that requires a response will be kept to an absolute minimum. This will be incorporated into educational material to be circulated annually (G)</p>	<p>a. To be completed by January 2020.</p> <p>b. June 2019 and onwards.</p>	<p>a and b. EDI group and School Office in conjunction with HR.</p> <p>c. UCDMR.</p>	<p>Each staff member who takes leave will be invited by EDI Chairperson to share comments (confidentially) about satisfaction with implementation of supports. AS survey will include questions about satisfaction with supports offered while on maternity leave. We will aim for at least 70% of staff taking leave to indicate satisfaction with supports offered from 2020 onwards.</p>	<p>All sub-actions have been completed as part of this action.</p> <p>14 female academics took maternity leave between 2019 and 2022. While some reported in the survey that they were well supported upon taking and returning from leave, 7 respondents (50%) reported that they were not well supported, including two women who reported increased workload upon their return.</p> <p>More detailed response to satisfaction with supports for maternity leave were captured through interviews.</p>

Action	Rationale	Steps	Timescale	Person Responsible	Success Measure	Actions taken/Evidence of Progress/Impact
		<p>c. Transfer research related administrative tasks to the Medicine Research Office during maternity (particularly HR-related issues). Staff will be notified of this by newsletter and by line managers. (G)</p> <p>d. Nominate an interim academic supervisor for PhD students and postdoctoral researchers who will ensure day-to-day activities of the research group are continued. Research Degree committee will liaise with staff member going on leave about nomination of suitable supervisors for PhD students. Line managers will liaise with staff about supervision of postdoctoral researchers. (G)</p> <p>e. Identify any outstanding correcting responsibilities in advance of maternity leave and identify a nominated academic</p>	<p>c. June 2019 and onwards.</p> <p>d. May 2019 and onwards.</p> <p>e. June 2019 and onwards.</p>	<p>d. UCDMR and Chair of research degree committee.</p> <p>e. Heads of subject.</p>		

Action		Rationale	Steps	Timescale	Person Responsible	Success Measure	Actions taken/Evidence of Progress/Impact
			staff member who will be tasked with this correcting. Ensure a grading rubrics/model answer is provided before the maternity leave, where possible (G).				
5.5.3	Improve supports for staff returning to work after maternity and adoption leave.	Staff who take maternity leave need support to ensure that their career development is not disadvantaged as a result of taking that leave.	<p>a. Returning academics (AP/L or above grade) can apply for either a semester 'buy-out' from teaching, or monetary support (up to €15,000) for research-related activities to aid in the re-establishment of research during the transition back to work. (G)</p> <p>b. Create awareness about the UCD Buddy system to all staff within the School to encourage participation (including volunteering to be a buddy) within this programme by disseminating regularly within the staff newsletter and advertising on the EDI website. (G)</p>	<p>a. Included in budget for 2019/20 so will be implemented from Sept 2019 onwards.</p> <p>b. This information will be included in the staff newsletter regularly from June 2019 and on the EDI webpage once</p>	<p>a. HoS and UCDMR.</p> <p>b. EDI group and School office.</p>	<p>AS survey will include questions about satisfaction with supports offered upon return to work after maternity leave. We would aim for at least 60% satisfaction with support upon return to work from 2020 onwards.</p>	<p>a. The SoM has introduced a Return to Research grant for those returning to work after leave due to caring responsibilities. Two academics, both clinical, have availed of this scheme to date. Testimony from one of these individuals was  <i>"The return to work after extended leave award was immediately impactful for me and my student allowing us to enrich a piece of work commenced and undertaken prior to my leave. Budget to cover consumables to add depth to an existing project and will support the publication of a manuscript in a shorter timeline than might otherwise have been possible or in fact missed entirely."</i></p> <p>b. We have included information about the UCD Buddy System for new parents in our SoM information leaflet for those going on family related leave.</p> <p>c. Information leaflet has been compiled which contains information on UCD supports as well as School specific supports for those going on and returning from family related leave.</p>



Action		Rationale	Steps	Timescale	Person Responsible	Success Measure	Actions taken/Evidence of Progress/Impact
			c. Develop an information leaflet for all returning staff to highlight all supports available within UCD and SoM including parental leave rights, the buddy system, breastfeeding facilities, and funding supports for academic staff. This leaflet will be sent to all staff by the School Office upon return to work. (G)	developed.  c. Completed by July 2020 and reviewed annually.	c. EDI group with HR.		As per action 5.5.2 while some have found supports upon return to work satisfactory others have reported that it was not satisfactory.
5.5.4	Aim to increase the number of applications for research fellowships especially from female researchers.	Female postdoctoral researchers are seen as especially vulnerable when they take maternity leave. They need support to be ready and able to apply for research fellowships as they arise.	a. We will encourage supervisors of Postdoctoral Researchers to discuss funding opportunities for research fellowships during the RS&CD appraisal process and to actively support their postdocs and other researchers in applying for the schemes especially those designed for female applicants.	a. June 2019 and onwards.	a. Associate Dean for Research.	25% increase in the fraction of female postdoctoral researchers applying for fellowships by 2021. We will capture satisfaction with support for fellowship applications in survey in 2020 and 2022, aim for 70% satisfaction.	a and b. We have found it difficult to engage with post-docs and their supervisors especially over Covid. Following discussion with AS SATs and EDI committees in other schools it was found that their experiences were similar. We have therefore changed this action.  We have supported the formation of a CHAS Postdoc forum and have included a postdoc on our EDI Career Progression group.

Action		Rationale	Steps	Timescale	Person Responsible	Success Measure	Actions taken/Evidence of Progress/Impact
			<p>This action has been modified.</p> <p>b. We will liaise with UCD Research to identify relevant fellowship schemes and advertise them to our postdocs (This action has been modified. (A))</p> <p>c. We will provide administrative support to females applying for fellowships who are on or have recently returned from maternity leave. (A)</p>	<p>b. September 2019 and ongoing.</p> <p>c. From September 2019 onwards.</p>	<p>b. UCD Research and UCDCMR.</p> <p>c. Associate Dean for Research and UCDCMR.</p>		<p>c. The SoM Research Admin team have agreed to provide admin support to females applying for fellowships.</p> <p>We have yet to measure the impact of these actions.</p>
5.5.5	Improve culture in SoM around taking of paternity and parental leave and increase uptake.	Evidence suggests that there is a culture in SoM that is not conducive to taking of parental or paternity leave.	<p>a. Identify cover for teaching for paternity leave seeking staff-members where possible well in advance of leave. Offer teaching opportunity to senior postdocs in pursuit of teaching experience to help with cover whenever possible (see Action 5.3.3). (A)</p>	<p>a. May 2019 and onwards.</p> <p>b. June 2019 and onwards.</p>	<p>a. Heads of subjects and SLs.</p> <p>b. School office, EDI group with CHAS HR representative.</p>	<p>100% increase in the number of academic staff taking paternity and parental leave by 2021.</p> <p>Aim for 60% of staff will indicate in response to staff surveys in 2020 and 2022 that the school supports and promotes the taking of parental and paternity leave.</p>	<p>Action a is difficult to implement as in many instances post docs are unable to be paid for teaching in UCD in addition to their salaries. We are currently working with the CHAS VP for T&amp;L to enable a scheme in CHAS to allow post docs with relevant experience to be paid for teaching in the College.</p> <p>b. Information on paternity and parental leave is available on the SoM EDI website, staff induction booklet and return to work information leaflet. The uptake of paternity leave has increased in the school.</p>

Action		Rationale	Steps	Timescale	Person Responsible	Success Measure	Actions taken/Evidence of Progress/Impact
			b. Explain the difference and provide greater awareness to male staff about their rights to take both parental and paternity leave in staff induction booklet, return to work information leaflet (Action 5.5.3) and staff e-zine notices. (G)	c. Appeal for role models at AS question and answer session (Action 5.6.1) and ongoing thereafter .	c. EDI Chairperson.		<p>In our AS application we reported that no academic members of staff had taken parental or paternity leave over three years. Since 2019 three female academics have taken parental leave and two male academics have taken official paternity leave.</p> <p>38.7% of academic staff agreed that the SoM supports the taking of paternity and parental leave (40.3% disagreed, 20.9% had no opinion).</p>

Action		Rationale	Steps	Timescale	Person Responsible	Success Measure	Actions taken/Evidence of Progress/Impact
			c. Call for staff taking paternity and parental leave to act as role models in SoM for how workload can be adjusted appropriately (A).	-	-	-	<p>In an open question, staff that answered noted that they had not availed of parental leave due to (in decreasing order of frequency)- it was unlikely that workload would be adjusted; the financial loss; perception of taking time away from work; challenges with career progression.</p> <p><i>'Cannot afford to take unpaid leave; also feel like due to the nature of academic work I'd probably end up working almost as much anyway, just not being paid as much'</i></p> <p><i>'Parental leave feels targeted towards women. I would feel harshly judged if I tried to avail of it as a man'</i></p> <p><i>'That the leave is unpaid'</i></p>
5.5.6	SoM will provide greater transparency and consistency around flexible working arrangements and will facilitate flexible working arrangements as far as is practical.	Feedback from staff indicates that there is a consistent approach within SoM to arrangements for flexible working.	a. Provide information to staff about flexible working arrangements available to staff in UCD in staff induction booklet and on the EDI website to increase transparency about such facilities within SoM. (G)	a. Complete by December 2019.	a. EDI group with CHAS HR representative.	Feedback from staff focus groups and staff surveys in 2020 and 2022 will indicate that at least 60% of staff believe that flexible working is promoted in the SoM. Less than 10% of staff will report any difficulty	Whilst actions were focused around specific flexible working that was available, the entire focus of flexible working has changed since the Covid-19 pandemic. This is discussed with key learnings in section 2. Hybrid working is deemed a positive option for most staff.

Action	Rationale	Steps	Timescale	Person Responsible	Success Measure	Actions taken/Evidence of Progress/Impact
		<p>b. To facilitate attendance at meetings SoM will create greater awareness of conference calling equipment for school-related activities (teaching or research) by disseminating through SLs and school newsletters (G).</p> <p>c. Implement an appeals process (to HoS or his nominee) for staff members who have been refused flexible working arrangements by their line manager. Line managers in turn will have to strongly justify flexible working cannot be facilitated. (R)</p> <p>Note Working arrangements are currently very flexible within the School due to Covid and everyone is being accommodated. Feb 2022 Hybrid working in UCD to be discussed at UMT, guidelines to come from UCD central</p>	<p>b. September 2019 and ongoing.</p> <p>c. To be in place by September 2019.</p> <p>d. From April 2020 and ongoing.</p>	<p>b. Communications manager and EDI Chairperson.</p> <p>c. AS SAT Chairperson and HoS.</p> <p>d. All committee Chairs.</p>	in negotiating flexible working.	

Action		Rationale	Steps	Timescale	Person Responsible	Success Measure	Actions taken/Evidence of Progress/Impact
			d. Committee Chairs will endeavour to ensure committee meetings can be rotated around by day and time to optimise participation and accommodate differing work schedules.				

Action		Rationale	Steps	Timescale	Person Responsible	Success Measure	Actions taken/Evidence of Progress/Impact
5.5.7	Offer support to staff returning from career breaks.	No policy available in UCD on supports offered to staff returning from career breaks.	a. Line managers and HR will discuss with staff to identify what supports are required to aid their transition back to work after long career breaks and work with staff to identify appropriate supports available in UCD. Career progression b. Professional training in systems that may have changed during periods of absence will be offered through the UCD People and Organisation Development programme. Career progression	Within one month of staff returning to work.	a and b. Line managers and CHAS HR representative.	The number of cases will be low but where they do occur, we aim that all such staff will indicate in staff survey that they have been offered support and that this has helped them in their transition back to the workplace.	In the last 4 years, no SoM staff have taken career breaks, meaning there was no possibility to implement this action.
<b>Section 5</b>							
<b>Subsection 5.6:</b>							
<b>Organisation and Culture</b>							
5.6.1	Embed Athena SWAN principles in the SoM.	Need to encourage engagement of SoM staff with AS, successful AP will require engagement with whole school.	a. Update our EDI website quarterly with updates on AS and implementation of the AP. (G) b. Share the SoM AS application for AS bronze award with all staff. (G)	a. Quarterly from Jan 2020 onwards. b. May 2019.	a and b. EDI Chairperson.	At least 70% of both staff and students will indicate awareness of EDI promotion in SoM in staff surveys in 2020 and 2022.	We have managed to raise the profile of Athena Swan in the SoM and bring EDI issues to the forefront. This was evidenced in our 2022 staff survey where 83.6% of academic staff and 86.5% of PSS were aware of the AS charter and the previous Bronze award to the SoM. 61.8% of academic staff and

Action		Rationale	Steps	Timescale	Person Responsible	Success Measure	Actions taken/Evidence of Progress/Impact
			c. Hold AS question and answer session at all school meeting after submission (G).	c. June 2019.	c. Communications manager and EDI Chairperson.		81.1% of PSS were aware of EDI initiatives in the SoM.
			d. AS and EDI to be standing item at all school meetings and at SEMC monthly meetings. (G) e. SoM commitment to EDI to be a feature of all school student orientation talks.(G)	d. Every semester starting September 2019. e. Annually every September.	d. HoS.  e. All programme leads.		The AD for EDI delivers an introduction to EDI to all incoming students as part of student orientation each year. This has resulted in first year students volunteering and expressing an interest in becoming actively involved in promoting EDI in UCD.
5.6.2	Revise format of all school meetings.	Staff have indicated change in format of all school meetings would be welcome.	HoS to host a one hour all school meeting each semester and include an update on "what is happening in the school". (G)	Start semester one 2019/20 and every semester thereafter .	HoS and school office.	Minimum 60% of staff will indicate in staff surveys in 2020 and 2022 that they believe all school meetings are informative and relevant.	All School meetings have become shorter in format since Prof Michael Keane became HoS, and they are well attended. One of those meetings was held online due to Covid-19.  Of those that answered the question/had attended the All School Meeting, 50% of academic staff respondents found them relevant to their role (20% were neutral) and 44.8% found them informative (31% were neutral). 20.8% of PSS found them relevant to their role (25% were neutral) and 41.6% found them informative (37.5% were neutral). This suggest progress for the academic group, however further improvements are required to engage the PSS.



Action		Rationale	Steps	Timescale	Person Responsible	Success Measure	Actions taken/Evidence of Progress/Impact
5.6.3	Promote sense of community within SoM.	AS survey indicates that a sense of community is lacking in the SoM.	a. Include in school budget for 2019/20 School communications manager. (G)	a. Complete d.	a. HoS.	Minimum of 50% staff and students of both genders will report a sense of belonging to the school in staff survey by 2022.	The Covid-19 pandemic prevented face to face meetings in 2020 and 2021. However online social events were held for both staff and students to promote community. Other in-person events that have been held include coffee mornings, a staff BBQ in 2022, social events after the School Research Days, and celebration of International Womens Day including a networking lunch in 2023. Only 30% of staff indicated that they feel that they are part of the School community in the 2021 survey. In the 2022 survey, 79% of academic staff and 74.4% of PSS stated they felt part of the SoM community and/or their lab/hospital/team.
			b. Make school Christmas lunch an annual event. (G)	b. Complete d.	b. School Office.		
			c. Mark International Women's Day each year with daytime social event to celebrate all women in in SoM, include events at hospital sites. (G)	c. Annually started March 2018.	c. EDI group.		
			d. Mark International Men's Day each year with daytime social event to celebrate all men in SoM, include events at hospital sites. (G)	d. Annually starting November 2019.	d. EDI group.		
			e. Hold focus group with students to identify why some students, especially female students do not feel a sense of belonging to SoM and address issues identified. (G)	e. Semester two 2019/20.	e. EDI group.		
			f. Include promotion of sense of community for all (including students) in terms of reference of SoM EDI group. (G)	f. October 2019.	f. EDI group.		

Action		Rationale	Steps	Timescale	Person Responsible	Success Measure	Actions taken/Evidence of Progress/Impact
5.6.4	Improve awareness of how to report instances of unfair treatment.	Staff have indicated that they do not know how to report instances where they feel they have been treated unfavourably.	a. CHAS HR representative to be invited to all school meeting to clarify to staff UCD policies and process on how to report instances where they feel they have been treated unfavourably (R)	a. Semester one 2019/20.	a-c: EDI Chairperson with CHAS HR representative.	At least 60% of staff in all categories indicate that they know how to report instances of unfair treatment in staff surveys in 2020 and 2022.	<p>EDI is a standing agenda at the All-School meetings and therefore policies have been highlighted on a regular basis, as well as inclusion of policies on our website.</p> <p>Three SoM staff are UCD Dignity and Respect colleagues – a scheme whereby staff and students can talk in confidence and informally to a colleague in UCD about Dignity and Respect issues at work.</p> <p>UCD Dignity and respect persons have addressed the SEMC about the services they provide in UCD.</p> <p>28.8% of academic staff noted that they did not know how to report incidents of unfair treatment and 20.5% of PSS noted the same. This indicates that most staff are aware of how to report issues, which is positive. However, further actions are required so that all staff are aware of how to report instances of unfair treatment and how to seek help if they believe that have been unfairly treated. Actions to address this are included in our AP-23.</p>
			b. School in conjunction with HR to circulate policy details on dealing with instances where they feel that they have been treated unfavourably to all staff and include on SoM EDI webpages clear pointers to UCD and SoM policies around reporting problem solutions. (G)	b. Semester one 2019/20			
			c. UCD Dignity and Respect policy to be circulated to all line managers of academic, research and administrative staff to help them deal fairly with staff in both routine and exceptional circumstances.(G)	c. Semester one 2019/20			

Action		Rationale	Steps	Timescale	Person Responsible	Success Measure	Actions taken/Evidence of Progress/Impact
5.6.5	Work towards minimum 40% representation of any one gender on all committees in SoM and increase number of applications for committee Chair roles when they arise.	Not all committees in SoM are gender balanced. Expressions of interest for committee roles are low.	a. Meet with committee Chairs of committees that do not have minimum 40% representation of either gender to discuss membership and devise strategy to increase membership of underrepresented gender (A)	a. Academic year 2019/20, start Sept 2019.	a. EDI Chairperson and HoS.	At least 50% of staff report transparency around how committee Chairs and roles are allocated in SoM in staff surveys.	Females are in the majority on most committees in the SoM but the majority of these committees are chaired by males. Although expressions of interest have been sought from staff for committee chair positions the numbers of staff expressing an interest in these roles remains low. We have included actions in our AP-23 to improve the gender balance of all committees.
			b. Rotate committee Chairs every four years (A).	b. Every four years (date will vary with committee e).	b. HoS.	There are at least three expressions of interest for all roles advertised in SoM.	
			c. Take gender representation into account when replacing or adding members to a committee (A).	c. Ongoing.	c. Committee Chairs.	Gender balance on all committees achieved by September 2020 or justification given.	
			d. Prioritise membership renewal of the EMS committee with a view to addressing gender balance (A).	d. September 2019.	d. Chair of EMS committee.		
			e. Release call for expressions of interest for all committee Chairs when they become vacant and ensure it is clear in the call what experience	e. As committee Chairs become vacant (at least every four years).	e. HoS.		

Action		Rationale	Steps	Timescale	Person Responsible	Success Measure	Actions taken/Evidence of Progress/Impact
			required and what the job entails. (A)				
5.6.6	Encourage all staff to participate on external committees.	Participation on external committees is important for career progression, currently we do not capture this data in SoM.	<p>a. Generate online form which staff can populate with details of all external committee membership and activity. (G)</p> <p>b. Generate database of SoM staff serving on external committees and monitor gender balance. (G)</p> <p>c. Highlight staff activity on external committees as a means of encouraging others to participate. (A)</p>	<p>a. Semester one 2019/20.</p> <p>b. Ongoing starting semester one 2019/20.</p> <p>c. Ongoing starting semester one 2019/20.</p>	a, b and c-School office.	By October 2020 we will have a database of staff participation on external committees with a minimum 70% of academic staff, 50% of research staff and 30% of PS staff report in AS survey in 2022 that they are encouraged to participate on external committees.	<p>We have an online portal in place whereby staff can volunteer information on external committees that they serve on, and we have collected information.</p> <p>We need to remind staff more regularly to update this information and work with Comms manager to publicise this information.</p>
5.6.7	Improve transparency around allocation of workload in SoM.	Overwhelming sense of lack of transparency around workload model in SoM. Staff report not being aware of workload model.	a. Circulate document outlining SoM workload model and how it is implemented to all academic staff (A).	a. February 2020.	a. HoS and SLs.	In staff survey in 2022 at least 60% of academic staff report that they know of and understand the workload allocation model in SoM. Changes made to workload allocation reflected in self-	In the Jan 2021 survey, over 80% of respondents felt that the work allocated to them is appropriate to their role and over 70% are happy with work life balance. This is continuing to be addressed in our AP-23.

Action	Rationale	Steps	Timescale	Person Responsible	Success Measure	Actions taken/Evidence of Progress/Impact
		<p>b. Identify funding for personnel to ensure workload model and data is updated more regularly (R).</p> <p>c. Survey workload model data to model to what extent shifts in teaching workload to more senior level would redress gender imbalanced teaching loads (R).</p>	<p>b. April 2020. (Budget planning for academic year 2020/21).</p> <p>c. Start September 2020 and ongoing.</p>	<p>b. HoS and SLs.</p> <p>c. HoS and SLs.</p>	reporting of workload.	
5.6.8	Review the timings of meetings and social gatherings in SoM.	<p>More females than males and high proportion of PS staff indicate that they do not think meetings are always held within core meeting hours.</p> <p>a. Highlight core working hours to all staff via email, newsletters and EDI website (G).</p> <p>b. Survey PS staff on all sites on how implementation of the core working hours in SoM is working for them and address any issues that are identified. (G)</p>	<p>a. Start August 2019 and ongoing.</p> <p>b. September – December 2019 for consultation and issues then addressed as soon as possible.</p>	<p>a. AS SAT Chair and School Office.</p> <p>b. AS SAT Chair and School Office</p>	<p>Identification of meetings not held within core working hours.</p> <p>Minimisation of out of hours meetings and solutions sought to ensure staff not disadvantaged as a result of such meetings</p>	In the 2022 Staff survey, academic staff noted that meetings were held during core working hours 34.3% always & 50% regularly and PSS noted 21.3% always & 55.3% regularly. We will continue to monitor meetings and if they are held in core working hours, detailed in AP-23.

Action	Rationale	Steps	Timescale	Person Responsible	Success Measure	Actions taken/Evidence of Progress/Impact
		c. Schedule “all school meetings” for mornings/Lunchtime as much as possible to accommodate those who work mornings only (R). d. Consider part time workers when scheduling social gatherings and guest lectures. Move guest lectures to morning or lunchtime spots as much as possible (G)	c. Semester one 2019/20 and ongoing.  d. Semester one 2019/20 and ongoing.	c. Director of Strategic Development and School Office.  d. Director of Strategic Development and School Office.	90% of staff report in school survey in 2022 that meetings are held regularly or always within core working hours in SoM.	
5.6.9	Ensure gender balance of role models in SoM.	SoM recognises the value of academic role models of both genders for our students. Due to the large number of female students on our programmes female role models and gender balance is essential.  a. Monitor gender balance of speakers and Chairpersons of seminars and workshops organised in the SoM (G). b. The reasons for any gender imbalance, if it occurs, will be identified and solutions sought to rectify it (G).  c. SoM EDI webpage will highlight positive developments and features of EDI advancement in SoM and highlight female role models (G)..	a. Start September 2019 and ongoing.  b. September 2020 after review of previous year's data. c. Ongoing	a. School Office.  b. School Office in conjunction with unit where gender imbalance occurs. c. EDI Chairperson and EDI group.	Database of speakers at SoM and analysis of gender balance compiled annually.  Gender balance of speakers and Chairpersons at events in SoM.  Role models in SoM are gender balanced based on results from analysis of data compiled in years 2019/20 and 2020/21.	Gender balance is taken into account for all events run by the SoM eg the School Research day and the Charles Institute Seminar series (50;50 M:F).  75.9% of students agreed there is adequate representation of female role models in their field and 74.5% of students agreed that there is adequate representation of male role models in their field.

Action		Rationale	Steps	Timescale	Person Responsible	Success Measure	Actions taken/Evidence of Progress/Impact
<b>5.6.10</b>	Record staff and student participation in outreach activities in the SoM and monitor for gender.	We currently do not have any systematic method of collecting data on outreach activity in the school.	Develop a self-reporting portal for staff and students to record outreach activities (A).	June – September 2019.	School office in conjunction with UCD IT services.	We will have accurate data on outreach activity and numbers and genders of participants for renewal of Athena SWAN awards.	While we have developed this portal for academic staff we have not extended it to students.  We do highlight student achievements through SoM twitter account and on our websites

**b. Comment and reflect on the progress achieved through implementation of the department's most recent action plan. This should include:**

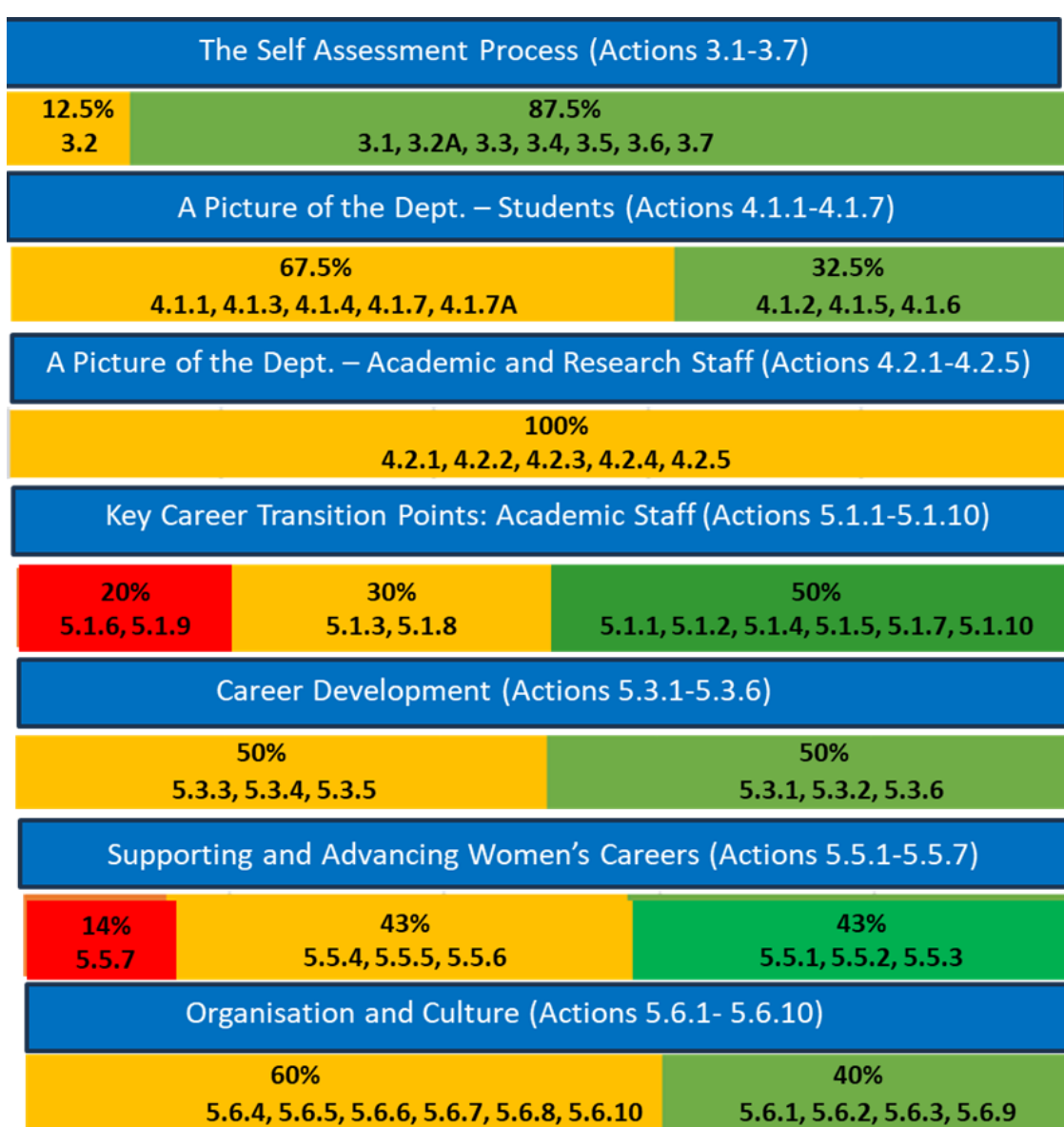
- + direct reference to the previous action plan, and, where appropriate, future action plan;**
- + qualitative and quantitative data to evidence the evaluation of progress;**
- + information on the methodology of action implementation, evaluation, and iteration;**
- + comment on factors (internal or external to the department) that acted as barriers or facilitators to the implementation of actions and meeting of success measures. Where relevant, make reference to actions from the previous action plan that have been rated as amber or red, and any actions that were removed over the course of the award. Where challenges to successful implementation are noted, outline the steps taken to respond to these, and how the action plan was adjusted;**
- + description of the main learnings and outcomes from the evaluation of the action plan and how learning can be applied to improve implementation, outcomes, or impacts of the future action plan;**
- + information, where relevant, on how panel feedback on the previous department application has been actioned over the course of the award.**



## Comment on Previous AP

Regarding our AP-2019, 48.1% of actions are completed (n=26), 46.3% are ongoing (n=25) and 5.6% are not started (n=3)- summary in Figure 18. All actions were reviewed by the EDI committee and AS SAT and assessed using qualitative and quantitative measures (Tables 17/18). A key learning was the dynamic nature of the AP and the need for ongoing monitoring of actions.

Figure 18- Status of actions in different sections of 2019 Athena SWAN action plan (AP-19). Actions are **RAG** coded, **R**= action not yet started, **A**= action started but not completed, **G** = action completed.



## Pandemic Challenges

The SoM was uniquely affected by COVID-19, due to concerns about staff and students attending clinical sites. Clinical staff were under significant pressure. Management were required to focus on challenges of supporting staff working remotely, teaching online and maintaining research activity. Several actions were put on hold/delayed to avoid additional staff stress (Table 19).

Table 19- Actions likely affected by Covid-19 pandemic

Action	Action Detail	Status	Comment
4.1.1	Maintain current momentum of increasing proportion of male students on Radiography programme		Inappropriate to approach schools and the Irish Institute of Radiographers and Radiation Therapists, as healthcare was already under extreme pressure.
4.2.2	Address the barriers that prevent female progression from Associate Professor to Professor and FP.		Applications for academic promotion were very low over the last four years. Working from home, increased workloads especially for clinical staff and the challenges of caring responsibilities are likely to have impacted the ability of females to dedicate time to applying for promotion.
4.2.3	Provide supports that enable clinical academics at AP/L and Associate Professor grades to reach the benchmarks for promotion and apply for vacant clinical professorial posts.		Access to clinical academics was challenging due to Covid-19.
5.1.3	We will assess if the excess of female clinical tutors is due to more females accepting these roles than males.		Clinical tutors were under severe pressure on hospital sites and it was not appropriate to engage them in focus groups.
5.1.8	Implement a standardised local induction for all new staff at School level.		Remote working significantly impacted staff induction, meeting people and getting to know local amenities.
5.3.5	Ensure that all students are given equal opportunities to follow their career goals and flourish in UCD.		Engagement with students studying remotely was hampered.
5.5.4	Aim to increase the number of applications for research fellowships especially from female researchers.		Engagement with Post Docs working remotely during the pandemic or who had restricted lab hours was difficult.
5.5.6	SoM will provide greater transparency and consistency around flexible working arrangements and will facilitate flexible working arrangements as far as is practical.		Focus of flexible working has changed and thus this action has been re-evaluated.

In the 2021 survey, childcare and online meetings during Covid were most challenging for females (Table 21). Benefits reported were similar for both genders (Figures 19/ 20) and overall, females felt working from home had a positive career impact (Figure 21). Promotion applications were very low between 2020-2022 for both genders (Table 20). Feedback from the 2022 survey suggests that continued support for staff of both genders is required to mitigate the pandemic effects (Figure 22).

Figure 19- Benefits to home-working during Covid (Female)

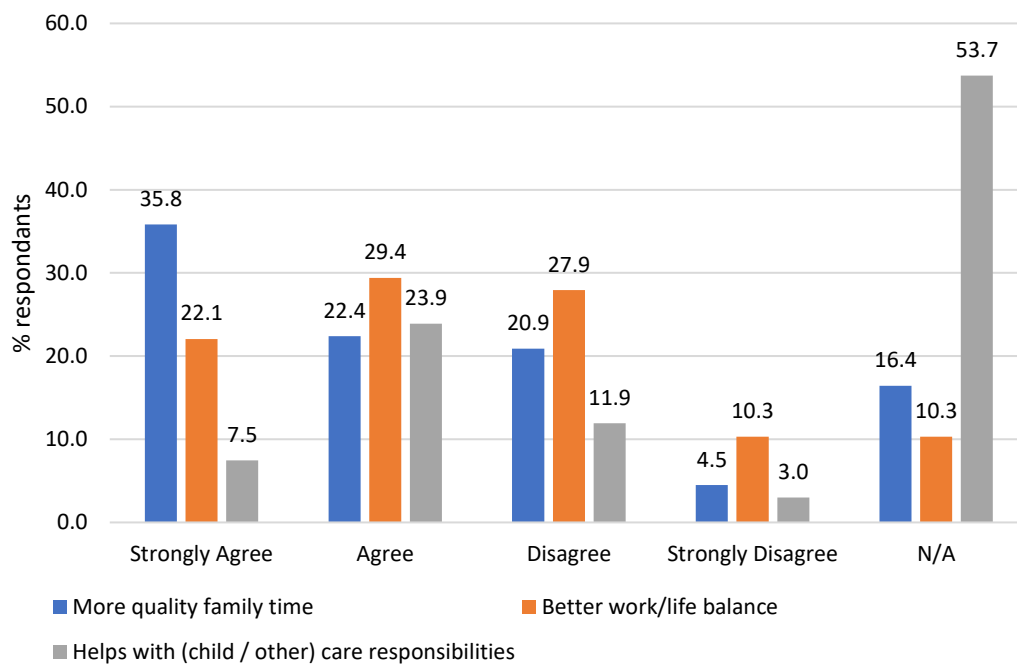


Figure 20- Benefits to home-working during Covid (Male)

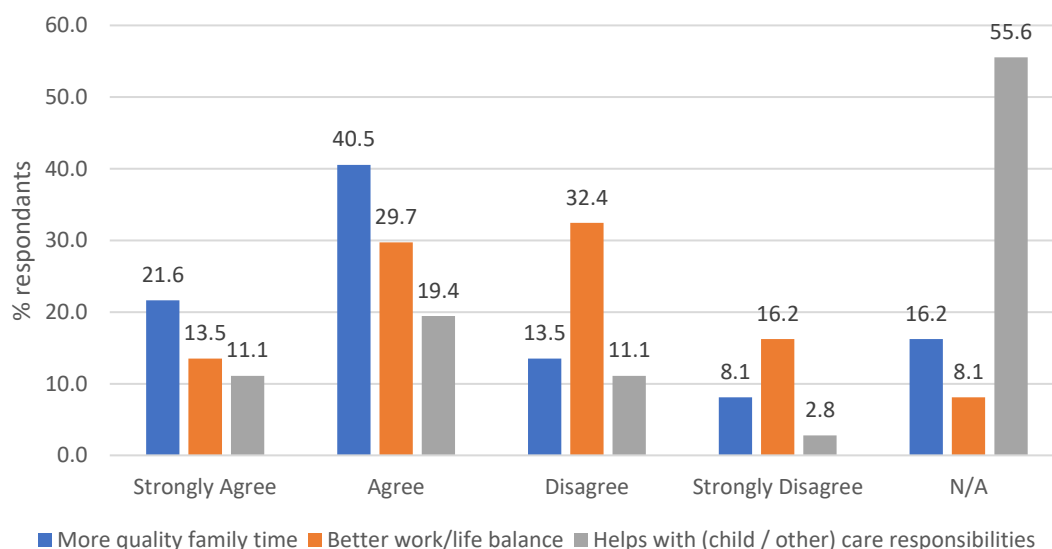


Figure 21- The Impact Working from Home during Covid-19 had on Career

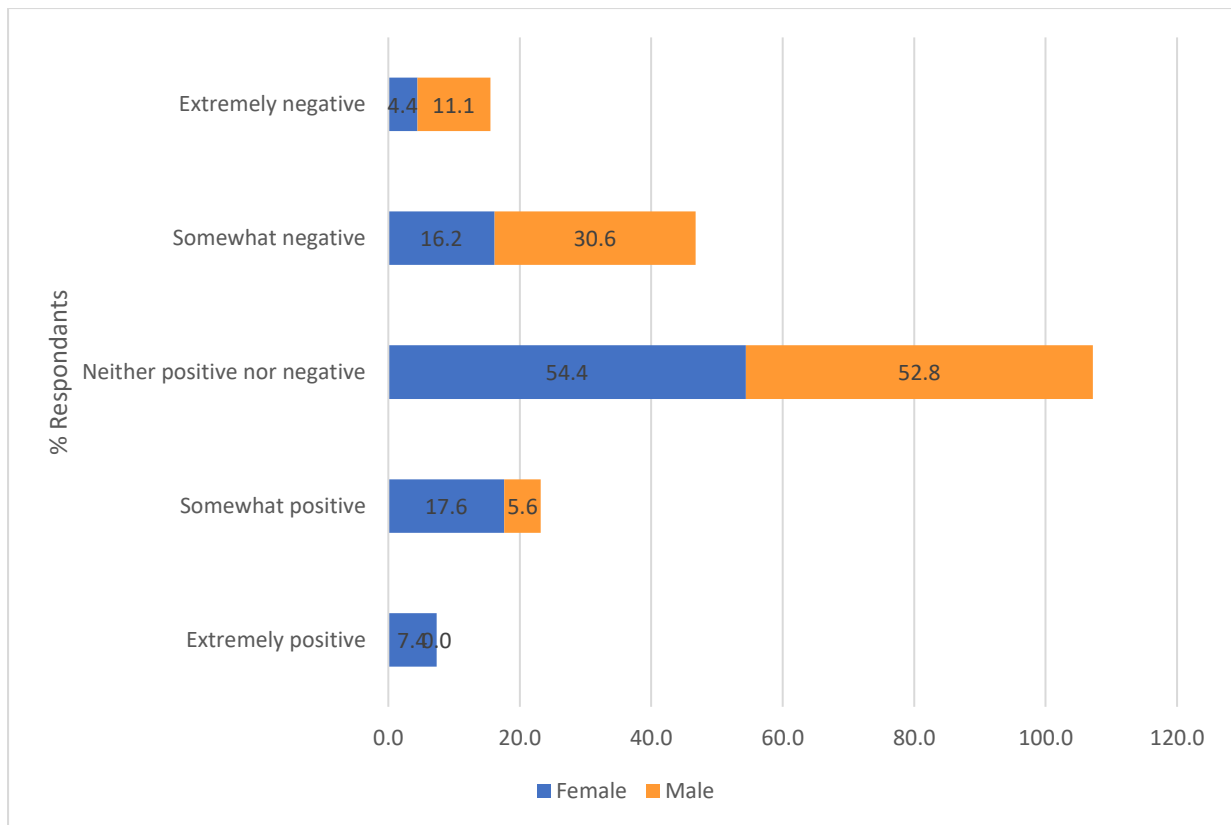


Table 20- Applications for promotion by gender in the SoM between 2020 and 2022

	Applied			Promoted			Success Rate		
	M	F	% F	M	F	% F	M	F	% F
<b>2020</b>									
Assistant Professor to Associate Professor	1	0	0	0	0	0	0	NA	NA
Professor to Full Professor	1	0	0	1	0	0	100%	NA	NA
<b>2021</b>									
Assistant Professor to Associate Professor	1	0	0	1	0	0	100%	NA	NA
<b>2022</b>									
Assistant Professor to Associate Professor	1	1	50%	1	0	0	100%	NA	NA

Table 21- Challenges Experienced by Males and Female Staff during Covid 19 (% respondents)

	Ability to switch off from work		General anxiety about COVID 19 and its impact		Child / other -care		Online meetings more stressful & tiring		My physical workspace		Collaboration & communication with colleagues		Loneliness / isolation / social interaction		Staying motivated		Lack of interaction, guidance/ support from line manager	
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M
Challenging/very challenging	42.0	37.8	27.5	22.2	20.9	8.3	15.9	16.2	20.3	16.2	24.3	25.0	20.3	18.9	15.9	24.3	20.3	10.8
Moderately challenging	29.0	29.7	37.7	30.6	11.9	22.2	31.9	27.0	23.2	24.3	24.3	41.7	30.4	29.7	20.3	16.2	17.4	21.6
Slightly challenging	15.9	21.6	21.7	30.6	7.5	13.9	20.3	35.1	29.0	29.7	27.1	30.6	23.2	27.0	29.0	40.5	15.9	10.8
Not challenging at all	10.1	8.1	10.1	13.9	3.0	11.1	29.0	21.6	24.6	27.0	20.0	2.8	21.7	21.6	31.9	13.5	29.0	48.6
Not applicable	2.9	2.7	2.9	2.8	56.7	44.4	2.9	0.0	2.9	2.7	4.3	0.0	4.3	2.7	2.9	5.4	17.4	8.1

Figure 22- Feedback from Staff in the SoM on the effects of the pandemic on their working and professional lives.



We have developed actions to incorporate positive impacts of the pandemic.

Action Box 8 Action Numbers	Description
3.1	The School will implement the UCD Hybrid working policy and will continue to promote and implement work-life balance and family friendly policies.
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.

In the following sections, we provide examples of progress and impact from our AP-19 and new actions arising.

#### **A Picture of the Department- Students (Actions 4.1.1-4.1.7)**

Specific actions aimed to further understand student perspectives and potential gender specific challenges.

Action 4.1.1: The proportion of males in BSc (Radiography) are in line with data from SIPTU (17.3%M, 82.7%F) however we aim to encourage more males in our radiography programme for a better gender balance on our programme and future workforce. We aimed to maintain a minimum of 18% male students on Radiography programmes and to increase this to 20% by 2021/22 however, the proportion of males on the radiography programme decreased in 2019, but has remained stable from 2020-2022 (Table 22). While the proportion of males in GER is 20% in some stages the numbers in this cohort are very small (Table 23). Due to Covid, it was impossible to visit schools and deemed inappropriate to engage with professional bodies, but actions progressed revealed interesting insights of male student perspective to support further work (Action Box 9).

Table 22- % males and females in undergraduate Radiography programme.

	Stage 1	Stage 2	Stage 3	Stage 4
<b>Female</b>	89%	86.2%	80.4%	87.8%
<b>Male</b>	11%	13.8%	19.6%	12.2%

Table 23- % males and females in GER programme.

	Stage 1 GER	Stage 2 GER	Stage 3 GER
<b>Female</b>	80.0%	80.0%	83.3%
<b>Male</b>	20.0%	20.0%	16.7%

#### Progress and Impact Box 5

**Progress of action 4.1.1:** SoM have ensured males feature in marketing material (Figure 23) and were represented at the Higher Options conference and UCD Open Day (Figure 24). A focus group with male radiography students provided useful feedback on their student experience and suggestions for how to attract men to the profession- including attending career events in all boys secondary schools, highlighting aspects of imaging that are traditionally male focussed (such as sports imaging). Imagery in marketing material was deemed less important for this age group. Representation of academic male lecturers at student career events was noted as appropriate.





Figure 23- Imagery from marketing material for UCD Radiography programmes.



Figure 24- Male representation at UCD Open Day for Radiography Programmes.

Action Box 9 Action Numbers	Description
1.11	Increase proportion of male students in Radiography where male students are underrepresented.

Action 4.1.7A: In the student survey, 68.8% F and 72.6% M agreed they had clear information about career pathways and 60.1% agreed (61.5% F; 56.8% M) that they had clear information on academic career pathways. As our programmes are largely

professional clinical ones, postgraduate education is usually not considered until later in their careers, except in BHLS and Physiology courses.

## Progress and Impact Box 6

**Progress of action 4.1.7A and action 3.4:** Formation of a student EDI group is a valuable resource for student feedback. Feedback from student focus groups, student surveys and GR students is that undergraduate students require further support on applying for GR positions and GR students need support on applying for postdoctoral positions.

The SoM BHLS Programme collaborated with UCD Careers Office to introduce a Career Programme for Stage 4 students (Figure 25).

The student EDI group formed (Action 3.4) requested a specific association for GR students be formed and this action was supported by the SoM AD for Research. The GRAM was formed to provide students with a voice in the SoM. A career event specific for GR students in the SoM was organised and feedback is that GR students would welcome more of these events.


Figure 25- BHLS Careers Programme.

### BHLS Careers Programme

BHLS 2023-24 CAREER SESSIONS PROPOSAL

	Title	Facilitator	Time	Venue	Dates
1	Tapping the Hidden Job Market How to locate and create career opportunities	Mark Cumisky	17:00-18:00	Face to Face	4 <sup>th</sup> Oct
2	Making Effective Applications CVs – academic / non-academic, Cover Letters, Online Applications Forms	Mark Cumisky	17:00-18:00	Face to Face	11 <sup>th</sup> Oct
3	Interview Strategy How to make your case to best effect and direct your interview	Mark Cumisky	17:00-18:00	Face to Face	18 <sup>th</sup> Oct
4	Social Media: Exploring effective use in career development, incl. LinkedIn Profiling	Mark Cumisky	17:00-18:30	Face to Face	25 <sup>th</sup> Oct
5	Industry	Craig Slattery	17:00-18:00	Face to Face	1 <sup>st</sup> Nov
6	Panel event with graduates who moved into industry	Bill Watson / Mark Cumisky Past BHLS students	17:00-18:00	Face to Face and On-line	8 <sup>th</sup> Nov
7	Post Graduate Options Exploring the benefits of taught and research-led graduate study. To include current MSc, PhDs and Post docs	Bill Watson / Mark Cumisky Past BHLS students	17:00-18:00	Face to Face and On-line	15 <sup>th</sup> Nov

*Feedback is very positive and gives the students directions to pursue for career opportunities. They make suggestions, for example, we added the LinkedIn session based on the student's request. 50-60% of students go on to do an MSc or PhD and note this programme is key to their progression*



**Prof Bill Watson**  
(Programme Director)

Action Box 10 Action Numbers	Description
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.

### **A Picture of the Department- Academic & Research Staff (Actions 4.2.1-4.2.5)**

Actions have been implemented to support staff to establish and build their research careers. We continually highlight female achievement in the SoM (Figure 26). Further actions are needed to increase impact on academic staff progression, particularly for females applying for promotion, as applications remain low (Table 20). While we have demonstrated impact of GAC (Figure 27) uptake for this scheme has been low and there is a need to advertise it more widely. Specific actions are detailed below (Action Box 11) and this area is high priority. Support for newly appointed faculty is variable with some given protected time for research, reduced teaching hours and research funds upon commencement and others offered some or none of this support depending largely on the section they are assigned to in the SoM.

### Progress and Impact Box 7

- Introduction of a buddy system for new AP/Ls in the Biomedical Section, the largest section in the SoM (Action 4.2.1)
- UCD introduced the Assistant Professor Development Programme for newly appointed members of faculty, offering development seminars, mentoring and networking events. (Action 4.2.1)
- SoM AdAstra AP/Ls are supported by UCD – provided with PhD student, research start-up funds and reduced teaching hours. (Action 4.2.1)
- SoM grant advisory committee (GAC) (Action 5.6.2) has been implemented whereby staff can submit grants for review at an early and receive feedback from experienced faculty on their proposals prior to submission. Feedback and impact of this scheme has been positive (Figure 27).
- Celebration of International Women’s Day annually to highlight work of female academic staff in SoM and provide valuable role models for female staff (Action 4.2.2). These events have proved popular with all staff, male and female, and when possible, attendance by female students is high.
- We profiled female staff and their achievements on the website and SoM literature to provide effective role models for female academic staff (Action 4.2.2)



Figure 26- Examples of female staff and students in the SoM profiled on the SoM website

## Latest News



13 December, 2022

**Obesity care specialist  
MetHealth wins UCD  
2022 Start-Up of the Year  
Award**



09 December, 2022

**Dr Sally Lynch  
recognised for her  
contribution to the field  
of research with the  
inaugural Health  
Research Charities  
Ireland (HRCI) Research  
Impact Award**



29 November, 2022

**2022 RUMC White Coat  
and Farewell Ceremony,  
23 November 2022**



09 November, 2022

**Professor Catherine  
Godson receives award  
for outstanding  
achievement in diabetes  
research**



21 October, 2022

**Prof. Silke Ryan elected  
2022–2023 European  
Respiratory Society Vice  
President**



19 October, 2022

**Prestigious award for  
UCD team tackling  
stillbirth prevention**



18 January, 2022

**Congrats to Prof Fiona  
McNicholas, Full Prof of  
C&AP on receipt of IRC  
New Foundation award**

Focus on 'From Literature Review to  
Co-Production: The Public Patient  
Involvement (PPI) Journey'



08 July, 2022

**On Friday 8th July 2022  
'The Niamh Watters  
Medal' 2022 was  
awarded to UCD School  
of Medicine Intern Dr.  
Gillian Douglas.**



13 January, 2022

**Take a Bow Beibhinn  
Parsons (BHLS Student,  
Ad Astra Scholar &  
Connaught & Ireland  
Player)**

Awarded Guinness Rugby Writers  
of Ire 'Women's Player of the Year'  
for second year running



Figure 27- Feedback and Impact of Grant Advisory Committee

The AD for Research surveyed staff to identify areas where research supports need to be put in place and what is further required in the staff research space, a key benchmark for promotion (Figure 28-33). Of note, more males than females consider research to be well supported (Figure 31) and females rank the need for mentorship more highly than that of males (Figures 32/33). A key learning point was that different groups have differing requirements, which is reflected in AP-23, and specific attention to clinical academics is included in AP-23.

Figure 28-Participants in Translational Research Survey 2021

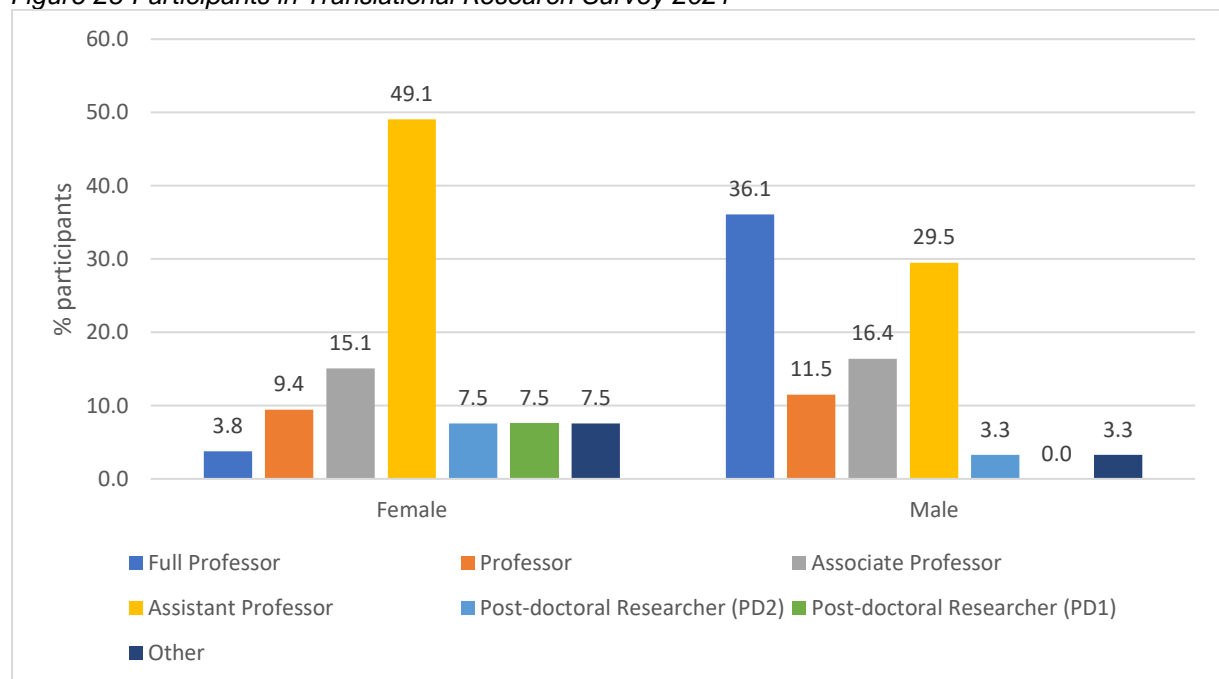


Figure 29- Planned Research Activity by staff in the SoM over the next 5 years by gender.

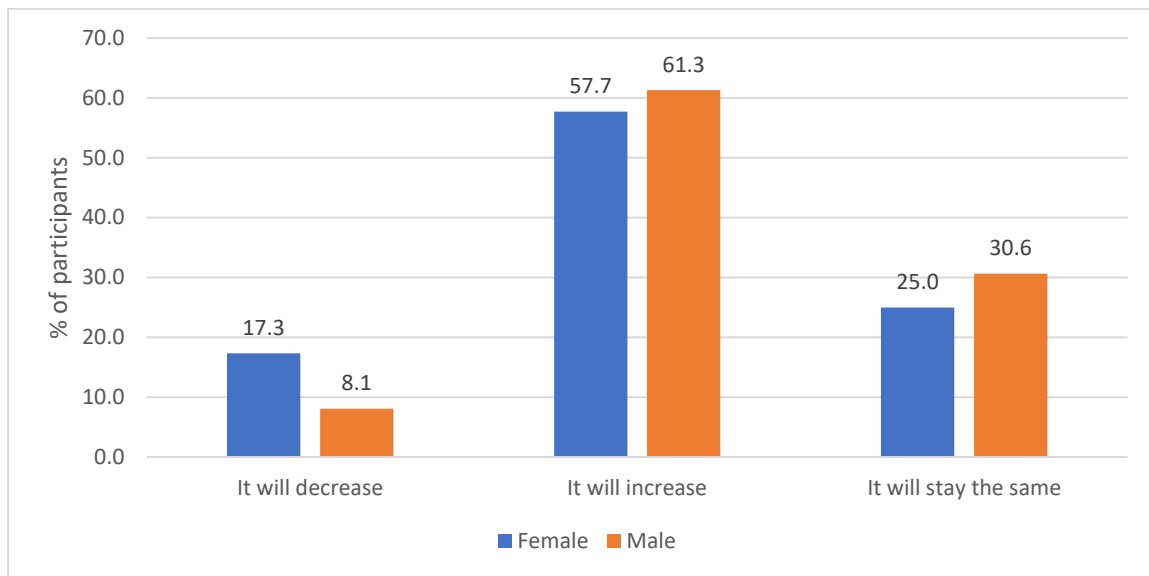


Figure 30- Intention of SoM staff to apply for research funding in the next 12 months.

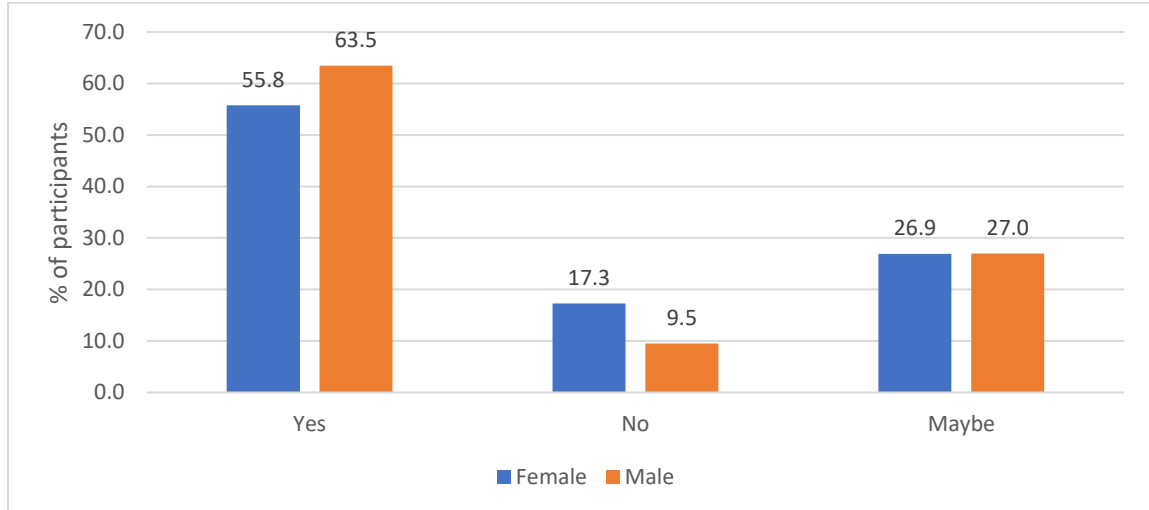


Figure 31- Feeling of Support in the SoM for Research by gender.

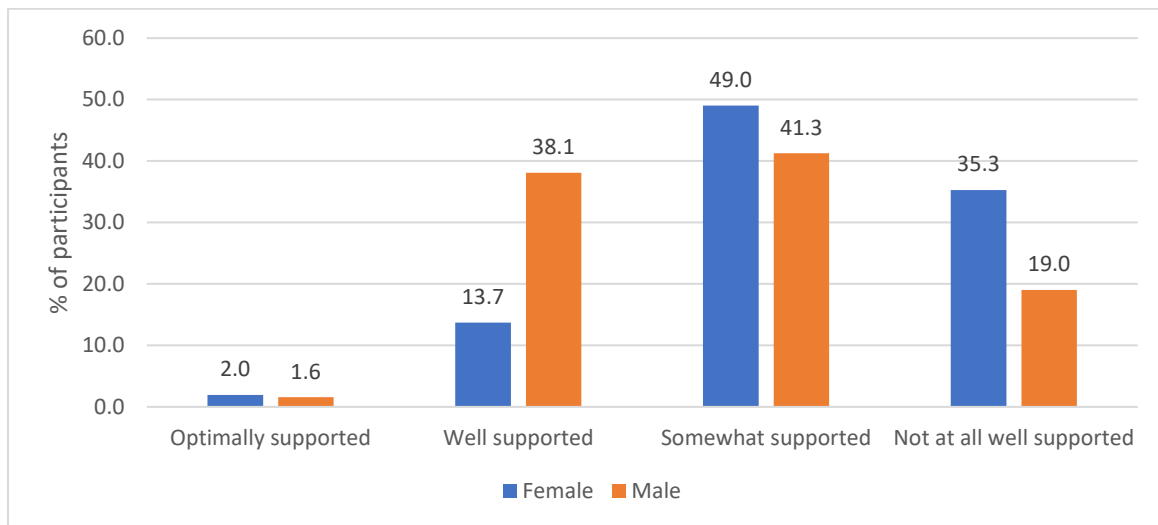


Figure 32- Barriers to research ranked from most significant barrier to least barrier, by gender.

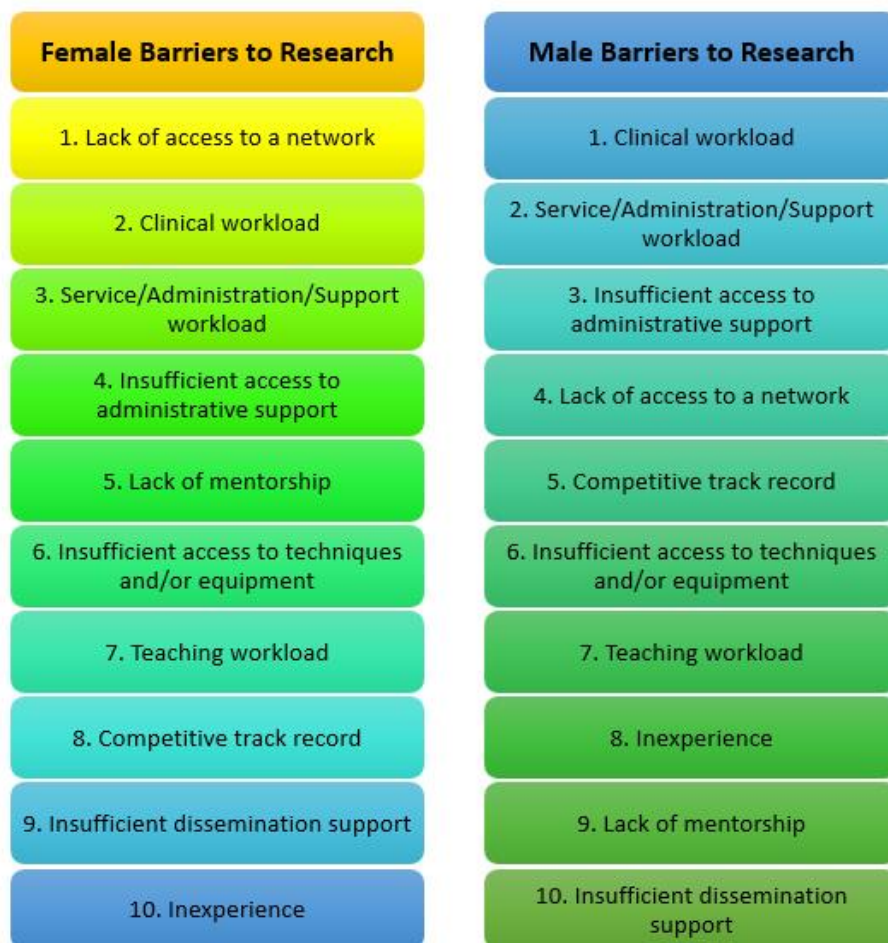
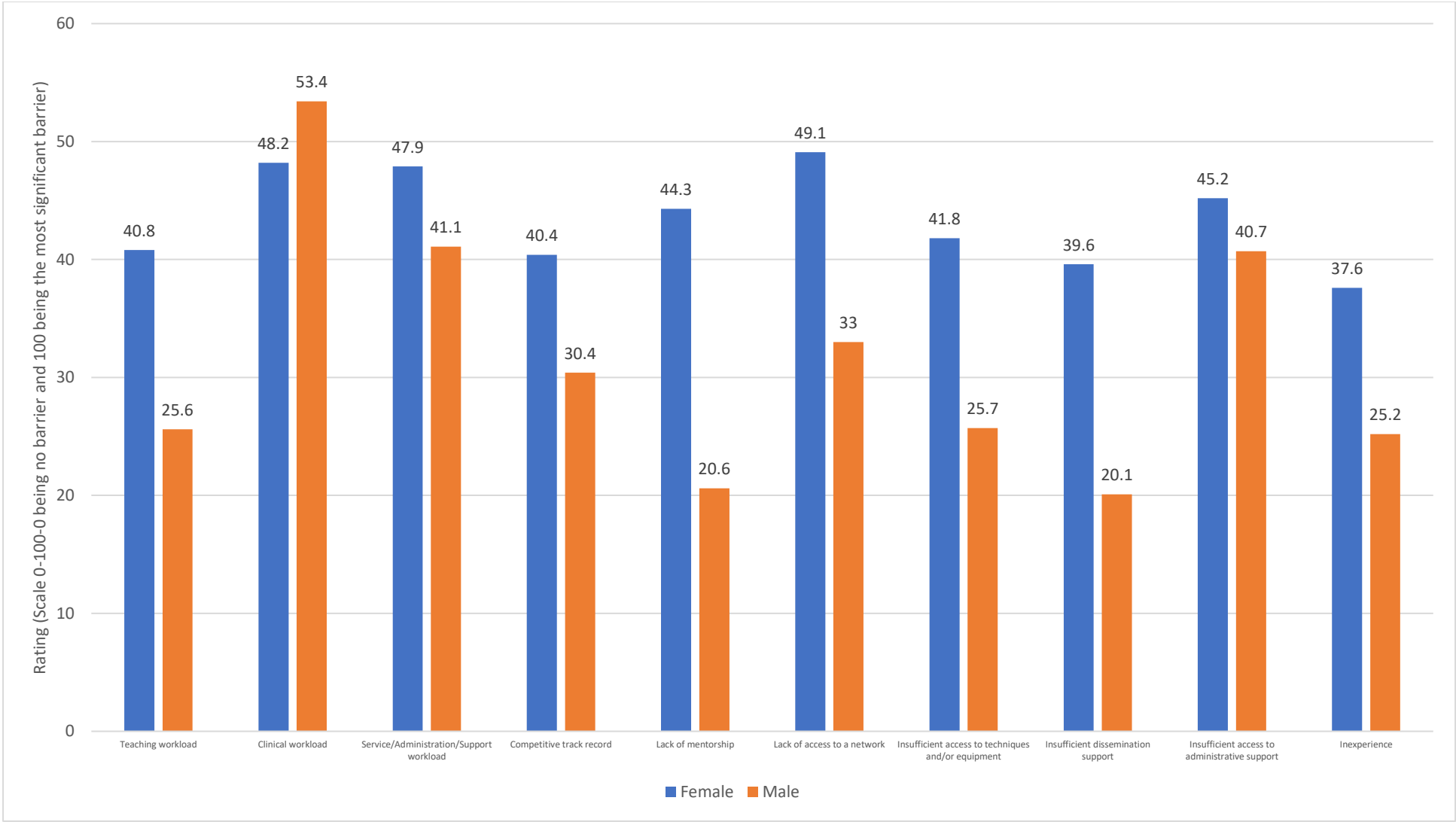




Figure 33- Barriers to Research Engagement by gender.



Action Box 11 Action Numbers	Description
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.
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.
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.
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.
1.12	HoS and Heads of Sections will work towards providing more uniformity on supports for research for newly appointed AP/Ls 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.
1.17	Support faculty on temporary academic contracts so that they will be a position to apply for permanent positions either within the SoM/UCD or elsewhere when their contract expires.

<b>4.9</b>	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.
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### **Key career transition points: Academic Staff (Actions 5.1.1-5.1.10)**

Despite low number of promotion applications in the School, actions from this section have had a positive impact and are maintained or developed to ensure further impact as we work towards our Silver AS award. The SoM will encourage staff engagement with EDI training initiatives, promotion workshops and the UCD mentorship program, detailed below.

*Action 5.1.3-* This action was amended to expand our understanding of the clinical tutor role, recruitment and supports required. Clinical tutors are predominantly female in both Radiography and Medicine programs. A focus group with the Radiography clinical tutors, 13F and 6M, revealed key motivators for both genders included interest in teaching, the influence of role models, personal learning goals, autonomy and work/life balance. As clinical tutors engage with students extensively and are important role models, engagement with this group will remain ongoing.

<b>Action Box 12 Action Numbers</b>	<b>Description</b>
<b>2.5</b>	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.
<b>2.6</b>	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.

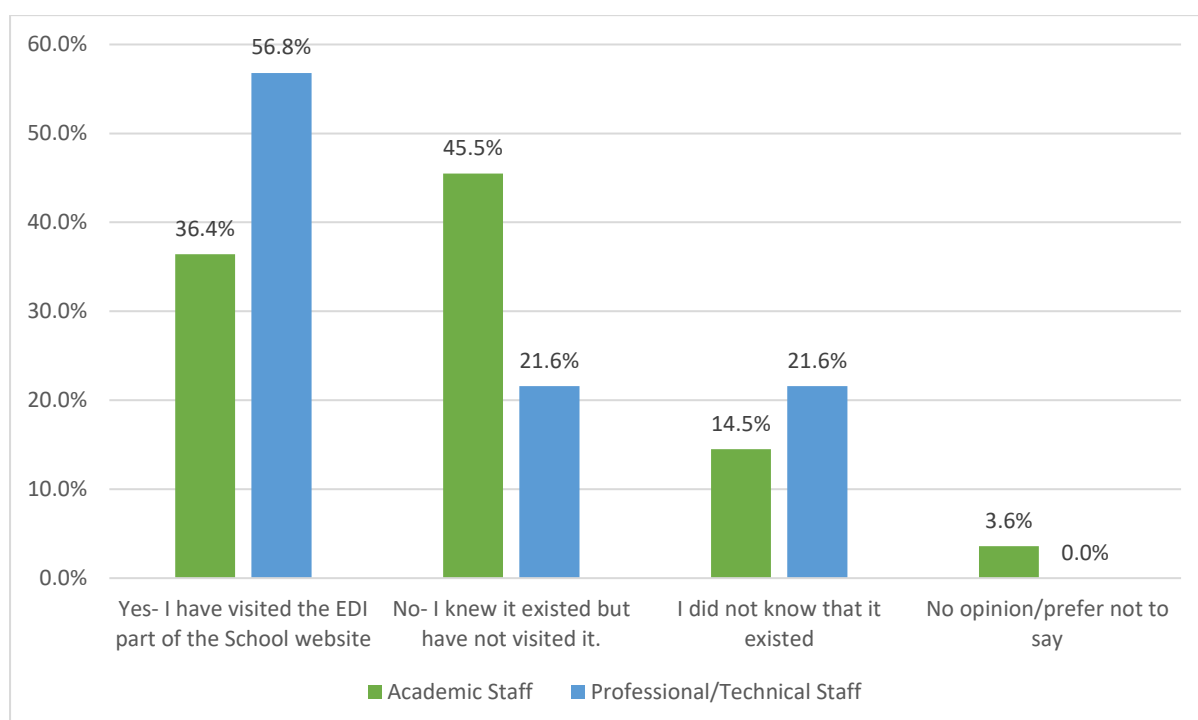
*Action 5.1.4-* To date, two employees have taken up the role of Communications Manager and then left. We are working with the new manager to revise our EDI website and create a strong social media presence.

### Progress and Impact Box 8

The SoM EDI webpage was developed to be suitable for prospective and current staff and students. It details the SoM EDI committee, Athena Swan Charter, EDI supports for staff and students, EDI events across the SoM and UCD, and links and guidance on key EDI policies and training. A communications manager was hired in the School of Medicine in 2020 (Action 5.1.4).

The EDI website has been a driver in increasing the awareness of EDI initiatives in the SoM, with 81.9% of academic staff and 78.4% of PSS being aware of the website (Figure 34).

Figure 34- Awareness of the SoM EDI Website



In 2022, 5 SoM staff and students reviewed the website and considered currency/timeliness of information, relevance, authority of the source of information, accuracy, purpose, and design (Table 23). This group were also asked to review other university EDI websites and qualitatively benchmark the UCD SoM EDI against them.

Figure 35- Qualitative Results of EDI website review

1. Information was current, factual and the point of view is objective. Good focus on staff mental health and supports as well as student supports.
2. Some information about awareness days /campaigns and other information to be updated. More details and contact information for EDI committee members should be available.
3. Website is well-designed and pleasant to navigate. Athena Swan charter is clearly detailed.

Actions regarding the website and social media presence, which we have learned is important for staff and student groups, are proposed.

Action Box 13 Action Numbers	Description
2.1	Further development of School of Medicine EDI website and focus on increasing website traffic. Development of social media presence for SoM EDI.
2.8	Develop a group of EDI champions for SoM.
4.1	We will publish an EDI annual report for the School.
4.6	Develop branding for SoM EDI.

### Progress and Impact Box 9

Several promotions workshops were held, generating interest in the promotions process (Action 4.2.2). In 2019, we identified that female staff felt unsupported when applying for promotion with over 50% of females stating that they were not encouraged to apply for promotion. This was reduced to 38.4% in 2022 staff survey.

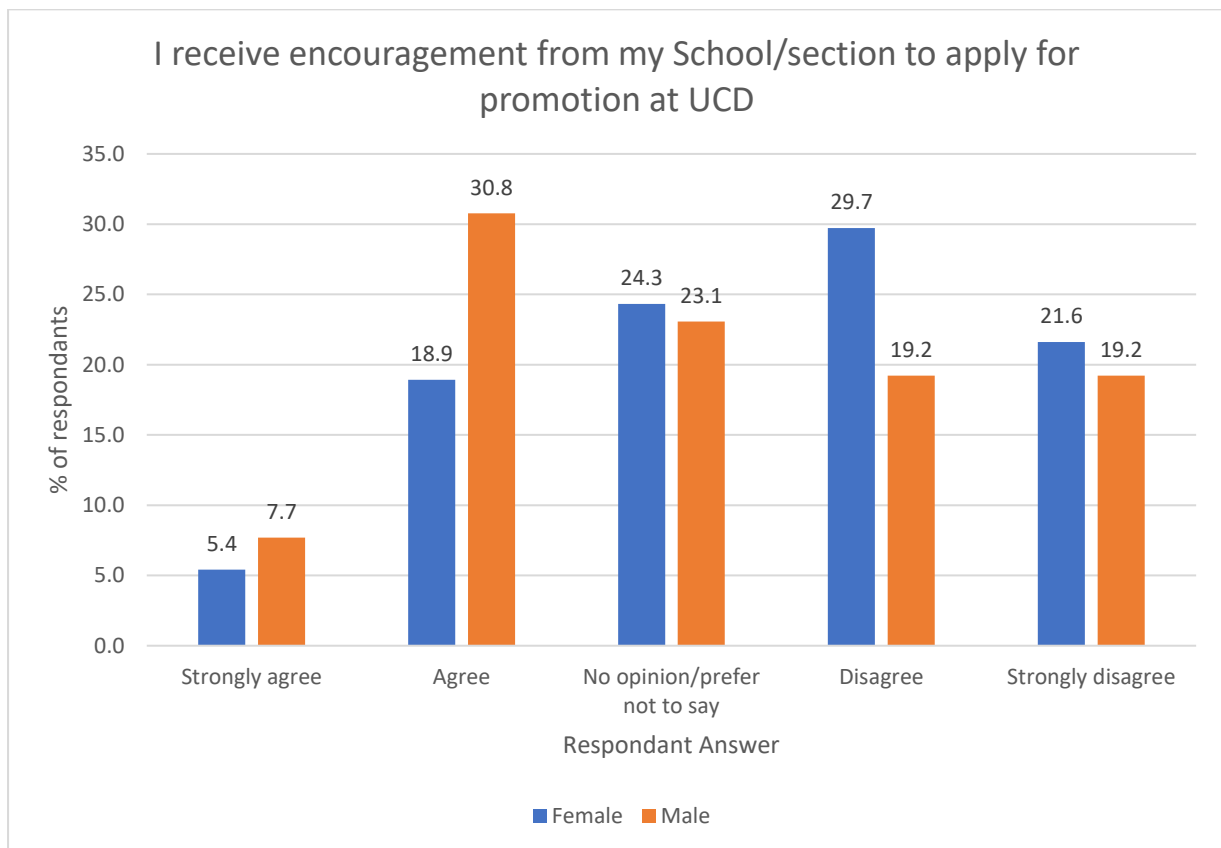
In 2020, with CHAS, a series of workshops were held where successful applicants at all levels discussed their experience of the UCD promotion process and shared application ideas. SoM staff attendance was good especially at the first two sessions (47 in total, 59% F, 41%M) which covered the promotions process and promotion from Assistant Professor to Associate Professor. Recordings of the workshops were circulated in 2021 to provide guidance to P4G reviewees and reviewers. A focus group with academic staff identified barriers for academic promotion in SoM common to both genders such as lack of time to complete the application, being overburdened with teaching and reduced time for research activity which is viewed as essential for promotion. A document detailing the discussion and recommendations was discussed at a SEMC meeting. A workshop with the HoS, the deputy head, a member of the UCD faculty promotions committee and a recent successful applicant was held in 2022 to highlight the process and to encourage people to engage. This was well attended, and feedback comments were:

*"It was very useful and particularly helpful to have an FPC committee member to expand on her experiences"*

*"This was a great session, especially having a staff member who recently went through the process. I learned a lot!"*

In our 2022 survey, 36% of females and 4% of males reported that they did not have a clear understanding of the pathway to promotion. Only 8% of females reported lack of support as a barrier to promotion however 30% of females compared with 19% of males identified lack of mentoring as a barrier to promotion and 32% of females reported allocation of work that does not map to promotion as a barrier compared with 19% of men. Encouragement to apply is detailed in Figure 36.

Figure 36- Encouragement to apply for promotion (2022 Survey)



Action Box 14 Action Numbers	Description
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.
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).
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.
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.
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.
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.



## Career Development (Actions 5.3.1-5.3.6)

Initiatives in this area focused on training opportunities for all staff and ensuring support for staff who are unsuccessful in grant applications. The innovative GAC is in place and the move to online training works well for staff engagement.



*Action 5.3.1-* Increased participation in the Aurora leadership programme by females from the SoM has been achieved (Table 24). Personal testimony from Aurora programme participants is presented below.

### Progress and Impact Box 10

Due to direct support of Heads of Sections, increased engagement beyond original targets in specified training courses (Aurora Leadership and Teaching & Learning) are evident (Action 5.3.1). Engagement in these opportunities creates a foundation for future leaders and aligns with promotion requirements.

Table 24- SoM participation in the Aurora Leadership Programme from 2018/19 to 2021/22

Year	Number of Female Participants for the SoM
2021-2022	4
2020-2021	1
2019-2020	3
2018-2019	0
2017-2018	2

 <p>Ms. Anna Matuszak, Programme Manager</p>	<p><i>'The Aurora programme helped me to become a more confident and assertive leader. Aurora helped me to find my own leadership style, self-assurance and learn how leadership can be improved at all levels in my organization. Aurora has equipped me with skills to deal with difficult situations and challenging conversations.....</i></p>
 <p>Ms. Marion Maher, Assistant Professor</p>	<p><i>The biggest impact of the Aurora programme is on confidence. Aurora made me realise how much I can contribute to discussions. Consequently, I have inputted in ways that I previously wouldn't. Aurora helped me develop as a leader, clarifying what it means to be a leader.</i></p>

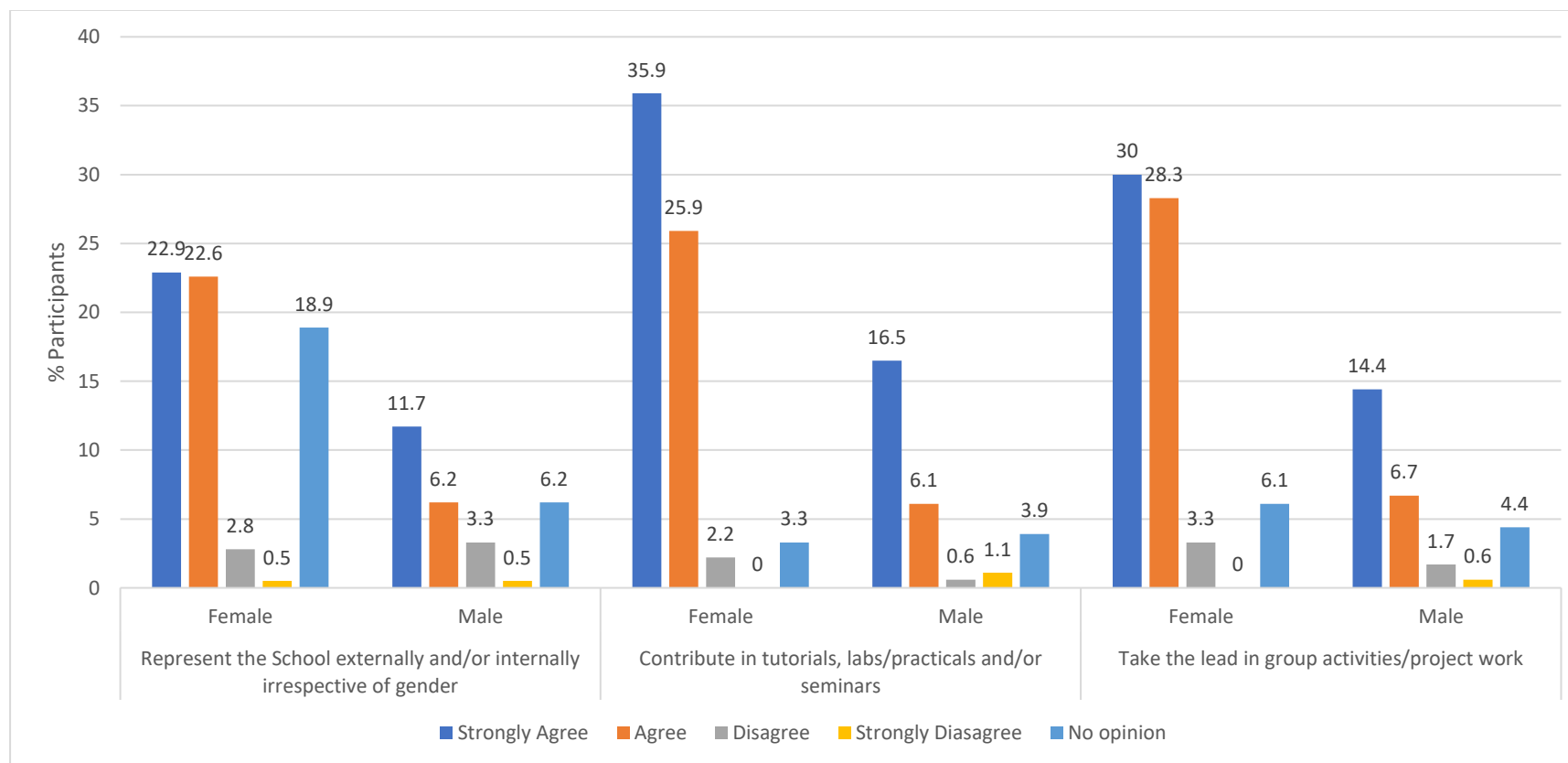
Staff are keen to engage with T&L courses and our target of 6 staff completing T&L courses was reached or exceeded each year (Table 25). 69.1% of academic staff and 79.1% of PSS staff agreed they have access to training and development in SoM.

*Table 25- Participation in UCD Teaching and Learning courses.*

Year awarded	Prof. Diploma (30 ECTS)	Prof. Certificate (15 ECTS)	CPD (7.5 ECTS)	Total	Target
2018	4 F	0	1 M / 1 F	6	6
2019	4 M / 1 F	2 M / 3 F	0	10	6
2020	1 M / 3 F	2 M / 1 F	1 M	8	6
2021	1 M / 1 F	2 M / 2 F	2 F	8	6
2022	1 M / 2 F	4 M / 5 F	0	12	6

*Action 5.3.5-* 45.8% of students (55% F; 50% M) agreed there is a gender balance of chairs/speakers in UCD. 60.5% agreed (62.6% F; 58% M) that there was good gender balance in UCD publicity materials and 75.9% agreed there are diverse female role models in their field. Figure 37 shows that students largely agree that they can complete varying activities, regardless of protected characteristics. We have maintained and further developed actions to support students (Action Box 15).

Figures 37- Regardless of protected characteristic, students feelings on whether they are able to participate in varying activities.



Action Box 15 Action Numbers	Description
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.
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.
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.
1.16	Further UCD SoM engagement with WiMIN.
2.8	Develop a group of EDI champions for SoM.
4.7	Ensure that all students are given equal opportunities to follow their career goals and flourish in UCD.
4.10	Monitor key student and staff gender indicators (as per AP-19) annually to assess for any gender imbalances or issues.

*Action 5.3.6:* An analysis of research grant income and volume shows that women receive smaller grants and less of them compared with males in the SoM (Table 26, Figure 38/39). The data overall may be skewed due to the higher number of male professors in the School who hold some large awards. More detailed breakdown of grant income over five years (Table 27) indicates that at AP/L or Associate Prof level that non-clinical (Belfield) female awards are of higher value than awards to males and at this level awards at clinical sites are similar for males and females indicating that with an increase in female promotion the differences are likely to decrease.

Table 26- Volume and Value of Research Grants, by gender- comparison between SoM and UCD as a benchmark

	Volume of Grants		Value of Grants	
	SoM	UCD	SoM	UCD
<b>F (%)</b>	30.1	37.5	18.9	32.3
<b>M (%)</b>	70.9	62.5	81	67.7

Figure 38- Volume of Grants (Budgets arising from new awards and extensions) by gender in SoM

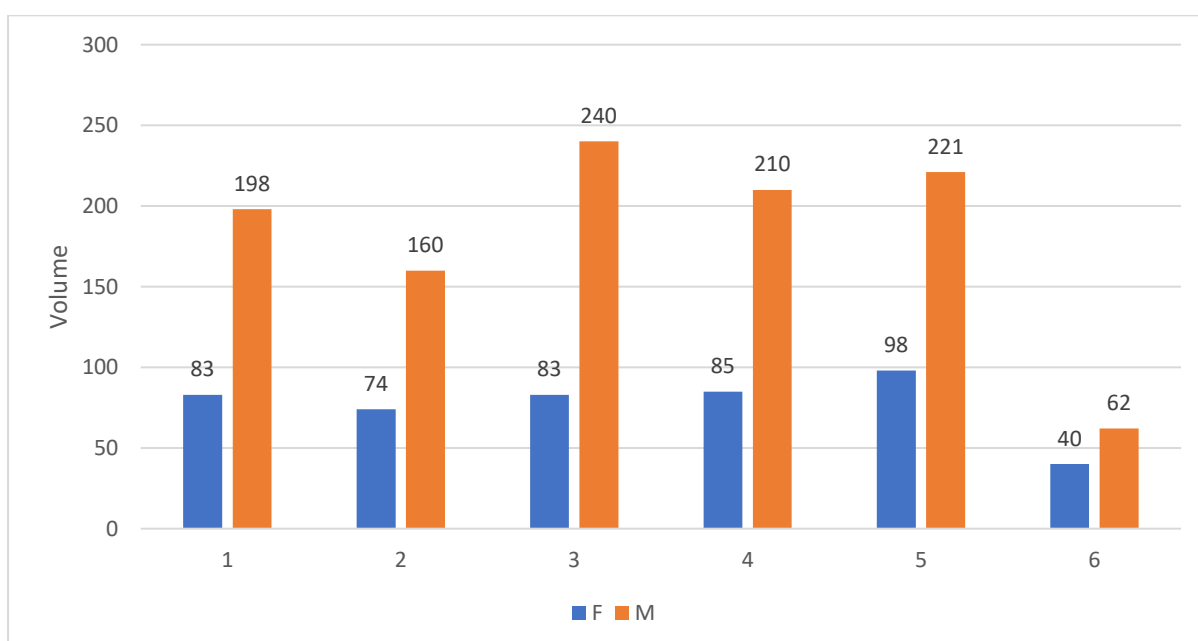


Figure 39- Value of Grants by Gender for SoM

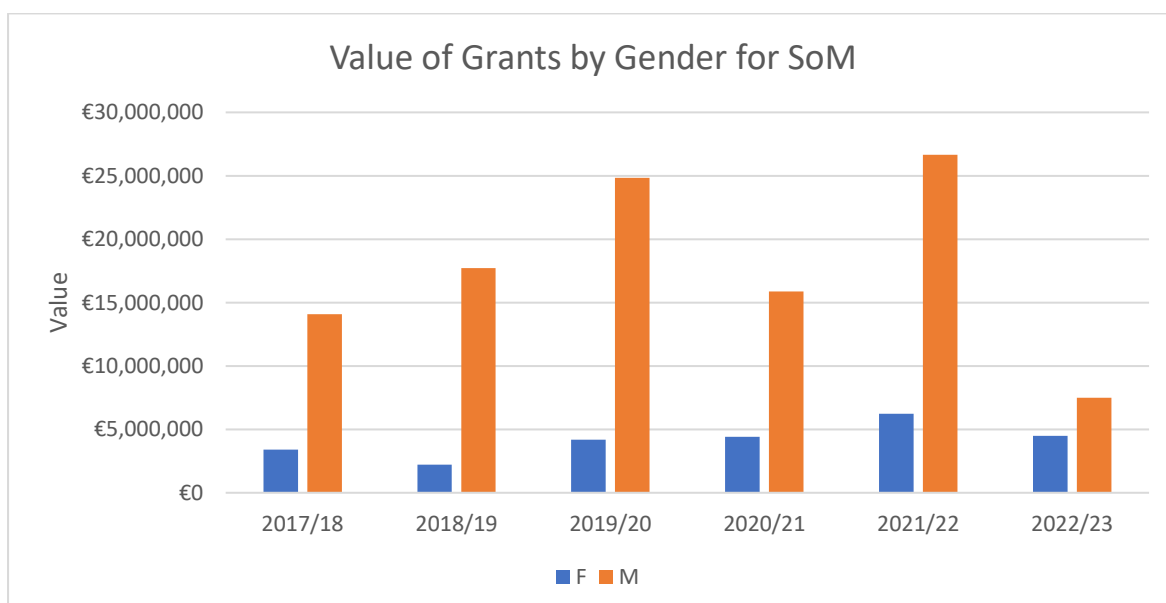


Table 27- SoM average research funding by gender.

	Award	Proposal
<b>Belfield</b>	<b>€121,989</b>	<b>€1,068,194</b>
<b>Professor or Full Professor</b>	<b>€155,452</b>	<b>€1,586,068</b>
Female	€143,910	€1,505,705
Male	€157,402	€1,600,752
<b>Lecturer/Associate Professor</b>	<b>€75,328</b>	<b>€544,361</b>
Female	€68,499	€632,986
Male	€50,486	€416,962
<b>Post Doc</b>	<b>€81,593</b>	<b>€487,584</b>
Female	€44,971	€359,699
Male	€103,566	€576,716
<b>Clinical</b>	<b>€129,905</b>	<b>€1,006,186</b>
<b>Professor or Full Professor</b>	<b>€161,194</b>	<b>€1,123,581</b>
Female	€113,443	€1,352,330
Male	€165,722	€1,083,683
<b>Lecturer/Associate Professor</b>	<b>€73,994</b>	<b>€752,641</b>
Female	€72,887	€806,064
Male	€74,434	€704,075
<b>Post Doc</b>	<b>€107,122</b>	<b>€568,656</b>
Female	€113,992	€706,183
Male	€85,709	€146,904

Action Box 16 Action Numbers	Description
1.4	<p>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.</p> <p>Note- this action includes specific targets for research grant funding and tasking the GAC with advising on research strategy.</p>

## **Supporting and Advancing Women's Careers (Actions 5.5.1-5.5.7)**

*5.5.2 and 5.5.3-* Positive supports have been put in place for women before, during and after maternity leave including a campus wide initiative (proposed by the SoM EDI committee member) for parking spaces for pregnant staff, SoM breastfeeding facilities and collation of pertinent documentation for staff going on maternity leave. The number of staff who took maternity leave are displayed in Table 28.

Table 28- Maternity Leave Count 2019-2022.

<b>Taken Maternity Leave</b>	<b>Mar-19</b>	<b>Mar-20</b>	<b>Mar-21</b>	<b>Mar-22</b>
Full Professor		1		
Associate Professor			1	1
Lecturer/Assistant Professor Above the Bar	3	1	3	3
Teaching only	3	2	3	1
Researcher	3	3	1	4
Professional and Support Staff	9	7	6	12
<b>Return from Maternity Leave</b>	<b>Mar-19</b>	<b>Mar-20</b>	<b>Mar-21</b>	<b>Mar-22</b>
Full Professor			1	
Associate Professor	1			1
Lecturer/Assistant Professor Above the Bar	3	1		4
Teaching only	2	2	2	1
Researcher	2	1	2	2
Professional and Support Staff	6	6	2	8

Qualitative interviews were conducted on a sample who had recently returned from maternity leave. All felt supported taking maternity leave and were able to handover their work. One person noted she was contacted about a work matter on leave, but appreciated this was urgent. On return from maternity leave, all noted supportive management. Pressures were noted both leaving and returning due to staffing issues- for example, waiting for staff to be in place for handover, although all appreciated this was out of a managers control. All noted information on maternity leave was a piecemeal. The breastfeeding facilities in the SoM were commended. Improvement suggestions included additional facilities in breastfeeding room, combined documentation highlighting all supports available and clarity on policies.

The EDI committee have collated a SoM specific document which highlights all key maternity policies for staff including the SoM Return to Research grant and the UCD Policy of Phased Return to Teaching after family related leave (including paternity/parental leave). This information is sent by the HoS when they submit their forms for leave for signing and it is posted on the SoM EDI website.

A barrier for Post-Docs is that if they take maternity leave, their grant may or may not be paused to facilitate the leave. A direct action is not possible, as this is a national issue, however SoM will endeavour to support relevant actions in this area.



Action Box 17 Action Numbers	Description
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.
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 .

*Action 5.5.6-* Approaches to flexible working have changed since the Covid-19 pandemic with many people availing of hybrid working. UCD is developing a flexible and hybrid working policy with various stakeholders input. At SoM level, hybrid working has been in place for all staff since public health restrictions have lifted, depending on the nature of the role.

In the 2021 EDI survey, 81.9%, of respondents, agreed that the SoM supported flexible working (50.5%F, 31.4%M). Details of the 2022 responses are shown in Table 29 and Figure 40. There was an overwhelming positivity from staff about the benefits of hybrid working. Some good suggestions and thoughtful concerns were raised (Figures 41/42). The area of flexible and hybrid working has had a huge impact, but remains a dynamic situation which requires monitoring.

*Table 29- Opinions on Hybrid Working*

	Academic Staff		PSS Staff	
	Female	Male	Female	Male
<b>I would like more flexible working in their role</b>	41.5%	14.2%	55.5%	54.5%
<b>My role is amenable to hybrid working</b>	73.1%	53.6%	82.4%	72.7%
<b>I have a fixed arrangement in place for hybrid working</b>	70.1%	10.7%	38.2%	36.4%
<b>I have an ad-hoc arrangement in place for hybrid working</b>	2.4%	50%	41.1%	63.6%

*Figure 40- Importance of hybrid working to staff.*

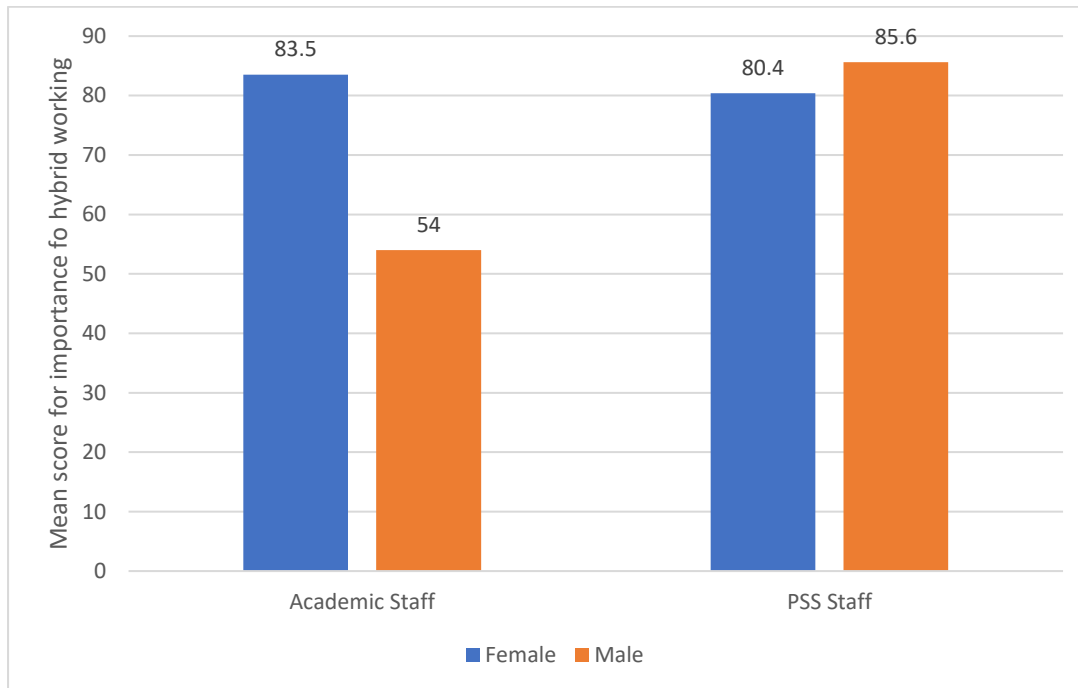
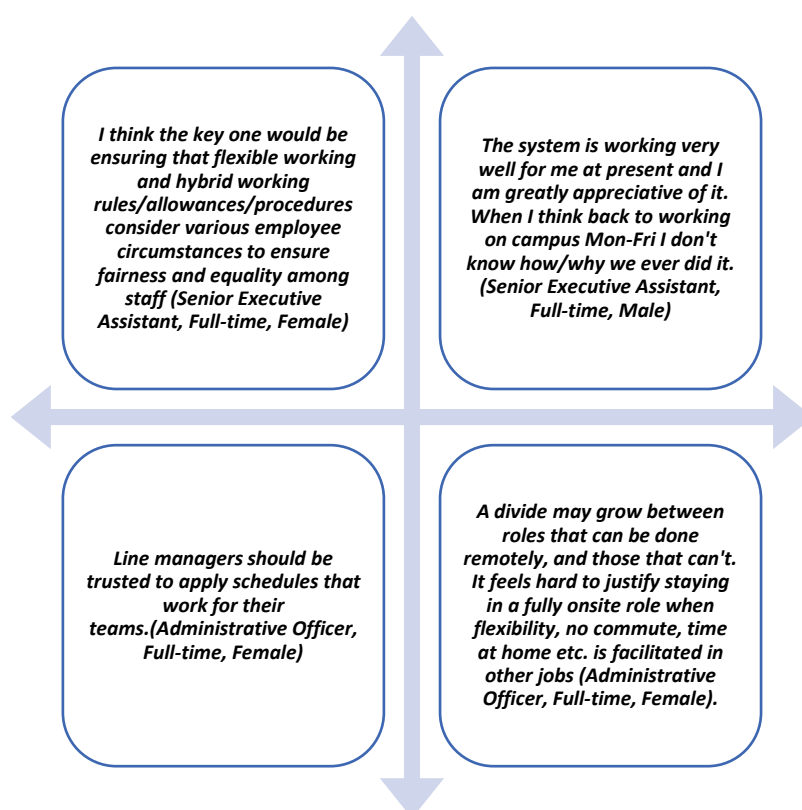


Figure 41- Academic staff thoughts on hybrid working (2022 Survey)



Figure 42- P&S staff thoughts on hybrid working (2022 Survey)



Action Box 18 Action Numbers	Description
3.1	The School will implement the UCD Hybrid working policy and will promote and implement work-life balance and family friendly policies.

### Organisation and Culture (Actions 5.6.1-5.6.10)

Embedding the culture of EDI has been particularly challenging area during Covid. The EDI profile is continually raised through staff meetings, training opportunities, surveys and communications. High proportions of staff indicated awareness of EDI in the staff survey (Table 15).

In the student survey, 59.8% F and 53.8% M said they felt part of the SoM community. The sense of community in the SoM is improving, particularly on the Belfield campus, but additional work is required in the clinical sites (Figure 43).

### **Progress and Impact Box 11**

To promote community, the format of ASMs has changed (Action 5.6.2), we introduced Christmas lunch, summer BBQ and regular coffee mornings. In 2022, we held our first conferring ceremony and annual Gala Dinner in two years. (Figure 43) (Action 5.6.3). A small staff room is now in the Health Sciences building which all staff can use.

In 2021, 30% of staff said they feel part of the School community. In 2022, we asked about community in relation to the SoM and the staff members local team/lab/hospital community to reflect the large, diverse, geographically wide nature of the SoM. 54.9% F and 51.2% M academic staff and 50% F and 50% M PSS staff stated they felt part of the SoM community and/or their lab/hospital/team, which was a significant improvement.

Figure 43- Images from Community Events



International Women's Day 2023 – Networking Lunch



SoM Summer BBQ, 2022

## Movember Cookbook



**Raise money for men's health charities**

Some of the world's best cooks are men. How often do we say that if you can work in a lab, you can cook in a kitchen? So, a cookbook containing recipes from male scientists is sure to be a winner.

For Movember 2020, the School of Medicine EDI Committee together with UCD Conway Institute are looking for men to submit recipes for our very own Movember Cookbook; those go to recipes family dinners, birthday bakes or maybe for special occasions.

Cook Like A Man will be the official Movember Cookbook, offering recipes for the modern gentleman.

**MOVEMBER**

- Root out your favourite recipe
- Feel free to include useful tips, a photograph of the dish or even a video of you making it.
- Submit your recipe to [edi.medicine@ucd.ie](mailto:edi.medicine@ucd.ie) or to [elaine.gavin@ucd.ie](mailto:elaine.gavin@ucd.ie) by Wednesday, November 25.
- Anyone submitting a recipe is encouraged to either make a donation to Movember or get others to sponsor them in aid of Movember.
- All recipes will be compiled into a booklet to be launched on November 30 at the online Movember coffee morning.
- Anyone downloading the cookbook after launch will be invited to contribute to Movember.
- Donate on Conway Mo Team page: <https://ile.movember.com/team/120721>

Captain: Prof. Bill Watson



SoM Christmas Lunch, 2022



EDI/Athena Swan Student Survey Launch

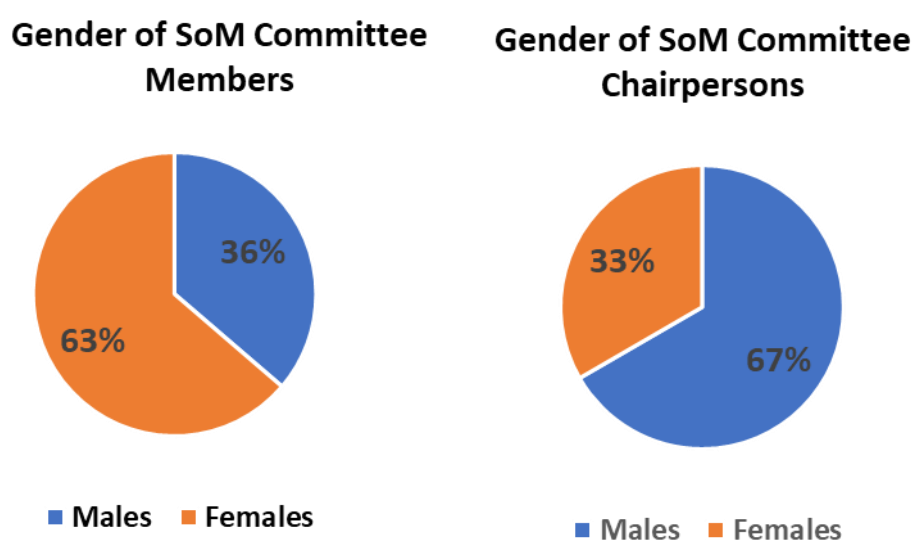




Action Box 19 Action Numbers	Description
2.2	Continually improve the sense of community in our SoM, considering its geographic spread. We will continue to organize community events for staff and students. We will retain key community events- staff BBQ, Christmas lunch, graduation dinner and EDI coffee 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.
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.
2.8	Develop a group of EDI champions for SoM.

*Actions 5.6.5 and 5.6.6-* Staff are encouraged to engage with local, SoM, CHAS, UCD and external committee work at their P4G meetings. Women are over-represented on SoM committees but most are chaired by men (Figure 44). This may be explained as 4/19 committees are chaired by the male HoS, but there is a need to grow the number of female chairs, which is a key, urgent action.

Figure 44- Representation of males and females on Committees in the SoM



SoM encourages participation on external committees such as societies, journal editorial boards, conferences and policy making committees. Whilst a portal has been created to log external committee participation comprehensive overview of individuals serving on external committees is difficult. Key examples are given (Table 30).

Table 30- Examples of SoM staff on external committees.

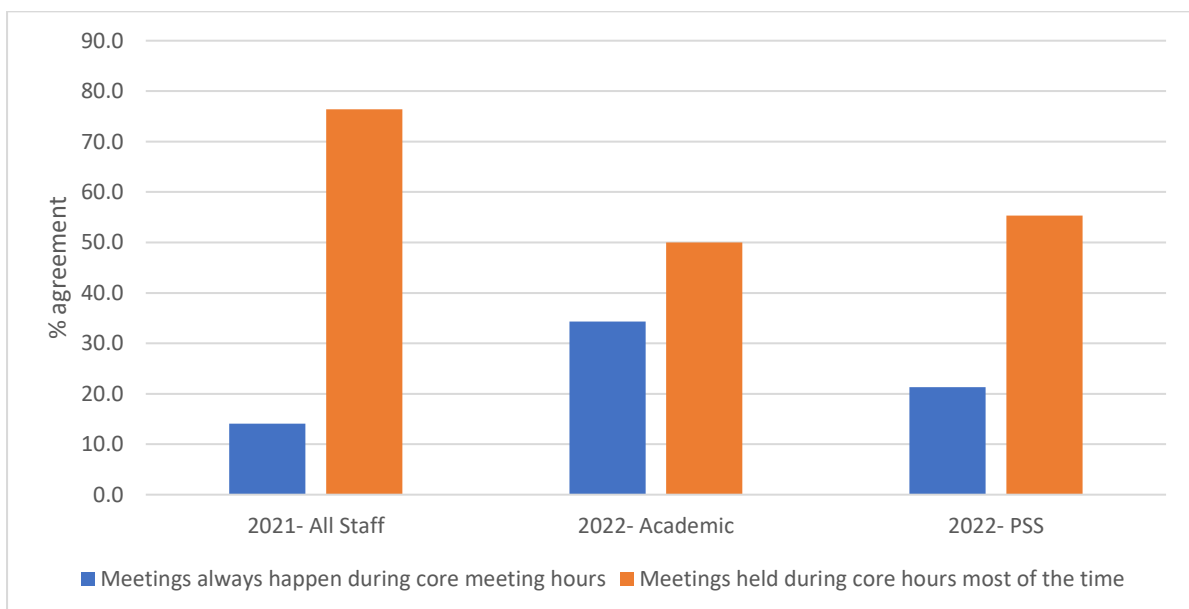
	Prof. Louise Rainford	Chair EFRS Research Hub Committee for the European Congress of Radiology 2023
	Ms. Jennifer Grehan	President of the Irish Institute of Radiographers and Radiation Therapists
	Dr. Jonathan McNulty	Editor-in-Chief of the Radiography Journal (highest ranked journal in this field)
	Dr. Shane Foley	Executive board of the European Federation of Radiographer Societies
	Professor Catherine Godson	Member of the board of the Irish Research Council
	Professor Amanda McCann	President of the Irish Association for Cancer Research (IACR)
	Dr. Cliona McGovern	Chair, National Research Ethics Committee for Clinical Trials.
	Associate Professor Suzanne Donnelly	Represents Ireland on the Standing Committee on Education and Training for EULAR (European League Against Rheumatism )



Action Box 20 Action Numbers	Description
3.1	The School will implement the UCD Hybrid working policy and will promote and implement work-life balance and family friendly policies.
2.7	Gather data on SoM staff external committee work and outreach activities. Profile them on the SoM EDI website.
1.5	Improve gender balance of membership on SoM committees and gender balance of committee chairs.

*Action 5.6.8-* The UCD core meeting hours policy is highlighted through the SoM EDI website, formal UCD communication and informal communications between staff teams. In figure 45, improvements were noted between 2021 and 2022. Some flexibility is required, due to staff clinical commitments. ASMs are held late morning/lunchtime to include a social event. For staff who did not attend social events, 41% of academic staff and 23.8% of PSS said they were held at inconvenient times and 20.5% of academic staff and 9.5% of PSS said they were outside of normal working hours.

*Figure 45- Staff perception on adherence to core meeting hours.*



<b>Action Box 21 Action Numbers</b>	<b>Description</b>
3.3	Assessment of whether core meeting hours are being adhered to.

*Action 5.6.7-.* In 2021, over 80% of respondents felt the work allocated to them was appropriate to their role and over 70% are happy with work life balance. Table 31 displays 2022 opinions. 45.1% of academic staff noted that they were aware of the SoM academic WLM (26.8% F and 65.5% M), with 18.6% of staff noting they had discussions with their line manager to align their work to the WLM. 38.5% of academic staff noted their allocation of workload aligns with their personal career development goals (34.1% F and 48.2% M).

*Table 31- Agreement of staff around workload allocation*

	<b>Academic Staff</b>		<b>PSS Staff</b>	
	<b>Female</b>	<b>Male</b>	<b>Female</b>	<b>Male</b>
<b>I am happy with my work/life balance</b>	39.0	35.7	66.7	72.7
<b>I feel the type of work allocated to me is appropriate to my role</b>	63.4	62.0	77.7	54.5
<b>I feel the amount of work allocated to me is reasonable for my role</b>	46.3	55.1	69.4	40.0
<b>There is a fair and transparent way of allocating workload in my area</b>	24.3	34.4	55.6	72.7

It is recognised that with varied staff roles in the SoM, the WLM should be appreciated on an individual level. The EDI committee will encourage staff knowledge on the WLM and encourage discussion with line managers. Workload actions align with UCD institutional actions.

<b>Action Box 22 Action Numbers</b>	<b>Description</b>
1.5	Improve gender balance of membership on SoM committees and gender balance of committee chairs.
1.6	Improve staff knowledge and use of the allocation of workload in SoM.

## Key Learnings

A key learning for the SAT/EDI committee was to develop standard measures, not limited to the staff survey. Whilst some staff may be aware of an initiative, sometimes more in-depth analysis is required to comprehend their understanding of the application and implementation of that action. Thus, we have included a variety of measures in AP-23.

Key initiatives are driven by the School EDI committee and UCD EDI. Communication is not always effective, as noted through data collection. Improvements in communication to staff and students is a key focus going forward.

There was a low response to both staff and student surveys, thus making data difficult to rely on as all voices are not being heard. This is important learning, and a key action is to break the survey down into smaller, specified sections that will be circulated on a more regular basis, in the hope of increasing response rates.

The depth of discussion in focus groups demonstrated the importance of ensuring involvement from stakeholders when designing initiatives, which was considered when developing AP-23.

Continuous monitoring of actions is essential and thus targets and progress will be reviewed and monitored rigorously going forward.

## Incorporating Panel Feedback from 2019 Application

*Table 32- Addressing Panel Feedback from 2019 Application.*

Panel Comment	SoM Action
<b>SoM description- The panel would have welcomed further information on how communication and collaboration works across the units, particularly where small numbers of staff are located.</b>	Section 1.3 details of how communication is managed in the SoM
<b>The SAT could consider aggregating data across years (in addition to presenting year-by-year) to ease trend-analysis where numbers are small (e.g. degree attainment, pp.32-35) and apply statistical analysis to determine if there is an overall gender</b>	Data is presented on grade attainment and examined for gender bias, as suggested. Statistical analysis indicates no differences between genders for most programmes except for GEM and Radiography where females do significantly better.

<b>difference across the years. In particular, the panel queried whether the low female attainment on GEM for 2017/18 would require further investigation (p.32).</b>	
<b>Further explanation would have been welcome for reasons of gender difference between full-time/part-time PGT degrees (p.37), and for reasons of withdrawals for the 6 female PhD students (p.41).</b>	Reasons graduate research students withdraw are described. The trend of higher proportion of GT part-time female students has persisted since 2020. GT students do not engage with surveys to the same extent as UG students. We will endeavor to address this by surveying part-time students with specific short, focused questions on why they choose to study part-time. Section 1 notes reasons why PhD students withdraw.
<b>The staff analysis in Section 4 was commended overall for its comprehensiveness and the well thought out and detailed actions (although the panel would have liked to see a more thorough gender analysis and clearer explanation of contract different contract types in sub-section 4.2(ii)).</b>	We have included analysis of our staff cohort by contract type (Table 1, Figure 6) and have compared academic career pipelines for clinical and non-clinical males and females (Figure 7).
<b>Further consideration of the fact that proportionally more women are shortlisted and appointed into teaching-only roles, with more men appointed as Lecturer/Assistant Professor ATB (p.52-53) may be useful, as well as further targeted actions to address promotion issues, including the fact that applications continue to rely on self-nomination of staff, which may disadvantage female staff (p.61).</b>	Focus groups were held with clinical tutors and promotion is a priority theme in AP-23. The proportion of women appointed as AP/Ls in the SoM has increased since 2019.
<b>Tailoring P4G for postdoctoral staff and inclusion of an independent reviewer in addition to supervisors could be explored (p.65).</b>	P4G is a UCD led initiative and not available for postdoctoral staff. A post doc-forum was formed in CHAS which is led by post-docs and supported by CHAS to promote career development.

<p><b>The internal and external committee representation of women was particularly commended, although care may be needed to ensure senior women are not overloaded.</b></p>	<p>This is noted and is a key priority in our new AP-23.</p>
<p><b>The SAT could consider how knowledge cascading of the Athena SWAN principles and broad staff buy-in will be achieved across the dispersed School sites.</b></p>	<p>Communications is a key priority in AP-23. We have appointed a dedicated communications manager with EDI/AS in their remit.</p>

. Identifying issues and priorities for future action

- a. Reflecting on the self-assessment undertaken to support this application, consider the following:

The self-assessment has addressed the areas covered by the charter framework for departments, including analysis of necessary data sets and evaluation of policies, processes, practices, and culture.	Yes	No
	✓	<input type="checkbox"/>

If you answered 'no', please comment.

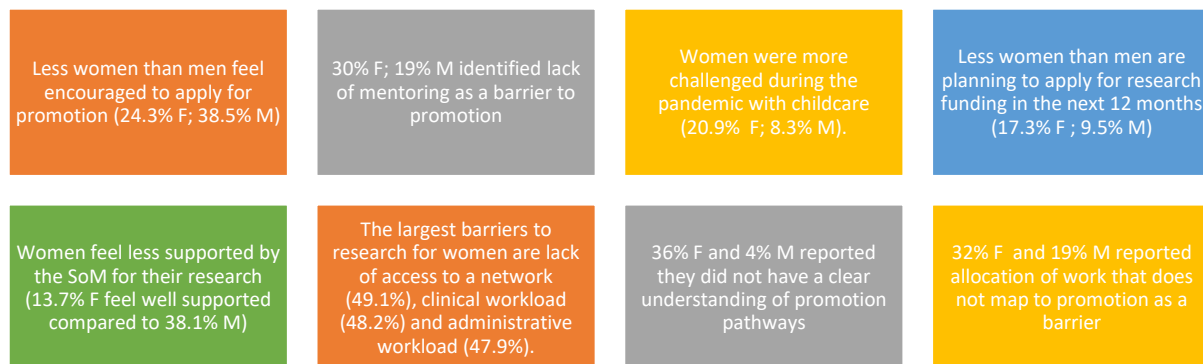
- b. Based on the self-assessment undertaken, comment and reflect on the department's key issues relating to gender equality and explain key priorities for action over the next four years. This should include:
- + consideration of how the department's issues have changed since the previous award, drawing on qualitative and quantitative data sets to evidence statements. Where appropriate, reference past and future action plans;
  - + selection of up to five priority areas where the department will strive for impact. Selected priorities should be justifiable and make reference to quantitative and qualitative evidence. Specific action(s) to support progress in priority areas should be identified.
  - + reference to previously identified key priorities. If applicable, applicants may carry previously identified key priorities into the upcoming award period; where previously identified priorities are adjusted or edited for incorporation in the coming award period, the rationale for these changes should be presented.
- c. Outline how the department's gender equality priorities align with the institution's Athena Swan action plan and, where relevant, broader EDI initiatives in the institution and/or department. This should include comment on:
- + key institutional actions that have, or will, support the department's progress;
  - + any gaps in institutional supports for achieving progress and impact in the department.

Data gathered, together with discussions and reflections from the SAT and EDI committee were used to develop key priorities. Each priority is aligned with UCD GEAP 2020-2024. Gaps in institutional supports for achieving progress and impact are not anticipated, however we have learned that alignment of timing of actions between the two plans requires consideration.

## Priority 1: Career Development and Promotions for female academic staff.

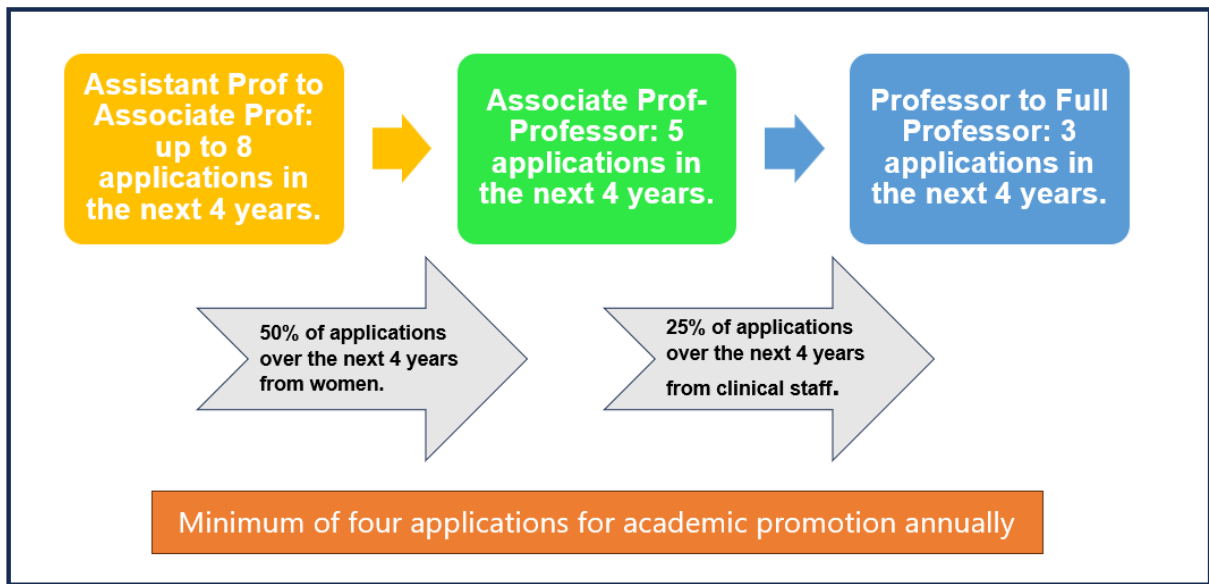
Our key priority is to advance females in their career. Despite several actions implemented, the number of applications from females for promotion remain low for varying reasons (Figure 46).

*Figure 46- Potential impacts on female promotions applications*



Key, focused actions have been developed where women are being targeted on specific issues, so that each area improves which will be evident in staff surveys and qualitative review. The collaborative effort of these actions, including mentorship, networking, community, grant application support and workshops aligns with our ambitious target of promotion applications, detailed in Figure 47.

Figure 47- Promotions Targets for the next 4 years.





## Priority 2: Development and Refinement of Localised Staff Induction.

The 2021 survey showed that 49.9% F and 25.8% M were satisfied with induction. The 2022 survey reviewed induction in more detail, noting some improvement, but induction is not yet consistent and optimal (Table 33). Key challenges include the pandemic and the geographical spread and size of SoM. To ensure equity and standardization, local induction needs to be tailored to the staff member, team, and physical location. Including specialized induction where relevant e.g. in cases of lab or radiation work.

Table 33- 2022 Staff Survey Results on Induction.

	Academic Staff (n=)				Professional & Support Staff (n=)			
	Male		Female		Male		Female	
	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree
If you joined UCD in the last 4 years, did you receive an induction from UCD and/or your School?	5	1	5	7	2	3	3	6
The UCD orientation process met my needs	4	2	3	5	2	0	4	4
The School induction process met my needs	5	5	6	5	1	0	4	4
I received an adequate induction to the UCD School of Medicine	5	5	5	6	2	3	5	4

Action Box 23 Action Numbers	Description
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

### Priority 3: Establishment of a Mentorship Programmes for Staff

Mentoring continues to be an area that staff note is key for career progression (Tables 34-36). Awareness of UCD mentoring available was significantly less than the targeted 70% for both genders. More men than women were likely to have a mentor (Table 35). Women weighted the importance of a SoM mentorship programme at 75.8/100, and men at 66.1/100. Table 36 and Figure 48 note key perspectives on mentorship and current influences on working life. Mentorships will increase the number of people applying for promotion and those confident they can reach promotion benchmarks.

*Table 34- Awareness of SoM staff of mentoring services available in UCD*

	Female (%)	Male (%)
<b>I am not aware of any mentoring services.</b>	43.2%	36%
<b>No opinion/prefer not to say</b>	10.8%	4%
<b>Yes – specific to the School</b>	10.8%	20%
<b>Yes, in UCD (not specific to the School)</b>	35.1%	40%

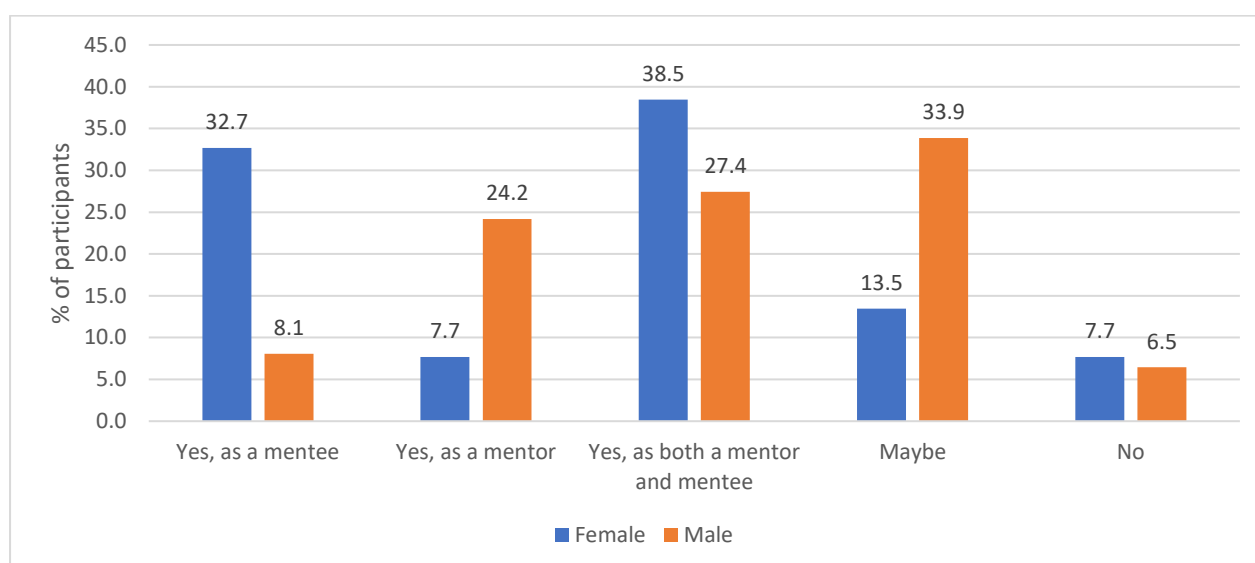
*Table 35- Staff within the SoM who have a mentor*

	Female	Male
<b>Yes- formal mentor not working in the School of Medicine</b>	3.1%	10.7%
<b>Yes- formal mentor working in the School of Medicine</b>	3.1%	21.4%
<b>Yes- informal mentor not working in the School of Medicine</b>	15.6%	0.0%
<b>Yes- informal mentor working in the School of Medicine</b>	18.8%	10.7%
<b>I do not have any mentor.</b>	53.1%	53.6%
<b>No opinion/prefer not to say</b>	6.3%	3.6%

*Table 36- Perspectives of Academic staff in the SoM on Mentorship*

	Female	Male
<b>Mentorship would benefit my career development</b>	23.5%	23.1%
<b>Mentorship was one of the main factors which have contributed to my past career success</b>	29.4%	17.9%
<b>Lack of mentorship was one of the main factors which have inhibited my past career success</b>	29.4%	20.5%
<b>Mentorship is an action that would likely improve gender quality and/or diversity in the SoM</b>	31.4%	33.3%

Figure 48- Desire of SoM staff to participate in a mentorship scheme.



Action Box 24 Action Numbers	Description
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.
4.7	Ensure that all students are given equal opportunities to follow their career goals and flourish in UCD.

## Priority 4- EDI Research and Educational Excellence

To facilitate policy discussion, planning, and identification of interventions required to address issues, it is crucial to understand gender trends in healthcare courses. As the issues span across academic and clinical education, healthcare courses present unique challenges regarding EDI and gender. Hence, facilitating research is a priority. A new EDI sub-group will develop an interdisciplinary research strategy on EDI and gender for the SoM, to understand and share knowledge in an ethical and inclusive manner. This action aims to engage academics and other staff on EDI and gender issues, since research is at the core of academia. Intersectionality is crucial to be considered in this group for researchers and educators to inform healthcare research and students. SoM staff may not be experts in this area, but the group will be supported to seek expert advice and connect with relevant funding agencies.

A further sub-group will be tasked with completing a curriculum review for clinical programs, focussing on EDI topics, identifying issues addressed, and gaps for alignment with best practice in EDI education.

All staff have access to UCD training opportunities provided by HR. Training needs are discussed during P4G reviews. Mandatory EDI training has not yet been introduced by UCD (UCD GEAP action 5.3.2). Some staff have engaged with UCD EDI training (n=21) and Dignity and Respect training (n=6). Survey data shows there is a requirement for local EDI training (Tables 37 - 39). A key priority is to ensure that dignity and respect and unconscious bias training is rolled out across the SoM, and to assess the impact of this.

Table 37- Understanding of reporting mechanisms in UCD- Academic Staff

	Male			Female		
	Yes (n=)	Total responses (n=)	Yes (%)	Yes (n=)	Total responses (n=)	Yes (%)
I know how to report sexual harassment and sexual violence	11	24	45.8	12	32	37.5
I know how to report bullying and/or harassment	11	24	45.8	12	32	37.5
Would you feel comfortable in reporting instances where you feel you personally have been treated unfavourably?	19	18	105.6	10	10	100
Would you feel comfortable in reporting instances where you have witnessed other people treated unfavourably?	18	18	100.0	12	12	100

Table 38- Understanding of reporting mechanisms in UCD- PSS

	Male			Female		
	Yes (n=)	Total responses (n=)	Yes (%)	Yes (n=)	Total responses (n=)	Yes (%)
I know how to report sexual harassment and sexual violence	4	11	36.4	14	27	51.9
I know how to report bullying and/or harassment	4	11	36.4	13	27	48.1
Would you feel comfortable in reporting instances where you feel you personally have been treated unfavourably?	4	4	100.0	9	9	100.0
Would you feel comfortable in reporting instances where you have witnessed other people treated unfavourably?	4	11	36.4	10	28	35.7

Table 39- Awareness of training available

	Academic Staff	Professional and Support Staff
Leadership Development Training	50%	67.70%
HR Training and Development	40.90%	70.90%
Unconscious Bias Training	61.40%	61.30%
Dignity and Respect Training	61.40%	67.70%

Action Box 25 Action Numbers	Description
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.
5.2	In conjunction with UCD HR, the SoM will support mandatory EDI training for recruitment panel members when UCD wide policy is introduced.
5.3	Examine the potential to introduce EDI and gender training into the curriculum in the SoM.

## Section 3: Action Plan **(AP-23)**

In Section 3, applicants should evidence how they meet Criterion C:

### + Action Plan to address identified issues

Present the action plan in the form of a table (landscape page format).

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

## 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 <b>mentoring</b> 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 <b><u>promotion</u></b> . 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 <b><u>clinical academics at AP/L and Associate Professor grades to reach the benchmarks for promotion</u></b> 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 <b>research grant applications</b> . 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.	<ol style="list-style-type: none"> <li>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.</li> <li>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).</li> <li>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.</li> <li>4. Grant advisory committee will be tasked with advising not just on research strategy but on budget also.</li> </ol>	<ol style="list-style-type: none"> <li>1 -3 : Annually from Jan 2024</li> <li>4. Ongoing from Sept 2023.</li> </ol>	AD for Research, SoM Grant Advisory Committee, EDI Administrator.	<ol style="list-style-type: none"> <li>1. Awareness of Grant Advisory Committee increases to 80% in staff survey.</li> <li>2. Use of Grant Advisory Committee increases by 10% over the next 4 years</li> <li>3. The average value of female awards will match the average value of male awards in four years.</li> </ol>

	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 <b><u>committee chairs</u></b> .	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. Committee 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.

Action Number 1.6	Planned Action	Rationale	Steps	Timeframe	Person responsible	Success Criteria
	Improve staff knowledge and use of the <b>allocation of workload</b> 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

Action Number 1.7	Planned Action	Rationale	Steps	Timeframe	Person responsible	Success Criteria
	Work with CHAS post doc forum and CHAS RIIG to assist post-docs to develop their careers and address their needs. We will include <b>initiatives for post docs</b> 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 <b><u>monitor degree completion and grade attainment by gender</u></b> 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 <b><u>how to progress to an academic career.</u></b> 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 <b><u>female participation in emergency medicine</u></b>	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	<b><u>Increase proportion of male students in Radiography</u></b> 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 conducted 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 <b><u>uniformity on supports for research for newly appointed AP/Ls</u></b> 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 <b><u>will task search committees for professorial posts to increase the number of applicants of all genders</u></b> 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 <b><u>information on what our students do post-graduation</u></b> . 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.

Action Number 1.15	Planned Action	Rationale	Steps	Timeframe	Person responsible	Success Criteria
	Specific attention will be given to <b><u>career development for PSS.</u></b>	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

Action Number 1.16	Planned Action	Rationale	Steps	Timeframe	Person responsible	Success Criteria
	Further UCD SoM <b><u>engagement with WiMIN.</u></b>	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	<b><u>Support faculty on temporary academic contracts</u></b> 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.	<ol style="list-style-type: none"> <li>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.</li> <li>2. Ensure temporary staff are invited to Promotions workshops so that they are aware of the success criteria for academic promotion.</li> <li>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.</li> <li>4. Highlight mentoring/development schemes for example Aurora programme for female academics and Thrive programme for researchers.</li> </ol>	Start September 2023 and action will be ongoing	Heads of Section and Associate Deans for Research and for Teaching and Learning.	<p>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.</p> <p>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.</p>

## 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 <b>EDI website</b> 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.	<ol style="list-style-type: none"> <li>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.</li> <li>2. Once this review is completed, the website will be relaunched through key initiatives including social media campaign and the ASMs.</li> <li>3. EDI website and social media will become a standing item at EDI committee meetings.</li> <li>4. The website review will be repeated yearly by a mix of staff and students and actions taken as required.</li> </ol>	<ol style="list-style-type: none"> <li>1. Completion by Autumn 2023</li> <li>2. Relaunch- October 2023</li> <li>3. Ongoing from October 2023</li> <li>4. Yearly (May each year)</li> </ol>	1-4. EDI communications subcommittee & SoM communications officer.	<ol style="list-style-type: none"> <li>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.</li> <li>2. Completion of launch within timeframe.</li> <li>3. Ongoing, documented, actionable standing item, with discussion at 100% of meetings</li> <li>4. Completion of website review, with key actions identified and actioned.</li> </ol>

	Planned Action	Rationale	Steps	Timeframe	Person responsible	Success Criteria
Action Number 2.2	Continually improve the <b><u>sense of community</u></b> 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.

Action Number 2.3	Planned Action	Rationale	Steps	Timeframe	Person responsible	Success Criteria
	Increase engagement and relevance of <b>All School Meetings</b> . 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.

Action Number 2.4	Planned Action	Rationale	Steps	Timeframe	Person responsible	Success Criteria
	Develop resources to <b>enhance local induction</b> 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.

Action Number 2.5	Planned Action	Rationale	Steps	Timeframe	Person responsible	Success Criteria
	Complete focus groups for different strands of <b><u>clinical tutor to assess their needs</u></b> . 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.

Action Number 2.6	Planned Action	Rationale	Steps	Timeframe	Person responsible	Success Criteria
	<b><u>Target more male recruitment of clinical tutors</u></b> . 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.

Action Number 2.7	Planned Action	Rationale	Steps	Timeframe	Person responsible	Success Criteria
	Gather data on SoM staff <b><u>external committee work and outreach activities</u></b> . 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.

Action Number 2.8	Planned Action	Rationale	Steps	Timeframe	Person responsible	Success Criteria
	Develop a group of <b><u>EDI champions for SoM</u></b> .	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 <b><u>UCD Hybrid working policy</u></b> 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 <b><u>supports for women returning from maternity leave</u></b> . 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.

Action Number 3.3	Planned Action	Rationale	Steps	Timeframe	Person responsible	Success Criteria
	Assessment of whether <b>core meeting hours</b> 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.

Action Number 3.4	Planned Action	Rationale	Steps	Timeframe	Person responsible	Success Criteria
	<b>Improve uptake of parental and paternity leave among staff</b> , 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 <b>EDI annual report</b> 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.

Action Number 4.2	Planned Action	Rationale	Steps	Timeframe	Person responsible	Success Criteria
	Form a <b><u>new EDI committee</u></b> 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	<p>The EDI committee will be divided into <b>working groups</b>, 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.</p> <p>EDI will continue to be a standing item at ASMs.</p> <p>Actions in the AP-23 that require funding will be budgeted for annually in the SoM.</p>	<p>There is a need to distribute the EDI workload in an equitable manner. Communication of EDI matters and financial support are key for progression.</p>	<ol style="list-style-type: none"> <li>1. Working groups themes and members will be discussed and decided at the first meeting of the new EDI committee.</li> <li>2. ASMs are held twice per year- in December and usually before Summer. EDI key areas will be presented at these meetings.</li> <li>3. EDI activities will be budgeted for by the financial manager of SoM and approved by HoS as required.</li> </ol>	<ol style="list-style-type: none"> <li>1. September 2023</li> <li>2. Twice per year as organised.</li> <li>3. Ongoing basis. Yearly discussion of budget, aligned with the financial year budgeting.</li> </ol>	AD for EDI, HoS, Financial Manager.	<ol style="list-style-type: none"> <li>1. Working groups established and reporting back at each EDI committee meeting.</li> <li>2. Completion of representation of EDI at ASM.</li> <li>3. EDI annual report published on the SoM website and emailed to all staff.</li> </ol>

	Planned Action	Rationale	Steps	Timeframe	Person responsible	Success Criteria
Action Number 4.4	Implementation of the AS AP-23 and <b><u>preparing for an application for a Silver AS award in 2027</u></b> 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.

Action Number 4.5	Planned Action	Rationale	Steps	Timeframe	Person responsible	Success Criteria
	We will revise <b><u>how we survey our staff as our response to AS and EDI surveys</u></b> 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.

Action Number 4.6	Planned Action	Rationale	Steps	Timeframe	Person responsible	Success Criteria
	Develop <b><u>branding</u></b> 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.



Action Number 4.7	Planned Action	Rationale	Steps	Timeframe	Person responsible	Success Criteria
	Ensure that <b><u>all students are given equal opportunities</u></b> 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.

Action Number 4.8	Planned Action	Rationale	Steps	Timeframe	Person responsible	Success Criteria
	<p>Ensure all staff and students are <b><u>aware of how to report instances of bullying / sexual harassment / other gender and EDI issues</u></b>. We will further highlight in the SOM how to report instances of bullying and harassment and unfair treatment. We will work with UCD D&amp;R support persons to ensure the whole school is aware of their services. including Dignity and Respect and mental health services.</p>	<p>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.</p>	<ol style="list-style-type: none"> <li>1. Circulate the UCD D&amp;R policy to all staff and students.</li> <li>2. Invite UCD D&amp;R support persons to visit the Health Science Ctr and clinical sites throughout the academic year.</li> <li>3. Continue to include talk on EDI and D&amp;R as part of the student orientation events.</li> <li>4. Ensure Induction booklet for new staff includes clear guidelines on D&amp;R support services and how to report instances of bullying in UCD. Promote Introduction to UCD Online Module which includes EDI, D&amp;R and Bystander Training.</li> <li>5. Review new D&amp;R Training Reports when made available by UCD EDI and develop targeted communications to encourage uptake. Encourage uptake of D&amp;R People Manager and Employee Training Sessions.</li> <li>6. Promote Dignity &amp; Respect Support Service, embed campus campaigns locally via social media and liaising with the support service.</li> <li>7. Promote Staff and student supports and Report and Support Tool.</li> </ol>	<ol style="list-style-type: none"> <li>1. September 2023 and yearly reminder after that.</li> <li>2. During Spring trimester 2024, and yearly after that.</li> <li>3. September 2023 and yearly reminder after that.</li> <li>4. Autumn trimester 2023 and annually</li> <li>5. Scheduled for EDI committee when training reports are made available.</li> <li>6&amp;7. Ongoing basis.</li> </ol>	<p>AD for EDI, EDI committee, Communications Manager.</p>	<p>In the next staff and student survey, 80% of staff and students will be aware of reporting mechanisms.</p>

	Planned Action	Rationale	Steps	Timeframe	Person responsible	Success Criteria
Action Number 4.9	Staff in SoM will be asked what <b><u>contribution they have made to EDI in SoM during their P4G.</u></b> 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.

Action Number 4.10	Planned Action	Rationale	Steps	Timeframe	Person responsible	Success Criteria
	Monitor <b>key student and staff gender indicators</b> (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.	<p>EDI administrator will collate gender data released on the HR gender analytics dashboard and other school specific data including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Student award holders each year</li> <li>• All Undergraduate Student Degree Attainment and completion rates, including Penang data.</li> <li>• GR student RSP members and chairs (new)</li> <li>• Numbers and genders of GRS graduating and whether they have completed within the recommended timeframe</li> <li>• Completion rates on all Graduate Taught programmes.</li> <li>• Number and gender of applicants for GRS positions on an annual basis.</li> <li>• 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</li> <li>• 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.</li> <li>• Gender analysis of SoM committee membership and chairs</li> </ul> <p>Staff training completion and attendance at workshops. Data will be analysed by the EDI committee.</p>	Six monthly beginning October 2023.	EDI committee and EDI administrator	<p>1. Review completion every 6 months with key trends documented and identified. Actions put in place where necessary.</p> <p>2. Concerning or interesting trends will be discussed at SEMC as required.</p>

## 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 <b><u>EDI education and research group</u></b> 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.

Action Number 5.2	Planned Action	Rationale	Steps	Timeframe	Person responsible	Success Criteria
	In conjunction with UCD HR, the SoM will support <b><u>mandatory EDI training</u></b> 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.

Action Number 5.2	Planned Action	Rationale	Steps	Timeframe	Person responsible	Success Criteria
	Examine the potential to introduce <b><u>EDI and gender training into the curriculum</u></b> 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.