UL Gender Equality Action Plan 2022 - 2026

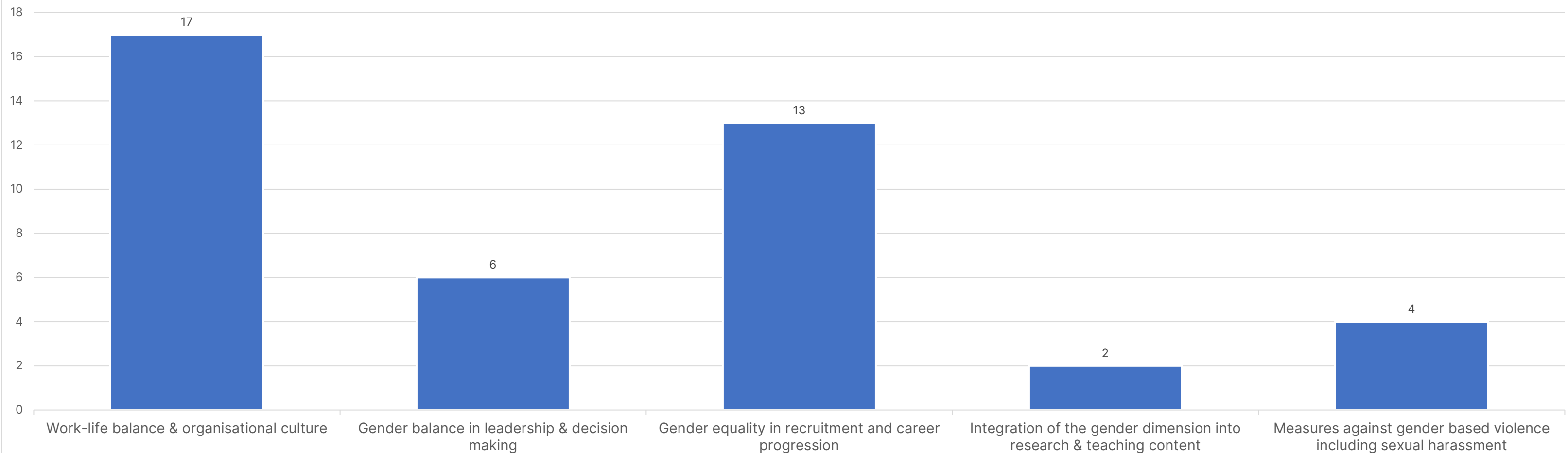| Key	Institution Priority	Description
GE 1	Inclusive Leadership	Strengthen trust, improve communication and build capacity to ensure that the institution's leadership and committee structures are representative and inclusive.
GE 2	Gender Equality at Senior levels	Increase the number of women at full professorial level to 40% by 2026.
GE 3	Data Gathering - Gender Equality & intersectionality	Roll out an extensive self-declaration campaign encouraging staff to declare their race/ethnicity and disability through the Core Personnel System.
GE 4	Workload	Implement a fair and transparent academic workload model.
GE 5	Career Pathways	Implement career pathways for all staff.
AEG 1	Safe & Respectful - Dignity and Respect (Bullying & Harassment)	Roll out an anti-bullying and harassment campaign in line with the publication/updating of relevant polices.
AEG 2	Intersectionality, Inclusion/Ethnicity and Belonging	Undertake a campaign to address intersectional inequality and provide further educational programmes for staff and students.
AEG 3	Different Abilities	Develop best practice recruitment processes for employing people with disabilities.
AEG 4	Age	Become an Age Friendly University/University of the Third Age.
AEG 5	Enhancing culture and life at work, Inclusion & Belonging	Measure the effectiveness of AS actions to enhance the culture of UL as inclusive and supportive through ongoing staff surveys and focus groups.

Institution Priorities UL Gender Equality Action Plan 2022 -2026

Priority	Count
AEG 1 Safe & Respectful - Dignity and Respect (Bullying & Harassment)	5
AEG 2 Intersectionality, Inclusion/Ethnicity and Belonging	8
AEG 3 Different Abilities	3
AEG 4 Age	2
AEG 5 Enhancing culture and life at work , Inclusion & Belonging	11
GE 1 Inclusive Leadership	4
GE 2 Gender Equality at Senior levels	4
GE 3 Data Gathering - Gender Equality & intersectionality	5
GE 4 Workload	5
GE 5 Career Pathways	11

Legend:
- GE 5 Career Pathways
- GE 4 Workload
- GE 3 Data Gathering - Gender Equality & intersectionality
- GE 2 Gender Equality at Senior levels
- GE 1 Inclusive Leadership
- AEG 5 Enhancing culture and life at work , Inclusion & Belonging
- AEG 4 Age
- AEG 3 Different Abilities
- AEG 2 Intersectionality, Inclusion/Ethnicity and Belonging
- AEG 1 Safe & Respectful - Dignity and Respect (Bullying & Harassment)

Action Items by Priority Ranking

- High, 32
- Med, 31
- Low, 12
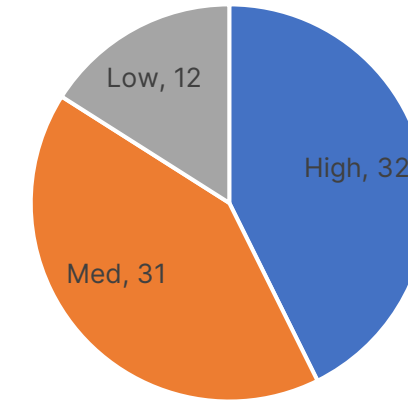
Actions aligned to EU Horizon GEP Thematic Building Blocks

Building Block	Count
Work-life balance & organisational culture	17
Gender balance in leadership & decision making	6
Gender equality in recruitment and career progression	13
Integration of the gender dimension into research & teaching content	2
Measures against gender based violence including sexual harassment	4

UL Draft Athena Swan Action Plan As of 24/01/2024

EU Horizon	Priority	#	Rating	Action	Rationale	Specific Actions and implementation	Responsibility	Timescale	Success criteria/ outcome Measures
Work-life balance & organisational culture		A1.2.1	High	Support the School of Design to achieve a Bronze award in 2023.	To ensure that every academic unit in UL has at least one AS award.	• Provide hands-on support to the School of Design to prepare a successful submission in 2023.	School of Design SAT, EDI Faculty SAT	January 2023 - June/November 2023	Bronze Award achieved
Work-life balance & organisational culture	AEG 5	A1.2.2	High	Achieve five Silver academic AS awards by 2026.	Achieving five Silver awards by 2026 is one of the key performance indicators (KPIs) of the UL@50 strategic plan 2019-2024.	• Provide direct support in Year 1 to Chemical Sciences and Maths & Stats to help them achieve Silver department awards.	Office HREDI	April 2023 - January 2024	Five Silver awards achieved by 2026, demonstrating the impact of embedding AS in the institution
						• As per Figure 1.2.1, support each academic unit to secure a silver award. • Provide training workshops, detailed data, etc.	Office HREDI	January 2024 - June/November 2026	
Work-life balance & organisational culture	AEG 5	A1.2.3	High	Establish an annual President's EDI award to staff.	To recognise contributions and advance UL's strategic objective 5.2.1.	• Establish an annual call-out for nominations for the President's EDI Award. • Set up an assessment committee. • Publicly acknowledge the successful awardee.	Office of President, HR-UL, HREDI Office, Finance	January 2023 to January 2025	High engagement in nominations for the award. The award is highly regarded in survey responses as a positive action to recognise staff who have made major contributions to EDI at UL.
		A1.2.4	Med	Agree a four-year plan for professional directorates seeking AS accreditation.	The involvement of professional directorates and PMSS is key to fully embedding gender equality, diversity and inclusion in the institution. As the AS Charter has now expanded to include professional directorates, we are committed to engaging all units in the charter.	• Deliver an Awareness Workshop to Management Council	Director HREDI (DHREDI)	April 2023 Meeting	– Two professional directorates in receipt of AS awards by 2026 – SATs in place in remaining directorates
						• Organise a briefing session for all directorates on the new AS Ireland Charter for Professional Units.	DHREDI	April 23 to June 23	
						• Agree a four-year plan for award submission.	HREDI Office, directors of professional units	Plan in place from June 2023 - 2026	
		A1.2.5	High	Secure an additional EDI resource to support the rollout of the key committed AS/EDI actions.	An additional dedicated EDI resource is required to enable us to deliver on our key AS actions and strategic EDI objectives.	Secure approval for the post	DHREDI, Provost/Deputy President	January 2023 - June 2023	EDI resource in place
	GE 3	A1.2.6	High	Work with HR to implement a self-declaration option in the Core Personnel System.	The lack of diversity, disability and ethnicity data was highlighted in the submission. An analysis of intersectionality data is required to support AS work at institution and unit levels. At 2.3% (n=23), the response rates from staff reporting coming from another ethnic or mixed group was very low. We need to secure additional data as there is also a requirement to return ethnicity data in annual HEA returns so we need to capture more reliable ethnicity data for the purposes of generic reporting.	• Roll out a self-declaration campaign and information sessions in line with the HEA campaign to encourage staff to engage. • Identify question and response choices to be included. • Through the Ethnic Diversity Forum, undertake information sessions with staff from ethnic backgrounds.	HR-UL Operations; DHREDI; Ethnic Diversity Forum	Jan 23 - June 23	30% of staff self-declaring diversity data including ethnicity, cultural background, disability, etc.
						• Ensure data protection requirements and responsibilities are met safeguards are in place.	Data Protection Officer, HREDI Office	March 23 - April 23	Data access and data processing requirements agreed and in place
Work-life balance & organisational culture	AEG 2	A1.2.7	Med	Remove all unnecessary gendered forms of address within policies and implement further campaigns to promote the use of gender-neutral pronouns.	To ensure that UL visibly displays an inclusive environment and in compliance with the Gender Identity and Gender Expression (GIGE) policy.	• Conduct a comprehensive review of all policies undertaken to remove all unnecessary pronouns.	HR-UL, Corp Sec, HREDI Office	May 23 - Dec 23	All policies reviewed and updated
						• Conduct a campaign to promote the use of pronouns rolled out with accompanying explanatory information sessions.	Office HREDI	March 23 - Sept 23	Data collected and evidence provided that 60% of staff are utilising pronouns in email signatures in years 1 and 2 and 80% by years 3 and 4
Work-life balance & organisational culture	AEG 5	A1.3.1	Med	Undertake a deep-dive analysis as to why men do not volunteer to participate on AS/EDI committees.	To increase male representation on AS/EDI committees and working groups and on HREDI committees.	• Through faculty EDI committees, roll out a short survey to male staff only in relation to EDI involvement.	Office HREDI	Jan 24 - June 24	An increase from 36% to 40% in male participation on EDI committees

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Gender balance in leadership & decision making	GE 1	A1.3.2	Med	Review AS/EDI Steering Committee membership annually.	To ensure the committee remains representative and inclusive, we need to ensure that staff/students from diverse backgrounds are represented.	• Review committee membership annually to ensure wider representation from all categories of staff.	AS Steering Committee, HREDI Office	Jan 24 - June 24	A wider representation of males and staff who identify as coming from an ethnic or other diverse background and a representative from the DisAbility network included in the Steering Committee
Work-life balance & organisational culture	GE 1	A1.3.3	High	Increase staff engagement in AS.	While AS principles have been embedded across academic units, further work is required to communicate AS-related work to all staff and students.	• Produce an annual AS/EDI publication informing staff and students of progress. • Publish an annual gender/EDI analysis of committee and leadership structures, staffing, recruitment and selection, training and development, student intake and benchmarking data.	Office HREDI	November annually starting November 23	– Detailed action plan presented to GA and GA sub-committees – Management Committee updated annually Awareness of AS/EDI rises from 78% to 100%
					Increase awareness of AS within the PMSS directorates, encouraging units to appoint AS champions within their areas.	• Ensure AS updates are included in the eNewsletter. • Have an annual AS Champions celebration. • Appoint an AS Internal Network Chair annually. • Conduct AS clinics with HR-UL Business Partners.	DHREDI, Chair of AS Internal Network	June and December annually, starting in 23. Chair appointed annually in January, commencing January 23	PMSS Champions on AS/EDISC
	GE 3	A1.3.4	Med	Establish a schedule for conducting institution AS surveys and focus groups.	To support unit and institutional activities, there is a need for regular qualitative data gathering. A schedule of surveys will ensure timely data is collected without introducing survey fatigue or overlap.	• Identify timelines for institution surveys while accounting for ethics approval, execution, data analysis and reporting of key trends.	Office HREDI	February 24 - May 24, surveys biannually commencing 2024	– Schedule in place and rolled out – Increase of 20% response rate in engagement in staff surveys from 43% to 63%.
	GE 3	A1.3.5	Med	Review key insights that emerge from the UL Appreciative Inquiry process (November 2022–January 2023) and examine key issues identified by the HREDI Committee, the relevant aforementioned networks, and the surveys and focus groups.	To ensure the work of the AS/EDISC remains relevant.	• Present the findings of the UL culture Appreciative Inquiry process to the AS/EDISC. • Consider key actions and update the SAP with them.	HREDI Office, Internal Communications Manager, Community Engagement	June 23 - Sept 23	Key relevant actions added to the AS SAP to ensure alignment with ASEDI commitments
	AEG 3	A2.1.1	High	Conduct a disability awareness campaign and disability census.	To increase awareness of disability and to ensure staff with a disability are fully recorded and supported.	• Undertake a disability census and accompanying disability awareness campaign. • Involve members of the DisAbility Staff Network to support the rollout of the census and to agree the census questions.	DHREDI, HR-UL Employee Relations, members of the DisAbility Network	March 23 - June 23	An incremental increase in the percentage of staff declaring they have a disability from 3.9% in 2022 to 4.5% by 2024
	AEG 3	A2.1.2	Med	Put in place a best practice guide for recruiting candidates with disabilities.	Currently we do not have a policy for employing people with a disability. We support applicants who come forward but we need to engage on actively encouraging applicants with a disability to apply.	• Benchmark current numbers of applicants with disabilities applying for UL positions. • Engage with bodies/programmes such as Specialisterne, Aslam and WAM (Willing Able Mentoring). • Devise a best-practice recruitment guide for employing candidates with a disability.	HR-UL Recruitment Manager; DHREDI, Director HR-UL	September 23 - Dec 23	Best practice guide in place and visible in recruitment pack guidance.

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Work-life balance & organisational culture	AEG 4	A2.1.3	High	Develop a menopause awareness campaign and identify a menopause champion.	The average age of UL staff is 46. Forty-four percent of female staff are over 45 years while the average age of female PMSS is 48. This suggests that a significant percentage of female staff are likely to be experiencing menopausal symptoms, the effects of which have been Highlighted in the media. There is a clear need to have a menopause support policy and a menopause champion.	• Organise at least three informal annual meet-ups to enable women to talk about menopause. • Signpost women to appropriate support and information internally and externally. • With HR, organise further information sessions and propose setting up a support group.	HR-UL Business Partners link with eVolve and eMerge networks	March 23	– At least 3 sessions held per annum – Feedback collected and the number of women engaging with the menopause champion and at the meet-ups recorded
						• With HR, compile an information booklet setting out suggestions on how to improve the working environment for pre and menopausal women.	HR-UL Business Partners; DHREDI	September 23 - Feb 24	HR training materials updated
						• In collaboration with HR, develop a menopause policy. • Have the policy approved through the required procedures.	HR-UL Employee Relations Officer	Commence July 23, launch Nov 23	Policy in place
Work-life balance & organisational culture	AEG 4	A2.1.4	Med	Secure support to sign up to the principles of the Age-Friendly University/University of the Third Age.	UL's aim is to create an inclusive culture that encourages members of the community of all ages, both internal and external, to openly engage in creating and sharing knowledge. We are conscious that expert knowledge leaves our institution every day and we could tap into that wealth of knowledge by arranging for older staff to engage with our younger staff and students.	• Agree an action plan for the Age-Friendly Working Group. • Identify Age-Friendly champions. • Act as a forum to challenge ageism and create positive engagement on the topic. • Put in place a schedule of forum events for 2024.	Office HREDI, Age Friendly Working Group	March 23 - August 23 July 23 - August 23 March 23 - Dec 23 Years 1 and 2 activities to be agreed	– Membership of Age-Friendly University in place – Age-Friendly champions identified – An Age-Friendly Forum Event held in summer 23 – UL Restart Retiree Group actively engaged in the forum
Gender balance in leadership & decision making	AEG 2	A2.1.5	High	Conduct an audit of leadership and committee membership across the additional equality grounds and put strategies in place to ensure wider representation of members from additional equality grounds on the new Governing Authority to be formed in 2023.	To address the question of 'building capacity to understand' underrepresentation, an audit of leadership and committee membership across the additional equality grounds will be conducted. New regulations governing the composition of the GA have been agreed. This provides an opportunity to ensure wider representation across all equality grounds.	• Support the rollout of a campaign to engage wider participation on GA and senior decision-making committees.	HREDI Office, Corp Sec	January 23 - March 23	
						• Consult with staff and students who identify with the 'additional' equality grounds regarding their perceptions of representation and the most impactful avenues for their experiences to be heard and shared in committee work.	Office HREDI		Focus group held with 3 committees and Student Life (students' union)
						• Identify international research on the factors impacting representation in universities and share it with UL decision-makers in an accessible format.	HREDI Office, Ethnic Diversity Forum, Community Engagement	Dec 23 - June 24	An increase from 10% to 30% in the representation of committee members from additional equality grounds
Gender balance in leadership & decision making	AEG 2	A2.1.6	Low	Develop a protocol to help prevent committees being too homogenous.	To address underrepresentation on committees.	• Protocol to include a requirement to consult with representative alliances and/or look to good practice or international research when key decisions are being made	HREDI Office, EDI Deans, SATs	Sept 23 - Jan 24	– Best practice initiatives rolled out – An increase by 20% in wider representation on all key committees
Gender balance in leadership & decision making	GE 2	A2.2.1	High	Improve female representation at professorial level.	The number of females applying for professorship roles is dwarfed by the number of male applicants, which affects our target of moving from 31% representation to 40% by 2026. The number of females applying for Personal Chairs is also very low.	• Maintain existing supports to see if emerging improvements at AP are sustained in the years ahead to ensure that a pipeline exists to move to full professorial level.	DHREDI, HR-UL, Deans	June 23 - June 24	Next promotions round sees a further increase of females at AP level from 39% to 42%
						• Establish a network for women at Professor and AP levels to support and encourage females through mentoring/coaching at AP level to apply for Personal Chairs.	Professor of Applied Languages, School of Modern Languages and Applied Linguistics	First meeting April 23, 3 meetings annually	Two Personal Chair applications in Year 1 (2023), 3 in Year 2 and 3 in Year 4
						• Monitor and regularly report the gender representation at senior levels.	EDI Data Analyst	Quarterly ASEDI meetings	Data Hub established and providing readily available data
						• Monitor the impact and composition of research teams built around SALI professorships.	EDI Data Analyst	Annually commencing June 23	Empirical data collected on impact of SALI professorships

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Gender balance in leadership & decision making	GE 2	A2.2.2	Med	Investigate why females are underrepresented at Senior Research Fellow grades.	Female staff are consistently concentrated at RA (mid-20%F/low 10%M) and underrepresented at SRF (<5%) compared to males (>10%). Only 1% of women in research are at SRF.	• Undertake a review of all research contracts to establish reasons for such low representation of women at higher research levels.	VPR Research Working Group, HR-UL Research, HREDI Office	September 23	Strategy to investigate the review in place
Gender equality in recruitment and career progression	GE 5	A2.2.3	Low	Explore the feasibility of implementing a teaching promotions framework.	The University Teacher framework comprises University Teacher and Associate Teacher. With a female-male ratio ranging from 2:1 to 9:1, the category has Higher female representation than other academic categories. There is also a lack of a teaching promotions framework so women are more adversely effected in these roles	• Following completion of the promotions reviewed explore the feasibility of implementing a teaching promotions framework.	HREDI Office, HR-UL	Year 2 - March 24	A promotions process in place for University Teachers by end Year 2
Work-life balance & organisational culture	AEG 5	A2.2.4	Low	Develop a framework to ensure that researchers become fully embedded within their departments and review it in 18 months' time.	Due to the precarious nature of researcher contracts (since 2019, only 55 (20F/33M) of 1,074 researchers have a CID), researchers tend not become embedded in their departments.	The Supporting Researchers Working Group will: • Develop a framework to ensure researchers are more fully embedded into their department e.g. are members of committees; attend department meetings; have a voice, etc. • Review the framework 18 months' after implementation	Supporting Researchers Working Group	March 24 - Dec 24	– A framework in place to fully embed researchers within their departments – Researchers feedback in culture survey indicates a 20% increase in feeling part of the department – Review completed by June 2026
Gender equality in recruitment and career progression	GE 5	A2.2.5	High	Following the phase 2 review of the academic progression/promotion process, consult with the academic community on proposals relating to the recognition of EDI work and transparency of criteria and process.	To provide the academic community with a formal opportunity to provide feedback on these two issues.	• Undertake a pulse survey on the revised promotions procedures on completion of the next full round of promotions in 2023.	Office HREDI and HR-UL	December 23	An increase in feedback levels on the transparency of the promotions process from 36% to 50%F & 35% to 50%M; years 1 and 2 up to 70% for both
		A2.2.6	Med	Consider if the two-year reapplication restriction discourages risk-averse applicants from reapplying after two years for fear of being unsuccessful again and having to wait another two years to reapply.	To establish if there are unintended consequences to this aspect of the promotions process that prevent some people from applying.	• Survey all SLs to establish if the two-year re-submission restriction adversely affects their decision to submit an application to AP. • Survey those who have been restricted to identify if they completed the two years and either benefited or were hindered by the wait.	Office HREDI and HR-UL	Jan 24- June 24	Survey completed, the findings of which will provide useful data upon which to decise if there is merit in continuing with the two-year wait period for unsuccessful promotions.
		A2.2.7	Low	Identify if there is a link between years of employment/years in post and promotion success rates.	While there is a sense that some applicants apply for promotion too early, we need evidence before we can conclude that there is a link between length of service in post and promotion success rates.	• Undertake a review of the promotions data to establish if there is a link between length of service in post and success levels.	Office HREDI and HR-UL	March 24 - Sept 24	Link established or not, the knowledge of which can be used to refine the supports and advice provided to applicants.
	GE 2	A2.2.8	Low	Unit SATs will attempt to identify reasons for any faculty-level promotion success rate below 50%.	We need to know if there are specific reasons for faculty-level promotion success rates being below 50% (e.g. 33%F success rate for KBS female SL to AP applicants in 2020) so remedial action can be taken.	• KBS to review data from the 2020 promotions round to establish if there were particular reasons for the 33% success rates in 2020 compared to a 100% male success rate.	KBS AS lead	Feb 24 - June 24	Possible reasons established, which can be used to refine the supports and advice provided to applicants.
Gender equality in recruitment and career progression	GE 5	A2.2.9	High	Lobby the Promotions Review Committee to consider different academic career pathways to promotions.	In general, academic staff do not believe that the 40/40/20 WAM model reflects their work or that all academic careers take the same pathway.	• Present the survey findings to the Promotions Review Committee to inform the review process currently underway in relation to the desire of some academic staff to be able to choose which area they wish to focus their promotions application on i.e. a research focus or teaching focused application.	DHREDI, HR-UL Promotions Review Committee	Jan 23 - June 23	Data presented to the Promotions Review committee and discussion underway in relation to a flexible weighting process for promotions purposes

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Gender equality in recruitment and career progression	GE 5	A2.2.10	High	Include clear examples in the promotion guidelines on how breaks in service are accounted for.	How careers breaks, e.g. maternity, sick and carers leave, are accounted for in the promotions process is unclear.	• Lobby to have an example presented in the promotions material as to how absences of this nature are accounted for.	Office HREDI and HR-UL	March 23	Example in place and satisfaction levels in relation to 'Clear how career breaks considered in promotion decisions' rise from 38%F and 26%M to 60% for both
	GE 5	A2.2.11	Med	Undertake focus groups and a pulse survey in Year 1 to identify dissatisfaction levels with career pathways.	Results indicate that regardless of gender, the relatively high level of dissatisfaction with career pathways needs to be addressed. Some PMSS dissatisfaction can be attributed to the lack of job evaluation, which had been suspended for over four years.	• Undertake focus groups with PMSS following completion of Round 1 of the job evaluation process to ascertain if satisfaction levels with career pathways have improved.	Office HREDI, HR-UL Learning & Development	May 23 - Jul 23	PMSS dissatisfaction levels down to 20% from 54%
Gender equality in recruitment and career progression	GE 5	A2.2.12	High	Support the implementation of the forthcoming career framework for clinical staff.	A key BAP action was to lobby to have a career framework implemented for clinical staff. Now in progress, the framework needs to be finalised, approved and implemented.	• On agreement and sign-off, ensure awareness workshops are held to communicate the detail of the framework. • Undertake a short pulse survey with clinical staff after the framework has been rolled out to ascertain their levels of satisfaction with it.	HR-UL Business Partner, Office HREDI	Feb 24 - June 24	Among clinical staff: – 90% awareness of clinical framework – 80% satisfaction level with the framework
Gender equality in recruitment and career progression	GE 5	A2.2.13	Med	Implement the IUA Researcher Career Development and Employment Framework in conjunction with Wisdom for Action, UL's research strategy 2022–2027.	Researchers do not currently have a formal promotion process. As the research community primarily comprises staff from ethnic diverse backgrounds, the lack of a formal promotions framework is affecting not only members from an ethnic background but females who are at the lower levels in the research categories.	• Support the implementation of the IUA Researcher Career Development and Employment Framework as the preferred model at national level.	VPR Research, HR-UL	Jan 23 - Dec 23	An increase from 59% to 80% from research staff in relation to having a career pathway
		A2.2.14	High	Roll out a campus-wide promotion of the mentoring scheme.	The data shows an unmet demand for mentoring. Following the success of a piloted mentoring scheme in the Faculty of AHSS, the scheme will now be rolled out to all faculties. One-third of staff from ethnic minorities would like to have access to mentorship from staff members of a similar background to them.	• Undertake a campaign to engage all staff in mentoring. • Particularly focus on encouraging staff from ethnic diverse backgrounds to act as mentors as part of our ethnic diversity plan. • Monitor impact of mentoring and leadership training on PMSS career progression.	HR-UL, Ethnic Diversity Forum	Annually commencing June 23	– An increase in staff awareness of the formal mentoring scheme from 35% to 70% – An increase from 7%F to 20%F and 13%M to 25%M of those having a mentor in Year 2; a further 10% increase in Year 3 and again in Year 4
		A2.2.15	Med	Set up focus groups to understand why survey respondents feel access to research funding is gender-specific.	There appears to be a gendered difference when it comes to accessing funding. Nineteen percent (109) considered women to be disadvantaged when accessing funding while 3% (19) considered men to be disadvantaged.	• Engage the research institutes to hold focus groups to establish the reasoning behind this level of dissatisfaction from women in accessing research funding.	Research Office	Year 2 - March 24	– Focus groups undertaken. Identification of supports required in place – The level of disadvantage in accessing funding reduced from 19% to 10% in Year 3
		A2.2.16	Med	Undertake a pulse survey to identify reasons why some staff members do not find PDRs to be useful and attempt to establish if factors such as career stage, position, location, gender, ethnicity, age and caring responsibilities influence staff opinions.	It would be helpful to know why 41% of academic and research survey respondents did not agree that the PDR meeting is useful and to see if particular factors, such as career stage or equality grounds, come into play.	• Roll out a short pulse survey to Research and Academic staff to establish why they do not find the PDRs useful. • Review the appropriateness of the PDRS for researchers whose employment may not exceed one year.	HREDI Office, HR-UL, VPR	February 24 - June 24	– Data provided and suggestions for improvement taken on board – A decrease from 41% to 10% by Year 4 in the percentage of staff who don't find PDRs useful

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Work-life balance & organisational culture	GE 4	A2.2.17	High	Complete and implement an out-of-hours communications protocol (BAP 5.6.14).	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. High workload tends to affect staff with caring responsibilities more than others, and these tend to be women.	• A communication from senior management to respect not sending or reading emails outside of working hours. • Email signatures to clearly state that responses are not expected outside of normal working hours. • Concern in relation to out-of-hours working to be highlighted by all managers.	HR-UL senior management team	Jan 23 annual reminders	Reduction from 75% to 40% of academic respondents working in excess of contracted hours.
	GE 4	A2.2.18	High	Roll out workshops on the proposed new eWAM on a faculty-by-faculty basis.	While there is broad awareness of the planned eWAM in the survey, 42%F and 50%M were unaware.	• Run an awareness campaign to ensure the new eWAM is fully understood by all stakeholders once in place.	HR-UL	July 23 - August 23	– An increase to 100% of awareness of the eWAM – An improvement in academics' and researchers' perceptions of workload allocation and management from 2022 survey levels
						Academic WAM policy approved by GA	PDP, HR-UL		Policy approved by GA 22 Sept 2023.
Gender equality in recruitment and career progression	GE 2	A2.2.19	High	Aim to reduce the gender pay gap at senior levels by increasing the representation of women in senior roles through actions on recruitment and promotion.	While the overall gender pay gap for UL is 5%, when we further analyse the data, there is an 8% difference at academic and PMSS senior levels.	• Conduct and publish an annual report on the gender pay gap. • Further investigate the reasons for the gender pay gap in particular grades.	Office HREDI, HR-UL	December 23 annually	A reduction in Year 4 in the gender pay gap by 1%
	AEG 2	A2.2.20	Med	Devise strategies to encourage staff from minority ethnic backgrounds to join committees, particularly at faculty or institutional level.	Our findings point to the fact that staff from ethnic diverse backgrounds are less likely than their counterparts to sit on committees.	• Record and track the diversity profile of key committees. • Hold focus groups to establish the reasons why staff from ethnic diverse backgrounds are less likely to sit on committees. • Roll out a campaign inviting expressions of interest from staff from ethnic backgrounds to join certain committee (positive action).	Ethnic Diversity Forum, HREDI Office	Feb 24 - June 24	The reasoning for less involvement is established and a notable increase in participation of staff from ethnic diverse backgrounds is evident.
	AEG 2	A2.2.21	Med	Following the self-declaration campaign, investigate if those from ethnic minority backgrounds are less likely to hold a permanent position in UL.		• Following the self-declaration campaign, undertake an analysis of staff from ethnic diverse backgrounds and their contract types.	HREDI Office, HR-UL	Feb 24 - June 24	A detailed report is completed that highlights the contract status of staff from declared ethnic diverse backgrounds.
Gender equality in recruitment and career progression	GE 5	A2.3.1	High	Examine barriers to career progression for females at grades SEA to SAO3.	Only 1% of all female PMSS are at SAO3 level compared to 5% of all male PMSS.	• Provide additional career development programmes to PMSS. • Actively encourage women at EA and SEA levels to undertake the Aspiring Research Leaders programme.	HR-UL Learning & Developoment	Year 1 Sept 23	30% of attendees on the Aspiring Research Leaders programme are PMSS EA/SEA staff
Gender equality in recruitment and career progression	GE 3	A2.3.2	Med	Undertake an analysis of current UL contracts.	The data clearly demonstrates that females have far less employment security in UL than their male colleagues: PMSS non-permanent contracts are held by 66% females versus 34% male, and the discrepancy is even higher with UniJobs contracts (74F/26%M) so we need to analyse why this is the case.	• Undertake a comprehensive review of all PMSS and UniJobs contracts. • When reviewing the contracts, set out the nature of roles that contracts are being utilised for. • Present a report of the findings to Executive Committee (EC).	Office HREDI, HR-UL Comps & Bens	Jan 24- Sept 24	– A detailed report completed and presented to EC – A review of contracts results in 20% of staff being offered CIDs.
	GE 5	A2.3.3	Med	Explore career frameworks for educational developer and learning technologist roles.	From recruitment data, it is evident that the number of educational developers and learning technologist roles at UL is growing. The fact that these posts are located within faculties, ITD and academic units may lead to differences in career development so it is worthwhile exploring this issue to confirm that.	• Carry out research to establish how these posts are been dealt within across the sector. • Present a report to Executive Deans for consideration and agreement to put forward a proposal for consideration. • Set up a working group to scope out the project.	HR-UL	Jan 25 - June 25	An Education Developer/Learning Technologist framework agreed with a timeline in place for rollout

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Gender equality in recruitment and career progression	AEG 3	A2.3.4	High	Review where recruitment competitions are being advertised with a view to identifying additional portals and networks that could be used to broaden the reach and widen the selection pool.	We need to attract more candidates with disabilities, more women to senior academic posts and more males to administrative posts	With HR Recruitment: • Undertake an analysis of the recruitment channels currently being utilised. • Benchmark current numbers of applicants applying for UL positions by equality grounds. • Work with relevant bodies to identify new channels aimed at increasing the diversity of the recruitment pool. • Agree a strategy to extend the variety of channels being used.	HR-UL Recruitment, Office HREDI	Sept 23 - Jan 24	An increase by 20% in the number of applicants from ethnic backgrounds, with disabilities, etc.
	GE 3	A2.3.5	Med	Undertake a survey in October 2023 to ascertain if the Online Recruitment Pack has improved staff members' experiences of the recruitment process.	In the survey feedback comments, 39 respondents felt the recruitment process was too bureaucratic and long-drawn-out. We need to see if staff find the Online Recruitment Pack to be more user-friendly and efficient.	• Roll out a survey in 2023 to ascertain if the feedback has improved in relation to the length of time it takes from advertisement to appointment.	HR-UL	Feb 24 - June 24	Survey completed and a 90% positive response that the Online Recruitment Pack has improved the timelines for recruitment
		A2.3.6	Low	Put in place a process (similar to the School of Medicine's best practice initiative) that requires managers to open up involvement in project work to all staff in their unit.	PMSS (27%F/24%M) reported a lack of exposure to high-profile successful projects as a main inhibitor of career progression.	• Meet with individual directors to discuss the implementation of a system similar to that used by the School of Medicine to provide staff with the opportunity to get involved in projects outside of their own roles.	DHREDI, HR-UL	Jan 25 - June 25	An decrease from 54% to 20% of staff reporting their career progression has been inhibited by the lack of exposure to projects
Gender equality in recruitment and career progression	GE 5	A2.3.7	High	Following completion of the job evaluation process, undertake a pulse survey with PMSS.	The first round of applications under the new job sizing/job evaluation process is now underway. Gathering PMSS feedback on the process is an important aspect of measuring its fitness for purpose.	• Undertake an analysis of the job evaluation results to assess success rates. • Undertake a survey in collaboration with HR-UL of all PMSS in relation to their experience with the new system. • Present feedback to HR and AS/EDISC.	HREDI Office, HR-UL	Sept 23 - Dec 23	60% satisfaction level with the revised job evaluation process in Year 1; 70% in Year 2; 90% by Year 5
		A2.3.8	Low	Investigate whether professional development leave is readily available to PMSS.	The uptake of this leave is very low despite it being a wonderful opportunity for PMSS to enhance their professional development.	• Establish with HR if this leave is readily available. • If available, secure approval to promote the opportunity amongst PMSS. • Interview the PMSS employee who availed of the leave to get their feedback.	HREDI Office, HR-UL Learning & Development	Jan 25 - June 25	An increase by 20% in the take-up of this leave by PMSS
Gender equality in recruitment and career progression	GE 5	A2.3.9	High	Target a 100% PDRS completion rate.	While the percentage of PDRs completed rose significantly from 60% in 2020 to 81% in 2021 for PMSS staff and 65% to 75% for academic staff, we aim to get it to 100% in compliance with UL policy and because of the benefits it bestows on staff for career development.	• Record data on PDR completion in a format that enables analysis across equality grounds. • Publish detailed reports on completion rates.	HR-UL Learning & Developoment	Annually in Jan commencing Jan 23	– An increase in PDRS completion rates for academics and PMSS (and other) categories in years 1, 2 and 3 – Year 4 completion rate close to 100%
Work-life balance & organisational culture	GE 4	A2.3.10	Low	Investigate why PMSS are given disproportionate responsibilities for activities outside of their job description.	To rectify the issue, we need to know why, according to survey data, PMSS are given disproportionate responsibilities for activities outside their job description.	• Identify what these activities are and if there is a gender element to the issue.	Heads of department (HoDs)	January 2025 – November 2025	– Set of activities and situations allocated outside of PMSS job descriptions identified – Issue explored with regard to gender – Clear communication issued on foot of the investigation to ensure the percentage of PMSS stating they are given disproportionate responsibility outside their job description is reduced from 32% to 16%

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	GE 1	A2.4.1	High	Monitor how the staff communication strategies of UL leaders affect the Staff Survey 2024 responses relating to trust.	In terms of trust, most staff agree that their department can be trusted to treat them fairly (75%, Figure 2.4.2), with very high agreement within PMSS (77%F/82M). The higher the scope level in the institution, the less staff agreed they were treated fairly. Only 52% of overall respondents trusted UL to treat them fairly.	• Put in place mechanisms to increase the trust levels of staff in senior leadership. • Enhance leadership and mentoring training for senior managerial staff. • Investigate any issues among male faculty/PMSS to account for low response and refer to support mechanisms if necessary.	Institution leaders, Faculty Deans, HR-UL	January 2023 - December 2023	Data reviewed from the culture Appreciative Inquiry process highlights a 10% increase in response levels.
	AEG 1	A2.4.2	High	Improve engagement in and monitoring of Dignity & Respect training.	We know mandatory training is not always successful so we need to ensure it is repeated every three years.	• Make Dignity & Respect training mandatory as part of the probationary requirements for new staff. • Make refresher training a requirement every three years. • Include a section in the PDRS documentation on essential training.	HR-UL Learning & Development	Annually commencing Jan 23	– HR monitors and reports on completion rates on mandatory training – A section for mandatory training included in the PDRs requiring managers' signatures
	AEG 2	A2.4.3	Med	Undertake focus groups with staff from ethnic backgrounds to gather information on their experiences and to identify gaps in policies.	70% (n=576) of survey respondents agree that UL supports diversity, inclusion and belonging through the publication of policies and training on policies. Among female participants, levels of strong agreement drop to 26% while among males, it is 36%. As these results reflect the feedback from only 43% of staff, it is concerning.	• Through the Ethnic Diversity Forum, undertake focus groups with staff from ethnic diversity backgrounds to inform the development of new and the editing of old policies.	Office HREDI, HR-UL, Ethnic Diversity Forum	Sept 23 - June 24	A range of new and updated policies in place
	AEG 2	A2.4.4	High	Develop an Ethnic Diversity Forum Action Plan in line with the HEA Race Equality Implementation Plan.	To ensure the action plan is as comprehensive and wide-reaching as possible.	• Work with the Ethnic Diversity Forum Policy Development Group to finalise an ED action plan in line with the HEA Race Equality Plan. • Consult with staff and student from ethnic backgrounds to inform the action plan. • Formerly launch the action plan.	Office HREDI, Ethnic Diversity Forum Policy Development Group	Launch June 2023	– Action plan approved and launched by the President – A range of actions agreed and rolled out
Work-life balance & organisational culture	AEG 5	A2.4.5	High	Roll out an awareness campaign on intersectionality.	On further analysis of the data and the comments received through consultation, there appears to be a lack of understanding of what intersectionality means.	• Undertake an awareness campaign on 'Understanding Intersectionality' to inform the new HREDI Strategy (2023-2026).	Office HREDI, Faculty ASEDI	June 23	Three intersectionality workshops rolled out in Year 1 and one in each of years 2, 3 and 4
Measures against gender based violence including sexual harassment	AEG 1	A2.4.6	High	Roll out anti-bullying, harassment, racism, hate crime and active bystander awareness campaigns.	The data presents some very worrying findings, which require immediate action. The data collected will be used to inform policy and targeted educational initiatives. We know from this that more incidents are happening on campus than are reported.	• Undertake a campaign to encourage staff and students who experience inappropriate bullying, cyberbullying, harassment, discrimination, hate crime, coercive behaviour/control, stalking, assault, sexual harassment, sexual assault or rape to follow the clearly signposted steps to complain in the knowledge that they will receive the institution's full support. • Include in the campaign a section on encouraging staff and students to act as active bystanders and undertake bystander training.	Office HREDI, Student Life, Student Affairs, HR-UL	March 23 - June 23	– Campaign rolled out across campus engaging staff and students – An increase of 20% in reported cases
					Staff who reported their sexual orientation as LGBTQI+ were more likely to have experienced bullying, less likely to know how to report it and less likely to feel comfortable reporting it.	• Identify issues that may be preventing LGBTQI+ staff from reporting bullying.	LGBTQ network, HREDI Office, HR	March 23 - June 23	
					Staff who indicated they had a disability reported experiencing bullying more than staff without a disability did (38% versus 22%). Even though they had the same knowledge of the reporting process as their colleagues, staff with a disability were less comfortable reporting bullying (44% versus 56%) than were their colleagues.	• The DisAbility Network will address the issues highlighted through network events.	DisAbility Network	March 23 - June 23	Increase from 40% to 80% of respondents feeling comfortable reporting incidents

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					Over 150 female staff in UL reported experiencing bullying in the past three years.	• Conduct an anti-bullying and harassment in the workplace campaign.	Apex Network HR	March 23 - June 23	
	GE 1	**A2.4.7**	Med	Secure management approval to include Let's Talk about Race as a mandatory programme.	In the survey, between 10% and 25% of respondents from minority backgrounds reported experiencing racism in one form or another.	• Secure management approval to make the Let's Talk about Race a mandatory programme.	Ethnic Diversity Forum, HR-UL Learning & Development	Sept 23 on-going	A reduction to less than 10% of staff and students experiencing racism
		A2.4.8	Med	Develop an intercultural competence programme for all staff.	To add to our training suite of programmes include the need for all staff to engage in a comprehensive programme on Intercultural Competence.	• An excellent intercultural training programme rolled out leading to enhanced awareness and understanding of intercultural differences and behaviours. • Pilot reviewed. • Updated programme in place. At least 3 programmes annually	Office HREDI	Feb 24 - June 24	– Staff and students reporting enhanced understanding of Intercultural Competence – Three programmes delivered annually

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Measures against gender based violence including sexual harassment	AEG 1	A2.4.9	High	Set up a Student Designated Contact Persons Panel (SDCPP) as a trauma-informed service to support students who make disclosures with counselling and advocacy services.	As evidenced from survey feedback, 29% of respondents do not know how to report sexual harassment, and the anonymous reports in the Speak Out tool show that incidents are happening on campus that are not being formerly reported.	• Set up a SDCPP and inform students about it.	Sexual Harassment and Sexual Violence (SHSV) Prevention Officer	Jan 2023 to March 2023	– Student survey feedback showing respondents know where to report, etc. – Responses re. not knowing where to report reduced from 29% to 10% in Year 1 – High level of engagement with the SDCPP reported in surveys
						• Provide comprehensive training to panel members.		Jan 2023 to Feb 2023	Training requirement identified and implemented
						• Put in place a buddy system to support panel members.		Jan 2023 to Feb 2023	Buddy system in place
						• Investigate additional supports for panel members		Feb 23 to March 23	Supports identified and panel members provided with the details
						• Hold bi-monthly meetings with panel members.		Bi-monthly commencing April 23	Meeting schedule in place
Measures against gender based violence including sexual harassment	AEG 1	A2.4.10	High	Undertake a reporting awareness campaign that includes increasing the visibility of reporting mechanisms for sexual violence and sexual harassment.	A high percentage of female academics (33%) and researchers (48%) did not know how to report incidents of sexual harassment or sexual violence. We need to ensure that staff are equipped to effectively report and respond to these behaviours.	• Roll out additional handling disclosure training.	SHSV Prevention Officer	Bi-monthly commencing Feb 23	– Training workshops delivered – Feedback gathered and improvement, if required, put in place
		A2.4.11	Med	Undertake short annual surveys with staff and students to track levels of understanding of and satisfaction with policy guidelines and to ascertain levels of confidence that complaints will be properly investigated.	It is important to continually gauge staff and students' levels of understanding of our policies and reporting mechanisms and to ensure their effectiveness.	• Roll out a short annual survey on policy effectiveness. • Assess the effectiveness of training sessions and amend the training in response to survey feedback from participants.	Office HREDI	Nov 23	– High engagement with survey across staff and student cohorts coupled with strong awareness of policies and reporting procedures – Respondents report confidence that complaints will be investigated and are confident to submit complains in the first instance
Work-life balance & organisational culture	AEG 5	A2.4.12	Med	Implement a campaign to encourage staff to use their preferred pronoun and the LGBTI+ 'inclusive space' logo in their email signatures.	To increase the awareness of transgender equality in UL and to provide a more inclusive welcoming space for trans staff and students. To align with the commitment in our GIGE policy.	• Publish a guidance document on understanding and using pronouns to support staff and students. • Roll out further gender identity workshops.	Office HREDI	Annually commencing June 23	By 2026, 50% of staff will have included their pronouns on their signatures.
Gender balance in leadership & decision making	GE 4	A2.4.13	Med	Investigate the scheduling of meetings outside 10h00 to 16h00 to identify possible patterns and solutions.	While we are committed to holding meetings between the core hours of 10h00 to 16h00, some staff indicate that this is not happening. This can impact people with caring responsibilities, who are primarily women.	• Quantify the number of meetings and attendees, the frequency of meetings and the extent to which advanced notice of meetings held outside core hours is given. • Remind EC and Management Council of this commitment, the rationale for it and why their support is required to ensure compliance.	HREDI Office, EC, Management Council	March 23	– Measurements available to report and monitor the issue – Higher levels of agreement from survey respondents that meetings are held within core hours
		A2.4.14	Low	Support the library in its endeavours to secure capital funding for its wellbeing plan.	This forms part of UL's 2023 plan to provide wellbeing spaces on campus, including a sensory room for students with sensory issues.	• Once in place promote the use of the sensory rooms on campus. • Connect the work of the Autism@UL work with the Library plans to ensure alignment.	Head of Library Services	Jan - Dec 23	Further inclusive spaces in place by 2026

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		A2.4.15	Low	Support the Autism@UL SIG to identify funding streams to enable the development of an inclusive, sensory play/work/exercise garden for staff, students and the wider community.	A key aim of the Autism@UL SIG is to develop an inclusive and sensory play/work/exercise ground or garden that offers a spectrum of interaction and experience options (versus a one-size-fits-all approach) and aligns with UL's campus masterplan.	• Engage with Buildings & Estates to prioritise the Autism project in its capital masterplan.	Buildings & Estates, Autism@UL SIG	Year 3 2024	Project approval in place
Measures against gender based violence including sexual harassment	AEG 1	A2.4.16	High	Devise a policy on domestic abuse leave.	The need for additional leave policies, particularly one for domestic abuse, has been highlighted through staff consultation.	• Agree with HR a domestic abuse leave for staff. • Devise the policy and have it approved at senior management level. • Implement the policy.	HR-UL Business Partners	Q2 to Q4 2023	Policy in place
Work-life balance & organisational culture	AEG 5	A2.4.17	Med	Carry out focus groups to establish where cover for leave is not being provided.	There is evidence that maternity leave is not always filled directly and instead that the work is simply spread among the other staff. 34 staff members reported not being replaced while on leave.	• Conduct the focus groups. • Based on the outcomes of the focus groups, remind HoDs and managers of the importance of ensuring the leave cover grade is adequate and appropriate in line with the maternity leave policy and central funding for maternity leave.	HoDs, Deans, Directors, HR-UL	April 23	Survey indicates more appropriate replacement levels
		A2.4.18	Med	Devise additional formal processes for supporting staff returning from leave.	Over one-third of survey respondents reported feeling their career progression was negatively impacted by taking leave.	• Agree a formal return to work letter for staff returning from leave. • Agree a checklist for managers to implement with staff returning from leave.	HR-UL Compensation & Benefits	From August 23, review in June 24	New processes in place and a decrease from 38% to 10% of staff feeling that taking leave negatively impacts their career progression
Work-life balance & organisational culture	GE 4	A2.4.19	Med	Highlight timetabling as a key project as part of the student information system upgrades.	• Staff find it difficult to organise childcare and other caring responsibilities on a regular basis given that the timetable changes each semester and that the notice given of the teaching timetable is extremely short. • We need to ensure that academic timetables are produced in sufficient time to allow staff and students with caring responsibilities to plan.	• Ensure that the timetabling issue continues to be highlighted as a key project that affects females in particular. • When project is approved, monitor progress in implementing • Measure improvement in notification of timetable to students and staff.	AS/EDISC, Director Academic Registry, Provost/Deputy President	End Q4, 2025	– New timetabling system approved for implementation. – Timetabling improvements implemented – Feedback from staff indicate improvements in notice period of scheduling.
Work-life balance & organisational culture	AEG 5	A2.4.20	High	Seek additional lactation/breastfeeding/parent rooms on campus to support mothers.	There is a requirement for additional lactation/breastfeeding rooms and parent rooms on campus to support student and staff mothers and parents.	• Work with Building & Estates to find suitable rooms on the North Campus and close to KBS.	Building & Estates, Office HREDI	Sept - Dec 2023	One additional room secured on the North Campus and possible venues for others identified on North and South campuses
Work-life balance & organisational culture	AEG 5	A2.4.21	High	Complete and implement the Support for Pregnant Students Policy.	UL does not have a policy that highlights and specifies the supports available to pregnant students.	• Identify existing supports for pregnant students • Draft the policy • Have the policy approved in line with the required procedures.	Office HREDI, Student Life, Student Affairs	Jan 2023 - May 2023	Support for Pregnant Students Policy in place
Gender equality in recruitment and career progression	AEG 2	A2.4.22	Low	Investigate if gender or other equality grounds play a part in the University of Sanctuary scholarship application and selection process.	There is a consistent gender imbalance among qualifying students in favour of males.	• Investigate what the issues are in relation to the imbalance in favour of males availing of the Sanctuary Scholarships.	University of Sanctuary Committee	Jan 24 - June 24	Report presented and actions agreed to address the imbalance
		A3.2.1	Med	With the Faculty of AHSS and HR, offer the Graduate Diploma in EDI to staff on a micro-credentials basis.	UL is anxious to enhance the skills of staff in EDI so providing the programme as a micro-credentials offering will attract participants who otherwise may not be able to take it.	• Agree a formal micro-credentials process for the Graduate Diploma in EDI with ASEDI FAHSS and HR Learning & Develompoment. • Promote the programme option to all staff. • Formalise the obtaining of a EDI Badge through the programme.	ASEDI FAHSS, HR-UL Learning & Development	Commence Sept 2023 and annually thereafter	– Micro-credential programme in place – Increase in uptake in Year 2 to 10 staff and in years 3 and 4 to 20 staff
		A3.2.2	Low	Secure funding for additional AS/EDI scholarships.	To compy with the institution's EDI goals.	• Work with the faculty Executive Deans to secure additional ASEDI scholarships.	Deans	Year 3, 2025	Four additional scholarships in place

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Integration of the gender dimension into research & teaching content	AEG 5	**A5.0.1**	Med	Review Research strategy Wisdom for action to identify options for measuring & including equality dimesions in research activity	HREDI Strategy lists Research strategy as a key document for assess, address, report during its review. There is also a need to ensure UL is capturing research output that considers equality dimensions		VPR Research	Year 3, 2025	
Integration of the gender dimension into research & teaching content	AEG 5	**A5.0.1**	Med	Review Teaching & Learning Strategy *Action for Wisdom* to identify options for measuring & including equality dimesions in T& L	HREDI Strategy lists Teaching & Learning strategy as a key document for assess, address, report during its review. There is also a need to ensure UL is capturing improvements in T & L that consider equality dimensions.				