

UL Institutional AS Action Plan 2018- 2022 Final Update

Status Green = Achieved		Silver - Completed & Impactful		Status Amber = In Progress and on-going - continue to ASAP 2022-2026		Status Red = No/Little Progress
#	Action Item	Rationale	Person/s Responsible	Measure of Success	Progress Update/Key Outcomes - success measures /Impact	SAT RAG ASSESSMENT
Policy Review						
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	New policy reviewed and ratified.	A review of the E&D Policy was undertaken in 2019. With the establishment of the Office of the Director HR-EDI the need for a full review of all related EDI policies was identified. The need for a full comprehensive review of several policies including the EDI policy was identified. Members of the EDF are contributing to this review. It was however agreed that the Gender Identity and Gender Expression Policy would take priority. Following which the EDI Policy review and update would be undertaken. The GIGE policy was approved by the GA in June 2022.	
A picture of the institution						
HEA 1.19; 1.20 AS 4.5	Raise awareness of the Research Careers and Development Framework. 80% of researchers complete the RCDF by 2023	To enhance communication to researchers regarding career development so that potential for progression is maximised	Deans; L&D M HE&D ; HoD / HoS	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.	An updated report on the take up of the Research Careers Development Programme shows a slight increase in the uptake since 2018 146 (F); 105(M); 2019 168 (F); 149 (M); 2020 187 (F); 76 (M). The programmes are continuously promoted with a number of programmes now available virtually. The internal institution HR Strategy for Researchers was undertaken in 2020. The HR strategy for researchers (HRS4R) created an updated Action Plan in April 2022 for review by the European Commission. The strategy has been embedded in the UL strategic plan and progress is reported to the URC. 34% overall response rate from researchers to the AS/EDI Culture Survey. 51 Researchers responded to the 2018 AS Survey. This was quadrupled in 2022 with 231 responses. The satisfaction rate for supports 64% female researchers in agreement that UL provides	
Supporting and advancing careers						
5.1.26	Facilitate focus groups with research staff to ascertain their knowledge of and satisfaction levels with the job evaluation process.	The Job Evaluation process is currently suspended. If approval is secured to re-instate the process there is a requirement to undertake discussion with Research Staff	HRD M T&D M ER	Job Evaluation process re-instated. Revised scheme for researcher agreed	There is currently no Job Evaluation process in place for Researchers. UL is guided by the EURAXESS definitions R2 to R4 of a researcher as one who employed by the University to engage in research e.g. research assistants, postdoctoral researchers, research fellows and senior research fellows. The University has established a strong Researcher Development Programme and is giving careful consideration to implementation of the IJA Framework for Research Careers.	

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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	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	Engagement of male members of staff in all of the institution EDI committees has increased substantially. All AS/EDI committees as set out have excellent gender representation on all committees. The FS&E appointed a male Assistant Dean International & EDI. Since January 2019, the average male participation in training programmes is 34% which is an improvement of 2%. Both the Academic Career Development Group and the PMSS Career Development Group will continue to be cognisant of this action when organising events to ensure wider engagement and will keep this action as an on-going action in AS	

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5.5 Flexible working and managing career breaks						
5.6 Organisation and culture						
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	Pilot electronic WAM system rolled out in EHS. Successfully reviewed and decision to roll out to all faculties in place	Following intensive negotiations and a comprehensive review of the pilot system it was agreed to take a new focus to the eWAM. Building on the earlier work to address gender inequality and with an intention to develop an effective, institutional method that ensures equity, sustainability, and fairness in implementing the Academic Workload Allocation Policy, in October 2021 a new Steering Group was established to oversee planning, development and implementation of the WAM project across the university. The work is on-going and will be an action in the new AS Action Plan	
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	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.	Feb 2022 Update - The Executive Committee approved the Gender Identity & Gender Expression Policy for the institution. The policy will now go to the AESAC and the FHRAMC for recommendation for approval to the Governing Authority. The policy was developed through wide internal and external consultation and clearly sets out the steps to follow should a student or staff member wish to have their identity (name/gender) changed on formal records. Once approved an awareness campaign including training for staff and students will be rolled out.	
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	Information workshops held. Feedback positive. Knowledge of policy in Staff Survey received 100%. In Excess of 100 Staff will have undertaken gender awareness training by end 2019 with strong programme evaluation.	4 Trans Awareness Workshops were held in 2019. Trans101 Workshops were schedule to continue for 2020 however they had to be cancelled. Two workshops were held in 2021. The CEGI Policy has been formerly approved by the GA (June 2022). A formal launch of the policy and education and awareness training is planned for September. Gender Neutral toilets are in place and communicated on the Website. In June 2022 a Staff & Student Hybrid Talk was held on a Trans Mans Transitioning journey. This action is on-ging.	
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	DCP feedback demonstrates full understanding of LGBTi	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 was scheduled to take place in April for the DCP but has been deferred due the closure but will be rescheduled. GOSHH and the Mid-West Rape Crisis Centre have all delivered workshops and awareness events on campus between March 21 and October 2022. This will continue over the next 4 years. A new Student Designated Contact Persons panel is being established to support students experiencing any type of bullying, harassment or sexual harassment. A cross institutional working group has been established to undertake the review. Staff Disclosure Training was carried out in April 2022.	

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Recruitment & Selection						
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	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.	An Engaging Research Working Group a sub-group of the Athena SWAN Steering Committee has been set up. Key actions for this group have been agreed. The group work in consultation with the newly formed Talent & Career Development Group for Researchers, HR (Research, L&D) and the University Research Committee (URC) and contributed to the HRS4R Review. The recently published IUA framework for Researcher Careers Development and Employment Framework is the preferred model at national level and UL are actively considering the implications of this.	

UL Institutional AS Action Plan 2018- 2022 Final Update - Priority 2

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#	Action Item	Rationale	Person/s Responsib	Measure of Success	Progress Update/Key Outcomes - success measures /Impact	SAT RAG ASSESSMENT
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	An increase by 10% in the number of women undertaking Teacher Education Programmes in UL within 3 years.	Efforts have been made across the postgraduate Technology program to engage with prospective female students in particular, through social media campaigns that explain in detail what the course is about and the potential career options. This has not yielded the intended outcome but there is a greater awareness of the program which may appeal to female students in the future. Through a focus group, the AS subgroup also engaged with current female students in the Technology programs where the reason for engaging with the course varied and are detailed further in the report. The findings also revealed that some females felt they were treated differently because of their gender and that it was difficult to engage in a male dominated environment. The work of this subgroup is continuing and there is some systemic issues that are being tackled and proving quite problematic when trying to increase female participation in Technology Teacher Education. The biggest challenge and responsibility of us all is to ensure that the course is not seen as a "male" course and make it open and appealing to all.	
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	Data reviewed and report compiled for presentation to the ASSC	A formal process for capturing exit data electronically is on-going.. Exit data is captured in all department and faculty AS applications and no patterns have been identified. In over 95% of cases the reason for exiting is due to end of contract.	
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	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	A research specific survey was conducted as part of the Survey to key stakeholders. A survey was distributed to research staff with questions under the headings of i) Ethical and Professional Aspects (ii) Recruitment (iii) Working Conditions and Social Security (iv) Training. Consultation. Division, organisational fora, committees and working groups were consulted as part of the self-assessment and action plan development. This includes the UL Athena Swan working group on Engaging Researchers, Talent and Career Development Sub-Committee. 26% of Researchers responded and completed a staff survey. The majority of those who participated (65%) are employed within the Faculty of Science & Engineering (includes Bernal Institute). The survey comprised of 53% male respondents, 43% female respondents and 4% of respondents did not declare their gender. The AS EDI survey completed in April 2022 say a 34% response rate from researchers 46%F & 24% M. Focus groups and a further specific survey for Post Grad Students are planned for Autumn 22.	
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	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	AS work included in the WAM. Review annually. Work on AS is recognised in individual WAM's. Also considered within promotions applications. Within the new model currently being developed work on AS/EDI will continue to be accounted for.	
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	HRD HRIS HE&D	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.	A central SharePoint is in place for all AS Faculty & Department SAT members however a central data point for Staff Data needs to be established. The newly appointed AS Projects/Data Officer will work on this.	

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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	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 - Not yet commenced .	Due to the Covid-19 pandemic face to face training has not been possible. UL lead on the development of a new EDI in HE Programme for the sector. This programme is now available to all staff. HR-EDI & L&D are working together to make this programme and the Lets Talk about Race Programme which UL led on mandatory for all new staff and part of the PDRs process for existing staff. Unconscious Bias Training is compulsory for members of Recruitment Panels & Promotions Board. Staff are not permitted to sit on boards without their completion certs. Competition owners have to verify completion in advance of the competition.	
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	Carry out a more intensive review of research posts, including an examination of the systemic factors that caused the downturn	Increase by 18% of the number of women applying for research posts from 32% to 50% by 2021. The numbers of females applying for Post Doc Researcher posts has remained consistent at approx. 28/29% of applications. At Research Assistant level did increase from 43% in 2018 to 57% in 2019 to 54% in 2021. Research Fellow was 29% increasing to 40% in 2019 but falling to 27% in 2021. Senior Fellow increased from 15% in 2018 to 35% in 2021. Covid appears to have impacted research performance On going targets to be set	
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	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.	Virtual mentoring information Session took place in May 2020. Mentoring training has been incorporated into the PAA programme. In the Staff Survey 2022 68% of staff felt they have access to the training needed to support their career, 55% felt they had access to the mentoring needed, 56% felt they had access to the opportunities to support their career aspirations and 67% agreed their line manager engages with and supports their aspirations. Both male and female respondents concurred with the statements. Academic staff, both female (64% of responses) and males (62%) were lower than PMSS (78% f, 73% m) and researchers (73.9% f, 64.5% m) in agreeing they had access to training they need. Agreement across the other statements was also lower than other categories and genders. 64% of staff (45% F) are aware of the formal mentoring scheme. An increase of mentoring for PMSS was achieved with 23 PMSS (20F; 3M) availing of mentoring in 2020 an increase from 3 in 2019.	
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	HR HE&D; HL&D	Formal Feedback Training Programme in place. Increased competency demonstrated by Deans/HoDs in providing feedback. Increased satisfaction level with the feedback provided.	Taken on board as part of the review process. Training provided as part of HoD training on providing feedback on performance & Promotions. In the staff survey 2022 on topic of feedback within 3yrs of recruitment/selection process 76% (n=47) of academics who were unsuccessful did receive feedback from selection/promotion board & 70% of those found it useful.	
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	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.	The revised promotions procedures will include greater transparency and information with regard to the scoring mechanisms. Training to be on-going	
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 PMSS 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	A process to account for part-time working within the promotions and Job Evaluation Process in place	Staff working part time/job sharing have equal access to promotions and can go forward for Job Evaluation/Academic Promotions. The revised promotions procedures clearly set out pro rata evaluation. With the new Job Evaluation for PMSS this will continue to be monitored.	

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5.3 Career development: academic staff						
5.3.3	Drive the implementation of the ePerformance 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	The Core upgrade in place including access to the ePerformance option. Process agreed and roll out commenced.	The PDRS system has not gone totally on-line yet. Forms are available electronically but the new system has not yet been implemented. This is due to a systems delay. In the interim all Managers have to report annually on completed rates.	
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	An excellent Woman in Leadership Programme in place and 1 programme rolled out annually achieving 90% satisfaction rates.	Funding was secured through the HEA to roll out a sectoral PAA (Preparing for Academic Advancement Programme) in 2021. This will be rolled out again in 2022 to a new cohort of candidates. As impact of this training and accompanying coaching and mentoring is being monitored for impact the decision is to concentrate on this programme for now following which we will look at a further Women in Leadership Programme.	

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5.6 Organisation and culture						
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	Inclusion of committee work in initially in the new pilot eWAM and further in the rolled out eWAM to all academic units.	Building on the earlier work to address gender inequality and with an intention to develop an effective, institutional method that ensures equity, sustainability, and fairness in implementing the Academic Workload Allocation Policy. In October 2021 the University of Limerick established a Steering Group to oversee planning, development and implementation of the eWAM project across the university. In March 2022 the Working Group commenced its work on developing and consulting on the use of an academic workload framework across the University of Limerick (UL), in line with the Work Allocation Baseline Principles. It is expected that by providing a solid evidence base of identifiable strengths and areas for continuous development and by facilitating the allocation of the agreed professional growth opportunities, the unified model will offer the potential to better support career development for all academic staff.	
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	All policies new and existing are reviewed from an equality perspective	Work in this regard is on-going. All HR related policies are currently under review to ensure compliance and where required policies to be updated. Equality Impact assessment is part of the Policy Management Framework. A checklist is provided to ensure policies are assessed for impact on equality and human rights legislation and University priorities.	
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	Shared rolling calendar of outreach activities with objectives & audiences identified	In order to ensure that outreach activities in relation to EDI are sufficiently recorded and recognised, in 2022 the KBS introduced a formal reporting section for this work on the faculty board reports. The KBS is involved in a range of outreach activities, much of which is at school level rather than being exclusive to individual departments. For example, one of our key outreach activities are secondary school visits. A formal school visits committee has been formed (56%F, 44%M) which coordinates this activity both temporally and spatially. The school visit activities undertaken at the faculty level (generally in the first semester) complement the work of individual departments whose outreach activities focus on particular issues for example sponsorship of the Young Economist of the Year Award and provision of economics seminars for leaving cert students (generally second semester activities). The Faculty of Arts Humanities and Social Sciences (AHSS) has an excellent demonstrable record across departments of engaging with communities and stakeholders, including school visits and open days, community-based projects and community-engaged research. The Faculty supports outreach activities through the Faculty 'Equality, Diversity and Inclusion (EDI) Outreach Fund', which is available to staff members to support the delivery of outreach initiatives that engage with groups or communities that are under-represented in the work of the Faculty with reference to the 13 grounds of equality/protected characteristics recognised in UL's Equality and Human Rights Strategy. In 2022, a faculty working group was established to coordinate outreach activities across the 7 AHSS departments and schools. This working group will lead on initiatives to widen participation by access and mature students; engage with national and institutional policy on widening participation; and collaborate with relevant central supports in UL to ensure consistency of approach.	

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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	Campaign held annually with an increase in participation to all 1st year students.	Throughout the past 3 years Trans 101 training was offered. Workshop on Transitioning were held in 2021 and 2022. The Gender Identify and Gender Expression Policy was approved by GA in June 2022. A formal launch of the policy will be rolled out in Sept 2022 with accompanying Gender Identity & Diversity Training. These workshops will be made available to all staff and students and will be a requirement for staff in particular in front line areas to attend.	
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	75% of ASSC, EC, SATs and EDI committee members have attended training; 50 staff members attend training annually; 50 students attend training annually	A formal launch and awareness workshops and training are planned for September 2022 to communicate the GIGE Policy. All ASEDISC members will be required to attend.	
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	Zero incidents reported in 2019. Campaign undertaken and positive feedback received in the Staff and Student Surveys	Workshops to be rolled out on the GI&E Policy and virtual Consent Workshops to be made available to all first year students from Wk5. The anonymous Report and Support Tool was rolled out on campus in 2021. The new tool provides the institution with statistics on the number of incidents of bullying, harassment, sexual harassment, racism etc. on campus. GOSHH have delivered a number of workshops on campus. In July 2021 & 22 events were held on campus to celebrate Limerick Pride Week.	
5.5 Flexible Working and Managing Career Breaks						
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	1 single gender + 1 mixed workshop delivered in 2019. 2 annually from 2020.	Decision to roll out these workshops on return to campus.	
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	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.	Satisfaction levels with regard to supports on return from Maternity Leave were not achieved. Overall satisfaction levels were cited @ 38% of the 110 staff that responded to the particular questions. This action will be carried though to the 2022 - 2026 action plan with input from RGRAC feedback survey.	
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	An active liaison committee is in place with agreed improvement measures highlighted annually.	The Crèche Liaison committee has been re-established and will be chaired by PCC who now have overall responsibility for the creche. The Director HR EDI is now a member of the Crèche Liaison Committee. Quarterly meetings had been set up but unfortunately due to Covid only 1 meeting took place. As the Creche is now the responsibility of PCC further discussion is required with regard to continuing these meeting.	

UL Institutional AS Action Plan 2018- 2022 Final Update - Priority 3

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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	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	A number of Professional Directorates have indicated their interest in going forward for an AS award now that a specific Professional Directorate application is available. Academic Registry will be the first to go forward in 2023. On completion of the institution application a full schedule of accreditation will be agreed.	
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	Scoping exercise with report to ASSC from each faculty outlining capacity and obstacles to this.	In place in some the Faculty of AHSS, S&E and currently EHS are submitting for budget approval for a similar post.	

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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	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	A review of the Equal Opportunities Recruitment Questionnaire undertaken to include an opt out clause and rather than included an option of other to leave space for a comment. More specific ethnicity data also needs to be collected here and within the Core System. Currently only nationality is captured. A statement has been issued by AdvanceHE & the HEA. The HEA require ethnicity data in 2021 and plan a Self-Declaration campaign in 2023 which UL will participate in. In the intervening time we have set up a Ethnic Diversity Forum to investigate ways of engage staff from ethnic diverse areas of the campus community and to discuss the best approach to gathering ethnicity data. In the Staff Survey 2.78% of respondents considered themselves to coming from a ethnic/diverse minority background.	
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 indicators. Sectoral intersectional data is necessary to support future Athena SWAN applications with a much needed focus on intersectionality.	HE&D	Best Practice guidelines agreed at a sectoral level for gathering data. Substantial increase in the data collected at an institutional and sectoral level.	The Intersectionality a sub group of the National AS Committee have issued guidelines to be followed. The WG has developed a terminology sheet to support HEIs in their race equality work and training to suit the Irish landscape.	
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	Full report presented to EC in March 2020 with explicit focus on data related to female staff and clear regularisation actions outlined	New R&S procedures to address these concerns. Contracts reviewed and contracts regularised where appropriate. This requires on-going monitoring	
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	Full report presented to EC in March 2020.	HR Opps to review Contracts. Contracts reviewed and contracts regularised where appropriate. This requires on-going monitoring	
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	Report to Dean EHS and then Exec Committee July 2019. A Career Framework for Clinical Staff in place.	EHS have indicated that an external facilitator has been appointed to work with stakeholders in developing a new clinical academic pathway with a view to reporting in 6-9 months. Focus groups have been undertaken. A report to be issued Q4 2022/Q1 2023.	
4.17	Formalise an automated system for gathering leaver data.	Lack of detailed information available on leavers.	HRD	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.	Process to be agreed. Pilot system reviewed, A decision to roll out further under review.	

#	Action Item	Rationale	Person/s Responsible	Measure of Success	Progress Update/Key Outcomes - success measures /Impact	SAT RAG ASSESSMENT
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	Negligible gender differences in pay rates. Complete and accurate database.	Gender Pay analysis was conducted in 2016 & 2017. HR have agreed to undertake a further analysis from June 2022.	

#	Action Item	Rationale	Person/s Responsible	Measure of Success	Progress Update/Key Outcomes - success measures /Impact	SAT RAG ASSESSMENT
5. Supporting and advancing careers						
5.1 Key career transition points: academic staff						
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	Hosting 1 International Women in Leadership Conference	Need to progress with MM & Dean FAHSS. Funding being sought through the UL@50 funding. Due to Covid 19 and lack of funding this International Leadership Conference did not go ahead. Hosting this conference will be considered as part of the 2022 submission	

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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	Network for new parents established 2 meetings held in 2019	Discussions on-going. A number of new parents prior to the Covid pandemic had reached out to set up the network. With the pandemic this has unfortunately not taken place but will be an action in the 2022/23 application.	
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	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 surveys have been undertaken since the 2018 application. As Covid offered flexible and remote working to all staff the dynamic of flexible, remote working has changed. The central aspect that respondents brought up is that working from home or adopting a hybrid model has worked well regarding work-life balance. A total of 52 comments argued that being able to work from home increased quality of life and had a positive impact in several areas. They include: reduced commuting time, less stress, more mental health, healthier meals, more savings, less tiredness, more time for physical activities, and increased flexibility to run errands during breaks. Increased productivity was also sighted. Case studies to be reconsidered in the 2022/23 application.	
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 HRO E R	The availability of flexitime is formalised. Access to flexitime is in line with the formal policy.	Interim Remote Working Policy was finalised in July 2021. A Hybrid/Blended Working policy is currently in the final stages of approval offering flexible working options.	
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	Facility identified and new facility in place for end 2019	Discussion are on-going in this regard with a view to identifying a suitable location.	
HEA 1.10 AS 4.11 AS 5.5.9 AS 5.5.10 AS 5.6.15 AS 5.5.1 AS 5.5.3 AS5.5.7 AS5.5.8 AS 5.5.16	To enhance the provision of support for staff members with caring responsibilities	HEA Recommendation: Each HEI will establish a cross-institutional working group to develop a funded structure of family leave (inclusive of maternity, paternity, parental, adoptive, and carer's leave) and develop mandatory guidelines to underpin this. A HEA Recommendation: Each HEI will re-examine its guidelines to consider a structure of flexible working models (inclusive of core hours, remote working and career breaks) and develop guidelines to underpin this.	HRD	Review and update all leave policies in line with the legislative guidelines. Review flexible working policy. Review leave policies by June 2020. Provide specific training on supporting those taking leave by June 2020.	A cross-campus group has developed a Hybrid Working Policy. The aim of this procedure will be to provide guidance for all staff on how to balance the business needs of the University that thrives on face-to-face learning and on-site research. The policy is in the final stages of approval.	
EHR HEA 1.13	EHR requirements are considered for research staff and students who are on industrial placement.	EHR will be incorporated into industry secondment agreements for staff and internship agreements for students.	VPRE	Industry providing research placements required to have HER policies.	Industry providing research placements will have identified their EHR policies to UL by Sept 2021. Research staff and students on industry placement will work under similar EHR requirements as when within UL.	

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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 Deans	50% gender balance achieved on all Senior Management Committees	A minimum of 40% gender representation on any selection boards of greater than 3 members. Not more than one person involved in the search committee will serve on the subsequent selection board. Application pool with a minimum 25% gender representation. If not provided, then a report to governing authority will be provided with a very clearly specified reason for the lack of gender balance. Single candidate procedure needs prior approval. All board must complete Interview skills & UBT & Board Training. Job profiles reviewed for gender-neutral language. The FAHSS have issued a guideline to all departments in relation to gender representation on committees and committee rotation.	
5.6.13	Ensure that gender is considered within the WAM.	Ensure that gender is included in WAM	HRD Deans HE&D	Training provided to Deans/HODs ensuring the inclusion of gender in the WAM	All information in relation to the WAM has a gender focus	
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 Relevant research centres Deans	Measure in place to track follow thought from schools to increased student registrations	This is being undertaken at Faculty/Department level and is on-going. Work is on-going as set out in 5.6.20	
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 HRO ER HE&D	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.	An Out of Hour Communications Protocol to be compiled. 2022 Attitude Survey to demonstrate improvement in this regard. Staff Covid Survey data to inform the proposed policy. Out of Hours email response message to be included in email signature in place. Follow up with Staff Pulse Survey analysis. 54% of staff in the AS/EDI indicated that they regularly worked in excess of their contracted hours. 5.7% stating they never stop working.	
HEA 1.9 AS 2.1 AS 3.0	To support the mainstreaming of gender equality across the HEIs	HEA Recommendation: Each HEI will establish an independent, academically-led gender equality forum, chaired by the vice-president for equality and comprising staff members drawn from across the HEI with sufficient influence and motivation to effect change. Ensure appropriate gender equality forums are in place. UL AS committee chaired by President since June 2016. UL EHR committee chaired by SAEDI since Sept 2017. Faculty and departmental AS committees chaired by senior academics.	President VPA&SE	Gender Equality Forums in place	In progress: The Athena SWAN Steering Committee(ASSC) chaired by the President of the institution acts as the gender equality forum. The Steering committee includes 6 members of UL's EC. The ASSC reviews the GAP and the AS action plan quarterly. The GA Sub Committee (FHRAM) reviews progress annually. Four faculty Athena SWAN committees are chaired by Deans/Assoc Deans/Co-Chairs (2M, 4F). 14 School/Department self-assessment Teams are in place. Approx. 300 Men & Women contribute to these teams. All Department Action Plans are mapped against the institution Action Plan for discussion at AS/EDI SC level and to highlight the need for support etc.	

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6. Supporting trans people						
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	Best Practice initiatives introduced informed by the STAD reports	GEGI Policy informed by STAD report. The report and support project. The new D&R Policy will deal with issues of bully harassment, sexual harassment, sexual misconduct and sexual violence. The new GIGE Policy approved. Formal launch September 2022.	
AS 6.10	Degender HR policies.	To provide a supportive environment for transgender people include gender-neutral pronouns in all policies .	HE&D	Review all policies to include gender- neutral pronouns.	All existing/new HR policies are currently being reviewed. Over 50 policies on the register. As part of the review process gender pronouns will be removed.	

Status Green = Achieved		Silver - Completed and Impactful		Status Amber = In Progress and on-going - continue to ASAP 2022-2026		Status Red = No/Little Progress
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HEA 1.3/AS 5.18	To ensure HEI leaders foster a culture of gender equality in their HEI	HEA Recommendation: In the appointment process for a new president & vice-president, a requirement of appointment will be demonstrable experience of leadership in advancing gender equality. Demonstrable experience of leadership in 'advancing gender equality' included as a key criterion in all senior posts. All senior posts include the key criterion 'Demonstrable experience of leadership in advancing gender equality'.	Competition Owner HRRM	All senior posts to include demonstrable experience of leadership by June 2019.	Complete: All senior posts include the key criterion 'Demonstrable experience of leadership in advancing gender equality'.	
HEA 1.11 AS 2.1 AS 3.3	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. Due to the Covid-19 crisis a general staff survey on the effects of Covid on staff has been circulated. Survey responses will be analysed by gender and viewed from an EDI perspective.	President HE&D	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.	Staff Pulse Survey replaced the biennial AS Survey. A 75% response rate was achieved 31% M - 63% F 5% other. A further Staff Pulse Survey was conducted in 2021 to benchmark the findings. Survey undertaken and key findings presented. A broader EDI Survey will be undertaken as part of the AS Silver Application in 2022. A 63% response rate was achieved in 2021 66% F - 30% M 4% non binary - prefer not to say. Our AS/EDI Culture Survey was conducted in April 2022 - an overall response rate of 43% was achieved 32% M - 49% F. Due to annual surveys being conducted during covid the survey response rate in 2022 indicated survey fatigue.	
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	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.	Feedback from the AS E&D Survey incorporated into the AS Application and the accompanying action plan. Staff communicated on the outcome of the survey and the action plan A staff Pulse Survey was issued in June 2020 to gather data on the effects of Covid-19 and remote working. A 75% response rate was achieved. A comprehensive report has been circulated to staff with an accompanying action plan. Faculties have received detailed feedback. Staff Pulse Survey replaced the biennial AS Survey. A 75% response rate was achieved 31% M - 63% F 5% other. A further Staff Pulse Survey was conducted in 2021 to benchmark the findings. Survey undertaken and key findings presented. A broader EDI Survey will be undertaken as part of the AS Silver Application in 2022 A 63% response rate was achieved in 2021 66% F - 30% M 4% non binary - prefer not to say. Our AS/EDI Culture Survey was conducted in April 2022 - an overall response rate of 43% was achieved 32% M - 49% F. Due to annual surveys being conducted during covid the survey response rate in 2022 indicated survey fatigue.	

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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	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.	The membership of the AS/EDI Committee has been expanded through an open call. Currently there are 30 members on this committee broken down by 17F/13M. The committee has representatives from the Ethnic Diversity Forum and underrepresented groups on the committee. Members of the ASED/ Steering Committee share diverse experiences (Figure 3.1)	
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 HE&D	IT A formal electronic tracking system is in place with access provided to Faculty SAT's and the ASSC	A system was reviewed but found to be unsatisfactory. Further options to be explored with ITD. Agreed for now that Excel is the best format for tracking progress.	
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	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.	A number of school/departments have identified AS Champions. 2 faculty have put in place Research Assistants to support the process. The assistant Dean Equality, Diversity, Inclusion and International in the Faculty of S&E was appointed in early 2022. The faculty EHS has recruited a research assistant 0.4 in 2022 and is currently in the process of recruiting an Assistant Dean in EDI. Interviews scheduled for October 2022. This will bring to 3 Assistant Dean posts in the institution demonstrating the institutions commitment to resources and to embedding AS/EDI .	
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	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	Ongoing support provide to all departments and schools. The achievement of 14 awards i.e. 28 departments including 1 silver exceeded the institution's targets. The office of the DHE-EDI continues to provide on-going support to all 4 faculty AS/EDI Committees and to schools and departments.	

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3.7	Achieve a Silver AS Award by November 2021.	By Nov 2019 all STEM department will have submitted applications. Essential to measure impact and set clear targets.	Chair ASSC HE&D	A Silver AS application submitted in April 2021 clearly setting out the impact of AS in the institution	With 14 Awards (1 Silver) covering 28 Departments and 1 Institutional AS Award now secured the institution is well on track and will submit a Silver Application in November 2022 UL.	
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	All senior institutional committees are fully informed of AS progress and impact and the institution remains committed at a strategic level	The DHR/EDI is a member of the GA Sub Committee - Access, Equality & Student Affairs (AE&SA) and provides quarterly updates to this committee. Bi-Annual updates are provided to the GA & Finance, Human Resources & Asset Management (FHR&AM) Committee. Feedback from annual Staff Surveys are provided to the campus community.	
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	Executive Committee approval in place. Launch to all staff	Strategy implemented and due for review in 2023.	
4.1	Review and revise the measures aimed at attracting female candidates in STEM.	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 foregrounded in recruitment.	VP COO HRD Deans HoD -HoS	Content of Advertisements are gender-proofed. Compulsory completion of unconscious bias training included for all Recruitment & Selection Panels members and included in recruitment packs. 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	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. In progress. This has been incorporated in the revised procedures.	

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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	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	Promotions were reinstated in 2020. 69 applications for L to SL (33 F). 36 Applications SL to AP (14F). L to SL 70% success rate overall (60%) SL to AP. L to SL - The female success rate overall was 37% of the total applications and of the females that applied 72% were successful. The overall female success rate is 29%. Of the females that applied (13) - 77% (10) were successful. A full review of the promotions procedures has been undertaken during 2021/2022. Revised procedures and a revised application form have been presented for approval to EC (July 2022). A revised procedure will be put in place once full EC & GA approval has been secured. satisfaction ratings with understanding the promotions process and agreeing that the promotions process is clear has increased from 23% F - 40% M in 2018 to 54% F and 61% Male in 2022. The 2022 submission will continue to progress this action tracking satisfaction and success rates with promotions.	
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	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	The 2020 Promotions saw a 70% success rate from Lecturer to Senior Lecturer (SL). Of the male applications 69% were successful. Of the females that applied 72% were successful resulting in a 45% representation of women at SL in line with the cascade model. A 60% success rate overall from SL to Associate Professor level was achieved. Of the males that applied (22) - 50% (11) were successful. The overall success rate was higher for females 13 applicants - 10 (77%) were successful. While this increased the number of females at Associate Professor level to 21 when aligned with male success rates the overall percentage increase did not change and remains at 34%. However, it should be noted that this increase represents an increase of 15 female associate professors since 2015. The results convey a very positive outcome to staff. We are therefore hopeful we will reach the 10% increase at AP level by 2022. UL led on the GEE funded Preparing for Academic Advancement programme. 48 females at SL level have now attended the programme. Of the 5 participants from UL on the 2021 programme 4 were successful in achieving AP level. Feedback from the participants highlights that the support of the programme, the networking and coaching and in particular the cross sectoral mentoring contributed to their success.	
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	Funding secured for 2 Female Professors appointed in Science & Engineering by 2021. Funding secured for a further 2 Professorships by 2023	UL is one of only 3 institutions that secured funding for 4 SALI Professor post. 2 SALI Posts in the 2020 round and have now been filled i.e. - Prof Biomedical Sciences (Cancer Genomics) and Professor of Professor of Data Science and Statistical Learning. A recruitment campaign is currently underway to fill the 2021 funded posts i.e. a Chair in Biochemical Engineering and a SALI Chair in Digital Engineering. 40% of the marks for the SALI funding is allocated to the institutions update in relation to the Gender Action Plan. UL due to its on going commitment to AS demonstrated significant advancement in delivering on the key actions as presented the impact of which was securing funding for 4 posts.	

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4.6	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	Progressively move to 40% of senior researchers in STEMM by 2022	A new Career Development development programme for mid-career academic and research women was rolled out in September 2020. The programme "Supporting Women in Academia" was developed and ran in Sept, Oct, Nov in 2020 and Jan 2021. To date 15 researchers/researcher fellows took part in the training. The current % of senior researchers is 5% despite the fact that 56% (STEM Faculties) Research Fellows are female (18f - 14 M) Focus Groups were held with researchers as part of the HR Excellence in Research Framework. The HRS4R survey in 2021 had a response rate of 26% with a strong showing from SciEng. The Talent and Career Development Sub-Committee of University Research Committee survey had a response rate of 28% which they viewed as strong within the research context. They suggest Faculty specific engagement with Post Docs may be more relevant. Their report indicated participation rate of Female of between 40 & 50%. One of their recommendations is targeted focus groups to engage further with Post Docs	
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	Report to AS steering committee April 2020	Through focus groups and surveys it was established that staff working part time is by choice and to align with individual home and family commitments. Staff working part time were happy to continue to do so but would like the option at a later stage when family commitments change to be able to return on a full time basis.	
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	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.	Part time staff are eligible to apply for promotion. In the 2020 round there were 2 part time workers considered each on their own merit on a pro rata basis.	
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	Calendar events (festivals, celebrations) that promote diversity. Stronger links with International Education established. Stronger representation of ethnic minority groups on key committees.	The inaugural Ethnic Diversity Forum meeting was launched in September 2021. An EDF Steering Committee has been established with 3 sub groups. An EDF Action Plan is currently being developed. Over 40 expressions of interest were received to join the forum.	
EHR AS 4.14 AS 4.15	Ensure that UL's EHR requirements are included in Events, Club and Society policies.	Publicity material, electronic and paper-based, will reflect the diversity of the UL community. Event, Club and Society policies will consider HER. Events, Clubs and Societies will be inclusive and aware of UL's EHR requirements.	C00&R VPAASE SL	All policies have been updated to reflect EHR requirements by Sept 2021.	Sub groups of the EHR Committee have been put in place to advance the key actions as set out the EHR Strategy Document. Noted on Risk Register and being implemented through the EHR strategy reports where feasible. A new HR-EDI committee has been established with the P/DP as chair. The current EHR strategy will end in 2022 and a new strategy will be developed in line with the requirements of the Public Sector Duty.	

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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 Head IC	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.	A review of the HR & EDI Website is now complete and includes diverse images. This needs to be reviewed on an on-going basis. Clear guidelines have been developed and promoted by the Marketing and Communications Division and placed on the website and must be adhered to for all events and promotions e.g. Agency Guidelines for Implementation of Campaigns featuring UL Students have also been adopted ensuring that agency partners use real students and not models and in doing that those used reflect the diversity of our student population.	
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	All adverts clearly display the University's AS message inviting applications from all sections of the community	Clearly visible on all adverts. 90% of staff agreed, All adverts clearly display the University's AS message inviting applications from all sections of the community.	
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	All promotions and selection boards include of minimum 40% gender representation	All Recruitment & Selection Board Procedures to ensure 40% gender representation on all boards over 3. The revised R&S Procedures are in place incorporating the AS/HEA/GAP recommendations. For all approval with the Exec Committee. Policy approved on the 10th December 2021. The Competition Owner should strive to have gender balance in their final pool of candidates for all competitions. For appointments of all roles where the salary scale reaches or exceeds €76,000, if the final pool of candidates does not comprise of a minimum 30% gender representation, the Selection Board must account to the Governing Authority for why this was not possible'. Recruitment Policy.pdf (ul.ie)	
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	Recruitment and selection board procedures updated to provide for additional external representation where required	The composition of Recruitment & Selection boards has been clearly set out in the proposed reviewed R&S procedures. Minimum Board Sizes have been clearly set out for each type of selection board. Revised procedures approved by EC and in place.	
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 Psychology; HoD EWR L&D M Members of ASSC	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.	The launch of the Equality, Diversity and Inclusion in Higher Education (EDI in HE) programme took place on Monday the 17th of May 2021 by Minister Simon Harris. The Programme consists of 4 separate modules, each of 30-45 minutes duration, which can be completed either as an entire programme, or as a series of modules allowing participants to build up their knowledge over time. The purpose of the EDI in HE e-learning programme is: to raise awareness of how equality, diversity, inclusion and human rights issues permeate organisational culture, and to understand what third level education staff duties are under Irish equality and human rights legislation. Due to Covid face to face training has substantially reduced and on campus availability of staff is also reduced.	

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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	All competitions will have a mixed gender application pool.	Revised Recruitment Procedures to clearly set out that requirement for mixed gender interview pools. If single gender approval must be sought in advance from the HRD to proceed to interview. Internal Search Committees to be utilised for senior posts. Included in the revised R&S procedures	
5.1.6	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	All adverts clearly display the University's AS message inviting applications from all sections of the community	The statement is clearly visible on all recruitment advertisements. A new Blended Working Policy is in place and available to all. Feedback received from applicants highlighted that seeing the Athena Swan logo on our adverts encouraged them to apply to the institution.	
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	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.	Recruitment Packs revised to ensure the confirmation by the competition owner that all members of the selection board have completed Unconscious Bias Training. In progress. This has been incorporated in the revised procedures awaiting approval.	
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	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	This is a key requirement on all senior management roles and forms a key component of the recruitment and selection process where examples of leadership in driving E&D must be outlined.	
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	Role Profiles for Middle Managers/Supervisors updated to include the competency	In place and forms part of the key competencies required for these roles.	
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	All Selection Board members have attended Interview Skills training.	Selection board training now essential.	

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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	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.	Springboard Personal & Career Development Programme for PMS early stage staff has been delivered annually in 2019/2020/2021. Since the Athena SWAN submission in November 2018 the number of females at SAO3 has increased from 0 % to 50% 3M & 3F	
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	A positive increase in the feedback from staff on the induction programme content and the value of the programme in the staff survey	Since 2018 over 535 (285 F) Staff have completed induction training. Since January 2019, 21 Induction Programmes have been delivered with 611 staff attending. (369 Female, 237 Male and 5 not declaring). All attendees are asked to complete a satisfaction survey. The average satisfaction rating is 4.3. Satisfaction dipped during 2021 (due to the online delivery), however this improved and has recovered since returning to face to face delivery. Average satisfaction with face to face delivery is 4.45. In 2021 100% of all new starters i.e. 185 completed Induction training. To-date in 2022 61% of new starters i.e. 106 of 174 have completed Induction Training.	
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	An increase to 60% Y1; 70% Y2 and 80% Y3 in the uptake of Induction Training A formal tracking system in place	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. 60% of respondents to the staff survey attended induction training	
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	Formal process for tracking completion of the on-line Induction Training Programme in place with 60% compliance in Y1; 70% Y2 and 80% Y3.	Detailed Probation Reports are being completed. New staff must now signal that they have completed and understood certain training and policies. During Induction training took place virtually. In 2022 it returned to face to face training.	
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	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.	The process for ensuring that all absences are clearly considered within the promotions and progression procedures has been implemented. All promotions board members receive detail of absences with the portfolios at assessment stages and are directed to ensure that absences are accounted for. At Promotions Board Meetings absences are again noted and recalculation is discussed and agreed if required. Over the past 3 years we have seen the success rates for women at promotions increase from in 2018 FROM 37% success rate to 70% with the women that applied having a 72% success rate in 2020 (L to SL) and most recently	

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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	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.	A full review of the promotions procedures has been undertaken during 2021/2022. Revised procedures and a revised application form have been presented for approval to EC (July 2022). A revised procedure will be put in place once full EC & GA approval has been secured. Satisfaction ratings with understanding the promotions process and agreeing that the promotions process is clear has increased from 23% F - 40% M in 2018 to 54% F and 61% Male in 2022. The 2022 submission will continue to progress this action tracking satisfaction and success rates with promotions.	
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	Increased satisfaction from staff with regard to the support provided by HODs with the Promotions Process	Workshop provided for academic staff applying for Progression in February 2020, 2021 & 2022. In 2021 78 academic staff attended virtual workshop. 55% F and increase in attendance of close on 300% from 2019 when 27 staff attended. 42% of staff agreed that they were satisfied with the support they receive from their department.	
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	Within the review of the Promotions Policies, consideration to undertaking discipline-specific process undertaken and an outcome agreed.	This proposition was discussed. It was agreed that the proposed revised procedures will adequately address the wide discipline differences and therefore no requirement for a separate promotions process.	
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	At least 3 WiSE network meetings held in 2019. Detailed discussion on Promotions provided.	Support was provided to the WiSE network through the FS&E and the office of Dir HR-EDI. There were a number of meetings of the 4WiSE group on 27/08/2019/2020 however Covid affected the continuation of the meetings. A career development workshop was held in the Library with follow-on one-to-one coaching to participants offered. Members of the organising committee had been planning a final event just before the COVID-19 campus closure in March 2020 and to hand over to a new committee. Members of the WiSE network have become actively involved in the 2 new related networks in UL the APEX network and eMerge for early stage academic staff. The 4WiSE network hopes to be re-established when staff return more fully to campus in 2022/23	
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	More men engaged in providing Mentoring Support on the promotions processes. A 'Connecting Women' – Engaging Men to enable female success has been rolled out.	Mentoring Stats presented Sept 2020 meeting. Mentoring Workshop April 2021 - Gender Enhancement Funding secured through the GEEF for Preparing for academic advancement - cross institutional mentoring. 24 Senior Lecturer participants from 7 universities participated on this programme in 2021 a further 24 SL currently undertaking the programme. The mentoring provided through this programme is specifically to support senior academic women in preparing the promotions portfolios. Of the 5 UL participants last year 4 were successful in achieving Assoc. Prof. Level in the 2022 Promotions round.	

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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	A comprehensive review undertaken.	The University's application to reintroduce a job evaluation mechanism "Workforce Planning & Job Sizing (Role Profiling) Framework" has just been approved by the Department of Further and Higher Education, Research, Innovation and Science. During the last 18 months the university's management has been in regular contact with the Department of Education and Skills and the Department of Further and Higher Education, Research, Innovation and Science requesting approval for the restoration of a job evaluation mechanism in the University. The process is now reinstated. Staff have been invited to submit their applications for review. Job Evaluations submissions will be externally assess. Satisfaction levels with the process will be reviewed and success rates monitored going forward in ASAC 2022-2026	
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	Job Evaluation process restored.	As above now closed and progress will be monitored.	
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	Job Evaluation process restored. A full review of the process undertaken and improvements in place	Job Evaluation and Job Sizing has been approved. PMSS can now apply to have their roles evaluated from June 2022.	
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	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	The launch of the Equality, Diversity and Inclusion in Higher Education (EDI in HE) programme took place on Monday the 17th of May 2021 by Minister Simon Harris. The EDI in HE is the successor programme to the original LEAD (Living Equality and Diversity Programme) programme developed by the IUA Equality Network in 2012. The programme has been tailored to the needs of our sector, including the Irish legal context, and then further adapted at institutional level to reflect each institution's policies/services re EDI. The Programme consists of 4 separate modules, each of 30-45 minutes duration, which can be completed either as an entire programme, or as a series of modules allowing participants to build up their knowledge over time.	
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	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.	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 the existing forms are being utilised. All managers are required to report completion rates to L&D who in turn present these reports for review at EC. Since 2018 a significant increase in completions rates has been achieved with 65% (2020) 75% (2021)HoD & Deans reporting PDRs completion rates and Manager reporting 60% (2020) & 85% (2021) of PMSS completion rates for staff.	

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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	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.	A review of the PDRS is taking place within HR. Since 2018 a significant increase in completions rates has been achieved with 65% (2020) and 75% (2021) HoD & Deans reporting PDRs completion rates and Manager reporting 60% (2020) & 85% (2021) of PMSS completion rates for staff. 85% of respondents agreed that they used the PDRS to discuss work objectives. 67% discussed career progression, 70% discussed workload. Overall, 59% of staff felt they benefitted from the process, 59% F respondents & 60% M concurred.	
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	7 Doctoral Scholarships in place. 2 Athena SWAN focused scholarships addressing the underrepresentation of women from racial, ethnic and cultural minorities	Some faculties are currently offering AS scholarships i.e. FAHSS jointly with S&E and Faculty EHS. KBS have secured 3 scholarships. EHS awarded an EDI fee-waiver for four years to Jade Gill, beginning Sept 2022. Her working thesis title is: 'Effects of school-based social emotional interventions on migrant girls' sense of belonging and emotional wellbeing'. Details of AHSS existing PhD scholarships can be accessed at https://www.ul.ie/artsoc/students/fee-waivers-and-scholarships .	
5.3.9	Extend the interim review process beyond progression level to all academic promotions.	The interim review process has been highly successful. There have been numerous calls to extend it to other promotional levels.	HRD All 4 Faculty Deans	Internal reviews extended to L to SL levels in 2020. To SL to Assoc Prof 2021	Actioned at faculty & department level. Departments are offering one to one supports with promotions applications and some senior professors are providing support to applicants across faculties. Staff applying for promotion have access on request to view successful applications. A formal interim review process not deemed necessary.	
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	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.	Virtual mentoring information Session took place in May 2020. Mentoring training has been incorporated into the PAA programme. In the Staff Survey 2022 68% of staff felt they have access to the training needed to support their career, 55% felt they had access to the mentoring needed, 56% felt they had access to the opportunities to support their career aspirations and 67% agreed their line manager engages with and supports their aspirations. Both male and female respondents concurred with the statements. Academic staff, both female (64% of responses) and males (62%) were lower than PMSS (78%f, 73%m) and researchers (73.9% f, 64.5% m) in agreeing they had access to training they need. Agreement across the other statements was also lower than other categories and genders. 64% of staff (45%F) are award of the formal mentoring scheme. An increase of mentoring for PMSS was achieved with 23 PMSS (20F; 3M) availing of mentoring in 2020 an increase from 3 in 2019.	
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	Scheme Reviewed. Scheme extended to CONFIRM and other areas over a 4 year period.	The mentoring programme is now being operated by SSPC with external & internal mentors being provided.	

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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	Review completed and the decision to whether there is value in relaunching the scheme agreed.	Coaching has been included as a key aspect of all Career Development Programmes so a decision was made to continue offering coaching within the programmes themselves.	
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	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	Departments within the institution have put in place checklists to support staff leaving and returning from Maternity Leave. Details included in HoD and Manager & Supervisor training provided by HR.	
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.	Research Office & HR Research	Guidelines on Funding Body Maternity Leave strategically placed on the HR & Research Websites.	SFI funding in relation to Maternity placed on relevant websites.	
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	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.	Clarity has been provided in relation to entitlement to maternity leave. 38% Satisfaction levels in relation to support put in place on return from Maternity Leave. Executive Committee approved that in circumstances where costs to cover maternity, paternity or adoptive leave has not been approved by the funding body and funding is not provided for the replacement of staff within the specific research project then replacement costs will be covered by the university.	
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	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.	This facility has been put in place and was extremely welcomed by staff who requested the facility.	
5.5.10	Gather flexitime data centrally.	Data was unavailable on the uptake of flexitime in the institution	HRD HRO ER	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%	Covid 19 and remote working has overtaken this.	
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 Crèche Owner Crèche Liaison Committee Chair	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	Agreed that this was outside of the remit of the ASSC. PCC through the Liaison Committee are handling all Crèche related activities.	

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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	2 Baby Changing facilities in place in the main building Y1. 1 Facility in each of the key campus building Y2.	This was being addressed ahead of Covid. Additional baby changing facilities included in 2 buildings. Baby changing facilities installed in the following toilets, Health Sciences Building 029, GEMS 0 -019, IWG 019 and the Foundation Building has a baby changing room. A request to change the name from Disability to Accessibility has been forwarded.	
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	Review undertaken and a decision to extend the entitlement to Lactation/Breastfeeding breaks up to the child's 2 nd birthday in place	Breaks have been updated on the UL procedures in line with legislation. Further supports to be considered when back on campus	
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	All family friendly policies easily accessible on the new HR Website. 80% satisfaction in staff survey on access to relevant information.	Clearly visible on all adverts. 90% of staff agreed, strongly agreed or somewhat agreed that the University support diversity through the publication of policies and training of policies.	
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	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.	An inaugural Director Human Rights, Equality, Diversity and Inclusion was recruited in March 2021. The Director HR-EDI reports to the Provost-Deputy President of the University. An AS Data Analyst & AS Projects Officer was appointed in 2021 highlighting the institution commitment to AS through the allocation of resources.	
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	Recruitment process in place. Equality Manager Athena SWAN Projects Officer posts filled.	An AS Data Analyst & AS Projects Officer was appointed in 2021 highlighting the institution commitment to AS through the allocation of resources. 1 additional resource in place through external funding.	
5.6.3	Increase funding to support AS initiatives.	Demonstrate commitment of University to AS	HE&D	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	With the setting up on the HR-EDI office and the appointment of a Director and Data Analyst the institution has fully committed resources to demonstrating commitment to AS and the broader HR-EDI Agenda. Budget is allocated annually for events. A wide range of events are held and fully supported including the Annual IWDC, special speaker events, including the launch of the APEX network event etc. Resources are forthcoming for all related activities. The First International Men's Day Conference held 19th November 2019. This is now an annual event. International Women's Day Online Events took place in March 2021/2022. A number of lunchtime online Human Rights EDI Events have taken place in 2021 and 2022. All of these event have increased the awareness of AS/EDI with 55.5% of all respondents (459/819) agreed that they recognised the principles of Athena Swan are embedded in their depts culture and way of working.	

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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	Mandatory training for new and existing Staff. Refresher training for all staff every 4 years.	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 all staff and a key requirement for successful completion of Probation. Requirement forwarded to L&D. The Consent Framework will now address the requirement to revised D&R Policies, Sexual Harassment & Sexual Misconduct Policies. The institution AC on the framework was presented to DES/HEA in Feb 21. The first meeting of the newly formed Consent Framework Policy Review Steering Group took place on Wednesday the 14th of April 2021. Work is on-going on the revised policy.	
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	Decrease from 25% in the % of female respondents less likely to report unfair treatment.	As part of the Consent Framework the Speak Out Tool was launched in October 2021 to provide a transparent and consistent system for addressing complaints. It outlines a clear path for reporting and a clear process for handling disclosures. A revised D&R policy and a new Sexual Harassment & Sexual Violence policy is currently being developed. Recent Survey Responses from females indicate that 54% of staff respondents would feel comfortable reporting bullying and or harassment. 48% of females and 68% of males gave the same response.	
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	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.	Programme includes clearly outlining the supports available to staff that experience any form of harassment 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 relevant policies to be reviewed in line with the Consent Framework. A Consent Framework Steering Group Committee (FSG) was established in 2021. A balanced membership of key stakeholders is included. Two sub groups (The Sexual Health and Wellbeing group and The Policy Development Sub Group report in to the FSG. A meeting of the SFG took place in January to agree the process. A Consent Framework Action Plan is in place. A student Designated Contact Persons Panel is being established. In the past 3 years 471 Staff have attended D&R Training. 55% of respondents would feel comfortable reporting Bullying & Harassment	
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	Amended recruitment and selection procedure	The Recruitment & Selection Procedures have been updated. A number of key changes have been implemented to the revised procedures.	

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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	Policy in place stipulating that all meetings held between 10.00 and 16.00	The timing of meetings varies from faculty to faculty with a number of departments who have successful AS Awards in place ensuring that meeting are held in Core Hours. Revised policies to now be considered in line with working remotely. Advice on holding meetings issued by HR e.g. scheduling & duration of meetings, Friday's free from meetings if possible. 89% of respondents to the staff survey agreed or somewhat agreed that meetings were scheduled between 10h00 - 16h00.	
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	50/50 Gender representation in all case studies and podcasts	The Research Office and Marc Comms have undertaken to ensure a 50/50 gender representation on all podcasts demonstrating a commitment to promoting women not only in STEMM but in all disciplines.	
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	Each female participants registers a male colleague. 20% increase in male attendance Year 2. 30% Year 3.	Some discussion took place on this item. Agreement that males should be encouraged to attend but that it is an event for Women. Topics should be varied at attract both gender.	
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	An annual event is held and well represented with positive feedback in the Staff Survey on the initiative	International Men's Day has been held annually since November 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	Collation of participation data and improvements in gender balance	Work has advanced well at faculty level. All faculties are now tracking outreach activities most notably the Physics Department FS&E received exceptional feedback in the Silver Award for their approach. At an institution level this is closed out and the faculties/departments will continue to progress this action.	
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 AS Co-ordinator	The Network will host three workshops on AS issues per year	Ongoing meetings held. The AS Network has proven invaluable for sharing best practice and offering support to Department SAT leads.	
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 Steering committee and led on the establishment of the National Practitioners Network	HE&D	HE&D elected chair for 2019 Terms of Reference for the Network in place. 3 Meetings held in 2019	The National Athena Swan Practitioner Network meetings continue to take place.	
AS 6.3; AS 6.11; AS 3.13	To ensure an inclusive environment for Trans Staff and Students.	Put in place a Gender Identity and Gender Expression policy for Staff and Students.	TRANS Team, HE&D, HRL&D	Gender identity and gender expression policy to be approved by Nov 2019	Policy in place and formal launch undertaken in September 2022	

#	Action Item	Rationale	Person/s Responsible	Measure of Success	Progress Update/Key Outcomes - success measures /Impact	SAT RAG ASSESSMENT
6.4	Finalise the Flag Flying policy.	To ensure that the trans flag can be flown as requested	Special Advisor on Equality & Diversity; Buildings	Flag Flying policy agreed by GA ensuring protocol is in place to fly the Trans Flag annually	No formal Policy required currently. Requests are uploaded to Buildings & Maintenance who act on all requests.	
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	All new and refurbished buildings will include gender-neutral restrooms	In Place and On-going	
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	Bi- annual staff equality survey shows 100% awareness of the policy and Trans issues	The policy has been formerly approved. A staff awareness campaign and formal launch will take place in September. On-going awareness of the policy will be tracked.	
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	Student record system and corresponding forms changed. Procedures in place for students and staff seeking a preferred name change	The fields in the Core HR System have been updated to reflect gender, non-binary and other categories. The new GIGE policy clearly sets out how students can have their gender and name changed on they student records systems. Academic Registry have been core to supporting the changes to the policy.	
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	1 week per year	Trans 101 workshops rolled out and attended by the SU. The office of Dir HR-EDI run a range of events and activities throughout the year including Trans inclusive training, LGBTi awareness training. Out in UL is actively supporting students and a new LGBTIQ Staff network has been established open to members of the LGBTIQ Community or allies.	