# Action plan - Update September 2019

| Priority key (Pr.) | **Immediate (1)** Action has commenced and will be implemented within 12 months | | | | | **Status Green = Achieved** | | **Status Amber = In Progress** | **Status Red = No Progress/or no action required at this time** | **Behind Target** |

| # | Action | Rationale | Person responsible | Timeframe | | Measure of success | Pr. | Actions Taken and/or Evidence of Progress | Status | Challenges |
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| | | | | Start Date | End Date | | | | | |
| **3. Self-assessment process** | | | | | | | | | | |
| 3.1 | Review and expand the membership of the ASSC to ensure that ethnic and underrepresented groups are represented and that gender representation is 50/50 female/male. | There is a need to broaden the membership profile of the ASSC. | Chair ASSC        HE&D | Jan-19 | Every 2 years | The memberships of the ASSC is diverse and balanced (50/50 gender) and includes representatives from unrepresented/marginalised groups. Membership is reviewed annually through an open call with all groups of staff and students represented. | 1 | Additional members have been added to the ASSC. Representation from ethnic minority groups in the University need to be included.  Some members tenure on the committee has come to an end.  Action to be reviewed at August 2019 meeting. | | |
| 3.2 | Identify and implement a formal system for tracking progress on AS actions at institution and faculty level. | As set out in 3 (ii), the action plan falls into a number of categories and actions are tracked on a quarterly basis to faculty SATs and the ASSC. A formal system is required to enhance this process. | Faculty deans        IT HE&D | Apr-19 | Sept.2019 | A formal electronic tracking system is in place with access provided to Faculty SAT's and the ASSC | 1 | PowerBI was assesssed for suitability but deemed not to be what was required for tracking the Action Plan.  MC to discuss possible options with DITD and to revert to the next meeting. | | |
| 3.11 | Finalise and secure formal approval for and implement the Equality, Diversity & Inclusion strategy. | To provide a formal cohesive institutional framework for all EDI activities | Chair EDI Committee | Dec-18 | Dec-19 | Executive Committee approval in place.                    Launch to all staff | 1 | The EDI Chairperson has presented the Equality and Human Rights Strategy (2019-2022) document to the Executive Committee.  A date has been agreed for presenting the strategy document to the Finance, Human Resources & Assett GA Sub Committee, following which the Stategy document will be formalised and circulated to all staff. | | |
| 3.13 | Update the Equality & Diversity policy. | The E&D Policy requires updating In line with 'Best Practice' and  the Public Sector Duty Bill | Head E&D;  Trans Committee; Exec C; GA | In process | Mar-19 | New policy reviewed and ratified by March 2019 | 1 | While a review of the E&D Policy has commenced it is behind target. It was agreed that the Gender Identity and Recognition Policy would be completed in the first instance.  On completion the E&D policy would be reviewed. | | |
| **4.  A picture of the institution** | | | | | | | | | | |
| 4.1 | Review and revise the measures aimed at attracting female candidates in STEMM. | If numbers do not grow in 2019, revise the measures aimed at attracting female candidates.  Prevent a return to historical default and to ensure that process and operations are continually refreshed and fore grounded in recruitment. | VP COO        HRD Deans        HoD - HoS | Autumn 2019 | Ongoing | Content of Advertisements is gender-proofed. Recruitment panels confirmed as UCB trained and verified for gender balance. Search committees utilised in circumstances where gender is underrepresented (Action 5.1.5) Only in exceptional circumstances will a single gender competition go ahead. Explanation to be presented on file. Comparison to baseline shows increase across AS lifecycle | 1 | Recruitment and selection procedures to be reviewd to ensure compulsory Unconscious Bias Training is included. Recruitment Packs to consist of a vertification note that all panel members have completed unconsciou bias.  Compliance with this to be verified by the competition owner.  The use of Search Committees to be clarified and procedures on their usage to be drafted. Procedures to be reviewed to include the requirement for single gender competitions to be justified within the recruitment pack.   An on-line tool Texito is being considered to support the gender proofing of job adverts/job specifications. | | A review of all R&S procedures has commenced.  All AS aspects highlighted are being considered within the review. |

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| 4.5 | Raise awareness of the Research Careers and Development Framework. | To enhance communication to researchers regarding career development so that potential for progression is maximised | Deans; L&D M          HE&D ; HoD / HoS | Jan-19 | Mar-19 | Campaign undertaken to promote the Research Careers and Development Framework. Specific survey undertaken. 70% response rate from Researchers to the survey and a minimum 70% satisfaction rate with the supports. | 1 | The Research Careers and Development Framework has been widely promoted.  Increased participation on programmes has been noted and documented.  A Mid-Career Academic & Research Career Development Programme commenced in May 2019 and is due for completion on 27th August 2019.  16 women undertook the programme.  An evaluation of Phase 1 of the RCDF was conducted during the summer.  Initital feedback from PI's & Researchers is very positive.  An IUA Meeting is scheduled for September to discuss progress and next steps | | On-going |
| 4.6/5.1.26 | Undertake a specific focus group with researchers to explore barriers to career progression, especially for women. | To formulate a needs analysis that will support action to increase number of senior researchers in STEMM | Deans EHS          HE&D HRO Research | Immediate | Summer 2019 | Progressively move to 40% of senior researchers in STEMM by 2022 | 1 | Pending the outcome of the IUA meeting to discuss the Research Careers Framework a decision on the next steps will be decided. The proposed around a PD1 and PD2 Structure will be considered. | | |
| 4.14 | Celebrate UL's diverse culture by hosting events and ensuring representation on key committees. | To integrate and embed  the change from historical homogenous profile of UL activity | President EDI Special Advisor;  HE&D | Ongoing | Annual | Calendar events (festivals, celebrations) that promote diversity. Stronger links with International Education established. Stronger representation of ethnic minority groups on key committees. | 1 | A Diversity and Inclusion Workshop took place on the 19th June with exceptional feedback on the event.  Representation on key committees to be reviewed to ensure representation from ethnic minority groups.  Further events to take place during 2019/20 | | |
| 4.15 | Ensure that the imagery used on all promotional materials is gender balanced and includes age and ethnic groups and family-friendly images. | To celebrate and promote UL's diverse culture | HMC                HE&D EDI Special Advisor | Dec-19 | Dec-20 | Strong images of diversity on all institution materials. HE&D a member of the Marketing and Branding Review Committee which has considered all EDI aspects.  New materials visible on all promotional materials. | 1 | The re-branding project is currently underway.  Tenders have sought and the contract awarded.  The importance to include images of diversity on all institution materials will be stressed to the Branding Committee  through members of the ASSC who are also members of the Brand Strategy Steering Group. UN | | |
| | **5.  Supporting and advancing careers** | | | | | | | | | |
| | **5.1 Key career transition points: academic staff** | | | | | | | | | |
| 5.1.1 | Raise the gender representation on selection boards to 40%. | The current gender representation or both gender is 30%.  80+% boards included 35–40% gender representation. | DHR                HE&D | Jan-19 | Jan-19 | All promotions and selection boards include of minimum 40% gender representation | 1 | All Recruitment & Selection Board Procedures to be edited to ensure 40% gender representation on all boards. | | |
| 5.1.2 | Review the composition of selection boards for senior posts to provide for the inclusion of additional external experts, where necessary, to ensure compliance with the minimum 40% gender representation. | Within STEMM reaching 40% gender representation will be difficult | DHR                HE&D | Jan-19 | | Recruitment and selection board procedures updated to provide for additional external representation where required | 1 | To be further considered. A full  review of all R&S Policies is underway as set out.  Consideration will be given to the size of panels and the utilisation of external representatives. | | |

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| 5.1.4/5.1.11 | Design and deliver a bespoke, compulsory, face-to-face equality and diversity/gender awareness training workshop to new and current managers. | While eLearning UBT is available the recommendation from the GT is that face to face training should also be provided to new and current managers. In consistency in the application of certain schemes (e.g. flexitime) are applied need to be addressed in training. | HE&D    HoD Pyschology; HoD EWR                          L&D M Members of ASSC | Mar-19 | Ongoing | A bespoke 2 hour compulsory face to face UB training programme designed and delivered to new and current managers including content on how gender intersects with race and ethnicity and other intersectional categories. | 1 | 2 Workshops to be delivered by December 2019.  E&D training to be developed. | | |
| 5.16 | Ensure the AS statement is visible on all recruitment advertisements and packages. | Feedback received that the AS Statement is not visible on all adverts. | HoD Psychology HoD KBS HE&D  L&D M Members of ASSC | Nov-18 | Ongoing | All adverts clearly display the University's AS message inviting applications from all sections of the community | | While the statement is clearly visible on all recruitment advertisement it is not correct to say  that flexible working in UL is available in all departments.  The current policy is being reviewed to address some of the key concerns raised in the AS E&D Staff Survey. | | |
| 5.1.7 | Update recruitment procedures to ensure that compulsory completion of the online unconscious bias training is tracked by the competition owner prior to the recruitment process being undertaken. | Evidence that all promotions boards undertake the on-line Unconscious Bias Training but not all selection boards have compiled as the responsibility has fallen between HR and the competition owner | Competition Owner | Mar-19 | | The recruitment and selection policies have been updated to ensure that a section of the pack requires evidence that all members of the board have completed the on-line UBT. | 1 | Recruitment Packs need to be revised to ensure the confirmation by the competition owner that all members of the selection board have completed Unconscious Bias Training. | | |
| 5.1.13 | Put in place further career development programmes and supports for professional/support staff. | While more females apply for Professional and support roles and are more successful in securing roles 78% only 35% are at Director level and there are no females at SAO3 level female | L&D M                    HE&D | April/Sept 2019 | 1 prog. annually | Further career development programme in place for PSS. At least 1 Springboard programme for Support staff annually. Increase by 10% the representation of females at Director and SAO1 to SAO3 levels in the next 3 years through securing funding to advertise posts at this level and supporting women to go forward. | 1 | A Springbaord Career & Personal Development Programme has been delivered since May 2019.  30 partitipcants are currently undertaking the programme.   This is a 4 module training programme deliverd by the Head E&D. . The programme will be deliverd by MC.  A second programme will be rolled out before the year end. | | |
| 5.1.15 | Survey all new employees on their experience of induction. | Only 50% of all new employees are undertaking Induction Training. | L&D M | Sep-19 | Ongoing | A positive increase in the feedback from staff on the induction programme content and the value of the programme  in the staff survey | 1 | To be undertaken in October/November  following the summer recruitment process | | |

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| 5.1.16 | Finalise and launch the online induction training programme (compulsory). | A new induction training programme has been developed. There is a requirement to make it compulsory. | L&D M | Jan-19 | Ongoing | An increase to 60% Y1; 70% Y2 and 80% Y3 in the uptake of Induction Training A formal tracking system in place | 1 | A new HR Website with a section for new employees has been completed.Induction is now to take a number of steps and will form part of the compulsory training required for probation. All staff are required to attend however tracking attendance is a difficulty. A checklist has been provided to all managers. A 6 to 9 month onboarding Programme need to be completed by each new member of staff and signed by their manager as part of probation. | | Challenges in tracking non completed rates |
| 5.1.18 | Formalise the calculation process within the promotions procedures to account for absences due to sick leave, maternity leave and carers leave. | Uncertainty and lack of transparency in relation to how absences such as Maternity Leave, career breaks are calculated within the Promotions Process exists | VPA&SE          VP&COO HR Review Team | Oct-18 | Mar-19 | Following a thorough review of the progression and promotions process a transparent process for calculating absences is provided for within the procedures. Survey analysis in 2020 reveals a 30% increase in satisfaction levels with the Promotions processes. | 1 | The policy has not yet been updated to clearly set out the process for calculating absenses. The VPA&SE is to reconvene a Promotions Review Committee which will include this requirement. | | |
| 5.1.19 | Utilise external best practice promotions models to inform the promotions review process. | A review of the promotions policies is due to commence. Ensure Best Practices models are considered | VPA&SE          VP&COO HR Director          HR Review Team | Oct-18 | Dec-19 | A thorough review of the Progression and Promotions process is completed. A revised best practice progression/ promotions process is in place and communicated. Increased satisfaction level feedback evident in the Staff Survey. | 1 | A review of the promotions policies has commenced but it is not yet completed. | | |
| 5.1.24 | Support the WiSE Network by providing information sessions and impartial advice for academic/professional/ support women considering applying for promotion. | Support to be provided to the newly formed WiSE Network | HE&D          Deans Guest Speakers | Jan-19 | Each quarter | At least 3 WiSE network meetings held in 2019. Detailed discussion on Promotions provided. | 1 | Support is on-going. Meetings are minuted and action items agreed. Updates are provied to the WiSE network by the HE&D on an on-going basis. A guest facilitator will deliver a 2 hour workshop on the 27th August on 'Managing your Career'. | | |
| 5.1.27 | Review the appropriateness of the Hay job evaluation process for evaluating researcher and college teacher posts. | The Job Evaluation process is currently suspended. If approval is secured to re-instate the process a requirement to undertake a review as to the effectiveness of the process for some posts e.g. researchers | HRD          ER M | Jan 2020 (or on re-instatement of the JE Process) | | A comprehensive review undertaken. | 1 | Job Evaluation is currently still suspended. High levels of dissatisfaction from Professional/Support staff is being communicated. As 67% of Professional & Support staff are female the suspension of the JE process is primarily effecting one gender. | | |
| 5.1.28 | Engage with the DES to restore the job evaluation process. | Huge dis-satisfaction and frustration was evident in relation to the suspension of the Job Evaluation Process | President          VP&COO HR Director | Jan 2020 (or on re-instatement of the JE Process) | | Job Evaluation process restored. | 1 | Engagement with DES is on-going | | |

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| **5.3 Career development: academic staff** | | | | | | | | | | |
| 5.3.1 | Increase the engagement of male staff on career development programmes. | There is a need to explore why fewer males than females avail of development opportunities. The need to engage senior male managers in equality initiatives is a priority. | HE&D    L&D M President | 01/06/2019 01/01/2020 | 01/09/2019 Annually for 3 years | A focus group held with senior male managers on engagement in development programmes. 20% Increased participation of male staff in training programmes each year for the next years.  Data published annually. Funding secured and 1 further MARC or similar programme delivered to senior/middle managers each year (80%M – 20%F participation for the next 3 years | 1 | Focus Groups/Survey to be considered. | | |
| 5.3.2 | Review and relaunch the LEAD programme and include it as a compulsory element of induction training from 2019. | The uptake of this programme has been low. A review of the content of the programme is underway at a sectoral level with a view to redesigning and re-launching it in 2019. | HE&D    L&D M | Oct-18 | Jan-20 | Tender processed.  Developer in place and new programme content finalised. Programme launch 2019 and e EDI (LEAD) Training included as compulsory element of Induction Training from January 2020 | 1 | The tender process is now completed and the contract will shortly be awarded. The programme will be entirely updated and cover all aspects of E&D.  Revised programme to be available by January 2020 | | |
| 5.3.4 | Update the content of the PDRS training programme for reviewees and reviewers. | Feedback on the PDRs process is that it is useful when performed effectively. | HRD          Deans HE&D          L&D M | Mar-19 | Dec-21 | PDRs Training content reviewed and updated. An on-line programme in place. Reviewer Training undertaken every 3 to 5 years. Improved proportion of staff accessing the training 20% increase annually. | 1 | The PDRs process is currently under review.  The aim is to bring the process on line with the implementation of the Core Upgrade.  In the interim revised forms will shortly be issued to all staff.  There will also be a requirement for Managers to confirm completion of all one to ones. Training is on-going. The Core upgrade is scheduled for 2020. | | |
| 5.3.10 | Roll out a campaign to engage all staff in the mentoring programme. | The mentoring scheme has been highly successful in certain areas of the institution with excellent feedback received in the review.  There is however a need to promote the scheme more fully and engage more mentors and mentees. | HE&D          L&D M | Mar-19 | Annually | A 30% increase in the number of PSS staff availing of mentoring. A 20% increase in the number of academic/research staff availing of the scheme with a 90% satisfaction rate for its usefulness and effectiveness. | 1 | A mentoring information session was rolled out in February 19 .  Training for mentors and mentees was delivered in May by HE&D.  Over 20 matches were undertaken in 2019. | | |
| **5.5 Flexible working and managing career breaks** | | | | | | | | | | |
| 5.5.2 | Develop specific research funders guidelines on maternity leave provisions and strategically place on the UL HR website. | Funding bodies provide different maternity leave provisions which at times cause confused. There is a need to clarify the conditions pertaining to certain research contracts | HRO Research | Mar-19 | Updates as required | Guidelines on Funding Body Maternity Leave strategically placed on the HR & Research Websites. | 1 | HRO Research to update | | |
| 5.5.16 | Assemble all family friendly policies under one clearly accessible section of new HR website. | Feedback from staff is that information on the Crèche and other family friendly policies are very difficult to find on the intranet. | HRO Comps & Bens | Mar-19 | Apr-19 | All family friendly policies easily accessible on the new HR Website. 80% satisfaction in staff survey on access to relevant information. | 1 | New HR Website  now complete and will address the suggestion to clearly present all family friendly policies | | |

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| **5.6 Organisation and culture** | | | | | | | | | | |
| 5.6.1 | Appoint a Vice President for Equality, Diversity & Inclusivity. | GTF recommendation that each HEI will through a publicly advertised competitive process appoint a Vice-President/Director for EDI reporting directly to the President. | GA President | Apr-19 | Sep-19 | GA Approval secured.        A formal recruitment process in place.                Vice President for EDI appointed  and Athena SWAN Action Plan implemented by 2023. Staff survey indicate strong institutional EDI leadership. | 1 | A special Advisor to the President on E&D is in place for a 3 year period. | | |
| 5.6.2 | Appoint two additional posts to the Equality & Diversity section. | It is evident from the growth in this area that the E&D office is under resourced.  In order to continue with the University's plan to seek a Silver Award by 2022 and to deliver on the key actions as committed in the Action Plan additional resources are required. | HRD | Mar-19 | Dec-19 | Recruitment process in place. Equality Manager Athena SWAN Projects Officer posts filled. | 1 | To be approved. | | |
| 5.6.3 | Increase funding to support AS initiatives. | Demonstrate commitment of University to AS | HE&D | Jan-19 | Annual plan | Budget increase to support events such as the Annual International Women's Day Conference  1 Women in Leadership Conference 3 Speaker Events Annually 3 Special Training workshops | 1 | E&D Budget to be agreed | | |
| 5.6.4 | Appoint the first Assistant Dean Equality and Diversity in the Faculty of AHSS. | Demonstrate commitment of Faculty to ASSH | Dean AHSS | Jun-19 | On-going | Appointment of AD in place | 1 | Completed.  Dr. Lydia Bracken has been appointed to the role and is now a member of the ASSC. The ADE&D will also head of the FAHSS submission. | | |
| 5.6.5 | Introduce mandatory dignity and respect training for all staff. | Ensure ongoing and improved awareness of dignity and respect | HRO ER HE&D L&D M | Jun-19 | On-going | Mandatory training for new and existing Staff. Refresher training for all staff every 4 years. | 1 | D&R Training On-going.  Update on completion rates to be provided annually. D&R training to be included as part of mandatory training for probation | | Tracking on non completion rates unavailable |
| 5.6.7 | Ensure the dignity and respect training programme clearly sets out the supports available to staff to report incidents. | The  survey demonstrated differences in Line Managers understanding of issues related to sexual harassment. It is important that they are aware that the  DCP can support this process. | HRO ER HE&D | Mar-20 | Mar-21 | Programme amended to include supports available to staff Increase from 31% of don't knows in response rates to line managers understanding of issues relating to sexual harassment. | 1 | Programme includes clearly outlining the supports available to staff that experience any form of harrassment through the Designated Contact Personal Panel and through HR & the Union. Feedback to be monitored through the bi-annual staff survey and through all department surveys.  The LEAD programme will also include a detailed module on D&R. | | |
| 5.6.9 | Where feasible, amend recruitment and selection procedures to allow for a higher representation of additional members, such as postdocs, professional/support staff or external senior female members, to serve on committees. | Remove the risk of committee overloading of  senior female staff particularly in STEMM | DHR HRO Recruitment | Jun-20 | Dec-20 | Amended recruitment and selection procedure | 1 | To be discussed | | |
| 5.6.12 | Implement a pilot eWAM in EHS. | A clear need to have an institutional WAM Framework was identified.  EHS volunteered to pilot the eWAM. | Deans         HE&D ITD | Mar-19 | March 2020 - 2023 | Pilot electronic WAM system rolled out in EHS. Successfully reviewed and decision to roll out to all faculties in place | 1 | The roll out of the pilot eWAM in EHS is advanced.  The pilot is on schedule to be rolled out from 1st December 2019. | | |
| 5.6.19 | Collect participant data by gender on UL outreach volunteers and supervisors. | Improve the gender balance of volunteers and supervisors at outreach events to better reflect the gender balance in society | Faculties | 2019 | Ongoing | Collation of participation data and improvements in gender balance | 1 | Update Required from FAHSS Committee | | |

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| 5.6.23 | Lead on the development of the National AS Practitioners Network Ireland. | UL has led on the implementation of AS since 2015 through the HE&D who acted as former chair of the National Network. | HE&D | Jan-19 | Dec-19 | HE&D elected chair for 2019 Terms of Reference for the Network in place. 3 Meetings held in 2019 | 1 | 3 meetings of the AS National Practitioners Network have taken place. The network provides excellent opportunities for, sharing experience and learning from others. The next meeting will take place in TUD and will include a workshop on the Gender Action Implementation Plan and the challenges it poses for institutions. | | |
| | | | | | | **6. Supporting trans people** | | | | |
| 6.1 | Finalise and formally launch the Gender Identity and Gender Expression policy. | To put in place an informed Gender Identity and Gender Expression policy Training and communications strategy required | HE&D Trans Team Committee members HE&D HR L&D | 01/04/2018 01/09/2019 | 01/04/2019 Annual | In consultation with the Trans Support and Intersectionality teams and relevant stakeholders the Gender Identity and Gender Expression policy is finalised and launched. Policy published and available on public website. | 1 | Policy is currently being drafted. It is hoped to have an initital draft completed for discussion by end September 2019. | | |
| 6.2 | Provide training on the Gender Identity and Gender Expression policy to all members of staff. | There is currently no formal procedures in place to support staff or students who transition or identify as transgender or gender diverse. To communicate the policy and ensure all staff and students are aware of its contents. To Raise awareness of gender-neutral pronouns | HE&D | Apr-19 | Dec-19 | Information workshops held. Feedback positive Knowledge of policy in Staff Survey receive 100% In Excess of 100 Staff will have undertaken gender awareness training by end 2019 with strong programme evaluation | 1 | 6 Trans Awareness Workshops were held in 2019. A number of further workshops are scheduled September/October and further information sessions will take place on completion of the policy. | | |
| 6.7 | Provide designated contact persons with training on LGBTi issues. | There is a clear need for all designated contact persons to undertake training in LGBT issues. | HE&D HR L&D | Jan-20 | Dec-20 | DCP feedback demonstrates full understanding of LGBTi | 1 | A workshop was held in May 2019 on understanding LGBTi Issues organised by the ADE&D (FAHSS). Members of the DCP were invited to attend. Further Training to be rolled out in 2019/2020 | | |
| 6.9 | Update forms and the Student Record System to reflect multiple gender fields. | To provide and keep correct records for transgender and non-binary students There is a need to update fields in the Core HR System to reflect multiple gender fields. | VPA&SE DSA Director ITD SAE&D | Sep-19 | Nov-21 | Student record system and corresponding forms changed Procedures in place for students and staff seeking a preferred name change | 1 | The fields in the Core HR System have been updated. In relation to the gathering of student gender data discussions are on-going nationally on this issue. Internally discussion are also underway however it was hoped that a decision at national level would be agreed to ensure each institution was gathering the same inforamtion. | | |
| 6.13 | Support UL Student Life and Out in UL to host annual transgender health and awareness weeks. | To create a culture of awareness and acceptance for transgender and non-binary students include as part of Charity Week | SU President SU Welfare Officer Director SA | Feb-19 | Annual | 1 week per year | 1 | Trans 101 workshops rolled out and attended by the SU. The IT STOP NOW Campaign and training delivered to students through the SU. Further update on Charity Week to be provided | | |
| 5.16 | Ensure the AS statement is visible on all recruitment advertisements and packages. | Feedback received that the AS Statement is not visible on all adverts. | HoD Psychology HoD KBS HE&D L&D M Members of ASSC | Nov-18 | Ongoing | All adverts clearly display the University's AS message inviting applications from all sections of the community | 1 | Completed | | While the statement is clearly visible there is an issue in promotion flexible workin in UL as it is not available in all departments. |
| 5.1.8 | Update all role profiles to Include the requirement to show "demonstrable evidence of leadership in equality and diversity" in all senior management job descriptions. | To ensure this competency is clearly sought in Senior Management Roles, all Role Profiles/Job Descriptions need to be updated | HE&D HRO Recruitment | Mar-19 | | All Role Profiles updated to include the requirement to demonstrate the competency of "demonstrable evidence of leadership in equality and diversity" for senior management roles | 1 | Completed | | |

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| 5.1.9 | Include the requirement to show "commitment to equality and diversity" in all manager and supervisory job descriptions. | To ensure this competency is clearly sought in middle Management/Supervisory Roles, all Role Profiles/Job Descriptions need to be updated | HE&D HRO Recruitment | Mar-19 | | Role Profiles for Middle Managers/Supervisors updated to include the competency | 1 | Completed | | |

# Action plan - Update September 2019

| Priority key (Pr.) | **Short-to-medium term (2)** <br> Action will be implemented within 18 to 24 months | | | | | **Status Green = Achieved** | **Status Amber = In Progress** | **Status Red = No Progress/or no action required at this time** | **Behind Target** |
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| | | | | Start | End | | | | | |
| **2. Description of institution** | | | | | | | | | | |
| 2.1 | Produce an annual Athena SWAN report on the Action Plan (2019–2023) to raise awareness and improve engagement with AS and gender equality initiatives and achievements. | AS survey highlighted differences in awareness of AS and the action plan between academic, research staff and professional/support staff. The survey also highlighted women being more engaged in AS than men. There is a need for the survey to capture intersectional data through the use of compulsory gender questions. | President          HE&D | Apr-20 | April every 2 years | AS Survey conducted every 2 years including intersectional data          Staff response rate of at least 80% Response rate from male academic staff increased to 50% and from male researchers to 30% by 2020 Increased response rate from professional and support staff 100% response rate to Q on gender AS success publicised on the AS website and other campus-wide communication platforms. An annual celebratory event hosted by the President. | 2 | | | |
| 2.2 | Increase the proportion of undergraduate female students in STEMM subjects. | The data show that while 48% of all our students are female, only 44% are in STEMM. Women are underrepresented in UG teacher education in comparison to the national average. Men are underrepresented in health sciences (nursing & midwifery, allied health) which is common across sector. | Dean EHS Dean S&E | Jun-20 | Jan-21 | Online marketing materials developed that depict women in STEMM careers and men in the Health Sciences. A comprehensive review of the gender distribution for teacher education subjects undertake setting out clear actions | 2 | | | |
| 2.3 | Investigate why fewer women are taking teacher education programmes in UL. | Women are underrepresented in UG teacher education in comparison to the national average. | Dean EHS Dean S&E | Jan-20 | Dec-21 | An increase by 10% in the number of women undertaking Teacher Education Programmes in UL within 3 years. | 2 | | | |
| **3. Self-assessment process** | | | | | | | | | | |
| 3.3 | Conduct AS awareness-raising focus groups with male staff and researchers (male and female). | The poor response rate from males staff overall (23%) male academic staff (27%) and particularly male Research Staff (11%) and female researchers (28%) indicates a clear need to conduct As Awareness Raising focus groups with a publicity campaign persuading these groups that AS is about improving working practices for all and engaging them in the process | HE&D Executive Deans Directors of Research Institutes | End of term – June 2019 | Dec-20 | 3 focus groups held in 2019 – 1 All Male staff - 10 attendees secured through direct invitation to male staff only 1 Male Research Staff focus group held – direct invitation to all male research staff 1 Female Research staff – through direct invitation to all male research staff | 2 | | | |

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| 3.4 | Nominate AS champions within each faculty, school/department and professional/support area. | To further embed and support AS activities at faculty and department level. | Deans HODs | Jan-19 | Ongoing | All faculty/schools/departments have identified a staff and student AS champion.                    New AS Champions identified within PSS. UL Athena SWAN Network is expanded with increased attendance at the quarterly AS Network meetings. 100% of schools/departments engaged with Athena SWAN. Roll out commenced to PSS Divisions | 2 | | | |
| 3.5 | Include AS champion work in the workload model. | To support and encourage wider engagement of staff in AS and ensuring staff can dedicate the necessary time needed preparing for AS awards and implementation of AP ensure work is accounted for within  WAMs. | Deans HODs | Jan-19 | | 100% staff involved in preparation of AS submissions will have their work recognised and approved within workload model by 2019. AS Champions attend quarterly AS Network meetings | 2 | | | |
| 3.6 | Provide faculty, school and department SATs with ongoing support. | The E&D office provide support to all faculty ASSAT's and to departments preparing submissions. With the expansion to all faculties and all departments, additional dedicated resources are required to continue to support the embedding of AS in the Institution. (President's Letter). 5 Schools/Departments currently hold awards.  5 schools/departments are submitting in Nov 2018.  FAHSS submitting target submission date Nov 2019. 4 Schools are preparing re-submission. | HoDs HE&D E&D Office | Nov '18 | Nov '19 | FAHSS submission Nov 2019 A minimum 8 Faculty/School successful awards in place by April 2019 A further 3 awards in place by Nov 2019 | 2 | | | |
| 3.8 | Establish a central data platform for faculties/schools/ departments on SharePoint. | Faculties/schools/ departments currently collect all staff data from the HE&D & the AS Administrator who in turn have to extract the data from Core which is unreliable at times and involves manually examining the data in | HRD HRIS HE&D | Dec-18 | Dec-19 | SharePoint platform established. Accurate & reliable staff data. Institutional and school data collected annually and easily accessible by AS Champions within all schools. Data reported on an annual basis for all faculties by the HE&D as part of the Annual AS Report | 2 | | | |
| **4.  A picture of the institution** | | | | | | | | | | | |
| 4.2 | Set targets to increase the number of females at Professor and Associate Professor levels by 10% in the next three years through recruitment and promotions process strategies. | To increase the representation of women at full SL, Associate Professors and Professor levels | VP&COO VPA&SE HRD HE&D L&D M Deans/HoD/HoS | Jan-19 | Dec-22 | A comprehensive review of the promotions procedures (Actions 4.17; 5.1.18; 5.1.20) has been undertaken with additional supports (one to one coaching) in place for staff at SL levels. Search committees utilised to target female applicants for Assoc. Professors positions.            10% increase in female Associate Prof and Prof posts by 2022 | 2 | | | |

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| 4.3 | Enhance supports, including one-to-one mentoring and coaching, for female senior lecturers and associate professors in STEMM. | To minimise impact of any leak point and to address low number of professors in STEMM | President Dean S&E Dean EHS VPA&SE VP&COO | Immediate | Ongoing | An increase by 20% in the number of SL promoted to Associate Professors by 2020. A 50% representation of women at Associate Professor level by 2023 | **2** | | | |
| 4.4 | Secure funding from the DES on the government-approved Female Professorships, initially in S&E. | To avail of Government funding for 45 female Professorships over 3 years announced in Nov 2018 | President Dean S&E Dean EHS VPA&SE VP&COO HRD HE&D | Spring 2019 | 2021 | Funding secured for 2 Female Professors appointed in Science & Engineering by 2021. Funding secured for a further 2 Professorships by 2023 | **2** | | | |
| 4.11 | Hold career progression focus groups with part-time staff to establish if part-time working is by choice. | To generate a non-anecdotal evidence base for how 76% of PT staff are female | HR | Oct 209 | Apr-20 | Report to AS steering committee April 2020 | **2** | | | |
| 4.12 | Amend the promotions procedures to specifically consider academic part-time careers. | To bring clarity to how promotion decision-makers can fairly use data on PT work profiles | VPA&SE VPCOO DHR HE&D HRO Recruitment | Sep-18 | Apr-19 | Procedures explicitly detail how Part time working is considered within the promotions process. Promotion Documentation is amended to capture PT data. Amendments are listed for communication in workshops. | **2** | | | |
| 4.16 | Examine the leaving rates by contract function to establish if there are any gendered patterns. | Lack of detailed information available on leavers | HRO Comps & Bens | Mar-19 | Jun-20 | Data reviewed and report compiled for presentation to the ASSC | **2** | | | |
| | **5. Supporting and advancing careers** | | | | | | | | | |
| | **5.1 Key career transition points: academic staff** | | | | | | | | | |
| 5.1.3 | Deliver compulsory face-to-face equality and diversity/gender awareness training workshops to all new staff during their probation period. | While eLearning UBT is available the recommendation from the GT is that face to face training should also be provided | HE&D L&D M Members of ASSC | Jun-19 | 01/10/2019 & Annual | A 2 hour face to face UB training programme designed and delivered to all new staff during their probation. 50% attendance rate in 2019 – 60% 2020 – 80% 2021 | **2** | | | |
| 5.1.5 | In circumstances where gender is underrepresented, use search committees before advertising positions. | In order to source suitably qualified applicants for specialised posts internal search committees should be used before advertising the posts allow candidates adequate time to apply | HR Recruitment Manager Competition Owners Deans/HoDs | Jan-20 | Dec 2020 & Ongoing | All competitions will have a mixed gender application pool. | **2** | | | |
| 5.1.12 | Carry out an intensive review of research posts, including an examination of the systemic factors that caused the downturn in female advancement in 2018. | Analysis reveals that females are significantly less likely to apply for research posts and therefore fewer females are advancing to the more senior levels (Research Assistant, Postdoc, Research Fellow) | HRO Research HE&D | Mar-20 | | An increase by 18% of the number of women apply for research posts from 32% to 50% by 2021 | **2** | | | |
| 5.1.14 | Promote professional/support staff involvement in the mentoring scheme. | The uptake of mentoring by PSS has fallen. Promote the scheme to PSS. | L&D M HE&D Division Directors | Sep-19 | Annual | Scheme promoted to all PSS. Increase of 10% each year in the uptake. Feedback in Staff Survey demonstrates an increase uptake of the scheme and an increase in valuing the scheme. | **2** | | | |

| 5.1.17 | Record the completion of faculty/division-level induction in the probation reports of all new members of staff. | The probation report which should be forwarded on a quarterly basis to HR to contain detail of completion of the on-line Induction Programme | Mangers HoDs Supervisors | Sep-19 | Ongoing | Formal process for tracking completion of the on-line Induction Training Programme in place with 60% compliance in Y1; 70% Y2 and 80% Y3. | 2 | | | |
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| 5.1.20 | Review HoD training to ensure that HoDs are adequately prepared to mentor colleagues and help them prepare for promotion and progression. | Evidence suggests lack of support from HoDs to staff preparing their Promotions Portfolio | T&D M HE&D | Sep-19 | Ongoing | Increased satisfaction from staff with regard to the support provided by HODs with the Promotions Process | 2 | | | |
| 5.1.21 | Introduce formal training for promotions board representatives and deans on giving feedback to candidates. | Evidence presented sets out dissatisfaction from staff with the feedback received when unsuccessful in the promotions process | T&D M | Apr-19 | | Formal Feedback Training Programme in place. Increased competency demonstrated by Deans/HoDs in providing feedback. Increased satisfaction level with the feedback provided. | 2 | | | |
| 5.1.22 | Consider deconstructing scoring categories so that more specific criteria can be identified and more specific feedback given to candidates to help them understand the outcome. | Many respondents called for greater transparency around the process, information in relation to scoring, the decision making process etc. | VPA&SE VP HRD Deans HR Review Team | Nov-18 | Jun-19 | Promotions Policies reviewed and new policies in place. Improved feedback processes in place. All Deans/ have undertaken training. Agreement in place to give more specific scoring feedback. | 2 | | | |
| 5.1.23 | Examine the potential for operating separate discipline-specific promotions processes. | Concern was raised in relation to all promotions applications being reviewed together with a call for discipline-specific processes including relevant experts. | VPA&SE VP HRD Deans HR Review Team | Nov-18 | Jun-19 | Within the review of the Promotions Policies, consideration to undertaking discipline-specific process undertaken and an outcome agreed. | 2 | | | |
| 5.1.25 | Provide specific one-to-one mentoring on promotion. | The need for specific one to one mentoring/support with promotions was identified. | HE&D T&D M Deans HoD | On completion of the Promotions review | | More men engaged in providing Mentoring Support on the promotions processes. A 'Connecting Women' – Engaging Men to enable female success has been rolled out. | 2 | | | |
| 5.1.30 | Review all promotions processes to ensure the procedures provide for part-time working for academic, research and professional/support staff on a pro-rata basis. | Academic and PSS are frustrated that the current system does not provide for evaluating a role on a pro rata part time basis. Therefore, staff, predominantly female staff due to work part time do not have a clear career path. | HRD ER M HE&D | Jan 2020 (or on re-instatement) | | A process to account for part-time working within the promotions and Job Evaluation Process in place | 2 | | | |
| | | | **5.3 Career development: academic staff** | | | | | | | |
| 5.3.3 | Drive the implementation of the ePorformance system as part of the Core HR systems upgrade. | There is a clear need to increase participant rates in PDRs and to update the PDRs system. | HRD HE&D L&D M | 2019 | 2021 | The Core upgrade in place including access to the ePerformance option. Process agreed and roll out commenced. | 2 | | | |
| 5.3.5 | Put in place a directive that each HoD/line manager must provide the dean/division director with an annual report on PDRS completion rates. | A quarter of staff did not find the PDRs useful. | HRD Deans HODs L&D M HE&D | Oct-19 | Ongoing | Evidence of increased participation rates in PDRS one-to-one review meetings provided by Deans/Division Directors to Exec. Committee. An increase to 70% of staff who find their one to one PDRs useful. | 2 | | | |

| 5.3.6 | Identify and roll out a suitable Woman in Leadership programme. | The feedback from the Women in Leadership Programme was extremely positive with a number of female staff wishing to participate in further programmes. | HE&D L&DM | Jun-19 | Annually | An excellent Woman in Leadership Programme in place and 1 programme rolled out annually achieving 90% satisfaction rates. | 2 | | | |
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| 5.3.11 | Undertake a review of the SSPC mentoring programme in 12 months with a view to extending the model to other areas. | This is the first year of the scheme in SSPC utilising external mentors for PhD students. | SSPC Representative HE&D | Sep-19 | Sep-22 | Scheme Reviewed. Scheme extended to CONFIRM and other areas over a 4 year period. | 2 | | | |
| **5.5 Flexible working and managing career breaks** | | | | | | | | | | |
| 5.5.1 | Provide line managers with a maternity checklist that clearly sets out responsibilities for ensuring appropriate arrangements are made for cover. | The University stipulates that all maternity leave is to be covered. The staff survey reveals that at times this is not clearly followed. | HRD HRO Comps & Bens | May-19 | Sep-19 | Checklist in place and strategically placed on the HR Website and communicated to all Managers through Communicated to management Council. Detail included in HoD Training Workshops and Manager Workshops | 2 | | | |
| 5.5.3 | Clarify and regularise the nature of the contract and maternity leave entitlements for hourly paid staff. | Because of the nature of contracts hourly paid staff are not entitled to paid maternity leave and the uncertainty of returning after maternity leave was highlighted by some hourly-paid staff in the staff survey in STEMM | HRD HRO Comps & Bens | Jun-19 | Updates as required | Clarity provided in relation to entitlement to Maternity Leave Cover and return to work for hourly paid staff. Contracts regularised where feasible. Department Staff Surveys see an increase of 80% in satisfaction rates in relation to information on entitlements for hourly paid staff | 2 | | | |
| 5.5.5 | Roll out further workshops for new parents, including single-gender options. | A pilot workshop for New Mums took place in 2018. The feedback was that females are more comfortable in a single gender workshop discussing parenting issues/challenges. | HE&D L&D M | Apr-19 | | 1 single gender + 1 mixed workshop delivered in 2019. 2 annually from 2020. | 2 | | | |
| 5.5.6 | Put a checklist in place to help managers provide better support to returning staff. | Managers are requested to meet with their staff on return from Maternity Leave. 74% of staff surveyed felt they had been supported by the University during leave receiving information, job opportunity details etc. and 69% felt they received support on their return | HRO Comps & Bens HE&D | Jun-19 | Jun-20 | Survey staff on their return to ensure this is happening and to identify additional supports that would be welcomed. An increase from 74% to 100% staff reporting support on return to work. | 2 | | | |
| 5.5.7 | Review the possibility of spreading payment over 12 months for staff wishing to avail of parental leave in four-to-six-week blocks. | Taking parental leave in blocks of 4 to 6 weeks has been proposed along with spreading the cost over 12 months. This is currently not available. | HE&D | Jul-19 | Nov-19 | A facility in place to spread the cost over 12 months for staff wishing to take parental leave in 4 to 6 week blocks resulting in an increase of take up by male staff members by at least 5 staff per annum. | 2 | | | |
| 5.5.11 | Review the crèche's terms of reference and develop closer links with the crèche management. | There is a need for closer involvement with the University's Crèche. | DSA SAE&D HE&D | Jan-19 | Annually | An active liaison committee is in place with agreed improvement measures highlighted annually. | 2 | | | |

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| 5.5.13 | Place baby-changing facilities in disability restrooms and rename them as accessibility restrooms. | The need for baby changing facilities throughout the campus was highlighted | Director Buildings & Estates | Jan-20 | Dec-23 | 2 Baby Changing facilities in place in the main building Y1 1 facility in each of the key campus buildings. Y2 | **2** | | | |
| 5.5.14 | Provide a second breastfeeding room on the north campus. | The lack of a breastfeeding room in the North Campus was highlighted | Director Buildings & Estates | Feb-19 | Dec-19 | Facility identified and new facility in place for end 2019 | **2** | | | |
| **5.6 Organisation and culture** | | | | | | | | | | | |
| 5.6.6 | Investigate why female staff are unlikely to report incidents of unfair treatment/bullying and harassment. | If 25% of female respondents reported that they would not report an incident of bullying and harassment it is necessary to investigate why not and seek further responses from all staff | HE&D HRO ER | Mar-19 | Dec-19 | Decrease from 25% in the % of female respondents less likely to report unfair treatment. | **2** | | | |
| 5.6.10 | Recognise committee participation by gender within the WAM. | There is a need to recognise committee work in the WAM | Deans Line Managers | Mar-19 | Jun-20 | Inclusion of committee work in initially in the new pilot eWAM and further in the rolled out WAM to all academic units. | **2** | | | |
| 5.6.11 | Devise and apply an Equality Impact Assessment process when monitoring and reviewing policies from an equality perspective. | Ensure all policies have a strong equality focus | HE&D HRO ER | Jun-20 | Ongoing | All policies new and existing are reviewed from an equality perspective | **2** | | | |
| 5.6.15 | Ensure that all regular management meetings occur between 10h00 and 16h00 and that policies are in place to support this. | Enable staff with caring responsibilities to attend all meetings | EC members Deans Chairs Division Directors | Sep-19 | Mar-20 | Policy in place stipulating that all meetings held between 10.00 and 16.00 | **2** | | | |
| 5.6.17 | Implement a direct and specific advertising campaign to engage and attract male delegates to the International Women's Day conference. | Attendance at the IWDC is predominantly male. The aim is to have a greater representation of both genders at the conference supporting our aim of engaging men in the conversation. | All attendees | Annual | | Each female participants registers a male colleague. 20% increase in male attendance Year 2. 30% Year 3. | **2** | | | |
| 5.6.18 | Organise an International Men's Day event to be held annually in November. | Mindful of equality for all an annual International Men's Day should be organised. | HE&D | Nov-10 | Annually | An annual event is held and well represented with positive feedback in the Staff Survey on the initiative | **2** | | | |
| 5.6.20 | Enhance the linkage and coordination of outreach activity to maximise impact. | The need to enhance the linkages to ensure impact of activities | EpiSTEM & Faculties | Jan-19 | Ongoing | Shared rolling calendar of outreach activities with objectives & audiences identified | **2** | | | |
| **6. Supporting trans people** | | | | | | | | | | | |
| 6.3 | Roll out the It Stops Now programme to students and to staff working with students. | To effectively communicate the It STOPS Now Programme to Students and Staff working with Students | SU Welfare Office HE&D | 01/11/2018 01/08/2019 | Annual Sept | High attendance from students at the workshop including all 1st year students Excellent student Feedback on the Programme All 1st year students in attendance | **2** | | | |
| 6.11 | Hold trans workshops for ASSC, Executive Committee, SATs and EDI committee members and the wider campus community, including students. | To raise staff and students' awareness and acceptance levels of transgender and non-binary students To Raise awareness of gender-neutral pronouns | UL Student Life HE&D HR | Jun-19 | Nov-21 | 75% of ASSC, EC, SATs and EDI committee members have attended training; 50 staff members attend training annually; 50 students attend training annually | **2** | | | |
| 6.12 | Engage with Limerick's GOSHH (Gender Orientation, Sexual Health, HIV) service to facilitate the promotion of equality and wellbeing. | There is a clear need to raise awareness within the student and staff community on ensuring UL provides a safe environment for all students and staff | SU President Director SA VPAS&E HR | Sep-19 | Annual | Zero incidents reported in 2019. Campaign undertaken and positive feedback received in the Staff and Student Surveys | **2** | | | |

# Action plan - Update September 2019

| # | Action | Rationale | Person responsible | Timeframe | | Measure of success | Pr. | Actions Taken and/or Evidence of Progress | Status | Challenges |
|---|--------|-----------|--------------------|-----------|---|-----------|-----|----|----|----|
| | | | | **Start** | **End** | | | | | |
| | | | | **3. Self-assessment process** | | | | | | |
| 3.7 | Achieve a Silver AS Award by November 2021. | By Nov 2019 all STEMM department will have submitted applications. Essential to measure impact and set clear targets | Chair ASSC HE&D | Nov-18 | Apr-21 | A Silver AS application submitted in April 2021 clearly setting out the impact of AS in the institution | 3 | | | |
| 3.9 | Agree a four-year plan for engaging all professional/support divisions in the process of seeking accreditation to the expanded charter. | With the submission of the FAHSS all faculties and all departments will have submitted applications at least once demonstrating the level of involvement and commitment to AS in UL. Professional/Support staff feel excluded and outside the parameters of AS. | HE&D | Jan-20 | 2024 | A 4-year plan for engaging central divisions in place. Presentation to all Division Directors to present on AS at Central Division/Department Meetings clearly setting out the value of AS for ALL Staff. A minimum of 2 central divisions having submitted application by 2022 | 3 | | | |
| 3.10 | Present an annual AS progress report to Governing Authority, Executive Committee and Management Council. | Currently reporting to the GA annually. Expand this to formally report annually on the AS progress to the Executive Committee and Management Council | HE&D Chair | Oct-19 | Annual | All senior institutional committees are fully informed of AS progress and impact and the institution remains committed at a strategic level | 3 | | | |
| 3.12 | Investigate the feasibility of appointing assistant deans for Equality & Diversity in each faculty. | As proposed by the Dean AHSS and in order to ensure delivery on the AS and EDI strategy there is a need to have a dedicated leadership role in each faculty that will ensure cohesive and aligned processes and procedures to embed the EDI ethos | Deans | Oct-19 | Oct-21 | Scoping exercise with report to ASSC from each faculty outlining capacity and obstacles to this. Assistant Dean EDI in AHSS appointed | 3 | | | |
| | | | | **4. A picture of the institution** | | | | | | |
| 4.7 | Put processes in place to ensure that ethnicity data are captured through staff surveys and agree a process for collecting intersectional data through eRecruitment. | Ethnicity data not captured currently. Staff Survey provided some data but there is a need to put processes in place to capture. To allow for collation and analysis of E&D data in the absence of a statutory obligation | HRD HE&D | Dec-19 | Ongoing | Questions on intersectionality included in all institutional and department surveys to inform our data. Reports on AS activity to show analysis of intersectionality data on annual basis. eRecruitment equality questionnaire amended to include compulsory responses to gender, including a non-binary gender option and a comment box. ethnicity and nationality | 3 | | | |
| 4.8 | Lobby the HEA, the Department of Education and Skills (DES) and the Gender Taskforce to generate sectoral and national intersectional data on race and ethnicity in addition to the other categories specified in relevant legislation. | Intersectional data is not currently collected by the third level sector in Ireland, which prevents national benchmarking on important indictors. Sectoral intersectional data is necessary to support future Athena SWAN applications with a much needed focus on intersectionality | HE&D | May-19 | Jan-21 | Best Practice guidelines agreed at a sectoral level for gathering data. Substantial increase in the data collected at an institutional and sectoral level | 3 | | | |
| 4.9 | Undertake a comprehensive review of all fixed-term and specific-purpose contracts issued in the past three years. | The increase in these contracts needs to be explained to ensure reasonable rationale for usage that is in keeping with AS strategic ethos | HRD HE&D HRO Comps & Bens | Sep-19 | Mar-20 | Full report presented to EC in March 2020 with explicit focus on data related to female staff and clear regularisation actions outlined | 3 | | | |

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| 4.10 | Investigate the reasons behind the rise in the usage of fixed-term and specific-purpose contracts for academic staff to ascertain if there are gender differences. | Depending on the outcome of Action 4.7 seek to regularise fixed-term and specific-purpose contracts as required. | HRD HRO Recruitment HE&D | Sep-19 | Mar-20 | Full report presented to EC in March 2020 | **3** | | | |
| 4.13 | Hold focus groups with clinical staff to review clinical career structures. | To understand the needs of this new but expanding staff category and how it is assimilated into appropriate career structures | Director HR Dean EHS HoDs EHS | Jan-20 | Jun-21 | Report to Dean EHS and then Exec Committee July 2019. A Career Framework for Clinical Staff in place | **3** | | | |
| 4.17 | Formalise an automated system for gathering leaver data. | Lack of detailed information available on leavers | HRD | Feb-19 | Feb-20 | Pilot automated system in place and completed in year 1 by 40% of leavers. A decision whether the system is effective and whether to roll out further in place | **3** | | | |
| 4.18 | Conduct a comprehensive equal pay audit, including professional/support salaries, every three years and report the findings to GA. | To monitor change against 2015-17 baseline and benchmark against external comparators | COO Director Finance | 2019 | 2020 | Negligible gender differences in pay rates. Complete and accurate database. | **3** | | | |
| | **5. Supporting and advancing careers** | | | | | | | | | |
| | **5.1 Key career transition points: academic staff** | | | | | | | | | |
| 5.1.10 | Ensure potential selection board members complete interview skills training before serving on the board. | Selection board members need to be trained in how to conduct effective interviews and therefore attending interview skills training should be a requirement for all | HRO L&D | Jan-19 | Ongoing | All Selection Board members have attended Interview Skills training. | **3** | | | |
| 5.1.29 | If successful with action 5.1.28, review the operation of the job evaluation process with a view to ensuring it is both transparent and fit for purpose. | If approval is secured to re-instate the process a requirement to undertake a review of its effectiveness was highlighted in the focus groups and survey responses in relation to evaluating the post as opposed to the job holder | HRD ER M HE&D | Jan 2020 (or on re-instatement) | | Job Evaluation process restored. A full review of the process undertaken and improvements in place | **3** | | | |
| | **5.3 Career development: academic staff** | | | | | | | | | |
| 5.3.7 | Organise an International Women & Leadership Conference with the Faculty of AHSS. | As part of the Women in Leadership Programme engage with external women in academia through the organisation of an Internal Women & Leadership Conference | Dean FAHSS AD FAHSS HE&D | Mar-20 | Mar-20 | Hosting 1 International Women in Leadership Conference | **3** | | | |
| 5.3.8 | Implement an additional four-year AS doctoral scholarship to focus on intersectional analysis of gender equality in HE to address the underrepresentation of women from racial, ethnic and cultural minorities. Ensure scholarship opportunities are openly advertised. | Add to the already successful EHS/AHSSBL & S&E to attract excellent, ambitious and talented postdoctoral researchers. | All Faculty Deans | Sep-19 | Sep-23 | 7 Doctoral Scholarships in place. 2 Athena SWAN focused scholarships addressing the underrepresentation of women from racial, ethnic and cultural minorities | **3** | | | |
| 5.3.9 | Extend the interim review process beyond progression level to all academic promotions. | The interview review process has been highly successful. There have been numerous calls to extend it to other promotional levels. | HRD All 4 Faculty Deans | Jan-20 | Annually | Interview reviews extended to L to SL levels in 2020. To SL to Assoc Prof 2021 | **3** | | | |
| 5.3.12 | Consider the merits of relaunching the Research Coaching Programme. | The majority of respondents were not aware of the Research Coaching Programme (62.6%M, 73.4% F). | Research Officer T&D M | Jan-20 | Jun-20 | Review completed and the decision to whether there is value in relaunching the scheme agreed. | **3** | | | |
| | **5.5 Flexible working and managing career breaks** | | | | | | | | | |
| 5.5.4 | Support the setting up of a New Parents Network through the RGRAC group. | A focus group of new parents held in 2017 (8F) established interest in the setting up of a new parents network/support group | HE&D | Sep-19 | Jan-20 | Network for new parents established 2 meetings held in 2019 | **3** | | | |

| No. | Action | Rationale | Responsibility | Start | End | Success Measure | | | | |
|-----|--------|-----------|----------------|-------|-----|-----------------|---|---|---|---|
| 5.5.8 | Publicise case studies of staff who have availed of parental leave, reduced hours and job sharing and have also progressed in their careers. | 37% of females reported that taking parental leave, reduced hours, job sharing etc. would damage their careers | HE&D | Mar-21 | Jan-22 | Case Studies in place on the UL Intranet Site of examples of women who availed of reduced/personalised hours for a time but have also progressed in their careers. A reduction to 10% in the next staff survey of staff who feel taking reduced working hours would damage their careers. | 3 | | | |
| 5.5.9 | Formalise the flexitime policy to provide an open and transparent process. | From the survey data it appears that the availability of flexitime is largely dependent on the area staff work in. | HRD<br>HRO E R | Oct-19 | Mar-20 | The availability of flexitime is formalised. Access to flexitime is in line with the formal policy. | 3 | | | |
| 5.5.10 | Gather flexitime data centrally. | Data was unavailable on the uptake of flexitime in the institution | HRD<br>HRO ER | Mar-20 | Sep-20 | A formal flexitime system is in place providing uptake data.Satisfaction rates with regard to the availability and access to flexitime in the staff survey is increased by 30% | 3 | | | |
| 5.5.12 | Survey staff and students with children to establish current and future childcare needs. | The extension of Crèche opening to 18h30 and some resourcing concerns were highlighted in the survey. | DSA<br>Crèche Owner<br>Crèche Liaison Committee Chair | Apr-20 | Sep-20 | Survey data used to inform a full review of on campus childcare requirements. Extended opening hours to 18h30. Links in the PDF Documents working and included on the new HR Website – Information for new staff | 3 | | | |
| 5.5.15 | Review the entitlement to lactation/breastfeeding breaks up to child's second birthday. | New breastfeeding mothers have sought to have breastfeeding breaks extended to the child's 2$^{nd}$ birthday in line with some Public Sector bodies | HRO Comps & Bens | Jun-10 | Sep-19 | Review undertaken and a decision to extend the entitlement to Lactation/Breastfeeding breaks up to the child's 2$^{nd}$ birthday in place | 3 | | | |
| **5.6 Organisation and culture** | | | | | | | | | | |
| 5.6.8 | Put measures in place to achieve 50% gender representation on senior management committees and sub-committees. | Senior Management Committees currently have a 43% female representation. Measures should be put in place to achieve 50% representation | President<br>Deans | Jan-22 | Ongoing | 50% gender balance achieved on all Senior Management Committees | 3 | | | |
| 5.6.13 | Ensure that gender is considered within the WAM. | Ensure that gender is included in WAM | HRD<br>Deans<br>HE&D | Mar-21 | Dec-23 | Training provided to Deans/HODs ensuring the inclusion of gender in the WAM | 3 | | | |
| 5.6.14 | Develop an 'out of hours' communications protocol. | 75% of academic respondents claimed they were working in excess of their contracted hours. The wellbeing of our staff is crucial. Introducing an 'out of hours' protocol may help improve work life balance in the University | DHR<br>HRO ER<br>HE&D | Jun-19 | Jan-20 | Culture of not sending or reading emails outside of working hours in place. Reduction from 75% to 40% of academic respondents working in excess of contracted hours. | 3 | | | |
| 5.6.16 | Ensure that the numbers of Research Impact case studies and podcasts are gender balanced. | Assist in developing role models in STEMM | VPR | Jun-19 | Ongoing | 50/50 Gender representation in all case studies and podcasts | 3 | | | |
| 5.6.21 | Develop methodologies to evaluate the impact of outreach. | Currently there is no formal evaluation of outreach activities to measure their impact | EPiSTEM<br>Relevant research centres<br>Deans | Jan-19 | Ongoing | Measure in place to track follow thought from schools to increased student registrations | 3 | | | |
| 5.6.22 | Hold quarterly UL AS Network events. | The internal UL AS Network brings SATs together to share best practice and build capacity. | HE&D<br>AS Co-ordinator | Jan-19 | Annually | The Network will host three workshops on AS issues per year | 3 | | | |
| **6. Supporting trans people** | | | | | | | | | | |
| 6.4 | Finalise the Flag Flying policy. | To ensure that the trans flag can be flown as requested | Special Advisor on Equality & Diversity;<br>Buildings | | Nov-19 | Flag Flying policy agreed by GA ensuring protocol is in place to fly the Trans Flag annually | 3 | | | |

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| 6.5 | Include gender-neutral restrooms in the design specification of all new buildings on campus. | To provide an appropriate environment for transgender people | Buildings Special Advisor on Equality & Diversity; Buildings | Apr-18 | Ongoing | All new and refurbished buildings will include gender-neutral restrooms | **3** | | | |
| 6.6 | Include reference in the Gender Identity and Gender Expression policy to how the impact of the policy will be monitored. | To ensure the effectiveness of the policy the impact of the policy needs to be monitored (e.g. through surveys run by Student Life (students), the Quality Support Unit (graduating students) and ASSC (staff) and HR | SU QSU ASSC HR | Apr-20 | Bi-annual | Bi- annual staff equality survey shows 100% awareness of the policy and Trans issues | **3** | | | |
| 6.8 | Gather feedback through STAD and recommend effective ways to prevent transphobia and discrimination. | We will continue to gather feedback through STAD and recommend effective ways to prevent transphobia and discrimination. | HE&D Trans Team | Jun-18 | As published | Best Practice initiatives introduced informed by the STAD reports | **3** | | | |
| 6.10 | Degender HR policies. | To provide a supportive environment for transgender people To include gender neutral pronouns | HRD HE&D | Jan-20 | Nov-21 | All new HR policies degendered; 60% of existing policies degendered | **3** | | | |