

8. ACTION PLAN

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

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

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

See the awards handbook for an example template for an action plan.



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SPHPSS - Gender Equality Action Plan 2021 to 2025

The Self-Assessment Process

AP No.	Action	Rationale	Responsibility	Start date	End date	Success measure
3.1	Recruit 2 UG (1 M, 1 F) and 2 PGT (1 M, 1 F) student and 2 Associate Professor (1 F, 1 M) representatives to the School EDI Committee.	SAT membership to be renewed. Baseline: F 50%, M 50%	AD for EDI, HoS, Director of School Office	June 2021	December 2021	2 UG (1 M, 1 F) and 2 PGT (1 M, 1 F) representatives on the School EDI Committee (September 2021). 1 male and 1 female Associate Professor representatives on the School EDI Committee (December 2021). Target Committee Membership: F 50%, M 50%
3.2	Increase UG and PGT student response rate to at least 50% at mid-point (~ January 2023) of action plan through a pulse survey to assess impact of actions implemented in 2021 and 2022. To support these actions, we will: a) Incorporate a subsample of (awareness raising) Athena SWAN	13% of taught students completed the AS survey. Baseline: response rate ratio F 60% M 40% response rate. SPHPSS students report moderate level of AS and EDI awareness.	School SAT and AD for EDI, AD for T&L, School Educational Technologist, Student Advisor, Programme Directors, Programme Administrators	October 2023	November 2024	Target: Response rate on taught student surveys \geq 50% (F 60% M 40% response rate ratio). Sub targets: a) New questions about AS and EDI awareness in course experience survey from 2022 to measure and set targets. b) Increase in median representing EDI awareness

	<p>questions within the annual School Course Experience Questionnaire with the aim of assessing progress on specific actions.</p> <p>b) Enhance student body awareness of the UCD GEAP, AS and EDI concepts, and supports by embedding an EDI Awareness talk from the AD for EDI within the School Welcome segment of the Student Orientation.</p> <p>c) Recruit UG and PGT peer mentors and class reps to act as student-level Athena SWAN champions to promote engagement in the course experience and pulse surveys.</p> <p>d) Create a PowerPoint slide for lecturers to incorporate into their slide decks during the time that the student surveys are live.</p> <p>e) Collaborate with UCD IT Services to embed messaging and</p>					<p>among male and female students</p> <p>c) 6 UG (3 M, 3 F) peer mentors (September 2021).</p> <p>d) PowerPoint slide deck for March 2022</p> <p>e) VLE banner promoting survey during Spring Trimester (~March 2022)</p> <p>f) One4All voucher sponsored by the HoS</p>
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	reminders about the student survey on their Virtual Learning Environment, Brightspace. f) Utilise incentives - prize draw to win vouchers.					
3.3	Increase PGR student response rate to at least 50% in next survey for AS renewal 2023 . Both actions will be facilitated by: a) Using incentives to increase response rates (e.g., prize draw to win vouchers). b) Embedding data collection mechanism into taught components of degrees (i.e. lectures). c) Paper and pencil data collection (which is known by research to increase survey response rates).	26% of PGR students completed the AS survey. Baseline: response rate ratio F 60% M 40% response rate.	SAT and AD for EDI, AD for PGR Education, Research Programme Administrator	October 2023	November 2024	Minimum response rate of 50% on PGR student surveys. Target: maintain ratio F 60% M 40% response rate ratio. Sub targets a) One4All voucher sponsored by the HoS b) and c) 1 core module per UG and PGT programme identified for paper-and-pencil survey distribution (time to complete survey agreed with Programme Director and Module Coordinator)
3.4 	Increase student awareness of the University and SPHPSS' GEAPs, AS and EDI concepts, and supports.	Student survey indicated that male and female students had only moderate level of awareness, and female students	AD for EDI, Heads of Subject, Student Advisor, Programme Administrators	September 2021	Annual. Three years of data for AS resubmission will be collated by June 2024.	Embed EDI Awareness talk from the AD for EDI within Student Orientation. Increase in median representing EDI awareness. A change by 1 unit for both males and females.

		<p>perceived EDI awareness to be more important than males did.</p> <p>Baseline: on a scale from 1 ('very aware') to 5 ('unaware') median level of awareness of 3 for both females and males.</p>				Increase in median representing EDI importance. A change by 1 unit for males.
3.5	In the new School Newsletter, 'SPHPSS in Focus', provide quarterly updates on EDI, to share news, showcase events and resources, and celebrate SPHPSS EDI-related activities and achievements.	Celebrate good practice, outreach, and to increase awareness of EDI and gender equality related activities across the School.	School Newsletter Team	May 2020.	Three years of data for AS resubmission will be collated by June 2024.	<p>12 School Newsletters published between 2021 and AS resubmission in 2025.</p> <p>Questions in staff and student surveys about EDI and GEAP awareness will be used to track impact.</p>
3.6	<p>Increase staff response rate to 75% in next survey (2023). To support this action, the School will recommend to all:</p> <ul style="list-style-type: none"> - Permanent academic staff, that EDI objectives should be embedded into their 'Performance for Growth' review conversations and development plan 	42% of staff completed the staff survey.	AD for EDI, AD for RII, HoS, Director of School Office, SEM, Heads of Subject, Research PIs, Senior Programme Administrators	January 2023	November 2023	<p>A minimum response rate of 75%. GEAP KPIs related to staff/student responses to survey reported to EDI Committee and actions developed as required. Progress reported to SEM.</p> <p>New questions on:</p> <ul style="list-style-type: none"> - degree to which EDI activities and opportunities are communicated widely and clearly in the School;


	(e.g., as an example of service to School); - Research staff, that EDI objectives should be embedded into their 'Research Skills and Career Development Plan' (e.g., as an indicator of personal and professional excellence).					<ul style="list-style-type: none"> - degree to which School values engagement in EDI activities; - time spent doing EDI activities; - encouragement to engage in EDI activities <p>will be included in next AS survey in 2023 to measure and set target.</p>
3.7	Review SPHPSS' responses to the University EDI survey (June 2021)	Provide further insights on SPHPSS staff awareness and perceptions of EDI and gender equality since the establishment of the School's EDI Committee.	School SAT, AD for EDI, HoS	June 2021	December 2021	Progress reported to SPHPSS EDI Committee (September 2021) and whole-School Town Hall meeting (December 2021). Benchmark staff awareness and perceptions of gender equality and EDI. Develop actions as required.
3.8	Increase participation of staff and student in AS focus groups in 2023.	Focus group participation is comparable to majority of UCD School applications. Increase of attendees.	AD for EDI, HoS, Director of School Office, Heads of Subject, AD for T&L, Student Advisor, Programme Directors, Senior Programme Administrators	March 2022	April 2024	<p>Student cohorts: Promote via peer mentors and class representatives, student orientation, VLE programme modules, School communications, School website.</p> <p>Target: minimum of 10 participants to be recruited per cohort.</p> <p>Staff: A 'World Cafe' methodology will be used at the annual School Strategy Away Day to elicit</p>

						participation and perspectives from all staff. Target: All staff
3.9	Articulate the expected time to be spent on EDI activities by both AD for EDI and EDI committee members within the School Workload Allocation Model.	To support the recognition of the SAT and EDI-related work within the School Workload Allocation Model.	HoS, Workload Working Group	Workload Working Group formed in May 2021.	January 2022	Target: % FTE representing AD for EDI role and EDI committee membership.
3.10.1	Circulate expression of interest among School faculty for the role of Associate Dean for EDI in September 2022. Allow a 3 to 6 month lead time for facilitating the transition and handover between outgoing and incoming AD for EDI This incoming AD for EDI will be appointed to the committee as Vice Chair for the 3 to 6 month period to facilitate a smooth transition and handover period.	Associate Deanships held for a period of three years at a time. An appropriate lead-in time is needed to facilitate a smooth transition and to maximise the retention of institutional knowledge.	HoS, Director of School Office, PA to HoS,	Calls for expressions of interest circulated in September 2022.	Recruitment of new AD for EDI completed by December 2022.	Newly appointed AD for EDI in place by April 2023. Rotated role from male to female member of staff.
3.10.2	Collect gender disaggregated data on expressions of interest for AD for EDI to facilitate tracking over time and reporting in AS Bronze Award renewal in 2025.	To ensure fairness in the distribution of key roles within the School, and to facilitate tracking over time and data reporting for the AS renewal in 2025.	HoS, Director of School Office, AD for EDI, PA to HoS,	September 2022	February 2023	Progress reported to School EDI Committee, HoS, and SEM. Data to be presented in section 5.6.iii ('Representation of men and women on committees') in AS renewal in 2025.

Student Data						
4.1.1	Collaborate with CHAS College EDI Committee, the Admissions Office and 'University for All' to advocate for the collection of anonymised School-level data on the proportions of women and men enrolling on Access routes.	Gender disaggregated enrolment data for Access routes is not currently provided to School's through Admissions reporting.	AD for EDI, School Widening Participation Representative, AD for T&L, SAT Student Data Working Group, Director of School Office, Senior Programme Administrators	September 2021	Annual data collected and collated for AS renewal by June 2024	Number of females and males enrolling to SPHPSS view access routes reported to School T&L and EDI Committee, HoS, and SEM. Three years worth of data to be presented in section 4.1.i ('Numbers of men and women on access or foundation courses') in AS renewal in 2025. Tailored student recruitment actions to address gender disparities.
4.1.2	Collaborate with the Director of the Open Learning Programme to ensure that promotions material for modules offered by the School are gender-balanced and highlight, in particular, female testimonials of experiences learning on School modules.	Enrolment data collected for the first time in 2020 (though small in absolute terms) show that the proportion ratio of females to males enrolling on Open Learning Modules is F 17%, M 83%.	AD for EDI, School Widening Participation Representative, AD for T&L, Heads of Subjects, Programme Directors, Programme Administrators	September 2022	June 2024	All promotions material provided to Open Learning reps conducting outreach in School fully updated and gender-balanced by September 2022. At least 1 testimonial from a female student who has taken an Open Learning module in SPHPSS for the 2021/2022 UCD Prospectus. At least 1 School outreach talk by a member of SPHPSS by the Spring 2022/2023 Trimester. Target: 40% female students on Open Learning Programme by 2025.

						<p>Sub targets</p> <p>Ensuring gender balance on all promotional material associated with School Open Learning modules (F 50%, M 50%);</p> <p>Showcase female faculty members as role models at School recruitment outreach activities (e.g., presentations in local secondary schools);</p> <p>Inclusion of a testimonial from women enrolled on the School's Open Learning modules.</p> <p>Monitor gender data annually and evaluate impact of actions against target and overall gender balance in June 2023.</p>
4.1.3	Establish partnership and engage in consultation with external IOSH stakeholders to incentivise employers to sponsor female applicants for PT UG places. Increase annual female enrolment on PT UG courses to ~ 25% by the next AS submission in 2024.	To ensure that the proportion of female UG PT students enrolled on IOSH courses meets the national benchmark.	Head of Subject for OSH, OSH Programme Directors, Senior Programme Administrator	September 2022	September 2024	A minimum of 25% females enrolled on these courses by 2024. Future targets to be based on the success of year 1 where a baseline will be established.
4.1.4	Increase female enrolment on BSc Sport and Exercise Management by 20% by the next AS	UG enrolment on BSc Sport & Exercise Management falls	Associate Dean for Sport and Performance, Head of Subject for Sport	Started in August 2019	November 2023	Progress reported to School EDI Committee and Sport and Performance subject group.




	<p>submission in 2024. This will be achieved by:</p> <ul style="list-style-type: none"> a) Ensuring gender balance on all promotional material (50% F/ 50% M); b) Inclusion of testimonial from female graduates in the UCD Prospectus; c) Representation of female staff members at UCD Open Day talks; d) Providing real life case studies and success stories of 'Women in Sport' to secondary school career guidance teachers attending UCD Open Days. e) Survey female and male students on why they chose Health and Performance Science and Sport and Exercise Management. Use findings to inform enrolment campaign? 	short of the benchmark (30%).	<p>Management, Programme Director for BSc Sport & Exercise Management, Senior Programme Administrator, SAT Student Data Working Group</p>			<p>Target: 35% female enrolment on the BSc Sport & Exercise Management by September 2024.</p> <p>Sub targets</p> <ul style="list-style-type: none"> a) and b) monitor student awareness of female role models in next AS survey in 2023. Target 90% of students agree that School has female role models. (Current awareness levels in School as a whole F 77%, M 80%) c) F 50%, M 50% representation (Current gender ratio in subject area F 50%, M 50%). d) 3 case studies e) Survey during Student Orientation, Annually, from September 2023. Survey findings reported to Sport and Performance subject group, and integrated into enrolment campaign. Efficacy of campaign on enrolment monitored.
<p>4.1.5</p> 	<p>Achieve and maintain enrolment of male students on BSc Physiotherapy at 40% from 2020/21 to the</p>	<p>Physiotherapy is a primarily female-oriented profession. The enrolment of males</p>	<p>Associate Dean for Physiotherapy, Programme Directors and Stage Coordinators on</p>	<p>September 2021</p>	<p>November 2023</p>	<p>Target: Annual enrolment of 40% male onto BSc Physiotherapy between September 2021 and September 2024.</p>

	<p>round of student enrolment prior to AS submission in 2024 (i.e., September 2023/24 enrolment). This will be achieved by:</p> <ul style="list-style-type: none"> a) Ensuring gender balance on all promotional material (50% F/ 50% M); b) Retaining the testimonial from male graduates in the UCD Prospectus, and updating annually; c) Providing representation of newly-hired male staff members (i.e., the new 'Ad Astra' Assistant Professor hires in Physiotherapy) at UCD Open Day talks; d) Providing a diverse set of case studies showcasing a wider range of (clinical and non-clinical) careers in Physiotherapy to secondary school career guidance teachers attending UCD Open Days. 	<p>in September 2020 was at a high level for the School, at 40%. Maintaining this level of male enrolment will lead to an increase in the proportions of males completing the BSc Physiotherapy degree from 2024 onwards.</p>	<p>BSc Physiotherapy, Senior Programme Administrator</p>			<p>Sub targets</p> <ul style="list-style-type: none"> a) and b) monitor student awareness of female role models in next AS survey in 2023. Target 90% of students agree that School has female role models. (Current awareness levels in School as a whole F 77%, M 80%). c) F 60%, M 40% representation (Current gender ratio in subject area F 60%, M 40%). d) 3 case studies
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<p>4.1.6</p>	<p>Initiate a broader sectoral partnership to explore the issue of male careers in physiotherapy. This will be achieved by:</p> <p><i>a)</i> Formally contact the Irish Society of Chartered Physiotherapists and initiate a collaborative partnership to address gender balance in the recruitment of males to undergraduate programmes in physiotherapy in Ireland.</p> <p><i>b)</i> Collaborate with The Society on the gender balancing of their promotional material.</p> <p><i>c)</i> Male Physiotherapy faculty to engage in School recruitment and secondary school outreach activities to promote physiotherapy careers for males;</p> <p><i>d)</i> Educate secondary school career guidance teachers about the career paths that exist for</p>	<p>To spearhead sector-level change in the profile of Physiotherapy graduates.</p> <p>Related baseline: The School does not currently have a senior academic member of faculty with responsibility for clinical education.</p> <p>The School's YouTube channel currently showcases professionally-edited staff profiles in Physiotherapy (F 86%, M 14%)</p>	<p>HoS, Dean of Physiotherapy, Associate Dean for Physiotherapy, Director of Clinical Education, Senior Programme Administrators</p>	<p>a) and b) January 2022 (in line with 2022/23 UG applications) c) November 2020 d) September 2021</p>	<p>a) and b) December 2022 c) December 2021 d) November 2022</p>	<p>Targets: a) and b) Defined targets to establish partnership and to address gender balance to be articulated in the duties and roles of new Director of Clinical Education. c) Showcase male faculty members as role models at School recruitment (e.g., Open Day Talks, F 50%, M 50% faculty representation) and outreach activities (e.g., presentations in local secondary schools). d) 2 case studies of SPHPSS male Ad Astra staff in Physiotherapy on their career journey across the academic pipeline (from School-leaving, through UG and PhD study, and transitioning into academic).</p> <p>Related targets: Director of Clinical Education role to be proposed during College budget negotiations in March 2022.</p> <p>Increase the number of professionally-edited staff profiles in Physiotherapy by</p>
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	both males and female physiotherapy graduates and provide them with material to promote physiotherapy to male students.					n=3, resulting in F 60%, M 40% gender representation.
4.1.7	Collate and analyse historical data in SPHPSS on the extent to which course preference, attendance, and assessment type affect the rank ordering of degree award classification between the genders.	The proportions of females achieving distinctions on Bachelor's degree courses within SPHPSS is consistently higher than the proportion for males.	AD for EDI, in collaboration with AD for T&L, Director of School Office, Programme Administrators	January 2022	December 2022	Report from the School EDI Committee to the SEM Committee. If and where gender-differences are observed, actions will be put in place to address these.
4.1.8	Increase female enrolment on MSc Sport Management and MSc Coaching Science in Sport by 20% by the next AS submission in 2024. This will be achieved by: a) Ensuring gender balance on all promotional material (50% F/ 50% M); b) Inclusion of testimonial from female graduates in the UCD Prospectus; c) Representation of female staff members at UCD Open Day talks;	GT awards to females in Sports Science falls short of the benchmark (30%).	Associate Dean for Sport and Performance, Head of Subject for Sport and Performance, Programme Director for MSc Sport Management and MSc Coaching Science in Sport, Senior Programme Administrators, Programme Administrators, SAT Student Data Working Group	September 2022	January 2024	Progress reported to School EDI Committee and Sport and Performance subject group. Target: 35% female enrolment on the MSc Sport Management and MSc Coaching Science in Sport. Sub targets a) and b) monitor student awareness of female role models in next AS survey in 2023. Target 95% of students agree that School has female role models. (Current awareness levels in

	<p>d) Providing real life case studies and success stories of 'Women in Sport' to UG alumni networks to promote return to UCD for PGT study.</p> <p>e) Survey female and male students on why they chose the MSc Sport Management and MSc Coaching Science in Sport.</p>					<p>School as a whole F 86%, M 92%)</p> <p>c) F 50%, M 50% representation (Current gender ratio in subject area F 50%, M 50%).</p> <p>d) 3 case studies</p> <p>e) Survey during Student Orientation, Annually, from September 2023. Survey findings reported to Sport and Performance subject group, and integrated into enrolment campaign. Efficacy of campaign on enrolment monitored.</p>
4.1.9	Associate Dean for PGR Education to continue to monitor student applications, offers, acceptances, and entrants to the SPHPSS PGR programme.	Three years of baseline data is needed to facilitate evidence-based action planning and reporting in AS submission.	AD for PGR Education, Research Programme Administrator	Started in September 2020	September 2024	Three years of data to inform action planning in Athena SWAN resubmission in April 2025.
4.1.10	Annual report of PGR student pipeline to be made of the Associate Dean for PGR Education (at School Townhall Committee Meeting)	Communicate gender equality data, tracking, and achievements to whole-School community.	AD for PGR Education, with support from the AD for EDI, Research Programme Administrator	November 2021	December 2021, and annual reporting thereafter	Progress reported to School EDI Committee and SEM and presentation for delivery at Town Hall.
4.1.11	Associate Dean for PGR Education to continue to monitor student withdrawals and reasons for leaving the SPHPSS PGR programme. To	Three years of baseline data is needed to facilitate evidence-based action planning	AD for PGR Education, with support from the AD for EDI, Research	Started September 2020	Annual, three years of data by September 2024	Three years of data to inform action planning in Athena SWAN renewal in 2025. Targets:

	facilitate this process, the Associate Deans for PGR Education and ED will collaborate to: a) Develop an exit interview template for use by individual PGR supervisors for ease of reporting student reasons for leaving.	and reporting in AS submission.	Programme Administrator			Exit interview template by June 2022 100% of PGR leavers to complete the exit interview form. Future targets to be based on the data from leavers forms
Academic and Research Staff Data						
4.2.1 	To promote academic progression and to address gender underrepresentation across the academic career pipeline in SPHPSS: <u>Objective:</u> - Minimum of two successful male promotions to Associate Professor (increase from M 33% to M 44% Associate Professors; - Minimum of n=1 successful female promotions to: - Professor (n=1) to achieve a minimum target of F 60%; - Associate Professor (n=1)	Two apparent progression bottlenecks in the School: 1. male Assistant Professor and 2. female Associate Professor level. Baseline: n=4 (3 F, 1 M) members of staff strongly disagreed with the statement: "I receive encouragement from my School to apply for promotion"	HoS, Associate Deans for Subjects, Heads of Subjects, P4G Reviewers	June 2022	April 2025	1 male Assistant Professor to apply for promotion to Associate Professor 1 female Assistant Professor to apply for promotion to Associated Professor by April 2025. 1 female Associate Professor to apply for promotion to Professor by April 2025. Sub targets a) Achieve 0% of staff reporting strongly disagreeing with the statement: "I receive encouragement from my School to apply for promotion" (in survey 2023).

	<p>to maintain a balance of F 67%.</p> <p><u>Supports:</u></p> <p>a) Head of School in collaboration with Associate Deans and Heads of Subject will ensure that there is a direct discussion and evaluation of academic progression against the UCD Development Framework for Faculty during 'Performance for Growth' (P4G) conversations.</p> <p>b) Where the case for promotion has been mutually agreed by the reviewee and the reviewer at the P4G meeting, in the meeting report, the P4G reviewer will recommend that the candidate attend the next available promotions workshop for academic staff. This P4G meeting report (which is also reviewed by the Head of School) will also</p>	<p>74% of academic staff (F 62%, M82%) reported that they understand the promotions process.</p> <p>44% (F 43%, M 44%) of academic staff reported that allocation of workload was mapped to promotions criteria.</p> <p>> One third of respondents to staff survey (F 37%, M 33%) reported that they felt a lack of mentoring/coaching/feedback inhibited their past career success</p> <p>Only 13% of academic staff agreed that "Issue[s] I raise regarding my workload will be dealt with". (F 15%,</p>			<p>a) 100% of staff agree that they "...receive encouragement from my School to apply for promotion" (in survey 2023).</p> <p>b) 100% of staff agree that "People are promoted on merit, irrespective of gender" (in survey 2023).</p> <p>b) 100% of academic staff report that they understand the promotions process (in survey 2023).</p> <p>c) >75% of staff reporting that allocation of workload is mapped to promotions criteria (in survey 2023).</p> <p>c) < 10% staff reported that a lack of mentoring/coaching/feedback inhibited their past career success (next AS Survey 2023).</p> <p>c) 100% of academic staff agree that issues raise concerning their workload will be dealt with.</p> <p>c) 0% of academic staff 'Strongly Disagree' that</p>
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	<p>signal the Head of School to directly approach the reviewee to make a plan about ensuring preparedness for promotion.</p> <p>c) Promotions planning and preparedness activities to be identified and or designed to target the staff member's ability to attain promotions relevant achievements (e.g., reallocation of some workload to fill in gaps in teaching and learning, research and or outreach and engagement experiences that can support promotions readiness).</p>	<p>or n=2 of 13, M 10%, or n=1 of 10)</p> <p>Of staff (n=16) who reported in the survey that they have not sought promotion, only 38% (F 13%, M 63%) reported wanted to do so to strengthen their CV</p>				<p>issues raised concerning their workload will be dealt with.</p> <p>c) Cross referencing questions in the staff survey to show that staff who have not sought promotion in the past few years did so because they wanted to develop skills to strengthen their CV. Target >50% females and >75% males reporting wanting to strengthen their CV first.</p> <p>New questions on satisfaction with College promotions workshops and training will be included in next AS survey in 2023 to measure and set target.</p> <p>New questions on satisfaction with P4G process and developmental conversations and planning to support promotions will be included in next AS survey in 2023 to measure and set target.</p>
4.2.2	Explore the career aspirations and career development of teaching only staff.	Currently no formal mapping of teaching only staff career aspirations	AD for EDI, in collaboration with Heads of Subject	Started in November 2019, post initial AS submission	Focus group in January 2023 to lead into action planning	Focus group in January 2023, data analysed and action upon leading into September 2023 (i.e. 2023/2024 academic year).


		is conducted at a School level			for AS resubmission.	
 <p>4.2.3</p>	Submit Application for Senior Academic Leadership Initiative post in Sport and Exercise Physiology at UCD to the Higher Education Authority in January 2022.	Females are significantly underrepresented within the subject area of Sport Science in general, with a clear absence of female leadership	AD for EDI, Associate Dean for Sport and Performance, Head of Subject for Sport Management, HoS	Started in December 2019. Two iterations of feedback received to support resubmission	January 2022	SALI application for a Full Professorship in Sport and Exercise Physiology to be submitted in January 2022.
4.2.4	Promote permanent positions as they arise in SPHPSS to all staff	<p>Fixed term members of staff can benefit for regular updates about job opportunities within the School – i.e., to facilitate planning and a timely application.</p> <p>Baseline:</p> <p><50% of fixed term staff respondents to the survey answered the questions about whether new roles were widely and clearly communicated.</p> <p>Only n=1 fixed term staff</p>	School Office Administration Team	November 2019	April 2025	<p>Target: To have all internal SPHPSS posts circulated to all staff view the School Office Administration email account. This represents a continuation of regular practice.</p> <p>Targets:</p> <p>100% of fixed term staff respondents to the survey answer the questions about about new roles being widely and clearly communicated.</p> <p>100% of fixed term staff respondents to survey report 'Yes' that new job opportunities are widely communicated.</p> <p>100% of fixed term staff respondents to survey</p>

		<p>respondents to the survey reported that new job opportunities are widely communicated.</p> <p>Only n=3 of 10 fixed term staff respondents to the survey reported that new job opportunities are clearly communicated.</p>				<p>'Agree' that new job opportunities are clearly communicated.</p> <p>New questions on perceptions about whether and how satisfied faculty are that new job opportunities are communicated to them will be included in next AS survey in 2023 to measure and set target.</p>
4.2.5	Annual conversations will be held by Programme Director or Head of Subject with external contributors to explore their career aspirations.	External contributors to SPHPSS academic programmes are hourly paid with rolling contracts that span a single semester of study. Meetings at the end of academic term required to promote development.	AD for EDI, in collaboration with Heads of Subject	December 2021	June 2024	<p>Termly conversations conducted. Staff satisfaction logged and actions set.</p> <p>Annual review and report of subject level use of occasional staff at the School Townhall meeting.</p> <p>Three years of data collated by June 2024 for AS renewal (in 2025).</p>
4.2.6	Conduct a School-wide review of the use of occasional lecturing staff to achieve a better understand of whether and how the School can move away from such	There are many external contributors to SPHPSS academic programmes. These occasional lecturers are hourly paid with rolling	HoS, SEM, Heads of Subjects, Director of the School Office, Senior Programme Administrators	June 2020	December 2021	Annual review and report of subject level use of occasional staff at the School Townhall meeting.

	long-term dependence on hourly-paid contracts	contracts that span a single semester of study.				
4.2.7	SPHPSS will offer face-to-face exit interview with all staff leaving the School. Here, the HoS or line manager (e.g., Head of Subject, research grant PI)* will seek to gain better understanding of the reasons for leaving and will record these data in a gender disaggregated format for future reporting. A formal record of meetings will be maintained and will be monitored annually for common themes including any gender and EDI related reasons for leaving SPHPSS.	Anecdotally known that staff leave to take up a better post elsewhere, exit interviews can help the School identify systemic or gender issues that leading to a lack of progression.	HoS, Research Grant PIs, Heads of Subjects, Director of the School Office, Senior Programme Administrators	September 2021	December 2024	Electronic record of exit interview, which, from January 2022, can be collated on the College-level exit interview pro-forma template that is currently under agreement at the College-level EDI Committee. Three years of data collated by June 2024 for AS renewal (in 2025)
Key Career Transition Points: Academic Staff						
5.1.1	Utilise the recently-launched SPHPSS EDI webpage to promote SPHPSS commitment to EDI and link prospective and current staff to University EDI policies, SPHPSS EDI resources and initiatives.	Prior to March 2021, the School currently did not have a 'live' EDI, GEAP, and Widening Participation page. Baseline Students:	AD for EDI, School EDI Committee, School Website Committee, School Educational Technologist	March 2021	First report of three year bank of data for Athena SWAN resubmission will be available from January 2024.	Publication of School, EDI, GEAP, and Widening Participation Statements online in March 2021. At least monthly updates of the School website. New EDI, GEAP, and or Widening Participation content each month.

		<p>SPHPSS students report only moderate level of awareness, and female students perceived EDI awareness to be more important than males did.</p> <p>Baseline awareness of policy:</p> <ul style="list-style-type: none"> - Equal Opportunities (F 56%, M 67%) - Dignity and Respect (F 69%, M 80%) - Gender Identity and Expression (F 34%, M 33%) - Core Meeting Hours (F 41%, M 33%) - Maternity (F 53%, M 40%) - Adoptive (F 31%, M 20%) - Parental (F 38%, M 33%) - Paternity (F 28%, M 53%) - Carer's (F 16%, M 27%) 				<p>Student Target: Increase in median representing EDI awareness. A change by 1 unit for both males and females. Increase in median representing EDI importance. A change by 1 unit for males.</p> <p>Target awareness of policy:</p> <ul style="list-style-type: none"> - Equal Opportunities (F 100%, M 100%) - Dignity and Respect (F 100%, M 100%) - Gender Identity and Expression (F 50%, M 50%) - Core Meeting Hours (F 100%, M 100%) - Maternity (F 70%, M 50%) - Adoptive (F 50%, M 50%) - Parental (F 50%, M 50%) - Paternity (F 50%, M 50%) - Carer's (F 50%, M 50%)
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5.1.2	Critically review the School's existing job specification to ensure that job postings and recruitment templates adequately address EDI awareness, principles, and best practice. All job specification and recruitment materials will be audited to ensure that they clearly articulate commitment to EDI. This audit will be undertaken using UCD's Inclusive Recruitment Practices Guide.	To bring recruitment procedures in line with UCD's recently published GEAP, 2020 - 2024	Director of the School Office, Senior Programme Administrators	January 2020	December 2021	Full suite of job specification template and resources with up-to-date EDI statements and alignment to UCD GEAP. All job specification and recruitment materials will be audited to ensure that they clearly articulate commitment to EDI. This audit will be undertaken using UCD's Inclusive Recruitment Practices Guide.
5.1.3	Record data on interview Board of Assessor panels to achieve compliance with UCD GEAP recommendations (i.e., panel made up of at least 40% male or female).	Data not currently collated (even though compliance with Board of Assessor recommendations are anecdotally well-known and put into practice by SPHPSS staff).	Individual Chairs of Boards of Assessors, Director of the School Office, Senior Programme Administrators	January 2020	December 2021	First report of three year bank of data for Athena SWAN resubmission will be available from January 2023. All Board of Assessors to have 40% male or female representation (on a comply or explain basis).
5.1.4	Implement UCD EDI Hiring Guidelines and promote to all hiring managers. Links to UCD unconscious bias resources to be incorporated into the School's interview panel preparations pack. Engagement of panel	To bring recruitment procedures in line with UCD's recently published GEAP 2020 – 2024 (particularly action 5.1.4)	HoS, Director of the School Office, Senior Programme Administrators, Interview panel chair.	January 2022	First report of three year bank of data for Athena SWAN resubmission will be available from January 2024.	By December 2023, all assessment panel members must have completed unconscious bias awareness raising to sit on an SPHPSS recruitment panel.

	members with unconscious bias resources to be monitored by interview panel chair.					
5.1.5	Promote and monitor uptake of University unconscious bias training by members of interview panels in line with UCD's GEAP 2020-2024.	To bring recruitment procedures in line with UCD's recently published GEAP 2020 – 2024 (particularly action 5.1.4)	HoS, Deputy HoS, Director of the School Office, Interview panel chair.	January 2022	First report of three year bank of data for Athena SWAN resubmission will be available from January 2024.	By December 2023, all assessment panel members must have completed unconscious bias awareness raising to sit on an SPHPSS recruitment panel.
5.1.6 	Collaborate with EDI Unit to set targets at shortlisting stage in line with the UCD GEAP AP 5.1.4. The University has committed to a consistent and structured approach to developing targets for all UCD Schools in Q3 2021.	To bring recruitment procedures in line with UCD's recently published GEAP 2020 – 2024 (particularly action 5.1.4)	HoS, SEM, AD for EDI, AD for RII, Director of the School Office	September to December 2021	January 2022	Targets set for each academic grade within each subject area.
5.1.7	When targets for SPHPSS are agreed with the University, communicate these to staff with recruitment responsibilities. Include these targets and picture of SPHPSS' current gender breakdown of staff by grade in advance of all job competition. EDI Committee to report	To bring recruitment procedures in line with UCD's recently published GEAP 2020 – 2024 (particularly action 5.1.4)	HoS, SEM, Director of the School Office, AD for EDI, AD for RII	January 2022	January 2022 and again at Town Hall presentation in May 2022	Targets and picture of SPHPSS' current gender breakdown of staff by grade communicated to all staff: <ul style="list-style-type: none"> - Whole School email; - School EDI website - School Newsletter - Town Hall Presentation - Report to SEM

	progress against targets annually to SEM.					
5.1.8	Establish Search Committees with a gender focus when posts arise to address gender underrepresentation across academic grades and to support the achievement of University shortlisting targets.	To bring recruitment procedures in line with UCD's recently published GEAP 2020 – 2024 (particularly action 5.1.4)	HoS, SEM, Heads of Subject, Research PIs	September 2022	December 2024 (two years of data available for review in AS renewal 2025).	Future targets to be based on recruitment data between September 2022 and December 2024. Data reported in AS renewal application in April 2025.
5.1.9	The following SPHPSS staff to be provided with annual SPHPSS academic pipeline data by gender and to complete the EDI recruitment section of the newly launched intervarsity EDI online training programme: <ul style="list-style-type: none"> - Chairs and Members of Search Committee - Chairs and Members of Interview panels - All Hiring managers - Principal Investigators hiring Research Only Staff 	To bring recruitment procedures in line with UCD's recently published GEAP 2020 – 2024 (particularly action 5.1.4)	HoS, SEM, Heads of Subject, Research PIs	September 2022	December 2024 (two years of data available for review in AS renewal 2025).	Target 100% of SPHPSS staff (with hiring responsibilities) having completed the online training between September 2022 and December 2024.
5.1.10	Evaluate impact of recruitment actions: a) Review whether SPHPSS recruitment actions [...] attracts an increase in applicants of the	To bring recruitment procedures in line with UCD's recently published GEAP 2020 – 2024 (particularly action 5.1.4)	AD for EDI, SAT	January 2022	December 2024 (two years of data available for review in AS renewal 2025).	Targets a) review progress against targets set in AP 5.1.6 b) ~100% increase in applicants specifying their gender (i.e., up to 75%)

	<p>underrepresented gender;</p> <p>b) Review whether recruitment actions result in an increase in applicants specifying their gender at application stage which will support enhanced data analysis.</p>	<p>Baseline</p> <p>b) on average across the review period, 39% of applicants to posts did not specify their gender.</p>				
5.1.11	<p>Increase engagement in general UCD Orientation to 100%. Track participation in general UCD Orientation workshop by line manager/PIs for all new staff appointed to new contracts. This data should distinguish between existing staff transitioning to a new contract and new staff actually initiating work at UCD (i.e., persons will not be expected to attend general Orientation in moving between posts within UCD).</p>	<p>Effective and early induction is a necessary part of transitioning to a new role in an organisation.</p>	<p>HoS, Associate Deans for Subject, Heads of Subjects, Director of the School Office, Senior Programme Administrators, Programme Administrators</p>	<p>June 2021</p>	<p>First report of three year bank of data for Athena SWAN resubmission will be available from June 2024.</p>	<p>Annual InfoHub reporting of staff attendance at General Induction and cross-referencing with new hire data. Report to Head of School and Director of the School Office. Promotion of Orientation to be emphasised by line managers and research PIs.</p> <p>Target: 100% of new hires (i.e., new to UCD) to attend general UCD Orientation.</p> <p>Future targets to be based on the data from actual attendance between June 2021 and June 2024.</p>
5.1.12	<p>Directly advertise and promote the Aurora scheme to incoming newly-appointed female faculty and administrative</p>	<p>To build on past successes of School members completing this scheme and to</p>	<p>HoS, Associate Deans for Subject, Heads of Subject, Director of the School Office</p>	<p>January 2020</p>	<p>December 2024.</p>	<p>2 additional female faculty completing the Aurora scheme (up to a total of 6 from the current number of 4).</p>

	<p>and support staff to enhance women's leadership skills development within the School. Application to Aurora to be discussed at newly-appointed staff member's first P4G meeting.</p>	<p>continue to promote it to newly appointed staff - whether early career or otherwise.</p> <p>Baseline: n=4 of 15 female faculty responses to staff survey 'Disagreed' that they had a clear sense of career pathway.</p> <p>n=3 of 13 female faculty responses to staff survey reported that role models were a factor in contributing to their career success.</p> <p>n=4 of 13 female faculty responses to staff survey reported that coaching and mentoring was a factor in contributing to their career success.</p>				<p>2 case studies for SPHPSS EDI website of female staff who have completed the Aurora programme and have used this experience to go on an successfully apply for and secure a promotion (or large grant, if that is what the leadership the successful leadership experience was).</p> <p>Targets in 2023 survey: 100% of female faculty 'Agree' that they have a clear sense of career pathway in staff survey.</p> <p>>50% female faculty responses to staff survey reporting that role models were a factor in contributing to their career success.</p> <p>>50% female faculty responses to staff survey reporting that coaching and mentoring was a factor in contributing to their career success.</p> <p>>80% of female faculty report understanding the promotions process.</p>
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		<p>Difference in the proportions of female and male academics who reported understanding the promotions process (F 62%, n=8 of 13 responses, M 82%, n=9 of 11 responses).</p> <p>n=1 female faculty response to survey indicated that they did not apply for promotion because they were not encouraged to.</p> <p>n=7 of 14 female faculty reported that the 'Don't know' whether leadership is valued in the School.</p>				<p>0% of female faculty report being not encouraged to apply for promotion.</p> <p>100% of female faculty reporting that leadership is valued in the School.</p> <p>New questions on perceptions about whether and how satisfied faculty are with how leadership opportunities are communicated to them will be included in next AS survey in 2023 to measure and set target.</p>
5.1.13	Develop and implement a clear School Induction mechanism for staff by June 2021.	The School has a Welcome Pack for new staff; however, the SAT data collection and analyses indicate that it could be	Director of the School Office, Senior Programme Administrators	January 2020	September 2021	An increase in the proportion of staff reporting receiving a clear local induction, as reported by the next AS staff survey Target: 100% of new hires (i.e., new to UCD) to report

		<p>more consistently implemented.</p> <p>Baseline: Only 29% (F25%, M 35%) of staff reported having a formal induction when commencing employment at UCD. n=6 of staff reported that their induction was 'not satisfactory'.</p>				<p>having had induction. 0% of staff reporting that their induction was 'not satisfactory'.</p>
5.1.14	<p>Establish and implement School wide activities to foster engagement and collaboration at all academic levels. To this end, the School will:</p> <p>a) Features lectures from newly appointed staff in the School's research seminar series - to can discuss their work and possible collaborations that they would like to pursue with others in the School;</p> <p>b) Establish School-wide interdisciplinary working groups under a Community of</p>	<p>The location of SPHPSS staff across different buildings across campus has resulted in newer staff reporting that there is a lack of a sense of whole-School community, and that more regular whole-School cross-building and cross-disciplinary activities could encourage engagement.</p> <p>Baseline: Only 46% (F 45%, M 47%) of staff</p>	<p>AD for Research, Innovation and Impact, HoS, School Social Committee, AD for EDI, SAT Career Development and Academic Staff Working Group, SAT Organisation and Culture Working Group</p>	<p>March 2020</p>	<p>a) Spring 2022 b) Sept 2021 c) Data collection started in December 2020 d) Sept 2014 2021</p>	<p>Bank of data on staff engagement in these culture and engagement activities for reporting and action planning ahead of AS resubmission</p> <p>New questions on specific career success factors in School, such as team collaboration and networking, coaching and mentoring will be included in next AS survey in 2023 to measure and set target.</p> <p>Existing questions about sense of community and belonging in School, and attendance at School-based events.</p>

	<p>Practice Framework to encourage engagement and participation in research activities across the School's different subject areas.</p> <p>c) Collect gender disaggregated data on participation in seminar series from attendees at all levels of the research and academic pipeline.</p> <p>d) Collect gender disaggregated data on participation in interdisciplinary working groups at all levels of the research and academic pipeline.</p>	<p>reported feeling part of a whole-School community</p> <p>90% (F 92%, M87%) of staff respondents to survey reported attending organised events.</p>				<p>Target: Increase sense of community to >70%. Maintain high levels of attendance at School events, >90%.</p>
5.1.15	<p>Publish the new School Newsletter once per trimester to showcase research, teaching and other activities, celebrate achievements, highlight publications, grant success, training opportunities, comings and goings, and any further School news. Collate gender disaggregated data on</p>	<p>Raise awareness of whole-School activities, celebrating achievements and signposting staff to events, training, and other resources and opportunities.</p>	<p>School Newsletter Committee, house within the School EDI Committee, AD for EDI, SAT Organisation and Culture Working Group</p>	<p>Started, May 2020 First issue published in May 2021.</p>	<p>April 2025 Published Quarterly</p>	<p>A minimum of 12 School Newsletters published between May 2021 and AS resubmission in April 2025.</p>

	submissions to the Newsletter and ensure gender balance in the reporting of such School success stories.					
5.1.16	As a part of P4G development plans [...] staff engagement in training, development, and networking activities and events across the university will be monitored on an annual basis.	Despite an increase in the uptake of training in the review period research by the SAT reveals that awareness of training can still be improved within SPHPSS.	HoS, Associate Deans for Subject, Heads of Subject, Director of the School Office, Senior Programme Administrators	To commence again in line with launch of P4G process in June 2022	Annual First report of two year bank of data for Athena SWAN resubmission will be available from June 2024.	Every staff member to attend a minimum of one training, development, or networking event per annum and report of same in P4G meeting. Annual InfoHub reporting of staff attendance at events. Report to Head of School and Director of the School Office. Promotion of training and events to be emphasised by line managers and research PIs. Target: All staff to attend 1 event.
5.1.17	a) Where shortfalls are identified in relation to the Development Framework that can be addressed through training, during annual P4G conversations, the P4G reviewer and reviewee will make a plan for such training into the upcoming academic year.	SPHPSS needs to provide an individualised assessment of training and professional development needs on a regular basis. Baseline: Only ~50% (53%, F 47%, M 67%) of respondents to the	HoS, Associate Deans for Subject, Heads of Subject	To commence again in line with launch of P4G process in June 2022	Annual First report of two year bank of data for Athena SWAN resubmission will be available from June 2024.	Targets: In the next AS survey (2023), a) >75% of academic staff being encouraged to take part in training (facilitated through P4G meetings and planning) a) Staff reporting having benefitted from developmental coaching and guidance increased by 100% to F 60%, M 60%.

	<p>b) Where shortfalls are identified that cannot be directly addressed through training, P4G reviewers will request that, where feasible, the HoS realign the reviewee's School roles facilitate academic progression through skills development in the form of direct contribution to the School.</p> <p>c) Collect data on promotions across SPHPSS disciplines to ensure underrepresented genders in each of the disciplines are also and achieving promotions in these areas. Where gaps occur, leverage promotions actions to specifically target these groups. Monitor data annually and evaluate impact of actions.</p>	<p>SPHPSS staff survey reported being aware of training opportunities on offer.</p> <p>Only 29% (F 29%, M 30%) of staff report having experienced career success based on developmental coaching.</p> <p>44% (F 43%, M 44%) of academic staff reported that allocation of workload was mapped to promotions criteria.</p> <p>Only 13% of academic staff agreed that "Issue[s] I raise regarding my workload will be dealt with". (F 15%, or n=2 of 13, M 10%, or n=1 of 10).</p> <p>n=4 (3 F, 1 M) members of staff strongly disagreed</p>				<p>b) defined % FTE allocated to staff training in new Workload Allocation Model (by January 2022).</p> <p>b) 100% of academic staff agree that issues raise concerning their workload will be dealt with.</p> <p>b) 0% of academic staff 'Strongly Disagree' that issues raised concerning their workload will be dealt with.</p> <p>c) >75% of staff reporting that allocation of workload is mapped to promotions criteria.</p> <p>c) 100% of staff agree that "People are promoted on merit, irrespective of gender".</p> <p>c) Achieve 0% of staff reporting strongly disagreeing with the statement: "I receive encouragement from my School to apply for promotion".</p> <p>c) 0% of faculty report being not encouraged to apply for promotion.</p>
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		<p>with the statement: “I receive encouragement from my School to apply for promotion”.</p> <p>n=1 female faculty response to survey indicated that they did not apply for promotion because they were not encouraged to.</p>				
5.1.18	Continue to collaborate on and contribute to the design and delivery of the now annual College-level faculty promotions workshops. Where a successful promotions case is available within the School, this person will be encouraged by the Head of School and facilitated by their Head of Subject to share their promotions success story with the wider college.	<p>Delivery of annual support for promotions preparations and applications is needed to support faculty to make career transitions.</p> <p>Baseline: 1 F and 1 M faculty member presented at College promotions workshops in 2020.</p>	College VP for EDI, AD for EDI, Associate Deans for Subject, Heads of Subject	August 2020	September 2021, and annually thereafter	<p>1 successful promotions presentation from a member of SPHPSS staff at annual College workshops. Progress reported to School EDI Committee and Sport and Performance subject group.</p> <p>A report on this School-level contribution to College faculty promotions workshops to be uploaded to the School’s EDI webpage and the Autumn edition of the School Newsletter.</p>
5.1.19	To enhance faculty understanding of the promotions process and reduce uncertainty about readiness for making a	Consistent and readily available supports for staff making a promotions	HoS, Heads of Subject, Director of the School Office, Senior Programme Administrators	August 2021, in line with the next iteration of College-level	January 2023	<p>Promotions process and FAQs page on website by December 2021;</p> <p>Identification of successful applicants and sharing of</p>

	<p>promotion application, a bank of resources is needed at a School level. Support resources include:</p> <ul style="list-style-type: none"> a) Launch and regularly update the School's website with a promotions process and FAQ page; b) Identify successful applicants at different academic grades who would consent to sharing their successful application; c) Establish a peer review process which can bring together a panel of 'critical friends' that have been involved in promotions applications (as applicant and or reviewer) to support applicants at a School level; d) Create a bank of such sample applications, ensuring gender representation, applications with difference career trajectories, and 	<p>application are needed.</p> <p>Baseline: < 50% of staff (F 39%, M 59%) respondents to survey answered questions about promotion.</p> <p>70% (F 62%, M 80%) of these staff respondents reported understanding the promotions process</p> <p>n=4 (3 F, 1 M) members of staff strongly disagreed with the statement: "I receive encouragement from my School to apply for promotion"</p>		<p>promotions workshops</p>		<p>applications by June 2022; peer review panel set up in School by June 2023; available bank of successful applications December 2023.</p> <p>Targets: Increase in the proportion of staff respondents to survey who answer questions about promotion (both genders to 75%)</p> <p>Increase in the proportion of staff respondents to survey who answer questions about promotion reporting that they understand the process (to >90%)</p> <p>An increase in satisfaction with promotions supports (as assessed in the staff survey – new baseline data to be established in June 2021).</p> <p>Achieve 0% of staff reporting strongly disagreeing with the statement: "I receive encouragement from my School to apply for</p>
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	caring responsibilities.					promotion" (in survey 2023). New questions on satisfaction with College promotions workshops and training will be included in next AS survey in 2023 to measure and set target.
5.1.20	Staff unsuccessful in application for promotion will all receive direct and targeted support from the HoS, their line-manager/Head of Subject to work towards the next application. To this end, in the month immediately after application decision, applicants will: a) Meet with their HoS, line-manager/Head of Subject to discuss the feedback; b) Agree a development plan aimed at the achievement of key promotions criteria milestones, for which training and development opportunities will be and workload allocation will be adjusted, where necessary.	Unsuccessful applicants for promotion require targeted support for development planning to enable them to progress towards a resubmission of the promotions application. Baseline: Only 29% (F 29%, M 30%) of academic staff report having experienced career success based on developmental coaching.	HoS, Heads of Subject	September 2019	First report of three year bank of data for Athena SWAN resubmission will be available from December 2023.	All unsuccessful staff have had a meeting and a development plan has been put in place as measured in next AS survey (2023) A minimum of 70% of staff will re-apply within one year; female:male ratio of staff re-applying is similar to gender ratio in staff unsuccessful in application for promotion (measured over duration of the coming AS review period). Sub target: Staff report having benefitted from developmental coaching and guidance increased by 100% to F 60%, M 60%.

Career Development: Academic Staff

<p>5.3.1</p>	<p>P4G process to include review of training needs against the UCD Development Framework for Faculty and for other staff specific to employee grade that would help staff progress their careers</p> <p>a) Include individual review of training needs that would help staff progress their careers.</p> <p>b) Every staff member to attend a minimum of one training, development, or networking event per annum and report of same in P4G meeting.</p> <p>c) Head of School and line manager to enable training via workload allocation.</p>	<p>Training opportunities on offer: 86% of female researchers and 40% of males answered being encouraged, 37% of academics and 73% of professional support staff.</p>	<p>HoS, Associate Deans for Subject, Heads of Subject, Director of the School Office</p>	<p>In conjunction with P4G process June to September 2021</p>	<p>December 2023 and thereafter annually</p>	<p>Targets: a) and b) Opportunities as measured in next AS survey (2023) >75% of staff being encouraged to take part in training (facilitated through P4G meetings and planning) c) defined % FTE allocated to staff training in new Workload Allocation Model (January 2022)</p>
<p>5.3.2</p>	<p>Include a link to the Postdoctoral researcher development plan in the Induction pack and as an item on the Induction checklist by June 2021 (See AP 5.1.2):</p>	<p>~50% (53%, F 47%, M 67%) survey responses by PDR reported being aware of training opportunities on offer.</p>	<p>Grant managers and research project PIs</p>	<p>January 2022</p>	<p>June 2022</p>	<p>A minimum of 70% (both genders, no less than 60% for either gender) of postdoctoral research staff report being aware of training as measured in next AS survey (2023). Induction checklist to be completed and</p>

						development plan to be regularly updated by Postdoctoral researcher in conjunction with PI.
5.3.3	Brief P4G reviewers to actively encourage female staff members to apply for leadership training courses and the Aurora leadership programme through the P4G process. Evaluate impact of uptake on promotion of academic staff and career progression.	<p>Four females have participated in the Aurora Programme so far. One is currently participating. The School will keep encouraging women to keep applying for the Aurora leadership programme.</p> <p>Baseline: n=4 of 15 female faculty responses to staff survey 'Disagreed' that they had a clear sense of career pathway.</p> <p>n=3 of 13 female faculty responses to staff survey reported that role models were a factor in contributing to their career success.</p>	HoS, Associate Deans for Subject, Heads of Subject, SAT Career Development and Academic Staff work group	January 2020.	December 2024.	<p>2 additional female faculty completing the Aurora scheme (up to a total of 6 from the current number of 4).</p> <p>2 case studies for SPHPSS EDI website of female staff who have completed the Aurora programme and have used this experience to go on an successfully apply for and secure a promotion (or large grant, if that is what the leadership the successful leadership experience was).</p> <p>Targets in 2023 survey: 100% of female faculty 'Agree' that they have a clear sense of career pathway in staff survey.</p> <p>>50% female faculty responses to staff survey reporting that role models were a factor in contributing to their career success.</p> <p>>50% female faculty responses to staff survey</p>

		<p>n=4 of 13 female faculty responses to staff survey reported that coaching and mentoring was a factor in contributing to their career success.</p> <p>n=1 female faculty response to survey indicated that they did not apply for promotion because they were not encouraged to.</p> <p>n=7 of 14 female faculty reported that the 'Don't know' whether leadership is valued in the School.</p>				<p>reporting that coaching and mentoring was a factor in contributing to their career success.</p> <p>0% of female faculty report being not encouraged to apply for promotion.</p> <p>100% of female faculty reporting that leadership is valued in the School.</p> <p>New questions on perceptions about whether and how satisfied faculty are with how leadership opportunities are communicated to them will be included in next AS survey in 2023 to measure and set target.</p>
5.3.4	Review the existing mentoring scheme – currently available for early academics only - within the School and broaden it to include staff at all levels across all roles by October 2021.	Baseline: > One third of respondents to staff survey (F 37%, M 33%) reported that they felt a lack of mentoring/coaching/feedback	HoS, AD for Research Innovation and Impact, AD for Subjects, Heads of Subject, P4G Reviewers	January 2022	July 2022	<p>All staff will be offered mentoring by January 2022.</p> <p>Target: < 10% staff reported that a lack of mentoring/coaching/feedback inhibited their past career success (next AS Survey 2023).</p>

		inhibited their past career success				
5.3.5	In the next AS student survey, include a question asking students about the stage (i.e. year) they are currently at on their degree course.	Currently, there is no question on which stage students are in their degree in the AS survey used in UCD. Needed to explore career pathways in UG students. Baseline: ~55% of UG students agreed that clear information is given about career pathways.	AD for EDI, SAT Student Data Working Group, Director of the School Office, Senior Programme Administrators, Programme Administrators	Trial the question in the 2022 Student Experience Survey, and again in 2023	October 2023	Include question in next AS student survey (2023). Analyse results on career progression by stage. Target: UG students agree that clear information is given about career pathways to increase to 65%.
5.3.6	Conduct a focus group meeting with members of the School PGR Student Committee to facilitate a needs assessment specifically in the context of Doctoral Studies Panel Members roles.	Baseline: ~55% (F 67%, M 44%) of PGR survey respondents agreed that clear information is given about career pathways.	AD for PGR Education, AD for EDI, PGR Administrator, SAT Career Development Working Group	June 2021	Three years of review data will be available from June 2024	By September 2022, specified training, development, and careers role for a member of the Doctoral Studies Panel for all new entrants to the School PGR Programme. The effect of this action will be assessed through the student survey question which asks PGR students if they have received clear information and guidance about career aspirations and future directions. A

						baseline for these data will be established in the survey results from June 2021.
5.3.7	<p>To increase both overall grant capture in SPHPSS and grant capture by female members of faculty, the School will:</p> <p>a) Develop and launch and internal grant review system – similar to the peer review panel of ‘critical friends’ for promotions applications – to ensure that grant applications being led by early career staff have senior-level academic support and feedback prior to submission.</p> <p>b) Promote the inclusion of early-career female faculty on grant applications by professor and full professor grade staff – i.e., to improve participation and to increase understanding of the grant writing process.</p> <p>c) Integrate grant planning and</p>	Lack of success attracting funding was mentioned as being a factor inhibiting their past career success	AD for Research Innovation and Impact	With research seminar series, interdisciplinary research groups, and mentoring initiatives to come first, the most feasible start date for these specific activities is January 2023.	December 2024	<p>Review data on grant submissions and capture (2019 to 2023) by gender in 2024.</p> <p>Sub targets</p> <p>a) Internal grant review panel set up in School by June 2023;</p> <p>b) 1 female Co-I per grant submitted by December 2024;</p> <p>c) Inclusion of grant planning targets in P4G for academic staff by June 2024</p> <p>d) and e) available bank of successful grant proposals developed by December 2024.</p> <p>Evaluate the usefulness of the newly-introduced grants support system using a focus group of academic staff in 2024.</p>

	<p>submission targets within annual P4G development plans</p> <p>d) Identify proposals at different grant levels (small, investigator-led, collaborator grants) and successful grant awardees willing to sharing their successful proposal;</p> <p>e) Create a bank of successful proposals, ensuring gender representation, applications with difference career trajectories, and caring responsibilities.</p>					
5.3.8	<p>Integrate 'brown bag' style meetings within the terms of reference for and activities run by School-wide interdisciplinary working groups. Pilot the 'brown bag' approach as a model for bringing together the interdisciplinary working groups.</p>	<p>There is scope for a forum to be developed within which staff can present to peers about a grant application that is in progress</p>	<p>ADs for Research Innovation and Impact, PGR Education, and EDI</p>	<p>September 2021</p>	<p>January 2022</p>	<p>Pilot of three 'Brown Bag' style meetings across a minimum of two interdisciplinary workgroups.</p> <p>Findings presenting at the School Town Hall meeting in Summer (May 2022) and Winter (December 2022)</p>
5.3.9	<p>Develop a financial case and funding plan for a part-time grant</p>	<p>Whilst UCD Research have a dedicated team who provide</p>	<p>AD for RII in association with HoS</p>	<p>January 2020</p>	<p>In line with School and College-level budget</p>	<p>Proposal for a part-time grant administrator within SPHPSS to be proposed</p>

	administrator within SPHPSS.	excellent support during the proposal preparation stage, the findings of the staff focus group indicated that the workload of academics is a major barrier to writing and managing grants.			March 2022	during College budget negotiations in March 2022.
Flexible Working and Managing Career Breaks						
5.5.1	Promote newest version (2019) of Maternity, Adoptive, and Paternity Leave Policies and the Support for Employees Taking Family Related Leave (2019) to all staff.	The AS process provide the School an opportunity to provide awareness about these new guidelines. Baseline awareness of maternity leave: F 53%, M 37%. Baseline awareness of adoptive leave: F 38%, M 19%.	AD for EDI, Director of the School Office	March 2021	Completed May 2021 (requires annual review and updating)	The effect of this action will be staff through the student survey question which asks about awareness of these leave policies. Targets: Target awareness of maternity leave: 70%, neither gender below 50%. Target awareness of adoptive leave: 50%, neither gender below 40%.
5.5.2	Invite CHAS HR Partner to present to a whole-School forum on updates and changes that have been made to the Maternity, Adoptive, and Paternity Leave Policies. Update SPHPSS EDI Webpage with Family Related Leave	The AS process provide the School an opportunity to provide awareness updates about changes in these policies	AD for EDI	September 2021	December 2021	Have HR Partner presented updates and changes made to Maternity, Adoptive, and Paternity Leave Policies to whole School forum by December 2021

	Policies and Supports and launch at whole-school forum.					
5.5.3	In conjunction with 5.5.1 and 5.5.2, communicate clearly to all staff the duty of line management in respect of adhering to the Maternity, Adoptive, and Paternity Leave Policies, and promote familiarisation.	<p>The AS process provide the School an opportunity to provide awareness updates about changes in these policies.</p> <p>Baseline awareness of policy:</p> <ul style="list-style-type: none"> - Maternity (F 53%, M 40%) - Adoptive (F 31%, M 20%) - Parental (F 38%, M 33%) - Paternity (F 28%, M 53%) - Carer's (F 16%, M 27%) 	HoS, Director of School Office, Heads of Subjects	September 2021	December 2021	<p>By May 2021, have communicated clearly to all staff the duty of line management in respect of adhering to the Maternity, Adoptive, and Paternity Leave Policies, and promote familiarisation.</p> <p>Target awareness of policy:</p> <ul style="list-style-type: none"> - Maternity (F 70%, M 50%) - Adoptive (F 50%, M 50%) - Parental (F 50%, M 50%) - Paternity (F 50%, M 50%) - Carer's (F 50%, M 50%) <p>Related targets:</p> <p>0 staff reporting having experienced difficulties taking family-related leave in the staff survey (2023).</p> <p>100% of staff report having a positive experience whilst taking family-related leave in the staff survey (2023)</p>
5.5.4	Incorporate a link to UCD EDI's Parents' Page in the Staff Induction Welcome	To make new staff aware of the UCD	AD for EDI, EDI Committee	May 2021	June 2021	Include in Induction pack by June 2021

	Pack for new staff and students	EDI's parents support				
5.5.5	SPHPSS will ensure maternity/adoption cover for staff is in advance, along with a formal handover in the week prior to the scheduled leave date.	The SAT identified a need to formalise the School processes around family related leave to ensure equity and a transparent process	HoS, Director of School Office, Heads of Subjects, Senior Programme Administrators	March 2021	November 2024	For all staff who take maternity/adoption leave, cover for staff happened before scheduled leave date, along with a formal handover. Focus group of staff who have taken family-related leave in November 2024, to reflect on three years (absolute numbers will be very small on a year by year basis).
5.5.6	Where a due date is brought forward (for medical reasons), or where recruitment is delayed, SPHPSS will appoint a member of staff with interim responsibility for the role until the maternity cover is in place.	The SAT identified a need to formalise the School processes around family related leave to ensure equity and a transparent process	HoS, Director of School Office, Heads of Subjects, Senior Programme Administrators	SPHPSS has implemented this action from March 2021	November 2024	For all staff whose due date is brought forward or recruitment for maternity cover is delayed, a member of staff with interim responsibility for the role is appointed until cover is in place. Focus group of staff who have taken family-related leave in November 2024, to reflect on three years (absolute numbers will be very small on a year by year basis).
5.5.7	Where research supervision is concerned, SPHPSS, the Associate Dean for PGR Education,	Need to formalise the School processes around family related	AD for PGR Education, Research/Doctorial	March 2020	November 2024	For all academic staff who take maternity/adoption leave, interim academic

	subject-level Associate Deans, and Heads of Subject, will nominate an interim academic supervisor for PhD students to ensure that doctoral studies activities continue as planned.	leave to ensure equity and a transparent process	Studies Panels, PGR Administrator			supervisor for PhD students are nominated Focus group of staff who have taken family-related leave in November 2024, to reflect on three years (absolute numbers will be very small on a year by year basis).
5.5.8	Invited UCD CHAS HR Partner to brief SPHPSS managers and employees on the SEFRL	Update staff about new policies.	AD for EDI, SAT Co-chair	September 2021	December 2021	Have UCD CHAS HR Partner brief managers and employees on the SEFRL by December 2021
5.5.9	SPHPSS will ensure that the person responsible for maternity/adoption leave cover will put in place formal handover documentation which will serve as the primary resource for the member of staff returning from maternity leave.	Several APs will be put in place to formalise the School processes around family related leave to ensure equity and a transparent process and in line with the new guidelines.	HoS, Director of School Office, Heads of Subjects, Research PIs, Senior Programme Administrators	November 2019 (after initial AS submission)	June 2024	For all staff who take maternity/adoption leave, formal handover documentation has been put in place. Use staff survey Questions will be included in next AS survey in 2023 to measure set target. Targets: 0 staff reporting having experienced difficulties taking family-related leave in the staff survey (2023). 100% of staff report having a positive experience whilst taking family-related leave in the staff survey (2023)
5.5.10	SPHPSS will ensure that staff returning from	Several APs will be put in place to	HoS, Director of School Office,	November 2019	June 2024	All staff who take maternity/adoption leave,

	maternity/adoption leave have a formal meeting with their line manager within the first week of returning from leave to ensure that a full and appropriate handover of duties has occurred.	formalise the School processes around family related leave to ensure equity and a transparent process and in line with the new guidelines Baseline: 0 staff reported having experienced difficulties accessing flexible working arrangements in the staff survey.	Heads of Subjects, Research PIs, Senior Programme Administrators			have had a formal meeting within the first week of returning from leave. Questions will be included in next AS survey in 2024 to measure and set target. Targets: 0 staff reporting having experienced difficulties accessing flexible working arrangements in the staff survey (2023). 100% of staff report having a positive experience accessing flexible working arrangements in the staff survey (2023).
5.5.11	SPHPSS will ensure that staff returning from leave/career break are reengaged in the P4G process within 1 month, or a reasonable period thereafter (recognising the seasonal / cyclical nature of University work) to identify the supports that are required to enable their transition back into normal work.	Several APs will be put in place to formalise the School processes around family related leave to ensure equity and a transparent process and in line with the new guidelines	HoS, Director of School Office, Heads of Subjects, Research PIs, Senior Programme Administrators	Introduce for P4G process in June 2022.	June 2024	All staff who take maternity/adoption leave or career break, are reengaged in the P4G process within 1 month after returning from leave Questions will be included in next AS survey in 2024 to measure and set target.
5.5.12	As a part of AP 5.5.10, both line managers and P4G reviewers will conduct a skills audit and	Several APs will be put in place to formalise the School processes	HoS, Director of School Office, Heads of Subjects, Research PIs,	January 2022	June 2024	For all staff who take career break, a development plan is put in place within 1

	<p>training needs analysis to ensure that a plan is put in place for staff returning from a career break to engage with professional training in systems and processes that might have changed during their period of absence.</p> <p>As a part of AP 5.5.10, both line managers and P4G reviewers will conduct a skills audit and training needs analysis to ensure that a plan is put in place for staff returning from a career break to engage with professional training in systems and processes that might have changed during their period of absence.</p>	<p>around family related leave to ensure equity and a transparent process and in line with the new guidelines</p>	<p>Senior Programme Administrators</p>			<p>month after returning from leave. Questions will be included in next AS survey in 2024 to measure set target.</p>
<p>5.5.13</p>	<p>Promote staff engagement with the UCD Parental Buddy Programme</p> <p>a. Promote engagement by staff returning to work from maternity leave, so that they can access a 'Buddy'. This opportunity can be an item for discussion within the staff member's P4G meeting, for example.</p> <p>b. Promote engagement by staff who are</p>	<p>As these are new mechanisms, staff might not be aware of this</p>	<p>AD for EDI, EDI Committee, Director of the School Office</p>	<p>Since March 2021 in line with launch of SPHPSS EDI website and SPHPSS newsletter (in May)</p>	<p>June 2024</p>	<p>In next survey in 2023, awareness with Parental Buddy programme will be measured. Target: 75% of parents are aware of this Programme. In next survey in 2023, engagement with programme will be measured and target will be set.</p>

	already parents to contribute to the Programme as a 'Buddy'.					
5.5.14	Develop an information leaflet and distribute to all returning staff to highlight supports available across UCD and within SPHPSS (including parental leave rights, buddy system, breastfeeding facilities, and new (2019) HR guidelines).	Need to formalise School processes around family related leave to ensure equity and a transparent process and in line with the new guidelines. Baseline awareness of maternity leave: F 53%, M 37%.	AD for EDI, School Newsletter Team.	September 2021	January 2022, and awareness surveyed in June 2024.	Leaflet developed and distributed to all staff returning from family related leave. Leaflet to be developed from September 2021 for publication in the Q1 issue of the School Newsletter 'SPHPSS In Focus' Awareness measured through staff survey in 2023. Target awareness of maternity leave: 70%, neither gender below 50%.
5.5.15	Review the operationalisation of the policy and guidelines with staff returning from family related leave. a) Survey SPHPSS employees on awareness and accessibility to SEFRL. b) Hold a focus group with employees returning from maternity, adoptive and carers leave on	APs 5.5.8 to 5.5.14 represent the embedding of new policies within SPHPSS. This requires intermittent review and timely action, where necessary. Baseline: Average awareness of difference UCD	AD for EDI, HoS, Director of School Office, Senior Programme Administrators	September 2023	January 2024	New questions on awareness and accessibility to SEFRL will be included in next AS survey in 2023 to measure and set target. Target: Awareness of SEFRL in AS survey 2023 of 50% Ascertain perceptions from employees about their experience during maternity, adoptive and

	their experience of SPHPSS family related leave supports.	policies in staff survey was 42% (F 41%, M 42%)				carers leave. Analyse focus group data and set targets.
5.5.16	Incorporate information about flexible working options and arrangements available to staff in UCD in the Staff Induction Welcome Pack. In particular, link new staff into UCD's Benefits for Faculty and Staff Worklife Balance webpage.	To make new staff aware of the flexible working options and arrangements available to staff in UCD. Baseline: 0 staff reporting having experienced difficulties accessing flexible working arrangements in the staff survey.	Director of School Office, Senior Programme Administrators	May 2021	July 2021, Reviewed thereafter in 2024 in AS survey	Include in Induction pack by September 2021. Target: 0 staff reporting having experienced difficulties accessing flexible working arrangements in the staff survey.
Organisation and Culture						
5.6.1	Recruit new members to the Social Events committee (F 60%, M 40%) and develop School initiatives to bring people together periodically to foster engagement and collegiality.	School staff are located in different buildings and the School is made up of a number of different disciplines. This affects shared culture within SPHPSS. Baseline:	AD for EDI, HoS, Director of the School Office	September 2021	May 2022	Recruit 3 females and 2 males to the Social Events committee (established as a new subcomponent of the broader EDI committee) Targets: 5 new members, 3 female (60%), 2 male (40%). Increase reports of occasional (~90%) and regular (~10%) of social and

		75% (F 72%, M 82%) of staff reported that the School has occasional social and networking events				networking events in the staff survey.
5.6.2	To better reflect the representation of male and female staff and postgraduate students in SPHPSS, by March 2022, the PGR Education, EDI, and Newsletter Committees will collaborate to recruit 1 more male PhD student to the School Newsletter. This will result in a 33% male representation on the School Newsletter Committee, which is broadly in line with the proportions of male and female staff (33%) and postgraduate students (36%) in SPHPSS.	SAT need to establish greater gender balance on the committee membership. There is 1 female and 1 male faculty supervising these activities, but there is currently only 1 male and 4 female PhD students signed up to work on the newsletter itself.	AD for EDI, EDI Committee, AD for PGR Education, School Newsletter Team	January 2022, once new recruitment of PhD cohort (September 2021) have had time to settle into the School.	March 2022	This will result in a 33% male representation on the School Newsletter Committee, which is broadly in line with the proportions of male and female staff (33%) and postgraduate students (36%) in SPHPSS.
5.6.3	PGR Student Committee to establish monthly coffee morning meetings to bring together PGR students from across different subjects and building of SPHPSS and to create a forum through which they can provide	To continue to build rapport among the cohort of PGR students across the School, whilst also supporting them to prepare for upcoming	Associate Dean for PGR Education, Chair of Student PGR Committee, PGR Administrator, AD for EDI	Started in January 2021	June 2024.	Annual Report of same at School Townhall Meetings by AD for PGR Education. Target: 0% of students disagree that SPHPSS is a supportive place to study.



	peer support for submissions and presentations.	submissions and or presentations. Baseline: n=1 (5%) PGR student disagreed that SPHPSS was a supportive place to study.				New questions on specific support for presentations will be included in next AS survey in 2023 to measure and set target.
5.6.4	Prepare introductory materials regarding HR policies to be included in staff Induction packs by September 2021.	Link to HR policies included in current Induction pack, but EDI policies not specifically mentioned. High degree of variability in staff awareness of HR policy. Baseline awareness of policy: - Equal Opportunities (F 56%, M 67%) - Dignity and Respect (F 69%, M 80%) - Gender Identity and Expression (F 34%, M 33%)	Director of the School Office, , Senior Programme Administrators	Started in January 2021	September 2021	By September 2021 - HR policies included in Induction materials - Links to HR policies published on UCD EDI An announcement about these materials will be published in the School Newsletter in Q1 2022 and links will be made on the School EDI Website from September 2021. Target awareness of policy: - Equal Opportunities (F 100%, M 100%) - Dignity and Respect (F 100%, M 100%) - Gender Identity and Expression (F 50%, M 50%) - Core Meeting Hours (F 100%, M 100%) - Maternity (F 70%, M 50%)

		<ul style="list-style-type: none"> - Core Meeting Hours (F 41%, M 33%) - Maternity (F 53%, M 40%) - Adoptive (F 31%, M 20%) - Parental (F 38%, M 33%) - Paternity (F 28%, M 53%) - Carer's (F 16%, M 27%) 				<ul style="list-style-type: none"> - Adoptive (F 50%, M 50%) - Parental (F 50%, M 50%) - Paternity (F 50%, M 50%) - Carer's (F 50%, M 50%)
5.6.5	Conduct an annual audit to ensure proportional representation of males and females on all School committees. Proportional representation will reflect the proportions of males and females at the time of audit (i.e. a minimum of 33% males within SPHPSS).	Data related to gender proportions on committees is not tracked.	HoS, AD for EDI, EDI Committee members, Director of the School Office, Senior Programme Administrators	December 2021	June 2024.	Audit report produced for School EDI Committee and SEM and monitored annually. If proportional representation is not observed on any committee, recruitment efforts will be made to establish proportional representation (minimum F 65%, 35%).
5.6.6	Rotate: a) Associate Deanships and Committee Chairs every three years, also rotating gender representation of Deanship and Chair (if possible);	Associate Deanships are only held for a period of three years at a time.	HoS, PA to HoS, Director of the School Office	March 2020	Next change in April 2023 for Function Associate Deans. Changes in Heads of Subject varies by subject group.	Gender disaggregated data on rotation of these key School roles for reporting in AS resubmission in 2025.

	b) Head of Subject roles every five years.					
5.6.7	Circulate expression of interest among School faculty for the roles of Associate Dean and Head of Subject with 3 to 6 month lead time (to facilitate handover).	Associate Deanships are only held for a period of three years at a time. An appropriate lead-in time is needed to facilitate a smooth transition and to maximise the retention of institutional knowledge.	HoS, PA to HoS, Director of the School Office	March 2020	Next change in April 2023 for Function Associate Deans. Changes in Heads of Subject varies by subject group.	Gender disaggregated data for reporting in AS resubmission in 2025.
5.6.8	Collect gender disaggregated data on expressions of interest received for Associate Dean and Head of Subject roles to facilitate tracking over time and reporting in AS Bronze Award renewal in 2024.	Associate Deanships are only held for a period of three years at a time. An appropriate lead-in time is needed to facilitate a smooth transition and to maximise the retention of institutional knowledge.	HoS, PA to HoS, Director of the School Office	March 2020	Next change in April 2023 for Function Associate Deans. Changes in Heads of Subject varies by subject group.	Gender disaggregated data for reporting in AS resubmission
5.6.9	Participation by staff on influential external committees – stratified by gender – will be monitored through the new Workload Allocation Model. Database of same	Influential committee memberships are not monitored or incorporated in Workload Allocation Model. There is	HoS, AD for Subjects, Heads of Subject	September 2021	March 2022	Target: Gender ratio of staff on influential committees in line with female:male (F 64%, M36%) ratio of staff by March 2023.

	will be collated at School level.	<p>inconsistent reporting of External Work and Consultancy across the School (i.e., through the appropriate InfoHub reporting channels).</p> <p>Baseline: Staff report spending ~20% of their time on influential committee memberships (no gender difference).</p>				New questions on specific support for influential committee memberships to be included in next AS survey in 2023 to measure and set target.
5.6.10	Engagement by staff in consultancy work – stratified by gender – will be monitored through the new Workload Allocation Model. Gender disaggregated database of same will be collated at School level.	<p>Currently influential committee memberships are not monitored. Not incorporated in current Workload Allocation Model.</p> <p>There is inconsistent reporting of External Work and Consultancy across the School (i.e., through the appropriate</p>	HoS, AD for Subjects, Heads of Subject	October 2021	December 2024	<p>Uptake of consultancy (i.e., ‘Devlin’) time to be monitored at School level. Devlin time to be incorporated in Workload Allocation Model from October 2021.</p> <p>Progress reported to SEM Three years of data to inform action planning in Athena SWAN resubmission in April 2025.</p>

		InfoHub reporting channels).				
5.6.11	Develop case studies of School-level faculty member's contribution to influential external committees, and showcase these on the School's EDI and Widening Participation webpage. Reports of same, where appropriate, will be published in the School Newsletter.	<p>Case studies can inspire colleagues to seek opportunities, which can facilitate career development and help to meet promotions criteria.</p> <p>Baseline: In the staff survey, only 32% (F 36%, or n=5 of 14, M 27%, or n=3 of 11) of staff 'Agreed' that the School values external influential committee work.</p> <p>In the staff survey, only 40% (F 33%, or n=5 of 15, M 50%, or n=5 of 10) of academic faculty reported being encouraged to undertake external influential committee work.</p>	AD for EDI, AD for RII, HoS, SEM Committee	January 2023	September 2023	<p>6 case studies – one from a male and one from a female from each of the School's 3 subject areas: Public Health, Physiotherapy and Sports Science</p> <p>Targets</p> <p>>60% of academic staff 'Agree' that the School values external influential committee work.</p> <p>>70% (F > 60%, M 80%) of academic faculty report being encouraged to undertake external influential committee work.</p> <p>>50% of academic staff report being encouraged to sit on professional society boards, panels for grant awarding bodies, and external international expert groups.</p>

		In the staff survey, only 25% (F 25%, or n=4 of 16, M 27%, or n=3 of 11) of academic faculty reported being encouraged to sit on professional society boards, panels for grant awarding bodies, and external international expert groups.				
 5.6.122	Redesign the existing School Workload Allocation Model by September 2021.	The School has an academic Workload Allocation Model that is out of date. It is currently not utilised by academic staff and is not monitored.	Workload Working Group, HoS, Heads of Subject, Director of the School Office	May 2021	Pilot from September 2021 Implement in January 2022	Working Group to be established (F 60%, M40%). New workload redesigned by January 2022. Gender considerations will be integrated when redesigning the Workload Allocation Model. Report on and review annually for any potential of gender inequalities.
 5.6.13	SPHPSS commit to no member of staff should coordinate more than 1.5 times the average module load within their given subject area. This will be implemented on a comply and explain basis. A	UCD advises that academic stat should teach approximately 4 modules per academic year. Several SPHPSS staff coordinate	HoS, AD for Subjects, Heads of Subject	September 2021	Reviewed annually. Three years of data collected for AS resubmission by June 2024	Staff coordinate 1.5 times the average module load. Target: Change in staff response to question in survey about the relationship between

	review of the impact of the introduction of this action across promotions, grant applications, and staff satisfaction will be carried out in January 2024.	over twice that figure. Baseline: All staff responses to the survey indicated ('strongly agree' or 'agree') that they are encouraged to pursue career progression activities but workload does not facilitate it.				academic progression and workload.
5.6.14	Include core meeting hours in the staff Induction Welcome Pack by June 2021	42% of academic staff, 36% of professional support and 27% of research staff are aware of core meeting hours. Only 4-8% of respondents said that meetings were occasionally scheduled to be within core meeting hours (nobody ticked 'never').	Director of the School Office, Senior Programme Administrators	June 2020	June 2021	As measured in next AS survey (2023): <2% of staff stating that School meetings are occasionally scheduled outside core hours Awareness of core meeting hours: -55% of academic staff -45% of professional support staff -35% of Research staff
5.6.15	Re-circulate core hours to all staff, research staff and PGR students on an annual basis.	42% of academic staff, 36% of professional support and 27% of	Director of the School Office, Senior Programme Administrators	January 2020 (circulated pre-COVID)	June and September 2021	As measured in next AS survey (2023): <2% of staff stating that School meetings are

		research staff are aware of core meeting hours. Only 4-8% of respondents said that meetings were occasionally scheduled to be within core meeting hours (nobody ticked 'never').			(Data collected about staff awareness for AS resubmission by June 2024).	occasionally scheduled outside core hours Awareness of core meeting hours: -55% of academic staff -45% of professional support staff -35% of Research staff Senior level buy-in success measure: HoS, SEM Committee, and Director of the School Office to advocate for the right to disconnect by including the following statement in their email signature: <i>"UCD is a global university that supports both flexible working and employees' right to disconnect. It is therefore possible that this email could reach you outside of your normal working hours. Please do not feel you have to read or respond until a time that is convenient for you."</i>
5.6.16	Review timing of meetings and social gatherings and change to more convenient timing. Part-time workers will be considered when	Currently meetings are done during lunch hour and social gatherings late in the afternoon.	HoS, AD for EDI, EDI Committee, SEM, Director of the School Office, Senior Programme Administrators	September 2021 Timelines align with AP 5.6.1 re: Social Events.	May 2022	Reviewed by May 2022

	reviewing the days and timing of meetings and social gatherings.					
5.6.17	Develop recommendations for organising School events (seminars, workshops and conferences) to promote and consider gender balance when inviting guest speakers and panellists by September 2022.	The School organises seminars, workshops and conferences of various levels of organisation each year. The School has no specific recommendations to promote a gender balance when it comes to speakers or discussion panels.	AD for EDI, EDI Committee	Started, December 2020	September 2022	Develop recommendations for organising School events (seminars, workshops and conferences) to promote and consider gender balance when inviting guest speakers and panellists by September 2021. Agree and communicate on gender balance for seminars, workshops and conferences. F 60%, M 40%. Collate data, review, and set new targets in AS resubmission in 2025.
5.6.18	Monitor gender balance of speakers and chairpersons of seminars and workshops organised by SPHPSS.	Gender balance of speakers and chairpersons currently not monitored	AD for EDI, EDI Committee, AD for RII	Started, December 2020	Three years of data available for AS renewal by January 2024.	Database of speakers at SPHPSS and analysis of gender balance compiled annually. If gender imbalance occurs, this will be reviewed and action taken.
5.6.19	Ensure gender balance for all images for each School subject during the upgrade of the SPHPSS website.	Website is currently undergoing redesign; up to now gender balance was never considered when designing the website, although	Website Work Group, EDI Committee, Heads of Subjects, Director of the School Office, Senior Programme Administrators	Started November 2019	Nearly Completed June 2021	At least 40% for each gender on ~SPHPSS website: -video research stories of PIs on website -pictorial representation of School structure & people in different roles on website Female role models will be highlighted.

		there is a higher proportion of females represented in the academic staff profiles				
5.6.20	Identify and showcase research, teaching, and outreach activities conducted by the School staff whose gender is underrepresented in their respective discipline. Publish these as case studies through the Schools School's EDI and Widening Participation webpage, and School Newsletter.	<p>Exemplars of faculty contribution to research, teaching, and outreach activities can serve to inspire colleagues to seek such opportunities, which can facilitate career development and help to meet promotions criteria.</p> <p>Baseline: Staff Only 4 (3 F, 1 M) of 24 (14 F, 10 M) staff responses in the survey 'Agreed' that the School values outreach activities.</p> <p>In the staff survey, n=14 staff reported they 'Don't know' or 'Neither Agree</p>	AD for EDI, EDI Committee, Website Work Group, School Newsletter Team, SAT Career Development and Academic Staff Work Group	January 2022	December 2023	<p>18 mini case (250 word) reports – one from a male and one from a female from each of the School's 3 subject areas (Public Health, Physiotherapy and Sports Science) showcasing excellence in either research, teaching, or outreach.</p> <p>Targets: Achieve 0% of staff reporting they 'Don't know' or 'Neither Agree not Disagree' whether the School values outreach activities in the staff survey (2023).</p> <p>100% of staff agree that the School values outreach activities in the staff survey (2023).</p> <p>Monitor student awareness of role models in next AS survey in 2023. Target 90% of students agree that</p>

		not Disagree' about whether the School values outreach activities. Student awareness of underrepresented gender role models in the School (F 77%, M 80%)				School has strong role models.
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