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.

1. AWARENESS AND ENGAGEMENT WITH AS

Action Point	Planned Action	Rationale	Start date	End date	Responsibility	Success Criteria and Outcome
1.1	The EDI officer will invite colleagues from University EDI to discuss the relationship between definitions of gender in humanities research and institutionalised frameworks such as AS and how they could be aligned to help address gendered challenges within the University	To progress institutional definitions of gender and address reservations among School researchers about current definitions and to bring to bear the School's expertise in Language and Communication.	March 2020	January 2023	EDI officer	Initiate dialogue with UCD EDI about definitions of gender. Draw up draft guidelines around how to address language and gender-sensitive issues.
1.2	Establish a strong link between our research, teaching, and engagement within the school from a gender-equality awareness point of view	Increase awareness and engagement with issues around gender-equality implementation school-wide	March 2020	January 2023	EDI officer, HS, T&L committee	Concepts of gender, identity and diversity form an integral part of a review of core modules in all programmes.

1.3	Regularly invite gender champions to inform SLCL staff on specific actions, such as how to make the curriculum more gender-aware e.g. theories about gender, balance of writers from various genders and ethnic backgrounds, promote critical assessment of material (language data or writing), discuss the impact of gender on language practices and culture	Stimulate fuller engagement with AS in SLCL	March 2020	January 2023	EDI officer, HS	Invite gender champions to School once a year and develop a framework for reviewing modules in terms of gender-equality awareness and gradually access modules at all levels starting with core modules in all subjects.
1.4	Regularly update webpage dedicated to AS and EDI for the implementation phase	Publicise SLCL's commitment to AS/EDI, highlighting the importance of gender equality and University policy in this area	March 2018	December 2020	SLCL web officer EDI officer	1. Monthly updating of webpage (to be logged). 2. Up-to-date representation of School's gender engagement measured through survey.
1.5	Apply through IRC and University at next funding calls for funded postdoctoral research project to investigate	Need for verifiable quantitative research data on reasons for low male take-up	October 2020	March 2023	HoS and SAT Chair with input from SH	Explore some of the reasons for declining numbers and feed into continuing recruitment and outreach efforts

						Increase male representation by 3% per year.
declining numbers of male students						

2. CAREER DEVELOPMENT AND PROGRESSION

Action Point	Planned Action	Rationale	Start date	End date	Responsibility	Success criteria and outcome
2.1	Conduct a School-wide review into our dependence upon hourly paid staff and adjust our hiring practices accordingly	As a School, we currently rely too much on hourly paid staff that are not postgraduate students or postdocs.	November 2020	November 2022	HoS, School Manager, HR	To achieve a clearer understanding of how the School deploys hourly paid staff and move away from long-term dependence on such contracts.
2.2	Adapt the UCD cascade model (for promotion targets) to reflect SLCL's gender composition	Further incentivise all colleagues and female colleagues in particular to apply for promotion.	September 2020	November 2021	EDI, HoS	Establish School-specific targets by adapting the University cascade model and establish reasonable timelines for fulfilling these targets.
2.3	1. HoS and other senior staff encourage staff	Increase number of applications for	May 2018	May 2023	1. HoS and senior staff	Ensure that women nurture their career objectives and

	who are ready to apply for promotion 2. Encourage colleagues to systematically focus on obtaining promotion-relevant achievements 3. Hold a yearly workshop on the framework for growth to increase knowledge of it and focus our actions	promotion amongst female colleagues			2. P4G reviewers EDI, SAT, HoS,	goals to enhance strategic career planning and increase (by up to 3% per year) the ratios of female staff and ECRs applying for promotion
2.4	Keep records of interview panel compositions (2016/17 breakdown was 64%F to 36% M. Target: 60%F to 40%M)	Monitor Review recruitment process to ensure for greater inclusivity	January 2020	November 2023	HoS, EDI, HR and SH	Attain gender-balanced panels and avoid/reduce unconscious bias in hiring
2.5	Critically review job specifications to ensure new positions adequately address EDI issues by highlighting the diversity present in the School and underscore its commitment to EDI	Ensure greater continuing awareness of EDI issues in shortlisting inclusivity in recruitment	May 2019	November 2022	HoS, EDI, HR and SH	Increase the number of ECR and male colleagues among SLCL staff in line with the cascade targets to be established.

2.6	Full implementation of EDI Hiring Guidelines in terms of unconscious bias training, panel composition	Complete hiring in accordance with EDI guidelines	January 2020	September 2022	HoS and School EDI officer, University EDI office, HR Hiring unit	Review gender-specific data related to hiring, i.e. panel composition, shortlisting and appointments on an annual basis.
2.7	Monitor the 'Newly Appointed Assistant Professor Pilot Development Programme' for Arts & Humanities	Establish more targeted in-College induction and training schemes	June 2020	June 2022	HoS, SLCL mentors, P4G team, RII officer	Issues to be addressed as they arise, and new colleagues integrated more quickly in SLCL culture so that they perform better. Ensure that by June 2021 all newly appointed Assistant Professor participate in the programme.
2.8	Advertise Aurora annual scheme more widely amongst female colleagues. (Success rate to-date: 1 per year over last 3 years)	Encourage Auroras to apply for leadership roles after training	April 2018	June 2022	HoS, P4G team of reviewers	Encourage eligible people to apply aiming for one application a year to enhance women's leadership capacities.
2.9	Encourage more members of staff to attend induction meeting at University level. Teaching buyout will be made available to facilitate this if necessary	Enhance staff's knowledge of structures and processes at University level	September 2020	September 2022	HoS, SH	80% of new members of staff to attend induction workshop offered by the University in the first trimester of their employment.

2.10	Encourage all staff members to participate in training and mentoring/networking activities offered by the University and the School to enhance understanding of University processes and staff satisfaction by recognising training in the new gender-aware workload model	Enable staff to take on leadership roles in the School/College/University.	January 2020	Deecember 2023	HoS, SH	Every staff member attends a minimum of one training or mentoring/networking event per year, brief discussion of experience of useful workshops at School Council. Add a section on training participation in the workload model.
2.11	Investigate how the Job Sizing Framework can be used to re-grade and promote staff in non-academic roles	Staff in non-academic roles have few opportunities for promotion	January 2020	June 2022	HoS, UCD HR	Head of School to attend workshop and HoS and SM to liaise with HR on documentation to be submitted.
2.12	Announce development opportunities to staff via P4G, SLCL Council, advertising of opportunities via email and develop a budget to support attendance at training events	Greater engagement with development activities among all staff	January 2020	September 2023	EDI, HoS	Encourage staff to attend 1 to 2 training initiatives a year.

2.13	Establish a way of monitoring grant applications in the School, discuss experiences with opportunities at School Council and include successful and unsuccessful applications in Workload Model, January 2020 to January 2023	Enhance number of funding proposals	October 2020	October 2021	RII Officer, HoS, SLCL mentors P4G team	Include items on grant applications in School Council agenda at least twice a year. Update the Workload Model in time for the next submission and discuss the monitoring of Grant Applications at Executive Meeting in January 2020.
2.14	Determine existing mobility schemes, National Govt of Ireland/Erasmus+ within SLCL and explore new ones, and actively encourage all staff and women with caring responsibilities to take part in short-term mobilities on a regular basis through dedicated schemes such as Erasmus +	Improve support for career progression	January 2020	November 2023	SAT, HoS, SLCL and College Global Engagement officers	The Global Engagement Officer will present Case Studies about Erasmus mobility highlighting career enhancing effects, work involved, benefits and processes on how to obtain funding at School Council once a year. Enhance the international networking of the School/ Develop international collaborative grant applications in relation to career planning. Integrate mobility into the workload model to incentivise staff participation gradually

						towards one mobility over a four-year cycle for 80% of staff members.
2.15	Roll out and monitor a teaching/admin-free trimester following maternity leave (initial SLCL-pilot leading to University-wide scheme). Investigate models at other Athena Swan holders, whereby paid and unpaid maternity leave = one year of research leave	Stimulate research activity following maternity leave	January 2020	November 2021	UMT, EDI, SAT	Aid research progression of returning mothers and ensure they are not disadvantaged on return to work
2.16	Consider further supports for parents following monitoring of the parents' buddy programme	Support new parents with structured programmes of help	November 2020	July 2022	EDI	Assist new parents to ensure that they are not disadvantaged on returning to work.
2.17	Investigate other institutions where job sharing is available to academic staff and what models are employed (trimester-long or year-long) and trial job-	Make job sharing available to academic staff	January 2020	November 2020	SAT	More inclusive HR and staffing policy, recognition of half-time academics (for professional or personal reasons) and diversity benefits

	sharing within SLCL when opportunity arises				

3. STUDENT RECRUITMENT AND MARKETING

Action Point	Planned Action	Rationale	Start date	End date	Responsibility	Success Criteria and Outcomes
3.1	Undertake data collection and analysis of experience of all students and distribution of students across majors.	Identify the number of students who come to SLCL via Access route	November 2020	November 2023	SAT in collaboration with Access Centre and CAH Widening participation committee	First annual report to be published in November 2020 with actions, setting targets to address under-representation of minority groups and better meet their needs.
3.2	Introduce questionnaire addressed to 1st and 2nd year students to elicit their views, and understand the reasons for their registrations (1st year) and for the selection of joint major subjects (2nd year)	Enhance knowledge of student composition and choices of subjects by gender	January 2020	September 2023	T&L officer, SLCL office, HoS	Synthesise student data collected in April 2019 in order to help curriculum development and tailor school visits and workshops. Host focus group with first and second year male students in Spring 2020.

3.3	Monitor BAIML numbers by gender	Understand reasons for higher enrolment of male students in 2017-18	September 2020	September 2023	BAIML programme coordinators	Increase gender diversity of the BAIML towards a 60%F / 40% M split.
3.4	Work closely with secondary schools (visits/workshops) and through organisations such as inspiringthefuture.ie to encourage the taking of languages at school and to promote awareness of varied career options related to the BA degrees offered by SLCL	Highlight the career-enhancing opportunities of languages/linguistics degrees	April 2020	November 2023	BA College officers, SLCL office, SLCL academic staff	Improve the marketing of our programmes by emphasising job prospects.
3.5	Get involved in college strategy for greater awareness of job opportunities for Arts & Humanities graduates	Highlight career options	September 2018	November 2022	SLCL office	Introduce talks by Alumni of differing genders once per year.
3.6	Review all aspects of the curriculum (including assessment, teaching methods, topics taught) via focus groups and	Examine possible reasons for female/male imbalance and performance	May 2020	November 2023	T&L and EDI officer, SLCL academic staff	Consult with students about assessment, teaching methods and topics, etc. following revision of the curriculum via a survey taking

	surveys on their effectiveness with students of differing genders to gauge whether these aspects can make a difference to a student's performance in a gendered way (see A.P: 1.3)					student gender into account. Assess whether the revisions address the concerns and needs of all genders.
3.7	Develop marketing, recruitment and funding strategies to systematically diversify the community of PhD students in terms of social background, gender identity, ethnic and racial background balanced across subject areas	Increase number of PhD students	April 2020	November 2023	Postgraduate & RII Officer, SLCL academic staff	Create new marketing material (videos and poster) that specifically highlight the aspects of diversity in our MA programmes.
3.8	Improve promotional material and website to reflect the importance of languages and intercultural competence for many careers	Improvement of marketing visibility to recruit a more gender-balanced student cohort.	January 2020	November 2023	SLCL office, SLCL academic staff	Ensure gender balance in promotional material (50% female, 50% male).

3.9	Increase the recruitment drive for more male and under-represented groups as undergraduates from specific secondary schools and offer more targeted recruitment activities	Address the female/ male imbalance and performance in SLCL undergraduate population	June 2020	November 2023	T&L officer and EDI officer, SLCL academic staff	Increase by an annual target of 2% the number of male undergraduate students who select linguistics or a language as an academic subject.
3.10	Showcase male alumni by inviting them to talk to current and prospective students at student society gatherings, at Higher Options events and Open Days	Address the female/ male imbalance and performance in SLCLs undergraduate population	June 2020	November 2023	T&L officer and EDI officer, SLCL academic staff	Introduce talks by Alumni of differing genders once per year **(see AP 3.15)**
3.11	Produce self-guided information packages for each of our subjects to be sent to guidance and career counsellors at secondary schools in Ireland	Improve visibility of our male and female academic staff and our areas of study	April 2020	March 2023	SLCL Outreach Committee, SLCL academic staff, Educational Technologist	1.) Production of publicity material for at least three subjects. 2.) Dissemination of publicity material to ten secondary schools and on the SLCL Media Portal. 3.) Monitor web traffic

3.12	Introduce questionnaire addressed to all prospective MAs, PhDs and Post-Doc applicants, to investigate gender balance	Improve the availability of data regarding postgraduate students and address the female/male imbalance and performance in SLCL postgraduate population.	November 2020	November 2022	SAT, SLCL office	Monitor MA student numbers and aim to get 70% F/30% M in the first year 60%F/40% M in the second year
3.13	Enhance postgraduate student experience and increase recruitment and retention of PhD students	Enhance diversity and increase number of PhD students	September 2020	September 2023	Postgraduate officer & SLCL academic staff	Develop baselines for student participation and satisfaction, review postgraduate survey and optimal times for administering it
3.14	Raise awareness of postgraduate procedures through dedicated documents in shared SLCL drive and annual presentations to the students and supervisors	Enhance engagement with postgraduate programmes	September 2018	December 2023	Postgraduate officer, SLCL office	Update postgraduate procedures and documents in SLCL Handbook at the beginning of each academic year.
3.15	Explore career opportunities for students and promote initiatives to current and	Increase the employability of our students and increase interest in	April 2020	November 2023	SLCL office, SLCL academic staff	Continue to raise numbers of students participating in the second-year Alumni Mentoring Programme.

	prospective students through dedicated activities	the degree while redressing the gender balance.				Make opportunities available to students to participate in work relevant activities as part of their studies (internships, study trips). Introduce talks by Alumni of differing genders once per year.
3.16	Monitor yearly schedule for fixed School outreach activities to ensure rotation and gender-balance in participation. Currently 82% F/18% M	Increase more equitable participation in outreach activities	April 2020	June 2023	HoS, SLCL Office	Greater diversity of staff participation to expose prospective students to a more balanced staff cohort from a gender perspective. Target: 70% F/ 30% M
3.17	Incentivise participation in outreach activities by including outreach in the workload model	Increase gender-balanced participation in outreach activities	April 2020	August 2020	HoS, SLCL Office,	Improved gender balance in outreach activities (70% F, 30% M)
3.18	Increase applications of male students by engaging more male role models in recruitment events	Greater male representation could attract more male students	June 2020	November 2022	EDI officer and SAT	Ensure 50% F/ 50% M representation at recruitment events.

4. EQUALITY, DIVERSITY AND INCLUSION (EDI) CULTURE

Action Point	Planned Action	Rationale	Start date	End date	Responsibility	Success criteria and outcome
4.1	Organise an annual induction session on EDI, for staff members at all levels to increase staff awareness of the UCD EDI agenda and staff satisfaction	Enhance information about EDI unit and changes in policies	January 2020	June 2022	SLCL office, SLCL & EDI officer	EDI-centric event to be held once per academic year starting in 2019/20 and review of relevance by survey at the end of the academic year.
4.2	Communication with new staff members about EDI and outreach opportunities in the School	Familiarize new staff members with EDI unit and policies	January 2020	June 2022	SLCL office, EDI officer	Email new staff regarding EDI and outreach within 3 months of contract start date
4.3	Address low levels of satisfaction with work-life balance among female members of staff	79% of women report in the School survey that they are unhappy their current work-life balance.	January 2020	December 2020	EDI officer	Institute a reading week in Trimester 1. Monitor staffing at outreach events. Introduce email guidelines for staff. Review outcomes of workload model. Workshop, facilitated by an external person, to address the issue of work/life balance. Promote flexible

						working hours via Handbook, during the first School Council of the Academic Term. Increase (by up to 10%) staff satisfaction with work/life balance on next staff survey.
4.4	Raise awareness of HR policies and inform staff about new policies	Increase staff awareness of current policies for maternity, paternity, shared parental, adoption leave and career breaks, supports and procedures	August 2019	December 2020	EDI officer, SLCL office	1. Promote the use of the Handbook which outline policies, procedure and supports concerning maternity, paternity, shared parental, adoption leave, and career breaks at School Councils and in discussions about these matters. 2. Inform staff about updates to current policies promoting equality and inclusivity (e.g. of LGBTQ+ community) 3. Monitor awareness of HR policies in next staff survey.
4.5	Introduce a biennial review to check that EDI policies and practices are	Regular review of policies and practices related to	January 2020	December 2022	EDI officer	Biennial review and oversight of EDI policies and practices to ensure gender equality

	consistent and up-to-date and increase awareness that staffing options are available for returning staff by inclusion in short handbook	gender equality issues, specifically staff who are in transition from part-time back to full-time work after career breaks				
4.6	Make staff aware of the safe space to confidentially report any concerns about unfair treatment, discrimination, complaints regarding Dignity and Respect	School survey reported uncertainty over procedures concerning discrimination, complaints regarding Dignity and Respect.	January 2020	January 2021	EDI officer, School Office	The School will highlight the existence of the School's EDI officer and the Dignity and Respect contact person as well as their responsibilities on the SLCL website. School EDI Officer to report at School Councils and to organize workshops on specific aspects, such as the UCD Dignity and Respect policy, including developing guidelines for respectful communication.
4.7	Establishment of a SLCL EDI committee, chaired by SLCL EDI officer	Record and investigation of any complaint	September 2019	June 2022	EDI officer, HoS	1. Call for members of committee by December 2019 2. First meeting of committee by January 2020

| 4.8 | Organise a workshop, to be facilitated by an external person, on communicating EDI culture in SLCL | Increase communication strategies about EDI in SLCL | April 2020 | April 2021 | SLCL office, EDI officer | First workshop to be held in 2020 with scope to hold further workshops |

5. SLCL AND INSTITUTION COMMUNICATION AND ORGANISATION

Action Plan	Planned Action	Rationale	Start date	End date	Responsibility	Success Criteria and Outcome
5.1	Promote staff profiles on School website to attract applications from research students	Enhance information regarding staff research, which would take staff gender and career stage into account	January 2020	December 2022	RII officer, Educational technologist, SLCL Office,	Upload 5 Research Profiles to the SLCL Media Portal per year and link to SLCL website
5.2	Recruitment of a senior member of staff as Deputy HoS, on the basis of gender distribution of roles	Improve gender balance in SLCL governance and workload of the HoS	January 2020	December 2022	HoS, SC	Deputy HoS appointed by December 2022

5.3	Considering and discussing the addition of a non-European language to the School	Attract more non-EU candidates for job vacancies	April 2020	December 2020	HoS, Executive, CP	Include item for discussion in School Council before December 2020.
5.4	Development and implementation of an exit interview process, to be reviewed annually, for staff and graduate students leaving the School	Improve reporting system for staff members' reasons for leaving SLCL	January 2020	January 2023	HoS	Exit interview process determined and set up by May 2020 Offer exit interviews to all leaving staff members and graduate students.
5.5	Organise a presentation of policies regarding flexible working hours options and general leave entitlements for staff at SC meeting with HR representatives	Raise awareness of University policies and entitlements	January 2020	December 2021	HoS, SLCL Office	Presentations at the first School Council each September.
5.6	Inform all staff members about the purpose and benefits of Social Levy and maternity and family supports	Raise awareness about maternity cover and other family-related leave	January 2020	December 2021	HoS, SLCL Office	Yearly emails with information on HR policy updates send at the beginning of each year and increase in levels of uptake in family leave (paternity

						leave, parental leave etc) options.
5.7	Organise information sessions on research grant opportunities	Increase staff awareness of research grants opportunities	January 2020	November 2022	RII officer	Increase by 3% annually the percentage of staff members at all levels applying for funding opportunities and research grants
5.8	Communicate regularly with UCD University Relations and the College about School activities and initiatives	Enhance networking between School and UCD	January 2020	January 2023	HoS, Educational Technologist, SLCL Office, UCD University Relations	Email update sent ever trimester
5.9	Promote School research areas by means of dedicated web pages and via social media platforms	Promotion of prominent research areas within the School to build synergies with other Universities	January 2020	September 2020	RII officer, SLCL Office	Upload 5 Research Profiles to the SLCL Media Portal per year.
5.10	Introduce a peer review system for strategically reviewing research grant applications	Reduce the bureaucratic complexities of	January 2020	November 2022	RII officer	Research committee to present a draft proposal to the School Council by May 2020.

		applying for, and receiving grants				
5.11	Monitor the new gender-aware workload model to ensure that all participate and review and allocate academic workload and administration/service	Ensure equitable distribution of workload	June 2020	June 2021	HoS, SHs, P4G reviewers	Do a pilot review of workload model after 12 months.
5.12	Devise and implement an email policy regarding sending and answering emails outside of core working hours, and investigate options in email programmes for automatically sending out draft emails	Encourage smarter work practices	January 2020	June 2020	EDI officer & committee, HoS, SAT, SHs	Policy implemented by June 2020
5.13	Create a document with links to current HR Policies on Staff Drive and add page to staff handbook.	Embed awareness of good practice within the School and allow easy access to HR policies.	May 2020	May 2021	SLCL office	Shared online folder/staff handbook created by March 2021.

5.14	Implement greater gender balance on all of the main School committees	Spreading workload equally and to raise awareness about the gendered nature off behaviour in the School	January 2020	December 2021	HoS, SLCL officers	Women and men should be represented proportionally (60%/40%) on all committees, including research, based on the gender split in the School.
5.15	Develop and implement a fixed schedule, based on a diversity and inclusion rationale, for SC meetings for the entire trimester to be sent to all members of staff weeks in advance	Enhance staff attendance in social and work-related meetings, or in talks and other academic events.	January 2020	September 2020	SLCL Office	Analyse existing records to create baseline for attendance.
5.16	Ensure that a substantial number of informal social events take place during working hours (10am to 4pm) and give sufficient notice for events taking place outside of working hours.	Enable all staff to attend social events	January 2020	December 2022	SLCL Office, officers	Monitor attendance at events; target attendance of 70% of staff and an appropriate gender-balance (40%/60%).