

**KPI Workplan of EHS ED Committee 2021 – 2023**

# KPI	Implementation Steps	Lead and Partners	KPI Targets and timeframe	Action Taken/ Indicators of Progress	Challenges
<p>1.Improve Data Collection and Access Infrastructure at Department/ School/ Faculty and Institution level</p>	<p><b>Rationale:</b> One of the common issues emerging from the mapping exercise and alignment exercise was the challenge of easily accessing the necessary data to complete the AS application/renewal process. In addition, the access to relevant data trends is necessary for effective AS Action Implementation and evaluation. Information needs to be captured systematically and on an ongoing basis in order to inform equality, diversity and human rights policy in the Institution.</p> <p><b>Key Steps:</b></p> <ul style="list-style-type: none"> <li>• Identify and agree required data. For example:               <ul style="list-style-type: none"> <li>- student data (UG/PG) – applications, offers, acceptances, registrations, grade trends, UG-PG pipeline all broken down by gender.</li> <li>- Staff data – role profile; gender; contract type.</li> <li>- Staff exit data – reasons for leaving by gender and contract type.</li> <li>- Staff leave – staff availing of different leave options broken down by gender.</li> <li>- Training data – participant attendance; gender.</li> <li>- Outreach work – staff; gender.</li> <li>- Committees reps – internal and external.</li> <li>- Visiting lectures/ speakers/ seminars/ research series – attendance/ speakers/ gender.</li> </ul> </li> </ul>	<p>DoP EDI committee</p> <p>RA EHS EDI committee UL EDI office EDI Committee representatives on Institution Working Groups</p> <p>Link with Faculty admin office; Department/ School admin; ITD</p>	<ul style="list-style-type: none"> <li>- Exploratory work and briefing in place on feasibility of this by March 2021</li> <li>- Data system in place that captures this information at Faculty level by end of 2021</li> </ul>		

	<ul style="list-style-type: none"> <li>• Agree and identify the data which is best gathered and accessible at a) Local Level; b) Faculty Level and c) Institutional level.</li> <li>• Look at models elsewhere</li> <li>• Gain support from other Faculties for similar data access request.</li> <li>• Make proposal to University, Dean and to ITD re the data access required and infrastructure to support same (link as appropriate to Student information tactical stabilisation (SITS) programme).</li> <li>• Lobby for implementation of proposal and benchmark against national/ international progress and practice.</li> </ul>				
<p>2. Promotion of Athena SWAN and Equality &amp; Diversity Work across Faculty</p>	<p><b>Rationale:</b> Significant amount of promotion work needs to be done within Departments and Schools and within the Faculty as a whole and it needs to be embedded in strategic plan processes. In order to embed the equality and diversity agenda within the Faculty, people need to see firstly the evidence that it needs to be done, secondly to be clear about the reasons that is being done and lastly, the benefits arising from pursuing this objective.</p> <p><b>Key Steps:</b></p> <ul style="list-style-type: none"> <li>• Regular ED Faculty e-newsletter</li> <li>• Develop Equality and Diversity Web page on the EHS website and keep content current</li> <li>• Ensuring slot on SAT meeting agendas and EDI meeting agendas for space to discuss best practice – this information is the building blocks for the content in newsletter and webpage.</li> </ul>	<p>SoE EDI committee</p> <p>RA</p> <p>EHS EDI committee</p> <p>UL EDI office</p> <p>EDI Committee representatives on Institution Working Groups</p>	<ul style="list-style-type: none"> <li>- Twice yearly e-newsletter with 1<sup>st</sup> edition before Dec 31<sup>st</sup> 2020</li> <li>- Web page designed and set up with regular updating in place by March 2021.</li> </ul>		

	<ul style="list-style-type: none"> <li>• Explore other social media platforms where EHS ED work can be promoted – possibly through existing EHS platforms.</li> <li>• Supporting ED Committee Reps on Working Groups and other Committees to support information flow and networking</li> <li>• Ongoing update of information of ED folder on the shareportal.</li> <li>• Ensure material is included in induction information and training for new staff.</li> <li>• Look at ways to ensure that external stakeholders who engage with Department/ School/ Faculty/ University (e.g. contract workers, committees, outreach partners) are aware of EDI policy and principles.</li> </ul>				
<p>3. Actively explore and progress the consolidation of the AS application, renewal and as appropriate implementation process within the EHS Faculty</p>	<p><b>Rationale:</b> One of the key findings from the mapping and alignment process was the extent of common ground identified across AS Actions identified by all 6 EHS Divisions (~80% of all Action were common to 3 or more EHS divisions). What is also clear from discussion with Departments and Schools is that the AS process takes a significant amount of time and effort at the application, renewal and the implementation process. A more co-ordinated approach to the AS application, renewal and thus implementation process would result in significant cost and time savings, efficiency of effort and increased speed of action and strategy implementation, the latter being the key benefit. Inherent in this approach is the need for local Departments and Schools to continue to analyse data, identify and pursue Actions which are unique to their circumstances and needs. Such Actions will become part of a co-ordinated approach to AS application, will be</p>	<p>PESS EDI committee  RA EHS EDI committee UL EDI office AS Ireland</p>	<ul style="list-style-type: none"> <li>- Resource implication and other data to be collected and collated by March 2021</li> <li>- Strategy for way forward to be developed by June 2021</li> </ul>		

	<p>centrally supported (e.g. EHS RA, access to data) and implemented locally.</p> <p><b>Key Steps:</b></p> <ul style="list-style-type: none"> <li>• Further retrospective and prospective data collection summarising the resources implications of the various phases of the AS process – application, renewal and implementation. This information will be used to inform the discussion paper on consolidating the AS process.</li> <li>• Engage with Athena SWAN Ireland ongoing procedural review.</li> <li>• Gain insights from other institutions and faculties regarding the achievement of a more/consolidated status for AS process and the pros and cons.</li> <li>• Produce a discussion document that sets out findings of research and agree a way forward that explores all the options and the pros/cons – retain the status quo; the process between 2 or more Departments/ Schools are consolidated; Faculty wide application.</li> <li>• Work with the EHS Dean &amp;HODs &amp; UL E&amp;D Office to follow through on what is agreed.</li> </ul>				
<p>4. Ensure key common actions around career promotion and progression are implemented.</p>	<p><b>Rationale:</b> A number of common concerns around career progression and promotion were evident from the mapping exercise and alignment process. Key challenges include the PDRS process, information and supports around progression and promotion, improving recruitment practices and better information and training.</p>	<p>SoM EDI committee</p> <p>RA</p> <p>EHS EDI committee</p> <p>UL EDI office</p> <p>ED Reps on Career</p>	<ul style="list-style-type: none"> <li>- PDRS undertaken annually with each staff member and recorded systematically</li> <li>- Progression pathways researched and under active</li> </ul>		

	<p><b>Key Steps:</b></p> <ul style="list-style-type: none"> <li>• Ensure PDRS is reviewed and undertaken for all EHS staff annually building in training and development and discussion around promotion and progression opportunities. This will be monitored through the annual AS action plan reports.</li> <li>• Explore new promotion pathways for staff who do not fall into the academic slip stream i.e. for admin, technical, research, clinical tutors practice education staff. As a first step, look at Practice Educators and Clinical staff, audit of all posts in EHS to whom this applies, research into how these career pathways are aligned to academic career pathways in other jurisdictions, and come up with a proposal for HR and EHS Executive. Once this is progressed, turn attention to other staff in this grouping facing similar challenges and do a similar exercise.</li> <li>• Carry out a review of the mentoring and coaching supports currently available in the Faculty, the different types of mentoring available, where they are targeted and at what stage of the career lifecycle they are sought and provided (e.g. mentoring at induction, mentoring at promotion).</li> <li>• Explore current and potential opportunities for professional and support staff, at local and faculty level, for involvement in activities that will enhance their career progression e.g.</li> </ul>	<p>Development &amp; Supports WG HoD's HR</p>	<p>discussion by June 2021.</p> <ul style="list-style-type: none"> <li>- Mentoring and coaching supports review carried out by December 2021</li> </ul>		
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	project work, special interest committees and consult with them on what supports are needed to enhance career progression.				
5. Address the issues of workload and leave to contribute to better work-life balance.	<p><b>Rationale:</b> The issues of workload, equity of workload and recognition of workload is significant across all Departments and Schools in EHS. The pilot WAM model should address some of these concerns when it is launched. This action is well progressed although it is not yet rolled out. It's implementation will be monitored by the Committee and whether it addresses the concerns identified in the AS applications. The other most pressing concern relates to leave, promotion of ED work (dealt with above under KPI 2) and improving data collection (dealt with above under KPI 1).</p> <p>Key Steps:</p> <ul style="list-style-type: none"> <li>• Continue to monitor the roll out of pilot WAM model to ensure it is implemented</li> <li>• Examine in detail the various leave and work-life balance options available to EHS staff and what they involve (maternity leave, paternity leave, adoptive leave, parental leave, carer's leave, flexible working, part-time working, shorter working leave, special research leave, career break, sabbatical leave, professional development leave, unpaid professional leave; job share); devise a clear Faculty level information sheet (web based also) outlining these, the T&amp;C's and how leave can affect (if at all) other elements of a person benefits package e.g. pension contributions. This should be</li> </ul>	<p>SAH EDI committee</p> <p>RA EHS EDI committee UL EDI office EDI Committee representatives on Organisation Culture Working Group</p>	<ul style="list-style-type: none"> <li>- Ensure roll out of pilot WAM</li> <li>- Different leave options explored by March 21 and new material developed by Sept 21.</li> </ul>		

	distributed to all and also be available at induction for new staff.				
6. Increased E&D resource base and structures within EHS and UL	<p><b>Rationale:</b> UL must recognise and respond to the challenges involved in the effective and long term implementation of the AS and EHR strategies. The necessary structures and resources need be put in place to best achieve the stated goals and maintain and further enhance the UL environment as one where all individuals are valued, motivated and have the opportunity to achieve their maximum potential.</p> <p>An appropriately resourced, consistent and coordinated approach across the University to the implementation of the AS agenda and the EHR strategy can be systematically achieved resulting in significant cost and time savings, efficiency of effort and increased speed of action and strategy implementation, the latter being the key benefit.</p> <p><b>Key Steps:</b></p> <ul style="list-style-type: none"> <li>• Gain support of EHS Dean and HODs for “Proposal: Resourcing the Equality and Human Rights and Athena SWAN strategy at UL”</li> <li>• Gain support of UL E&amp;D office for resourcing proposal.</li> <li>• Consult and gain wider support for resourcing proposal for ED Committees in other faculties.</li> <li>• Finalise UL wide proposal</li> <li>• Present proposal to UL Executive which details staged plan for UL EHR/ED infrastructure, harmonisation of UL structures, resourcing and personnel appointments.</li> </ul>	<p>DN&amp;M EDI committee</p> <p>RA EHS EDI committee UL EDI office EHS Dean &amp; HODs</p>	<ul style="list-style-type: none"> <li>- Support in place for proposal by Dec 2021 in the Faculty.</li> <li>- Strategy developed for ensuring wider support in place by first quarter of 2022.</li> </ul>		

	<ul style="list-style-type: none"><li>• Lobby for and achieve implementation of proposal.</li></ul>				
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