

## Revised Gender Equality Action Plan

No	Action Blue shading = new action Grey shading = action underway	Further details	Timeframe	Responsibility – A (Accountable) I (Implementation)	Success Measure
<b>2. DESCRIPTION OF THE DEPARTMENT &amp; 3. THE SELF-ASSESSMENT PROCESS</b>					
1.1	Actively contribute to AS at a university and national level by facilitating data and knowledge sharing across similar Schools to improve the benchmarking details, and by reviewing other AS application in Schools of Social Sciences or similar disciplines.	Offer to review at least one other UCD School's AS application per year.  Share benchmarking data from UCD SoP with other Schools of Psychology in Ireland.	Start: Q3 2021 and review Q3 annually	EDI Director (A) EDIP Committee (I)	One AS application form reviewed by end of each academic year.  UCD SoP benchmarking data available on EDI website in our AS report.
1.2	SoP EDIP Committee membership annual review in order to obtain appropriate representation from across the School including UG, PGT and PGR representatives.	Current EDIP Committee has significant junior faculty and PGR but does not have PGT representative. EDIP Committee membership needs to include a broad range of individuals from all grades of faculty, staff, students including both males and females. Membership will be reviewed on an annual basis, with calls of expression for vacancies.	Already started in September 2020 and will review in Q3 2023	EDI Director (A/I)	EDIP Committee membership will include someone from each faculty grade, staff, UG, PGT and PGR with gender balance that is representative of the SoP at the start of every academic year.
1.3	Include EDI/Athena SWAN as a standing item on the SoP Staff and Executive Committee agendas.	EDI has now been an agenda item for over 18 months and allows the EDIP committee to update the School and Executive Committee on issues and progress.	Already started in Sept 2019 and with review after 2 years in Q3 2021	HoS (A) School manager (I)	Updates on EDI/AS shared at meetings and minuted. EDI/AS represented in the minutes of > 80% of SoP Staff & Executive meetings by Q3 2021.

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1.4	EDIP will submit a workplan annually to the School, with allocation of an annual budget of €1000 to fund training and events to increase knowledge and expertise in EDI and keep up to date with new AS developments.	First EDIP workplan was submitted to SoP Executive Committee in Feb 2021 and Staff in Mar 2021 including funding request for research on under-representation of males in Psychology in Ireland; visual EDI initiatives in SoP renovation; de-colonialising curriculum review.	Workplans will be submitted annually in Q1	EDI Director (A) EDIP Committee (I)	Annual workplans submitted to SoP for 2021-2024. One EDI training event One funded research project per year.
1.5	Organise regular EDIP committee meetings (bi-monthly) for updates and to monitor the implementation of the Gender Equality Action Plan.	Meeting dates have been set for the EDIP committee for 2022. Each meeting will include a review of GEAP actions for that quarter and progress towards targets.	Started Sep 2020 with bimonthly meetings thereafter and annual reports Q4	EDI Director (A) EDIP Committee for subcomponents of GEAP (I)	Bimonthly meetings will be held with agenda and minutes circulated to EDIP committee. Annual report on EDIP activities will be submitted to SoP Staff and Executive Committees.
1.6	AS and EDI to be written into the SoP's strategic plans.	SoP School Strategy Plan has been submitted for 2020-24 and includes Athena SWAN.  EDI values have also already been included in our revised SoP Research Strategy.	Started in School Strategy Plan Q3 2020 and reviewed in Q3 2024 School Research Strategy Q4 2020 Will be revised in Q4 2024	EDI Director (A) HoS and Research Director (I)	AS will be included explicitly in the 2020-2024, then 2024-2028 School Strategy and the 2020-2024 then 2024-2028 Research Strategy.

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1.7	Highlight AS award (if received) in all media in order to raise the visibility of AS in SoP.	AS brand logo shows staff and students that we prioritise EDI.	Starting Q3 2021 or whenever Bronze award received and reviewed on the anniversary of receiving the award	EDI Director (A) Chief Technical Officer (I)	AS logo on all advertising materials for Programmes, job advertisements, and SoP website.
1.8	EDI Section on SoP website with branded AS logo to highlight EDI policies, advertise upcoming EDI events and provide links to other EDI initiatives inside and outside UCD.	To increase awareness of the work of the EDIP committee, as well as link to UCD initiatives. EDIP webpage has been created.	Starting Q4 2021 Update website bi-monthly after EDIP meetings with news and events	School manager (A) Technical officer (I)	Biannual staff and student survey in 2023 will include specific question regarding awareness of EDIP initiatives in SoP and aim to target for over 50% to report awareness of EDIP committee and their work.

**4.1 A PICTURE OF THE DEPARTMENT - STUDENT DATA**

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2.1	Full range of careers and leadership roles available to psychology graduates are highlighted at open day and careers events.	Greater awareness about the possible careers in psychology e.g. tech industry, consultancy, may help counteract the any misconceptions about psychology leading only to careers in therapeutic work. This will be examined in the bi-annual student surveys.	Starting with careers events in Q1 2022 and examining in the 2021 and 2023 biannual student surveys	EDI Director (A) School manager (I)	Increase in 20% of students, particularly males, reporting that they are aware of the careers available in psychology in survey.
2.2	Ensure balanced gender representation at undergraduate /postgraduate open days, careers and networking events, and update promotional materials and website in order to increase visibility of male role models.	Formal recording of staff attendance at these events will be conducted for the future. As we have a higher proportion of core female staff and a higher proportion of male PGR, Post doc and adjunct staff we will seek participation from all of these cohorts to avoid increased burden on male core staff.	Starting Q3 2021 and then review annually in Q3.	School manager (A/I)	Annual review of rotas for representation for careers events to include at least 30% males.
2.3	Research collaboration that explores reasons why males and other under-represented groups are not applying for undergraduate psychology programmes across Ireland.	Trinity College Dublin has initiated a research collaboration as part of their AS Bronze Award, which will involve surveys and focus groups with school aged children about their perceptions of studying psychology. UCD SoP has welcomed this opportunity and committed financial support.	Starting Q2 2021 and completed by Q3 2022	SoP UG Research Coordinator (A/I)	Research report with recommendations of initiatives to increase under-represented groups in undergraduate psychology.

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2.4	Monitor gender and number of students from diverse backgrounds who apply and are short-listed to alternative undergraduate routes and postgraduate programmes to address any issues in recruitment process and monitor drop-out and extended course duration rates.	For undergraduates and postgraduate taught programmes, this will be captured at university level. For postgraduate research, the MLitt/PhD director has developed a new centralised expression of interest form to capture gender and additional diversity information of potential applicants.	Starting Q4 2021 when data are available for 2020-21 cycle and then review in Q4 2022 and Q4 2023	School manager (A) in liaison with Programme administrators (I). MLitt/PhD Director (I)	Comparisons of three annual intakes will give sufficient data on whether is a need to develop initiatives to address problems with recruitment, drop-out and extended course duration. If issues are identified, further actions will be developed.
2.5	Review Doctorate in Clinical Psychology selection process in order to determine where there may be gender differences in the specific selection criteria e.g. academic qualifications, clinical experience etc.	Data are available for previous years shortlisting and interviews that breaks down the points awarded for each section for candidate. Further analysis of these scores will allow us to establish if there are any specific criteria where males have lower scores, which may lead to future actions.	Starting Q3 2021 with data from 2018-2021 cohorts. Report to be completed before next selection in Feb 2022.	EDI Director (A/I) Programme Administrator for DPsychSc	Report comparing females and males on all selection criteria at shortlisting and interview stages will be presented to DPsychSc course team, with actions developed if necessary.
2.6	Extend existing career modules to allow access for all undergraduate students and use these modules to present students with a gender-balanced representation of the profession.	31% of students disagreed that they were given clear advice on career paths. 49% were undecided which career to follow.	Starting Q3 2021 and review after first year Q2 2022	Head of T&L (A/I)	Reduction of 10% of students disagreeing they are given clear advice on career paths/ undecided on which career to follow in next student survey.

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2.7	Engage with UCD destination survey for completed PGT and PGR students and monitor where our PGT and PGR end up to inform planning of skills training and increase employability outside academia.	We need to equip our postgraduates with better employability skills as only 10% will go into academia. In order to do this, we need to know where they are going after their postgraduate in UCD SoP and will use a short survey. We will have good data to inform where our PGT & PGR are being employed and what skills they need.	Given that Covid is likely to affect outcomes this year, we will start Q2 2022 when students exit their PGT and PGR programmes and annually thereafter.	MLitt/PhD Director (A) Directors of Masters Programmes (I)	Response rate of 50% from students completing survey will be collated in an annual report. Gender disaggregated data will be analysed to understand if there are any disparities and actions developed accordingly.
2.8	Conduct undergraduate and postgraduate student SoP survey every two years.	The first AS student survey was conducted in Q1 2019 with 27% completion rate. Q1 was chosen as it gives time for new students to settle in. Future surveys will need increased recruitment including mentions in lectures as well as circular emails and social media.	Due to Covid - 19 pandemic, we decided to postpone the student survey to Q1 2022 and repeat Q1 2024	EDI Director (A) Student reps on EDIP Committee (I)	To increase student survey response rate to 40% in next survey, with gender ratio representative of the students in SoP.

4.2 A PICTURE OF THE DEPARTMENT – ACADEMIC AND RESEARCH STAFF DATA					
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3.1	Head of School role will rotate among Professors/Full Professors except in exceptional circumstances to ensure additional duties do not disadvantage those earlier in their career.	This is in line with UCD’s Head of School policy.	Next HoS appointment is Sep 2024	EDI Director (A) College Principal (I)	Next HoS will be at Professor level in 2024.
3.2	The School will increase the dedicated administration support for research and have sabbaticals for academics every 4 years.	This admin post will give priority to supporting research to those returning from leave or taking on additional senior roles to allow them to maintain an active research profile.	Temporary 0.5FTE administrator in post Q1 2021 with annual review with P4G of activities and priorities	HoS (A) SEA Research (I)	Senior Executive Administrator post to support research will be permanent within 3 years.  Sabbatical rota with sabbaticals every 4 years.
3.3	Faculty on temporary academic contracts will be supported to ensure maximum benefit to their career development.	They will be provided with career development advice, mentoring, reduced workloads in the first semester. Those on contracts of less than 12 months will be provided with a research start-up budget.	Started Q3 2020 and for all staff recruited in future	HoS (A/I)	In the survey, temporary staff will report having received Career development advice; Mentoring; Reduced workloads in first semester Research start-up budget.

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3.4	Identify and clearly communicate the resources postdoctoral researchers in SoP are entitled to (e.g., technical supports, inclusion in emails etc).	There is currently confusion /lack of transparency about what supports/resources are provided to postdoctoral researchers with only 55% reporting they know what is available.	Starting Q3 2021 and re assess in survey in 2022.	Head of Research, Impact & Innovation (A); Post doc supervisors (I)	90% postdoctoral researchers will report clarity on accessible resources in next staff survey (2022).
3.5	Set guidelines and definitions of hourly paid/contract research assistants/ interns and monitor for gender equality.	We have drafted a policy for hourly paid /temporary contract /short-term research assistants/ internships and difference between an intern and a research assistant. This policy will provide detail on expectations for staff when managing student interns or ad hoc research assistants with regards to issues such as payment, supervision, authorship.	Start Q3 2021 after policy is approved by SoP staff and Executive Review in Q3 2023 after two years of implementation	HoS (A) Supervisors of RAs and interns (I)	Over 50% of staff will report familiarity with the document in the staff survey. 80% of research assistants/interns will report following the guidelines with gender equality in all aspects of implementation.
3.6	Develop guidelines for awarding adjunct titles and actively invite more female staff to take up adjunct status.	There are less than 50% female adjunct staff, which is not representative of eligible psychology graduates, particularly qualified clinical psychologists. New guidelines were approved by the SoP Executive and Staff in Q4 2020.	Start Q1 2021 adjuncts are being proposed with the new guidelines. Review in Q4 2023	HoS (A/I)	Increase to 70% female adjunct staff to reflect available pool of potential psychologist adjuncts.



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3.7	Establish exit interviews with all staff including PD/ECRs and gender or other EDI related reasons will be monitored.	This was raised at the Staff consultation and is needed to allow us to examine level of staff satisfaction, needs and supports and barriers to career progression.	Started Q4 2020	Director of Faculty and Staff Development (A/I)	Exit interviews will be offered to all staff who leave SoP.
3.8	Conduct SoP staff survey every 2 years to measure the success of the Action Plan.	Staff survey response rate was 69% (80% F; 20% M).	Next staff survey Q1 2022 then Q1 2024	EDI Director (A/I)	Staff survey response to increase to 75% with gender ratio better reflecting the balance of the SoP (63% female; 37% male).

**5.1 KEY CAREER TRANSITION POINTS**

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4.1	Gender of assessment panels will be recorded and monitored to ensure that they have gender representation and we will offer both a male and female contact point for enquiries where possible.	We have been adhering to UCD recruitment guidelines on gender representation on panels but have never formally recorded this, so will do so for the future.	Started Q3 2020 and will be reviewed annually in Q3	HoS (A) School manager (I)	Annual record of assessment panel gender with gender representation on all SoP hiring panels.
4.2	Monitor hiring data and ensure recruitment materials encourage female and male applicants; EDI criteria in role description tailored to grade and EDI questions during interview.	We will include an EDI statement in all recruitment materials.	Starting in Q3 2021 and all future recruitment Review every Q3 with A4.1 data	HoS (A/I)	Annual review of materials and interviews along with A4.1 data, will show EDI statement in all recruitment materials and in role description, interview reports will indicate EDI questions asked.
4.3	Recruitment procedures to promote gender equality at all stages of the process and strategies to attract diverse talent .	Job description includes EDI statement, search committee to target under-represented gender, gender balanced selection and EDI experience assessed in shortlisting and interviews.	Post advertised Q1 2021 Shortlisting and interviews Q2 2021	HoS (A/I)	Full Professor and all subsequent recruitment to SoP will be recruited by gender balanced panel with gender conscious search strategy for diverse talent.

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4.4	Ensure all recruitment panels are provided with a 'SoP Equality, Diversity and Inclusion Statement for Recruitment Panels' and comply with UCD's Athena SWAN Action for gender balanced shortlists.	This is to raise consciousness for panel members regarding the range of diversity in the School, as an alternative to Unconscious Bias training, which has questionable success and therefore there has been a reluctance to adopt this approach in our School.	Starting in Q2 2021 and all future recruitment with review in Q2 2023	HoS (A) EDI Director (I)	Where gender-balance is > 25% at a grade, target for shortlist of at least 40% of under-represented gender. Where <25%, a stretch target will be set in collaboration with UCD EDI Unit.  Increase in diversity of new appointments with regard to males for junior academic posts, females for senior academic posts, and an increase in non-Irish hires. NB There will be very small numbers so not possible to set targets.
4.5	To develop and disseminate an induction pack in SoP for new staff to support in their roles, which also includes raising awareness of all EDI policies e.g. parental leave, career breaks, maternity leave and information for international staff who are relocating.	Feedback from staff in survey and consultation indicated we need an induction process to support new staff. This information will also be available for existing staff in the centralized Google Drive folder.	Start Q3 2021 with annual revisions.	Director of Faculty and Staff Development (A/I)	Google Drive folder of induction materials will be available to all staff. All new staff will report having access to this induction information in the Staff Survey and awareness of EDI policies.

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4.6	To develop a formal induction process in SoP with a schedule of meetings organized for new staff to support settling into their roles and regular opportunities to 'check-in' with HoS, with assignment of a 'buddy' from the staff team.	Staff consultation indicated that an extended period of orientation would be more helpful than and once-off induction and therefore several meetings may be required. Also a peer 'buddy' may be helpful for when staff need quick answers to practical questions.	Start Q3 2021 with annual revisions.	Director of Faculty and Staff Development (A/I)	All new staff will report having induction and 'check-in' meetings with 80% finding the induction 'useful;'/ 'very useful' in next staff survey. All new staff will report being allocated a 'buddy'.
4.7	To circulate annual breakdown of UCD promotions according to gender and level to ensure that staff have access to accurate information about university-wide promotion outcomes.	Only half of staff strongly agreed/agreed that people are promoted on their merits irrespective of gender.	Start of Q4 2021 or whenever next promotions report in available	Director of Faculty and Staff Development (A/I)	Increase to 70% of staff agreeing that people are promoted on their merits irrespective of gender in next staff survey.
4.8	Introduction of a) external mentoring, b) peer developmental annual review and c) promotions support fund, to achieve an increase in applications to Full Professor.	The leaky juncture in the female SoP pipeline is at the Professor-Full-Professor level. One of the main reasons people do not apply in a rolling promotions system is lack of both confidence and time, so this action is to facilitate preparation of promotion materials.	a) & b) Start Q3 2021 and review Q3 2022 c) Start Q3 2021 and review Q3 2024	HoS (A/I)	50% of Professors will have engaged in external mentoring and peer developmental review. Uptake of promotions support fund by Prof-Full Prof applicants. At least two applications to Full Professor in the next 3 years and a female Full Prof in the SoP by 2024.

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4.9	To raise awareness through P4G process for staff on fixed-term contracts that it is now possible for them to apply for promotion and have a discussion about when they will aim to submit an application.	Previously this was not possible and was the main reason cited in the staff survey for not applying for promotion.	Q2 2021 and each P4G cycle	Director of Faculty and Staff Development (A) P4G reviewers (I)	1-2 staff on fixed-term contracts will be promoted by 2024.
4.10	Introduce <i>SWAN for ALL</i> Career Development week in order to protect time for activities relating to promotion and development.	It is difficult to free-up time and prioritise applying for promotion or career development. This initiative is for all employees in the school including administrative staff and technicians, to allow training and development activities.	Started Q3 2020 and will be reviewed in Q4 2021 after first year, then again in Q4 2022	EDI (A) School Manager (I)	Staff will be surveyed about <i>SWAN for ALL</i> week 70% of staff will report having taken a <i>SWAN for ALL</i> week. 50% of staff will have used the week for preparing promotion materials or updating developmental workspace.

5.2 CAREER DEVELOPMENT & 5.3 FLEXIBLE WORKING AND MANAGING CAREER BREAKS					
No	Action Blue shading = new action Grey shading = action underway	Further Details	Timeframe	Responsibility – A (Accountable) I (Implementation)	Success Measure
5.1	Ensure all staff are aware of research, supervision, and technical training supports available to them and that this is included in the new Induction handbook as well as highlighted during P4G appraisals and mentoring.	Only 48% staff said they were encouraged to undertake training or CPD in the staff survey.	Start Q2 2021 P4G cycle and review in annual staff survey	Director of Faculty and Staff Development (A) P4G reviewers (I)	70% staff will report being encouraged to undertake training in next staff survey.  10% increase in uptake of UCD provided training.
5.2	Promote and monitor uptake of conference allowance and explore lack of uptake in next Staff Survey.	Only 60% of staff use their full conference allowance before COVID-19 pandemic. Travel is unlikely from Mar 2020-2022 so it will need to be reviewed again when restrictions have lifted.	Start Q2 2021 P4G cycle and review in next two annual staff surveys to allow for COVID-19		70% of staff will have used their conference allowance. Greater understanding of some of the reasons why some people do not use it from staff survey, and associated actions may be developed.

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5.3	Support applications to Women's leadership programmes to take positive action to address the under-representation of women in leadership positions in universities.	SoP will fund one place on the Aurora programme each year	Start Q4 2021 next Aurora intake and Q4 2022, Q4 2023	HoS (A) Director of Faculty and Staff Development (I)	One person from SoP will have attended the Aurora programme each year in 2022, 2023, 2024.
5.4	Include all staff in the P4G programme including temporary staff when it re-starts.	52% of staff believed they had career development opportunities and that temporary and professional staff often excluded.	Starting Q2 2021 in new P4G cycle and annually	HoS (A) P4G reviewers (I)	Both permanent staff and temporary staff (faculty and professional) will have received a P4G review Increase in staff survey to 75% believe they have career opportunities.
5.5	Improve and standardise mentoring opportunities across the SoP through the Cross-discipline mentoring arrangements including training of mentors and mentees through a formal training event.	Half of SoP currently report not having a mentor and mentoring/career advice was the most commonly desired resource to improve career development. 10 staff have already been trained as mentors and mentees.	Started Q1 2020	Director of Faculty and Staff Development (A/I)	60% of staff having mentors by 2024.

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5.6	Mentoring to be included as a contribution in the new SoP workload model.	Mentoring is not currently recognized and has been added to the list of 'invisible jobs' that will now be recorded.	Start Q2 2021 with first workload review and annually thereafter	Director of Faculty and Staff Development (A) Head of Teaching and Learning (I)	30% of staff will record having a mentoring role.
5.7	Implement the UCD Research Skill and Career Development Framework for post-doctoral researchers and all new faculty will be asked to enroll in UCD Newly Appointed Assistant Professor Development Programme.	Less than half staff agreed that early career employees are well supported in the school. We currently do not record the uptake of the programmes for early career so will do so in future.	Started Q3 2020 and going forwards for all new staff	HoS (A) Post-doctoral research supervisors (I)	100% of post-doctoral researchers will have a Skill and Career Development Framework 80% of Newly Appointed Assistant Professors will have attended the development programme (taking into account the annual cycles of these).
5.8	Increase places on the existing careers in Psychology module and provide clarity to students on how their modules relate to careers/employability through information in modules and on SoP website.	A third of students disagree that they are given clear career advice and information about career paths available.	Starting Q3 2021 for two academic years and then review	HoS (A) Head of T&L (I)	25% increase in places. Student survey will show 10% reduction in students disagreeing that they are given clear advice and information about career paths available.



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5.9	Introduce new procedures to support grant application, registration and management and evaluate impact of new SoP dedicated research admin support by monitoring grant income and perceptions of research support in staff survey.	Previously there has been no dedicated research support in the SoP and many grant proposals may not have been formally recorded. Improved monitoring with more accurate data will allow further analysis of possible gendered trends.	Started Q1 2021 with new post holder on 3 year temporary contract	HoS (A) Head of Research, Impact & Innovation (I) New research admin support post (I)	10% increase in grant income and positive perceptions of new SoP research support in staff survey (baseline to be established).
5.10	Formal and proactive assessment of workload for those one month prior to and returning from a career break/maternity leave/parental leave/sick leave/career break.	No additional teaching/admin duties to be given to person on return to work and accommodations will be made (e.g., half load of UG project students) for the first semester/year). Maternity cover contracts will be extended for one month after the return of staff member to allow for a formal handover.	Started Q2 2020 with a M/L in May, then another M/L October 2020. Next M/leave due April 2021.	HoS (A/I)	Staff members who took maternity leave will report reduction in duties prior to leave in the staff survey.
5.11	Monitor response to new leave/return-from-leave policy and seek recommendations from those who avail of it.	It will be important to ensure that the new system is agile and can respond to the needs of those who take the leave.	Start in Q2 2021	Director of EDI (A/I)	Staff survey will indicate that 80% of people who take leave felt supported.

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5.1 2	Guidelines on School's flexible working arrangements will be developed and disseminated for both academic and professional staff.	All staff have been working from home since March 2020 during the pandemic and this has demonstrated that much of our work can be conducted remotely. Before the pandemic, the majority of staff reported they did not avail of flexible working and half thought it was supported but not promoted.	Start development of local policy in Q3 2021 after UCD policy is launched and implement from Q4 2021 (if restrictions permit)	HoS (A) Director of EDI (I)	Guidelines will be available to all staff. There will be a 20% increase in staff reporting they avail of flexible working and 20% increase in those who think it is supported and promoted.
5.1 3	Formal acknowledgement on flexible working/email checking from Executive Committee.	Some staff feel pressure to continuously monitor emails. HoS has changed footer in emails and EDI Director presented UCD Out of Hours Email policy to Staff Meeting in March 2021.	Start Q2 2021 and going forwards	Director of EDI (A) Executive Committee (I)	Footer of at least 70% of executive committee will acknowledge out of hours email policy.

#### 5.4 ORGANISATION AND CULTURE

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6.1	Create a staff-student communication charter to improve communication in SoP.	21% of students reported they did not feel part of the school community. A communication charter developed with students will help them to specify how this can change and they will feel heard.	Start Q1 2021 with virtual townhalls; Charter developed for Q3 2021 Evaluation in Q2 2023.	HoS (A) Head of T&L (I) EDIP committee (I)	Staff student communication charter will be available for all students and staff. Reduction of 10% of students not feeling part of the school.
6.2	Integrate students into the SoP community by having male and female representation on committees where feasible.	We already have student representation on the EDIP committee and the Open Science committee, but will send out expressions of interest for other appropriate committees.	Start Q3 2021 start of new academic year	HoS (A) Committee chairs (I)	30% of SoP committees will have student representatives by 2024.
6.3	Introductory lectures to all incoming and existing SoP students on EDI policies, how to respectfully provide feedback to staff, and other EDI issues.	A significant minority of students felt they had (10%) or others had (17%) been treated unfavourably because of gender and 30% of students reported they were not sure they would be comfortable reporting being treated unfairly.	Start Q3 2021 for new intakes and existing cohorts	EDI Directors (A/I)	5% reduction of students reporting unfavourable treatment because of gender and 10% more students reporting confidence in reporting being treated unfairly.

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6.4	Ensure all staff are aware of university policies & training regarding EDI, including Dignity and Respect Policy.	Policy briefings are presented at each staff meeting with summaries and signposting for staff. All EDI policies will be available in the induction pack and SoP repository.	Started Q1 2021	EDI Directors (A/I)	10% increase in awareness of all policies in staff survey, and in particular 10% increase in staff reporting they know who to speak to if they have concerns about the School's culture and its impact.
6.5	Rota for Undergraduate Research Ethics Committee to ensure representation in line with School gender ratio.	The committee has 90% females, which is higher than the % females in the SoP	Starting Q4 2021 and review in Q4 2024	HoS (A) Chair of SoP Undergraduate Ethics Committee	Rota with 60-70% females; 30-40% males each year.
6.6	Monitor gender balance on all committees and in terms of roles on committees and allocate committee workload with a gender-conscious approach.	Previously no formal monitoring of gender balance but now there are calls for expressions of interest in committee membership and chairs will monitor for gender balance.	Starting Q3 2021	EDI Director (A) Committee Chairs (I)	60-70% females 30-40% males on all committees.

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6.7	Monitor newly launched workload model for gender bias with transparent procedures for dealing with concerns, and evaluate staff perceptions of its implementation.	Staff perceptions of the previous workload model indicated that there may be some gender biases with 72% agreeing and 22% (all female) disagreeing that workload was allocated irrespective of gender. A new workload model has been introduced in 2020/21 and will be evaluated for gender and actively rebalanced if discrepancies emerge.	Started Q3 2020 First data collection Q2 2021 and annually thereafter	HoS (A) Head of T&L (I)	Gender balance in all aspects of workload Increase of 10% more staff agreeing that people are asked to do the same duties irrespective of gender.
6.8	Hold SoP meetings and seminars within core hours and give 2 weeks notice for social activities.	All staff agreed meetings and seminars are held within core hours. Social activities immediately after work are convenient for most people, but those with caring responsibilities need to be able to make arrangements to allow them to attend.	Core hours started Q1 2018 and ongoing. Social activities will resume when Covid-19 restrictions allow	School manager (A/I)	90% of meetings/seminars are held in core hours and 85% social events give 2 weeks notice by Q4 2022.
6.9	Create more opportunities for informal gatherings within the SoP to promote collegiality and networking.	Renovation of the SoP has included a new kitchen and seating areas, when previously we had nowhere other than shared spaces in the building.	Started Q1 2020 but affected by Covid. To resume asap.	School manager (A) All staff (I)	Use of shared space in SoP for informal gatherings will be reported in staff surveys.

No	Action Blue shading = new action Grey shading = action underway	Further Detail	Timeframe	Responsibility – A (Accountable) I (Implementation)	Success Measure
6.10	Create proforma that contains EDI points for staff and visitors to school and ask them about their career story.	This will be collected to highlight stories of different pathways and difficulties encountered.	Start Q3 2022 and review in Q3 2025	EDI Committee (A/I)	Staff and visiting lecturers will complete EDI profiles about career stories.
6.11	Monitor and report annually on outreach activities in order to capture SoP's impact and ensure volunteers are not over-burdened.	We need to have a better way of measuring our impact by setting up a Googledrive database, including gender of staff involved.	Start Q3 2022 when outreach activities are likely to have resumed following the pandemic and review in Q3 2025	School Manager (A); Research administrator (I)	Annual report of outreach activities and new actions will be developed to enhance future outreach.